

SEMESTER 5UGP "SUBJECT NAME"



KANNUR UNIVERSITY

BOARD OF STUDIES SANSKRIT (CD)

***SYLLABUS FOR B A SANSKRIT
FOUR-YEAR UNDER-GRADUATE PROGRAMME (KU-FYUGP)***

(Effective from 2024 admissions)

Kannur University

Vision and Mission Statement.

Vision: To establish a teaching, residential and affiliating University and to provide equitable and just access to quality higher education involving the generation, dissemination and a critical application of knowledge with special focus on the development of higher education in Kasargode and Kannur Revenue Districts and the Manandavady Taluk of Wayanad Revenue District.

Mission:

- To produce and disseminate new knowledge and to find novel avenues for application of such knowledge.
- To adopt critical pedagogic practices which uphold scientific temper, the uncompromised spirit of enquiry and the right to dissent.
- To uphold democratic, multicultural, secular, environmental and gender sensitive values as the foundational principles of higher education and to cater to the modern notions of equity, social justice and merit in all educational endeavors.
- To affiliate colleges and other institutions of higher learning and to monitor academic, ethical, administrative and infrastructural standards in such institutions.
- To build stronger community networks based on the values and principles of higher education and to ensure the region’s intellectual integration with national vision and international standards.
- To associate with the local self-governing bodies and other statutory as well as non-governmental organizations for continuing education and also for building public awareness on important social, cultural and other policy issues.

KANNUR UNIVERSITY

PROGRAMME OUTCOMES (PO)

PO1	Critical Thinking and Problem-Solving-Apply critical thinking skills to analyze information and develop effective problem-solving strategies for tackling complex challenges.
PO2	Effective Communication and Social Interaction-Proficiently express ideas and engage in collaborative practices, fostering effective interpersonal connections.
PO3	Holistic Understanding-Demonstrate a multidisciplinary approach by integrating knowledge across various domains for a comprehensive understanding of complex issues.
PO4	Citizenship and Leadership-Exhibit a sense of responsibility, actively contribute to the community, and showcase leadership qualities to shape a just and inclusive society.
PO5	Global Perspective-Develop a broad awareness of global issues and an understanding of diverse perspectives, preparing for active participation in a globalized world.
PO6	Ethics, Integrity and Environmental Sustainability-Uphold high ethical standards in academic and professional endeavors, demonstrating integrity and ethical decision-making. Also acquire an understanding of environmental issues and sustainable practices, promoting responsibility towards ecological well-being
PO7	Lifelong Learning and Adaptability-Cultivate a commitment to continuous selfdirected learning, adapting to evolving challenges, and acquiring knowledge throughout life.

PREFACE

The new Curriculum Frame work proposed by the Government of Kerala for the Four Year Undergraduate Programme (FYUGP) intends to provide opportunities that can enable the students to acquire competence in using digital technologies, Computational Methods, data analytics and other skills essential to participate in the knowledge economy. The UGC has also made it mandatory and circulated a curricular frame work and Credit System for the Four Year Undergraduate Programme. The Kerala State Higher Education has formulated a Curriculum Framework with student centric approach and provides maximum flexibility in terms of choice of disciplines of study and allows to move from one discipline of study to another

The syllabus of Sanskrit is designed in such a way that proper motivation is given in the pursuit of knowledge and culture. At the same time ability to comprehensive skill, language proficiency, creative writing skill, research aptitude and literary taste constitute its aim. The curriculum includes topics like Aesthetics, Environmental studies, Indian Philosophy, Cultural studies and Moral Values which are of contemporary significance. In short the syllabus is meant as the realization of the following aims- character formation, intellectual achievement, achieve breadth and depth of knowledge, enable to face challenges in life and attain self-dependency. Undergraduate Course in Sanskrit is the foundation for the advanced studies in Sanskrit language and literature and also opening the path of research. The graduates in Sanskrit are employable in teaching field as well as media and journals. They can also proceed to one year Post graduate courses and Research.

Here I extend my sincere thanks to the members of the Board of Studies, all the participants of the workshop and those who have given me support for giving this final shape of the syllabus in Sanskrit for the U G Programme.

Sd/
Dr. Anitha Kallyadan,
Chairperson
Board of Studies, Sanskrit (UG)
Kannur University.

BOS Sanskrit (CD)

Chairperson

Dr. Anitha Kallyadan,
Associate Professor, Dept. of Sanskrit,
Govt. Brennen College, Dharmadam,
Thalassery, 670 106.
Email: anithajkrishnan@gmail.com

Members

1. Dr. N K Sundareswaran, Professor, Dept of Sanskrit, Calicut University.
2. Dr. Harikrishna Sharma K N, Assistant Professor, Sreesankara College, Kalady.
3. Dr. Parvathy K.P, Asst. Professor, S V T B College, Sreekrishnapuram, Palakkad.
4. Dr. Lakshmi Vijayan V T, Assistant Professor, Govt. Sanskrit College, Thiruvananthapuram.
5. Dr. Sajitha A, Assistant Professor, Govt. Brennen College, Thalassery.
6. Dr. Lakshmi C, Assistant Professor, Payyannur College, Payyannur.
7. Smt. Rajina K, Assistant Professor, Govt. Brennen College, Thalassery.
8. Dr. K.K Geethakumari, Professor, Dept of Sanskrit, Calicut University.
9. Dr. Rajeshkumar P, Registrar, Keralakalamandalam,
10. Dr. Thulasi T T, Associate Professor, Pariyaram Ayurveda College.

Kannur University

Programme Specific Outcome of B A Sanskrit Programme.

PSO1	Demonstrate comprehensive knowledge of Sanskrit grammar, vocabulary, literary forms, and historical contexts.
PSO2	Explain and interpret various Sanskrit texts in their original language, including poetry, prose, drama, and philosophical works.
PSO3	Apply their understanding of Sanskrit language and literature to analyze and solve complex linguistic and literary problems.
PSO4	Critically analyze Sanskrit texts to identify themes, motifs, rhetorical devices, and cultural influences.
PSO5	Synthesize information from different Sanskrit texts to develop original interpretations, essays, and research papers demonstrating a deep understanding of the subject matter.
PSO6	Comprehend and articulate the social and ethical values embedded within diverse subjects such as literature, philosophy, and culture. And will demonstrate a nuanced understanding of how Sanskrit texts reflect and contribute to the broader social and ethical discourse, fostering critical thinking and virtuous reasoning in both personal and professional contexts.
PSO7	Evaluate the significance of Sanskrit literature within the broader context of Indian literature and its relevance to contemporary society and cultural identity.

FOUR-YEAR UNDERGRADUATE PROGRAMME IN SANSKRIT

DETAILS OF COURSES OFFERED

1. LIST OF DISCIPLINE SPECIFIC COURSES (DSC & DSE)

SEMESTER	COURSE CODE	COURSE NAME	MARKS			CREDITS	HOURS/ WEEK
			CA	ESE	TOTAL		
I	KU1DSCSAN101	SAMSKRITHASOPANAM	30	70	100	4	5
	KU1DSCSAN102	SANSKRIT IN LIFE,CULTURE AND LITERATURE	30	70	100	4	5
	KU1DSCSAN103	KATHASAHITHYAM	30	70	100	4	5
	KU1DSCSAN104	THE POETIC REALM OF KALIDASA	30	70	100	4	5
II	KU2DSCSAN105	SANSKRIT LEARNING THROUGH EPICS	30	70	100	4	5
	KU2DSCSAN106	KARNABHARA-RELEVENCE AND IMPACT ON MODERN THEATRE	30	70	100	4	5
	KU2DSCSAN107	READINGS FROM SANSKRIT LITERATURE	30	70	100	4	5
	KU2DSCSAN108	PROSE AND DRAMA	30	70	100	4	5
III	KU3DSCSAN201	KAVYA & ALANKARA	30	70	100	4	4
	KU3DSCSAN202	NATAKA & VRITTA	30	70	100	4	5
	KU3DSCSAN203	SANSKRIT ECHOES IN KERALA'S MODERN LITERATURE	30	70	100	4	4
	KU3DSCSAN204	EXCELLENCE OF PORTRAYALS IN SANSKRIT LITERATURE	30	70	100	4	4
	KU3DSCSAN205	MALAYALAM WRITERS IN SANSKRIT LANDSCAPE	30	70	100	4	4
IV	KU4DSCSAN206	VYAKARANA -1	30	70	100	4	5
	KU4DSCSAN207	SANDESAKAVYA	30	70	100	4	4
	KU4DSCSAN208	SAMKHYA & YOGA	30	70	100	4	4
V	KU5DSCSAN301	VYAKRANA -2	30	70	100	4	5
	KU5DSCSAN302	LINGUISTICS	30	70	100	4	5
	KU5DSCSAN303	SRUTHI, SMRITHI AND ARTHASASTRA	30	70	100	4	4
	KU5DSESAN301	MIMAMSA & UPANISHAD	30	70	100	4	4
	KU5DSESAN302	WIT AND WISDOM IN SANSKRIT LITERATURE	30	70	100	4	4
	KU5DSESAN303	KAVYALAMKARA AND KAVYALAMKARASUTRAVRITTI	30	70	100	4	4

SEMESTER 5UGP "SUBJECT NAME"

	KU5DSESAN304	CHAMPUKAVYA	30	70	100	4	4
VI	KU6DSCSAN304	VYAKARANA -3	30	70	100	4	5
	KU6DSCSAN305	NYAYA & VEDANTA	30	70	100	4	4
	KU6DSCSAN306	DRAMATURGY	30	70	100	4	5
	KU6DSESAN305	NASTIKA SCHOOLS OF INDIAN PHILOSOPHY	30	70	100	4	4
	KU6DSESAN306	HISTORY OF SANSKRIT LITERATURE	30	70	100	4	4
	KU6DSESAN307	SANSKRIT LITERARY CRITICISM	30	70	100	4	4
	KU6DSESAN308	INFLUENCE OF SANSKRIT ON INDIAN CULTURE	30	70	100	4	4
	<u>KU6INTSAN301</u>	<u>INTERNSHIP</u>	-	-	50	2	

2. ABILITY ENHANCEMENT COURSES

SEMESTER	COURSE CODE	COURSE NAME	MARKS			CREDITS	HOURS/ WEEK
			CA	ESE	TOTAL		
I	KU1AECSAN101	SAMSKRITHA KAVYAPRAVESIKA	25	50	75	3	3
	KU1AECSAN102	SAMSKRITHA KAVYAMANJARI	25	50	75	3	3
	KU1AECSAN103	SAMSKRITHA SAHITYAVICHARA	25	50	75	3	3
II	KU2AECSAN104	GADYA-NATAKA SAMEEKSHA	25	50	75	3	3
	KU2AECSAN105	GADYA-RUPAKA PARICHAYA	25	50	75	3	3
	KU2AECSAN106	KAVYAMADHURI	25	50	75	3	3
3.MULTIDISCIPLINARY COURSES							
I	KU1MDCSAN101	BHAGAVATGITA AND PERSONALITY DEVELOPMENT	25	50	75	3	3
	KU1MDCSAN102	YOGA FOR WELLNESS	25	50	75	3	3
	KU2MDCSAN103	SOCIAL ETHICS IN SANSKRIT LITERATURE	25	50	75	3	3

SEMESTER 5UGP "SUBJECT NAME"

II	KU2MDCSAN104	HERBAL LITERACY AND ETHNO-BOTANICAL AWARENESS	25	50	75	3	3
III	KU3MDCSAN105	EXPLORING KERALA'S TRADITIONAL WISDOM IN SANSKRIT	25	50	75	3	3
<u>4.VALUE ADDED COURSES</u>							
III	KU3VACSAN101	LIFE STYLE MANAGEMENT IN AYURVEDA	25	50	75	3	3
IV	KU4VACSAN102	ECOLOGY AND CONCEPT OF SUSTAINABLE DEVELOPMENT IN SANSKRIT	25	50	75	3	3
VI	KU6VACSAN103	DOMAINS OF DHARMA	25	50	75	3	3
<u>5.SKILL ENHANCEMENT COURSES</u>							
IV	KU4SECSAN101	INFORMATICS IN SANSKRIT STUDIES	25	50	75	3	4
IV	KU4SECSAN102	SANSKRIT COMMUNICATION AND TRANSLATION STUDIES	25	50	75	3	4
V	KU5SECSAN103	INTRODUCTION TO MANUSCRIPTOLOGY	25	50	75	3	3

SEMESTER 5UGP "SUBJECT NAME"

LIST OF COURSES

SEMESTER 1

Sl NO	Course Type	Course Code	Title of the Course	credits	Hours per Week
1	DSC	KU1DSCSAN101	SAMSKRITHASOPANAM	4	5
2	DSC	KU1DSCSAN102	SANSKRIT IN LIFE,CULTURE AND LITERATURE	4	5
3	DSC	KU1DSCSAN103	KATHASAHITHYAM	4	5
4	DSC	KU1DSCSAN104	THE POETIC REALM OF KALIDASA	4	5
5	MDC	KU1MDCSAN101	BHAGAVATGITA AND PERSONALITY DEVELOPMENT	3	3
6	MDC	KU1MDCSAN102	YOGA FOR WELLNESS	3	3
7	AEC	KU1AECSAN101	SAMSKRITHAKAVYAPRAVESIKA	3	3
8	AEC	KU1AECSAN102	SAMSKRITHAKAVYAMANJARI	3	3
9	AEC	KU1AECSAN103	SAMSKRITHASAHITYAVICHARA	3	3

SEMESTER 2

Sl NO	Course Type	Course Code	Title of the Course	Credits	Hours per Week
1	DSC	KU2DSCSAN105	SANSKRIT LEARNING THROUGH EPICS	4	5
2	DSC	KU2DSCSAN106	KARNABHARA-RELEVENCE AND IMPACT ON MODERN THEATRE	4	5
3	DSC	KU2DSCSAN107	READINGS FROM SANSKRIT LITERATURE	4	5
4	DSC	KU2DSCSAN108	PROSE AND DRAMA	4	5
5	MDC	KU2MDCSAN103	SOCIAL ETHICS IN SANSKRIT LITERATURE	3	3
6	MDC	KU2MDCSAN104	HERBAL LITERACY AND ETHNO-BOTANICAL AWARENESS	3	3
7	AEC	KU2AECSAN104	GADYA-RUPAKAPARICHAYA	3	3
8	AEC	KU2AECSAN105	GADYA-NATAKA SAMEEKSHA	3	3
9	AEC	KU2AECSAN106	KAVYAMADHURI	3	3

SEMESTER 5UGP "SUBJECT NAME"

SEMESTER 3

Sl NO	Course Type	Course Code	Title of the Course	Credits	Hours per Week
1	DSC	KU3DSCSAN201	KAVYA & ALANKARA	4	5
2	DSC	KU3DSCSAN202	NATAKA & VRITTA	4	5
3	DSC	KU3DSCSAN203	SANSKRIT ECHOES IN KERALA'S MODERN LITERATURE	4	4
4	DSC	KU3DSCSAN204	EXCELLENCE OF PORTRAYALS IN SANSKRIT LITERATURE	4	4
5	DSC	KU3DSCSAN205	MALAYALAM WRITERS IN SANSKRIT LANDSCAPE	4	4
6	MDC	KU3MDCSAN105	EXPLORING KERALA'S TRADITIONAL WISDOM IN SANSKRIT	3	3
7	VAC	KU3VACSAN101	LIFE STYLE MANAGEMENT IN AYURVEDA	3	3

SEMESTER 4

Sl NO	Course Type	Course Code	Title of the Course	Credits	Hours per Week
1	DSC	KU4DSCSAN206	VYAKARANA -1	4	5
2	DSC	KU4DSCSAN207	SANDESAKAVYA	4	4
3	DSC	KU4DSCSAN208	SAMKHYA & YOGA	4	4
4	SEC	KU4SECSAN101	INFORMATICS IN SANSKRIT STUDIES	3	4
5	SEC	KU4SECSAN102	SANSKRIT COMMUNICATION & TRANSLATION STUDIES	3	4
6	VAC	KU4VACSAN102	ECOLOGY AND CONCEPT OF SUSTAINABLE DEVELOPMENT IN SANSKRIT	3	3

SEMESTER 5UGP "SUBJECT NAME"

SEMESTER 5

Sl NO	Course Type	Course Code	Title of the Course	Credits	Hours per Week
1	DSC	KU5DSCSAN301	VYAKRANA -2	4	5
2	DSC	KU5DSCSAN302	LINGUISTICS	4	5
3	DSC	KU5DSCSAN303	SRUTHI, SMRITHI AND ARTHASASTRA	4	4
4	DSC	KU5DSESAN301	MIMAMSA & UPANISHAD	4	4
5	DSE	KU5DSESAN302	WIT AND WISDOM IN SANSKRIT SATIRE	4	4
6	DSE	KU5DSESAN303	KAVYALAMKARA AND KAVYALAMKARASUTRAVRITTI	4	4
7	DSE	KU5DSESAN304	CHAMPUKAVYA	4	4
8	SEC	KU5SECSAN103	INTRODUCTION TO MANUSCRIPTOLOGY	3	3

SEMESTER 6

Sl NO	Course Type	Course Code	Title of the Course	Credits	Hours per Week
1	DSC	KU6DSCSAN304	VYAKARANA -3	4	5
2	DSC	KU6DSCSAN305	NYAYA & VEDANTA	4	4
3	DSC	KU6DSCSAN306	DRAMATURGY	4	4
4	DSC	KU6DSCSAN305	NASTIKA SCHOOLS OF INDIAN PHILOSOPHY	4	4
5	DSE	KU6DSESAN306	HISTORY OF SANSKRIT LITERATURE	4	4
6	DSE	KU6DSESAN307	SANSKRIT LITERARY CRITICISM	4	4
7	DSE	KU6DSESAN308	SANSKRIT AND INDIAN CULTURE	4	4
8	VAC	KU6VACSAN103	DOMAINS OF DHARMA	3	3
9	INT	KU6INTSAN301	INTRNSHIP	2	

SEMESTER 1

KU1DSCSAN101: SAMSKRITHASOPANAM

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
I	DSC	100-199	KU1DSCSAN101	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	2	1	30	70	100	2

Course Description: This course focuses on practical communication skills rather than just grammar and literature. It aims to equip students with the ability to engage in everyday conversations, read classical texts, and appreciate the rich heritage of Sanskrit. It emphasizes speaking and understanding the language in daily life, making it more accessible and relevant for modern learners. Throughout the course, they will engage in conversations, roleplays and exercises designed to build their speaking and listening abilities in Sanskrit.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Read simple Sanskrit texts, including stories, dialogues, and informational passages.	U
2	Develop the ability to write basic sentences, and paragraphs in Sanskrit using appropriate grammar and vocabulary.	A
3	Develop confidence in using Sanskrit for communication, both orally and in writing, fostering a positive attitude towards the language.	An
4	Expand their Sanskrit vocabulary and apply their language skills in real-life situations.	E
5	Develop the ability to understand spoken Sanskrit through interactive exercises.	C

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓						
CO 2	✓	✓					
CO 3		✓	✓				
CO 4				✓			
CO 5		✓		✓			

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
		Introduction to Sanskrit	15
1	1	A basic introduction to the Sanskrit language, its history, importance, and relevance in today's world.	
	2	Sanskrit alphabets-Learning the Devanagari script. Pronunciation of vowels and consonants	
	3	Vocabulary building (Words and Phrases)	
	4	Numbers in Sanskrit	

		Reading	15
2	1	Reading simple Sanskrit Passages (17 -24) from the text Infant reading	
	2	Reading simple Sanskrit Passages (25 -29) from the text Infant reading	
	3	Reading simple Sanskrit Verses	
	4	Reading simple Sanskrit Conversations	

3		Practicing writing in Sanskrit.	15
	1	Composing simple sentences (Subject, object and verb)	

SEMESTER 5UGP “SUBJECT NAME”

	2	Making simple sentences with Phrases (yatha-tatha, yada-tada, yadi-tarhi, na kevalam-kintu, atra-tatra, ca, api, evam, eva, iva)	
	3	Making questions (kim, kada, kutra, kati, kutah etc.)	
	4	Making simple conversations	

4	Transliteration		15
	1	Introduction to transliteration	
	2	Dia-critical marks	
	3	Practice and exercises (Sanskrit to English, vice versa)	
	4	Resources and Tools (Apps like itrans, ism etc.)	

	Teacher Specific Module:	15
	<i>The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as review of books/ articles/ field visits/ report making and digital content creation. This can account for any two components of continuous evaluation.</i>	
5	Listening and speaking skills Developing listening skills by answering simple questions Engaging in simple conversations in Sanskrit focusing on daily life situations, Greetings, asking to directions, shopping etc.	

Essential Readings:

1. Infant reading (Samskrita Baladarsha), Sanskrit Made Easy Series.
2. Kamadhenu, Eranellore Bharata Pisharoti, Rashtriya Samskrita Samsthanam, New Delhi
3. Samsadhani (A Sanskrit Computational Toolkit), Sanskrit.uohyd.ac.in

Suggested Readings:

1. Samskritavyavaharahasri, Viswasamskrita Pratishtan, Kerala 2004.
2. Vakyavyavahara, Kutumbhasastri V, New Delhi, 2002.
3. Laghusamskritham, Paulose K.G, Kamadhenu Samskritha pathana Kendra, Edappal
4. Samskritasvadyaya, Kutumbhasastri V, Rashtriya samskrita samsthan, New Delhi

Web resources

SEMESTER 5UGP “SUBJECT NAME”

1. App for greeting in Sanskrit
Sangreet App. Live Sanskrit.
Link: <https://play.google.com/store/apps/details?id=com.sans.greet.livesanskrit>
2. Online spoken Sanskrit dictionary, Klaus Glashoff, Lugano, 2017
Link: www.learnsanskrit.cc
3. Sanskrit in 5 minutes, Goodnight Ad in Sanskrit, 25th June 2019
Link: <https://youtu.be/aLxhgAJxpBQ>
4. Master any language, Play Sanskrit language learning game.
Link : <https://www.masteranylanguage.com/c/r/o/Sanskrit/Games>)
5. Samskritabodhini- A study guide for spoken Sanskrit language, International edition, Sanjeev Majalika, 2018.
Link <https://store.pothi.com/book/sanjeev-majalika-sanskrita-bodhini/>
6. Elements of Research Methodology in Sanskrit, Keshab Chandra Dash, Chaukhamba Sanskrit Sansthan, Varanasi

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		70
Continuous Evaluation		30
a)	Test Paper- 1	10
b)	Test Paper-2	10
c)	Assignment	5
d)	Role play	
e)	Group Activities	5
f)	Viva-Voce	
g)	Field Report	
Total		100

KU1DSCSAN102: SANSKRIT IN LIFE, CULTURE AND LITERATURE

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
1	DSC	100-199	KU1DSCSAN102	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	2	1	30	70	100	2

Course Description:

Introduction to the Beauty and Richness of Sanskrit" is a transformative course designed to unveil the timeless allure and profound significance of the Sanskrit language. Through a series of engaging modules, students will embark on a journey to discover the simplicity, elegance, and intricate beauty inherent in Sanskrit's linguistic structure and phonetics. Delving deeper, the course illuminates Sanskrit's profound influence on Indian languages, showcasing its pervasive presence in everyday vocabulary and expressions, often unbeknownst to many. Moreover, students will explore how Sanskrit serves as a gateway to understanding Indian culture at its core, providing essential insights into ancient traditions, philosophies, and societal norms. By immersing themselves in Sanskrit's intellectual wealth, students will cultivate a deeper appreciation for the language's role as a repository of knowledge, spanning diverse fields such as literature, science, and spirituality. Through interactive sessions and guided study, participants will emerge equipped with not only linguistic proficiency but also a profound understanding of Sanskrit's enduring legacy and its relevance in contemporary contexts. This course serves as a foundational stepping stone for further exploration into the depths of Sanskrit studies, empowering students to embark on a lifelong journey of discovery and cultural enrichment.

Course Prerequisite: NIL**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Students will demonstrate a fundamental comprehensive understanding of Sanskrit's linguistic structure, phonetics, and grammar, enabling them to appreciate its simplicity and elegance.	U

SEMESTER 5UGP “SUBJECT NAME”

2	Participants will analyze the profound impact of Sanskrit on Indian languages, recognizing its pervasive influence in everyday vocabulary and expressions.	An
3	By exploring Sanskrit's connection to Indian culture, students will gain insights into ancient traditions, philosophies, and societal norms, fostering a deeper cultural appreciation.	A
4	Learners will develop a holistic understanding of its enduring significance by studying Sanskrit's intellectual wealth, including its contributions to literature, science, and spirituality.	U
5	Students will be equipped with the foundational knowledge and skills to read and write simple Sanskrit sentences, by which they will be self-motivated to proceed with confidence	E&C

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓						
CO 2		✓					
CO 3			✓				
CO 4		✓	✓			✓	
CO 5	✓			✓			

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
		Sanskrit in our daily life	15
1	1	Sanskrit vocabulary in regional languages	
	2	Sanskrit in domains of timepass/hobbies (Eg. Sanskrit in stamps, Coins, medical gardening etc.)	

SEMESTER 5UGP “SUBJECT NAME”

	3	Sanskrit in Songs and Films	
	4	Sanskrit in phrases, motos and idioms	

	Sanskrit in Indian Culture		15
2	1	Indian Culture and Its Textual Foundations	
	2	Sanskrit in rituals	
	3	Sanskrit literature on fine arts	

	Sanskrit in Malayalam literature		15
3	1	Understanding Manipravalam	
	2	Sanskrit in Malayalam poetry	
	3	Translation of Sanskrit works into Malayalam	

	Writing in Sanskrit		15
4	1	Introducing basic concepts of Sanskrit grammar	
	2	Vibhakti parichaya	
	3	Lat lakara	
	4	Sentence making	

	Teacher Specific Module		15
5	<i>The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as review of books/ articles/ field visits/ report making and digital content creation. This can account for any two components of continuous evaluation.</i>		
	<i>Space to fill the selected area/ activity</i>		

Essential Readings:

1. Srikrishnacharitam Manipravalam, K.P.Narayana Pisharody, Sahitya Academy, Thrissur
2. भारतीयसंस्कृतिसोपानम्|आचार्य शिवप्रसाद द्विवेदी|चौखम्बा सुरभारती प्रकाशना वाराणसी। २००७
3. Samskratasubodhini, Ramakrishna Math, Purannattukara, 2005
4. Technical literature in Sanskrit, Edited by S.Venkita Subramonia Iyer, University of Kerala, 2009

SEMESTER 5UGP “SUBJECT NAME”

Reference Distribution:

Module	Unit	Reference No.	Page Nos.	Remarks
1	1		Practicum	
	2		Practicum	
	3		Practicum	
	4		Practicum	
2	1	2	1-15	
	2	2	17-19, 27-29, 42-51	
	3	4	123-139	
3	1	1	1-10 stanzas	--
	2		Practicum	--
	3		Practicum	--
4	1	3	Respective chapters	--
	2	3	-do-	--
	3	3	-do-	--
	4		Practicum	

Suggested Readings:

1. A Comparative Study of Indian Languages and Sanskrit: Uncovering Linguistic Connections and Differences, Journal of Emerging Technologies and Innovative Research, 2023, Vol.10, Issue 10
2. Indian Culture and Sanskrit, Sandeep Kumar, Laxman Singh And Ompal Shastri, Sanjay Prakashan 2022
3. Veeravani, Swami Agamananda, Sri Ramakrishna Math, Purannattukara, 2024
4. Sanskrit and other Indian Languages, Ed.by Shashiprabha Kumar, D.K.Printworld Pvt.Ltd, 2007, ISBN - 8124604428

SEMESTER 5UGP "SUBJECT NAME"

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		70
Continuous Evaluation		30
a)	Test Paper- 1	10
b)	Test Paper-2	10
c)	Assignment	4
d)	Seminar	4
e)	Book Review	2
f)	Viva-Voce	-
g)	Field Report	-
Total		100

KU1DSCSAN103: KATHASAHITYAM

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
1	DSC	100-199	KU1DSCSAN103	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	2	1	30	70	100	2

Course Description:

This course sounds like a comprehensive introduction to Sanskrit prose literature, covering its origin, development, and various narrative strategies employed throughout different periods. It seems to offer students a holistic understanding of the rich tradition of Sanskrit literature, including its prosody, exegetic methods, and linguistic usage.

By incorporating diverse teaching tools such as reading, listening, seminar presentations, and storytelling in Sanskrit, the course seems to engage students in a variety of ways, making the learning experience more immersive and interactive.

Moreover, the emphasis on selecting stories that convey value-based education suggests a thoughtful approach to not only exploring the literary aspects but also imparting moral and ethical lessons to students. This can contribute significantly to their holistic development. Overall, it appears to be a well-rounded course that not only explores the literary aspects of Sanskrit prose but also aims to instill cultural appreciation and ethical values among students.

Course Prerequisite:

Basic understanding of the Sanskrit language and general awareness of the basics of grammar and usage.

SEMESTER 5UGP “SUBJECT NAME”

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Develop a comprehensive understanding of the origin, development, and various narrative strategies employed in Sanskrit prose literature across different periods.	U
2	Acquire knowledge of Sanskrit prosody and exegetic methods as applied in Vedic literature and classical texts.	A
3	Enhance language skills through reading, listening, and narrating stories in Sanskrit, fostering fluency and comprehension in the language.	En
4	Demonstrate the ability to present seminar discussions effectively, showcasing analytical insights and interpretations of Sanskrit prose to peers and instructors.	An
5	Explore the ethical and moral dimensions of Sanskrit literature by examining value-based stories and their relevance to contemporary society, fostering personal growth and ethical awareness.	E & C

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓					
CO 2	✓						
CO 3		✓					
CO 4	✓		✓				
CO 5					✓	✓	

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
1	MODULE 1: Introduction to Kathasahityam in Sanskrit		15
	1	a) Origin of prosody in Sanskrit – An overview of the Samhita texts of Vedic literature	
		b) An introduction to the narratology of Yajurveda	
	2	a) An overview of Jatakamalas – Bodhisatvavadanamala	
		b) Narratology of Bauddhajatakas – an overview	
	3	a) Introduction to narratology of Upanisad texts	
		b) An introduction to the major stories of Upanisadic texts	
	4	a) An introduction to classical prose texts Katha - Akhyayika	
		b) Introduction to Pancatantram, Hitopadesam Kathasaritsagaram, and other main Sanskrit Texts	
		c) Introducing simple prose writing methods in Sanskrit through the prescribed syllabus	
2	MODULE 2: Naciketopakhyanam in Kathopanisad		15
	1.	Kathopanisad – An overview	
	2.	Textual study of Naciketopakhyanam	
	3.	Analysis of the text	
3	MODULE 3: Vartakapotajatakam of Jatakamala (वर्तकापोतजातकम्)		15
	1	Jatakamala – An overview	
	2	Textual study of Vartakapotajatakam	
	3	Analysis of the story	
4	MODULE 4: - Vetalapancavimsati		15
	1	An Introduction to Vetalapancavimsati	

SEMESTER 5UGP “SUBJECT NAME”

	2	Textual study of the second story of Vetalapancavimsati	
	4	Textual study of the third story of Vetalapancavimsati	
	3	Analysis of the story	

	Teacher-Specific Module - Prose writing methods in Sanskrit		15
	<i>Directions:- sentence writing techniques – connection with units of sentences -</i>		
5	<i>The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as review of books/ articles/ field visits/ report making and digital content creation. This can account for any two components of continuous evaluation. Space to fill the selected area/ activity</i>		

Essential Readings:

Module 1

1. A Short History of Sanskrit Literature by T.K Ramacandra Iyer, R.S. Vadhyar & Sons, Kalpathi, Palakkad. (Page No: 108 to 116)
2. Introduction part of Buddhist Sanskrit Text No: 21, Bauddha Jataka mala by Arya Sura, Dr. T.L. Vaidya (Ed), Mithila Institute of Post Graduate Research in Sanskrit Studies, Darbhanga, 1959 -

Module 2

1. Learning material prepared by BOS

Module 3

Buddhist Sanskrit Text No: 21, Bauddha Jataka mala by Arya Sura, Dr. T.L. Vaidya (Ed), Mithila Institute of Post Graduate Research in Sanskrit Studies, Darbhanga, 1959 (Page No: 1 to 6)

Module 4

- a) Introduction part of Vetalapancavimsati N.A Gore (Ed), Usmania University Library Copy
- b) Vetalapancavimsati of Jambhaladatta, N.A Gore (Ed), Usmania University

Library Copy Website link for reference:

<https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://archive.org/details/in.ernet.dli.2015.326726&ved=2ahUKEwjxIJ39-PiFAxUZT2wGHcE-DqEQFnoECAyQAQ&usg=AOvVaw0CVEJ1ANUrIUXup34jZOAI>

Reference Distribution:

SEMESTER 5UGP "SUBJECT NAME"

Suggested Readings:

1. History of Sanskrit Literature, A.B Keith
2. Upanisadsarasarvasvam by Samrat Publishers
3. Kathopanisad (Tr. By Swami Mridanandaji) Sri Ramakrishnasramam, Puranattukara, Thrissur.
4. Aryasurante Jatakamala (Bodhisatvavadanamala), Tr. By Dr. K.H. Subrahmanyam, Kairali Books.
- 5.

