

SYLLABUS
DERGAON KAMAL DOWERAH COLLEGE (AUTONOMOUS)
FOUR YEARS UNDER GRADUATE PROGRAMME (FYUGP)
[AS PER NEP 2020]



SANSKRIT

(Recommended by Board of Studies in Sanskrit, D. K. D. C. (Autonomous), in its meetings held on 08.05.2026 and approved by the academic Council meeting held on 30.06.2026 and effective from the session 2026-2027)

FOUR YEAR UNDER GRADUATE PROGRAMME IN SANSKRIT

Preamble:

The Sanskrit Literature can be recognized as the richest Literature in the field of world Literature. The vast arena of Sanskrit Literature comprises both Vedic and Classical Sanskrit literature. The Vedic Literature, which comprises Vedic texts is not only the aggregate of Vedic mantras, but also a great treasurer of different aspects of knowledge like science, arts, humanities, medicine, environment, mathematics, astronomy, astrology, history, geography etc. which definitely shows its vibrant nature. Likewise, the classical Sanskrit literature is a Treasure house of numerous information which comprises epics, court poetry, drama, romance, fairytale, fables, grammars, civil and religious law etc. The entire Sanskrit Literature can be considered as the ancient Indian Knowledge System through which both Bhārat and Bhāratīyatva seem to be enriched. So, the Four Year Under Graduate Programme in Sanskrit, under the line of NEP, 2020 is formed to highlight the vibrant genres of Sanskrit Literature with its modern approaches. The syllabus for UG course in Sanskrit is designed in accordance with NEP, 2020 and as per the recommendation of the Board of Studies of Sanskrit D.K.D. College (Autonomous), Dergaon.

The four (04) year UG Programme includes eight (8) semesters. For the students having Honours in Sanskrit, there shall be 22 Core Courses (CC) and 08 Minor Courses, 03 Multidisciplinary Generic Elective Courses from Social Science / Humanities, 03 Skill Enhancement Courses, etc. Moreover, Internship, Project, Dissertation shall also be included according to the convenience of the Course. Every Semester includes 22 credits. A student will be awarded UG Degree after securing the requisite 176 Credits in Semester I-VIII. The 4year UG Course as per the guideline of NEP, 2020 Structure provides multi entry and multi exit opportunities to the students. Students can get Certificate, Diploma, Bachelor and Degree after exiting of 1st, 2nd, 3rd and 4th year respectively. The 4th Year of the programme has the provision of Research ethics and Methodology and research project courses. The students also get opportunity for direct entry in Ph. D courses after completion of their one Year Master Degree courses which will be based on NEP, 2020. The courses mainly focus on Indian Heritage and Culture, Indian Literature, Linguistics, Yoga, Digital Literacy, Ayurveda, Computational Linguistics, Indian Philosophy, Indian Aesthetics, Dramaturgy, Archeology, Architecture, Ancient Indian Polity & Economy etc. Students can opt courses with equal credits from other institutions as well as their own institutions through registration of Academic Bank Credit.

Introduction:

Sanskrit is considered as one of the oldest existing languages. This language is also known as 'deva-bhasha' as it is believed that this language was used by the gods and demi gods in their communication. In ancient India, knowledge of Sanskrit was a symbol of the spirituality and a source of education. This language is still in use primarily among the educated people, evolved people and classical scholars. It is also one of the 22 official languages of India. The Vedas, the oldest sacred writings of India, were written in an early form of Sanskrit which is considered as Vedic Sanskrit. Proper pronunciation of the words, in terms of sound and accent, was given much importance while chanting the hymns of the Vedas. The persons involved in performing the Vedic sacrifices studied and chanted the hymns in a designated manner and were also dedicated to preserving the Vedas through the oral tradition. This aspect made the Vedas very much sanctified. However, the later exegetical (explanation of religious text) and philosophical works, the Brahmanas (derived part of the Vedas that guides the proper performance of rituals) and the Upanishads (known as Vedānta), have preserved considerable relics of the old Vedic language. This vast literature of Vedic exegesis and Vedic philosophy like the Brahmanas, the Āraṇyakas and the Upaniṣads, form the core texts of the four Vedas. The Vedic mantras conceived by the Vedic text not only have religious value but also are great storehouse of peripheral knowledge. Vedic Mantras bears the content of Scientific knowledge too. Moreover, Vedic texts seem to have a great environmental consciousness. These works were composed through centuries, and indicate the continuous and gradual evolution of the Vedic Sanskrit into its later phase called Classical Sanskrit. The great works in Classical Sanskrit like Mahābhārata, Rāmāyaṇa, Purāṇas and other works like Mahākāvyas, Nāṭakas etc. were the fallout of this evolution. While it is quite popular that the literature of Vedic Sanskrit is deep and vast like an ocean having its own distinctive nature, Classical Sanskrit too resembles an ocean and when studied deeply can surprise a person conducting the study, with its depth and vastness. Sanskrit literature came into being with the revealing of Vedas to the seers of yore and left a rich legacy of literary knowledge for the times to come. However, the language of the Vedas differs from the language used in poetry and drama. Classical Sanskrit literature is found to be in vogue when it comes to writing poetry and dance dramas of the post-Vedic period. The entire Sanskrit literature also bears different aspects of knowledge like astronomy, astrology, environment, biology, physics, chemical science, mathematics, art, architecture, medicine etc. which definitely gives a huge contribution to the field of literary knowledge.

