

**SRI SRI UNIVERSITY**

**FACULTY OF ARTS, COMMUNICATION AND INDIC STUDIES**



**SYLLABUS FOR M.A. SANSKRIT**

**(LOCF PATTERN)**

**Effective from the Academic Year 2021-22 and onwards**

**M.A. (SANSKRIT) COURSE STRUCTURE**

**(With effect from 2021-22 onwards)**

**Objectives**

The present course is intended to provide a platform for talented students to undergo higher studies in the subject as well as to train them to suit for the need for the society.

**Eligibility**

Any Graduate with a minimum of 45% marks in the main and allied subjects.

**Duration of the Course**

The course duration shall normally be of two years duration spread over four semesters.

**Learning Outcome Curriculum Framework (LOCF)**

The M.A. Sanskrit program is offered through a UGC recommended LOCF. The salient feature of LOCF is that the degree is awarded on the basis of demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values). Subjects are divided into Hard Core and elective subjects. Hard Core subjects are compulsory. The students have the choice to select from among the list of elective subjects. (For now, these will be compulsory electives offered to students). The students of other departments can also opt for the elective subjects in MA Sanskrit program.

A student is expected to complete a minimum of 75 credits within four semesters. Students are assessed and awarded CGPA grades based on their performances in the given class.

**Distribution of marks**

The distribution of marks for internal assessment and end semester examinations shall be 40 and 60 respectively. A student is declared to be passed in a given subject when he/she secures a minimum of 50% in the internal assessment and end semester examination combined in that subject.

**Internal Assessment**

The distribution of 40 marks for internal assessment component shall consist of the following:

Written test (2 internal exams)/ Written assignments/Seminar/Presentations = 40 marks (20 marks + 20 marks)



**SRI SRI UNIVERSITY**

**Cuttack – 754006**

**M.A. SANSKRIT (LOCF – Semester Pattern)  
REGULATIONS**

**Aim of the Program :**

The Degree of Masters of Arts in Sanskrit aims to train the students in the development and applications of Sanskrit in the various disciplines.

**Eligibility for Admission:**

Candidates seeking admission to the first year of the M.A. (Sanskrit) degree shall be required to have passed the Graduation examination of any Indian University recognized by the University Grants Commission with a minimum of 45% marks in the main and allied subjects. They should also pass in the selection process (Entrance Exam + Interview) decided by the competent authority.

**Duration of the Course:**

The course shall be of two years duration spread over four semesters. The maximum duration to complete the course shall not be more than four years.

**Eligibility for admission to Examination:**

A candidate shall be permitted to appear for the examination in a subject of study only if he/she secures not less than 75% attendance in the subject concerned. Under special conditions, on the basis of medical grounds, the attendance must not be less than 60%.

**Passing Minimum:**

As per the 'Learning Outcome Curriculum Framework' (LOCF) regulations of Sri Sri University.

**SRI SRI UNIVERSITY, CUTTACK**

**DEPARTMENT OF SANSKRIT**

**M.A. SANSKRIT (LOCF)**

(Effective from the batch of students admitted from the academic year 2021-22)

**Program Objectives –**

- To acquaint the students with the specific key features of the Vedic language, selected Vedic texts and history of Vedic literature.
- To make students proficient with the practical usage of Sanskrit language as a day-to-day language.
- To make students aware of the basic tenants of Indian philosophy and their applications in their day-to-day life.
- To acquaint the students with the literary texts and principles of aesthetic appreciation of classical and modern Sanskrit literature in its various aspects.
- To encourage and provide systematic approach to the possibilities of innovation and fields of research in Sanskrit.
- To generate the skills required in current context in the field of Sanskrit with respect to employability of students, like Yoga, Communicative English, Professional Sanskrit and Computational Sanskrit.

### **Program Outcome –**

- The students can identify specific key features of the Vedic language and subject matter, and progress towards analyzing the history of Vedic literature with respect to their updated knowledge.
- The students understand the basic structure of Sanskrit language, identify its linguistic trends, and use Sanskrit in their day-to-day life.
- The students become aware of the basic tenants of Indian philosophy and can apply them in their day-to-day life.
- The students understand the representative Sanskrit prose, poetry and drama texts and can create their own prose, poetry and drama in Sanskrit.
- The student can co-relate the other streams of knowledge and languages with Sanskrit literature and language to create innovative ways and means for betterment of mankind.
- The student can communicate in English and Sanskrit languages proficiently and can relate the theoretical knowledge with its practical usage on subject matter.
- The student gains professional skill in Sanskrit field like 'Basic Yoga practices', 'Medicinal Plants and treatment of their diseases in Ayurveda' and 'ICT skills and their usage in Sanskrit studies and research'.

## MA Sanskrit (Sahitya and Vyakarana)

### Semester I

**Total Hours per Week 24**

**Total Credits 23**

**Total Marks 575**

Paper Code	Subject	Type of Course	Contact hours per week			Credits			Examination scheme			Total
			Theory	Practical	Total	Theory	Practical	Total	Internal Assessment	Theory	Practical	
MSKT101	VEDIC TEXTS – I	Core	04		04	04		04	40	60		100
MSKT102	GRAMMAR AND PHILOLOGY – I	Core	04		04	04		04	40	60		100
MSKT103	INDIAN PHILOSOPHY– I	Core	04		04	04		04	40	60		100
MSKT104	PROSE, POETRY AND POETICS -I	Core	04		04	04		04	40	60		100
MSKT105	HISTORY OF SANSKRIT LITERATURE - I	Core	04		04	04		04	40	60		100
MSKT106	SANSKRIT COMMUNICATION	Elective Foundation	01	02	03	01	01	02	20	15	15	50
MSKT107	SEMINAR - I	Elective Foundation	01		01	01		01		15	10	25
*	Happiness and Fulfilment	Compulsory Foundation	* Details same as for whole university programs. May be revised later.									

<b>Total</b>	<b>22</b>	<b>02</b>	<b>24</b>	<b>22</b>	<b>01</b>	<b>23</b>	<b>220</b>	<b>330</b>	<b>25</b>	<b>575</b>
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## **SYLLABUS FOR M.A. SANSKRIT (1<sup>ST</sup> SEM.)**

### **PaperMSKT101 VEDIC TEXTS – I**

#### **Course Objectives –**

- To acquaint the students with the exemplary Vedic Texts from Rgveda, Shukla Yajurveda, Atharvaveda and Kathopanishad.
- To invoke the students towards the possibilities of practical utility of the knowledge present in the Vedic literature.

#### **Course Outcome –**

- The students know the specific linguistic features of Vedic literature and understand the content of selected Vedic literature.
- The students will identify the seeds of the important philosophical trends of the Vedas and their application in the present world.
- The students will relate the present knowledge systems with the Vedic knowledge and analyze the roots of Social wellbeing and environment safety in Veda.
- The students gain the religious spirits of the Indian seers and philosophers.

#### **Number of Classes – 50**

##### **Unit – 1**

Agni (1-1) and Nasadiya (10-129) - Rgveda

##### **Unit – 2**

Shivasankalpa (34.1.6) –Shukla Yajurveda

Prithvi (12.1.1-20 Mantras) – Atharva veda

##### **Unit – 3**

Kathopanishad (Prathamaa Valli Prathama Adhyaya)



#### **Unit – 4**

Kathopanishad (Prathamaa Valli Dvitiya Adhyaya)

#### **BOOKS:**

The New Vedic Selection – Part I, II – Ed.by N.K.S.Telanga and B.B.Choubey, Bhartiya Vidya Prakashan, New Delhi, 1973

Rk Sukta Shati – By H.D.Velankar, Bhartiya Vidya Prakashan, Mumbai, 1972

Rk Sukta Vijayanti – By H.D. Velankar, Vaidik Samsodhan Mandal, Pune, 1965.

Atharvaveda – shaunakiya, with Sayana Commentary (5 Volumes) - Ed. Vishwa Bandhu, VVRI, Hoshiyarpur, Panjab,

Navina- Vaidika- Sancayanam, Vols I& II, Ed. By Dr. Yamuna Pathak & Dr. Umesh Prasad Sing., Chaukhamba Krushna Dasa Academy, Varanasi, 2010.

Hymns of the Atharvaveda - M.Bloomfield, Motilal Banarasidass, New Delhi.

Prithvi Sukta – ek adhyayana – by B.B.Choubey, Katyayan publication, Katyayana Publication, Hoshiyarpur, Punjab.

Upanishatsangraha (Kathopanishad) - Jagdish Lal Shastri, MLBD, New Delhi.

Ten Principal Upanisads (With Shankara Bhashya) – Motilal Banarasidass, 1978.

#### **PaperMSKT102 GRAMMAR AND PHILOLOGY – I**

#### **Course Objectives –**

- To acquaint the students with the basic technical terms and Syntax of Sanskrit language
- To introduce the students to the Sanskrit linguistic trends

#### **Course Outcome –**

- The students identify, understand and use the basic technical terms, Syntax and linguistic trends in Sanskrit language.
- The students analyze various types of Sanskrit sentences and identify the key features of Sanskrit language through them.
- The students create their own sentences in all possible Sentence structures in Sanskrit language.
- The students develop interpersonal communicative competence through the concept of Karaka and Vibhakti.

**Number of Classes – 50**

**Unit – 1**

Sanjna Prakarana – Vaiyakarana Siddhanta Kaumudi

**Unit – 2**

Karaka & Vibhakti –Vaiyakarana Siddhanta Kaumudi (Karta to Sampradana Karaka, Prathama to Chaturthi Vibhakti)

**Unit – 3**

Karaka & Vibhakti - Vaiyakarana Siddhanta Kaumudi (Apadana to Adhikarana karaka, Panchami to Saptami vibhakti, Upapada Vibhakti)

**Unit – 4**

Introduction to Sanskrit Linguistic Trends –

Origin of Language, Branches & Aspects of the Science of Language, Classification of Language

Indo-European language and its Characteristics, Classification

Introduction to Pali, Prakrit & Apabhramsha.

