

**KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY**

**(KKHSOU)**

**PROGRAMME PROJECT REPORT**

**ON**

**BACHELOR OF ARTS IN SANSKRIT (MAJOR)**

**Submitted to**

**UNIVERSITY GRANTS COMMISSION**

**BAHADUR SHAH ZAFAR MARG**

**NEW DELHI – 110 002**

**Submitted by**

**K. K. Handiqui State Open University**

**Guwahati, Assam**



**September 2017**

*Derdwry*

**Registrar**  
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**Annexure I: Detailed Course wise Syllabus of BA in Sanskrit (MAJOR)**

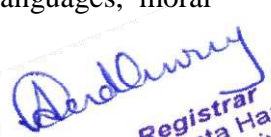
**KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY****Academic Session 2018-19****PROGRAMME PROJECT REPORT****BA in Sanskrit (MAJOR)****1.1 PROGRAMME'S MISSION AND OBJECTIVES:**

Bachelor of Arts in Sanskrit (Major) would be offered by the Department of Sanskrit and Ancient Studies, under the Padmanath Gohain Baruah School of Humanities, Krishna Kanta Handiqui State Open University (KKHSOU). This Major programme has been thoroughly revised in accordance with the UGC Regulations on Open and Distance Learning, 2017. The syllabi of this Programme have been finalized after a series of planning and consideration with academic experts in the respective field from Gauhati University. The Curriculum and Syllabus of this Programme have been so designed to accommodate the recent developments in the field of Higher Education in general, and the subject in particular.

The overall mission of this programme is to expand the field of Sanskrit and to create awareness in society about Sanskrit Literature. The mission is to provide the opportunities of Sanskrit learning to those learners who remain deprived of this classical literature for numerous reasons. In the present society, moral teaching is very important in every phase of life. Through this Programme, the learners will come to know not only about the great heritage of this most scientific language, but also about the various moral teachings for the benefit of day-to-day life.

To achieve this overall mission, the following specific objectives have been framed:

- a) To educate individuals, belonging to different occupations, who are desirous to study Sanskrit Literature.
- b) We all know that Sanskrit is regarded as the parent language of almost all the major Indian Languages. Its literature is the treasure house of moral knowledge. Therefore, this programme is so developed that a learner can get the idea of the languages, moral knowledge for the uplift of modern life.

  
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- c) To enable the learners to taste the beauty of ancient literature which includes Vedic mathematics, management, Ayurveda, Vastusastra, Upanishads etc?
- d) To motivate the learners for further study in Sanskrit Literature.

### **1.2 RELEVANCE OF THE PROGRAMME WITH KKHSOU'S MISSION AND GOALS:**

The BA Programme in Sanskrit, one of the Major courses offered by KKHSOU, has been prepared conforming the mission and goals of KKHSOU. This Programme follows the following mission and goals of KKHSOU:

- a) To develop the higher education to cover up the maximum number of population.
- b) To uphold impartiality and integrity in the field of higher education.
- c) To ensure the quality and excellence in the higher education.
- d) To boost both qualitative and quantitative research.

The BA Programme in Sanskrit as one of the Major courses would contribute towards accomplishment of KKHSOU mission as this programme will be very useful not only for the learners of Sanskrit Literature but also for the students of Assamese and Hindi literature.

### **1.3 NATURE OF THE PROSPECTIVE TARGET GROUP OF LEARNERS:**

The nature of the prospective target groups of learners of this programme are as follows:

- a) Learners who are desirous to obtain a Degree in Sanskrit as a Major subject.
- b) All the stakeholders of the society such as academicians, government officials, homemakers, who are interested in ensuring a better career in the society.
- c) Persons unable to complete higher education in the normal course of time, but are interested in Sanskrit.
- d) People engaged in different places, and wish to develop their language skill.
- e) People living in rural and remote areas, as well as in other disadvantageous conditions but are desirous of higher education in Sanskrit through distance mode with minimum investment.

- f) People willing to earn for a living and learning at the same time.
- g) Persons deprived of higher education in conventional system for variety of reasons.
- h) People willing to develop the literary skills and translation skills along with.

#### **1.4 APPROPRIATENESS OF PROGRAMME TO BE CONDUCTED IN ODL MODE TO ACQUIRE SPECIFIC SKILLS AND COMPETENCE:**

Methodology of instruction in KKHSOU is different from that of the conventional Universities. The Open University system is more learner-oriented and the learner is an active participant in the teaching-learning process. Most of the instructions are imparted through distance education methodology as per the requirement. KKHSOU follows a multimedia approach for instruction, which comprises:

- a) ***Self-Learning Material:*** The printed study material (written in self-instructional style) for the programme is supplied to the learners. This programme has been offered after substantial revision in observance with the requirements of UGC and Madhava Menon Committee. The SLMs have the following features:
  - i. ***Self-Explanatory and Self contained:*** The content is presented in such a style so that the learners can go through the materials without much external support, for additional sources or even a teacher.
  - ii. ***Self-Directed:*** The SLMs of this Programme are aimed at providing necessary guidance, hints and suggestions to its learners at each stage of learning. It is presented in the form of trouble-free clarification, illustrations, learning activities etc.
  - iii. ***Self-Motivating:*** In the ODL system, the learners remain off the campus for most of their study time. Therefore, the SLMs of this Programme are designed in such a way that it makes the entire learning meaningful for them.
  - iv. The SLMs of this Programme includes ‘Let Us Know (Additional Knowledge)’, ‘Illustrations’, ‘Check Your Progress’, ‘Model Questions’ etc. so that the learners become self motivated and self evaluating.

- b) **Audio-Visual Material Aids:** The learning package contains audio and video CDs, which have been produced by KKHSOU for better clarification and enhancement of understanding of the course material given to the learners.
- c) **Counselling Sessions:** Normally, counseling sessions are held every Sunday at the study centers.

## 1.5 INSTRUCTIONAL DESIGN:

**1.5.1 Curriculum Design:** The BA in Sanskrit has been offered after substantial revision in compliance with the requirements of UGC and Madhava Menon Committee. Curriculum of the BA programme in Sanskrit has been designed by taking help of experts in the subject from Gauhati University. The following instructional tools were provided to the learners.

**Self-learning Materials (SLM):** SLMs of BA in Sanskrit programme are designed by the experts from the area of Sanskrit literature with the demand of the learners. SLMs are specially prepared for the target group of BA in Sanskrit learners. (*Detailed Syllabus is presented in Annexure-I*)

- a) **Counselling sessions at the study centre:** The counseling sessions are held in all study centers for the BA Programme. These sessions are held on Sundays, besides other days of the week as mutually agreed upon by the study centre and learners.
- b) **Multi-media study material:** In addition to SLMs in printed form, KKHSOU has developed audio-visual materials. These are usually distributed in CDs and DVDs, and are meant for facilitating better understanding among the learners.
- c) **ICT support:** KKHSOU facilitates its BA learners with the following ICT based Services:
- i. University Website
  - ii. Community Radio Services
  - iii. Ekalavya (A special programme launched by KKHSOU with the help of Prasar Bharati of govt. of India)
  - iv. Akashvani Phone in Programme
  - v. e-BIDYA (An e-learning Portal)
  - vi. KKHSOU Mobile Application
  - vii. SMS Alert facilities
  - viii. Assignments (Continuous assessments)



<b>Credits per semester</b>	<b>16</b>	<b>16</b>	<b>16</b>	<b>16</b>	<b>16</b>	<b>16</b>
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The overall weight age of the BA programme with Sanskrit as Major is of 96 credits. The credit distribution of the different courses in the programme is as follows:

<b>Courses</b>	<b>Credits</b>
General English	4
MIL/Alt English	4
Environmental Science	4
Spoken English	4
Elective 2/3	24
Sanskrit (Major)*	56

\*includes two courses studied in the first two semesters as an Elective subject.

