

# Indian Economy and Society

## Course Description

- This course aims to provide an overview of the contemporary discussions on economy, policy, gender and labour issues and environmental issues. This course will serve as a general studies paper for many competitive examinations and keep the student updated with the contemporary socio-economic issues. The course is multi-disciplinary one covering economics, political sciences, sociology and environmental sciences.

## Course Outcomes

- To gain the basic ideas on the Indian Economy, Indian political system, environmental concerns, gender perspectives, and issues of labour rights.
- To understand the growth of the Indian Economy and its sectoral composition.
- To know the distribution of powers between centre state and local governments; and the role of finance commissions in transferring funds to PRIs and ULBs.
- To familiarise and sensitize students about gender concerns and labour rights issues, besides the environmental concerns, and national and global initiatives to halt the degradation of the environment.

## Unit I: Macroeconomic scenario: GDP Growth and Sectoral composition

- India's GDP growth in recent years. Contribution of Agriculture and allied activities, Industry and service sectors to GDP and growth of these sectors in the recent years. Major government initiatives taken by the government to strengthen the economic growth and sectoral growth.
- *LO: This module will educate the students on India's recent scenarios of GDP growth, sectoral composition, and government initiatives to strengthen economic growth.*

## Unit II: Indian polity: Centre and state relation, role of PRIs and ULBs

- Division of power between centre and states: Union List, State list and Concurrent list. Major expenditure obligations and revenue raising abilities of the Union and the state government. 73rd and 74th Constitutional amendments PESA. Status of State Finance Commissions and devolution of functions .functionaries and funds to PRIs and ULBs in India
- *LO: This module will educate the students on the distribution of powers between unions, states, and local governments and the status of state finance commissions in the devolution of funds to Panchayat Raj Institutions and Urban Local Bodies.*

## Unit III: Gender and Labour issues:

- The ideas of Gender. Gender, work and organisation: accounting women's work; impact of policies of globalization on women's work; gender inequality and labour force participation; gender justice and human rights
- Labour Market: wage employment vs self-employment; wage differentials; skill mismatch and productivity; reasons for declining labour share in national income, social security and labour welfare; Labour market regulations and it's impact on employment
- *LO: This module will educate students about the basic concepts of gender-related issues, and labour rights.*

#### **Unit IV: Environmental Concerns:**

- Threats of climate change and actions: Observed Changes, Impacts, and attribution; Responses undertaken to date. Current mitigation and adaptation actions, and Policies are not sufficient; Understanding Net Zero CO<sub>2</sub> and Net zero GHG emissions.
- ***LO: This module will sensitize the students about the threats of climate change, mitigation, adaptation, and commitment of nations to achieve Net Zero emissions.***

#### **Basic Readings:**

- ✓ For Module I please refer to Economic Survey of India latest year
- ✓ For Module II please refer to the 7th Schedule of the Indian Constitution and Latest Finance Commission of India Report, Chapter on local governments
- ✓ For Module III:
  - (a) Government of India (1974), Towards Equality : Report of the Committee on the Status of Women in India, Dept. Of Social Welfare, Ministry of Education and Social Welfare
  - (b) Mazumdar, Vina (1983), Women, Work and Employment: Struggle for a Policy, ICSSR, New Delhi
  - (c) Borjas, George J. Labor Economics. 5th ed. Boston, MA: McGraw-Hill/Irwin, 2010
  - (d) Orley Ashenfelter, Richard Layard, David E. Card (1986), Handbook of labor economics, 1st Edition, North-Holland
- ✓ For Module IV please refer to the Section 2 of Synthesis Report of The IPCC Sixth Assessment Report (AR6) longer Report IPCC IPCC\_AR6\_SYR\_LongerReport.pdf

# **Food and Nutrition**

## **Course Outcome:**

- The students will get basic knowledge on macro and micro nutrients and different types of food and their nutritional contribution.
- The students will gain practical knowledge on market survey and locally available food stuffs from each food group.