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		70
Continuous Evaluation		30
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Seminar	5
e)	Book/ Article Review	5
f)	Viva-Voce	5
g)	Field Report	
Total		100

KU1DSCSAN104 : THE POETIC REALM OF KALIDASA

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
I	DSC	100-199	KU1DSCSAN104	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	2	1	30	70	100	2

Course Description:

This course delves into the rich and captivating literary world of Kalidasa one of Ancient India’s most celebrated poets and playwrights. Through this course students will gain a comprehensive understanding of his contributions to Sanskrit literature and his enduring influence on world literature. After the introduction, it proceeds to explore some of his most famous works examining their themes characters and stylistic techniques. Through close reading and analysis students will explore the cultural philosophical and aesthetic dimensions of Kalidasa’s writings including his portrayal of love, nature, and the human condition.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Understand the Literary works of Kalidasa including his Major works with a specific focus on his use of similes and nature depiction	U
2	Identify interpret and analyse the similes used by Kalidasa, exploring their symbolic significance, aesthetic appeal and rhetorical functions	An
3	Develop a deep appreciation for Kalidasa’s vivid and evocative portrayal of nature examining how he uses natural imagery to convey emotions, enhance the atmosphere and deepen thematic resonance in his works	An
4	Sharpen their critical thinking skills by evaluating scholarly interpretations of Kalidasa’s works and formulating their own informed perspectives.	E
5	Engage in creative writing exercises inspired by Kalidasa’s works	C

SEMESTER 5UGP “SUBJECT NAME”

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓			✓			
CO 2		✓					
CO 3			✓				✓
CO 4			✓			✓	
CO 5						✓	✓

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
		MODULE TITLE : Kalidasa – A celebrated poet in Sanskrit	15
1	1	Kalidasa – Date and Life	
	2	Kalidasa’s works – An overview	
	3	Ritusamharam - Summary	
	4	Meghadutam- summary and selected verse धूमज्योतिःसलिलमरुतां संनिपातः क्व मेघः सन्देशार्थाः क्व पटुकरणैः प्राणिभिः प्रापणीयाः । इत्यौत्सुक्यादपरिगणयन् गुह्यकस्तं ययाचे कामार्ता हि प्रकृतिकृपणाश्चेतनाचेतनेषु॥१.५॥	

		Mahakavyas of Kalidasa	15
2	1	Kumarasambhavam - Summary	
	2	Selected Verse from Kumarasambhava पशुपतिरपि तान्यहानि कृच्छ्रादगमयदद्विसुतासमागमोत्कः । कमपरमवशं न विप्रकुर्युर्विभुमपि तं यदमी स्पृशन्ति भावाः ॥ (Kumarasambhava ६.१५ ॥ पत्युः शिरश्चन्द्रकलामनेन स्पृशति सख्या परिहासपूर्वम् । सा रञ्जयित्वा चरणौ कृताशीर्मात्येन तां निर्वचनं जघान ॥(Kumarasambhava ७.१९ ॥	
	3	Raghuvamsam - Summary	
	4	Selected Verse from Raghuvamsam	

SEMESTER 5UGP “SUBJECT NAME”

		<p>मरणं प्रकृतिः शरीरिणां विकृतिर्जीवितमुच्यते बुधेः । क्षणमप्यवतिष्ठते श्वसन्यदि जन्तुर्ननु लाभवानसौ ॥(Raghuvamsa ८-८७॥ प्रजानां विनयाधानाद्रक्षणाद्भ्रणादपि । स पिता पितरस्तासां केवलं जन्महेतवः ॥ Raghuvamsa १.२४ ॥</p>	
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		Dramas of Kalidasa	15
3	1	Kalidasa as a playwright	
	2	Malavikagnimitram – Summary and selected verse from the drama श्लिष्टा क्रिया कस्यचिदात्मसंस्था संक्रान्तिरन्यस्य विशेषयुक्ता। यस्योभयं साधु स शिक्षकाणां धुरि प्रतिष्ठापयितव्य एव॥	
	3	Vikramorvasiyam – Summary and selected verse from the drama गतं भयं भीरु सुरारिसम्भवं त्रिलोकरक्षी महिमा हि वज्रिणः। तदेतदुन्मील्य चक्षुरायतं महोत्पलं प्रत्युषसीव पद्मिनी॥	
	4	Abhijnanasakuntalam – Prominence	

		Abhijnanasakuntala Textual study	15
4	1	Abhijnanasakuntala – Summary	
	2	Abhijnanasakuntala Act 1 – Detailed study from verses 15 to 20	
	3	Abhijnanasakuntala Act 1 – Detailed study from verse 21 up to verse 25	
	4	Abhijnanasakuntala Act 1 – Detailed study from verse 26 up to verse 31	

		Teacher Specific Module	15
5	<i>Poem recitation, Creative writing, screenplay etc</i>		
	<i>The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as review of books/ articles/ field visits/ report making and digital content creation. This can account for any two components of continuous evaluation.</i>		

Essential Readings:

1. Kalidasasahityasarvasvam – Sudhamsu Chaturvedi
2. The complete works of Kalidasa (poems), English Translation, Bharatiya Book Corporation, Delhi, 2009
3. The complete works of Kalidasa (Dramas), English Translation, Bharatiya Book Corporation, Delhi, 2009
4. Samskritasahityacaritram, 2volumes, Dr.K.Kunjuniraja ans Dr.M.S.Menon, Kerala Sahitya Academy, Thrissur

SEMESTER 5UGP “SUBJECT NAME”

Suggested Readings:

1. Kalidasa: His Art and culture, Krishnamurti Sharma, Motilal Banarsidass, Delhi
2. Kalidasa’s Plays : Abhijnanasakuntalam and Vikramorvasiyam, M.R.Kale (Tr.), Motilal Banarsidass
3. Kalidasa’s Sakuntala : A Reader’s Guide, Michael Lockwood, OUP, India
4. Kalidasa : Translations of Shakuntala and Other works, Arthur W Ryder, Dover Publications.

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		70
Continuous Evaluation		30
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	10
d)	Seminar	5
e)	Book/ Article Review	
f)	Viva-Voce	5
g)	Field Report	
Total		100

KU1MDCSAN101: BHAGAVATGITA AND PERSONALITY DEVELOPMENT

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
1	MDC	100-199	KU1MDCSAN101	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	0	0	25	50	75	1.5

Course Description:

This course seamlessly blends ancient wisdom with modern techniques, offering students a holistic approach to personal development. Beginning with an in-depth exploration of the Bhagavadgita's historical and philosophical context, students gain a profound understanding of its teachings. They then delve into the intricacies of stress management, dissecting its physiological, psychological, and social dimensions. With a focus on cultivating an integrated personality, students learn to harmonize virtues, ethics, and inner balance, as prescribed by the Bhagavadgita. Furthermore, they explore practical steps towards emotional stability, synthesizing timeless wisdom with contemporary approaches. Through critical analysis, discussions, and reflective exercises, students not only grasp the theoretical underpinnings but also develop practical skills for managing stress and fostering emotional resilience. Ultimately, the course fosters interdisciplinary learning, empowering students to navigate life's challenges with wisdom, resilience, and inner peace.

Course Prerequisite:

Interest in Indian philosophical nuances and Indian approach to personal awareness. Also a general understanding of the powerfully built cultural backbones of India.

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Students will gain a comprehensive understanding of the Bhagavadgita's teachings and its relevance to stress management.	R
2	They will develop practical skills to identify and manage stressors effectively in their personal and professional lives.	U&A
3	Students will cultivate an integrated personality by aligning their actions with ethical principles and inner harmony.	A

SEMESTER 5UGP “SUBJECT NAME”

4	They will learn strategies to enhance emotional stability and resilience, leading to improved well-being.	An
5	By the end of the course, students will be equipped with tools and insights to navigate life's challenges with wisdom and equanimity.	E&A

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓			✓			
CO 2		✓			✓		
CO 3			✓			✓	
CO 4			✓			✓	
CO 5				✓			✓

COURSE CONTENT

CONTENT FOR CLASSROOM TRANSACTION

(UNITS)

Module	Course description	Hours
Title	A general introduction to Bhagavatgita	5
Unit 1.1	Mahabharatha and Bhagavatgita	
1.2	Chapters of Bhagavatgita	
1.3	An overview of chapter 2 Samkhya yoga	
Title	Persornality- Dimensions of Personality Development	5
Unit 2.1	Physical-Psychic- Intellectual -emotional-spiritual Development of one’s personality	
2.2	Stress management- sources of stress- mental-physical-social-financial	
2.3	Importance of stress management	
2.4	Integrated personality	
Title	Steps towards emotional stability	16
Unit 3.1	Bhagavatgita Chapter 2- 62-72	
3.2	Reduce stress through action Chapter 2- 44-50	
Title	Characteristics of an integrated personality	10
4.2	Bhagavatgita Chapter 2- 54-72	
Title	Teacher specific content. <i>The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as review of books/ articles/ field visits/ report making and digital content creation. This can account for any two components of continuous evaluation.</i>	9

Essential Readings:

1. Bhagavat Gita Chapter II ,Gita Press,Gorakpur,Varanasi
2. A study on bhagavat gita approach to stress management, Dr. K S Sivakumar & Dr. Rajini G

Suggested Readings:

1. Bhagavad-Gita Sankarabhasyam By P.Panoly, Pub by Mathribhumi Books
2. Rajayoga by Swami Vivekananda Pub by Sri RamaKrishnasramam Trichur.
3. Stress Management By Ajaysukla Unikon Books, Delhi -110002
4. Vyktitvavikasanattilute Jivitha Vijayam By Prof.Prasad, H&C Pub House Trichur.
5. Svsthavrittam, By Dr.S. Nesamani, Kerala Bhasa institute Trivandrum.
6. Gitapravacanam by Vinobhabhave D.C. Books .Trichur

7. Advanced Educational Psychology by S.K.Mangal. Published by Prentice-Hall of India Private Ltd, M-97, Connaught Circus, New Delhi-110033.

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		25
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Seminar	5
e)	Book/ Article Review	
f)	Viva-Voce	5
g)	Field Report	
Total		75

Employability for the Course:

This course enhances employability by equipping students with valuable skills in stress management, emotional intelligence, and ethical decision-making, which are highly sought-after qualities in various professional settings. Graduates may find opportunities in human resources, counselling, education, and other fields where effective stress management and emotional stability are essential.

KU1MDCSAN102: YOGA FOR WELLNESS

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
1	MDC	100-199	KU1MDCSAN102	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	0	1	25	50	75	1.5

Course Description:

This course aims to provide students with a deep understanding of the ancient practice of yoga, exploring its roots and its relevance in modern life. The curriculum includes a variety of modules, such as the aims of yoga, which delve into its philosophical and spiritual foundations and how they guide practitioners toward self-realization and harmony. The course also covers yoga's impact on mental health, highlighting its therapeutic benefits in alleviating stress, anxiety, and depression. Additionally, students will learn about the significance of breathing exercises, or pranayama, and their role in regulating the mind and body to enhance overall well-being. Through theoretical knowledge and practical application, students will discover the transformative power of yoga in fostering physical, mental, and emotional health. In addition, the course will address how yoga can be integrated into a holistic approach to health, encompassing diet, lifestyle, and personal development. This unique offering by Kannur University is designed to empower students with the knowledge and skills necessary to apply yogic principles to their personal and professional lives. By the end of the course, students will have a solid foundation in yoga science, equipping them with tools for lifelong wellness and self-discovery.

Course Prerequisite: NIL**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Gain an understanding of yoga's historical roots, philosophical underpinnings, and its role in personal growth and development.	U

SEMESTER 5UGP “SUBJECT NAME”

2	Explore how yoga serves as a tool for enhancing mental well-being, managing stress, and fostering emotional resilience.	U
3	Develop proficiency in various breathing exercises and recognize their significance in promoting both physical and mental health.	A
4	Appreciate the holistic nature of yoga and its synergy with a well-rounded lifestyle, encompassing nutrition, rest, and physical activity.	An
5	Cultivate the ability to incorporate diverse yoga techniques into daily life for enhanced overall health and heightened self-awareness.	E&C

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1		✓					
CO 2			✓				
CO 3			✓				
CO 4			✓		✓	✓	
CO 5				✓			✓

SEMESTER 5UGP “SUBJECT NAME”

COURSE CONTENTS

CONTENT FOR CLASSROOM TRANSACTION (UNITS)

Module	Course description	Hours
Title	Yoga and its aims	9
Unit 1.1	Meaning, definition and aims of Yoga.	
1.2	Sanskrit Textual Traditions of Yoga.	
1.3	different branches of Yoga – Bhakti Yoga, Jnana Yoga – Raja Yoga- Karma Yoga- Hatha Yoga and Kundalini Yoga.	
1.4	Ashtangas of yoga.	
Title	Yoga and mental health	9
Unit 2.1	Psychological Foundation of Yoga	
2.2	Nature of mind and the states of mind.	
2.3	The five states of Chitta or mind stuff – Moodham (dull mind), Kshiptam (dissipated mind), Vikshiptam (Oscillating mind), Ekagram (Concentrated mind), Nirudham (beyond the three gunas).	
	Five kinds of Vrittis (Mental modifications),	
Title	Breathing exercises/Pranaayama and its importance.	9
3.1	Kaphalapathi	
3.2	Seethali	
3.3	Seetkari	
3.4	Bramari	
Title	Health and Yoga	9
Unit 4.1	Asanas and their importance	
4.2	1. Savasana, 2. Padmasana, 3. Mayoorasana, 4. Bhujangasana, 5.Salabhasana, 6. Matsyendrasana, 7. Ushtrasana, 8. Kukutasana 9. Kurmasana, 10.Garudasana	
Title	Teacher specific content. <i>The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as review of books/ articles/ field visits/ report making and digital content creation. This can account for any two components of continuous evaluation.</i>	9

Essential Readings:

1. Yogasutra of Patanjali, Translation and commentary by Swami Sacchidananda,Integral yoga Publications
2. Yogic Exercises for fit and the ailing, S.Muzumdar, Orient Longmans Ltd, Madras

Suggested Readings:

- 1.Impact of Yoga in body and mind by dr. Dr. V.K. Subrahmanian, Thottada, Kannur.

SEMESTER 5UGP “SUBJECT NAME”

2.Rajayoga of Swami Vivekananda ,Ramakrishnamata.

3.Hathayoga Pradipika, Swami Mukthibodhananda, Yoga Publication trust,Munger,Bihar

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		25
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Seminar	5
e)	Book/ Article Review	
f)	Viva-Voce/ Practical	5
g)	Field Report	
Total		75

Employability for the Course: The employability of a course in Yoga for wellness is promising, especially in the growing fields of holistic health, wellness, and integrative medicine. Graduates with a strong understanding of yogic principles, practices, and their applications in promoting health and well-being are well-positioned to pursue diverse career opportunities in both traditional and emerging sectors.

KU1AECSAN101: SAMSKRITHA KAVYAPRAVESIKA

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
1	AEC	100-199	KU1AECSAN101	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	0	0	25	50	75	1.5

Course Description:

This course offers a comprehensive exploration of select Sanskrit literary classics, including Itihasam (Epics), Upanyasamalika (Narratives), and Kavyamritam (Poetry), providing students with an in-depth understanding of the cultural, philosophical, and aesthetic dimensions of ancient Indian literature. Through a combination of lectures, readings, discussions, and practical exercises, students will inquire into the richness and diversity of Sanskrit literary tradition, gaining insight into its historical, social, and linguistic contexts. (This course is designed for the students of Arts and Humanities stream)

1. Kavyamritam (Poetry):

- This module will focus on studying classical Sanskrit poetry, including works by renowned poets such as Kalidasa, Bharavi, and Magha.
- Students will analyze the aesthetic elements, literary techniques, and thematic richness of Sanskrit poetry and its cultural and philosophical significance.

2. Itihasam (Epics):

- This module will focus on the two great epics of Sanskrit literature, the Ramayana and the Mahabharata.
- Students will explore the mythic narratives, heroic tales, moral dilemmas, and philosophical themes presented in these epics, as well as their impact on Indian culture, society, and religion.

3. Upanyasamalika (Narratives):

- Students will examine select narrative texts from Sanskrit literature, such as the Hitopadesha, the Kathasaritsagara, and the Panchatantra.
- Through close reading and analysis, students will explore the art of storytelling, the portrayal of human virtues and vices, and the moral lessons conveyed through these narratives.

4. Linguistic Proficiency:

- Throughout the course, students will develop and enhance their proficiency in the Sanskrit language, including reading, writing, comprehension, and translation skills.

Course Prerequisite: Basic understanding of Sanskrit literature and language and general interest in Indian cultural and ethical nuances.

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Comprehensive Understanding of Sanskrit Literary Classics: Students will develop a comprehensive understanding of select Sanskrit literary classics, including religious texts (Dharmikam), epics (Itihasam), narratives (Upanyasamalika), and poetry (Kavyamritam).	U
2	Philosophical and Ethical Insight: Through the study of religious texts and epics, students will gain insight into key philosophical concepts, ethical teachings, and moral dilemmas presented in Sanskrit literature, enriching their understanding of Indian philosophy and spirituality.	R & U
3	Cultural Appreciation: Students will develop a deep appreciation for the cultural heritage of India as reflected in Sanskrit literature, including its myths, legends, heroic tales, and aesthetic traditions, fostering a sense of cultural identity and appreciation for diversity.	An
4	Literary Analysis and Interpretation: Students will acquire skills in literary analysis and interpretation, learning to evaluate themes, motifs, and literary techniques employed in Sanskrit literary classics, and to articulate their insights through written analysis and discussion.	An & E
5	Linguistic Proficiency: Through engagement with Sanskrit texts in their original language, students will enhance their proficiency in the Sanskrit language, including reading, writing, comprehension, and translation skills, enabling them to access and appreciate classical Sanskrit literature in its authentic form.	A & An
6	Interdisciplinary Perspective: The course will foster an interdisciplinary perspective, encouraging students to explore connections between literature, religion, philosophy, history, and art within the context of Sanskrit literary classics, fostering	E
7	Comprehensive Understanding of Sanskrit Literary Classics: Students will develop a comprehensive understanding of select Sanskrit literary classics, including religious texts (Dharmikam), epics (Itihasam), narratives (Upanyasamalika), and poetry (Kavyamritam).	U & C

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓			✓			
CO 2		✓			✓		
CO 3			✓				
CO 4			✓			✓	
CO 5	✓			✓			
CO 6					✓		
CO 7	✓						✓

COURSE CONTENTS

CONTENT FOR CLASSROOM TRANSACTION (UNITS)

Module	Course description	Hours
Title	धार्मिकम्	9
Unit 1.1	सुभाषितानि (8 सुभाषितानि भावतले)	
1.2	कथा (महामनीषी चाणक्यः)	
Title	काव्यामृतम्	9
Unit 2.1	काव्यम्- महाकाव्यम्	
2.2	महाकवि कालिदासः- कालिदासकाव्यानि	
2.3	उपमा कालिदासस्य	
2.4	श्लोकमालिका (Kumarasambhava canto -5 3 to7 श्लोकानि)	
Title	इतिहासम्	9
Unit 3.1	भारतीयेतिहासपरिचयः	
3.2	रामायणस्य उत्पत्तिकथा-रामायणस्य रचनाकालः-रामायणस्य वैशिष्ट्यम्	
3.3	रामायणम् (selected 15 श्लोकानि) (रामयणं आरण्यकाण्डम्) जटायोर्वीर्यपराक्रमम्	
Title	उपन्यासमालिका	9
Unit 4.1	उपन्यासलेखनं कथम्	
4.2	तेय्यम् कला तथा मलबार देशसंस्कृतिः	
4.3	तेय्यम् – पौराणिक उत्पत्ति कथा (विष्णुमूर्ति, भैरवन तेय्यम्, वैरजातन् तेय्यम्, बालि तेय्यम्, तिरुवर्ककाट्ट भगवति, पलोट तेय्यम्, पोर्टटन् तेय्यम्)	

SEMESTER 5UGP “SUBJECT NAME”

Title	Teacher specific content. <i>The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as review of books/ articles/ field visits/ report making and digital content creation. This can account for any two components of continuous evaluation.</i>	9
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Essential Readings:

1. Selected verses (Verses are appended herewith as Appendix I)
1. Vyavaharapradeepa, second part, vol 2 Rastriya Sanskrit Sansthan, New Delhi 2004
2. Kumarasambhava Mahakavya of Kalidasa, Sanjivani commentary, Chaukhambha Sanskrit sansthan, 2005.
3. Samskrita Nibandha satakam, Dr.Kapiladeva Dwivedi, viswavidyalaya Prakaasan, Varanasi. Ramayana Aranyakanda
4. ,Geetha Press, Ghorakpur
5. Deepasikha, Dr. K H Subrahmanian, Kairali Press, 2004
6. Prabandha Samgraha, Viswasamskrita Pratishthanam

Reference Distribution:

Module	Unit	Reference No.	Page Nos.	Remarks
1	1.1	1	1	Appendix 1
	1.2	2	515	
2	2.1	3	--	
	2.2	3	--	
	2.3	3	--	
	2.4	4	--	Canto 5 sloka 3 to 7 Kumarasambhava mahakavya
3	3.1	4	20-22	Ramya Ramaayani Katha
	3.2	4	20-22	Ramya Ramaayani Katha
	3.3	5	1	Appendix 2 Aranyakanda (sarga 49-36,37,38 sarga 50-1,2,7,21,22,23 sarga 51-4,5,6,10,11,38)
4	4.1	7	1-2	
	4.2	6	81-85	(Article Teyyam)
	4.3	6	81-85	(Article Teyyam)

Suggested Readings:

1. Kalidasa sahitya sarvaswam - Dr. Sudhamsu Chaturvedi
2. Krishnamachariar.M, *History of Classical Sanskrit Literature*, Motilal Banarsidass, Varanasi, 1937.
3. Samskritha Sahithya Charithram Edited by Dr. Kunjunni Raja and Dr.M S Menon, Kerala Sahitya Academy, Thrissur.
4. A Short History of Sanskrit Literature - T. K. Ramachandra Iyer. R.S.Vadyar & Sons, Kalpathi, 1984.
5. Samskrita Sahityetihasa- Acharya Lokamani Dahal, Krishnadas Accademi, 1999.
6. Eassays on Sanskrit Literature,Sadhu Ram, (1965) Munshi Ram Mohan Lal

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		25
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Seminar	5
e)	Book/ Article Review	5
f)	Viva-Voce	
g)	Field Report	
Total		75

Employability for the Course: The employability of this course is multifaceted, offering opportunities in Content creation, Heritage tourism, Cultural promotion and preservation, and Digital Humanities and Technology

Appendix 1

सुभाषितानि

1. आतुरे व्यसने प्राप्ते दुर्भिक्षे शत्रुसङ्कटे ।

- राजद्वारे श्मशाने च यस्तिष्ठति स बान्धवः ॥ ०१-१२
2. परोक्षे कार्यहन्तारं प्रत्यक्षे प्रियवादिनम् ।
वर्जयेत्तादृशं मित्रं विषकुम्भं पयोमुखम् ॥ ०२-०५
3. रूपयौवनसम्पन्ना विशालकुलसम्भवाः ।
विद्याहीना न शोभन्ते निर्गन्धाः किंशुका यथा ॥ ०३-०८
4. अतिरूपेण वा सीता अतिगर्वेण रावणः ।
अतिदानाद्बलिर्बद्धो ह्यतिसर्वत्र वर्जयेत् ॥ ०३-१२
5. एकेनापि सुवृक्षेण पुष्पितेन सुगन्धिना ।
वासितं तद्वनं सर्वं सुपुत्रेण कुलं यथा ॥ ०३-१४
6. एकेन शुष्कवृक्षेण दह्यमानेन वह्निना ।
दह्यते तद्वनं सर्वं सुपुत्रेण कुलं यथा ॥ ०३-१५
7. एकेनापि सुपुत्रेण विद्यायुक्तेन साधुना ।
आह्लादितं कुलं सर्वं यथा चन्द्रेण शर्वरी ॥ ०३-१६
8. किं जातैर्बहुभिः पुत्रैः शोकसन्तापकारकैः ।
वरमेकः कुलालम्बी यत्र विश्राम्यते कुलम् ॥ ०३-१७

KU1AECSAN102: SAMSKITHA KAVYAMANJARI

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
1	AEC	100-199	KU1AECSAN102	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	0	0	25	50	75	1.5

Course Description:

This interdisciplinary course offers a comprehensive exploration of Sanskrit literature, covering diverse genres such as narrative, cultural studies, epics, works by Kerala Sanskrit authors, and aphorisms. Through a combination of lectures, readings, discussions, and practical exercises, students will enter into the richness and depth of Sanskrit literary tradition, gaining insight into its historical, cultural, and philosophical dimensions. (This course is designed for the students of Science stream)

Kathaparcayam (Introduction to Stories):

- Students will be introduced to various forms of storytelling in Sanskrit literature, including fables, folktales, myths, and epics.
- Through close reading and analysis of texts such as the Panchatantra, Hitopadesha, and Kathasaritsagara, students will explore the narrative structures, themes, and moral teachings embedded in these stories.

Samskr̥tikam (Cultural Studies):

- This module will examine the cultural heritage of India as reflected in Sanskrit literature, art, philosophy, religion, and social customs.
- Students will explore topics such as rituals, festivals, social norms, and gender roles, gaining insight into the diverse cultural landscape of ancient India.

Itihasam (Epics):

- Students will study the two great epics of Sanskrit literature, the Ramayana and the Mahabharata, examining their mythic dimensions, historical contexts, and philosophical themes.

SEMESTER 5UGP “SUBJECT NAME”

- Emphasis will be placed on the characters, moral dilemmas, and ethical teachings presented in these epics, as well as their impact on Indian society and culture.

Kerala Sanskrit Authors:

- This module will focus on the contributions of Sanskrit authors from Kerala to the literary heritage of India.
- Students will study the works of notable authors such as Sukumarakavi, Kulasekhara, Melputhur Narayana Bhattapada examining their contributions to poetry, drama, prose, and literary criticism.
- Through textual analysis and discussion, students will gain insight into the unique literary traditions of Kerala and their significance within the broader context of Sanskrit literature.

By the end of the course, students will have acquired a deep appreciation for the diversity and richness of Sanskrit literature, as well as the cultural, philosophical, and historical contexts that have shaped its development over millennia. Through engagement with texts and critical analysis, students will develop skills in literary interpretation, cultural understanding, and interdisciplinary inquiry, enriching their understanding of both Sanskrit literature and Indian civilization.

Course Prerequisite:

Preliminary knowledge of Sanskrit Literature and language and a basic interest in cultural and ethical nuances of the Indian context.

