



**MAHARAJA SRIRAM CHANDRA BHANJA DEO
UNIVERSITY, BARIPADA**

**Ability Enhancement Courses
as per NEP, 2020
(Credit-8)**

List of Ability Enhancement Courses (Compulsory Course)

For Semester-I a student has to choose one MIL from Odia/Hindi/Sanskrit/Urdu/Santali

Semester	Subject	Credit	Full Mark	End Sem	Mid Sem
I	Odia/ Hindi/ Sanskrit/ Urdu/Santali	4	100	60	40
II	English	4	100	60	40

ପ୍ରଥମ ପର୍ଯ୍ୟାୟ (SEMESTER-I)

ସାମର୍ଥ୍ୟବର୍ଦ୍ଧକ ପାଠ୍ୟକ୍ରମ

Ability Enhancement Course (AEC)

ପରିଶୁଦ୍ଧ ଭାଷା ଓ ଲିଖନ ଧାରା

Course Outcome (ପାଠ୍ୟପତ୍ର ଫଳଶ୍ରୁତି):

ସାହିତ୍ୟର ଲିଖନ ଓ ଅଧ୍ୟୟନ କ୍ଷେତ୍ରରେ ଭାଷାର ପରିଶୁଦ୍ଧତା ନିତ୍ୟ ଆବଶ୍ୟକ । ସାହିତ୍ୟକର୍ମ ବ୍ୟତିରେକ ବିଭିନ୍ନକ୍ଷେତ୍ରରେ ନିର୍ଭୁଲଭାଷା ବ୍ୟବହାର ହେବା ବାଞ୍ଛନୀୟ । ଭାରତର ସମ୍ବିଧାନସ୍ୱୀକୃତ ଭାଷାମାନଙ୍କ ମଧ୍ୟରେ ଓଡ଼ିଆଭାଷାର ସ୍ଥାନ ଗୁରୁତ୍ୱପୂର୍ଣ୍ଣ । ଶିକ୍ଷାର୍ଥୀମାନେ ନିର୍ଭୁଲ ଭାଷା ପ୍ରୟୋଗକ୍ଷେତ୍ରରେ କିପରି ସମର୍ଥ ହେବେ, ସେଥିନିମିତ୍ତ ଏହି ପାଠ୍ୟପତ୍ରଟି ପରିକଳ୍ପିତ । ବିଭିନ୍ନ ପ୍ରତିଯୋଗିତାମୂଳକ ତଥା ପ୍ରାଣୀତନିକ ସେବାମୂଳକ ନିୟୁତ ହେବାପାଇଁ ସମ୍ମୁଖୀନ ହେଉଥିବା ପରୀକ୍ଷାନିମିତ୍ତ ମଧ୍ୟ ଏହା ଶିକ୍ଷାର୍ଥୀଙ୍କୁ ସାହାଯ୍ୟ କରିବ ।

Unit wise Learning Outcome (ପ୍ରତି ଏକକର ଅଧ୍ୟୟନ ଫଳଶ୍ରୁତି):