## **Learning Outcome:**

- The students will learn the basic concepts in food, nutrition, and health.
- The students will gain an insight into the classification, functions, dietary sources, and daily requirements of various nutrients.

**The students will understand about different food groups and their nutritional contribution**

## **Unit-I: Basic Concepts in Food and Nutrition**

- Introduction to Food and Nutrition Science- Definitions (food, food science, food additive, fermented food, food fortification, functional food, nutrition, health, nutrients, nutritional status, optimal nutrition, nutrition security).
- Classification and Functions of Food- Physiological, psychological, and socio-cultural.
- Food Groups- Basic five and seven food groups, their nutritional contribution.
- Methods of Cooking- Different methods of cooking and their advantages and disadvantages: Dry methods - Frying, Sautéing, Parching, Roasting, Grilling/Broiling, Toasting, And Baking. Moist methods - boiling, steaming, stewing, simmering, poaching, blanching, pressure cooking. Combination method- braising.

## **Unit-II: Macro Nutrients**

- Carbohydrates- Introduction, classification, functions, dietary sources, and daily requirement.
- Proteins- Introduction, classification, functions, dietary sources, and daily requirement.
- Lipids- Introduction, classification, functions, dietary sources, and daily requirement.

## **Unit-III: Micro Nutrients:**

- Fat Soluble Vitamins (A, D, E and K)- Introduction, functions, dietary sources, daily requirement, and deficiency diseases.
- Water Soluble Vitamins (Thiamin, Riboflavin, Niacin, Folate, Vitamin B12 and Vitamin C)- Introduction, functions, dietary sources, daily requirement, and deficiency diseases.
- Minerals (Calcium, Iron, Zinc, and Iodine)- Introduction, functions, dietary sources, daily requirement, and deficiency diseases.

### Text Books:

- ✓ *Srilakshmi. B, Food Science, New Age International (P) Limited Publishers.*
- ✓ *Srilakshmi. B, Nutrition Science, New Age International Pvt. Ltd.*
- ✓ *N. Shakuntala Manay, M. Shadaksharaswamy, Foods Facts and Principles, New Age International (P) Limited Publishers.*
- ✓ *Swaminathan. M, Advanced Text-Book on Food and Nutrition, Volume 1 and 2, The Bangalore printing and publishing co. LTD.*

### Reference Books:

- ✓ *Bamji MS, Krishnaswamy K. Brahman GNV. Textbook of Human Nutrition, Oxford and IBH publish Co Pvt. Ltd.*
- ✓ *Norman. N Potter, Joseph H. Hotchkiss, Food Science, 5th edition, CBS Publishers, and Distributors.*
- ✓ *Mudambi S.R and Rajagopal M.V, Fundamentals of foods and Nutrition, New Age International Pvt. Ltd.*
- ✓ *Gopalan, C. Rama Sastry, B.V., and Balasubramanian, S.C., Nutritive value of Indian Foods, National Institute of Nutrition, ICMR, Hyderabad.*

### E-RESOURCES:

- <http://www.nutrition.gov>
- <http://www.usda.gov>
- <http://egyankosh.ac.in>
- <http://ecourses.icar.gov.in>

### MODEL QUESTIONS

1. Name the fat-soluble vitamins. **(One word)**
2. Define Nutrition. **(Maximum 50 words)**
3. Discuss about the classification of carbohydrate. **(Maximum 250 words)**
4. Explain the classification and functions of food. **(Maximum 800 words)**

# Gender and Human Rights

## Course Objectives

- The course aims to create basic awareness about equality of opportunity and access to public services, to sensitize and create better understanding about equality of opportunity in the access to justice, to create awareness regarding civic and social rights and responsibilities, to create awareness regarding consumer rights, to enhance understanding and sensitivity towards issues related to violence and to create awareness and sensitize towards identity (Linguistic, Cultural, Ethnic and Religious)
- This course is intended to make students aware of the ways in which gender is learned, the implications of gender in our lives, and prospects for change so far as men and women are able to combine and/or reject elements of traditional gender roles.
- The course will look at gender within the context of different social institutions and look at ways in which gender roles are maintained by these institutions, and/or effectively learned through socialization.

