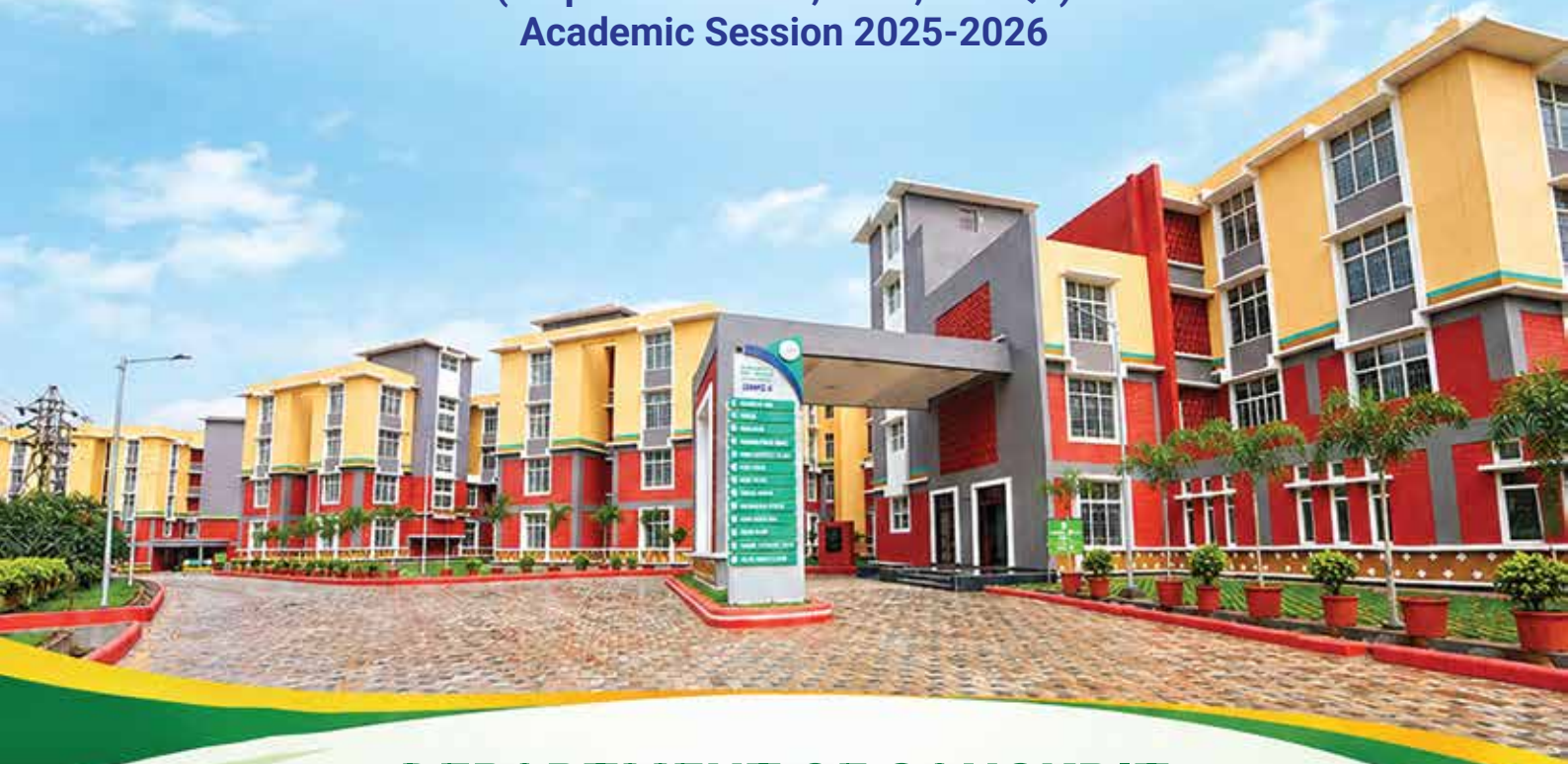
KISS

KALINGA INSTITUTE OF SOCIAL SCIENCES

CURRICULUM AND CREDIT FRAMEWORK FOR POSTGRADUATE PROGRAMME

MASTER OF ARTS IN SANSKRIT

(As per NEP-2020, NCrF, NHEQF)
Academic Session 2025-2026



DEPARTMENT OF SANSKRIT

SCHOOL OF COMPARATIVE TRIBAL LANGUAGES AND LITERATURES

KALINGA INSTITUTE OF SOCIAL SCIENCES (KISS)
DEEMED TO BE UNIVERSITY

Higher Education Campus, KISS Campus-3, Bhubaneswar, Odisha, 751024
https://university.kiss.ac.in | https://kiss.ac.in

CONTENTS

	Page No.
About the School About the Department Vision, Mission of the School Programme Overview Process of Curriculum Development Definitions of Components NCrF-Aligned Components (National Credit Framework) NCrF-Compliant Course Engagement Table MOOC Courses (SWAYAM and SWAYAM Plus) NCrF Category Wise Credit Distribution (UGC CCFUP Compatible) Eligibility for Admissions with No. of Seats Examination Pattern Grading System Programme Educational Objectives Programme Outcomes Programme Specific Outcomes **Course Structure** Semester -I Semester –II Semester- III Semester- IV Programme Learning Outcome- Sem-I Programme Learning Outcome- Sem-II Programme Learning Outcome- Sem-III	

Programme Learning Outcome- Sem-IV

SEMESTER-I

SA40001 Poetics & Dramaturgy

SA40003 Sanskrit Prose and Poetry

SA40005 Vedic Language and literature

SA40007 Grammar and Linguistics

SA40009 Dharmashastra & Arthashastra

TL40051 Key Sociolinguistics Concepts for Tribal literary and Language Studies

SEMESTER-II

SA40002 Sanskrit Drama

SA40004 Trends of Indian Philosophy

SA40032 Vedic Literature-I

CL40032 Classical Literature-I

SA40034 Vedic Literature-II

CL40034 Classical Literature-II

TL40052 Fiction on the: Issue of land, Environment and justice

SA40010 Application of Artificial Intelligence in Literary studies (Sanskrit)

SEMESTER-III

SA50001 Samskruta Sodha Pravidhi

RE50003 Research and Publication Ethics

CA50005 Computer Application and Data Analysis

SA50031 Vedic Literature-III CL50031 Classical Literature – III SA50033 Vedic Literature-IV CL50033 Classical Literature – IV TL50053 Theme Based Movies & Tribal Museum Visit **SEMESTER-IV** FD50082 Fieldwork and Dissertation	

KALINGA INSTITUTE OF SOCIAL SCIENCES (KISS)

Deemed to be University, Bhubaneswar, Odisha (India)

M.A. Sanskrit Syllabus (Academic Session: 2025-2026)

PROGRAMME DETAILS

Name of the Programme: Master of Arts in Sanskrit

School of Comparative Tribal Languages and Literatures (SCTLL)

About the School:

The School of Comparative Tribal Languages and Literatures, KISS Deemed to be University, Bhubaneswar was established on 25th August, 2017. This School is one of the seven schools under KISS DU. This has proved its relevance, importance and innovativeness since the University's inception. This School offers two-year Master Programmes of ninety credits and four-year Undergraduate Programme of 160 credits in the subjects such as Hindi, English, Odia, Sanskrit and Santali along with courses that adopt a comparative perspective on tribal languages and literatures. The school also offers Ph. D. programme in innovative areas of literary studies, with a particular focus on tribal society, aesthetics and culture with an interdisciplinary framework.

The academic programme of the School envisages preservation and revitalization of tribal literature, languages and cultures by offering a set of common innovative courses in the aforesaid Master's Programmes, namely Tribes of India: Culture, Language, Demography, Fiction on Tribes: Issue of Land, Environment and Justice, Key Socio-Linguistics Concepts for Tribal Literary and Language Studies, World Poetry of the Aboriginals, Multilingual Education in India for Tribals and Theme based Movies. The school proposes to offer a Master's programme in different tribal languages such as Ho in near future. Besides being trained in the critical interpretation of mainstream literary texts, each student of the school is exposed to research in ethnography, sociology and cultural anthropology through the learning of Research Methodology, fieldwork, and writing a dissertation. Career Orientation and Skill Development papers are also the unique additional features of the Master's Programmes. The school's chief pedagogic approach is not only to foster critical engagement between so-called non-native elite cultures and indigenous oral, literary, and aesthetic traditions, but also to promote cross-fertilization between them through translation.

About the Department:

The Programme of Sanskrit comes under the School of Comparative Tribal Languages and Literatures to offer Master of Arts course since its inception in 2017 and the course study of M.A is revised in regular intervals and made up to date. The Programme provides specialized teaching in Comparative Literature, Translation Studies, and Folk Literature & Tribal Studies. The diverse field of the M.A course adopted modern technology in A.I, editing and translation. The Masters Programme provides the students to get anthropological and sociological field work/Project work/ Dissertation & Viva exposure in the fourth semester.

The Programme of Sanskrit offers two years M.A. course and research in Sanskrit. KISS Deemed to be University is first tribal institute in India which offers interdisciplinary courses in applied areas of Social Sciences. The subject covers various aspects of Languages and Literature of Tribals in Social and Cultural Anthropology, Archaeology, and Cultural Studies. Social, religious, economic, political, ecological and environmental issues are taken into consideration to grasp insight of indigenous life, livelihood, and contemporary situation.

Vision:

Sanskrit, one of the classical languages of India, is renowned for its classical heritage, aesthetic beauty and Indian philosophical as well as linguistic ideas. It is the key to the civilizational treasures of Hinduism, Buddhism, Jainism and all other religions. The Sanskrit Programme not only aims at making the students familiar with the ancient aesthetic, social, scientific and philosophical experience of life but also encourages the students to relate the classical Sanskrit ethos to contemporary Indian modernity in all spheres. The pedagogy of this department also promotes fresh critical outlook on the classical elite culture from a non -elite, tribal perspective.

Mission:

1. The Programme seeks to transform the students into a good human being who are critically informed about the ancient and its consequences for the present.
2. The Programme aims to promote studies in prose, poetry and drama based on history, society and culture of ancient India and world.

3. The Programme wants to empower students to cope with the challenges of globalization by instilling in them a life-long passion for learning about the past.

4. We believe that knowledge about the interconnections between the global, national, regional and local languages will equip the students to face the challenges with confidence.

Programme Overview

- **Programme Title:** Master of Arts in Sanskrit
- **Programme Type:** Postgraduate
- **Programme Description:** A comprehensive four-semester postgraduate programme designed in accordance with the regulations of NEP 2020. The curriculum bridges classical Sanskrit studies with tribal perspectives, incorporating 18 Core Courses, 3 Tribal Papers, an Internship, a Research Project, and a Dissertation for a total of 88 credits. The programme uniquely integrates ancient Indian Knowledge Systems (IKS) with modern technological applications like Artificial Intelligence and Computer Data Analysis.

 Comprehensive Learning: Promotes an in-depth understanding of Sanskrit language, literature, philosophy, and Indian knowledge systems.

 Interdisciplinary Approach: Integrates Sanskrit with linguistics, history, archaeology, philosophy, environmental studies, yoga, Ayurveda.

 Relevance to Tribal Communities: Encourages documentation, preservation, and comparative study of tribal languages, oral traditions, folklore, and cultural heritage, fostering dialogue between Sanskrit and indigenous knowledge systems.

 Integration of SDGs:

- **SDG 4:** Quality Education through inclusive and lifelong learning.
- **SDG 5:** Gender Equality by promoting equal learning opportunities.
- **SDG 10:** Reduced Inequalities through inclusive education and cultural diversity.
- **SDG 11:** Sustainable Cities and Communities by preserving cultural heritage.

Process of Curriculum Development

The Department of Sanskrit has strictly adhered to the standard KISSDU curriculum development protocol. A Syllabus Committee comprising domain experts was formed to draft the initial framework. Extensive consultations were held with key stakeholders, including students, alumni, employers, and the community. The draft was subsequently reviewed and endorsed by the School faculty. External experts vetted the curriculum through the Board of Studies (BoS), leading to its final approval by the Academic Council. The entire process

ensured the seamless integration of NEP-2020, CBCS, NCrF, and NHEQF guidelines into the postgraduate structure.

Definitions of Components

- **Academic Bank of Credits (ABC):** The ABC has been envisaged by the UGC to facilitate the academic mobility of students with the freedom to study across the HEIs in the country with an appropriate 'credit transfer' mechanism.
- **Academic Year:** Two consecutive semesters constitute one academic year.
- **Choice Based:** The students select courses from the prescribed courses, which in this PG programme include Core Courses, Tribal/Interdisciplinary Papers, Skill Enhancement Courses (SEC) like Artificial Intelligence, and Research/Dissertation modules.
- **Credit:** A unit by which the course work is measured. One credit is equivalent to one hour of lecture or tutorials or two hours of practical work/field work per week in a semester.
- **Research & Dissertation:** Provided in the final semesters involving the application of knowledge in exploring, critical analysis, and solving issues related to real-life situations through rigorous fieldwork and report writing.

NCrF-Aligned Components (National Credit Framework)

1. Operational Definition of Credit (NCrF Standard)
2. "1 Credit = 30 Notional Learning Hours."
3. A standard 4-credit course = 120 Notional Learning Hours.

NCrF-Compliant Course Engagement Table

Component	Operational Definition	Hours (Example for 4-credit course)
Face-to-Face Lectures	Concept delivery, interactive instruction	45
Tutorials / Labs / Field	Hands-on practice, experimentation	30
Independent Self-Study	Pre-reading, journal review	20
Continuous Assessment	Assignments, quizzes, mid-term	12
Final Semester Exam Preparation	Revision, project completion	13
Total Notional Hours	Must equal 30 hours × credits	**120**

MOOC Courses (SWAYAM and SWAYAM Plus)

According to the UGC guidelines integrated into the new curriculum structures, Higher Education Institutions (HEIs) are permitted to allow students to take up to 40% of their total courses in a semester through the national MOOC platform, SWAYAM (or SWAYAM Plus for industry-aligned courses). Credits earned via SWAYAM are mapped directly against the appropriate NHEQF academic level and digitally stored in the student's Academic Bank of Credits (ABC).

NCrF Category Wise Credit Distribution (UGC CCFUP Compatible)

Semester	Core Courses	Tribal Papers	Skill Enhancement & Tech	Research & Ethics	Total Credits
I	5 Papers (20 Credits)	1 Paper (4 Credits)	-	-	24
II	4 Papers (16 Credits)	1 Paper (4 Credits)	1 Paper (4 Credits)	-	24
III	2 Papers (8 Credits)	1 Paper (4 Credits)	1 Paper (4 Credits)	2 Papers (6 Credits)	22
IV	-	-	-	Field Work/Dissertation (18 Credits)*	18
Grand Total					**88**

(Note: While the syllabus text lists FD50082 as 6 credits, the total programmatic declaration specifies 88 credits across the four semesters, allotting the balance to the Semester IV Research Track.)

Eligibility for Admissions with No. of Seats

As per the admission guidelines and brochure of the KISS Deemed to be University.

Examination Pattern

The medium of examination is English which will be reflected in their final grade sheet/certificate. Provided that for a language subject answers are to be in that language. Sanskrit must be written in Devnagari script and language has to be Sanskrit.

Duration of the Examinations-Mid Semester & End Semester

Duration of examination for all term End examination shall be for 2.5 hours and for all Mid Term examination for 1 hour irrespective of full marks in the course/subjects and irrespective of credit. The practical examinations shall be of 2 hours duration.

Each School shall have a designated faculty as Examination Coordinator to be decided by the Vice Chancellor in addition to the Controller of Examinations of the University.

Continuous Evaluation and Mid Semester Examination:

a) Mid semester examination will be of 1-hour duration for 20/10 marks (20 for subjects having no practical and 10 for subject with practical papers). There shall be no pass mark in Mid Semester examination.

b) The Mid-Semester Examination shall be conducted and valued by the Faculty who are teaching the corresponding paper. A student who fails to appear in a Mid-Semester Examination **will be allowed one more chance to** take the same examination before appearing the concerned term-end examination. There will be no provision to re-appear in the Mid-Semester Examination for improvement.

c) For subjects with practical there will be a Mid-Semester practical examination carrying 10 marks.

d) The University authority of the valuation zones will preserve the answer Script of the End Semester examination for 06 months from the date of publication of result for reference.

e) A student has to appear the mid semester examination positively. Absence in the mid semester examination will be considered as fail however the candidate may be allowed to appear the mid semester examination before commencement of the concerned Term-End examination under special case duly considered by the HoD (for the ***candidates who represent the University or State for Inter- University or inter-state competitions in Games and Sports or attending different recognized National level camps/any critical medical case duly certified by the designated medical officer).***

Distribution of Marks in End Semester and Continuous Evaluation

(Irrespective of credit in a course/Paper)

Course Type	Maximum Marks	Semester-End theory Mark	Continuous Evaluation Marks /Sessional	Mid Semester theory Mark	Semester-End and Practical mark	Mid Semester Practical Mark
Without Practical	100	60	20	20	----	--

Course Type	Maximum Marks	Semester-End theory Mark	Continuous Evaluation Marks /Sessional	Mid Semester theory Mark	Semester-End and Practical mark	Mid Semester Practical Mark
With Practical	100	50	10	10	20	10
Only Practical	100	------	-------	-------	60	40

Distribution of Sessional Marks:

Course Type	**Maximum Mark**	**Mid Semester**	**Attendance**	**Surprise Test/Quiz/Viva**	**Assignment/ Presentation**
Without Practical	**40**	**20**	**Above 95%-**	**10**	**05**
With Practical	**30**	(Theory 10 + Practical 10)=20	**85%-94%-4 Marks**	**05**	**Nil**
Only Practical	**40**	Practical 30	**75%-84%-3 Marks**	**5**	

Examination Question Pattern of End Term Examination:

The evaluation process may cover summative and formative aspects and assess understanding applications, articulation, program and course outcome.