**1.5.4 Definition of Credit Hours:** The University follows the system of assigning 30 hours of study per credit of a course. Thus, following this norm, a 4-credit course constitutes a total of 120 hours of study. Out of the total credit hours, a minimum of 10 percent, i.e., minimum 12 hours of counseling per course is offered to the learners at their respective study centers.

**1.5.5 Programme Structure:** The programme has total 14 courses. These courses are:

Semesters	Courses
Semester I	<b>History of Classical Sanskrit literature and moral teaching</b>
Semester II	<b>Sanskrit Grammar</b>
Semester III	<b>Mahākāvya (Poetry)</b>
Semester III	<b>Indian Philosophy</b>
Semester IV	<b>Nāṭaka, (Drama)</b>
Semester IV	<b>Poetics and Arthasastra</b>
Semester V	<b>Gadya (Prose) and Nītikāvya</b>
Semester V	<b>Epic, Purāṇa, , Translation and Comprehension</b>
Semester V	<b>Dharmaśāstra and Upaniṣad</b>
Semester V	<b>Mantra, Brāhmaṇa and Nirukta</b>
Semester VI	<b>Modern Sanskrit Kāvya and Metre</b>
Semester VI	<b>Personality development and Vedic Samhita</b>
Semester VI	<b>Mathematics in Sanskrit, Vastuvidya, Temple study</b>
Semester VI	<b>Kavya, Smriti, Philology and Linguistics</b>



Detailed syllabi of the courses have been attached in **Annexure I** of this report.

**1.5.6 Duration of the programme:** The BA programme in **Sanskrit** has six semesters and is of minimum 3 years. However, the maximum duration of the programme is 8 years as stated below:

- Minimum Duration : 6 semesters (3 years).
- Maximum Duration : 8 years.

In case, a learner is not able to qualify a course in its first attempt, he/shall have to qualify in the particular course within the next four attempts, subject to maximum duration of the study.

**1.5.7 Faculty and support staff requirement:** The University currently has 1 full time Assistant Professor in the Department of Sanskrit and ancient studies.

**1.5.8 Instructional Delivery Mechanisms:** The Self Learning Materials have been prepared keeping in view the above curriculum designed. Particular attention has been given so that the basic three domains of knowledge, viz., behavioural domain, cognitive domain, and constructive domain can be addressed.

**1.5.9 Identification of media–print, audio or video, online, computer aided:** All the learners are provided with Self Learning Materials, which are comprehensive in terms of contents in the syllabi. These learning resources are prepared with the help of resource persons across the country. Senior Professors from different Universities of the region are engaged as Editors of the SLMs. Apart from the printed Self Learning Materials, audio and video materials on certain modules are also offered to the learners. In addition, certain topics are also covered through community radio programmes broadcast through the *90.4 Jnan Taranga* Community Service Station of the University. *Eklavya*, a radio programme broadcasted from All India Radio Station, Guwahati and simultaneously broadcast by All India Radio Station, Dibrugarh, also covers topics on **Sanskrit**. Live Phone-in-programme is broadcasted by All India Radio, Guwahati, each Thursday (9.15 am – 10.15 am). In this programme, learners get live support to their queries, while the general public can also interact with the officials/faculty members of the University on varied issues. Most of the Audio-Visual programmes are made available online through YouTube videos.

**1.5.10 Student Support Services:** The student support services available in the BA programme in Sanskrit include the following:

- i) Self-Learning Materials covering the entire syllabi,
- ii) Counselling sessions at study centres,
- iii) Access to library services at study centres and the Central Library of the University as well,
- iv) Audio-Video materials on select modules, available at study centres,
- v) Community Radio programmes on selected topics.

- vi) *Eklavya*, a radio programme broadcasted from All India Radio Station, Guwahati, and simultaneously broadcast by All India Radio Station, Dibrugarh.
- vii) Live Phone-in-programme is broadcasted by All India Radio, Guwahati each Thursday (9.15am–10.15am). In this programme, learners get live support to their queries, while the general public can also interact with officials/faculty members of the University on varied issues.
- viii) Most of the Audio-Video programmes are also made available online through YouTube videos.
- ix) Learners can also write emails to any officials/faculty members of the University. For this, a general email ID: [info@kkhsou.in](mailto:info@kkhsou.in) has been created. Queries raised through email to this email id are redressed by concerned official/faculty members of the University.
- x) A Facebook Account is also available where the learners can communicate with their issues. The System Analyst of the University has been assigned as Administrator of the account.
- xi) An Android App “KKHSOU” has also been designed. This Android App can be downloaded free of cost from Google Play Store. Through this App, the learners can get detail information of academic programmes available, district wise and course wise list of study centres, contact information of the study centres, University etc. This Android App of the University has also been widely recognised and has received an Excellence Award from IGNOU.
- xii) Learners can register for a free SMS service. This SMS service keeps the learner updated on schedule of Examination, Declaration of results, Admission schedule and other important events.

## **1.6 PROCEDURE OF ADMISSION, CURRICULUM TRANSACTION AND EVALUATION**

**1.6.1 Admission Procedure:** For admission into BA in Sanskrit (Major) programme for 2018-19 sessions, a candidate must clear higher secondary level.

- i) Admission for the 2018-19 session will be undertaken through the Study Centers, spread across the state of Assam only.
- ii) For Admission to this programme, course fee is to be paid through the Bank challan at any branch of State Bank of India. Application along with necessary enclosures and a copy of the challan returned by the Bank after payment is required to be submitted at the recognised study centers within due date. Course fee may also be paid in the form of Bank Draft drawn in favour of “Krishna Kanta Handiqui State Open University” payable at Guwahati. The University has also introduced the system of online receipt through SBI.
- iii) The Study Centre will undertake initial scrutiny of the application forms as per the norms and qualifications required for each programme.
- iv) After scrutiny, the eligible applicants will be provisionally admitted by the Study Centre.

- v) Intending learners with incomplete application may be given conditional admission at the University's discretion with the condition that required eligibility documents are to be submitted latest by the dates prescribed for the purpose. Their enrolment will be confirmed after verification of their eligibility requirements. To appear in the examinations, confirmation of enrolment will be necessary.
- vi) All the enrolled learners will be provided with the registration number, programme guidelines and identity cards.
- vii) Those learners who are unable to complete the programme within the specified validity period will be required to register themselves afresh by paying the requisite fee as per the University regulations.

### 1.6.2 Fee Structure

The fee structure of the BA programme with Sanskrit as Major is as follows:

#### Semester-wise Fee Structure

Semester	Fee (In Rupees)
First	2350.00
Second	2050.00
Third	2050.00
Fourth	2050.00
Fifth	2050.00
Sixth	2150.00
<b>Total</b>	<b>12,700.00</b>

The detail break-up of fee is made available at the Prospectus also.

### 1.6.3 Financial assistance:

The University offers free education to jail inmates and differently abled learners. At present, the University offers free of cost education to jail inmates in 13 district jails of the state. The University is in the process of adding more of central/district jails in the Academic Session 2018-19.

The University also offers subsidised education to the learners living below the poverty line. On production of BPL certificate from competent authority, the University offers 50% discount on course fee.

### 1.6.4 Continuous Admission:

- i) After completion of a particular semester, admission into the next semester is required within one month of the last examination of the previous semester. It does not depend on

whether appeared in examination, or the result of the earlier semester. Admission will have to be taken continuously in the programmes without any break. A learner will be allowed to appear in all the examinations including back within the stipulated time of a programme.

