

**SHAILABALA WOMEN'S AUTONOMOUS COLLEGE
CUTTACK**

SYLLABUS

M.A. SANSKRIT

SESSION: 2022-2023



P.G. DEPARTMENT OF SANSKRIT

PG SYLLABUS STRUCTURE

| SEMESTER-I | | | | | | | |
|-------------------|--------------|------------------------------|-------|-----------|-----------------------------------|------------|------------|
| Sl. No | Course code | Paper title | Units | Credits | Marks | | |
| | | | | | Mid-Sem | End - Sem | Total |
| 1 | HC-101 | Vedic Language & Literature | 5 | 5 | 30 | 70 | 100 |
| 2 | HC-102 | Grammar | 5 | 5 | 30 | 70 | 100 |
| 3 | HC-103 | Systems of Indian Philosophy | 5 | 5 | 30 | 70 | 100 |
| 4 | HC-104 | Prose and Poetry | 5 | 5 | 30 | 70 | 100 |
| 5 | AC-101 | Computer Application | 3 | 3 | Mid Sem 10+ Practical 10 | 30 | 50 |
| | Total | | | 23 | 140 | 310 | 450 |

| SEMESTER-II | | | | | | | | |
|--------------------|------------------|-------------|-----------------|-------|---------|---------|---------|-------|
| Sl. No. | Nature of Course | Course Code | Paper Title | Units | Credits | Marks | | |
| | | | | | | Mid-Sem | End-Sem | Total |
| 1 | Hard Core | HC-201 | Ancillary Vedic | 5 | 5 | 30 | 70 | 100 |

| | | | | | | | | |
|---|---------------|--------|--|---|----|-----|-----|-----|
| | | | Literature | | | | | |
| 2 | Hard Core | HC-202 | Grammar and Philology | 5 | 5 | 30 | 70 | 100 |
| 3 | Hard Core | HC-203 | Sanskrit Plays | 5 | 5 | 30 | 70 | 100 |
| 4 | Hard Core | HC-204 | History of Sanskrit literature | - | 5 | 30 | 70 | 100 |
| 5 | Core Elective | CE-201 | {GROUP-A} Prosody and Poetics | 5 | 5 | 30 | 70 | 100 |
| | | | {GROUP-B} Krdanta and Atmanepada Prakaranas | | | | | |
| 6 | Open Elective | OE-201 | Yoga for Personality Development and Stress Management | - | 4 | - | 50 | 50 |
| | Total | | | | 29 | 150 | 400 | 550 |

SEMESTER-III

| Sl. No | Nature of Course | Course Code | Paper Title | Units | Credits | Marks | | |
|--------|------------------|-------------|--|-------|---------|---------|---------|-------|
| | | | | | | Mid-Sem | End-Sem | Total |
| 1 | Hard Core | HC-301 | Research Methodology | 5 | 5 | 30 | 70 | 100 |
| 2 | Hard Core | HC-302 | Translation, Editing and Writing Skill | 5 | 5 | 30 | 70 | 100 |
| 3 | Hard Core | HC-303 | Communicative Sanskrit | 5 | 5 | 30 | 70 | 100 |
| 4 | Core Elective | CE-301 | {GROUP-A} Poetics | 5 | 5 | 30 | 70 | 100 |
| | | | {GROUP-B} Philosophical Grammar-I | | | | | |
| 5 | Core Elective | CE-302 | {GROUP-A} Prose, Poetry & Drama | 5 | 5 | 30 | 70 | 100 |
| | | | {GROUP-B} Pracina-Vyakarana (Bhasya and Kasika) | | | | | |
| 6 | Field Internship | FI-301 | Field Internship | - | 3 | - | 50 | 50 |
| | Total | | | | 28 | 150 | 400 | 550 |

SEMESTER-IV

| Sl. No | Course code | Paper title | Units | Credits | Marks | | |
|--------|-------------|--|-------|---------|---------|-----------|-------|
| | | | | | Mid-Sem | End – Sem | Total |
| 1 | HC-401 | Technical literature | 5 | 5 | 30 | 70 | 100 |
| 2 | HC-402 | Indian History and culture | 5 | 5 | 30 | 70 | 100 |
| 3 | HC-403 | Dissertation | ----- | 5 | ----- | 100 | 100 |
| 4 | CE-401 | {GROUP-A} Prosody and Poetics | 5 | 5 | 30 | 70 | 100 |
| | | {GROUP-B} Philosophical Grammar -II | | | | | |
| 5 | AC-401 | Women and society | 3 | 3 | 15 | 35 | 50 |
| | Total | | | 23 | 105 | 345 | 450 |

SUMMARY

| | | |
|---------------------|--------|------|
| HC-Hard Core | 14×100 | 1400 |
| CE-Core Elective | 4×100 | 400 |
| OE-Open Elective | 1×50 | 50 |
| AC-Allied Elective | 2×50 | 100 |
| FI-Field Internship | 1×50 | 50 |
| Total Marks: | | 2000 |

SUMMARY

| Semester | Credits | Total Marks |
|----------|---------|-------------|
| Sem-I | 23 | 450 |
| Sem-II | 29 | 550 |
| Sem-III | 28 | 550 |
| Sem-IV | 23 | 450 |
| Total | 103 | 2000 |

Instructions to the Board of Studies:

1. Program Outcome for each program/discipline/subject must be given.
2. Each paper/course must have objectives and learning outcomes.
3. Each theory paper must have five (05) units.
4. Each unit must have three (03) components.
5. Each practical paper must include minimum eight (08) experiments/tests.

FIRST SEMESTER

HARD CORE-101

COURSE OBJECTIVES:

1. To provide knowledge about Vedic deities and their supreme power.
2. Students will know about theory of soul element and concept of Salvation.
3. Students will learn about Derivation and meaning of Vedic words by which they will able to understand Vedic hymns properly.
4. To Increase students understanding of Vedic systems and their philosophy for spiritualistic development.

| COURSE CODE | COURSE NAME | MARKS | CREDITS |
|--------------------|---|------------------------------|----------------|
| HC-101 | VEDIC LANGUAGE AND LITERATURE | 100=70(End-Sem) +30(Mid-Sem) | 5 Cr |
| Unit-I | Hymns from the <i>Rgveda</i> with Sayana's commentary on (i) <i>Agni</i> (I.1) (ii) <i>Indra</i> (II.12) (iii) <i>Usas</i> (V.80), (iv) <i>Nasadiya suktam</i> (X. 129). One Long Question-10 One Explanation-4 | 14 | |
| Unit-II | Hymns from the <i>Atharvaveda</i> with Sayana's Commentary (i) <i>Medhajananam</i> - (I.1) (ii) <i>Prithvi</i> (XII.I) 1-20 mantras, (iii) <i>Kala</i> (XIX.53) One Long Question-10 One Explanation-4 | 14 | |
| Unit-III | Aitareya Brahmana - Harischandra- Sunahsepa- upakhyana One Long Question-10 One Explanation - 4 | 14 | |
| Unit-IV | <i>Ishavasyopanisad</i> | 14 | |

| | | | |
|--------|---|----|--|
| | One Long Question-10 One Explanation-4 | | |
| Unit-V | <i>Kenopanisad</i> One Long Question-10 One Explanation-4 | 14 | |

Books recommended:

1. The New Vedic Selection, Telang & Chaubey, Bharatiya Vidya Prakashan, Varanasi, Part-I & Part-II, 1973
2. avina Vaidika Sancayanam (Part I&II), Jamuna Pathak and Umesh Prasad Singh, Chowkhamba Krishnadas Academy, Varanasi, 2005 & 2010.
3. Rksukta-Vaijayanti - H.D.Velankar, Vaidika Samshodhana Mandala, Pune, 1965
4. ksuktashati - HD. Velankar, Bharatiya Vidya Bhavan, Mumbai, 1972
5. Atharvaveda with Sayana's comm. - (4 vols.) published from V.V.R.I, Hoshiarpur, Punjab.
6. Vaidika Sahitya aur Samskriti, Baladev Upadhyay, Sharada Samsthan, 37 B, Rabindrapuri, Durgakunda, Varanasi
7. Vaidika-vanmayasyetihasah (in Sans), Acharya Jagadish Mishra, Chaukhamba Surabharati Prakashan, Varanasi
8. Ishavasyopanisad, Gita press, Gorakhpur, U.P.
9. Ishavasyopanisad, Sampurnananda Sanskrit University, Varanasi.
10. Kenopanisad, Gita Press, Gorakhpur, U.P.
11. The Harischandropakhyaana (the story of Sunasepa) of the Aitareya Brahmana edited with Sayana's Comm, Trans., Ed. Umashankar Sharma, Chowkhamba Vidya Bhawan, Varanasi, 4th Edn. 1989

STUDENT LEARNING OUTCOMES:

- (i) To increase students understanding of Vedic systems and their philosophy for spiritualistic development.
- (ii) The study of Rig Veda Hymns teaches the importance of different deities like Agni, Indra, Usha, and Nasadiya.
- (iii) The study of Upanishad increases spirituality and morality in students.

HARD CORE-102

COURSE OBJECTIVES :

1. Enable students to develop the knowledge of technical terms of Paninian grammar, uses of Parbhasa rules and Sandhi rules.