୧ମ ଏକକ: କ) ଶବ୍ଦ ଗଠନରେ ଶୁଦ୍ଧତା

ଖ) ରୁଚିର ଅର୍ଥ ଅବଗତି

ଗ) ରୁଚିର ପ୍ରୟୋଗବିଧି ଶିକ୍ଷା

୨ୟ ଏକକ: କ) ବାକ୍ୟର ଗଠନରୀତି ଶିକ୍ଷା

ଖ) ବିବିଧ ପ୍ରକାର ବାକ୍ୟ ସମ୍ପର୍କରେ ଧାରଣା

ଗ) ନିର୍ଭୁଲ ବାକ୍ୟଲିଖନ ବିଦ୍ୟା

୩ୟ ଏକକ: କ) ବୃହତ୍ ଅନୁଲେଦକୁ ସଂକ୍ଷିପ୍ତ କରିବାର କୌଶଳ

ଖ) ବିଷୟଗତ ଶୀର୍ଷକ ନିର୍ଦ୍ଧାରଣ କଳା

ଗ) ଅନୁଲେଦରୁ ବିଭିନ୍ନ ପ୍ରଶ୍ନର ଉତ୍ତର ପ୍ରଦାନ

୪ର୍ଥ ଏକକ: କ) ସ୍ତମ୍ଭଲିଖନ ଜ୍ଞାନ

ଖ) ଫିଚର ପ୍ରସ୍ତୁତି

ଗ) ନିର୍ଭୁଲ ପତ୍ରଲିଖନ ଓ ବିଜ୍ଞାପନ ପ୍ରସ୍ତୁତି କଳା

ପାଠ୍ୟ ବିଷୟ

ପ୍ରଥମ ଏକକ: (କ) ଶବ୍ଦର ସଂଜ୍ଞା, ଶୁଦ୍ଧ ଶବ୍ଦ ଓ ବର୍ଣ୍ଣାଶୁଦ୍ଧି

(ଖ) ରୁଚିର ଅର୍ଥ ଓ ପ୍ରୟୋଗ ବିଧି

ଦ୍ୱିତୀୟ ଏକକ: ବାକ୍ୟ ଗଠନରୀତି ଓ ପ୍ରକାର ଭେଦ

ତୃତୀୟ ଏକକ: ଅନୁଲେଦ ସଂକ୍ଷେପଣ, ଶୀର୍ଷକ ନିର୍ଦ୍ଧାରଣ ଓ ପ୍ରକ୍ଳୋଭର

ଚତୁର୍ଥ ଏକକ: ନିର୍ଭୁଲ ଲିଖନ ପଦ୍ଧତି, ସ୍ତମ୍ଭ ଲିଖନ, ଫିଚର, ପତ୍ର ଲିଖନ, ବିଜ୍ଞାପନ ପ୍ରସ୍ତୁତି

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ (Book of reference) :

୧. ସର୍ବସାର ବ୍ୟାକରଣ - ଶ୍ରୀଧର ଦାସ, ଗ୍ରନ୍ଥ ମନ୍ଦିର, କଟକ ।

୨. ସାରସ୍ୱତ ବ୍ୟାବହାରିକ ବ୍ୟାକରଣ - କୃଷ୍ଣଚନ୍ଦ୍ର ପ୍ରଧାନ, ସତ୍ୟ ନାରାୟଣ ବୁକ୍ ହୋର ।

୩. ବୃହତ୍ ଓଡ଼ିଆ ବ୍ୟାକରଣ- ତ୍ରିଲୋଚନ ବେହେରା, ଗୋବିନ୍ଦ ଚନ୍ଦ୍ର ଲେଙ୍କା, ଫ୍ରେଣ୍ଡସ୍ ପବ୍ଲିଶର୍ସ, କଟକ ।

୪. ଆଧୁନିକ ଓଡ଼ିଆ ବ୍ୟାକରଣ- ଧନେଶ୍ୱର ମହାପାତ୍ର, କିତାବ୍ ମହଲ, କଟକ ।

୫. ସାଧାରଣ ଓଡ଼ିଆ ବନାନ ଶୁଦ୍ଧି- ଓଡ଼ିଆ ଭାଷା ପ୍ରତିଷ୍ଠାନ, ଭୁବନେଶ୍ୱର ।

୬. ଗଣମାଧ୍ୟମ ଓ ଗଣଯୋଗାଯୋଗ - ଶିଶିର ବେହେରା, ଫ୍ରେଣ୍ଡସ୍ ପବ୍ଲିଶର୍ସ, କଟକ ।

୭. ଯୋଗାଯୋଗ ମୂଳକ ମାତୃଭାଷା - ବିରଞ୍ଚି ନାରାୟଣ ସାମଲ, ସତ୍ୟନାରାୟଣ ବୁକ୍ ହୋର, କଟକ ।

୮. ଯୋଗାଯୋଗର ଭାଷା - ସୁଧୀର ଚନ୍ଦ୍ର ମହାନ୍ତି, ପ୍ରାଚୀ ପ୍ରକାଶନ, କଟକ ।

୯. ନିର୍ଭୁଲ ଲେଖାର ମୂଳସୂତ୍ର, ନୀଳାଦ୍ରି ଭୂଷଣ ହରିଚନ୍ଦନ, କିତାବ ମହଲ, କଟକ ।

୧୦. ଓଡ଼ିଆ ଭାଷା ବ୍ୟାକରଣ ସୌରଭ, ଚନ୍ଦ୍ରଶେଖର ପତି, ଓଡ଼ିଶା ବୁକ୍ ଏମ୍ପୋରିୟମ୍, କଟକ ।

ନମୁନା ପ୍ରଶ୍ନ (Sample Questions) :

୧. ଶବ୍ଦ କାହାକୁ କୁହାଯାଏ ? (୧ ମାର୍କ)

୨. ପର୍ବତର ଦୁଇଟି ପ୍ରତିଶବ୍ଦ ଲେଖ । (୨ ମାର୍କ)