Question Pattern		**With Practical**	**Without Practical**
Part-I –Objective	**Answer in MCQ/ in one word/in one sentence as directed**	**1x5=5**	**1x6=6**
Part-II- Very Short Type	**Answer within 50 words. Answer any 3 out of 5 questions (with practical) and Answer any 5 out of 7 question (without practical)**	**2x3=6**	**2x5=10**

Part-III- Short Type	**Answer within 250 words Answer any 3 out of 5 questions (with practical) and Answer any 4 out of 6 question (without practical)**	**5x3=15**	**5x4=20**
Part-IV- Long Type	**Answer within 800 words. Answer any 3 out of 5 questions**	**8x3=24**	**8x3=24**
Total		**50**	**60**
For Practical Paper		**One Major Experiment-10 Record-05 Viva voce-05**	**---------**

Examination Question Pattern of Mid Semester Examination:

Question Pattern		**With Practical**	**Without Practical**
Part-I –Objective	**Answer in MCQ/ in one word/in one sentence as directed**	**1x3=3**	**1x6=6**
Part-II- Very Short Type	**Answer within 50 words. Answer any 1out of 2 questions (with practical) and Answer any 2 out of 3 question (without practical)**	**2x1=2**	**2x2=4**
Part-III- Short Type	**Answer within 250 words Answer any 1 out of 2 questions (with practical) and Answer any 2 out of 3 question (without practical)**	**5x1=5**	**5x2=10**
Total		**10**	**20**

For Practical Paper		**One Major Experiment-5 Record-02 Viva voce-03**	---

Award of Degree:

A Degree certificate under the official seal of the university and signed by the Vice-Chancellor shall be presented at the Convocation or in absentia to each of the successful students of particular degree. The Controller of Examinations shall issue the mark/grade sheet of each semester to the candidates in the sheet of each semester to the candidates in the prescribed format.

Duration and Types of Courses and Process of Multiple Entry and Exit NHEQF-Aligned Components

"This programme is structured according to the multi-entry, multi-exit parameters defined by UGC. The progressive qualification bands map directly onto the National Higher Education Qualifications Framework (NHEQF)."

Milestone / Year Completed	Exit Award	NHEQF Level	Standard Credit Range
Year 1 (Sem I–II)	Post-Graduate Diploma	Level 6.0	48 Credits
Year 2 (Sem III–IV)	Master's degree (M.A. in Sanskrit)	Level 6.5	88 Credits

Programme Educational Objectives (PEO)

- **PEO1:** Enable students to build successful careers in academia, translation, public/private sectors, or community development.
- **PEO2:** Promote interdisciplinary and multidisciplinary learning integrating classical Sanskrit texts with indigenous knowledge systems.
- **PEO3:** Develop advanced analytical, manuscriptology, and problem-solving skills.
- **PEO4:** Prepare students for doctoral research, competitive examinations (UGC-NET), and professional certifications.
- **PEO5:** Foster lifelong learning, ethical conduct, and social responsibility within tribal and global contexts.

- **Programme Outcomes (POs)**
- **PO1. Moral and Ethical Values:** The text introduced in the syllabus are pregnant with moral and ethical values. The students will not only get degrees by reading the syllabus but also the text will inculcate in them the values of life.

- **PO2. Disciplinary Knowledge:** To cultivate the ability to look at and evaluate literary texts as a field of study and as part of the wider network of local and global culture. Understanding the history of the medieval and modern Literature in English, Hindi, Odia, Sanskrit and Santali.

- **PO3. Communication Skills:** Students will learn to create knowledge and communicate it to others both orally and in writing.

- **PO4. Critical Thinking:** To demonstrate a critical aptitude and reflexive thinking to systematically analyses the existing scholarship and expand critical questions and the knowledge base in the field of studying Sanskrit Literature texts using digital resources.

- **PO5. Problem Solving and Analytical Reasoning:** The students will learn the problem solving mechanism and equip themselves to overcome any adverse situation in life. The programme will also develop the analytical ability of the students to a greater degree.

- **PO6. Research Related Skill:** The programme will certainly enhance the skill level of the student researchers. The research methodology course will educate the students to write dissertation, research papers, articles and other research related activities.

- **PO7. Cooperation/Teamwork:** the pedagogy is such that the students will learn art of teamwork and cooperation. The literary text also teaches students the magic of team workwhich will give them dividend even after their studies.

- **PO8. Digital Literacy:** The Students through MOOCs Course are given digital literacy. Internet surfing, using power point for presentation, accessing website, collecting materials, searching source engine which are included in the curriculum make our students digitally literate.
- **PO9. Experiential and Life-long learning:** The Student will set their own learning goals, search appropriate resources, decide on which learning method to used and evaluate their progress. They will take responsibility for their education and attainment of knowledge.

- **PO10. Leadership quality:** the literary texts will help nurturing the leadership qualities and characters introduced in the texts are inspirational and they too create impact on the students and encourage them to display their leadership qualities.

- **PO11. Professional and Decision-making skill:** the course inculcates the professional values and exhibit the decision-making skills for our students. The literary texts will make students decisive and formal. It also provides scope for introspecting and thereby develop professionalism. The sensible literary pieces too provide decision making skills that help them in life.
- PO12. Environmental Awareness and Sustainability: The objective of designing the syllabus is to make students aware about environment nature and their sustainability. Study of the text in an eco-critical perspective will certainly make them understand their environment.

Programme Specific Outcomes (PSO)

- **PSO1:** Analyze and interpret ancient Sanskrit literature across diverse genres, including Poetics, Dramaturgy, and Vedic texts.
- **PSO2:** Apply socio-political and economic frameworks from classical texts like Dharmashastra and Arthashastra to contemporary governance.
- **PSO3:** Investigate the intersections between mainstream Sanskrit texts and the sociolinguistics of tribal languages and oral traditions.
- **PSO4:** Utilize modern technology, including Artificial Intelligence and SPSS data analysis, for literary research and cultural preservation.

Course Structure of the Postgraduate Programme

Course Structure (Semester-wise)

Semester I

Code	Course Title	Credit	L-T-P	Marks
SA40001	Poetics & Dramaturgy	4	3-1-0	100
SA40003	Sanskrit Prose and Poetry	4	3-1-0	100
SA40005	Vedic Language and Literature	4	3-1-0	100
SA40007	Grammar and Philology	4	3-1-0	100
SA40009	Dharmashastra & Arthashastra	4	3-1-0	100
TL40051	Tribal Paper-I: Key	4	3-1-0	100

Code	Course Title	Credit	L-T-P	Marks
	Sociolinguistic Concepts for Tribal Literary and Language Studies			

Semester II

Code	Course Title	Credit	L-T-P	Marks
SA40002	Sanskrit Drama	4	3-1-0	100
SA40004	Trends of Indian Philosophy	4	3-1-0	100
SA40032 OR / CL40032	Vedic Literature-I OR Classical Literature-I	4	3-1-0	100
SA40034 OR / CL40034	Vedic Literature-II OR Classical Literature-II	4	3-1-0	100
SA40092	Application of Artificial Intelligence in Literature Studies	4	2-1-2	100
TL40052	Tribal Paper-II: Fiction on the Issues of Land, Environment and Justice	4	3-1-0	100

Semester III

Code	Course Title	Credit	L-T-P	Marks
SA50001	Samskruta Sodha Pravidhi	4	3-1-0	100

Code	Course Title	Credit	L-T-P	Marks
RE50003	Research and Publication Ethics	2	2-0-0	100
CA50005	Computer Application and Data Analysis	3	3-0-2	100
SA50031 OR / CL50031	Vedic Literature-III OR Classical Literature-III	4	3-1-0	100
SA50033 OR / CL50033	Vedic Literature-IV OR Classical Literature-IV	4	3-1-0	100
TL50051	Tribal Paper-III: Theme based Movies and Tribal Museum Visit	4	2-0-4	100

Semester IV

Code	Course Title	Credit	Marks
FD50082	Field Work and Dissertation	20	100

SEMESTER-I

Poetics & Dramaturgy

SA40001
Credit – 04

Objective:

- To teach the systematic arrangement of composing poetry and stories.
- To inculcate the concepts of poetry and dramatic structure through improved performance.

Course Outcome:

CO1.The pupils are expected to enhance their creativities and ability to compose ornamental poetries and plays.

CO2.The students will learn regarding the composition of Drama through proper arrangement of dramatic components.

CO3. To expound the relation between 'Abhinayas' and 'Rasas'.

CO4. To interpret the nature and characteristics of the rich dramatic tradition and various type of theatre, pendal or stages in Natya-Shastra.

CO5. To explicate the theories of 'Dhvani Vichar' according to Ananda Vardhana.

CO-PO-PSO Mapping

*(Rate correlations: **1** - Weakly Mapped, **2** - Moderately Mapped, **3** - Strongly Mapped, **"_"** - No Correlation).*

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1.	3	2	3	–	2	2	–	3	2	3	–	2	3	2	3	2	2
CO2.	3	3	2	2	–	2	–	2	2	3	–	2	3	3	2	2	–
CO3.	3	3	2	2	–	3	–	3	2	2	–	2	3	3	2	3	–
CO4.	3	3	2	3	–	3	2	3	2	2	–	2	3	3	2	3	2
CO5.	3	3	2	2	–	2	–	3	2	2	–	2	3	3	3	2	–

Course Content:

Unit – I
Natyasashtra of Bharata (ch-I & VI)
Unit – II
Dhvanyaloka (Uddyota – I)
Unit – III
Kavyaprakasha (Ullasa- X)

Selected Alamkaras from Kavyaprakasha of Mammata (Vakrokti; Anuprāsa, Yamaka, Śleṣa, Upamā, Rūpaka, Utprekṣā, Samāsokti, Apahnuti, Nidarśanā, Arthāntaranyāsa, Dṛṣṭānta, Vibhāvanā, Viśeṣokti, Svabhāvokti, Virodhābhāsa, Saṅkara, Sansṛṣṭi)

Unit – IV

Sahityadarpana (Ch –I, II&IV)

1. Ch. I- Definition of Kavya, Refutation of other definititions of Kavya.
2. Ch. II- Sabdasakti- Sanketagraha, Abidha, Laksana, Vyanjana.
3. Ch.III- Kavyabheda- Sravyakavya (Prose, Poerty and Mix)

Recommended Textbooks:

1. Natyasastra of Bharat Muni (Eng.Tr) By N.P Unni, 1998
2. Dhvanyaloka of Anandavardhana, K. Krishnamurty, MotilalBanarsidass, Delhi,1982
3. Dhvanyaloka of Anandavardhana, Acharya Jagannatha Pathak, Choukhamba Vidyabhavan, Varanasi
4. Sahityadarpana of Visvanatha with Laksmi Sanskrit Com., Chowkhamba Publication
5. Sahityadarpana of Visvanatha by ShasrajShrma Chowkhamba Krushndas Academy
6. Kavyaprakasha of Mammata, Parsvanath Dwivedi, Vinod Pustak Mandir, Agra, U.P.

SDG Mapping

SDG	Justification
SDG 4 – Quality Education	The course develops literary competence, creativity, critical thinking, and knowledge of Sanskrit poetics and dramaturgy.
SDG 5 – Gender Equality	Sanskrit dramas and literary texts provide scope to discuss the representation and role of women and gender perspectives.
SDG 8 – Decent Work & Economic Growth	Knowledge of theatre, dramaturgy, and literary criticism supports careers in teaching, performing arts, research, translation, and cultural industries.
SDG 10 – Reduced Inequalities	The study of *Rasa*, *Abhinaya*, and literary ethics promotes empathy, inclusiveness, and respect for diverse human experiences.
SDG 11 – Sustainable Cities & Communities	Preserves and promotes India's intangible cultural heritage through the study of *Natya Shastra*, classical theatre, and Sanskrit literature.
SDG 16 – Peace, Justice & Strong Institutions	Dramatic literature emphasizes moral values, justice, harmony, ethical conduct, and social responsibility.
SDG 17 – Partnerships for the Goals	Theatre performances, group discussions, and collaborative learning encourage teamwork and academic partnerships.

Sanskrit Prose and Poetry

SA40003

Credit – 04

Objective:

- This paper seeks to acquire to explore the human behavior of the social order and to succeed towards 'Paranmapurusartha' (Dharma, Artha, Kama, Moksha)

Course Outcome:

CO1.The students are expected to communicate with others about a huge range of ideas and concerns.

CO2.To develop language skills, art and culture, and creativities also.

CO3. Students are expected to internalize and able to visualize the essence of Sanskrit Prose literature.

CO4. To attain awareness regarding origin and development of Poetry in Sanskrit.

CO5. Students will critically analysis the poetic beauties as well as the environmental awareness present in Sanskrit literatures.

CO–PO–PSO Mapping

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1.	3	2	2	–	–	2	–	2	3	3	–	2	3	2	2	2	–
CO2.	3	2	3	–	–	3	–	3	2	3	–	2	3	3	3	2	2
CO3.	3	3	2	2	–	2	–	3	2	2	–	2	3	3	2	2	–
CO4.	3	3	2	2	–	3	–	3	2	2	–	2	3	3	2	3	–
CO5.	3	3	3	2	–	3	3	3	2	2	–	2	3	3	3	3	2

Course Content:

Unit – I
Raghuvamsam (Canto-I)
Unit – II
Harsacharitam (Ucchvasa-V)
Unit – III
Naisadhiyacharitam (Canto – I)
Unit – IV
Dasakumaracharitam (Uchhvasa-VIII)

Recommended Textbooks:

1)Harshacharita by Banabhatta (in Hindi) Ashik Kaushik, Diamonda Pocket Books, Delhi
2) Raghuvamsam of Kalidasa (Ed) Dharadatt Mishra, MLBD,

3. Naisadhiyacharitam, Dr. Ramaprabha Ojha, Choukhamaba Krishnadas Academy, Varanasi.
4.Naisadhiyacharitam, Acharya Shesaraj Sharma, Choukhamba Surabharati
5.Dasakumaracharitam, Shesaraj Sharma Regmi and Shivaprasad Sharma, Choukhamba Krushnadas Academy, Varanasi,2014.

SDG Mapping

SDG	Justification
SDG 4 – Quality Education	Enhances proficiency in Sanskrit language, literary appreciation, critical thinking, creativity, and communication skills.
SDG 5 – Gender Equality	Sanskrit prose and poetry include discussions of women, family, and social values, encouraging gender awareness and inclusive perspectives.
SDG 8 – Decent Work & Economic Growth	Develops skills useful for careers in teaching, research, translation, publishing, cultural studies, and heritage management.
SDG 10 – Reduced Inequalities	Promotes respect for diverse cultures, ethical values, and inclusive human perspectives reflected in Sanskrit literature.
SDG 11 – Sustainable Cities & Communities	Preserves and promotes India's literary and cultural heritage through the study of classical Sanskrit prose and poetry.
SDG 13 – Climate Action	Many Sanskrit literary works describe nature and environmental harmony, fostering awareness of ecological conservation.
SDG 16 – Peace, Justice & Strong Institutions	Sanskrit literature emphasizes truth, justice, compassion, moral conduct, and peaceful coexistence.
SDG 17 – Partnerships for the Goals	Encourages collaborative learning, literary discussions, seminars, and cultural activities.

Vedic Language and Literature

SA40005
Credit – 04

Objective:

- This paper seeks to familiarizing the students with Vedic language and literature. The Vedic religious texts which lead to guide human life decisions, influence on social behavior and proper sense of direction.

Course Outcome:

CO1. To recalling information on ancient culture and its impact on modern society.

CO2. To interpreting the concepts of Vedic chants within the students.

CO3. To attain specific knowledge in Vedic Texts, Upanishads so as to understand the text in deep level. To enable the students, improve their knowledge on nature as "Pancha Mahabhutas".

CO4. Implementing the values of Vedic literature and establish themselves as a noble person in the modern civilization and employ themselves in various places.

CO5. The students are expected to choose the right path in their day-to-day life.