2. Students will be able to make sentences with the help of karak rules from Prathama to Chaturthi
3. The course will help the students to make sentences with the help of karak rules from Panchami to Saptami

| COURSE CODE | COURSE NAME | MARKS | CREDITS |
|--------------------|--|------------------------------|----------------|
| HC-102 | GRAMMAR (SIDDHANTA-KAUMUDI) | 100=70(End-Sem) +30(Mid-Sem) | 5 Cr |
| Unit-I | SAMJNA Explanation of 2 sutras from Samjna 5×2=10 Two short questions 2×2=4 | 14 | |
| Unit-II | PARIBHASA Explanation of 2 sutras from Paribha 5×2=10 Two short questions 2×2=4 | 14 | |
| Unit-III | AC- SANDHI Explanation of 2 sutras 5×2=10 One Prakriya =4 | 14 | |
| Unit-IV | KARAKA (1-4) Explanation of 2 sutras 5×2=10 Two Short question 2×2=4 | 14 | |
| Unit-V | KARAKA (5-7) Explanation of 2 sutras 5×2=10 Two Short question 2×2=4 | 14 | |

Books recommended:

1. Siddhanta-kaumudi- With Balamanorama and Tattvabodhini, Motilal , Banarsidass, Delhi
2. Siddhanta-kaumudi - Eng, S.C. Vasu, Motilal Banarsidass, New Delhi
3. Siddhanta-kaumudi-(Ed) S. R. Ray, Sanskrit Pustak Bhandar, Kolkata
4. Siddhanta-kaumudi - (Ed) Karaka - Bishnupada Bhattacharya
5. Siddhanta-kaumudi - (Ed) M.V. Mahashabde, Dadar Book Depot, Dadar,

Bombay
6. Siddhanta-kaumudi- with Balamanorama and Tattvabodhini,
Motilal Banarsidass, Delhi

STUDENT LEARNING OUTCOMES:

- (i) Samjna and Paribhasa Sutras help students to understand the Vyakarana Sutra properly.
- (ii) By obtaining the knowledge of Sandhi, students will have clarity and affluence in pronunciation.
- (iii) By studying Karaka Vibhakti, students will be able to understand the action words present in the sentences.
- (iv) After completion of Karaka Vibhakti, student will have profound knowledge from first to seventh inflection.

HARD CORE-103

Course Objectives-

1. To increase students understanding about philosophy of life.
2. Students will know about philosophical term of substance & property.

| COURSE CODE | COURSE NAME | MARKS | CREDITS |
|--------------------|---|---------------------------------|----------------|
| HC-103 | SYSTEMS OF INDIAN PHILOSOPHY | 100=70(End-Sem) +30(Mid-Sem) | 5 Cr |
| Unit-I | Samkhya-karika (upto 30 Karikas) One long question-10 One short question- 4 | 14 | |
| Unit-II | Vedantasara (upto Pancikaran Prakriya) One long question-10 One short question- 4 | 14 | |
| Unit-III | Tarka Sangraha-From the beginning to Padarthanirnaya-Seven Padarthas One long question-10 One short question -4 | 14 | |
| Unit-IV | Tarka Sangraha-Pramananirnaya Pratyaksa,Anumana,Upamana,Sabda One long question-10 | 14 | |

| | | | |
|--------|--|----|--|
| | One short question- 4 | | |
| Unit-V | Artha Sangraha-From the beginning to the end of vidhi One long question-10 One short question- 4 | 14 | |

Books recommended:

1. Sankhyakarika,(Hindi Trans),Jagannatha Sastri,Motilal Banarsidass,1998
2. Samkhyakarika,(with eng),Wilson,Delhi,1978
3. Vedantasara,(Hindi trans),Swami Nikhilananda,Advaita Ashram,R.K Mission,Calcutta,1947
4. Vedantasara,(Hindi) Mahesha Chandra Bharatiya,Gazhiabad,1978
5. Tarka samgraha (Hindi trans),Dayananda Bhargav,Motilal Banarasidas,1998
6. Tarka samgraha with Tarkadipika and Nyayabodhini,(Tr.& Ed.) Athale & Bodas,BORI,Pune,1988
7. Arthasamgraha,(Ed.) Gajendra Gadkar & R.D Karmakar, Motilal Banarasidas,1984
8. Arthasamgraha,(Ed.) Vacaspati Upadhyaya, Chowkhamba Orientalia, Varanasi,1983

STUDENT LEARNING OUTCOMES:

- (i) Comprehends & explains some importance concept of Philosophical values.
- (ii) The course will help students to understand the Philosophy of Sankhya's.
- (iii) They will also gain the knowledge about sukhma sarirra, sthula sarira, panchikarana , the distinction of ignorance.
- (iv) The course will enhance the knowledge about division of matter, division of properties, knowledge of pramana, division of karma, division of deprivation, Cause of difference etc.
- (v) They will know about the division of bhavana, vedic thoughts, symptoms of Prakarana , knowledge & use of Proygavidhi, Namadheyamimamsa, Nisedhamimamsa etc.

HARD CORE-104

COURSE OBJECTIVES:

1. To provide the knowledge of poetic styles in Sanskrit.
2. The students get the advantage of a comparative study of Prose, Poetry and Campu.

| COURSECODE | COURSE NAME | MARKS | CREDITS |
|-------------------|--|-----------------------------------|----------------|
| HC-104 | PROSE AND POETRY | 100=70(End- Sem) +30(Mid- Sem) | 5 Cr |
| Unit-I | Raghuvamsam-1 st Canto One Long-type question - 10 One Short Question - 4 | 14 | |
| Unit-II | Naishadhiya caritam-1 st canto One Long-type question - 10 One Short Question - 4 | 14 | |
| Unit-III | Meghadutam- (Uttaramegha) One Long-type question - 10 One Short Question - 4 | 14 | |
| Unit-IV | Dasa Kumaracaritam- Chapter-VIII One Long-type question - 10 One Short Question - 4 | 14 | |
| Unit-V | Budhacarita-1 st canto One Long-type question - 10 One Short Question - 4 | 14 | |

Books recommended:

1. kavyam,Acharya Srinivas Sharma,TBVP,1ST Edition,2017
2. Raghuvamsamahakavyam,Dr. Shree Krushnamani Tripathy,Chaukhamba surabharati prakashan,1st edition,2012.
3. Naisadhiyacaritam, Narayan Ram Acharya, Chowkhamba Vidya Bhavan, Varanasi, 1998.
4. Naisadhiyacaritam (Canto I-3), Dr. Keshav Rao Musalgaonkar, Chowkhamba SanskritBhavan, Varanasi, 2001.
5. Naisadhacarita of Sriharsa (English Translation), K.K. Handiqui, Deccan College,Poona, 1965.
6. Meghadutam with the commentary of Ed.) T. Ganapati Shastri, 1919
7. Dasakumaracaritam,M.R Kale,motilal banarasidass publishers,reprint edition-1986.
8. Budhacaritam,Suryanarayan choudhary, motilal banarasidass publishers,2022
9. Budhacaritam,Pt. Bhavanath jha,mahavir mandir prakashan,1st edition 2015.

STUDENT LEARNING OUTCOMES:

- (i) To develop the analytical thinking among students.
- (ii) To enhance human qualities in students.

ALLIED CORE -101**AC-101****=****COMPUTER****APPLICATION**

SECOND SEMESTER

HARD CORE-201

COURSE OBJECTIVES:

1. Gives the clarity of thought Rgveda-bhasya-bhumika.
2. It will help students to develop the spirit of critical enquiry.

| COURSE CODE | COURSE NAME | MARKS | CREDITS |
|-------------|--|---|---------|
| HC-201 | ANCILLARY VEDIC LITERATURE | 100=70 (End- Sem) +30 (Mid- Sem) | 5 Cr |
| Unit-I | Rk-pratisakhya Patala-I (Samjnas such as Samanaksara, Sandhyaksara, Svara, Sparsa, Sosma, Vyanjana, Anunasika, Rakta, Aksara, Aghosha, Ghosha, Svarabhakti, Yama, Samyoga, Pragrhya, Riphita) Explanation of 4 Samjnas- 3.5×4=14 | 14 | |
| Unit-II | Rgveda-bhasya-bhumika of Sayanacarya up to the definition of Rg-Yajuh-Sama iti Traividhyam Sampurnam One long question-10 One short question- 4 | 14 | |
| Unit-III | Niruktam (Padas 1-3 of 1st Adhyaya) 4 Explanations including Etymologies – 3.5 × 4 = 14 | 14 | |
| Unit-IV | Niruktam (Padas 4 - 6 of 1st Adhyaya) 4 Explanations including | 14 | |

| | | | |
|--------|---|----|--|
| | Etymologies – $3.5 \times 4 = 14$ | | |
| Unit-V | Nirukta (Chapter-7; Daivatakanda) | 14 | |
| | Four Short Question - $3.5 \times 4 = 14$ | | |

