

**MAHARAJA'S COLLEGE, ERNAKULAM**  
**(Govt. Autonomous -Affiliated to MG University, Kottayam)**  
**UNDERGRADUATE PROGRAMMES (HONOURS)**

**SYLLABUS**

**MCE-UGP (HONOURS)**

**(2024 Admission Onwards)**



**Faculty : LANGUAGE AND LITERATURE**

**BoS : SANSKRIT GENERAL**

**Programme : Bachelor of Arts (Honours)**  
**Sanskrit General**

Maharaja's College, Ernakulam  
(Govt. Autonomous)  
Park Avenue Road, Marine Drive  
Ernakulam– 682 011, Kerala, India

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# Preface

In response to the 'Kerala State Higher Education Curriculum Framework for Undergraduate Programmes, 2023, Mahatma Gandhi University has been introducing a Four-Year Under Graduate Programme w. e. f. the academic year 2024-2025. Hence, the Board of Studies in Sanskrit General designed a scheme and syllabus for the implementation of the newly proposed Undergraduate Programme in Sanskrit General in various affiliated and autonomous colleges under the Mahatma Gandhi University. The curriculum of MCE-UGP (HONOURS) Programme in Sanskrit General represents a structural and methodological departure from the existing three-year curriculum. It has been designed primarily to enable the students to acquire and demonstrate the core linguistic skills, including critical reading, academic and literary writing skills as well as to appreciate the magnificent literary heritage of the Sanskrit language in the Middle Ages and to evaluate critically the contemporary literary genres like poetry, essays, short story, novel, drama, autobiography and travelogue. Due weightage has also been given to the acquisition of pivotal skills in functional and spoken Sanskrit, and 21st century skills in Translation, Media Sanskrit, Research and Education methodology, etc.

Outcome Based Education (OBE) shall be the thrust of the curriculum. It is a student-centered learning model that focuses on measuring student performances through outcomes. OBE approach is focusing on 'what the students are capable of doing'. Hence, the new curriculum demands the students to actively engage in the learning process and demonstrate their skills through more challenging tasks and higher order of thinking. The core principle underlying this curriculum emphasizes that students should primarily acquire knowledge through collaborative learning and critical inquiry, rather than passively receiving established knowledge. This curriculum also envisages that the teacher who teaches should also be the one who designs the courses and develops syllabi. Hence, the last module of every course in this curriculum will be a teacher specific content or an open-ended module.

- Board of Studies in Sanskrit General (UG & PG)

<b>BOARD OF STUDIES IN SANSKRIT GENERAL (UG)</b>		
1	Dr. Remadevi. V	Professor & HOD, Chairman, Department of Sanskrit General, Maharaja's College, Ernakulam.
2	Navin Naik N	Assistant Professor, Department of Sanskrit General, Maharaja's College, Ernakulam.
3	Dr. Jeena George	Associate Professor, Department of Sanskrit General, Maharaja's College, Ernakulam.
4	Meera Sukumaran	Assistant Professor, Department of Sanskrit General, Maharaja's College, Ernakulam.
5	Dr. Sindhu T. S	Associate Professor, Department of Sanskrit General, Maharaja's College, Ernakulam.
6	Dr. Satheesh Kumar Kandoth	Assistant Professor, Department of Sanskrit General, Maharaja's College, Ernakulam.
7	Mary Tessy T. G	Assistant Professor, Department of Sanskrit General, Maharaja's College, Ernakulam.
8	Prajini Prakash	Assistant Professor, Department of Sanskrit General Maharaja's College, Ernakulam.
9	Dr. Ramesh P.P	Assistant Professor, Department of Sanskrit General, Maharaja's College, Ernakulam.
<b>EXTERNAL EXPERT COMMITTEE</b>		
1	Dr. Suma Parapattoli	Associate Professor, Department of Sanskrit General, Govt. Victoria College, Palakkad.
2	Dr. E. N. Narayanan	Associate Professor, Dept. of Sanskrit, S.B College, Changanassery.

## Curricular Structure of the MCE– UG (Honours) Programme

### 3 Year UG Degree – 6 Semesters

No.	Course Type	No. of Courses	Total Credits
1	Foundation: Ability Enhancement Courses (AEC)	4	12
2	Foundation : Multi Disciplinary Courses (MDC)	3	9
3	Foundation: Skill Enhancement Courses (SEC)	3	9
4	Foundation: Value Addition Courses (VAC)	3	9
5	Discipline Specific Courses: Major (DSC A/DSE)	17	68
6	Discipline Specific Courses: Minor (DSC B & C)	6	24
7	Internship		2
	<b>Total</b>	<b>36</b>	<b>133</b>

**4 Year UG Degree (Honours) – 8 semesters**

**4 Year UG Degree (Honours with Research) – 8 Semesters**

<b>Sl. No.</b>	<b>Course Type</b>	<b>No. of Courses</b>	<b>Total Credits</b>
1	Foundation: Ability Enhancement Courses (AEC)	4	12
2	Foundation : Multi Disciplinary Courses (MDC)	3	9
3	Foundation: Skill Enhancement Courses (SEC)	3	9
4	Foundation: Value Addition Courses (VAC)	3	9
5	Discipline Specific Courses: Major (DSC -A / DSE)	17	68
6	Discipline Specific Courses: Minor (DSC-B&C)	6	24
7	Discipline Capstone Courses :Major (DCC/DCE)	8	32
8	Research Project		12/8
9	Internship		2
	<b>Total</b>	<b>44</b>	<b>177</b>

### Programme Outcomes (POs)

PO1	Critical Thinking and Analytical Reasoning
PO2	Scientific Reasoning and Problem Solving
PO3	Multidisciplinary/Interdisciplinary/Trans disciplinary Approach
PO4	Communication Skills
PO5	Leadership Skills
PO6	Social Consciousness and Responsibility
PO7	Equity, Inclusiveness and Sustainability
PO8	Moral and Ethical Reasoning
PO9	Networking and Collaborating
PO10	Lifelong Learning

### **Evaluation Scheme**

<b>Components</b>	<b>Marks (4 Credit)</b>	<b>Marks (3 Credit)</b>
Continuous Internal Assessment (CIA)	30	25
End Semester Examination	70	50
<b>Total</b>	<b>100</b>	<b>75</b>

## SYLLABUS INDEX

### SEMESTER I

COURSE CODE	COURSE TITLE	COURSE TYPE	CREDIT	HOURS/WEEK	HOUR DISTRIBUTION/WEEK			
					L	T	P	O
MCE 1 DSC SKT100	Fundamentals of Sanskrit	DSC- A/B	4	5	3		2	
MCE 1 DSC SKT101	Sanskrit and Indian Culture	DSC - C	4	5	3		2	
MCE 1 MDC SKT100	Environmental Awareness in Sanskrit Literature	MDC	3	4	2		2	
MCE 1 MDC SKT101	Indian Mathematical Tradition							
MCE 1 AEC SKT100	Communicative Skills and Scientific Studies in Sanskrit (For Science)	AEC	3	3	3			
MCE 1 AEC SKT101	Introduction to Sanskrit Language and Literature (For Humanities)	AEC		3	3			
MCE I AEC SKT102	Elementary Sanskrit (For Commerce)	AEC		3	3			

L - Lecture, T - Tutorial, P - Practicum, O - Others



**SEMESTER II**

COURSE CODE	COURSE TITLE	COURSE TYPE	CREDIT	HOURS/WEEK	HOUR DISTRIBUTION / WEEK			
					L	T	P	O
MCE 2 DSC SKT100	Functional Sanskrit	DSC -A/B	4	5	3		2	
MCE 2 DSC SKT 101	Poetry, Drama and Basics of Grammar	DSC -C	4	5	3		2	
MCE 2 MDC SKT100	Herbal Literacy and Ethnobotanical Awareness	MDC	3	4	2		2	
MCE 2 MDC SKT101	Theatre and Cinema in Sanskrit							
MCE 2 AEC SKT100	Poetic Appreciation of Sanskrit Literature (For Science)	AEC	3	3	3			
MCE 2 AEC SKT101	Ancient and Modern Literature in Sanskrit (For Humanities)	AEC		3	3			
MCE 2 AEC SKT102	Discourses and Poetical Functions in Sanskrit (For Commerce)	AEC		3	3			

**SEMESTER III**

COURSE CODE	COURSE TITLE	COURSE TYPE	CREDIT	HRS/WEEK	HOUR DISTRIBUTION/WEEK			
					L	T	P	O
MCE 3 DSC SKT200	Poetry with Textual Grammar	DSC	4	5	3		2	
MCE 3 DSC SKT201	The Primer of Indian Logic -Tarkasamgraha (With Dipika upto Pratyaksha Pramana)	DSC	4	5	3		2	
MCE 3 DSE SKT200	Lyrics	DSE	4	4	4			
MCE 3 DSC SKT202	Vedic Literature (Minor)	DSC- B	4	5	3		2	
MCE 3 DSC SKT203	Drama and Subhashitas (Minor)	DSC- C						
MCE 3 MDC SKT200	Contribution of Sanskrit to Kerala Culture	MDC	3	3	3			
MCE 3 VAC SKT200	Bhagavad Gita and Personality Development	VAC	3	3	3			

**SEMESTER IV**

COURSE CODE	COURSE TITLE	COURSE TYPE	CREDIT	HOURS/WEEK	HOUR DISTRIBUTION/WEEK			
					L	T	P	O
MCE 4 DSC SKT200	Vyakarana I	DSC	4	5	3		2	
MCE 4 DSC SKT201	Linguistics -I	DSC	4	5	3		2	
MCE 4 DSE SKT200	Vrta and Alankara	DSE	4	4	4			
MCE 4 DSC SKT202	Basic Concepts of Indian Philosophy (Minor)	DSC B	4	5	3		2	
MCE 4 DSC SKT203	Prose and Poetry (Minor)	DSC C						
MCE 4 SEC SKT200	Basics of Yogasana and Yogadarsana	SEC	3	3	3			
MCE 4 VAC SKT200	Introduction to Indian Knowledge Tradition	VAC	3	3	3			
MCE 4 INT SKT200	Internship		2					

**SEMESTER V**

COURSE CODE	COURSE TITLE	COURSE TYPE	CRED IT	HRS/ WEE K	HOUR DISTRIBUTION/ WEEK			
					L	T	P	O
MCE 5 DSC SKT300	Astika Darsanas– Sankhya and Yoga	DSC	4	5	3		2	
MCE 5 DSC SKT301	Vyakarana II	DSC	4	5	3		2	
MCE 5 DSE SKT300	Mahakavyas of Kalidasa	DSE	4	4	4			
MCE 5 DSE SKT301	Drama and Dramaturgy	DSE	4	4	4			
MCE 5 DSE SKT302	Ayurvedic Tradition of Kerala	DSE	4	4	4			
MCE 5 SEC SKT300	Kerala Sanskrit Theatre	SEC	3	3	3			

**SEMESTER VI**

COURSE CODE	COURSE TITLE	COURSE TYPE	CREDIT	HRS/ WEEK	HOUR DISTRIBUTION/ WEEK			
					L	T	P	O
MCE 6 DSC SKT300	Sahitya - I	DSC	4	5	3		2	
MCE 6 DSC SKT301	Vedanta and Mimamsa	DSC	4	5	3		2	
MCE 6 DSE SKT300	Veda and Upanishads	DSE	4	5	3		2	
MCE 6 DSE SKT301	Prose and Campu	DSE	4	4	4			
MCE 6 SEC SKT300	Communicative Sanskrit and Translation	SEC	3	3	3			
MCE 6 VAC SKT300	Indian Vision on Ethics	VAC	3	3	3			
MCE 6 VAC SKT301	Fables and Ethics in Sanskrit Literature							

**SEMESTER VII**

COURSE CODE	COURSE TITLE	COURSE TYPE	CREDIT	HOURS/ WEEK	HOUR DISTRIBUTION/ WEEK			
					L	T	P	O
MCE 7 DCC SKT400	Vyakarana - III	DCC	4	5	3		2	
MCE 7 DCC SKT401	Sahitya – II	DCC	4	4	4			
MCE 7 DCC SKT402	Smriti and Arthasastra	DCC	4	4	4			
MCE 7 DCE SKT400	Linguistics – II	DCE	4	4	4			
MCE 7 DCE SKT401	Sanskrit Drama	DCE	4	4	4			
MCE 7 DCE SKT402	Literary Criticism	DCE	4	4	4			

**SEMESTER VIII**

COURSE CODE	COURSE TITLE	COURSE TYPE	CREDIT	HRS/WEEEK	HOUR DISTRIBUTION/ WEEK			
					L	T	P	O
MCE 8 DCC SKT400	Research Methodology	DCC	4	5	3		2	
MCE 8 DCC SKT401	Manuscriptology	DCC	4	5	3		2	
MCE 8 DCE SKT400	Books of Later Period	DCE	4	5	3		2	
MCE 8 DCE SKT401	Chatussutri and Muktavali	DCE	4	5	3		2	
MCE 8 DCE SKT402	Sahitya - III	DCE	4	5	3		2	
MCE8 PRJSKT400	Project (Research/ Honours)		12					



**MAHARAJA'S COLLEGE  
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<b>Programme</b>	<b>B.A SANSKRIT GENERAL (HONOURS)</b>					
<b>Course Name</b>	<b>FUNDAMENTALS OF SANSKRIT</b>					
<b>Type of Course</b>	<b>DSC – A/B</b>					
<b>Course Code</b>	<b>MCE 1 DSC SKT100</b>					
<b>Course Level</b>	<b>100 – 199</b>					
<b>Course Summary</b>	This course introduces students to the practical application of Sanskrit Language skills for various purposes such as reading, writing, communicating and chanting verses. It often emphasizes both grammar and vocabulary along with cultural and historical insights to enhance comprehension and usage. Understanding the historical development of Sanskrit, its influence on Indian culture and the significance of key literary and Philosophical works.					
<b>Semester</b>	<b>I</b>	<b>Credits:</b>			<b>4</b>	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicu m	Others	
		3	-	1	-	75
<b>Pre-requisites, if any</b>	Knowledge of an intermediate level of Sanskrit.					

### **COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains *</b>	<b>PO No</b>
<i>Upon the completion of the course, student will be able to:</i>			
1	Understand the traditional methodology of learning Sanskrit language.	U	3
2	Understand the competence in the basic structure of Sanskrit language.	U	1, 4
3	Create the power of remembering.	C & R	4, 8
4	Analyse the vast vocabulary of Sanskrit language.	An	1, 4
5	Evaluate the linguistic peculiarities of Sanskrit.	E	1, 4
6	Apply the principles of Sanskrit grammar.	A	2, 3



7	Apply the skill of sentence formation.	S	4
8	Interest in reciting the verses.	K, I & Ap	4
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course Description	Hrs	CO No.
1	<b>A Brief History of Sanskrit Literature</b>		<b>35</b>	
	1.1	The Vedic Period- General Introduction of Four Vedas.	5	1
	1.2	The Classical Period -Epics Rāmāyaṇa & Mahābhārata. Origin, Date and Development of Rāmāyaṇa. Stages and Development of Mahābhārata.	15	1
	1.3	Pañcamahākāvyas – General Introduction of Raghuvamśa , Kumārasambhava, Kirātārjunīya, Śiśupālavadhā, Naiṣadhīyaçarita.	15	1
2	<b>Communicative Sanskrit</b>		<b>20</b>	
	2.1	Familiarising Sanskrit Syllables and introducing Linga, Vibhakti and Vachana.	5	2, 5
	2.2	Study of nouns like Rāma, Sīta, Vanam.	10	2, 4
2.3	Familiarising verbs- पठ् धातु -Lat, Lang, Lrt. (पठ्धातु-लट्, लङ्, लृट्)।	5	2, 4,6	
3	<b>Exercises for making sentences in Sanskrit</b>		<b>5</b>	
	3.1	यथा-तथा, यदि- तर्हि, यदा-तदा।	2	7
	3.2	सह, विना, अभितः।	2	7
	3.3	परितः, उभयतः।	1	7
4	<b>Subhashitas</b>		<b>15</b>	
	4.1	APPENDIX 1 & 2	5	3,8

	4.2	APPENDIX 3 & 4	5	3,8
	4.3	APPENDIX 5	5	3,8

<b>Module 5</b>	<b>Teacher Specific Content</b>	Hrs	
	Comprehensive Lesson Plans and Resources, Interacting and Engaging activities, Multimedia Learning tools.		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure</b> 1. Lecture Method. 2. Audio Visual Presentation. 3. Discussion Method. 4. Chanting Subhashita-s. 5. Role-Playing Activities.
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>Toatal Marks : 70+30=100</b> A.Continuous Comprehensive Assessment (CCA), Maximum Marks-30 1.MCQ Based Internal Examination. 2.Assignment /Seminar. 3.Oral Examination. A. Semester End examination. 1. Written Examination – Time: 2 Hours Maximum Marks- 70 <ul style="list-style-type: none"> <li>• Short Answer. 10 out of 12      2 Mark each</li> <li>• Paragraph. 6 out of 9              5 Marks</li> <li>• Essay. 2 out of 4                      10 Marks each</li> </ul>

### Essential Reading:

1.T.K Ramachandra Iyer, 2006, A Short History of Sanskrit Literature, R. S

Vadhyar & Sons, Palakkad.

2. विद्याभवन् प्राच्यविद्या ग्रन्थमाला,३४,२००९,शब्दरूपावलि:,चौखम्बा विद्याभवन्, वाराणसी।

3. विद्याभवन प्राच्यविद्या ग्रन्थमाला,३३,२००९, धातुरूपावलिः, चौखम्बा विद्याभवन, वाराणसी।

4.Sankaran Nampootirippad,2011, Samskritabhasha, Sankaran Nampootirippad Smaraka Granthasala, Kunnamkulam.

5.Bhatavadekar,KrishnaShastri,Ainapore,Udhav Sastree,Editor,1908,Subhashitaratnakara, G. Narayen and Co.Mumbai.

**Additional Readings:**

1. Keith, 1993, A History of Sanskrit Literature, Motilal Banarsidas Publishers, Pvt.

Ltd, Varanasi.

2.M. Krishnamacharyar,1993, History of Classical Sanskrit Literature, Motilal Banarsidas Publishers, Pvt. Ltd, Varanasi.

3.Payyannur Vasudevan Nambeesan,2007, Samskritam Padhikkam, Avanti Publications, Kottayam.

## APPENDIX

1. हंसः श्वेतो बकः श्वेतः को भेदो बकहंसयोः।  
नीरक्षीरविवेके तु हंसो हंसो बको बकः॥
2. आशा नाम मनुष्याणां काचिदाश्चर्यशृङ्खला।  
यया बध्वा प्रधावन्ति मुक्तास्तिष्ठन्ति पङ्गुवत्॥
3. अपि स्वर्णमयी लङ्का न मे लक्ष्मण रोचते।  
जननी जन्मभूमिश्च स्वर्गादपि गरीयसी॥
4. ददाति प्रतिगृह्णाति गुह्यमाख्यन्ति पृच्छति।  
भुङ्क्ते भोजयते चैव षट्विधं प्रीतिलक्षणम्॥
5. सदयं हृदयं यस्य भाषितं सत्यभूषितम्।  
कायः परहिते यस्य कलिस्तस्य करोति किम्॥

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<b>Programme</b>	<b>B.A SANSKRIT GENERAL (HONOURS)</b>					
<b>Course Name</b>	<b>SANSKRIT AND INDIAN CULTURE</b>					
<b>Type of Course</b>	<b>DSC –C</b>					
<b>Course Code</b>	<b>MCE 1 DSC SKT101</b>					
<b>Course Level</b>	<b>100 – 199</b>					
<b>Course Summary</b>	To introduce India's rich , cultural and traditional views. This course offers an in-depth exploration of the Sanskrit language alongside an extensive study of Indian culture. It aims to delve into the rich cultural heritage of India, encompassing its philosophy, literature, art, and social customs.					
<b>Semester</b>	<b>I</b>	<b>Credits:</b>			<b>4</b>	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutoria l	Practicu m	Others	
		3	-	1		75
<b>Pre-requisites, if any</b>	General awareness on Sanskrit language and Indian culture.					

**COURSE OUTCOMES (CO)**

CO No.	Expected Course Outcome	Learning Domains *	PO No
<i>Upon the completion of the course, student will be able to:</i>			
1	Understand the diverse cultural heritage of India, encompassing its history, art, architecture, music, dance, literature, and philosophy.	U	7&3
2	Analyze the significance of cultural artifacts, practices, and traditions in shaping the identity and values of Indian society.	AN	1 & 6
3	Remember key historical events, figures, and cultural movements that have contributed to the rich tapestry of Indian heritage. Develop a deep interest in exploring various aspects of Indian culture, fostering a sense of curiosity and appreciation.	R	1,7 & 10

4	Appreciate the beauty, complexity, and resilience embedded within Indian cultural expressions and traditions. Evaluate the impact of globalization, modernization, and socio-political changes on the preservation and promotion of Indian cultural heritage.	AP	7, 9 & 4
5	Acquire skills in critical thinking, research, and interpretation to engage with diverse perspectives on Indian cultural heritage. Apply acquired knowledge and skills to contribute creatively to the preservation, promotion, and revitalization of Indian cultural heritage through various mediums.	S	1, 2, 4 & 5
6	Analyse the contributions of key Sanskrit poets to the cultural reformation of Kerala. Students will comprehend the socio-cultural milieu of Kerala during the time of prominent Sanskrit poets and how it influenced the literary and cultural landscape of the region.	An	6&7
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course Description	Hrs	CO No.
1	<b>Sanskrit and Indian Culture</b>			
	1.1	Vedic civilization and culture.	12	1
	1.2	The theory behind Varnasrama dharma - Purushartha-s the basic ends of human life. The status of women.	13	1, 2
2	<b>Educational System</b>			
	2.1	Sanskrit and Ancient Indian centres of Education Takshashila and Nalanda.	5	1, 4
	2.2	Panchatantra and Ancient Indian Wisdom.	10	2, 5
	2.3	Thoughts on the Gita. Karmayoga, Bhaktiyoga, Gunatraya, Shraddhatraya Moksha.	10	4
3	<b>Social life of Ancient India</b>			
	3.1	Ramayana as a representative of Indian culture. Mahabharata as an all-inclusive	10	3

		Dharmasastra - Social and ethical importance of the Epics.		
	3.2	Historical and Cultural Values of Purana.	5	5
	<b>Indian Renaissance Movement and Reformers</b>			
<b>4</b>	4.1	Aryasamaj Brahmasamaj Rajaram Mohan Rai Balagangadhara Thilak Swami Vivekananda Dayananda Saraswati Dr.B.R.Ambedkar.	10	6

<b>Module 5</b>	<b>Teacher Specific Content</b>	Hrs	
	Importance in preserving history, identity, and traditions.		

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure</b></p> <p>1.1. Lecture Method. 2. Audio Visual Presentation. 3. Discussion Method.</p>
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>Total Marks- 70+30=100</b></p> <p>A.Continuous Comprehensive Assessment (CCA) – Maximum Marks-30</p> <p>1 .MCQ Based Internal Examination 2. Assignment /Seminar. 3. Oral Examination.</p> <p>B. Semester End Examination</p> <p>1. Written Examination – Time: 2 Hours</p> <p style="text-align: center;">Maximum Marks :70</p> <p style="text-align: right;">Short Answer. 10 out of 12      2 Mark each</p> <p style="text-align: right;">Paragraph. 6 out of 9              5 Marks</p> <p style="text-align: right;">Essay. 2 out of 4                      10 Marks each</p>

**Essential Reading:**

1. Asko Parpola, 2015, The Roots of Hinduism: The Early Aryans and The Indus Civilization, Oxford University Press.
2. Sadhu Ram, 1965, Essays on Sanskrit Literature, Chapter VI, XVII, XVIII, XXVIII & XXX, Munshi Ram Manohar Lal Publishers, Delhi.
3. Srimad Bhagavad Gita, 2000, Gita Press, Gorakhpur.
4. The Cultural Heritage of India Volume 1-3, Sreeramakrishna Mission Institute of Culture, Belur Math, Calcutta.
5. Edward James Rapson, 2004, The History of India: From the Earliest Times to the Present Day. Asian Educational Services.

**Additional Reading:**

1. Dr. V. Raghavan, Indian Heritage.
2. Mohanlal Vidyarthi, Indian Culture through Ages, Selections from the Complete Works Swami Vivekananda, Advaitashramam.
3. Bharatiya Samskriti\_Dr. Deepak Kumar, Chaukhambha Durabharati Prakasan.
4. Dr. P. V. Raman Kutty, Amarabharathi, Kanippayyur Shankaran smaraka grandhashala, Thrissur
5. Bharatiya Paithrukam V.1, III edition, Kerala Bhasha Institute, Trivandrum.
6. Chinmayananda Swami, Srimad Bhagavad Gita.





**MAHARAJA'S COLLEGE  
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<b>Programme</b>						
<b>Course Name</b>	<b>ENVIRONMENTAL AWARENESS IN SANSKRIT LITERATURE</b>					
<b>Type of Course</b>	<b>MDC</b>					
<b>Course Code</b>	<b>MCE 1 MDC SKT100</b>					
<b>Course Level</b>	<b>100 – 199</b>					
<b>Course Summary &amp; Justification</b>	This Course aims to understand significance of protection of nature and natural resources.					
<b>Semester</b>	<b>I</b>	<b>Credits:</b>			<b>3</b>	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		2	-	1	-	60
<b>Pre-requisites, If Any</b>	General awareness in Vedic Texts.					

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains *</b>	<b>PO No</b>
1	Understand the nature as depicted in various branches of Sanskrit Literature.	U	PO 1
2	Understand the importance of environmental conservation.	U & A	1, 6
3	Understand the significance ancient botanical aspects.	U & An	1
4	Literary appreciation.	U & An	1, 10

**\*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)**

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course Description	Hrs	CO No.
1	<b>ENVIRONMENT IN SANSKRIT LITERATURE (A Brief note)</b>		<b>10</b>	1 & 2
	1.1	Vedic Literature (5 Mantras) Appendix-I		1 & 2
	1.2	Classical Sanskrit Literature. (5 slokas) Appendix-II		1 & 2
2	<b>WATER RESOURCES &amp; BIO-DIVERSITY</b>		<b>15</b>	3 & 4
	2.1	Brihatsamhita Chapter- 54 (Dakargala Slokas – 1 to 20)		
3	<b>SEED PRODUCTION</b>		<b>15</b>	2 & 3
	3.1	Bijotpadanavidhi, Surapala's Vrikshayurveda (Slokas - 1 -10)		
4	<b>SEEDING</b>		<b>20</b>	
	4.1	Vapanavidhi. Surapala's Vrikshayurveda (Slokas - 1 -20)		3 & 4
5	<b>TEACHER SPECIFIC CONTENT</b>			
	Highlighting the timeless relevance of Sanskrit Literature in promoting environmental awareness.			

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> <ul style="list-style-type: none"> <li>• Lectures.</li> <li>• Illustrations.</li> <li>• Audio-visuals.</li> </ul>
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>Total Marks - 50+25=75</b> A.Continuous Comprehensive Assessment (CCA)- Max. Marks-25 1.Mcq Based Internal Exam 2. Assignments

	<p style="text-align: center;">A. Semester End examination</p> <p>1. Written Examination. Max. Marks - 50</p> <p style="text-align: right;">Time : 1.30 Hrs</p> <ul style="list-style-type: none"> <li>• Short answer.      10 out of 10      1 mark each.</li> <li>• Paragraph.          6 out of 9          5 marks each.</li> <li>• Essay.                1 out of 2          10 marks each.</li> </ul>
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**Essential Reading:**

1. Varahamihira, 2017, Brihatsamhita, Chapter- 54, Chaukhamba Vidya Bhavan, Varanasi.

2. Prof.(Dr.)Gyanendra Pandey ,2021,Vrikshayurveda of Surapala,Chowkambha Sanskrit ,Series , Varanasi.

**Additional Readings:**

1. Dr. N. V. P Unithiri, 2006, Ed. Indian Scientific Traditions, Publications Division, University of Calicut.

2. Dr. N. V. P Unithiri, 2007, Vrikshayurvedagrandhangaal – Oru Paṭhanam, Kerala Bhasha Institute.

3. Dr. Sri Krishna Jughnu, 2004, Vrikshayurveda, Chaukhambha Sanskrit Series Office, Varanasi.

## Appendix 1 (Vedic Literature)

1. मधुवाता ऋतायते मधु क्षरन्ति सिन्धवः । माध्वीर्नः सन्त्वोषधीः । (Rigveda)
2. अप्सु मे सोमो अब्रवीत् अन्तर्विश्वानि भेषजाः । (Rigveda)
3. यन्तु नदयो वर्षन्तु पर्जन्याः । सुपिप्पला ओषधयो भवन्तु । (Yajurveda)
4. यते भूमे विखनामि क्षिप्रं तदपि रोहतु । मा ते मर्मविमृग्वरि मा ते हृदयमर्पितम्॥
5. ईशावास्यमिदं सर्वं यत्किञ्च जगत्यां जगत् । तेन त्यक्तेन भुञ्जीथाः मा गृधः  
कस्स्विद् धनम् ।

## Appendix 2 (Classical Literature)

1. दशकूपसमा वापि दशवापीसमो हृदः । दशहृदसमः पुत्रो दशपुत्र समो द्रुमः॥
2. पञ्चाम्रान् रोपयेद् यस्तु मार्गेषूपवनेषु च । भूतान् भविष्यान् पुरुषास्तारयेत् सः  
चतुर्दश॥
3. निम्बत्रयं समारोप्य नरो धर्मविचक्षणः। सूर्यलोकं समासाद्य वसेदब्धायुतत्रयम्॥
4. क्रीडारामं तु यः कुर्यादुद्दामफलसङ्कुलम् । देवकव्यप्सरोयक्षौर्वस्तत्र युगत्रयम्॥
5. अश्वत्थमेकं पिचुमन्दमेकं न्यग्रोधमेकं दशचिञ्चणीकम् ।  
कपित्थबिल्वामलकत्रयं च पञ्चाम्रवापी नरकं न पश्येद्॥

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**MAHARAJA'S COLLEGE  
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<b>Programme</b>						
<b>Course Name</b>	<b>INDIAN MATHEMATICAL TRADITION</b>					
<b>Type of Course</b>	<b>MDC</b>					
<b>Course Code</b>	<b>MCE 1 MDC SKT101</b>					
<b>Course Level</b>	<b>100 – 199</b>					
<b>Course</b>	Familiarising the mathematical contribution of Indian tradition. Advance of Indian thoughts in earlier period comparing with other views. Opening current possibilities.					
<b>Semester</b>	<b>I</b>	<b>Credits:</b>			<b>3</b>	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		2		1		60
<b>Pre-requisites, if any</b>	Knowledge of Ancient Indian Texts.					

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains *</b>	<b>PSO No</b>
1	Understand the traditional Indian mathematical concepts.	U	1
2	Make an interest by tracing the development of studies on Indian Mathematics.	I	2
3	Analyse the Indian Mathematics from the angle of conceptual History.	An	1
<p><b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b></p>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course Description	Hrs	CO No.
1	<b>Indian Mathematical Tradition</b>		<b>20</b>	
	1.1	Important works on Indian Mathematics-	3	1 & 2
	1.2	Sulbasutras.	3	1 & 2
	1.3	Aryabhatiya.	3	1 & 2
	1.4	Bakshi Manuscripts.	2	1 & 2
	1.5	Ganitasamgraha.	3	1 & 2
	1.6	Lilavati.	2	1 & 2
	1.7	Yuktibhasha.	2	1 & 2
	1.8	Jyotirmimamsa.	2	1 & 2
2	<b>Conceptual History</b>		<b>20</b>	1
	2.1	Arithmetic, Algebra, Trigonometry, Numbers and Decimal place, Value System, Germs of calculus, Real Analysis, Indian Geometry, (T. A Sarasvati Amma).	5	2&3
	2.2	Special feature of Kerala Mathematics.	10	2&3
	2.3	Philosophy of Mathematics (Yuktibhasha).	5	2&3
3	<b>Studies on Indian Mathematics</b>		<b>20</b>	2&3
	3.1	Early studies on Indologists- G R Kaye, H T Carlbrook, Indian Mathematics.	5	2&3
	3.2	Entry of Indians- BB Dutta, A N Singh, Kunjunni Raja, K Balagangadharan, Mukunda Marar, C T Rajagopal, R C Gupta, T A Sarasvati Amma, K V Sarma.	10	2&3
	3.3	Recent Developments- Gerge Ghevarghese Joseph, P P Divakaran, Kim Plofkar, K Ramasubramanian, M D Srinivas.	5	2&3

4	<b>Teacher Specific Content</b>			
		Understand indepth knowledge of Indian Mathematics and its impact on modern mathematical thought.		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> 1. Lecture
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>Total Marks : 50 +25 =75</b>  A. Continuous Comprehensive Assessment (CCA) Max.Marks-25  MCQ, Assignments, Quiz  B. Semester End examination  1. Written Examination. Time :1.30 Hrs, Max.Marks :50 <ul style="list-style-type: none"> <li>• Short answer      10 out of 10      1 mark each</li> <li>• Paragraph          6 out of 9          5 marks each</li> <li>• Essay                1 out of 2          10 marks each</li> </ul>

### Essential Readings:

1. Dr. K. G. Paulose (Ed), 1997, M B Sankaranarayansastri, Govt. Sanskrit College, Thripunithura.

### Additional Reading:

1. K V Sarma, 1972, A history of Kerala School of Hindu Astronomy (in Perspective) Visvesvaranand Institute, Hoshiapur.
2. K. Kunjnni Raja, 1995, Astronomy and Mathematics in Kerala, The Adayar Library and Research Centre, Madras.
3. Edward Strachey, 1812, Bijaganita or the Algebra of Hindus, London.
4. Jyeshthadeva, Ganitayuktibhashah, 2008, Vol. 1&2 BB Datta, and Translation K V Sarma, with explanatory Notes by K Ramasubramaniam, M D Srinivas and MS Sriram, Hindustan book Agency, New Delhi.
5. T. A Sarasvati Amma, 2007, Geometry in Ancient and Madieval India, Motilal Banarsidas publishers Pvt. Limited, Delhi, First Edition

6. (Ed.) G Kuppu Ram and K. K Kumudamani, 1990, History of Science and technology in India, Vol. 1&2, Sandeep Prakashan , Delhi, First Edition.
7. BB Datta, and A N Singh, 2001, History of Hindu Mathematics, Vol. 1&2, Bharatiya Kala Prakasham, Delhi.
8. G R Kaye, Thacker, 1915, Indian Mathematics, Spink & Company, Calcutta.
9. H T Calbrooke, 1927, Lilavati (ed.& translation) The book Company limited. Calcutta Second Edition.
10. A K Bag, 1979, Mathematics in Ancient and medieval India, Chaukhamba Orientalia, Varanasi, First Edition.
11. Kim Plofker, 2009, Mathematics in India, Princeton University Press, Princeton and Oxford.
12. (ed.) S Venkita Subramania Iyer, 1978, Technical Literature in Sanskrit, Kerala University Publication, Trivandrum.
13. N K Sundaresvaran, 2009, The contribution of Kelallur Nilakantha Somayaji to Astronomy, Calicut University Sanskrit Series No 34, Publication Division, University of Calicut.





