

Model Curriculum for Three/Four Year
Degree Course (With Multiple Entry /Exit
Option)
Based on NEP-2020

History



Odisha State Higher Education Council, Bhubaneswar

Government of Odisha

Semester	Subjects
I	Core I - History of India- I (From Prehistory to Vedic Age)
	Core II- Social Formations and Cultural Pattern of Ancient World
II	Core III- History of India-Ii: From State formation to early medieval (c.600BCE- c.750CE)
	Core IV - Social Formations and Cultural Patterns of the Medieval World
III	Core V- History of India-III (circa 750 -1206)
	Core VI- RISE OF THE MODERN WEST – I
	Core VII- History of India (c.1206 - 1526)
IV	Core VIII- Rise of the Modern West– II
	Core IX- HISTORY OF INDIA-Mughal India (c. 1526 - 1750)
	Core X- Historical Theories & Methods
V	Core XI- History of Modern Europe- I (c. 1780-1880)
	Core XII- HISTORY OF INDIA (c. 1750 - 1857)
	Core XIII- History of India (c. 1857 - 1950)
VI	Core XIV- History and Culture of Odisha-I (The Making of a Region from Early Times to 1568)
	Core XV- History of Orissa-I: The Making of a Region (Afghan Rule to Post Independence Period)
VII	Core XVI- History of Modern Europe II (c. 1880 - 1939)
	Core XVII- History of Modern China, 18 th Century to the 20 th Century
	Core XVIII- Evolution of Modern Political Thought in India
	Core XIX- Basic Principles and Methods in Archaeology
VIII	Core XX- Art and Architecture in India (Up to Medieval)
	Core XXI- A Short History of Contemporary Popular Cultures: Cinema &TV, Sports and Cuisine
	Core XXII- Tribes of Odisha through Ages
	Core XXIII- Reading Historical Essays and Writings

Programme Objectives & Outcomes

Past is before us all. Individual, family, villages, communities, regions, nations and humanity have all sense of their past. Hence, there are many claimants of and contestation of the past. In the face of such multiple claimants of the past, such as by tradition and myth of a community regarding certain notions of past, how does one foster historical thinking? Historical Thinking involves thinking about the issues of historical significance, continuity and change, progress and decline, and evidence thereof. Historical thinking involves asking relevant questions about past, discovering new sources or reanalysing the existing sources/evidence following historical methods

The UG Programmes are organised to provide the greatest flexibility to its students, with multiple entry and exit option. There are Core papers that provide the fundamental knowledge in the discipline of history and in the study of the History of India, Odisha and the World. The programme is otherwise envisaged to provide a large amount of choices so that students can tailor their education on the basis of their interests. These provide not just skills in history but also vital skills in other disciplines. The programs are interdisciplinary keeping in mind that specialisation in History is the key to access cognate skills from other disciplines. There are Skill Enhancement Courses, Multi-Disciplinary courses, Ability Enhancement Courses, etc which would facilitate overall knowledge and skill development of candidates.

Nature and Extent of the Programme

The programmes are designed in a very flexible manner with the option of multiple entry and exits. This flexibility makes the program one year certificate, two year diploma, three year degree with two majors, three year degree with One Major and two Minors, four year program with Honours with research and four year program without research. These flexibilities in Programs have been given later in the structure. Each semester is for the duration of sixteen weeks. In this syllabus, reference to important books along with link to video resources is given. Students are advised to go the website of E Pathsala, Consortium of education Communication (CEC), SWAYAM Portals to see excellent video materials.

Programme Objectives: Four Year Courses (PO)

PO 1: The Four Year History syllabus at Higher education of Odisha aims at the discipline of History which instructs students on how to read and process information on people, societies, cultures, events and places which are removed from our time and space. Knowledge of this past is critical in understanding the ways in which the present world is connected and responds to its history in sometimes overt and at other times more complex ways that is missed by most people.

PO 2: The program aims to develop a historical thinking that goes beyond the linear narrative of past and set it anchored to right historical thinking by developing critical analysis of the sources and their interpretation of the past.

PO 3: The Program provides information about different aspects of the past to students, to teach them how to use, analyse and interpretation of evidence, instruct them on how historians research, frame an argument and debate details which have bearing on the present.

PO 4: The program aims to develop local history by encouraging students to construct history of the locality by encouraging students to explore different dimensions of the past by collecting evidence from land officials, temples, archaeological sites, etc.

Program Outcomes (PO)

PO 1: After the completion of the four year program, students are expected to have acquired the skills of critical thinking, rational enquiry, effective communication, and exploring the relationship between past, present and historiography.

PO 2: The students will be able to know that history is a knowledge discipline and not rote memorisation of dates and events. It will enhance student's ability to carefully read a complex historical narrative by a historian in his historical writing, evaluate the use of evidence by the historians and possible selective use of evidence. In short, they are expected to construct historical narrative and formulate arguments based on a historiographical engagement

PO 3: Develop skill and knowledge of deciphering the primary sources, such as recognition of script, potteries, land records through their internship

PO 4: Develop responsible citizenry which respects gender concerns, human values and correct historical thinking and transmit them to society through community engagements

PO 5: The program enhances the Capability of students to assume leadership roles and apply the above mentioned analytical abilities in various other non-familiar contexts.

PO 6: Students will have the cognate skills such as reasoning, analysis and critical thinking

PO 7: Students will develop skill of picking up disparate sets of information from local sources and internet and weave a coherent argument with a view to reveal identifiable patterns of continuity and changes.

Graduate Attributes of History Program and Employment Opportunities

Upon successful completion with the above mentioned programme outcomes for the students, students will have attributes such as the ability to collect data from various data-mining sites, such as museum, archive, newspaper, material artefacts; analyse and process evidence and construct narrative of a particular aspect of past. Such skills will open up career opportunities in the following field

1. Museum, 2. Archives, 3. Research Institution, 4. Academic 5. Journalism 6. Development Studies 7. Archaeology 8. Archive 9. Cultural Institutions 10. International

Semester-I

Core I History of India- I (From Prehistory to Vedic Age)

Course Objectives

- What were the major changes in Indian history and how did they come about?
- What were the particular institutions and cultural elements in Indian society which may be considered different from those in other societies?
- Students will acquire knowledge regarding the early life and socio-cultural status of the people of ancient India. They can gather knowledge about the society, culture, religion and political history of Ancient India. They will learn about trade and urbanization of ancient civilization, like Harappan Civilization, Vedic civilizations etc
- Students will be oriented to appreciate the changes and continuity in ancient India and also learn about how various sources which are corroborated in order to construct the history of Ancient India

Course Outcomes

- Describe the antiquity of India's past and methods of construction of past
- Describe the different sources which are scientifically corroborated to construct the past
- Describe the beginning of farming communities and scientific methods which have come up in recent years
- Understand the Vedic roots of Indic civilisation

Unit-I: Reconstructing Ancient Indian History

1. Early Indian notions of History
2. Sources of Historical Writings and the Historiography concerned with this Period
3. Historical Geography (Major Harappan Sites and Sixteen Mahajanapadas).

Unit-II: Pre-historic Hunter-Gatherers and Food Production

1. Paleolithic Cultures: Upper, Middle and Lower; Tool Typologies in Three Phases, Distribution of Sites, Subsistence Pattern
2. Mesolithic Culture: Distribution of Sites, Tool typologies, Subsistence Pattern, Evidence of Foraging
3. Neolithic: Zones of Early Farming Cultures of Indian Subcontinent (Ash Mound sites of South India, Eastern India, Vindyan Fringe, North-Western India), Crops, Subsistence Pattern, Habitation Structure

Unit-III: The Harappan Civilization

1. Origin and nature; Harappa as Saraswati-Sindhu civilisation: Settlement Patterns and Town Planning (Study of Harappa, Mohenjodaro, Kalibangan, Dholavira and Lothal
2. Economic Life: Agriculture, Craft Productions and Trade (External and Internal)
3. Social and Political Organization; Religious Beliefs and Practices; Art

Unit-IV: Cultures in Transition

1. Early Vedic Age: Sources, Geography, Society, Polity, economy Religion and Literature
2. Later Vedic Age: Social Stratification (Varna and Gender), Polity, Religion, and Culture; Philosophy of Upanishads
3. Non-Harappan Chalcolithic Cultures and Megaliths: Malwa, Kayatha, Ahar, OCP, Eastern India, Megaliths in South India

Unit I:

The unit aims to familiarise the prehistoric cultures of the Indian subcontinent. There were several changes happening as part of evolution of human being: Tool typo-technology, gene mutation resulting in changes in biological changes, migration and human colonisation. The unit also acquaints students about the emergence of early farming communities in various agro-climatic regions of India from seventh millennium BC onwards covering the early farming settlements in Deccan, Central and eastern India. Students will be encouraged to list various tools of different prehistoric periods by visiting internet based sites of various

museums such as Smithsonian, US. Odisha is quite rich in prehistoric rock art and sites. Students will be encouraged to visit these sites, if possible.

Unit II:

This unit makes people appreciate that history is source-based enterprise of knowing the past and hence, it requires acquaintance and mastery of the use and analysis of various sources of the past. Questions such as what kinds of sources used in the historical narrative, issues of authorial intention, such as why Asoka wrote in edicts what he wrote, authenticity of sources and use of selective sources in construction are made acquaintance to the students. Further, the students are encouraged to appreciate the differences between India's Ithihasa Purana tradition and modern historical tradition. It is also important to understand that when we study history, national political boundary should not come in the way of understanding a historical region.

Unit III:

The Harappan was the first urban civilisation of the Indian subcontinent. How was a civilisation different from culture? Students will be asked to do map pointing of the Harappan sites and internet search to understand the social differentiation, urban character and other features of the Harappan civilisation. At the end of this unit, students shall be familiar with various aspects of Harappan Civilization as well as the contested ways of looking at the Harappan Civilisation and its attributes, such as the recent nomenclature of Saraswati-Sindhu civilisation given to the Harappan civilisation.

Unit IV:

At the end of this unit, students will be able to understand that diffusion of agriculture and use of metal technology had wide variations in the Indian Sub-continent. It also makes people understand the ways the Vedic culture, which in many ways, shaped Indian civilisation.

Suggested Reading List:

- ✓ *BD Chattopadhyaya, A Survey of Historical Geography of Ancient India, Delhi, 1991*
- ✓ *B. Subba Rao, Personality of India, Varoda, 1958.*
- ✓ *BD Chattopadhyaya, The Concept of Bharatavarsha and Other Essays, Delhi, 2017*

- ✓ D.K. Bhattacharya, *An Outline of India's Prehistory* R. S. Sharma, *Material Culture and Social Formations in Ancient India*, 1983.
- ✓ Upinder Singh, *a History of Ancient and Early Medieval India*.
- ✓ V.N. Mishra, *Prehistoric Colonisation of South Asia* Free download
- ✓ <https://www.ias.ac.in/article/fulltext/jbsc/026/04/0491-0531#:~:text=Human%20colonization%20in%20India%20encompasses,stone%2C%20bronze%20and%20iron%20ages>
- ✓ Bridget and Raymond Allchin, (*The Rise of Civilization in India and Pakistan*. Cambridge: Cambridge University Press, Part III. Pp. 229- 346, 1982.
- ✓ Tony Joseph, *Early Indians, The Story of Our Ancestors and Where We Came From*, Delhi, Juggernaut Publication.
- ✓ Romila Thapar, *Early India: From Beginning to 1300 CE*, Delhi Penguin, different editions
- ✓ A.L. Basham, *The Wonder that was India, Vol.1*, Delhi, Penguin, Different editions
- ✓ Romila Thapar: *Cultural past*, Delhi, OUP. 2004 edition, Section 1 only.
- ✓ R.S.Sharma, *Material Culture and Social Formation in Ancient India*, Delhi, Macmillan.
- ✓ *The Vedic Age, Vol 1*, Bharatiya Vidya Bhawan
- ✓ Sreedharan, E., *A Textbook of Historiography, 500 BC TO AD 2000*, Hyderabad: Orient Blackswan, Reprint 2009

Internet Resources

Unit I: <https://www.youtube.com/watch?v=WDUJkeFw-R4>

Unit II: D.K. Bhattacharyas in E Pathsala:

Anth P03 M15. Lower palaeolithic culture of India

https://www.youtube.com/watch?v=i_PpS70gXPo,

Anth P03 M10. Mesolithic cultural chronology,

https://www.youtube.com/watch?v=NRf30FRNX_Q

Unit III: Harappa | *The Ancient Indus Civilization* in <https://www.harappa.com/>. This is an excellent site developed by Mark Kenoyer, a noted expert on the Harappan Civilisation.

Unit IV:

<https://www.khanacademy.org/humanities/world-history/world-history-beginnings/ancient-india/v/introduction-to-the-vedic-period>

Activities to do

- ✓ *Read Asoka's Major Rock Edicts and Special Rock edict at Dhauri. Read Asokan Brahmi alphabet from internet.*
- ✓ *Document various temples and other buildings in your village. Prepare a listing.*
- ✓ *Take physical map of India and plot the distribution of the sites of Lower Palaeolithic age to the Harappan civilisations*
- ✓ *Grouping of students and presentation and Discussion on different Urban Civic Amenities of Culture of the Harappans*

Core II Social Formations and Cultural Pattern of Ancient World

Course Objectives

- Students will be able to understand the evolution of human society & how the society of agricultural and animal husbandry had begun in ancient times.
- They also learn how the human society had transformed from nomadic to civilized society in ancient history of the World.
- They can acquire knowledge about the Ancient Greek polities, society and cultural life.

Course Outcome

- Critical understanding on the interdisciplinary in understanding the evolution of homo sapiens
- Develop team spirit to make group presentation on Migration, evolution, tool technology
- Skill in developing prehistoric tool technology
- Develop appreciation of the global heritage
- Appreciate the difference between Senatorial democracy and popular democracy of Rome and Greece respectively

Unit-I: Evolution of Man

- Evolution of Man: From Hominoid to Homo Sapiens
- Paleolithic Cultures: Lower, Middle and Upper Paleolithic Cultures, Tool typologies and technologies, Migration of Homo Sapiens and Colonisation
- Mesolithic Cultures, Tool Typology, Foraging, Rock Art, Religion,

Unit-II: Neolithic Culture:

- Food Production : Major Sites in Fertile Crescent, Food Production, Habitation Structure, Pottery, Neolithic Revolution
- Development of Agriculture: Early Domesticated Plants in Fertile Crescent, China, India
- Animal Husbandry: Archaeological Evidence of Animal domestication, Characteristics of Domesticated Animals

Unit-III: Bronze Age Civilizations

- Egypt: (Natural and Cultural Settings, Major Developments in Old Kingdom, Middle Kingdom and New Kingdom, Society, economy, Religion, Art and Temple Architecture
- Mesopotamia: Developments in Sumerian, Babylonian and Assyrian periods: Natural and Cultural Setting, Cultural Developments from Ubaid period to emergence of Uruk as a state, religion, society, economy and cultures of Sumer; Developments in Imperial Ur, Code of Hammurabi, and Babylonian expansion, Introduction of Iron and Neo-Assyrian Empire
- China (Shang): Pre Shang Culture, Oracle Bones, Major Developments, Chinese Society

Unit-IV: Ancient Greece:

- Athens and Sparta: Natural & Cultural Setting of Ancient Greece, Development of Polis, Evolution of Oligarchic Spartan State, its Intuition structure, and society;
- Polity, Economy & Society: Evolution of Athenian Democracy from Solon to Peloponnesian War), Athenian Economy
- Culture: Literature, Religion, Art and Architecture, Science

Unit I:

The unit aims at making students understand the interplay of environment, biology, gene in the evolution of human beings from hominoid to homonins. It aims to make students categorise different tools based on typo-technological classification. The unit adopts a multi-displinary approach to understand human evolution and culture.

Unit II

This unit familiarises the archaeobotanical and archaeozoological evidence of agriculture and domestication of animals in different regions of the world and diversities in crop production. The beginning of agriculture accelerated numerous other changes in human culture- growth of village settlements, more evidence of organised religions, technological changes such as pottery making. The paper would emphasise on understanding

Unit III

This unit makes people acquaint with the emergence of state and civilisation in few river valley civilisations of the world. It looks at patterns of similarities and changes in this civilisation so far as nature and ideology of kingship, religion is concerned. It looked at interrelation between religion and organisation of economic activities in these complex cultures.

Unit IV

The unit looks at various aspects of Ancient Greece as it is considered to have significantly to intellectual thought of the west. The paper looks at the evolution of city states of Ancient Greece and different trajectories of growth of various form of polities such oligarchy in Sparta and Democracy in Greece. It also examines Greek contribution in Mathematics, art, architecture and literature.

Suggested Text Books:

- ✓ *Brian Fagan and Nadia Durrani People of Earth, London, Routledge, 2019*
- ✓ *Brian Fagan & Chris Scarre, Ancient Civilisation, London Routledge, 2016*
- ✓ *Amar Farooqui, Early Social Formation, Delhi, Different editions*
- ✓ *Alex Castor, Between Two Rivers: The History of Ancient Mesopotamia, 2006, The Teaching Company*
- ✓ *History of Mankind Series, UNESCO*
- ✓ *V. Gordon Childe, What Happened in History?, 1942/2003 edition*
- ✓ *Bisman Basu, The Story of Man*
- ✓ *H.Neil&M.C.Willam, A World of History, Oxford, New York, 1907.*
- ✓ *H.R. Hall, Ancient History of the Near East, 1932.*
- ✓ *H.S. Baghela, World of Civilization*

- ✓ *Wenke, R.J. and D. Olzewski. (2007). Patterns in Prehistory: Humankind's First Three Million Years. New York: Oxford University Press, pp. 228-268*
- ✓ *Whitehouse, R. (1977). The First Civilizations, Oxford: Phaidon, Chapters 3, 4, 5, pp 33-115.*
- ✓ *Chang, K.C. (1987). Shang Civilization. New Haven, Conn: Yale University Press, pp. 263-288.*
- ✓ *Feng, Li. (2013). Early China, Cambridge: Cambridge University Press, pp. 1-111.*

Internet Resources

- ✓ *D.K. Bhattacharya, Archaeology, E Pathshala*
- ✓ https://www.youtube.com/playlist?list=PL_NvvtUIEq82GxCQfFRnRqRctB6hizSP8
- ✓ *Homo Sapien Migration out of Africa:*
<https://www.youtube.com/watch?v=IcdRkeTb6gM>
- ✓ *Human evolution:* <https://www.youtube.com/watch?v=DZv8VyIQ7YU>
- ✓ *Tool Technology:* <https://www.youtube.com/watch?v=dJ7bxvdJiGg&t=194s>
- ✓ *Origin of Egyptian Civilisation (Chicago) :*
<https://www.youtube.com/watch?v=GEWGy6gPIjw>
- ✓ *Egyptian Civilisation:* <https://www.youtube.com/watch?v=CskfygEIIPA>

Activities to Do

1. Students should visit virtually various museums of the world, such as Smithsonian Museum, British Museum, Met Museum, to see various tools, artefacts
2. Visit virtually two important sites of prehistoric sites: Goebekli Tepe, Cattle Hyouyk in Turkey
3. Plot different sites of Fertile Crescent in a physical map of the Middle East
4. Forms Groups (for students of non-deltaic Odisha) to explore nearby nullah section to discover tool
5. Arrange talks of experts of local colleges and universities

Semester II

Core III **History of India-II: From State formation to early medieval (c.600BCE- c.750CE)**

Course Objectives

- Understand the process of state formation and 2nd urbanism in the period of Buddha
- Analyse the relation of socio-economic changes in early historical period and rise of heterodoxy religions such as Buddhism, Jainism, Ajivakas, Lokayat
- To make students appreciate the emergence of Asokan empire and Critically understand socio-economic and political changes ushered by them
- Understand the emergence of state system in the Deccan and Odisha in the post Mauryan period
- Understand the expanding cultural arc of India by analysing the influence of India in Southeast Asia
- Make students appreciate the changes and excellences in various spheres in the Gupta period
- Understand the changes and continuities between ancient India and the beginning of early medieval, especially the beginning of Samanta system

Course Outcomes

- Students will be able to understand the linkages between social, political, economic and cultural processes of early Historical Development
- They will be able to appreciate the context and the structure of the Mauryan empire and the policy of Asoka in a multicultural past of India
- Able to identify various Indo Greek and Kushana Coins
- Students will be able to understand the nature of Puranic religion and how Puranic-agamic religion created a sacred geography of India

Unit-I: Economy and Society (circa 600 BCE to circa CE 300):

1. Urban growth: Material conditions such as agricultural expansion, Janapada nivesa, Sixteen Mahajanapada, Urban centres: Trade & Commerce, Organisation of Production (Srenis), Trade Routes
2. Social stratification: Class, Varna, Jati, Gender
3. Buddhism and Jainism: Material milieu of Heterodoxies , Social Significance, Buddhist Sects,, Major Principles of Jainism,

Unit-II: Changing Political Formations (circa 300 BCE to circa CE 300):

1. The Mauryan Empire: Asoka's Policy of Dhamma, Reading Asokan inscriptions, Administration, economy, Decline
2. Post-Mauryan Polities: Kushanas, and Satavahanas and Sangam in deep South
3. Indic Cultural Arc: India's contact with China, Central Asia and Southeast Asia; Silk route and expansion of Buddhism

Unit-III: The Guptas:

1. Political Developments: Expansion, Fragmentation and Huna Invasion from Samudra Gupta to Skanda Gupta
2. Literary and Scientific Developments during the Guptas; education in Nalanda
3. Development of Puranic Religions: Temples, Tirthas, Hindu pantheon

Unit-IV: Towards Early Medieval India [circa CE fourth century to CE 750]:

1. Agrarian Expansion, Land Grants, Graded Land Rights and
2. Peasantry.
3. Varna, Proliferation of Jatis: changing norms of marriage and property.
4. Post- Gupta Polities - Pallavas, Chalukyas, and Vardhanas

Suggested Text Books:

- ✓ *Upinder Singh, A History of Ancient and Early Medieval India: From the Stone Age, Delhi, Pearson, 2008.*
to the 12th Century. Delhi: Pearson Longman. (More relevant parts are Chapters 6, 7 and 8) (Also available in Hindi)
- ✓ *D. D. Kosambi, An Introduction to the Study of Indian History, 1975.*
- ✓ *Romila Thapar, (2012). Asoka and the Decline of the Mauryas. Delhi: Oxford University Press. PP. 119-227*
- ✓ *Romila Thapar, The Mauryas Revisited, Calcutta, 1986.*
- ✓ *Allchin, F. R. (et al.)(1995).The Archaeology of Early Historic South Asia: The Emergence of Cities and States. Cambridge: Cambridge University Press. Chapter 6 (pp.73-98) & Chapter 10 (pp. 185- 221).*
- ✓ *A. L. Basham, Wonder That Was India, Rupa.*

- ✓ *Aswini. Agarwal: The Guptas, Delhi*
- ✓ *H.P.Ray, The Winds of Change, Delhi, OUP. 1994*
- ✓ *R.S. Sharma, Indian Feudalism, Delhi, Macmillan, various edition*
- ✓ *, B. D. Chattopadhyaya (1994).The Making of Early Medieval India, Delhi: Oxford University Press. (Introduction, pp. 1-37.)*
- ✓ *Age of Imperial Unity, Bharatiya Vidya Bhawan Series, Vol 2.*
- ✓ *Suvira Jaiswal,. (1998).Caste: Origin, Function and Dimensions of Change, Delhi: Manohar. (pp.1-131.)*
- ✓ *R. S Sharma,. (1990).Sudras in Ancient India: A Social History of the Lower Order Down to circa. A. D. 600.Delhi: Motilal Banarsidas. (pp. 90-254)*
- ✓ *A.S Altekar, Eeducation in Ancient India, Delhi*

Internet resources

- ✓ *Society and economy under the Mauryas by Ranabir Chakravarti*
<https://www.youtube.com/watch?v=0PZxqlmoXkA&app=desktop>
- ✓ *Kushana Coins: Arti Gupta.* <https://www.youtube.com/watch?v=iR4Y4tlUPbw>
- ✓ *Science and Technology in the Gupta period.*
<https://www.youtube.com/watch?v=NFOQt9TjNLM>
- ✓ *Nalanda University in BBC* <https://www.youtube.com/watch?v=O67m2k70JLA>
- ✓ *The Silk Road: Khan Academy*
<https://www.khanacademy.org/humanities/world-history/ancient-medieval/silk-road/v/early-silk-road>
- ✓ *Sangam Age (CEC)*
<https://www.youtube.com/watch?v=HkPxVkK7TtU&list=PLNsppmbLKJ8KB9BAenzBGCEpD2KEaMgiY&index=119>

Activities

- ✓ *Group Discussion on the similarities and difference between Vedic Religion and Puranic Religion*
- ✓ *Visit www.sacredtexts.com and read Agganna Sutta. Prepare a report on the origin and nature of state as given in Aganna Sutta*
- ✓ *Identify different Buddhist sites along the Silk Route up to China from Internet*

Core IV Social Formations and Cultural Patterns of the Medieval World

Course Objectives

- The Course seeks to develop a historical understanding of the major developments in some parts of the Ancient and Medieval world.
- The Course provides a scope for understanding the subject of slavery in its varied dimensions in the Ancient world. One of the objectives of the course is to highlight the interconnectedness of Greek and Roman religion, culture and society. We discuss the medieval world in the Course by analysing the nature of European 'feudal' society and economy of the 8th to the 14th centuries.
- Explores the process of emergence of Christendom and Papacy and the 2nd Order
- The objective of paper is to the making of the three orders in Medieval Europe. By studying how the European social world shaped into an intricate structure comprising powerful institutions like monarchy and the Church.
- The Course provides a scope to understand the medieval economy of Western Europe, particularly through its agrarian dimensions and relatively newer labour systems like serfdom.
- And finally, the Course allows an undergraduate student to reflect on questions related to the emergence and spread of Islam. An enquiry into the role that it played in the transformation of a tribal identity to a Caliphal State in West Asia from the 7th to the 9th centuries widens the quest for 'training' students to understand the long-term historical processes.

Course Outcomes

- Upon completion of this course the student shall be able to: Identify the main historical developments in Ancient Greece and Rome.
- Gain an understanding of the restructuring of state and society from tribe-based polities to those based on territorial identity and citizenship.
- Trace the emergence and institutionalization of social hierarchies and marginalization of dissent.
- Explain the trends in the medieval economy.
- Analyse the rise of Islam and the move towards state formation in West Asia.
- Understand the role of religion and other cultural practices in community organisation

Unit-I: Polity and Economy in Ancient Rome

1. Polity, Society and economy in Ancient Rome
2. Expansion and Crisis, -Rise and fall of Julius Caesar, Augustus Caesar, Political Expansion, Crisis of roman empire
3. Cultural Developments: literature: Vigil, Ovid, Seneca, Histories: Livy, Tacitus; Art and Architecture

Unit-II: Economic Developments in Europe from 7th to 14th Centuries:

1. Feudalism- Major Debates, Origin, Forms, Structure, Two Phases of Feudalism & its Decline
2. Agricultural Production in Two Phases of Feudalism
3. Towns and Trade

Unit-III: Religion and Culture in Medieval Europe:

1. Medieval Church: Expansion of Christianity, Early Bishopries, Papacy at Rome, Schism in Church- Ecumenical Councils and Great Schism between Eastern and Western Church of 1054
2. Monastic Communities: Benedictine, Dominicans, Franciscan order, Anchoress; Monasteries and Education & Health
3. Papacy: Growth of Papacy from St. Peter to Avignon Papacy

Unit-IV: Societies in Central Islamic Lands:

1. The Tribal background, Rise of Islam; Major pillars of Islam, expansion of Islam
2. Religious Developments: the Origins of Shariah, Ummah, Islamic Jurisprudence, Sufism,
3. Cultural Developments in Islamic World: Tradition of Historiography,

Unit I:

This unit makes students understand the differences between the democratic forms of polity of Greek versus the roman Republican form of Government. It makes people critically analyse how the Republican institutions emerged as a checks and balances between not only institutions such as Plebeian council and Senate but as largely emerged out of the assertions of certain social groups. It also examines the shortcomings of the republican institutions and

circumstances leading to the emergence of empire and rule of Caesars. Students are also acquainted with the slave mode of production and the crisis in it.

Unit II:

Christianity found its social support base from the poor and proletariat population of the Roman Empire. However, apart from the social base of Christianity which promised them a Kingdom of Heaven, the paper makes students understand that the spread of Christendom was also due to institution of Church. However, like other religion Christendom developed schism and split spread over many ecumenical types of council. Further it also explains how the See of Rome became primus parus status among other bishoprics and became the seat of Pope. The Unit also looks at the politics-religious role of Pope as well.

Unit III:

This Unit will provide a detailed understanding of European feudalism and shifts in medieval society and economy. It deals with debates on the origin of Feudalism in order to make students appreciate that there exists no divergence of opinion on the forms and structures of Feudalism. Was it a strictly legalistic, militaristic relation between lord and vassals or it is mode of production characterised by serfdom of peasants or was it characterised by Chain of Dependencies? These debates on the origin as well the forms of feudalism are dealt in this unit

Unit IV

Apart from Unit II, Unit IV also deals with another Abrahmic religion, i.e Christianity. Rather than treating it as an imminent religion, the rise and Islam has been explained in terms of historical contingencies of time. Further, the unit deals with key concepts such as contractual origin of the State of Medina, the fusion of religious & political authority in the institution of Caliphate, the notion of Umma and Sultanates in the Islamic Caliphate, and the attitude of Islamic states towards non-Muslim

Suggested Text Books:

- ✓ *Perry Anderson, Passages from Antiquity to Feudalism.*
- ✓ *Marc Bloch, Feudal Society, 2 Vols, Londo, various editions*
- ✓ *Gorges DUBY, Rise of Three Orders, Chicago, University of Chicago Press, 1982*
- ✓ *Roger Collins, Keepers of the Keys of Heaven: A History of Papacy, New York, 2009.*
- ✓ *Marshall G.S Hodgson, Ventures of Islam (Three Vols), Chicago, 1977*

Reference Reading:

- ✓ *J. Barrawclough, The Medieval Papacy.*
- ✓ *Cambridge History of Islam, 2 Vol.*
- ✓ *Will Durant, The Story of Civilization (vols. I & II).*
- ✓ *T.W. Wallbank & N.M. Bailey, Civilization –Past and Present.*
- ✓ *R. Coulborne, Feudalism in History,*

Internet Resources

- ✓ **Monasticism:**

<https://study.com/academy/lesson/video/monasticism-from-st-benedict-to-cluny.html>

- ✓ **Eastern and Western Schism-** <https://www.youtube.com/watch?v=trMsytBdawc>

https://www.youtube.com/watch?v=xecErbCeMW4&list=PLWfA8zVqI9oOysfzI_tM71h6fDQ0W235S&index=2

- ✓ **Feudalism as socio-economic order**

https://www.youtube.com/watch?v=xecErbCeMW4&list=PLWfA8zVqI9oOysfzI_tM71h6fDQ0W235S&index=2

- ✓ **Transition from Feudalism to Capitalism:**

https://www.youtube.com/watch?v=DZiMgGEqBFc&list=PLWfA8zVqI9oOysfzI_tM71h6fDQ0W235S

Activities to do

1. Group Discussion on whether Features of Feudalism in Europe are found in India during medieval period.
2. Recreate the life of Monks
3. Watch BBC documentary on Crusades together and discuss in the class room in debate mode whether cultural/civilisational clash between Islam and western Christianity goes back to Crusade time.

Semester III

Core V

History of India-III (circa 750 -1206)

Course Objectives

- They can acquire knowledge about the society, economy and culture in early medieval India and can gather knowledge towards the Arabs Conquest of Northern part of India from this paper.
- Knowledge about the religious and Cultural changing scenarios especially impact Bhakti cult and Tantricism.
- With its focus on multiple historiographical approaches to various issues of historical significance during this period, the course will also apprise students of the divergent ways in which historians approach, read and interpret their sources.
- The paper debates about urban decay and emergence of new kind of cities in early medieval

Course Outcomes

- Understand the new periodisation and its basis
- critical analysis of the relation between political realm and religious realm
- interrelation between economy, society, polity and culture in the making of vernacular region
- Debates the emergence of medieval social order, including condition of peasantry
- Discusses the nature of brahmanical social order and relations with law books which reinforced an andro-centric brahmanical social order
- Explain, in an interconnected manner, the processes of state formation, agrarian expansion, proliferation of caste and urban as well as commercial processes.
- Discuss the major currents of development in the cultural sphere, namely bhakti movement, Puranic Hinduism, Tantricism, architecture and art as well as the emergence of a number 'regional' languages.

Unit –I: Studying Early Medieval India: Political Structures

1. Sources of early medieval and Debates on early Medieval
2. Evolution of Political structures: Rajputs, Tripartite Struggle and Cholas
3. Legitimization of Kingship; Brahmanas and Temples, Tirthas and Courtly culture
4. Issues of Islam Rule: Arab conquest of Sindh

Unit-II: Social and Economic Processes:

1. Agricultural Expansion: forest-dwellers, peasants and landlords
2. Proliferation of Castes: Varna Jatis, Peasantisation of tribes.

3. Trade and Commerce: Urban Centres, Inter-regional Trade, Maritime Trade and Forms of Exchange, Ayyavole, Manigrama Guilds

Unit-III: Religious & Cultural Developments:

1. Puranic Traditions & Vajrayana Buddhism
2. Islamic Intellectual Traditions: Al-Biruni
3. Regional Languages and Literature

Unit IV: Cultural Strands: Art, Architecture and religion

1. Evolution of Regional styles: Kalingan and Dravidian style of Temple Architecture
2. Tantric Saiva and Sakta Tradition: Kashmir Saivism
3. Bhaktism and Issue of Monism and Dualism: Alvars & Nayanars of South India; Sankara, Ramanuja, Madhava

Unit I:

The early medieval period is nowadays considered to be a distinct period in the periodisation of the Indian History. It was during this period that vernacular regions like Karnataka, Andhra, Odisha, Banga emerged as distinct cultural zones. The unit deals with Feudalism Model, Integrative Model and Segmentary Model of R.S. Sharma, Hermann Kule & B.D Chattopadhyaya and Burton Stein respectively. It tries to make students aware that Arab Invasion of Sindh did not mark a rupture from ancient India; rather changes in the social, economic and political sphere started emerging from the post Gupta period, the process of which was further accelerated in this period.

Unit II:

This unit looks at the proliferation of Jatis, the tribe and caste continuum, peasantisation of tribes and variation in caste systems within the framework of Chaturvana in India as a result of the spread of brahmanical-Puranic religion.

Suggested Text Books:

- ✓ *B.D. Chattopadhyaya, The Making of Early Medieval India, Delhi: OUP, 1994*
- ✓ *R.S. Sharma and K.M. Shrimali, (eds), Comprehensive History of India, Vol. IV (A& B).*

- ✓ D.N. Jha, (2000). 'Introduction', *The Feudal Order: State, Society and Ideology in Early Medieval India*, (ed.), D.N.Jha, Delhi: Manohar; pp. 1-60.
- ✓ Hermann Kulke, and Rothermund (eds) , *State in India (1000-1700)*, Delhi, OUP, 1997
- ✓ Derryl N. Maclean *Religion and Society in Arab Sind*. Leiden: E.J.Brill. (Chapter II: 'Conquest and Conversion', pp. 22-82, 1989
- ✓ K. A. Nilakantha Sastri, *The Colas*, Delhi, OUP,
- ✓ Hermann Kulke, Kesavapany & Sakhuja, (Eds.) (2009). *Nagapattinam to Suvarnavdipa: Reflections on the Chola Naval Expeditions to Southeast Asia*, Singapore: Institute of Southeast Asian Studies.
- ✓ R. Champakalakshmi (1996). 'From Devotion and Dissent to Dominance: The Bhakti of the Tamil Alvars and Nayanars', in *Tradition, Dissent and Ideology*, ed. R. Champakalakshmi & S. Gopal, pp. 135-63. New Delhi: Oxford University Press.
- ✓ H. Kulke and B. P. Sahu, (2018). *History of Precolonial India: Issues and Debates*, Delhi: Oxford University Press, Part II.
- ✓ M.G.S. Narayanan, and K. Veluthat. (2000). 'Bhakti Movement in South India', in *The Feudal Order: State, Society and Ideology in Early Medieval India*, ed. D.N. Jha, pp. 385-410.
- ✓ , R.C. Majumdar ed. *History and Culture of the Indian People: The Struggle for Empire*. Bombay: Bharatiya Vidya Bhawan. Relevant part is Chapter XV ('Language and Literature'), pp. 297-397.
- ✓ Vijay Nath, *Puranas and Acculturation: A Historico-Anthropological Perspective*, New Delhi, 2001.
- ✓ Manu Devadevan, *A Prehistory of Hinduism*, Delhi, De Gruyter

Internet Resources

1. Shiva Mantramarga: <https://www.youtube.com/watch?v=QusnazlA1RU>
2. Introduction to esoteric Buddhism: https://www.youtube.com/watch?v=5T2se0-_EWc
3. India- A Sacred Geography by Diana Eck:
<https://www.youtube.com/watch?v=JcMMDaFzyEU>
4. Purushottamakshetramahatmya of Skanda Purana:
<https://www.youtube.com/watch?v=oSn2c3ywpKg>

5. Feudalism :

<https://www.youtube.com/watch?v=PjMVQr4Qcaw&list=PLNspmbLKJ8KB9BAenzBGCEpD2KEaMgiY&index=67>

Activities

1. Visit an old temple of your locality, document various activities of the temple; Identify economic, social, religious, political and cultural dimension of temple. Identify the major festivals of the temple and catchment of pilgrims. Prepare a report of the temple in the class room
2. Visit, if possible, the Buddhist Site of Diamond Triangle of Odisha. Try to answer why there were so many Buddha, Bodhisattva , gods and goddesses in Vajrayana Buddhism.

Core VI

RISE OF THE MODERN WEST – I

Course Objectives:

- The focus of the course is on transition from feudalism to capitalism in Europe.

- The paper familiarises the student with important transitions and transformations in the economy, polity, and socio-cultural life from late medieval period to 1600 in various parts of Europe.
- The course shall critically examine the dynamics of economic and political power within Europe, and contact with the New World. The processes by which Europe's economy benefited from colonial expansion and exploitation of indigenous and slave labour will be explained.
- Students shall also engage with continuities and changes in intellectual and artistic realms; the social and economic milieu which influenced developments in religion;
- Will understand the emergence of nation state in the aftermath of 100 year religious War

Course Outcomes

- Upon completion of this course the student shall be able to: Outline important changes that took place in Europe from the medieval period.
- Acquire an integrated approach to the study of economic, social, political and cultural developments in Europe.
- Explain the processes by which major transitions occurred in Europe's economy, state forms, social structure and cultural life. Examine elements of early modernity in these spheres.
- Critically analyse linkages between Europe's state system and trade and empire.
- Understand the historically contingent nature of nation state in history and its locus in the Western Europe

Unit-I: Transition from Feudalism to Capitalism:

1. The problems of Transition: Economic Expansion, Industrial production
2. Trade and Commerce
3. Urban Development, Town Life

Unit-II: Early Colonial Expansion:

1. Motives, Voyages and Explorations.
2. The Conquests of America
3. Mining and Plantation, the African Slaves.

Unit-III: Renaissance and Reformation:

1. Its Social Roots Spread of Humanism in Europe.
2. The Renaissance: Art, Architecture, Sculpture, Painting and Literature
3. Origins and Spread of Reformation Movements.
4. Emergence of European State system: Spain, France, England, Russia

Unit-IV: Economic Developments of the Sixteenth Century:

1. Shift of economic balance from the Mediterranean to the Atlantic.
2. Commercial Revolution- Causes and Nature
3. Growth of Industries and its Impact

Unit I:

The unit makes students acquaint with debates on the decline of Feudalism in order to make students aware of the different perspectives of historians on past. The geographical discovery also brings in the issue of euro-centrism in our syllabus. Long before the European discovery of the New World and India, Arab and Viking traders traded with India in South East Asia. What is novel about geographical discovery was the colonialism of the European and destruction of indigenous people and civilisation in the New World. White Colonialism and Modernity of Europe are conjoint twins of the European project.

Unit II:

Renaissance marked the discovery of man and reason. Renaissance opened up a new world which was different from medieval Europe. The unit also makes students understand the European project of modern nation state was marred by religious wars, persecution and long period of blood which partially ended with the treat of Westphalia of 1648.

Unit III: This unit deals with different avatars of capitalism. Starting with mercantile and commercial capital, Europe slowly went to industrial capital. In the process, new financial institutions such as Bank of England, Shareholding Company, ledger account, etc emerged. The unit also acquaints with mercantilism as a school of thought and how it was challenged by Adam Smith and Ricardo.

Unit IV

As a result of the Atlantic route, theatre of commercial activities shifted from the Mediterranean to Atlantic. Empires such as Portuguese and Spanish empire emerged but later it was French, Dutch and English who controlled the Atlantic route. With the colonisation of

the New World, triangular slave trade emerged. Colonialism provided capital and market so crucial for the start of the Industrial Revolution

Suggested Text Books:

1. John Merriman, A History of Modern Europe: From Renaissance to the Present Day, New York, 2010
2. Meenakshi Phukan, Rise of the Modern West: Social and Economic History of Early Modern Europe, Trinity Press
3. Arvind Sinha, Europe in transition: From Feudalism to Industrialisation, Delhi Manohar, 2016.
4. Charles A. Nauert, Humanism and the Culture of the Renaissance (1996).
5. Harry Miskimin, The Economy of Later Renaissance Europe: 1460 -1600.
6. Fernand Braudel, The Wheels of Commerce, London, 1983 (Civilisation and Capitalism 1500-1800)

Internet Video Resources

1. Feudalism to Capitalism Transition Debate:

<https://www.youtube.com/watch?v=zBgfykmeimw>

2. Renaissance from CEC: <https://www.youtube.com/watch?v=DA519OihJTo&t=142s>

3. Reformation and War of religions:

<https://www.youtube.com/watch?v=ZKcKZIRMaqY>

4. The Age of Discovery: A Complete Overview:

<https://www.youtube.com/watch?v=5wG6XBbD8-g>

Activities

1. Visit the British Parliament Website and prepare a report on the important events on the road to Democracy,
2. Group Discussion on European discovery, colonialism and underdevelopment of India
3. Plot on a map areas which were colonized by Europe's different colonial powers

Core VII

History of India (c.1206 - 1526)

Course Objectives:

- This course seeks to engage students in an analytical understanding of the varied perspectives from which historians study the three centuries between the thirteenth and the fifteenth centuries. It provides them with a basic understanding of the political, economic and socio-cultural processes of the time especially with reference to Rajput polities, Gujarat sultanate, Vijayanagara state as well as the Delhi Sultanate. Sufism and major trends in bhakti 'movement' are explained to the students.
- Learners are also encouraged to engage with diverse corpus of sources available to historians for the period under study.
- The objective of the course is to understand the nature of sources and nature of historical construction by analyzing tarikh tradition and historical construction by colonial, Marxist and nationalist historians

Course Outcomes

- On completion of this course, the students shall be able to: Discuss different kinds of sources available for writing histories of various aspects of life during the thirteenth to the fifteenth centuries.
- Critically evaluate the multiple perspectives from which historians have studied the politics, cultural developments and economic trends in India during the period of study.
- Appreciate the ways in which technological changes, commercial developments and challenges to patriarchy by certain women shaped the times.
- Critically evaluate the way uncritical acceptance of a particular genre of historical sources would lead to a linear flat historical construction

Unit-I: Sultanate: Political Structures

1. Survey of Sources: (a) Persian Tarikh Tradition, (b) Vernacular Histories; (c) Epigraphy.
2. Consolidation of the Sultanate of Delhi: Balban, AlauddinKhaljis and MahammadbinTughluqs.
3. Theories of kingship: The Ruling Elites: Ulema, Sufis and the Imperial Monuments (art and architecture)

Unit-II: Emergence of Regional Powers

1. Bahamanis, Vijayanagar and Odisha.

2. Regional Art, Architecture and Literature in Vijayanagar and Odisha

Unit-III: Society and Economy:

1. Iqta and the Revenue-free Grants.
2. Agricultural production, Technology.
3. Market Regulations, Growth of Urban Centres.
4. Trade and Commerce, Indian Overseas Trade.

Unit-IV: Religion, Society and Culture:

1. Sufi Silsilas: Chishtis and Suhrawardis; doctrines and practices, Social roles
2. Bhakti Movements and Monotheistic Traditions: Kabir, Nanak, Ravidas and Sri Chaitanya.
3. Social Impact of the Bhakti Tradition: Rise of Liberal Thought, Ideology of Equality and Gender Relations

Unit I:

his course seeks to engage students in an analytical understanding of the varied perspectives from which historians study the three centuries between the thirteenth and the fifteenth centuries. It provides them with a basic understanding of the political, economic and socio-cultural processes, such as the emergence of Sultanate, Regional states, south Indian polity with the emergence of Vijayanagara, vernacular polity in Odisha, etc. Question such as did the Muslims rule mark the beginning of Islamic rule in India will be debated. However, the rule seems to have not only ushered political Islam, it also introduced new historical sources in Arabic, Persian and vernacular sources. Students will be acquainted with the tarikh. Malfuzat tradition of historical writing as well as to vernacular sources such Kaifiyat, Buruzi, Bhaktiaksyana tradition of tradition available at the vernacular level.

Unit II:

It deals with diverse and heterogeneous political developments in different geographies of India.

Unit III:

This unit will apprise students of the economic, ecological and technological changes during **this period and explore the inter-linkages between them.**

Unit IV:

This unit is chiefly focussed on the religio-cultural sphere with regard especially to Sufi and Bhakti doctrines and practices, but also with regard to gender and cross-confessional interactions.

Suggested Books:

- ✓ *Satish Chandra, Medieval India, Vol. I, Har Anand Publications, New Delhi.*
- ✓ *Sunil Kumar, The emergence of Delhi Sultanate, Ranikhet, Permanent Black, 2010*
- ✓ *Talbot, Cynthia. (2001).Precolonial India in Practice, Delhi: Oxford University Press. See especially, 'Introduction: Medieval India, a history in transition', pp. 1-17 and 'Conclusion: Toward a New Model of Medieval India', pp. 208-215*
- ✓ *Muzaffar Alam, 'The Languages of Political Islam in India, Ranikhet, Permanent Black., pp. 1-98.*
- ✓ *Carl W. Ernst, (1992).Eternal Garden: Mysticism, History and Politics at a South Asian Sufi Center. Albany: State University of New York Press, 1992. Read Chapter 4 'The Textual Formation of Oral Teachings in the Early Chishtī Order', pp. 62-84.*
- ✓ *J.L. Mehta, An Advanced Study of the History of Medieval India, Vol.I.*
- ✓ *IrfanHabib, Medieval India: The Study of a Civilization, NBT, New Delhi.*
- ✓ <http://www.vijayanagara.org/default.html> for the valuable website on excavations, survey and restoration work in Hampi, the capital of Vijayanagara.
- ✓ *Krishna SharmaBhakti and the Bhakti Movement: A New Perspective. Delhi: Munshiram Manoharlal. ,2002, Pl read 'Chapter I: Towards a New Perspective', pp. 1-38.*

Internet resources

1. Foundation of Delhi Sultanate (Rajyasabha TV) :

<https://www.youtube.com/watch?v=TJOsomraCaM&t=211s>

2. Bhakti Movement: <https://www.youtube.com/watch?v=gTJnn-HBoVQ>

3. Viajyanagar: <http://www.vijayanagara.org/default.html>

4. Sultanate Architecture, History <https://www.youtube.com/watch?v=iCtRzw5mSKQ>

5. Sufism: <https://www.youtube.com/watch?v=3dSdSGvhjBw>

6. Technology in Medieval India:

Activities to Do

1. Read the life history of women Bhakti saints Like Mira Bai. How did they defy Patriarchy?

2. Collect some information on medieval women Bhakti saints of Odisha and their life stories

Semester-IV

Core VIII

Rise of the Modern West– II

Course Objectives

- The paper is oriented to make students understand the making of modern Europe and growth of institutions in Western Europe in its march towards modernity.
- This paper offers an in-depth historical analysis of economic, political and social transformations in Europe during the 17th and 18th centuries. Scientific and secular trends in history, important political shifts, modern scientific views, and intellectual developments of the 17th and 18th centuries will be analysed closely.
- The paper will trace the development of socio-economic and technological forces which went into the making of the Industrial Revolution in late 18th century Britain.
- The role of trade and empire, colonial networks, and slavery will be examined to emphasize their contribution to industrial capitalism.
- The course paper deals with the divergence debate will further help draw parallels and subsequent differences between Europe and Asia, and broaden our understanding of early modern Europe.

Course Outcome

- Upon completion of this course the student shall be able to: Explain major economic, social, political and intellectual developments in Europe during the 17th and 18th centuries.
- Contextualize elements of modernity in these realms.
- Discuss the features of Europe's economy and origins of the Industrial Revolution.
- Analyse the relationship between trade, empire, and slavery and industrial capitalism.
- Examine the divergence debate i.e the trajectory of History of western Europe and Asia and Africa

Unit-I: The English Revolution and European Politics in the 18th century:

1. Background: Socio-Economic and Political Crisis in 17th Century Europe.
2. Major Issues-Political and Intellectual Currents;
3. Parliamentary Monarchy;
4. Patterns of Absolutism in Europe

Unit-II: Rise of Modern Science

1. Development of Science from Renaissance to the 17th century
2. Impact of Modern Science on European society

Unit-III: Mercantilism and European Economy

1. Origin and spread of Mercantilism
2. Impact of Mercantilism on European economy
3. Agricultural and Scientific Background to the Industrial Revolution

Unit-IV: The American Revolution

1. Political currents
2. Socio-Economic Issues
3. Significance of the American Revolution

Unit I:

The Unit seeks to engage students about the shift in political power from privileged landowning and clergy class to bourgeoisie class in 17th and 18th century England. The composition of Parliament before the Glorious Revolution was dominated by old political elite whereas there had been tectonic shifts in economy and society. The Glorious Revolution of 1688 was the outcome. However, in many states of Europe, absolute monarchy was the norm.

Unit II:

The unit deals with the emergence of new world view call scientific outlook. This world view of science, based on Newtonian revolution of gravity, mechanics and calculus, created philosophical anxiety in Europe as it challenged the notion of Authority of God. The unit deals with major scientific discoveries, its impact, its philosophical basis and debates around the issue of reason and new Method of Francis Bacon

Unit III:

This unit deals with the history of chartered share holding company anchored in the principle of mercantilism. This led to monopoly mercantilism. The unit also deals with the agricultural evolution which inaugurated scientific animal husbandry and agriculture in England leading to the Industrial revolution.

Unit IV:

Student will also learn about American Revolution, its nature and limits in the backdrop of colonisation of America and its diverse demography.

Suggested Reading

- ✓ *Meenakshi Phukan, Rise of the Modern West: Social and Economic History of Early Modern Europe, Trinity Press*
- ✓ *Arvind Sinha, Europe in transition: From Feudalism to Industrialisation, Delhi Manohar, 2016.*
- ✓ *Marcus Hellyer, (Ed.) The Scientific Revolution. The Essential Readings. Oxford: Blackwell Publishers Limited, 2003.*
- ✓ *Henry, John. (2008). The Scientific Revolution and the Origin of Modern Science. London: Palgrave.*
- ✓ *Immanuel Wallerstein, The Modern World System, Vol. II, Mercantilism and the Consolidation of the European World Economy, 1600-1750. New York: Academic Press, 1980.*
- ✓ *G. Parker, and L.M. Smith, (Eds.). The General Crisis of the Seventeenth Century. London: Routledge, 1997. (Introduction, Chapters: 2, 4, 5 & 7). For political, climate and other crisis,*
- ✓ *E. Foner, Give Me Liberty! An American History. Vol. I. New York: W.W. Norton & Co. 2nd ed. , 2007.*

Reference Reading:

- ✓ *Harry Miskimin, The Economy of Later Renaissance Europe: 1460 - 1600.*
- ✓ *C.A Fisher, History of Modern Europe.*
- ✓ *F. Rice, The Foundation of Early Modern Europe*
- ✓ *David Thomson, Europe since Napoleon, Pelican Books, 1985*
- ✓ *Swain, J.E., A History of World Civilization, Eurasia Publishing House Pvt. Ltd., New Delhi, 1994*

Internet Resources

1. Newton and Locke: Foundations of the Enlightenment (The Philosophers: Thinkers of the Enlightenment) <https://www.youtube.com/watch?v=eqZ69I6l-I4>
2. *Glorius Revolution*: <https://www.youtube.com/watch?v=eqZ69I6l-I4>

Activities to do

1. Go to the website of Parliament of UK.
<https://www.parliament.uk/about/living-heritage/evolutionofparliament/>.
Prepare a report on the evolution of Parliament.

Core IX HISTORY OF INDIA-Mughal India (c. 1526 - 1750)

Course Objectives:

- The course intend to engage students into a critical discussion of political, institutional and cultural processes that led to the establishment and consolidation of the Mughal state in India.
- The students would familiarise themselves with the nature and variety of sources as well as the diverse and uneven ways in which historians have treated and interpreted them
- The Paper makes students appreciate students on the political, fiscal, revenue and other measures of the Mughals that led to stable political entity called Mughal empire
- The paper deals with in other geographies of the Indian subcontinent that were not ruled by the Mughals in the sixteenth century

Course Outcomes:

- Upon completion of this course the student shall be able to: Critically evaluate major sources available in Persian and vernacular languages for the period under study
- Compare, discuss and examine the varied scholarly perspectives on the issues of the establishment, consolidation and nature of the Mughal state.
- Explain the changes and continuities in agrarian relations, land revenue regimes, Bhakti and Sufi traditions
- Discuss how different means such as visual culture was used to articulate authority by the rulers
- Discern the nuances of the process of state formation in the areas beyond the direct control of the Mughal state.

Unit-I: Establishment of Mughal Rule:

1. India on the eve of advent of the Mughals
2. Military Technology: Fire Arms, gun powder
3. Sher Shah: Administrative and Revenue Reforms

Unit-II: Consolidation of Mughal Rule:

1. Incorporation of Rajputs and other Indigenous Groups in Mughal Nobility
2. Evolution of Administrative Institutions: zabti, mansab, jagir, madad-i-maash
3. Emergence of the Marathas; Shivaji; Expansion under the Peshwas

Unit-III: Society and Economy:

1. Land rights and Revenue system: Zamindars and Peasants
2. Trade Routes and patterns of Internal Commerce; overseas trade
3. Urban Centres, Craft and Technology

Unit-IV: Cultural Ideals:

1. Religious tolerance and sulh-i-kul; Sufi mystical and Intellectual Interventions
2. Art and Architecture
3. Mughal and Rajput Paintings: Themes and Perspectives

Unit I:

This unit seeks to engage students with the circumstances leading to Mughal rule in Delhi and the new military technology the Mughals brought to India. It also makes students appreciate various administrative and infrastructural initiatives of Sher Shah Suri.

Unit II:

This unit seeks to locate the contribution of the Mughals. They brought about a political unity and stability by keeping a strict vigil on the northwest from which numerous foreign invasions were directed against India earlier. They brought revenue reforms by introducing Jarib system of Todarmal. Mughal mints ensured genuine currency in the Mughal Empire. Further, the Mansabdari system was military administrative structure which ensured position and status in the Mughal administration. The Mughals also pursued an inclusivity policy by including Hindu elements in the ruling nobility. Their inclusive policy is reflected not only in polity and administration but also in art, architecture and painting. The Policy of Sulh-i-Kul of Akabar was a bold attempt to bring about a unity of religions.

Unit III:

The unit seeks to highlight the economy of the Mughal Empire by focusing on trade, technology and agrarian structure. It seeks to make students aware of the structural strain in the Mughal economy by pointing out the difference between Jama (Expected income) and Hasil (realisation of revenue)

Unit IV:

This unit focuses on the cultural landscape of India in the Mughal times.

Suggested Text Books:

- ✓ *Meena Bhargava, Understanding Mughal India, Delhi, Orient Blackswan, 2019.*
- ✓ *Irfan Habib, Agrarian System of Mughal India, 1526-1707., Delhi, OUP, 1999 Edition*
- ✓ *Irfan Habib,. (2008). Technology in Medieval India. c. 650-1750. New Delhi: Tulika(Also available in Hindi).*
- ✓ *Satish Chandra, Medieval India, vol.2, HarAnand Publications, New Delhi.*
- ✓ *Muzaffar Alam, and S Subrahmanyam Writing the Mughal World: Studies in Political Culture, Delhi: Permanent Black, 2014.*
- ✓ *Aquil, Raziuddin and Kaushik Roy (2012)- Warfare, Religion and Society in Indian History, Delhi: Manohar publishers and Distributors*
- ✓ *S.Nurul Hassan, Thoughts on Agrarian Relations in Mughal India,*
- ✓ *Ishwari Prasad, Life and Times of Humayun.*
- ✓ *Athar Ali Apparatus of Empire, Aligarh,*
- ✓ *Ebba Koch: Mughal Art and Architecture, 2002, Delhi, OUP*
- ✓ *Meena Bhargava: The Decline of Mughal Empire, (Debates on Indian History), Delhi, 2014*
- ✓ *Audrey Truschke Culture of Encounter: Sanskrit in Mughal Court*

Internet Resources

1. Red Fort: <https://www.youtube.com/watch?v=BUAxsqsvoc6k>
2. Fatehpur Sikri: <https://www.youtube.com/watch?v=mqY4Xpzi1L4>
3. Mansabdari system (CEC): <https://www.youtube.com/watch?v=9CTF0smmfVg>
4. E Pathshala
5. Crossing Borders by Ebba Koch: <https://www.youtube.com/watch?v=xyxECiy-ytQ>
6. How India discovered Vasco Da Gama' by Historian Dr Sanjay Subrahmanyam: <https://www.youtube.com/watch?v=DDy211XVUZ0>

Activities to Do

1. Make a virtual tour of Fatehpur Sikri and find out typical features of Mughul Architecture, such as Bulbous dome, slender minarets, recessed arch, open hall, etc.
2. A class room discussion on Akbar's vision of India
3. Discover Persian words in your land and court records- such as Khata, Jama, Bahi, Muqdamas, Munshiff, Amin, etc

Core X

Historical Theories & Methods

Course Objectives

- It explains the major interpretive frameworks that guide modern historical writings and identify the key elements of major contemporary theories of History.
- Students will learn to evaluate the similarities and differences between historical theories and identify the central issues and problems that a particular historical theory addresses.
- Students will also learn the use of appropriate analytical language in discussing historical interpretations and can formulate interpretation in historical narratives.

Course Outcomes

- Cognitive competence by understanding the theoretical underpinning of historical construction
- Analyse the changing discourse of history
- Critical aptitude about the nature and authenticity of sources
- Understand how historical theories shaped historical narrative in different periods
- Appreciate the evolution of the discipline of history as Humanities Subject to that of a Social science discipline to integration of archaeo-metric and other natural sciences in the construction of past

Unit-I: Meaning and Scope of History

1. Definition, Nature and Scope of History.
2. Object and Value of History.
3. History, Science and Morality.

Unit-II: Traditions of Historical Writing

1. Ancient Greek Traditions – Herodotus, Thucydides
2. Ancient Roman Traditions - Polybius, Livy and Tacitus
3. Medieval Understanding: Western – St. Augustine, Arabic – Ibn Khaldun.

Unit-III: History as Interdisciplinary Practice

1. History and Archaeology, History and Anthropology.
2. History and Psychology, History and Literature.
3. History and Political Science, History and Sociology

Unit-IV: Historical Methods

1. Sources of History: Written, Oral. Visual & Archaeological.
2. Historical facts.
3. Historical Causation.
4. Historical Objectivity

Unit I:

This unit deals with the nature of history as a knowledge discipline and its expanding scope in 20th century. Question such as whether it is a science or art, finality in history, difference between historical methods and scientific methods, nature of sources will be discussed.

Unit II:

This unit deals with the ancient Greco-Roman conception of history. It seeks to bring out difference between modern historiography and ancient and medieval notion of history.

Unit III:

The third unit deals with history's relation with other social sciences and how the development of sociology has changed the historical writing. Further it deals with the way methods of physical sciences are used in historical research

Unit IV:

It seeks to engage with students on historical causation and how historical causation is different from causation in natural sciences. It deals with the difference between evidence and historical facts and issues of objectivity in historical writing

Suggested Text Books:

1. B. Sheik Ali, *History: Its Theory and Method*, Macmillan, Reprinted, 1996.
2. E. H. Carr, *What is History?*, Penguin Books, Reprinted, 1983.
3. R.G. Collingwood, *The Idea of History*, OUP, Delhi,
4. E. Sreedharan, *A Text Book of Historiography*, Orient Longman, Reprinted, 2004.
5. Goldstein: *historical Knowing*

Reference Reading: Marc Bloch, *The Historian's Craft*.

1. G.T.Reiner, *History: Its Purpose and Method*.
2. K.Rajan, *History: it's Theory & Method*

Internet resources

1. Historical Causation: <https://www.youtube.com/watch?v=mOrWbLvbmGU>
2. Historical Objectivity: <https://www.youtube.com/watch?v=FVm3eNMmCMY>
3. Historiography (history of Historical writing):
<https://www.youtube.com/watch?v=XKRgibRw-Bw>

Activities

1. Construct history of your class room
2. Construct the history of your local area
3. Group discussion on the nature of historical evidence

Semester-V

Core XI History of Modern Europe- I (c. 1780-1880)

Course Objective:

- They will learn about the French Revolution and its impact of European countries. Unity and power Makes people to strength which has showed in the French revolution in 1789.
- It shall also trace the patterns and outcomes of social upheaval throughout Europe in the first half of 19th century.
- The debates on the development and impact of industrial capitalism shall be discussed.
- The birth of new social movements, political ideas and structures shall be contextualised within developing capitalism of the nineteenth century.
- The paper intends to explore the relation between Capitalism and Imperialism and imperial conflict and discusses theories such as theory of Lenin, Hobson and Rosa Luxemburg
- Students will know about alternative to Capitalism such as Socialism, Nihilism, anarchism

Course Outcomes

- At the end of the course students will be able to identify what is meant by the French Revolution.
- Trace short-term and long-term repercussions of revolutionary regimes and Empire-building by France.
- Understand ideological alternatives to the ideology of capitalism and
- Delineate diverse patterns of industrialization in Europe and assess the social impact of capitalist industrialization.
- Students will analyse the debates on Capitalism, development theories and conflict
- Analyse patterns of resistance to industrial capital and the emerging political assertions by new social classes

Unit-I: The French Revolution (1789):

1. Socio, Religious, Economic and Political Conditions
2. Intellectual Currents.
3. Role of the Middle Classes

Unit-II: Revolution and its European Repercussions:

1. National Constituent Assembly
2. National Legislative Assembly
3. Napoleonic Consolidation- Reform and Empire

Unit-III: Restoration and Revolution: c. 1815 - 1848

1. Congress of Vienna Restoration of old Hierarchies
2. Revolutionary and Radical Movements- A) July Revolution (1830) and B) February Revolution (1848)

Unit-IV: Socio-Economic Transformation and Remaking of States (Late 18th Century to Late 19th Century)

1. Process of Capitalist Development: Agrarian and Industrial Revolutions in England and German States.
2. Evolution of Social Classes: Land Owners, Peasantry: Bourgeoisie and Proletariat
3. Popular Movements and the Formation of National Identities in Germany and Italy, Ireland

Unit I:

This paper shall provide a critical overview of the French Revolution, and acquaint the students with the repercussions of the revolution, both within and beyond France.

Unit II:

This unit deals with the making of the democratic nation-state of France through the uprisings and violence that France saw after the fall of Bastille.

Unit III:

This unit locates the continuous struggle between forces of status quo versus forces of change ushered in by the French Revolution. The status quoists wanted to go back to the days of the Absolute monarchies while forces of changes were resented by the idea of nationalism, and democracy.

Unit IV:

At the end of this unit students will be expected to demonstrate an understanding of the transformations of the political systems, social and economic in nineteenth century Europe. As a case study of fruition of the ideology of nationalism, it takes up the issue of Italian and German unification

Suggested Text Books:

- ✓ *David Thomson, Europe since Napoleon, Delhi, Penguin, various editions*
- ✓ *Francois Furet, The French Revolution 1770-1814. Oxford: Blackwell, pp.3-100 and 211-66. , (1988).*
- ✓ *T.S. Hamerow, Restoration, Revolution and Reaction: Economics and Politics in Germany [1815 - 1871].*
- ✓ *Anthony Wood, History of Europe, 1815 to 1960, 1983.*
- ✓ *Best, Geoffrey (Ed.); 'The Permanent Revolution, The French Revolution and its Legacy, 1789-1989'; London, 1988.*

Reference Reading:

- ✓ *E.J. Hobsbawm, Nations and Nationalism, Age of Revolution, Age of Capita and Age of Empire*
- ✓ *A .Wesley Rohem, The Record of Mankind, Health and Company, Boston, 1952.*
- ✓ *CMD Ketelbey, History of Modern Times since 1789, OUP, 2009.*
- ✓ *David Thomson, Europe since Napoleon, Pelican Books, 1985.*
- ✓ *Edward Mac Nall Burns et al, World Civilizations, vols. A,B,C, Goyal Saab, New Delhi.*

Internet Resources

1. French Revolution: <https://www.youtube.com/watch?v=ywJkQhm9j0A>
2. Historiography of French Revolution: <https://www.youtube.com/watch?v=ywJkQhm9j0A>
3. German unification: <https://www.youtube.com/watch?v=ywJkQhm9j0A>
4. Unification of Italy (CEC): <https://www.youtube.com/watch?v=y0ztWqv1uVs>

Activities;

1. Prepare a report on the historiography of French Revolution
2. Group Discussion on the novelty of nation-state and ideology of nationalism
3. Groups discussion on the question why did very often revolution end in dictatorship?

Course Objectives:

- Students of history will learn how to raise regional powers in India after the downfall of the Mughal Empire and in the course of time how to rise of the Company's absolute power in India.
- They can understand about the colonial nature of state during 200 years rule of the British power in this land.
- They can gather knowledge about how the Indian society, politics, religion and economy had changed during the Company's rule in India.
- They will understand how the company's economic exploitation made Indian revolutionary against the British rule.
- That ultimately paved the background of the Great Revolt of 1857.

Course Outcomes

- Appreciate the relation between capitalism and colonialism in the context of a colonial country like India
- Understand the domestic political economic and foreign policy that operated from the standpoint of the British Imperialism
- Analyse the discourses of Development by the Raj and the incidental benefits of such development on national consciousness
- Critically examines the coercive and hegemonic basis of the Raj
- Students will be able to develop team to discuss on the nature of 1857 Revolt

Unit-I: Expansion and Consolidation of Colonial Power:

1. Foreign Trade and Early forms of Economic Exploitations in Bengal
2. Dynamics of Expansion, with special reference to Bengal, Mysore and Odisha
3. Expanding frontiers: Foreign Policy of British India

Unit-II: Colonial State and Ideology:

1. Arms of the Colonial state: army, Police, Law
2. Imperial Ideology: Orientalism and Utilitarianism
3. Education: Indigenous and Modern.

Unit-III: Economy and Society:

1. Land revenue systems- Permanent, Ryotwari and Mahalwari.
2. Commercialization of Agriculture- Consequences
3. Drain of Wealth- Causes and Consequences
4. Growth of Modern Industry

Unit-IV: Popular Resistance:

1. Santhal Uprising (1856-57)
2. Indigo Rebellion (1860)
3. Movement of 1857- Causes and Consequences

Unit I & II:

This unit will discuss the structure and apparatus of governability by the Imperial British Power. The unit also looks at the way the EEC rule brought about fundamental transformation in peasants relation with the land and how it brought about the notion of individualism and eminent domain in then sphere of property and natural resources. It deals with consolidation of Colonial state through law, judiciary, army, police. The unit also deals with the emergence of cartographic British India with emphasis on extending India's natural frontier which led to war with Afghanistan and frontier extension in the north-eastern India.

Unit III:

This unit engages with the issue of disruption and change that British policies brought about in India's economy. Students will be acquainted with debates regarding the linkage between British policy, and famine, deindustrialisation debate and changes in Indian society brought about by the colonial rule.

Unit IV:

the fundamental changes brought about by colonial policies dispossessed many Indians. Many sections of India rose in protest against the British rule. These revolts vary from restoration to millenarianism. The unit discusses forms and nature of these protests.

Suggested Text Books:

- ✓ *Dharma Kumar and Tapan Raychaudhuri, (ed.), The Cambridge Economic History of India, Vol. II.*
- ✓ *Bipan Chandra, K.N. Panikkar, Mridula Mukherjee, Sucheta Mahajan and Aditya Mukherjee, India's Struggle for Independence,,Delhi,*

- ✓ *Sumit Sarkar, Modern India (1885-1947), Delhi, Macmillan, various edition*
- ✓ *.Isita Banerjee Dubey, Modern India, Delhi, Cambridge University Press, 2019*
- ✓ *. Bandyopadhyay, (2017). From Plassey to Partition and After: A History of Modern India, New Delhi: Orient Blackswan, 2nd edition (Chapter 7, “Many Voices of a Nation”).*
- ✓ *Metcalf, Barbara D and Thomas R. (2002). A Concise History of India. Cambridge: Cambridge University Press,*

Reference Reading:

- ✓ *P.J. Marshall The New Cambridge History of India- Bengal The British Bridgehead, Cambridge, Cambridge University Press, 2008.*
- ✓ *R. Vlyanovsky, Agrarian India between the World Wars.*
- ✓ *G.Kaushal, Economic History of India, 1757-1956*

Course Objectives:

- Students can acquire vast knowledge on local rebellion and movements like the Indigo rebellion, the Deccan Riots, the growth of the new middle class; the age of associations, the Aligarh movement, the Arya and the Prarthana Samaj aftermath of 1857.
- They will learn the real historiography of Indian Nationalism; Birth of Indian National Congress, The Moderates and the Extremists, Partition of Bengal, the Swadeshi movement in Bengal in 1905.
- They can acquire knowledge how to rise of Gandhi's power in Indian politics and his activities towards the freedom like, Rowlatt Satyagraha, Khilafat and Non-cooperation movement, The Swarajya party, Poona Pact, Civil Disobedience Movement, Quit India Movement.
- They also learn how to raise communal politics and opposition politics on the eve of the Freedom movement in India and aftermath of partition in India
- The paper deals with the making of independence and Constitution making in search of an equalitarian democratic society

Course Outcome

- After successful completion of the course, the students will be able to: Identify how different regional, religious, linguistic and gender identities developed in the late 19th and early 20th centuries.
- Outline the social and economic facets of colonial India and their influence on the national movement.
- Explain the various trends of anti-colonial struggles in colonial India.
- Analyse the complex developments leading to communal violence and Partition.
- Discuss the negotiations for independence, the key debates on the Constitution and need for socio-economic restructuring soon after independence

Unit-I: Cultural Changes, Socio and Religious Reform Movements:

1. The advent of Printing and its Implications
2. Reform and Revival: Brahmo Samaj, Arya Samaj, Aligarh Movement.
3. Emancipation of Women, Sanskritization and Anti-Caste Movements

Unit-II: Nationalism: Trends up to 1919:

1. Political Ideology and Organizations, Formation of INC
2. Moderates and Extremists.

3. Swedish Movement
4. Revolutionaries

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

1. Mahatma Gandhi: His Perspectives and Methods
2. Non- Cooperation, Civil Disobedience, Quit India,
3. Subhas Chandra Bose and INA
4. Nationalism and Social Groups: Peasants, Tribes, Dalits and Women

Unit-IV: Communalism and Partition:

1. Ideologies and Practices, Muslim League
2. Hindu Maha Sabha
3. Partition and Independence
4. Making of the Constitution

Unit I: This unit looks at the different forms of responses to colonial encounter by various sections of India, including the rise of nationalism in literature

Unit II: This unit engages with the early forms of National movements in India

Unit III: This unit the fundamental transformation in National Movement with the coming of Gandhi. This unit deals with how Gandhi's politics represented a new model for mobilizing different social groups in the national movement.

Unit IV: It deals with events leading to partition of the British India and constitution making

Suggested Text Books:

- ✓ *Sumit Sarkar, Modern India, 1885-1947, Delhi, Macmillan, various edition*
- ✓ *Bipan Chandra, K.N. Panikkar, Mridula Mukherjee, Sucheta Mahajan and Aditya Mukherjee, India's, Struggle for Independence, Penguin.*
- ✓ *Jones, Kenneth Socio-Religious Reform Movements in British India. New Delhi: Cambridge University Press, 1994.*
- ✓ *O'Hanlon, Rosalind. (2002). Caste, Conflict and Ideology: Mahatma Jyotirao Phule and Low Caste Protest in 19th Century Western India. Ranikhet: Permanent Black, pp. 3-11.*
- ✓ *Chandra, Bipan. (1966). The Rise and Growth of Economic Nationalism in India: Economic Policies of Indian National Leadership, 1880–1905. New Delhi: People's Publishing House (Introduction).*

- ✓ *Bipan Chandra, et. al. India's Struggle for Independence, Delhi, Penguin, Various editions.*

Reference Reading:

- ✓ *McLane, J.R. (1977). Indian Nationalism and the Early Congress. Princeton: Princeton University Press, pp.3-21; 89-178*
- ✓ *Hardiman, David. (2005). Gandhi in his time and ours. Delhi, Orient Blackswan, pp.1-81; 109-184.*
- ✓ *Bandyopadhyay, Sekhar. (Ed.) (2009). Nationalist Movement in India: A Reader. New Delhi: Oxford University Press, pp. 55-155.*
- ✓ *A. R. Desai, Social Background of Indian Nationalism, Popular, Bombay.*
- ✓ *Brown, Judith. (1972). Gandhi's Rise to Power. Indian Politics 1915-1922. New York: Cambridge University Press (Chapters 3,4,5,6,7,9).*

Internet Videos

1. Foundation of the Congress https://www.youtube.com/watch?v=gT9_zoIVWXo&t=41s

2. Mahatma Gandhi and Mass Nationalism

<https://www.youtube.com/watch?v=VjzboxNy8nw&t=774s>

3. *Militant Nationalism*

<https://www.youtube.com/watch?v=cPf77YP-QtE&list=PLNsppmbLKJ8KB9BAenzBGCEpD2KEaMgiY&index=3>

Activities to do

1. The class should be encouraged watch the film Traumas and horrors of partition.
2. Students should be encouraged to read Hind Swaraj of Gandhi and a write an essay on it.
3. Find out the unsung heroes in your district and prepare a report

Semester-VI

Core XIV

History and Culture of Odisha-I

(The Making of a Region from Early Times to 1568)

Course Objectives:

- This paper aims at making students familiar with the major currents of political and socio-economic history of pre-colonial Odisha.
- The students will understand the significance of different ruling dynasties of ancient Odisha and the process of making of a region and state formation in ancient and early medieval Odisha
- This course paper will also make the students familiar with the political and administrative history of the Afghans, Mughals and the Marathas in Odisha.

Course Outcomes:

- The students will be able to appreciate the process of state formation in pre-colonial Odisha
- They will develop critical understanding of process of making of regional traditions.
- They will be able to trace the evolution of Odia script and language.

Unit-I: Locating Odisha as a Region

1. Historical Geography: Kalinga, Utkal, Kosala, Odra
2. Early Developments: Mauryan intervention and Kharavela(significance of Kalinga War and Understanding Hatigumpha Inscription).
3. Rise of Local States: Matharas, Eastern Gangas, Sailodbhavas

Unit-II: Towards Regional States

1. Bhaumakaras and Somavamsis: Land grants, Political Developments, Social formations: Occupational Groups under Bhaumakaras and Somavamsis
2. Imperial Gangas: Career and Achievements of Chodagangadeva and Narasimhadeva,
3. Emergence and Evolution of Kalinga Temple Architecture: Major Specimens of (Satrugneswara, Parsurameswara, Muketswara, Lingaraja, Vaital, Hypetheral Temples of 64 Yoginis of Ranipur-Jharial and Hirapur)

Unit-III: Imperial Gajapatis: Apogee and Decline

1. Kapilendradeva's achievements, Setbacks to Kapilendra's Odisharajya from Bengal and South during the period of Purushottama and Prataparudra,
2. Administration and Culture under the Gajapatis
3. Historical events leading to the Decline of Hindu Kingdom of Odisha

Unit IV: Religion, Art and Architecture

1. Buddhism and Jainism in Odisha, Their art and architecture
2. Saiva-Sakta Religion: Origin and Growth, Iconographic forms of Durga and Siva, Saptmatrkas
3. Vaisnava Religion: Origin and Growth, Forms of Visnu, Dasavatara sets and Cult of Jagannath

Unit I:

This unit acquaints students with the formation of distinct historical and cultural region called Odisha over centuries. In the dynamic formation of Odisha as historical regions, many sub regions such Kangoda, Kalinga, Odra and Kosala came together over time to form the region. This unit deals with early developments, such the Mauryan intervention and subsequent state formation under Kharavela.

Unit II:

This unit captures the formation of local and sub-regional entities such Kosala, Kangoda, Kalinga from 6th century CE. It also deals with the way regional kingdom emerged under the Gangas and Gajapatis. Before that the Somavasmis integrated Koasala and Utkala together

Unit III:

Unit III deals with the consolidation of a historical region under the Gajapatis

Unit IV:

This unit acquaints students with the way religions and sacred geography shaped Odisha as a historical region

Suggested Reading List:

- ✓ *K.C. Panigrahi, History of Odisha, Kitab Mahal.*
- ✓ *N.K Sahu, Mishra & Sahu, History of Odisha.*
- ✓ *S.K. Panda, Political and Cultural History of Odisha.*

- ✓ *A. C Pradhan, A Study of History of Orissa*
- ✓ *Tripathy, KB (1962) Evolution of Oriya Language and Script, Bhubaneswar: Sahitya Academy*
- ✓ *R. D Banarjee, History of Orissa, 2 vols.*
- ✓ *Acharya, Paramanand () Essays in History, Culture, Archaeology of Orissa,*
- ✓ *Kishor Basa,, Mohanty, Pradeep (ed)(2000) Archaeology of Orissa, Delhi:Pratibha*
- ✓ *Kulke, H. (1982) 'Fragmentation and Segmentation versus Integration: reflections on the Concept of Indian Feudalism and the Segmentary State in Indian History'. Studies in History, Vol. IV, No. 2, 1982, pp.257-63.*
- ✓ *Upinder Singh, King, Brahamana and temples, Delhi, 1994.*
- ✓ *Bhairabi Prasad Sahu, Changing Gaze, Delhi, OUP, 2013 Sahu*
- ✓ *Bhairabi, P. Sahu 'Authority and Patronage in Early Orissa', in K. K Basa and P. Mohanty (eds) Archaeology of Orissa, vol. 1: 431-440, Delhi, Pratibha Prakashan 2000.*
- ✓ *Satyanarayan Rajaguru, Odishara Sansrutika Itihasa, Cuttack, Grantha Mandira*
- ✓ *Sahu, N.K Buddhism in Orissa, Bhubaneswar: Utkal University, 1958*
- ✓ *T. E Donaldson,. Hindu Temple Art of Orissa. 3 Vols, Leiden: Brill, 1987.*
- ✓ *T. E Donaldson,. The Iconography of Vaisnava Images in Orissa. New Delhi: India D.K. Printworld (P) Ltd., 2001.*
- ✓ *T. E Donaldson,. Iconography of the Buddhist Sculpture of Orissa. 2 Vols. (Volume I: Text;*
- ✓ *Volume II: Plates), New Delhi: India Indira Gandhi National Centre for the Arts in Association with Abhinav Publications, 2001.*
- ✓ *T. E Donaldson,. . Tantra and Sakta Art of Orissa. New Delhi: India D.K. Printworld (P) Ltd., 2002.*
- ✓ *T. E Donaldson,. Siva-Parvati and Allied Images: Their Iconography and Body Language. 2*
- ✓ *Vols, New Delhi: India D.K. Printworld (P) Ltd, 2007.*
- ✓ *K.C. Panigrahi, Arcaheologcial Remains of Bhubaneswar, Calcutta, Longman, 1961.*
- ✓ *Ramesh Prashad Mohpatra, Jaina Monuments of Orissa, Delhi, 1984.*
- ✓ *Subrata Kumar Acharya, palaeography of Inscriptions of Orissa,*

Internet Resources:

1. Kharavela by Subrata Kumar Acharya (E Pathshala):
<https://www.youtube.com/watch?v=zRAAOt2Q--U>
2. Shaping of Daksina Kosala by Bhairabi Prasad Sahu:
<https://www.youtube.com/watch?v=blG1iPvotqA&t=971s>
3. Changing narrative and shifting terrain of early medieval India:
<https://www.youtube.com/watch?v=Ofy8VAPi9n4>
4. Tribal Deities at Princely Courts: The Feudatory Rajas of Orissa,
<https://www.youtube.com/watch?v=2jzmm6kVrN4>

Activities to do

1. Visit Bhubaneswar, if possible, to understand the evolution of Kalinga Temple Architecture from 6th -13th century

Core XV **History of Orissa-I: The Making of a Region**
(Afghan Rule to Post Independence Period)

Course Objectives:

- This will also help students to understand and assess the nature, causes and impact of the several resistance movements in the 19th century Odisha with a special reference to the Paik rebellion of 1817.
- The paper will critically evaluate the process through which Odia nationalism emerged in late 19th century leading to the formation of a separate state on linguistic basis.
- It also focuses on the forms and agencies of colonial capitalism in changing the pre-colonial social order in Odisha as well as political arithmetic during colonial period.

Unit I: Afghan to Maratha Occupation of Odisha (1568-1803)

1. Afghan, Mughal and Maratha Occupation of Odisha: Events, Administration and Impact
2. Emergence of Garjat States: Case of Sambalpur and Mayurbhanj
3. Evolution of Odia literature (Panchasakhas and Riti Yuga)

Unit II:

1. British Occupation and Early Colonial Administration: Land Revenue, Salt Policy, Currency Policy, Jail and Police Administration.
2. Nature, form, Limitations and causes of Resistance Movements: Ghumsar Rebellion, Paik rebellion, Keonjhar Uprisings. Revolt of 1857 and Surendra Sai
3. Famine of 1866 – Causes, Consequences and significance

Unit III:

1. Growth of Press, Education, Language Movement and Odia Nationalism
2. Nationalist Politics in Odisha (Non-cooperation, Civil Disobedience and Quit India movements in Odisha)Developments leading to Formation of a separate Province of Orissa
3. Prajamandal Movement and Merger of Princely States

Unit IV: Odisha after Independence

1. Political Developments from 1952 to 1977
2. Economic and Industrial Development in Post Independent Odisha
3. Social Development in Post Independent Odisha: Education, women empowerment: policies and Programme.

Unit I:

This unit acquaints u the shift in political power with the coming of the Afghans, Moghuls and Marathas. This also deals with the developments in Odia literature from 15th to 18th century

Unit II:

The unit seeks to explain the structural changes brought about in Odisha after the British occupations of Odisha in 1803. It deals with various forms of resistance in different forms to these structural changes

Unit III:

This unit engages students with the quest for a united Odisha and rise of Odia consciousness. It also sees how both the aspirations- that of united Orissa province and struggle against colonial rule under Gandhian leadership merged. It also deals with the Garjat states and their unification after Independence leading to a united Odisha state.

Unit IV:

The unit seeks to explain the challenges of a backward region like Odisha and governance measures taken in the first quarter of Post-Independence period

Suggested Reading List:

- ✓ *P.K. Mishra & J.K. Samal, A Comprehensive History and Culture of Orissa- Vol. I & II*
- ✓ *K.M. Patra, Freedom Struggle in Odisha.*
- ✓ *J.K.Samal, Orissa under the British Crown.*
- ✓ *3.K.M.Patra, Orissa State Legislature & Freedom Struggle.*
- ✓ *A.C. Pradhan, A Study of the History of Odisha, Panchasheel.*
- ✓ *B.K. Mallik, Paradigm of Dissent and Protest :- Social Movements in Eastern India*

- ✓ Chaudhury, Pradipta (1991) "Peasants and British Rule in Orissa", *Social Scientist*, Vol. 19, No. 8/9 (Aug. - Sep., 1991), pp.28-56.
- ✓ Mohanty, Nivedita (1982.) *Oriya nationalism: quest for a united Orissa, 1866-1936*, New Delhi: Manohar,
- ✓ Mohanty, Sachidananda () *Social Reform Movements in Orissa, Study of Sailabala Das*, Delhi:
- ✓ Mohapatra, Bishnu N (2001) "Social Connectedness and Fragility of Social Capital: View from an Orissa Village", *Economic and Political Weekly*, Vol. 36, No. 8 (Feb. 24 - Mar. 2, 2001), pp.665-672
- ✓ Mubayi, Yaaminey. 2004. *Altar of Power. The Temple and the State in the Land of Jagannatha*, Delhi: Manohar.
- ✓ Nanda, CP (2008) *Vocalising Silence: Political protest in Orissa-1930-42*, Delhi: Sage.
- ✓ Pati Biswamoy (1992) "Of Movements, Compromises and Retreats: Orissa, 1936- 1939", *Social Scientist*, Vol. 20, No. 5/6 (May - Jun., 1992), pp.64-88
- ✓ Pati Biswamoy (1999) "Oriya Intellectuals Then and Now" *Economic and Political Weekly*, Vol. 34, No. 19 (May 8-14, 1999), p.1093
- ✓ Pati, Biswamoy (1998) *Siting the Body: Perspectives on Health and Medicine in Colonial Orissa* Author(s): *Social Scientist*, Vol. 26, No. 11/12 (Nov. - Dec., 1998), pp.3-26.
- ✓ Pati, Biswamoy (1999) "The Dialectics of Retreat: Orissa, 1943-1950," *Social Scientist*, Vol. 27, No. 7/8 (Jul. - Aug., 1999), pp.75-112.
- ✓ Pati, Biswamoy () "High'-'Low' Dialectic: Peasant in Oriya Literature" *Economic and Political Weekly*, Vol. 24, No. 14 (Apr. 8, 1989), pp.747-75
- ✓ Pati, Biswamoy (1992) "Dialectics of Transition: Orissa, 1943-50", *Economic and Political Weekly*, Vol. 27, No. 7 (Feb. 15, 1992), pp.353-364
- ✓ Pati, Biswamoy (Jul. 1983), "Peasants, Tribals and the National Movement in Orissa (1921-1936)" *Social Scientist*, Vol. 11, No. 7, pp.25-49.
- ✓ Pati, Biswamoy " Autonomous Enclaving", *Economic and Political Weekly*, Vol.25, No. 42/43 (Oct. 20-27, 1990), p. 2388.
- ✓ Pati, Biswamoy "Koraput: Perceptions in a Changing Society" *Economic and Political Weekly*, Vol. 25, No. 18/19 (May 5-12, 1990), pp.986-988
- ✓ Patra, K. M: *Freedom Movement in Orissa*,
- ✓ Pattnaik, J () *Feudatory States in Orissa*,

- ✓ *Pattnaik, NR (ed.) Comprehensive History of Orissa*
- ✓ *Pradhan, Prasant Kumar, (1998) Gandhians' rise to power : national movement, power politics & independence, 1920-47 AD, New Delhi : Commonwealth Publishers,*
- ✓ *Samal, J () Orissa under the British Crown, Calcutta Sinha, Surjit (1977) Kshatrisation . In MN Das (ed.), Sidelights on the History and Culture of Orissa,*

Internet Resources

1. Merger of princely states of Odisha:
<https://www.youtube.com/watch?v=OCpBRgGnksOn>
2. Merger of Princely States (Publication Division):
<https://www.youtube.com/watch?v=Zp2om49-RS4>

Activities to read

1. Find out the sequence of merger of various princely states with Odisha Province in 1947 and 1948.
2. Discuss in the classroom the life and times of a prominent freedom fighter of your locality. Prepare jointly a report
3. Group Discussion

Semester-VII

Core XVI History of Modern Europe II (c. 1880 - 1939)

Course Objectives:

- Students will learn about the post-war developments of Social, Political and Economic scenarios of the World and decolonization and the emergence of the Third world.
- They will learn about changing world political scenarios and emerging trends in culture, media and Revolution among European countries.
- It deals with the nature and impact of Imperialism between the two wars
- It deals with rise of Totalitarian regimes
- The paper deals with new movements in art and literature such as existentialism

Course Outcome

- Upon completion of this course the student shall be able to: Trace varieties of nationalists and the processes by which new nation-states were carved out.
- Discuss the peculiarities of the disintegration of large empires and remaking of Europe's map.
- Deliberate on the meaning of imperialism and the manifestations of imperialist rivalry and expansion in the 19th and early 20th century.
- Analyse the conflict between radical and conservative forces, and the gradual consolidation of ultra-nationalist and authoritarian regimes in Europe.
- Contextualise major currents in the intellectual sphere and arts

Unit-I: Liberal Democracy, Working Class Movements and Socialism in the 19th and 20th Centuries:

1. The Struggle for Parliamentary Democracy and Civil Liberties in Britain.
2. Forms of Protest during early Capitalism: Food Riots in France and England: Luddites and Chartism.
3. Early Socialist Thought; Marxian Socialism

Unit-II: The Crisis of Feudalism in Russia and Experiments in Socialism:

1. Emancipation of Serfs
2. Revolutions of 1905; the Bolshevik Revolution of 1917.
3. Programme of Socialist Construction.

Unit-III: Imperialism, War and Crisis: c. 1880-1939

1. Growth of Militarism; Power Blocks and Alliances: Expansion of European Empires–First World War (1914 – 1918)
2. Fascism and Nazism.
3. The Spanish Civil War.
4. Origins of the Second World War.

Unit-IV: Intellectual Developments since circa 1850: Major Intellectual Trends:

1. Mass Education and Extension of Literacy.
2. Institutionalization of Disciplines: History, Sociology and Anthropology.
3. Darwin and Freud.

Unit I:

At the end of this rubric the student will be familiar with the economic, social and political issues that democratic industrialised England faced in 19th century. Further, in contrast to Capitalism, thinkers began to search for alternative socio-economic system, which resulted in the rise of Socialism, nihilism, anti-property thinking.

Unit II:

At the end of this rubric the student will be familiar with the economic, social and political issues that troubled the Tsarist regime in Russia in the nineteenth century. She/he will develop an understanding of popular movements and the political ascendancy of the socialists eventually leading to the revolutions in the early 20th century.. It also deals with socialist programmes under Lenin and Stalin in the form for Five Year Plan and Nationalisation of Resources

Unit III:

At the end of these units, students will be able to understand the shortcomings of the Post war international political architecture inked at Paris Peace Conference. They will also understand the limits to which a capitalist economy can be given a free rein. Students will explore the nature of totalitarian regime. The student will be expected to demonstrate a familiarity with the historiographical debates and discussion associated with the rise and development of the fascist/Nazi state in Italy and Germany eventually leading to the outbreak of the Second World War.

Unit IV:

At the end of this unit, Students will be acquainted with the broad social and cultural changes of 20th centuries, such as expansion of literacy, mass culture. Students will also understand the intellectual climate of 20th century, especially the evolutionary biology of Charles Darwin and the role of unconscious in shaping human Behaviour (Freud) decisively changed our understanding of man and his behaviour, However, the crisis of capitalism, two world wars seriously dented faith in capitalism, hence, there were new isms such as Absurdism emerged in the post war period.

Suggested Text Books:

- ✓ *C.M. Cipolla, Fontana Economic History of Europe, Volume II the Present (1981). I: The Industrial Revolution.*
- ✓ *William Keylor, the Twentieth Century World, an International History, London, OUP, 1996.*
- ✓ *Carr.E.H., International Relations between the Two World Wars, 1919-1939, New York, 1966.*
- ✓ *Frank McDonough The Origins of the First and the Second World War. Cambridge: Cambridge University Press, 1997.*
- ✓ *James A. Winders, European Culture since 1848. New York: Palgrave, 2001.*
- ✓ *Bayly, C.A. The Birth of the Modern World, 1780-1914. Oxford: Blackwell Publishing, 2004, pp. 199-244.*
- ✓ *Iben Stein, Today's ism*
- ✓ *Wood, Alan. (2003). the Origins of the Russian Revolution 1861-1917. London and New York: Routledge.*

Internet resources

- ✓ *Parliament of UK to see 1832 Reform Act*
- ✓ *Germany and Italian Unification: https://www.youtube.com/watch?v=KSjDe9_jZk8*

✓ *Hannah Arendt's "The Origins of Totalitarianism"*

<https://www.youtube.com/watch?v=WAx16BhiSzc>

✓ *The Great Depression* - https://www.youtube.com/watch?v=x4F5gIWS_Is

Activities to do

1. Watch the movie Holocaust and discussion on the nature of anti-Semitism of Nazism
2. Discuss about various theories regarding the Capitalist Crisis in 1930s.
3. Find out why Occupy Wall Street Movement occurred in 2011. Why did it peter out soon?
Have a peer group discussion.

Core XVII History of Modern China, 18th Century to the 20th Century

Course Objectives:

- The course intends to aid students in learning about the modern history of China.
- It is important to understand the contemporary society, polity, and history of modern China as the country rises as an economic superpower.
- By introducing the political and social history of China, student would be equipped to learn comparative histories and how Indian and Chinese experience of anti-imperialist struggle and nation-making.
- The course intends to introduce the students to formulations of World Capitalism and how it shaped and structured the “third world.”

Course Outcomes:

- Students would learn about the rise of China as an economic superpower and what India can learn and be careful about.
- Students would learn; the basics of comparative history and would be able to contextualise the two Asian giants, viz. India and China together.
- Students would learn how Communism is a form of totalitarianism when it is put to practice in word as it happened in Mao’s China.

Unit I: China’s confrontation with External and Internal Crises

Introduction: Land, Politics and Culture; The Opium Wars and the Unequal Treaty System, Taiping Rebellion, and other Agrarian and popular movements.

Qing Restoration, Self-Strengthening; Hundred Days Reform; Expansion of Foreign Powers and “Scramble for Concessions;” Boxer Rebellion.

Unit II: Search for New Solutions

Revolution of 1911; Sun Yat Sen and his Contribution; The May Fourth Movement and its Significance

Unit III: Nationalism and Revolution

Rise of Communist party and KMT; Establishment of First United front: 1924-27; Chiang Kai Shek and KMT; The Nanjing Decade 1928-37; Mao Zedong and CPC: Growth of Revolution from the Countryside 1927-1935; Second Sino-Japanese War and Success of Communist Revolution 1937-49

Unit IV: Establishment of Communist State and its Challenges

Transition to Socialism and Factional Conflicts; Great Leap Forward; Cultural Revolution 1966-76; Transition from Mao to Deng Xiaping, Opening of China, Socialism with Chinese Characteristics, Rise of China.

Suggested Readings:

- ✓ *Dikötter, Frank. The Age of Openness: China Before Mao, (University of Hong Kong Press: 2008)*
- ✓ *Dikötter, Frank, The Tragedy of Liberation: A History of the Chinese Revolution, 1945–1957 (University of Hong Kong Press: 2012)*
- ✓ *Fenby, Jonathan, The Penguin History of Modern China: The Fall and Rise of a Great Power, 1850 to the Present, Penguin, 2019*
- ✓ *Johnson, Ian, Wasserstorm, Jeffery N, The Oxford Illustrated History of Modern China, Oxford University Press, 2016.*

Unit I: After the end of Unit I , students will be able to understand the internal crisis and external control to which China was subjected to

Unit II: The unit seeks to engage with the rise of nationalism and nationalist leadership under Sun-Yat Sen

Unit III: this unit makes students understand the organisation, ideology, strategy and leadership of Chinese Communist party and their successful seizure of Power

Unit IV: It deals with the communist regime in the first thirty years and its experiment with capitalism since late 1970s

Readings:

- ✓ *Jean Chesneaux, China from the Opium Wars to the 1911 Revolution. Pantheon Books, 1976*
- ✓ -----*China from the 1911 Revolution to Liberation. Random House, 1977*
- ✓ -----*China: The People's Republic 1949-76. Pantheon Book, 1979*
- ✓ *J.K. Fairbank (with Merle Goldman), China: A New History. Harvard University Press, 1992*
- ✓ *Immanuel Y. Hsu, The Rise of Modern China, OUP, 1995 (5th Ed)*
- ✓ *Maurice J. Meisner, Mao's China, W. W. Norton & Co., 1999 (2nd Ed)*

- ✓ *Ranbir Vohra, China's Path to Modernization: A Historical Review from 1800 to the Present. Prentice-Hall, 2000*

Internet Resources

1. Remembering Sun Yat-sen: https://www.youtube.com/watch?v=g5c5_CxYN-E
2. Communist seizure of power: <https://www.youtube.com/watch?v=xRxFqtex-k>
3. Cultural Revolution: <https://www.youtube.com/watch?v=8jEMIFCaI04>
4. China's Success Story: https://www.youtube.com/watch?v=7UdCt_Rsevk

Activities to do

1. Arrange a Group discussion on how China emerged as a super power?

Core XVIII

Evolution of Modern Political Thought in India

Course Objectives:

- The course intends to introduce students to major political ideas and ideologies in India. Moreover, they are to be provided with the understanding of evolution of the state, its reshaping and changing nature through a “close reading” of key thinkers and thoughts.
- Studying the evolution of political thoughts would equip students to appreciate the complex foregrounding of concepts such as equality, fraternity, and justice.
- Students would be equipped to understand the complex and layered structures of freedom struggle and thus they would be able to appreciate the process of nation-making.

Course Outcomes:

- Students would learn about the nature of political thought and ideologies and could then appreciate the fervour and diversities in Indian democracy.
- Students would learn the basics of intellectual history and how to read key historical texts with context.
- Students would learn and grasp the layered complexities of the nation-state and the kind of accommodations and adjustments any nation-state makes to manufacture citizenry and ideals.

Unit I: Encounter with the West

1. Early Nationalist Responses: Ram Mohan Roy, Bankim Chandra Chattopadhyay, Dayananda Saraswati
2. Reading Traditions with a Dissent: Jotirao Phule, Ramabai.
3. Economic Critique of Colonialism: Dadabhi Naoroji, MG Ranade, Gopalkrishna Gokhale.

Unit II: Revolutionary Action and Civilisational Thinking

1. Aurobindo Ghose and *Bhawani Mandir*,
2. Sachhindranath Sanyal and *Bandi Jeevan*
3. Revolutionaries: Ghadar Party, Hindustan Socialist Republic Association

Unit III: Nation and Nationalism

1. Rabindranath Tagore: A Life in Creative Unity, Nationalism
2. Mahatma Gandhi: Hind Swaraj, India of My Dreams
3. BR Ambedkar: Castes and Untouchability in Hindu Society, Annihilation of Caste

Unit IV: Communists and Socialists

1. M.N. Roy: From Marxism to Radical Humanism, Critique of Gandhian Thought and Action, Radical Humanism
2. Ram Manohar Lohia: Life in Indigenous Evolution, Main Currents of Lohia's Political and Social Thought, Political Thought of Lohia, Critique of Western Ideologies, New Socialism, Model of Political System for India; Social Thoughts of Lohia; Lohia as an Internationalist.
3. Deendayal Upadhyay: Indigenous Socialism, Integral Humanism

Unit I:

Students will learn how the cultural interaction with the West through Colonialism evoked different responses in the Indian intelligentsia. These responses to the Western cultural interactions were not limited only to the intelligentsia but were widespread to different subaltern groups as well. But since this paper concerns itself with modern political thought, the Unit I will begin with historically locating these responses with early nationalists, and emphasis the plurality of the responses through Raja Rammohan Roy, Bankim Chandra Chattopadhyay, and Dayanand Saraswati.

Unit II:

Students will learn how opposition to the Western domination was first manifested as an economic critique of Colonialism. Students will read about Dadabhai Naoroji, MG Ranade, and Gopal Krishna Gokhale, and their seminal contribution to the political underpinnings of colonialism and economic exploitation of the colonies.

Unit III:

Students will learn about the plurality of understanding about the conception and formulation of nation and nationalism. Through the political thoughts of Tagore, Ambedkar, and Gandhi, students will be introduced about the diversity of view on nationalism and how it was

imagined as an anti-colonial force despite the reservations of these three thinkers on xenophobia.

Unit: IV:

Students will learn about the two streams of political thought that are usually considered alien, i.e. Communism and Socialism, but with a slant difference. This unit will bridge the gap for them to understand that how Indian political thinkers made these alien ideologies “Indian” and connected them to the movements of the grassroots.

Suggested Readings:

- ✓ *Bhattacharya, Krishna Chandra. 1984. 'Swaraj in Ideas', Indian Philosophical Quarterly, XI(4[October]): 385–86.*
- ✓ *Chakrabarty Bidyut and Pandey, Rajendra Kumar, Modern Indian Political Thought, Text and Context, Sage India: 2009*
- ✓ *Chatterjee, Partha. 1986. Nationalist Thought and the Colonial World: A Derivative Discourse? New Delhi: Oxford University Press.*
- ✓ *Panthan Thomas, and Deutsch, Kenneth L. (eds), Political Thought in Modern India. New Delhi: Sage Publications.*

Reference Readings:

- ✓ *Anderson, Benedict. 1983. Imagined Communities. London: Verso*
- ✓ *Chakrabarty, Bidyut (ed.). 2004. Social and Political Thought in Modern India. New Delhi: Indira Gandhi National Open University (IGNOU).*
- ✓ *Chatterjee, Partha. 1994. The Nation and its Fragments: Colonial and Postcolonial Histories. New Delhi: Oxford University Press.*
- ✓ *Habib, Irfan. 1995. Essays in Indian History. New Delhi: Tulika.*
- ✓ ———. 1980. 'Barani's Theory of the History of the Delhi Sultanate', *Indian Historical Review, VII (1–2): 113–15.*
- ✓ *Kangle, R.P. 1972. The Kautilya Arthashastra. New Delhi: Motilal Banarasidas.*
- ✓ *Krishna Rao, M.V. 1958. Studies in Kautilya. New Delhi: Munshiram Manoharlal.*
- ✓ *Oommen, T.K. 1990. State and Society in India: Studies in Nation-building. New Delhi: Sage Publications.*
- ✓ *Raychaudhuri, Tapan. 1999. Perceptions, Emotions, Sensibilities: Essays on India's Colonial Past and Post-colonial Experiences. New Delhi: Oxford University Press.*

- ✓ Taylor, Charles. 1998. 'The Dynamics of Democratic Exclusion', *Journal of Democracy*, 9(4[October]): 144.
- ✓ O'Hanlon, Rosalind. 1985. *Caste Conflict and Ideology: Mahatma Jyotirao Phule and Low Caste Protest in Nineteenth Century Western India*. Cambridge: Cambridge University Press
- ✓ Tripathy, Amal. 1967. *The Extremist Challenge: India between 1890 and 1910*. Calcutta: Orient Longman.

Internet Resources:

1. Introduction to Modern Indian Political Thought: A Course by NPTEL, IIT Guwahati (On Youtube).

<https://www.youtube.com/watch?v=jKL4GTxLA6A&list=PLwdnzlV3ogoV46yMV5bv2Z6CljgHA6zBI>

Activities to do

1. Reading extracts of seminal essays like 'Annihilation of Caste', 'Bhawani Mandir', 'Bandi Jivan', etc.
2. Debating how certain policies of the state should be categorised politically.
3. Collecting newspaper reports on different birth anniversaries of different political ideologues and leaders and analysing the contents of the essay and corresponding them with historical narratives on these leaders.

Core XIX

Basic Principles and Methods in Archaeology

Course Objective:

Basic Principles and Methods of Archaeology is a lecture series that introduces Third semester students to key concepts and practical approaches in archaeology, highlighting their applications in interpreting the human past. The definition aims and scope of archaeology and its development as a discipline is introduced to the students. The nature of the archaeological record and the unique role of science in archaeology is explained. The course also provides understanding cultural development and diversity from human origin to civilization development. Legislation related to archaeology and the role of archaeology in heritage management is also discussed in this course.

Course Outcome:

On the successful completion of Introduction to Archaeology students will develop a strong foundation on the basic understanding of the nature, development and value of archaeology as a discipline.

Unit I: Introduction to Archaeology

1. Definition and scope of archaeology
2. Relationship of archaeology with History, Anthropology and Natural sciences
3. History of archaeology in world and Indian context

Unit- II: Field Methods & Techniques of Data Retrieval

1. Principles, Methods, and Techniques of Exploration
2. Principles, Methods, and Techniques of Excavation
3. Stratigraphy: Site formation process and reconstruction of cultural sequences.
4. Archaeological Recording: 3D measurement, Photography, Plan and Section Drawings.

Unit-III: Dating Methods in Archaeology

1. Relative and Absolute Dating Methods
2. Relative Dating: Seriation
3. Absolute Dating: Archaeometric methods such as Carbon dating, Potassium Argon, Thermo-luminescence

Unit- IV: Data Analysis, Report Writing and Publication

1. Archaeological data analysis: Stone Tools, Ceramics, Human Remains, Floral & Faunal remains and Metal Objects.
2. Report Writing and Publication, Preparation of text, Drawing, Archaeological Photography, and Preparation of manuscripts and proof reading.

Unit I:

Archaeology is the study of material remains dug out during scientific excavation. Materiality of material remains has emerged as important area of research in the construction of past. Large chunk of human past is unwritten and even when writing appeared, there were many cultures which did not have written records. Further, there are many writing systems, which were not deciphered. This unit seeks to explain that archaeology as a discipline is important in the construction of past. This unit introduces students to this discipline and explains why in American universities Archaeology is part of Anthropology whereas in India Archaeology is offered by Department of Ancient Indian History and Culture. Material remains of the past warrants an understanding of not only human behaviour but also how human beings adapted with the environment. Hence this unit seeks to locate archaeology's intimate relations with geology, fluvial studies, botany and zoology and top of it with Physics and Chemistry,

Unit II:

Unit II seeks to make people understand basic methods of exploration and discovery of archaeological sites through field survey, Google earth and various methods of during exploration. Further the unit deals with methods of excavations, such as laying of trench, baulk methods versus Harrimatrix methods of excavation and scientific recording of artefacts and structures encountered during excavations

Unit III:

At the end of this unit, students are expected to know various archaeometric methods of measuring the date of archaeological materials.

Unit IV:

This unit makes students understand and acquire skills on various aspects of post excavation analysis, such as pottery identification, analysis, report writing

Recommended Books

- ✓ *Agrawal D.P: Archaeology in India, Copen Hagen Scandinavian Institute of Asian Studies, 1982.*

- ✓ Aiken, M.J: *Science based Dating in Archaeology*, London, Longmans, 1990.
- ✓ Basker P: *Techniques of Archaeological Excavation*, London, Batsford, 1982.
- ✓ Chakrabarti D.K: *Theoretical Perspectives in Indian Archaeology*, MunshiramManoharlal, 1989. Ghosh A: *Encyclopaedia of Indian Archaeology* 2008,
- ✓ Chakrabarti, D.K. 1988. *A History of Indian Archaeology: From the Beginning to 1947*. New Delhi: MunshiramManoharlal.
- ✓ Childe, V.G. 1956. *Piecing Together the Past: The Interpretation of Archaeological Data*. London: Routledge and Kegan Paul.
- ✓ Clarke, D.L. *Analytical Archaeology*, London, 1978.
- ✓ Daniel, Glyn, E. 1981. *A Short History of Archaeology*. London : Thames and Hudson.
- ✓ Fagan, B. and C. De Corse 2005. *In the Beginning: An Introduction to Archaeology (Eleventh Edition)*. New Jersey: Pearson Prentice Hall
- ✓ Hester, T.R.: *Field methods in Archaeology*, California, 1975.
- ✓ Rajan K.: *Archaeology, Principles and Methods*, Tanjavur, 2002.
- ✓ Rajan K.: *Understanding Archaeology: Field Methods, Theories and Practices*, Tanjavur, 2016.
- ✓ Raman K.V.: *Principles and Methods in Archaeology*, Madras 1976.
- ✓ Renfrew, C., and P. Bahn 2012. *Archaeology: Theories and Methods and Practice*. London: Thames and Hudson.
- ✓ Srivastava, K. M, *New Era of Indian Archaeology*, New Delhi: Cosmo Publication, 1882.
- ✓ Sri Mortimer Wheeler, *Archaeology from the Earth*, London, 1954

Internet Resources

- ✓ D.K Bhattacharya's course on Archaeology in E Pathshala
https://www.youtube.com/playlist?list=PL_NvvtU1Eq82GxCOfFRnRqRctB6hizSP8
- ✓ Sharma Centre for Heritage Education (Prof Shanti Pappu):
<https://www.youtube.com/@sharmacentreforheritageedu5327>

Activities to do

1. Make a trench layout of 2x2 m in the nearby empty area and scientifically dig out, find out different layers, prepare field note, and a final report
2. Visit an archaeological site, if possible and participate in the excavation (Contact ASI or university 3).

Semester VIII

Core XX Art and Architecture in India (Up to Medieval)

Unit- I

1. Harappan Art & Architecture: Town planning, Bronze and Terracotta Art
2. Mauryan Art & Architecture: Rock-cut Caves, Monolithic Pillars and Stupas.
3. Sunga Art & Architecture: Stupa, Caityagriha and Vihara.

Unit- II

1. Buddhist Architecture at Bharut and Sanchi.
2. Stupas at Amaravati and Nagarjunikonda.
3. Kushana Art: Gandhara and Mathura School of Art

Unit- III

1. Rock-cut Cave Architecture of Western India, Ajanta and Ellora Caves.
2. Rock-cut Cave Architecture of Eastern India, Khandagiri and Udayagiri Caves.

Unit- IV

1. Evolution of Temple architecture of Gupta period.
2. Temple Architecture of Southern India (Chalukya, Pallava and Chola)
3. Temples of Central India: Khajuraho.

Unit I:

After the end of this unit students will be able to know about the diversities and homogeneity in the Harappan town planning. Further, students will be able to see continuities of the Harappan life worlds into present time through the study of Harappa, which shows Yogic postures and asana

Unit II:

The students will be able to know about the technical and aesthetic aspects of Buddhist art of India and variations in them, including understanding the Buddhist art form evolved out of osmosis of different cultural tradition.

Unit III:

The third units make students understand the rich rock cult tradition of Indian art and architecture, especially of Elora, Khandagiri and Udayagiri

Unit IV:

Temple as an architectural form has variations across various regions of India. This unit makes students understand these regional temple styles, its art, architecture and sculptures.