**BOOKS:**

Vaiyakarana Siddhanta Kaumudi of Bhattoji Dikshit with Balamanorama and Tatvabodhini, MLBD, Delhi.

Siddhanta Kaumudi – Parts I, II – By Gopaldutta Pandey, Chowkhamba Surbharti Prakashan, Varanasi, 1996.

Siddhanta Kaumudi – (Ed.) M.V. Mahasabde, Dadar Book Depot, Dadar, Bombay.

Siddhanta Kaumudi – Eng.Trans. by S.C.Basu, MLBD, New Delhi.

Sheegrabodh Vyakaranam – By Dr.Pushpa Dikshit, Pratibha Prakashan, New Delhi.

Bhasha Vijnana – Kapil Dev Dvivedi , Visvavidyalaya Prakashan, Varanasi, 2012.

Elements of the Science of Language – IJS Tarapurwala, Calcutta University Publication, 1908.

Tulanatmaka Bhashavijnana (Hindi) – Mangaladeva Shastri, 1973.

Linguistic Introduction to Sanskrit – Parts I, II, III – By B.K.Ghosh, Calcutta University Publication.

Yubhatah Sanskritamprati (Sanskrit) – By G.B.Palsule, Rashtriya Sanskrit Sansthan, New Delhi.

Ashtadhyayi – Part I, II – By Pt.Isvarachandra, (Chandralekha Hindi commentary) , Chowkhamba Sanskrit Pratishthan, New Delhi, 2009.

**Paper MSKT103 INDIAN PHILOSOPHY - I****Course Objectives –**

- To acquaint the students with the fundamental philosophical texts of Nyaya and Vedanta systems.
- To invoke the students to apply the concepts of Indian Philosophical systems in their practical life.

#### **Course Outcome –**

- The students identify the basic tenants of Indian philosophy (Nyaya and Vedanta systems) and their application in day-to-day life.
- The students have the basic idea about the oldest extant literary monument of Indian Philosophy, focused and originated in the Vedas and apply it in the present context of Global indisciplin.
- The students develop the logical way of thinking and presenting their thoughts logically, sequentially and in a precise manner through the logical methodology of our Indian Philosophical systems.
- The students relate the concept of origin of life in modern sciences and in Indian Philosophical systems and examine their inter-connections, validity and truth.

#### **Number of Classes – 50**

##### **Unit - 1**

Tarkasangraha – From Beginnig till Pratyaksha Pramaana

##### **Unit – 2**

Tarkasangraha - From Anumaana Pramaana till Shabda pramaana

##### **Unit – 3**

Tarkasangraha – From Ayatharthana Anubhava till end of the book

##### **Unit - 4**

Vedantasara –From Beginning till Sristi Prakriya

**BOOKS:**

Tarkasangraha of Annambhatta. – By Dayanand Bhargav (With Sopajna Tarkadipika), MLBD, New Delhi, 1978

Tarkasangraha of Annambhatta – Ed. & Trans. By K.P.Parab, Pious Book Corp., Varanasi, 1982.

Tarkasangraha of Annambhatta (with Tarkadipika and Nyayabodhini) – (Eng.Translation & Ed. By) Athle and Bodas, BORI, Pune, 1988.

Vedantasara of Sadanand – By Ramashankara Tripathi, Chowkhamba Sanskrit Series, Varanasi.

Vedantasara (Hindi) – By Mahesh Chandra Bharatiya, Ghaziabad.

**Paper MSKT104 PROSE, POETRY AND POETICS -I****Course Objectives –**

- To acquaint the students with the exemplary Sanskrit literature form Prose, Poetry, Drama and Poetics.
- To provide the experience of uniqueness of the exemplary Sanskrit literature and inspire the students to create their own pieces of literature based on their experience of these texts.

**Course Outcome –**

- The students know the specific features of the representative Sanskrit Prose, Poetry, Drama and Poetics.
- The students analyze various forms of Sanskrit literature (Prose and Poetry) in context of language complexity, aesthetical experience and grammatical exegesis.
- The students identify and analyze the application of the rules of Sanskrit Poetics in their texts and apply these rules in their language behavior.

**Number of Classes – 50****Unit – 1**

Kadambari (Kathamukham) – From Shudrakvarnanam to Shukajanmavrittantah

**Unit – 2**

Kiratarjuneeyam (1<sup>st</sup>canto)

**Unit – 3**

Ratnavali (Acts 1,2)

**Unit – 4**

Sahitya Darpana (Prathama Pariccheda)

**BOOKS:**

Kadambari of Banabhatta – Trans. By Ratinath Jha, MLBD, 2013.

Kadambari by Sri Saraju Prasad Pandey, Chowkhamba Pratishthan, Varanasi, 2011.

Kiratarjuneeyam of Bhaaravi – Ed. By Sri Badrinarayan Mishra, Chowkhamba Publication, Varanasi, 2015.

Ratnavali of Shriharsha (Sanskrit) – Ed. By Ashokanath Bhattacharya & Prof. Maheshwar Das, Modern Book Agency, Calcutta, 1939.

Weblink <https://archive.org/details/in.ernet.dli.2015.510493/page/n5>

Ratnavali of Shriharsha (With Hindi commentary) – By Baijanath Pandey, MLBD, 2017

Ratnavali of Shriharsha (English) – By Baijanath Pandey, MLBD, 2002

Kiratarjuneeyam of Bhaaravi (Prathama Sarga) (Sanskrit-Hindi-Vyakhya) – Ed. By Sri Parameshwaradeena Pandeya, Chowkhamba Publication, Varanasi, 2014.

Sahitya Darpana of Vishwanath with Vimla commentary- by Saligram Shastri, MLBD, 2016.

**Paper MSKT105 HISTORY OF SANSKRIT LITERATURE -I****Course Objectives –**

- To make the students aware of various Vedic texts with their fundamental nature and character
- To introduce students to the development of texts of the Vedic literature and Sanskrit Epics

**Course Outcome –**

- The students analyze the development of texts of the Vedic literature and Sanskrit epics along with their characteristics and significance
- The students analyze the validity of Indian history related to origin and development of Sanskrit literature (Vedika and Laukika), in context of different views of traditional (Indian) and western scholars and commentators.
- The students become aware of our incredible tradition of knowledge embedded in Sanskrit texts and find ways to present them before the society.

**Number of Classes – 50**

### **Unit – 1 Vedic Samhita**

The Rg Veda – General Description, Arrangement, Chronological Data in Rg Veda.

Importance and Age of Rg Veda.

The Religion and Deities of Rg Veda.

The Secular Hymns, Dialogue Hymns.

Introduction to Commentator Sayanacarya.

The Atharva Veda – Arrangement and Contents.

Its Origin and Relation with other Vedas.

The Yajurveda – Shukla Yajurveda and Krishna Yajurveda.

The Date and the Contents, Arrangement of both the Vedas.

The Sama Veda – Arrangement and Contents.

### **Unit – 2 Brahmana and Aranyaka**

The Brahmanas –

Meaning and Contents of the Aitereya, Kaushitaki, Panchavimsha, Taittiriya, Shatapatha and Gopatha Brahmanas.

The Religion and Social conditions as reflected in the Brahmanas.

The Aranyakas – Contents and arrangement of the Aitereya and Taittiriya Aranyakas.

### **Unit – 3 Upanishad and Vedanga**

The Upanishads – Fundamental Doctrine.

The brief introduction to 10 principal Upanishads.

Vedangas – An Introduction to Shadvedangas.

### **Unit – 4 Ramayana, Mahabharata and Purana**

The Ramayana - Content, Date and Importance.

The Mahabharata – Contents, Date, Importance and its relation with Ramayana.

Ashtadasa Puranas – A brief study.

### **BOOKS:**

Sanskrit Sahityetihasa (History of Sanskrit Literature) – By Acharya Lokamani Dahal, Chowkhamba Sanskrit Series, 2005.

Sanskrit Sahitya ka Itihas – By Vacaspati garola, Choukhamba Vidya Bhavan, Varanasi, 2012

Vedic Sahitya aur Sanskriti – By Baldev Upadhyaya Sarada Niketan, Varanasi, 2001.

Sanskrit Sahitya ka Abhinava Itihasa – By Dr.Radhavallabh Tripathi, MLBD, 2016.

A concise History of Classical Sanskrit Literature – By Gaurinath Shastri, Oxford University Press, 1960. Weblink - <https://archive.org/details/in.ernet.dli.2015.268056/page/n1>

Glimpses of Vedic Literature - By Kireet Joshi, Standard Publishers, New Delhi, 2012.

Aachaarya Saayana Aur Maadhava – Baladev Upadhyaya , Hindi Sahitya Sammelan, Prayag, 2003. Weblink - <https://epustakalay.com/book/15280-aacharya-sayarn-aur-madhav-by-baldev-upadhayay/>

## **Paper MSKT 106 SANSKRIT COMMUNICATION**

### **Course Objectives –**

- To make student fluent in the oral and written forms of communication in Sanskrit language.

- To make students experience the uniqueness of Sanskrit language and its interconnection with their mother tongue through oral communication.

**Course Outcome –**

- The students communicate (verbally) in Sanskrit language fluently in their day-to-day life.
- The students can draft all form of written communication in Sanskrit language.
- The students relate Communicative forms in Sanskrit with their native language and analyze the interconnections among the two languages.
- The students present their thoughts in Sanskrit language on all kinds of social platforms and real life situations (formal and informal) with confidence.

**Number of Classes – 25**

**Unit 1 Sanskrit Communication (Verbal)**

Verbal Sanskrit Communication –

Self-Introduction, Friends on way, Guest at home, In a restaurant, Facing an Interview, Address a gathering.

**Unit 2 Sanskrit Communication (Written)**

Written Sanskrit Communication –

Drafting Letters (Formal and Informal), Notice, Diary, Invitations (Formal and Informal), Greeting Cards, Certificates, Advertisements, Bio-data.