**MAHARAJA'S COLLEGE  
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<b>Programme</b>						
<b>Course Name</b>	<b>COMMUNICATIVE SKILLS AND SCIENTIFIC STUDIES IN SANSKRIT ( For Science)</b>					
<b>Type of Course</b>	<b>AEC</b>					
<b>Course Code</b>	<b>MCE 1 AEC SKT100</b>					
<b>Course Level</b>	<b>100 – 199</b>					
<b>Course Summary</b>	The course aims to create a general awareness of ancient Indian Scientific Works in Sanskrit and acquire basic understanding of Sanskrit Language Learning.					
<b>Semester</b>	<b>I</b>	<b>Credits:</b>			<b>3</b>	<b>Total Hours</b>
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3	-	-	-	45
<b>Pre-requisites, if any</b>	General awareness on Sanskrit Language.					

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains *</b>	<b>PO No</b>
1	Explore different branches of ancient Indian Scientific Wisdom.	I	2
2	Acquire basic understanding of Sanskrit Language Learning.	U	4
3	To create an Environmental Awareness.	U	7

**\*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)**

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course Description	Hrs	CO No.
1	<b>History of Vedic and Scientific Literature in Sanskrit</b>		<b>15</b>	<b>1</b>
	1.1	Vedic Literature (Vedas & Vedangas).	5	
	1.2	Scientific Tradition of Ancient India.	5	
	1.3	Scientific Tradition of Sanskrit in Kerala.	5	
2	<b>Communicative Skills in Sanskrit</b>		<b>15</b>	<b>2</b>
	2.1	Familiarise Sanskrit Syllables.	2	
	2.2	Familiarise Sanskrit words in every day life related topic - such as relationship, values and emotions.	4	
	2.3	Exercises for making sentences in every day life for communication.	9	
3	<b>Selected Sloka-s from Classical Literature</b>		<b>15</b>	<b>3</b>
	3.1	Ecological awareness in Vedas by C. M Neelakantan.	2	
	3.2	Environmental awareness in ancient India by C. Rajendran.	3	
	3.3	Tarumahima (Surapala's Vrikshayurveda) Slokas 1 – 15.	5	
	3.4	Analyse and impart environmental awareness through the sloka-s. Tarumahima Slokas 16 – 22.	5	

<b>4</b>	<b>TEACHER SPECIFIC CONTENT</b>		
	Understand the scientific knowledge and differentiate ancient and modern imprints for further study.		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> <ol style="list-style-type: none"> <li>1. Lecture Method</li> <li>2. Tutorial Method</li> <li>3. Group Discussion.</li> <li>4. Chanting of Sloka-s.</li> </ol>
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>Total Marks :50+25=75</b> <ol style="list-style-type: none"> <li>A. Continuous Comprehensive Assessment (CCA) ,Max.Marks :25 <ol style="list-style-type: none"> <li>1. MCQ Based Internal Examination.</li> <li>2. Assignment/ Seminar.</li> </ol> </li> <li>B. Semester End examination <ol style="list-style-type: none"> <li>1. Written Examination-Time :1.30 Hrs, Max.Marks:50 <ul style="list-style-type: none"> <li>• Short answer      10 out of 10      1 mark each.</li> <li>• Paragraph            6 out of 9            5 marks each.</li> <li>• Essay                    1 out of 2            10 marks each.</li> </ul> </li> </ol> </li> </ol>

**Essential Readings:**

1. T K Ramachandra Iyer,2007, A Short History of Sanskrit Literature, R S Vadhyar & Sons, Palakkad
2. Ed by Dr. N. V. P. Unithiri,2006, Indian Scientific Traditions,Publication Division University of Calicut.
3. Surapala,2005, Vriksayurveda, Tarumahima(Slokas1-22).,Chaukhamba Sanskrit Series,Varanasi.
4. S.Venkata Subrahmonya Iyer,Edited,2009,Technical Literature in Sanskrit Literature,University of Kerala.

**Additional Readings:**

1. Dr. N. V. P. Unithiri,2013, Vriksayurvedagranthangal Oru Pathanam, Kerala Bhasha Institute, TVM.



**MAHARAJA'S COLLEGE  
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<b>Proramme</b>						
<b>Course Name</b>	<b>INTRODUCTION TO SANSKRIT LANGUAGE AND LITERATURE ( For Humanities)</b>					
<b>Type of Course</b>	<b>AEC</b>					
<b>Course Code</b>	<b>MCE 1 AEC SKT101</b>					
<b>Course Level</b>	<b>100 – 199</b>					
<b>Course Summary</b>	The course aims to introduce communicative skills in Sanskrit Language and to understand the historical elements of Sanskrit and its aesthetic elements.					
<b>Semester</b>	<b>I</b>	<b>Credits:</b>			<b>3</b>	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3	-	-	-	45
<b>Pre-requisites,if any</b>	Interest in learning Sanskrit.					

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains *</b>	<b>PO No</b>
1	Understand the Socio Political and Intellectual Aspects of Sanskrit Tradition.	U	1
2	Analysis and appreciation of Sanskrit Poetry.	I & An	1
3	Acquire communication Skills in Sanskrit.	S	4
4	Explore Ethical and Moral Aspects in Sanskrit Literature.	U	8
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course Description	Hrs	CO No.
1	<b>A Brief History of Sanskrit Literature</b>		<b>15</b>	<b>1</b>
	1.1	Vedic Literature (Vedas & Vedangas).	5	
	1.2	Epics and Puranas.	5	
	1.3	Panchamahakavyas.	5	
2	<b>Communicative Sanskrit</b>		<b>15</b>	<b>3</b>
	2.1	Familiarising Sanskrit Syllables.	2	
	2.2	Familiarising Sanskrit words for daily usage.	4	
	2.3	Exercises for making sentences in Sanskrit.	9	
3	<b>Poetry Nalopakhyaana (first 30 Verses)</b>		<b>15</b>	<b>2 &amp; 4</b>
	3.1	Introducing Nalakatha in Mahabharata.	2	
	3.2	Textual Study of Nalopakhyaana.	11	
	3.3	Literary Appreciation of Nalopakhyaana.	2	
4	<b>TEACHER SPECIFIC CONTENT</b>			
	Introduce Sanskrit Language and Literature and elaborate its various aspects on respective topic.			

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure</b> <ol style="list-style-type: none"> <li>1. Lecture Method.</li> <li>2. Audio Visual Presentation.</li> <li>3. Discussion Method</li> <li>4. Chanting Slokas.</li> </ol>
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>Total Marks : 50+25=75</b> <ol style="list-style-type: none"> <li>A. Continuous Comprehensive Assessment (CCA)  ,Max.Marks:25 <ol style="list-style-type: none"> <li>1. MCQ Based Internal Examination.</li> <li>2. Assignment/ Seminar.</li> </ol> </li>   <li>B. Semester End examination <ol style="list-style-type: none"> <li>1. Written Examination.-Time:1.30 Hrs, Max. Marks =50 <ul style="list-style-type: none"> <li>• Short answer            10 out of 10    1 mark each.</li> <li>• Paragraph                6 out of 9        5 marks each.</li> <li>• Essay                        1 out of 2        10 marks each.</li> </ul> </li> </ol> </li> </ol>

### Essential Readings:

1. Kodungallur Kunjikkuttan Thampuran,2016, Mahabharatam Vrttanuvrta Vivartanam, D. C Books Kottayam,
2. M. Krishnamacariyar, 1989, History of Classical Sanskrit Literature, Motilal Banarsidas Publications, New Delhi.
3. Dr. Triloknath Jha (Ed),2003, Mahabharata of Vyasa,1988, Nag Publishers, New Delhi.
4. K.L.V. Sastri and L. Anantharama Sastri,2007,Sabdamanjari,R.S. Vadhyar and sons, Kalpathy Palakkad.
5. K.L.V. Sastri,2007, Samskrabaladarsah, R. S. Vadhyar and sons, Kalpathy Palakkad.
6. K.L.V. Sastri ,2007, Samaskrtaprathamadarsaha ,R. S. Vadhyar and sons, Kalpathy Palakkad.
7. K.L.V. Sastri,2002, Samskrtadvitiyadarsha, R. S. Vadhyar and sons, Kalpathy Palakkad.

8. K.L.V. Sastri ,2005, Samskratrtiyadarsa, R. S. Vadhyar and sons, Kalpathy Palakkad.
9. Vempati Kutumbasastr (Ed.), Teach Yourself Sanskrit, 2012, 1<sup>st</sup> part, Rastriya Sanskrit Sansthan, New Delhi.
- 10.Vempati Kutumbasastr (Ed.), 2004, Teach Yourself Sanskrit, 2<sup>nd</sup> Part, Rastriya Sanskrit Sansthan, New Delhi.

**Additional Reading:**

1. T. K Ramachandra Iyer, 2009, Short History of Sanskrit Literature, R S Vadhyar & Sons, Palakkad.
2. T. K Ramachandra Aiyar, 2009, Nalopakhyanam in Mahabharata Vanaparva, R S Vadhyar & Sons, Palakkad.
3. Rajarsi Ramavarma, 1989, Balabodhanam, Padaparicaya and Lesson 1 8. Government Sanskrit College, Tripunithura.



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<b>Programme</b>						
<b>Course Name</b>	<b>ELEMENTARY SANSKRIT (For Commerce)</b>					
<b>Type of Course</b>	<b>AEC</b>					
<b>Course Code</b>	<b>MCE 1 AEC SKT102</b>					
<b>Course Level</b>	<b>100 – 199</b>					
<b>Course Summary</b>	The course aims to create an awareness on the tradition of Sanskrit Literature and impart ability to read and write Sanskrit Language. It also imparts ability to appreciate and respond to Sanskrit Literature.					
<b>Semester</b>	<b>I</b>	<b>Credits:</b>			<b>3</b>	<b>Total Hours</b>
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3	-	-	-	45
<b>Pre-requisites,if any</b>	Interest in Learning Sanskrit.					

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains *</b>	<b>PO No</b>
1	Understand the tradition of Sanskrit Literature.	U	2
2	Impart ability to read and write Sanskrit Language.	S	4
3	Impart ability to appreciate and respond to Sanskrit Literature.	I & An	1

**\*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)**



## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course Description	Hrs	CO No.
1	<b>History of Sanskrit Literature</b>		<b>15</b>	<b>1</b>
	1.1	Vedic Literature (Vedas & Vedangas).	5	2
	1.2	Epics and Puranas. (Special reference to Ramayana and Mahabharata – 18 Puranas General view).	5	2
	1.3	Panchamahakavyas – A General view.	5	3,1
2	<b>Communicative Skill in Sanskrit</b>		<b>15</b>	<b>2</b>
	2.1	Familiarise Sanskrit Syllables.	2	2,3
	2.2	Familiarise Sanskrit words for daily usage. (From the text Samskrita Vyavahara Sahasri)	4	2,3
	2.3	Exercises for making sentences in Sanskrit (From the text Vakya Vyavahara)	9	2,3
3	<b>Poetry- Raghuvamsam (Canto First, 1 –30 Slokas)</b>		<b>15</b>	<b>3</b>
	3.1	Introduction of Kalidasa and his works.	2	2,3
	3.2	Textual Study of Raghuvamsa Canto-I, 1 -30 Slokas.	10	2,3
	3.3	Appreciation and analysis of the Mahakavya in the light of Ancient Indian Wisdom of State Affairs.	3	1,2,3
4	<b>TEACHER SPECIFIC CONTENT</b>			
	Introduce E learning tools and engage the students with specific content.			

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure</b> <ol style="list-style-type: none"> <li>1. Lecture Method</li> <li>2. Tutorial Method</li> <li>3. Discussion Method.</li> <li>4. Chanting Slokas.</li> </ol>
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>Total Marks : 50+ 25=75</b> <ol style="list-style-type: none"> <li>A. Continuous Comprehensive Assessment (CCA), Max.Marks - 25 <ol style="list-style-type: none"> <li>1. MCQ Based Internal Examination.</li> <li>2. Assignment/ Seminar.</li> </ol> </li> <li>B. Semester End examination <ol style="list-style-type: none"> <li>1. Written Examination. Time:1.30 Hrs, Max.Marks :50 <ul style="list-style-type: none"> <li>• Short answer      10 out of 10    1 mark each.</li> <li>• Paragraph            6 out of 9        5 marks each.</li> <li>• Essay                    1 out of 2        10 marks each.</li> </ul> </li> </ol> </li> </ol>

### Essential Reading:

1. T K Ramachandra Iyer,2009, Short History of Sanskrit Literature,R.S Vadhyar & Sons, Palakkad.
2. Pt. Harigovinda Sastri,2006, Raghuvamshamahakavyam of Kalidasa, Canto 1, Chaukhambha Sanskrit Sansthan, New Delhi.
3. Rajarshi Ramavarma,1989, Balabodhanam, Padaparicaya and Lesson 18, ,Government Sanskrit College, Tripunithura.
4. Vempati Kutumbasastri (Ed.),2012, Teach Yourself Samskrit-Vakya Vyavahara 1<sup>st</sup> part, Rastriya Sanskrit Sansthan, New Delhi.
5. Vempati Kutumbasastri (Ed.), 2004, Teach Yourself Samskrit, 2<sup>nd</sup> Part, Rastriya Sanskrit Sansthan, New Delhi.
6. Ed,2021,Samskrita Vyavahara Sahasri,Samskrta Bharati, Bangalore.

### Additional Readings:

1. Kuttikrishna Marar, Raghuvamsam, 1973, Mathrubhoomi Publications, Calicut.
2. T K Ramachandra Iyer, Raghuvamsa,2019, English Translation, R. S. Vadhyar and sons, Kalpathy Palakkad.
3. K.L.V. Sastri and L. Anantharama Sastri,2017, Sabdamanjari, S R. S. Vadhyar and sons, Kalpathy Palakkad.
4. K.L.V. Sastri, Samskratabaladarsah, 2007, R. S. Vadhyar and sons, Kalpathy Palakkad.



**MAHARAJA'S COLLEGE  
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<b>Programme</b>	<b>B.A SANSKRIT GENERAL (HONOURS)</b>					
<b>Course Name</b>	<b>FUNCTIONAL SANSKRIT</b>					
<b>Type of Course</b>	<b>DSC – A / B</b>					
<b>Course Code</b>	<b>MCE 2 DSC SKT100</b>					
<b>Course Level</b>	<b>100 – 199</b>					
<b>Course Summary</b>	This course is designed to provide practical and applied knowledge of the Sanskrit language, focusing on everyday use, basic communication skills and foundational grammar.					
<b>Semester</b>	<b>II</b>	<b>Credits:</b>			<b>4</b>	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicu m	Others	
		3		1		75
<b>Pre-requisites, if any</b>	Create an interest on Sanskrit Language and enhance the writing skill.					

**COURSE OUTCOMES (CO)**

CO No.	Expected Course Outcome	Learning Domains *	PO No
<i>Upon the completion of the course, student will be able to:</i>			
1	Understand the traditional methodology of learning Sanskrit language.	U	4
2	Understand the competence in the basic structure of Sanskrit language.	U	4
3	Create the power of remembering.	C & R	4
4	Analyse the vast vocabulary of Sanskrit language.	An	4
5	Evaluate the linguistic peculiarities of Sanskrit.	E	4
6	Apply the principles of Sanskrit grammar.	A	3
7	Apply the skill of sentence formation.	S	3
8	Interest in reciting the verses.	K,I & Ap	4
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course Description	Hrs	CO No.
1	<b>Basic Grammar and Syntax</b>		<b>15</b>	
	1.1	Pronouns like अस्मद्, युष्मद्, तद्।	15	1,2,3
2	<b>Communicative Sanskrit</b>		<b>35</b>	
	2.1	Vocabulary Building and sentence making- सः, सा, तत्, एषः, एषा, एतत्, कः, का, किम्? अहम्, त्वं भवान्, भवती।	10	4,5
	2.2	Sentence making - अत्र, तत्र, कुत्र, अन्यत्र, सर्वत्र, एकत्र, तस्य, कस्य, तस्याः, कस्याः, मम, भवतः, भवत्याः, बालकस्य, बालिकायाः, पुस्तकस्य, लेखिन्याः। गच्छति, गच्छामि, गच्छतु। संख्या -१-१०। समयः -५.००, ५.१५, ५.३०, ५.४५।	15	4,6
	2.3	Everyday phrases and sentences. आवश्यकम्, मास्तु, पर्याप्तम्, धन्यवादः, स्वागतम्।	10	4
3	<b>Simple Sentences and Conversations</b>		<b>10</b>	
	3.1	Formation of simple sentences with- पठति, लिखति।	2	3
	3.2	Basic conversational skills and greetings. शिष्टाचारः - सुप्रभातम्, नमस्कारः, शुभरात्रि, क्षम्यताम्, पुनर्मिलामः, चिन्तामास्तु।	2	3
	3.3	Asking and answering questions सप्तकारः-किम्?, कुत्र?, कति?, कदा? कुतः?, कथम्? किमर्थम्?	6	3
4	<b>Reading and Writing</b>		<b>15</b>	
	4.1	Reading any Simple Sanskrit sentences and Paragraphs.	5	7,8

	4.2	Create sentences in everyday life. Topic such as family, college etc.,	5	8
	4.3	Practical exercises and dialogues. दूरवाण्या मित्रसंभाषणम्, संस्कृत संभाषणम्।	5	8

Module 5	Teacher Specific Content	Hrs	
	Comprehensive Lesson Plans and Resources, Interacting and Engaging activities, Multimedia Learning tools.		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction * Min. 10 )</b> 1. Lecture Method. 2. Discussion Method. 3. Interactive tools.
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>Total Marks- 70+30=100</b> B. Continuous Comprehensive Assessment ,Max.Marks=30 1 .MCQ Based Internal Examination. 2. Assignment /Seminar. 3. Oral Examination. C. Semester End examination I. Written Examination, Time :2Hrs, Max.Marks : 70 • Short Answer 10 out of 12 2 Mark each. • Paragraph 6 out of 9 5 Marks • Essay 2 out of 4 10 Marks each.

### Essential Reading:

1. Vidyabhavan Prachyavidya Granthamala 34,2007, Sabdroopavali, ChaukhambaVidyabhavan, Varanasi.

2.VembatiKutumbasastri,1993,Edited,Sanskrtaswadhyayah, Prathamadeeksha, Vakyavyavaharah, Rashtriya Samskrita Samsthanam, New Delhi.

3.VembatiKutumbasastri,Edited,1993,Sanskrtaswadhyayah,

Prathamadeeksha,Sambhashanam, Pages-12, 20 &42, Rashtriya Samskrita Samsthanam, New Delhi.

4.Mohanlal Sastri,Kavyateerth,1997, Sarala Sanskrit Shikshaka Part I, Bharatiya Vidyabhavan,New Delhi.

**Additional Readings:**

1.Kanippayyur Sankaran Nampoothirippad,2019, Samskrita Bhasha I & II, Published by Kanippayyur Sankaran Nampoothirippad Smaaraka Granthasala, Panchangam Press, Kunnamkulam.

2.Bharata Pisharodi.E.P,2001, Kamadhenu, Kamadhenu Publication, Thrissur, Kerala.



**MAHARAJA'S COLLEGE  
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<b>Programme</b>	<b>B.A SANSKRIT GENERAL (HONOURS)</b>					
<b>Course Name</b>	<b>POETRY DRAMA AND BASICS OF GRAMMAR</b>					
<b>Type of Course</b>	<b>DSC – C</b>					
<b>Course Code</b>	<b>MCE 2 DSC SKT101</b>					
<b>Course Level</b>	<b>100 – 199</b>					
<b>Course Summary</b>	The course aim to understand Sanskrit basics of grammar, literary appreciation of Sanskrit Drama, study and identification of medicinal plants and appreciation of poetry.					
<b>Semester</b>	<b>II</b>	<b>Credits:</b>			<b>4</b>	Total Hours
<b>Course Details</b>	Learning Approach	Lectur e	Tutorial	Practicu m	Other s	
		3	-	1	-	75
<b>Pre-requisites ,if any</b>	General awareness on Sanskrit Literature and Linguistics.					

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains *</b>	<b>PO No</b>
1	Understand and apply the usage of nouns and verbs in a sentence according to Sanskrit grammatical laws.	U & A	1 & 3
2	Analyse and appreciate ancient dramatic tradition and social criticism and develop interest in acting.	An, Ap & I	4
3	By studying the names of medicinal plants the student will understand and create further interest in Ayurveda stream of medicine.	U & I	2 & 8
4	Understand and appreciate Sanskrit poetry and evaluate it with regional texts.	U & Ap	7
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course Description	Hrs	CO No.
1	<b>INTRODUCTION OF SANSKRIT GRAMMAR</b>		<b>15</b>	
	1.1	Maheswarasutras.	5	1, 3
	1.2	Nouns -बालशब्दः, लताशब्दः, कविशब्दः ।	5	1, 3
	1.3	Verbs -भू धातोः लट्, लृट्, लङ् लकाराः ।	5	1, 3
2	<b>LITERARY APPRECIATION OF SANSKRIT DRAMA</b>		<b>20</b>	
	2.1	BHAGAVDAJJUKA	20	2, 4
3	<b>INTRODUCING SANSKRIT TERMS OF MEDICINAL PLANTS</b>		<b>20</b>	
	3.1	AMARAKOSA – वनौषधिवर्गः। (Selected 30 verses)	20	2
4	<b>TEXTUAL STUDY OF POEM</b>		<b>20</b>	
	4.1	Nalodanta (Verses 6 to 44)	20	4
5	<b>TEACHER SPECIFIC CONTENT</b>			
	Create knowledge in dealing with figures of speech, metre, sentiments, structure of a play, sandhi, samasa, vibhakti, verb conjugations etc.,			

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure</b> 1. Lecture Method 2. Drama presentation by students 3. Audio Visual Presentation
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>Total Marks -70+30=100</b>



	<p style="text-align: center;">A. Continuous Comprehensive Assessment (CCA) Max.Marks=30</p> <p>1. MCQ based Internal Examination. 2. Assignment on medicinal plants. 3. Oral Examination.</p> <p style="text-align: center;">B. Semester End examination</p> <p style="text-align: center;">2. Written Examination, Time :2hrs, Max.Marks:70</p> <ul style="list-style-type: none"> <li>• Short answer      10 out of 12      2 mark each</li> <li>• Paragraph          6 out of 9          5 marks each</li> <li>• Essay                2 out of 4          10 marks each</li> </ul>
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**Additional Reading:**

1. Vidyasagar KLV Sastry and Pt. L Anantharamasastri, Rupamanjari, R.S.,2017, R.S.Vadhyar and Sons Palakkad.
2. T. C. Parameswaram Musad, 2003, Amrakosa with Parameswari Malayalam Commentary, NBS Kottayam.
3. V. S. Guruswami Sastrikal, Nalodantam.
4. Veturi Pattabhramasastri Ed. , 1996, Bhagavadajjuka. Manimanjari Publications, Hyderabad.

**Essential Readings:**

1. Ed. Dr. N. V. P. Unithiri, 2004, Dhaturupaprapanca of Vidvan O. K. Munshi, Part 1 1nd 2, Publication Division, University of Calicut.
2. Ed. Baldev Upadhyaya, 2002, Bhasanatakachakram, Part 1 and 2, Chowkhambha Sanskrit Series Varanasi.



**MAHARAJA'S COLLEGE  
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<b>Programme</b>						
<b>Course Name</b>	<b>HERBAL LITERACY AND ETHNO-BOTANICAL AWARENESS</b>					
<b>Type of Course</b>	<b>MDC</b>					
<b>Course Code</b>	<b>MCE 2 MDC SKT100</b>					
<b>Course Level</b>	<b>100 – 199</b>					
<b>Course Summary</b>	This course provides comprehensive exploration of herbal literacy and ethno botanical awareness within the context of Indian Concepts. Students will delve into the rich tradition of herbal knowledge and practices deeply rooted in Indian Culture, combining traditional wisdom with modern scientific understanding.					
<b>Semester</b>	<b>II</b>	<b>Credits:</b>			<b>3</b>	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicu m	Others	
		2	-	1	-	60
<b>Pre-requisites, if any</b>	Basic Interest in Plant and Herbs.					

**COURSE OUTCOMES (CO)**

CO No.	Expected Course Outcome	Learning Domains *	PO No
<i>Upon the completion of the course, student will be able to:</i>			
1	Understand the historical and cultural foundations of Indian herbal medicine as portrayed in the <b><i>Amarakośa</i></b> <i>Ośadhivarga</i> .	RU	6,7,10
2	The Classification system used in the <b><i>Amarakośa</i></b> .	An	1
3	The ability to critically analyze herbal literature, distinguish between reliable and unreliable sources, and evaluate the credibility of herbal knowledge	E, An	7
4	Understand the foundational principles and concepts of ethno botany in the context of Indian traditions.	U, R	10

**\*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)**

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course Description	Hrs	CO No.	
1	<b>Introduction to Herbal Literacy and Ethno Botanical Awareness</b>		10		
	1.1	Traditional Knowledge on plants and Herbs.			1
	1.2	Resource texts on Herbal Literacy and ethno botany in Sanskrit Literature.			1
2	<b>Amarakośa- as a reference on Herbal Literacy</b>		20		
	2.1	Specific plants selected from Amarakośa Ośadhivarga. Bhodhidruma, Kapitha, Udumbara, Kovidāra, Saptaparṇa, Āragvadha, Punnāga, Pāribhadra, Tinisa, Āmrātaka Aṅkola, Palāśa, Lodhra, Āmra, Asana and Sāla (16)			1,2,3
	2.2	Nomenclature of plants.			1
	2.3	Nomenclature of plants from Amarakosa. (Kovidāra, Yugapatraka, Saptaparṇa, Suvarṇaka, Sahakara, Aṅkola, Kimśuka, Plakṣa, Phenila and Nyagrodha).			1,2
3	<b>Vrikṣayurveda and Ethno Botanical Awareness</b>		20		
	3.1	Soil and its Classification.			4
	3.2	Plant propagation.			4
	3.3	Plant Nutrition.			4
	3.4	Pest and disease management.			4
4	<b>The Role of Plants in Indian Culture and Environment</b>		10		
	4.1	Medicinal values of- Surasā, Dronapushpi, Pārantee, Lajjālu, Chandana- Haridra- Śigru-Nimba- Krishnanimba, Āmalaki- Daśapushpa.			4

<b>Module 5</b>	<b>Teacher Specific Content</b>	<b>Hrs</b>	
	Fostering literary knowledge and enhance cultural aspects in ecological study.		

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure</b></p> <ol style="list-style-type: none"> <li>1. Textual Analysis and Interpretation</li> <li>2. Herbarium Creation</li> <li>3. Comparative study and Modern Application</li> <li>4. Field trips and Ethno botanical surveys</li> <li>5. Interactive workshop with Experts</li> <li>6. Seminar</li> <li>7. Assignment</li> </ol>
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>Total Marks :50+25 =75</b></p> <p>A. Continuous Comprehensive Assessment (CCA) Maximum Marks:25</p> <ol style="list-style-type: none"> <li>1. Class Discussion and Activities</li> <li>2. Field trip engagement</li> <li>3. Collection and identification</li> <li>4. Quiz</li> <li>5. Seminar</li> <li>6. Assignment</li> <li>7. Test paper</li> </ol>
	<p>B. Semester End examination</p> <p>Written Examination</p> <p>1. Written Examination – Time: 1.30 Hours</p> <p>Maximum Marks- 50</p> <ul style="list-style-type: none"> <li>• Short Answer. 10 out of 12      1 Mark each</li> <li>• Paragraph.      6 out of 9      5 Marks</li> <li>• Essay.      1 out of 2      10 Marks each</li> </ul>

### **Essential Readings:**

1. Shri Manna Lal Abhimanyu ,1937, Amarakosa Chapter II, Oshadhivarga (Selected Verses) ,Master Khelarilal & Sons ,Benares City .
2. Vijayalakshmi & Shyam Sunder,1998, Vrکشayurveda (Chapter 3, 4, 6, 7

& 8), pub By Loka Swasthya Parambara Samvradhan Samith, Gopalapuram South Madras, 600086.

**Additional Readings:**

1. Oushadhasasyangal, Dr. S Nesamani.
2. Vrksayurveda Grandhanga Oru Pathanam (Mal), N. V. P. Unithiri, Kerala Bhasha Institute, Trivandrum.
3. Bhavaprakasanighantu, Chaukhamba Surabharathi Prakashan, Varanasi.
4. Dhanvantharinighantu Chaukhamba Surabharathi Prakashan.
5. Indian Medicinal Plants, Kottakkal Arya Vaidyasala.
6. Upavanavinoda of Sargadhara, English Translation.

## APPENDIX

### Amarakosa Oshadhivarga - (Selected Verses)

बोधिद्रुमश्वलदलः पिप्पलः कुञ्जराशनः ।

अश्वत्थेऽथ कपित्थे स्युर्दधित्थग्राहिमन्मथाः ।

उदुम्बरे जन्तुफलो यज्ञाङ्गो हेमदुग्धकः ।

कोविदारे चमरिकः कुद्दालो युगपत्रकः ।

सप्तपर्णे विशालत्वक् शारदो विषमच्छदः ।

आरग्वधे राजवृक्षशम्याकचतुरङ्गुलाः ।

आरेवतव्याधिघातकृतमालसुवर्णकाः ।

पुंन्नागे पुरुषस्तुङ्गः केसरो देवल्लभः ।

पारिभद्रे निम्बतरुर्मन्दारः पारिजातकः ।

तिनिशे स्यन्दनो नेमि रथदुरतिमुक्तकः ।

वञ्जुलश्चित्रकृच्चाथ द्वौ पीतनकपीतनौ ।

### आमातके ।

अक्षोटकन्दरालौ द्वावंकोले तु निकोचकः ।

पलाशे किंशुकः पर्णो वातपोथे .....।

गालवशाबरो लोध्रस्तिरीटस्तिव्वमार्ज्जनौ ।

आम्रश्वृतो रसालो सौ सहकारो अतिसौरभः ।

सर्जकासनबन्धूकपुष्पप्रियकजीवकाः ।

साले तु सर्जकाश्याश्वकर्णकाः सस्यसम्बराः ॥



**MAHARAJA'S COLLEGE  
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<b>Programme</b>							
<b>Course Name</b>	<b>THEATRE AND CINEMA IN SANSKRIT</b>						
<b>Type of Course</b>	<b>MDC</b>						
<b>Course Code</b>	<b>MCE 2 MDC SKT101</b>						
<b>Course Level</b>	<b>100 – 199</b>						
<b>Course Summary</b>	Visual application of Sanskrit Literature in ancient and modern period comes under the matter of discussion. We have rich tradition of drama and dramaturgy in ancient period through which a sustainable development has been achieved. Here Sanskrit and its methodology of language has a great influence on this visual medium. In the current era development of technology, Sanskrit has switched over to the current development and made many attempts for the visualisation on screen like cinema and other process. The literature of Sanskrit also had to adopt such methods like script writing, etc. just as the stage manual in ancient methods. This course intends to make a study on this subject.						
<b>Semester</b>	<b>II</b>		<b>Credits:</b>			<b>3</b>	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others		
		2	-	1	-	60	
<b>Pre-requisites, if any</b>	Requires a grasp of several foundational concepts and historical context.						