୩. ବାକ୍ୟର ପ୍ରକାରଭେଦ ଦର୍ଶାଅ । (୫ ମାର୍କ)

୪. ତୁମ ମହାବିଦ୍ୟାଳୟରେ ଏକ ଶିକ୍ଷକ ନିଯୁକ୍ତିପାଇଁ କୌଣସି ସମ୍ବାଦପତ୍ରରେ ଓଡ଼ିଆ ଭାଷାରେ କିପରି ବିଜ୍ଞାପନ ଦିଆଯିବ,

ତାହାର ଏକ ନମୁନା ଲେଖ । (୮ ମାର୍କ)

SEMESTER-I
AEC
प्रयोजनमूलक हिंदी

UNIT - I

प्रयोजनमूलक हिंदी :

प्रयोजनमूलक हिंदी का स्वरूप और परिभाषा, प्रयोजनमूलक हिंदी के भेद, प्रयोजनमूलक हिंदी की विशेषताएँ, प्रयोजनमूलक हिंदी की समस्याएँ और संभावनाएँ

UNIT - II

राजभाषा हिंदी की संवैधानिक स्थिति:

राजभाषा समिति, 1957, राजभाषा के संबंध में राष्ट्रपति के आदेश, 952, 1955, 1960, राजभाषा अधिनियम 1963, राजभाषा अधिनियम 1967, राजभाषा अधिनियम 1976

UNIT - III

कार्यालयी हिंदी:

हिंदी के विविध रूप : राजभाषा, राष्ट्रभाषा, संपर्क भाषा, संचार भाषा, मातृभाषा, सर्जनात्मक भाषा राष्ट्रभाषा और राजभाषा में अंतर, मानक हिंदी

कार्यालयी हिंदी के प्रमुख प्रकार्य

आलेखन: परिभाषा, स्वरूप, विशेषता, प्रारूप

टिप्पण: परिभाषा, स्वरूप, विशेषता, प्रारूप

पत्रलेखन, पल्लवन, संक्षेपण

पारिभाषिक शब्दावली : पारिभाषिक शब्दावली का स्वरूप एवं महत्त्व
पारिभाषिक शब्दावली निर्माण के सिद्धांत, पारिभाषिक शब्दावली के भेद, ज्ञान-
विज्ञान के विभिन्न क्षेत्रों में प्रयुक्त कुछ निर्धारित पारिभाषिक शब्दावली

UNIT - IV

हिंदी में कंप्यूटर का अनुप्रयोग:

कंप्यूटर का परिचय, कंप्यूटर की संरचना, कंप्यूटर के प्रकार, कंप्यूटर की
उपयोगिता, हिंदी में शब्द संसाधन, हिंदी में डाटा संसाधन, वेब पब्लिशिंग, वेब
पेज डिजाइनर

इंटरनेट :

इंटरनेट स्वरूप और विकास इंटरनेट : कार्यप्राणाली, इंटरनेट के संपर्क
उपकरणों का परिचय, इंटरनेट एक्सप्लोरर, इंटरनेट की अनुप्रयुक्तता।

लिंक, ई-मेल, ब्राउजिंग, अपलोडिंग, डाउनलोडिंग, न्यू मीडिया, वेब पत्रकारिता,
ब्लॉगिंग, इंटरनेट रिले चैट, हिंदी के प्रमुख इंटरनेट पोर्टल।

पाठ्य पुस्तक:

1. प्रयोजनमूलक हिंदी- प्रो. राधाकांत मिश्र,
डॉ. अमूल्य रत्न महांती,
प्लैनेट वी, हिंदी बुक सेंटर, बादामबाड़ी, कटक

ABILITY ENHANCEMENT COURSE (AEC)

SEMESTER-I

Functional Sanskrit

Unit-I Sanskrit Alphabets, General Idea about Sanskrit Karaka, Vibhakti, Vacana, Purusa, Pada, Linga, Vacya, Lakara, Upasarga.

Unit-II Useful Sanskrit words, Sentence Formation in Sanskrit, Simple Sanskrit Sentences for conversation, Preparation of News in Sanskrit.

Unit-III Letter writing in Sanskrit, Notice Writing in Sanskrit, Invitation writing in Sanskrit, Description of Festivals in Sanskrit.

Unit-IV Sloka Recitations, Numerical Counting in Sanskrit, Sanskrit Story telling, Self introduction in Sanskrit (Practical).