Books Recommended

1. Rkpratishakhya with Uvata's com. (Ed.) Ramprasad Tripathy, published by the Director, Sampurnananda Sanskrit Research Institute, Varanasi.
2. Rkpratishakhya Patalas I-IV (Ed.), Braja Bihari Chaubey, Bharatiya Vidya Prakashan, New Delhi.
3. Rgvedapratishakhya Uvatabhasya-sahitam Ed.by V.K. Varma, .Chaukhamba Samskruta Pratisthan,, Jawahar Nagar, Bunglow Road, Delhi-110007, 2nd Edition, 1986.
4. Sayana's Introduction to the Rg Veda (Eng, Trans.) P. Peterson.
5. Rgveda-bhasya-bhumika with Hindi Comm. Jagannath Pathak, Varanasi, 1960.
6. Rgveda-bhasyabhumi, Dr. Ram Avadha Pandeya, MLBD, Delhi,2007.
7. The Nighantu and Nirukta with text & Eng. Tr. By Laxman Svarup, Motilal Banarasidass, Delhi, 1967.
8. The Nighantu and Nirukta with the Commentary of Durgacarya, Ed.by Mukunda Jha Bakshi, Panini, New Delhi.
9. Niruktam- Pancadhyayi, Meherchand Lacchmandas Publication, New Delhi-110002.
10. Vaidika Sahitya aur Samskriti, Baladev Upadhyay, Sharada Samsthan, 37 B. Rabindrapuri, Durgakunda, Varanasi
11. Vaidika-vanmayasetyihasah (in Sans), Acharya Jagadish Mishra, Chaukhamba Surabharati Prakashan, Varanasi

STUDENTS LEARNING OUTCOMES:

- (i) On completion of the course student will understand the meaning of pratisakhya.
- (ii) To gain knowledge about the Samanaksara, Sandhyaksara,Svara, Sparsa, Sosma, Vyanjana, Anunasika, Rakta, Aksara, Aghosha, Ghosha, Svarabhakti, Yama, Samyoga, Pragrhya, Riphita etc.
- (iii) To understand the meaning & importance of Bhasya in Sanskrit Literature.
- (iv) After the completion of these units' students will acquire knowledge about the division of Pada, Sadbhavabikara, principle of Interpretation, number of Gods, forms and partitions of Gods.

HARD CORE-202

COURSE OBJECTIVES:

1. After reading this course student's will be able to gain knowledge about the Grammar and Philology..
2. To make students strong in knowledge of Linguistics.
3. In this section students will know about Phonetic Laws.

| COURSE CODE | COURSE NAME | MARKS | CREDITS |
|--------------------|---|--|----------------|
| HC-202 | GRAMMAR AND PHILOLOGY | 100=70 (End Sem) +30 (Mid- Sem) | 5 Cr |
| Unit-I | Laghu Siddhanta kaumudi- Avyayibhava, Tatpurusa Explanation of 2 sutras - $5 \times 2 = 10$ 1 Prakriya -4 | 14 | |
| Unit-II | Laghu Siddhanta kaumudi - Bahuvrihi and Dvandva Explanation of 2 sutras - $5 \times 2 = 10$ 1 Prakriya -4 | 14 | |
| Unit-III | Mahabhasya: Paspasahnika 4 Short Notes $3.5 \times 4 = 14$ | 14 | |
| Unit-IV | Definition of Language, Classification of Languages, General introduction of Indo- European of Languages. One long question-10 One short question- 4 | 14 | |
| Unit-V | Phonetic Laws (Grim, Grass man, Verner), Direction of semantic change and reasons of change, Difference between Vedic and Classical Sanskrit | 14 | |

| | | | |
|--|--------------------------|--|--|
| | 1 Long-type question -10 | | |
| | 1 Short question- 1×4=4 | | |

Books Recommended:

1. Laghu Siddhanta-kaumudi -PT. Vishanath Shastri, Motilal Banarsidass, New Delhi, 1958
2. Laghu Siddhanta-kaumudi- Gita Press Gorakhpur.
3. Laghu Siddhanta-kaumudi- Dr. Koushala Kishor Pandeya, Chokhamba Sanskrit Sansthan, Varanasi.
4. Patanjali's Mahabhasya Paspasahnika, K.C. Chatterji, A. Mukherjee & Co Private Ltd., Calcutta, 4th Edition, 1972.
5. Vyakarana Mahabhasya of Patanjali (Vol. I), K.V. Abhyankar, BORI, Poona, 2005.
6. Vyakarana Mahabhasya (Prathama navahnika), Charudev Shastri, MLBD, 2012.
7. Yubhatah Samskrutam Prati (in Sanskrit) - G.B. Palsule, rashtriya Sanskrit Sansthan, New Delhi
8. Elements of the Science of Language-I.J.S. Taraporewala, Calcutta University, 4th Edition, 1978.
9. An Introduction to Comparative Philology (relevant portions), I.II.III -P.D. Gune
10. Linguistic Introduction to Sanskrit, I, II, III- B.K. Ghosh
11. Indo - Aryan and Hindi - S.K. Chatterjee
12. Tulanatmaka Bhasa Vijnana (in Hindi)- Mangaldev Shastri
13. An Introduction to Sanskrit Linguistics - M.S. Murti
14. Bhasavijnana evam Bhasasastra, Kapildev Dwivedi, Visvavidyalaya Prakashan, Varanasi, 13th Edition, 2012.

STUDENTS LEARNING OUTCOMES:

- (i) After the completion of this unit students will know about the Avyayibhava, Tatpurusa, Bahuvrihi and Dvandva etc.
- (ii) To gain knowledge about the five main importance, thirteen non-importance, Classical Grammar, Vedic Grammar, Division of Vidya, the time of obtaining vidya, difference between siddha sabda & Apasabda , Knowledge of Nitya Dravya, Rules of Dharma, introduction of Sermon of characters etc.
- (iii) Students will know about the Definition of Language, Classification of Languages, General introduction of Indo-European of Languages.

HARD CORE-203

COURSE OBJECTIVES:

1. To critically evaluate the importance of Natyakar such as Sudraka, Bhavabhuti, Bhattanarayan & Sudraka.

| COURSE CODE | COURSE NAME | MARKS | CREDITS |
|--------------------|---|---------------------------------|----------------|
| HC-203 | SANSKRIT PLAYS | 100=70 (End Sem) +30 (Mid- Sem) | 5 Cr |
| Unit-I | Mrcchakatikam One long question-10 One short question- 4 | 14 | |
| Unit-II | Uttararamacaritam One long question-10 One short question - 4 | 14 | |
| Unit-III | Mudraraksasam One long question-10 One short question- 4 | 14 | |
| Unit-IV | Venisamharam One long question-10 One short question- 4 | 14 | |
| Unit-V | Ratnavali One long question-10 One short question- 4 | 14 | |

Books recommended-

1. Mrcchakatikam, (Ed.) M.R. Kale, Booksellers and Publishers Co, Bombay, 1952.
2. Mrcchakatikam with the comm. of Pruthvidhara, Nirnaya Sagar Press, Bombay.
3. Uttara-Ram-Charita of Bhavabhuti. Critically edited with notes and an English translation by Shripad Krishna Belvalkar. Harvard University Press 1915
4. Uttara-rama-charitam of Bhavabhuti (Ed.) by P.V. Kane.
5. Uttara-rama-caritam of Bhavabhuti (Ed.) by M.R. Kale
6. Uttara-rama-caritam of Bhavabhuti (Ed.) by G.K. Bhatt

7. Mudraraksasa of Visakhadatta, M.R. Kale, MLBD, Delhi.
8. Mudraraksasa, Madhaba Janardana Ratate, Bharatiya Vidya Prakashan, Delhi, 2007.
9. Mudraraksasa, K.T. Telang, Nag Publishers, Delhi, 1985.
10. Venisamhara of Bhattanarayana, M.R. Kale, MLBD, Delhi, 1998.
11. Venisamhara, Shivaraj Shastri, Sahitya Bhandar, Subhas Bazar, Merut.
12. Venisamhara, A.B. Gajendra Gadkar, Bombay, 1941.
13. Ratnavali (Ed.) Global Vision Publishing House, 19A/E G.T.V. Enclave, Delhi, 2004
14. Ratnavali (Ed.) M.R. Kale, Motilal Banarsidass, 1996

STUDENTS LEARNING OUTCOMES:

- (i) To enhance moral qualities in students.
- (ii) Helps students to develop the skill of observation and analysis of poetic style.