Recommended Books

- ✓ *P. Brown; Indian Architecture (Buddhist and Hindu Period), Mumbai, 1997.*
- ✓ *Edith Tomory ; A History of fine art, In India and the west, Chennai, 2009.*
- ✓ *V. Dehejia; Indian Art, London, 1997.*
- ✓ *R. Craven; Indian Art, London, 1997.*
- ✓ *S. P. Gupta; Elements of Indian Art, New Delhi, 2002.*
- ✓ *A.N. Parida; Early Temples of Orissa, New Delhi, 1999.*
- ✓ *K.S. Behera ; Temples of Orissa, Bhubaneswar, 1993.*
- ✓ *N.S. Ramaswami ; Indian Monuments, New Delhi, 1979.*
- ✓ *John and Susant Huntingon Art of India, Leiden, E.J Brill, 1984*
- ✓ *T.E. Donaldson, Hindu Temple Art of Odisha, Three vols, Leiden*
- ✓ *C Sivaramamurti. (Indian Bronzes, Bombay: Marg Publications 1962).*
- ✓ *George Michell, (1977).The Hindu Temple: An Introduction to its Meaning and Forms, New Delhi, B.I Publications*

Internet Resources

1. Gandhara and Mathura Art: <https://www.youtube.com/watch?v=T050xO4VcUk>
2. Amaravati art: <https://www.youtube.com/watch?v=GHDcxIApMpU>
3. Ajanta Art: <https://www.youtube.com/shorts/i5hYCt7J1UM?feature=share>
4. Nagara, Vesara, Dravida and Kalinga style: <https://www.youtube.com/watch?v=tSHUzCkAuzI>

Activities to

1. Study tour to Bhubaneswar to see temples, Khandagiri-Udayagiri rock cut monument and Dhauli Stupa and Asokan edicts
2. Visit to old temple of your locality and report on its art and architecture

Core XXI

A Short History of Contemporary Popular Cultures: Cinema &TV, Sports and Cuisine

Popular culture refers to the aesthetic products created and sold by profit-seeking firms operating in the global entertainment market. **Today, average man spends about 10 hours watching IPL, Premier league or new media like Netflix, Facebook, Instagram in his/her smart phone.** The ubiquity (that is, it is everywhere) of the mass media and our popular culture is a fascinating area of understanding and grasping. The perspective of the culture creators (for profit mass media companies, individual, filmmakers and artists) and the change popular culture. Critical Theorists (who take their cue from Marx and conflict theory) say that the mass media is an industry and designed to indoctrinate and subordinate the masses (audiences) into passivity and acceptance of the capitalist mode of consumption through our popular culture consumption. On the other hand, the functionalists say that popular culture is the social glue that binds together members of that social group and creates feeling of solidarity and group cohesion. The Paper introduces to the making of four important popular cultures: Hindustani Film, New Media, Cricket and Hockey and food

Course Objectives

- The Paper deals with the changing worldviews of Bollywood film over 75 years of India
- It explores the rise of Cricket as a National Passion
- The paper makes students appreciate the role of mass media on their perception of leisure, style and ideology
- It also explores the displacement of indigenous food and emergence of Junk food
- It explores the role of big business in the growth of popular cultures and their visible forms
- On the completion of this course students will be able

Course Outcomes

- To understand the role of Big Business in the making of popular culture
- To analyse the changing tropes of Bollywood cinema
- To relate the changing style, food habit and notion of leisure as a result of the popular cultures
- To correlate and explain the impact of new media on human societies

Unit I: Hindustani cinema in colonial and post-colonial period:

- i. Early film makers and their social background; form and content of early cinema; Evolution, ideology, culture and nation, Communalism and nationalism in the Post Hindustani cinema
- ii. Hindustani cinema in the late 1960s: New wave cinema; Changing representations of gender, class and caste; impact of left movements like the Naxalbari uprising, and women's movements; New directors and their concerns; Growing challenges to hegemonic commercial cinema.
- iii. Liberalisation and Globalisation and NRI Life world in Hindustani Cinema:
- iv. Social, political and cultural contours of Hindustani cinema in the age of globalization; continuation of the new wave cinema; rising influence of the NRIs and crossover cinema

Unit II: Television & New Media in web 2.0 and making of Popular Culture

- i. Chitramala
- ii. Ramayana and Mahabharata: Making of a Hindu Nation, Pangs of Partition: Traumas
- iii. Web 2.0: Facebook, Instagram, a Narcissistic Self:

Unit III: Sports Culture: From Akhada to IPL

- i. Sports in pre Colonial Period: Akhadas in Hindu monasteries, Chaturang (Polo and other sports)
- ii. From Gentlemen's Game to National Passion: Colonial Sports: Cricket, Football and Hockey
- iii. Hockey: Hockey and its origin, Golden Years of Indian Hockey, Decline and revival and Role Odisha

Unit IV: Cuisine: From paratha to Pizza: understanding regional, national and Cultural hybridism through Food

This unit will examine the multiple ways in which regional cuisines have marked cultural and social diversity and the ways in which these have been appropriated in the process of nation making

- i. Food and Thought: Ayurveda on Typologies of food, Food and Its relation with human thought and health

- ii. Making of Regional Food Traditions: Landscape ecology and Food, Temple Prasadam and Regional Food Culture: Study of Jagananth Temples 56 Bhogas,
- iii. Making of National Food Culture and global Food: Pizza, Junk Food and Food MNCs in India

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Cinema and Internet

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Fiske, John. (2001). *Television Culture: Popular Pleasures and Politics*. London: Routledge. (This edition published in the Taylor & Francis e-Library, 2001) Chap. 1, pp. 1-20

Spracklen, Karl. (2015). *Digital Leisure, the Internet and Popular Culture: Communities and identities in a Digital Age*. London: Palgrave Macmillan, pp. 1-52.

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Rajagopal, Arvind. (2001). *Politics After Television: Hindu Nationalism and the Reshaping of the Public in India*. Cambridge: Cambridge University Press.

Kapur, Geeta. (2000). *When was Modernism: Essays on Contemporary Cultural Practice in India*. New Delhi: Tulika.

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Sports:

Sen, Ronojoy (2015) *Nation at Play: A History of Sport in India (Contemporary Asia in the World)*, Columbia University Press.

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Guha, Ramachandra; Vaidyanathan, T.G. (1994). *An Indian Cricket Omnibus*. India: [Oxford University Press](#). ISBN 978-0-19-563427-3.

Guha, Ramachandra (2001). *The Picador Book of Cricket*. India: Pan Macmillan. ISBN 978-0-330-39613-4.

Guha, Ramachandra (2004). *A Corner of a Foreign Field: An Indian history of a British sport*. Picador. ISBN 978-0-330-49117-4.

Guha, Ramachandra (2005). *The States of Indian Cricket: Anecdotal Histories*. Permanent Black. ISBN 978-81-7824-108-1.

An Indian cricket century (Editor, works of [Sujit Mukherjee](#), 2002)

Gidén, Carl; Houda, Patrick; Martel, Jean-Patrice (2014). *On the Origin of Hockey*. Createspace. ISBN 9780993799808.

Podnieks, Andrew; Szemberg, Szymon (2007). *World of Hockey: Celebrating a century of the IIHF*. Fenn Publishing. ISBN 9781551683072.

Internet resources

On Origin of Hockey:

<https://archive.ph/20130418105313/http://www.eng.umu.se/e3ht02/camilla/history.htm>

Food

Inglis, David and Gimlin Debra (eds.) (2009). *The Globalisation of Food*. New York: Berg Publishers.

Appadurai, Arjun. (1988). 'How to Make a National Cuisine: Cookbooks in Contemporary India', *Comparative Studies in Society and History*, Vol. 30, No. 1, pp. 3-24.

Ray, Utsa. (2014). *Culinary Culture in Colonial India: A Cosmopolitan Platter and the Middle Class*, Cambridge: Cambridge University Press.

Bourdieu, P. 1984. *Distinction: A Social Critique of the Judgement of Taste*. Boston, MA: Harvard University Press.

Unit I: Defining Tribes of Odisha

1. Tribes of Odisha: Definition, Economic, social, linguistic, cultural, political Characteristics
2. Colonial Classification: Tribe versus caste, Primitive tribes, vulnerable tribe, Criminal Tribe
3. Tribes of Odisha: No. of Tribes, Demography and Distribution, Their linguistic diversities; Austro, Indo-Aryan and Dravidian

Unit II: Tribes in Pre Colonial Odisha

1. Situating Tribes in Early Historical and Early medieval Odisha: Pre Mauryas, Mauryas to Mandala States of early medieval Odisha,
2. Peasantisation of tribes and Proliferation of Sudra caste in early Medieval Odisha ; Integration of tribal cults in Brahmanical religion: Case of Jagannath Cult
3. Feudatory States of Odisha: Model of Kshatriyaisation of Rulers with tribal background: Case Studies of Mayurbhanj, Dhenkanal, Bonai, Keonjhar

Unit III: Colonial Intervention in tribal Life worlds:

1. Unquiet Forests and Hills: Diverse Contexts of tribal resistance- Colonial revenue settlements, Forest Policies , Modern timber Industry and Railways, Cultural reform
2. Study of tribal resistance: Khonds of Ghumsar, Birsa Munda, Laxman Nayak, Dharani Nayak
3. Educating Tribes through Modern Education and Health: Christian Missionaries in tribal hinterland of Odisha, Dharani Penu and Small Pox

Unit IV: Tribes of Odisha in Post Independence Period:

1. Nehruvian Era (Five Principles) : Equality, Constitutional Protections, Affirmative Action, Tribal Sub Plan
2. Approaches to Tribes: Assimilation (Ghurye) , Isolation (Elvin) and Integration Approach
3. Development and Tribal Displacement: Study of Niyamgiri, Gandhamardan and Kalinganagar

References:

- ✓ *Encycopaedia on the Tribe of Odisha, SCST RI*
- ✓ *K.Suresh Sing*
- ✓ *Pati, Biswamoy (2015) the Diversities of Tribal Resistance in Colonial Orissa, 1840s-1890s Survival, Interrogation and Contests, Economic and Political Weekly,*
- ✓ *Panda, Shishir (1997) SITUATING TRIBALS IN EARLY HISTORY OF ORISSA, Proceedings of the Indian History Congress, Vol. 58 (1997), pp. 132-138.*
- ✓ *Pati, Biswamoy. South Asia from the Margins: Echoes of Orissa (1800-2000), Machester University Press.*
- ✓ *Report of the Scheduled Areas and Scheduled Tribes Commission 1960-1961 (Chairman U.N Dhebar), New Delhi, Manager of Publications, Vols. I and II, 1961.*
- ✓ *Pati, Biswamoy Tribals and Dalits in Orissa: Towards a Social History of Exclusion, c. 1800–1950, Delhi: OUP*

Core XXIII

Reading Historical Essays and Writings

Course Objectives:-

1. The course paper aims at familiarizing students with some of the popular Historical writings and essays by historians, social scientists and public intellectuals.
2. To make students distinguish between different genres of historical writings.

Course outcomes:-

1. Students will be able to appreciate the nature and forms of historical writings on various aspects of the discipline of history.
2. The student will learn to organize their writings centering around a few arguments while deliberating on a theme.

Unit - I: - Understanding History as a discipline

1. History, Science and morality: E.H. Carr.
2. Myth and Reality: D.D. Kosambi
3. The many Worlds of Indian History: Sumit Sarkar
4. Contemporary politics and the Rewriting of History in India - Romila Thapar
5. The lessons of History: Will Durant and Ariel Durant

Unit - II: - Ideology, Faith and Religion

- 1- Hindutva or Hind Swaraj : U.R. Anantamurthy
- 2- Why I am an Atheist : Bhagat Singh
- 3- Three Hundred Ramayans : A.K. Ramanujam
- 4- Reading Freud's Future of an Illusion in Goa by Sudhir Kakakr
- 5- The Doctor and the saint : Arundhati Roy

Unit - III: - Politics, Nationalism and Modernity

- 1- The Nehruvian Political system and its aftermath : Rajni Kothari
- 2- Indian National Movement : The long term dynamics : Bipin Chandra
- 3- The idea of Provincializing Europe : Dipesh Chakrabarty
- 4- Ram Mohan Roy and the Break with the past : Sumit Sarkar
- 5- Reinventing Gandhi : Shiv Viswanathan

Unit - IV:-Visions and Visionaries

- 1- Outsider within : The worlds of Verrier Elwin : Ramachandra Guha
- 2- Why Socialism : Albert Einstein

- 3- The Argumentative Indian : Amartya Sen
- 4- Tagore and our Times : Jawaharlal Nehru
- 5- The Uncolonized mind : A Post-Colonial View of India and the West : Ashis Nandy

Suggested Reading List:

- ✓ *E.H. Carr - What is History, 1961, Penguin Books*
- ✓ *D.D. Kosambi - Myth and Reality*
- ✓ *Sumit Sarkar - Writing social History, OUP, 1977*
- ✓ *Romila Thapar - Indian society and the secular, Three Essays collective, 2016*
- ✓ *The Lessons of History - Will and Ariel Durant, Simon and Schuster, 1968, USA*
- ✓ *The Centenary Book of Tagore, - Sukamal Ghose, Modern India Press, Calcutta, 1961*
- ✓ *India Dissents, 3000 years of difference doubt and Argument, Ed. Ashok Vajpeyi, Speaking Tiger, 2017*
- ✓ *Indian society and the secular - Romila Thaper, Three Essays collective, 2016*
- ✓ *Mad and Divine : Spirit and Psyche in the modern world : Sudhir Kakkar*
- ✓ *The Ramachandra Guha Omnibus, R.C. Guha, OUP, 2013*
- ✓ *Empire Nation : Partha Chatterjee, Permanent Black, 2010*
- ✓ *Provincializing Europe : Dipesh Chakraborty, 2000*
- ✓ *Debating Gandhi : Ed A. Raghurama Raju, OUP, 2006*
- ✓ *Annihilation of caste : B.R. Ambedkar*
- ✓ *Bhagat Singh Reader : Chaman Lal*
- ✓ *History as it Happened: Selected Articles from Monthly Review (1949-1998), Compiled by B.S Ortiz and T.D Gupta, Cornerstone Publication, 2006.*

Unit I:

The students will learn to closely read some of the significant essays and readings in History and appreciate how as a discipline it engages with the past. The unit will also inculcate the habit of reading in students and they will be trained to appreciate the seminal essays in the discipline.

Unit II:

Students will read some seminal essays on contesting nature of religion, ideology, and what seem to be partisan aspects of history writing.

Unit III:

With this unit students will learn to read closely some of the seminal contributions in the perspectives to understand the modern nation-state.

Unit IV:

This unit will introduce essays on the interdisciplinary nature of the discipline by asking students to engage with contributions from Anthropology and Psychology and thereby appreciating the aspects of different milieu of the inquiries regarding the past.

Internet Resources

1. Can we read historical texts meaningfully?

<https://stanforddaily.com/2021/04/05/opinion-can-we-read-historical-texts-meaningfully/>

2. On the Reading of Historical Texts

<https://journals.sagepub.com/doi/10.3102/00028312028003495>

3. What is the Benefit of Reading History Books?

<https://popularhistorybooks.com/2021/11/19/whats-the-benefit-of-reading-history-books/>

Activities to Do

1. Collective and personal reading of the texts and discussions.
2. Teacher will make close reading groups where they will guide students to work together on a text in small groups. Students will also be asked to write short summaries of all the readings and do short reviews of each essay and readings.

Model Curriculum for Three/Four Year
Degree Course (With Multiple Entry /Exit
Option)
Based on NEP-2020

Political Science



Odisha State Higher Education Council, Bhubaneswar
Government of Odisha

Semester	Subjects
I	Core I - Fundamentals of Political Science
	Core II- Introduction to the Constitution Of India
II	Core III- Introduction to Political Theory
	Core IV - Comparative Governments
III	Core V- Colonialism and Nationalism in India
	Core VI- International Relations
	Core VII- Western Political Thought-I
IV	Core VIII- Indian Politics
	Core IX- Western Political Thought-II
	Core X- Public Administration
V	Core XI- Global Politics
	Core XII- Comparative Politics
	Core XIII- Indian Political Ideas-I
VI	Core XIV- India's Foreign Policy
	Core XV- Government and Politics in Odisha
VII	Core XVI- Contemporary Political Theory
	Core XVII- Research Methodology
	Core XVIII- Public Policy and Governance in India
	Core XIX- Indian Political Ideas-II
VIII	Core XX- Social and Political Movements in Contemporary India
	Core XXI- Climate Change And Politics
	Core XXII- Social Exclusion and Inclusive Policies in India
	Core XXIII- Democratic Decentralization in India

Programme Objectives & Outcomes

ABOUT THE PROGRAMME OBJECTIVES AND OUTCOMES

We as human beings are all political. In recent past, the understanding of Political Science has changed. There was a time, when Political Science used to be understood in terms of State and Government. The definition of Political Science has changed with the gradual progress of society. The purpose of the course in Political Science at B.A. level is to make the students aware about the

importance of their association with the state and also to expose them to the global political affairs in order to make them best suitable for various competitive examinations. Political Science explores the concerns and issues that animate public life. Using both humanistic and scientific approaches, it studies how political communities attempt to reconcile the conflicting claims of justice, power, liberty, and authority. Drawing on history, law, economics, psychology, sociology, and philosophy, Political Science is a broadly based social science that shares the traditional aims of liberal arts and education while attempting to come to grips with the major public issues of our time.

B.A. in Political Science with Learning Outcomes aims at offering a general framework within which Political Science teaching may be organized. It serves the twin goals of responding to the needs of students to grow as competent, self-reflective learners with relevant academic and professional skills while at the same time prepare them as contributors to the growing discipline. This framework is intended to help maintaining the standards of teaching, its periodic review against graduate attributes, qualification descriptors, program learning outcomes and course level learning outcomes. It is viewed in the spirit of innovation in teaching-learning process and adopted according to local conditions, regional priorities, national and global needs along with the availability of the expertise.

Looking at the diversity and complexity of the subject and diversified students' background along with subject dynamism, the curriculum is developed considering various aspects such as: -

- Entry level expectations of students coming from various Board of examination (CBSE/ICSE/CHSE/State Boards) and their socio-economic background
- General expectations from a three-year undergraduate honours training.
- The changing profile of undergraduate students

Keeping the above aspect in mind the learning objectives and outcomes have been adapted to the local, regional and linguistic diversities with the changing academic scenario and conditions. Further, the learning objectives and outcomes have been framed with a projected scope on the basis of the extent of academic facilities available (e.g. availability of faculty and their expertise, resources and opportunities for field training).

Nature and Extent of the Programme:

The programme is designed in such a way that students have the option to exit even after one year completion of the course. If a student completes one year, she is entitled to get a certificate; after completion of two years, she is entitled for a diploma certificate. Similarly, in case of three year and four year course, the students have multiple choices. We have explained the structure of the syllabus in detail in the following pages. Each semester is for 16 weeks. There are two reading lists. First one contains most important essential reading list, while a relatively long list of reference books for additional information is included in the second list. We have also tried to provide links of E resources particularly from reliable Government sources. At the end of the syllabus, we have suggested activities to be done while reading any particular paper.

Programme Objectives (PO: Four Year Course):

PO-1: The four-year Political Science syllabus at Higher Education of Odisha aims to instructs the students to demonstrate a systematic, extensive and coherent knowledge and understanding of Political Science as a subject as a whole and its applications and links to disciplinary areas of the study; including critical understanding of the established theories, principles and concepts of a number of advanced and emerging issues in the field of Political Science.

PO-2: Develop knowledge of theories, concepts, and research methods in humanities and social sciences and apply them in the subject of Political Science

PO-3: To assess how global, national and regional developments affect society and to theorize these experiences

PO-4: To train the students with a unique multidisciplinary approach in social sciences and prepares them for further academic study and for careers in the public and the private sector.

PO 5: To train the students applying subject knowledge for sustainable development practices and other areas where the knowledge of Political Science is used in the field.

Programme Outcomes (PSO):

The student graduating with the Degree in B.A (Honours) in Political Science should be able to acquire

PSO1: Core competency: Students will acquire core competency in the subject Political Science, and in allied subject areas with a systematic and coherent understanding of the fundamental concepts in Political Science and all other related arts and humanities. Students will be able to demonstrate the new techniques and methods of their area of specialization in Political Science.

PSO2: Interdisciplinary knowledge and skill: A graduate student is expected to be capable of demonstrating comprehensive knowledge and understanding of in various fields of Political Science.

PSO3: Skilled Communicator: The course curriculum incorporates basics and advanced training in order to make a graduate student capable of expressing the subject through technical writing as well as through oral presentation.

PSO4: Critical Thinker and Problem Solver: The course curriculum also includes components that can be helpful to graduate students to develop critical thinking ability by way of solving problems/numerical using basic Political Science knowledge and concepts.

PSO5: Sense of inquiry: The course curriculum will develop an inquisitive characteristic among the students to write clearly and with purpose on issues of international and domestic politics and public policy; participate as an engaged member of society with a civic sense; Analyse political and policy problems and formulate policy options.

PSO6: Team player: The course curriculum has been designed to provide opportunity to act as team player by contributing in field-based research. Apply quantitative problem-solving skills to social questions in a scientific way.

PSO7: Skilled Project Manager: The course curriculum has been designed in such a manner as to enable a graduate student to become a skilled project manager by acquiring knowledge about modern social science research including competency in statistics and qualitative analysis.

PSO8: Digital literacy: The course curriculum has been so designed to impart a good working knowledge in understanding and carrying out data analysis, use of library search tools, and use of Statistical software's like SPSS, R and related computational work.

GRADUATE ATTRIBUTES IN POLITICAL SCIENCE

Attributes of Political Science graduates under the outcome-based teaching-learning framework may encompass the following:

- **Core Competency:** Political Science graduates are expected to know the fundamental concepts of Political Science. These fundamental concepts would reflect the latest understanding of the field, and therefore, are dynamic in nature and require frequent and time-bound revisions.
- **Communication Skills:** Political Science graduates are expected to possess minimum standards of communication skills expected of a graduate in the country. They are expected to read and understand documents with in-depth analyses and logical arguments. Graduates are expected to be well-versed in speaking and communicating their ideas/findings/concepts to a wider audience.
- **Critical Thinking:** Political Science graduates are expected to know the basics of cognitive biases, mental models, logical fallacies, scientific methodology and constructing cogent scientific arguments.
- **Psychological Skills:** Political Science Graduates are expected to possess basic psychological skills required to face the world at large, as well as the skills to deal with individuals and students of various socio cultural, economic and educational levels. Psychological skills may include feedback loops, self-compassion, self-reflection, goal-setting, interpersonal relationships, and emotional management.
- **Problem-solving:** Political Science Graduates are expected to be equipped with problem-solving philosophical approaches that are pertinent across the disciplines.
- **Analytical reasoning:** Political Science Graduates are expected to acquire formulate persuasive arguments and spot logical flaws, inconsistencies, circular reasoning etc.
- **Research Skills:** Political Science Graduates are expected to be keenly observant about what is going on in the natural surroundings to awake their curiosity. Political Science Graduates are expected to carryout research in contemporary issues of global and national politics.
- **Teamwork:** Political Science Graduates are expected to be team players, with productive cooperations involving members from diverse socio-cultural backgrounds.
- **Digital Literacy:** Political Science Graduates are expected to be digitally literate and increase their core competency via e-learning resources such as MOOC and other digital tools for lifelong learning. Political Science Graduates should be able to spot data fabrication and fake news by applying rational scepticism and analytical reasoning.
- **Moral and Ethical Awareness:** Political Science Graduates are expected to be responsible citizen of India and be aware of moral and ethical baseline of the country and the world. They are expected to define their core ethical virtues good enough to distinguish what construes as illegal and crime as per the laws of the country. Emphasis be given on academic and research ethics, including fair Benefit Sharing, Plagiarism, Scientific Misconduct and so on.
- **Leadership Readiness:** Political Science Graduates are expected to be familiar with decision making process and basic managerial skills to become a better leader. Skills may include defining objectives, vision and mission and how to become charismatic inspiring leader and so on.

Core I

Semester-I

Fundamentals of Political Science

Course Objectives

This course will familiarize students with the basic normative concepts in political theory and encourage them to understand how these concepts manifest in social practices. The course

will also help students learn how we make use of these concepts in organizing our social living. The main objective is to project the plural, interdisciplinary orientation of political theory and to emphasise its deep engagement with the political process.

Expected Learning Outcomes

The course would provide students with a rudimentary understanding of political concepts, theories, and their application in contemporary society and their interplay with societal and economic factors. The unit-wise outcomes are given below.

Unit-I: Upon completion of this Unit, students will have acquired a comprehensive understanding of the multifaceted nature of politics, its theoretical underpinnings across disciplines, and its intricate interplay with societal and economic spheres.

Unit-II: After completing this Unit, student's understanding on the state as a political entity will be deepened and students would be able to critically examine its relationship with sovereignty, governing structures, and the multifaceted challenges posed by globalization.

Unit-III: Upon completion of Unit III, students will be able to critically analyse and synthesize the intricate concepts of power, authority, and legitimacy, as well as the interrelated notions of rights, freedoms, equality, and justice, thereby enabling them to comprehend the theoretical underpinnings that shape socio political constructs and inform discourse on contemporary issues.

Unit-IV: Upon completion of this Unit, students would have developed a nuanced and multidimensional understanding of democracy along with its models, and the critical roles played by pluralism and diversity in shaping democratic ideals, practices, and discourse. This will deepen democratic values among students.

Unit-I: Introduction

- a) What is Political?
- b) Political Philosophy, Political Theory, Political Science
- c) Politics and Society, Politics and Economy

Unit-II: State

- a) State: Meaning, Origin and Development

- b) State and Sovereignty
- c) State and Government
- d) State and Globalization

Unit-III: Concepts

- a) Power, Authority, and Legitimacy
- b) Rights and Freedom
- c) Equality and Justice

Unit-IV: Democracy

- a) Meaning of Democracy
- b) Models of Democracy: Representative, Participatory, Deliberative
- c) Pluralism, Diversity, and Democracy

Essential Readings:

1. Bhargava, R. (2008). 'What is Political Theory', in Bhargava, R. and Acharya, A. (eds), *Political Theory: An Introduction*. Pearson Longman. pp. 2-16
2. Heywood, A. (2022). *Political Theory: An Introduction*. Bloomsbury Publishing.
3. McKinnon, C. (2019). *Introduction: Issues in Political Theory*. Oxford University Press.
4. Menon, K. (2008). 'Justice', in Bhargava, R. and Acharya, A. (eds), *Political Theory: An Introduction*. Pearson Longman. pp. 74-86.
5. Srinivasan, J. (2008). 'Democracy', in Bhargava, R. and Acharya, A. (eds), *Political Theory: An Introduction*. Pearson Longman. pp. 106-128.
6. Talukdar, P.S. (2008) 'Rights', in Bhargava, R. and Acharya, A. (eds), *Political Theory: An Introduction*. Pearson Longman. pp. 88-104.
7. Vinod, M. J. and Deshpande Meena. (2013). *Contemporary Political Theory*. PHI Learning Pvt Ltd, Delhi

Additional Readings:

- ✓ Bhargava, R. (2008). 'Why do we need Political Theory', in Bhargava, R. and Acharya, A. (eds), *Political Theory: An Introduction*. Pearson Longman, pp. 17-36
- ✓ Dahl, R. A. (2000). *On Democracy*. Yale University Press.

- ✓ Gauba, O. P. (2023). *An Introduction to Political Theory*. National Publication.
- ✓ Mookherjee, M. (2008) 'Multiculturalism', in McKinnon, C. (ed), *Issues in Political Theory*. Oxford University Press. pp. 218-240.
- ✓ Seglow, J. (2003) 'Multiculturalism', in Bellamy, Richard and Mason, Andrew (eds), *Political Concepts*. Manchester University Press. pp. 156-168.
- ✓ Wolf, J. (2021) 'Social Justice', in McKinnon, C. (ed). *Issues in Political Theory*. Oxford University Press. pp. 172-193.

Internet Resources:

The internet resources include online articles and e-contents published on websites, blogs, e-Newspaper, online magazines, scholarly journals, digital repositories, and Audio- Visual content.

1. CEC. (2015). *What is Political Theory?*. YouTube.
<https://www.youtube.com/watch?v=fdTNlx52Weg>
2. Jha, Mithilesh Kumar. (2018). Introduction to Political Theory. NPTEL.
<https://archive.nptel.ac.in/courses/109/103/109103141/>
3. Basu, Sibaji Pratim. (2020). *MOOC on Introduction to Political Theory*. SWAYAM.
https://onlinecourses.SWAYAM2.ac.in/cec20_hs28/preview

Activities to do:

1. Students can participate in a debate on a philosophical or theoretical concept related to politics, such as the nature of power, the principles of equality and justice, which will encourage critical thinking, argumentation skills, and the ability to analyze complex concepts from multiple perspectives.
2. Organize a simulation exercise where students assume different roles in a hypothetical political system or scenario and could simulate the functioning of a democratic government, with students taking on roles like legislators, activists, lobbyists, or members of the media. This activity will allow students to experience and understand the dynamics of political processes and decision-making.
3. Students can conduct literature review, prepare a draft and analyse primary sources on any topic mentioned in this course.

Core II

Introduction to the Constitution Of India

Course Objectives:

This course introduces students to the Constitution of India – the supreme law of the land. The primary objective of this course is to provide students with a comprehensive understanding of the constitutional framework and political institutions in India. Through a

critical examination of the constitutional design, the learners will explore the foundational principles of the Indian Constitution. By tracing the historical contestations surrounding the incorporation of these values into the Constitution and their practical manifestations, learners will develop an appreciation for the intricate interplay between institutional practices and political contexts. Furthermore, the course aims to cultivate an understanding of the institutional dynamics within the Indian governance matrix, characterized by both conflict and cooperation, asymmetrical federal arrangements, and mechanisms for safeguarding vulnerable populations against discrimination. Additionally, students will gain insight into the powers and functions of key governmental figures such as the President, Prime Minister, and Chief Minister and other constitutional and non-constitutional bodies, while also delving into the intricacies of Union-State relations.

Expected Learning Outcomes:

This course endeavours to equip students with the necessary knowledge and analytical tools to engage critically with the constitutional structures and processes that underpin Indian democracy. The unit-wise outcomes are given below.

Unit-I: The learners would gain basic understanding of Indian Constitution and its underlying values. This would enable them to analyse the operation of the Constitution of India from a policy perspective, and in the context of social and cultural diversity. This would strengthen the foundation of constitutional ethics among the learners.

Unit-II: The learners would develop awareness regarding the basic structures and processes of government at both union and state levels with a specific focus on power and responsibilities of highest constitutional dignitaries. This will help them to acquire administrative skills and political insights for engaging in various institutions.

Unit-III: The learners would be familiar with the judicial structures and procedures in India. Further, the awareness about Writs, Judicial Review, PIL, Basic Structure Doctrine would enable them to develop an understanding about their rights and entitlements as citizens and methods to secure these within the legal framework, in case of violation.

Unit-IV: The learners would understand the division of power between Union and States with focus on different constitutional bodies. This would enable them to understand and analyse the manner in which the Indian federal system functions.

Course Content:

Unit-I: Basic Structure of the Indian Constitution

- a) Making of the Indian Constitution: Formation and Working of Constituent Assembly
- b) Preamble: Nature of State and Constitutional Values
- c) Fundamental Rights, Directive Principles of State Policy, Fundamental Duties

Unit-II: Legislature and Executive in Union and State

- a) Structure of the Parliament and Legislative procedures; State Legislatures
- b) President; Governor
- c) Prime Minister and Council of Ministers; Chief Minister

Unit-III: Judiciary

- a) Supreme Court of India: Structure and Functions
- b) High Courts: Structure and Functions
- c) Judicial Review and Basic Structure Doctrine, Public Interest Litigation (PIL)

Unit-IV: Union-State Relationship

- a) Division of Power: Administrative, Legislative and Financial
- b) Election Commission, Finance Commission, CAG
- c) NITI Ayog, Inter-State Council, GST Council

Essential Readings:

- ✓ *Austin, Granville (1999). The Constitution of India: Cornerstone of a Nation. Oxford University Press.*
- ✓ *Bakshi, P.M. (2023). The Constitution of India. Universal Law Publishing.*
- ✓ *Basu, D. D. (2022). Introduction to the Constitution of India. Educational Printed; 26th Edition, Lexis Nexis.*
- ✓ *Chakrabarty, Bidyut (2017). Indian Constitution: Text, Context and Interpretation. Sage Publication India Private Limited.*
- ✓ *Kashyap, Subhash (2021). Our Constitution. National Book Trust.*
- ✓ *Khosla, Madhav, Mehta, Pratap Bhanu and Choudhry, Sujit (Eds). (2016). The Oxford Handbook of the Indian Constitution. Oxford University Press.*

- ✓ *Pai, Sudha (2020). Constitutional and Democratic Institutions in India: A Critical Analysis. Orient Blackswan.*

Additional Readings:

1. *Bhargava, Rajeev (2009). Politics and Ethics of the Indian Constitution. Oxford University Press.*
2. *Chandra, Bipan, Mukherjee, Aditya and Mukherjee, Mridula. (2008). India Since Independence. Penguin Books.*
3. *Ghosh, Peu (2021). Indian Government and Politics, PHI Learning.*
4. *Gupta, D.C. (2023). Indian government and Politics. Vikas Publishing House Pvt. Ltd.*
5. *Jain, M.P. (2018), Indian Constitutional Law, LexisNexis.*
6. *Jayal, Niraja Gopal and Mehta, Pratap Bhanu (2011). The Oxford Companion to Politics in India. Oxford University Press.*
7. *Kumar, Avinash and Pai, Sudha (2017). The Indian Parliament: A Critical Appraisal. Orient Blackswan Pvt Limited.*
8. *Pylee, M.V. (2023). India's Constitution. S. Chand Publishing.*
9. *Shivhare, Nitin (2023). Indian Polity and Governance. S. Chand Publishing.*
10. *Shukla, V.N. (2019). Constitution of India. Eastern Book Company.*
11. *Subramanian, S.G. (2022). Indian Constitution and Polity. Pearson Education.*

Internet Resources:

The internet resources include online articles and e-contents published on websites, blogs, e-Newspaper, online magazines, or scholarly journals, digital repositories, Audio- Visual contents.

1. Digital Sansad. *Historical Debates: Constituent Assembly Draft Making Debates.*
<https://sansad.in/ls/debates/historical?1>
2. Ghosh, Sujit. (2018). *Indian Judiciary: Organizational structure and Jurisdiction.*
National Judicial Academy.
https://nja.gov.in/Concluded_Programmes/2017-18/SE-13_PPTs/6.Judiciary%20organization%20HC%20and%20SC.pdf

3. Goel, Anupama. *Advanced Constitutional Law*. SWAYAM.
https://onlinecourses.SWAYAM2.ac.in/cec20_hs22/preview
4. NIOS. *Political Science: Aspects of the Constitution of India*. National Institute of Open Schooling.
[https://nios.ac.in/online-course-material/sr-secondary-courses/political-science-\(317\).aspx](https://nios.ac.in/online-course-material/sr-secondary-courses/political-science-(317).aspx)
5. NITI Aayog. <https://www.niti.gov.in/>. National Institution for Transforming India

Activities to do:

1. Watch *Constitution Assembly Speeches* from News on Official YouTube [<https://www.youtube.com/watch?v=0W9L6rFljF0>] and organize a discussion on various themes with two groups of learners debating on issues discussed by the Constituent Assembly.
2. Watch *Constitution of India – A Journey* from Prasar Bharati Archives on YouTube [https://www.youtube.com/playlist?list=PLqtVCj5iilH4hOskMihD3woXA5C_58B0y] and stage a short play depicting the essence of this journey.
3. Read the biographies of freedom fighters and founding fathers of Indian Constitution.
4. Study important judgements passed by Supreme Court of India on Basic Structure Doctrine and assess its impact on the functioning of the Constitution.
5. Study a Report prepared by NITI Ayog and evaluate its significance.
6. Organize community outreach programme to aware people about their rights and duties as citizens.

Course Objectives:

The course seeks to foster a comprehensive and nuanced understanding of political theory, its significance within the discipline of Political Science, and its profound influence on conceptualizing and interpreting various facets of social life. Through a critical examination of influential traditions and perspectives, students will gain insights into how theoretical frameworks shape debates and discourses on socio political issues. Furthermore, the course aims to equip learners with the ability to critically analyse and deconstruct contemporary theories and perspectives that delve into the intricate interplay between politics and social constructs. It begins with an overview of why we study political theory and what are the approaches and forms of political theory. It then proceeds to elaborate in a detailed manner on the key concepts in political theory such as 'Liberty', 'Equality', 'Rights' 'Justice', 'Democracy'. It will also focus on recent trends of Political Theory. Each concept is explained through the thoughts and writings of noted theorists who have deliberated at length on that particular issue with emphasis given on readings of original writings.

Expected Learning Outcomes:

This course aims to cultivate a sophisticated understanding of the theoretical foundations that inform and shape the ever-evolving political landscape. The unit-wise outcomes are given below.

Unit-I: This unit familiarises the students with the basic concepts of political theory, how political theory has evolved as well as the nature of political theory. It also introduces the students to the normative and empirical dimensions of political theory. The necessity of values and the importance of empirical investigation in the theory building exercise is the primary objective of this unit. This unit also makes an attempt to explain how modernity influenced the theory building exercise and how it reshaped some of the important debates on politics and society.

Unit-II: This unit makes an attempt to study important traditions in political theory. These traditions influence our political decisions. Even since the evolution of industrial revolution, nation state, political questions and debates have revolved round the concepts of liberalism and Marxism. Students will be exposed to various debates in each of these traditions and their importance in the present-day context.

Unit-III: Political theory, fifty years back, was only concerned about liberalism and Marxism. Of late, with the advancement of society and our understanding of society, new

ideas have emerged. They have expanded the horizon of political theory. New theories have evolved and they have thrown new challenges to the society. Modernity encouraged societies to engage in theory building exercise. The emergence of post modernity challenged the grand narratives and encouraged all of us to have micro perspective and challenge everything as modern. Similarly, new theories emerged challenging the existing power structure of the state and society. The understanding of a monocultural society has also changed with people shifting their choice of living from one country to another country. This unit promises to throw many interesting ideas to the students of political science.

Unit-IV: This unit makes an attempt to understand some of the important political ideas within the nation state framework. Once nation state is strongly established, it is important to understand the political concepts in detail. Even though concepts like citizenship and civil society are old yet these concepts need some sort of redefinition in the modern context. Similarly, the emergence of welfare state in a political system also has reinforced its presence in the modern context. A student of Political Science needs to take concepts like welfare state and swaraj seriously as it throws many new challenges to the already existing political ideas.

Course Content:

Unit-I: Introduction

- a) What is Political Theory? Why do we need Political Theory?
- b) Approaches to Political Theory: Normative and Empirical
- c) Modernity and Political Theory

Unit-II: Traditions

- a) Liberalism
- b) Neo-Liberalism
- c) Marxism
- d) Neo-Marxism

Unit-III: Recent Trends

- a) Feminism
- b) Post-Modernism
- c) Green Political Theory

d) Multiculturalism

Unit-IV: Concepts

- a) Citizenship
- b) Civil Society
- c) Welfare State
- d) Idea of Swaraj

Essential Readings:

- ✓ *Adams, I. (2001). Political Ideology Today. United Kingdom: Manchester University Press.*
- ✓ *Bhargava, Rajeev, and Acharya, Ashok (2008). Political Theory: An Introduction, New Delhi: Pearson Longman.*
- ✓ *Farrelly, Colin, (2003). Contemporary Political Theory, A Reader, Sage Publications*
- ✓ *Goodin, Robert E. and Philip Pettit edited (1997). Contemporary Political Philosophy, Oxford, Blackwell Publishers.*
- ✓ *Kymilika, Will. (2014). Contemporary Political Philosophy. New Delhi, Oxford*
- ✓ *Miller, David and Larry Siedentop (edited). (1983). The Nature of Political Theory, Oxford, Clarendon Press.*
- ✓ *Ramaswamy, Sushila. (2014). Political Theory: Ideas and Concepts. PHI Learning Pvt Ltd.*
- ✓ *Rawls, John, (1971). A Theory of Justice. Oxford, Oxford University Press.*
- ✓ *Sandel, Michael, (2002). Liberalism and The Limits of Justice. Cambridge University Press.*
- ✓ *Vinod, M.J. and Deshpande, Meena. (2013). Contemporary Political Theory. PHI Learning Private Limited, Delhi.*

Additional Readings:

- ✓ *Arblaster, A. (3rd Edition). (2002). Democracy. Open University Press.*
- ✓ *Bakshi, Om (1988). The Crisis of Political Theory, Oxford University Press.*
- ✓ *Bellamy, Richards (1993). Theories and Concepts of Politics, Manchester University Press, New York.*

- ✓ Heywood, Andrew (2022). *Political Theory: An Introduction*. Bloomsbury Publication.
- ✓ Kukathas, Ch. and Gaus, G. F. (2004) (eds.). *Handbook of Political Theory*. Sage.
- ✓ Mckinnon, C. (ed.) (2008). *Issues in Political Theory*. Oxford University Press.
- ✓ Parekh, B. (2005). *Rethinking Multiculturalism: Cultural Diversity and Political Theory*. Macmillan Press.
- ✓ Ramaswamy, Sushila. (2014). *Political Theory: Ideas and Concepts*. PHI Learning Pvt Ltd.
- ✓ Sen Amartya (2000). *Development as Freedom*. Oxford University Press.
- ✓ Vincent, A. (2004). *The Nature of Political Theory*. Oxford University Press.

Internet Resources:

The internet resources include online articles and e-contents published on websites, blogs, e-Newspaper, online magazines, or scholarly journals, digital repositories, Audio- Visual contents.

1. eGyankosh. *What is Political Theory*. IGNOU.
<https://egyankosh.ac.in/bitstream/123456789/57829/1/Unit1.pdf>
2. O'Connor, J. (2010). Marxism and the Three Movements of Neoliberalism. *Critical Sociology*. 36(5) 691-715.
<https://journals.sagepub.com/doi/pdf/10.1177/0896920510371389>
3. University of Mumbai. *Political Theory*. University of Mumbai.
[https://archive.mu.ac.in/myweb_test/M.A.\(Part%20-%20I\)%20Political%20Science%20Paper%20-%20I%20-%20Political%20Theory%20\(Eng\)%20-%20Rev.pdf](https://archive.mu.ac.in/myweb_test/M.A.(Part%20-%20I)%20Political%20Science%20Paper%20-%20I%20-%20Political%20Theory%20(Eng)%20-%20Rev.pdf)
4. Veeravalli, A. (2011). Swaraj and Sovereignty. *Economic and Political Weekly*. 46(5). 65-69. <https://www.jstor.org/stable/27918091>

Activities to do:

1. [Identify some of the political activities with an explanation. Please exclude voting-related activities.](#)
2. [Identify the liberal/Marxist elements of the Indian state](#)
3. [Try to analyse some major policies of your locality putting it in a liberal and](#)

Marxist or any other theoretical framework.

4. Identify some of the major religious communities in your locality and try to build a theory based on their living experience.

Core IV

Comparative Governments

Course Objectives:

This course will familiarize the students with the basic concepts and approaches to the study of comparative governments. It enables the students to critically examine politics in historical and contemporary perspectives while engaging with various themes of comparative analysis in developed and developing countries. This course is designed to address the various elements of constitutional systems in the world including political parties, interest groups, election process, in addition to an analysis of the dominant executive, legislature and judicial systems all over the world.

Expected Learning Outcomes:

This course would enable the students to understand concepts and various approaches relevant to the study of comparative politics. The students would familiarise with a vast range of relevant political concepts and processes supposed to train their critical thinking to understand comparative politics and government. The unit-wise outcomes are given below.

Unit-I: This will help students to engage with the topics of comparative government, institutionalism, neo-institutionalism, and the comparison of democratic and authoritarian regimes in a comprehensive and critical manner.

Unit-II: This unit will aware students about a structured framework for engaging with the concepts, theories, and empirical research associated with comparative government, institutionalism, neo-institutionalism, and the comparison of democratic and authoritarian regimes.

Unit-III: This unit will help students in developing a comprehending skill on the working of legislatures, the executive branch, and bureaucracies in political systems, including their structures, functions, and dynamics in both democratic and authoritarian states.

Unit-IV: This unit will enhance the analogical capacities and critical thinking about elections, political parties, and interest groups in political systems, including their roles, dynamics, and implications for democratic governance in both democratic and authoritarian contexts.

Course Content:

Unit-I: Introduction

- a) Comparative Government: Meaning and Evolution

- b) Institutionalism and Neo-Institutionalism
- c) Comparing Democratic and Authoritarian Regimes

Unit-II: Legislature, Executive and Bureaucracy

- a) Legislatures: Concept, Functions, Structures, Legislature in Democratic and Authoritarian states
- b) Executive: Concept, Presidential and Parliamentary Forms, Executive in Democratic and Authoritarian states
- c) Bureaucracy: Concept, Organisation, New Public Management, Bureaucracy in Democratic and Authoritarian states

Unit-III: Constitution, Judiciary and Multi-level Governments

- a) Constitutionalism and New-Constitutionalism; Constitution in Democratic and Authoritarian states
- b) Judiciary: Concepts, Judicial Review, Judicial Activism, Judicial Independence, Judiciary in Democratic and Authoritarian states
- c) Multi-level Governments: Unitary and Federal, Local Government

Unit-IV: Elections, Political Parties and Interest Groups

- a) Elections: Role and Importance, Types; First-Past-the-Post System and Proportional Representation, Elections in Democratic and Authoritarian states
- b) Political Parties: Concept, Origin and Role, Party System, Parties in Democratic and Authoritarian states
- c) Interest Groups: Concept, Role of Interest Groups in Democratic and Authoritarian states

Essential Readings:

- ✓ *Alford, R. R., Friedland, R. (1985). Powers of Theory: Capitalism, the State, and Democracy. Cambridge University Press.*
- ✓ *Allbrow, Martin. (1996). The Global Age: State and Society: Beyond Modernity. Cambridge.*
- ✓ *Cantori, L.J and A. H. Ziegler. (edited). (1988). Comparative Politics in the Post-Behaviouralist Era. Lynne Rienner.*
- ✓ *Chilcote, Ronald. (1994). Theories of Comparative Politics: The Search for a Paradigm*

Reconsidered. Westview Press.

- ✓ *Hardt, Michael and Antonio, Negri. (2001). Empire. Harvard University Press.*
- ✓ *Manor, James. (edited). (1991). Rethinking Third World Politics. Longman.*
- ✓ *Sartori, G., (2016). Parties and Party Systems: A Framework for Analysis. Cambridge University Press.*

Additional Reading:

- ✓ *Ellwood, W. (2010). The No-nonsense Guide to Globalization. New Internationalist.*
- ✓ *Heywood, A. (2002) 'Representation, Electoral and Voting', in Politics. Palgrave.*
- ✓ *Rahnema, Majid (ed). (1997). The Post-Development Reader. The University Press.*
- ✓ *Rutland, P. (2014) 'Britain', in J. Kopstein and M. Lichbach. (eds.) Comparative Politics: Interest, Identities and Institutions in a Changing Global Order. Cambridge University Press*
- ✓ *Stephan, Alfred. (2001). Arguing Comparative Politics. Oxford University Press.*
- ✓ *Tornquist, O. (1999). Politics and development. A Critical Introduction. Sage Tor*

Internet Resources:

The internet resources include online articles and e-contents published on websites, blogs, e-Newspaper, online magazines, or scholarly journals, digital repositories, Audio- Visual contents.

1. **Encyclopaedia Britannica:** Website: <https://www.britannica.com/>
2. **The United Nations Development Programme (UNDP):** Website: <https://www.undp.org/>
3. **The Parliament of the United Kingdom:** Website: <https://www.parliament.uk/>
4. **The United States House of Representatives:** Website: <https://www.house.gov/>
5. **The World Bank:** Website: <https://www.worldbank.org/>
6. **The International Monetary Fund (IMF):** Website: <https://www.imf.org/>
7. **The Constitution Center:** Website: <https://constitutioncenter.org/>
8. **The International Court of Justice (ICJ):** Website: <https://www.icj-cij.org/en>
9. **The Federalism Project:** Website: <https://federalism.org/>
10. **The American Political Science Association (APSA):** Website: <https://www.apsanet.org/>

Activities to do:

1. **Case Study Analysis:** Divide the students into groups and assign each group a case study of a democratic and authoritarian regime. Ask them to analyze the structure and functioning of legislatures, executives, and bureaucracies in each regime, considering factors such as power distribution, accountability mechanisms, and institutional constraints.
2. **Debate:** Organize a debate on the merits of democratic and authoritarian regimes, with students taking on different roles representing each perspective. Encourage the students to present arguments based on theories of institutionalism and neo-institutionalism, discussing the strengths and weaknesses of each regime type.
3. **Case Analysis:** Provide case studies of legislatures, executives, and bureaucracies in democratic and authoritarian states. Ask the students to analyze the functions, structures, and roles of each institution, comparing how they operate in different political contexts and identifying patterns of institutional behavior.
4. **Mock Trial:** Encourage students to organize a mock trial activity where students role-play as lawyers, judges, and witnesses in a legal case. Students can explore concepts of judicial review, judicial activism, and judicial independence, analyzing how the judiciary operates in democratic and authoritarian states.
5. **Campaign Simulation:** Organize a campaign simulation where students role-play as candidates, campaign managers, and voters in a mock election. Students can explore different electoral systems, campaign strategies, and the role of political parties and interest groups in shaping electoral outcomes.

Core V

Semester-III

Colonialism and Nationalism in India

Course Objectives:

The purpose of this course is to help the students understand India's colonial past, the shaping of the nationalist ideology and the unfolding of the national movement. Integral to the course is understanding the ideas of democracy and freedom along with corresponding social relations as well as political and institutional practices that took shape in the context of the anti-colonial struggles. The institutions of the state, its policies, and the social and economic structures that exist today, reflect the imprint of the colonial experience and the manner in which they have been transformed in the course of social struggles and the national movement.

Expected Learning Outcomes:

This course will enable the learners to understand India's colonial history and shaping of its identity as a nation. The students would be well versed with the major streams of socio-political thought as well as socio-political and religious reform movements which contributed to our nation building. The unit-wise outcomes are given below.

Unit-I: This unit will give the students a conceptual understanding of colonialism from different perspectives as well as an analysis of Indian nationalism through various approaches.

Unit-II: This unit help the students to develop a critical understanding of colonial ideology and its civilizing mission based on an assertion of cultural superiority. It will also help the students to assess the various impacts of colonialism on society, economy, polity and agrarian structure.

Unit-III: This unit will give an understanding about various reform movements as well as various types of resistance during the first century of British rule in India.

Unit-IV: This unit will help the students will learn about the historical context in which the nationalist movement emerged in India and took different forms in subsequent periods. It will also provide a broad understanding about the role, ideologies and contributions of great nationalist leaders and organisations in nationalist struggle till the achievement of independence.

Course Content:

Unit-I: Colonialism and Nationalism

- a) Main Perspectives on Colonialism: Liberalism, Marxism, Post-colonialism

- b) Approaches to the study of Nationalism in India: Liberal Nationalist, Religious Nationalist, Marxist and Subaltern

Unit-II: Colonial Rule in India and Impact

- a) Colonial Ideology and Civilizing Mission: Assertion of Cultural and Racial Superiority
- b) Impact on Forest, Agriculture, Land relations, Industry and Ecology
- c) Constitutional Development and the Colonial State

Unit-III: Reform and Resistance

- a) Religious Reform Movements
- b) Other Social Reform Movements: Anti-Caste Movements and Women Emancipation Initiatives
- c) Tribal, Peasants and Working-Class Resistance
- d) Education and the rise of the New-middle Class

Unit-IV: Nationalist Politics and Expansion of its Social Base

- a) Nationalist Movement: Formation of Indian National Congress, Liberal Constitutionalists, Swadeshi and the Radicals, Muslim League and Hindu Mahasabha
- b) M.K. Gandhi and Mass Mobilisation, Non-cooperation, Civil Disobedience and Quit India Movement
- c) Revolutionaries: Communists, Socialists and INA
- d) Two-Nation Theory, Partitions and India's Independence

Essential Readings:

1. Treanor, P. (1997). Structures of Nationalism. *Sociological Research Online*, 2(1), 60–72. <https://doi.org/10.5153/sro.70>
2. Alter, P. (1994). *Nationalism* (2nd ed.). Edward Arnold.
3. Chakrabarty, D. (2002). A small history of subaltern studies. In D. Chakrabarty, *Habitations of modernity: Essays in the wake of subaltern studies* (pp. 3-19). Permanent Black.
4. Chandra, B. (1999). *Essays on colonialism*. Orient Longman Ltd. [Chapter 1: Colonialism: Some basic aspects, pp. 1-22].

5. Islam, S. (2006). The origins of Indian nationalism. In *Religious dimensions of Indian nationalism* (pp. 71-103). Media House.
6. Thapar, R. (2000). Interpretations of colonial history: Colonial, nationalist, post-colonial. In P. R. de Souza (Ed.), *Contemporary India: Transitions* (pp. 25-36). Sage Publications.

Additional Readings:

- ✓ *Bandyopadhyay, S. (2016). From Plassey to Partition and after: A history of modern India. Orient Blackswan Private Limited.*
- ✓ *Bose, S., & Jalal, A. (2011). Modern South Asia: History, culture, political economy. Routledge.*
- ✓ *Chandra, B. (2019). History of modern India. Orient Blackswan.*
- ✓ *Chandra, B., Mukherjee, M., Mukherjee, A., Panikkar, K. N., & Mahajan, S. (1989). India's struggle for independence. Penguin Books India.*
- ✓ *Desai, A. R. (1959). Social background of Indian nationalism (3rd ed.). Popular Book Depot.*
- ✓ *Sarkar, S. (2014). Modern India. Pearson Education India.*
- ✓ *Sharma, S. L., & Oommen, T. K. (Eds.). (2001). Nation and national identity in South Asia. Orient Longman.*

Internet Sources:

1. Thapar, Romila. *Shaping Identity: Nationalism, Secularism and Democracy*. Ajim Premji University lecture. <https://youtu.be/-LxPzkeLBOo?si=QjLM7DHUilLCexGN>
2. eGyanKosh. *Imperialism, Colonialism and Nationalism*. IGNOU. <https://egyankosh.ac.in/handle/123456789/17829>
3. OSOU. *Social and political thought in modern India*. OSOU <https://drive.google.com/file/d/1c9yHWd2SXFmqV3TwqB2wS7v1nllFqB3e/view>
4. BBC. *India's partition: The Forgotten History*. BBC. <https://www.bbcselect.com/watch/indias-partition-the-forgotten-story/>

Activities to do:

1. Organize Special Talks/Lectures on the occasions of birth anniversary of great Leaders of Indian National Movement.
2. Visit to the nearby places related to Indian National Movement or read about these places and submit a report about the significance of the place.
3. Write a short report on the life and contribution of the Nationalist Leaders of your District/Region/nearby locality and submit to the course instructor.

Core VI

International Relations

Course Objectives:

This paper seeks to equip students with the basic intellectual tools for understanding International Relations and its major theories. The course begins by historically contextualizing the evolution of the international state system before discussing the agency-structure problem through the levels-of- analysis approach. After having set the parameters of the debate, students are introduced to different theories in International Relations. It provides a fairly comprehensive overview of the major political developments and events starting from the twentieth century. Students are expected to learn the economic

relation between developed and under developed nations and emerging world order after globalization.

Expected Learning Outcome:

This course would enable the learners to understand the international relations and major theories. Also, this course would make students aware about major political and historical phenomenon occurred in 20th century which have shaped the International Relations. The unit-wise outcomes are given below.

Unit-I: This unit would provide fundamental ideas to the students about International Relations & evolution of state system with reference to pre- Westphalia, Westphalia& post-Westphalia.

Unit-II: This unit would help the students to familiarise with the basic theoretical perspectives of International Relations.

Unit-III: This unit would make students understand about the causes & consequence of World War I & II. It also makes the students understand about the creation of League of Nation and UNO and the formation of former USSR, Fascism & Nazism.

Unit-IV: This unit would familiarise the students with different dimensions of Cold War & the contemporary ideas like the third world, new economic world order, north- south co-operation, development & under-development, globalisation & emerging world order.

Course Content:

Unit-I: Study of International Relations

- a) Meaning, Nature & Scope
- b) Evolution of state system: pre-Westphalia, Westphalia & post-Westphalia

Unit-II: Theoretical Perspectives

- a) Classical Realism, Idealism, Realism and Neo- Realism
- b) Liberalism and Neo- Liberalism
- c) Marxist and Feminist perspectives

Unit-III: An Overview of 20th Century International History-I

- a) World War- I: Causes & Consequences, League of Nations

- b) Bolshevik Revolution and the formation of USSR
- c) Rise of Fascism and Nazism
- d) World War- II: Causes & Consequences, United Nations

Unit-III: An Overview of 20th Century International History-II

- a) Cold War: Phases, End of Cold War & post-Cold War world order.
- b) Emergence of Third World, New Economic World Order, North- South Cooperation, Theories of Development and Under-Development
- c) Globalisation and Emerging World Order

Essential Readings:

- ✓ *Basu, R. (Ed.). (2017). International politics: Concepts, theories and issues. Sage.*
- ✓ *Baylis, J., & Smith, S. (Eds.). (2002). The globalization of world politics (4th ed.). Oxford University Press.*
- ✓ *Bello, W. (2008). Deglobalization. Zed Books.*
- ✓ *Heywood, A. (2023). Global politics. Bloomsbury Publishing.*
- ✓ *Ghosh, P. (2020). International relations (5th ed.). New Delhi.*
- ✓ *Goldstein, S. J., & Pevehouse, J. (2007). International relations. Pearson Longman.*

Additional Readings:

- ✓ *Behera, N. C. (Ed.). (2008). International relations in South Asia: Search for an alternative paradigm. Sage.*
- ✓ *Burchill, S., et al. (2009). Theories of international relations (3rd ed.). Palgrave Macmillan.*
- ✓ *Carr, E. H. (1981). The twenty years' crisis: 1919-1939. Macmillan.*
- ✓ *Chilcote, R. H. (1984). Theories of development and underdevelopment. Westview Press.*
- ✓ *Brown, C., & Ainley, K. (2005). Understanding international relations (3rd ed.). Palgrave Macmillan.*
- ✓ *Cox, R., & Sinclair, T. (1996). Approaches to world order. Cambridge University Press.*
- ✓ *Morgenthau, H. (Revised by Kenneth W. Thompson). (2007). Politics among nations. (6th Edition). Kalyani Publishers*

- ✓ *Smith, S., Booth, K., & Zalewski, M. (Eds.). (1996). International theory: Positivism and beyond. Cambridge University Press.*
- ✓ *Waltz, K. (1979). Theory of international politics. Addison-Wesley Publishing.*

Internet sources:

The internet resources include online articles and e-contents published on websites, blogs, e-Newspaper, online magazines, or scholarly journals, digital repositories, Audio- Visual contents.

- eGyanKosh. *Development of State System*. IGNOU
<https://egyankosh.ac.in/handle/123456789/24796>
- The Hindu. (2023, July 6). *Feminist approaches to international relations*. The Hindu.
<https://www.thehindu.com/specials/text-and-context/feminist-approaches-to-international-relations/article67016933.ece>
- History.com (Editors). *Russian Revolution*. History.
<https://www.history.com/topics/european-history/russian-revolution>
- Sharma, A. (2018). Globalisation and the new world order. *ResearchGate*.
https://www.researchgate.net/publication/323812397_GLOBALISATION_AND_THE_NEW_WORLD_ORDER

Activities to do:

1. The students should present a paper on different themes of international relations.
2. Workshop and Seminar for students so that they will get more insights on the different issues of international relations.
3. Debates on current international events or topics such as financial institutions, role of united nation and international world order.

Core VII

Western Political Thought-I

Course Objectives:

This course deals with the classical thinkers and themes of western political philosophy. It will probe the key concerns of political thought such as the good ideal and possible regimes; citizenship and civil virtues; contract, consent and trust as the alternative bases of political obligation; the relative autonomy of politics vis-à-vis philosophy or economy; and concepts

such as justice, liberty, and rights. There will be an attempt to understand thinkers and texts both from philosophical and historical perspectives. The main objective is to train students in the foundational texts and thinkers of Political Science.

Expected Learning Outcomes:

The course will familiarize students with the questions, ideas and values of political philosophy addressed by political thinkers and contextualize the same to contemporary political thinking. This will enhance their comprehending and analytical capacities to read and decode the classics and use them to engage contemporary socio-political issues and clearly present their own arguments and thoughts about contemporary issues and develop ideas to engage with the latter. The unit-wise outcomes are given below.

Unit-I: Students would gain comprehensive understanding of the foundational ideas and frameworks proposed by the seminal thinkers of ancient Greece. Thus, students could make an appraisal of the enduring influence of these pioneering thinkers on subsequent political discourse and the evolution of socio-political ideologies.

Unit-II: Upon completion of this Unit, students will be able to critically examine the transformative ideas that emerged during this pivotal period in intellectual history. Through the exploration of Renaissance and early modern political thought, students will gain insights into the paradigm shifts that reshaped the understanding of power, authority, and the role of the state, laying the foundations for subsequent political philosophies and ideologies. This will enable them to connect with historically written texts and their interpretations.

Unit-III: Through this Unit students will gain a nuanced understanding of the tension between individualistic and collectivist ideologies, and would develop a critical thinking in assessing the impact of social contract theories on shaping subsequent political discourse, governance structures, and societal norms.

Unit-IV: Through this exploration of utilitarian thought, students will gain a comprehensive understanding of the principles underlying this utilitarianism, its potential applications in governance and policymaking, as well as its limitations and criticisms.

Course Content:

Unit-I: Greek Political Thought

- a) **Plato:** Concept of Ideal State, Theory of Justice, Philosopher King, Concept of Communism, Concept of Education
- b) **Aristotle:** State and Its Classification, Theory of Revolution, Concept of Law and Justice, Citizenship

Unit-II: Renaissance and the Rise of Modernism

- a) **Machiavelli:** Politics and State Craft, Views on ends and means, Separation Morality and Politics
- b) **Hobbes:** State of Nature and Contract; Theory of Absolute Sovereignty

Unit-III: Individualism and Collectivism

- a) **Locke:** State of Nature and Contract; Theory of Natural Rights: Life, Liberty and Property, Concept of Limited Government,
- b) **Rousseau:** State of Nature and Contract; General Will, Concept of Popular Sovereignty

Unit-IV: Utilitarianism

- a) **Bentham:** Theory of Utilitarianism as the basis of moral and jurisprudence
- b) **J.S. Mill:** Revision of Utilitarianism, Views on Liberty, Representative Government, Subjugation of Women

Essential Readings:

- ✓ *Boucher, D. & Kelly, P. (2017). Political Thinkers: From Socrates to the Present. Oxford University Press.*
- ✓ *Jha, Shefali. (2018). Western political thought: From the ancient Greeks to modern times (2nd ed.). Pearson.*
- ✓ *Mishra, R. K. (1957). Political Legacy of Plato and Aristotle. Kitab Mahal Publication.*
- ✓ *Mukherjee, S., & Ramaswamy, S. (2004). Western political thought. PHI Learning.*

- ✓ *Nelson, B. R. (2006). Western political thought. Pearson Education India.*
- ✓ *Russel, B. (2005). History of Western Philosophy. Routledge.*
- ✓ *Sabine, G. H. (2018). History of political theory. Oxford and IBH Publishers.*
- ✓ *Skinner, Q. (2002). The foundations of modern political thought (Vol. 1, The Renaissance). Cambridge University Press.*
- ✓ *Wayper, C. L. (2007). Teach yourself political thought. Surjeet Publication.*

Additional Readings:

- ✓ *Brett, A. and Tully, J. (Eds.). (2006). Rethinking the foundations of modern political thought. Cambridge University Press.*
- ✓ *Browning, G. (2016). A history of modern political thought: The question of interpretation. Oxford University Press.*
- ✓ *Gingell, J., Little, A. and Winch, C. (Eds.). (2000). Modern political thought: A reader. Routledge.*
- ✓ *Hampsher-Monk, I. (2008). A history of modern political thought: Major political thinkers from Hobbes to Marx. Blackwell Publ.*
- ✓ *Heywood, A. (2004). Political theory: An introduction. Palgrave Macmillan.*
- ✓ *McLellan, D. (1979). Marxism after Marx. Palgrave Macmillan.*
- ✓ *Rawls, J. (2009). A theory of justice. Harvard University Press.*
- ✓ *Wootton, D. (1996). Modern political thought: Readings from Machiavelli to Nietzsche. Hackett Publishing Company Inc.*

Internet Resources:

The internet resources include online articles and e-contents published on websites, blogs, e-Newspaper, online magazines, or scholarly journals, digital repositories, Audio- Visual contents.

1. Stanford Encyclopedia of Philosophy (For different political thinkers and their philosophy). <https://plato.stanford.edu/>
2. Prof. Mithilesh Kumar Jha.(2021). *Introduction to Western Political Thought* [Online course]. SWAYAM. https://onlinecourses.nptel.ac.in/noc21_hs101/preview

3. eGyanKosh. *Western Political Thought: Plato to Marx* (MPSE-003). IGNOU
<https://egyankosh.ac.in/handle/123456789/24354>

Activities to do:

1. Read original books and biographies of the author of your choice.
2. Make a list of Western Political Thinkers along with their affiliation to different strings of political thought.
3. Make group discussions on concepts like state, justice, equality from the perspective of different thinkers mentioned in this course.
4. Collect the portraits of different thinkers , make a photographic diary and write down their important concepts.

Core VIII

Semester-IV

Indian Politics

Course Objectives:

The course adopts a historical-analytical framework to foster a critical understanding of the Constitutional design and governmental institutional framework in India, along with the insight on the changing nature of state, situating them within historical political processes. It seeks to acquaint students with the multifaceted manifestations of politics in India, examining the diverse mechanisms through which power is wielded and distributed across societal

dimensions of caste, class, ethnicity, gender, region, language, and religion. It aims at elucidating how social power shapes and mediates the political processes. Learners would explore the interplay between caste, religion, and politics, as well as constitutional provisions for self-governance, autonomy, and development, particularly for tribal communities under the Fifth and Sixth Schedules. The course also elucidates the legal and constitutional mechanisms aimed at empowering the marginalized groups. Further, the course delves into the complex interplay between political parties, electoral systems, and governance structures in India's democratic landscape to render useful insights on the dynamics of Indian Politics.

Expected Learning Outcomes:

The course would develop among students a critical and comprehensive understanding of India's nation-building process, identity politics, political parties, and electoral process. This would enable them to analyse state policies, socio-political contexts, and democratic participation across diverse segments of Indian society. The unit-wise course outcome is given below.

Unit-I: The learners would be familiarised with the process of nation building and the changing dynamics of state in terms of policy intervention for vulnerable groups. Further, the complex understanding of the social cleavages would enable them to critically assess state's response within the broader socio-political context of India.

Unit-II: The learners would develop awareness on different social groups like caste, tribe, gender, their sense of self, persistence, and demand for recognition in the broader socio-political and historical contexts in India. Further, the complex understanding of identity politics, constitutional safeguards, issues of privileges, discrimination, mobilisation, and politicization in the context of these sections of the society would enable them to develop insights for policy formulation and identify gaps in effective policy making.

Unit-III: The learners would gain comprehensive understanding of the debates surrounding secularism, communalism, minority rights, regionalism, language diversity and demand for separate statehood. This will enable them to critically analyse the dynamics of Indian politics and the interplay of these identities in shaping the political process in India. This will harness their domain skills for future engagement in the public sector.

Unit-IV: The learners would demonstrate knowledge of political parties and party system in India. The awareness of the manner in which representation and electoral competition play

out in Indian politics will enable them to evolve critical insights on voting behaviour and democratic participation of different segments of the population.

Course Content:

Unit-I: Major Contestations in Indian Politics

- a) Nation Building: Processes & Challenges
- b) Changing Nature of Indian State: Social Base of Power- Class, Caste, Ethnicity, & Gender; Welfare State & Neo-liberal State
- c) Social Justice and Affirmative Action Policies

Unit-II: Identity Politics – I

- a) Caste in Politics and Politicization of Caste, Dalits, and Backward Castes
- b) Tribe: Constitutional Provisions- Fifth & Sixth Schedules, Development and Displacement, Forest Rights Act & Challenges
- c) Gender: Participation and Representation of women in democratic institutions

Unit-III: Identity Politics - II

- a) Religion: Debates on Secularism and Communalism, Minority Rights
- b) Region and Regionalism: Autonomy and Statehood movements
- c) Language: Linguistic Diversity and Constitutional Provisions, Linguistic Reorganization of states

Unit-III: Party System and Electoral Process

- a) Indian party system: National and State parties, Trends in party system, Politics of Defection, Coalition Politics
- b) Electoral Process in India: Electoral reforms, Trends in voting behaviour
- c) Electoral Politics: Participation, Representation, and Mobilisation of different sections.

Essential Readings:

- ✓ *Chandhoke, Neera and Priyadarshi, Praveen (2009). Contemporary India: Economy, Society, Politics. Pearson.*
- ✓ *Chandra, Bipan, Mukherjee, Mridula, & Mukherjee, Aditya. (2000). India After Independence, 1947-2000. Penguin. (Chapter 6: The Initial Years, pp. 68-82, Chapter 7: Consolidation of India as a Nation, pp. 83-97).*

- ✓ Jayal, Niraja Gopal and Mehta, Pratap Bhanu (2011). *The Oxford Companion to Politics in India*. Oxford University Press.
- ✓ Pai, Sudha (ed.) (2013). *Handbook of Politics in Indian States: Region, Parties, and Economic Reforms*. Oxford University Press, India.
- ✓ Pai, Sudha (2000). *State Politics: New Dimensions (Party System, Liberalisation and Politics of Identity)*. Shipra.
- ✓ Singh, M. P. (2008). *Reorganization of States in India*. *Economic and Political Weekly*. 43(11), 70-75.
- ✓ Yadav, Yogendra & Palshikar, Suhas (2006). *Party System and Electoral Politics in the Indian States, 1952-2002: From Hegemony to Convergence* in P. R. DeSouza & E. Sridharan (Eds.), *India's Political Parties*. Sage.

Additional Readings:

- ✓ Chaube, S. K. (1973). *Constituent Assembly of India*. People's Publishing House. (Chapter 1: *The Indian Problem*, pp. 5-16, Chapter 2: *Constituent Assembly as the Answer*, pp. 17-29, Chapter 3: *Birth of the Constituent Assembly*, pp. 30-45, Chapter 17: *Conclusions*, pp. 270-281, Epilogue, 283-285)
- ✓ Jayal, Niraja Gopal. (2019). *Re-forming India: The Nation Today*. Penguin Random House India Private Limited.
- ✓ Kothari, Ashish & Pathak Broome, Neema & Bose, Arshiya. (2011). 'Forests, Rights and Conservation: FRA Act 2006, India', in Henry Scheyvens (Ed.) *Critical Review of Selected Forest-Related Regulatory Initiatives*. Institute for Global Environmental Strategies.
- ✓ Kothari, Rajni. (1970). *Caste in Indian Politics*. Orient Longman.
- ✓ Kumar, Avinash and Pai, Sudha. (2017). *The Indian Parliament: A Critical Appraisal*. Orient Blackswan Pvt Limited.
- ✓ Majeed, Akhtar. (2005). *Working of the Indian Federal System*. Federal Studies Orientation Series, Centre for Federal Studies, Hamdard University, New Delhi.
- ✓ Menon, Nivedita. (1999). *Gender and Politics in India*. Oxford University Press.
- ✓ Sarangi, Asha. (2010). *Language and Politics in India*. Oxford University Press.
- ✓ Sarkar, Sumit. (2017). *Modern India*. Pearson India.

Internet Resources

The internet resources include online articles and e-contents published on websites, blogs, e-Newspaper, online magazines, or scholarly journals, digital repositories, Audio- Visual contents.

1. Aijaz Ashraf Wani. Indian Government and Politics. SWAYAM.
https://onlinecourses.SWAYAM2.ac.in/cec20_hs38/preview
2. eGyankosh. Political Process in India (BPSC- 104). IGNOU.
<https://egyankosh.ac.in/bitstream/123456789/66623/1/Block-1.pdf>
3. Institute For Rural Development & Panchayati Raj (2018). Gender & Development: Perspective to Practice. PR & DW Department, Govt. of Odisha.
<https://sirdodisha.nic.in/download/Genderdevelopment.pdf>
4. Jhumpa Mukherjee. Political Process in India. SWAYAM.
https://onlinecourses.SWAYAM2.ac.in/cec24_hs33/preview
5. Virtual Tutorial Project. Political Process in India (Core-IV).
<https://vtputkal.odisha.gov.in/subjectwise/political-process-in-india-core-iv/>

Activities to do:

1. Go through the manifesto of different political parties and form several groups and organise debates on contemporary issues among these group representing these parties.
2. Make posters on conduct of free and fair elections and aware the local people regarding judicious use of their voting rights.
3. Go through the twitter and media campaigns of different political parties and make a comparative analysis together with your friends.
4. Make a field visit to any Court nearby your locality and write a report on the proceeding of a court.
5. Stage a short play on communal harmony depicting the essence of unity in diversity in India.

Core IX

Western Political Thought-II

Course Objectives: In continuation with the first course of Western Political Thought the structure of this course is designed in such a way as to enable the students to understand the continuity in Western Political Thought. This paper focuses on thinkers and themes of western political philosophy of the medieval and modern periods. An attempt has been made to understand thinkers and texts both from philosophical and historical perspective. The main objective is to train students in the foundational texts and thinkers of western political philosophy. Taking forward from the earlier thinkers belonging to Western Political Thought,

this course highlights the modern advances in political philosophies ranging from socialism, critical theory, feminism, and so on.

Expected Learning Outcome: After going through the seminal and perennial ideas of the political thinkers, the learners would be able to understand various political ideas and constructs influencing and shaping the society. They would be informed about the key debates across different streams of political thought. The unit-wise outcomes are given below.

Unit-I: This unit analyses the contribution of Hegel and Karl Marx to ideas related to state, dialectic process, freedom, history, class, exploitation, and revolution.

Unit - II: This unit explains about the critical theory with the contributions of Gramsci and Jurgen Habermas.

Unit-III: This unit broadly discusses about the role of Marry Wollstonecraft and Carole Pateman in the development of Feminism.

Unit-IV: This unit will give an understanding related to the concepts of John Rawls and Michel Foucault

Course Content:

Unit- I: Idealism and Socialism

- a) **Hegel:** Dialectical Idealism; Concept of State; Theory of Freedom
- b) **Karl Marx:** Dialectical Materialism; Historical Materialism; Concept of Class; Capitalist exploitation, State; and Revolution

Unit-II: Critical Theories

- a) **Gramsci:** Power, Hegemony and Civil Society, Role of Intellectuals, Types of War
- b) **Jurgen Habermas:** Legitimation Crisis, Theory of Communicative Action

Unit- III: Feminist Thinkers

- a) **Marry Wollstonecraft:** Men's right and women's freedom, Idea of Women Education
- b) **Carole Pateman:** The Sexual Contract; Democracy, Participation and Obligation; Patriarchy, Contract and Property

Unit- IV: Contemporary Liberalism & Its Critics

- a) **John Rawls:** Justice as Fairness, Original Position, Veil of Ignorance
- b) **Michel Foucault:** Power and Freedom, Governmentality and Ethics

Essential Readings:

- ✓ *Heywood, A. (2004). Political Theory: An Introduction. Palgrave Macmillan.*
- ✓ *Mukherjee, S., & Ramaswamy, S. (2004). A History of Political Thought: Plato to Marx. PHI Learning.*
- ✓ *Nelson, B. R. (2006). Western political thought. Pearson Education India.*
- ✓ *Russell, B. (2005). History of Western philosophy. Routledge.*
- ✓ *Sabine, G. H. (2018). History of Political Theory. Oxford and IBH Publishers.*
- ✓ *Skinner, Q. (2002). The Foundations of Modern Political Thought (Vol. 1, The Renaissance). Cambridge University Press.*
- ✓ *Wayper, C. L. (2007). Teach Yourself Political Thought. Surjeet Publication.*

Additional Reading:

- ✓ *Hampsher-Monk, I. W. (1981). Modern political thought from Hobbes to Marx. Basil Blackwell.*
- ✓ *McLellan, D. (1979). Marxism after Marx. Palgrave Macmillan.*
- ✓ *Mehta, V. R. (1968). Hegel and the modern state: An introduction to Hegel's Political Thought. Associated Publishing House.*
- ✓ *Rawls, J. (1993). Political Liberalism. Columbia University Press.*

Internet Resources

1. Collin McLear. (2021). *Thought's Dialectic- PHIL 4/880*. Collin McLear. <https://phil880.colinmclear.net/materials/handouts/week-13-hegel-dialectic.pdf>
2. Rosen, Michael. *Marx, Karl*. Harvard University. https://scholar.harvard.edu/files/michaelrosen/files/karl_marx.pdf
3. eGyanKosh. *Mary Wollstonecraft's 'A Vindication of the Rights of Woman': With Strictures on Political and Moral Subject*. IGNOU <https://www.egyankosh.ac.in/bitstream/123456789/83771/1/Unit-2.pdf>
4. Phillips, Anne & Medearis, John & O'Neill, Daniel. (2010). Profile: The Political Theory of Carole Pateman. *Political Science & Politics*. DOI: 10.1017/S1049096510001629. https://www.researchgate.net/publication/259403214_Profile_The_Political_Theory_of_Carole_Pateman
5. Ukanga, Lambert. (2018). A Study of John Rawls' Political Morality. *ResearchGate*. https://www.researchgate.net/publication/327871226_A_STUDY_OF_JOHN_RAWLS'_POLITICAL_MORALITY
6. eGyanKosh. *Michel Foucault*. IGNOU <https://egyankosh.ac.in/bitstream/123456789/5004/1/MWG-007B2E-U4.pdf>

Activities to do:

1. Ask the students to pick ideas of the thinkers which they find relevant in contemporary world and give a presentation on it. For instance: Karl Marx and technology as a tool for alienation.
2. Arrange a movie session on biopics made on these above thinkers and ask the students to write summaries on the same.
3. Refer to the original writings of these thinkers and read a book review and share your thoughts among other students and teachers.

Core X

Public Administration

Course Objectives:

This course aims at familiarizing the learners with the foundation of Public Administration as a discipline and identifying its core concepts and theories. In addition to a conceptual understanding of public administration, this course will enable the learners to analyze various administrative theories and identify the key principles of organization. Highlighting the advantages and disadvantages of these principles may help the learners to contextualize

the administrative system in the present system of governance and note the changes in application of such principles in Indian administrative system. The learners will also be introduced to the concepts of Good Governance, New Public Management, and New Public Administration as the developments in the discipline to meet the changing demands of society. Through the study of traditional binaries- such as politics-administration dichotomy, public-private administration, along with the emerging issues of public-private partnership, the ideas of e-Governance, and changing role of state and market will enable the students to note the changes in objectives and processes of administration. Further, the students will have an understanding of the structure and processes of civil service system in India.

Expected Learning Outcomes:

The course will equip the students with theoretical understanding of the core principles of public administration as well as enable them in examining the practical functioning of the administrative system in India. The topics are divided into four units with each unit dealing with a unique aspect of the discipline of public administration.

Unit-I: The learners will be introduced to the origin and evolution of the discipline of public administration. This unit will discuss the debates over politics-administration dichotomy and help the learners identify the different characteristics of public and private administration. By noting the various interventions in the discipline, the learners will be able to reflect on the changing goals of administration through different periods.

Unit-II: This unit is designed to familiarize the learners with the core principles of organization and enable them to differentiate between different types of organization. The learners will be able to understand the significance of principles like hierarchy, unity of command, delegation, etc. while noting their advantages and disadvantages.

Unit-III: This unit will offer alternative models of organizational management through analysis of dominant organizational theories. An understanding of these theories will enable the learners to evaluate the effectiveness of current structural and procedural principles and deliberate on alternative solutions to meet the contemporary challenges.

Unit-IV: After going through this unit, the learners will have a basic understanding of the prevailing administrative system in India. By studying the recruitment and training procedures of civil servants, and steps to incorporate ethics in Indian administrative system,

the learners will gain insights into the working of bureaucratic system in India. The learners will also be encouraged to deliberate on the emerging issues and challenges in governance in India.

Course Content:

Unit-I: Introduction to Public Administration

- a) Public Administration as a Discipline: Meaning, Nature & Scope, Evolution
- b) Politics-Administration Dichotomy, Public vs. Private Administration
- c) New Public Administration, New Public Management & Good Governance

Unit-II: Principles of Administration

- a) Organizations: Formal & Informal, Line and staff organizations
- b) Principles of Organization: Hierarchy, Span of Control, Unity of Command, Delegation, Decentralization, Coordination

Unit-III: Administrative Theories

- a) Administrative Management theory, Bureaucratic Theory
- b) Scientific Management Theory, Human Relations Theory

Unit-IV: Public Administration in India

- a) Bureaucracy: Structure & Processes; Recruitment, Training, Ethics in Administration
- b) Contemporary challenges & Perspectives: e-Governance, Public-Private Partnership, State vs Market Debate

Essential Readings:

- ✓ *Arora, R.K., & Goyal, R. (1995). Indian Public Administration. New Age International.*
- ✓ *Avasthi, A., & Maheshwari, S. (2020). Public Administration. L.N. Agarwal Books.*
- ✓ *Basu, Rumki. (1990). Introduction to public administration. Sterling Publishers Private.*
- ✓ *Bhattacharya, Mohit. (2011). New horizons of public administration. Jawahar Publishers & Distributors.*
- ✓ *Chakrabarty, Bidyut & Chand, Prakash. (2020). Public administration in a globalizing world: Theories and practices. Sage Publications.*

Additional Readings:

- ✓ Arora, Ramesh K. (Ed). (2004). *Public administration: Fresh perspectives*, Aalekh Publishers.
- ✓ Basu, Rumki (2019). *Public administration in the 21st century*. Taylor & Francis.
- ✓ Chakrabarty, B., & Bhattacharya, M. (2006). *Public administration: A reader*. Oxford University Press.
- ✓ Dunsire, A. (1999). *Then and Now Public Administration, 1953–1999*. *Political Studies*, 47(2), 360-378. <https://doi.org/10.1111/1467-9248.00205>
- ✓ Fadia B.L., & Fadia, Kuldeep (2009). *Public administration: Administrative Theories*. Sahitya Bhawan.
- ✓ Henry, N. (1975). *Paradigms of Public Administration*. *Public Administration Review*, 35(4), 378–386. <https://doi.org/10.2307/974540>
- ✓ Henry, Nicholas (2007). *Public administration and public affairs*. Pearson/Prentice Hall.
- ✓ Jayal, N.G., & Mehta, P.B. (2011). *The Oxford companion to politics in India*. Oxford University Press.
- ✓ Prasad, D.R., Prasad, V.S., & Satyanarāyana, P. (1991). *Administrative thinkers*. Sterling Publishers Private Ltd.
- ✓ Singh, Hoshiar. (2005). *Expanding horizons of public administration*. Aalekh Publishers.

Internet Resources:

The internet resources include online articles and e-contents published on websites, blogs, e-Newspaper, online magazines, or scholarly journals, digital repositories, Audio- Visual contents.

1. egyankosh: <https://egyankosh.ac.in/handle/123456789/25205>
2. epgpathshala on Public Administration: Modules with e-Text, Self-Learning Material: <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=88V8C8jIgAPSNBjF8NZMRA==>
For Videos only: <https://www.youtube.com/playlist?list=PLnl4bzqH5QqLj2Q1RIgmX66fJiLLVFE8H>
3. United Nations Public Administration Network (UNPAN) E-Learning Resources: <https://sdghelpdesk.unescap.org/e-learning>

4. Virtual Tutorial Project, Govt. of Odisha: Lecture Series on Public Administration
<https://vtputkal.odisha.gov.in/subjectwise/introduction-to-public-administrationcore-06-2/>

Activities to do:

1. Carry out a community outreach programme to aware people about the Government's initiatives on e-Governance.
2. Make an assessment report on the performance/achievement of any scheme or project or organization working in public-private partnership.
3. Develop a set of Good Governance indicators, following international standards and make an assessment of your educational institution on its basis through feedback from employees and students.
4. Conduct a study on any government department or organization examining the applications of the principles of organizations. Discuss your findings with your class.

Core XI

Semester-V

Global Politics

Course Objectives: This course introduces students to the key debates on the meaning and nature of globalization by addressing its political, economic, social, cultural and technological dimensions. In keeping with the most important debates within the globalization discourse, it imparts an understanding of the working of the world economy, its anchors and resistances offered by global social movements while analysing the changing nature of relationship between the state and trans-national actors and networks. The course also offers insights into key contemporary global issues such as the proliferation of nuclear

weapons, ecological issues, international terrorism, and human security before concluding with a debate on the phenomenon of global governance.

Expected Learning Outcomes:

The course intends to equip students with a comprehensive understanding of contemporary global issues, fostering critical thinking skills and analytical capabilities essential for engaging with complex international dynamics and contributing to informed decision-making in global contexts.

Unit -I: Learners would gain a comprehensive understanding of international relations, global power dynamics, and the political debates surrounding sovereignty and territoriality and the various factors influencing global political processes.

Unit-II: Learners would develop insights on cultural diversity and its impact on global interactions and conflicts and how technological advancements influence political, economic, and social structures globally.

Unit-III: This unit will aware learners about the objectives and provisions of the NPT (Non-Proliferation Treaty) and CTBT (Comprehensive Nuclear-Test-Ban Treaty) and the impact of these treaties on global security and nuclear disarmament. This would also enable learners to understand the causes, types, and impacts of international terrorism.

Unit- IV: This unit would expand learners' knowledge about the goals related to food security and poverty alleviation within the SDG framework and the objectives and outcomes of major climate summits (e.g., COP meetings) and principles and practices of managing epidemics and natural disasters as well as strategies for preparedness, response, and recovery in the face of epidemics and natural disasters.

Course Content:

UNIT-I: Globalisation: Perspectives

- a) Understanding Globalisation and its alternative perspectives
- b) Global Economy: its significance & anchors of global political economy; IMF, World Bank, WTO, TNCs
- c) Political Debates on Sovereignty & Territoriality

UNIT-II: Globalisation: Issues & Dimensions

- a) Cultural & Technological Dimensions
- b) Gender and Human Rights
- c) Ecological Issues

UNIT-III: Issues of Global Commons

- a) Proliferation of Nuclear Weapons: NPT, CTBT
- b) International Terrorism & Counter Terrorism Measures
- c) Crisis of Human Security: Refugee & Migration

UNIT-IV: Global Multilateral Governance

- a) Sustainable Development Goals (SDGs): Food Security & Poverty Alleviation
- b) Climate Summit, Energy Security & Solar Alliance
- c) Management of Epidemic & Natural Disaster

Essential Readings:

- ✓ *Carter, N. (2007). The politics of environment: Ideas, activism, policy. Cambridge University Press.*
- ✓ *Dicken, P. (2007). Global shift: Mapping the changing contours of the world economy. The Guilford Press.*
- ✓ *Goldstein, J. (2006). International relations. Pearson.*
- ✓ *Heywood, A. (2011). Global politics. Palgrave-Macmillan.*
- ✓ *Kumar, A., & Messner, D. (Eds.). (2010). Power shifts and global governance: Challenges from South and North. Anthem Press.*
- ✓ *Narlikar, A. (2005). The World Trade Organization: A very short introduction. Cambridge University Press.*
- ✓ *O'Brien, R., Williams, M., Cottle, D., & Erskine, T. (2000). Contesting global governance: Multilateral economic institutions and global social movements. Cambridge University Press.*
- ✓ *Ritzer, G. (2010). Globalization: A basic text. Wiley-Blackwell.*
- ✓ *Steger, M. B. (2009). Globalization: A very short introduction. Oxford University Press.*
- ✓ *Viotti, P., & Kauppi, M. (2007). International relations. Pearson.*

Additional Readings:

- ✓ Baylis, J., Smith, S., & Owens, P. (Eds.). (2011). *Globalization of World Politics: An Introduction to International Relations*. Oxford University Press.
- ✓ Beynon, J., & Dunkerley, D. (Eds.). (2012). *Globalisation: The Reader*. Rawat Publications.
- ✓ Cohn, T. H. (2009). *Global Political Economy*. Pearson.
- ✓ Ellwood, W. (2005). *The No-nonsense Guide to Globalization*. NI-Rawat Publications.
- ✓ Held, D., McGrew, A., Goldblatt, D., & Perraton, J. (1999). *Global Transformations: Politics, Economics and Culture*. Stanford University Press. (Original work published 1999).
- ✓ Lechner, F., & Boli, J. (Eds.). (2004). *The globalization reader*. Blackwell.
- ✓ Shimko, K. (2005). *International Relations: Perspectives and Controversies*. Houghton Mifflin.
- ✓ Vanaik, A. (Ed.). (2004). *Globalization and South Asia: Multidimensional Perspectives*. Manohar Publications.

Internet Resources:

The internet resources include online articles and e-contents published on websites, blogs, e-Newspaper, online magazines, or scholarly journals, digital repositories, Audio- Visual contents.

1. Global Policy Forum. <https://www.globalpolicy.org/globalization.html>
2. International Monetary Fund. (2002). *Globalization: Threat or Opportunity?*. IMF. <https://www.imf.org/external/np/exr/ib/2000/041200to.htm>
3. World Bank Group. World Bank. <https://www.worldbank.org/en/region/globaloverview>
4. WTO. Documents and Resources. https://www.wto.org/english/res_e/res_e.htm
5. United Nations Educational, Scientific and Cultural Organization (UNESCO). <https://en.unesco.org/>
6. United Nations Environment Programme (UNEP). <https://www.unep.org/>
7. Human Rights Watch. <https://www.hrw.org/>

Activities to do:

1. **Debate:** Divide students into groups and assign them different perspectives on globalization (e.g., neoliberal, anti-globalization, Marxist) and make them present their arguments in a debate format.
2. **Case Study Analysis:** Provide students with case studies of globalization's impact on different regions or industries. Ask them to analyse the positive and negative effects from various perspectives.
3. **Guest Speaker:** Invite a guest speaker who can provide firsthand insights into the effects of globalization on a specific community or industry.
4. **Multimedia Project:** Ask students to create multimedia presentations (videos, podcasts, infographics) highlighting the interconnectedness of globalization with cultural diversity, technological innovation, gender equality, and environmental sustainability.
5. **Field Trip or Virtual Tour:** Arrange a field trip or virtual tour to a local cultural centre, technology hub, gender rights organization, or environmental conservation site. Allow students to observe real-world examples and interact with practitioners in these fields.

Core XII

Comparative Politics

Course Objectives:

This course aims to familiarise students with basic concepts, methods and scope of comparative politics, different approaches with their strengths and weaknesses. The objective is to provide a deeper understanding of structures and functions of institutions in a comparative perspective. The course will examine politics in a historical framework while engaging with various themes of comparative analysis in developed and developing countries. The historical context of modern state, constitutional development and their political economy could be understood through an analysis of modern state and its processes of communication and culture.

Expected Learning Outcomes:

After the completion of the course, the learners will be able to understand the concept of comparative politics, different methods and approaches used to study comparative politics and also to evaluate some of the major policies in India. They would be aware about different development approaches and political regimes which distinguishes the political culture of developing countries from that of the developed countries. The unit-wise outcomes are given below.

Unit-I: This unit will aware the students about political systems, institutions, and their influence on behaviour, governance, and policy outcomes. It covers voting, public opinion, decision-making processes, rational choice theory, and the Interpretative Approach in comparative politics. Students will also learn about colonialism and decolonization, their historical, political, social, and cultural dynamics, and their significance in comparative politics.

Unit-II: The students can develop a comprehensive understanding of the modern nation-state in the Western context and its significance in comparative politics, including its political, economic, social, and cultural dimensions. Pupils can gain a thorough grasp of the Welfare State and its relevance in comparative politics, covering its evolution, challenges in the modern world, ideological underpinnings, historical antecedents, and policy implications. It helps the students to develop a comprehensive understanding of the state, ethnicity, nationalism, and nation-building in the developing world, including their historical roots, contemporary dynamics, and implications for governance, stability, and development.

Unit-III: The students may gain a comprehensive understanding of political culture, civic culture, political trust, social capital, post-materialism, and thesis of Huntington's clash of civilizations. This unit may enable the students to understand political communication, mass media's role in democratic societies, and media's influence on political attitudes and outcomes.

Unit-IV: This unit explores democratization, a process of regime transformation from authoritarian to democratic systems, analysing key features, drivers, and challenges, and identifying factors facilitating or hindering democratization. The students can develop a comprehensive understanding of the theoretical frameworks and debates surrounding

development and under-development, and their implications for policies and practices aimed at promoting global development and social justice.

Course Content:

Unit: I: Introduction

- a) Approaches: Institutional and Neo-Institutional Approaches
Behavioural Approach: Systems Theory and Structural Functionalism
Rational Choice Approach, Interpretative Approach
- b) Colonialism in Comparative Perspective, Decolonization

Unit: II: States and Nations

- a) Modern Nation State in the West
State Theories: Constitutional, Ethical and Moral, Conflict and Pluralist
- b) The Welfare State: Emergence, Development and Challenges
- c) The State in the Developing World; Ethnicity and Nationalism, Nation building in the developing world

Unit: III: Culture and Communication

- a) Political Culture: Overview
The Civic Culture, Political Trust and Social Capital
Post Materialism, Huntington's Clash of Civilization
- b) Political Communication, Mass Media and Democracy: Media influence, Social Media, impact of new technology

Unit- IV: Democratization and Development

- a) Democratization: Regime Transformation, Democracy and Democratization, Waves of Democratization, Democratic consolidation, Role of Civil society in democracy
- b) Theories of Development and Under-development: Political Development, Modernization, Under-development and Dependency, Globalization and Development

Essential Readings:

- ✓ *Howard, R. M. (2009). Culture in comparative political analysis. In M. Lichbach & A. Zuckerman (Eds.), Comparative politics: Rationality, culture, and structure (pp. 134-161). Cambridge University Press.*

- ✓ *Kopstein, J., & Lichbach, M. (Eds.). (2005). Comparative politics: Interests, identities, and Institutions in a Changing Global Order. Cambridge University Press.*
- ✓ *Landman, T. (2008). Issues and methods in Comparative Politics: An Introduction. Routledge.*
- ✓ *Mohanty, M. (1975). Comparative Political Theory and Third World Sensitivity. In Teaching Politics. pp. 22-38.*
- ✓ *Pennington, M. (2009). Theory, institutional and comparative politics. In J. Bara & M. Pennington (Eds.). Comparative politics: Explaining democratic systems. (pp. 13-40). Sage Publications.*
- ✓ *Rosamond, B. (2005). Political culture. In B. Axford, et al. (Eds.), Politics. (pp. 57-81). Routledge.*

Additional Readings:

- ✓ *Almond, G. A., Bingham Powell, G., Dalton, R. J., & Strom, K. (2009). Comparative Politics Today: A World View (9th ed.). Pearson India. ISBN: 978-0205585960.*
- ✓ *Andrews, W. G. (1961). Constitutions & Constitutionalism. D. Van Nostrand Company Inc.*
- ✓ *Bara, J. (2000). Methodologies for comparative analysis. In J. Bara, M. Pennington, D. S. Bell, J. A. J. Evans, C. Needham, B. O'Duffy, & D. Robertson (Eds.), Comparative Politics: Explaining Democratic Systems. SAGE Publications India Pvt Ltd.*
- ✓ *Bhambhri, C. P. (1975). Contemporary frameworks of comparative politics: A critique. The Indian Journal of Political Science. 36(4). 414-430.*
- ✓ *Burney, S. (2012). Chapter Two: Edward Said and postcolonial theory: Disjunctured identities and the subaltern voice. Counterpoints. 417. 41-60. <http://www.jstor.org/stable/42981699>*
- ✓ *Caramani, D. (Ed.). (2023). Comparative Politics (6th ed.). Oxford University Press. ISBN: 978-0192846051.*
- ✓ *Carnes, M. E., & Mares, I. (2007). The welfare state in global perspective. In C. Boix & S. C. Stokes (Eds.), The Oxford Handbook of Comparative Politics. Oxford University Press.*
- ✓ *Hislope, R., & Mughan, A. (2012). Introduction to Comparative Politics: The State and Its Challenges. Cambridge University Press.*

- ✓ *Kamrava, M. (2008). Understanding comparative politics: A framework for analysis. Routledge. ISBN: 978-0415773041.*

Internet Resources:

The internet resources include online articles and e-contents published on websites, blogs, e-Newspaper, online magazines, or scholarly journals, digital repositories, Audio- Visual contents.

1. Dr. Raghu B T. *Introduction to Comparative Government and Politics*. SWAYAM. https://onlinecourses.swayam2.ac.in/cec24_hs50/preview
2. Dr. Aijaz Ashraf Wani. *Political Processes and Institutions in Comparative Perspective*. SWAYAM. https://onlinecourses.swayam2.ac.in/cec24_hs98/preview
3. Kim, Y. C. (1964). The Concept of Political Culture in Comparative Politics. *The Journal of Politics*. 26(2). 313–336. <https://doi.org/10.2307/2127599>
4. eGyanKosh. *Comparative Politics: Issues and Trends. (MPS-004)*. IGNOU. <https://egyankosh.ac.in/handle/123456789/43906>

Activities to do:

1. Ask the students to give summary or book reviews on any topic from this course.
2. Conduct Seminars/workshops on the topics mentioned in the course.
3. The students could be asked to give comparative essays or Multimedia presentation on different countries or different aspects of countries.

Core XIII

Indian Political Ideas-I

Course objective:

This course introduces the specific elements of Indian Political Thought spanning over two millennia. The basic focus of the study is on individual thinkers whose ideas are however framed by specific themes and within specific contexts. The course as a whole is meant to provide a sense of the broad streams of Indian thought while giving an understanding about specific knowledge of individual thinkers and texts. Selected extracts from some original texts are also given to discuss in class.

Expected Learning Outcome:

This course will enable students to gain a comprehensive understanding of the evolution of Indian political thought, its historical and contemporary relevance, and its role in shaping the socio-political landscape of the nation. This knowledge will enable them to critically engage

with the complex and dynamic nature of Indian politics and contribute to the ongoing discourse on the country's democratic and developmental trajectories.

Unit-I: The students will be able to understand and evaluate the political ideas and theories of Manu including his social laws and Kautilya with a focus on his theory of the state and foreign policy

Unit-II: This unit would familiarize the students about the political ideas of Barani, particularly theory of kingship and Abul Fazal's ideas on monarchy, and will enable them to evaluate their contributions to the Indian political thought.

Unit-III: This unit will enhance the understanding of students on political and social ideas of Ram Mohan Roy and Pandita Ramabai and their contributions in the field of social reforms.

Unit-IV: This unit will enable students to critically analyse the ideas of spiritual nationalism and universalism of Vivekananda, and Savarkar's concept of Hindutva.

Course Content:

Unit-I

- a) **Manu:** Social Laws and Dharmic Government
- b) **Kautilya:** Theory of State; Statecraft and Government

Unit-II

- a) **Barani:** Theory of Kingship, Ideal Polity
- b) **Abul Fazl:** Monarchy, Views on Administration

Unit-III

- a) **Ram Mohan Roy:** Liberalism and Social Reforms
- b) **Pandita Ramabai:** Gender and Social Reforms

Unit-IV

- a) **Swami Vivekananda:** Ideal Society, Ideas on Hinduism
- b) **V. D. Savarkar:** Hindutva, Nationalism

Essential Readings:

- ✓ *Altekar, A. S. (2002). State and Government in Ancient India. (3rd ed.). Motilal Banarsidass.*
- ✓ *Bayly, C. (2010). Rammohan and the advent of constitutional liberalism in India 1800-1830. In S. Kapila (Ed.), An Intellectual History for India. Cambridge University Press.*
- ✓ *Chakrabarty, Bidyut and Pandey, Rajendra K. (2009). Modern Indian Political Thought: Text and Context. SAGE Publications.*
- ✓ *Deutsch, Kenneth L. and Pantham, Thomas. (1986). Political Thought in Modern India. SAGE Publications.*
- ✓ *Guha, Ramachandra. (2013). Makers of Modern India. Harvard University Press.*
- ✓ *Habib, I. (1998). Ziya Barni's vision of the state. The Medieval History Journal, 2(1).*
- ✓ *Kangle, R. P. (1997). Arthashastra of Kautilya-Part-III: A study. Motilal Banarsidass.*
- ✓ *Mehta, V. R. (1996). Foundations of Indian Political Thought: An Interpretation from Manu to the Present Day. Manohar Publishers.*
- ✓ *Olivelle, P. (2006). Introduction. In Manu's code of law: A critical edition and translation of the Manava-Dharmasastra. Oxford University Press.*
- ✓ *Pantham, Thomas and Mehta, V.R. (2006). Political Ideas in Modern India: Thematic Explorations. SAGE Publications.*
- ✓ *Roy, Himanshu and Singh, M.P. (2017). Indian Political Thought. Pearson India.*
- ✓ *Sharma, R. S. (1991). Aspects of Political Ideas and Institutions in Ancient India. Motilal Banarsidass.*

Additional Readings:

- ✓ *Chakravarti, U. (2007). Pandita Ramabai – a Life and a Time. Critical Quest.*
- ✓ *Hess, L., & Singh, S. (Eds.). (2002). The Bijak of Kabir (pp. 3-35). Oxford University Press.*
- ✓ *Ramabai, P. (2000). Woman's place in religion and society. In M. Kosambi (Ed.), Pandita Ramabai through her own words: Selected works. Oxford University Press.*
- ✓ *Sarkar, S. (Ed.). (1985). A critique on colonial India. Papyrus.*

- ✓ Spellman, J. (1964). *Principle of statecraft*. In J. Spellman (Ed.), *Political theory of ancient India: A study of kingship from the earliest time to circa AD 300 (pp. 132-170)*. Clarendon Press.
- ✓ Vivekananda. (2007). *The real and the apparent man*. In S. Bodhasarananda (Ed.), *Selections from the complete works of Swami Vivekananda*. Kolkata: Advaita Ashrama.

Internet Resources:

1. Yadav, N. Ziauddin Barani's Ideal Sultan and Ideal Polity. *Academia.edu*.
http://www.academia.edu/37809718/Ziauddin-Baranis_Ideal-Sultan-and-Ideal-Polity
2. Savarkar, V.D. *Essentials of Hindutva*. Savarkar.org.
https://savarkar.org/en/encyc/2017/5/23/2_12_12_04_essentials_of_hindutva.v001.pdf
3. Prof. Jha, Mithilesh Kumar. *Introduction to Modern Indian Political Thought*. SWAYAM. https://onlinecourses.nptel.ac.in/noc22_hs15/preview
4. Mukherjee, Jhumpa. (2021). *Indian Political Thought*. SWAYAM.
https://onlinecourses.swayam2.ac.in/cec21_hs41/preview
5. eGyanKosh. *Indian Political Thought- I (BPSC- 112)*. IGNOU.
<https://egyankosh.ac.in/handle/123456789/84756>
6. eGyanKosh. *Indian Political Thought- II (BPSC- 114)*. IGNOU.
<https://egyankosh.ac.in/handle/123456789/89372>

Activities to do:

1. Conduct seminars and lectures on seminal ideas propagated by the thinkers mentioned.
2. Arrange movie session to show biopics on the above thinkers and ask students to write a summary of that.
3. Conduct group discussions on relevance of ideas of the above-mentioned thinkers in the present days. For instance, “Manu’s ideas are regressive and outdated for the present-day India society”.

Core XIV

Semester-VI

India's Foreign Policy

Course Objectives:

This course has been designed to provide the students with critical insights into the different Determinants, the fundamental goals, and numerous dimensions of India's foreign policy. It engages in the areas of economic, political, diplomatic, and strategic relations with major powers like the USA, Russia, and China. It aims to highlight the need for promoting peace and stability in the South Asian countries. The ambition to become a global power can never be accomplished without having strong ties with the regional organizations. Further, India's presence in different regional organizations has not only strengthened its global presence, it has also enhanced diplomatic possibilities. To further enhance India's aim to pursue strategic

autonomy, this course attempts to study India's foreign policy like SAARC, BIMSTEC, G20+, QUAD, SCO.

Expected Learning Outcomes: After completion of the course, students will be able to understand the foreign policy of India in the changing time, its relationship with major powers as well as its engagement with the neighbours and regional powers. The unit-wise outcomes are given below.

Unit-I: This unit would benefit the students by providing a background understanding about evolution of India's foreign policy & also about some pivotal factors that play a very significant role in formulation of India's foreign policy.

Unit-II: This unit would make the students understand about different dimension of India's relationship with the major powers.

Unit-III: This unit is meant to provide broad ideas to the students about India's relationship with prominent South Asian nations in the field of culture, trade & politics.

Unit-IV: This unit, with an emphasis on existence and relevance of important regional organisations, will help the students to understand the significant role of India in the global context in coordinating the member states.

Course Content:

Unit-I: India's Foreign Policy in a Changing World

- a) Evolution of India's Foreign Policy
- b) Major Bases & Determinants
- c) Idealism, Realism, and pragmatism in India's Foreign Policy

Unit-II: Relationship with Major Powers: Political, Economic, Strategic

- a) India's relationship with USSR/Russia
- b) India's relationship with USA
- c) India's relationship with China

Unit-III: Relationship with South Asian Countries

- a) Relationship with Pakistan
- b) Relationship with Nepal & Bangladesh
- c) Relationship with Sri Lanka & Afghanistan

Unit-IV: India and Regional Organisations

- a) SAARC, BIMSTEC
- b) BRICS, SCO
- c) QUAD, G20+

Essential Readings:

- ✓ Bishwakarma, J. K., & Hu, Z. (2022). Problems and prospects for the South Asian Association for Regional Cooperation (SAARC). *Politics & Policy*, 50(1), 154-179.
- ✓ Dutt, V. P. (2009). *India's Foreign Policy in a Changing World*. Vikas Publishing House.
- ✓ Ganguli, S. (2019) *India's Foreign Policy*. Oxford University Press.
- ✓ Ghosh, P. (2020). *International Relations*. PHI learning pvt. Ltd.
- ✓ Jaishankar, S. (2020). *The India way: Strategies for an uncertain world*. HarperCollins Publishers, India.
- ✓ Khana V. N. (2018). *Foreign policy of India*. Vikas Publishing House.
- ✓ Khurshid, I. (2023). Modi's US foreign policy: Strategic autonomy redefined. *Journal of Asian and African Studies*. <https://doi.org/10.1177/00219096231173395>
- ✓ Malone, D. M. (2011). *Does the Elephant Dance? Contemporary Indian Foreign Policy*. Oxford University Press.
- ✓ Melone, D.M., Mohan, C.R., Raghavan, S. (2017). *The Oxford Handbook of India's Foreign policy*. OUP Oxford.
- ✓ Muni, S. D. (2020). India's "Neighbourhood First" Policy and the Chinese Challenge: The cases of Bangladesh, Nepal, and Sri Lanka. In *India's Great Power Politics* (pp. 103-121). Routledge India.
- ✓ Nehru, J. (1963). *Changing India*. *Foreign Affairs*, 41(3), 453-465.
- ✓ Sikri, R. (2014). *Challenge and strategy: rethinking India's foreign policy*. *Indian Foreign Affairs Journal*, 9(1), 56-69.

- ✓ Singh, P. (2022). *International Relations*. McGraw Hill.
- ✓ Stuenkel, O. (2020). *The BRICS and the future of global order*. Rowman & Littlefield.
- ✓ Tharoor, S. (2013). *Pax Indica: India and the world of the twenty-first century*. Penguin UK.

Additional Readings:

- ✓ Gupta, S., Mullen, R. D., Basrur, R., Hall, I., Blarel, N., Pardesi, M. S., & Ganguly, S. (2019). *Indian foreign policy under Modi: a new brand or just repackaging?* *International Studies Perspectives*, 20(1), 1-45.
- ✓ Jaishankar, D. (2020). *The Australia-India Strategic Partnership: Accelerating Security Cooperation in the Indo-Pacific*. Lowy Institute.
- ✓ Mukherjee, R., & Malone, D. M. (2011). *Indian foreign policy and contemporary security challenges*. *International Affairs*, 87(1), 87-104.
- ✓ Nayak, S. (2024). *A Sub-Regional Resuscitation in South Asia: Enlivening the BIMSTEC*. In *The Routledge Handbook of South Asia* (pp. 311-325). Routledge India.
- ✓ O'Donnell, F., & Papa, M. (2021). *India's Multi-Alignment Management and The Russia–India–China (RIC) Triangle*. *International Affairs*, 97(3), 801-822.
- ✓ Pardesi, M. S., & Ganguly, S. (2020). *India and energy security: A foreign policy priority*. In *Indian Foreign Policy in a Unipolar World* (pp. 99-127). Routledge India.
- ✓ Sajjanhar, A. (2022). *India and Shanghai Cooperation Organization*. *Indian Foreign Affairs Journal*, 17(3/4), 190-204.

Internet Resources:

The internet resources include online articles and e-contents published on websites, blogs, e-Newspaper, online magazines, or scholarly journals, digital repositories, Audio- Visual contents.

1. For distinguished lectures, visit by diplomats and foreign policy experts, policy documents and documentaries, visit <https://www.mea.gov.in/>
2. India's relationship with Pakistan.
<https://www.britannica.com/place/Kashmir-region-Indian-subcontinent/The-Kashmir-problem>
3. G20. <https://www.g20.org/en/about-the-g20>

4. Ignou. (2021, August 11). *Approaches to the Study of India's Foreign Policy* [Video]. YouTube. <https://www.youtube.com/watch?v=tXfIF2unIvM>
5. CEC. (2015a, January 7). *Determinants, Principles & Objectives of India's Foreign Policy* [Video]. YouTube. <https://www.youtube.com/watch?v=czhhd4uUxfc>

Activities to do:

1. Seminar & workshop- Organise different seminars and workshops on different dimensions of India's Foreign Policy.
2. Debate on current development- Conduct debate among the students on current development issues relating to India's foreign policy.
3. Project work –Ask the students to gather information from different sources for the preparation and presentation of project paper.
4. Enlist the foreign policy thinktanks active in India.

Core XV

Government and Politics in Odisha

Course Objectives:

This course aims to provide students with a comprehensive understanding of the political landscape at the provincial level, focusing on the state of Odisha. By delving into the socio-political history of the region, including resistance movements for provincial autonomy, learners will grasp the contextual background shaping contemporary politics. The course attempts to study the political structure and process in Odisha, while reflecting on the role of CM in Odisha politics. Additionally, it seeks to analyze the growth and development of political parties, coalition politics, electoral trends in Odisha. The course investigates the intricate interplay of caste, class, gender, and tribe in Odisha's political arena to sharpen the understanding on inclusive development in the context of Odisha. Further, the course

critically examines grassroots movements led by marginalized communities, offering insights into their agency within the political landscape of Odisha.

Expected Learning Outcomes:

The course intends to develop a nuanced understanding of political dynamics and political leadership in Odisha, fostering critical insights into its socio-economic fabric and governance paradigms which shape the discourse of development in Odisha. The unit-wise outcomes are given below.

Unit-I: This unit would help in developing a basic understanding of the demographic and economic profile of the state. Further, the awareness about the creation of Odisha as a separate province and other political movements in the pre-independence period would enable the learners to gain critical insights on political developments in Odisha in the post-independence period.

Unit-II: The understanding of political leadership along with the political parties, electoral trends and patterns, regionalism, coalition politics etc. would enable learners to critically analyze the political dynamics and political culture in Odisha.

Unit-III: The knowledge of social cleavages e.g., Class, Caste, Tribe and Gender and their role in shaping the larger spectrum of politics as well as state's response to the aspirations of people through various interventions and policy initiatives would develop learners' capacity to analyze socio-political factors and government's role on the path of inclusive development.

Unit-IV: This unit would enable the learners to understand the significance of people's movement in shaping the state politics. This will enable them to appreciate the engagement of people in the democratic framework and the role of dissent in preserving the voices from the margins. Further, it will equip them with insights to formulate policies catering to the needs and aspirations of every section of the society.

Unit-I: Background of Odisha Politics

- a) Land and the People: Demography and Economy
- b) Odia Nationalism and Emergence of Odisha as a separate province
- c) Odisha in Nationalist movement, Praja Mandal movement, Communist and Socialist movements

Unit-II: Political Structure and Process in Odisha

- a) Role of Chief Minister in Odisha Politics
- b) Growth and development of political parties: National and Regional parties, Pattern of Coalition politics in Odisha, Regionalism in Odisha Politics
- c) Electoral Trends and patterns of electoral behaviour in Odisha

Unit-III: Social Structure, Development and Politics

- a) Role of Class, Caste, Tribe, and Gender in Politics
- b) Role of State in Development: Industrial and Mining Policies
- c) Social Welfare policies in Odisha: Poverty alleviation programmes, Self-Help Groups

Unit IV: Dynamics of People's Movements in Odisha

- a) Tribal Development: Tribal Advisory Council, Integrated Tribal Development Agency, Implementation of Forest Right Act, 2006
- b) Development and Dispossession: Anti-displacement movements, Naxalite movement
- c) Women's Movement, Dalit Movement and Tribal Movement

Essential Readings:

- ✓ *Das, B. (2022). Political history of Modern Odisha. BK publication,*
- ✓ *Ghosh, S. (1979). Odisha in Turmoil: A Study of Political Developments. Book land International, Bhubaneswar.*
- ✓ *Jena, B. B. and Baral, J.K. (1988). Government and politics in Odisha. Print House (India).*
- ✓ *Mohanty, M. (2004). Caste, Class and Gender. SAGE Publications.*
- ✓ *Nanda, S. (1979). Coalition Politics in Odisha. Sterling Publishers.*
- ✓ *Padhi, A.P. (1985). Indian State politics: A case study of Odisha. B.R. Publishing Corporation.*
- ✓ *Rout, B.C. (2006). The State govt and administration in Odisha. Panchashila publication.*

Additional Readings:

- ✓ Bhuyan, D. (2010). *Orissa Politics from 1936 to Contemporary Politics*. Mangalam Publications.
- ✓ Das, H. and Choudhury, B.C. (1990). *Federal and State Politics in India*. Discovery Publication.
- ✓ De Haan, A. & Dubey, A. (2005). *Poverty, disparities or the development of underdevelopment in Orissa*. *Economic & Political Weekly*, 40(22–23), 2321–2329.
- ✓ Mishra, P. (2020). *Language and the Making of Modern India: Nationalism and the Vernacular in Colonial Odisha*. Cambridge University Press.
- ✓ Narain, I. (ed.) (1967). *State Politics in India*. Meenakshi Prakashan.
- ✓ Pai, S. (2000). *State Politics: New Dimensions*. Shipra Publishers.
- ✓ Pai, S. (Ed.) (2013). *Handbook of Politics in Indian states regions, Parties and Economic Reform*. Oxford University Press.