Core Readings:

1. Samskrta Vyakarana Darpana,
2. Samskrta Vyakarana manjusa, Kamalesh Bhatia, Chaukhamba Sanskrit Pratisthan, Delhi,2022

Suggested Readings:

1. Samskrta jnananidhi, Dr.Ram Vilash Choudhuri and Dr. Dhruva Kumari Choudhuri, MLBD, Delhi, Reprint,2016
2. A Higher Sanskrit Grammar, M.R. Kale, MLBD, Delhi,2005

Ability Enhancement Course (AEC)

SEMESTER-I

اردو و اصل الی و رسم اس الی ب

URDU MOASLAT-O-MORASLAT

Credit: 4

Full Mark: 100

Course Outcomes:

1. To build up the Primary skill in students to use the language effectively in public and work domain both.
2. To give students practice in writing responses and narration of a particular situation.

UNIT-I

لرشہ اور ن. ن.

1- ن. ن. لک ا تیمرو الفدہ ت

2- و اصل الی ت اردو

Learning Outcome: After completion of this unit the learner will be able to explain the relation between society and language and develop understanding about language utility and communicative Urdu.

UNIT-II

وقادع اور دن بس الفظ 1- لاضتدالی
طسا ن. ن. لے الے قج و الے الفظ - طور رعب اور اف ریسع مع الفظ - ظک کشم لب

طرت مداف الفظ - طم هوص

2- الاضتدالی، غظلی اور و ن صرئنی لرم ابک سے کج بصر المقتسل لک کشم

Learning Outcome: After completion of this unit the learner will be able to explain the basic grammar of language and its uses.

UNIT III

رو رزمہ، احمورے اور رض بلالحن ال

1- رعب و اف ریسع سے اعتمس ررو رزمہ، احمورے اور رض بلالحن ال کے المقتسل لک کشم

2- دسہرو رزمہ، احمورے اور رض بلالحن ال کے المقتسل لک کشم

Learning Outcome: After completion of this unit the learner will be able to explain the uses of native and loan inputs of Urdu language

and develop skill of presentation and expression needed in the academic as well as professional domain.

UNITIV

رہنمائی کی شرح

1۔ میڈیٹاگری اور رپورٹنگ بلگری

2۔ ٹرانسپارینسی بلوروسال بلوچان۔ ب

3۔ خطوط/دروخ اس بلگری

Learning Outcome: After completion of this unit the learner will be able to uses the language in different situation and develop communicative ability hence creating employability for them.

L اور تک

1۔ اردو ن۔ ا۔ روزادع) بصر اول و دوم (--- عیشرا دمہ حصیقہ

2۔ اردو ص ف--- دمہ اصنرا بلل

3۔ اردو و جن--- دمہ اصنرا بلل

4۔ اردو کی اسلین لیکشت--- رم رال بلخ ادماجی ب

5۔ اردو ص ف و و جن--- و مولی دبع احل

Model Questions

- 01 1۔ ی سکظا فلے کم ہی نعم اللہ طلبکہ الے تے یہ؟
- 02 2۔ س ا ن۔ لے سے ایک تہہ سے یہ ان کم ن الے سے و اجضے بیک۔
- 05 3۔ ن۔ لے کا تیمہ و الفدہ تہ پان کر صتخون ب لہہ۔
- 08 4۔ اے نپ و ادل و کطخہ فکر کا اریہن ان پدی ملیفت س رگی مے سن۔ لے بیک۔

SEMESTER – I

Ability Enhancement Course (AEC)

AEC-MIL (Santali) Sagay Joraw

Credit-4

Full Marks – 100

Mid Semester 40 + End Semester 60

Course Outcome (ଫଳପ୍ରାପ୍ତିର ଉଦ୍ଦେଶ୍ୟ) – ପଢ଼ାପଢ଼ିବା ଉପରେ ଏକ ପ୍ରତିକ୍ରିୟା ଉତ୍ତର ଯୋଗାଇ ଦେବା । ପଢ଼ାପଢ଼ିବା ପ୍ରକ୍ରିୟାରେ ଉପଯୁକ୍ତ ଉପାଦାନଗୁଡ଼ିକର ଉପଯୋଗ କରି ଉପଯୁକ୍ତ ଉତ୍ତର ଦେବା । ଏହାକୁ ବ୍ୟବହାର କରି ଉପଯୁକ୍ତ ଉତ୍ତର ଦେବା । ପଢ଼ାପଢ଼ିବା ପ୍ରକ୍ରିୟାରେ ଉପଯୁକ୍ତ ଉପାଦାନଗୁଡ଼ିକର ଉପଯୋଗ କରି ଉପଯୁକ୍ତ ଉତ୍ତର ଦେବା ।