CO–PO–PSO Mapping

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1..	3	3	2	2	–	3	2	3	2	2	–	2	3	3	2	3	2
CO2.	3	3	2	2	–	3	–	3	2	2	–	2	3	3	3	2	–
CO3..	3	3	3	2	–	3	3	3	2	2	–	2	3	3	3	3	2
CO4..	3	2	3	2	–	3	3	3	3	3	2	3	3	2	3	3	3
CO5..	3	2	2	–	–	3	2	3	3	2	–	3	3	2	2	3	2

Course Content:

Unit– I Rig Veda-

Agni (1.1) Usas (3.61); Indra (2.12); Vak (10.125); Nasadiya (10.129); Akshya (10.34); Jnana (10.71); Hiranya- Garbha (10.121)

Unit–II Dialogue Hymns (Rig Veda)

(Pururava-Urvasi, Yama-Yami, Sarama-Pani, Visvamitra-Nadi)

Unit – III.Samhita Literature and Aranyaka Literature

Samhita - Rigveda, Yajurveda, Samaveda and Atharvaveda

Aranyaka - Rigveda, Yajurveda, Samaveda

Unit – IV

a. **Nirukta** (Adhyaya-1)

i. Four-fold division of Padas - Concept of Nama, Concept of Akhyata, Meaning of Upasargas, Categoriesof Nipatas.

ii. Purposes of the study of Nirukta.

Recommended Textbooks:

1. *Naveenavaidika-Sanchayana*, (Part I&II) by Yamuna Pathak, &Umesh Prasad Singha, Pub. Choukhamba Krushnadas Academy, Varanasi
2. *The New Vedic Selection,* Telang and Chaubay, BharatiyaVidyaPrakasan, Varanasi, Part – I and Part – II, 1973
3. *Rksukta – Vaijayanti*– H.D. Valenkar, VaidikaSamshodhana Mandala, Pune, 1965
4. *Rksuktashati* – H.D. Velankar, Bharatiya Vidya Bhavan, Mumbai, 1972
5. *Atharvaveda* with Sayana's comm. – (4 vols.) published from V.V.R.I , Hoshiarpur, Punjab
6. *Vaidika-vanmayasyetihasah* (in Sans), Acharya Jagadish Mishra, ChaukhambaSurabharatiPrakashan, Varanasi
7. Niruktam, Yamuna Pathak, Choukhamba Samskruta Series, Varanasi
8. Vaidika Sahitya our Samskruti, Valadev Upadhya, Sharada Samstan.

SDG Mapping

SDG	Justification
SDG 4 – Quality Education	Develops knowledge of the Vedas, Upanishads, Vedic language, philosophy, and critical interpretation, strengthening lifelong learning.
SDG 5 – Gender Equality	Introduces learners to Vedic perspectives on women scholars (e.g., Gargi and Maitreyi) and promotes inclusive understanding of social roles.
SDG 8 – Decent Work & Economic Growth	Enhances competencies for careers in teaching, research, translation, cultural heritage, and Indological studies.
SDG 10 – Reduced Inequalities	Encourages respect for cultural diversity, ethical values, and inclusive human development through Vedic teachings.
SDG 11 – Sustainable Cities & Communities	Preserves and promotes India's intangible cultural heritage by studying Vedic language, literature, and traditions.
SDG 13 – Climate Action	Vedic literature emphasizes harmony with nature, reverence for the *Pancha Mahabhutas* (five great elements), and environmental stewardship.
SDG 16 – Peace, Justice & Strong Institutions	Promotes truth (*Satya*), righteousness (*Dharma*), peace, ethical conduct, and social harmony as central Vedic values.
SDG 17 – Partnerships for the Goals	Encourages collaborative learning, recitation, seminars, and interdisciplinary engagement in Vedic studies.

Grammar and Linguistics

SA40007

Credit – 04

Objective:

- This paper seeks to acquire wide vocabularies and knowledge of multi linguistic conventions, reading, writing and speaking easily.

Course Outcome:

CO1.The pupils are expected to read, write, and speak un-mistakenly.

CO2.The students will competent to use errorless sentences.

CO3. The students will make compound and juxtapose of the sentences.

CO4. The students will construct syntax case and verbs.

CO5. Analyzing the Grammatical formulas and enhance the knowledge regarding advanced and scientific method of Paninian Grammar in Sanskrit.

CO–PO–PSO Mapping

COs	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PO 12**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**	**PSO 5**
CO1.	3	2	2	–	–	2	–	2	3	3	–	2	3	2	2	2	–
CO2..	3	3	2	2	–	2	–	2	2	3	–	2	3	3	2	2	–
CO3..	3	3	3	2	–	2	–	2	2	3	–	2	3	3	3	2	–
CO4.	3	3	3	2	–	2	–	2	2	3	–	2	3	3	3	2	–
CO5..	3	3	3	3	–	3	–	3	2	2	–	2	3	3	3	3	2

Course Content:

Unit – I – Sandhi (According to LaghuSiddhantakaumudi)

i. Ac Sandhi

ii. Hal Sandhi

iii.Visarga Sandhi

Unit – II - Samasa

i. Avyayibhava, Tatpurusa, Bahuvrihi, Dvandva

(**According to Laghu Siddhantakaumudi**)

Unit – III- Mahabhashya (Paspasahnika)

Definition of Sabda, Relation between Sabda and Artha, Purposes of the study of Grammar, Definition of Vyakarana, Result of the proper use of word, Method of Grammr.

Unit – IV -

i.Definion of Language, Geneological and Morphological classification of Language, Speech mechanism and classification of Sounds: Stops, Fricatives, Semi- vowels and Vowels (with special reference to Sanskrit sounds)

ii.Phonetic Laws (Grimm, Grassmann and Verner)

iii. Directions of Semantic change and reasons of change.

iv. Definition of Vakya and its types.

v. General introduction of Indo- Europin family of languages.

vi. Difference between Vedic Sanskrit and Classical Sanskrit.

vii. Difference between Bhasa and Vak.

viii. Difference between Language and Dialect.

Recommended Textbooks:

1) LaghuSiddhantakaumudi, Govinda Prasad Sharma, Choukhamba Surabharati Prakasan, Varanasi.
2. Laghusiddhantakaumudi, Ramavilas Choudhury, MLBD, Varanasi.arudev Shastry
3. Vyakarana Mahavasya, Charudev Shastry, MLBD, Delhi, 2012.
4. Bhasavijnana, Bholanath Tiwary, Hindi Book Centre, New Delhi, 4/5 B, Asafali Road,2021.
5. Bhasavijnana Ebam Bhasashastra, Kapiladev Dwivedy, Viswavidyalaya Prakashan, Varanasi, 2019.
6. Samskruta Bhasavijnanam, Chakraborty ShreeRamadhina Chaturvedi, Chaukhambha Vidya Bhawan, Varanasi, 2011.

SDG Mapping

SDG	Justification
SDG 4 – Quality Education	Strengthens language proficiency, grammar, linguistic analysis, communication skills, and critical thinking.
SDG 5 – Gender Equality	Promotes inclusive language learning and equal educational opportunities for all learners.
SDG 8 – Decent Work & Economic Growth	Builds skills for careers in teaching, translation, editing, publishing, linguistics, and research.
SDG 9 – Industry, Innovation & Infrastructure	Paninian grammar provides a scientific framework that supports computational linguistics, natural language processing (NLP), artificial intelligence, and language technology.
SDG 10 – Reduced Inequalities	Improves communication and access to linguistic knowledge across diverse communities and backgrounds.
SDG 11 – Sustainable Cities & Communities	Helps preserve Sanskrit and linguistic heritage through systematic study of grammar and language.
SDG 16 – Peace, Justice & Strong Institutions	Encourages accurate communication, logical reasoning, ethical scholarship, and mutual understanding.
SDG 17 – Partnerships for the Goals	Supports interdisciplinary collaboration among linguistics, Sanskrit studies, computer science, and education.

Dharmashastra and Arthashastra

SA40009
Credit – 04
Objective:

- To inject the cultural values, social dealing, economical balance, and political scenario of ancient India.

Course Outcome:
CO1. The Students are expected to be enriched with social, economic, political, and moral activities in their life style.
CO2. To maintain physical and mental healthy life.

CO3. The students will understand the fundamental concepts, principles, and socio-cultural values discussed in *Dharmashastra* and *Arthashastra* and their relevance in ancient Indian society.

CO4. The students will analyze the concepts of law, ethics, governance, economics, administration, and political thought reflected in *Dharmashastra* and *Arthashastra* literature.

CO5. The students will develop the ability to apply the moral, administrative, and social principles of *Dharmashastra* and *Arthashastra* in understanding contemporary issues and human values.

CO–PO–PSO Mapping

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1.	3	2	2	2	–	3	3	3	3	2	–	3	3	2	2	3	2
CO2.	2	2	2	–	–	3	3	3	2	2	–	3	2	2	2	3	2
CO3.	3	3	2	2	–	3	2	3	2	2	–	2	3	3	2	3	2
CO4..	3	3	3	3	–	3	2	3	2	2	–	2	3	3	3	3	2
CO5.	3	3	3	2	–	3	3	3	3	3	2	3	3	3	3	3	3

Course Content:

Unit – I
Manusmrti (Ch-I)
i.Srusti-Arambha
ii.Varnavichara
Unit – II
i.Yajnavalkyasmrti (Ch-II)

Vyavaharadhyaya

Unit – III

i.KautilyaArthasastra (Ch-I)

Vinayadhikarana

Unit – IV

i.History of Dharmasastra

ii.History of Arthasastra

Recommended Textbooks:

1.Manusruti by Pandit Rameshvar Bhatta, Choukhamba Samkruta Pratistan, Delhi.

2.Manusrutiby Braja Kishore Swain, Sadgrantha Niketean, Puri.

3.Yājñavalkyasmruti by M.N Dutta, Parimal Publication

4.Yājñavalkyasmruti (Vyavahara-Ahyaya) by Kishor Chandra Mahapatra

5. Manu's Code of Law: AcricalAdition and Trandlation of the MAnavaDharma Shastra, Ed. Ollivele, Patrick, Oxford University Press

6.Koutalya-arthashastra, R.P. Kangle (Vol.1-3) MLBD

7. Arthasastra of Kautilya'ShyamleshTwivari, Choukhamba Surabharati Prakashan, Delhi

SDG Mapping

SDG	Justification
SDG 3 – Good Health & Well-being	The texts discuss ethical living, discipline, social duties, and balanced lifestyles that contribute to physical and mental well-being.
SDG 4 – Quality Education	Develops knowledge of ancient Indian social systems, law, ethics, governance, economics, and philosophical thought.
SDG 5 – Gender Equality	Provides scope to understand the roles, rights, and social position of women in ancient Indian society and legal traditions.
SDG 8 – Decent Work & Economic Growth	*Arthashastra* provides insights into economics, administration, resource management, employment, trade, and governance.
SDG 10 – Reduced Inequalities	Encourages understanding of social responsibilities, justice, welfare, and ethical relationships within society.
SDG 11 – Sustainable Cities & Communities	Discusses principles of social organization, administration, public welfare, and community management.
SDG 16 – Peace, Justice & Strong Institutions	Strongly relates to law, justice, ethics, governance, administration, and responsible leadership.
SDG 17 – Partnerships for	Promotes collaborative learning, interdisciplinary research, and

SDG	Justification
the Goals	cultural knowledge exchange.

Key Sociolinguistics Concepts for Tribal Literary and Language Studies

TL40051

Credit – 04

Course Objective- This Course offers basic analytic concepts of Socio-Linguistics.

Course Outcome:

CO1. This course enables the students to have analytic knowledge of the socio-linguistic dimensions of the oral languages and communicative practices of the tribes as reflected in the literary texts.

CO2. This will result in the students developing a nuanced understanding of the tribal culture and their social reality.

CO3. The students are expected to learn multilingualism,in India which will also enable them to know the sociolinguistic structure of India.

CO4. The students are expected to know the tribal development of India from pre-independence to present day.

CO5. The students will develop a sense of responsibility to protect the endangered tribal languages. They will learn the ethnography of communication and gradual change of linguistic dynamics

CO–PO–PSO Mapping

COs \ POs/ PSOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	2	2	2	–	2	–	3	–	2	3	3	2	2	2
CO2	3	2	2	2	–	3	–	3	–	2	–	2	3	2	2	3	1
CO3	3	3	3	2	2	2	–	2	–	3	–	3	3	3	2	2	2

CO4	**3**	**3**	**2**	**3**	**–**	**3**	**1**	**2**	**–**	**2**	**–**	**2**	**3**	**3**	**3**	**3**	**–**
CO5	**3**	**3**	**2**	**3**	**2**	**3**	**3**	**3**	**1**	**3**	**–**	**3**	**3**	**3**	**3**	**3**	**2**

Course Content:

Unit- I

Fundamentals of Sociolinguistics

- Language, Dialect and Variety
- Theory of Communicative Competence and Performance
- Stereotypes, Style, Register, Code, Code-mixing and code-switching and Diglossia, Pidgin and Creole
- Sociolinguistics and the Sociology of Language

Unit- II

Study of Language

- Approaches to the study of language: Prescriptive and Descriptive Approaches; Synchronic and Diachronic Approaches; Syntagmatic and Paradigmatic relations; Substance and Form
- Language Relativity Theory - The Sapir-Whorf Hypothesis
- Speech Community and Language Boundaries
- Language Variations

Recommended Textbooks:

1. Hymes, Dell. 1980. *Foundations in Sociolinguistics; An Ethnographic Approach*. New Jersey: University of Pennsylvania Inc.

2. Trudgill, Peter. 2001. *Sociolinguistics: An Introduction to Language and Society*. Harmondsworth: Penguin.

3. Hudson, R.W. *Sociolinguistics*. Cambridge University Press, Second Edn, 1992

SDG Mapping

SDG	**Justification**
SDG 4 – Quality Education	**Develops understanding of sociolinguistics, tribal languages, oral traditions, literary expressions, and linguistic diversity through academic study.**

SDG 5 – Gender Equality	**Encourages study of gender roles, voices, and representation within tribal oral traditions, literature, and communication practices.**
SDG 10 – Reduced Inequalities	**Promotes respect for tribal communities, linguistic rights, cultural diversity, and inclusion of marginalized language groups.**
SDG 11 – Sustainable Cities & Communities	**Supports preservation of tribal languages, oral heritage, traditional knowledge systems, and indigenous cultural identity.**
SDG 13 – Climate Action	**Tribal languages and literatures often preserve ecological knowledge, traditional environmental practices, and relationships with nature.**
SDG 16 – Peace, Justice & Strong Institutions	**Encourages recognition of linguistic rights, social justice, cultural identity, and equitable participation of tribal communities.**
SDG 17 – Partnerships for the Goals	**Promotes interdisciplinary collaboration among linguists, researchers, educators, and tribal communities for language documentation and preservation.**

SEMESTER-II

Sanskrit Drama

Major –SA40002
Credit – 04
Objective:

To ambiences quick relishment among all categories of people.

Course Outcome:

CO1. The students will understand the origin, development, and distinctive features of Sanskrit drama and its contribution to Indian literary and cultural traditions.

CO2. The students will analyze the structure, dramatic elements, characters, themes, and aesthetic principles (*Rasa* and *Bhava*) of Sanskrit plays.

CO3. The students will develop the ability to interpret Sanskrit dramas with reference to social, ethical, cultural, and philosophical values reflected in the texts.

CO4. The students will gain knowledge of major Sanskrit dramatists, important dramatic works, and the principles of dramaturgy described in classical texts like *Nāṭyaśāstra*.

CO5. The students will enhance their skills in critical appreciation, communication, and performance-oriented understanding of Sanskrit dramatic literature.

CO–PO–PSO Mapping

(COs)	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1.	3	3	2	2	–	3	2	3	2	2	–	2	3	3	2	3	2
CO2.	3	3	3	3	–	2	–	3	2	2	–	2	3	3	3	3	2
CO3.	3	3	3	2	–	3	3	3	2	2	–	2	3	3	3	3	2
CO4.	3	3	2	3	–	3	2	3	2	2	–	2	3	3	2	3	2
CO5.	3	3	3	2	–	3	2	3	3	3	–	3	3	3	3	3	3

Course Content:

Unit – I
Uttara – rama–charitam
i.Act, 1-4
ii.Act 5-7
Unit – II
Mudra-rakshyasa
i.Act, 1-4
ii.Act 5-7
Unit – III
Veni–Samharam
i.Act, 1-3
ii.Act 4-6
Ratnavali
i.Act-1-4
Unit – IV
Mruchhakatikam
i.Act 1to 5th
ii.Act 6 to 10th

Recommended Textbooks:
1)Uttara-rama-charitam of Bhavabhuti (Ed.) by P.V. Kane, MLBD, New Delhi.
2)Uttara-rama- charatam of Bhavabhuti (Ed) by M.R. Kale, MLBD, New Delhi.
3)Venisangharam by Sivaraj Sastri, Sahitya bhandar Subhas Bazar, Meeruth.
4)Ratnavali (Ed.) Global Vision Publishing House, 19A/E G.T.V. Enclave, Delhi, 2004.
5)Ratnavali (Ed.) M.R. Kale, Motilal Banarasidass, New Delhi,1996.

