KISS

KALINGA INSTITUTE OF SOCIAL SCIENCES

CURRICULUM AND CREDIT FRAMEWORK FOR UNDERGRADUATE PROGRAMME

BACHELOR OF ARTS IN SANSKRIT

(As per NEP-2020, NCrF, NHEQF)

Academic Session 2026-2027



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

Name of the Programme: Bachelor of Arts in Sanskrit (B.A.)

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 Department of Sanskrit comes under the School of Comparative Tribal Languages and Literatures to offer Bachelor of Arts (B.A) in Sanskrit, Master of Arts (M.A) in Sanskrit course since its inception in 2017 and the course study of M.A is revised in regular intervals and made up to date. The B.A in Sanskrit is a four-year programme and M.A in Sanskrit is a two-year programme, both focusing on Sanskrit Language, Literature and Culture. 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 editing and translation. The Masters Programme provides the students to get anthropological and sociological field work exposure in the fourth semester.

KISS Deemed to be University is first tribal institute in India which is 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: Bachelor of Arts in Sanskrit (B.A.)

Programme Type: Undergraduate (Four-Year Undergraduate Programme — Honours / Honours with Research)

The Four-Year Undergraduate Programme (FYUGP) in Sanskrit has been designed in accordance with the National Education Policy (NEP) 2020 and the UGC Curriculum and Credit Framework for Undergraduate Programmes (CCFUP). The programme spans eight semesters and offers 23 Major Courses, 8 Minor Courses, 3 Multidisciplinary Courses (MDC), 4 Ability Enhancement Courses (AEC), 3 Skill Enhancement Courses (SEC) and 3 Value-Added Courses (VAC), together with an Internship and a Research Project/Dissertation. The total credit requirement for the programme is 162 credits. From the fifth semester onward, students may opt for a Double Major track, continuing through the eighth semester; in the eighth semester, students securing a minimum CGPA of 7.5 undertake a Research Project and Dissertation, while others take three additional Major courses in lieu of research. The programme is interdisciplinary in

orientation, integrates the Sustainable Development Goals (SDGs), and is aligned with NEP-2020, NCrF and NHEQF guidelines.

Process of Curriculum Development

The School follows the standard KISS-DU curriculum development protocol:

- Formation of a Syllabus Committee with domain experts of Sanskrit language and literature.
- Consultation with stakeholders — students, alumni, employers and the community.
- Review and approval by School faculty.
- Vetting by the Board of Studies (BoS) with external experts.
- Final approval by the Academic Council.
- Integration of NEP-2020, CBCS, NCrF and NHEQF guidelines throughout.

Definitions of Components

Ability Enhancement Courses (AEC): Courses enhancing competency in a Modern Indian Language (MIL) and in English, with emphasis on language and communication skills rather than literature, prose, poetry or the novel.

Academic Bank of Credits (ABC): Envisaged by the UGC to facilitate academic mobility of students, with the freedom to study across Higher Education Institutions and transfer credit toward a Degree/Diploma/Certificate.

Academic Year: Two consecutive semesters constitute one academic year.

Choice Based: Students select courses from the prescribed baskets — Major, Minor, Multidisciplinary, AEC, SEC, VAC, Internship/Research.

Major: The subject of main focus of the student's study.

Credit Based Semester System (CBSS): The requirement for the award of a degree/diploma/certificate is prescribed in terms of the number of credits earned.

Credit: A unit by which course work is measured; one credit is equivalent to one hour of lecture/tutorial or two hours of practical/field work per week in a semester.

Minor Course: Helps a student gain a broader understanding beyond the Major discipline; offered subject to a minimum enrolment of 10 students per subject.

Multidisciplinary Course (MDC): Courses a student may opt for from other disciplines to broaden their intellectual experience.

Skill Enhancement Course (SEC): Courses imparting practical skills, hands-on training and soft skills to enhance employability.

Summer Internship / Apprenticeship: Experiential exposure of 6–8 weeks after the fourth semester, followed by a project report and viva-voce during the fifth semester.

Research (Eighth Semester): For students securing 7.5 CGPA or above, involving application of knowledge to explore, critically analyze, or solve a real-life issue.

Value-Added Course (VAC): Courses enabling students to acquire and demonstrate knowledge and understanding of contemporary society.

NCrF-Aligned Components (National Credit Framework)

Operational Definition of Credit (NCrF Standard): 1 Credit = 30 Notional Learning Hours. A standard 4-credit course therefore represents 120 Notional Learning Hours.

NCrF-Compliant Course Engagement Table (Example for a 4-credit course)

Component	**Operational Definition**	**Hours**
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	Equals 30 hours × credits	120

MOOC Courses (SWAYAM and SWAYAM Plus): As per UGC guidelines, students may 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 to the appropriate NHEQF level and stored digitally in the student's Academic Bank of Credits (ABC).

NCrF Category Wise Credit Distribution (UGC CCFUP Compatible) (for UG Programme)

Semester	Discipline Specific courses- core		Minor		MDC/IDC		AEC		SEC/ Internship /Dissertation		VAC		Grand Total Credits
	No. Of Papers	Total Credits	No. Of Papers	Total Credits	No. Of Papers	Total Credits	No. Of Papers	Total Credits	No. Of Papers	Total Credits	No. Of Papers	Total Credit	
I	1	4	1	4	1	3	1	2	1	3	4	8	20
II	1	4	1	4	1	3	1	2	1	3	2	4	20
III	2	8	1	4	1	3	1	2	1	3			20
IV	4	14	1	4			1	2					20
V	4	16	1	4					1	2			22
VI	4	16	1	4									20
VII	4	16	1	4									20

VIII	1	4	1	4					1	12			20
Total Credits for the Course		80		32		9		8		23		12	162

These exit awards correspond to progressive NHEQF / NSQF levels and are fully NCrF-compliant for credit accumulation, mobility and re-entry through the Academic Bank of Credits.

Skill Enhancement Courses (SEC), Multidisciplinary Courses (MDC), value-added courses and internships are creditised as per NCrF, recognising vocational, experiential and community-based learning alongside academic coursework. These courses are designed at appropriate NSQF levels, with clear competency descriptors and notional hours.

Eligibility for Admission and Number of Seats

As per the admission guidelines and prospectus of 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 may be written in Odia script but 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	Continues Evaluation Marks /Sessional	Mid Semester theory Mark	Semester-End and Practical mark	Mid Semester Practical Mark
Without Practical	**100**	**60**	**20**	**20**	**----**	**--**
With Practical	**100**	**50**	**10**	**10**	**20**	**10**
Only Practical	**100**	**------**	**-------**	**-------**	**60**	**40**

Distribution of Sessional Marks:

Course Type	Maximu mMark	Mid Semester	Attendance	Surprise Test/Quiz/Viva	Assignment/ Presentation
Without Practical	**40**	**20**	**Above 95%- 5 Marks**	**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**	**2x3=6**	**2x5=10**

	question (without practical)		
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	---------

18. a) Grading System:

Grade System in each paper (MID+END Sem Exam) in a Semester

GRADING SYSTEM

Qualification	Grade	Mark	Grade Point

Outstanding	'O'	**100-95**	**10**
Excellent	'A+'	**90-94**	**9**
Very Good	'A'	**80-89**	**8**
Good	'B+'	**70-79**	**7**
Above Average	'B'	**60-69**	**6**
Fair	'C'	**50-59**	**5**
Pass	'D'	**40-49**	**4**
Fail	'F'	**Below 40**	**0**
Absent	'ABS'	**00**	**0**
Malpractice	**'M'**	**00**	**0**

b) Formula for Conversion of grade Point of Marks:

Grade Point	**10**	**9**	**8**	**7**	**6**	**5**	**4**	**0**
Marks in %	**97.5**	**92**	**84.5**	**74.5**	**64.5**	**54.5**	**44.5**	**20**

The following procedure is to be adopted for computation of Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

i. The **Semester Grade Point Average (SGPA)** is the ratio of the sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e.
SGPA (Si) = ∑(Ci x Gi) / ∑Ci
Where Ci is the number of credits of the ith course and Gi is the grade point scoredby the student in the ith course.

ii. The **Cumulative Grade Point Average (CGPA)** is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e.
CGPA = ∑ (Ci x Si) / ∑ Ci

Where, Si is the SGPA of the ith semester and Ci is the total number of credits in that semester.

19. HARD CASE RULE:

Maximum of 5 (five) marks shall be given to pass in a semester as grace mark. This shall be applicable in each semester.

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 (National Higher Education Qualifications Framework)

1. NHEQF Level Mapping for Multi-Entry / Multi-Exit

"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)."

Insert the following table:

Milestone / Year Completed	**Exit Award**	**NHEQF Level**	**Standard Credit Range**
Year 1 (Sem I–II)	UG Certificate	Level 4.5	~40 + 4 credits in work based vocational courses offered during summer term or internship / Apprenticeship in addition to 6 credits from skill-based courses earned during first and second semester.
Year 2 (Sem III–IV)	UG Diploma	Level 5.0	~80 + 4 credit in skill based vocational courses offered during first year or second year summer term
Year 3 (Sem V–VI)	UG Degree (3-Year)	Level 5.5	~120
Year 4 (Sem VII–VIII) **Year 1(Sem I-II)**	UG Honours / Honours with Research Post-Graduate Diploma	Level 6.0	~160
Year 2(Sem III-V)	Master's degree (e.g. M.A., M.Com., M.Sc., etc.)	Level 6.5	80 Credits
	Doctoral Degree	Level 8.0	Credits for coursework and, a thesis and published work

Programme Educational Objectives (PEO)

Graduates of the B.A. in Sanskrit programme are expected to:

- PEO-1: From the very beginning, students of the Sanskrit programme are exposed to fieldwork and research methodology, enabling them to carry out independent research.
- PEO-2: The programme grooms students to engage with a broad, emerging academic environment where alternative viewpoints and new knowledge are valued for policy research and development at national and international levels.
- PEO-3: Students are well equipped for empirical research and research-related policy making.
- PEO-4: Students interested in administrative services benefit from the courses offered in this programme.

Programme Outcomes (PO)

- PO1. Moral & Ethical Values: The texts introduced in the syllabus are rich in moral and ethical values; students internalize these values of life alongside their academic learning.
- PO2. Disciplinary Knowledge: Ability to view and evaluate Sanskrit literary texts as a field of study within the wider network of Indian and global culture, and to understand the history of classical, medieval and modern Sanskrit literature.
- PO3. Communication Skills: Ability to create knowledge and communicate it to others, orally and in writing, in Sanskrit and related languages.
- PO4. Critical Thinking, Problem Solving & Analytical Reasoning: Ability to systematically analyze existing scholarship, frame critical questions, and expand the knowledge base in Sanskrit studies using both traditional and digital resources.
- PO5. Indian Knowledge Systems (IKS): Ability to engage with the grammatical, philosophical, scientific and literary traditions of Sanskrit as a living Indian Knowledge System.
- PO6. Research-Related Skills: Ability to conduct research, and to write dissertations, research papers, articles and other research-related outputs.
- PO7. Cooperation/Teamwork: Ability to work cooperatively, a value also reflected in and reinforced by the collaborative pedagogy and literary texts of the programme.
- PO8. Digital Literacy: Ability to use MOOC platforms, internet research, presentation software and digital resources for academic work.
- PO9. Experiential & Life-long Learning: Ability to set personal learning goals, identify resources, and take responsibility for continuing education.
- PO10. Leadership Qualities: Ability to draw on the inspirational leadership qualities modelled in classical Sanskrit texts.
- PO11. Professional & Decision-making Skills: Ability to exhibit professionalism and sound decision-making, informed by the ethical and practical teachings of the texts studied.
- PO12. Environment Awareness and Sustainability: Ability to read Sanskrit texts from an eco-critical perspective and to understand environment and sustainability.

Programme Specific Outcomes (PSO)

- PSO1: Emphasize and promote Sanskrit language, literature and culture.
- PSO2: Document and preserve the folklore and oral literature of indigenous and tribal groups from a comparative perspective.
- PSO3: Encourage and undertake research in undiscovered/under-explored areas of Sanskrit literature and culture.
- PSO4: Organize and participate in seminars, workshops and symposia that enrich departmental research, teaching and the study of tribal culture, language and literature.
- PSO5: Write an original research paper/dissertation that locates and synthesizes relevant primary and secondary sources with a clear, coherent, plausible argument, logical structure, correct grammar and proper references.

Four Year Under Graduate Programme (FYUGP) in Sanskrit

School of Comparative Tribal Languages & Literatures (SCTLL)
KISS Deemed to be University

SEMESTER-I

Course Type	Course Codes	Course Title	Credit			Credits
			L	T	P	
Core Course (Major)	**SA10001**	Moral Teachings, Poetry and Basics of Sanskrit **(C-1)**	3	1	0	4
Minor	**SA12001**	Moral Teachings **(M-1)**	3	1	0	4
Multi - Disciplinary Course (MDC)	**SA13001**	Fundamentals of Sanskrit and Moral Teachings **(MD-1)**	2	1	0	3
Ability Enhancement Course (AEC)	**AE14001** **AE14003** **AE14005** **AE14007** **AE14009**	(Choose any one) Modern Indian Language (Odia) Modern Indian Language (Hindi) Modern Indian Language (Sanskrit) Modern Indian Language (Santali) Alternative English	2	0	0	2
Skill Enhancement Course (SEC)	**CS15001**	Information Technology and Communication	2	0	1	3
Value Added Course (VAC)	**VA16201**	Environment Education and Disaster Management	3	0	1	4

Total Credits	20

Note: The courses of SWAYAM platform are also followed.

SEMESTER-II

Course Type	Course Codes	Course Title	Credit			Credits
			L	T	P	
Core Course (Major)	**SA10002**	Drama-I and History of Sanskrit Literature – I **(C-2)**	3	1	0	4
Minor	**SA12002**	Fundamentals of Sanskrit Grammar and Translation-I **(M-2)**	3	1	0	4
Multi - Disciplinary Course (MDC)	**SA13002**	Ethical Values in Shrimadbhagavadgita and Upanishads **(MD-2)**	2	1	0	3
Ability Enhancement Course (AEC)	**AE 14002** **AE 14004** **AE 14006** **AE 14008** **AE14010**	(Choose any one) Translation Studies (Odia) Translation Studies (Hindi) Translation Studies (Sanskrit) Translation Studies (Santali) Translation Studies (English)	2	0	0	2
Skill Enhancement Course (SEC)	**TL15002**	Soft Skill Education	2	0	1	3
Value Added Course (VAC)	**VA16116** **VA16482** **VA16430**	(Choose any two) Psycho-Social Development among Indigenous People Self-Help and Happiness Life Skills Education	2 2	0 0	0 0	2 2
Total Credits						20

Note : The courses of SWAYAM platform are also followed.

Students exiting the programme after securing 40 credits will be awarded UG Certificate in the relevant Discipline /Subject provided they secure 4 credits in work based vocational courses offered during summer term or internship / Apprenticeship in addition to 6 credits from skill-based courses earned during first and second semester.

SEMESTER-III

Course Type	Course Codes	Course Title	Contact Hours(weekly)			Credits
			L	T	P	
Major	**SA20001**	Drama-II and Dramaturgy **(C-3)**	3	1	0	4
Major	**SA20003**	Introduction to the Technique of Paninian Grammar and Prosody **(C-4)**	3	1	0	4
Minor	**SA22001**	Abhijnanashakuntalam-I (M-3)	3	1	0	4
MDC	**SA23001**	Ancient Indian Scientists **(MD-3)**	2	1	0	3
AEC	**AE24001**	Communicative English	2	0	0	2
SEC	**TL25091**	Art of Shadow Puppetry	2	0	2	3
Total						20

Note: The courses of SWAYAM platform are also followed.

SEMESTER-IV

Course Type	Course Codes	Course Title	Contact Hours(weekly)			Credits
			L	T	P	
Major	**SA20002**	Poetry and History of Sanskrit Literature – II **(C-5)**	3	1	0	4
Major	**SA20004**	Metarules of Paninian Grammar, Poetics and Figures of Speech **(C-6)**	3	1	0	4
Major	**SA20006**	Cases and Case Endings of Paninian Grammar and Translation – I **(C-7)**	3	1	0	4
Practical	**CP20082**	Course based Presentation	0	0	2	2
Minor	**SA22002**	Abhijnanashakuntalam-II (M-4)	3	1	0	4
AEC	**AE24002**	Professional Communication	2	0	0	2
Total						20

Note : The courses of SWAYAM platform are also followed.