HARD CORE-204

COURSE OBJECTIVES:

1. To introduce students the History of Vedic literature.
2. To understand the nature of Sanskrit literature.
3. To increase students understanding of Vedic systems.
4. To critically evaluates the society of Epic age.
5. It brings personal & social growth.
6. Helps students to know about Prose, Lyric, Campu literature and Odishan Sanskrit Literature.

| COURSE CODE | COURSE NAME | MARKS | CREDITS |
|--------------------|--|--|----------------|
| HC-203 | HISTORY OF SANSKRIT LITERATURE (VEDIC, EPIC AND CLASSICAL) | 100=70 (End Sem) +30 (Mid- Sem) | 5 Cr |
| Unit-I | History of Vedic Literature (Vedic samhitas, Brahmanas, Upanisadas, Vedangas, Brahaddevata and Anukramani) One long question-10 One short question- 4 | 14 | |
| Unit-II | History of Epic and Puranic Literature | 14 | |

| | | | |
|----------|--|----|--|
| | (Ramayana, Mahabharata and Puranas) One long question-10 One short question - 4 | | |
| Unit-III | History of Mahakavyas (Asvaghosa, Kalidasa, Bhairavi, Bhatti, Kumaradasa, Megha and Sriharsa) One long question-10 One short question- 4 | 14 | |
| Unit-IV | History of Dramatic Literature Origin and Development of Sanskrit Drama (Bhasa, Asvaghosa, Kalidasa, Bhavabhuti, sudraka, Bhattanarayana, Harsa, Visakhadatta and Krsna Mishra) One long question-10 One short question- 4 | 14 | |
| Unit-V | Prose, Lyric, Campu literature and Odishan Sanskrit literature. (Odishan Poets -Haladhara Mishra, Jayadeva, Jivadevacarya, Rayadivakara, Krsnananda, Visvanatha and Vishnusharma) One long question-10 One short question- 4 | 14 | |

Books recommended-

1. History of Indian literature (vol.I, part I) M. Winternitz Motilal Banarasidas, Delhi
2. History of Indian Vedic Literature, J.Gonda
3. A History of Sanskrit Literature, A.B.Keith
4. A New History of Sanskrit Literature, Krishna Chaitanya
5. Samskrta -Sahitya Vimarasa (Sanskrit) Dvijendranath Sastri
6. History of Sanskrit Literature S.K.De and S.N.Desgupta

7. Vaidika Sahitya aur Samskriti(Hindi),Baldeva Upadhyaya Chowkhamba Publications Varanasi
8. Samskrta Sahitya ka itihasa Baldeva Upadhyaya Chowkhamba Publications Varanasi
9. Indian kavya literature (Vol I-IV)A.K.Warder, Motilal Banarasidaas, Delhi
10. Descriptive Catalouge, kavya volume, K.N. Mohapatra

STUDENT LEARNING OUTCOMES:

- (i) On completion of the course students get detailed knowledge about Vedic samhitas, Brahmanas, Upanisadas, Vedangas, Brahmaddevata and Anukramani.
- (ii) They will know about History of Epic and Puranic Literature like: Ramayana, Mahabharata and Puranas.
- (iii) Students can learn about the Dramaturgy style.
- (iv) Students also get the knowledge about Origin and Development of Sanskrit Drama,
- (v) They will know about different Dramatic like: Bhasa, Asvaghosa, Kalidasa, Bhavabhuti, sudraka, Bhattanarayana, Harsa, Visakhadatta and Krsna Mishra.

CORE ELECTIVE PAPER-201

GROUP-A

COURSE OBJECTIVES :

1. To make students able to write Sanskrit poem.
2. To identify & discuss about the Kavya.
3. To understand of the basic concept of Alamkara.

| COURSE CODE | COURSE NAME | MARKS | CREDITS |
|--------------------|---|---|----------------|
| CE-201 | PROSODY AND POETICS | 100=70 (End Sem) +30 (Mid- Sem | 5 Cr |
| Unit-I | Natyasashtra of Bharata (Ch-2) One long question-10 One short question- 4 | 14 | |
| Unit-II | Natyasashtra of Bharata (Ch-6) One long question-10 One short question- 4 | 14 | |
| Unit-III | Sahityadarpana- (Chapter-1) | 14 | |

| | | | |
|---------|---|----|--|
| | One long question-10 One short question- 4 | | |
| Unit-IV | Sahityadarpana- (Chapter-2) One long question-10 One short question- 4 | 14 | |
| Unit-V | Selected Alamkara from Kavyaparakasha- Vakrokti, Anuprasa, Yamaka, Slesa, Upama, Rupaka, Utepreksa, Visesukti, Svabhavokti, Virodhabhasa, Sankara, Sansrsti Laksana-udaharana-Samanvaya of 2 Alamkaras-7×2=14 | 14 | |

Books recommended-

1. "Sanskrit Poetics", Cultural Heritage of India, Vol-5 (Ed) by Gaurinath Sastri, 1978.
2. "Literary Theory", Indian Conceptual Framework, by Kapil Kapoor, Affiliated East-west Press-1998
3. Natyasashtra of Bharat Muni (Eng. Tr.) By N.P. Unni, 1998
4. Natyasashtra of Bharat Muni (Part I), Sudha Rastogi, Krishnadas Academy, Varanasi, 1989.
5. Natyasashtra of Bharat Muni (Part I), Odisha Sahitya Academi, Bhubaneswar.
6. Indian Literary Theories, K. Krishnamurty, Delhi, 1985
7. Sahityadarpana of Vishvanatha with Laksmi Sanskrit Com., Sesharaja Sharma Regmi, Chowkhamba Krishnadas Academy, Varanasi, 2013.
8. Sahityadarpana (Ed.) P.V. Kane, MLBD, Delhi.
9. The Sahityadarpana, English Translation, J.R. Ballantyne and Pramada Dasa Mitra, MLBD. Delhi, 2016.
10. Sahityadarpana evam Chanda (Selected Portions), B.S. Mishra, Satyanarayan Book Store, Cuttack, 2014.
11. Kavyaparakasha, with Sanskrit. Comm., V. Jhalakikar, BORI, Pune, 1950.
12. Kavyaparakasha, With Sahityacudamani and Sudhasagara Commentary, Rewaprasada Dwivedi, Benaras Hindu University, Varanasi, 1st Edition, 1981.
13. Kavyaparakasha, With the Commentary Pradipa, Udyota and Prabha, Biswanath Bhattacharya and Jay Sankar Lal Tripathi, Benaras Hindu University, Varanasi, 1st Edition, 2003.
14. Kavyaparakasa (English Translation), M.M. Dr. Ganganath Jha, Bharatiya Vidya Prakashan, Delhi, 2005.

STUDENT LEARNING OUTCOMES:

- (i) Students will know about Bharatamuni, Importance & Division of Rasa Tatva, Cause of Drama, Development of theatrics, Introduction of prekhagruha, Construction skills of Natya Mandap, Introduction of Vibhaba, Anubhaba & Vyabhicharibhaba etc.

- (ii) After the completion of these units'(Unit-III & IV) students can know about the Defination of poetry, Refutation of Poetry , Uttakarsak of Rasa, Apkarak Of Kavya, Sentence form, of the Pharse Description, Symptoms of Pada, Introduction of Abhidha, Lakhana, & Vyanjana etc.

CORE ELECTIVE PAPER-201

GROUP-B

COURSE OBJECTIVES:

1. The main objective of this paper is to know about the uses of krdanta suffixes through krdanta rules.
2. Introduces the Atmanepada Prakaranas.

| COURSE CODE | COURSE NAME | MARKS | CREDIT S |
|--------------------|--|--|-----------------|
| CE-201 | KRDANTA AND ATMANEPADA PRAKARANAS | 100=70 (End- Sem) +30 (Mid- Sem) | 5 Cr |
| Unit-I | <i>Siddhanta-kaumudi, Krtya</i> Suffixes, (sutras 2829-2894), Explanation of 2 sutras - 5×2= 10, <i>One Prakriya - 4</i> | 14 | |
| Unit-II | <i>Siddhanta-kaumudi, Purvakrdanta</i> Suffixes, (sutras 2895 to 3011) Explanation of 2 sutras-5×2= 10, <i>One Prakriya - 4</i> | 14 | |
| Unit-III | <i>Siddhanta-kaumudi</i> <i>Purvakrdanta</i> Suffixes, (sutras 3012 to 3113) Explanation of 2 sutras-5×2= 10, <i>One Prakriya - 4</i> | 14 | |
| Unit-IV | <i>Siddhanta-kaumudi,</i> <i>Purvakrdanta</i> Suffixes, (sutras 3114 to 3167) Explanation of 2 sutras -5×2= 10, <i>One Prakriya - 4</i> | 14 | |
| Unit-V | <i>Siddhanta-kaumudi : Vyanjana</i> <i>Sandhi</i> Explanation of 2 sutras-5×2= 10, <i>One Prakriya - 4</i> | 14 | |

Books Recommended:

- 1.Siddhanta-kaumudi with Balamanorama and Tattvabodhini comm...(Ed.) Giridhara Sharma Chaturveda, Motilal Banarsidass, Delhi.
- 2.Siddhanta-kaumudi, (Ed.) S.C. Vasu, Motilal Banarsidass, New Delhi
- 3.Siddhanta-kaumudi (Ed.) S.R. Ray and K.R. Ray, Sanskrit Book Depot, Kolkata
- 4.Siddhanta-kaumudi (PartI), Gopal Datta Pandey, Chowkhamba Surabharati Prakashan, Varanasi, 4th Edition, 1996.
- 5.Siddhanta-kaumudi (Part I), Govindacharya, Chowkhamba Publications, Varanasi

STUDENT LEARNING OUTCOMES:

- (i) Students will know about Krtya Suffixes of Krdanta prakarana.
- (ii) Student will acquire knowledge about the rules of Vyanjana sandhi.

