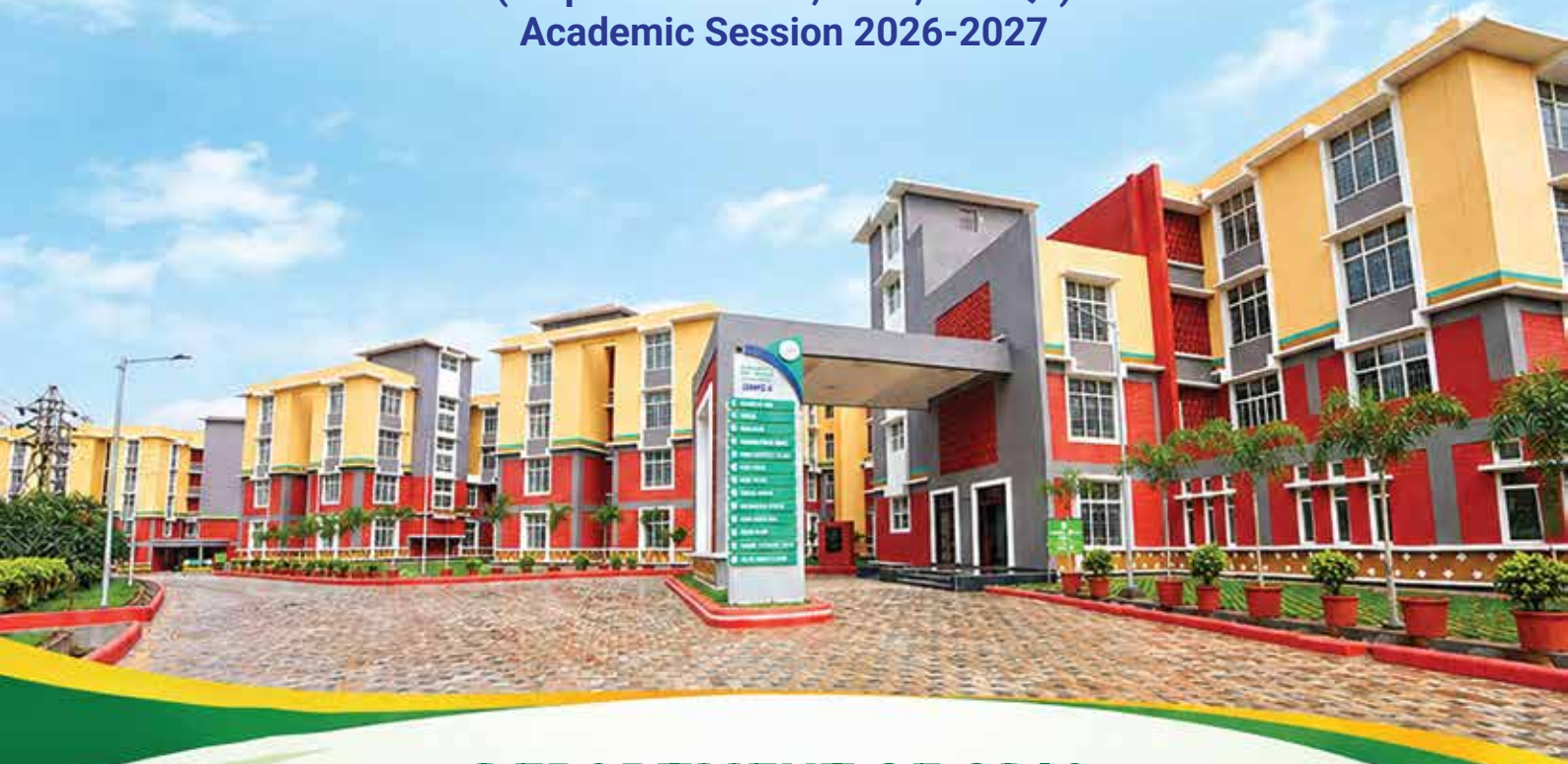
KISS

KALINGA INSTITUTE OF SOCIAL SCIENCES

CURRICULUM AND CREDIT FRAMEWORK FOR POSTGRADUATE PROGRAMME

MASTER OF ARTS IN ODIA

(As per NEP-2020, NCrF, NHEQF)
Academic Session 2026-2027



DEPARTMENT OF ODIA

SCHOOL OF COMPARATIVE TRIBAL LANGUAGES AND LITERATURES

KALINGA INSTITUTE OF SOCIAL SCIENCES (KISS)
DEEMED TO BE UNIVERSITY

Higher Education Campus, KISS Campus-3, Bhubaneswar, Odisha, 751024
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About the School

The School of Comparative Tribal Languages and Literatures,KISS Deemed to be University, Bhubaneswar was established on 25th August, 2017. This School is one of the seven schools under KISS DU. This has proved its relevance, importance and innovativeness since the University's inception. This School offers two-year Master Programmes of ninety credits and four-year Undergraduate Programme of 160 credits in the subjects such as Hindi, English, Odia, Sanskrit and Santali along with courses that adopt a comparative perspective on tribal languages and literatures. The School also offers Ph. D. programme in innovative areas of literary studies, with a particular focus on tribal society, aesthetics and culture with an interdisciplinary framework.

The academic programme of the School envisages preservation and revitalization of tribal literature, languages and cultures by offering a set of common innovative courses in the aforesaid Master's Programmes, namely Tribes of India: Culture, Language, Demography, Fiction on Tribes: Issue of Land, Environment and Justice, Key Socio-Linguistics Concepts for Tribal Literary and Language Studies, World Poetry of the Aboriginals, Multilingual Education in India for Tribals and Theme based Movies. The School proposes to offer a Master's programme in different tribal languages such as Ho in near future. Besides being trained in the critical interpretation of mainstream literary texts, each student of the school is exposed to research in ethnography, sociology and cultural anthropology through the learning of Research Methodology, fieldwork, and writing a dissertation. Career Orientation and Skill Development papers are also the unique additional features of the Master's Programmes. The School's chief pedagogic approach is not only to foster critical engagement between so-called non-native elite cultures and indigenous oral, literary, and aesthetic traditions, but also to promote cross-fertilization between them through translation.

About the Department:

The Department of Odia offers Bachelor of Arts (B.A) in Odia, Master of Arts (M.A) in Odia and Ph. D in Odia language and literature. The B.A in Odia is a four-year programme and M.A in Odiais a two-year programme, both focusing on Odia Language Literature and Culture.

Since inception, students of Odia department, under the School of Comparative Tribal Languages and Literatures have been trained in fieldwork and research methodology, enabling them to undertake research work independently. The Department of Odia aims at grooming students to cope up with the new and broad emerging academic environment where alternative viewpoints and new knowledge is required and appreciated for policy research, and development both at National and International levels. Students from this Department are absorbed in Central and State Institutes and International Institutes of similar backgrounds. They are well equipped for empirical research and research related to policy making. Students interested in administrative services are also benefitted from the courses offered in this programme.

Vision:

To promote excellence in Language and Literature Studies by integrating tribal and mainstream literary and cultural traditions through a comparative perspective, thereby preserving and promoting tribal linguistic and literary heritage. Through this approach, the Programme enhances critical thinking, inclusive scholarship, intercultural competence, and respect for cultural diversity and human values.

Mission:

- To impart critically informed language and literature education by integrating tribal, subaltern and indigenous perspectives with global literary and cultural discourses.
- To promote research, innovation, and community engagement that preserve tribal knowledge systems while connecting local literary traditions with indigenous cultures worldwide

Programme Overview

Programme Title: Master of Arts in Odia (M. A. in Odia)

Programme Type: Post Graduate

Programme Description:

The Master of Arts (M.A.) in Odia is offered under the School of Comparative Tribal Languages and Literatures (SCTLL), KISS DU. Unlike conventional Odia post-graduate degrees, this programme features a unique interdisciplinary framework tailored to the university's indigenous focus. The curriculum integrates mainstream Odia language, grammar, and literature with a dedicated focus on Comparative Tribal Languages and Literatures.

Process of Curriculum Development:

1. Formation of Syllabus Committee with domain experts.
2. Consultation with stakeholders (students, alumni, employers, community).
3. Review and approval by School faculty.
4. Vetting by Board of Studies (BoS) with external experts.
5. Final approval by Academic Council.
6. Integration of NEP-2020, CBCS, NCrF, and NHEQF guidelines.

Definitions of Components:

(i) 'Academic Programme' means the entire course of study comprising its programme structure, course details, evaluation schemes etc. designed to be taught and evaluated in a teaching programme or jointly under more than one such programme.

(ii) 'Course' means segment of a subject that is part of an Academic Programme.

(iii) 'Course Structure' means a list of courses (core, specialization, discipline specific elective, that makes up an Academic Programme, specifying the syllabus, credits, hours of teaching, evaluation and examination schemes, minimum number of credits required for successful completion of the

programme etc. prepared in conformity with university rules, and eligibility criteria for admission.

(iv) 'Core Course' means a course that a student admitted to a particular programme must successfully complete to receive the degree. This cannot be substituted by any other course.

(v) 'Specialization' means a course to be taken by a student offered in the Programme of the School.

(vi) 'Skill Enhancement Course' means the skill-based courses and are aimed at providing hands-on-training, competencies, skill-based knowledge.

(vii) 'Credit' means the value assigned to a course which indicates the level of instruction; One hour lecture per week equals 1 Credit, 2 hours practical class per week equals 1 credit.

(viii) 'SGPA' means 'Semester Grade Point Average' calculated for individual semester and 'CGPA' is 'Cumulative Grade Points Average' calculated for all courses completed by the students at any point of time. CGPA is calculated each year for both the semesters clubbed together.

National Credit Framework-Aligned Components (NCrF)

1. Operational Definition of Credit (NCrF Standard)

"1 Credit = 30 Notional Learning Hours."

A standard 4-credit course = 120 Notional Learning Hours.

NCrF-Compliant Course Engagement Table

Component	Operational Definition	Hours (Example for 4-credit course)
Face-to-Face Lectures	Concept delivery, interactive instruction	45
Tutorials / Labs / Field	Hands-on practice, experimentation	30
Independent Self-Study	Pre-reading, journal review	20
Continuous Assessment	Assignments, quizzes, mid-term	12
Final Semester Exam Preparation	Revision, project completion	13
Total Notional Hours	**Must equal 30 hours × credits**	**120**

MOOC Courses (SWAYAM and SWAYAM Plus)

According to the UGC guidelines integrated into the new curriculum structures, Higher Education Institutions (HEIs) are permitted to allow students to take up to 40% of their total courses in a semester through the national MOOC platform, SWAYAM (or SWAYAM Plus for industry-aligned courses).

Credits earned via SWAYAM are mapped directly against the appropriate NHEQF academic level and digitally stored in the student's Academic Bank of Credits (ABC) to count toward their final degree, diploma, or certificate.

vii. Eligibility for Admissions with No. of Seats

The B.A. (Hons.) Odia Programme under the Four-Year Undergraduate Programme (FYUGP) framework has an approved annual intake of 48 seats. For more details refer to the admission guidelines and brochure of the KISS Deemed to be University.

viii. Examination Pattern:

The medium of examination is English which will be reflected in their final grade sheet/certificate. Provided that for a language subject answers are to be in that language. Sanskrit may be written in Odia script but language has to be Sanskrit.

Duration of the Examinations-Mid Semester and End Semester:

Duration of examination for all term End examination shall be for 2.5 hours and for all Mid Term examination for 1 hour irrespective of full marks in the course/subjects and irrespective of credit. The practical examinations shall be of 2 hours duration.

Each School shall have a designated faculty as Examination Coordinator to be decided by the Vice Chancellor in addition to the Controller of Examinations of the University.

Continuous Evaluation and Mid Semester Examination:

a) Mid semester examination will be of 1-hour duration for 20/10 marks (20 for subjects having no practical and 10 for subject with practical papers). There shall be no pass mark in Mid Semester examination.

b) b) The Mid-Semester Examination shall be conducted and valued by the Faculty who are teaching the corresponding paper. A student who fails to appear in a Mid-Semester Examination **will be allowed one more chance to** take the same examination before appearing the concerned term-end examination. There will be no provision to re-appear in the Mid-Semester Examination for improvement.

c) c) For subjects with practicals there will be a Mid-Semester practical examination carrying 10 marks.

d) d) The University authority of the valuation zones will preserve the answer Script of the End Semester examination for 06 months from the date of publication of the result for reference.

e) e) A student has to appear for the mid semester examination positively. Absence in the mid semester examination will be considered as fail however the candidate may be allowed to appear the mid semester examination before commencement of the concerned Term-End examination under special case duly considered by the HoD (for the ***candidates who represent the University or State for Inter-University or inter-state competitions in Games and Sports or attending different recognized National level camps/any critical medical case duly certified by the designated medical officer).***

Distribution of Marks in End Semester and Continuous Evaluation:

(Irrespective of credit in a course/Paper)

Course Type	Maximum Marks	Semester-End theory Mark	Continues Evaluation Marks /Sessional	Mid Semester theory Mark	Semester-End and Practical mark	Mid Semester Practical Mark
Without Practical	100	60	20	20	----	--
With Practical	100	50	10	10	20	10
Only Practical	100	------	-------	-------	60	40

Distribution of Sessional Marks:

Course Type	Maximum Mark	Mid Semester	Attendance	Surprise Test/Quiz/ Viva	Assignment/ Presentation
Without Practical	40	20	Above 95%- 5 Marks 85%-94%- 4 Marks 75%-84%- 3 Marks	10	05

Examination Question Pattern of End Term Examination:

The evaluation process may cover summative and formative aspects and assess understanding applications, articulation, program and course outcome.

Question Pattern		With Practical	Without Practical
Part-I –Objective	Answer in MCQ/ in one word/in one sentence as directed	1x5=5	1x6=6
Part-II- Very Short Type	Answer within 50 words. Answer any 3 out of 5 questions (with practical) and Answer any 5 out of 7 question (without practical)	2x3=6	2x5=10

Part-III- Short Type	**Answer within 250 words** **Answer any 3 out of 5 questions (with practical) and Answer any 4 out of 6 question (without practical)**	**5x3=15**	**5x4=20**
Part-IV- Long Type	**Answer within 800 words. Answer any 3 out of 5 questions**	**8x3=24**	**8x3=24**
Total		**50**	**60**
For Practical Paper		**One Major Experiment-10 Record-05 Viva voce-05**	**---------**

Examination Question Pattern of Mid Semester Examination:

Question Pattern		**With Practical**	**Without Practical**
Part-I –Objective	**Answer in MCQ/ in one word/in one sentence as directed**	**1x3=3**	**1x6=6**
Part-II- Very Short Type	**Answer within 50 words. Answer any 1out of 2 questions (with practical) and Answer any 2 out of 3 question (without practical)**	**2x1=2**	**2x2=4**
Part-III- Short Type	**Answer within 250 words Answer any 1 out of 2 questions (with practical) and Answer any 2 out of 3 question (without practical)**	**5x1=5**	**5x2=10**
Total		**10**	**20**
For Practical Paper		**One Major Experiment-5 Record- 02 Viva voce-03**	**---------**

Award of Degree:

A Degree certificate under the official seal of the university and signed by the Vice-Chancellor shall be presented at the Convocation or in absentia to each of the successful students of particular degree. The Controller of Examinations shall issue the mark/grade sheet of each semester to the candidates in the sheet of each semester to the candidates in the prescribed format.

Duration and Types of Courses and Process of Multiple Entry and Exit NHEQF-Aligned Components

"This programme is structured according to the multi-entry, multi-exit parameters defined by UGC. The progressive qualification bands map directly onto the National Higher Education Qualifications Framework (NHEQF)."

Milestone / Year Completed	Exit Award	NHEQF Level	Standard Credit Range
Year 1 (Sem I–II)	Post-Graduate Diploma	Level 6.0	48 Credits
Year 2 (Sem III–IV)	Master's degree (M.A. in Odia)	Level 6.5	88 Credits

Programme Educational Objectives:

PEO-1: Academic Excellence and Cultural Preservation To provide students with an advanced understanding of classical and modern Odia literature, while bridging mainstream literary traditions with the preservation, documentation, and revitalization of indigenous oral traditions and tribal languages.

PEO-2: Independent Research and Fieldwork Mastery To equip students with strong foundations in research methodology, ethnography, and empirical fieldwork from the outset, enabling them to design and conduct independent, ethical research projects in socio-literary domains.

PEO-3: Global Adaptability and Interdisciplinary Perspectives To groom graduates to thrive in diverse and emerging academic environments by fostering alternative viewpoints, critical thinking, and comparative analytical skills required at both national and international levels.

PEO-4: Policy Formulation and Development Engagement To prepare students for roles in empirical research, cultural advocacy, and developmental policy-making, allowing them to utilize linguistic and socio-cultural insights for the sustainable advancement of marginalized communities.

PEO-5: Career Readiness in Public Service and Administration To empower students with the comprehensive knowledge, analytical depth, and administrative aptitude necessary to excel in competitive civil services, public administration, media, and socio-educational governance.

Programme Outcomes:

PO1. Moral and Ethical Awareness: The text introduced in the syllabus are pregnant with moral and ethical values. The students will not only get degrees by reading the syllabus but also the text will inculcate in them the values of life.

PO2. Disciplinary Knowledge: To cultivate the ability to look at and evaluate literary texts as a field of study and as part of the wider network of local and global culture. Understanding the history of the medieval and modern Literature in English, Hindi, Odia, Sanskrit and Santali.

PO3. Communication Skills: Students will learn to create knowledge and communicate it to others both orally and in writing.

PO4. Critical Thinking: To demonstrate a critical aptitude and reflexive thinking to systematically analyses the existing scholarship and expand critical questions and the knowledge base in the field of studying Odia literary texts using digital resources.

PO5.Problem Solving and Analytical reading: The students will learn the problem-solving mechanism and equip themselves to overcome any adverse situation in life. The programme will also develop the analytical ability ofthe students to a greater degree.

PO6. Research Related skill: The programme will certainly enhance the skill level of the student researchers. The research methodology course will educate the students to write dissertation, research papers, articles and other research related activities.

PO7. Co-operation/Team work: the pedagogy is such that the students will learn art of team work and co-operation. The literary text also teaches students the magic of team work which will give them dividend even after their studies.

PO8. Digital Literacy: The Students through AI Course are given digital literacy. Internet surfing, using power point for presentation, accessing website, collecting materials, searching source engine which are included in the curriculum make our students digitally literate.

PO9. Experientialand Life-long learning: The Student will set their own learning goals, search appropriate resources, decide on which learning method to used and evaluate their progress. They will take responsibility for their education and attainment of knowledge.

PO10. Leadership quality: The literary texts will help nurturing the leadership qualities and characters introduced in the texts are inspirational and they too create impact on the students and encourage them to display their leadership qualities.

PO11.Professional and Decision-making skill: The course inculcates the professional values and exhibit the decision-making skills for our students. The literary texts will make students decisive and formal. It also provides scope for introspecting and

thereby develop professionalism. The sensible literary pieces too provide decision making skills that help them in life.

PO12. Environmental Awareness and Sustainability: The objective of designing the syllabus is to make students aware about environment nature and their sustainability. Study of the text in an eco-critical perspective will certainly make them understand their environment.

Programme Specific Outcomes:

PSO1. To emphasize and promote Odia language, literature and culture.
PSO2. To document and preservethe folklore and oral literature of indigenous groups of different parts of the world.
PSO3. To encourage and promote research in the field of undiscovered areas of literature as well as culture in a comparative perspective.
PSO4. To organize national seminar/workshop/ symposium and to enrich the departmental research, teaching and to study various aspects of rich tribal culture, language and literature.
PSO5. Students will write an original research paper that locates and synthesizes relevant primary and secondary sources and have clear, coherent and plausible argument, logical structure, correct grammar and proper references (footnotes and bibliography).

Programme Pedagogy:

1. This PG Programme has been designed in such a way to make use of different teaching methods by properly sequencing and organizing the course contents.
2. For this Programme the Instructional design depends on the subject matter to be taught and the understanding of diverse needs of different learners attending the courses.
3. The faculties adopt an effective pedagogy in this programme which can lead to both academic achievement and social- cum-emotional development.
4. The Programme utilises the ICT facilities in enhancing teaching as a pedagogy resource.
5. Mother Tongue based Multi-lingual Education (MTBMLE) is an instrumental approach and acts as a reference in the School of Languages and Literatures.

Semester Details:

The M.A. in Odia programme consists of four semesters comprising a total of 90credits. Students admitted to M.A in the Department of Odia under the School of Comparative Tribal Languages and Literatures are required to complete a combination of core courses, Innovative courses, Skill Enhancement Course, Core specialisation courses, Research Methodology and Research and Publication ethics across four semesters. In the first semester, students must take five core courses, one innovative course. In the second semester, they are required to take two core courses, two specialization course, one innovative course and one application of A.I course.

In the 3rd Semester, Students take twoCore specialisationCourses, one research methodlogy course, one computer analysis and data analysis, Research and Publication ethics, one innovative course. In the 4th Semester, Students have to complete Fieldwork andDissertation. The 3rd and 4th Semesters contain Modern Poetry and Modern Drama as the Core Specialisation course.

MASTER OF ARTS IN ODIA

Structure-2026-27

SEMESTER-I

Paper Code	Paper Name	Marks	Credit			Total Credit
			L	T	P	
OD40001	Byakarana	100	3	1	0	4
OD40003	Bhasa Bigyana	100	3	1	0	4
OD40005	Prachina O Madhya Jugiya Odia Sahityara Krama Vikasa	100	3	1	0	4
OD40007	Somalachana Sahitya, Tulanatmaka Samikhya Padhati O Anubada Kala	100	3	1	0	4
OD40009	Prachya O Paschatya Sahitya Tatwa	100	3	1	0	4
TL40051	Key Sociolinguistic Concepts for Tribal Literary and Language Studies	100	3	1	0	4
Total						**24 Credits**

SEMESTER-II

Paper Code	Paper Name	Marks	Credit			Total Credit
			L	T	P	
OD40002	Swadhinata Parabarti Odia Gadya Sahitya O Patraptrika (1947-2000)	100	3	1	0	4
OD40004	Odia Sishu Sahity O Bigyana Bhitika Sahitya	100	3	1	0	4
	Discipline Specific Electives / Core Specialization (Choose any one)					
OD40032 OP40032	Odia Natya Sahitya Or Adhunika Odia Kabyadhaara	100	3	1	0	4
OD40034 OP40034	Rangamancha O Natya Tatwa Or Adhunika Odia Kabyakabita-I	100	3	1	0	4
TL40052	Fiction on the Issues of Land, Environment and Justice	100	3	1	0	4
OD40010	Application of Artificial Intelligence in Literary Studies(Odia)	100	3	0	1	4
Total						**24**

SEMESTER-III
(Course work and Research)

Paper Code	Paper Name	Marks	Credit			Total Credit
			L	T	P	
OD50001	Gabesana Padhhati	100	3	1	0	4
RE50003	Research And Publication Ethics	100	2	0	0	2
CA50005	Computer Application and Data Analysis	100	3	0	1	4
	Discipline Specific Electives / Core Specialization (Choose any one)					
OD50031 **OP50031**	Text Book Natak OR Text Book Kabita	100	3	1	0	4
OD50033 **OP50033**	Natak O Natyakara OR Adhunika Kabyakabita-II	100	3	1	0	4
TL50051	Theme based Movies and Tribal Museum Visit	100	3	0	1	4
					Total	**22**

SEMESTER-IV

Paper Code	Paper Name	Credit			Total Credit
		L	T	P	
FD50082 Fieldwork and Dissertation		0	0	20	20

Grand Total 90 Credits

Fieldwork and Dissertation:

Students who exit at the end of 1st Year shall be awarded a Post-Graduate Diploma in Odia

Programme Learning Outcome

SEMESTER-I

Sl . No.	Programme Outcomes	OD-40001	OD-40003	OD-40005	OD-40007	OD-40009	SP.1 TL-40051
1	Moral and Ethical Values	✓	✓	✓	✓	✓	✓
2	Disciplinary Knowledge	✓	✓	✓	✓	✓	✓
3	Communication Skills	✓	✓	✓	✓	✓	✓
4	Critical Thinking	✓	✓	✓	✓	✓	✓
5	Problem Solving and Analytical Reasoning	✓	✓	✓	✓	✓	✓
6	Research Related Skill	✓	✓	✓	✓	✓	✓
7	Co-operation/Team work	✓	✓	✓	✓	✓	✓
8	Digital Litereracy	✓	✓	✓	✓	✓	✓
9	Experiential and Life-long learning	✓	✓	✓	✓	✓	✓
10	Leadership quality	✓	✓	✓	✓	✓	✓
11	Professional and Decision-making skill	✓	✓	✓	✓	✓	✓
12	Environmental Awareness and Sustainability	✓	✓	✓	✓	✓	✓

Programme Learning Outcome

SEMESTER-II

Sl . No.	Programme Outcomes	OD-40002	OD-40004	OD-40032	OP-40032	OD-40034	OP 40034	TL-40054
1	Moral and Ethical Values	✓	✓	✓	✓	✓	✓	✓
2	Disciplinary Knowledge	✓	✓	✓	✓	✓	✓	✓
3	Communication Skills	✓	✓	✓	✓	✓	✓	✓
4	Critical Thinking	✓	✓	✓	✓	✓	✓	✓
5	Problem Solving and Analytical Reasoning	✓	✓	✓	✓	✓	✓	✓
6	Research Related Skill	✓	✓	✓	✓	✓	✓	✓
7	Co-operation/Team work	✓	✓	✓	✓	✓	✓	✓
8	Digital Litereracy	✓	✓	✓	✓	✓	✓	✓
9	Experiential and Life-long learning	✓	✓	✓	✓	✓	✓	✓
10	Leadership quality	✓	✓	✓	✓	✓	✓	✓
11	Professional and Decision-making skill	✓	✓	✓	✓	✓	✓	✓
12	Environmental Awareness and Sustainability	✓	✓	✓	✓	✓	✓	✓