Students exiting the programme after securing 80 credits will be awarded UG Diploma in the relevant Discipline /Subject provided they secure additional 4 credit in

skill based vocational courses offered during first year or second year summer

SEMESTER-V (Single Major)

Course Type	Course Codes	Course Title	Contact Hours(weekly)			Credits
			L	T	P	
Major	**SA30001**	Inscriptions, Upanishad and Bhagavadgita **(C-8)**	3	1	0	4
Major	**SA30003**	Case and Case Endings in Paninian Grammar, Translation-II and Lexicon **(C-9)**	3	1	0	4
Major	**SA30005**	Ornate Prose and Prose Writing **(C-10)**	3	1	0	4
Major	**SA30007**	Ornate Poetry in Sanskrit and History of Sanskrit Literature-III **(C-11)**	3	1	0	4
Minor	**SA32001**	Karaka- Vibhakti Prakaranam (Vibhakti-I-IV) **(M-5)**	3	1	0	4
Internship	**IP37081**	Internship	0	0	2	2
Total						22

Note: The courses of SWAYAM platform are also followed.

SEMESTER-V (Double Major)

Course Type	Course Codes	Course Title	Contact Hours(weekly)			Credits
			L	T	P	
Major	**SA30001**	Inscriptions, Upanishad and Bhagavadgita **(C-8)**	3	1	0	4
Major	**SA30003**	Case and Case Endings in Paninian Grammar, Translation-II and Lexicon **(C-9)**	3	1	0	4
Major	**SA30005**	Ornate Prose and Prose Writing **(C-10)**	3	1	0	4

Major	**SA30007**	Ornate Poetry in Sanskrit and History of Sanskrit Literature-III **(C-11)**	3	1	0	4
Minor	**SA32001**	Karaka- Vibhakti Prakaranam (Vibhakti-I-IV) **(M-5)**	3	1	0	4
Double Major	**SA32003**	Meghadutam (Purvamegha)	3	1	0	4
Double Major	**SA32005**	An Introduction to the Technique of Paninian Grammar and Prosody **(DM-2)**	3	1	0	4
Double Major	**SA32007**	Vedic Language and Literature **(DM-3)**	3	1	0	4
Internship	**IP37081**	Internship	0	0	2	2
Total						34

Note : The courses of SWAYAM platform are also followed.

SEMESTER-VI (Single Major)

Course Type	**Course Codes**	**Course Title**	**Contact Hours(weekly)**			**Credits**
			L	**T**	**P**	
Major	**SA30002**	Veda, Vedic Grammar and History of Vedic Literature **(c-12)**	3	1	0	4
Major	**SA30004**	Arthashastra and Dharmashastra **(c-13)**	3	1	0	4
Major	**SA30006**	Technical Literature in Sanskrit (Jyotisa and Vastu) **(c-14)**	3	1	0	4
Major	**SA30008**	Likhana- kala (writing skill)	3	1	0	4
Minor	**SA32002**	Case and Case Endings in Paninian Grammar and Lexicon **(m-6)**	3	1	0	4
Total						20

Note : The courses of SWAYAM platform are also followed.
Students who want to undertake 3-year UG programme will be awarded UG Degree in the relevant Discipline /Subject upon securing 120 credits.

SEMESTER-VI (Double Major)

Course Type	Course Codes	Course Title	Contact Hours(weekly)			Credits
			L	T	P	
Major	**SA30002**	Veda, Vedic Grammar and History of Vedic Literature **(c-12)**	3	1	0	4
Major	**SA30004**	Arthashastra and Dharmashastra **(C-13)**	3	1	0	4
Major	**SA30006**	Technical Literature in Sanskrit (Jyotisha and Vastu) **(c-14)**	3	1	0	4
Major	**SA30008**	Likhana- Kala (Writing Skill)	3	1	0	4
Minor	**SA32002**	Case and Case Endings in Paninian Grammar & Lexicon **(M-6)**	3	1	0	4
Double Major	**SA32004**	Prose and Prose Writing in Sanskrit **(dm-4)**	3	1	0	4
Double Major	**SA32006**	Mahakavyas in Sanskrit **(dm-5)**	3	1	0	4
Double Major	**SA32008**	Science of Vastu and Vrukshya **(dm-6)**	3	1	0	4
Total						32

Note : The courses of SWAYAM platform are also followed.

Students who want to undertake 3-year UG programme will be awarded UG Degree in the relevant Discipline /Subject upon securing 120 credits

SEMESTER-VII (Single Major)

Course Type	Course Codes	Course Title	Contact Hours(weekly)			Credits
			L	T	P	
Major	**AR40001**	Approaches to Research **(c-16)**	3	1	0	4
Major	**SA40003**	Sanskrit Poetics (**C-17)**	3	1	0	4
Major	**SA40005**	Sanskrit Poetry **(C-18)**	3	1	0	4
Major	**SA40007**	Vedic Literature **(c-19)**	3	1	0	4
Minor	**SA42001**	Scientific Literature in Sanskrit **(m-7)**	3	1	0	4

Total	20

Note: The courses of SWAYAM platform are also followed.

SEMESTER-VII (Double Major)

Course Type	Course Codes	Course Title	Contact Hours(weekly)			Credits
			L	T	P	
Major	**SA40001**	Approaches to Research **(c-16)**	3	1	0	4
Major	**SA40003**	Sanskrit Poetics **(C-17)**	3	1	0	4
Major	**SA40005**	Sanskrit Poetry **(C-18)**	3	1	0	4
Major	**SA40007**	Vedic Literature **(c-19)**	3	1	0	4
Minor	**SA42001**	Scientific Literature in Sanskrit **(m-7)**	3	1	0	4
Double Major	**SA42003**	Ethical Literature in Sanskrit **(dm-7)**	3	1	0	4
Total						24

Note: The courses of SWAYAM platform are also followed.

SEMESTER-VIII (Single Major)

(Without Research)

Course Type	Course Codes	Course Title	Contact Hours(weekly)			Credits
			L	T	P	
Major	**SA40002**	Sanskrit Drama **(c-20)**	3	1	0	4
Major	**SA40004**	Trends of Indian Philosophy **(c-21)**	3	1	0	4
Major	**SA40006**	Grammar and Linguistics **(c-22)**	3	1	0	4

Major	**SA40008**	Manuscriptology and Indian knowledge system **(c-23)**	3	1	0	4
Minor	**SA42002**	Yoga for personality development and Stress management **(m-8)**	3	1	0	4
Total						20

Note : The courses of SWAYAM platform are also followed.

SEMESTER-VIII (Single Major)

(With Research)

Course Type	**Course Codes**	**Course Title**	**Contact Hours(weekly)**			**Credits**
			L	**T**	**P**	
Major	**SA40002**	Sanskrit Drama **(c-20)**	3	1	0	4
Minor	**SA42002**	Yoga for personality development and Stress management **(m-8)**	3	1	0	4
Research	**RD40082**	Research and Dissertation	0	0	12	12
Total						20

Note: The courses of SWAYAM platform are also followed.

SEMESTER-VIII (Double Major)

(Without Research)

Course Type	**Course Codes**	**Course Title**	**Contact Hours(weekly)**			**Credits**
			L	T	P	
Major	**SA40002**	Sanskrit Drama **(c-20)**	3	1	0	4
Major	**SA40004**	Trends of Indian Philosophy **(c-21)**	3	1	0	4
Major	**SA40006**	Grammar and Linguistics **(C-22)**	3	1	0	4
Major	**SA40008**	Manuscriptology and Indian knowledge system **(c-23)**	3	1	0	4
Minor	**SA42002**	Yoga for personality development and Stress management **(m-8)**	3	1	0	4

Double Major	**SA42004**	Contribution of Odisha to Sanskrit Literature **(dm-8)**	3	1	0	4
Total						24

SEMESTER-VIII (Double Major)

(With Research)

Course Type	**Course Codes**	**Course Title**	**Contact Hours(weekly)**			**Credits**
			L	**T**	**P**	
Major	**SA40002**	Sanskrit Drama**(C-20)**	3	1	0	4
Minor	**SA42002**	Yoga for Personality development and Stress management **(M-8)**	3	1	0	4
Double Major	**SA42004**	Contribution of Odisha to Sanskrit Literature **(dm-8)**	3	1	0	4
Research	**RD40082**	Research and Dissertation	0	0	12	12
Total						24

Note: The courses of SWAYAM platform are also followed.

SEMESTER-I

Moral Teachings, Poetry and Basics of Sanskrit

Major - SA10001
Credit-04
Objectives: - This paper will seek to educate young minds about life style and importance of moral values, so that they may become responsible adults in future. As well as it will help to gain basic information on Sanskrit.
Course Outcome: -

CO1 – It helps the students to understand that, wise and sincere friends may be poor, but they may help one to achieve success in the life.

CO2 – Student get to know that, how to define a good friend and their behavior and actions.

CO3 – Students will get the information of our ancient culture of a civilized society.

CO4- It provides ideas on core principles of life and suggest alternatives for do's and don'ts in life.

CO5- Student will get enough knowledge on basics Sanskrit grammar.

CO – PO – PSO MAPPING

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1:	3	2	2	–	–	3	2	3	2	2	–	2
CO2:	2	2	2	–	–	3	2	3	3	2	–	2
CO3:	3	2	2	1	–	2	3	3	1	2	–	2
CO4:	2	3	2	–	–	3	2	3	2	2	1	3
CO5:	3	2	3	1	1	–	–	–	–	2	1	2

PSOs Mapping

(COs)	PSO1	PSO2	PSO3	PSO4	PSO5
CO1:	3	2	2	3	–
CO2:	2	3	2	3	–
CO3:	2	2	3	2	1
CO4:	2	3	2	3	1
CO5:	1	1	2	1	3

COURSE CONTENT:

UNIT-I/II- Hitopadesha (form Kathamukha to Grudhravidalakatha)

UNIT-III/IV- Yakshyaprashna of Mahabharata (Aranyaparva, Adhyaya-393, Verse 41-133)

UNIT-V Basic of Sanskrit (Sabdarupa & Dhaturupa)

Recommended Textbooks:

1. Hitopadesha (Mitralabhah) (Ed.) Kapildev Giri, Chaukhamba publications, Varanasi.
2. Hitopadesha (Mitralabhah) (Ed) N.P. Dash and N.S. Mishra, Kalyani publishers, New Delhi.
3. Yakshyaprashna of Mahabharat, N. Pati, S.S. Pati, Kalyani Publishers, Cuttack.
4. Yakshyaprashna of Mahabharata, Nirmal Sundar Mishra, Kalyani Publishers, Cuttack.
5. Vyakarana Darpana, Odisha State Bureau of Textbook Preparation and production, Pustak Bhavan, Bhubaneswar, Odisha.

SDG Mapping

SDG No.	Sustainable Development Goal (SDG)	Relevance to the Course
SDG 3	**Good Health and Well-being**	Promotes moral values, positive relationships, emotional well-being, and responsible behaviour.
SDG 4	**Quality Education**	Develops ethical values, literary appreciation, Sanskrit

		language proficiency, and lifelong learning through value-based education.
SDG 5	**Gender Equality**	Encourages respect, equality, dignity, and ethical treatment of all individuals through moral teachings.
SDG 10	**Reduced Inequalities**	Instills values of equality, compassion, inclusiveness, and respect for all sections of society.
SDG 11	**Sustainable Cities and Communities**	Preserves and promotes India's cultural heritage, Sanskrit literature, and traditional knowledge systems.
SDG 16	**Peace, Justice and Strong Institutions**	Promotes honesty, integrity, justice, ethical conduct, peaceful coexistence, and responsible citizenship.
SDG 17	**Partnerships for the Goals**	Encourages cooperation, friendship, teamwork, and mutual understanding through moral and literary teachings.

Moral Teachings

Minor- SA12001
Credit-04

Objectives: - This paper will seek to educate young minds about life style and importance of moral values, so that they may become responsible adults in future. As well as it will help to gain basic information on Sanskrit.

Course Outcome: -

CO1 – It helps the students to understand that, wise and sincere friends may be poor, but they may help one to achieve success in the life.

CO-2 – Student get to know that, how to define a good friend and their behavior and actions.

CO3 – Students will get the information of our ancient culture of a civilized society.

CO4- It provides ideas on core principles of life and suggest alternatives for do's and don'ts in life.

CO5- Students will get enough knowledge on moral values of life .

CO – PO – PSO MAPPING

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1:	3	2	2	–	–	3	2	3	2	2	–	2
CO2:	2	2	2	–	–	3	2	3	3	2	–	2
CO3:	3	2	2	1	–	2	3	3	1	2	–	2
CO4:	2	3	2	–	–	3	2	3	2	2	1	3

CO5:	3	2	3	1	1	–	–	–	–	2	1	2

PSOs Mapping

(COs)	PSO1	PSO2	PSO3	PSO4	PSO5
CO1:	3	2	2	3	1
CO2:	2	3	2	3	1
CO3:	2	2	3	2	1
CO4:	2	3	2	3	2
CO5:	2	3	2	3	2

COURSE CONTENT: -

UNIT-I/II Hitopadesa (From Kathamukha to Grudhravidalakatha)

UNIT-III Hitopadesa (From Kathamukha to Grudhravidalakatha)

UNIT-IV/V Yakshyaprashna of Mahabharata (Araneyaparva. Adhyaya-393, Verse 41-133)

Recommended Textbooks:

1. Hitopadesah (Mitralabhah) (Ed.) Kapildev Giri, Chaukhamba Publications, Varanasi.
2. Hitopadesah (Mitralabhah) (Ed) N.P. Dash and N.S. Mishra, Kalyani publishers, Cuttack.
3. Yakshyaprashna of Mahabharat, N. Pati, S.S. Pati, Kalyani Publishers, Cuttack
4.Yakshyaprashna, Padhi, Pramod Kumar, Kitab Mahal, College Square, Cuttack
5. Yakshyaprashna of Mhabharata, Nirmal Sundar Mishra, Kalyani Publishers, Cuttack.

SDG Mapping

SDG No.	Sustainable Development Goal (SDG)	Relevance to the Course
SDG 3	**Good Health and Well-being**	Promotes moral values, positive relationships, emotional well-being, and responsible behaviour.
SDG 4	**Quality Education**	Develops ethical values, literary appreciation, Sanskrit language proficiency, and lifelong learning through value-based education.
SDG 5	**Gender Equality**	Encourages respect, equality, dignity, and ethical treatment of all individuals through moral teachings.
SDG 10	**Reduced Inequalities**	Instills values of equality, compassion, inclusiveness, and respect for all sections of society.
SDG 11	**Sustainable Cities and Communities**	Preserves and promotes India's cultural heritage, Sanskrit literature, and traditional knowledge systems.
SDG 16	**Peace, Justice and Strong Institutions**	Promotes honesty, integrity, justice, ethical conduct, peaceful coexistence, and responsible citizenship.
SDG 17	**Partnerships for the Goals**	Encourages cooperation, friendship, teamwork, and mutual understanding through moral and literary teachings.

Fundamentals of Sanskrit and Moral Teachings

MDC - SA13001
Credit-03
Objectives: - It will help to gain basic information on Sanskrit. This paper will seek to educate young minds about life style and importance of moral values, so that they may become responsible adults in future.
Course Outcomes: -
CO1- Student will get enough knowledge on basics Sanskrit grammar.
CO2- It provides ideas on core principles of life and suggest alternatives for do's and don'ts in life.
CO3- It helps the students to understand that, wise and sincere friends may be poor, but they may help one to achieve success in the life.
CO4- Students will get the information of our ancient culture of a civilized society.
CO5- Student get to know that, how to define a good friend and their behavior and actions.
CO – PO – PSO MAPPING

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1:	3	2	2	–	–	3	2	3	2	2	–	2
CO2:	2	2	2	–	–	3	2	3	3	2	–	2
CO3:	3	2	2	1	–	2	3	3	1	2	–	2
CO4:	2	3	2	–	–	3	2	3	2	2	1	3
CO5:	3	2	3	1	1	–	–	–	–	2	1	2

PSOs Mapping

(COs)	PSO1	PSO2	PSO3	PSO4	PSO5
CO1:	**3**	**2**	**1**	**1**	**2**
CO2:	**2**	**3**	**2**	**3**	**1**
CO3:	**2**	**3**	**2**	**3**	**1**
CO4:	**2**	**2**	**3**	**2**	**2**
CO5:	**2**	**3**	**2**	**3**	**1**

COURSE CONTENT: -
UNIT-I Varnaprakarana
UNIT-II Shabdarupa & Dhaturupa Prakarana
UNIT-III Shlokabruti
UNIT-IV Sandhi and Samasa Prakarana
UNIT-V Hitopadesha
Recommended Textbooks:
1.Vyakarana Darpana, Odisha State Bureau of Textbook Preparation and production, Pustak Bhavan, Bhubaneswar, Odisha.
2. Uchhatara Madhyamika Samskruta Vyakarana O Anuvada (Odia), Pandit Makara Nanda, Books & Books, Binod Bihari, Cuttack-2.
2.Hitopadesah (Mitralabhah) (Ed.) Kapildev Giri, Chaukhamba publications, Varanasi.
3.Hitopadesah (Mitralabhah) (Ed) N.P. Dash and N.S. Mishra, Kalyani publisher New Delhi.