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains *</b>	<b>PO No</b>
1	Analyse the importance of Sanskrit Language in Indian art forms	AN	3
2	Appreciation of literary and visual possibilities of Language	AP	1
3	Making interest on creative potentials of language	I	1

4	Application of the language on visual and writing method	Ap	1
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course Description	Hrs	CO No.
1	<b>Theatre in Sanskrit</b>		<b>20</b>	
	1.1	Indian Sanskrit theatre.	5	1, 2
	1.2	Margi Desi Tradition.	5	1, 2
	1.3	Kerala Sanskrit Theatre.	5	1, 2
	1.4	Kutiyattam and other Kerala Classical art forms.	5	1, 2
2	<b>Cinema in Sanskrit</b>		<b>20</b>	
	2.1	Origin and development in Sanskrit Cinema	5	1, 3
	2.2	Earlier Indian cinemas in Sanskrit. (Adi Sankaracharya and Bhagavad Gita).	5	1, 3
	2.3	Script study on any of the above two cinemas	10	1, 3
3.	<b>Contemporary Cinemas in Sanskrit</b>		<b>20</b>	
	3.1	Priyamanasam -A Brief study of presentation of dialogues.	3	1, 3, 4
	3.2	Namo -Usage of colloquial language in Cinema.	5	1, 3, 4
	3.3	Bhagavadajjukam	5	1, 3, 4
	3.4	Ishti	3	1, 3, 4
	3.5	Analysis based on 3.3& 3.4 of Sanskrit language in Indian Cinema.	4	1, 3, 4



<b>4</b>	<b>TEACHER SPECIFIC CONTENT</b>		
	Analysis of script writing and adaptation techniques of performance.		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure</b> ICT/ Lectures
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>Total Marks – 50+25=75</b> <b>A.Continuous Comprehensive Assessment(CCA)Max.Marks=25</b> A. MCQ based internal examination. B. Assignment B. Semester End examination A. Written Examination :Time :1.30 hrs Max.Marks:50 <ul style="list-style-type: none"> <li>• <b>Short Answers 10 out of 12      1 Mark each</b></li> <li>• <b>Paragraph 6 out of 9      5 Marks each</b></li> <li>• <b>Essay 1 out of 2      10 Marks each</b></li> </ul>

**Essential Readings:**

1. Dr. K. G. Poulouse, 1998, Kutiyattam: A Historical Study, Government Sanskrit College Committee, Thripunithura.
2. Dr. K. G. Paulose, 2001, Kutiyattam Abhinayathinte Tutarchayam Valarccayum, International Centre for Kutiyatam, Thripunithura.
3. K. P. S. Menon, 1957, Kathakalirangam, Mathrubhumi Printing and Publication Company Limited, Kozhikkod.

**Additional Readings:**

1. Mani Madhavachakyar, 1975, Natyakalpadrumam, National Book Stall, Kottayam.
2. Nair. D. Appukkuttan, Gopalakrishnan, Sudha, 1994, The Art of Kutiyattam, Published by Sangeetha Nataka Academi, New Delhi.



**MAHARAJA'S COLLEGE  
ERNAKULAM  
(Govt. Autonomous)**

<b>Programme</b>						
<b>Course Name</b>	<b>POETIC APPRECIATION OF SANSKRIT LITERATURE (For Science)</b>					
<b>Type of Course</b>	<b>AEC</b>					
<b>Course Code</b>	<b>MCE 2 AEC SKT100</b>					
<b>Course Level</b>	<b>100 – 199</b>					
<b>Course Summary</b>	The course aims to understand the history of Sanskrit dramaturgy, prose literature and translations from other languages.					
<b>Semester</b>	<b>II</b>	<b>Credits</b>			<b>3</b>	<b>Total Hours</b>
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
	-	3	-	-	-	45
<b>Pre-requisites, if any</b>	Completion of first semester in sanskrit.					

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains *</b>	<b>PO No</b>
1	Understand and analyse the Theatre aspects in Sanskrit Drama.	U&An	1
2	Understand the narrative style of Saktibhadra and an awareness on Gender Consciousness.	U&An	1 & 7
3	Understand the narrative style of Sanskrit Prose Literature.	U	1
4	Understand and analyse the innovative literary style of contemporary Sanskrit writings.	U & An	1

**\*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)**

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course Description	Hrs	CO No.
1	<b>Ascharyachudamani of Saktibhadra – Surpanakhankam.</b> <b>Chapter - II</b>		<b>15</b>	<b>1 &amp; 2</b>
	1.1	History of Sanskrit Dramas and introduction of Ascharyachoodamani.	2	
	1.2	Textual Study of Drama.	11	
	1.3	Appreciation and analysis of the drama in the light of Gender Awareness.	2	
2	<b>Mrichakatikakatha Sangraha Act 1 &amp; 2</b>		<b>15</b>	<b>3</b>
	2.1	Introduction of Prose Literature.	2	
	2.2	Introduction to Mrichakatika katha. First and second Chapters.	2	
	2.3	Textual Study of Mrichakatika katha -acts 3 and 4.	11	
3	<b>Ode to the West Wind (Trans.) – Paschima marutha mangala Geetham (first 25 sloka-s)</b>		<b>15</b>	<b>4</b>
	3.1	Translation Theories - A General Survey.	2	
	3.2	Introduction to the poem odd to the western wind.	2	
	3.3	Textual study of Pascima maruta mangala geetam.	11	
4	<b>TEACHER SPECIFIC CONTENT</b>			
	<b>Analyzing the Poem’s structure, language and thematic content.</b>			

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure</b> <ol style="list-style-type: none"> <li>1. Lecture Method.</li> <li>2. Group Discussion.</li> </ol>
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>Total Marks :50+25 =75</b> <ol style="list-style-type: none"> <li>A. Continuous Comprehensive Assessment (CCA)  Max.Marks:25 <ol style="list-style-type: none"> <li>1. MCQ based Internal Examination.</li> <li>2. Assignment.</li> </ol> </li>   <li>B. Semester End examination <ol style="list-style-type: none"> <li>1. Written Examination.-Time :1.30 hrs <ul style="list-style-type: none"> <li>• Short answer. 10 out of 12      1 mark each</li> <li>• Paragraph. 6 out of 9.      5 marks each</li> <li>• Essay. 1 out of 2      10 marks each</li> </ul> </li> </ol> </li> </ol>

### Essential Reading:

1. Saktibhadra,1986, Ascharyachoodamani, Chaukhambha Sanskrit Series, Varanasi.
2. P. C. Vasudevan Ilayadu, 1988, Mrichakatika Katha Sangraha, R. S. Vadhyar and Sons, Kalpathi, Palghat.
3. Dr. E. N Narayanan, Paschima Marutha Mangala Geetham, Trans of Ode to the West Wind.
4. M. Krishnamacariyar, History of Sanskrit Literature.

### Additional Reading:

1. A. B. Keith, The Sanskrit Drama Origin and Development, Motilal Banarsidas, New Delhi.



**MAHARAJA'S COLLEGE  
ERNAKULAM  
(Govt. Autonomous)**

<b>Programme</b>						
<b>Course Name</b>	<b>ANCIENT AND MODERN LITERATURE IN SANSKRIT (FOR HUMANITIES)</b>					
<b>Type of Course</b>	<b>AEC</b>					
<b>Course Code</b>	<b>MCE 2 AECSKT101</b>					
<b>Course Level</b>	<b>100 – 199</b>					
<b>Course Summar</b>	The Course aims to create an awareness on the socio-political status of ancient India through the narratives of Sanskrit Literature. It also tries to and evaluate the literary style of Contemporary Sanskrit Literature.					
<b>Semester</b>	<b>II</b>	<b>Credits:</b>			<b>3</b>	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3	-	-	-	45
<b>Pre-requisites,if any</b>	Basic knowledge in Sanskrit Literature.					

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains *</b>	<b>PO No</b>
1	Understand the socio-political status of ancient India through the narratives of Sanskrit Literature.	U & An	6 & 8
2	Understand the Moral Values through the narratives.	U	8
3	Understand and analyse the Theatre aspects of Sanskrit Drama.	U & An	1
4	Understand the linguistic and narrative style of Bhasa.	U	1
5	Analyse and evaluate the literary style of Contemporary Sanskrit Literature.	U & E	1
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>DOOTHAVAKYAM OF BHASA (Complete Text)</b>		<b>15</b>	<b>3 &amp; 4</b>
	1.1	History of Sanskrit Dramas.	2	
	1.2	Introduction to Bhasa Plays.	3	
	1.3	Textual Study of Dootavakya.	10	
2	<b>PROSE – PANCHATHANTRA – BAKAKARKITAKA KATHA</b>		<b>15</b>	<b>1 &amp; 2</b>
	2.1	Introduction to Katha Sahitya.	1	
	2.2	Introduction to Pancatantra.	3	
	2.3	Panchatantra – Baka Karkitaka Katha.	11	
3	<b>CONTEMPORARY LITERATURE – SITA VICHARA LAHARI</b>		<b>15</b>	<b>5</b>
	3.1	Introduction to Malayalam Poem Chinthavishtayaya Sita by Kumaranasan.	2	
	3.2	Textual Study of Sita Vichara Lahari. 30 Slokas.	10	
	3.3	Literary Appreciation and comparative analysis of original text and translation.	3	
4	<b>TEACHER SPECIFIC CONTENT</b>			
	Understand the historical aspects and connect linkages on modern literature in Sanskrit.			

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure</b> 1. Lecture Method 2. Group Discussion
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>Total Marks :50+25=75</b>

	<p>A.Continuous Comprehensive Assessment(CCA)Max.Marks:25</p> <p>1. MCQ based Internal Examination. 2. Assignment. Semester End examination</p> <p>Written Examination- Time :1.30 hrs ,Max.Marks:50</p> <ul style="list-style-type: none"> <li>• Short answer    10 out of 12    1 mark each</li> <li>• Paragraph.        6 out of 9        5 marks each</li> <li>• Essay                1 out of 2        10 marks each</li> </ul>
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**Essential Readings:**

1. Bhasa,2003, Doothavakyam R S Vadhyar & Sons, Palakkad.
2. Vishnu Sharman.2000, Panchathantra, Chaukhambha Sabskrit series Varanasi.
3. N. Gopala Pillai,1998, Sita Vichara Lahari.
4. Kumaranasan. N,1978,Chintavishtayaya Sita. Asante Padyakrtikal. D. C. Books Kottayam.
5. M. Krishnamacariyar, 1989,History of Classical Sanskrit Literature, Motilal Banarsidas Publications, New Delhi.

**Additional Readings:**

1. Natyasastra of Bharata. Nag Publishers New Delhi.
2. Dasarupaka. Dhananjaya. Chaukhamba Sanskrit series.
3. Rupakadarsana
4. Panchatantra with Malayalam Translation by Sumangala.
5. Samskrta Sahityacharitram. Ed. Dr. K. Kunjunniraja and Dr. M. S. Menon. Kerala Sahitya Academi Thrissur.



**MAHARAJA'S COLLEGE  
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<b>Programme</b>							
<b>Course Name</b>	<b>DISCOURSES AND POETICAL FUNCTIONS IN SANSKRIT (FOR COMMERCE)</b>						
<b>Type of Course</b>	<b>AEC</b>						
<b>Course Code</b>	<b>MCE 2 AEC SKT102</b>						
<b>Course Level</b>	<b>100 – 199</b>						
<b>Course Summary</b>	This course aims at creating an awareness on the Wisdom on Ancient Indian Economic System through Sanskrit Literature. It also aims to analyze and appreciate the innovative literary style of contemporary Sanskrit literature through translation						
<b>Semester</b>	<b>II</b>			<b>Credits:</b>		<b>3</b>	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others		
		3	-	-	-	45	
<b>Pre-requisites,if any</b>	General awareness on Sanskrit language.						

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains *</b>	<b>PO No</b>
1	Understand the Economic discourses in ancient India through Sanskrit Literature	U	10
2	Understand the linguistic and narrative style of Bhasa and analyse the Theatre aspects of Sanskrit Drama	U & An	1 & 8
3	Analyse and appreciate the innovative literary style contemporary Sanskrit literature .	An & Ap	1

**\*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)**



## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course Description	Hrs	CO No.
1	<b>Varta – Wisdom on Ancient Indian Economic System</b>		<b>15</b>	<b>1</b>
	1.1	Chapter 1 – Upakrama.	3	1,3
	1.2	Chapter 2 – Krishi.	3	1,3
	1.3	Chapter 3 – Pasupalyam.	3	1,3
	1.4	Chapter 4- Vanijyam.	3	1,3
	1.5	Chapter 5 – Kuseedam.	3	1,3
2	<b>Karnabhara of Bhasa Complete Text</b>		<b>15</b>	<b>2, 3</b>
	2.1	Histoy of Sanskrit Dramas.	2	2,3
	2.2	Introduction to Bhasa Plays.	2	2,3
	2.3	General view on Thirteen Trivandrum Plays.	11	2,3
3	<b>Karnabhara – Textual Study</b>		<b>15</b>	<b>2, 3</b>
	3.1	Karna in the battle field. Conversation between Karna and Salya.	3	2,3
	3.2	Story of Karna's birth, childhood. Meeting with Parasurama, Story of curse.	9	2,3
	3.3	Meeting of Karna with Indra. Conversation between Karna and Indra.	3	2,3
4	<b>Teacher Specific Content</b>			
	Familiarize the rich tradition of Sanskrit poetical discourses.			

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> 1. Lecture Method 2. Group Discussion
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>Total Marks :50+25=75</b> A. Continuous Comprehensive Assessment (CCA),Max,Marks :25 1. MCQ based Internal Examination. 2. Assignment. B. Semester End examination 2. Written Examination-Time :1.30hrs • Short answer 10 out of 12 1 mark each • Paragraph 6 out of 9 5 marks each • Essay 1 out of 2 10 marks each

### Essential Reading:

1. Dr. K. V. Vasudevan,2012, Ed,Subbaramiyam, Varta, P. 165. Publications Division, University of Calicut.
2. T. K. Ramachandra Iyer, Karnabhara of Bhasa, R. S. Vadhyar and sons, Kalpathi Palakkad.
3. Bhasa Karnabhara,2001 With Malayalam Translation, Bhasanatakasarvasam, Dr. Sudhamsu Caturvedi, Geeta Private Limited, Thrissur.

### Additional Readings:

1. V. S. Idaykkitam, Bhasanatakangal.
2. A. C Woolner and Lakshman swarup, Thirteen plays of Bhasa, Translated to English, Motilal Banrsidass, Varanasi.
3. Subbaramiya. Ed. Dr. K.V Vasudevan, Vartha, Publications division, University of Calicut.



**MAHARAJA'S COLLEGE  
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<b>Programme</b>	<b>B.A SANSKRIT GENERAL (HONOURS)</b>					
<b>Course Name</b>	<b>POETRY WITH TEXTUAL GRAMMAR</b>					
<b>Type of Course</b>	<b>DSC</b>					
<b>Course Code</b>	<b>MCE 3 DSC SKT200</b>					
<b>Course Level</b>	<b>200 – 299</b>					
<b>Course Summary</b>	The course aim to understand Sanskrit basics of grammar and appreciate Sanskrit poetry literature. The student attain knowledge about the usage of Sanskrit synonyms in poetry. The course will enable the student to get general awareness about usage of Sanskrit Language.					
<b>Semester</b>	<b>III</b>	<b>Credits:</b>			<b>4</b>	Total Hour s
<b>Course Details</b>	Learning Approach	Lecture	Tutoria l	Practicu m	Other s	
		3	-	1	-	75
<b>Pre-requisites, if any</b>	Basic Knowledge on Sanskrit Alphabets, Sanskrit Language reading , writing knowledge about Sanskrit Poetry.					

**COURSE OUTCOMES (CO)**

CO No.	Expected Course Outcome	Learning Domains *	PO No
<i>Upon the completion of the course, student will be able to:</i>			
1	Understand about Sanskrit Language and Literature.	U	1,3
2	Understand the narrative style of Sanskrit Poetry.	U	7,8
3	Remember the stories and verses in the text.	R	10
4	Create recitation skill and boosting memory power of students.	C	4
5	Apply Sanskrit Grammar and analyse the function of Grammar in the	A, An	1,2

	prescribed story context.		
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

**COURSE CONTENT**  
**Content for Classroom transaction (Units)**

Module	Units	Course Description	Hrs	CO No.
1	<b>Sri Ramodanta General View and Basic Grammar</b>		14	
	1.1	Introduction to Sanskrit Language Sanskrit Poetry and Basic Grammar Components	3	1
	1.2	General Introduction to Epic Ramayana Story , Difference of Style and Story narration between Ramayana and Sri Ramodanta	4	1,2
	1.3	SriRamodanta- Balakanda – Names of Characters and Cantos with a synopsis of First Canto	3	2,3
	1.4	Familiarising students about the Noun , Verb , Prefix and Indeclinables in Sanskrit Language with some examples from SriRamodanta	4	5
2	<b>Life story of Ravana</b>		16	
	2.1	Penance of Ravana and Brothers , Conquering of Ravana over Kubera and Lanka	4	2,5
	2.2	Split and Combine words ( Sandhi and Sandhicheda) Marriage of Ravana and Birth of son Meghanatha	4	2,3
	2.3	Attrocities caused by Ravana Vigraha of Compound words	4	2,3,5
	2.4	Meeting of Indra and Brahma Meeting of Brahma and other Devas with Mahavishnu	4	2,3,4
3	<b>Incarnation of Vishnu as Rama- Birth and Life story</b>		19	
	3.1	Vishnu's declaration about his birth as Rama in Ayodhya to stop the atrocities of Ravana and other Asuras.	4	3,4
	3.2	Birth of Jambavan, Hanuman, Bali and Sugriva	5	3,4

		Dasaratha's Putrakameshti Yaga.		
	3.3	Birth of Rama and his three brothers Conversation between Visvamitra and Dasaratha	5	3,4
	3.4	Journey of Rama and Lakshmana with Visvamitra Killing of Demoness Thataka by Rama	5	3,4
	<b>Marriage of Rama</b>		26	
<b>4</b>	4.1	Killing of Subahu and other Demons by Rama in Visvamitra Yaga Raksha .	8	3,4
	4.2	Journey of Rama and Lakshman with Visvamitra to see the Yajna of Janaka Story of Ahalya	8	3,4
	4.3	Entry of Rama and Lakshmana with Visvamitra into Mithila Sita Svayamvara.	5	3,4
	4.4	Meeting of Srirama and Bhargavarama Rama's Returning to Ayodhya after marriage	5	3,4
<b>5</b>		<b>Teacher Specific Content</b> Narrating Ramayana Story with Visual Presentation of Specific Verse.		

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure</b></p> <ol style="list-style-type: none"> <li>1. Lecture method.</li> <li>2. Explanation with Life examples and relevance in day to day life.</li> <li>3. Interaction with each students to get familiar with Sanskrit Language.</li> <li>4. Making Diagram or Family tree to understand the characters in the Story.</li> <li>5. Group Discussion.</li> <li>6. Visual Presentation of Drama, Short film etc on Purana and Itihasa.</li> <li>7. Classroom Skit Presentation based on the Syllabus context.</li> </ol>
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>Total Marks :70+30=100</b></p> <p>A. Continuous Comprehensive Assessment (CCA) ,Max.Marks:30</p> <ol style="list-style-type: none"> <li>1.Continuous Comprehensive Assessment (CCA)</li> <li>2. MCQ based Internal Examination.</li> <li>3. Assignment.</li> </ol>

	<p>B. Semester End examination</p> <p>Written Examination , Time:2 hrs, Max.Marks:70</p> <ul style="list-style-type: none"> <li>• Short Answer - 10 out of 12      2 Marks each</li> <li>• Paragraph      6 out of 9      5 Marks each</li> <li>• Essay      2 out of 4      10 Marks each</li> </ul>

**Essential Reading:**

1. L. Anantharama Sastri, 2018, Sri Ramodanta –Balakanda, R.S-  
Vadhyar & Sons, Palakkad.
2. E. D. Perry, 2018, A Sanskrit Primer, Motilal Banarsidas Publishers,  
Varanasi.

**Additional Reading:**

1. Poovattoor Ramakrishna Pillai, 1990, Sree Ramodantam –Malayalam  
Commentary –Anita Publications - National Bookstall.



**MAHARAJA'S COLLEGE  
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<b>Programme</b>	<b>B.A SANSKRIT GENERAL (HONOURS)</b>					
<b>Course Name</b>	<b>PRIMER OF INDIAN LOGIC - TARKASANGRAHA (With Dipika upto Pratyaksha Pramana)</b>					
<b>Type of Course</b>	<b>DSC</b>					
<b>Course Code</b>	<b>MCE 3 DSC SKT201</b>					
<b>Course Level</b>	<b>200 – 299</b>					
<b>Course Summary</b>	The aim of the course is to give a general awareness about the fundamental principles of Nyaya-Vaisesika Philosophies and its logical functioning.					
<b>Semester</b>	<b>III</b>	<b>Credits:</b>			<b>4</b>	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3	-	1	-	75
<b>Pre-requisites, if any</b>	General awareness on Sanskrit and Indian Philosophy.					

**COURSE OUTCOMES (CO)**

CO No.	Expected Course Outcome	Learning Domains *	PO No
<i>Upon the completion of the course, student will be able to:</i>			
1	Analyse the systems and fundamental theories of Six systems of Indian Philosophy.	(An)	1,2
2	Remember and Evaluate Morphological structure of Sanskrit.	(K)	1,2
3	Understand the systems and fundamental theories of Ancient Indian logic.	(U)	1,2
4	Understand and apply the Textual methods of Nyaya Philosophy.	(U)	1,3
5	Understand the peculiarities of categories.	(U)	1,4
6	Discriminate the valid and invalid knowledge.	(An)	1,4
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course Description	Hrs	CO No.
1	<b>Uddesah – Enumeration</b>		<b>20</b>	
	1.1	General Introduction to the Six Darsanas.		1,2,3,4
	1.2	Necessity of Propitiatory Verse पदार्थ विभाग: Classification of categories		
	1.3	द्रव्यविभाग:-Classification of Substance गुणविभाग: -Classification Quality		
	1.4	कर्मविभाग:-Classification Action सामान्य विभाग:-Classification of Generality. विशेष विभाग:-Classification of Particularity.		
<b>Substances, Qualities and Epistemology of Valid Apprehension</b>		<b>20</b>	1,2,3,4	
2	2.1	<b>Substances</b> From earth to mind -Nine Substances, Characteristics of Substances.		
	2.2	<b>Qualities</b> From Colour to Tendency-Twenty four qualities, Division and characteristics mark of the qualities.		
	2.3	<b>Epistemology of Valid Apprehension</b> The instruments of Valid Apprehension.		
	2.4	Cause and Effect relation of Valid Apprehension		
3	<b>Four Pramana-s</b>		<b>20</b>	1,2,3,4
	3.1	Study of Prathyksha Pramana (Perception) with Dipika.		
	3.2	Study of Anumana Pramana (Inference).		
	3.3	Study of Upamana Pramana (Analogy).		
	3.4	Study of Sabda Pramana (Verbal Testimony).		



<b>4</b>	<b>Epistemology of Erroneous Apprehension</b>		<b>15</b>	1,2,3,4
	4.1	Types of erroneous apprehension -Doubt संशयः।		
	4.2	Misapprehension - विपर्ययः and False assumption – तर्कः।		
	4.3	Ten other categories, from स्मृतिः (Recollection) to समवायः( Inherence).		
4.4	अभावः - Negation and its divisions.			

Module 5	Teacher Specific Content	Hrs		
	This can be either classroom teaching, Seminar session, etc. as specified by the teacher concerned. This content will be evaluated internally.			

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure</b></p> <ol style="list-style-type: none"> <li>1.Lecturing</li> <li>2.Classroom Exercises</li> <li>3.Discussions</li> <li>4.Interactive presentations</li> <li>5.Group debates</li> </ol>
<b>Assessment Types</b>	<p>MODE OF ASSESSMENT</p> <p>Total Marks :70+30=100</p> <p>A. Continuous Comprehensive Assessment ,Max.Marks =30</p> <ol style="list-style-type: none"> <li>1. Test Paper</li> <li>2. Assignment</li> <li>3. Seminar</li> <li>4. Quiz</li> <li>5. Debate</li> </ol>
	<p><b>B. Semester End examination</b></p> <p><b>1. Written Examination : 2hrs hours,Max.Marks :70</b></p> <ul style="list-style-type: none"> <li>• <b>Short Answer</b>      10 out of 12      2 Marks each</li> <li>• <b>Paragraph</b>            6 out of 9            5 Marks each</li> <li>• <b>Essay</b>                    2 out of 4            10 Marks each</li> </ul>

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**Essential Reading:**

1. Annambhatta, Tarkasangraha with Dipika 1998, Sri Ramakrishna Math, Madras.

**Additional Readings:**

1. Anand Jha, Tarkasamgrahadeepika, 1976, Choukhamba Sanskrit Series, Varanasi.

2. Kesavamisra Tarkabhasha ,2001, Choukhamba Sanskrit Series, Varanasi.

3. Dr. T. Aryadevi,2005, Tarkasangraha Dipika-Translation-Commentary in Malayalam, Janatha Books.



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<b>Programme</b>	<b>B.A SANSKRIT GENERAL (HONOURS)</b>					
<b>Course Name</b>	<b>LYRICS</b>					
<b>Type of Course</b>	<b>DSE</b>					
<b>Course Code</b>	<b>MCE 3 DSE SKT200</b>					
<b>Course Level</b>	<b>200 – 299</b>					
<b>Course Summary</b>	Understand critically the history of the Sanskrit Sandesakavyas. Understand specific feature of the works of Kalidasa.					
<b>Semester</b>	<b>III</b>	<b>Credits:</b>			<b>4</b>	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicu m	Others	
		4	-	-	-	60
<b>Pre-requisites, if any</b>	General awareness on Sanskrit lyrics.					

**COURSE OUTCOMES (CO)**

CO No.	Expected Course Outcome	Learning Domains *	PO No
<i>Upon the completion of the course, student will be able to:</i>			
1	Evaluate the socio-cultural and geographical features through sandesakavyas.	U & AN	1,8
2	Understand and Analyse the greatness of sandesakavyas through Meghaduta.	U & I	1
3	Analyse and evaluate the literary style of contemporary Sanskrit Literature.	An & E	1,9
4	Interpretation of the poetry and its historical context.	U & An	1, 3
5	Analysis of themes and motifs in the poetry.	An & S	4
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course Description	Hrs	CO No.
1	<b>Lyrics, Meghaduta [Poorvamegha]</b>		<b>20</b>	
	1.1	Introducing major Sandesakayas. Sukasandesa, Kokilasandesa, Bhramarasandesa.	10	1, 2
2	2.1	History of Sanskrit literature.	10	3
3	<b>Brief study of Meghaduta Poorvabhaga</b>		<b>30</b>	
	3.1	Meghaduta-1 to 20 slokas.	15	3,5
	3.2	Meghaduta-20 to 60 slokas.	15	4,5
4	<b>Geographical Description through Sandesakavyas</b>		<b>10</b>	
	4.1	Geographical description.	10	1, 2
<b>Module 5</b>	<b>Teacher Specific Content</b>		<b>Hrs</b>	
	Sloka recitation based on Meghaduta.			

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction * Min. 10 )</b> 1. Lecture Method. 2 Tutorial Method. 3. Discussion.
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>Total Marks :70+30=100</b> A. Continuous Comprehensive Assessment (CCA) ,Max.Marks:30 1.MCQ Based Internal Examination 2.Assignment/Seminar
	B. Semester End examination 1. Written Examination ,Time :2hrs ,Max.Marks :70

	<ul style="list-style-type: none"><li>• Short Answer 10 out of 12 2 mark each.</li><li>• Paragraph 6 out of 9 5 marks each.</li><li>• Essay 2 out of 4 10 marks each.</li></ul>
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**Essential Reading:**

1. Sri Vaidyanath Jha,1984 Meghaduta of Kalidasa, Chowkhamba Krishnadas Acadamy, Varanasi.

**Additional Reading:**

1. Rajaraja Varma Vadakkumkooor,1997, Keraleeya Samskrita Sahitya Charithram.

2. M. Krishnamariyar,1989, History of Classical Sanskrit Literature, Banarsidas Publications New Delhi.

3. Ed. Dr. K. Kunjunniraja and Dr.M.S.Menon,2001 Samskrta Sahityacharithram, Kerala Sahitya Akademi Thrissur.



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<b>Programme</b>	<b>B.A SANSKRIT GENERAL (HONOURS)</b>					
<b>Course Name</b>	<b>VEDIC LITERATURE</b>					
<b>Type of Course</b>	<b>DSC -B</b>					
<b>Course Code</b>	<b>MCE 3 DSC SKT202</b>					
<b>Course Level</b>	<b>200 – 299</b>					
<b>Course Summary</b>	This course aims to give a broad introduction of Vedic Literature beginning from Vedas to Vedanga, Upaveda and Dharmasastra. It also intends to give an understanding of literature, through which students will be able to understand the basics of Sanskrit.					
<b>Semester</b>	<b>III</b>	<b>Credits:</b>			<b>4</b>	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutoria I	Practicum	Others	
		3		1		75
<b>Pre-requisites, if any</b>	Cultural and Historical Context, Philosophical and Religious Frame work.					

**COURSE OUTCOMES (CO)**

CO No.	Expected Course Outcome	Learning Domains *	PO No
<i>Upon the completion of the course, student will be able to:</i>			
1	Understand the philosophical, spiritual and cultural foundations of Indian civilization.	U	2
2	Analyze the linguistic, poetic and rhetorical features of Vedic Texts.	An	2
3	Gain insights into the philosophical, religious and spiritual concepts presented in the Vedas.	U	2
4	Explore the social, political and economic contexts of Vedic society as reflected in its literature.	I	2
5	Develop critical thinking skills through the interpretation of Vedic Text.	An	1
6	Examine the influence of Vedic thought on subsequent Hindu Philosophy, religious practices	A	2

	and cultural traditions.		
7	Appreciate the continued relevance and impact of Vedic Literature on contemporary Indian Society and beyond.	Ap	10
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Sūtra Period-Vedangas</b>		<b>20</b>	
	1.1	Introduction to Vedangas.	2	1,5, 7
	1.2	Siksha.	3	1,2
	1.3	Kalpam.	3	1,2
	1.4	Vyakarana	3	1,2
	1.5	Niruktam.	3	1,2
	1.6	Chandas.	3	1,2
	1.7	Jyotisha.	3	1,2
2	<b>The Secondary Vedas (Upavedas)</b>		<b>20</b>	
	2.1	Dhanurveda.	8	3,4,6,7
	2.2	Ayurveda.	8	3,4,6,7
	2.3	Gandharvaveda & Arthasastra.	4	3,4,6
3	<b>Dharmasastra</b>		<b>15</b>	
	3.1	Manusmrti.	8	3,4,6
	3.2	Yanjanavalkyasmriti.	7	3,4,6
4	<b>Scientific Literature</b>		<b>20</b>	
	4.1	Astronomy and Astrology	10	3,4
	4.2	Mathematics and Architecture	10	3,4

Module 5	Teacher Specific Content	Hrs	
	Develop ancient Indian knowledge system.		