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Comprehensive Understanding of Sanskrit Literature: Students will develop a comprehensive understanding of Sanskrit literature, encompassing diverse genres such as narrative (Kathaparicayam), cultural studies (Samskritikam), epics (Itihasam), works by Kerala Sanskrit authors, and aphorisms (Subhasitas).	U
2	Analytical Skills: Through close reading, critical analysis, and interpretation of Sanskrit texts, students will hone their analytical skills, enabling them to discern underlying themes, motifs, and philosophical insights present in the literature.	An
3	Cultural Appreciation: Students will gain a deep appreciation for the cultural heritage of India as reflected in Sanskrit literature, including its rich tapestry of myths, legends, rituals, social customs, and philosophical traditions.	A & An
4	Interdisciplinary Perspective: The course will foster an interdisciplinary approach to the study of Sanskrit literature, encouraging students to	E

SEMESTER 5UGP “SUBJECT NAME”

	explore connections between literature, history, philosophy, religion, art, and society.	
5	Linguistic Proficiency: Through engagement with Sanskrit texts in their original language, students will enhance their proficiency in Sanskrit language skills, including reading, writing, comprehension, and translation.	R & An
6	Appreciation of Kerala Sanskrit Authors: Students will develop an appreciation for the contributions of Sanskrit authors from Kerala to the broader Sanskrit literary tradition, gaining insight into their unique literary styles, themes, and cultural contexts.	E & C

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓						
CO 2		✓			✓		
CO 3			✓				
CO 4			✓			✓	
CO 5	✓			✓			
CO 6							✓

COURSE CONTENTS

CONTENT FOR CLASSROOM TRANSACTION (UNITS)

Module	Course description	Hours
Title	मौलिकम्	9
Unit 1.1	सुभाषितपरिचयम्	
1.2	सुभाषितानि (8 सुभाषितानि भावतले)	
1.3	कथासाहित्यपरिचयम्	
1.4	उपदेशकथा (मकर-वानर-कथा)	
Title	आलोचनामृतम्	9
Unit 2.1	काव्यम्/ महाकाव्यम् (केवल परिचयम्)	
2.2	सुकुमारकविः/श्रीकृष्णविलास महाकाव्यम्	
2.3	शकटासुर भञ्जनम् (सर्ग 3, श्लोक 28 to 38)	
Title	इतिहासम्	9

SEMESTER 5UGP “SUBJECT NAME”

Unit	3.1	भारतीयतिहासपरिचयः	
	3.2	रामायणस्य उत्पत्तिकथा/ रामायणस्य वैशिष्ट्यम्	
	3.3	रामायणम् (selected 15 श्लोकानि) (रामयणं आरण्यकाण्डम्) जटायोर्वीर्यपराक्रमम्	
Title		सांस्कृतिकम्	9
Unit	4.1	उपन्यासलेखनं कथम्	
	4.2	संस्कृतवाङ्मयम् सामान्य परिचयः- लघूपन्यासः (वेद-वेदाङ्ग-पुराण-उपनिषद्)	
	4.3	संस्कृतोपासकाः केरलीयकविवराः लघूपन्यासः (शक्तिभद्रः, मेलपत्तुर नारायण भट्टपादाः, डा. के एन् एषुत्तच्छन्, डा. पी. के नारायणप्पिल्लै, कुलशेखरः)	
Title		Teacher specific content. <i>The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as review of books/ articles/ field visits/ report making and digital content creation. This can account for any two components of continuous evaluation.</i>	9

Essential Readings:

1. Appendix 1
2. Vyavaharapradeepa, First part, vol 1, Rastriya Sanskrit Sansthan, New Delhi 2004
3. Sreekrishna vilasa kavya, Sukumarakavi, R S Vadhyar & sons, 2009
4. Samskrita Nibandha satakam, Dr.Kapiladeva Dwivedi, viswavidyalaya Prakaasan, Varanasi.
5. Ramayana, Aranyakanda ,Geetha Press, Ghorakpur
6. Prabandha Samgraha, Viswasamskrita Pratishtanam

Reference Distribution:

Module	Unit	Reference No.	Page Nos.	Remarks
1	1.1	--		
	1.2	2		Appendix 1
	1.3	--		
	1.4	1	312	vol 1
2	2.1	--		
	2.2	3	--	
	2.3	3		(सर्ग 3, श्लोक 28 to 38)
3	3.1	5	20-22	(Ramya Ramayani Katha)

SEMESTER 5UGP "SUBJECT NAME"

	3.2	5	20-22	(Ramya Ramayani Katha)
	3.3	5		Aranyakanda (sarga 49-36,37,38 sarga 50-1,2,7,21,22,23 sarga 51-4,5,6,10,11,38)
4	4.1	6	1-2	
	4.2	--		
	4.3	--		

Suggested Readings:

1. Kalidasa sahitya sarvaswam - Dr. Sudhamsu Chaturvedi
2. Krishnamachariar.M, *History of Classical Sanskrit Literature*, Motilal Banarsidass, Varanasi, 1937.
3. Samskritha Sahithya Charithram Edited by Dr. Kunjunni Raja and Dr.M S Menon, Kerala Sahitya Academy, Thrissur.
4. A Short History of Sanskrit Literature - T. K. Ramachandra Iyer. R.S.Vadyar & Sons, Kalpathi, 1984.
5. Samskrita Sahityetihasa- Acharya Lokamani Dahal, Krishnadas Accademi, 1999.
6. Eassays on Sanskrit Literature, Sadhu Ram, (1965) Munshi Ram Mohan Lal

AssessmentRubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		25
a)	Test Paper- 1	10
b)	Test Paper-2	5
c)	Assignment	5
d)	Seminar	5
e)	Book/ Article Review	
f)	Viva-Voce	
g)	Field Report	
Total		75

Employability for the Course: Samskr̥takāvyaṃaṅjarī is a multifaceted course, offering opportunities in education, research, translation, publishing, cultural preservation, tourism, technology, and consultancy, where graduates can apply their knowledge and skills in Sanskrit literature and culture to diverse professional contexts.

Appendix I

सुभाषितानि (8 सुभाषितानि भावतले)

1. मृगाः मृगैः संगमुपव्रजन्ति गावश्च गोभिस्तुरंगास्तुरंगैः |
मूर्खाश्च मूर्खैः सुधयः सुधीभिः समानशीलव्यसनेष सख्यम् ||
2. क्षणशः कणशश्चैव विद्यामर्थं च साधयेत् ।
क्षणत्यागे कुतो विद्या कणत्यागे कुतो धनम्॥
3. अतितृष्णा न कर्तव्या तृष्णां नैव परित्यजेत् ।
शनैः शनैश्च भोक्तव्यं स्वयं वित्तमुपार्जितम् ॥
4. पृथिव्यां त्रीणि रत्नानि जलमन्नं सुभाषितम् ।
मूढैः पाषाणखण्डेषु रत्नसंज्ञा प्रदीयते ॥
5. लोभमूलानि पापानि संकटानि तथैव च।
लोभात्प्रवर्तते वैरं अतिलोभात्विनश्यति ॥
6. उद्यमेनैव हि सिध्यन्ति, कार्याणि न मनोरथै ।
न हि सुप्तस्य सिंहस्य, प्रविशन्ति मृगाः॥
7. गते शोको न कर्तव्यो भविष्यं नैव चिन्तयेत् ।
वर्तमानेन कालेन वर्तयन्ति विचक्षणाः॥
8. व्यायामात् लभते स्वास्थ्यं दीर्घायुष्यं बलं सुखं।
आरोग्यं परमं भाग्यं स्वास्थ्यं सर्वार्थसाधनम्॥

KU1AECSAN103: SAMSKRITHA SAHITYAVICHARA

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
1	AEC	100-199	KU1AECSAN103	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	0	0	25	50	75	1.5

Course Description:

his course offers a comprehensive exploration of Sanskrit literature through the lens of *subhāṣitas*, stories, and epics, providing students with a deep understanding of the cultural and philosophical richness of ancient Indian civilization.

The course begins by introducing students to the significance of *subhāṣitas*, which are concise, poetic verses containing profound philosophical and moral teachings. Students will learn to appreciate the artistry and wisdom encapsulated in these verses, exploring themes such as righteousness, virtue, friendship, and the pursuit of knowledge.

Building upon this foundation, the course explores the rich tapestry of Sanskrit stories drawn from ancient texts such as the Panchatantra, Hitopadesha, and Kathasaritsagara. Students will analyze these narratives, examining their moral and ethical implications, as well as their relevance to contemporary life. Through close reading and discussion, students will develop a nuanced understanding of storytelling techniques, character development, and thematic motifs in Sanskrit literature.

The course also explores the epic tradition in Sanskrit literature, focusing on timeless classics such as the Ramayana and the Mahabharata. Students will study these monumental works in depth, analyzing their historical, cultural, and philosophical contexts, and their enduring impact on Indian society and beyond. (This course is designed for the students of Commerce stream)

Course Prerequisite: Interest in Values and ethical implications, cultural diversities of India.

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Familiarity with Subhashitas: Students will develop a deep familiarity with the genre of <i>subhāṣitas</i> , gaining the ability to recognize, interpret, and appreciate the philosophical and moral insights embedded in these concise verses.	R

SEMESTER 5UGP “SUBJECT NAME”

2	Analytical Skills: Through the study of Sanskrit stories and epics, students will hone their analytical skills, learning to critically examine narrative structures, character development, and thematic motifs within the context of classical Indian literature.	R&An
3	Ethical and Philosophical Inquiry: By engaging with moral and ethical dilemmas presented in Sanskrit stories and epics, students will cultivate the ability to reflect upon and interrogate fundamental questions of human existence, morality, and the nature of reality.	An &E
4	Cultural and Historical Understanding: Students will acquire a nuanced understanding of the cultural and historical contexts in which Sanskrit literature emerged, gaining insight into the social, religious, and philosophical currents that shaped ancient Indian civilization.	E
5	Personal Enrichment: Beyond academic study, students will have the opportunity for personal enrichment and spiritual growth, as they encounter the timeless wisdom and profound insights offered by Sanskrit literature, providing a source of inspiration and reflection for their own lives.	E&C

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓						
CO 2		✓	✓		✓		
CO 3			✓				
CO 4			✓			✓	
CO 5	✓			✓		✓	

COURSE CONTENTS

CONTENT FOR CLASSROOM TRANSACTION (UNITS)

Module	Course description	Hours
Title	पीयूषम्	9
Unit 1.1	सुभाषितपरिचयः	
1.2	सुभाषितानि (8 सुभाषितानि भावतले)	
Title	कथामृतम्	9
Unit 2.1	कथा साहित्य परिचयम्	
2.2	कथा 1 अपरीक्षितकारकम्	
2.3	कथा 2 लोभः परमः शत्रुः	

SEMESTER 5UGP “SUBJECT NAME”

Title	रम्या रामायणकथा	9
Unit 3.1	आदिकविः, आदिकाव्यम्, रामायनस्याविर्भावः, रामायणस्य महत्वम्	
3.2	रामायणस्योपगीव्यत्वम्, रामायणस्य लोकप्रियता	
3.3	रामायणम् सुन्दरकाण्डम् सुरसाशापमोक्षम् (प्रथमसर्ग श्लोक 145-173)	
Title	उपन्यासमालिका	9
Unit 4.1	भारतीयसंस्कृति संस्कृतभाषा च (लघूपन्यासः)	
4.2	भारतीयकला-कूत्त, कूडियाट्टम्, कथकळी (लघूपन्यासः)	
4.3	यक्षगानम्, पाठकम् (लघूपन्यासः)	
Title	Teacher specific content. <i>The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as review of books/ articles/ field visits/ report making and digital content creation. This can account for any two components of continuous evaluation.</i>	9

Essential Readings:

1. Selected verses (Verses are appended herewith as Appendix I)
2. Vyavaharapradeepa, second part, Vol 2, Rastriya Sanskrit Sansthan, New Delhi2004
3. Samskrita Nibandha satakam, Dr.Kapiladeva Dwivedi, viswavidyalaya Prakaasan, Varanasi.
4. Ramayanam,Gita Press, Ghorakpur
5. Prabandha Samgraha, Viswasamskrita Pratishtanam.

Reference Distribution:

Module	Unit	Reference No.	Page Nos.	Remarks
1	1.1	--	--	--
	1.2	1	1	Appendix 1
2	2.1	1		
	2.2	2	432	vol 2
	2.3	3	494	Vol 2
3	3.1	2	20-22	(Ramya Ramaayani Kadha)
	3.2	2	20-22	(Ramya Ramaayani Kadha)

SEMESTER 5UGP “SUBJECT NAME”

	3.3	4	1	सुरसा शापमोक्षम् Sundarakandam (प्रथमसर्ग श्लोक 145-173)
4	4.1	--	--	Prabandha Samgraha
	4.2	--	--	--
	4.3	--	--	--

Suggested Readings:

1. Krishnamachariar.M, *History of Classical Sanskrit Literature*, Motilal Banarsidass, Varanasi, 1937.
2. Samskritha Sahithya Charithram Edited by Dr. Kunjunni Raja and Dr.M S Menon, Kerala Sahitya Academy, Thrissur.
3. A Short History of Sanskrit Literature - T. K. Ramachandra Iyer. R.S.Vadyar & Sons, Kalpathi, 1984.
4. Samskrita Sahityetihasa- Acharya Lokamani Dahala, Krishnadas Accademi, 1999.
5. Eassays on Sanskrit Literature,Sadhu Ram, (1965) Munshi Ram Mohan Lal

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		25
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	10
d)	Seminar	5
e)	Book/ Article Review	
f)	Viva-Voce	
g)	Field Report	
Total		75

Employability for the Course: This course can be offered in different fields like education, research, translation, publishing, cultural preservation, tourism, technology, and consultancy, where graduates can apply their knowledge and skills in Sanskrit literature and culture to diverse professional contexts.

Appendix I

सुभाषितानि

1. गुणी गुणं वेत्ति न वेत्ति निर्गुणो बली बलं वेत्ति न वेत्ति निर्बलः ।
पिको वसन्तस्थ गुणं न वायसः करी च सिंहस्य बलं न मूषिकः ॥ ४॥
2. गुणा गुणज्ञेषु गुणा भवन्ति ते निर्गुणं प्राप्य भवन्ति दोषाः ।
सुस्वादुतोयाः प्रभवन्ति नद्यः समुद्रमासाद्य भवन्त्यपेयाः ॥ ५॥
3. विद्या विवादाय धनं मदाय शक्तिः परेषां परिपीडनाय ।
खलस्य साधोर्विपरीतमेतत् ज्ञानाय दानाय च रक्षणाय ॥ ७॥
4. विपदि धैर्यम् अथ अभ्युदये क्षमा
सदसि वाक्पटुता युधि विक्रमः ।
यशसि च अभिरुचिः व्यसनं श्रुतौ
प्रकृतिसिद्धम् इदं हि महात्मनाम् ॥
5. अर्थानां अर्जने दुःखम् अर्जितानां च रक्षणे ।
आये दुःखं व्यये दुःखं धिक् अर्थाः कष्टसंश्रयाः ॥
6. अलसस्य कुतः विद्या अविद्यस्य कुतः धनम् ।
अधनस्य कुतः मित्रम् अमित्रस्य कुतः सुखम् ॥
7. वैद्यराज नमः तुभ्यं यमराजसहोदर ।
यमः तु हरति प्राणान् वैद्यराजः धनानि च ॥
8. अष्टादश पुराणेषु व्यासस्य वचनद्वयम् ।
परोपकारः पुण्याय पापाय परपीडनम् ॥

SEMESTER 2**KU2DSCSAN105: SANSKRIT LEARNING THROUGH EPICS**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
2	DSC	100	KU2DSCSAN105	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	2	1	30	70	100	2

Course Description:

This course provides a focused examination of the characters Bali and Sugriva in the Epic Ramayana, Exploring their complex relationship, leadership qualities, and moral dilemmas. Through close analysis of the conflict over the Kingship of Kishkindha and the subsequent alliance with Prince Rama, students will gain insights into the themes of friendship, power and justice in the Ramayana. They will also have the opportunity to reflect on the relevance of these themes to contemporary issues of leadership, conflict resolution and moral decision making. Students will unravel the complexities of Damayanti’s character, her quest for love and her courageous defiance of societal norms. Students will examine the broader themes of fait, free and feminine agency in the Mahabharata.

Course Prerequisite: Basic knowledge of Sanskrit literature and Indian culture**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Gain profound insight into the cultural and historical significance of the Ramayana and Mahabharata within Hindu Mythology, delving into their intricate layers of meaning, symbolism, and moral teachings.	U & A
2	Explore the characters, themes and moral lessons conveyed in the Epics	A
3	Understand the diverse interpretations and adaptations of the Ramayana and Mahabharata across different cultures and periods	U
4	Reflect on personal values and beliefs in light of the ethical dilemmas presented in the Epics	E

SEMESTER 5UGP “SUBJECT NAME”

5	Enhance communication skills through discussions, presentations, and written assignments on epic-related topics	C
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**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓						
CO 2		✓			✓		
CO 3			✓	✓			
CO 4			✓			✓	
CO 5	✓			✓			

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
		VALMIKIRAMAYANA: A HISTORICAL REVIEW	15
1	1	Introduction to Ramayana	
	2	Origin of Ramayana	
	3	Seven Kandas in Ramayana	
	4	Ramayana in other languages (names and authors only)	

		KISHKINDHAKANDA OF RAMAYANA – TEXTUAL STUDY	15
2	1	Kishkindha kanda – 9 th Canto – Verses 1-6	
	2	Kishkindha kanda – 9 th Canto – Verses 7-12	
	3	Kishkindha kanda – 9 th Canto – Verses 13-19	
	4	Kishkindha kanda – 9 th Canto – Verses 20-26	

SEMESTER 5UGP “SUBJECT NAME”

3	MAHABHARATA – A REVIEW		15
	1	Introduction to Mahabharata	
	2	Three stages in the Development of Mahabharata (Not in Detail)	
	3	18 parvans of Mahabharata	
	4	Nala Episode	

4	Nalopakhyaana in Mahabharata : Textual study		15
	1	Nalopakhyaana – 57 th Adhyaya – verses- 1 to 3, 8 & 9	
	2	Nalopakhyaana – 57 th Adhyaya – verses- 10 to 15	
	3	Nalopakhyaana – 57 th Adhyaya – verses- 16 to 20	
	4	Nalopakhyaana – 57 th Adhyaya – verses- 21 to 26	

5	Teacher Specific Module		15
	<i>The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as review of books/ articles/ field visits/ report making and digital content creation. This can account for any two components of continuous evaluation.</i>		

Essential Readings:

1. Valmiki Ramayana – Kishkindhakanda – Canto 9, Satkari Mukhopadhyaya, Vol.IV, Parimal Publications, Delhi.
2. Nalopakhyaana (A story taken from the Mahabharata, Vanaparva – 57th Adhyaya, Sri Kasinatha Dwivwadi, Chowkhamba Sanskrit Series office, Varanasi
3. Sasmskritasahityetihasah, Lok Mani Dahal, Krishnadas Academy, Varanasi

Suggested Readings:

1. Sasmskrtasahityetihasa, Acharya Ramachandra Mishra, Chowkhamba Vidyabhawan, Varanasi
2. A Short History of Sanskrit Literature, T.K. RamachandraIyer, R.S.Vadhyar, Kalpathy, Palakkad
3. Sasmskritasahityacaritram, K.C. Pillai, Current Books, Thrissur

Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	70
Continuous Evaluation	30

SEMESTER 5UGP "SUBJECT NAME"

a)	Test Paper- 1	10
b)	Test Paper-2	5
c)	Assignment	10
d)	Seminar	5
e)	Book/ Article Review	
f)	Viva-Voce	
g)	Field Report	
Total		100

KU2DSCSAN106: KARNABHARA-RELEVANCE AND IMPACT ON MODERN THEATRE

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
2	DSC	100-199	KU2DSCSAN106	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	2	1	30	70	100	2

Course Description:

This course delves into the profound themes, intricate characters, and dramatic elements of one of the most celebrated plays in Sanskrit Literature, Karnabhara authored by the renowned playwright Bhasa. Through close readings, critical analysis and scholarly discussions students will unravel the complexities of the Mahabharata narrative as portrayed in Karnabhara, focusing on the character of Karna, his inner conflicts and ethical dilemmas. Additionally, the course will explore Bhasa’s innovative techniques, stylistic nuances, and contributions to classical Indian theatre. Through the course, students will gain a deeper understanding of the cultural, philosophical, and aesthetic dimensions of Karnabhara and its enduring significance in the realm of Indian dramatic literature.

Course Prerequisite: Basic interest in theatre studies, a general awareness of the Sanskrit language, and an interest in Indian literature.

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Understand the historical and cultural context of Sanskrit drama within ancient Indian literature and theatre.	U
2	Explore the linguistic and stylistic features of Sanskrit Drama, including meter, verse forms, and literary devices employed by Bhasa	An
3	Understand the cultural context of Karnabhara and engage in critical discussions and debates about the interpretation, significance, and relevance of Karnabhara in contemporary contexts.	A
4	Compare and contrast Karnabhara with other Sanskrit dramas and classical works from different cultures to identify commonalities and unique aspects. Demonstrate the social and ethical discourses in Karnabhara of Bhasa.	E

SEMESTER 5UGP “SUBJECT NAME”

5	Develop writing skills through essays, reflections, and research papers on topics related to Karnabhara and Sanskrit literature.	C
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**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓						
CO 2	✓	✓					
CO 3			✓	✓			
CO 4			✓		✓	✓	
CO 5	✓			✓			✓

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
		MODULE TITLE Sanskrit Drama - Origin and Development	13
1	1	Sanskrit Drama - An introduction - Natyasastra of Bharata - Dasarupaka of Dhananjaya	
	2	Sanskrit Dramatic Techniques - General study	
	3	Dasarupakas - Ten types of Rupakas- Concept of Vastu, Nayaka and Rasa	
	4	Definition of Nataka- other rupakas	

2		MODULE TITLE - Dramatists in Sanskrit	11
	1	Kalidasa and His Plays	

SEMESTER 5UGP “SUBJECT NAME”

	2	Bhavabhuti, Harshavardhana	
	3	Saktibhadra, Sudraka	
	4	Visakhadatta, Bhattanarayana	

	MODULE TITLE Bhasa and his Plays		11
3	1	Bhasa as a Dramatist	
	2	Thirteen Trivandrum Plays	
		a) Plays Based on the Mahabharata theme	
		b) Plays Based on Ramayana theme	
		c) Plays Based on Popular Tales	
	3	Karnabhara - Plot and Characters of the Drama	
	4	Vyayoga : Definition and Characteristics	

	MODULE TITLE - Karnabhara Textual Study		25
4	1	Karnabhara Textual Study - upto verse 8	
	2	Karnabhara - Textual Study upto verse 15	
	3	Karnabhara - Textual Study upto verse 20	
	4	Karnabhara – Textual Study upto verse 25	

	Teacher Specific Module		15
5	<i>Karnabhara performance in modern theatre</i>		
	<i>The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as review of books/ articles/ field visits/ report making and digital content creation. This can account for any two components of continuous evaluation.</i>		

SEMESTER 5UGP “SUBJECT NAME”

Essential Readings:

1. Karnabhara of Bhasa, Dr.Ganga Sagar Rai, Chaukhambha Sanskrit Bhawan, Varanasi
2. A short History of Sanskrit Literature, T.K Ramachandra Iyer, R.S.Vadhyar & Sons, Kalpathi
3. A History of Sanskrit Literature - A.B.Keith, Motilal Banarsidass Publishers, Delhi
4. Sanskrit Drama on the Stage - Dr.K.Kunjuniraja, University of Madras, 1975

Suggested Readings:

1. History of Classical Sanskrit Literature, M.Krishnamachariar, Motilal Banarsidass, Delhi
2. Bharateeyakavyasastram, T.Bhaskaran, Kerala Bhasha Institute.
3. Natyamandapam, M.P.Sankunni Nair, Mathrubhumi Books.
4. Bhasanatakachakram, Acharya Baladev Upadhyaya, Chaukhamba Sanskrit Series Office, Varanasi.

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		70
Continuous Evaluation		30
a)	Test Paper- 1	10
b)	Test Paper-2	5
c)	Assignment	10
d)	Seminar	5
e)	Book/ Article Review	
f)	Viva-Voce	
g)	Field Report	
Total		100

KU2DSCSAN107: READINGS FROM SANSKRIT LITERATURE

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
2	DSC	100-199	KU2DSCSAN107	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	2	1	30	70	100	2 Hrs

Course Description:

Language is a medium of expression. It is essential for the communication of ideas and thoughts. The development of a nation depends upon the development of language and literature. Refined languages show the refinement and culture of a country and its people. Civilization is an indirect proportion to the development of language. Sanskrit is a refined language as its name itself suggests. This was the language of ancient India in which the enigmatic scholarship of the ancient past was preserved for prosperity. Sanskrit and literature in Sanskrit have contributed to the formulation and for the making of Indian culture. Here we discuss the general awareness of the vast topics of Sanskrit ie. Vedic literature, Classical literature Philosophical scriptures, etc. This paper does not go to deep levels but surely gives a great idea of the greatness of Sanskrit.

Course Prerequisite: NIL**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Students will recall fundamental concepts and linguistic structures introduced in the Sanskrit language, enabling them to recognize Sanskrit script, basic grammar rules, and vocabulary.	R
2	Students will comprehend the ecological and ethical principles embedded within Vedic literature, recognizing their relevance to ancient Indian society and contemporary environmental discourse.	U

SEMESTER 5UGP “SUBJECT NAME”

3	Students will be able to apply their understanding of social perspectives presented in Sutra literature to analyze and interpret the societal norms, values, and practices of ancient Indian communities.	A
4	Students will analyze the techniques of reasoning employed in Sanskrit literature, identifying logical arguments, rhetorical devices, and philosophical inquiries within various texts.	An
5	Students will evaluate the cultural and intellectual significance of Sanskrit literature, assessing its enduring impact on ethical thought, social organization, and philosophical discourse in ancient and modern contexts.	E

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓			✓			
CO 2		✓				✓	
CO 3			✓				
CO 4			✓	✓		✓	
CO 5	✓			✓			

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
1		Introduction to Sanskrit Language	12
	a.	Vedic literature	
	b.	Sutra literature	
	c.	Classical literature	
2		Ecology and Ethics in Vedic literature	15
	1	Aranyani Suktam	

SEMESTER 5UGP “SUBJECT NAME”

	2	Prthvi Suktam	
	3	Kithava Suktam	
3	Social perspectives in Sutra literature		13
	1	Concept of Family in Grhya Sutras	
	2	Social justice in Dharma Sutras	
4	Reasoning in Sanskrit literature		20
	1	Introducing Laukika Nyayas	
	2	Features of logical thought and actions	
	3	<i>Lokanyayas</i> from various literary works Kakataliyanyaya, Kupamandukanyaya, Ghunaksharanyaya, Andhagajanyaya Dandapupikanyaya, Dehalideepanyaya, Pangvandhanyaya, Ashokavanikanyaya, Suchikadahanyaya, Neeraksheeranyaya, Stalipulakanyaya,	
4	Teacher Specific Module		15
	<i>The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as review of books/ articles/ field visits/ report making and digital content creation. This can account for any two components of continuous evaluation.</i>		
	<i>Space to fill the selected area/ activity</i>		

Essential Readings:

1. संस्कृतसाहित्येतिहासः।लोकमानी देहालः। चौखम्बा संस्कृत अक्कादमी। वाराणसी।
2. Amarabharathi, Dr P.V Ramankutty, Panchangam Press, Kunnamkulam
3. Rigvedasuktam 10. 146(1-6)
4. Rigvedasuktam 10. 34
5. Laukikanyayanjali, Collected by Colonel G A Jacob, Nirnayasagar Press, Bombay.

Suggested Readings:

1. Rigveda Praveshika, Vedabandhu
2. Rigvedabhumika, Dr P V Ramankutty
3. Yajurveda Sameeksha, Dr P V Ramankutty
4. Samskrutha Sahitya Charitram Vol-1, Dr K Kunjuni Raja & Dr M S Menon

Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	70
Continuous Evaluation	30

SEMESTER 5UGP "SUBJECT NAME"

a)	Test Paper- 1	10
b)	Test Paper-2	10
c)	Assignment	5
d)	Seminar	5
e)	Book/ Article Review	
f)	Viva-Voce	
g)	Field Report	
Total		100

KU2DSCSAN108: PROSE AND DRAMA

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
2	DSC	100	KU2DSCSAN108	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	2	1	30	70	100	2

Course Description:

This course offers an in-depth examination of the linguistic intricacies, thematic depth, and cultural significance embedded within these works in Sanskrit Literature. Students delve into the rich literary heritage of Ancient India with a comprehensive study of these works. Through close reading and analysis students will explore the narrative techniques, character development, and philosophical underpinnings present in both texts. The course will also explore the dramatic elements of Svapnavasavadattam providing insights into its staging, performance conventions, and aesthetic principles.

Course Prerequisite: General understanding of Sanskrit literature and basic knowledge of reading and writing of Sanskrit language.

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Understand the ancient Indian culture, society, and values as reflected in the literature of the time	U
2	Recognize the importance of preserving and studying Sanskrit literature as part of humanity’s cultural heritage, contributing to their broader appreciation of world literature and civilization	U
3	Critically analyse and interpret Sanskrit prose and Drama identifying key themes, motifs, and literary techniques employed by the authors	An
4	Articulate their ideas clearly and persuasively both orally and in writing	A
5	stipulate critical thinking, creativity, and problem-solving skills	C

SEMESTER 5UGP “SUBJECT NAME”

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓					✓	
CO 2		✓	✓		✓		
CO 3			✓				
CO 4			✓			✓	
CO 5	✓			✓			✓

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
1	Prose literature in Sanskrit		10
	1	Prose literature in Sanskrit	
	2	Division of prose – Katha & Akhyayika	
	3	Major Prose works in Sanskrit	
	4	Banabhatta’s place in Sanskrit Prose Literature	
2	Chandrappeedacarita Textual study		20
	1	Chandrapeeda charitam Textual study from beginning portion आसीद्विदिशाभिधानायां नगर्या राजा शूद्रको नाम upto ससैन्यं दिग्विजयाय प्रतस्थे	
	2	Chandrapeeda charitam Textual study from beginning portion प्रथमं शातक्रतुर्वी ततः upto गौरी नाम कन्यकां प्रणयिनीमकरोत्।	
	3	Chandrapeeda charitam Textual study from beginning portion तयोश्च तादृशयोर्महात्मनोरहम् upto प्रतिवचनम् अप्रतीक्ष्यैव प्रययौ।	
	4	Chandrapeeda charitam Textual study from beginning portion अम्बा तु मत्समीपमागत्य upto तथा सहैवोदचलत्।	

3	Sanskrit Drama		10
	1	Sanskrit Drama – General Introduction	
	2	Dasaroopakas	
	3	Definition of Nataka	
	4	Major Dramatists in Sanskrit	

4	Swapna Episode in Swapnavasavadatta		20
	1	Bhasa and his place in Sanskrit Literature	
	2	Svapnavasavadatta of Bhasa – Act V – Textual Study upto verse 4	
	3	Svapnavasavadatta of Bhasa – Act V – Textual Study upto verse 8	
	4	Svapnavasavadatta of Bhasa – Act V – Textual Study upto verse 13	

5	Teacher Specific Module		15
	<i>Story of one to four and six to seven acts of Svapnavasavadatta,</i>		
	<i>Drama Acting, Script writing etc</i>		
<i>The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as review of books/ articles/ field visits/ report making and digital content creation. This can account for any two components of continuous evaluation.</i>			

Essential Readings:

1. Chandrapeda charitam of pandit V Anantacharya, R.S.Vadhya & Sons, Kalpathi, Palakkad
2. Svapnavasavadatta of Bhasa, Motilal Banarsidass, Varanasi

Suggested Readings:

1. Bhasanatakachakram, Acharya Baladev Upadhyaya, Chaukhamba Sanskrit Series Office, Varanasi
2. History of Classical Sanskrit Literature, M.Krishnamachariar, Motilal Banarsidass, Delhi
3. Bharateeya Kavya Sastram, T.Bhaskaran, Kerala Bhasha Institute.
4. Samskritasahityacaritram, Dr.K.Kunjunniraja & Dr.M.S.Menon, Kerala Sahitya Academy, Thrissur

SEMESTER 5UGP "SUBJECT NAME"

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		70
Continuous Evaluation		30
a)	Test Paper- 1	5
b)	Test Paper-2	10
c)	Assignment	5
d)	Seminar	5
e)	Book/ Article Review	
f)	Viva-Voce	5
g)	Field Report	
Total		100

KU2MDCSAN103: SOCIAL ETHICS IN SANSKRIT LITERATURE

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
2	MDC	100-199	KU2MDCSAN103	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	0	0	25	50	75	1.5

Course Description:

The course on "Social Ethics in Sanskrit Literature" delves into the rich cultural and moral fabric of ancient India as portrayed in Sanskrit texts. Through a multidisciplinary approach, students explore the philosophical, ethical, and social dimensions embedded in classical Sanskrit literature. The curriculum examines collected stanzas selected from various sources like Upanishads, Epics, Poetry, Plays, and other miscellaneous works to analyze the societal norms, values, and ethical dilemmas prevalent in ancient Indian society. By engaging with these texts, students gain insights into the moral teachings, ethical principles, and codes of conduct that shaped the social fabric of ancient India. This course not only provides a deeper understanding of Sanskrit literature but also encourages critical reflection on timeless ethical issues that continue to resonate in contemporary society.

Course Prerequisite: Basic understanding of Sanskrit literature and awareness of social ethics.