Aims of the Undergraduate Programme in Sanskrit:

The Objectives of the Undergraduate Programme in Sanskrit are:

- To encourage students to learn the earliest literature of the world.
- To inspire students to learn the most ancient language of India.
- To inspire students to gather knowledge from Sanskrit Literature on Indian Culture and Tradition.
- To introduce students about the multidisciplinary dimensions of Sanskrit studies.
- To explore Sanskrit literature in the perspective of scientific and humanistic study.
- To Inculcate the ethical and Moral values by developing a strong sense of ethical and moral appropriateness.
- To create an environment of teaching language to acquire the language skills assessed by their conversation and usage of the language.
- To introduce ICT tools for learning and educating Sanskrit to other aspirants.
- To introduce linguistic importance of Sanskrit language.

Graduate Attributes in Sanskrit:

1) **Disciplinary Knowledge:** Disciplinary knowledge basically refers to the specific and in-depth knowledge conceived through a specific subject. The Sanskrit Literature, provides in-depth knowledge on not only in Vedic and Classical literature but also it gives linguistic perfection which may lead to linguistic knowledge in connection with specifically other Indian languages, Indian literature, culture, tradition etc. Sanskrit literature is a great storehouse of different aspects of knowledge which reflects the vibrant literary world of India at it gives a scope to have a basic knowledge about our country.

2) **Communication Skill:** Communication skill or power shows the ability to convey or share ideas or feelings in an effective manner. As Sanskrit is the mother of most of the Indian languages, so the knowledge of Sanskrit can be of help in knowing the rules of other Indian languages so that it can remain as a bridge between the base and the knowledge.

3) **Moral and Ethical Awareness:** Giving the knowledge of moral and ethical awareness through education should remain a prime concern in a subject. The lessons of morality makes a suitable environment in a society through which a

nation can be upgraded to an ideal nation. The Sanskrit literature is a bequeathed with Moral and Ethical Values which can definitely be regarded as a great contribution to the society.

4) Multicultural Competence: Multicultural competence refers to the ability to understand the people and communicate to people belonging to different cultural value system and believes. An analytical study in the field of Indian literature, the idea of diversity in Indian culture can be comprehended and the knowledge of Sanskrit literature can be used as a source of unification among them.

5) Information/Digital literacy: Information or digital literacy denotes the ability to communicate in the digital world through reading, writing, posting, uploading data etc. Different e-sources of Sanskrit Literature, Sanskrit Newspapers, Magazines etc. remain digital components for the learners and researchers.

6) Reflective Thinking: Reflective thinking indicates a form of critical thinking that reflects on experiences and learning. As the Sanskrit literature is a storehouse of various types of knowledge system, so the knowledge of Sanskrit literature can bring various reflections which may be reviewed/revisited in the context of modern knowledge system and the coordination of old and new may come out with new dimensions in the field of overall knowledge.

7) Research Related Skill: Research skill denotes the ability to search, locate, extract, organize, evaluate, examine and establish a subject in a deep and detailed manner. The Sanskrit Literature gives an extended platform to the research scholars to investigate, make strategies, think critically, design, conduct research and analyze the data to infer correctly while ensuring ethical research.

8) Critical Thinking: Critical thinking refers to the aptitude to think, question, analyse, interpret, evaluate and give judgement on a subject in a critical manner. The Sanskrit literature has the strength to generate the scope of critical thinking to the researchers and learners.

Programme Learning outcome of BA in Sanskrit:

- Explore the Sanskrit literature and the concept of Indian cultural heritage.
- Illustrate and compare the Vedic and philosophical ideas in present situation.

- Analyze the relevance of Sanskrit in present society.
- Critical Appreciation of different literature in Sanskrit.
- Promote the Indian Knowledge System.
- Build a student with strong moral sense.
- Improve writing and communication skill in Sanskrit.

Teaching Learning Process: The Teaching-Learning process of the Under Graduate Course

in Sanskrit as per the line of NEP-2020 will be furnished through the following ways-

- Lecture Method
- Tutorial Method
- Practical Method
- PPT Presentation
- Group Discussion
- Assignment
- Seminar Presentation

Assessment Method:

1. Internal Assessment: (Marks-20)

- One Internal Examination- 10 Marks
- Assignment/Group Discussion/Seminar- 10 Marks

2. External Assessment: (Marks- 80) (For 4 & 3 Credits)

- End-Semester Examination

DERGAON KAMAL DOWERAH COLLEGE (AUTONOMOUS): 785614**FYUGP Structure as per UGC Credit Framework of December, 2022****Subject: Sanskrit**

Year	Semester	Course	Title of the Course	Total Credit
Year 1	1st Semester	SN1MJ01	General Introduction of Sanskrit Literature	4
		SN1MN01	Vedic and Epic Literature	4
		GEC1 SN1	Scientific Elements in Sanskrit Literature	3
		AEC1A/AEC1B	Any One: AEC1A: Assamese/ AEC1B: Alternative English	4
		VAC1A/VAC1B	Any one: VAC1A: Understanding India/ VAC1B: Health and Wellness	2
		SEC1 SN1	Functional Sanskrit – I	3
	Total Credits=20			
	2nd Semester	SN2MJ02	Introduction to Classical Sanskrit Literature	4
		SN2MN02	Classical Sanskrit Literature	4
		GEC2 SN2	Self-Management in Sanskrit Literature	4
		AEC2	English Language and Communication Skills	4
		VAC2	Environmental Education	
		SEC2 SN2	Functional Sanskrit – II	3
	Total Credits=20			

The students on exit shall be awarded Undergraduate Certificate (in the Field of Study /Discipline) after securing the requisite 40 credits in semester 1 and 2 provided they secure 4 credits in work based vocational courses offered during summer term or internship / Apprenticeship in addition to 6 credits from skill based courses earned during 1st and 2nd semester.