Reference Materials:

1. Trinath Hota, A New Approach to Sanskrit Grammar, Mayur Publications, Bhubaneswar, 2024.
2. Prabhat Ranjan Sarkar, Varna Vijnana, Ananda Marga Publications, Anandanagar, Purulia, West Bengal.1983.
3. M.R.Kale, A Higher Sanskrit Grammar, MLBD, Delhi, 2002.

SDG Mapping

SDG No.	Sustainable Development Goal (SDG)	Relevance to the Course
SDG 3	**Good Health and Well-being**	Promotes moral values, positive relationships, emotional well-being, and responsible behaviour.
SDG 4	**Quality Education**	Develops ethical values, literary appreciation, Sanskrit language proficiency, and lifelong learning through value-based education.
SDG 5	**Gender Equality**	Encourages respect, equality, dignity, and ethical treatment of all individuals through moral teachings.
SDG 10	**Reduced Inequalities**	Instills values of equality, compassion, inclusiveness, and respect for all sections of society.
SDG 11	**Sustainable Cities and Communities**	Preserves and promotes India's cultural heritage, Sanskrit literature, and traditional knowledge systems.
SDG 16	**Peace, Justice and Strong Institutions**	Promotes honesty, integrity, justice, ethical conduct, peaceful coexistence, and responsible citizenship.
SDG 17	**Partnerships for the Goals**	Encourages cooperation, friendship, teamwork, and mutual understanding through moral and literary teachings.

ABILITY ENHANCEMENT COURSES (AEC – I)

Modern Indian Language (Odia)

AE14001

Credit-02

Refer to Department of Odia

ABILITY ENHANCEMENT COURSES (AEC – I)

Modern Indian Language (Hindi)

AE14003

Credit-02

Refer to Department of Hindi

ABILITY ENHANCEMENT COURSES (AEC – I)
Modern Indian Language (SANSKRIT)
AE14005
Credit: 02
Learning Objectives:

- To enhance the greater interest towards Sanskrit.
- To decrease the fearness of other students on Sanskrit
- To enhance basic knowledge on Sanskrit Grammar

Course outcomes
CO1- The Students otherthan Sanskrit will be attracted towords Sanskrit learning.
CO2- Other students can also be understand Sanskrit text easily
CO3- Students will get enough knowledge on basics Sanskrit grammar.

CO–PO–PSO Mapping

(COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1:	2	2	1	–	1	2	2	2	2	2	–	3
CO2:	3	2	2	1	1	2	1	1	2	3	–	2
CO3:	3	2	3	1	2	1	–	–	–	2	1	2

PSOs Mapping

(COs)	PSO1	PSO2	PSO3	PSO4	PSO5
CO1:	2	3	2	1	2
CO2:	2	3	2	2	2
CO3:	3	2	1	1	3

UNIT – I **Origin and Development of Sanskrit Language**
(i) Origin of Sanskrit language
(ii) Definition of Sanskrit Language
(iii) Types of Sanskrit language
(iv) Varna Prakaranam
(v) Sandhi
UNIT – II **Vyakarana and Practice**
(i) Samasa
(ii) Recitation
(iii) Sabdarupa
(iv) Dhaturupa
(v) Spoken Sanskrit
Recommended Textbooks:

1. Vyakarana Darpana, Odisha State Bureau of Textbook Preparation and production, Pustak Bhavan, Bhubaneswar, Odisha.
2. Uchhatara Madhyamika Samskruta Vyakarana O Anuvada, Pandit Makara Nanda, Books & Books, Binod Bihari, Cuttack-2.
3. A Guide to Sanskrit composition and translation, M.R. Kale, MLBD, New Delhi.
4. History of Sanskrit literature, Baladev Upadhyay, Choukhamba, Varanasi.
5. Saskruta Sahitya ra Itihasa (Odia), H.K. Satpathy, Kitab Mahal, Cuttack.

Reference Materials:

1. Trinath Hota, A New Approach to Sanskrit Grammar, Mayur Publications, Bhubaneswar, 2024.
2. M.R.Kale, A Higher Sanskrit Grammar, MLBD, Delhi, 2002.
3. Prabhat Ranjan Sarkar, Varna Vijnana, Ananda Marga Publications, Anandanagar, Purulia, West Bengal.1983.
4. Leonard Bloomfield, Language, MLBD, Delhi, 2023.
5. T. Burrow, The Sanskrit Language, MLBD, Delhi,2016.
6. Ramakanta Behera, Viswabhasa Samskruta: Eka Vismaya (Odia), Jatiya Sahitya Prakashan, Chandimandir Marg, Cuttack,2017.

SDG Mapping

SDG No.	Sustainable Development Goal (SDG)	Relevance to the Course
SDG 4	**Quality Education**	Encourages inclusive and lifelong learning by introducing Sanskrit to learners from diverse disciplines.
SDG 10	**Reduced Inequalities**	Promotes equal access to classical language education irrespective of students' academic background.
SDG 4	**Quality Education**	Develops language skills, promotes interdisciplinary learning, and enhances understanding of Indian knowledge systems.
SDG 11	**Sustainable Cities and Communities**	Preserves and promotes India's cultural and linguistic heritage through Sanskrit literature.
SDG 4	**Quality Education**	Builds foundational language competence and supports lifelong learning.
SDG 16	**Peace, Justice and Strong Institutions**	Promotes ethical communication, cultural understanding, and respect for traditional knowledge.

ABILITY ENHANCEMENT COURSES (AEC – I)
Modern Indian Language (Santali)
AE14007
Refer to Department of Santali

ABILITY ENHANCEMENT COURSES (AEC – I)
Alternative English
AE14009
Refer to Department of English

SKILL ENHANCEMENT COURSE (SEC)

Information Technology and Communication

CS15001
Credit: 02
Course Learning Objectives:

1. To make them aware about the basics of computers and its evolution.
2. Provide knowledge of different units of computer like processing unit, I/O units, and storage unit.
3. Learn about number systems and softwires.
4. Gain knowledge of networking concepts, data communication, internet etc.

Course Outcomes:

1. Explain the fundamental components of Information Technology (hardware, software, networks, and databases).
2. Understand the computer number system.
3. Identify and describe various types of communication systems, including the internet, intranets, and extranets.
4. Demonstrate how technology is used to enhance communication processes.
5. Demonstrate the effective use of Information Technology and communication tools for academic, professional, and social purposes.

Course Duration: 48 hours

Course Syllabus:

Unit I: Introduction to Information Technology

What is Computer, Evolution and Types of Computers, Basic Applications of Computer; Components of Computer System, Functional Unit of Computer, Input/Output Devices, Computer Memory : Types of memory, RAM, ROM, Registers, Concepts of Hardware and Software, Computer Languages.

Unit II: Computer Number Systems

Introduction to number system: Binary, Octal, Decimal, Hexadecimal (characteristics of each number system) Conversion from one number system to other Complements of number systems and arithmetic operations,

Computer codes (BCD, EBCDIC, ASCII, Code, Gray code, Excess-3 code and Unicode)

Unit III: Software Concept

Software, Types of software: System software, Application Software, Utility Software

System software: Operating System, Needs for OS, Functions of OS, Language processors (Assembler, Interpreter, Compiler)

Application Software: General purpose application (word processor, spreadsheet package, presentation software). Specific purpose application software (Payroll systems, HRMS-Human Resource Management System)

Utility Software: Compression tools, Disk Defragmenter, Antivirus

Unit IV: Introduction to Computer Network

Data Communication: Definition, Types of data and communication modes- simplex, half duplex, full duplex, Topology

Network: LAN, MAN, WAN, PAN

Internet Architecture: Introduction, History, Internet Architecture Components, Internet Application, Internet open issues, Intranets, Extranets, Websites,

Course Outcomes - Programme Outcomes and Programme Specific Outcomes Mapping of Paper CS15001

(COs) ↓ / (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	PS O1	PS O2	PS O3	PS O4	PS O5
CO1	2	3	2	2	3	2	2	2	3	2	2	2	3	2	2	3	2
CO2	1	3	3	2	3	2	1	2	2	2	2	1	2	2	2	3	2
CO3	2	3	3	3	3	2	2	2	3	3	2	2	3	3	2	3	3
CO4	2	3	2	3	3	3	2	2	3	3	3	2	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Average	2.00	3.00	2.60	2.60	3.00	2.40	2.00	2.20	2.80	2.60	2.40	2.00	2.80	2.60	2.40	3.00	2.60

Recommended Textbooks:

1. Sinha, P. K., Computer Fundamentals, BPB Publications
2. Curtin P. G., Foley K., Sen. Morin G, Information Technology

SDG Mapping

SDG No.	SDG Title	Nature of Contribution
SDG 4	**Quality Education**	**Promotes digital literacy and technological knowledge among learners**
SDG 5	**Gender Equality**	**Encourages inclusive access to information and communication technologies**
SDG 8	**Decent Work and Economic Growth**	**Develops employability skills in Information Technology and communication**
SDG 9	**Industry, Innovation and**	**Builds foundational knowledge of networking, internet,**

	Infrastructure	**and digital infrastructure**
SDG 10	**Reduced Inequalities**	**Supports equal opportunities through digital access and ICT awareness**
SDG 12	**Responsible Consumption and Production**	**Encourages paperless communication and efficient use of digital resources**
SDG 16	**Peace, Justice and Strong Institutions**	**Promotes ethical and secure use of digital communication systems**

Value-added Course

Environment Education and Disaster Management

Course Type: VAC

Course Code: VA 16001

Total Credits: 04 (Theory-03 and Practical-01)

Total Lectures: Theory- 30 and Practical-30

Course Learning Objectives:

The learning objectives of this course are as follows:

The objective is to make students aware about the environmental functions and issues.

Course Outcomes:

CO1. Students will develop a comprehensive understanding of the complex interactions between humans and the environment, tracing historical developments, analyzing contemporary challenges, and exploring sustainable solutions.

CO2. Students will be able to critically analyze the impact of human activities on natural resources, biodiversity, ecosystems, and the climate, evaluating the effectiveness of conservation efforts and mitigation strategies.

CO3. Students will gain an interdisciplinary perspective by integrating knowledge from fields such as ecology, geography, sociology, economics, and policy studies to address environmental issues holistically.

CO4. Students will cultivate problem-solving skills by applying scientific principles, analytical tools, and ethical considerations to devise innovative solutions for environmental challenges at local, regional, and global scales.

CO5. Students will develop the capacity for active engagement and advocacy in environmental stewardship, recognizing their role as responsible global citizens and agents of positive change in promoting sustainability and resilience.

CO–PO–PSO Mapping

(COs)	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12
CO1:	3	3	2	2	2	3	3	3	2	2	1	3
CO2:	3	3	3	3	2	3	3	3	2	2	2	3
CO3:	3	2	3	3	2	2	2	2	3	2	2	3
CO4:	3	3	3	3	3	3	2	3	2	2	2	3
CO5:	2	3	2	2	2	3	3	3	3	3	2	3

PSOs Mapping

(COs)	PSO1	PSO2	PSO3	PSO4	PSO5
CO1:	**3**	**2**	**2**	**3**	**2**
CO2:	**3**	**3**	**2**	**3**	**2**
CO3:	**2**	**2**	**3**	**2**	**3**
CO4:	**3**	**2**	**3**	**3**	**2**
CO5:	**2**	**3**	**2**	**3**	**3**

Course Content:

Unit I: Humans and the Environment (4 Lectures)

The man-environment interactions: Human as hunger-gatherers; Origin of agriculture; Great ancient civilizations and the environment; Industrial revolution and its impact on the environment; Population growth and natural resource exploitation; Concept of sustainable development, Sustainable Development Goals (SDGs).

Unit II: Natural Resources and Sustainable Development (8 Lectures)

Overview of natural resources, renewable and non-renewable resources. Biotic resources: Major type of biotic resources-forests, grassland, wetlands, wildlife. Water resources: Types of water resources-fresh water and marine; Availability and use of water resources; Environmental impact of over-exploitation, issues and challenges; Conflicts over water. Soil and mineral resources: Energy resources: Renewable and non-renewable sources of energy; Nonconventional energy sources-solar, wind, tidal, hydro, geothermal, biomass, hydrogen and fuel cells; Implications of energy use on the environment.

Unit III: Conservation of Biodiversity and Ecosystems (6 Lectures)

Biodiversity as a natural resource; Biodiversity in India and the world; Biodiversity hotspots; endangered species, red data book. Threats to biodiversity and ecosystems: Commercial exploitation of species; Invasive species. Major conservation policies: in-situ conservation approaches; Major protected areas; National and International initiatives for biodiversity conservation; the role of traditional knowledge, community-based conservation. Land use and Land cover change: deforestation, desertification, urbanization, Loss of Biodiversity and its impact.

Unit IV: Environmental Pollution (8 Lectures)

Environmental issues at local, regional, and global levels. Air, noise, water, soil, thermal and radioactive pollution. Point sources and non-point sources of pollution.

Air pollution: Sources of air pollution; Primary and secondary pollutants; particulate matter and sulphur dioxide; Volatile Organic compounds (VOCs), Polycyclic aromatic hydrocarbons (PAHs) and Persistent organic pollutants (POPs); acid rain; smog, Ozone hole. National Ambient Air Quality Standards.

Water pollution: Sources of water pollution; River, lake and marine pollution, groundwater pollution; water quality, Water quality parameters and standards; adverse health impacts of water pollution on human and aquatic life. Soil pollution: Soil pollutants and their sources; Solid waste and their recycling. Noise pollution

Definition of noise; Unit of measurement of noise pollution; Mineral exploitation; Environmental problems due to extraction of minerals and use; Degradation of soil quality and impact on agriculture productivity.

Noise pollution; Noise standards; adverse impact of noise on human health. Thermal and Radioactive pollution: Sources and impact on human health and ecosystems.

Unit V: Climate Change: Impacts, Adaptation and Mitigation (5 Lectures)

Understanding climate change, Projections of global climate change with reference to temperature, rainfall, climate variability and extreme events; Climate change projections for the Indian sub-continent. Impacts of climate change on ocean and land systems; Sea level rise, changes in marine and costal ecosystems; Impacts on forests and natural ecosystem; Impacts on animal species, agriculture, health, urban infrastructure; Climate-resilient development; Indigenous knowledge for adaption to climate change.

Mitigation of climate change: Green House Gas (GHG) Reduction vs. sink enhancement; Concept of carbon intensity, energy intensity and carbon neutrality; Energy efficiency measures; Renewable energy sources; Carbon capture and storage.

Unit VI: Environmental Management (6 Lectures)

Introduction to environmental laws and regulations:

Constitutional provisions- Article 48A, Article 51A (g) and other environmental rights, Environmental legislations on the forest, wildlife and pollution control. Environmental audit and impact assessment; Waste Management- Concept of 3R (Reduce, Recycle and Recycle) and sustainability.

Unit VII: Environmental Treaties and Legislation (8 Lectures)

Major International Environmental Agreements: UN Conference on Human Environment 1972, Convention on Biological Diversity (CBD); Cartagena Protocol on Biosafety; Nagoya Protocol on Access and Benefit-sharing ; Convention on International Trade in Endangered Species of Wild Flora and Fauna(CITES); Ramsar Convention on Wetlands of International Importance; United Nations Convention to Combat Desertification (UNCCD); Vienna Convention for the Protection of the Ozone Layer; Montreal Protocol on Substances that Deplete the Ozone Layer and the Kigali Amendment; Basel Convention on the Control of Trans boundary Movements of Hazardous Wastes and their Disposal; Rotterdam Convention on the Prior Informed Consent Procedure for Certain Hazardous Chemicals and Pesticides in International Trade; Stockholm Convention on Persistent Organic Pollutants; Minamata Convention on Mercury; United Nations

Framework Convention on Climate Change (UNFCCC); Kyoto Protocol; Paris Agreement; India's status as a party to major conventions

Major Indian Environmental Legislations: The Wild Life (Protection) Act, 1972; The Water (Prevention and Control of Pollution) Act, 1974; The Forest (Conservation) Act, 1980; The Air(Prevention and Control of Pollution) Act, 1981 The Environment (Protection) Act, 1986; The Biological Diversity Act, 2002; The Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006; Noise Pollution (Regulation and Control) Rules, 2000; Industry-specific environmental standards; Waste management rules, National Green Tribunal.

Major International organizations and initiatives: United Nations Environment Programme (UNEP), International Union for Conservation of Nature (IUCN), World Commission on Environment and Development (WCED), United Nations Educational, Scientific and Cultural Organization (UNESCO), Intergovernmental Panel on Climate Change (IPCC), and Man and the Biosphere (MAB) programme.