6.Mudrarakhyasa, Rakesh Shastri, Choukhamba Orientalia, Delhi.
7.Mruchakatika, Jagdish Chandra Mishra, Choukhamba Surabharati Prakasan, Varanasi.

SDG Mapping

SDG	Justification
SDG 4 – Quality Education	Develops knowledge of Sanskrit dramatic literature, history, dramaturgy, aesthetic concepts like **Rasa and Bhava**, literary criticism, and classical Indian knowledge systems through academic study.
SDG 5 – Gender Equality	Encourages critical study of the portrayal of women, gender identities, social roles, and relationships reflected in Sanskrit dramatic works.
SDG 10 – Reduced Inequalities	Promotes appreciation of cultural diversity, inclusive literary traditions, and understanding of different social groups represented in Sanskrit plays.
SDG 11 – Sustainable Cities & Communities	Supports preservation and promotion of Sanskrit theatre, classical performing arts, traditional knowledge, and India's intangible cultural heritage.
SDG 13 – Climate Action	Creates awareness of ecological values, human–nature relationships, and traditional environmental perspectives reflected in Sanskrit literary works.
SDG 16 – Peace, Justice & Strong Institutions	Develops ethical awareness, moral values, social harmony, and philosophical understanding through themes of **Dharma, justice, duty, and righteousness** in Sanskrit dramas.
SDG 17 – Partnerships for the Goals	Encourages collaboration among literature scholars, performers, cultural organizations, and researchers for preservation, interpretation, and promotion of Sanskrit dramatic traditions.

Trends of Indian Philosophy

SA40004
Credit – 04
Objectives:

1. To introduce students to the origin, development, and fundamental concepts of Āstika (orthodox) schools of Indian philosophy, with special emphasis on Sāṃkhya, Yoga, Nyāya, and Vaiśeṣika systems.

2. To provide an understanding of the major philosophical concepts of Sāṃkhya and Yoga Darśana, including Satkāryavāda, Puruṣa, Prakṛti, Sṛṣṭikrama, Citta, Cittavṛtti, Īśvara, Aṣṭāṅga Yoga, Samādhi, and Kaivalya.
3. To develop knowledge of the epistemological and logical theories of Nyāya–Vaiśeṣika philosophy, including Padārtha, Kāraṇa, Pramāṇa, Prameya, Pratyakṣa, Anumāna, Upamāna, and Śabda.

Course Outcome:

CO1: The students will understand the fundamental concepts, classifications, and historical development of Āstika and Nāstika schools of Indian philosophy, including their major doctrines and contributions to Indian intellectual traditions.
CO2: The students will analyze the philosophical principles of Sāṃkhya and Yoga Darśana, including concepts such as Satkāryavāda, Puruṣa, Prakṛti, Citta, Cittavṛtti, Aṣṭāṅga Yoga, Samādhi, and Kaivalya.
CO3: The students will develop an understanding of the epistemological and metaphysical concepts of Nyāya–Vaiśeṣika philosophy, including Padārtha, Pramāṇa, Prameya, Anumāna, and theories of knowledge.
CO4: The students will gain knowledge of the fundamental doctrines of Vedānta and Mīmāṃsā, including Anubandha Catuṣṭaya, Avidyā, Adhyāropa–Apavāda, Vivarta, Jīvanmukti, and Brahman philosophy.
CO5: The students will compare and critically appreciate the philosophical approaches of Nāstika traditions such as Buddhism and Jainism, understanding their ethical, epistemological, and spiritual contributions to Indian philosophy.

CO–PO–PSO Mapping

(COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1.	3	3	2	2	–	3	2	3	2	2	–	3	3	3	2	3	2
CO2	3	3	3	3	–	3	2	3	2	2	–	3	3	3	3	3	2
CO3.	3	3	3	3	–	3	–	3	2	2	–	2	3	3	3	2	2
CO4.	3	3	3	2	–	3	2	3	2	2	–	3	3	3	3	3	2
CO5.	3	3	3	3	–	3	3	3	3	2	–	3	3	3	3	3	3

Course Content:

Unit-I Samkhya and Yoga

(i) Samkshyakarika – (Satkaryavada, Purusa Svarupa, Prakruti Svarupa, Srustikrama, Pratyayasarga, Kaivalya)
(ii) Patanjala Yogadarshana (Vyasabhasya) - (Chittabhumi, Chittavrttis, Iswarasya Svarupam, Astangayoga, Samadhi, Kaivalya)

Unit-II Nyaya-Vaisesika

(i) Tarkasamgraha & Tarkabhasa – Padartha, Karana, Pramana- (Pratyaksa, Anumana, Upamana, Sabda), Pramanyavada, Prameya.

(ii) Arthasamgraha

(iii) Nyayasiddhantamuktavali (Anumana Khanda)

Unit-III Vedanta and Mimamsa

(i) Vedantasara- Anuvandha chatustaya, Ajnana, Adhyaropa- Apavada, Lingasarirotpatti, Panchikarana, Vivarta, Jivanmukti.

(ii) Bramhasutra (Sankravasya)-1.1

Unit-IV Nastikas:

(i) Buddhism and Jainism

Recommended Textbooks:

1. History if Indian Philosophy, S.N. Dasgupta, MLBD, New Delhi.
2. Indian Philosophy, S. Radhakrishnan, George Allen and Unruin Ltd. New York.
3. A critical Survey of Indian Philosophy, C.D. Sharma, MLBD, New Delhi.
4. Outline of Indian Philosophy, M. Hirayama, MLBD, New Delhi.
5. Bharatiya Darshana (Odia), Gouranga Charan Nayak, The Odisha State Bureau of Text Book Preparation and Production, Bhubaneswar.
6. Sarvadarshana Samgraha, Umashankar Rishi Sharma, Chaukhamba Vidya Bhawan, Varanasi, 2014.

SDG Mapping

SDG	Justification
SDG 4 – Quality Education	Develops knowledge of Indian philosophical traditions, schools of thought, epistemology, ethics, metaphysics, and spiritual concepts through critical and academic study.
SDG 5 – Gender Equality	Encourages reflection on social values, human dignity, and ethical perspectives within Indian philosophical traditions, supporting awareness of equality and respect for all individuals.
SDG 10 – Reduced Inequalities	Promotes understanding of diverse philosophical systems (Āstika and Nāstika traditions) and encourages respect for pluralistic ideas, cultural diversity, and inclusive thinking.
SDG 11 – Sustainable Cities & Communities	Supports preservation and appreciation of India's intellectual heritage, philosophical traditions, classical texts, and cultural knowledge systems.
SDG 12 – Responsible Consumption and Production	Encourages awareness of self-discipline, moderation, harmony with nature, and responsible living through concepts such as **Dharma, Yoga, and ethical conduct**.
SDG 16 – Peace, Justice & Strong Institutions	Develops ethical reasoning, moral values, compassion, non-violence (**Ahimsa**), justice, and social harmony through Indian philosophical teachings.
SDG 17 – Partnerships for the Goals	Encourages interdisciplinary learning and collaboration among philosophy, culture, education, and research fields for preservation and dissemination of Indian knowledge traditions.

Vedic Literature - I

SA40032
Credit – 04
Objective:

- The Vedic religious texts which lead to guide human life decisions, influence on social behavior and proper sense of direction.

Course Outcome:

CO1. Students are expected to understand about the nature of Ruk-pratisakshya.
CO2. Students will be able to learn and to protect the rich traditions of Veda and Grammatical aspects of Veda through the study.
CO3. The students are expected to choose the right path in their day-to-day life which can established themselves as a noble person in the modern civilization.
CO4. To achieve knowledge on ancient culture and its impact on modern society.
CO5. Gain the knowledge of various Vedic terminologies

CO–PO–PSO Mapping

(COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1.	3	3	2	2	–	2	–	3	2	2	–	2	3	3	2	3	2
CO2.	3	3	3	2	–	3	2	3	2	2	–	3	3	3	3	3	2
CO3.	3	2	2	–	–	3	3	3	3	3	–	3	3	2	2	3	3
CO4.	3	3	2	2	–	3	3	3	2	2	–	3	3	3	2	3	2
CO5.	3	3	3	2	–	2	–	3	2	2	–	2	3	3	3	2	2

Course contents:

Unit.I - Hymns from Shukla Yajurveda:

Shivasankalpa, Ch.34(1-6); Prajapati, Ch.23(1-5)

Unit.II - Hymns from Atharva Veda: -

Rastrabhivardhanam (1.29), Prithvi (12.1), Kala (10.53)

Unit.III - Nirukta – Ch.2 – Principles of Etimology

Etimology of the following words

(Acharya, Vira, Hrada, Gou, Samudra, Vrutra, Aditya, Usas, Megha, Vak, Udaka, Nadi, Asva, Agni, Jatavedas, vaisvanara, Nighantu)

Unit.IV - Rk-pratisakhya- Patala- I (Sajna-Paribhasa) Samanakshyara, Sandhyakshyara, Aghosa, Svasma, Svarabhakti, Yama, Rakta, Sanyoga, Pragruhya, Riphita.

Recommended Textbooks:

1. Rkpratishakhya with Uvata's com. (Ed.) V.K. Verma, Sampurnananda Sanskrit University, Varanasi
2. RkpratishakhyaPatalas I-IV (Ed.), Braja Bihari Chaubey, Bharatiya Vidya Prakashan, New Delhi
3. The Nighantu and Nirukta with text & Eng. Tr. By Laxman Svarup, MotilalBanarasidass, Delhi, 1967.
4. The Nighantu and Nirukta with the Commentary of Durgacarya, Ed. by Mukunda Jha Bakshi, Panini, New Delhi.
5. Niruktam- Pancadhyayi, MeherchandLacchmandas Publication, New Delhi- 110002
6. Vaidika Sahitya aur Samskrti, BaladevUpadhyay, SharadaSamsthan, 37 B. Rabindrapuri, Durgakunda, Varanasi.
7. Vaidika-vanmayasyetihasah (in Sans), Acharya Jagadish Mishra, Chaukhamba SurabharatiPrakashan, Varanasi.
8. Sayana's Introduction to the Rg Veda (Eng, Trans.) P. Peterson.
9. New Vedic Selection (vol. 1&2), Braja Bihari Chaubey, Bharatiya Vidya Prakashan, New Delhi.

SDG Mapping

SDG	Justification
SDG 4 – Quality Education	Develops knowledge of Vedic literature, Vedic language, phonetics, grammar, rituals, philosophy, and ancient Indian knowledge systems through academic study.
SDG 5 – Gender Equality	Encourages understanding of the roles, contributions, and representations of women in Vedic texts and promotes awareness of equality and dignity.
SDG 10 – Reduced Inequalities	Promotes appreciation of diverse cultural, intellectual, and spiritual traditions and encourages inclusive understanding of India's literary heritage.
SDG 11 – Sustainable Cities & Communities	Supports preservation and promotion of Vedic heritage, oral traditions, Sanskrit knowledge systems, and India's intangible cultural heritage.
SDG 12 – Responsible Consumption and Production	Highlights Vedic ideas of moderation, harmony with nature, sustainable living, and responsible use of resources.
SDG 13 – Climate Action	Encourages awareness of environmental values, ecological balance, and reverence for nature reflected in Vedic hymns and traditions.
SDG 16 – Peace, Justice & Strong Institutions	Develops ethical awareness, moral values, social harmony, and principles of truth, righteousness (**Ṛta/Dharma**), and peaceful coexistence found in Vedic literature.
SDG 17 – Partnerships for the Goals	Encourages interdisciplinary research and collaboration in the preservation, interpretation, and dissemination of Vedic knowledge traditions.

Classical Literature –I

CL40032
Credit – 04
Objectives:

- To teach the systematic arrangement of composing poetry and stories.
- This paper seeks to acquire to explore the human behavior of the social order and to succeed towards 'Paramapurusartha' (Dharma, Artha, Kama, Moksha)
- This paper seeks to familiarize the students with the Sanskrit prose and poetry.

Course Outcome:

CO1. The pupils are expected to enhance their creativity and ability to compose ornamental poetries.
CO2. To develop language skills, art and culture, and creativities also.
CO3. Students are expected to internalize and able to visualize the essence of Sanskrit Prose literature.
CO4. To attain awareness regarding origin and development of Poetry in Sanskrit.
CO5. Students will critically analysis the poetic beauties as well as the environmental awareness present in Sanskrit literatures.

CO–PO–PSO Mapping

(COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1.	3	3	3	2	–	2	–	3	2	3	–	2	3	3	3	2	2
CO2.	3	2	3	2	–	3	2	3	2	3	–	2	3	3	3	2	2
CO3.	3	3	2	2	–	2	–	3	2	2	–	2	3	3	2	3	2
CO4.	3	3	2	3	–	3	–	3	2	2	–	2	3	3	3	3	2
CO5.	3	3	3	3	–	3	3	3	2	3	2	3	3	3	3	3	3

Course content:

Unit-I- Vasavadatta-Introductory verses till 'Kathayitumarebhe.'
Unit-II-
Vasavadatta-From 'Asti mandaragiri' upto the end of 'pratyaksadrsta Bhava-pinapratyamyuvatih',
Unit-III- Gitagovindam Chapter-I to VI
Unit-IV- Amaru-shataka (According to Arjunavarma Deva's edition) Slokas1-50

Recommended Textbooks:

1. Vasavadatta, A Sanskrit Romance of Subandhu, Ed. by Louis H. Gray, Delhi, 1962
2. Vasavadatta with Comm. Capala, Ed. by Pandit Shankar Dev Sastri

3. Vasavadatta of Subandhu – Chowkhamba Publication, Varanasi
4. Gitagovindam or the love song of the dark lord, (Ed.) B.S. Miller, MLBD, Delhi
5. Gitagovindam (Ed.) Bhagaban Panda, Dept. of Culture, Govt, of Orissa
6. Gitagovindam with Rasikapriya, Chowkhamba Publication, Varanasi

SDG Mapping

SDG	Justification
SDG 4 – Quality Education	Develops knowledge of classical Sanskrit literature, poetry, prose, literary forms, aesthetic principles, language skills, and critical appreciation through academic study.
SDG 5 – Gender Equality	Encourages critical understanding of the representation of women, social roles, and human relationships depicted in classical Sanskrit literary works.
SDG 10 – Reduced Inequalities	Promotes appreciation of diverse cultural expressions, literary traditions, and inclusive perspectives found in classical texts.
SDG 11 – Sustainable Cities & Communities	Supports preservation and promotion of Sanskrit literary heritage, classical texts, traditional knowledge systems, and India's intangible cultural heritage.
SDG 12 – Responsible Consumption and Production	Encourages awareness of values such as moderation, ethical living, harmony, and responsible interaction with society and nature reflected in classical literature.
SDG 13 – Climate Action	Develops awareness of environmental values, ecological sensitivity, and human–nature relationships represented in Sanskrit literary works.
SDG 16 – Peace, Justice & Strong Institutions	Promotes ethical values, social harmony, moral responsibility, and philosophical insights through themes of Dharma, duty, and justice in classical literature.
SDG 17 – Partnerships for the Goals	Encourages interdisciplinary research, collaboration, and cultural exchange for preservation, interpretation, and dissemination of classical literary traditions.

Vedic Literature –II

SA40034

Credit – 04

Objective:

The Vedic religious texts which lead to guide human life decisions, influence on social behavior and proper sense of direction.

Course Outcome:

CO1. Understand the spirituality and worship of Goddess Laxmi.

CO2. Using the information and analyzing the scientific justifications behind various Vidyas present in Vedas.

CO3. The students are expected to choose the right path in their day-to-day life which can established themselves as a noble person in the modern civilization.

CO4. To achieve knowledge on ancient culture and its impact on modern society.

CO5. To attain specific knowledge in Vedic Texts, Upanishads so as to understand the text in deep level.

CO–PO–PSO Mapping

(COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1.	3	3	2	2	–	3	2	3	2	2	–	3	3	3	2	3	2
CO2.	3	3	3	3	–	3	2	3	2	3	–	2	3	3	3	3	2
CO3.	3	2	2	–	–	3	3	3	3	3	–	3	3	2	2	3	3
CO4.	3	3	2	2	–	3	3	3	2	2	–	3	3	3	2	3	2
CO5.	3	3	3	2	–	3	2	3	2	2	–	3	3	3	3	3	2

Course content:

Unit-I/II- Upanishadic Literature: - Subject-Matter and main concepts with special reference to the following Upanishads.
(Isa, Katha, Kena, Bruhadaranyaka, Taittiriya, Svetasvatara**)**

Unit.III- Vedic Commentators (Indian & Western)

Indian (Sayana, Ubbat, Mahidhara, Skandaswamy, Madhava Bhatta, Venkata Madhaba, Aurobinda, R.N. Dandekar, B.G. Tilak, C.V. Vaidya, H.D. Velankar, S.D. Satvalekar, Dr. L. Swarup, Dr. Suryakanta)

Unit.IV- Western (H.H. Wilson, Max Muller, A. A. Macdonell, M. Winternitz, A.B. Kith, A. Weber, R. T. Griffith, P. Peterson, Oldenberg, Geldner, H. T. Colebrooke, R. Roth, W. D. Whitney, J.B Bhuler, M. Bloomfield.)