COURSE SYLLABUS

**DERGAON KAMAL DOWERAH COLLEGE (AUTONOMOUS),
DERGAON: 785614**

Subject-SANSKRIT

B.A. IN SANSKRIT PROGRAMME (NEP-2020)

DETAILED SYLLABUS OF FIRST SEMESTER

SEMESTER - I

Title of the Course	:	General Introduction to Sanskrit Literature
Course Code	:	SN1MJ01
Nature of the Course	:	MAJOR
Total Credits	:	04
Distribution of Marks	:	60 (End Sem) + 40 (In-Sem)

Course Description: The course offers comprehensive knowledge of ancient Sanskrit literature from Vedic period. It provides an analytical approach of the development of Sanskrit literature in different periods and their cultural and literary influence.

Prerequisite: Basic concept of Sanskrit Literature.

COURSE OBJECTIVES:

- To introduce the vast field of Sanskrit Literature.
- To provide basic knowledge of Vedic as well as Classical Sanskrit Literature.

Course Outcome (CO) Intended Learning Outcome (ILO)

COI Analyze the Characteristics of Vedic and Post-Vedic Sanskrit Literature.

ILO: Students will acquire vast knowledge of Ancient Indian Sanskrit Literature.

CO2 Develop chronological interpretation of the vast genre of Sanskrit Literature.

ILO Students will be able to assess the historical, Cultural and Philosophical significance of the epics Ramayana and Mahābhārata, as well as the Purānas in shaping Indian Society and thought.

CO3 Evaluate the process of growth and development of Sanskrit Literature

ILO: Students will be able to understand the growth and development of Sanskrit literature in different stages.

CO4 Understand the Social, Cultural and Historical Importance of Puranas

ILO: Students will comprehend the social, cultural and historical significance of the Puranas in preserving and transmitting traditional knowledge, mythology and religious beliefs in Indian Society.

Cognitive Mapping of Course Outcomes with Bloom's Taxonomy.

Cognitive Knowledge Dimension	Cognitive Process Dimension					
	Remember	Understand	Apply	Analysis	Evaluate	Create
Factual	CO1	CO1				
Conceptual		CO2, CO4	CO2	CO3, CO4		CO1
Procedural			CO4			
Meta cognitive					CO2, CO4	

• Mapping of Course Outcomes with Programmed Outcomes :

PO/CO	CO1	CO2	CO3	CO4
PO1	S	S	S	S
PO2	M	M	M	M
PO3	M	M	M	S
PO4	M	M	M	M
PO5	S	M	M	S
PO6	M	S	M	S
PO7	M	M	S	M

(S-Strong, M-Medium, L-Low)

UNIT	Topic	Lecture	Tutorial	Total	Allotted Marks
I	Introduction to Vedic Literature	23	2	25	25
	i) Samhitā: (Rk, , Sāma, Yajuh Atharva) Subject Matter, divisions. ii) A Brief Introduction to Brāhmaṇa, Aranyaka, Upaniṣad and Vedāṅgas				
II	Introduction to Epic and Purana Literature	18	2	20	20
	i) Rāmāyaṇa: Time, Subject Matter, Rāmāyana as Ādikāvya, Rāmāyaṇa as a Source of Later Sanskrit Literature ii) Mahābhārata: Time, Development and Subject Matter, As a Source of later Sanskrit Literature, Cultural Importance				
III	iii) Purāṇa: Subject Matter, Characteristics, Social, Cultural and Historical Importance of Purāṇas	14	1	15	15
		55	5	60	60

MODES OF IN-SEMESTER ASSESSMENT

(MARKS-40)

- Two Internal Examinations- 20 Marks.
- Assignment/ Group Discussion/ Seminar presentation, Quizzes -20 Marks

SUGGESTED READINGS:

- Bedar Parichay, Jogiraj Basu

- History of Vedic Literature, A. Macdonald
- বৈদিক সাহিত্যৰ জিলিঙনি, (বৈদিক যুগৰ ভাৰত) শ্ৰী ডিম্বেশ্বৰ শইকীয়া, প্ৰকাশক: গোলাঘাট জিলা

সাহিত্য সভা, গোলাঘাট, 2004

- *Sanskrit Sahityar Jiliagni* by Kamakhyacharan Bhagavati
- Sanskrit Sahityar Buranji, Haramohan Bhagavati
- History of Vedic Literature, SN Sharma, Chowkhamba Sanskrit Series Office, Varanasi
- Upama Kalidasaya, Mukunda Madhav Sharma
- Sanskrit Sahityar Itivritta, Dr. Thaneswar Sarma, Chandra Prakash, Guwahati, 2007

SEMESTER- I

Title of the Course : Introduction to Vedic and Epic Literature

Course Code	: SN1MN01
Nature of the Course	: MINOR
Total Credits	: 04
Distribution of Marks	: 60 (End Sem) + 40 (In-Sem)

Course Description:

The Course offers the basic knowledge of Vedic & Sanskrit Epic literature and provides information about the time, subject matter of Vedic Literature and the Epic Literature and their impact of social life developed through the ages.

Prerequisite: General Idea of Sanskrit literature.