Programme Learning Outcome

SEMESTER-III

Sl . No.	Programme Outcomes	OD-50001	OD-50003	OD-50005	OD-50031	OP-50031	OD-50033	OP 50033	TL-50051
1	Moral and Ethical Values	✓	✓	✓	✓	✓	✓	✓	✓
2	Disciplinary Knowledge	✓	✓	✓	✓	✓	✓	✓	✓
3	Communication Skills	✓	✓	✓	✓	✓	✓	✓	✓
4	Critical Thinking	✓	✓	✓	✓	✓	✓	✓	✓
5	Problem Solving and Analytical Reasoning	✓	✓	✓	✓	✓	✓	✓	✓
6	Research Related Skill	✓	✓	✓	✓	✓	✓	✓	✓
7	Co-operation/ Team work	✓	✓	✓	✓	✓	✓	✓	✓
8	Digital Litereracy	✓	✓	✓	✓	✓	✓	✓	✓
9	Experiential and Life-long learning	✓	✓	✓	✓	✓	✓	✓	✓
10	Leadership quality	✓	✓	✓	✓	✓	✓	✓	✓
11	Professional and Decision-making skill	✓	✓	✓	✓	✓	✓	✓	✓
12	Environmental Awareness and Sustainability	✓	✓	✓	✓	✓	✓	✓	✓

Programme Learning Outcome

SEMESTER-IV

Fieldwork and Dissertation

SEMESTER-I

ବ୍ୟାକରଣ

OD40001

Credit-04

Course Objectives:

- ସାହିତ୍ୟରେ ବ୍ୟାକରଣ ଏକ ବିଶିଷ୍ଟ ବିଭାଗ ତାହା ଜାଣିବାର ପ୍ରୟାସ ।
- ବାକ୍ୟର ସଂଜ୍ଞା, ସ୍ୱରୂପ, କାରକ, ବିଭକ୍ତି, ଋଢ଼ି, ସମାସ, ସନ୍ଧି, ଭାବ ସମ୍ପ୍ରସାରଣ ଆଦି ବିଷୟରେ ଅବଗତ ହୋଇପାରିବେ ।

Course Contents:

ୟୁନିଟ୍ – ୧ ବାକ୍ୟର ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ପ୍ରକାର ଭେଦ

ୟୁନିଟ୍ – ୨ ଭାରତୀୟ ବ୍ୟାକରଣ ଦର୍ଶନ ଓଡ଼ିଆ ଭାଷାର ଗଠନଶୈଳୀ

ୟୁନିଟ୍ – ୩ ସନ୍ଧି, ସମାସ, ଅଳଙ୍କାର : - ଅନୁପ୍ରାସ, ଯମକ, ଶ୍ଳେଷ, ଉପମା, ବ୍ୟକ୍ତିରେକ, ବିଭାବନା

ୟୁନିଟ୍ – ୪ ବିପରୀତ ଶବ୍ଦ, ସମୋଚ୍ଚରିତ ଶବ୍ଦ, ଏକପଦୀକରଣ, ଭାବସଂପ୍ରସାରଣ ଏବଂ ଋଢ଼ି

Course Outcomes:

CO1. ଏହାଦ୍ୱାରା ଛାତ୍ରଛାତ୍ରୀମାନେ ବାକ୍ୟର ସଂଜ୍ଞା, ସ୍ୱରୂପ, ଗଠନ, ବାକ୍ୟର ସଂଯୋଜନା ଇତ୍ୟାଦି ସମ୍ପର୍କରେ ଛାତ୍ରଛାତ୍ରୀମାନେ ଅବଗତ ହୋଇ ପାରିବେ।

CO2. ଶିକ୍ଷାର୍ଥୀ ଭାରତୀୟ ବ୍ୟାକରଣ ପରମ୍ପରାର ମୂଳତତ୍ତ୍ୱ ଅନୁଧ୍ୟାନ କରି ଓଡ଼ିଆ ଭାଷାର ଗଠନ, ନିୟମ ଓ ଶୁଦ୍ଧ ପ୍ରୟୋଗ ସଂପର୍କରେ ସମ୍ୟକ୍ ଜ୍ଞାନ ଅର୍ଜନ କରିପାରିବେ ।

CO3. ସନ୍ଧି, ସମାସ, ଅଳଙ୍କାର ସମ୍ପର୍କରେ ଜାଣିପାରିବେ ।

CO4. ବିପରୀତ ଶବ୍ଦ, ସମଚ୍ଚାରିତ ଶବ୍ଦ ଓ ଏକପଦୀ କରଣ ସଂପର୍କରେ ଛାତ୍ରଛାତ୍ରୀମାନେ ଜାଣିବାର ସୁଯୋଗ ପାଇପାରିବେ ।

CO5. ଏହାଦ୍ୱାରା ଛାତ୍ରଛାତ୍ରୀମାନେ ଓଡ଼ିଆ ସାହିତ୍ୟରେ ବ୍ୟାକରଣ ଓ ତା'ର ପ୍ରୟୋଗ ସଂପର୍କରେ ଜାଣିପାରିବେ ।

Table 2: Mapping between COs of OD40001 and (POs and PSOs)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11	PO-12
CO-1	-	3	3	1	2	-	2	-	2	1	1	3
CO-2	2	3	2	1	2	1	-	2	2	-	1	-
CO-3	-	3	2	2	2	-	3	-	2	1	1	3
CO-4	3	3	3	1	2	-	1	2	2	2	2	-
CO-5	-	3	2	3	3	2	-	-	2	-	1	2
Average	2.50	3.00	2.40	1.60	2.20	1.50	2.00	2.00	2.00	1.33	1.20	2.67

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course outcomes- Programme Specific Outcomes (PSOs) Maping of Paper OD40001

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	**3**	**-**	**1**	**1**	**3**
CO2	**3**	**-**	**3**	**-**	**1**
CO3	**2**	**2**	**2**	**3**	**3**
CO4	**3**	**-**	**1**	**-**	**2**
CO5	**3**	**1**	**2**	**-**	**3**
Average	**2.80**	**1.50**	**1.80**	**2.00**	**2.40**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with cross cutting issues of Paper OD40001

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Skills and Employability	**High**	Mastery of Odia grammar, syntax (*ବାକ୍ୟର ସଂରଚନା*), and vocabulary (*ବିପରୀତ ଶବ୍ଦ, ଏକପଦୀକରଣ*) directly enhances professional writing, editing, and content creation skills. This makes students highly employable in journalism, academia, translation, and administrative sectors.
Human Values and Cultural Heritage	**High**	The study of idioms (*ରୂଢ଼ି*), figures of speech (*ଅଳଙ୍କାର*), and expansion of ideas (*ଭାବସଂପ୍ରସାରଣ*) deeply roots the students in the Odia cultural ethos. These literary tools are heavily based on traditional wisdom, moral values, and societal ethics passed down through linguistic heritage.
Gender Sensitivity and Inclusivity	**Medium**	While teaching sentence formation and grammar rules, examples and sentence constructions (*ବାକ୍ୟ ଗଠନ*) can be deliberately chosen by educators to promote gender equality and avoid stereotypes, fostering a gender-neutral and inclusive approach to standard language usage.
Effective Communication and Life Skills	**High**	Understanding correct sentence structures, homophones (*ସମୋଚ୍ଚରିତ ଶବ୍ଦ*), and exact word meanings eliminates ambiguity in daily interactions. It builds critical life skills by fostering clear, persuasive, and effective communication in society.

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 4	**Quality Education**	Mastering grammar is the foundation of literacy. This course ensures high-quality linguistic education, enabling students to achieve professional proficiency in the Odia language, which is vital for lifelong learning.
SDG 5	**Gender Equality**	Language shapes thought. By studying sentence structure (ବାକ୍ୟଗଠନ) and figures of speech (ଅଳଙ୍କାର), students can be taught to identify and eliminate gender biases in text, promoting inclusive and non-sexist communication.
SDG 8	**Decent Work and Economic Growth**	Advanced knowledge of grammar (କୃଦନ୍ତ, ତଦ୍ଧିତ, ସମାସ) is a high-demand professional skill. It prepares students for decent employment in sectors like journalism, teaching, content writing, translation, and the civil services.
SDG 9	**Industry, Innovation, and Infrastructure**	Grammatical precision is the backbone of Computational Linguistics and NLP (Natural Language Processing). This course contributes to the technical infrastructure required for Odia digital innovation and AI language models.
SDG 10	**Reduced Inequalities**	By standardizing language through grammar, the course bridges the gap between various social groups. It empowers individuals from diverse backgrounds to communicate effectively in formal, legal, and academic environments.
SDG 16	**Peace, Justice, and Strong Institutions**	Clarity in language is essential for justice. Understanding syntax and exact word meanings (ସମୋଚ୍ଚାରିତଶବ୍ଦ) is critical for drafting legal documents, government policies, and institutional records, ensuring transparency and accountability.

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ:

୧. ସର୍ବସାର ବ୍ୟାକରଣ –ଡ. ନାରାୟଣ ମହାପାତ୍ର ଓ ଶ୍ରୀଧର ଦାସ, ନିୟୁ ଷ୍ଟୁଡେ ଷ୍ଟୋର, କଟକ

୨. ଆଧୁନିକ ଓଡିଆ ବ୍ୟାକରଣ –ଡ. ଧନେଶ୍ୱର ମହାପାତ୍ର, କିତାବ ମହଲ, କଟକ

୩. ବ୍ୟାବହାରିକ ଓଡିଆ ବ୍ୟାକରଣ – ଡ. ବିଜୟ ପ୍ରସାଦ ମହାପାତ୍ର, ବିଦ୍ୟାପୁରୀ, କଟକ

୪. ସାରସ୍ୱତ ବ୍ୟାବହାରିକ ଓଡିଆ ବ୍ୟାକରଣ – ଡକ୍ଟର କୃଷ୍ଣଚନ୍ଦ୍ର ପ୍ରଧାନ, ଶ୍ରୀ ବ୍ରଜକିଶୋର ହୋତା, ଶ୍ରୀ ଭାସ୍କର ପ୍ରଧାନ, ସତ୍ୟନାରାୟଣ ବୁକ୍ ଷ୍ଟୋର, ବିନୋଦବିହାରୀ, କଟକ

ଭାଷା ବିଜ୍ଞାନ

OD40003

Credit-04

Course Objective

ଓଡ଼ିଆ ଭାଷା ବିଜ୍ଞାନ ସମ୍ପର୍କରେ ଜ୍ଞାନ ଆହରଣ କରିବାର ପ୍ରୟାସ ।

ୟୁନିଟ୍-୧ : ବାକ୍‌ଯନ୍ତ୍ରର ଗଠନ, ବର୍ଗୀକରଣ ଓ ଧ୍ୱନି ଉତ୍ପାଦନରେ ତା'ର ଭୂମିକା
ୟୁନିଟ୍-୨ : ଭାଷାର ଉତ୍ପତ୍ତି ସମ୍ପର୍କରେ ନାନା ମତବାଦ
ୟୁନିଟ-୩ : ଭାଷାର ସଂଜ୍ଞା, ସ୍ୱରୂପ
ୟୁନିଟ-୪ : ଅର୍ଥ ଏବଂ ଶବ୍ଦ ପରିବର୍ତ୍ତନର କାରଣ ଓ ଦିଗ ।
ୟୁନିଟ-୫ : ଭାରତୀୟ ଭାଷା ପରିବାର ।

Course Outcome

CO-I :ବାଗ୍‌ଯନ୍ତ୍ରର ଗଠନ ଓ ବର୍ଗୀକରଣ ବିଷୟରେ ଛାତ୍ରଛାତ୍ରୀମାନେ ଜାଣିପାରିବେ ।
CO-II :ଭାଷାର ଉତ୍ପତ୍ତି ସଂକ୍ରାନ୍ତୀୟ ବିଭିନ୍ନ ମତବାଦ ସମ୍ପର୍କରେ ସେମାନଙ୍କର ଧାରଣା ହେବ ।
CO-III :ଭାଷାର ସଂଜ୍ଞା ଓ ସ୍ୱରୂପ ସମ୍ପର୍କରେ ଛାତ୍ରଛାତ୍ରୀମାନେ ଜ୍ଞାନ ଆହରଣ କରିପାରିବେ ।
CO-IV :ଅର୍ଥ ଓ ଶବ୍ଦ ପରିବର୍ତ୍ତନର କାରଣ ଓ ଦିଗ ସମ୍ପର୍କରେ ଛାତ୍ରଛାତ୍ରୀମାନେ ଅବଗତ ହୋଇପାରିବେ ।
CO-V :ଭାରତୀୟ ଭାଷା ପରିବାର ସମ୍ପର୍କରେ ଛାତ୍ରଛାତ୍ରୀମାନେ ଜ୍ଞାନ ଆହରଣ କରିପାରିବେ ।

Table 2: Mapping between COs of OD40003 and (POs and PSOs)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11	PO-12
CO-1	-	3	3	1	2	-	2	-	2	1	1	3
CO-2	2	3	2	3	2	1	-	2	3	-	1	-
CO-3	-	3	2	3	2	-	3	-	3	1	1	3
CO-4	3	3	3	-	2	-	1	2	-	2	2	-
CO-5	-	3	2	3	3	2	-	-	2	-	1	3
Average	2.50	3.00	2.40	2.00	2.20	1.50	2.00	2.00	2.00	1.33	1.20	3.00

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course outcomes- Programme Specific Outcomes (PSOs) Maping of Paper OD40003

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	**3**	**-**	**1**	**1**	**3**
CO2	**3**	**-**	**3**	**-**	**1**
CO3	**2**	**2**	**2**	**3**	**3**
CO4	**3**	**-**	**1**	**-**	**2**
CO5	**3**	**1**	**2**	**-**	**3**
Average	**2.80**	**1.50**	**1.80**	**2.00**	**2.40**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with cross cutting issues of Paper OD40003

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Skills and Employability	**High**	Knowledge of the structure of speech organs (ବାକ୍ ଯନ୍ତ୍ରଗଠନ), phonetics, and semantics directly equips students for specialized careers. This scientific understanding of language makes them highly employable in fields like speech therapy, artificial intelligence (NLP/speech recognition), translation, lexicography, and academia.
Human Values and Cultural Heritage	**High**	Studying the various theories of language origin (ଭାଷାରଉତ୍ପତ୍ତି) and the Indian language families (ଭାରତୀୟଭାଷାପରିବାର) helps students appreciate the evolutionary journey of human civilization. It fosters deep respect for linguistic diversity, pluralism, and the shared cultural heritage of the subcontinent.
Gender Sensitivity and Inclusivity	**Medium**	Analyzing the causes and directions of semantic changes (ଅର୍ଥଏବଂଶବ୍ଦପରିବର୍ତ୍ତନରକାରଣ) allows students to understand how societal biases, including gender norms, historically shape vocabulary. This critical awareness encourages a more inclusive and mindful approach to language study.
Effective Communication and Life Skills	**High**	Grasping the exact mechanics of sound production (ଧ୍ୱନିଉଚ୍ଚାରଣରେଭୂମିକା) and the fundamental nature of language (ଭାଷାରସଂଜ୍ଞା, ସ୍ୱରୂପ) enhances articulatory precision and analytical thinking. This scientific breakdown of communication improves clarity and reasoning in everyday life.

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 4	**Quality Education**	Studying the science of linguistics (ଭାଷାବିଜ୍ଞାନ) provides foundational theoretical knowledge, elevating the standard of higher education. It enables students to pursue advanced, research-oriented studies in phonetics, language evolution, and cognitive sciences.
SDG 5	**Gender Equality**	Through the critical study of language nature and semantic shifts (ଅର୍ଥପରିବର୍ତ୍ତନ), students can explore how language reflects and influences societal constructs, promoting the conscious study and dismantling of gendered linguistic biases.
SDG 8	**Decent Work and Economic Growth**	Linguistic expertise is a high-demand, specialized skill. This course prepares students for modern, decent employment sectors such as digital communications, translation services, computational linguistics, and linguistic anthropology.
SDG 9	**Industry, Innovation, and Infrastructure**	A deep understanding of phonetics (ଧ୍ୱନିଉଚ୍ଚାରଣ) and word morphology is the bedrock for developing regional language technologies. This knowledge is crucial for building digital infrastructure like Odia text-to-speech engines and AI language models.
SDG 10	**Reduced Inequalities**	Studying Indian language families (ଭାରତୀୟଭାଷାପରିବାର) fosters immense respect for linguistic pluralism, regional dialects, and minority languages, actively countering linguistic discrimination and promoting social cohesion.
SDG 16	**Peace, Justice, and Strong Institutions**	A scientific understanding of language origin, semantic precision, and cross-cultural linguistic roots reduces miscommunications and promotes mutual understanding across diverse communities, forming the basis for peaceful and inclusive institutional frameworks.

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ:

୧. ଭାଷା ଶାସ୍ତ୍ର ପରିଚୟ, ପ୍ରଫେସର ଗୋଲକ ବିହାରୀ ଧଳ- ଓଡ଼ିଶା ରାଜ୍ୟ ପାଠ୍ୟପୁସ୍ତକ ପ୍ରକାଶନ, ସଂସ୍ଥା, ପୁସ୍ତକ ଭବନ, ଭୁବନେଶ୍ୱର ।

୨. ଓଡିଆ ଭାଷାତତ୍ତ୍ୱ ଓ ଲିପିରବିକାଶ–ଓଡିଶାରାଜ୍ୟ ପାଠ୍ୟପୁସ୍ତକ ପ୍ରକାଶନ ଓ ସଂସ୍ଥା ପୁସ୍ତକ ଭବନ, ଭୁବନେଶ୍ୱର

୩. ଓଡ଼ିଆ ଭାଷା ଓ ଭାଷା ବିଜ୍ଞାନ - ଦେବୀ ପ୍ରସନ୍ନ ପଟ୍ଟନାୟକ, ଗ୍ରନ୍ଥ ମନ୍ଦିର, କଟକ

୪. ଓଡିଆ ଭାଷାର ସୃଷ୍ଟି ଓ ବିକାଶ – ଡ ଉପେନ୍ଦ୍ର ପ୍ରସାଦ ଦଳାଇ, ଏ.କେ.ମିଶ୍ର, ପବ୍ଲିଶର୍ସ, କଟକ

୫. ଭାଷା ବିଜ୍ଞାନର ରୂପରେଖ – ପ୍ରଫେସର ବାସୁଦେବ ସାହୁ, ଫ୍ରେଣ୍ଡସ୍ ପବ୍ଲିଶର୍ସ, କଟକ

୬. ଓଡ଼ିଆ ଧ୍ୱନିତତ୍ତ୍ୱ ଓ ଶବ୍ଦ ସମ୍ଭାର – ଡ ଧନେଶ୍ୱର ମହାପାତ୍ର, ଫ୍ରେଣ୍ଡସ୍ ପବ୍ଲିଶର୍ସ, କଟକ

୭. ଓଡ଼ିଆ ଭାଷାର ଇତିବୃ - ପଣ୍ଡିତ ଡ. ଅନନ୍ତର୍ଯ୍ୟାମୀ ମିଶ୍ର, ଭାଷା ପ୍ରତିଷ୍ଠାନ, ଭୁବନେଶ୍ୱର

ପ୍ରାଚୀନ ଏବଂ ମଧ୍ୟଯୁଗୀୟ ଓଡ଼ିଆ ସାହିତ୍ୟର କ୍ରମବିକାଶ

OD-40005
Credit-04
Course Objective:

- ପ୍ରାଚୀନ ଓ ମଧ୍ୟଯୁଗୀୟ ଓଡିଆ କବିତାର ସ୍ୱରୂପ ସମ୍ପର୍କରେ ଜାଣିବାର ପ୍ରୟାସ ।
- ସାରଳା ସାହିତ୍ୟ ଏବଂ ପଞ୍ଚସଖାସାହିତ୍ୟ ସମ୍ପର୍କରେ ଜାଣିବାର ପ୍ରଚେଷ୍ଟା ।

Course Outcomes:

CO1. ଏହାଦ୍ୱାରା ଛାତ୍ରଛାତ୍ରୀମାନେ ଅଭିଲେଖର ଗଦ୍ୟ ସମ୍ପର୍କରେ ବିଶ୍ଳେଷଣ କରି ପାରିବେ ।

CO2. ପ୍ରାକ୍‌ସାରଳା ସାରଳା ସାହିତ୍ୟ,ପଞ୍ଚସଖା ସାହିତ୍ୟ ଓ ରୀତିଯୁଗର କବିଗଣଙ୍କସମ୍ପର୍କରେ ଛାତ୍ରଛାତ୍ରୀମାନେ ଅବଗତ ହୋଇ ପାରିବେ।

CO3. ଛାତ୍ରଛାତ୍ରୀମାନେ ରୁଦ୍ରସୁଧାନିଧି ଓ 'ମାଦଳା ପାଞ୍ଜି' ଓ ଚତୁର ବିନୋଦ ସଂପର୍କରେ ସୂଚନା ପାଇପାରିବେ ।

CO4. ପଞ୍ଚସଖା ସାହିତ୍ୟ ଓରୀତି ସାହିତ୍ୟ ସମ୍ପର୍କରେ ଛାତ୍ରଛାତ୍ରୀମାନେ ସୂଚନା ପାଇପାରିବେ ।

CO5. ତତ୍‌କାଳୀନ ପ୍ରମୁଖ କବିମାନଙ୍କର ଦିର୍ଦ୍ଦିଷ୍ଟ ଗ୍ରନ୍ଥ ଅଧ୍ୟୟନ ।

Course Contents:

ୟୁନିଟ୍ - ୧ ଅଭିଲେଖ ସାହିତ୍ୟ ଏବଂ ପ୍ରାକ୍ ସାରଳା ସାହିତ୍ୟ

- ନାଥ ସାହିତ୍ୟ
- ଶୈବ ସାହିତ୍ୟ
- ପ୍ରାଚୀନ ଓଡ଼ିଆ କବିତାର ସ୍ୱରୂପ
- ଚଉତିଶା, ଚଉପଦୀ
- କୋଇଲି, ଭଜନ
- ଜଣାଣ, ଚମ୍ପୂ
- ମାଦଳାପାଞ୍ଜି

ୟୁନିଟ୍- ୨ ରୁଦ୍ରସୁଧାନିଧି, ଚତୁରବିନୋଦ, ସାରଳା ସାହିତ୍ୟ ଏବଂ ପଞ୍ଚସଖା ସାହିତ୍ୟ

- ସ୍ୱର୍ଗାରୋହଣ ପର୍ବ
- କୃତି ଓ କୃତିତ୍ୱ
- ବୈଶିଷ୍ଟ୍ୟ ଓ ପ୍ରଭାବ

ୟୁନିଟ୍-୩ ପ୍ରାକ୍ ରୀତି ସାହିତ୍ୟ ଏବଂ ରୀତି ସାହିତ୍ୟ

- ଅର୍ଜ୍ଜୁନ ଦାସ, ନରସିଂହ ସେଣ, ବନମାଳୀ ଦାସ, ଶିଶୁଶଙ୍କର ଦାସ
- ଶୈଳୀ ଓ ବୈଶିଷ୍ଟ୍ୟ
- ରୀତିଯୁଗ ର ପ୍ରମୁଖ ସ୍ରଷ୍ଟା ଓ ସୃଷ୍ଟି

- ଉପେନ୍ଦ୍ର ଭଞ୍ଜ, ଦୀନକୃଷ୍ଣ ଦାସ, ଅଭିମନ୍ୟୁ ସାମନ୍ତ ସିଂହାର, କବିସୂର୍ଯ୍ୟ ବଳଦେବ ରଥ

ୟୁନିଟ୍-୪ ସନ୍ଥ ସାହିତ୍ୟ ଏବଂ ପ୍ରମୁଖ କବି

- ତତ୍କାଳୀନ ସାମାଜିକ ଓ ସାଂସ୍କୃତିକ ପଟ୍ଟଭୂମି
- ଧର୍ମୀୟ ପରମ୍ପରା
- ରୀତିସାହିତ୍ୟର ଉନ୍ମେଷ ଓ ବିକାଶ
- ଗୋପାଳକୃଷ୍ଣ , ବନମାଳୀ, ଭୀମଭୋଇ

Table 2: Mapping between COs of OD40005 and (POs and PSOs)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11	PO-12
CO-1	-	3	3	1	2	-	2	-	2	1	1	3
CO-2	2	3	2	3	2	1	-	2	3	-	1	-
CO-3	-	3	2	3	2	-	3	-	3	1	1	3
CO-4	3	3	3	-	2	-	1	2	-	2	2	-
CO-5	-	3	2	3	3	2	-	-	2	-	1	3
Average	2.50	3.00	2.40	2.00	2.20	1.50	2.00	2.00	2.00	1.33	1.20	3.00

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course outcomes- Programme Specific Outcomes (PSOs) Maping of Paper OD40005

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	-	1	1	3
CO2	3	-	3	-	1
CO3	2	2	2	3	3
CO4	3	-	1	-	2
CO5	3	1	2	-	3
Average	2.80	1.50	1.80	2.00	2.40

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with cross cutting issues of Paper OD40005

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Skills and Employability	**Medium**	Analyzing the evolution of ancient and medieval literature (ପ୍ରାଚୀନଓମଧ୍ୟଯୁଗୀୟଓଡ଼ିଆସାହିତ୍ୟ) provides students with specialized content knowledge for careers in archives, museum curation, literary criticism, and academic research. Mastery over classical Odia vocabulary also enhances professional translation skills.
Human Values and Cultural Heritage	**High**	The core of this course is the preservation of cultural heritage. Studying the Sarala and Panchasakha literature (ସାରଳାଓପଞ୍ଚସଖାସାହିତ୍ୟ) instills traditional human values, ethics, and a deep sense of historical identity rooted in the Odia cultural ethos.
Gender Sensitivity and Inclusivity	**Medium**	Critically analyzing medieval poetry, such as the works of Abhimanyu (ଅଭିମନ୍ୟୁଙ୍କକାବ୍ୟ), allows students to examine historical portrayals of gender roles and emotional expression, fostering a reflexive understanding of gender dynamics in literature across different eras.
Effective Communication and Life Skills	**High**	Understanding the complex structural and linguistic patterns of ancient texts improves students' interpretive and analytical skills. Engaging with the "Panchasakha" philosophy offers life lessons in spiritual resilience, ethics, and social reform.