**BOOKS:**

Teach Yourself Sanskrit (Sanskrit Svaadhyayah) Prathamaa Deekshaa (Vaakya-vyavahaarah) – Ed. By Vempati Kutumbashastri, Rashtriya Sanskrit Sansthan, New Delhi, 2018.



Teach Yourself Sanskrit (Samskrit Svaadhyayah) Prathamaa Deekshaa (Sambhaashanam) - Ed. By Vempati Kutumbashastri, Rashtriya Sanskrit Sansthan, New Delhi, 2018.

Sanskrit-Vyavahaara-saahasree – Samskrit Bharati, New Delhi, 2015.

Sanskritam Vadatu – Samskrit Bharati, New Delhi, 2015.

### **Paper MSKT 107 SEMINAR - I**

#### **Course Objectives –**

- To acquaint students to understand the methodology to write a research paper.
- To cultivate the tendency of analytical approach and research aptitude among students.
- To inspire the students, pursue a new subject which is remained so far unnoticed and reassessment of a particular study in the field of Sanskrit.

#### **Course Outcome –**

- The students present one research paper on their previous knowledge base in any discipline in Sanskrit language.
- The students know the various fields of research in Sanskrit and the work done in their field of interest.
- The students identify the research gaps in their field of knowledge and explore the possibilities of research accordingly.

#### **Number of Classes – 01**

#### **Unit 1 Seminar**

Separate topics will be given to students on basis of their fields of interest and prior knowledge base to prepare a research paper of 2 pages maximum.

**BOOKS:**

Sanskrit Research Methodology (Sanskrit Shodha Pravidhih) – By Prof. Prabhunath Dvivedi and Dr. Suresh Chandra Choubey, Sharada Sanskrit Sansthan, Varanasi, 2014.

Shodha Pravidhi Evam Paandulipi-Vijnanam (Hindi) – By Prof. Abhiraj Rajendra Mishra and Dr. (Smt.) Rajesh Kumari Mishra, Akshayavat Prakashan, 2017.

Ananta (International Journal of Sanskrit Research – In Hindi, English and Sanskrit Languages) – Peer Reviewed Sanskrit Journal, ISSN – 2394-7519, Weblink - <http://www.anantaajournal.com/>

Sagrika (Sanskrit Research Journal) – Sanskrit Department, Dr. H.S. Gour University, Sagour, M.P., ISSN - 2229-5577

Nikasha - Online Refereed Journal in Sanskrit, ISSN – 2277-6826, Weblink - <http://sangamaneer.com/Nikasha.htm>

**MA Sanskrit****Semester II****Total Hours per Week 27****Total Credits 25****Total Marks 625**

Paper Code	Subject	Type of Course	Contact hours per week			Credits			Examination scheme			Total
			Theory	Practical	Total	Theory	Practical	Total	Internal Assessment	Theory	Practical	
MSKT201	VEDIC TEXTS – II	Core	04		04	04		04	40	60		100
MSKT202	GRAMMAR AND PHILOLOGY – II	Core	04		04	04		04	40	60		100
MSKT203	INDIAN PHILOSOPHY – II	Core	04		04	04		04	40	60		100
MSKT204	PROSE, POETRY AND POETICS – II	Core	04		04	04		04	40	60		100
MSKT205	HISTORY OF SANSKRIT LITERATURE II	Core	04		04	04		04	40	60		100

MSKT206	ENGLISH COMMUNICATION	Elective Foundation	02	04	06	02	02	04	40	30	30	100
MSKT207	SEMINAR - II	Elective Foundation	01		01	01		01		15	10	25
*	Happiness and Fulfilment	Compulsory Foundation	* Details same as for whole university programs. May be revised later.									
<b>Total</b>			<b>23</b>	<b>04</b>	<b>27</b>	<b>23</b>	<b>02</b>	<b>25</b>	<b>240</b>	<b>345</b>	<b>40</b>	<b>625</b>

## **SYLLABUS FOR M.A. SANSKRIT (2<sup>nd</sup> SEMESTER)**

### **Paper MSKT201VEDIC TEXTS II**

#### **Course Objectives –**

- To acquaint the students with the selected Texts from Rgveda, Shukla Yajurveda and Niruktam.
- To develop an analytical and cohesive approach in students towards Vedic knowledge and Vedic exegesis with respect to the other domains of knowledge.

#### **Course Outcome –**

- The students understand the content of selected Vedic literature and Vedic exegesis and are able to analyze this knowledge with respect to other domains of knowledge.
- The students identify the writing style and key linguistic features of Vedic literature and analyze their meanings in context of Vedic Etymology.
- The students relate and analyze the heritage of variety of Indian cultures and their scientific values based on their roots present in Vedic literature.
- The students develop the understanding of Vedic texts and Vedic deities at different levels like physical, symbolic and subtle levels and analyze their own ideas about them based on their logics and experience of these texts and deities.

## Number of Classes – 50

### Unit – 1

*Indra-Suktam* (II.12), *Hiranyagarbha-suktam* (X.121) – Rig- Veda

### Unit – 2

*Vak-Suktam* (X.125) – Rig- Veda

*Purusha-Suktam*(XXXI.1-16) – Shukla- Yajurveda

### Unit – 3

*Niruktam* – Prathama – Tṛitiya Pada of Prathama Adhyaya

### Unit – 4

*Niruktam*– Chaturtha – Shastha Pada of Prathama Adhyaya

## BOOKS:

1 *The New Vedic Selection – Part I, II – Ed. by N. K. S. Telanga and Braj Bihari Choubey, Bhartiya Vidya Prakashan, Varanasi and Delhi, 10th Edition, 2017.*

2. *Navina- Vaidika- Sancayanam*, Vols I& II, Ed. By Dr. Yamuna Pathak & Dr. Umesh Prasad Sing., Chaukhamba Krushna Dasa Academy, Varanasi, 2010-

3. *Nirukta Pancadhyayi, (Adhyayas-1,2,3,4,7), Ed. By Mahamahopadhyaya Pandita Cchajjurama Shastri Vidyasagar, Meherchand Lachmandas Publications, New Delhi-110002, 2003.*

4. . *Shukla-Yajurveda-Samhita*, With the Commentary of Uvata and Mahidhara and also with Tattvabodhini Hindi Explanation of Ramakrushna Shastri, Ed. By Vasudeva Sharma, Chowkhamba Vidyabhavan, Varanasi. Reprint-2005.

5. . *Niruktam* with the commentary “Rijvartha” of Sri Durgacharya, Ed. By Mahamahopadhyaya Pandita Sri Mukunda Jha Sharma, Chaukhamba Samskruta Pratisthan, Delhi-110007, 2002.

6. . *The Nighantu and the Niruka (English)*, Ed. By Laxman Sarup, Parts I-III, Motilal Banarsidass, Delhi, Reprint-1985.

7. *Niruktam* - Ed. By Sitaram Shastri, Parimal Publications, New Delhi, 2014

8. . *Vaidika-Vanmayasyetihasah*, Acharya Jagadish Mishra, Chaukhamba Surabharati Prakashan, Varanasi.

## Paper MSKT202GRAMMAR AND PHILOLOGY II

### Course Objectives –

- To make students efficient in usage of specific grammatical elements (Sandhi & Samasa).
- To acquaint students with development of Sanskrit language and its relation with other languages.
- To develop translation skills in students.

### Course Outcome –

- The students identify Sandhi and Samasa in their text and use them in their day-to-day communication.
- The students become proficient in linguistic trends of Sanskrit language and translate from Sanskrit to Hindi and English and vice-versa.
- The students create variety of 'New Pada' by applying their knowledge of grammatical rules of Sandhi and Samasa.
- The students identify the unique scientific approach of construction of words and sentences in Sanskrit language as depicted in Paninian grammatical tradition.

### Number of Classes – 50

#### Unit – 1

Basics of *Sandhi* –Ac- *Sandhi*, Hal- *Sandhi*, Visarga- *Sandhi*

#### Unit – 2

Basics of *Samasa* – *Avyayibhava*, *Dvandva*

#### Unit – 3

Basics of *Samasa* – *Tatpurusha*, *Bahuvrihi*

#### Unit – 4

Phonology, Morphology, Semantics, Art of Translation.

### BOOKS:

1. *Ashtadhyayi* – Part I, II – By Pt. Isvarachandra, (Chandralekha Hindi commentary)  
,Chowkhamba Publishing House, Varanasi, 2009., New Delhi, 2009.

2. *Astadhyayi* of Panini- Eng. Translation ,S.C.Basu, MLBD, New Delhi,.Reprint, 1988.
3. *Siddhanta-Kaumudi* of Bhattoji Dikshita with Balamanorama and Tatvabodhini Commentary, (VolsI-IV ), Ed. By Mahamahopadhyaya Giridhara Sharma and Mahamahopadhyaya Paramesvarananda Sharma., MLBD, Delhi, 2001..
4. ***Siddhanta- Kaumudi – Parts I, II – By Gopaldutta Pandey, Chowkhamba SurbhartiPrakashan, Varanasi, 2001***
5. *Siddhanta- Kaumudi, Chandra Sekhar Shastri, Parimal Publications, Delhi, 2014.*
6. *Siddhanta-Kaumudi, (Eng. Trans.), S.C. Basu, MLBD, New Delhi, 1988.*
7. ***Sheegrabodh Vyakaranam – By Dr.PushpaDikshit, PratibhaPrakashan, New Delhi, 2007***
8. *Astadhyayi-Sahaja-bodha*, Ed. Pushpa Dikshit, PratibhaPrakashan, Delhi, 2001.
9. ***BhashaVijnanaevam Bhasashastra– Kapil Dev Dvivedi ,Visvavidyalaya Prakashan, Varanasi, 2012.***
10. *Elements of the Science of Language – I J S Taraporwala, Calcutta University Publication,4<sup>th</sup> Edn. 1978.*
11. ***Yubhatah Sanskrutam-prati (Sanskrit) – By G. B. Palsule, Rashtriya Sanskrit Sansthan, New Delhi.***
12. *Brhat –anuvada –candrika*, by ChakradharaNautialShastri, MLBD, New Delhi, 2014.