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure</b></p> <ol style="list-style-type: none"> <li>1. Lecture Method.</li> <li>2. Discussion Method.</li> </ol>
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>Total marks:70+30=100</b></p> <p>A. Continuous Comprehensive Assessment (CCA),Max.Marks:30</p> <ol style="list-style-type: none"> <li>1. MCQ Based Internal Examination.</li> <li>2. Assignment /Seminar.</li> </ol> <p>B. Semester End Examination</p> <ol style="list-style-type: none"> <li>1. Written Examination, Time: 2hrs ,Max.Marks:70 <ul style="list-style-type: none"> <li>• Short Answer      10 out of 12.      2 Mark each.</li> <li>• Paragraph          6 out of 9.          5 Marks.</li> <li>• Essay                2 out of 4.          10 Marks each.</li> </ul> </li> </ol>

**Essential Reading:**

1. T.K. Ramachandra Iyer, 2007, A Short History of Sanskrit Literature, Published by R.S.Vadhyar & Sons, Palghat.


**Additional Readings:**

1. Keith A.B 1998, A History of Sanskrit Literature, Motilal Banarasidas Publication New Delhi.

2. Krishnamacharyar, 1997, History of Classical Sanskrit Literature, Motilal Banarasidas Publications, New Delhi.

3. Arthur Antony A Macdonel, 2022, History of Sanskrit Literature, Motilal Banarasidas Publications, New Delhi.



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<b>Programme</b>	<b>B.A SANKRIT GENERAL (HONOURS)</b>					
<b>Course Name</b>	<b>DRAMA AND SUBHASHITAS</b>					
<b>Type of Course</b>	<b>DSC - C</b>					
<b>Course Code</b>	<b>MCE 3 DSC SKT203</b>					
<b>Course Level</b>	<b>200 – 299</b>					
<b>Course Summary</b>	This course explores Karnabhara, One act play attributed to Bhasa and Subhashita, a collection of moral aphorisms. This course will examine the historical literary and cultural contexts of these works, analyse their themes, characters and literary styles and discuss their relevance in contemporary times.					
<b>Semester</b>	<b>III</b>	<b>Credits:</b>			<b>4</b>	Total Hours
<b>Course Details</b>	Learning Approach	Lectur e	Tutorial	Practicu m	Other s	
<b>Pre-requisites, if any</b>	<ul style="list-style-type: none"> <li>● Literary Analysis</li> <li>● History of Literature</li> </ul>					75

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
<i>Upon the completion of the course, student will be able to:</i>			
1	Understand the historical and cultural background of Karnabhara and Subhashita and their significance in Sanskrit Literature.	U	3
2	Analyse the primary themes, characters and literary devices used in Karnabhara and Subhashitas.	An	1,3,7,10
3	Evaluate the portrayal of duty and morality Karnabhara and Subhashita.	E	2,6,7
4	Appreciate the contribution of Karnabharam and Subhashita to Sanskrit Literature and influence on later literary traditions.	Ap	1,2,7,8
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Introduction to Sanskrit Drama</b>		<b>13</b>	<b>1</b>
	1.1	Introduction.		
	1.2	Dasarupakas prakaranam special features of Sanskrit Dramas.		1
	1.3	Bhasa and his thirteen plays.		
2	<b>Textual Study of Karnabharam</b>		<b>25</b>	<b>2</b>
	2.1	Introduction and Prologue: Entry of soldier with the message to Karna by Duryodhana.		
	2.2	Entry of Karna and Salya to the war field.		2
	2.3	Birth Story of Karna.		2
	2.4	Description of Parasurama.		
3	<b>Textual Study of Karnabhara</b>		<b>25</b>	<b>3</b>
	3.1	Curse of Parasurama.		1.3
	3.2	Entry of Indra.		
	3.3	Conversation between Indra and Karna.		
	3.4	Karna's offerings to Indra.		
4	<b>Subhashita</b>		<b>12</b>	<b>4</b>
	4.1	Importance of Subhashitas.		
	4.2	selected subhashitas 1.उत्सवे व्यसने चैव दुर्भिक्षे शत्रु विग्रहे राजद्वारे श्मशाने च यस्तिष्ठति स बान्धवः ॥ 2.चिन्तनीया हि विपदां आदादेव प्रति क्रिया । न कूपखननं युक्तं प्रदीप्ते वह्निना गृहे ॥		
	4.3	3.परोपदेशवेलायां शिष्टाः सर्वे भवन्ति वैः। विस्मरन्तीहशिष्टत्वं स्वकार्ये समुपस्थिते ॥		

		4. अपि शास्त्रेषु कुशला लोकाचार विवर्जिताः सर्वे ते हास्यतां यान्ति यथा ते मूर्खपण्डिताः ॥		
	4 .4	5. काकदृष्टिः बकध्यानं श्वाननिद्रा तथैव च । अल्पाहारं जीर्णवस्त्रमेतत् विद्यार्थिलक्षणम् ॥ 6. छायामन्यस्य कुर्वन्ति तिष्ठन्ति स्वयमातपे । फलान्यपि परार्थाय वृक्षाः सत्पुरुषा इव ॥		

Module 5	Teacher Specific Content	Hrs	
	Performance and Interpretation: Practical exercises in reading and reciting Sanskrit drama excerpts and Subhashita-s, focusing on pronunciation, intonation, and expressive delivery. Interpretive performances or dramatic readings of selected Sanskrit plays and Subhashita-s to bring the texts to life.		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure</b> 1. Lecture Method. 2. Audio Visual Presentation. 3. Discussion Method. 4. Chanting Subhashitas.
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>Total Marks :70+30=100</b> A. Continuous Comprehensive Assessment (CCA),Max.Marks:30  1.MCQ Based Internal Examination. 2.Assignment /Seminar.  B. Semester End examination  1.Written Examination,Time:2hrs,Max.Marks:70 ● Short Answer 10 out of 12 2 Marks each ● Paragraph 6 out of 9 5 Marks each ● Essay 2 out of 4 10 Mark each

### Essential Readings:

1. T.K. Ramachandra Iyer, 2017, Karnabharam, R.S. Vadhyar and Sons, Palakkad.

**Additional Readings:**

1. C.K. Devadhar M. A, 1937, Bhasa Nataka Chakram.Oriental Book Agency,
2. T. K. Ramachandra Iyer, 2009, A Short History of Sanskrit Literature, R. S. Vadhyar & Sons, Palaghat.



**MAHARAJA'S COLLEGE  
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<b>Programme</b>						
<b>Course Name</b>	<b>CONTRIBUTION OF SANSKRIT TO KERALA CULTURE</b>					
<b>Type of Course</b>	<b>MDC</b>					
<b>Course Code</b>	<b>MCE 3 MDC SKT200</b>					
<b>Course Level</b>	<b>200 – 299</b>					
<b>Course Summary</b>	This course is based on Kerala Specific content. This course introduces the awareness of Kerala culture based on Sanskrit texts and renowned persons with their views. This will help to understand their contributions and philosophical views. It will help to understand the performing arts of Kerala.					
<b>Semester</b>	<b>III</b>	<b>Credits:</b>			<b>3</b>	<b>Total Hours</b>
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3	-		-	45
<b>Pre-requisites, if any</b>	General awareness on Kerala culture and Sanskrit language.					

**COURSE OUTCOMES (CO)**

CO No.	Expected Course Outcome	Learning Domains *	PO No
<i>Upon the completion of the course, student will be able to:</i>			
1	Understand the history of Classical Sanskrit Literature in Kerala.	U	1
2	Analyses the Sanskrit tradition in Kerala.	An	3
3	Raises the appreciation level of students.	Ap	4
4	Evaluate the moral and ethical reasoning in the works.	E	6,8
5	Understand the performing arts of Kerala.	U	1
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course Description	Hrs	CO No
1	<b>Poets- Life, Works and Contributions to Sanskrit Literature</b>		<b>18</b>	
	1.1	Melputhur Narayana Bhattathiri.	4	1, 2, 3, 4
	1.2	Dr. K.N Ezhuthachan.	3	1, 2, 3, 4
	1.3	Prof. P.C Devassia.	3	1, 2, 3, 4
	1.4	Keralavarma Valiyakoyil Thampuran.	4	1, 2, 3, 4
	1.5	A.R. Rajaraja Varma.	4	1, 2, 3, 4
2	<b>Philosophers – Life, Works, Philosophical views and Contributions to Sanskrit Literature</b>		<b>17</b>	
	2.1	Sree Sankaracharya.	4	1, 2, 3, 4
	2.2	Chattambiswamikal.	4	1, 2, 3, 4
	2.3	Sree Narayana Guru.	5	1, 2, 3, 4
	2.4	Vagbhatananda.	4	1, 2, 3, 4
3	<b>Performing Arts of Kerala – 1</b>		<b>4</b>	
	3.1	Kathakali	2	1, 2, 3, 4, 5
	3.2	Krishnanattam	2	1, 2, 3, 4, 5
4	<b>Performing Arts of Kerala – 2</b>		<b>6</b>	
	4.1	Koothu	2	1, 2, 3, 4, 5
	4.2	Kutiyattam	2	1, 2, 3, 4, 5
	4.3	Thullal	2	1, 2, 3, 4, 5
Module 5	<b>Teacher Specific Content</b>			
	This will be evaluated internally. This can be either seminar session or classroom teaching as specified by the teacher concerned.			

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure</b>
	<ol style="list-style-type: none"> <li>1. Lecture.</li> <li>2. Discussion.</li> <li>3. Interactive presentation.</li> <li>4. Writing appreciation.</li> </ol>

<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>Total Marks: 50+25=75</b> A. Continuous Comprehensive Assessment (CCA) ,Max.Marks:25 1.Assignments 2.Seminar presentation 3.MCQ 4.Class Tests 5. Quiz
	B. Semester End examination ,Time:1.30hrs Written Examination, Max.Marks:50 <ul style="list-style-type: none"> <li>• Short Answers 10 out of 12 1 Marks each</li> <li>• Paragraph 6 out of 9 5 Marks each</li> <li>• Essay 1 out of 2 10 Marks each</li> </ul>

**Essential Reading:**

1. Dr. Kunjunniraja, Dr. M.S Menon (Editors), 2002 Reprint, Samskruta Sahitya Charitram, Kerala Sahitya Academy, Thrissur.
2. T. K Ramachandra Iyer, 2011, A Short History of Sanskrit Literature, R.S.Vadhyar & Sons Palakkad.
3. Vadakkumkur, Keraleeya Samkruta Sahityacharitam, Vol. 5, P.359-374, SSUS Kalady.

**Additional Reading:**

1. Dr. Poovattur. N. Ramakrishnapillai, 2016, Kerala Samskritavijnanakosham, The State Institute of Languages, Kerala.
2. Vagbhatananda Sampooranakrithikal, 1988, Mathrubhoomi Printing and Publishing Company, Kozhikodu-7.
3. Anil Kumar. T. K,2021, Njan Vagbhatanandan, D.C Books, Kottayam.
4. Mani Madhavachakyar,1975, Natyakalpadrumam, National Book Stall, Kottayam.
5. Dr. C. Rajendran, 1989,Traditional Sanskrit Theatre of Kerala University of Calicut.



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<b>Programme</b>						
<b>Course Name</b>	<b>BHAGAVADGITA AND PERSONALITY DEVELOPMENT</b>					
<b>Type of Course</b>	<b>VAC</b>					
<b>Course Code</b>	<b>MCE 3 VAC SKT200</b>					
<b>Course Level</b>	<b>200 – 299</b>					
<b>Course Summary</b>	Course focuses on self-awareness, mindful action, resilience and spiritual growth, guiding individuals to cultivate a balanced, ethical and spiritually fulfilling life, The teachings emphasise understanding oneself, managing one's mind, performing duties diligently, staying resilient in challenges, and fostering a connection with the divine for peace and fulfilment.					
<b>Semester</b>	<b>III</b>	<b>Credits:</b>			<b>3</b>	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicu m	Others	
		3				45
<b>Pre-requisites, if any</b>	Openness to self -Reflection and Basic Understanding of Indian philosophy.					

**COURSE OUTCOMES (CO)**

CO No.	Expected Course Outcome	Learning Domains *	PO No
<i>Upon the completion of the course, student will be able to:</i>			
1	Develop a thorough grasp of the teachings of the Bhagavad Gita and how they relate to managing stress effectively.	R	2,10
2	Acquire hands on skills for analysing and efficiently handling stressors in both their personal and work spheres.	U,S&An	4, 6,10,
3	Create a cohesive personality by ensuring their actions are in accordance with ethical values and internal balance.	I,C&Ap	4,6,8,
4	Appreciate the techniques utilizing Bhagavad Gita for solving the problems of day to day life.	E,A&Ap	2,6,10
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			



## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course Description	Hrs	CO No.
1	<b>A General introduction to Bhagavad Gita</b>		5	
	1.1	Mahabharata and Bhagavad Gita.		1
	1.2	Chapters of Bhagavad Gita.		
	1.3	An overview of second chapter of the Bhagavad Gita.		4
2	<b>Personality- Dimensions of Personality Development</b>		15	2,4
	2.1	Physical- Psychic- Intellectual- Emotional-Spiritual Development.		
	2.2	Stress management- sources of stress-mental – physical-social-financial.		
	2.3	Importance of stress management.		
	2.4	Integrated Personality.		
3	<b>Steps towards Emotional stability</b>		10	2&3
	3.1	Bhagavad Gita Chapter II. 62-72 Slokas.		
	3.2	Reduce stress through action Bhagavad Gita, Chapter II, 44 - 50 slokas.		
4	<b>Characteristics of an Integrated Personality</b>		15	2&3
	4.1	Bhagavad Gita Chapter II, 54-72 Slokas.		

Module 5	Teacher Specific Content	Hrs	
	Enhance personality through memorising the slokas.		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure</b> 1. Textual Reading and Reflection. 2. Group Discussions and Debates. 3. Case studies and Real life Applications. 4. Value based Workshop and Activities. 5. Quiz.
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>Total Marks:50+25=75</b> A. Continuous Comprehensive Assessment (CCA) ,Max.Marks :25 1. Case studies and Analysis. 2. Group project. 3. Test paper. 4. Quiz. 5. Viva. 6. Seminar.
	B. Semester End Examination Written Examination:Time :1.30 hrs Max.Marks 50 <ul style="list-style-type: none"> <li>• Short Answers 10 out of 12 1 Marks each</li> <li>• Paragraph 6 out of 9 5 Marks</li> <li>• Essay 1 out of 2 10 Mark each</li> </ul>

**Essential Reading:**

- 1.SriSrimadbhaktiVedantNarayanaGosvami,Maharaj,Ed,1953,  
Srimad Bhagavad Gita Chapter II.,Gorakhpur, Gita Press.
- 2.Chinmayananda Swami,2010, Srimad Bhagavad Gita, Ernakulam,  
Chinmaya Publication ((Mal).
- 3.Stress Management Chapter VIII Title as Four Components of  
Human Personality by Ajay Sukla, Unikon Books Delhi, 110002.

**Additional Readings:**

1. Chinmayanada Swami (2010) Srimad Bhagavad Gita.
2. Gita for Everyday living (2009(Chennai- Sri Ramakrishna Math).

3. Gita Madhuri (2009), Sree ramakrshna Math, Trissur.
4. K. S Sivakumar, Dr. Rajini G, 2022,A Study on Bhagavad Gita's Approach to Stress Management .
5. Satheesh Kumar Kandoth,2022, Bhagavad Gita: Some Insights on Personality Development.



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<b>Programme</b>	<b>B.A SANSKRIT GENERAL (HONOURS)</b>					
<b>Course Name</b>	<b>VYAKARANA - I</b>					
<b>Type of Course</b>	<b>DSC</b>					
<b>Course Code</b>	<b>MCE 4 DSC SKT200</b>					
<b>Course Level</b>	<b>200 - 299</b>					
<b>Course Summary</b>	Course analyses developing skill among the students in using and understanding Sanskrit grammar, Language skill can be developed only through the study of Vyakarana.					
<b>Semester</b>	<b>IV</b>	<b>Credits:</b>			<b>4</b>	<b>Total Hours</b>
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3	-	1	-	75
<b>Pre-requisites, if any</b>	General awareness on Sanskrit language.					

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains *</b>	<b>PO No</b>
<i>Upon the completion of the course, student will be able to:</i>			
1	Understand the structural platform of Sanskrit Vyakarana.	U	1
2	Evaluate the syntactical and semantical structure and usage of Sanskrit.	E	1,2
3	This course aims at developing language skills.	S	4
4	Apply the principles of Grammar in prose and poetry.	A	3
5	Develop skills in remembering and learning byheart the Vyakarana sutras in Sanskrit.	S	3
6	Achieve usage of grammar without mistake.	S	4
<p><b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b></p>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course Description	Hrs	CO No.
1	<b>A General introduction to vyakarana on the basis of Laghusiddhantakaumudi</b>		<b>4</b>	1,2
	1.1	An introduction to great Sanskrit grammarians and their works.	1	1,2
	1.2	Definition of Sutra, Bhashya and Varthika.	2	1,2
	1.3	माहेश्वरसूत्राणि।	1	3
2	<b>संज्ञा प्रकरणम्।</b>		<b>25</b>	1,2
	2.1	Technical terms and noun structure rules based on Achsandhi.	5	1,2,3
	2.2	अच् सन्धिप्रकरणम् - यणादेशः, गुणसन्धिः, वृद्धिसन्धिः।	10	1,2,3,4
	2.3	अच् सन्धिप्रकरणम्- अयादेशः। पूर्वरूपः। सामान्यसन्धि परिचयः।	10	1,2,3,4,5,6
3	<b>Technical terms and noun structure rules based on Halsandhi</b>		<b>30</b>	1,2,3
	3.1	हल् सन्धि प्रकरणम् - श्चुत्वम्, ष्टुत्वम्।	7	1,2,3
	3.2	हल् सन्धि प्रकरणम् - अनुस्वार विधिः, परसवर्णः।	12	1,2,3
	3.3	हल् सन्धि प्रकरणम् - सामान्यसन्धि परिचयः।	11	1,2,3
4	<b>Technical terms and noun structure rules based on Visarga Sandhi</b>		<b>16</b>	1,2,3
	4.1	विसर्ग सन्धिप्रकरणम् - उत्त्व विधिः।	4	2,3
	4.2	विसर्ग सन्धिप्रकरणम् - रुत्व विधिः।	4	2,3
	4.3	विसर्ग सन्धिप्रकरणम् - यत्व विधिः।	4	2,3
	4.4	विसर्गसन्धिप्रकरणम्। सामान्यसन्धि परिचयः।	4	2,3

Module 5	Teacher Specific Content	Hrs		
	This can be either classroom teaching, Seminar session, etc. as specified by the teacher concerned. This content will be evaluated internally.			

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction * Min. 10 )</b> 1.Lecture method 2.Classroom Exercises 4.Seminar Presentation 5.Group Discussions
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>Total Marks :70 +30=100</b> A. Continuous Comprehensive Assessment (CCA) Max.Marks :30 1. Test Paper 2. Assignment 3. Seminar 4. Quiz 5. Debate
	B. Semester End examination Written examination ,Time: 2 hrs ,Max .Marks :70 <ul style="list-style-type: none"> <li>• Short Answer 10 out of 12 2 Marks each</li> <li>• Paragraph 6 out of 9 5 Marks each</li> <li>• Essay 2 out of 4 10 Mark each</li> </ul>

**Essential Reading:**

1.Varadaraja,1987,Laghusiddhantakaumudi, Chaukhambha Sanskrit Series.Varanasi.

**Additional Reading:**

1. Bhattoji Dikshita, 2001 Sidhantakaumudi,Chaukhambha Sanskrit Series.
2. A.R Raja Raja Varma,2001,Keralapaneeniyam, Sahitya Pravarthaka Coperative Society Ltd.
- 3.Prof.RVasudervanPotti,1995,Laghusiddhantakaumudi(Malayalam).Govt. Sanskrit College,Committee , Tripiunithura .



**MAHARAJA'S COLLEGE  
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<b>Programme</b>	<b>B.A SANSKRIT GENERAL (HONOURS)</b>					
<b>Course Name</b>	<b>LINGUISTICS – I</b>					
<b>Type of Course</b>	<b>DSC</b>					
<b>Course Code</b>	<b>MCE 4 DSC SKT201</b>					
<b>Course Level</b>	<b>200 – 299</b>					
<b>Course Summary</b>	The Course explores the scientific study of language. It introduces key linguistic theories and methodologies, providing a comprehensive overview of the field of linguistics.					
<b>Semester</b>	<b>IV</b>	<b>Credits:</b>			<b>4</b>	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicu m	Others	
		3	-	1	-	75
<b>Pre-requisites, if any</b>	Proficiency in English Reading and writing. Basic Knowledge on Sanskrit language.					

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains *</b>	<b>PO No</b>
<i>Upon the completion of the course, student will be able to:</i>			
1	Develop analytical skills to analyse and describe various aspects of language structure and use.	D & A	1 & 4
2	Understand the diversity of languages around the world including their structural features, historical developments and etc.	D	3&9
3	Understand the process of language overtime including historical linguistics and language variation.	D	4 & 10
4	Create social Intimacy through language studies.	C	4, 6 & 10
5	Analyze and describe the physical properties of speech sounds as their production, transmission and perception	A	1, 2

6	Develop the ability to analyze and interpret the formation and function of various morphological elements, including stems and suffixes, within different languages.	D & An	6 & 7
7	Understand the morphological structures of words.	U	3 & 9
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course Description	Hrs	CO No.
1	<b>INTRODUCTION</b>		20	
	1.1	Nature and scope – aim and object of Comparative philology.		1
	1.2	Main Branches, Dialects and Cognates Languages.		2
	1.3	Classification of Languages- Morphological and Genealogical.		1
	1.4	Indo European Family of languages, Characteristics of Indo- European Languages, Centum and Satam Group, Prakrit and Pali- Some characteristics of Prakrit languages.		1
	1.5	Prakrit and Pali- Some characteristics of Prakrit languages.		2
2	<b>PHONOLOGY</b>			15
	2.1	The organs of Speech, Classification of speech Sounds.		1,4, 5
	2.2	Classification of Speech sounds.		1,5
	2.3	Classification of Vowels and Consonants.		1, 5
	2.4	Accent and vowel Gradation (Ablaut).		1,5
<b>LINGUISTIC CHANGE</b>		20		
3	3.1	Classification of Phonetic change.		1



	3.2	Phonetic laws—Law of Palatalisation-Fortunatov’s Law-Grassmann’s Law.		1 ,5
	3.3	Analogy and its varieties.		1,5
	3.4	Assimilation-Dissimilation-Syncope-Prothesis-Apenthesis-Paragoue-Metathesis-Historical survival.		1,5
<b>4</b>	<b>MORPHOLOGY</b>		<b>20</b>	
	4.1	Formation of words- Stem and Suffixes-Classification of suffixes.		1,3,6,7
	4.2	Theories on the origin of Suffixes.		1,3,6
	4.3	Nominal Morphology- Gender- Number and Cases.		1,3,6
	4.4	Verbal Morphology- Present, Aorist and Perfect.		1,3,6
	4.5	Semantic Classification of Verbs.		1,3,6

<b>Module 5</b>	<b>Teacher Specific Content</b>	<b>Hrs</b>	
	Create knowledge focussing on Morphology, Phonology, Syntax, Linguistic changes and Historical Linguistics.		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction * Min. 10 )</b> 1.Lecture Method 2.Class room activities 3.Seminar 4.Assignment 5. Test paper
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>Total Marks:70+30=100</b> A. Continuous Comprehensive Assessment (CCA) ,Max.Marks:30 1. Test paper 2. Assignment 3. Viva 4. Course activities
	B. Semester End Examination Written Examination,Time :2hrs ,Max.Marks :70

	<p>Time: 2 hrs ,Max .Marks :70</p> <ul style="list-style-type: none"><li>• Short Answer 10 out of 12 2 Marks each</li><li>• Paragraph 6 out of 9 5 Marks each</li><li>• Essay 2 out of 4 10 Mark each</li></ul>
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**Essential Reading:**

1. T. K Ramachandra Aiyar, 2016, Comparative Philology, R S Vadhyar & Sons, Kalpathi, Palghat.

**Additional Readings:**

1. R S Venkitarama Sastri,2007, Bhashasastrapravesika, Golden Jubilee Publication, Kuppuswami Sastry Research Institute, Madras.

2 .Sreeman Narayana Moorthi, 2003,An Introduction to Sanskrit Linguistics, DK Publishers, Delhi

3. George Yule, The Study of Language.

4. Bloomfield, Language.



**MAHARAJA'S COLLEGE ERNAKULAM  
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<b>Programme</b>	<b>B.A SANSKRIT GENERAL (HONOURS)</b>					
<b>Course Name</b>	<b>VRITTA AND ALANKARA</b>					
<b>Type of Course</b>	<b>DSE</b>					
<b>Course Code</b>	<b>MCE 4 DSE SKT200</b>					
<b>Course Level</b>	<b>200 – 299</b>					
<b>Course Summary</b>	This course introduces students and help them to acquire a general awareness of the meters, ganas and their peculiarities. It makes them to develop their knowledge about Vritta and Alankara and equip themselves for an appreciation of literary work. It makes them understand figures of speech and make them competent to distinguish one Alankara and Vritta from other Alankara and Vritta. It also enables them to appreciate and compose poems.					
<b>Semester</b>	<b>IV</b>	<b>Credits:</b>			<b>4</b>	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicu m	Others	
		4	-	-	-	60
<b>Pre-requisite, if any</b>	Completion of three semesters, interest in Sanskrit.					

**COURSE OUTCOMES (CO)**

CO No.	Expected Course Outcome	Learning Domains *	PO No
<i>Upon the completion of the course, student will be able to:</i>			
1	Understand the methodology of learning Sanskrit Vritta-s and Alankara-s.	U	4
2	Understand the competence in the basic structure of Sanskrit language especially Kavya literature.	U	4
3	Create the power of remembering.	C & R	4
4	Analyse the vast knowledge of Sanskrit Kavya-s.	An	4
5	Evaluate the abundance Vocabulary and depth of Sanskrit poetic works.	E	4
6	Apply the principles related to Sanskrit Vritta-s and Alankara-s.	A	3

7	Apply the skill of making new poetry.	S	3
8	Interest in creating the verses.	K,I & Ap	4
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course Description	Hrs	CO No.
1	<b>General Introduction to Vrittis Classification of Ganas</b>		<b>15</b>	
	1.1	Detailed study of Vrittis - Anushthup, Arya.	5	1
	1.2	Detailed study of Vrittis - Indravajra, Upendravjra, Upajati, Vamsastham.	5	1
	1.3	Detailed study of Vrittis - Malini, Mandakranta, Sragdhara, Sardhulavikriditam.	5	1,2
2	<b>General Introduction to Alankaras</b>		<b>15</b>	
	2.1	Detailed study of Alankara- Upama (Purnopama only)	5	4,5
	2.2	Detailed study of Alankara - Utpreksha.	5	4
	2.3	Detailed study of Alankaras -Slesham, Samasokti.	5	4
3	<b>Study of Alankaras - Continues</b>		<b>20</b>	
	3.1	Detailed study of Alankaras - Ullekham, Dipakam.	5	3,5
	3.2	Detailed study of Alankaras - Virodhabhasam.	5	3
	3.3	Detailed study of Alankaras -Atisayokti, Svabhavokti.	10	3,7
4	<b>Study of Alankaras - continues</b>		<b>10</b>	
	4.1	Detailed study of Alankaras - Rupaka	5	8
	4.2	Detailed study of Alankaras – Vyatireka.	5	8

<b>Module 5</b>	<b>Teacher Specific Content</b>	<b>Hrs</b>	
	This course is intended to develop the students' knowledge about Sanskrit Vritta and Alankara for the sake of Appreciation of literary work. This helps to acquire general awareness of the meters, gana-s and their peculiarities. It helps to Understand figures of speech and make students competent to distinguish one Alankara from other. It also enables students to appreciate and compose poems.		

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction * Min. 10 )</b></p> <ol style="list-style-type: none"> <li>1. Lecture Method.</li> <li>2. Audio Visual Presentation.</li> <li>3. Discussion Method.</li> <li>4. Illustrating slokas.</li> </ol>									
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>Total Marks : 70+30=100</b></p> <p>A.Continuous Comprehensive Assessment (CCA),Max .Marks :30</p> <ol style="list-style-type: none"> <li>1 .MCQ Based Internal Examination.</li> <li>2. Assignment /Seminar.</li> <li>3. Oral Examination.</li> </ol> <p>B Semester End examination</p> <p>Written Examination ,Time: 2 hrs ,Max .Marks :70</p> <table> <tr> <td>Short Answer</td> <td>10 out of 12</td> <td>2 Marks each</td> </tr> <tr> <td>Paragraph</td> <td>6 out of 9</td> <td>5 Marks each</td> </tr> <tr> <td>Essay</td> <td>2 out of 4</td> <td>10 Mark each</td> </tr> </table>	Short Answer	10 out of 12	2 Marks each	Paragraph	6 out of 9	5 Marks each	Essay	2 out of 4	10 Mark each
Short Answer	10 out of 12	2 Marks each								
Paragraph	6 out of 9	5 Marks each								
Essay	2 out of 4	10 Mark each								

**Essential Readings:**

1. Lougakshi Bhaskara,2009, Laghuvrittaratnakara, R S Vadhyar & Sons, Palakkad.
2. Appayyadikshita,2018, Kuvalayananda, R S Vadhyar & sons, Palakkad.

**Additional Readings:**

1. Bhattakedara, Vrittaratnakara.
2. Ruyyaka, Alankarasarvasvam.
3. Mammata, Kavyaprakasa.
4. Jayadeva, Chandraloka.



**MAHARAJA'S COLLEGE  
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<b>Programme</b>	<b>B.A SANSKRIT GENERAL (HONOURS)</b>					
<b>Course Name</b>	<b>BASIC CONCEPTS OF INDIAN PHILOSOPHY</b>					
<b>Type of Course</b>	<b>DSC –B</b>					
<b>Course Code</b>	<b>MCE 4 DSC SKT202</b>					
<b>Course Level</b>	<b>200 – 299</b>					
<b>Course Summary</b>	Indian Philosophy, a diverse and rich tradition, encompasses various schools of thought that have developed over thousands of years. It addresses profound questions about reality, knowledge, ethics and the nature of existence, contributing significantly to global philosophical discourse.					
<b>Semester</b>	<b>IV</b>	<b>Credits:</b>			<b>4</b>	<b>Total Hours</b>
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3		1		75
<b>Pre-requisites, if any</b>	Interest on Sanskrit language.					

**COURSE OUTCOMES (CO)**

CO No.	Expected Course Outcome	Learning Domains *	PO No
<i>Upon the completion of the course, student will be able to:</i>			
1	Understanding the philosophical, spiritual and cultural foundations of Indian civilization.	U	2
2	Critical thinking about the development and interplay of these ideas within the broader context of Indian thought.	An	2
3	Gaining insights into the philosophical, religious and spiritual concepts presented in the Vedas.	U	2
4	Exploring the social, political and economic contexts of Vedic society as reflected in its literature.	I	2
5	Developing critical thinking skills through the interpretation of Vedic Text.	An	1

6	Examining the influence of Vedic thought on subsequent Hindu Philosophy, religious practices and cultural traditions.	A	2
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Introduction to Indian Philosophy</b>		<b>20</b>	
	1.1	Astikadarsanas Nyayadarsana.	15	1,5
	1.2	Vaisheshikadarsana.	5	1,2
2	<b>Sankhya and Yoga</b>		<b>20</b>	
	2.1	Sankhyadarsanas.	10	1,2
	2.2	Yogadarsanas.	10	1,2
3	<b>Meemamsa and Vedanta</b>		<b>15</b>	
	3.1	Meemamsasastram	5	3,4,6
	3.2	Vedantadarsanam	10	3,4,6
4	<b>Nastikadarsanas</b>		<b>20</b>	3,4,6
	4.1	Buddhisam and Jainisam.	15	3,4,6
	4.2	Materialism.	5	3,4,6

<b>Module 5</b>	<b>Teacher Specific Content</b>	<b>Hrs</b>	
	Conduct workshop and Lectures on respective topics.		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction * Min. 10 )</b> 1. Lecture Method. 2. Discussion Method.
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<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>
	<p><b>Total Marks :70+30=100</b></p> <p>A. Continuous Comprehensive Assessment (CCA) ,Max.Marks:30</p> <p>1 .MCQ Based Internal Examination. 2. Assignment /Seminar.</p> <p>B. Semester End Examination</p> <p>1. Written Examination examination ,Time: 2 hrs ,Max .Marks :70</p> <ul style="list-style-type: none"> <li>• Short Answer 10 out of 12 2 Marks each</li> <li>• Paragraph 6 out of 9 5 Marks each</li> <li>• Essay 2 out of 4 10 Mark each</li> </ul>

**Essential Reading:**

1.Hiriyanna.M,1948,The Essentials of Indian Philosophy,George Allen & Unwin Ltd , Ruskin House , Museum Street , London.

2. T.K. Ramachandra Iyer,2007, A Short History of Sanskrit Literature, Published by R. S. Vadhyar & Sons, Palghat.

**Additional Readings:**

1. Friedrich Max Muller,2008,The Six System of Indian Philosophy, Published by Chowkhamba Sanskrit Series.

2. Surendranath Dasgupta,2015, A History of Indian Philosophy Volume-I, Published by Motilal Banarsidas.

3. A. K. Warder,2005, A Course in Indian Philosophy, Motilal Banarsidas.



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<b>Programme</b>	<b>B.A SANSKRIT GENERAL (HONOURS)</b>					
<b>Course Name</b>	<b>PROSE AND POETRY</b>					
<b>Type of Course</b>	<b>DSC- C</b>					
<b>Course Code</b>	<b>MCE 4 DSC SKT203</b>					
<b>Course Level</b>	<b>200 – 299</b>					
<b>Course Summary</b>	The course aim to understand and appreciate, Sanskrit poetry and prose literature in Sanskrit. The student attain knowledge about the usage of Sanskrit synonyms in poetry. The course will enable the student to get general awareness about usage of Sanskrit Language.					
<b>Semester</b>	<b>IV</b>	<b>Credits:</b>			<b>4</b>	<b>Total Hours</b>
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicu m	Others	
		3	-	1	-	75
<b>Pre-requisites, if any</b>	Sanskrit Language Learning skill, Familiar with Sanskrit Alphabets ,Nouns Verbs etc.					

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains *</b>	<b>PO No</b>
<i>Upon the completion of the course, student will be able to:</i>			
1	Understand about Sanskrit Language and Literature.	U	1
2	Understand the narrative style of Sanskrit Poetry and Prose Literature.	U	3 & 4
3	Remember the stories and verses in the text.	R	4
4	Create recitation skill and boosting memory power of students.	C	1 & 4
5	Interest in ancient Indian Sanskrit stories and their moral values.	I	6 & 7
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

**COURSE CONTENT****Content for Classroom transaction (Units)**

<b>Module</b>	<b>Units</b>	<b>Course Description</b>	<b>Hrs</b>	<b>CO No.</b>
<b>1</b>	<b>Sreekrishna Vilasam (Sarga – 3 Verses. 1-16)</b>		<b>13</b>	
	1.1	Introduction to Sanskrit Language, Sanskrit Literature- Poetry and Prose style.	3	1,2
	1.2	Introduction to Sri Krishnavilasam, Story of Sukumara Kavi and His style.	3	2,3
	1.3	Sreekrishna Vilasam Third Sarga. A General picture of story and characters depicted upto Second Sarga.	3	1,2,5
	1.4	Meeting of Kamsa with his ministers in Royal Court Conversation and Decisions taken in the meeting.	4	2,3,4
<b>2</b>	<b>Sreekrishna Vilasam (Sarga – 3 Verses. 17-52)</b>		<b>18</b>	
	2.1	Life of Devaki and Vasudeva in Prison of Kamsa.	4	2,3
	2.2	Meeting of Vasudeva and Nanda Gopa.	4	2,3
	2.3	Bala leela of Sree Krishna Shakatasura vadham	6	2,3,4
	2.4	Poothana Moksham	4	1,3,4
<b>3</b>	<b>Bharathasamgraha (Adiparva. Paragraph. 1-8)</b>		<b>18</b>	
	3.1	BharathaSamgraha Adiparva- First 15 Paragraphs Paragraph 1 Story Bhishma. Birth of Dhritarashtra, Pandu and Vidura.	3	1,2,5
	3.2	Paragraph 2 Marriage of Pandu and Dhritarashtra Paragraph 3 Pandu's Curse by sage Kindama Paragraph 4 Exile of Pandu and wives	5	1,2,5
	3.3	Paragraph 5 Kunti saying to Pandu about her boon given by Sage Durvasa	5	2,3,5

		Birth of Pandavas Pragraph 6 Birth of Kauravas		
	3.4	Paragraph 7 Death of Pandu and Madri Returning of Kunti and Pandavas to Hastinapura Paragraph 8 Childhood, Upanayana and education days of Pandavas and Kauravas	5	4,5
	<b>Bharathasamgraha (Adiparva. Paragraph. 9-15)</b>		<b>26</b>	
	4.1	Paragraph 9 Duryodhana giving poisoned food to Bhima Paragraph 10 Nagaloka Prapti of Bhima, Bhima's Meeting with Vasuki and Rasapana Bhima's Returning from Nagaloka	8	4,5
	4.2	Paragraph 11 Story of Karna's birth and Childhood Friendship of Karna with Kauravas Paragraph 12 Drona's meeting with Pandavas and Kauravas Drona becomes the Guru of Pandavas and Kauravas	8	4,5
<b>4</b>	4.3	Paragraph 13 Teaching of Drona Story of Arjuna getting names as Gudakesha and Savyasachi Karna's coronation as King of Angarajya by Duryodhana	5	4,5
	4.4	Paragraph 14 Drona's Guru dakshina Paragraph 15 Arjuna fulfilling the Guru dakshina asked by Drona. Story of Arjuna getting other names as Partha. Vijaya and Jishnu.	5	4,5
	5	<b>Teacher Specific Content-</b> Acting Skill development Recitation skill developing.		