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 4	**Quality Education**	This course ensures a high-quality education in classical studies by providing deep insights into the evolution of the Odia language and its rich literary history, supporting the preservation of indigenous knowledge.
SDG 5	**Gender Equality**	By studying diverse historical texts, students can identify and discuss the representation of women and gendered themes in medieval literature, promoting a critical consciousness regarding equality and historical social structures.

SDG 8	**Decent Work and Economic Growth**	The study of Panchasakha and Sarala literature, which often focused on social inclusion and mass accessibility of knowledge, empowers students from all backgrounds to connect with their linguistic roots and cultural identity.
SDG 9	**Industry, Innovation, and Infrastructure**	This course contributes to the safeguarding of the world's cultural and natural heritage (Target 11.4) by documenting and analyzing the oral and written traditions of ancient and medieval Odisha.
SDG 10	**Reduced Inequalities**	The research skills developed in analyzing primary sources (primary and secondary texts) foster responsible and ethical scholarship, ensuring that cultural information is produced and consumed with integrity.
SDG 16	**Peace, Justice, and Strong Institutions**	Ancient literary texts often contain early concepts of justice, governance, and moral leadership. Understanding these historical perspectives helps students value transparency and accountability in cultural institutions.

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ:

୧. ଓଡ଼ିଆ ସାହିତ୍ୟର ଆଦିପର୍ବ - ସୁରେନ୍ଦ୍ର ମହାନ୍ତି, କଟକ ଷ୍ଟୁଡ଼େଣ୍ଟ ଷ୍ଟୋର, କଟକ

୨. ଓଡ଼ିଆ ସାହିତ୍ୟର ମଧ୍ୟପର୍ବ ଓ ଉର ମଧ୍ୟପର୍ବ, ସୁରେନ୍ଦ୍ର ମହାନ୍ତି, କଟକ ଷ୍ଟୁଡ଼େଣ୍ଟ ଷ୍ଟୋର, କଟକ

୩. ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ – ସୁରେନ୍ଦ୍ର କୁମାର ମହାରଣା, ଏ.କେ.ମିଶ୍ର ପବ୍ଲିକେଶନ, ସଂସ୍କରଣ - ସପ୍ତମ, ୨୦୨୧

୪. ଓଡ଼ିଆ ସହିତ୍ୟର ଇତିହାସ (୧ମ,୨ୟ ଭାଗ)-ପଣ୍ଡିତ ସୂର୍ଯ୍ୟନାରାୟଣ ଦାଶ-ଗ୍ରନ୍ଥ ମନ୍ଦିର, କଟକ, ପୁନଃମୁଦ୍ରଣ-୨୦୧୭

୫. ଚର୍ଯ୍ୟା ଗୀତିକା – ଖଗେଶ୍ୱର ମହାପାତ୍ର, ଫ୍ରେଣ୍ଡସ୍ ପବ୍ଲିଶର୍ସ, କଟକ, ଦଶମ ସଂସ୍କରଣ - ୨୦୧୭

୬. ଓଡିଆ ସାହିତ୍ୟର ସଂକ୍ଷିପ୍ତ ପରିଚୟ – ବୃନ୍ଦାବନ ଚନ୍ଦ୍ର ଆଚାର୍ଯ୍ୟ, ଗ୍ରନ୍ଥ ମନ୍ଦିର, କଟକ, ପୁନଃମୁଦ୍ରଣ – ୨୦୦୭

୭. ଓଡ଼ିଆ ସହିତ୍ୟର ଇତିହାସ- ପ୍ରଫେସର ବାଉରୀବନ୍ଧୁକର, ଫ୍ରେଣ୍ଡସ୍ ପବ୍ଲିଶର୍ସ, କଟକ

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ସମାଲୋଚନା ସାହିତ୍ୟ, ତୁଳନାତ୍ମକ ସମୀକ୍ଷା ପଦ୍ଧତି ଓ ଅନୁବାଦ କଳା

OD40007
Credit-04
Course Objectives:

- ସମାଲୋଚନା ସାହିତ୍ୟ ଓ ଅନୁବାଦ ସମ୍ପର୍କରେ ବିଶେଷ ଭାବେ ଜାଣିବାର ପ୍ରୟାସ ।

Course Outcomes:

CO1. ସମାଲୋଚନାର ରୂପରେଖ ସମ୍ପର୍କରେ ଛାତ୍ରଛାତ୍ରୀଗଣ ଅବଗତ ହୋଇପାରିବେ ।

CO2. ବିବିଧ ପ୍ରକାର ସମୀକ୍ଷା ପଦ୍ଧତି ବିଷୟରେ ଜ୍ଞାନ ଆହରଣ କରିବେ ।

CO3. ତୁଳନାତ୍ମକ ସାହିତ୍ୟ ସମାଲୋଚନାର ବିବିଧ ବୈଶିଷ୍ଟ୍ୟ ସମ୍ପର୍କରେ ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କର ଧାରଣା ହେବ ।

CO4. ଅନୁବାଦ କଳା ଓ ଏହାର ଉପଯୋଗିତାକୁ ଛାତ୍ରଛାତ୍ରୀମାନେ ଉପଲବ୍ଧି କରିବେ ।

CO5. ଓଡ଼ିଆ ସାହିତ୍ୟରେ ଅନୁବାଦର ପରମ୍ପରା ସମ୍ପର୍କରେ ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କର ଧାରଣା ସୃଷ୍ଟି ହେବ ।

Course Contents:

ୟୁନିଟ୍ – ୧ ସାହିତ୍ୟ ସମାଲୋଚନା ଓ ଏହାର ବୈଶିଷ୍ଟ୍ୟ
ୟୁନିଟ୍ – ୨ ବିବିଧ ପ୍ରକାର ସମୀକ୍ଷା ପଦ୍ଧତି- ବିଶେଷ ଅଧ୍ୟୟନ - ଶୈଳୀତାତ୍ତ୍ୱିକ ସମାଲେଚନା, ମନସ୍ତାତ୍ତ୍ୱିକ ସମୀକ୍ଷା ପଦ୍ଧତି, ସମାଜତାତ୍ତ୍ୱିକ ସାହିତ୍ୟ ସିଦ୍ଧାନ୍ତ ।
ୟୁନିଟ୍ – ୩ ତୁଳନାତ୍ମକ ସାହତ୍ୟ ସମୀକ୍ଷା, ଏହାର ରୂପରେଖ ଓ ବୈଶିଷ୍ଟ୍ୟ ।
ୟୁନିଟ୍ – ୪ ଅନୁବାଦ କଳା ଓ ଅନୁବାଦ ତତ୍ତ୍ୱ, ଓଡ଼ିଆ ସାହିତ୍ୟରେ ଅନୁବାଦ ପରମ୍ପରା

Table 2: Mapping between COs of OD40007 and (POs and PSOs)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11	PO-12
CO-1	-	3	3	1	2	-	2	-	2	1	1	3
CO-2	2	3	2	3	2	1	-	2	3	-	1	-
CO-3	-	3	2	3	2	-	3	-	3	1	1	3
CO-4	3	3	3	-	2	-	1	2	-	2	2	-
CO-5	-	3	2	3	3	2	-	-	2	-	1	3
Average	2.50	3.00	2.40	2.00	2.20	1.50	2.00	2.00	2.00	1.33	1.20	3.00

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course outcomes- Programme Specific Outcomes (PSOs) Maping of Paper OD40007

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	**3**	**-**	**1**	**1**	**3**
CO2	**3**	**-**	**3**	**-**	**1**
CO3	**2**	**2**	**2**	**3**	**3**
CO4	**3**	**-**	**1**	**-**	**2**
CO5	**3**	**1**	**2**	**-**	**3**
Average	**2.80**	**1.50**	**1.80**	**2.00**	**2.40**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with cross cutting issues of Paper OD40007

Cross-cutting Issue	**Level of Integration**	**Illustrative Components**
Professional Skills and Employability	**High**	The mastery of translation techniques (ଅନୁବାଦକଳା) and its tradition in Odia literature directly prepares students for professional roles in translation, content localization, and international media. Understanding diverse criticism methods (ସମୀକ୍ଷାପଦ୍ଧତି) is essential for careers in publishing, editing, and academic research.
Human Values and Cultural Heritage	**High**	Comparative literary criticism (ତୁଳନାତ୍ମକସାହିତ୍ୟସମୀକ୍ଷା) allows students to appreciate the shared values across different cultures and languages. Translation acts as a bridge for preserving and disseminating Odia cultural heritage to a global audience.
Gender Sensitivity and Inclusivity	**Medium**	By studying various critical methodologies, students can apply gender-based and sociological perspectives to literary analysis. The art of translation requires high sensitivity to cultural and gendered nuances to ensure inclusive communication.
Effective Communication and Life Skills	**High**	Translation (ଅନୁବାଦ) is a core communication skill that fosters clarity and cross-cultural dialogue. The ability to critically analyze texts (ସମାଲୋଚନା) develops advanced life skills like analytical thinking, objective evaluation, and reflexive reasoning.

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 4	**Quality Education**	This course provides specialized training in literary theory and comparative methodologies, ensuring high-quality academic depth and promoting lifelong learning through critical inquiry.
SDG 5	**Gender Equality**	Through the study of diverse criticism methods, students are taught to identify and analyze gendered perspectives in literature, promoting awareness of equality and social justice.
SDG 8	**Decent Work and Economic Growth**	The practical application of translation skills (ଅନୁବାଦକଳା) is a high-demand professional competency. It equips students for decent employment in the global translation industry, journalism, and creative sectors.
SDG 10	**Reduced Inequalities**	Translation breaks down language barriers, making knowledge and literature accessible to various social and linguistic groups, thereby reducing information inequality.
SDG 16	**Peace, Justice, and Strong Institutions**	Comparative study (ତୁଳନାତ୍ମକସମୀକ୍ଷା) fosters mutual respect between cultures by highlighting shared human experiences, which is vital for building peaceful and inclusive societies.
SDG 17	**Partnerships for the Goals**	Translation and comparative literature naturally promote global partnerships by facilitating the exchange of ideas, technology, and cultural values across national and linguistic borders.

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ:

୧) ପ୍ରାଚ୍ୟ ଓ ପାଶ୍ଚାତ୍ୟ ସାହିତ୍ୟ ତତ୍ତ୍ୱ– ଅନାଦି ଚରଣ ଗାଁଣ, ବିଦ୍ୟାପୁରୀ, ତୃତୀୟ ସଂସ୍କରଣ – ୨୦୧୭ ।

୨) ପ୍ରାଚ୍ୟ ପାଶ୍ଚାତ୍ୟ ଓ ପ୍ରାଦେଶିକ ସାହିତ୍ୟତତ୍ତ୍ୱ - ଡ.ଦିଲ୍ଲୀପ କୁମାର ସାଇଁ, ବିଜୟିନୀ ପବ୍ଲିକେଶନ, କଟକ ।

୩) ସାହିତ୍ୟ ସମାଲୋଚନା ତାତ୍ତ୍ୱିକ ଓ ପ୍ରାୟୋଗିକ ପ୍ରସଙ୍ଗ ଦ୍ୱିତୀୟଭାଗ - ପ ଂଚାନନ ମିଶ୍ର,ବିଜୟିନୀ ପବ୍ଲିକେଶନ ।

୪) ସମାଲୋଚନାର ଦିଗଦିଗନ୍ତ - ଡ. ଖଗେଶ୍ୱର ମହାପାତ୍ର, ଫ୍ରେଣ୍ଡସ୍ ପବ୍ଲିଶର୍ସ କଟକ, ୨ୟ ସଂସ୍କରଣ ।

ପ୍ରାଚ୍ୟଓ ପାଶ୍ଚାତ୍ୟ ସାହିତ୍ୟ ତତ୍ତ୍ୱ

OD40009

Credit-04

Course Objective

ପ୍ରାଚ୍ୟ ଓ ପାଶ୍ଚାତ୍ୟ ସାହିତ୍ୟତତ୍ତ୍ୱ ସମ୍ପର୍କରେ ଜ୍ଞାନ ଆହରଣ କରିବାର ପ୍ରୟାସ।

Course Outcome

CO-I : ରସ, ରୀତି, ଗୁଣ ସଂଜ୍ଞା ସ୍ୱରୂପ ଓ ପ୍ରକାରଭେଦ ସମ୍ପର୍କରେ ଛାତ୍ରଛାତ୍ରୀମାନେ ଅବଗତ ହୋଇପାରିବେ।

CO-II : ବକ୍ରୋକ୍ତି ଓ ଔଚିତ୍ୟର ସଂଜ୍ଞା ସ୍ୱରୂପ ଓ ପ୍ରକାରଭେଦ ବିଷୟରେ ଛାତ୍ରଛାତ୍ରୀମାନେ ଜାଣିପାରିବେ।

CO-III : କ୍ଲାସିସିଜିମ୍‌ର, ରୋମାନ୍‌ଟିସିଜିମ୍‌ର ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ପ୍ରକାରଭେଦ ସମ୍ପର୍କରେ ଛାତ୍ରଛାତ୍ରୀମାନେ ଅବଗତ ହୋଇପାରିବେ।

CO-IV : ଚିତ୍ରକଳ୍ପ, ବାସ୍ତବବାଦର ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ପ୍ରକାରଭେଦ ସମ୍ପର୍କରେ ଛାତ୍ରଛାତ୍ରୀମାନେ ଜ୍ଞାନଲାଭ କରିପାରିବେ।

CO-V : ପ୍ରତୀକ ବାଦର ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ପ୍ରୟୋଗବିଧି ସମ୍ପର୍କରେ ଛାତ୍ରଛାତ୍ରୀମାନେ ତଥ୍ୟ ଲାଭ କରିପାରିବେ।

ୟୁନିଟ୍‌-୧ : ରସର, ରୀତି, ଗୁଣର ସଂଜ୍ଞା ସ୍ୱରୂପ ଓ ପ୍ରକାରଭେଦ

ୟୁନିଟ୍‌-୨ : ବକ୍ରୋକ୍ତି ଓ ଔଚିତ୍ୟର ସଂଜ୍ଞା ସ୍ୱରୂପ ଓ ପ୍ରକାରଭେଦ

ୟୁନିଟ-୩ : ଚିତ୍ରକଳ୍ପ ଏବଂ ବାସ୍ତବବାଦର ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ପ୍ରୟୋଗବିଧି

ୟୁନିଟ-୪ : କ୍ଲାସିସିଜିମ୍‌ର, ରୋମାନ୍‌ଟିସିଜିମ୍, ପ୍ରତୀକ ବାଦର ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ପ୍ରୟୋଗବିଧି

Table 2: Mapping between COs of OD40009 and (POs and PSOs)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11	PO-12
CO-1	-	3	3	1	2	-	2	-	2	1	1	3
CO-2	2	3	2	3	2	1	-	2	3	-	1	-
CO-3	-	3	2	3	2	-	3	-	3	1	1	3
CO-4	3	3	3	-	2	-	1	2	-	2	2	-
CO-5	-	3	2	3	3	2	-	-	2	-	1	3
Average	2.50	3.00	2.40	2.00	2.20	1.50	2.00	2.00	2.00	1.33	1.20	3.00

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course outcomes- Programme Specific Outcomes (PSOs) Maping of Paper OD40009

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	**3**	**-**	**1**	**1**	**3**
CO2	**3**	**-**	**3**	**-**	**1**
CO3	**2**	**2**	**2**	**3**	**3**
CO4	**3**	**-**	**1**	**-**	**2**
CO5	**3**	**1**	**2**	**-**	**3**
Average	**2.80**	**1.50**	**1.80**	**2.00**	**2.40**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with cross cutting issues of Paper OD40009

Cross-cutting Issue	**Level of Integration**	**Illustrative Components**
Professional Skills and Employability	High	Mastering advanced literary theories such as Rasa, Riti, Classicism, and Realism provides students with the critical tools necessary for professional literary criticism, academic research, and high-level editorial roles in the publishing industry.
Human Values and Cultural Heritage	High	The study of Eastern theories (ରସ, ରୀତି, ଔଚିତ୍ୟ) deeply roots students in Indian and Odia aesthetic heritage. Simultaneously, Western theories (Classicism, Romanticism) reflect the global evolution of human values and philosophical thought.
Gender Sensitivity and Inclusivity	Medium	Theoretical frameworks like Realism (ବାସ୍ତବବାଦ) and Romanticism (ରୋମାଣ୍ଟିସିଜିମ୍) allow students to analyze literature through various lenses, including gender. This critical approach helps identify historical biases and promotes more inclusive interpretations of texts.
Effective Communication and Life Skills	High	Understanding the essence of 'Rasa' (aesthetic flavor) and 'Auchitya' (propriety) directly enhances students' appreciation for effective and meaningful communication. It fosters emotional intelligence and the ability to interpret complex human experiences.

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	This course provides advanced theoretical knowledge (Eastern and Western), which is fundamental for high-quality higher education in literature and language studies.
SDG 5	Gender Equality	By applying theories like Realism and Romanticism, students can critically examine the representation of women and gender dynamics in classic literature, fostering a culture of equality and critical awareness.
SDG 10	Reduced Inequalities	Integrating Eastern theories (ରସ, ରୀତି, ଗୁଣ) alongside Western ones promotes linguistic and cultural pluralism, reducing the marginalization of indigenous aesthetic traditions in a globalized academic world.
SDG 16	Peace, Justice, and Strong Institutions	The study of diverse literary philosophies encourages empathy and mutual respect between different cultural and intellectual traditions, which is vital for building peaceful and inclusive societies.
SDG 17	Partnerships for the Goals	This course acts as an intellectual bridge between Eastern and Western thought, facilitating cross-cultural dialogue and global intellectual partnerships to preserve and understand shared human heritage.

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ:

୧. ଅଳଙ୍କାର ପ୍ରସଙ୍ଗ – ଗୋବିନ୍ଦ ଚନ୍ଦ୍ର ଉଦ୍‌ଗାତା, ଓଡ଼ିଆ ସାହିତ୍ୟ ଏକାଡେମୀ, ଭୁବନେଶ୍ୱର

୨. ସାହତ୍ୟର ସୂଚୀପତ୍ର – ଡ. ବିଭୂତି ପଟ୍ଟନାୟକ

୩. ସାହିତ୍ୟତତ୍ତ୍ୱ ପ୍ରାଚ୍ୟ ଓ ପାଶ୍ଚାତ୍ୟ - ନାଳନ୍ଦା

୪. ପ୍ରାଚ୍ୟ ଓ ପାଶ୍ଚାତ୍ୟ ସାହିତ୍ୟତତ୍ତ୍ୱ – ଡ. ଜ୍ୟୋସ୍ନାମୟୀ ପ୍ରଧାନ, ଫ୍ରେଣ୍ଡସ୍‌ପବ୍ଲିଶର୍ସ, କଟକ

୫. ସାହିତ୍ୟ ତତ୍ତ୍ୱ- ପାଶ୍ଚାତ୍ୟଦୃଷ୍ଟି – ଡ. ଦେବୀ ପ୍ରସାଦ ଶତପଥୀ, ଓଡ଼ିଶା ବୁକ୍‌ଏମ୍ପୋରିୟମ୍, କଟକ

Key Sociolinguistics Concepts for Tribal Literary and Language Studies

TL40051
Credit – 04
Course Objective- This Course offers basic analytic concepts of Socio-Linguistics

Course Outcomes-

CO1. This course enables the students to have analytic knowledge of the socio-linguistic dimensions of the oral languages and communicative practices of the tribes as reflected in the literary texts.
CO2. This will result in the students developing a nuanced understanding of the tribal culture and their social reality.
CO3. The students are expected to learn multilingualism,in India which will also enable them to know the sociolinguistic structure of India.
CO4. The students are expected to know the tribal development of India from pre-independence to present day.
CO5. The students will develop a sense of responsibility to protect the endangered tribal languages. They will learn the ethnography of communication and gradual change of linguistic dynamics

CO–PO–PSO Mapping

COs \ POs/PSOs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO 5
CO1	3	3	2	2	2	2	–	2	–	3	–	2	3	3	2	2	2
CO2	3	2	2	2	–	3	–	3	–	2	–	2	3	2	2	3	1
CO3	3	3	3	2	2	2	–	2	–	3	–	3	3	3	2	2	2
CO4	3	3	2	3	–	3	1	2	–	2	–	2	3	3	3	3	–
CO5	3	3	2	3	2	3	3	3	1	3	–	3	3	3	3	3	2

COURSE COUNTENTS

Unit- I

Fundamentals of Sociolinguistics

- Language, Dialect and Variety
- Theory of Communicative Competence and Performance
- Stereotypes, Style, Register, Code, Code-mixing and code-switching and Diglossia, Pidgin and Creole
- Sociolinguistics and the Sociology of Language

Unit- II

Study of Language

- Approaches to the study of language: Prescriptive and Descriptive Approaches; Synchronic and Diachronic Approaches; Syntagmatic and Paradigmatic relations; Substance and Form
- Language Relativity Theory - The Sapir-Whorf Hypothesis
- Speech Community and Language Boundaries
- Language Variations

Reading List:

1. Hymes, Dell. 1980. *Foundations in Sociolinguistics; An Ethnographic Approach*. New Jersey: University of Pennsylvania Inc.
2. Trudgill, Peter. 2001. *Sociolinguistics: An Introduction to Language and Society*. Harmondsworth: Penguin.

   Hudson, R.W. *Sociolinguistics*. Cambridge University Press, Second Edn, 1992

SDG Mapping

SDG	Justification
SDG 4 - Quality Education	Develops understanding of sociolinguistics, tribal languages, oral traditions, literary expressions, and linguistic diversity through academic study.
SDG 5- Gender Equality	Encourages study of gender roles, voices, and representation within tribal oral traditions, literature, and communication practices.
SDG 10 – Reduced Inequalities	Promotes respect for tribal communities, linguistic rights, cultural diversity, and inclusion of marginalized language groups.
SDG 11 – Sustainable Cities and Communities	Supports preservation of tribal languages, oral heritage, traditional knowledge systems, and indigenous cultural identity.
SDG 13 – Climate Action	Tribal languages and literatures often preserve ecological knowledge, traditional environmental practices, and relationships with nature.
SDG 16- Peace, Justice and Strong Institutions	Encourages recognition of linguistic rights, social justice, cultural identity, and equitable participation of tribal communities.
SDG 17 – Partnerships for the Goals	Promotes interdisciplinary collaboration among linguists, researchers, educators, and tribal communities for language documentation and preservation.