OPEN ELECTIVE- 201**COURSE OBJECTIVES:**

1. To practice mental hygiene.
2. To progress emotional stability.

| COURSE CODE | COURSE NAME | MARKS | CREDITS |
|--------------------|--|----------------|----------------|
| OE-201 | YOGA FOR PERSONALITY DEVELOPMENT AND STRESS MANAGEMENT | 50 End- Sem | 4 |
| Unit-I | Concept of Yoga- meaning and Definition, Types and Techniques of Yoga, One long question-07 One short question- 03 | 10 | |
| Unit-II | Personality Development through Yoga, Yogic Techniques to develop Attention, Memory and Concentration, One long question-07 One short question- 03 | 10 | |
| Unit-III | Concept of Stress according to Indian and Western Psychology and its Impact. One long question-07 One short question- 03 | 10 | |
| Unit-IV | Stress management through Yogic Techniques- Pranayama, Dhyana, Chanting of Mantra, Yoganidra etc. One long question-07 | 10 | |

| | | | |
|--------|---|----|--|
| | One short question- 03 | | |
| Unit-V | Yogic way of Life with Special Reference to <i>Srimadbhagavadgita</i> One long question-07 One short question- 03 | 10 | |

Books recommended:

1. Swami Satyananda, Asana, Pranayama, Mudra and Bandha, Bihar Yoga Bharati, Bihar
2. Elizabeth B. Hurlock, Personality Development
3. Travis Bradberry, Jean Greaves and Patrick Lencioni, Emotional Intelligence
4. Marilyn Gordon, The Wise Mind: The Brilliant Key to Life Transformation and Healing
5. Cannon, W. (1939). The Wisdom of the Body, 2nd ed., NY: Norton Pubs.
6. George Feuerstein, The Yoga Tradition (its history, literature, philosophy and practice)
7. Sri Ananda, The Complete Book of Yoga Harmony of Body and Mind, Orient Paper backs: Vision Books Pvt. Ltd, 1982
8. Selye, H (1950). "Stress and the general adaptation Syndrome". Br. Med. J. **1** (4667):1383-92. [PMC 2038162](#).
9. Lazarus, R.S., & Folkman, S. (1984). Stress, Appraisal and Coping. New York: Springer.
10. Mills, R.C. (1995). Realizing Mental Health: Toward a new Psychology of Resiliency. Sulberger & Graham Publishing, Ltd.
11. Lehrer, Paul M. and David H. (FRW) Barlow, Robert L. Woolfolk, Wesley E. Sime (2007). Principles and Practice of Stress Management, Third Edition. pp. 46-47

STUDENTS LEARNING OUTCOMES :

- (i) Student will get knowledge about Concept of Yoga- meaning and Definition, Types and Techniques of Yoga,
- (ii) Student will learn about Personality Development through Yoga, Yogic Techniques to develop Attention, Memory and Concentration,
- (iii) Student will acquire knowledge about Concept of Stress according to Indian and Western Psychology and its Impact.
- (iv) Student will know about Concept of Stress according to Indian and Western Psychology and its Impact.

THIRD SEMESTER

HARD CORE-301

COURSE OBJECTIVES :

1. This course offers the critical understanding of Research Methodology like- definition of research, need of training in research etc.
2. To enable students to develop ability for writing research report.
3. To develop understanding with Modern trends & survey of research.
4. The primary purpose of this course is to know about the types of research.
5. The main objective of this course is to give knowledge about Indology Centre to the students.

| COURSE CODE | COURSE NAME | MARKS | CREDITS |
|--------------------|---|-----------------------------------|----------------|
| HC-301 | RESEARCH METHODOLOGY | 100=70(End-Sem) +30 (Mid- Sem) | 5 Cr |
| Unit-I | Definition of Research, The Need of training in Research Methodology, Basic characteristic and procedure of Research, The qualification of a Researcher. One long question-10 One short question- 4 | 14 | |
| Unit-II | Types of Research, Scope of Research, Survey of Research and Modern trends One long question-10 One short question- 4 | 14 | |
| Unit-III | Sources of data, Tools of Research, Methods of data Collection, Preparation of a Research Paper. | 14 | |

| | | | |
|---------|---|----|--|
| | One long question-10 One short question- 4 | | |
| Unit-IV | Meaning of Indology, Research Institutes of Indology, Indological Research Journals. One long question-10 One short question- 4 | 14 | |
| Unit-V | General Introduction of Manuscript, Collection & Preservation of Manuscript One long question-10 One short question- 4 | 14 | |

Books recommended:

1. MLA stylesheet, American Studies Research Centre, Hyderabad-7
2. Elements of Research Methodology, Keshab Chandra Dash, Chowkhamba Sanskrit Sansthan, Varanasi.
3. Thesis and Assignment writing – Anderson
4. Research Methodology, B.K.Swain, Swetapadma Granthalaya, Puri, 2013
5. Research Methodology, R.Panneerselvam, Prentice Hall India Learning Private Limited; Second Edition, 1 January 2013
6. Research Methodology, Dr. Kirti Gupta, Nirali Prakashan
7. Research Methodology, Dr. R.K. Jain, Vayu Education Of India, 5th Edition, 15 December 2021
8. Research Methodology, S.S Vinod Chandra, S.Anand Hareendran, Pearson Education; First Edition, 25th October 2017.
9. Research Methodology, Ranjit Singh, RT Publication, Ranjit Nagar, Kharar , Punjab, 1 January 2021
10. Research Methodology, C.R.Kothari & Gaurav Garg, New Age International Publishers; Fourth edition , 1 September 2019.

STUDENT LEARNING OUTCOMES:

- (i) On completion of the course student will understand the meaning of research.
- (ii) They will also understand the need & characteristic of research.
- (iii) Students will gain knowledge how to conduct research in his/her life.
- (iv) A student can gain maximum knowledge about the research institutes.
- (v) To provide knowledge about the differences between manuscripts & pandulipis.
- (vi) It will help the students to know about the Indological research journals.

HARD CORE-302

COURSE OBJECTIVES:

1. Develops the critical reasoning ability.
2. Helps students to develop the skill of observation, analysis and assessment.

| COURSE CODE | COURSE NAME | MARKS | CREDITS |
|--------------------|--|--|----------------|
| HC-302 | TRANSLATION, EDITING AND WRITING SKILL | 100=70 (End- Sem) +30 (Mid- Sem) | 5 Cr |
| Unit-I | One Essay in Sanskrit | 14 | |
| Unit-II | Transliteration and Proof Correction Two questions 7×2 | 14 | |
| Unit-III | Precises writing (One Sanskrit Paragraph is to be precised in 1/3 rd words and a suitable title is to be suggested. | 14 | |
| Unit-IV | Comprehension (Seven short questions from one Sanskrit passage 2×7 | 14 | |
| Unit-V | Translation English/Odia to Sanskrit (one paragraph) | 14 | |

Books recommended:

1. Samskrta Vyakaranadarpana, Odisha Text Book Bureau, Bhubaneswar.
2. Samskrta Nibandha Satakam, Kapildev Dwivedi, Chowkhamba Publication, Banaras
3. Brht Anuvada Shiksha , Chakardhara Hansa Nautiyal , MLBD, New Delhi
4. Samskruta – nibandhadarsah , Rammurti Sharma , Sahitya Niketan, Kanpur

STUDENT LEARNING OUTCOMES:

- (i) Students will know about the way of writing of essay & Precis.
- (ii) To Increase students understanding about Diacritical and Proof Correction, Comprehension & Translation.

HARD CORE-303

COURSE OBJECTIVES:

1. This course offers the critical understanding about the communicative Sanskrit.
2. To develop the knowledge of the changing of speech and feminine suffix.

| COURSE CODE | COURSE NAME | MARKS | CREDITS |
|--------------------|--|---|----------------|
| HC-303 | COMMUNICATIVE SANSKRIT | 100=70 (End- Sem) +30 (Mid- Sem) | 5Cr. |
| Unit-I | Krdanta- Tavyat, Aniyar, Yat, Nyat, Kyap, Satr, Sanac, Ktva, Kta, Ktavatu, Tumun, Namul 7 Short Questions- $2 \times 7 = 14$ | 14 | |
| Unit-II | Sabdarūpa -Rama, Visvapa, Hari, Sakhi, Sudhi, Guru, Pitru, Matru, Asmad, yusmad, Tad, Gau, 7 Short Questions- - $2 \times 7 = 14$ | 14 | |
| Unit-III | Dhāturūpa - Bhu, Path, Drus, Lav, Seb, Han, kru, Paa, Bhi, Aud, Ni 7 Short Questions- - $2 \times 7 = 14$ | 14 | |
| Unit-IV | Stri Pratyaya- Laghu Sidhanta Koumudi 7 Short Questions- - $2 \times 7 = 14$ | 14 | |
| Unit-V | Vacya Parivartanam 7 Short Questions- - $2 \times 7 = 14$ | 14 | |

Books recommended:

1. Vyavahāravākyaṇi, Lokabhasa pracara Samiti, Bhadrak
2. Rapid Sanskrit Speaking Course, Amrutavani Seva Pratisthana , Balasore
3. Vyavahārasāhasri, Samskr̥ta Bharati, Bangalore
4. Vyākaranā Darpanā Odisha Text Book Bureau, Bhubaneswar
5. Guide to Sanskrit Composition and Translation, V.S. Apte, MLBD, Delhi

6. Higher Sanskrit Grammar, M.R.Kale , MLBD , Delhi
7. Br̥hat Anuvāda Śikṣā, Catradhara Hansa Nautiyal , MLBD , Delhi
8. Vyākaraṇa Darpana , Odisha Text Book Bureau , Govt.of Odisha , BBSR

STUDENT LEARNING OUTCOMES:

After the completion of this paper students will get the knowledge about Sabdarupa, Dhaturupa, Avyayas, Krudanta suffix, simple communicative sentence, Knowledge of Strī Suffix & Vācyaparivartana .