Recommended Textbooks:

1.Vaidika-vanmayasyetihasah (in Sans), Acharya Jagadish Mishra, Chaukhamba Surabharati Prakashan, Varanasi

2.VaidikaSahitya our Samskruti, Valadev Upadhya, Sharada Samstan

3.Satapatha Brahmana with comm. Of Sayana and Harisvami, Vol.1 Jnana publishing House Delhi

4.AitareyaAranyaka, with Comm. Of SayanacharyaEd.Hari Narayana Apte, Ananda-ashrama, SamskrutaGranthavali, Granthanka 38, Andandashrama Pune

5.IsadiNauUpanisad, Geeta Press, Gorakhpur.

6.Radhakrishnan, Sarvapalli (1994) [1953]. ThePrincipal Upanishads. New Delhi*:* HarperCollins Publishers*.* ISBN 9788172231248.

7.Swami Gambhirananda (1957). Eight Upanishads with the Commentary of Shankaracharya. Advaita Ashrama, Kolkata. ISBN 8175050152.

SDG Mapping

SDG	Justification
SDG 4 – Quality Education	Develops knowledge of Vedic texts, Upaniṣads, Vedic philosophy, language, culture, and traditional knowledge systems through critical and academic study.
SDG 5 – Gender Equality	Encourages understanding of the role, dignity, and representation of women in Vedic literature and promotes awareness of equality and respect for all.
SDG 10 – Reduced Inequalities	Promotes appreciation of diverse philosophical, cultural, and intellectual traditions and supports inclusive understanding of India's knowledge heritage.
SDG 11 – Sustainable Cities & Communities	Contributes to preservation and promotion of Vedic heritage, oral traditions, Sanskrit texts, and intangible cultural knowledge systems.
SDG 12 – Responsible Consumption and Production	Highlights Vedic values of moderation, self-discipline, ethical living, and harmony between humans and resources.
SDG 13 – Climate Action	Encourages awareness of ecological balance, respect for nature, and environmental values reflected in Vedic hymns and traditions.
SDG 16 – Peace, Justice & Strong Institutions	Develops ethical awareness, moral values, social harmony, and principles of truth, righteousness (**Ṛta/Dharma**), and peaceful coexistence through Vedic teachings.
SDG 17 – Partnerships for the Goals	Encourages interdisciplinary research and collaboration for preservation, interpretation, and dissemination of Vedic knowledge traditions.

Classical Literature-II

Credit – 04
CL40034

Objectives:

- To teach the systematic arrangement of composing poetry and stories
- To learn regarding the composition of Drama through proper arrangement of dramatic components

Course Outcome:

CO1. The pupils are expected to enhance their creativities and ability to compose ornamental poetries and plays.

CO2. The students will learn regarding the composition of Drama through proper arrangement of dramatic components.

CO3. To expound the relation between 'Abhinayas' and 'Rasas'.

CO4. To interpret the nature and characteristics of tshe rich dramatic tradition and various type of theatre, pendal or stages in Natya-Shastra.

CO5. To explicate the theories of 'Dhvani Vichar' according to Ananda Vardhana.

CO–PO–PSO Mapping

(COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1.	3	3	3	2	–	2	–	3	2	3	–	2	3	3	3	2	2
CO2.	3	3	3	3	–	2	–	3	2	2	–	2	3	3	3	3	2
CO3.	3	3	2	3	–	3	–	3	2	2	–	2	3	3	3	3	2
CO4.	3	3	3	3	–	3	2	3	2	2	–	3	3	3	2	3	3
CO5.	3	3	3	2	–	2	–	3	2	2	–	2	3	3	3	2	2

Course content:

Unit.I- Chhanda-manjari (Arya, Indravadra, Upendravajra, Upajati, Mandakranta, Vasntalaka, Sikharinee, Shardula-vikrita, Vamsastha, Sragdhara, Harini, Malini

Unit.II- Kavya-prakash- Chapter –IV upto the view of Bhattaanyaka,

Unit.III- Kavya-prakash- Chapter –IV the theory of Abhinavagupta to Abhivyaktivada

Unit.IV- Kavya-prakash Chapter-IV upto the end of Asamlakhya-krama-vyangya

Recommended Textbooks:

1. Kavyaprakasha, ChaukhambaPrakashan, Varanasi
2. Chandamanjari with SamskritComm Ed. Ramdhana Bhattacharya, Kolkata
3. Chandamanjari with SamskritCommentatary, ChaukhambaPrakashan
4. Kavyaprakasa of SuryamaniRatha, SamvidPrakasana, Puri

SDG Mapping

SDG	Justification
SDG 4 – Quality Education	Develops knowledge of Sanskrit classical literature, poetic composition, dramatic techniques, aesthetic theories such as **Rasa, Abhinaya, and Dhvani**, and enhances critical and creative learning skills.
SDG 5 – Gender Equality	Encourages critical understanding of the portrayal of women, gender roles, relationships, and social values represented in Sanskrit poetry and dramatic literature.
SDG 10 – Reduced Inequalities	Promotes appreciation of diverse cultural expressions, literary traditions, and inclusive perspectives found in classical Sanskrit texts.
SDG 11 – Sustainable	Supports preservation and promotion of Sanskrit theatre, classical

SDG	Justification
Cities & Communities	performing arts, traditional literary heritage, and intangible cultural knowledge systems.
SDG 12 – Responsible Consumption and Production	Encourages awareness of ethical living, balanced human relationships, and responsible values reflected through classical literary narratives.
SDG 13 – Climate Action	Develops sensitivity towards environmental values, harmony with nature, and ecological awareness expressed in Sanskrit literary works.
SDG 16 – Peace, Justice & Strong Institutions	Promotes ethical understanding, social harmony, moral values, and philosophical insights through themes of **Dharma, justice, duty, and righteousness** in classical literature.
SDG 17 – Partnerships for the Goals	Encourages interdisciplinary collaboration among literature, performing arts, cultural studies, and research for preservation and dissemination of Sanskrit literary traditions.

Fiction on the Issues of Land, Environment and Justice

TL40052

Credit – 04

Objective: This course gives the students' knowledge on important novels and poems of the indigenous people and their relation to land and environment, which are being invaded by economic expansion.

Course Outcome:

CO1: Students will understand the representation of tribal communities, their cultural identity, traditions, and socio-economic conditions as depicted in tribal fiction.

CO2: Students will analyse the issues of land rights, displacement, exploitation, and environmental concerns reflected in tribal literary

narratives.

CO3: Students will develop critical understanding of the relationship between tribal communities and nature, including indigenous ecological knowledge and sustainable practices.

CO4: Students will interpret themes of social justice, human rights, marginalization, and resistance movements represented in tribal fiction.

CO5: Students will enhance their skills in literary criticism, communication, and research-oriented analysis of tribal literature with reference to contemporary social and environmental issues.

CO–PO–PSO Mapping

COs \ POs/PSOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	–	2	–	2	2	2	–	2	–	1	3	2	–	2	–
CO2	3	3	2	3	–	3	3	2	–	2	–	2	3	3	2	2	–
CO3	3	3	2	2	–	2	3	2	–	2	–	2	2	3	3	2	–
CO4	3	3	2	3	–	3	2	3	–	2	–	2	3	3	2	3	–
CO5	3	3	3	3	2	2	2	2	2	3	2	3	3	3	3	3	2

Course Content:

Unit I - Subhadra MitraChanna. *Anthropological Perspectives on Indian Tribes*, Orient Blackswan.

Unit II -Prativa Ray- *Primal Land*

Unit-III -Amitav Ghosh- *Hungry Tide*

Unit IV - Regina Marandi- *Becoming Me*

Recommended Textbooks:

1. Das Bikram K., *PARAJA*(Trans)OXFORD University Press ,1987

2. Ghosh Amitav, *The Hungry Tide* Harper Collins ,2005

3. Subhadra Mitra Channa.*Anthropological Perspectives on Indian Tribes*, Orient Blackswan.

SDGs Mapping

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	This course ensures comprehensive literary education by tracing the origins and development of short stories, promoting advanced language skills and critical analysis in higher

		education.
SDG 5	Gender Equality	By studying "Rebati" and the works of prominent female authors, the course highlights the historical struggle for women's rights and education, encouraging students to advocate for gender equality.
SDG 10	Reduced Inequalities	Many short stories in the syllabus, particularly those by Fakir Mohan and Gopinath Mohanty, focus on social injustice and the voices of the marginalized, fostering a spirit of social inclusion.
SDG 11	Sustainable Cities and Communities	This course contributes to Target 11.4 by documenting and teaching the literary heritage of Odisha. It keeps the community's history and linguistic traditions alive for future generations.
SDG 16	Peace, Justice, and Strong Institutions	Through the analysis of "Social and Political Consciousness" (ସାମାଜିକ ଓ ରାଜନୈତିକ ଚେତନା) in stories, students explore themes of justice and morality, helping them value peaceful and just societal structures.

Application of Artificial Intelligence in Literary Studies (Sanskrit)

SA40092
Credit – 04
Course Objectives:

- To introduce basic concepts of Artificial Intelligence (AI)
- To understand OCR technology for Sanskrit/Devanagari texts
- To introduce Natural Language Processing (NLP) with reference to Sanskrit grammar
- To explore applications of AI in Sanskrit research and manuscript digitization
- To connect Paninian grammar with computational linguistics.

Course Outcome:

CO–1. Students will be able to:

- Explain AI in simple terms
- Understand the basic working of AI systems
- Identify AI applications in humanities and language studies

CO–2. Students will be able to:

- Understand how computers process language

- Relate Paninian grammar to computational systems
- Explain key NLP concepts

CO–3. Students will be able to:

- Explain OCR technology
- Understand Devanagari OCR challenges
- Identify digital preservation methods for Sanskrit texts

CO–4. Students will be able to:

- Understand computational treatment of Sanskrit
- Explain Paninian grammar in AI context
- Identify Sanskrit language processing tools

CO–5. Students will be able to:

- Understand AI applications in Sanskrit research
- Identify research areas in Sanskrit language technology
- Develop interdisciplinary academic projects

CO–PO–PSO Mapping

(COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1.	3	3	2	2	–	2	2	3	2	3	–	3	3	2	3	2	2
CO2.	3	3	3	3	–	3	2	3	2	3	–	3	3	3	3	3	2
CO3.	3	3	2	3	–	3	2	3	2	3	–	3	3	3	2	3	2
CO4.	3	3	3	3	–	3	2	3	2	3	–	3	3	3	3	3	3
CO5.	3	3	3	3	–	3	3	3	3	3	2	3	3	3	3	3	3

Course Content:

UNIT–I

Fundamentals of Artificial Intelligence

Topics:

- Meaning and definition of Artificial Intelligence
- History and development of AI
- Types of AI (Narrow AI, General AI)
- Machine Learning – basic concept

- AI in education and humanities

UNIT–II

Introduction to Natural Language Processing (NLP)

Topics:

- Definition of NLP
- Language and computation
- Morphology, syntax and semantics
- Tokenization and parsing
- Rule-based systems and Paninian grammar

UNIT–III

OCR (Optical Character Recognition) and Sanskrit Digitization

Topics:

- Meaning and working of OCR
- OCR for Devanagari script
- Manuscript digitization
- Challenges in Sanskrit OCR
- Neural networks in OCR

UNIT–IV

Sanskrit Computational Linguistics

Topics:

- Concept of Computational Linguistics
- Sanskrit and formal grammar
- Panini and rule-based language systems
- Morphological analyzers
- Sanskrit parsing tools

UNIT–V

Applications of AI in Sanskrit Research

Topics:

- AI in manuscript preservation
- Machine translation for Sanskrit
- Text summarization in Sanskrit
- Digital corpora and e-dictionaries
- Ethical issues in AI

Suggested Readings (PDF Links):

- Thapliyal, H. (2023). Unveiling the Past: AI-Powered Historical Book Question Answering.

PDF: https://dasarpai.com/assets/images/projects/hbqas/HBQA_Thesis-18-Nov-23.pdf

- Nair, L. R., & Peter, S. D. (2012). Machine Translation Systems for Indian Languages.
  PDF: https://www.academia.edu/download/89491202/pxc3877014.pdf
- Scharf, P. M., & Hyman, M. D. (2011). Linguistic Issues in Encoding Sanskrit.
  PDF: https://www.sanskritlibrary.org/Sanskrit/pub/lies_sl.pdf
- Sarkar, S. (2004). Schwa Deletion and Syllable Economy in Indo Aryan Languages.
  PDF: https://www.academia.edu/download/21361494/10.1.1.134.8386.pdf
- Singh, A. K. (2010). Modeling and Application of Linguistic Similarity.
  PDF: https://www.researchgate.net/profile/Anil-Singh-35/publication/345943169_Modeling_and_Application_of_Linguistic_Similarity/links/5fb28d5392851cf24cd644e5/Modeling-and-Application-of-Linguistic-Similarity.pdf
    - Kaur, A., & Lehal, G. S. (2025). A Comprehensive Survey of OCR for Devanagari Script Based Languages.

  PDF: https://www.researchgate.net/profile/Arvind-Kaur-2/publication/396482263_A_Comprehensive_Survey_of_OCR_for_Devanagari_Script_Based_Languages/links/68eeb9e77d9a4d4e87099889/A-Comprehensive-Survey-of-OCR-for-Devanagari-Script-Based-Languages.pdf
- Kataria, B., & Jethva, H. B. (2021). Optical Character Recognition of Indian Language Manuscripts Using Convolutional Neural Networks.
  PDF: https://www.researchgate.net/profile/Bhavesh-Kataria/publication/369327824_Design_Engineering/links/6414be18a1b72772e406849c/Design-Engineering.pdf
- Kulkarni, A., & Huet, G. (2009). Sanskrit Computational Linguistics 3.
  PDF: https://link.springer.com/content/pdf/10.1007/978-3-642-00155-0.pdf
- Scharf, P. M., & Hyman, M. D. (2011). Linguistic Issues in Encoding Sanskrit.
  PDF: https://www.sanskritlibrary.org/Sanskrit/pub/lies_sl.pdf
- Sinha, S. (2025). Abstractive Text Summarization for Contemporary Sanskrit Prose: Issues and Challenges.
  PDF: https://arxiv.org/pdf/2501.01933
- Nair, L. R., & Peter, S. D. (2012). Machine Translation Systems for Indian Languages.
  PDF: https://www.academia.edu/download/89491202/pxc3877014.pdf

SDG Mapping

SDG	Justification
SDG 4 – Quality Education	Develops critical understanding of tribal literature, indigenous knowledge systems, cultural identity, social issues, and literary analysis through academic study.
SDG 5 – Gender Equality	Encourages examination of the representation of tribal women, gender roles, challenges, and contributions within tribal communities and literary narratives.
SDG 10 – Reduced Inequalities	Addresses issues of marginalization, social exclusion, discrimination, and promotes awareness of the rights and dignity of tribal communities.

SDG	Justification
SDG 11 – Sustainable Cities & Communities	Supports preservation of tribal cultures, traditions, indigenous identities, and community-based knowledge systems.
SDG 12 – Responsible Consumption and Production	Highlights indigenous practices of sustainable resource use, traditional livelihoods, and responsible relationships with land and natural resources.
SDG 13 – Climate Action	Promotes awareness of environmental conservation, ecological balance, and indigenous environmental knowledge reflected in tribal literature.
SDG 15 – Life on Land	Focuses on biodiversity conservation, forest rights, land protection, and the relationship between tribal communities and ecosystems.
SDG 16 – Peace, Justice & Strong Institutions	Develops understanding of land rights, social justice, human rights, resistance movements, and the struggle for equality among marginalized communities.
SDG 17 – Partnerships for the Goals	Encourages interdisciplinary research and collaboration among literature, social sciences, environmental studies, and tribal communities for inclusive development.

SEMESTER-III

Samskruta Sodha Pravidhi

SA50001
Credit – 04
Course Objectives:

- To provide exposure to the fundamentals of various research techniques and methods (both quantitative and qualitative).

- To build upon the basic assumptions in adopting different methodologies for different kinds of research themes.

- To teach certain quantitative methods, statistical techniques and qualitative methods to collect and analyze the data would help them organize and analyze the information gathered by them.

Course Outcome:

CO1: Students will understand the basic concepts, nature, scope, and significance of research methodology and develop awareness of different types of research.

CO2: Students will learn to identify research problems, formulate research objectives, prepare research questions/hypotheses, and design appropriate research frameworks.

CO3: Students will acquire knowledge of research methods, data collection techniques, literature review, referencing styles, and tools required for systematic academic research.

CO4: Students will develop skills in critical analysis, interpretation of data, and preparation of research reports, articles, and academic presentations.