Unit wise Learning outcome (ଏକକ୍ଷେତ୍ର ପଢ଼ାପଢ଼ିବା ଉଦ୍ଦେଶ୍ୟର ଉଦ୍ଦେଶ୍ୟ) –

Unit – I : ପଢ଼ାପଢ଼ିବା ଉପରେ ଉପଯୁକ୍ତ ଉପାଦାନଗୁଡ଼ିକର ଉପଯୋଗ କରି ଉପଯୁକ୍ତ ଉତ୍ତର ଦେବା । ପଢ଼ାପଢ଼ିବା ପ୍ରକ୍ରିୟାରେ ଉପଯୁକ୍ତ ଉପାଦାନଗୁଡ଼ିକର ଉପଯୋଗ କରି ଉପଯୁକ୍ତ ଉତ୍ତର ଦେବା ।

Unit – II : ପଢ଼ାପଢ଼ିବା ଉପରେ ଉପଯୁକ୍ତ ଉପାଦାନଗୁଡ଼ିକର ଉପଯୋଗ କରି ଉପଯୁକ୍ତ ଉତ୍ତର ଦେବା । ପଢ଼ାପଢ଼ିବା ପ୍ରକ୍ରିୟାରେ ଉପଯୁକ୍ତ ଉପାଦାନଗୁଡ଼ିକର ଉପଯୋଗ କରି ଉପଯୁକ୍ତ ଉତ୍ତର ଦେବା ।

Unit – III : ପଢ଼ାପଢ଼ିବା ଉପରେ ଉପଯୁକ୍ତ ଉପାଦାନଗୁଡ଼ିକର ଉପଯୋଗ କରି ଉପଯୁକ୍ତ ଉତ୍ତର ଦେବା । ପଢ଼ାପଢ଼ିବା ପ୍ରକ୍ରିୟାରେ ଉପଯୁକ୍ତ ଉପାଦାନଗୁଡ଼ିକର ଉପଯୋଗ କରି ଉପଯୁକ୍ତ ଉତ୍ତର ଦେବା ।

Unit – IV : ପଢ଼ାପଢ଼ିବା ଉପରେ ଉପଯୁକ୍ତ ଉପାଦାନଗୁଡ଼ିକର ଉପଯୋଗ କରି ଉପଯୁକ୍ତ ଉତ୍ତର ଦେବା । ପଢ଼ାପଢ଼ିବା ପ୍ରକ୍ରିୟାରେ ଉପଯୁକ୍ତ ଉପାଦାନଗୁଡ଼ିକର ଉପଯୋଗ କରି ଉପଯୁକ୍ତ ଉତ୍ତର ଦେବା ।

ପଢ଼ାପଢ଼ିବା ପ୍ରକ୍ରିୟା

Unit-I - ପଢ଼ାପଢ଼ିବା ପ୍ରକ୍ରିୟା ଉପରେ ଉପଯୁକ୍ତ ଉପାଦାନଗୁଡ଼ିକର ଉପଯୋଗ କରି ଉପଯୁକ୍ତ ଉତ୍ତର ଦେବା । ପଢ଼ାପଢ଼ିବା ପ୍ରକ୍ରିୟାରେ ଉପଯୁକ୍ତ ଉପାଦାନଗୁଡ଼ିକର ଉପଯୋଗ କରି ଉପଯୁକ୍ତ ଉତ୍ତର ଦେବା ।

Unit -II – ପଢ଼ାପଢ଼ିବା ପ୍ରକ୍ରିୟା (ପଢ଼ାପଢ଼ିବା ପ୍ରକ୍ରିୟାରେ ଉପଯୁକ୍ତ ଉପାଦାନଗୁଡ଼ିକର ଉପଯୋଗ କରି ଉପଯୁକ୍ତ ଉତ୍ତର ଦେବା । ପଢ଼ାପଢ଼ିବା ପ୍ରକ୍ରିୟାରେ ଉପଯୁକ୍ତ ଉପାଦାନଗୁଡ଼ିକର ଉପଯୋଗ କରି ଉପଯୁକ୍ତ ଉତ୍ତର ଦେବା ।