Unit VIII: Disaster Management (30 Practical)

Concept of Hazards, Disasters, Natural and manmade hazards, Types of hazards, Concept of disaster management, Vulnerability and risk. Nature and characteristics of hazards: Flood, Cyclone, Drought, and Earthquake. Man made hazards – Industrial and Fire.

Disaster management cycle, Pre disaster management, during disaster management, Post Disaster review and management, Preventing, mitigation, preparedness, Adaptation. Disaster Management Plan at National Level, State Level, District Level and Community Level.

Recommended Textbooks/ Reference Materials:

1. Singh, J.S., Singh, S.P. and Gupta, S.R. 2014. Ecology, Environmental Science and Conservation. S. Chand Publishing, New Delhi.

2. Das, M.C. Text Book of Ecology, Tata Mc Graw Hills, New Delhi

3. Central Pollution Control Board Web page for various pollution standards.
https://cpcb.nic.in/standards/

4. Chiras, D. D and Reganolds, J.P. (2010) . Natural Resource Conservation : Management for a Sustainable Future. 10th edition, Upper Saddle River, N.J. Benjamin/Cummins/Person.

5. Fisher, Michael H. (2018) An Environmental History of India-Form Earliest Times to the Twenty-First Century, Cambridge University Press.

6. Harris, France (2012) Global Environmental Issues, 2nd Edition. Wiley-Blackwell.

7. John W. Twidell and Anthony D. (2015). Renewable Energy Sources, 3rd Edition, Weir Publisher (ELBS)

8. Kanchi Kohli and Manju Menon (2021) Development of Environment Laws in India, Cambridge University Press.

9. Krishnamurthy, K.V. (2003) Textbook of Biodiversity, Science Publishers, Plymouth, UK

10. Ministry of Environment, Forest and Climate Change (2019) A Handbook on International Environment Conventions & Programmers.

https://moef.govt.in/wp-content/uploads/2020/02/convention-V-16-CURVE-web.pdf

11. Rajagopalan, R. (2011). Environmental Studies: From Crisis to Cure. India: Oxford University Press.

12. Annual Reports of Ministry of Env., Forests and Climate Change, Govt of India, New Delhi

SDGs Mapping

SDG No.	Sustainable Development Goal (SDG)	Course Relevance
SDG 3	**Good Health and Well-being**	Promotes environmental health, disaster preparedness, public safety, and community resilience.
SDG 4	**Quality Education**	Develops environmental literacy, sustainability awareness, and lifelong learning through interdisciplinary education.
SDG 6	**Clean Water and Sanitation**	Enhances understanding of water conservation, pollution control, and sustainable water resource management.
SDG 7	**Affordable and Clean Energy**	Encourages awareness of renewable energy sources and energy conservation for sustainable development.
SDG 9	**Industry, Innovation and Infrastructure**	Promotes innovative technologies and resilient infrastructure for disaster risk reduction and environmental protection.
SDG 11	**Sustainable Cities and Communities**	Focuses on sustainable urban development, disaster resilience, and community preparedness.
SDG 12	**Responsible Consumption and Production**	Encourages sustainable resource utilization, waste management, and environmental responsibility.
SDG 13	**Climate Action**	Addresses climate change, mitigation, adaptation, disaster risk reduction, and resilience building.
SDG 14	**Life Below Water**	Promotes conservation of aquatic ecosystems and prevention of water pollution.
SDG 15	**Life on Land**	Emphasizes biodiversity conservation, forest protection, ecosystem restoration, and sustainable land use.
SDG 16	**Peace, Justice and Strong Institutions**	Strengthens disaster governance, community participation, and institutional preparedness for emergencies.
SDG 17	**Partnerships for the Goals**	Encourages collaboration among governments, institutions, communities, and NGOs for environmental sustainability and disaster management.

Note: Latest edition of the text books should be used.

Teaching Learning Process:

Lectures, Power Point Presentation, Industrial Visit/Practical, Assignments, Case discussion, Projects and Seminars

Assessment Methods:

- Presentations by Individual Student/ Group of Students
- Class Tests at Periodic Intervals.
- Written assignment(s)
- End semester University Theory and Practical Examination

SEMESTER-II
Drama- I and History of Sanskrit Literature – I

Major- SA10002
Credit-04

Objectives: - Dramatic literature which has a full and varied national development. It helps student quite independent of western influence.

Course Outcomes: -

CO1-Literature in Sanskrit, gives a clearer picture of the development of religious ideas, culture, and social practices and traditions from the time of the Vedas till present.
CO2-Drama's aim is both to educate and entertainment.
CO3- Students will gain ample Knowledge on history of Sanskrit literature.
CO4-Students will able to frame correct sentences both on spoken and written forms.
CO5- Students will extract the Political structures, life values and social realities of ancient Indian society reflected in this classical drama.

CO–PO–PSO Mapping

(COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1:	3	2	2	2	1	3	3	3	2	2	1	2
CO2:	2	2	2	1	1	2	2	3	3	3	1	2
CO3:	3	2	2	2	1	2	3	3	2	2	1	2
CO4:	3	2	3	2	2	2	1	1	2	3	2	3

PSOs Mapping

(COs)	PSO1	PSO2	PSO3	PSO4	PSO5
CO1:	2	3	3	2	2
CO2:	2	3	2	2	1
CO3:	3	2	3	2	2
CO4:	3	2	2	2	3
CO1:	2	3	3	3	2

COURSE CONTENT: -
Unit-I - III Abhijnanasakuntalam (Act I - IV)
Unit-IV History of Sanskrit literature-I (Ramayana, Mahabharata)

Unit-V General Outlines of Puranas and Sanskrit Drama

Recommended Textbooks:

1. Abhijnanashakuntalm (Ed.) R.M. Bose, Morden Book Agency Pvt. Ltd. 10 Bankim Chatterjee Street Calcutta.
2. Abhijnanashakuntalam (Ed.), M.R. Kale (Ed.) Motilaln Banarasidas, Delhi.
3. Abhijnanashakuntalam (Ed.) (Odia), H.K. Satpathy, Students store, Cuttack.
4. Samskruta Sahitya ka Itihasa (Hindi), Baladev Upadhyay, Chaukhamba publications, Varanasi.
5. Sanskrit Drama, A.B. Keith, Oxford University press, London.
6. Sanskruta sahityara Itihasa (Odia), H.K. Satpathy, Kitab Mahal, Cuttack.

SDG Mapping

SDG No.	Sustainable Development Goal (SDG)	Course Relevance
SDG 4	**Quality Education**	Promotes knowledge of Sanskrit literature, drama, language, history, and Indian Knowledge Systems while developing communication and critical thinking skills.
SDG 5	**Gender Equality**	Sanskrit dramas and literary texts encourage discussions on gender roles, dignity, equality, and women's contributions in society.
SDG 10	**Reduced Inequalities**	Provides inclusive access to India's literary and cultural heritage for learners from diverse backgrounds.
SDG 11	**Sustainable Cities and Communities**	Preserves and promotes India's tangible and intangible cultural heritage through the study of Sanskrit literature and drama.
SDG 16	**Peace, Justice and Strong Institutions**	Sanskrit literary works promote ethical values, justice, harmony, responsible citizenship, and respect for cultural diversity.
SDG 17	**Partnerships for the Goals**	Encourages interdisciplinary learning, cultural exchange, and collaboration in preserving literary and cultural heritage.

Fundamentals of Sanskrit Grammar & Translation

Minor – SA12002
Credit-04

Objectives: -

- It will help to gain basic information on Sanskrit.
- To enhance basic knowledge on Sanskrit Grammar
- To inculcate translation techniques within young mind.

Course Outcome: -

CO1- Student will gain enough knowledge on basic techniques of Sanskrit grammar.
CO2- Other students can also be understand Sanskrit text easily
CO3- Students will get enough knowledge on basics Sanskrit grammar.
CO4-Translate simple passages from Sanskrit into English/regional language and vice versa with grammatical accuracy.

CO5-Interpret elementary Sanskrit texts and appreciate the role of grammar in understanding classical Sanskrit literature.

CO–PO–PSO Mapping

(COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1:	**3**	**2**	**–**	**–**	**1**	**–**	**–**	**–**	**–**	**1**	**2**	**1**
CO2:	**3**	**2**	**2**	**–**	**1**	**–**	**–**	**–**	**1**	**3**	**2**	**1**
CO3:	**3**	**2**	**–**	**–**	**1**	**–**	**–**	**–**	**–**	**1**	**2**	**1**
CO4:	**2**	**3**	**3**	**–**	**2**	**–**	**–**	**–**	**1**	**3**	**2**	**2**
CO5:	**3**	**2**	**3**	**2**	**2**	**–**	**–**	**2**	**2**	**2**	**3**	**2**

PSOs Mapping

(COs)	PSO1	PSO2	PSO3	PSO4	PSO5
CO1:	**3**	**2**	**2**	**1**	**3**
CO2:	**2**	**3**	**2**	**2**	**2**
CO3:	**3**	**2**	**2**	**1**	**3**
CO4:	**3**	**2**	**3**	**2**	**3**
CO5:	**2**	**3**	**3**	**2**	**3**

COURSE CONTENT: -

UNIT-I Varnaprakarana

UNIT-II Shabdarupa & Dhaturupa Prakarana

UNIT-III Sandhi Prakarana

UNIT-IV Samasa Prakarana

UNIT-V Translation and Shlokavruti

Recommended Textbooks:

1.Vyakarana Darpana, Odisha State Bureau of Textbook Preparation and production, Pustak Bhavan, Bhubaneswar, Odisha.

2. A Guide to Sanskrit composition and translation M.R. Kale, MLBD, New Delhi.

3. Trinath Hota, A New Approach to Sanskrit Grammar, Mayur Publications, Bhubaneswar, 2024.

4. M.R.Kale, A Higher Sanskrit Grammar, MLBD, Delhi, 2002.

5. Prabhat Ranjan Sarkar, Varna Vijnana, Ananda Marga Publications, Anandanagar, Purulia, West Bengal.1983.

6. Uchhatara Madhyamika Samskruta Vyakarana O Anuvada, Pandit Makara Nanda, Books & Books, Binod Bihari, Cuttack-2.

SDG Mapping

SDG No.	Sustainable Development Goal (SDG)	Course Relevance
SDG 4	**Quality Education**	Develops foundational knowledge of Sanskrit grammar, translation

		skills, language proficiency, and lifelong learning.
SDG 5	**Gender Equality**	Translation exercises and language learning promote inclusive and gender-sensitive communication.
SDG 10	**Reduced Inequalities**	Makes Sanskrit accessible to learners from different educational backgrounds, promoting equitable learning opportunities.
SDG 11	**Sustainable Cities and Communities**	Preserves and promotes India's linguistic and cultural heritage through the study and translation of Sanskrit texts.
SDG 16	**Peace, Justice and Strong Institutions**	Encourages ethical communication, respect for cultural diversity, and appreciation of classical knowledge systems.
SDG 17	**Partnerships for the Goals**	Strengthens intercultural dialogue and knowledge sharing through translation and language studies.

Ethical Values in Shrimadbhagavadgita and Upanishads

MDC- SA13002

Credit-03

Objectives: - This paper seeks to help the student to be a gentle man, to be merciful obedient, truthful, equitable. Saintly magnanimous, mild mannered. clean, simple Charitable and peaceful. Upanishad help students to cultivate dharma and to enjoy wealth (artha) and Seek pleasure (Kama)... etc.

Course outcome

CO1- Students learn Upanishad how it contains the thoughts and insights of important Spiritual figures.
CO2-Student get rid of their ignorance.
CO3-By reading this Gita, students able to solve their main problems existing in this materials world.
CO4-Student's knew how to discover the relations between ritual, cosmic realities.
CO5- They know about Atman and be Brahman.

CO–PO–PSO Mapping

(COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1:	3	2	2	2	1	3	3	3	2	2	1	2
CO2:	2	3	2	2	1	3	2	3	2	2	1	3
CO3:	2	3	2	2	1	3	2	3	2	2	1	3
CO4:	3	2	2	2	1	3	3	3	2	2	1	2
CO5:	3	3	2	3	1	3	3	3	2	2	1	3

PSOs Mapping

(COs)	PSO1	PSO2	PSO3	PSO4	PSO5
CO1:	**2**	**3**	**3**	**2**	**2**
CO2:	**2**	**3**	**2**	**3**	**2**
CO3:	**2**	**3**	**2**	**3**	**2**
CO4:	**2**	**2**	**3**	**2**	**2**
CO5:	**3**	**3**	**3**	**2**	**2**

COURSE CONTENT: -

UNIT-I/II -Shrimad Bhagavat Gita. (Sankhyayoga, Ch-2)

UNIT-III/IV-Taittiriya Upanishad (Shikshya Valli)

UNIT- V - Ishavashya Upanishad

Books for Reference:

1. Isadi Nau Upanisad with Sankarabhasya-Gita press, Gorakhpur.
2. Shrimad Bhagavat Gita, Gita press, Gorakhpur.

SDG Mapping

SDG No.	Sustainable Development Goal (SDG)	Course Relevance
SDG 3	**Good Health and Well-being**	Promotes mental well-being, self-discipline, stress management, and emotional resilience through the teachings of the Bhagavad Gita and Upanishads.
SDG 4	**Quality Education**	Provides value-based education by imparting ethical principles, spiritual wisdom, critical thinking, and lifelong learning.
SDG 5	**Gender Equality**	Encourages equality, dignity, respect, and impartial treatment of all individuals through universal ethical teachings.
SDG 10	**Reduced Inequalities**	Promotes inclusiveness, equality, compassion, and respect for all irrespective of caste, creed, gender, or social status.
SDG 11	**Sustainable Cities and Communities**	Preserves and promotes India's philosophical, cultural, and spiritual heritage through the study of classical Sanskrit texts.
SDG 16	**Peace, Justice and Strong Institutions**	Fosters truthfulness, justice, integrity, ethical leadership, peaceful coexistence, and responsible citizenship.
SDG 17	**Partnerships for the Goals**	Encourages harmony, cooperation, mutual respect, and global understanding based on universal human values.

ABILITY ENHANCEMENT COURSES (AEC – II)

Translation Studies (Odia)

AE14002

Credit-02

Refer to Department of Odia

ABILITY ENHANCEMENT COURSES (AEC – II)

Translation Studies (Hindi)

AE14004

Credit-02
Refer to Department of Hindi

Translation Studies (Sanskrit)

AEC- AE14006
Credit: 02
Eligibility Criteria: Students who have studied Sanskrit up to Class X and above.
Objectives:
The course aims to prepare bilingual and multilingual students proficiency in translation.
Have sufficient knowledge of at least two languages, the source and the target language.
Apply them adequately for all practical purposes. Besides, it also aims to build cross-cultural communications and enables the students to use different skills effectively to prepare themselves to take jobs in translation and editing.
Course Outcomes:
CO1-Students will be able to build various professional, technical, and linguistic skills to take the job of translation and editing.
CO2-Their knowledge in various fields in both the source and the target languages will help them translate in multiple areas.
CO3-The translator works with the written material/texts; the interpreter will mediate between languages orally.

CO–PO–PSO Mapping

(COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1:	3	2	3	2	2	2	1	1	2	3	2	3
CO2:	3	3	3	2	2	2	2	1	2	3	2	3
CO3:	3	2	3	2	2	2	1	1	3	3	2	3

PSOs Mapping

(COs)	PSO1	PSO2	PSO3	PSO4	PSO5
CO1:	**3**	**2**	**2**	**2**	**3**
CO2:	**3**	**3**	**2**	**2**	**3**
CO3:	**2**	**3**	**2**	**3**	**2**

Course Content:

Unit – I Translation: Introduction

(i) Meaning of Translation

(ii) Causes, Rules and Importance of Translation

(iii) Methods of Translation

(iv) Practical Translation: Sanskrit to other languages and vice versa

Unit – II Transliteration and Editing

(i) Diacritical Marks

(ii) The Use of Diacritical Marks

(iii) Transliteration of Sanskrit verses are to be written in Roman/Italic script with diacritical marks

(iv) Editing and Computer, Editing of an unseen passage in Sanskrit, Appendix: Script Chart of different Languages.