CO5: Students will understand research ethics, plagiarism issues, academic integrity, and responsible practices involved in scholarly research.

CO–PO–PSO Mapping

(COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1.	3	2	1	2	1	–	–	–	–	1	–	2	3	2	1	–	1
CO2.	3	3	3	3	2	–	–	–	1	2	–	2	3	3	2	1	1
CO3.	3	3	2	3	3	–	–	1	–	2	–	2	3	3	3	1	2
CO4.	3	3	2	3	2	–	–	1	2	3	1	2	2	3	3	2	2
CO5.	2	2	–	1	–	2	2	3	2	2	–	2	2	2	1	2	3

Course Content:

Unit-I

1.The need of training in Research Methodology.
2. Basic Characteristic and procedure of Research
3. The Qualification of the Researcher
4. Types of Research
5. Survey of Research and Modern trend to facilitate the Formulation of the problem

Unit-II

1. Selection of the specific problem
2. Collection, selection and collation of Research materials
3.Outlines of Research Design
4. The preparation of a paper for Research Journal
5. Formal constituent of a Thesis

Unit-III

1. Tools of Research

2. Major Research projects and Research Institute of Indology
3. Use of diacritical marks and procedure of proof correction

Unit-IV

1. A survey of Sanskrit Lexicons with special reference to Historical Sanskrit Dictionary (Scope, Nature, Aims, Problems and Techniques**)**
2.Manuscriptology
3. Collection, Preservation and Cataloguing
4. Writing in Manuscripts, Various readings and critical session
5. Process of Critical Editing

Unit- V

Survey of Odishan Research and Survey of Odishan Mss.

1.Survey of Odishan Manuscripts with special reference to Descriptive Catalogue of Sanskrit mass of Odisha Vol.II(K.N. Mohapatra)
2. Survey of Odishan Research in Sanskrit

Recommended Textbooks:

1. M. I.A. Style sheet, American Studies Research Centre, Hyderabad-7.
2. Elements of Research Methodology by Keshab Chandra Dash, Chowkhamba Sanskrit Sansthan, Varanasi.
3. Thesis and Assignment writing –Anderson.
4. Methodology in Indological Research, Sriman Narayan Murty, Bharatiya Vidya Prkashan, Delhi
5. Gavesana Pravidhi (Oriya) – By S. Chatterjee, Vidyapuri, Cuttack-2.
6. Introduction of the Encyclopedic Dictionary on Historical Principle, Ed. By A.M. Ghatge, Deccan College, Pune.
7.An Introduction to Indian Texual Criticism by S.M. Katre, Deccan College, Pune.
8. A Prolegomena to the Critical Edition of the Mahabharata by V.S. Sukhthankar, BORI, Pune.
9. An Introduction to Manuscriptology by R.S. Siva Ganesa Murti, Sarada Publishing House, New Delhi-35.
10. Introduction to New Catalogous – V. Raghavan, Madras University.
11. Catalogous Catalogorum –Aufrecht.
12. Descriptive Catalogue of Sanskrit Manuscripts of Odisha(all volumes)- K.N. Mohapatra & Nilamani Mishra, Odisha State Museum & Sahitya Academy, Bhubaneswar.
13. Jayadeva Bibliography by Prof. R.N. Panda, Prachya Bharati Publication, V.S.S. Nagar, Bhubaneswar -2001.
14. Research Trends in Sanskrit in Odisha by Prof. G.K. Dash, Santosh Publication, Cuttack 1st Ed. 1996 and Subhadra Publications, Bhubaneswar, 2nd Ed. 2013.

SDG mapping

SDG	Justification
SDG 4 – Quality Education	Develops research skills, critical thinking, academic writing, data analysis, and systematic approaches to knowledge creation and lifelong learning.
SDG 5 – Gender Equality	Encourages inclusive and ethical research practices by promoting sensitivity towards gender issues and equal participation in research activities.

SDG	Justification
SDG 9 – Industry, Innovation and Infrastructure	Promotes innovation, scientific inquiry, research design, and application of new methodologies for knowledge development and problem-solving.
SDG 10 – Reduced Inequalities	Encourages research on social issues, inclusion, diversity, and marginalized communities through evidence-based approaches.
SDG 12 – Responsible Consumption and Production	Develops awareness of responsible research practices, ethical use of resources, proper documentation, and sustainable approaches in academic work.
SDG 16 – Peace, Justice & Strong Institutions	Strengthens research ethics, academic integrity, transparency, responsible scholarship, and evidence-based decision-making.
SDG 17 – Partnerships for the Goals	Encourages interdisciplinary research collaboration, knowledge sharing, and cooperation among academic and research communities.

Research and Publication Ethics

Code: RE50003

Credits:2

Course Objectives:

This course introduces students to the principles of research ethics, academic integrity, and responsible publication practices. It develops awareness of plagiarism, research misconduct, predatory publishing, and ethical decision-making in scholarly work. The course equips students with skills to evaluate research quality, use citation databases and metrics responsibly, and communicate research findings with honesty, transparency, and professional integrity.

Course Outcome:

CO 1 (Knowledge/Remember): Explain the fundamental principles of research ethics, scientific integrity, and responsible publication practices. Understand the importance of ethical conduct in academic research.

CO 2 (Understanding): Identify research misconduct, plagiarism, and predatory journals using appropriate ethical guidelines and plagiarism detection tools. Apply best practices to ensure research quality and transparency.

CO 3 (Application): Evaluate research publications using indexing and citation databases, research metrics, and open-access resources. Interpret scholarly impact through ethical and informed assessment.

CO 4 (Analysis): Demonstrate ethical decision-making and responsible research practices in academic writing and publication. Communicate research findings with honesty, credibility, and professional integrity.

CO5 (Evaluation/Synthesis): Communicate research findings with honesty and professional integrity. Promote transparency, accountability, and credibility in scholarly work.

CO-PO-PSO Mapping

(Rate correlations: 1 - Weakly Mapped, 2 - Moderately Mapped, 3 - Strongly Mapped, "_" - No Correlation).
able 2: Mapping between COs of RE50003 and (POs & PSOs)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11	PO-12
CO-1	-	3	3	1	2	-	2	-	2	1	1	3
CO-2	2	3	2	3	2	1	-	2	3	-	1	-
CO-3	-	3	2	3	2	-	3	-	3	1	1	3
CO-4	3	3	3	-	2	-	1	2	-	2	2	-
CO-5	-	3	2	3	3	2	-	-	2	-	1	3
Average	2.50	3.00	2.40	2.00	2.20	1.50	2.00	2.00	2.00	1.33	1.20	3.00

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course outcomes- Programme Specific Outcomes (PSOs) Mapping of Paper RE50003

COs	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	-	1	1	3
CO2	3	-	3	-	1
CO3	2	2	2	3	3
CO4	3	-	1	-	2
CO5	3	1	2	-	3
Average	2.80	1.50	1.80	2.00	2.40

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation
(When structuring non-theory modules like Internships, Fieldwork, or Dissertations, substitute these text units with designated research milestones, tracking parameters, field safety/logistics, and project logbook criteria).

Course Content:

Unit: I- Philosophy and Ethics

- Introduction of philosophy: Definition, nature and scope, concept, branches
- Ethics: Definition, moral philosophy, nature of moral judgments and reactions.

Unit: II- Scientific Conduct:

- Scientific Misconducts: Falsification, Fabrication and Plagiarism (FFP)
- Selective Reporting and misrepresentation of data

Unit: III- Publication Ethics and Practice

- Publication Ethics: Definition, introduction and importance
- Publication misconduct: definition, concepts, problems that lead to unethical behaviour. and vice versa, types
- Intellectual honesty and research Integrity

Unit-IV- Open Access Publishing:

- Best practices/standards setting initiatives and guidelines: COPE, WAME etc.
- Violation of publication ethics, authorship and contributor ship
- Identification of publication, misconduct, complaints and appeals
- Predatory publishers and journals
- Open access Publications and Initiatives.
- SHERPA/ROMEO online resource to check publisher copyright and self-achieving.
- Policies.
- Software tools to identify predatory publications developed by SPPU.
- Journal finder/journal suggestion tools viz. JANE, Elsevier Journal finder, Springer.
- Journal suggested, etc.

Recommended Textbooks:

- Bryman A. Social Research Methods. Oxford: Oxford University Press 2004.
- Burris S, Welsh J. Regulatory paradox: a review of enforcement letters issued by the Office for Human Research Protection. North western University Law Review 2007; 101:643–86.
- Chaney E, Rabuck LG, Uman J, et al. Human subjects protection issues in QUERI implementation research: QUERI series. Implementation Science 2008; 3:10.
- Coleman CH and Bouësseau M-C (2008) How do we know that research ethics committees are really working? The neglected role of outcomes assessment in research ethics review. BMC
- Dawson A, Yentis SM. Contesting the science/ethics distinction in the review of clinical research. Journal of Medical Ethics 2007; 33:165–7.
- Dawson A. A messy business: qualitative research and ethical. Clinical Ethics 2006; 1:114–6.
- De Vries R, DeBruin D a, Goodgame A. Ethics review of social, behavioural, and economic research: where should we go from here? Ethics & Behaviour 2004; 14:351-68.
- Dingwall R (2006) Confronting the anti-democrats: The unethical nature of ethical regulation in social science. Medical Sociology online 1: 51–58.
- Dziak K, Anderson R, Sevick MA, et al. IRBs and Multisite Studies: Variations among Institutional Review Board Reviews in a Multisite Health Services Research Study. Health Services Research 2005; 40:279–90.
- Fauriel I, Moutel G, Duchange N, et al. Improving protection for research subjects in France: analysis of regional ethics committees. Regulatory toxicology and pharmacology, 2004:40:312 8.

- Greene SM, Geiger AM. A review finds that multicentre studies face substantial challenges but strategies exist to achieve Institutional Review Board approval. Journal of Clinical Epidemiology 2006; 59:784–90.

SDG Mapping

SDG No.	SDG Title	Nature of Contribution
SDG 1	No Poverty	
SDG 2	Zero Hunger	
SDG 3	Good Health & Well -Being	
SDG 4	Quality Education	Ethical research
SDG 5	Gender Equality	Fair authorship
SDG 6	Clean Water and Sanitation	
SDG 7	Affordable and Clean Energy	
SDG 8	Decent Work and Economic Growth	
SDG 9	Industry Innovation and Infrastructure	Research tools
SDG 10	Reduced Inequalities	Equal access
SDG 11	Sustainable Cities and Communities	
SDG 12	Responsible Consumption and Production	
SDG 13	Climate Action	
SDG 14	Life Below Water	
SDG 15	Life on Land	
SDG 16	Peace, Justice and Strong Institutions	Transparency
SDG 17	Partnerships for the Goals	

Computer Application and Data Analysis

Code	Course Title	Credit	L-T-P
CA50005 (For Other discipline)	Computer Application and Data Analysis	4	3-0-1

Course Objectives: The objective of this course is to increase knowledge and requisite skills of participants on the use of SPSS and to enable the scholars make the most of this powerful software package while allowing them to work independently with SPSS on their own data and provide a solid foundation for advanced data analysis work. Increase the proficiency of scholars on the use of Basic computer Applications and SPSS.

Course Outcome:

CO1 (Knowledge/Remember): Recall and describe the fundamental concepts of computer hardware, software, operating systems, and basic computer applications.

CO2 (Understanding): Explain and interpret the features and applications of MS Office packages and various analytical and research software tools used for data organization, documentation, and presentation.

CO3 (Application): Apply appropriate computer applications and statistical methods to formulate research hypotheses, organize data, and perform basic computational tasks.

CO4 (Analysis): Analyse research data using statistical software such as SPSS and interpret the results to support evidence-based decision-making and problem-solving.

CO5 (Synthesis/Evaluation): Design, implement, and evaluate data analysis workflows by integrating computer applications, MS Office tools, and SPSS to prepare professional reports and support research and organizational decision-making.

CO–PO–PSO Mapping

Course Outcomes (COs)	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO10**	**PO11**	**PO12**	**PSO 1**	**PSO 2**	**PSO 3**
CO1.	3	2	2	2	2	3	1	2	–	2	–	3	3	2	2
CO2.	3	2	3	2	2	3	1	2	–	2	–	3	3	3	2
CO3.	3	3	3	2	2	3	2	2	–	2	–	3	3	3	3
CO4.	3	3	3	3	2	3	2	2	1	3	–	3	3	3	3
CO5.	3	3	3	3	3	3	2	3	2	3	–	3	3	3	3

Course Duration: 45 hours

Course Syllabus

Unit I: Computer Basic and Computer Fundamental [8 Classroom Contact Hours]

Hardware and Software, Functional units comprising a typical computer configuration: input/output, fixed and removable data storage, internal storage, control and arithmetic/logic unit. The concepts relating to execution speed, data access times, storage capacities and similar comparative aspects of hardware performance.

Operating Systems: Windows, Linux etc. Application software, role and functions of commonly available applications

Computer Network Concept- Data communication and network terminology, IP address and its significance, Internet, Multimedia, WWW, FTP, E-mail, and Web pages. Concept of VPNs. Concept of Network security and management.

Unit II: Microsoft word [9 Classroom Contact Hours]

Creating and editing documents, formatting text and paragraph, formatting documents, creating and formatting tables, illustration documents with graphics. Creating a web page, mail merge and document merging, working with styles and templates, developing multi-page documents, integrating word with other applications, exploring advance graphics, building forms. working with charts and diagrams

Unit III: Microsoft Excel [9 Classroom Contact Hours]

Building and editing worksheets, formatting a worksheet, working with charts, working with formulas and functions, managing workbooks and preparing them for the web, automating worksheet tasks with macros, using lists, analysing list data, enhancing charts and worksheets Using analysis tools, analysing data with pivot tables, exchanging data with other programs.

Unit IV: Microsoft PowerPoint [9 Classroom Contact Hours]

Creating a presentation with Microsoft PowerPoint, modifying a presentation, inserting objects into presentation, finishing a presentation, working with advanced tools and masters, enhancing charts, inserting illustration, objects and media clips, using advanced features.

Unit V: Statistical Analysis [10 Classroom Contact Hours]

The analysis will be done with the help of SPSS, and other statistical packages.

The syllabus includes the following topics: Descriptive Analysis: Mean, Median, Mode, Standard Deviation, Correlation. Regression Analysis, t- test, chi-square test, R-Square test, Factor Analysis, ANOVA, NVIVO, SPSS., JAMOVI, AMOS.

Total Practical / Lab Experiments: [30 Lab Contact Hours]

1. Create and format a table in Word with at least 5 rows × 5 columns; apply borders, shading, and sorting.
2. Perform a Mail Merge: prepare a personalized invitation letter using an Excel data source (name, address).
3. Build a student mark sheet with fields (Name, Roll, Subject Marks). Apply formulas for Total, Average, Percentage, and Grade.
4. Format the worksheet (merge cells, adjust column width, borders, number formatting). Apply conditional formatting (highlight marks <40 in red).
5. Create different charts (bar, pie, line) for student performance or sales data. Enhance charts with titles, legends, and labels.
6. Demonstrate formulas and functions:

SUM, AVERAGE, MAX, MIN, COUNT, IF

7. Create a PowerPoint presentation (minimum 8 slides) on “Emerging Technologies in Computing.” Include title slide, content slides, conclusion, and references.
8. Create a PowerPoint presentation (minimum 10 slides) on “Emerging Trends in Computer Science.” Include:

1. Slide designs, transitions, and animations
2. Insert images, charts, and SmartArt
3. Add audio or video clips

9. Input a dataset of student scores into SPSS. Perform Descriptive Statistics: Mean, Median, Mode, Standard Deviation, and Correlation. Generate graphs (histogram, scatter plot).
10. Using SPSS, perform Hypothesis Testing:
- t-test for comparing two groups
- Chi-square test for categorical data
- ANOVA for comparing more than two groups
- Report R-square and regression results with interpretations

Recommended Text Books:

1. Hari Shankar Asthana, Braj Bhushan, Statistics for Social Sciences (With SPSS Applications, PHI Publication.
2. Jesus Salcedo, Keith McCormick, SPSS Statistics for Dummies, 3rd Edition (Paperback), Wiley Publication.
3. Sabine Landau and Brian S. Everitt, A Handbook of Statistical Analysis Using SPSS

Reference Materials & Digital Resources:

1. Goel, Computer Fundamentals, Pearson Education, 2010.
2. K. Kalyanaraman, Hareesh N. Ramanathan, P.N. Harikumar, Statistical Methods for Research: A Step-by-Step Approach Using IBM SPSS, Atlantic Publication
3. R. Panneerselvam, Research Methodology, 2nd Edition, PHI Publication.

Swayam Link-

1. https://onlinecourses.swayam2.ac.in/nou24_cm16/preview
2. https://onlinecourses.nptel.ac.in/noc24_mg70/preview

SDG Mapping for this Course

SDG	Rationale
SDG 4	Digital literacy
SDG 9	Data-driven innovation
SDG 10	Equity through unbiased data
SDG 17	Data for partnerships and policy

Vedic Literature-III

SA50031
Credit – 04
Objective:

The Vedic religious texts which lead to guide human life decisions, influence on social behavior and proper sense of direction.