## Paper MSKT203 INDIAN PHILOSOPHY II

### Course Objectives –

- To acquaint the students with the fundamental philosophical texts of Sankhya, Mimamsa and Bauddha systems.
- To invoke a critical approach in students towards the similar and dissimilar concepts of Astika and Nastika Indian Philosophical approaches.
- To make the students aware of the impossibility of man to live without a philosophy which is a natural and necessary urge in human beings.

### Course Outcome –

- The students can identify the basic tenants of Indian philosophy (Sankhya, Mimamsa and Bauddha systems) and their application in day-to-day life.

- The students emphasize the need of practical realization of truth which essentially an intellectual quest.
- The students develop a basic and whole idea about the oldest extant literary monument of Indian Philosophy by relating their knowledge of all schools of Indian Philosophy.
- The students create or analyze their own Philosophy of life and the matters concerned, based on their interest and acceptance of various philosophical visions.

**Number of Classes – 50**

**Unit - 1**

*Sankhyakarika – 1-45*

**Unit – 2**

*Sankhyakarika – 46- 72*

**Unit – 3**

*Arthasangraha– Bhavana, Vidhi, Arthavada, Nishedha*

**Unit – 4**

*Bauddha-Darshana– Introduction*

**BOOKS:**

1. ***Samkhya-Karika of IsvaraKrushna, (Hindi Tr.), Jagannatha Shastri, Motilal Benarsidass, Delhi, 2003***
2. *Samkhya-Karika of IsvaraKrushna, (English Tr. By Wilson), Delhi, 1978.*
3. *Artha-Samgraha of LaugakshiBhaskara (English), Ed. GajendraGadkar&R.D.Karmakar, Motilalbenarsidass, New Delhi, Reprint-1998.*
4. *Artha-Samgraha of LaugakshiBhaskara, Ed. By Vacaspati Upadhyaya, Chowkhamba Orientalia, Varanasi, 6th edition, 2002.*
5. ***Artha-Samgraha of LaugakshiBhaskara, Ed. By S.S. Sukthankar, BharatiyaVidyaPrakashan, Delhi.***
6. *Sarvadarshana-samgraha (English translation) by E.B.Cowell and A.E.Gough, Parimal publications, Delhi, 1986.*
7. ***Sarvadarshana-Samgraha of Madhavacharya, MLBD, New Delhi, 1996.***
8. *Bharatiya Darshan by Baladeva Upadhyay, Chaukhamba Sanskrit Series, 1984.*

**Paper MSKT204 PROSE, POETRY AND POETICS II**

**Course Objectives –**

- To acquaint the students with the exemplary Sanskrit literature from Prose, Poetry, Drama and Poetics.
- To acquaint the students with the principals and usage of literary appreciation.

**Course Outcome –**

- The students know the specific features of the representative Sanskrit Prose, Poetry, Drama and Poetics.
- The students know and use the principles of literary appreciation in their own creations of Prose and Poetry.
- The students analyze variety of Alankara described in Sanskrit poetics and create their own aesthetic expressions in Sanskrit based on their knowledge of Alankara.
- The students relate the linguistic styles of various famous writings in Sanskrit literature and identify the different practical impacts of these styles on readers.
- To analyze the validity and practical application of the moral and social values depicted in selected texts of Sanskrit Literature in the modern world.

**Number of Classes – 50**

**Unit – 1**

*Kadambari (Kathamukham) – From Prabhatavarnanam to Ratrivarnanam*

**Unit – 2**

*Kiratarjuneeyam* (2<sup>nd</sup> Canto)

**Unit – 3**

*Sahityadarpanam*– (2<sup>nd</sup> chapter)

**Unit – 4**

Alankara - Anuprasa, Shlesha, Upama, Rupaka, Utpreksha, Apahnuti, Nidarshana, Samasokti, Arthantaranyasa, Vibhavana, Visheshokti, Samsrishti, Samkara – (Kavyaparakasha)

**BOOKS:**



1. ***Kadambari (kathamukhaparyanta)*** Sri BhanucandraSiddhacandraganiviracitayasamskrutatikayasamvalita Hindi ***bhasanuvadenacalamkruta***, by RatinathJha, MotilalBanarsidass, Delhi, Reprint-2013.
2. A Literal English translation of *Kadabamri* by M.R. Kale, Bombay edition, 1924.
3. ***Kiratarjuneeyam*** of Bhaaravi – Ed. By Sri Badrinarayan Mishra, Chowkhamba Publication, Varanasi, 2015.
4. The *Kiratarjuneeyam* of Bharavi (Canto I-III) with Mallinath commentary, English and Hindi translation – Ed. By M.R.Kale, MLBD, Delhi, 1998.
5. ***Sahitya-Darpana*** of Sri Visvanatha Kaviraja, Edited with the Lakshmi Tika and notes by Acharya Krishna mohan Shastri, Chaukhamba Sanskrit Sansthan, Varanasi, 5th Edition -1996.
6. *Sahitya-Darpana* of Vishwanath with Vimla commentary- by Saligram Shastri, MLBD, 2016.
7. *Sahitya Darpana* by Lokmani Dahal ; Diwedi, Trilokinath ; Varanasi :Chaukhamba Publishing House , 2013
8. *Sahitya Darpana* : A Treatise On Poetical Criticism / Viswanath .Ed. ByMitra, Pramada Dasa And Ballantyne, J R ; New Delhi : MotilalBanarsidass Pub , 2016
9. ***Kavyaprakasa*** of Mammata with the commentary Balabodhini by V. R. Jhalkikar, eighth Edition. Reprinted from the seventh revised Edition, BORI, Poona, 1983
10. Sri Mammatacarya, *Kavyaprakasa*, savimarsa “Shashikala” Hindi-vyakhyopeta by Dr. Satyavrata Singh, Chowkhamba Vidya Bhavan, Varanasi, Reprint-2007
11. *Kavyaprakash* of Mammata by Bhattabamanacharya, Parimal publication, New delhi, 2012.

## Paper – 205 HISTORY OF SANSKRIT LITERATURE II

### Course Objectives –

- To make the students aware of various texts of Classical Sanskrit Literature with their fundamental nature and character.
- To inculcate in the students an analytical approach towards Classical Sanskrit Literature in the context of World Classical Literature.

### Course Outcome –

- The students know the characteristics of various famous Sanskrit writings in Sanskrit.
- The students analyze the present significance of various famous Sanskrit writings in the modern world.

- The students analyze the validity of Indian history related to origin and development of various forms of Sanskrit literature in context of different views of traditional (Indian) and western scholars and commentators.

**Number of Classes – 50**

**BOOKS:**

1. *Sanskrit Sahityakaltihas* – By Vacaspati Gairala, Chaukhamba Publishing House, Varanasi, 2012
2. ***Samskrta Sahitya ka Itihas* – By Baldev Upadhyaya, Sharada Niketan, Varanasi.**
3. *Sanskrit Sahityaka Abhinava Itihas* – By Dr.Radhavallabh Tripathi, Vishwavidyala prakashan, Varanasi, 2013.
4. *A concise History of Classical Sanskrit Literature* – By Gaurinath Shastri, MLBD, New Delhi, 2015.
5. ***Sanskrita- sahyetihasah* – by Lokamani Dahal, Chaukhamba Krishnadas Academy, Varanasi, 2005.**
6. *History of Sanskrit Literature*, A.B.Keith, MLBD, 2014.
7. ***History of Classical Sanskrit Literature*, M.Krishnamachariar and M.Srinivasachariar, MLBD, New Delhi, 2016.**

**Unit – 1**

Mahakavya – Definition, Introduction of Brihatrayi & Laghutrayi, Panchamahakavya, KhandaKavya and GitiKavya – Brief Idea of Meghaduta, Shataktraya of Bhartruhari, Gitagovinda and Saundaryalahari.

**Unit -2**

Prose – Brief Idea of Works of Dandin, Subandhu and Bana.  
Champu – Brief Idea of Champuramayana, Bharatachampu and Nala-champu.  
Historical Kavyas – Brief Idea of Harshacharita, Rajatarangini and Shivarajvijayam.

**Unit – 3**

Katha-Sahitya – Brief Idea of Brihatkatha of Gunadhya, Kathasaritsagar of Somdev, Brihatkathamajari of Kshemendra, Vetala-panchavimsatika of Shivadasa.

Brief Idea of The Panchatantra and The Hitopadesha.

**Unit – 4**

The Origin and Development of Sanskrit Drama. The Introduction to Dramas of Bhasa, Kalidasa, Shudraka, SriHarsha, Bhattanarayana, Bhavabhuti, Vishakhadutta.

## **Paper – 206 ENGLISH COMMUNICATION**

### **Course Objective:**

The objective of the course is to develop the listening, speaking, reading and writing skills of the participants in the English language initially and thereafter orient the application of these skills in contextually relevant manner so that they can confidently make use of these skills for purposes of conversation and professional writing in real life situations.