COURSE OBJECTIVES:

- To provide basic knowledge of Vedic & Sanskrit Epic literature
- To provide information about the time, subject matter of Vedic Literature and the Epic Literature
- To provide the knowledge about the impact of social life developed through the ages.

Course Outcome (CO) Intended Learning Outcome (ILO)

CO1 Interoperate the knowledge about the Vedic society, Religion and Philosophy.

ILO: Know about the antiquity of the culture, philosophy of the ancient Aryans.

CO2: Develop a chronological interpretation of Ramayana and Mahabharata

ILO: Acquaint with the different stages of development Sanskrit epic literature and the social, cultural life of the epic period.

CO3 Evaluate the impact of the epics on social life of ancient India.

ILO: Appreciate the high ideals and social values reflected in these literature

Cognitive Mapping of Course Outcomes with Bloom's Taxonomy.

Cognitive Knowledge Dimension	Cognitive Process Dimension					
	Remember	Understand	Apply	Analysis	Evaluate	Create
Factual	CO1					
Conceptual			CO2		CO3	CO3
Procedural						
Mata cognitive						

• Mapping of Course Outcomes with Programmed Outcomes

PO/CO	CO1	CO2	CO3
PO1	S	S	S
PO2	S	S	S
PO3	S	S	S
PO4	M	M	M
PO5	S	M	M
PO6	S	S	S
PO7	M	M	M

(S-Strong, M-Medium, L-Low)

UNIT	Topic	Lecture	Tutorial	Total	Allotted Marks
I	General introduction to Vedic literature				
	(i) Samhitā: (Rk, , Sāma, Yajuh Atharva) Subject Matter ii) A Brief Introduction to Brāhmaṇa, Aranyaka, Upaniṣad and Vedangas	25	5	30	30

II	Ramayana-Time, Subject matter, Rāmāyana as Ādikāvya, Influence of Ramayana in Later Sanskrit Literature	14	1	15	15
III	Mahabharata-Time, Development & Subject matter, Influence of Mahabharata in Later Sanskrit Literature.	14	1	15	15
		53	7	60	60

MODES OF IN-SEMESTER ASSESSMENT

(MARKS-40)

- Two Internal Examinations- 20 Marks
- Assignment/ Group Discussion/ Seminar presentation, Quizzes -20 Marks

SUGGESTED READINGS:

- Bedar Parichay, Jogiraj Basu
- <http://www.researchgate.net>
- <https://ijesc.org>
- <http://ignited.in>
- <https://www.sssbpt.info>
- Mahabharat kalinsamaj. Society at the time of the Mahabharata. Publisher Lokabharati Publication, Darbari Building, Mahatma Gandhi road, Allahabad-1(Sold online by Exotic India Art)
- Mahabharat Kalin Samaj aur Siksha by Nathulal Gupta, Published by Naman Prakashan, New Delhi-110002 (Sold online by Exotic India Art)
- - বৈদিক সাহিত্যৰ জিলাঙনি, (বৈদিক যুগৰ ভাৰত) শ্ৰী ডিম্বেশ্বৰ শইকীয়া, প্রকাশক: গোলাঘাট জিলা সাহিত্য সভা, গোলাঘাট, 2004
- Thesis (Unpublished) Political Ideas and institutions in the Ramayana, Anoop Chand Mahajan, Punjab University, Completed Date 1982,
- The Religion and Philosophy of the Vedas and Upanishads, A.B. Keith, Harvard University Press, London, 1925.

SEMESTER- I

Title of the Course	: Scientific Elements in Sanskrit Literature
Course Code	: GEC1 SN1
Nature of the Course	: Generic Elective Course
Total Credits	: 03
Distribution of Marks	: 60 (End Sem) + 40 (In-Sem)

Course Description: The course offers a comprehensive idea of development of Science in ancient India.

Prerequisite: Inquisitiveness of general idea of scientific development of ancient India.

COURSE OBJECTIVES:

- To give an exposure to the students of the vast treasure of the Sanskrit literature which deals with different branches of science?

Course Outcome (CO) Intended Learning Outcome (ILO)

CO1 Estimate Scientific temper of ancient Vedic Seers.

ILO1: Appreciate scientific bent of mind of the scholars in ancient India.

ILO2: Get an exposure the analytical thinking of the ancient scholars.

CO2 Appreciate the value of Astronomical findings by Ancient Indian scholars.

ILO: Explore the findings of those scholars and study their modern relevance.

CO3 Estimate the value of ancient medicinal text of Sanskrit literature.

ILO: Apply the knowledge in modern context.

CO4 Develop an understanding about the plant science reflected in different Sanskrit text.

ILO: Apply their importance in relevant field of research

Cognitive Mapping of Course Outcomes with Bloom's Taxonomy.