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Students will demonstrate a comprehensive understanding of the ethical principles and societal norms portrayed in Sanskrit literature.	R
2	Students will critically analyse and interpret the socio-cultural context of Sanskrit texts to discern the underlying ethical messages.	U

SEMESTER 5UGP “SUBJECT NAME”

3	Learners will apply the ethical insights gained from Sanskrit literature to analyse and address contemporary ethical dilemmas and social issues.	A
4	Upon completion, students will develop a nuanced perspective on social ethics informed by the diverse range of Sanskrit literary texts studied during the course.	An
5	Learners will be able to critically examine the happenings in the socio-cultural scenario, gender equality etc. of current society in the light of reasoning methodology introduced in Sanskrit literature	C

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓			✓			
CO 2		✓			✓		
CO 3			✓				
CO 4			✓		✓	✓	
CO 5				✓		✓	

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
1		सौशील्यम्	9
	1	Character of ideal human beings	
	2	Ideal studentship	
	3	Social values in Upanishads	
2		परोपकारः धर्मश्च	9
	1	Need of Altruism	

SEMESTER 5UGP “SUBJECT NAME”

	2	Altruism and humanity	
	3	Concept of Dharma	
	4	Place of Dharma in human life	
3	राष्ट्रभक्ति:		9
	1	Concept of Mother Nation	
	2	Polyphony and equality	
	3	Patriotism and Nationality	
4	एकात्मताभाव:		9
	1	Concept of Monotony	
	2	Philosophy of Monotony	
	3	Status of Women	

5	Teacher Specific Module		9
	<i>The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as review of books/ articles/ field visits/ report making and digital content creation. This can account for any two components of continuous evaluation.</i>		
	Space to fill the selected area/ activity		

Essential Readings:

1. Collected aphorisms by BoS are to be used as learning material
2. Atharva Veda (Canto-12), Arshasri Publications, 2009

Reference Distribution: Learning material provided by Bos is prepared module and unit wise.

Essential reading no.2 is to be referred for Module no.3

Module	Unit	Reference No.	Page Nos.	Remarks
1	1	1	Stanzas 1-5	
	2	1	Stanzas 6-8	
	3	1	Stanzas 9-11	
2	1	1	Stanzas 1-3	
	2	1	Stanzas 4-6	
	3	1	Stanzas 7,8	

SEMESTER 5UGP “SUBJECT NAME”

	4	1	Stanzas 9,10	
3	1	2	Mantras 12.1 .1, 7,10, 12,15, 63	--
	2	2	Mantras - 12.1.15,45,62	--
	3	2	Mantras - 12.1.17,28 56,58, 62	--
4	1	1	Stanzas 1-3	--
	2	1	Stanzas 4-6	--
	3	1	Stanzas 7-10	--

Suggested Readings:

1. Bhartṛharikṛta Śatakātrayam, Com. by M R Narayana Pillai,
<https://www.malayalamebooks.org/2011/05/vairagya-sataka-of-bhartruhari-malayalam-translation/>
2. Nitisara, <https://www.malayalamebooks.org/2009/08/nitisaram-malayalam/>
3. Subhashita ratnabhandagara, Ed. by Kashinath Sharma, Chowkhamba Sanskrit Series, Varanasi

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		25
a)	Test Paper- 1	10
b)	Test Paper-2	5
c)	Assignment	5
d)	Seminar	5
e)	Book/ Article Review	
f)	Viva-Voce	
g)	Field Report	
Total		75

Model Questions

1. Define the characteristics of a good self human being.
2. Discuss how important is character in social life
3. Compare the concept of studentship in ancient Bharath and Democratic Bharath
4. Examine the domains of altruism
5. Analyse the concept of Dharma in modern society
6. Illustrate the concept of Nation in Vedic literature
7. Patriotism and Nationality are quite different things - Judge this statement
8. Review the concept of polyphony in Vedic concept of Nation
9. Demonstrate the philosophical ground of Monotony.
10. Propose some ideas for gender equality considering the place of women in ancient Bharath

LEARNING MATERIAL

सौशील्यम्

1. साधोः प्रकोपितस्यापि मनो नायाति विक्रियाम्
न हि तापयितुं शक्यः सागराम्भस्तृणोल्कया॥
2. नारिकेलसमाकारा दृश्यन्तेऽपि हि सज्जनाः।
अन्ये बदरिकाकारा बहिरेव मनोहराः ॥
3. स्नेहच्छेदेऽपि साधूनां गुणा नायान्ति विक्रियाम्
भङ्गेनापि मृणालानामनुबध्नन्ति तन्तवः।
4. यथा चितं तथा वाचो यथा वाचस्तथा क्रियाः।
चिते वाचि क्रियायां च साधूनामेकरूपता॥
5. निर्गुणेष्वपि सत्त्वेषु दयां कुर्वन्ति साधवः।
न हि संहरते ज्योत्स्ना चन्द्रश्चण्डालवेश्मसु ॥
6. सुखार्थिनः कुतो विद्या विद्यार्थिनः कुतः सुखम् ।
सुखार्थी वा त्यजेविद्यां विद्यार्थी चेत्यजेत्सुखम् ॥
7. आलस्य मदमोहौ च चापलं गोष्ठिरेव च।
स्तब्धता चाभिमानित्वं तथा त्यागित्वमेव च।
एते वै सप्तदोषा स्युः सदा विद्यार्थिनां मताः ॥
8. काकदृष्टिर्वकध्यानं श्वाननिद्रा तथैव च।
अल्पाहारो जीर्णवस्त्रं ह्येतद्विद्यार्थिलक्षणम्॥
9. सत्यं ब्रूयात् प्रियं ब्रूयात् न ब्रूयात् सत्यमप्रियम्।
प्रियं चापि नानृतं ब्रूयात् एष धर्मः सनातनः ॥
10. मनसि वचसि काये पुण्यपीयूषपूर्णाः
त्रिभुवनमुपकारश्रेणिभिः प्रीणयन्तः।
परगुणपरमाणून पर्वतीकृत्य नित्यं

निजड्गदि विकसन्तः सन्ति सन्तः कियन्तः ॥

11. वेदमनूच्याचार्योऽन्तेवासिनमनुशास्ति। सत्यं वदा धर्मं चरा स्वाध्यायान्मा प्रमदः। आचार्याय प्रियं धनमाइत्य प्रजातन्तुं मा व्यवच्छेत्सीः । सत्यान् प्रमदितव्यम्। धर्मान् प्रमदितव्यम्। कुशलान् प्रमदितव्यम्। भूतै न प्रमदितव्यम्। स्वाध्यायप्रवचनाभ्यां न प्रमदितव्यम्। देवपितृकार्याभ्यां न प्रमदितव्यम्। मातृदेवो भव। पितृदेवो भव। आचार्यदेवो भव। अतिथिदेवो भव । यान्यनवद्द्यानि कर्माणि तानि सेवितव्यानि। नो इतराणि। यान्यस्माकं सुचरितानि तानि त्वयोपास्यानि। नो इतराणि। ये के चास्मच्छ्रेयांसो ब्राह्मणाः तेषां त्वयासनेन प्रश्वसितव्यम्। श्रद्धया देयम्। अश्रद्धया अदेयम्। त्रिया देयम्। हिया देयम्। मिया देयम्। संविदा देयम्।

परोपकारः धर्मश्च

1. परोपकारः कर्तव्यः प्राणैरपि धनैरपि ।
परोपकारजं पुण्यं न स्यात्क्रतुशतैरपि ॥
2. परोपकारशून्यस्य धिड्मनुष्यस्य जीवितम्।
जीवन्तु पशवो येषां चर्माप्युपकरिष्यति ॥
3. परोपकाराय फलन्ति वृक्षाः
परोपकाराय वहन्ति नद्यः ।
परोपकाराय दुहन्ति गावः
परोपकारार्थमिदं शरीरम् ॥
4. बोधयन्ति न याचन्ते भिक्षाद्वारा गृहे गृहे।
दीयतां दीयतां नित्यमदातुः फलमीदृशम् ॥
5. अयं निजः परो वेति गणना लघुचेतसाम् ।
उदारचरितानां तु वसुधैव कुटुम्बकम् ॥
6. कर्णस्त्वचं शिबिर्मास जीवो जीमूतवाहनः ।
ददौ दधीचिरस्थीनि नास्त्यदेयं महात्मनाम् ॥
7. धृतिः क्षमा दमोऽस्तेयं शौचं इन्द्रियनिग्रहः ।
धीर्विद्या सत्यं अक्रोधो दशकं धर्मलक्षणम् ।
8. अहिंसा परमो धर्मः तथाहिंसा परं तपः।
अहिंसा परमं सत्यं यतो धर्मः प्रवर्तते ॥
9. हिंसा भार्या त्वधर्मस्य तस्यां जज्ञे तथानृतम्।
कन्या च निकृतिस्ताभ्यां सुतौ द्रौ नरकं भयम् ॥
10. धर्मादर्थः प्रभवति धर्मात् प्रभवते सुखम् ।
धर्मेण लभते सर्वं धर्मसारमिदं जगत् ॥

राष्ट्रभक्तिः

1. अपि स्वर्णमयी लङ्का न मे लक्षण रोचते।

जननी जन्मभूमिश्च स्वर्गादपि गरीयसी॥
अथर्ववेदे द्वादशकाण्डे राष्ट्रगीतात् निर्दिष्टाः मन्त्राः
समताभावः स्त्रीष्वदरश्च

2. इन्द्रं मित्रं वरुणमग्निमाहूथो दिव्यः स सुपर्णो गरुत्मान् ।
एकं सद्विप्रा बहुधा वदन्त्यग्निं यमं मातरिश्वानमाहुः ॥
3. विद्याविनयसंपन्ने ब्राह्मणे गवि हस्तिनि ।
शुनि चैव श्वपाके च पण्डिताः समदर्शिनः ।
4. सुहृन्मित्रार्युदासीनमध्यस्थद्वेष्यबन्धुषु ।
साधुष्वपि च पापेषु समबुद्धिर्विशिष्यते॥
5. सर्वभूतस्थमात्मानं सर्वभूतानि चात्मनि ।
ईक्षते योगयुक्तात्मा सर्वत्र समदर्शनः ॥
6. सर्वं हि सच्चिदानन्दं नेह नानास्ति किञ्चन ।
यः पश्यतीह नानेव मृत्योर्मृत्युं स गच्छति ॥
7. मातृवत् परदारेषु परद्रव्येषु लोष्टवत् ।
आत्मवत् सर्वभूतेषु यः पश्यति स पश्यति ॥
8. यत्र नार्यस्तु पूज्यन्ते रमन्ते तत्र देवताः।
यत्रैतास्तु न पूज्यन्ते सर्वास्तत्राफलाः क्रियाः ।
9. स्त्रीधनानि तु ये लोभादुपजीवन्ति बान्धवाः ।
नारी यानानि वस्त्रं वा ते पापा यान्त्यधोगतिम् ॥
10. पितृभिः भ्रातृभिश्चैताः पतिभिः देवैस्तथा ।
पूज्या भूषयितव्याश्च बहकल्याणमीप्सुभिः ॥
11. नास्ति मातृसमा छाया नौस्ति मातृसमा गतिः।
नास्ति मातृसमं त्राणं नास्ति मातृसमा प्रपा ॥

**KU2MDCSANS104: HERBAL LITERACY AND ETHNO-BOTANICAL AWARENESS IN
SANSKRIT**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
2	MDC	100-199	KU2MDCSANS104	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	0	0	25	50	75	1.5

Course Description:

This course provides comprehensive exploration of herbal literacy and ethnobotanical awareness within the context of Indian Concepts. Students will delve into the rich tradition of herbal knowledge and practices deeply rooted in Indian Culture, combining traditional wisdom with modern scientific understanding.

Course Prerequisite: General interest in Herbal knowledge and Indian bio diversity.

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Develop a strong foundational knowledge of herbalism, including plant identification, cultivation, harvesting, and preparation techniques.	U
2	Develop an awareness of ethical considerations in herbal medicine, including sustainable harvesting practices and respecting indigenous knowledge.	U & A
3	Explore the rich history and cultural significance of medicinal plants in traditional Sanskrit texts and indigenous knowledge systems.	A
4	Apply Sanskrit botanical terminology and ethnobotanical principles in interdisciplinary contexts, including herbal product development, Ayurvedic medicine, agriculture, and environmental conservation.	A & E
5	Develop effective communication skills to disseminate knowledge of herbal literacy and ethnobotanical awareness to diverse audiences, including healthcare professionals, herbalists, educators, and community stakeholders.	E & C

SEMESTER 5UGP “SUBJECT NAME”

*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓		✓			
CO 2		✓					
CO 3							
CO 4			✓			✓	
CO 5	✓			✓		✓	✓

COURSE CONTENT

CONTENT FOR CLASSROOM TRANSACTION (UNITS)

Module	Course description	Hours
Title	An Introduction to Ethno-botanical Knowledge and Herbal Literacy	6
Unit 1.1	Traditional Knowledge of Plants and Herbs.	
1.2	Resources on herbal literacy and Ethno-botany in Sanskrit	
Title	Amarakosa as a Resources on herbal literacy	16
Unit 2.1	Classification of plants	
2.2	12 plants from Amarakosa (<i>Udumbara, Kovidara, Aragvada, Saptaparna, paribhadra, tinisa, galava, amra, plaksha, kimsuka, sarjam, kakupa</i>)	
2.3	Medicinal Plants and its Nomenclature from Amarakosa. (10 PLANTS) <i>Kovidara, Yugapatraka, Saptaparna, Suvarnaka, Sahakara, Ankola, Kimsuka, Phenila, Plaksha, Nyagrodha.</i>	
Title	Vrikshayurveda and Ethno-botanical awareness	10
3.1	Soil and its classification	
3.2	Plant propagation	
Title	Indigenous knowledge of herbs	4
Unit 4.1	Role on indigenous knowledge of herbs in public health.	
5	Teacher Specific Module	9
	<i>The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as review of books/ articles/ field visits/ report making and digital content creation. This can account for any two components of continuous evaluation.</i>	

Essential Readings:

1. Amarakosha Chapter II Oshadhivarga - Parameswari Malayalam Commentry, Vachaspathy P.C. Parameswaran Moosat, N.B.S. Kottayam
2. Vrikshayurveda (Chapter 1, 3 & 4) by Vijayalakshmi & Shyam Sunder Pub. By Loka Swasthya Parambara Samvardhan Samithi, Gopalapuram South –Madras-600 086

Suggested Readings:

1. Vrikshayurveda Grandhanga Oru Patthanam by Dr. N.V.P. Unithiri, Kerala Bhasha Institute TVM
2. Bhavaprakashanikhandu Pub by Chowkhamba, Bananas
3. Dhanvantarinighandu Pub by Chowkhamba, Arenas
4. Indian Medicinal Plants Pub by Kottakkal Ayurveda College
5. Upavanavinoda of Sarangadhara, English Translation by G.P.Majumdar, Published by Sathish Chandra Seal for the Indian Research Institute, Culcutta.

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		25
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Seminar	5
e)	Book/ Article Review	
f)	Viva-Voce	5
g)	Field Report	
Total		75

Employability of the Course:

The employability of a course in "Herbal Literacy and Ethnobotanical Awareness in Sanskrit" is promising, offering diverse career opportunities in herbal medicine, Ayurveda, pharmaceuticals, agriculture, education, research, and entrepreneurship, where graduates can apply their specialized knowledge and skills to contribute to the growing field of natural and traditional medicine.

KU2AECSAN104: GADYA- NATAKA SAMEEKSHA

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
2	AEC	100-199	KU2AECSAN104	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	0	0	25	50	75	1.5

Course Description:

This course delves into the works of eminent figures in classical Sanskrit literature like, Bhasa and Banabhatta. Through a comprehensive exploration of their literary contributions, students will gain insight into the diverse genres and thematic concerns of Sanskrit literature. The course begins by examining Banabhatta's historical narratives, such as the Kadambari. It then transitions to the dramatic realm with Bhasa's adaptations of epics like the Mahabharata and Kalidasa's renowned poetic dramas, including Shakuntala. Through close reading, textual analysis, and historical contextualization, students will unravel the linguistic sophistication, narrative intricacies, and cultural significance of these seminal works. Emphasis will be placed on understanding the interplay between prose and drama in shaping the literary landscape of ancient India, as well as on appreciating the enduring legacy of these writers in the broader canon of world literature. (This course is designed for the students of Arts and Humanities stream)

Course Prerequisite: General in**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Demonstrate a comprehensive understanding of the thematic concerns, narrative techniques, and linguistic innovations evident in the works of Banabhatta, Subandhu, Bhasa, and Kalidasa.	R & U
2	Analyze and interpret Sanskrit prose and dramatic texts within their historical, cultural, and literary contexts, discerning how these writers engaged with and contributed to contemporary intellectual discourse.	An

SEMESTER 5UGP “SUBJECT NAME”

3	Develop advanced skills in reading and translating Sanskrit literary texts, honing their abilities to navigate complex linguistic structures and idiomatic expressions.	A
4	Compare and contrast the stylistic, thematic, and philosophical nuances of prose and drama as exemplified by Banabhatta, Subandhu, Bhasa, and Kalidasa, identifying the unique contributions of each to the Sanskrit literary tradition.	An & E
5	Evaluate the socio-political, religious, and philosophical dimensions of Sanskrit literature, recognizing its role in both reflecting and shaping the cultural ethos of ancient India.	E & C

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓			✓			
CO 2		✓			✓		
CO 3			✓				
CO 4			✓			✓	
CO 5	✓			✓			✓

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
MODULE TITLE			5
1		Prose literature in Sanskrit	
2		Divisions of prose – Katha & Akhyayika	
3		Kathaa Samgraha in Sanskrit literature.	

SEMESTER 5UGP “SUBJECT NAME”

MODULE TITLE		14
1	Sudraka and his place in Sanskrit Literature	
2	Mruchakatika Kathaa Samgraha (Sandhichedanaamaka Act 2)	

MODULE TITLE		5
1	Sanskrit Drama – General Introduction	
2	Dasaroopakas (Names only)	
3	Definition of Nataka	
4	Major Dramatists in Sanskrit (Bhasa, Kalidasa, Bhavabhuti, Aswaghosha, Sreeharsha)	

MODULE TITLE		14
1	Textual study of Pratimanataka of Bhasa. (Chapter 3 only)	

Teacher Specific Module: Reading, Creative writing, Group discussion, Screen play, Video Making etc	7
<i>The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as review of books/ articles/ field visits/ report making and digital content creation. This can account for any two components of continuous evaluation.</i>	

Essential Readings:

1. Bhasanatakachakram, C.R.Devadhar, Oriental Book Agency,Poona,1937, Pratimanataka-Chapter 3 only (Page No 272 to 282)
2. Mruchakatika Kathasangraha, Prof. Vasudevan Elayat, R.S.Vadyar & Sons, Kalpathi, 1984.
(Sandhichedanaamaka Act 2)

Suggested Readings:

- 1 Krishnamachariar.M, *History of Classical Sanskrit Literature*, Motilal Banarsidass, Varanasi, 1937.
- 2 Samskritha Sahithya Charithram Edited by Dr. Kunjunni Raja and Dr.M S Menon, Kerala Sahitya Academy, Thrissur.

SEMESTER 5UGP “SUBJECT NAME”

- 3 A Short History of Sanskrit Literature - T. K. Ramachandra Iyer. R.S.Vadyar & Sons, Kalpathi, 1984.
- 4 Samskrita Sahityetihasa- Acharya Lokamani Dahala, Krishnadas Accademi, 1999.
- 5 Eassays on Sanskrit Literature,Sadhu Ram, (1965) Munshi Ram Mohan Lal
- 6 Bhasanatakachakram, Acharya Baladev Upadhyaya, Chaukhamba Sanskrit Series Office Varanasi.
- 7 Bhasanatakamanjari,Dr. V S Idaykidath,Saparya Books,Kollam,2017

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		25
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Seminar	5
e)	Book/ Article Review	
f)	Viva-Voce	5
g)	Field Report	
Total		75

- **Employability for the Course:** The employability of this course is multifaceted, offering opportunities in education, research, translation, publishing, cultural preservation, tourism, technology, and consultancy, where graduates can apply their knowledge and skills in Sanskrit literature and literary analysis to diverse professional contexts.

KU2AECSAN105: GADYA- RUPAKA PARICHAYA

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
2	AEC	100 -199	KU2AECSAN105	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	0	0	25	50	75	1.5

Course Description: This course offers a comprehensive study of the text Mrcchakatikakathasangraha. This will develop the ability to write simple prose passages. The introduction to the dramatic world of the Sanskrit language will promote the students' cultural and artistic mindfulness to a great extent. The textual study of a portion from "Urubhanga" by Bhasa, focuses on their narrative structures, thematic elements, linguistic nuances, and cultural contexts. Through close reading and analysis, students will explore the rich tapestry of Sanskrit prose and dramatic literature, examining the timeless themes, vivid characters, and complex plot dynamics presented in these classical texts.

The course begins with an introduction to Sanskrit drama, its historical development, and its unique features, setting the stage for the study of "Mrichakatikakathasangraha" and "Urubhanga" as exemplary works of the genre. Students will delve into the socio-cultural background of ancient India, gaining insights into the customs, traditions, and values reflected in the plays. (This course is designed for the students of Science stream)

Course Prerequisite: General interest in Sanskrit literature and a basic awareness in cultural and artistic views.

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Acquire a foundational vocabulary in Sanskrit, including common nouns, verbs, adjectives, and adverbs used in simple prose compositions.	U
2	Grammar Fundamentals: Develop a basic understanding of Sanskrit grammar, including noun declensions, verb conjugations, and sentence structure, to construct grammatically correct sentences.	R & U

SEMESTER 5UGP “SUBJECT NAME”

3	Reading Comprehension: Develop the ability to read and comprehend simple Sanskrit prose passages, identifying key vocabulary, grammar structures, and contextual meanings.	U & A
4	Textual Analysis: Develop the skills to critically analyze the linguistic, stylistic, and structural aspects of classical Sanskrit drama, with a focus on the selected texts.	A & An
5	Cultural Context: Explore the socio-cultural milieu of ancient India as reflected in the plays, including societal norms, values, and historical contexts, to appreciate the cultural significance of Sanskrit drama.	E

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓					
CO 2		✓			✓		
CO 3			✓	✓			
CO 4			✓		✓	✓	
CO 5	✓			✓			✓

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
1	MODULE TITLE		5
	1	Prose literature in Sanskrit	
	2	Divisions of prose – Katha & Akhyayika	
	3	Kathaa Samgraha in Sanskrit literature.	
2	MODULE TITLE		14
	1	Sudraka and his place in Sanskrit Literature	

SEMESTER 5UGP “SUBJECT NAME”

	3	Mruchakatika Kathaa Samgraha (Sandhichedanaamaka Act 3)	
	4	Mruchakatika Kathaa Samgraha (madanikasarvilakanaamaka Act 4)	

	MODULE TITLE		5
3	1	Sanskrit Drama – General Introduction	
	2	Dasaropakas (Names only)	
	3	Definition of Nataka	
	4	Major Dramatists in Sanskrit (Bhasa, Kalidasa, Bhavabhuti, Aswaghosha, Sreeharsha)	

	MODULE TITLE		14
4	1	Textual study of Urubhanga of Bhasa. (Tata pravisati Dhrutarastro Gandhari devyou Durjayascha.....Gam patu no samitaaripaksha).	

	Teacher Specific Module		7
5	Reading, Screen play, Script Writing ,Video creating, Group discussion etc		
	<i>The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as review of books/ articles/ field visits/ report making and digital content creation. This can account for any two components of continuous evaluation.</i>		

Essential Readings:

1. Urubhangam, Bhasa, R S Vadhyar & sons, Kalpathi, Palakkad.
2. Mruchakatika Kathasangraha, Prof. Vasudevan Elayat, R S Vadhyar & sons, Kalpathi, Palakkad

Suggested Readings:

1. Krishnamachariar.M, *History of Classical Sanskrit Literature*, Motilal Banarsidass, Varanasi, 1937.
2. Samskritha Sahithya Charithram Edited by Dr. Kunjunni Raja and Dr.M S Menon, Kerala Sahitya Academy, Thrissur.
3. A Short History of Sanskrit Literature - T. K. Ramachandra Iyer. R.S.Vadyar & Sons, Kalpathi, 1984.

SEMESTER 5UGP “SUBJECT NAME”

- 4 Samskrita Sahityetihasa- Acharya Lokamani Dahala, Krishnadas Accademi, 1999.
- 5 Eassays on Sanskrit Literature,Sadhu Ram, (1965) Munshi Ram Mohan Lal
- 6 Bhasanatakachakram, Acharya Baladev Upadhyaya, Chaukhamba Sanskrit Series Office, Varanasi.
7. Bhasanatakamanjari,Dr. V S Idaykidath,Saparya Books,Kollam,2017

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		25
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Seminar	5
e)	Book/ Article Review	
f)	Viva-Voce	5
g)	Field Report	
Total		75

Employability for the Course: The employability of this course is multifaceted, offering opportunities in education, research, translation, publishing, cultural preservation, tourism, technology, and consultancy, where graduates can apply their knowledge and skills in Sanskrit literature and literary analysis to diverse professional contexts.

KU2AECSAN106: KAVYAMADHURI

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
2	AEC	100-199	KU2AECSAN106	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	0	0	25	50	75	1.5

Course Description:

The course begins with an introduction to the historical and cultural context of Sanskrit literature, providing students with a foundational understanding of the language, its literary genres, and its enduring legacy in Indian literary tradition. Through the study of selected poems translated into Sanskrit from Malayalam, students will experience the poetic brilliance of Sanskrit literature and Malayalam literature, delving into themes of love, nature, spirituality, and human emotions.

Building upon this foundation, students will transition to the exploration of Sanskrit prose Kathasangraham, which comprises collections of narratives, fables, and moral stories. Through close reading and analysis of selected prose passages, students will examine the narrative techniques, thematic elements, and cultural nuances embedded within these classical texts.

In addition to textual analysis, students will engage in comparative studies, exploring the nuances of translation and the interplay between Sanskrit and Malayalam literary traditions. They will examine how translations capture the essence of Sanskrit poetry and prose while retaining the cultural nuances and linguistic beauty inherent in the original texts. (This course is designed for the students of Commerce stream)

Course Prerequisite: NIL**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Develop an understanding of the historical and cultural context of Sanskrit literature and its significance in Indian literary tradition.	R & U
2	Appreciate the aesthetic beauty and thematic richness of Sanskrit poetry through the study of translated poems in Malayalam.	A

SEMESTER 5UGP “SUBJECT NAME”

3	Analyze selected Sanskrit prose Kathasangraham passages, identifying narrative techniques, thematic elements, and cultural nuances.	An
4	Explore the process of translation and its implications for capturing the essence of Sanskrit literary works in Malayalam..	E
5	Enhance critical thinking skills through comparative studies of Sanskrit and Malayalam literary traditions	C

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓		✓			
CO 2		✓					
CO 3			✓				
CO 4			✓		✓	✓	
CO 5	✓			✓			✓

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
1	MODULE TITLE: Translated Sanskrit Poems		5
	1	An introduction to Sanskrit literature-Kavyas-Special features of Mahakavyas.	
	2	Translation Theories- A General Survey	
	3	Translated Sanskrit Poems (Ujjayini, Madangamanjari, Paschima Maruta Mangala Gitam, Sitavicharalahari) in general	
2	MODULE TITLE: Sitavicharalahari		14
	1	Chintavishtayaya Sita – Kumaranasan (चिन्ताविष्टयाय सीता- कुमरनाशान्)	

SEMESTER 5UGP “SUBJECT NAME”

		Textual study of Sitavicharalahari (165 to 185) 20 slokas	
		Appreciation and analysis of the original poem and its Sanskrit Translation	

3	MODULE TITLE		5
	1	Prose literature in Sanskrit	
	2	Divisions of prose – Katha & Akhyayika	
	3	Kathaa Samgraha in Sanskrit literature.	
	4	Sudraka and his place in Sanskrit Literature	

4	Mrucchakatikakathaasamgraha		14
	1	Mrucchakatikakathaasamgraha (Pravahana Viparyasa Act 6)	
	2	Mrucchakatikakathaasamgraha (Aryakapaharana Act 7)	

5	Teacher Specific Module		7
	<i>Poem recitation ,Reading ,creative writing, Group discussion,</i>		
	<i>The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as review of books/ articles/ field visits/ report making and digital content creation. This can account for any two components of continuous evaluation.</i>		

Essential Readings:

1. Sitavicharalahari, N Gopala Pillai M A, The VV Press Branch, Trivandrum.
2. Mrucchakatika Kathasangraha, Prof. Vasudevan Elayat, R S Vadhyar & sons, Kalpathi, Palakkad.

Suggested Readings:

1. Krishnamachariar.M, *History of Classical Sanskrit Literature*, Motilal Banarsidass, Varanasi, 1937.
2. Samskritha Sahithya Charithram Edited by Dr. Kunjinni Raja and Dr.M S Menon, Kerala Sahitya Academy, Thrissur.
3. A Short History of Sanskrit Literature - T. K. Ramachandra Iyer. R.S.Vadyar & Sons, Kalpathi, 1984.

SEMESTER 5UGP “SUBJECT NAME”

- 4 Samskrita Sahityetihasa- Acharya Lokamani Dahala, Krishnadas Accademi, 1999.
- 5 Essays on Sanskrit Literature, Sadhu Ram, (1965) Munshi Ram Mohan Lal

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		25
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Seminar	5
e)	Book/ Article Review	
f)	Viva-Voce	5
g)	Field Report	
Total		75

Employability for the Course: The employability of this course is multifaceted, offering opportunities in education, research, translation, publishing, cultural preservation, tourism, technology, and consultancy, where graduates can apply their knowledge and skills in Sanskrit literature and literary analysis to diverse professional contexts.

SEMESTER 3

KU3DSCSAN201: KAVYA AND ALAMKARA

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
3	DSC	200-299	KU3DSCSAN201	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	2	1	30	70	100	2

Course Description:

This course offers an immersive journey into classical Sanskrit literature through the meticulous study of the first 25 slokas of the epic poem Kiratarjuneeyamahakavya by the renowned Poet Bharavi. Additionally, the course delves into the rich tradition of Sanskrit Alamkaras (figures of speech), providing a comprehensive understanding of Alamkaras, including simile (Upama), Ananvaya etc. Students will engage in a detailed examination of the selected slokas, exploring their grammatical structure, vocabulary, poetic style, and thematic depth. The course emphasizes the critical appreciation of Bharavi's literary genius and his contribution to Sanskrit Poetics. Parallely, the course introduces and elucidates Alamkaras, covering their definitions, classical examples, and applications within the context of Sanskrit literature. Through comparative analysis, students will learn to identify and interpret these figures of speech in various texts, enhancing their literary and analytical skills. This course is designed for students with a keen interest in classical Sanskrit literature and poetics, aiming to develop their linguistic and literary analytical skills. It is suitable for both beginners and those with some prior knowledge of Sanskrit.