<p><b>Teaching and Learning Approach</b></p>	<p><b>Classroom Procedure (Mode of transaction * Min. 10 )</b></p> <ol style="list-style-type: none"> <li>1. Lecture method.</li> <li>2. Explanation with Life examples.</li> <li>3. Interaction with each students to get familiar with Sanskrit Language.</li> <li>4. Making Diagram or Family tree to understand the characters in the Story.</li> <li>5. Group Discussion.</li> <li>6. Visual Presentation of Drama, Short film etc based on the relevant content of the Text.</li> <li>7. Question Bank Making.</li> <li>8. Classroom Skit Presentation based on the Syllabus context.</li> <li>9. Quiz.</li> <li>10. Seminar Presentation.</li> </ol>
<p><b>Assessment Types</b></p>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>Total Marks:70+30=100</b></p> <p>A. Continuous Comprehensive Assessment (CCA) ,Max.Marks:30</p> <ol style="list-style-type: none"> <li>1. Continuous Comprehensive Assessment (CCA)</li> <li>2. MCQ based Internal Examination.</li> <li>3. Assignment.</li> </ol>
	<p>Semester End examination Examination ,Time: 2 hrs ,Max .Marks :70</p> <ul style="list-style-type: none"> <li>• Short Answer 10 out of 12 2 Marks each</li> <li>• Paragraph 6 out of 9 5 Marks each</li> <li>• Essay 2 out of 4 10 Mark each</li> </ul>

**Essential Readings:**

1.T.K.Ramachandra Iyer,Ed, 1992, Sukumarakavi ,Srikrnavilasa, Ed. by R.S.Vadhyar and Sons, Kalpathi Palakkad.

2. Lakshmana Suri,1960, Bharathasamgraha, Published by T.V Balakrishnan – The Kuppuswami Sastri Research Institute Madras.

**Additional Readings:**

1. Ilanthur P. Raghavan,1994, Vilasamurali, Translation of Srikrnavilasam, Publications Division, Government of Kerala.



**MAHARAJA'S COLLEGE  
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<b>Programme</b>	<b>B.A SANSKRIT GENERAL (HONOURS)</b>					
<b>Course Name</b>	<b>BASICS OF YOGASANA AND YOGADARSANA</b>					
<b>Type of Course</b>	<b>SEC</b>					
<b>Course Code</b>	<b>MCE 4 SEC SKT200</b>					
<b>Course Level</b>	<b>200 – 299</b>					
<b>Course Summary</b>	Basic knowledge about yoga from original Sanskrit source. This will help student to reduce stress, depression etc.. And ensure a healthy living.					
<b>Semester</b>	<b>IV</b>	<b>Credits:</b>			<b>3</b>	Total Hours
<b>Course Content</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3	-	-	-	45
<b>Pre-requisites,if any</b>	Interest and knowledge about Yoga.					

**COURSE OUTCOMES (CO)**

<b>Co No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains *</b>	<b>PO. NO</b>
1	Know the importance of Yoga Darsana.	K & U	3
2	Understand basic text on Yoga.	U, Ap & An	3, 6
3	Know traditional knowledge of Yogasanas.	U	3, 8
4	Make interest in Astangayoga tradition.	I, Ap & An	3, 8
5	Practice Astangayoga and different Asanas.	S	3, 10
6	Practice Pranayama.	S	3, 10

**\*remember (k), understand (u), apply (a), analyse (an), evaluate (e), create (c), skill (s), interest (i) and appreciation (ap)**

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course Description	Hrs	CO No.
1	<b>TRADITIONAL DRASANAS AND YOGA</b>		<b>10</b>	<b>1, 2 &amp; 3</b>
	1.1	Introduction to Indian Philosophy.	3	
	1.2	Yogadarsana.	3	
	1.3	Patanjalayoga & Hatayoga.	4	
2	<b>INTRODUCTION TO HOLISTIC YOGA</b>		<b>10</b>	<b>4, 5, &amp; 6</b>
	2.1	Food and Lifestyle.	5	
	2.2	Importance of Pranayama .	5	
3	<b>ASTANGA YOGA (PRACTICUM)</b>		<b>25</b>	<b>1,2,3</b>
	3.1	Pranayama – Benefits and Purpose of Breathing Exercise.	5	
	3.2	Astanga Yoga- A Holistic system and Limbs of Yoga.	8	
	3.3	Benefits and porpose of Yoga in recent scenario.	7	
	3.4	Dhyana and Samadhi based on Yogadarsana.	5	
4	<b>TEACHER SPECIFIC CONTENT</b>			
	Practice on Yoga.			

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure</b> Lecturing illustrations and audio visuals.
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>Total Marks:50+25=75</b> A.Continuous Comprehensive Assessment (CCA) ,Max.Marks:25  MCQ Based Internal Examination. Assignment/ Seminar.

	<p>B.Semester End examination Written Examination, Time:1.30hrs</p> <ul style="list-style-type: none"> <li>• Short answer    10 out of 12    1 mark each.</li> <li>• Paragraph        6 out of 9        5 mark each.</li> <li>• Essay              1 out of 2        10 mark each.</li> </ul>
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**Essential Readings:**

1. Hathayogapradipika, Yogi Svatmarama, <http://sacredtexts.com>.  
2Translated by Rai Bahadur Srisachandrababu, Gherandasamhita,Sri.  
Sadguru Publications 40/5,2001, Sakti Nagar, Delhi – 110007
- 3.Maharshi Patanjali,1988,Patanjali Yogadarsanam Vyasa Bhasya,  
Commentary Devisahay Pandey,Choukhamba Surabharati Prakasan.

**Additional Reading:**

- 1.Inner Engineering- A Yogi's Guide ti Joy,2016,Penguin Books.
2. Dr. N. Gopalakishnan,Selected sootras from Patanjali Yoga  
Sastram, IISH, Heritage Publication Series 51.





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<b>Programme</b>						
<b>Course Name</b>	<b>INTRODUCTION TO INDIAN KNOWLEDGE TRADITION</b>					
<b>Type of Course</b>	<b>VAC</b>					
<b>Course Code</b>	<b>MCE 4 VAC SKT200</b>					
<b>Course Level</b>	<b>200 – 299</b>					
<b>Course Summary</b>	This course is ideal for anyone interested in understanding the depth and breadth of India's contribution to global knowledge and culture.					
<b>Semester</b>	<b>IV</b>			<b>Credits:</b>		<b>3</b>
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicu m	Others	Total Hours
		3	-	-	-	
<b>Pre-requisites, if any</b>	Basic knowledge in historical and cultural aspects.					

**COURSE OUTCOMES (CO)**

CO No.	Expected Course Outcome	Learning Domains *	PO No
<i>Upon the completion of the course, student will be able to:</i>			
1	Explain the historicity of Indian Knowledge System and the broad classification of Indian Philosophical Systems.	E	1,2
2	Analyse the potential of Sanskrit in Natural Language processing.	An	1,2
3	Remember the features of Indian numeral system and its role in Science and Technology advancement.	K	1
4	Evaluate the basic elements of the Indian Calendar and the components of Indian Panchanga.	E	2
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course Description	Hrs	CO No.
1	<b>Indian Knowledge System-An Overview</b>		<b>20</b>	<b>1</b>
	1.1	The Vedic Corpus.	5	1,2
	1.2	Philosophical Systems and Wisdom through ages – Puranas, Ithihasas, Nitisastras, Subhashitas.	15	1,2
2	<b>Foundational Concepts for Science and Technology</b>		<b>15</b>	
	2.1	Linguistics- Panini's work on Sanskrit Grammar.	5	1,3
	2.2	Historical development of Astronomy in India, Elements of Indian Calender.	5	2
	2.3	Knowledge: Frame work and Classification.	5	4
3	<b>Science, Engineering and Technology in IKS</b>		<b>5</b>	<b>1,2,4</b>
	3.1	Mathematics- Number System and Units of Measurement-Importance of decimal representation, The discovery of Zero and its importance.	2	2
	3.2	Astronomy, Engineering and Technology : Metals and Metal working.	2	1,3
	3.3	Town Planning and Architecture.	1	1.3
4	<b>Humanities and Social Sciences in IKS</b>		<b>5</b>	<b>1,4</b>
	4.1	Health, Wellness and Psychology.	3	1.2
	4.2	Governance and Public Administration	2	1,2
<b>Module 5</b>	<b>Teacher Specific Content</b>		<b>Hrs</b>	
	The goal of content to promote learning.			

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure</b> 1. Lecture Method. 2. Discussion Method.
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>Total Marks:50+25=75</b> A. Continuous Comprehensive Assessment (CCA) Max.Marks:25 1 MCQ Based Internal Examination. 2. Assignment /Seminar. B. Semester End examination 1. Written Examination, Time:1.30 hrs, Max.Marks :50 <ul style="list-style-type: none"> <li>• Short Answer.    10 out of 12.        1 Mark each.</li> <li>• Paragraph.        6 out of 9.            5 Marks</li> <li>• Essay.                1out of 2.            10 Marks each.</li> </ul>

**Essential Reading:**

1.B.Mahadevan, Vinayak Rajat Bhat and Nagendra Pavana. R. N, June 2022, Introduction to Indian Knowledge System : Concepts and Applications, Eastern Economy Edition.

**Additional Readings:**

1.Amit Jha,2022, Traditional Knowledge System in India, Atlantic Publishers.

2. Prof.Bhag Chand Chauhan,2022, IKS: The Knowledge System of Bharata, Atlatic Publishers.

3.Kapoor Kapil,Singh Avadhesh, 2021,Indian Knowledge Systems Vol-I & II, Indian Institute of Advanced Study, Shimla H.P.



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<b>Programme</b>	<b>B.A SANSKRIT GENERAL (HONOURS)</b>					
<b>Course Name</b>	<b>ASTIKADARSANAS -SAMKHYA AND YOGA</b>					
<b>Type of Course</b>	<b>DSC</b>					
<b>Course Code</b>	<b>MCE 5 DSC SKT300</b>					
<b>Course Level</b>	<b>300 – 399</b>					
<b>Course Summary</b>	This Course aims to explore two fundamental schools of Indian Philosophy Samkhya and Yoga based on texts Samkhya Karika and Patanjala Yogasutra.					
<b>Semester</b>	<b>V</b>	<b>Credits:</b>			<b>4</b>	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3	-	1	-	75
<b>Pre-requisites, if any</b>	Basic knowledge about Indian Philosophy.					

**COURSE OUTCOMES (CO)**

CO No.	Expected Course Outcome	Learning Domains *	PO No
<i>Upon the completion of the course, student will be able to:</i>			
1	Understand about Indian Philosophy and its Divisions.	U	8
2	Analyse the difference between Astka and Nastika Darsana-s.	An	1,8
3	Evaluate the Principles in Samkhya and Yoga Philosophy.	E	2,3
4	Get an interest in Indian Philosophy.	I	6,10
5	Apply the Ashtanga Yoga methods in life to have a healthy and disciplined routine.	A	10
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

**COURSE CONTENT for Classroom transaction (Units)**

Module	Units	Course Description	Hrs	CO No.
1	<b>SAMKHYAKARIKA ( KARIKA 1 TO 16 )</b>			
	1.1	General awareness about Indian Philosophy, Heterodox and Orthodox divisions and propounders	3	1
	1.2	Samkhya Philosophy , Sage Kapila, Disciples of Kapila, Texts on Samkhya Philosophy	5	1,2
	1.3	Introduction to Samkhyakarika , The term Samkhya and its meaning Three kinds of pain with examples, Desire to terminate the pain, Defects of pain termination method in Veda and world ,	5	2,3
	1.4	25 Principles in Samkhya philosophy, Three Pramanas of Samkhya, Satkaryavadam (Theory of causation ) , Characteristics of Vyakta, Avyakta and Purusha. The difference between Prakriti and Purusha, Trigunas and their functions	10	2,3,4
2	<b>SAMKHYAKARIKA ( KARIKA 17 TO 40 )</b>			
	2.1	Distinguishness of Avyakta , Purusha Astitva and Bahutva ( Existence and Multiplicity of Purusha ) Attributes of Purusha	5	1,2,3
	2.2	Sarga(Theory and process of Evolution) , Triguna forms and divisions of Ahamkara	3	3,4
	2.3	Jnanendriyani- Karmendriyani (Sense and Motor organs) , Manas ( Mind as a dual organ ) Functions of Sense and Motor organs	4	3,4,5

	2.4	Pancha Vayu (Five vital airs), Divisions of thirteen organs as External and Internal Category, Gross and Subtle elements	3	3,4
3	<b>PATANJALA YOGASUTRA - SAMADHI PADA ( SUTRA 1 TO 27 )</b>			
	3.1	Yoga Philosophy, Sage Patanjali, Important Texts on Yoga Philosophy	3	3,4,5
	3.2	Definition of Yoga, Five vritti-s, Pramana-s in Yoga Vritti Nirodha Abhyasa and Vairagya	5	4,5
	3.3	Samprajnata Samadhi Asamprajnata Samadhi Bhavapratyaya Nirbija Samadhi	5	4,5
	3.4	Divisions of Sadhakas Definition of Isvara Pranava	7	4,5
4	<b>PATANJALA YOGASUTRA ( SUTRA 28 TO 51 )</b>			
	4.1	Chitta Vikshepas Chittaprasadana Chitta sthairyaa	8	4
	4.2	Savitharka Samadhi Nirvitarka Samadhi	5	4,5
	4.3	Sabija Samadhi Nirvikalpa Samadhi	3	4
	4.4	Ritambhara Nirbija Samadhi	2	5
5		<b><u>Teacher Specific Content</u></b> Familiarising Technical terms of Samkhya and Yoga Philosophy with Practical method.		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure</b> 1. Lecture Method. 2. Tutorial Method. 3. Visual Presentation. 4. Yoga Practice. 5. Group Discussion. 6. Quiz.
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>  <b>Total Marks :70+30=100</b>  1. Continuous Comprehensive Assessment (CCA) ,Max.Marks:30 2. MCQ Based Internal Examination. 3. Assignment/ Seminar.  A. Semester End examination Time: 2 hrs ,Max .Marks :70 <ul style="list-style-type: none"> <li>• Short Answer 10 out of 12 2 Marks each</li> <li>• Paragraph 6 out of 9 5 Marks each</li> <li>• Essay 2 out of 4 10 Mark each</li> </ul>

**Essential Reading:**

- 1.Jai Krishna Das Haridas Gupta, 1932,Isvara Krishna ,with Commentary Samkhya Tatva Kaumudi, The Chowkambha Sanskrit Series office - Samkhya Karika .
2. Jai Krishna Das Haridas Gupta, 1930,Yogasutra- Patanjali with Six Commentaries, Ed. Nyayacharya Kavyatirtha, The Chowkambha Sanskrit Series office, Varanasi.

**Additional Reading:**

1. Srimadeesvara Krishna Praneeta Samkhyakarikah Guadapada bharyasahita. -ebook from internet Archive.
- 2.പുതുകോട്ട് എസ്.അനന്തനാരായണശാസ്ത്രീകൾ- ശ്രേയസ് ഇബുക്ക് <https://sreyas.in> സംഖ്യകാരികാ- ഭാഷാവ്യാഖ്യാനം-
- 3.Hathayogapradipika, Yogi Svatmarama, <http://sacredtexts.com>.
- 4.Vyasa Bhasya, Choukhamba Surabharati Prakasan, 1988, Patanjali Yogadarsanam of Maharshi Patanjali.



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<b>Programme</b>	<b>B.A SANSKRIT GENERAL (HONOURS)</b>					
<b>Course Name</b>	<b>VYAKARANA – II</b>					
<b>Type of Course</b>	<b>DSC</b>					
<b>Course Code</b>	<b>MCE 5 DSC SKT301</b>					
<b>Course Level</b>	<b>300 – 399</b>					
<b>Course Summary</b>	In the study of Sanskrit Language, knowledge of Vyakarana is very essential. By the learning of derivations of Bhu dhatu and Samasa-s communication skills will improve .It will help to develop the application skills and vocabulary in Sanskrit Language.					
<b>Semester</b>	<b>V</b>	<b>Credits:</b>			<b>4</b>	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3	-	1	-	75
<b>Pre-requisites, if any</b>	General awareness on Sanskrit vyakarana.					

**COURSE OUTCOMES (CO)**

CO No.	Expected Course Outcome	Learning Domains *	PO No
<i>Upon the completion of the course, student will be able to:</i>			
1	Understand the structural platforms of Sanskrit Grammar.	U	1,3
2	Develop communicative skills in high level.	S	1,4
3	Acquire the knowledge of derivation and application of Dhatus and Samasas.	A	1,10
4	Improve vocabulary in Sanskrit Language.	C	10
5	Evaluate linguistic peculiarities.	E	4
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			



## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course Description	Hrs	CO No.
1		लकारस्य सामान्य परिचयः	20	1
	1.1	भूधातोः रूपसिद्धिः- लट् ,लिट्	10	1,2,3,4,5
	1.2	भूधातोः रूपसिद्धिः- लुट्, लृट्	5	1,2,3,4,5
	1.3	भूधातोः रूपसिद्धिः- लोट्, लङ्	5	1,2,3,4,5
2		समास परिचयः-	35	
	2.1	केवलसमासः, अन्वयीभावसमासः	20	1,2,3,4,5
	2.2	तत्पुरुषसमासः ,बहुव्रीहि समासः	10	1,2,3,4,5
	2.3	द्वन्द्वसमासः	5	1,2,3,4,5
3		कारकपरिचयः	20	1,2,3,4,5
	3.1	कर्तृकारकम्	3	1,2,3,4,5
	3.2	कर्मकारकम्	5	1,2,3,4,5
	3.3	करणकारकम्	3	1,2,3,4,5
4	4.1	सम्प्रदानम्	3	1,2,3,4,5
	4.2	अपादानम्	3	1,2,3,4,5
	4.3	अधिकरणम्	3	1,2,3,4,5

Module 5	Teacher Specific Content	Hrs	
	Basic concepts, Analysis of the compound, rules of compounding and application in Sanskrit Literature.		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure</b> 1.Lecture 2.Discussion 3.Interactive presentation 4.Framing questions and answers 5. Writing exercises.
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>Total Marks :70+30=100</b> A. Continuous Comprehensive Assessment (CCA) ,Max.Marks:30 1.Assignments 2.Seminar Presentation 3.Quiz 4.MCQ Based Test 5.Test Papers.
	<b>B. Semester End examination</b> Written examination ,Time: 2 hrs ,Max .Marks :70 <ul style="list-style-type: none"> <li>• Short Answer 10 out of 12 2 Marks each</li> <li>• Paragraph 6 out of 9 5 Marks each</li> <li>• Essay 2 out of 4 10 Mark each</li> </ul>

**Essential Reading:**

1. Varadarajacharya, 2001, Laghusiddhantakaumudi, Gita press, Gorakhpur.

2. Varadarajacharya, 2010, Laghusiddhantakaumudi, Parimal Publications, Delhi.

**Additional Readings:**

1. Bhattoji Dikshita, 1999, Siddhantakaumudi, Chaukhamba Varanasi.

2. K.L.VSastri&Ananthanarayanastri, 2001, Dhaturupamanjari, R. S Vadhyar & Sons.

3. Prof.R.Vasudevanpotti, 1993, Laghusiddhantakaumudi(Mal.), Govt.Sanskrit College, Tripunithura.



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<b>Programme</b>	<b>B.A. SANSKRIT GENERAL (HONOURS)</b>					
<b>Course Name</b>	<b>MAHAKAVYAS OF KALIDASA</b>					
<b>Type of Course</b>	<b>DSE</b>					
<b>Course Code</b>	<b>MCE 5 DSE SKT300</b>					
<b>Course Level</b>	<b>300 – 399</b>					
<b>Course Summary</b>	This course examines the Mahakavya-s of Kalidasa focusing on Raghuvamsa and Kumarasambhava. The students will explore their themes structure, literary styles and cultural significance, gaining insights into Kalidasa's poetic genius and his influence on later literature.					
<b>Semester</b>	<b>V</b>	<b>Credits:</b>			<b>4</b>	Total Hour s
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicu m	Others	
		4	-	-	-	60
<b>Pre-requisites, if any</b>	Language Proficiency Literary Analysis Skills					

**COURSE OUTCOMES (CO)**

CO No.	Expected Course Outcome	Learning Domains *	PO No
<i>Upon the completion of the course, student will be able to:</i>			
1	Understand the thematic depth and narrative structures of Kalidasa's Mahakavya-s.	U	1,6,10
2	Gain insights into the socio-cultural and historical context of ancient India as reflected in these works.		1, 3
3	Develop an appreciation for the poetic beauty and artistic mastery of Kalidasa's language. Evaluate the emotional and aesthetic impact of Kalidasa's descriptions of nature, emotions, and human experiences.	Ap,E	1,4,7
4	Analyze the major themes, character developments, and plot structures in Kalidasa's works.	An,	1,8

5	Stimulate interest in further exploring classical Sanskrit Literature and other works by Kalidasa.	I	3,6,9
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course Description	Hrs	CO No.
1	<b>Introduction to Mahakavyas in Sanskrit</b>		<b>10</b>	<b>1</b>
	1.1	Overview of Mahakāvya, their significance, and place in Sanskrit literature.	3	
	1.2	General awareness of prominent Mahakāvya and their authors.	5	
	1.3	Exploration of Dandin's definition of Mahakāvya and its components.	2	
2	<b>Raghuvamsa (I Sarga 1- 30 Slokas)</b>		<b>25</b>	<b>2</b>
	2.1	Raghuvamsa I Sarga 1-20 Slokas <b>(Introduction to the Raghu Dynasty King Dilipa's Virtues)</b>	13	
	2.2	Raghuvamsa I sarga 21-30(Ideal Kingship in Raghuvamsa)	12	
3	<b>Kumarasambhava (Sarga 1-30 Slokas)</b>		<b>25</b>	<b>3,4,5</b>
	3.1	Kumarasambhava Sarga I Sloka 1-10 (Himalaya varnana).	13	
	3.2	Kumarasambhava Sarga I Sloka 11-30 (Birth of Parvati & her childhood).	12	

Module 5	Teacher Specific Content	Hrs	
	Introduce Kalidasa, the greatest Sanskrit poets and playwrights, authored several works that are considered classics in Indian literature.		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure</b> 1.Lecture Method 2.Explanation with examples 3.Group work exercise 4.Assignment
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>  <b>Total Marks:70+30=100</b> A.Continuous Comprehensive Assessment (CCA),Max.Marks:30 1 .MCQ Based Internal Examination. 2. Assignment /Seminar.  B.Semester End examination Written examination ,Time: 2 hrs ,Max .Marks :70 <ul style="list-style-type: none"> <li>• Short Answer 10 out of 12 2 Marks each</li> <li>• Paragraph 6 out of 9 5 Marks each</li> <li>• Essay 2 out of 4 10 Mark each</li> </ul>

### Essential Reading:

1. M.R.Kale, 1917,Kalidasa's Kumārasambhava, Standard Publishing Co., Bombay.
2. Kasinath Panduranga Prabhu,1886, Raghuvamsa- Kalidasa,Niryana Sagar Press, Bombay.
3. Vaidyabhushana Pandit Rangacharya Raddi Sastri,1938,Dandin-Kāvyādarsa., Government Oriental Series Pune.

### Additional Reading:

1. T. K. Ramachandra Iyer, A Short History of Sanskrit Literature, 2009, R.S.Vadhyar and Sons, Palaghat.
2. Raghunath Bhattacharya, Kalidasa's Raghuvamsa: A Critical Study.
3. P. S. Sastri (Translation) Kumarasambhava of Kalidasa.



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<b>Programme</b>	<b>B.A SANSKRIT GENERAL (HONOURS)</b>					
<b>Course Name</b>	<b>DRAMA AND DRAMATURGY</b>					
<b>Type of Course</b>	<b>DSE</b>					
<b>Course Code</b>	<b>MCE 5 DSE SKT301</b>					
<b>Course Level</b>	<b>300 – 399</b>					
<b>Course Summary</b>	The course explores the rich tapestry of human emotions through the dramatic narrative of Abhinjanasakuntalam, delving deep into themes of love, betrayal, and redemption. This course combines theory with practical insights into dramaturgy, offering a comprehensive understanding of theatrical storytelling and production techniques					
<b>Semester</b>	<b>V</b>	<b>Credits:</b>			<b>4</b>	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicu m	Others	
		4	-	-	-	60
<b>Pre-requisites, if any</b>	Introduction to Theatre and Basic Acting.					

**COURSE OUTCOMES (CO)**

CO No.	Expected Course Outcome	Learning Domains *	PO No
<i>Upon the completion of the course, student will be able to:</i>			
1	Understanding the history and theory of Drama.	U , C & E	1& 3
2	Analysis of Dramatic techniques and structures.	U	2
3	Application of dramatic principles in script writing and performance.	U , An , E& S	4,5
4	Appreciation of the cultural and social significance of theatre.	U, I,C, &Ap	6, 8
5	Practice of Acting, Directing and Stage craft.	S&I	7, 9
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course Description	Hrs	CO No.
1	<b>GENERAL ITRODUCTION TO DRAMATURGY</b>		<b>15</b>	
	1.1	Natyasatra of Bharata, Dasarupaka of Dhanjaya Sahithyadarpana of Visvanatha Detailed Study of the following topics from Sahithyadarpana of Visvanatha VI chapter , रूपकम्, अभिनयः-रूपकभेदाः- उपरूपकभेदाः- च।	3	1,2
	1.2	नाटकलक्षणम्- पूर्वरङ्गः- नान्दी- प्रस्तावना।	4	1,2
	1.3	अर्थोपक्षेपकाः, पञ्चसन्धयः। (Sandhi lakshna and bheda only)	7	1,2
	1.4	प्रकाशम्, स्वगतम्, अपवारितम्, जनान्तिकम्। (Dasarupaka I chapter I )	1	1,2
2	<b>TEXTUAL STUDY OF ABHINJANASAKUNTALA - I</b>		<b>15</b>	
	2.1	Textual study of Abhinjanasakuntala Act I	15	3,4,5
3	<b>TEXTUAL STUDY OF ABHINJANASAKUNTALA - II</b>		<b>12</b>	
	3.1	Textual study of Abhinjanasakuntala Act II & III	12	3,4,5
4	<b>TEXTUAL STUDY OF ABHINJANASAKUNTALA - III</b>		<b>18</b>	
	4.1	Textual study of Abhinjanasakuntala Act IV	15	3,4,5
	4.2	General study of Abhinjanasakuntala V,VI & VII Acts.	3	1,4

Module 5	Teacher Specific Content	Hrs	
	Drama Performance.		
	CE (Memorising of the important sloka-s and karika) or Multiple choice.		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure</b> 1.Lecture method 2.Class room exercise 3.Discussions 4.Seminar 5.Assignment
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>Total Marks :70+30=100</b> A. Continuous Comprehensive Assessment (CCA),Max.Marks:30  1.Test paper 2.Quiz 3.Assignment 4.Viva 5.Course activity
	B. Semester End examination  Written examination ,Time: 2 hrs ,Max .Marks :70  <ul style="list-style-type: none"> <li>• Short Answer 10 out of 12 2 Marks each</li> <li>• Paragraph 6 out of 9 5 Marks each</li> <li>• Essay 2 out of 4 10 Mark each</li> </ul>

### Essential Reading:

1. Acharya Sesharaja Sarma Regm Ed,1993, Sahityadarpana of Visvanatha Chapter VI (Selected portions only).Krishnadas Academy,Varanasi.
2. Kasinath Pandurang Parab,(1949), Dasarupaka of Dhananjaya Chapter I (Selected terms only),Nirnaya Sagar Press, Mumbai.
3. Vasudeva Krishna Chaturvedi,1671,Ed. Abhinjanasakuntala of Kalidasa (Acts I-IV only) Mahalakshmi Prakasan,Agra .

### Additional Readings:

- 1 Kutti Krishna Marar, (2012) Abhinjana Sakuntalam (Commentry Mal).
- 2 Dr Sudhamsu Chaturvedi, Kalidasasahityasarvaswam.
- 3 M R Kale,1996, Abhinjanasakuntala .
- 4 AB Keith,1998, Sanskrit Drama .
- 5 NN Pilla, (2003), Natakadarpanam .
- 6 Chandra Bhan Gupta,1991,The Indian Theatre .
- 7 N P Sankunni Nair,(1989), Natakeeyanubhavam enna Rasam.
- 8 T Bhaskaran (2020), Bharatiyakavyasastram.





**MAHARAJA'S COLLEGE  
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<b>Programme</b>	<b>B.A SANSKRIT GENERAL (HONOURS)</b>					
<b>Course Name</b>	<b>AYURVEDIC TRADITION OF KERALA</b>					
<b>Type of Course</b>	<b>DSE</b>					
<b>Course Code</b>	<b>MCE 5 DSE SKT302</b>					
<b>Course Level</b>	<b>300 - 399</b>					
<b>Course Summary</b>	Understand the history of Ayurvedic in General to convey Knowledge about the Kerala Ayurvedic tradition.					
<b>Semester</b>	<b>V</b>	<b>Credits:</b>			<b>4</b>	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		4	-	-	-	60
<b>Pre-requisites, if any</b>	Basic knowledge in Ayurveda and Sanskrit language.					

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains *</b>	<b>PO No</b>
<i>Upon the completion of the course, student will be able to:</i>			
1	Understand the principles and philosophy of Ayurveda.	Un & A	1,3
2	Knowledge of traditional herbal remedies and their applications.	U & S	2,4
3	Proficiency in diagnostic techniques such as pulse reading and tongue examination.	An & S	5,7
4	Appreciation of the holistic approach to health in Ayurveda.	U & I	6,8
5	Ability to prepare and administer Ayurvedic medicines.	U & S	9.10
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course Description	Hrs	CO No.
1	<b>AYURVEDIC TRADITION OF KERALA</b>		<b>15</b>	
	1.1	The History of Ayurveda the orgin of the word Ayurveda.	5	1
	1.2	Somhita Ashtangahridaya.	5	1
	1.3	Some important Rishis Agstyā , chyavana and Dhanvanthri.	5	2
2	<b>AYURVEDA TRADITION OF KERALA (SOME IMPORTANT BOOKS OF KERALA AND AUTHORS)</b>		<b>15</b>	
	2.1	Ashtavaidyas PS.Varrior, P.K Varrior.	5	1
	2.2	Famous Ayurvedic institutions and colleges.	5	2
	2.3	Treatment -, Vishavaidyam Balachikilsa,Gajachikilsa Netrachikilsa,Kalarichikilsa	5	3
3	<b>MAIN PRINCIPLES IN AYURVEDA</b>		<b>15</b>	
	3.1	Tridosha Siddhanta and Panchbuta.	5	3
	3.2	Some important methods of Treatment.Ashtanga chikilsa, Kayachikilsa, Salyachikilsa and Panchakarma chikilsa.	5	4
	3.3	Introducing Ashatangahridaya	5	
4	<b>DINACHARYA FROM SUTRASTHANA OF ASHATANGAHRIDAYA</b>		<b>15</b>	
	4.1	Swastha, Dosha-s, Dhatu-s Mala-s.	5	5
	4.2	Abyanga Snana, Dantha Dawana	5	5
	4.3	Achamana [clean]	5	5

<b>Module 5</b>	<b>Teacher Specific Content</b>	<b>Hrs</b>	
	<b>Unique treatments and therapies.</b>		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure</b> 1.Lecture Method 2.Tutorial Method 3.Illustration 4.Discussion 5.Brain storming
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>Total Marks:70+30=100</b> A. Continuous Comprehensive Assessment (CCA) ,Max.Marks:30 1.MCQ Based Internal Examination 2.Assignment/Seminar
	B. Semester End examination 1.Written examination ,Time: 2 hrs ,Max .Marks :70 <ul style="list-style-type: none"> <li>• Short Answer 10 out of 12 2 Marks each</li> <li>• Paragraph 6 out of 9 5 Marks each</li> <li>• Essay 2 out of 4 10 Mark each</li> </ul>

**Essential Reading:**

1. History of Ayurveda, 2016, N V Krishnankutty Varrier,Vaidhyaratnam P. S Varrier Aryavydyasala Kottakal Malapuram Kerala.
2. Ashtangahridayam Sutrasthanam Vaghbada.