Cognitive Knowledge Dimension	Cognitive Process Dimension					
	Remember	Understand	Apply	Analysis	Evaluate	Create
Factual						CO4
Conceptual		CO2	CO3		CO1,CO2	
Procedural						
Mata cognitive						CO1, CO4

• **Mapping of Course Outcomes with Programmed Outcomes :**

PO/CO	CO1	CO2	CO3	CO4
PO1	S	S	S	S
PO2	S	S	S	S
PO3	S	S	S	S
PO4	M	M	M	M
PO5	M	M	M	M
PO6	S	S	S	S
PO7	S	S	S	S

(S-Strong, M-Medium, L-Low)

UNIT	Topic	Lecture	Tutorial	Total	Allotted Marks
I	Scientific Elements in Vedic Literature: General introduction, Ecological Elements, Geographical elements	12	2	14	18
II	Astronomy in Post Vedic Sanskrit Literature: Aryabhatta, Barahamihira, Bhaskarācāryya	8	-	8	12
III	Medicinal Science in the Atharvaveda and Ayurveda with special reference to Caraka and Suśruta Samhita	12	2	14	18
IV	Plant Science in Sanskrit Literature: i) Plant Biology of Yajurveda and	8	1	9	12

	Vrksāryuvaeda (Brhatsamhita, Ch.55, Surapāla and Viśvaballabha)				
		40	5	45	60

MODES OF IN-SEMESTER ASSESSMENT

(MARKS-40)

MODES OF IN-SEMESTER ASSESSMENT

- Two Internal Examinations- 20 Marks
- Assignment/Group Discussion/ Seminar Presentation, Quizzes -20 Marks

SUGGESTED READINGS:

- Veda meVijnan, Dr Kapildev Dwivedi, Published by Viswa Bharati Anusandhan Parishad, Jnanpur, Bhadohi (Varanasi) (This book is available online)
- Vedas, The source of ultimate Science, Dr Shri Ram Verma, Nag Publishers, 11A/U.A. Jawaharnagar, Delhi-7
- Ancient Hindu Science, Alok Kumar, JaicoPublishing House, Delhi
- Plant Biology of Yajurveda, Raghava S Boddupalli, Indian journal of History of science, 54,2 (2019) 226-237
- Vedic Mathematics and Science in Vedas by Dr S Balachandra Rao, Publisher:
- Navakarnataka Publications Pvt Ltd, 2019 Thesis (Unpublished) Studies on the Rgvedasamhita and the Atharvavedasamhita: A Scientific Approach, By Dhritismita Deka, Gauhati University, Completed Date, 2021
(Link:<https://shodhganga.inflibnet.ac.in/handle/10603/389610>)
- Rgvedasamhitā 8.10; 90; 10.1295; 10.129.1-4; 10.129.3, 10.121.9, 10.82.1, 10.72.4-6; 10.82; 10.2.7; 10.91.6; 3.1.3, 3.9.4, 10.121; 1.115; 1.164; 10.114; 10.90; 10.72; 1.179; 1.35. 1.35.10; 3.29.2; 5.9.3; 36.16.13.29.1, 2.12.3, 1.70.2, 8.39.8; 10.121.7; 1.70.2, 2.1.1;
- লীলারতী মূল-ভাষ্কৰাচাৰ্য, অনুবাদ ড. দিলীপ শৰ্মা, অসম প্ৰকাশন পৰিষদ
- Susruta Samhita, Vol-1, by Prof. K. R. Srikantha Murthy, Chaukhambha Orientalia, Varanasi
- SUSRUTA SAMHITA, Narayana Ram Acarya, Chowkhamba Krishnadas Academy, Varanasi
- Brihatsamhita of Barahmihira by M. Ramakrishna Bhat, MLBD, Delhi
- CARACASAMHITA Traslated by Dr. Rabindranatha Dev Sarma
- Vrksāryuvaeda of Surapala
- Vrksāryuvaeda of Viśvaballabha

SEMESTER - I

Title of the Course	:	Functional Sanskrit -1
Course Code	:	SEC1 SN1
Nature of the Course	:	Skill Enhancement Course
Total Credits	:	03
Distribution of Marks	:	60 (End Sem) + 40 (In-Sem)

Course Description: The course offers the students a scope to learn Sanskrit for day to day 11 conversations and thereby develop fluency in the language.

Prerequisite: Eagerness to learn functional Sanskrit.

COURSE OBJECTIVES:

- To teach Sanskrit in a simple manner
- Encourage to use Sanskrit in day to day life.
- To build up confidence for Sanskrit conversation

CO1: Develop interest for the language

ILO: Improve proficiency in the language

CO2: Understand the language in an easier way.

ILO: Build confidence to speak and write the language

Cognitive Mapping of Course Outcomes with Bloom's Taxonomy.

Cognitive Knowledge Dimension	Cognitive Process Dimension					
	Remember	Understand	Apply	Analysis	Evaluate	Create
Factual	CO1					
Conceptual						
Procedural			CO1			
Mata cognitive						CO2

- **Mapping of Course Outcomes with Programmed Outcomes**

PO/CO	CO1	CO2
PO1	M	M
PO2	M	M

PO3	M	M
PO4	S	S
PO5	M	M
PO6	M	S
PO7	L	L

(S-Strong, M-Medium, L-Low)

UNIT	Topic	L	T	P	Total	Allotted Marks
I	Learn to talk about Colors, Fruits, Numbers, 3 Greetings. Family member relations, foods, vegetables.	3	3	3	12	20
II	Understand and recite Slokas and Songs. 4 Introduce themselves, their likes & dislikes. Make sentences with possessive verbs. Learn to read Sanskrit	4	5 -	3	15	20
III	Learn to talk about daily activities, use action 5 words (go, come, etc), & understand parts of a day. Learn to talk about months, days of a week, dates, & professions. Make sentences in the simple present tense. Read and write Sanskrit.	5	3	5	18	20
		12	11	11	45	60

MODES OF IN-SEMESTER ASSESSMENT

(MARKS-40)

MODES OF IN-SEMESTER ASSESSMENT

- Two Internal Examinations- 20 Marks
- Assignment/Group Discussion/Seminar Presentation, Quizzes-20 Marks

SUGGESTED READINGS:

- Samskritam Vadotu, Samskrit Bharati, New Delhi
- Spoken Sanskrit, S.S. Janaki (Sanskrit Text with English translation), Publisher-The KuppaswamiSastri Research Institute
- Sanskrit AsamivaAbhidhan, Kiran Sarna. Chandra Prakash, Guwahati

SEMESTER- II

Title of the Course	: Introduction to Classical Sanskrit Literature
Course Code	: SN2MJ02
Nature of the Course	: MAJOR
Total Credits	: 04
Distribution of Marks	: 60 (End Sem) +40 (In-Sem)

Course Description:

This course offers comprehensive knowledge about different types of classical Sanskrit literature.

