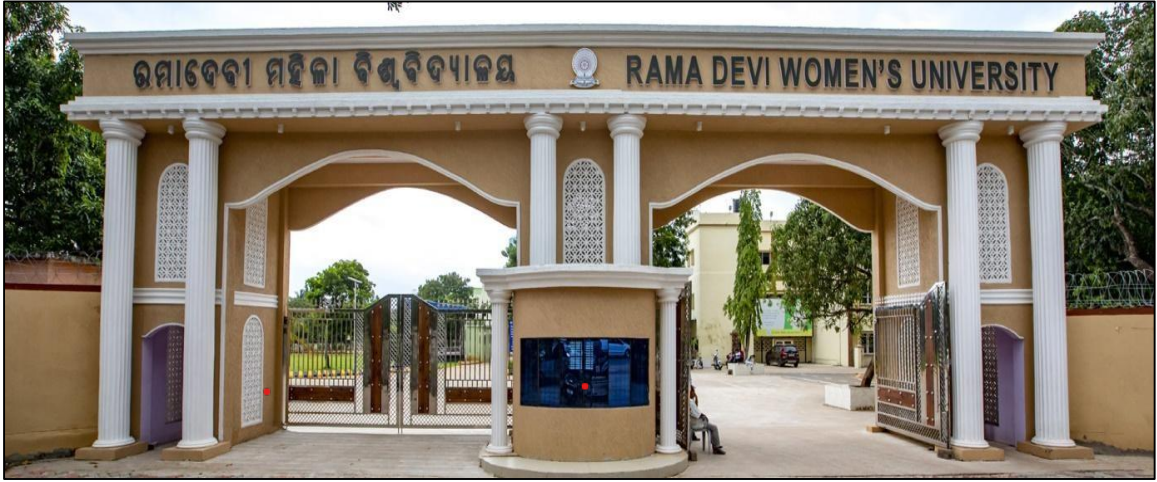


DEPARTMENT OF SANSKRIT

SYLLABUS OF UG PROGRAMME (B.A.)



| | |
|------------------|--|
| SKILLS | |
| EMPLOYABILITY | |
| ENTERPRENURESHIP | |

RAMA DEVI WOMEN'S UNIVERSITY
Vidya Vihar, Bhubaneswar-751022, Odisha
Website: <https://rdwu.ac.in>

SYLLABUS FOR UNDER GRADUATE COURSE
IN **SANSKRIT**
(Bachelor of Arts Examination)



RAMA DEVI WOMEN'S UNIVERSITY
VIDYA VIHAR, BHUBANESWAR-22

UNDER CHOICE BASED CREDIT SYSTEM

Manorani
18.10.23
Controller of Examinations
R.D. Women's University
Bhubaneswar

SANSKRIT

| Framework of CBCS Syllabus for SANSKRIT (Honours) from 2019-20 | | | | | |
|--|---|----------------------------------|----------------------------------|---|--|
| Abbreviations used: CC- Core Course, DSE-Discipline Specific Elective, GE-Generic Elective, SEC-Skill Enhancement Course, AECC-Ability Enhancement Course Total Marks- CC(1400)+DSE(400)+GE(400)+SEC(200)+AECC(200) = 2600 Total Credits- CC(84)+DSE(24)+GE(24)+SEC(8)+AECC(8) =148 | | | | | |
| Semester | CC 14 papers | AECC 2 Papers | SEC 2 Papers | DSE 4 Papers | GE 4 Papers |
| I | CC-1: Moral Teachings and Basics of Sanskrit | AECC-I: Environmental Science | | | GE I: Moral Teachings and Basics of Sanskrit |
| | CC-2: Drama-I & History of Sanskrit Literature -I | | | | |
| II | CC-3: Drama-II & Dramaturgy | AECC-II M.I.L. | | | GE II: Khandakavya & Darsanakavya |
| | CC-4: An Introduction to the Technique of Paninian Grammar & Prosody | | | | |
| III | CC-5: Poetry & History of Sanskrit Literature- II | | SEC I: Communicative English | | GE III: Technical Literature in Sanskrit (Jyotisa & Vastu) |
| | CC-6: Meta-Rules of Paninian Grammar, Poetics and Figures of Speech | | | | |
| | CC-7: Cases and Case Endings in Paninian Grammar & Translation-I | | | | |
| IV | CC-8: Upanisad, Ramayana & Bhagavadgita | | SEC II: Quantitative Aptitude | | GE IV: Ethical Literature in Sanskrit |
| | CC-9: Case and Case Endings of Paninian Grammar, Translation-II & Lexicon | | | | |
| | CC-10: Ornate Prose in Classical Sanskrit | | | | |
| V | CC-11: Ornate Poetry in Sanskrit | | | DSE-1: Socio-Political Thought in Ancient India | |
| | CC-12: Veda, Vedic Grammar & History of Vedic Literature | | | DSE-2: Ethical Literature in Sanskrit | |
| VI | CC-13: Ayurveda & Vrksayurveda | | | DSE-3: Translation, Editing and Writing Skill | |
| | CC-14: Technical Literature in Sanskrit | | | DSE-4: Project Preparation and Presentation) | |

RAMA DEVI WOMEN'S UNIVERSITY
VIDYA VIHAR, BHUBANESWAR
DEPARTMENT OF SANSKRIT

Sanskrit is a very rich language of Indo-European language group. Sanskrit is a medium to know about ancient Indian history, culture, religion, social life through its texts. The academic programme of Honours (CC and DSE), Pass (DSC) and General Elective courses are designed not only to enhance professional skill but also to develop a deep understanding of rich heritage and dynamic prevalent scenario of India through various Sanskrit treatises.

PROGRAMME OUTCOMES (POS)

PO-1. CHARACTER DEVELOPMENT: Developing personal and behavioural competence through moral and ethical teachings of stories and some popular texts.

PO-2. COMMUNICATION SKILL: Understanding Basic communication skills in Sanskrit with LSRW (Listening, Speaking, Reading and Writing) through knowledge of Paninian Grammar.

PO-3. SOCIAL VALUES: Enhancing social competence and transformation through learning values and social concerns reflected in ancient Sanskrit treatises and Ornate Prose and Poetry in Classical Sanskrit Literature.

PO-4. CRITICAL THINKING: Developing knowledge of fundamental principles of literary criticisms of both ancient and modern Sanskrit poetics.

PO-5. VEDIC WISDOM: Contextualizing the ancient Indian wisdom reflected in Vedic Literature which is timeless and still applicable to the society.

PO-6. ANCIENT SOCIO-POLITICAL THOUGHTS: Analyzing social problems and understanding social dynamics through socio-political thoughts of ancient India and ethical literature in Sanskrit.

PO-7. PERSONAL PROBLEMS AND SOLUTION: Facilitating life skills like self-respect, safe-development, and competency in communicating, interacting, listening, speaking and observing.

PO-8. MEDICINE AND ENGINEERING KNOWLEDGE: Enhancing technical abilities in Medicine, Astrology, Architecture and making Sanskrit learners self-sufficient.

PO-9. INTELLECTUAL DEVELOPMENT: Developing the basic approach to study Indian Philosophy and research work for intellectual, analytical and critical thinking capacities.

PO-10. SKILL OF TRANSLATION: Providing learners' competence level through Translation, Transliteration, Proof Correction, usage of various e-resources, social media, computer literacy etc.

PROGRAMME SPESIFIC OUTCOMES (PSOS):

After becoming graduate students can:

PSOS -1. Make them eligible for higher education.

PSOS -2. Pursue project works independently.

PSOS-3. Understand and develop holistic approach of the Core Areas of the subject.

PSOS-4. Develop a concept of ancient Indian history, philosophy and literature.

PSOS-5. Enhance communication skill of Listening, Speaking, Reading and Writing in Sanskrit.

PSOS-6. Make the Sanskrit Literature (Prose and Poetry) melodious and lucid with the knowledge of Prosody & Figures of Speech.

PSOS-7. Understand and work for multidisciplinary activities with other disciplines.

PSOS-8. Enhance their skills in fields of Plant life, Medicine, Astrology, Architecture etc.

DEPARTMENT OF SANSKRIT, RDWU

Semester-I

CC-I: Moral Teachings and Basics of Sanskrit

Course Outcomes (COs)

CO 1- Ability to develop a strong sense of ethical and moral values in personal and professional life.

CO 2- A solid foundation of students' positive mind-set through lofty teachings of Hitopadesa.

CO 3 - A solid foundation of students' positive mind-set through lofty teachings of Yaksaprasna.

CO 4 - Awareness of communication skills in understanding Sanskrit Grammar with knowledge of basic words and roots

1. **Hitopadeśa** **Mitralabha** (Prastavana, Kathāmukha, Brddhavyaghrapathiakakatha, Mrgajambukakatha & Gṛdhravidalakatha)

2. **Yaksaprasna** of Mahabharata (Aranyakaparva, ch.313 from Verses no. 41 to 133)

3. Śabdarūpa & Dhaturūpa

('a' karanta, 'i' karanta, 'ī' karanta, 'u' karanta, 'ū' karanta, 'in' bhaganta, Māṭṛ, Pitr, Asmad, Yusmad, Tad(sabdarūpas).Lat, Lañ, Vidhiliñ, Lṛt, Lot and Litlakaras path,Ni, Kṛ, Sev, Han, Pā, Dā, Śru, Śī and Krīñ in the form of Ātmanepada, Parasmaipada or Ubhayapada whichever is applicable. (Dhaturūpas)

Unit-I & II: Hitopodeśa Mitralabha and Sabdarūpa

Unit-III & IV: Yaksaprasna of Mahabharata and Dhaturūpa

Suggested Readings:

1. Hitopadesah (Mitralabhah) (Ed.) N.P. Dash and N.S. Mishra, Kalyani Publishers, New Delhi
2. Hitopadesah (Mitralabhah) (Ed.) B.S. Mishra, Vidyapuri, Cuttack
3. Yaksaprasna, T. K. Ramaayiyar, R. S. Vadhyar & Sons. Palkad, Kerala
4. Yaksaprasna, Ed. Dr. Nirmal Sundar Mishra, A.K. Mishra Agency, Cuttack, 2016

Mapping Of Course Outcomes (COs) With The Program Outcomes (POs)

| POs/COs | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 |
|---------|------|------|------|------|------|------|------|------|------|-------|
| CO 1 | 5 | 4 | 5 | 4 | 4 | 4 | 5 | 2 | 5 | 2 |
| CO 2 | 2 | 5 | 2 | 5 | 2 | 2 | 2 | 2 | 5 | 5 |
| CO 3 | 2 | 5 | 2 | 5 | 2 | 2 | 2 | 2 | 5 | 5 |
| CO 4 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 2 | 5 | 5 |

CC-II: Drama-I and History of Sanskrit Literature –I

Course Outcomes (COs)

CO 1 - Through understanding of love and romance by youths through the popular drama of Kalidasa i.e. Abhijnanasakuntalam.