SEMESTER-II

ସ୍ୱାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ ଗଦ୍ୟ ସାହିତ୍ୟ ଓ ପତ୍ରପତ୍ରିକା (୧୯୪୭-୨୦୦୦)

OD40002

Credit-04

Course Objectives:

- ସ୍ୱାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ ଗଦ୍ୟ ସାହିତ୍ୟ ଓ ପତ୍ରପତ୍ରିକା ସମ୍ପର୍କରେ ଜାଣିବାର ପ୍ରୟାସ ।
- ଜୀବନୀ ଓ ଆତ୍ମଜୀବନୀ ସାହିତ୍ୟ ସମ୍ପର୍କରେ ଜାଣିବାର ପ୍ରୟାସ ।

Course Outcoms:

CO1. ସ୍ୱାଧୀନତା ପରକାଳର ମୌଳିକ ପ୍ରବନ୍ଧ ରଚନା ସହିତ ସାହିତ୍ୟ ସମାଲୋଚନା କ୍ଷେତ୍ର ହୋଇଛି ବିସ୍ତୃତ । ଚିନ୍ତାଶୀଳ ତତ୍ତ୍ୱମୂଳକ ଓ ଭାବାତ୍ମକ ପ୍ରବନ୍ଦ ସୃଷ୍ଟି ସହିତ ଲେଖକମାନେ ସମାଲୋଚନା ସାହିତ୍ୟକୁ କ୍ରମଶଃ ପରିପକ୍ୱ କରିଛନ୍ତି ଯାହା ଏହି ଏକକରୁ ଉପଲବ୍ଧ ହେବ ।।

CO2. ଜୀବନୀ ସ ଆତ୍ମଜୀବନୀ ଭିତରେ ସାମ୍ୟ- ବୈଷମ୍ୟ ବିଷୟରେ ଅବଗତ ହେବା ସହ ଶିକ୍ଷାର୍ଥୀମାନେ ଏହି ଏକକରେ ସ୍ୱାଧୀନତା ପରକାଳୀନ ରୂପରେଖ ଓ ଗୁଣାତ୍ମକ ମୂଲ୍ୟକୁ ଅନୁଶୀଳନ କରିପାରିବେ ।

CO3. ସ୍ୱାଧୀନତା ପୂର୍ବବର୍ତ୍ତୀ ସମୟଠାରୁ ପରବର୍ତ୍ତୀ କାଳରେ ଓଡ଼ିଆ ଭ୍ରମଣ ବୃତାନ୍ତ ବୈଦେଶୀକ ଅନୁଭୂତିରେ ବିଶେଷ ସମୃଦ୍ଧି ବନ୍ତ ହୋଇଛି । ସ୍ୱଦେଶୀୟ ଭ୍ରମଣାନୁଭୂତି ଓ ବୈଦେଶୀୟ ଭ୍ରମଣ ସାହିତ୍ୟ ସମ୍ପର୍କରେ ଏହି ଏକକରୁ ଛାତ୍ରଛାତ୍ରୀ ଜ୍ଞାନଲାଭ କରିବେ ।

CO4. ସ୍ୱାଧୀନତା ପରବର୍ତ୍ତୀ ସମୟରେ ଓଡ଼ିଆ ଭାଷାରେ ବହୁ ପତ୍ରପତ୍ରିକା ଜନ୍ମ ନେଇଛି । କିନ୍ତୁ ଅନେକ ପତ୍ରିକାର ଅକାଳରେ ବିଳୟ ମଧ୍ୟ ଘଟିଛି । ଏହି ଏକକରେ ସ୍ୱାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ ପତ୍ରପତ୍ରିକାର ସ୍ଥିତି ଓ ବ୍ୟାପ୍ତି ଛାତ୍ରଛାତ୍ରୀ ଆକଳନ କରିପାରିବେ ।

CO5. ସ୍ୱାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ ଗଦ୍ୟ ସାହିତ୍ୟ ସମ୍ପର୍କରେ ଜାଣିବାର ପ୍ରୟାସ ।

Course Contents:

ୟୁନିଟ୍ – ୧ ସ୍ୱାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ ପ୍ରବନ୍ଧ ଓ ସମାଲୋଚନା ସାହିତ୍ୟ

ୟୁନିଟ୍ – ୨ ସ୍ୱାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ ଜୀବନୀ ଓ ଆତ୍ମଜୀବନୀ

ୟୁନିଟ୍ – ୩ ସ୍ୱାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ ଭ୍ରମଣବୃତ୍ତାନ୍ତ

ୟୁନିଟ୍ – ୪ସ୍ୱାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ ପତ୍ରପତ୍ରିକା

Table 2: Mapping between COs of OD40002 and (POs and PSOs)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11	PO-12
CO-1	-	3	3	1	2	-	2	-	2	1	1	3
CO-2	2	3	2	3	2	1	-	2	3	-	1	-
CO-3	-	3	2	3	2	-	3	-	3	1	1	3
CO-4	3	3	3	-	2	-	1	2	-	2	2	-
CO-5	-	3	2	3	3	2	-	-	2	-	1	3
Average	2.50	3.00	2.40	2.00	2.20	1.50	2.00	2.00	2.00	1.33	1.20	3.00

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course outcomes- Programme Specific Outcomes (PSOs) Maping of Paper OD40002

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	**3**	**-**	**1**	**1**	**3**
CO2	**3**	**-**	**3**	**-**	**1**
CO3	**2**	**2**	**2**	**3**	**3**
CO4	**3**	**-**	**1**	**-**	**2**
CO5	**3**	**1**	**2**	**-**	**3**
Average	**2.80**	**1.50**	**1.80**	**2.00**	**2.40**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with cross cutting issues of Paper OD40002

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Skills and Employability	**High**	The study of post-independence periodicals (ପତ୍ରପତ୍ରିକା) and literary criticism directly prepares students for careers in journalism, editorial work, and professional content creation. Analyzing the growth and reach of journals (ପତ୍ରପତ୍ରିକାର ସ୍ଥିତି ଓ ବ୍ୟାପ୍ତି) provides foundational media industry knowledge.
Human Values and Cultural Heritage	**High**	Exploring biographies and autobiographies (ଜୀବନୀ ଓ ଆତ୍ମଜୀବନୀ) allows students to analyze qualitative life values and ethical struggles. Travelogues (ଭ୍ରମଣ ବୃତ୍ତାନ୍ତ) document Odia cultural identity and experiences in both indigenous and foreign contexts.
Gender Sensitivity and Inclusivity	**Medium**	Analyzing post-independence prose often involves reviewing texts that address social reforms and the evolution of women's voices in literature. This encourages a critical understanding of social inclusivity through the lens of modern Odia writers.
Effective Communication and Life Skills	**High**	Engaging with complex essays and criticism (ପ୍ରବନ୍ଧ ଓ ସମାଲୋଚନା) enhances analytical thinking. The study of travel and life stories develops empathy and global awareness, which are vital life skills for cross-cultural communication.

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	This course provides a comprehensive historical and critical understanding of post-independence Odia literature, fostering advanced literacy and linguistic appreciation in a higher education framework.
SDG 8	Decent Work and Economic Growth	Knowledge of periodicals and critical essay writing provides vocational competencies for the publishing and media sectors, supporting modern, decent employment for literature graduates.
SDG 11	Sustainable Cities and Communities	By documenting and studying post-independence cultural history through travelogues and journals, the course actively contributes to the safeguarding of regional cultural heritage (Target 11.4).
SDG 16	Peace, Justice, and Strong Institutions	The study of periodicals highlights the role of the press and public discourse in post-independence India, promoting values of transparency, freedom of expression, and social justice through literature.
SDG 17	Partnerships for the Goals	Travel literature and the comparative analysis of foreign travel experiences (ବୈଦେଶିକ ଅନୁଭୂତି) encourage global understanding and cultural partnerships, aligning with the goal of international cooperation through the exchange of ideas.

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

୧. ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ-ଡକ୍ଟର ସୁରେନ୍ଦ୍ର କୁମାର ମହାରଣା, ଏ.କେ.ମିଶ୍ର, ପବ୍ଲିଶର୍ସ, କଟକ, ସପ୍ତମ ସଂସ୍କରଣ-୨୦୨୧

୨. ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ-ଡକ୍ଟର ପ୍ରେମାନନ୍ଦ ମହାପାତ୍ର, ସତ୍ୟନାରାୟଣ ବୁକ୍ ଷ୍ଟୋର, କଟକ, ଚତୁର୍ଥ ସଂସ୍କରଣ, ୨୦୧୯

୩. ସଚ୍ଚି ରାଉତରାୟ ଚୟନିକା-ସଂକଳନ ଓ ସମ୍ପାଦନା – ଶୈଳଜ ରବି, ସାହିତ୍ୟ ଏକାଡ଼େମୀ, ପ୍ରଥମ ପ୍ରକାଶ ୨୦୧୭ ।

୪. ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ – ବାଉରୀ ବନ୍ଧୁ କର, ଫ୍ରେଣ୍ଡସ୍ ପବ୍ଲିଶର୍ସ, କଟକ

୫. ଓଡ଼ିଆ ପ୍ରବନ୍ଧ ସାହିତ୍ୟର ଇତିହାସ - ଅସିତ କବି, ଫ୍ରେଣ୍ଡସ୍ ପବ୍ଲିଶର୍ସ, କଟକ ।

୬. ଓଡ଼ିଆ ପ୍ରବନ୍ଧ ସମାଲୋଚନା ଓ ସାହିତ୍ୟ ର ପରିଚୟ - ପଠାଣି ପଟ୍ଟନାୟକ, ଓଡ଼ିଶା ବୁକ୍‌ଷ୍ଟୋର, କଟକ

୭. ଓଡ଼ିଆ ଚରିତ ସାହିତ୍ୟ, ଲାବଣ୍ୟ ନାୟକ, ଫ୍ରେଣ୍ଡସ୍ ପବ୍ଲିଶର୍ସ, କଟକ ।

୮. ଓଡ଼ିଆ ଆତ୍ମଜୀବନୀ- ଅଜାୟର ମଲ୍ଲ, ବିଜୟିନୀ ପବ୍ଲିକେଶନ କଟକ ।

୯. ସାମ୍ପ୍ରତିକ ଓଡ଼ିଆ ସାହିତ୍ୟ- ସାରଳା ସାହିତ୍ୟ ସଂସଦ, ଓଡ଼ିଶା ବୁକ୍‌ଷ୍ଟୋର, କଟକ

ଓଡ଼ିଆ ଶିଶୁସାହିତ୍ୟ ଓ ବିଜ୍ଞାନଭିତ୍ତିକ ସାହିତ୍ୟ

OD40004

Credit-04

Course Objectives:

- ଓଡ଼ିଆ ଭାଷାରେ ରଚିତ ଶିଶୁ ସାହିତ୍ୟ ଓ ବିଜ୍ଞାନ ଭିତ୍ତିକ ଆଧାରିତ ସାହିତ୍ୟ ସମ୍ପର୍କରେ ଛାତ୍ରଛାତ୍ରୀଙ୍କ ଭିତରେ ସାଧାରଣ ଜ୍ଞାନର ପ୍ରସାର ହୋଇପାରିବ ଏବଂ ତାତ୍ତ୍ୱିକ ଜ୍ଞାନ ସହିତ ଶିଶୁ ସାହିତ୍ୟ ଓ ବିଜ୍ଞାନ ସାହିତ୍ୟର ଅଧ୍ୟୟନର ସୁଯୋଗ ପାଇପାରିବେ ।
- ଓଡ଼ିଆ ଭାଷାରେ ରଚିତ ବିଜ୍ଞାନ ଭିତ୍ତିକ ସାହିତ୍ୟ ସମ୍ପର୍କରେ ଜ୍ଞାନ ଆହରଣ ପାଇବାର ସୁଯୋଗ ପାଇବେ ।

Course Outcomes:

CO1. ଶିଶୁ ସାହିତ୍ୟର ସଂଜ୍ଞା, ସ୍ୱରୂପ ସହ ଓଡ଼ିଆ ଭାଷାରେ ରଚିତ ଶିଶୁ ସାହିତ୍ୟର ବିକାଶ ଧାରା ସମ୍ପର୍କରେ ଏହି ଏକକ ଧାରଣା ଦେବ ।

CO2. ବିଜ୍ଞାନ ଭିତ୍ତିକ ସାହିତ୍ୟର ଧର୍ମ ଓ ସ୍ୱରୂପ କ'ଣ, ସେ ସମ୍ପର୍କରେ ଜ୍ଞାନଲାଭ କରିବାର ସୁଯୋଗ ରହିଛି ।

CO3. ବିଶିଷ୍ଟ ଶିଶୁ ସାହିତ୍ୟ ସ୍ରଷ୍ଟା ଦାଶ ବେନହୁରଙ୍କ ଗୋଲ୍ଡ ଫିସ୍ ଅଥବା ନଦୀୟ ବିହାରୀ ମହାନ୍ତିଙ୍କ- ବଡ଼ ଭାଇଙ୍କ କାହାଣୀ ମୁଣି, ଅଧ୍ୟୟନ କରି ଶିକ୍ଷାର୍ଥୀମାନେ ଓଡ଼ିଆ ଶିଶୁ ସାହିତ୍ୟ ସମ୍ପର୍କରେ ଜ୍ଞାନଲାଭ ପାଇପାରିବେ ।

CO4. ଓଡ଼ିଶାର ଦୁଇଜଣ ବିଜ୍ଞାନ ଭିତ୍ତିକ ସାହିତ୍ୟ ସ୍ରଷ୍ଟା ହେଉଛନ୍ତି ଗୋକୁଳାନନ୍ଦ ମହାପାତ୍ର ଓ ଦେବକାନ୍ତ ମିଶ୍ର । ସେମାନଙ୍କ ମଧ୍ୟରୁ ଯେ କୌଣସି ଜଣକର ରଚନା ପଢ଼ିବାର ସୁଯୋଗ ପାଇପାରିବେ ।

CO5. ଓଡ଼ିଆ ଭାଷାରେ ଲିଖିତ ବିଭିନ୍ନ ଶିଶୁ ସାହିତ୍ୟ ପୁସ୍ତକ ଓ ବିଜ୍ଞାନଭିତ୍ତିକ ପୁସ୍ତକରୁ ଜ୍ଞାନ ଅର୍ଜନ କରିପାରିବେ ।

Course Contents:

ୟୁନିଟ୍ – ୧ ଶିଶୁ ସାହିତ୍ୟର ସଂଜ୍ଞା ସ୍ୱରୂପ ଓ ଓଡ଼ିଆ ଶିଶୁ ସାହିତ୍ୟର ବିକାଶଧାରା

ୟୁନିଟ – ୨ ବିଜ୍ଞାନ ଭିତ୍ତିକ ସାହିତ୍ୟର ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ଓଡ଼ିଆ ବିଜ୍ଞାନ ଭିତ୍ତିକ ସାହିତ୍ୟର ବିକାଶକ୍ରମ

ୟୁନିଟ୍ - ୩ ଶିଶୁ ସାହିତ୍ୟ ଅଧ୍ୟୟନ (ଗୋଲ୍ଡ ଫିସ୍-ଦାଶ ବେନହୁର କିମ୍ବା ବଡ଼ଭାଇଙ୍କ କାହାଣୀ ମୁଣି- ନଦିଆ ବିହାରୀ ମହାନ୍ତି)

ୟୁନିଟ– ୪ ବିଜ୍ଞାନ ଭିତ୍ତିକ ସାହିତ୍ୟ ଅଧ୍ୟୟନ ଶତାବ୍ଦୀର ଆହ୍ୱାନ- ଦେବକାନ୍ତ ମିଶ୍ର କିମ୍ବା ପୃଥିବୀ ବାହାରେ ମଣିଷ । (ଗୋକୁଳାନନ୍ଦ ମହାପାତ୍ର)

Table 2: Mapping between COs of OD40004 and (POs and PSOs)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11	PO-12
CO-1	-	3	3	1	2	-	2	-	2	1	1	3
CO-2	2	3	2	3	2	1	-	2	3	-	1	-
CO-3	-	3	2	3	2	-	3	-	3	1	1	3
CO-4	3	3	3	-	2	-	1	2	-	2	2	-
CO-5	-	3	2	3	3	2	-	-	2	-	1	3
Average	2.50	3.00	2.40	2.00	2.20	1.50	2.00	2.00	2.00	1.33	1.20	3.00

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course outcomes- Programme Specific Outcomes (PSOs) Maping of Paper OD40004

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	-	1	1	3
CO2	3	-	3	-	1
CO3	2	2	2	3	3
CO4	3	-	1	-	2
CO5	3	1	2	-	3
Average	2.80	1.50	1.80	2.00	2.40

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with cross cutting issues of Paper OD40004

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Skills and Employability	High	This course prepares students for specialized careers in children's publishing, educational content creation, and science journalism. Studying the works of authors like Dash Benhur and Gokulananda Mahapatra provides a template for professional creative and technical writing.
Human Values and Cultural Heritage	High	Children's literature is a primary vehicle for transmitting moral values, ethics, and cultural identity to the next generation. By studying the evolution of this genre, students learn how to preserve and promote Odia heritage through storytelling.
Gender Sensitivity and Inclusivity	Medium	Analyzing children's stories allows students to critique gender roles and stereotypes in early-age literature. It fosters an understanding of how inclusive narratives can be constructed to promote equality from a young age.
Effective Communication and Life Skills	High	Science-based literature (ବିଜ୍ଞାନ ଭିତ୍ତିକ ସାହିତ୍ୟ) teaches students how to simplify complex information into accessible language. This develops a scientific temperament and the life skill of communicating technical knowledge effectively to a general audience.

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	By focusing on children's literature, the course supports the foundations of early childhood literacy. Furthermore, science-based literature promotes scientific literacy and critical thinking, essential for quality higher education.

SDG 5	Gender Equality	Through the critical analysis of children's texts, students can explore and advocate for equal representation of gender in stories, helping to shape non-biased educational materials for children.
SDG 9	Industry, Innovation, and Infrastructure	The study of science-based literature by authors like Devkant Mishra fosters innovation and a culture of scientific inquiry, which is the backbone of technological and industrial advancement.
SDG 10	Reduced Inequalities	Accessible children's and science literature ensures that knowledge is not restricted to experts, helping to bridge the information gap between different social and educational backgrounds.
SDG 12	Responsible Consumption and Production	Science literature often addresses environmental and ethical themes. Studying these texts encourages students to produce and consume information that promotes sustainable lifestyles and environmental awareness.
SDG 16	Peace, Justice, and Strong Institutions	The moral and ethical lessons embedded in children's literature help in building the character of future citizens, promoting values of peace, honesty, and social justice from a foundational level.

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ:

୧. ଓଡ଼ିଆ ଶିଶୁ ସାହିତ୍ୟ ଉନ୍ମେଷ ଓ ବିକାଶ – ମନୀନ୍ଦ୍ର ମହାନ୍ତି, ଭୁବନେଶ୍ୱର, ମାଣିକ ବିଶ୍ୱନାଥ ଦାତବ୍ୟ ସ୍ମୃତିନ୍ୟାସ, ଭୁବନେଶ୍ୱର ।

୨. ଆଧୁନିକ ଓଡ଼ିଆ ସାହିତ୍ୟ (ଓଡ଼ିଆ ଶିଶୁ ସାହିତ୍ୟ) ଜାନକୀବଲ୍ଲଭ ମହାନ୍ତି, ଗ୍ରନ୍ଥ ମନ୍ଦିର, କଟକ ।

୩. ଓଡ଼ିଆ ଶିଶୁ ସାହିତ୍ୟ ସଂକଳନ, ଉଚ୍ଛଳ ସାହିତ୍ୟ ସମାଜ, ବିଦ୍ୟାପୁରୀ, କଟକ ।

୪. ଓଡ଼ିଆ ଶିଶୁ ସାହିତ୍ୟର ଇତିହାସ, ଲକ୍ଷ୍ମୀକାନ୍ତ ଖୁନ୍‌ଟିଆ, ଗୋବିନ୍ଦଚାନ୍ଦ, ଫ୍ରେଣ୍ଡ ପବ୍ଲିଶର୍ସ, କଟକ ।

୫. ଓଡ଼ିଆ ଶିଶୁ ସାହିତ୍ୟର ସାମାଜିକ ଇତିହାସ, ମହେଶ୍ୱର ମହାନ୍ତି ଫ୍ରେଣ୍ଡ ପବ୍ଲିଶର୍ସ, କଟକ ।

୬. ଗୋକୁଳାନନ୍ଦ ମହାପାତ୍ରଙ୍କ ଉପନ୍ୟାସ ସୃଷ୍ଟି ଓ ସମୀକ୍ଷା-ସ୍ନିଗ୍ଧାରାଣୀ ମହାପାତ୍ର, ସତ୍ୟମ୍ ପବ୍ଲିକେଶନ, ଭୁବନେଶ୍ୱର ।

୭. ଗୋଲ୍ଡ ଫିସ୍-ଦାଗ ବେନହୁର, ଫ୍ରେଣ୍ଡସ୍ ପବ୍ଲିଶର୍ସ, କଟକ

୮. ବଡ଼ଭାଇଙ୍କ କାହାଣୀ ମୁଣି- ନଦିଆ ବିହାରୀ ମହାନ୍ତି, ତେଲେଙ୍ଗା ବଜାର, କଟକ

୯. ଶତାବ୍ଦୀ ଆହ୍ୱାନ -ଦେବକାନ୍ତ ମିଶ୍ର, ଫ୍ରେଣ୍ଡସ୍ ପବ୍ଲିଶର୍ସ, କଟକ

୧୦. ପୃଥବୀ ବାହାରେ ମଣିଷ-ଗୋକୁଳାନନ୍ଦ ମହାପାତ୍ର, ବିଦ୍ୟାପୁରୀ କଟକ ।

ଓଡ଼ିଆ ନାଟ୍ୟ ସାହିତ୍ୟ

OD40032

Credit – 04

Course Objectives:

- ଓଡ଼ିଆ ନାଟକ ଏବଂ ଏକାଙ୍କିକାର କ୍ରମବିକାଶ ସହିତ, ବିଶିଷ୍ଟ ନାଟ୍ୟକାରଙ୍କ ସମ୍ପର୍କରେ ଜାଣିବାର ପ୍ରଚେଷ୍ଟା ।
- ସାମାଜିକ ଓ ପରୀକ୍ଷାଧର୍ମୀ ନାଟକ ସମ୍ପର୍କରେ ଅବଗତ ହୋଇ ତା'ର ବିବିଧ ଦିଗକୁ ବୁଝିବା ।

Course Outcomes:

CO1. ଛାତ୍ରଛାତ୍ରୀମାନେ ଓଡ଼ିଆ ନାଟକ ଓ ଏକାଙ୍କିକାର ଉନ୍ମେଷ ଓ କ୍ରମ ବିକାଶ ସଂପର୍କରେ ଅବଗତ ହୋଇପାରିବେ ।

CO2. ରକ୍ତମାଟି ଏକ ସାମାଜିକ ନାଟକ ତାହା ସଂପର୍କରେ ଛାତ୍ରଛାତ୍ରୀମାନେ ଜାଣିପାରିବେ ।

CO3. ନନ୍ଦିକା କେଶରୀ ନାଟକ ସଂପର୍କରେ ଛାତ୍ରଛାତ୍ରୀମାନେ ଜ୍ଞାନ ଆହୋରଣ କରିପାରିବେ ।

CO4. ଛାତ୍ରଛାତ୍ରୀମାନେ ଏହାଦ୍ୱାରା ସାମାଜିକ ଓ ପରୀକ୍ଷାଧର୍ମୀ ନାଟକ ସମ୍ପର୍କରେ ବିଶେଷଣ୍ଣର ଅଗ୍ରଗତିକୁ ଅନୁଧାନ କରିବେ ।

CO5. ନାଟକଗୁଡ଼ିକରସାମାଜିକ ପ୍ରତିଫଳନ ଓ ସାମାଜିକ ବାର୍ତ୍ତା ସମ୍ପର୍କରେ ଛାତ୍ରଛାତ୍ରୀମାନେ ଅବଗତ ହୋଇପାରିବେ।

Course Contents:

ୟୁନିଟ୍ – ୧ ଓଡ଼ିଆ ନାଟକ ଓ ଏକାଙ୍କିକାର ଉନ୍ମେଷ ଓ କ୍ରମବିକାଶ

ୟୁନିଟ – ୨ ବାବାଜୀ – ଜଗନ୍ମୋହନ ଲାଲା

ୟୁନିଟ୍ - ୩ ରକ୍ତମାଟୀ – କାଳୀଚରଣ ପଟ୍ଟନାୟକ

ୟୁନିଟ – ୪ ନନ୍ଦିକା କେଶରୀ – ମନୋରଞ୍ଜନ ଦାସ

Table 2: Mapping between COs of OD40032 and (POs and PSOs)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11	PO-12
CO-1	-	3	3	1	2	-	2	-	2	1	1	3
CO-2	2	3	2	3	2	1	-	2	3	-	1	-
CO-3	-	3	2	3	2	-	3	-	3	1	1	3
CO-4	3	3	3	-	2	-	1	2	-	2	2	-
CO-5	-	3	2	3	3	2	-	-	2	-	1	3
Average	2.50	3.00	2.40	2.00	2.20	1.50	2.00	2.00	2.00	1.33	1.20	3.00

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course outcomes- Programme Specific Outcomes (PSOs) Maping of Paper OD40032

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	**3**	**-**	**1**	**1**	**3**
CO2	**3**	**-**	**3**	**-**	**1**
CO3	**2**	**2**	**2**	**3**	**3**
CO4	**3**	**-**	**1**	**-**	**2**
CO5	**3**	**1**	**2**	**-**	**3**
Average	**2.80**	**1.50**	**1.80**	**2.00**	**2.40**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with cross cutting issues of Paper OD40032

Cross-cutting Issue	Level of Integration	**Illustrative Components**
Professional Skills and Employability	High	Understanding the evolution of drama and one-act plays (ଏକାଙ୍କିକା) prepares students for professional roles in theater, scriptwriting for television and film, acting, and stage direction. Analyzing experimental plays (ପରୀକ୍ଷାଧର୍ମୀ ନାଟକ) fosters creative innovation necessary for the modern media industry.
Human Values and Cultural Heritage	High	The study of classic plays like Babaji and Nandika Keshari preserves the cultural and historical narratives of Odisha. These texts often explore timeless human values and the ethical dilemmas of leadership and social responsibility.
Gender Sensitivity and Inclusivity	High	Social dramas like Raktamati (ରକ୍ତମାଟି) are designed to reflect and critique social structures. By analyzing the "social messages" (ସାମାଜିକ ବାର୍ତ୍ତା) in these plays, students engage with issues of gender inequality, marginalized voices, and the push for social reform.
Effective Communication and Life Skills	High	Drama is a medium of intense communication. Studying the dialogue and structural development of plays enhances students' verbal and non-verbal communication skills. Experimental drama specifically helps students understand diverse perspectives and adaptive thinking.

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 4	**Quality Education**	This course provides deep intellectual and artistic education in Odia literature, promoting cultural literacy and high-level analytical skills essential for a comprehensive education.
SDG 5	**Gender Equality**	Through the study of "social reflection" in drama, the course allows for a critical examination of gender dynamics and stereotypes, advocating for equality through the analysis of reformative social plays.
SDG 10	**Reduced Inequalities**	Many social dramas (ସାମାଜିକ ନାଟକ) focus on the struggles of the underprivileged. Studying these social messages fosters empathy and an understanding of the systemic changes needed to reduce social and economic inequality.
SDG 11	**Sustainable Cities and Communities**	Theater is a cornerstone of urban and rural community identity. By documenting and studying the history of Odia stagecraft, the course supports the protection and safeguarding of intangible cultural heritage (Target 11.4).
SDG 16	**Peace, Justice, and Strong Institutions**	Plays often deal with themes of justice, governance, and social peace. Analyzing the moral and social messages in these works helps students value justice and transparency in societal institutions.