Internet Resources:

The internet resources include online articles and e-contents published on websites, blogs, e-Newspaper, online magazines, or scholarly journals, digital repositories, Audio- Visual contents.

1. Behera, M., & Padhi, S. R. (2022). Tribal Movements against Mining-induced Displacement in Odisha: The Case of Dongria Kondh's Niyamgiri Movement. *The Oriental Anthropologist*. <https://doi.org/10.1177/0972558X221096265>
2. Das, B. C. (1978). Government and Politics in Orissa Since Independence- An Overview. *The Indian Journal of Political Science*, 39(3), 438–457. <http://www.jstor.org/stable/41854862>
3. Dash, S. C. (1965). Government and Politics in Orissa. *The Indian Journal of Political Science*, 26(4), 83-100. <http://www.jstor.org/stable/41854126>
4. Government of Odisha. *Brief History of Odisha Assembly*. Government of Odisha. https://cms.neva.gov.in/FileStructure_OR/FooterCommonContent/77d847da-136e-4a65-a0cf-a281e154ac84.pdf
5. Jena, B. B. (1994). Orissa Politics. *The Indian Journal of Political Science*, 55(3), 285–298. <http://www.jstor.org/stable/41855700>

Activities to do:

1. Explore the assembly debates, questions asked, various committee reports on Odisha E-Vidhan Application available at <https://odisha.neva.gov.in/Home/DigitalLibrary>
2. Conduct ground-level interviews to learn about the consciousness of people about various welfare policies and programmes.
3. Conduct Model assembly in your classrooms to understand the working of the state legislative assembly and working of the government.
4. Conduct story/documentaries sessions on the Founding Fathers of Odisha, People's movements, success of women Self Help Groups in Odisha.

Core XVI

Semester -VII

Contemporary Political Theory

Course Objectives:

The time we live in is truly fascinating. Political theory is what we turn to in order to make sense of and possibly even alter our times. The ideas and guidelines we employ to analyse, interpret, and assess political events are laid forth in political theory. This course attempts to construct those political ideas which explain the problems of contemporary times and address those problems. First, it intends to make students aware of the political issues which emerge from the interaction between individual and community. Community and identity politics are two important aspects of political life. This course familiarizes students with political ideas in a community context. New forms of political communication have significantly affected societies. For example, impact of AI on political decisions, impact of technology in election management are something that traditional political actors like state and individual just

cannot imagine. The course then proceeds to analyse the changing dimensions of freedom and justice in the context of a new technocratic society. Further, the issues of climate change and how it needs to be part of any theory building exercise is something that a student of political science should be aware of. Traditionally justice was seen as one of the most important aspects of any political study. However, justice was always understood in the context of the state. With large scale migration and the evolution of a global society, the traditional justice framework needs to change.

Expected Learning Outcome:

The course would enable students to clearly present their own arguments and thoughts about contemporary issues and develop ideas to engage with the latter. The unit-wise outcomes are given below.

Unit-I: The students will be able to understand, explain and analyse the dynamic interaction between individual and community and how different contesting political ideas are settled in a political system

Unit-II: This will cultivate analytical skills among students on new forms of communication and technological development affect the issues of freedom and justice.

Unit-III: The students will be able to explain emerging political issues like citizenship, pandemics in a global context

Unit-IV: The students will develop understanding on the framework of justice in a global perspective.

Course Content:

Unit-I: Individual and Community

- a) Individualism and Claims of Community
- b) Politics of Identity
- c) Demands for Equality, Recognition and Group Rights
- d) Politics of Difference

Unit-II: Emerging Issues in Freedom and Justice

- a) AI and its impact on Political Community
- b) Technology and its impact on Election and Democratic Process

- c) Digital Technologies and its control over individual's freedom and justice

Unit-III: Global Challenges

- a) Anthropomorphism and the politics of Global Climate Change
- b) Citizenship and State Boundaries
- c) The Politics of Global pandemics

Unit-IV: Global Justice

- a) Cosmopolitanism and Justice
- b) Distributive Justice at Home and Abroad

Essential Readings:

- ✓ *Bhargava, R., & Acharya, A. (Eds.). (2008). Political theory: An introduction. New Delhi: Pearson Longman.*
- ✓ *Casal, P., & William, A. (2008). Equality. In C. McKinnon (Ed.), Issues in Political Theory (pp. 149-165). Oxford University Press.*
- ✓ *Jha, M. (2001). Ramabai: Gender and caste. In M. P. Singh & H. Roy (Eds.), Indian Political Thought: Themes and Thinkers. Pearson.*
- ✓ *Menon, N. (2008). Gender. In R. Bhargava & A. Acharya (Eds.), Political theory: An introduction (pp. 224-235). New Delhi: Pearson Longman.*
- ✓ *Riley, J. (2008). Liberty. In C. McKinnon (Ed.), Issues in political theory (pp. 103-125). New York: Oxford University Press*

Additional Readings:

- ✓ *Isin, F. E., & Turner, B. S. (Eds.). (2002). Handbook of citizenship studies. Sage Publications.*
- ✓ *Rawls, J. (1971). A Theory of Justice. Oxford University Press.*
- ✓ *Sandel, M. (1982). Liberalism and the Limits of Justice. Cambridge University Press.*
- ✓ *Sen, A. (1999). Development as freedom. New Delhi: Oxford University Press.*

Internet Resources:

The internet resources include online articles and e-contents published on websites, blogs, e-Newspaper, online magazines, or scholarly journals, digital repositories, Audio- Visual contents.

1. Sicakkan, Hakan. (2005). Politics of Identity and Modes of Belonging. An Overview of the Conceptual and Theoretical Challenges. *ResearchGate*. https://www.researchgate.net/publication/273316580_Politics_of_Identity_and_Modes_of_Belonging_An_Overview_of_the_Conceptual_and_Theoretical_Challenges
2. Wirtschafter, Valerie. (2024, January 30). The impact of generative AI in a global election year. *Brookings*. <https://www.brookings.edu/articles/the-impact-of-generative-ai-in-a-global-election-year/>
3. [PhilArchive Articles on Philosophy](https://philarchive.org/). <https://philarchive.org/>

Activities to do:

1. Students are encouraged to visit any tribal village to know how they understand their rights. They are expected to write their opinion on questions like, “Is there any difference between our understanding and their understanding of rights?”
2. Let the students explore new ideas and present those through multimedia presentations. For instance: Identifying the technologies affecting the election process in India; Studying how technology has compromised privacy and permeated their individual space; Mentioning the changes witnessed in the society and politics because of the multinational companies; Whether the state control has increased in the private spheres of individuals and if yes, let them explain how it is evident in different aspects of life.
3. Let the students conduct surveys on how the COVID-19 pandemic has changed their lives, livelihoods, and the state’s response to it. Let them identify the gaps between poor and rich households as well as rural and urban households in accessing education, health, and other amenities during the COVID-19 lockdown.

Core XVII

Research Methodology

Course Objectives:

This course establishes a foundational understanding of the fundamental concepts and methodologies integral to the study of research methodology. It helps to acquaint students with the basics of research methods, techniques, and approaches and to assist in the accomplishment of exploratory as well as result-oriented research studies. The students will be able to identify the research problem and start asking the right questions with the aim of improving their ability to make logical arguments. In addition to familiarizing the students to learn various research techniques (qualitative and quantitative), the course will also train the students in the process of writing various academic and popular writings.

Expected Learning Outcomes: This course would train the students in shaping and developing their research skills through a systematic learning framework. The unit-wise outcomes are given below.

Unit-I: This unit will give the students a basic understanding about research, its nature and characteristics, types as well as the relevance of research in general and social science research in particular.

Unit-II: After reading this unit, the students will learn about the basic components of a research such as identification of research area, Review of Literature, formulation of Hypothesis, variables etc. which are minimum requirement of any research.

Unit-III: This unit will introduce the students to the practical aspect of the research by making them familiar with sampling and its various types as well as various techniques of data collection.

Unit-IV: The students will develop their analytical skill when they engage in analysis of different types of data collected from both primary and secondary sources by using different tools like tabulation, graph charts etc. The students will also learn about Report Writing, Referencing Style and Citation Style that will be helpful during their higher studies.

Course Content:

Unit-I: Understanding Research

- a) Philosophy of Social Science Research
- b) Characteristics of Scientific Research
- c) Types of Research: Quantitative and Qualitative, Content Analysis

Unit-II: Research Design

- a) Identification of Research Problem
- b) Review of Literature
- c) Formulation of Hypothesis
- d) Variables, Types of Variables

Unit-III: Sampling and Data Collection

- a) Probability Sampling: Simple Random Sampling, Stratified Random Sampling, Cluster Sampling
- b) Non-probability Sampling: Quota Sampling, Accidental Sampling, Judgmental Sampling or Purposive Sampling, Expert Sampling, Snowball Sampling
- c) Data Collection Methods: Observation, Questionnaire, Interview and Focus Group Discussion

Unit-IV: Data Analysis and Report Writing

- a) Quantitative and Qualitative Data analysis
- b) Tabulation and Co-relation
- c) Report Writing, Citation Style

Essential Readings:

- ✓ Ahuja, R. (2001). *Research Method*. Rawat Publication.
- ✓ Dhiman, A. K., & Dhiman, S. C. (2002). *Research Methodology*. Ess Ess Publication.
- ✓ Goode, W. J., & Hatt, P. K. (1952). *Methods in Social Research*. McGraw-Hill.
- ✓ Kothari, C. R., & Garg, G. (2019). *Research Methodology: Methods and Techniques (4th ed.)*. New Age International Publisher.

- ✓ Kumar, R. (2023). *Research Methodology: A Step-by-Step Guide for Beginners (4th ed.)*. Sage Publications.

Additional Readings:

- ✓ Babu, G. R. (2008) *Research Methodology in Social Sciences*. Concept Publishing Company Pvt. Ltd.
- ✓ Gerring, J. (2004). *What is a case study and what is it good for?* *American Political Science Review*, 98(2), 341-352.
- ✓ Gupta, M., & Gupta, D. (2011). *Research Methodology*. PHI Publications.
- ✓ Kuhn, T. (2012). *The Structure of Scientific Revolutions (50th ed.)*. University of Chicago Press.
- ✓ Mishra, S. B., & Alok, S. (2011). *Handbook of Research Methodology: A Compendium for Scholars & Researchers*. Educreation Publishing.
- ✓ Patil, S. A. (2016). *Research Methodology in Social Sciences*. New India Publishing Agency.
- ✓ Priya, L. S., & Easwari, S. R. (n.d.). *Research Methodology*. Charulatha Publications.
- ✓ Ramachandra, P. (1971). *Training in Research Methodology in Social Sciences in India*. Tata Institute of Social Sciences.
- ✓ Thakur, H. K. (n.d.). *Research Methodology in Social Sciences (A Short Manual)*. Covette Press.

Activities to do:

1. Assign different topics to the students and ask to do Review of Literature by identifying relevant literature from their Text Books.
2. Students can be asked to collect data about observation of socio-cultural/political events by local communities in their locality using observation method.
3. Ask the students to write a report on any major problem of your locality and submit an assessment report on the same.

Core XVIII

Public Policy and Governance in India

Course Objectives:

This course aims at providing a basic understanding of public policy, policy making process and institutions involved in public policy making in India. Public Policies reflect the objectives and directions of the government. An organized and integrated policy structure symbolizes an efficient and effective governance system. The learners will gain insights into the development of public policy as a major determinant of Governance, understand various theories and approaches towards policy making, identify different types and stages of public policy, and note the emerging trends and goals in public policy in current times. The course is designed to offer theoretical knowledge of policy process as well as a practical opportunity to apply the tools and models in analysis of a prevailing public policy.

Expected Learning Outcomes:

This course will enable the learners to analyse various approaches to policy making, examine the policy processes and also evaluate some of the major policies in India. The unit-wise outcomes are given below.

Unit-I: This unit dealing with an introduction to public policy, different approaches and theories in policy making will enable the learners to have a theoretical understanding of what and how of public policy. The learners will be able to locate the public policy mechanism within the overall governance system.

Unit-II: After going through this unit, the learners will have a comprehensive idea on policy cycle and various types of public policy. Identifying the processes involved at each stage, the

learners should be able to examine the current policy structure and analyse different policies against an ideal policy making model.

Unit-III: This unit will highlight the agencies involved in process of policy formulation and implementation in India. The learners will assess the roles of various governmental and non-governmental agencies in public policy in India and identify the strengths and gaps in Indian governance system. Analytical tools like Cost-Benefit Analysis, SWOT analysis will strengthen critical and objective insights towards policy analysis.

Unit-IV: This unit is designed to offer the learners a practical experience in policy analysis. By the completion of the earlier units, the learners are expected to have sufficient theoretical knowledge to attempt analysis of a selected policy from given sectors. Through this unit, the learners will have the opportunity to apply the analytical tools and models in evaluating a policy under the guidance of a teacher. It will polish their analytical skills and prepare them for opportunities in industry and research organizations involving similar activities.

Course Content:

Unit-I: Introducing Public Policy

- a) Public Policy: Meaning, Definitions, and Significance
- b) Approaches to Public Policy: Lasswell's Policy Science, Lindblom's Incrementalism, Dror's Normative-Optimum Approach
- c) Public Policy Theories: Elite Theory, Systems Theory, Rational-Choice Theory

Unit-II: Policy Cycle and Analysis

- a) Types of Public Policy: Regulatory, Distributive, Redistributive, Constitutional, and Substantial Public Policies
- b) Stages of Public Policy: Agenda Setting, Formulation, Adoption, Implementation, and Evaluation
- c) Policy Analysis: Cost-Benefit, SWOT, Stakeholder Analysis

Unit-III: Public Policy in India

- a) Institutions for Policy Formulation: Legislature, Executive and Judiciary
Agenda Setters: Corporate Sector, Civil Society Organizations, International Agencies
- b) Policy Implementation: Bureaucracy, Local Bodies, Non-Governmental Organisations
- c) Impact of Global Goals on Public Policy: MDGs, SDGs, HDI, GDI

Unit-IV: Experiential Learning in Public Policy

- a) Poverty Alleviation Programmes: MGNREGA
- b) Citizen-centric Accountability: RTI, Citizens' Charter, ORTPS
- c) E-Governance Initiatives: Jana Seva Kendra
- d) Public Health: ASHA
- e) Promoting Civil Society Initiatives: Mission Shakti

Essential Readings:

- ✓ *Arora, R. K. (2006). Public Administration in India: Continuity and Change. Rajat Publications.*
- ✓ *Chakrabarti, R., & Sanyal, K. (2016). Public policy in India. Oxford India.*
- ✓ *Chakrabarty, B., & Chand, P. (2015). Public policy: Concept, Theory and practice. SAGE.*
- ✓ *Mathur, K. (2015). Public policy and Politics in India: How Institutions Matter. Oxford University Press.*
- ✓ *Sapru, R. K., & Sapru, Y. (2019). Public policy: Formulation, Implementation and Evaluation. Sterling Publications.*

Additional Readings:

- ✓ *Anderson, J. E. (2006). Public Policy-making: An introduction. Houghton.*
- ✓ *Dahl, R., & Lindblom, C. (1976). Politics, Economics and Welfare. Harper.*
- ✓ *Drèze, J. (Ed.). (2016). Social policy. Orient Blackswan.*
- ✓ *Drèze, J., & Sen, A. (2013). An Uncertain Glory: India and Its Contradictions. Penguin Books Limited.*
- ✓ *Ganapathy, R. S. (Ed.). (1985). Public Policy and Policy Analysis in India. Sage Publications.*
- ✓ *Kapur, D., Mehta, P. B., & Vaishnav, M. (2017). Rethinking public institutions in India. Oxford University Press.*
- ✓ *Malhotra, R. (2014). India public policy report 2014: Tackling Poverty, Hunger and Malnutrition. Oxford University Press.*
- ✓ *Mathur, K. (2019). Recasting Public Administration in India: Reform, Rhetoric and Neo-Liberalism. Oxford University Press.*

- ✓ Moran, M., Rein, M., & Goodin, R. E. (Eds.). (2008). *The Oxford Handbook of Public Policy*. Oxford University Press.
- ✓ Stone, D. (2012). *Policy paradox: The Art of Political Decision Making*. WW Norton.
- ✓ Waterman, R., & Wood, B. (1993). *Policy Monitoring and Policy Analysis*. *Journal of Policy Analysis and Management*, 12(4), 685-699.

Internet Resources:

1. NITI. Best practices in social sector. A Compendium 2023.
<https://www.niti.gov.in/sites/default/files/2023-05/Best-Practices.pdf>
2. Curriculum on Governance for the Sustainable Development Goals-UNPAN:
<https://unpan.un.org/capacity-development/curriculum-on-governance-for-the-SDGs>
3. IGNOU session on Introduction to Public Policy:
https://www.youtube.com/watch?v=GM0S1dGD3JY&ab_channel=IGNOUHelp
4. Self-Learning Material, Distance Education, University of Jammu:
<https://www.distanceeducationju.in/pdf/405%20PUBLIC%20POLICY.pdf>
5. MOOCs on Public Policy offered through SWAYAM
Public Policy-An Introduction.
https://onlinecourses.SWAYAM2.ac.in/ugc19_hs45/preview
6. Public Policy & Governance. SWAYAM
https://onlinecourses.SWAYAM2.ac.in/cec23_hs02/preview

Activities to do:

1. Choose a specific scheme/ project of the government and prepare a report assessing its success in your locality.
2. Organize a community outreach programme collaborating with a local NGO and sensitize people on RTI Act.
3. Make an assessment of any policy/project of the government through policy analysis models you learned in this course.
4. Conduct an interview of an ASHA from your locality and write a note on the interview specifying experiences, challenges, and significance of the activists.

Core XIX

Indian Political Ideas-II

Course Objective:

This section of the Indian Political Traditions course aims to provide students with a comprehensive understanding of the dynamics and contemporary relevance of political thought and practices in India. This course aims to examine the evolution of Indian political thought in the modern era, focusing on key thinkers who have contributed to shaping India's political landscape. Through critical analysis of their ideas, students will gain insights into contemporary political debates and challenges facing Indian society.

Expected Learning Outcome:

This course will help the learners explore the ideas of the modern political thinkers whose ideas have shaped the modern India. They would also get insights on Odia nationalism, reforms in Odia society and socio-economic ideas propagated by eminent Odia political thinkers. The unit-wise outcomes are given below.

Unit-I: This unit evaluates and critically analyzes the political ideas and perspectives of Rabindranath Tagore's views on education, nationalism and Internationalism vis-à-vis Sri Aurobindo's concept of nationalism.

Unit-II: This unit analyzes and evaluate the political ideas of Mohandas Karamchand Gandhi, Bhim Rao Ambedkar

Unit-III: This Unit throws light on the political ideas of Jawaharlal Nehru and on modern education and social reforms, democratic socialism, and socialism & M.N. Roy's Marxism and new humanism.

Unit-IV: This unit dives into the Odia nationalism and socio-economic ideas depicted in the works of Madhusudan Das and Gopabandhu Das.

Course Content:

Unit -I:

- a) **R N Tagore:** Education, Views on Nationalism and Internationalism
- b) **Sri Aurobindo:** Spiritual Nationalism, Political Goal and Techniques

Unit -II:

- a) **M.K. Gandhi:** Nonviolence, Swaraj, Satyagraha, Trusteeship
- b) **B.R. Ambedkar:** Annihilation of Caste, Social Justice and Social Democracy

Unit -III:

- a) **M.N. Roy:** Marxism and New-Humanism
- b) **J.L. Nehru:** Socialism, Secularism, Internationalism

Unit -IV:

- a) **Madhusudan Das:** Odia Nationalism, Socio-economic Ideas
- b) **Gopabandhu Das:** Nationalism, Reforms and Education

Essential Readings:

- ✓ **Ambedkar, B.** (1991). 'Constituent Assembly Debates', in S. Hay (Ed.). Sources of Indian Tradition, Vol. 2. (Second Edition). Penguin, pp. 342-347.
- ✓ **Dalton, D.** (1982) Indian Idea of Freedom: Political Thought of Swami Vivekananda, Aurobindo Ghose, Mahatma Gandhi and Rabindranath Tagore. The Academic Press, pp. 154-190.
- ✓ **Gandhi, M.** (1991) 'Satyagraha: Transforming Unjust Relationships through the Power of the Soul', in S. Hay (ed.), Sources of Indian Tradition, Vol. 2. Second Edition. Penguin, pp. 265-270.
- ✓ **Mungekar, B.** (2007). 'Quest for Democratic Socialism', in S. Thorat and Aryana (eds.), Ambedkar in Retrospect - Essays on Economics, Politics and Society. IIDS and Rawat Publications, pp. 121-142.
- ✓ **Nehru, J.** (1991). 'Selected Works', in S. Hay (ed.), Sources of Indian Tradition, Vol. 2. (Second Edition). Penguin, pp. 317-319.

- ✓ **Parel, A. (ed.) (2002).** 'Introduction', in Gandhi, Freedom and Self Rule, Delhi: Vistaar Publication.
- ✓ **Radhakrishnan, M., and Debasmita (2003)** 'Nationalism is a Great Menace: Tagore and Nationalism', in P. Hogan, Colm and L. Pandit (eds.), Rabindranath Tagore: Universality and Tradition. Rosemont Publishing and Printing Corporation, pp. 29-39.
- ✓ **Rodrigues, V. (2007).** 'Good society, Rights, Democracy Socialism', in S. Thorat and Aryama (eds.), Ambedkar in Retrospect - Essays on Economics, Politics and Society. IIDS and Rawat Publications.
- ✓ **Sharma, J. (2003).** Hindutva: Exploring the Idea of Hindu Nationalism. Penguin, pp. 124-172.
- ✓ **Tagore, R. (1994).** 'The Nation,' in S. Das (ed.), The English Writings of Rabindranath Tagore, Vol. 3. Sahitya Akademi, pp. 548-551.

Additional Readings:

- ✓ **Keer, D. H. (1966).** Veer Savarkar. Popular Prakashan, pp. 223-250.
- ✓ **Mehta, V., and Pantham, T. (eds.) (2006).** Political ideas in modern India: Thematic Explorations. Sage, pp. 73-92.
- ✓ **Nandy, A. (1994).** 'Rabindranath Tagore & Politics of Self', in Illegitimacy of Nationalism. Oxford University Press, pp. 1-50.
- ✓ **Panthams, T., and Deutsch, K. (eds.) (1986).** Political Thought in Modern India. Sage Publications.
- ✓ **Terchek, R. (2002).** 'Gandhian Autonomy in Late Modern World', in A. Parel (ed.), Gandhi, Freedom and Self Rule, Delhi: Sage, pp. Pages.

Internet Resources:

The internet resources include online articles and e-contents published on websites, blogs, e-Newspaper, online magazines, or scholarly journals, digital repositories, Audio- Visual contents.

1. The Politics of Oriya Nationalism, 1866-1936, available at:
<http://www.academia.edu/45089284/The-Politics-of-Oriya-Nationalism-1866-1936>
2. Selected works of Jawaharlal Nehru. <https://nehruselectedworks.com/>

3. Collected Works of Mahatma Gandhi. <https://www.mkgandhi.org/cwmg.htm> ;
4. Complete works of Rabindranath Tagore.
<https://www.rjdmcdavpselibrary.com/books/rabindranath.pdf>
5. Works of Baba Saheb Ambedkar.
<http://gbl.bbau.ac.in/index.php/our-services/collected-works-of-dr-ambedkar>

Activities to do:

1. Let the students read the original writings of the above-mentioned thinkers on various issue and give a presentation on the same.
2. Conduct Seminars and lectures on the seminal ideas of the above mentioned thinkers.
3. Arrange movie sessions to show them the biopics made on the above thinkers and ask them to write the summaries.
4. Students should be encouraged to visit museums/Ashrams portraying the ideas and life of these thinkers.

Core XX

Semester VIII

Social and Political Movements in Contemporary India

Course Objectives:

Under the influence of globalization, developmental processes in India have produced spaces of advantage and disadvantage and new geographies of power. A variety of protest movements emerged to interrogate and challenge this development paradigm that evidently also weakens the democratic space vital to the formulation of a critical consensus. This course proposes to introduce students to the conditions, contexts and forms of political contestation over development paradigms and examine their bearings on the retrieval of democratic voice of citizens. It introduces the Social and Political movements in the Post-independent India with special reference to mobilization politics like movements for the formation of separate states, agrarian movements, tribal movements, anti-caste movements and movements related to development projects. It will help the students develop an understanding of the perspectives on three ideological strands represented by agrarian movements, anti-caste movements, and women's movement.

Expected Learning Outcomes:

This course will enable the learners to understand the issues of socio-political conflicts in India and locate these conflicts in broader theories of social movements. After completion of this course, the learners will be able to trace the origin and types of various socio-political movements in India, examine the issues of leadership, organization, and mobilization through selected movements in India. The unit-wise outcomes are given below.

Unit-I: This unit deals with a conceptual explanation of social movements, various theories related to the movements, along with an analysis of socio-political movements in India. Laying the foundation of these movements, this unit explores the diverse social and political issues in India and enables the learners to acquaint with the historical and emerging debates.

Unit-II: This unit will help the learners to identify various peasant movements and tribal movements in Indian history. In addition to understand the genesis and growth of such movements, the learners will be able to understand the dynamics and socio-political implications for Indian society. Dealing with two of the major social groups in India, i.e. peasants and tribal, the unit will also highlight the issues and challenges faced by them.

Unit-III: The learners will be able to familiarize themselves with the issues related to caste and gender in Indian society through this unit. Emergence of gender and caste movements from discriminations to political mobilization through leadership and participation of various social groups will shape the understanding of Indian society for the learners. Identifying the challenges to these movements, the learners are expected to investigate the various socio-political developments in India.

Unit-IV: This unit, discussing the environmental movements in India, will help the learners to familiarize themselves with the influence of rising global concerns over ecological movements in India. It further helps the learners to understand the changing role of state and civil society in relation to the social movements in India.

Course Content:

Unit-I

- a) Social and Political Movements: Concepts, Theories and Types
- b) Social and Political Movements in India: Background, History and Debates

Unit-II

- a) Peasants' Movements: Genesis and Growth
- b) Tribal Movements: Issues and Dynamics

Unit-III

- a) Dalit and Backward Caste Movements: Issues, Leadership and organizations.

- b) Women's Movement: Gender Justice and Empowerment
- c) Challenges to Women's Movement- Fundamentalism, Caste, Violence, and Moral Policing

Unit-IV

- a) Environmental Movements: Chipko Movement, Silent Valley Movement & Narmada Bachao Andolan.
- b) State, Civil Society, and Social Movements in India

Essential Readings:

- ✓ *Basu, A. (ed). (2018). The Challenge of Local Feminism: Women's Movements in Global Perspective. Taylor & Francis.*
- ✓ *Gail, O. (1993). Reinventing Revolution: New Social Movements and the Socialist. Routledge Publications.*
- ✓ *Mohanty, M. (ed) (2004). Caste, Class and Gender. Sage Publications.*
- ✓ *Oommen, T.K. (ed). (2010). Social Movements (Vol I and Vol II). OUP.*
- ✓ *Shah, G (2002). Social Movements and the State. Sage Publications.*

Additional Readings:

- ✓ *Ghosh, A. (ed.) (1999). Dalits and Peasants: The Emerging Caste-Class Dynamics. Gyan Sagar Publication.*
- ✓ *Jaffrelot, C. (2011). India's Silent Revolution: The Rise of the Low Castes in North Indian Politics. Permanent Black.*
- ✓ *Oommen, T.K. (2004). Nation, Civil Society and Social Movements. Sage Publications.*
- ✓ *Shah, G. (2008). Caste and Democratic Politics in India. Permanent Black.*
- ✓ *Singh, R. (ed.) (2001). Social Movement, Old and New: A Post-Modern Critique. Sage Publishers.*

Internet Resources:

The internet resources include online articles and e-contents published on websites, blogs, e-Newspaper, online magazines, or scholarly journals, digital repositories, Audio- Visual contents.

1. NCERT Textbook on Social Movements: <https://ncert.nic.in/textbook/pdf/lesy208.pdf>
2. Reading Material of Directorate of Distance Education, Tripura University https://www.tripurauniv.ac.in/Content/pdf/Distance%20Education%20Notice/Social_Movements_and_Politics_in_India_MA_CRC_18092017.pdf
3. IGNOU Study Material available at: <https://www.egyankosh.ac.in/bitstream/123456789/19361/1/Unit-17.pdf>

Activities to do:

1. Identify the issues of conflicts among various social groups in your surroundings and examine the causes and implications.
2. Explore the issues taken up by CSOs in your area with regard to gender and caste discriminations.
3. Assess the political and social awareness among people with regard to major movements in post-independent India.

Core XXI

CLIMATE CHANGE AND POLITICS

Course Objectives:

This course aims to provide a comprehensive understanding of the intricate relationship between climate change and politics, both globally and within India. By exploring the political dimensions of climate change, the course seeks to equip learners with knowledge about the key drivers and impacts of climate change, the global and national political responses, and the strategies for adaptation and mitigation. Students will gain insights into the theoretical frameworks, policy debates, and practical challenges in addressing climate change through a political lens. Further, the sensitization regarding climate change and policy action will enable the learners to deliver their future roles in public policy making and finding innovative ways to address climate change.

Expected Learning Outcomes:

This course will enable the learners to comprehensively understand the issue of climate change, analyse the politics of climate change and various debates on this issue both at the global and national level and examine various policy initiatives for addressing this issue. The unit-wise learning outcomes are given below.

Unit-I: By the end of this unit, learners will be able to explain the phenomena of climate change and its causes, assess its impacts, and analyse the politics surrounding it, including political ecology and climate justice.

Unit-II: Upon concluding this unit, learners will be able to comprehend the concepts of climate diplomacy, climate justice, and the geopolitical dynamics of climate change. They will be able to assess the importance of global climate negotiations and agreements and their agenda as well as debates surrounding them. Furthermore, they will be able to critically examine the emergence of climate capitalism, alongside the operational aspects of carbon markets, carbon footprints, and carbon trading.

Unit-III: Upon completion of this unit, learners will proficiently recognize climate-induced challenges, assess adaptation and mitigation strategies, and evaluate the role of various stakeholders in climate action.

Unit-IV: Upon completion of this unit, learners will be able to analyse climate change politics in India, critically assess its international stance and leadership, and comprehend its institutional frameworks and policy initiatives. This will harness their analytical skills in observing the climate change phenomenon in their locality and suggest measures through appropriate climate action.

Course Content:

Unit I: Understanding the Politics of Climate Change

- a) Climate change: Meaning, Relevance; Factors influencing climate change: Natural and Anthropogenic
- b) Impacts of climate change: Environmental and Socio-economic
- c) Ecologism vs Environmentalism, Forms of Ecologism and its Critics; ‘Climate Change and Politics’ to ‘Politics of Climate Change’

Unit II: Climate Change and Global Politics

- a) Climate diplomacy and Climate Justice; Global commons and differentiated responsibilities, Geopolitics of climate change
- b) Climate change negotiation at the Global forums: IPCC, Earth Summit, North-South Divide, Climate Change and Sustainable development; Issues of scarcity and carrying capacity, Intragenerational and inter-generational equity and justice
- c) Climate Capitalism: Rise of Carbon Markets, Carbon Footprints and Carbon Trading.

Unit III: Climate Change: Issues and Adaptation strategies

- a) Climate induced disasters, Forced Migration, Food security, Poverty, and Inequality; Relational vulnerability of women, children, poor and indigenous community
- b) Adaptation and Mitigation Strategy: Green economy, Energy efficiency, Indigenous Knowledge System, Sustainable consumption Practices, Climate resilient agriculture, Technology, and Innovation for climate change
- c) Stakeholders Engagement for Climate Action: Community, Political parties, Private sector, Non-Governmental Organisations

UNIT IV: Climate Change and Politics in India

- a) Politics of Climate change in India: Climate change and Environmental movements of India; Climate induced poverty and inequality in India. Difficulties in Combating Climate Change
- b) India and Global Politics of Climate Change: India's stance and leadership in international climate change negotiations; India's climate change targets.
- c) Institutional framework and policy initiatives to address climate Change: Formulation of Climate Policy; the National Environmental Policy, 2006; PM's Council on Climate Change; National Action Plan on Climate Change (NAPCC); National Missions on Climate Change; Indian knowledge system.

Essential Readings

- ✓ Barnett, J. (2007). *The geopolitics of climate change. Geography compass, 1(6), 1361-1375.*
- ✓ Dietz, M., & Garrelts, H. (2014). *Routledge Handbook of the Climate Change Movement. Routledge.*
- ✓ Dubash, N. K. (Ed). (2012). *Handbook of Climate Change and India: Development, Politics and Governance. Earthscan.*
- ✓ Giddens, A. (2009). *Politics of Climate Change. Polity.*
- ✓ Gupta, J. (2000). *North-South aspects of the climate change issue: Towards a negotiating theory and strategy for developing countries. International Journal of Sustainable Development, 3(2), 115-135.*
- ✓ Heywood, A. (2022) *Political Ideologies. 7th Edition. Bloomsbury Publication.*
- ✓ Keohane R.O. (2015) *The Global Politics of Climate Change: Challenge for Political Science. PS: Political Science & Politics.48(1),19-26.*

- ✓ *Lever-Tracy, C. (2010). Routledge Handbook of Climate Change and Society. Routledge.*
- ✓ *Lovins, L. H., & Cohen, B. (2011). Climate Capitalism: Capitalism in the Age of Climate Change. Hill and Wang.*
- ✓ *Makondo, C. C., & Thomas, D. S. (2018). Climate change adaptation: Linking indigenous knowledge with western science for effective adaptation. Environmental Science & Policy, 88, 83-91.*
- ✓ *Michaelowa, K., & Michaelowa, A. (2012). India as an emerging power in international climate negotiations. Climate Policy. 12(5). 575-590*
- ✓ *Roberts, J. T., & Parks, B. (2006). A climate of injustice: Global inequality, north-south politics, and climate policy. MIT press.*
- ✓ *Schlosberg, D., & Collins, L. B. (2014). From environmental to climate justice: climate change and the discourse of environmental justice. Wiley Interdisciplinary Reviews: Climate Change, 5(3), 359-374.*
- ✓ *Terry, G. (2009). No climate justice without gender justice: an overview of the issues. Gender & Development, 17(1), 5-18.*

Additional Readings:

- ✓ *Carter, A. (2013). A Radical Green Political Theory. Routledge*
- ✓ *Dalby, S. (2013). The Geopolitics of Climate Change. Political Geography, 37, 38-47.*
- ✓ *Dawson, A. (2010). Climate Justice: The Emerging Movement Against Green Capitalism. South Atlantic Quarterly, 109(2), 313-338.*
- ✓ *Eriksen, S. H., Nightingale, A. J., & Eakin, H. (2015). Reframing Adaptation: The Political Nature of Climate Change Adaptation. Global Environmental Change, 35, 523-533.*
- ✓ *Goodin, R. E. (2013). Green Political Theory. John Wiley & Sons.*
- ✓ *Klein, N. (2015). This Changes Everything: Capitalism Vs. The Climate. Simon and Schuster.*
- ✓ *Newell, P., & Paterson, M. (2011). Climate capitalism. In After Cancun: Climate Governance or Climate Conflicts (pp. 23-44). Wiesbaden: VS Verlag für Sozialwissenschaften.*
- ✓ *Shue, H. (2014). Climate justice: Vulnerability and protection. Oxford University Press.*

Internet Sources:

1. DW Documentary. (2023, July 13). “*Climate change - Averting catastrophe*”. YouTube. <https://youtu.be/pEt6-jA2UE4?si=9v56-TdG1OGW0SU6>
2. Harvard Office of the VPAL. (2024, January 22). “*Climate Change: Climate Politics and the Energy Transition*”.
<https://youtu.be/QGJ7LiZQYIQ?si=v4gMf2r2NANcRxzt>
3. MoEFCC. *Climate Change*. Government of India. <https://moef.gov.in/moef/division/environment-divisions/climate-changecc-2/documents-publications/index.html>
4. PIB. *NAPCC*. Government of India. <https://moef.gov.in/wp-content/uploads/2018/04/Pg0152.pdf>
5. University of California Television. (2017, April 13). “*Climate Change and Post Truth Politics*”. YouTube. https://youtu.be/Tiq_XcsikYE?si=LX2uaVXwVt-hMqyw

Activities to do:

1. Assign a Project/multimedia presentation to the students on the topics mentioned in the syllabus.
2. Arrange a movie session to watch movies on issues of climate. For example: Don't Look Up (2021), A Life on Our Planet (2020), Eating Our Way to Extinction (2021), Kadvi Hawa (2017), Kokoli: Fish out of water (2021), Kalira Atita (2020)
3. Do Street plays on climate change to sensitize people.
4. Do community outreach activities like plantation drives, cleaning etc.

Core XXII

Social Exclusion and Inclusive Policies in India

Course Objectives:

This course provides students with enhanced opportunities to delve into both theoretical principles and practical applications of social exclusion. It is structured to offer comprehensive exposure not only to various dimensions of social exclusion but also to a range of tools and mechanisms for inclusion. The specific objectives of this course include conceptualizing discrimination, exclusion, and inclusion based on caste/ethnicity, religion, gender, and disability; developing a thorough understanding of the dynamics of discrimination and exclusion; critically contextualizing issues related to discrimination, exclusion, and inclusion; gaining empirical insights into discrimination; and formulating policies aimed at protecting the rights of marginalized groups and addressing the challenges of exclusion and discrimination.

Expected Learning Outcome:

Unit-I: This would cultivate broad understanding of the concept and approaches of social inclusion and exclusion among students.

Unit-II: This unit will enable students to understand the framework of social exclusion and inclusion on from various perspectives.

Unit-III: This unit will enable students to identify various forms of social exclusion exist in Indian society like caste, class, migrant, ethnicity, and disability which will empower them to adopt stands against such marginalisation.

Unit-IV: This unit will harness the legal knowledge base of social inclusion in India among students.

Course Content:

Unit-I: Social Exclusion- Concept, Approaches and Forms

- a) Understanding Social Exclusion & Inclusion from historical overview
- b) Types of exclusion: social, economic and political, untouchability, humiliation,
- c) Theoretical understanding of discrimination, deprivation and marginalization

Unit-II: Theories of Social Exclusion and Inclusive Policies

- a) Emile Durkheim's notion of stigma, Mike Oliver's concept of social model of disability, Louis Dumont's concept of caste and its social implication
- b) Gandhi's views on social justice, Ambedkar's views on untouchability, Buddhist philosophy on social inclusion
- c) Amartya Sen's Capability based approaches, Rawls' theory of justice, Mary Wollstonecraft's concept of rights of women

Unit-III: Forms of Social Exclusion

- a) Religion, Race, Caste, Class, Gender
- b) Indigenous/Adivasi, Disability
- c) Migrants and Refugees, Language and Ethnicity

Unit-IV: Institutional Framework for Inclusive Policies of Minorities

- a) Minorities: Rights and Inclusive Policy; Scheduled Castes: Rights and Inclusive Policy; Scheduled Tribes: Rights and Inclusive Policy.
- b) Disability: Rights and Inclusive Policy; Transgender: Rights and inclusive policy.
- c) Women: Rights and Inclusive Policy; Gender beyond Binaries: Rights and Inclusive Policy.

Essential Readings:

- ✓ *Atal, Y. (2017). Indian Tribes in Transition: The Need for Reorientation. Routledge India.*
- ✓ *Byrne, D. (2005). Social Exclusion. New Delhi: Rawat Publications.*
- ✓ *Chakravarti, U. (2018). Gendering Caste: Through a Feminist Lens (Theorizing Feminism). Sage Publications.*
- ✓ *Krishnan, P.S. (2017). Social Exclusion and Justice in India. Routledge India.*

- ✓ **Oliver, M. (1996).** *Understanding disability: From Theory to Practice. Basingstoke, Hampshire: Macmillan.*
- ✓ **Sen, A. (2010).** *The Idea of Justice. Penguin Publications.*

Additional Reading:

- ✓ **Basu, A. and Kohli, A. eds. (1998).** *Community Conflicts and the State in India. Oxford University Press.*
- ✓ **Brass, P. R. (1991).** *Ethnicity and Nationalism: Theory and Comparison. Sage Publications.*
- ✓ **Kabeer, N. (2000).** 'Social Exclusion, Poverty and Discrimination: Towards an Analytical Framework'. *IDS Bulletin, 31(4), Institute of Development Studies, Brighton.*
- ✓ **Kahn, J. S. (2001).** *Modernity and Exclusion. London: Sage.*
- ✓ **Oliver, M. (2018).** *Understanding disability: From Theory to Practice. Bloomsbury Publishing.*

Internet Resources:

The internet resources include online articles and e-contents published on websites, blogs, e-Newspaper, online magazines, or scholarly journals, digital repositories, Audio- Visual contents.

1. Idea of justice
<https://www.adb.org/sites/default/files/publication/29778/social-exclusion.pdf>
2. Reinterpreting Buddhism: Ambedkar on the politics of social action, EPW December 4, vol no-49.
https://www.researchgate.net/publication/216828688_Buddhist_notion_of_social_justice
3. The Individual and Social Models of Disability by Mike Oliver available at:
<https://disability-studies.leeds.ac.uk/wp-content/uploads/sites/40/library/Oliver-in-social-dis.pdf>
4. Vindication of the Rights of Woman, Mary Wollstonecraft
<https://core.ac.uk/download/pdf/36679668.pdf>
5. The basis of Caste Hierarchy.
<https://egyankosh.ac.in/bitstream/123456789/21600/1/Unit-17.pdf>

6. Homo Hierarchicus: The Caste System and its implications by Louis Dumont .
<http://www.faculty.fairfield.edu/dcrawford/dumont.pdf>
7. Social Stigma. https://www.academia.edu/8000221/Social_stigma_Welcome_to.

Activities to do:

1. Conduct workshops on social exclusion and send students to nearby areas to get first-hand experience about social exclusion.
2. Ask the students to write a report on the basis of their practical experience.
3. Engage the students in community projects promoting diversity, such as awareness campaigns or collaborative events.

Core XXIII

Democratic Decentralization in India

Course Objectives:

The course aims to provide a comprehensive understanding of the principles, processes, and challenges associated with decentralized governance in the Indian context. To understand the nuances of democratic decentralisation and participation of the citizens at the grassroots level, it is essential for the learners to familiarise with the institutional and the constitutional framework of local governance. Through a scholarly lens, the course delves into the theoretical underpinnings of democratic decentralization and also provides a space for enquiry into the emerging developments e.g., glocalization and new localism. It seeks to examine the evolution and functioning of rural and urban local self-government in India, tracing its historical trajectory from pre-independence initiatives to contemporary constitutional provisions and legislative frameworks. Through using these concepts and analytical frameworks informed by the scholarly literature on the subject buttressed by empirical details, the course aims at providing learners with the requisite domain and functional skills to enable them to engage in employment in rural and urban governance sector as well as Non-Governmental Organisations. Further, to examine the actual functioning of the local governing bodies, effective implementation of the policies and programmes and emerging issues and challenges in the local governance, this course envisages active learning by the learners through conducting studies on various local governance practices at the ground level. Overall, the course endeavors to equip participants with the knowledge and analytical tools necessary to navigate the complexities of democratic decentralization in the Indian context and contribute effectively to decentralized governance processes.

Course Learning Outcomes:

On completion of the course, learners would attain the following competencies.

Unit-I: This unit would inculcate fundamental understanding about democratic decentralisation among the learners. It would familiarise them with different theoretical roots of civic engagements and its several dimensions.

Unit- II: This unit would enable the learners to understand the evolution of Panchayati raj institutions in India, the institutional frameworks of rural local governance, the constitutional provisions, and reflect on the emerging issues and challenges of rural local governance.

Unit-III: Engaging with this unit will facilitate a comprehensive understanding of the constitutional provisions and institutional frameworks underpinning urban local governance. This would enable learners with critical insights on contemporary urban issues and the formulation of informed strategies for effective municipal management.

Unit-IV: The learners would examine the working of the local government institutions, efficacy of various constitutional provisions, policies and programmes, and emerging issues and challenges of local governance, through engaging themselves at the ground level study in their preferred locality. The learners are expected to prepare a report individually, on their observation, analysis, or assessment of their study on any topic provided in this unit, for the purpose of internal evaluation.

Course Content:**Unit-I: Democratic Decentralization: A Conceptual Understanding**

- a) Meaning and Significance of Democratic Decentralization
- b) Theoretical roots of Civic Engagement in Governance: Liberal and Gandhian
- c) Dimensions of participation: Constitutional, Political and Administrative
- d) Local Self Government in the Era of Globalisation: New Localism, Glocalization

Unit-II: Rural Local Self Government in India

- a) Evolution of Panchayati Raj Institutions in India, Main Provisions and working of 73rd Constitutional Amendment Act, 1992.

- b) Organization & Working of Panchayati Raj Institutions in Odisha, Legislations for PRIs in Odisha, State Election Commission
- c) Issues and Challenges of Rural local governance: Autonomy and Financial devolution

Unit- III: Urban Local Self Government in India

- a) Historical trajectories of Urban Local Governance in India, Main Provisions and working of 74th Constitutional Amendment Act, 1992; Urban local bodies in India: Municipal corporation, Municipalities, Notified Area Committee, Town Area Committee, Cantonment Board, Township, Port Trust, Special Purpose Agency
- b) Organization & Working of Urban Local Government in Odisha, State Finance Commission
- c) Issues and challenges in Urban local Governance: Urbanisation, structural, spatial, and administrative challenges, Financial devolution

Unit-IV: Local Governance in Practice

- a) Functioning of Gram Sabha
- b) Participation of Women in Gram Panchayat
- c) Social Audit
- d) Tribal Governance in 5th Schedule Area
- e) Panchayat and Forest Right Act
- f) PESA

Essential Readings:

- ✓ *Chakraborty, B and Pandey, R.K. (2019). Local Governance in India. Sage Publications.*
- ✓ *Maheshwari, S. (2004). Local Government in India. Lakshmi Narain Agarwal Publications.*
- ✓ *Manor, J. (2010). Local Governance. In P.B. Mehta and N.G. Jayal (Eds.) The Oxford Companion to Politics in India, Oxford University Press, 61-79.*
- ✓ *Mathur, K. (2013). Panchayati Raj. Oxford India Short Introductions. Oxford University Press.*
- ✓ *Mohanty, B. (2012). Glimpses of Local Governance. Kunal Books*

- ✓ Venkatesu, E. (Ed.) (2016). *Democratic Decentralization in India: Experience, Issues and Challenges*. Taylor and Francis.

Additional Readings:

- ✓ Ahluwalia, I.J. (2019). *Urban governance in India*, *Journal of Urban Affairs*, 41(1), 83-102. DOI: 10.1080/07352166.2016.1271614
- ✓ Baviskar, B.S. and Mathew, G. (Eds). (2009). *Inclusion and Exclusion in Local Governance: Field Studies from Rural India*. Sage Publications
- ✓ Chakrabarty, B. (2017). *Localizing Governance in India*. Routledge.
- ✓ DeSouza, P. (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*. Permanent Black. pp. 370-404.
- ✓ Dreze, J. and Sen, A. (2002). *India: Development and Participation*, Oxford University Press.
- ✓ Manor, J. (2002). *Democratic Decentralisation in Two Indian States: Past and Present*. *The Indian Journal of Political Science*, 63(1), 51–71.
<http://www.jstor.org/stable/42743574>
- ✓ Mishra, S.N. & Mishra, S. (2002). *Decentralised Governance*. Shipra.
- ✓ Pal, M. (2004). *Panchayati Raj and Rural Governance: Experiences of a Decade*. *Economic and Political Weekly*, 39(2), 137–143.
<http://www.jstor.org/stable/4414491>

Internet Resources:

The internet resources include online articles and e-contents published on websites, blogs, e-Newspaper, online magazines, or scholarly journals, digital repositories, Audio- Visual contents.

1. eGyanKosh. *Democratic Decentralisation*, IGNOU.
<https://egyankosh.ac.in/handle/123456789/53022>
2. Malik, Ajmer Singh. *State and Local Governance: Machinery & Processes*. SWAYAM. https://onlinecourses.SWAYAM2.ac.in/cec20_hs20/preview
3. Ministry of Urban Affairs. **Capacity building scheme for urban local bodies**. Ministry of Urban Affairs, Government of India.

<https://mohua.gov.in/upload/uploadfiles/files/CBULB17.pdf>

4. National Institute of Rural Development & Panchayati Raj. Centre for Panchayati Raj, Decentralised Planning and Social Service Delivery. Government of India.
<http://nirdpr.org.in/cpr.aspx>

Activities to do:

1. Observe a Gram Sabha meeting in your locality and write report on its proceedings.
2. Write a report on the schemes implemented by the Panchayats or Urban Local Bodies of your locality.
3. Watch movies and TV series on Local Governance and make a report assessing the depiction of local political leaders in media.
4. Make community outreach programme for effective participation of people in local governance.
5. Prepare a note on the engagements of NGOs situated in your locality working with PRIs.

ଜାତୀୟ ଶିକ୍ଷାନୀତି - ୨୦୨୦ ଅନୁଯାୟୀ
ଆଦର୍ଶ ଓଡ଼ିଆ ସ୍ନାତକ ପାଠ୍ୟକ୍ରମ
(ପ୍ରବେଶ ଓ ପ୍ରସ୍ଥାନର ବିବିଧ ବିକଳ୍ପ ସହିତ)

**MODEL ODIA CURRICULUM FOR
THREE/FOUR YEARS DEGREE COURSES
(With Multiple Entry and Exit Option)
Based on NEP – 2020**

ODIA



ରାଜ୍ୟ ଉଚ୍ଚଶିକ୍ଷା ପରିଷଦ, ଓଡ଼ିଶା
ଉଚ୍ଚଶିକ୍ଷା ବିଭାଗ
ଓଡ଼ିଶା ସରକାର

ପାଠ୍ୟକ୍ରମ ପ୍ରସ୍ତୁତି ପରିଷଦର ସଭ୍ୟସଭ୍ୟା ବୃନ୍ଦ

ପ୍ରଫେସର ବସୁବାହନ ମହାପାତ୍ର

ଡକ୍ଟର ଶିଶିର ବେହେରା

ଡକ୍ଟର ଦେବୀ ପ୍ରସାଦ ଶତପଥୀ

ଡକ୍ଟର ଦେବାଶିଷ ପାତ୍ର

ଡକ୍ଟର ମିଳନ ମହାନ୍ତ

ଡକ୍ଟର ଅର୍ଚ୍ଚନା ପ୍ରଧାନ

ପ୍ରଫେସର ସବିତା ପ୍ରଧାନ

ଶ୍ରୀ ନାରାୟଣ ପ୍ରସାଦ ବେହେରା

ଡକ୍ଟର ନରେନ୍ଦ୍ର କୁମାର ପାତ୍ର

Sl. No.	Core Course	Semester	Title of the Course	Credit
1	Core-I	1st	ଭାଷା ବିଜ୍ଞାନ	
2	Core-II		ସାହିତ୍ୟର ସରୂପ	
3	Core-III	2 nd	ପ୍ରାଚୀନ ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ	
4	Core-IV		ମଧ୍ୟଯୁଗୀୟ ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ	
5	Core-V	3 rd	ଆଧୁନିକ ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ : ନବଜାଗରଣ ଯୁଗ ଓ ସତ୍ୟବାଦୀ ଧାରା	
6	Core-VI		ଆଧୁନିକ ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ : ସବୁଜ, ପ୍ରଗତିବାଦୀ ଧାରା ଓ ସ୍ଵାଧୀନତା ପରବର୍ତ୍ତୀ କାଳ	
7	Core-VII		ପ୍ରାଚୀନ ଓ ମଧ୍ୟଯୁଗୀୟ ଓଡ଼ିଆ କବିତା	
8	Core-VIII	4th	ଆଧୁନିକ ଓଡ଼ିଆ କବିତା	
9	Core-IX		ଓଡ଼ିଆ ନାଟକ ଓ ଏକାଙ୍କିକା	
10	Core-X		ଓଡ଼ିଆ କଥାସାହିତ୍ୟ	
11	Core-XI	5th	ଆଧୁନିକ ଓଡ଼ିଆ ଗଦ୍ୟସାହିତ୍ୟ	
12	Core-XII		ଓଡ଼ିଆ ଲୋକସାହିତ୍ୟ	
13	Core-XIII		ଓଡ଼ିଆ ଭାଷା ଓ ଲିପିର ଐତିହାସିକ ବିବର୍ତ୍ତନ	
14	Core-XIV	6th	ଓଡ଼ିଆ ଭାଷା : ଧ୍ଵନିତତ୍ତ୍ଵ, ଶବ୍ଦ ସମ୍ଭାର, ଅନ୍ୟ ଭାଷାର ପ୍ରଭାବ ଓ ଶାସ୍ତ୍ରୀୟତା	
15	Core-XV		ଓଡ଼ିଆ ବ୍ୟାବହାରିକ ବ୍ୟାକରଣ	
16	Core-XVI	7th	ଓଡ଼ିଆ ଭାଷାର ବ୍ୟାବହାରିକ ପ୍ରୟୋଗ	
17	Core-XVII		ପ୍ରାଚ୍ୟ-ପାଶ୍ଚାତ୍ୟ କାବ୍ୟତତ୍ତ୍ଵ	
18	Core-XVIII		ସ୍ଵାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ କବିତାର ଅନୁଶୀଳନ (୧୯୪୭-୨୦୦୦)	
19	Core-XIX		ସ୍ଵାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ କଥାସାହିତ୍ୟର ଅନୁଶୀଳନ (୧୯୪୭-୨୦୦୦)	
20	Core-XX	8th	ସ୍ଵାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ ନାଟ୍ୟସାହିତ୍ୟର ଅନୁଶୀଳନ (୧୯୪୭-୨୦୦୦)	
21	Core-XXI		ସ୍ଵାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ ଗଦ୍ୟସାହିତ୍ୟ ଓ ପତ୍ରପତ୍ରିକାର ଅନୁଶୀଳନ (୧୯୪୭-୨୦୦୦)	
22	Core-XXII		ଓଡ଼ିଆ ଶିଶୁ ସାହିତ୍ୟ ଓ ବିଜ୍ଞାନ ଭିତ୍ତିକ ସାହିତ୍ୟ	
23	Core-XXIII		ଓଡ଼ିଶାର ସାଂସ୍କୃତିକ ଇତିହାସ	

04 Credit for each Paper (1 Credit = 15 Classes)

Sl. No	Basket	Semester	Title of the Course	Credit
1	AEC (Ability Enhancement Course)	1st	ପରିଶୁଦ୍ଧ ଭାଷା ଓ ଲିଖନ ଧାରା	4
2	SEC (Skill Enhancement Course)	3rd	ଅନୁବାଦ ସାହିତ୍ୟ	2
		4th	ଗଣମାଧ୍ୟମ ଓ ଗଣଯୋଗାଯୋଗ	3
3	VAC (Value Added Course)	2nd	ଶ୍ରୀଜଗନ୍ନାଥ ସଂସ୍କୃତି	2
		5th	ଆଦିବାସୀ ସଂସ୍କୃତି	1
		6th	ଓଡ଼ିଶାର ସାଂସ୍କୃତିକ ପରିଚୟ	3
4	SVC (Summer Vocational Course)		କବିତା: ପଠନ ଓ ଲିଖନ କଳା	
			ଗଳ୍ପ: ପଠନ ଓ ଲିଖନ କଳା	
			ପ୍ରବନ୍ଧ: ପଠନ ଓ ଲିଖନ କଳା	
			କ୍ଷୁଦ୍ର ନାଟକ: ପଠନ ଓ ଲିଖନ କଳା	
5	Multi-disciplinary Basket	1st	ତୁଳନାତ୍ମକ ସାହିତ୍ୟ	3
		2nd	ବିଜ୍ଞାନ ବିଷୟ ଓ ସାହିତ୍ୟ	3
		3rd	କଳା ବିଷୟ ଓ ସାହିତ୍ୟ	3

Programme Outcome (ପାଠ୍ୟଖସଡ଼ା ଫଳଶୁତି)

ଭାରତର ଆଞ୍ଚଳିକ ଭାଷାମାନଙ୍କ ମଧ୍ୟରେ ଓଡ଼ିଆ ଭାଷାର ଛିତି ଓ ଐତିହ୍ୟ ସ୍ୱତନ୍ତ୍ର । ଏହା ଓଡ଼ିଶା ପ୍ରଦେଶର ମାତୃଭାଷା, ମାନକଭାଷା ଓ ଭାରତର ଷଷ୍ଠ ଶାସ୍ତ୍ରୀୟ ଭାଷା ରୂପେ ଗୌରବାଦିତ । ପ୍ରାକ୍- ସାରଳା ଯୁଗଠାରୁ ଆରମ୍ଭ କରି ଏଯାବତ୍ ଏହି ଭାଷାର ସାହିତ୍ୟିକ ବିକାଶ ଓ ବୈଭବ ମଧ୍ୟ ମର୍ଯ୍ୟାଦା ମଣ୍ଡିତ । ସୁତରାଂ ଓଡ଼ିଆ ଭାଷାକୁ ମାତୃଭାଷା ରୂପେ ବ୍ୟବହାର କରୁଥିବା ସ୍ନାତକ ଛାତ୍ରଛାତ୍ରୀ ତଥା ସମ୍ମାନ (Honours) ରୂପେ ନେଇ ଅଧ୍ୟୟନ କରୁଥିବା ବିଦ୍ୟାର୍ଥୀଙ୍କ ପାଇଁ ଏହି ପାଠ୍ୟଖସଡ଼ା ପ୍ରସ୍ତୁତ । ନୂତନ ଶିକ୍ଷାନୀତି- ୨୦୨୦ ଅନୁଯାୟୀ ସବୁ ସ୍ତରର ସ୍ନାତକ ଅଧ୍ୟାୟୀଙ୍କ ନିମିତ୍ତ ଏହା ଉପଯୋଗୀ ହେବ । ଓଡ଼ିଆ ଭାଷା, ସାହିତ୍ୟ ଓ ସଂସ୍କୃତି ପ୍ରତି ଛାତ୍ରଛାତ୍ରୀ କିପରି ଅନୁରାଗୀ ହେବେ ଓ ଭାଷା ସାହିତ୍ୟର ଅଭିବୃଦ୍ଧି ପାଇଁ ନିଜକୁ ସଂକ୍ଷିପ୍ତ କରିବେ, ସେହି ଦିଗକୁ ଧ୍ୟାନ ଦିଆଯାଇ ଶଂସିତ ପାଠ୍ୟପତ୍ର ଗୁଡ଼ିକରେ ଓଡ଼ିଆ ଭାଷାର ଉଲ୍ଲେଖ, ବିକାଶ ଓ ବୈଶିଷ୍ଟ୍ୟ, ଓଡ଼ିଆ ବ୍ୟାକରଣ, ଓଡ଼ିଆ ସାହିତ୍ୟର ଐତିହାସିକ ବିବର୍ତ୍ତନ ଧାରା, ପ୍ରାଚ୍ୟ-ପାଶ୍ଚାତ୍ୟ କାବ୍ୟ ତତ୍ତ୍ୱ, ଲୋକ ସାହିତ୍ୟ, କାବ୍ୟ ସାହିତ୍ୟ, କଥା ସାହିତ୍ୟ, ନାଟ୍ୟ ସାହିତ୍ୟ, ଗଦ୍ୟ ସାହିତ୍ୟ ଓ ପତ୍ର ପତ୍ରିକା ପ୍ରଭୃତି ବିଷୟ ଏଥିରେ ଗର୍ଭିତ । ପୁନଶ୍ଚ ଓଡ଼ିଆ ସାହିତ୍ୟର ବିଭିନ୍ନ ବିଭାଗର ପ୍ରତିନିଧିମୂଳକ ରଚନାକୁ ପାଠ୍ୟାନ୍ତର୍ଗତ କରାଯାଇଛି । ସାହିତ୍ୟର ବିବିଧ ଦିଗର ଅନୁଶୀଳନ ନିମିତ୍ତ ମଧ୍ୟ ପାଠ୍ୟପତ୍ରର ବ୍ୟବସ୍ଥା ରହିଛି । ତେଣୁ ଏହି ପାଠ୍ୟଖସଡ଼ା ନିମ୍ନମତେ ସ୍ନାତକ ଶିକ୍ଷାର୍ଥୀଙ୍କ ଭାଷା - ସାହିତ୍ୟ ଜ୍ଞାନର ଭୂୟୋବିକାଶରେ ଅବଶ୍ୟ ସହାୟକହେବ ।

- ଶୁଦ୍ଧ ଓଡ଼ିଆ ଲିଖନ, କଥନ ଓ ସର୍ଜନଶୀଳତାର ଅଭିବୃଦ୍ଧି
- ଓଡ଼ିଆ ସାହିତ୍ୟ ଓ ସଂସ୍କୃତି ବିଷୟକ ଜ୍ଞାନ ଆହରଣ ଓ ବିକାଶ
- ମୂଲ୍ୟବୋଧ ଯୁକ୍ତ ସମାଜ ଗଠନ ଓ ମାତୃଭୂମି, ମାତୃଭାଷା ପ୍ରତି ସଂପ୍ରୀତି ସୃଷ୍ଟି
- ପରମ୍ପରାଗିତ ଭାଷା, ସଂସ୍କୃତିର ସଂରକ୍ଷଣ ଓ ପୁନରୁଜ୍ଜୀବନ
- ସମ୍ବୁଦ୍ଧିପରିବେଶ ଓ ଜୈବ ସୁରକ୍ଷା
- ନିର୍ଭୁଲ ଓଡ଼ିଆ ଭାଷା ଶିକ୍ଷଣ, କମ୍ପ୍ୟୁଟରୀକରଣ ଓ ବ୍ୟାବହାରିକ ପ୍ରୟୋଗ ଜ୍ଞାନ ଅର୍ଜନ
- ପ୍ରାଶାସନିକ, ବୃତ୍ତିଗତ ଜୀବନରେ ସ୍ୱାଚ୍ଛନ୍ଦ୍ୟ ଓ ସ୍ୱାବଲମ୍ବନଶୀଳତାର ଅଭିବୃଦ୍ଧି
- ତୁଳନାତ୍ମକ ସାହିତ୍ୟ ଅଧ୍ୟୟନ ଦ୍ୱାରା ରାଷ୍ଟ୍ରୀୟତାବୋଧ ଓ ବିଶ୍ୱଦୃଷ୍ଟି ନିର୍ମାଣ
- ସୌନ୍ଦର୍ଯ୍ୟ ଚେତନାର ବିକାଶ, ଆଧୁନିକ ଜୀବନଦୃଷ୍ଟି ଓ ପ୍ରଗତିଶୀଳ ମନୋଭାବ ସୃଷ୍ଟି

Core I

ପ୍ରଥମ ପର୍ଯ୍ୟାୟ (Semester-I)

ଭାଷାବିଜ୍ଞାନ

Course Outcome (ପାଠ୍ୟପତ୍ର ଫଳଶ୍ରୁତି):

ଭାଷା ଭାବ ବିନିମୟର ମାଧ୍ୟମ । ଭାଷା ବ୍ୟବହାର କରି ସର୍ଜନଶୀଳ ସୃଷ୍ଟି ସାହିତ୍ୟସୃଷ୍ଟି କରିଥାଏ । ତେଣୁ ସାହିତ୍ୟ ବିଷୟକ ପାଠ୍ୟସାଧାରଣ ଆଦ୍ୟରେ ଭାଷା ସମ୍ପର୍କରେ ସାଧାରଣ ଉପଲକ୍ଷି ଆଣିବା ନିମିତ୍ତ ଏହି ପତ୍ରଟି ଉପଯୋଗୀ ହେବ ।

Unit wise Learning Outcome (ପ୍ରତି ଏକକର ଅଧ୍ୟୟନ ଫଳଶ୍ରୁତି):

- ୧ମ ଏକକ : ଭାଷା କଣ, ତାହାର ପରିଚୟ, ଭାଷାର ସ୍ୱରୂପ ଓ ବିବିଧ ପ୍ରକାରଭେଦ ସମ୍ପର୍କରେ ଏହି ଏକକ ଉପଲକ୍ଷି ଆଣିବ ।
- ୨ୟ ଏକକ : ଭାଷା କିପରି ଉତ୍ପତ୍ତି ହେଲା, ସେ ସମ୍ପର୍କରେ ପ୍ରଚଳିତ ବିବିଧ ସିଦ୍ଧାନ୍ତର ପରିଚୟ ଲାଭକରି ଛାତ୍ରଛାତ୍ରୀ ଭାଷା ସୃଷ୍ଟିର ଦିଗଦିଗନ୍ତକୁ ଜାଣିପାରିବେ ।
- ୩ୟ ଏକକ : ବିଶ୍ୱରେ ବହୁଭାଷା ପ୍ରଚଳିତ । ଭାଷାତତ୍ତ୍ୱ ଦୃଷ୍ଟିରୁ ସେହି ସମୁଦାୟ ଭାଷାକୁ ନେଇ ପୃଥିବୀର ଭାଷା ପରିବାର ଗଠିତ । ସେହି ଭାଷା ପରିବାର ସମ୍ପର୍କରେ ଛାତ୍ରଛାତ୍ରୀ ଜାଣିବା ନିତାନ୍ତ ଆବଶ୍ୟକ । ଏହି ଏକକଟି ସେହି ଉଦ୍ଦେଶ୍ୟ ପୂରଣ କରିବ ।
- ୪ର୍ଥ ଏକକ : ଗୋଟିଏ ନିର୍ଦ୍ଦିଷ୍ଟ ପ୍ରଦେଶରେ ଯେଉଁ ମୁଖ୍ୟ ଭାଷା ପ୍ରଚଳିତ, ତାହା ସାଧାରଣତଃ ମାନକ ଭାଷା ରୂପେ ପରିଚିତ ହୁଏ । ମାତ୍ର ବିବିଧ ଅଞ୍ଚଳରେ ମାନକଭାଷା ବ୍ୟତିରେକ ଅନ୍ୟ କେତେକ ଆଞ୍ଚଳିକ ଭାଷାର ପ୍ରଚଳନ ପରିଲକ୍ଷିତ ହୋଇଥାଏ । ଏହି ଏକକରେ ମାନକଭାଷା ଓ ଉପଭାଷା ସମ୍ପର୍କରେ ଶିକ୍ଷାର୍ଥୀ ଜ୍ଞାନଲାଭ କରିପାରିବେ ।

ପାଠ୍ୟ ବିଷୟ

୧ମ ଏକକ : ଭାଷାର ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ପ୍ରକାରଭେଦ

୨ୟ ଏକକ : ଭାଷା ଉତ୍ପତ୍ତି ସମ୍ପର୍କୀୟ ବିଭିନ୍ନ ସିଦ୍ଧାନ୍ତ

୩ୟ ଏକକ : ପୃଥିବୀର ଭାଷା ପରିବାର

୪ର୍ଥ ଏକକ : ମାନକଭାଷା ଓ ଉପଭାଷା

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ (Book of references) :

୧. ଭାଷା ବିଜ୍ଞାନର ରୂପରେଖ – ବାସୁଦେବ ସାହୁ, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ ।
୨. ଭାଷାଶାସ୍ତ୍ର ପରିଚୟ – ଗୋଲୋକ ବିହାରୀ ଧଳ, ଓ.ରାଜ୍ୟ ପା.ପୁ.ପ୍ର. ଓ ପ୍ର. ସଂସ୍ଥା, ଭୁବନେଶ୍ୱର ।
୩. ଓଡ଼ିଆ ଭାଷାର ସୃଷ୍ଟି ଓ ବିକାଶ – ଉପେନ୍ଦ୍ର ପ୍ରସାଦ ଦଳାଇ, ଏ.କେ ମିଶ୍ର ପବ୍ଲିଶର୍ସ, କଟକ ।
୪. ଓଡ଼ିଆ ଭାଷାର ଉଦ୍ଦେଶ୍ୟ ଓ ବିକାଶ – ବାସୁଦେବ ସାହୁ, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ ।
୫. ଭାଷା ଭାବନା - ସଂ. ବିଜୟଲକ୍ଷ୍ମୀ ମହାନ୍ତି, ବିଦ୍ୟା ପ୍ରକାଶନୀ, ଭୁବନେଶ୍ୱର ।
୬. ଓଡ଼ିଆ ଭାଷା ଓ ଭାଷା ବିଜ୍ଞାନ – ଦେବୀ ପ୍ରସନ୍ନ ପଟ୍ଟନାୟକ, ଗ୍ରନ୍ଥମନ୍ଦିର, କଟକ ।
୭. ଓଡ଼ିଆ ଭାଷାର ଉପଭାଷା-ସତ୍ୟନାରାୟଣ ରାଜଗୁରୁ, ଓଡ଼ିଶା ସାହିତ୍ୟ ଏକାଡେମୀ, ଭୁବନେଶ୍ୱର ।
୮. ମଣିଷର ଭାଷା- ଗୋଲୋକ ବିହାରୀ ଧଳ, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ ।

୯. ଭାଷା ଚର୍ଚ୍ଚା ପରଂପରା-ଗଗନେନ୍ଦ୍ରନାଥ ଦାଶ, ଫ୍ରେଣ୍ଡସ୍ ପବ୍ଲିଶର୍ସ, କଟକ ।

Sample Questions (ନମୁନା ପ୍ରଶ୍ନ):

- ୧. ଭାଷାର ଏକ ସାର୍ଥକ ସଂଜ୍ଞା ପ୍ରଦାନକର । (୧ ମାର୍କ ପ୍ରଶ୍ନ)
- ୨. ଭାଷା ଉତ୍ପତ୍ତି ସମ୍ପର୍କୀୟ ଧ୍ବନି ଅନୁରଣନ ସିଦ୍ଧାନ୍ତର ଚିତ୍ରଣା ଲେଖ । (୨ମାର୍କ ପ୍ରଶ୍ନ)
- ୩. ମାନକଭାଷା ଓ ଉପଭାଷା ମଧ୍ୟରେ ତାରତମ୍ୟ ଦର୍ଶାଅ । (୫ମାର୍କ ପ୍ରଶ୍ନ)
- ୪. ପୃଥିବୀର ଭାଷା ପରିବାର ସମ୍ପର୍କରେ ଆଲୋଚନା କର । (୮ମାର୍କ ପ୍ରଶ୍ନ)

**Core II ପ୍ରଥମ ପର୍ଯ୍ୟାୟ (Semester-I)
ସାହିତ୍ୟର ସ୍ୱରୂପ**

Course Outcome (ପାଠ୍ୟପତ୍ର ଫଳଶ୍ଳୁତି):

ସାହିତ୍ୟ ବିବିଧ ରୂପର ସମାହାର । କାବ୍ୟ କବିତା, ଗଳ୍ପ ଉପନ୍ୟାସ, ନାଟକ ,ଏକାଙ୍କିକା ଏବଂ ଗଦ୍ୟ ସାହିତ୍ୟର ଭିନ୍ନଭିନ୍ନ ରୂପ ସାହିତ୍ୟକୁ କରିଛି ପରିପୁଷ୍ଟ । ଛାତ୍ରଛାତ୍ରୀମାନେ ସାହିତ୍ୟର ସେହି ରୂପଗତ ବୈଚିତ୍ର୍ୟ ଓ ତାର ତାତ୍ତ୍ୱିକ ଦିଗ ଉପରେ ଅବଗତ ହେବା ଆବଶ୍ୟକ । ଏହି ପତ୍ରଟି ଶିକ୍ଷାର୍ଥୀମାନଙ୍କୁ ସେ ସମ୍ପର୍କରେ ଧାରଣା ପ୍ରଦାନ କରିବ ।

Unit Wise Learning Outcome (ପ୍ରତି ଏକକର ଅଧ୍ୟୟନ ଫଳଶ୍ଳୁତି) :

- ୧ମ ଏକକ : କାବ୍ୟ, ମହାକାବ୍ୟ ଓ କବିତାର ସଂଜ୍ଞା ସ୍ୱରୂପ ଓ ବିବିଧତା ସମ୍ପର୍କରେ ଛାତ୍ରଛାତ୍ରୀ ଏଥିରେ ଜ୍ଞାନ ଲାଭ କରିବେ ।
- ୨ୟ ଏକକ : କଥାସାହିତ୍ୟର ଜଗତ ମଧ୍ୟ ବର୍ଣ୍ଣନା, ବିଶେଷତଃ ଗଳ୍ପ ଓ ଉପନ୍ୟାସର ତାତ୍ତ୍ୱିକ ଦିଗ ସହ ତାହାର ବିଶେଷତ୍ୱ ଓ ପ୍ରକାରଭେଦ ଏହି ଏକକରୁ ଜାଣି ହେବ ।
- ୩ୟ ଏକକ : ନାଟକ ଓ ଏକାଙ୍କିକା ସାହିତ୍ୟର ଗୁରୁତ୍ୱପୂର୍ଣ୍ଣ ଅଙ୍ଗ । ଏହା ଏକାଧାରରେ ପାଠକ ଓ ଦର୍ଶକଙ୍କୁ ଆକୃଷ୍ଟ କରିଥାଏ । ତେଣୁ ଏ ଉଭୟର ସଂଜ୍ଞା, ସ୍ୱରୂପ, ରୂପଭେଦ ଉପରେ ଏହି ଏକକ ଅବଗତ କରାଇବ ।
- ୪ର୍ଥ ଏକକ : ଗଦ୍ୟ ରଚନାର ବିଭିନ୍ନତା ମଧ୍ୟରୁ ପ୍ରବନ୍ଧ, ରମ୍ୟ ରଚନା, ଭ୍ରମଣ କାହାଣୀ ତଥା ଜୀବନୀ ଓ ଆତ୍ମଜୀବନୀ ଆଧୁନିକ ସାହିତ୍ୟକୁ କରିଛି ସମୃଦ୍ଧ । ଏହି ରଚନାମାନଙ୍କର ତାତ୍ତ୍ୱିକ ଓ ଗୁଣାତ୍ମକ ବୈଶିଷ୍ଟ୍ୟ ଜାଣିବା ପାଇଁ ଏହି ଏକକ ଉଦ୍ଦିଷ୍ଟ ।

ପାଠ୍ୟ ବିଷୟ

- ୧ମ ଏକକ : କାବ୍ୟକବିତା - କ) କାବ୍ୟ, ମହାକାବ୍ୟର ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ପ୍ରକାର ଭେଦ
ଖ) ଗୀତି କବିତା, ଗାଥାକବିତା, ସନେଟ୍, ସମ୍ବୋଧନଗୀତିକାର ସଂଜ୍ଞା ଓ ସ୍ୱରୂପ
- ୨ୟ ଏକକ : ଗଳ୍ପ ଓ ଉପନ୍ୟାସ – (କ) ଗଳ୍ପର ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ପ୍ରକାରଭେଦ
(ଖ) ଉପନ୍ୟାସର ସଂଜ୍ଞା, ସ୍ୱରୂପ, ଓ ପ୍ରକାରଭେଦ
- ୩ୟ ଏକକ : ନାଟକ ଓ ଏକାଙ୍କିକା - (କ) ନାଟକର ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ପ୍ରକାରଭେଦ
(ଖ) ଏକାଙ୍କିକାର ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ପ୍ରକାରଭେଦ
- ୪ର୍ଥ ଏକକ : ଗଦ୍ୟ ସାହିତ୍ୟ – (ପ୍ରବନ୍ଧ, ରମ୍ୟରଚନା, ଭ୍ରମଣ କାହାଣୀ, ଜୀବନୀ-ଆତ୍ମଜୀବନୀର ସଂଜ୍ଞା ଓ ସ୍ୱରୂପ)

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ (Book of references):

୧. ସାହିତ୍ୟର ସମ୍ବିଧାନ - ପୂର୍ଣ୍ଣଚନ୍ଦ୍ର ମହାନ୍ତି, ଖାର୍ଡ଼ି ଖାଲଡୁ, ଏ-୨, ସେକ୍ଟର-୭, ମର୍କତ ନଗର, କଟକ-୨୦୧୬
୨. ସାହିତ୍ୟର ସୂଚୀପତ୍ର- ବିଭୂତି ପଟ୍ଟନାୟକ, ନାଳନ୍ଦା, ବିନୋଦବିହାରୀ, କଟକ - ୨୦୧୦
୩. ସାହିତ୍ୟର ରୂପରେଖ - ନୀଳାଦ୍ରି ଭୂଷଣ ହରିଚନ୍ଦନ, ବାଳକୃଷ୍ଣ ବେହେରା, ବିଦ୍ୟାପୁରୀ, ବାଲୁବଜାର, କଟକ-୨୦୧୭
୪. ସାହିତ୍ୟର ଡାକପତ୍ର - ସୁରେନ୍ଦ୍ର କୁମାର ମହାରଣା, ପ୍ରେକ୍ଷା ପବ୍ଲିଶର୍ସ, କଟକ ୨୦୧୮
୫. ସାହିତ୍ୟ ତତ୍ତ୍ୱ : ପ୍ରାଚ୍ୟ ଓ ପାଶ୍ଚାତ୍ୟ - ଜ୍ୟୋତ୍ସ୍ନାମୟୀ ପ୍ରଧାନ, ପ୍ରେକ୍ଷା ପବ୍ଲିଶର୍ସ, କଟକ-୨୦୧୯
୬. ସାହିତ୍ୟର ଗଠନ ରୀତି - ବୈଷ୍ଣବ ଚରଣ ସାମଲ, ପ୍ରେକ୍ଷା ପବ୍ଲିଶର୍ସ, କଟକ
୭. ସାହିତ୍ୟ ତତ୍ତ୍ୱ - ଧନେଶ୍ୱର ମହାପାତ୍ର, ଗ୍ରନ୍ଥମନ୍ଦିର, କଟକ,
୮. ସାହିତ୍ୟର ସାମାନ୍ୟ କଥନ- କ୍ଷେତ୍ରବାସୀ ନାୟକ, ସାଥୀ ମହଲ, କଟକ
୯. ସମ୍ବାଦ-ଆମ ଓଡ଼ିଶା : ସାହିତ୍ୟକୋଷ- ସଂ.ଦାଶରଥ ଦାସ, ସୁଦର୍ଶନ ଆଚାର୍ଯ୍ୟ, ଦେବେନ୍ଦ୍ର କୁମାର ଦାଶ, ଗୌରାଙ୍ଗ ଚରଣ ଦାଶ, ଆମ ଓଡ଼ିଶା, ୪ ଆର୍ ୧/୨, ଇଉନିଟ୍-୩, ଭୁବନେଶ୍ୱର

ନମୁନା ପ୍ରଶ୍ନ(Sample Questions):

୧. ସନେଚ୍ଚରେ କେତେଗୋଟି ପାଦ ରହିଥାଏ ? (୧ମାର୍କ ପ୍ରଶ୍ନ)
୨. ଗନ୍ଧ ଓ ଉପନାୟ ମଧ୍ୟରେ ଦୁଇଗୋଟି ପାର୍ଥକ୍ୟ ଲେଖ । (୨ମାର୍କ ପ୍ରଶ୍ନ)
୩. ଏକାଙ୍କିକା ନାଟକର ବାମନରୂପ ନୁହେଁ, କାହିଁକି? ଦର୍ଶାଆ । (୫ମାର୍କ ପ୍ରଶ୍ନ)
୪. ଭ୍ରମଣ କାହାଣୀର ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ବୈଶିଷ୍ଟ୍ୟ ପ୍ରଦର୍ଶନ କର । (୮ମାର୍କ ପ୍ରଶ୍ନ)

Core III

ଦ୍ୱିତୀୟ ପର୍ଯ୍ୟାୟ (Semester - II)

ପ୍ରାଚୀନ ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ

Course Outcome (ପାଠ୍ୟପତ୍ର ଫଳଶ୍ରୁତି):

ଓଡ଼ିଆ ସାହିତ୍ୟର ପ୍ରାଚୀନ ଐତିହ୍ୟ ଗୌରବବାହ । ବିଶେଷତଃ ବୌଦ୍ଧ ସିଦ୍ଧାନ୍ତାଧୀନମାନଙ୍କ ଚର୍ଯ୍ୟାଗୀତିକାଠାରୁ ପଞ୍ଚସଖା ପର୍ଯ୍ୟନ୍ତ ଓଡ଼ିଆ ସାହିତ୍ୟରେ ଓଡ଼ିଶାର ଧର୍ମଧାରା, ସାମାଜିକ ଓ ସାଂସ୍କୃତିକ ପ୍ରାଣପ୍ରବାହ ତଥା ଓଡ଼ିଆ ଜାତିର ଅସ୍ଥିତା ପ୍ରସ୍ତୁତି । ଏହି ପତ୍ରଟିର ଅଧ୍ୟୟନ ମାଧ୍ୟମରେ ଶିକ୍ଷାର୍ଥୀମାନେ ପ୍ରାକ୍-ସାରଳା, ସାରଳା ଓ ପଞ୍ଚସଖା ସାହିତ୍ୟର ଐତିହାସିକ ବିକାଶ ଓ ବିଶେଷତ୍ତ୍ୱକୁ ଉପଲକ୍ଷ୍ୟ କରିପାରିବେ ।

Unit wise Learning Outcome (ପ୍ରତି ଏକକର ଅଧ୍ୟୟନ ଫଳଶ୍ରୁତି) :

୧ମ ଏକକ : ପ୍ରାକ୍-ସାରଳା ଯୁଗର ସାହିତ୍ୟ ମୁଖ୍ୟତଃ ଧର୍ମକୈନ୍ଦ୍ରିକ, ତତ୍ତ୍ୱଧରୁ ବୌଦ୍ଧଧର୍ମ ଓ ନାଥଧର୍ମ ସମ୍ପର୍କରେ ରଚିତ ସାହିତ୍ୟ ଉପରେ ଏହି ଏକକ ଧାରଣା ପ୍ରଦାନ କରିବ । ପ୍ରସଙ୍ଗକ୍ରମେ ଛାତ୍ରଛାତ୍ରୀ ତତ୍ତ୍ୱକାଳୀନ ସାମାଜିକ ଓ ସାହିତ୍ୟିକ ପରିଚୟ ସମ୍ପର୍କରେ ମଧ୍ୟ ଅବଗତ ହୋଇପାରିବେ ।

୨ୟ ଏକକ : ମହାକବି ସାରଳା ଦାସଙ୍କ ସାହିତ୍ୟ ଓଡ଼ିଶାର ସାମାଜିକ ଓ ସାଂସ୍କୃତିକ ଜୀବନର ବୈଶିଷ୍ଟ୍ୟ ବହନ କରେ । ଶଂସିତ ଏକକରେ ତାହା ଉପଲକ୍ଷ୍ୟ ହେବ ।

୩ୟ ଏକକ : ପଞ୍ଚସଖା ସାହିତ୍ୟିକଙ୍କ ମଧ୍ୟରୁ ବଳରାମ ଦାସ ଓ ଜଗନ୍ନାଥ ଦାସଙ୍କ ଭୂମିକା ଅଗ୍ରଗଣ୍ୟ । ଏହି ଦୁଇ ସାହିତ୍ୟ ସାଧକଙ୍କ ସମ୍ପର୍କରେ ଏହି ଏକକର ଅଧ୍ୟୟନ ଉପାଦେୟ ହେବ ।

୪ର୍ଥ ଏକକ : ଅତ୍ୟୁତାନନ୍ଦ, ଯଶୋବନ୍ତ ଓ ଶିଶୁ ଅନନ୍ତଙ୍କ ସାରସ୍ୱତ ସୃଷ୍ଟିର ମହତ୍ତ୍ୱ ଏହି ଏକକରୁ ମିଳି ପାରିବ ।

ପାଠ୍ୟ ବିଷୟ

୧ମ ଏକକ : ପ୍ରାକ୍‌ସାରଳା ସାହିତ୍ୟ : ଚର୍ଯ୍ୟାଗୀତିକା ଓ ନାଥ ସାହିତ୍ୟ

(ସାମାଜିକ, ସାହିତ୍ୟିକ, ଧାର୍ମିକ ମୂଲ୍ୟାୟନ)

୨ୟ ଏକକ : ସାରଳା ସାହିତ୍ୟ

(ସାମାଜିକ, ଐତିହାସିକ, ସାଂସ୍କୃତିକ ଓ ସାହିତ୍ୟିକ ମୂଲ୍ୟ)

୩ୟ ଏକକ : ପଞ୍ଚସଖା ସାହିତ୍ୟ : ବଳରାମ ଦାସ ଓ ଜଗନ୍ନାଥ ଦାସ (ବିଶେଷ ଅଧ୍ୟୟନ)

୪ର୍ଥ ଏକକ : ପଞ୍ଚସଖା ସାହିତ୍ୟ : ଅନନ୍ତ ଦାସ, ଯଶୋବନ୍ତ ଦାସ ଓ ଅତ୍ୟୁତାନନ୍ଦ ଦାସ (ବିଶେଷ ଅଧ୍ୟୟନ)

ସହାୟକ ଗ୍ରନ୍ଥ ସୂଚୀ (Book of references) :

୧. ଚର୍ଯ୍ୟାଗୀତିକା- ଖଗେଶ୍ୱର ମହାପାତ୍ର, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ ।

୨. ଓଡ଼ିଶାର ନାଥ ସଂପ୍ରଦାୟ ଓ ନାଥ ସାହିତ୍ୟ – ବଂଶୀଧର ମହାନ୍ତି, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ . କଟକ ।

୩. ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ- ସୂର୍ଯ୍ୟ ନାରାୟଣ ଦାଶ (୧ମ, ୨ୟ ଭାଗ) ଗ୍ରନ୍ଥ ମନ୍ଦିର, କଟକ ।

୪. ଓଡ଼ିଆ ସାହିତ୍ୟର ଆଦିପର୍ବ – ସୁରେନ୍ଦ୍ର ମହାନ୍ତି, କଟକ ଷ୍ଟୁଡେଣ୍ଟ୍‌ସ୍ ଷୋର, କଟକ ।

୫. ଓଡ଼ିଆ ସାହିତ୍ୟର ସଂକ୍ଷିପ୍ତ ପରିଚୟ – ବୃନ୍ଦାବନ ଚନ୍ଦ୍ର ଆଚାର୍ଯ୍ୟ, ଗ୍ରନ୍ଥ ମନ୍ଦିର, କଟକ ।

୬. ଓଡ଼ିଆ ସାହିତ୍ୟର ମଧ୍ୟପର୍ବ ଓ ଉତ୍ତର ମଧ୍ୟପର୍ବ- ସୁରେନ୍ଦ୍ର ମହାନ୍ତି, କଟକ ଷ୍ଟୁଡେଣ୍ଟ୍‌ସ୍ ଷୋର, କଟକ ।

୭. ପଞ୍ଚସଖା ଓଡ଼ିଆ ସାହିତ୍ୟ- ଦେବେନ୍ଦ୍ର ମହାନ୍ତି, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ . କଟକ ।

୮. ଓଡ଼ିଆ ସାହିତ୍ୟର ଉତ୍କଳ ଓ ଉତ୍ତରଶା, ତୃତୀୟ ଭାଗ-ଦେବେନ୍ଦ୍ର ମହାନ୍ତି, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ ।

୯. ଆଶ୍ଚର୍ଯ୍ୟ ଚର୍ଯ୍ୟାଚୟ – କରୁଣାକର କର, ଓଡ଼ିଶା ସାହିତ୍ୟ ଏକାଡେମୀ, ଭୁବନେଶ୍ୱର ।

୧୦. ସାରଳା ମହାଭାରତର ଭୂମିପର୍ବ- ଉଦୟନାଥ ସାହୁ, ଚିନ୍ମୟ ପ୍ରକାଶନ, କଟକ ।

ନମୁନା ପ୍ରଶ୍ନ (Sample Questions) :

୧. ଚର୍ଯ୍ୟାଗୀତିକାରେ କେଉଁ ଓଡ଼ିଆ କବିଙ୍କର ସର୍ବାଧିକ ଗୀତିକା ରହିଛି ? (୧ମାର୍କ ପ୍ରଶ୍ନ)

୨. ଲୁଇପାଙ୍କର ଦୁଇଗୋଟି ଗୀତିକାର ନାମ ଲେଖ । (୨ମାର୍କ ପ୍ରଶ୍ନ)

୩. ନାଥସାହିତ୍ୟକୁ ଗୋରେଖନାଥଙ୍କ ଅବଦାନ ଉଲ୍ଲେଖ କର । (୫ମାର୍କ ପ୍ରଶ୍ନ)

୪. ବଳରାମ ଦାସଙ୍କ ‘ଦାଣ୍ଡି ରାମାୟଣ’ର ସାମାଜିକ ମୂଲ୍ୟ ନିର୍ଦ୍ଧାରଣ କର । (୮ ମାର୍କ ପ୍ରଶ୍ନ)

Core IV

ଦ୍ୱିତୀୟ ପର୍ଯ୍ୟାୟ (Semester - II)

ମଧ୍ୟଯୁଗୀୟ ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ

Course Outcome (ପାଠ୍ୟପତ୍ର ଫଳଶ୍ରୁତି):

ମଧ୍ୟଯୁଗୀୟ ଓଡ଼ିଆ ସାହିତ୍ୟ ଆଙ୍ଗିକ ଓ ଆତ୍ମିକ ଦୃଷ୍ଟିରୁ ବେଶ୍ ବିଭବଶାଳୀ । ଏହାର ପୃଷ୍ଠଭୂମି ସମକାଳୀନ ସାହିତ୍ୟର ଆଳଙ୍କାରିକ ବୈଚିତ୍ର୍ୟ, ରସଚେତନା, ଛନ୍ଦବିଭବ, ସୌନ୍ଦର୍ଯ୍ୟ ଚେତନା ଆଦି ବିଶେଷ ପ୍ରଣିଧାନ ଯୋଗ୍ୟ । ପ୍ରସ୍ତୁତ ପତ୍ରର ପାଠ୍ୟସମ୍ବନ୍ଧରୁ ଶିକ୍ଷାର୍ଥୀମାନେ ମଧ୍ୟକାଳୀନ ଓଡ଼ିଆ ସାହିତ୍ୟର ରୂପଗତ ଓ ଗୁଣଗତ ବିଶେଷତ୍ୱ ଜାଣିପାରିବେ ।

Unit wise Learning Outcome (ପ୍ରତି ଏକକର ଅଧ୍ୟୟନ ଫଳଶ୍ରୁତି):

୧ମ ଏକକ : ଧର୍ମଧାରା, ରାଜନୀତି, ସାମାଜିକତା ତଥା ସାଂସ୍କୃତିକ ପୃଷ୍ଠଭୂମି ଉପରେ ଏହି ଏକକଟି ପର୍ଯ୍ୟବସିତ ହୋଇଥିବାରୁ ଏହି ସମୟର ସାହିତ୍ୟର ସୃଷ୍ଟି ପୃଷ୍ଠପକ୍ଷରେ ରହିଥିବା ଦିଗଗୁଡ଼ିକ ବିଷୟରେ ଛାତ୍ରଛାତ୍ରୀ ଅବଗତ ହେବେ ।

୨ୟ ଏକକ : ଆଙ୍ଗିକ ଦୃଷ୍ଟିରୁ ମଧ୍ୟଯୁଗୀୟ ଓଡ଼ିଆ କାବ୍ୟ ସାହିତ୍ୟ କିପରି ବହୁ ବିବିଧତାପୂର୍ଣ୍ଣ ତାହାର ଧାରଣା ଏଠାରେ ମିଳିପାରିବ ।

୩ୟ ଏକକ : ମଧ୍ୟଯୁଗୀୟ ଓଡ଼ିଆ ସାହିତ୍ୟର ଭାବାଦର୍ଶ, ରସଚେତନା ଓ ସୌନ୍ଦର୍ଯ୍ୟବୋଧ ସାହିତ୍ୟର ଆତ୍ମିକ ଦିଗକୁ କିପରି ବିମଣ୍ଡିତ କରିଛି, ତାହା ଏହି ଏକକରୁ ଉପଲକ୍ଷ୍ୟ ହେବ ।

୪ର୍ଥ ଏକକ : ମଧ୍ୟଯୁଗୀୟ ସାହିତ୍ୟର ଗୋଟିଏ ଜନପ୍ରିୟ ବିଭାଗ ହେଉଛି ଗୀତିକବିତା । କ୍ଷୁଦ୍ରକ୍ଷୁଦ୍ର ଗୀତିରଚନା ମାଧ୍ୟମରେ ତଥା ଚମ୍ପୂ, ଚଉପଦୀ, ଭଜନ, ଜଣାଣ ଓ ମୁଷ୍ଟିମେଘ ଗଦ୍ୟ ରଚନା ଦ୍ୱାରା ଏ ଯୁଗର ସାହିତ୍ୟ କିପରି ପରିପୁଷ୍ଟ , ତାହାର ଧାରଣାଦେବ ଏହି ଏକକ ।

ପାଠ୍ୟ ବିଷୟ

୧ମ ଏକକ : ମଧ୍ୟଯୁଗୀୟ ଓଡ଼ିଆ ସାହିତ୍ୟର ପୃଷ୍ଠଭୂମି (ସାମାଜିକ, ସାଂସ୍କୃତିକ, ରାଜନୀତିକ ଓ ଧର୍ମୀୟ)

୨ୟ ଏକକ : ମଧ୍ୟଯୁଗୀୟ କାବ୍ୟର ଆତ୍ମିକ ବୈଚିତ୍ର୍ୟ (ବିଷୟବିନ୍ୟାସ, ଭାଷା, ଛନ୍ଦ, ଆଳଙ୍କାରିକତା ଓ ବର୍ଣ୍ଣନା ବୈଚିତ୍ର୍ୟ)

୩ୟ ଏକକ : ମଧ୍ୟଯୁଗୀୟ କାବ୍ୟର ଆତ୍ମିକ ବିଭବ (ରସ, ସୌନ୍ଦର୍ଯ୍ୟ ଚେତନା ଓ ଭାବାଦର୍ଶ)

୪ର୍ଥ ଏକକ : ମଧ୍ୟଯୁଗୀୟ ଓଡ଼ିଆ ଗୀତିକାବ୍ୟ ଓ ଗଦ୍ୟଧାରା -

(କ) ଚମ୍ପୂ, ଚଉପଦୀ, କୋଇଲି, ଚଉତିଶା, ଭଜନ, ଜଣାଣ

(ଖ) ମଧ୍ୟଯୁଗୀୟ ଓଡ଼ିଆ ଗଦ୍ୟର ପରିଚୟ

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ (Book of references) :

୧ – ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ (୪ର୍ଥ ଭାଗ) – ପଣ୍ଡିତ ସୂର୍ଯ୍ୟ ନାରାୟଣ ଦାଶ, ଗ୍ରନ୍ଥମନ୍ଦିର, କଟକ ।

୨ – ଭଞ୍ଜୀୟ କାବ୍ୟଭାବନା – ବେଣୀମାଧବ ପାଢ଼ୀ, ଗ୍ରନ୍ଥମନ୍ଦିର, କଟକ ।

୩ – ମଧ୍ୟକାଳୀନ ଓଡ଼ିଆ ସାହିତ୍ୟ – କୃଷ୍ଣଚରଣ ସାହୁ, ଫ୍ରେଣ୍ଡସ୍ ପବ୍ଲିଶର୍ସ . କଟକ ।

୪ – ଓଡ଼ିଆ ଗୀତିକାବ୍ୟ – ଜାନକୀ ବଲ୍ଲଭ ମହାନ୍ତି, ଗ୍ରନ୍ଥମନ୍ଦିର, କଟକ ।

୫ – ଓଡ଼ିଆ କାବ୍ୟକୌଶଳ – ସୁଦର୍ଶନ ଆଚାର୍ଯ୍ୟ, ଫ୍ରେଣ୍ଡସ୍ ପବ୍ଲିଶର୍ସ, କଟକ ।

- ୬- ଗୋପାଳକୃଷ୍ଣ ପଦାବଳୀ ଓ ପରିକ୍ରମା - କୃଷ୍ଣଚରଣ ବେହେରା, ପ୍ରେକ୍ଷା ପବ୍ଲିଶର୍ସ, କଟକ ।
- ୭ - ରୀତି କାବ୍ୟର ଭିତ୍ତି ଓ ଭୂତି - ସୁରେନ୍ଦ୍ର କୁମାର ନାୟକ, ପ୍ରେକ୍ଷା ପବ୍ଲିଶର୍ସ, କଟକ ।
- ୮ - ପ୍ରାଚୀନ ମଧ୍ୟଯୁଗ ସାହିତ୍ୟ : ନୂତନ ପ୍ରେକ୍ଷାପତ୍ର -ନୀଳାଦ୍ରିଭୂଷଣ ହରିଚନ୍ଦନ, ପ୍ରାଚୀ ସାହିତ୍ୟ ପ୍ରତିଷ୍ଠାନ, କଟକ ।
- ୯- ଓଡ଼ିଆ କବିତାର ଛନ୍ଦ- ଗୌରୀକୁମାର ବ୍ରହ୍ମା, କଟକ ଷ୍ଟୁଡେଣ୍ଟ୍ସ୍ ସୋର, କଟକ ।
- ୧୦- ଓଡ଼ିଆ ଛନ୍ଦର ବିକାଶଧାରା- ଜାନକୀ ବଲ୍ଲଭ ମହାନ୍ତି, ଓଡ଼ିଶା ସାହିତ୍ୟ ଏକାଡେମୀ, ଭୁବନେଶ୍ୱର ।
- ୧୧- ରୀତି କାବ୍ୟ ସଂପର୍କରେ- ଗଙ୍ଗାଧର ବଳ, ଓଡ଼ିଶା ବୁକ୍ ସୋର, କଟକ ।

ନମୁନା ପ୍ରଶ୍ନ (Sample Questions):

୧. ମନବୋଧ ଚଉତିଶାର ରଚୟିତା କିଏ ? (୧ ମାର୍କ)
୨. ଚମ୍ପୂ କାବ୍ୟର ଦୁଇଟି ଲକ୍ଷଣ ଲେଖ । (୨ ମାର୍କ)
୩. ମଧ୍ୟ ଯୁଗୀୟ ଓଡ଼ିଆ ସାହିତ୍ୟରେ ରଚିତ ଗଦ୍ୟ ରଚନାର ପରିଚୟ ଦିଅ । (୫ ମାର୍କ)
୪. ରୀତି ଯୁଗର ସାହିତ୍ୟ ଶୃଙ୍ଖାର ରସ ପ୍ରଧାନ- ଏହାର ଯଥାର୍ଥତା ବିଚାର କର । (୮ ମାର୍କ)

Core V ତୃତୀୟ ପର୍ଯ୍ୟାୟ (Semester-III)

ଆଧୁନିକ ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ : ନବଜାଗରଣ ଯୁଗ ଓ ସତ୍ୟବାଦୀ ଧାରା

Course Outcome (ପାଠ୍ୟପତ୍ର ଫଳଶ୍ରୁତି): ଆଧୁନିକ ଯୁଗରେ ଓଡ଼ିଆ ସାହିତ୍ୟରେ ଆସିଛି ବ୍ୟାପକ ପରିବର୍ତ୍ତନ। ବିଭିନ୍ନ ପତ୍ରପତ୍ରିକା ପ୍ରକାଶନ ସହିତ କାବ୍ୟ ସାହିତ୍ୟ ଓ ଗଦ୍ୟ ସାହିତ୍ୟର ଘଟିଛି ଅଭିନବ ଉଦ୍ଦେଶ୍ୟ । ଶୀଘ୍ର ପାଠ୍ୟପତ୍ରରେ ଆଧୁନିକ ଯୁଗର ନବଜାଗରଣ ଓ ସତ୍ୟବାଦୀ ପର୍ଯ୍ୟାୟ ସମ୍ପର୍କରେ ଅବଗତ ହେବାର ସୁଯୋଗ ରହିଛି ।

Unit wise Learning Outcome (ପ୍ରତି ଏକକର ଅଧ୍ୟୟନ ଫଳଶ୍ରୁତି) :

- ୧ମ ଏକକ : ସାହିତ୍ୟରେ ନବ ଜାଗରଣର ପୃଷ୍ଠଭୂମିରେ ଇଂରାଜୀ ଶିକ୍ଷା, ପାଠ୍ୟପୁସ୍ତକ, ମୁଦ୍ରଣଯନ୍ତ୍ର, ପତ୍ରପତ୍ରିକା ତଥା ଭାଷା ଆନ୍ଦୋଳନ କିପରି ମୁଣ୍ଡ ଟେକିଥିଲା, ତାହାର ସୂଚନା ଉପଲବ୍ଧ ହେବ ଏହି ଏକକରେ ।
- ୨ୟ ଏକକ : ନବଜାଗରଣର ରୂପରେଖ ସହିତ ସତ୍ୟବାଦୀ ସାହିତ୍ୟ ଧାରାର ଆଭାସ ଏହି ଏକକଟିରେ ଛାତ୍ରଛାତ୍ରୀ ପାଇପାରିବେ ।
- ୩ୟ ଏକକ: ନବଜାଗରଣ ସମୟର ବିଶିଷ୍ଟ କବି ଓ କଥାକାର ରାଧାନାଥ, ଫକୀରମୋହନ, ଗଙ୍ଗାଧର, ଗୋପବନ୍ଧୁ ଓ ଗୋଦାବରୀଶଙ୍କ ସମ୍ପର୍କରେ ଏହି ଏକକରେ ଚର୍ଚ୍ଚା କରାଯିବ। ଫଳରେ ଶିକ୍ଷାର୍ଥୀମାନେ ଏହି ସମୟର ବିଶିଷ୍ଟ ସାହିତ୍ୟସ୍ରଷ୍ଟାଙ୍କ କୃତିତ୍ୱ ଜାଣିପାରିବେ ।
- ୪ର୍ଥ ଏକକ : ସମକାଳୀନ ପ୍ରାବନ୍ଧିକ ଓ ନାଟ୍ୟକାର ଭାବେ ଖ୍ୟାତିସିଦ୍ଧ ଜଗନ୍ନାଥନାଥ ଲାଲ, ରାମଶଙ୍କର ରାୟ, କାମପାଳ ମିଶ୍ର, ମଧୁସୂଦନ ରାଓ, ବିଶ୍ୱନାଥ କର ଓ ନୀଳକଣ୍ଠ ଦାସଙ୍କ ସମ୍ପର୍କରେ ଏହି ଏକକ ଧାରଣା ପ୍ରଦାନ କରିବ ।

ପାଠ୍ୟ ବିଷୟ

୧ମ ଏକକ : ଆଧୁନିକ ଓଡ଼ିଆ ସାହିତ୍ୟର ପୃଷ୍ଠଭୂମି ଓ ନବଜାଗରଣ

(ଇଂରାଜୀଶିକ୍ଷା ବିଭାଗ, ପାଠ୍ୟପୁସ୍ତକ ଓ ପତ୍ରପତ୍ରିକା ପ୍ରକାଶନ, ମୁଦ୍ରଣଯନ୍ତ୍ର ପ୍ରତିଷ୍ଠା ଓ ଭାଷାସୁରକ୍ଷା ଆନ୍ଦୋଳନ)

୨ୟ ଏକକ : ନବଜାଗରଣ ଓ ସତ୍ୟବାଦୀ ସାହିତ୍ୟ ଧାରାର ବୈଶିଷ୍ଟ୍ୟ

୩ୟ ଏକକ : ସମକାଳୀନ ପ୍ରମୁଖ କବି ଓ କଥାକାର

(ରାଧାନାଥ ରାୟ, ଫକୀରମୋହନ, ଗଂଗାଧର ମେହେର, ଗୋପବନ୍ଧୁ ଓ ଗୋଦାବରୀଶ)

୪ର୍ଥ ଏକକ : ସମକାଳୀନ ପ୍ରମୁଖ ପ୍ରାବନ୍ଧିକ ଓ ନାଟ୍ୟକାର

(ଜଗନ୍ନାଥ ଲାଲ, ରାମଶଙ୍କର ରାୟ, କାମପାଳ ମିଶ୍ର, ମଧୁସୂଦନ ରାଓ, ବିଶ୍ଵନାଥ କର, ନୀଳକଂଠ ଦାସ)

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ (Book of reference) :

- (୧) ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ (୧୮୦୩ ରୁ ୧୯୨୦)- ନଟବର ସାମନ୍ତରାୟ, , ଭୁବନେଶ୍ଵର
- (୨) ଉନବିଂଶ ଶତାବ୍ଦୀର ଓଡ଼ିଆ ପତ୍ରପତ୍ରିକା - ଅରବିନ୍ଦ ଦାସ, ତିହିଡ଼ି, ଭଦ୍ରକ
- (୩) କାବ୍ୟଶିଳ୍ପୀ ଗଂଗାଧର – ଗୋବିନ୍ଦ ଚନ୍ଦ୍ର ଉଦଗାତା ,
- (୪) ଗଂଗାଧର ସାହିତ୍ୟ ଜିଜ୍ଞାସା –ବ୍ରଜବାହନ ମହାପାତ୍ର – ବିଜୟନୀ ପବ୍ଲିକେଶନ୍ସ ,କଟକ
- (୫) ଯୁଗଜ୍ୟୋତି ରାଧାନାଥ – ଦେବେନ୍ଦ୍ର ମହାନ୍ତି, ଫ୍ରେଣ୍ଡସ୍ ପବ୍ଲିଶର୍ସ, କଟକ
- (୬) କାବ୍ୟ ଓ କଳାକାର – ଚିନ୍ତାମଣି ବେହେରା, ଜଗନ୍ନାଥ ରଥ, କଟକ
- (୭) ନବ ଯୁଗର କବି ଓ କାବ୍ୟଧାରା – ଜାନକୀବଲ୍ଲଭ ମହାନ୍ତି, ଗ୍ରନ୍ଥମନ୍ଦିର, କଟକ
- (୮) ଆଧୁନିକ ଓଡ଼ିଆ କାବ୍ୟଧାରା(ଆଦିଯୁଗ)-ନରେନ୍ଦ୍ର ନାଥ ମିଶ୍ର, ଓଡ଼ିଶା ସାହିତ୍ୟ ଏକାଡେମୀ, ଭୁବନେଶ୍ଵର
- (୯) ଓଡ଼ିଆ ସାହିତ୍ୟରେ ରାଧାନାଥ ଓ ସତ୍ୟବାଦୀ ଯୁଗ- ବୈଷ୍ଣବ ଚରଣ ସାମଲ, ଫ୍ରେଣ୍ଡସ୍ ପବ୍ଲିଶର୍ସ ,କଟକ
- (୧୦) ଓଡ଼ିଆ ସାହିତ୍ୟରେ ସତ୍ୟବାଦୀ ଯୁଗ – ବୃନ୍ଦାବନ ଚନ୍ଦ୍ର ଆଚାର୍ଯ୍ୟ , ଫ୍ରେଣ୍ଡସ୍ ପବ୍ଲିଶର୍ସ ,କଟକ

ନମୁନା ପ୍ରଶ୍ନ (Sample Questions):

- ୧.ଗୌରୀଶଙ୍କର ରାୟଙ୍କ ' ଉତ୍କଳ ଦୀପିକା ' ପ୍ରଥମେ କେଉଁ ମସିହାରୁ ଆତ୍ମପ୍ରକାଶ କରିଥିଲା ? (୧ ମାର୍କ)
- ୨.ଗୋପବନ୍ଧୁଙ୍କ ରଚିତ ଦୁଇଗୋଟି କବିତା ଗ୍ରନ୍ଥର ନାମ ଲେଖ । (୨ ମାର୍କ)
୩. ପ୍ରାବନ୍ଧିକ ମଧୁସୂଦନଙ୍କ ପ୍ରବନ୍ଧକଳାର ବିଶେଷତ୍ଵ ଦର୍ଶାଅ । (୫ ମାର୍କ)
୪. ଫକୀରମୋହନଙ୍କ କଥାସାହିତ୍ୟରୁ ସମକାଳୀନ ସମାଜର ଚିତ୍ର ପ୍ରଦର୍ଶନ କର । (୮ ମାର୍କ)

Core VI

ତୃତୀୟ ପର୍ଯ୍ୟାୟ (Semester-III)

ଆଧୁନିକ ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ : ସବୁଜ, ପ୍ରଗତିବାଦୀ ଧାରା ଓ ସ୍ଵାଧୀନତା

ପରବର୍ତ୍ତୀକାଳ (୨୦୦୦ ପର୍ଯ୍ୟନ୍ତ)

Course Outcome (ପାଠ୍ୟପତ୍ର ଫଳଶ୍ରୁତି) :

ଆଧୁନିକ ଯୁଗର ସବୁଜ ଧାରାଠାରୁ ସ୍ଵାଧୀନତା ପରବର୍ତ୍ତୀକାଳ (୨୦୦୦ ପର୍ଯ୍ୟନ୍ତ) ଓଡ଼ିଆ ସାହିତ୍ୟ ରୂପରେଖ ଉପରେ ଏହି ପତ୍ରଟି ଧାରଣା ଦେବା ବିଶେଷତଃ ସବୁଜ କାବ୍ୟଧାରା, ପ୍ରଗତିବାଦୀ ସାହିତ୍ୟ ଓ ସ୍ଵାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ ସାହିତ୍ୟର ବିବିଧ ରଚନା ସମ୍ପର୍କରେ ପରିଚୟାତ୍ମକ ଜ୍ଞାନ ଛାତ୍ରଛାତ୍ରୀ ଲାଭକରିବେ ।

Unit wise Learning Outcome (ପ୍ରତି ଏକକର ଅଧ୍ୟୟନ ଫଳଶ୍ରୁତି) :

୧ମ ଏକକ : ସତ୍ୟବାଦୀ ଯୁଗ ପରେ ବିଶ୍ଵକବି ରବୀନ୍ଦ୍ରନାଥ ଓ ଇଂରାଜୀ ରୋମାଣ୍ଟିକ କବିମାନଙ୍କ ଅନୁପ୍ରେରଣାରେ ଓଡ଼ିଆ ସାହିତ୍ୟରେ କିପରି ସବୁଜ କାବ୍ୟଧାରାର ସୂତ୍ରପାତ ଘଟିଥିଲା ଏବଂ ଏକାକର ତରୁଣ କବି ଲେଖକମାନେ ସାହିତ୍ୟକୁ କିପରି ଶ୍ୟାମଳିମାମୟ କରିଥିଲେ, ତାହା ଶିକ୍ଷାର୍ଥୀମାନେ ଏହି ଏକକରେ ଉପଲବ୍ଧି କରିବେ ।

୨ୟ ଏକକ : ସବୁଜଗୋଷ୍ଠୀଙ୍କ ପରେ ମାର୍କ୍ସବାଦର ପ୍ରଭାବରେ ଓଡ଼ିଶାରେ ନିପାଡ଼ିତ ସର୍ବହରା ମଣିଷର ଜୀବନ କଥାକୁ ନେଇ ପ୍ରଗତିବାଦୀ କାବ୍ୟଧାରା କିପରି ପ୍ରସାରଲାଭ କରିଥିଲା, ତାହା ଶିକ୍ଷାର୍ଥୀମାନଙ୍କୁ ଉପଲବ୍ଧି କରାଇବ ଏହି ଏକକର ପାଠ୍ୟକ୍ରମ ।

୩ୟ ଏକକ : ସ୍ଵାଧୀନତା ପ୍ରାପ୍ତି ପରେ ଓଡ଼ିଆ କବିତା ଓ ନାଟକ କ୍ଷେତ୍ରରେ କିପରି ପରିବର୍ତ୍ତନ ଆସିଥିଲା, ସେ ସମ୍ପର୍କୀୟ ତଥ୍ୟମୂଳକ ଜ୍ଞାନ ଏହି ଏକକରେ ହାସଲକରିବେ ଛାତ୍ରଛାତ୍ରୀ ।

୪ର୍ଥ ଏକକ : ଏହି ଏକକରେ ସ୍ଵାଧୀନତା ପରକାଳର କଥାସାହିତ୍ୟ ଓ ଗଦ୍ୟସାହିତ୍ୟ ଉପରେ ଛାତ୍ରଛାତ୍ରୀ ଅବଗତ ହେବେ ।

ପାଠ୍ୟ ବିଷୟ

୧ମ ଏକକ : ଓଡ଼ିଆ ସାହିତ୍ୟରେ ସବୁଜ କାବ୍ୟଧାରା

୨ୟ ଏକକ : ପ୍ରଗତିବାଦୀ କାବ୍ୟଧାରା

୩ୟ ଏକକ : ସ୍ଵାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ ସାହିତ୍ୟ (କବିତା ଓ ନାଟକ)