CO 2 - Negotiation of texts independently and appreciation for Sanskrit Learning.

CO 3 - General outlines of Classical Sanskrit Literature (Ramayana, Mahabharata, Puranas.).

CO 4 - General outlines of Classical Sanskrit Literature (Poetry and Dramas)

1. Abhijnanasakuntalam (Act I-IV)

Unit I & II

Translation of Textual Verse 1 Textual Grammar

- i) Sandhi
- ii) Karaka&Vibhakti
- iii) Samasa

2. **History of Sanskrit Literature-I**

Unit- III: Ramayana & Mahabharata, General out lines of Puranas (Definition & Number)

Unit- IV: (General Outlines of Mahakavyas with special refence to Ashvaghosa, Kalidasa, Bharavi, Magha and Sriharsa and Sanskrit Dramas with special refence to Bhasa, Kalidasa, Sudraka, Visakhadatta, Ashvaghosa, Bhattanarayana)

Suggested Readings:

1. Abhijnanasakuntalam (Ed.) R.M. Bose, Modern Book Agency Pvt.Ltd., Bankim Chatterjee Street, Calcutta
2. Abhijnanasakuntalam (Ed.) R.M.Mohapatra, Books &Books , Cuttack
3. Abhijnanasakuntalam (Ed.) H.K. Satapathy, Kitab Mahal, Cuttack
4. Sanskrit Drama, A.B.Keith , Oxford University Press, London
5. Samskrta Sahiytara Itihasa, (Odia) H.K. Satapathy, Kitab Mahal, Cuttack- 753003.

Mapping Of Course Outcomes (COs) With The Program Outcomes (POs)

| POs/COs | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 |
|---------|------|------|------|------|------|------|------|------|------|-------|
| CO 1 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 4 | 5 | 5 |
| CO 2 | 2 | 5 | 2 | 5 | 2 | 2 | 2 | 2 | 5 | 5 |
| CO 3 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 2 | 4 | 2 |
| CO 4 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 2 | 4 | 2 |

GE-1: Moral Teachings and Basics of Sanskrit

Course Outcomes (COs)

- CO 1 - Ability to develop a strong sense of ethical and moral values in personal and professional life.
- CO 2 - A solid foundation of students' positive mind-set through lofty teachings of Hitopadesa.
- CO 3 - A solid foundation of students' positive mind-set through lofty teachings of Yaksaprasna.
- CO 4 - Awareness of communication skills in understanding Sanskrit Grammar with knowledge of basic words and roots.

1. **Hitopadesa Mitralabha**
(Prastavana, Kathāmukha, Brddhavyaghrapathiakakatha, Mrgajambukakatha & Gṛdhravidalakatha)
2. **Yaksaprasna of Mahabharata**

(Aranyakaparva, ch.313 from Verses no. 41 to 133)

3. **Sabdarupa & Dhaturupa**

('a' karanta, 'i' karanta, 'ī' karanta, 'u' karanta, 'ū' karanta, 'in' bhaganta, Mātr, Pitr, Asmad, Yusmad, Tad(sabdarupas).Lat, Lañ, Vidhiliñ, Lṛt, Lot and Litlakarapath,Ni, Kṛ, Sev, Han, Pā, Dā, Śru, Śī and Krīñ in the form of Ātmanepada, Parasmaipada or Ubhayapada whichever is applicable. (Dhaturupas)

Unit-I & II: Hitopodeśa Mitralabha and Sabdarupa

Unit-III & IV: Yaksaprasna of Mahabharata and Dhaturupa

Suggested Readings:

1. Hitopadesah (Mitralabhah) (Ed.) N.P. Dash and N.S. Mishra, Kalyani Publishers, New Delhi
2. Hitopadesah (Mitralabhah) (Ed.) B.S. Mishra, Vidyapuri, Cuttack
3. Yaksaprasna, T. K. Ramaayiyar, R. S. Vadhyar & Sons. Palkad, Kerala
4. Yaksaprasna, Ed. Dr. Nirmal Sundar Mishra, A.K. Mishra Agency, Cuttack, 2016

Mapping Of Course Outcomes (COs) With The Program Outcomes (POs)

| POs/COs | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 |
|---------|------|------|------|------|------|------|------|------|------|-------|
| CO 1 | 5 | 4 | 5 | 4 | 4 | 4 | 5 | 2 | 5 | 2 |
| CO 2 | 2 | 5 | 2 | 5 | 2 | 2 | 2 | 2 | 5 | 5 |
| CO 3 | 2 | 5 | 2 | 5 | 2 | 2 | 2 | 2 | 5 | 5 |
| CO 4 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 2 | 5 | 5 |

AECC-I: Environmental Studies and Disaster Management

Course Outcome (COs):

On Completion of this course;

CO 1 -Students understand about problems of environmental pollution and Impact of pollution on human and ecosystem and control measures.

CO 2 - Students will learn about increase in population growth and understand the issues of use of resources in proper manner leading to sustainable development.

CO 3 - Learn about causes and impacts of Disasters and Case studies of National and Global disasters and risk reduction approaches of Disasters with safety issues in mitigating Industrial disasters.

CO 4 - Basic idea about the mode of transmission and course of some communicable and non-communicable diseases and knowledge on the Importance and methods of prevention of epidemics and pandemics.

Unit-I (Environment)

The Environment: The Atmosphere, Lithosphere, Hydrosphere, Biosphere (01 period)

Ecosystem: Energy flow in the ecosystem (01 period)

Biogeochemical Cycle: Water Cycle, Carbon Cycle, Nitrogen Cycle (02 periods)

Pollution: Water Pollution, Air Pollution, Soil Pollution, Radiation Pollution, Industrial Pollution, Light Pollution, Sound Pollution (05 periods)

Environmental Laws (Water Act 1974, Air Act 1981, The Wildlife Protection Act 1972, The Environment Protection Act 1986), The Forest Conservation Act 1980 (04 periods)

Unit-II (Climate Change & Sustainable Development)

Population Ecology: Individuals, Species, Population, Community (01 period)

Human Population Growth, Population Control Methods (01 period)

Urbanization and its effect on society (01 period)

Climate Change: Causes, effect, Global Warming, Carbon footprint and environmental protection (05 periods)

Steps taken towards sustainable development: Ban of single-use plastics, Automobile Scrapping Policy, Promotion of Electrical Vehicles(03 periods)

Brief idea on Sustainable Development Goals (SDGs), Agenda 21 of Rio Earth Summit (02 periods)

Unit-III (Disaster Management)

Disaster Management: Types of disasters (Natural and Man-made) and their causes and effect) (02 periods)

Vulnerability Assessment and Risk Analysis: Vulnerability to various disasters (Flood, Cyclone, Earthquake, Heat waves and Lightning) (02 periods)

Institutional Framework: Institutional arrangements for disaster management (National Disaster Management Authority (NDMA), State Disaster Management Authority (SDMA), District Disaster

Management Authority (DDMA), National Disaster Response Force (NDRF) and Odisha Disaster Rapid Action Force (ODRAF) (02 periods)

Preparedness Measures: Disaster Management Cycle, Early Warning System, Pre-Disaster and Post-Disaster Preparedness, Strengthening of SDMA and DDMA, Community Preparedness, Stakeholder participation, Corporate Social Responsibility (CSR) (05 periods)

Survival Skills: Survival skills adopted during and after disaster (Flood,

Unit-IV (Public Health Management)

Brief idea on Epidemics and Pandemics (01 period)

Non-communicable diseases with special reference to Cardiovascular diseases, Cancer, Diabetes, Hypertension and Obesity and their prevention (02 periods) Communicable diseases with special reference to Covid-19, Flu, Hepatitis, AIDS and Tuberculosis and their transmission (02 periods)

Dynamics of Disease Transmission: Mode of transmission (Direct/Indirect), Events after infection: Immunity (Active vrs Passive, Innate vrs Acquired, Herd Immunity), Incubation Period (02 periods) **Prevention of Epidemics/Pandemics Diseases:** Preventing Measures (Quarantine, Sanitization, Personal Protective measures such as Hand washing and use of protective devices, Vaccination); Control Measures (Surveillance, Isolation, Contact Tracing) (03 Periods)

Life Style management (Diet, Physical Exercise, Yoga and sleeping habit) (02 periods)

Role of Different Sectors in Managing Health Disaster: Role of Government (Centre and State), Community, Civil Society, Student mass, NGOs (01 period)

Mapping Of Course Outcomes (COs) With The Program Outcomes (POs)

| POs/COs | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 |
|---------|------|------|------|------|------|------|------|------|------|-------|
| CO 1 | 5 | 4 | 5 | 4 | 5 | 4 | 2 | 4 | 2 | 2 |
| CO 2 | 4 | 2 | 4 | 2 | 5 | 4 | 2 | 2 | 4 | 5 |
| CO 3 | 4 | 4 | 5 | 4 | 2 | 4 | 5 | 5 | 2 | 4 |
| CO 4 | 5 | 4 | 2 | 5 | 4 | 2 | 4 | 4 | 2 | 2 |

Semester-II

CC-III: Drama II and Dramaturgy

Course Outcomes (COs)

CO 1 - Through understanding of love and romance by youths through the popular drama of Kalidasa i.e. Abhijnanasakuntalam.

CO 2 - Negotiation of texts independently and appreciation for Sanskrit Learning.

CO 3 - Acquaintance with the keynote essentials of the rhetorical work of Sahityadarpana of Viswanath Kaviraja.

CO 4 - Knowledge of Aesthetic values by reading Sanskrit Literature.

1. **Abhijnanasakuntalam** (Acts V-VII)

2. **Dramaturgy**

(Nandi, Prastavana, Purvaranga, Panca-arthaprakṛti, Pancasandhi, Panca-arthopaksepaka, Nataka, Prakarana from sahyadarpana)

1. Abhijnanasakuntalam (Acts V-VII)

Unit-I & II

2. Dramaturgy (Sahityadarpana, Chapter- VI)

Unit-III Nandi, Prastavana, Purvaranga, Nataka, Prakarana

Unit-IV Pancasandhi, Panca - arthaprakṛti and Panca- arthopaksepaka

Suggested Readings:

1. Abhijnanasakuntalam (Ed.) H.K. Satapathy, Kitab Mahal, Cuttack
2. Sahitya Darpana (Ed.) P.V.Kane, Motilal Banarsidass Publishers Pvt. Ltd., New Delhi
3. Odia Translation of Sahityadarpana by Narayana Mohapatra, Odisha Sahitya Academy, Bhubaneswar.
4. Sahityadarpana evam Chanda (Ed.) Dr. Braja Sundar Mishra, Satyanarayan Book Store, Cuttack
5. Sahityadarpana o Chanda (Ed.) Niranjan Pati, Vidyapuri, Cuttack.