CORE ELECTIVE-301

GROUP-A

COURSE OBJECTIVE:

1. It will focus on the similarities & difference between Dhvani & Alamkaras.
2. To provide the knowledge of Vacyartha &Vyangyārtha.

| COURSE CODE | COURSE NAME | MARKS | CREDITS |
|--------------------|--|--------------------------------------|----------------|
| CE-301 | POETICS | 100=70 (End-Sem)+30 (Mid- Sem) | 5Cr. |
| Unit-I | Dhvanyāloka Uddyota Uddyota – I , Kārikas – 1 to 8 One long question-10 One short question- 4 | 14 | |
| Unit-II | Dhvanyāloka Uddyota Uddyota – I , Kārikas – 9 to 16 One long question-10 One short question- 4 | 14 | |
| Unit-III | Vakroktijivita of Kuntaka, Chapter 1 Long question- 10 1 Short question- 4 | 14 | |
| Unit-IV | Kāvyaṅprakāṣa , Chapter – I | 14 | |

| | | | |
|--------|--|----|--|
| | (Kāvyalakṣaṇa, Kāvyaṇyājāna, Kāvyaḥetu and Kāvyaḥeda) One long question-10 One short question- 4 | | |
| Unit-V | Kāvyaṇyākāṣa , Chapter – II (Ṣabdasakti, Abhidhā, La Vyaṇjānā, Abhihitānvayaṇvāda and Anvitābhidhāna vāda) One long question-10 One short question- 4 | 14 | |

Books recommended:

1. Dhvanyaloka of Anandavardhana, K.Krishnamurty, Motilal Banarsidass, Delhi, 1982.
2. Dhvanyaloka of Anandavardhana, Sobhit Mishra, Chowkhamba Sanskrit Series Office, Varanasi, 1953.
3. Dhvanyaloka of Anandavardhana, Pt. Kulamani Mishra, Odisha Sahitya Academi, Bhubaneswar.
4. Dhvanyaloka, Lokamani Dahal, Bharatiya Vidya Prakashan, Delhi, 3rd Edition, 2014.
5. Dhvanyaloka Eka Adhyayana, Thanesh Chandra Upraiti, Samskrita Granthagar, Delhi, 2009.
6. Vakroktijivitam (Ed) Krishnamoorthy, Karnataka University, Dharwar.
7. Vakroktijivitam, Chowkhamba Publications, Varanasi.
8. Kavyaṇyākāṣa, with Sanskrit. Comm., V. Jhalakikar, BORI, Pune, 1950.
9. Kavyaṇyākāṣa, With Sahityacudamani and Sudhasagara Commentary, Rewaprasada Dwivedi, Benaras Hindu University, Varanasi, 1st Edition, 1981.
10. Kavyaṇyākāṣa, With the Commentary Pradipa, Udyota and Prabha, Biswanath Bhattacharya and Jay Sankar Lal Tripathi, Benaras Hindu University, Varanasi, 1st Edition, 2003.
11. Kavyaṇyākāṣa (English Translation), M.M. Dr. Ganganath Jha, Bharatiya Vidya Prakashan, Delhi, 2005.

STUDENT LEARNING OUTCOMES:

- (i) After reading the Dhonyaloka's text, students will get more knowledge about Definition of Dhoni, Meaning of Pratiyanan, difference between Vachyārtha & Vyāgyārtha , difference between Lakhana & Dhoni etc.
- (ii) They will know about Poetic Form, Division of Poetic, Purpose of Poetic, Symptoms & Division of Rasa, of Kavyaṇyākāṣa from unit-I & II.

CORE ELECTIVE-301

GROUP-B

COURSE OBJECTIVES:

1. To provide the knowledge of Philosophical aspects of grammar.
2. To develop grammar knowledge.

| COURSE CODE | COURSE NAME | MARKS | CREDITS |
|-------------|---|---|---------|
| CE-301 | PHILOSOPHICAL GRAMMAR | 100=70 (End-Sem) +30 (Mid-Sem) | 5Cr |
| Unit-I | <i>Vakyapadiya</i> of Bhartrhari : <i>Brahmakanda</i> - Karikas -1-30, 1 Long question- 10 1 Explanation=4 | 14 | |
| Unit-II | <i>Vakyapadiya</i> of Bhartrhari : <i>Brahmakanda</i> - Karikas -31 - 60, 1 Long question- 10 1 Explanation=4 | 14 | |
| Unit-III | <i>Mahabhasya</i> : 2 nd Chapter 4 Short Notes / Explanations 3.5×4 = 14 | 14 | |
| Unit-IV | <i>Parama-laghu-manjusa</i> - <i>Sphotanirnaya</i> , <i>Vrttistridha</i> and <i>Shaktinirupana</i> 1 Long questions- 10 1 Short question – 4 | 14 | |
| Unit-V | <i>Parama-laghu-manjusa</i> - <i>Baudharthanirupana</i> , <i>Apabhramse Sakti-nirupana</i> , <i>Sakti-vibhajana</i> 1 Long question -10 1 Short question – 4 | 14 | |

Books Recommended

1. *Vakyapadiya*, Ed. K.A. Subramanyam Iyer, Deccan College, Pune
2. *Vakyapadiyam*, Ed. Sri Vamadeva Acarya, Krishnadas Academy, Varanasi, 1997
3. *Systems of Sanskrit Grammar*, S.K. Belvalkar, Delhi
4. *Samskrta Vyakarana ka Itihasa* (in Hindi), Yudhisthira Mimamsaka, Ajmer
5. *Samskrta Vyakarana Shastra ka Udvava aur Vikasa* (in Hindi), Satyakama Varma, Delhi
6. *Samskrta Vyakarana Shastrasyetihasa* (in Sanskrit), Lokamani Dahala.

7. *Patanjali's Mahabhasya Paspasahnika*, K.C. Chatterji, A. Mukherjee & Co Private Ltd., Calcutta, 4th Edition, 1972.
8. *Vyakarana Mahabhasya of Patanjali (Vol. I)*, K.V. Abhyankar, BORI, Poona, 2005.
9. *Vyakarana Mahabhasya (Prathama navahnika)*, Charudev Shastri, MLBD, 2012.
10. *Paramalaghumanjusa* with Hindi Com. (Ed.) Kapildev Shastri, Kuruksetra, Kuruksetra University, Haryana
11. *Paramalaghumanjusa* with the comm. *Bhavaprakashika* and *Balabodhini*
12. *Paramalaghumanjusa*, Vidyabhavan Sanskrit Series, (Ed) Acharya Srinivas Sharma, Chaoukhamba Vidyabhavan, 2006

STUDENT LEARNING OUTCOMES:

- (i) Students will know about importance of Vyakarana, Dhvaniveda, Dhvaniveda, Sphotavad and Shakti.
- (ii) Student will learn about Apabhramasa shakti nirupan, Baudhhatha nirupana.

CORE ELECTIVE-302**GROUP-A****COURSE OBJECTIVES:**

1. In this section students will get to know about Subandhu's Style.
2. To Endorse the Indian culture & Value.
3. To provide the knowledge of Six seasons.
4. To Introduce students the Gadya style of Vasa.

| COURS E CODE | COURSE NAME | MARKS | CREDITS |
|-----------------------------|---|--------------------------------------|----------------|
| CE-302 | PROSE, POETRY & DRAMA | 100=70 (End-Sem) +30 (Mid-Sem) | 5Cr. |
| Unit-I | Vāsavadattā – From introductory v 'Kathayitu- mārebhe' One long question-10 One short question- 4 | 14 | |
| Unit-II | Gitagovindam, Cantos I to IV One long question-10 One short question- 4 | 14 | |
| Unit-III | ṚTUSAMHĀRA, Canto- I One long question-10 One short question- 4 | 14 | |
| Unit-IV | Svapnavasavadattam One long question-10 One short question- 4 | 14 | |
| Unit-V | Nala Campu-1 Uchvasa | 14 | |

| | | | |
|--|---|--|--|
| | One long question-10 One short question- 4 | | |
|--|---|--|--|

Books recommended:

1. Vāsavadattā, A Sanskrit Romance of Subandhu , (Ed) Louis H. Gray , Delhi, 1962
2. Vāsavadattā with commentary ‘Capalā’ , (Ed) Pandit Shankar Dev Sastri
3. Vāsavadattā of Subandhu , Chowkhamba Publications, Varanasi
4. RITUSAMHĀRA of Kālidāsa, M.R.Kale , MLBD , Delhi

STUDENT LEARNING OUTCOMES:

- (i) Students can learn about the Prose style.
- (ii) To develop the knowledge about the culture of India.
- (iii) Students will know about the ten incarnations of Lord Shree Krishna.