୪ର୍ଥ ଏକକ : ସ୍ଵାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ ସାହିତ୍ୟ (କଥାସାହିତ୍ୟ ଓ ଗଦ୍ୟସାହିତ୍ୟ)

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ (Book of reference) :

(୧) ଓଡ଼ିଆ ସାହିତ୍ୟରେ ସବୁଜଧାରା (ସଂ) – ରାଘବାନନ୍ଦ ନାୟକ ।

(୨) ଓଡ଼ିଆ ସାହିତ୍ୟରେ ପ୍ରଗତିବାଦୀ ଧାରା - ବିଜୟ କୁମାର ଶତପଥୀ, ଓଡ଼ିଶା ବୁକ୍ସ ଷ୍ଟୋର, କଟକ ।

(୩) ସବୁଜରୁ ସାମ୍ପ୍ରତିକ – ନିତ୍ୟାନନ୍ଦ ଶତପଥୀ , ଗ୍ରନ୍ଥମନ୍ଦିର, କଟକ ।

(୪) ଆଧୁନିକ ଓଡ଼ିଆ କବିତାର ଭାବଭୂମି - ବସୁବାହନ ମହାପାତ୍ର, ବିଜୟନୀ ପବ୍ଲିକେଶନସ୍ କଟକ ।

(୫) ଆଧୁନିକ ଓଡ଼ିଆ କାବ୍ୟସାହିତ୍ୟରେ ପାଶ୍ଚାତ୍ୟ ପ୍ରଭାବ - କ୍ଷେତ୍ରବାସୀ ନାୟକ, ଅକ୍ଷର, କଟକ ।

(୬) ସବୁଜ କବିତାର ରୂପବିଭବ - ପ୍ରମୋଦ କୁମାର ପାଢୀ, ଶ୍ୟାମା ପ୍ରକାଶନୀ, ପଦ୍ମପୁର, ବରଗଡ଼ ।

(୭) ଆଧୁନିକ ଓଡ଼ିଆ ସାହିତ୍ୟ - ଜାନକୀ ବଲ୍ଲଭ ମହାନ୍ତି, ଗ୍ରନ୍ଥ ମନ୍ଦିର, କଟକ ।

(୮) ନବଯୁଗର କବି ଓ କାବ୍ୟଧାରା- ଜାନକୀବଲ୍ଲଭ ମହାନ୍ତି, ଗୁରୁମନ୍ଦିର, କଟକ ।

(୯) ସବୁଜ ଅକ୍ଷର- ଅନନ୍ଦାଶଙ୍କର ରାୟ, ଦାସ ବ୍ରହ୍ମଚାରୀ, ବ୍ରହ୍ମପୁର ।

ନମୁନା ପ୍ରଶ୍ନ (Sample Questions) :

୧. ସବୁଜ କାବ୍ୟଧାରାର ଲେଖକମାନଙ୍କ ସମ୍ମିଳିତ ଉଦ୍ୟମରେ ଯେଉଁ ଉପନ୍ୟାସ ପ୍ରକାଶିତ ହୋଇଥିଲା, ତାହାର ନାମ ଲେଖ ।

(୧ ମାର୍କ)

୨. ସବୁଜ କାବ୍ୟଶିଳ୍ପୀ ବୈକୁଣ୍ଠନାଥଙ୍କ ଦୁଇଗୋଟି କବିତା ଗ୍ରହଣ ନାମ ଲେଖ । (୨ ମାର୍କ)

୩. ସ୍ଵାଧୀନତା ପରକାଳର ଓଡ଼ିଆ କାବ୍ୟଶିଳ୍ପୀଙ୍କ ମଧ୍ୟରୁ ବେଣୁଧର ରାଉତଙ୍କ କବିତାର ବିଶେଷତ୍ଵ ପ୍ରଦର୍ଶନ କର । (୫ ମାର୍କ)

୪. କଥାଶିଳ୍ପୀ ସୁରେନ୍ଦ୍ର ମହାନ୍ତି କିମ୍ବା ଗୋପୀନାଥ ମହାନ୍ତିଙ୍କ ଉପନ୍ୟାସର ମହତ୍ତ୍ଵ ବିଚାର କର । (୮ ମାର୍କ)

Core VII

ତୃତୀୟ ପର୍ଯ୍ୟାୟ (Semester-III)

ପ୍ରାଚୀନ ଓ ମଧ୍ୟଯୁଗୀୟ ଓଡ଼ିଆ କବିତା

Course Outcome (ପାଠ୍ୟପତ୍ର ଫଳଶୁଚି) :

ଓଡ଼ିଆ ସାହିତ୍ୟର ଐତିହାସିକ ବିବର୍ତ୍ତନ ଧାରା ଅବଗତ ହେବାପରେ ଏହି ପାଠ୍ୟପତ୍ରରେ ଛାତ୍ରଛାତ୍ରୀ ପ୍ରାଚୀନ ଓ ମଧ୍ୟଯୁଗୀୟ ଓଡ଼ିଆ କବିତାର ପ୍ରାସଙ୍ଗିକ ଦିଗଗୁଡ଼ିକ ନିର୍ଦ୍ଧାରିତ ପାଠ୍ୟବିଷୟ ମାଧ୍ୟମରେ ଜାଣିବାର ସୁଯୋଗ ଲାଭ କରିବେ । ବିଶେଷତଃ ଚର୍ଯ୍ୟାଗୀତିକାଠାରୁ ଆରମ୍ଭକରି ସାରଳା ମହାଭାରତ, ଜଗନ୍ନାଥ ଦାସଙ୍କ ଭାଗବତ ଓ ରୀତିକବି ଦୀନକୃଷ୍ଣ, ଉପେନ୍ଦ୍ର ଭଞ୍ଜ, ଭକ୍ତଚରଣ, ବଳଦେବ ପ୍ରମୁଖଙ୍କ ରଚନାର କିୟତଂଶ ପାଠକରି କବିତାର କ୍ରମିକ ବିକାଶଧାରା ଉପଲକ୍ଷି କରିପାରିବେ ।

Unit wise Learning Outcome (ପ୍ରତି ଏକକର ଅଧ୍ୟୟନ ଫଳଶୁଚି) :

୧ମ ଏକକ : କାହ୍ନୁପାଦ ଓ ଲୁଇପାଦ ଚର୍ଯ୍ୟାଗୀତିକାର ଦୁଇ ପ୍ରମୁଖ କବିଙ୍କ ଗୀତିକାମାଧ୍ୟମରେ ଚର୍ଯ୍ୟାପଦର ଗୁଣାତ୍ମକ ବୈଶିଷ୍ଟ୍ୟ ଚିହ୍ନିତ ହୋଇପାରିବ ।

୨ୟ ଏକକ : ସାରଳା ଦାସଙ୍କ ମହାଭାରତ ଓ ଜଗନ୍ନାଥ ଦାସଙ୍କ ଭାଗବତ ଶଂସିତ ସମୟଖଣ୍ଡର କାଳଜୟୀ ରଚନା । ଏହି ଉଭୟ ରଚନାରୁ ଏକ ଏକ ଅଂଶ ଅଧ୍ୟୟନ କରି ଛାତ୍ରଛାତ୍ରୀ ଦୁଇ ମହାନ ପ୍ରସଙ୍ଗ କବି ପ୍ରତିଭାର ଅବଧାରଣା କରିପାରିବେ ।

୩ୟ ଏକକ : ଭଞ୍ଜ ଓ ଦୀନକୃଷ୍ଣ ରୀତିଯୁଗୀୟ କାବ୍ୟ ସାହିତ୍ୟର ପ୍ରମୁଖ ପ୍ରସଙ୍ଗ । ଦୀନକୃଷ୍ଣଙ୍କ ରସକଲ୍ଲୋଳ ଓ ଭଞ୍ଜଙ୍କ କୋଟିବ୍ରହ୍ମାଣ୍ଡ ସୁନ୍ଦରୀର ଗୋଟିଏ ଗୋଟିଏ ଛାନ୍ଦ ଆଧାରରେ ରୀତିଯୁଗର ପୌରାଣିକ ଓ କାଳ୍ପନିକ କାବ୍ୟଧାରାର ଧାରଣା ମିଳିପାରିବ ।

୪ର୍ଥ ଏକକ : କାବ୍ୟ ବ୍ୟତିରେକ କୋଇଲି, ଚଉତିଶା ଓ ଚମ୍ପୂରଚନା ରୀତି ଯୁଗୀୟ ସାହିତ୍ୟକୁ ସମୃଦ୍ଧ କରିଛି । ତାହାର ଝଲକ ଏହି ଏକକର ପାଠ୍ୟ ଖସଡ଼ାରୁ ମିଳିପାରିବ ।

ପାଠ୍ୟ ବିଷୟ

୧ମ ଏକକ : କ) ଲୁଇପାଦ – କାୟାତରୁ ଚର୍ଯ୍ୟା

ଖ) କାହ୍ନୁପାଦ – ବାଟଓଗାଳ ଚର୍ଯ୍ୟା (ଚର୍ଯ୍ୟା ନଂ – ୭)

- ୨ୟ ଏକକ : କ) ଦୁର୍ଯ୍ୟୋଧନଙ୍କ ରକ୍ତନଦୀ ସନ୍ତରଣ – ସାରଳା ଦାସ (ସାରଳା ମହାଭାରତ – ଆର୍ତ୍ତବଲ୍ଲଭ ମହାନ୍ତି ସମ୍ପାଦିତ)
ଖ) ଭାଗବତ (ଚବିଶ ଗୁରୁ ପ୍ରସଙ୍ଗ) – ଜଗନ୍ନାଥ ଦାସ
- ୩ୟ ଏକକ : କ) ରସକଲ୍ଲୋଳ (୩୪ଶ ଛାନ୍ଦ) – ଦୀନକୃଷ୍ଣ ଦାସ
ଖ) କୋଟିବ୍ରହ୍ମାଣ୍ଡ ସୁନ୍ଦରୀ (ପ୍ରଥମ ଛାନ୍ଦ) – ଉପେନ୍ଦ୍ର ଭଞ୍ଜ ।
- ୪ର୍ଥ ଏକକ : କ) କେଶବ କୋଇଲି – ମାର୍କଣ୍ଡ ଦାସ
ଖ) କଳାକଳେବର ଚଉତିଶା – ଭକ୍ତଚରଣ ଦାସ
ଗ) କିଶୋର ଚନ୍ଦ୍ରାନନ୍ଦ ଚମ୍ପୂ – ('ଘ' ଗୀତ) – କବିସୂର୍ଯ୍ୟ ବଳଦେବ ରଥ

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ (Book of reference) :

୧. ଚର୍ଯ୍ୟାଗୀତିକା – ଖଗେଶ୍ଵର ମହାପାତ୍ର, ପ୍ରେକ୍ଷା ପବ୍ଲିଶର୍ସ, କଟକ
୨. ସାରଳା ଦାସଙ୍କ ଶ୍ରେଷ୍ଠ ରଚନା - ସଂ. ନୀଳାଦ୍ରି ଭୂଷଣ ହରିଚନ୍ଦନ ନେସନାଲ ବୁକ ଟ୍ରଷ୍ଟ ଅଫ୍ ଇଣ୍ଡିଆ
୩. ସାରଳା ମହାଭାରତ ଚରିତ୍ରର ଚିତ୍ରଶାଳା – ସାରଳା ସାହିତ୍ୟ ସଂସଦ, କଟକ
୪. ଓଡ଼ିଆ ଭାଗବତ : ଜଗନ୍ନାଥ ଦାସ, ଓଡ଼ିଶା ସାହିତ୍ୟ ଏକାଡେମୀ, ଭୁବନେଶ୍ଵର
୫. ଜଗନ୍ନାଥ ଦାସଙ୍କ ଶ୍ରେଷ୍ଠ କାବ୍ୟକୃତି – ସଂ. ଦାଶରଥ ଦାସ, ନ୍ୟାସନାଲ ବୁକ୍ ଟ୍ରଷ୍ଟ, ଇଣ୍ଡିଆ
୬. ବଳରାମ ଦାସଙ୍କ ଶ୍ରେଷ୍ଠ କାବ୍ୟକୃତି- ସଂ. ପ୍ରଦୀପ୍ତ କୁମାର ପଣ୍ଡା, ନ୍ୟାସନାଲ ବୁକ୍ ଟ୍ରଷ୍ଟ, ଇଣ୍ଡିଆ
୭. ରସକଲ୍ଲୋଳ - ଦୀନକୃଷ୍ଣ ଦାସ, ସଂ. ଆର୍ତ୍ତବଲ୍ଲଭ ମହାନ୍ତି – ପ୍ରେକ୍ଷା ପବ୍ଲିଶର୍ସ, କଟକ
୮. କୋଟିବ୍ରହ୍ମାଣ୍ଡ ସୁନ୍ଦରୀ- ସଂ. କୃଷ୍ଣଚରଣ ବେହେରା, ପ୍ରେକ୍ଷା ପବ୍ଲିଶର୍ସ, କଟକ
୯. ଉପେନ୍ଦ୍ର ଭଞ୍ଜଙ୍କ ଶ୍ରେଷ୍ଠ କାବ୍ୟକୃତି- ସଂ. ଦାଶରଥ ଦାସ, ନ୍ୟାସନାଲ ବୁକ୍ ଟ୍ରଷ୍ଟ, ଇଣ୍ଡିଆ
୧୦. କିଶୋର ଚନ୍ଦ୍ରାନନ୍ଦ ଚମ୍ପୂ – ସଂ. କୃଷ୍ଣଚରଣ ବେହେରା, ପ୍ରେକ୍ଷା ପବ୍ଲିଶର୍ସ, କଟକ

ନମୁନା ପ୍ରଶ୍ନ (Sample Questions):

୧. ଲୁଚିପାଦଙ୍କ ଗୀତିକାରେ ଶରୀରକୁ କାହା ସହିତ ତୁଳନା କରାଯାଇଛି ? (୧ ମାର୍କ)
୨. ଅବଧୂତଙ୍କ ଗୁରୁମାନଙ୍କ ମଧ୍ୟରୁ ଯେକୌଣସି ଦୁଇଟି ଗୁରୁଙ୍କ ନାମ ଲେଖ । (୨ ମାର୍କ)
୩. ରସକଲ୍ଲୋଳର ୩୪ ଛାନ୍ଦରୁ ଗୋପୀଙ୍କ ବିରହଦଶାର ଚିତ୍ର ପ୍ରଦାନକର । (୫ ମାର୍କ)
୪. ମାର୍କଣ୍ଡ ଦାସଙ୍କ କେଶବ କୋଇଲିରୁ ଯଶୋଦାଙ୍କ ମାତୃ ହୃଦୟର ପରିଚୟ ଦିଅ । (୮ ମାର୍କ)

Core VIII **ଚତୁର୍ଥ ପର୍ଯ୍ୟାୟ (Semester-IV)**
ଆଧୁନିକ ଓଡ଼ିଆ କବିତା

Course Outcome (ପାଠ୍ୟପତ୍ର ଫଳଶ୍ରୁତି) :

ରାଧାନାଥଙ୍କ ସମୟରୁ ସାମ୍ପ୍ରତିକ କାଳ ପର୍ଯ୍ୟନ୍ତ ଆଧୁନିକ ଓଡ଼ିଆ କବିତାର ଉତ୍ତରଣଧାରା ଅବଗତ ହେବା ନିମିତ୍ତ ଏହି ପାଠ୍ୟପତ୍ରଟି ଉଦ୍ଦିଷ୍ଟ । ଏହି ସମୟଖଣ୍ଡର ପ୍ରତିନିଧି ଶ୍ରେଣୀୟ କବିମାନଙ୍କର କାବ୍ୟାଂଶ ବା କବିତାପଠନ ମାଧ୍ୟମରେ ଛାତ୍ରଛାତ୍ରୀ ଏ ଦିଗରେ ଜ୍ଞାନ ଆହରଣ କରିବେ ।

Unit wise Learning Outcome (ପ୍ରତି ଏକକର ଅଧ୍ୟୟନ ଫଳଶ୍ରୁତି) :

- ୧ମ ଏକକ: ଏହି ଏକକରେ ରାଧାନାଥଙ୍କ ମହାଯାତ୍ରା, ଗଙ୍ଗାଧରଙ୍କ ତପସ୍ବିନୀ ଓ ଭୀମ ଭୋଇଙ୍କ ସ୍ତୁତି ଚିନ୍ତାମଣିର ଗୋଟିଏ ଗୋଟିଏ ଅଂଶ ଅଧ୍ୟୟନଦ୍ୱାରା ଛାତ୍ରଛାତ୍ରୀ ପ୍ରାରମ୍ଭିକ ପର୍ଯ୍ୟାୟର ଆଧୁନିକ କାବ୍ୟଧାରା ବିଷୟରେ ଜାଣିପାରିବେ।
- ୨ୟ ଏକକ: ମଧୁସୂଦନ, ଗୋଦାବରୀଶ ଓ କୁନ୍ତଳା କୁମାରୀଙ୍କ ଗୋଟିଏ ଗୋଟିଏ କବିତା ଏହି ଏକକରେ ସ୍ଥାନିତ। ଏଥିରୁ ଆଧୁନିକ ଓଡ଼ିଆ ଗୀତିକବିତାର ବୈଚିତ୍ର୍ୟ ଓ ବିଶେଷତ୍ୱ ସାଙ୍କେତିକରୂପେ ଉପଲବ୍ଧ ହେବ।
- ୩ୟ ଏକକ: ରାଧାମୋହନ ଗଡ଼ନାୟକ, ମାୟାଧର ମାନସିଂହ ଓ ସଚ୍ଚିଦାନନ୍ଦ ରାଉତରାୟ ପ୍ରମୁଖ ଆଧୁନିକ ଓଡ଼ିଆ ସାହିତ୍ୟର ସୁପ୍ରତିଷ୍ଠିତ କବିଙ୍କ କବିତାଗୁଡ଼ିକ ଅଧ୍ୟୟନକରି ଛାତ୍ରଛାତ୍ରୀ ଉପକୃତ ହୋଇପାରିବେ।
- ୪ର୍ଥ ଏକକ: ସ୍ୱାଧୀନତା ପରବର୍ତ୍ତୀ କାଳର ବିଶିଷ୍ଟ କବିତାମାନଙ୍କ ମଧ୍ୟରେ ବିନୋଦ ଚନ୍ଦ୍ର ନାୟକଙ୍କ 'ଗ୍ରାମପଥ', ସୌରାନ୍ତ ବାରିକଙ୍କ 'କର୍ଣ୍ଣ' ଓ ବ୍ରହ୍ମୋତ୍ପୀ ମହାନ୍ତିଙ୍କ 'ମୃତ୍ୟୁ ସମ୍ପର୍କରେ' କବିତାତ୍ରୟ ଏକଏକ ବିଶେଷ ଦିଗର ପ୍ରତିନିଧିତ୍ୱ କରେ । ତେଣୁ ଏହାର ଅଧ୍ୟୟନଦ୍ୱାରା ଅତ୍ୟାଧୁନିକ କବିତାର ମହତ୍ତ୍ୱ ବୁଝାପଡ଼ିବ।

ପାଠ୍ୟ ବିଷୟ

- ୧ମ ଏକକ : କ) ମହାଯାତ୍ରା – ୧ମ ସର୍ଗ – ରାଧାନାଥ ରାୟ
ଖ) ତପସ୍ବିନୀ-୩ୟ ସର୍ଗ – ଗଙ୍ଗାଧର ମେହେର
ଗ) ସ୍ତୁତି ଚିନ୍ତାମଣି-୩୭ଶ ବୋଲି – ଭୀମ ଭୋଇ
- ୨ୟ ଏକକ : କ) ବିଚ୍ଛେଦେ (ବସନ୍ତ ଗାଥା) – ମଧୁସୂଦନ ରାଓ
ଖ) ନିମିଷକ ଦେଖା – ଗୋଦାବରୀଶ ମିଶ୍ର
ଗ) ଶେଫାଳି ପ୍ରତି – କୁନ୍ତଳା କୁମାରୀ ସାବତ
- ୩ୟ ଏକକ : କ) ବୀରରାଣୀ ଶୁକଦେଇ (ଉତ୍କଳିକା) – ରାଧାମୋହନ ଗଡ଼ନାୟକ
ଖ) ବିରହୀ ଘନ – ମାୟାଧର ମାନସିଂହ
ଗ) ପ୍ରତିମା ନାୟକ – ସଚ୍ଚିଦାନନ୍ଦ ରାଉତରାୟ
- ୪ର୍ଥ ଏକକ : କ) ଗ୍ରାମପଥ – ବିନୋଦ ଚନ୍ଦ୍ର ନାୟକ
ଖ) କର୍ଣ୍ଣ – ସୌରାନ୍ତ ବାରିକ
ଗ) ମୃତ୍ୟୁ ସମ୍ପର୍କରେ – ବ୍ରହ୍ମୋତ୍ପୀ ମହାନ୍ତି

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ(Book of reference) :

୧. ମହାଯାତ୍ରା ଓ ରାଧାନାଥ-ସଂ. ବେଣୁଧର ରାଉତ, ଫ୍ରେଣ୍ଡସ୍ ପବ୍ଲିଶର୍ସ, କଟକ
୨. ମାନସିଂହ ମାନସ- ଶ୍ରୀଚରଣ ମହାନ୍ତି, ପ୍ରଗତି ଉତ୍କଳ ସଂଘ, ରାଉରକେଲା
୩. ଗୋଦାବରୀଶ ମହାପାତ୍ର ପରିକ୍ରମା – ବୃନ୍ଦାବନ ଚନ୍ଦ୍ର ଆଚାର୍ଯ୍ୟ
୪. ସବୁଜ କବିତାର ରୂପ ବିଭବ –ପ୍ରମୋଦ କୁମାର ପାଢୀ, ଶ୍ୟାମା ପ୍ରକାଶନୀ, ଭୁବନେଶ୍ୱର
୫. ଆଧୁନିକ ଓଡ଼ିଆ କବିତାରେ ନାରୀ – ବସୁବାହନ ମହାପାତ୍ର, ବିଜୟିନୀ ପବ୍ଲିକେଶନ୍ସ, କଟକ

୬. ସହକର୍ମି ଭାମ ଭୋଇ- ସାରଳା ସାହିତ୍ୟ ସଂସଦ, ଓଡ଼ିଶା ବୁକ୍ ଷୋର, କଟକ
ପାଠ୍ୟପୁସ୍ତକ(Text Books):

୧. ବସନ୍ତ ଗାଥା-ମଧୁସୂଦନ ରାଓ, ଓଡ଼ିଶା ମିଶନ୍ ପ୍ରେସ୍, କଟକ
ନମୁନା ପ୍ରଶ୍ନ (Sample Questions):

୧. ତପସ୍ବିନୀ କାବ୍ୟର କେତେ ଗୋଟି ସର୍ଗ ରହିଛି ? (୧ ମାର୍କ)
୨. ମଧୁସୂଦନଙ୍କ ଦୁଇ ଗୋଟି ସମ୍ବୋଧନ ଗୀତିକାର ନାମୋଲ୍ଲେଖ କର । (୨ ମାର୍କ)
୩. ପଠିତ କବିତା ଅବଲମ୍ବନରେ ପ୍ରତିମା ନାୟକର ଜୀବନବନ୍ଧା ସୁଚାଇ ଦିଅ । (୫ ମାର୍କ)
୪. ଏକ ମିଥ୍ୟର୍ମୀ କବିତା ଭାବେ କର୍ଣ୍ଣ କବିତାର ମୂଲ୍ୟାୟନ କର । (୮ ମାର୍କ)

Core IX ଚତୁର୍ଥ ପର୍ଯ୍ୟାୟ (Semester-IV) ଓଡ଼ିଆ ନାଟକ ଓ ଏକାଙ୍କିକା

Course Outcome (ପାଠ୍ୟପତ୍ର ଫଳଶ୍ରୁତି) :

ଓଡ଼ିଶାର ନାଟ୍ୟ ପରମ୍ପରା ସୁପ୍ରାଚୀନ ହେଲେ ହେଁ, ଆଧୁନିକ ଯୁଗରେ ହିଁ ଲିଖିତ ନାଟକ ଓ ଏକାଙ୍କିକାର ପରିପ୍ରକାଶ ଘଟିଛି । ଜଗନ୍ନାଥନ ଲାଲଙ୍କ ବାବାଜୀଠାରୁ ଏଯାବତ୍ ଆମର ନାଟ୍ୟସାହିତ୍ୟ ଆଜିକାଲି ଓ ଆତ୍ମିକ ଦୃଷ୍ଟିରୁ ପରିବର୍ତ୍ତିତ ହୋଇଆସିଛି । ସଂସ୍କାରବୋଧ, ଭକ୍ତିଚେତନା, ଜାତୀୟ ଜାଗରଣ ଓ ରାଜନୀତି କ୍ଷେତ୍ରରେ ପଠକ ପରିବର୍ତ୍ତନ ତଥା ସାମାଜିକ ଜୀବନର ବିବିଧରୂପ ଓ ସମସ୍ୟାକୁ ନାଟକ ଅଙ୍ଗୀଭୂତ କରିଛି । ଓଡ଼ିଆ ନାଟକର ଏହି ବିବର୍ତ୍ତନଧାରା ଶୀଘ୍ର ପାଠ୍ୟପତ୍ରରେ ଛାତ୍ରଛାତ୍ରୀ ଉପଲକ୍ଷି କରିପାରିବେ ।

Unit wise Learning Outcome (ପ୍ରତି ଏକକର ଅଧ୍ୟୟନ ଫଳଶ୍ରୁତି):

- ୧ମ ଏକକ : ଏହି ଏକକର ପ୍ରଥମ ଓଡ଼ିଆ ନାଟକ ବାବାଜୀ ସମ୍ପର୍କରେ ଅଥବା ଗୋପାଳ ଛୋଟରାୟଙ୍କ ବିଶିଷ୍ଟ ରାଜନୀତିକ ନାଟକ ପରକଳମର ବାର୍ତ୍ତା ଉପରେ ଅବଗତ ହୋଇପାରିବେ ।
- ୨ୟ ଏକକ : ମନୋରଞ୍ଜନଙ୍କ ଅପରାଧପ୍ରବଣ ନାଟକ ସାଗରମଞ୍ଜନ ଅଥବା କାର୍ତ୍ତିକ ରଥଙ୍କ ଈଶ୍ଵର ଜଣେ ଯୁବକ ପରି ପ୍ରଭାବଶାଳୀ କଥାବସ୍ତୁ ଓ ଆଭିମୁଖ୍ୟ ସମ୍ପର୍କରେ ଏହି ଏକକରେ ଜାଣିବାର ସୁଯୋଗ ରହିଛି ।
- ୩ୟ ଏକକ : ଆମ ସମୟର ଦୁଇଜଣ ବିଶିଷ୍ଟ ନାଟ୍ୟକାର ନାରାୟଣ ସାହୁ ଓ ବିଜୟ ଶତପଥୀଙ୍କ ଯଥାକ୍ରମେ ରାଜରାଣୀ ଉପାଖ୍ୟାନ ଓ କୋକୁଆ ନାଟକ ସାମ୍ପ୍ରତିକ ଓଡ଼ିଆ ନାଟକର ଗୁଣାତ୍ମକ ମୂଲ୍ୟ ଓ ଉପସ୍ଥାପନ କୌଶଳକୁ ଚିହ୍ନଟ କରିବ ।
- ୪ର୍ଥ ଏକକ : ଛାତ୍ରଛାତ୍ରୀମାନେ ରଘୁକର ଚଳନି ଓ ସୁରେନ୍ ମହାନ୍ତିଙ୍କ ଦୁଇଟି ବଳିଷ୍ଠ ଏକାଙ୍କିକା ଅଥବା ମଙ୍ଗଳୁ ଚରଣ ବିଶ୍ଵାଳଙ୍କ ପ୍ରସିଦ୍ଧ ଭୂଷା ନାଟକର ମର୍ମବାଣୀ ଜାଣିବାର ସୁଯୋଗ ଏହି ଏକକରେ ରହିଛି ।

ପାଠ୍ୟ ବିଷୟ

୧ମ ଏକକ : ବାବାଜୀ -ଜଗନ୍ନାଥନ ଲାଲ୍ କିମ୍ବା ପରକଳମ - ଗୋପାଳ ଛୋଟରାୟ

୨ୟ ଏକକ : ସାଗରମଞ୍ଜନ - ମନୋରଞ୍ଜନ ଦାସ କିମ୍ବା ଈଶ୍ଵର ଜଣେ ଯୁବକ - କାର୍ତ୍ତିକ ଚନ୍ଦ୍ର ରଥ

୩ୟ ଏକକ : ରାଜରାଣୀ ଉପାଖ୍ୟାନ – ନାରାୟଣ ସାହୁ କିମ୍ବା କୋକୁଆ – ବିଜୟ ଶତପଥୀ

୪ର୍ଥ ଏକକ : ଏକାଂକିକା-

ପାହାଡ଼ର ଆତ୍ମକଥା- ସୁରେନ୍ ମହାନ୍ତି ଏବଂ ଅନ୍ୟ ଏକ ଶ୍ରବଣକୁମାର - ରଘୁକର ଚଇନି
କିମ୍ବା

ଭୂଖା - ମଙ୍ଗଳୁଚରଣ ବିଶ୍ୱାଳ

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ (Books of references):

୧. ଓଡ଼ିଆ ନାଟକର ଇତିହାସ – ନୀଳାଦ୍ରି ଭୂଷଣ ହରିଚନ୍ଦନ, ଫ୍ରେଣ୍ଡସ୍ ପବ୍ଲିଶର୍ସ, କଟକ
୨. ଓଡ଼ିଆ ନାଟକର ଉଦ୍ଭବ ଓ ବିକାଶ – ରଘୁକର ଚଇନି, ବୁକ୍ସ ଏଣ୍ଡ୍ ବୁକ୍ସ, କଟକ
୩. ଓଡ଼ିଆ ନାଟକର ବିକାଶଧାରା (୧ମ, ୨ୟ, ୩ୟ ଓ ୪ର୍ଥ ଖଣ୍ଡ) - ହେମନ୍ତ କୁମାର ଦାସ, ସାଥୀ ମହଲ, କଟକ
୪. ବିବର୍ତ୍ତିତ ଓଡ଼ିଆ ନାଟ୍ୟଧାରା ଓ ନାଟ୍ୟକାର ରଘୁକର ଚଇନି – ରଶ୍ମିତା ତ୍ରିପାଠୀ, ସୃଜନ ଚକାଡୋଳା ଧାମ, ଭୁବନେଶ୍ୱର
୫. ମନୋରଞ୍ଜନ ଦାସଙ୍କ ନାଟ୍ୟ ଦିଗନ୍ତ – ସଂ. ନାରାୟଣ ସାହୁ, ନୀଳୟା, କଟକ-୧୯୯୨

ପାଠ୍ୟପୁସ୍ତକ(Text Books):

୧. ବାବାଜୀ- ଜଗନ୍ନୋହନ ଲାଲ
୨. ସାଗରମଞ୍ଜନ – ମନୋରଞ୍ଜନ ଦାସ
୩. ଭୂଖା- ମଙ୍ଗଳୁଚରଣ ବିଶ୍ୱାଳ, ଫ୍ରେଣ୍ଡସ୍ ପବ୍ଲିଶର୍ସ, କଟକ
୪. ଈଶ୍ୱର ଜଣେ ଯୁବକ- କାର୍ତ୍ତିକଚନ୍ଦ୍ର ରଥ, ଓଡ଼ିଶା ବୁକ୍ ଷ୍ଟୋର, କଟକ
୫. ପରକଳମ- ଗୋପାଳ ଛୋଟରାୟ
୬. କୋକୁଆ- ବିଜୟ କୁମାର ଶତପଥୀ, ଅଗ୍ରଦୂତ, କଟକ
୭. ରାଜରାଣୀ ଉପାଖ୍ୟାନ- ନାରାୟଣ ସାହୁ, ଫ୍ରେଣ୍ଡସ୍ ପବ୍ଲିଶର୍ସ, କଟକ
୮. ପାହାଡ଼ର ଆତ୍ମକଥା - ସୁରେନ୍ ମହାନ୍ତି
୯. ଅନ୍ୟ ଏକ ଶ୍ରବଣ କୁମାର – ରଘୁକର ଚଇନି

ନମୁନା ପ୍ରଶ୍ନ (sample Questions):

୧. ସାଗର ମଞ୍ଜନ ନାଟକଟି କେଉଁ ବିଶିଷ୍ଟ ଇଂରାଜୀ ନାଟକର ଛାୟାରେ ଲିଖିତ ? (୧ ମାର୍କ)
୨. ନାରାୟଣ ସାହୁଙ୍କ ଦୁଇଟି ବେତାର ନାଟକର ନାମ ଲେଖ । (୨ ମାର୍କ)
୩. ଜଗନ୍ନୋହନ ଲାଲଙ୍କ ପଠିତ ନାଟକରୁ ବାବାଜୀ ଚରିତ୍ରର ବିଶେଷତ୍ୱ ଦର୍ଶାଅ । (୫ ମାର୍କ)
୪. ପରକଳମ ଏକ ବଳିଷ୍ଠ ରାଜନୀତିକ ନାଟକ – ଆଲୋଚନା କର । (୮ ମାର୍କ)

Course Outcome (ପାଠ୍ୟପତ୍ର ଫଳଶ୍ରୁତି) :

କଥାସମ୍ରାଟ ଫକୀରମୋହନଙ୍କଠାରୁ ଆରମ୍ଭକରି ରାମଚନ୍ଦ୍ର ବେହେରାଙ୍କ ପର୍ଯ୍ୟନ୍ତ ଓଡ଼ିଆ କଥାସାହିତ୍ୟର ବୈଭବମୟ ବିକାଶ ସହିତ ବିଭିନ୍ନ ମୋଡ଼ବେଳ ଆମର ଗନ୍ଧ ଓ ଉପନ୍ୟାସ କିପରି ଗଠିକରି ଆସିଛି, ତାହା ଏହି ପାଠ୍ୟପତ୍ରରୁ ଉପଲବ୍ଧ ହେବ । କେତେକଣ ପ୍ରତିନିଧିଶ୍ରେଣୀୟ ଲେଖକଙ୍କ ରଚନାକୁ ଏହି ପତ୍ରରେ ଅଧ୍ୟୟନ କରି ଛାତ୍ରଛାତ୍ରୀ ଓଡ଼ିଆ ଗନ୍ଧ ଓ ଉପନ୍ୟାସ ସାହିତ୍ୟ ସମ୍ପର୍କରେ ଧାରଣା ଲାଭକରିବେ ।

Unit wise Learning Outcome (ପ୍ରତି ଏକକର ଅଧ୍ୟୟନ ଫଳଶ୍ରୁତି):

- ୧ମ ଏକକ :** ଫକୀରମୋହନଙ୍କ ‘ଲଛମା’ ଏକ ସ୍ମରଣୀୟ ଐତିହାସିକ ଉପନ୍ୟାସ । ଓଡ଼ିଶାରେ ବର୍ଗୀ ଅତ୍ୟାଚାରର ବିଷୟ ଏଥିରେ ସମନ୍ୱିତ । ସେହିପରି କାଳିନ୍ଦୀ ଚରଣଙ୍କ ‘ଆଜିର ମଣିଷ’ ଉପନ୍ୟାସରେ ଭାରତ ସ୍ୱାଧୀନତାକାଳୀନ ବିବିଧ ଘଟଣାବଳୀର ପ୍ରତିବିମ୍ବ କିପରି ଉଦ୍ଭାସିତ, ତାହା ଛାତ୍ରଛାତ୍ରୀ ଅଧ୍ୟୟନ ମାଧ୍ୟମରେ ଜାଣିପାରିବେ ।
- ୨ୟ ଏକକ :** ଗୋପୀନାଥ ମହାନ୍ତିଙ୍କ ‘ଦାଦିବୁଢ଼ା’ ହେଉ ବା ସୁରେନ୍ଦ୍ର ମହାନ୍ତିଙ୍କର ‘କାଳାନ୍ତର’, ଉଭୟରେ ଯଥାକ୍ରମେ ଓଡ଼ିଶାର ଆଦିବାସୀ ଜନଜୀବନ ଓ ପ୍ରାକୃତିକ ବିପର୍ଯ୍ୟୟର ସଂକେତ ନିହିତ । ଆମ ଉପନ୍ୟାସ ସାହିତ୍ୟରେ ସାମାଜିକ ବାସ୍ତବତାର ଲକ୍ଷଣକୁ ଛାତ୍ରଛାତ୍ରୀ ଅବଶ୍ୟ ଅଧ୍ୟୟନ ମାଧ୍ୟମରେ ଜାଣିପାରିବେ ।
- ୩ୟ ଏକକ :** ରେବତୀ, ଏବେ ମଧ୍ୟ ବଞ୍ଚିଛି, ଶିକାର ଓ ତିମିରିଫୁଲ ଓଡ଼ିଆ ସାହିତ୍ୟର ଚାରିଗୋଟି ଲୋକପ୍ରିୟ ଗନ୍ଧ । ଏଥିରୁ ଶିକ୍ଷାବ୍ୟବସ୍ଥା, ଦେଶପ୍ରେମ ଓ ଓଡ଼ିଆ ଜାତିର ସ୍ୱାଭିମାନ ସହିତ ମାର୍କ୍ସବାଦୀ ଚେତନା ଓ ମାନବୀୟ ମନସ୍ତତ୍ତ୍ୱର ନିଖୁଣ ଚିତ୍ର ଛାତ୍ରଛାତ୍ରୀ ଅବଗତ ହୋଇପାରିବେ ।
- ୪ର୍ଥ ଏକକ :** ରଚନାର ପରିମାଣ ଓ ଗୁଣବତ୍ତା ଦୃଷ୍ଟିରୁ ମନୋଜ ଦାସ, ଶାନ୍ତନୁ ଆଚାର୍ଯ୍ୟ, ବୀଣାପାଣି ମହାନ୍ତି ଓ ରାମଚନ୍ଦ୍ର ବେହେରାଙ୍କ ଗନ୍ଧ ଓଡ଼ିଆ ସାହିତ୍ୟକୁ ରଞ୍ଜିତ କରୁଛି । ସେମାନଙ୍କର ଏକ ଏକ ଗନ୍ଧ ପଠନଦ୍ୱାରା ଶିକ୍ଷାର୍ଥୀମାନେ ଓଡ଼ିଆ ଗନ୍ଧ ସାହିତ୍ୟର ସାମଗ୍ରିକ ମୂଲ୍ୟବୋଧକୁ ଆକଳନ କରି ପାରିବେ ।

ପାଠ୍ୟ ବିଷୟ

୧ମ ଏକକ : ଲଛମା – ଫକୀର ମୋହନ ସେନାପତି କିମ୍ବା ଆଜିର ମଣିଷ - କାଳିନ୍ଦୀ ଚରଣ ପାଣିଗ୍ରାହୀ

୨ୟ ଏକକ : ଦାଦିବୁଢ଼ା - ଗୋପୀନାଥ ମହାନ୍ତି କିମ୍ବା କାଳାନ୍ତର- ସୁରେନ୍ଦ୍ର ମହାନ୍ତି

୩ୟ ଏକକ : ରେବତୀ – ଫକୀରମୋହନ ସେନାପତି, ଏବେ ମଧ୍ୟ ବଞ୍ଚିଛି – ଗୋଦାବରୀଶ ମହାପାତ୍ର,

ଶିକାର - ଭଗବତୀ ଚରଣ ପାଣିଗ୍ରାହୀ, ତିମିରି ଫୁଲ- ଅଶ୍ୱଳ ମୋହନ ପଟ୍ଟନାୟକ

୪ର୍ଥ ଏକକ : କ) ସୁନା ମେଡାଲ - ମନୋଜ ଦାସ

ଖ) କଳାପର୍ଦ୍ଦାର ଆରପଟେ- ଶାନ୍ତନୁ କୁମାର ଆଚାର୍ଯ୍ୟ

ଗ) ପାଟଦେଇ- ବୀଣାପାଣି ମହାନ୍ତି

ଘ) ଗୋପପୁର- ରାମଚନ୍ଦ୍ର ବେହେରା

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ (Book of reference):

୧. ଓଡ଼ିଆ ଉପନ୍ୟାସ ସାହିତ୍ୟର ପରିଚୟ – ପଠାଣି ପଟ୍ଟନାୟକ, ଓଡ଼ିଶା ବୁକ୍ ଷୋର, କଟକ
୨. କଥାଶିଳ୍ପୀ ମନୋଜ ଦାସ - ଶତ୍ରୁଘ୍ନ ପାଣ୍ଡବ
୩. ଓଡ଼ିଆ ଗଳ୍ପର ଗତି ଓ ପ୍ରକୃତି – ବୈଷ୍ଣବ ଚରଣ ସାମଲ – ପ୍ରେକ୍ଷା ପବ୍ଲିଶର୍ସ, କଟକ
୪. ଶହେ ପଚାଶ ବର୍ଷର ଆଧୁନିକ ଓଡ଼ିଆ କ୍ଷୁଦ୍ରଗଳ୍ପ : ଏକ ତାତ୍ତ୍ୱିକ ବିଶ୍ଳେଷଣ –ଡକ୍ଟର କବିତା ବାରିକ, ବିଦ୍ୟାପୁରୀ, କଟକ
୫. ଗୋପୀନାଥ ମହାନ୍ତିଙ୍କ କଥା ସାହିତ୍ୟର ବ୍ୟାପ୍ତି ଓ ଦୀପ୍ତି - ସଂ. ବିଜୟ କୁମାର ଶତପଥୀ, ଲିପି ହେମ୍ସ୍, ପ୍ରାଚୀ ସାହିତ୍ୟ ପ୍ରତିଷ୍ଠାନ
୬. ଗୋପୀନାଥ ମହାନ୍ତି ପ୍ରସ୍ତା ମାନସ – ସାରଳା ସାହିତ୍ୟ ସଂସଦ, କଟକ
୭. ରାମଚନ୍ଦ୍ର ବେହେରାଙ୍କ କଥାସାହିତ୍ୟରେ ସ୍ଥାପତ୍ୟ ଓ ବୈଚିତ୍ର୍ୟ - ଗିରୀଶ ଚନ୍ଦ୍ର ସାହୁ, ବିଦ୍ୟାପୁରୀ, କଟକ
୮. ସାହିତ୍ୟସାଧକ ଶାନ୍ତନୁ କୁମାର ଆଚାର୍ଯ୍ୟ- ସଂ. ବାଉରୀବନ୍ଧୁ କର, ଗ୍ରନ୍ଥମନ୍ଦିର, କଟକ

ପାଠ୍ୟପୁସ୍ତକ(Text Books):

୧. ଦାଦିବୁଢ଼ା - ଗୋପୀନାଥ ମହାନ୍ତି,
୨. ଗୋପପୁର -ରାମଚନ୍ଦ୍ର ବେହେରା
୩. ମନୋଜ ପଂଚବିଂଶତି - ମନୋଜ ଦାସ
୪. କଳାପଦ୍ମର ଆରପଟେ - ଶାନ୍ତନୁ କୁମାର ଆଚାର୍ଯ୍ୟ
୫. ଆଜିର ମଣିଷ - କାଳିନ୍ଦୀ ଚରଣ ପାଣିଗ୍ରାହୀ
୬. କାଳାନ୍ତର - ସୁରେନ୍ଦ୍ର ମହାନ୍ତି
୭. ଲକ୍ଷ୍ମୀ - ଫକୀରମୋହନ ସେନାପତି

ନମୁନା ପ୍ରଶ୍ନ (Sample Questions):

୧. ଲକ୍ଷ୍ମୀ ଉପନ୍ୟାସଟି କେଉଁ ମସିହାରେ ପ୍ରକାଶିତ ? (୧ ମାର୍କ)
୨. ସୁରେନ୍ଦ୍ର ମହାନ୍ତିଙ୍କ ଦୁଇଟି ଐତିହାସିକ ଉପନ୍ୟାସର ନାମ ଲେଖ । (୨ ମାର୍କ)
୩. ଏବେ ମଧ୍ୟ ବଞ୍ଚିଛି ଗଳ୍ପରେ ଓଡ଼ିଆ ଜାତିର ସ୍ୱାଭିମାନ କିପରି ପୁଚ୍ଛି ଦର୍ଶାଅ ? (୫ ମାର୍କ)
୪. ନାରୀ ନିର୍ଯ୍ୟାତନାର ପୃଷ୍ଠଭୂମିରେ ରଚିତ ପାଟଦେଇ ଗଳ୍ପର ସାହିତ୍ୟିକ ମୂଲ୍ୟ ନିର୍ଦ୍ଧାରଣ କର । (୮ ମାର୍କ)

Core XI ପଞ୍ଚମ ପର୍ଯ୍ୟାୟ (Semester-V)

ଆଧୁନିକ ଓଡ଼ିଆ ଗଦ୍ୟସାହିତ୍ୟ

Course Outcome (ପାଠ୍ୟପତ୍ର ଫଳଶ୍ରୁତି) :

ଜୀବନୀ, ଆତ୍ମଜୀବନୀ, ଭ୍ରମଣ କାହାଣୀ, ପ୍ରବନ୍ଧ, ରମ୍ୟ ରଚନା ଆଦି ଓଡ଼ିଆ ଗଦ୍ୟସାହିତ୍ୟର ବିଭିନ୍ନ ରୂପକୁ ଚିହ୍ନିବା ପାଇଁ ଏହି ପତ୍ରଟି ପରିକଳ୍ପିତ । ଛାତ୍ରଛାତ୍ରୀମାନେ ବିଭିନ୍ନ ରୂପର ଗଦ୍ୟସାହିତ୍ୟର ବିବିଧ ରଚନା ଅଧ୍ୟୟନ କଲେ ଓଡ଼ିଆ ଗଦ୍ୟର ସମୃଦ୍ଧ ଧାରାକୁ ଉପଲକ୍ଷ୍ୟ କରିପାରିବେ ।

Unit wise Learning Outcome (ପ୍ରତି ଏକକର ଅଧ୍ୟୟନ ଫଳଶ୍ରୁତି) :

- ୧ମ ଏକକ : ଏହି ଏକକରେ ଓଡ଼ିଆ ସାହିତ୍ୟର ଗୋଟିଏ ପ୍ରସିଦ୍ଧ ଆତ୍ମଜୀବନୀ ଅଥବା ଏକ ବିଶିଷ୍ଟ ଜୀବନୀର କିୟଦଂଶ ଅଧ୍ୟୟନ କରିବାର ସୁଯୋଗ ରହିଛି । 'ମୋ ସମୟର ଓଡ଼ିଶା' ରେ ପ୍ରାବନ୍ଧିକ କୃଷ୍ଣଚନ୍ଦ୍ରଙ୍କ ଜୀବନକଥା ସହିତ ସମକାଳୀନ ଓଡ଼ିଶାର ପ୍ରାଣସ୍ୱୟନ୍ଦନ ତଥା 'ଗାନ୍ଧୀ ମଣିଷ' ରେ ଜାତିର ପିତା ମହାତ୍ମାଜୀଙ୍କ ଜୀବନର ବାର୍ତ୍ତା ଛାତ୍ରଛାତ୍ରୀଙ୍କ ପାଖକୁ ପହଞ୍ଚିପାରିବ ।
- ୨ୟ ଏକକ : ଓଡ଼ିଆ ଭ୍ରମଣକାହାଣୀର ବିଦେଶାନୁଭୂତିକୁ 'ପଶ୍ଚିମ ଆଫ୍ରିକାରେ ଓଡ଼ିଆ ଢେଙ୍କି' ଅଥବା 'ଆମେରିକା ଅନୁଭୂତି' ଭ୍ରମଣ କାହାଣୀ ମାଧ୍ୟମରେ ଜାଣିବାର ଅବକାଶ ରହିଛି ଏହି ଏକକରେ ।
- ୩ୟ ଏକକ : ଓଡ଼ିଆ ଗଦ୍ୟ ସାହିତ୍ୟରେ ରମ୍ୟରଚନାର ସ୍ଥାନ ସ୍ୱତନ୍ତ୍ର । ଗୋପାଳଚନ୍ଦ୍ର ପ୍ରହରାଜ ଓ ନିତ୍ୟାନନ୍ଦ ମହାପାତ୍ର ଦୁଇଜଣ ରମ୍ୟରଚନାର ରଚୟିତା । ତାଙ୍କର ଏକ ଏକ ସ୍ମରଣୀୟ ରମ୍ୟରଚନାର କିୟଦଂଶ ପାଠକରି ଛାତ୍ରଛାତ୍ରୀ ଓଡ଼ିଆ ରମ୍ୟରଚନା ଅବଶ୍ୟ ଉପଲକ୍ଷ୍ମି କରିପାରିବେ ।
- ୪ର୍ଥ ଏକକ : ଓଡ଼ିଆ ପ୍ରବନ୍ଧ ସାହିତ୍ୟ ସମ୍ପର୍କରେ ବିଶେଷ ଧାରଣା ସୃଷ୍ଟି କରିବାପାଇଁ 'ଆର୍ଯ୍ୟ ଜୀବନ,' 'ମଧୁସନ୍ଧାନ ' ଏବଂ 'ଭଗବାନ ଓ ଓଡ଼ିଆ ଜାତି' ପ୍ରବନ୍ଧ ଉପଯୋଗୀ ହେବ ।

ପାଠ୍ୟ ବିଷୟ

- ୧ମ ଏକକ : ମୋ ସମୟର ଓଡ଼ିଶା (ପ୍ରଥମ ଛଅଟି ପରିଚ୍ଛେଦ- ୮୭ ପୃଷ୍ଠା ପର୍ଯ୍ୟନ୍ତ)—କୃଷ୍ଣଚନ୍ଦ୍ର ପାଣିଗ୍ରାହୀ
କିମ୍ବା ଗାନ୍ଧୀ ମଣିଷ (ପ୍ରଥମ ଦଶଟି ପରିଚ୍ଛେଦ, ୫୫ ପୃଷ୍ଠା ପର୍ଯ୍ୟନ୍ତ)- ଶରତ କୁମାର ମହାନ୍ତି
- ୨ୟ ଏକକ : ପଶ୍ଚିମ ଆଫ୍ରିକାରେ ଓଡ଼ିଆ ଢେଙ୍କି- ଭୁବନେଶ୍ୱର ବେହେରା (ଭ୍ରମଣକାହାଣୀ)
କିମ୍ବା ଆମେରିକା ଅନୁଭୂତି - ଗୋଲୋକ ବିହାରୀ ଧଳ (ଭ୍ରମଣକାହାଣୀ)
- ୩ୟ ଏକକ : ଭାଗବତ ଚୁଙ୍ଗାରେ ସନ୍ଧ୍ୟା (ପ୍ରଥମ ଚାରୋଟି ସନ୍ଧ୍ୟା)- ଗୋପାଳ ଚନ୍ଦ୍ର ପ୍ରହରାଜ
କିମ୍ବା ପତ୍ର ଓ ପ୍ରତିମା (ପ୍ରଥମ ଚାରୋଟି ରଚନା)- ନିତ୍ୟାନନ୍ଦ ମହାପାତ୍ର
- ୪ର୍ଥ ଏକକ : ପ୍ରବନ୍ଧ ସାହିତ୍ୟ – କ) ଆର୍ଯ୍ୟଜୀବନ – ନୀଳକଣ୍ଠ ଦାସ
ଖ) ମଧୁସଂଧାନ – ଚନ୍ଦ୍ରଶେଖର ରଥ
ଗ) ଭଗବାନ ଓ ଓଡ଼ିଆ ଜାତି - ଚିତ୍ତ ରଞ୍ଜନ ଦାସ

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ (Book of reference):

୧. ଜୀବନୀ ସାହିତ୍ୟ ଏକ ଅଧ୍ୟୟନ – ପଠାଣି ପଟ୍ଟନାୟକ, ଓଡ଼ିଶା ପା.ପୁ.ପ୍ର ଓ ପ୍ରକାଶନ ସଂ, ଭୁବନେଶ୍ୱର
୨. ସମାଲୋଚନାର ଦିଗ ଦିଗନ୍ତ- ଖଗେଶ୍ୱର ମହାପାତ୍ର, ପ୍ରେକ୍ଷା ପବ୍ଲିଶର୍ସ, କଟକ
୩. ସାହିତ୍ୟ ଓ ସମାଲୋଚନା – କୁଞ୍ଜବିହାରୀ ଦାଶ, ଓଡ଼ିଶା ବୁକ୍ ଷୋର୍, କଟକ
୪. ଓଡ଼ିଆ ପ୍ରବନ୍ଧ ସାହିତ୍ୟର ଇତିହାସ – ଅସିତ୍ କବି, ଗ୍ରନ୍ଥ ମନ୍ଦିର, କଟକ
୫. ଓଡ଼ିଆ ଆତ୍ମଜୀବନୀ ସମୀକ୍ଷଣ- ଅଜାମ୍ବର ମଲ୍ଲ- ବିଜୟିନୀ ପବ୍ଲିକେଶନ୍ସ, କଟକ
୬. ଗୋପାଳ ଚନ୍ଦ୍ର ପ୍ରହରାଜଙ୍କ ଦୁଷ୍ପାପ୍ୟ ରଚନାବଳୀ- କଲ୍ୟାଣ ପଟ୍ଟନାୟକ, ପ୍ରେକ୍ଷା ପବ୍ଲିଶର୍ସ, କଟକ

ପାଠ୍ୟପୁସ୍ତକ(Text Books):

୧. ମୋ ସମୟର ଓଡ଼ିଶା- କୃଷ୍ଣଚନ୍ଦ୍ର ପାଣିଗ୍ରାହୀ, କିତାବ ମହଲ, କଟକ
୨. ଗାନ୍ଧୀ ମଣିଷ- ଶରତ କୁମାର ମହାନ୍ତି, ମିତାବୁକ୍ସ, କଟକ
୩. ପଶ୍ଚିମ ଆଫ୍ରିକାରେ ଓଡ଼ିଆ ଢେଙ୍କି – ଭୁବନେଶ୍ୱର ବେହେରା, କଟକ ସ୍ତୁତେଷ୍ଟ୍ ସ୍କୋର, କଟକ
୪. ଆମେରିକା ଅନୁଭୂତି- ଗୋଲୋକ ବିହାରୀ ଧଳ, ପ୍ରେକ୍ଷା ପବ୍ଲିଶର୍ସ, କଟକ
୫. ପତ୍ର ଓ ପ୍ରତିମା- ନିତ୍ୟାନନ୍ଦ ମହାପାତ୍ର

ନମୁନା ପ୍ରଶ୍ନ (Sample Questions):

୧. 'ମୋ ସମୟର ଓଡ଼ିଶା' ଆତ୍ମକାବନୀରେ କେତେ ଗୋଟି ପରିଚ୍ଛେଦ ରହିଛି ? (୧ ମାର୍କ)
୨. ଆମେରିକା ଅନୁଭୂତି ଓ ପଶ୍ଚିମ ଆଫ୍ରିକାରେ ଓଡ଼ିଆ ଢେଙ୍କି ଭ୍ରମଣ କାହାଣୀ ସ୍ୱୟଂ ରଚନାକାଳ ଲେଖ । (୨ ମାର୍କ)
୩. ଭାଗବତ ତୁଙ୍ଗୀରେ ସନ୍ଧ୍ୟାର ମର୍ମବାଣୀ ଉଲ୍ଲେଖ କର । (୫ ମାର୍କ)
୪. ସଂକୀର୍ଣ୍ଣତା ନୁହେଁ, ଉଦାରତା ହିଁ ପ୍ରକୃତ ଧର୍ମୀୟ ଆଭିମୁଖ୍ୟ ହେବା ଆବଶ୍ୟକ - ଭଗବାନ ଓ ଓଡ଼ିଆ ଜାତି ପ୍ରବନ୍ଧରୁ ଏହାର ଯଥାର୍ଥତା ପ୍ରତିପାଦନ କର । (୮ ମାର୍କ)

Core XII

ପଞ୍ଚମ ପର୍ଯ୍ୟାୟ (Semester-V)

ଓଡ଼ିଆ ଲୋକସାହିତ୍ୟ

Course Outcome (ପାଠ୍ୟପତ୍ର ଫଳଶ୍ରୁତି) :

ଲୋକସାହିତ୍ୟ ହିଁ ବିଦଗ୍ଧ ସାହିତ୍ୟର ଜନନୀ । ଓଡ଼ିଶାର ଲୋକସାହିତ୍ୟ ବହୁମୁଖୀ ଓ ବିଭବଶାଳୀ । ଏଥିରେ ଲୋକ ଜୀବନର ପ୍ରାଣବାଣୀ ପ୍ରସ୍ତୁତି । ଏହି ପତ୍ର ଅଧ୍ୟୟନ ମାଧ୍ୟମରେ ଛାତ୍ରଛାତ୍ରୀମାନେ ତାହା ଅବଗତ ହୋଇପାରିବେ ।

Unit wise Learning Outcome (ପ୍ରତି ଏକକର ଅଧ୍ୟୟନ ଫଳଶ୍ରୁତି) :

- ୧ମ ଏକକ : ଓଡ଼ିଶାରେ ପ୍ରଚଳିତ ପ୍ରବାଦ ଓ ପ୍ରବଚନ, ଭଗତମାଳି, ଛଟା ଆଦିର ଚାହିଁକି ଦିଗ ଓ ତା'ର ପ୍ରାୟୋଗିକ ମୂଲ୍ୟ ଏହି ଏକକରୁ ଉପଲବ୍ଧ ହେବ ।
- ୨ୟ ଏକକ : ଓଡ଼ିଆ ଲୋକଗୀତର ସ୍ୱରୂପ, ରୂପଭେଦ ଓ ପ୍ରାରୂପ୍ୟ ବିଷୟରେ ଅବଗତ ହେବାପାଇଁ ଏହି ଏକକ ସହାୟକ ହେବ ।
- ୩ୟ ଏକକ : ଓଡ଼ିଆ ଲୋକକାହାଣୀର ଧାରା ଯେପରି ପ୍ରାଚୀନ ସେହିପରି ମନୋଜ୍ଞ । ଏହି ଏକକରେ ଲୋକକାହାଣୀର ବିବିଧତା ଓ ମହତ୍ତ୍ୱ ଉପଲବ୍ଧ ହେବ ।
- ୪ର୍ଥ ଏକକ : ଓଡ଼ିଶାର ବିଭିନ୍ନ ଅଞ୍ଚଳରେ ଭିନ୍ନଭିନ୍ନ ଲୋକନାଟକ ପ୍ରଚଳିତ । ଲୋକନାଟକର ସଂଜ୍ଞା ସ୍ୱରୂପ ସହ ଓଡ଼ିଆ ଲୋକନାଟକ ବିଷୟରେ ଜାଣିବା ପାଇଁ ଏହି ଏକକର ପାଠ୍ୟ ଖସଡ଼ା ସୁଯୋଗ ସୃଷ୍ଟି କରିବ ।

ପାଠ୍ୟ ବିଷୟ

- ୧ମ ଏକକ : ଓଡ଼ିଆ ଲୋକବାଣୀର ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ପ୍ରକାରଭେଦ (ପ୍ରବାଦ, ପ୍ରବଚନ, ଛଟା, ଭଗତମାଳି, ନାଁଦିଆ)

୨ୟ ଏକକ : ଓଡ଼ିଆ ଲୋକଗୀତର ସଂଜ୍ଞା, ସ୍ୱରୂପ, ପ୍ରକାରଭେଦ ଓ ବିଭିନ୍ନ ଦିଗ

୩ୟ ଏକକ : ଓଡ଼ିଆ ଲୋକକାହାଣୀର ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ପ୍ରକାରଭେଦ

୪ର୍ଥ ଏକକ : ଓଡ଼ିଆ ଲୋକନାଟକର ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ପ୍ରକାରଭେଦ (ପାଲା, ଦାସକାଠିଆ, ପ୍ରହ୍ଲାଦ ନାଟକ, ଦଣ୍ଡନାଟ, ଛଉନାଟ, ଲୀଳା, ଡାଲଖାଇ, କରମା)

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ(Book of reference) :

୧. ଓଡ଼ିଆ ଲୋକଗୀତ ଓ କାହାଣୀ : କୁଞ୍ଜବିହାରୀ ଦାଶ, ବିଶ୍ୱଭାରତୀ ଗବେଷଣା ପ୍ରକାଶନ, ଶାନ୍ତିନିକେତନ
୨. ଲୋକଧାରା, ଲୋକସଂସ୍କୃତି ଓ ଲୋକସାହିତ୍ୟ - କୁମୁଦ ରଞ୍ଜନ ପାଣିଗ୍ରାହୀ, ସୁଖଦୁଃଖ ପବ୍ଲିକେଶନ୍ସ, ସମ୍ବଲପୁର
୩. ଓଡ଼ିଆ ଲୋକସାହିତ୍ୟ ଓ ଲୋକସଂସ୍କୃତି - କୃଷ୍ଣଚନ୍ଦ୍ର ପ୍ରଧାନ, ବିଦ୍ୟାପୁରୀ, କଟକ
୪. ଲୋକସାହିତ୍ୟ ତତ୍ତ୍ୱ - ଶ୍ୟାମସୁନ୍ଦର ମହାପାତ୍ର, ଓଡ଼ିଆ ବୁକ୍ ସୋର, କଟକ
୫. ଲୋକସଂସ୍କୃତି ଓ ଲୋକସାହିତ୍ୟ - ନାରାୟଣ ସାହୁ, ବିଜୟ ପ୍ରକାଶନ, କଟକ
୬. ଓଡ଼ିଶାର ଦଣ୍ଡନାଟ - ସନ୍ତୋଷ କୁମାର ଶତପଥୀ, କେଦାର ପ୍ରିଣ୍ଟ ପ୍ରେସ୍, ଭୁବନେଶ୍ୱର
୭. ଓଡ଼ିଆ ଲୋକନାଟକ - କଲଚୁରାଲ ଏକାଡେମୀ, ରାଉରକେଲା
୮. ଓଡ଼ିଆ ଲୋକନାଟକ - ହେମନ୍ତ କୁମାର ଦାସ, ଗ୍ରନ୍ଥମନ୍ଦିର, କଟକ
୯. ଓଡ଼ିଆ ଲୋକସାହିତ୍ୟ ଓ ଲୋକସଂସ୍କୃତି - ଅଜୟ କୁମାର ମିଶ୍ର, ବିଜୟିନୀ ପବ୍ଲିକେଶନସ୍
୧୦. ଓଡ଼ିଆ ଲୋକନାଟ୍ୟ ପରମ୍ପରା ଓ ପ୍ରହ୍ଲାଦ ନାଟକ- ଶାନ୍ତିନୁ ରଥ, ଓଡ଼ିଶା ବୁକ୍ ସୋର, କଟକ
୧୧. ପଶ୍ଚିମ ଓଡ଼ିଶାର ଲୋକନୃତ୍ୟ - ସଂ. ଦ୍ୱାରିକାନାଥ ନାୟକ, ବିଶ୍ୱ ବୁକ୍ସ/ଓଡ଼ିଶା ବୁକ୍ ସୋର, କଟକ

ନମୁନା ପ୍ରଶ୍ନ(Sample Questions):

୧. ଓଡ଼ିଆ ଲୋକଗୀତ ଓ କାହାଣୀ ପୁସ୍ତକର ରଚୟିତା କିଏ ? (୧ ମାର୍କ)
୨. ଓଡ଼ିଆ କାହାଣୀ ଗୀତର ଦୁଇଗୋଟି ଲକ୍ଷଣ ଲେଖ । (୨ ମାର୍କ)
୩. ଓଡ଼ିଆ ଲୋକକାହାଣୀର ଆରମ୍ଭ ଓ ଉପସଂହାର କିପରି ହୋଇଥାଏ, ଦର୍ଶାଅ । (୫ ମାର୍କ)
୪. ଦକ୍ଷିଣ ଓଡ଼ିଶାର ପ୍ରହ୍ଲାଦ ନାଟକ ଉପରେ ଆଲୋଚନାକର । (୮ ମାର୍କ)

Core XIII ପଞ୍ଚମ ପର୍ଯ୍ୟାୟ (Semester-V)
ଓଡ଼ିଆ ଭାଷା ଓ ଲିପିର ଐତିହାସିକ ବିବର୍ତ୍ତନ

Course Outcome (ପାଠ୍ୟକ୍ରମ ଫଳଶ୍ରୁତି) :

ଓଡ଼ିଆ ଭାଷା ଓ ଲିପିର ଉଦ୍ଦେଶ୍ୟ ଏବଂ ବିକାଶ ପ୍ରସଙ୍ଗ ଅବଗତହେବା ପାଇଁ ଶଂସିତ ପାଠ୍ୟପତ୍ରଟି ଉଦ୍ଦିଷ୍ଟ । ମୌଖିକ ସ୍ତରରୁ ଭାଷା ଲିଖିତ ସ୍ତରକୁ ଉନ୍ନତହେବା ପାଇଁ ଲୋଡ଼ାହୁଏ ଲିପି । ଓଡ଼ିଆ ଏକ ସମ୍ବିଧାନ ସ୍ୱୀକୃତ ଶାସ୍ତ୍ରୀୟ ଭାଷା । ତାହାର ଉତ୍ତର ସହିତ ବିକାଶପର୍ବ ଓ ଓଡ଼ିଆ ଲିପିର ଐତିହାସିକ ବିବର୍ତ୍ତନଧାରା ସମ୍ବନ୍ଧରେ ଛାତ୍ରଛାତ୍ରୀ ଅବଗତହେବାର ସୁଯୋଗ ଏଠାରେ ରହିଛି ।

Unit wise Learning Outcome (ପ୍ରତି ଏକକର ଅଧ୍ୟୟନ ଫଳଶ୍ରୁତି):

୧ମ ଏକକ : ପୃଥିବୀର ଭାଷା ପରିବାର ମଧ୍ୟରୁ କିପରି ଓଡ଼ିଆ ଭାଷାର ଉଦ୍ଦେଶ୍ୟ ଘଟିଛି ଏବଂ କାଳକ୍ରମେ ବିକାଶ ଲାଭ କରିଛି, ଶିକ୍ଷାର୍ଥୀମାନେ ତାହା ଏଠାରେ ଉପଲବ୍ଧ କରିପାରିବେ ।

୨ୟ ଏକକ : ଭାରତୀୟ ଲିପି ତତ୍ତ୍ୱ ସହିତ ଓଡ଼ିଆ ଲିପିର ଉଦ୍ଭବ ଓ ବିବର୍ତ୍ତନ ଜାଣିବା ନିମିତ୍ତ ଏହି ଏକକଟି ସଂଯୋଜିତ ।

୩ୟ ଏକକ : ଓଡ଼ିଆ ଭାଷାର ସର୍ବପ୍ରାଚୀନ ଲିଖିତରୂପକୁ ଜାଣିବା ନିମିତ୍ତ ଓଡ଼ିଆ ଅଭିଲେଖକୁ ଅନୁଧ୍ୟାନକରିବା ଆବଶ୍ୟକ । ସୁତରାଂ ଏହି ଏକକରେ ଶିଳାଲେଖ, ତାମ୍ରଫଳକ ଓ ପ୍ରାଚୀନ ସନନ୍ଦଗୁଡ଼ିକ ଉପରେ ଚର୍ଚ୍ଚାର ଅବକାଶ ରହିଛି ।

୪ର୍ଥ ଏକକ : ସାହିତ୍ୟ-କଳା ଦୃଷ୍ଟିରୁ ଚର୍ଯ୍ୟାପଦ ହିଁ ଲିଖିତ ସାହିତ୍ୟର ଆଦିମତମ ରୂପ । ଏହି ଚର୍ଯ୍ୟାପଦ ଓ ସାରଳା ସାହିତ୍ୟର ଭାଷାଗତ ବିଶେଷତ୍ୱ ଛାତ୍ରଛାତ୍ରୀ ଏହି ଏକକରେ ଉପଲବ୍ଧ କରିବେ ।

ପାଠ୍ୟ ବିଷୟ

୧ମ ଏକକ : ଓଡ଼ିଆ ଭାଷାର ଉଦ୍ଭବ ଓ ବିକାଶକ୍ରମ

୨ୟ ଏକକ : ଓଡ଼ିଆ ଲିପିର ଐତିହାସିକ ବିବର୍ତ୍ତନ

୩ୟ ଏକକ : ଓଡ଼ିଆ ଅଭିଲେଖର ଭାଷା (ଶିଳାଲେଖ, ତାମ୍ରଲେଖ, ପ୍ରାଚୀନ ସନନ୍ଦ)

୪ର୍ଥ ଏକକ : ଚର୍ଯ୍ୟାପଦ ଓ ସାରଳା ସାହିତ୍ୟର ଭାଷା

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ (Book of reference):

୧. ଓଡ଼ିଆ ଭାଷାର ଉଦ୍ଦେଶ୍ୟ ଓ ବିକାଶ - ବାସୁଦେବ ସାହୁ, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ ।

୨. ଓଡ଼ିଆ ଧ୍ୱନିତତ୍ତ୍ୱ ଓ ଶବ୍ଦସମ୍ଭାର - ଧନେଶ୍ୱର ମହାପାତ୍ର, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ ।

୩. ଓଡ଼ିଆ ଭାଷା ଓ ଲିପିର କ୍ରମବିକାଶ - କୁଞ୍ଜବିହାରୀ ତ୍ରିପାଠୀ, ଓ.ରା.ପା. ପୁ. ପ୍ର ଓ ପ୍ର.ସଂସ୍ଥା. ଭୁବନେଶ୍ୱର ।

୪. ଭାଷାତତ୍ତ୍ୱର ରୂପଚିତ୍ର - ନଟବର ଶତପଥୀ, ବିଜୟନୀ ପବ୍ଲିକେଶନ, କଟକ ।

୫. ସାରଳା ମହାଭାରତର ଭାଷାତାତ୍ତ୍ୱିକ ଅନୁଶୀଳନ - ଧନେଶ୍ୱର ମହାପାତ୍ର, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ ।

୬. ପ୍ରାଚୀନ ଓଡ଼ିଆ ଗଦ୍ୟ : ସରୁପ ଓ ସମ୍ଭାର - ହରପ୍ରସାଦ ମିଶ୍ର, ପ୍ରାଚୀ ସାହିତ୍ୟ ପ୍ରତିଷ୍ଠାନ, କଟକ ।

୭. ଭିନ୍ନ ସମୟ ଭିନ୍ନଦୃଷ୍ଟି(ଜଗନ୍ନାଥ ମନ୍ଦିରର ଦୁଇଟି ଶିଳାଲେଖ) - ନୀଳାଦ୍ରି ଭୂଷଣ ହରିଚନ୍ଦନ, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ

୮. ଓଡ଼ିଆ ଭାଷାର ଉତ୍ପତ୍ତି ଓ କ୍ରମବିକାଶ - ବଂଶୀଧର ମହାନ୍ତି, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ ।

୯. ଓଡ଼ିଆ ଭାଷାର ଇତିହାସ- ବିନାୟକ ମିଶ୍ର, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ ।

୧୦. ଓଡ଼ିଆ ଭାଷାର ସୃଷ୍ଟି ଓ ବିକାଶ-ଉପେନ୍ଦ୍ର ପ୍ରସାଦ ଦଳାଇ, ଏ.କେ ମିଶ୍ର, କଟକ ।

ନମୁନା ପ୍ରଶ୍ନ (Sample Questions) :

୧. ପ୍ରଥମ ଓଡ଼ିଆ ଶିଳାଲେଖର ନାମ ଲେଖ । (୧ ମାର୍କ)

୨. ଓଡ଼ିଆ ଲିପି କେଉଁ ପ୍ରାଚୀନ ଲିପିର ବିବର୍ତ୍ତନ ରୂପ ? (୨ ମାର୍କ)

୩. ଓଡ଼ିଆ ଶିଳାଲେଖର ଭାଷାଗତ ବିଶେଷତ୍ୱ ସୂଚାଅ । (୫ ମାର୍କ)

୪. ସାରଳା ସାହିତ୍ୟରୁ ପ୍ରାଚୀନ ଓଡ଼ିଆ ଭାଷାର ସ୍ୱରୂପ ଦର୍ଶାଅ । (୮ ମାର୍କ)

ଓଡ଼ିଆ ଭାଷା : ଧ୍ବନିତତ୍ତ୍ଵ, ଶବ୍ଦ ସମ୍ଭାର, ଅନ୍ୟ ଭାଷାର ପ୍ରଭାବ ଓ ଶାସ୍ତ୍ରୀୟତା

Course Outcome (ପାଠ୍ୟପତ୍ର ଫଳଶ୍ରୁତି) :

ଶାସ୍ତ୍ରୀୟ ଓଡ଼ିଆ ଭାଷାର ଶବ୍ଦଗତ ଓ ଧ୍ବନି ତାତ୍ତ୍ଵିକ ଗୁରୁତ୍ଵ ଉପଲକ୍ଷି କରିବା ପାଇଁ ଏହି ପତ୍ରଟି ଗଠିତ । ସେହିପରି ତତ୍ତ୍ଵମ, ତତ୍ତ୍ଵବ, ଦେଶଜ, ବୈଦେଶିକ ଆଦି ଶବ୍ଦ ସମ୍ଭାରରେ ଓଡ଼ିଆ ଭାଷା କିପରି ପରିପୁଷ୍ଟ ଏବଂ ଅନ୍ୟ ଭାଷାର ପ୍ରଭାବରେ ଏହା କିପରି ରକ୍ଷିତ, ତାହା ଛାତ୍ରଛାତ୍ରୀମାନେ ଜାଣି ରଖିବା ଆବଶ୍ୟକ । ଭାଷାର ଶାସ୍ତ୍ରୀୟତା ପ୍ରସଙ୍ଗ ମଧ୍ୟ ଶିକ୍ଷାର୍ଥୀଙ୍କ ପାଇଁ ଉପଯୋଗୀ ।

Unit wise Learning Outcome (ପ୍ରତି ଏକକର ଅଧ୍ୟୟନ ଫଳଶ୍ରୁତି) :

୧ମ ଏକକ : ଧ୍ବନିର ସଂଜ୍ଞା ଓ ବର୍ଗୀକରଣ ସହିତ ଆମ ଭାଷାର ଧ୍ବନିତତ୍ତ୍ଵ ଉପରେ ଶିକ୍ଷାର୍ଥୀ ଏଠାରେ ଜ୍ଞାନଲାଭ କରିପାରିବେ ।

ଭାଷାର ବିବିଧ ଶବ୍ଦ ସମ୍ଭାର ମଧ୍ୟ ଶିକ୍ଷାର୍ଥୀଙ୍କ ଜ୍ଞାତବ୍ୟ ବିଷୟ ।

୨ୟ ଏକକ : ମାନକ ଓଡ଼ିଆ ଭାଷା ସହିତ ଓଡ଼ିଶାରେ ତାହାର ଅନେକ ଆଞ୍ଚଳିକ ରୂପ ବିଷୟରେ ଏହି ଏକକ ଧାରଣା ପ୍ରଦାନ କରିବ ।

୩ୟ ଏକକ : ଓଡ଼ିଆ ଭାଷା ଉପରେ ଭିନ୍ନଭିନ୍ନ ଭାଷାର ପ୍ରଭାବ ସ୍ଵୀକାର୍ଯ୍ୟ । ତତ୍ତ୍ଵଧରୁ ଦ୍ରାବିଡ଼, ଯାବନିକ ଓ ଇଂରାଜୀ ଭାଷାର ପ୍ରଭାବ ସମ୍ପର୍କରେ ଏହି ଏକକରୁ ଛାତ୍ରଛାତ୍ରୀ ଅବଗତ ହେବେ ।

୪ର୍ଥ ଏକକ : ଭାରତର ୨୫ ଶାସ୍ତ୍ରୀୟ ଭାଷା ରୂପେ ଓଡ଼ିଆ ଭାଷା ଗୌରବ ଅର୍ଜନ କରିଛି । ତାହାର ପ୍ରାଚୀନ ଐତିହ୍ୟ ଓ ଭାଷାଗତ ମର୍ଯ୍ୟାଦାକୁ ଅବଗତ ହେବା ସହିତ ତାର ଶାସ୍ତ୍ରୀୟ ମାନ୍ୟତା ବିଷୟରେ ଏହି ଏକକ ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କୁ ପରିଚିତ କରାଇବ ।

ପାଠ୍ୟ ବିଷୟ

୧ମ ଏକକ : କ) ଓଡ଼ିଆ ଧ୍ବନି ତତ୍ତ୍ଵ (ଧ୍ବନିର ସଂଜ୍ଞା ଓ ବର୍ଗୀକରଣ)

ଖ) ଶବ୍ଦ ସମ୍ଭାର (ତତ୍ତ୍ଵମ, ତତ୍ତ୍ଵବ, ଦେଶଜ ଓ ବୈଦେଶିକ)

୨ୟ ଏକକ : ଓଡ଼ିଆ ଭାଷାର ଆଞ୍ଚଳିକ ରୂପ (ଉତ୍ତରାଞ୍ଚଳୀୟ, ଦକ୍ଷିଣାଞ୍ଚଳୀୟ ଓ ପଶ୍ଚିମାଞ୍ଚଳୀୟ)

୩ୟ ଏକକ : ଓଡ଼ିଆ ଭାଷା ଉପରେ ବିଭିନ୍ନ ଭାଷାର ପ୍ରଭାବ : ଦ୍ରାବିଡ଼, ଯାବନିକ ଓ ଇଂରାଜୀ

୪ର୍ଥ ଏକକ : ଓଡ଼ିଆ ଭାଷାର ଶାସ୍ତ୍ରୀୟତା

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ (Book of reference):

୧. ଓଡ଼ିଆ ଧ୍ବନିତତ୍ତ୍ଵ ଓ ଶବ୍ଦ ସମ୍ଭାର – ଧନେଶ୍ଵର ମହାପାତ୍ର, କିତାବ ମହଲ, କଟକ ।

୨. ଓଡ଼ିଆ ଭାଷାର ଉଦ୍ଦେଶ୍ୟ ଓ ବିକାଶ - ବାସୁଦେବ ସାହୁ, ପ୍ରେକ୍ଷା ପବ୍ଲିଶର୍ସ . କଟକ ।

୩. ଶାସ୍ତ୍ରୀୟ ଓଡ଼ିଆ ଭାଷା – କରୁଣାକର କର – ଓଡ଼ିଶା ସାହିତ୍ୟ ଏକାଡେମୀ, ଭୁବନେଶ୍ଵର ।

୪. ଓଡ଼ିଆ ଭାଷା ତତ୍ତ୍ଵ- ଦମୟନ୍ତୀ ବେଗ୍ରା, କିତାବ ଭବନ, ଭୁବନେଶ୍ଵର ।

୫. ଓଡ଼ିଆ ଭାଷାରେ ଦ୍ରାବିଡ଼ ଭାଷାର ପ୍ରଭାବ - ପୀତାମ୍ବର ପ୍ରଧାନ, ଓ.ରା.ପା.ପୁ.ପ୍ର. ଓ ପ୍ର.ସଂଜ୍ଞା , ଭୁବନେଶ୍ଵର ।

୬. ଓଡ଼ିଆ ଭାଷା ବିଭବ – ବିଜୟ ପ୍ରସାଦ ମହାପାତ୍ର – ବିଦ୍ୟାପୁରୀ, କଟକ ।

୭. ଭାଷା ଶାସ୍ତ୍ର ପରିଚୟ - ଗୋଲୋକ ବିହାରୀ ଧଳ, ଓ.ରା.ପା.ପୁ.ପ୍ର.ଓ ପ୍ର. ସଂସ୍ଥା, ଭୁବନେଶ୍ୱର ।
 ୮. ଓଡ଼ିଆ ଭାଷାର ଉତ୍ପତ୍ତି ଓ କ୍ରମ ବିକାଶ - ବଂଶୀଧର ମହାନ୍ତି, ଫ୍ରେଣ୍ଡସ୍ ପବ୍ଲିଶର୍ସ, କଟକ ।
 ୯. ଭାଷାତତ୍ତ୍ୱ ଓ ଓଡ଼ିଆ ଭାଷାର ଦିଗଦିଗନ୍ତ - ହରପ୍ରାସାଦ ମିଶ୍ର, ବିଜୟିନୀ ପବ୍ଲିକେଶନ୍ସ, କଟକ ।
 ୧୦. ଓଡ଼ିଆ ଲିପି ଓ ଭାଷା- ଖଗେଶ୍ୱର ମହାପାତ୍ର, ଗ୍ରନ୍ଥମନ୍ଦିର କଟକ ।

ନମୁନା ପ୍ରଶ୍ନ (Sample Questions):

୧. ତତ୍ତ୍ୱ ଶବ୍ଦର ସଂଜ୍ଞା ପ୍ରଦାନ କର । (୧ ମାର୍କ)
 ୨. ଓଡ଼ିଆ ଭାଷାରେ କେତେଗୋଟି ମୌଳିକ ସ୍ୱରଧ୍ୱନି ଅଛି ? ସେଗୁଡ଼ିକର ନାମ ଲେଖ । (୨ ମାର୍କ)
 ୩. ଓଡ଼ିଆ ଭାଷାର ଆଞ୍ଚଳିକରୂପ ଉପରେ ଆଲୋଚନା କର । (୫ ମାର୍କ)
 ୪. ଓଡ଼ିଆ ଭାଷା ଉପରେ ଇଂରାଜୀ ଭାଷା ପ୍ରଭାବର ସବିଶେଷ ଦୃଷ୍ଟାନ୍ତ ଦିଅ । (୮ ମାର୍କ)

Core XV **ଷଷ୍ଠ ପର୍ଯ୍ୟାୟ (Semester-VI)**
ଓଡ଼ିଆ ବ୍ୟାବହାରିକ ବ୍ୟାକରଣ

Course Outcome (ପାଠ୍ୟପତ୍ର ଫଳଶ୍ରୁତି) :

ଭାଷା ବ୍ୟବହାରରେ ତୁଚ୍ଛିଶୂନ୍ୟତା ଓ ଶୁଦ୍ଧତା ନିମିତ୍ତ ବ୍ୟାକରଣ ଜ୍ଞାନ ନିତାନ୍ତ ଆବଶ୍ୟକ। ଏହି ପାଠ୍ୟ ପତ୍ରରେ ଓଡ଼ିଆ ଭାଷାର ବ୍ୟାବହାରିକ ବ୍ୟାକରଣିକ ଜ୍ଞାନ ଅର୍ଜନ କରିବାର ସୁଯୋଗ ରହିଛି ।

Unit wise Learning Outcome (ପ୍ରତି ଏକକର ଅଧ୍ୟୟନ ଫଳଶ୍ରୁତି) :

- ୧ମ ଏକକ : ଓଡ଼ିଆ ଭାଷାରେ ବ୍ୟବହୃତ ବିଶେଷ୍ୟ, ବିଶେଷଣ, ସର୍ବନାମ ଓ ଅବ୍ୟୟ ବିଷୟରେ ଅବଗତ ହୋଇ ଛାତ୍ରଛାତ୍ରୀ ନିର୍ଭୁଲ ଭାଷା ପ୍ରୟୋଗରେ ସକ୍ଷମ ହେବେ ।
 ୨ୟ ଏକକ : ଓଡ଼ିଆ ଭାଷାରେ କାରକ ଓ ବିଭକ୍ତିର ସଂଜ୍ଞା ସହିତ ତାର ପ୍ରକାରଭେଦ ଜାଣିବାପାଇଁ ଏହି ଏକକଟି ଉଦ୍ଦିଷ୍ଟ ।
 ୩ୟ ଏକକ : ଓଡ଼ିଆ ଭାଷାର କୃଦନ୍ତ ଓ ତତ୍ତ୍ୱିତ ପଦ ତଥା ଉପସର୍ଗଗୁଡ଼ିକ ସମ୍ପର୍କରେ ଜାଣିବା ନିମିତ୍ତ ଏହି ଏକକର ପରିକଳ୍ପନା ।
 ୪ର୍ଥ ଏକକ : ଓଡ଼ିଆ ଭାଷାରେ ସମାସ, ସନ୍ଧି ଆଦିର ଗୁରୁତ୍ୱ ସ୍ୱୀକାର୍ଯ୍ୟ। ଶବ୍ଦ ସଂକ୍ଷେପଣ ବା ଏକପଦୀକରଣ ଜ୍ଞାନ ମଧ୍ୟ ଭାଷା ପ୍ରୟୋଗରେ ଆବଶ୍ୟକ ହୁଏ । ଏ ସମ୍ପର୍କରେ ଛାତ୍ରଛାତ୍ରୀଙ୍କୁ ଅବଗତ କରିବା ଏହି ଏକକର ଲକ୍ଷ୍ୟ ।

ପାଠ୍ୟ ବିଷୟ

- ୧ମ ଏକକ : ବିଶେଷ୍ୟ, ବିଶେଷଣ, ସର୍ବନାମ, ଅବ୍ୟୟ
 ୨ୟ ଏକକ : କାରକ, ବିଭକ୍ତି
 ୩ୟ ଏକକ : କୃଦନ୍ତ, ତତ୍ତ୍ୱିତ ଓ ଉପସର୍ଗ
 ୪ର୍ଥ ଏକକ : ସନ୍ଧି, ସମାସ ଓ ଏକପଦୀକରଣ

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ (Book of references):

୧. ସର୍ବସାର ବ୍ୟାକରଣ- ନାରାୟଣ ମହାପାତ୍ର ଓ ଶ୍ରୀଧର ଦାସ, ନିଉ ଷ୍ଟୁଡେଣ୍ଟସ୍ ଷୋର, କଟକ ।
୨. ଆଧୁନିକ ଓଡ଼ିଆ ବ୍ୟାକରଣ – ଧନେଶ୍ୱର ମହାପାତ୍ର, କିତାବ ମହଲ, କଟକ ।
୩. ପ୍ରଚଳିତ ଓଡ଼ିଆ ଭାଷାର ଏକ ବ୍ୟାକରଣ – ବିଜୟ ପ୍ରସାଦ ମହାପାତ୍ର, ବିଦ୍ୟାପୁରୀ, କଟକ ।
୪. ଓଡ଼ିଆ ଭାଷା ଚର୍ଚ୍ଚା ପରମ୍ପରା ଗଗନେନ୍ଦ୍ରନାଥ ଦାସ, ଓଡ଼ିଆ ଗବେଷଣା ପରିଷଦ, କଟକ ।
୫. ଓଡ଼ିଆ ଧ୍ୱନିତତ୍ତ୍ୱ ଓ ଶବ୍ଦ ସମ୍ଭାର – ଧନେଶ୍ୱର ମହାପାତ୍ର, ଫ୍ରେଣ୍ଡସ୍ ପବ୍ଲିଶର୍ସ, କଟକ ।
୬. ସାଧାରଣ ଓଡ଼ିଆ ବନାନ ଶୁଦ୍ଧି- ଓଡ଼ିଆ ଭାଷା ପ୍ରତିଷ୍ଠାନ, ଭୁବନେଶ୍ୱର ।
୭. ନିର୍ଭୁଲ ଲେଖାର ମୂଳସୂତ୍ର- ନୀଳାଦ୍ରି ଭୂଷଣ ହରିଚନ୍ଦନ, କିତାବ ମହଲ, କଟକ ।
୮. ବ୍ୟାବହାରିକ ଓଡ଼ିଆ ବ୍ୟାକରଣ - କୃଷ୍ଣଚନ୍ଦ୍ର ପ୍ରଧାନ, ବ୍ରଜକିଶୋର ହୋତା, ଭୀଷ୍ମର ପ୍ରଧାନ - ସତ୍ୟନାରାୟଣ ବୁକ୍ ଷୋର, କଟକ
୯. ବୃହତ୍ ବ୍ୟାବହାରିକ ବ୍ୟାକରଣ - ଡକ୍ଟର ତ୍ରିଲୋଚନ ବେହେରା, ଗୋବିନ୍ଦ ଚନ୍ଦ୍ର ଲେଙ୍କା, ଫ୍ରେଣ୍ଡସ୍ ପବ୍ଲିଶର୍ସ, ବିନୋଦ ବିହାରୀ, କଟକ ।

ନମୁନା ପ୍ରଶ୍ନ (Sample Questions) :

୧. କାରକ କେତେ ପ୍ରକାର ଲେଖ । (୧ ମାର୍କ)
୨. କୃଦନ୍ତ ଓ ତଦ୍ୱିତ ମଧ୍ୟରେ ପାର୍ଥକ୍ୟ ଦର୍ଶାଅ । (୨ ମାର୍କ)
୩. ବିଶେଷ୍ୟର ସଂଜ୍ଞା ପ୍ରଦାନ କରି ପ୍ରକାରଭେଦ ଲେଖ । (୫ ମାର୍କ)
୪. ସନ୍ଧି କଣ? ଉଦାହରଣ ସହ ସନ୍ଧିର ରୂପଭେଦ ଦର୍ଶାଅ । (୮ ମାର୍କ)

Core XVI

ସପ୍ତମ ପର୍ଯ୍ୟାୟ (Semester-VII)

ଓଡ଼ିଆ ଭାଷାର ବ୍ୟାବହାରିକ ପ୍ରୟୋଗ

Course Outcome (ପାଠ୍ୟପତ୍ର ଫଳଶ୍ରୁତି):

ସାରସ୍ୱତ ସୃଷ୍ଟି ବ୍ୟତୀତ ଭାଷା ବିବିଧ କାର୍ଯ୍ୟରେ ବ୍ୟବହୃତ ହୁଏ । ଭାଷାର ସେହି ବ୍ୟବହାରଗତ ପ୍ରୟୋଗ ରୀତି ଜାଣିବା ନିମିତ୍ତ ଓଡ଼ିଆ ଭାଷାର ବ୍ୟାବହାରିକ ପ୍ରୟୋଗ ପତ୍ର ପଠନ ପ୍ରାସଙ୍ଗିକ ମନେହୁଏ । ଏହି ପତ୍ରରେ ବିଭିନ୍ନ ବିଷୟ ଉପରେ ପ୍ରଦତ୍ତ ବକ୍ତବ୍ୟ ସମ୍ବାଦ ପ୍ରସ୍ତୁତି, ନଥି ପ୍ରସ୍ତୁତି, ବିଜ୍ଞପ୍ତି ପ୍ରକାଶନ ଏବଂ ଆଜିର ସମୟରେ ଓଡ଼ିଆ ଭାଷାର କମ୍ପ୍ୟୁଟରୀକରଣ ବିଷୟକ ଜ୍ଞାନ ଅର୍ଜନ ଛାତ୍ରଛାତ୍ରୀଙ୍କ ପାଇଁ ଉପଯୋଗୀ ହେବ ।

Unit wise Learning Outcome (ପ୍ରତି ଏକକର ଅଧ୍ୟୟନ ଫଳଶ୍ରୁତି):

- ୧ମ ଏକକ : କୌଣସି ପ୍ରସଙ୍ଗ ଉପରେ ଦଳଗତ ଆଲୋଚନା ବା କୌଣସି ସମାରୋହରେ ଭାଷଣ ପ୍ରଦାନ କରିବାର କଳା କିପରି ହେବା ଆବଶ୍ୟକ, ଏହି ଏକକରୁ ସେହି ଶିକ୍ଷା ମିଳିବ ।
- ୨ୟ ଏକକ : ସାକ୍ଷାତକାର ଓ ସମ୍ବାଦ ପ୍ରସ୍ତୁତି ପାଇଁ ମଧ୍ୟ ଭାଷାର ଶୁଦ୍ଧତା ଓ ସଂଯମତା ଆବଶ୍ୟକ । ଛାତ୍ରୀଛାତ୍ରୀଙ୍କୁ ସେହି ଜ୍ଞାନ ପ୍ରଦାନ କରିବ ଏହି ଏକକଟି ।

୩ୟ ଏକକ : ବିଭିନ୍ନ କାର୍ଯ୍ୟାଳୟରେ କର୍ମଚାରୀମାନେ କିପରି ଓଡ଼ିଆ ଭାଷାରେ ନଥି ପ୍ରସ୍ତୁତକରି ଚିପ୍ପଣୀ ଲେଖିବେ, ଅନୁମୋଦନ ପତ୍ର ପ୍ରସ୍ତୁତ କରିବେ ବା କାର୍ଯ୍ୟାଳୟର ପତ୍ର ବିନିମୟ କିପରି ହେବ ତତ୍ ସମ୍ପର୍କୀୟ କଳାକୌଶଳ ଜାଣିବା ପାଇଁ ଏହି ଏକକଟି ସହାୟକ ହେବ ।

୪ର୍ଥ ଏକକ : ପ୍ରତ୍ୟେକ ଭାଷାର କମ୍ପ୍ୟୁଟରୀକରଣ ଆଜିର ଯୁଗରେ ଜରୁରୀ ହୋଇପଡ଼ିଛି । ତେଣୁ ଓଡ଼ିଆ ଭାଷାର କମ୍ପ୍ୟୁଟରୀକରଣ ବିଷୟରେ ଏହି ଏକକ ଛାତ୍ରଛାତ୍ରୀଙ୍କୁ ମାର୍ଗଦର୍ଶନ କରିବ ।

ପାଠ୍ୟ ବିଷୟ

୧ମ ଏକକ : ଭାଷଣ କଳା, ଦଳଗତ ଆଲୋଚନା

୨ୟ ଏକକ : ସମ୍ବାଦ ପ୍ରସ୍ତୁତି, ସାକ୍ଷାତକାର

୩ୟ ଏକକ : କାର୍ଯ୍ୟାଳୟରେ ଓଡ଼ିଆ ଲିଖନ ବିଧି (ନଥି ପ୍ରସ୍ତୁତି, ଚିପ୍ପଣୀ, ଅନୁମୋଦନ, ଚିଠା ପ୍ରସ୍ତୁତି, ଅଧିସୂଚନା ବିଜ୍ଞପ୍ତି, ଘୋଷଣା ଲିଖନ, ପତ୍ର ଲିଖନ)

୪ର୍ଥ ଏକକ : ଓଡ଼ିଆ ଭାଷାର କମ୍ପ୍ୟୁଟରୀକରଣ ସଫ୍ଟୱେୟାର ଏବଂ ହାର୍ଡୱେୟାର, ଓଡ଼ିଆ ଫଣ୍ଟସ୍, କୀ-ବୋର୍ଡ, ବନାନ ଓ ବ୍ୟାକରଣ ଯାଞ୍ଚ ପ୍ରକ୍ରିୟା, ଓଡ଼ିଆରେ ଇଂରାଜୀରେ ବ୍ୟବହାର, ଓଡ଼ିଆ ସାମାଜିକ ସେଟ୍‌ସାଇଟ୍

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ (Books of reference) :

୧. ଗଣମାଧ୍ୟମ ଓ ଗଣଯୋଗାଯୋଗ- ଶିଶିର ବେହେରା, ଫ୍ରେଣ୍ଡସ ପବ୍ଲିଶର୍ସ, ବିନୋଦ ବିହାରୀ, କଟକ ।
୨. ଭାଷଣ କଳା ଓ ଅନ୍ୟାନ୍ୟ ପ୍ରସଙ୍ଗ - କୃଷ୍ଣଚନ୍ଦ୍ର ପ୍ରଧାନ, ସତ୍ୟନାରାୟଣ ବୁକ୍ ହୋର ।
୩. ସମ୍ବାଦ ପତ୍ର ଓ ଗଣମାଧ୍ୟମ - ମୃଣାଳ ଚାଟାର୍ଜୀ, ଶେଫାଳୀ କମ୍ୟୁନିକେଶନ୍, ଢେଙ୍କାନାଳ ।
୪. ପ୍ରାୟୋଗିକ ଭାଷା ଓ ବିଜ୍ଞାପନର ଦିଗ ବିଦିଗ - କେ. ବି. ପଟ୍ଟନାୟକ, ଓ.ରା.ପା.ପୁ.ପ୍ର. ସଂସ୍ଥା, ଭୁବନେଶ୍ୱର
୫. ସଂଯୋଗ ଅନୁବିଧି - ସନ୍ତୋଷ କୁମାର ତ୍ରିପାଠୀ, ନାଳନ୍ଦା, ବିନୋଦବିହାରୀ, କଟକ ।
୬. ଓଡ଼ିଆରେ କମ୍ପ୍ୟୁଟର ଶିକ୍ଷା - ରୁଦ୍ର ନାରାୟଣ ମହାପାତ୍ର, ସତ୍ୟନାରାୟଣ ବୁକ୍ ହୋର, କଟକ ।
୭. ଓଡ଼ିଆ ଭାଷାର କମ୍ପ୍ୟୁଟର ପ୍ରୟୋଗ - ସୁଧୀର ଚନ୍ଦ୍ର ମହାନ୍ତି, ଏ କେ ମିଶ୍ର, ପବ୍ଲିକେଶନସ୍, କଟକ ।
୮. ଯୋଗାଯୋଗର ଭାଷା ଓଡ଼ିଆ - ଓଡ଼ିଆ ଭାଷା ପ୍ରତିଷ୍ଠାନ, ଭୁବନେଶ୍ୱର ।
୯. ଓଡ଼ିଆ ସାମ୍ବାଦିକତା ଓ ରାଧାନାଥ ରଥ- ସତ୍ୟ ରାୟ, ବିଦ୍ୟାପୁରୀ, କଟକ ।
୧୦. କାର୍ଯ୍ୟାଳୟ ନଥି - ଓଡ଼ିଆ ଭାଷା ପ୍ରତିଷ୍ଠାନ, ଭୁବନେଶ୍ୱର ।

ନମୁନା ପ୍ରଶ୍ନ (Sample Questions) :

୧. ମୁଦ୍ରିତ ସମ୍ବାଦର ଯିଏ ତୁଟି ବିଚ୍ୟୁତି ସଂଶୋଧନ କରନ୍ତି, ତାଙ୍କୁ କଣ କୁହାଯାଏ ? (୧ ମାର୍କ)
୨. ଅଧିସୂଚନା ବିଜ୍ଞପ୍ତି କଣ ? (୨ ମାର୍କ)
୩. ସଫ୍ଟୱେୟାର ଓ ହାର୍ଡୱେୟାର ମଧ୍ୟରେ ପାର୍ଥକ୍ୟ କଣ ? (୫ ମାର୍କ)
୪. ଭାଷଣ କଳାର ଅଭିବୃଦ୍ଧି ପାଇଁ କେଉଁକେଉଁ ଦିଗପ୍ରତି ସଚେତନ ରହିବାକୁ ପଡ଼େ, ଦର୍ଶାଅ । (୮ ମାର୍କ)

ପ୍ରାଚ୍ୟ ଓ ପାଶ୍ଚାତ୍ୟ କାବ୍ୟତତ୍ତ୍ୱ

Course Outcome (ପାଠ୍ୟପତ୍ର ଫଳଶ୍ରୁତି):

ସ୍ନାତକ ଶ୍ରେଣୀର ଛାତ୍ରଛାତ୍ରୀମାନେ ପ୍ରାଚ୍ୟ ଓ ପାଶ୍ଚାତ୍ୟ କାବ୍ୟ ତତ୍ତ୍ୱ ସମ୍ପର୍କରେ ଜାଣିବା ଆବଶ୍ୟକ । ପ୍ରାଚୀନ ଓଡ଼ିଆ ସାହିତ୍ୟ, ପ୍ରାଚ୍ୟ କାବ୍ୟ ତତ୍ତ୍ୱ ଦ୍ୱାରା ଯେପରି ଅନୁପ୍ରାଣିତ ଆଧୁନିକ ସାହିତ୍ୟରେ ସେହିପରି ପାଶ୍ଚାତ୍ୟ କାବ୍ୟ ତତ୍ତ୍ୱର ପ୍ରଭାବ ଲକ୍ଷଣୀୟ । ଏଣୁ ଏହି ଉଭୟ କାବ୍ୟ ତତ୍ତ୍ୱ ସମ୍ପର୍କରେ ଆବଶ୍ୟକ ଜ୍ଞାନ ଆହରଣ ନିମିତ୍ତ ଏହି ପାଠ୍ୟ ପତ୍ରଟି ସହଯୋଗ କରିବ ।

Unit wise Learning Outcome (ପ୍ରତି ଏକକର ଅଧ୍ୟୟନ ଫଳଶ୍ରୁତି):

୧ମ ଏକକ : ଭାରତୀୟ କାବ୍ୟ ତତ୍ତ୍ୱର ରସ, ରୀତି ଓ ଗୁଣର ସଂଜ୍ଞା, ସ୍ୱରୂପ ତଥା ପ୍ରକାରଭେଦ ଜାଣିବା ପାଇଁ ଏହି ଏକକରେ ସୁଯୋଗ ରହିଛି ।

୨ୟ ଏକକ : କାବ୍ୟ ସ୍ରଷ୍ଟା ବକ୍ରୋଚ୍ଛି ଓ ଅଳଙ୍କାର ପ୍ରୟୋଗ କରି କାବ୍ୟର ମହତ୍ତ୍ୱ ବର୍ଦ୍ଧନ କରେ । ପ୍ରାଚ୍ୟ କାବ୍ୟ ତତ୍ତ୍ୱର ଏ ଉଭୟର ତାତ୍ତ୍ୱିକ ଦିଗ ଶିକ୍ଷାର୍ଥୀମାନେ ଜାଣି ପାରିବେ ଏହି ଏକକରେ ।

୩ୟ ଏକକ : ପାଶ୍ଚାତ୍ୟ କାବ୍ୟ ତତ୍ତ୍ୱରେ କ୍ଲାସିକ ରୋମାଣ୍ଟିକ ଓ ବାସ୍ତବ ବାଦର ଭୂମିକା ସ୍ୱୀକାର୍ଯ୍ୟ । ଏହି ତିନି ଗୋଟି ପାଶ୍ଚାତ୍ୟ ବାଦ ଉପରେ ଏହି ଏକକ ଧାରଣା ଦେବ ।

୪ର୍ଥ ଏକକ : ମିଥ୍, ପ୍ରତୀକ, ଚିତ୍ରକଳ୍ପ ଆଧୁନିକ ସାହିତ୍ୟର ଅପରିହାର୍ଯ୍ୟ ଉପାଦାନ । ଏହି ତିନି ଗୋଟି ପାଶ୍ଚାତ୍ୟ ତତ୍ତ୍ୱ ସମ୍ପର୍କରେ ଛାତ୍ରଛାତ୍ରୀ ଏହି ଏକକରୁ ଜାଣି ପାରିବେ ।

ପାଠ୍ୟ ବିଷୟ

୧ମ ଏକକ : ରସ, ରୀତି ଓ ଗୁଣର ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ପ୍ରକାର ଭେଦ

୨ୟ ଏକକ : ବକ୍ରୋଚ୍ଛି ଓ ଅଳଙ୍କାରର ସଂଜ୍ଞା ସ୍ୱରୂପ ଓ ପ୍ରକାରଭେଦ

୩ୟ ଏକକ : କ୍ଲାସିସିଜମ୍, ରୋମାଂଟିସିଜମ୍ ଓ ବାସ୍ତବବାଦ

୪ର୍ଥ ଏକକ : ପ୍ରତୀକବାଦ, ମିଥ୍ ଓ ଚିତ୍ରକଳ୍ପ

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ (Book of reference) :

୧. ଭାରତୀୟ ସାହିତ୍ୟ ତତ୍ତ୍ୱ - ବନମାଳୀ ରଥ, ଓଡ଼ିଶା ରା. ପା. ପୁ. ପ୍ର. ଓ ପ୍ରକାଶନ ସଂସ୍ଥା, ଭୁବନେଶ୍ୱର ।

୨. ଅଳଙ୍କାର ପ୍ରସଙ୍ଗ –ଗୋବିନ୍ଦ ଚନ୍ଦ୍ର ଉଦ୍‌ଗାତା, ଫ୍ରେଣ୍ଡସ୍ ପବ୍ଲିଶର୍ସ, କଟକ ।

୩. ସାହିତ୍ୟ ତତ୍ତ୍ୱ ପ୍ରାଚ୍ୟ ପାଶ୍ଚାତ୍ୟ – ଜ୍ୟୋତ୍ସ୍ନାମୟୀ ପ୍ରଧାନ, ଫ୍ରେଣ୍ଡସ୍ ପବ୍ଲିଶର୍ସ, କଟକ ।

୪. କାବ୍ୟ ତତ୍ତ୍ୱ - ଜିତେନ୍ଦ୍ର କୁମାର ଦାଶ, ଏ. କେ. ମିଶ୍ର, କଟକ ।

୫. କାବ୍ୟ ବିଚାର – ସୁରେନ୍ଦ୍ର ନାଥ ଦାଶଗୁପ୍ତ, ଅନୁ – ଶିଶିର ବେହରା, ଓଡ଼ିଶା ସାହିତ୍ୟ ଏକାଡେମୀ, ଭୁବନେଶ୍ୱର

୬. ପାଶ୍ଚାତ୍ୟ ସାହିତ୍ୟ ଓ ସମୀକ୍ଷା ତତ୍ତ୍ୱ- ସଂ. କୃଷ୍ଣଚନ୍ଦ୍ର ପ୍ରଧାନ, ପ୍ରାଚୀ ସାହିତ୍ୟ ପ୍ରତିଷ୍ଠାନ, କଟକ ।

୭. ସାହିତ୍ୟର ସୂଚୀପତ୍ର – ବିଭୂତି ପଟ୍ଟନାୟକ, ନାଳନ୍ଦା/ ଫ୍ରେଣ୍ଡସ୍ ପବ୍ଲିଶର୍ସ, କଟକ ।

୮. କାବ୍ୟ ଓ କଳାକାର (ଶୁକ୍ଳାଭିସାର ତିମିରାଭିସାର) - ଚିନ୍ତାମଣି ବେହେରା, ଜଗନ୍ନାଥ ରଥ, କଟକ ।

୯. ସାମ୍ପ୍ରତିକ ପାଶ୍ଚାତ୍ୟ ସମାଲୋଚନା ତତ୍ତ୍ୱ – ଚିତ୍ତ ରଞ୍ଜନ ମିଶ୍ର, ଗ୍ରନ୍ଥ ମନ୍ଦିର, କଟକ ।

୧୦. ସାହିତ୍ୟର ସମ୍ବିଧାନ : ପୂର୍ଣ୍ଣଚନ୍ଦ୍ର ମହାନ୍ତି, ଫ୍ରେଣ୍ଡସ୍ ଏମ୍ପୋରିଅମ୍, ସମ୍ବଲପୁର ।

ନମୁନା ପ୍ରଶ୍ନ (Sample Questions):

୧. ସାହିତ୍ୟରେ କେତେଗୋଟି ରୀତି ପ୍ରଚଳିତ । (୧ ମାର୍କ)

୨. ଶୃଙ୍ଗାର ରସର ଦୁଇଗୋଟି ଭେଦ ଲେଖ । (୨ ମାର୍କ)

୩. କାଳୁ ବକ୍ରୋକ୍ତି ଉପରେ ଆଲୋକପାତ କର । (୫ ମାର୍କ)

୪. ସାହିତ୍ୟରେ ମିଥ୍ ପ୍ରୟୋଗର ପ୍ରାସଙ୍ଗିକତା ଲେଖ । (୮ ମାର୍କ)

Core XVIII ସପ୍ତମ ପର୍ଯ୍ୟାୟ (Semester-VII)

ସ୍ୱାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ କବିତାର ଅନୁଶୀଳନ (୧୯୪୭ ରୁ ୨୦୦୦)

Course Outcome (ପାଠ୍ୟପତ୍ର ଫଳଶ୍ରୁତି) :

ଭାରତ ସ୍ୱାଧୀନତା ଲାଭକରିବା ପରେ ଶାସନ ବ୍ୟବସ୍ଥାରେ ଯେପରି ପରିବର୍ତ୍ତନ ଘଟିଲା, ଭାରତୀୟ ସାହିତ୍ୟ କ୍ଷେତ୍ରରେ ମଧ୍ୟ ସେହିପରି ବ୍ୟାପକ ପରିବର୍ତ୍ତନ ଘଟିଥିବାର ଲକ୍ଷ୍ୟ କରାଯାଏ । ଏହି ପରିପ୍ରେକ୍ଷାରେ ସ୍ୱାଧୀନତା ପରକାଳର ଓଡ଼ିଆ କବିତାରେ ଆଜିକାଲି ଓ ଆତ୍ମିକ ଦୃଷ୍ଟିରୁ କି କି ନୂତନତା ସମ୍ପାଦିତ ହେଲା ତାହାର ଅନୁଶୀଳନ କରି ସ୍ୱାଧୀନତାପର ଓଡ଼ିଆ କବିତାର ଗୁଣାତ୍ମକମୂଲ୍ୟ ଉପଲକ୍ଷି କରିବା ନିମିତ୍ତ ଏହି ପତ୍ରର ପାଠ୍ୟସମୂହ ପ୍ରସ୍ତୁତ ।

Unit wise Learning Outcome (ପ୍ରତି ଏକକର ଅଧ୍ୟୟନ ଫଳଶ୍ରୁତି) :

୧ମ ଏକକ : ସ୍ୱାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ କବିତାର ପୃଷ୍ଠଭୂମିରେ ଯେଉଁସବୁ କାରଣ ଓ କାରକ ରହିଥିଲା, ତାହା ଅବଗତ ହେବା ନିମିତ୍ତ ଶୀଘ୍ର ଏକକ ସହାୟକ ହେବ ।

୨ୟ ଏକକ : ପୂର୍ବବର୍ତ୍ତୀ କବିତାଠାରୁ ସ୍ୱାଧୀନତା ପରବର୍ତ୍ତୀକାଳର ଓଡ଼ିଆ କବିତାରେ ବହୁ ନୂତନଦିଗ ଆତ୍ମପ୍ରକାଶ କଲା । ସେହିସବୁ ଦିଗର ଅନୁଶୀଳନକରି ସ୍ୱାଧୀନତାପର ଓଡ଼ିଆ କବିତାର ଆତ୍ମିକ ବୈଶିଷ୍ଟ୍ୟକୁ ଚିହ୍ନିବାରେ ଏହି ଏକକ ଶିକ୍ଷାର୍ଥୀଙ୍କୁ ସହାୟତା କରିବ ।

୩ୟ ଏକକ : ଆତ୍ମିକ ଦିଗ ପରି ସ୍ୱାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ କବିତାର ଆଜିକାଲି ଦିଗର ଆକଳନ କରିବା ସହିତ ତାହାର ବିଶେଷତା ନିର୍ଦ୍ଧାରଣ କରିବାପାଇଁ ଏହି ଏକକ ଉଦ୍ଦିଷ୍ଟ ।

୪ର୍ଥ ଏକକ: ସ୍ୱାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ କବିତା ବହୁ ବିଶିଷ୍ଟ କବିଙ୍କ ଦାନରେ ସମୃଦ୍ଧ। ସେମାନଙ୍କ ମଧ୍ୟରୁ ସଚ୍ଚିଦାନନ୍ଦ, ରମାକାନ୍ତ ପ୍ରମୁଖ କେତେଜଣ ସୁପ୍ରତିଷ୍ଠିତ କବିଙ୍କ କାବ୍ୟଧାରା ଉପରେ ଅବଗତ ହେବାପାଇଁ ଏହି ଏକକରେ ସୁଯୋଗ ରହିଛି ।

ପାଠ୍ୟ ବିଷୟ

୧ମ ଏକକ : ସ୍ୱାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ କବିତାର ପୃଷ୍ଠଭୂମି

୨ୟ ଏକକ : ସ୍ୱାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ କବିତାର ଆତ୍ମିକ ବୈଶିଷ୍ଟ୍ୟ

୩ୟ ଏକକ : ସ୍ଵାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ କବିତାର ଆଜିକ ଦିଗ

୪ର୍ଥ ଏକକ : ସ୍ଵାଧୀନତା ପରବର୍ତ୍ତୀ ପ୍ରମୁଖ କାବ୍ୟସ୍ରଷ୍ଟା

(ସଚ୍ଚିଦାନନ୍ଦ, ଗୁରୁପ୍ରସାଦ, ରମାକାନ୍ତ, ସୀତାକାନ୍ତ, ରାଜେନ୍ଦ୍ର ପଣ୍ଡା, ପ୍ରତିଭା ଶତପଥୀ)

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ (Book of reference):