Course Prerequisite: NIL

SEMESTER 5UGP "SUBJECT NAME"

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Students will develop skills to critically analyze the linguistic and poetic elements in the selected slokas. They will identify and explain Alamkaras (figures of speech), with particular emphasis on simile (upama) and Upameyopama used in Sanskrit literature.	U
2	Students will apply their understanding of these Alamkaras to analyze the embellishments and rhetorical devices in the text.	A
3	Compare and contrast the use of Alamkaras in "Kiratarjuneeyamahakavya" with their use in other classical texts, highlighting the uniqueness of Bharavi's style.	
4	Present their findings in written or oral form, effectively communicating their analyses and interpretations.	An
5	Develop and articulate well-reasoned arguments about the literary and philosophical significance of the text.	E

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1				✓			
CO 2			✓				
CO 3							✓
CO 4		✓					
CO 5					✓		

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
1		Introduction to Sanskrit Alamkaras	10

SEMESTER 5UGP “SUBJECT NAME”

	1	Introduction to Alamkaras	
	2	Definition, significance	
	3	Sabdalamkaras, Arthalamkaras	
	4	Explain their role in enriching poetic expressions	

	Definition and examples of Arthalamkaras		15
2	1	Upama, Ananvaya, Upameyopama, Utpreksha	
	2	Vyatireka , kavyalinga ,Arthantaranyasa,Rupakam	
	3	Samasokti, Svabhavokti , Deepakam	
	4	Dristantam, Vibhavana, Visesokti.	

	Introduction to Mahakavyas		10
3	1	Origin and development of Mahakavyas,	
	2	Definition of Mahakavyas - Panchamahakavyas	
	3	Aswaghosa, kalidasa, Bharavi, Magha, Sriharsha	

	Kiratarjuneeya		25
4	1	Textual study of Kiratarjuneeya canto 1 Verses 1-5	
	2	Textual study of kiratarjuneeya canto 1 Verses 6-10	
	3	Textual study of kiratarjuneeya canto 1 Verses 11-15	
	4	Textual study of kiratarjuneeya canto 1 Verses 16-25	

	Teacher Specific Module		15
5	<i>The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as review of books/ articles/ field visits/ report making and digital content creation. This can account for any two components of continuous evaluation.</i>		

Essential Readings:

1. Kirātārjunīya of Bhāravi ,M.R. Kale (Ed), Motilal Banarsidass (Canto 1)
2. Kuvalayananda of AppayyaDiksita.T K Ramachandra Iyer,R S Vahyar & Sons,Palagat,2000

SEMESTER 5UGP "SUBJECT NAME"

Suggested Readings:

1. The Kirātārjunīya of Bhāravi: Cantos I-III ,C.R. Devadhar , Deccan College
2. Kirātārjunīyam: Text with English Translation and Notes, S. S. Janaki Asian Educational Services
3. Alamkāra Śāstra, P.V. Kane , Motilal Banarsidass
4. The Concept of Alamkāra in Sanskrit Poetics"Sushil Kumar De ,Bharatiya Vidya Prakashan

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		70
Continuous Evaluation		30
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	
f)	Viva-Voce	
g)	Field Report	
Total		100

KU3DSCSAN202 : NATAKA AND VRITTA

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
3	DSC	200-299	KU3DSCSAN202	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	2	1	30	70	100	2

Course Description:

This course offers an in-depth study of the classical Sanskrit drama "Swapnavasavadattam" by Bhasa and an exploration of selected vrittis (Sanskrit meters). Students will analyze the text's themes, characters, and dramatic techniques, alongside a detailed study of the metrical forms used in classical Sanskrit poetry. The course will involve critical reading, translation, and interpretation, supplemented by scholarly commentary. This course provides an in-depth exploration of the metrical patterns that form the foundation of classical Sanskrit poetry. Students will gain an understanding of the structure, usage, and aesthetic significance of various meters, learning to appreciate and analyze the rhythmic beauty that defines Sanskrit literature.

Course Prerequisite: NIL**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Gain comprehensive knowledge of "Swapnavasavadattam" including its plot, themes, and characters	U
2	Develop skills to critically analyze and interpret classical Sanskrit drama and poetry.	An
3	Understand the significance of Bhasa's contributions to Sanskrit literature.	U
4	Achieve proficiency in identifying and utilizing various Sanskrit vrittis.	E

SEMESTER 5UGP “SUBJECT NAME”

5	Analyze the use of meter in classical Sanskrit poetry and prose.	An
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**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓						
CO 2				✓	✓		
CO 3	✓						
CO 4			✓				
CO 5				✓			

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
		Sanskrit Meters	5
1	1	Brief Introduction to Sanskrit meters	
	2	Vedangas –Prosody- Basic concepts of Sanskrit Prosody Laghu, Guru, Gana, Yati	
	3	Classification of Sanskrit Prosody Samavritta, Ardhasamavritta, Vishamavritta	
	4	Major prosody works- Chandasutra, Chandonusasanam, Vrittaratnakara.	
2		Definition and example of meters	10
	1	Anustup, Indravajra, Upendravajra, Dodhakam , Totakam	
	2	Malini, Vasantatilaka, , Salini , Vamsastham, Harini	
	3	Drutavilambita, Mantakranta , Bhujangaprayatam	

SEMESTER 5UGP “SUBJECT NAME”

	4	Practical exercises in identifying Ganas , identifying vrittis in various verses	
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		Drama and Dramaturgy	20
3	1	General introduction about Indian drama and dramaturgy. -Types of Sanskrit drama- Definitions of Dramatic techniques,	
	2	Important dramas in Sanskrit – Plays of Kalidasa , Bhavabhuti , Sriharsha , Sudraka , Saktibhadra and Visakhadatta	
	3	Bhasa and his works- Thirteen plays – General study of Bhasa’s plays – Ramayana plays – Mahabharata plays – Legendary plays - General introduction to Swapnavasavadattam	
	4	Swapnavasavadattam Act-1	

		SWAPNAVASAVADATTAAM	
4	1	Swapnavasavadattam Act-II&III	25
	2	Swapnavasavadattam Act- IV	
	3	Swapnavasavadattam Act-V &VI	
	4	Analysis of the Title and major characters	

		Teacher Specific Module	15
5	<i>The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as review of books/ articles/ field visits/ report making and digital content creation. This can account for any two components of continuous evaluation.</i>		

Essential Readings:

1. Swapnavasavadattam of Bhasa, Chaukhamba publications, Varanasi
2. Laghuvrittarnakara, R S Vadyar & Sons, Palagat

Suggested Readings:

1. New Problems of Bhasa Plays, N.P. Unni, Nag Publication, Delhi.
2. Complete Works of Bhasa, C.R. Danakar, Motilal Banarsidas, Delhi.
3. Bhasanatakasarvasvam , Dr . Sudhamsu Chadurvedi.
4. Sanskrit Drama, A.B. Keith, Motilal Banarsidass, New Delhi.

SEMESTER 5UGP “SUBJECT NAME”

4. The Theatres of Bharata and Some Aspects of Sanskrit Play Production, Govardhan Panchal.
5. Sanskrit Drama – Its Origin and Decline, Indu Shekhar.
6. History of Sanskrit Poetics, S. K. De, Motilal Banarsidass Publishers
7. Poetics as a Study of Aesthetic, V. Raghavan Motilal Banarsidass Publishers
8. Chandas: Its Evolution, Varieties and Characteristics, K. Krishnamoorthy, Karnatak University
9. Chanda Sutra of Pingala, Motilal Banarsidass Publishers

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		70
Continuous Evaluation		30
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Seminar/Acting	10
e)	Book/ Article Review	
f)	Viva-Voce	5
g)	Field Report	
Total		100

KU3DSCSAN203 : SANSKRIT ECHOES IN KERALA’S MODERN LITERATURE

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
3	DSC	200-299	KU3DSCSAN203	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	0	1	30	70	100	2

Course Description:

This course provides students with an in-depth exploration of these two significant literary works within the Sanskrit tradition. Through a combination of textual analysis, historical contextualisation and critical engagement, students delve into the themes, language, style and cultural significance of these kavyas. The course begins with an introduction to the historical background and literary conventions of the Sanskrit kavya genre, laying the foundation for understanding the specific characteristics of these two kavyas.

Course Prerequisite: NIL**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Understand the historical context, themes and literary techniques employed in Keralodaya and kristubhagavata	U
2	Analyse and interpret the language, style and symbolism used in the texts	An
3	Evaluate the cultural, social and philosophical aspects depicted in the kavyas	E
4	Gain proficiency in communicating ideas effectively both orally and in writing about the Kavyas and their significance	A
5	Conduct independent research on related topics and produce scholarly works	C

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓						
CO 2				✓			
CO 3							✓
CO 4					✓		
CO 5						✓	✓

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
		Historical Kavyas	12
1	1	Introduction to Historical Kavyas	
	2	Major historical Kavyas in Sanskrit (Name and author only)	
	3	Historical Kavyas from Kerala	
	4	Importance of Keralite Historical Kavyas	
		Historical Kavyas in Kerala	12
2	1	Mooshakavamsam, Angalasangrajyam, Visakhavijayam	
	2	Navabharatam, Viswabhanu, Sreenarayana vijayam	
	3	K.N.Ezhuthachan – Life and Works	
	4	P.C.Devasya – Life and works	
		Keralodaya	12
3	1	Keralodaya of KN Ezhuthachan, Canto 1, Textual Study verses 1-6	
	2	Keralodaya of KN Ezhuthachan, Canto 1, Textual Study verses 7-12	

SEMESTER 5UGP “SUBJECT NAME”

	3	Keralodaya of KN Ezhuthachan, Canto 1, Textual Study verses 13-19	
	4	Keralodaya of KN Ezhuthachan, Canto 1, Textual Study verses 20-26	

	Kristubhagavta		12
4	1	Kristubhagavta of P C Devasya canto 1 – Textual study Verses 1-6	
	2	Kristubhagavta of P C Devasya canto 1 – Textual study Verses 7-12	
	3	Kristubhagavta of P C Devasya canto 1 – Textual study Verses 13-17	
	4	Kristubhagavta of P C Devasya canto 1 – Textual study Verses 18-22	

	Teacher Specific Module		12
5	<i>Directions</i>		
	<i>The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as review of books/ articles/ field visits/ report making and digital content creation. This can account for any two components of continuous evaluation.</i>		

Essential Readings:

1. Keralodaya by K.N.Ezhuthachan, Canto 1, Translated by Prasad Anchal, Kerala Bhasha Institute,2008
2. Kristubhagavata of P.C.Devasya, Canto 1, Prof. P.C.Devasya, Jayabharatam, Trivandrum.
3. Samskritasahityacaritram, Dr.K.Kunjunniraja & Dr.M.S.Menon, Kerala Sahitya Academy, Thrissur
4. Contribution of Kerala to Sanskrit Literature, Dr.K.Kunjunniraja, University of Madras

Suggested Readings:

1. Historicity in Sanskrit Historical Kavyas, Manabendu Banerji Sastri, Sanskrit Pusthak Bhandar.
2. History of Classical Sanskrit Literature, M.Krishnamachariar, Motilal Banarsidass, Delhi
3. Historical Mahakavyas in Sanskrit 11th to 15th Century A.D, Chandraprabha, Sree Bharat Bharati Pvt Ltd.
4. Kerala Sahitya Caritram, Ulloor S Parameswara Aiyer, University of Kerala, Trivandrum
5. Keraleeya Samskrita Sahitya Caritram, Vatakkumkur Rajarajavarmaraja, SSUS Kalady.

SEMESTER 5UGP “SUBJECT NAME”

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		70
Continuous Evaluation		30
a)	Test Paper- 1	5
b)	Test Paper-2	
c)	Assignment	10
d)	Seminar	
e)	Book/ Article Review	10
f)	Viva-Voce	5
g)	Field Report	
Total		100

KU3DSCSAN204 : EXCELLENCE OF PORTRAYALS IN SANSKRIT LITERATURE

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
3	DSC	200-299	KU3DSCSAN204	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	0	1	30	70	100	2

Course Description

This course aims to immerse students in the extraordinary world of Sanskrit literature, highlighting the unparalleled romanticism of its poets. Students will explore the exquisite natural portrayals that depict the beauty of the world with vivid imagery and lyrical finesse. Beyond the aesthetics, the course delves into the profound moral teachings embedded within the verses, revealing timeless wisdom and ethical guidance. Social imagery in Sanskrit literature offers a unique perspective on ancient societal norms and values, providing insights into historical contexts and cultural evolution. The course also examines the emotional depth conveyed through the poetry, capturing the subtleties of human experiences and relationships. By studying these aspects, students will gain a comprehensive understanding of the multifaceted brilliance of Sanskrit literature. The curriculum encourages critical analysis and appreciation of the literary techniques and thematic richness that define this classical tradition. Through engaging lectures, discussions, and textual analyses, students will develop a nuanced appreciation of the artistic and intellectual achievements of Sanskrit poets. This course is designed to inspire a deep respect for the literary heritage of Sanskrit, fostering both academic and personal growth among students.

Course Pre-requisites

Nil

Course Objectives

- 1. Explore Literary Romanticism:** To introduce students to the romantic elements in Sanskrit literature, focusing on the vivid natural portrayals and the artistic depiction of beauty in the works of classical Sanskrit poets.

SEMESTER 5UGP “SUBJECT NAME”

2. **Understand Moral Teachings:** To examine the ethical and moral teachings embedded within Sanskrit literature, enabling students to appreciate the timeless wisdom and ethical guidance provided by ancient texts.
3. **Analyse Social Imagery:** To analyse the social imagery and cultural reflections in Sanskrit literature, offering insights into the historical contexts, societal norms, and cultural values of ancient India.
4. **Appreciate Emotional Depth:** To delve into the emotional moments captured in Sanskrit poetry, understanding the portrayal of human experiences, relationships, and emotional subtleties that highlight the poets' brilliance.
5. **Develop Critical Analysis Skills:** To cultivate students' abilities to critically analyse and interpret the literary techniques, thematic richness, and artistic excellence in Sanskrit literature, fostering a deeper appreciation and scholarly understanding of this classical tradition.

COURSE OUTCOMES (CO)

Course Learning Outcomes: At the end of the Course, the student will be able to -

CO .No	Expected Course Outcome	Learning Domains*
1	Students will be able to recall and identify major literary works and prominent poets of Sanskrit literature, particularly those known for their excellence in romanticism and moral teachings.	R
2	Students will demonstrate an understanding of the themes, styles, and artistic elements used in Sanskrit literature to portray natural beauty, moral values, social imagery, and emotional depth.	U
3	Students will apply their knowledge to interpret and contextualise Sanskrit literary texts, connecting the portrayals to broader cultural and historical contexts.	A
4	Students will be able to critically analyse the literary techniques and thematic expressions in Sanskrit poetry, breaking down complex passages to uncover deeper meanings and stylistic nuances.	An
5	Students will evaluate the impact of Sanskrit literature on cultural and moral values, assessing how the literary portrayals reflect and influence societal norms and individual ethics and Students will create original essays or presentations that articulate their critical perspectives on the excellence of portrayals in Sanskrit literature, showcasing their ability to synthesise and express their scholarly insights creatively.	E,C

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

SEMESTER 5UGP “SUBJECT NAME”

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓			✓			
CO 2		✓			✓		
CO 3			✓				✓
CO 4			✓			✓	
CO 5	✓			✓			

COURSE CONTENT

CONTENT FOR CLASSROOM TRANSACTION (UNITS)

Module	Course description	Hours
1	प्रकृतिवर्णनम्	12
1.1	वर्षर्तुवर्णनम्	
1.2	हिमवद्वर्णनम्	
1.3	ग्रीष्मवर्णनम्	
2	सन्दर्भवर्णनम्	12
2.1	सीतावस्थावर्णनम्	
2.2	पौरदुःखवर्णनम्	
2.3	स्वयंवरवर्णनम्	
3	गुणवर्णनम्	12
3.1	दिलीपमहिमावर्णनम्	
3.2	हनुमद्गुणवर्णनम्	
3.3	अजगुणवर्णनम्	
4	पुरादिवर्णनानि	12
4.1	वैकुण्ठवर्णनम्	
4.2	समुद्रोल्लङ्घनवर्णनम् प्रथमभागः	
4.3	समुद्रोल्लङ्घनवर्णनम् द्वितीयो भागः	
5	Teacher Specific Module	12

SEMESTER 5UGP “SUBJECT NAME”

<p><i>The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as review of books/ articles/ field visits/ report making and digital content creation. This can account for any two components of continuous evaluation.</i></p>

ESSENTIAL READINGS

1. रामायणम्। गीता प्रेस् गोरखपुर। २०२०।
2. कुमारसम्भवः। चौखम्बा संस्कृत सीरीस् ओफीस्। वाराणसी।
3. ऋतुसंहारः। चौखम्बा संस्कृत सीरीस् ओफीस्। वाराणसी।
4. रघुवंशः। चौखम्बा संस्कृत सीरीस् ओफीस्। वाराणसी।
5. Prabandh Ratnavali. Volume 1. Published by K.G.Pameswara Pillai, Sreeramavilasam Press, Kollam

Reference Distribution:

Module	Unit	Reference No.	Chater and Sloka Nos.	Remarks
1	1	1	किष्किन्धाकाण्डः। सर्गः २८ । श्लोकाः २-१२	
	2	2	कुमारसंभवः। प्रथमसर्गः। १-१५	
	3	3	ऋतुसंहारः। १. १०-२१	
2	1	1	सुन्दरकाण्डः। सर्गः २५ । श्लोकाः १८-४०	
	2	1	रामायणम्। २.४८.१-९	
	3	4	रघुवंशः। ६. १०-१९	
3	1	4	रघुवंशः। १. ११-२७	--
	2	1	रामायणम्। २.३.२८-३३। ४.५४.२	--
	3	1	रघुवंशः। ६। ६६-७८	--
4	1	5	213 (ततश्च तौ..... लोकमालोकयाञ्चक्रतुः)	--
	2	1	सुन्दरकाण्डः ५८-७०	--
	3	1	सुन्दरकाण्डः ७१-८५	--

SUGGESTED READINGS

1. Ramayana of Valmiki with the commentary (Tilaka) of Rama, Publisher: Nirnaya Sagar Press; Bombay; 1902
2. The Raghuvamsa of Kalidasa : with the commentary (the Samjivani) of Mallinatha ; Cantos I-X ; edited with a literal English translation, copious notes in Sanskrit and English, and various readings &c. &c. by M.R. Kale, Gopal Narayan and Company, Bombay

ASSESSMENT RUBRICS

Evaluation Type		Marks
End Semester Evaluation		70
Continuous Evaluation		30
a)	Test Paper- 1	10
b)	Test Paper-2	10
c)	Assignment	5
d)	Seminar	5
e)	Book/ Article Review	
f)	Viva-Voce	
g)	Field Report	
Total		100

KU3DSCSAN205 :MALAYALAM WRITERS IN SANSKRIT LANDSCAPE

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
3	DSC	200-299	KU2DSCSAN205	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	0	1	30	70	100	2

Course Description: This course delves into the rich tradition of Malayalam writers who have contributed significantly to Sanskrit literature. It explores the literary works, contributions, and influence of notable Malayalam writers who have engaged with the Sanskrit language and literature. Through a combination of lectures, discussions, and tutorial sessions, students will gain insights into the cultural, linguistic, and literary exchanges between Malayalam and Sanskrit traditions.

Course Prerequisite: No prior knowledge of Sanskrit is required for enrollment in this course. However, students should have a strong interest in language learning, cross-cultural communication, and literary studies.

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Familiarity with Major Works: Students will be able to identify and analyze the major works of Malayalam writers in Sanskrit literature, demonstrating comprehension of themes, styles, and literary techniques.	U
2	Comparative Analysis: Students will conduct comparative analyses between Malayalam and Sanskrit literary traditions, identifying linguistic, cultural, and thematic similarities and differences.	A
3	Historical Understanding: Gain insights into the historical context and socio-cultural factors influencing the production of Sanskrit literature by Malayalam writers, demonstrating an understanding of the literary landscape of the time.	An

SEMESTER 5UGP “SUBJECT NAME”

4	Critical Evaluation: Develop the ability to critically evaluate the impact of Malayalam writers on Sanskrit literary traditions and vice versa, considering reception, criticism, and contemporary legacy.	E
5	Research and Scholarship: Develop research skills through the exploration of secondary sources, scholarly articles, and essays on Malayalam writers in Sanskrit literature, and apply this knowledge to written assignments and discussions.	An

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓			✓			
CO 2				✓			
CO 3			✓				✓
CO 4						✓	✓
CO 5					✓		

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
1	MODULE TITLE: 1 Introduction to Malayalam Writers in Sanskrit Literature		12
	1	Introduction to Malayalam writers	
		Khanda Kavyas and Laghu Kavyas	
2	Notable Malayalam Writers and their Contribution		12
	1	Kuttikrshna Marar – Life History	
		<i>Bharataparyatanam</i> of Kuttikrsna Marar – General Reading of the text	
	2	K.P. Narayana Pisharody his works and life history	
		<i>Kalidasahrdayam Tedi</i> of K.P.Narayan Pisharody– General Reading of the text	

3	Notable Malayalam Writers and their Contribution		12
	1	N.V Krshna Varrier and his works	
		N. V. yute Sahitya Vimarsanam – General Reading of the Book	
4	Influence of Sanskrit Literature on Modern Malayalam Writers		12
	1	Sanskrit and ancient Indian works	
	2	Modern Writers – A Critical Analysis	
5	Teacher-Specific Module:. Introduce the Sanskrit translation of jnanappana of N.V.Krishna Varrier		12
	<i>The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as review of books/ articles/ field visits/ report making and digital content creation. This can account for any two components of continuous evaluation.</i>		

Essential Readings:

Module 1

1. *Malayalaktikalute Samskrtavivarthanangal*, by Dr. Bibitha N.B, pg. no: 214 to 222. Article Published in Keraliyasamskrtaparampariyam – Kaivazhikal Ed Dr. T. Mini, 2018, Lokayatham Publishers, Kalady.

Module 2 & 3

2. Bharata Paryatanam, Kuttikrshna Marar, Published by Marar Sahitya Prakasam, Calicut.
3. Kalidasahrdyam Tedi, K.P. Narayana Pesarody,
4. N. V. yute Sahityavimarsanam,

Module 4

5. The impact of Sanskrit on Post-Colonial Malayalam Literature, By Dr. C. Rajendran, on Malayalam Literary Survey, 2005.
<https://www.academia.edu/12765248/>

SEMESTER 5UGP “SUBJECT NAME”

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		70
Continuous Evaluation		30
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	10
d)	Seminar	
e)	Book/ Article Review	10
f)	Viva-Voce	
g)	Field Report	
Total		100

KU3MDCSAN105 – EXPLORING KERALA’S TRADITIONAL WISDOM IN SANSKRIT

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
3	MDC	100-199	KU3MDCSAN105	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	0	0	25	50	75	1.5

Course Description:

This 200-level course offers an interdisciplinary exploration of ecology and sustainable development through the lens of Sanskrit literature, philosophy, and cultural heritage. Drawing upon ancient Indian texts and traditions, students will examine concepts of environmental stewardship, sustainability, and harmony with nature as articulated in Sanskrit writings. The course will introduce students to key Sanskrit texts that contain ecological wisdom, such as portions of the Vedas, Upanishads, Mahabharata, Ramayana, and various Dharmashastras. Through close reading and analysis of selected passages (in English translation), students will explore themes related to the interconnectedness of life, the ethical treatment of animals and plants, the preservation of natural resources, and the role of human beings as caretakers of the Earth.

In addition to textual analysis, the course will incorporate discussions on contemporary environmental issues and challenges, allowing students to apply insights from classical Sanskrit literature to present-day contexts. Case studies, guest lectures, and multimedia resources may be utilized to deepen understanding and stimulate critical reflection.

Course Prerequisite: No prior knowledge of the Sanskrit language or Indian culture is required. However, students should have completed introductory coursework in environmental studies, ecology, or related fields to contextualize the material.

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Gain a deep appreciation for Kerala's traditional wisdom and its significance within the broader context of Indian culture and civilization.	U

SEMESTER 5UGP “SUBJECT NAME”

2	Develop critical thinking skills through the analysis and interpretation of Sanskrit texts from Kerala, with a focus on themes such as spirituality, ethics, and practical knowledge.	An
3	Explore the interdisciplinary connections between Sanskrit literature, Ayurveda, astrology, and other indigenous knowledge systems prevalent in Kerala.	A
4	Reflect on the relevance of Kerala's traditional wisdom in addressing contemporary challenges in areas such as health, environment, and community well-being.	E
5	Cultivate cross-cultural awareness and sensitivity by engaging with Kerala's cultural heritage in a respectful and informed manner.	E

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓						
CO 2					✓		
CO 3				✓			✓
CO 4			✓			✓	
CO 5	✓			✓			

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
1	Ayurveda in Kerala - An Introduction		9
	1	Introduction	
		History of Medical System in Kerala	
		Literature of Kerala	
		Comparison Between Classical Health tradition and Local Health Tradition	
2	Vastusastra An Introduction		9

SEMESTER 5UGP “SUBJECT NAME”

	1	An Introduction to Kerala Architecture	
	2	Texts on Kerala Architecture	
	3	Manusyalayacandrika of Nilakandha	
	4	Malayalam works on Kerala Architecture	

	Iconography and Sculpture		9
3	1	An Introduction to Silpasastra	
	2	Planets and Associate Jewels	
	3	Symbolic Representation of God	
	4	Mukhalinga	

	Astronomy And Mathematics in Kerala		9
4	1	Major Authors, Aryabhata, Parahita and Drk system, Neelakandha Somayaji,	
	2	Vatasseri Paramesvaran, Sangamagramamadhavan	

	Teacher-Specific Module:. Kerala's Contribution to Indian Chemistry		9
5	<i>The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as review of books/ articles/ field visits/ report making and digital content creation. This can account for any two components of continuous evaluation.</i>		

Essential Readings:

Module 1

1. Contribution of Kerala to Ayurvedic Literature A Comparative Critique, Bindu K. K1, Mrudula Vinayak Joshi, International Ayurvedic Medical Journal, Published online January 2019.

https://www.iamj.in/current_issue_print/images/upload/1557_1563_1.pdf

Module 2

2. A Survey of Works relating to Kerala Architecture, S.A.S Sarma, Article from **Indian Scientific Traditions**, (Ed) Dr. N.V.P Unithiri, University of Calicut, 2006, Pg No:225 to 236.

Module 3

3. Iconography and Sculpture, by Balagopalal T.S. Prabhu, Article from **Indian Scientific Traditions**, (Ed) Dr. N.V.P Unithiri, University of Calicut, 2006, Pg No: 245 to 255

Module 4

4. Astronomy and Mathematics in Kerala with Special Reference to Nila Valley, Dr. N.V.P. Unithiri, Article from **Indian Scientific Traditions**, (Ed) Dr. N.V.P Unithiri, University of Calicut, 2006, Pg No: 44 to 53

1. Suggested Readings:

- . **Technical Literature in Sanskrit**, S. Venkitasubramonia Iyer. Publisher: University of Kerala. Language: Sanskrit and English. Edition: 2009.

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		25
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Seminar	
e)	Book/ Article Review	
f)	Viva-Voce	10
g)	Field Report	
Total		75

KU3VACSAN101: LIFE STYLE MANAGEMENT IN AYURVEDA

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
3	VAC	100-199	KU3VACSAN101	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	0	0	25	50	75	1.5

Course Description:

This course is an in-depth exploration of traditional Ayurvedic practices aimed at promoting a balanced and healthy lifestyle. This course delves into Dinacharya, which outlines the ideal daily routines to maintain physical, mental, and spiritual well-being. Students will study the various morning, afternoon, and evening practices that are recommended in Ayurvedic texts, such as waking up at Brahma Muhurta, oil pulling, yoga, and meditation.

Additionally, the course covers Rtucharya, which offers guidelines for adapting one's lifestyle and diet according to the changing seasons to prevent imbalances and diseases. Detailed discussions on the characteristics of each season and their impact on the human body will be included, alongside practical advice on suitable diets, activities, and therapies for each season.

Through a combination of lectures, practical demonstrations, and textual analysis, students will gain a comprehensive understanding of these time-honoured practices. Emphasis will be placed on the holistic approach of Ayurveda, which integrates physical health, mental clarity, and spiritual growth. By the end of the course, students will be equipped with the knowledge to incorporate Ayurvedic lifestyle practices into their own lives and promote these principles in their communities. This course is essential for those seeking to deepen their understanding of Ayurvedic wisdom and its application in modern-day life.

Course Prerequisite: NIL

SEMESTER 5UGP “SUBJECT NAME”

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Students will be able to recall the key concepts and practices of Dinacharya and Rtucharya practised traditionally in their family	R
2	Students will demonstrate an understanding of the significance of daily and seasonal routines in maintaining health and preventing disease in Ayurveda.	U
3	Students will be able to implement Ayurvedic lifestyle management techniques in their daily lives and recommend them to others.	A
4	Students will critically analyze the impact of modern lifestyle choices on health and compare them with Ayurvedic recommendations.	An
5	Students will assess the effectiveness of integrating Ayurvedic practices into contemporary health and wellness regimes. Students will design personalized Ayurvedic lifestyle plans that incorporate Dinacharya and Rtucharya principles for individuals based on their specific needs and circumstances.	E,C

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓						
CO 2	✓						
CO 3			✓				
CO 4				✓			
CO 5	✓				✓		✓

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS

SEMESTER 5UGP “SUBJECT NAME”

1	Introduction to Ayurveda		9
	1	Preceptors of Ayurveda	
	2	Ayurvedic literature	
	3	Ashtanga concept of Ayurveda	

2	Ayushkamiya		9
	1	Tridosha theory	
	2	Dhatu, Mala and Rasa	
	3	Four pillars of treatment	

3	Dinacaryā		9
	1	Part 1	
	2	Part 2	
	3	Part 3	
	4	Part 4	

4	Ṛtucaryā		9
	1	Part 1	
	2	Part 2	
	3	Part 3	
	4	Part 4	

5	Teacher Specific Module		9
	<p style="text-align: center;"><i>The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as review of books/ articles/ field visits/ report making and digital content creation. This can account for any two components of continuous evaluation.</i></p>		

SEMESTER 5UGP “SUBJECT NAME”

Essential readings

1. Aṣṭāṅgahrdayam, Chowkhamba Orientalia, Varanasi, 81-7637-017-7

Reference Distribution:

Module	Unit	Reference No.	Chapter and Sloka Nos.	Remarks
1	1	2		
	2	2		
	3	2		
2	1	1	Sutrasthana- Chapter 1 - Slokas 6,7,8,9,10	
	2	1	Sutrasthana - Chapter 1 - 12,13	
	3	1	Sutrasthana - Chapter 1 - 27,28,29	
3	1	1	Sutrasthana - Chapter 2 - Slokas 1-13	--
	2	1	Sutrasthana - Chapter 2 - Slokas 15-24	--
	3	1	Sutrasthana - Chapter 2 - Slokas 25-35	--
	4	1	Sutrasthana - Chapter 2 - Slokas 36-48	
4	1	1	Sutrasthana - Chapter 3 - Slokas 1-17	--
	2	1	Sutrasthana - Chapter 3 - Slokas 18-25	--
	3	1	Sutrasthana - Chapter 3 - Slokas 26-41	--
	4	1	Sutrasthana - Chapter 3 - Slokas 42-54	

Suggested readings

1. Dinacharya, Raghavan Thirumulpad, Thirumulpad Foundation, Thrichur

ASSESSMENT RUBRICS

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		25
a)	Test Paper- 1	10
b)	Test Paper-2	5
c)	Assignment	5
d)	Seminar	5
e)	Book/ Article Review	
f)	Viva-Voce	
g)	Field Report	
Total		75

SAMPLE QUESTIONS TO TEST OUTCOMES

1. Enumerate the key components of Dinacharya according to Ayurvedic texts.
2. Elucidate the importance of Rtucharya in maintaining seasonal health balance.
3. Compare and contrast the Ayurvedic practices of Dinacharya with contemporary daily health routines.
4. Validate the effectiveness of Rtucharya practices in preventing seasonal diseases compared to modern medical approaches.
5. Design a comprehensive daily and seasonal routine plan based on Ayurvedic principles for someone living in a temperate climate.