Unit-III – ପଢ଼ାପଢ଼ିବା ପ୍ରକ୍ରିୟାରେ ଉପଯୁକ୍ତ ଉପାଦାନଗୁଡ଼ିକର ଉପଯୋଗ କରି ଉପଯୁକ୍ତ ଉତ୍ତର ଦେବା । ପଢ଼ାପଢ଼ିବା ପ୍ରକ୍ରିୟାରେ ଉପଯୁକ୍ତ ଉପାଦାନଗୁଡ଼ିକର ଉପଯୋଗ କରି ଉପଯୁକ୍ତ ଉତ୍ତର ଦେବା ।

SEMESTER-II

English

Introduction:

This Course aims at providing students familiarity with all components of language learning; listening, speaking, reading, writing, grammar and vocabulary which will eventually help in development of communication skills. This is an activity-based, goal-oriented, functional course, which aims to make the students able and efficient communicators by helping them to be self-reflexive about English. This course has a predefined context of being supportive and complementary to the core courses in various disciplines. Therefore, unlike most other courses in English Communication on offer, it does not seek to build facile fluency that passes off as communicative competence. Rather, it intends to equip the students with the relevant skills of presentation and expression needed in the academic as well as in the professional domains. While reading skills exercises are meant to promote the acquisition of analytical and comprehension skills, writing skills exercises are centred on sentence construction, paragraph development and précis writing. In this course there is ample scope to build the speaking and listening skills of students with an emphasis on interactive learning and articulation.

Course Objectives

- Develop in students the required knowledge, skills, and judgement around human communication that facilitate their ability to work collaboratively with others.
- Enable the students to understand and practise different techniques of communication. Through this course, they will familiarise themselves with different types of communication. Enhance the employability of students by developing in them the required skills of communication in English, so as to enable them to: 2 i. Speak correctly, intelligibly and fluently as well as to listen and comprehend accurately when spoken to, so as to be able to communicate effectively and with confidence in a variety of social, academic and work-related situations; ii. Read and comprehend accurately the various kinds of written texts which they may be expected to deal with; iii. Write effectively in a number of different genres (forms) of writing, relevant to social, academic and work-related needs;
- Develop interpersonal skills and the attitudes required for effective functioning in different social and work-related situations.
- Provide cognitive and cultural enrichment through exposure to a variety of humanistic learning experiences. General Pedagogical Principles 1. Instruction will essentially be activity-based. Each session will provide a variety and range of activities, pitched at different levels of linguistic competence. Group activities will be encouraged. The links between theory and practice will constantly be exemplified and highlighted. Theoretical inputs will be provided, as far as possible, in a non-technical manner. 2. Periodical tests may be conducted to assess skills and application of theoretical principles and not recalling information from memory. The skills of Listening and

Speaking may be tested through oral examinations in the classes, depending on time and scope. 3. An inventory of available software, including audio/ audio-visual materials should be made, and the use of such materials be standardised across all colleges. If necessary, software tailored to the requirements of the program should be produced in collaboration with appropriate agencies. 4. Although portions of selected texts will be used to develop the skills, a teacher is free to use material recommended by the experts. 5. The course cannot be effectively implemented unless all instructors are properly oriented. It should be ensured that orientation programs are organised before the curriculum is implemented. Handbooks must be produced and made available to all instructors. 3 6. Workshops for the development of instructional materials by members of college faculties should be organised periodically, as a part of on-going orientation.

Attention

The course drives away the myth that communicative competence in a language is honed, built and effectively practiced by learning and mastering the grammar, phonetics of a language or appropriating the accent and structures of the native tongue. Rather it is an adaptation with equal blend of the first language and the context in collaboration with the foreign tongue achieved by suitable use of texts from literature. So the teachers as well as students are advised to use as much literary texts as possible from the texts prescribed and other sources for providing an exposure to the students to be aware of the truth that literature enables skilful communication. The examination questions will be set according to the texts and topics prescribed.

Unit-I

English Language and Communication: Introduction (9 hours)

- I. Communication, its importance and factors that determine communication (sender, receiver, channel, code, topic, message, context, feedback, barriers) models of communication, the information gap principle: given and new information; information overload, redundancy and cliches, the importance of audience and purpose ii. Types of communication: horizontal, vertical, interpersonal, lateral and grapevine iii. Verbal and nonverbal communication, body language and its manifestations in different cultures, written and oral communication, bias-free communication, political correctness. iv. Styles of Communication: formal, informal and semi formal Note: The topics listed above should be introduced briefly in the theory classes. The reflections of the students' understanding may be assessed by the facilitator through exercises. The teacher/facilitator can refer to the books recommended under 'prescribed readings' for teaching and exercise purposes. He/she can refer to valid and recognised web-resources and additional titles from renowned publishing houses for the same purpose.