## Unit-1

Meaning and Concept of Human Rights

Classification of Rights: Natural, Moral and Legal Rights

Universal Declaration of Human Rights: An Overview

## Unit-2

Human Rights in Indian Context

Role of National Human Rights Commission

Human Rights of the Marginal and Vulnerable Groups

## Unit-3

Meaning and Concept of Gender Studies

Theoretical Approaches: Liberal, Marxist, and Radical

Gender and Law, Legal Rights of Women

## Unit-4

Gender and Society: Religion, Caste and Ethnicity

Gender and the Nation: Representation in the decision-making process

Gender and Economy: Land Rights and Workplace

## Prescribed Texts

- ✓ *A World of Equals: A Textbook on Gender Edited by: Susie Tharu; A. Suneetha; Uma Maheswari Bhrugubanda*

- ✓ *Introduction to Women, Gender, Sexuality Studies* by Miliann Kang, Donovan Lessard, Laura Heston, Sonny Nordmarken
- ✓ *Battered Women and Feminist Lawmaking and the Struggle for Equality* by Elizabeth M. Schneider

### **Suggested Readings**

- ✓ Jaswal, P.S. and Nishtha Jaiswal. 2010. *Human Rights and the Law*. New Delhi: A.P.H. Publishing Corporation.
- ✓ Lauterpacht. 1968. *International Law and Human Rights*. Continent: Show String Prince Inc. Agarwal, H.O, Human Rights: Central Law Publications, Allahabad
- ✓ Chandra, U. *Human Rights* Allahabad Law Agency Publications
- ✓ Yasin, AdiI-UI & Archana Upadhyay (ed)) *Human Rights* Akansha Publishing House, New Delhi, 2004
- ✓ Bhasin, Kamala. (2000). *Understanding Gender*. New Delhi: Kali for Women.
- ✓ Geetha, v. (2000). *Theorising Feminism Gender*. Kolkata: Bhatkal & Sen.
- ✓ Lips, Hilary M. (2014). *Gender: The Basics*. New York: Routledge.
- ✓ Menon, Nivedita. (2012). *Seeing Like A Feminist*. New Delhi: Penguin Books.
- ✓ Yadav, C.P. (ed.) (2007) *Encyclopedia of Women's Problems and their remedies*. New Delhi: Aninol Publications.

**ବହୁମୁଖୀ ପାଠ୍ୟଶାସ୍ତ୍ର**  
**Multidisciplinary Course**  
**ପ୍ରଥମ ପତ୍ର**  
**ତୁଳନାତ୍ମକ ସାହିତ୍ୟ**

**Course Outcome (ପାଠ୍ୟପତ୍ର ଫଳଶ୍ରୁତି):**

ବିବିଧ ଭାଷାର ସାହିତ୍ୟ ମଧ୍ୟରେ ତୁଳନାତ୍ମକ ଅଧ୍ୟୟନ ସାମ୍ପ୍ରତିକ ସମୟର ଏକ ପ୍ରାସଙ୍ଗିକ ବିଷୟ । ଏହାଦ୍ୱାରା ବିଶ୍ୱ ପରିପ୍ରେକ୍ଷୀରେ ସାହିତ୍ୟିକ ସମ୍ପର୍କ ବୁଝିପାଏ ଓ ବିଶ୍ୱ କଲ୍ୟାଣ ସାଧୁତ୍ୱ । ସ୍ନାତକଶ୍ରେଣୀର ବିଦ୍ୟାର୍ଥୀମାନେ ତୁଳନାତ୍ମକ ସାହିତ୍ୟ ଅଧ୍ୟୟନ ମାଧ୍ୟମରେ ବିବିଧଭାଷା ଓ ସାହିତ୍ୟର ଜ୍ଞାନ ଆହରଣ କରିପାରିବେ । ତେଣୁ ବହୁମୁଖୀ ପାଠ୍ୟଶାସ୍ତ୍ରରେ ତୁଳନାତ୍ମକ ସାହିତ୍ୟ ଅତ୍ୟନ୍ତ ଉପାଦେୟ ହେବ ।