Prerequisite: Basic knowledge of Sanskrit literature.

COURSE OBJECTIVES:

- To acquaint students with the origin & development of different genre of Classical Sanskrit poetry such as Gadya, Katha, Nataka, Padya, Mahākāvya Gitikavya
- It also aims at providing the origin & development of these literary genres.

Course Outcome (CO) Intended Learning Outcome (ILO)

COI: Know about the origin and development of prose romance and fables in Sanskrit literature and asquint with the characteristics of its different types.

ILOI: Develop a chronological interpretation of Sanskrit prose romance and fables.

ILO2: Analyze the different types of prose romance.

ILO3: Acquire knowledge about Sanskrit fables.

CO2: Outline the characteristics and development of Sanskrit court epics and lyrics.

ILOI: Classify different types of Sanskrit court epics and lyrics.

ILO2: Appraise the different types of court epics and lyrics authored by different writers.

ILOJ: Estimate the moral/ethical values in fable literature.

CO3: Build an idea of origin and development of Sanskrit dramatic literature.

ILO1: Obtain compressive knowledge about the different types of dramatic works composed by prominent dramatists.

ILO2 Develop an analytical approach to assess the dramas

Cognitive Mapping of Course Outcomes with Bloom's Taxonomy.

Cognitive Knowledge Dimension	Cognitive Process Dimension					
	Remember	Understand	Apply	Analysis	Evaluate	Create
Factual	CO1, CO2		CO3			
Conceptual		CO1, CO2	CO1, CO3	CO2	CO2	CO2
Procedural						
Mata cognitive						

Mapping of Course Outcomes with Programmed Outcomes:

PO/CO	CO1	CO2	CO3	CO4
PO1	S	S	S	S
PO2	M	M	M	M
PO3	M	M	M	M
PO4	M	M	M	M
PO5	S	M	M	S
PO6	S	S	S	S
PO7	M	M	S	M

(S-Strong, M-Medium, L-Low)

UNIT	Topic	Lecture	Tutorial	Total	Allotted Marks
	Origin and Development of Prose Romance and Fables	18	2	20	20
I	Prose (Gadya) and Fables (Katha) i) Origin and Development of Prose Romance ii) Important Authors and Works of Prose Romance Subandhu, Dandi, Bāna iii) Origin and Development of Fable Literature Some Important works of Fable Literature: Pañcatantra, Hitopadeśa. Vetlapañcavimśatikā, Simhasanadvātrimśikā, Śukasaptati				
II	Origin and Development of Mahākāvya and	18	2	20	20

	Gitikāvya				
	Poetry (Padya) i) Origin and Development of Court Epic: Aśvaghoṣa. Kālidāsa. Bhāravi, Māgha, Bhaṭṭi, Śrīharsa ii) Origin and Development of Sanskrit Gitikāvyas: Kālidāsa, Bilhana, Jayadeva, Amarūka, Bhaṭṭarhari and their works				
	Survey of Sanskrit Dramatic Literature	18	2	20	20
III	Sanskrit Drama: Origin and Development Introduction to some important Dramatist and their Dramas. Bhaṣa. Kālidāsa, Sudraka, Bīṣakhadatta, Bhavabhūti, Bhaṭṭanārāyaṇa and their works				
		54	6	60	60

MODES OF IN-SEMESTER ASSESSMENT

(MARKS-40)

- Two Internal Examinations- 20 Marks
- Assignment/ Group Discussion/ Seminar Presentation, Quizzes-20 Marks

SUGGESTED READINGS:

- Sanskrit Sahitya Burāṅgi, Haraṁohan Bhagavati
- Sanskrit Sahitya livritta, By Dr. Thaneswar Sarma, Chandra Prakash, Guwahati, 2007
- Puruṣa Parikṣū (Trans. Assamese) Dr. Thaneswar Sarma, Axom Prakashan Parishad 2005
- Puruṣa Parikṣa of Vidyapati with Hindi Tika Chandrakanth Pathak, Khemraj Shrikrishnadas Academy, Mumbai, 1927
- Manusamhita, Translated (Assamese) by Kiran Sharma
- Nāradaśmṛti, Translated with commentary Brajakishore Swine, Published by Chowkhamba Sanskrit Samsthān, Baranasi
- Yajñavalkyaśmṛti with Mitākṣara commentary Chowkhamba Sanskrit Series

Office, Varanasi, 1967

SEMESTER-II

Title of the Course	:	Classical Sanskrit Literature
Course Code	:	SN2MN02
Nature of the Course	:	MINOR
Total Credits	:	04
Distribution of Marks	:	60 (End Sem) +20 (1-Sem)

Course Description:

This course offeres comprehensive knowledge about different types of classical Sanskrit literature.

Prerequisite: Basic knowledge of Sanskrit literature.