### **Course Outcomes:**

At the end of the course, the students will be able to:

- Listen to and interact in English without making common errors or using redundant expressions,
- Create sentences / expressions in English in different professional contexts for a variety of purposes using different forms,
- Analyse the meaning of the different texts, depending on the application of different techniques
- Develop intercultural communicative competence
- Apply rhetoric techniques for professional communication
- Make effective presentations in English in professional contexts

### **Number of Classes – 50**

#### **Unit I - Listening Skills**

- Discriminative listening: focus on a specific information; blocking out 'other' information
- Comprehensive listening: listening to understand main points and other details
- Critical listening: listening closely to examine and evaluate listening texts

#### **Unit II - Conversation Skills and Strategies**

- The Importance and Effectiveness of Social and Business Conversation in English
- Conversation Management and Control, Controlled Response, Avoiding Parallel Response, Interpreting Signs and Signals, Managing Negative Response,
- Small Talk in Social and Professional Contexts,
- Public Speaking skills, Aristotle's Style, A Catchy Beginning and Emphatic Ending, Use of Creative Expressions, Story-telling and Influencing, Connecting and Building Rapport

- Presentation skills - Planning and Preparation, Audience Analysis and Needs, Using Visuals, Body Language and Other Non-verbal Communication, Techniques for Capturing Audience Attention and Interests, Summarizing and Handling Questions
- Cultural intelligence and intercultural communication in diverse workplaces

### **Unit III - Reading Skills**

- Close reading and speed reading
- Critically analyzing reading texts for main, subordinate, and supporting details
- Interpreting texts to draw inferences, and to find out hidden meanings
- Evaluating texts for proposed opinions, assumptions, and values
- SQ3R, Reading General and Translated Scholarly Texts

### **Unit IV - Professional Writing**

- Principles of Effective Writing
- Paragraph structure; Constructing Clear Sentences and Developing Coherent and Unified Paragraphs
- Techniques of drafting and editing
- Basic Principles of Effective Business Correspondence
- Note making - paraphrasing
- Writing formal and informal letters
- Writing Effective Email, Netiquette, Some Common Pitfalls
- Writing Different Types of Correspondence- Negative, Positive & Neutral
- Documentation and Report writing

### **Books and References –**

1. Communication Skills, Leena Sen, PHI
2. Spoken English, Sasikumar & Dhamija, TMH
3. Business Communication, Raman & Singh, OUP
4. Introduction to Professional English & Soft Skills, Das et al., CUP
5. TMH Video on Small Talk (I have one)

## **Paper MSKT 207 SEMINAR - II**

### **Course Objectives –**

- To make students proficient in raising research questions.
- To make students aware of the methodology to raise a valid research question in their domain of Sanskrit knowledge.

### **Course Outcome –**

- The students present one research paper based on their current knowledge in Sanskrit knowledge domain.
- The students are well acquainted with the review of literature in their domain of Sanskrit knowledge.
- The students know the methodology to raise a valid research question.

### **Number of Classes – 01**

#### **BOOKS:**

Sanskrit Research Methodology (Sanskrit Shodha Pravidhih) – By Prof. Prabhunath Dvivedi and Dr. Suresh Chandra Choubey, Sharada Sanskrit Sansthan, Varanasi, 2014.

Shodha Pravidhi Evam Paandulipi-Vijnanam (Hindi) – By Prof. Abhiraj Rajendra Mishra and Dr. (Smt.) Rajesh Kumari Mishra, Akshayavat Prakashan, 2017.

Anantaa (International Journal of Sanskrit Research – In Hindi, English and Sanskrit Languages) – Peer Reviewed Sanskrit Journal, ISSN – 2394-7519, Weblink - <http://www.anantaajournal.com/>

Sagrika (Sanskrit Research Journal) – Sanskrit Department, Dr. H.S. Gour University, Sagour, M.P., ISSN - 2229-5577

Nikasha - Online Refereed Journal in Sanskrit, ISSN – 2277-6826, Weblink - <http://sangamaneer.com/Nikasha.htm>

#### **Unit 1 Seminar**

Separate topics will be given to students on basis of their fields of interest and knowledge base to prepare a research paper of 3 pages maximum.

**MA Sanskrit (Sahitya)****Semester III****Total Hours per Week 26****Total Credits 25****Total Marks 625**

Paper Code	Subject	Type of Course	Contact hours per week			Credits			Examination scheme			Total
			Theory	Practical	Total	Theory	Practical	Total	Internal Assessment	Theory	Practical	
MSKS301	PADYA -I	Core	04		04	04		04	40	60		100
MSKS302	GADYA TATHA CHAMPU -I	Core	04		04	04		04	40	60		100
MSKS303	RUPAKA I	Core	04		04	04		04	40	60		100
MSKS304	KAVYASHASTRA TATHA NATYSHASTRA-I	Core	04		04	04		04	40	60		100
MSKS305	KAVYA TATVA VIMARSHA	Core	02		02	02		02	20	30		50
MSKS306	SANSKRIT SAHITYA SAMIKSHA (LITERARY CRITICISM)	Core	04		04	04		04	40	60		100
MSKS307	COMPUTATIONAL SANSKRIT	Generic Elective	01	02	03	01	01	02	20	15	15	50
MSKS308	SEMINAR - III	Elective Foundation	01		01	01		01		15	10	25
<b>Total</b>			<b>24</b>	<b>02</b>	<b>26</b>	<b>24</b>	<b>01</b>	<b>25</b>	<b>240</b>	<b>360</b>	<b>25</b>	<b>625</b>

## **Syllabus MA Sanskrit Sahitya 3<sup>rd</sup> Semester**

### **Paper MSKS 301 Padya I**

#### **Course Objectives –**

- To acquaint the students with the linguistic features, aesthetic sense and other specific key features of famous Sanskrit kavyas like Ramayanam, Naishadhiyacharitam and Shishupalavadham.
- To develop among the students, the style of creating literary works (Poetry) in Sanskrit.

#### **Course Outcome –**

- The students identify the linguistic features of the variety of Sanskrit Poetry patterns.
- The students develop their own style of writing Sanskrit Poetry and can create their own small Sanskrit Poetry.
- The students analyze the flow of language (simple to complex) in the gradual development of Sanskrit Poetry and its effect on the poets and readers.
- The students analyze the natural beauty and original expressions in various levels of Sanskrit poetry and so enhance their psychological contemplation.

#### **Number of Classes – 50**

#### **Unit – 1**

RamayanBalkandPrathamAdhyay (1/1-50 Shlokas)

#### **Unit – 2**

Naishadhiyacharitam (1/1-35Shlokas)

#### **Unit – 3**

Naishadhiyacharitam (1/36-70Shlokas)

#### **Unit – 4**

Shishupalavadham (1/1-35Shlokas)

#### **BOOKS:**

Sankshepa Ramayanam (Balakanda) by Valmiki (Sanskrit Swadhyayah) – (Ed.) by V.Kutumbashastri, Rashtriya Sanskrit Sansthan, New Delhi, 2007.

Naishadhiyacharitam by Shriharsha – Ed. By Devarshi Sannadhya Shastri with 'Jivatu' commentary (Sanskrit) , Krishnadas academy, Varanasi.

Naishadhiyacharitam – Ed. & Trans. By MohandevaPanta (Hindi), MLBD, Delhi, 2017.

Shishupalavadham by Magha – Ed. By Dr.Sarada Chaturvedi (hindi), Chowkhamba Prakashan, Varanasi, 2005.

Shishupalavidham by Magha (with Hindi commentary) - by RamPratap Tripathi, Hindi Sahitya Sammelan, Prayag, Weblink -

<https://ia801903.us.archive.org/15/items/in.ernet.dli.2015.309072/2015.309072.Shishupal-Vadh.pdf>

### **Paper MSKS 302Gadya Tatha Champu I**

#### **Course Objectives –**

- To acquaint the students with the linguistic and other specific key features of famous Sanskrit proses like Dashakumaracharitam, Shivarajavijayam and ChampuRamayanam .
- To develop among students, the style of creating literary works (Prose) in Sanskrit.

#### **Course Outcome –**

- The students can identify the linguistic features of the variety of Sanskrit Prose patterns.
- The students develop their own style of writing Sanskrit Prose and can create their own small Sanskrit Prose.
- The students analyze the flow of language (simple to complex) in the gradual development of Sanskrit Prose and its effect on the writers and readers.
- The students analyze the natural beauty and original expressions in various levels of Sanskrit prose and so enhance their psychological contemplation.
- The students relate the historical prose forms in Sanskrit with the Modern history and analyze their authenticity.



## **Number of Classes – 50**

### **Unit – 1**

Dashakumaracharitam (prathamochvas – from start till manasarasya maheshwarasamaradhanam)

### **Unit – 2**

Dashakumaracharitam (prathamochvas –from Rajahansaparajayah till somadevapraptih)

### **Unit – 3**

Shivrajvijayam (Prathama Viraama Prathama Nihshwas)

### **Unit – 4**

ChampuRamayanam (Balkand 1-54 Shloka)

### **Books –**

Dashakumaracharitam of Dandi – Ed. By M.R.Kale, MLBD, Delhi, 2017.

Dashakumaracharitam – Ed. By Biswanath Jha, MLBD, Delhi, 2016.

Dashakumaracharitam of Dandi (with Balabodhini Sanskrit commentary and Balakrida Hindi commentary) – By Pt. Taracharana Bhattacharya and Pt.Kedaranath Sharma, Choukhamba Amarabharati Prakashan, Varanasi, 2004.

Shivrajvijayam by Ambikadatta vyas – Ed. By Dr.Bhagawan Das, Shantisadan, Sigar, Banaras, 2003.

Champu Ramayanam by Bhojraj – Ed. By Ramanath Tripathi Shastri, Chowkhamba, Varanasi, 2010.

## **Paper MSKS 303 Rupaka I**

### **Course Objectives –**

- To acquaint the students with the linguistic and other specific key features of famous Sanskrit dramas - Mrichchakatikam, Uttararamacharitam and Karnabharam.

- To develop among students, the style of creating and performing literary works (Drama) in Sanskrit.

**Course Outcome –**

- The students can identify the language and specific key features of the variety of Sanskrit Drama patterns.
- The students can create and perform various kinds of short Sanskrit dramas.
- The students analyze the flow of language (simple to complex) in the gradual development of Sanskrit Dramaturgy and its effect on the poets and readers.
- The students analyze the natural beauty and original expressions in various levels of Sanskrit dramas and so enhance their psychological contemplation.
- The students analyze the 'Lokadharmee' element (natural expressions of a common man) in the specific dramas in the text in the context of modern Indian society.