Recommended Textbooks:

1. Godse, S.P. & Godse, S.S., Practical Approach of Machine Translation: To build Intelligent Translators, Seattle Digital Publications, 2018
2. Dvivedi, Kapil Deva, Rachna-anuvada-kaumudi, Visvavidyalaya Prakashan, 2024
3. Nautiyal, Chakradhar H., Brihad-anuvada-chandrika, MLBD, 2026
4. Devy, G.N., In Another Tongue: Essays on Indian English Literature, MacMillan, India, 1993
5. Mukherjee, Sujit, Translation as Discovery and Other Essays on Indian Literature in English Translation Orient BlackSwan, 2018
6. Patel, Deven M., Source, Exegesis, and Translation: Sanskrit Commentary and Regional Language Translation in South Asia in Journal of the American Oriental Society, Vol. 131, No. 2 (April-June 2011), pp. 245-266
7. Baker, Mona, Routledge Encyclopedia of Translation Studies (II Edition), 2019, pp 449-458.
8. Soni, C., Sanskrit to English Machine Translation: Issues and challenges, Vidyanidhi Prakashan, 2019
9. Pathak Kumar Nripendra, Sanskrit-Hindi Machine Translation, LAP Lambert Academic Publishing, 2012

SDG Mapping

SDG No.	Sustainable Development Goal (SDG)	Course Relevance
SDG 4	**Quality Education**	Develops translation, interpretation, language proficiency, communication, and lifelong learning skills through Sanskrit.

SDG 5	**Gender Equality**	Promotes inclusive and gender-sensitive communication through translation of diverse literary and academic texts.
SDG 8	**Decent Work and Economic Growth**	Enhances employability by developing professional skills in translation, interpretation, editing, proofreading, publishing, and content development.
SDG 10	**Reduced Inequalities**	Makes Sanskrit knowledge accessible to learners from diverse linguistic and social backgrounds through translation.
SDG 11	**Sustainable Cities and Communities**	Preserves and disseminates India's cultural, literary, and linguistic heritage by translating Sanskrit texts into modern languages.
SDG 16	**Peace, Justice and Strong Institutions**	Promotes intercultural understanding, ethical communication, and respect for linguistic and cultural diversity.
SDG 17	**Partnerships for the Goals**	Encourages collaboration among scholars, translators, educational institutions, and cultural organizations for knowledge exchange.

ABILITY ENHANCEMENT COURSES (AEC – II)

Translation Studies (Santali)

AE14008

Credit-02

Refer to Department of Santali

ABILITY ENHANCEMENT COURSES (AEC – II)

Translation Studies (English)

AE14010

Credit-02

Refer to Department of English

SKILL ENHANCEMENT COURSE (SEC)

Soft Skill Education

Course Code: TL15002

Credits: 03

Course Objectives:

- **To inculcate a positive attitude among the learners**

- **To introduce goal setting to the learners**
- **To instil effective communicative skills in the learners**
- **To enrich the vocabulary of the learners**
- **To teach how to write a resume**

Course Outcomes:

- **Demonstrate a positive attitude, self-confidence, and adaptability in academic, professional, and social contexts.**
- **Identify and set achievable personal and professional goals, aligning them with long- term career and life aspirations.**
- **Apply effective verbal and non-verbal communication strategies to express ideas clearly and interact productively in diverse settings.**
- **Enrich and accurately use an expanded vocabulary to enhance both written and spoken communication.**
- **Create well-structured, professional resumes that reflect individual strengths, qualifications, and career objectives.**

Course Contents:

I. **Introduction to Soft Skills**

II. **Team Work and Collaboration**

III. **Positive Attitude**

IV. **Goal Setting**

V. **Time Management and Productivity**

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12
CO1	3	3	2	3	2	3	2	2	2	2	3	3
CO2	3	3	3	3	3	3	2	2	2	2	3	3
CO3	3	3	3	3	3	3	3	3	3	2	3	3
CO4	2	3	2	3	2	3	2	3	3	2	3	3
CO5	3	3	3	3	3	3	2	3	3	3	3	3
Avera	2.8	3.0	2.6	3.0	2.6	3.0	2.2	2.6	2.6	2.2	3.0	3.0

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12
ge												

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

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	3
CO2	3	3	2	3	3
CO3	3	3	3	3	3
CO4	3	2	3	3	3
CO5	3	3	3	3	3
Average	3.0	2.6	2.6	2.8	3.0

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	Very High	Workplace ethics, professional behavior, responsibility, teamwork, and effective communication practices
Gender	Medium	Inclusive communication, equal participation in teamwork, and confidence-building across diverse groups
Human Values	Very High	Positive attitude, leadership, collaboration, empathy, self-confidence, and interpersonal development
Environment & Sustainability	Medium	Responsible time management, sustainable productivity practices, and collaborative problem-solving

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Enhances communication, teamwork, personality development, and employability skills
SDG 5	Gender Equality	Promotes inclusive participation and equal opportunities in communication and leadership
SDG 8	Decent Work & Economic Growth	Strengthens career readiness, professional communication, and workplace competencies
SDG 10	Reduced Inequalities	Encourages confidence building and inclusive interpersonal interaction
SDG 16	Peace, Justice & Strong Institutions	Promotes ethical communication, cooperation, and responsible professional conduct

Recommended Textbooks:

- **Developing Reading Skills- Francoise Grellet, Cambridge University Press, Cambridge 2007.**
- **Cambridge First Certificate: Listening and Speaking – Sue O' Connell with Lousie Hashemi, Cambridge University Press, Cambridge 2000**
- **Inspired to Write – Jean Withrow, Gay Brookers and Martha Cumings, Cambridge University Press, New York, 2004**
- **How to Build a Better Vocabulary- Maxwell Nurnberg and Morris Rosenblum, Warner Books, New York 1989**
- **Technical Communication: A Practical Approach, (Sixth edition) – William Sanborn Pfeifer and T. V. S. Padmaja, Pearson, New Delhi 2006**
- **Personality Development – Elizabeth Hurlock, Tata McGraw Hill, New York 1976**
- **The Etiquette Book: A Complete Gide to Modern Manners- Jodi R.R. Smith, Sterling Publications, New York 2011.**

Value-added Course (VAC) (Choose any two)

Psycho-Social Development Among Indigenous People

VA161

Credit – 2

Objectives:

- To equip the learner with an understanding of the concept and process of human development across the life span
- To get an insight into the social structure and the ways to deal with and accommodate in various social institutions
- To gain an understanding of one's own life experience, help others understand what they're going through, understand the relationship of society and individual growth, lead more effectively, and support the physical and mental health of others.

Outcomes:

- Studying human development makes it easier to spot possible signs of trouble.
- From problems with cognitive, social, or emotional development in early childhood to struggles later in life.
- Being able to identify potential problems and find ways to solve them.

Course Outcomes (COs)	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PO11	PO12
CO1:	3	2	3	3	2	3	2	3	2	2	2	3
CO2:	3	3	3	3	2	3	3	3	2	2	2	3
CO3:	3	3	3	3	3	3	3	3	3	3	2	3

CO–PO–PSO Mapping

PSOs Mapping

(COs)	PSO1	PSO2	PSO3	PSO4	PSO5
CO1:	3	2	2	3	2
CO2:	3	3	2	3	2
CO3:	3	2	3	3	2

Course Content

UNIT 1: Periods of Life Span Development

a) Concept of Human Development: Special reference to Tribal life.
b) Prenatal development
c) Birth and Infancy
d) Childhood, Adolescence, Adulthood

UNIT 2: Socio-Cultural Contexts for Human Development

a) Family
b) Peers, Media & Schooling
c) Human Development in the Indian context

Recommended Textbooks:

- Berk, L. E. (2010). *Child Development* (9th Ed.). New Delhi: Prentice Hall.
- Mitchell, P. and Ziegler, F. (2007). *Fundamentals of development: The Psychology of Childhood*. New York: Psychology Press.
- Papalia, D. E., Olds, S.W. & Feldman, R.D. (2006). *Human development* (9th Ed.). New Delhi: McGraw Hill.
- Santrock, J. W. (2011). *Child Development* (13th Ed.). New Delhi: McGraw Hill.
- Santrock, J.W. (2012).*Life Span Development* (13th ed) New Delhi: McGraw Hill, Sage Publications.

SDG Mapping

SDG No.	Sustainable Development Goal (SDG)	Course Relevance
SDG 3	**Good Health and Well-being**	Promotes understanding of psycho-social health, emotional well-being, mental health challenges, and supportive interventions among indigenous communities.
SDG 4	**Quality Education**	Develops knowledge about human development, social behaviour, indigenous knowledge systems, and inclusive educational approaches.
SDG 5	**Gender Equality**	Addresses social development issues, equal opportunities, and empowerment of indigenous women and marginalized groups.
SDG 10	**Reduced Inequalities**	Focuses on social inclusion, equity, empowerment, and addressing developmental challenges faced by indigenous communities.
SDG 11	**Sustainable Cities and Communities**	Encourages appreciation and preservation of indigenous culture, traditions, identity, and community-based practices.
SDG 16	**Peace, Justice and Strong Institutions**	Develops awareness of human rights, social justice, ethical responsibility, and inclusive community development.

SDG 17	**Partnerships for the Goals**	Encourages collaboration among communities, researchers, educators, NGOs, and institutions for sustainable social development.

Life Skills Education
VA16430
Credit – 2
Learning Objectives:
• Enable students to understand core life skills, its concept, process and practice
• Apply life skills to cope with the demands and challenges in day-to-day life
• Explore alternatives and make rational decisions in solving each problem or issue
• Enable students to manage Sexual and Reproductive Health (SRH) concerns
• Develop understanding on the life cycle of girl child
Pedagogy: Lecture, Brainstorming, Storytelling, Case study analysis, assignment, Presentation, Seminar, Role play, Game

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1:.	3	2	1	2	1	2	2	3	1	2	1	2
CO2:	2	3	3	2	2	3	2	2	3	2	2	3
CO3:	2	3	3	3	2	2	1	2	2	2	2	3
CO4:)	3	2	2	2	2	3	3	3	2	2	2	2
CO5:	3	2	1	2	1	3	3	3	2	2	1	2

CO–PO–PSO Mapping

PSOs Mapping

(COs)	PSO1	PSO2	PSO3	PSO4	PSO5
CO1:.	3	2	2	3	2
CO2:	2	3	2	3	2
CO3:	2	3	3	2	3
CO4:	2	2	3	3	2
CO5:	2	2	2	3	3

COURSE CONTENTS:
Unit- I Introduction to Life Skills

• Concept of Skills and Life Skills
• Definition and importance of life skills
• Ten core Life skills (WHO model)
• Life Skills Education, Life Skills Approach, Life Skills Based Education

Unit- II: Social Skills

• Self Awareness (Self concept, Self Confidence, Techniques used for knowing self: Open your heart, SWOT analysis, Johari window)
• Empathy (Meaning of empathy, differences between sympathy and empathy)
• Effective Communication (components of effective communication, Styles of communication, Barriers in communication, how to say NO)
• Interpersonal Relationship (Meaning, types, qualities for effective interpersonal relationship, end the relationship constructively)

Unit- III: Thinking Skills and Coping Skills

• Critical thinking and Creative thinking (Definition and Stages)
• Problem solving and Decision making (Definition, Steps in problem solving and decision making, Models of decision making)
• Meaning and types of emotions, coping strategies
• Meaning and sources of stress, coping strategies

Unit – IV: Life Skills Education for enhancing value of the girl child

• **Survival of girl child**

Social norms – barrier to survival
Lack of access and control over resources
Policies, schemes, programs related to foeticide

• **Puberty and Marriage**

Health and Reproductive health (Definition, Communicable diseases, Reproductive health issues)
Life Skills for responsible sexual behavior
Menstrual hygiene and care
Institutional barriers for awareness, myth busting around menstruation and sanitation
Schemes and programs related to menstruation
Marriage and evolving gender roles
Acts and Laws related to marriage includes laws on PMCA and POCSO as well as Sexual Harassments at workplace

• **Negligence of girl child and Violence**

Gender inequalities in curative and preventive health care (Anaemia, Malnutrition and stunting)
Gender norms affecting education
Discriminatory gender biased norms & practices
Acts and Laws related to: Gender Based Violence, domestic violence, Dowry & dowry death
Early Pregnancy and its prevention
Motherhood Penalty & Concretization of Patriarchal Norms

Recommended Textbooks:

1. Dahama O.P., Bhatnagar O.P, (2005), Education and Communication for Development, (2nd Edn.), Oxford& IBH Publishing Co. Pvt. Ltd. New Delhi.
2. Duffy Grover Karen, Atwater Eastwood, (2008), (8th Edn.), Psychology for Living-Adjustment, Growth and Behaviour Today, Pearson Education Inc, New Delhi.
3. Jane S Halonen, John W. Santrock, (2009), Psychology: Context & Application, McGraw-Hill Companies Inc., Third Edition, USA
4. Mangal S.K., (2008), An Introduction to Psychology, Sterling Publishers Pvt. Ltd., New Delhi.
5. Nair.V. Rajasenan, (2010), Life Skills, Personality and Leadership, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
6. Nair. A. Radhakrishnan, (2010), Life Skills Training for Positive Behaviour, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.

Reference Materials:

1) Nair. V.Rajasenan, (2010), Life Skills, Personality and Leadership, Rajiv Gandhi National Institute of Youth Development, Tamilnadu
2) RGNIYD (2008) Facilitators Manual on Enhancing Life Skills, Tamilnadu
3) Family Health International, NACO, USAID (2007), Life Skills Education tool kit for Orphans and vulnerable children in India
4) Morgan and King, (1993) Introduction to Psychology, Tata McGraw-Hill Publishing Company Ltd, New Delhi.
5) Wallace R. M. asters, (2001) Personal Development for Life and Work: UK, South Western
6) Adolescence and Life Skills (2003) Commonwealth Youth Programme Asia Centre, Tata Mc Graw. Hill

Websites:

- UNFPA-http://www.unfpa.org/
- UNICEF-http://www.unicef.org/
- WHO –http://www.who.int./en/
- Jhpiego - https://www.jhpiego.org/countries-we-support/india/

SDG Mapping

Sustainable Development Goal (SDG)	Course Contribution
SDG 3 – Good Health and Well-being	Promotes physical, mental, emotional, sexual, and reproductive health and well-being.
SDG 4 – Quality Education	Develops life skills, critical thinking, communication, and lifelong learning competencies.
SDG 5 – Gender Equality	Encourages gender equity, women's empowerment, and awareness of girl child development and rights.
SDG 10 – Reduced Inequalities	Promotes inclusion, equal opportunities, and respect for diversity.
SDG 16 – Peace, Justice and Strong Institutions	Develops ethical values, responsible citizenship, conflict resolution, and peaceful coexistence.

Self -Help and Happiness

VA16482
Credit – 2

Objective:
- Promoting Mental well-being
- Reducing Anxiety and psychological distress
- Enhancing Creativity and positivity

Course Outcome:
- Developing self-resilience and enhancing capacity building
- Developing self-monitoring and self-mentoring skills

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
CO1:	2	2	3	3	2	3	3	3	3	3	2	3
CO2:	2	2	3	3	3	3	2	3	3	3	3	3

PSOs Mapping

(COs)	PSO1	PSO2	PSO3	PSO4	PSO5
CO1:	3	2	3	2	3
CO2:	2	3	2	3	3

Course Content

Unit- 1:

Sl. No.	***Content***	***Time***
1	**Anxiety**, nature, types, fear, phobias (generalised and specific) and different types of phobias	***3 hours***
2	**Stress**, definition, nature, types and sources of stress. Stress appraisal, effects of stress on psychological functioning and health, PTSD (post traumatic stress disorder)	***4 hours***
3	**Relationships**, Dynamics of relationships, evolution, transition, integration and transformation	***3.5 hours***

4	**Happiness-** definition, positive wellbeing, dynamics an integrative look at happiness	***3.5 hours***

Unit- 2: Activity Based Practical Learning

Sl. No.	***Content***	***Time***
1	**Measurement** of anxiety and strategies to deal with anxiety attacks and fear, administration and scoring of SCATS (Sinha's comprehensive anxiety test). Activity Catharsis (emotional unburdening)	***4 hours***
2	**Overcoming** Stress and strategies to handle stress, developing psychosocial support, Therapy (Art, music and colour therapy) activity based learning	***4 hours***
3	**Measurement** of relationships, developing healthy relationships activity- role playing (psychodrama and socio drama)	***3.5 hours***
4	**Happiness** - the body and mind in a coordination cognitive behavioural intervention, overcoming fear (activity) increase your own happiness and enjoying solitude- activity based learning	***3.5 hours***

Reference Materials:

1. Psychology – IB – John Crane and Jette Hannibal
2. Psychology – NCERT Class-XII
3. Colour Therapy: An Anti-Stress Colouring Book by Cindy Cindy Wilde Wilde, Laura-Kate Laura-Kate Chapman Chapman, Richard Richard Merritt Merritt, Sophie Schrey

SDG Mapping

SDG No.	**Sustainable Development Goal (SDG)**	**Course Relevance**
SDG 3	**Good Health and Well-being**	Develops emotional strength, self-resilience, stress management, self-awareness, and psychological well-being among students.
SDG 4	**Quality Education**	Enhances self-learning abilities, self-monitoring skills, personal development, confidence, and lifelong learning capacity.
SDG 5	**Gender Equality**	Promotes self-confidence, empowerment, leadership qualities, and equal participation among learners.