Course Outcome:

CO1. Students will remember the formulas of Vedic Grammar.

CO2. Understanding the concepts of Vedic Sutras students can able to compare between Classical Sanskrit Grammar and Vedic Grammar.

CO3.

CO4. To achieve knowledge on ancient culture and its impact on modern society.

CO5.

CO–PO–PSO Mapping

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1.	3	2	1	1	–	–	–	1	–	1	–	2	3	2	1	–	2
CO2.	3	3	2	2	–	–	–	1	–	2	–	2	3	3	2	1	2
CO3.	2	2	1	1	–	3	2	3	2	2	–	3	2	2	1	2	3
CO4.	3	2	1	2	–	2	3	2	1	2	–	3	3	2	2	2	3
CO5.	3	3	2	2	–	3	2	3	2	2	–	3	3	3	2	2	3

Course Contents:

Unit-I

Siddhantkaumudi – (Vaidikaprakriya)

a. Supam Suluk……dadyayajalah
b. Prakrtyantah Padamavyapare
c. Vachandasi
d. Seschandasi bahulam
e. Ajjaserasuk

Unit.II

a. Chandasi lun – lan - litah
b. Linarthe let
c. Sib – bahulam leti
d. Itasca lopah parasmaipadesu
e. Letodatau

Unit.III

a. Ata ai
b. Vaitonyatra
c. Hr – grahor bhash chandasi
d. Tumarthe se – sen – ase …….

Unit.IV

Vedic Prosody

(Gayatri, Ushnik, Anustup, Vruhati, Pankti, Tristup, Jagati)

Recommended Textbooks:

1. Siddhantakaumudi – Svaravaidikaprakaranam (Ed.) Umasankar Rsih, Choukhamba Vidyabhavan, Varanasi.

2. Vaidik Vyakaran, Umesh Chandra Pandey, Chaukhambha Vidya Bhawan Varanasi.2013.
3. Chhanda Manjari, Brahmanand Tripathi, Chaukhamba Surbharati Prakashan, Varanasi,2022.

SDG Mapping

SDG	Justification
SDG 4 – Quality Education	Develops knowledge of Vedic grammar, prosody (Chandas), linguistic structures, and traditional Sanskrit knowledge systems through systematic academic study.
SDG 5 – Gender Equality	Encourages inclusive understanding of Vedic literature and recognition of diverse human values and social perspectives reflected in ancient texts.
SDG 10 – Reduced Inequalities	Promotes appreciation of India's diverse linguistic and cultural heritage and supports preservation of traditional knowledge accessible to all.
SDG 11 – Sustainable Cities & Communities	Contributes to preservation and promotion of Vedic oral traditions, Sanskrit linguistic heritage, chanting traditions, and intangible cultural heritage.
SDG 12 – Responsible Consumption and Production	Highlights values of discipline, balance, and responsible living reflected through Vedic teachings and traditional knowledge systems.
SDG 13 – Climate Action	Encourages awareness of the relationship between human beings and nature through ecological and philosophical ideas expressed in Vedic literature.
SDG 16 – Peace, Justice & Strong Institutions	Promotes ethical values, discipline, social harmony, and philosophical insights derived from Vedic texts and traditions.
SDG 17 – Partnerships for the Goals	Encourages interdisciplinary research, collaboration, and knowledge sharing for preservation and dissemination of Vedic linguistic traditions.

CLASSICAL LITERATURE – III
CL50031
Credit – 04
Objectives:

- To teach the systematic arrangement of composing poetry and stories
- To learn regarding the composition of Drama through proper arrangement of dramatic components

Course Outcome:

CO1. The pupils are expected to enhance their creativities and ability to compose ornamental poetries and plays.

CO2. To expound the relation between 'Abhinayas' and 'Rasas'.

CO3. The students will gain the knowledge about the verses of Bhatti Kavya.

CO4. To explicate the theories of 'Dhvani Vichar' according to Ananda Vardhana.

CO5. Gain the knowledge on Kavya – Alamkaras.

CO–PO–PSO Mapping

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1.	3	2	3	2	1	–	–	1	2	3	–	2	3	3	3	2	2
CO2.	3	3	2	2	–	–	1	2	2	2	–	2	3	3	2	2	2
CO3.	3	2	2	2	–	–	–	1	–	2	–	2	3	2	2	1	2
CO4.	3	3	2	3	–	–	–	2	1	2	–	2	3	3	3	2	2
CO5.	3	3	2	2	–	–	–	1	–	2	–	2	3	3	3	2	2

Course Contents

Unit.I

Bhattikavya Canto - I

Unit.II

Sahitya – darpana Chap - V, Vyanjana - pratistha

Unit.III

Dhvanyaloka Chap - II

Unit.IV

Kavyalamkara-sutravrtti of Vamana: Prathamadhikaranam (Adhya 1 - 3)

Books Recommended

1. Bhatti Kavya of Sri Bhatti with "Kavyamarma vimarsika" Sanskrit and Hindi Commentary, M.M.Pt. Gopal Datta Pande, Chaukhamba Surabharati Prakashan, Varanasi – 221001, 2009.
2. Sahityadarpana of Visvanatha with Laxmi Sanskrit Com., Sesharaja Sharma Regmi, Choukhamba Krishnadas Academy, Varanasi, 2013.
3. Sahityadarpana (Ed.) P.V. Kane, MLBD, Delhi
4. Dhvanyaloka of Anandavardhana, Pt. Kulamani Mishra, Odisha Sahitya Academi, Bhubaneswar.
5. Dhvanyaloka of Anandavardhana, K. Krishnamurty, MLBD, Delhi, 1982
6. Dhvanyaloka, Lokamani Dahal, Bharatiya Vidya Prakashan, Delhi, 3rd Edition, 2014.
7. Dhvanyaloka Eka Adhyayana, Thanesh Chandra Upraiti, Samskrta Granthagar, Delhi.2009.
8. Kavyalamkara – sutravrtti of Vamana, Kedar Nath Sharma, Choukhamba Krishnadas Academy, Varanasi - 221001, 2014.

SDG Mapping

SDG	Justification
SDG 4 – Quality Education	Develops knowledge of Sanskrit classical literature, poetic traditions, literary theories, aesthetic principles such as **Rasa, Dhvani, and Alaṅkāra**, and enhances critical and creative learning abilities.
SDG 5 – Gender Equality	Encourages critical study of the portrayal of women, gender roles, relationships, and social values represented in classical Sanskrit literary works.
SDG 10 – Reduced Inequalities	Promotes appreciation of diverse cultural, linguistic, and literary traditions and encourages inclusive understanding of India's heritage.
SDG 11 – Sustainable Cities & Communities	Supports preservation and promotion of Sanskrit literature, classical theatre, performing arts, and intangible cultural heritage.
SDG 12 – Responsible Consumption and Production	Highlights ethical values, balanced living, and responsible social conduct reflected through classical literary narratives and philosophical ideas.
SDG 13 – Climate Action	Encourages awareness of harmony between human beings and nature through environmental values and ecological perspectives found in Sanskrit literature.
SDG 16 – Peace, Justice & Strong Institutions	Promotes moral values, social harmony, ethical conduct, and philosophical insights reflected in classical literary texts.
SDG 17 – Partnerships for the Goals	Encourages interdisciplinary research and collaboration for preservation, interpretation, and dissemination of classical literary heritage.

Vedic Literature-IV

SA50033

Credit – 04

Objective:

This paper seeks to familiarize the students with the six auxiliary disciplines of vedangas. The texts lead to guide human life decisions, influence on social behavior and proper sense of direction. Students can do etymological study and concerned with proper interpretation of the Sanskrit words.

Course Outcome:

CO1: Students will understand the concept, significance, and contribution of the **Ṣaḍvedāṅgas (Six Vedāṅgas)**—Śikṣā, Kalpa, Vyākaraṇa, Nirukta, Chandas, and Jyotiṣa—in the preservation and interpretation of Vedic literature.

CO2: Students will gain knowledge of **Brāhmaṇa literature**, including the nature, purpose, and procedures of Vedic rituals such as **Agnihotra Yajña, Agniṣṭoma, Darśapūrṇamāsa Yajña, and Pañcamahāyajña**.

CO3: Students will understand the symbolic, cultural, and philosophical significance of Vedic narratives such as **Ākhyāna (Śunaḥśepa, Vanmanas)** and their relevance in Indian tradition.

CO4: Students will acquire knowledge of **Nirukta (Daivatakāṇḍa, Chapter VII)**, Vedic terminology, and the importance of Vedic etymology in interpreting ancient texts.

CO5: Students will understand the principles of **Vedic Accent (Udatta, Anudatta, and Svarita)** and the methods of Vedic commentaries, including ancient and modern approaches to Vedic interpretation.

CO–PO–PSO Mapping

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1.	3	3	2	2	–	1	2	2	–	2	–	2	3	3	2	1	3
CO2.	3	2	2	2	–	2	3	2	1	2	–	3	3	2	2	2	3
CO3.	3	3	2	2	–	2	3	3	2	2	–	3	3	3	2	2	3
CO4.	3	3	2	3	1	–	–	1	–	2	–	2	3	3	3	2	2
CO5.	3	3	2	3	1	–	–	1	–	2	–	2	3	3	3	2	2

Unit.I/II- Sadvedangas

Siksa. Kalpa, Vyakarana, Nirukta, Chhanda, Jyotisa

Unit.III – Brahmana-Literature

Yajna Vidhi and its types: - (AgnihotraYajna, Agnistoma DarshapurnamasaYajna, Pancha mahayajna, Akhyana – Sunahsepa, Vanmanas

Unit.IV – Nirukta, Chap – VII (Daivatakanda)

Vedic Accent – Udatta, Anudatta and Svarita

Methods of Vedic Commentaries- Ancient and Modern

Books Recommended

1. Niruktam, Yamuna Pathak, ChoukhambaSamskrutaSerise, Varanasi
2. Vaidika Sahitya aur Samskruti, ValadevUpadhya, SharadaSamstan, 37 B. Rabindrapuri, Durgakunda, Varanasi
3. Vaidikavanmayasyetihasah (in Sans), Acharya Jagadish Mishra, Choukhamba, Surabharati Prakashan, Varanasi.
4. The Nighantu and Niruktam with the Com of Durgacharya, Ed. Mukunda Jha Bakshi, Panini, New Delhi
5. Niruktam Panchadhyayi, Meherchand Lachmandas Publication, New Delhi – 110002
6. The *Harishchandropakhyana* (the story of Sunasepa) of the *Aitareya Brahmana* edited with Sayana'sComm, Trans., Ed. Umashankar Sharma, ChowkhambaVidyaBhawan, Varanasi, 4thEdn. 1989

7. **SDG Mapping**

SDG	Justification
SDG 4 – Quality Education	Develops knowledge of Vedic literature, Vedāṅgas, Vedic grammar, rituals, philosophy, and traditional knowledge systems through systematic academic study.
SDG 5 – Gender Equality	Encourages critical understanding of social values, human relationships, and representation of roles within Vedic narratives and traditions.
SDG 10 – Reduced Inequalities	Promotes appreciation and preservation of India's diverse linguistic, cultural, and intellectual heritage through inclusive study of ancient texts.
SDG 11 – Sustainable Cities & Communities	Supports preservation of Vedic oral traditions, chanting practices, rituals, and intangible cultural heritage for future generations.
SDG 12 – Responsible Consumption and Production	Highlights values of discipline, balance, ethical living, and responsible practices reflected in Vedic teachings and ritual traditions.
SDG 13 – Climate Action	Encourages awareness of ecological balance, harmony with nature, and environmental perspectives found in Vedic literature.
SDG 16 – Peace, Justice & Strong Institutions	Promotes ethical values, social harmony, moral responsibility, and philosophical insights derived from Vedic texts.
SDG 17 – Partnerships for the Goals	Encourages interdisciplinary research, collaboration, documentation, and global dissemination of Vedic knowledge traditions.

Classical Literature – IV

CL50033
Credit – 04
Objective:

- To teach the systematic arrangement of composing poetry and stories
- To learn regarding the composition of Drama through proper arrangement of dramatic components

Course Outcome:

CO1: Students will understand the principles and techniques of creative composition, including the systematic arrangement of poetry and stories in Sanskrit literature.

CO2: Students will acquire knowledge of the structure, elements, and methods involved in the composition of drama through proper arrangement of dramatic components such as plot, characters, dialogue, and action.

CO3: Students will develop creative writing skills and the ability to apply literary techniques in composing poetic and dramatic works.

CO4: Students will analyze the aesthetic aspects, literary devices, and structural features involved in Sanskrit poetry and drama.

CO5: Students will enhance their appreciation of classical literary traditions and develop critical skills for interpreting poetic and dramatic compositions.

CO–PO–PSO Mapping

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1.	3	2	3	2	1	–	–	1	2	3	–	2	3	3	3	2	2
CO2.	3	3	3	2	1	–	1	1	2	3	–	2	3	3	3	2	2
CO3.	3	3	3	3	2	–	–	1	2	3	1	2	3	3	3	3	2
CO4.	3	3	2	3	1	–	–	1	1	2	–	2	3	3	3	2	2
CO5.	3	3	2	3	1	1	2	2	2	2	–	3	3	3	2	2	3

Unit-I

Rasagangadhara Chap – I; Up to Dhvani bheda

From beginning till the end of the sentence – arthantarasamkramitavacyo, tyantatiraskrtavacyasca.

Unit-II

Rasagangadhara Chap – I: Rasasvarupa

Beginning from the sentence – samucita – lalita – sannivesacaruna --- till the end of the sentence – nimittani coddipakaniti bodhyam

Unit-III

Dhvanyaloka Chap – III, Karika 1 - 17

Unit-IV

Dhvanyaloka Chap – III, Karika 18 - 32

Books Recommended

1.Panditaraj Jagannath's Rasa Gangadhara, Part – I, Shankrji Jha, Vidyanidhi Prakashan, Delhi, 2015

2.Rasagangadharh, Part – I, Pt. Madan Mohan Jha, Choukhamba Vidyabhawan Prakasan, Varanasi, 2013

3. Rasagangadharah, Mathuranath Shastri, MLBD, Delhi, 1983

4.Dhvanyaloka of Anandavardhana, Pt. Kulamani Mishra, Odisha Sahitya Academi, Bhubaneswar.

5.Dhvanyaloka of Anandavardhana, K. Krishnamurty, MLBD, Delhi, 1982

6.Dhvanyaloka, Lokamani Dahal, Bharatiya Vidya Prakashan, Delhi, 3rd Edition, 2014.

7.Dhvanyaloka Eka Adhyayana, Thanesh Chandra Upraiti, Samskrta Granthagar, Delhi.2009.

SDG Mapping

SDG	Justification
SDG 4 – Quality Education	Enhances knowledge of Sanskrit classical literature, poetic traditions, dramatic techniques, literary theories, and aesthetic concepts such as **Rasa, Dhvani, and Alaṅkāra** through systematic study.
SDG 5 – Gender Equality	Encourages critical understanding of the representation of women, social roles, and human relationships reflected in classical Sanskrit literary works.
SDG 10 – Reduced Inequalities	Promotes appreciation of diverse cultural, linguistic, and literary traditions and encourages inclusive understanding of India's intellectual heritage.
SDG 11 – Sustainable Cities & Communities	Contributes to preservation and promotion of Sanskrit literature, classical theatre, performing arts, and intangible cultural heritage.
SDG 12 – Responsible Consumption and Production	Highlights ethical values, moral conduct, and responsible living reflected in classical literary narratives and philosophical ideas.
SDG 13 – Climate Action	Develops awareness of harmony between human beings and nature through environmental perspectives and ecological values expressed in classical Sanskrit literature.
SDG 16 – Peace, Justice & Strong Institutions	Promotes moral values, social harmony, ethical behaviour, and philosophical insights presented through classical texts.
SDG 17 – Partnerships for the Goals	Encourages interdisciplinary research, collaboration, and preservation of classical literary heritage through academic and cultural initiatives.

TRIBAL PAPER-III

Theme based Movies and Tribal Museum Visit

TL50051
Credit – 04
Course Description:

The paper aims to develop a sustainable curriculum for PG students of KISS-DU who are from the tribal communities of Odisha, India. Students are entertained and acquire knowledge through images; sightseeing, study tour, Internet, television, and films etc. are examples. Though the printed word is essential in learning, educators have been taking notice of the new visual and oratory stimuli and incorporated them into classroom teaching. Hence this paper is a methodology to teach students by using different mechanism such as museum visit, sightseeing, movie documents etc… where students will learn from movies based on tribal heritage, tribal rights, indigenous knowledge practices, oral and performance traditions.

This course will also provide sight seen to various tribal museums where students will learn a broad range of theoretical and practical approaches to the study of Tribal Museums. The purpose of this idea packet is to further introduce a new way to classroom teaching. This will promote experience based learning atmosphere at the University level.