Mapping Of Course Outcomes (COs) With The Program Outcomes (POs)

| POs/COs | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 |
|---------|------|------|------|------|------|------|------|------|------|-------|
| CO 1 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 4 | 5 | 5 |
| CO 2 | 2 | 5 | 2 | 5 | 2 | 2 | 2 | 2 | 5 | 5 |
| CO 3 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 2 | 4 | 2 |
| CO 4 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 2 | 4 | 2 |

CC-IV: An Introduction to the technique of Paninian Grammar and Prosody.

Course Outcomes (COs)

- CO 1 - Idea of Linguistics through Paninian grammer of Phonology, Morphology, Syntax and Semantics.
- CO 2 - Idea of vocabulary relevant to Sanskrit Grammar and Arrangement of Paninian Grammar.
- CO 3 - Awareness of Sanskrit language through technical ideas of Paninian rules.
- CO 4 - Realisation of the styles of various meters to get pleasure from Sanskrit Slokas.

1. Vocabulary relevant to Sanskrit Grammar and Arrangement of Paninian Grammar

2. Samjna-prakaranam from Vaiyakarana Siddhanta Kaumudi

3. Chanda from Srutabodha

1. Vocabulary relevant to Sanskrit Grammar and Arrangement of Paninian Grammar

Unit- I

(Sutra, Vartika, Bhasya, Astadhyayi, Siddhantakaumudi, Dhatupatha, sthani, Agama, Adesa, Nadi, Nistha, Krdanta, Taddhita, Tinanta, Nijanta, Sananta, Yananta, Namadhatu, Vikarana, Luk, Lopa, Sarvadhataka, Ardhadhataka, ti & Upadha = 26)

2. Samjnaprakaranam

Unit- II:

From beginning upto najjhalau four sutras to be explained

Unit- III:

Rest of the Sutras Four Sutras to be explained

3. Chanda (Prosody)- Srutabodhah

(Chandas such as -: Arya, Anustubh, Indravajra, Upendravajra, Upajati, Vamsastha, Vasantatilaka, Mandakranta, Malini, Shikharini, Shardula- vikridita, Sragdhara.)

Unit- IV: **Definition and Examples of 4 Chandas - out of 7 asked (The students are advised to compose slokas in seminar period)**

Suggested Readings:

1. Siddhanta-kaumudi (Ed.) Prof. G.K. Dash & Dr(Mrs) K.Dash with Navanita tika, A.K.Mishra Publishers Pvt. Ltd, Cuttack.
2. Siddhanta-kaumudi (Ed.) Minati Mishra, Vidyapuri, Cuttack
3. Siddhanta-kaumudi (Ed.) Dr. Niranjana Pati, Kalyani Publishers, New Delhi
4. Siddhanta-kaumudi (Ed.) P.R.Ray, Sailabala Womens College,(Skt.Dept.) Cuttack.
5. Sahityadarpana Evam Chhanda (Ed.) Dr. Brajasundar Mishra, Satyanarayana Book Store, Cuttack.

Mapping Of Course Outcomes (COs) With The Program Outcomes (POs)

| POs/COs | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 |
|---------|------|------|------|------|------|------|------|------|------|-------|
| CO 1 | 5 | 5 | 4 | 2 | 4 | 5 | 4 | 2 | 5 | 5 |
| CO 2 | 2 | 2 | 2 | 5 | 2 | 4 | 4 | 5 | 4 | 4 |
| CO 3 | 5 | 5 | 4 | 2 | 4 | 5 | 4 | 2 | 5 | 5 |
| CO 4 | 2 | 2 | 2 | 5 | 4 | 4 | 2 | 2 | 4 | 4 |

AECC-II: MIL – Alternative English

Course Outcome (COs):

On Completion of this course;

CO 1 - Demonstrate high-level proficiency in writing and speaking English.

CO 2 - Employ effectively the language of their discipline.

CO 3 - Develop skills in organizing and expressing ideas and viewpoints with clarity and coherence in writing and speech.

CO 4 - Formulate and defend original arguments.

CO 5 - Enumerate skills in narration, description, and argumentation.

CO 6 - Ascertain insight into different cultures.

CO 7 - Gain good knowledge that includes understanding recent developments in language and literature.

CO 8 - Develop an acumen for a better understanding of the diversity of human experiences.

CO 9 - Acquire an openness to new ideas, perspectives, and ways of thinking.

CO 10 - Enhance literary and critical thinking.

Introduction:

The paper is focused upon developing one fundamental skills of Language learning; reading which needs a thorough rethink and revision. In order to build a strong base for acquisition of the communication skills, suitable reading content is selected from diverse areas in prose form. This would boost the learner's competence in expressive and comprehension skills. The well researched language exercises in the form of usage, vocabulary and grammar is the other area that should attract the teacher and learner to work out for giving decent shape to the mastery of English language.

UNIT I: Short Story

1. Jim Corbett-The Fight between Leopards
2. Dash Benhur- The Bicycle
3. Dinanath Pathy- George V High School

(iv) Alexander Baron- The Man who knew too much

(v) Will f Jenkins- Uneasy Homecoming

UNIT 2: Prose

4. Mahatma Gandhi- The way to Equal Distribution

5. S Radhakrishnan- A Call to Youth

6. C V Raman- Water- The Elixir of Life

(iv) Harold Nicolson- An Educated Person

(v) Claire Needell Hollander- No Learning without Feeling

UNIT 3:

7. Comprehension of a passage and answering the questions

UNIT 4:

8. Language exercises-test of vocabulary, usage and grammar

ଯୋଗାଯୋଗମୂଳକ ମାତୃଭାଷା – ଓଡ଼ିଆ (AECC)

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

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

୨ୟ ଏକକ : ସାକ୍ଷାତକାର, ଭାଷଣ କଳା

୩ୟ ଏକକ : ସମ୍ବାଦର ପରିଭାଷା, ପରିସର ଓ ସମ୍ବାଦ ପ୍ରସ୍ତୁତି

୪ର୍ଥ ଏକକ : ଓଡ଼ିଆ ଭାଷାର ବର୍ଣ୍ଣମାଳା, ବର୍ଣ୍ଣାଶୁଦ୍ଧିର ନିରାକରଣ । (ବନ୍ଦନ ତୁଟି - ସାଦୃଶ୍ୟଜନିତ ଅଶୁଦ୍ଧି, ଲିଙ୍ଗଗତ ଅଶୁଦ୍ଧି, ସନ୍ଧିଗତ ଅଶୁଦ୍ଧି, ସମାସଗତ ଅଶୁଦ୍ଧି, ବଚନ ଓ ବିଭକ୍ତିଗତ ଅଶୁଦ୍ଧି, ବାକ୍ୟ ବିଧିଜନିତ ଅଶୁଦ୍ଧି, ସମାର୍ଥବୋଧକ ଶବ୍ଦାଶୁଦ୍ଧି, ପ୍ରତ୍ୟୟ ଜନିତ ଅଶୁଦ୍ଧି, ଶବ୍ଦ ସଂଯୋଗାତ୍ମକ ଓ ସ୍ଵରସଜ୍ଜିତ ଅଶୁଦ୍ଧି

MIL – Hindi

UNIT-1

କବି

1. କବୀର – साखी - 1 से 10
2. तुलसी - विनयपत्रिका - पद 1 और
3. प्रसाद - मधुमय देश
4. निराला – भिक्षुक
5. अज्ञेय - हिरोशिमा

UNIT-II

गद

6. रामचन्द्र शुक्ल- उत्साह
7. हजारी प्रसाद द्विवेदी- कुटन
8. (हरिशंकर परसाई -सदाचार का ताबीज

UNIT-III

शब्द ज्ञान

9. शब्द शुद्धि

10. वाक्य शुद्धि
11. पर्यायवाची शब्द
12. विलोम शब्द

Mapping Of Course Outcomes (COs) With The Program Outcomes (POs)

| POs/COs | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 |
|---------|------|------|------|------|------|------|------|------|------|-------|
| CO 1 | 4 | 5 | 5 | 4 | 2 | 4 | 2 | 2 | 4 | 4 |
| CO 2 | 5 | 5 | 4 | 4 | 4 | 2 | 2 | 2 | 4 | 5 |
| CO 3 | 4 | 5 | 2 | 4 | 2 | 5 | 4 | 2 | 4 | 2 |
| CO 4 | 4 | 5 | 4 | 5 | 4 | 2 | 2 | 4 | 2 | 5 |
| CO 5 | 5 | 4 | 2 | 2 | 2 | 4 | 5 | 4 | 2 | 2 |
| CO 6 | 2 | 4 | 2 | 4 | 2 | 2 | 5 | 4 | 2 | 4 |
| CO 7 | 4 | 2 | 4 | 5 | 5 | 4 | 2 | 4 | 2 | 5 |
| CO 8 | 2 | 4 | 2 | 4 | 5 | 4 | 2 | 4 | 5 | 2 |
| CO 9 | 5 | 4 | 2 | 4 | 5 | 5 | 4 | 4 | 2 | 4 |
| CO 10 | 4 | 4 | 5 | 4 | 2 | 4 | 2 | 2 | 5 | 4 |

GE-II: Khanadakavya and Darsanakavya

Course Outcomes (COs)

- CO 1** - Inquisitiveness for knowing geographical ideas about boundary and various places of India, cultural values, relationship etc.
- CO 2** - Awareness of Indian age-old heritage exercising: inexpressible impact on the life and culture of the India.
- CO 3** - Development of a strong concept of character –building through Purusottama Yoga (Chap-XV) of Bhagavadgita.
- CO 4** - Knowledge of Self-management like self-control, control over emotions, consistency and persistency, perseverance etc. to excel in every walk of life.

1. Meghadutam

(Purvamegha)

(Gitikavyas / Khandakavyas, Campu, Gadyakavyas and Kathasahitya)

2. Bhagavadgita

(Chap.XV)

1. Meghadutam- (Purvamegha)

Unit-I & II

i) Explanation of One Verse

ii) Translation of One Verse into Odia/ Sanskrit

2.Bhagavadgita

Unit-IV (Chap. XV)

Suggested Readings:

1. Meghadutam (Ed.) Dr. Braja Sundar Mishra, Vidyapuri, Cuttack, 1st Edn-1999
2. Meghadutam (Ed.) Radhamohan Mahapatra, Books and Books, Vinodvihari, Cuttack,1984
3. Shrimad-bhagavad-gita (Ed.) S. Radhakrishnan, Bharatiya Vidya Bhavan.
4. Shrimad-bhagavad-gita (Ed.) Gambhirananda, Ramakrishna Mission.
5. Shrimad-bhagavad-gita(Ed.) Swami Ranganathananda, Advaita Ashrama, Kolkata-(8th reprint 2014).