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ:

୧. ନାଟ୍ୟଧାରା – ଡକ୍ଟର ହେମନ୍ତ କୁମାର ଦାସ – ଗ୍ରନ୍ଥ ମନ୍ଦିର, ବିନୋଦ ବିହାରୀ, କଟକ

୨. ଜଗନ୍ମୋହନ ଲାଲ ଚୟନିକା, ସଂକଳନ ଓ ସମ୍ପାଦନା –ଡ଼.ବିଜୟାନନ୍ଦ ସିଂହ, ସାହିତ୍ୟ ଏକାଡ଼େମୀ, ପ୍ରଥମ ପ୍ରକାଶ – ୨୦୧୬

୩. ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ - ଡକ୍ଟର ସୁରେନ୍ଦ୍ର କୁମାର ମହାରଣା, ଏ.କେ. ମିଶ୍ର ପବ୍ଲିଶର୍ସ, କଟକ

୨. ଓଡ଼ିଆ ନାଟ୍ୟ ସାହିତ୍ୟର ବିକାଶଧାରା – ଡକ୍ଟର ହେମନ୍ତ କୁମାର ଦାସ, ଓଡ଼ିଶା ରାଜ୍ୟ ପାଠ୍ୟ ପୁସ୍ତକ ପ୍ରଣୟନ ଓ ପ୍ରକାଶନ ସଂସ୍ଥା ପୁସ୍ତକ ଭବନ, ଭୁବନେଶ୍ୱର, ପରିବର୍ଦ୍ଧିତ ସଂସ୍କରଣ – ୨୦୧୨

୩. ବାବାଜୀ – ଜଗନ୍ମୋହନ ଲାଲା

୪. ରକ୍ତମାଟୀ – କାଳୀଚରଣ ପଟ୍ଟନାୟକ

୫. ନନ୍ଦିକା କେଶରୀ – ମନୋରଞ୍ଜନ ଦାସ

ଆଧୁନିକ ଓଡିଆ କାବ୍ୟଧାରା

OP40032

Credit – 04

Course Objectives:

- ଆଧୁନିକ ଓଡ଼ିଆ କାବ୍ୟ ଏବଂ ବିଭିନ୍ନ କବିତା ସମ୍ପର୍କରେ ଅବଗତ ହେବା ।

Course Outcome:

CO1. ଶିକ୍ଷାର୍ଥୀ ଆଧୁନିକ ଓଡ଼ିଆ କାବ୍ୟଧାରାରେ ନିହିତ ଭାରତୀୟ ଦାର୍ଶନିକ ଚିନ୍ତା, ସାଂସ୍କୃତିକ ଐତିହ୍ୟ ଓ ଜାତୀୟ ଚେତନାର ଗୁରୁତ୍ୱକୁ ସମାଲୋଚନାତ୍ମକ ଭାବେ ଅନୁଧାନ କରିପାରିବେ ।

CO2. 'ଚିଲିକା' ଏବଂ 'ତପସ୍ୱିନୀ' କାବ୍ୟ ସଂପର୍କରେ ଛାତ୍ରଛାତ୍ରୀମାନେ ସୂଚନା ପାଇପାରିବେ ।

CO3. ପଲ୍ଲୀଚିତ୍ର, ବାପୁତର୍ପଣ, ଯାତ୍ରାସଂଗୀତ, ବନ୍ଦୀର ଆତ୍ମକଥା ଇତ୍ୟାଦି କାବ୍ୟ ସଂପର୍କରେ ଛାତ୍ରଛାତ୍ରୀମାନେ ସୂଚନା ପାଇପାରିବେ ।

CO4. ଅଳକାସାନ୍ୟାଲ୍, ଗୋବର ଗଣେଶ, ଶ୍ରୀରାଧା, ଭାରତ ବର୍ଷ ଇତ୍ୟାଦି କବିତା ସଂପର୍କରେ ଛାତ୍ରଛାତ୍ରୀମାନେ ଜ୍ଞାନ ଆହୋରଣ କରିପାରିବେ ।

CO5. ଛାତ୍ରଛାତ୍ରୀମାନେ ସୁପ୍ରସିଦ୍ଧ ବିଖ୍ୟାତ ଆଧୁନିକ କବିମାନଙ୍କ କୃତିତ୍ୱ ସମ୍ପର୍କରେ ଜ୍ଞାନ ପ୍ରାପ୍ତ ହେବେ ।

Course Contents:

ୟୁନିଟ୍ – ୧ ଆଧୁନିକ ଓଡ଼ିଆ କାବ୍ୟଧାରାରେ ଭାରତୀୟ ଦାର୍ଶନିକ ଓ ସାଂସ୍କୃତିକ ପ୍ରଭାବ

ୟୁନିଟ୍- ୨ ତପସ୍ୱିନୀ – ଗଙ୍ଗାଧରମେହେର (ପ୍ରଥମ ସର୍ଗ ଓ ଚତୁର୍ଥ ସର୍ଗ)

ୟୁନିଟ୍- ୩ ବାପୁତର୍ପଣ – ମାୟାଧରମାନସିଂହ
ଯାତ୍ରାସଙ୍ଗୀତ – ବୈକୁଣ୍ଠନାଥ ପଟ୍ଟନାୟକ
ବନ୍ଦୀର ଆତ୍ମକଥା – ଗୋପବନ୍ଧୁ ଦାସ

ୟୁନିଟ୍ – ୪ ଅଳକାସାନ୍ୟାଲ – ସଚ୍ଚିରାଉତରାୟ
ଗୋବରଗଣେଶ – ଗୁରୁପ୍ରସାଦ ମହାନ୍ତି
ଶ୍ରୀରାଧା – ରମାକାନ୍ତ ରଥ
ଭାରତବର୍ଷ – ସୀତାକାନ୍ତ ମହାପାତ୍ର

Table 2: Mapping between COs of OD40032 and (POs and PSOs)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11	PO-12
CO-1	-	3	3	1	2	-	2	-	2	1	1	3
CO-2	2	3	2	3	2	1	-	2	3	-	1	-
CO-3	-	3	2	3	2	-	3	-	3	1	1	3
CO-4	3	3	3	-	2	-	1	2	-	2	2	-
CO-5	-	3	2	3	3	2	-	-	2	-	1	3
Average	2.50	3.00	2.40	2.00	2.20	1.50	2.00	2.00	2.00	1.33	1.20	3.00

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course outcomes- Programme Specific Outcomes (PSOs) Maping of Paper OD40032

	PSO1	PSO 2	PSO 3	PSO4	PSO5
CO1	**3**	**-**	**1**	**1**	**3**
CO2	**3**	**-**	**3**	**-**	**1**
CO3	**2**	**2**	**2**	**3**	**3**
CO4	**3**	**-**	**1**	**-**	**2**
CO5	**3**	**1**	**2**	**-**	**3**
Average	**2.80**	**1.50**	**1.80**	**2.00**	**2.40**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with cross cutting issues of Paper OD40032

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Skills and Employability	**High**	The course provides a deep analytical framework for understanding 19th-century renaissance literature and modern poetic movements like Sabuja, Pragativadi, and Prayogabadi. These critical analysis skills are vital for careers in literary criticism, academic research, and creative content development.
Human Values and Cultural Heritage	**High**	This paper focuses on the works of legendary poets like Radhanath Ray, Gangadhar Meher, and Gopabandhu Das. Their poetry, such as Bandira Atmakatha and Tapaswini, is deeply rooted in human values, nationalistic spirit, and the preservation of Odia cultural identity.
Gender Sensitivity and Inclusivity	**Medium**	Through the study of classic works like Tapaswini (focusing on Sita) and modern experimental poems like Alaka Sanyal or Sriradha, students are encouraged to critically analyze the representation of women and the evolution of the female voice in modern literature.
Effective Communication and Life Skills	**High**	Modern poetry emphasizes emotional intelligence and the nuanced use of language to express complex human conditions. Engaging with the works of poets like Ramakanta Rath and Sitakanta Mohapatra builds high-level communication skills and global perspectives on life.

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 4	**Quality Education**	By teaching the transition from traditional to modern poetic forms, the course ensures quality linguistic and literary education that fosters critical thinking and cultural literacy.
SDG 5	**Gender Equality**	Re-interpreting classical female figures through modern lenses (e.g., in Tapaswini or Sriradha) allows students to advocate for gender equality and challenge historical biases in literature.
SDG 11	**Sustainable Cities and Communities**	The course protects and promotes intangible cultural heritage by studying the poets who defined the modern Odia identity. This aligns with Target 11.4 regarding the safeguarding of world cultural heritage.
SDG 16	**Peace, Justice, and Strong Institutions**	Nationalistic poetry, particularly the works of Gopabandhu Das, instills values of patriotism, sacrifice, and social justice, which are fundamental to building peaceful and just societies.
SDG 17	**Partnerships for the Goals**	Studying the "Western influence" (ପାଶ୍ଚାତ୍ୟ ପ୍ରଭାବ) on Odia poetry promotes an understanding of global intellectual partnerships and the cross-pollination of Eastern and Western literary traditions.

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ:

୧) ଆଧୁନିକ ଓଡିଆ କବିତାର ସମ୍ଭାର - ସଂକଳନ ଓ ସମ୍ପାଦନା - ଯତୀନ୍ଦ୍ରମୋହନ ,ତୃତୀୟସଂସ୍କରଣ- ୨୦୧୩

୨) ଗଙ୍ଗାଧର ଗ୍ରନ୍ଥାବଳୀ, ସଂପାଦନା – ଗଣେଶରାମ ନାହାକ, ଡ. ସୁଶୀଲ କୁମାର ବାଗ,ସତ୍ୟନାରାୟଣ ବୁକଷ୍ଟୋର, ୨୦୦୧

୩) ଭକ୍ତକବିମଧୁସୂଦନ ଗ୍ରନ୍ଥାବଳୀ - ଭକ୍ତକବି ମଧୁସୂଦନ ରାଓ-୨୦୦୮

୪) ଚିଲିକା - ରାଧାନାଥ ରାୟ, ସଂପାଦନା- ଅଧ୍ୟାପକ ପ୍ରିୟଦର୍ଶୀ, ଫ୍ରେଣ୍ଡସ୍ ପବ୍ଲିଶର୍ସ, କଟକ-୨, ୨୦୦୮ ।

୫) ରାଧାନାଥ ଗ୍ରନ୍ଥାବଳୀ, ସଂପାଦନା- ଡ. ଆଦିକନ୍ଦ ସାହୁ, ବିଦ୍ୟାପ୍ରକାଶନୀ,୨୦୦୭

୬) ଆଧୁନିକ ପର୍ବ – ଓଡ଼ିଆ ସାହିତ୍ୟର ପ୍ରଗତିବାଦୀଧାରା, ଡଃ ବିଜୟ କୁମାର ଶତପଥି, ଓଡ଼ିଆ ବୁକ୍ ଷ୍ଟୋର, କଟକ, ୧୯୯୪

ରଙ୍ଗମଞ୍ଚ ଓ ନାଟ୍ୟତତ୍ତ୍ୱ

OD40034

Credit – 04

Course Objectives:

- ନାଟକର ଉପାଦାନ, ରଙ୍ଗମଞ୍ଚ, ଲୋକ ନାଟକ ଏବଂ ଏକାଙ୍କିକା ସମ୍ପର୍କରେ ସୂଚନା ପ୍ରଦାନ କରାଯାଇଛି ।
- ବିବିଧ ନାଟ୍ୟଧାରା ସମ୍ପର୍କରେ ସୂଚନା ।

Course Outcomes:

CO1. ନାଟକର ଉତ୍ପତ୍ତି ଓ ପ୍ରକାରଭେଦ ସଂପର୍କରେ ଛାତ୍ରଛାତ୍ରୀମାନେ ଜାଣିପାରିବେ ।

CO2. ପ୍ରାଚ୍ୟ ଓ ପାଶ୍ଚାତ୍ୟ ନାଟ୍ୟତତ୍ତ୍ୱସଂପର୍କରେ ଛାତ୍ରଛାତ୍ରୀମାନେ ସୂଚନା ପାଇପାରିବେ ।

CO3. ରଙ୍ଗମଂଚ ଏବଂ ତାହାର ପ୍ରକାରଭେଦ ସଂପର୍କରେ ଛାତ୍ରଛାତ୍ରୀମାନେ ସୂଚନା ପାଇପାରିବେ ।

CO4. ଲୋକନାଟକର ସଂଜ୍ଞା ଓ ସ୍ୱରୂପ ସଂପର୍କରେ ଛାତ୍ରଛାତ୍ରୀମାନେ ସୂଚନା ପାଇପାରିବେ ।

CO5. ଶିକ୍ଷାର୍ଥୀ ଭାରତୀୟ ନାଟ୍ୟପରମ୍ପରା ଓ ନାଟ୍ୟଶାସ୍ତ୍ରର ମୂଳ ତତ୍ତ୍ୱଗୁଡ଼ିକୁ ବୁଝି ରଙ୍ଗମଞ୍ଚୀୟ ଅଭିବ୍ୟକ୍ତି ଏବଂ ନାଟ୍ୟ-ବିଶ୍ଳେଷଣରେ ପ୍ରୟୋଗ କରିପାରିବେ ।

Course Contents:

ୟୁନିଟ୍-୧ କ) ନାଟକର ଉତ୍ପତ୍ତିପ୍ରକାର ଭେଦ

ଖ) ପ୍ରାଚ୍ୟ ଓ ପାଶ୍ଚାତ୍ୟ ନାଟ୍ୟତତ୍ତ୍ୱ

ୟୁନିଟ-୨ କ) ରଙ୍ଗମଂଚର ପ୍ରକାର ଭେଦ

ଖ) ମଂଚକଳାର ବୈଚିତ୍ର୍ୟ, ବେଶରଚନା, ସାଜସଜ୍ଜା, ଆଲୋକ, ଶବ୍ଦ ଓ ବିଭିନ୍ନ ପ୍ରକାର ଅଭିନୟ

ୟୁନିଟ୍ - ୩ କ) ଲୋକ ନାଟକର ସଂଜ୍ଞା ସ୍ୱରୂପ ଓ ବୈଶିଷ୍ଟ୍ୟ

ଖ) ଲୋକନାଟ୍ୟ ପରମ୍ପରା, ଲୀଳା, ଦଣ୍ଡନାଟ, କଣ୍ଢେଇ ନାଚ, ଧନୁଯାତ୍ରା

ୟୁନିଟ୍ – ୪ ଭାରତୀୟ ନାଟ୍ୟପରମ୍ପରା ଓ ନାଟ୍ୟଶାସ୍ତ୍ରର ସୈଦ୍ଧାନ୍ତିକ ଆଧାର

Table 2: Mapping between COs of OD40034 and (POs and PSOs)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11	PO-12
CO-1	-	3	3	1	2	-	2	-	2	1	1	3
CO-2	2	3	2	3	2	1	-	2	3	-	1	-
CO-3	-	3	2	3	2	-	3	-	3	1	1	3
CO-4	3	3	3	-	2	-	1	2	-	2	2	-
CO-5	-	3	2	3	3	2	-	-	2	-	1	3
Average	2.50	3.00	2.40	2.00	2.20	1.50	2.00	2.00	2.00	1.33	1.20	3.00

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course outcomes- Programme Specific Outcomes (PSOs) Maping of Paper OD40036

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	**3**	**-**	**1**	**1**	**3**
CO2	**3**	**-**	**3**	**-**	**1**
CO3	**2**	**2**	**2**	**3**	**3**
CO4	**3**	**-**	**1**	**-**	**2**
CO5	**3**	**1**	**2**	**-**	**3**
Average	**2.80**	**1.50**	**1.80**	**2.00**	**2.40**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with cross cutting issues of Paper OD40034

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Skills and Employability	High	This course heavily emphasizes practical and technical knowledge of stagecraft (ମଞ୍ଚକଳା), including costume design (ବେଶରଚନା), makeup (ସାଜସଜ୍ଜା), lighting (ଆଲୋକ), sound (ଶବ୍ଦ), and acting (ଅଭିନୟ). These components provide direct vocational training for careers in theatre production, film, and media.
Human Values and Cultural Heritage	High	The study of folk drama (ଲୋକନାଟକ) traditions such as Lila, Dandanata, Chhau Nata, and Dhanuyatra is crucial for the preservation and appreciation of Odisha's rich, indigenous cultural heritage. These art forms are deeply intertwined with local rituals and human values.
Gender Sensitivity and Inclusivity	Medium	Traditional folk theatres and classical dramas often reflect historical social structures. By analyzing different dramatic trends and characters across Eastern and Western traditions, students can critically evaluate representation and inclusivity in performing arts.
Effective Communication and Life Skills	High	The essence of drama and acting (ଅଭିନୟ) is effective communication. Understanding performance theory and stage dynamics equips students with high-level verbal expression, emotional intelligence, and public speaking confidence.

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	By exploring both Eastern and Western dramatic theories alongside practical stagecraft, the course provides a comprehensive and high-quality education in the performing arts.
SDG 8	Decent Work and Economic Growth	The technical skills taught in Unit-2, such as lighting, sound engineering, and makeup, prepare students for diverse professional employment opportunities within the rapidly growing entertainment and creative industries.
SDG 11	Sustainable Cities and Communities	Target 11.4 focuses on safeguarding cultural heritage. The detailed study of traditional Odia folk plays (e.g., Chhau Nata, Dhanuyatra) actively supports the documentation and survival of intangible community heritage.
SDG 16	Peace, Justice, and Strong Institutions	Folk theatre (ଲୋକନାଟକ) has historically been used as a medium for mass communication, moral education, and social justice. Understanding these formats helps students appreciate how art can foster community cohesion and peace.
SDG 17	Partnerships for the Goals	The comparative approach to learning Eastern and Western dramatic theories (ପ୍ରାଚ୍ୟ ଓ ପାଶ୍ଚାତ୍ୟ ନାଟ୍ୟତତ୍ତ୍ୱ) encourages cross-cultural understanding and global perspectives in literary and theatrical studies.

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ:

୧. ନାଟ୍ୟଧାରା - ଡକ୍ଟର ହେମନ୍ତ କୁମାର ଦାସ – ଗ୍ରନ୍ଥ ମନ୍ଦିର, ବିନୋଦ ବିହାରୀ, କଟକ

୨. ଓଡିଆ ନାଟ୍ୟ ସାହିତ୍ୟର ବିକାଶଧାରା – ଡକ୍ଟର ହେମନ୍ତ କୁମାର ଦାସ, ଓଡିଶା ରାଜ୍ୟ ପାଠ୍ୟପୁସ୍ତକ ପ୍ରଣୟନ ଓ ପ୍ରକାଶନ ସଂସ୍ଥା ପୁସ୍ତକ ଭବନ, ଭୁବନେଶ୍ୱର

୩. ଓଡିଆ ନାଟ୍ୟସାହିତ୍ୟ – ସର୍ବେଶ୍ୱର ଦାସ,ଓଡିଶା ରାଜ୍ୟ ପାଠ୍ୟପୁସ୍ତକ ପ୍ରଣୟନ ଓ ପ୍ରକାଶନ ସଂସ୍ଥା ପୁସ୍ତକ ଭବନ, ଭୁବନେଶ୍ୱର,

୪. ସାହିତ୍ୟର ଡାଳପତ୍ର – ଡକ୍ଟର ସୁରେନ୍ଦ୍ର କୁମାର ମହାରଣା, ଫେଣ୍ଡସ୍ ପବ୍ଲିଶର୍ସ, କଟକ, ଷଷ୍ଠ ସଂସ୍କରଣ

୫. ଲୋକ ସଂସ୍କୃତି – ଲୋକସାହିତ୍ୟ, ନାରାୟଣୀ ସାହୁ, ଚିନ୍ମୟ ପ୍ରକାଶନ, କଟକ

୬. ସାହିତ୍ୟର ଡାଳପତ୍ର – ଡ଼.ସୁରେନ୍ଦ୍ର କୁମାର ମହାରଣା, ଫ୍ରେଣ୍ଡସ୍ ପବ୍ଲିଶର୍ସ, କଟକ

ଆଧୁନିକ ଓଡ଼ିଆ କାବ୍ୟ କବିତା - ୧

OD40034

Credit – 04

Course Objectives:

- ଆଧୁନିକ ଓଡ଼ିଆ କାବ୍ୟ କବିତାର ଆରମ୍ଭ ଓ କ୍ରମ ବିକାଶ ସମ୍ପର୍କରେ ଜାଣିବାର ପ୍ରଚେଷ୍ଟା ।

Course Outcomes:

CO1. ଆଧୁନିକ ଓଡ଼ିଆ କାବ୍ୟଧାରା ସଂପର୍କରେ ଛାତ୍ରଛାତ୍ରୀମାନେ ସୂଚନା ପାଇପାରିବେ ।

CO2. ବିଶେଷକରି ଛାତ୍ରଛାତ୍ରୀମାନେ ରାଧାନାଥ ରାୟଙ୍କୁ ଆରମ୍ଭକରି ଗଙ୍ଗାଧର ମେହେର ଇତ୍ୟାଦି କବିଙ୍କ ସଂପର୍କରେ ଅବଗତ ହୋଇପାରିବେ ।

CO3. ଗୋପବନ୍ଧୁ ଦାସଙ୍କ ଠାରୁ ଆରମ୍ଭକରି କୁନ୍ତଳା କୁମାରୀ ସାବତ ଇତ୍ୟାଦି ସାହିତ୍ୟିଙ୍କ ସଂପର୍କରେ ଛାତ୍ରଛାତ୍ରୀମାନେ ସୂଚନା ପାଇପାରିବେ ।

CO4. ସବୁଜ ଯୁଗର କବି ତଥା ମାୟାଧର ମାନସିଂହ ଙ୍କ ଠାରୁ ଆରମ୍ଭ କରି ବୈକୁଣ୍ଠ ନାଥ ପଟ୍ଟନାୟକ ଇତ୍ୟାଦିଙ୍କ ସଂପର୍କରେ ଛାତ୍ରଛାତ୍ରୀମାନେ ଜାଣିପାରିବେ ।

CO5. ଏହାଦ୍ୱାରା ଛାତ୍ରଛାତ୍ରୀମାନେ ଓଡ଼ିଆ ସାହିତ୍ୟର ବିଶିଷ୍ଟ କବିମାନଙ୍କର କବିତା ସମ୍ପର୍କରେ ଜ୍ଞାନ ଆହରଣ କରିବେ ଓ କବିତାର ଶୈଳୀ ଓ ପ୍ରୟୋଗ ସହ ନିଜସ୍ୱ ରଚନାରେ ମଧ୍ୟ ତାହା ବ୍ୟବହାର କରି ପାରିବେ ।

Course Contents:

ୟୁନିଟ – ୧ ଆଧୁନିକ ଓଡ଼ିଆ କାବ୍ୟଧାରା–ରାଧାନାଥଠାରୁ ସ୍ୱାଧୀନତା ପ୍ରାପ୍ତି ପର୍ଯ୍ୟନ୍ତ, ଏହାର ବିବିଧ ପ୍ରବୃତ୍ତି

ୟୁନିଟ୍ – ୨ ବିଶେଷ ଅଧ୍ୟୟନ - ରାଧାନାଥ ରାୟ, ମଧୁସୂଦନ ରାଓ, ଫକୀରମୋହନ ସେନାପତି,ଗଙ୍ଗାଧର ମେହେର ।

ୟୁନିଟ୍ – ୩ ବିଶେଷ ଅଧ୍ୟୟନ - ଗୋପବନ୍ଧୁ ଦାସ, ନୀଳକଣ୍ଠ ଦାସ, ଗୋଦାବରୀଶ ମିଶ୍ର, କୁନ୍ତଳା କୁମାରୀ ସାବତ ।

ୟୁନିଟ୍-୪ ବିଶେଷ ଅଧ୍ୟୟନ - ମାୟାଧର ମାନସିଂହ, ବୈକୁଣ୍ଠନାଥ ପଟ୍ଟନାୟକ, ଗୋଦାବରୀଶ ମହାପାତ୍ର, ରାଧାମୋହନ ଗଡ଼ନାୟକ ।

Table 2: Mapping between COs of OD40034 and (POs and PSOs)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11	PO-12
CO-1	-	3	3	1	2	-	2	-	2	1	1	3
CO-2	2	3	2	3	2	1	-	2	3	-	1	-
CO-3	-	3	2	3	2	-	3	-	3	1	1	3
CO-4	3	3	3	-	2	-	1	2	-	2	2	-
CO-5	-	3	2	3	3	2	-	-	2	-	1	3
Average	2.50	3.00	2.40	2.00	2.20	1.50	2.00	2.00	2.00	1.33	1.20	3.00

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course outcomes- Programme Specific Outcomes (PSOs) Maping of Paper OD40034

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	**3**	**-**	**1**	**1**	**3**
CO2	**3**	**-**	**3**	**-**	**1**
CO3	**2**	**2**	**2**	**3**	**3**
CO4	**3**	**-**	**1**	**-**	**2**
CO5	**3**	**1**	**2**	**-**	**3**
Average	**2.80**	**1.50**	**1.80**	**2.00**	**2.40**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with cross cutting issues of Paper OD40034

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Skills and Employability	High	CO5 explicitly states that students will learn the style and application of famous poets and be able to use them in their own writing (ନିଜସ୍ୱ ରଚନାରେ ମଧ୍ୟ ତାହା ବ୍ୟବହାର କରି ପାରିବେ). This directly builds professional creative writing, literary criticism, and content creation skills.
Human Values and Cultural Heritage	High	The course deeply explores the foundations of modern Odia identity by studying the works of literary giants like Radhanath Ray, Fakir Mohan Senapati, and Gangadhar Meher. Studying the Satyabadi era poets (like Gopabandhu Das and Nilakantha Das) strongly instills nationalistic human values and preserves Odisha's literary heritage.
Gender Sensitivity and Inclusivity	Medium	The curriculum includes the special study of Kuntala Kumari Sabat (କୁନ୍ତଳା କୁମାରୀ ସାବତ) in Unit-3. Analyzing her prominent role in Odia literature and the freedom movement provides a strong foundation for discussing female empowerment and representation in poetry.
Effective Communication and Life Skills	High	Poetry is the highest form of linguistic expression. By studying the origins and evolution of modern Odia poetry (ଆରମ୍ଭ ଓ କ୍ରମ ବିକାଶ) and the specific stylistic choices of various eras (like the Sabuja era), students enhance their emotional intelligence and advanced communication skills.