**Additional Reading:**

1. Ayurvedacharitam, N. V Krishnankutty Varrier Part-1.
2. Ayurveda Darsanam, Vaidyabhushanam K Raghavan Thirumulpadu.
3. The Scientific Heritage of India Ayurveda, Ed; Dr. K. G. Paulose, Govt. Sanskrit College Tripunithura.



**MAHARAJA'S COLLEGE  
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<b>Programme</b>	<b>B.A SANSKRIT GENERAL (HONOURS)</b>					
<b>Course Name</b>	<b>KERALA SANSKRIT THEATRE</b>					
<b>Type of Course</b>	<b>SEC</b>					
<b>Course Code</b>	<b>MCE 5 SEC SKT300</b>					
<b>Course Level</b>	<b>300 – 399</b>					
<b>Course Summary</b>	Enable the students to acquaint with the Sanskrit theatre of Kerala.					
<b>Semester</b>	<b>V</b>	<b>Credits</b>			<b>3</b>	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicu m	Others	
		3	-	-	-	45
<b>Pre-requisites, if any</b>	General awareness on Sanskrit theatres.					

**COURSE OUTCOMES (CO)**

CO No.	Expected Course Outcome	Learning Domains *	PO No
<i>Upon the completion of the course, student will be able to:</i>			
1	Understand the vast literary heritage of Sanskrit literature.	U	6,7,10
2	Appreciate the Ancient Indian tradition in theatre.	Ap	1,2
3	Evaluate the Kerala Sanskrit theatre, origin and development.	E	1,,7
4	Analyse the social and cultural perspective of Sanskrit theatre of Kerala.	An	1
5	Understand the performance of kudiyaattam, Pakarnattam and the episode played the stage.	U	1,2,3
6	Understand the important instruments used in kudiyaattam.	U	1,2
7	Understand role of vidusaka in kudiyaattam.	U	1,2
8	Appreciate ethical social and cultural values of Kerala Sanskrit theatre.	Ap	1,2,3
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>A GENERAL STUDY OF ANCIENT INDIAN THEATRE</b>		<b>5</b>	1
	1.1	Introduction to Sanskrit theatre.	1	1,2
	1.2	Introduction to Natyasastra, Date and Contents of Natyasastra, author Bharatamuni	2	1,2
	1.3	General introduction to Kutiyattam - Orgin and development.	2	5
2	<b>ACTORS AND ABHINAYAS</b>		<b>12</b>	
	2.1	Four Abhinaya-s.	3	6,7
	2.2	Actors and characters.	3	6,7
	2.3	Costumes and makeup	3	8
	2.4	Musical Elements	3	8
3	<b>AN INTRODUCTION TO KUTIYATTAM</b>		<b>18</b>	
	3.1	Rhythms and melody	4	6
	3.2	Attaprakara- Kramadeepika	4	2
	3.3	Introduce technical terms of Kutiyattam,	10	5,6
4	<b>ACTORS IN KUTIYATTAM</b>		<b>10</b>	
	4.1	Modern phase of Kutiyattam	3	1,2
	4.2	New Presentations in Kutiyattam.	3	3,4
	4.3	Introducing actors and scholars of Kutiyattam to the students.	2	1,2
	4.4	To visit Kutiyattam study centres and to see Kutiyattam performance and to interact with Kudiattam artists.	2	7,8

Module 5	Teacher Specific Content	Hrs	
	Interact with Kutiyattam artists.		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure</b> 1.Lecture method 2.Tutorial Method 3.PPT presentation 4. Group Discussion 5.Assignment 6.Seminar Presentation
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>Total Marks:50+25=75</b> A. Continuous Comprehensive Assessment (CCA) ,Max.Marks:25 1. Test Paper 2. Assignment 3. Seminar 4. Quiz 5. Debate
	B. Semester End examination Written examination ,Time: 1.30 hrs ,Max .Marks :50 Short Answer 10 out of 12 1 Marks each Paragraph 6 out of 9 5 Marks each Essay 1 out of 2 10 Mark each

**Essential Reading:**

- 1. Manimadhava Chakyar, 1975,Natyakalpadrumam,Kerala Kalmandalam.
- 2.Ammaman Thampuran Kochi Kerala Varma,1939, Koothum Kudiyattavum,Keralodayam Press, Thrissur.
- 3. K. G Paulos,1998,Kutiyattam - The Traditional Theatre An Introduction, D.C Books, Kottayam.

**Additional Reading:**

- C.Rajendran,1989,Traditonal Sanskrit Theatre In Kerala,University of Calicut.
- Attathinte Vazhiyadayalanga- Margi Madhu.



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<b>Programme</b>	<b>B.A SANSKRIT GENERAL (HONOURS)</b>					
<b>Course Name</b>	<b>SAHITYA - I</b>					
<b>Type of Course</b>	<b>DSC</b>					
<b>Course Code</b>	<b>MCE 6 DSC SKT 300</b>					
<b>Course Level</b>	<b>300 – 399</b>					
<b>Course Summary</b>	Kavyaprakasa and Natyasastra can offer a deep understanding of classical Indian literature, poetry, and like the aesthetics.					
<b>Semester</b>	<b>VI</b>	<b>Credits:</b>			<b>4</b>	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutoria l	Practicu m	Other s	
		3	-	1	-	75
<b>Pre-requisites, if any</b>	General awareness on Sanskrit poetry and classical Indian literature.					

**COURSE OUTCOMES (CO)**

CO No.	Expected Course Outcome	Learning Domains *	PO No
<i>Upon the completion of the course, student will be able to:</i>			
1	Apply theoretical framework and analytical tools to evaluate poetic excellence.	A	1,2
2	Understanding the poetic and dramatic techniques outlined in these texts.	U	1,2
3	Explore the cultural and historical context of classical Indian arts.	An	3
4	Analyse the impact of Sanskrit poetics on contemporary literary theory.	An	5
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course Description	Hrs	CO No.
1	<b>INTRODUCTION TO NATYASAstra</b>		<b>15</b>	
	1.1	Explore the difference between poetry and poetics.	4	1,2
	1.2	General Introduction to major Poetic texts in Sanskrit.	5	1,3
	1.3	Survey of major Rhetoricians in Sanskrit literary tradition.	5	2,3
	1.4	Introduction to Natyasastra - Textual study of sixth chapter of Natyasastra.	1	3,4
2	<b>NATYA, NATYANGA AND RASA</b>		<b>20</b>	
	2.1	Explore the components of Sangraha, Karika and Nighantu in the Natya. Natyangam: Pathways to Theatrical Mastery.	5	4
	2.2	Four theories on Rasasutra.	5	3,5
	2.3	Depths of the Navarasas.	5	4
	2.4	Navarasa-s and Devathas. Navarasa-s and colour.	5	4
3	<b>KAVYAPRAKASA ULLASA – I</b>		<b>20</b>	
	3.1	Textual study of Kavyaprakasa First Ullasa- Unveil the significance of Mammata's Kavyaprakasa. Analyse the Peculiarities of Kavyaprakasa.	5	3,4
	3.2	Explore the Essence of Kavya-Definition, Cause and Objectives.	5	2,4
	3.3	Taxonomy and Classification of Kavya.	5	3,4
	3.4	Understand Uttamakavya, Madhyamakavya and Adhamakavya. Its Definition and examples.	5	3,4
4	<b>TEXTUAL STUDY OF KAVYAPRAKASA- ULLASA - II</b>		<b>20</b>	
	4.1	Semantic and Phonological aspects of Kavya. शब्दार्थस्वरूपम्- Nature of Sabda and Artha.	5	4
	4.2	वाचकस्वरूपम्-Understanding the significance	5	4



		of Vacaka in Poetic Expression.		
	4.3	लक्षणास्वरूपम्-Analysing the concept of Lakshna in Poetic Interpretation.	5	5
	4.4	व्यञ्चनास्वरूपम्-Exploring the role of Vyanjana in conveying meaning.	5	4

<b>Module 5</b>	<b>Teacher Specific Content</b>	<b>Hrs</b>		
	This can be either classroom teaching, Seminar session, etc. as specified by the teacher concerned. This content will be evaluated internally.			

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure</b> 1. Lecture method. 2. Tutorial Method. 3. PPT presentation. 4. Group Discussion. 5. Assignment. 6. Seminar Presentation.
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>Total Marks :70+30=100</b> A. Continuous Comprehensive Assessment (CCA) ,Max.Marks:30 1. Test Paper 2. Assignment 3. Seminar 4. Quiz 5. Debate
	B. Semester End examination 1. Written examination ,Time: 2 hrs ,Max .Marks :70 • Short Answer 10 out of 12 2 Marks each • Paragraph 6 out of 9 5 Marks each • Essay 2 out of 4 10 Mark each

### Essential Reading

- .S.N .Ghosal Sastri,1973, Mammata Kavyaprakasa , Ch-1&II ,Chaukhamba Sanskrit Setries ,Varanasi.
- 2. Kamalesh Datta Tripathi,2015, Bharatamuni Natyasastra Ch-6,Motilal Banarasidas.

- 3. Dr. N V P Unnithiri, 2003, Samskrta Sahitya Vimarshanam, Kerala Bhasha Institute.

**Additional Reading**

1. P. V. Kane, 1990, History of Sanskrit Poetics, Motilal Banarasidas.
2. Dr. T. Bhaskaran, 1998, The State Institute of Languages of Kerala.



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<b>Programme</b>	<b>B.A SANSKRIT GENERAL (HONOURS)</b>					
<b>Course Name</b>	<b>VEDANTA AND MIMAMSA</b>					
<b>Type of Course</b>	<b>DSC</b>					
<b>Course Code</b>	<b>MCE 6 DSC SKT301</b>					
<b>Course Level</b>	<b>300 – 399</b>					
<b>Course Summary</b>	Vedantasara offers a condensed overview of Advaita Vedanta, covering fundamental concepts like Brahman, Atman, Maya and Moksha to provide a foundational understanding of students. Arthasangraha focusing on the exegesis of Vedic texts and the principles governing ritualistic beauties and Dharma.					
<b>Semester</b>	<b>VI</b>			<b>Credits:</b>		
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	Total Hours
		3	-	1	-	
<b>Pre-requisites, if any</b>	General awareness on Indian Philosophy.					

**COURSE OUTCOMES (CO)**

CO No.	Expected Course Outcome	Learning Domains *	PO No
<i>Upon the completion of the course, student will be able to:</i>			
1	Understand the nature of reality as the ultimate, unchanging essence.	U	1,2
2	Analyse the concept of the Self as identical to Brahman.	An	1,2
3	Explore the nature of the universe and its relationship to Brahman.	U	1
4	Analyze the practice of Discrimination.	An	2
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course Description	Hrs	CO No.
1	भारतीयदर्शनस्य सामान्यपरिचयः।		20	1
	1.1	अनुबन्धचतुष्टयम् – साधनाचतुष्टयम्।	5	1,2
	1.2	अध्यारोपः, समष्टि- व्यष्टि, आवरण – विक्षेपशक्ति।	10	1,2
	1.3	सृष्टिक्रमः, सूक्ष्मप्रपञ्चनिरूपणम्।	5	1,2
2	पञ्चीकरणम्।		20	3
	2.1	महाप्रपञ्चनिरूपणम्। महावाक्यार्थः।	5	1,3
	2.2	जहलक्षण -अजहलक्षण- जहदजहलक्षणानिरूपणम्।	10	2
	2.3	अनुभववाक्यार्थः - जीवन्मुक्तिलक्षणम्।	5	4
3	वेदस्यधर्मप्रतिपादकत्वम्।		20	1,2,4
	3.1	भावनाविचारः - आर्त्थीभावनायाः अम्शत्रयम्।	15	1,3
	3.2	वेदलक्षणविचारः।	5	1,3
4	उत्पत्तिविधिः।		15	1,4
	4.1	विनियोगविधिः।	5	1,2
	4.2	श्रुतिनिर्वचनम्।	5	1,2
	4.3	लिङ्गनिर्वचनम्।	5	1,4

Module 5	Teacher Specific Content	Hrs		
	This can be either classroom teaching, Seminar session, etc. as specified by the teacher concerned.			

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure</b> 1. Lecture Method. 2. Discussion Method. 3. Textual Analysis.
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> Total Marks:70+30=100 C. Continuous Comprehensive Assessment (CCA),Max.Marks:30 1 .MCQ Based Internal Examination. 2. Assignment /Seminar. D. Semester End examination Written Examination ,Time: 2 hrs ,Max .Marks :70 <ul style="list-style-type: none"> <li>• Short Answer 10 out of 12 2 Marks each</li> <li>• Paragraph 6 out of 9 5 Marks each</li> <li>• Essay 2 out of 4 10 Mark each</li> </ul>

### Essential Reading:

1. Sadananta,2006, Vedantasara,Chowkhamba Krishnadas Acadamy, Varanasi.
2. Laugakshi Bhaskara,2003, Arthasangraha, (Upto Linganirvachana) Nirnayasagar Press, Mumbai.

### Additional Reading:

1. A. Parthasarathy,1998, Vedanta Treatise The Eternities, Vedanta Life Institute.
2. Cattampisvamikal, Vedantasaram
3. Prof. G. Balakrishnan Nair,2014, Vedantadarsanam, Keralabhasha Institute, Thiruvananthapuram.
4. Madanamohandas and Kamalakanth Tripathi,2009, Mimamsa Paribhasha, Chaukhamba Surabharati Prakashan, Varanasi.



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<b>Programme</b>	<b>B.A SANSKRIT GENERAL (HONOURS)</b>					
<b>Course Name</b>	<b>VEDA AND UPANISHADS</b>					
<b>Type of Course</b>	<b>DSE</b>					
<b>Course Code</b>	<b>MCE 6 DSE SKT300</b>					
<b>Course Level</b>	<b>300 – 399</b>					
<b>Course Summary</b>	Through this course students will be able to acknowledge the greatest Literary works of Vedic and Upanishadic Period. Will get a thorough acquaintance with the ancient Indian spiritual wisdom					
<b>Semester</b>	<b>VI</b>	<b>Credits:</b>			<b>4</b>	<b>Total Hours</b>
<b>Course Details</b>	Learning Approach	Lecture	Tutoria l	Practicu m	Others	
		3	-	1	-	75
<b>Pre-requisites, if any</b>	Sanskrit Language Learning skill. General Knowledge about Vedic Literature.					

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains *</b>	<b>PO No</b>
<i>Upon the completion of the course, student will be able to:</i>			
1	Understand the Social and Intellectual Aspects of Sanskrit Vedic Tradition.	U	6
2	Analysis and appreciation of ancient Sanskrit Literature.	An	3
3	Evaluate Sruti and Upanishad Literature in Sanskrit.	E	2
4	Create interest in Ethical and Moral Aspects of Sanskrit Vedic and Upanishad Literature.	C	1,7
<p><b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b></p>			

**COURSE CONTENT Content for Classroom transaction (Units)**

Module	Units	Course Description	Hrs	CO No.
<b>1</b>	<b>RIGVEDA( SUKTAS -AGNI, INDRA (IST MANDALA ) PURUSHA , HIRANYA GARBHA, NASADIYA AND VAK ( 10TH MANDALA)</b>		<b>20</b>	
	1.1	Vedic Literature - Four stages Veda-s, Brahmanas, Aranyakas, Upanishads	5	1,3
	1.2	Rigveda is Suktas – Agni, Indra Sukta (From First Mandala).	5	2,3
	1.3	General study about Rigveda 10 <sup>th</sup> Mandala and Rishis of Rigveda 10 <sup>th</sup> Mandala Purusha Sukta , Nasadiya Sukta.	5	1,2
	1.4	Rigveda 10 <sup>th</sup> Mandala. Hiranya Garbha Sukta and Vaksukta.	5	1,4
<b>2</b>	<b>KATHOPANISHAD FIRST TWO VALLI ( MANTRA 1 TO 9 )</b>		<b>20</b>	
	2.1	Upanishad Literature - Dashopanishads – General view	5	1,3
	2.2	Kathopanishad – First two Valli-s. Shanti Mantra.	5	3,4
	2.3	Description of Vajasravas and his son Nachiketas, Visvajit Sacrifice of Vajasravas.	5	3,4
	2.4	Entry of Nachiketas to the House of Yama. Conversation between Yama and Nachiketas.	5	1,4
<b>3</b>	<b>KATHOPANISHAD VALLI 1 ( MANTRA 10 TO 29 )</b>		<b>20</b>	
	3.1	First Boon Nachiketas. Second Boon of Nachiketas. Distinguish features of Nachiketa agni.	5	2,4
	3.2	Third Boon asked by Nachiketas. Denial of Yama for third boon.	5	3,4
	3.3	Offerings of Yama to Nachiketas for withdrawing his third boon.	5	2, 3

	3.4	Reason told by Nachiketas from denying the offerings of Yama .and withdrawing his third boon.	5	2,4
4	<b>KATHOPANISHAD SECOND VALLI ( MANTRA 1- 25 )</b>		15	
	4.1	Kathopanishad - Second Vally Path of Sreyas, Path of Preyas, Conversation between yama and Nachiketas on eternity of Atma.	5	3,4
	4.2	Greatness of the syllable Ohmkara and Brahma, Atmasvarupa.	5	3,4
	4.3	Maintaining five agnis by house holders, Ratha kalpana.	2	1,3
	4.4	Supreme Place of Vishnu, Realisation of Atma – The Supreme.	3	1,3
5	5	<b><u>Teacher Specific Content</u></b>  Veda and Upanishad Mantra Chanting		

<b>Teaching and Learning Approach</b>	<p>Classroom Procedure</p> <ol style="list-style-type: none"> <li>1. Lecture Method</li> <li>2. Audio – Chanting of Vedic and Upanishadic Hymns</li> <li>3. Visual Presentation- PPT of Textual Contents</li> <li>4. Group Discussions</li> <li>5. Recitation of Hymns</li> <li>6. Quiz</li> </ol>
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>Total Marks:70+30=100</b></p> <p>A. Continuous Comprehensive Assessment (CCA) ,Max.Marks:30</p> <ol style="list-style-type: none"> <li>1. MCQ Based Internal Examinations</li> <li>2. Viva</li> <li>3. Assignment / Seminar Presentations</li> </ol> <p>B. Semester End examination Written Examination ,Time: 2 hrs ,Max .Marks :70</p> <ul style="list-style-type: none"> <li>• Short Answer 10 out of 12 2 Marks each</li> <li>• Paragraph 6 out of 9 5 Marks each</li> <li>• Essay 2 out of 4 10 Mark each</li> </ul>




**Essential Reading:**

1. A. A. Mac Donell-1990, R.S Vadyar and Sons Publication, The Vedic Reader for Students.
2. Dr. Baijnath Pandey,2005, Kathopanishad – Commentary with Sankarabhashya, Motilal Banarasidas Publications, New Delhi.

**Additional Reading:**

1. P..P.S Sastri and Pandit K.L.V Sastri,1927, History of Vedic Literature, R.S Vadyar and Sons Publication, Palghat.
2. S.N Sharma,2000, History of Vedic Literature, Chowkhamba Sanskrit Series, Varanasi.

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<b>Programme</b>	<b>B.A SANSKRIT GENERAL (HONOURS)</b>					
<b>Course Name</b>	<b>PROSE AND CAMPU</b>					
<b>Type of Course</b>	<b>DSE</b>					
<b>Course Code</b>	<b>MCE 6 DSE SKT301</b>					
<b>Course Level</b>	<b>300 – 399</b>					
<b>Course Summary</b>	This course aims to provide undergraduate students with an in-depth understanding of Sanskrit prose and campu literature. This course will cover the historical development, thematic diversity and stylistic features of notable works in these genres. Students will engage with primary texts, explore critical analyses and develop the ability to interpret and appreciate the literary cultural significance of Sanskrit prose and campu.					
<b>Semester</b>	<b>VI</b>	<b>Credits:</b>			<b>4</b>	
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	Total Hours
		4	-	-	-	
<b>Pre-requisites, if any</b>	To ensure that students are adequately prepared for the course on Prose and Campu in Sanskrit Literature.					

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO No
<i>Upon the completion of the course, student will be able to:</i>			
1	Understand the historical development and evolution of Sanskrit prose and campu literature.	U	1,8
2	Evaluate Prose and Campu in Sanskrit Literature.	E	2,4
3	Analyze and Interpret key prose and campu texts, recognizing their thematic and stylistic elements.	An	3,2
4	Create exercise critical thinking skills by engaging with scholarly articles and participating in class discussions on the literary and cultural aspects of the texts.	C	5,6
5	Appreciate the cultural and literary significance of Sanskrit prose and campu literature. Understanding their role in the broader context of Indian literature and culture.	Ap	3,4

6	Analyse Linguistic and stylistic aspects of the referred texts and identifying unique features and common themes.	An	4,8
7	Evaluate respective author's style and contribution to Sanskrit Literature.	E	6,7
8	Create an Interest on the study of prose and campu and also compare and contrast different works in prose and campu.	C	7,8
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course Description	Hrs	CO No.
1	1.1	Overview of Sanskrit prose and campu: Historical development and authors - Defenition of Prose and campu, Brief study of Banabhatta and Dandi, Short note on Harshacharita.	5	1,8
	1.2	Characteristics and themes in Sanskrit Prose and Campu- Differentiate Katha and Akhyayika.	2	3,4
	1.3	Brief study of Sudraka, Sukanasa, Vasumati, Manorama, Vaishampayana, Chandalakanyaka, Hareetha, Jabali from Kadambari Sangraha.	4	2,4
	1.4	Reading and Interpretation of Salmali vriksha, Vindhyatavi, from KadambariSangraha by Banabhatta.	5	4,6
2	2.1	Analysis of narrative techniques and themes- Story of parrot Vyshampayana in Kadambari Sangraha.	5	3,6

	2.2	A short story of the prescribed text Kadambari Sangraha -Purvabhaga from 1-16 paragraph.	5	5,8
	2.3	The ten Kumara-s and their Relationships from Dasakumaracharita - Uchvasa – 1 - A short description.	2	4,5
	2.4	Characteristic Brief study of the Dasakumaracarita by Dandin. Uchwasa -1 - Rajahamsa, Vasumati, Manasara, Dharmapala, Padmotbhava and Sitavarma and Intensive study of 2 <sup>nd</sup> Uchvasa.	5	3,5
<b>3</b>	3.1	Introduction to Campu Kavya and Short note about Bhoja.	2	5,6
	3.2	Origin and development of Campu literature: Definition and characteristics-Nature of Campu Ramayana of Bhoja (selected content from Balakanda).	4	4,6
	3.3	Major authors and their contribution to campu literature.- A summary of Nalacampu of Thrivikramabhata, Bhagavatacampu of Harichandra, Yashasthilakachampu of Somadeva.	3	6,7
	3.4	Detailed study of Selected Campu text: Campuramayanam of Bhojaraja .Examination of narrative techniques and storytelling methods employed by Bhojaraja - Origin of Ramayana, Elaboration of Vishnu, Lanka, Birth of Sri Rama and four brothers.	5	6,8
<b>4</b>	4.1	Cultural and literary significance of Sanskrit Campu -Description about Forest journey of Sri Rama from Balakanda of Campu Ramayana.	2	7,8

	4.2	Significance of Ramayana in the origin of Campu Ramayana.	5	3,8
	4.3	Differentiate Prose and Campu - General study.	3	4,8
	4.4	Analysis of narrative and poetic elements in Champuramayana of Bhojaraja -A brief story from the Balakanda of Campu Ramayana.	3	3,8

<b>Module 5</b>	<b>Teacher Specific Content</b>	<b>Hrs</b>	
	To facilitate the effective teaching of the course on Prose and Champu in Sanskrit Literature, which are, Lectures, Textual Analysis, Discussion and Debate, Interactive session, Project and workshop		

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure</b></p> <ol style="list-style-type: none"> <li>1. Reading to comprehend the prose and champu literature</li> <li>2. Exercise on translation of the prescribed texts</li> <li>3. Interactive sessions for enhancing language skill</li> <li>4. Seminar presentation on each topics</li> <li>5. Quiz to familiarize characters of the prose texts</li> <li>6. Making family chart to recognize the characters of the plot</li> <li>7. Splitting of long compounds</li> <li>8. Conduct skit on related contexts</li> <li>9. Question bank making</li> <li>10. Translation of the prose and champu texts</li> </ol>
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<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>Total Marks:70+30=100</b> A. Continuous Comprehensive Assessment (CCA) ,Max.Marks:30 1. Assignments based on each module's content. 2. Mid-term and end-term examinations covering all modules. 3. Oral presentations on selected topics related to Sanskrit prose and grammar. 4. Research paper or project on a specific aspect of Kadambari, Dasakumaracarita or Sanskrit prose in general. 5. Exercise on translation of the textual contexts in the prescribed texts.
	B. Semester End Examination Written Examination ,Time: 2 hrs ,Max .Marks :70 <ul style="list-style-type: none"> <li>• Short Answer 10 out of 12 2 Marks each</li> <li>• Paragraph 6 out of 9 5 Marks each</li> <li>• Essay 2 out of 4 10 Mark each</li> </ul>

### Essential Reading:

1. Krishnamacharyar. R.V,1939,Kadambari Sangraha (7<sup>th</sup> Century-This Classical Sanskrit Novel is the primary text for understanding the Kadambari Sangraha)
2. Varadachariar ,1964,Kadambari Sangraha ( English Translation), Balamanorama Press.
3. Dandin,2013,Dasakumaracharita , Chaukhamba Publication, Varanasi., 1 & 2 Uchvasas.
4. H.H.Wilson,2017,Dasakumaracharita (English Translation) ,Global Vision Publication House.
5. Bhojaraja,2016,Champuramayana, Chaukhamba Publication,Varanasi.
6. T.K.Ramachandra Iyer,2006,A Short History of Sanskrit Literature,R.S.Vadhyar & Sons.

### Additional Reading:

1. Robert P Goldman 1990, Ramayana of Valmiki.
2. Remesh Menon 200,1 The Ramayana -A modern translation.
3. Sures Chandra Banerji 1951, Introduction to Sanskrit Literature.

4 Ganeswar Nath Pandey 2005, Indian Literary Criticism:Theory and Interpretation .

5. George Small 1866, A handbook of Sanskrit Literature .

6. A.K Ramanujan 1998, Indian Epics Retold:The Ramayana,The Mahabharata,Gods, Demons and others.



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<b>Programme</b>	<b>B.A SANSKRIT GENERAL (HONOURS)</b>					
<b>Course Name</b>	<b>COMMUNICATIVE SANSKRIT AND TRANSLATION</b>					
<b>Type of Course</b>	<b>SEC</b>					
<b>Course Code</b>	<b>MCE 6 SEC SKT300</b>					
<b>Course Level</b>	<b>300 – 399</b>					
<b>Course Summary</b>	It focuses on both spoken and written Sanskrit, aiming to make students proficient in everyday conversations. The course also covers translation techniques and practices, enabling students to accurately translate texts between Sanskrit and other languages.					
<b>Semester</b>	<b>VI</b>			<b>Credits:</b>		<b>3</b>
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	Total Hours
		3	-	-	-	
<b>Pre-requisites, if any</b>	General awareness on basic Grammar and Sentence Structure of Sanskrit language.					

**COURSE OUTCOMES (CO)**

CO No.	Expected Course Outcome	Learning Domains *	PO No
<i>Upon the completion of the course, student will be able to:</i>			
1	Understand the working knowledge in Sanskrit Language and Grammar in general and to increase the communicative skills of the students.	U	1,2
2	Apply the immense varieties and applications of the verbs in Sanskrit	A	1,4
3	Analyze the rigid rules of sentence construction in Sanskrit.	An	1,2,4
4	Evaluate various theories of translation.	E	1,4
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			



## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course Description	Hrs	CO No.
1	<b>COMMUNICATIVE SKILLS</b>		6	1,2
	1.1	Communicative skills in Sanskrit for daily use.		
	1.2	Conversation in Sanskrit i) माता पुत्र संवादः। ii) मित्र संवादः।		
	1.3	Letter writing in Sanskrit i) औपचारिक पत्रलेखनम्। ii) अनौपचारिक पत्रलेखनम्।		
2	<b>GRAMMAR</b>		10	1,4
	2.1	Various aspects of the sentence construction. Kartari Prayoga, Karmani Prayoga, Bhave Prayoga, suitable examples.		
	2.2	Varieties of the verb forms- examples of, Kta, Ktavat, Satr, Sanac, San, Nic, Namadhatu, Avyayam- Varieties of Parasmaipadi and Atmanepadi- Examples.		
3	<b>THEORIES OF TRANSLATION</b>		16	3,4
	3.1	Introduction: Translation - Concept Importance and Problems.		
	3.2	Theories of Translation (general Awareness only needed). i) Ancient western theories. ii) Modern western theories. iii) Post-modern theories. iv) Indian Theories of Translation.		
	3.3	Approach and Procedure of Translation		
4	<b>TRANSLATIONS FROM THE PRESCRIBED TEXTS</b>		13	3,4
	4.1	Balaramayana- Bala Kanda 1to5 paragraphs.		

	4.2	Samkshepa Ramayanam 1-5 Slokas.		
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<b>Module 5</b>	<b>Teacher Specific Content</b>	<b>Hrs</b>	
	Translate simple Sanskrit verses or prose into English and vice-versa.		

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction * Min. 10 )</b></p> <ol style="list-style-type: none"> <li>1. Lecture Method.</li> <li>2. Explanation with examples.</li> <li>3. Group work exercise.</li> <li>4. Assignment.</li> </ol>
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b>  <b>Total Marks:50+25=75</b></p> <p>A. Continuous Comprehensive Assessment (CCA) ,Max.Marks:25</p> <ol style="list-style-type: none"> <li>1 .MCQ Based Internal Examination.</li> <li>2. Assignment /Seminar.</li> </ol> <p>B. Semester End examination</p> <ol style="list-style-type: none"> <li>1.Written Examination ,Time: 1.30 hrs ,Max .Marks :50 <ul style="list-style-type: none"> <li>• Short Answer 10 out of 12 1 Marks each</li> <li>• Paragraph 6 out of 9 5 Marks each</li> <li>• Essay 1 out of 2 10 Mark each</li> </ul> </li> </ol>

**Essential Reading:**

1. EgyanKhosh.ac.in MTT 010 Theories of Translation Block 1,2, 3.
2. K.C. Dash, Elements of Research Methodology in Sanskrit, P.77-79.
3. P.S.Ananda NarayanaSastri,T,K.Ramachandralyer,2012,BalaRamayana,R.SVadhya& Sons, Palakkad.
4. Vembadi Kutumbasatri ,2002,Samshepa Ramayanam, Rashtriya Samskrita Sansthan.
5. Vyavahara Sahasri,2019, Sambhashanasopanam Samskrta Bharati, Bangalore.
6. Dr. KapilDev Divedi,2023,Samskrita Rachananuvadakaumudi, ChowkhambaSanskrit Series.

**Additional Reading:**

1. Vaman Shivaram Apte, Sanskrit Composition .1-4 chapters
2. Vivartanaavicharam - Dr. N.E. Visvanath Iyer, Kerala Bhasha Institute. Trivandrum
3. Vivarthanam-kerala Bhasha institute
4. Vivarthanathinte Bhasasastra Bhumika- Prabhodha Chandran V R
5. Exercises in Sanskrit Translation - TK Ramachandra Iyer
6. Anantanarayana Sastri, Balaramayana.



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<b>Programme</b>	<b>B.A SANSKRIT GENERAL (HONOURS)</b>					
<b>Course Name</b>	<b>INDIAN VISION ON ETHICS</b>					
<b>Type of Course</b>	<b>VAC</b>					
<b>Course Code</b>	<b>MCE 6 VAC SKT300</b>					
<b>Course Level</b>	<b>300 – 399</b>					
<b>Course Summary</b>	Ancient Indian Vision on Ethics” probes into the profound insights offered by the Mahābhāratam regarding ancient epic polity and governance systems.					
<b>Semester</b>	<b>VI</b>	<b>Credits:</b>			<b>3</b>	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practi- c m	Others	
		3	-	-	-	45
<b>Pre-requisites, if any</b>	1. Familiarity with Sanskrit language and its basic concepts. 2. Understanding of Indian culture and heritage.					