SEMESTER 4

KU4DSCSAN206: VYAKARANA - 1

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
4	DSC	200-299	KU4DSCSAN206	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	2	1	30	70	100	2

Course Description:

This course offers a comprehensive introduction to Sanskrit Grammar and the rules of Samjna (Technical terms) and Sandhi (Phonetic combination). It is designed for students with a basic understanding of Sanskrit who wish to deepen their knowledge and improve their proficiency in reading, writing and interpreting Sanskrit texts. The course will cover essential grammatical concepts and detailed Sandhi rules, providing a solid foundation for advanced studies in Sanskrit.

Course Prerequisite: NIL**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Understand and apply fundamental grammatical concepts and terminology in Sanskrit	U & A
2	Apply Sandhi rules to combine words and sounds accurately	A
3	Analyse and construct sentences using correct grammatical structures	An
4	Read and interpret classical Sanskrit texts with greater ease	E
5	Create sentences using grammatical rules properly	C

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓		✓				
CO 2			✓				
CO 3				✓	✓		
CO 4	✓	✓					
CO 5						✓	✓

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
1	Introduction to Sanskrit Grammar		9
	1	Importance of Grammar in Sanskrit	
	2	Historical context and Key grammarians – Panini, Patanjali, Katyayana	
	3	Definitions of Sutra, Vartika and Bhashya and divisions of Sutra	
	4	Mahesvara Sutras	

2	Samjna and Sandhi in Sanskrit		17
	1	Samjna Prakarana in Laghusiddhantakaumudi – Detailed study	
	2	Introduction to Sandhi in Sanskrit	
	3	Svara Sandhi (Ac sandhi) in Laghu Siddhanta Kaumudi – Detailed study Sutras from “iko yanaci” to “vanto yi pratyaye”	
	4	Svara Sandhi (Ac sandhi) in Laghu Siddhanta Kaumudi – Detailed study Sutras from “adeng gunah” to “rityakah”	

SEMESTER 5UGP “SUBJECT NAME”

Vyanjana Sandhi		17
3	1	Vyanjana sandhi (Hal sandhi) - introduction
	2	Vyanjana Sandhi (Hal sandhi) in Laghu Siddhanta Kaumudi – Detailed study Sutras from “stoh scuna scuh” to “napare nah”
	3	Vyanjana Sandhi (Hal sandhi) in Laghu Siddhanta Kaumudi – Detailed study Sutras from “adyantau takitau” to “kharavasanayorvisarjaniyah”
	4	Vyanjana Sandhi (Hal sandhi) in Laghu Siddhanta Kaumudi – Detailed study Sutras from “pumah khayyampare” to “padantadvaa”

Visarga Sandhi		17
4	1	Visarga sandhi - Introduction
	2	Visarga Sandhi in Laghu Siddhanta Kaumudi – Detailed study Sutras from “visarjaniyasya sah” to “ato roraplutadaplute”
	3	Visarga Sandhi in Laghu Siddhanta Kaumudi – Detailed study Sutras from “hashi ca” to “ro’supi”
	4	Visarga Sandhi in Laghu Siddhanta Kaumudi – Detailed study Sutras from “ro ri” to “soci lope cet padapuranam”

Teacher Specific Module		15
5	<i>Exercises from poems to combine and split sandhis and identify their rules</i>	
	<i>The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as review of books/ articles/ field visits/ report making and digital content creation. This can account for any two components of continuous evaluation.</i>	

Essential Readings:

3. Laghusiddhantakaumudi of Sri Varadaraja, Gita press, Gorakpur, UP.

Suggested Readings:

1. Laghusiddhantakaumudi (Balahitaishini), Prof. R.Vasudeva Potti, Govt.Sanskrit College, Tripunithura
2. Panini: A Survey of Research, George Cardona, Motilal Banarsidass, New Delhi,1980
3. Vaiyakarana Siddhanta Kaumudi of Bhattoji Dikshita with Balamanorama, Volume 1, Chaukhamba Sanskrit Series
4. A Sanskrit Grammar, William Dwight Whitney, Leipzig, London, 1896

SEMESTER 5UGP "SUBJECT NAME"

5. Ashtadhyayi of Panini, Srisa Chandra Vasu, Sindhu Charan Bose, 1898
6. An Introduction to Sanskrit Grammar, Manish Kumar Pathak, Bharatiya Kala Prakashan, Delhi

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		70
Continuous Evaluation		30
a)	Test Paper- 1	10
b)	Test Paper-2	5
c)	Assignment	10
d)	Seminar	
e)	Book/ Article Review	
f)	Viva-Voce	5
g)	Field Report	
h)	Quizzes	
Total		100

KU4DSCSAN207: SANDESAKAVYA

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
4	DSC	200-299	KU4DSCSAN207	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	0	1	30	70	100	2

Course Description:

"Meghasandesa" (The Cloud Messenger) is a classical Sanskrit poem written by the renowned poet Kālidāsa. This course provides an in-depth study of this celebrated work, exploring its literary, cultural, and historical contexts. Students will engage with the text in its original Sanskrit, complemented by translations and commentaries. The course will emphasize the poem's themes, style, and significance in Sanskrit literature and Indian culture. Through close reading and analysis, students will appreciate the intricate beauty of Kālidāsa's language and the poetic devices he employs. Additionally, the course will cover the broader tradition of messenger poems (sandesakāvya) in classical Indian literature. This course aims to deepen students' appreciation of classical Sanskrit literature through the focused study of one of its most revered works.

Course Prerequisite: NIL**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Develop proficiency in reading and understanding the original Sanskrit verses of "Meghasandesa."	U
2	Identify and analyze key themes, motifs, and literary devices used by Kālidāsa.	An
3	Appreciate the aesthetic qualities of Kālidāsa's poetry, including his use of imagery, simile, and metaphor.	E

SEMESTER 5UGP “SUBJECT NAME”

4	Compare Kālidāsa's style with that of other poets in the classical Sanskrit tradition.	U
5	Appreciate the aesthetic qualities of Kālidāsa’s poetry, including his use of imagery, simile, and metaphor.	C

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓				✓		
CO 2	✓			✓			
CO 3			✓			✓	
CO 4				✓			✓
CO 5						✓	

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
1	Sandesakavyas		6
	1	Different types of Lyric Poems in Sanskrit	
	2	Introduction to Sandesakavyas	
	3	important authors and works -Influence of Kalidasa’s style	
	4	Sandesakavyas of Kerala	
2	Kalidasa and Meghasandesa		12
	1	Kalidasa-Life and works	
	2	Meghasandesa-An introduction	
	3	Description of Ramagiri -Verses 1-10	

3	Textual study of Meghasandesa Purvamegha		15
	1	Rivers- Reva and Vetravati ,Nirvindhya and Sindhu	
	2	Ujjayini - Verses 31-41	
	3	Devagiri -Verses 41-48	
	4	Dasapura ,Brahmavarta ,River Saraswathi Verses 49-51	

4	Meghasandesa		15
	1	Ganga Himalaya 52-59	
	2	Kailasa Parvata 60-66	
	3	Alaka	
	4	Appreciation of romantic Literature	

5	Teacher Specific Module		12
	<i>The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as review of books/ articles/ field visits/ report making and digital content creation. This can account for any two components of continuous evaluation.</i>		

Essential Readings:

1. Meghaduta of Kalidasa (Purvamegha only) with Commentary of Mallinatha, Chaukhambha SanskritSeries, Varanasi.

Suggested Readings:

- 1.A History of Sanskrit Literature, Macdonell A.A, Motilal Banarsidass Publishers, Delhi, 1990.
2. Indian Kavya Literature (6 Volumes), A.K. Warder, Motilal Banarsidass, Delhi, 1972.
- 3.Meghasandesa, Malayalam translation by Kuttikrishna Marar, Mathrubhoomi, Kozhikkode,
- 4.Sanskrita Sahitya Caritram, (Ed) M.S. Menon and Dr. K. Kunjunni Raja, Kerala Sahitya Academi.
3. A History of Sanskrit Literature, A.B. Keith, Motilal Banarsidass Publishers, Delhi, 1993.
4. A Short History of Sanskrit Literature, T.K., Ramachandra Iyer, R.S. Vadhyar & Sons, Kalpati, Palakkad.

SEMESTER 5UGP “SUBJECT NAME”

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		70
Continuous Evaluation		30
a)	Test Paper- 1	5
b)	Test Paper-2	
c)	Assignment	10
d)	Seminar	5
e)	Book/ Article Review	
f)	Viva-Voce	
g)	Field Report	
h)	Quizzes	10
Total		100

SEMESTER 5UGP “SUBJECT NAME”

KU4DSCSAN208 : SAMKHYA AND YOGA

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
4	DSC	200-299	KU4DSCSAN208	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	0	1	30	70	100	2

Course description

This course provides an in-depth exploration of Sāṃkhya philosophy and Yoga, two of the most significant systems within classical Indian thought. Students will engage with primary texts and commentaries to understand the metaphysical, epistemological, and practical aspects of these traditions. Emphasis will be placed on the interrelationship between Sāṃkhya and Yoga, their historical development, and their influence on Indian philosophy and spiritual practice. This course aims to provide a thorough grounding in two of the most influential systems of Indian philosophy, preparing students for advanced study and personal application of these profound traditions.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Demonstrate a comprehensive understanding of the foundational principles of Sāṃkhya and Yoga.	U
2	Interpret and analyse primary Samkhya texts.	An
3	Understand the historical and cultural significance of Samkhya philosophy.	U
4	Critically engage with philosophical arguments and concepts within Samkhya philosophy.	A

SEMESTER 5UGP “SUBJECT NAME”

5	Apply the theoretical knowledge of Sāṃkhya and Yoga to practical and contemporary issues.	A
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**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓					
CO 2		✓		✓			
CO 3	✓						✓
CO 4							
CO 5	✓		✓				

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
1		Introduction to Indian Philosophy	4
	1	Introduction to Darsanas	
	2	Origin and development	
	3	Classification -Astika & Nastika Darsanas	
	4	Introduction to Samkhya Philosophy	

2		Textual study of Sankhyakarika of IswaraKrishna	20
	1	Sankhyakarika Verses 1-10	
	2	Sankhyakarika Verses 11-20	
	3	Sankhyakarika Verses 21-30	
	4	Sankhyakarika Verses 31-4	

SEMESTER 5UGP “SUBJECT NAME”

3	Yoga Philosophy		4
	1	Introduction to Yoga Philosophy	
	2	Meaning and definition	
	3	Sanskrit textual traditions of Yoga	
	4	Different branches of Yoga	

4	Textual study of Yogasutra of Patanjali- Samadhipada		20
	1	Yoga, Chittavrittinirodha, Iswara	
	2	Samprajnata samadhi, Asamprajnata samadhi	
	3	Antharayas	
	4	Savitharka and Nirvitharka sampathi	

5	Teacher Specific Module		12
	<i>The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as review of books/ articles/ field visits/ report making and digital content creation. This can account for any two components of continuous evaluation.</i>		

Essential Readings:

1. Samkhyakarika of Iswara Krishna (Slokas 1 to 42) ,Chaukamba Surabharati Prakashan, Varanasi
2. Yogasutra of Patanjali Samadhipada -chapter 1

Suggested Readings:

1. Samkhya Tatvakaumudi of Vachaspati Misra, Swami Virupaksha, Motilal Banarsidass
2. Yogasutravritti ,Bhojaraja.
3. Bharatiyadarsanam, Dr.S.Radhakrishnan.
4. Sarvadarsanasamgraha, Madhvacharya.
5. Bharatiyachinta, K.Damodaran, Keralabhasa Institute, Thiruvananthapuram
6. Indian Philosophy, S.N.Das Gupta, Motilal Banarsidass
7. Six systems of Indian Philosophy, Prof .N. Hiriyantha, Motilal Banarsidass
8. Classical Samkhya: An Interpretation of Its History and Meaning, Gerald James Larson.
9. Samkhya Karika with the Commentary of Gaudapada, Swami Virupakshananda ,Sri Ramakrishna Math
10. The Philosophy of Sankhya, H.P. Blavatsky, translated by Nandalal Sinha, Kessinger Publishing

SEMESTER 5UGP "SUBJECT NAME"

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		70
Continuous Evaluation		30
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	10
d)	Seminar	5
e)	Book/ Article Review	
f)	Viva-Voce	5
g)	Field Report	
Total		100

KU4SECSAN101: INFORMATICS IN SANSKRIT STUDIES

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
4	SEC	100-199	KU4SECSAN101	3	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
2	2	-	25	50	75	1.5 Hrs

Course Description:

This course is designed to equip students with the skills and knowledge to effectively utilise information technology in the field of Sanskrit. This course covers a range of topics, including the use of digital tools and resources for teaching and learning Sanskrit. Students will learn how to employ IT for higher studies and research, enhancing their academic work with modern technology. The course also addresses the process of digitising Sanskrit manuscripts and texts, ensuring the preservation and accessibility of these valuable resources. Introduction to Natural Language Processing (NLP) in Sanskrit will provide students with insights into how computational techniques can be applied to analyse and interpret Sanskrit texts. Practical sessions will teach students to use software and online platforms for creating academic publications in Sanskrit. Moreover, the course emphasises the integration of information technology in the development and dissemination of Sanskrit knowledge. Students will explore various digital libraries, databases, and online resources specific to Sanskrit studies. By the end of the course, students will be proficient in utilising IT tools to support their academic and research endeavours in Sanskrit. This course is essential for those who wish to modernise their approach to Sanskrit studies and contribute to the digital transformation of this ancient language.

Course Prerequisite:

Basic knowledge in IT and Sanskrit

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Students will be able to identify key information technology tools and resources relevant to Sanskrit studies.	R

SEMESTER 5UGP “SUBJECT NAME”

2	Students will demonstrate an understanding of the principles and methods for digitising Sanskrit texts and manuscripts.	U
3	Students will be able to effectively use digital tools and software for teaching, learning, and conducting research in Sanskrit.	A
4	Students will critically analyse the impact of information technology on the preservation and dissemination of Sanskrit knowledge.	An
5	Students will assess the effectiveness of various IT applications in enhancing the study and research of Sanskrit and they will develop innovative projects or strategies that integrate information technology with Sanskrit studies for academic and research purposes.	E,C

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓					
CO 2	✓	✓					
CO 3					✓		✓
CO 4				✓			
CO 5					✓	✓	

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
1		Introduction to Information Technology in Sanskrit Studies	12
	1	Overview of IT tools and resources	
	2	Importance of IT in modern education and research	

SEMESTER 5UGP “SUBJECT NAME”

3	Introduction to digital humanities and its relevance to Sanskrit scholarship.	
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	Text processing in Sanskrit	12
2	1	Text processing softwares suitable for Sanskrit
	2	ISM and Unicode Keys for Devanagari typing
	3	Text processing, editing and formatting
	4	Translation and Transliteration tools in Sanskrit

	Digital libraries and Online Resources	12
3	1	Introducing Digital libraries in/for Sanskrit
	2	Online dictionaries and basic grammatical resources for Sanskrit
	3	Using software for writing and publishing academic papers
	4	Mobile applications available for Sanskrit

	NLP and Online resources for higher learning	12
4	1	Introduction to NLP and its relevance to Sanskrit
	2	Introduction to linguistic analysis softwares for Sanskrit. Training on Samsadhani https://sanskrit.uohyd.ac.in/scl/ and https://sambhasha.ksu.ac.in/
	3	Online platforms and databases for Sanskrit research

	Teacher Specific Module	12
5	<i>The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as review of books/ articles/ field visits/ report making and digital content creation. This can account for any two components of continuous evaluation.</i>	

Essential Readings:

1. Digital Humanities and Indian Culture by Supriya Chaudhuri and Sukanta Chaudhuri, Routledge India, 2019, ISBN: 978-0367179702
2. Information Technology for Sanskrit by B.K. Upadhyaya, Rashtriya Sanskrit Sansthan, 2011, 978-8191016258
3. <https://sanskritdocuments.org/>

4. <https://www.dsbcproject.org/>
5. <https://www.namami.gov.in/>
6. Sanskrit Computational Linguistics edited by Gérard Huet, Amba Kulkarni, and Peter Scharf (contributors include Indian authors), Springer, 2009, 978-3642026025
7. Handbook of Research in Digital Humanities by Abhijit R. Bhandarkar, IGI Global, 2020, 978-1799822010

Suggested Readings:

1. **Digitization of Heritage Collections: Issues and Challenges** by M. Madhusudhan, Publisher: KBD Publication, Year: 2010, ISBN: 978-8190966929
2. **Natural Language Processing: A Paninian Perspective** by Akshar Bharati, Vineet Chaitanya, and Rajeev Sangal, Publisher: Prentice-Hall of India, Year: 1995, ISBN: 978-8120308614
3. **Research Methodology: Methods and Techniques** by C.R. Kothari and Gaurav Garg, Publisher: New Age International Publishers, Year: 2019, ISBN: 978-9386649225

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		25
a)	Test Paper- 1	10
b)	Test Paper-2	
c)	E-Assignment	10
d)	HoT	5
e)	Book/ Article Review	
f)	Viva-Voce	
g)	Field Report	
Total		75

- **Employability for the Course:**
- Research Fellows and Associates in Research Centres
- Editorial position in Publishing Sector

KU4SECSAN102: SANSKRIT COMMUNICATION AND TRANSLATION

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
4	SEC	100-199	KU4SECSAN102	3	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
2	2	1	25	50	75	1.5

Course Description:

This course is designed to equip students with the necessary skills and knowledge to engage in effective communication and translation in Sanskrit. Sanskrit, often regarded as the ancient language of India, holds immense cultural, literary, and philosophical significance. Through this course, students will not only develop proficiency in Sanskrit language comprehension and expression but also gain insights into the art and science of translation.

The course will begin with an overview of Sanskrit grammar, syntax, and vocabulary, providing students with a solid foundation for understanding and producing Sanskrit texts. Emphasis will be placed on developing reading, writing, listening, and speaking skills through interactive exercises, practice sessions, and assignments.

Course Prerequisite: No prior knowledge of Sanskrit is required for enrollment in this course. However, students should have a strong interest in language learning, cross-cultural communication, and literary studies.

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Develop proficiency in reading, writing, listening, and speaking Sanskrit at an intermediate level, with a focus on comprehension and communication.	U
2	Acquire foundational knowledge of Sanskrit grammar, syntax, and vocabulary, enabling them to analyze and produce Sanskrit texts with accuracy and fluency.	A

SEMESTER 5UGP “SUBJECT NAME”

3	Gain insights into the principles and techniques of translation, and apply these skills to translate Sanskrit texts into English and vice versa.	An
4	Enhance critical thinking and analytical skills through the comparative study of Sanskrit and English texts, identifying linguistic and cultural differences and similarities.	E
5	Cultivate an appreciation for the cultural and literary heritage of Sanskrit literature, and recognize its enduring influence on world languages and cultures.	An

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓				✓		
CO 2	✓	✓					
CO 3					✓		
CO 4				✓			✓
CO 5	✓				✓		

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
		Introduction to Basics of Sanskrit	12
1	1	Overview of the Sanskrit alphabet and pronunciation	
		Introduction to Sanskrit grammar: nouns, verbs, and sentence structure	
		Basic vocabulary-building exercises	
	2	Strategies for understanding unfamiliar vocabulary and grammatical structures	
2		Reading and Writing Skills	12

SEMESTER 5UGP “SUBJECT NAME”

	1	Developing reading skills through graded Sanskrit texts	
	2	Exercises in sentence construction, word formation, and syntax	
	3	Practice in writing Sanskrit simple sentences	

3	An Introduction to Translation Studies		8
	1	Overview of Translational Studies	
	2	Basic Principles of Translational Studies	

4	Translation Techniques in Sanskrit and Malayalam		16
	1	Introduction to Basic Syntactical Methodology of Sanskrit and Malayalam	
	2	Basic Translation Practices – Malayalam to Sanskrit	
	3	Introduction to Basic Translations – Sanskrit to Malayalam	

5	Teacher-Specific Module:.		12
	<i>The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as review of books/ articles/ field visits/ report making and digital content creation. This can account for any two components of continuous evaluation.</i>		

Essential Readings:

1. Samskrabaladarsah, R. S. Vadhyar & Sons, Kalpathy, Palakkad.
2. Samskrabhasa, 1st Volume, Kanippayyur Sankaran Nambuthiripad Smaraka Granthasala, Kunnankulam, Thrissur.
3. Vivarthanavicaram, Dr. N.E. Viswanatha Iyer, Kerala Bhasa Institute, Thiruvananthapuram, Chpt. 1, *Vivarthanatatvamnirvacanangalilute* pg no: 9 to 16

Suggested Readings:

Laghusamskrta, KG Paulose

Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	50
Continuous Evaluation	25

SEMESTER 5UGP "SUBJECT NAME"

a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Seminar	
e)	Book/ Article Review	
f)	Viva-Voce	10
g)	Field Report	
Total		75

KU4VACSAN102: ECOLOGY AND CONCEPT OF SUSTAINABLE DEVELOPMENT IN SANSKRIT

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
4	VAC	100-199	KU4VACSAN102	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	0	0	25	50	75	1.5

Course Description:

This course offers an interdisciplinary exploration of ecology and sustainable development through the lens of Sanskrit literature, philosophy, and cultural heritage. Drawing upon ancient Indian texts and traditions, students will examine concepts of environmental stewardship, sustainability, and harmony with nature as articulated in Sanskrit writings.

The course will introduce students to key Sanskrit texts that contain ecological wisdom, such as portions of the Vedas, Upanishads, Mahabharata, Ramayana, and various Dharmashastras. Through close reading and analysis of selected students will explore themes related to the interconnectedness of life, the ethical treatment of animals and plants, the preservation of natural resources, and the role of human beings as caretakers of the Earth.

Course Prerequisite: Basic interest in the Sanskrit language and Indian culture is required. Students should have completed introductory knowledge in environmental studies, ecology, or related fields to contextualize the material.

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Gain familiarity with key Sanskrit texts and concepts related to ecology, sustainability, and environmental ethics.	U
2	Develop critical thinking skills through the analysis and interpretation of classical Sanskrit literature in its cultural and historical contexts.	An
3	Explore connections between ancient Indian wisdom and contemporary environmental discourse, identifying insights and principles that can inform sustainable practices and policies.	An

SEMESTER 5UGP “SUBJECT NAME”

4	Reflect on their values and beliefs regarding humanity's relationship with the natural world, and articulate informed perspectives on environmental stewardship.	A
5	Enhance interdisciplinary communication skills by synthesizing insights from Sanskrit studies, environmental science, and ethical philosophy in written assignments and class discussions.	E

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓						
CO 2					✓		
CO 3		✓		✓			
CO 4					✓		
CO 5	✓						✓

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
1	Introduction		9
	1	Environmental Concepts in Vedic Literature	
		Rgveda and Yajurveda	
		Atharvaveda	
2	Ecological Awareness in Brhatsamhita		12
	1	Vrksayurvedadhyaya of Brhatsamhita 1 to 7 verses	
	2	Vrksayurvedadhyaya of Brhatsamhita 7 to 15 verses	
3	Literary Works – Sustainable Development		9

SEMESTER 5UGP “SUBJECT NAME”

	1	Raghuvamsa of Kalidasa Ist Canto Introducing the Suryavamsa Kings	
	2	Sohamajanmasudhanam to raghunamanvayam vaksye Verses 5 to 15	
	3	Analysis of the Sustainable Development illustrated by Kalidasa	

	Sustainable Concept of Traditional Sanskrit Theatre		6
4	1	Traditional Sanskrit Theatre	
	2	Introduction to Kuthambalam	
	3	Sustainable Concepts	

	Teacher-Specific Module:. Introducing Kerala Ayurvedic Tradition on Environmental Ethics		9
5	<i>The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as review of books/ articles/ field visits/ report making and digital content creation. This can account for any two components of continuous evaluation.</i>		

Essential Readings:

1. Environmental Awareness in Ancient Sanskrit Literature and Sustainable Development, **Dr. Binima Buzarbaruah**, International Journal of Sanskrit Research 2020; 6(3): 25-27
<https://www.anantaajournal.com/archives/2020/vol6issue3/PartA/6-2-51-305.pdf>
2. Environmental Sustainability Lessons from Ancient India, **Dr Sitaram Dixit**, Chairman – CGS
https://www.academia.edu/37310640/Environmental_Sustainability_Lessons_from_Ancient_India
3. Sustainable Concepts of Traditional Sanskrit Theatre: The Harippad Subrahmanya Swami Temple, Alleppy, by **Vinayakan Ashokan, N. Lakshmi Thilagam**, **International Journal of Recent Technology and Engineering (IJRTE) ISSN: 2277-3878, Volume-8 Issue-4S2, December 2019**
<https://www.ijrte.org/wp-content/uploads/papers/v8i4s2/D11951284S219.pdf>

Suggested Readings:

Assessment Rubrics:

Evaluation Type	Marks
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SEMESTER 5UGP "SUBJECT NAME"

End Semester Evaluation		50
Continuous Evaluation		25
a)	Test Paper- 1	5
b)	Test Paper-2	
c)	Assignment	10
d)	Seminar	
e)	Book/ Article Review	
f)	Viva-Voce	10
g)	Field Report	
Total		75

SEMESTER 5

KU5DSCSAN301 : VYAKARANA -2

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
5	DSC	300-399	KU5DSCSAN301	4	5

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	2	0	30	70	100	2

Course Description:

This course provides an in-depth study of the derivation process (prakriya) in Sanskrit Grammar focusing on the nouns Rama(pullinga), Ramaa (strilinga) and Jnana (napumsaka linga) and the root 'bhu' (dhatu). It is designed for students with intermediate knowledge of Sanskrit who wish to deepen their understanding of word formation, grammatical rules and the practical application of these concepts in classical texts. Besides the course gives basic knowledge about the Karakas and vibhaktis in Sanskrit through the vibhakyartha prakarana of Laghusiddhanta Kaumudi.

Course Prerequisite: NIL**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Understand and Apply the derivation process (prakriya) for selected nouns and verbal roots	U &A
2	Apply declension and conjugation rules accurately	A
3	Analyse and construct sentences using correct grammatical structures	An
4	Read and interpret classical Sanskrit texts with greater proficiency	E

5	Create the derivation process of other nouns and roots	C
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**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓			✓			
CO 2		✓			✓		
CO 3			✓				✓
CO 4			✓			✓	
CO 5	✓			✓			

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
1	Ajanta pullinga		15
	1	Basic components of prakriya of Noun	
	2	Pratipadika, Pratyaya, Gender (linga), Vibhakti (Cases), Vacana	
	3	Derivation process of Ajanta Pullinga – Rama in all cases	
	4	Laghusiddhantakaumudi, Ajanta pullinga prakarana, Sutras from “Arthavadadhaturapratyayah Pratipadikam” to “Adesapratyayayoh”	

2	Ajanta Strilinga and napumsakalinga		15
	1	General introduction to Stri Pratyayas	
	2	Derivation process of Ajanta Strilinga – Rema in all cases	
	3	Laghusiddhantakaumudi, Ajantastrilinga prakarana, sutras from “Aunga aapah” to “Yaadapah”	

SEMESTER 5UGP “SUBJECT NAME”

	4	Derivation process of Ajanta Napumsakalinga – Jnana in all cases Laghusiddhantakaumudi, Ajantanapumsakalingaprakarana, sutras from “Ato’m” to “midaco’ntyadparah”	
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		Verb Roots in Sanskrit	15
3	1	General introduction to tenses and moods in Sanskrit	
	2	Verb roots , Types of verbs : Parasmaipada and atmanepada	
	3	Conjugation of Root Bhu in 10 Lakaras (prakriya) – Detailed study	
	4	General study of dasaganas with one example for each without prakriya (Lat, Lang, Lrit and lot only) Bhvadi (bhu), Adadi (Ad), Juhotyadi (hu), Divadi (div), Sunotyadi (sunj), Tudadi (tud), Rudadi (rud), Kryadi (kreenj), Churadi (chur), Tanadi (tan)	

		Vibhaktyartha prakarana	15
4	1	Cases in Sanskrit and their usages	
	2	Karakas in Sanskrit – general introduction	
	3	Vibhaktyarthaprakarana of Laghusiddhantakaumudi – Detailed study Prathama, karma and Karana	
	4	Sampradana, Apadana, Adhikarana and Shashti vibhakti	

5		Teacher Specific Module	15
		<i>Give exercises to students on Derivation and conjugation processes</i>	

Essential Readings:

1. Laghusiddhantakaumudi of Sri Varadaraja, Gita press, Gorakpur, UP.

Suggested Readings:

1. Laghusiddhantakaumudi (Balahitaishini), Prof. R.Vasudeva Potti, Govt.Sanskrit College, Tripunithura
2. Panini: A Survey of Research, George Cardona, Motilal Banarsidass, New Delhi,1980
3. Vaiyakarana Siddhanta Kaumudi of Bhattoji Dikshita with Balamanorama, Volume 1, Chaukhamba Sanskrit Series
4. A Sanskrit Grammar, William Dwight Whitney, Leipzig, London, 1896
5. Ashtadhyayi of Panini, Srisa Chandra Vasu, Sindhu Charan Bose, 1898
6. An Introduction to Sanskrit Grammar, Manish Kumar Pathak, Bharatiya Kala Prakashan, Delhi

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		70
Continuous Evaluation		30
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	10
d)	Seminar	
e)	Book/ Article Review	
f)	Viva-Voce	10
g)	Field Report	
Total		100

KU5DSCSAN302 : LINGUISTICS

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
5	DSC	300-399	KU5DSCSAN302	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	2	1	30	70	100	2

Course Description:

This foundational course in Sanskrit Linguistics is designed for first-year undergraduate students majoring in Sanskrit. The course offers a comprehensive introduction to the linguistic aspects of the Sanskrit language, providing students with essential knowledge and analytical skills necessary for advanced studies in Sanskrit and general linguistics.

Course Prerequisite: NIL**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Gain a solid foundation in the linguistic features of Sanskrit.	R
2	Understand the historical and cultural significance of Sanskrit.	U
3	Be able to perform basic linguistic analyses of Sanskrit texts.	An
4	Appreciate the influence of Sanskrit on other languages.	C
5	Develop critical thinking and analytical skills in linguistics.	E

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

SEMESTER 5UGP “SUBJECT NAME”

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓					
CO 2	✓						
CO 3	✓			✓			
CO 4		✓	✓				
CO 5				✓			✓

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
1		An introduction to linguistics	15
	1	Introduction to Linguistics- Nature and Scope	
	2	Branches -Phonology, Morphology, Semantics, Syntax.	
	3	Dialects languages	
	4	Cognate languages	
2		Classification of Languages	15
	1	Morphological classification	
	2	Genealogical classification Centum and Satam	
	3	Indo-European family of languages -Charecteristics	
	4	Centum and Satam groups	
3		Phonology	15
	1	Organs of speech, classification of speech sounds, Vowels and Consonants	
	2	Phonetic changes	
	3	Causes of phonetic changes	

SEMESTER 5UGP “SUBJECT NAME”

	4	Phonetic laws, -Fortunatovs law, Law of Palatalisation,	
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4	Semantics		15
	1	Semantic changes- Generalization, Specialisation, Transference	
	2	Differenciation,Irradiation,Pejoration,Association, Restriction	
	3	Restriction,Expansion,Degradation,Elevation,Variation ,Doubles	
	4	key concepts in modern linguistics - langue, parole, Compitants , performance	

5	Teacher Specific Module		15
	<i>Directions</i>		
	<i>The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as review of books/ articles/ field visits/ report making and digital content creation. This can account for any two components of continuous evaluation.</i>		

Essential Readings:

1. Comparative Philology by T .K Ramachandra Iyer,R S Vadyar & Sons,Palakkad,2016
2. Bhashasastrapraveshini, R.S.Venkitaramasastrri,Golden jubilee publications,Kuppuswamisastri Research Institute, Madras.