Texts

- ✓ Communicative English OSHEC Publication. Chapters: Unit-I
- ✓ Literature and Art of Communication by Asima Ranjan Parhi, Madhusmita Pati, Subhra Prakash Das and Shakina Mohol, Cambridge University Press, 2019.
- ✓ The International Encyclopedia of Communication. Malden, MA: Blackwell Publishing. (ebook) 4

Suggested Readings

- ✓ A Cognitive Approach to Language Learning. Oxford University Press Donsbach, Wolfgang. (2008).
- ✓ 'Prospect of Electronic Media as Curriculum in Non-Native Contexts', by Parhi and Dutta in I-Manager's Journal on English Language Teaching, 4(2)2014. <https://files.eric.ed.gov>. pdf
- ✓ 21st Century Communication: A Reference Handbook. Thousand Oaks, Calif: SAGE Reference. (e-book)
- ✓ Written and Spoken Communication in English published by Orient Blackswan
- ✓ Indian English through Newspapers, A R Parhi, Concept, New Delhi, 2008.
- ✓ An Introduction to Professional English and Soft Skills by Das et al
- ✓ *Communicative Competence*. T T Panigrahi, Notion Press, India, Singapore and Malaysia
- ✓ Soft Skills for Your Career, by Kalyani Samantaray. OUP
- ✓ An Anthology of English Prose 1400–1900 Cambridge University Press 2015.

Unit-II

English Language and Communication: Listening and Speaking (9 hours)

- I. Types of listening (active and passive), listening to respond (how, when and why), empathic listening and interactive listening ii. Speaking to communicate effectively: fluency, accuracy. intelligibility and clarity iii. Style of speaking in various situations: formal, informal and semi-formal, tentative and cautionary, simple and plain English iv. English pronunciation: vowel and consonant sounds, diphthong, IPA, syllable division and primary stress in words, stress shift, sentence rhythm and weak forms, contrastive stress in sentences, intonation: falling and rising tones, varieties of spoken Englishes: Standard Indian, American and British (R.P.); 'Neutral English' , newspapers, ad captions and their contribution to the shaping of Indian English as a standard language

Note: This unit does not go deep into phonetics. The objective is to train students to refer to a Learners' Dictionary to find out the correct pronunciation of words. Students will be introduced to phonemic transcription using IPA symbols in theory classes and further practice will be provided during exercises/practices.

The teacher/facilitator will include simple questions on phonemic transcription and the marking of stress in words and sentences. The teacher/facilitator can refer to the books recommended under both 'Texts' and 'Suggested Readings' for teaching and exercise purposes. He/she can refer to valid and recognised webresources and additional titles from renowned publishing houses for the same purpose.

Texts

- ✓ Communicative English OSHEC publication. Chapter-Unit I
- ✓ The Sound of English by www.pronunciationstudio.com
- ✓ 'Towards the Anti-Canon: A Brief Focus on Newspaper English in India', SHSS (Studies in Humanities and Social Sciences, UGC Care), Ed. T.R. Sharma, IAS (Indian Institute of Advanced Study), Shimla, Vol. XIII, No.1, Summer 2006, pp.143-155. <http://14.139.58.200>, ias.ac.in/journals Asima Ranjan Parhi.

Suggested Readings

- ✓ The Sounds of English Around the World: An Introduction to Phonetics and Phonology Cambridge University Press
- ✓ "Listening in the Language Classroom", pp. 58 - 76 DOI: <https://doi.org/10.1017/CBO9780511575945.006>, Cambridge University Press, Print publication year: 2009
- ✓ An Introduction to Professional English and Soft Skills by Das et al.
- ✓ Teaching the Spoken Language. Cambridge University Press Speaking. Oxford University Press
- ✓ *Communicative Competence*. Notion Press, India, Singapore and Malaysia
- ✓ Exploring Spoken English. Cambridge University Press English Conversation. Oxford University Press
- ✓ **The English Language in India: From Racial-Colonial to Democratic**", *EJBS (The European Journal of Behavioural Sciences)* 3 (1): page:8-16, Dec. 2020. DOI-10.33422/ejbs.v3i1.302

Unit-III

English Language and Communication: Reading and Writing (9 hours)

- I. Reading methods and techniques: fluency, accessing meaning, levels of competence, skimming and scanning, global and local reading, silent reading and reading aloud ii. Reading texts to understand literal, metaphorical and suggested meanings (essays, poems and stories), identifying the tone (admiring, accusatory, ironical, sympathetic, ambiguous and neutral etc.) of the writer iii. Writing process: brainstorming, pre-writing, writing and post writing, coherence, cohesion, style, iv. Writing short texts: paragraph writing; writing longer texts: literary writing, academic writing and media writing