SDG 8	**Decent Work and Economic Growth**	Builds professional competencies, adaptability, leadership skills, and workplace readiness through capacity building.
SDG 10	**Reduced Inequalities**	Encourages inclusive personal development by strengthening confidence, resilience, and opportunities for diverse learners.
SDG 16	**Peace, Justice and Strong Institutions**	Develops responsible behaviour, ethical decision-making, self-discipline, and positive social interaction.
SDG 17	**Partnerships for the Goals**	Encourages teamwork, mentoring, peer learning, and collaborative skill development.

SEMESTER – III

Drama-II and Dramaturgy

Major- SA20001

Credit - 4

Objectives: - This paper is attempted at providing a template for the discovers of dramaturgy and play writing in the theatre. It is motivated by the inability of some scholars to juxtapose dramaturgy and play writing professionally, this muddling both concept and creating conflicting identify for budding academic in the theatre.

CO1-It addresses acting, dance, music, architecture, make up the audience and offers a mythological account of origin of theatre.

CO2- Sanskrit drama imitates a particular state of mind; the aim is the attainment of eternal bliss.

CO3- It develops the student's basic Sanskrit communication skill.

CO4- Students become familiar with the works.

CO5- Apply dramaturgical principles in practical staging, analysing stage directions, entrances, exits and the traditional elements of prologue (Nandi) and epilogue (Bharata-vakya).

CO–PO–PSO Mapping

(COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1: .	3	2	3	2	2	1	2	2	2	1	1	2
CO2:	2	3	3	2	2	2	1	2	3	1	2	2
CO3:	3	2	2	2	3	1	2	1	2	2	1	3
CO4:	3	3	2	2	2	2	2	2	2	1	1	3

CO5:	2	3	3	3	2	2	2	3	2	2	2	3

PSOs Mapping

(COs)	PSO1	PSO2	PSO3	PSO4	PSO5
CO1: .	**2**	**3**	**3**	**2**	**2**
CO2:	**2**	**3**	**2**	**3**	**2**
CO3:	**3**	**2**	**2**	**2**	**3**
CO4:	**3**	**3**	**2**	**2**	**2**
CO5:	**2**	**3**	**3**	**3**	**2**

COURSE CONTENT

Unit-I - III Abhijnanasakuntalam (Acts-V-VII)

Unit-IV/V: Dramaturgy

(Nandi, Prastavana, Purvaranga, Panchaavastha, Pancha-arthaprakruti, Pancha-sandhi, Pancha-arthopakshyepaka, Nataka, Prakarana, Anka.)

Recommended Textbooks:

1. (For Abhijnanasakuntalm as it was in CC-2).
2. For Dramaturgy-Sahitya Drapana (Ed.) P.V. Kane, Motilal Banarsidass Publishers Pvt.Ltd., New Delhi.
3. Natyatattva, Odia translation by Narayana Mohapatra, Odisha Sahitya Academy, Bhubaneswar.
4. Sahitya Darpana with Lakshmi Teeka (Sanskrit) and Vimala Tika, (Hindi) (Ed.) K.M. Sastri, Chaukhamba Publications, Varanasi.
5. Sahityadarpana evam Chhanda (Ed.) Braja Sundar Mishra, Satyanarayan Book Store, Cuttack.

SDG Mapping

SDG No.	Sustainable Development Goal (SDG)	Course Relevance
SDG 4	**Quality Education**	**Enhances knowledge of Sanskrit drama, dramaturgy, aesthetics, communication skills, creativity, and critical thinking through the study of classical texts.**
SDG 5	**Gender Equality**	**Encourages respect, equality, and balanced representation of characters and social values depicted in Sanskrit drama.**
SDG 8	**Decent Work and Economic Growth**	**Develops creative, linguistic, theatrical, and communication skills useful for careers in education, performing arts, media, translation, and cultural**

		industries.
SDG 10	**Reduced Inequalities**	**Promotes inclusive learning by making classical Sanskrit theatrical traditions accessible to learners from diverse backgrounds.**
SDG 11	**Sustainable Cities and Communities**	**Preserves and promotes India's cultural, literary, theatrical, and performing arts heritage through the study of Sanskrit dramaturgy.**
SDG 16	**Peace, Justice and Strong Institutions**	**Instills ethical values, social harmony, justice, leadership, and responsible citizenship through dramatic literature.**
SDG 17	**Partnerships for the Goals**	**Encourages collaboration among scholars, artists, cultural institutions, and educational organizations for preserving and promoting Sanskrit theatre.**

Introduction to the Technique of Paninian Grammar and Prosody

Major- SA20003
Credit - 04
Objectives: - This Course introduces the basic of paninian grammar. It provides information related to the grammar written by Panini. The core concept of paninian grammar will be introduced. The main aim of this course is to introduce the structure of the Indian linguistic tradition for those Who are not Sanskrit scholar but are curious know about the scientific literature in Sanskrit.
CO1- The student got an overview of the paninian grammar.
CO2- Within the field Sanskrit students the field of vyakarana (grammar) is said to be the core foundation upon which everything else is built.
CO3- Students will be able to learn how to study paninian grammar.
CO4- It helps to know about vedangas.
CO5- It helps to give shape to the poetic thought and imagination of vedic mantras.
CO–PO–PSO Mapping

(COs)	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1:.	3	2	3	2	2	2	1	1	1	2	2	2
CO2:	3	2	3	2	2	2	1	1	1	2	2	3
CO3:	3	2	3	3	2	2	1	1	2	2	2	3
CO4:	3	2	2	2	1	3	3	3	2	2	1	2

CO5:	3	3	2	3	2	3	3	3	2	2	1	3

PSOs Mapping

(COs)	PSO1	PSO2	PSO3	PSO4	PSO5
CO1:.	3	2	3	2	2
CO2:	3	3	2	2	2
CO3:	3	2	3	2	3
CO4:	2	3	3	2	2
CO5:	2	3	3	3	2

COURSE CONTENT

Unit-I/II Vocabulary relevant to Sanskrit Grammar and Arrangement of paninian Grammar.

(Astadhyayi, Siddhantakaumudi, Ganapatha, Dhatupatha, Panchanga-vyakarana, Kriya, Atidesa, Adhikarana, Antaranga, Bahiranga, Apavada, Agama, Adesa, Nadi, Nistha, Krdanta, Taddhita, Tinanta, Nijanta, Sanata, Yanata, Namadhatu, Pragrhya, Vikarana, Luk, Lopa, Set, Mandukapluti, sarvadhatuka, Ardhadhatuka)

Unit-III Samjnaprakaranam

Unit-IV/V Chanda (Prosody)

Definition and Examples of 4 Chandas (Arya, Anustubh, Indravajra, Upendravajra, Upajati, Vamsastha, Vasantatilaka, Mandakranta, Malini, Shikharini, Shardula-vikridita, Sragdhara.

Recommended Textbooks:

1. Siddhanta-kaumudi with Balamanorama and Tattvabodhini, Vol.l (Ed.) Giridhara Sharma Chaturvedi, Motilal Banarsidass Pvt., New Delhi.
2. Siddhanta-kaumudi with Mitabhasini Com. (Ed.) S.R. Ray, Sanskrit Pustak Bhandar, 38 Cornwallis St.., Calcutta.
3. Siddhanta-kaumudi with Eng Tr. (Ed.) S.C. Basu, Motilal Banarsidass, New Delhi-110007, Rpt-1995.
4. Vaiyakarana Siddhanta kaumudi (Ed.) M.V. Mahashabde, Poona.
5. Siddhanta kaumudi (Ed.) Prof. G.K. Dash &Dr (Mrs)K. Dash with navanita teeka, A.K. Mishra Publishers pvt., Cuttack.
6. Siddhanta-kaumudi (Ed.) Minati Mishra, Vidyapuri, Cuttack.
7. Siddhanta-kaumudi (Ed.) Dr, Niranjan Pati, Kalyani Publishers, New Delhi
8. Siddhanta-kaumudi (Ed.) P.R. Ray, Sailabala Womencs College (Skt.Deptt.) Cuttack.

9. Vyakaranadarpana, The Odisha Bureau of text Book Preparation and Production, Bhubaneswar-2013
10. Shrutabodha, Hari Prasad Sharma, Nirnaya sagar Press
11. Sahityadarpana Evam Chhanda (Ed.) Dr. Brajasundar Mishra, Satyanarayana Book Store, Cuttack.

SDG Mapping

SDG No.	Sustainable Development Goal (SDG)	Course Relevance
SDG 4	**Quality Education**	Develops foundational knowledge of Pāṇinian grammar, Sanskrit linguistics, prosody (Chandas), analytical thinking, and lifelong learning skills.
SDG 8	**Decent Work and Economic Growth**	Enhances professional skills in language analysis, teaching, research, translation, editing, and computational linguistics.
SDG 9	**Industry, Innovation and Infrastructure**	Introduces systematic linguistic analysis and logical frameworks of Pāṇini, supporting innovation in language technology and digital humanities.
SDG 10	**Reduced Inequalities**	Makes classical Sanskrit grammar and prosody accessible to learners from diverse educational and linguistic backgrounds.
SDG 11	**Sustainable Cities and Communities**	Preserves and promotes India's linguistic, literary, and cultural heritage through the study of Pāṇinian grammar and Vedic prosody.
SDG 16	**Peace, Justice and Strong Institutions**	Encourages ethical scholarship, preservation of traditional knowledge systems, and responsible academic practices.
SDG 17	**Partnerships for the Goals**	Promotes interdisciplinary collaboration among linguists, Sanskrit scholars, educators, and researchers in preserving and advancing Indian Knowledge Systems.

Abhijnanashakuntalam – I

Minor- SA22001

Credit-04

Objectives: - Dramatic literature which has a full and varied national development. It helps student quite independent of western influence.

Course Outcome: -

CO1-Literature in Sanskrit, gives a clearer picture of the development of religious ideas, culture, and social practices and traditions from the time of the Vedas till present.

CO2-Drama's aim is both to educate and entertainment.

CO3- Students will gain ample Knowledge on history of Sanskrit literature.

CO4- Students will able to frame correct sentences both on spoken and written forms.

CO5- Students will extract the Political structures, life values and social realities of ancient Indian society reflected in this classical drama.

CO–PO–PSO Mapping

(COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1:.	3	3	2	2	2	2	2	3	2	1	1	3
CO2:	2	3	3	2	2	1	2	2	3	2	1	2
CO3:	3	3	2	2	3	2	2	2	2	1	1	3
CO4:	3	2	3	2	3	1	2	1	2	2	1	3
CO5:	2	3	3	3	2	2	3	2	3	2	2	3

PSOs Mapping

(COs)	PSO1	PSO2	PSO3	PSO4	PSO5
CO1:.	3	2	3	2	2
CO2:	2	3	2	3	2
CO3:	3	3	3	2	2
CO4:	3	2	2	2	3
CO5:	2	3	3	3	2

COURSE CONTENT: -

Unit-I - Abhijnanasakuntalam, Act- I

Unit-II- Abhijnanasakuntalam, Act- II

Unit-III- Abhijnanasakuntalam, Act- III

Unit-IV- Abhijnanasakuntalam, Act- IV

Recommended Textbooks:

1. Abhijnanasakuntalm (Bd.) R.M. Bose, Morden Book Agency Pvt. Ltd. 10 Bankim Chatterjee Street, Calcutta.
2. Abhijnanasakuntalam (Ed.), M.R. Kale (Ed.) Motilal Banarasidass, Delhi.
3. Abhijnanasakuntalam (Ed.), H.K. Satpathy, Students store, Cuttack.

4. History of Sanskrit Literature, Baladev Upadhyay, Chaukhamba publications, Varanasi.
5. Sanskrit Drama, A.B. Keith, Oxford University press, London.
6. Sankruta sahityara Itihashasa (Odia), H.K. Satpathy, Kitab Mahal, Cuttack

SDG Mapping

SDG No.	Sustainable Development Goal (SDG)	Relevance to the Course
SDG 4	**Quality Education**	Develops knowledge of Sanskrit drama, literary history, critical thinking, communication skills, creativity, and appreciation of Indian Knowledge Systems.
SDG 5	**Gender Equality**	Encourages the study of female characters and social values in Sanskrit literature, promoting respect, dignity, and equality.
SDG 8	**Decent Work and Economic Growth**	Builds communication, literary analysis, and cultural competencies useful for careers in teaching, research, translation, publishing, and performing arts.
SDG 10	**Reduced Inequalities**	Promotes equitable access to India's classical literary heritage for students from diverse academic and social backgrounds.
SDG 11	**Sustainable Cities and Communities**	Preserves and promotes India's cultural, literary, and theatrical heritage through the study of Sanskrit literature and drama.
SDG 16	**Peace, Justice and Strong Institutions**	Instills ethical values, social harmony, justice, responsible citizenship, and respect for cultural diversity through literary works.
SDG 17	**Partnerships for the Goals**	Encourages collaboration among educational institutions, scholars, cultural organizations, and researchers for preserving Sanskrit heritage.

Ancient Indian Scientists

MDC- SA23001
Credit-04
Course Objectives

1. Understand the contributions of ancient Indian scientists and scholars across various disciplines such as mathematics, astronomy, medicine, metallurgy, and engineering.

2. Examine the historical, cultural, and philosophical contexts that shaped scientific advancements in ancient India.
3. Analyze the scientific principles and methodologies employed by renowned ancient Indian scholars.
4. Appreciate the relevance and influence of ancient Indian scientific knowledge on modern science and technology.
5. Develop critical thinking by comparing ancient Indian scientific achievements with those of other ancient civilizations.

Course Outcomes

CO1: Identify major ancient Indian scientists and describe their significant contributions to mathematics, astronomy, medicine, metallurgy, and related fields.

CO2: Explain the scientific concepts and innovations developed by ancient Indian scholars, including their historical significance.

CO3: Analyze primary texts and historical evidence to evaluate the development of scientific knowledge in ancient India.

CO4: Assess the impact of ancient Indian scientific discoveries on contemporary science and global scientific heritage.

CO5: Demonstrate an appreciation of India's scientific legacy and apply historical perspectives to understand the evolution of scientific thought.

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1:	**3**	**2**	**–**	**1**	**–**	**2**	**–**	**2**	**–**	**1**	**–**	**2**
CO2:	**3**	**3**	**1**	**2**	**–**	**2**	**–**	**2**	**–**	**1**	**–**	**2**
CO3:	**2**	**3**	**2**	**3**	**1**	**2**	**–**	**2**	**1**	**2**	**–**	**3**
CO4:	**2**	**3**	**2**	**2**	**1**	**3**	**2**	**3**	**1**	**2**	**–**	**3**
CO5:	**2**	**2**	**1**	**2**	**–**	**3**	**2**	**3**	**2**	**2**	**–**	**3**

CO–PO–PSO Mapping

PSOs Mapping

(COs)	PSO1	PSO2	PSO3	PSO4	PSO5
CO1:	3	2	3	2	2
CO2:	3	3	2	2	2
CO3:	2	3	3	2	2
CO4:	2	3	2	3	3

CO5:	2	2	3	3	3

COURSE CONTENT: -

UNIT -I - Aryabhatta, Bramhagupta

UNIT – II - Mahaviracarya, Bhaskaracarya

UNIT -III - Varahamihira, Caraka

UNIT – IV - Sushruta, Kanada

UNIT – V – Panini

Recommended Textbooks:

1. Samskruta Vijyana Vaibhavam (vol.no-II.2001), Published by Editor – in -Chief Prof. D. Prahlada Char, Viva – Chancellor, Rastriya Sanskrit Vidyapeetha (Deemed University), Tirupati (A.P.) – 517 507, 2nd Vol.,2001.
2. Ancient Indian Science and its relevance to the modern world, General editor Prof. K.E. Govindan, V.C., I/C, Rastriya Sanskrit Vidyapeetha (Deemed University), Tirupati – 517 507.
3. ପ୍ରାଚୀନ ଭାରତୀୟ ବିଜ୍ଞାନୀ ,ଲେଖକ-ଶରତ ଚନ୍ଦ୍ର ମିଶ୍ର , ପ୍ରେଣ୍ଟ୍ସ୍ ପବ୍ଲିଶର୍ସ , ବିନୋଦବିହାରୀ, କଟକ , 753 002 , ପ୍ରଥମ ସଂସ୍କରଣ , 2008 ।

Course–SDG

SDG No.	Sustainable Development Goal (SDG)	Course Relevance
SDG 3	**Good Health and Well-being**	Introduces the contributions of ancient Indian scientists in Ayurveda, medicine, surgery, and health sciences, promoting holistic well-being.
SDG 4	**Quality Education**	Enhances knowledge of India's scientific heritage, critical thinking, innovation, and interdisciplinary learning.
SDG 8	**Decent Work and Economic Growth**	Develops scientific aptitude, research orientation, and professional skills relevant to education, research, and innovation.
SDG 9	**Industry, Innovation and Infrastructure**	Highlights innovations in mathematics, astronomy, metallurgy, engineering, architecture, and scientific methods developed by ancient Indian scholars.
SDG 10	**Reduced Inequalities**	Promotes inclusive access to indigenous scientific knowledge and recognizes contributions from diverse traditions.
SDG 11	**Sustainable Cities and Communities**	Preserves and promotes India's scientific, cultural, and intellectual heritage through the study of ancient scientists and their works.