CORE ELECTIVE-302

GROUP-B

COURSE OBJECTIVES:

1. To provide the knowledge about style of Kasika jayaditya and vamana.
2. Student will know about style of Patanjali.

| COURSE CODE | COURSE NAME | MARKS | CREDITS |
|-------------|---|---|---------|
| CE-302 | PRACINA-VYAKARANA (BHASYA AND KASIKA) | 100=70 (End-Sem) +30 (Mid-Sem) | 5cr. |
| Unit-I | <i>Kasika</i> of Jayaditya and Vamana Chapter-I, Pada-1, from beginning to the sutra no-36; Explanation of 2 sutras - 7×2=14 | 14 | |
| Unit-II | <i>Kashika</i> of Jayaditya and Vamana Chapter-I, Pada-1, from sutra nos-37 to end of the Pada; Explanation of 2 sutras - 7×2=14 | 14 | |
| Unit-III | <i>Mahabhasya Karakahnika from Apadana to Karana</i> One Long question -10 Explanation of one <i>Bhasya</i> -lines- 4 | 14 | |

| | | | |
|---------|--|----|--|
| Unit-IV | <i>Mahabhasya Karakahnika</i> From <i>Adhikarana</i> to <i>Kartr-karaka</i> One Long question -10 Explanation of one <i>Bhasya</i> lines- 4 | 14 | |
| Unit-V | <i>Visarga Sandhi</i> Explanation of 2 sutras 5×2=10 One Prakriya – 4 | 14 | |

Books Recommended:

1. *Kashika*, (Ed.) Aryendra Sharma et al., Osmania University, AP
2. *Kashika* with Comm. Nyasa and Padamanjari, Chowkhamba Publication
3. *Mahabhasya*, Karakahnika Ed. S.D.Joshi, CASS, University Poona
4. *Mahabhasya*, Samarthahnika, Ed. S.d. Joshi, CASS, University Poona
5. *Vaiyakarana Siddhanta kaumudi*, part I, Giridhar Sharma Chaturveda, MLBD, Delhi
6. *Vaiyakarana sidhanta kaumudi*, part-1, Gopaladutta Pandeya,Chaukhamba prakashan,Benarass

STUDENT LEARNING OUTCOMES:

- (i) Students will learn about explanation style of Kasika
- (ii) Students will acquire knowledge about Patanjalis style of explanation from Apadana to karana .
- (iii) Students will learn about Visarga sandhi.

FIELD INTERNSHIP- FI-301

| | |
|---------------|-------------------------|
| FI-301 | FIELD INTERNSHIP |
|---------------|-------------------------|

FOURTH SEMESTER

HARD CORE-401

COURSE OBJECTIVES:

1. To provide the knowledge on srusti prakrikyā, Dharma, sanskaras and ashramas and Rajadharmā from Manusmṛiti.
2. It helps students to know about the theory of origination of diseases and their solution with the help of ayurved.

| COURSE CODE | COURSE NAME | MARKS | CREDITS |
|-------------|---|---------------------------------------|---------|
| HC-401 | TECHNICAL LITERATURE | 100=70 (End- Sem)+30 (Mid- Sem) | 5cr. |
| Unit-I | Manusmṛiti : Prathamādhyaya One long question-10 One short question- 4 | 14 | |
| Unit-II | Manusmṛiti : Dvitiyodhyaya One long question-10 One short question- 4 | 14 | |
| Unit-III | Manusmṛiti : Saptamādhyaya One long question-10 One short question- 4 | 14 | |
| Unit-IV | Ayurveda: Caraka Samhita Sutrasthanam – verse from 51 upto the end. One long question-10 One short question- 4 | 14 | |
| Unit-V | Surapala's Vrksayarveda One long question-10 One short question- 4 | 14 | |

Books recommended:

1. Manusamhita (English Translation), Sacred Books of the East Vol. 23, MLBD, Delhi.
2. Manusmṛiti, Jvala Prasad Chaturvedi, Randhir Book Sales, Haridwar, 1992.
3. Manusmṛiti, Braja Kishore Swain, Sadgrantha Niketan, Puri.

4. Surapala's Vrksayurveda, Dr, Sri Krishna Jugnu, Chowkhamba Sanskrit Series Office, Varanasi, 2010.
5. Surapala's Vrksayurveda by Lallanji Gopal, Sandeep Prakashan, New Delhi.
6. Vrksayurveda (Ed) by Dr, Srikrushna Jugnu, Chawkhamba Samskrutaserie office, Varanasi
7. Arthasastra of Kautilya, Vol. I, II, III, T. Ganapati Shastri, Rashtriya Sanskrit Sansthan, New Delhi, 2002.
8. Arthasastra, Vol. I & II, Odisha Sahitya Academi, Bhubaneswar.
9. Arthasastra of Kautilya, Vachaspati Gairola, Chowkhamba Vidyabhawan, Varanasi, 1996.
10. Carakasamhita Part I, Narendranath Sengupta and Balaichandra Sengupta, Rashtriya Sanskrit Sansthan, New Delhi, 2009.
11. Brhat samhita Part 1, Krsna Candra Dvivedi, Sampurnananda Sanskrit University, Varanasi, 1996.
12. The Brihatsamhita, N.C. Iyer, Sri Satguru Publications, Delhi, 1987.

STUDENT LEARNING OUTCOMES:

- (i) Student will learn about Srustyutpatti, Dharama lakshyana and Shodasa samskara.
- (ii) Student will know about medicinal plants and their uses.

HARD CORE-402

COURSE OBJECTIVES:

1. To develop students understanding, with current debates and ethical issues in everydaylife.
2. Through Inscription we could learn about the supreme power and courage of the Indian kings.
3. To endorse the Indian way of life compressing Indian values.

| COURSE CODE | COURSE NAME | MARKS | CREDITS |
|--------------------|---|--------------------------------|----------------|
| HC-402 | ANCIENT INDIAN HISTORY, CULTURE AND EPIGRAPHY | 100=70 (End-Sem)+30 (Mid- Sem) | 5cr. |
| Unit-I | Sources of Indian History, Indus Valley Civilization, Vedic Life and Upanisadic way of Life- One long question-10 One short question- 4 | 14 | |

| | | | |
|----------|---|----|--|
| Unit-II | General outline of Boudha Darsan, Jain Darsan and carvak Darsan One long question-10 One short question- 4 | 14 | |
| Unit-III | Temple Architecture and Sculpture with special reference to : Sri Jagannath Temple at Puri, Sri Lingaraj Temple at Bhubaneswar and Sun Temple at Konark. - One long question-10 One short question- 4 | 14 | |
| Unit-IV | Ashoka's Dhauli Rock Edict and Hatigumpha Inscription of Kharavela – One long question-10 One short question- 4 | 14 | |
| Unit-V | Samudragupta's <i>Prayaga Prasasti</i> (Allhabad Pillar Inscription), Aihole Inscription of Pulakesin)- One long question-10 One short question- 4 | 14 | |

Books recommended:

1. The Wonder that was India, A.L. Basham, Indian Edition, Rupa Paper back, 1989, Chap. III for section on History, Chap. VII for section on Religious Systems and Thought, Chap. VIII for section on the Arts.
2. Cultural Heritage of India, Vol. I five essays in Part-I under the heading „The background of Indian Culture“
3. The Indus sarasvati Civilization: Origin, Problems and Issues, S.C. Gupta, Delhi, 1996
4. Civilization of Ancient India, Louis Renou, Trans. By Phillip Spratt, Calcutta, 1959.
5. Bharatiya Kala, V.S. Agrawal, Varanasi, 1966
6. Introduction to Indian Art, A. Kumar Swami, Delhi, 1969
7. Sanskrit Inscriptions, Rajbali Pandeya
8. Abhilekhamanjusa, Dr. Ranjit Singh Sain, New Bharatiya Book Corporation, Delhi, 2010.
9. History of Orissa, Vol.-I, N.K. Sahu, Utkal University
10. Abhilekhamanjusa, Dr. Ranjit Singh Sain, New Bharatiya Book Corporation, Delhi, 2010.
11. Bharatasya Samskrtikanidhih, Ramji Upadhyaya, Chowkhamba Publication
12. Sarvadarshana sangrahaah, Madhavacharya.

STUDENT LEARNING OUTCOMES :

- (i) To ignite student's learning capacity in key philosophical concepts related to Good and bad, right and wrong, just and unjust etc.
- (ii) Student will know about Architecture and Sculpture of Jagannath, Lingaraj and konark temple of Odisha.
- (iii) Student will know about the courage of Ashok and Kharavela and their works on welfare for the people.

**HARD CORE-403
DISSERTATION****COURSE OBJECTIVES:**

1. To understand the basic concept of research and its methodologies.
2. To identify and discuss the issues and the concepts related to the research process.
3. To identify and discuss the role and importance of research in the subject of philosophy.
4. To identify appropriate research topics.
5. To select and define appropriate research problems and parameters.

STUDENT LEARNING OUTCOMES:

- (i) Prepare a project proposal.
- (ii) To gain knowledge about the research paper & dissertation.
- (iii) Organize and conduct research in a more appropriate manner.
- (iv) Understand the importance of research ethics.
- (v) A student is more searchable by writing a dissertation.
- (vi) Students gain knowledge about the issue of research.
- (vii) Organize and conduct research in a more appropriate manner.
- (viii) Read, comprehends, and explains research articles in his/her academic discipline.