**Unit wise Learning Outcome (ପ୍ରତି ଏକକର ଅଧ୍ୟୟନ ଫଳଶ୍ରୁତି):**

୧ମ ଏକକ : ତୁଳନାତ୍ମକ ସାହିତ୍ୟର ତାତ୍ତ୍ୱିକଦିଗ ଉପରେ ଛାତ୍ରଛାତ୍ରୀ ଏଠାରେ ଅବଗତ ହୋଇପାରିବେ । ବିଶେଷତଃ ତୁଳନାତ୍ମକ ସାହିତ୍ୟର ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ବିବିଧରୂପ ଜାଣିପାରିବେ ।

୨ୟ ଏକକ : ସଂସ୍କୃତ ହେଉଛି ଭାରତର ସର୍ବପ୍ରାଚୀନ କାବ୍ୟଭାଷା । ସଂସ୍କୃତ ସାହିତ୍ୟର ବିଖ୍ୟାତ କବି ଓ ନାଟ୍ୟକାର କାଳିଦାସଙ୍କ ସୁପ୍ରସିଦ୍ଧ 'ଅଭିଜ୍ଞାନ ଶାକୁନ୍ତଳମ୍' ନାଟକ ଓ ଆଧୁନିକ ଓଡ଼ିଆ କାବ୍ୟକାର ଗଙ୍ଗାଧରଙ୍କ 'ପ୍ରଣୟବଲ୍ଲରୀ'ର ତୁଳନାତ୍ମକ ଅଧ୍ୟୟନ କରିବାପାଇଁ ଏହି ଏକକରେ ସୁଯୋଗ ରହିଛି ।

୩ୟ ଏକକ : ହିନ୍ଦୀ ଭାରତର ରାଷ୍ଟ୍ର ଭାଷା । ଏହି ଭାଷାର ବିଖ୍ୟାତ ଲେଖକ ପ୍ରେମଚନ୍ଦ୍ରଙ୍କ ଗୋଦାନ ଉପନ୍ୟାସ ଓ ବିଶିଷ୍ଟ ଓଡ଼ିଆ କଥାକାର ଫକୀରମୋହନଙ୍କ 'ଛମାଣ ଆଠଗୁଣ୍ଠ'ର ତୁଳନାତ୍ମକ ସମୀକ୍ଷା ବେଶ୍ ଗୁରୁତ୍ୱ ରଖେ । ଏହି ଏକକରୁ ବିଦ୍ୟାର୍ଥୀମାନେ ତୁଳନାତ୍ମକ ଜ୍ଞାନ ଅର୍ଜନ କରିବେ ।

୪ର୍ଥ ଏକକ: ନୋବେଲ ପୁରସ୍କାର ପ୍ରାପ୍ତ The Waste Land ଗ୍ରନ୍ଥଟି ବିଶ୍ୱବ୍ୟାପୀ ପ୍ରଭାବ ବିସ୍ତାର କରିଛି । ତାହା ସହିତ ଯଶସ୍ୱୀ ଆଧୁନିକ କବି ଗୁରୁପ୍ରସାଦଙ୍କ କାଳପୁରୁଷର କିପରି ସାମଞ୍ଜସ୍ୟ ବା ତାରତମ୍ୟ ରହିଛି , ଛାତ୍ରଛାତ୍ରୀ ତାହା ଏଠାରେ ଅନୁଶୀଳନ କରିବେ ।

## ପାଠ୍ୟ ବିଷୟ

୧ମ ଏକକ : ତୁଳନାତ୍ମକ ସାହିତ୍ୟ: ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ପ୍ରକାରଭେଦ