Mapping Of Course Outcomes (COs) With The Program Outcomes (POs)

| POs/COs | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 |
|---------|------|------|------|------|------|------|------|------|------|-------|
| CO 1 | 5 | 4 | 4 | 2 | 2 | 4 | 5 | 4 | 2 | 5 |
| CO 2 | 4 | 5 | 2 | 4 | 2 | 5 | 4 | 2 | 4 | 2 |
| CO 3 | 5 | 4 | 2 | 4 | 2 | 2 | 2 | 5 | 4 | 4 |
| CO 4 | 4 | 2 | 4 | 5 | 5 | 2 | 2 | 4 | 5 | 5 |

SEMESTER-III

CC-V: Poetry and History of Sanskrit Literature-II

Course Outcomes (COs)

- CO 1 - Inquisitiveness for knowing geographical ideas about boundary and various places of India, cultural values, relationship etc.
- CO 2 - Skill of Explanation and Translation from Sanskrit to Odia.
- CO 3 - Awareness of Indian age-old heritage exercising: inexpressible impact on the life and culture of the India.
- CO 4 - General outlines of Classical Sanskrit Literature (Champu & Gadya Kavya)

1.Meghadutam-

(Purvamegha)

2.History of Sanskrit Literature-II

(Gitikavyas / Khandakavyas, Campu, Gadyakavyas and Kathasahitya)

1. Meghadutam- (Purvamegha)

Unit-I & II

iii)Explanation of One Verse

iv) Translation of One Verse into Odia/ Sanskrit

2. History of Sanskrit Literature-II

Unit-III: Gitikavyas / Khandakavya(Kalidas, Bhadrhari & Jayadev)

Unit- IV

Campu (Ramayana campu, Bharata campu, Nala campu & Nilakantha campu)

Gadyakavyas (Suvandhu, Banabhatta & Dandi) Kathasahitya (Gunadhya,

Somadeva, Visnusarma & Pandita Narayana)

Suggested Readings:

1. Meghadutam (Ed.) Dr. Braja Sundar Mishra, Vidyapuri, Cuttack, 1st Edn-1999
2. Meghadutam (Ed.) Radhamohan Mahapatra, Books and Books, Vinodvihari, Cuttack,1984
3. Samskrta Sahitya ka Ruparekha, Vacaspati Goreilla, Choukhamba Vidyabhavan, Varanasi.
4. Samskrta Sahityara Itihasa, H.K. Satapathy, Kitab Mahal, Cuttack.
Samskrta Sahitya Itihasa, Text Book Bureau, Govt. of Odisha, Bhubaneswar.

Mapping Of Course Outcomes (COs) With The Program Outcomes (POs)

| POs/COs | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 |
|---------|------|------|------|------|------|------|------|------|------|-------|
| CO 1 | 4 | 2 | 5 | 4 | 2 | 2 | 5 | 4 | 2 | 4 |
| CO 2 | 5 | 2 | 2 | 2 | 4 | 4 | 4 | 5 | 4 | 2 |
| CO 3 | 2 | 2 | 2 | 4 | 5 | 4 | 5 | 4 | 4 | 2 |
| CO 4 | 5 | 4 | 5 | 5 | 4 | 2 | 2 | 4 | 2 | 2 |

CC-VI: Meta Rules of Paninian Grammer, Poetics &Figure of Speech.

Course Outcomes (COs)

CO 1 - Enhancement of Knowledge of meta-rules of Panini which is supposed to enrich the grammatical base of students.

CO 2 - Basic knowledge of kavyas in Sanskrit Literature.

CO 3 - Basic knowledge of making sentence and three powers.

CO 4 - Affirmation of reciting Sanskrit slokas with figure speech and Poetics that develop clarity and lucidity in Sanskrit learning.

1. **Paribhasaprakaranam of Vaiyakarana Siddhantakaumudi**

2. **Sahityadarpanah** (Ch.I & II)

3. **Sahityadarpanah** (Selected Alamkaras from Ch.X)

1. **Paribhasaprakaranam**

Unit- I: Four Sutras to be explained

2. **Poetics**

Unit- II: Sahityadarpana Ch. I (Kavya laksana, Kavya prayojana, Kavya hetu, Kavya bheda)

Unit- III: Sahityadarpana Ch. II (Vakya, Pada, Abhidha, Laksana, Vyanjana)

3. **Figures of speech** (without Sub-division)

Sahityadarpana (Ch.X)

(Alamkaras such as Anuprasa, Yamaka, Slesa, Upama, Rupaka, Utpreksa, Bhrantiman, Nidarsana, Arthantaranyasa, Aprastuta-prasamsa, Apahnuti, Vyatireka, Vibhavana, Visesukti, Samasukti, Svabhavukti)

Unit- IV: Definition and Examples of **Four** Alamkaras (figures of speech) out of **seven** asked

Suggested Readings:

1. Siddhanta-kaumudi (Ed.) Prof. G.K. Dash & Dr(Mrs) K.Dash with Navanita tika, A.K. Mishra Publishers Pvt. Ltd, Cuttack.
2. Sahitya Darpana (Ed.) P.V.Kane, Motilal Banarsidass Publishers Pvt. Ltd., New Delhi
3. Odia Translation of Sahityadarpana by Narayana Mohapatra, Odisha Sahitya Academy, Bhubaneswar.
4. Sahitya Darpana with Laksmi Tika (Sanskrit) and Vimala Tika, (Hindi) (Ed.) K.M.Sastri, Chaukhamba Publications, Varanasi.
5. Sahityadarpana evam Chanda (Ed.) Dr. Braja Sundar Mishra, Satyanarayan Book Store,Cuttack.
6. Sahityadarpan, Dr. Nirnanjan Pati, Kalyani Publishers, Ludhiana.

Mapping Of Course Outcomes (COs) With The Program Outcomes (POs)

| POs/COs | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 |
|---------|------|------|------|------|------|------|------|------|------|-------|
| CO 1 | 2 | 5 | 2 | 5 | 2 | 2 | 2 | 2 | 5 | 2 |
| CO 2 | 2 | 2 | 5 | 5 | 2 | 2 | 2 | 2 | 2 | 2 |
| CO 3 | 2 | 2 | 5 | 5 | 2 | 2 | 2 | 2 | 2 | 2 |
| CO 4 | 2 | 2 | 5 | 5 | 2 | 2 | 2 | 2 | 2 | 2 |

CC-VII: Case Endings in Paninian Grammar and Translation.

Course Outcomes (COs)

CO 1 - Basic ideas about cases and case-endings in Paninian grammar to develop tips to write, speak translate in Sanskrit.

CO 2 - Enhancement of skill to translate Sanskrit text to other languages like English, Odia, Hindi etc.

CO 3 - Basic ideas about cases and case-endings in Paninian grammar to develop tips to write, speak translate in Sanskrit.

CO 4 - Basic ideas about cases and case-endings in Paninian grammar to develop tips to write, speak translate in Sanskrit.

1. **Vaiyakarana Siddhantakaumudi** (Karaka-Vibhakti I-IV)

2. **Translation from Sanskrit unseen passage to Odia/ English**

1. **Siddhantakaumudi** (Karaka-Vibhakti I-IV)

Unit- I: (Prathama & Dvitiya)

Two Sutras/ Vrtti/ Vartika to be explained.

Unit- II: (Trtiya)

Two Sutras/ Vrtti/ Vartika to be explained

Unit- III: (Caturthi)

Two Sutras/ Vrtti/ Vartika to be explained.

2. **Translation from Sanskrit unseen passage into Odia/ English**

Unit-IV: One unseen Sanskrit Passage is to be given for Translation into Odia/English.

Suggested Readings:

1. Siddhanta-kaumudi (Ed.) Prof. G.K. Dash & Dr(Mrs) K.Dash with Navanita tika, A.K. Mishra Publishers Pvt. Ltd, Cuttack.
2. Siddhanta-kaumudi (Ed.) Minati Mishra, Vidyapuri, Cuttack
3. Siddhanta-kaumudi (Ed.) Dr. Niranjana Pati, Kalyani Publishers, New Delhi
4. A Guide to Sanskrit Composition and Translation, M.R.Kale, Motilal Banarsidass, New Delhi
5. Brhat Anuvada Candrika, Chakradhara Hamsa Nautial Shastri, Motilal Banarsidass, New Delhi

Mapping Of Course Outcomes (COs) With The Program Outcomes (POs)

| POs/COs | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 |
|---------|------|------|------|------|------|------|------|------|------|-------|
| CO 1 | 4 | 2 | 4 | 5 | 4 | 5 | 4 | 5 | 4 | 2 |
| CO 2 | 5 | 5 | 5 | 4 | 4 | 4 | 2 | 4 | 5 | 4 |
| CO 3 | 4 | 2 | 4 | 5 | 4 | 5 | 4 | 5 | 4 | 2 |
| CO 4 | 4 | 2 | 4 | 5 | 4 | 5 | 4 | 5 | 4 | 2 |

SEC-I: Communicative English Skill Enhancement Courses (SECC Option-I)

ENGLISH COMMUNICATION

Introduction: This paper intends to build up the four primary skills in students in the academic as well as in the wider domains of use like public offices. The books recommended only provide guidelines for what to teach, and the list is in no way exhaustive. Teachers must be free and resourceful enough to collect teaching materials on their own, and even use newspaper clippings as teaching materials.

This is an activity-based, goal-oriented, functional course in English Communication, which aims to make the students able and efficient communicators by helping them to be self-reflexive about English. This course has a pre-defined context of being supportive and complementary to the core courses in various disciplines. Therefore, unlike most other courses in English Communication on offer, it does not seek to build facile fluency that passes off as communicative competence. Rather, it intends to equip the students with the relevant skills of presentation and expression needed in the academic as well as in the professional domains of communicative use. While reading skills exercises are meant to

promote the acquisition of analytical and comprehension skills, writing skills exercises are centered on sentence construction, paragraph development and précis writing. Teachers must be free and flexible enough in relation to teaching materials, using newspaper clippings, non-conventional and multimedia resources in the classroom. There is ample scope to build the speaking and listening skills of students in the way the course is planned with an emphasis on interactive learning and articulation.

UNIT 1: Introduction

1. What is communication?
2. Types of communication (Horizontal, Vertical, Interpersonal, Grapevine),
(iii) Uses of Communication, Inter-cultural communication, Communication today
(iv) Distinct features of Indianisation, alternative texts of language learning, global English and English in the print and electronic media in India.

UNIT 2: The Four Skills and Prospect of new material in language learning

1. listening-Passive and active, Speaking effective, intelligibility and clarity.
2. Methods and techniques of reading such as skimming, scanning and searching for Information, Reading to understand the literal, metaphorical and suggested meaning
3. Identifying the tone (admirating, accusatory, Ironical, sympathetic, evasive, indecisive, ambiguous, neutral etc.) of the writer and view-points.
4. Cohesive and Coherent writing.