COURSE OBJECTIVES:

- To acquaint students with the origin & development of different genre of Classical Sanskrit poetry such as Gadya, Katha, Nataka, Padya, Mahākāvya Gitikavya
- It also aims at providing the origin & development of these literary genres.

Course Outcome (CO) Intended Learning Outcome (ILO)

COI: Know about the origin and development of prose romance and fables in Sanskrit literature and asquint with the characteristics of its different types.

ILOI: Develop a chronological interpretation of Sanskrit prose romance and fables.

ILO2: Analyze the different types of prose romance.

ILO3: Acquire knowledge about Sanskrit fables.

CO2: Outline the characteristics and development of Sanskrit court epics and lyrics.

ILOI: Classify different types of Sanskrit court epics and lyrics.

ILO2: Appraise the different types of court epics and lyrics authored by different writers.

ILOJ: Estimate the moral/ethical values in fable literature.

CO3: Build an idea of origin and development of Sanskrit dramatic literature.

ILOI: Obtain compressive knowledge about the different types of dramatic works composed by prominent dramatists.

ILO2 Develop an analytical approach to assess the dramas

Cognitive Mapping of Course Outcomes with Bloom's Taxonomy.

Cognitive Knowledge Dimension	Cognitive Process Dimension					
	Remember	Understand	Apply	Analysis	Evaluate	Create
Factual	CO1, CO2		CO3			
Conceptual		CO1, CO2	CO1, CO3	CO2	CO2	CO2
Procedural						
Mata cognitive						

Mapping of Course Outcomes with Programmed Outcomes :

PO/CO	CO1	CO2	CO3	CO4
PO1	S	S	S	S
PO2	M	M	M	M
PO3	M	M	M	M
PO4	M	M	M	M
PO5	S	M	M	S
PO6	S	S	S	S
PO7	M	M	S	M

(S-Strong, M-Medium, L-Low)

UNIT	Topic	Lecture	Tutorial	Total	Allotted Marks
------	-------	---------	----------	-------	----------------

	Origin and Development of Prose Romance and Fables	18	2	20	20
I	Prose (Gadya) and Fables (Katha) iv) Origin and Development of Prose Romance v) Important Authors and Works of Prose Romance Subandhu, Dandi, Bäna vi) Origin and Development of Fable Literature Some Important works of Fable Literature: Pañcatantra, Hitopadeśa, Vetālapañcavimśatikā, Simhasanadvātrimśikā, Śukasaptati				
II	Origin and Development of Mahākāvya and Gitikāvya	18	2	20	20
	Poetry (Padya) i) Origin and Development of Court Epic: Aśvaghosa. Kālidāsa. Bharavi, Māgha, Bhatti, Sriharsa ii) Origin and Development of Sanskrit Gitikāvyas: Kālidāsa, Jayadeva, Bhatrhari and their works				
	Sanskrit Drama: Origin and Development Introduction to some important Dramatist and their Dramas. Bhasa. Kālidāsa, Sudraka, Bisākhādatta, Bhavabhuti, Bhattanārāyana and their works	18	2	20	20

**MODES OF IN-SEMESTER ASSESSMENT
(MARKS-40)**

- Two Internal Examinations- 20 Marks
- Assignment/ Group Discussion/ Seminar presentation/Quizzes-20 Marks

SUGGESTED READINGS:

- Sanskrit SahityarBuranji, Haramohan Bhagavati
- Sanskrit Sahityar livritta, By Dr. Thaneswar Sarma, Chandra Prakash, Guwahati, 2007
- Purusa Parikṣü (Trans. Assamese) Dr. Thaneswar Sarma, Axom Prakashan Parishad 2005
- Puruṣa Parikṣa of Vidyapati with Hindi Tika Chandrakanth Pathak, Khemraj Shrikrishnadas Academy, Mumbai, 1927
- Manusamhita, Translated (Assamese) by Kiran Sharma
- Nāradsmr̥ti, Translated with commentary Brajakishore Swine, Published by Chowkhamba Sanskrit Samsthan, Baranasi
- Yajñavalkyasmṛti with Mitākṣara commentary Chowkhamba Sanskrit Series Office, Varanasi, 1967

SEMESTER-II

**Title of the Course : Self-Management in Sanskrit
Literature**

Course Code : GEC2 SN2

Nature of the Course: Generic Elective Course

Total Credits : 03

Distribution of Marks: 60 (End Sem) +40 (In-Sem)

Course Description: This course offers the scope for the students to learn lessons about self management from the teachings of Sanskrit literature.

Prerequisites: Basic knowledge about self Management

COURSE OBJECTIVES:

- To make the students aware of the importance of the Sanskrit texts in Self-Management
- To enable the students, analyze the teachings independently without referring to traditional texts
- To experience the richness of the texts.

Course Outcome (CO) Intended Learning Outcome (ILO)

CO1 Infer the importance of Hearing. Reflection and Meditation, the three basic prerequisites for self control

ILO Apply the knowledge of Hearing, Reflection and Meditation in their life.

CO2 Understand the importance of Yoga Philosophy for self management.

ILO: Make use of this knowledge in self management

CO3: Understand the importance of controlling the mind in self management as describe in Srimadbhagavadgitä

ILO: Utilize the teachings better self-control to cope with the present fast & stressful life

CO4: Understand the necessity of devotion from the teachings of Srimadbhagavadgita ILO: Relate this teaching for self management.

CO5: Interpret the moral ethics reflected in Pañcatantra and Hitopadeia

Cognitive Mapping of Course Outcomes with Bloom's Taxonomy.