୨ୟ ଏକକ : ସଂସ୍କୃତ ଓ ଓଡ଼ିଆ : ଅଭିଜ୍ଞାନ ଶାକୁନ୍ତଳମ୍ ଓ ପ୍ରଣୟବଲ୍ଲରୀ

୩ୟ ଏକକ : ହିନ୍ଦୀ ଓ ଓଡ଼ିଆ

ଗୋଦାନ - ପ୍ରେମଚନ୍ଦ ଓ ଛମାଣ ଆଠଗୁଣ୍ଠ-ଫକୀରମୋହନ ସେନାପତି

୪ର୍ଥ ଏକକ : ଇଂରାଜୀ ଓ ଓଡ଼ିଆ: The Waste Land- T.S.Eliot ଓ କାଳପୁରୁଷ- ଗୁରୁପ୍ରସାଦ ମହାନ୍ତି

**ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ (Book of references):**

୧. ସାହିତ୍ୟ ତତ୍ତ୍ୱ : ପ୍ରାଚ୍ୟ ପାଶ୍ଚାତ୍ୟ – ଜ୍ୟୋତ୍ସ୍ନାମୟୀ ପ୍ରଧାନ, ଫେଣ୍ଟସ୍ ପବ୍ଲିଶର୍ସ, କଟକ

୨. ପାଶ୍ଚାତ୍ୟ ସାହିତ୍ୟ ଓ ସମୀକ୍ଷା ତତ୍ତ୍ୱ - ସଂ. କୃଷ୍ଣଚନ୍ଦ୍ର ପ୍ରଧାନ, ପ୍ରାଚୀ ସାହିତ୍ୟ ପ୍ରତିଷ୍ଠାନ, କଟକ

୩. ସାମ୍ପ୍ରତିକ ପାଶ୍ଚାତ୍ୟ ସମୀକ୍ଷାତନା ତତ୍ତ୍ୱ – ଚିତ୍ତ ରଞ୍ଜନ ମିଶ୍ର, ଗ୍ରନ୍ଥ ମନ୍ଦିର, କଟକ

୪. ପାଶ୍ଚାତ୍ୟ ସମୀକ୍ଷାତନା ତତ୍ତ୍ୱ – ଜିତେନ୍ଦ୍ର ନାରାୟଣ ପଟ୍ଟନାୟକ

୫. ତୁଲ୍ୟ କଷତି – ସନ୍ତୋଷ ତ୍ରିପାଠୀ, ଏଥେନା, କଟକ

୬. ଗବେଷଣା ଅନୁବାଦ ଓ ସମ୍ପାଦନାକଳା – ନାରାୟଣ ସାହୁ, ସତ୍ୟ ନାରାୟଣ ବୁକ୍ ସୋର, କଟକ

**ନମୁନା ପ୍ରଶ୍ନ (Sample Questions) :**

୧. କାହାକୁ ତୁଳନାତ୍ମକ ସାହିତ୍ୟର ପିତା ବୋଲି କୁହାଯାଏ ? (୧ ମାର୍କ)

୨. ବିଶ୍ୱର କେଉଁ ଦୁଇଜଣ ପ୍ରସିଦ୍ଧ କବି ତଥା ନାଟ୍ୟକାରଙ୍କ ଉପରେ ମାୟାଧର ମାନସିଂହ ତୁଳନାତ୍ମକ ଗବେଷଣା କାର୍ଯ୍ୟ କରିଛନ୍ତି?  
(୨ ମାର୍କ)

୩. ଗୋଦାନ ଓ ଛମାଣ ଆଠଗୁଣ୍ଠର ପାଞ୍ଚୋଟି ସାମଞ୍ଜସ୍ୟ ଲେଖ । (୫ ମାର୍କ)

୪. ଦୁଷ୍ମନ୍ତ ଚରିତ୍ରକୁ ଚିତ୍ରଣ କରିବାରେ କାଳିଦାସ ଓ ଗଙ୍ଗାଧରଙ୍କ ଦୃଷ୍ଟିକୋଣର ତୁଳନା କର । (୮ ମାର୍କ)



# Philosophy of Bhagavad Gita

## Introduction:

This course on the philosophy of the Bhagavad Gita will offer a comprehensive exploration of the profound philosophical and spiritual teachings found within this ancient Indian text, and provide its applications in Modern life situations, particularly when guidance is required for very many problems in life.