**Number of Classes – 50**

**Unit – 1**

Mrichchakatikam (Act 1)

**Unit – 2**

Mrichchakatikam (Act 2)

**Unit – 3**

Karnabharam (complete)

**Unit – 4**

Uttararamacharitam (Act 1)

**Books –**

Mrichchakatikam by Shudrak – Ed. By Dr. Jayashankar Lal Tripathi, Chowkhamba Prakashan, Varanasi, 2013.

Mrichchakatikam – Ed. By Dr. Ramashankar Tripathi, MLBD, New Delhi, 2014.

Uttararamacharitam by Bhavabhuti – Ed. By Janardan Shastri Pandey, MLBD, Delhi, 2014.

Uttararamacharitam – Ed. By Ramashankar Tripathi, Chowkhamba Publ., Varanasi, 2014.

Karnabharam – Ed. By Sri Vaidyanath Jha, Chowkhamba Publ., Varanasi, 2012.

### **Paper MSKS 304 Kavyashastra& Natyashastra I**

#### **Course Objectives –**

- To acquaint the students with the traditional schools of Poetry and theory of Poetics.
- To acquaint the students with the Origin and development of Sanskrit Drama.
- To acquaint the students with the language of Sanskrit Shastra.

#### **Course Outcome –**

- The students can identify the language and key features of the Sanskrit Poetry.
- The students can identify the specific features of Sanskrit Dramaturgy and can relate it with the modern forms of Dramaturgy worldwide.
- The students analyze the concepts and logics of various schools of Sanskrit Poetics with respect to their validity, acceptance and implacability in the Sanskrit literature.
- The students practically present the unique style of Sanskrit dramas as guided in Natyashastra and also create modern drama based on the principles of Natyashastra.

#### **Number of Classes – 50**

#### **Unit – 1**

Natyashastram (Chapter 1)

#### **Unit – 2**

Natyashastram (chapter 6)

#### **Unit – 3**

Dhvanyalokah (prathama udyota)

## **Unit – 4**

Kavyalankarah (prathama parichcheda)

### **Books –**

Natyashastram of Bharatamuni (Critical edition, Vol.1, Chapter 1-14) – Ed. By Kamalesh Dutta Tripathy, (IGNCA), MLBD, Delhi, 2015.

Natyashastram – Ed. By Shri Satyaprakash Sharma, Chowkhamba Publ., Varanasi, 2015.

Dhvanyalokah of Anandvardhana (with Lochana Sanskrit commentary and Bhavaprakasha Hindi commentary) – Ed. By Shivaprasada Dvivedi, Choukhamba Surabharati Prakashana, Varanasi, 2013.

Kavyalankarah of Bhamaha (with Ananda Hindi comm.) - By Dr.Ramananda Sharma,Chawkhamba Sanskrit series,Varanasi

Kavyalankarah of Bhamaha - Ed.with English translation & notes By P.V.Nagnath Sastri, MLBD, New Delhi

Works of Kalidasa (With English translation & Explanatory notes) – Ed. By C.R.Devadhar, MLBD, Delhi, 1984.

## **Paper MSKS 305 Kavya Tatva Vimarsha**

### **Course Objectives –**

- To acquaint the students with different schools of Sanskrit Poetics
- To acquaint the students with technical terms used in Sanskrit Kavyashastras
- To acquaint the students with the classical meters used in Sanskrit Kavyas

### **Course Outcome –**

- The students can identify the technical terms and meters used in Sanskrit literature.
- The students interpret and analyze different schools of Sanskrit Poetics.
- The students correlate and analyze the famous philosophies of different schools of Sanskrit literature and develop their own ideology for the same.

**Number of Classes – 25**

## **Unit – 1**

Intorduction to famous Schools in Sanskrit Poetics –  
Rasa,Alankara,Dhwani, Vakrokti, Riti and Auchitya schools.

## **Unit – 2**

Definition and Usage of Selected Chhanda from Chandomanjari –  
Arya without subdivision, Indravajra, Upendravajra, Upajati,Mandakranta, Vasantatilaka, Shikharini, Shardula-vikridita, Vamsastha, Sragdhara.

Definition and Usage of Technical terms in Sanskrit Poetry –  
Sahridaya, Alaukika, Laukika, Abhidhaa, Lakshanaa, Vyanjanaa, Tatparya, Jahat & Ajahat Swartha Lakshana, Sanketagraha, Vachya dhwani, Lakshana mula Dhwani, Vyanjakatva vyapara, Guna, Riti, Shakti, Vyakti, Bhaakti (Lakshana).

## **Books –**

Bharatiya Kavyashastra ki Bhumika (Hindi) – By Nagendra, Delhi, 1963.  
Kavyaprakashah of Mammata (Sanskrit commentary) – By V.Jhalkikar, Parimal Publication, Delhi, 2012.  
Kavyadarshah of Dandi (with Prasadini Hindi commentary) - By Shivanarayan Shastri, Parimal Publication, Delhi, 2009.  
SahityaDarpanah of Vishwanatha (with Manju Sanskrit commentary & Hindi Translation) - By Acharya Lokmani Dahal, Chaukhamba Surbharati Prakashan,Varanasi,2013  
Dhvanyalokah of Anandavardhana – By Lokamani Dahal, Bharatiya Vidya Prakashan, Delhi, 2014.  
Vakroktijivitam of Kuntak - Ed.By Krishnamurthy, Karmataka University, Dharward.  
Kavyalankar Sutra by Vaman with Svopajna comm. By Hargovind Shastri,Chaukhamba Surbharati Prakashana,Varanasi  
Auchitya-Vichara-Charcha of Kshemendra ( With Prabha Sanskrit and Hindi commentaries) – Ed. By Acharya Shri Vrajmohan Jha, Chowkhamba Vidyabhavan, Varanasi, 1982.  
Chhandomanjari of Gangadasa (with Sanskrit Commentary) – Ed. By Sri Ramadhana Bhattacharya, Calcutta.  
Chandomanjari of Gangadasa (with Sanskrit Commentary) – Ed. By Parameswara Dina Pandey, Krishnadas Academy, Varanasi.  
Chandomanjari of Gangadasa – Ed. By Brahmananda Tripathy, Chowkhamba Surabharati Prakashan, Varanasi, 2015.

## **Paper – MSKS 306 Literary Criticism**

### **Course Objectives –**

- To acquaint the students with different traditional and modern Sanskrit writers and their writings.
- To acquaint the students with basic concept of literary criticism.
- To acquaint the students with methodology of writing research articles.

### **Course Outcome –**

- The students can analyze the works of famous Sanskrit writers in their research articles.
- The students recognize and refine their creative excellence, based on their analysis of famous Sanskrit writings.
- The students literary criticize the creative writings of Sanskrit tradition according to their understanding and perception.
- The students compare the traditional and modern famous Sanskrit writings, identify the development or variations in these styles of writings and create novel writings in Sanskrit based on their observations and interest.

### **Number of Classes – 50**

#### **Unit – 1**

Kalidasa – Introduction (Life and Literary works), Special Characteristics of his writings (Upama-Kalidasasya, Prakriti-Chitrana, Vaidarbhi Riti etc.)

Research Article writing on the above.

#### **Unit – 2**

Bhasa – Introduction (Life and Literary works),  
Special Characteristics of his writings

Research Article writing on the above.

#### **Unit – 3**

Banabhatta – Introduction (Life and Literary works),  
Special Characteristics of his writings  
Research Article writing on the above.

#### **Unit – 4**

Introduction(Life and Literary works) to Modern Poets of Odisha – Keshava Chandra Dash, Banamali Biswala, Pramoda Chandra Misra,  
Digambara Mahapatra, Gobinda Chandra Mishra.

Research Article writing on the above.

#### **Books –**

Sanskrit Sahitya Ka Itihasa – By Baladeva Upadhyaya, Sharda Niketana, Varanasi, 2001.  
Sanskrita-Sahityetihasah – By Lokamani Dahal, Bharatiya Vidya Prakashana, New Delhi, 2014.  
Contemporary Sanskrit Writings In Odisha - By Arun Ranjan Mishra, Pratibha Prakashan, Delhi, 2006.  
Methodology in Indological Research – By M.Sriman Narayana Murti, Bharatiya Vidya Prakashana, Delhi, 1991.

### **Paper MSKS 307 COMPUTATIONAL SANSKRIT**

#### **Course Objectives –**

- To make students fluent with basic computer applications and accessories
- To make students capable of typing in Sanskrit and creating Sanskrit e-texts in all forms
- To make students aware of ICT applications and its familiar usage in Academics in the present world
- To make students capable of using ICT application in the field of research.

#### **Course Outcome –**

- Students become computer friendly and can perform basic operations of computer.
- Students can type in Sanskrit Unicode and familiar fonts and create their own Sanskrit e-texts in all forms

- Students use ICT in their studies, other academic assignments and to analyze their future research prospects.
- Students become fluent with Sanskrit applications in mobile phone and can create Sanskrit apps.

**Number of Classes – 25 (1 hour Theory + 2 hours Practical per week)**

**Number of Credits - 2**

## **Unit I Introduction to Computer**

- Brief Introduction of Computer Devices and Framework, Hardware & Software, Working of a Computer
- MS Office (Word, Power point), Introduction to File formats, MS Publisher, Adobe Photoshop, Windows, WWW and Web Browsers, Hypertext preparation, PDF, E-mail, Google form creation
- Information and Communication Technology (ICT) : General abbreviations and terminology. Basics of Internet, Intranet, E-mail, Audio and Video-conferencing. Digital initiatives in higher education. ICT and Governance. Application of ICT in research.
- Use of Virtual Resources in Teaching of Sanskrit Language.