- ii) A learner will have to take admission to the next semester within one month from the last date of examination of the previous semester.
- iii) A learner will be allowed to take admission to the next semester beyond one month but within two months from the last date of examination of the previous semester with a fine of Rs. 300.
- iv) Under special circumstances and on special consideration, a learner may be allowed admission in the next semester even beyond two months but before issue of notification for filling up of forms for examination of that semester by the University on individual application with sufficient reasons and on payment of a fine of Rs. 500.
- v) A learner will be however being allowed to take admission even after the issue of notification for filling up of forms for examination, but such learners will be allowed to appear in examination of that semester in the next year only. A learner is not charged any fine on such admission.

#### **1.6.5 Refusal/Cancellation of Admission:**

Notwithstanding, anything contained in this prospectus, the University reserves the right to refuse/cancel admission of any individual.

#### **1.6.6 Curriculum Transaction and Activity Planner:**

An activity planner, that guides the overall academic activities in the BA programme in Sanskrit (Major) shall be made available prior to the admission schedule of the University. The newly constituted CIQA office as per UGC guidelines and the office of Dean (Academic) would upload the Academic Plan and month wise Academic Calendar to enable the learners to plan their studies and activities accordingly.

#### **1.6.7 Evaluation**

- i) The University adopts both ongoing and term end evaluation. Ongoing evaluation is conducted in two modes: internal and external. The internal evaluation is to be undertaken by the learner himself/herself. For this, the University has designed some Check Your Progress questions, which would help the learners to self-check his progress of study. However, this is undertaken at the learners' end, and is non-credit based. For the overall evaluation of a course, the University follows the two types of evaluation:
  - a) Continuous Evaluation (Assignments) : Weightage assigned 20%
  - b) Term End Evaluation (Semester-end Examinations): Weightage assigned 80%

- ii) The learners will have to submit the assignments within the schedule of a semester at the respective study centres. The counsellors at the study centres evaluate the assignments and return them to the learners with feedback.
- iii) Term end examinations are conducted on scheduled dates at selected examinations centres. Evaluations are done by the external examiners at the zonal centres. After evaluation, further scrutiny is done, followed by moderation. Results are declared within scheduled dates as laid down in the Activity Planner.
- iv) The learners will be able to get their scripts re-evaluated if they are not satisfied with evaluation.
- v) Questions for the Semester End examination are set as per the Evaluation policy of the University that covers all the modules of the respective courses.
- vi) The University is in the process of using high security and eco-friendly synthetic (water proof and termite proof) papers for mark sheets and certificates. Moreover, use of interactive kiosk at study centres for issue of admits card and modification of the existing EDPS system for quick publication of results of examinations are also being planned. Similarly, introduction of biometric identity of learners is also being planned.

### **1.7 REQUIREMENT OF THE LABORATORY SUPPORT AND LIBRARY RESOURCES:**

Sanskrit being a theoretical discipline requires no laboratory services. Library services are offered to the learners through physical library facilities set up by the University at the respective study centres. Reference books are suggested by the faculty members of the University, and are supplied to the libraries at the study centres. The central library of KKHSOU also has a stock of quality books in the area of Sanskrit. This is quite helpful for the faculty members, SLM writers as well as the content editors. The learners can avail these facilities. As on 07-09-2017, the central library of KKHSOU has a collection of 17,988 books. The digital version of the University Central Library, KKHSOU is also available on the website: <http://www.kkhsou.in/library/>, which is an online platform for collecting, preserving and disseminating the teaching, learning and intellectual output of the University to the global community. On this website, the entire catalogue (title/author/publisher wise) of the library resources including books and other literature relating to this particular course are made available and the Open Access Search Engine (OAJSE) has been used as a gateway to over 4,500 e-journals.

### **1.8 COST ESTIMATE OF THE PROGRAMME AND THE PROVISIONS**

The office of the Finance Officer of KKHSOU keeps all the records of finances regarding print of SLMs, honorarium paid to the members of the Expert Committee, honorarium paid to Content Writers, Content Editors, Language Editors, Translators, Proof Readers, and the

expenditure related with organizing counsellors' workshops, meeting of the co-ordinators of the study centres etc. Moreover, the finance office also maintains records of purchase of computers, online space, books, journals etc. These accounts are maintained as per the procedures laid down by the Government. Regarding the cost of programme development, programme delivery, and programme maintenance, the finance office conducts an exercise based on historical costing method to arrive at indicative figures of cost. The findings are presented below in respect of the programme on BA in Sanskrit.

### **1.8.1 Programme Development Cost: Rs. 11,92,800.00**

The office of the Finance Officer of KKHSOU has also worked out the following:

- a. SLM Development Cost for Under Graduate programme for English medium per Unit is Rs. 5,500/-
- b. Printing Cost per SLM is Rs. 56/-
- c. Cost of CD per unit is Rs. 23/-

### **1.8.2 Programme Delivery Cost:**

The SLMs prepared are to be delivered to various study centres located at the far flung remote areas. On an average, the University delivers about 15 kgs of study materials per student. The cost of delivery of 1 kg of such material is Rs 10. Accordingly, depending upon the number of candidates the cost for the BA in Sanskrit programme will be provisioned by the University. The office of the Finance Officer has calculated the delivery cost of SLM per student at Rs. 150.00.

### **1.8.3 Programme Maintenance Cost:**

The University will keep financial provision for organizing stakeholders' meetings, counselling workshops etc. as per the Academic Plan and Academic Calendar approved by the Academic Council of the University. The workshops conducted by the University will not only benefit the learners of the programme, but will also benefit the learners of other programmes. The University will also bear the cost of organizing the meeting of Syllabus Revision Committee etc. and for the supply of additional study materials if required for improving the quality of the programme. Moreover, the University will keep on investing in developing the IT infrastructure so that the learners can benefit from the ICT enabled programme. The cost calculated by the

office of Finance Officer about the maintenance of Under Graduate programmes per student for Arts programmes is Rs. 600.00.

The figures as indicated above will be applicable for the BA Programme in Sanskrit of the University. The University will keep adequate financial provision for development, delivery, and maintenance of the programme presented as per the Programme Project Report.

## **1.9 QUALITY ASSURANCE MECHANISM AND EXPECTED PROGRAMME OUTCOMES:**

**1.9.1 Quality Assurance Mechanism:** With regard to the quality concerns of the course materials, the department is involved in the following activities:

- i) The programme design and structure is decided upon after a series of discussions and deliberations with a team of carefully chosen subject experts, who are mostly eminent scholars and professionals from the reputed institutions of higher education. Formed with due approval from the University authority, this expert Committee is helped by the in-house department faculties while preparing the framework of the programme.
- ii) The next step after the completion of the framework preparation is the allotment of the assigned papers (which is again composed of 15 units) to the authors. The in-house faculty members prepare a carefully chosen list of authors for the task. The in-house faculty members also contribute their writings, besides the outsourced authors, who are mostly research scholars and faculty members from higher educational institutions.
- iii) The content editors are then roped in for the next round. The content editors, who are mostly academics from reputed higher educational institutions, look into the contents of the units and provide their suggestions and feedbacks to be included by the coordinator of the programme.
- iv) After writing of the units with format editing, they are sent to the Language Editor, who then looks into the contents of the material written, and give their necessary suggestions to be incorporated by the coordinator of the particular programme. The next step is that of printing and distributing the SLMs to the respective study centres. Arrangements are made to distribute the SLMs to the learners at the time of admission.
- v) The newly constituted CIQA Office is planning to conduct stakeholders meeting; SLM and Counselling Workshops which is expected to provide the University and the Department with required inputs for quality enhancement.
- vi) In order to keep the programme updated, the programme would be revised and necessary changes are incorporated for the benefit of the learners, based on the inputs received from the mechanism as mentioned above.