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	By tracing the literary history from Radhanath Ray up to the post-independence era, the course provides a high-quality, comprehensive education in regional literature, fostering critical thinking and aesthetic appreciation.
SDG 5	Gender Equality	The specific inclusion and study of Kuntala Kumari Sabat allows educators to highlight the crucial contributions of women writers to Odia literature and societal reform, promoting themes of gender equality.
SDG 11	Sustainable Cities and Communities	Target 11.4 aims to protect and safeguard the world's cultural heritage. Studying and preserving the works of legendary poets like Madhusudan Rao, Mayadhar Mansingh, and Radhamohan Gadanayak actively sustains the intangible cultural heritage of the Odia-speaking community.
SDG 16	Peace, Justice, and Strong Institutions	The works of poets like Gopabandhu Das and Godabarish Mishra are deeply intertwined with the Indian independence movement and social justice. Studying these texts instills values of self-sacrifice, peace, and equitable societal structures.

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ:

୧. ଆଧୁନିକ ଓଡ଼ିଆ କାବ୍ୟଧାରା - ଡ଼ଃ.ନରେନ୍ଦ୍ରନାଥ ମିଶ୍ର, ଓଡ଼ିଆ ସାହିତ୍ୟ ଏକାଡ଼େମୀ-୨୦୨୦

୨. ଓଡିଆ ସାହିତ୍ୟର ସଂକ୍ଷିପ୍ତ ପରିଚୟ – ବୃନ୍ଦାବନ ଚନ୍ଦ୍ର ଆଚାର୍ଯ୍ୟ, ଗ୍ରନ୍ଥ ମନ୍ଦିର, କଟକ, ପୁନର୍ମୁଦ୍ରଣ-୨୦୦୭

୩. ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ – ଡକ୍ଟର ପ୍ରେମାନନ୍ଦ ମହାପାତ୍ର, ସତ୍ୟନାରାୟଣ ବୁକ୍ ଷ୍ଟୋର, ଚତୁର୍ଥ ସଂସ୍କରଣ-୨୦୧୯

୪. ସବୁଜରୁ ସାଂପ୍ରତିକ – ଡକ୍ଟର ନିତ୍ୟାନନ୍ଦ ଶତପଥୀ, ଗ୍ରନ୍ଥମନ୍ଦିର, କଟକ, ସପ୍ତମ ସଂସ୍କରଣ-୨୦୧୬

Fiction on the Issues of Land, Environment and Justice

TL40052

Credit – 04

Objective: This course gives the students knowledge on important novel and poems of the indigenous people and their relation to land and environment, which are invaded by economic expansion.

Course Outcome:

CO1: Students will understand the representation of tribal communities, their cultural identity, traditions, and socio-economic conditions as depicted in tribal fiction.

CO2: Students will analyze the issues of land rights, displacement, exploitation, and environmental concerns reflected in tribal literary narratives.

CO3: Students will develop critical understanding of the relationship between tribal communities and nature, including indigenous ecological knowledge and sustainable practices.

CO4: Students will interpret themes of social justice, human rights, marginalization, and resistance movements represented in tribal fiction.

CO5: Students will enhance their skills in literary criticism, communication, and research-oriented analysis of tribal literature with reference to contemporary social and environmental issues.

CO–PO–PSO Mapping

COs \ POs/PSOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	–	2	–	2	2	2	–	2	–	1	3	2	–	2	–
CO2	3	3	2	3	–	3	3	2	–	2	–	2	3	3	2	2	–
CO3	3	3	2	2	–	2	3	2	–	2	–	2	2	3	3	2	–
CO4	3	3	2	3	–	3	2	3	–	2	–	2	3	3	2	3	–
CO5	3	3	3	3	2	2	2	2	2	3	2	3	3	3	3	3	2

Course Content:

- **Unit I - Subhadra MitraChanna. *Anthropological Perspectives on Indian Tribes*, Orient Blackswan.**
- **Unit II -Prativa Ray- *Primal Land***
- **Unit-III -Amitav Ghosh- *Hungry Tide***
- **Unit IV - Regina Marandi- *Becoming Me***

Books for Reference:

1. **Das Bikram K., *PARAJA*(Trans)OXFORD University Press ,1987**
2. **Ghosh Amitav, *The Hungry Tide* Harper Collins, 2005**
   Subhadra Mitra Channa.*Anthropological Perspectives on Indian Tribes*, Orient Blackswan.

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	This course ensures comprehensive literary education by tracing the origins and development of short stories, promoting advanced language skills and critical analysis in higher education.
SDG 5	Gender Equality	By studying "Rebati" and the works of prominent female authors, the course highlights the historical struggle for women's rights and education, encouraging students to advocate for gender equality.
SDG 10	Reduced Inequalities	Many short stories in the syllabus, particularly those by Fakir Mohan and Gopinath Mohanty, focus on social injustice and the voices of the marginalized, fostering a spirit of social inclusion.
SDG 11	Sustainable Cities and Communities	This course contributes to Target 11.4 by documenting and teaching the literary heritage of Odisha. It keeps the community's history and linguistic traditions alive for future generations.
SDG 16	Peace, Justice, and Strong Institutions	Through the analysis of "Social and Political Consciousness" (ସାମାଜିକ ଓ ରାଜନତୈକ ଚତେନା) in stories, students explore themes of justice and morality, helping them value peaceful and just societal structures.

Application of Artificial Intelligence in Literary Studies (Odia)

OD40010
Credit-04

Course Objectives: This course introduces students to the fundamentals of Artificial Intelligence (AI) with a focus on its application in language processing, particularly for the Odia language. By the end of the course, students will understand basic AI concepts, the role of AI in language technologies, and its potential for preserving and promoting the Odia language.

Course Outcome: Students will gain foundational knowledge of AI and its integration with language technologies, with a special focus on the Odia language's development and preservation.

Unit 1: Fundamentals of Artificial Intelligence (AI) ***(12 Hours)***

- **Introduction to AI:** Definition, History, and Evolution
- **Core Concepts:** Machine Learning, Natural Language Processing (NLP), and Deep Learning
- **Applications of AI:** Overview of AI applications in daily life (e.g., virtual assistants, recommendation systems)
- **AI in Language Processing:** How AI helps machines understand and generate human language
- **Ethical Considerations:** Bias in AI and responsible AI development

Learning Outcome: Students will grasp basic AI concepts and recognize its applications in various fields.

Unit 2: Fundamentals of NLP (Basic - No Technical Parts) ***(10 Hours)***

- **Language and Communication:** Understanding language as a structured system for communication
- **What is NLP?** Basic understanding without technical jargon
- **Applications of NLP:** Simple examples like text prediction, chatbots, and digital assistants
- **Language and AI:** How AI helps in understanding and processing different languages

Learning Outcome: Students will understand the basics of NLP and its everyday applications without technical complexity.

Unit 3: AI and NLP in Daily Life ***(10 Hours)***

- **AI Applications in Communication:** Chatbots, virtual assistants, and social media analysis
- **Practical Examples:** How NLP is used in everyday tools like Google Translate and Grammarly

- **Benefits and Challenges:** Simplifying communication versus privacy and ethical concerns
- **Interactive Session:** Exploring popular language-based AI applications

Learning Outcome: Students will see the practical impact of AI and NLP in daily life.

Unit 4: AI Integration with Odia Language *(14 Hours)*

- **Introduction to Language Diversity:** The importance of AI in preserving and promoting languages
- **AI in Indian Languages:** Case studies from Hindi, Tamil, and Telugu
- **Linguistic Features of Odia:** Basic characteristics like script, phonetics, and grammar
- **Challenges for AI in Odia:** Limited datasets, script variations, and dialects
- **Current Developments:** Existing tools like Odia ASR (Automatic Speech Recognition) and OCR (Optical Character Recognition)
- **Practical Insights:** Demonstration of simple tools for Odia language processing
- **Project Work:** Develop a simple Odia chatbot or translation tool (guided group activity)

Learning Outcome: Students will learn how AI can support the Odia language and explore potential applications.

Assessment:

- Class Participation and Quizzes: 20%
- Assignments and Projects: 40%
- Final Exam (Theory + Practical): 40%

Table 2: Mapping between COs of OD40010 and (POs and PSOs)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11	PO-12
CO-1	-	3	3	1	2	-	2	-	2	1	1	3
CO-2	2	3	2	3	2	1	-	2	3	-	1	-
CO-3	-	3	2	3	2	-	3	-	3	1	1	3
CO-4	3	3	3	-	2	-	1	2	-	2	2	-
CO-5	-	3	2	3	3	2	-	-	2	-	1	3
Average	2.50	3.00	2.40	2.00	2.20	1.50	2.00	2.00	2.00	1.33	1.20	3.00

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course outcomes- Programme Specific Outcomes (PSOs) Maping of Paper OD40010

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	**3**	**-**	**1**	**1**	**3**
CO2	**3**	**-**	**3**	**-**	**1**
CO3	**2**	**2**	**2**	**3**	**3**
CO4	**3**	**-**	**1**	**-**	**2**
CO5	**3**	**1**	**2**	**-**	**3**
Average	**2.80**	**1.50**	**1.80**	**2.00**	**2.40**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with cross cutting issues of Paper OD40010

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Skills and Employability	High	This course is entirely focused on professional research competencies. CO1 through CO5 cover topic selection, research methodology, data collection (କ୍ଷେତ୍ର ପର୍ଯ୍ୟବେକ୍ଷଣ), and the technicalities of thesis writing. These skills are essential for academic careers, social research, and consultancy roles.
Human Values and Cultural Heritage	High	Fieldwork often involves documenting "folklore and oral literature of indigenous groups". By engaging directly with communities to collect data, students play a vital role in preserving the living cultural heritage and traditional values of Odisha.
Gender Sensitivity and Inclusivity	High	Field surveys (କ୍ଷେତ୍ର ସର୍ବେକ୍ଷଣ) require students to interact with diverse social groups. This process naturally fosters sensitivity toward gender dynamics and the challenges faced by marginalized communities, ensuring that their voices are included in academic discourse.
Effective Communication and Life Skills	High	CO5 emphasizes the development of formal writing and logical structure (ଯୁକ୍ତିଯୁକ୍ତ ଉପସ୍ଥାପନା). Additionally, fieldwork requires high-level interpersonal communication and interview skills, which are crucial life skills for navigating real-world social environments.

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	As the capstone of the PG program, this paper ensures students achieve the highest level of quality education by applying theoretical knowledge to practical research and formal academic writing.
SDG 10	Reduced Inequalities	By focusing on indigenous groups and regional literature, the research conducted in this paper helps reduce inequalities by providing visibility and academic recognition to marginalized cultures and languages.
SDG 11	Sustainable Cities and Communities	Target 11.4 aims to protect cultural heritage. This course directly addresses this by training students to document and preserve regional oral traditions and linguistic history through fieldwork.
SDG 16	Peace, Justice, and Strong Institutions	CO4 specifically addresses "Research Ethics" (ଗବେଷଣାଗତ ନୈତିକତା). By teaching students to avoid plagiarism and use proper citations, the course builds strong, transparent, and ethical academic institutions.
SDG 17	Partnerships for the Goals	Fieldwork necessitates building relationships between the university and local communities. This fosters grassroots partnerships that are essential for achieving broader cultural and educational goals.
SDG 4	Quality Education	As the capstone of the PG program, this paper ensures students achieve the highest level of quality education by applying theoretical knowledge to practical research and formal academic writing.

Recommended Resources:

- "Artificial Intelligence: A Guide for Thinking Humans" by Melanie Mitchell
- "Speech and Language Processing" by Daniel Jurafsky and James H. Martin (selected chapters)
- Online resources like Google AI for Language and Indic NLP Tools

SEMESTER-III

ଗବେଷଣା ପଦ୍ଧତି

OD50001

Credit – 04

Course Objectives:

ଗବେଷଣା କଣ ଏବଂ କିପରି ଗବେଷଣା କରାଯାଇପାରିବ, ସେ ସଂପର୍କରେ ଜାଣିବାର ପ୍ରୟାସ।

Course Outcomes:

CO-I: ଗବେଷଣାର ମୌଳିକ ଧାରଣା, ଉଦ୍ଦେଶ୍ୟ, ପ୍ରକାର ଓ ଗୁରୁତ୍ୱକୁ ବୁଝିପାରିବେ।

CO-II: ଗବେଷଣା ସମସ୍ୟା ଚିହ୍ନଟ କରି ଉପଯୁକ୍ତ ଗବେଷଣା ପ୍ରଶ୍ନ, ଉଦ୍ଦେଶ୍ୟ ଓ ପରିକଳ୍ପନାକୁ ପ୍ରସ୍ତୁତ କରିପାରିବେ।

CO-III: ତଥ୍ୟ ସଂଗ୍ରହ, ବିଶ୍ଳେଷଣ ଏବଂ ବ୍ୟାଖ୍ୟାର ମୌଳିକ ପଦ୍ଧତିଗୁଡ଼ିକ ପ୍ରୟୋଗ କରିପାରିବେ।

CO-IV: ଓଡ଼ିଆ ଭାଷା, ସାହିତ୍ୟ, ସଂସ୍କୃତି ଏବଂ ଭାରତୀୟ ଜ୍ଞାନ ପରମ୍ପରା ସହ ସମ୍ବନ୍ଧିତ ଗବେଷଣା ପ୍ରକଳ୍ପ ପ୍ରସ୍ତୁତ କରିପାରିବେ।

CO-V: ଗବେଷଣାର ଫଳାଫଳକୁ ସୁସଂଗଠିତ ଭାବରେ ରିପୋର୍ଟ, ପ୍ରବନ୍ଧ କିମ୍ବା ଉପସ୍ଥାପନା ଆକାରରେ ପ୍ରସ୍ତୁତ କରିପାରିବେ।

ୟୁନିଟ୍-୧ : ଗବେଷଣାର ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ପ୍ରକାରଭେଦ

ୟୁନିଟ୍-୨ : ଗବେଷଣାର ବିଭିନ୍ନ ଦିଗ ଓ ପର୍ଯ୍ୟାୟ

ୟୁନିଟ୍-୩: ତଥ୍ୟ ସଂଗ୍ରହର ବିଭିନ୍ନ ଉତ୍ସ

ୟୁନିଟ୍-୪ : ଗବେଷଣାର ଐତିହ୍ୟ ଓ ସାଂପ୍ରତିକ ଧାରା

CO–PO–PSO Mapping

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	–	1	–	–	–	–	–	1	–	2	2	1	–	–	–
CO2	2	3	2	2	1	–	–	–	–	2	–	2	3	2	–	–	–
CO3	2	3	2	3	2	–	–	1	–	2	–	2	3	3	1	–	–
CO4	2	3	2	3	2	–	–	–	2	3	1	2	2	3	2	1	–
CO5	1	–	–	–	–	1	–	3	2	2	–	2	1	–	–	2	3

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ:

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 ବିଧି ଓ ଅନୁବାଦକଳା- ବନମାଳୀ ରାଉତ(ସଂ), ମନୋରମା ବିଶ୍ୱାଳ ମହାପାତ୍ର, ଓଡ଼ିଆ ଗବେଷଣା ପରିଷଦ, କଟକ।

୪. ଗବେଷଣା, ଅନୁବାଦ, ସଂପାଦନାକଳା, ସମାଲୋଚନା- ନାରାୟଣ ସାହୁ, ସତ୍ୟନାରାୟଣ ବୁକ୍ ଷ୍ଟୋର୍, କଟକ।

SDG mapping

SDG	Justification
SDG 4 – Quality Education	Develops research skills, critical thinking, academic writing, data analysis, and systematic approaches to knowledge creation and lifelong learning.
SDG 5 – Gender Equality	Encourages inclusive and ethical research practices by promoting sensitivity towards gender issues and equal participation in research activities.
SDG 9 – Industry, Innovation and Infrastructure	Promotes innovation, scientific inquiry, research design, and application of new methodologies for knowledge development and problem-solving.
SDG 10 – Reduced Inequalities	Encourages research on social issues, inclusion, diversity, and marginalized communities through evidence-based approaches.
SDG 12 – Responsible Consumption and Production	Develops awareness of responsible research practices, ethical use of resources, proper documentation, and sustainable approaches in academic work.
SDG 16 – Peace, Justice and Strong Institutions	Strengthens research ethics, academic integrity, transparency, responsible scholarship, and evidence-based decision-making.
SDG 17 – Partnerships for the Goals	Encourages interdisciplinary research collaboration, knowledge sharing, and cooperation among academic and research communities.

Research and Publication Ethics (RPE)

Code: RE50003
Credits:2
Course Objectives

This course introduces students to the principles of research ethics, academic integrity, and responsible publication practices. It develops awareness of plagiarism, research misconduct, predatory publishing, and ethical decision-making in scholarly work. The course equips students with skills to evaluate research quality, use citation databases and metrics responsibly, and communicate research findings with honesty, transparency, and professional integrity.

Upon successful completion of this course, students will be able to:

CO 1 (Knowledge/Remember): Explain the fundamental principles of research ethics, scientific integrity, and responsible publication practices. Understand the importance of ethical conduct in academic research.

CO 2 (Understanding): Identify research misconduct, plagiarism, and predatory journals using appropriate ethical guidelines and plagiarism detection tools. Apply best practices to ensure research quality and transparency.

CO 3 (Application): Evaluate research publications using indexing and citation databases, research metrics, and open-access resources. Interpret scholarly impact through ethical and informed assessment.

CO 4 (Analysis): Demonstrate ethical decision-making and responsible research practices in academic writing and publication. Communicate research findings with honesty, credibility, and professional integrity.

CO5 (Evaluation/Synthesis): Communicate research findings with honesty and professional integrity. Promote transparency, accountability, and credibility in scholarly work.

CO-PO-PSO Mapping

(Rate correlations: 1 - Weakly Mapped, 2 - Moderately Mapped, 3 - Strongly Mapped, "_" - No Correlation).

Table 2: Mapping between COs of RE50003 and (POs and PSOs)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11	PO-12
CO-1	-	3	3	1	2	-	2	-	2	1	1	3
CO-2	2	3	2	3	2	1	-	2	3	-	1	-
CO-3	-	3	2	3	2	-	3	-	3	1	1	3
CO-4	3	3	3	-	2	-	1	2	-	2	2	-
CO-5	-	3	2	3	3	2	-	-	2	-	1	3
Average	2.50	3.00	2.40	2.00	2.20	1.50	2.00	2.00	2.00	1.33	1.20	3.00

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Course outcomes- Programme Specific Outcomes (PSOs) Maping of Paper RE50003

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	**3**	**-**	**1**	**1**	**3**
CO2	**3**	**-**	**3**	**-**	**1**
CO3	**2**	**2**	**2**	**3**	**3**
CO4	**3**	**-**	**1**	**-**	**2**
CO5	**3**	**1**	**2**	**-**	**3**
Average	**2.80**	**1.50**	**1.80**	**2.00**	**2.40**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation
(When structuring non-theory modules like Internships, Fieldwork, or Dissertations, substitute these text units with designated research milestones, tracking parameters, field safety/logistics, and project logbook criteria).
Unit: I- Philosophy and Ethics

- Introduction of philosophy: Definition, nature and scope, concept, branches
- Ethics: Definition, moral philosophy, nature of moral judgments and reactions.

Unit: II- Scientific Conduct:

- Scientific Misconducts: Falsification, Fabrication and Plagiarism (FFP)
- Selective Reporting and misrepresentation of data

Unit: III- Publication Ethics and Practice

- Publication Ethics: Definition, introduction and importance
- Publication misconduct: definition, concepts, problems that lead to unethical behaviour. and vice versa, types
- Intellectual honesty and research Integrity

Unit-IV- Open Access Publishing:

- Best practices/standards setting initiatives and guidelines: COPE, WAME etc.
- Violation of publication ethics, authorship and contributor ship
- Identification of publication, misconduct, complaints and appeals
- Predatory publishers and journals
- Open access Publications and Initiatives.
- SHERPA/RoMEO online resource to check publisher copyright and self achieving.
- Policies.
- Software tools to indentify predatory publications developed by SPPU.
- Journal finder/journal suggestion tools viz. JANE, Elsevier Journal finder, Springer.
- Journal suggested, etc.

Recommended Learning Resources

- Bryman A. Social Research Methods. Oxford: Oxford University Press 2004.
- Burris S, Welsh J. Regulatory paradox: a review of enforcement letters issued by the Office for Human Research Protection. North western University Law Review 2007;101:643–86.
- Chaney E, Rabuck LG, Uman J, et al. Human subjects protection issues in QUERI implementation research: QUERI series. Implementation Science 2008;3:10.
- Coleman CH and Bouësseau M-C (2008) How do we know that research ethics committees are really working? The neglected role of outcomes assessment in research ethics review. BMC
- Dawson A, Yentis SM. Contesting the science/ethics distinction in the review of clinical research. Journal of Medical Ethics 2007;33:165–7.
- Dawson A. A messy business: qualitative research and ethical. Clinical Ethics 2006;1:114–6.
- De Vries R, DeBruin D a, Goodgame A. Ethics review of social, behavioral, and economic research: where should we go from here? Ethics andamp; Behavior 2004;14:351-68.
- Dingwall R (2006) Confronting the anti-democrats: The unethical nature of ethical regulation in social science. Medical Sociology online 1: 51–58.
- Dziak K, Anderson R, Sevick MA, et al. IRBs and Multisite Studies: Variations among Institutional Review Board Reviews in a Multisite Health Services Research Study. Health Services Research 2005;40:279–90.
- Fauriel I, Moutel G, Duchange N, et al. Improving protection for research subjects in France: analysis of regional ethics committees. Regulatory toxicology and pharmacology, 2004:40:312 8.
- Greene SM, Geiger AM. A review finds that multicentre studies face substantial challenges but strategies exist to achieve Institutional Review Board approval. Journal of Clinical Epidemiology 2006; 59:784–90.

SDG Mapping for this Course
(Map as per requirement)

SDG No.	SDG Title	Nature of Contribution
SDG 1	No Poverty	
SDG 2	Zero Hunger	
SDG 3	Good Health and Well -Being	
SDG 4	Quality Education	Ethical research
SDG 5	Gender Equlity	Fair authorship
SDG 6	Clean Water and Sanitation	
SDG 7	Affordable and Clean Energy	
SDG 8	Decent Work and Economic Growth	
SDG 9	Industry Innovation and Infrastructure	Research tools
SDG 10	Reduced Inequalities	Equal access

SDG 11	Sustainable Cities and Communities	
SDG 12	Responsible Consumption and Production	
SDG 13	Climate Action	
SDG 14	Life Below Water	
SDG 15	Life on Land	
SDG 16	Peace, Justice and Strong Institutions	Transparency
SDG 17	Partnerships for the Goals	

Course Title: Computer Application and Data Analysis

Code	Course Title	Credit	L-T-P
CA50005 (For Other discipline)	Computer Application and Data Analysis	4	3-0-1

Course Objectives:

The objective of this course is to increase knowledge and requisite skills of participants on the use of SPSS and to enable the scholars make the most of this powerful software package while allowing them to work independently with SPSS on their own data and provide a solid foundation for advanced data analysis work. Increase the proficiency of scholars on the use of Basic computer Applications and SPSS.

Upon successful completion of this course, students will be able to:

CO1 (Knowledge/Remember): Recall and describe the fundamental concepts of computer hardware, software, operating systems, and basic computer applications.

CO2 (Understanding): Explain and interpret the features and applications of MS Office packages and various analytical and research software tools used for data organization, documentation, and presentation.

CO3 (Application): Apply appropriate computer applications and statistical methods to formulate research hypotheses, organize data, and perform basic computational tasks.

CO4 (Analysis): Analyze research data using statistical software such as SPSS and interpret the results to support evidence-based decision-making and problem-solving.

CO5 (Synthesis/Evaluation): Design, implement, and evaluate data analysis workflows by integrating computer applications, MS Office tools, and SPSS to prepare professional reports and support research and organizational decision-making.

CO–PO–PSO Mapping

Course Outcomes (COs)	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1.	3	2	2	2	2	3	1	2	–	2	–	3	3	2	2
CO2.	3	2	3	2	2	3	1	2	–	2	–	3	3	3	2
CO3.	3	3	3	2	2	3	2	2	–	2	–	3	3	3	3
CO4.	3	3	3	3	2	3	2	2	1	3	–	3	3	3	3
CO5.	3	3	3	3	3	3	2	3	2	3	–	3	3	3	3

Course Title: Computer Application and Data Analysis

Code	Course Title	Credit	L-T-P
CA50005 (For Other discipline)	Computer Application and Data Analysis	4	3-0-1

Unit I: Computer Basic and Computer Fundamental [8 Classroom Contact Hours]

Hardware and Software, Functional units comprising a typical computer configuration: input/output, fixed and removable data storage, internal storage, control and arithmetic/logic unit. The concepts relating to execution speed, data access times, storage capacities and similar comparative aspects of hardware performance.

Operating Systems: Windows, Linux etc. Application software, role and functions of commonly available applications

Computer Network Concept- Data communication and network terminology, IP address and its significance, Internet, Multimedia, WWW, FTP, E-mail, and Web pages. Concept of VPNs. Concept of Network security and management.

Unit II: Microsoft word [9 Classroom Contact Hours]

Creating and editing documents, formatting text and paragraph, formatting documents, creating and formatting tables, illustration documents with graphics. Creating a web page, mail merge and document merging, working with styles and templates, developing multi-page documents, integrating word with other applications, exploring advance graphics, building forms. working with charts and diagrams

Unit III: Microsoft Excel [9 Classroom Contact Hours]

Building and editing worksheets, formatting a worksheet, working with charts, working with formulas and functions, managing workbooks and preparing them for the web, automating worksheet tasks with macros, using lists, analyzing list data, enhancing charts and worksheets Using analysis tools, analyzing data with pivot tables, exchanging data with other programs.