## **Unit 2 Creating Sanskrit E-Texts**

- Functional knowledge of UNICODE Sanskrit font
- Preparation of Sanskrit Texts in Computer – Documents, Tables, Charts, PPTs, e-Posters, e-cartoons etc.
- Preparation of E-texts in Sanskrit – Writing e-mails in Sanskrit, Creating Web content in Sanskrit, Creating Sanskrit google forms, quizzes etc.
- Usage of Computer, mobile, Internet resources, Wikipedia, Twitter, YouTube, Facebook, Application and Software in Sanskrit
- Knowing and Making Sanskrit applications in mobile phones.

### **BOOKS :**

Computer Concept Course [CCP Module] – By Computer Point Education, Technical and R&D division,  
<https://pdfdirectory.com/pdf/0406-basic-computer-course-book.pdf>



### **Paper MSKS 308 SEMINAR - III**

#### **Course Objectives –**

- To make students skilled in finding answers to the famous research questions raised in Sanskrit literature.
- To make students acquainted with the methodology of putting observations of the research in proper manner.

#### **Course Outcome –**

- The students present one research paper based on famous questions raised in Sanskrit literature.
- The students discover new facts on the basis of existing facts in their research field in the form of valid data.
- The students properly record their observation in various valid forms of research.

#### **Number of Classes – 01**

#### **Unit 1 Seminar**

Separate topics will be given to students on basis of their fields of interest and knowledge base in Sanskrit literature domain to prepare a research paper of 4 pages maximum.

#### **BOOKS:**

Sanskrit Research Methodology (Sanskrit Shodha Pravidhih) – By Prof. Prabhunath Dvivedi and Dr. Suresh Chandra Choubey, Sharada Sanskrit Sansthan, Varanasi, 2014.

Shodha Pravidhi Evam Paandulipi-Vijnanam (Hindi) – By Prof. Abhiraj Rajendra Mishra and Dr. (Smt.) Rajesh Kumari Mishra, Akshayavat Prakashan, 2017.

Anantaa (International Journal of Sanskrit Research – In Hindi, English and Sanskrit Languages) – Peer Reviewed Sanskrit Journal, ISSN – 2394-7519, Weblink - <http://www.anantaajournal.com/>

Sagrika (Sanskrit Research Journal) – Sanskrit Department, Dr. H.S. Gour University, Sagour, M.P., ISSN - 2229-5577

Nikasha - Online Refereed Journal in Sanskrit, ISSN – 2277-6826, Weblink - <http://sangamanee.com/Nikasha.htm>

**MA Sanskrit (Sahitya)****Semester IV****Total Hours per Week 28****Total Credits 24****Total Marks 600**

Paper Code	Subject	Type of Course	Contact hours per week			Credits			Examination scheme			Total
			Theory	Practical	Total	Theory	Practical	Total	Internal Assessment	Theory	Practical	
MSKS401	PADYA- II	Core	04		04	04		04	40	60		100
MSKS402	GADYA TATHA CHAMPU- II	Core	04		04	04		04	40	60		100
MSKS403	RUPAKA- II	Core	04		04	04		04	40	60		100
MSKS404	KAVYASHASTRA TATHA NATYASHASTRA- II	Core	04		04	04		04	40	60		100
MSKS405	LAGHU SHODH PRABANDH (Dissertation)	Compulsory Foundation	02		02	02		02		50		50
MSKS406	STRUCTURE OF YOGA	Elective Foundation	02	04	06	02	02	04	40	30	30	100
MSKS407	ENVIRONMENT IN SANSKRIT	Generic Elective	02	02	04	01	01	02	20	20	10	50
<b>Total</b>			<b>22</b>	<b>06</b>	<b>28</b>	<b>21</b>	<b>03</b>	<b>24</b>	<b>220</b>	<b>340</b>	<b>40</b>	<b>600</b>

## **Syllabus - Semester – 4**

### **(Sahitya)**

**Paper MSKS 401 PADYA- II**

#### **Course Objectives –**

- To make the students proficient with the linguistic features, aesthetic sense and other specific key features of Sanskrit Poetry Ramayanam, Naishadhiyacharitam and Geetagovindam.
- To make students proficient in creating literary works (Poetry) in Sanskrit.

#### **Course Outcome –**

- The students can analyze the linguistic feature, aesthetic sense and other specific key features of the variety of Sanskrit Poetry patterns.
- The students become proficient in understanding and writing variety of Sanskrit Poetry.
- The students logically present their perception of Sanskrit Poetry (Modern and Traditional) as a whole, based on their knowledge gained in all 4 semesters of M.A. Sanskrit program.
- The students can well describe and teach any Sanskrit poetry form based on their knowledge gained in all 4 semesters of M.A. Sanskrit program.

**Number of Classes – 50**

**Unit – 1**

*Ramayana –Balakanda- Prathama-adhyaya (1/51-100 Shlokas)*

Unit – 2

*Naishadhiya-charitam (1/71-105 Shlokas)*

Unit – 3

*Naishadhiyacharitam(1/106<sup>th</sup> Shloka – end of the Chapter)*

Unit – 4

*Gita – Govindam (from beginning till Dasavatara-stotram)*

**BOOKS:**

1. *SankshepaRamayanam (Balakanda)* by Valmiki (Sanskrit *Swadhyayah*) – (Ed.) by V.Kutumbashastri, Rashtriya Sanskrit Sansthan, New Delhi, 2007.
2. *Ramayana of Valmiki with the Commentaries Tilaka of Rama, Ramayanasirromani of Sivasahaya and Bhusana of Govindaraja- Vol-I- Edited* by ShastriSrinivasaKattiMudholakara, Parimala Publication, Delhi, Reprint 1991.
3. *Naishadhiyacharitam* of Shriharsha (1<sup>st</sup>canto )ChaukhambaSurabharatiPrakashan, Varanasi.
4. ***Naishadhiya-charitam* of Shriharsha – Ed. By DevarshiSannadhyaShastri with ‘Jivatu’ commentary (Sanskrit) , Krishnadas academy, Varanasi.**
5. *Naishadhiyacharitam* – Ed. & Trans. By MohandevaPanta (Hindi), MLBD, Delhi, 2017.
6. *Naishadhiya-charitam* ,NirnayaSagar Press, Bombay, 1942.
7. ***Gita-govindam* with Rasikapriya-tika, Choukhamba , Varanasi.**
8. *Shri Gita-govindam*, Ed. Vidya Niwas Mishra, Sampurnananda Sanskrit University, Varanasi, 2005
9. *Gita-govindam* or the love song of the dark lord (Ed.) B.S.Miller, MLBD, Delhi.

**Course Objectives –**

- To make the students proficient with the linguistic features, aesthetic sense and other specific key features of variety of Sanskrit Proses.
- To make students proficient in creating literary works (Prose) in Sanskrit.

**Course Outcome –**

- The students can analyze the linguistic key feature, aesthetic sense and other specific key features of the variety of Sanskrit Prose patterns.
- The students become proficient in understanding and writing variety of Sanskrit Proses.
- The students logically present their perception of Sanskrit Prose (Modern and Traditional) as a whole, based on their knowledge gained in all 4 semesters of M.A. Sanskrit program.
- The students can well describe and teach any Sanskrit prose form based on their knowledge gained in all 4 semesters of M.A. Sanskrit program.

**Number of Classes – 50**

Unit - 1

*Dashakumaracharitam* (Uttarpithika – upasamhara )

Unit – 2

*Shivrajavijayam* (2<sup>nd</sup> nihshwas Complete)

Unit – 3

*ChampuRamayanam* (Ayodhya-Kanda Shloka 1-46)

Unit – 4

*ChampuRamayanam* (Ayodhyakanda from Shloka 47-till the end)

**BOOKS:**

1. *Dashakumara-charita by Dandin – Ed. By M.R.Kale, MLBD, Delhi, 2017.*
2. *Dashakumaracharita – Ed. By BiswanathJha, MLBD, Delhi, 2016.*
3. *Dasakumaracaritam – With Balabodhini Sanskrit commentary & Balakrida Hindi commentary, Choukhamba amarabharati prakashan, Varanasi, 2004.*
4. *Shivrajvijay(Pratham Viram 2 Nishwas) of Ambikadatta Vyas* Edited by Devanarayan Mishra, SahityaBhandar, Subhas Bazar, Meerut.
5. *ShivarajavijayofAmbikadatta Vyas – Ed. By Dr.Bhagawan Das, Shantisadan, Sagar, Banaras, 2003.*
6. *Champu Ramayana by Bhojraj – Ed. By RamanathTripathiShastri, ChowkhambaKrishnadas Academy, Varanasi, 2010, Varanasi, 2010.*

**Paper MSKS 403 Rupaka II****Course Objectives –**

- To make the students proficient with the linguistic features, practical sense and other specific key features of Sanskrit Dramaturgy
- To make students proficient in creating and performing variety of Dramas in Sanskrit.

**Course Outcome –**

- The students can analyze the linguistic key feature, practical sense and other specific key features of the variety of Sanskrit Dramas.
- The students become proficient in writing and performing variety of Sanskrit Dramas.
- The students logically present their perception of Sanskrit drama (Modern and Traditional) as a whole, based on their knowledge gained in all 4 semesters of M.A. Sanskrit program.
- The students can well present or create any form of Sanskrit drama of their preference based on their knowledge gained in all 4 semesters of M.A. Sanskrit program.

**Number of Classes – 50**

Unit – 1

*Mrichchakatikam* (3<sup>rd</sup> Act)

Unit – 2

*Duta-vakyam* (Complete)

Unit – 3

*Uttara-rama-charitam* (2<sup>nd</sup> Act)

Unit – 4

*Uttara-rama-charitam* (3<sup>rd</sup> Act)

**BOOKS:**

1. *Mrichchakatakam* by Shudraka – Ed. By Dr. Jayashankar Lal Tripathi, Chowkhamba Prakashan, Varanasi, 2013.
2. *Mrichchakatakam* – Ed. By Dr. Ramashankar Tripathi, MLBD, New Delhi, 2014.
3. ***Uttararamacharitam of Bhavabhuti* – Ed. By Janardan Shastri Pandey, MLBD, Delhi, 2014.**
4. *Uttararamacharitam* – Ed. By Ramashankar Tripathi, Chowkhamba Publ., Varanasi, 2014
5. *Uttararamacharitam* of Mahakavi Bhavabhuti Edited with The Chandrakala and Vidyotini Sanskrit and Hindi Commentaries by Sri Sesharaja Sharma Regmi and Sri Kantanatha Shastri Telanga, Chowkhamba Sanskrit Series Office, Varanasi.
6. *Duta – Vakyam of Bhasa* – Edited by Pushpa Gupta ( Sanskrit text with Hindi translation), Chaukhamba Surabharati prakashan, 2008.