ILO: Analyze the teachings of the stories and apply in their lives.

Cognitive Mapping of Course Outcomes with Bloom's Taxonomy.

Cognitive Knowledge Dimension	Cognitive Process Dimension					
	Remember	Understand	Apply	Analysis	Evaluate	Create
Factual		CO1				
Conceptual			CO2	CO5		
Procedural						
Mata cognitive			CO1, CO2, CO4	CO5	CO3	CO3

Mapping of Course Outcomes with Programmed Outcomes :

PO/CO	CO1	CO2	CO3	CO4	CO5
PO1	S	S	S	S	S
PO2	M	M	M	M	M
PO3	M	M	M	M	S
PO4	M	M	M	M	M
PO5	S	M	M	M	S
PO6	M	S	M	S	S
PO7	M	M	S	M	M

(S-Strong, M-Medium, L-Low)

UNIT	Topic	Lecture	Tutorial	Total	Allotted Marks
I	A) Method of Self-presentation in Brhadaranyakopanishad Hearing (sruavana), Reflection (manana) & meditation (nididhyasayana)) B) Self Management in Yoga Philosophy i) Concept of Yoga ii) Eight aids to Yoga		4	14	20

	(astāṅgayoga)				
II	Self Management in Gita i) Cognitive and emotive apparatus ii) Controlling the mind	12	2	14	15
III	Self management through devotion'	8	-	8	12
IV	Self Management in Pañcatantra and Hitopadeśa (From Selected Stories) From Panchatantra: <i>Kurmahamsakatha, Trimatsya-Katha, Ahi-Kaki-Katha</i> ; From Hitopadesa: <i>Vanara-Kila-Katha, Simha-Sasa-Katha, Srigala-Dundubhi-Katha.</i>	7	2	9	13
		37	8	45	60

MODES OF IN-SEMESTER ASSESSMENT

(MARKS-40)

- Two Internal Examinations-20 Marks
- Assignment/Group Discussion/ Seminar Presentation/Quizzes -20 Marks

SUGGESTED READINGS:

- Brhadaranayakopanisud, Gita Press, Gorakhpur
- The Srimadbhagavadgita, Assamese Translation & Exposition by Dr Girish Baruah, Divya Prakashan, 8, G.N.B Road, Pan Bazar
- Panchadasi by Vidyaratna Swami with Hindi Translation,
- <https://archive.org/details/Pancadasi> by. Vidyaratna.swami.Hindi/page/n44/mode/lup
- Pracyu, the journal of the Dept of Sanskrit, MDK Girls College, 14th volume, www.pracyajournal.com
- Upanishads & the Cure of Loneliness, Ashini Mokashi, <https://www.researchgate.net>
- Yoga-The Way of Life based on the vision of Oneness, by Nivedita Raghunath Bhide,
- Published by Vivekananda Kendra Asomiya Prakashan Vibhag, Guwahati, Ekatmadarsanaruporatacharita Jivan Saili- Assamese Translation by Dr Manashi Sharma

SEMESTER-II

Title of the Course : Functional Sanskrit -II

Course Code : SEC2 SN2

Nature of the Course: Skill Enhancement Course

Total Credits : 03

Distribution of Marks: 60 (End Sem) + 40 (In-Sem)

Course Description: The course offers the students a scope to learn Sanskrit for day to day conversation and thereby develop fluency in the language

Prerequisite: Eagerness to learn functional Sanskrit.

COURSE OBJECTIVES:

- To teach Sanskrit in a simple manner
- Encourage to use Sanskrit in day to day life.
- To build up confidence for Sanskrit conversation

COI: Develop interest for the language

ILO Improve proficiency in the language

CO2: Understand the language in an easier way.

ILO Build confidence to speak and write the language

Cognitive Mapping of Course Outcomes with Bloom's Taxonomy.

Cognitive Knowledge Dimension	Cognitive Process Dimension					
	Remember	Understand	Apply	Analysis	Evaluate	Create
Factual		CO1				
Conceptual			CO1, CO2			
Procedural						
Mata cognitive						CO1, CO2

Mapping of Course Outcomes with Programmed Outcomes:

PO/CO	CO1	CO2
PO1	M	M
PO2	M	M
PO3	M	M
PO4	S	S
PO5	S	M
PO6	M	S

PO7	L	L
------------	----------	----------

(S-Strong, M-Medium, L-Low)

UNIT	Topic	Lecture	Tutorial	Practical	Total	Allotted Marks
I	Make sentences in past & future tenses, Imperative and Interrogative	5	1	4	10	15
II	Learn numbers up to 100 (in Words and Numerical form) Make complex sentences using multiple verbs Talk about the weather. Practice reading & writing Sanskrit	15	2	3	20	20
III	Make sentences describing 8 skills, interests, & hobbies. story telling & writing practice in Sanskrit	8	2	5	15	25
		28	5	12	45	60

MODES OF IN-SEMESTER ASSESSMENT (MARKS-40)

- Two Internal Examinations- 20 Mark
- Assignment/Group Discussion/ Seminar Presentation, Quizzes -20 Marks

SUGGESTED READINGS:

- Samskritam Vadatu, Samskrit Bharati, New Delhi
- Spoken Sanskrit, S.S. Janaki (Sanskrit Text with English translation), Publisher - The Kuppaswami Sastri Research Institute
- Sanskrit-Asamiya Abhidhan, Kiran Sarma, Chandra Prakash, Guwahati