**1.9.2 Expected Programme Outcomes:** The outcomes of the programme are manifold:

- i) It will allow the learners to acquire knowledge enabling them to articulate well the condition around them.
- ii) The programme will also encourage the learners to go for higher studies.
- iii) The programme will enable the learners to engage with the society in a fruitful manner leading to the welfare of all and thus contribute to the betterment of the society.
- iv) The programme shall produce quality academicians having sound knowledge of teaching-learning skills in Sanskrit.
- v) After completing this course, a learner can appear in interview of any academic post (graduate level) or can apply for administrative job or get admitted to master's degree course for higher studies.





## **Annexure 1**

**Syllabus with unit wise distribution for BA in SANSKRIT Major Course (4 CREDITS FOR EACH SEMESTER COURSE)**

### **Semester-1**

**Course no-I History of Sanskrit Literature and moral teaching**      Total marks 80+20=100

#### **Unit-1 The Rāmāyaṇa (General study)**

Time, content, Influence, Importance of the Ramayana etc.

#### **Unit-2 The Mahābhārata (General study)**

Time, content, Influence, Importance of the Mahābhārata, difference between the Ramayana and The Mahābhārata

#### **Unit-3 Purāṇa Literature (General study)**

Meaning of the word Purana, source, date, author, content, characteristics, number of Puranas and Upapuranas, description of various Puranas, it's Influence upon later part.

#### **Unit-4 Court Epic (General study)**

Description of various stages of Mahakavyas -like of Asvaghosa, Kalidasa and Bharavi

#### **Unit-5 Drama (General study)**

Sources of Drama, development, Pre Kalidasa Drama, Kalidasa's drama and Post Kalidasa's drama

#### **Unit-6 Campukāvya and Lyrical poetry (General study)**

Sources of Campukāvya and Lyrical poetry, date, author, content, characteristics, number of Campukāvya and Lyrical poetry

#### **Unit-7 Historical Kāvya , lipikavya, kosakavya and palikavya (General study)**

Sources of Historical Kāvya, lipikavya, kosakavya and palikavya, date, author, content, characteristics, number of Historical Kāvya , lipikavya, kosakavya and palikavya

**Unit-8 Prose literature (General study)**

Definition, division, source, characteristic and various types of Prose literature

**Unit-9 Fable literature (General study)**

Definition, division, source, characteristic and various types of Fable literature

**Unit-10 Śataka Kāvya literature General study)**

Definition, division, source, characteristic and various types of Śataka literature

**Unit-11 Scientific literature (Ayurvedya, Vastusastra)**

Definition, division, source, characteristic and various types of scientific literature like Ayurvedya, Vastusastra

**Unit-12 Scientific literature (Gonitavidya, jyotirvidya)**

Definition, division, source, characteristic and various types of scientific literature like Gonitavidya, jyotirvidya

**Unit-13 Hitopadesa (mitralābhah)**

Introduction, division, Sanskrit and Assamese text of mitralābhah, various stories of Hitopadesa

**Unit-14 Subhasitam**

Good sayings on truth, dharma, knowledge, noble men etc.

**Recommended books-**

1. Goswami Haramohan Deva, *Sanskrit Sahityarburanji*, Bookland: Guwahati.
2. Krishnamachariar M., *History of Classical Sanskrit Literature*, MLBD: New Delhi.
3. GiriKapiladeva, (ed.). *Narayana's Hitopadesa (Mitrabha)*, Chaukhambha Publisher: Varanasi.
4. Sarma Mukunda Madhava, 2000, *Hitopadesa*, Asom Prakasana Parisada: Guwahati.

**Semester II****Course no-2**

Total marks-80+20=100

**Name of the Course: Sanskrit Grammar****Unit-1 Origin and development of Sanskrit Grammar**

Definition of Sanskrit Vyakarana, Pre Paninian Grammar, Panini Grammar, Post Paninian Grammar

**Unit-2 A Study on Paninian School of Grammar**

Panini and his works, other famous Sanskrit Grammarian like Patanjali etc.

**Unit-3 A Study on Non-Paninian School of Grammar**

Description of various Non-Paninian School of Grammarian like katanda, candra, jainendra, sarsvata, mugdhavodha etc.

**Unit-4 Pāṇini's Pratyāhāras**

Sivasutra, various Pāṇini's Pratyāhāras, construction of Pratyāhāras

**Unit-5 Declension (Noun, Pronoun)**

Table of Various types of Sanskrit Noun, Pronoun with examples

**Unit-6 Declension (Numerals)**

Characteristics of Sanskrit Declension, Table of Various types of Sanskrit Numerals

**Unit-7 Conjugation (bhvādi, divādi, adādi, svādi)**

Table of Various types of Sanskrit Conjugation (bhvādi, divādi, adādi, svādi) examples

**Unit-8 Sandhi (Euphonic combination)**

Division of Sandhi, Svarasandhi, Vyanjansandhi, Visargasandhi etc.

### Unit-9 Kāraka-Vibhakti (case-ending)

Definition, detailed discussion of different types of Kāraka-Vibhakti (from first to seventh case-ending) with various examples

### Unit-10 Samāsa (Compound)

Definition, detailed discussion of different types of Samāsa with various examples

### Unit-11 Suffix (Kṛt)

Definition, detailed discussion of different types of Suffix (Kṛt) with various examples

### Unit-12 Suffix (Taddhit)

Definition, detailed discussion of different types of Suffix (Taddhit) with various examples

### Unit-13 Suffix (Strīpratyaya)

Definition, detailed discussion of different types of Suffix (Strīpratyaya) with various examples

### Unit-14 Vācyā (voices)

Definition, detailed discussion of different types of Vācyā (voices) with various examples

### Recommended books-

1. Apte V. S., *A Students Sanskrit Reader*,
2. Bhattacharyya Haricandra, *Sanskrit Vyakarana Prabha*, Baruah agency: Guwahati.
3. Sarma, Giridhar, *Sanskrit Grammar Composition & Translation*, 1988, RadhaPrakasan: Guwahati.
4. Shastri Khagendra Nath, *Aids to the study of Sanskrit Grammar & Composition*, Bharati Press: Tezpur.
5. Vidyasagar, Iswarchandra, *Samagra Vyakarana-Kaumudi*, P. C Majumder & Brothers: Calcutta.