Unit IV: Microsoft PowerPoint [9 Classroom Contact Hours]

Creating a presentation with Microsoft PowerPoint, modifying a presentation, inserting objects into presentation, finishing a presentation, working with advanced tools and masters, enhancing charts, inserting illustration, objects and media clips, using advanced features.

Unit V: Statistical Analysis [10 Classroom Contact Hours]

The analysis will be done with the help of SPSS, and other statistical packages.

The syllabus includes the following topics: Descriptive Analysis: Mean, Median, Mode, Standard Deviation, Correlation. Regression Analysis, t- test, chi-square test, R-Square test, Factor Analysis, ANOVA, NVIVO, SPSS., JAMOVI, AMOS.

Total Practical / Lab Experiments: [30 Lab Contact Hours]

1. Create and format a table in Word with at least 5 rows × 5 columns; apply borders, shading, and sorting.
2. Perform a Mail Merge: prepare a personalized invitation letter using an Excel data source (name, address).
3. Build a student mark sheet with fields (Name, Roll, Subject Marks). Apply formulas for Total, Average, Percentage, and Grade.
4. Format the worksheet (merge cells, adjust column width, borders, number formatting). Apply conditional formatting (highlight marks <40 in red).
5. Create different charts (bar, pie, line) for student performance or sales data. Enhance charts with titles, legends, and labels.
6. Demonstrate formulas and functions:
   SUM, AVERAGE, MAX, MIN, COUNT, IF
7. Create a PowerPoint presentation (minimum 8 slides) on “Emerging Technologies in Computing.” Include title slide, content slides, conclusion, and references.
8. Create a PowerPoint presentation (minimum 10 slides) on “Emerging Trends in Computer Science.” Include:
   1. Slide designs, transitions, and animations
   2. Insert images, charts, and SmartArt
   3. Add audio or video clips
9. Input a dataset of student scores into SPSS. Perform Descriptive Statistics: Mean, Median, Mode, Standard Deviation, and Correlation. Generate graphs (histogram, scatter plot).

10. Using SPSS, perform Hypothesis Testing:

- t-test for comparing two groups
- Chi-square test for categorical data
- ANOVA for comparing more than two groups
- Report R-square and regression results with interpretations

Text Books:

1. Hari Shankar Asthana, Braj Bhushan, Statistics for Social Sciences (With SPSS Applications, PHI Publication.
2. Jesus Salcedo, Keith Mccormick, SPSS Statistics for Dummies, 3rd Edition (Paperback), Wiley Publication.
3. Sabine Landau and Brian S. Everitt, A Handbook of Statistical Analysis Using SPSS

Reference Materials and Digital Resources:

1. Goel, Computer Fundamentals, Pearson Education, 2010.
2. K. Kalyanaraman, Hareesh N. Ramanathan, P.N. Harikumar, Statistical Methods for Research: A Step by Step Approach Using IBM SPSS, Atlantic Publication
3. R. Panneerselvam, Research Methodology, 2nd Edition, PHI Publication.

Swayam Link-

1. https://onlinecourses.swayam2.ac.in/nou24_cm16/preview
2. https://onlinecourses.nptel.ac.in/noc24_mg70/preview

SDG Mapping for this Course

SDG	Rationale
SDG 4	Digital literacy
SDG 9	Data-driven innovation
SDG 10	Equity through unbiased data
SDG 17	Data for partnerships and policy

ନାଟକ (Text Book)

OD50031

Credit – 04

Course Objectives:

- ବିଭିନ୍ନ ପ୍ରସିଦ୍ଧି ଅର୍ଜନ କରିଥିବା ନାଟକ ଗୁଡ଼ିକ ସମ୍ପର୍କରେ ଜାଣିବାର ପ୍ରଚେଷ୍ଟା ।

Course Outcomes:

CO1. 'ଜୟମାଲ୍ୟ' ନାଟକକୁ ପଢ଼ିବା ଦ୍ୱାରା ଛାତ୍ରଛାତ୍ରୀମାନେ ବାସ୍ତବରେ କଳା ଏବଂ କାଳାକାର ସଂପର୍କରେ ସୂଚନା ପାଇପାରିବେ ।

CO2. 'ତଟନିରଞ୍ଜନ' ନାଟକଟି ପଢ଼ିବା ଦ୍ୱାରା ଛାତ୍ରଛାତ୍ରୀମାନେ ନାଟକଟିର ମୂଲ୍ୟ ହୃଦୟଙ୍ଗମ କରିପାରିବେ ।

CO3. 'କୋକୁଆ' ନାଟକଟି ପଢ଼ିବା ଦ୍ୱାରା ଛାତ୍ରଛାତ୍ରୀମାନେ ଆଦିବାସୀ ଚରିତ୍ରମାନଙ୍କ ସଂପର୍କରେ ଜାଣିପାରିବେ ।

CO4. ଆବିଷ୍କାର, ସେତୁ, ଫାଲ୍‌ଗୁ, ପ୍ରଭୃତି ଏକାଙ୍କିକା ଗୁଡ଼ିକୁ ପଢ଼ିବା ପରେ ତା'ର ସାହିତ୍ୟିକ ମୂଲ୍ୟବୋଧକୁ ଛାତ୍ରଛାତ୍ରୀମାନେ ହୃଦୟାଙ୍ଗମ କରିବେ ।

CO5. ବିଭିନ୍ନ ସମୟରେ ରଚିତ ନାଟକ ଗୁଡ଼ିକରେ ପରିବର୍ତ୍ତନଶୀଳ ସମାଜର ଦୃଶ୍ୟପଟ୍ଟକୁ ଛାତ୍ରଛାତ୍ରୀମାନେ ଅନୁଭବ କରିପାରିବେ ।

Course Contents:

ୟୁନିଟ୍ – ୧ ଜୟମାଲ୍ୟ – ଭଞ୍ଜକିଶୋର ପଟ୍ଟନାୟକ

ୟୁନିଟ୍ – ୨ ତଟନିରଞ୍ଜନ। – ବିଜୟ ମିଶ୍ର

ୟୁନିଟ୍ – ୩ କୋକୁଆ – ବିଜୟ କୁମାର ଶତପଥୀ

ୟୁନିଟ୍ – ୪ ଏକାଙ୍କିକା - ଆବିଷ୍କାର, ସେତୁ,ଫଲଗୁ

Table 2: Mapping between COs of OD50031 and (POs and PSOs)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11	PO-12
CO-1	-	3	3	1	2	-	2	-	2	1	1	3
CO-2	2	3	2	3	2	1	-	2	3	-	1	-
CO-3	-	3	2	3	2	-	3	-	3	1	1	3
CO-4	3	3	3	-	2	-	1	2	-	2	2	-
CO-5	-	3	2	3	3	2	-	-	2	-	1	3
Average	2.50	3.00	2.40	2.00	2.20	1.50	2.00	2.00	2.00	1.33	1.20	3.00

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course outcomes- Programme Specific Outcomes (PSOs) Maping of Paper OD50031

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	**3**	**-**	**1**	**1**	**3**
CO2	**3**	**-**	**3**	**-**	**1**
CO3	**2**	**2**	**2**	**3**	**3**
CO4	**3**	**-**	**1**	**-**	**2**
CO5	**3**	**1**	**2**	**-**	**3**
Average	**2.80**	**1.50**	**1.80**	**2.00**	**2.40**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with cross cutting issues of Paper OD50031

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Skills and Employability	High	By studying the techniques of playwriting and the evolution of stagecraft, students gain professional competencies for the entertainment industry. Knowledge of legendary playwrights like Manoranjan Das and Bijay Mishra prepares students for scriptwriting, direction, and theatrical production roles.
Human Values and Cultural Heritage	Highest	Drama is a reflection of society. The course covers the transition from mythological and historical plays to social and experimental ones. This deepens the student's understanding of Odia cultural identity and the traditional human values depicted in classical and modern stage plays.
Gender Sensitivity and Inclusivity	High	Modern and experimental plays often challenge traditional social norms. By analyzing "Social Drama" (ସାମାଜିକ ନାଟକ) and its "Social Message" (ସାମାଜିକ ବାର୍ତ୍ତା), students engage with themes of gender dynamics, social justice, and the inclusion of marginalized voices within the dramatic narrative.
Effective Communication and Life Skills	High	Drama is inherently communicative. Understanding the "structure and dialogue" of plays enhances students' verbal expression, emotional intelligence, and interpersonal skills. The "psychological trends" (ମନସ୍ତାତ୍ତ୍ୱିକ ପ୍ରବୃତ୍ତି) in modern drama help students better understand human nature and resilience.

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	This course provides an in-depth study of Odia dramatic literature, ensuring a high-quality artistic education that fosters critical appreciation and creative thinking among students.
SDG 5	Gender Equality	Many modern Odia plays focus on social reform and the plight of women. Critically analyzing these works allows students to explore and advocate for gender equality and the empowerment of women through literary representation.
SDG 10	Reduced Inequalities	Social dramas often highlight the struggles of the oppressed or marginalized. Studying these narratives fosters empathy and encourages students to use literature as a tool to address and reduce social inequalities.
SDG 11	Sustainable Cities and Communities	Theater is a vital part of urban and rural community life. By documenting the "Origin and Evolution of Odia Drama", the course actively contributes to the preservation and safeguarding of intangible cultural heritage (Target 11.4).
SDG 16	Peace, Justice, and Strong Institutions	Drama often acts as a mirror to legal and political systems. Analyzing the "Sociological and Political Consciousness" in modern plays helps students value justice, peace, and the importance of ethical institutions in society.
SDG 4	Quality Education	This course provides an in-depth study of Odia dramatic literature, ensuring a high-quality artistic education that fosters critical appreciation and creative thinking among students.

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

୧. ଓଡିଆ ନାଟ୍ୟ ସାହିତ୍ୟର ବିକାଶଧାରା – ଡକ୍ଟର ହେମନ୍ତ କୁମାର ଦାସ, ଓଡିଶା ରାଜ୍ୟ ପାଠ୍ୟପୁସ୍ତକ ପ୍ରଣୟନ ଓ ପ୍ରକାଶନ ସଂସ୍ଥା ପୁସ୍ତକ ଭବନ, ଭୁବନେଶ୍ୱର

୨. ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ – ଡକ୍ଟର ପ୍ରେମାନନ୍ଦ ମହାପାତ୍ର, ସତ୍ୟନାରାୟଣ ବୁକ୍ ଷ୍ଟୋର, କଟକ

୩. ଓଡ଼ିଆ ନାଟକର ଉର ଆଧୁନିକ ପର୍ବ – ହେମନ୍ତ କୁମାର ଦାସ, ବିଦ୍ୟାପୁରୀ, କଟକ

୪. ସ୍ୱାଧୀନୋତ୍ତର ଓଡ଼ିଆନାଟକ, ନାରାୟଣ ସାହୁ -ଓଡିଶା ରାଜ୍ୟ ପାଠ୍ୟପୁସ୍ତକ ପ୍ରଣୟନ ଓପ୍ରକାଶନ ସଂସ୍ଥା ପୁସ୍ତକ ଭବନ, ଭୁବନେଶ୍ୱର

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କବିତା(Text Book)

OP50031
Credit – 04
Course Objectives:

- ଆଧୁନିକ କବି ଏବଂ କବିତା ସମ୍ପର୍କରେ ଜାଣିବାର ପ୍ରୟାସ ।

Course Outcome:

CO1. ସଚ୍ଚିରାଉତ ରାୟଙ୍କ କବିତା ସଂପର୍କରେ ଛାତ୍ରଛାତ୍ରୀମାନେ ଅବଗତ ହୋଇପାରିବେ ।

CO2. ଗୁରୁପ୍ରସାଦ ମହାନ୍ତିଙ୍କ କବିତା ଅଧ୍ୟୟନ କରିବା ଦ୍ୱାରା ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କ ମଧ୍ୟରେ ଲେଖିବାର ସୃଜନୀଶକ୍ତି ସୃଷ୍ଟି ହୋଇପାରିବ ।

CO3. ରମାକାନ୍ତଙ୍କ 'ଲଣ୍ଠନ' କବିତା ପଢ଼ିବା ଦ୍ୱାରା ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କ ମଧ୍ୟ କାବ୍ୟ ସାହିତ୍ୟ କ୍ଷେତ୍ରରେ ଲେଖିବାର ଆଗ୍ରହ ସୃଷ୍ଟି ହୋଇପାରିବ ।

CO4. କବି ସୀତାକାନ୍ତ ମହାପାତ୍ରଙ୍କ ସଂପର୍କରେ ଛାତ୍ରଛାତ୍ରୀମାନେ ଜାଣିବାର ସୁଯୋଗ ପାଇପାରିବେ ।

CO5. ମୋଟାମୋଟି ଭାବେ ଏସବୁ କବିମାନଙ୍କ ସଂପର୍କରେ ଜାଣିବା ସହିତ ଓଡ଼ିଆ ସାହିତ୍ୟର ଆଧୁନିକ କାବ୍ୟ କବିତା ସଂପର୍କରେ ଛାତ୍ରଛାତ୍ରୀମାନେ ଜାଣିବାର ସୁଯୋଗ ପାଇପାରିବେ ।

Course Contents:

ୟୁନୁଟ୍ – ୧ ସଚ୍ଚିରାଉତ ରାୟ - ପ୍ରତିମା ନାୟକ, ଏକ ଉତ୍ତୀର୍ଣ୍ଣ ଶ୍ରାବଣ ।
ୟୁନିଟ୍ – ୨ ଗୁରୁ ପ୍ରସାଦ ମହାନ୍ତି - ଅକ୍ରୁର ଉବାଚ ।
ୟୁନିଟ – ୩ ରମାକାନ୍ତ ରଥ - (କବିତା) ଲଣ୍ଠନ, ମାଷ୍ଟ୍ରାଣୀ
ୟୁନିଟ୍ – ୪ ସୀତାକାନ୍ତ ମହାପାତ୍ର – ଭାରତବର୍ଷ

Table 2: Mapping between COs of OP50031 and (POs and PSOs)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11	PO-12
CO-1	-	3	3	1	2	-	2	-	2	1	1	3
CO-2	2	3	2	3	2	1	-	2	3	-	1	-
CO-3	-	3	2	3	2	-	3	-	3	1	1	3
CO-4	3	3	3	-	2	-	1	2	-	2	2	-
CO-5	-	3	2	3	3	2	-	-	2	-	1	3
Average	2.50	3.00	2.40	2.00	2.20	1.50	2.00	2.00	2.00	1.33	1.20	3.00

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course outcomes- Programme Specific Outcomes (PSOs) Maping of Paper OP50031

	PSO1	PSO 2	PSO 3	PSO4	PSO5
CO1	3	-	1	1	3
CO2	3	-	3	-	1
CO3	2	2	2	3	3
CO4	3	-	1	-	2
CO5	3	1	2	-	3
Average	2.80	1.50	1.80	2.00	2.40

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with cross cutting issues of Paper OP50031

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Skills and Employability	High	The course provides a deep analytical framework for understanding 19th-century renaissance literature and modern poetic movements like Sabuja, Pragativadi, and Prayogabadi. These critical analysis skills are vital for careers in literary criticism, academic research, and creative content development.
Human Values and Cultural Heritage	High	This paper focuses on the works of legendary poets like Radhanath Ray, Gangadhar Meher, and Gopabandhu Das. Their poetry, such as Bandira Atmakatha and Tapaswini, is deeply rooted in human values, nationalistic spirit, and the preservation of Odia cultural identity.
Gender Sensitivity and Inclusivity	Medium	Through the study of classic works like Tapaswini (focusing on Sita) and modern experimental poems like Alaka Sanyal or Sriradha, students are encouraged to critically analyze the representation of women and the evolution of the female voice in modern literature.
Effective Communication and Life Skills	High	Modern poetry emphasizes emotional intelligence and the nuanced use of language to express complex human conditions. Engaging with the works of poets like Ramakanta Rath and Sitakanta Mohapatra builds high-level communication skills and global perspectives on life.

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	By teaching the transition from traditional to modern poetic forms, the course ensures quality linguistic and literary education that fosters critical thinking and cultural literacy.
SDG 5	Gender Equality	Re-interpreting classical female figures through modern lenses (e.g., in Tapaswini or Sriradha) allows students to advocate for gender equality and challenge historical biases in literature.
SDG 11	Sustainable Cities and Communities	The course protects and promotes intangible cultural heritage by studying the poets who defined the modern Odia identity. This aligns with Target 11.4 regarding the safeguarding of world cultural heritage.
SDG 16	Peace, Justice, and Strong Institutions	Nationalistic poetry, particularly the works of Gopabandhu Das, instills values of patriotism, sacrifice, and social justice, which are fundamental to building peaceful and just societies.
SDG 17	Partnerships for the Goals	Studying the "Western influence" (ପାଶ୍ଚାତ୍ୟ ପ୍ରଭାବ) on Odia poetry promotes an understanding of global intellectual partnerships and the cross-pollination of Eastern and Western literary traditions.

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ:

୧.ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ – ସୁରେନ୍ଦ୍ର କୁମାର ମହାରଣା, ଏକେ. ମିଶ୍ର ପବ୍ଲିଶର୍ସ, କଟକ,
ସଂସ୍କରଣ – ସପ୍ତମ, ୨୦୨୧

୨. ଓଡିଆ ସାହିତ୍ୟର ସଂକ୍ଷିପ୍ତ ପରିଚୟ – ବୃନ୍ଦାବନ ଚନ୍ଦ୍ର ଆଚାର୍ଯ୍ୟ, ଗ୍ରନ୍ଥ ମନ୍ଦିର, କଟକ, ପୁନର୍ମୁଦ୍ରଣ – ୨୦୦୭

୩.ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ – ଡକ୍ଟର ପ୍ରେମାନନ୍ଦ ମହାପାତ୍ର, ସତ୍ୟନାରାୟଣ ବୁକ୍ ଷ୍ଟୋର, ଚତୁର୍ଥ ସଂସ୍କରଣ, ୨୦୧୯

୪.ସବୁଜରୁ ସାଂପ୍ରତିକ – ଡକ୍ଟର ନିତ୍ୟାନନ୍ଦ ଶତପଥୀ, ଗ୍ରନ୍ଥମନ୍ଦିର, କଟକ, ସପ୍ତମ ସଂସ୍କରଣ, ୨୦୧୬

ନାଟକ ଓ ନାଟ୍ୟକାର

OD50033

Credit – 04

Course Objectives:

- ବିଭିନ୍ନ ଓଡ଼ିଆ ନାଟକ ଓ ନାଟ୍ୟକାରଙ୍କ ସମ୍ପର୍କରେ ଜାଣିବାର ପ୍ରୟାସ ।

Course Outcomes:

CO1.ଏହାଦ୍ୱାରା ସ୍ୱାଧୀନତା ପୂର୍ବବର୍ତ୍ତୀନାଟକ ଓ ନାଟ୍ୟକାର ସଂପର୍କରେ ଛାତ୍ରଛାତ୍ରୀମାନେ ଅବଗତ ହୋଇପାରିବେ ।

CO2.ସ୍ୱାଧୀନତା ପରବର୍ତ୍ତୀଓଡ଼ିଆ ନାଟକରେ ବିକାଶଧାରା ସଂପର୍କରେ ଛାତ୍ରଛାତ୍ରୀମାନେ ଜାଣିବାର ସୁଯୋଗ ପାଇପାରିବେ ।

CO3.ଓଡ଼ିଆ ଏକାଙ୍କିକା ଓ ଛୋଟନାଟକର ବିକାଶଧାରା ସଂପର୍କରେ ଛାତ୍ରଛାତ୍ରୀମାନେ ଅବଗତ ହୋଇପାରିବେ ।

CO4.ସାଂପ୍ରତିକ ନାଟକର ଗତି ଓ ପ୍ରକୃତି ସଂପର୍କରେ ଛାତ୍ରଛାତ୍ରୀମାନେ ଜାଣିବାର ସୁଯୋଗ ପାଇପାରିବେ ।

CO5.ଓଡ଼ିଆ ନାଟ୍ୟ ସାହିତ୍ୟ ଅଧ୍ୟୟନ ପ୍ରତି ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କର ଆଗ୍ରହ ରହିବ ଓ ସମାଜରେ ତାହାର ପ୍ରତିଫଳନକୁ ଅନୁଧାନ କରିପାରିବେ ।

Course Contents:

ୟୁନିଟ୍ – ୧ କ) ସ୍ୱାଧୀନତା ପୂର୍ବବର୍ତ୍ତୀ ଓଡ଼ିଆ ନାଟକର ବିକାଶଧାରା

ଖ) ସ୍ୱାଧୀନତା ପୂର୍ବବର୍ତ୍ତୀ କାଳର ବିଶିଷ୍ଟ ନାଟ୍ୟକାରଙ୍କ ସଂପର୍କରେ ସବିଶେଷ ଅଧ୍ୟୟନ

-ଜଗମୋହନ, ରାମଶଙ୍କର ରାୟ, ଅଶ୍ୱିନୀ କୁମାର ଓ କାଳୀ ଚରଣ ପଟ୍ଟନାୟକ

ୟୁନିଟ – ୨ କ) ସ୍ୱାଧୀନାତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ ନାଟକର ବିକାଶଧାରା

ଖ) ବିଶିଷ୍ଟ ନାଟ୍ୟକାରଙ୍କ ସଂପର୍କରେ ବିଶେଷ ଅଧ୍ୟୟନ - ଗୋପାଳ ଛୋଟରାୟ, ରାମଚନ୍ଦ୍ର ମିଶ୍ର, ମନୋରଞ୍ଜନ ଦାସ, ବିଜୟ ମିଶ୍ର

ୟୁନିଟ୍ – ୩ କ) ଓଡ଼ିଆ ଏକାଙ୍କିକା ଓ ଛୋଟ ନାଟକର ବିକାଶଧାରା

ଖ) ବିଶିଷ୍ଟ ନାଟ୍ୟକାରଙ୍କ ସଂପର୍କରେ ବିଶେଷ ଅଧ୍ୟୟନ - ପ୍ରାଣବନ୍ଧୁ କର, ବିଶ୍ୱଜିତ ଦାସ, ରତ୍ନାକାର ଚଇନି, କାର୍ତ୍ତିକଚନ୍ଦ୍ରରଥ ।

ୟୁନିଟ୍ – ୪ କ) ଓଡ଼ିଆ ନାଟକର ତାତ୍ତ୍ୱିକ ଅଧ୍ୟୟନ, ରାଜନୈତିକ, ମନୋବୈଜ୍ଞାନିକ, ହାସ୍ୟରସାତ୍ମକ, ଐତିହାସିକ ।

ଖ) ସାଂପ୍ରତିକ ନାଟକର ଗତି ଓ ପ୍ରକୃତି, ମୁକ୍ତ ଧାରାର ନାଟକ,ନାଟକରେ ଲୋକ ଉପାଦାନ, ମିଥଚେତନାର ନାଟକ ।

Table 2: Mapping between COs of OD50033 and (POs and PSOs)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11	PO-12
CO-1	-	3	3	1	2	-	2	-	2	1	1	3
CO-2	2	3	2	3	2	1	-	2	3	-	1	-
CO-3	-	3	2	3	2	-	3	-	3	1	1	3
CO-4	3	3	3	-	2	-	1	2	-	2	2	-
CO-5	-	3	2	3	3	2	-	-	2	-	1	3
Average	2.50	3.00	2.40	2.00	2.20	1.50	2.00	2.00	2.00	1.33	1.20	3.00

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course outcomes- Programme Specific Outcomes (PSOs) Maping of Paper OD50033

	PSO1	PSO 2	PSO 3	PSO4	PSO5
CO1	3	-	1	1	3
CO2	3	-	3	-	1
CO3	2	2	2	3	3
CO4	3	-	1	-	2
CO5	3	1	2	-	3
Average	2.80	1.50	1.80	2.00	2.40

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with cross cutting issues of Paper OD50033

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Skills and Employability	High	CO5 explicitly states that students will learn the style and application of famous poets and be able to use them in their own writing (ନିଜସ୍ୱ ରଚନାରେ ମଧ୍ୟ ତାହା ବ୍ୟବହାର କରି ପାରିବେ). This directly builds professional creative writing, literary criticism, and content creation skills.
Human Values and Cultural Heritage	High	The course deeply explores the foundations of modern Odia identity by studying the works of literary giants like Radhanath Ray, Fakir Mohan Senapati, and Gangadhar Meher. Studying the Satyabadi era poets (like Gopabandhu Das and Nilakantha Das) strongly instills nationalistic human values and preserves Odisha's literary heritage.
Gender Sensitivity and Inclusivity	Medium	The curriculum includes the special study of Kuntala Kumari Sabat (କୁନ୍ତଳା କୁମାରୀ ସାବତ) in Unit-3. Analyzing her prominent role in Odia literature and the freedom movement provides a strong foundation for discussing female empowerment and representation in poetry.
Effective Communication and Life Skills	High	Poetry is the highest form of linguistic expression. By studying the origins and evolution of modern Odia poetry (ଆରମ୍ଭ ଓ କ୍ରମ ବିକାଶ) and the specific stylistic choices of various eras (like the Sabuja era), students enhance their emotional intelligence and advanced communication skills.