UNIT 3: Grammatical and Composition Skills

- (i) Doing exercises like filling in the blanks, correcting errors, choosing correct forms out of alternative choices, joining clauses, rewriting sentences as directed, and replacing indicated sections with single words / opposites / synonyms, choosing to use correct punctuation marks, getting to understand and use formal and informal styles, learning to understand the usages of officialise, sexism, racism, jargon.
- (ii) Learning to understand information structure of the sentence such as topic-focus relationship; strategies of schematization, postponement, emphasis, structural compression (deletion of redundant parts, nominalization, cleft and pseudo-cleft sentences, elliptical structures etc.), Logical Connectors between sentences, Methods of developing a paragraph, structure of an essay and methods of developing an essay

UNIT 4: Exercises in Written Communication

- (i) Precise writing
- (ii) Note taking skills
- (iii) Writing reports

- (iv) Guidelines and essentials of official correspondence for making enquiries, complaints and replies
- (v) Making representations; writing letters of application for jobs; writing CV, writing letters to the editor and social appeals in the form of letters/pamphlets

Course Outcome (COs):

On Completion of this course;

CO 1 - enhance their ability to build and enrich their communication skills

CO 2 - be able to build up the four primary skills in students in the academic as well as in the wider domains of use like public offices.

CO 3 - acquire analytical and comprehension reading skills

CO 4 - identify basic principles of communication

CO 5 - build speaking and listening skills

CO 6 - learn beyond the conventional syllabus and be prepared to meet challenges while seeking a job

CO 7 - be able to synthesize knowledge and use it creatively to better understand and improvise themselves

CO 8 - be able to communicate effectively through written reports, presentations, and discussions

CO 9 -develop a neutral accent and improve general standard of pronunciation

CO 10 - speak globally intelligible English

Mapping Of Course Outcomes (COs) With The Program Outcomes (POs)

| POs/COs | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 |
|----------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------|
| CO 1 | 4 | 4 | 2 | 5 | 4 | 2 | 5 | 4 | 4 | 2 |
| CO 2 | 5 | 5 | 4 | 2 | 4 | 2 | 4 | 5 | 4 | 5 |
| CO 3 | 4 | 5 | 5 | 5 | 4 | 4 | 2 | 2 | 4 | 5 |
| CO 4 | 5 | 4 | 5 | 4 | 5 | 5 | 5 | 4 | 4 | 5 |
| CO 5 | 5 | 5 | 5 | 4 | 4 | 2 | 2 | 2 | 2 | 2 |
| CO 6 | 5 | 4 | 2 | 4 | 4 | 5 | 5 | 5 | 2 | 5 |
| CO 7 | 5 | 4 | 5 | 5 | 5 | 5 | 4 | 2 | 2 | 5 |
| CO 8 | 5 | 4 | 4 | 2 | 2 | 5 | 2 | 5 | 4 | 2 |
| CO 9 | 4 | 5 | 5 | 5 | 4 | 4 | 4 | 2 | 2 | 2 |
| CO 10 | 4 | 4 | 4 | 2 | 2 | 2 | 5 | 4 | 2 | 5 |

SEMESTER-IV

CC-VIII: Upanisad , Ramayan and Bhagavadgita

Course Outcome (COs):

- CO 1** - Development of a strong concept of character –building through Upanisadic story of Nachiketa.
- CO 2** - Skill of explanation & Translation of Mantras.
- CO 3** - Inculcation of human values like non-violence, kindness etc. as instructed by Devi Sita to Lord Ram in the epic Ramayana. This also develops gender sensitization like how to show respect to ladies in society.
- CO 4** - Knowledge of Self-management like self-control, control over emotions, consistency and persistency, perseverance etc. to excel in every walk of life.

1. **Kathopanisad** (Vallis-I, II&III)
2. **Ramayana** (Ch.IX of Aranyakanda, Ahimsa prasamsa)
3. **Bhagavadgita** (Chap.XV)

1. Kathopanisad (Adhyaya I, Vallis-I, II & III)

Unit- I & II

- i) Explanation - 1 Mantra)
- ii) Translation- 1

2. Ramayana

Unit-III-Ch. IX of Aranyakanda, Ahimsa prasamsa

3. Bhagavadgita

Unit-IV (Chap. XV)

Suggested Readings:

1. Kathopanisad with Sankarabhasya, Ed. Dr. Haramohan Mishra, Vidyapuri, Cuttack.
2. The Message of the Upanisad, Swami Ranganathananda, Bharatiya VidyaBhavan, K.M. Munsii Marg Mumbai.
3. Valmiki Ramayana, (Critical Edition), Oriental Institute, Baroda
4. Shrimad-bhagavad-gita (Ed.) S. Radhakrishnan, Bharatiya Vidya Bhavan
5. Shrimad-bhagavad-gita (Ed.) Gambhirananda, Ramakrishna Mission

6. Shrimad-bhagavad-gita(Ed.) Swami Ranganathananda, Advaita Ashrama, Kolkata- (8th reprint 2014

Mapping Of Course Outcomes (COs) With The Program Outcomes (POs)

| POs/COs | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 |
|---------|------|------|------|------|------|------|------|------|------|-------|
| CO 1 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 2 |
| CO 2 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 2 |
| CO 3 | 5 | 5 | 5 | 5 | 2 | 4 | 2 | 5 | 2 | 2 |
| CO 4 | 5 | 5 | 5 | 5 | 2 | 4 | 2 | 5 | 2 | 2 |

CC-IX: Cases and Case-endings of Paninian Grammer, Translation and Lexicon.

Course Outcome (COs):

- CO 1 - Basic ideas about cases and case-endings in Paninian grammar to develop tips to write, speak translate in Sanskrit.
- CO 2 - Enhancement of skill to translate Sanskrit text to other languages like English, Odia, Hindi etc.
- CO 3 - Basic ideas about cases and case-endings in Paninian grammar to develop tips to write, speak translate in Sanskrit.
- CO 4 - Basic ideas about Lexicon of Amarakosha.

1. **Vaiyakarana Siddhantakaumudi** (Karaka – vibhakti V-VI)
2. **Translation of an unseen Odia / English passage into Sanskrit**
3. **Amarakosa**

1. Siddhantakaumudi (Karaka – Vibhakti V – VI)

Unit – I: (CASE –V)

Explanation of any two sutras / Vrttis / Vartikas

Unit – II: (CASE VI & VII)

Explanation of any two sutras / Vrttis / Vartikas (One from VIth and one from VIIth)

2. Translation – II

Unit-I: Unseen Passage of Odia is to be translated into Sanskrit. (At least Eight sentences)

3. Amarakosa (Devata, Svarga, Visnu, Laksmi, Durga, Surya,

Brahma,Siva, Kartikeya, Ganesa, Sarasvati from Svargavarga)

Unit- IV: Short notes on any two out of four asked

Suggested Readings:

1. Siddhanta-kaumudi (Ed.) Prof. G.K. Dash & Dr(Mrs) K.Dash with Navanita tika, A.K. Mishra Publishers Pvt. Ltd, Cuttack.
2. Siddhanta-kaumudi (Ed.) Minati Mishra, Vidyapuri, Cuttack
3. Siddhanta-kaumudi (Ed.) Dr. Niranjana Pati, Kalyani Publishers, New Delhi
4. A Guide to Sanskrit Composition and Translation, M.R.Kale,Motilal Banarsidass, New Delhi
5. Brhat Anuvada Candrika, Chakradhara Hamsa Nautial Shastri, Motilal Banarsidass, New Delhi
6. Namalinganuasanam (Amarakosa), D.G. Padhye, Choukhamba Sanskrit Series, New Delhi

Mapping Of Course Outcomes (COs) With The Program Outcomes (POs)

| POs/COs | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 |
|---------|------|------|------|------|------|------|------|------|------|-------|
| CO 1 | 4 | 2 | 4 | 5 | 4 | 5 | 4 | 5 | 4 | 2 |
| CO 2 | 5 | 5 | 5 | 4 | 4 | 4 | 2 | 4 | 5 | 4 |
| CO 3 | 4 | 2 | 4 | 5 | 4 | 5 | 4 | 5 | 4 | 2 |
| CO 4 | 4 | 2 | 4 | 5 | 4 | 5 | 4 | 5 | 4 | 2 |

CC-X : Ornate Prose in Classical Sanskrit

Course Outcome (COs):

- CO 1 - The students will have also character development through the popular books of Dasakumarcharitam.
- CO 2 - Knowledge of various inscriptions found in India, which help students to know about the Ancient Indian history, literature, art, religion etc.
- CO 3 - Knowledge about vastness and variety of the scope of Sanskrit literature specifically civilisation and culture in prose like Sukanasopadesa.
- CO 4 - Development of skill in Explanation and Translation in Prose Texts.

1. **Inscriptions**
2. **Dasakumaracaritam (Purvapithika, Dvitiya Ucchvasa)**
3. **Sukanasopadesa of Kadambari**

1. Inscriptions

Unit-I: Ginar inscription of Rudradaman, Prayaga (Allahabad) stone pillar inscription of Samudragupta & Mandasore inscription of Yasovarman)

2. Dasakumaracaritam

Unit-II: Purvapithika, Dvitiya Ucchvasa

3. Sukanasopadesa of Kadambari

Unit-III & IV: Textual Sentence Translation into Odia/ English

Suggested Readings:

1. Dasakumarcarita, Chaukhamba Publications, Varanasi.
2. Sukanasopadesa (Ed.) Nirmal Sundar Mishra, kalyani publishers, New Delhi.
3. Abhilekhamala (Ed.) sujata Dash, Kalyani Publisher, New Delhi.
4. Abhilekhacayana (Ed.) Jayanta Tripathy, Vidyapuri, Cuttack
5. Kadambari (Purvardham) with the com. of Bhanuchandra Siddhanjani, MLBD, New Delhi

Mapping Of Course Outcomes (COs) With The Program Outcomes (POs)

| POs/COs | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 |
|---------|------|------|------|------|------|------|------|------|------|-------|
| CO 1 | 5 | 5 | 5 | 4 | 2 | 5 | 5 | 2 | 2 | 4 |
| CO 2 | 5 | 2 | 5 | 2 | 2 | 5 | 2 | 5 | 2 | 4 |
| CO 3 | 5 | 5 | 5 | 5 | 2 | 5 | 5 | 2 | 5 | 5 |
| CO 4 | 5 | 5 | 5 | 5 | 2 | 5 | 5 | 2 | 5 | 5 |

SEC-II: Quantitative Aptitude and Logical Reasoning

SYLLABUS (SEC-II)

I. QUANTITATIVE APTITUDE & DATA INTERPRETATION

- **Unit – 1:** Whole numbers, Integers, Rational and irrational numbers, Fractions, Square roots and Cube roots, Surds and Indices, Problems on Numbers, Divisibility, Steps of Long Division Method for Finding Square Roots.
- **Unit -2:** Basic concepts, Different formulae of Percentage, Profit and Loss, Discount, Simple interest, Ratio and Proportion, Mixture.
- **Unit- 3:** Time and Work, Pipes and Cisterns, Basic concepts of Time, Distance and Speed ; relationship among them.
- **Unit – 4:** Concept of Angles, Different Polygons like triangles, rectangle, square, right angled triangle, Pythagorean Theorem, Perimeter and Area of Triangles, Rectangles, Circles.
- **Unit – 5:** Raw and Grouped Data, Bar Graphs, Pie charts, Mean, Median and Mode, Events and Sample Space, Probability.