SDG 12	**Responsible Consumption and Production**	Encourages sustainable use of natural resources and traditional scientific practices in agriculture, health, and environmental management.
SDG 13	**Climate Action**	Explores traditional scientific knowledge related to environmental conservation, sustainable living, and climate-responsive practices.
SDG 16	**Peace, Justice and Strong Institutions**	Promotes ethical scientific inquiry, integrity, knowledge preservation, and responsible citizenship through the study of ancient scientific traditions.
SDG 17	**Partnerships for the Goals**	Encourages interdisciplinary collaboration among science, humanities, and Indian Knowledge Systems for research and innovation.

Ability Enhancement Courses (AEC-III)

Communicative English

Course Code: AE24001

Credits-02

Course Objectives:

- Understand the concepts, principles, types, and importance of communication in academic, social, and professional contexts.
- Develop effective verbal and non-verbal communication skills by understanding communication processes, barriers, and strategies for successful interaction.
- Enhance reading, listening, speaking, and writing skills through comprehension exercises, group discussions, presentations, and language practice.
- Acquire professional writing skills by preparing CVs, résumés, summaries, notes, compositions, and other functional documents.
- Build confidence, interpersonal skills, critical thinking, and employability through effective communication and collaborative learning activities.

Course Outcomes:

- Explain the concepts, types, functions, and barriers of communication and apply appropriate communication strategies in different contexts.
- Demonstrate effective verbal and non-verbal communication skills by using suitable

language, body language, and listening techniques in interpersonal and professional interactions.

- Apply reading comprehension strategies and critical thinking skills to understand, interpret, and evaluate different types of texts.
- Produce clear, coherent, and professional written communication by preparing summaries, notes, compositions, information transfer exercises, CVs, and résumés.
- Demonstrate confidence and competence in speaking, group discussions, presentations, and conversational English for academic and workplace communication.

Course Contents:

Unit I: What is Communication? Definition and Elaboration

(i) Types Communication: Horizontal/Vertical/Interpersonal/Grapevine

(ii) Uses of Communication

Unit II: Verbal Communication: Spoken/Written

(i) Non-Verbal Communication Proxemics/Kinesics/Haptics/Chronemics/Para Linguistics/Barriers/ Noise

Unit III: Reading Comprehension

Unit IV: Writings: Expansion/Notes & Summary/Information Transfer/ Composition/CV & Resume

Unit V: Language Function in Listening & Conversation

- Speaking on a Topic
- Group Discussion

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	3	3	3	2	2	3	2	2	2	3
CO2	2	3	3	3	3	3	2	3	2	2	3	3
CO3	2	3	3	3	3	3	2	3	3	2	3	3
C04	3	3	3	3	2	2	2	1	2	3	2	3

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO5	2	2	2	3	3	3	3	3	2	2	2	3

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

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	3	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	2	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is no correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical communication, professional integrity, responsible messaging, workplace communication standards
Gender	Medium–High	Gender-sensitive communication, inclusive language, representation in professional interactions
Human Values	High	Respect, clarity, empathy, interpersonal communication, teamwork and collaboration
Environment & Sustainability	Medium	Digital communication practices, responsible use of media, reducing communication barriers

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Develops communication competence, language proficiency, and employability skills
SDG 5	Gender Equality	Promotes inclusive and gender-sensitive communication
SDG 8	Decent Work & Economic Growth	Enhances professional communication for workplace readiness
SDG 9	Industry, Innovation & Infrastructure	Encourages digital communication and modern workplace tools
SDG 16	Peace, Justice & Strong Institutions	Promotes ethical communication, transparency, and responsible discourse

Recommended Textbooks:

- A. Ganeshan & P. Lovely Viniliya Pual: *Communicative English*, Charulata Publications.
- Clampitt, Phillip G. *Communicating for Managerial Effectiveness*. Sage Publications, 2012.
- Adler, Ronald B., and George Rodman. *Understanding Human Communication*. Oxford University Press, 2015.
- Peters, Robert. *English Reading Comprehension Skills for Business*. Cambridge University Press, 2018.
- Rao, P.K. *Business Communication*. Himalaya Publishing, 2017.
- Adler, Ronald B., *Communicating at Work: Principles and Practices for Business and the Professions*. McGraw-Hill, 2012.
- Locker, Kitty O., and Donna Kaczmarek. *Business Communication: Building Critical Skills*. McGraw-Hill, 2016.

SKILL ENHANCEMENT COURSE (SEC)

Art of Shadow Puppetry

Course Code: TL-25001

Credit-03

Course Objective:

- To combine storytelling with visual art that enhances creativity
- Students learn about science and art through crafting and manipulating puppets
- Shadow plays offer educational and entertaining experiences for various settings
- Shadow Puppetry can help creating livelihood

Course Outcomes:

- Understand and explain the history, cultural significance, and techniques of shadow puppetry, integrating knowledge of storytelling, visual arts, and performance.
- Apply creative skills to design, craft, and manipulate puppets, demonstrating technical competence in shadow play production.
- Analyze and evaluate performances for artistic quality, educational content, and audience engagement, developing critical appreciation of the medium.
- Create and innovate original shadow plays for educational, entertainment, or livelihood purposes, combining artistic expression with practical application.

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**
CO1:	3	2	2	2	1	3	3	3	2	2	1	2
CO2:	2	2	3	3	3	2	2	2	2	2	2	3
CO3:	2	3	3	3	2	2	2	3	2	3	2	2
CO4:,	3	2	3	3	3	2	2	2	3	3	2	3

PSOs Mapping

Course Outcomes (COs)	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1:	3	2	3	2	2
CO2:	2	3	2	3	2
CO3:	2	3	3	2	2
CO4:,	3	2	3	3	3

Course Contents:

Unit I- Understanding Shadows

Unit-II- Historical Context of Shadow Puppetry

Unit-III- Crafting the shadows

Unit IV- Educational Activities and Shadow Puppetry

Unit V- Shadow Puppetry and Tribal Life

Reference Materials:

- Ban, Gu. *Annals of Han. Vol.2. Xi'an: Sanqin* Publishing House, 2004. 1764. Print. Chen, Fan. *Shadow Theatres of the World*. Vol. 62. Nagoya: Asian Folklore Studies, 2003. 25-64. Print.
- Ajith kumar. v, *Puppets Theatre: History and Practice*, Kozhikode, 2006
- Gokul Krishnan, *Documentation on leather puppetry*, craft publication Benguluru, 2017 Iyer.K.B., *The shadow play in Malabar, Bulletin of the Ramavarma Research Institute*, 1943
- Krishnankuttypulavar. K.L, *Ayodhyakanda of Tholpavakoothu*, Sangeet Nadaka Academi, Newdelhi,1983.
- "*Shadow Puppets and Shadow Play*" by David Currell.
- "*Worlds of Shadow: Teaching with Shadow Puppetry*" by David Wisniewski
- "*Making Shadow Puppets*" by Elizabeth Jean Coleman
- "*Making Shadow Puppets* (Kids Can Do It)" by Jill Bryant
- "*Worlds of Shadow: Teaching with Shadow Puppetry*" by David Wisniewski

"*Shadow Puppets and Shadow Play*" by David Currell

SDG Mapping

SDG No.	**Sustainable Development Goal (SDG)**	**Relevance to Skill Enhancement Course (SEC)**
SDG 4	**Quality Education**	Promotes skill-based, experiential, and lifelong learning, enhancing students' knowledge and competencies.
SDG 5	**Gender Equality**	Ensures equal opportunities and inclusive participation in skill development irrespective of gender.
SDG 8	**Decent Work and Economic Growth**	Improves employability, entrepreneurship, professional competence, and career readiness.

SDG 9	**Industry, Innovation and Infrastructure**	Encourages innovation, creativity, digital skills, and application of technology in professional settings.
SDG 10	**Reduced Inequalities**	Provides equitable access to skill development for learners from diverse social and economic backgrounds.
SDG 16	**Peace, Justice and Strong Institutions**	Promotes ethical conduct, leadership, responsibility, and professional integrity.
SDG 17	**Partnerships for the Goals**	Encourages teamwork, collaboration, networking, and partnerships with industry, institutions, and communities.

SEMESTER-IV

POETRY & HISTORY OF SANSKRIT LITERATURE-II
Major – SA20002
Credit - 4

Objectives: Kalidas's lyric Meghadutam has shown the graphical details of nature along with the deep insight of human life, it gives students an insight in to the description of nature which is merged wonderfully with the human heart & students will know the kavya kruti creations of poetics.

Co1- After studying this lesson student will be able to know the types poetics work.

CO2- Enjoy the perception of pleaser (Rasa's) of the poetic work, and the objectives of the poetics distinction.

CO3-Student learns about various literature and poetic text and poem.

CO4- Know about the nature.

CO–PO–PSO Mapping

Course Outcomes (COs)	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1:	3	2	2	2	1	2	3	3	2	2	1	2
CO2:	3	3	2	2	1	3	3	3	2	2	1	2
CO3:,	3	2	2	2	1	2	3	3	2	2	1	2
CO4:.	2	2	2	2	2	3	3	3	2	2	1	2

PSOs Mapping

(COs)	PSO1	PSO2	PSO3	PSO4	PSO5
CO1:	3	2	3	2	2
CO2:	2	3	3	2	2
CO3:,	3	3	2	2	2
CO4:.	2	3	2	3	2

COURSE CONTENT

Unit-I to III Meghadutam-(Purvamegha)

Unit-IV/V History of Sanskrit Literature-II

(Gitikavyas, Khandakavyas, Gadyakavyas, &Kathasahitya)

Recommended Textbooks:

1. Meghadutam (Ed.) S.R. Ray, Sanskrit Pustak Bhandar, 38 Cornwallis St., Calcutta.
2. Meghadutam (Ed.) M.R. Kale, Motilal Banarsidass, Delhi
3. Meghadutam (Ed.) Radhamohan Mahapatra, Books and Books, Cuttack,1984
4. Meghadutam (Ed.) B.S. Mishra, Vidyapuri, Cuttack, 1st Edn-1999
5. Samskrta Sahitya ka ltihasa, Baladeva Upadhyaya, Choukhamba, Varanasi.
6. Samskrta Sahitya ka ruparekha, Vacaspati Goreilla, Choukhamba Vidyabhvan, Varanasi.
7. Samskrta Sahiyara itihasa (Odia), H.K. Satapathy, KitabMahal, Cuttack.

Course–SDG Mapping

SDG No.	Sustainable Development Goal (SDG)	Course Relevance
SDG 4	**Quality Education**	Develops knowledge of Sanskrit poetry, literary history, aesthetics, critical thinking, creativity, communication skills, and appreciation of Indian Knowledge Systems.
SDG 5	**Gender Equality**	Encourages the study of literary works that promote equality, dignity, and respect for all sections of society, including women.
SDG 8	**Decent Work and Economic Growth**	Enhances employability by developing communication, literary analysis, teaching, research, translation, and creative writing skills.
SDG 10	**Reduced Inequalities**	Promotes equitable access to Sanskrit literary heritage and encourages inclusive learning among students from diverse

		backgrounds.
SDG 11	**Sustainable Cities and Communities**	Preserves and promotes India's literary, linguistic, and cultural heritage through the study of Sanskrit poetry and literary history.
SDG 16	**Peace, Justice and Strong Institutions**	Fosters ethical values, harmony, justice, cultural understanding, and responsible citizenship through classical Sanskrit literature.
SDG 17	**Partnerships for the Goals**	Encourages interdisciplinary collaboration, cultural exchange, and academic partnerships for preserving and promoting Sanskrit heritage.

Metarules of Paninian Grammar, Poetics and Figures of Speech

Major – SA20004

Credit - 4

Objectives:

This paper seeks the rules about rules in grammar are meta-rules- panini vses symbols like to tighe, bha, ghen dhe efc. to save words and letters in sentences. Poetics elaborates sentiment, figures of speech, gesticulation etc in sanskrit literature.

Course outcome

C01 - Students Can solve deterrent kind of non-familiar problems.
C02- Student can able to write porting
CO3 - They gain knowledge about the Sanskrit Literature and language
C04- Students know about karya Laskhana Kavya veda, Kavya hetu.... etc,
C05-They Know systematics of the moles of Sentence.

CO–PO–PSO Mapping

Course Outcomes (COs)	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1:	2	3	3	3	2	2	1	2	2	2	2	3
CO2:	2	2	3	2	3	2	2	2	2	3	2	3
CO3:	3	2	2	2	1	2	3	3	2	2	1	2
CO4:	3	2	3	2	2	3	3	3	2	2	1	2
CO5:	3	2	3	3	2	2	2	2	2	3	2	3

PSOs Mapping

(COs)	PSO1	PSO2	PSO3	PSO4	PSO5
CO1:	3	2	2	3	2
CO2:	2	3	2	2	3
CO3:	3	3	3	2	2
CO4:	2	3	3	2	2
CO5:	3	2	2	2	3

COURSE CONTENT

Unit-I Paribhasaprakaranam

Unit-II/III Poetics (Sahityadarpana- Chpts. I, II&III)

Ch.-I&II-Kavya-prayojana, Kavya-Lakshyana, Kavya-bheda&Kavya-hetu

Ch-III -Abhidha, Laksana, Vyanjana

Unit-IV/V Figures of speech (Sahityadarpana) (Ch.X)

Definition and Examples of Four Alamkaras'figures of speech'out of ten Alamkaras (Anuprasa, Yamaka, Slesa, Upama, Rupaka, Utprekshya, Bhrantiman, Nidarsana, Arthantaranyasa, Aprastuta-prasamsa, Apahnuti, Vyatireka, Vibhavana, Visesokti, Samasokti, Svabhavokti).

Books for Reference:

1. For siddhantakaumudi-Please refer to CC-4.
2. For Sahityadarpana-Please refer to CC-3.

SDG Mapping

SDG No.	Sustainable Development Goal (SDG)	Course Relevance
SDG 4	**Quality Education**	Develops advanced knowledge of Pāṇinian grammar, Sanskrit poetics, figures of speech (Alaṅkāra), critical thinking, linguistic analysis, and lifelong learning.
SDG 8	**Decent Work and Economic Growth**	Enhances employability through advanced skills in grammar, literary criticism, teaching, translation, editing, and academic research.
SDG 9	**Industry, Innovation and Infrastructure**	Promotes systematic, logical, and rule-based thinking inspired by Pāṇini's grammatical framework, supporting innovation in linguistics and computational language studies.
SDG 10	**Reduced Inequalities**	Encourages equitable access to classical Sanskrit knowledge and linguistic traditions for learners from diverse backgrounds.

SDG 11	**Sustainable Cities and Communities**	Preserves and promotes India's linguistic, literary, and cultural heritage through the study of grammar, poetics, and classical literary traditions.
SDG 16	**Peace, Justice and Strong Institutions**	Promotes ethical scholarship, intellectual integrity, preservation of traditional knowledge, and respect for cultural diversity.
SDG 17	**Partnerships for the Goals**	Encourages interdisciplinary collaboration among scholars, linguists, literary critics, educators, and researchers in Indian Knowledge Systems.

Cases and Case Endings of Paninian Grammar and Translation-I

Major- SA20006
Credit - 4
Objectives: - Studying Sanskrit from laghu sidhanta kaumudi and Panini'swork both hsve their own advantages and limitations. Which makes it more accessible for beginners, deeply in to the intricate grammatical rules and structures as original work.
Course outcome:

CO1- The paninian grammar helps students understands, stand patters.
CO2- And also it helps compounding, tense, sandhi (euphonic combination) human speech, word roots.etc.
CO3- It helps to understand the metrical structure followed in almost all the poetical compositions in Sanskrit.
CO4- It gives the knowledge of prosody or chandas is essential.
CO5- Differentiate between Karaka Vibhaktis and Upapada Vibhaktis (cases triggered by specific indeclinable words or particles.