## Course Outcomes:

- Understanding of the ideal of dharma and its role in a civilized society,
- Understanding of the role and importance of knowledge, action, and devotion in life.
- Knowledge of leading life with a sense of detachment.

## Learning Outcome

- **Unit-I** Yoga is to purify our actions, Yoga is to control the mind and senses and Yoga is to link oneself to Supreme with devotion. Yoga is the path of selfless actions without expecting the consequences or results. the spiritual seeker acts according to Dharma (righteousness).
- **Unit-II** An important philosophical concept in Karma yoga, it means to act unselfishly, or without personal gain in mind. When acting out of Nishkama Karma, an individual is acting or acting without any expectation that good will be returned to him/her or without attachment to its fruits.
- **Unit-III** Jnana yoga encourages its adepts to think and speak of themselves in the third person as a way to distance themselves from the Ego and detach their eternal self (atman) from the body-related one (*māyā*).
- **Unit-IV** the Bhagavad Gita places great emphasis on devotion to God. Through devotion, an individual can attain the ultimate truth and realize their unity with the divine. This path of devotion is accessible to all, irrespective of their social standing or spiritual knowledge.

## Unit-I:

Dharma:-Varnadharma, Svabhava, Sadharma- Paradharma

## Unit-II:

Karma:-Classification of Karma; Sense of Agency, Niṣkāma Karma, Lokasaṁgraha, Relation between Karma Yoga and Jñāna yoga.

## Unit-III:

Jnana:- Distinction between Jnana and Vijñāna. Criteria of True Knowledge (Buddhi Yoga & Jñāna Yoga), Kṣetra, Kṣetrajña, Puruṣottama. Sāttvika, Rājasika and Tāmasika Jñāna

## Unit-IV:

Bhakti Yoga:- Four kinds of devotees, Characteristics of Ideal Bhakti- Saraṇāgati & Prapattikrupa (grace);  
Relation between Bhakti Yoga & Jñāna Yoga

### Prescribed Books

- ✓ *S. Radhakrishnan, the Bhagavad Gītā (Trs.&Ed.)*
- ✓ *S. C. Panigrahi, the Concept of Yoga in the Gita, Prajnaloka, Puri*

### Reference Books

- ✓ *K. M. Munshi & R. R. Diwakar, Bhagavad Gītā & Modern Life*
- ✓ *Basanta Kumar Dash, Philosophy of Isopanisad and the Gita, Gyanajuga Publication, Bhubaneswar*
- ✓ *G. K. Warriar, Śrīmad Bhagavad Gītā Bhāṣya of Sri Sankarāchārya: (Trs), Advaita Ashram, Ramakrishna Math.*
- ✓ *P. N. Srinivasachari, the Ethical Philosophy of Gītā.*
- ✓ *Pandita Nilakantha Das, Srimad Bhagavad Gītā, New Students Store Binod Vihari, Cuttack.*
- ✓ *Viharilal Pandits ed., Śrīmad Bhagavad Gītā, (Odia) DharmaGrantha Store, Cuttack..*

### E- Recourses

1. <https://youtu.be/bedsn7xIn0w?si=VW5iQdLgDu5UDhA6>
2. [https://anubooks.com/uploads/session\\_pdf/16623612876.pdf](https://anubooks.com/uploads/session_pdf/16623612876.pdf)
3. <https://ijcrt.org/papers/IJCRT2101218.pdf>
4. <https://youtu.be/HHlv6qJIRjI?si=MML5aslZRwUvE1RI>
5. [https://en.wikipedia.org/wiki/Jnana-Vijnana\\_Yoga](https://en.wikipedia.org/wiki/Jnana-Vijnana_Yoga)
6. [https://en.wikipedia.org/wiki/Bhakti\\_yoga](https://en.wikipedia.org/wiki/Bhakti_yoga)

Sample Questions: 1 for Part- I Objective; Part- II Very Short Type (in 50 Words); Par-III Short Type (in 250 Words); Par-IV Long Type (in 800 Words);

### Unit – I

1. Dharma Literally Means \_\_\_\_\_?
2. What Is Sreya?
3. What Is Varna Dharma?
4. What Is the Meaning of Dharma In the Bhagavad Gita? Discuss.