୧. ସତୁରୀରୁ ସହସ୍ରାବ୍ଦୀ – ନିତ୍ୟାନନ୍ଦ ଶତପଥୀ, ପ୍ରାଚୀ ସାହିତ୍ୟ ପ୍ରତିଷ୍ଠାନ, କଟକ ।
୨. ଆଧୁନିକ ଓଡ଼ିଆ କବିତାର କୁଳ ଓ ଶୀଳ – ଶରତ ଚନ୍ଦ୍ର ପ୍ରଧାନ, ବିଜୟିନୀ ପବ୍ଲିକେଶନସ୍, କଟକ ।
୩. ଆଧୁନିକତାର ଉତ୍ତରଣ : ଓଡ଼ିଆ କବିତା ଓ କବି ଦୃଷ୍ଟି – ବରୁବାହନ ମହାପାତ୍ର, ବିଜୟିନୀ ପବ୍ଲିକେଶନସ୍, କଟକ ।
୪. ଆଧୁନିକ ଓଡ଼ିଆ କାବ୍ୟ ସାହିତ୍ୟ- ଓଡ଼ିଶା ସାହିତ୍ୟ ଏକାଡେମୀ, ଭୁବନେଶ୍ଵର ।
୫. ଆଧୁନିକ ଉତ୍ତର ଆଧୁନିକ – ଦେବାଶିଷ ପାତ୍ର, ସତ୍ୟନାରାୟଣ ବୁକ୍ ଷୋର, କଟକ ।
୬. ଆଧୁନିକ ଓଡ଼ିଆ କବିତା ପରିଚର୍ଚ୍ଚା - ଶତ୍ରୁଘ୍ନ ପାଣ୍ଡବ, ଫ୍ରେଣ୍ଡସ୍ ପବ୍ଲିଶର୍ସ, କଟକ ।
୭. ସୂର୍ଯ୍ୟସ୍ନାତ – ଯତୀନ୍ଦ୍ର ମୋହନ ମହାନ୍ତି, ସୁବର୍ଣ୍ଣରେଖା, ଭୁବନେଶ୍ଵର-୬ ।
୮. ଆଧୁନିକ କାବ୍ୟ ଜିଜ୍ଞାସା : ଚିତ୍ର କଳ୍ପ - ଦାଶରଥ ଦାସ, ଫ୍ରେଣ୍ଡସ୍ ପବ୍ଲିଶର୍ସ, କଟକ ।
୯. ନୂଆ କବିତାର ନକ୍ସା - ଦିଲୀପ କୁମାର ସାହି, ବିଜୟିନୀ ପବ୍ଲିକେଶନସ୍, କଟକ ।
୧୦. କବିତା ୧୯୬୨ ଓ ନୂତନ କବିତାର ଭୂମିକା – ସଚ୍ଚିଦାନନ୍ଦ ରାଉତରାୟ , ଗ୍ରନ୍ଥମନ୍ଦିର, କଟକ ।

ନମୁନା ପ୍ରଶ୍ନ (Sample Questions):

୧. ସୀତାକାନ୍ତ ମହାପାତ୍ରଙ୍କ ପ୍ରଥମ କବିତା ସଙ୍କଳନର ନାମ କଣ? (୧ ମାର୍କ)
୨. ସ୍ଵାଧୀନତା ପରବର୍ତ୍ତୀ କାଳରେ ରଚିତ କବି ସଚ୍ଚିଦାନନ୍ଦଙ୍କ ଦୁଇଟି କବିତାଗ୍ରନ୍ଥର ନାମ ଲେଖ। (୨ ମାର୍କ)
୩. ସ୍ଵାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ କବିତାର ରାଜନୀତିକ ପୃଷ୍ଠଭୂମି ଉପରେ ଆଲୋକପାତ କର।(୫ ମାର୍କ)
୪. ସ୍ଵାଧୀନତାପର ଓଡ଼ିଆ କବିତାର ଆତ୍ମିକ ବୈଶିଷ୍ଟ୍ୟ ନିର୍ଦ୍ଧାରଣ କର।(୮ ମାର୍କ)

Core XIX ସପ୍ତମ ପର୍ଯ୍ୟାୟ (Semester-VII)

ସ୍ଵାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ କଥାସାହିତ୍ୟର ଅନୁଶୀଳନ (୧୯୪୭ ରୁ ୨୦୦୦)

Course Outcome (ପାଠ୍ୟକ୍ରମ ଫଳଶ୍ରୁତି):

ସ୍ଵାଧୀନତା ପରବର୍ତ୍ତୀ କାଳରେ ଓଡ଼ିଆ ଗଳ୍ପ-ଉପନ୍ୟାସର ଗତି ଓ ପ୍ରବୃତ୍ତି କିପରି ଭିନ୍ନମୋଡ଼ ନେଇଛି ତାହାର କଳାତ୍ମକ ଅନୁଶୀଳନ ମାଧ୍ୟମରେ ସ୍ଵାଧୀନତା ପରକାଳର ଓଡ଼ିଆ କଥାସାହିତ୍ୟକୁ ସୁସ୍ମରୁପେ ଉପଲକ୍ଷି କରିବା ସ୍ନାତକ ସମ୍ମାନ ଛାତ୍ରଛାତ୍ରୀଙ୍କ ପାଇଁ ବିଶେଷ ଗୁରୁତ୍ଵ ରଖେ । ଛାତ୍ରଛାତ୍ରୀଙ୍କୁ ଶୀଘ୍ର କାଳର କଥା ଓ କଥାକାର ଏବଂ ତାଙ୍କର ସାରସ୍ଵତ ଅବଦାନକୁ ଉପଲକ୍ଷି କରିବାପାଇଁ ଏହି ପତ୍ର ସହାୟକ ହେବ ।

Unit Wise Learning Outcome (ପ୍ରତି ଏକକର ଅଧ୍ୟୟନ ଫଳ ଶ୍ରୁତି):

୧ମ ଏକକ : ସାହିତ୍ୟର ପ୍ରବୃତ୍ତିଗତ ପରିବର୍ତ୍ତନ ପଛରେ ବିବିଧ କାରଣ ବିଦ୍ୟମାନ ଥାଏ । ସେଗୁଡ଼ିକର ବିଶେଷ ଅନୁଶୀଳନ କରିବା ପାଇଁ ଶୀଘ୍ର ଏକକ ଖୋରାକ ଯୋଗାଇବ ।

୨ୟ ଏକକ : ସ୍ଵାଧୀନତା ପରେ ଓଡ଼ିଆ ଗଳ୍ପସାହିତ୍ୟ ଯେପରି ବ୍ୟାପକ ରୂପଲାଭ କରିଛି, ସେହିପରି ତାର ରଚନାଶୈଳୀ ଓ ଆତ୍ମିକ ସଭାରେ ଅଭିନବତା ପ୍ରସ୍ତୁତିତ ହୋଇଛି, ତାହାକୁ ଚିହ୍ନିବା ପାଇଁ ଏହି ଏକକର ପାଠ୍ୟସମୂହ ପଥ ପ୍ରଦର୍ଶନ କରିବ ।

୩ୟ ଏକକ : ବିଷୟ ବସ୍ତୁ ଓ ଉପସ୍ଥାପନା କୌଶଳ ଦୃଷ୍ଟିରୁ ସ୍ଵାଧୀନତା ପରେପରେ ଓଡ଼ିଆ ଉପନ୍ୟାସର ବିକାଶଧାରା ବେଶ୍ ଉଲ୍ଲେଖଯୋଗ୍ୟ । ସମାଜ, ରାଜନୀତି, ପଲ୍ଲୀ ଓ ସହରର ମାନବିକ ମୂଲ୍ୟବୋଧ, ପ୍ରାକୃତିକ ବିପର୍ଯ୍ୟୟ, ତଥା ବହୁ ସମସ୍ୟାକୁ ଆଧାର କରି ଉପନ୍ୟାସ ସାହିତ୍ୟର କିପରି ପୁଷ୍ଟି ବିଧାନ ହୋଇଛି, ଛାତ୍ରଛାତ୍ରୀ ଏହି ଏକକରୁ ତାହା ଅବଶ୍ୟ ଅନୁଭବ କରିପାରିବେ ।

୪ର୍ଥ ଏକକ : ଶତାଧିକ କଥାକାରଙ୍କ ମଧ୍ୟରୁ ସ୍ଵାଧୀନତା ପରବର୍ତ୍ତୀ କାଳର କେତେଜଣ ଦିଗ୍‌ଗଜ ଗଳ୍ପକାର ଓ ଔପନ୍ୟାସିକଙ୍କ ସମ୍ପର୍କରେ ଏହି ଏକକ ଶିକ୍ଷାର୍ଥୀଙ୍କୁ ଧାରଣା ପ୍ରଦାନ କରିବ ।

ପାଠ୍ୟ ବିଷୟ

୧ମ ଏକକ : ସ୍ଵାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ କଥାସାହିତ୍ୟର ପୃଷ୍ଠଭୂମି

୨ୟ ଏକକ : ସ୍ଵାଧୀନତାପରେ ଓଡ଼ିଆ ଗଳ୍ପର ଗତି ଓ ପ୍ରବୃତ୍ତି

୩ୟ ଏକକ : ସ୍ଵାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ ଉପନ୍ୟାସର ବିକାଶଧାରା ଓ ବୈଶିଷ୍ଟ୍ୟ

୪ର୍ଥ ଏକକ: ସ୍ଵାଧୀନତାପରେ ପ୍ରମୁଖ ଓଡ଼ିଆ କଥାକାର

କ) ଗଳ୍ପ -ମନୋଜ ଦାସ, ଅଖିଳମୋହନ ପଟ୍ଟନାୟକ, ବୀଣାପାଣି ମହାନ୍ତି

ଖ) ଉପନ୍ୟାସ – ସୁରେନ୍ଦ୍ର ମହାନ୍ତି, ଶାନ୍ତନୁ କୁମାର ଆଚାର୍ଯ୍ୟ, ପ୍ରତିଭା ରାୟ

ସହାୟକ ଗ୍ରନ୍ଥ ସୂଚୀ (Book of reference):

୧. ଓଡ଼ିଆ ଉପନ୍ୟାସ ସାହିତ୍ୟର ପରିଚୟ - ୧ମ ଓ ୨ୟ ଭାଗ ସଂ. ପଠାଣି ପଟ୍ଟନାୟକ, ଭୋଳାନାଥ ରାଉତ, ଓଡ଼ିଶା ବୁକ୍ ଷୋର, କଟକ

୨. ଓଡ଼ିଆ ଉପନ୍ୟାସ – କୃଷ୍ଣଚରଣ ବେହେରା, ଫ୍ରେଣ୍ଡସ୍ ପବ୍ଲିଶର୍ସ, କଟକ

୩. ଗଳ୍ପ ଗାଳ୍ପିକ ଗଳ୍ପାୟନ - ଦେବାଶିଷ ପାତ୍ର, ସତ୍ୟନାରାୟଣ ବୁକ୍ ଷୋର, କଟକ

୪. ଓଡ଼ିଆ କଥା ସାହିତ୍ୟର ବିଭା ଓ ବିବିଧତା – ବନୁବାହନ ମହାପାତ୍ର, ସତ୍ୟନାରାୟଣ ବୁକ୍ ଷୋର, କଟକ

୫. ଓଡ଼ିଆ କ୍ଷୁଦ୍ରଗଳ୍ପର ଇତିହାସ, (୧ମ ଓ ୨ୟ ଭାଗ) –ବୈଷ୍ଣବ ଚରଣ ସାମଲ, ବୁକ୍ ଏଣ୍ଡ୍ ବୁକ୍ସ, କଟକ

୬. ଓଡ଼ିଆ ଉପନ୍ୟାସ ପରିଚିତି (୧ମ ଓ ୨ୟ ଭାଗ) - ନାରାୟଣ ସାହୁ

୭. ଓଡ଼ିଆ କଥାସାହିତ୍ୟରେ ନାରୀବାଦ - ସଂ. ସବିତା ପ୍ରଧାନ, ଅଗ୍ରଦୂତ, କଟକ

୮. ସୁରେନ୍ଦ୍ର ସାହିତ୍ୟ ସମୀକ୍ଷଣ – ସଂ. ପ୍ରକାଶ କୁମାର ପରିଡ଼ା, ଗିରୀଶଚନ୍ଦ୍ର ସାହୁ, ଫ୍ରେଣ୍ଡସ୍ ପବ୍ଲିଶର୍ସ, କଟକ

୯. ସାହିତ୍ୟ ସାଧକ ଶାନ୍ତନୁ କୁମାର ଆଚାର୍ଯ୍ୟ – ବାଉରୀବନ୍ଧୁ କର, ଗ୍ରନ୍ଥମନ୍ଦିର, କଟକ

୧୦. ସ୍ଵାଧୀନତା ପରବର୍ତ୍ତୀ ପ୍ରମୁଖ ଗଳ୍ପସ୍ରଷ୍ଟା- ବ୍ରହ୍ମାନନ୍ଦ ଖୁଠିଆ, ନବଦିଗନ୍ତ, ବିନୋଦବିହାରୀ, କଟକ

ନମୁନା ପ୍ରଶ୍ନ (Sample Questions) :

୧. ଯେକୌଣସି ଏକ ଚେତନାପ୍ରବାହୀ ଉପନ୍ୟାସର ନାମ ଲେଖ । (୧ ମାର୍କ)

୨. ଦୁଇଟି ମନସ୍ତାତ୍ତ୍ୱିକ ଗନ୍ଧର ଉଦାହରଣ ଦିଅ । (୨ ମାର୍କ)

୩. ଅଙ୍ଗୁଳମୋହନ ପଟ୍ଟନାୟକଙ୍କ ଗନ୍ଧକଳାର ବିଶେଷତ୍ୱ ଲେଖ । (୫ ମାର୍କ)

୪. ସ୍ୱାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ ଉପନ୍ୟାସରେ ପ୍ରତିଫଳିତ ପାରିବାରିକ ଜୀବନ ଉପରେ ଆଲୋଚନା କର । (୮ ମାର୍କ)

Core XX ଅଷ୍ଟମ ପର୍ଯ୍ୟାୟ (Semester-VIII)

ସ୍ୱାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ ନାଟ୍ୟ ସାହିତ୍ୟର ଅନୁଶୀଳନ (୧୯୪୭ ରୁ ୨୦୦୦)

Course Outcome (ପାଠ୍ୟପତ୍ର ଫଳଶ୍ରୁତି):

ଓଡ଼ିଆ ନାଟକର ବିକାଶଧାରାରେ ସ୍ୱାଧୀନତା ପରବର୍ତ୍ତୀକାଳ ଯଥେଷ୍ଟ ଗୁରୁତ୍ୱରଖେ । ପୁନଶ୍ଚ, ନବନାଟ୍ୟ ଆନ୍ଦୋଳନ ପରେ ବିବିଧ ପରୀକ୍ଷାନିରୀକ୍ଷା ଓଡ଼ିଆ ନାଟକରେ ପ୍ରତିଭାତ ହୋଇଥାଏ । ଏକାଙ୍କିକା ବା କ୍ଷୁଦ୍ର ନାଟକ ମଧ୍ୟ ଆମ ସାହିତ୍ୟରେ ପ୍ରଭାବଶାଳୀ ଭୂମିକା ଗ୍ରହଣକରିଛି । ଏସବୁର ଗଭୀର ଅନୁଶୀଳନ ସହିତ ସଂଳାପ, ମଞ୍ଚ କୌଶଳ, ପ୍ରଭୃତି ବିବିଧ ବିଷୟର ଜ୍ଞାନ ହାସଲ କରିବାପାଇଁ ଏହି ପାଠ୍ୟପତ୍ରଟି ଶିକ୍ଷାର୍ଥୀଙ୍କୁ ସାହାଯ୍ୟ କରିବ ।

Unit wise Learning Outcome (ପ୍ରତି ଏକକର ଅଧ୍ୟୟନ ଫଳଶ୍ରୁତି):

୧ମ ଏକକ : ଏହି ଏକକଟି ସ୍ୱାଧୀନତା ପରବର୍ତ୍ତୀ କାଳର ନାଟ୍ୟସାହିତ୍ୟର ପୃଷ୍ଠଭୂମି, ତାର ଦିଗଦିଗନ୍ତ ଆକଳନ କରିବା ପାଇଁ ପ୍ରେରଣା ଯୋଗାଇବ ।

୨ୟ ଏକକ : ସ୍ୱାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ ନାଟ୍ୟସାହିତ୍ୟର ଅଙ୍ଗସଞ୍ଜା ଓ ଆତ୍ମିକରୂପର ଅନୁଧ୍ୟାନ କରିବାକୁ ଏହି ଏକକରେ ଛାତ୍ରଛାତ୍ରୀ ପ୍ରବୃତ୍ତ ରହିବେ ।

୩ୟ ଏକକ : ସ୍ୱାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ ଛୋଟନାଟକ ବା ଏକାଙ୍କିକା ସାହିତ୍ୟର ଧାରା ଓ ଧର୍ମ ଅନୁଷ୍ଠାନ କରିବାପାଇଁ ଶୀଘ୍ର ଏକକଟି ଅନୁପ୍ରେରିତ କରିବ ।

୪ର୍ଥ ଏକକ : ଉତ୍ତମ ନାଟକ ଓ ଏକାଙ୍କିକା ରଚନାରେ ନିମଗ୍ନ ଥିବା ନାଟ୍ୟକାରଙ୍କ ମଧ୍ୟରୁ କେତେଜଣ ବରେଣ୍ୟ ନାଟ୍ୟସୂକ୍ଷ୍ମକ ରଚନାସମ୍ପର୍କ ଓ ତାର ଗୁଣଗତ ବିଶେଷତ୍ୱକୁ ଛାତ୍ରଛାତ୍ରୀ ଜାଣିବାର ସୁଯୋଗ ପାଇବେ ଏହି ଏକକରେ ।

ପାଠ୍ୟ ବିଷୟ

୧ମ ଏକକ : ସ୍ୱାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ ନାଟ୍ୟ ସାହିତ୍ୟର ପୃଷ୍ଠଭୂମି

୨ୟ ଏକକ : ସ୍ୱାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ ନାଟକର ସ୍ୱରୂପ

୩ୟ ଏକକ : ସ୍ୱାଧୀନତା ପରବର୍ତ୍ତୀ ଏକାଙ୍କିକାର ଧାରା ଓ ଧାରା

୪ର୍ଥ ଏକକ : ସ୍ୱାଧୀନତା ପରବର୍ତ୍ତୀ ପ୍ରମୁଖ ଓଡ଼ିଆ ନାଟ୍ୟ ରଚୟିତା :

ନାଟକ -ଗୋପାଳ ଛୋଟରାୟ, ରାମଚନ୍ଦ୍ର ମିଶ୍ର, ମନୋରଞ୍ଜନ ଦାସ,

ଏକାଙ୍କିକା - ପ୍ରାଣବନ୍ଧୁ କର, ବିଜୟ ମିଶ୍ର, ବିଶ୍ୱଜିତ ଦାସ,

ସହାୟକ ଗ୍ରନ୍ଥ (Book of reference) :

୧. ଓଡ଼ିଆ ନାଟ୍ୟ ସାହିତ୍ୟର ବିକାଶଧାରା (୧ମ, ୨ୟ, ୩ୟ, ୪ର୍ଥ ଖଣ୍ଡ)- ହେମନ୍ତ କୁମାର ଦାସ, ସାଥୀମହଲ, କଟକ

୨. ଓଡ଼ିଆ ନାଟକର ଇତିହାସ - ନାଳାଦ୍ରି ଭୂଷଣ ହରିଚନ୍ଦନ, ଫେଣ୍ଟ୍ସ ପବ୍ଲିଶର୍ସ, କଟକ

୩. ସ୍ଵାଧୀନତାଚଳର ଓଡ଼ିଆ ନାଟକ - ନାରାୟଣ ସାହୁ, ସତ୍ୟନାରାୟଣ ବୁକ୍ ସୋର, କଟକ
୪. ନୂତନ ମୂଲ୍ୟବୋଧର ନାଟକ - ବିଜୟ କୁମାର ଶତପଥୀ, ପ୍ରେକ୍ଷ୍ୟ ପବ୍ଲିଶର୍ସ, କଟକ
୫. ଓଡ଼ିଆ ନାଟ୍ୟ ସାହିତ୍ୟ – ସର୍ବେଶ୍ଵର ଦାସ - ଓ.ରା.ପା.ପୁ ପ୍ର ଓ ପ୍ରକାଶନ ସଂସ୍ଥା, ଭୁବନେଶ୍ଵର
୬. ଓଡ଼ିଆ ନାଟକର ଉତ୍ତର ଓ ବିକାଶ - ରଘୁକର ଚଇନି ,ବୁକ୍ ଏଣ୍ଡ୍ ବୁକ୍ସ, କଟକ
୭. ଉତ୍ତର ନାଟ୍ୟ ପରମ୍ପରା - ରଘୁକର ଚଇନି - ଓ.ରା.ପା.ପୁ ପ୍ର ଓ ପ୍ରକାଶନ ସଂସ୍ଥା, ଭୁବନେଶ୍ଵର
୮. ଓଡ଼ିଆ ନାଟକରେ ଇତିହାସର ପ୍ରତିଧ୍ଵନି - ନୀଳାଦ୍ରି ଭୂଷଣ ହରିଚନ୍ଦନ, ବିଦ୍ୟାପୁରୀ, କଟକ
୯. ଓଡ଼ିଆ ନାଟକର ଉତ୍ତର ଆଧୁନିକ ପର୍ବ – ହେମନ୍ତ କୁମାର ଦାସ, ବିଦ୍ୟାପୁରୀ, କଟକ
୧୦. ନାଟକ : ବ୍ୟାପ୍ତି ଓ ଦୀପ୍ତି - ସଂଘମିତ୍ରା ମିଶ୍ର, ଅଗ୍ରଦୂତ, କଟକ

ନମୁନା ପ୍ରଶ୍ନ (Sample Questions) :

୧. ସ୍ଵାଧୀନତା ପରବର୍ତ୍ତୀ କାଳର ଗୋଟିଏ ମିଥ୍ ନାଟକର ଦୃଷ୍ଟାନ୍ତ ଦିଅ । (୧ ମାର୍କ)
୨. ନବନାଟ୍ୟ ଆନ୍ଦୋଳନ ପରବର୍ତ୍ତୀ ଦୁଇଜଣ ପରୀକ୍ଷାଧର୍ମୀ ନାଟ୍ୟକାରଙ୍କ ନାମ ଲେଖ । (୨ ମାର୍କ)
୩. ଓଡ଼ିଆ ଏକାଙ୍କିକା ସାହିତ୍ୟକୁ ପ୍ରାଣବନ୍ଧୁ କରଙ୍କ ଅବଦାନ ଉଲ୍ଲେଖ କର । (୫ ମାର୍କ)
୪. ସ୍ଵାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ ନାଟକର ସ୍ଵରୂପ ଦର୍ଶାଅ । (୮ ମାର୍କ)

Core XXI ଅଷ୍ଟମ ପର୍ଯ୍ୟାୟ (Semester-VIII)

**ସ୍ଵାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ ଗଦ୍ୟସାହିତ୍ୟ ଓ ପତ୍ରପତ୍ରିକାର ଅନୁଶୀଳନ
(୧୯୪୭-୨୦୦୦)**

Course Outcome (ପାଠ୍ୟପତ୍ର ଫଳଶ୍ଳୁତି):

ସ୍ଵାଧୀନତା ପରବର୍ତ୍ତୀ କାଳରେ ଓଡ଼ିଆ ଗଦ୍ୟସାହିତ୍ୟ ହୋଇଛି ବହୁମୁଖୀ । ପ୍ରବନ୍ଧ, ସମାଲୋଚନା ସହିତ ଜୀବନୀ, ଆତ୍ମଜୀବନୀ, ଭ୍ରମଣକାହାଣୀ ଆଦି ଏକାଳରେ ବ୍ୟାପକ ରୂପଲାଭ କରିଛି । ଓଡ଼ିଆ ପତ୍ରପତ୍ରିକା ମଧ୍ୟ ବିପୁଳ ସଂଖ୍ୟାରେ ଆତ୍ମପ୍ରକାଶ କରିଛି । ଗଦ୍ୟସାହିତ୍ୟ ଓ ପତ୍ରପତ୍ରିକାର ଏହି ବିବିଧତା ଓ ବ୍ୟାପକତାକୁ ଶିକ୍ଷାର୍ଥୀମାନେ ଅନୁଶୀଳନ କରିପାରିବେ ଏହି ପାଠ୍ୟପତ୍ରରେ ।

Unit wise Learning Outcome (ପ୍ରତି ଏକକର ଅଧ୍ୟୟନ ଫଳଶ୍ଳୁତି):

- ୧ମ ଏକକ : ସ୍ଵାଧୀନତା ପରକାଳର ମୌଳିକ ପ୍ରବନ୍ଧ ରଚନା ସହିତ ସାହିତ୍ୟ ସମାଲୋଚନା କ୍ଷେତ୍ର ହୋଇଛି ବିସ୍ତୃତ । ଚିନ୍ତାଶୀଳ ,ତତ୍ତ୍ଵମୂଳକ ଓ ଭାବାତ୍ମକ ପ୍ରବନ୍ଧ ସୃଷ୍ଟି ସହିତ ଲେଖକମାନେ ସମାଲୋଚନା ସାହିତ୍ୟକୁ କ୍ରମଶଃ ପରିପକ୍ଵ କରିଛନ୍ତି, ଯାହା ଏହି ଏକକରୁ ଉପଲବ୍ଧ ହେବ ।
- ୨ୟ ଏକକ : ଜୀବନୀ ଓ ଆତ୍ମଜୀବନୀ ଭିତରେ ସାମ୍ୟ-ବୈଷମ୍ୟ ବିଷୟରେ ଅବଗତ ହେବାସହ ଶିକ୍ଷାର୍ଥୀମାନେ ଏହି ଏକକରେ ଏହି ଦୁଇଦିଗର ସ୍ଵାଧୀନତା ପରକାଳୀନ ରୂପରେଖ ଓ ଗୁଣାତ୍ମକ ମୂଲ୍ୟକୁ ଅନୁଶୀଳନ କରିପାରିବେ ।
- ୩ୟ ଏକକ : ସ୍ଵାଧୀନତା ପୂର୍ବବର୍ତ୍ତୀ ସମୟଠାରୁ ପରବର୍ତ୍ତୀକାଳରେ ଓଡ଼ିଆ ଭ୍ରମଣବୃତ୍ତାନ୍ତ ବୈଦେଶିକ ଅନୁଭୂତିରେ ବିଶେଷ ସମୃଦ୍ଧିବଦ୍ଧ ହୋଇଛି । ସ୍ଵଦେଶୀୟ ଭ୍ରମଣାନୁଭୂତି ଓ ବୈଦେଶୀୟ ଭ୍ରମଣ ସାହିତ୍ୟ ସମ୍ପର୍କରେ ଏହି ଏକକରୁ ଛାତ୍ରଛାତ୍ରୀ ଜ୍ଞାନଲାଭ କରିବେ ।

୪ର୍ଥ ଏକକ : ପରିମାଣାତ୍ମକ ଦୃଷ୍ଟିରୁ ଦେଖିଲେ ସ୍ଵାଧୀନତା ପରବର୍ତ୍ତୀ ସମୟରେ ଓଡ଼ିଆ ଭାଷାରେ ବହୁ ପଦ୍ମପତ୍ରିକା ଜନ୍ମ ନେଇଛି । କିନ୍ତୁ ଅନେକ ପତ୍ରିକାର ଅକାଳରେ ବିଲୟ ମଧ୍ୟ ଘଟିଛି । ଏହି ଏକକରେ ସ୍ଵାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ ପଦ୍ମପତ୍ରିକାର ସ୍ଥିତି ଓ ବ୍ୟାପ୍ତି ଛାତ୍ରଛାତ୍ରୀ ଆକଳନ କରିପାରିବେ ।

ପାଠ୍ୟ ବିଷୟ

୧ମ ଏକକ : ସ୍ଵାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ ପ୍ରବନ୍ଧ ଓ ସମାଲୋଚନା ସାହିତ୍ୟ

୨ୟ ଏକକ : ସ୍ଵାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ ଜୀବନୀ ଓ ଆତ୍ମଜୀବନୀ

୩ୟ ଏକକ : ସ୍ଵାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ ଭ୍ରମଣବୃତ୍ତାନ୍ତ

୪ର୍ଥ ଏକକ : ସ୍ଵାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ ପଦ୍ମପତ୍ରିକା

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ (Book of reference):

୧. ଓଡ଼ିଆ ପ୍ରବନ୍ଧ ସାହିତ୍ୟର ଇତିହାସ - ଅସିତ କବି, ଫ୍ରେଣ୍ଡସ୍ ପବ୍ଲିଶର୍ସ, କଟକ ।
୨. ଓଡ଼ିଆ ସମାଲୋଚନା ସାହିତ୍ୟର ଇତିହାସ - ଅସିତ କବି, ଫ୍ରେଣ୍ଡସ୍ ପବ୍ଲିଶର୍ସ, କଟକ ।
୩. ଓଡ଼ିଆ ପ୍ରବନ୍ଧ ଓ ସମାଲୋଚନା ସାହିତ୍ୟର ପରିଚୟ - ପଠାଣି ପଟ୍ଟନାୟକ, ଓଡ଼ିଶା ବୁକ୍ ସୋର, କଟକ ।
୪. ଓଡ଼ିଆ ପ୍ରବନ୍ଧ ସାହିତ୍ୟର ଇତିହାସ - ବାଉରୀବନ୍ଧୁ କର, ଫ୍ରେଣ୍ଡସ୍ ପବ୍ଲିଶର୍ସ, କଟକ ।
୫. ଓଡ଼ିଆ ପ୍ରବନ୍ଧ ଓ ସମାଲୋଚନା ସାହିତ୍ୟର ପରିଚୟ- ପଠାଣି ପଟ୍ଟନାୟକ, ଓଡ଼ିଶା ବୁକ୍ ସୋର, କଟକ ।
୬. ଓଡ଼ିଆ ଚରିତ ସାହିତ୍ୟ - ଲାବଣ୍ୟ ନାୟକ, ଫ୍ରେଣ୍ଡସ୍ ପବ୍ଲିଶର୍ସ, କଟକ-୧୯୮୮ ।
୭. ଓଡ଼ିଆ ଆତ୍ମଜୀବନୀ - ଅଜାୟର ମଲ୍ଲ, ବିଜୟନୀ ପବ୍ଲିକେଶନ୍, କଟକ ।
୮. ଓଡ଼ିଆ ଜୀବନୀ ସାହିତ୍ୟ - ଏକ ଅଧ୍ୟୟନ - ପଠାଣି ପଟ୍ଟନାୟକ, ଓ.ରା.ପା.ପୁ.ପ୍ର.ଓ ପ୍ର.ସଂସ୍ଥା ,ଭୁବନେଶ୍ଵର ।
୯. ଓଡ଼ିଆ ସମାଲୋଚନା ସାହିତ୍ୟ - ଓଡ଼ିଶା ସାହିତ୍ୟ ଏକାଡେମୀ ,ଭୁବନେଶ୍ଵର ।
୧୦. ସାଂପ୍ରତିକ ଓଡ଼ିଆ ସାହିତ୍ୟ- ସାରଳା ସାହିତ୍ୟ ସଂସଦ, ଓଡ଼ିଶା ବୁକ୍ ସୋର, କଟକ ।

ନମୁନା ପ୍ରଶ୍ନ (Sample Questions) :

୧. ଝଙ୍କାର ସାହିତ୍ୟ ପତ୍ରିକା କେଉଁ ମସିହାରୁ ପ୍ରକାଶ ଲାଭ କରିଥିଲା ? (୧ ମାର୍କ)
୨. କୋଣାର୍କ ସାହିତ୍ୟ ପତ୍ରିକା କେଉଁ ଅନୁଷ୍ଠାନଦ୍ଵାରା କେବେ ଆତ୍ମପ୍ରକାଶ କରିଥିଲା ? (୨ ମାର୍କ)
୩. ସ୍ଵାଧୀନତା ପରକାଳର ବିଦେଶ ଭ୍ରମଣ ଅନୁଭୂତି ଉପରେ ଆଲୋଚନା କର । (୫ ମାର୍କ)
୪. ସ୍ଵାଧୀନତା ପରବର୍ତ୍ତୀ କାଳରେ ଓଡ଼ିଆ ସମାଲୋଚନା ସାହିତ୍ୟ ହୋଇଛି ବିଭବଶାଳୀ - ଆଲୋଚନା କର । (୮ ମାର୍କ)

Core XXII

ଅଷ୍ଟମ ପର୍ଯ୍ୟାୟ (Semester-VIII)

ଓଡ଼ିଆ ଶିଶୁସାହିତ୍ୟ ଓ ବିଜ୍ଞାନଭିତ୍ତିକ ସାହିତ୍ୟ

Course Outcome (ପାଠ୍ୟପତ୍ର ଫଳଶ୍ରୁତି):

ଓଡ଼ିଆ ଭାଷାରେ ରଚିତ ଶିଶୁସାହିତ୍ୟ ଓ ବିଜ୍ଞାନ ଆଧାରିତ ସାହିତ୍ୟ ସମ୍ପର୍କରେ ଛାତ୍ରଛାତ୍ରୀଙ୍କ ଭିତରେ ସାଧାରଣ ଜ୍ଞାନର ପ୍ରସାର ନିମିତ୍ତ ଶଂସିତ ପାଠ୍ୟପତ୍ରଟି ପ୍ରସ୍ତୁତ । ଏହି ପତ୍ରରେ ଏ ଉଭୟର ତାତ୍ତ୍ଵିକ ଜ୍ଞାନ ସହିତ ଶିଶୁସାହିତ୍ୟ ଓ ବିଜ୍ଞାନ ସାହିତ୍ୟର ଏକ-ଏକ ଅଂଶ ଅଧ୍ୟୟନର ସୁଯୋଗ ପାଇବେ ଛାତ୍ରଛାତ୍ରୀ ।

Unit wise Learning Outcome (ପ୍ରତି ଏକକର ଅଧ୍ୟୟନ ଫଳଶ୍ରୁତି):

୧ମ ଏକକ : ଶିଶୁସାହିତ୍ୟର ସଂଜ୍ଞା, ସ୍ୱରୂପ ସହ ଓଡ଼ିଆ ଭାଷାରେ ରଚିତ ଶିଶୁସାହିତ୍ୟର ବିକାଶଧାରା ସମ୍ପର୍କରେ ଏହି ଏକକ ଧାରଣା ଦେବ ।

୨ୟ ଏକକ : ବିଜ୍ଞାନ ଭିତ୍ତିକ ସାହିତ୍ୟର ଧର୍ମ ଓ ସ୍ୱରୂପ କଣ, ସେ ସମ୍ପର୍କରେ ଜ୍ଞାନଲାଭ ସହିତ ଓଡ଼ିଆ ସାହିତ୍ୟରେ ବିଜ୍ଞାନ ଆଧାରିତ ରଚନାର ବିବର୍ତ୍ତନ ଧାରାକୁ ଅବଗତ ହେବାପାଇଁ ଏଠାରେ ସୁଯୋଗ ରହିଛି ।

୩ୟ ଏକକ: ବିଶିଷ୍ଟ ଶିଶୁସାହିତ୍ୟ ପ୍ରସ୍ତା ଦାଶ ବେନହୁରଙ୍କ ଗୋଲ୍ଡ଼ ଫିସ୍ ଅଥବା ନଦୀୟା ବିହାରୀ ମହାନ୍ତିଙ୍କ -'ବଡ଼ ଭାଇଙ୍କ କାହାଣୀ ମୁଣି' ଅଧ୍ୟୟନ କରି ଶିକ୍ଷାର୍ଥୀମାନେ ଓଡ଼ିଆ ଶିଶୁସାହିତ୍ୟ ସମ୍ପର୍କରେ ଜ୍ଞାନଲାଭ କରିବେ ।

୪ର୍ଥ ଏକକ: ଓଡ଼ିଶାର ଦୁଇଜଣ ବିଜ୍ଞାନ ଭିତ୍ତିକ ସାହିତ୍ୟ ପ୍ରସ୍ତା ହେଉଛନ୍ତି, ଗୋକୁଳାନନ୍ଦ ମହାପାତ୍ର ଓ ଦେବକାନ୍ତ ମିଶ୍ର । ସେମାନଙ୍କ ମଧ୍ୟରୁ ଯେକୌଣସି ଜଣକର ରଚନା ପଢ଼ିବାର ସୁଯୋଗ ରହିଛି ଏହି ଏକକରେ ।

ପାଠ୍ୟ ବିଷୟ

୧ମ ଏକକ: ଶିଶୁସାହିତ୍ୟର ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ଓଡ଼ିଆ ଶିଶୁସାହିତ୍ୟର ବିକାଶଧାରା

୨ୟ ଏକକ: ବିଜ୍ଞାନ ଭିତ୍ତିକ ସାହିତ୍ୟର ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ଓଡ଼ିଆ ବିଜ୍ଞାନ ଭିତ୍ତିକ ସାହିତ୍ୟର ବିକାଶକ୍ରମ

୩ୟ ଏକକ: ଶିଶୁସାହିତ୍ୟ ଅଧ୍ୟୟନ

ଗୋଲ୍ଡ଼ ଫିସ୍- ଦାଶ ବେନହୁର କିମ୍ବା ବଡ଼ଭାଇଙ୍କ କାହାଣୀ ମୁଣି- ନଦିଆ ବିହାରୀ ମହାନ୍ତି

୪ର୍ଥ ଏକକ: ବିଜ୍ଞାନ ଭିତ୍ତିକ ସାହିତ୍ୟ ଅଧ୍ୟୟନ

ଶତାବ୍ଦୀର ଆହ୍ୱାନ- ଦେବକାନ୍ତ ମିଶ୍ର

(ଭୌତିକ ବିଜ୍ଞାନ ଓ ସମାଜ ବିଜ୍ଞାନ, ବୃଦ୍ଧର ସର୍ବୋଚ୍ଚ ସୀମା, ଶତାବ୍ଦୀର ଆହ୍ୱାନ)

କିମ୍ବା

ପୃଥିବୀ ବାହାରେ ମଣିଷ- ଗୋକୁଳାନନ୍ଦ ମହାପାତ୍ର

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ (Book of reference) :

୧. ଓଡ଼ିଆ ଶିଶୁସାହିତ୍ୟ ଉନ୍ନେଷ ଓ ବିକାଶ - ମନୀନ୍ଦ୍ର ମହାନ୍ତି, ମାଣିକ ବିଶ୍ୱନାଥ ଦାତବ୍ୟ ସ୍ମୃତିନିଧାୟ, ଭୁବନେଶ୍ୱର

୨. ଆଧୁନିକ ଓଡ଼ିଆ ସାହିତ୍ୟ(ଓଡ଼ିଆ ଶିଶୁ ସାହିତ୍ୟ) - ଜାନକୀ ବଲ୍ଲଭ ମହାନ୍ତି, ଗ୍ରନ୍ଥ ମନ୍ଦିର, କଟକ

୩. ଓଡ଼ିଆ ଶିଶୁସାହିତ୍ୟ-ସଂ. ଉତ୍କଳ ସାହିତ୍ୟ ସମାଜ, ବିଦ୍ୟାପୁରୀ, ବାଲୁବଜାର, କଟକ

୪. ଓଡ଼ିଆ ଶିଶୁସାହିତ୍ୟର ଇତିହାସ-ଲକ୍ଷ୍ମୀକାନ୍ତ ଖୁଣ୍ଟିଆ, ଗୋବିନ୍ଦ ଚାନ୍ଦ, ପ୍ରେକ୍ଷ୍ୟ ପବ୍ଲିଶର୍ସ, କଟକ

୫. ଆଧୁନିକ ଓଡ଼ିଆ ଶିଶୁସାହିତ୍ୟ : ବ୍ୟାପ୍ତି ଓ ବୈଚିତ୍ର୍ୟ, ଲକ୍ଷ୍ମୀକାନ୍ତ ଖୁଣ୍ଟିଆ, ଦେବାଶିଷ ପ୍ରକାଶନ, ଭୁବନେଶ୍ୱର

୬. ଓଡ଼ିଆ ଶିଶୁସାହିତ୍ୟର ସାମାଜିକ ଇତିହାସ-ମହେଶ୍ୱର ମହାନ୍ତି, ପ୍ରେକ୍ଷ୍ୟ ପବ୍ଲିଶର୍ସ, କଟକ

୭. ସାଧାରଣତୋର ଓଡ଼ିଆ ଶିଶୁ କବିତା- ଅନ୍ତର୍ଯ୍ୟାମୀ ପ୍ରଧାନ, ପଲ୍ଲୀପ୍ରଭା ପ୍ରକାଶନୀ, ପାଳସାହି, ଖୋର୍ଦ୍ଧା

୮. ଗୋକୁଳାନନ୍ଦ ମହାପାତ୍ରଙ୍କ ଉପନ୍ୟାସ ସୃଷ୍ଟି ଓ ସମୀକ୍ଷା- ସିଦ୍ଧାରାଣୀ ମହାପାତ୍ର, ସତ୍ୟମ୍ ପବ୍ଲିକେଶନ୍, ଭୁବନେଶ୍ୱର

ପାଠ୍ୟପୁସ୍ତକ(Text books):

୧. ଗୋଲ୍ଡ଼ ଫିସ୍- ଦାଶ ବେନହୁର, ପ୍ରେକ୍ଷ୍ୟ ପବ୍ଲିଶର୍ସ, କଟକ

୨. ବଡ଼ଭାଇଙ୍କ କାହାଣୀ ମୁଣି- ନଦିଆ ବିହାରୀ ମହାନ୍ତି, ତେଲେଙ୍ଗା ବଜାର, କଟକ

୩. ଶତାବ୍ଦୀର ଆହ୍ଲାନ୍- ଦେବକାନ୍ତ ମିଶ୍ର, ପ୍ରେକ୍ଷା ପବ୍ଲିଶର୍ସ, କଟକ

୪. ପୃଥିବୀ ବାହାରେ ମଣିଷ- ଗୋକୁଳାନନ୍ଦ ମହାପାତ୍ର, ବିଦ୍ୟାପୁରୀ, କଟକ

ନମୁନା ପ୍ରଶ୍ନ: (Sample Questions) :

୧. ଓଡ଼ିଆ ଶିଶୁ ସାହିତ୍ୟର ଉନ୍ନେଷ ଓ ବିକାଶ ପୁସ୍ତକର ଲେଖକ କିଏ ? (୧ ମାର୍କ)

୨. ବିଜ୍ଞାନ ଭିତ୍ତିକ ସାହିତ୍ୟ କାହାକୁ କୁହାଯାଏ ? (୨ ମାର୍କ)

୩. 'ବଡ଼ ଭାଇଙ୍କ କାହାଣୀମୁଣି' ର ଶିଶୁଗନ୍ଧ ଗୁଡ଼ିକର ବୈଶିଷ୍ଟ୍ୟ ଉଲ୍ଲେଖକର । (୫ ମାର୍କ)

୪. ଭୌତିକ ବିଜ୍ଞାନ ଓ ସମାଜ ବିଜ୍ଞାନ ସମ୍ପର୍କରେ ତତ୍କୃର ଦେବକାନ୍ତ ମିଶ୍ରଙ୍କ ବକ୍ତବ୍ୟର ସାରମର୍ମ ଲେଖ । (୮ ମାର୍କ)

Core XXIII

ଅଷ୍ଟମ ପର୍ଯ୍ୟାୟ (Semester-VIII)

ଓଡ଼ିଶାର ସାଂସ୍କୃତିକ ଇତିହାସ

Course Outcome (ପାଠ୍ୟପତ୍ର ଫଳଶ୍ରୁତି):

ସଂସ୍କୃତି ଗୋଟିଏ ଜାତିର ଅନ୍ତସଭାର ପରିଚୟ । ସଂସ୍କୃତି ସମ୍ପର୍କରେ ଛାତ୍ରଛାତ୍ରୀ ଅବଗତହେବା ବିଧେୟ । ବିଭିନ୍ନତା ମଧ୍ୟରେ ଏକତା ହିଁ ଭାରତୀୟ ସଂସ୍କୃତିର ବିଶେଷତା। ତନ୍ମଧ୍ୟରେ ଓଡ଼ିଶାର ସାଂସ୍କୃତିକ ମହାନତା ସ୍ୱୀକାର୍ଯ୍ୟ। ସୁତରାଂ ସଂସ୍କୃତିର ବିଶେଷତା ସହିତ ଓଡ଼ିଶାର ସାଂସ୍କୃତିକ ବୈଶିଷ୍ଟ୍ୟ ଉପଲକ୍ଷ୍ୟ କରିବା ପାଇଁ ଶିକ୍ଷାର୍ଥୀଙ୍କୁ ଏହି ପାଠ୍ୟପତ୍ର ପ୍ରେରଣା ଯୋଗାଇବ ।

Unit wise Learning Outcome (ପ୍ରତି ଏକକର ଅଧ୍ୟୟନ ଫଳଶ୍ରୁତି):

୧ମ ଏକକ : ସଂସ୍କୃତିର ପରିଚୟ, ତାର ସ୍ୱରୂପ ତଥା ବିଶେଷତା ସମ୍ପର୍କରେ ଏହି ଏକକ ବିଦ୍ୟାର୍ଥୀଙ୍କୁ ଅବଗତ କରାଇବ ।

୨ୟ ଏକକ : ଓଡ଼ିଶାର ସଂସ୍କୃତିକୁ ବୌଦ୍ଧ, ଶୈବ ଓ ଶାକ୍ତ ଚେତନା କିପରି ପରିପୁଷ୍ଟ କରିଛି, ତାହା ଏହି ଏକକରୁ ଉପଲକ୍ଷ୍ୟ ହେବ ।

୩ୟ ଏକକ : ଓଡ଼ିଶାରେ ବୈଷ୍ଣବମାନଙ୍କ ମଧ୍ୟରେ ଉତ୍କଳୀୟ ବୈଷ୍ଣବ ଗୋଷ୍ଠୀଙ୍କର ଭିନ୍ନଭିନ୍ନ ଦେବ ଉପାସନା ରହିଛି । ପ୍ରଭୁ ରାମଚନ୍ଦ୍ର ମଧ୍ୟ ବିଷ୍ଣୁ ରୂପେ ପୂଜିତ ହୁଅନ୍ତି ତେଣୁ ବୈଷ୍ଣବ ସଂସ୍କୃତି ପରିପ୍ରେକ୍ଷୀରେ ରାମ, କୃଷ୍ଣ, ଜଗନ୍ନାଥଙ୍କ ଉପାସନା ବିଷୟରେ ଛାତ୍ରଛାତ୍ରୀ ଏହି ଏକକରେ ଅବଗତ ହେବେ ।

୪ର୍ଥ ଏକକ : ଏହି ଏକକରେ ଓଡ଼ିଶାର ଜନଜାତିଙ୍କ ସାମାଜିକ ଜୀବନ, ପର୍ବପର୍ବାଣି ଓ ଦେବଦେବୀଙ୍କ ସମ୍ପର୍କରେ ଛାତ୍ରଛାତ୍ରୀ ଜାଣି ପାରିବେ । ଫଳତଃ ଏହି ପାଠ୍ୟପତ୍ରରେ ଶିକ୍ଷାର୍ଥୀମାନେ ଓଡ଼ିଶାର ସାଂସ୍କୃତିକ ପରିଚୟ ଲାଭ କରିବେ ।

ପାଠ୍ୟ ବିଷୟ

୧ମ ଏକକ : ସଂସ୍କୃତିର ସଂଜ୍ଞା ସ୍ୱରୂପ ଓ ବିଶେଷତା

୨ୟ ଏକକ : ଓଡ଼ିଶାର ସଂସ୍କୃତି - ବୌଦ୍ଧ, ଶୈବ, ଶାକ୍ତ

୩ୟ ଏକକ : ଓଡ଼ିଶାର ବୈଷ୍ଣବ ସଂସ୍କୃତି (ରାମ ଉପାସନା, କୃଷ୍ଣ ଓ ଜଗନ୍ନାଥଙ୍କ ଉପାସନା)

୪ର୍ଥ ଏକକ : ଓଡ଼ିଶାର ଜନଜାତି ସଂସ୍କୃତି(ପର୍ବପର୍ବାଣି, ଦେବଦେବୀ, ବିବାହ ରୀତି)

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ (Book of reference):

୧. ଓଡ଼ିଶାର ସାଂସ୍କୃତିକ ଇତିହାସ – ସଂସ୍କୃତି ବିଭାଗ ଓଡ଼ିଶା।

୨. ଓଡ଼ିଆ ସାହିତ୍ୟର ସାମାଜିକ ଓ ସାଂସ୍କୃତିକ ଇତିହାସ – ଚିତ୍ତରଞ୍ଜନ ଦାସ, ଓ.ରା.ପା..ପୁ.ଓ ପ୍ର. ସଂସ୍ଥା, ଭୁବନେଶ୍ୱର
୩. ଓଡ଼ିଶାର ଧର୍ମଧାରା – କାହ୍ନୁ ଚରଣ ମିଶ୍ର , ଓଡ଼ିଶା ରାଜ୍ୟ ପାଠ୍ୟ ପୁ. ପ୍ରଣୟନ ଓ ପ୍ରକାଶନ ସଂସ୍ଥା, ଭୁବନେଶ୍ୱର
୪. ଓଡ଼ିଆ ସାହିତ୍ୟରେ ଶ୍ରୀ ଜଗନ୍ନାଥ – ବାସୁଦେବ ସାହୁ, ଫ୍ରେଣ୍ଡସ୍ ପବ୍ଲିଶର୍ସ
୫. ଓଡ଼ିଶାରେ ବୌଦ୍ଧଧର୍ମ – ନବୀନ କୁମାର ସାହୁ, ଓଡ଼ିଶା ସାହିତ୍ୟ ଏକାଡେମୀ, ଭୁବନେଶ୍ୱର
୬. ଓଡ଼ିଶାର ଜନଜାତି, ସମାଜ-ସଂସ୍କୃତି, ଭାଷା ଓ ଉନ୍ନୟନ- ଓ.ରା.ପା..ପୁ.ଓ ପ୍ର. ସଂସ୍ଥା, ଭୁବନେଶ୍ୱର
୭. ଓଡ଼ିଶାର ଜନଜାତି : ଏକ ସାମାଜିକ ଓ ସାଂସ୍କୃତିକ ଅଧ୍ୟୟନ - ଦେବାଶିଷ ପାତ୍ର, ଓଡ଼ିଆ ଭାଷା ପ୍ରତିଷ୍ଠାନ।
୮. ଓଡ଼ିଶାର ବୈଷ୍ଣବ ଧର୍ମ- କାହ୍ନୁ ଚରଣ ମିଶ୍ର, ଓଡ଼ିଶା ସାହିତ୍ୟ ଏକାଡେମୀ
୯. ଓଡ଼ିଶାରେ ବୌଦ୍ଧ ସଂସ୍କୃତି- ସୁରେନ୍ଦ୍ର କୁମାର ମହାରଣା, ଫ୍ରେଣ୍ଡସ୍ ପବ୍ଲିଶର୍ସ, କଟକ
୧୦. ଜଗନ୍ନାଥ ମନ୍ଦିର ଓ ଜଗନ୍ନାଥ ଡାକ୍ତର- ସୂର୍ଯ୍ୟନାରାୟଣ ଦାସ, ଫ୍ରେଣ୍ଡସ୍ ପବ୍ଲିଶର୍ସ, କଟକ -୧୯୭୬

ନମୁନା ପ୍ରଶ୍ନ (Sample Questions):

୧. ଉତ୍କଳୀୟ ବୈଷ୍ଣବମାନେ କେଉଁ ଦେବତାଙ୍କୁ ଆରାଧନା କରନ୍ତି ? (୧ ମାର୍କ)
୨. ଓଡ଼ିଶାର ଦୁଇଗୋଟି ପ୍ରସିଦ୍ଧ ଶାକ୍ତ ପୀଠର ନାମଲେଖ ? (୨ ମାର୍କ)
୩. ସଂକ୍ଷେପରେ ସଂସ୍କୃତିର ସଂଜ୍ଞା ଓ ସ୍ୱରୂପ ଉପରେ ଆଲୋଚନା କର । (୫ ମାର୍କ)
୪. ଓଡ଼ିଶାର ଜନଜାତି ସଂସ୍କୃତିର ପରିଚୟ ପ୍ରଦାନ କର । (୮ ମାର୍କ)



ପ୍ରଥମ ପର୍ଯ୍ୟାୟ (SEMESTER-I)

ସାମର୍ଥ୍ୟବର୍ଦ୍ଧକ ପାଠ୍ୟକ୍ରମ

Ability Enhancement Course (AEC)

ପରିଶୁଦ୍ଧ ଭାଷା ଓ ଲିଖନ ଧାରା

Course Outcome (ପାଠ୍ୟପତ୍ର ଫଳଶ୍ରୁତି):

ସାହିତ୍ୟର ଲିଖନ ଓ ଅଧ୍ୟୟନ କ୍ଷେତ୍ରରେ ଭାଷାର ପରିଶୁଦ୍ଧତା ନିତାନ୍ତ ଆବଶ୍ୟକ । ସାହିତ୍ୟକର୍ମ ବ୍ୟତିରେକ ବିଭିନ୍ନକ୍ଷେତ୍ରରେ ନିର୍ଭୁଲଭାଷା ବ୍ୟବହାର ହେବା ବାଞ୍ଛନୀୟ । ଭାରତର ସମିଧାନସ୍ୱୀକୃତ ଭାଷାମାନଙ୍କ ମଧ୍ୟରେ ଓଡ଼ିଆଭାଷାର ସ୍ଥାନ ଗୁରୁତ୍ୱପୂର୍ଣ୍ଣ । ଶିକ୍ଷାର୍ଥୀମାନେ ନିର୍ଭୁଲ ଭାଷା ପ୍ରୟୋଗକ୍ଷେତ୍ରରେ କିପରି ସମର୍ଥ ହେବେ, ସେଥିନିମିତ୍ତ ଏହି ପାଠ୍ୟପତ୍ରଟି ପରିକଳ୍ପିତ । ବିଭିନ୍ନ ପ୍ରତିଯୋଗିତାମୂଳକ ତଥା ପ୍ରାଶାସନିକ ସେବାମୂଳକ ନିଯୁକ୍ତ ହେବାପାଇଁ ସମ୍ମୁଖୀନ ହେଉଥିବା ପରୀକ୍ଷାନିମିତ୍ତ ମଧ୍ୟ ଏହା ଶିକ୍ଷାର୍ଥୀଙ୍କୁ ସାହାଯ୍ୟ କରିବ ।

Unit wise Learning Outcome (ପ୍ରତି ଏକକର ଅଧ୍ୟୟନ ଫଳଶ୍ରୁତି):

- ୧ମ ଏକକ: କ) ଶବ୍ଦ ଗଠନରେ ଶୁଦ୍ଧତା
 ଖ) ରୂଢ଼ିର ଅର୍ଥ ଅବଗତି
 ଗ) ରୂଢ଼ିର ପ୍ରୟୋଗବିଧି ଶିକ୍ଷା

- ୨ୟ ଏକକ: କ) ବାକ୍ୟର ଗଠନରୀତି ଶିକ୍ଷା
 ଖ) ବିବିଧ ପ୍ରକାର ବାକ୍ୟ ସମ୍ପର୍କରେ ଧାରଣା
 ଗ) ନିର୍ଭୁଲ ବାକ୍ୟଲିଖନ ବିଦ୍ୟା

- ୩ୟ ଏକକ: କ) ବୃହତ୍ ଅନୁଚ୍ଛେଦକୁ ସଂକ୍ଷିପ୍ତ କରିବାର କୌଶଳ
 ଖ) ବିଷୟଗତ ଶୀର୍ଷକ ନିର୍ଦ୍ଧାରଣ କଳା
 ଗ) ଅନୁଚ୍ଛେଦରୁ ବିଭିନ୍ନ ପ୍ରଶ୍ନର ଉତ୍ତର ପ୍ରଦାନ

- ୪ର୍ଥ ଏକକ: କ) ସ୍ତମ୍ଭଲିଖନ ଜ୍ଞାନ
 ଖ) ଫିଚର ପ୍ରସ୍ତୁତି
 ଗ) ନିର୍ଭୁଲ ପତ୍ରଲିଖନ ଓ ବିଜ୍ଞାପନ ପ୍ରସ୍ତୁତି କଳା

ପାଠ୍ୟ ବିଷୟ

- ପ୍ରଥମ ଏକକ: (କ) ଶବ୍ଦର ସଂଜ୍ଞା, ଶୁଦ୍ଧ ଶବ୍ଦ ଓ ବର୍ଣ୍ଣାଶୁଦ୍ଧି
 (ଖ) ରୁଚିର ଅର୍ଥ ଓ ପ୍ରୟୋଗ ବିଧି

ଦ୍ୱିତୀୟ ଏକକ: ବାକ୍ୟ ଗଠନରୀତି ଓ ପ୍ରକାର ଭେଦ

ତୃତୀୟ ଏକକ: ଅନୁଚ୍ଛେଦ ସଂକ୍ଷେପଣ, ଶୀର୍ଷକ ନିର୍ଦ୍ଧାରଣ ଓ ପ୍ରଶ୍ନୋତ୍ତର

ଚତୁର୍ଥ ଏକକ: ନିର୍ଭୁଲ ଲିଖନ ପଦ୍ଧତି, ସ୍ତମ୍ଭ ଲିଖନ, ଫିଚର, ପତ୍ର ଲିଖନ, ବିଜ୍ଞାପନ ପ୍ରସ୍ତୁତି

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ (Book of reference) :

୧. ସର୍ବସାର ବ୍ୟାକରଣ - ଶ୍ରୀଧର ଦାସ, ଗ୍ରନ୍ଥ ମନ୍ଦିର, କଟକ ।
୨. ସାରସ୍ୱତ ବ୍ୟାବହାରିକ ବ୍ୟାକରଣ - କୃଷ୍ଣଚନ୍ଦ୍ର ପ୍ରଧାନ, ସତ୍ୟ ନାରାୟଣ ବୁକ୍ ଷୋର ।
୩. ବୃହତ୍ ଓଡ଼ିଆ ବ୍ୟାକରଣ- ତ୍ରିଲୋଚନ ବେହେରା, ଗୋବିନ୍ଦ ଚନ୍ଦ୍ର ଲେଙ୍କା, ପ୍ରେକ୍ଷା ପବ୍ଲିଶର୍ସ, କଟକ ।
୪. ଆଧୁନିକ ଓଡ଼ିଆ ବ୍ୟାକରଣ- ଧନେଶ୍ୱର ମହାପାତ୍ର, କିତାବ୍ ମହଲ, କଟକ ।
୫. ସାଧାରଣ ଓଡ଼ିଆ ବନାନ ଶୁଦ୍ଧି- ଓଡ଼ିଆ ଭାଷା ପ୍ରତିଷ୍ଠାନ, ଭୁବନେଶ୍ୱର ।
୬. ଗଣମାଧ୍ୟମ ଓ ଗଣଯୋଗାଯୋଗ – ଶିଶିର ବେହେରା, ପ୍ରେକ୍ଷା ପବ୍ଲିଶର୍ସ, କଟକ ।
୭. ଯୋଗାଯୋଗ ମୂଳକ ମାତୃଭାଷା – ବିରଞ୍ଚି ନାରାୟଣ ସାମଲ, ସତ୍ୟନାରାୟଣ ବୁକ୍ ଷୋର, କଟକ ।
୮. ଯୋଗାଯୋଗର ଭାଷା – ସୁଧୀର ଚନ୍ଦ୍ର ମହାନ୍ତି, ପ୍ରାଚୀ ପ୍ରକାଶନ, କଟକ ।
୯. ନିର୍ଭୁଲ ଲେଖାର ମୂଳସୂତ୍ର, ନୀଳାଦ୍ରି ଭୂଷଣ ହରିଚନ୍ଦନ, କିତାବ୍ ମହଲ, କଟକ ।
୧୦. ଓଡ଼ିଆ ଭାଷା ବ୍ୟାକରଣ ସୌରଭ, ଚନ୍ଦ୍ରଶେଖର ପତି, ଓଡ଼ିଶା ବୁକ୍ ଏମ୍ପୋରିୟମ୍, କଟକ ।

ନମୁନା ପ୍ରଶ୍ନ (Sample Questions) :

୧. ଶବ୍ଦ କାହାକୁ କୁହାଯାଏ ? (୧ ମାର୍କ)

୨.ପର୍ବତର ଦୁଇଟି ପ୍ରତିଶବ୍ଦ ଲେଖ । (୨ ମାର୍କ)

୩.ବାକ୍ୟର ପ୍ରକାରଭେଦ ଦର୍ଶାଅ । (୫ ମାର୍କ)

୪.ତୁମ ମହାବିଦ୍ୟାଳୟରେ ଏକ ଶିକ୍ଷକ ନିଯୁକ୍ତିପାଇଁ କୌଣସି ସମ୍ବାଦପତ୍ରରେ ଓଡ଼ିଆ ଭାଷାରେ କିପରି ବିଜ୍ଞାପନ ଦିଆଯିବ, ତାହାର ଏକ ନମୁନା ଲେଖ । (୮ ମାର୍କ)

ବହୁମୁଖୀ ପାଠ୍ୟସଭା
Multidisciplinary Course
ପ୍ରଥମ ପତ୍ର
ତୁଳନାତ୍ମକ ସାହିତ୍ୟ

Course Outcome (ପାଠ୍ୟପତ୍ର ଫଳଶ୍ରୁତି):

ବିବିଧ ଭାଷାର ସାହିତ୍ୟ ମଧ୍ୟରେ ତୁଳନାତ୍ମକ ଅଧ୍ୟୟନ ସାମ୍ପ୍ରତିକ ସମୟର ଏକ ପ୍ରାସଙ୍ଗିକ ବିଷୟ । ଏହାଦ୍ୱାରା ବିଶ୍ୱ ପରିପ୍ରେକ୍ଷୀରେ ସାହିତ୍ୟିକ ସମ୍ପର୍କ ବୁଝିପାଏ ଓ ବିଶ୍ୱ କଲ୍ୟାଣ ସାଧୁତହୁଏ । ସ୍ନାତକଶ୍ରେଣୀର ବିଦ୍ୟାର୍ଥୀମାନେ ତୁଳନାତ୍ମକ ସାହିତ୍ୟ ଅଧ୍ୟୟନ ମାଧ୍ୟମରେ ବିବିଧଭାଷା ଓ ସାହିତ୍ୟର ଜ୍ଞାନ ଆହରଣ କରିପାରିବେ । ତେଣୁ ବହୁମୁଖୀ ପାଠ୍ୟସଭାରେ ତୁଳନାତ୍ମକ ସାହିତ୍ୟ ଅତ୍ୟନ୍ତ ଉପାଦେୟ ହେବ ।

Unit wise Learning Outcome (ପ୍ରତି ଏକକର ଅଧ୍ୟୟନ ଫଳଶ୍ରୁତି):

୧ମ ଏକକ : ତୁଳନାତ୍ମକ ସାହିତ୍ୟର ତାତ୍ତ୍ୱିକବିଗ ଉପରେ ଛାତ୍ରଛାତ୍ରୀ ଏଠାରେ ଅବଗତ ହୋଇପାରିବେ । ବିଶେଷତଃ ତୁଳନାତ୍ମକ ସାହିତ୍ୟର ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ବିବିଧରୂପ ଜାଣିପାରିବେ ।

୨ୟ ଏକକ : ସଂସ୍କୃତ ହେଉଛି ଭାରତର ସର୍ବପ୍ରାଚୀନ କାବ୍ୟଭାଷା । ସଂସ୍କୃତ ସାହିତ୍ୟର ବିଖ୍ୟାତ କବି ଓ ନାଟ୍ୟକାର କାଳିଦାସଙ୍କ ସୁପ୍ରସିଦ୍ଧ 'ଅଭିଜ୍ଞାନ ଶାକୁନ୍ତଳମ୍' ନାଟକ ଓ ଆଧୁନିକ ଓଡ଼ିଆ କାବ୍ୟକାର ଗଙ୍ଗାଧରଙ୍କ 'ପ୍ରଣୟବଲ୍ଲରୀ'ର ତୁଳନାତ୍ମକ ଅଧ୍ୟୟନ କରିବାପାଇଁ ଏହି ଏକକରେ ସୁଯୋଗ ରହିଛି ।

୩ୟ ଏକକ : ହିନ୍ଦୀ ଭାରତର ରାଷ୍ଟ୍ର ଭାଷା । ଏହି ଭାଷାର ବିଖ୍ୟାତ ଲେଖକ ପ୍ରେମଚନ୍ଦଙ୍କ ଗୋଦାନ ଉପନ୍ୟାସ ଓ ବିଶିଷ୍ଟ ଓଡ଼ିଆ କଥାକାର ଫକୀରମୋହନଙ୍କ 'ଛମାଣ ଆଠଗୁଣ୍ଠ'ର ତୁଳନାତ୍ମକ ସମୀକ୍ଷା ବେଶ୍ ଗୁରୁତ୍ୱ ରଖେ । ଏହି ଏକକରୁ ବିଦ୍ୟାର୍ଥୀମାନେ ତୁଳନାତ୍ମକ ଜ୍ଞାନ ଅର୍ଜନ କରିବେ ।

୪ର୍ଥ ଏକକ: ନୋବେଲ ପୁରସ୍କାର ପ୍ରାପ୍ତ The Waste Land ଗ୍ରନ୍ଥଟି ବିଶ୍ୱବ୍ୟାପୀ ପ୍ରଭାବ ବିସ୍ତାର କରିଛି । ତାହା ସହିତ ଯଶସ୍ୱୀ ଆଧୁନିକ କବି ଗୁରୁପ୍ରସାଦଙ୍କ କାଳପୁରୁଷର କିପରି ସାମଞ୍ଜସ୍ୟ ବା ତାରତମ୍ୟ ରହିଛି , ଛାତ୍ରଛାତ୍ରୀ ତାହା ଏଠାରେ ଅନୁଶୀଳନ କରିବେ ।

ପାଠ୍ୟ ବିଷୟ

୧ମ ଏକକ : ତୁଳନାତ୍ମକ ସାହିତ୍ୟ: ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ପ୍ରକାରଭେଦ

୨ୟ ଏକକ : ସଂସ୍କୃତ ଓ ଓଡ଼ିଆ : ଅଭିଜ୍ଞାନ ଶାକୁନ୍ତଳମ୍ ଓ ପ୍ରଣୟବଲ୍ଲରୀ

୩ୟ ଏକକ : ହିନ୍ଦୀ ଓ ଓଡ଼ିଆ

ଗୋଦାନ - ପ୍ରେମଚନ୍ଦ ଓ ଛମାଣ ଆଠଗୁଣ୍ଠ-ଫକୀରମୋହନ ସେନାପତି

୪ର୍ଥ ଏକକ : ଇଂରାଜୀ ଓ ଓଡ଼ିଆ: The Waste Land- T.S.Eliot ଓ କାଳପୁରୁଷ- ଗୁରୁପ୍ରସାଦ ମହାନ୍ତି

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ (Book of references):

୧. ସାହିତ୍ୟ ତତ୍ତ୍ୱ : ପ୍ରାଚ୍ୟ ପାଶ୍ଚାତ୍ୟ – ଜ୍ୟୋତ୍ସ୍ନାମୟୀ ପ୍ରଧାନ, ଫେଣ୍ଡସ୍ ପବ୍ଲିଶର୍ସ, କଟକ

୨. ପାଶ୍ଚାତ୍ୟ ସାହିତ୍ୟ ଓ ସମୀକ୍ଷା ତତ୍ତ୍ୱ - ସଂ. କୃଷ୍ଣଚନ୍ଦ୍ର ପ୍ରଧାନ, ପ୍ରାଚୀ ସାହିତ୍ୟ ପ୍ରତିଷ୍ଠାନ, କଟକ

୩. ସାମ୍ପ୍ରତିକ ପାଶ୍ଚାତ୍ୟ ସମାଲୋଚନା ତତ୍ତ୍ୱ – ଚିତ୍ତ ରଞ୍ଜନ ମିଶ୍ର, ଗ୍ରନ୍ଥ ମନ୍ଦିର, କଟକ

୪. ପାଶ୍ଚାତ୍ୟ ସମାଲୋଚନା ତତ୍ତ୍ୱ – ଜିତେନ୍ଦ୍ର ନାରାୟଣ ପଟ୍ଟନାୟକ

୫. ତୁଲ୍ୟ କଷତି – ସତ୍ୟୋଷ ତ୍ରିପାଠୀ, ଏଥେନା, କଟକ

୬. ଗବେଷଣା ଅନୁବାଦ ଓ ସମ୍ପାଦନାକଳା – ନାରାୟଣ ସାହୁ, ସତ୍ୟ ନାରାୟଣ ବୁକ୍ ସୋର, କଟକ

ନମୁନା ପ୍ରଶ୍ନ (Sample Questions) :

୧. କାହାକୁ ତୁଳନାତ୍ମକ ସାହିତ୍ୟର ପିତା ବୋଲି କୁହାଯାଏ ? (୧ ମାର୍କ)

୨. ବିଶ୍ୱର କେଉଁ ଦୁଇଜଣ ପ୍ରସିଦ୍ଧ କବି ତଥା ନାଟ୍ୟକାରଙ୍କ ଉପରେ ମାୟାଧର ମାନସିଂହ ତୁଳନାତ୍ମକ ଗବେଷଣା କାର୍ଯ୍ୟ କରିଛନ୍ତି? (୨ ମାର୍କ)

୩. ଗୋଦାନ ଓ ଛମାଣ ଆଠଗୁଣ୍ଠର ପାଞ୍ଚୋଟି ସାମଞ୍ଜସ୍ୟ ଲେଖ । (୫ ମାର୍କ)

୪. ଦୁଷ୍ଟତ୍ୱ ଚରିତ୍ରକୁ ଚିତ୍ରଣ କରିବାରେ କାଳିଦାସ ଓ ଗଙ୍ଗାଧରଙ୍କ ଦୃଷ୍ଟିକୋଣର ତୁଳନା କର । (୮ ମାର୍କ)

ବହୁମୁଖୀ ପାଠ୍ୟସଂସଂଗ୍ରହ

Multidisciplinary Course

ଦ୍ୱିତୀୟ ପତ୍ର

କଳା ବିଷୟ ଓ ସାହିତ୍ୟ (Humanities and Literature)

Course Outcome (ପାଠ୍ୟପତ୍ର ଫଳଶ୍ରୁତି):

ସାହିତ୍ୟ ବିବିଧ ବିଷୟର ଏକ ସମନ୍ୱିତ ରୂପ । ଏଥିରେ ଇତିହାସ, ରାଜନୀତି, ଭୂଗୋଳ, ଦର୍ଶନ ଆଦିର ତାତ୍ତ୍ୱିକ ଅନୁଶୀଳନ କରାଯାଇପାରେ । Arts ବା କଳା ବିଷୟ ସହିତ ସାହିତ୍ୟର ସମ୍ପର୍କ ଓ ସ୍ୱାତନ୍ତ୍ର୍ୟ ଜାଣିବାନିମିତ୍ତ ଏହି ପତ୍ରଟି ସହାୟକ ହେବ ।

Unit Wise Learning Outcome (ପ୍ରତି ଏକକର ଅଧ୍ୟୟନ ଫଳଶ୍ରୁତି):

୧ମ ଏକକ : ସମାଜ ସାହିତ୍ୟର ମୂଳାଧାରୀ ସମାଜପାଇଁ ଓ ସମାଜକୁ ନେଇ ସାହିତ୍ୟ ସୃଷ୍ଟିହୁଏ । ତେଣୁ ସାହିତ୍ୟ ଓ ସମାଜର ଓଡ଼ଃପ୍ରୋତ ସମ୍ପର୍କକୁ ଅବଗତ ହେବାପାଇଁ ଏହି ଏକକଟି ଉଦ୍ଦିଷ୍ଟ ।

୨ୟ ଏକକ : ପ୍ରତ୍ୟେକ ସମୟର ସାହିତ୍ୟରେ ରାଜନୀତିର ଛାପ ଅବଶ୍ୟ ଲକ୍ଷଣୀୟ । ସାହିତ୍ୟ ଓ ରାଜନୀତିର ସମ୍ପର୍କ ସହିତ ରାଜନୀତିକ ସଂସ୍କାର ଆଣିବାପାଇଁ ଲେଖକ କିପରି ପ୍ରୟାସୀ ହୁଏ , ତାହା ବିଦ୍ୟାର୍ଥୀମାନେ ଏଠାରେ ଅବଗତ ହେବେ ।

୩ୟ ଏକକ : ସମୟର ଅକ୍ଷତ ଛାପ ସାହିତ୍ୟରେ ଅଙ୍କିତ ହେଉଥିବାରୁ ସାରସ୍ୱତ ସୃଷ୍ଟିରେ ଇତିହାସର ଅନୁଶୀଳନ ପ୍ରାସଙ୍ଗିକ ହେବ ନିଶ୍ଚୟ ।

୪ର୍ଥ ଏକକ : କୁହାଯାଏ କବି ଓ ଲେଖକମାନେ ହେଉଛନ୍ତି ଜଣେ ଜଣେ ଦାର୍ଶନିକ, ତେଣୁ ବିଦ୍ୟାର୍ଥୀମାନେ ସାହିତ୍ୟ ସହ ଦର୍ଶନର ସମ୍ପର୍କ ତଥା ସାହିତ୍ୟ ରଚନାରେ ପ୍ରତିଫଳିତ ଦାର୍ଶନିକତାର ଆକଳନ କରିବା ବିଧେୟ ।

ପାଠ୍ୟବିଷୟ

ପ୍ରଥମ ଏକକ : ସାହିତ୍ୟ ଓ ସମାଜ

ଦ୍ୱିତୀୟ ଏକକ : ସାହିତ୍ୟ ଓ ରାଜନୀତି

ତୃତୀୟ ଏକକ : ସାହିତ୍ୟ ଓ ଇତିହାସ

ଚତୁର୍ଥ ଏକକ : ସାହିତ୍ୟ ଓ ଦର୍ଶନ

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ (Book of references):

୧. ସାହିତ୍ୟର ସମ୍ବିଧାନ, ପୂର୍ଣ୍ଣ ଚନ୍ଦ୍ର ମହାନ୍ତି, ଫ୍ରେଣ୍ଡସ୍ ଏମ୍ପୋରୀୟମ, ସମ୍ବଲପୁର

୨. ସାହିତ୍ୟର ସୁଚୀପତ୍ର – ବିଭୂତି ପଟ୍ଟନାୟକ, ଫ୍ରେଣ୍ଡସ୍ ପବ୍ଲିଶର୍ସ, କଟକ

୩. ଓଡ଼ିଆ ଉପନ୍ୟାସରେ ସମାଜ ତତ୍ତ୍ୱ -କଲ୍ୟାଣ ପଟ୍ଟନାୟକ, ବିଦ୍ୟାପୁରୀ, କଟକ

୪. ସାହିତ୍ୟ ତତ୍ତ୍ୱ : ପ୍ରାଚ୍ୟ ପାଶ୍ଚାତ୍ୟ – ଜ୍ୟୋତ୍ସ୍ନାମୟୀ ପ୍ରଧାନ, ଫ୍ରେଣ୍ଡସ୍ ପବ୍ଲିଶର୍ସ, କଟକ

୫. ସାହିତ୍ୟର ରୂପରେଖ – ନୀଳାଦ୍ରି ଭୂଷଣ ହରିଚନ୍ଦନ, ବିଦ୍ୟାପୁରୀ, କଟକ

୬. ସାହିତ୍ୟ ତତ୍ତ୍ୱ - ଧନେଶ୍ୱର ମହାପାତ୍ର, ଗ୍ରନ୍ଥ ମନ୍ଦିର , କଟକ

ନମୁନା ପ୍ରଶ୍ନ (Sample Questions):

୧. ସାରଳା ମହାଭାରତରେ ଐତିହାସିକ ଚିତ୍ର ପୁସ୍ତକର ଲେଖକ କିଏ? (୧ ମାର୍କ)

୨. ଓଡ଼ିଆ ଉପନ୍ୟାସରେ ସମାଜତତ୍ତ୍ୱ ଉପରେ ଓଡ଼ିଶାର କେଉଁ ଦୁଇଜଣ ଆଲୋଚକ ଗବେଷଣାତ୍ମକ ପୁସ୍ତକ ଲେଖିଛନ୍ତି? (୨ ମାର୍କ)

୩. ସାହିତ୍ୟ ଓ ଇତିହାସ ମଧ୍ୟରେ ସମ୍ପର୍କ ନିର୍ଦ୍ଧାରଣ କର । (୫ ମାର୍କ)

୪. ପ୍ରାଚୀନ ଓଡ଼ିଆ ସାହିତ୍ୟରେ ପ୍ରତିଫଳିତ ରାଜତନ୍ତ୍ରର ଚିତ୍ର ପ୍ରଦାନକର । (୮ ମାର୍କ)

ବହୁମୁଖୀ ପାଠ୍ୟସଂଗ୍ରହ
Multidisciplinary Course
ତୃତୀୟ ପତ୍ର

ବିଜ୍ଞାନ ବିଷୟ ଓ ସାହିତ୍ୟ (Science and Literature)

Course Outcome (ପାଠ୍ୟପତ୍ର ଫଳଶ୍ଳୁତି):

କଳା ଓ ବିଜ୍ଞାନ ପରସ୍ପର ପରିପୂରକ । ସାହିତ୍ୟ କଳା ଅନ୍ତର୍ଭୁକ୍ତ ବିଷୟ ହେଲେ ମଧ୍ୟ ତହିଁରେ ବୈଜ୍ଞାନିକ ଦୃଷ୍ଟିକୋଣର ଅଭାବ ନାହିଁ। ବିବିଧ ବିଜ୍ଞାନ ବିଷୟ ସହିତ ସାହିତ୍ୟର କିପରି ସମ୍ପର୍କ ରହିଛି, ସେ ସମ୍ପର୍କରେ ଜ୍ଞାନ ଅର୍ଜନ କରିବାପାଇଁ ଶଂସିତ ପତ୍ର ସହାୟକ ହେବ ।

Unit Wise Learning Outcome (ପ୍ରତି ଏକକର ଅଧ୍ୟୟନ ଫଳଶ୍ଳୁତି):

୧ମ ଏକକ : ସାହିତ୍ୟ ଓ ବିଜ୍ଞାନ ଯଥାକ୍ରମେ କଳ୍ପନା ଓ ବାସ୍ତବତା ଉପରେ ଅଧିଭାବ ବୋଲି କୁହାଯାଏ । ତା ସତ୍ତ୍ୱେ ଏ ଉଭୟର ସମ୍ପର୍କ କିଛି କମ୍ ନୁହେଁ । କଳ୍ପନା ହେଉଛି ବାସ୍ତବତାର କଳାତ୍ମକ ରୂପାୟନ। ପ୍ରତ୍ୟେକ ବାସ୍ତବତାକୁ ସରସ ପ୍ରକାଶ କରିବାପାଇଁ ମଧ୍ୟ କଳା ଜ୍ଞାନ ଆବଶ୍ୟକ । ଏହି ଏକକରେ ଛାତ୍ରଛାତ୍ରୀ ତାହା ଉପଲବ୍ଧି କରି ପାରିବେ ।

୨ୟ ଏକକ : ପରିବେଶ ସଚେତନତା ଆଜି ସମୟର ସବୁଠୁ ବଡ଼ ଆହ୍ୱାନ। ପରିବେଶ ବିଜ୍ଞାନକୁ ଆଧାରକରି ସାହିତ୍ୟରେ ମଧ୍ୟ ପ୍ରକାଶପାଏ ସଚେତନତା । ତାହା ଏହି ଏକକର ଅଧିବ୍ୟବସ୍ଥା ବିଷୟ ।

୩ୟ ଏକକ : ମନୁଷ୍ୟ ସମେତ ସମଗ୍ର ଜୀବଜଗତ ସାହିତ୍ୟର କେନ୍ଦ୍ରବିନ୍ଦୁ । ଜୀବନର କଲ୍ୟାଣ ହିଁ ଜୀବବିଜ୍ଞାନ ଓ ସାହିତ୍ୟ ଉଭୟର ଲକ୍ଷ୍ୟ । ପଶୁପକ୍ଷୀ, କୀଟପତଙ୍ଗ ମଧ୍ୟ ସାହିତ୍ୟର ଆଧାରଭସ୍ତ । ସୁତରାଂ ଜୀବବିଜ୍ଞାନ ଓ ସାହିତ୍ୟର ଅନ୍ତଃସମ୍ପର୍କ ବିଷୟରେ ଛାତ୍ରଛାତ୍ରୀ ଏହାହାରା ଅବଗତ ହୋଇପାରିବେ ।

୪ର୍ଥ ଏକକ : ଆମ ପୁରାଣ ସାହିତ୍ୟରେ ଅନେକ ବିଜ୍ଞାନଭିତ୍ତିକ ତଥ୍ୟ ପରିଦୃଷ୍ଟ ହୋଇଥାଏ। ତାହାକୁ ଆକଳନ କରି ବିଜ୍ଞାନର ଯଥେଷ୍ଟ ଅଗ୍ରଗତି ହୋଇନଥିବା ସମୟରେ ପୁରାଣକାରମାନେ ସାହିତ୍ୟରେ କିପରି ବିଜ୍ଞାନଧର୍ମୀ ଅନୁଚିନ୍ତା ପ୍ରକଟ କରିଛନ୍ତି, ତାହା ବିଦ୍ୟାର୍ଥୀମାନେ ଜାଣିବା ସମୀଚୀନ ।

ପାଠ୍ୟ ବିଷୟ

ପ୍ରଥମ ଏକକ : (କ) ସାହିତ୍ୟ ଓ ବିଜ୍ଞାନ: ସମ୍ପର୍କ ଓ ପାର୍ଥକ୍ୟ
(ଖ) ସାହିତ୍ୟରେ ବୈଜ୍ଞାନିକ ଦୃଷ୍ଟିଭଙ୍ଗୀ

ଦ୍ୱିତୀୟ ଏକକ : ସାହିତ୍ୟ ଓ ପରିବେଶ ବିଜ୍ଞାନ

ତୃତୀୟ ଏକକ : ସାହିତ୍ୟ ଓ ଜୀବବିଜ୍ଞାନ

ଚତୁର୍ଥ ଏକକ : ପୁରାଣରେ ବିଜ୍ଞାନର ସଂକେତ

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ (Book of references):

୧. ପ୍ରାଣୀ ବିଜ୍ଞାନ ପରିଚୟ - ବସନ୍ତ କୁମାର ବେହୁରା, ଉପେନ୍ଦ୍ର ଚନ୍ଦ୍ର ପଣ୍ଡା, ଓଡ଼ିଶା ରାଜ୍ୟ ପାଠ୍ୟ ପୁସ୍ତକ ପ୍ରଣୟନ ସଂସ୍ଥା, ଭୁବନେଶ୍ୱର

୨. ଆମ ପରିବେଶ (ପ୍ରଦୂଷଣ ଓ ସୁରକ୍ଷା) - ଡକ୍ଟର ବିଶ୍ଵନାଥ ସାହୁ, ବିଶ୍ଵ କୁସୁମ ପ୍ରତିଷ୍ଠାନ, ସୂର୍ଯ୍ୟ ନଗର, ଭୁବନେଶ୍ଵର
୩. ପରିବେଶ ନାରୀବାଦ ଓ ହୃଷୀକେଶ ପଣ୍ଡାଙ୍କ କଥା ସମ୍ଭାର - ବସୁବାହନ ମହାପାତ୍ର, ବିଜୟିନୀ ପବ୍ଲିକେଶନ୍, କଟକ
୪. ବିଜ୍ଞାନର ରୂପ - ଦେବକାନ୍ତ ମିଶ୍ର, ଜଗନ୍ନାଥ ରଥ, ବିନୋଦ ବିହାରୀ କଟକ
୫. ଓଡ଼ିଆ ଶିଶୁସାହିତ୍ୟ ଓ ଓଡ଼ିଆ ବିଜ୍ଞାନ ଭିତ୍ତିକ ସାହିତ୍ୟ - ନିରୋଦ କୁମାର ମନ୍ତ୍ରୀ, କଲ୍ୟାଣୀ ପବ୍ଲିକେସନ, କଟକ

ନମୁନା ପ୍ରଶ୍ନ (Sample Questions) :

୧. ପରିବେଶ ବିଜ୍ଞାନ ଉପରେ ଆଧାରିତ ଗୋଟିଏ ପୁସ୍ତକର ନାମ ଲେଖ ? (୧ ମାର୍କ)
୨. ଓଡ଼ିଆ ସାହିତ୍ୟର ଦୁଇଟି ମାନବେତର ଗନ୍ଧର ନାମ ଲେଖ । (୨ ମାର୍କ)
୩. ସାହିତ୍ୟର କଳ୍ପନା ପଦ୍ଧତି କିପରି ବାସ୍ତବତା ଲୁଚାଇଥାଏ, ବୁଝାଇ ଦିଅ । (୫ ମାର୍କ)
୪. ପୁରାଣ ସାହିତ୍ୟରେ ନିହିତ ବୈଜ୍ଞାନିକ ଦୃଷ୍ଟିଭଙ୍ଗୀ ଉପରେ ଆଲୋଚନା କର । (୮ ମାର୍କ)

ଦକ୍ଷତା ବିକାଶମୂଳକ ପାଠ୍ୟକ୍ରମ
Skill Enhancement Course (SEC)
ପ୍ରଥମ ପତ୍ର
ଅନୁବାଦ ସାହିତ୍ୟ

Course Outcome (ପାଠ୍ୟପତ୍ର ଫଳ ଶୁଭି) :

ଛାତ୍ରଛାତ୍ରୀଙ୍କ ଦକ୍ଷତା ବୃଦ୍ଧି ପାଇଁ ଅନୁବାଦ ସାହିତ୍ୟ ବିଶେଷ ସହାୟକ ହେବ । ଅନୁବାଦର ତାତ୍ତ୍ଵିକ ଦିଗ ସହିତ ଓଡ଼ିଆ ଅନୁବାଦ ସାହିତ୍ୟର ରୂପରେଖ ଏବଂ ଅନ୍ୟ ଭାଷାର ସାହିତ୍ୟକୁ ଓଡ଼ିଆରେ ଅନୁବାଦ କରିବା ତଥା ବିଶିଷ୍ଟ ଓଡ଼ିଆ ରଚନାକୁ ଅନ୍ୟ ଭାଷାରେ ଅନୁବାଦ କରିବା ବିଷୟରେ ଏହି ପାଠ୍ୟପତ୍ରରୁ ବିଦ୍ୟାର୍ଥୀମାନେ ଜ୍ଞାନ ଆହରଣ କରିପାରିବେ ।

Unit wise Learning Outcome (ପ୍ରତି ଏକକର ଅଧ୍ୟୟନ ଫଳଶୁଭି) :

- ୧ମ ଏକକ : ଅନୁବାଦ କଣ? ତାହାର ସ୍ଵରୂପ କିପରି ? ଅନୁବାଦ କ୍ଷେତ୍ରରେ କେଉଁକେଉଁ ଦିଗପ୍ରତି ସଚେତନ ହେବା ଆବଶ୍ୟକ, ସେହି ଜିଜ୍ଞାସାକୁ ଚରିତାର୍ଥ କରିବ ଶଂସିତ ଏକକଟି ।
- ୨ୟ ଏକକ : ପ୍ରାଚୀନକାଳଠାରୁ ଆଧୁନିକକାଳ ପର୍ଯ୍ୟନ୍ତ ଓଡ଼ିଆ ଅନୁବାଦ ସାହିତ୍ୟର ଗତିକ୍ରମ ଓ ତାର ବିଶେଷତ୍ଵକୁ ଏଠି ଛାତ୍ରଛାତ୍ରୀ ଅବଗତ ହେବେ ।
- ୩ୟ ଏକକ : ଓଡ଼ିଶାର ଅନୁବାଦକମାନେ ବିବିଧ ଭାରତୀୟ ଭାଷାର ସାହିତ୍ୟକୁ ଓଡ଼ିଆ ଭାଷାରେ ଅନୁବାଦ କରିଥିବା ଦୃଷ୍ଟିଗୋଚର ହୁଏ । ଏହି ଏକକରେ ବିଦ୍ୟାର୍ଥୀମାନେ ହିନ୍ଦୀ କିମ୍ବା ବଙ୍ଗଳା ଭାଷାର ସ୍ମରଣୀୟ ରଚନାକୁ ଓଡ଼ିଆ ଭାଷାରେ ଅନୁବାଦ କରିବାର ସୁଯୋଗ ପାଇବେ ।

୪ର୍ଥ ଏକକ : ଓଡ଼ିଆ ଭାଷାରେ ରଚିତ ସାହିତ୍ୟକୃତିର ଅନୁବାଦ କାର୍ଯ୍ୟ ଅନ୍ୟଭାଷାକୁ ଆଶାନୁରୂପ ହୋଇନାହିଁ । ଏହି ଏକକରେ ହିନ୍ଦୀ କିମ୍ବା ଇଂରାଜୀ ଭାଷାରେ ଓଡ଼ିଆ ସାହିତ୍ୟର ଏକ ଉଲ୍ଲେଖଯୋଗ୍ୟ ରଚନାର କିୟଦଂଶ ଅନୁବାଦ କରିବାର ପ୍ରାବଧାନ ରହିବ ।

ପାଠ୍ୟ ବିଷୟ

୧ମ ଏକକ : ଅନୁବାଦର ସଂଜ୍ଞା ସ୍ୱରୂପ

୨ୟ ଏକକ : ଓଡ଼ିଆ ଅନୁବାଦ ସାହିତ୍ୟ

୩ୟ ଏକକ : ଅନ୍ୟଭାଷାର ସାହିତ୍ୟ : ଓଡ଼ିଆ ଅନୁବାଦ
(ହିନ୍ଦୀ କିମ୍ବା ବଙ୍ଗଳା)

୪ର୍ଥ ଏକକ : ଅନ୍ୟ ଭାଷାର ଅନୁବାଦ (ହିନ୍ଦୀ କିମ୍ବା ଇଂରାଜୀ)

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ (Book of references):

୧. ଅନୁବାଦ ତତ୍ତ୍ୱ ଓ ପ୍ରୟୋଗ – ସଂ. ମନୋରଞ୍ଜନ ପ୍ରଧାନ, ଓଡ଼ିଶା ବୁକ୍ ସୋର, କଟକ

୨. ସାହିତ୍ୟ ତତ୍ତ୍ୱ : ପ୍ରାଚ୍ୟ ପାଶ୍ଚାତ୍ୟ – ଜ୍ୟୋତ୍ସ୍ନାମୟୀ ପ୍ରଧାନ, ଫେଣ୍ଡସ୍ ପବ୍ଲିଶର୍ସ, କଟକ

୩. ଗବେଷଣା ଅନୁବାଦ ସମ୍ପାଦନାକଳା – ନାରାୟଣ ସାହୁ, ସତ୍ୟ ନାରାୟଣ ବୁକ୍ ସୋର

୪. ଅନୁବାଦ କଳା : ପରିସୀମା ଓ ପୁରୋଦୃଷ୍ଟି – ସଂ ସଂଘମିତ୍ରା ମିଶ୍ର, ପଞ୍ଚିତ ଶ୍ରୀଧର ଦାସ ମେମୋରିଆଲ ଟ୍ରଷ୍ଟ,
ଉତ୍କଳ ବିଶ୍ୱବିଦ୍ୟାଳୟ, ଭୁବନେଶ୍ୱର

ନମୁନା ପ୍ରଶ୍ନ (Sample Questions):

୧. ରଢ଼ାକର ଗର୍ଗବତ୍ସୁ କେଉଁ ବିଷୟାତ ଗ୍ରନ୍ଥର ଓଡ଼ିଆ ଅନୁବାଦକ ? (୧ ମାର୍କ)

୨. ନୀଳକଣ୍ଠଙ୍କ 'ପ୍ରଣୟିନୀ' କେଉଁ କବିଙ୍କ କେଉଁ ଇଂରାଜୀ ରଚନାର ଅନୁଦିତ ରୂପ । (୨ ମାର୍କ)

୩. ହିନ୍ଦୀ ଭାଷାର ରଚନାକୁ ଓଡ଼ିଆ ଭାଷାରେ ଅନୁବାଦ କରିଥିବା ଜଣେ ବିଶିଷ୍ଟ ଅନୁବାଦକଙ୍କ ବିଷୟରେ ଲେଖ ।
(୫ ମାର୍କ)

୪. ଓଡ଼ିଆ ଭାଷାର କେଉଁକେଉଁ ରଚନା ହିନ୍ଦୀ ବା ଇଂରାଜୀ ଭାଷାରେ ଅନୁଦିତ ତାହାର ବିବରଣୀ ପ୍ରଦାନ କର ।
(୮ ମାର୍କ)

ଦକ୍ଷତା ବିକାଶମୂଳକ ପାଠ୍ୟକ୍ରମ

Skill Enhancement Course (SEC)

ଦ୍ୱିତୀୟ ପତ୍ର

ଗଣମାଧ୍ୟମ ଓ ଗଣଯୋଗାଯୋଗ

Course Outcome (ପାଠ୍ୟକ୍ରମ ଫଳଶ୍ରୁତି) : ସାମ୍ପ୍ରତିକ ସମୟରେ ଗଣମାଧ୍ୟମର ଭୂମିକା ମଧ୍ୟ ଖୁବ୍ ପ୍ରଭାବଶାଳୀ । ତେଣୁ ସ୍ନାତକଶ୍ରେଣୀର ଛାତ୍ରଛାତ୍ରୀ ଗଣମାଧ୍ୟମ ସମ୍ପର୍କରେ ଅବଗତହେଲେ ସେମାନଙ୍କ ଦକ୍ଷତା ବୃଦ୍ଧିରେ ସହାୟକ ହେବ । ସେ ଦୃଷ୍ଟିରୁ ଏହିପାଠ୍ୟ ପତ୍ରଟି ହେବ ଉପାଦେୟ ।

Unit wise Learning Outcome (ପ୍ରତି ଏକକର ଅଧ୍ୟୟନ ଫଳଶ୍ରୁତି):

- ୧ମ ଏକକ : ଗଣମାଧ୍ୟମ ଓ ତାର ବିବିଧରୂପ ସମ୍ପର୍କରେ ଜାଣିବାପାଇଁ ଏହି ଏକକ ସହାୟତା କରିବ ।
- ୨ୟ ଏକକ : ଗଣମାଧ୍ୟମଗୁଡ଼ିକ ସମାଜର ବାସ୍ତବତାକୁ ପରିପ୍ରକାଶ କରିବାସହ ଜନସମାଜକୁ ସଚେତନ କରେ । ସୁତରାଂ ଗଣମାଧ୍ୟମର ସାମାଜିକ ଦାୟିତ୍ୱବୋଧ କିପରି ହେବା ଆବଶ୍ୟକ, ତାହା ଏହି ଏକକର ଅଧ୍ୟୟନରୁ ଶିକ୍ଷାର୍ଥୀ ଜାଣିପାରିବେ ।
- ୩ୟ ଏକକ : ଗଣଯୋଗାଯୋଗ କଣ, ସେ ସମ୍ପର୍କରେ ଅବଗତ ହୋଇ ତାର ସ୍ୱରୂପ ଓ ଉପାଦେୟତା ସମ୍ପର୍କରେ ଛାତ୍ରଛାତ୍ରୀ ଶିକ୍ଷାଲାଭ କରିବେ ।

ପାଠ୍ୟ ବିଷୟ

- ୧ମ ଏକକ: ଗଣମାଧ୍ୟମ ଓ ତାର ପ୍ରକାରଭେଦ
- ୨ୟ ଏକକ: ଗଣମାଧ୍ୟମର ସାମାଜିକ ଦାୟିତ୍ୱବୋଧ
- ୩ୟ ଏକକ: ଗଣଯୋଗାଯୋଗର ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ଉପାଦେୟତା

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ (Book of references):

୧. ସମ୍ବାଦ ପତ୍ର ଓ ଗଣମାଧ୍ୟମ – ମୃଣାଳ ଚାଟାର୍ଜୀ, ଶେଫାଳୀ କମ୍ପ୍ୟୁନିକେସନ, ଢେଙ୍କାନାଳ
୨. ଗଣମାଧ୍ୟମ ଓ ଗଣଯୋଗାଯୋଗ – ଶିଶିର ବେହେରା, ପ୍ରେକ୍ଷ୍ୟ ପବ୍ଲିକେଶନ୍, କଟକ
୩. ଯୋଗାଯୋଗର ଭାଷା ଓଡ଼ିଆ – ଓଡ଼ିଆ ଭାଷା ପ୍ରତିଷ୍ଠାନ, ଭୁବନେଶ୍ୱର
୪. ଯୋଗାଯୋଗ ମୂଳକ ମାତୃଭାଷା – ବିରଞ୍ଚି ନାରାୟଣ ସାମଲ, ସତ୍ୟ ନାରାୟଣ ବୁକ୍ ସୋର, କଟକ

ନମୁନା ପ୍ରଶ୍ନ (Sample Questions):

୧. ସମାଜ ଖବରକାଗଜ କେଉଁ ପ୍ରକାର ଗଣମାଧ୍ୟମ? (୧ ମାର୍କ)
୨. ପାଞ୍ଚଗୋଟି ବୈଦ୍ୟୁତିକ ଗଣମାଧ୍ୟମର ନାମ ଲେଖ । (୨ ମାର୍କ)
୩. ଗଣମାଧ୍ୟମର ପାଞ୍ଚଗୋଟି ସାମାଜିକ ଦାୟିତ୍ୱ ଲେଖ । (୫ ମାର୍କ)
୪. ଗଣଯୋଗାଯୋଗର ସ୍ୱରୂପ ଓ ବିଶେଷତ୍ୱ ଲେଖ । (୮ ମାର୍କ)

ଦକ୍ଷତା ବିକାଶମୂଳକ ପାଠ୍ୟକ୍ରମ

Skill Enhancement Course (SEC)

ତୃତୀୟ ପତ୍ର

ଓଡ଼ିଆ କମ୍ପ୍ୟୁଟର ଶିକ୍ଷା

Course Outcome: (ପାଠ୍ୟପତ୍ର ଫଳଶ୍ରୁତି) :

ଆଜିର ଯୁଗକୁ କମ୍ପ୍ୟୁଟରର ଯୁଗବୋଲି ଗଣନା କରାଯାଏ । କମ୍ପ୍ୟୁଟରର ଜ୍ଞାନକୌଶଳ ଛାତ୍ରଛାତ୍ରୀଙ୍କ ପାଇଁ ଅତ୍ୟନ୍ତ ଉପାଦେୟ । ତେଣୁ ସ୍ନାତକଶ୍ରେଣୀରେ ଓଡ଼ିଆ କମ୍ପ୍ୟୁଟର ଶିକ୍ଷା ପାଠ୍ୟପତ୍ରଟି ଶିକ୍ଷାର୍ଥୀଙ୍କ ଦକ୍ଷତାବୃଦ୍ଧିରେ ସହାୟକ ହେବ ।

Unit Wise Learning Outcome (ପ୍ରତି ଏକକର ଅଧ୍ୟୟନ ଫଳଶ୍ରେଣୀ) :

- ୧ମ ଏକକ: କମ୍ପ୍ୟୁଟର ଓ ତାର ବିଭିନ୍ନ ଅଂଶ ସମ୍ପର୍କରେ ପରିଚୟ ହାସଲ ନିମିତ୍ତ ଏହି ଏକକ ପରିକଳ୍ପିତ।
- ୨ୟ ଏକକ: ଓଡ଼ିଆ ଭାଷାର କମ୍ପ୍ୟୁଟରୀକରଣ ଓ ସାମାଜିକ ଗଣମାଧ୍ୟମର ବ୍ୟବହାର ପ୍ରସଙ୍ଗରେ ଛାତ୍ରଛାତ୍ରୀ ଅବଗତ ହେବେ।
- ୩ୟ ଏକକ: କମ୍ପ୍ୟୁଟରରେ ଓଡ଼ିଆ ମୁଦ୍ରଣ ଶିକ୍ଷାପାଇଁ ଛାତ୍ରଛାତ୍ରୀ ଏହି ଏକକରେ ଅଭ୍ୟାସ କରିପାରିବେ ଏବଂ ପରୀକ୍ଷାରେ ତାଙ୍କର ମୁଦ୍ରଣ ଦକ୍ଷତା ନିର୍ଣ୍ଣୟ କରାଯାଇପାରିବ।
- ୪ର୍ଥ ଏକକ: କମ୍ପ୍ୟୁଟର ମାଧ୍ୟମରେ ଛାତ୍ରଛାତ୍ରୀମାନେ କିପରି ପାଞ୍ଚରପଏଣ୍ଟରେ ସ୍କାଇପ୍ ପ୍ରସ୍ତୁତ କରିବେ। ଟେବୁଲ୍, ଫିଗର୍ସ ପ୍ରଭୃତି ପ୍ରସ୍ତୁତକରିବା ସହିତ କମ୍ପ୍ୟୁଟର ସଂଚାଳନରେ ଦକ୍ଷତା ଅର୍ଜନକରିବେ, ଏହି ଏକକଟି ସେ ବିଷୟରେ ଜ୍ଞାନ ପ୍ରଦାନକରିବ।

ପାଠ୍ୟ ବିଷୟ

- ୧ମ ଏକକ: କମ୍ପ୍ୟୁଟର ଓ ତାର ବିଭିନ୍ନ ଅଂଶ
- ୨ୟ ଏକକ: ଓଡ଼ିଆ ଭାଷାର କମ୍ପ୍ୟୁଟରୀକରଣ ଓ ସାମାଜିକ ଗଣମାଧ୍ୟମର ବ୍ୟବହାର
- ୩ୟ ଏକକ: କମ୍ପ୍ୟୁଟରରେ ଓଡ଼ିଆ ଡି.ଟି.ପି ଶିକ୍ଷା
- ୪ର୍ଥ ଏକକ: ପାଞ୍ଚରପଏଣ୍ଟରେ ସ୍କାଇପ୍ ପ୍ରସ୍ତୁତ, ଟେବୁଲ୍ , ଫିଗର୍ସ, ପିକଚର୍

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ (Book of reference) :

୧. ମୌଳିକ କମ୍ପ୍ୟୁଟର ଶିକ୍ଷା – ଦେବକାନ୍ତ ମିଶ୍ର, ଶୁଭ୍ରାଂଶୁ ଶେଖର ତ୍ରିପାଠୀ, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ ।
୨. ଓଡ଼ିଆରେ କମ୍ପ୍ୟୁଟର ଶିକ୍ଷା – ରୁଦ୍ରନାରାୟଣ ମହାପାତ୍ର, ସତ୍ୟନାରାୟଣ ବୁକ୍ ଷୋର, କଟକ ।
୩. ଓଡ଼ିଆ ଭାଷାରେ କମ୍ପ୍ୟୁଟରର ପ୍ରୟୋଗ – ସୁଧୀର ଚନ୍ଦ୍ର ମହାନ୍ତି, ଏ.କେ. ମିଶ୍ର ପବ୍ଲିକେଶନ୍, ଭୁବନେଶ୍ୱର ।
୪. କମ୍ପ୍ୟୁଟରରେ ଓଡ଼ିଆ ଭାଷାର ବ୍ୟବହାର ଓ ପ୍ରୟୋଗ – ରୁଦ୍ରପ୍ରସାଦ ମିଶ୍ର, ଆଜିଅନ୍ତା ପବ୍ଲିଶର୍ସ, ଜଗତସିଂହପୁର ।
୫. କମ୍ପ୍ୟୁଟର ଶିକ୍ଷା – ରାନ୍ସୁ ବନିକ୍, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ ।

ନମୁନା ପ୍ରଶ୍ନ (Sample Questions):

୧. କମ୍ପ୍ୟୁଟରର ଉଦ୍ଦେଶ୍ୟ କିଏ? (୧ ମାର୍କ)
୨. ମାଉସର ଦୁଇଟି କାର୍ଯ୍ୟ ଲେଖ । (୨ ମାର୍କ)
୩. ଇନ୍‌ପୁଟ ଡିଭାଇସ୍ କାହାକୁ କୁହାଯାଏ, ଉଦାହରଣ ସହ ଲେଖ । (୫ ମାର୍କ)
୪. କମ୍ପ୍ୟୁଟରର ବିଭିନ୍ନ ଅଂଶ ଓ ତାର କାର୍ଯ୍ୟକାରୀତା ଦର୍ଶାଅ । (୮ ମାର୍କ)

ଗ୍ରୀଷ୍ମ ଅବକାଶକାଳୀନ ପାଠ୍ୟକ୍ରମ
Summer Vacation Course (SVC)

ସର୍ଜନ କଳା

୧ମ ପତ୍ର (Paper-I)

କବିତା: ପଠନ ଓ ଲିଖନ କଳା

Course Outcome (ପାଠ୍ୟପତ୍ର ଫଳଶୁଚି) :

ସ୍ନାତକଶ୍ରେଣୀର ଛାତ୍ରଛାତ୍ରୀଙ୍କ ମଧ୍ୟରେ ସର୍ଜନଶୀଳତାକୁ ଉତ୍ସାହିତ କରିବା ପାଇଁ ଏହିପତ୍ରଟି ପରିକଳ୍ପିତ । ଓଡ଼ିଆ ଭାଷାରେ ଗଳ୍ପକବିତା, ପ୍ରବନ୍ଧ, କ୍ଷୁଦ୍ରନାଟକ ରଚନା କରିବାର ଅଭ୍ୟାସ ବଳବତ୍ତର ରହିଲେ ଭବିଷ୍ୟତରେ ଛାତ୍ରଛାତ୍ରୀମାନେ ସର୍ଜନଶୀଳସାହିତ୍ୟିକଭାବେ ପ୍ରତିଷ୍ଠା ଅର୍ଜନ କରିବେ । କେବଳ ଶ୍ରେଣୀ ଗୃହର ଅଧ୍ୟୟନ ଭିତରେ ସାହିତ୍ୟ ଶିକ୍ଷା ସମୀକ୍ଷା ହେବା ଅନୁଚିତ । ଛାତ୍ରର ସର୍ଜନଶୀଳ ମାନସିକତା ଏହିପତ୍ର ମାଧ୍ୟମରେ ବିକଶିତ ହୋଇପାରିବ ।

Unit Wise Learning Outcome (ପ୍ରତି ଏକକର ଅଧ୍ୟୟନ ଫଳଶୁଚି) :

୧ମ ଏକକ : କବିତାର ପରିଭାଷା ସମ୍ପର୍କରେ ଛାତ୍ରଛାତ୍ରୀ ଅବଗତ ହେବେ ।

୨ୟ ଏକକ : କବିତା ରଚନାର ଶୈଳୀ କିପରି ହେବା ଆବଶ୍ୟକ ତାହା ଏଠାରେ ଉପଲବ୍ଧ ହେବ ।

୩ୟ ଏକକ : ଛାନ୍ଦସିଦ୍ଧି କବିତା ଓ ମୁକ୍ତ କବିତାର ଧାରା ଆମ ସାହିତ୍ୟରେ ରହିଆସିଛି, ମାତ୍ର କବିତା ଯୁଗପୋଯୋଗୀ ହେବା ଆବଶ୍ୟକ । ତାହାର ପଠନ ଓ ଆବୃତ୍ତି କଳା ଶିକ୍ଷାର୍ଥୀମାନେ ଜାଣିବା ଉଚିତ୍ ।

୪ର୍ଥ ଏକକ : ଏହି ଏକକରେ କବିତା ରଚନା ସମ୍ପର୍କରେ ଦିଗଦର୍ଶନ ମିଳିପାରିବ ।

ପାଠ୍ୟ ବିଷୟ

୧ମ ଏକକ: କବିତାର ପରିଭାଷା

୨ୟ ଏକକ: କବିତାର ରଚନା ଶୈଳୀ

୩ୟ ଏକକ: ଛନ୍ଦ ଯୁକ୍ତ ଓ ମୁକ୍ତ ଛନ୍ଦ କବିତା ପଠନ/ ଆବୃତ୍ତି

୪ର୍ଥ ଏକକ: କବିତା ଲିଖନବିଧି ଓ ସତର୍କତା

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ(Books of Reference):

୧. ସାହିତ୍ୟର ସମ୍ବିଧାନ - ପୂର୍ଣ୍ଣଚନ୍ଦ୍ର ମହାନ୍ତି, ଖାର୍ଡ଼ ଖାଲଡୁ, ଏ-୨, ସେକ୍ଟର-୭, ମର୍କତ ନଗର, କଟକ ।

୨. ସାହିତ୍ୟର ସୂଚୀପତ୍ର- ବିଭୂତି ପଟ୍ଟନାୟକ, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ

୩. ସାହିତ୍ୟର ଗଠନରୀତି- ବୈଷ୍ଣବ ଚରଣ ସାମଲ, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ

୪. ସାହିତ୍ୟର ତାଳପତ୍ର- ସୁରେନ୍ଦ୍ର କୁମାର ମହାରଣା, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ

୫. ଓଡ଼ିଆ କାବ୍ୟକୌଶଳ- ସୁଦର୍ଶନ ଆଚାର୍ଯ୍ୟ, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ

୬. ଆଧୁନିକ କବିତାର ଦିଗଦର୍ଶନ- ସଂ- ଅପୂର୍ବ ରଞ୍ଜନ ରାୟ

୭. ସୂର୍ଯ୍ୟମାତ - ଯତୀନ୍ଦ୍ର ମୋହନ ମହାନ୍ତି, ସୁବର୍ଣ୍ଣରେଖା, ଭୁବନେଶ୍ୱର-୭ ।

୮. କବିତା ୧୯୭୨ ଓ ନୂତନ କବିତାର ଭୂମିକା - ସଚ୍ଚିଦାନନ୍ଦ ରାଉତରାୟ , ଗ୍ରନ୍ଥମୟିର, କଟକ ।

ନମୁନା ପ୍ରଶ୍ନାବଳୀ (Sample questions) :

୧. କିଏ କବିତାକୁ ଶକ୍ତିଶାଳୀ ଭାବନାର ସ୍ୱତଃସ୍ପୂର୍ତ୍ତ ପରିପ୍ରକାଶ ବୋଲି କହିଛନ୍ତି (୧ ମାର୍କ)

୨. ଅମିତ୍ରାକ୍ଷର ଛନ୍ଦର ଏକ କାବ୍ୟ ବା କବିତାର ଉଦାହରଣ ଦିଅ । (୨ ମାର୍କ)

୩. କବିତାରେ ଆତ୍ମକଥନ ଶୈଳୀ କହିଲେ କଣ ବୁଝ , ସଦୃଶ୍ୟାନ୍ତ ଲେଖ । (୪ ମାର୍କ)

୪. ନିଜ ମନରୁ ଏକ କବିତା ରଚନା କର । (୮ ମାର୍କ)

ଗ୍ରୀଷ୍ମ ଅବକାଶକାଳୀନ ପାଠ୍ୟକ୍ରମ Summer Vacation Course (SVC)

ସର୍ଜନ କଳା

୨ୟ ପତ୍ର (Paper-II)

ଗନ୍ଧ : ପଠନ ଓ ଲିଖନ କଳା

Unit Wise Learning Outcome (ପ୍ରତି ଏକକର ଅଧ୍ୟୟନ ଫଳଶ୍ରୁତି) :

୧ମ ଏକକ : ଏହି ଏକକରୁ କ୍ଷୁଦ୍ରଗନ୍ଧର ସଂଜ୍ଞା ଓ ସ୍ୱରୂପ ଉପରେ ଧାରଣା ମିଳିପାରିବ ।

୨ୟ ଏକକ : କ୍ଷୁଦ୍ରଗନ୍ଧର ଶିଳ୍ପରୀତି ସଂପର୍କରେ ଛାତ୍ରଛାତ୍ରୀ ଏଠାରେ ଜାଣିପାରିବେ ।

୩ୟ ଏକକ : କ୍ଷୁଦ୍ରଗନ୍ଧ ପଠନରେ ଶୁଦ୍ଧତା ଓ ଉଚ୍ଚାରଣ ସ୍ପଷ୍ଟତା କିପରି ଆବଶ୍ୟକ ତାହାର ଅବଗତି ମିଳିବ ।

୪ର୍ଥ ଏକକ : କ୍ଷୁଦ୍ରଗନ୍ଧ ରଚନାର କଳାକୌଶଳ ଶିକ୍ଷାକରି ଛାତ୍ରଛାତ୍ରୀ ଗନ୍ଧଲେଖିବାରେ ପ୍ରୟାସୀ ହେବେ ।

ପାଠ୍ୟ ବିଷୟ

୧ମ ଏକକ : ଗନ୍ଧର ସଂଜ୍ଞା ଓ ସ୍ୱରୂପ

୨ୟ ଏକକ : ଗନ୍ଧର ଶିଳ୍ପରୀତି

୩ୟ ଏକକ : ଗନ୍ଧ ପଠନ (ଆବୃତ୍ତିରେ ଧାରାବାହିକତା, ଉଚ୍ଚାରଣ ସ୍ପଷ୍ଟତା)