II. LOGICAL REASONING

- **Unit - 1:** Analogy basing on kinds of relationships, Simple Analogy; Pattern and Series of Numbers, Letters, Figures. Coding-Decoding of Numbers, Letters, Symbols (Figures), Blood relations.
- **Unit – 2:** Logical Statements – Two premise argument, More than two premise argument using connectives.
- **Unit -3:** Venn Diagrams, Mirror Images, Problems on Cubes and Dices.

Course Outcome

I. QUANTITATIVE APTITUDE & DATA INTERPRETATION

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

1. Use their logical thinking and analytical abilities to solve Quantitative aptitude questions from company specific and other competitive tests.
2. Solve questions related to Time and distance and time and work etc. from company specific and other competitive tests.
3. Understand and solve puzzle related questions from specific and other competitive tests.
4. Solve questions related to permutation & combinations and probabilities from company specific and other competitive tests.

II. LOGICAL REASONING

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

1. Detect errors of grammar and usage in a given sentence/text and rectify them by making appropriate changes.
2. Solve questions based on critical reasoning.
3. Analyze reading passages and quickly find out the correct responses to questions asked by using reading skills like skimming, scanning, reading between the lines, etc.
4. To use idiomatic expressions in writing and speaking and to solve questions based on them.

Course Outcome (COs):

I. QUANTITATIVE APTITUDE & DATA INTERPRETATION

On Completion of this course;

- CO 1** - Use their logical thinking and analytical abilities to solve Quantitative aptitude questions from company specific and other competitive tests.
- CO 2** - Solve questions related to Time and distance and time and work etc. from company specific and other competitive tests.
- CO 3** - Understand and solve puzzle related questions from specific and other competitive tests.
- CO 4** - Solve questions related to permutation & combinations and probabilities from company specific and other competitive tests.

II. LOGICAL REASONING

On Completion of this course;

- CO 1** - Detect errors of grammar and usage in a given sentence/text and rectify them by making appropriate changes.
- CO 2** - Solve questions based on critical reasoning.
- CO 3** - Analyze reading passages and quickly find out the correct responses to questions asked by using reading skills like skimming, scanning, reading between the lines, etc.
- CO 4** - To use idiomatic expressions in writing and speaking and to solve questions based on them.

Mapping Of Course Outcomes (COs) With The Program Outcomes (POs)

| POs/COs | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 |
|----------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------|
| CO 1 | 5 | 4 | 2 | 4 | 4 | 4 | 2 | 5 | 5 | 4 |
| CO 2 | 4 | 4 | 5 | 2 | 5 | 2 | 4 | 4 | 5 | 2 |
| CO 3 | 5 | 5 | 5 | 4 | 4 | 2 | 2 | 4 | 5 | 4 |
| CO 4 | 4 | 5 | 4 | 2 | 5 | 4 | 2 | 4 | 5 | 2 |
| CO 5 | 5 | 5 | 5 | 4 | 4 | 4 | 2 | 2 | 2 | 5 |
| CO 6 | 4 | 5 | 4 | 5 | 4 | 2 | 5 | 4 | 2 | 4 |
| CO 7 | 5 | 4 | 2 | 5 | 4 | 2 | 4 | 5 | 2 | 4 |
| CO 8 | 5 | 5 | 4 | 4 | 2 | 2 | 4 | 5 | 4 | 2 |

Semester-V

CC-XI: Ornate Poetry in Sanskrit

Course Outcomes (COs):

CO 1 - The students will have also character development through the popular books of Sisupalabadham.

CO 2 - Development of skill in Translation and Explanation of the texts.

CO 3 - The knowledge of role of a lady in society from the text of kiratarjuniyam.

CO 4 - The students will have development of Translation and Explanation of the texts through the popular books of Kiratarjuniyam.

1. **Sisupalabadham** (Canto-I Verses 01-48)

2. **Kiratarjuniyam** (Canto-I)

1. **Sisupalabadham**

Unit-I & II- (Canto-I Verses 01-48)

2. **Kiratarjuniyam** (Canto-I) Unit-
III & Unit- IV

Suggested Readings:

1. Sisupalabadham - Canto-I (Ed.), Devanarayan Mishra,(With Sarvankasa-tika of Mallinatha) Sahitya Bhandar, Meerut
2. Kiratarjuniyam (Canto- I) (Ed.) Niranjan Pati, Vidyapuri, Cuttack.
Sisupalabadham – H.K. Satpathy, Kitab Mahal, Cuttack

Mapping Of Course Outcomes (COs) With The Program Outcomes (POs)

| POs/COs | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 |
|---------|------|------|------|------|------|------|------|------|------|-------|
| CO 1 | 5 | 5 | 5 | 4 | 2 | 5 | 5 | 2 | 2 | 4 |
| CO 2 | 5 | 2 | 5 | 2 | 2 | 5 | 2 | 5 | 2 | 4 |
| CO 3 | 5 | 5 | 5 | 5 | 2 | 5 | 5 | 2 | 5 | 5 |
| CO 4 | 5 | 5 | 5 | 5 | 2 | 5 | 5 | 2 | 5 | 5 |

CC-XII: Veda, Vedaic Grammar and History of Vedic Literature

Course Outcomes (COs):

- CO 1** - Knowledge of Vedas, Upanishads etc. the actual Intellectual Property of Ancient India in this paper explicitly inspires and uplifts human lives socially, morally and spiritually.
- CO 2** - Acquaintance with knowledge of explanation and translation of Vedic mantras.
- CO 3** - Knowledge of Vedic Grammar to understand Vedic texts.
- CO 4** - Knowledge of History of Vedic Literature.

1. Vaidika Suktas

2. Vedic Grammar

3. History of Vedic Literature

1. Veda

Unit-I & II: Vedic Suktas from different Samhitas

Agni (RV- I.1), Indra (RV- II.12) , Savitr (RV- I.35), Usas (RV- I.48), Purusa- sukta (YV XXXI.1.16), Siva-samkalpa (YV-XXX.1.6), Samjnana(RV X.191), Vak(RV X.125)

2. Vedic Grammar

Unit – III: The following Sutras are to be taught:

Chandasi pare'pi, Vyavahitasca, Caturthyarthe bahulam chandasi, Chandasi lun-lan-litah, Linarthe let, Leto'datau, Sibbahulam leti, Itasca lopah parasmaipadesu, Sa uttamasya, Ata ai, Vaito'nyatra, Hr-grahor bhaschandasi, Chandasi ubhayatha, Tumarthe se-sen-ase-asen- kse-kasen-adhyai- adhyain-kadhyai-kadhyain-shadhyai-shadhyain-tavai-taven-tavenah, Va chandasi, Ses chandasi bahulam, Prakrtya'ntapadam avyapare, Nipatasya ca, Supam suluk purva-savarnac che-ya-da-dya- ya-jalah, Idanto masi, Ajjaserasuk, Dirghadati samanapade Two sutras to be explained Two sadhanas to be worked out

3. History of Vedic Literature

Unit-IV (Samhita, Brahmana, Aranyaka, Upanisad)

Suggested Readings:

1. Vaidika sahitya o Samskrti , A.C. Das, Grantha Mandira, Cuttack
2. Veda O Vaidika Prakarana,(Ed) Niranjana Pati, Vidyapuri, Cuttack.
3. History of Indian Literature Vol. I, M. Winternitz, MLBD, New Delhi
4. Vaidik sahitya ki Ruparekha, Umashankar Sharma Rsi, Chawkhamba Vidyaprakashan, Varanasi
5. Vaidika Sahitya O Samskrti, Bholanath Rout, Chitrotpala Publication, Salipur

Mapping Of Course Outcomes (COs) With The Program Outcomes (POs)

| POs/COs | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 |
|---------|------|------|------|------|------|------|------|------|------|-------|
| CO 1 | 5 | 4 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 5 |
| CO 2 | 5 | 4 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 5 |
| CO 3 | 2 | 2 | 2 | 5 | 4 | 2 | 2 | 2 | 4 | 2 |
| CO 4 | 5 | 4 | 5 | 4 | 5 | 5 | 4 | 5 | 5 | 2 |

(DSE-I): Socio-Political thought in Ancient India

Course Outcomes (COs):

- CO 1** - Knowledge of various ancient Indian knowledge system, duties of kings for good governance, punishment policy, tax policy, war policy, etc. from the famous book of Kutilya i.e. Arthasastra.
- CO 2** - Expansion of Ancient Indian Polity from Arthasastra.
- CO 3** - Knowledge of Dharmasastra literature in which ancient Indian social institutions and Indian polity are highlighted. The treatise of Yajñavalkyasmṛiti highlights law and conduct of Ancient India.
- CO 4** - Expansion of Ancient Indian Laws from Dharmasastra.

1. **Arthasastra** (Adhikarana I.1- 4)

2. **Dharmasastra**

Yājñavalkyasmṛiti (Vyavahārādhyāya verses 1-65)

1. **Arthasastra)**

Unit- I & II: Adhikarana I.1-4 from the beginning up to Vinayadikarana 16 Marks

2. **Dharmasastra**

Units- III & IV – Yājñavalkyasmṛiti Vyavahārādhyāya verses 1-65

Suggested Readings:

1. Samskrita Vanmayaka brhata itihās (Vol.17) Ayurved ka itihās Uttarpradesh Samskrit Sansthan, Lukhnow, 2006
2. Ayurved ka Brhat Itihās, Atridev Vidyānkar, Chawkhamba, Delhi
3. Carakachintanam, Priyabrata Sharma, Chawkhamba, Delhi
4. Vrksayurveda, Ed. Dr. Narayana Prasad Dash, Vidyapuri, Cuttack.