### Semester III

#### Course no-3

Name of the Course: Mahākāvya (Poetry)

Total marks-80+20=100

#### Unit-1 Raghuvamśam (An introduction)

Source of the Mahakavya, about author, time, significance of the title, summary of all cantos

#### Unit-2 Raghuvamśam (Canto- I, 1-15 verses)

Sanskrit Textual study of Canto- I, 1-15 verses with detailed meaning, Grammatical notes

#### Unit-3 Raghuvamśam (Canto- I, 16-30 verses)

Sanskrit Textual study of Canto- I, 16-30 verses with detailed meaning, Grammatical notes

#### Unit-4 Raghuvamśam (Canto- I, 31 -45 verses)

Sanskrit Textual study of Canto- I, 31-45 verses with detailed meaning, Grammatical notes

#### Unit-5 Raghuvamśam (Canto- I, 46-60 verses)

Sanskrit Textual study of Canto- I, 46-60 verses with detailed meaning, Grammatical notes

#### Unit-6 Raghuvamśam (Canto- I, 61-75 verses)

Sanskrit Textual study of Canto- I, 61-75 verses with detailed meaning, Grammatical notes

#### Unit-7 Raghuvamśam (Canto- I, 76-95 verses)

Sanskrit Textual study of Canto- I, 76-95 verses with detailed meaning, Grammatical notes

#### Unit-8 Raghuvamśam (Canto- IV, 1-25 verses)

Sanskrit Textual study of Canto- I, 1-25 verses with detailed meaning, Grammatical notes

#### Unit-9 Raghuvamśam (Canto- IV, 26-52 verses)

Sanskrit Textual study of Canto- I, 26-52 verses with detailed meaning, Grammatical notes

#### Unit-10 Raghuvamśam (Canto- IV, 53-65 verses)

Sanskrit Textual study of Canto- I, 53-65 verses with detailed meaning, Grammatical notes

#### Unit-11 Raghuvamśam (Canto- IV, 66-80 verses)

Sanskrit Textual study of Canto- I, 66-80 verses with detailed meaning, Grammatical notes

#### Unit-12 Kirātārjunīyam (An introduction)

Source of the Mahakavya, time, significance of the title, summary of all cantos

**Unit-13 Kirātārjunīyaṁ (about the poet)**

About the author of the Mahakavya in detailed, his time, works etc

**Unit-14 Kirātārjunīyaṁ (Canto1, 1-25 verses)**

Sanskrit Textual study of Canto- I, 1-25 verses with detailed meaning, Grammatical notes

**Unit-15 Kirātārjunīyaṁ (Canto1, 26-46 verses)**

Sanskrit Textual study of Canto- I, 26-46 verses with detailed meaning, Grammatical notes

**Recommended books-**

1. Kale. M R, *The Raghuvamśam of Kālidāsa*, Canto 1-5, MLBD: New Delhi
2. Pande.Adityanaraya,1968, *Kirātārjunīyam* of Bhāravi, etd, Choukhamba Sanskrit Series Office, Varanasi

**Semester IV**

**Course no-4**

**Name of the Course: Nāṭaka (Drama)**

Total marks-80+20=100

**Unit-1 Svapnavāsavadattaṁ (An Introduction)**

Source of the drama, about author, time, significance of the title,

**Unit-2 Svapnavāsavadattaṁ (Textual study of the 1st, Act)**

Sanskrit Textual study of the 1<sup>st</sup> Act with detailed meaning, Grammatical notes

**Unit-3Svapnavāsavadattaṁ (Textual study of the 2<sup>nd</sup>and3rdAct)**

Sanskrit Textual study of the 2<sup>nd</sup>and3rd Act with detailed meaning, Grammatical notes

**Unit-4 Svapnavāsavadattaṁ (Textual study of the 4thAct)**

Sanskrit Textual study of the 4<sup>th</sup> Act with detailed meaning, Grammatical notes

**Unit-5 Svapnavāsavadattaṁ (Textual study of the 5thAct)**

Sanskrit Textual study of the 5<sup>th</sup> Act with detailed meaning, Grammatical notes

**Unit-6 Svapnavāsavadattaṁ (Textual study of the 6thAct)**

Sanskrit Textual study of the 6<sup>th</sup> Act with detailed meaning , Grammatical notes

**Unit-7 Abhijñānaśakuntalaṁ (Kālidāsa, the dramatist)**

About the author of the drama in detailed, his time, works etc

**Unit-8 Abhijñānaśakuntalaṁ (General study of the drama)**

A general study of the drama, like summary of all acts

**Unit-9 Abhijñānaśakuntalaṁ (Textual study of 1<sup>st</sup> Act)**

Sanskrit Textual study of the 1<sup>st</sup> Act with detailed meaning, Grammatical notes

**Unit-10 Abhijñānaśakuntalaṁ (Textual study of 2<sup>nd</sup> act)**

Sanskrit Textual study of the 2<sup>nd</sup> Act with detailed meaning, Grammatical notes

**Unit-11 Abhijñānaśakuntalaṁ (Textual study of 4<sup>th</sup> Act)**

Sanskrit Textual study of the 4<sup>th</sup> Act with detailed meaning, Grammatical notes

**Unit-12 Abhijñānaśakuntalaṁ (Textual study of 7<sup>th</sup> Act)**

Sanskrit Textual study of the 7<sup>th</sup> Act with detailed meaning, Grammatical notes

**Unit-13 Venisamhara (the dramatist)**

About the author of the drama in detailed, his time, works etc.

**Unit-14 Venisamhar (General study of the drama)**

A general study of the drama, like summary of all acts

**Unit-15 Venisamhar (Characters of the drama)**

Characterisation of all characters like, Bhima , Duryodhana etc.

**Recommended books-**

1. Kale, M R. *Svapnavasavadattam* of Bhasa, 1988, MLBD: New Delhi.
2. Ray. Saradaranjan, *Svapnavasavadattam*, Sanskrit Book Depot: Calcutta
3. Bose, Ramendra Mohan. *Abhijnanasakuntalam*, Sanskrit Pustakbhandar: Calcutta.
4. Kale, M R. *Abhijnanasakuntalam* of Kalidasa, MLBD: New Delhi.
5. Kale, M R. *Venisamhara*, MLBD: New Delhi

## Semester V

### Course no-5

**Name of the Course: Gadya (Prose) and Nītikāvya** Total marks 80+-20=100

#### Unit-1 Kādambarī (Bāṇabhaṭṭa –a study)

About the author of the prose in detailed, his time, works etc

#### Unit-2 Kādambarī (An Introduction)

A general study of the prose, like summary of the Kādambarī, significance of the title

#### Unit-3 Kādambarī (Description of Śūdraka)

Story of Sudraka, Sanskrit text and meaning, Grammatical notes

#### Unit-4 Kādambarī (Description of Ujjayinī)

Story of Ujjayinī, Sanskrit text and meaning, Grammatical notes

#### Unit-5 Kādambarī (Description of Cāṇḍālakanyā)

Story of Cāṇḍālakanyā, Sanskrit text and meaning, Grammatical notes

#### Unit-6 Kādambarī (Śukanāsopadeśa)

Story of Śukanāsopadeśa, Sanskrit text and meaning, Grammatical notes

#### Unit-7 Kādambarī (Literary study)

Style of the Kadambari, literary beauty, influence upon later writings

#### Unit-8 Daśakumāracarita (General study)

A general study of the prose, summary, about the author, his time, significance of the story

#### Unit-9 Daśakumāracarita (Rājavāhanacarita, Uttarapithika, 1<sup>st</sup> ucchvasa-textual study)

Sanskrit Textual study of Rājavāhanacarita, Uttarapithika, 1<sup>st</sup> ucchvasa with detailed meaning, Grammatical notes



**Unit-10 Daśakumāracarita (Somadattacarita, Purvapithika, 3<sup>rd</sup>Ucchvasa-textual study)**

Sanskrit Textual study of Somadattacarita, Purvapithika, 3<sup>rd</sup>ucchvasa with detailed meaning, Grammatical notes

**Unit- 11 Daśakumāracarita (Literary study)**

Literary study of Daśakumāracarita like its rasa, Alankara, riti etc

**Unit-12 Bhartṛhari's Nīṭisataka (General study)**

A general study of this Sataka, summary, about author, his time, significance of the name

**Unit-13 Nīṭisataka (verses 1-10)**

Sanskrit Textual study of **verses 1-10** with detailed meaning, Grammatical notes

**Unit-14 Nīṭisataka (verses 11-20)**

Sanskrit Textual study of **verses 11-20** with detailed meaning, Grammatical notes

**Unit-15 Nīṭisataka (verses 21-30)**

Sanskrit Textual study of **verses 21-30** with detailed meaning, Grammatical notes

**Recommended Books-**

1. Kale M R, *Kādambarī*, 1968, MLBD: Delhi.
2. Sarma Prabhatcandra, *Kādambarī*(Translated in Assamese) ABILAC: Guwahati.
3. Bora Indira saikia, *Dasakumaracaritam, Somadattacaritam & Rajavahanacaritam*, Juripar: Panjabari.
4. Pathak Akhiles, *Nitisatakam*, 1999, New Bharatiya book corporation: New Delhi,
5. Goswami. Prahlad Giri, *Nitisatakam*, Bharatiya Vidya Prakasan: Delhi.