୪ର୍ଥ ଏକକ : ଗନ୍ଧ ଲିଖନ (କାହାଣୀ - ଚରିତ୍ର - ପ୍ରସଙ୍ଗ ଉପସ୍ଥାପନା ଶୈଳୀ)

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ(Books of Reference):

୧. ସାହିତ୍ୟର ସମ୍ବିଧାନ - ପୂର୍ଣ୍ଣଚନ୍ଦ୍ର ମହାନ୍ତି, ଖାର୍ଡ଼ ଖାଲଡୁ, ଏ-୨, ସେକ୍ଟର-୭, ମର୍କତ ନଗର, କଟକ ।

୨. ସାହିତ୍ୟର ସୂଚୀପତ୍ର- ବିଭୂତି ପଟ୍ଟନାୟକ, ଫ୍ରେଣ୍ଡସ୍ ପବ୍ଲିଶର୍ସ, କଟକ ।

୩. ସାହିତ୍ୟର ଗଠନରୀତି- ବୈଷ୍ଣବ ଚରଣ ସାମଲ, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ ।
 ୪. ସାହିତ୍ୟର ଡାକପତ୍ର- ସୁରେନ୍ଦ୍ର କୁମାର ମହାରଣା, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ ।
 ୫. ଓଡ଼ିଆ କ୍ଷୁଦ୍ରଗଳ୍ପର ଇତିହାସ- ବୈଷ୍ଣବ ଚରଣ ସାମଲ, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ ।

Sample questions (ନମୁନା ପ୍ରଶ୍ନାବଳୀ):

୧. କ୍ଷୁଦ୍ରଗଳ୍ପର ଏକ ସଂଜ୍ଞା ପ୍ରଦାନକର । (୧ ମାର୍କ)
 ୨. ଓଡ଼ିଆ ସାହିତ୍ୟରେ ବ୍ୟଙ୍ଗଗଳ୍ପ ରଚନା କରୁଥିବା ଦୁଇଜଣ ଲେଖକଙ୍କ ନାମ ଲେଖ । (୨ ମାର୍କ)
 ୩. ଗଳ୍ପପଠନ ସମୟରେ ପାଠକ କେଉଁକେଉଁ ଦିଗପ୍ରତି ଧ୍ୟାନଦେବା ଆବଶ୍ୟକ ? (୫ ମାର୍କ)
 ୪. ମନରୁ କଳ୍ପନାକରି ଏକ କ୍ଷୁଦ୍ରଗଳ୍ପ ରଚନା କର । (୮ ମାର୍କ)

ଗ୍ରୀଷ୍ମ ଅବକାଶକାଳୀନ ପାଠ୍ୟକ୍ରମ
Summer Vacation Course (SVC)
ସର୍ଜନ କଳା

୩ୟ ପତ୍ର (Paper-III)

ପ୍ରବନ୍ଧ : ପଠନ ଓ ଲିଖନ କଳା

Unit Wise Learning Outcome (ପ୍ରତି ଏକକର ଅଧ୍ୟୟନ ଫଳଶ୍ରୁତି) :

- ୧ମ ଏକକ : ପ୍ରବନ୍ଧର ସଂଜ୍ଞା ଓ ପ୍ରକାରଭେଦ ଉପରେ ଏହି ଏକକରେ ଜାଣିବାର ସୁଯୋଗ ରହିଛି ।
 ୨ୟ ଏକକ: ପ୍ରବନ୍ଧ ରଚନାରେ ପ୍ରାବନ୍ଧିକ କିପରି କଳାକୌଶଳ ପ୍ରୟୋଗ କରିଥାଏ ତାହା ଏଠାରେ ଶିକ୍ଷାର୍ଥୀମାନେ ଜାଣିପାରିବେ ।
 ୩ୟ ଏକକ : ପ୍ରବନ୍ଧପାଠ କଲାବେଳେ ଆବଶ୍ୟକ ବିରାମ ସ୍ଵର ଉଚ୍ଚାରଣ ଓ ଧାରାବାହିକତା କିପରି ରକ୍ଷା କରାଯିବ , ସେହି ଜ୍ଞାନ ଛାତ୍ରଛାତ୍ରୀ ପାଇପାରିବେ ।
 ୪ର୍ଥ ଏକକ : କୌଣସି ଏକ ବିଷୟ ଉପରେ କିପରି ପ୍ରବନ୍ଧ ରଚନା କରାଯିବ ତାହା ଉପଲକ୍ଷିକରି ଛାତ୍ରଛାତ୍ରୀ ପ୍ରବନ୍ଧ ରଚନାରେ ସମର୍ଥ ହେବେ ।

ପାଠ୍ୟ ବିଷୟ

- ୧ମ ଏକକ : ପ୍ରବନ୍ଧର ପରିଭାଷା ଓ ପ୍ରକାର
 ୨ୟ ଏକକ : ପ୍ରବନ୍ଧ ରଚନାର କଳା ଓ କୌଶଳ
 ୩ୟ ଏକକ : ପ୍ରବନ୍ଧ ପଠନ କଳା (ବିଷୟ ନିର୍ବାଚନ)
 ୪ର୍ଥ ଏକକ : ପ୍ରବନ୍ଧ ଲିଖନ (ଭାଷା - ଭାବ - ପ୍ରସଙ୍ଗ)

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ(Books of Reference):

୧. ସାହିତ୍ୟର ସମ୍ବିଧାନ - ପୂର୍ଣ୍ଣଚନ୍ଦ୍ର ମହାନ୍ତି, ଖାର୍ଡି ଖାଲଡୁ, ଏ-୨, ସେକ୍ଟର-୭, ମାର୍କେଟ ନଗର, କଟକ ।
 ୨. ସାହିତ୍ୟର ସୂଚୀପତ୍ର- ବିଭୂତି ପଟ୍ଟନାୟକ, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ ।

୩. ସାହିତ୍ୟର ଗଠନରୀତି- ବୈଷ୍ଣବ ଚରଣ ସାମଲ, ପ୍ରେକ୍ଷ୍ୟ ପବ୍ଲିଶର୍ସ, କଟକ ।

୪. ସାହିତ୍ୟର ଡାକପତ୍ର- ସୁରେନ୍ଦ୍ର କୁମାର ମହାରଣା, ପ୍ରେକ୍ଷ୍ୟ ପବ୍ଲିଶର୍ସ, କଟକ ।

୫. ଓଡ଼ିଆ ପ୍ରବନ୍ଧ ସାହିତ୍ୟର ଇତିହାସ- ଅସିତ କବି, ପ୍ରେକ୍ଷ୍ୟ ପବ୍ଲିଶର୍ସ, କଟକ ।

Sample questions (ନମୁନା ପ୍ରଶ୍ନାବଳୀ):

୧. ପ୍ରଥମ ଓଡ଼ିଆ ପ୍ରବନ୍ଧର ନାମଲେଖ । (୧ ମାର୍କ)

୨. ମଧୁସୂଦନ ରାଓଙ୍କ ଯେକୌଣସି ୨ଟି ପ୍ରବନ୍ଧର ନାମ ଉଲ୍ଲେଖ କର । (୨ ମାର୍କ)

୩. ଚିନ୍ତାମୂଳକ ପ୍ରବନ୍ଧ ରଚନାରେ କୃତ୍ରିମ ଅର୍ଜନ କରିଥିବା ଜଣେ ପ୍ରାବନ୍ଧିକଙ୍କ ରଚନାର ପରିଚୟ ଦିଅ । (୫ ମାର୍କ)

୪. ତୁମ ଅନୁଭୂତିରୁ ଏକ ସାର୍ଥକ ପ୍ରବନ୍ଧ ରଚନାକର । (୮ ମାର୍କ)

ଗ୍ରୀଷ୍ମ ଅବକାଶକାଳୀନ ପାଠ୍ୟକ୍ରମ
Summer Vacation Course (SVC)
ସର୍ଜନ କଳା

୪ର୍ଥ ପତ୍ର (Paper-IV)

କ୍ଷୁଦ୍ରନାଟକ: ପଠନ ଓ ଲିଖନ କଳା

Unit Wise Learning Outcome (ପ୍ରତି ଏକକର ଅଧ୍ୟୟନ ଫଳଶ୍ରୁତି):

୧ମ ଏକକ : ନାଟକର ପରିଭାଷା ଓ ଭିନ୍ନଭିନ୍ନ ପ୍ରକାର ନାଟକ ଉପରେ ଏହି ଏକକରେ ଦିଗ୍‌ଦର୍ଶନ ମିଳିପାରିବ ।

୨ୟ ଏକକ : କ୍ଷୁଦ୍ର ପରିସର ମଧ୍ୟରେ ରଚିତ ନାଟ୍ୟକୃତିର ବିଷୟପ୍ରସ୍ଥ ଓ ସଂଳାପ କିପରି ହେବା ଉଚିତ୍ ସେହି ଧାରଣା ଏଠାରେ ମିଳିପାରିବ ।

୩ୟ ଏକକ : ନାଟକର ପଠନକଳା ସ୍ୱତନ୍ତ୍ର । ଛାତ୍ରଛାତ୍ରୀ ଯେକୌଣସି କ୍ଷୁଦ୍ରନାଟକକୁ କିପରି ପଠନକରିବେ ତାହା ଏହି ଏକକରୁ ଜାଣିପାରିବେ ।

୪ର୍ଥ ଏକକ : ବିଷୟବସ୍ତୁ ପରିକଳ୍ପନା ଦୃଶ୍ୟବିଭାଜନ ଓ ଉପସଂହାର ନିର୍ଦ୍ଧାରଣ ବିଷୟରେ ଅବଗତ ହୋଇ ନାଟକରଚନାରେ ଛାତ୍ରଛାତ୍ରୀ ଆଗ୍ରହପ୍ରକାଶ କରିବେ ।

ପାଠ୍ୟ ବିଷୟ

୧ମ ଏକକ: ନାଟକର ସଂଜ୍ଞା ଓ ବିବିଧରୂପ

୨ୟ ଏକକ: କ୍ଷୁଦ୍ର ନାଟକ: ପରିସର ଓ ସଂଳାପ

୩ୟ ଏକକ: କ୍ଷୁଦ୍ର ନାଟକ: ପଠନ ପ୍ରକ୍ରିୟା - ପରିବେଷଣ

୪ର୍ଥ ଏକକ: କ୍ଷୁଦ୍ର ନାଟକ: ଲିଖନ , ବିଷୟ ପରିକଳ୍ପନା, ଦୃଶ୍ୟ ବିଭାଜନ ଓ ପରିଣତି ନିର୍ଦ୍ଧାରଣ

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ(Books of Reference):

- ୧. ସାହିତ୍ୟର ସମ୍ବିଧାନ - ପୂର୍ଣ୍ଣଚନ୍ଦ୍ର ମହାନ୍ତି, ଖାର୍ଡ଼ି ଖାଲଡ଼ୁ, ଏ-୨, ସେକ୍ଟର-୭, ମର୍କତ ନଗର, କଟକ ।
- ୨. ସାହିତ୍ୟର ସୂଚୀପତ୍ର- ବିଭୂତି ପଟ୍ଟନାୟକ, ପ୍ରେକ୍ଷା ପବ୍ଲିଶର୍ସ, କଟକ ।
- ୩. ସାହିତ୍ୟର ଗଠନରୀତି- ବୈଷ୍ଣବ ଚରଣ ସାମଲ, ପ୍ରେକ୍ଷା ପବ୍ଲିଶର୍ସ, କଟକ ।
- ୪. ସାହିତ୍ୟର ଡାକପତ୍ର- ସୁରେନ୍ଦ୍ର କୁମାର ମହାରଣା, ପ୍ରେକ୍ଷା ପବ୍ଲିଶର୍ସ, କଟକ ।
- ୫. ଓଡ଼ିଆ ନାଟ୍ୟ ସାହିତ୍ୟ- କୃଷ୍ଣଚରଣ ବେହେରା, ପ୍ରେକ୍ଷା ପବ୍ଲିଶର୍ସ, କଟକ ।
- ୬. ସାହିତ୍ୟର ରୂପରେଖ - ନୀଳାଦ୍ରି ଭୂଷଣ ହରିଚନ୍ଦନ, ବାଳକୃଷ୍ଣ ବେହେରା, ବିଦ୍ୟାପୁରୀ, ବାଲୁବଜାର, କଟକ-୨୦୧୭

Sample questions (ନମୁନା ପ୍ରଶ୍ନାବଳୀ):

- ୧. ଓଡ଼ିଆ ଭାଷାରେ ରଚିତ ଏକ ଗ୍ରାଜେଟି ନାଟକର ଦୃଷ୍ଟାନ୍ତ ଦିଅ । (୧ ମାର୍କ)
- ୨. ନାଟକରେ ବ୍ୟବହୃତ ପାଞ୍ଚ ପ୍ରକାର ସଂଳାପ ମଧ୍ୟରେ ଯେକୌଣସି ଦୁଇଟି ଉଲ୍ଲେଖକର । (୨ ମାର୍କ)
- ୩. ମିଳନାନ୍ତକ ନାଟକର ପରିଣତି ଉପରେ ଆଲୋଚନା କର । (୫ ମାର୍କ)
- ୪. ମନରୁ କଳ୍ପନା କରି ଗୋଟିଏ କ୍ଷୁଦ୍ର ନାଟକ ରଚନାକର । (୮ ମାର୍କ)

ମୂଲ୍ୟବୋଧଭିତ୍ତିକ ପାଠ୍ୟକ୍ରମ
Value Added Course (VAC)
୧ମ ପତ୍ର (Paper-I)
ଶ୍ରୀଜଗନ୍ନାଥ ସଂସ୍କୃତି

Course Outcome (ପାଠ୍ୟପତ୍ର ଫଳଶ୍ରୁତି):

ଶ୍ରୀଜଗନ୍ନାଥ ଓଡ଼ିଶାର ଜାତୀୟ ଦେବତା । ସମଗ୍ର ବିଶ୍ୱ ପରିପ୍ରେକ୍ଷାରେ ତାଙ୍କର ମହିମା ବିସ୍ତୃତ । ସମସ୍ତ ଧର୍ମ ମତବାଦର ସମନ୍ୱୟ ଶ୍ରୀଜଗନ୍ନାଥ ସଂସ୍କୃତିରେ କଳନା କରାଯାଏ । ଶଂସିତ ପାଠ୍ୟପତ୍ରରେ ଶ୍ରୀଜଗନ୍ନାଥ ସଂସ୍କୃତିର ଉନ୍ନେଷ ଓ ବିଶେଷତ୍ୱ ସହିତ ଜଗତପତି ଶ୍ରୀଜଗନ୍ନାଥଙ୍କ ସ୍ତାବଣ ଯାତ୍ରା, ବହୁଭଜନ, ଜଣାଣରେ ପ୍ରତିଫଳିତ ତାଙ୍କର ରୂପ, ଗୁଣ, ମହିମା ପ୍ରଭୃତି ସମ୍ପର୍କରେ ଛାତ୍ରଛାତ୍ରୀମାନେ ଅବଗତ ହୋଇପାରିବେ ।

Unit Wise Learning Outcome (ପ୍ରତି ଏକକର ଅଧ୍ୟୟନ ଫଳଶ୍ରୁତି) :

୧ମ ଏକକ : ଜଗନ୍ନାଥ ସଂସ୍କୃତିର ଉନ୍ନେଷଧାରା ଖୁବ୍ପ୍ରାଚୀନ । ସାମ୍ୟ ଓ ମୈତ୍ରୀ ତାଙ୍କ ସଂସ୍କୃତିର ପ୍ରଧାନ ବିଶେଷତ୍ୱ । ଏହି ଏକକରେ ଛାତ୍ରଛାତ୍ରୀ ତାହା ଅବଗତ ହୋଇପାରିବେ ।

୨ୟ ଏକକ : ସବୁନଦୀ ସମୁଦ୍ରରେ ମିଳିତ ହେବାପରି ବିଭିନ୍ନ ଧର୍ମ ଓ ସମ୍ପ୍ରଦାୟର ସମନ୍ୱୟ ଘଟିଛି ଶ୍ରୀଜଗନ୍ନାଥଙ୍କ ସଂସ୍କୃତିରେ ।
ତନ୍ମଧ୍ୟରୁ ବୌଦ୍ଧ, ଜୈନ ଓ ବୈଷ୍ଣବ ସଂସ୍କୃତି ସହିତ ଶ୍ରୀଜଗନ୍ନାଥ ସଂସ୍କୃତିର ସମ୍ପର୍କକୁ ବିଦ୍ୟାର୍ଥୀ ଏଠାରେ ଅବଗତ ହେବେ ।

୩ୟ ଏକକ : ଲୀଳାମୟ ଜଗନ୍ନାଥଙ୍କ ଦ୍ୱାଦଶ ଯାତ୍ରା ଖୁବ୍‌ପ୍ରସିଦ୍ଧ, ତାହାର ବିଧିବିଧାନ ଓ ଉଦ୍ଦେଶ୍ୟ ସମ୍ପର୍କରେ ଅବଗତ ହେବା ଆବଶ୍ୟକ । ପୁନଶ୍ଚ ଶ୍ରୀଜଗନ୍ନାଥଙ୍କୁ କେନ୍ଦ୍ରକରି ଓଡ଼ିଶାର ଅଜସ୍ର ଭକ୍ତି ଗୀତିକା ରଚିତ । ଭାଷାର ସରଳତା, ଭାବର ଲାଳିତ୍ୟ ଓ ଭକ୍ତିଭାବର ମହତ୍ତ୍ୱ ତହିଁରେ ପ୍ରସ୍ତୁତିତ । ଏହି ଏକକର ଅଧ୍ୟୟନରୁ ତାହା ଉପଲକ୍ଷ ହେବ ।

ପାଠ୍ୟ ବିଷୟ

୧ମ ଏକକ : (କ) ଶ୍ରୀଜଗନ୍ନାଥ ସଂସ୍କୃତିର ଉଦ୍ଦେଶ୍ୟ ଓ ବିକାଶ

(ଖ) ଶ୍ରୀଜଗନ୍ନାଥ ସଂସ୍କୃତିର ବିଶେଷତ୍ୱ

୨ୟ ଏକକ : ବୌଦ୍ଧ, ଜୈନ ଓ ବୈଷ୍ଣବ ସଂସ୍କୃତି ସହ ଶ୍ରୀଜଗନ୍ନାଥ ସଂସ୍କୃତିର ସମ୍ପର୍କ

୩ୟ ଏକକ : (କ) ଶ୍ରୀ ଜଗନ୍ନାଥଙ୍କ ଦ୍ୱାଦଶ ଯାତ୍ରା

(ଖ) ଶ୍ରୀଜଗନ୍ନାଥ କୈତ୍ତିକ ଓଡ଼ିଆ ଭଜନ ଓ ଜଣାଣ

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ(Books of Reference):

୧. ଓଡ଼ିଶାର ସାଂସ୍କୃତିକ ଇତିହାସ -ପ୍ରବୋଧ କୁମାର ମିଶ୍ର, ବିଦ୍ୟାପୁରୀ, କଟକ

୨. ଓଡ଼ିଆ ସାହିତ୍ୟରେ ଶ୍ରୀ ଜଗନ୍ନାଥ- ବାସୁଦେବ ସାହୁ, ଫ୍ରେଣ୍ଡସ ପବ୍ଲିଶର୍ସ

୩. ଜଗନ୍ନାଥ ମନ୍ଦିର ଓ ଜଗନ୍ନାଥ ତତ୍ତ୍ୱ -ସୂର୍ଯ୍ୟନାରାୟଣ ଦାଶ, ଫ୍ରେଣ୍ଡସ ପବ୍ଲିଶର୍ସ

୪. ଓଡ଼ିଶାର ଇତିହାସ – ପ୍ୟାରୀମୋହନ ଆଚାର୍ଯ୍ୟ, ଓଡ଼ିଶା ବୁକ୍ ଷ୍ଟୋର, କଟକ

ନମୁନା ପ୍ରଶ୍ନ (Sample Questions):

୧. 'ଜଗତ ଦର୍ଶନରେ ଜଗନ୍ନାଥ' ପୁସ୍ତକର ରଚୟିତା କିଏ? (୧ ମାର୍କ)

୨. କେଉଁ ମାସ କେଉଁ ତିଥିରେ ଜଗନ୍ନାଥଙ୍କ ଗୁଣ୍ଡିଚା ଯାତ୍ରା ଅନୁଷ୍ଠିତ ହୁଏ? (୨ ମାର୍କ)

୩. ବୌଦ୍ଧ ସଂସ୍କୃତି ସହ ଜଗନ୍ନାଥ ସଂସ୍କୃତିର ସାମଞ୍ଜସ୍ୟ ପ୍ରଦର୍ଶନ କର । (୫ ମାର୍କ)

୪. ଶ୍ରୀଜଗନ୍ନାଥଙ୍କ ଦ୍ୱାଦଶ ଯାତ୍ରାର ବିବରଣୀ ଦିଅ । (୮ ମାର୍କ)

ମୂଲ୍ୟବୋଧଭିତ୍ତିକ ପାଠ୍ୟକ୍ରମ
Value Added Course (VAC)
୨ୟ ପତ୍ର (Paper-II)
ଆଦିବାସୀ ସଂସ୍କୃତି

Course Outcome (ପାଠ୍ୟପତ୍ର ଫଳଶ୍ଳୁତି):

ଓଡ଼ିଶା ଏକ ଆଦିବାସୀ ବହୁଳ ରାଜ୍ୟ । ଏଠାରେ ବିଭିନ୍ନ ଆଦିବାସୀ ସଂପ୍ରଦାୟ ପ୍ରାଚୀନକାଳରୁ ରହି ଆସୁଛନ୍ତି । ଏହି ଜନଜାତିଙ୍କ ପରିଚୟ ତଥା ସାଂସ୍କୃତିକ ଜୀବନଧାରାକୁ ବିଦ୍ୟାର୍ଥୀମାନେ ଅବଗତହେବା ସମୀଚୀନ । ଏହି ପାଠ୍ୟ ପତ୍ରରେ ଆଦିବାସୀ ସଂସ୍କୃତିର ଦେବଦେବୀ, ବିବାହ ରୀତି , ପର୍ବପର୍ବାଣି ଆଦି ସମ୍ପର୍କରେ ଜାଣିବାର ସୁଯୋଗ ମିଳି ପାରିବ ।

Unit Wise Learning Outcome (ପ୍ରତି ଏକକର ଅଧ୍ୟୟନ ଫଳଶ୍ଳୁତି):

୧ମ ଏକକ : ଓଡ଼ିଶାରେ ଯେଉଁ ଜନଜାତିମାନେ ବସବାସ କରନ୍ତି, ସେମାନଙ୍କର ସାଧାରଣ ପରିଚୟ ଜାଣିବା ପାଇଁ ଏହି ଏକକଟି ପରିକଳ୍ପିତ ।

୨ୟ ଏକକ : ଦେବଦେବୀ ଆରାଧନା ଆଦିବାସୀ ସଂସ୍କୃତିର ଭିନ୍ନ ପରିଚୟ ଦେଇଥାଏ । ଆଦିବାସୀଙ୍କ ପୂଜିତ ଦେବଦେବୀ, ତାଙ୍କ ସଂସ୍କୃତିର କିପରି ଏକ ଅଭିନ୍ନ ଅଙ୍ଗ, ତାହା ଏ ଏକକରୁ ଉପଲବ୍ଧ ହେବ ।

୩ୟ ଏକକ : ଆଦିବାସୀ ସମାଜରେ ବିବିଧ ପର୍ବପର୍ବାଣୀ କିପରି ପାଳିତ ହୁଏ ଏବଂ ସେମାନଙ୍କର ବିବାହ ରୀତିରେ କିପରି ସ୍ୱତନ୍ତ୍ରତା ରହିଛି, ଏହି ଏକକଟି ତାହାର ଧାରଣା ଦେଇ ପାରିବ ।

ପାଠ୍ୟ ବିଷୟ

୧ମ ଏକକ : ଓଡ଼ିଶାର ଜନଜାତିଙ୍କ ପରିଚୟ

୨ୟ ଏକକ : ଆଦିବାସୀ ସଂସ୍କୃତିର ଦେବ-ଦେବୀ

୩ୟ ଏକକ : ଆଦିବାସୀ ସମାଜର ବିବାହ ରୀତି ଓ ପର୍ବପର୍ବାଣି

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ(Books of Reference):

୧.ଓଡ଼ିଶାର ଆଦିବାସୀ – ରବୀନ୍ଦ୍ର ମୋହନ ସେନାପତି, ବିଦ୍ୟାଭରତୀ, କଟକ

୨.ଆଦିବାସୀ ଭାଷା ଓ ସାହିତ୍ୟ – ଦମୟନ୍ତୀ ବେଣ୍ଟା, ଜ୍ଞାନ ଯୁଗ ପବ୍ଲିକେଶନ୍, ଭୁବନେଶ୍ୱର

୩.ଓଡ଼ିଶାର ଜନଜାତି, ସମାଜ ସଂସ୍କୃତି ଓ ଭାଷା ଉନ୍ନୟନ – ଓ.ରା.ପା.ପୁ. ଓ ପ୍ର. ସଂସ୍ଥା, ଭୁବନେଶ୍ୱର

୪.ଓଡ଼ିଶାର ସାଂସ୍କୃତିକ ଇତିହାସ – ସଂସ୍କୃତି ବିଭାଗ, ଓଡ଼ିଶା

ନମୁନା ପ୍ରଶ୍ନ (Sample Questions):

୧.ଓଡ଼ିଶାରେ କେତେ ପ୍ରକାର ଆଦିବାସୀ ବସବାସ କରନ୍ତି ? (୧ ମାର୍କ)

୨. ଦୁଇଟି ଆଦିବାସୀ ପର୍ବର ନାମ ଲେଖ । (୨ ମାର୍କ)

୩. ଆଦିବାସୀ ସମାଜର ବିବାହ ରୀତି ଉପରେ ଆଲୋଚନା କର । (୫ ମାର୍କ)

୪. ଆଦିବାସୀ ସଂସ୍କୃତିରେ ଦେବଦେବୀ ଆରାଧନାର ବିଶେଷତ୍ୱ ଦର୍ଶାଅ । (୮ ମାର୍କ)

ମୂଲ୍ୟଭିତ୍ତିକ ପାଠ୍ୟକ୍ରମ
Value Added Course (VAC)
୩ୟ ପତ୍ର (Paper-III)
ଓଡ଼ିଶାର ସାଂସ୍କୃତିକ ପରିଚୟ

Course Outcome (ପାଠ୍ୟପତ୍ର ଫଳଶ୍ରୁତି):

ଧର୍ମ ଓ ଆଧ୍ୟାତ୍ମିକତା ଦୃଷ୍ଟିରୁ ଓଡ଼ିଶାର ସାଂସ୍କୃତିକ ପରିଚୟ ସୁବିଦିତ । ଓଡ଼ିଶା ପୁଣି ଉନ୍ନତ କଳାର ଦେଶ ଭାବେ ପରିଚୟ ବହନ କରେ । ବିବିଧ ପର୍ବପର୍ବାଣି ଓ ଯାନିଯାତ୍ରା ଆମ ସାଂସ୍କୃତିକ ଅନ୍ୟତମ ଅଂଶ ବିଶେଷ । ତେଣୁ ପାଠ୍ୟପତ୍ରଟିରେ ଶିକ୍ଷାର୍ଥୀମାନେ ସାଂସ୍କୃତିକ ସଂପନ୍ନ ଓଡ଼ିଶାର ପରିଚୟ ଲାଭ କରିବେ ।

Unit Wise Learning Outcome (ପ୍ରତି ଏକକର ଅଧ୍ୟୟନ ଫଳଶ୍ରୁତି) :

୧ମ ଏକକ : ଓଡ଼ିଶାର ଉଦାର ଧର୍ମ ପରମ୍ପରା ଓ ବିବିଧ ଦେବଦେବୀ ଉପାସନା ଆମ ସାଂସ୍କୃତିକ କିପରି ସମୃଦ୍ଧ କରିଛି, ତାହା ଏହି ଏକକରୁ ଉପଲବ୍ଧ ହୋଇ ପାରିବ ।

୨ୟ ଏକକ : ଓଡ଼ିଶାର ସାଂସ୍କୃତିକ ବାରମାସରେ ତେରପର୍ବ ପାଳନ ବିଧି ରହିଛି । ଆଞ୍ଚଳିକ ସ୍ତରରେ ମଧ୍ୟ ଓଡ଼ିଶାରେ ବିଭିନ୍ନ ଯାନିଯାତ୍ରା ଅନୁଷ୍ଠିତ ହୁଏ । ଏ ସବୁ ଓଡ଼ିଶାର ଜନଜୀବନକୁ ଏକତା ଓ ଭାଇତାରାରେ ଅନୁବନ୍ଧିତ କରିଥାଏ । ଏ ବିଷୟରେ ଛାତ୍ରଛାତ୍ରୀ ଏଠାରେ ଜ୍ଞାନଲାଭ କରିବେ ।

୩ୟ ଏକକ : କଳା ଓ ଭାସ୍କର୍ଯ୍ୟ କ୍ଷେତ୍ରରେ ଓଡ଼ିଶାର ଶିଳ୍ପଗୌରବ ଖୁବ୍ ପ୍ରସିଦ୍ଧ । ତନ୍ମଧ୍ୟରୁ ନୃତ୍ୟକଳା-ଓଡ଼ିଶୀ, ଛଉ, ଚଇତି ଘୋଡ଼ା, ଚିତ୍ରକଳା- ପଟ୍ଟଚିତ୍ର, ବାନ୍ଧ କଳା, ପ୍ରସ୍ତର କଳା ଓ ଆଦିବାସୀ କଳା ଓ ଭାସ୍କର୍ଯ୍ୟ କଳାରେ ମନ୍ଦିର ଓ ଗୃହ ନିର୍ମାଣ, ପ୍ରସ୍ତର ମୂର୍ତ୍ତୀ ବାଲୁକା ଶିଳ୍ପ ଆଦି ସମ୍ପର୍କରେ ଏହି ଏକକଟି ଛାତ୍ରଛାତ୍ରୀଙ୍କୁ ଅବଗତ କରାଇବ ।

ପାଠ୍ୟ ବିଷୟ

୧ମ ଏକକ : ଓଡ଼ିଶାର ଧର୍ମ ପରମ୍ପରା

(କ) ବୌଦ୍ଧ, ଶୈବ, ଶାକ୍ତ

(ଖ) ବୈଷ୍ଣବ (ରାମ ଉପାସନା, କୃଷ୍ଣ ଉପାସନା, ଶ୍ରୀଜଗନ୍ନାଥ ଉପାସନା)

୨ୟ ଏକକ : ଓଡ଼ିଶାର ପର୍ବପର୍ବାଣି ଓ ଯାନିଯାତ୍ରା

(ଓଡ଼ିଶାର ବିବିଧ ଅଞ୍ଚଳର ପର୍ବପର୍ବାଣି ଓ ଯାନିଯାତ୍ରା ଉପରେ ଆଲୋଚନା)

୩ୟ ଏକକ: ଓଡ଼ିଶାର କଳା ଓ ଭାସ୍କର୍ଯ୍ୟ

(ନୃତ୍ୟ କଳା, ଚିତ୍ର କଳା, ଭାସ୍କର୍ଯ୍ୟ କଳା)

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ(Books of Reference):

୧. ଓଡ଼ିଶାରେ ବୌଦ୍ଧ ଧର୍ମ – ନବୀନ କୁମାର ସାହୁ, ଓଡ଼ିଶା ସାହିତ୍ୟ ଏକାଡେମୀ

୨. ଓଡ଼ିଆ ସାହିତ୍ୟରେ ଶୈବ ଧର୍ମ – କୃଷ୍ଣଚନ୍ଦ୍ର ପ୍ରଧାନ, ସୁଧା ପ୍ରକାଶନ, କଟକ
୩. ଓଡ଼ିଶୀ ବୈଷ୍ଣବ ଧର୍ମ – କାହ୍ନୁ ଚରଣ ମିଶ୍ର , ଓଡ଼ିଶୀ ସାହିତ୍ୟ ଏକାଡେମୀ
୪. ଓଡ଼ିଆ ସାହିତ୍ୟରେ ବିଭିନ୍ନ ଧର୍ମଧାରା – ଫକୀର ମୋହନ ଦାସ , ଉତ୍କଳଗୌରବାଣୀ ସଂସଦ
୫. ଓଡ଼ିଶାର ପର୍ବପର୍ବାଣୀ ଓଷାବ୍ରତ ଯାନିଯାତ୍ରା – ଶ୍ରୀ ବ୍ରଜମୋହନ ମହାନ୍ତି – ଉତ୍କଳ ପାଠକ ସଂସଦ, ଓଡ଼ିଶୀ ବୁକ୍ ସୋର, କଟକ
୬. ଓଡ଼ିଶାର ଆଦିବାସୀ ଚିତ୍ରକଳା- ଶ୍ରୀ ରବୀନ୍ଦ୍ର କୁମାର ସାହୁ-ଆଦିବାସୀ ଭାଷା ଓ ସଂସ୍କୃତି ଏକାଡେମୀ, ଭୁବନେଶ୍ୱର
୭. ଭାରତୀୟ ନୃତ୍ୟକଳା-ଧ୍ୱରେନ୍ଦ୍ରନାଥ ପଟ୍ଟନାୟକ- ଓଡ଼ିଶୀ ସାହିତ୍ୟ ଏକାଡେମୀ, ଭୁବନେଶ୍ୱର

ନମୁନା ପ୍ରଶ୍ନ (Sample Questions):

୧. 'ଓଡ଼ିଶାରେ ବୌଦ୍ଧ ଧର୍ମ' ପୁସ୍ତକର ଲେଖକ କିଏ ? (୧ ମାର୍କ)
୨. ଶିବଙ୍କୁ କାହିଁକି ଅର୍ଦ୍ଧନାରୀଶ୍ୱର କୁହାଯାଏ ? (୨ ମାର୍କ)
୩. ଶାକ୍ତଧର୍ମ ସମ୍ପର୍କରେ ଆଲୋଚନା କର । (୫ ମାର୍କ)
୪. ଓଡ଼ିଶାର କେଉଁକେଉଁ ପ୍ରସିଦ୍ଧ ମନ୍ଦିରରେ ଭାସ୍କର୍ଯ୍ୟକଳାର ନିଦର୍ଶନ ରହିଛି, ଦର୍ଶାଅ । (୮ ମାର୍କ)

Core I ସପ୍ତମ ପର୍ଯ୍ୟାୟ (Semester-VII)

ପ୍ରଥମ ପତ୍ର (Paper-I)

(କେବଳ ଗବେଷଣା ପତ୍ର ନେଇ ଅଧ୍ୟୟନ କରୁଥିବା ଓଡ଼ିଆ ସମ୍ମାନ ସ୍ନାତକ ଛାତ୍ରଛାତ୍ରୀଙ୍କ ପାଇଁ ଉଦ୍ଦିଷ୍ଟ)
ଗବେଷଣା ପଦ୍ଧତି

Course Outcome (ପାଠ୍ୟପତ୍ର ଫଳଶ୍ରୁତି):

ସ୍ନାତକ ଶ୍ରେଣୀର ଅନୁସନ୍ଧିଷ୍ଣୁ ଶିକ୍ଷାର୍ଥୀମାନଙ୍କ ଗବେଷଣା ମନୋବୃତ୍ତିକୁ ଚରିତାର୍ଥକରିବା ପାଇଁ ଏହି ପତ୍ରଟି ଉଦ୍ଦିଷ୍ଟ । ଗବେଷଣାରେ ପ୍ରବୃତ୍ତ ହେବାପୂର୍ବରୁ ତାହାର ତାତ୍ତ୍ୱିକ ଓ ବୈଧାନିକ ଦିଗ ଉପରେ ଜ୍ଞାନ ଆହରଣ କରିବା ନିମିତ୍ତ ଏହା ସହାୟକ ହେବ । ସୂଚନାଯୋଗ୍ୟ ଯେ, ସପ୍ତମ ପର୍ଯ୍ୟାୟ (7th Semester) ପାଇଁ ଉଦ୍ଦିଷ୍ଟ ଥିବା ପ୍ରଥମ ପତ୍ରକୁ ଅଧ୍ୟୟନ ନକରି ଗବେଷଣାରେ ପ୍ରବୃତ୍ତ ଛାତ୍ରଛାତ୍ରୀ ଏହି 'ଗବେଷଣା ପଦ୍ଧତି' ପତ୍ରଟିକୁ ଅଧ୍ୟୟନ କରିବେ ।

Unit Wise Learning Outcome (ପ୍ରତି ଏକକର ଅଧ୍ୟୟନ ଫଳଶ୍ରୁତି) :

- ପ୍ରଥମ ଏକକ :** ଗବେଷଣାର ସଂଜ୍ଞା - ସ୍ୱରୂପ ଓ ବିବିଧ ଗବେଷଣା ପ୍ରକ୍ରିୟା ସଂପର୍କରେ ଏହି ଏକକଟି ଦିଗ୍‌ଦର୍ଶନ ଦେବ ।
- ଦ୍ୱିତୀୟ ଏକକ :** ଗବେଷଣାରେ ବିଷୟ ନିର୍ବାଚନ ପ୍ରସଙ୍ଗ ଗୁରୁତ୍ୱପୂର୍ଣ୍ଣ । ଛାତ୍ରଛାତ୍ରୀ କିପରି ବିଷୟ ଭିତ୍ତିକ ଶୀର୍ଷକ ଚୟନ କରି ତାହାର ପରିଚ୍ଛେଦ ବିଭାଜନ କରିବେ ଓ ଗବେଷଣାର ଭାଷା ଶୈଳୀ କିପରି ହେବ ତାହା ଏଥିରୁ ଉପଲବ୍ଧି କରିପାରିବେ ।
- ତୃତୀୟ ଏକକ :** ବାସ୍ତବରେ ଗବେଷଣା ଏକ କଷ୍ଟକର କାର୍ଯ୍ୟ । ଏଥିପାଇଁ ଗବେଷକର ଧର୍ମ କଣହେବା ଉଚିତ ଓ ସେ କିପରି ତଥ୍ୟ ସଂଗ୍ରହ କରିବାରେ ଅକ୍ଳୁଷ୍ଟିତ ପରିଶ୍ରମ କରିବେ ତାହା ଅବଗତ ହେବେ ।
- ଚତୁର୍ଥ ଏକକ :** ଗବେଷଣା ନିବନ୍ଧର ଗଠନରୀତି , ପାଦଟୀକା, ସହାୟକ ଗ୍ରନ୍ଥତାଲିକା ପ୍ରଭୃତି ସଂପର୍କୀୟ ବିଧିବିଧାନ ସଂପର୍କରେ ଏହି ଏକକଟି ଶିକ୍ଷାର୍ଥୀଙ୍କୁ ଧାରଣା ଦେବ ।

ପାଠ୍ୟ ବିଷୟ

- ପ୍ରଥମ ଏକକ: ଗବେଷଣାର ସଂଜ୍ଞା ଓ ସ୍ୱରୂପ
ସାହିତ୍ୟ ଗବେଷଣାର ବିବିଧ ରୂପ (ଐତିହାସିକ, ନନ୍ଦନତାତ୍ତ୍ୱିକ, ତୁଳନାତ୍ମକ)
- ଦ୍ୱିତୀୟ ଏକକ: ଗବେଷଣାର ବିଷୟ ନିର୍ବାଚନ ଓ ପରିଚ୍ଛେଦ ବିଭାଜନ
ଗବେଷଣାର ଭାଷା ଶୈଳୀ
- ତୃତୀୟ ଏକକ: ଗବେଷକର ଧର୍ମ, ତଥ୍ୟ ସଂଗ୍ରହ
ଗବେଷଣାରେ ତତ୍ତ୍ୱାବଧାରକଙ୍କ ଦାୟିତ୍ୱ
- ଚତୁର୍ଥ ଏକକ : ଗବେଷଣା ନିବନ୍ଧର ଗଠନରୀତି
ପାଦଟୀକା ଓ ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ ପ୍ରସ୍ତୁତି

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ(Books of Reference):

୧. ଗବେଷଣା ପ୍ରବିଧି ସଂପାଦନା ଓ ଅନୁବାଦ କଳା – ସୁବୋଧ କୁମାର ଚାଟାର୍ଜୀ, ବିଦ୍ୟାପୁରୀ, କଟକ
୨. ଗବେଷଣା ପ୍ରକରଣ, ସଂପାଦନା ଓ ଅନୁବାଦ ପ୍ରବିଧି –କୃଷ୍ଣଚନ୍ଦ୍ର ପ୍ରଧାନ, ଜ୍ଞାନଯୁଗ ପବ୍ଲିକେଶନ୍ସ, ଭୁବନେଶ୍ୱର
୩. ଗବେଷଣା ଅନୁବାଦ ସଂପାଦନାକଳା ସମାଲୋଚନା- ନାରାୟଣ ସାହୁ , ସତ୍ୟନାରାୟଣ ବୁକ୍ ହୋମ୍, କଟକ
୪. ଗବେଷଣା ବିଧି ଓ ଅନୁବାଦକଳା –ସଂ-ବନମାଳୀ ରାଉତ , ମନୋରମା ବିଶ୍ୱାଳ ମହାପାତ୍ର, ଓଡ଼ିଶା ଗବେଷଣା ପରିଷଦ, କଟକ
୫. Methodology and Technique of Research –R.K. Burma and Gopal Burma, Arjun Publishing House, New Delhi ।

Sample questions (ନମୁନା ପ୍ରଶ୍ନାବଳୀ):

୧. ଗବେଷଣା ଶବ୍ଦର ବ୍ୟୁତ୍ପତ୍ତିଗତ ଅର୍ଥ କଣ ? (୧ ମାର୍କ)
୨. ଗବେଷକର ୨ଟି ଧର୍ମ ଲେଖ । (୨ ମାର୍କ)
୩. ଗବେଷଣାରେ ପାଦଟୀକା କିପରି ପ୍ରସ୍ତୁତ କରାଯାଏ ଦୃଷ୍ଟାନ୍ତ ସହ ଲେଖ । (୫ ମାର୍କ)
୪. ଐତିହାସିକ ଗବେଷଣାର ବୈଶିଷ୍ଟ୍ୟ ଉପରେ ଆଲୋଚନା କର । (୮ ମାର୍କ)

ଗବେଷଣାର ବିଷାରିତ କ୍ଷେତ୍ର

୧. ଅଞ୍ଚଳ ଭିତ୍ତିକ ଲୋକସାହିତ୍ୟ ଓ ସଂସ୍କୃତି
୨. ଜିଲ୍ଲା ସ୍ତରୀୟ ସାହିତ୍ୟ ସାଧକଙ୍କ ପରିଚୟ ଓ କୃତିତ୍ୱ
୩. ଆଞ୍ଚଳିକ / କଥିତ ଓଡ଼ିଆ/ ଆଦିବାସୀ ଭାଷାର ସ୍ୱରୂପ ଓ ବୈଶିଷ୍ଟ୍ୟ
୪. ଅବଲୁପ୍ତପ୍ରାୟ ଲୋକକଳା: ସଂଗ୍ରହ ଓ ସମୀକ୍ଷଣ
୫. ପ୍ରମୁଖ ସାରସ୍ୱତ ସ୍ରଷ୍ଟା ଓ ଯୁଗୀୟ ଆଭିମୁଖ୍ୟ ଆକଳନ

ଗବେଷଣା ନିମିତ୍ତ ନିୟମ ଓ ନିର୍ଦ୍ଦେଶାବଳୀ:-

ଗବେଷଣାର ବିଷୟ ନିର୍ବାଚନ ନିମନ୍ତେ ଛାତ୍ରଛାତ୍ରୀମାନେ ଉଲ୍ଲିଖିତ ବିଷାରିତ ପ୍ରସଙ୍ଗରୁ ଏକ ସୁସ୍ଥଦିଗକୁ ନିର୍ବାଚନ କରିବେ । ଦିଗ୍‌ବର୍ଣ୍ଣକମାନେ ସେମାନଙ୍କୁ ଏଦିଗରେ ସହାୟତା କରିବେ । ପ୍ରତ୍ୟେକ ଗବେଷଣା ପ୍ରକଳ୍ପ ଅନୁ୍ୟନ ତାରୋଚି ପରିଚ୍ଛେଦରେ ବିଭକ୍ତ ହେବ । A-4 ସାଇଲ୍ ପେପରରେ ଗୋଟିଏ ପାର୍ଶ୍ୱରେ ଲିଖିତ ସମ୍ବନ୍ଧିତ ଅନୁ୍ୟନ ୮୦ ପୃଷ୍ଠା ବିଶିଷ୍ଟ ହେବ । ଛାତ୍ରଛାତ୍ରୀଙ୍କୁ ଅନୁ୍ୟନ ୧୫ ରୁ ୨୦ଟି ସମୀକ୍ଷା ପୁସ୍ତକର ସହାୟତା ନେବାକୁ ପଡ଼ିବ । ପ୍ରତ୍ୟେକ ପରିଚ୍ଛେଦରେ ପାଠ୍ୟପାଠ୍ୟ ରହିବା ଆବଶ୍ୟକ । ନିବନ୍ଧର ଉପସଂହାର ପରେ ଗବେଷଣା ପଦ୍ଧତି ଅନୁଯାୟୀ ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ ରହିବ । ଏସବୁ ଗବେଷଣାତ୍ମକ ବିବରଣୀ ଉପସ୍ଥାପନ ପ୍ରକ୍ରିୟା ସଂପର୍କରେ ଛାତ୍ରଛାତ୍ରୀ ଗବେଷଣା ପଦ୍ଧତି ଶୀର୍ଷକ ପତ୍ରରେ ସବିଶେଷ ତାତ୍ତ୍ୱିକ ଅଧ୍ୟୟନ କରିବାର ସୁଯୋଗ ପାଇବେ । ନିବନ୍ଧ ପ୍ରସ୍ତୁତି ଓ ଉପସ୍ଥାପନା ୨୦+୨୦=୮୦ ନମ୍ବର ଏବଂ ମୌଖିକ ପରୀକ୍ଷା ପାଇଁ ୨୦ନମ୍ବର ରହିବ । ବାହ୍ୟ ଓ ଅଭ୍ୟନ୍ତରୀଣ ପରୀକ୍ଷକଙ୍କଦ୍ୱାରା ମୂଲ୍ୟାୟନ ହେବ । ସମୟ ନିର୍ଦ୍ଦେଶ- ୧ ବର୍ଷ । ସପ୍ତମ ପର୍ଯ୍ୟାୟ(SEMESTER-VII) ରେ ଗବେଷଣା ପଦ୍ଧତି ଅଧ୍ୟୟନ ସହ ଛାତ୍ରଛାତ୍ରୀମାନେ ବିଷୟ ନିର୍ବାଚନ ଓ ତଥ୍ୟ ସଂଗ୍ରହ କାର୍ଯ୍ୟ କରିବେ । ଅଷ୍ଟମ ପର୍ଯ୍ୟାୟ(SEMESTER-VIII) ରେ ନିବନ୍ଧ ପ୍ରସ୍ତୁତି ଓ ଉପସ୍ଥାପନା କରିବେ ।

ଗବେଷଣା ନିବନ୍ଧ ପ୍ରସ୍ତୁତ କରୁଥିବା ଛାତ୍ରଛାତ୍ରୀ ସ୍ୱକୀୟ ନିବନ୍ଧ ପାଇଁ ୧୨ କ୍ରେଡିଟର weightage ପାଇବେ । ଏତଦ୍ ସମେତ ଏହି ପର୍ଯ୍ୟାୟରେ ୪+୪=୮ କ୍ରେଡିଟ ବିଶିଷ୍ଟ ୨ ଟି ପାଠ୍ୟପତ୍ରର ପରୀକ୍ଷା ମଧ୍ୟ ଦେବାକୁ ପଡ଼ିବ । ଏହିପରି ଭାବରେ ଅଷ୍ଟମ ପର୍ଯ୍ୟାୟ(SEMESTER-VIII) ର ପରୀକ୍ଷା ନିମନ୍ତେ ସେମାନଙ୍କ ପାଇଁ ମୋଟ ୨୦ କ୍ରେଡିଟର ପାଠ୍ୟ ଅଧ୍ୟୟନ କରିବାକୁ ପଡ଼ିବ । ସୁତନାଯୋଗ୍ୟ ଯେ, ଗବେଷଣା ପତ୍ର ନନେଇ ୪ ବର୍ଷିଆ ପାଠ୍ୟକ୍ରମ ବିଶିଷ୍ଟ ସମ୍ମାନ ସ୍ନାତକ ଛାତ୍ରଛାତ୍ରୀମାନେ ୪X୪=୧୬ କ୍ରେଡିଟର(Core-I) + ୧ x ୪ = ୪(Core-II) ର ପାଠ୍ୟକ୍ରମ ଅଧ୍ୟୟନ କରିବେ ।

Suggestive Area of discussion for Refresher Course

- * ଓଡ଼ିଆ ଯୁନିକୋଡ଼ ଓ ଇ - ରିସୋର୍ସର ବ୍ୟବହାର
- * ତୁଳନାତ୍ମକ ସାହିତ୍ୟ
- * ଅନୁବାଦର କଳା କୌଶଳ
- * ନିବନ୍ଧ ପ୍ରସ୍ତୁତି ଓ ଗବେଷଣା ପଦ୍ଧତି
- * ଶିଶୁ ସାହିତ୍ୟ
- * ବିଜ୍ଞାନ ଭିତ୍ତିକ ସାହିତ୍ୟ
- * E-journal, YouTube, Classroom ଆଦି ସମ୍ବନ୍ଧୀୟ ICT
- * Blended Mode Based Teaching Learning
- * Smart class
- * ଓଡ଼ିଶାର ସାଂସ୍କୃତିକ ଇତିହାସ: ପର୍ବପର୍ବାଣି, ଓଷାକ୍ରତ ଓ ଧର୍ମଧାରା
- * ଶ୍ରୀଜଗନ୍ନାଥ ଓ ଆଦିବାସୀ ସଂସ୍କୃତି
- * ଓଡ଼ିଶାର ରାଜନୀତିକ ଇତିହାସ ଓ ସାମାଜିକ ବିବର୍ତ୍ତନ
- * ନିର୍ଭୁଲ ଓଡ଼ିଆ ଲିଖନ କୌଶଳ ଓ ବ୍ୟାବହାରିକ ବ୍ୟାକରଣ
- * ଧ୍ୱନି ତତ୍ତ୍ୱ ଓ ଶୁଦ୍ଧ ଓଡ଼ିଆ ଉଚ୍ଚାରଣ
- * ସ୍ୱାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ ସାହିତ୍ୟ ସାଂସ୍କୃତିକ ଉତ୍ଥାନ
- * ପରଂପରାଜିତ ଜ୍ଞାନକୌଶଳ ଓ ଲୋକସଂସ୍କୃତି
- * ଆଲୋଚନା ଚକ୍ର, କର୍ମଶାଳା ଆଦି ଆୟୋଜନ କରିବାର ତାତ୍ପର୍ଯ୍ୟ ଓ ପରିଚାଳନା କୌଶଳ
- * ସର୍ଜନଶୀଳ ରଚନାକୌଶଳ (ଗଳ୍ପ, କବିତା, ପ୍ରବନ୍ଧ, ସମାଲୋଚନା, ଫିଚର ଓ ସମ୍ବାଦ)
- * ଓଡ଼ିଆ ଭାଷାର କମ୍ପ୍ୟୁଟରୀକରଣ

List of Resource Persons for Unit wise Video Clip

1. ସାରଳା ମହାଭାରତ - ପ୍ର. ନୀଳାଦ୍ରିଭୂଷଣ ହରିଚନ୍ଦନ, ପ୍ର. ଉଦୟନାଥ ସାହୁ
2. ଭାଗବତ - ପ୍ର. ବୈଷ୍ଣବ ଚରଣ ସାମଲ, ପ୍ର. ଉଦୟନାଥ ସାହୁ
3. ରାମାୟଣ - ପ୍ର. ବୈଷ୍ଣବ ଚରଣ ସାମଲ, ସୁବୋଧ ଚାଟାର୍ଜୀ
4. ମଧ୍ୟଯୁଗୀୟ କାବ୍ୟ - ପ୍ର. ବାଉରୀବନ୍ଧୁ ସାହୁ, ପ୍ର. ଶରତ ଚନ୍ଦ୍ର ରଥ
5. ପାଶ୍ଚାତ୍ୟ କାବ୍ୟତତ୍ତ୍ୱ - ପ୍ର. ବିଜୟ ଶତପଥୀ, ଛାୟାକାନ୍ତ ଷଡ଼ଙ୍ଗୀ
6. ପ୍ରାଚ୍ୟ କାବ୍ୟତତ୍ତ୍ୱ - ପ୍ର. ବସନ୍ତ କୁମାର ପଣ୍ଡା, ପ୍ର. ଅଶୋକ ଦାଶ
7. ଶାସ୍ତ୍ରୀୟ ଭାଷା: ଓଡ଼ିଆ - ପ୍ର.ଦେବୀ ପ୍ରସନ୍ନ ପଟ୍ଟନାୟକ, ସୁବ୍ରତ ପୃଷ୍ଟି, ବସନ୍ତ କୁମାର ପଣ୍ଡା, ପ୍ର.ଅଶୋକ ଦାଶ, ଅନ୍ତର୍ଯ୍ୟାମୀ ମିଶ୍ର
8. ଓଡ଼ିଆ ଲିପି - ପ୍ର. ଦେବୀ ପ୍ରସନ୍ନ ପଟ୍ଟନାୟକ, ଉପେନ୍ଦ୍ର ପ୍ରସାଦ ଦଳାଇ, ହର ପ୍ରସାଦ ଦାସ, କୈଳାସ ଚନ୍ଦ୍ର ଚିକାୟତରାୟ
9. ଓଡ଼ିଆ ବ୍ୟାକରଣ - ନଟବର ଶତପଥୀ, କୃଷ୍ଣଚନ୍ଦ୍ର ପ୍ରଧାନ, ପ୍ର. ସଦାନନ୍ଦ ନାୟକ
10. ଓଡ଼ିଆ ଧ୍ୱନି ତତ୍ତ୍ୱ - ପ୍ର. ସବିତା ପ୍ରଧାନ, ପ୍ର.ପଞ୍ଚାନନ ମହାନ୍ତି,
11. ଚର୍ଯ୍ୟାଗୀତି - ପ୍ର. କୃଷ୍ଣଚନ୍ଦ୍ର ପ୍ରଧାନ, ପ୍ର. ସଦାନନ୍ଦ ନାୟକ
12. ପଞ୍ଚସଖା ସାହିତ୍ୟ - ବାବାଜୀ ପଟ୍ଟନାୟକ, ସୁନନ୍ଦା ତ୍ରିପାଠୀ
13. ନାଥ ସାହିତ୍ୟ - ପ୍ର. ବୈଷ୍ଣବ ଚରଣ ସାମଲ, ପ୍ରଦୀପ୍ତ ପଣ୍ଡା
14. ରାଧାନାଥ, ଗଙ୍ଗାଧର, ମଧୁସୂଦନ ଓ ଫକୀର ମୋହନ - ପ୍ର. ମଣୀନ୍ଦ୍ର କୁମାର ମେହେର, ପ୍ର. ବ୍ରଜବାହନ ମହାପାତ୍ର
15. ଆଧୁନିକ କବିତା - ପ୍ର. ଗିରିବାଳା ମହାନ୍ତି, ଶତ୍ରୁଘ୍ନ ପାଣ୍ଡବ, ପ୍ର. ବ୍ରଜବାହନ ମହାପାତ୍ର, ପ୍ର. ସତ୍ୟୋଷ କୁମାର ତ୍ରିପାଠୀ
16. ଆଧୁନିକ ଗଦ୍ୟ ସାହିତ୍ୟ - ପ୍ର. ମନୋରଞ୍ଜନ ପ୍ରଧାନ, ପ୍ର. ଆଦିକନ୍ଦ ସାହୁ
17. ସବୁଜ ସାହିତ୍ୟ - ସୁପ୍ରିୟା ମଲିକ, ପ୍ରମୋଦ ପାଢ଼ୀ, ପ୍ର. ପ୍ରସନ୍ନ ସ୍ୱାଇଁ
18. ପ୍ରଗତିବାଦୀ ସାହିତ୍ୟ - ପ୍ର. ବିଜୟ କୁମାର ଶତପଥୀ, ପ୍ର. ବ୍ରଜବାହନ ମହାପାତ୍ର
19. ନାଟକ - ପ୍ର. ନୀଳାଦ୍ରି ଭୂଷଣ ହରିଚନ୍ଦନ, ନାରାୟଣ ସାହୁ, ପ୍ର.ବିଜୟ ଶତପଥୀ, ପ୍ର. ସଙ୍ଗମିତ୍ରା ମିଶ୍ର
20. ଲୋକ ସାହିତ୍ୟ ତତ୍ତ୍ୱ - ପ୍ର. ଶ୍ୟାମ ସୁନ୍ଦର ମହାପାତ୍ର, ପ୍ର. କୁମୁଦ ରଞ୍ଜନ ପାଣିଗ୍ରାହୀ, ପ୍ର. କଲ୍ୟାଣ ପଟ୍ଟନାୟକ
21. ଆଦିବାସୀ ସଂସ୍କୃତି- ପ୍ର. ସବିତା ପ୍ରଧାନ, ଡ. ଦେବାଶିଷ ପାତ୍ର, ଡ. ଦମୟନ୍ତି ବେଶ୍ରୀ
22. ଶ୍ରୀ ଜଗନ୍ନାଥ ସଂସ୍କୃତି - ପ୍ର. ସୁରେନ୍ଦ୍ରନାଥ ଦାଶ, ସିଦ୍ଧେଶ୍ୱର ମହାପାତ୍ର, ଭାସ୍କର ମିଶ୍ର
23. ଅନୁବାଦ ସାହିତ୍ୟ - ପ୍ର. ମନୋରଞ୍ଜନ ପ୍ରଧାନ, ଶିଶିର ବେହେରା
24. ଗଣ ମାଧ୍ୟମ ଓ ଯୋଗାଯୋଗ - ପ୍ର. ସତ୍ୟୋଷ ତ୍ରିପାଠୀ, ଶିଶିର ବେହେରା, ଡ.ନୃସିଂହ ଷଡ଼ଙ୍ଗୀ
25. ଓଡ଼ିଆ ଭାଷାର କମ୍ପ୍ୟୁଟରୀକରଣ- ଡ. ରୁଦ୍ରନାରାୟଣ ମହାପାତ୍ର, ଗିରୀଶ ଚନ୍ଦ୍ର ମିଶ୍ର
26. ଆତ୍ମଜୀବନୀ - ଦେବୀ ପ୍ରସାଦ ଶତପଥୀ,
27. ଭ୍ରମଣ ସାହିତ୍ୟ - ପ୍ର. କୈଳାସ ପଟ୍ଟନାୟକ, ପ୍ର. ପ୍ରକାଶଚନ୍ଦ୍ର ପଟ୍ଟନାୟକ, ପ୍ର. ଗୌରାଙ୍ଗ ଚରଣ ଦାଶ
28. ତୁଳନାତ୍ମକ ସାହିତ୍ୟ - ପ୍ର. ଆଦିକନ୍ଦ ସାହୁ, ପ୍ର. ମନୋରଞ୍ଜନ ପ୍ରଧାନ, ପ୍ର. ପ୍ରକାଶଚନ୍ଦ୍ର ପଟ୍ଟନାୟକ, ଗୌରାଙ୍ଗ ଚରଣ ଦାଶ
29. ଆଧୁନିକ ସାହିତ୍ୟର ପୃଷ୍ଠଭୂମି - ପ୍ର. ମନୋରଞ୍ଜନ ପ୍ରଧାନ, ଶରତ କୁମାର ଜେନା
30. ଓଡ଼ିଶାର ଇତିହାସ - ଅତୁଲ ଚନ୍ଦ୍ର ପ୍ରଧାନ, ମନୋରଞ୍ଜନ ପ୍ରଧାନ
31. ଓଡ଼ିଆ କମ୍ପ୍ୟୁଟରୀକରଣ - ରୁଦ୍ରନାରାୟଣ ମହାପାତ୍ର,
32. ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ - ବୈଷ୍ଣବ ଚରଣ ସାମଲ, କୃଷ୍ଣଚନ୍ଦ୍ର ପ୍ରଧାନ, ପ୍ରେମାନନ୍ଦ ମହାପାତ୍ର, ବ୍ରଜବାହନ ମହାପାତ୍ର

33. ଓଡ଼ିଆ ଲୋକସାହିତ୍ୟ – ପ୍ର.କଳାଶ ପଟ୍ଟନାୟକ, ଗିରୀଶ ଚନ୍ଦ୍ର ମିଶ୍ର, କୃଷ୍ଣଚନ୍ଦ୍ର ପ୍ରଧାନ, ଅଜୟ ମିଶ୍ର, ପ୍ର. ଜ୍ୟୋତ୍ସ୍ନା ବିଶ୍ୱାଳ
ରାଉତ, ରୁଦ୍ରାଣୀ ମହାନ୍ତି
34. ଓଡ଼ିଆ କଥା ସାହିତ୍ୟ- କଳାଶ ପଟ୍ଟନାୟକ, ଡ. କବିତା ବାରିକ୍

Suggestive Area for Internship

- * ଓଡ଼ିଶା ଓ ଓଡ଼ିଶା ବାହାରେ ଥିବା ସରକାରୀ ଓ ଅଣସରକାରୀ ସାହିତ୍ୟ ଓ ସାଂସ୍କୃତିକ ଅନୁଷ୍ଠାନକୁ ପରିଦର୍ଶନ ।
- * ଐତିହ୍ୟ ସ୍ଥଳ ଓ ଐତିହାସିକ ପୀଠ, ତୀର୍ଥସ୍ଥାନ, ପ୍ରମୁଖ କବି ଲେଖକଙ୍କ ଜନ୍ମଭୂମିକୁ ଜ୍ଞାନାର୍ଜନ ନିମିତ୍ତ ଭ୍ରମଣ ।
ବିଶ୍ୱ ନାଟ୍ୟ ଗ୍ରାମ - ସୁବୋଧ ପଟ୍ଟନାୟକ, ରଘୁରାଜପୁର, ବରପାଲି, ବରଗଡ଼, ବ୍ରହ୍ମପୁର, ଭଦ୍ରକ, କେନ୍ଦୁଝର, ମୟୂରଭଞ୍ଜ ଆଦି
ଅଞ୍ଚଳରେ ଅନୁଷ୍ଠିତ ହେଉଥିବା ସାଂସ୍କୃତିକ କାର୍ଯ୍ୟକ୍ରମରେ ଅଂଶ ଗ୍ରହଣ ।
- ମିଶ୍ର ଶାଳ - ଅଜୟ କୁମାର ମିଶ୍ର, କଟକ ଓ ଦାସିଆ ଅଜା ପାଠାଗାର, ନୟାଗଡ଼ ।
- * ସାହିତ୍ୟ ଅନୁଷ୍ଠାନ, ପ୍ରକାଶନ ସଂସ୍ଥା, ପତ୍ରିକା, ଖବର କାଗଜ ଓ ବିଶ୍ୱବିଦ୍ୟାଳୟ ସ୍ତରୀୟ ଆଲୋଚନା ଚକ୍ର, କର୍ମଶାଳା ଓ ଦଳଗତ
ଆଲୋଚନାଦିରେ ଅଂଶ ଗ୍ରହଣ ।
- * ନିଜ ମହାବିଦ୍ୟାଳୟରେ ମାସକୁ ଥରେ Seminar/Workshop/Symposium ଆୟୋଜନ କରିବା ।
- * ଓଡ଼ିଶାର ନାଟ୍ୟ ସଂଗଠନ ଗୁଡ଼ିକର ପରିଦର୍ଶନ ।
- * ସମ୍ବାଦ ସାହିତ୍ୟର ଗୁଡ଼ିକର ପରିଭ୍ରମଣ ।
- * ପ୍ରଜାତନ୍ତ୍ର ବିଷୁବ ମିଳନରେ ଯୋଗଦାନ ।
- * ବିଭିନ୍ନ ଜିଲ୍ଲାରେ ଅନୁଷ୍ଠିତ ଲୋକ ମହୋତ୍ସବ, ବାଲିଯାତ୍ରା, ଧନୁଯାତ୍ରା, ଦୋଳଯାତ୍ରା, ଚନ୍ଦନ ଯାତ୍ରା, ଚଇତି ପର୍ବ , ମକର ମେଳା
ଆଦି ପରିଦର୍ଶନ ।
- * ଉତ୍କଳ ସାହିତ୍ୟ ସମାଜ, ଓଡ଼ିଶା ରାଜ୍ୟ ସଂଗ୍ରହାଳୟ ଓ ହରେକୃଷ୍ଣ ମହତାବ ରାଜ୍ୟ ପାଠାଗାର ପରିଭ୍ରମଣ ।

E- Resources

- * ଓଡ଼ିଆ ବିଭବ (ସୂଚନିକା)
- * SOA
- * ମାତୃ ଏକାଡେମୀ
- * Virtual Tutorial Project- vtputkal.odisha.gov.in
- * Google
- * Wikipedia
- * YouTube
- * EResources -OSOU
- * EResources of OSHEC
- * EResources of ATLC
- * sodhganga.inflibnet.ac.in

Model Curriculum for Three/Four Year
Degree Course (With Multiple Entry /Exit
Option)
Based on NEP-2020

Sanskrit



Odisha State Higher Education Council, Bhubaneswar
Government of Odisha

Semester	Subjects
I	Core I - Moral Teachings
	Core II- Epics, Philosophy and History of Sanskrit Literature 1
II	Core III- Gadyakavyam Padyakavyam ca (Prose and Poetry) - 1
	Core IV – Drama and History of Sanskrit Literature 2
III	Core V- Introduction to the Techniques of Paninian Grammar and Prosody
	Core VI- Drama and Dramaturgy
	Core VII- Rules of Paninian Grammar, Poetics and Figures of Speech
IV	Core VIII- Grammar and Philosophy
	Core IX- Grammar and Lexicon
	Core X- Sri Jagannatha in Skandamahapurana (<i>Utkala Khanda</i>)
V	Core XI- Gadyakavyam Padyakavyam Abhilekhasca (Prose, Poetry & Inscription)
	Core XII- Vaidika Sukta and Vaidika Sahitya
	Core XIII- Dharmasastra and Arthasastra
VI	Core XIV- Likhana-Kala (Writing Skill)
	Core XV- Jyotisa Sastra and Vastu Sastra
VII	Core XVI- Grammar (Laghusiddhantakaumudi) and Linguistics
	Core XVII- Poetry
	Core XVIII- Fundamentals of Research
	Core XIX- Project Work (on Any aspect of Indology)
VIII	Core XX- Indian Philosophical Thought
	Core XXI- Poetics
	Core XXII- Odishan Contribution to Sanskrit Kavyas : Past and Present
	Core XXIII- Manuscriptology and Cataloguing

Programme Outcomes

- To prepare the students for a career in Sanskrit.
- To prepare the students for Higher Education and Research in Sanskrit.
- To develop a conceptual understanding of the subject and to develop an inquisitiveness in the subject.
- To enable the student to acquire basic skills necessary to understand the subject and to master the skills to handle equipment's utilized to learn the subject.
- To generally promote wider reading on the subject and allied inter disciplinary subject.

Moral Teachings

Unit I&II

- **Hitopodesa Mitralabha** (*Prastavana, Kathamukha, Kapotalubdhakakatha, Brddhavyaghrapathiakakatha, Mrgajambukakatha & Grdhravidalakatha*)

Unit III & IV

- **Yaksaprasna of Mahabharata**
(*Aranyakaparva, Ch.313 from Verse no.41 to 133*)

Core Reading:

- ✓ *Hitopadesh (Mitralabhah) (Ed.) Dr. Braja Sundar Mishra, Vidyapuri, Cuttack, 2009.*
- ✓ *Mahabharata, Gita Press, Gorakhpur (Prescribed Text).*
- ✓ *Yaksaprasna, Ed. Dr. Nirmal Sundar Mishra, Kalyani Publishers, Cuttack, 2024.*

Suggested Readings:

- ✓ *Hitopadesh (Mitralabhah) (Ed.) Kapildev Giri, Chaukhamba Publications, Varanasi.*
- ✓ *Yaksaprasna of Mahabharata and Basics of Sanskrit, Ed. Dr. Niranjana Pati and Sushree Sasmita Pati, Kalyani Publishers, 2020.*
- ✓ *Yaksaprasna, T. K. Ramaayiyar, R.S. Vadhyar & Sons, Palkad, Kerala.*

Core II

Epics, Philosophy and History of Sanskrit Literature 1

Unit I:

- Valmiki Ramayana (Ch. IX of Aranyakanda on Ahimsa prasamsa)

Unit II:

- Srimad Bhagavad Gita Ch. XV (Purusottama Yoga)

Unit III and IV:

- History of Sanskrit Literature (Ramayana, Mahabharata, General outlines of Purana (Definition and Number), Mahakavya with special reference to Asvaghosa, Kalidasa,
- Bharavi, Magha and Sriharsa. Sanskrit Drama with special reference to Bhasa, Kalidasa, Sudraka, Visakhadatta, Asvaghosa and Bhattanarayana)

Core Readings:

- ✓ Kathopanisad, Ramayana & Srimad Bhagavad Gita, , Ed. Dr. Niranjana Pati and Sujata Dash , Kalyani Publishers, 2020.
- ✓ Srimad Valmikiya Ramayanam, Gita Press, Gorakhpur (Prescribed Text)
- ✓ Shrimad Bhagavad Gita with Sankarabhasya, Gita Press, Gorakhpur (Prescribed Text).
- ✓ Samskrta Sahitya ka Itihasa, Baladeva Upadhyaya, Sarada Niketan, Varanasi, Reprint, 1992.
- ✓ Samskrta Sahitya Itihasa, H.K. Satapathy, Kitab Mahal, Cuttack.

Suggested Readings:

- ✓ Valmiki Ramayana, (Critical Edition), Oriental Institute, Baroda.
- ✓ Srimad Bhagavad Gita (Ed.) S. Radhakrishnan, Bharatiya Vidya Bhavan
- ✓ Srimad Bhagavad Gita ,(Ed.) Gambhirananda, Ramakrishna Mission.
- ✓ Srimad Bhagavad Gita ,(Ed.) Swami Ranganathananda, Advaita Ashrama, Kolkata- (8th reprint), 2014.
- ✓ Samskrta Sahitya Itihasa, Text Book Bureau, Govt. of Odisha, Bhubaneswar.

Gadyakavyam Padyakavyam ca (Prose and Poetry) - 1

Unit I and II

- Sukanasopadesah from Kadambari.

Unit III and IV

- Meghadutam (*Purvamegha*).

Core Readings:

- ✓ *Sukanasopadesa (Ed.) Nirmal Sundar Mishra, Kalyani Publishers, New Delhi.*
- ✓ *Meghaduta, Ed. Dr. BrajaSundar Mishra, Vidyapuri, Cuttack, 1999.*
- ✓ *Meghadutam ,(Ed.) M.R. Kale, Motilal Banarsidass, Delhi.*

Suggested Readings:

- ✓ *Meghadutam (Ed.) Radhamohan Mahapatra, Books and Books, Vinodvihari, Cuttack, 1984.*
- ✓ *Sukanasopadesa (Ed.) Ramakanta Jha, Choukhamba Vidyabhavan, Varanasi.*

Core IV

Drama and History of Sanskrit Literature 2

Unit I and II

- Abhijñanasakuntalam (Act 1-4)

Unit III and IV

- History of Sanskrit Literature (*Khandakavya / Gitikavya with special reference to Kalidasa, Bhartṛhari , Banabhatta, Mayurakavi and Jayadeva. Campu kavya with special reference to Ramayanacampu, Bharatacampu, Nalacampu and*
- *Nilakanthacampu.. Gadyakavya with special reference to Subandhu, Banabhatta and Dandi .Kathasahitya with special reference to Gunadhya ,Somadeva, Visnusarma and Pandita Narayana).*

Core Readings:

- ✓ *Abhijñanasakuntalam, (Ed.) Prof. H.K. Satapathy, Kitab Mahal, Cuttack.*
- ✓ *Samskrta Sahityara Itihasa, Prof. H.K. Satapathy, Kitab Mahal, Cuttack.*

Suggested Readings:

- ✓ *Abhijñanasakuntalam (Ed.) M.R. Kale, Motilal Banarsidass Publishers Pvt. Ltd., NewDelhi-11007, 8thReprint-2010.*
- ✓ *Abhijñanasakuntalam (Ed.) R.M.Mohapatra, Books & Books , Cuttack.*
- ✓ *Samskrta Sahitya ka Itihasa, Baladev Upadhyaya, Sarada Niketan, Varanasi, Reprint, 1992.*

Introduction to the Techniques of Paninian Grammar and Prosody

Unit I:

- Technical Terms : *Astadhyayi, Siddhantakaumudi, Sutra, Varttika, Bhasya, Dhatupatha, Agama, Adesa, Nistha, Krdanta, Taddhita, Tinanta, Nijanta, Namadhatu, Vikarana, Luk, Lopa, Ti, Upadha and PancangaVyakarana.*

Unit II:

- Samjna Prakarana of Vaiyakarana-siddhantakaumudi.

Unit III:

- Chandas with special reference to *Arya, Sloka, Indravajra, Upendravajra, Upajati, Bhujangaprayatam, Vamsastham, Drutavilambitam, Vasantatilaka, Mandakranta, Malini, Sikharini, Harini, Sardulavikridita and Sragdhara from Srutabodha or Chandomanjari.*

Unit IV:

- Sloka writing and recitation basing on the above chandas (Practical)

Core Readings:

- ✓ *Paribhasika Sabdavali Siddhanta-kaumudi evam Amarakosa, Ed. Dr. Braja Sundar Mishra, Satyanarayan Book Store, Cuttack, 2023.*
- ✓ *Sahityadarpana evam Chanda, Ed. Dr. Braja Sundar Mishra, Satyanarayan Book Store, Cuttack, 2014.*

Suggested Readings:

- ✓ *Siddhantakaumudi Srutabodha and Amarakosa, Ed. Dr. NiranjanPati and Minatirani Pati, Kalyani Publishers, Reprint, 2024.*
- ✓ *Siddhanta-kaumudi (Ed.) Minati Mishra, Vidyapuri, Cuttack, 2024*
- ✓ *Siddhanta-kaumudi (Ed.) P.R.Ray, Sailabala Womens College, (Skt.Deptt.) ,Cuttack.*
- ✓ *Sahitya Darpana (Ed.) P.V.Kane, Motilal Banarsidass Publishers Pvt. Ltd., New Delhi.*

Core VI

Drama and Dramaturgy

Unit I, II & III :

Abhijñanasakuntalam (Act 5-7)

Unit IV :

Dramaturgy : *Nandi, Prastavana, Purvaranga, Nataka, Prakarana, Panca Sandhi, Panca Arthaprakrti and Panca Arthopaksepaka from Sahityadarpana.*

Core Readings:

- ✓ *Abhijñanasakuntalam (Ed.) Prof. H.K. Satapathy, Kitab Mahal, Cuttack.*
- ✓ *Sahityadarpana evam Chanda, Ed. Dr. Braja Sundar Mishra, Satyanarayan Book Store, Cuttack, 2014.*

Suggested Readings:

- ✓ *Abhijñanasakuntalam (Ed.) M.R. Kale, Motilal Banarsidass Publishers Pvt. Ltd., New Delhi-11007, 8th Reprint-2010.*
- ✓ *Abhijñanasakuntalam, (Ed.) R.M. Mohapatra, Books & Books, Cuttack.*
- ✓ *Sahityadarpana, Niranjana Pati & Minati Rani Pati, Kalyani Publishers, New Delhi, 2020.*

Core VII

Rules of Paninian Grammar, Poetics and Figures of Speech

Unit I :

Paribhasa Prakarana of Vaiyakaranasiddhantakaumudi .

Unit II:

Sahityadarpana Ch. 1 (*Kavyalaksana, Kavyaprayojana, Kavyahetu*)

Unit III

Sahityadarpana Ch. 2 (*Vakya, Pada, Abhidha, Laksana and Vyanjana*).

Unit IV:

Alamkaras : *Anuprasa, Yamaka, Slesa, Upama, Rupaka, Utpreksa, Bhrantiman, Nidarsana, Arthantaranyasa, Aprastutaprasamsa, Apahnuti, Vyatireka, Vibhavana, Visesokti, Samasokti and Svabhavokti from Sahityadarpana.*

Core Readings:

- ✓ *Paribhasika Sabdavali Siddhanta-kaumudi evam Amarakosa, Ed. Dr. Braja Sundar Mishra, Satyanarayan Book Store, Cuttack, 2023.*
- ✓ *Sahityadarpana evam Chanda, Ed. Dr. Braja Sundar Mishra, Satyanarayan Book Store, Cuttack, 2014.*

Suggested Readings:

- ✓ *Siddhanta-kaumudi (Ed.) Prof. G.K. Dash & Dr(Mrs) K.Dash with Navanita tika, A.K.Mishra Publishers Pvt. Ltd, Cuttack.*
- ✓ *Siddhanta-kaumudi (Ed.) Minati Mishra, Vidyapuri, Cuttack.*
- ✓ *Siddhantakaumudi Srutabodha and Amarakosa, Ed. Dr. Niranjani Pati and Minatirani Pati, Kalyani Publishers, Reprint, 2024.*
- ✓ *Siddhanta-kaumudi (Ed.) P.R.Ray, Sailabala Womens College, (Skt.Dept.) ,Cuttack.*
- ✓ *Sahitya Darpana (Ed.) P.V.Kane, Motilal Banarsidass Publishers Pvt. Ltd., New Delhi.*
- ✓ *Sahityadarpana, Niranjani Pati & Minati Rani Pati, Kalyani Publishers, New Delhi, 2020.*

Grammar and Philosophy

Unit I and II :

Karaka Prakarana of Vaiyakaranasiddhantakaumudi (1-4) .

Unit III and IV :

Kathopanisad

Core Readings:

- ✓ *Paribhasika Sabdavali Siddhanta-kaumudi evam Amarakosa, Ed. Dr. Braja Sundar Mishra, Satyanarayan Book Store, Cuttack, 2023.*
- ✓ *Kathopanisad with Sankarabhasya, Gita Press, Gorakh Pur.*
- ✓ *Kathopanisad, Ramayana & Srimad Bhagavad Gita, , Ed. Dr. Niranjana Pati and Sujata Dash , Kalyani Publishers, 2020.*

Suggested Readings:

- ✓ *Siddhanta-kaumudi (Ed.) Prof. G.K. Dash & Dr (Mrs) K.Dash with Navanita tika, A.K.Mishra Publishers Pvt. Ltd, Cuttack.*
- ✓ *Siddhanta-kaumudi (Ed.) Minati Mishra, Vidyapuri, Cuttack.*
- ✓ *Siddhantakaumudi Srutabodha and Amarakosa, Ed. Dr. Niranjana Pati and Minatirani Pati, Kalyani Publishers, Reprint, 2024.*
- ✓ *Kathopanisad with Sankarabhasya, Ed. Dr. Haramohan Mishra, Vidyapuri, Cuttack.*

Core IX

Grammar and Lexicon

Unit I and II :

Karaka Prakarana of Vaiyakaranasiddhantakaumudi (5-7) .

Unit III :

Vedic Grammar: *Chandasi Pare'pi, Vyavahitasca, Caturthyarthe bahulam Chandasi, chandasi lun-lan-litah, Linarthe let, Leto'datau, Sibbahulam leti, Itasca lopah parasmaipadesu, Ata ai, Vaito'nyatra, Chandasyubhayatha, Tumarthe se-senase-asen-kse-kasenadhyai-adhyain-kadhyai-kadhyain-sadhyai-sadhyain-tavai-taven-ta venah, supan suluk-purvasavarnacheyadadyayajalah, Idantomasi, Ajjaserasuk and Dirghadati samanapade from Vaiyakaranasiddhantakaumudi.*

Unit IV :

Amarakosa : *Devata, Svarga, Visnu, Laksmi, Durga, Surya, Brahma, Siva, Karttikeya, Ganesa and Sarasvati.*

Core Readings:

- ✓ *Paribhasika Sabdavali Siddhanta-kaumudi evam Amarakosa, Ed. Dr. Braja Sundar Mishra, Satyanarayan Book Store, Cuttack, 2023.*
- ✓ *Amarakosa with Ramasrami tika, Choukhamba Sanskrit Series office, Varanasi*

Suggested Readings:

- ✓ *Siddhanta-kaumudi (Ed.) Prof. G.K. Dash & Dr(Mrs) K.Dash with Navanita tika, A.K.Mishra Publishers Pvt. Ltd, Cuttack.*
- ✓ *Siddhanta-kaumudi (Ed.) Minati Mishra, Vidyapuri, Cuttack.*
- ✓ *Veda O Vaidika Prakarana, (Ed) Niranjan Pati, Vidyapuri, Cuttack.*
- ✓ *Namalinganusanam (Amarakosa), D.G.Pandye, Choukhamba Sanskrit Series Office, Varanasi.*

Core X

Sri Jagannatha in Skandamahapurana (*Utkala Khanda*)

Unit I :

Vaisnavakhanda – Utkalakhanda – Adyaya 1(Sri Purusottama Ksetra Mahatmyam)

(*From the verse narayanam namaskrtya --- till the verse prabhurantaradhiyata*).

Unit II :

Vaisnavakhanda – Utkalakhanda – Adyaya 2 (Sri Nilamadhava Darsanam)

(*From the verse tato brahma'gamatturnam --- till the verse nirbhayah sancare yatha*).

Unit III :

Vaisnavakhanda – Utkalakhanda – Adyaya 19 (Caturddhamurti Darsanam)

(*From the verse tatah sa prthivipala --- till the verse sarvan nrpa manogatan*).

Unit IV :

Vaisnavakhanda – Utkalakhanda – Adyaya 20 (Naradakrta Jagannath Stutih)

(*From the verse Ittham prabodhitastena --- till the verse yena na sadhito me*).

Core Reading:

- ✓ *Sri Purusottamaksetramahatmyam (Part 1), Odia Translation – Baba Chaitanya Charan Das, Ed. Prof. Pyarimohan Pattanaik and others, Sri Jagannath Temple Administration, Puri, 2nd edition, 2016.*

Suggested Readings:

- ✓ *Skandamahapurana (Vaisnavakhanda), Vol.II, Ed. S.N. Khandelwal, Chowkhamba Sanskrit Series Office, Varanasi, 2020.*
- ✓ *Sri Mahapurusaavidya, Ed. Prof. Gopal Krishna Dash, Sri Jagannatha Chetana Gavesana Pratisthan, Saradhavali, Puri-752001, 2021.*

Core XI

Semester V

Gadyakavyam Padyakavyam Abhilekhasca (Prose, Poetry & Inscription)

Unit I:

Dasakumaracaritam (*Dvitiya Ucchvasa*)

Unit II:

Sisupalavadham of Magha (canto 1, verses 1- 48)

Unit III:

Kiratarjuniyam of Bharavi (canto 1)

Unit IV:

Inscriptions: *Girnar Inscription of Rudradaman , Prayaga (Allahabad)* *Inscription of Samudragupta ,Mandasore Inscription of Yasovarman*

Core Readings:

- ✓ *Dasakumaracarita (Ed.) M.R. Kale, Motilal Banarsidass, Delhi.*
- ✓ *Kiratarjuniyam & Sisupalabadham, Sushree Sasmita Pati, Kalyani Publishers, New Delhi, 2020*
- ✓ *Kiratarjuniyam (Cantos I-III) (Ed.) M.R. Kale, Motilal Banarsidass Publishers Pvt. Ltd., Delhi, 4th Edn-1966, Rpt-1993*
- ✓ *Abhilekhasayana (Ed.) Jayanta Tripathy, Vidyapuri, Cuttack*

Suggested Readings:

- ✓ *Dasakumaracarita, Chaukhamba Publications, Varanasi.*
- ✓ *Sisupalabadham - Canto-I (Ed.), Devanarayan Mishra, (With Sarvankasa-tika of Mallinatha) Sahitya Bhandar, Meerut*
- ✓ *Kiratarjuniyam (Canto- I) (Ed.) Niranjana Pati, Vidyapuri, Cuttack.*
- ✓ *Sisupalabadham – H.K. Satpathy, Kitab Mahal, Cuttack*
- ✓ *Selected Sanskrit inscriptions (Ed.) by D.B. Pusalkar; Classical Publisher, New Delhi.*
- ✓ *Abhilekhamala (Ed.) Sujata Dash, Kalyani Publisher, New Delhi.*
- ✓ *Sisupalabadham (Ed.) S.R. Ray, Vallabhatika, Bharatiya Vidya Prakashan, New Delhi.*

Core XII

Vaidika Sukta and Vaidika Sahitya

Unit I and II:

Vedic Suktas from different Samhitas: *Agni (RV I.1)*, *Indra (RV II.12)*, *Savita (RV I.35)*, *Usa (RV I.48)*, *Purusasukta (YV XXXI. 1.16)*, *Sivasamkalpa (YV XXX.1.6)*, *Samjnana (RV X.191)*, *Vak (RV X.125)*.

Unit III and I:

History of Vedic Literature: *Samhita, Brahmana, Aranyakaand Upanisad*.

Core Readings :

- ✓ *Veda O Vaidika Prakarana*,(Ed) Niranjan Pati, Vidyapuri, Cuttack.
- ✓ *New Vedic Selection (Part-I)* (Ed.) Telang and Chaubey, Bharatiya Vidya Prakashan, NewDelhi
- ✓ *Vaidika sahitya o Samskrti* , A.C. Das, Grantha Mandira, Cuttack.

Suggested Readings :

- ✓ *Samskrta Sahityara Itihasa*, (Odia) H.K. Satapathy, Kitab Mahal, Cuttack-753003.
- ✓ *History of Indian Literature* Vol. I, M.Winternitz, MLBD, New Delhi.
- ✓ *Vaidik sahitya ki Ruparekha*,Umashankar Sharma Rsi,Chawkhamba Vidyaprakashan, Varanasi
- ✓ *Vaidika Sahitya O Samskrti*, Bholanath Rout, Chitrotpala Publication, Salipur
- ✓ *Vaidika Sahitya aur Samskrti*, Baladeva Upadhyaya, Chaukhamba Publications, Varanasi.
- ✓ *Vaidika Sahitya O Samskrti* , A.C. Das, Grantha Mandira, Cuttack.
- ✓ *History of Indian Literature* Vol. I, M.Winternitz, MLBD, New Delhi.

Core XIII

Dharmasastra and Arthasastra

Unit I :

Manusmṛti (Ch. 2, verses 1-39)

Unit II and III :

Yajñavalkyasmṛti (Ch. 2, verses 1-65)

Unit IV :

Arthasastra (*Prakarana 1, Adhyayas 1 – 7, Vidyasamuddesa, Anviksiki, Trayisthapana, Vartta, Dandanitisthapana, Vrddhasamyoga, Indriyajayah, Arisadvargatyagah, Rajarsivrttam and Amatyaniyuktih*).

Core Readings:

- ✓ Manusmṛti, Ed. Dr. Braja Sundar Mishra, Vidyapuri, Cuttack, 1995.
- ✓ *Yājñavalkyasmṛti (Vyavahārādhyāya)*, (Ed.) Kishore Chandra Mahapatra, Jageswari lane, Balighai, Puri.
- ✓ *Kautilya Arthashastra*, (Ed.) Karunakar Das, Kitab Mahal, Cuttack.

Suggested Readings:

- ✓ *The Arthashastra*. (Ed. & Trans), L.N. Rangarajan, Penguin Classics, India, 1992
- ✓ *The Arthashastra*. (Ed.) N.P. Unni, Bharatiya Vidya Prakashan, New Delhi
- ✓ *Arthashastra* (Odia Trans.) Anantarama Kar, Odisha Sahitya Academy, Bhubaneswar
- ✓ *Yājñavalkyasmṛti*, (Ed.) M.N. Dutta, Parimal Publications, New Delhi
- ✓ *Kautilya Arthashastra*, (Ed. & Trans.) R.P. Kangle, 3 Vols., Motilal Banarsidass, New Delhi.
- ✓ Manusmṛti, Jwala Prasad Chaturvedi, Ranadhir Book Sales, Haridwar, 1992

Likhana-Kala (Writing Skill)

Unit I :

One Essay in Sanskrit (around 300 words) .

Unit II :

Translation from Odia to Sanskrit (*One Odia passage will be given to translate into Sanskrit*)

Unit III:

Transliteration: Two Sanskrit verses are to be written in Roman Script with diacritical marks.

Unit IV:

Communicative Skill : Minimum 5 sentences are to be written in Sanskrit on a specific theme.

Core Reading:

1. Samskrta Vyakaranadarpana, Odisha Text Book Bureau, Bhubaneswar
2. Samskrta Nibandha Satakam, Kapildev Dwivedi, Chawkhamba Publication, Banaras

Suggested Readings:

1. Brht Anuvada Shiksa, Chakradhara Hansa Nautiyal, MLBD, New Delhi
2. Samskrta- nibandhadarsah, Rammurti Sharma, Sahitya Niketan, Kanpur

Unit I and II :

JyotisaSastra : Jyotihsaratnavali (*Ch. 1, Grahanaksatraparicaya Prakarana*).

Unit III and IV :

VastuSastra : Vasturatnakara (*Ch. 1, BhuParigrahaPrakarana*).

Core Readings:

- ✓ *Grahanaksatra paricaya prakaranam, Dr. N.S. Mishra, Kalyani Publishers, Ludhiana,2023.*
- ✓ *Bhuparigraha – prakaranam, Dr. N.S. Mishra, Kalyani Publishers, Ludhiana,2022.*

Suggested Readings:

- ✓ *Jyotihsara-ratnavali(Part-I) (Ed.) Pandit Baikoli Mahapatra, Radhakrishna Pustakalaya, Satyanarayan Temple Road, Berhampur,Ganjam,Odisha*
- ✓ *Vasturatnakar (Ed.) Vindhyeshwari Prasad Dwivedi, Chowkhamba Krishnadas Academy, Varanasi*
- ✓ *Jyotisavisvakosa, Haridutta Sharma, Subodh Publication, New Delhi*
- ✓ *Vaidika jyotisa, Dr.G.S.Shastri, Chaukhamba Samskriti bhabana, Varanasi*
- ✓ *Bharatiya jyotisa, Dr.Nemichandra Shastri, Bharatiya Jnanapitha,New Delhi-110003*
- ✓ *Jyotisa- tattvanka, Gitapress, Gorakhpur (2014)*
- ✓ *RajaballavamVastusatram, Ed. Dr Sshrkrishna Jugnu, Parimal Publication, Delhi, 2005.*
- ✓ *Vastu, Astrology & Architecture, (Copmilation of Research Paper of ANational Conference on Vastu & Jyotisa), Ed.by Gayatri Dev Vasudev, MLBD,New Delhi,(4th reprint-2015)*

Grammar (Laghusiddhantakaumudi) and Linguistics

Unit I :

- **Sandhi** (selected sutras): Ac Sandhi: *Ikoyanaci, eco'yavayavah, Yathasamkhyamanudesahsamanam, vantoyiptatyaye, Ad gunah, Vrddhireci, Eni pararupam, Akah savarne dirghah, Enah padantadati, Sarvatravibhasagoh, Avansphotayanasya, Indreca, Acorahabhyamdve and Rtyakah .*
- Hal Sandhi : *Stohscunascuh, Sat, Jhalamjaso'nte, Yaro'nunasike'nunasikova, Torli, Jhayoho'nyatarasyam, Mo'nusvarah, nascapadantasyajhali, Anusvarasyayayiparasavarnah, Vapadantasya, Kharavasanayorvisarjaniyah and Visarjaniyasyasah.*
- VisargaSandhi : *Va sari , Sasajuso ruh , Ato roraplutadaplute , Hasi ca , Ro'supi, Dhralope purvasya dirgho'nah , vipratisedhe param karyam , So'ci lope cet padapuranam.*

Unit II :

- Samasa (selected sutras) : *Samarthah Padavidhih, Prak Kadarat Samasah, Saha Supa . Avyayibhavasamasah – Avyayibhavah, Avyayam vibhakti-samipaisamrddhi-vryuddhyarthabhavatyayasamprati-sabdapradurbhava-pascadyathanupurvyayaugapadya-sadrsya-sampatti-sakalyantavacanesu, Prathamaniirdistam samasa upasarjanam, Upasarjanam purvam, Avyayibhavasca, Trtiasaptamyor bahulam, Nadibhisca and Nastaddhite.*
- Tatpurusasamasah : *Tatpurusah, Dvigusca, Dvityasritatitapatitagatatyastapraparnaih, Karttrkarane krta bahulam, Caturthi tadartharthabalihitasukharaksitaih, Pancami bhayena, Sasthi, Saptami saundaih, Diksamkhye samjnayam, Tatpurusah samanadhikaranah karmadharayah, Samkhyapurvo dviguh, Sa napumsakam, Visesanam visesyena bahulam, Upamanani samanyavacanaih, Nan, Na lopo nanah, Kugatipradayah, Tatropapadam saptamistham and Rajahsakhibhyastac.*
- Bahuvrihisamasah : *Seso bahuvrihih, Anekamanyapadarthe, Saptamivisesane bahuvrihau, Haladantat saptamyah samjnayam and Sesad vibhasa.*
- Dvandvasamasah: *Carthe dvandvah, Rajadantadisu param, Dvandve ghi, Alpactaram, Pita matra and Dvandvasca pranituryasenanganam.*

Unit III :

- Bhasa-utpattih (Origin of Language), Bhasa-vargikaranam (Classification of Languages), Bharopiya-bhasa-parivarah (Indo European Language Family), Vedah Avesta ca (Veda and Avesta).

Unit IV :

- Samskrta-varnah (Sanskrit Alphabets), Vakya-vijnanam (Syntax), Pada-vijnanam (Morphology), Dhvani-vijnanam (Phonology), Dhvani-parivartanam (Phonetic change), Arthaparivartanam (Semantic change).

Core Readings:

- ✓ *Laghusiddhantakaumudi, Ed. Sridharananda Shastri, Motilal Banarsidas, Delhi, 2000.*
- ✓ *Paribhasika Sabdavali Siddhanta-kaumudi evam Amarakosa, Ed. Dr. Braja Sundar Mishra, Satyanarayan Book Store, Cuttack, 2023.*
- ✓ *Bhasavijnana evam Bhasasastra, Kapildev Dwivedi, Visvavidyalaya Prakashan, Varanasi, 13th Edition, 2012*

Suggested Readings:

- ✓ *Laghusiddhantakaumudi, P. Iswarachandra, Samskruta Granthagara, Delhi, 2007*
- ✓ *Siddhanta-kaumudi srutabodha and Amarakosa (Ed.) Dr. Niranjana Pati & Minatirani Pati, Kalyani Publishers, New Delhi, 2024*
- ✓ *Elements of the Science of Language-I.J.S. Taraporewala, Calcutta University, 4th Edition, 1978.*
- ✓ *An Introduction to Comparative Philology (relevant portions), I.II.III -P.D. Gune*
- ✓ *Linguistic Introduction to Sanskrit, I, II, III- B.K. Ghosh*
- ✓ *Tulanatmaka Bhasa Vijnana (in Hindi)- Mangaldev Shastri*

Core XVII

Poetry

Unit I & II

Uttaramegha

Unit III & IV

Buddhacaritam (*canto 1, verses 1 – 38*)

Core Readings:

- ✓ *Meghadutam (Ed.) M.R. Kale, Motilal Banarsidass, Delhi*
- ✓ *Buddhacaritam (Part-I), Swami dwarikaprasad Shastri, Chaukhamba Sanskrit series Office, Varanasi, 2004*

Suggested Readings:

- ✓ *Meghadutam, G.R. Nandargikar, New Bharatiya Book Corporation, Delhi, 2001*
- ✓ *Meghadutam of Kalidasa, Saroj Bharadwaj, Vidyanidhi Prakashan, Delhi, 2003*
- ✓ *Buddhacaritam, E.H. Johnston, MLBD, Delhi, 2015*

Core XVIII

Fundamentals of Research

Unit - I

Meaning, Importance, Characteristics and Objectives of Research, Types of Research, Qualifications of a Researcher.

Unit - II

Collection of Research Materials, Tools of Research and techniques of data collection

Unit – III

Outlines of Research Design, Formal Constituents of a Dissertation, Documentation - preparation of Bibliography, Foot notes.

Unit - IV

General Idea about Indological Research Centres with Special reference to Oriental Institute of Baroda, Bhandarkar Oriental Research Institute, Pune, Royal Asiatic Society, Kolkata, Oriental Research Institute, Mysore & Oriental Research Institute and Manuscripts Library, Kerala.

Core Readings:

- ✓ *Sodha-pravidhih (in Sanskrit), Acharya, Satya Narayan, Puri, Odisha, 2005*
- ✓ *Elements of Research Methodology in Sanskrit, Dr. Keshab Chandra Dash, Chaukhamba Sanskrit Sansthan, Varanasi, 2009.*
- ✓ *Thesis and Assignment Writing, Anderson & others, 2nd Edition – 1977*

Suggested Readings:

- ✓ *Research Methodology, Ranjit Kumar, Sage publications India Pvt Ltd, Mathura Road, New Delhi, 2015*
- ✓ *How to write Assignments, Research Papers, Dissertations and Theses, Bedekar, V.H., Kanak Publications, New Delhi, India, 1982*
- ✓ *An Introduction to Indian Textual Criticism and Book publishing, Bharati, H.L.N. , CIIL, Mysore, 1988*
- ✓ *Methodology of Social Research in India, Dasgupta, S(Ed.) Implex India, New Delhi, 1967*
- ✓ *Research Methodology, Braja Kishore Swain, Swetapadma Granthalaya, Puri, 2013*

Paper XIX

Project Work (on Any aspect of Indology)

Paper XX

Semester VIII

Indian Philosophical Thought

Unit I and II :

General Outlines of Astika Darsana

Unit III :

General Outlines of Nastika Darsana

Unit IV :

PatanjalaYogasutra (*Selected sutras: Samadhipada: Atha Yoganusasanam, Yogascittavrttinirodhah, Pramana-Viparyaya- Vikalpa-Nidra-Smrtayah, Pratyaksanumanagamah Pramanani, Viparyayo Mithyajnanamatadrupapratistham.*)

Core Reading:

- ✓ *Bharatiya Darsana (Odia), Gouranga Charana Nayak, The Odisha State Bureau of Text Book Preparation and Production, Bhubaneswar.*
- ✓ *Patanjala Yogadarsan, Ramashankar Tripathy, Chaukhamba Krishnadasa Academy, Varanasi, 2013*

Suggested Readings:

- ✓ *History of Indian Philosophy, S.N. Dasgupta, MLBD, New Delhi.*
- ✓ *Indian Philosophy, S. Radhakrishnan, George Allen and Unwin Ltd., New York.*
- ✓ *A Critical Survey of Indian Philosophy, C. D. Sharma, MLBD, New Delhi.*
- ✓ *Outlines of Indian Philosophy, M. Hiriyana, MLBD, New Delhi.*

Unit I and II

Kavyaprakasa of Mammata(Ch. 1)

Unit III and IV

Dasarupaka of Dhananjaya (Ch. 1)

Core Readings:

- ✓ *Kavyaprakasa, Ed. Pandit Narayana Mahapatra, Odisha Sahitya Akademi, Bhubaneswar, 2004*
- ✓ *Dasarupakam, Lokamani Dahala, Chaukhamba Amarabharati Prakashan, Varanasi, 2008*

Suggested Readings:

- ✓ *Kavyaprakasa, Ed. Revaprasad Dwivedi, Baranas Hindu University, Varanasi, 1981*
- ✓ *Kavyaprakasa of Mammata, Ed. Ganganatha Jha , Bharatiya Vidya Prakashan, Varanasi, 1967*
- ✓ *Kavyaprakasa, Ed. Shrinivas Sharma , Bharatiya Vidya Prakashan, Varanasi, 2017*
- ✓ *Dasarupaka, Rajbali Pandey, Urmila Publications, Delhi, 1992*
- ✓ *Dasarupaka, Dr. L.S. Vadirajacharya, Vidyadhesh Post Graduate Sanskrit Research Centre, Bangalore, 2014*

Unit I and II : General Idea about the following kavyas

Gitagovinda of Jayadeva, Sahridayananda-mahakavya of Krsnananda, Bhaktibhagavata-mahakavya of Jivadevacarya, Bharatamrta-mahakavya of Dibakara Mishra, Dasagrivavadha-mahakavya of Markandeya Mishra, Kosalananda-mahakavya of Gangadhara Mishra, Vasantotsava-mahakavya of Haladhara Mishra and Sivalilamrta-mahakavya of kavi Nityananda.

Unit III : General Idea about the following kavyas

Kicakavadham of Baikumtha Bihari Nanda, Sri Sarala Satakam of Gobinda Chandra Mishra, Disa Vidisa of Keshab Chandra Dash, Bharatayanam of Harekrushna Satapathy, Kusabhadra-mahakavyam of Prafulla Kumar Mishra, Sunyemegha-ganam of ArunaRanjan Mishra, Malayadutam of Prabodha Kumar Mishra, Kargil-kavyam of Braja Sundar Mishra, Manasa-sandesa of Digambara Mohapatra and Rathesa-satakam of Krushna Kesaba Sarangi.

Unit IV : General Idea about the following translated kavyas

Vaidehisa-vilasah (Original Odia Author Kavi Samrat UpendraBhanja, Sanskrit translation –Bhagavata Prasada Dash), Vandinah svadesa-cinta (Original Odia Author Utkalamani Pandita Gopabandhu Das, Sanskrit translation –Prabodha Kumara Mishra), Cilika (Original Odia Author Kavivara Radhanatha Ray, Sanskrit translation- Dr. Khiroda Chandra Dash), Candrabhaga(Original Odia Author Kavivara Radhanatha Ray, Sanskrit translation -Dr. Braja Sundar Mishra) ,Tapasvini (Original Odia Author Prakrtikavi Gangadhara Meher, Sanskrit translation- Dr. Harekrushna Meher) , Jajnaseni (Original Odia Author Padmasri Pratibha Ray, Sanskrit translation- Bhagirathi Nanda) , Amrtaphalam (Original Odia Author Padmasri Manoj Das, Sanskrit translation- Gopabandhu Mishra) .

Core Readings:

- ✓ *A Descriptive Catalogue of Sanskrit Manuscripts of Orissa (Vol.II), Ed. Kedarnath Mahapatra, Orissa Sahitya Akademi, Bhubaneswar, 1996.*
- ✓ *Contemporary Sanskrit Writings of Odisha, Prof. Aruna Ranjan Mishra, Pratibha Prakashan, Delhi, 2006*

Suggested Readings:

- ✓ *Contribution of Orissa to Sanskrit Literature, Prof. (Dr.) Raghunath Panda , Dr. G. C. Nanda, Kalpan publication , Dhara Shree Radha Trust; 4th edition 2020*
- ✓ *Odishara Samskruta Lekha O Lekhaka, Odisha Sahitya Academy, Bhubaneswar*

Unit-I : Manuscript

Meaning & Definition, Types of Manuscripts (*Calligraphy, Illuminated & Illustrated*)

Unit-II

Writing Surface & Materials (*Tala-patra (Plamleaf), Bhurja-patra (Brich bark), Paper, Cloth, Parchment, Metals, Stone, Ink, Quill and Stylus*)

Unit-III

Manuscript Cataloguing : Origin and Development, Types Catalogue (Alphabetical & Descriptive)

Unit-IV

Outlines of New Catalogus Catalogorum (NCC), Manuscript Preservation Centers in India (IGNCA, GOML, BORI & Orissa State Museum)

Core Readings:

- ✓ *Introduction to Manuscriptology, R. S. Shivaganesha Murthy, Cambridge University Press (1 January 1996)*
- ✓ *Gabeesana Prabidhi, Dr. Subodh Kumar Chatarjee, Published By Vidyapuri, Cuttack, 1999*

Suggested Readings:

- ✓ *The Fundamentals of Manuscriptology, P. Visalakshy, Dravidian Linguistics Association, 2003*
- ✓ *Manuscriptology, S. Jagannatha, Published by Parimal Publications, 2007*
- ✓ *Catalogue of Books and manuscripts, Harvard College Library, Ruth Mortimer, Lessing J. Rosenwald, Belknap Press of Harvard University Press, Cambridge, 1964*
- ✓ *New Catalogus Catalogorum, University of Madras, Hassell Street Press, Chennai, 2021*
- ✓ *Manuscripts, Catalogues, Editions: Steps Taken for the Collection, Preservation and Utilisation of Manuscripts, V. Raghavan, Bharati Vijayam Press, 1963*

Model Curriculum for Three/Four Year
Degree Course
(With Multiple Entry /Exit Option)
Based on NEP-2020

Philosophy



Odisha State Higher Education Council, Bhubaneswar
Government of Odisha

Semester	Subjects
I	Core I - Introduction to Philosophy
	Core II- Introduction to Moral Philosophy
II	Core III- Living Philosophy of Vedas and Upanishads
	Core IV - Logic and Scientific Method Introduction
III	Core V- Greek Philosophy
	Core VI- Modern European Philosophy
	Core VII- Systems of Indian Philosophy
IV	Core VIII- Ethical Theories
	Core IX- Social and Political Philosophy
	Core X- Systems of Indian Philosophy
V	Core XI- Modern European Philosophy
	Core XII- Applied Ethics
	Core XIII- Philosophical Analysis
VI	Core XIV- Philosophy of Religion
	Core XV- Symbolic Logic
VII	Core XVI- Upaniṣadic Philosophy_for Life: Textual Study of Isa Upaniṣad
	Core XVII- Contemporary Indian Philosophy
	Core XVIII- Post-Kantian Philosophy - I
	Core XIX- Post-Kantian Philosophy
VIII	Core XX- Existentialism and Phenomenology
	Core XXI- Linguistic & Analytic Philosophy
	Core XXII- Meta-Ethics
	Core XXIII- Symbolic Logic: Quantification Theory

Programme Outcome

Philosophy, as a program of study, has disciplinary outcomes, which are qualitative and humane specific as the following.

A. Learning Discipline-Centered Skills

1. Enhancement of Critical Thinking Skills: Students opting for the course may have ample opportunities to develop critical thinking skills, such as the ability to analyse, evaluate, and construct arguments, by which they can identify challenges and assumptions, predispositions, etc., underlying thoughts, beliefs, and conceptualization.

2. **Practicing Logical Approach and Techniques:** Philosophy involves various types of reasoning and argumentations in formal and informal logic. By practicing these, students can learn to construct valid arguments, identify logical fallacies, and follow rigorous methods of reasoning. This training in logical reasoning enhances their ability to analyze complex problems and arrive at well-founded conclusions.
3. **Proficiency in Analytical Skills:** Students of philosophy are likely to well acquire analytical skills, philosophical methods, and reasoning while doing rigorous philosophical analysis; this will help inculcate the ability to interpret complex texts, identify logical fallacies, and construct coherent arguments.
4. **Inculcation of Communication Skills:** Students of philosophy will engage in argumentations, which may help to enhance their communication skills, including the ability to articulate complex ideas clearly, persuasively, and effectively to diverse audiences. Analytic and Linguistic philosophy will be helpful for this.
5. **Developing Problem-Solving Abilities:** Philosophy students will develop problem-solving abilities by applying philosophical methods and analyzing concepts to address real-world issues and challenges. This will help them to contribute innovative solutions in various fields. Philosophy also fosters creative problem-solving by encouraging individuals to think outside the box and consider alternative perspectives. By engaging with philosophical questions and debates, students develop the ability to generate innovative solutions to complex problems and explore new ways of thinking about familiar issues.
6. **Development of Decision-Making Capacity:** Philosophy provides individuals with a framework for making sound decisions based on careful reasoning and ethical considerations. By honing their judgment skills through philosophical inquiry, students become better equipped to navigate real-world challenges and make informed choices in their personal and professional lives.
7. **Abstract levels of Inquiry:** Students who study the program will better develop proficiency in abstract levels of inquiry, including the ability to find foundational truth, speculate over and

address the profound questions about ultimate Reality, knowledge, existence, morality, and the human condition, and formulate hypotheses to solve the riddles for themselves

8. Better Dealing with Axiological Issues for Meaningful Life: Students pursuing the course will cultivate ethical reasoning abilities, and moral sensitivity, which will enable them to engage in thoughtful reflection on ethical and aesthetic values principles and make well-reasoned ethical judgments in personal and professional contexts. Students can learn to assess ethical dilemmas, consider different perspectives, and make morally responsible decisions by exploring ethical theories and case studies.

9. Being equipped with knowledge, skills, ethical values, engagement with philosophical ideas, and contributions to intellectual discourse will help lead the most meaningful and purposeful lives in an increasingly complex and interconnected world. 9. Meta-cognition: Philosophy, in general, and epistemology, in particular, is a metalevel of study in so far as it encourages meta-cognition, or thinking about thinking, the same thought processes, beliefs, and assumptions, leading to greater self-awareness and intellectual humility. This self-reflective practice enhances their ability to recognize biases, question.

10. Better Interdisciplinary Understanding: Students will gain an interdisciplinary understanding of philosophy, including its connections to other disciplines such as psychology, sociology, political science, literature, and the natural sciences.

11. Develop Cultural Awareness: Students will develop cultural awareness and sensitivity by studying diverse philosophical traditions worldwide, including Western, Eastern, African, and Indigenous philosophies. The study of Vedanta will enable them to practice universal fraternity, and Yoga Philosophy will shed personal blemishes. Students will cultivate a sense of global citizenship and social responsibility, recognizing the ethical dimensions of individual and collective actions and striving to contribute to a more just, inclusive, and sustainable world.

12. Holistic Attitude for Perfection: This course will help maintain and enhance intellectual curiosity, a love of wisdom, a passion for inquiry, and open-mindedness. It helps to learn self-reflection and self-examination. These are key to personal growth through philosophical inquiry, cultivating intellectual humility, openness to new ideas, and a deeper understanding of themselves and their place in the world. At the same time, it will also help foster an attitude for perfection that will always extend beyond the classroom, enriching students' personal and professional lives.

B. Scope for Higher Education:

Learning philosophy enriches one's intellectual and personal development. It provides a strong foundation for further higher education by fostering critical thinking, interdisciplinary understanding, ethical reasoning, communication skills, problem-solving abilities, cultural awareness, and a lifelong passion for learning. Engaging with philosophy can significantly enhance thinking and judging skills in various ways so that students can do well in their higher education.

C. Employability:

learning philosophy enhances the scope for employability as the students can equip themselves with thinking, analyzing, judging, and communicating skills by promoting critical thinking, logical reasoning, analytical skills, ethical reasoning, meta-cognition, creative problem-solving, and decision-making abilities. These skills are not only valuable in academic contexts but also in everyday life, enabling individuals to engage more effectively with the world around them and make well-informed decisions.

D. Enhancing Humane Capability:

Engaging with philosophy can indeed significantly enhance humane capability, which refers to one's capacity for empathy, compassion, ethical reasoning, and moral sensitivity. By developing, Empathy, Understanding, and Compassion, Philosophy encourages individuals to consider alternative perspectives and explore different perspectives, cultures, and experiences; by engaging with philosophical texts and ideas, individuals develop empathy and a deeper understanding of the diverse range of human thought and emotion., and empathize with the experiences and viewpoints of others. By studying philosophical texts and engaging in philosophical discussions, individuals develop empathy and compassion for diverse individuals and communities, fostering a sense of interconnectedness and solidarity with others. This enriched capacity for ethical reflection and moral sensitivity contributes to individual well-being and the promotion of a more compassionate and just society. Engaging with philosophy enhances humane capability by fostering ethical development, empathy, compassion, moral reasoning, virtue cultivation, social justice advocacy, global citizenship, and personal flourishing.

Core I

Semester I

Introduction to Philosophy

Introduction:

Introduction to Philosophy provides a foundational understanding of the key concepts, methods, and questions central to philosophical inquiry. Through readings, discussions, and critical analysis, students will explore major philosophical traditions and engage with open-ended questions about reality, knowledge, and ethics. This course serves as a gateway to the rich and diverse world of philosophical thought, fostering critical thinking skills and intellectual curiosity.

Course Outcomes:

- Familiarize students with major philosophical themes, theories, and thinkers.
- Develop critical thinking skills for analysing and evaluating philosophical arguments
- Understanding of the fundamental concepts in philosophy.
- Cultivate the ability to articulate and defend reasoned positions on philosophical issues.
- Explore the relevance of philosophy to everyday life and contemporary issues in the relation of philosophy with some other disciplines.
- Encourage intellectual curiosity and open-mindedness in approaching philosophical questions.
- Understanding of the theories of reality.
- Understanding of the basic metaphysical, epistemic, and ethical concepts and doctrines.