Note: This unit will focus on the basic principles of reading and writing as forms of communication. The teacher/facilitator may use reading material from literary texts, media writings, non-fiction prose and other written discourses. He/she needs to adopt caution in selecting the reading materials. Reading and writing are related activities. The insights gained through training in reading can be utilised for effective writing. The teacher/facilitator must refer to the chapters and topics from the books recommended under ‘Prescribed Texts’ for teaching and exercise purposes. From which questions will be set for the examination. He/she can refer to valid and recognised web-resources and additional titles from renowned publishing houses for the same purpose.

Prescribed Pieces/Texts

- ✓ *Communicative English* OSHEC Publication. Chapters:Unit-III
- ✓ From *The Winged Word*, David Greene, Macmillan.1974 and *Melodious Songs and Memorable Tales*, 2015:
- ✓ ‘Daffodils’ by William Wordsworth, ‘When we two Parted’ by Lord Byron, ‘The Last Ride Together’ by Robert Browning, “Self Portrait” by A K Ramanujan.
- ✓ From *The Widening Arc*. Kitab Bhavan, 2016, A R Parhi, S Deepika, P Jani :
- ✓ ‘No Learning without Feeling’ by Claire Needell Hollander and ‘The Empty Page’ by Steven Harvey, ‘George V High School’ by Dinanath Pathy

Suggested Readings

- ✓ The Oxford Essential Guide to Writing Oxford University Press 2000.
- ✓ An Introduction to Professional English and Soft Skills Das et al
- ✓ The Classic Guide to Better Writing: Step-by-Step Techniques and Exercises to Write Simply, Clearly and Correctly Oxford University Press, 1996
- ✓ Ways of Reading: Advanced Reading Skills for Students of Literature Routledge. 2007.
- ✓ ‘Semantic Excess or New Canons? Exploring the Print Media’, Journal of Media and Communication, 2010. Research Gate <https://www.researchgate.net.237>. A R Parhi
- ✓ An Anthology of English Prose 1400–1900Cambridge University Press 2015

Unit-IV

- I. English Language and Communication: Grammar and Vocabulary (9hours) i. Grammar for meaning, multiplicity of meaning, grammar in communication ii. Stative and dynamic verbs, modals and auxiliaries, tense and time reference, aspect,voice, modality, negation, interrogation; reported questions and tag questions, complex noun phrases, concord phrasal verbs. iii. Sentence structure: simple, compound and complex, clauses, types of sentences:statement, questions, exclamations,commands iv. Functions of language,usage-oriented vocabulary, neutral vocabulary Note: The teaching of grammar and vocabulary in this unit need to be connected to communication teaching. Teachers/Instructors may select other areas of grammar for review depending on the needs. They will identify the grammatical errors commonly made by their students in speech as well as writing.

The remediation of these errors may require some explanations of grammar. Instructors should use many grammar and vocabulary related exercises and through them will provide all the grammatical information needed to explain the errors that are identified. The teacher/facilitator can refer to the books recommended under 'suggested readings' for teaching and exercise purposes. He/she can refer to valid and recognised web-resources and additional titles from renowned publishing houses for the same purpose.

Texts

- ✓ Communicative English OSHEC publication. Chapters: Unit-III Communicative Grammar of English by Geoffrey Leech. Routledge publications, 2002
- ✓ Oxford Practical English Usage (International Edition 2016) by Michael Swan

Suggested Readings

- ✓ The Widening Arc, Kitab Bhavan, Asima R Parhi, S Deepika, P Jani, 2016.
- ✓ Writing Skills Remapping: An Anthology for Degree Classes Orient Blackswan
- ✓ An Anthology of English Prose 1400–1900 Cambridge University Press 2015

Scheme of Evaluation

- ✓ Midterm test: 20 marks

5x1=5 (short answer, short notes, comprehension questions)

5x1=5 (Analytical, perspective-based and critical-analysis questions)

5x2=10 (activity/practice/reports/case studies/response papers/assignments etc.)

The teacher will have the flexibility of conducting internal examinations or assess the students' learning outcomes through activities, short projects, case studies etc. from all 20 marks/ in parts

Final Examination: 80 marks

Unit1: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Unit 2: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Unit 3: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Unit 4: 1 long answer question+ 1 short note/analysis (15+05) =20 marks