## **Semester VI**

### **Course no- 06**

**Name of the Course: Modern Sanskrit Kavya and Metre** Total marks-80+20=100

#### **Unit-1 Sanskrit works composed in Assam**

A study on Sanskrit works composed in Assam from ancient to 21st century

#### **Unit-2 Satī Jayamatī (An introduction)**

A general study of the kavya, summary, about the author, his time, significance of the story

#### **Unit-3 Satī Jayamatī (ch-I verses1-14)**

Sanskrit Textual study of **verses 1-14** with detailed meaning, Grammatical notes

#### **Unit- 4 Satī Jayamatī (ch-I, verses 15-29)**

Sanskrit Textual study of **verses 15-29** with detailed meaning, Grammatical notes

#### **Unit- 5 Satī Jayamatī (ch-I, verses 30--45)**

Sanskrit Textual study of **verses 30-45** with detailed meaning, Grammatical notes

#### **Unit-6 Vṛttamanjarī,(General study)**

A general study of the kavya, summary, about the author, his time, significance of the story

#### **Unit-7 Samavṛttas of Vṛttamanjarī**

Various vṛttas and description of Samavṛttas with examples

#### **Unit-8 Vṛttamanjarī (Textual study)**

Sanskrit Textual study and meaning of the text with grammatical notes

#### **Unit- 9 Vṛttamanjarī (literary study)**

Literary study of Vṛttamanjarī like Rasa, Alankara etc.

**Unit-10 Chandomañjarī (general study)**

A general study on the history of Chandasastra, about author, varieties etc

**Unit-11 Chandomañjarī (Indravajrā, Upendravajrā, Upajati, Vasantatilakam,)**

Definition with examples of Indravajrā, Upendravajrā, Upajati, Vasantatilakam chandas

**Unit-12 Chandomañjarī (Mandākrāntā, Rucirā, Praharsīnī, Sragdharā)**

Definition with examples of Mandākrāntā, Rucirā, Praharsīnī, Sragdharā chandas

**Unit-13 Chandomañjarī (Drutavilambita, Varṁsasthivilam, Sardulavikridita, Harini,)**

Definition with examples of Drutavilambita, Varṁsasthivilam, Sardulavikridita, Harini chandas

**Unit-14 Chandomañjarī (Bhūjaṅgaprayāta, Rathodhatā, Mālinī, Salini)**

Definition with examples of Bhūjaṅgaprayāta, Rathodhatā, Mālinī, Salini chandas

**Unit-15 Chandomañjarī (Anuṣṭup, Arya, Puṣpitāgra, Totakam)**

Definition with examples of Anuṣṭup, Arya, Puṣpitāgra, Totakam chandas

**Recommended Books-**

1. Sarma. Dipak Kumar, *Sati Jayamati of Bhavadeva Bhagavati*, Kitap Ghar: Nalbari.
2. Sastri Pandit Satya Narayana, (edited) *Gangadasa's Candomanjari*, Chaukhambha  
Krisnadasa Akademi: Varanasi.
3. Goswami. Malini, *Asamat Sanskrit Charchar Itihas.....*
4. *Lauhityartirat Sanskrit Carca*, ed. Goswami Bharati & Bujarbaruah Kalpita, Candra  
Prakash: Guwahati.

**Semester III**

Total marks-80+20=100

**Course no-7**

**Name of the Course: Indian Philosophy**

**Unit-1 Introduction to the Indian Philosophy**

A study on the History of Indian philosophy, various branches, characteristics,

**Unit-2 Sāṅkhya Philosophy**

Definition of Sāṅkhya Philosophy, its theories, divisions

**Unit-3 Yoga Philosophy**

Definition of Yoga Philosophy, its theories, divisions

**Unit-4 Nyāya Philosophy**

Definition of Nyaya Philosophy, its theories, divisions

**Unit-5 Vaiśeṣika Philosophy**

Definition of Vaiśeṣika Philosophy, its theories, divisions

**Unit-6 Mīmāṃsā Philosophy**

Definition of Mīmāṃsā Philosophy, its theories, divisions

**Unit-7 Vedānta Philosophy**

Definition of vedānta Philosophy, its theories , divisions

**Unit-8 Other Advaitavedānta Philosophy**

Definition of Other Advaitavedānta Philosophy, its theories

**Unit-9 Cārvāka Philosophy**

Definition of Cārvāka Philosophy, its theories

**Unit-10 Jaina Philosophy**

Definition of Jaina Philosophy, its theories

**Unit-11 Bauddha Philosophy**

Definition of **Bauddha** Philosophy, its theories

**Unit-12 Pramāṇa (Sāṅkhya Philosophy)**

Definition of Pramāṇa, importance, divisions etc

**Unit-13 Anumana Pramāṇa (General study)**

Definition of Anumana Pramāṇa, importance, divisions etc

**Unit-14 Tarkasaṁgraha (General study)**

About the book, author, definition of the word Tarkasaṁgraha, concept of the book

**Unit-15 Tarkasaṁgraha (Anumānakhaṇḍa)**

Textual study of the Tarkasaṁgraha with meaning

**Recommended Books-**

1. Sharma. C.D, 1987, *A Critical Survey of Indian Philosophy*, MLBD: New Delhi.
2. Das Gupta Surendranath, (1975) *A History of Indian Philosophy* (Vol. 1 to V) MLBD: New Delhi.
3. Goswami Narayanacandra, *Tarkasaṁgraha*, Sanskrit Pustakbhandarkar: Kolkata.

**Semester IV**

Total marks-80+20=100

**Name of the Course: Poetics and Arthasastra**

**Unit-1 Different schools of Sanskrit Poetics**

Description of different schools of Sanskrit Poetics like Rasa, Dhvani, Riti etc

**Unit-2 Sāhityadarpaṇa (General Study)**

Description of Sāhityadarpaṇa, about author, divisions of chapters, its contents

**Unit-3 Sāhityadarpaṇa (ch-I)**

Definitin of Kavya, Importance of studying Kavya, Dosa and gunas of Kavya

**Unit-4 Sāhityadarpaṇa (ch-II)**

It defines what a sentence or composition is According to Viswanatha

**Unit-5 Sāhityadarpaṇa (ch-VI, nātaka and prakaraṇa,)**

It defines what a **nātaka and prakaraṇa with examples**

**Unit-6 Sāhityadarpaṇa (ch-VIII, kāvyadosa)**

It defines what a **kāvyadosa with examples**

**Unit-7 Sāhityadarpaṇa (ch-X, Upamā, Rūpaka, Ananvaya,, Apahnuti, Nidarśanā, Utprekṣā)**

Description of Upamā, Rūpaka, Ananvaya, Apahnuti, Nidarśanā, Utprekṣā with examples