### Unit – II

1. \_\_\_\_\_is the Vikarma?
2. Distinguish Between Karma, Vikarma, and Akarma.
3. Who Is Fit to Follow the Path of Jnana?
4. Discuss the Concept of Bondage and Liberation In the Bhagavad Gita

### **Unit – III**

1. \_\_\_\_\_Is Called Ksetra?
2. State the Characteristics of Tamasika Jnana.
3. State the Characteristics of Sattvika Jnana.
4. Explain the Jnana of the Bhagavad Gita and illustrate its Significance.

### **Unit – IV**

1. \_\_\_\_\_Is the Highest State of Bhakti?
2. How Jnana and Bhakti Are Related?
3. How Can One Attain the Highest State Niskama Bhakti?
4. What Are the Characteristics of A True Devotee? Discuss.

# Professional Writing

## Course Objectives

- The course aims at teaching students to write grammatically correct, clear, effective prose and applies it to writing for the workplace.
- Its objective is to help students develop writing skills and acquire the knowledge to apply these skills in standard workplace document formats.
- It includes a study of writing in a variety of professional contexts with an emphasis on assessing rhetorical situations and crafting messages to inform and persuade diverse audiences in a variety of forms and formats.

## Unit-1

Writing: Definition and Requirement

Writing Process: Prewriting, Writing and Post writing

Basic Writing Skills

Plain English

## Unit-2

Genres of Writing: Persuasive, Expository, Narrative, Descriptive and Argumentative

## Unit-3

Basic forms: Letters, Application, Memo, Notices and Minutes

Raising the Bar: Presentations, Proposal, and Report

## Unit-4

The Elements of Style: Grammar, Usage, and Mechanics

## Prescribed Texts

- ✓ *The Craft of Professional Writing*, Second Edition by Michael S. Malone
- ✓ *Literature and Art of Communication*. Parhi, Pati, Mohol et al. Cambridge University Press, 2019.
- ✓ *Professional Writing Skills: A Write It Well Guide* by Natasha Terk

## Suggested Readings

- ✓ Huddleston R., and Geoffrey K. Pulia, eds. *A Student's Introduction to English Grammar*. CUP.2005

- ✓ *MLA Handbook for Writers of Research Papers. Eighth edition. Modern Language Association of America. 2021*
- ✓ *Excellence In Business Communication by John V. Thill and Courtland L. Bovee*  
*On Writing Well by William Zinsser*

<https://communicationprogram.wharton.upenn.edu/library/>

<https://www.osou.ac.in/eresources.php>

# **Samskrta –Sastra- Paricyah**

## **Unit-I**

General Idea about the following Samhitas: Rgveda, Yajurveda, Samaveda and Atharva Veda.

## **Unit-II**

General Idea about the following Upanisadas: Isa, Kena, Katha, Prashna, Munda, Mandukya, Taittiriya, Aitareya, Chandogya and Brhadaranyaka.

## **Unit-III**

General Idea about the following Epics & Puranas: Ramayana, Mahabharatam and 18 Mahapuranas

## **Unit-IV**

General Idea about the following Kavyas: Haravijayam, Buddhacaritam, Saundaranandam, Raghvamsam, Kumarasambhavam, Kiratarjuniyam, Sisupalavadham, Naisadhiyacaritam, Meghadutam, Vasavadatta, Kadambari, Harshacaritam, Dasakumaracaritam, Abhijnanasakuntalam, Pancatantram and Hitopadesah.

## **Core Readings:**

- ✓ *History of Sanskrit Literature, A.A. Macdonell, MLBD, Delhi, 2003*
- ✓ *Samkrta Sahitya ka Itihasa, Baladev Upadhyaya, Sarada Niketan, Varanasi*

## **Suggested Readings:**

- ✓ *Samkrta Sahitya Itihasa, H.K. Satapathy, Kitab Mahal, Cuttack.*