Suggested Readings:

- 1.An introduction to Sanskrit linguistics, Sreemannarayana Murthi, D K Publishers, Delhi.
- 2.The study of language, George Yule
- 3.Course in general linguistics, F D Saussure,WarderMotilal Baskin, London
- 4.Language, Bloomfield
- 5.Saussure, Ghatanavadathinte acharyan(Mal), Dr.C.Rajendran
- 6.An introduction to language and linguistics,R.W.Farold and Linton, Cambridge University press.

Assessment Rubrics:

SEMESTER 5UGP "SUBJECT NAME"

Evaluation Type		Marks
End Semester Evaluation		70
Continuous Evaluation		30
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	10
d)	Seminar	
e)	Book/ Article Review	5
f)	Viva-Voce	5
g)	Field Report	
Total		100

KU5DSCSAN303 : SRUTHI , SMRITHI AND ARTHASASTRA

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
5	DSC	300-399	KU5DSESAN303	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	0	1	30	70	100	2

Course Description:

This course offers an in-depth exploration of select hymns from the Rigveda, key concepts from Kautilya's Arthashastra, and the legal principles detailed in the Vyavaharadhyaya of Yajnavalkya Smriti. Students will engage with primary texts in their original Sanskrit, enhancing their understanding of ancient Indian literature, philosophy, political science, and law.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	To gain proficiency in reading and interpreting hymns from the Rigveda, focusing on the deities Kitava, Ratri, and Usas.	R
2	To explore the legal traditions and judicial procedures described in the Vyavaharadhyaya of Yajnavalkya Smriti.	U
3	To appreciate the historical and cultural contexts of ancient Indian literature and its relevance to contemporary studies.	C
4	To develop critical thinking and analytical skills through comparative analysis of these classical texts.	An
5	To understand the foundational principles of governance and statecraft as articulated in the Arthashastra.	U

SEMESTER 5UGP “SUBJECT NAME”

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓					
CO 2				✓			
CO 3			✓	✓			
CO 4				✓	✓		✓
CO 5	✓						

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
		Introduction to Vedic literature	12
1	1	Introduction to Vedic literature	
	2	Four Vedas, Vedangas, Samhitas, Brahmanas, Aranyaka, Upanishad	
	3	Detailed study of selected hymns from Vedic reader-Agni	
	4	Ushas, Kitava	
		Smriti literature	12
2	1	Introduction to Smriti literature	
	2	Manusmriti, Yajnavalkyasmriti	
	3	Textual study of Yajnavalkyasmriti -Vyavaharadhyaya-sadharanavyavahara.(1-8)	
	4	Dayavibhagaprakaranam (114-149)	
3		Arthasastra-Vinayadhikarana	12

SEMESTER 5UGP “SUBJECT NAME”

	1	Introduction to Kautilya and Arthasastra	
	2	Structure of the Arthasastra	
	3	Textual study of the selected prakaranas in Vinayadhikarana of Arthasastra - Vidyasamudhesa, Vrdhasamyoga, Indriyajaya	
	4	Amathyotpatthi	

	Arthasastra- Vinayadhikarana		12
4	1	Mantripurohitotpatthi	
	2	Dootapranidhi	
	3	Rajapranidhi	
	4	Atmarakshitakam	

	Teacher Specific Module		12
5	<i>The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as review of books/ articles/ field visits/ report making and digital content creation. This can account for any two components of continuous evaluation.</i>		

Essential Readings:

1. A vedic reader for students, A A Mac Donell, Oxford University press.
2. Kautilya's Arthasastra -Selected Portions from Vinayadhikaranam
3. Yajnavalkyasmriti -Vyavaharadhyaya(Selected portions)

Suggested Readings:

1. Manusmrithi – text with English translation of MM Dutt, Ed. R N Sarma, Chaukamba Vidhyabhavan.
2. Yajnavalkyasmrithi: Text transliteration and English Commentary by B S Bist. Chaukamba Vidhyabhavan.
3. Kautiliya Arthasastra: Text with English Translation & Commentary in English by B S Bist, Chaukamba Vidhyabhavan.
4. Kautiliya Arthasastra – Vachaspathi gairola, Chaukamba Vidhyabhava
5. Vedic reader, R S Vadhyar and sons, Palakkad
6. The Arthasastra -Selections from the classic Indian work on statecraft by Kautilya, translated by L N Rangarajan.

SEMESTER 5UGP “SUBJECT NAME”

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		70
Continuous Evaluation		30
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	10
d)	Seminar	5
e)	Book/ Article Review	
f)	Viva-Voce	5
g)	Field Report	
h)	Quizzes	
Total		100

KU5DSESAN301: MIMAMSA AND UPANISHAD

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
5	DSE	300-399	KU5DSESAN301	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	0	2	30	70	100	2

Course Description:

This foundational FYUGP Sanskrit course examines two key texts: the *Arthasangraha* of Mimamsa philosophy and the *Kathopanishad*, a principal Upanishad. Students will explore the philosophical, linguistic and cultural contexts of these texts. *Arthasangraha* focuses on ritual interpretation and Dharma, while the *Kathopanishad* delves into metaphysical discussions about the self and ultimate reality. This course aims to build a solid foundation in classical Sanskrit philosophy and critical thinking for advanced studies

Course Prerequisite: NIL**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	To understand the philosophical arguments and their relevance in the broader context of Indian thought.	U
2	Demonstrate a thorough understanding of the key concepts and arguments in the "Arthasangraha" and the "Kathopanishad."	U
3	Critically analyze and interpret classical Sanskrit philosophical texts.	An
4	Articulate the significance of Mimamsa and Upanishadic thought in the context of Indian philosophy.	E
5	Apply the philosophical principles learned from these texts to contemporary discussions and personal reflections.	A

*Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓			✓			
CO 2		✓			✓		
CO 3		✓		✓			
CO 4					✓		
CO 5	✓		✓				

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
1	Mimamsa philosophy		12
	1	Introduction to Mimamsa philosophy	
	2	Textual study of Arthasamgraha (upto विनियोगविधिः) धर्मलक्षणप्रश्नः, वेदस्य धर्मप्रतिपादकत्वम् ।	
	3	भावनाविचारः । शाब्दीभावना,	
	4	शाब्दाः भेदौ ।	
2	Arthasamgraha		12
	1	आर्थीभावना, आर्थीभावनायाः अंशत्रयम् ।	
	2	वेदलक्षणविचारः, विधिः, मीमांसा।	
	3	गुणविध्यादिभेदाः, चतुर्विधः विधिः ।	
	4	उत्पत्तिविधिः, विनियोगविधिः (आरादुपकारकाणि पर्यन्तम्) ।	
3	Upanishad literature		12
	1	Introduction to Upanishad literature	

SEMESTER 5UGP “SUBJECT NAME”

	2	Kathopanishad	
	3	Textual study of Kathopanishad - First chapter First Valli (1-29) वाजश्रवसः यागः- पितृपुत्रसंवादः-यमस्य वरदानं-प्रथमवरः । (1-11)	
	4	द्वितीयवरः(अग्निविद्या) (12-19)	
	5	तृतीयवरः- नचिकेतसः स्थैर्यं च । (20-29)	

	Kathopanishad		12
4	1	Textual Study of Kathopanishad Second Valli (1-25) यमकृता नाचिकेतप्रशंसा (1-14)	
	2	प्रणवोपदेशः । (15-25)	
	3	Textual study of Kathopanishad third Valli (1-17) रथरथिकल्पना ।(1-10)	
	4	आत्मनः परमतत्त्वप्रतिपादनम् । (11-17)	

	Teacher Specific Module		12
5	<i>The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as review of books/ articles/ field visits/ report making and digital content creation. This can account for any two components of continuous evaluation.</i>		

Essential Readings:

- 1.Arthasangraha of Laugaksibhaskara with Sanskrit commentary Arthaloaka by Pattabhirama Sastri, Chowkhamba Orientalia, Varanasi, 1977. (upto विनियोगविधिः।)
- 2.Kathopanishad First Chapter Three **Vallis**.

Suggested Readings:

1. Arthasangraha, Malayalam commentary by Dr. T. Aryadevi, Nalanda Books, Kalady
2. Purva Mimamsa Sutras of Jaimini: Chapters I-III - Translated by Ganganath Jha.
3. The Mimamsa Sutra of Jaimini- Translated by M.M. Dr. S.C. Vidyabhushana.
4. Pracinabharatiyadarsanannal (In Malayalam). R.Vasudevan Potti, Sastravadavali, Sukritindra Oriental Research Institute, Tammanam, Kochi, 2004.
5. The Principles of Mīmāṃsā Philosophy - By M. Hiriyanna.
6. The Purva Mimamsa Sutras of Jaimini - Translated by Mohan Lal Sandal

SEMESTER 5UGP “SUBJECT NAME”

7. The Principal Upanishads - By S. Radhakrishnan.
8. Eight Upanishads, Volume 1 - Translated by Swami Gambhirananda
9. The Upanishads, Vol. 1 - Translated by Swami Nikhilananda.
10. कठोपनिषद्- हिन्दी व्याख्यासहित- श्रीमती पुष्पा गुप्ता, चौखम्भा सुरभारती ग्रन्थमाला ।

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		70
Continuous Evaluation		30
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	
f)	Viva-Voce	
g)	Field Report	
h)	Quizzes	
Total		100

KU5DSESAN302: WIT AND WISDOM IN SANSKRIT SATIRE

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
5	DSE	300-399	KU5DSESAN302	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	0	1	30	70	100	2

Course Description:

This course delves into the rich tradition of ancient Indian comedy through an in-depth analysis of Bodhayana’s renowned work Bhagavadajjukam. Students will explore the cultural, historical and literary contexts surrounding this classic piece of Sanskrit literature, focusing on its themes, characters and comic elements. Throughout the course students will engage with primary texts and secondary sources to examine the social commentary, philosophical underpinnings and comedic elements embedded with in the play. Through the close reading, critical analysis and class discussions students will gain a deeper understanding of Bodhayana’s comedic genius and the enduring relevance of the play in contemporary times.

Course Prerequisite: NIL**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Gain insight into the cultural and historical context of the play, including its significance in Classical Sanskrit literature and its relevance to Indian culture.	U
2	Integrate knowledge gained from the course into broader interdisciplinary contexts, such as comparative literature, religious studies, theatre studies etc.	A
3	Enhance analytical skills by examining the text’s narrative structure, language usage and underlying philosophical concepts	An
4	Interpret and evaluate the moral and ethical dilemmas presented in the play, fostering critical thinking and ethical reasoning.	E
5	Develop the ability to translate Sanskrit verses from this work into English or their native language, demonstrating proficiency in both languages.	C

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓						
CO 2			✓				
CO 3	✓			✓			
CO 4		✓					✓
CO 5					✓		✓

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
1		Sanskrit Drama - Origin and Development	12
	1	Sanskrit Drama - An introduction- Natyasastra of Bharata - Dasarupaka of Dhananjaya	
	2	Sanskrit Dramatic Techniques - General study	
	3	Dasarupakas - Ten types of Rupakas - Concept of Vastu, Nayaka and Rasa	
	4	Definition of Nataka	
2		Dramatists in Sanskrit	12
	1	Kalidasa and his Plays	
	2	Bhavabhuti , Bhasa	
	3	Saktibhadra, Sudraka	
	4	Visakhadatta, Bhattanarayana and other prominent dramatists	

3	Bodhayana		12
	1	Bodhayana’s Place as a Sanskrit Dramatist	
	2	Prahasana – Definition & Characteristics	
	3	Bhagavadajjuka - Plot and Characters of the Drama	
	4	Relevance of Bhagavadajjuka in Kootiyattam Performance	
4	Bhagavadajjuka - Textual Study		12
	1	Bhagavadajjuka - Textual Study – upto verse 9	
	2	Bhagavadajjuka - Textual Study upto verse 18	
	3	Bhagavadajjuka - Textual Study upto verse 27	
	4	Bhagavadajjuka Textual Study upto verse 35	
5	Teacher Specific Module		12
	<i>Introduction to Kootiyattam Bhagavadajjuka performance as Kootiyattam</i>		
	<i>The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as review of books/ articles/ field visits/ report making and digital content creation. This can account for any two components of continuous evaluation.</i>		

Essential Readings:

1. Bhagavadajjuka of Bodhayana

Suggested Readings:

1. The Sanskrit Drama in its Origin, Development, Theory and Practice - A.B.Keith
2. Bodhayanante Bhagavadajjukam kramadeepika, K.P.Narayana Pisharoti, Kerala Sangeetha Nataka Akademy, Thrissur
3. A History of Sanskrit Literature - A.B.Keith, Motilal Banarsidass Publishers, Delhi
4. Bhasanatakachakram, Acharya Baladev Upadhyaya, Chaukhamba Sanskrit Series Office, Varanasi.
5. A short History of Sanskrit Literature, T.K Ramachandra Aiyer

SEMESTER 5UGP “SUBJECT NAME”

6. Sanskrit on the Stage - Dr.K.Kunjunniraja, University of Madras, 1975
7. Natyadarpanam - M.P.Sankunni Nair, Mathrubhumi Books.
8. Bharateeya Kavyasastram, T.Bhaskaran, Kerala Bhasha Institute.

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		70
Continuous Evaluation		30
a)	Test Paper- 1	5
b)	Test Paper-2	
c)	Assignment	10
d)	Seminar	5
e)	Book/ Article Review	
f)	Viva-Voce	5
g)	Field Report	
Total		100

KU5DSESAN303: KAVYALAMKARA AND KAVYALAMKARASUTRAVRITTI

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
5	DSE	300-399	KU5DSESAN303	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	0	1	30	70	100	2

Course Description:

The course "Kavyalamkara and Kavyalamkarasutravritti" delves into the rich tradition of Sanskrit poetics (Alankara Shastra) through an in-depth study of two seminal works: "Kavyalamkara" by Bhamaha and "Kavyalamkarasutravritti" by Vamana. This course explores the foundational theories and principles of literary aesthetics and criticism as articulated by these early theorists. Students will examine the various poetic ornaments (alankaras), meters (chandas), and stylistic elements (riti) that are central to Sanskrit literature. The course also contextualizes these texts within the broader historical and cultural milieu of classical India, highlighting their influence on subsequent literary criticism. Through a combination of close reading, textual analysis, and engagement with secondary scholarship, students will develop a nuanced understanding of the evolution of Sanskrit poetics and its enduring legacy in Indian literary traditions.

Course Prerequisite: NIL**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Students will gain a thorough understanding of the foundational principles and concepts of Sanskrit poetics	U
2	Students will develop the ability to critically analyze and interpret various poetic ornaments and applying these concepts to both classical and contemporary literary works.	An

SEMESTER 5UGP “SUBJECT NAME”

3	Students will be able to compare and contrast the theories and approaches of Bhamaha and Vamana with other prominent figures in Sanskrit poetics.	U,An
4	Understand the historical development of Sanskrit poetics, including the contributions of Bhamaha and Vamana, and place their works within the broader tradition of Indian literary criticism.	U
5	Develop advanced research skills, engaging with primary texts and scholarly commentaries, and produce well-argued, original research papers.	E

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓						
CO 2				✓	✓		
CO 3				✓			✓
CO 4	✓				✓		
CO 5					✓		

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
1		Alamkrasastra	5
	1	General introduction to Alamkrasastra	
	2	Eight schools	
	3	Thoughts on poem in the Vedas and Upanishads-	
	4	Alamkrasastra in Bharata’s work	

SEMESTER 5UGP “SUBJECT NAME”

	Kavyalamkara		5
2	1	Introduction to Kavyalamkara	
	2	Alamkara school-Bhamaha	
	3	Utbhata	
	4	Rudrata	

	Textual study of Kavyalamkara		19
3	1	Introduction to Kavyalamkara	
	2	Textual study of Kavyalamkara-Pariccheda 1	
	3	Textual study of Kavyalamkara- Pariccheda 1	
	4	Textual study of Kavyalamkara- Pariccheda 1	

	Textual study of Kavyalamkarasutravritti		19
4	1	Introduction to Kavyalamkarasutravritti	
	2	Textual study of Kavyalamkaravritti-Adhikarana 1-chapter1	
	3	Textual study of Kavyalamkaravritti-Adhikarana 1-chapter2	
	4	Textual study of Kavyalamkaravritti-Adhikarana 1-chapter3	

	Teacher Specific Module		12
5	<i>The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as review of books/ articles/ field visits/ report making and digital content creation. This can account for any two components of continuous evaluation.</i>		

Essential Readings:

- 1.Kavyalamkara of Bhamaha.(Pariccheda-1)
- 2.Kavyalamkarasutravritti of Vamana-Adhikarana-1(3 chapters)

Suggested Readings:

- 1.History of Sanskrit Poetics, P.V. Kane, Motilal Banarasi Das, Delhi, 1987.
- 2.Indian kavya literature (6 Volumes) -A.K.Warder ,Motilal Banarsidas, New Delhi.
- 3.Samskritha Sahitya Charitram-K C Pillai,D C Books.
- 4.Samskrithasahityavimarsanam-Dr. N.v.P Unithiri.,Kerala Bhasha Institute,Thiruvananthapuram.
- 5.Pourastyasahityadarsanam-Dr.M S Menon.

SEMESTER 5UGP "SUBJECT NAME"

6.A new history of Sanskrit Poetics-Krishna Chaithanya.

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		70
Continuous Evaluation		30
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	10
d)	Seminar	
e)	Book/ Article Review	
f)	Viva-Voce	10
g)	Field Report	
h)	Quizzes	
Total		100

KU5DSESAN304: CHAMPUKAYA

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
5	DSE	300-399	KU5DSESAN304	4	4

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	0	1	30	70	100	2

Course Description:

This course offers an in-depth exploration of the Champu Ramayana, a unique literary work attributed to the medieval scholar and king, Bhoja of Dhara. The Champu Ramayana stands out for its blending of prose (gadya) and verse (padya) to narrate the timeless epic of the Ramayana. This course aims to provide a thorough understanding of the Champu Ramayana, highlighting its unique literary form and its significance in the canon of Indian epic literature.

Course Prerequisite: NIL**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Compare Bhoja’s work with other versions of the Ramayana.	U
2	Demonstrate an understanding of the Champu format, which uniquely blends prose and poetry, and its application in Bhoja’s rendition of the Ramayana.	A
3	Compare Bhoja's Champu Ramayana with other versions of the Ramayana, such as Valmiki's epic and regional adaptations, identifying key similarities and differences in themes, character portrayal, and narrative techniques.	U
4	Explain the historical and cultural context of Bhoja’s reign, including the socio-political factors that influenced his patronage of the arts and literature, and how these are reflected in the Champu Ramayana.	R

SEMESTER 5UGP "SUBJECT NAME"

5	Assess the impact and legacy of the Champu Ramayana on subsequent Sanskrit literature and Indian cultural traditions, understanding its reception and interpretation over time.	E
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***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1				✓			
CO 2	✓	✓					
CO 3				✓			✓
CO 4	✓	✓					
CO 5	✓		✓				✓

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
1		Introduction to Bhoja and the Champu Literary Style	12
	1	Introduction to Champukavyas- Characteristics of Champu literature.	
	2	Major works and authors-Historical background of King Bhoja.	
	3	Structure and Content of Ramayanachampu	
	4	Influence of the Champu Ramayana on later literature and arts.	

2	Textual study of Ramayanachampu -Ayodyakanda		12
	1	Introduction to Ayodyakanda	
	2	Ayodyakanda upto Verse 7	
	3	Ayodyakanda upto Verse 15	
	4	Ayodyakanda upto Verse 22	

3	Textual study of Ramayanachampu -Ayodyakanda		12
	1	Ayodyakanda upto Verse 30	
	2	Ayodyakanda upto Verse 37	
	3	Ayodyakanda upto Verse 44	
	4	Ayodyakanda upto Verse 52	

4	Textual study of Ramayanachampu -Ayodyakanda		12
	1	Ayodyakanda upto Verse 60	
	2	Ayodyakanda upto Verse 67	
	3	Ayodyakanda upto Verse 74	
	4	Ayodyakanda upto Verse 86	

5	Teacher Specific Module		12
	<i>The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as review of books/ articles/ field visits/ report making and digital content creation. This can account for any two components of continuous evaluation.</i>		

Essential Readings:

1. Champu Ramayana of Bhoja(Ayodhyakanda only).Krishnadas Academy,Varanasi

Suggested Readings

1. Indian kavya literature (6 Volumes) -A.K.Warder ,Motilal Banarsidas, New Delhi.
2. Samskritasahitya charitram- 2 volumes, Edited by Dr. K. Kunjuni Raja and Dr. M.S. Menon , Kerala Sahitya Academy, Trissur, 2002.
3. History of Sanskrit Literature-Arthur A Macdonell, Motilal Banarsidas, New Delhi.
4. History of Indian Literature- Mourice Winternitze, Motilal Banarsidas, New Delhi.
5. Samskritha Sahitya Charitram-K C Pillai,D C Books.
6. History of Classical Sanskrit Literature-M Krishnamacharya, , Motilal Banarsidas, New Delhi.

Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	70
Continuous Evaluation	30

SEMESTER 5UGP "SUBJECT NAME"

a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	10
d)	Seminar	5
e)	Book/ Article Review	
f)	Viva-Voce	5
g)	Field Report	
h)	Quizzes	
Total		100

KU5SECSAN103: INTRODUCTION TO MANUSCRIPTOLOGY

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
5	SEC	100-199	KU5SECSAN103	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	0	0	25	50	75	1.5

Course Description

Understanding the fascinating field of manuscriptology, encompassing a comprehensive understanding of ancient texts and documents is essential for each Sanskrit student . Through this course, students delve into the foundational principles of manuscriptology, exploring the significance of indigenous scripts and their evolution over time. They learn decoding techniques vital for determining dates and numbering systems employed in manuscripts, enriching their ability to analyze and interpret historical texts accurately. Preservation techniques are emphasized, equipping students with the skills necessary to safeguard these invaluable artifacts for future generations. Practical exercises and hands-on training are integrated into the curriculum, providing students with experiential learning opportunities to apply theoretical knowledge. The course fosters critical thinking and research skills essential for scholarly pursuits in Sanskrit studies and related disciplines. By the end of the semester, students emerge with a profound appreciation for the cultural heritage preserved within manuscripts and the methodologies employed in their study and preservation. This course serves as a pivotal foundation for further academic exploration and professional endeavors in the realm of Sanskrit literature and historical research.

Course Pre-requisites

Basic awareness in Sanskrit, Indian History, Indian languages and Scripts

Course Objectives

1. Develop an understanding of the fundamental principles of manuscriptology, including the identification and analysis of indigenous scripts.
2. Equip students with decoding techniques essential for accurately determining dates and numbering systems within ancient manuscripts.

SEMESTER 5UGP “SUBJECT NAME”

3. Cultivate proficiency in preservation techniques to ensure the longevity and integrity of historical documents.
4. Foster critical thinking skills through practical application and analysis of manuscript evidence, preparing students for advanced scholarly research in Sanskrit studies.

COURSE OUTCOMES (CO)

Course Learning Outcomes: At the end of the Course, the student will be able to -

CO .No	Expected Course Outcome	Learning Domains*
1	Demonstrate competence in identifying and analyzing various indigenous scripts utilized in Sanskrit manuscripts.	U
2	Apply decoding techniques effectively to interpret dates and numbering systems embedded within historical documents.	A
3	Implement preservation strategies to safeguard manuscripts, ensuring their long-term accessibility and integrity.	An
4	Synthesize theoretical knowledge and practical skills to critically evaluate and contribute to scholarly discourse in the field of manuscriptology within Sanskrit studies.	E
5	Acquire sufficient skill for cataloguing and essential documentations required for manuscript library management	C

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1		✓		✓			
CO 2			✓				
CO 3			✓	✓			✓
CO 4							✓
CO 5	✓				✓		

COURSE CONTENT

CONTENT FOR CLASSROOM TRANSACTION (UNITS)

Module	Course description	Hours
1	Introduction to Manuscriptology	9
1.1	Writing in ancient Bharath	
1.2	Writing materials	
1.3	Scripts of Bharath - Brahmi and Devanagari	
1.4	Scripts of Bharath - Grantha, Tamil and Malayalam	
2	Preservation of Manuscripts	9
2.1	Writing Materials	
2.2	Conditions for the destruction of Manuscripts	
2.3	Remedies for the destruction	
2.4	Repair and mechanical reproduction of Manuscripts	
3	Collection and Cataloguing of Manuscripts	9
3.1	Manuscript collection	
3.2	Arrangements of Manuscripts library	
3.3	National manuscript libraries and organisations for manuscripts conservation	
3.4	Cataloguing	
3.5	Types of catalogues	
4	Numbering system and corrections	9
4.1	Numbering scripts	
4.2	Katapayadi and other systems	
4.3	Year Reckoning	
4.4	Methods of corrections	
5	Teacher Specific Module	9

Essential readings

1. Introduction to Manuscriptology, R.S.Sivaganesamurthy, Sarada Publishing House, 1996
2. The fundamentals of manuscriptology, P.Visalakshy, Dravidian Linguistics Association, 2003

Suggested readings

1. Introduction to Indian Textual Criticism, S M Katre, Bombay, 1941.
2. Writing Materials in Ancient India, S. R Sarma, Vivek Publications, Aligarh 1950.
3. Some new Techniques in Cataloguing manuscripts and editing texts, K V Sarma, 1965.
4. Pathavimarsanam Samskritathil, N. V. P. Unithiri
5. Manuscriptology, K Maheswaran Nair, Thiruvanthapuram.

ASSESSMENT RUBRICS

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		25
a)	Test Paper- 1	5
b)	Test Paper-2	10
c)	Assignment	5
d)	Seminar	5
e)	Book/ Article Review	
f)	Viva-Voce	
g)	Field Report	
Total		75

EMPLOYABILITY FOR THE COURSE/PROGRAMME

1. Curator, Faculty, Mss. Assistant in Mss.libraries and research officer position in research centres
2. Archeological and historical research projects

SEMESTER 6
KU6DSCSAN304 : VYAKARANA -3

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
6	DSC	300-399	KU6DSCSAN304	4	5

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	2	1	30	70	100	2

Course Description:

This course on Samasas in Sanskrit provides a deeper understanding of the concept of compound words (Samasas), their importance and basic structure. Through this course, the students learn the grammatical rules for forming different types of Samasas. The course gives the capacity to analyse and construct various examples of each type of Samasa to understand their application in classical texts and everyday usage.

Course Prerequisite: NIL**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Understand the concept of samasas and their significance in Sanskrit grammar and their role in creating compound words	U
2	Apply the rules of Samasas in constructing them by practising with a variety of examples and exercises	A
3	Identify and analyse Samasas in classical Sanskrit texts, understanding their usage and contextual meaning	An
4	Appreciate the nuances and richness that Samasas bring to Sanskrit language enhancing both literary and spoken expressions	E
5	Improve translation skills by accurately translating samasas and sentences containing them from Sanskrit to other languages and vice versa	C

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓					
CO 2		✓	✓				
CO 3	✓			✓			
CO 4				✓			✓
CO 5					✓		

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
		Samasas in Sanskrit – Kevala and Avyayibhava	15
1	1	Introduction to Samasas in sanskrit	
	2	Types of samasas	
	3	Kevalasamasaprakarana in Laghusiddhantakaumudi – Detailed study	
	4	Avyayibhavasamasa Prakarana in Laghusiddhantakaumudi – Detailed study	

		Tatpurusha Samasa	15
2	1	Tatpurusha samasa Prakarana in Laghusiddhantakaumudi – Detailed study Sutras from “Tatpurushah” to “Saptami saundaih”	
	2	Tatpurusha samasa Prakarana in Laghusiddhantakaumudi – Detailed study Sutras from “Diksamkhye samjnayam” to “upamanani samanyavacanaih”	
	3	Tatpurusha samasaPrakarana in Laghusiddhantakaumudi – Detailed study Sutras from “Nanj” to “Gostriyorupasarjanasya”	
	4	Tatpurusha samasa Prakarana in Laghusiddhantakaumudi – Detailed study Sutras from “Tatropapadam saptamistham” to “Ardharchah pumsi”	

	Bahuvrihi samasa		15
3	1	Bahuvrihisamasa Prakarana in Laghusiddhantakaumudi – Detailed study Sutras from “Sesho bahuvrihih” to “saptamivisesane bahuvrihau”	
	2	Bahuvrihisamasa Prakarana in Laghusiddhantakaumudi – Detailed study Sutras from “Haladantadsaptamyah samjnayam” to “Bahuvrihau sakthyakshnoh svangatshac”	
	3	Bahuvrihisamasa Prakarana in Laghusiddhantakaumudi – Detailed study Sutras from “Dvitribhyam sha murdhnah” to “Suhruddurhrdau mitramitrayoh”	
	4	Bahuvrihisamasa Prakarana in Laghusiddhantakaumudi – Detailed study Sutras from Urah prabhritibhyah kap” to “seshaadvibhasha”	

	Dvandva samasa		15
4	1	Dvandvasamasa Prakarana in Laghusiddhantakaumudi – Detailed study Sutras from “caarthe dvandvah” to “alpaactaram”	
	2	Dvandvasamasa Prakarana in Laghusiddhantakaumudi – Detailed study Sutras from “pita matra vaa” to dvandvaachudashahantadsamahare”	

	Teacher Specific Module		15
5	<i>Give exercises of different types of Samasas</i>		
	<i>The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as review of books/ articles/ field visits/ report making and digital content creation. This can account for any two components of continuous evaluation.</i>		

Essential Readings:

1. Laghusiddhantakaumudi of Sri Varadaraja, Gita press, Gorakpur, UP.

Suggested Readings:

1. Laghusiddhantakaumudi (Balahitaishini), Prof. R.Vasudeva Potti, Govt.Sanskrit College, Tripunithura
2. Panini: A Survey of Research, George Cardona, Motilal Banarsidass, New Delhi,1980
3. Vaiyakarana Siddhanta Kaumudi of Bhattoji Dikshita with Balamanorama, Volume 1, Chaukhamba Sanskrit Series
4. A Sanskrit Grammar, William Dwight Whitney, Leipzig, London, 1896
5. Ashtadhyayi of Panini, Srisa Chandra Vasu, Sindhu Charan Bose, 1898

SEMESTER 5UGP "SUBJECT NAME"

6. An Introduction to Sanskrit Grammar, Manish Kumar Pathak, Bharatiya Kala Prakashan, Delhi

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		70
Continuous Evaluation		30
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	10
d)	Seminar	
e)	Book/ Article Review	
f)	Viva-Voce	10
g)	Field Report	
Total		100

KU6DSCSAN305 : NYAYA AND VEDANTA

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
6	DSC	300-399	KU6DSCSAN305	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	-	1	70	30	100	2 Hrs

CourseDescription:

This course aims to introduce students to the foundational principles of two major philosophical systems respectively Nyaya and Vedanta. For Nyaya, the primary text is "Tarkasangraha," which offers an essential overview of logical reasoning and epistemology in the Nyaya tradition. Through this text, students will explore key concepts such as pramana (means of knowledge), prameya (objects of knowledge), and the nature of inference and debate. In Vedanta, the focus is on "Vedantasara," a critical text that delves into the basic principles and terminologies of Advaita Vedanta. This exploration provides students with an understanding of the Vedantic approach to metaphysics and self-realization. The course emphasizes analytical thinking and critical interpretation of philosophical arguments. By engaging with these texts, students will develop a nuanced understanding of the logical structures and metaphysical inquiries central to Nyaya and Vedanta. This course not only enhances their grasp of Sanskrit literature but also equips them with the philosophical rigor to engage in deeper academic or personal exploration of Indian thought. Ultimately, the course aims to foster a profound appreciation for the intellectual traditions of ancient India and their relevance to contemporary philosophical discourse.