Course Objectives:

The major objective of this paper is to create a new paradigm in education which will focus on:

1. To build social & emotional awareness: A film/sightseeing/museum visit has the potential to create an emotional connection to its subject matter and can provide the students a practical experience. The impact of audio and visual components supports students' retention of information.
2. To create connection across time, place & culture: The students will understand & connect to the fast-changing tribal world.
3. To critically examine the role of language in tribal life, culture & their development.
4. To connect with the current events: A short documentary can expose students to any number of global issues, reduce isolation, and allow students to connect to innovations and inspiration from sources beyond their immediate environment.
5. To examine and analyse the massive body of rituals and oral traditions, dance, music and performance through documented movies.
6. To incorporate reflective writing assignments: A visit (or) a short documentary story can increase students' literacy with connections to a source, to self, and to the world. Here students use the film/visit as a source to justify their reasoning.

Course Outcomes-

CO1: Students will understand the cultural heritage, social practices, traditions, and indigenous knowledge systems of tribal communities through experiential learning methods.

CO2: Students will develop awareness of tribal rights, identity, heritage conservation, and socio-cultural issues through films, documentaries, museum visits, and field-based learning activities.

CO3: Students will acquire knowledge of tribal museums, oral traditions, folk practices, and performance traditions through theoretical and practical approaches.

CO4: Students will develop skills in observation, documentation, critical analysis, and interpretation of tribal cultural resources using various learning tools such as sightseeing, study tours, digital resources, and visual media.

CO5: Students will appreciate the importance of preserving tribal heritage, indigenous practices, and community knowledge systems and apply experiential learning approaches in academic and social contexts.

CO–PO–PSO Mapping

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1.	**3**	**2**	**2**	**2**	**–**	**2**	**3**	**2**	**2**	**2**	**–**	**3**	**3**	**2**	**2**	**2**	**3**
CO2.	**3**	**3**	**2**	**2**	**–**	**3**	**3**	**3**	**2**	**2**	**–**	**3**	**3**	**2**	**2**	**2**	**3**
CO3.	**3**	**2**	**2**	**2**	**1**	**2**	**3**	**2**	**1**	**2**	**–**	**2**	**3**	**3**	**2**	**2**	**3**
CO4.	**3**	**3**	**2**	**3**	**2**	**2**	**2**	**1**	**2**	**3**	**1**	**2**	**3**	**3**	**3**	**2**	**2**
CO5.	**3**	**3**	**2**	**2**	**1**	**3**	**3**	**3**	**2**	**2**	**–**	**3**	**3**	**3**	**2**	**2**	**3**

Pedagogy: Visual Presentation with the help of movies, assignments, case discussion, Projects, Visit to the Tribal Museum, SCSTRTI, State Museum of Odisha & Kalabhoomi.

Unit: I

Basic Understanding of Tribes

- Tribes of India: A Profile
- PVTGs: India & Odisha

Tribes of India & PVTGs Documentary Movies

- Tribes of Odisha: Hill Kharia tribe - YouTube
- Tribes of Odisha | Bonda Tribes - YouTube
- Apatani Tribes of Arunachal Pradesh - YouTube
- Munda Tribe | Tribes of India - YouTube
- Oraon Tribe| Tribes of India - YouTube
- Kisan Tribe| Tribes of India - YouTube
- Sounti Tribe - Tribes of India - YouTube
- Gadaba Tribe | Tribes of India - YouTube
- Gurjar Tribe | Tribes of India - YouTube
- North Sentinel Island : YouTube
- Tribes of Andamans: Great Andamanese - YouTube
- Tribes of Nicobar Islands: The Nicobarese - YouTube

Unit- II :

Concept of Tribal Language/ Oral / Performance traditions in India.

- भाषाओं को संजीवनी | CIIL- The Custodian of Indian Languages - YouTube
- An Inspiration - a documentary on Pt. Raghunath Murmu - YouTube
- Indian Languages in Danger !!! UNESCO Report - YouTube
- Revival of Rhythm ...a documentary film on tribal musical instruments - YouTube
- The Warli's - A Documentary On Artistic Tribes Of India - YouTube

Museum visit gallery wise

- Odisha Tribal Museum: Odisha State Tribal Museum - YouTube
- Odisha State Museum: State museum in Bhubaneswar - YouTube

STUDENT EVALUATION:

- **Preparation, participation and collaboration:**
  You are expected to attend class both practical and theoretical. Beyond attendance, you are also expected to collaborate with your classmates in planning teams or organising small group discussions.
- **Individual assignments and exams:**
  Your individual grade is based on your own efforts and accomplishments. To evaluate your efforts and accomplishments, you will complete 2 writing assignments, 2 MCQ on documentary movies and one comprehensive exam (mid-term). The exams are based on readings, writing assignments, documentary movie-based quiz, and course materials.
- **Major Individual assignments:**
  Note**: The standard formatting requirements for written assignments in this class, are 12 pt. font, 1-inch margins (top, bottom, left and right), page numbers and double spacing. TIMES NEW ROMAN font.**
  Written summary assignments procedure: A written summary is a short, succinct document summarizing, analyzing, and reflecting an issue or a problem. These assignments will allow you to make connections among the course materials and other classes you are taking. The assignments further develop your writing skills and research ability and provide an opportunity to understand your own values and the course materials. These assignments must be focused, easy to read, evidence-based and include your personal reflections. Personal reflections include outlining your own values, outlining ambiguities or contradictions among concepts, and expressions of your own learning to-date.

READING MATERIALS:

1. Behera, D.K and Georg Pfeffer. *Contemporary Society Tribal Studies, Volume I to VII.* New Delhi: Concept Publishing Company
2. Furer- Haimendorf, C. von 1982. *Tribes of India: The Struggle for Survival.* Delhi: Oxford University Publication.
3. Ghurye, G. S. *The aborigines -"so-called" - and their future*
4. Hardiman, David 1987. *The Coming of the Devi: Adivasi Assertion in Western India.* Delhi: Oxford University Press.
5. Joshi, P C and A K Kalla, ed. 2004. *Tribal Health and Medicines*. New Delhi: Concept Publishing.
6. Mahapatra, L.K., 1994. *Tribal Development in India: Myth and Reality*. Delhi: S.Chand & Company Ltd.

7. Maharana, A.K. & H. S. Mishra, K.K. Mohanty (edt.). 2004. Collection and Sale of Minor Forest Produce among the tribes of Orissa: A socio-structural and Economic Analysis. SCSTRTI, Bhubaneswar, Odisha.
8. Ota, A. B. & S.C. Mohanty 2015. *Particularly Vulnerable Tribal Groups (PVTGs) of Odisha, Volume – I (Ethnography)*. SCSTRTI, Bhubaneswar, Odisha.
9. Ota, A. B. & S.C. Mohanty 2015. *Particularly Vulnerable Tribal Groups (PVTGs) of Odisha, Volume – II (Change & Development).* SCSTRTI, Bhubaneswar, Odisha.
10. Ota, A. B. & S.C. Mohanty 2015. *Particularly Vulnerable Tribal Groups (PVTGs) of Odisha, Volume – III (Anthropology of Health & Medicine).* SCSTRTI, Bhubaneswar, Odisha.
11. Ota, A. B. & S.C. Mohanty 2015. *Demographic Profile of Schedule Tribes of Odisha (1961-2011).* SCSTRTI, Bhubaneswar, Odisha.
12. Ota, A. B., T. Sahoo & Sweta Mishra 2016. *Compendium of Guidance and Exicutive* . SCSTRTI, Bhubaneswar, Odisha.
13. Ota, A. B. & S.C. Mohanty 2007. *PVTGS Handbooks: Bonda*. SCSTRTI, Bhubaneswar, Odisha.
14. Ota, A. B. & S.C. Mohanty 2008. *PVTGS Handbooks: Lanjia Saora*. SCSTRTI, Bhubaneswar, Odisha.
15. Ota, A. B. & S.C. Mohanty 2008. *PVTGS Handbooks: Dongaria Kandha*. SCSTRTI, Bhubaneswar, Odisha.
16. Ota, A. B. & S.C. Mohanty 2008. *PVTGS Handbooks: Mankadia*. SCSTRTI, Bhubaneswar, Odisha.
17. Ota, A. B. & A. C. Sahoo 2008. *PVTGS Handbooks: Juanga*. SCSTRTI, Bhubaneswar, Odisha.
18. Mohanty, K. K. 2009. *PVTGS Handbooks: Didayi*. SCSTRTI, Bhubaneswar, Odisha.
19. Ota, A. B. & T. Sahoo. *PVTGS Handbooks: Hill Kharia*. SCSTRTI, Bhubaneswar, Odisha.

SDG Mapping

SDG	Justification
SDG 4 – Quality Education	Promotes experiential and visual learning through theme-based movies, documentaries, and museum visits, enhancing understanding of tribal heritage, indigenous knowledge, culture, and social issues.
SDG 5 – Gender Equality	Encourages awareness of gender roles, representation, contributions, and challenges of tribal women reflected through films, museum exhibits, and cultural narratives.
SDG 10 – Reduced Inequalities	Develops understanding of tribal identity, rights, social inclusion, and challenges faced by indigenous communities, promoting respect for marginalized groups.
SDG 11 – Sustainable Cities & Communities	Supports preservation and promotion of tribal heritage, museums, oral traditions, folk arts, crafts, and intangible cultural heritage.
SDG 12 – Responsible Consumption and	Highlights sustainable lifestyles, traditional resource management, indigenous practices, and responsible relationships with natural

SDG	Justification
Production	resources.
SDG 13 – Climate Action	Creates awareness about indigenous ecological knowledge, traditional environmental practices, and community-based conservation approaches.
SDG 15 – Life on Land	Promotes understanding of tribal relationships with forests, biodiversity, land, and traditional ecological practices through cultural studies and field visits.
SDG 16 – Peace, Justice & Strong Institutions	Develops awareness of tribal rights, social justice, cultural identity, equality, and community participation.
SDG 17 – Partnerships for the Goals	Encourages collaboration among educational institutions, museums, researchers, cultural organizations, and tribal communities for heritage preservation.

SEMISTER-IV

Field Work and Dissertation

FD50082

Credit – 04

Course objectives: The aim of this course is to provide a wide-ranging understanding of the Literary and Language Related Research Work and Make Students acquainted with various types of data collection. This course also aims to able the students to make data analysis and writing report. The Motive of doing research is conveying the thoughts of a scholar to the evaluator and pupil who we consider the thesis in future. The main thing to taken care of while draping it should be the language uses, it should preferable be the way everybody could read and understand.

Course Outcomes:

CO 1: The students who successfully complete this course will understand the different aspects of Literary research and develop their skills in various types of data collection, interpretation and presentation.

CO 2: After this course the students will be able to explore the different problems of research works in languages and they will gain skill in fieldworks, data analysis and report writing.

CO 3: This course will help the students to interpret different problems / issues faced in their research works.

CO 4: The students through this paper assess the data presentation and documentation in an effective way.

CO 5: This paper will help students for developing the capability of academic writing and publication of research findings.

CO–PO–PSO Mapping

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1.	3	3	2	3	2	–	–	1	1	2	–	2	3	3	3	2	2
CO2.	3	3	3	3	2	–	–	1	2	3	1	2	3	3	3	2	2
CO3.	3	3	2	3	2	1	–	1	2	2	–	2	3	3	2	2	2
CO4.	3	3	2	3	3	–	–	1	1	3	1	2	3	3	3	2	2
CO5.	3	3	2	3	3	–	–	2	2	3	1	3	3	3	3	2	3

Course Contents:

Field Work and Report Writing: Each student shall have to undergo training for learning and use of different techniques of scientific data collection during 15 days of fieldwork under the supervision of a teacher, as nominated by the Head of the Department in a tribal / rural area. The exact date of commencement of fieldwork shall be announced by the department. Student failing to complete the fieldwork in a particular year can only clear the paper by completing field work in next year.

Dissertation: Dissertation is to be prepared by the student under the supervision of the concerned teacher. The student is required to submit the dissertation through the supervising teacher to the Head of the Department for its evaluation at least fifteen days in advance of the date notified for examination. The dissertation shall be evaluated by an external examiner in consultation with the internal examiner (the supervising teacher). The candidate shall be awarded grade both by the internal and external examiners on the basis of his / her dissertation, seminar presentation and viva voce. Evaluation pattern will be 50 marks for dissertation, 30 marks for presentation and 20 marks for viva voce.

Credit distribution for Field works and Dissertation

Dissertation based on 30 days fieldwork	6 Credits
Material Collection/ Data Collection	4 Credits
Dissertation Writing	6 Credits
Presentation and Viva voce	4 Credits
Marks	100

The Dissertation has to be submitted by the student positively before the end semester examination.

Suggested Readings:

1. Ackoff, R. L. (1961). *The Design of Social Research*, Chicago University Press; Chicago.
2. Ali. B. Sheik, (1981). *History Its Theory & Methods,* 2nd Edition, Macmillan India Ltd, Delhi.
3. Allen, T.H. , (1978.). *New Methods in Social Science Research*, Praeger Publishers.
4. Bailley, K. D. , (1978). *Methods of Social Research*, New York.

5. Bhattcharya, Bikash ,(2017). *Historical Theories and Methods*, Wisdom Press, New Delhi.
6. Bloch, Marc, *The Historians Craft*, Vintage Book, New York..
7. Ghosh, B. N. , (1982). *Scientific Methods and Social Research*, Sterling Publishers Pvt Ltd, New Delhi.
8. Gopal, M.H. , (1864). *An Introduction to Research Procedure in Social Sciences*, Asia Publishing House.
9. Hillway, T. , (1964). *Introduction to Research*, Houghton Mifflin , Boston, 2nd Edition..
10. Johnson, E.,(1951). *The Research Report: A Guide for the Beginners*, Ronald Press, New York.
11. Kothari, C.R. , (2006). *Research Methodology*, New Age International Pvt. Ltd., New Delhi.
12. Krentz, Edgar, (1975).*The Historical- Critical Method*, London.
13. Leonard, S. and Anselm, L.S. , (1973). *Field Research*, Prentice Hall Inc. New Jersey.
14. Manikchand, S., *THEORY OF HISTORY& METHOD OF RESEARCH*, Paduman Publisher;, Madurai,
15. Maxwell , A. E. , (1961). *Analyzing Qualitative Data*, John Wiley and Sons; New York.
16. Nilakantha Satri, K.A. and Ramana, H.S., (1956). *Historical Method in Relation to Indian History*, Madras.
17. Raj, Hans , (2002). *Theory and Practice in Social Research*, Surjeet Publications, Delhi.
18. Sharma, B.A. V. , *et al,* (1983). *Research Methods in Social Sciences,* Sterling Publishers Pvt. Ltd., New Delhi.
19. Sharma, Tejram, *Research Methodology in History*, New Delhi.
20. Shreedharan, E., (Reprint- 2004). *A Textbook of Historiography* (500 BC to CE Orient Longman.
21. Tondon, B.C. ,(1979). *Research Methodology in Social Sciences*, Chaitanya Publishing House; Allahabad.
22. Whitney, F. L., (1950). *The Elements of Research*, 3rd Edition, Prentice Hall ; New York,
23. Young, P.V. , (3rd Edition-1960). *Scientific Social Surveys and Social Research* , Prentice Hall; New York.

SDG Mapping

SDG	Justification
SDG 4 – Quality Education	Develops advanced research skills, critical thinking, academic writing, and independent learning through dissertation work in Sanskrit language, literature, philosophy, culture, or allied disciplines.
SDG 5 – Gender Equality	Encourages inclusive and gender-sensitive research by examining women's contributions, gender perspectives, and representation in

SDG	Justification
	Sanskrit texts and traditions where relevant.
SDG 9 – Industry, Innovation and Infrastructure	Promotes innovation in research methodologies, digital humanities, manuscript studies, and the application of modern research tools in Sanskrit studies.
SDG 10 – Reduced Inequalities	Encourages research on marginalized communities, indigenous knowledge, regional traditions, and inclusive cultural perspectives preserved in Sanskrit sources.
SDG 11 – Sustainable Cities & Communities	Supports preservation, documentation, and dissemination of Sanskrit manuscripts, literary heritage, traditional knowledge systems, and India's intangible cultural heritage.
SDG 16 – Peace, Justice & Strong Institutions	Promotes ethical research practices, academic integrity, social harmony, moral values, and philosophical understanding through Sanskrit scholarship.
SDG 17 – Partnerships for the Goals	Encourages collaboration among universities, libraries, archives, research institutions, manuscript repositories, and interdisciplinary scholars for knowledge creation and preservation.

KISS

KALINGA INSTITUTE OF SOCIAL SCIENCES

KALINGA INSTITUTE OF SOCIAL SCIENCES (KISS)

DEEMED TO BE UNIVERSITY

Higher Education Campus, KISS Campus-3, Bhubaneswar, Odisha, 751024
https://university.kiss.ac.in | https://kiss.ac.in