Learning Outcome:

Unit-I

Students will have a basic understanding of Philosophy through the nature, function, and different branches of Philosophy. They will be able to explain the relationship of Philosophy with other modes of thinking.

Unit-II

By the end of Unit 2, students will appreciate the Metaphysical branch of Philosophy and related issues. They will have an awareness of different kinds of Metaphysical doctrines like Monism, Dualism, and Pluralism which can help them understand human existence and the world at large.

Unit-III

Students will be familiar with the Epistemological branch of Philosophy and sources of knowledge. They will be able to differentiate truth from falsehood and be aware of different doctrines of epistemology, such as Rationalism, Empiricism, and Skepticism.

Unit-IV

By the end of Unit 4, Students will have learned about the branch of ethics and various ethical doctrines such as Deontology, Teleology, and Virtue Ethics

Unit-I:

Definition, Nature & Function of Philosophy, Branches of Philosophy, Value of Philosophy, Misconceptions about Philosophy, and in relation to other modes of thinking like Science, Social Science & Theology.

Unit-II:

Introduction to Metaphysical issues: Appearance and Reality, Mind and Matter, Substance and Attribute, Universal and Particular;

Unit-III:

Introduction to Metaphysical Doctrines: Monism, Dualism, Pluralism, Realism and Idealism.

Unit-IV:

Basic understanding of Belief, Opinion and Knowledge, Sources of Knowledge, Introduction to Epistemological Doctrines: Skepticism, Empiricism, Rationalism.

Prescribed Books:

- ✓ *Bertrand Russell, the Problems of Philosophy, Surjeet Kaur Publications.*
- ✓ *John Hospers: An Introduction to Philosophical Analysis, Routledge, India.*

Reference Books:

- ✓ *G.T.W Patrick, Introduction to Philosophy*
- ✓ *A.C. Ewing, the Fundamental Questions of Philosophy*
- ✓ *G.W Cunningham, Problems of Philosophy*

E-Resource:

- ✓ <https://en.wikipedia.org/wiki/Philosophy#>
- ✓ https://issuu.com/showkeenbilal/docs/material_b.a_1st.docx#:~:text=Philosophy%20provides%20to%20science%20the,critical%20work%20of%20the%20intellect.
- ✓ https://youtu.be/5k_omSj7IrQ?si=qq5EZrSM3LUW0wQX
- ✓ <https://youtu.be/foUbGnsF4zg?si=KCP0cj98wCsdA3L5>
- ✓ *Sample Questions: I for Part- I Objective; Part- II Very Short Type (in 50 Words); Par-III Short Type (in 250 Words); Par-IV Long Type (in 800 Words);*

Unit-I

1. Logic deals with _____.
2. What is the definition of Philosophy? Describe its nature and function.
3. Define how philosophy is related to science, social science & theology.

Unit II

1. What is the distinction between appearance and reality?
2. Define substance.
3. What are attributes?

Unit III

1. Who does advocate the abstract monism?
2. What is realism?
3. How time is different from space? Briefly describe.
4. Critically analyze “idea is only real”.

Unit IV

1. Berkley is a _____.
2. What is Skepticism?
3. A critical analysis between truth, belief, and opinion ...
4. Briefly discuss empiricism and rationalism.

Core II

Introduction to Moral Philosophy

Introduction:

An Introduction to Moral Philosophy is an engaging study of the realm of ethics, exploring questions about what is right and wrong, good and bad, and how we ought to live our lives. Throughout the course, students will engage in discussions, debates, and critical analyses of ethical theories and their applications to real-world issues. Assignments might include readings from classic and contemporary texts, writing reflections on moral dilemmas, and presentations on ethical topics of interest.

Course Outcomes:

1. Attaining knowledge of the relation between moral philosophy and other important disciplines.
2. Understanding of the basic ethical concepts and theories.
3. Understanding the moral standards and judgments.
4. Understanding of the fundamental concepts in Hindu ethics.

Learning Outcome :

Unit-I: Students will be able to distinguish between Ethics and Morality. They will be able to interpret events with a more rational basis.

Unit-II: By the end of Unit 2, Students can analyze the nature of a moral judgment. They will be able to differentiate between moral and other forms of judgment.

Unit-III: Students will have an understanding of the evolution of Moral Consciousness. They will be able to trace the development of Moral consciousness from Custom to Conscience

Unit-IV: Students will have a familiarity with the Indian tradition of Morality. They will have an awareness of concepts like Dharma, Guṇa-Karma-Svabhāva; Puruṣārtha.

Course Components:

Unit-I: Definition, Nature, and Scope of Moral Philosophy, Distinction between Morality and Ethics; Ethics in Relation to Other Disciplines: Sociology, Politics, Economics, and Theology;

Unit-II: Psychological Basis of Ethics: Moral and Non-Moral Actions, Voluntary Actions, **Moral** Judgement: Nature of Moral Judgement, Moral and other types of Judgments: Logical, Factual and Aesthetic Judgments, Object and Subject of Moral Judgement; Morality and Legality;

Unit-III: Moral and nonmoral senses of “Good,” Good and its senses, morality and cultivation of traits, morality of traits vs. morality of principles;

Unit-IV: Moral concepts: Right, duty and virtue, Moral pathology: Theories of Punishment, capital punishment;

Prescribed Books:

- ✓ *J. N. Sinha- A Manual of Ethics, New Central Book Agency Pvt. Ltd., Calcutta*

Reference Books:

- ✓ *N.C. Padhi & S.C. Panigrahi, Ethics: Indian and Western, Ananya Publications, Cuttack.*

E-Resource:

- ✓ <https://www.distanceeducationju.in/pdf/BA%20Sem%20III%20Course%20No%20PL-301%20Philosophy.pdf>
- ✓ <https://www.thebalancedyoga.com/tby-news/25/1/2018/dharma-yoga-3-types-of-dharma>
- ✓ <https://youtu.be/bK-afeC9TwQ?si=RDDaCxc-UNmnG0Pb>
- ✓ <https://www.lawtool.net/post/moral-judgment-philosophy#:~:text=A%20moral%20judgment%20presupposes%20a.of%20judging%20or%20moral%20faculty%20.&text=Ethics%20%2C%20Logic%20and%20Aesthetics%20are.norms%20of%20ideals%20of%20life%20>

Sample Questions: 1 for Part- I Objective; Part- II Very Short Type (in 50 Words); Par-III Short Type (in 250 Words); Par-IV Long Type (in 800 Words);

Unit – I

- (1) Ethics Is Derived From -----Word.
- (2) What Is Ethics?
- (3) Explain the Nature and Scope of Ethics
- (4) Discuss the relationship between Sociology, Ethics, and Politics.

Unit – II

- (1) What Is Moral Judgment?
- (2) What Is the Nature of Moral Judgement?
- (3) Discuss the Relation to Morality and Legality
- (4) Give An Exposition of Moral Judgement or Explain Logical, Factual, and Aesthetic Judgment.

Unit – III

- 1- The "Hedonism" Derived from Greek Word "Hedone" Means _____
- 2- What Is a Moral Standard?
- 3- What Is Customary Morality and Reflective Personal Morality?
- 4- What Is Utilitarianism? Explain Mill's Utilitarianism.

Unit – IV

- 1- How Many Purushartha Are Told in Indian Ethics?
- 2- What Is Dharma?
- 3 – Explain Briefly - Svadharma and Sadharana Dharma.
- 4- State and Explain the Definition of Purusharth and Discuss Its Classification.

Living Philosophy of Vedas and Upanishads**Introduction:**

Philosophy of the Vedas and Upanishads are living philosophy not only in India but also in some parts of the World. It is living in the sense that Philosophy is alive as the undercurrent of the myriad cultures of India or Indian cultures. Philosophy is the lifeline of great cultures and exhibition of great humanity, and therefore, is a practical philosophy of ideal human life, cultures, and conducts. This may not give direct employment, as all subjects should not be judged similarly on the scale of employability, but it surely enhances the quality of the personality of the individual and, in that way, will indirectly help to gain employment and maintain it in a better way. Studying the philosophy of Vedas and Upanishads can be a profound journey into the rich spiritual and philosophical heritage of India. It may offer insights into the nature of existence, the self, and the ultimate reality, as speculated by the ancient sheers and their way of best life.

Course Outcomes:

- Understanding of some of the basic ideas expressed in the Vedas and Upanishads.
- Understanding of the issues concerning the origin of life, the aspects of life (karma), death, and rebirth.
- The knowledge concerning the individual self, Brahman, and the relation between self and Brahman.
- Understanding of the true Indian way of life.

Learning Outcome:

Unit-I: The learning outcomes of Unit-I aim is to provide students with a deep understanding of the foundational concepts and philosophical underpinnings of Hinduism as presented in the Vedas and related texts and to foster critical thinking and reflection on their relevance in today's world.

Unit-II: The learning outcomes of Unit-II aim is to deepen students' understanding of Vedic cosmology, rituals, philosophical concepts, and moral principles, and to encourage critical analysis and reflection on the nature of existence, karma, and the afterlife as depicted in Vedic literature.

Unit-III: The learning outcomes of Unit- III aim here is to deepen students' understanding of the philosophical and spiritual insights presented in the Upanishads, foster appreciation for traditional methods of study and spiritual inquiry, and encourage critical reflection on the nature of the self, reality, and ultimate liberation.

Unit-IV: The learning outcomes of Unit- IV the s aim here is to deepen students' understanding of key philosophical concepts, ethical principles, and spiritual practices presented in the Upanishads, fostering critical reflection on the nature of reality, human existence, and the pursuit of ultimate truth and liberation.

Course Components:

Unit-I: Introduction to *Vedas, Śruti, Smṛti and Vedāṅgas*, Veda as *Apauruṣeya*, Vedic Thoughts on Human Action and Destiny, Socio-Religious Systems. *Varṇa Dharma* and *Asrama Dharma*, *Puruṣārthas*

Unit-II: Vedic Cosmology, Important Divine Figures as Cosmic Forces, Karma and its types, Vedic Rituals at Different Stages of Life, *Virāṭ Puruṣa (PuruṣaSukta)*, *Yajña* and *Tapasyā*, *Satya* and *Rta*, *Svarga*, *Narka*, Life, Death and Rebirth.

Unit-III: Introduction to *Upaniṣad*: Meaning of ‘*Upaniṣad*’ *Guru-Śiṣya* and Āsrama Traditions for Study, Number, and Status of Upaniṣads; Individual Self, Brahman, Ātman, Identity of Brahman and Ātman, Status of Gods and Goddesses, Experience, Reason, Intuition and Revelation.

Unit-IV: *Vidyā / Parāvidyā-Avidyā / Aparā Vidyā, Māyā*, Status of Universe; *Karma, Jñāna* and *Bhakti*; *Preyas, Śreyas* and *Niḥśreyas*; Birth-Death-Rebirth and Freedom; Ethics and Religion of Upaniṣads.

Prescribed Books:

- ✓ *Arthur Berriedale Keith: The Religion and Philosophy of the Veda and Upanishads*
- ✓ *S. Radhakrishnan: Indian Philosophy, Vol .1.*
- ✓ *Paul Deussen: the Philosophy of the Upanishads, A S Geden (Tr.)*
- ✓ *T.M.P. Mahadevan: Invitation to Indian Philosophy*

Reference Books:

- ✓ *S. Radhakrishnan: The Principal Upanishads.*
- ✓ *Sri Aurobindo: the Secret of the Vedas with Selected Hymns*
- ✓ *Patrick Olivelle: the Early Upanisads, Annotated Text and Translation*
- ✓ *Robert Hume: The Thirteen Principal Upanishads, Oxford University Press, London.*
- ✓ *Mohanty, Aditya Kumar: Upanisads Re-discovered, Elite Publications, Bhubaneswar.*
- ✓ *Swami Ranganathananda, Eternal Values for A Changing Society, ‘Philosophy and Spirituality’, Vol. I., Bharatiya Vidya Bhavan, Bombay.*
- ✓ *P. T. Raju, the Philosophical Traditions of India, MLBD, Delhi.*

E-Resource:

- ✓ <https://egyankosh.ac.in/bitstream/123456789/34649/1/Unit-2.pdf>
- ✓ <https://www.britannica.com/topic/Hinduism/Karma-samsara-and-moksha>
- ✓ https://youtu.be/ZetCDho_u7c?si=NGLi_4ys0yWw6dCC
- ✓ https://youtu.be/PvBA7xXfLvk?si=hsrEeDz5Z_gV4DwS

Sample Questions: 1 for Part- I Objective; Part- II Very Short Type (in 50 Words); Par-III Short Type (in 250 Words); Par-IV Long Type (in 800 Words);

Unit – I

1. _____ Is the Oldest Veda?
2. What Is Different Between Ashram Dharma and Varna Dharma?
3. What Is the Role of Religion In the Social System?
4. What Is Purusharthas Explain the Four Aims of Life.

Unit – II

1. According to Veda There Are _____ Types of Karma.
2. What Is Karma?
3. What Is Yajna and Tapashya?
4. Explain the Death and Rebirth System.

Unit – III

1. the Word Upanishad Derived From _____ Word?
2. What Is Guru Shishya and Ashrama Tradition?
3. What Is Brahman?
4. Identity: The Relationship Between Brahman and Atman?

Unit – IV

1. Vidya s of _____ Kinds?
2. What is Vidya and What is Avidya?
3. What Is Yajna and Bhakti?
4. Explain the Ethics and Religion of the Upanishad.

Core IV

Logic and Scientific Method Introduction

This Course on Logic and Scientific Method provides students with a foundation in critical thinking, reasoning, and the scientific method. Throughout the course, students would engage in theoretical discussions on logical and scientific reasoning and how to apply them to real-world problems with examples. Assignments might include analyzing scientific articles, designing experiments, and critically evaluating research methodologies.

Course Outcomes:

- Understanding of the nature and scope of Logic.
- Knowledge of the kinds of propositions and the relationship between them.
- Ability to construct sound arguments.
- Testing validity of arguments.
- Understanding of the role of logic in scientific inquiry.

Learning Outcome:

Unit-I The learning outcomes of Unit I aim to equip students with a solid foundation in logical reasoning, critical thinking, and argumentation, providing them with essential skills for analyzing and evaluating information, constructing coherent arguments, and engaging in rational discourse across various domains.

Unit-II The learning outcomes of Unit II aim to equip students with the foundational skills necessary for logical analysis and argumentation, enabling them to identify and evaluate propositions accurately, analyze arguments effectively, and communicate ideas clearly and logically.

Unit-III The learning outcomes of Unit III aim to equip students with the skills necessary for advanced logical analysis and argumentation, enabling them to identify and evaluate deductive arguments accurately, analyze syllogisms effectively, and apply logical reasoning in various academic and professional contexts.

Unit-4 The learning outcomes of Unit IV aim to equip students with the skills necessary for effective scientific inquiry, enabling them to apply inductive reasoning methods, evaluate causal claims, and draw informed conclusions based on empirical evidence. Additionally, students should enhance their critical thinking abilities, enabling them to engage critically with scientific literature and make reasoned judgments about the validity and reliability of scientific findings.

Course Components:

Unit-I: Definition, Nature, and Scope of Logic, Laws of Thought, Deductive and Inductive Arguments, Validity & Soundness of Arguments.

Unit-II: Sentence and Proposition, Classification of Propositions (from the standpoint of Quality & Quantity), Transforming ordinary sentences to propositions,

Distribution of terms, Seven-fold relation of propositions, Square of opposition of propositions,

Unit-III: Inference-Immediate Inference (Conversion and Obversion), Mediate

Inference (Syllogism): Figure & Moods, Testing of Validity of Arguments by Syllogistic Rules.

Unit-4: Inductive Reasoning & Scientific Enquiry: Causation, Mill's Five Experimental Methods.

Prescribed Book:

- ✓ *Morris R. Cohen & Ernest Nagel, Introduction to Logic & Scientific Method, Allied Publishers Ltd., New Delhi.*
- ✓ *Ganesh Prasad Das, Basics of Logic, Pt. I & Pt. II, Pancashila, Bhubaneswar, 2007.*

Reference Books:

- ✓ *Cohen Copi & Mac Mahan, Introduction to Logic (14th Edition)*
- ✓ *Alex Rosenberg, Philosophy of Science: A Contemporary Introduction.*

E-Resource:

- ✓ <https://egyankosh.ac.in/bitstream/123456789/37950/1/Unit-1.pdf>
- ✓ <https://egyankosh.ac.in/bitstream/123456789/84670/1/Unit-3.pdf>
- ✓ <https://youtu.be/4TFzqxntqv8?si=4L-gHoffnGG12eGN>
- ✓ <https://youtu.be/Wvae-B0MTSE?si=cWisIEy6mdqgNn9G>
- ✓ *Sample Questions: I for Part- I Objective; Part- II Very Short Type (in 50 Words); Par-III Short Type (in 250 Words); Par-IV Long Type (in 800 Words);*

Unit-1:

- 1- Truth is the property of a _____.
- 2- What Is the Logical Definition of a term?
- 3- What are the principles of logic?
- 4- State and explain the nature and scope of Logic.

Unit-2

- 1- According to the principle of Quality, there are _____ kinds of propositions.
- 2- What is the distribution of terms?
- 3- 3- Discuss the seven-fold relation of propositions.
- 4- What is the square of the opposition of propositions? Discuss.

Unit -3

- 1- The Obverse of the 'E' proposition is _____.
- 2- What Is an inference?
- 3- Explain the rules of conversion.
- 4- What is a Syllogism? Explain all the Syllogistic Rules.

Unit-4

- 1 - An Inductive Argument passes from known to _____.
- 2-What is inductive reasoning?
- 3- Explain the distinction between 'The Law of Uniformity of Nature' and 'The Law of Causation'.
- 4- Explain Mill's Joint Method of Agreement and Difference.

Greek Philosophy

Introduction:

Greek philosophy is an enriching endeavor that delves into the roots of Western thought. From the pre-Socratic philosophers like Thales and Heraclitus to the towering figures of Socrates, Plato, and Aristotle, Greek philosophy has profoundly influenced various fields such as ethics, metaphysics, epistemology, and politics.

Course Outcomes:

1. Basic understanding of the philosophical issues, ideas, concepts, etc. of ancient Greek thinkers (as specified in the course)
2. Ability to critically explain the ideas and concepts of the Greek thinkers.
3. Ability to compare, analyze, and evaluate the stands taken by the Greek thinkers.

Learning Outcome:

Unit-I Students will be able to describe the nature and salient features of Early Greek Philosophy. They will be familiar with the theories of the reality of ancient Greek Philosophers like Thales, Anaximander, Anaximenes, Heraclitus, Democritus, Anaxagoras, and Empedocles.

Unit-II Students will have a comprehensive understanding of the Problem during Pre-Socrates through the works of Parmenides, and Zeno. They will gain perspective on Socrates' Dialectical Method.

Unit-III Students will be able to describe Plato's Theory of Knowledge, Theory of Ideas, World and Soul, Society and Ideal State

Unit-IV Students will be able to critically analyze Plato's theory of ideas They will be familiar with Aristotle's work on physics and Metaphysics, Form, and Matter.

Unit-I: Nature of Greek Philosophy, Salient features of early Greek Thought; Reality: Thales, Anaximander and Anaximenes, Heraclitus, Democritus, Anaxagoras and Empedocles.

Unit-II: Parmenides: Theory of Being and Permanence; Zeno: Arguments against pluralism, (Zeno's) Paradox; Problem before Socrates and his approach, Socratic Dialectical method, Epistemology, Concept of knowledge, Ethics of Socrates.

Unit-III: Plato's Theory of Knowledge, Theory of Ideas, Theory of World and Soul, Ethics, Society and Ideal State.

Unit-IV: Criticism of Plato's Theory of Ideas; Aristotle's View of Physics and Metaphysics: Form and Matter, Theory of Causation, Philosophy of Nature, God and Soul: Logic and Ethics.

Prescribed Books:

- ✓ *W. T. Stace, Greek Philosophy*

- ✓ *Frank Thilly, A History of Philosophy*
- ✓ *Y. Mashih, A Critical History of Western Philosophy: Greek Medieval and Modern, MLBD, New Delhi.*
- ✓ *Peter Adamson, Classical Philosophy: A History of Philosophy without Any Gaps, Vol. 1. , Oxford University Press.*
- ✓ *Dhaneswar Sahoo, Greek Darshanara Itihasa, (Odia), Text Book Beauru, Odisha Rajya Pathya Pustaka Pranayana O Prakaśana Samsthā, Pustaka Bhavan, Bhubaneswar.*

Reference Books:

- ✓ *Burnet - Greek Philosophy*
- ✓ *B. A. G. Fuller - A History of Greek Philosophy*
- ✓ *Bertrand Russell - A History of Western Philosophy,*

E-Resource:

- ✓ [https://en.wikipedia.org/wiki/Ancient_Greek_philosophy#:~:text=The%20early%20Greek%20philosophers%20\(or.in%20favor%20of%20reasoned%20discourse.](https://en.wikipedia.org/wiki/Ancient_Greek_philosophy#:~:text=The%20early%20Greek%20philosophers%20(or.in%20favor%20of%20reasoned%20discourse.)
- ✓ <https://youtu.be/E6peYD9uvQY?si=pVbwHekx3BempztW>
- ✓ <https://youtu.be/-5vnhG50NqU?si=Sm3SFtb7KC3XBCnN>
- ✓ <https://plato.stanford.edu/entries/aristotle-metaphysics/>
- ✓ <https://egyankosh.ac.in/bitstream/123456789/35319/1/Unit-2.pdf>

Sample Questions: 1 for Part- I Objective; Part- II Very Short Type (in 50 Words); Par-III Short Type (in 250 Words); Par-IV Long Type (in 800 Words);

Unit-I

- 1- Thales believed _____ to be the basic substance of everything in nature.
- 2- What Is Atomism?
- 3- How Does Heraclitus View the Relationship Between Stability & Change?
- 4- What Role Did Greek Mythology & Religion Play In Shaping the Early Philosophical Inquire of Greek Thinkers?

Unit-II

- 1- According to Socrates, Knowledge Is _____.
- 2- What Is Socratic Method?
- 3- What Are the Central principles of Socrates' Ethical Philosophy?
- 4- How Does Parmenides Critique the Notion of Change & Plurality In His Philosophy?

Unit-III

- 1- Plato Believed In the _____ of the Soul.

2- What Is Form?

3- According to Plato, What Is the Relationship Between the Material World & the World of the Form? (3),

4- What Are the Key Features of Plato's Ideal State As Described In "The Republic"?

Unit-IV

1- Aristotle Combined Both Matter and _____

2- What Are the Different Types of Soul Aristotle Identifies & How Does He Categorize Them?

1. 3- What Is Aristotle's Main Criticism of Plato's Theory of Form?

2. 4- How Does Aristotle Define Each of the Four Causes: Material, Formal, Efficient & Final?

Introduction:

This course on modern European philosophy encompasses the rich and diverse philosophical movements that emerged from the Renaissance to the contemporary era. Throughout the course, critical analysis of philosophical arguments, and discussions of historical context and intellectual influences can deepen students' understanding of modern European thought and its relevance to contemporary issues.

Course Outcomes:

- Ability to track the development of Western philosophical thought from Bacon to Leibnitz.
- Ability to understand the basic problems countered by the aforesaid thinkers and their responses to the problems.
- Ability to see the rationalist current in Western philosophy.
- Ability to compare and evaluate the common issues undertaken by the thinkers.

Learning Outcome:

Unit- I: The learning outcomes of Unit I aim to equip students with a solid understanding of Francis Bacon's contributions to the reform of science, his theory of idols, and his development of the inductive method. Additionally, students should enhance their critical thinking abilities and scientific inquiry skills, enabling them to engage effectively in empirical research and evidence-based reasoning.

Unit-II: The learning outcomes of Unit I aim to equip students with a solid understanding of René Descartes' philosophical contributions, including his methodological skepticism, foundationalism, proofs for the existence of God, mind-body dualism, and rationalist epistemology. Additionally, students should enhance their critical thinking abilities and philosophical analysis skills, enabling them to engage effectively with Descartes' ideas and broader philosophical discourse.

Unit-III: The learning outcomes of Unit III aim to equip students with a solid understanding of occasionalism, Spinoza's rationalism, and his metaphysical, epistemological, and ethical ideas. Additionally, students should enhance their critical thinking abilities and philosophical analysis skills, enabling them to engage effectively with complex philosophical concepts and arguments.

Unit- IV The learning outcomes of Unit IV aim to equip students with a solid understanding of Leibniz's philosophical contributions, including his theory of monads, views on mind and matter, the solution to the mind-body problem through pre-established harmony, and his theodicy. Additionally, students should enhance their critical thinking abilities and philosophical analysis skills, enabling them to engage effectively with complex philosophical concepts and arguments.

Course Components:

Unit- I: Francis Bacon: Challenges for Bacon, Reform of Science, Theory of Idolas, Inductive Method.

Unit-II: Rationalism, Rene Descartes Problems for Descartes, Method, and Criterion for Knowledge, Universal Doubt and Search for Certainty, Cogito-Ergo-Sum, Proofs for the Existence of God, External World, Mind-Body Dualism, Innate Ideas.

Unit-III: Benedict De Spinoza: Rationalism, Methods, Substance, Attribute and Modes, Theory of Knowledge, Concept of God, Monism, and Pantheism.

Unit- IV: Gottfried Wilhelm Leibnitz: Theory of Monads, Mind and Matter, Mind-Body problem and Pre-established Harmony, Theodicy.

Prescribed Book: -

1. *Ratnakar Pati, History of Modern European Philosophy, A. K. Mishra Agencies, Cuttack.*
2. *Y Masih, A Critical History Of Modern Philosophy, Motilal Banarsidass Publishers, Delhi*

Reference Books: -

1. *Ira Sen Gupta: A History of Western Philosophy*
2. *Frank Thilly: History Of Western Philosophy,*
3. *Hrudananda Ray and Ganeswara Das, Pāśchātya Darśanara Itihasa (Ādhunika Yuga) (Odia), Odisha Rajya Pathya Pustaka Pranayana O Prakaśana Samsthā, Pustaka Bhavan, Bhubaneswar.*

E-Resource:

1. <https://plato.stanford.edu/entries/francis-bacon/>
2. <https://plato.stanford.edu/entries/descartes-epistemology/>
3. https://youtu.be/0UCoLSHelkE?si=feeNr-SNIw0XyI_g
4. <https://youtu.be/JbCm7ecjO6g?si=0qMiunxzLM0obsGN>
5. <https://egyankosh.ac.in/bitstream/123456789/80575/1/Unit-6.pdf>

Sample Questions: 1 for Part- I Objective; Part- II Very Short Type (in 50 Words); Par-III Short Type (in 250 Words); Par-IV Long Type (in 800 Words);

Unit – I

1. Novum Atlantis Is the Work of _____.
2. Write a Short Note On Idola Tribus.
3. Explain Bacon's Theory of Idolas.
- 4 . Discuss the Inductive Method of Bacon.

Unit – II

1. "I Think Therefore I Exist "Is the Statement of _____.

2. What Do You Mean By Idea?
3. Discuss the Relation Between Mind & Body In Descartes Approach?
- 4 . Briefly Explain Cogito-Ergo -Sum?

Unit – III

1. the Relation Between Mind and Body Is Known An _____ For Spinoza.
2. Explain Spinoza's Abstract Monism.
3. Explain the Concept of Substance, Attributes, and Modes In the View of Spinoza.
4. Define the Substance and Explain the Various Nature of Substance In Spinoza's Philosophy

Unit – IV

1. _____ Advocated the Concept of Pre-Established Harmony.
2. Explain, Pre-Established Harmony.
3. Discuss Leibnitz's Explanation of Mind and Matter.
4. Briefly Explain the Theory of Monads

Core VII

Systems of Indian Philosophy

Introduction:

This course provides an overview of Indian philosophical thought, emphasizing its historical development, cultural context, and distinctive features. It also discusses the importance of dharma (duty/righteousness), karma (action), and moksha (liberation) in Indian philosophical traditions. These issues are perennial in life, and know-how regarding the same will enlighten the students.

Course Outcomes:

1. Understanding of the basic tenets of Indian Philosophy.
2. Understanding of the philosophy of Charvaka, Jainism, Buddhism, Samkhya, and Yoga from metaphysical and epistemological standpoints.
3. Ability to find out the role of the discussed philosophical systems in guiding our modern life.

Learning Outcome:

Unit-I The learning outcomes of Unit-I aim to equip students with a solid understanding of Vaishesika philosophy, including its foundational concepts, metaphysical framework, and ethical principles. Additionally, students should enhance their critical thinking abilities and philosophical analysis skills, enabling them to engage effectively with complex philosophical concepts and arguments within the Vaishesika tradition

Unit-II The learning outcomes of Unit-II aim to equip students with a solid understanding of Nyāya philosophy, including its epistemological framework, metaphysical principles, ethical teachings, and perspectives on liberation. Additionally, students should enhance their critical thinking abilities and philosophical analysis skills, enabling them to engage effectively with complex philosophical concepts and arguments within the Nyāya tradition.

Unit-III The learning outcomes of Unit-III aim to equip students with a solid understanding of Pūrva Mīmāṃsā philosophy, including its perspectives on karma, Yajña, Dharma, and epistemology. Additionally, students should enhance their critical thinking abilities and philosophical analysis skills, enabling them to engage effectively with complex philosophical concepts and arguments within the Pūrva Mīmāṃsā tradition.

Unit-IV The learning outcomes of Unit-IV aims to equip students with a solid understanding of Advaita and Viśiṣṭādvaita Vedānta philosophies, including their metaphysical frameworks, theological perspectives, and paths to liberation. Additionally, students should enhance their critical thinking abilities and philosophical analysis skills, enabling them to engage effectively with complex philosophical concepts and arguments within the Vedāntic tradition.

Course Components:

Unit-I: Salient Features of Indian Philosophy and Basic Concepts, Carvaka: Epistemology and Metaphysics.

Unit-II: Introduction to Jainism: Epistemology: *Syādvāda*, *Anekāntavāda*, Ethics - *Triratna* 's, *Sallekhaṇā*.

Unit-III: Introduction to Buddhism: Four Noble Truths, Doctrine of Momentariness, Theory of Dependent Origination, No Soul Theory, Nirvana, Noble Eightfold Paths, Paramitās, Ideals of Pratyeka Buddha, Bodhisattva, and Arhata.

Unit-IV: Introduction to Samkhya Yoga: Dualism of Purusa and Prakriti, God and World, Causation, Theory of Evolution, Twenty-Four Tattvas, Liberation according to *Sāṃkhya*, *Astāṅga Yoga of Patanjali*.

Prescribed Books: -

- ✓ *Dutta & Chatterjee - An Introduction to Indian Philosophy*
- ✓ *Sharma, C. D: A Critical Survey of Indian Philosophy, Motilal Banarsidass Publishers Pvt. Ltd., Delhi.*

Reference Books: -

- ✓ *S. Radhakrishnan, Indian Philosophy (Vol. I & 2)*
- ✓ *R. K. Puligandla, Fundamentals of Indian Philosophy.*
- ✓ *M. Hiriyana, Outlines of Indian Philosophy.*
- ✓ *J.N. Mohanty, Classical Indian Philosophy, Oxford University Press.*
- ✓ *J. N. Sinha, Outlines of Indian Philosophy, New Central Book Agency.*
- ✓ *Gauranga Charan Nayak, Bharatīya Darshan (Odia), Odisha Rajya Pustaka Pranayana O Prakāshan Somstha, Bhubaneswar.*
- ✓ *P. T. Raju, the Philosophical Traditions of India, MLBD, Delhi.*

E-Resource:

- ✓ [https://en.wikipedia.org/wiki/Indian_philosophy#:~:text=Indian%20philosophies%20share%20many%20concepts,practices%20\(moksha%2C%20nirvana\).](https://en.wikipedia.org/wiki/Indian_philosophy#:~:text=Indian%20philosophies%20share%20many%20concepts,practices%20(moksha%2C%20nirvana).)
- ✓ <https://en.wikipedia.org/wiki/Charvaka#:~:text=The%20Charvaka%20epistemology%20holds%20perception,for%20Charvaka%2C%20external%20and%20internal.>
- ✓ <https://egyankosh.ac.in/bitstream/123456789/34657/1/Unit-4.pdf>
- ✓ <https://www.egyankosh.ac.in/bitstream/123456789/35230/1/Unit-4.pdf>
- ✓ <https://egyankosh.ac.in/bitstream/123456789/38170/1/Unit-3.pdf>
- ✓ <https://egyankosh.ac.in/bitstream/123456789/38171/1/Unit-4.pdf>
- ✓ <https://youtu.be/UI4AfJID4po?si=9tCAImtrLVIZhr2K>
- ✓ <https://youtu.be/ARkWgJcnLYo?si=5uYIMQbniLc57ELv>

Sample Questions: 1 for Part- I Objective; Part- II Very Short Type (in 50 Words); Par-III Short Type (in 250 Words); Par-IV Long Type (in 800 Words);

Unit – I

1. Charvaka Philosophy otherwise known as _____.
2. Mention the nature of Charvaka's Philosophy.
3. Briefly discuss Charvaka Epistemology.
4. Discuss what are the salient features of Indian Philosophy?

Unit – II

1. Name the Second Jewel of Jainism.
2. Briefly mention the essence of Jaina ethics.?
3. Briefly describe Jaina's Epistemology.
4. Critically discuss Jaina Anekantavada.

Unit – III

1. Liberation in Buddhism is called _____?
2. Mention the four Noble Truths of Buddhism.
3. What Is Nirvana and How can It be attained as Per Buddhistic Thought?
4. Discuss the Theory of Dependent Origination.

Unit – IV

1. Who Was the founder of Yoga Philosophy?
2. What is Purusa in Samkhya Philosophy?
3. Briefly mention the relationship Between Purusha and Prakriti.
4. Discuss Astanga Yoga of Patanjali.

Introduction:

This course on ethical theories would provide students with a comprehensive understanding of various approaches to moral philosophy and the principles that guide ethical decision-making. Throughout the course, readings of primary texts, case studies, ethical dilemmas, and class discussions will help students develop critical thinking skills and ethical reasoning abilities. Additionally, assignments and projects can encourage students to apply ethical theories to real-world situations and articulate their moral perspectives.

Course Outcomes:

1. Understanding of the various ethical theories.
2. Ability to decide a particular course of action that is ethically justifiable in a given context.
3. Ability to compare and evaluate the ethical theories.
4. Knowledge of the theories of punishment

Learning Outcome:

Unit-I Students will be able to identify different theories of Morality. They will gain a better orientation from the ethical perspective.

Unit-II By the end of this unit, students will have a larger awareness of Plato's, Aristotle's, and Kant's theory of Morality.

Unit-III Students will be able to reflect on the theory of utilitarian theory the impact of actions guided by it, and the theories of punishment.

Unit-IV Students can identify the basics of the Indian Theories of Morals and describe the key characteristics that distinguish for welfare of the individual and society.

Course Components:

Unit-I: Moral Sense, Moral Sentiments, Springs of Action; Theories of Morality: Hedonism: Psychological and Ethical; Egoism and Altruism;

Unit-II: Plato's and Aristotle's Ethics: Virtue Ethics and Eudaemonism, Phronesis; Kant's Ethics - Deontological theory.

Unit-III: Theories of Morality: Utilitarianism: Bentham, Mill, Sidgwick and Rashdall. Theories of Punishments.

Unit-IV: Indian Ethics: Three Gunas. The four goals of life (*Puruṣārthas*), Dharma: Nature and Kind, Karma and its divisions, Niskama Karma and Lokasangraha.

Prescribed Books: -

- ✓ *Sinha, J.N.- A Manual of Ethics, New Central Book Agency Pvt. Ltd., Kolkata*
- ✓ *Lilly, William - An Introduction to Ethics, Allied Publishers Ltd., New Delhi*

Reference Books: -

- ✓ *W. Frankena– Ethics*
- ✓ *S.C. Panigrahi, and N.C. Padhi, Ethics: Indian and Western, Ananya Publications, Cuttack.*

E-Resource:

1. <https://iep.utm.edu/hedonism/>
2. <https://www.britannica.com/topic/intuitionism-ethics>
3. https://youtu.be/Q5ihj_p-p_I?si=zLM3OPIO8a2ghJ_u
4. <https://youtu.be/rV8f7vrXg94?si=NIf2XrqhnEd7hxYJ>
5. <https://youtu.be/0vNXd9m0fiw?si=zWvsr2Rj7k8pdED7>

Sample Questions: 1 for Part- I Objective; Part- II Very Short Type (in 50 Words); Par-III Short Type (in 250 Words); Par-IV Long Type (in 800 Words);

Unit-I

1. Moral sentences arouse moral _____ and _____.
2. What are the types of hedonism?
3. What is the meaning of ethics of egoism?
4. What is altruism? Explain.

Unit-II

1. What is utilitarianism?
2. What are the types of utilitarianism?
3. What is Bentham's utilitarianism?
4. What is Mill's utilitarianism?

Unit-III

1. What is Eudaimonism?
2. What is Plato's approach to ethics?
3. What are the key ideas of virtue ethics?
4. What is deontological theory?

Unit-IV

1. Dharma is generally understood as _____?

2. What is the theory of Puruṣārtha?
3. How does Karma theory impact on Indian psyche?
4. Describe the Kiskarma Karma?

This course on social and political philosophy would explore the fundamental concepts, theories, and debates concerning social theories and the exercise of political power. It introduces central questions, such as the nature of justice, the legitimacy of political authority, and the relationship between individuals and society, etc. It also examines theories of the state of nature, which propose hypothetical scenarios to explain the origin and legitimacy of political authority.

The course contains readings of texts, contemporary articles, case studies, and class discussions, which will help students critically engage with social and political issues and develop their informed perspectives on matters of justice, power, and governance. Assignments and projects can encourage students to apply theoretical concepts to real-world contexts and develop practical solutions to social and political problems.

Course Outcomes :

- Understanding and justification of the relationship between an individual and society
- Understanding of the various political ideals, doctrines, and ideologies.
- Ability to compare and evaluate the ideologies and apply them under appropriate contexts.

Learning Outcome:

Unit I Students will be equipped to handle social issues affecting individual and collective levels.

Unit II Students will be able to identify different Political Ideals and inculcate them for protection of rights

Unit III Students can contribute as better citizens by understanding the notion of democracy.

Unit IV the student will be able to describe the Political ideologies of Marxism, Anarchism, and Sarvodaya and can identify the distinct features between them.

Course Components:

Unit- I: Sociality, Social science & Social laws, Philosophy of Social Science: Relation Between Individual & Society (Mechanical, Organic & Idealistic view)

Unit- II: Political Ideals and Systems- Justice, Liberty, Equality; Anarchy, Monarchy, Democracy and forms of governance systems.

Introduction to Political Doctrines- Humanism, Secularism, Feminism, Philosophy of Ecology.

Unit- III: Democratic Ideals- Democratic Government, Conditions for Successful Functioning of Democracy, Current Electoral Systems, Human Rights

Unit-IV: Political Ideologies- (a) Socialism and Marxism (b) Kautilya on political ideology-Ruler (*Rājā*) and the Ruled (*Prajā*), (c) Sarvodaya (Gandhi and Vinova), (d) Vasudhaiva kutumbakam.

Prescribed Books: -

- ✓ Mackenzie: *Social & Political Philosophy*, Surjeet Publication.
- ✓ Sukhbir Singh- *A History of Political Thought*, Rastogi Publication.
- ✓ O.P. Gauba - *An Introduction to Political Philosophy*

Reference Books: -

- ✓ Sushila Ramaswamy- *Political Theories: Ideas & Concepts*
- ✓ D.D. Raphael, *Problems of Political Philosophy*, Humanities Press International.
- ✓ J. P. Suda, *History of Political Philosophy*, K. Nath and Co.

E-Resource:

- ✓ <https://iep.utm.edu/soc-sci/>
- ✓ <https://egyankosh.ac.in/bitstream/123456789/53951/1/Block-2.pdf>
- ✓ <https://youtu.be/asdQwSul8Io?si=1l0IGppZipEiXgQL>
- ✓ <https://nios.ac.in/media/documents/srsec317newE/317EL4.pdf>
- ✓ <https://youtube.com/playlist?list=PL4YBp90QwimiN7x3zWNLVsg2yG7ZTFaVq&si=Pi rZq6Rbi2RPWuIV>

Sample Questions: 1 for Part- I Objective; Part- II Very Short Type (in 50 Words); Par-III Short Type (in 250 Words); Par-IV Long Type (in 800 Words);

Unit – I

1. _____ Is the Founder of Social Science.
2. What Is Social Science?
3. Explain the Social Law.
4. Explain the philosophy of Social Science & the relationship between individual and society.

Unit – II

1. The word 'Feminism' Is Derived From _____.
2. What Is Justice?
3. What Is Equality? Explain the Types of Equality.

4. Write A Short Essay on Feminism.

Unit – III

Democracy Derives from the Word _____ & _____.

2. What Is Democracy?
3. Explain the Conditions for the Successful Functioning of Democracy.
4. Describe the Human Rights.

Unit – IV

1. The Word Sarvodaya Means _____
2. What Is Socialism?
3. Examine the salient features of Marxism.
4. According to Gandhi, What Is Sarvodaya? Explain.

Core X

Systems of Indian Philosophy

Introduction:

This course on systems of Indian philosophy would provide a deep dive into the diverse philosophical traditions that have evolved on the Indian subcontinent. Understanding Indian philosophical thought and its enduring effect on students will be beneficial. Assignments and projects can encourage students to apply philosophical concepts to contemporary issues and engage in cross-cultural dialogue.

Course Outcomes:

- Understanding of the philosophy of Nyaya, Vaisesika, Mimamsa, and Vedanta from metaphysical and epistemological standpoints.
- Understanding of important concepts like self, God, bondage, and liberation
- Ability to find out the role of the philosophical systems in guiding our modern life.

Learning Outcome:

Unit-I The learning outcomes of Unit-I aim to equip students with a solid understanding of Vaishesika philosophy, including its foundational concepts, metaphysical framework, and ethical principles. Additionally, students should enhance their critical thinking abilities and philosophical analysis skills, enabling them to engage effectively with complex philosophical concepts and arguments within the Vaishesika tradition.

Unit-II The learning outcomes of Unit II aim to equip students with a solid understanding of Nyāya philosophy, including its epistemological framework, metaphysical principles, ethical teachings, and perspectives on liberation. Additionally, students should enhance their critical thinking abilities and philosophical analysis skills, enabling them to engage effectively with complex philosophical concepts and arguments within the Nyāya tradition.

Unit-III The learning outcomes of Unit- III aim to equip students with a solid understanding of Pūrva Mīmāṃsā philosophy, including its perspectives on karma, Yajña, Dharma, and epistemology. Additionally, students should enhance their critical thinking abilities and philosophical analysis skills, enabling them to engage effectively with complex philosophical concepts and arguments within the Pūrva Mīmāṃsā tradition.

Unit-IV The learning outcomes of Unit- -IV aims to equip students with a solid understanding of Advaita and Viśiṣṭādvaita Vedanta philosophies, including their metaphysical frameworks, theological perspectives, and paths to liberation. Additionally, students should enhance their critical thinking abilities and philosophical analysis skills, enabling them to engage effectively with complex philosophical concepts and arguments within the Vedantic tradition.

Course Components:

Unit-I: Vaisheshika: *Dharma*, Categories (*SaptaPadārthas*), Atomism, God, Karma, Adr̥ṣṭa, Bondage and Liberation.

Unit-II: Nyāya: Pramāṇas: Pratyakṣa, Anumāna, Upamāna and Śabda; Pramā and Apramā, Causation, Concept of Self and God, Apavarga.

Unit-III: Pūrva Mīmāṃsā: Theory of Karma, Yajña and Svarga, Apurva, Dharma, Epistemology.

Unit-IV: Uttara Mīmāṃsā: Śankara' Advaita and Rāmānuja's Viśiṣṭādvaita: Brahman, Īśvara, Jagat and Jīva, Avidyā / Māyā and Liberation, Jñāna and Bhakti as paths for Liberation.

Prescribed Books: -

- ✓ *Sharma, C.D: A Critical Survey of Indian Philosophy, Motilal Banarsidass Publishers Pvt. Ltd., Delhi*
- ✓ *Dutta, D.M and Chatterjee, S.C: An Introduction to Indian Philosophy,*
- ✓ *Hiriyana, M: Outlines of Indian Philosophy*

Books for Reference: -

- ✓ Radhakrishnan, S: *Indian Philosophy (Vol-I and II).*
- ✓ Sinha, J.N: *Outlines of Indian Philosophy*, New Central Agency Pvt. Ltd., Kolkata
- ✓ Puligandla, R.K: *Fundamentals of Indian Philosophy*. Central Book Agency.
- ✓ Gauranga Charan Nayak, *Bharatīya Darshan (Odia)*, Odisha Rajya Pustaka Pranayana O Prakāshan Somstha, Bhubaneswar.
- ✓ P. T. Raju, *the Philosophical Traditions of India*, MLBD, Delhi.
- ✓ Biranchi Naraayana Sahoo, *Nyāya O Vaśeṣika Darśana*, (Odia), Odisha Rajya Pathya Pustaka Pranayana O Prakaśana Samsthā, Pustaka Bhavan, Bhubaneswar.

E-Resource:

- ✓ <https://en.wikipedia.org/wiki/Vaisheshika>
- ✓ <https://youtu.be/G7zpSaRsJJM?si=NqI--xTfQIN-gjJ5>
- ✓ <https://en.wikipedia.org/wiki/Nyaya>
- ✓ <https://youtu.be/xsw6511qDvY?si=WEclckIQXkN5tcgh>
- ✓ <https://www.britannica.com/topic/Indian-philosophy/Purva-Mimamsa-the-Bhatta-and-Prabhakara-schools>
- ✓ <https://youtu.be/X7abfsMK8U0?si=bdPJdtVvUOYIb3Cm>

Sample Questions: 1 for Part- I Objective; Part- II Very Short Type (in 50 Words); Par-III Short Type (in 250 Words); Par-IV Long Type (in 800 Words);

Unit – I

1. ___ Is the Founder of Vaisashika Philosophy?
2. Distinction Between Karma and Adrsta?
3. How Many Types of Padaratha and Mentioned In Vaisashika?
4. What is the atomism of Vaisashika Philosophy?

Unit – II

1. There Are Five Members of the Nyaya Syllogism. The first Is Called ____.
2. What Are Prama and Aprama?
3. What Are the Five Propositions of the Indian Syllogism?
- 4 . Explain the Nine Arguments to Prove the Existence of God.

Unit – III

The Word Mimamsa Literally Means _?

2. What Is the Dharma of Mimamsa School?
3. What Is Yajna and Svarga?
4. Explain the Prabhakar Epistemology.

Unit – IV

1. According to Shankara Ultimate Reality Is _?
2. What Is the Liberation of Sankara?
3. According to Ramanuja What Is Isvara, Jagat, and Maya?
4. Explain, Sankara's Concepts of Maya.

Core XI

Semester V

Modern European Philosophy

Introduction:

Modern European philosophy explores the foundational role of reason in forming beliefs and judgments for all branches of philosophical inquiry. By studying this course, students can recognize the pitfalls

Course Outcomes;

1. Ability to mark the development of Western philosophical thought from Locke to Kant.
2. Ability to understand the basic problems countered by the aforesaid thinkers and their responses to the problems.
3. Ability to see the empiricist current in Western philosophy.
4. Ability to find a synthetic approach in Kantian philosophy.
Ability to compare and evaluate the common issues undertaken by the thinkers.

Learning Outcome:

Unit- I The learning outcomes of Unit- I aim to equip students with a solid understanding of John Locke's philosophical contributions, including his empiricist epistemology, theory of knowledge, and metaphysical concepts. Additionally, students should enhance their critical thinking abilities and philosophical analysis skills, enabling them to engage effectively with complex philosophical concepts and arguments within the empiricist tradition.

Unit-II The learning outcomes of Unit-II aim to equip students with a solid understanding of George Berkeley's philosophical contributions, including his rejection of materialism and defense of subjective idealism. Additionally, students should enhance their critical thinking abilities and philosophical analysis skills, enabling them to engage effectively with complex philosophical concepts and arguments within the idealist tradition.

Unit- III The learning outcomes of Unit- III aims to equip students with a solid understanding of Immanuel Kant's philosophical contributions, including his response to previous philosophical challenges, his transcendental idealism, and his attempt to reconcile empiricism and rationalism. Additionally, students should enhance their critical thinking abilities and philosophical analysis skills, enabling them to engage effectively with complex philosophical

concepts and arguments within Kant's transcendental philosophy.

Unit- IV The learning outcomes of Unit- IV aim to equip students with a solid understanding of Immanuel Kant's continued philosophical contributions, including his analysis of metaphysical illusions the limits of reason, and the possibility of synthetic a priori knowledge. Additionally, students should enhance their critical thinking abilities and philosophical analysis skills, enabling them to engage effectively with complex philosophical concepts and arguments within

Course Components:

Unit- I: John Locke: Refutation of Innate ideas, Sensation, Reflection, Simple and Complex Ideas, Theory of Knowledge and Types of Knowledge; Substance, Modes, and Relations.

Unit-II: George Berkeley: Criticism of Lockean Empiricism, Refutation of Abstract Ideas and Matter, Subjective Idealism of Berkeley (*Ese-est-percipi*), Theory of Knowledge.

David Hume: Impression and Idea, Theory of Knowledge, the Ideas of Necessary Relationship and Interpretation of Causality, Skepticism.

Unit- III: Immanuel Kant: Problems before Kant, Reconciliation of Empiricism and Rationalism, Copernican Revolution. Kant's System of Knowledge: Transcendental Aesthetics: Space and Time as A-priori Conditions of Perception, Transcendental Logic: Transcendental Analytic (Categories of Understanding), Transcendental Deduction (Synthesis & A-Perception), Schematism of Categories.

Unit- IV: Immanuel Kant: Types of Judgments / Propositions: Possibility of Synthetic A-priori Judgment, Introduction to Transcendental Dialectic: Paralogism, Antinomies and Ideals of Pure Reason.

Prescribed Books: -

- ✓ *Pati, R.K: History of Modern European Philosophy, P.C. Dwadash Shreni & Co. Pvt Ltd., Aligarh.*
- ✓ *Masih, Y: A Critical History of Modern Philosophy, Motilal Banarsidass Publishers, Delhi*

Reference Books: -

- ✓ *Ira Sen Gupta: A History of Western Philosophy*
- ✓ *Frank Thilly: History of Western Philosophy*
- ✓ *Hrudananda Roy, Kant: An Exposition of Critique of Pure Reason, Akash Publication, Cuttack.*

- ✓ Hrudananda Ray, *Pāśchātya Darśanara Itihasa* (Ādhunika Yuga) (Odia), Odisha Rajya Pathya Pustaka Pranayana O Prakaśana Samsthā, Pustaka Bhavan, Bhubaneswar.

E-Resource:

- ✓ https://en.wikipedia.org/wiki/Early_modern_philosophy
- ✓ https://youtu.be/A907p_cDQDo?si=Hku80gc33lcIJb4L
- ✓ <https://youtube.com/playlist?list=PLXg2akZbOGjkSVPay65NctIxJkqmFQot3v&si=DV8tCW0O9i9kwAI>

Sample Questions: 1 for Part- I Objective; Part- II Very Short Type (in 50 Words); Par-III Short Type (in 250 Words); Par-IV Long Type (in 800 Words);

Unit – I

- 1) _____ Refuted the Innate Ideas of Descartes.
- 2) What Is a Simple Idea According to Locke?
- 3) Why Locke's Theory Is Called Representational Realism?
- 4) Critically Examine the Importance of Locke's Theory of Knowledge.

Unit – II

- 1) _____ Is Regarded as the Founder & Father of Idealism.
- 2) What Is Secondary Quality According to Berkeley?
- 3) Explain the Chief Characteristics of Subjective Idealism.
- 4) What Is "Esse-Est-Percipii"? Discuss How Berkeley's Idealism Is Different From Solipsism.

Unit – III

- 1) For _____ Space and time Are Only Appearances.
- 2) Briefly Explain Space and Time According to Kant.
- 3) Why Kant Stated That Knowledge Is the Joint Venture of Sensibility?
- 4) Critically Examine Kant's Account of the Copernican View of the Revolution.

Unit- IV

Causality' According to Kant Is ____.

2) What Is the Ideal of Pure Reason?

3)What Is Kant's Paralogisms?

4) Discuss Kant's Transcendental Dialectical Method.

Core XII

Applied Ethics

Introduction:

This course on applied ethics delves into the real-world application of ethical theories and principles across various fields like medicine, business, technology, and politics. In such a course, students might explore case studies, engage in debates, and analyze ethical dilemmas to understand how ethical frameworks can be used to address complex issues in practical settings. Topics could range from bioethics (e.g., end-of-life care, genetic engineering) to environmental ethics (e.g., climate change, conservation), to ethical considerations in artificial intelligence and data privacy. It's a crucial subject for anyone interested in understanding how ethics shapes decision-making and behavior in today's world.

Course Outcomes:

1. Attaining a basic understanding of the philosophy behind the ethical theories.
2. Attaining the basic ability to critically explain the different ethical issues, concepts, principles, theories, etc.
3. Ability to evaluate and apply an appropriate ethical theory in the given context/situation in areas of environmental, bio-medical, business, and media ethics.

Learning Outcome:

Unit- I Students will be familiarized with the practical aspect of ethics so that they can achieve clarity and rationality concerning their decisions and actions.

Unit-II By the end of Unit 2, students will be able to value Environmental Ethics and incorporate it into their day-to-day activities to ensure sustainable development

Unit-III Students will gain awareness of Medical Ethics through issues like euthanasia, Abortion, Privacy, etc. This will help them in forming a decision considering the pros and cons of the given dilemma.

Unit-IV Students will be able to understand the value of ethics in business. They can incorporate the learning to deal with the evolving issues in the field of business such as Confidentiality, Whistleblowing, and Cyber security.

Course Components:

Unit- I: Introduction to Applied Ethics: Nature and Scope of Applied Ethics; Moral Status of Animals: All Lives are Equal, Animals Rights, Reverence for life.

Unit-II: Environmental Ethics: Anthropocentrism, Non-anthropocentrism: Bio-Centrism, Eco-centrism, Shallow and Deep Ecology;

Unit-III: Medical Ethics (Bioethics): Right to Life, Hippocratic Oath, Sanctity of Life, Euthanasia; Abortion, Surrogacy: Patient-Doctor Relationship,

Unit-IV: (a) Business Ethics- Rights and Obligations of Stake Holders, Corporate Social Responsibility; Ethics of Promotion / Advertisement; (b) Media Ethics –Anonymity and Confidentiality, Privacy, (c) Cyber-Security, Challenges of Artificial Intelligence.

Prescribed Books: -

1. *Theroux, J.P, Ethics: Theory & Practice*
2. *Singer, Peter: Practical Ethics*
3. *Singer, Peter: Animal Liberation*

Reference Books: -

- ✓ *Jagadeb, Jayanti: Bio-medical Ethics, Utkal Studies in Philosophy: M 5, Dept., of Philosophy, Utkal University.*
- ✓ *Tom Regan - Animal Rights,*

E-Resource:

- ✓ <https://youtube.com/playlist?list=PLFAD37CC113DAA688&si=34paalFF35QOOofMd>
- ✓ <https://www.egyankosh.ac.in/bitstream/123456789/82253/1/Unit-1.pdf>
- ✓ <https://youtu.be/wbIUFZ00eMI?si=jAFpFJCZEGBvHFSz>
- ✓ <https://youtu.be/ltW7KVYJ1go?si=EC0AtuO0-fvb8NMD>
- ✓ https://youtu.be/q28EnXH8pQ8?si=MJUe4_9UL23fgAxj
- ✓ <https://youtu.be/4QzBdeUQ0Dc?si=accAVhCdonBuKysp>
- ✓ <https://youtu.be/I9FOswjTSGg?si=-9GwNTRhIUtjJd84>

Sample Questions: 1 for Part- I Objective; Part- II Very Short Type (in 50 Words); Par-III Short Type (in 250 Words); Par-IV Long Type (in 800 Words)

Unit-1

1. Applied ethics otherwise called _____.
2. What is animal rights?
3. Discuss the views of different thinkers about animal rights.

4. Define what is applied ethics. What are the different branches of applied ethics?

Unit-2

1. The word Anthropos means ____?

2. what is Bio-centrism?

3. What is the difference between deep ecology and shallow ecology?

4. Discuss what is environmental ethics? What is the need for such ethics in present-day society?

Unit-3

1. Etymologically the term euthanasia means ____?

2. what is the Hippocratic oath?

3. Discuss the doctor-patient relationship.

4. Define what is medical ethics? What are the rights and obligations of healthcare professionals?

Unit-4

1. ____ is the full form of CSR?

2. What is media ethics?

3. Describe justice and honesty in business ethics.

4. Discuss what is cyber security. What are the challenges of artificial intelligence?

Core XIII

Philosophical Analysis

Introduction:

This course on philosophical analysis introduces methods and tools that analytical philosophers use to critically examine and analyze concepts, arguments, and theories. It's often foundational in philosophy programs and serves as a basis for more specialized studies in various philosophical fields.

In this course, students may explore different approaches to philosophical analysis, such as logical analysis, conceptual analysis, linguistic analysis, and argument analysis. They might also study key philosophical texts and engage in close readings and discussions to understand how philosophers have historically approached problems and constructed their arguments.

Course Outcomes:

- Ability to know the fundamental elements in the usage of language.
- Attaining knowledge of different kinds of definitions.
- Knowing the criteria of sentence meaning.
- Knowledge of different truth possibilities.
- Knowledge of theory and law and their role in explanation

Learning Outcome:

Unit-I This unit will make students' communication easy and precise without any linguistic confusion in practical life.

Unit- II This unit clarifies the relation between a word and what it means, which will make the way for the use of language clearly in real life.

Unit- III Without any vagueness, making a sentence is not an easy task. This unit is helpful for students to make meaningful sentences which is useful in practical life.

Unit-IV This unit makes a clear distinction between linguistic truth, logical truth, and practical truth. Which will shape a mind to use language appropriately.

Unit-I Word Meaning: Meaning of the word “meaning”, Ambiguity and Vagueness

Unit- II Definitions: Denotative, Connotative, and Ostensive Defining and Accompanying Characteristics, Stipulative, Reportive, and Persuasive definition.

Unit- III Sentence Meaning: Sentence and Proposition; Word Meaning and sentence meaning, Criteria of sentence meaning, Basic fathers of Senence meaning in Indian Philosophy- *Akāṅkṣā, yogyatā, Sannidhi* and *Tātparya, Anvitābhīdhāna Vāda* and *Abhīhitānvaya Vāda*.

Unit-IV Analytical Truth and Logical Possibility; Theories of Truth- correspondence, coherence, and truth as works, Theory, Law, and Explanation.

Prescribed book: -

- ✓ *John Hospers, An Introduction to Philosophical Analysis, Allied Publishers Pvt. Ltd., New Delhi.*

Reference Books: -

- ✓ *Alston: Philosophy of Language*

E-Resource:

- ✓ <https://semantics.uchicago.edu/kennedy/docs/ambivague.pdf>
- ✓ <https://plato.stanford.edu/entries/definitions/>
- ✓ <https://philarchive.org/archive/KUCLM>
- ✓ <https://plato.stanford.edu/entries/truth-correspondence/>
- ✓ <https://youtu.be/nWCI6hR9g4s?si=xgS8Z85viDy-hsfa>

Sample Questions: 1 for Part- I Objective; Part- II Very Short Type (in 50 Words); Par-III Short Type (in 250 Words); Par-IV Long Type (in 800 Words);

Unit-1

1. what is word?
2. what are the differences between natural signs and conventional signs? explain with examples.
3. Narrate the reason for the vagueness of a word.
4. what is ambiguity and how many types of ambiguity are there? Explain with proper examples.

Unit-2

- 1 what do you mean by Ostensive definition?
- 2 Give an example of a reportive definition.
- 3 what is the difference between the stipulative definition and the reportive definition?
- 4 Narrate the scope denotational definitions

Unit-3

- 1 the meaning of a sentence is called _____
- 2 what is semantic ambiguity?
- 3 Difference between proposition & sentence.
- 4 what are the criteria for a meaningful Sentence according to Indian Philosophy?

Unit IV

1. An analytic proposition is a proposition whose negation
2. what is the coherence theory of truth?
3. what is a Synthetic proposition? give 2 examples of synthetic propositions.
4. what is possibility? Discuss different types of possibilities.

Core XIV

Semester VI

Philosophy of Religion

Introduction:

This course on the philosophy of religion contains philosophical inquiry into religious beliefs and practices. It delves into questions concerning the nature, existence, and meaning of God or the divine, as well as the relationship between religion and other aspects of human experience such as morality, knowledge, and existence. In this course, students will examine various arguments for and against the existence of God, such as the cosmological argument, the teleological argument, and the problem of evil. They will also explore different conceptions of the divine across different religious traditions and philosophical perspectives, from monotheism to polytheism to non-theistic philosophies.

Course Outcomes:

- Attaining the basic knowledge of the philosophical issues, concerns, positions, and arguments concerning religion.
- Able to explain and also critically analyze the chief issues, concerns, positions, and arguments in the philosophy of religion.
- Able to critically evaluate the main philosophical positions and arguments therein to have a balanced view of religion and religious ideas.

Learning Outcome:

Unit-I Religion gives meaning and purpose to life, reinforcing social unity and stability, serving as an agent of social control of behavior, promoting physical and psychological well-being, and motivating people to work for positive social change.

Unit-II This unit gives the right to atheists to make their points against theists. It can dominate the argument on God which justifies the point of secularism given by the Indian constitution.

Unit-III Augustine Philosophy gives more important to faith over reason which makes the way to God which is a supreme authority.

Unit-IV Religion is a diverse and conflict topic. It is not an easy task to select the proper language for communication. This unit shows what is the problem in religious language by this someone can choose the proper language for religious discourse.

Course Components:

Unit-I: Introduction to Philosophy of Religion; Concept of God; Proofs for the belief in the existence of God.

Unit-II: Proofs against the belief in the existence of God; Religion and Morality.

Unit-III: the Problem of Evil: Augustinian Theodicy, Irenaean Theodicy, Process Theodicy, Reason, Revelation, and Faith.

Unit-IV: Problems of Religious Language: Cognitive and Non-Cognitive; Verification and Falsification Theory; Karma, Rebirth and Reincarnation.

Prescribed Book:-

- ✓ *Hick, John- Philosophy of Religion, Prentice-Hall of India Pvt. Ltd., New Delhi*

Reference Books:-

- ✓ *Masih, Y - Introduction to Religious Philosophy, Motilal Banarsi Dass Publishers Pvt. Ltd., Delhi*
- ✓ *Arvind Sharma- Philosophy of Religion, Rupa Publisher.*

E- Resource:

- ✓ <https://youtu.be/39t1FmBiT9w?si=aKlSoRlhp3adYe0r>
- ✓ <https://youtu.be/bqTv7gOLXXE?si=fRSypwoPSNklPc9>
- ✓ <https://iep.utm.edu/religion/#:~:text=Philosophy%20of%20religion%20is%20the,to%20the%20various%20theistic%20religions.>
- ✓ <https://www.britannica.com/topic/existence-of-God>
- ✓ <https://egyankosh.ac.in/bitstream/123456789/35477/1/Unit-2.pdf>

Sample Questions: 1 for Part- I Objective; Part- II Very Short Type (in 50 Words); Par-III Short Type (in 250 Words); Par-IV Long Type (in 800 Words);

Unit – I

1. Religion Is Derived From __ Word.
2. What Is Polytheism?
3. What Is the Concept of God In the Philosophy of Religion.?
4. What Is the Philosophy of Religion? Discuss its nature and Scope.

Unit – II

1. the Distance Between God and Man Is ___.
2. What Is Morality?
3. Discuss the Distinction Between Religion and Morality.
4. Discuss the Proof of Disbelief In the Existence of God.

Unit III

1. Evil Is Due to Misuse of ____.
2. What Is Free Will?
3. What Is the Problem of Evil?
4. Discuss the Existence of God and Evil.

Unit – IV

1. Religion Is the "Form of Life With Its Own Language Game" Is Written By ____.
2. What Is Cognitive Religious Language?
3. What Is Non-Cognitive Religious Language?
4. Explain Rebirth and Reincarnation.

Core XV

Symbolic Logic

Introduction:

This course on symbolic logic is a preliminary study of the formal systems used to represent and analyze logical reasoning. It's a foundational subject in philosophy and mathematics, providing tools for precise reasoning and argumentation. In this course, students learn about propositional logic, which deals with the logical relationships between propositions (statements). They study the syntax and semantics of propositional logic, learning how to symbolize statements using logical connectives, and how to evaluate the validity of arguments.

Course Outcomes:

- Ability to translate the arguments in ordinary language to their respective symbolic forms by the use of propositional variables and logical constants.
- Gaining knowledge of the rules of logic and their symbolic forms.
- Ability to know different types of truth functions and the distinction between valid and invalid arguments.
- ability to derive conclusions from the given set of premises
- Ability to prove the validity or the invalidity of the given argument

Learning Outcome:

Unit-I Sometimes, arguments formulated in English or any other natural language are often difficult to understand, because of the ambiguity & vagueness of the words. and to solve these difficulties, Symbolic logic is the best medium to put the arguments in a symbolic form & comprehend it very easily.

Unit- II Propositional calculus is the part of symbolic logic. In Propositional calculus, we can determine whether the given proposition is tautology or not.

Unit-III Also, there are certain truth tables, which can evaluate whether the given proposition is valid or not. & the Predicate calculus appreciates how argument involving predicates can be formalized semantically & syntactically & how these are connected.

Unit-IV In this unit, we deal with certain formulas & basic concepts prescribed by George Boole to solve algebraic problems.

Course Components:

Unit-I: Chapter- I- Introduction (Sections 1 to 4).

Chapter- II- the Calculus of Propositions (Sections 1 to 5).

Unit- II: Chapter-III - Calculus of Propositions (Sections 1 to 6).

Unit-III: Chapter-IV - Calculus of Propositions (Sections 7 to 9).

Chapter- V = the Elements of Predicate Calculus (Sections 1 to 9).

Unit-IV: Appendix (Sections: 1 to 4).

Prescribed Book: -

1. *Basson & O' Corner: Introduction to Symbolic Logic, Oxford University Press*

Reference Books: -

- ✓ *Das, Ramesh Chandra: Basics of Symbolic Logic, Utkal Studies in Philosophy-25, Centre for Advanced Study, Utkal University. Bhubaneswar.*

E-Resource:

- ✓ <https://www.encyclopedia.com/science/encyclopedias-almanacs-transcripts-and-maps/symbolic-logic-0>
- ✓ <https://youtube.com/playlist?list=PLdaynbt2YwqHqbeCCDstZwkmkwI2zdsNS&si=bKr8wbDZ8p6eWS7Z>
- ✓ https://youtu.be/7owHn2UDivw?si=gDcfKbNKF8w_sLXt
- ✓ https://en.wikipedia.org/wiki/Propositional_calculus

Sample Questions: 1 for Part- I Objective; Part- II Very Short Type (in 50 Words); Par-III Short Type (in 250 Words); Par-IV Long Type (in 800 Words);

Unit-1

1. Logic deals with-----
2. According to relation how many kinds of propositions? and what are they?
3. Distinguish between sentence and proposition.
4. What is an argument? Discuss the distinction between Deductive and Inductive arguments.

Unit-2

1. The converse of an E-proposition is -----proposition
2. What is the Ostensive definition?
3. Write ten General syllogistic Rules.

4. Explain with a diagram the meaning of the traditional square of opposition.

Unit-3

1. In which type of logic the conclusion is more general than the premises?
2. Give an example of a valid argument.
3. What is Disjunctive function? Give an example.
4. State and explain fundamental principles of logic.

Unit-4

- 1.-----tried to solve the problem of induction by an inductive syllogism.
2. Construct the truth tables for this formula and point out in this case whether the formula is tautologous, self-contradictory, or contingent.
A) $(P \supset Q) \supset (\sim Q \supset \sim P)$
B) $[(P \supset Q) \cdot (Q \supset R)] \supset (P \supset R)$
3. What is syllogism?
4. State and Explain the dictum de omni et nullo?

Core XVI

Semester VII

Upaniṣadic Philosophy_for Life: Textual Study of Isa Upaniṣad

Introduction:

This course on Upanishadic philosophy for life would introduce the profound spiritual and philosophical teachings found in the Upanishads to the students. A text, namely *Iṣā upaniṣad* is taken for study to explore the nature of reality, the self (Atman), and the ultimate reality (Brahman), offering insights into the purpose of life in the path to fulfillment of worldly and spiritual realization.

Course Outcomes:

1. Understanding of some of the basic ideas expressed in the *Iṣā upaniṣad*.
2. Understanding of the issues concerning the origin of life, the aspects of life (karma), death, and rebirth.
3. The knowledge concerning the individual self, Brahman, and the relation between self and Brahman.

Learning Outcome:

Unit-I Isaupanisad emphasizes the unity of oneness & stresses the balance of possession with knowledge, without the desire to obtain the higher goal

Unit-II Mantra 1-6 refers to the fact that everything in this world belongs to the supreme reality or Brahman. One must eradicate all his I-ness & doing selflessly all his actions instead of thinking, he is the agent of the action. & most importantly realization of the self & all human being are the manifestation of the supreme being.

Unit-III In this verse, the terms vidya & avidya have been variously interpreted here. Those who follow the path of vidya or knowledge must need proper realization within itself otherwise it will lead to greater darkness like those who follow the path of avidya. & One should know the perfection of the personality of God & his transcendental name & form.

Unit-IV We are suffering because of our past actions & desires. When We request to the lord that He leads us right path to reach near Him & free us from all of our past sins, then there will be no hindrance to our progress.

Unit-I: Introduction to *Upaniṣads*: the Term Upaniṣad, Number, Dates, and Authorship of the upaniṣad, the Upaniṣad as Vedānta, and how it is different from the Brāhmaṇa, Āraṇyaka (from Introduction Part of the Principal Upaniṣads of S. Radhakrishnan)

; Introduction and Significance of *Īśa Upaniṣad*.

Unit-II: *Īśa Upaniṣad* – Mantra 1- 6; Ethics, Karma & Rebirth of the Upaniṣad Philosophy (from Introduction Part of the Principal Upaniṣads of S. Radhakrishnan) (from Introduction Part of the Principal Upaniṣads of S. Radhakrishnan)

Unit-III: *Īśa Upaniṣad* – Mantra 7- 12; Knowledge and Ignorance in the Upaniṣad (from Introduction Part of the Principal Upaniṣads of S. Radhakrishnan)

Unit-IV: *Īśa Upaniṣad* – Mantra 13- 18, Life as Eternal (from Introduction Part of the Principal Upaniṣads of S. Radhakrishnan)

Prescribed Book:-

- ✓ *S. Radhakrishnan, the Principal Upaniṣads,*
- ✓ *Gambhiranand, Eight Upaniṣads, Īśa Upaniṣad (With the commentary of Sankarāchārya); Advaita Asrama, Calcutta.*
- ✓ *Basanta Kumar Dash, Philosophy of Isopanishad and the Gita, Gyanajuga Publication, Bhubaneswar.*

E- Recourses:

- ✓ https://en.wikipedia.org/wiki/Isha_Upanishad#:~:text=The%20Isha%20Upanishad%20is%20significant,or%20%22Deity%20Lord%22%20respectively.
- ✓ https://youtube.com/playlist?list=PLAPrVB8wngPIXT3YldJsQLLeL-l_2Vyw4G&si=N0RGVg7nVjTr7Nu7
- ✓ *Sample Questions: I for Part- I Objective; Part- II Very Short Type (in 50 Words); Par-III Short Type (in 250 Words); Par-IV Long Type (in 800 Words);*

Unit – I

1. Iṣāupaniṣad is named upon the word _____
2. What is the meaning of Upaniṣada?
3. Explain the way the Iṣāupaniṣad prescribes a living for 100 years with enjoyment, but not to be embellished with sins.
4. Describe the contention of the Iṣāupaniṣad from verses 1 to 5.

Unit – II

- (1) Paryagāt means _____ in the Iṣāupaniṣad.
- (2) Whom do all aspire for?
- (3) Explain Verse 8 of the Iṣāupaniṣad.
- (4) Elaborate on Verse 9 to 12 of the Iṣāupaniṣad.

Unit - III

1. Asnāveera means _____
2. Translate verse 7 of the Iṣā upaniṣad.
3. Explain Verse 14 of the Iṣ āupaniṣad.
4. Explain and remark on Verse 15-16 of the Iṣāupaniṣad.

Unit – IV

- 1- the adhyātma is called _____ in the Iṣāupaniṣad
- 2- What is meant by *a-karma lipyate nare?*
- 3 – Explain Briefly - Sambhūti and Asambhūti of the Iṣāupaniṣad.
- 4- State the central philosophy of the Iṣā ūpaniṣad.

Core XVII

Contemporary Indian Philosophy

Introduction:

This course on contemporary Indian philosophy would explore the diverse ranges of philosophical thoughts emerging from India in the modern and contemporary periods. This field encompasses philosophical movements and thinkers from the 19th century onwards, addressing both traditional Indian philosophical systems and their engagement with modernity and global intellectual currents. In this course, students will study the responses of Indian philosophers of modernization, as well as their reflections on topics such as identity, ethics, politics, and spirituality in the contemporary world.

Course Outcomes:

- Knowledge concerning the philosophical positions and the problems, issues, concepts, etc. dealt with by different contemporary Indian thinkers as prescribed in the course.
- Understanding of the chief current in contemporary Indian thinking and its relevance to social reality.
- The ability to compare and analyze common issues, concepts, etc., is dealt with by different thinkers to frame out one's philosophical position concerning some issue or problem.

Learning Outcome

Unit -I: Tagore's religion is based on the divinization of man and the humanization of God. While explaining the meaning of the humanization of God, he said 'Humanization of God does not merely mean that God is God of humanity but also it means that it is the God in every human being. Vivekananda Philosophy is the basis for universal peace and co-existence. It brings up a sense of socio-cultural relation in the world; and keeps the humanitarian service for living and leading a peaceful co-existence in the human society of the world.

Unit-II: Purpose of Sri Aurobindo's Philosophy is to find and serve the Divine. the Divine is not far, He is in ourselves, deep inside and above the feelings and the thoughts. With the Divine is peace and certitude and even the solution to all difficulties **Unit- III** Its fundamental objective is to create non-violence and non-exploitative property relationships. Gandhi believed that the concept of possession and accumulation of private property were the sources of violence and in contradiction with the Divine reality that all wealth belongs to all people.

Unit- IV: Radhakrishnan argued that modern education should be a synthesis of what Vedas and Upanishads call parā and aparā vidyā, that is, the study of the matters relating to the everyday lived world, and those relating to the transcendental, the infinite, whose aim is to study the nature of Self, Atman, and Brahmā.

Course Components:

Unit-I: Tagore: Nature of Religion, Reality, and God; Nature of Man (Finite, Infinite and both Finite -Infinite, Humanism.

Vivekananda: God, World and Mayā, Liberation: Ways for Liberation. Universal Religion and Practical Vedānta,

Unit-II: Sri Aurobindo: Evolution and Involution; Reality as Sacchidananda, Supermind and Gnostic Being, Triple Transformation and Integral Yoga.

Unit- III: Mahatma Gandhi: Truth, God, and Non-violence, End and Means, Satyāgraha, Social and Political Ideas, Education.

Jyotirao Phule: Critical Understanding of Caste-System

B.R. Ambedkar: Annihilation of Caste, Neo-Buddhism

Unit- IV: S. Radhakrishnan: Man, Reality and Religion, Ways of Knowing, Intellect and Intuition, Idealism.

J. Krishna Murty: Man and Nature, Human Crisis, Philosophy of Education-

Prescribed Book: -

- ✓ *B.K Lal: Contemporary Indian Philosophy MLBD, Delhi.*
- ✓ *T.M.P Mahadevan and V. Saroja: Contemporary Indian Philosophy*

Books for Reference: -

- ✓ N.K. Devaraja, *Indian Philosophy Today*
- ✓ S.K. Maitra, *An Introduction to Philosophy of Sri Aurobindo*
- ✓ G.P. Deshpande (ed.), *Selected Writings of Jotirao Phule*, Leftword books: New Delhi.
- ✓ Ambedkar, B.R. *Annihilation of caste, Navayana.*

E-Recourses:

- ✓ https://youtube.com/playlist?list=PLPaE0MzSxPePDJ_mPhmO-vLYcnrmTfEAA&si=yj_oDa71lpEsn5iP0
- ✓ <https://ebooks.inflibnet.ac.in/icp03/chapter/rabindranath-tagore/>
- ✓ <https://www.jetir.org/papers/JETIR1902540.pdf>
- ✓ <https://nowgonggirlscollege.co.in/attendance/classnotes/files/1621445021.pdf>

- ✓ <https://egyankosh.ac.in/bitstream/123456789/20647/1/Unit-12.pdf>
- ✓ <https://iep.utm.edu/radhakri/>
- ✓ https://www.raijmr.com/ijrsm/ wp-content/uploads/2020/12/IJRSML_2020_vol08_issue_8_Eng_01.pdf

Sample Questions: 1 for Part- I Objective; Part- II Very Short Type (in 50 Words); Par-III Short Type (in 250 Words); Par-IV Long Type (in 800 Words);

Unit – I

- (A) the author of '*Gitanjali*' is_____.
- (B) What is the basis of Universal Religion?
- (C) Explain the Reality and God according to R.N. Tagore.
- (D) What is Vivekananda's view on Practical Vedanta?

Unit – II

- (A) According to _ evolution is possible through involution.
- (B) What is integral yoga?
- (c) State and explain the Super Mind and *gnostic* being according to Sri Aurobindo.
- (D) Briefly explain reality as *Sacchidananda* according to Sri Aurobindo.

Unit – III

- (A) According to Gandhiji _ includes love, sacrifice, sympathy, and non-killing.
- (B) What is Jyoti Rao Phule's understanding of the caste system?
- (C) What is Neo-Buddhism?
- (D) Briefly explain and examine the concept of *satyagraha*.

Unit – IV

- (A) _____ says, "Religion is not a creed or code but an insight into reality".
- (B) Distinguish between intellect and intuition.
- (C) What is the Philosophy of Education? Discuss.
- (D) Define Radhakrishnan's idealistic view of life.

Core XVIII

Post-Kantian Philosophy - I

Course Outcomes :

1. Understanding of the philosophical methods, ideas, doctrines, etc. in the post-Kantian period of Western Philosophy.
2. Understanding of some of the metaphysical, epistemological, and ethical aspects as dealt with by the philosophers (as specified in the course).
3. Ability to compare, analyze, and evaluate the philosophical positions of the prescribed thinkers.

Learning Outcome:

Unit-I: Understand the historical development and key principles of Hegel's dialectical method.

Apply the dialectical method to analyze and synthesize philosophical concepts and historical events. Analyze Hegel's concept of Spirit (Geist) and its significance in his philosophy. Critically evaluate the coherence and validity of Hegel's Absolute Idealism in contrast with other philosophical systems. Define Bradley's distinction between appearance and reality and its significance for metaphysics and epistemology. compare and contrast Bradley's approach to appearance and reality with other philosophical perspectives, such as realism and idealism.

Unit- II: It focusses upon Bradley's idealism and Bergson's critique of materialism and mechanism in favor of a more dynamic and intuitive understanding of reality, "Creative Evolution" Define Bergson's distinction between the two sources of morality (sympathy and obligation) and religion (emotion and mysticism).

Unit-III: It explains Schopenhauer's exposition of the principle of sufficient reason and its four aspects (ground, reason, cause, and motive), criticisms of Immanuel Kant's transcendental idealism, focusing on key areas such as the nature of reality and the limits of human knowledge. It also focusses upon Schopenhauer's concept of the world as representation (idea) and its relation to his broader philosophical framework, and doctrine of the will as the fundamental aspect of reality. It also explores his pessimistic view of human existence and the world as characterized by suffering and conflict and his ethical theory, emphasizing the role of compassion and moral awareness in transcending egoism and suffering.

Unit-IV It explains Herbert Spencer's concept of the "Unknowable" as the ultimate reality beyond human understanding. It aims to increase awareness of Spencer's theory of biological evolution, including his concept of adaptation and survival of the fittest, and the evolution of the human mind, including his ideas on intelligence, consciousness, and mental faculties.

Course Components:

Unit-I: Introduction to Hegel's Philosophy: Dialectical Method, the nature of Spirit, Absolute idealism, Internalization and alienation, Ethics.

Unit- II: Introductory reading of Bradley: Concept of Appearance and Reality. Henry Bergson: the revolt against materialism, creative evolution, the two sources of morality and religion.

Unit-III: Arthur Schopenhauer: Schopenhauer's Critique of Kant, the world as idea, the World as Will: the will to live and the will to reproduce, the world as evil, Ethics

Unit-IV: Herbert Spencer: First principle – the Unknowable, Evolution- the evolution of life, the evolution of mind, the evolution of society, the evolution of morals.

Prescribed Book:-

- ✓ *D. M. Dutta, Chief Currents of Contemporary Philosophy*
- ✓ *Will Durant, the story of philosophy,*
- ✓ *Bertrand Russell, History of Western philosophy.*
- ✓ *T. Z. Lavine, From Socrates to Sartre: the Philosophic Quest,*

Reference Books:-

- ✓ *Passmore, A Hundred Years of Philosophy*

E- Recourses:

- ✓ <https://egyankosh.ac.in/bitstream/123456789/38410/1/Unit-3.pdf>
- ✓ <https://plato.stanford.edu/entries/hegel/>
- ✓ https://youtu.be/aap7_bN3_5A?si=0JF6i7DG2tHn86AK
- ✓ <https://youtu.be/lK46IeOA3v8?si=J0X2K0NCO33Mr7Su>
- ✓ <https://plato.stanford.edu/entries/bergson/>
- ✓ <https://plato.stanford.edu/entries/schopenhauer/>
- ✓ <https://youtu.be/nVms37PRLvY?si=6Eua71aSCwv-mSXe>
- ✓ <https://youtu.be/p8nHwEF436s?si=nLYod9fMi8N4BhcR>
- ✓ <https://iep.utm.edu/spencer/>

Sample Questions: 1 for Part- I Objective; Part- II Very Short Type (in 50 Words); Par-III Short Type (in 250 Words); Par-IV Long Type (in 800 Words);

Unit – I

- 1- Hegel's Idealism Is Known As _____[1]
- 2- What Is 'Being' According to Hegel? [2]
- 3- Explain Hegel's Conception of 'Geist'. [3]
- 4- Explain the Distinction Between Appearance and Reality As Per Bradley.[7]

Unit – II

- * _____ Is the Follower of Creative Evolution.
- 2- What Is Bergson's Concept of Multiplicity?
- 3- Explain Bergson's Two Sources of Morality & Religion.
- 4- Explain Bergson's Philosophy of Memory. Explain Its Various Forms.

Unit – III

- 1- Who Said 'Will to Live & Will to Reproduce'?
- 2- Explain Schopenhauer's Concept of 'World As Idea'?
- 3- What Is Schopenhauer's Notion of Moral Awareness?
- 4- Explain the Fourfold Root of the Principle of Sufficient Reason As Schopenhauer's Criticism of Kant.

Unit – IV

- 1- The author of 'First Principle' Is _____.
- 2- What Is Spencer's Concept of 'Unknowable'?
- 3- What Is Spencer's Concept of Mind?
- 4- Explain Spencer's Concept of Evolution.

Core XIX

Post-Kantian Philosophy - II

Introduction:

This course on post-Kantian philosophy would explore the philosophical developments that emerged in the wake of Immanuel Kant's critical philosophy. Kant's work, particularly his "Critique of Pure Reason," laid the groundwork for many subsequent philosophical movements by challenging traditional metaphysical assumptions and emphasizing the role of human subjectivity in shaping our understanding of reality. In such a course, students will study a range of thinkers and movements that arose in response to, or dialogue with, Kantian philosophy.

Course Outcomes:

- Understanding of some specific philosophical approaches, ideas, doctrines, etc. in the Post-Kantian period of Western Philosophy.
- Understanding of some of the metaphysical and epistemological aspects as dealt with by the philosophers (as specified in the course).
- Ability to compare, analyze, and evaluate the philosophical positions of the prescribed thinkers.

Learning Outcome

Unit-I Understand Kierkegaard's concept of despair as a fundamental aspect of the human condition. Evaluate the transitions between stages and their significance for individual development. Understand Kierkegaard's concept of truth as subjective rather than objective.

Unit- II Understand Nietzsche's critique of traditional religious and moral systems. Examine Nietzsche's concept of value creation as central to human existence Examine Nietzsche's concept of the will to power as a driving force in human behavior and creativity. Explore the role of self-fashioning in Nietzsche's vision of human excellence and fulfillment.

Unit-III Analyze James's pragmatic theory of truth and its emphasis on practical consequences. Examine James's pluralistic worldview, which emphasizes the diversity and multiplicity of human experience. Explore the practical implications of Dewey's educational philosophy for teaching practices and educational reform. Discuss the challenges and opportunities of applying Dewey's ideas to contemporary issues in science policy and political theory.

Unit-IV

Understand Whitehead's contributions to mathematics and logic, including his work on the foundations of mathematics and symbolic logic. Familiarize yourself with Whitehead's

philosophy of science, which emphasizes the importance of process, creativity, and relationality in scientific inquiry. Explore Whitehead's philosophy of education, which emphasizes the importance of cultivating creativity, curiosity, and critical thinking in students. Analyze key concepts in Whitehead's metaphysics, such as actual entities, prehensions, and the process of concrescence. Explore Whitehead's philosophy of religion, which seeks to reconcile religious experience with a scientific worldview.

Course Components:

Unit-I: Soren Kierkegaard: Kierkegaard's Analysis of Human Existence: Despair, Social Critique, and Anxiety, the "Spheres of Existence" or "Stages on Life's Way subjectivity as Truth

Unit- II: Friedrich Nietzsche: Critique of Religion and Morality, Value Creation, Nietzsche's Meta-ethical Stance and the Nature of Value Creation, Some Nietzschean Values: will to power, superman, Decadence, Aristocracy, Affirmation,

Unit-III: William James: Pragmatism, Pluralism, principles of Psychology;

John Dewey: Education, Instrumentalism, Science and Politics.

Unit-IV: Whitehead: Philosophy of Science, Philosophy of Education, Metaphysics, Religion.

Prescribed Book: -

- ✓ *D. M. Dutta, Chief Currents of Contemporary Philosophy*
- ✓ *Will Durant, the story of philosophy,*
- ✓ *Bertrand Russell, History of Western philosophy.*
- ✓ *T. Z. Lavine, From Socrates to Sartre: the Philosophic Quest, New York Bantam Books.*

Reference Books: -

- ✓ *Passmore, A Hundred Years of Philosophy.*

E- Recourses:

- ✓ https://en.wikipedia.org/wiki/Philosophy_of_S%C3%B8ren_Kierkegaard
- ✓ <https://youtu.be/D9JCwKx558o?si=V-jfEXY4wzEWrBkJ>
- ✓ https://en.wikipedia.org/wiki/Philosophy_of_Friedrich_Nietzsche
- ✓ <https://www.britannica.com/biography/Friedrich-Nietzsche/Nietzsches-mature-philosophy>
- ✓ https://youtu.be/wUFSM0f_LFc?si=ZY4-XVZ0Pdahljt
- ✓ https://youtu.be/7pc_eQ99kTI?si=O1UsIOCAnn11A4e

Sample Questions: 1 for Part- I Objective; Part- II Very Short Type (in 50 Words); Par-III Short Type (in 250 Words); Par-IV Long Type (in 800 Words);

Unit I

1. Stages of life's way related to _____.
2. What is Kierkegaard's view on Aesthetics?
3. What is the difference between faith, love, and hope according to Kierkegaard?
4. How does Kierkegaard analyze human existence?

Unit II

1. God is dead said by _____.
2. Explain the concept given by Nietzsche Freedom of Spirit
3. How does Nietzsche explain truthfulness and honesty?
4. Elaborate Nietzsche's Pluralism.

Unit III

1. Practical Utility related to _____.
2. Write the names of three pragmatist philosophers.
3. What is Pluralism by William James?
4. Elaborate on William James' principle of Psychology.

Unit IV

1. Process philosophy is given by whom?
2. What is Mathematics and Logic according to Whitehead?
3. Difference between the philosophy of Science, and the Philosophy of Education according to Whitehead.
4. Elaborate Metaphysics & Religion of Whitehead.

Core XX

Semester VIII

Existentialism and Phenomenology

Introduction:

This course on existentialism and phenomenology is a preliminary study of two influential philosophical movements of the 20th century that focus on human existence, experience, and consciousness. By studying existentialism and phenomenology, students gain insights into fundamental questions about human existence, subjectivity, and meaning, while also developing critical thinking skills and an appreciation for the diversity of philosophical approaches to these issues.

Course Outcomes:

1. Knowledge of the problems concerning existence and the position/stand taken in existentialism;
2. Understanding of different concepts as dealt with by thinkers (as specified in the course) in existentialism and phenomenology.
3. Ability to compare, analyze, and evaluate the existentialist positions of the thinkers.

Learning Outcome:

Unit-I: Students will understand the phenomenological method developed by Husserl, including the process of bracketing or epoché, which involves suspending presuppositions and judgments about the world. Examine Husserl's theory of essences, which posits that essences are the invariant features that define the identity of a given phenomenon. Explore the implications of Husserl's rejection of psychologism for his phenomenological approach to philosophy and science.

Unit- II: Students will understand Husserl's concept of intentionality as the directedness of consciousness towards objects. Examine Husserl's notion of the life-world (Lebenswelt) as the pre-theoretical, intersubjective horizon of everyday experience. Analyze the relationship between noema and noesis in Husserl's account of intentionality and its role in the constitution of meaning. Examine Husserl's approach to ethics within the framework of phenomenology.

Unit-III: Students will understand Heidegger's approach to phenomenology, which he develops in dialogue with Husserl's method. Examine Heidegger's concept of Dasein, which he defines as the being. Understand Heidegger's understanding of being as a process or event

rather than a static substance. Examine Heidegger's account of human existence as being in the world, which emphasizes the inseparability of self and world. Understand Heidegger's concept of temporality (Zeitlichkeit) as the horizon within which Dasein's existence unfolds.

Unit-IV: Students will understand Sartre's adaptation of the phenomenological method, which he employs to analyze the structures of human consciousness and existence. Examine Sartre's magnum opus, "Being and Nothingness," which provides a comprehensive account of his existential philosophy. Understand Sartre's concept of radical freedom, which he famously summarizes as "existence precedes essence." Examine Sartre's concept of bad faith, which refers to the self-deceptive strategies individuals employ to evade their freedom and responsibility.

Course Components:

Unit-I: Husserl's Phenomenology: Method, Theory of Essences, Critique of Psychologism.

Unit- II: Husserl's Phenomenology: Intentionality, Life-world, noema and noesis, Ethics.

Unit-III: Heidegger: Phenomenological Method, the CONCEPT of BEING (DASEIN), the Process of Being, Man as Being in the World.

Unit-IV: J.P. Sartre: Phenomenological Method, Being and Nothingness, Freedom, Bad Faith.

Prescribed Book:-

- ✓ *Dermot Moran, Introduction to Phenomenology, Routledge.*
- ✓ *M. K. Bhadra, A Critical Survey of Phenomenology and Existentialism, ICPR and Allied Publishers.*

Reference Books:-

- ✓ *Dan Zahavi, Phenomenology: the Basics, Routledge.*
- ✓ *T. Z. Lavine, From Socrates to Sartre: the Philosophic Quest,*
- ✓ *J. N. Mohanty, the Philosophy of Edmund Husserl: A Historical Development, Yale University Press.*

E- Recourses: -

- ✓ <https://youtu.be/ePQIagmcCXc?si=W0DPSlcywHv7BdGU>
- ✓ <https://plato.stanford.edu/entries/phenomenology/>
- ✓ <https://youtu.be/IvA9FxsM9G8?si=KVogC3UquvsxG7bK>
- ✓ <https://iep.utm.edu/heidegge/#:~:text=%E2%80%9CPhenomenology%2C%E2%80%9D%20he%20says%2C,indirectly%20through%20some%20existing%20entity.>
- ✓ <https://youtu.be/fZiD9g1Wf1M?si=QviQdm1XfWQk0-a0>
- ✓ <https://www.jstor.org/stable/44652903>

Sample Questions: 1 for Part- I Objective; Part- II Very Short Type (in 50 Words); Par-III Short Type (in 250 Words); Par-IV Long Type (in 800 Words);

Unit-I

- A) For Husserl, _____ Is Called the Essence of Life?
- B) Give An Example of Essence.
- C) What Is the Essence According to Husserl?
- D) What Are the Main Ideas of Edmund Husserl's Phenomenology?

Unit- II

- A) The Word Noema derives from the Greek Word _____.
- B) Give two examples of Noema.
- C) What is the Noesis thought Process?
- D) What is the Ethics of Husserl's Phenomenology?

Unit-III

- A) Dasein is a German word which means _____.
- B) Write any Famous line by Martin Heidegger.
- C) What is the Dasein Principle?
- D) What is the main idea of Heidegger?

Unit-IV

- A) _____ is the Phenomenological Text written by Sartre.
- B) What is the Concept of Bad Faith?
- C) What is Freedom For Sartre?
- D) Critically explain Being and Nothingness in Sartre's Philosophy.

Core XXI

Linguistic & Analytic Philosophy

Introduction:

This course on linguistic and analytic philosophy would discuss the philosophical movements that emerged in the 20th century, primarily in the English-speaking world, and which focused on the analysis of language and the clarification of concepts. This course on Philosophical Methods would likely delve into various approaches, techniques, and frameworks that philosophers use to analyze, understand, and evaluate concepts, arguments, and theories.

Course Outcomes :

1. Knowledge of the problems and positions taken in Analytic Philosophy (with reference to the philosophers in the course).
2. Analysis and evaluation of the different linguistic concepts.
Developing an understanding of the relationship between language and reality

Learning Outcome

Unit-I: It gives us a clear-cut view of Frege's thoughts on idealism and sense and reference.

Unit- II: It gives the Russell's thought in a scientific manner

Unit-III: This unit clarifies the dogmas regarding metaphysics that are going on in the common mind.

Unit-IV: Wittgenstein gives a practical way of living in a society without any prejudices and dogmas.

Course Components:

Unit-I: G. Frege: On Sense and Reference. G.E. Moor: Refutation of Idealism: Defense of Commonsense, Proof of the External World

Unit- II: Russell: Logical Atomism, Logical Constructions, Incomplete Symbols.

Unit-III: A. J. Ayer: Rejection of Metaphysics; Verification Theory and Meaning; Linguistic Theory of Necessary Propositions.

Unit-IV: Wittgenstein: Picture Theory of Meaning; Saying and Showing; Meaning and Use; Language Games; Critique of Private Language.

Prescribed Book: -

- ✓ *Alexander Miller, Philosophy of Language, Routledge, 1998.*
- ✓ *A. P. Martinich (ed.) The Philosophy of Language, Oxford University Press, 1990.*
- ✓ *R.C. Pradhan, Recent Developments in Analytic Philosophy, ICPR, 2001.*

Reference Books: -

- ✓ *Robert R. Ammerman (ed.), Classics of Analytic Philosophy, Tata Mc Graw-Hill, 1965.*
- ✓ *P.K. Mohapatra and S.C. Panigrahi (ed.), Perspective in Analytic Philosophy, Cuttak, 1992.*

E- Recourses:

- ✓ <https://www.jstor.org/stable/2181485>
- ✓ https://youtu.be/Moo18_vbYIA?si=KVkm7DKm82KDLOiL
- ✓ <https://youtu.be/1QRwn4kJFr0?si=fmxK-UWDdPQjBP-4>
- ✓ <https://plato.stanford.edu/entries/moore/>
- ✓ <https://youtu.be/crMkssn252k?si=PRwlr1xGvSBUBO-y>
- ✓ <https://plato.stanford.edu/entries/logical-atomism/>
- ✓ https://youtu.be/RNCSzSbgp0I?si=AaWUz2q8o_gX_foV
- ✓ <https://plato.stanford.edu/entries/ayer/>
- ✓ https://youtube.com/playlist?list=PLxYDMSdfTAgr7sBdkYHLsJZjAY_kNi9ZT&si=xONfSpVWQPTz2CqU
- ✓ <https://plato.stanford.edu/entries/wittgenstein/>

Sample Questions: 1 for Part- I Objective; Part- II Very Short Type (in 50 Words); Par-III Short Type (in 250 Words); Par-IV Long Type (in 800 Words);

Unit – I

- 1-In the Philosophy of Language _____ made the distinction between sense and reference.
- 2- What is the refutation of idealism?
3. Examine the argument given by G.E. Moore in defense of commonsense and give two examples of it.
4. Give an exposition of Frege on Sense and Reference.

Unit – II

1. Logical Atomism started in _____ Century.
2. What is Logical Construction?
3. What is an Incomplete Symbol and give an example of it?
4. Critically examine Logical Atomism with examples.

Unit – III

1. Logical Positivism was started from _____.
2. What is the definition of linguistic theory of necessary propositions?
3. Define the verification theory of meaning.
4. Why did A.J. Ayer reject metaphysics?

Unit – IV

1. _____ wrote *Tractatus -Logico- Philosophicus*.
2. What Is a *Language Game*?
3. Critically examine the idea of private language and private sensation.
4. Give a brief exposition of the *Picture Theory of Meaning*.

Core XXII

Meta-Ethics

Introduction:

This course on meta-ethics will give a preliminary Idea on the fundamental issues of the nature, status, and meaning of ethical language and judgments. The course would begin with an overview of meta-ethical questions. In this course, students would be engaged with some key figures in meta-ethics, analyze philosophical arguments, and participate in discussions to deepen their understanding of the complexities of ethical discourse and inquiry.

Course Outcomes:

1. Understanding of the fundamental questions on the assumptions relating to moral beliefs and practices.
2. Understanding of the significance of various moral concepts and judgments.
3. Ability to provide a basis for the justification of moral judgments.

Learning Outcome:

Unit-I: Meta Ethics tries to find out what counts as right and wrong while applied ethics aims at further defining what is right and wrong according to our individual preferences (or society's conventional values). Metaethics does not directly apply to any particular situation and can be used with any branch of ethics.

Unit- II: Ethical cognitivists hold that ethical sentences do express propositions: that they can be true or false.

Unit-III: Ethical non-cognitivism claims that prescriptions have a different nature than descriptive sentences; they have no truth values, they do not describe anything, and they have a different illocutionary role

Unit-IV: Supernaturalism, also called the divine command theory, says that moral judgments describe God's will. Calling something "good" means that God desires it. Ethics is based on religion. The Ten Commandments are from the Old Testament; they express God's will and the moral rules

Course Components:

Unit-I: Ethics; Types of Ethics; Introduction to Meta-Ethics, Moral Epistemology, Moral Psychology.

Unit- II: Ethical Cognitivism: Moral Realism: Ethical Naturalism and Ethical Non-Naturalism; Moral Anti-Realism: Moral Subjectivism; Moral Relativism,

Unit-III: Ethical Non-Cognitivism: Emotivism, Quasi Realism, Universal Prescriptivism.

Unit-IV: Error Theory, Expressivism, Moral Supernaturalism, Moral Constructivism.

Prescribed Book:-

- ✓ *Andrew Fisher, Metaethics: An Introduction, Acumen Pub Ltd, 2011*
- ✓ *H.L., McCloskey, Meta, and Normative Ethics. the Hague: MartinusNijhof, 1969.*
- ✓ *Fisher, Andrew. Metaethics: An Introduction. New York: Routledge, 2011.*
- ✓ *Mark Schroeder, Noncognitivism In Ethics. New York: Routledge, 2010.*

Reference Books:-

- ✓ *David Copp (ed), the Oxford Handbook of Ethical Theory, edited by. New York: Oxford University Press, 2006.*
- ✓ *Alexander Miller, An Introduction to Contemporary Metaethics, Cambridge: Polity Press, 2003*

E- Recourses

- ✓ <https://youtu.be/fctf9m52Jfg?si=A0aIWQ7rgK6vNk4N>
- ✓ <https://en.wikipedia.org/wiki/Ethics>
- ✓ <https://youtu.be/beTFkIGwF2c?si=yNuTx2ntgod49BDC>
- ✓ <https://egyankosh.ac.in/bitstream/123456789/81083/1/Unit-10.pdf>
- ✓ <https://egyankosh.ac.in/bitstream/123456789/81082/1/Block-3.pdf>
- ✓ <https://youtu.be/beTFkIGwF2c?si=SgwjaPr9uGpYzTxB>
- ✓ <https://www.jstor.org/stable/43820798>
- ✓ https://youtu.be/ycfRRJkJLA?si=5QdX5BE-Dy_BdCGR

Sample Questions: 1 for Part- I Objective; Part- II Very Short Type (in 50 Words); Par-III Short Type (in 250 Words); Par-IV Long Type (in 800 Words);

Unit I

1. Meta ethics focuses upon _____
2. Give a brief definition of meta ethics.
3. What is the difference between ethics & meta-ethics?
4. What are the differences & similarities between moral epistemology and moral psychology?

Unit II

1. Ethical naturalism explains ethical concepts in terms of _____.
2. What is Moral Relativism?
3. Explain the difference between Ethical Naturalism and Ethical Non-Naturalism.
4. Discuss the Divine command theory given by St. Augustine.

Unit III

1. Emotivism is developed by _____
2. What is Quasi Realism?
3. What is the difference between quasi-realism and Emotivism?
4. What is the significance of prescriptivism in moral philosophy?

Unit IV

1. Who introduced error theory?
2. What is an example of expressivism?
3. What is the idea of supernaturalism? Discuss briefly.
4. What is moral constructivism? Discuss its significance in moral development.

Core XXIII

Symbolic Logic: Quantification Theory

Introduction:

This course on Symbolic Logic: Quantification Theory will provide a preliminary formal study of logical quantifiers and their role in expressing general statements about objects within a domain. It shall help explore applications of quantification theory in various fields, such as mathematics, computer science, linguistics, and philosophy. This could involve discussing how quantification theory is used to formalize mathematical proofs, analyze programming languages, or express statements about the semantics of natural language.

Course Outcomes :

1. Ability to translate arguments to their respective symbolic forms in propositional logic.
2. Ability to translate A, E, I, and O propositions by the use of quantifiers
3. Ability to prove the validity of arguments.
4. Ability to derive the required conclusion from the given propositions in propositional logic and Quantification theory.

Learning Outcome:

Unit-I

Define singular propositions as statements that refer to specific individuals or objects. Define general propositions as statements that apply universally or conditionally to classes of objects or individuals. Define validity as a property of deductive arguments where the conclusion necessarily follows from the premises. identify different methods for proving the validity of deductive arguments, including truth tables, formal proofs, and logical equivalences. Introduce preliminary quantification rules for manipulating quantified propositions, including rules for negating quantifiers, distributing quantifiers over logical connectives, and instantiating quantifiers.

Unit- II

Distinguish between valid and invalid arguments, recognizing that an invalid argument can have true premises and a false conclusion. Identify different methods for proving the invalidity of deductive arguments, including counterexamples, truth tables, and

formal proofs by contradiction. Define multiply-general propositions as statements that involve multiple quantifiers, such as propositions that contain both universal (\forall) and existential (\exists) quantifiers. Introduce quantification rules specifically tailored for multiply-general propositions, including rules for nested quantifiers, mixed quantifiers, and multiple quantifiers in the same proposition.

Unit-III

Apply the universal instantiation rule to instantiate universal quantifiers (\forall) with specific individuals or objects. Apply the existential generalization rule to introduce existential quantifiers (\exists) and assert the existence of objects satisfying certain conditions. Apply the existential instantiation rule to instantiate existential quantifiers (\exists) with specific individuals or objects. Apply the universal generalization rule to generalize from specific instances to universal claims.

Unit-IV

Apply techniques for recognizing fallacies and avoiding invalid reasoning in logical analysis. Understand the role of counterexamples in proving invalidity. Identify examples of logical truths involving quantifiers, such as tautologies involving universal quantification (\forall) and existential quantification (\exists).

Course Components:

Unit-I: Singular Propositions and General Propositions; Proving Validity; Preliminary Quantification Rules.

Unit- II: Proving Invalidity; Multiply-General Propositions.

Unit-III: Quantification Rules: Universal Instantiation; Existential Generalization; Existential Instantiation; Universal Generalization.

Unit-IV: More on Proving Invalidity; Logical Truths Involving Quantifiers

Prescribed Book: -

✓ *Irving M. Copi, Symbolic Logic, 5th Ed. Prentice Hall of India. New Delhi.*

Reference Books: -

✓ *Patric Suppes, Introduction to Logic, Affiliated East-West Press Pvt., Ltd. New Delhi.*

✓ *Irving M. Copi, Carl Cohen, and Kenneth Mc Mahon, Introduction to Logic, Person Publication, Delhi.*

✓ *M.L. Ahuja, Perspectives of World Religions*

E- Recourses

- ✓ <https://www.jstor.org/stable/2251963>
- ✓ <https://youtu.be/GBGOkO9x8LA?si=FoGbqF9UaHgKp3mK>
- ✓ <https://egyankosh.ac.in/bitstream/123456789/34852/1/Unit-3.pdf>
- ✓ https://youtu.be/83stYALTuT8?si=Nx1WKL0-FpyNu_gk
- ✓ https://youtu.be/zMtToQelLN8?si=frmuP8zRcsA_zSVV
- ✓ <https://egyankosh.ac.in/bitstream/123456789/34851/1/Unit-2.pdf>
- ✓ <https://youtu.be/UN6Hd4UlrnM?si=VKYn0OFLJPc6yMeg>
- ✓ <https://egyankosh.ac.in/bitstream/123456789/34854/1/Unit-4.pdf>

Sample Questions: 1 for Part- I Objective; Part- II Very Short Type (in 50 Words); Par-III Short Type (in 250 Words); Par-IV Long Type (in 800 Words);

Unit I

1. (x)Fx is a ____.
2. What is a General proposition?
3. What is the validity of an argument?
4. Explain all the Rules of Quantification.

Unit II

1. There are ____ rules of Quantification.
2. What is a multiply general proposition?
3. What is Existential generalization?
4. Prove the invalidity of the following, in each case using the suggested notation:
 - *1. All anarchists are bearded. All communists are bearded. Therefore all anarchists are communists. (Ax, Bx, Cx)
 - 2. No diplomats are extremists. Some fanatics are extremists. Therefore some diplomats are not fanatics. (Dx, Ex, Fx)
 - 3. All generals are handsome. Some intellectuals are handsome. Therefore some generals are intellectuals. (Gx, Hx, Ix)

Unit III

1. When a universal proposition is derived from a Universal truth function is called ____
2. What is instantiation?
3. What is Existential Generalization?

4. What is Universal generalization?

Unit IV

1. Some journalists are not kibitzers. Some kibitzers are not lucky. Therefore, some journalists are not lucky. (Jx, Kx, Lx) Symbolize the above

2. Some politicians are leaders. Some leaders are not orators. Therefore, some orators are not politicians. (Px, Lx, Ox)

None but the brave deserves the fair. Every soldier is brave. Therefore, none but soldiers deserve the fair. (Dx: x deserves the fair; Bx: x is brave; Sx: x is a soldier)

Symbolize the above

3. Proof the Validity of no 1 question.

4. Proof the invalidity of no 2 question.

Model Curriculum for Three/Four Year
Degree Course (With Multiple Entry /Exit
Option)
Based on NEP-2020

Education



Odisha State Higher Education Council, Bhubaneswar

Government of Odisha

Semester	Subjects
I	Core I - Philosophical Foundations of Education
	Core II- Psychological Foundations of Education
II	Core III- Sociology of Education
	Core IV - Pedagogical Perspectives in Education
III	Core V- Assessment and Evaluation in Education
	Core VI- Historical Bases of Indian Education
	Core VII- Educational Thinkers of Modern India
IV	Core VIII- Early Childhood Care and Education
	Core IX- Trends, Policies and Practices in Education
	Core X- ICT in Education
V	Core XI- Pedagogy of Odia or Pedagogy of English
	Core XII- Pedagogy of Social Science (History, Political Science and Geography or Pedagogy of mathematics
	Core XIII- Pedagogy of mathematics
VI	Core XIV- Knowledge and Curriculum
	Core XV- Community Engagement and Services
VII	Core XVI- Educational Management and Leadership
	Core XVII- Fundamentals of Educational Research
	Core XVIII- Statistics in Education
	Core XIX- Guidance and Counselling in Education
VIII	Core XX- Art and Craft Education
	Core XXI- Inclusive Education
	Core XXII- Teacher Education
	Core XXIII- Computer applications in teaching learning

Programme Outcomes

- To prepare the students for a career in Education.
- To prepare the students for Higher Education and Research in Education.
- To develop a conceptual understanding of the subject and to develop an inquisitiveness in the subject.
- To enable the student to acquire basic skills necessary to understand the subject and to master the skills to handle equipment's utilized to learn the subject.
- To generally promote wider reading on the subject and allied inter disciplinary subject.

Semester-I

Core I

Philosophical Foundations of Education

Course Outcomes (COs):

On completion of the course, the students will be able to:

- To understand the philosophical foundation of education as a discipline under the faculty of the Liberal Arts and Social Science.
- To understand various schools of thought, to develop ability to distinguish one from the other and critically analyze each school of thought.
- To understand the basic Indian schools of thought.
- To develop the ability to relate the philosophical foundation with educational practices.

UNIT-I: Education in Philosophical Perspective

Learning Outcomes

- ✓ *Understand concept of education along with individual and social aims.*
- ✓ *Explain relationship between Philosophy and education.*
- ✓ *Relate the functions of philosophy in our life.*
- Concept of Education, Narrower and broader concept of education.
- Concept of Lifelong Education. Individual and Social Aims of Education.
- Meaning and nature of philosophy of education. Branches of Philosophy- Metaphysics, Epistemology and Axiology, and its educational implications.
- Functions of Philosophy in relation to education.

UNIT-II: Western Schools of Philosophy and their Educational Implications

Learning Outcomes

- ✓ *Describe the nature of schools of philosophy and its branches.*
- ✓ *Understand Western Schools of Philosophy and their Implications to the current system of education.*
- Idealism with reference to: Aims of Education, Curriculum, Methods of Teaching, Role of Teacher, Discipline.
- Naturalism with reference to: Aims of Education, Curriculum, Methods of Teaching, Role of Teacher, Discipline
- Pragmatism with reference to: Aims of Education, Curriculum, Methods of Teaching, Role of Teacher, Discipline

- Existentialism with reference to: Aims of Education, Curriculum, Methods of Teaching, Role of Teacher, Discipline.

UNIT-III: Indian Schools of Philosophy and their Educational Implications

Learning Outcomes

- ✓ *Understand Indian Schools of Philosophy and their Implications to the current system of education.*
- ✓ *Compare and contrast Indian and Western philosophies of education.*
- Common Characteristics of Indian Philosophy with reference to Metaphysics, Epistemology, Axiology, Orthodox and Heterodox
- Sankhya, Vedanta, Buddhism, Jainism with reference to: Philosophical doctrines, Aims of education, Curriculum, Methods of Teaching, Role of Teacher

UNIT-IV: Contributions of Great Educational Thinkers

Learning Outcomes

- ✓ *Critically examine contributions of great thinkers to the field of education and its reflections in curriculum at school and higher education.*
- Contributions of Western thinkers: Plato and Aristotle with reference to their philosophical orientation, aims of education, method of teaching, role of teacher.
- Rousseau and John Dewey with reference to their philosophical orientation, aims of education, method of teaching, role of teacher.
- Paulo Freire and Ivan Illich with reference to their philosophical orientation, with reference to their philosophical orientation, aims of education, method of teaching, role of teacher and student.

Mode of Course Transaction: Seminar, Team Teaching, Dialogue, Peer-Teaching, Peer Group Discussion, Collaborative and Cooperative Learning, Field Trip, Concept Mapping, Lecture Method, Self-Learning.

Practicum: 30 Marks (Any one of the following)

- 1) Field visit to a seat of learning/educational institute in the locality and prepare report and submission.
- 2) Presentation (through PPT) of a paper in Department level seminar on any topic from the above course and submit full paper along with handout of PPT.
- 3) Appraisal of aims of education and curriculum proposed by one of the educational thinkers in the present socio-cultural context of India and submit the report.