**COURSE OUTCOMES:**

CO No.	Expected Course Outcome	Learning Domains *	PO No
<i>Upon the completion of the course, student will be able to:</i>			
1	Understand the multifaceted relevance of the epics in historical, political, and cultural contexts. Comprehend the foundational role of epics. Evaluate self-governance principles; Reflect on cultural heritage.	U,E	1, 3, 6, 7
2	Analyse the character dynamics and evaluate the significance of wisdom in governance.	An, E	5, 6, 8, 10
3	Analyse the consequences of deception in governance, and create the skill to identify the risks and ethical implications associated with dishonesty and manipulation; Evaluate ethical guidelines; Understanding of the multifaceted	An, S, U	2, 5, 7, 8

	nature of good self-governance.		
4	Develop a deep appreciation for the ethical and governance principles outlined in Vidura Niti and Niti Sataka.	Ap	5, 6, 9
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## Course Content

### Content for Classroom transaction

Module	Units	Course Description	Hrs	CO No.
1	<b>A GENERAL INTRODUCTION TO EPICS</b>		5	1
	1.1	Ramayana and Mahabharata.		
	1.2	Viduraniti.		
	1.3	Custom for Self-governance and Policy for State-governance.		
2	<b>TEXTUAL STUDY OF VIDURANITI</b>		15	2
	2.1	Pandita lakshana: Sloka-s 10-34.		
3	<b>TEXTUAL STUDY OF VIDURANITI (CONTD...)</b>		15	3
	3.1	Mudha lakshana :Slokas 35-50.		
4	<b>BHARTRHARI AND NITISATAKA</b>		10	4
	4.1	Bhartrhari and his works.		
	4.2	Nītiśatakam selected subhashita-s.		
5		<b>Teacher Specific Content</b> Dharma is essential for maintaining social harmony and achieving spiritual progress.		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure</b> 1. Lecture Method. 2. Audio Visual Presentation. 3. Discussion Method. 4. Seminar. 5. Assignment.
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<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b>  <b>Total Marks:50+25=75</b>  A.Continuous Comprehensive Assessment (CCA),Max.Marks:25  1. MCQ Based Internal Examination  2. Assignment /Seminar.</p> <p>B. Semester End examination  1.Written Examination ,Time: 1.30 hrs ,Max .Marks :50</p> <ul style="list-style-type: none"> <li>• Short Answer 10 out of 12 1 Marks each</li> <li>• Paragraph 6 out of 9 5 Marks each</li> <li>• Essay 1 out of 2 10 Mark each</li> </ul>
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**Essential Reading:**

1.Ramaswami Iyer, 2016,Viduraniti , Udyoga Parva of Vyasa Mahabharata Gita Press,Ghorakhpur.

2. Dr. Rajeswara Sastri Musalgam Vaker, 1950,Nitisatakam of Bharthrhari, Purvardham, Selected Sloka-s -2,3,12,13 & 19,Chaukhamba Prakasan, Varanasi.

**Additional reading:**

1. Vyasa, Mahabharata.

2. K.R.Ramakrishnan,1998, Viduraniti, Sree Ramakrishna Madham, Thrissur.



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<b>Programme</b>	<b>B.A SANSKRIT GENERAL (HONOURS)</b>					
<b>Course Name</b>	<b>FABLES AND ETHICS IN SANSKRIT LITERATURE</b>					
<b>Type of Course</b>	<b>VAC</b>					
<b>Course Code</b>	<b>MCE 6 VAC SKT301</b>					
<b>Course Level</b>	<b>300 – 399</b>					
<b>Course Summary</b>	Through the study of Panchatantra stories and Sukraniti, the course offer a comprehensive exploration of both Prose and Poetry literature style of Indian Ethics. It will enable students to practice Moral values in life and respect every Human beings.					
<b>Semester</b>	<b>VI</b>	<b>Credits:</b>			<b>3</b>	Total Hours
<b>Course Details</b>	Learning Approach	Lectur e	Tutoria l	Practicum	Others	
		3	-	-	-	45
<b>Pre-requisites, if any</b>	General awareness on Sanskrit Language and Ethics.					

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains *</b>	<b>PO No</b>
<i>Upon the completion of the course, student will be able to:</i>			
1	Understand about Indian Ethics in Sanskrit Literature.	U	1,3
2	Analyse the difference Values depicted in Nitisastra.	An	4,6
3	Evaluate the Political techniques and moral values in Panchatantra stories.	E	2,6
4	Get an interest in Indian Ethics, Fables stories.	I	7

\*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course Description	Hrs	CO No.
1	<b>GENERAL VIEW ON PANCATANTRA AND MITRABHEDA (Dharmabudhi Papabudhi Katha)</b>		<b>10</b>	
	1.1	General introduction to Sanskrit Language, Divisions of Sanskrit Kavya-s, Katha, Akhyayika Literature.		1,2
	1.2	General study on Fables and Didactic stories in Sanskrit Literature and their authors.		1,2
	1.3	Pancatantra and Vishnu Sharma – Names of Five Tantras. One Story from Each Tantra.		1,2,3
	1.4	Mitrabheda – Dharmabudhi Papabudhi katha.		2,3,4
2	<b>ONE STORY EACH FROM MITRALABHA KAKOLUKIYA-LABHDHA PRANASHTA-APAREEKSHITA KARAKA</b>		<b>15</b>	
	2.1	Mitralabha – Somalika katha.		1,3,4
	2.2	Kakolukiya – Chaturdanta katha.		1,3,4
	2.3	Labdha Pranashtam – Halikaki katha.		1,3,4
	2.4	Apareekshita karaka – Brahmanee Nakula Katha.		1,3,4
3	<b>SUKRANITI CHAPTER 3 ( VERSES 1 TO 25 )</b>		<b>10</b>	
	3.1	General introduction to ancient Indian Ethics Literature. Sukraniti – A synoptical view of Indian Ethics. Sukraniti - Chapter Three – General Rules of		1,2,4



		morality Sloka-s 1- 49.		
	3.2	Ordinary rules of Social polity. Importance of Dharma. Vihitcacharana (Prescribed Conduct).		1,2,4
	3.3	Nishidhacharana (Prohibited Conduct). Dashavidha papakarmani (Ten types of sin).		1,2,4
	3.4	Indriya Nigraha (Control over Organs). How to behave with women and respect them.		1,2,4
	<b>SUKRANITI CHAPTER 3 ( VERSES 26 TO 50 )</b>		10	
4	4.1	How to take care of women. How to deal with Nature, Tree , River etc		1,2,4
	4.2	Food to be taken in day and Night and prohibited food. How to behave in Public		2,4
	4.3	How to serve people Duties of Family members		1,2,4
	4.4	How to lead a Family life How to behave with family members		1,2,4
5	5	<b><u>Teacher Specific Content</u></b> Interactive Group discussions on syllabus content		

<b>Teaching and Learning Approach</b>	Classroom Procedure 1. Lecture Method. 2. Tutorial Method. 3. Visual Presentation. 4. Group Discussion. 5. Quiz.
<b>Assessment Types</b>	MODE OF ASSESSMENT Total Marks :50+25=75 A. Continuous Comprehensive Assessment (CCA) ,Max.Marks:25 1. MCQ Based Internal Examination. 2. Assignment/ Seminar.

	<p><b>B. Semester End examination</b></p> <p>Written Examination ,Time: 1.30 hrs ,Max .Marks :50</p> <ul style="list-style-type: none"><li>• Short Answer 10 out of 12 1 Marks each</li><li>• Paragraph 6 out of 9 5 Marks each</li><li>• Essay 1 out of 2 10 Mark each</li></ul>

**Essential Reading:**

1. Vishnusharma,1985, Pancatantra, (Commentary by Gokuladas), 1 Chowkhamba Vidyabhavan series, Varanasi.

2., Brahma Shankara Misra, Ed. ,1968,Sukracharya SukraNiti , Chowkambha Sanskrit Series, Varanasi.

**Additional Reading:**

1. M. R. Kale,2018, Pancatantra of Vishnusarma, Motilal Banarsidas Publications, Culcutta.

2.Commentary of Dr. Jagadish Chandra Misra, 2022, Sukracharya Sukraniti Chowkambha Sanskrit Series, Varanasi.



**MAHARAJA'S COLLEGE  
ERNAKULAM  
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<b>Programme</b>	<b>B.A SANSKRIT GENERAL (HONOURS)</b>					
<b>Course Name</b>	<b>VYAKARANA – III</b>					
<b>Type of Course</b>	<b>DCC</b>					
<b>Course Code</b>	<b>MCE 7 DCC SKT400</b>					
<b>Course Level</b>	<b>400 – 499</b>					
<b>Course Summary</b>	This course helps students to familiarise with the texts of Sanskrit grammar, it helps them to analyse Sanskrit grammatical works such as Vyakarana Mahabhasya, Vakyapadiya and Nirukta. It help them to acquire knowledge and understand philosophical outlook of Sanskrit grammar expounded by Bhartrhari in Vakyapdiya. It also enables the students to familiarise the meaning and derivation of words according to Nirukta of Yaska.					
<b>Semester</b>	<b>VII</b>	<b>Credits:</b>			<b>4</b>	Total Hour s
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicu m	Others	
		3	-	1	-	75
<b>Pre-requisite, if any</b>	Completion of Six semesters, interest in Sanskrit.					

**COURSE OUTCOMES (CO)**

CO No.	Expected Course Outcome	Learning Domains *	PO No
<i>Upon the completion of the course, student will be able to:</i>			
1	Understand and familiarise with the basic text Sanskrit Vyakarana.	U	4
2	Understand the competence in the basic structure of Sanskrit language especially in Sanskrit grammar and vocabulary.	U	4
3	Appreciate the power of remembering.	Ap	4
4	Analyse the vast knowledge of Sanskrit	An	4

	grammatical works.		
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course Description	Hrs	CO No.
1	<b>GENERAL AWARENESS OF THE VYAKARANA MAHABHASYA</b>		<b>20</b>	
	1.1	Detailed study of Vyakarana Mahabhasya - Ahnika -1 (Paspasanhika)	8	1,2,3,4
	1.2	Detailed study of Vyakarana Mahabhasya - Ahnika -1 (Paspasanhika)	7	1,2,3,4
	1.3	Detailed study of Vyakarana Mahabhasya - Ahnika -1 (Paspasanhika)	5	1,2,3,4
2	<b>GENERAL INTRODUCTION TO VAKYAPADIYA OF BHARTRHARI</b>		<b>20</b>	
	2.1	Detailed study of Vakyapadiyam – Brahmakandam (1-20).	5	1,2,3,4
	2.2	Detailed study of Vakyapadiyam – Brahmakandam (21-40).	5	1,2,3,4
	2.3	Detailed study of Vakyapadiyam – Brahmakandam (41-60).	10	1,2,3,4
3	<b>STUDY OF VAKYAPADEEYAM - CONTINUES</b>		<b>20</b>	
	3.1	Detailed study of Vakyapadiyam - Brahmakandam (61-80)	8	1,2,3,4
	3.2	Detailed study of Vakyapadiyam - Brahmakandam (81-100)	5	1,2,3,4
	3.3	Detailed study of Vakyapadiyam - Brahmakandam (101-110)	7	1,2,3,4
4	4	Title- General Introduction to Nirukta of Yaska.	<b>15</b>	

	4.1	Detailed study of Nirukta - Chapter -1, Pada 1&2	5	1,2,3,4
	4.2	Detailed study of Nirukta - Chapter -1, Pada 3&4	5	1,2,3,4
	4.3	Detailed study of Nirukta - Chapter -1, Pada 5&6	5	1,2,3,4

Module 5	Teacher Specific Content	Hrs	
	This Vyakarana course is aimed to familiarise the students with the texts of Sanskrit Grammar. It gives an overall understanding of Sanskrit grammatical works like Mahabhasya. It gives an awareness of philosophical outlook of Sanskrit grammar expounded by Bhartrhari in Vakyapadiya. It also helps to understand the meaning and derivations of words according to Nirukta.		

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure</b></p> <ol style="list-style-type: none"> <li>1. Lecture Method.</li> <li>2. Audio Visual Presentation.</li> <li>3. Discussion Method.</li> <li>4. Illustrating sloka-s.</li> <li>5. Seminar presentation.</li> </ol>
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>Total Marks:70+30=100</b></p> <p>A. Continuous Comprehensive Assessment (CCA) ,Max.Marks:30</p> <ol style="list-style-type: none"> <li>1 .MCQ Based Internal Examination.</li> <li>2. Assignment /Seminar.</li> </ol> <p>B. Semester End Examination</p> <ol style="list-style-type: none"> <li>1. Written Examination ,Time: 2 hrs ,Max .Marks :70 <ul style="list-style-type: none"> <li>• Short Answer 10 out of 12 2 Marks each</li> <li>• Paragraph 6 out of 9 5 Marks each</li> <li>• Essay 2 out of 4 10 Mark each</li> </ul> </li> </ol>

**Essential Reading:**

1. Raman Kumar Sharma, 1972, Mahabhasyam(Paspasahnikam), Eastern Printing Press, Delhi.
2. Pandit Sri Raghunatha Sharma, 2016, Sampurnanand Sanskrit University, Varanasi, Bhartruhari Vakyapadiyam - Kanda -1,(Brahmakandam)
3. Dr. Uma Sankar Sharma Rishi, 2022, Chaukhambha Vidyabhavan, New Delhi, Yaska - Niruktam - Chapter -1

**Additional Reading:**

1. N K Rajagopal 1999, Kerala Bhasha Institute, Trivandrum, Samskrita Niruktakosham -
2. Commentaries on the Mahabhasya, Udyota of Nagesa and Pradipa of Kaiyata.
3. Harold & Coward - Sphota theory of language - MLBD Publishers.



**MAHARAJA'S COLLEGE  
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<b>Programme</b>	<b>B.A SANSKRIT GENERAL (HONOURS)</b>					
<b>Course Name</b>	<b>SAHITYA - II</b>					
<b>Type of Course</b>	<b>DCC</b>					
<b>Course Code</b>	<b>MCE 7 DCC SKT401</b>					
<b>Course Level</b>	<b>400 – 499</b>					
<b>Course Summary</b>	This course provides an in-depth study of two foundational texts in Sanskrit poetics: Dhvanyaloka and Vakroktijivita. These works explore the nuanced theories of Dhvani and Vakrokti respectively. Students will gain a comprehensive understanding of classical Indian literary criticism and its application to both ancient and contemporary literature.					
<b>Semester</b>	<b>VII</b>	<b>Credits:</b>			<b>4</b>	Total Hour s
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicu m	Others	
		4	-	-	-	60
<b>Pre-requisites, if any</b>	Familiarity with Sanskrit Literary criticism.					

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains *</b>	<b>PO No</b>
<i>Upon the completion of the course, student will be able to:</i>			
1	Understand the basic principles of Sanskrit literary criticism.	U	1
2	Evaluate the role of Anandavardhana and his theory in Eastern literary criticism.	E	7
3	Evaluate the role of Kuntaka and his theory in Eastern literary criticism.	E	1,7

4	Analyse the literary texts and Dramatic texts based on these theories.	An	2
6	Create new areas of poetic appreciation in the literary texts.	C & Ap	4,6
7	Appreciate a literary work as per the Indian concept of literary criticism.	Ap	6
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course Description	Hrs	CO No.
1		<b>DETAILED STUDY OF UDYOTA - I</b>	20	
	1.1	मङ्गलश्लोकः।		1
	1.2	अभाववादः ।		2
	1.3	ध्वनिस्थापनम् । (Karika-s 2- 12)		1
	1.4	ध्वनिलक्षणम् (13)		1
	1.5	भाक्तवादखण्डनम् ।		2
2		<b>DETAILED STUDY OF UDYOTA II</b>	25	
		ध्वनिप्रभेदनिरूपणम् (1-3)		1
	2.2	रसध्वनिः रसवदलङ्कारश्च । (4-5)		3
	2.3	गुणालङ्कारयोः भेदनिरूपणम्- गुणनिरूपणम् च। (6-10)		1, 3
	2.4	शृङ्गारे रसे अनुप्रासस्य यमकस्य च स्थानम् । (14,15,16)		1& 3



	2.5	अलङ्कारसमीक्षानिरूपणम् । 17,18,19)		1&3
	2.8	संलक्ष्यक्रमव्यङ्गयनिरूपणम् । (20,21,22)		1,3
	2.9	रसाभासः । (31,32)		
	<b>DETAILED STUDY OF VAKROKTIJIVITA FIRST UNMESHA</b>			
<b>3</b>	3.1	मङ्गलश्लोकः ।	10	1
	3.2	काव्यप्रयोजनम् ।		1,4
	3.3	काव्यलक्षणम् ।		1,4
	3.4	शब्दार्थयोः विशिष्टम् लक्षणम् ।		
	3.5	साहित्यम् ।		1,3
<b>4</b>	<b>वक्रताप्रकाराः। (Six main divisions only)</b>		5	1,3,6

<b>Module 5</b>	<b>Teacher Specific Content</b>	<b>Hrs</b>	
	Explain concepts of implied meaning in Dhvanyaloka and stylistic nuances in Vakrokti Jivita.		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure</b> 1.Lecture Method 2.Class room activities 3.Seminar 4.Assignment 5. Test paper
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>Total Marks:70+30=100</b> A. Continuous Comprehensive Assessment (CCA) ,Max.Marks:30 1. Test paper 2. Assignment 3. Viva 4. Course activities

	<p>B. Semester End examination</p> <p>Written Examination ,Time: 2 hrs ,Max .Marks :70</p> <ul style="list-style-type: none"><li>• Short Answer 10 out of 12 2 Marks each</li><li>• Paragraph 6 out of 9 5 Marks each</li><li>• Essay 2 out of 4 10 Mark each</li></ul>
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**Essential Reading:**

1. Pandit Sri Mahadeva Sastri, 1940, Anandavardhana, Dhvanyaloka, Udyota 1, Chaukhamba Sanskrit series, Varanasi.
2. Sushil Kumar De, Firma, K .L. Mukhopadhyaya,1961,Vakroktijivita, Unmesha I, up to Vakrata Prakara,

**Additional Readings:**

- 1.Chathanath Achuthan Unni, (2019), Dhvanyaloka of Anandavardhana and Locana Commentary of Abhinavagupta.
- 2.Dr.Rani Sadasiva Murthy, (2010), Dhvanyalokakarikarthapradarsini Karikarthasarasca.
3. Chathanath Achutan Unni, (2009), Vakroktijivitam (Mal . Tran).



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<b>Programme</b>	<b>B.A SANSKRIT GENERAL (HONOURS)</b>					
<b>Course Name</b>	<b>SMRITI AND ARTHASASTRA</b>					
<b>Type of Course</b>	<b>DCC</b>					
<b>Course Code</b>	<b>MCE 7 DCC SKT402</b>					
<b>Course Level</b>	<b>400 – 499</b>					
<b>Course Summary</b>	Through this course students will be able to acknowledge the greatest Literary works of Vedic and Upanishadic Period. Will get a thorough acquaintance with the ancient Indian spiritual wisdom.					
<b>Semester</b>	<b>VII</b>	<b>Credits:</b>			<b>4</b>	<b>Total Hours</b>
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		4	-	-	-	60
<b>Pre-requisites, if any</b>	Sanskrit Language Learning skill. General Knowledge about Smriti Literature.					

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains*</b>	<b>PO No</b>
<i>Upon the completion of the course, student will be able to:</i>			
1	Understand the Social and Intellectual Aspects in Smriti Tradition.	U	6
2	Analysis and appreciation of ancient Sanskrit Literature.	An	3
3	Evaluate Smriti Literature in Sanskrit.	E	2
4	Create interest in Ethical and Moral Aspects of Arthashastra.	C	1,7

**\*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)**

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course Description	Hrs	CO No.
<b>1</b>	<b>YAJNAVALKYA SMRITI VYAVAHARA ADHYAYA ( VERSES 1 - 8 )</b>		<b>20</b>	
	1.1	General awareness about the Smriti Literature. Famous Smriti-s and its authors.		1,3
	1.2	Introduction to Yajnavalkya Smriti, its chapters and contents.		2,3
	1.3	Vyavahara Adhyayam – General Outline.		1,2
	1.4	Sadharana Vyavahara Matrikaa Prakarana (Verses 1- 8).		1,4
<b>2</b>	<b>YAJNAVALKYA SMRITI VYAVAHARA ADHYAYA ( VERSES 9 - 64 )</b>		<b>20</b>	
	2.1	Asadharana Vyavahara Matrika Prakarana (Verses 9 – 22).		1,3
	2.2	Asadharana Vyavahara Matrika Prakarana (Verses 23 – 36).		3,4
	2.3	Rinadana Prakaranam (Verses 37 – 50).		3,4
	2.4	Rnadana Prakaranam (Verses 51 – 64).		1,4
<b>3</b>	<b>ARTHASASTRA VINAYADHIKARANA (1 - 4 CHAPTERS)</b>		<b>10</b>	
	3.1	General outlook on Arthasastra, Kautilya. Arthasastra- Vinayadhikarana. Rajavritti – Prakarana Adhikarana Samudhesha.		2,4
	3.2	Vidya Samudhesha, Anvikshiki Sthapana.		3,4
	3.3	Thrayi Sthapana, Vartha Sthapana.		2, 3

	3.4	Dandaniti Sthapana.		2,4
4	<b>YAJNAVALKYA SMRITI VYAVAHARA ADHYAYA (CHAPTER V - VIII )</b>		10	
	4.1	Vridha Samyoga.		2,3,4
	4.2	Indriyajaya, Arishadvarga Thyaga.		3,4
	4.3	Rajarshi Vrta.		3,4
	4.4	Amatyotpathi.		3.4

Module 5	Teacher Specific Content	Hrs	
	Interactive Lectures, Workshops and Collaborative Learning.		

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure</b></p> <ol style="list-style-type: none"> <li>Lecture Method</li> <li>Audio – Chanting of Vedic and Upanishadic Hymns</li> <li>Visual Presentation- PPT of Textual Contents</li> <li>Group Discussions</li> <li>Recitation of Hymns</li> <li>Quiz</li> </ol>
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>Total Marks:70+30=100</b></p> <p>A. Continuous Comprehensive Assessment (CCA),Max.Marks:30</p> <ol style="list-style-type: none"> <li>MCQ Based Internal Examinations</li> <li>Viva</li> <li>Assignment / Seminar Presentations</li> </ol> <p>B. Semester End Examination</p> <p>Written Examination ,Time: 2 hrs ,Max .Marks :70</p> <ul style="list-style-type: none"> <li>Short Answer 10 out of 12 2 Marks each</li> <li>Paragraph 6 out of 9 5 Marks each</li> <li>Essay 2 out of 4 10 Mark each.</li> </ul>

**Essential Reading:**

1. Vijnaneswara -Mitakshara Commentary,1918, -Yajnavalkya Smriti , Chaukhambha Sanskrit Samsthan –Varanasi.
2. Shamashastrri ,1919,– Kautilya Arthasastra -, Mysore Govt.Branch Press.

**Additional Reading:**

1. Keshav Kishore Kashyap -Mitakshari– 2009 Hindi Tika -Krishnadas Sanskrit Series -Chowkhamba Sanskrit Samsthan.
2. Internet Archive – Shamashastrri English Commentary Arthasastra.



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<b>Programme</b>	<b>B.A SANSKRIT GENERAL (HONOURS)</b>					
<b>Course Name</b>	<b>LINGUISTICS – II</b>					
<b>Type of Course</b>	<b>DCE</b>					
<b>Course Code</b>	<b>MCE 7 DCE SKT400</b>					
<b>Course Level</b>	<b>400 – 499</b>					
<b>Course Summary</b>	It provides an advanced exploration of Linguistic theories and methodologies, with a focus on their application to Sanskrit Language studies.					
<b>Semester</b>	<b>VII</b>	<b>Credits:</b>			<b>4</b>	Total Hour s
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practi cu m	Others	
		4	-	-	-	60
<b>Pre-requisites, if any</b>	Advanced proficiency in reading, writing and Comprehension of Sanskrit Language. It provides strong research skills, including the ability to critically analyse Academic texts, conduct independent research and synthesize information from various sources.					

**COURSE OUTCOMES (CO)**

CO No.	Expected Course Outcome	Learning Domains *	PO No
<i>Upon the completion of the course, student will be able to:</i>			
1	Understand the world of language and to use the vocabulary of linguistics to describe the language	U	1,8
2	Apply the tools of linguistics to analyze the structure of languages to promote various Research	A	2,4
3	Evaluate the complexity of languages as a communication system formed by intellectual and socio-cultural factors.	E	3,7

4	Analyze linguistic data from various languages and examine the scholarly participation in the field of linguistics.	An	2,8
5	Analyze the role of Sanskrit in the development of Linguistic theory.	An	2,3
6	Evaluate critically Sanskrit texts from a Linguistic perspective.	E	1,3
7	Create proficiency in reading ,writing, speaking and understanding Sanskrit through practical exercise and assignments	C	3,9
8	Apply knowledge of Sanskrit Linguistics to diverse fields especially in translation studies and Literary analysis	A	8,9
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

**COURSE CONTENT**  
**Content for Classroom transaction (Units)**

Module	Units	Course Description	Hrs	CO No.
<b>1</b>	1.1	Semantics-Definition, Primary and Secondary meaning,	3	1,8
	1.2	Etymological meaning.	2	2,3
	1.3	Synonyms and Polysemy, Homophone and Antonyms.	2	3,4
	1.4	Semantic changes and their causes.Semantics -Classification specialisation-generalisation-transference-Peijoration Elevation.	3	1,4
<b>2</b>	2.1	Basic assumptions of Modern Linguistics.	5	2,5
	2.2	Structural linguistics of Ferdinand de Saussure.	5	3,5
	2.3	Diachronic and synchronic	5	4,5
	2.4	Langue and Parole.	5	3,6



<b>3</b>	3.1	Signifier and signified.	5	7,8
	3.2	Langue and Parole	5	6,4
	3.3	Syntactic and Paradigmatic	5	1,8
	3.4	Paninian classification of compounds	5	4,6
<b>4</b>	4.1	Stylistic and Literary Linguistics	2	2,9
	4.2	Transformation and generative grammar of Noam Chomsky , Deep structure and Surface structure- Competence and Performance	2	3,7
	4.3	Sociolinguistics and Psycholinguistics of Sanskrit.	4	5,8
	4.4	Applied Sanskrit Linguistics.	2	2,8

<b>Module 5</b>	<b>Teacher Specific Content</b>	<b>Hrs</b>	
	Interactive Lectures, Workshops and Collaborative Learning.		

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure</b></p> <ol style="list-style-type: none"> <li>1. Provide an overview of the syllabus and Assignments.</li> <li>2. Conduct Interactive Lectures covering topics in Sanskrit Linguistics.</li> <li>3. Seminar discussions.</li> <li>4. Assign research projects.</li> <li>5. Language Analysis Exercises.</li> <li>6. Invite experts in Sanskrit Linguistics.</li> <li>7. Workshops and Practicums.</li> <li>8. Feedbacks and Reflection.</li> <li>9. Assessment.</li> <li>10. Integrate technology tools and resources.</li> </ol>
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<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>Total Marks:70+30=100</b></p> <p>A. Continuous Comprehensive Assessment (CCA) ,Max.Marks:30</p> <ol style="list-style-type: none"> <li>1. Regular Assignments based on each modules.</li> <li>2. Mid-term and End-term examinations covering all modules.</li> <li>3. Oral presentations on selected topics related to Linguistics and Sanskrit.</li> <li>4. Research paper or project exploring a specific aspect of Linguistics applied to Sanskrit Language.</li> <li>5. Practices on translation of texts.</li> </ol>								
	<p>B. Semester End Examination</p> <p>Written Examination ,Time: 2 hrs ,Max .Marks :70</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td>Short Answer</td> <td>10 out of 12</td> <td>2 Marks each</td> </tr> <tr> <td>Paragraph</td> <td>6 out of 9</td> <td>5 Marks each</td> </tr> <tr> <td>Essay</td> <td>2 out of 4</td> <td>10 Mark each</td> </tr> </table>	Short Answer	10 out of 12	2 Marks each	Paragraph	6 out of 9	5 Marks each	Essay	2 out of 4
Short Answer	10 out of 12	2 Marks each							
Paragraph	6 out of 9	5 Marks each							
Essay	2 out of 4	10 Mark each							

**Essential Reading:**

1. Srimat Narayana Murthy , An Introduction to Sanskrit Linguistics .
2. Ferdinand de Saussure, A course in General Linguistics .
3. Pushpinder Syal and D.V Jinda I, An Introduction to Linguistics -Language, Grammar and Semantics ,PHI Learning and Private Limited.

**Additional Reading:**

1. W.H Allen,Phonetics in Ancient India -
2. G Cardona,Panini,
3. L Bloomfield, Languages,
4. Arthur Anthony Macdonell, A Sanskrit Grammar.
5. Walter Harding Maurer,The Sanskrit Language: An Introductory Grammar and Reader



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<b>Programme</b>	<b>B.A SANSKRIT GENERAL (HONOURS)</b>					
<b>Course Name</b>	<b>SANSKRIT DRAMA</b>					
<b>Type of Course</b>	<b>DCE</b>					
<b>Course Code</b>	<b>MCE 7 DCE SKT401</b>					
<b>Course Level</b>	<b>400 – 499</b>					
<b>Course Summary</b>	This course explores Sanskrit drama with a focus on Svapnavasavadatta which delves into themes of love identity, political intrigue through its complex narrative and character dynamic. Additionally the course examines Uttararamacarita highlighting the emotional and moral struggles of Rama and Sita in their post-exile life, emphasizing the enduring values of duty and devotion.					
<b>Semester</b>	<b>VII</b>	<b>Credits:</b>			<b>4</b>	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicu m	Others	
		4	-	-	-	60
<b>Pre-requisites, if any</b>	Familiarity with Sanskrit Dramatic Literature.					

**COURSE OUTCOMES (CO)**

CO No.	Expected Course Outcome	Learning Domains *	PO No
<i>Upon the completion of the course, student will be able to:</i>			
1	Understand the narrative structure and themes of Svapnavasavadatta and Uttararamacarita.	Un	1 3
2	Analyze the dramatic techniques and character development in the plays.	An	2

3	Application of critical perspectives to interpret the plays moral and philosophical messages.	Ap, I	4 5
4	Appreciate the cultural and historical context of Bhasa's and Bhavabhuti's work.	E, C	6 8
5	Perform selected scenes to explore character motivations and dramatic expression.	An, S	7 9
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course Description	Hrs	CO No.
1	<b>GENERAL INTRODUCTION TO SVAPNAVASAVADATTA AND UTTARARAMACARITA</b>		13	
	1.1	Bhasa-and his works.		1,4
	1.2	Bhavabhuti and his works.		1,4
	1.3	Svapnavasavadatta.		1,4
	1.4	Uttararamacarita.		1,4
2	<b>TEXTUAL STUDY OF SVAPNAVASAVADATTA</b>		20	
	2.1	General Study of Svapnavasavadatta Act I-IV		2
	2.2	Detailed Study of Svapnavasavadatta Act V		1,5
	2.3	General Study of Svapnavasavadatta Act VI-VII		1,5
3	<b>TEXTUAL STUDY OF UTTARARAMACARITA I-III</b>		15	
	3.1	Act I चित्रदर्शनम् Up to <i>Prastavana</i>		2,5
	3.2	Act I Continue Up to Sloka 37 (इयं गेहे लक्ष्मी...)		1,5
	3.3	Act I Continue up to the end (दुर्मुखवृत्तान्तः)		

4	4.1	Act II पञ्चवटीप्रवेशः Up to शुद्धविष्कम्भकः।	12	3
	4.2	Act II Continue Up to the end (शम्भूकवृत्तान्तः)।		3
	4.3	Act III छायासीताङ्कः Up to शुद्धविष्कम्भकः ।		3
	4.4	Act III Continue Up to the end.		3

Module 5	Teacher Specific Content	Hrs	
	Interactive Lectures, Workshops and Collaborative Learning.		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure</b> 1. Lecture Method 2. Textual Reading and Interpretation 3. Character Analysis and Role play 4. Script Writing and Adaptation 5. Performance and Peer Review
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>Total Marks:70+30=100</b> A. Continuous Comprehensive Assessment (CCA),Max.Marks:30 1. Classroom activities 2. Performance 3. Quiz 4. Assignment 5. Seminar 6. Test paper
	B. Semester End examination. Written Examination ,Time: 2 hrs ,Max .Marks :70 <ul style="list-style-type: none"> <li>• Short Answer 10 out of 12 2 Marks each</li> <li>• Paragraph 6 out of 9 5 Marks each</li> <li>• Essay 2 out of 4 10 Mark each</li> </ul>

**Essential Reading:**

1. Acharya Jagadeesh Lal Shastri, 1997, Svapnavasavadatta of Bhasa, Motilal Banarsidas Delhi.
2. S. K Belvalkar, 1921, Uttararamacarita of Bhavabhuti, Oriental Book Supplying Agency, Poone.

**Additional Readings:**

1. Chattukutty Mannadiyar, Uttararamacaritam (Malayalam).
2. P.V.Kane, History of Sanskrit Literature.
3. Bhavabhutiyum Kalidasanum, State Institute of Languages, Trivandrum.



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<b>Programme</b>	<b>B.A SANSKRIT GENERAL (HONOURS)</b>					
<b>Course Name</b>	<b>LITERARY CRITICISM</b>					
<b>Type of Course</b>	<b>DCE</b>					
<b>Course Code</b>	<b>MCE 7 DCE SKT402</b>					
<b>Course Level</b>	<b>400 – 499</b>					
<b>Course Summary</b>	The course on Literary Criticism: Eastern and Western explores the foundational theories and critical approaches from both Eastern and Western traditions.					
<b>Semester</b>	<b>VII</b>	<b>Credits</b>			<b>4</b>	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practi- c m	Others	
		4	-	-	-	60
<b>Pre-requisites, if any</b>	A foundational understanding of literary theory and analysis, including familiarity with key critical approaches and major literary texts.					