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ :

୧. ଓଡିଆ ନାଟ୍ୟ ସାହିତ୍ୟର ବିକାଶଧାରା – ଡକ୍ଟର ହେମନ୍ତ କୁମାର ଦାସ, ଓଡିଶା ରାଜ୍ୟ ପାଠ୍ୟପୁସ୍ତକ ପ୍ରଣୟନ ଓ ପ୍ରକାଶନ ସଂସ୍ଥା ପୁସ୍ତକ ଭବନ, ଭୁବନେଶ୍ୱର

୨. ଓଡିଆ ନାଟ୍ୟସାହିତ୍ୟ – ସର୍ବେଶ୍ୱର ଦାସ, ଓଡିଶା ରାଜ୍ୟ ପାଠ୍ୟପୁସ୍ତକ ପ୍ରଣୟନ ଓ ପ୍ରକାଶନ ସଂସ୍ଥା ପୁସ୍ତକ ।

୩. ଗୋପାଳ ଛୋଟରାୟ ଚୟନିକା , ସଂକଳକ – ହେମନ୍ତ କୁମାର ଦାସ, ସାହିତ୍ୟ ଏକାଡ଼େମୀ, ପ୍ରଥମ ପ୍ରକାଶ-୨୦୧୨

୪. ଓଡ଼ିଆ ନାଟକର ଉତ୍ତର ଆଧୁନିକ ପର୍ବ – ହେମନ୍ତ କୁମାର ଦାସ, ବିଦ୍ୟାପୁରୀ, କଟକ

ଆଧୁନିକ ଓଡ଼ିଆ କାବ୍ୟ କବିତା-୨

OP50033

Credit-04

Course Objectives:

- ସ୍ୱାଧୀନତା ପରବର୍ତ୍ତୀଆଧୁନିକ ଓଡ଼ିଆ କବିତାର ସ୍ୱରୂପ ଓ ପୃଷ୍ଠଭୂମି ସମ୍ପର୍କରେ ଜାଣିବାର ପ୍ରଚେଷ୍ଟା ଓଡ଼ିଆ କବିତାରେ ବିବିଧ ପ୍ରୟୋଗ ଓ ପରୀକ୍ଷାର ସ୍ୱର ସମ୍ପର୍କରେ ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କୁ ଅବଗତ କରାଇବା

Course Outcome:

CO1. ଶିକ୍ଷାର୍ଥୀ ଆଧୁନିକ ଓଡ଼ିଆ କବିତାରେ ପ୍ରତିଫଳିତ ଭାରତୀୟ ସାଂସ୍କୃତିକ ଚେତନା, ଆଧ୍ୟାତ୍ମିକ ଦୃଷ୍ଟିଭଙ୍ଗୀ ଓ ମାନବୀୟ ମୂଲ୍ୟବୋଧର ବିଶ୍ଳେଷଣ କରିପାରିବେ।

CO2. ସଚ୍ଚିରାଉତ ରାୟଙ୍କ ଠାରୁ ଆରମ୍ଭ କରି ବେଣୁଧର ରାଉତ ଙ୍କ ସଂପର୍କରେ ଜାଣିବାର ସୁଯୋଗ ଛାତ୍ରଛାତ୍ରୀମାନେ ପାଇପାରିବେ।

CO3. ଏହାଦ୍ୱାରା ଛାତ୍ରଛାତ୍ରୀମାନେ ପ୍ରମୁଖ୍ୟ କବି ଏବଂ ସେମାନଙ୍କ କୃତିଗୁଡ଼ିକୁ ସମ୍ପର୍କରେ ଜାଣିପାରିବେ।

CO4. ଛାତ୍ରଛାତ୍ରୀମାନେ ରମାକାନ୍ତ ରଥଙ୍କ ଠାରୁ ଆରମ୍ଭ କରି ରାଜେନ୍ଦ୍ର କିଶୋର ପଣ୍ଡା ପ୍ରଭୃତି କବିଙ୍କ ସଂପର୍କରେ ଜାଣିବାର ସୁଯୋଗ ପାଇପାରିବେ।

CO5. ଏହାଦ୍ୱାରା ଛାତ୍ରଛାତ୍ରୀମାନେ ଆଧୁନିକ ଓଡ଼ିଆ କବିତାରେ ବିବିଧ ପ୍ରୟୋଗ ଓ ପରୀକ୍ଷାର ସ୍ୱର ସମ୍ପର୍କରେ ଅବଗତ ହୋଇପାରିବେ।

Course Contents:

ୟୁନିଟ-୧ କ) ଆଧୁନିକ ଓଡ଼ିଆ କବିତାରେ ଭାରତୀୟ ସଂସ୍କୃତିକ ଚେତନା ଓ ମାନବୀୟ ମୂଲ୍ୟବୋଧ
ଖ) ଆଧୁନିକ ଓଡ଼ିଆ କବିତାରେ ବିବିଧ ପ୍ରୟୋଗ ଓ ପରୀକ୍ଷାର ସ୍ୱର (ଆଙ୍ଗିକ ଓ ଆତ୍ମିକ ସ୍ତରରେ)

ୟୁନିଟ୍-୨ ବିଶେଷ ଅଧ୍ୟୟନ - ସଚ୍ଚି ରାଉତରାୟ, ଅନନ୍ତ ପଟ୍ଟନାୟକ, ଗୁରୁ ପ୍ରସାଦ ମହାନ୍ତି, ବେଣୁଧର ରାଉତ।

ୟୁନିଟ୍- ୩ ବିଶେଷ ଅଧ୍ୟୟନ - ରମାକାନ୍ତ ରଥ, ସୀତାକାନ୍ତ ମହାପାତ୍ର, ବ୍ରଜନାଥ ରଥ, ରାଜେନ୍ଦ୍ର କିଶୋର ପଣ୍ଡା।

ୟୁନିଟ୍-୪ ବିଶେଷ ଅଧ୍ୟୟନ - ସୌଗୀନ୍ଦ୍ର ବାରିକ, ଦୀପକ ମିଶ୍ର, ସୌଭାଗ୍ୟ ମିଶ୍ର, ଜଗନ୍ନାଥ ପ୍ରସାଦ ଦାସ, ପ୍ରତିଭା ଶତପଥୀ, ବ୍ରହ୍ମୋତ୍ରୀ ମହାନ୍ତି।

Table 2: Mapping between COs of OP50033 and (POs and PSOs)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11	PO-12
CO-1	-	3	3	1	2	-	2	-	2	1	1	3
CO-2	2	3	2	3	2	1	-	2	3	-	1	-
CO-3	-	3	2	3	2	-	3	-	3	1	1	3
CO-4	3	3	3	-	2	-	1	2	-	2	2	-
CO-5	-	3	2	3	3	2	-	-	2	-	1	3
Average	2.50	3.00	2.40	2.00	2.20	1.50	2.00	2.00	2.00	1.33	1.20	3.00

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course outcomes- Programme Specific Outcomes (PSOs) Maping of Paper OP50033

	PSO1	PSO 2	PSO 3	PSO4	PSO5
CO1	3	-	1	1	3
CO2	3	-	3	-	1
CO3	2	2	2	3	3
CO4	3	-	1	-	2
CO5	3	1	2	-	3
Average	2.80	1.50	1.80	2.00	2.40

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with cross cutting issues of Paper OP50033

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Skills and Employability	High	The course provides a deep analytical framework for understanding 19th-century renaissance literature and modern poetic movements like Sabuja, Pragativadi, and Prayogabadi. These critical analysis skills are vital for careers in literary criticism, academic research, and creative content development.
Human Values and Cultural Heritage	High	This paper focuses on the works of legendary poets like Radhanath Ray, Gangadhar Meher, and Gopabandhu Das. Their poetry, such as Bandira Atmakatha and Tapaswini, is deeply rooted in human values, nationalistic spirit, and the preservation of Odia cultural identity.
Gender Sensitivity and Inclusivity	Medium	Through the study of classic works like Tapaswini (focusing on Sita) and modern experimental poems like Alaka Sanyal or Sriradha, students are encouraged to critically analyze the representation of women and the evolution of the female voice in modern literature.
Effective Communication and Life Skills	High	Modern poetry emphasizes emotional intelligence and the nuanced use of language to express complex human conditions. Engaging with the works of poets like Ramakanta Rath and Sitakanta Mohapatra builds high-level communication skills and global perspectives on life.

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	By teaching the transition from traditional to modern poetic forms, the course ensures quality linguistic and literary education that fosters critical thinking and cultural literacy.
SDG 5	Gender Equality	Re-interpreting classical female figures through modern lenses (e.g., in Tapaswini or Sriradha) allows students to advocate for gender equality and challenge historical biases in literature.
SDG 11	Sustainable Cities and Communities	The course protects and promotes intangible cultural heritage by studying the poets who defined the modern Odia identity. This aligns with Target 11.4 regarding the safeguarding of world cultural heritage.
SDG 16	Peace, Justice, and Strong Institutions	Nationalistic poetry, particularly the works of Gopabandhu Das, instills values of patriotism, sacrifice, and social justice, which are fundamental to building peaceful and just societies.
SDG 17	Partnerships for the Goals	Studying the "Western influence" (ପାଶ୍ଚାତ୍ୟ ପ୍ରଭାବ) on Odia poetry promotes an understanding of global intellectual partnerships and the cross-pollination of Eastern and Western literary traditions.

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ:

୧. ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ – ସୁରେନ୍ଦ୍ର କୁମାର ମହାରଣା, ଏକେ. ମିଶ୍ର ପବ୍ଲିଶର୍ସ,କଟକ,ସଂସ୍କରଣ – ସପ୍ତମ, ୨୦୨୧

୨. ଓଡିଆ ସାହିତ୍ୟର ସଂକ୍ଷିପ୍ତ ପରିଚୟ – ବୃନ୍ଦାବନ ଚନ୍ଦ୍ର ଆଚାର୍ଯ୍ୟ, ଗ୍ରନ୍ଥ ମନ୍ଦିର, କଟକ, ପୁନର୍ମୁଦ୍ରଣ - ୨୦୦୭

୩. ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ – ଡକ୍ଟର ପ୍ରେମାନନ୍ଦ ମହାପାତ୍ର, ସତ୍ୟନାରାୟଣ ବୁକ୍ ଷ୍ଟୋର, ଚତୁର୍ଥସଂସ୍କରଣ, ୨୦୧୯

୪. ସବୁଜରୁ ସାଂପ୍ରତିକ – ଡକ୍ଟର ନିତ୍ୟାନନ୍ଦ ଶତପଥୀ, ଗ୍ରନ୍ଥମନ୍ଦିର, କଟକ, ସପ୍ତମ ସଂସ୍କରଣ, ୨୦୧୬

୫. ସତୁରୀରୁ ସହସ୍ରାବ୍ଦୀ – ଡ. ନିତ୍ୟାନନ୍ଦ ଶତପଥୀ, ପ୍ରାଚୀ ସାହିତ୍ୟ ପ୍ରତିଷ୍ଠାନ, କଟକ

Theme based Movies and Tribal Museum Visit

TL50051

Credit – 04

Course Description:

The paper aims to develop a sustainable curriculum for PG students of KISS-DU who are from the tribal communities of Odisha, India. Students are entertained and acquire knowledge through images; sightseeing, study tour, Internet, television, and films etc. are examples. Though the printed word is essential in learning, educators have been taking notice of the new visual and oratory stimuli and incorporated them into classroom teaching. Hence this paper is a methodology to teach students by using different mechanism such as museum visit, sightseeing, movie documents etc… where students will learn from movies based on tribal heritage, tribal rights, indigenous knowledge practices, oral and performance traditions. This course will also provide sight seen to various tribal museums where students will learn a broad range of theoretical and practical approaches to the study of Tribal Museums. The purpose of this idea packet is to further introduce a new way to classroom teaching. This will promote experience based learning atmosphere at the University level.

Course Objectives:

The major objective of this paper is to create a new paradigm in education which will focus on:

1. To build social and emotional awareness: A film/sightseeing/museum visit has the potential to create an emotional connection to its subject matter and can provide the students a practical experience. The impact of audio and visual components supports students' retention of information.
2. To create connection across time, place and culture: The students will understand and connect to the fast-changing tribal world.
3. To critically examine the role of language in tribal life, culture and their development.
4. To connect with the current events: A short documentary can expose students to any number of global issues, reduce isolation, and allow students to connect to innovations and inspiration from sources beyond their immediate environment.
5. To examine and analyse the massive body of rituals and oral traditions, dance, music and performance through documented movies.
6. To incorporate reflective writing assignments: A visit (or) a short documentary story can increase students' literacy with connections to a source, to self, and to the world. Here students use the film/visit as a source to justify their reasoning.

Course Outcomes-

CO1: Students will understand the cultural heritage, social practices, traditions, and indigenous knowledge systems of tribal communities through experiential learning methods.

CO2: Students will develop awareness of tribal rights, identity, heritage conservation, and socio-cultural issues through films, documentaries, museum visits, and field-based learning activities.

CO3: Students will acquire knowledge of tribal museums, oral traditions, folk practices, and performance traditions through theoretical and practical approaches.

CO4: Students will develop skills in observation, documentation, critical analysis, and interpretation of tribal cultural resources using various learning tools such as sightseeing, study tours, digital resources, and visual media.

CO5: Students will appreciate the importance of preserving tribal heritage, indigenous practices, and community knowledge systems and apply experiential learning approaches in academic and social contexts.

CO–PO–PSO Mapping

Course Outcomes (COs)	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2	PSO 1	PSO 2	PSO 3
CO1.	3	3	2	3	2	2	3	3	2	2	–	3	3	3	2
CO2.	3	3	2	3	3	2	3	3	2	3	–	3	3	3	3
CO3.	3	2	2	3	2	3	3	3	2	2	–	3	3	3	3
CO4.	3	3	3	3	3	3	2	3	2	3	–	3	3	3	3
CO5.	3	3	2	3	3	2	3	3	2	3	–	3	3	3	3

Pedagogy: Visual Presentation with the help of movies, assignments, case discussion, Projects, Visit to the Tribal Museum, SCSTRTI, State Museum of Odisha and Kalabhoomi.

Unit: I

Basic Understanding of Tribes

- Tribes of India: A Profile
- PVTGs: India and Odisha

Tribes of India and PVTGs Documentary Movies

- Tribes of Odisha: Hill Kharia tribe - YouTube
- Tribes of Odisha | Bonda Tribes - YouTube
- Apatani Tribes of Arunachal Pradesh - YouTube
- Munda Tribe | Tribes of India - YouTube
- Oraon Tribe| Tribes of India - YouTube
- Kisan Tribe| Tribes of India - YouTube
- Sounti Tribe - Tribes of India - YouTube
- Gadaba Tribe | Tribes of India - YouTube
- Gurjar Tribe | Tribes of India - YouTube
- North Sentinel Island : YouTube
- Tribes of Andamans: Great Andamanese - YouTube
- Tribes of Nicobar Islands: The Nicobarese - YouTube

Unit- II :

Concept of Tribal Language/ Oral / Performance traditions in India.

- भाषाओं को संजीवनी | CIIL- The Custodian of Indian Languages - YouTube
- An Inspiration - a documentary on Pt. Raghunath Murmu - YouTube
- Indian Languages in Danger !!! UNESCO Report - YouTube
- Revival of Rhythm ...a documentary film on tribal musical instruments - YouTube
- The Warli's - A Documentary On Artistic Tribes Of India - YouTube

Museum visit gallery wise

- Odisha Tribal Museum: Odisha State Tribal Museum - YouTube
- Odisha State Museum: State museum in Bhubaneswar - YouTube

STUDENT EVALUATION:

- **Preparation, participation and collaboration:**

You are expected to attend class both practical and theoretical. Beyond attendance, you are also expected to collaborate with your classmates in planning teams or organising small group discussions.

- **Individual assignments and exams:**

Your individual grade is based on your own efforts and accomplishments. To evaluate your efforts and accomplishments, you will complete 2 writing assignments, 2 MCQ on documentary movies and one comprehensive exam (mid-term). The exams are based on readings, writing assignments, documentary movie-based quiz, and course materials.

- **Major Individual assignments:**

Note**: The standard formatting requirements for written assignments in this class, are 12 pt. font, 1-inch margins (top, bottom, left and right), page numbers and double spacing. TIMES NEW ROMAN font.**

Written summary assignments procedure: A written summary is a short, succinct document summarizing, analyzing, and reflecting an issue or a problem. These assignments will allow you to make connections among the course materials and other classes you are taking. The assignments further develop your writing skills and research ability and provide an opportunity to understand your own values and the course materials. These assignments must be focused, easy to read, evidence-based and include your personal reflections. Personal reflections include outlining your own values, outlining ambiguities or contradictions among concepts, and expressions of your own learning to-date.

READING MATERIALS:

1. Behera, D.K and Georg Pfeffer. *Contemporary Society Tribal Studies, Volume I to VII.* New Delhi: Concept Publishing Company
2. Furer- Haimendorf, C. von 1982. *Tribes of India: The Struggle for Survival.* Delhi: Oxford University Publication.
3. Ghurye, G. S. *The aborigines -"so-called" - and their future*
4. Hardiman, David 1987. *The Coming of the Devi: Adivasi Assertion in Western India.* Delhi: Oxford University Press.
5. Joshi, P C and A K Kalla, ed. 2004. *Tribal Health and Medicines*. New Delhi: Concept Publishing.

6. Mahapatra, L.K., 1994. *Tribal Development in India: Myth and Reality*. Delhi: S.Chand and Company Ltd.
7. Maharana, A.K. and H. S. Mishra, K.K. Mohanty (edt.). 2004. Collection and Sale of Minor Forest Produce among the tribes of Orissa: A socio-structural and Economic Analysis. SCSTRTI, Bhubaneswar, Odisha.
8. Ota, A. B. and S.C. Mohanty 2015. *Particularly Vulnerable Tribal Groups (PVTGs) of Odisha, Volume – I (Ethnography)*. SCSTRTI, Bhubaneswar, Odisha.
9. Ota, A. B. and S.C. Mohanty 2015. *Particularly Vulnerable Tribal Groups (PVTGs) of Odisha, Volume – II (Change and Development).* SCSTRTI, Bhubaneswar, Odisha.
10. Ota, A. B. and S.C. Mohanty 2015. *Particularly Vulnerable Tribal Groups (PVTGs) of Odisha, Volume – III (Anthropology of Health and Medicine).* SCSTRTI, Bhubaneswar, Odisha.
11. Ota, A. B. and S.C. Mohanty 2015. *Demographic Profile of Schedule Tribes of Odisha (1961-2011).* SCSTRTI, Bhubaneswar, Odisha.
12. Ota, A. B., T. Sahoo and Sweta Mishra 2016. *Compendium of Guidance and Exicutive* . SCSTRTI, Bhubaneswar, Odisha.
13. Ota, A. B. and S.C. Mohanty 2007. *PVTGS Handbooks: Bonda*. SCSTRTI, Bhubaneswar, Odisha.
14. Ota, A. B. and S.C. Mohanty 2008. *PVTGS Handbooks: Lanjia Saora*. SCSTRTI, Bhubaneswar, Odisha.
15. Ota, A. B. and S.C. Mohanty 2008. *PVTGS Handbooks: Dongaria Kandha*. SCSTRTI, Bhubaneswar, Odisha.
16. Ota, A. B. and S.C. Mohanty 2008. *PVTGS Handbooks: Mankadia*. SCSTRTI, Bhubaneswar, Odisha.
17. Ota, A. B. and A. C. Sahoo 2008. *PVTGS Handbooks: Juanga*. SCSTRTI, Bhubaneswar, Odisha.
18. Mohanty, K. K. 2009. *PVTGS Handbooks: Didayi*. SCSTRTI, Bhubaneswar, Odisha.
19. Ota, A. B. and T. Sahoo. *PVTGS Handbooks: Hill Kharia*. SCSTRTI, Bhubaneswar, Odisha.

SDG Mapping

SDG	**Justification**
SDG 4 – Quality Education	Promotes experiential and visual learning through theme-based movies, documentaries, and museum visits, enhancing understanding of tribal heritage, indigenous knowledge, culture, and social issues.
SDG 5 – Gender Equality	Encourages awareness of gender roles, representation, contributions, and challenges of tribal women reflected through films, museum exhibits, and cultural narratives.
SDG 10 – Reduced Inequalities	Develops understanding of tribal identity, rights, social inclusion, and challenges faced by indigenous communities, promoting respect for marginalized groups.
SDG 11 – Sustainable Cities and Communities	Supports preservation and promotion of tribal heritage, museums, oral traditions, folk arts, crafts, and intangible cultural heritage.

SDG 12 – Responsible Consumption and Production	Highlights sustainable lifestyles, traditional resource management, indigenous practices, and responsible relationships with natural resources.
SDG 13 – Climate Action	Creates awareness about indigenous ecological knowledge, traditional environmental practices, and community-based conservation approaches.
SDG 15 – Life on Land	Promotes understanding of tribal relationships with forests, biodiversity, land, and traditional ecological practices through cultural studies and field visits.
SDG 16 – Peace, Justice and Strong Institutions	Develops awareness of tribal rights, social justice, cultural identity, equality, and community participation.
SDG 17 – Partnerships for the Goals	Encourages collaboration among educational institutions, museums, researchers, cultural organizations, and tribal communities for heritage preservation.

SEMESTER-IV

Fieldwork and Dissertation
Course Code: FD50082
(Credit-20)

Full Marks: 500 marks

Course objectives:

The aim of this course is to provide a wide-ranging understanding of the Literary and Language Related Research Work and Make Students acquainted with various types of data collection. This course also aims to able the students to make data analysis and writing report. The Motive of doing a research is conveying the thoughts of a scholar to the evaluator and pupil who we consider the thesis in future. The main thing to taken care of while draping it should be the language uses, it should preferable be the way everybody could read and understand.

Field Work and Report Writing [600 Contact Hours]

Field Work: Each student shall have to undergo training for learning and use of different techniques of scientific data collection during 30 days of fieldwork under the supervision of a teacher, as nominated by the head of the Programme, in a tribal/rural area. The Programme shall announce the exact date of commencement of fieldwork. Student failing to complete the fieldwork in a particular year can only clear the paper by completing fieldwork next year. Dissertation is to be prepared by the student under the supervision of the concerned teacher. The student is required to submit the dissertation through the supervising teacher to the Head of the Programme for its evaluation at least fifteen days in advance of the date notified for examination. The dissertation shall be evaluated by an external examiner in consultation with the internal examiner (the supervising teacher). The candidate shall be awarded grade both by the internal and external examiners on the basis of his/her dissertation, seminar presentation and viva voice.

SL No	Mode of Evaluation	Credits
1	Selection of Research Topic and Synopsis Presentation	4
2	Literature Review and Preparation of Research Tools (Questionnaires and schedule)	4
3	Fieldwork and Data Collection	4
4	Data Analysis and Report Writing	4
5	Seminar Presentation and Viva voce test on dissertation	4
	TOTAL	20

The Dissertation has to be submitted by the student positively before the end semester examination.

Course Learning Outcomes:

CO 1: The students who successfully complete this course will understand the nature of anthropological research and develop their skills in various types of data collection, interpretation and presentation.

CO 2: After this course the students also able to explore different problems areas of human society, acquire skills in fieldwork, data analysis and report writing.

CO 3: This course will help the students to interpret both biological and social issues faced by the human societies.

CO 4: The students through this paper assess the data presentation and documentation in an effective way.

CO 5: Develop the capability of academic writing and publication of research findings.

Course Outcomes - Programme Outcomes Mapping of Paper FD50082

Course Outcomes ↓ / Program Outcomes →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	2	3	2	3	2	3	1	3	3	3
CO2	2	3	2	3	3	3	2	3	3	3
CO3	2	3	2	3	2	2	1	3	2	2
CO4	2	3	3	2	2	3	1	3	3	3
CO5	2	3	3	3	2	3	1	3	3	3
Average	2.0	3.0	2.4	2.8	2.2	2.8	1.2	3.0	2.8	2.8

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

SDGs Mapping of this course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Develops research skills, fieldwork competence, and academic writing, promoting quality higher education
SDG 5	Gender Equality	Encourages gender-sensitive research design and inclusive data collection practices
SDG 8	Decent Work and Economic Growth	Enhances employability through research, analytical, and reporting skills

SDG 9	Industry, Innovation and Infrastructure	Promotes innovation through data analysis, research tools, and methodological applications
SDG 10	Reduced Inequalities	Supports research on marginalized communities and social disparities
SDG 12	Responsible Consumption and Production	Emphasizes ethical use of data, responsible research practices, and sustainability
SDG 16	Peace, Justice and Strong Institutions	Highlights research ethics, transparency, accountability, and evidence-based policy support
SDG 17	Partnerships for the Goals	Encourages collaborative and interdisciplinary research across institutions and communities

Suggested Readings:

- Ahuja, Ram (2010), *Research Methods*. Jaipur: Rawat Publication.
- Bauer M.W. and G. Gaskell (eds.). (2000). *Qualitative Research with Text, Image and Sound: A Practical Handbook*. London, Sage Publications.
- Bryman A. (1988). *Quantity and Quality in Social Research*. London, Unwin Hyman Ltd.
- Bryman, A. (2001). *Surveying the Social World*, Buckingham. Philadelphia, Open University Press.
- Denzin, N.K. and Y.S. Lincoln. (eds.). (2000). *Handbook of Qualitative Research*. New York, Sage.
- Flick, U. (2009).*An Introduction to Qualitative Research* (4th Edition). London, Sage Publications.
- Giddens, A. (1993). *New Rules of sociological Method* (2nd Edition).Stanford, California, Stanford University Press.
- Grbich, C. (2004). *New Approaches in Social Research*. London, Sage Publications.
- Gupta, C.B and Gupta, V. *An Introduction to Statistical Methods*, New Delhi: Vikas Publishing House PVT Ltd.
- Huberman, A.M. and M.B. Miles.(2002). *The Qualitative Researcher's Companion*. New York, Sage Publications.
- Kothari, C. R. *Research Methodology*, Methods and Techniques –Wiley Eastern Limited – New Delhi
- Silverman, D. (ed.). (2011) *Qualitative Research* (3rd Edition).London, Sage Publications.
- University of Chicago (2010). *The Chicago Manual of Style* (sixteenth ed.). Chicago: Univ. of Chicago Press.
- W.J. Goode and P. K. Hatt (1952) *Methods in Social Research*. McGraw Hill Co.
- Young, P.V. 1956. *Scientific Social Surveys and Research*. London: Prentice-Hall

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