Course Prerequisite: NIL**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Students will be able to recall and identify key terms and concepts from the texts "Tarkasangraha" and "Atmanatmaviveka."	R

SEMESTER 5UGP “SUBJECT NAME”

2	Students will demonstrate an understanding of the foundational principles of Nyaya and Vedanta philosophies by explaining their main ideas and arguments.	U
3	Students will apply the logical methods of Nyaya and the metaphysical insights of Vedanta to analyze contemporary philosophical problems.	A
4	Students will critically examine and differentiate between the logical structures in Nyaya and the metaphysical inquiries in Vedanta, highlighting their respective approaches to knowledge and reality.	An
5	Students will compare the method of approach of Nyaya and Vedanta arguments, providing reasoned judgments on their applicability to modern philosophical discourse.	E

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓						
CO 2	✓	✓					
CO 3	✓		✓				
CO 4				✓			✓
CO 5				✓			✓

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
1		तर्कसङ्ग्रहः प्रथमो भागः	12
	1	पदार्थसामान्यनिरूपणम्	

SEMESTER 5UGP “SUBJECT NAME”

	2	द्रव्यनिरूपणम्	
	3	रूपादिबुद्ध्यन्तगुणनिरूपणम्	
	4	प्रत्यक्षप्रमाणनिरूपणम्	

	तर्कसङ्ग्रहः द्वितीयो भागः		12
2	1	अनुमानप्रमाणनिरूपणम्	
	2	अनुमाने त्रिविधलिङ्गपरामर्शः हेत्वाभासाश्च	
	3	उपमानशब्दप्रमाणयोर्विचारः	
	4	सुखनिरूपणादिपरिशिष्टभागविचारः	

	वेदान्तसारः प्रथमो भागः		8
3	1	वेदान्तपरिचयः	
	2	अधिकारीलक्षणम्	
	3	विषयसम्बन्धप्रयोजनानि	
	4	अध्यारोपविचारः	

	वेदान्तसारः द्वितीयो भागः		16
4	1	अज्ञानलक्षणम् विभागाः शक्तिद्वयञ्च	
	2	शरीरभेदाः चैतन्यस्य जीवेश्वरतैजसप्रज्ञादिव्यवहारश्च	
	3	कोशपञ्चकम्	
	4	अपवादविचारः	

	Teacher Specific Module		12
5	<i>The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as review of books/ articles/ field visits/ report making and digital content creation. This can account for any two components of continuous evaluation.</i>		

Essential Readings:

1. Tarkasangraha of Annambhatta, CSS Office, Varanasi (Without Deepika)
2. Vedantasara of Sadananta, CSS Office, Varanasi

Reference Distribution:

Module	Unit	Reference No.	Page Nos.	Remarks
1	1	1	तत्संबद्धो भागः	
	2		तत्संबद्धो भागः	
	3		तत्संबद्धो भागः	
	4		तत्संबद्धो भागः	
2	1	1	तत्संबद्धो भागः	
	2		तत्संबद्धो भागः	
	3		तत्संबद्धो भागः	
	4		तत्संबद्धो भागः	
3	1	1	तत्संबद्धो भागः	--
	2		तत्संबद्धो भागः	--
	3		तत्संबद्धो भागः	--
	4		तत्संबद्धो भागः	
4	1	1	तत्संबद्धो भागः	--
	2		तत्संबद्धो भागः	--
	3		तत्संबद्धो भागः	--
	4		तत्संबद्धो भागः	

Suggested Readings:

1. Nyayasutra of Gautama.
2. Vaiseshikasutra of Kanada .
3. Barathiya Darsanam by Dr.S.Radhakrishnan.
4. Vedanta Darsanam of Prof.G.Balakrishnan Nair.
5. Barathiya Chinta-K. Damodharan.
6. Indian Philosophy—S. N. Das Gupta.
7. Six Systems of Indian Philosophy—Prof.N.Hiriyanna.

SEMESTER 5UGP “SUBJECT NAME”

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		70
Continuous Evaluation		30
a)	Test Paper- 1	10
b)	Test Paper-2	10
c)	Assignment	5
d)	Seminar	5
e)	Book/ Article Review	
f)	Viva-Voce	
g)	Field Report	
Total		100

KO6DCSSAN306 : DRAMATURGY

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
6	DSC	300-399	KU6DSCSAN306	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	0	1	30	70	100	2

Course Description:

This course offers an in-depth study of the ten classical forms of Sanskrit drama, collectively known as the Daśarūpaka, as articulated by the ancient scholar Dhanañjaya in his seminal work, the "Daśarūpaka." Students will explore the rich tradition of Sanskrit dramaturgy, focusing on the defining characteristics, thematic elements, and structural components of each dramatic form.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Gain a comprehensive understanding of the principles of Sanskrit drama, including the historical context and significance of the Daśarūpaka.	U
2	analyze key sections of Dhanañjaya's "Daśarūpaka," examining his definitions and rules for each type of drama.	An
3	Engage in the performance and interpretation of selected scenes from classical Sanskrit dramas to appreciate their theatrical techniques and artistic expressions.	A
4	Compare and contrast the Daśarūpaka with other ancient and classical drama theories from different cultures	U

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓						
CO 2				✓			
CO 3	✓	✓					
CO 4				✓			✓
CO 5					✓		

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
		Dramaturgy	12
1	1	Introduction to Dhananjaya and Dasarupaka	
	2	Structure and Content of Dasarupaka	
	3	Textual study of Dasarupaka 1-3 Chapters(selected portions only)-रूपकं, - दशरूपकाणि- नृत्यम् - नृत्तम् - वस्तु - आधिकारिकम् - प्रासङ्गिकम् - पताका-प्रकरी	
	4	अर्थप्रकृतयः-अवस्थाः	

		Textual study of Dasarupaka	12
2	1	पञ्च सन्धयः,(without divisions),अर्थोपक्षेपकाः।	
	2	नियतश्राव्यं,जनान्तिकं,अपवारितं,आकाशभाषितं	
	3	नायकभेदाः	
	4	नायिकाभेदाः,अष्टावस्थाभेदाः।	

3		Textual study of Dasarupaka	12
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SEMESTER 5UGP “SUBJECT NAME”

	1	कैशिकी	
	2	सात्वती	
	3	आरभटी	
	4	भारती	

	Textual study of Dasarupaka		12
4	1	नान्दी,प्रस्तावनाभेदाः	
	2	नाटक,प्रकरणं,भाणम्	
	3	,व्यायोगः,प्रहसनम्, समवकारः	
	4	वीथिः,अङ्कः,ईहामृगः,डिमः।	

	Teacher Specific Module		12
5	<i>The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as review of books/ articles/ field visits/ report making and digital content creation. This can account for any two components of continuous evaluation.</i>		

Essential Readings:

1. Daśarūpaka by Dhanañjaya,Chaukhamba Prakashan,Varanasi

Suggested Readings:

1. A History of Sanskrit Literature by Arthur A. Macdonell
2. Sanskrit Drama in Performance,by Rachel Van M. Baumer and James R. Brandon
3. Dasarupaka by Dhananjaya, T. Ganapati Sastri,The Government Oriental Manuscripts Library, Trivandrum
4. Sanskrit Poetics by S.K. De,Motilal Banarsidass Publishers,New Delhi
5. The Natyasastra of Bharatamuni, Manomohan Ghosh,Asiatic Society of Bengal
6. A History of Sanskrit Literature" by Arthur A. Macdonell
7. The Sahityadarppana or Mirror of Composition of Visvanatha ,James R. Ballantyne, Asiatic Society
8. Studies in the Natyasastra by Adya Rangacharya, Popular Prakashan

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		70
Continuous Evaluation		30
a)	Test Paper- 1	5

SEMESTER 5UGP "SUBJECT NAME"

b)	Test Paper-2	5
c)	Assignment	10
d)	Seminar	5
e)	Book/ Article Review	
f)	Viva-Voce	5
g)	Field Report	
h)	Quizzes	
Total		100

KU6DSESAN305 : NASTIKA SYSTEMS OF INDIAN PHILOSOPHY

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
6	DSE	300-399	KU6DSESAN305	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	0	1	30	70	100	2

Course Description:

This course provides an in-depth exploration of the Nastika systems of Indian philosophy, which are characterised by their rejection of the Veda’s Authority. The primary schools include Charvaka, Buddhism and Jainism. Students will engage with the historical development, core philosophies, ethical frameworks and cultural impact of these traditions. The course aims to develop a comprehensive understanding of how these schools contrast with the orthodox (Astika) traditions and their contributions to the broader landscape of Indian Philosophical thought.

Course Prerequisite: NIL**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Understand the fundamental principles and doctrines of Charvaka, Buddhist and Jain philosophies	U
2	Apply critical thinking skills to evaluate the strengths and weakness of different philosophical arguments	A
3	Analyse the critiques of Vedic authority and the philosophical implications of such rejections	An
4	Compare and contrast the ethical and metaphysical viewpoints of the Nastika schools with those of the Astika traditions	E
5	Develop critical thinking and analytical skills through the study of primary texts and scholarly interpretations	C

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓					
CO 2		✓	✓				
CO 3				✓			
CO 4	✓						✓
CO 5					✓		

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
		Introduction to Indian Philosophy	6
1	1	Indian Philosophy – General Introduction	
	2	Division – Orthodox and Heterodox systems	
	3	Orthodox systems – Astika Darsana	
	4	Founders of the six Astikadarsanas	
		Charvaka Philosophy	14
2	1	Historical context and origins of Charvaka	
	2	The Epistemology of Charvaka : Perception as the sole Pramana	
	3	Core principles of Charvaka Philosophy	
	4	Influence and Legacy of Charvaka	
		JAINISM	14
3	1	Historical context and the life of Mahavira	
	2	Core Principles : Ahimsa, Aparigraha and Anekantavada	

SEMESTER 5UGP “SUBJECT NAME”

	3	Ethical Practices and the Five vows The nature of Jiva and Ajiva	
	4	Sects within Jainism : Digambara and Svetambara	

	BUDDHISM		14
4	1	The four noble truths	
	2	The Noble eight-fold path	
	3	The five precepts for Lay Buddhists	
	4	Major schools of Buddhism	

	Teacher Specific Module		12
5	<i>Directions</i>		
	<i>The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as review of books/ articles/ field visits/ report making and digital content creation. This can account for any two components of continuous evaluation.</i>		

Essential Readings:

1. Outlines of Indian Philosophy, M.Hiriyanna, Motilal Banarsidass Publishers, Delhi, 1994

Suggested Readings:

1. Indian Philosophy, S.Radhakrishnan, George Allen &Unwin Ltd., London,1923
2. A History of Indian Philosophy, Surendranath Das Gupta, Motilal Banarsidass, Delhi,1997n
3. The Essentials of Indian Philosophy, M.Hiriyanna, Motilal Banarsidass Publishers, Delhi, 2005
4. An Introduction to Indian Philosophy, Satischandra Chatterjee & Dhirendramohan Datta, Motilal Banarsidass Publishers, Delhi
5. Sarva-Darsana-Samgraha, Madhava Acharya, Trubner &Co, Ludgate Hill, London, 1882
6. Classical Indian Philosophy A Reader, Deepak Sarma, Columbia University Press, New York,2011
7. Bharateeyadarsanam (Malayalam), Dr.S.Radhakrishnan, Mathrubhoomi Books

Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	70
Continuous Evaluation	30

SEMESTER 5UGP "SUBJECT NAME"

a)	Test Paper- 1	5
b)	Test Paper-2	
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	
f)	Viva-Voce	5
g)	Field Report	
Total		100

KU6DSESAN305 : HISTORY OF SANSKRIT LITERATURE

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
6	DSE	300-399	KU6DSESAN305	4	4

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	0	1	30	70	100	2

Course Description:

The course on the History of Sanskrit Literature offers a comprehensive exploration of the rich literary tradition spanning millennia. Beginning with the Vedas, the earliest Sanskrit texts, the course delves into the evolution of literary genres, styles, and themes across various historical periods. It examines the classical period, highlighting the flourishing of epics like the Mahabharata and Ramayana, as well as the contributions of renowned poets like Kalidasa. Through close analysis of texts and historical contexts, students gain a profound understanding of Sanskrit literary heritage and its enduring significance.

Course Prerequisite: NIL**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Students will acquire a comprehensive understanding of the chronological development of Sanskrit from its origins to the modern era.	U
2	Pupil will critically analyse and interpret the socio-cultural context that influenced the production and reception of Sanskrit texts.	An
3	Learners will apply the humane wisdom acquired from Sanskrit literature to analyse Indian civilization and its relevance in contemporary society.	A
4	Students will understand the role of Sanskrit literature in Indian culture.	U
5	Leaners will understand the Highways and Byways of vast Sanskrit Knowledge	U

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓				✓		
CO 2		✓		✓			
CO 3			✓				
CO 4	✓						
CO 5	✓						

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
1	Vedic Period		12
	1	Rigveda , Yajurveda -Relevance in the society	
	2	Samaveda, Atharvaveda	
	3	Vedangas	
	4	Upavedas	
2	Epics		12
	1	General introduction to Ramayana-Valmiki-Form and structure-style	
	2	Origin and development- Influence of later literature	
	3	Mahabharata-origin and development-3 stages	
	4	Form and structure-style-Influence of later literature	
3	Kavyas		12
	1	Mahakavyas- Panchamahakavyas -Major works and Authors	
	2	Historical Kavyas	
	3	Champakavyas and Strotrakavyas	

SEMESTER 5UGP “SUBJECT NAME”

	4	Popular tales and Fables	
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4	Prose and Drama		
	1	Origin and development of Prose Literature	
	2	Major works and Authors in Prose	
	3	Origin and development of Drama	
	4	Major works and Authors in Drama	

5	Teacher Specific Module		12
	<i>The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as review of books/ articles/ field visits/ report making and digital content creation. This can account for any two components of continuous evaluation.</i>		

Essential Readings:

1. A Short History of Sanskrit Literature, T K Ramachandra Aiyar
2. Samskritasahityacaritram, K.C. Pillai, Current Books, Thrissur.

Suggested Readings:

1. History of Sanskrit Literature, A.A. Mac Donell, Motilal Banarsidass, New Delhi.
2. History of Sanskrit Literature, M. Winternitz, Motilal Banarsidass, New Delhi
3. History of Classic Sanskrit Literature, R.Krisnamacariar, Motilal Banarsidass, New Delhi.
4. Indian Kavya Literature, A.K.Warder MotilalBanarsidass, New Delhi.
5. A Classical History of Sanskrit Literature, A.B. Keith, Motilal Banarsidass, New Delhi
6. Samskritasahityacaritram, K. Kunjunni Raja & M.S. Menon, Kerala Sahitya Academi, Thrissur
7. Samskritasahityetihasah, Acharya Lokamani Dahal
8. A Handbook of Sanskrit literature, Dr Lakshmi Vijayan V T & Dr Sumangala P G (Thelinir Books. TvpM)

SEMESTER 5UGP “SUBJECT NAME”

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		70
Continuous Evaluation		30
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	
f)	Viva-Voce	
g)	Field Report	
Total		100

KU6DSESAN307: SANSKRIT LITERARY CRITICISM

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
6	DSE	300-399	KU6DSESAN307	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	0	1	30	70	100	2

Course Description:

This course provides a comprehensive exploration of the rich tradition of Sanskrit literary criticism, tracing its evolution from ancient to classical times. Students will delve into the foundational texts and key theorists who have shaped the landscape of Sanskrit poetics. Through a detailed study of seminal concepts such as Rasa (aesthetic flavor), Dhvani (suggestion), Alankara (figures of speech), Riti (style), Vakrokti (oblique expression), and Auchitya (propriety), the course examines how these theories have been applied to literary works over the centuries.

Course Prerequisite: - Basic knowledge of Sanskrit language and literature is recommended.

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Acquire comprehensive knowledge in Sanskrit Poetics.	C
2	Understand the chronology and history of ideas about the works in Sanskrit poetics.	U
3	Understand the essence and significance of the treatises on Sanskrit poetics.	U
4	Analyse the richness of Aesthetics principles in Sanskrit.	An

SEMESTER 5UGP "SUBJECT NAME"

5	Appreciate the principles of Aesthetic theories in Sanskrit.	C
6	Recognize the cotemporary relevance of Sanskrit Aesthetics.	R

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓					
CO 2	✓	✓					
CO 3		✓	✓				
CO 4				✓	✓		
CO 5	✓				✓		

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
1	Introduction to Indian literary Criticism		12
	1	Introduction to Sanskrit Poetics -Definition and scope	
	2	Historical overview-A brief overview of the development of Sanskrit poetics	
	3	Introduction to the works of early figures like Bharata to Jagannadapandita and their contributions to Poetics	
	4	Eight Schools of Poetics	

2	Poetry		12
	1	Purpose of Poetry	
	2	Definition of Poetry	
	3	Causes of Poetry	

SEMESTER 5UGP “SUBJECT NAME”

	4	Divisions of poetry	
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3	Pre Dhvani period		12
	1	Concept of Alankara-Bhamaha-Utbhata,Rudrata	
	2	Guna School-Dandin-Dasagunas	
	3	Riti School-Vamana-Divisions of Riti	
	4	Rasa School- Bharata ‘s Rasasutra Utpattivada (Lollata) , Anumitivada (Sankuka)- Bhuktivada (Bhattanayaka) ,Abhivyaktivada (Abhinavagupta)	

4	Post Dhvani School		12
	1	Dhvani School -Anandavardhana-Definition and divisions of Dhvani	
	2	Vakrokti School ,Kuntaka,Definition and divisions of Vakrokti	
	3	Anumana School	
	4	Auchitya School	

Teacher specific module

	<i>Directions</i>	12
	<i>The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as review of books/ articles/ field visits/ report making and digital content creation. This can account for any two components of continuous evaluation.</i>	

Suggested Readings:

1. History of Sanskrit Poetics, P.V. Kane, Motilal Banarsidass, Delhi, 1987.
2. History of Sanskrit Poetics, S.K. De, Firma, KIm Pvt Limited, Calcutta, 1988.
3. Barathiyakavyasastram, Dr. T. Bhaskaran, Keralabhasa Institute,Thiruvananthapuram
4. Kavyabhasayile Prasnangal, Dr. Desamangalam Ramakrishshnan (Ed.).
5. Kavyalankarasutravrtti, Malayalam Translation by Dr. E. Eswaran Namboodiri, Keralabhasa Institute, Thiruvananthapuram
6. Bharatiasahityasastrapathanannal, Prof. Prayer Prabhakaran, Kerala Sahitya Academy,
7. Kavyamimamsa,Dr. K Sukumarapilla,Keralabhasa Institute, Thiruvananthapuram

SEMESTER 5UGP “SUBJECT NAME”

8. Samskrithasahityethihasa, Acharya Lokamani Dahal,Chaukambha Krishnadas academy,
Varanasi

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		70
Continuous Evaluation		30
a)	Test Paper- 1	10
b)	Test Paper-2	
c)	Assignment	10
d)	Seminar	
e)	Book/ Article Review	
f)	Viva-Voce	10
g)	Field Report	
Total		100

KU6DSESAN308 : INFLUENCE OF SANSKRIT ON INDIAN CULTURE

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
6	DSE	300-399	KU6DSESAN308	4	4

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	0	1	30	70	100	2

Course Description:

This course offers an in-depth exploration of Sanskrit, one of the world's oldest and most classical languages, and its profound influence on Indian culture. Students will delve into the rich literary, philosophical, and cultural heritage preserved in Sanskrit texts. The course covers key aspects of Indian traditions, including religion, philosophy, art, and social customs. Through the study of primary texts and cultural practices, students will gain a holistic understanding of India's historical and contemporary cultural landscape.

Course Prerequisite: NIL**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	understanding of Sanskrit and its integral role in shaping the cultural and intellectual heritage of India.	U
2	Analyze and interpret significant Sanskrit literary and philosophical works, understanding their themes and cultural contexts.	An
3	Develop an appreciation for the diverse cultural traditions of India	E
4	Familiarise various aspects of Unity in Diversity of Indian culture	U
5	Assess the influence of Sanskrit and ancient Indian culture on modern Indian society and global perspectives.	E

SEMESTER 5UGP “SUBJECT NAME”

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓					
CO 2		✓		✓			
CO 3					✓		
CO 4	✓	✓					
CO 5	✓						✓

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
		The glory of Sanskrit	12
1	1	The term culture- Sanskrit and Indian culture- Vedic civilization and Upanishadic culture	
	2	Epics and humanity embedded there- Social and ethical importance of the epics- Historical and cultural values of Purana – Sanskrit and human values	
	3	Varnasramadharmā ,Purusharthas-the basic ends of human life	
	4	The status of women in ancient Indian culture.	

		Indian Educational system	12
2	1	Sanskrit and ancient Indian Educational system- Ancient Indian centers of excellence	
	2	Six systems of Indian Philosophy- Vedanta and its application to Indian life- The ideal of a universal religion Jainism, Buddhism.	
	3	Pancatantra and Ancient Indian Wisdom	
	4	Thoughts on the Bhagavatgita.	

3	Indian Renaissance		12
	1	Indian Renaissance-Independence movement-Aryasamaj-Brahmasamaj	
	2	Rajaram Mohanrai-Balagangadharatilak	
	3	Swami Vivekananda	
	4	Dayanantasaraswati, Dr. B R Ambedkar	

4	Kerala Sanskrit culture		12
	1	Kerala society up to 18 th century AD-Renaissance trends-Sreenarayana Guru-Chattambiswamikal	
	2	Brahmanandasivayogi-Sahodaran Ayyappan-Vagbhatananda	
	3	Sanskrit poets and cultural reformation of Kerala -Sankaracharya--K N Ezhutachan -P C Devasya-	
	4	Swati Tirunal- Mahakavi Kuttamath – Sankarakavi	

5	Teacher Specific Module		12
	<i>The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as review of books/ articles/ field visits/ report making and digital content creation. This can account for any two components of continuous evaluation.</i>		

Essential Readings:

1. Cultural heritage of India ,Dr. S Radhakrishnan
2. Cultural history of Kerala-Dr a Sreedharamenon

Suggested Readings:

1. Essays on Sanskrit Literature . Munshi Ram Manohar Lal , Delhi.
2. Vicaralahari. Bharati Publications
3. Selections from the Complete works of Swami Vivekananda. Advaitasramam . Kolkatta.
4. Contribution of Kerala to Sanskrit Literature . Kunjunni Raja. Adayar Library.
5. Bharitiya Samskriti- Dr. Deepak Kumar, Chaukhamba Surabharati Prakasan.
- 6.Mahakavi Kuttamath, A collection of Sanskrit poems . Kuttamath Kunniur Heritage Centre . Cheruvathur , Kasargod Dist.
7. Srinarayanaguru Jivitavum kritikalum . Murkoth kunhappa. Mathrubhumi Publications.

SEMESTER 5UGP “SUBJECT NAME”

8. Bharatiya samskriti ki rooparekha- Babu gulab rai,Gyan Ganga ,Delhi.
- 9.Samskrapadanam, Charitram, Siddhantham,Prayogam, Malayala padana Sangham,Current Books,Kottayam
- 10.The Culture Civilization of Ancient India in Historical Outline, D D Kosambi, Vikas Publishing House Pvt. Ltd.(2006).
- 11.Goldstucker, Sanskrit and Culture,Indological Book House,Varanasi, 1971
- 12.Sukumar Azhicode, Bharatiyata. D.C.Books, Kottayam. 2001

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		70
Continuous Evaluation		30
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	
d)	Seminar	10
e)	Book/ Article Review	
f)	Viva-Voce	
g)	Field Report	
h)	Quizzes	10
Total		100

KU6VACSAN103: DOMAINS OF DHARMA

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
6	VAC	100-199	KU6VACSAN103	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	0	1	25	50	75	1.5

Course Description:

This course provides a comprehensive exploration of the various domains of Dharma as discussed in ancient Indian texts such as Dharma Shastras, Smritis, and Puranas. This course delves into the specific duties and responsibilities prescribed for different roles within society, including the Dharma of kings, citizens, teachers, and various social sects. Students will examine the principles that govern the conduct of individuals in these roles, fostering an understanding of how these timeless guidelines contribute to societal harmony and order. The Dharma of a king encompasses the principles of just and fair governance, ensuring the welfare of the subjects. The course also explores the Dharma of a citizen, emphasising the importance of civic duties and responsibilities towards the community and nation. The Dharma of a teacher includes the ethical and moral responsibilities of imparting knowledge and guiding students. Additionally, students will study the Dharma of various social sects, understanding the unique duties and roles assigned to each group to maintain social balance. The course also addresses the Dharma of the common man, highlighting universal principles of right conduct, compassion, and integrity that apply to all human beings. Through a combination of lectures, textual analysis, and discussions, students will gain insights into how these ancient principles can be applied in contemporary society. By the end of the course, students will be equipped with a deeper awareness of their roles and responsibilities, enabling them to contribute positively to society and the nation. This course is essential for those seeking to understand the ethical foundations of Indian culture and their relevance in modern times.

SEMESTER 5UGP “SUBJECT NAME”

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Students will be able to recall the various domains of Dharma as outlined in Dharma Shastras, Smritis, and Puranas.	R
2	Students will demonstrate an understanding of the specific duties and responsibilities associated with different societal roles according to ancient texts.	U
3	Students will be able to apply the principles of Dharma to their own roles and responsibilities in modern society.	A
4	Students will critically analyse the relevance and application of traditional Dharmic principles in contemporary social and political contexts.	An
5	Students will assess the effectiveness of Dharmic guidelines in promoting ethical behaviour and societal harmony and they will develop comprehensive strategies for integrating Dharmic principles into current societal and individual practices for enhanced ethical living.	E & C

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓						
CO 2	✓	✓					
CO 3			✓				
CO 4			✓	✓			
CO 5						✓	✓

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
1		धर्मनिरूपणम्	8
	1	धर्मनिर्वचनम्	
	2	धर्मभेदः	
	3	धर्मस्य सामान्यनिरूपणम्	
2		राजधर्मः	12
	1	राज्ञः महत्त्वम्।	
	2	राज्ञः कर्तव्याकर्तव्यानि।	
	3	राज्ञः चत्वारि पुरुषार्थाः।	
	4	सन्धिविग्रहादिषड्गुणाः।	
3		शिष्यधर्मः	8
	1	आचार्यादिलक्षणम्	
	2	छात्रकर्तव्यानि	
	3	छात्राय पूज्याः	
4		गृहस्थधर्मः	8
	1	पञ्चमहायज्ञानि	
	2	गार्हस्थ्यमाहात्म्यम् अतिथिपूजनञ्च।	
	3	गृहस्थधर्माः ।	

SEMESTER 5UGP “SUBJECT NAME”

5	Teacher Specific Module	9
	<i>The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as review of books/ articles/ field visits/ report making and digital content creation. This can account for any two components of continuous evaluation.</i>	

Essential Readings:

1. वाचस्पत्यम्|राष्ट्रीयसंस्कृतसंस्थानम्| नवदेहली|पञ्चमो भागः। २००६।
2. Manusmrti, Published by Jaikrishnadas Haridas Gupta, Chowkhamba Sanskrit Series Office, Banaras, 1992
3. Yajnavalkyasmrtih, Nirnaysagar Press, Mumbai 1909

Reference Distribution:

Module	Unit	Reference No.	Chapter and Slokas	Remarks
1	1	1	3850 - 3854	For General Awareness
	2			
	3			
2	1	2	Chapter 7. 2-17	
	2		Chapter 7. 37- 53	
	3		Chapter 7. 100- 113	
	4		Chapter 7. 160-168	
3	1	2	Chapter 2. 140-145	--
	2		Chapter 2. 175-182, 191-206	--
	3		Chapter 2. 225-237	--
4	1	2	Chapter 3. 68-72	--
	2		Chapter 3. 77-80, 112-118	--
	3	3	गृहस्थधर्मप्रकरणम् ९७-१२८	--

Suggested Readings:

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		25
a)	Test Paper- 1	10
b)	Test Paper-2	10
c)	Assignment	5
d)	Seminar	
e)	Book/ Article Review	
f)	Viva-Voce	
g)	Field Report	
Total		75

INTERNSHIP

- All students should undergo Internship of 2-credits during the first six semesters in a firm, industry, organization or research institution.
- Internship can be for enhancing the employability of the student or for developing the research aptitude.
- Internship can involve hands-on training on a particular skill/ equipment/ software. It can be a short project on a specific problem or area. Attending seminars or workshops related to an area of learning or skill can be a component of Internship.
- A faculty member/ instructor of the respective institution, where the student does the Internship, should be the supervisor of the Internship.

GUIDELINES FOR INTERNSHIP

The following guidelines are designed to ensure that the internship experience is both structured and beneficial, contributing significantly to the student’s educational and professional development .

- There should be minimum of 60 hours of engagement from the student in the Internship.
- Internships can be completed during summer vacations or other official holidays, providing flexibility in fulfilling the hours required.
- In BA Sanskrit Programme Institute visit /Visit to National research institute or at any reputed media work space or in recognized journalism and communication department. It must be a professional exercise to formulate and write/broadcast a media report, feature or interview. An experience based comprehensive report including photographs and analytical insights must be submitted upon the completion.
- Students must maintain a detailed personal logbook throughout their internship. This logbook should chronologically document the internship activities. All entries must be dated and countersigned by the supervisor.
- At the conclusion of the internship, both the logbook and a typed final report must be submitted for assessment.
- The location and organization where the internship is conducted must receive prior approval from the Department Council at the college where.

EVALUATION OF INTERNSHIP

The evaluation of Internship shall be done internally through continuous assessment made by a committee internally constituted by the Department Council of the college where the student has enrolled for the FYUG Programme. Components of evaluation cited below.

SEMESTER 5UGP “SUBJECT NAME”

Component		Mark	Weightage
Continuous evaluation of internship through interim presentations and reports by the committee internally constituted by Department Council	Formulating and writing/broadcasting efficiency	10	60
	Punctuality and Log Book	10	
	Viva-voce	10	
Evaluation of the day-to-day works and writing/broadcasting efficiency by the internship supervisor.		20	40
TOTAL		50	100