**Paper MSKS404 KAVYASHASTRA TATHA NATYASHASTRA- II**

**Course Objectives –**

- To acquaint the students with the theory of Poetics and Dramaturgy.
- To encourage the students to identify the scope and accordingly develop capacity to modify/update Sanskrit Shastra.

**Course Outcome –**

- The students become proficient with the key features of the various schools of Sanskrit Poetics and Dramaturgy.

- The students co-relate the famous principles of Poetics and Dramaturgy in Sanskrit literature and develop a cohesive approach towards them.
- The students analyze the application of Theories of Poetics and Dramaturgy with respect to the modern Sanskrit writings.
- The students identify the scope to modify or update or create a Shastra on Sanskrit Poetics or Dramaturgy.

#### Number of Classes – 50

##### Unit – 1

*Dasharupakam*(ch.1)

##### Unit – 2

*Dasharupakam*(*Lakshana of Nayaka & Nayika*)

##### Unit – 3

*Kavyalamkara-sutravritti* – Vamana (ch.1 *prathamadhikaranam*)

##### Unit – 4

*Kavyaprakasha* (ch.1)

#### BOOKS:

1. *Dashrupakam* of Dhananjaya, Ed. By Baidyanath Pandeya (with Aloka- Tika in Hindi ), Chaukhamba Sanskrit Sansthan, Varanasi.
2. *Dasharupakam* of Dhananjaya, MLBD, New Delhi, 2015
3. *Kavyalamkarasutrani* of Acharya Vamana, Chaukhamba Surabharati Prakashan, Varanasi, 2013
4. *Kavyaprakasha* of Mammata with the commentary Balabodhini by V. R. Jhalkikar, eighth Edition. Reprinted from the seventh revised Edition, BORI, Poona, 1983
5. Sri Mammatacarya- *Kavyaprakasa*, savimarsa “Shashikala” Hindi-vyakhyopeta Ed. by Dr. Satyavratasingh, ChowkhambavidyaBhavan, Varanasi, Reprint-2007



### **Paper MSKS 405 Laghu–Shodha-Prabandha (Dissertation)**

#### **Course Objectives –**

- To acquaint the students with basic concept and methodology of writing dissertation.
- To encourage the students to apply the knowledge gained in the Sanskrit Literature domain in the whole program in a cohesive and analytical manner for a fruitful purpose.
- To let the students learn to have research aptitude towards all possibilities in field of Sanskrit and encourage innovative approach among students.
- To let the students learn how the research is ascertainment of the truth which is a continuous and truth-seeking activity a quest for knowledge.

#### **Course Outcome –**

- The students approach to a research problem and propose possibilities in the field of research in a systematic manner.
- The students identify their innovative area of research in the field of Sanskrit.
- The students essentially develop an attitude of mind and application of a technique of confronting a problem.
- The students will be well acquainted with the scientific method of formulation of problems, collection of data, classification and systematic analysis of data generalization etc. in Sanskrit field of research.

#### **Number of Classes – 02**

#### **Unit 1**

Each student will be given separate topic to write a Dissertation of not less than 30 pages and not more than 70 pages.

#### **BOOKS:**

Methodology in Indological Research – By M.Sriman Narayana Murti, Bharatiya Vidya Prakashana, Delhi, 1991.

Sanskrit Research Methodology (Sanskrit Shodha Pravidhih) – By Prof. Prabhunath Dvivedi and Dr. Suresh Chandra Choubey, Sharada Sanskrit Sansthan, Varanasi, 2014.

Shodha Pravidhi Evam Paandulipi-Vijnanam (Hindi) – By Prof. Abhiraj Rajendra Mishra and Dr. (Smt.) Rajesh Kumari Mishra, Akshayavat Prakashan, 2017.

Sanskrit-Shodha-Pravidhih – Prof. Satyanarayana Acharya, Tirupati.

MLA Style Sheet –Language Center, Mysore Publication. Weblink -

[https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_formatting\\_and\\_style\\_guide.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html)

### **Paper MSKS 406 Structure of Yoga**

#### **Course Objectives –**

- To acquaint the students with the basic principles, benefits and structure of Yoga.

#### **Course Outcome –**

- The students know the basic principles of Yoga and their benefits.
- The students perform simple Yoga practices with efficiency and develop habit of doing Yoga and meditation on a regular basis.
- The students relate the Yogic principles learnt with the Yoga Philosophical system, Medicine and Healing practices.

#### **Number of Classes – 50**

#### **Unit: 1**

Introduction to Yoga:

Meaning & Definition

Basic Principles of yoga

Purpose of Yoga practice in this modern age

Importance of Yogic lifestyle for Students

**Unit: 2**

Astanga Yoga  
Yama and Niyama  
Asana and Pranayama  
Pratyahara and Dharana  
Dhyana and Samadhi

**Unit: 3**

Introduction to Yogasana  
General principles of the yogasana practice  
Difference between Yogaasana & Exercise  
Importance of yogasana in the modern age  
Backward & Forward Bending Asanas, Standing & Balancing Asanas, Surya Namaskara & Relaxation Asanas.

**Unit: 4**

Introduction to Pranayama  
General Guidelines for the practice of Pranayama  
Importance of Pranayama for a student  
Yogic Breathing, Nadi Shodhana Pranayama, Bhramari Pranayama, Sheetali & Sheetkari Pranayama.

**BOOKS:**

1. **An Introduction to Yoga - Dept. of Yogic Science, Utakal University, BBSR**
2. **The Foundation of Yoga - Dept. of Yogic Science, Utakal University, BBSR**
3. **Asana, Pranayama, Mudra and Bandha - By Swami Satyananda Saraswati**

**Paper MSKS 406 Environment in Sanskrit**

**Course objectives:**

- To acquaint the students with Science of Plants, Plant Life & Applied Botany(Vrkshayurvedayoga) with special reference to medicinal plants which is one of the prime factors of Global environment.
- To let the students know the historical account of ancient authorities, ancient Indian Texts of Vrkshayurveda and their chronological development.
- To encourage the students to apply the basic knowledge gained in the Sanskrit literature domain for the protection of the environment from Global warming.

**Course outcome :**

- The students know the basic principles of protecting nature and be introduced with the basic source-texts of Vrkshayurveda like Arthasastra, Kashyapa Samhita, Vrkhat Samhita of Varaha Mihira, Vishnu Dharmottara Purana, Agni Purana and Surapala's Vrkshayurveda etc.
- The students are encouraged for Organic cultivation and identify their innovative area of research in the field of Sanskrit & Agriculture.
- The students use the knowledge of very scientific, affordable method of treatment of plant diseases to cure plant diseases prevalent in their neighborhood.
- The students identify the technical terms of biology, agriculture and medical science in Sanskrit and use them in their practical communication forms.

**Number of Classes : 25 (Twenty Three hrs Theory + Two hrs Practical for 2 units)**

**Number of Credits : 2**

**Unit -1**

Introduction, Meaning and Scope of Vrkshayurveda

Emergence of Vrkshayurveda as a Science,

Ancient authorities and Basic Source-texts of Vrkshayurveda

Introduction of Surapala & his Vrkshayurveda Chapter-- I : Tarumahima (Glorification of trees)

## Unit -2

Vrkshayurveda Chapter-- VIII : Rogajnanadhyayah (Knowledge of Diseases of Plants)

Vrkshayurveda Chapter - IX : Rogopasamadyayah (Treatment of Plant Diseases)

## Unit -3

Field visit to Ancient Parks & Botanical Gardens

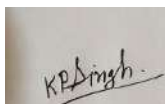
Visit to Sacred Groves (around the temple typically based on ancient texts)

Exposure to Ancient Sanskrit Scripts emphasizing the importance of environment.

Sacred Sanskrit chants showcasing environmental significance

## BOOKS:

1. Surapala's Vrkshayurveda, Ed. by Dr. Shrikrishna Jugnu, Chawkhamba Sanskrit Series Office, 2010
2. Vrkshayurveda in Ancient India, by Lallanji Gopal, Sundeeep Prakashan, New Delhi, 2000
3. Environment and Ancient Sanskrit Literature, Aruna Goel, Y.L. Nene, 2007 (Amazon)
4. Vedic view of the Earth, S.R.N. Murthy, D.K. Print World, New Delhi, 1997, P-12
5. Sacred Groves in India, Kailash C. Malhotra, Yogesh Gokhle, Sudipto Chattarjee, Aryan Books International, 2007.
6. Glimpses of Agricultural Heritage of India, Ed. by Y.L. Nene (Amazon Price- Rs.6235/-)
7. Medicine in Veda: Religious Healing in the Veda, Kenneth G. Zysk, Indian Medical Tradition, 2009



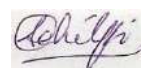
Dr. K.P. Singh  
(Member BOS)



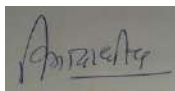
(Member BOS)



Dr. Rakesh Tripathi  
(Special Invitee BOS)



Dr. Shilpi Mishra  
(Member BOS)



Dr. Vibha Dadheech  
(Member BOS)



Guru Ratikant Mohapatra  
(Member BOS)

Dr. Kalyani Samantray  
(Chairperson BOS)

Prof. B. R. Sharma  
(Executive Registrar)