**Unit-8 Sāhityadarpaṇa (ch-X, Dṛṣṭānta, Vibhāvana, Viśeṣokti, Arthāntaranyāsa, Samāsokti, Vyājastuti)**

Description of Dṛṣṭānta, Vibhāvana, Viśeṣokti, Arthāntaranyāsa, Samāsokti, Vyājastuti with examples

**Unit-9 Kauṭilya's Arthaśāstra (about the author)**

About the author, content, significance

**Unit-10 Kauṭilya's Arthaśāstra (General study)**

Content, significance of Kauṭilya's Arthaśāstra

**Unit-11 Kauṭilya's Arthaśāstra (Mantrādhikaraṇa)**

Content, significance of Mantrādhikaraṇa

**Unit-12 Kauṭilya's Arthaśāstra(Vinayādhikaraṇa)**

Content, significance of Vinayādhikaraṇa

**Unit-13 Kauṭilya's Arthaśāstra (Śāsanādhikaraṇa)**

Content, significance of Śāsanādhikaraṇa

**Unit-14 Kauṭilya's Arthaśāstra (1<sup>st</sup>adhikaraṇa,Indriyajaya)**

Content, significance of 1<sup>st</sup>adhikaraṇa, Indriyajaya

**Unit-15 Kauṭilya's Arthaśāstra (1<sup>st</sup>adhikaraṇa,vidyānirdeśa)**

Content, significance of (1<sup>st</sup>adhikaraṇa, vidyānirdeśa)

**Recommended Books-**

1. SastriViswanarayana, *SAHITYADARPANAM*( edited and translated), Saraighat Prakasana: Guwahati..
2. VasuAnil candra,2001, *Kautilya Arthasastra*, Sanskrit Book Dipo: Kolkota.
3. Sarma Rajanikanta Deva, *Kautilyar Arthasastra*, Asom Prakasan Parisad: Guwahati.

**Semester V**

Total marks-80+20=100

**Course: Epics, Purana, Translation and Comprehension****Unit-1 Rāmāyaṇa (Bālakāṇḍa, ch-1, General study)**

Content, about author,

**Unit-2 Rāmāyaṇa, (Bālakāṇḍach-1, Textual study)**

Textual study of Bālakāṇḍach-1 with meaning

**Unit-3 Mahābhārata (Śāntiparvan, ch-191, General study)**

Content, about author, general study of Mahābhārata, Śāntiparvan, ch-191

**Unit-4 Mahābhārata (Śāntiparvan, ch-191, Āśramadharmā, Textual study)**

Textual study of Mahābhārata, Śāntiparvan ch-191, Āśramadharmā,

**Unit-5 Viṣṇupurāṇa(General study)**

General study of Viṣṇupurāṇa, Content, about author,

**Unit-6 Viṣṇupurāṇa (Description of Bhāratavarṣa)**

Description of Bhāratavarṣa, importance

**Unit-7 Agnipurāṇa (General Study)**

General study of Agnipurāṇa, Content, about author

**Unit-8 Agni purāṇa (Pratimālakṣaṇa)**

Description of Pratimālakṣaṇa, importance

**Unit-9 Agni purāṇa (Kanyālakṣaṇa)**

Description of Kanyālakṣaṇa, importance

**Unit-10 Bhāgavatapurāṇa (General study)**

General study of Bhāgavatapurāṇa, Content, about author

**Unit-11 Bhāgavatapurāṇa (Socio-Cultural study)**

Socio-Cultural study of Bhāgavatapurāṇa, food habit, costume etc of the people of that time

**Unit-12 Translation**

VARIOUS TECHNIQUES OF Translation with examples

**Unit-13 Comprehension**

VARIOUS TECHNIQUES OF Comprehension with examples

**Unit-14 Sanskrit conversation (lesson-1)**

VARIOUS TECHNIQUES of Sanskrit conversation in day-to-day life lesson-1

**Unit-15 Sanskrit conversation (lesson-2)**

VARIOUS TECHNIQUE of Sanskrit conversation in day to day life lesson-11

**Recommended Books-**

1. Mahanta Kavicandra, (1962) *Asamiya Valmiki Ramayana*, Lawyer's Book Stall: Guwahati.
2. Saikia Bora, Indira, (2015) *Mahabharata: Santiparvanch. 191*. Juripar: Guwahati.



**Semester V**

Total marks-20+80=100

**Course-10**

**Dharmaśāstra and Upaniṣad**

**Unit-1 Dharmaśāstra (General study)**

Content, about author, general study of Dharmaśāstra

**Unit-2 Manusmṛhitā (General study)**

Content, about author, general study of Manusmṛhitā, Division of chapters

**Unit-3 Manusmṛhitā (Chapter-VII, verses 1-13)**

Textual study of Chapter-VII, verses 1-13 with meaning

**Unit-4 Manusmṛhitā (Chapter-VII, verses 14-34)**

Textual study of Chapter-VII, verses 14-34 with meaning

**Unit-5 Manusmṛhitā (Chapter-II, verses 43-53)**

Textual study of Chapter-II, verses 43-53 with meaning

**Unit-6 Manusmṛhitā (Chapter-III, verses 99-107)**

Textual study of Chapter-III, verses 99-107 with meaning

**Unit-7 Nāradaśmṛti (General study)**

Content, about author, general study of Nāradaśmṛti

**Unit-8 Nāradaśmṛti(ch I)**

General study of Nāradaśmṛti (ch I) Textual study with meaning

**Unit-9 Nāradaśmṛti (ch II)**

General study of Nāradaśmṛti (ch II) Textual study with meaning

**Unit-10 Nāradaśmṛti (ch IV,)**

General study of Nāradaśmṛti (ch IV) Textual study with meaning

**Unit- 11 Upaniṣad (General study)**

General study of Upaniṣad, types, importance

**Unit- 12 Ísopanişad (General study)**

General study of Ísopanişad, importance, Textual study with meaning

**Unit- 13 Kathopanişad (General study)**

General study of **Kathopanişad**, importance, Textual study with meaning

**Unit- 14 Taithirīyopanişad (General study)**

General study of **Taithirīyopanişad**, importance, Textual study with meaning

**Unit- 15 Taithirīyopanişad (Bṛguvallī)**

General study of Taithirīyopanişad (Bṛguvallī), importance, Textual study with meaning

**Recommended books-**

1. Kane P V, (1968) *History of Dharmasastra*, Bhandarkar oriental research institute: Puna.
2. Kiran Sarma, (2008) *Manusamhita*, CandraPrakash: Guwahati.

**Semester V****Course-11****Mantra and Brāhmaṇa**

Total marks-20+80=100

**Unit-1 Vedic Literature (General study)**

Definition and meaning of Veda, division of Vedas

**Unit-2 Vedic society**

Food habit, costume etc of the time of Vedic people

**Unit-3 Vedic culture**

Political, religious position of the people of that time

**Unit-4 Ṛgveda**

Definition and meaning of Ṛgveda, division

**Unit-5 Yajurveda**

Definition and meaning of Yajurveda, division

**Unit-6 Sāmaveda**

Definition and meaning of Sāmaveda , division

**Unit-7 Atharvaveda**

Definition and meaning of Atharvaveda, division

**Unit-8 Ṛksamhitā-Agnisūkta(1.1)**

Mantras of **Agnisūkta**, meaning

**Unit-9 Indrasūkta**

Mantras of Indrasukta, meaning

**Unit-10 Devīsūkta**

Mantras of Devīsūkta, meaning

**Unit-11 Bhūmisūkta**

Mantras of Bhūmisūkta, meaning

**Unit-12 Akṣasūkta**

Mantras of Akṣasūkta, meaning

**Unit-13 Brāhmaṇa Literature (General study)**

Definition and meaning of Brāhmaṇa Literature , division

**Unit-14 Aitareya Brahmana (a study)**

Definition and meaning of **Aitareya Brahmana**, division

**Unit-15 Satapatha Brahmana (Manumatsyakathā, the legend of the manu-matsya)**

Definition and meaning of Satapatha Brahmana, division, story of Manumatsyakathā

**Recommended books-**

1. Vasu Jogiraj, (1972) *VedarParicaya*, AsomPrakasanParisad:Guwahati.
2. Chaubey BrajaBihari,(1986)*The New Vedic Selection*, Part-1, BharatiyaVidyaPrakasan:Delhi.