(N.B.: The report will be evaluated by both internal and external examiners)

Text Books:

- ✓ *Safaya, R.N. & Shaida, B.D. (2010). Modern Theory and Principles of Education. New Delhi: Dhanpatrai Publishing Company Pvt. Ltd. Nayak, B.K. (2018).*

- ✓ Ravi, Samuel. S. (2015). *A Comprehensive Study of Education*. Delhi: PHI Learning Pvt. Ltd.
- ✓ Taneja, V.R. (2000). *Educational thought and practice*. New Delhi: Sterling Publishers Pvt. Limited.
- ✓ Aggrawal, J.C. (2013). *Theory and principle of education*. New Delhi: Vikash Publishing House Pvt. Ltd.

Suggested Books:

- ✓ Anand, C.L. et.al. (1983). *Teacher and education in emerging in Indian society*, New Delhi: NCERT. Brubacher, John.S.(1969). *Modern philosophies of education*. New York: McGraw Hill Co.
- ✓ Clarke, P. (2001). *Teaching and learning: The Culture of pedagogy*. New Delhi: Sage Publication.
- ✓ Dash, B.N. (2011) *Foundation of education*, New Delhi; Kalyani Publishers.
- ✓ Dewey, J. (1916/1977). *Democracy and education*. New York: MacMillan.
- ✓ Dewey, J. (1956). *The Child and the curriculum, school and society*. Chicago, Illinois: University of Chicago Press.
- ✓ Dewey, John (1997). *Experience and education*. New York: Touchstone.
- ✓ Ganesh, K. &Thakkar, U.(Ed.) (2005).*Culture and making of identity in India*. New Delhi: Sage Publications.
- ✓ Govt. of India (1986/'92). *National policy on education*. New Delhi: MHRD.
- ✓ Krishnamurthy, J. (1953). *Education and significance of life*. New Delhi: B.I. Publications
- ✓ Kumar Krishna (1996). *Learning from conflict*. New Delhi: Orient Longman.
- ✓ Ministry of Education (1966).*Education and national development*. New Delhi: Ministry of Education, Government of India.
- ✓ Ministry of Education, Govt. of India (2020).*National education policy 2020*.
- ✓ Mishra, A. D. (nd). *Mahatma Gandhi on Education*.Vikas Publishing
- ✓ Ornstein, Allan C. & Levine, Daniel, U. (1989). *Foundations of education (4th Ed.)*. Boston: Houghton MifflinCo.
- ✓ Pathak, R. P. (2012). *Philosophical and sociological principles of education*. Delhi: Pearson. Pathak, A. (2002). *Social implications of schooling*. New Delhi: Rainbow Publishers.
- ✓ Peters, R.S. (1967). *The Concept of education*. London: RoutledgeKegan& Paul. Radhakrishnan, S. *Indian philosophy Vol. I and Vol. II*
- ✓ Ross, J. S. (1981). *Ground work of educational theory*. Delhi: Oxford University Press Rusk, Robert R., *Philosophical bases of education*, London: Oxford University Press.
- ✓ Salamatullah, (1979).*Education in social context*. New Delhi: NCERT.
- ✓ Srinivas, M.N., (1986). *Social changes in modern India*. Bombay: Allied Publishers.
- ✓ Wingo, G. M. (1975). *Philosophies of education*. New Delhi: Sterling Publisher Pvt. Limited.

Core II

Psychological Foundations of Education

Course Outcomes (COs):

On completion of the course, the students will be able to:

- Understand the concept of educational psychology
- Know different methods of educational psychology to understand learners
- Explain the different stages of growth and development

UNIT-I: Educational Psychology in Developmental Perspective

Learning Outcome

- ✓ *Explain concept of educational psychology and its relationship with psychology.*
- ✓ *Describe various methods to understand learners.*
- ✓ *Understand concepts of growth and development of child and adolescence, and underlined general principles of growth and development.*
- ✓ *Describe the typical characteristics of growth and development during childhood and adolescence.*
- ✓ *Explain theory of cognitive development and its educational implications.*
- Concept, nature, scope and relevance of educational psychology.
- Methods to understand learners: Observation, Experimentation and Case Study.
- Concept and difference between growth and development. Principles of growth and development.
- Characteristics of development during childhood and adolescence in different areas: Physical, Cognitive, Social and Emotional.

UNIT-II: Intelligence, Creativity and Individual difference

Learning Outcome

- ✓ *State different forms and characteristics of individual differences and the ways of meeting the classroom issues arising out of the differences.*
- ✓ *Understand concept and nature of intelligence.*
- ✓ *Develop insight into the theories and measurement of intelligence and creativity.*
- Individual difference: concept, nature, factors and role of education
- Intelligence: concept and nature of intelligence, concept of IQ, theories of intelligence- Two factor theories, Guildford's structure of intelligence (SI) model, Gardner's multiple theory of intelligence.

- Measurement of intelligence: individual and group test, verbal, non-verbal test
- Creativity: meaning, nature and stages of creative thinking, strategies for fostering creativity

UNIT-III: Learning and Motivation

Learning Outcome

- ✓ *Develop critical ideas on various theories of learning and processes of learning with their educational implications.*
- ✓ *Explain concept of motivation and theories of personality.*
- Learning: Concept, nature and factors of learning.
- Learning and Maturation. Factors affecting learning.
- Theories of learning and its educational implications: Classical conditioning, operant conditioning, insightful learning and constructivist approach to learning.
- Motivation: concepts, types, and techniques of motivation.

UNIT-IV: Personality and Mental health

Learning Outcome

- ✓ Critically examine relevance of learning about mental health, and adjustment mechanisms.
- List of characteristics of individual differences
- Find out the concept of intelligence
- Examine the relevance of learning about mental health and adjustment mechanism
- Personality: Concept and nature of personality. Relevance of studying personality for learning.
- Theories of personality: Type theory and Trait theory with implications. Assessment of personality: Subjective, objective and projective techniques.
- Mental health: Concept, mental health of teacher, factors affecting mental health and role of teacher.
- Adjustment mechanism: Concept and Types.

Sample Question

1. What is behavior? [1 mark]
2. Mention any two educational implications of case study. [2 Marks] [Within 50 Words]
3. Describe the steps of creativity. [3 Marks] [Within 300 words]
4. Explain the factors affecting mental health of the learner? [8 marks]
[Within 500 to 800 words]

Practicum: 30 Marks (Any one of the following)

- 1) Administration and interpretation of any psychological test relating to intelligence, creativity, and personality and preparation of a report and submission.
- 2) Case Study of a problem child / a slow learner/ a disadvantaged child and preparation and submission of report.
- 3) Analysis of the common behavioral problems observed in the classroom. Suggesting

the ways to address them, Preparation and submission of report.

(N.B.: The report will be evaluated by both the Internal and External examiners.)

Mode of Course Transaction:

Seminar, Team Teaching, Dialogue, Peer-Teaching, Peer Group Discussion, Collaborative and Cooperative Learning, Field Trip, Concept Mapping, Lecture Method, Self-Learning.

Text books:

- ✓ Aggarwal, J.C. (2014). *Essentials of Educational Psychology*. New Delhi: Vikas Publishing House Pvt Ltd.
- ✓ Chauhan, S.S. (1978). *Advanced educational psychology*. New Delhi: Vikas Publishing House Pvt. Ltd.
- ✓ Mangal, S.K. (2002). *Advanced educational psychology*. New Delhi: Prentice Hall of India.
- ✓ Woolfolk, A. (2015). *Educational psychology (9th Ed.)*. New Delhi: Pearson Publication

Suggested books:

- ✓ Arnett, J. (2007). *Adolescence and emerging adulthood: A cultural approach*. (3rd Edn.). Upper Saddle River, N.J.: Pearson.
- ✓ Berk, Laura E. (2011). *Child development (9th Edn.)*. New Delhi: Prentice Hall of India.
- ✓ Chaube S.P. & Chaube A. (nd). *Foundations of Education, 2nd Edition* Vikas Publishing
- ✓ Flavell, J.H. (1963). *The developmental psychology of Jean Piaget*. New York: Van Nostrand
- ✓ Hurlock, E. B. (1980). *Developmental psychology: All span approach*. New York: McGraw Hill Book.
- ✓ Hurlock, E.B. (1980). *Child development (6th Edn.)*. Tokyo: McGraw-Hill, Kogakusha Ltd.
- ✓ Hurlock, E.B. (2007). *Child growth and development*. New York: McGraw Hill.
- ✓ Kail, Robert V (2011). *Children and their development (6th Edition)*. Englewood Cliffs, N.J: Prentice Hall.
- ✓ Stephens, J. M.; Evans, E. D. (1973). *Development and classroom learning: An introduction to educational psychology*. New York: Holt, Rinehart and Winston

Semester-II

Core III

Sociology of Education

Course Outcomes (COs):

On completion of the course, the students will be able to:

- Know the concept of educational sociology with its nature, scope and importance.
- Understand the social process
- Analyse the functions of different agencies of education for socialization of children.
- Describe the role of different agencies of education
- Find out the linkage between education and modernization
- Understand the concept of equality and equity

UNIT 1: Concept and approaches to sociology of education

Learning Outcomes

- ✓ Understand concept of educational sociology along with its nature, scope and importance.
- ✓ Explain relationship between Education and Sociology.
- Concept, nature, scope and importance of Sociology of education.
- Relationship between education and sociology.
- Understanding the evolution of sociology of education as a discipline.
- Sociological theories; functionalism, conflict theory, interactionism and post modernism.
- Thought of Antonio Gramsci and Pierre Bourdieu

UNIT II: Education and social system

Learning Outcomes

- ✓ *Relate the functions of different agencies of education for socialization of children.*
- ✓ *Describe the different agencies of education and their functions*
- Agencies of education (Family, School, Society, Mass media and State) – its Importance and functions
- Understanding education as a factor of social stratification and social mobility.
- Socialization: concept and theories of socialization (theory of G.H.Mead, Cooley's theory of the looking-glass self, Durkheim's theory of collective representation);

UNIT III Education, Social change and Modernization

Learning Outcomes

- ✓ *Describe the role of education in modernization and globalization*
- Concept, Factors and theories of Social Change, Education as an instrument of social change and social control.
- Modernization; Concept and attributes, Education for accelerating the process of modernization.
- Concept of globalization and its impact on education.

Unit IV: Social group and their educational implications

Learning Outcomes

- ✓ Describe the function of education to ensure equality and equity
- ✓ Explain the process of equalization of educational opportunity and the steps taken towards its attainment
- Concept of equality, equity and inclusion: its educational implication
- Educational Opportunity and Participation in Education of Scheduled Castes, Scheduled Tribes, Women, Minority and CWSN.
- Group dynamic- cohesion and conflict; conflict resolution
- Classroom climate; Understanding interpersonal relationship of classrooms technique (socio-metric and guess who technique) and its educational effects.
- Social responsibility of Higher education.

Practicum: 30 Marks (Any one of the following)

1. Field visit to Study a social unit (School/Village/Slum) in the locality and prepare a report
2. Organizing some community activities, social intervention, and awareness camp in the locality for participation of disadvantaged groups in education.
3. Presentation (through PPT) of a paper in Department level seminar on any topic from the above course and submit full paper along with handout of PPT.
4. Make a compendium of news articles published in social media and print media about the education of disadvantage groups.

N.B.: The report will be evaluated by both internal and external examiners)

Mode of Course Transaction:

Seminar, Team Teaching, Dialogue, Peer-Teaching, Peer Group Discussion, Collaborative and Cooperative Learning, Field Trip, Concept Mapping, Lecture Method, Self-Learning.

Text Books

- ✓ Pathak, R. P. (2012). *Philosophical and sociological principles of education*. Delhi: Pearson.
- ✓ Shukla, S. and Kumar, K. (Eds.) (1985). *Sociological Perspectives in Education: A Reader*. Delhi: Chanakya Publications, 1985.
- ✓ Bhattacharya, S. (2006). *Sociological Foundation of Education*. New Delhi: Atlantic
- ✓ Anand, C.L. et.al. (Ed.) (1983). *Teacher and Education in Emerging in Indian Society*. New Delhi: NCERT.
- ✓ Deshpande, S. (2004). *Contemporary India: A Sociological View*. New Delhi: Penguin
- ✓ Gore, M. S., Desai, I.P. and Chitnis, S. (Eds.). (1967). *The Sociology of Education in India*. New Delhi: National Council of Educational Research and Training.
- ✓ Illich, I. (1996). *Deschooling Society*. Marion Boyers, London.
- ✓ Kumar, K. and Oesterheld, J. (Eds.) (1995). *Education and Social Change in South Asia*. New Delhi: Orient Longman.
- ✓ Mathur, S. S. (2000). *A sociological Approach to Indian Education*. Agra
- ✓ VinodPustakMandir

Suggested books:

- ✓ Ravi, Samuel.S.(2015). *A Comprehensive Study of Education*. Delhi: PHI Learning Pvt. Ltd.
- ✓ Aggrawal, J.C.(2013). *Theory and principle of education*. New Delhi: Vikash Publishing House Pvt Ltd.
- ✓ Tilak,jandhyal B.G(2003) *education,society and development*. New delhi: APH publishing corporation for NUEPA.
- ✓ Safaya, R.N. & Shaida, B.D. (2010), *Modern theory and principles of education*. New Delhi: Dhanpati Publising Company Pvt. Ltd.
- ✓ Ganesh, Kamala & Thakkar, Usha (Ed.) (2005). *Culture and making of identity in India*. New Delhi: Sage Publications.
- ✓ Pathak, Avijit (2002). *Social implications of schooling*. New Delhi: Rainbow Publishers.
- ✓ Clarke, P. (2001). *Teaching and learning: The Culture of pedagogy*. New Delhi: Sage Publication.
- ✓ Taneja, V.R. (2000). *Educational thought and practice*, New Delhi: Sterling Publishers Pvt. Limited.
- ✓ Saraswati, T.S. (Ed.) (1999). *Culture, socialization and human development. Theory, research and applications in India*. New Delhi: Sage Publication.
- ✓ Dewey, John (1997). *Experience and education*. New York: Touchstone.
- ✓ Ornstein, Allan C. & Levine, Daniel U. (1989). *Foundations of education (4th Edn.)*. Boston: Houghton Mifflin Co.
- ✓ Anand, C.L. et.al. (1983). *Teacher and education in emerging in Indian society*, New Delhi: NCERT.
- ✓ Salamatullah, (1979). *Education in social context*. New Delhi: NCERT.
- ✓ Dewey, John (1916/1977). *Democracy and education*. New York: MacMillan.
- ✓ Govt. of India (1986/'92). *National policy on education*. New Delhi: MHRD.
- ✓ Ministry of Education (1966). *Education and national development*. New Delhi: Ministry of Education, Government of India.
- ✓ Delor, J. (1996). *Learning: The Treasure Within - Report to UNESCO of the International Commission*. Paris: UNESCO.
- ✓ Coser, L.A. (1996). *Masters of Sociological Thoughts Ideas in Historical and SocialContext*. Jaipur: Rawat Pub.

Core IV

Pedagogical Perspectives in Education

Course Outcomes (COs):

On completion of the course, the students will be able to:

- Understand the concept of pedagogy.
- Explain different teaching Strategies.
- Find out the relationship between teaching and learning.
- Enlist different approaches and methods of teaching.
- Know the core teaching skills.
- Prepare lesson plans following different designs.

UNIT I- Concept of Teaching and Learning

Learning Outcomes

- ✓ *Explain the concept of pedagogy*
- ✓ *Explain different teaching task with example*
- ✓ *Prepare a lesson plan following different designs*
- Meaning and definition of teaching and learning, Relationship between teaching and learning
- Variables involved in teaching task: independent, dependent and intervening
- Phases of teaching: Pre-active, inter- active and post- active
- Levels of teaching: memory, understanding and reflective
- Lesson plan design- The Herbartian steps, 5 E and ICON design model

UNIT II - Theories of Teaching

Learning Outcomes

- ✓ *Differentiate pedagogy from other allied concepts*
- ✓ *Establish relationship between teaching and learning*
- Meaning and nature of teaching theory
- Types of teaching theories:
- Formal theories of teaching- communication theory of teaching
- Descriptive theories of teaching– Gagne’s hierarchical theory of instruction and Bruner’s cognitive theory of instruction
- Normative theories of teaching - Mitra’s psychological theory of teaching and Clarke’s general theory of teaching

UNIT III Principles and maxims of teaching

- General principles of teaching
- Psychological principles of teaching
- Maxims of teaching
- Core teaching skills: Introducing the lesson, explaining, illustrating with examples, stimulus variation, and reinforcement, questioning, probing questions, closure.

UNIT IV Approaches and methods of Teaching

Learning Outcomes

- ✓ List out different approaches and methods of teaching
- Concept of approach, method, strategy and techniques
- Methods of teaching: inductive-deductive, analytic- synthetic, problem solving and project
- Shift in focus from teaching to learning- constructivist approach to learning

Practicum: 30 Marks

Preparation of rating scale/ checklist /observation schedule to evaluate classroom Teaching and reporting.

NB: It will be evaluated by both the internal and external examiners.

Mode of Course Transaction:

Seminar, Team Teaching, Dialogue, Peer-Teaching, Peer Group Discussion, Collaborative and Cooperative Learning, Field Trip, Concept Mapping, Lecture Method, Self-Learning.

Text Books

- ✓ Kochar, S.K. (2011). *Methods and Techniques of teaching*. Sterling Publisher Pvt. Ltd., New Delhi
- ✓ Chauhan, S.S. (1995). *Innovations of teaching learning process*. Vikash Publishing House, New Delhi
- ✓ Sharma, R.A. (1986). *Technology of Teaching*. International Publishing House, Meerut.

Suggested Books

- ✓ Aggarwal, J.C. (1995). *Essentials of Educational Technology*. Vikash Publishing House, New Delhi
- ✓ Walia, J.S. (2013). *Educational Technology. Jalandhar, Punjab: Ahim Publications*.
- ✓ Mangal, S.K. and Mangal, U. (2010) *Essentials of Educational Technology, New Delhi, PHI Learning Pvt. Limited*
- ✓ Nageswar Rao, S., Sreedhar, P. & Rao, B. (2007). *Methods and techniques of teaching, Sonali Publications, New Delhi*
- ✓ Oliver, R.A. (1963) *Effective teaching, JM Dent & Sons Pathak, R.P. & Chaudhary, J. (2012) Educational Technology, Pearson, New Delhi*
- ✓ Ryburn, W.M. (1955) *Principles of Teaching, Geoffrey Cembbridge, OUP*
- ✓ Sampath, K., Pannir Salvam, A., & Santhanam, S. (1981) *Introduction to Educational Technology, Sterling Publisher, New Delhi*

Core V

Assessment and Evaluation in Education

Course Outcome (COs):

On completion of this course, the students will be able to:

- Understand the meaning of assessment and evaluation
- Know different types of evaluation
- Explain the scales of measurement
- State the taxonomy of instructional learning objectives
- Describe the characteristics of Good test
- Analyze the principles of construction of tests
- CO7: Prepare a list of non- standardized

Course Content:

UNIT 1: Assessment and Evaluation in Education

Learning Outcomes

- ✓ *Understand the concept of measurement, evaluation and assessment*
- ✓ *Gain knowledge about the nature, purpose and types of educational assessment and evaluation.*
- ✓ *Understand different scales of measurement –nominal, ordinal, interval and ratio*
- Understanding the meaning and purpose of test, measurement, assessment and evaluation
- Scales of measurement- nominal, ordinal, interval and ratio
- Types of test- teacher made and standardized
- Approaches to evaluation- placement, formative, diagnostic and summative
- Types of evaluation- norm referenced and criterion referenced
- Concept and nature of continuous and compressive evaluation

UNIT 2: Instructional Learning Objectives

Learning Outcomes

- ✓ *Explain the importance of instructional objectives for learning and its processes for enhancing the quality of learning and teaching*
- Taxonomy of instructional Learning Objectives with special reference to cognitive domain
- Criteria of selecting appropriate Learning Objectives, and stating of general and specific instructional Learning Objectives
- Relationship of evaluation procedure with Learning Objectives
- Difference between objective based objective type test and objective based essay type test

UNIT 3: Tools and Techniques of Assessment and construction of Test

Learning Outcomes

- ✓ *Develop and use different types of tools and techniques for continuous and comprehensive assessment of learning in the school situation*
- ✓ *Describe the characteristic of a good test.*
- ✓ *Illustrate the principles of test construction in education.*
- Steps of test construction: planning, preparing, trying out and evaluation
- Principles of construction of objective type test items- matching, multiple choice, completion and true – false

- Principles of construction of essay type test
- Non- standardized tools: Observation schedule, interview schedule, rating scale, check list, portfolio and rubrics.

UNIT 4: Characteristics of a good Test

Learning Outcomes

- ✓ Analyze and interpret results of the assessment using standard scores.
- Validity-concept, types and methods of validation
- Reliability- concept and methods of estimating reliability
- Objectivity- concept and methods of estimating objectivity
- Usability- concept and factors ensuring usability

Practical

Construction of Unit test on a school subject based on blueprint and reporting.

NB: It will be evaluated by both Internal and External examiners.

Text Books

- ✓ *Cecil, R. Reynold; Ronalds, B. Living Sone; Victor willium, Arbind, K. Jha; Pearson Education, Second Edition 2017*
- ✓ *Mohan Radha, Measurement, Evaluation and Assessment in Education, PHI Learning Pvt. Ltd.*

Suggested Books:

- ✓ *Aliken, L.R, Tests and Examinations - Measuring Abilities and Performance, Willey, New York, 1998.*
- ✓ *Airasian, P. Classroom Assessment, Mcraw Hill, New York, 1995.*
- ✓ *Anatasi, A & Urbina, S., Psychological Testing, Prentice Hall, Englewood Cliffs, 1997.*
- ✓ *Banks, S. R Classroom Assessment: Issues and Practices, Pearson Allyn & Bacon, Boston, 2005.*
- ✓ *Cohen, R. J., Swerdlik, M.E. & Philips, S. M., Psychological testing and Assessment, An Introduction to the Tests and measurement, Mayfield Publishing Co. California, 1996.*
- ✓ *Cronbech L. J., Essentials of Psychological Testing, Harper Collins, New York, 1990.*
- ✓ *Ebel, R. L. & Frisbie, D. A. Essentials of Educational measurement, Practice Hall of India, Pvt. Ltd., New Delhi, 1991.*
- ✓ *Gronlund, N. E. Assessment of student Achievement. Allyn & Bacon, Boston, 2003.*
- ✓ *Gregory, R.J. Psychological testing: History, Principles and Applications, Allyn & Bacon, Boston 1992.*
- ✓ *10. Harper, A. E., Jr. & Harper, E. S., Preparing Objective Examinations: A Handbook for Teachers, Students and Examiners, Prentice Hall of India Pvt. Ltd., New Delhi. 1992.*
- ✓ *11. Hopkins, K. D. Educational and Psychological Measurement and Evaluation, Allyn & Bacon, Boston, 1998.*
- ✓ *12. Kaplan, R M. & Saccuzzo. D. P., Psychological Testing Principles Applications & Issues, Wordsworth, California, 2000.*

Core VI

Historical Bases of Indian Education

Course Outcomes (COs):

On completion of the course, the students will be able to:

- Understand the features of education during Vedic period.
- Know the relevance of Gurukul system.
- Enlist the features of education during medieval period.
- Conceptualize the charter's Act (1813), Maculay's minute (1835) and other reports.
- Analyse the recommendations of committees and commissions in post-independence period.

Course Contents:

Unit – I: Education during Ancient period

Learning Outcomes

- ✓ *Know the features , aims of education during Vedic period*
- ✓ *Understand the relevance of Gurukul System*
- Education in Vedic Period - Aims of Education, Curriculum, Method of Teaching, System of Admission, Role of Teacher. Types of Educational Institutions, Merits and limitations
- Education during Buddhist period, Concept of Buddhist Philosophy, features of Buddhist system of Education; Admission system, Aims of Buddhist Education, curricular method of Teaching, Role of the Teacher Discipline. Merits of Buddhist Education, Criticism of Buddhist Education.

Unit – II: Education during medieval Period

Learning Outcomes

- ✓ *Point out the features of education during medieval period*
- Education in medieval India - Aims of Education, Curriculum, method of Teaching, System of Admission, Role of Teacher, Medium of instruction,
- Types of Educational institutions, merits and demerits of Medieval Education.

Unit – III: Education during Colonial Period

Learning Outcomes

- ✓ *Conceptualise education during pre- independence period*
- Education in British India – Charter Act of 1813, Macaulay's Minute 1835, Woods Despatch of 1854, Hunter Commission Report – 1882, Sadler Commission – 1917, Hartog Commission Report – 1929 and Sargeant Plan – 1944. Wardha Scheme of Education -1937 NEP-2020

Unit – IV: Education during Post-Independence Period

Learning Outcomes

- ✓ *Analyse the recommendations of committees and commissions during post-independence period*
- ✓ *Examine the impact of policies and programmes on education in the present context*
- Education in post-Independence India (1948-49), The University Education Commission, Secondary Education Commission (1952-53), Report of Kothari

Commission (1964-66), National Policy on Education (1968), National Policy on Education 1986 and Its Revised policy 1992. NEP-2020

PRACTICAL

Study on implementation of NPE (1986) in respect for elementary level. It will be evaluated by both Internal and External examiners.

Text Books

- ✓ Aggrawal, J.C. (2010). *Landmarks in the history of modern Indian education*. New Delhi: Vikash Publishing Pvt. Ltd.
- ✓ Dash, B.N. (1911). *Development of education in India*. New Delhi: Ajanta Prakashan
- ✓ Das, K.K. (1993). *Development of education in India*. New Delhi: Kalyani Publishers

Reference Books

- ✓ Naik, J.P. & Narullah, S. (1996). *A student's history of education in India*. New Delhi: Mc Millan Indian Ltd Rawat, P.L. (1989) . *History of Indian education* New Delhi: Ram Prasad & Sons.
- ✓ Govt. of India. (1992,1998). *National Policy on education, 1986(As modified in 1992)*. Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/NPE86mod92.pdf
- ✓ Keay, F.E. & Mitra, Sukumar (1978). *A history of education in India*. New Delhi: Oxford University Press.
- ✓ Ministry of Education (1966). *Education and national development*. New Delhi: Ministry of Education, Government of India
- ✓ Ministry of Human Resource Development (2004). *Learning without Burden: Report of the National Advisory Committee*. New Delhi: Min of HRD.
- ✓ Mookharjee, R.K. (1989). *The Gupta Empire*. Delhi: Motilal Banarsi Dass Publishers Pvt. Ltd. Mukherji, S.M., (1966). *History of education in India*. Vadodara: Acharya Book dept.
- ✓ Naik, J.P. and Syed, N., (1974). *A student's history of education in India*. New Delhi: MacMillan
- ✓ Rawat, P.L. (1989). *History of Indian education*. New Delhi: Ram Prasad & Sons, Website, www.mhrd.gov.in

Course Outcomes (COs)

On completion of this course, the learners will be able to:

- Gain insight into the fundamental ideologies of Indian philosophers.
- Develop understanding about the educational significance of philosophical ideas of Indian thinkers.
- Compare and contrast educational philosophies of modern Indian thinkers.
- Critically examine the contributions of great philosophers to the field of education.
- Relate Indian philosophy to present system of education.
- Appreciate and adopt philosophies of education in life.

COURSE CONTENTS:**UNIT-I: Contributions of Swami Dayanand Saraswati and Swami Vivekananda****Learning Outcomes**

- ✓ *Develop an understanding of the contributions of Swami Dayanand Saraswati to the field of education.*
- ✓ *Analyze the educational implication of Swami Vivekananda and Ramakrishna Mission to present education.*

Part A

- Brief life sketch and philosophical orientation of Swami Dayanand Saraswati
- Contribution of Swami Dayanand Saraswati with reference to aims of education, methods of teaching, role of teacher.

Part B

- Brief life philosophy of Swam Vivekananda.
- Contribution of Swam Vivekananda with reference to aims of education, methods of teaching and role of teacher.

UNIT-II: Contributions of Mahatma Gandhi and Gopabandhu Das**Learning Outcomes**

- ✓ *Critically analyze the teaching-learning practices of Satyabadi Bana Vidyalaya and its relevance to modern education.*
- ✓ *Understand the concept of Basic education of Mahatma Gandhi.*
- ✓ *Apply the principles of truth and non-violence in life.*

Part A

- Life philosophy of Mahatma Gandhi-Truth, Non-violence and Nai Talim.
- Contribution of Mahatma Gandhi with reference to Basic education, aims of education, methods of teaching, role of teacher.

Part B

- Life philosophy of Gopabandhu Das with reference to Satyabadi Bana Vidyalaya.
- Contribution of Gopabandhu Das with reference to aims of education, methods of teaching and role of teacher.

UNIT-III: Rabindra Nath Tagore and Sri Aurobindo

Learning Outcomes

- ✓ *Reflect on the educational precepts of Rabindra Nath Tagore.*
- ✓ *Understand the concept of integral education and relate it to life.*

Part A

- Brief life sketch and philosophies of education of Rabindra Nath Tagore.
- Contribution of Rabindra Nath Tagore with reference to aims of education, methods of teaching, role of teacher, Shantiniketan.

Part B

- Brief life sketch and philosophies of education of Sri Aurobindo.
- Contribution of Sri Aurobindo with reference to aims of education, methods of teaching, role of teacher.

UNIT-IV: Mahatma Jyotibharao Phule and Gijubhai Badheka

Learning Outcomes

- ✓ *Gain insight into the salient features of Mahatma Jyotibharao Phule's effort towards educational reformation.*
- ✓ *Understand the basic concept of children's education as perceived by Gijubhai Badheka.*

Part A

- Life philosophy of Mahatma Jyotibharao Phule.
- **Relevance of Jyotiba Raophule's educational philosophy** with reference to aims of education, methods of teaching, role of teacher and teacher-taught relationship.

Part B

- Life philosophy of Gijubhai Badheka.
- **Relevance of Gijubhai Badheka's educational philosophy** with reference to aims of education, methods of teaching, role of teacher and Nutan Bal Shikshan Sangha.

Mode of Course Transaction: Team Teaching, Dialogue, Peer-Teaching, Peer Group Discussion, Collaborative and Cooperative Learning, Field Trip, Self-Learning.
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Practicum/Activities

Each student will be required to prepare and submit a report on any one of the following:

- Write a report on the origin and growth of Satyabadi Bana Vidyalaya.
- Visit to a school run by RamKrishna Mission / DAV School/ Integral School/ Saraswati Sishu Mandir etc. prepare a report on their educational activities.
- Prepare an album of Indian philosophers and write their thoughts on education.

It will be evaluated by both internal and external examiners

Text Books

- ✓ *Agarwal, J.C. (2010). Theory and Practice of Education (13th Edition). Noida: Vikas Publishing House Pvt Ltd.*
- ✓ *Joshi, Sunitha. (2000). Great Indian Educational Thinkers. Delhi: Scholarly Books*
- ✓ *Taneja, V.R. (2000). Educational Thought and Practice. New Delhi: Sterling Publishers Pvt. Limited.*

- ✓ *Theory and Practice of Integral Education- Dr. R.N. Pani-Ashish Publication*

Reference Books

- ✓ *Chakraborty, J. C. (2010). Modern Education: Its Aims and Principles. Kolkata: K. Chakraborty Publications.*
- ✓ *Gupta N.L. (2002). Mahatma Jyotiba Phule: An Educational Philosopher. New Delhi: Anmol Publications.*
- ✓ *Ravi, S. (2015). A Comprehensive Study of Education. Delhi: PHI Learning Pvt. Ltd.*
- ✓ *Joshi, S. (2000). Great Indian Educational Thinkers. Delhi: Scholarly Books.*
- ✓ *Parimala V. R. (2002) 'Educating Women—How and How Much: Women in the Concept of Tilak's Swaraj' In Sabyasachi Bhattacharya (ed), Education and the Disprivileged: Nineteenth and Twentieth Century India. Hyderabad: Orient Longman.*
- ✓ *Safaya, R.N. & Shaida, B.D. (2010). Modern Theory and Principles of Education. New Delhi: Dhanpatrai Publishing Company Pvt. Ltd.*
- ✓ *Wingo, G. M. (1975). Philosophies of education. New Delhi: Sterling Publisher Pvt. Limited.*

Web Resources

- <http://www.iloveindia.com/spirituality/gurus/dayanand-saraswati.html>
- <https://icpr.in/journals/#:~:text=Journal%20of%20Indian%20Council%20of,year%201983%20with%20Professor%20D.P.>
- <http://www.springer.com/philosophy/journal/10781>

Course Outcomes (COs):

On completion of the course, the students will be able to:

- Describe need and importance of early childhood care and education
- State different policies, programmes and curriculum frameworks on ECCE
- Critically analyse the relevance of different methods and strategies of planning and management of ECCE
- Explain role of teacher in collaboration with school and community
- Reflect on different models and strategies of professional development of teachers at foundational stage
- Prepare exemplar holistic report card for children at ECCE

Unit 1: Meaning Nature and Significance of Early Childhood Care and Education **Learning Outcomes**

- ✓ *Understand the concept of ECCE*
- Definition and objectives of holistic ECCE
- Significance of ECCE and foundational learning for holistic development
- Rationale for extending ECCE to 8 years for smooth transaction

Unit 2: Policies and Programmes and on ECCE **Learning Outcomes**

- ✓ *State different policies, program on ECCE*
- Integrated Child Development Services (ICDS)
- National Policy on Education 1986 and PoA 1992 and on ECCE
- National Education Policy 2020 on Foundational Learning, National Curriculum Framework for Foundational Stage (NCF-FS) 2022
- NIPUN BHARAT 2021, Nutritional support, Immunization

Unit 3: Planning and Management of ECCE Curriculum **Learning Outcomes**

- ✓ *Analyse the principles of balanced and contextualized ECCE curriculum*
- Principles of planning a balanced and contextualized ECCE curriculum.
- Long-term and short-term objectives and planning.
- Toy based Pedagogy
- Maintaining an appropriate and inclusive classroom environment.

Unit 4: Role of Teachers for ECCE **Learning Outcomes**

- ✓ *Prepare a report on Holistic assessment of ECCE level*
- Partnership with parents and family care and learning of children.
- Professional development of ECCE teachers.
- Issues of ECCE Teachers- autonomy, interaction with parents, community and authority. Issues relating to administration, management and academics
- Holistic assessment and report card
- Foundational stage/ Preparatory stage under NEP-2020

Practicum:

A case study on unique practices of Anganwardi/ Balwardi/Pre-school Education Institution.

Mode of Course Transaction:

Seminar, Team Teaching, Dialogue, Peer-Teaching, Peer Group Discussion, Collaborative and Cooperative Learning, Field Trip and visit to ECCE Center, Lecture Method, Self-Learning.

References and Suggested Books

- ✓ *Bhatnagar, R (2005). Little steps. New Delhi: National Council for Education and Training,*
- ✓ *Kaul, V, et al. (2014). Readiness for school: Impact of early childhood education quality. New Delhi: CECCED, AUD.*
- ✓ *Kaul, V. (2010). Early childhood education program. New Delhi: National Council for Educational Researcher and Training.*
- ✓ *MHRD (1986). National Policy on Education 1986, New Delhi*
- ✓ *MHRD (2020). National Education Policy 2020, New Delhi, Government of India*
- ✓ *Mina Swaminathan (1998). The First Five Years: A Critical Perspective on Early Childhood Care and Education in India.*
- ✓ *National Steering Committee for NCF (2022). National Curriculum Framework for Foundational Stage 2022, New Delhi*
- ✓ *NCERT (2006). Position paper on early childhood care and education. New Delhi: National Focus group, NCERT.*
- ✓ *NCTE (2009). National Curriculum Framework for Teacher Education towards Preparing Professional and Humane Teacher, New Delhi, NCTE.*
- ✓ *Swaminathan, M. and Daniel, P. (2004). Play activities for child development: A guide to preschool teachers. New Delhi: National Book Trust.*
- ✓ *WHO (2006). Child growth standards-methods and development, World Health Organization.*

Core IX Trends, Policies and Practices in Education

Course Outcomes (COs):

- Understand the importance of Pre-School and Elementary education.
- Analyze various problems and ensuring quality education.

- Point Out the role of SMC for Education.
- State the importance of secondary education.
- Enlist the importance of Higher Education.
- Know the emerging concerns of Indian Education.
- Elaborate life skill concept.

Unit- I ECCE and Elementary School Education

Learning Outcomes

✓ *Understand the need and importance of ECCE*

- Meaning, Nature and ECCE, Challenges with regard to ECCE.
- Foundational Literacy, Numeracy (FLN) meaning nature and aims.
- Universalization of Elementary Education (UEE) – Concepts, Indicators, Efforts to achieve UEE, SSA, Samagra Siksha Abhiyan, RTE Act, 2000 – Objectives, Issues and Problems.
- SMC – Role and importance. Problems of bringing the community to school.
- Concept of Vocational Education as per NEP-2020 at primary level

Unit- II Secondary Education

Learning Outcomes

✓ *Know the impact of SSA, Samagra siksha on UEE*

- Organization Structure of Secondary Education as per NEP 2020.
- RMSA – Rashtriya Siksha Abhiyan Objectives, Features.
- Role of SMDC in promoting Secondary Education
- Secondary Education through non-formal mode- NIOS & Correspondence courses. Problems of vocationalisation at Secondary level.

Unit- III Higher Education and Teacher Education

Learning Outcomes

✓ *Conceptualize the structure of Higher Education as per NEP-2020*

- Structure of Higher Education as per NEP 2020
- Challenge of Higher Education expansion, quality and inclusion, Concept, Objectives and Role of RUSA and NAAC for quality education, Concept of Lokvidya.
- Role of ODL, MOOCS SWAYAM, Sodh Ganga – Concept & Importance
- Pre- Service Teacher Education- Concept, Objectives and problems. Reforms as per NCFTE-2009. Role of DIET and CTE, IASE.

Unit- IV Emerging Concerns

Learning Outcomes

✓ *Understand 360-degree multidimensional report.*

- Reforms - Examination Systems Defects, Internal Assessment, Semester System, Grading
- Open Examination, Online Examination, Peer Assessment, Self-Assessment. Analysis of Knowledge Holistic Development 360 Degree multi-dimensional report, Holistic Assessment, Large scale assessment.
- PARAKH (Performance Assessment, Review and Analysis of Knowledge for Holistic development) – Concept, Objectives, Importance, Problems and issues.
- Peace Education, Concept, Objectives, Importance, Problems and Education

PRACTICAL:

- Study of Perception of Stakeholder's of Education on any of the current issues and concerns and reporting.
- It will be evaluated both by the Internal and External examiners.

Text Books

- ✓ *Kumar, Chanchal & Sachedeva, M.S. (2017). Vision of Secondary Education in India in the context of 21st century. Twenty First Century Publications; First Edition edition (2015)*
- ✓ *Pathak, k.R. (2007). Education in the Emerging India. New Delhi: Atlantic Publishers.*
- ✓ *Saxena, V. (2011). Contemporary trends in education. A handbook for educators, New Delhi: Pearson.*

Reference Books

- ✓ *Broudy, H.S. (1977) Types of knowledge and purposes of education. In R.C. Anderson, R.J., Spiro an W.E. Montanaque(eds.) Schooling and the acquisition of knowledge (PP. Hillsdale, NJ: Erlbaum.*
- ✓ *Bruner, J.S. (1996). The culture of education. Cambridge, M.A.: Harvard University Press.*
- ✓ *Butchvarov, P. (1970). The concept of knowledge. Evanston, Illinois North Western University Press.*
- ✓ *Dearden R.F. (1984). Theory and practice in Education. Routledge K Kegan & Paul.*
- ✓ *Delors, Jacques, et al; (1996). Learning: the Treasure within report of the international commission on education for 21st century, UNESCO.*
- ✓ *Illich I (1996). Deschooling society. Marion Boyers, London*
- ✓ *Matheson, David (2004). An introduction to the study of education (2 Ed.). David Fulton Publish.*

Core X

ICT in Education

Course Outcomes (COS):

On completion of the course, the student will be able to

- Understand the concept of educational technology and ICT in education
- Explain the concept, nature, and scope of ICT in Education.
- Explain the relationship between information technology, communication technology and information and communication technology.

- Describe the importance of the Free and Open-Source software in education
- Demonstrate the use of various application software in education.
- Develop the ability to use various tools connect the world.
- Explore tools and techniques of ICT for assessment and evaluation.
- Understand the ethical, social and legal issues of ICT in education
- Appreciate the various policy and practice of technology in education

Course Content:

UNIT I Educational Technology

- Meaning, nature, and scope of educational technology
- Needs and importance of educational technology for the teachers and students.
- Approaches to educational technology: Hardware, software, and system approach.
- Innovations in educational technology: Open Educational Resources (OER). Massive Open Online Course (MOOCs)

UNIT II ICT in Education

- Conceptual Understanding: Information Technology, communication technology, and Information communication and technology (ICT)
- Meaning, nature, and Scope of ICT in Education
- Integration of technology: technology, Pedagogy, and content (TPACK), assessment and evaluation
- Relevance of ICT in education

UNIT III ICT Ecosystem in school

- ICT for teaching and Learning: Hardware, application Software and FOSS
- ICT for planning: Scheduling educational activities, ideating, and organizing events
- ICT for documentation and classroom management: creation, storing, retrieval, manipulation and sharing of digital information.
- ICT for assessment: e-portfolio, rubrics, concept map, digital storytelling, hot-potatoes.
- ICT for continuous professional development: webinar, web conference, e-groups, MOOCs etc.

UNIT IV Emerging Issues of Educational Technologies

- National Policy on ICT 2013, NEP 2020, Curricula for ICT in Education
- ICT for inclusion: assistive and adaptive technology.
- Social, ethical and Legal Issues of ICT: Security threat and measures, cyber privacy and netiquette, ethical practices in cyber space, cyber law, and cyber safety.
- Challenges of ICT in education.

Practicum (30 Marks) (Any two of the following)

1. Create and Develop a LMS using google classroom and design various teaching, learning and assessment activities.
2. Use assessment tools like rubistar, hot potatoes and c-map tools on any topic and submit the report.

3. Prepare a PowerPoint presentation on any topic from the course and present in the form of seminar.
4. Attend an online programme on cyber safety and security from any National or International organization and prepare a report on cyber safety and security.

Suggested Readings:

- ✓ UNESCO (2002). *Information and communication technology in education: a curriculum for schools and programme of teacher development*. Paris: UNESCO.
- ✓ UNESCO (2005). *How ICT can create new, Open learning environments: Information and communication technologies in schools: A handbook for teachers*. Paris, UNESCO

Reference Books

- ✓ Mitra, Ananda. (2010). *Digital Security: Cyber Terror and Cyber Security (The Digital World)* Chelsea House Publications
- ✓ Zhang, J., Yang, J., Chang, M., & Chang, T., (Ed) (2016). *ICT in Education in Global Context: The Best Practices in K-12 Schools*. Springer Singapore
- ✓ Haydn, T., & Counsell, C., (2003). *History, ICT and Learning in Secondary School*. Routledge.
- ✓ Howell, J., (2012). *Teaching with ICT: Digital Pedagogies for Collaboration and Creativity*. Oxford University Press
- ✓ Florian, L., & Hegarty, J., (2004). *ICT and Special Educational Needs (Learning and Teaching with Information and Communication Technology)*. Open University Press.
- ✓ Senapaty, H.K. (2011). *Pedagogy-Technology Integration for the Professional Development of Teacher Educators*. Bhubaneswar: Regional Institute of Education (NCERT) Monograph.
- ✓ Senapaty, H.K. (2009). *ICT Integrated Learning Materials on Basic School Subjects from Constructivist Perspectives: Bhubaneswar: Regional Institute of Education (NCERT) Monograph*.
- ✓ Singh, L.C. (Ed) (2010). *Educational Technology for Teacher and Educators*. New Delhi: Vasunandi Publication.
- ✓ Agarwal, L.P., (2015). *Elementary Educational Technology*. Black Prints, New Delhi
- ✓ Pathak, R.P., & Chaudhary, J. (2012). *Educational Technology*. Pearson. New Delhi
- ✓ Huang, R., Spector, J.M., & Yang, J., (2019) *Educational Technology: A Primer for the 21st Century*. Springer
- ✓ *Curricula for ICT in Education (2013) NCERT, New Delhi*
- ✓ *National Policy on Education (2020), Ministry of Education, Govt. of India,*
- ✓ *National Policy of ICT (2013) Ministry of Education, Govt. of India*
- ✓ Feller, J., Fitzgerald, S., Hissam, S.A., Lkahani, K.R., Shirky, C., & Cusumano, M., (2005). *Perspective on Free and Open Source Software*. MIT Press.
- ✓ Sulayman, K.S., Stamelos, I.G., & Samoladas, I., (2007). *Emerging Free and Open Source Software Practice*. IGI Publishing
- ✓ Dexter, S.D., & Chopra, S., (2008). *Decoding liberation: the promise of free and open source software*. Routledge

Core XI

Semester- V
Pedagogy of Odia
(Students can choose any one course from this group)
(A)

Course Outcomes (COs):

On completion of this course, the learners will be able to:

- State the importance and place of Odia as mother tongue in school curriculum.
- Develop the strategies to address the problems of Odia language acquisition in multilingual context.

- Use various strategies for facilitating the acquisition of language skills in Odia.
- Decide appropriate pedagogic approaches to transact different types of lessons in Odia.
- Prepare appropriate tools for comprehensive assessment of learning in Odia.
- Explain the fundamentals of Odia linguistics and their relevance in teaching learning Odia.
- Plan appropriate pedagogic treatment of the prescribed textual contents (in Odia) of classes IX and X.

UNIT 1: Odia as Mother Tongue in School Curriculum

LO: Understand the issues related to teaching Odia.

- Importance of mother tongue in the life and education of an individual
- Place of Odia as mother tongue in school curriculum in Odisha (both at elementary and secondary levels) in the context of language policy recommended by NPE, 1986 (three language formula) and NCF-2005
- Learning Objectives of teaching-learning Odia at elementary and secondary levels
- Inter-dependence of language skills in Odia and Strategies for facilitating acquisition of four-fold language skills in Odia

UNIT 2: Pedagogic Approaches to Teaching-Learning Odia

LO: Acquiring skills related to methods of teaching Odia.

- Psychology of language learning and acquisition with reference to Odia as mother tongue.
- Problems and issues related to acquisition of Odia language in multi-lingual context (iii) Traditional versus modern methods of teaching-learning Odia.
- (iv) Different approaches and strategies to the teaching-learning of: – Odia prose (detailed and non- detailed), Odia poetry, Odia composition, Odia grammar.

UNIT 3: Curricular Activities in Odia

LO: Develop ability to use appropriate pedagogic approaches to transact different types of lessons in Odia.

- Pedagogic analysis:
- Content analysis- analysis of topics of Odia text book for identification of language items (new vocabulary, structural words, grammar components), learning Objectives,
- Methods and strategies, teaching learning materials including ICT materials, assessment strategies
- Preparing Lesson Plans following Herbartian, 5E and Interpretation Construction Design Model (ICON)

UNIT 4: Assessment in Odia

LO: Develop ability to conduct evaluation for Odia language.

- Types of Assessment-self assessment, peer assessment, teacher assessment, internal assessment and external assessment.

- Techniques of Assessment in Odia: Continuous Assessment of Learners performance in Odia, preparation of different types of objective-based test items (Extended Response Type, Restrictive Response Type and Objective Type), preparation of check list, rating scale and rubric, Portfolio assessment in Odia.

PRACTICAL

- School internship (delivery of 5 Lessons following Herbartian/5E/ICON model)
- It will be evaluated by both Internal and External examiners.

Text Books

- ✓ *Barik, N. (2014). Odia shikshyadana paddhati. Cuttack: A.K.Mishra Publishers Pvt. Ltd.*
- ✓ *Kocchar, S.K. (2012). Teaching of Mother Tongue. Sterling Publishers, New Delhi.*
- ✓ *Mohanty, J., Barik, N. & Khandai, U. (1983). Odia sikshadana paddhati. Cuttack: Nalanda.*
- ✓ *Nayak, B.; Mohanty, J.(1999): Odia bhasa O Sahityara Bhitibhumi O Shikshyadan Padhati. Cuttack: Jagannath Process, Toni Road, Cutack-2.*

Reference Books

- ✓ *Daswani, C. J. Language Education in Multilingual India. New/Delhi (UNESCO)*
- ✓ *Dhal, G.B. (1974). Dhvani bijanana. Bhubaneswar: Odisha Rajya Pathya Pustaka Pranayana Sanstha.*
- ✓ *Dhal, G.B. (1972). English uchharana siksha. Cuttack: Friends Publisher.*
- ✓ *Mathur, S.A. Sociological Approach to Indian Education. Vinod Pustak Bhandar, Agra.*
- ✓ *Mohanty, B. (1970). Odia bhasara utpati O 65arma bikasha. Cuttack: Friends Publishers.*
- ✓ *Mohapatra, D. (1976). Odia Dhvani tattwa O sabdha sambhar. Cuttack: Grantha Mandir.*
- ✓ *Mohapatra, N. & Das, S. (1943). Sarbasara vyakarana. Cuttack : New Student's Store*
- ✓ *Palmer, H.P. Principles of Language Teaching. George G. Harrep and Co. Ltd.*
- ✓ *Rybum, W.M.(1926). Suggestions for the Teaching of Mother Tongue. OUP.*
- ✓ *Saiyadain, K.G. Education and Social Order. Asia Publishing House, Bombay*

(B)

Pedagogy of English

Course Outcomes (COs):

On completion of this course, the learners will be able to:

- Understand the place of English in school curriculum,

- Use various methods, approaches and strategies for teaching-learning English and transact various types of lesson plans covering all aspects of English language following different approaches
- Develop test items to assess learning in English and provide feedback as well as prepare enrichment materials
- Use the understanding of phonetics for facilitating students' speaking in English
- Plan appropriate pedagogical treatment of the prescribed contents for effective classroom transaction

UNIT 1: English in School Curriculum

LO: Understand issues related to teaching English as a second language.

- Language policy in India with reference to NPE 1986 and NCF 2005
- Place of English as a compulsory subject in school curriculum (both at elementary and secondary levels)
- Learning Objectives of learning English at elementary and secondary levels
- English language skills –components, their independence and interdependence

UNIT 2: Approaches, Methods and Strategies of Teaching English

LO: Acquire skills of various methods of teaching English

- Understanding of different methods and strategies: Bi-lingual Method, Translation Method, Direct Method, Structural Approach, Communicative Approach.
- Listening Skill: Tasks for developing Listening Comprehension (iii) Speaking Skill: Tasks for developing Speaking skills
- Reading skill: Types of Reading, Strategies to develop reading comprehension
- Writing Skill: Strategies to improve writing skill, Qualities of good writing (simplicity, logicity and organization in writing)

UNIT 3: Transaction of Contents

LO: Develop ability to organise teaching transaction.

- Teaching of Prose (detailed and non-detailed), poetry, grammar and composition –
- Approaches, Methods and Strategies
- Pedagogic analysis: Content analysis- analysis of topics of English text book for identification of language items(new vocabulary, structural words, grammar components), Learning Objectives, Methods and Strategies, Teaching Learning Materials including ICT materials
- Preparing Lesson Plan following 5E and Interpretation Construction Design Model (ICON)
- Preparation of Lesson Plans following Herbartian approach.

UNIT 4: Lesson Delivery Strategies and Assessment

LO: Develop ability amongst students to teach and to conduct evaluation for English subject.

- Lesson Delivery Strategies: Lecturing, Role play and Dramatization, Collaborative Approach, Ability Grouping, Group Work; Learning through Narratives and Discourses; Concept Mapping and Brain Storming
- Techniques of Assessment in English: Continuous Assessment of Learners performance in English, preparation of different types of objective-based test items (Extended Response Type, Restrictive response Type)

Practical

- School Internship (Delivery of 5 Lessons following Herbartian/5E/ICON model)
It will be evaluated by both Internal and External examiners.

Text Books

- ✓ Kohli, A.L (2010) *Techniques of teaching english*. New Delhi: Dhanpat Rai publishing Company
- ✓ Jain, R.K (1994). *Essentials of English teaching*, Agra: Vinod Pustak Mandir
- ✓ Sharma, K. L.(1970) .*Methods of teaching English in India*. Agra: Laxmi Narayan Agrawal

Reference Books

- ✓ Agnihotri R. K. and Khanna A. L. (1994). *Second language acquisition: socio-cultural and linguistic aspects of English in India*. New Delhi: Sage Publications.
- ✓ Allen, H.B. (1965). *Teaching English as a second language: A book of readings*. New York: McGraw-Hill.
- ✓ Baruah, T.C (1984). *The English teacher's handbook*. New Delhi: Sterling Publishers Pvt.Ltd,
- ✓ Billows, F. L. (1975). *The techniques of language teaching*. London: Longman
- ✓ Bista, A.R(1965). *Teaching of English (Sixth Edition)*. Agra: Vinod Pustak Mandir
- ✓ Bright, J.A(1976). *Teaching English as second language*. London: Long Man Group
- ✓ Catarby, E. V (1986) *Teaching English as a foreign language in school curriculum India*, New Delhi: NCERT
- ✓ Hudelson, Sarah. (1995). *English as a second language teacher resource handbook. A practical guide for K-12 ESL programs*. California.: Corwin Press, Inc.
- ✓ Joyce, Bruce and Weil, Marsha (2003). *Models of teaching*. New Delhi: Prentice Hall of India Pvt. Ltd.
- ✓ Krishna Swamy, N. and Sri Raman, T. (1994). *English teaching in India*. Madras : T.R. Publication.
- ✓ Mukalel, Joseph C. (2009). *Approaches to English language teaching*. New Delhi: Discovery Publishing House Pvt Ltd.
- ✓ Pal, H.R and Pal, R(2006). *Curriculum – yesterday, today and tomorrow*, New Delhi: Shipra Publications
- ✓ Sachdeva, M.S. (1973). *A new approach to teaching of english in India*. Ludhiana : Prakash Brothers
- ✓ Shrivastava, B.D(1968). *Structural approach to the teaching of English*. Agra: Ramprasad and Sons

**Core XII Pedagogy of Social Science (History, Political Science and
Geography**
(Students can choose any one course from this group)
(A)

Course Outcomes (COs):

On completion of the course, the students will be able to:

- State the meaning, scope and importance of Social Studies.
- Specify the skills and competencies to formulate specific learning outcomes for Social Studies.

- Identify the different methods and skills of teaching History, Political Science and Geography for transacting the content effectively.
- Explain the importance of time sense and prepare timeline for teaching History.
- Prepare unit plans and lesson plans in History, Political Science and Geography.

UNIT-1: Concept, Objectives and Values of Teaching Social Studies

LO: Understand basics of teaching Social Studies.

- Meaning, nature and scope of Social Studies; Values of teaching Social Studies, Social Studies in Elementary and Secondary levels.
- Recommendations of NCF-2005 and NEP-2020 on teaching of History, Political Science and Geography; correlation of Social Science with other school subjects.
- Formulation of specific learning outcome in Social Studies.

UNIT-II: Methods and Approaches to teaching-learning in Social Science

LO: Acquire the skills of various teaching methods of Social Science

- Story-telling.
- Narration-cum-discussion,
- Source method, project method,
- Observation, lecture-cum-discussion, problem solving.
- Teaching of Social Studies using monuments, field trip in History and Geography, History and Geography Room.
- Qualities of a good Social Science teacher; Characteristics of a good text book in Social Studies.

UNIT-III: Development of Resource Materials

LO: Prepare teaching aids for Social Science.

- Curriculum as Resource Material
- Approaches to Curriculum in History, Bio-graphical, Chronological and Concentric
- Preparation, Collection, Procurement and use of teaching – learning materials – Maps, Atlas, Globes, Models, T.V., Video, OHP, Computer.
- Timeline – Concept, types and use.
- ICT in learning of Social Studies.

UNIT-IV: Transaction Strategies

LO: Apply different teaching transaction skills.

- Preparation of Unit Plans in Social Studies.
- Preparation of lesson plans – Traditional and 5E Model.
- Activities in History visits to historical places, maintenance of portfolio, group discussion, debate etc.
- Activities in Geography- Field trip, Geography Club and exhibition.
- Assessment in Social Studies
- Evaluation devices – written, oral, practical, project work, portfolio.
- Panning for continuous assessment of classroom learning in History, Political science and Geography.

Practicum: 30 Marks (Any one of the following)

- Identify the learning difficulties in any topic of Social Studies of Class-VI or VII and prepare remedial materials. Preparation of low cost, no cost teaching aids on any one topic.
- Content analysis of any topic of Social Studies.
- Preparation of a blue print and test items of an achievement test in Social Studies for Class-VI or VII.

(N.B.: The report will be evaluated by both internal and external examiner).

Text Books

- ✓ Aggarwal, J.C. (1998). *Principles, Methods and Techniques of Teaching*. New Delhi: Vikas Publishing House Pvt. Ltd.
- ✓ Kochhar, S.K. (2022). *Teaching of History*. New Delhi: Sterling Publications Pvt. Ltd.
- ✓ Kohli, A.S. (2002). *Teaching of Social Studies*. New Delhi: Anmol Publications Pvt. Ltd.
- ✓ Sharma, S. (2005). *Morden Teaching of History*. New Delhi: Anmol Publications Pvt. Ltd.
- ✓ Shaida, B.D. and Singh, S.(2014). *Teaching of History*. New Delhi: Dhanpat Rai and Sons.
- ✓ Singh, R.P. (2001). *Teaching of History*. Meerut: R. Lall Book Depot.
- ✓ Tyagi, G., Nigam, V. and Verma, J.K. (2002). *Teaching of History*. Agra: Vinod Pustak Mandir.
- ✓ Verma, O.P.(2005). *Geography Teaching*. New Delhi: Sterling Publishing Pvt. Ltd.
- ✓ Yadav, N. (1994). *Teaching of Civics and Political Science*. New Delhi: Anmol Publications Pvt. Ltd.

Reference Books

- ✓ Chaudhury, K.P. (1975). *The Effective Teaching of History in India*. New Delhi: NCERT.
- ✓ Colling Wood, R.G. (1951). *The Idea of History*. London: Oxford University Press.
- ✓ Hill, C.P. (1954). *Suggestions on the Teaching of History Towards World Understanding*. Paris: UNESCO.
- ✓ Strong, C.F., (1950). *History in Primary Schools*. London: University of London Press.
- ✓ West, E. (1949). *Improving the Teaching of World History*. Washington D.C.: National Council for the Social Studies.

(B)

Pedagogy of mathematics**Course Outcomes (COs):**

- On completion of this course, the learners will be able to:

- Narrate the evolution and nature of Mathematics and its importance in the school curriculum in the context of the recent curricular reforms.
- Use various methods and approaches of teaching and learning mathematics especially suitable for the secondary school classes.
- Plan lessons in Mathematics using traditional and constructivist approaches for effective classroom transactions.
- Develop and collect activities and resource materials for their use in enhancing the quality of learning Mathematics at the secondary level.
- Conduct continuous and comprehensive assessment for enhancing the quality of Mathematics learning.
- Explain the concepts in Mathematics included in the secondary school curriculum and make pedagogical analysis of those concepts

UNIT I: Understanding Basics of Teaching Mathematics

LO: Understand the nature and importance of mathematics in school curriculum.

- Nature and Scope of Mathematics,
- Learning of Mathematics: Importance of Mathematics at elementary and secondary level, Learning Objectives of teaching-learning Mathematics at the two levels,
- Curriculum Reforms in School Mathematics: Rationale, Learning Objectives, principles, designs and materials in Mathematics, recent curricular reforms at the National and State levels (NCF 2005).

UNIT 2: Learning Methods of Teaching Mathematics

LO: Apply various methods and approaches of teaching and learning Mathematics

- Learning by Discovery: Nature and purpose of learning by discovery; guided discovery strategies in teaching Mathematical concepts.
- Teaching for Understanding Proof: Proof by induction and deduction; proof by analysis and synthesis.
- Problem Solving in Mathematics: Importance of problem solving in Mathematics, Steps of problem solving in Mathematics.
- Constructivist approaches: Self-learning and peer learning strategies, Collaborative strategies; 5E and ICON Models.

UNIT 3: Curricular Activities in Mathematics

LO: Construct lesson plans in Mathematics using constructivist approach.

- Pedagogical analysis:
- Content analysis- analysis of topics of mathematics text book.
- Learning Objectives, methods and strategies, teaching learning materials including ICT materials
- Learning activities including student and teacher activities, assessment strategies
- Process of preparing lesson plan following Herbatian
- 5E and Interpretation Construction Design Model (ICON)

UNIT 4: Assessment in Mathematics

LO: Conduct continuous and comprehensive assessment using different assessment tools and methods.

- Assessment of Mathematics learning: Unit test – Designing blue print, item construction, marking schemes.
- Assessment for Mathematics Learning: Assignments, Projects and portfolios in Mathematics, group and collaborative assessment in Mathematics,
- Non-testing methods of assessment of/for Mathematics Learning: Observation of learners in action, rating of participation in various Mathematics tasks and activities,
- Diagnosis of difficulties in learning Mathematics concepts, Remediation of the difficulties, enrichment programmes in Mathematics learning –National Mathematics Talent Search, Mathematics Olympiad.
- Planning for continuous assessment of classroom learning in Mathematics.

Practical:

School internship (Delivery of 5 Lessons following Herbatian/5E/ICON model).
It will be evaluated by both Internal and External examiners.

Text Books

- ✓ *Sidhu, K. S (1985). Teaching of mathematics. New Delhi: Sterling publication.*
- ✓ *James, A. (2003). Teaching of mathematics. Neel Kamal Publication: Hyderabad.*
- ✓ *NCERT (2011). Pedagogy of mathematics for two-year B.Ed. course. New Delhi:*

Reference Books

- ✓ *Cooney, Thomas J. et al. (1975). Dynamics of Teaching Secondary School Mathematics. Boston: Houghton Mifflin.*
- ✓ *Cooper, B. (1985). Renegotiating secondary school mathematics. The Hamer Press: East Sussex.*
- ✓ *NCERT (2005). Position paper: national focus group (NFG) on examination reform. NCERT: New Delhi.*
- ✓ *Scopes, P.G. (1973). Mathematics in secondary schools- a teaching approach. Cambridge: Cambridge University Press*
- ✓ *Driscoll, M., Egan, M., Nikula, J., & DiMatteo, R. W. (2007). Fostering geometric thinking: A guide for teachers, grades 6-10. Portsmouth, NH: Heinemann.*
- ✓ *Driscoll, M. (1999). Fostering algebraic thinking: A guide for teachers, grades 5-10. Portsmouth, NH: Heinemann.*
- ✓ *Grouws, D.A. (ed) (1992). Handbook of research on mathematics teaching and learning. New York: Macmillan Publishing.*
- ✓ *Malone, J. and Taylor, P. (eds) (1993). Constructivist interpretations of teaching and learning mathematics.*
- ✓ *Perth: Curtin University of Technology.*
- ✓ *Marshall, S.P. (1995). Schemes in problem-solving. New York: Cambridge University Press.*
- ✓ *Moon, B. & Mayes, A.S. (eds.) (1995). Teaching and learning in secondary school. London: Routledge.*
- ✓ *NCERT (1998). A textbook of content-cum-methodology of teaching mathematics. New Delhi: NCERT.*
- ✓ *NCERT (2005). National curriculum framework 2005. New Delhi: NCERT.*
- ✓ *NCERT (2006). Position paper: National focus group on teaching mathematics. New Delhi: NCERT.*

- ✓ *TESS India (2015). Key resources. The Open University U.K.*
(<http://creativecommons.org/licences/> and <http://www.tess-india.edu.in/>)

Core XIII

Pedagogy of mathematics

COURSE OUTCOMES (COs):

On completion of this course, the learners will be able to:

- Narrate the evolution and nature of Mathematics and its importance in the school curriculum in the context of the recent curricular reforms.
- Use various methods and approaches of teaching and learning mathematics especially suitable for the secondary school classes.
- Plan lessons in Mathematics using traditional and constructivist approaches for effective classroom transactions.
- Develop and collect activities and resource materials for their use in enhancing the quality of learning Mathematics at the secondary level.

- Conduct continuous and comprehensive assessment for enhancing the quality of Mathematics learning.
- Explain the concepts in Mathematics included in the secondary school curriculum and make pedagogical analysis of those concepts

UNIT I: Understanding Basics of Teaching Mathematics

LO: Understand the nature and importance of mathematics in school curriculum.

- Nature and Scope of Mathematics,
- Learning of Mathematics: Importance of Mathematics at elementary and secondary level, Learning Objectives of teaching-learning Mathematics at the two levels,
- Curriculum Reforms in School Mathematics: Rationale, Learning Objectives, principles, designs and materials in Mathematics, recent curricular reforms at the National and State levels (NCF 2005).

UNIT 2: Learning Methods of Teaching Mathematics

LO: Apply various methods and approaches of teaching and learning Mathematics

- Learning by Discovery: Nature and purpose of learning by discovery; guided discovery strategies in teaching Mathematical concepts.
- Teaching for Understanding Proof: Proof by induction and deduction; proof by analysis and synthesis.
- Problem Solving in Mathematics: Importance of problem solving in Mathematics, Steps of problem solving in Mathematics.
- Constructivist approaches: Self-learning and peer learning strategies, Collaborative strategies; 5E and ICON Models.

UNIT 3: Curricular Activities in Mathematics

LO: Construct lesson plans in Mathematics using constructivist approach.

- Pedagogical analysis:
- Content analysis- analysis of topics of mathematics text book.
- Learning Objectives, methods and strategies, teaching learning materials including ICT materials
- Learning activities including student and teacher activities, assessment strategies
- Process of preparing lesson plan following Herbatian
- 5E and Interpretation Construction Design Model (ICON)

UNIT 4: Assessment In Mathematics

LO: Conduct continuous and comprehensive assessment using different assessment tools and methods.

- Assessment of Mathematics learning: Unit test – Designing blue print, item construction, marking schemes.
- Assessment for Mathematics Learning: Assignments, Projects and portfolios in Mathematics, group and collaborative assessment in Mathematics,
- Non-testing methods of assessment of/for Mathematics Learning: Observation of learners in action, rating of participation in various Mathematics tasks and activities,

- Diagnosis of difficulties in learning Mathematics concepts, Remediation of the difficulties, enrichment programmes in Mathematics learning –National Mathematics Talent Search, Mathematics Olympiad.
- Planning for continuous assessment of classroom learning in Mathematics.

PRACTICAL

School internship (Delivery of 5 Lessons following Herbatian/5E/ICON model).
It will be evaluated by both Internal and External examiners.

Text Books

- ✓ Sidhu, K. S (1985). *Teaching of mathematics*. New Delhi: Sterling publication.
- ✓ James, A. (2003). *Teaching of mathematics*. Neel Kamal Publication: Hyderabad.
- ✓ NCERT (2011). *Pedagogy of mathematics for two-year B.Ed. course*. New Delhi

Reference Books

- ✓ Cooney, Thomas J. et al. (1975). *Dynamics of Teaching Secondary School Mathematics*. Boston: Houghton Mifflin.
- ✓ Cooper, B. (1985). *Renegotiating secondary school mathematics*. The Hamer Press: East Sussex.
- ✓ NCERT (2005). *Position paper: national focus group (NFG) on examination reform*. NCERT: New Delhi.
- ✓ Scopes, P.G. (1973). *Mathematics in secondary schools- a teaching approach*. Cambridge: Cambridge University Press
- ✓ Driscoll, M., Egan, M., Nikula, J., & DiMatteo, R. W. (2007). *Fostering geometric thinking: A guide for teachers, grades 6-10*. Portsmouth, NH: Heinemann.
- ✓ Driscoll, M. (1999). *Fostering algebraic thinking: A guide for teachers, grades 5-10*. Portsmouth, NH: Heinemann.
- ✓ Grouws, D.A. (ed) (1992). *Handbook of research on mathematics teaching and learning*. New York: Macmillan Publishing.
- ✓ Malone, J. and Taylor, P. (eds) (1993). *Constructivist interpretations of teaching and learning mathematics*.
- ✓ Perth: Curtin University of Technology.
- ✓ Marshall, S.P. (1995). *Schemes in problem-solving*. New York: Cambridge University Press.
- ✓ Moon, B. & Mayes, A.S. (eds.) (1995). *Teaching and learning in secondary school*. London: Routledge.
- ✓ NCERT (1998). *A textbook of content-cum-methodology of teaching mathematics*. New Delhi: NCERT.
- ✓ NCERT (2005). *National curriculum framework 2005*. New Delhi: NCERT.
- ✓ NCERT (2006). *Position paper: National focus group on teaching mathematics*. New Delhi: NCERT.
- ✓ TESS India (2015). *Key resources*. The Open University U.K.
(<http://creativecommons.org/licences/> and <http://www.tess-india.edu.in/>)

Core XIV

Semester- VI
Knowledge and Curriculum

Course Outcomes (COs):

On completion of this course, the student-teachers will be able:

- State and explain the nature of knowledge
- Describe the process of constructing knowledge
- Differentiate different types of curriculum
- Explain the processes and principles of curriculum planning and development
- Elaborate the transaction, evaluation and renewal processes of curriculum.

UNIT I Understanding the Nature of Knowledge

LO: Understand the concept of knowledge.

LO: Differentiate between knowledge and skill.

- Knowledge: Concept (difference between knowledge and skill, knowledge Information, teaching and training, reason and belief) and Nature
- Types and theories of knowledge
- Knowledge Acquisition: Source of knowledge and process of acquisition

UNIT II Construction of Knowledge

LO: Analyze the theories of Piaget and Vygotsky on knowledge construction.

- Knowledge transmission (teacher-centric) vs. Knowledge construction (learner-centric)
- Process of knowing: activity, discovery and dialogue-views of Dewey, Ausubel and Bruner
- Construction of knowledge: theories of Piaget and Vygotsky; implications for curriculum

UNIT III Understanding Curriculum

LO: Analyze various components of curriculum.

- Concept of curriculum and syllabus, types of curriculum (subjectcentred , teacher centred, learning-centred, experience-centred, activity-centred, learner centred,) and components of curriculum.
- Mandates for formulation of curriculum policy (Constitutional, socio-cultural, political, economic, global concerns, environmental, etc.)
- Curriculum framework- Concept, principles and coverage; NCF 2005, SCF 2009 and NCFTE-2009 and its objectives, aspects and recommendations.

UNIT IV Curriculum Planning and Development

LO: Explain the determinants of curriculum.

LO: Understand the principles of curriculum development.

- Determinants of curriculum development

- Principles of curriculum development
- Approaches to curriculum planning
- Processes/stages of curriculum development and curriculum evaluation

Practical/ Assignments/Activities:

Each student is required to submit Practical/Project report/Assignments selecting any one of the following:

- Preparation of an appraisal report on any one aspect of the Systemic Reform envisaged in the NCF- 2005 and its reflection in current practices.
- Identification of learning resources and designing of beyond classroom activities for transacting a lesson.
- Preparation of a transactional blue print of any content unit in any school subject at the secondary level.
- Preparation on of an appraisal report on the curriculum renewal process based on NEP-2020 and its reflection in current practices

*It will be evaluated by both internal and external examiner.

Transaction Mode

Workshop, ICT-Lab Learning. Lecture Method, Seminar, team teaching, tutoring, peer group discussion, mobile teaching, self-learning, Collaborative learning. Cooperative learning.

Books Recommended

- ✓ Aggarwal, J.C. (1990). Curriculum reform in India – world overviews, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.
- ✓ Arora, G.L. (1984). Reflections on curriculum. New Delhi: NCERT.
- ✓ Brady, L. (1995). Curriculum development. Prentice Hall.

Suggested Readings

- ✓ Dewey, John (1956). *The child and the curriculum*. Chicago, Illinois: University of Chicago Press
- ✓ Dewey, John(1997). *Experience and Education*. New York: Touchstone.
- ✓ Dewey, John (1997). *My pedagogic creed*. in D.J. Flinders and S.J. Thorton(eds) *Curriculum studies reader*. New York: Routledge, Kegan & Paul.
- ✓ Egan, K. (2005). *An imaginative approach to teaching*. San Francisco: Jossey-Bass
- ✓ Erickson, H.L.(2002). *Concept-based curriculum and instruction*. California: (Press.
- ✓ Jangira, N. K. & Singh, A. (1982). *Core teaching skills: The microteaching app* New Delhi: NCERT,
- ✓ Mohapatra, J.K., Mahapatra, M. and Parida, B.K. (2015). *Constructivism: The paradigm: From theory to practice*. New Delhi: Atlantic Publishers.
- ✓ NCERT (2005). *National curriculum framework 2005*. New Delhi: NCERT.
- ✓ NCTE (1990). *Policy perspective in teacher education*. New Delhi: NCTE
- ✓ Olivia, Peter F. (1988). *Developing the curriculum*. London: Scott and Foresman.
- ✓ Sharma, S. (2006). *Constructivist approaches to teaching and learning*. New NCERT.

- ✓ *Taba, Hilda (1962). Curriculum development: Theory and practice. New York: Ha Brace and Wald.*
- ✓ *Von Glasersfeld, F. (1995). Radical constructivism: A way of knowing and le Washington D.C.: Falmer Press.*
- ✓ *Vygotsky, Lev (1986). Mind in society. Cambridge, MA: Harvard University Press*

Core XV Community Engagement and Services

Course Outcomes (COs):

On completion of the course, the students will be able to:

- Understand the concept of community engagement.
- State the relationship between educational institution and community linkage.
- Critically reflect on community participation and mobilization activities under Samagra Siksha.
- Prepare a field engagement report based on planning and follow up activities.
- Elaborate Sustainable Development Goals with examples.

UNIT-I Community Engagement: Need and Importance

LO: Describe meaning and scope of community engagement.

LO: State different tasks involved in community engagement and mobilization

- Community engagement :Meaning and Scope
- School /educational institution and community linkage and collaboration
- Vidyanjali:School Volunteer Programme

UNIT-II Community Mobilization and Services

LO: Explain different activities under Vidyanjali: School Volunteer Programme

LO: List the qualities and skills of a teacher as community mobilizer/facilitator

LO: Critically reflect on Community participation and mobilization activities under Samagra Sikshya

- Community mobilization: Meaning and importance
- Tasks involved, role and skills of community mobilisers
- Community participation and mobilization under Samagra Sikshya

UNIT-III Planning and Implementation of Community Engagement Services

LO: Prepare plan of action through need assessment for community engagement.

- Identification of community needs through survey
- Organization of community service activities in different areas based on need assessment i.e. school education, sustainable development, health and hygiene, plantation etc.

UNIT-IV Reporting and follow-up of Community Engagement Services

LO: Prepare exemplar reports based on filed engagement activities.

- Analysis of the information received from field survey
- Reporting community engagement : different components of report i.e. introduction, method and procedure, analysis , Critical reflection and conclusion
- Planning follow-up activities based on the field report

Suggested Activity

Prepare tools- Questionnaire, Interview Schedule, Observation Schedule, Check list.

References

- ✓ Ministry of Human Resource Development (2009): The Right of Children to Free and Compulsory Education Act, 2009, New Delhi.
- ✓ Govinda. R & Diwan Rashmi (2003) Community Participation and Empowerment in Primary Education, Sage Publications, New Delhi
- ✓ Ministry of Education (2022). SAMAGRASHIKSHA: An Integrated Scheme for School Education. Department of School Education and Literacy, New Delhi.
https://samagra.education.gov.in/docs/ss_implementation.pdf
- ✓ Ministry of Education (2021). Vidyanjali: A school Volunteer Programme. Department of School Education and Literacy, New Delhi.
https://vidyanjali.education.gov.in/assets/pdf/Final_Guidelines_Vidyanjali_%20December.pdf

Semester-VII

Core XVI

Educational Management and Leadership

Course Outcomes (Cos)

On completion of the course, the students will be able to:

- Understand the concept of Educational Administration, Management and Leadership.
- Describe the functions of Educational Administration, Management and Leadership.
- List down various types of Educational Administration.
- Elaborate the principles of Educational Management.
- Explain the functions of National and State level Educational bodies.
- Highlight the role of Head Master as leader.

UNIT-1: Educational Administration

LO: Understand the concept of educational management and leadership.

- Concept, objectives and scope of Educational Administration.
- Types of Educational Administration – Centralized and decentralized, democratic and authoritarian.
- Participatory and non-participatory.
- Basic Functions of Educational Administration – Planning, Organizing, Directing and Controlling.

UNIT-2: Structure of Educational Administration at the Centre, State and Local Level and their Functions

LO: Familiar with educational structure and administration at Centre, State and local level.

- Educational Administration at the Central Level-Structure and Functions of MHRD, NCERT, CBSE, CAGE, NAAC, NCTE, NIEPA.
- Educational Administration at the State level (Odisha).
- Department of School and Mass Education, Department of Higher Education, SCERT, Board of Secondary Education, Odisha OSEPA, Odisha Aadarsha Vidyalaya Sangathan – Their Structure and functions.
- Educational Administration at the local level.

UNIT-3: Educational Management

LO: Distinguish between management and administration.

- Meaning and nature of Management
- Meaning, nature and scope of Educational Management
- Distinction between Management and Administration
- Functions of Educational Management, Functions of School Management and Development Committee, State Policies on School Management (RCFCE Act, 2009).

UNIT-4: Educational Leadership

LO: Develop leadership skills among students.

LO: Understand the role of SchoolHeads.

- Meaning and characteristics of leadership
- Importance of leadership in education

- Leadership Style: Autocratic or Authoritarian Leaders, Participative or Democratic Leaders, Laissez Faire or Free Rein Leaders.
- Leadership role of Head Masters of Schools, Teacher as a leader of the Group.

Practicum: 30 Marks (Any one of the following)

1. Observation of SMC/SMDC meeting and preparation of a report.
2. Observing the duties of a Head master of a school and preparation of a report.
3. Visiting a state level educational organization like SCERT, Board of Secondary Education or OSEPA and preparation of a report on their structure and functions

(N.B.: The report will be evaluated by both internal and external examiner).
(Mode of course Transaction: Lecture, Discussion, Field Trip, Seminar)

Text Books

- ✓ Chaudhury, A. and Meta, J.(2021). *Educational Management, Administration and leadership*. Gaziabad: NB Publications.
- ✓ Kochhar, S.K. (2020). *Secondary School Administration*. New Delhi: Sterling Publishers Pvt. Ltd.
- ✓ Nayak, R.K. and Swain, B.C. (2022). *Essentials of Educational Administration and Management*. New Delhi: Kunal Books.
- ✓ Swain B.C. and Das, R. (2022). *Educational Management*. New Delhi: Kunal Books.
- ✓ Safaya, R.N. and Shaida, B.D. (2012). *School Administration and Organisation*. Jalandhar: Dhanpat Rai and Sons.
- ✓ Tyagi, R.S. (2009). *Administration and Management of School Education*. Delhi: Shipra Publications.

Suggested Readings

- ✓ Bhatnagar, R.P. and Aggarwal, V. (2022). *Educational Administration*. Meerut: R. Lal Book Depot.
- ✓ Naik, J.P. (1999). *Role of Government of India on Education*. New Delhi: Ministry of Education.
- ✓ Oliva, P.S. and Pawlas, G.E. (1997). *Supervision for Today's Schools*. New York: Longman Publishers.
- ✓ Orlasky, D.E.; Mcclearcy, L.E., Shapiro, A. and Webb, D.L. (1984). *Educational Administration Today*. New York: Mc Graw Hill.

Core XVII

Fundamentals of Educational Research

Course Outcomes (COS):

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

- Understand fundamentals of research including identifying a problem, preparing synopsis, designing methodology and analyze data.
- Differentiate basic, applied, and action research, and elucidate their roles in shaping education.
- Acquire proficiency in developing and employing different quantitative as well as qualitative research tools for collection of data.
- Carry out research with scientific methods.

Unit-I: Introduction to Educational Research

LO: Understand what is research and special features of research in education.

LO: Demonstrate proficiency in conducting purposeful literature reviews using primary and secondary sources;

LO: Familiar with formulation of research problems.

- Meaning, Nature and Scope of Educational Research.
- Research Problem: Sources, Selection Process and Conceptualization
- Review of Literature: Purpose and Sources-Primary and Secondary
- Hypothesis: Meaning, Purpose, Characteristics, Types, Formulation and Testing

Unit –II: Approaches to Educational Researches

LO: Understand various methods of research and their applicability.

- Methods of Quantitative Research: Descriptive, Correlational, Experimental and Causal Comparative.
- Methods of Qualitative Research: Historical, Phenomenology, Ethnography, Grounded Theory, Case Study, Narrative Research Designs.
- Methods of Mixed Research: Convergent Parallel, Explanatory Sequential and Exploratory Sequential.
- Steps of Research: Quantitative, Qualitative and Mixed Research.

Unit-III: Sampling Strategies and Data Collection

LO: Develop ability to identify research sample and to collect data.

- Population and Sample: Concept; Characteristics of a Good Sample, Methods of Sampling: Probability and Non-Probability; Sampling Error; Purposeful sampling.
- Tools and Technique of Quantitative Approach: Tests, Inventories and Scales- Types, Construction and Uses; Questionnaire: Forms, Construction and Uses
- Tools and Technique of Qualitative Approach: Questionnaire, Interview, Observation, Focus Group Discussion, Photographs, Anecdotes, Field diary
- Methods of Establishing Validity, Reliability and Objectivity of Quantitative and Qualitative Tools

Unit-IV: Writing Proposal, Analysing Data and Reporting

LO: Develop ability to conduct research and write the dissertation scientifically.

LO: Compose comprehensive research proposals with ethical considerations, covering key components.

- Developing Research Proposal: General Considerations (ethics of research, legal obligations, cooperation); Components-Introduction, Methodology, Data analysis, Expected Outcomes;
- Organizing Quantitative and Qualitative Data: Categorizing Data, Protecting Data, Displaying Data.
- Data Analysis - Data Reduction and Classification, Analytical Induction and Constant Comparison, Triangulation.
- Writing research report: General Guidelines; Format of research report (Journal Article, Thesis and Dissertation); APA reference style; Evaluation of research report.

Practicum: 30 Marks (The examination will be conducted by both internal and external examiners)

Each student is required to develop a research proposal on which he/she has to do intensive study under the guidance of a supervisor. The research proposal will be presented, all the students and faculty members of the department will remain present and participate in discussion on the presentation. Marks shall be awarded to each student on the basis of relevance, standard and quality of the proposal, style of presentation and clarification of doubts raised by the participants. There will be an open viva-voce.

References

- ✓ Ary, D., Jacobs, L. C., & Razavieh, A. (2002). *Introduction to research in education (6th ed.)*. Belmont, CA : Wadsworth/Thomson Learning.
- ✓ Best J.W. and Kahn, J. V. (2006). *Research in Education., 9th Ed.* New Delhi: Pearson Education Inc.
- ✓ Bhandarkar, P.L. and Wilkinson, T.S. (2010). *Methodology and Techniques of Social Research*. Himalaya Publishing House, New Delhi.
- ✓ Bogdan, R.C. & Biklen, S.K. (1998). *Qualitative Research for Education: An Introduction to Theory and Methods (3rd ed.)*. Boston, MA: Allyn and Bacon
- ✓ Borg, W.R. & Gall, M.D. (1989). *Educational Research: An Introduction*. New York: Longman.
- ✓ Creswell, J.W. (1994). *Research Design: Qualitative & Quantitative Approaches*. Thousand Oaks, CA: Sage Publications.
- ✓ Creswell, J.W. (2007). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. London: SAGE Publication.
- ✓ Denzin, N. K., & Lincoln, Y. S. (Eds.). (2003). *Strategies of qualitative inquiry (2nd ed.)*. Thousand Oaks, CA: Sage.
- ✓ Denzin, N.K., & Lincoln, Y.S. (Eds.). (1994). *Handbook of Qualitative Research*. Newbury Park, CA: Sage.
- ✓ Gay, L.R. (1990). *Educational Research-Competencies for Analysis and Application (3rd Ed.)*, Macmillan Publishing Company, New York.
- ✓ Kerlinger, F.N. (1973). *Foundation of Behavioral Research*. New York: Holt Rinehart & Winston.

- ✓ *Johnson, B. & Christensen, L. (2008). Educational Research: Quantitative, Qualitative, and Mixed Approaches. London: Sage Publication*
- ✓ *McMillan, J.H. & Schumacher, S. (1989). Research in Education- a Conceptual Introduction. New York: Harper Collins.*
- ✓ *Patton, M. (1990). Qualitative evaluation and research methods (pp. 169-186). Beverly Hills, CA: Sage.*

Core XVIII

Statistics in Education

Course Outcomes (COs):

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

- Describe the importance of Statistics.
- Organise and represent educational data.
- Compute various statistical measures and use the measures for solution of problems.

- Describe the concept and importance of Normal Probability Curve.
- Understand the divergence of data from normality.

UNIT I Educational Statistics

LO: Know the concept of Statistics

LO: Understand various statistical measures and graphical presentation.

- Statistics: Meaning, nature, scope, need and uses. Educational statistics: Meaning, nature, need and uses.
- Organization of data: frequency distribution, tabulation of data and cumulative frequency distribution
- Graphical representation of data: Histogram, frequency polygon, cumulative frequency polygon or ogive and pie-diagram.

UNIT II Measures of Central tendency and Variability

LO: Describe the measures of Central Tendency.

- Mean, median and mode – Concept, Computational process, merits, limitations, applications and uses.
- Meaning, definitions and need of variability
- Range, quartile deviation, Average Deviation and Standard Deviation – Concept, Computational process, merits, limitations and uses.

UNIT – III Co relational Statistics

LO: Understand the types of Correlation, Coefficient of Correlation

LO: Explain different methods of computation of Correlation Coefficient.

- Meaning and types of correlation, co-efficient of correlation.
- Computation of co-efficient of correlation by Rank difference method. Merits and Demerits of Rank difference method.
- Computation of co-efficient of correlation of Karl Pearson's product moment method.

UNIT I V Normal Probability Curve and Divergence From Normality.

LO: Understand Normal Probability Curve, Skewness and Kurtosis.

LO: Understand Z score and t score.

- Meaning and need of probability, normal probability curve – characteristics, properties and applications.
- Measuring Divergence from normality – skewness and kurtosis.
- Interpretation of derived score: Z-score and T-score.
- Chi square-Tests of significance.

Practical

- Analysis of Achievement Data of a particular class and Reporting .

NB: It will be evaluated by both Internal and External examiners.

Text Books

- ✓ Aggarwal, Y.P.(2009). *Statistical methods: concepts, application and computation.* New Delhi: Sterling Publishers Pvt. Ltd.

- ✓ Garrett, H.E. (1971). *Statistics in psychology and education*. New Delhi: Paragon International Publisher
- ✓ Mangal, S.K. (2008). *Statistics in education and psychology*. New Delhi: Prentice-Hall of India Private Limited

Reference Books

- ✓ Ferguson, G.A.(1971). *Statistical analysis in psychology and education*. Kogakusha, Tokyo: McGraw-Hill
- ✓ Guilford, J.P. & Fruchter, B. (1981). *Fundamental statistics in psychology and education*. New York: McGraw Hill
- ✓ McCall, R. (1993). *Fundamental statistics for the behavioral Science*. New York: Harcourt Brace
- ✓ Ravid, Ruth. (2000). *Practical statistics for education*. New York: University Press of America.
- ✓ Seigel. S. & Castel lan N.J. (1988). *Non-parametric statistics for the Behavioral Science*. Singapore: Graw-Hill Book Co.

Core XIX

Guidance and Counselling in Education

Course Outcomes (COs):

On completion of this course, the learners will be able to:

- Describe the concept, nature and purpose of guidance and counselling.
- Understand the techniques and theories of counselling.
- Identify the concept and technique of group and individual guidance.

- Develop skills for guidance and counselling in secondary schools.

Unit-I: Introduction to Guidance and its Types

LO: Understand theoretical aspects of guidance, types of guidance and guidance service.

- Concept and Purpose of guidance: self-understanding, self-discovery, self-reliance, self-direction, self-actualization.
- Guidance: Scope and Principles with reference to India.
- Types of guidance-educational guidance, vocational guidance and personal guidance.
- Types of guidance services: Orientation, Information, Individual Inventory, Counselling, Placement, Follow-up, and Research & Evaluation, Resources required for organizing guidance services.

Unit-II: Concept and Techniques of Counselling:

LO: Understand concept of counselling and develop basic guidance ability.

- Counselling–Meaning, Need, Procedure and Types.
- Techniques of counselling: Directive counselling-concept, advantages and limitations. Non-Directive Counselling-concept, advantages and limitations. Eclectic Counselling-concept, advantages and limitations
- Theories of Counselling (Behaviouristic, Rational, Emotive and reality)

Unit-III: Individual and Group Guidance

LO: Differentiate individual and group guidance.

- Meaning, advantages, principles and kinds of individual and group guidance.
- Organizing guidance services at school and college level ,Individual guidance with special emphasis on problems of adolescents
- Group guidance techniques: Career talk, orientation talk, group discussion, career conference, career corner
- Role of principal and teachers in guidance programmes. Integration of guidance and curriculum: need, importance and role of teachers.
- Nature and causes of behavioural problems among underachieving students. School discipline problems, bullying, drug abuse, truancy, and dropout.

Unit-IV: Guidance Service

LO: Organise guidance programme at school.

- Counselling for Placement and Higher education
- Aptitude tests for choice of career.
- Soft skill training for improving employability.
- Organising guidance programme at school.

Mode of Transaction:

Lecture, seminar, workshops, team teaching, tutoring, dialogue, peer group discussion, mobile teaching, self-learning, collaborative and cooperative learning and role play.

Suggested activities:

1. Case Study of a Child with Special Needs or a child coming from socially disadvantaged background.

*It will be evaluated by both Internal and External examiners.

Suggested Readings:

- ✓ Gibson, R. L., & Mitchell, M. H. (2008). *Introduction to counselling and guidance*. New Jersey: Pearson Prentice Hall.
- ✓ Gupta, S. (2013). *Guidance and career counselling*. New Delhi: A.P.H. Publishing Corporation.
- ✓ Jothiet. al. (2009). *Guidance and counselling*. New Delhi: Centrum Press.
- ✓ Naik, D. (2007). *Fundamentals of guidance and counselling*. New Delhi: Adhyayan Publishers and Distributors.
- ✓ Nayak, A. K. (2014). *Guidance and counselling*. New Delhi: A.P.H. Publishing Corporation.
- ✓ Pal, O. (2011). *Educational and vocational guidance and counselling*. New Delhi: A.P.H. Publishing Corporation.
- ✓ Sharma, R. N., & Sharma, R. (2013). *Guidance and counselling in India*. New Delhi: Atlantic Publishers and Distributors (P) Ltd.
- ✓ Siddiqui, M. H. (2015). *Guidance and counselling*. New Delhi: A.P.H. Publishing Corporation. Suggested
- ✓ Suggested e-books
- ✓ *Educational and Vocational Guidance in Secondary Schools*
- ✓ <http://www.counselling-directory.org.uk>
- ✓ www.psychologytoday.com
- ✓ <http://qu.edu.iq/eduw/wp-content/uploads>
- ✓ <https://www.csbsju.edu/psychology/student-resources/issues>

Semester VIII**Core XX****Art and Craft Education****Course Outcomes (COs):**

On completion of the course, the students will be able to:

- Define arts education and craft education.
- Differentiate different forms of art education.
- Develop aesthetic sensibility among learners about the environment, including classroom, school, home and community through an integrated learning approach.
- Develop a perspective and appreciation of art, nature, and human existence relationship.
- Develop awareness about the rich cultural heritage of their own locality/state/region as well as that of the nation.

Reflect on life and work of artists and their contribution to teaching and learning.

UNIT I: Understanding Basics of Art Education

LO: Familiar with art traditions.

- Meaning and Concept of Art Education (i) Visual Arts (ii) Performing Arts and its significance in school Education
- Nature and Scope of Art Education
- Knowledge of Regional Arts and Crafts (Local Specific) and its Relevance in Regional Art and Craft, Teaching Students about Folk Objects and Traditional Arts, Knowledge of contemporary Arts and Artists

UNIT II: Expression through Art Forms

LO: Understand and create new art expressions.

- Expressing ideas about different aspects of life
- Expressing various emotions
- Enhancing communication and presentation skills, developing imagination, creativity and aesthetic sensibility among the student teachers
- Utilizing different art expressions in teaching learning situation

UNIT III: Literature and Art

LO: Understand literary expressions and the methods of teaching.

- Meaning and Aims of Literature art
- Different parts of literary Education
 - Story writing
 - Poem writing
 - Writing of drama
- Method of teaching of literary art at the elementary stage.
- Evaluation of literary art at the elementary stage.

UNIT IV: Cultural heritage of India

LO: Familiar with cultural heritage of India.

- Exposure to the cultural heritage of (i) Locality (ii) state/region (iii) Nation
- Reflection and incorporation of the rich cultural heritage during the celebrations of festivals, functions and special days
- document processes of an art or craft form from the pedagogical point of view; such as weaving or printing of textiles, making of musical instruments, folk performances in the community.

Mode of Course Transaction:

Seminar, Team Teaching, Dialogue, Peer-Teaching, Peer Group Discussion, Collaborative and Cooperative Learning, Field Trip, Concept Mapping, Lecture Method, Self-Learning.

- Preparation of an album of greeting cards with appropriate caption.
- Prepare three rangoli / paintings / teracota art
- Conduct Art Exhibition in the institution by displaying art of different forms
- Dramatize any topic for classroom presentation
- Conduct of story/ poem writing competition in the school and document those writings.

Suggested Readings

- ✓ Dodd, Nigel and Winifred Hickson (1971/1980). *Drama and theatre in education*. London: Heinmann.
- ✓ Gupta, Arvind (2003). *Kabad se Jugad: Little Science*. Bhopal: Eklavya.
- ✓ Khanna, S. and NBT (1992). *Joy of Making Indian Toys, Popular Science*. New Delhi: National Book Trust.
- ✓ NCERT, (2006). *Position Paper National Focus Group on Arts, Music, Dance and Theatre*. New Delhi: NCERT.
- ✓ Sahi, Jane and Sahi, R. (2009). *Learning through art*. Bhopal: Eklavya.
- ✓ NCERT (2023). *Art Integrated Learning*, New Delhi <https://ncert.nic.in/deaa/pdf/ArtIntegratedLearning-Handbook-Classes%20VI-VIII.pdf>

Core XXI

Inclusive Education

Course Outcomes (COs)

On completion of the course, the students will be able to:

- Define meaning and scope of inclusive education.
- Identify the assumptions of disability underlying current general and Special education practices.

- Understand the various suggestions given by different recent commissions on education of children with disabilities for realizing the Concept of "Universalization of Education".
- Explore and utilize pedagogical approaches that can support students with a variety of learning profiles in respectful ways.
- Explain the meaning and implications of universal design in learning (UDL) for classroom pedagogy.
- Examine the different support services and collaboration for inclusive education.

UNIT I: Meaning, Genesis and Scope Inclusive Education

CO: Understand aspects of Inclusive Education.

1. Special education and inclusive education: Concept and Principles.
2. Historical developments of special and inclusive education in India.
3. Medical and social models of disability.
4. Examining the practice of labelling.
5. Social, psychological and educational contexts of inclusion.

UNIT II: Policies & Frameworks Facilitating Inclusive Education

CO: Become familiar with both national and international policies for promotion of Inclusive Education.

1. International Declarations: Universal Declaration of Human Rights (1948). World Declaration for Education for All (1990).
2. International Conventions: United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006).
3. International Frameworks: Salamanca Framework (1994), Biwako Millennium Framework of Action (2002).
4. Constitutional Obligations: RCI Act 1992; PWD 1995 and NTA 1999; RTE-SSA and RPD Act. 2016.

UNIT III: Understanding and Support Needs of Students with Disability

CO: Understand disability and needs of students with disability.

1. Understanding and support needs of students with different Labels of Disability including: Autism, Learning Disabilities, Speech & Hearing Disability, Blindness.
2. Intellectual Disabilities in inclusive classroom.

UNIT IV: Frameworks, Support and Collaboration for Inclusive Education

CO: Understand teaching practice for promotion of Inclusive Education.

6. Universal Design for Learning: Multiple Means of Access, Expression, Engagement and Assessment.
7. Principles of Differentiated Instruction and Assessment.
8. Capacity Building of Teachers for Inclusive Education.
9. Assistive Technology and Devices for Inclusive Education.

Transaction Mode:

Workshop, ICT-Lab Learning, Lecture method, Seminar, Team teaching, Tutoring, Peer group discussion, Mobile teaching, Self-learning, Collaborative learning, Cooperative learning.

Practical

- Visit to a centre for students with special needs (special school/special institute).
Observe the process of teaching learning and write a report.

*NB: It will be evaluated by both Internal and External examiners..

Text Books

- ✓ *Panda, K.C. (nd). Education of Exceptional Children*
- ✓ *Daniels, H. (1999). Inclusive education. London: Kogan.*
- ✓ *Mangal, S.K. (2013). Exceptional Children, New Delhi: PHI Learning Pvt. Ltd.*

Reference Books

- ✓ *Bartlett, L. D., & Weisentein, G. R. (2003). Successful inclusion for educational leaders. New Jersey: Prentice Hall.*
- ✓ *Deiner, P. L. (1993). Resource for Teaching Children with Diverse Abilities. Florida: Harcourt Brace and Company.*
- ✓ *Dessent, T. (1987). Making Ordinary School Special. Jessica Kingsley Pub.*
- ✓ *Gargiulo, R.M. Special Education in Contemporary Society: An Introduction to Exceptionality. Belmont: Wadsworth.*
- ✓ *Gartner, A., & Lipsky, D.D. (1997). Inclusion and School Reform Transferring America's Classrooms. Baltimore: P. H. Brookes Publishers.*
- ✓ *Giuliani, G.A. & Pierangelo, R. (2007). Understanding. Developing and Writing IEPs. Corwin press: Sage Publishers.*
- ✓ *Gore, M.C. (2004). Successful Inclusion Strategies for Secondary and Middle School Teachers, Corwin Press, Sage Publications.*
- ✓ *Hegarty, S. & Alur, M. (2002). Education of Children with Special Needs: from Segregation to Inclusion. Corwin Press, Sage Publishers.*
- ✓ *Karant, P., & Rozario, J. ((2003). Learning Disabilities in India. Sage Publications.*
- ✓ *Karten. T. J. (2007). More Inclusion Strategies that Work. Corwin Press. Sage Publications.*
- ✓ *King Sears. M. (1994). Curriculum Based Assessment in Special Education. California: Singular Publications.*
- ✓ *Kluth. P. (2009). The autism checklist: A practical reference for parents and teachers. San Francisco, CA: Jossey-Bass.*
- ✓ *Lewis. R. B. & Doorlag. D. (1995). Teaching Special Students in the Mainstream. 4th Ed. New Jersey: Pearson.*
- ✓ *Rayner. S. (2007). Managing Special and Inclusive Education, Sage Publications.*

- ✓ *Rose, D. A., Meyer, A. & Hitchcock, C. (2005). The Universally Designed Classroom: Accessible Curriculum and Digital Technologies. Cambridge, MA: Harvard Education Press.*
- ✓ *Ryandak, D. L. & Alper, S. (1996). Curriculum Content for Students with Moderate and Severe Disabilities in Inclusive Setting. Boston, Allyn and Bacon.*
- ✓ *Thousand, J., Villa, R., & Nevin, A. (2007). Differentiating instruction: Collaborative planning and teaching for universally designed learning. Thousand Oaks, CA: Corwin Press.*
- ✓ *Turnbull, A., Turnbull, R., Turnbull, M., & Shank, D.L. (1995). Exceptional Lives: Special Education in Today's Schools. 2nd Ed. New Jersey: Prentice Hall.Inc*
- ✓ *Udvari-Solner, A. & Kluth, P. (2008). Joyful Learning: Active and collaborative learning in inclusive classrooms. Thousand Oaks, CA: Corwin Press.*

Core XXII

Teacher Education

Course Outcomes (COs)

On completion of the course, the students will be able to;

- Explain concept, aims and objectives of teacher education at different levels.
- Narrate pre-service and in-service teacher education programme at different stage
- Describe the function of the institutions and agencies of teacher education.

- Describe the approaches to teacher education and teacher's capacity building programmes.
- Justify teaching as a profession and code of professional ethics of teachers and teacher educators.
- Understand the problems and recent trends in teacher education.

Course Contents

Unit-I: Teacher Education: Policy Perspectives

LO: Understand structure of education and role of education.

LO: Familiar with Pre-service learning needs of teachers.

- Meaning, Nature and Scope of Teacher Education; Aims and objectives of teacher education at different levels: Elementary, Secondary and Tertiary. Types of Teacher Education Programs.
- Structure of Teacher Education Curriculum and its Vision in Curriculum Documents of NCERT and NCTE at Elementary, Secondary and Higher Secondary Levels.
- Organization of Components of Pre-service Teacher Education Transactional Approaches (for foundation courses) Expository, Collaborative and Experiential learning.

Unit-II: Pre-service and in-service Teacher Education

LO: Understand the structure of Pre-service and In-service Teacher training.

LO: Familiar with institutions and engaged in Teacher Education at National, State and District level.

- Need of Pre-service Teacher Training at different levels of School education.
- Need of In-service Teacher Training at different levels of School education.
- Role of various institutions and agencies for pre-service and in-service Teacher Education: NCTE, SCERT, NCERT, IASES, CTES, DIETS, UGC-HRDC.

Unit-III: Teaching as a Profession and Development

LO: Know about performance of teachers and how to strengthen Teacher Education.

- Concept of Profession and Professionalism, Teaching as a Profession, Professional Ethics of Teachers. Personal and Contextual factors affecting Teacher Development.
- Performance appraisal of teachers and teacher educators, Capacity building programmes, Modification of Teachers' Behaviour, Micro teaching, Simulation, Interaction analysis, Team Teaching.
- Recommendations of Justice Verma Committee in strengthening teacher education programme.

Unit-IV: Problems and issues in Teacher Education

LO: Understand contemporary challenges of Teacher Education and policies to meet the challenges.

- Issues related to School internship: co-operative school, supervision and mentoring.
- Curriculum of teacher education with reference to National Curriculum Framework for Teacher Education-2009. NEP-2020-Teacher Education, Objectives, structure and recommendation for professional development.
- Challenges and Prospects related to teacher education policy, Privatization of teacher education.

Sample Questions

10. What is Teacher education? (1 Mark)
11. Write any two functions of NCTE. (2 Marks, Within 50 words)
12. Critically reflect on the structure and functions of Teacher Education with reference to NEP 2020. (5 Marks, Within 300 words)
13. Elaborate the issues and challenges of Teacher Education with reference to contemporary society. (8 Marks, Within 500 to 800 words).

Practical/Assignment/Project:

Each student is required to submit Practical/Project report/Assignments (selecting any one of the following)

1. Study on implementation of National Curriculum Framework for Teacher Education-2009 at secondary level of Odisha.
2. Analysis of any policy documents being implemented in the field of Teacher Education
3. Visit to a Centre of Excellence (anyone IASE of Odisha), observe the process of teaching learning practices and write a report.
 - It will be evaluated by internal and External Examiners.

Transaction Mode:

Lecture, Seminar, team teaching, tutoring, dialogue, peer group discussion, mobile teaching, self-learning, Collaborative learning, Cooperative learning and Role play.

Books Recommended

- ✓ Aggarwal, J.C. (1973). *Landmarks in the history of modern Indian education*. New Delhi: Vikas Publishing House Pvt. Ltd.
- ✓ Aggarwal, J.C. and Aggarwal, S.P. (1992). *Educational planning in India with a slant to educational financing and administration*. New Delhi: Concept Pub.
- ✓ Chattopadhyaya, D. P. (1985). *The teacher and society: report of national commission on teachers in 1983-85*, Govt. of India, New Delhi.
- ✓ MHRD (1985). *National policy on education 1986 (with modifications undertaken in 1992)*. New Delhi MHRD.
- ✓ MHRD (1993) *Learning without burden report of the national advisory committee appointed by the ministry of human resource development*. New Delhi: Govt. of India, Ministry of Human Resource Development.
- ✓ MHRD (1995). *The teacher and society, Chattopadhyaya committee report (1983-95)*. New Delhi: MHRD, GOI.
- ✓ Ministry of Education (1966). *Education and national development, report of the education commission 1964-66*, New Delhi: Author.
- ✓ Ministry of Law Justice (2009). *The Right of Children to Free and Compulsory Education Act, 2009*. The Gazette of India, Ministry of Law Justice, Govt. of India,
- ✓ Mishra, S. (2004). *Privatization of higher education: Policy perspectives and role of regulatory bodies*. University News, Association of Indian Universities, New Delhi.
- ✓ Mohanty, J. (2008). *Teacher education*, New Delhi: Deep & Deep.
- ✓ Mudaliar, A. L. (1953). *Report of the secondary education commission 1952-53*. New Delhi: Govt. of india.

- ✓ Mukherjee, S.N. (Ed.) (1968). *Education of teachers in India (Vols. 1 &2)*, New Delhi: S Chand & Co.
- ✓ NCERT (1978). *Teacher education curriculum-a framework*. New Delhi: NCERT.
- ✓ NCERT (1988a). *Teacher education curriculum: a framework*. New Delhi: NCERT.
- ✓ NCERT (1988b). *Teacher education curriculum: a framework-revised draft*. New Delhi: NCERT.
- ✓ NCERT (2004). *Curriculum framework for teacher education*. New Delhi: NCERT.
- ✓ NCERT (2006a). *National curriculum framework-2005*. New Delhi: NCERT.
- ✓ NCERT (2006b). *Teacher education for curriculum renewal*. New Delhi: NCERT.
- ✓ NCERT (2007). *Professional support system and classroom performance of parateachers*. New Delhi: NCERT.
- ✓ NCERT (2008). *Sixth survey of research in education Vol II*. New Delhi: NCERT, NCTE(1998a). *Policy perspectives in Teacher Education: Critique & Documentation*. New Delhi: NCERT.

- ✓ NCTE (1998b). *Curriculum framework for quality teacher education*. New Delhi NCTE.
- ✓ NCTE (1998c). *Competency based and commitment-oriented teacher education for quality school education: pre-service education*. New Delhi: Author.
- ✓ NCTE (2009). *National curriculum framework for teacher education towards preparing professional and humane teacher*. New Delhi: NCTE.
- ✓ Ram, S. (1999). *Current issues in teacher education*. New Delhi: Sarup & Sons Publications.
- ✓ Report of the National Commission on Teachers (1983-85), Website: <http://www.education.nic.in/cd50years/r/20/42/toc.htm>
- ✓ Verghese, B.V. (2004). *Recruitment and training of primary teacher*. New Delhi: Anmol.
- ✓ Yadav, M.S. & Lakshmi, T.K.S. (2003). *Conceptual inputs for secondary teacher education the instructional role*. New Delhi: NCTE.

Core XXIII Computer applications in teaching learning

Course Outcomes (COs):

On completion of this course, the learners will be able to:

- Learn basis of Basics of MS Windows.
- Demonstrate basic understanding of computer applications with reference to MS Windows, MS excel and MS PowerPoint.
- Generate spread sheets, charts and presentations.
- Design personal, academic and business documents using MS Office.

- Model the modes of development of self-learning materials and prepare different types of instructional material.
- Explain different OERs, MOOCs available for effective learning.
- Develop learners' e-portfolios.
- Classify various e-resources for effective learning.
- Describe the concept of artificial intelligence and its applications in teaching learning.
- Determine similarity index of the various documents like dissertations, theses etc.

Course Contents

Unit-I: Basics of Computer Applications

LO: Able to use a computer.

LO: Operate MS Window System, MS Excel, PPT and Hyperlinking.

- Basics of MS Windows: Desktop, Recycle bin, My Computer, Documents, Pictures, Music, Videos, Task Bar and Control Panel. MS-Word and its features: Creating, Editing, Formatting and Printing of Documents, Inserting, Word Art, Page Numbers, Mail Merge.
- MS-Excel and its features: Creating a new worksheet, selecting cells, Entering and editing Text, Numbers, Inserting Rows/Columns, changing widths and heights of row and columns, Formulae, referencing cells, changing of font sizes and colours.
- MS-PowerPoint and its features: Creating, Inserting and Deleting Slides of a Presentation. Adding Pictures, Inserting Objects, Audio, Video, Custom Animation and Hyperlinking of documents.

Unit-II: Introduction to E-learning

LO: Understand and use E-learning facilities through computer and other digital instruments like mobile and tablets.

- Concept of e-learning, benefits of E-learning, Introduction to LMS using E-learning
- Approaches to e-learning: Offline, Online, Synchronous, Asynchronous, Blended learning and Mobile Learning.
- Security concerns related to interactive contents: Viewing, disabling and managing interactive content; securing the computer from viruses and other internet attacks.

Unit-III: Application of E-Learning

LO: Able to apply E- Learning tools.

- Creating and Sharing: (i) G-Suite: Gmail, Drive, Calendar, Meet, Chat, Doc, Sheet, Slides (ii) Surveying: SurveyMonkey, Google Forms, online spreadsheets (iii) Google Classroom: conducting classes, assessment and evaluation.
- Development of Self-Learning Materials (SLM) and e-content: Concept and its purposes, Conventional Teaching versus SLMs & e-content, Types of SLMs and E-content,
- Process of Developing SLMs and e-content, Content Organization, Integrating video and audio into SLMs.

Unit-IV: Trends in Teaching Learning Practices

LO: Understand contemporary utilisation of E-tools for teaching learning process.

- Open Education Resources: Creative Common, Massive Open Online Courses; creating learners' E-portfolios; accessing Online Repositories, Online Libraries and E-Resources.
- Artificial Intelligence: Concept and its applications in teaching learning practices. Introduction to SPSS and R, Latex.
- Plagiarism: Regulations, similarity index of the various documents like dissertations, theses etc. through plagiarism testing software (Mendeley, Zotero).

Transaction Mode

Workshop, ICT-Lab Learning, Lecture Method, Seminar, team teaching, tutoring, peer group discussion, mobile teaching, self-learning, Collaborative learning, Cooperative learning.

Practical/ Assignment/ Activities:

Each student is required to submit Practical/Project report/Assignments selecting any one of the following:

1. Prepare Project Report on Role of Technology for Women Empowerment.
2. Overview of different Plagiarism detection tools and suggestive measures.
3. Prepare a Power Point Presentation of any content of your course and Presentation including Viva Voice.

* It will be evaluated by External and Internal Examiners.

References Books:

- ✓ *Creating learning materials for open and distance learning: A Handbook for Authors and Instructional Designers (2005). Commonwealth of Learning. Vancouver: Canada*
- ✓ *Excel 2020 in easy steps-Michael Price – TMH publications*
- ✓ *Foundations of Self-Learning Materials. http://wikieducator.org/Session_3.*
- ✓ *Garrison, D.R. and Anderson, T. (2003). e-learning in the 21st century: a framework for research and practice. London: Routledge.*
- ✓ *Haas, K.B. and Packer, H.Q. (1990): Preparation and use of audio-visual aids, 3rd Edition, Prentice Hall, Inc.*
- ✓ *Jayaram, K and Dorababu, K.K. (2015). Self-learning materials in distance education system. International Journal of Current Research. Vol. 7, Issue, 10, pp.21929-21934.*
- ✓ *Minnick, D.R. (1989). A guide to creating Self Learning Materials. International Rice Research Institute Los Baños, Laguna, Philippines.*
- ✓ *MS Office 2007 in a Nutshell –Sanjay Saxena – Vikas Publishing House.*
- ✓ *Murthy, CRK and Santosh Panda (2002). Report of the workshop on strategies for revision of self-learning materials, IGNOU, New Delhi. (Unpublished).*
- ✓ *Oreyet.al. (2009). Educational media and technology. New York: Springer Science Business Media.*

- ✓ *Rana, S. (1994): Open Learning in India, Commonwealth Publishers, New Delhi.*
- ✓ *Roblyer, M.D. (2008). Integrating educational technology into teaching. New Delhi: Pearson.*
- ✓ *Rowntree, Derek (1986). Teaching through self-instruction, Kogan Page, London/Nichola Pub. Comp. New York.*
- ✓ *Senapaty, H.K. (2009). ICT integrated learning materials on basic school subjects from constructivist perspectives. Bhubaneswar: Regional Institute of Education, NCERT.*
- ✓ *UNESCO (2005). How ICT can create new, open learning environments: Information and communication technologies in schools: A handbook for teachers. Paris: UNESCO.*
- ✓ *UNESCO (2008). Capacity building for ICT integration in education. Retrieved from <http://portal.unesco>.*
- ✓ *UNESCO (2008). ICT Competency standards for teachers: Policy Framework. Retrieved from <http://portal.unesco>.*
- ✓ *Working in Microsoft Office – Ron Mansfield - TMH.*