Mapping Of Course Outcomes (COs) With The Program Outcomes (POs)

| POs/COs | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 |
|---------|------|------|------|------|------|------|------|------|------|-------|
| CO 1 | 5 | 2 | 5 | 2 | 2 | 5 | 5 | 2 | 5 | 2 |
| CO 2 | 5 | 2 | 5 | 2 | 2 | 5 | 5 | 2 | 5 | 2 |
| CO 3 | 5 | 2 | 5 | 5 | 4 | 5 | 5 | 2 | 5 | 2 |
| CO 4 | 5 | 2 | 5 | 5 | 4 | 5 | 5 | 2 | 5 | 2 |

(DSE-II): Ethical Literature in Sanskrit

Course Outcomes (COs):

CO 1 - Acquaintance of a collection of moral teachings in Sanskrit literature.

CO 2 - Knowledge of Verses which are full of wit and wisdom related to family, social, economic, political and mental life of human beings.

CO 3 - Knowledge of advice to conquer wicked and falls friend, son, servant, ruler or administration from Nitisataka.

CO 4 - Students can follow the path of righteousness for a happy and contented life.

1. **Cāṇakyanīti** (Chaps- I, II, III and IV from Cāṇakyanītidarpaṇa)

2. **Nitisataka of Bhartrhari** (Verses 1-50)

1. Cāṇakyanīti

Unit-I & II: Chaps- I, II, III and IV from Cāṇakyanītidarpaṇa

2. Nitisataka

Unit-III & IV (Verses 1-50)

Suggested Readings:

1. Jyotisavisvakosa, Haridutta Sharma, Subodh Publication, New Delhi
2. Vaidika jyotisa, Dr.G.S.Shastri, Chaukhamba Samskriti bhabana, Varanasi
3. Bharatiya jyotisa, Dr.Nemichandra Shastri, Bharatiya Jnanapitha, New Delhi- 110003
4. Jyotisa- tattvanka, Gitapress, Gorakhpur (2014)
5. Rajaballavam Vastusatram, Ed. Dr Srhrikrishna Jugnu, Parimal Publication, Delhi, 2005
6. Vastu, Astrology & Architecture, (Copmilation of Research Paper of ANational Conference on Vastu & Jyotisa), Ed.by Gayatri Dev Vasudev, MLBD, New Delhi, (4th reprint-2015)
7. Grahanaksatra paricaya prakaranam, Dr. N.S. Mishra, Kalyani Publishers, Ludhiana.
8. Bhuparagraha – prakaranam, Dr. N.S. Mishra, Kalyani Publishers, Ludhiana.

Mapping Of Course Outcomes (COs) With The Program Outcomes (POs)

| POs/COs | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 |
|---------|------|------|------|------|------|------|------|------|------|-------|
| CO 1 | 5 | 5 | 5 | 5 | 2 | 5 | 5 | 2 | 5 | 5 |
| CO 2 | 5 | 5 | 5 | 5 | 2 | 5 | 5 | 2 | 5 | 5 |
| CO 3 | 5 | 5 | 5 | 5 | 2 | 5 | 5 | 2 | 5 | 5 |
| CO 4 | 5 | 5 | 5 | 5 | 2 | 5 | 5 | 2 | 5 | 5 |

Semester-VI

CC-XIII: Ayurveda and Vrksayurveda

Course Outcomes (COs):

CO 1 - Enhancement of knowledge of plants life and their contribution to human health and wellbeing.

CO 2 - Knowledge of Ayurveda in Charaka Samhita, alternative medicine system of ancient Indian Risis

CO 3 - Impact of herbal life in Wellness Industry.

CO 4 - Knowledge of Vrksayurveda regarding medicinal plants, process of plantation, their remedial measures for diseases etc.

1. **Ayurveda** (Carakasamhita- Sutrasthana, dhirgham jivitiyadhyaya)
(Verses from 51 upto the end)

2. **Vrksayurveda** (Vrksayurvedadhyaya of Brhatsamhita)

1. **Ayurveda**

Unit I, II & III -(Carakasamhita , Sutrasthana, dhirgham jivitiyadhyaya)

2. **Vrksayurveda**

Unit-IV: Vrksayurvedadhyaya of Brhatsamhita

Suggested Readings:

1. TheArthashastra. (Ed.& Trans), L.N. Rangarajan, Penguin Classics, India, 1992
2. TheArthashastra. (Ed.) N.P. Unni, Bharatiya Vidya Prakashan, New Delhi
3. Arthashastra (Odia Trans.) Anantarma Kar, Odisha Sahitya Academy, Bhubaneswar
4. Kautilya Arthashastra, (Ed.) Karunakar Das, Kitab Mahal, Cuttack.
Yājñavalkyasmṛti, (Ed.) M.N. Dutta, Parimal Publications, New Delhi

Of Course Outcomes (COs) With The Program Outcomes (POs)

| POs/COs | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 |
|---------|------|------|------|------|------|------|------|------|------|-------|
| CO 1 | 4 | 4 | 4 | 2 | 2 | 2 | 5 | 5 | 5 | 2 |
| CO 2 | 4 | 4 | 4 | 2 | 2 | 2 | 5 | 5 | 5 | 2 |
| CO 3 | 4 | 4 | 4 | 2 | 2 | 2 | 5 | 5 | 5 | 2 |
| CO 4 | 4 | 4 | 4 | 2 | 2 | 2 | 5 | 5 | 5 | 2 |

CC-XIV: Technical Literature (Jyotisa &Vastu)

Course Outcomes (COs):

CO 1 - The knowledge of Planetary world in Indian Astrology.

CO 2 - Enhancement skill in the field of Hindu Astrology. The book Jyotisararatnavali describes the planetary bodies in the solar system and forecasts future events.

CO 3 - Knowledge of Vastu Shastra which impacts the universal need for peace and harmony.

CO 4 - The text book of Vasturatnakar impacts knowledge of perfectly balanced home, which invites positive energy and keeps out negative energy.

1. **Jyotisa (Jyotihsararatnavali, Chap I)** (Graha-naksatra-paricaya-prakaranam)

2. **Vastu (Vasturatnakara, Chap-I)** (Bhuparigraha-prakaranam)

1. Jyotisa

Unit-I & II-(Graha-naksatra-paricaya-prakaranam)

2. Vastu

Unit-III & IV- (Bhuparigraha-prakaranam)

Suggested Readings:

1. Sampurna Canakyaniti (Ed.), Dr. N.S. Mishra, A.K. Mishra Agencies, Cuttack
2. Nīṭisāṭaka (Ed.) Naresh Jha, Choukhamba Prakashan, New Delhi
3. Bhartrhari Sataktrayam, B. S. Mishra, Vidyapuri, Cuttack

Mapping Of Course Outcomes (COs) With The Program Outcomes (POs)

| POs/COs | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 |
|---------|------|------|------|------|------|------|------|------|------|-------|
| CO 1 | 2 | 2 | 5 | 5 | 2 | 5 | 5 | 5 | 5 | 2 |
| CO 2 | 2 | 2 | 5 | 5 | 2 | 5 | 5 | 5 | 5 | 2 |
| CO 3 | 2 | 2 | 5 | 5 | 2 | 5 | 5 | 5 | 5 | 2 |
| CO 4 | 2 | 2 | 5 | 5 | 2 | 5 | 5 | 5 | 5 | 2 |

(DSE-III): Translation, Editing and Writing skill

Course Outcomes (COs):

CO 1 - Enhancement of skill in translation of any valuable Odia/English text to Sanskrit language, which is very necessary for spreading new information and knowledge to all.

CO 2 - Knowledge of precise writing in Sanskrit.

CO 3 - Knowledge of editing and proof reading which can enhance their mastery over Sanskrit language and style of righting.

CO 4 - Knowledge of Transliteration to study Sanskrit texts easily.

Unit-I: Anuvada Kala-

Translation of one Odia/ English Paragraph in to Sanskrit

Unit-II: Precises Writing-

One Sanskrit Paragraph is to be precised in 1/3rd words and a suitable title is to be suggested.

Unit-III: Proof Correction and Transliteration

i. Proof Correction of **two** wrongly printed Sanskrit Verses from the Prescribed text are to set for necessary Proof Correction-

ii. Transliteration of **two** Sanskrit Verses from Prescribed text are to be written in Roman/ Italic script with diacritical marks

Unit-IV: Essay

One Essay in Sanskrit

Suggested Readings:

1. Brht Anuvada Shiksa, Chakradhara Hansa Nautiyal, MLBD, New Delhi
2. Samskrta- nibandhadarsah, Rammurti Sharma, Sahitya Niketan, Kanpur

Mapping Of Course Outcomes (COs) With The Program Outcomes (POs)

| POs/COs | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 |
|---------|------|------|------|------|------|------|------|------|------|-------|
| CO 1 | 2 | 4 | 4 | 5 | 2 | 2 | 2 | 2 | 5 | 5 |
| CO 2 | 2 | 4 | 4 | 5 | 2 | 2 | 2 | 2 | 5 | 5 |
| CO 3 | 2 | 4 | 4 | 5 | 2 | 2 | 2 | 2 | 5 | 5 |
| CO 4 | 2 | 4 | 4 | 5 | 2 | 2 | 2 | 2 | 5 | 5 |

DSE-IV: Indian Philosophy: General Ideas/ Project works

Indian Philosophy**

Course Outcomes (COs):

CO 1 - Knowledge of Indian philosophy of Samkhya and Yoga which help one to achieve intellectual and behavioural competence

CO 2 - Knowledge of Vaisesika philosophy which is the right instrument and formulation of all actions and duties.

CO 3 - Knowledge of Vedanata philosophy which develops of an inquisitive mind and sense of self confidence to produce research work independently.

CO 4 - Knowledge of Nastika, Carvaka and Boudha philosophy.

Project*

On Completion of this course;

CO 1 - Student will have an idea about the research methods.

CO 2 - Student will have an idea about the subjective analysis.

CO 3 - Student will have an idea about the field visit for study.

CO 4 - Students will have vast scope for research in ancient treatises.

Unit – I: Samkhya and Yoga

Twenty – five elements of Samkhya, satkaryavada and Astangayoga of Yogadarsana.

Unit – II: Nayavaisesika

Asatkaryavada, Saptapadarthas, Armbhavada, Paramanuvada

Unit – III: Vedanta Mimamsa

Saktidvaya of Maya in vedanta, Vivartavada, Netivada and karma in Mimamsa, Svatapramanyavada.

Unit IV: Nastikas, Carvak Jaina & Bouddha

Yadrchavada and Nairatmyavada of Carvak, Sapta-bhanga-naya, Syadvada of Jaina, Aryasatyas, Ksanikavada & Moksa

Suggested Readings:

1. History of Indian Philosophy, S.N. Dasgupta, MLBD, New Delhi.
2. Indian Philosophy, S. Radhakrishnan, George Allen and Unwin Ltd., New York.
3. A Critical Survey of Indian Philosophy, C. D. Sharma, MLBD, New Delhi.
4. Outlines of Indian Philosophy, M. Hiriyana, MLBD, New Delhi.