**Semester VI****Course-12**

Total marks-80+20=100

**Gita, Aranyaka, Vrhatsamhita and Ayurveda****Unit-1 Srimadbhagavadgita (general study)**

Significance, content, about author, his time etc

**Unit-2 Srimadbhagavadgita (ch-xii-a textual study)****textual study of chapter xii. With meaning****Unit-3 Srimadbhagavadgita (ch-xii-literary study)**

Literary study of chapter xii

**Unit4 The Practical Perspective towards the Society (On the basis of the *Srimadbhagavadgita*)**Unit5 The Ways and Means for the development of personality (On the basis of the *Srimadbhagavadgita*)**Unit 6 Āranyaka Literature (General Study)**

Description about Āranyaka Literature in a general way

**Unit-7 Taittiriya Aranyaka (Panchamahayajna)**

Description about Panchamahayajna

**Unit-8 Vrhatsamhitā (General Study)**

Description about Vrhatsamhitā

**Unit: 9 Introduction of Āyurveda**

Defines about Āyurveda

**Unit: 10 Principal Ācāryas of Āyurveda and their works**

Description about various educators of Āyurveda and their works

**Unit-11 Carakasamhitā (General Study)**

Description about Carakasamhitā

**Unit: 12 Carakasamhitā (Sūtra-sthānam)**

Description about Sūtra-sthānam of Carakasamhitā

**Unit: 13 Carakasamhitā (Division of Time, condition of nature and body in six seasons)**

Description about division of Time, condition of nature and body in six seasons

**Unit-14 Susrutasamhita (General Study)**

Description about Susrutasamhita in a general way

**Unit-15 Susrutasamhita (ch I, 25 verses)**

Textual study of Susrutasamhita from 1-25 verses

**Recommended books-**

1. Gītā with Hindi Translation, Gita Press, Gorakhpur.
2. Majumdar Subodhacandra, (1973) *Srimadbhagavadgita*, Deva Sahitya Kutira:Kolkata.

**Semester VI**

Total marks-80+20=100

**Course-13**

**Mathematics in Sanskrit, Vastuvidya, Temple Study**

**Unit:1 Mathematics in the Vedic period**

Description about Mathematics in the Vedic period

**Unit:2 Mathematics in the Classical period**

Description about Mathematics in the Classical period

**Unit: 3 Mathematics in the Post Vedic Period**

Description about Mathematics in the Post Vedic Period

**Unit: 4 Lilavati (General study)**

A general study of Lilavati, about author, content

**Unit: 5 Lilavati (ch-1, Textual study)**

Textual study of Lilavati of chapter 1

**Unit: 6 Vedic Mathematics – First 5 sūtras**

Description about Vedic Mathematics – First 5 sūtras

**Unit-7 Technical Terms in Mathematics**

Description about different Technical Terms in Mathematics

**Unit-8 Āryabhatīyam of Āryabhatta**

Description about Āryabhatīyam of Āryabhatta

**Unit: 9 Vastuvidya (General study)**

Description about Vastuvidya in general

**Unit: 10 Vastuvidyadyaya (Vrhatsamhita-ch 53)**

Textual study of Vastuvidyadyaya

**Unit: 11 Studies on Temples of Assam (Introduction)**

An Introduction to various temples of Assam

**Unit 12 Important Temples of Assam**

Description about Important Temples of Assam

**Unit-13 Important Sakta Temples of Assam and their Historical Importance**

Description about Important Sakta Temples of Assam and their Historical Importance

**Unit-14 Important Saiva Temples of Assam and their Historical Importance**

Description about Important Saiva Temples of Assam and their Historical Importance

**Unit-15 Important Vaisnava Temples of Assam and their Historical Importance**

Description about Important Vaisnava Temples of Assam and their Historical Importance

**Recommended books-**

Sarma Dr Dilip, (2005) *Lilavat*, Asam Prakasana Parisada: Guwahati

**Semester VI****Course-14****Kavya, Smṛiti, Philology and Linguistics**

Total marks 80+20=100

**Unit-1 Kumārasambhabaṁ (An introduction)**

Description about Kumārasambhabaṁ in a general way

**Unit-2 Kumārasambhabaṁ(Canto- III, 1-15 verses)**

Sanskrit Textual study of Kumārasambhabaṁ Canto III, 1-15 verses

**Unit- 3 Kumārasambhabaṁ (Canto- III, 16-30 verses)**

Sanskrit Textual study of Kumārasambhabaṁ Canto- III, 16-30 verses

**Unit- 4 Kumārasambhabaṁ (Canto- III, 31-45 verses)**

Sanskrit Textual study of Kumārasambhabaṁ Canto- III 31-45 verses

**Unit- 5 Kumārasambhabaṁ (Canto- III, 46-60 verses)**

Sanskrit Textual study of Kumārasambhabaṁ Canto- III, 46-60 verses

**Unit- 6 Kumārasambhabaṁ (Canto- III, 61-75 verses)**

Sanskrit Textual study of Kumārasambhabaṁ Canto- III, 46-60 verses

**Unit- 7 Kumārasambhabaṁ (Canto- III, 76-90verses)**

Sanskrit Textual study of Kumārasambhabaṁ Canto- III 76-90verses

**Unit- 8 Kumārasambhabaṁ (Canto- III, 91-100 verses)**

Textual study of Kumārasambhabaṁ Canto- III 91-100 verses

**Unit-9 Yājñavalkyasmṛti(General study)**

Description about Yājñavalkyasmṛti in a general way

**Unit-10 Yājñavalkyasmṛti (Vyāvahārādhyāya, concept of vyāvahāra)**

Description about Yājñavalkyasmṛti (Vyāvahārādhyāya, concept of vyāvahāra)

**Unit-11 Yājñavalkyasmṛti (Vyāvahārādhyāya, Sākṣīprakaraṇa)**

Description about Yājñavalkyasmṛti Vyāvahārādhyāya, Sākṣīprakaraṇa

**Unit-12 Yājñavalkyasmṛti (Vyāvahārādhyāya, Dāyabhāgoprakarana)**

Description about Yājñavalkyasmṛti Vyāvahārādhyāya, Dāyabhāgoprakarana

**Unit-13 Yājñavalkyasmṛti (Vyāvahārādhyāya, Ṛṇadāna)**

Description about Yājñavalkyasmṛti Vyāvahārādhyāya, Ṛṇadāna

**Unit-14 Philology (General study)**

Description about Philology in a general way

**Unit-15 Linguistics (General study)**

Description about **Linguistics** in a general way

**Recommended books**

Kale. M R, *Kumārasāmbhavam*, Canto- III,MLBD: New Delhi

1. Bora. Saikia Indira, *Kalidasa's Kumārasāmbhavam*, Canto III. Published by Tapan Kr. Bora: Guwahati.  
Kane P V, (1968) *History of Dharmasastra*, Bhandarkar oriental research institute: Puna
2. Ghosh B.K., *Linguistics Introduction to Sanskrit*, Sanskrit Pustaka Bhandar; Calcutta.  
Tarapodewala