**CORE ELECTIVE-401
GROUP-A****COURSE OBJECTIVES:**

1. To discover categorically rupakas in Sanskrit literature.
2. To help students re-examine the matra in chanda.

| COURSE CODE | COURSE NAME | MARKS | CREDIT S |
|--------------------|------------------------------|--------------------------------|---------------------|
| CE-401 | PROSODY & POETICS | 100=70 (End- Sem) +30 | 5 Cr. |

| | | | |
|----------|--|-----------|--|
| | | (Mid-Sem) | |
| Unit-I | Chandomanjari (The following Chandas are to be studied) Arya, Anustup, Indravajra, Upendravajra, Vasantatilaka, Upajati, Vamsastha, Drutavilambita, Salini, Malini, Mandakranta, Sikharini, Harini, Shardulavikridita, Sragdhara. Laksya-laksana- samanvaya of 2 Chandas - 7 × 2=14 | 14 | |
| Unit-II | Dasharupakam-Chapter-I One Long question- 10 One Short question- 4 | 14 | |
| Unit-III | Dasharupakam, Chapter III, One Long question- 10 One Short question- 4 | 14 | |
| Unit-IV | Kavyaprakasa – Chapter- IV (Only four vadas) One Long question- 10 One Short question- 4 | 14 | |
| Unit-V | Dramaturgy (Sahityadarpan, Chapter- VI One Long question- 10 One Short question- 4 | 14 | |

Books recommended:

1. Chandomanjari with Sans. Comm. (Ed) Sri Ramdhana Bhattacharya, Calcutta
2. Chandomanjari with Sans.Comm., Parameswar Dina Pandey, Krishnadas Academi, Varanasi,1987.
3. Kavyaprakasha, with Sanskrit. Comm., V. Jhalakikar, BORI, Pune, 1950.
4. Kavyaprakasha, With Sahityacudamani and Sudhasagara Commentary, Rewaprasada Dwivedi, Benaras Hindu University, Varanasi, 1st Edition, 1981.
5. Kavyaprakasha, With the Commentary Pradipa,Udyota and Prabha, Biswanath Bhattacharya and Jay Sankar Lal Tripathi, Benaras Hindu University, Varanasi, 1st Edition, 2003.
6. Kavyaprakasa (English Translation), M.M. Dr. Ganganath Jha, Bharatiya Vidya Prakashan, Delhi, 2005.
7. The Sahityadarpana, English Translation, J.R. Ballantyne and Pramada Dasa Mitra, MLBD. Delhi, 2016.
8. Sahityadarpana evam Chanda (Selected Portions), B.S. Mishra, Satyanarayan Book Store, Cuttack, 2014.
9. Chhandomanjari,Parameswaradina Pandeya,Chaukhamba krshnnadas academy,Benarass,2016

STUDENT LEARNING OUTCOMES:

- (i) Students can develop their knowledge about chanda.
- (ii) To gain knowledge about the “Uttapativada, Anumitivada, Bhuktivada and Abhivyaktivada”.

CORE ELECTIVE -401
GROUP-B

COURSE OBJECTIVES:

1. Enhance knowledge on philosophical aspects of kaundabhatta on Dhatvartha in Vaiyakrana bhusanasara.
2. Students will understand the significance of Technical Terms in grammar.

| COURSE CODE | COURSE NAME | MARKS | CREDIT S |
|--------------------|--|---|-----------------|
| CE-401 | PHILOSOPHICAL GRAMMAR -II | 100=70 (End-Sem) +30 (Mid-Sem) | 5cr. |
| Unit-I | <i>Vaiyakarana-bhusana-sara, Dhatvarthanirnaya- Karikas 1-7;</i> 1 Long question-10 1 short question- 4 | 14 | |
| Unit-II | <i>Vaiyakarana-bhusana-sara, Dhatvarthanirnaya- Karikas 8- 14</i> 1 Long question-10 1 short question- 4 | 14 | |
| Unit-III | <i>Vaiyakarana-bhusana-sara, Dhatvarthanirnaya- Karikas 15- till the last Karika;</i> 1 Long question-10 1 short question- 4 | 14 | |
| Unit-IV | Technical Terms relating to the Core Elective Group: Sutra, Vartika, Bhasya, Vrtti, Karaka, Vibhakti, Lakara, Parasmaipada, Atmanepada, Sarvadhataka, Ardhadhataka, Set, Vet, Anit, Utsarga, Apavada, Antaranga, Bahiranga, Samjna, Paribhasa, Vidhi, Niyama, Atidesa and Adhikara. 4 Short Notes 3.5× 4= 14 | 14 | |

| | | | |
|--------|---|----|--|
| Unit-V | One Essay relating to Sanskrit Vaiyakaran | 14 | |
|--------|---|----|--|

Books Recommended:

1. *Vaiyakarana-bhusana-sara*, Ed. S.d. Joshi, Pune
2. *Vaiyakarana-bhusana-sara*, Ed. And HindiBhaimi Com. By Bhimasena Shashtri, Delhi
3. *Vaiyakarana-bhusana-sara* with Darpana Com., Varanasi
4. *Vaiyakarana-bhusana-sara*, Sanskrit Com. by Prabhakar Mishra, Varanasi
5. *A Dictionary of Sanskrit Grammar*, K.V. Abhyankar, Oriental Institute, Baroda.
6. *Samskrta Vyakarana Paribhasika Kosa*, Abanindra Kumar and Dolamani Arya, Parimala Publications, Delhi, 2013.
7. *Vaiyakarana Prabandha Muktavali*, Dr. Ashok Chandra Gaur Shastri, Nag Publishers, Delhi, 2005.

STUDENT LEARNING OUTCOMES:

- (i) Students will learn about Dhatvartha.
- (ii) Students will know about technical terms of Paninian Grammar.
- (iii) Enhance Essay writing skill.

ALLIED CORE -401

COURSE OBJECTIVES:

This course will highlight the social construction of gender in Indian society and the role of social institution in the socialization process. Gendered family relation do not occur in vacuum and the course work help trace the reasons of gender inequality and gender discrimination.

| COURSE CODE | COURSE NAME | MARKS | CREDITS |
|-------------|---|--|-------------|
| AC-401 | WOMEN AND SOCIETY | 50=35 (End-Sem) +15 (Mid-Sem) | 3Cr. |
| Unit-I | Social Construction of Gender: Sex and Gender-Nature versus Culture, Equality versus Difference-Gender Roles, Gender stereotyping. Women and Religion: women as repositories of culture practices and traditions Sexual division labour – Public -Private Dichotomy- Religious conceptualization of women. | | |
| Unit-II | Social Structures: Kinship- Forms of family and Household-Institutions of Marriage and Divorce, Politics of reproduction, Dowry, Property Rights-Class/Caste: hierarchy, victimhood and mobility. Contemporary Debates: Indian women: identity and Illusion -Representation and Issues of marginalized women -Violence, victimhood, and agency Empowerment. | | |
| Unit-III | Changing Status of Women in India: Women in Ancient and Precolonial India Women in Colonial Period: Women's participation in the freedom movement, and women's organization – women in Post-Colonial India: Towards Equality Report, Sharamshakti Report | | |

Books recommended:

3. Altekar, A.S. (2005). The Position of Women in Hindu Civilization: From Prehistoric Times to Present Days Delhi: Motilal Banarsidass.
4. Barnett, Ola, Miller-Perrin, Cindy, L, Perrin, Robin D. (2005). Family Violence across the Lifespan, An Introduction. Second Edition. New Delhi: Sage Publication.

5. Baruah, S.L. (Ed). (1992). Status of Women in Asam: With Special reference to Non-Tribal Societies. New Delhi: Omsons Publications.
6. Beteille, Andre. (1996) Caste, Class and Power: Changing Patterns of Stratification in a Tanjore Village. Delhi: Oxford University Press.
7. Chatterjee, Partha & Jaganathan , Pradeep (Ed). (2000). Community, Gender and Violence, Subaltern Studies XI. New Delhi: Permanent Black.
8. Bhai, Nirmala, Harijan, P.(1986) Women In Independent India . New Delhi: B.R. Publishing Corporation.

Students Learning Outcomes-

- (i) The students will understand the social construction of gender, gender roles and gender stereotyping.
- (ii) The course will enable students to understand women & religion and religious conceptualization of women.
- (iii) It discusses social structures, changing status of women in India and contemporary debates on Indian women and empowerment.

SKILL BASED CERTIFICATE COURSE

Title -Human Values and Professional Ethics

Credits – 3

Full marks- 50

Total hours- 36

COURSE OBJECTIVES:

1. This course offers the critical understanding of Human values.
2. To enable students to develop their Professional Ethics

| COURSE CODE | COURSE NAME | MARKS | CREDITS |
|-------------|--|-------|---------|
| | Human Values and Professional Ethics | 50 | 3Cr. |
| Unit-I | Human Values in Chanakyaniti | 12 | |
| Unit-II | Human Values in Nitisatakam | 12 | |
| Unit-III | Professional Ethics in Srimadbhagabad Gita | 12 | |

| | | | |
|---------|--|----|--|
| Project | | 14 | |
|---------|--|----|--|

Books recommended:

1. Chanakyanitidarpana. (Ed.) Gunjeswar Choudhury, Chowkhamba Sanskrit Pratisthan, Varanasi
2. Bhartuhari Satakatrayam, Chowkhamba Surabharati Publication, Varanasi
3. Nitisatakam, Chowkhamba Orientalia , Varanasi
4. Srimadbhagabad Gita , Gita Press Gorakhpur, U.P.

STUDENTS LEARNING OUTCOMES:

- i. On completion of the course students will understand the meaning of Ethics.
- ii. Students will gain knowledge about the human values in Chanakyaniti, Nitisatakam and Srimadbhagabad Gita.
- iii. They will know about the ethics in Chanakyaniti, Nitisatakam and Srimadbhagabad Gita.
- iv. Students will learn about different types of human values like respect, acceptance, consideration, appreciation, listening, openness, affection, truth, love, non-violence, peace etc.