Mapping Of Course Outcomes (COs) With The Program Outcomes (POs)

| POs/Cos | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 |
|----------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------|
| CO 1 | 5 | 5 | 5 | 4 | 4 | 2 | 2 | 4 | 5 | 4 |
| CO 2 | 4 | 2 | 2 | 2 | 2 | 4 | 4 | 4 | 5 | 4 |
| CO 3 | 5 | 5 | 5 | 4 | 4 | 2 | 2 | 4 | 5 | 4 |
| CO 4 | 4 | 5 | 4 | 2 | 4 | 2 | 5 | 4 | 2 | 4 |

*Project Report: Students who have scored above 60% in consecutive semester are allowed to prepare a project report.

** DSE-IV: Students who scored below 60% in consecutive semesters are allowed to take this theory paper.

E V SYLLABUS

Final
2019

SUGGESTED CURRICULUM FOR THE PROPOSED COURSE

Ethics and Values

(Consisting of six modules of 1 credit each: 15 lectures per credit)

ODISHA STATE HIGHER EDUCATION COUNCIL

A-11, 2nd Floor, PUSTAK BHAVAN
SUKA BIHAR, BHOI NAGAR-751022
BHUBANESWAR, ODISHA

10

Poojati Kumar Sahoo

HoD, Sans 17/25
Rama Devi Women's University
Bhubaneswar

OBJECTIVES/LEARNING GOALS OF THE COURSE

- Development of a good human being and a responsible citizen.
- Developing a sense of right and wrong leading to ethically correct behavior.
- Incubating a positive attitude and a healthy work culture.

Poojashree Kumari Singh
20.10.15

SEMESTER-I

Unit-1

Title: - Issues Relating to Women

Total no. of Periods-15

Full mark-25

Credit point -1

1.0 Aims of the Unit:

- *The module aims to generate a sensitivity among the students towards women*
- *Enable them to value the contributions of women, from family to the larger society*
- *To generate among them a distinct urge to respect women*
- *To appreciate that women should have equal status and equal entitlements as member of the society*

Learning Objectives:

After going through the contents of the module and the classroom transactions on the contents, the students are expected to

- Have changes in their perceptions and practices towards women
- Develop proper attitude towards women and value their work and contribution
- Come forward to challenge unethical treatments against women
- End gender based hierarchy and hegemony, remove the feeling that women are counter to men and bring about a complementarity among the hitherto existing gender binary
- Allow women to realize their self worth and contribute their best for betterment of the society
- Pioneer in creating a gender equal society where the well being, happiness and security of the women will be well protected ; contributing towards a better and happier society

Teaching Hours

1.1 Introduction:

General introduction on Ethics and Values, Gender equality as an essential precursor to social progress, the present scenario, Desirable gender related values.

1-2-3

1.2 Women and Family

Pre-natal sex selection, Gendered practices in the family, Gender based division of labour in the family, Marriage and women, Marriage and women's consent, Child marriage, Practice of dowry, Women and family violence.

4-5-6-7

1.3 Women and Work

Women's work: The Invisible hands, Exploitation of women at work, Gender Stereotyping at work, Glass ceiling, Women and pay gap, Sexual Harassment of women at work, Working women and role conflict.

8-9-10-11

1.4 Women, Community and Society

Violence against women in public spaces, Gender sensitive language and communication, Gendered language, Sexist Language, Gender neutral language, Women and property Rights, Women's property Rights in Indian Laws, The functionality of Women's Property Rights

12-13-14-15

12

Pranati Kumari Singh
20.10.22

SEMESTER-II

Unit-2

Title: - Values and Good Citizenship

Total no. of Periods-15

Full mark-25

Credit point -1

2.0 Aim of the Unit:

- Introducing the Salient features of Indian Constitution to students and to inculcate the sense of patriotism in them
- Encouraging them to Volunteer for social work
- Instilling appropriate work ethics in them

Learning Objectives:

- Understanding Basic Values of Indian Constitution
- Inculcating Volunteerism for Social change
- Helping students to become good human being and citizen

Teaching Hours

2.1 Indian Constitution

Salient Values of Preamble: Sovereign, Socialist, Secular, Democratic, Republic, Justice, Liberty, Equality and Fraternity.

1-2-3

2.2 Patriotism

Patriotic Value and ingredients of nation building, Concept of Good citizenship, Emotional connection with the country, Duties of citizens and Qualities of good citizens

4-5-6-7

2.3 Volunteerism

Concept and facets of Volunteerism and Leadership, Building a better society through Volunteerism, Blood Donation, Social Work, Helping the Aged, Environmental Protection

8-9-10-11

2.4 Work Ethics

Punctuality, Cleanliness, Law abidingness, Rational Thinking and Scientific Temper

12-13-14-15

13

Roanet, Kumar, Sahu ^{AS}
30.10.22

SEMESTER-III

Unit-3

Title: - Issues of Drug, Tobacco and Alcohol Addiction

Total no. of Periods-15

Full mark-25

Credit point -1

3.0 Aims of the Unit:

- Creating awareness about health and Societal hazards of drugs, tobacco and alcohol addiction
- Sensitizing students about professional support system for treatment and rehabilitation

Learning Objectives:

- The students become aware of the grave danger of consuming alcohol, tobacco and drugs
- Students would encourage their friends to remain away from tobacco, alcohol, drugs and seek professional help when needed

Teaching Hours

3.1 Extent of the Problem

Extent of Drug and Tobacco addiction and alcoholism in India, Myths associated with them, Health hazards associated with them and how they have become silent killers

1-2-3-4

3.2 Socio- economic impact

Socio- economic impact of Drug and Tobacco addiction and alcoholism:
Loss of physical and mental strength, Loss of character, Loss of family ties and relationship, Loss of earning and livelihood potentials, Loss of societal respect and dignity etc

5-6-7-8

3.3 Laws to Address this Problem

Silent features of social legislation such as NDPS Act, 1985 and COTPA Act, 2003, Mechanism and Government Schemes for prevention, de-addiction and rehabilitation

9-10-11-12

3.4 Role of Stake - holders

Provision of Tobacco free campus and role of students, Role of students in their family and immediate surroundings, Role of NGOs and other agencies

13-14-15

14

Pranav Kumar, Schin
30.10.22

21/25

SEMESTER-IV

Unit-4

Title: - Ethical Values for Student Life

Total no. of Periods-15

Full mark-25

Credit point -1

4.0 Aims of the Unit:

- To familiarize the students with core values of Academics and Goals of Education
- To create an awareness about Unethical practices in the academics

Learning Objectives:

- The students will learn to behave ethically in the campus
- Exhibit respectful treatment to others in an organizational context
- Contribute to develop a positive social environment through active participation and cooperation with others

Teaching Hours

4.1 Meaning and Objective of Education:

Knowledge is power and quest for knowledge is the real meaning of education, not quest for Degree and qualifications; Real education builds character: Difference between Academic Qualification and Ability, Academic failure could be failure within the classroom, but not outside (i.e. Failed in exam, passed in life!)

4.2 Challenges for Ethical Practices in Institutions of Higher Education:

Ragging, Suicide and Need for Educational Counseling, Violence vs. Peaceful Protest, Conflict resolution, Plagiarism and Violation of Intellectual property Rights, Cheating in Examination and other Fraudulent Practices

4.3 Inter personal Relation and Community Life in HEI:

Green Preacher and conservation of Energy, Community Life in Campus including Hostels, Local Common area, Inter personal relations (Students-Teacher, Students-Student and Man-Woman, Positive Friendship).

4.4 Ethical Leadership in Academic Institution:

Concept and Traits of Leadership to provide solution, everyone has Leadership Role (not limited to position), Concept of Ethical leadership, Scope of Leadership in college and Universities for Students, Teachers and Administrators, Importance of co-curricular and extra – curricular activities.

1-2-3

4-5-6-7

8-9-10-11

12-13-14-15

15

Poojati Kumari Sharma
30.10.22

SEMESTER-V

Unit-5

Title: -Vulnerable Sections of Society: Understanding their Issues

Total no. of Periods-15

Full mark-25

Credit point -1

5.0 Aims of the Unit:

To create an awareness amongst students about the need for ensuring dignity and equality for the vulnerable sections of the society.

Learning Objectives:

- Students would be able to appreciate values and ethics relating to vulnerable sections of the society.
- Students would learn to practice equality, diversity and social justice.
- Students would become more empathetic and compassionate towards vulnerable sections of the society.

5.1 Issues Relating to Children:

Nutrition and health, Child Exploitation: Child labour, trafficking, Sexual exploitation

Teaching Hours

1-2-3-4

5.2 Issues Relating to Elderly Persons:

Abuse of Elders, Financial Insecurity, Loneliness and Social Insecurity, Health Care Issues, Needs for a Happy and Dignified Ageing

5-6-7-8

5.3 Issues Relating to Persons with disability:

Rights of PWD, affirmative action, Prevention of discrimination, providing equal opportunity, various scheme for empowering PWD and social justice for PWD

9-10-11-12

5.4 Issues Relating to Third Gender:

Understanding the Third Gender, Social justice for them, Removal of discrimination, Affirmative action and Acceptance of diversity of gender.

13-14-15

16

Prof. Kamari Sika
30.10.22

SEMESTER-VI
Unit-6
Title: - Environmental & Techno Ethics
Full mark-25

Total no. of Periods-15

Credit point -1

Aims of the Unit:

- To develop awareness and sensitize students about the importance of environment for a sustainable earth and to bring Green Technology into action
- To focus their attention towards cleanliness, preservation of biodiversity and practice of conservation of natural resources
- To make them understand the judicious use of modern technology strictly on need basis
- To use science and technology for preservation of environment and its sustainable development but not for destruction.

Learning Objectives:

- Develop an understanding of environmental ethics and work towards sustainable development
- Commitment to Green Technology for sustainable future
- Understand ethical issues relating to use of digital medium

Teaching Hours

6.1 Environmental Ethics:

Types of Ecological Values, Environmental Values & Valuing Nature, Equitable use of Resources, Role of individual in the conservation of resources for future generation, Bio-Ethics-Genetic manipulation in plants and animals for benefit of society and cruelty against animal.

1-2-3

6.2 Promotion of Green Technology:

Goal of Green Technology: Reduce recycling, Renew (removal of chemicals), Refuse and Responsibility.
Green Technology in relation to: -Energy and Construction.

4-5-6-7

6.3 Ethics and Technology with reference to Science, gadget, machine etc. and interaction with each other;
Agricultural, Industrial, Digital, Globalized Age etc

8-9-10-11

6.4 Judicious Use of Technology:

Judicious use of Mobile Phones, Electrical machines, Plastics, Television, Computers and their harmful effects
Ethics and Use of Digital Technology: Cyber ethics- Crimes and Ethical hacking,
Ethics of social media: WhatsApp, Facebook, Twitter and others.

12-13-14-15

17

Ranvir Kumar, Secy
30.10.22