**COURSE OUTCOMES (CO)**

CO No.	Expected Course Outcome	Learning Domains *	PO No
<i>Upon the completion of the course, student will be able to:</i>			
1	Understand the historical Developments of Literary Criticism.	U, I	1,3
2	Analyse the key concepts and methodologies of Literary Criticism.	U	2
3	Evaluate the aesthetic delight.	E	7
4	Appreciate the cultural and philosophical influences on Literary Criticism.	Ap ,An	6,8
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course Description	Hrs	CO No.
1	<b>INDIAN LITERARY CRITICISM</b>		15	
	1.1	Origin and Development of Sanskrit poetics.		1
	1.2	Alankara School.		2
	1.3	Guna and Riti School.		1
	1.4	Dhvani School- Definition- of Dhvani and Divisions of Dhvani.		1
	1.5	Vakrokti and Aucitya School. Definition of Vakrokti- Six Divisions of Vakrokti.		2
	<b>RASA SCHOOL</b>		15	
	2.1	Rasasutra- Its Commentators- Lollata- Sankuka.		3
2	2.2	Bhattanayaka- and Abhinavagupta.	3	
	2.3	Number of Rasas-its colour –Diety.	1, 3	
3	<b>WESTERN LITERARY CRITICISM</b>		10	
	3.1	Plato- Mimesis.		1
	3.2	Aristotle- Catharsis.		1, 4
	3.3	Longinus- Sublime.		1, 4
	3.4	Chroache.		1, 4
4	<b>WESTERN LITERARY CRITICISM (CONTINUED...)</b>		20	
	4.1	Classicism.		1, 3
	4.2	Romanticism.		1, 3
	4.3	Neo Classism and Realism.		1, 3
	4.4	New Criticism- Structuralism, Semiotics De- Construction- Stylistics.		1, 2, 3
	4.5	Hermanutics, Phenominology, Readers Response theory , Feminist Criticism		1, 3, 4



Module 5	Teacher Specific Content	Hrs	
	Critically examining themes and styles in classical Sanskrit Literature.		
<b>Teaching and Learning Approach</b>	<b>Classroom Procedure</b> 1. Lecture Method 2. Historical and Cultural Context Exploration 3. Theoretical Frameworks and Criticism Schools 4. Assignment 5. Comparative studies and Genre Analysis		
	<b>MODE OF ASSESSMENT</b> <b>Total Marks:70+30=100</b> A. Continuous Comprehensive Assessment (CCA) ,Max.Marks:30 1. Textual Analysis and Interpretation 2. Comparative literature Review 3. Critical essay writing 4. Seminar 5. Assignment 6. Test paper		
	B. Semester End Examination Written Examinations ,Time: 2 hrs ,Max .Marks :70 <ul style="list-style-type: none"> <li>• Short Answer 10 out of 12 2 Marks each</li> <li>• Paragraph 6 out of 9 5 Marks each</li> <li>• Essay 2 out of 4 10 Mark each</li> </ul>		

**Essential Reading:**

1. Dr. K.M Tharakan,2003, Western and Eastern Poetics, Prestige Books.
2. A Sankaran, 1996, Some Aspects of Literary Criticism in Sanskrit, Oriental Books, Reprint Corporation, New Delhi.

**Additional Reading:**

1. S. K, Dey.,2014, Sanskrit Poetics, New Bharathiya Book Corporation, Delhi, 2014.

2. Dr. V Raghavan, 2009, Studies on Some Concepts of the Alankarasastra, The Adyar Library and Research Centre.
3. A. K Warder, 2022, Indian Kavya Literature (Vol I), MLBD.
4. I. A Richards, Principles of Literary Criticism.
5. Butcher S.H Dover, 1951, Aristotle's Theory of Poetry and Fine Art, New York.
6. David Lodge, 1972, 20<sup>th</sup> Century literary Criticism, Longman, London.
10. Dr. Chathanath Achuthanunni, 2015, Bharatiyasahityadarsanam, National Book Stall.



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<b>Programme</b>	<b>B.A SANSKRIT GENERAL (HONOURS)</b>					
<b>Course Name</b>	<b>RESEARCH METHODOLOGY</b>					
<b>Type of Course</b>	<b>DCC</b>					
<b>Course Code</b>	<b>MCE 8 DCC SKT400</b>					
<b>Course Level</b>	<b>400 – 499</b>					
<b>Course Summary</b>	A general awareness of Research will be the outcome of this course. In the study of Sanskrit Language and literature, research has an important role. It will help to create and explore new ideas related to Sanskrit and other subjects.					
<b>Semester</b>	<b>VIII</b>	<b>Credits:</b>			<b>4</b>	<b>Total Hours</b>
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicu m	Others	
		3	-	1	-	75
<b>Pre-requisites, if any</b>	General awareness and interest in research.					

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains *</b>	<b>PO No</b>
<i>Upon the completion of the course, student will be able to:</i>			
1	Understand the necessity of Sanskrit and its branches	U	1,3
2	Understand the general awareness of Research in Language study.	U	1
3	Analyse the arguments, claims, and beliefs on the basis of data collection.	AN	1
4	Create and explore the new ideas related to Research.	C	8,10
5	Interest to find out new innovations related to Sanskrit and other subjects.	I	3, 6

**\*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)**

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course Description	Hrs	CO No.
1	<b>INTRODUCTION TO RESEARCH</b>		<b>25</b>	
	1.1	Importance of Language study.	5	1,2
	1.2	Sanskrit as a spoken and written language.	5	1,2
	1.3	Relevance of the study of Literature.	5	1,2,3
	1.4	Value of study of Sanskrit.	5	1,2,3,4
	1.4.1	Disciplinary – Cultural – Literary – Practical Values.	2	1,3,4
	1.5	Aim, Method, content of Sanskrit study- Ancient and modern days.	3	1,2,3,4
2	<b>SCOPE AND TYPES OF RESEARCH</b>		<b>15</b>	
	2.1	Fundamentals of Research.	5	1,2,3,4,5
	2.2	Characteristics of Research.	3	1,2,3,4,5
	2.3	Scope of Research.	2	1,2,3,4,5
	2.4	Types of Research.	5	1,2,3,4,5
3	<b>THE SYNOPSIS</b>		<b>20</b>	
	3.1	The Synopsis – Kinds of Synopsis.	5	1,3,4,5
	3.2	Framework of Synopsis.	5	1,3,4,5
	3.3	Research Techniques and Methodology	5	1,3,4,5
	3.3.1	Ancient Devices.	2	1,3,4,5
	3.3.2	Modern Methods.	3	1,3,4,5
4	<b>PRESENTATION</b>		<b>15</b>	
	4.1	Research Design.	7	1,3,4,5

	4.2	Presentation of Research work.	8	1,3,4,5
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<b>Module 5</b>	<b>Teacher Specific Content</b>	<b>Hrs</b>	
	This content will be evaluated internally.		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure</b> 1.Lecture 2.Discussion 3.Interactive presentation 4.Framing questions and answers 5.Preparation of Project
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>Total Marks:70+30=100</b> C. Continuous Comprehensive Assessment (CCA) ,Max.Marks:30 1. Assignments 2. Seminar presentation 3. MCQ 4. Class Tests 5. Project(min.15Pages)
	B Semester End Examination 1.Written Examination ,Time: 2 hrs ,Max .Marks :70 <ul style="list-style-type: none"> <li>• Short Answer 10 out of 12 2 Marks each</li> <li>• Paragraph 6 out of 9 5 Marks each</li> <li>• Essay 2 out of 4 10 Mark each</li> </ul>

### Essential Reading:

1. Prof. K. Ramavarmaraja,1965,- The Teaching of Sanskrit, (Chapter 1 ),Sanskrit Education Society,Madras14,East Nada Street,,Mylapore,Madras-4.

2. Dr. K .C Dash,2009, Elements of Research Methodology in Sanskrit, (P-18-42, P-65-76), Chaukhamba Sanskrit Sansthan, Varanasi.

3. MLA HandBook 9<sup>th</sup> Edition 2021, Published by Modern Language Association.

**Additional Reading:**

1. सीताराम चतुर्वेदी ,२००६,संस्कृत शिक्षणपद्धति नन्दकिशोर एण्ड ब्रदर्स ,बनारस |



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<b>Programme</b>	<b>B.A SANSKRIT GENERAL (HONOURS)</b>					
<b>Course Name</b>	<b>MANUSCRIPTOLOGY</b>					
<b>Type of Course</b>	<b>DCC</b>					
<b>Course Code</b>	<b>MCE 8 DCC SKT401</b>					
<b>Course Level</b>	<b>400 – 499</b>					
<b>Course Summary</b>	Scientific study of manuscripts, encompassing their history, production, preservation, and interpretation. This course provides comprehensive knowledge and skills required to study ancient and medieval manuscripts, focusing on their material aspects, textual analysis, and cultural significance.					
<b>Semester</b>	<b>VIII</b>	<b>Credits:</b>			<b>4</b>	<b>Total Hours</b>
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3	-	1	-	75
<b>Pre-requisites, if any</b>	Knowledge of the languages in which the manuscripts are written.					

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains *</b>	<b>PO No</b>
<i>Upon the completion of the course, student will be able to:</i>			
1	Understand the basic knowledge regarding Manuscriptology	U	1,3.,4
2	Create a basic awareness in the field of Manuscriptology	C	1,2
3	Understand the structure of Manuscripts and distinguish different Manuscripts.	U	2,3,4

4	Analyze the overall content of Manuscriptology.	An	1,3,4
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course Description	Hrs	CO No.
1	<b>MANUSCRIPTOLOGY</b>		<b>25</b>	
	1.1	Introduction.	5	1,2
	1.2	Definition, Aim and Scope of manuscriptology.	5	2,3
	1.3	Orientalogy, Indology, palaeography, Incrptions, General awareness of scripts.	5	3,4
	1.4	Evolution of Language	10	3,4
2	<b>HISTORY AND DEVELOPMENT OF MANUSCRIPTOLOGY</b>		<b>25</b>	
	2.1	History i History of Writing ii Materials used iii Writing Techniques	10	1,3,4
	2.2	i Collection of Manuscripts ii Cataloguing	10	1,3,4
	2.3	Overview of scripts used	5	1,3,4
3	<b>MANUSCRIPT COLLECTION AND PRESERVATION</b>		<b>15</b>	
	3.1	Major manuscript libraries.	5	2,4
	3.2	Preservation Techniques.	5	2,4
4				



	3.3	Textual criticism and Edition.	5	2,4
	<b>MANUSCRIPT LIBRARIES</b>		<b>10</b>	
	4.1	Awareness about Libraries of Manuscripts. Visit to the various Manuscript libraries in India.	10	1,4

<b>Module 5</b>	<b>Teacher Specific Content</b>	<b>Hrs</b>	
	Historical overview of manuscript production and preservation.		

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure</b></p> <ol style="list-style-type: none"> <li>1.1.Lecture Method</li> <li>2.Explanation with examples</li> <li>3.Group work exercise</li> <li>4.Assignment</li> </ol>
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b> <b>Total Marks:70+30=100</b></p> <p>A. Continuous Comprehensive Assessment (CCA) ,Max.Marks:30</p> <ol style="list-style-type: none"> <li>1 .MCQ Based Internal Examination.</li> <li>2. Assignment /Seminar.</li> <li>3. Oral Examination.</li> </ol> <p>B. Semester End Examination</p> <ol style="list-style-type: none"> <li>1. Written Examination ,Time: 2 hrs ,Max .Marks :70 <ul style="list-style-type: none"> <li>• Short Answer 10 out of 12 2 Marks each</li> <li>• Paragraph 6 out of 9 5 Marks each</li> <li>• Essay 2 out of 4 10 Mark each</li> </ul> </li> </ol>

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**Essential Reading:**

1. K.M Maheswaran Nair,1998, Manuscriptology, Swantham Books. TVM.
2. P. Vishalakshi, 2003,The fundamentals of Manuscriptology, Published by Dravidian Linguistics Association.
- 3 R.S Sivaganesha Murthy,1996, Introduction to Manuscriptology, Sharada Publishing House, Delhi.

**Additional reading**

1. G.T Kulkarni, 2004,ntroduction to Manuscriptology, Sarada Publishing House.
2. P. K. Gode, Manuscriptology: An Introduction, Bharatiya Vidya Bhavan.



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<b>Programme</b>	<b>B.A SANSKRIT GENERAL (HONOURS)</b>					
<b>Course Name</b>	<b>BOOKS OF LATER PERIOD</b>					
<b>Type of Course</b>	<b>DCE</b>					
<b>Course Code</b>	<b>MCE 8 DCE SKT400</b>					
<b>Course Level</b>	<b>400 – 499</b>					
<b>Course Summary</b>	This course introduces students and help them to acquire knowledge of the diversified Literature in Sanskrit, especially the early and later period compositions Naishadham and Angalasangraham. It enables students to understand and appreciate Sanskrit poetic works.it also enables to create general awareness of the Sanskrit poets of Kerala.					
<b>Semester</b>	<b>VIII</b>	<b>Credits:</b>			<b>4</b>	Total Hour s
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practi cu m	Others	
		3	-	1	-	75
<b>Pre-requisite, if any</b>	Completion of seven semesters, interest in Sanskrit.					

**COURSE OUTCOMES (CO)**

CO No.	Expected Course Outcome	Learning Domains *	PO No
<i>Upon the completion of the course, student will be able to:</i>			
1	Understand the methodology of creating new Sanskrit Mahakavya-s.	U	4
2	Understand the competence in the basic structure of Sanskrit language especially Kavya literature.	U	4
3	Create the power of remembering.	C & R	4
4	Analyse the vast knowledge of Sanskrit Kavyas.	An	4

5	Evaluate the abundance Vocabulary and depth of Sanskrit poetic works.	E	4
6	Appreciate overall awareness of Sanskrit poets and their work of Kerala.	Ap	3
7	Apply the skill of making new poetry.	A	3
8	Interest in creating and remembering the Kavyas.	K,I	4
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>GENERAL INTRODUCTION TO THE MAHAKAVYA-S IN SANSKRIT LITERATURE (ESPECIALLY NAISHADHIYACHARITA)</b>		20	
	1.1	निषधदेशनृपतिः नलः शास्त्राणि बभार।	10	1,2,3
	1.2	नलवर्णना।	5	2
	1.3	नलभयात् विरुद्धधर्मैरपि प्रतीपभूपैरिव स्वभावस्त्यक्तः।	5	4
2	<b>NAISHADHIYACHARITA CONTINUES....</b>		20	
	2.1	विदर्भजा दमयन्ती नलेन सम्बन्धं दृष्टं श्रुतं च मनसि निधाय मदनाहता अभवत्।	10	4
	2.2	नलः अपि दमयन्त्याः गुणोत्करम् अश्रुणोत्।	5	4,5
	2.3	नलस्य हृदये दमयन्ती विवेश।	5	4
3	<b>NAISHADHIYACHARITA CONTINUES....</b>		15	
	3.1	विदर्भराजतनयां नायाजत।	5	3,6
	3.2	कामपीडितः नलः निर्जनं देशम् इयेष।	5	3,7
	3.3	स पद्मसरसः विविधपुष्पाणां च विचित्रां शोभां ददर्श।	5	3,8

<b>4</b>	<b>GENERAL INTRODUCTION TO KERALA SANSKRIT LITERATURE (ESPECIALLY ANGALASAMRAJYAM OF A.R. RAJARAJA VARMA)</b>		20	
	4.1	लण्डन् नगर वर्णना। बखिडां कुलराजधानीवर्णना, महामन्त्रसभा, तिसा नदी इत्यादि वर्णना।	10	8
	4.2	इलीजबा राजीवर्णना।	5	8
	4.3	विनेतराणां कर्तव्यप्रतिपादनम्।	5	8

Module 5	Teacher Specific Content	Hrs	
	This Course is aimed to familiarise the students with the classical literature and poetics in Sanskrit. Course gives overall understanding of Mahakavyas. It enables the students to understand and appreciate Sanskrit poetry. This course also create general awareness of Sanskrit poets of Kerala.		

<b>Teaching and Learning Approach</b>	<p style="text-align: center;"><b>Classroom Procedure</b></p> <ol style="list-style-type: none"> <li>1. Lecture Method.</li> <li>2. Audio Visual Presentation.</li> <li>3. Discussion Method.</li> <li>4. Seminar presentation.</li> </ol>
<b>Assessment Types</b>	<p style="text-align: center;"><b>MODE OF ASSESSMENT</b></p> <p style="text-align: center;"><b>Total Marks:70+30=100</b></p> <p style="text-align: center;">A. Continuous Comprehensive Assessment (CCA) ,Max.Marks:30</p> <ol style="list-style-type: none"> <li>1 .MCQ Based Internal Examination.</li> <li>2. Assignment /Seminar</li> </ol>

	<p style="text-align: center;"><b>B. Semester End Examination</b></p> <p>1. Written Examination ,Time: 2 hrs ,Max .Marks :70</p> <ul style="list-style-type: none"> <li>• Short Answer 10 out of 12 2 Marks each</li> <li>• Paragraph 6 out of 9 5 Marks each</li> </ul> <p>Essay 2 out of 4 10 Mark each</p>
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**Essential Reading:**

1.Mahamahopadhyaya Mallinathakrita, 2017,SriHarsha -  
Naishdhiyacharitam,Krishnadas Sakrita Series, Varanasi.

2.A. R. Rajaraja Varma,1977, Angalasangraham, Comm. Dr. E. Eswaran  
Nampoothiri, Department of Cultural Publications, Gov.of Kerala.

**Additional Reading:**

1.Krishnamacharyar. M,1998,History of Sanskrit Literature,Motilal  
Banarasidas Publications, Varanasi.



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<b>Programme</b>	<b>B.A SANSKRIT GENERAL (HONOURS)</b>					
<b>Course Name</b>	<b>CHATUSSUTRI AND MUKTAVALI</b>					
<b>Type of Course</b>	<b>DCE</b>					
<b>Course Code</b>	<b>MCE 8 DCE SKT401</b>					
<b>Course Level</b>	<b>400 – 499</b>					
<b>Course Summary</b>	Through this course students will be able to acknowledge the greatest Literary works of Vedic and Upanishadic Period. Will get a thorough acquaintance with the ancient Indian spiritual wisdom.					
<b>Semester</b>	<b>VIII</b>	<b>Credits:</b>			<b>4</b>	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practi- cu- m	Others	
		3	-	1	-	75
<b>Pre-requisite, if any</b>	Sanskrit Language Learning skill, General Knowledge about Darsanas.					

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains *</b>	<b>PO No</b>
<i>Upon the completion of the course, student will be able to:</i>			
1	Understand the various branches of Indian Philosophy.	U	1,3
2	Analysis of the philosophical texts in Sanskrit.	An	3,7
3	Evaluate the discussion of Vedanta Philosophy through Chatussutri.	E	1,3
4	Analyse the discussion of the Nyaya Philosophy through the text Nyayasiddhantamuktavali.	An	3,7
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

**COURSE CONTENT****Content for Classroom transaction (Units)**

<b>Module</b>	<b>Units</b>	<b>Course Description</b>	<b>Hrs</b>	<b>CO No.</b>
<b>1</b>	<b>GENERAL VIEW ON VEDANTA PHILOSOPHY AND BRAHMASUTRA</b>		<b>4</b>	
	1.1	A General study on Vedanta Philosophy.	1	1,2
	1.2	Important Vedanta Texts and Authors	1	1,2
	1.3	A General study of the Life of Sankaracharya.	1	1,2
	1.4	Introduction to Brahmasutra - Chatusutri	1	2,3
<b>2</b>	<b>BRAHMASUTRA CHSATUSSUTRI (SUTRA 1 TO 4)</b>		<b>34</b>	
	2.1	Jijnasa Adhikaranam - Sutra - I	8	2,3
	2.2	Janmadyadhikaranam - Sutra – II	8	2,3
	2.3	Sastrayonitvadhikaranam - Sutra - III	8	2,3
	2.4	Samanyva Adhikaranam - Sutra - IV	10	2,3
<b>3</b>	<b>GENERAL VIEW ON NYAYA PHILOSOPHY AND MUKTAVALI</b>		<b>25</b>	
	3.1	General analysis on Nyaya Darsana -Propounder	10	1,2
	3.2	Important Nyaya works ,its authors	5	1,2
	3.3	Origin of Nyayasastra and nature of Philosophy.	5	1,2
	3.4	Nyayasiddhantamuktavali- Sabdakhanda	5	2,4
<b>4</b>	<b>MUKTAVALI - SHABDAKHANDA</b>		<b>12</b>	
	4.1	Shaktivicharah	2	2,4
	4.2	Chaturvidhapadavicharah	2	4
	4.3	Lakshnanirupanam	3	4
	4.4	Tatparyajnam –niroopanam	5	4



<b>Module 5</b>	<b>Teacher Specific Content</b>	<b>Hrs</b>	
	To develop critical understanding of Indian and Epistemology and Philosophy.		

<b>Teaching and Learning Approach</b>	<p><b>CLASSROOM PROCEDURE</b></p> <ol style="list-style-type: none"> <li>1. Lecture Method</li> <li>2. Audio – Chanting of Vedic and Upanishadic Hymns</li> <li>3. Visual Presentation- PPT of Textual Contents</li> <li>4. Group Discussions</li> <li>5. Recitation of Hymns</li> <li>6. Quiz</li> </ol>
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>Total Marks:70+30=100</b></p> <p>A. Continuous Comprehensive Assessment (CCA) ,Max.Marks:30</p> <ol style="list-style-type: none"> <li>1.MCQ Based Internal Examinations</li> <li>2. Viva</li> <li>3.Assignment / Seminar Presentations</li> </ol> <p>B. Semester End Examination</p> <p>B. Semester End Examination</p> <ol style="list-style-type: none"> <li>1. Written Examination ,Time: 2 hrs ,Max .Marks :70 <ul style="list-style-type: none"> <li>• Short Answer 10 out of 12 2 Marks each</li> <li>• Paragraph 6 out of 9 5 Marks each</li> <li>• Essay 2 out of 4 10 Mark</li> </ul> </li> </ol>

### **Essential Reading:**

1. Yathivar Sri Bholebaba, 1986, The Catussutri (with Sankarabhashya), Published by Bharatiya Vidya Prakashan.
2. Viswanatha Panchanana Bhattacharya, 1988, The Nyayasiddhantamuktavali Sabdakhandha, Krishnadas Academy, Varanasi.

**Additional Reading:**

1. Maharshi Sri Vedavyasa Brahma Sutra with the Sankarabhashyam -Malayalam Sreyas Digital Library.
2. Dr. S Radhakrishnan, 1923,Indian Philosophy.
3. Anantha NarayanaSastri. 1931 - Nyayasara Digital Library - Internet Archive ..



**MAHARAJA'S COLLEGE  
ERNAKULAM  
(Govt. Autonomous)**

<b>Programme</b>	<b>B.A SANSKRIT GENERAL (HONOURS)</b>					
<b>Course Name</b>	<b>SAHITYA – III</b>					
<b>Type of Course</b>	<b>DCE</b>					
<b>Course Code</b>	<b>MCE 8 DCE SKT402</b>					
<b>Course Level</b>	<b>400 – 499</b>					
<b>Course Summary</b>	This course helps students to familiarise with the texts of Sanskrit Literature, it helps them to analyse and enhance the power of literary criticism and appreciation. It makes them to reveal the prime secrets of aesthetic discussion in the Dhvanyaloka of Anandavardhanacharya and Rasagangadhara of Jagannatha Pandita. It also develop and sharpen the efficiency to criticize the literary art in the Both these works helps to convey the essence of Sanskrit. Students get an awareness of dhvani theory and it's suggestive. It makes them to communicate the poetic discussions contained in Dhvanyaloka and Rasagangadhara.					
<b>Semester</b>	<b>VIII</b>	<b>Credits:</b>			<b>4</b>	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practi- c m	Others	
		3	-	1	-	75
<b>Pre-requisite, if any</b>	Completion of seven semesters, interest in Sanskrit.					

**COURSE OUTCOMES (CO)**

CO No.	Expected Course Outcome	Learning Domains *	PO No
<i>Upon the completion of the course, student will be able to:</i>			
1	Understand and familiarise with the basic text Sanskrit Sahitya.	U	4
2	Understand the competence in the basic level of Sanskrit language especially in Sanskrit aesthetic	U	4

	literature.		
3	Analyse creative the power of making Kavyas.	An	4
4	Appreciate the vast knowledge of Sanskrit literature - works.	App	4
5	Evaluate the abundance and depth of the meaning and derivations of words in literature, according to Sanskrit Sahitya school of literature.	E	4
6	Apply the Sanskrit Sahitya (Aesthetic) theory, rules and principles.	A	3
7	The skill of making new Sanskrit works in both poetry and prose.	S	3
8	Create philosophical outlook of Sanskrit Sahitya literature.	C	4
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course Description	Hrs	CO No.
1	<b>GENERAL INTRODUCTION TO DHVANYALOKA (DHVANYALOKA UDYOTA - III)</b>		25	
	1.1	ध्वनिभेदे पदप्रकाशता, वाक्यप्रकाशता।	10	1
	1.2	अलक्ष्यक्रमव्यङ्ग्यध्वनेः उदाहरणम्।	5	1
	1.3	संघटनास्वरूपम्।	5	1
	1.4	रसविरोधितत्वानि। चित्रकाव्यभेदाः।	5	1
2	<b>DETAILED STUDY OF DHVANYALOKA (UDYOTA – 4)</b>		20	
	2.1	कविप्रतिभाप्रकाशः।	5	4
	2.2	ध्वनिभेदे वाण्याः नवत्ववर्णनम्।	5	4

	2.3	रसादिप्रकारवर्णानाम् उदाहरणानि।	5	4
	2.4	संवादविभागाः। कवेः भगवती सरस्वत्याः योगः।	5	4
	<b>INTRODUCTION TO RASAGANGADHARA</b>		15	
<b>3</b>	3.1	Detailed study of Rasagangadhara - Chapter-1 काव्यप्रयोजनम्।	5	3
	3.2	काव्यलक्षणम्।	5	3
	3.3	मम्मटमतखण्डनम्।	3	3,5
	3.4	विश्वनाथमतखण्डनम्।	2	3,6
	<b>RASAGANGADHARA (CHAPTER 1 CONTINUE...)</b>		15	
<b>4</b>	4.1	Detailed study of Rasagangadhara - Chapter -1 काव्यकारणम्।	5	6,7,8
	4.2	काव्यभेदाः।	5	6,7,8
	4.3	रसस्वरूपनिरूपणम्।	5	6,7,8

<b>Module 5</b>	<b>Teacher Specific Content</b>	<b>Hrs</b>	
	Sahitya - 3 course helps students to familiarise with the texts of Sanskrit Literature, it helps them to analyse and enhance the power of literary criticism and appreciation. It makes them to reveal the prime secrets of aesthetic discussion in the Dhvanyaloka of Anandavardhanacharya and Rasagangadhara of Jagannatha Pandita. It also develop and sharpen the efficiency to criticize the literary art in the Both these works helps to convey the essence of Sanskrit. Students get an awareness of dhvani theory and it's suggestives. It makes them to communicate the poetic discussions contained in Dhvanyaloka and Rasagangadhara.		

<p><b>Teaching and Learning Approach</b></p>	<p><b>Classroom Procedure</b></p> <ol style="list-style-type: none"> <li>1. Lecture Method.</li> <li>2. Audio Visual Presentation.</li> <li>3. Discussion Method.</li> <li>4. Illustrating sloka-s.</li> <li>5. Seminar presentation.</li> </ol>
<p><b>Assessment Types</b></p>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>Total Marks:70+30=100</b></p> <p>A. Continuous Comprehensive Assessment (CCA) ,Max.Marks:30</p> <ol style="list-style-type: none"> <li>1 .MCQ Based Internal Examination.</li> <li>2. Assignment /Seminar.</li> </ol> <p>B. Semester End Examination</p> <ol style="list-style-type: none"> <li>1. Written Examination ,Time: 2 hrs ,Max .Marks :70 <ul style="list-style-type: none"> <li>• Short Answer 10 out of 12 2 Marks each</li> <li>• Paragraph 6 out of 9 5 Marks each</li> <li>• Essay 2 out of 4 10 Mark .</li> </ul> </li> </ol>

**Essential Reading:**

1. Sreedharacharya,2013,Anandavardhanacharya, Dhvanyaloka, Udyota-III &IV, Chaukhamba Surabharati Prakashan.
2. Ed. By Nageshabhatta, Dr. Chinmayi Chatterjee,2006, Jagannatha Pandita, Rasaagangadhara,First Anana-Upto Rasa Theory., The Asiatic Society, Park Street, Kolkata.

**Additional Reading:**

1. Dr.Sukumara Pillai, The Kavyamimamsa.
2. Dr. T. Bhaskaran, The Bharateeyakavyasastra.
3. Prof. K. Narayana Pisharadi, The Natyasastra.
4. Dr. N. V. P. Unnithiri, Samskritasahityavimarsanam.
5. Dr. C. Rajendran, Taratamya Kavyasastram.
6. Dr. C. M. Neelakantan, Ed. - Kerala commentaries- DhvanyalokaLochana.

## Internship

All the students should undergo an Internship / Apprenticeship in a firm / industry, or training with faculty and researchers in their own institution or other higher education institution (HEI) during the summer term. Internship has 2 credits and it should be completed in the first three years of FYUGP. The firm / institution from where the student shall undergo internship should be prior- approved by the Department Council, after verifying the quality and genuineness of the firm /institution. The primary goal of the Internship should be enabling the students to actively engage with the practical aspects of their learning and to improve their employability. After the successful completion of the internship, the student has to submit an Internship report to the parent institution.

### Structure of the Internship Report:

- Title
- Introduction regarding objectives and background of the work
- Result section dealing with discussion of materials /data employed in the work
- Summary of important findings & Conclusion
- Acknowledgements
- Bibliography/References

### Evaluation of the Internship

The evaluation of the Internship shall be done internally through continuous assessment mode by a committee internally constituted by the Department Council. Evaluation will be split into 35 External Marks and 15 Internal Marks. The scheme of Continuous Evaluation and the End – Semester Viva- Voce of the Internship shall be as given below -:

1. Continuous Evaluation of Internship through inter presentations and reports by the committee internally constituted by the Department Council.
2. End-semester Viva-Voce Examination to be conducted by the committee internally constituted by the Department Council.
3. Evaluation of the day-to-day records and final Internship Report submitted for the End Semester Viva–Voce Examination by committee internally constituted by the Department Council.

### Evaluation Points:

In the evaluation of the Internship report following points may be considered:

- Importance of the work and the study design
- Conclusions drawn
- Adequacy of information and references/Bibliography
- Clarity of language and explanation
- Organization of the report and overall presentation
- Performance in Viva -Voce Examination

## **PROJECT for the 4 Year UG Honours Degree Programme (8 Semester)**

In the Eighth Semester the students who target Honours with Research a Project of 12 Credits is assigned comprising 30% Internal Assessment and 70% External Evaluation.

### **Nature of the Project**

The Project work may be Collection and evaluation of data / information or Text based language study / Field Visit Report preparation etc. The project report shall not be less than 50 pages and more than 150 pages including references.

### **Structure of the Project Report:**

The Project report may contain the following sections:

- Title
- Introduction regarding objectives and background of the work
- Result section dealing with discussion of materials /data employed in the work Summary of important findings & Conclusion
- Acknowledgements
- Bibliography/References

### **Evaluation of the Project**

The evaluation of Project work shall be done internally through continuous assessment mode by a committee internally constituted by the Department Council. There evaluation shall be awarded by the external examiner appointed by the University. The scheme of continuous evaluation and the End-Semester Viva-Voce of the Project shall be as given below -:

1. Continuous Evaluation of Project work through inter presentations and reports .
2. The committee internally constituted by the Department Council.
3. End- semester Viva-Voce Examination to be conducted by the External Examiner appointed by the University.
4. Evaluation of the day-to-day records and Project report submitted for the End Semester Viva–Voce Examination by the External Examiner.

### **Evaluation Points:**

In the evaluation of the Project report following points may be considered:

- Importance of the work and the study design
- Conclusions drawn
- Adequacy of information and references/bibliography
- Clarity of language and explanation
- Organization of the report and overall presentation
- Performance in Viva-Voce Examination



# Project Evaluation Scheme

## MCE 8 PRJ SKT400

Total credits: 12

Total Marks: 200

Evaluation Ratio: 70:30

Internal evaluation marks: 60

Final Evaluation marks: 140

### I. Components and distribution of marks of Internal Evaluation.

SL.No.	Component	Marks
1	Effort and Engagement	15
2	Pre-Submission Presentation	20
3	Reflection and Self-Assessment	10
4	Regularity and Punctuality	10
5	Adherence to Guidelines and Instructions	05
<b>Total</b>		<b>60</b>

### II. Components and distribution of marks of Final Evaluation.

SL.No.	Component	Marks
1	Content : relevance, Depth, Originality, and Clarity	30
2	Language and Style: Appropriate Vocabulary, Grammar, Clarity, and Precision	25
3	Presentation and Layout: Organization, Clarity, and formatting	15
4	Research and Resources: Quality , Relevance, and Proper Citation of Sources	10
5	Creativity and Originality: Unique Approach, Innovative Ideas, and Overall Impact	10
6	Viva -Voce	50
<b>Total</b>		<b>140</b>

# Internship Evaluation Scheme

## MCE4 INT SKT200

Total credits: 02

Total Marks: 50

Evaluation Ratio: 70:30

Internal evaluation marks: 15

Final Evaluation marks: 35

### I. Components and distribution of marks of Internal Evaluation.

SL.No.	Component	Marks
1	Initiative	3
2	Professionalism and work ethics	5
3	Contribution to society and organization	7
<b>Total</b>		<b>15</b>

### II. Components and distribution of marks of Internal Evaluation.

SL.No.	Component	Marks
1	Report	20
2	Viva -Voce	15
<b>Total</b>		<b>35</b>

## Online Courses

Students have options to earn credit by completing quality – assured learning modes- MOOC, Online programmes offered on the Study Webs of Active Learning for Young Aspiring Minds (Swayam: [www.swayam.gov.in](http://www.swayam.gov.in)) or other Online educational platforms approved by the Board of Studies in Sanskrit General from time to time. Students shall be advised to opt for such Online/MOOC courses which will have a comprehensive graded evaluation with proper grades and grade points. The difficulty level of all the for consecutive years is being maintained.

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