CO–PO–PSO Mapping

(COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1:	3	2	3	2	3	1	2	2	2	1	1	3
CO2:	3	3	2	3	3	1	2	2	2	2	1	3
CO3:	2	3	3	2	2	2	2	3	2	1	1	3
CO4:	2	3	3	2	2	2	2	3	2	1	1	3
CO5:	3	3	3	2	3	1	2	2	2	2	1	3

PSOs Mapping

(COs)	PSO1	PSO2	PSO3	PSO4	PSO5
CO1:	3	2	3	2	2
CO2:	3	3	2	2	3
CO3:	2	3	3	2	2
CO4:	2	3	3	2	2
CO5:	3	2	3	2	3

COURSE CONTENT

Unit-I to IV Siddhantakaumudi (Karaka-Vibhakti, I-IV)

Unit-V Translation from Sanskrit unseen passage into Odia/English

Books for reference:

1. For Siddantakaumudi-As indicated earlier except the Book of P.R.Ray (This Book Contains only Samjna &Paribhasa)
2. For Translatiion- I. Vyakaranadarpana, The Odisha State Bureau of Text Book preparation and Production, Bhubaneswar-2013
3. A Guide to Sanskrit Composition and translation, M.R. Kale, Motilal Banarsidass, New Delhi.

SDG Mapping

SDG No.	Sustainable Development Goal (SDG)	Course Relevance
SDG 4	**Quality Education**	Develops proficiency in Pāṇinian grammar, case endings (Vibhaktis), sentence construction, translation skills, critical thinking, and lifelong learning.
SDG 8	**Decent Work and Economic Growth**	Enhances professional skills in translation, language teaching, editing, proofreading, content writing, and academic research.
SDG 9	**Industry, Innovation and Infrastructure**	Promotes logical and systematic language analysis based on Pāṇini's grammatical framework, supporting applications in computational linguistics and language technology.
SDG 10	**Reduced Inequalities**	Facilitates inclusive access to Sanskrit language and grammar for students from diverse educational and linguistic backgrounds.
SDG 11	**Sustainable Cities and Communities**	Preserves and promotes India's linguistic, literary, and cultural heritage through the study of Sanskrit grammar and translation.
SDG	**Peace, Justice and**	Encourages ethical communication, accurate interpretation

16	**Strong Institutions**	of classical texts, academic integrity, and preservation of traditional knowledge systems.
SDG 17	**Partnerships for the Goals**	Promotes interdisciplinary collaboration among linguists, translators, educators, and researchers to preserve and disseminate Sanskrit knowledge.

Course based Presentation

Course Code: CP20082

Credits: 02

COURSE DESCRIPTION

This course enables the students to develop presentation skills and subject-based communication competencies. It provides opportunities for independent learning, critical analysis, academic discussion and effective use of ICT tools for presentation. The course also helps students enhance confidence, creativity and professional skills through seminar presentations, group discussions and project-based activities related to education.

COURSE OBJECTIVES

- To help the students develop effective presentation and communication skills.
- To acquaint students with techniques and tools used in academic presentations.
- To encourage students to undertake independent study and subject-based analysis.
- To develop confidence in presenting ideas before peers and teachers.
- To enable students to use ICT and multimedia tools effectively in presentations.

COURSE OUTCOMES

CO1. Explain the concept, purpose and importance of course-based presentation.
CO2. Demonstrate effective verbal and non-verbal communication skills during presentation.
CO3. Use ICT and multimedia tools for academic presentations.
CO4. Prepare and present subject-based seminar papers and reports.
CO5. Develop confidence, critical thinking and collaborative skills through presentation activities.

COURSE CONTENT

The practicum paper "Course Based Presentation" includes activities related to academic presentation, seminar participation and communication skill development. Students are required to prepare and present seminar papers on different educational topics and contemporary issues in education. The course emphasizes the development of effective verbal and non-verbal communication

skills, confidence in public speaking and the ability to express ideas clearly and systematically before an audience.

Students will use ICT and multimedia tools such as PowerPoint presentations, audio-visual aids and online educational resources for effective presentation of academic content. The practicum also includes participation in group discussions, panel discussions and interactive sessions to promote collaborative learning and critical thinking.

Students will participate in peer evaluation, self-evaluation and feedback sessions to improve their presentation techniques and communication competence. Viva-voce and discussion-based activities are also included to strengthen academic interaction, professional skills and independent learning abilities.

CO–PO & PSO Mapping Table

COs \ 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**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**	**PSO 5**
CO1.	2	2	–	–	1	–	–	–	1	3	–	2	2	2	1	–	1
CO2.	–	1	–	–	1	–	–	1	2	3	1	2	2	3	1	1	–
CO3.	1	1	2	–	3	–	–	–	1	2	1	2	3	2	2	1	–
CO4.	3	3	2	2	2	1	–	1	2	3	2	2	3	3	2	2	1
CO5.	2	3	2	2	1	2	1	2	3	3	2	3	2	2	2	3	2

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG	Quality Education	Skills for creating educational

4		and community web resources
SDG 8	Decent Work and Economic Growth	Employable front-end / junior full-stack web development skills
SDG 9	Industry, Innovation and Infrastructure	Web apps as digital infrastructure for services and innovation
SDG 12	Responsible Consumption and Production	Efficient, responsible digital products

Abhijnanashakuntalam-II

Minor- SA22002
Credit - 4
Objectives: - This paper is attempted at providing a template for the discovers of dramaturgy and play writing in the theatre. It is motivated by the inability of some scholars to juxtapose dramaturgy and play writing professionally, this muddling both concept and creating conflicting identify for budding academic in the theatre.

CO1-It addresses acting, dance, music, architecture, make up the audience and offers a mythological account of origin of theatre.

CO2- Sanskrit drama imitates a particular state of mind; the aim is the attainment of eternal bliss.

CO3-Understand the socio-cultural, historical and aesthetic frameworks of classical Sanskrit drama and Kalidasa's unique place in world literature.

CO4- Appreciate the character transformation of Shakuntala from an innocent "child of nature" in the hermitage to a mature, suffering and resilient figure, alongside King Dusyanta's redemption.

CO5- Understand the application of classical Indian dramatic theories, prominently shringar (romance/love) and Karuna (grief/pathos) within the poetic dialogue and Sanskrit literary devices (alankaras).

CO–PO–PSO Mapping

(COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1:	3	2	3	2	3	1	2	2	2	1	1	3
CO2:	3	3	2	3	3	1	2	2	2	2	1	3

CO3:	**2**	**3**	**3**	**2**	**2**	**2**	**2**	**3**	**2**	**1**	**1**	**3**
CO4:	**2**	**3**	**3**	**2**	**2**	**2**	**2**	**3**	**2**	**1**	**1**	**3**
CO5:	**3**	**3**	**3**	**2**	**3**	**1**	**2**	**2**	**2**	**2**	**1**	**3**

PSOs Mapping

(COs)	PSO1	PSO2	PSO3	PSO4	PSO5
CO1:	**2**	**3**	**3**	**2**	**2**
CO2:	**2**	**3**	**2**	**3**	**2**
CO3:	**3**	**2**	**2**	**2**	**3**
CO4:	**3**	**3**	**2**	**2**	**2**
CO5:	**2**	**3**	**3**	**2**	**3**

COURSE CONTENT:

Unit-I and II - Abhijnanashakuntalam (Act-V)
Unit-III - Abhijnanashakuntalam (Act-VI)
Unit- IV- Abhijnanashakuntalam (Act-VII)

Recommended Textbooks:

1. (For Abhijnanasakuntalm as it was in CC-2).
2. For Dramaturgy-Sahitya Drapana (Ed.) P.V. Kane, Motilal Banarsidass Publishers Pvt.Ltd., New Delhi.
3. Natyatattva, Odia translation by Narayana Mohapatra, Odisha Sahitya Academy, Bhubaneswar.
4. Sahitya Darpana with Lakshmi Teeka (Sanskrit) and Vimala Tika, (Hindi) (Ed.) K.M. Sastri, Chaukhamba Publications, Varanasi.
5. Sahityadarpana evam Chhanda (Ed.) Braja Sundar Mishra, Satyanarayan Book Store, Cuttack.

SDG Mapping

SDG No.	Sustainable Development Goal (SDG)	Course Relevance
SDG 4	**Quality Education**	Develops knowledge of Sanskrit drama, dramaturgy (Nāṭyaśāstra), aesthetics, communication skills, creativity, and critical appreciation of classical performing arts.
SDG	**Gender Equality**	Promotes respect, dignity, and balanced representation of gender roles through the study of dramatic literature and

5		characters.
SDG 8	**Decent Work and Economic Growth**	Builds employability skills in theatre, teaching, cultural management, translation, media, and performing arts.
SDG 10	**Reduced Inequalities**	Encourages inclusive access to classical Sanskrit theatre and India's cultural heritage for learners from diverse backgrounds.
SDG 11	**Sustainable Cities and Communities**	Preserves and promotes India's theatrical, literary, and cultural heritage through the study of Sanskrit dramaturgy and dramatic works.
SDG 16	**Peace, Justice and Strong Institutions**	Fosters ethical values, social harmony, responsible citizenship, leadership, and cultural understanding through dramatic literature.
SDG 17	**Partnerships for the Goals**	Encourages collaboration among scholars, artists, cultural institutions, and educational organizations for the preservation and promotion of Sanskrit theatre.

Ability Enhancement Courses (AEC-IV)

Professional Communication

AE24002
Credits – 2
Course Objectives:

- Understand the fundamental principles of the writing process and the conventions of academic and professional writing.
- Develop the ability to summarise and paraphrase texts accurately using their own words while maintaining the original meaning.
- Enhance critical thinking skills through the synthesis, analysis, interpretation, and evaluation of ideas and information.
- Learn to structure coherent and logical arguments with effective introductions, supporting points, and conclusions.
- Apply professional communication skills to produce clear, organised, ethical, and audience-appropriate written communication.

Course Outcomes:

- Explain and apply the fundamental principles of the writing process and conventions of academic writing.
- Summarise and paraphrase academic and professional texts accurately, clearly, and ethically in their own words.
- Demonstrate critical thinking through the synthesis, analysis, interpretation, and evaluation of information and arguments.
- Construct well-organised arguments with effective introductions, logical development of ideas, appropriate transitions, and meaningful conclusions.
- Produce coherent, concise, grammatically appropriate, and audience-oriented written communication for academic and professional purposes.

Course Contents:

Unit I: Introduction to the Writing Process and Conventions of Academic Writing

Unit II: Writing in one's own words: Summarizing and Paraphrasing

Unit III: Critical Thinking: Syntheses, Analyses, and Evaluation

Unit IV: Structuring an Argument: Introduction, Interjection, and Conclusion

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	3	3	3	2	2	3	2	2	2	3
CO2	2	3	3	3	3	3	2	3	2	2	3	3
CO3	2	3	3	3	3	3	2	3	3	2	3	3
CO4	3	3	3	3	2	1	1	1	2	3	1	3
CO5	3	2	2	2	2	1	1	1	2	3	2	3

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

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	3	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	2	3	2
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is no correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical business communication, academic integrity, plagiarism avoidance, transparency in reporting
Gender	Medium–High	Inclusive language, gender-sensitive communication in professional settings
Human Values	High	Clarity, respect, professionalism, teamwork, effective interpersonal communication
Environment & Sustainability	Medium	Digital communication practices, responsible information sharing, reducing communication barriers

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Develops advanced writing, analytical, and communication skills
SDG 5	Gender Equality	Encourages inclusive and equitable communication practices
SDG 8	Decent Work & Economic Growth	Enhances employability through professional communication skills
SDG 9	Industry, Innovation & Infrastructure	Promotes digital and organisational communication competence
SDG 16	Peace, Justice & Strong Institutions	Supports ethical communication, accountability, and transparency

Recommended Learning Resources:

- Liz Hamp-Lyons and Ben Heasley, *Study Writing: A Course in Writing Skills for Academic Purposes* (Cambridge: CUP, 2006).
- Renu Gupta, *A Course in Academic Writing* (New Delhi: Orient Black Swan, 2010).
- Ilona Leki, *Academic Writing: Exploring Processes and Strategies* (New York: CUP, 2nd edn, 1998).
- Gerald Graff and Cathy Birkenstein, *They Say/I Say: The Moves That Matter in Academic Writing* (New York: Norton, 2009).

- Graff, Gerald, and Cathy Birkenstein. *They Say / I Say: The Moves That Matter in Academic Writing*. 4th Edition, W.W. Norton, 2018.
- Cottrell, Stella. *The Study Skills Handbook*. 5th Edition, Macmillan, 2019.
- Purdue Online Writing Lab (OWL). *Paraphrasing and Summarising*. Purdue University, 2020.
- Paul, Richard, and Linda Elder. *Critical Thinking: Tools for Taking Charge of Your Learning and Your Life*. 2nd Edition, Pearson, 2012.
- Kirkman, Thomas W. *Academic Argument: Writing, Reading, and Thinking Critically*. Longman, 2013.

SEMESTER – V (Single Major)

Inscriptions, Upanishad and Bhagavadgita

Major- SA30001

Credit – 4

Inscriptions after information's about personages and event of Indian history and are endowed with great cultural significance. Upanisads contain the thoughts and insight of important spiritual figures, spoken by srikrushna to his disciple arjuna. Bhagvadgita answers major questions of our life's, existence, death rebirth etc.

Course outcome-

CO1- It helps cultivating the art of leadership.
CO2- Establishing institutional excellence.
CO3- Developing human resources inside the students.
CO4- Building terms and teamwork.
CO5- The Student use of inscriptions as historical documents.

CO–PO–PSO Mapping

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1:	2	2	2	2	2	2	1	2	3	3	3	3
CO2:	2	2	2	3	2	2	2	2	3	3	3	3
CO3:	2	2	2	2	2	2	1	2	3	3	3	3
CO4:	2	2	2	2	2	2	1	2	3	3	3	3
CO5:	3	2	2	3	1	3	3	3	2	2	1	2

PSOs Mapping

(COs)	PSO1	PSO2	PSO3	PSO4	PSO5
CO1:	3	2	2	3	2
CO2:	2	3	2	3	2
CO3:	2	3	3	2	3
CO4:	2	2	3	3	2
CO5:	3	2	3	2	2

COURSE CONTENT

Unit-I/II Inscription

(Girnar inscription of Rudradaman, Allahabad stone pillar Inscription of Samudragupta and Mandasore inscription of Yasovarman.)

Unit-III/IV Kathopanisad (Chapter-I Vallis-I, II & III)

Unit-V Bhagavadgita (Ch. XV-Purusottamayoga)

Recommended Textbooks:

1. Selected Sanskrit Inscriptions (Ed.) D.B. Pusalkar, Classical Publishers, New Delhi.
2. Abhilekhamala (Ed.) Sarojini, Bhuyan, Cuttack.
3. Abhilekhamala (Ed.) Sujata Dash, Cuttack.
4. Abhilekhacayana (Ed.) Jayanta Tripathy, Vidyapuri, Cuttack.
5. Isadi Nau Upanisad with Sankarabhasya-Gita press, Gorakhpur.
6. Srimadbhagavadgita, Gita Press, Gorakhpur.
7. Kathopanishad (Ed.), Padhi, Pramod Kumar, Kitab Mahal, College Square, Cuttack.

SDG Mapping

SDG No.	Sustainable Development Goal (SDG)	Course Relevance
SDG 4	**Quality Education**	Develops knowledge of Indian philosophy, inscriptions, ethics, cultural heritage, critical thinking, and lifelong learning through the study of the Upanishads and the Bhagavad Gita.
SDG 5	**Gender Equality**	Promotes values of equality, dignity, respect, and inclusiveness reflected in Indian philosophical traditions.
SDG 8	**Decent Work and Economic Growth**	Cultivates leadership, ethical decision-making, communication, and value-based professional skills relevant to diverse careers.
SDG 10	**Reduced Inequalities**	Encourages inclusive access to India's philosophical and historical heritage through the study of inscriptions and classical texts.

SDG 11	**Sustainable Cities and Communities**	Preserves and promotes India's cultural, historical, and intellectual heritage by studying inscriptions, the Upanishads, and the Bhagavad Gita.
SDG 16	**Peace, Justice and Strong Institutions**	Fosters ethical values, justice, integrity, responsible citizenship, social harmony, and good governance through the teachings of the Bhagavad Gita and Upanishads.
SDG 17	**Partnerships for the Goals**	Encourages interdisciplinary collaboration among historians, philosophers, linguists, archaeologists, and scholars for preserving and promoting Indian Knowledge Systems.

Case and Case Endings in Paninian Grammar, Translation-II and Lexicon

Major – SA30003
Credit - 4

Objectives: - This paper seeks to know lexicon is an overview of names, essential terms and Sanskrit words. It helps us to understand the complete vocabulary of a language.
Course outcome:
CO1- These help students to know general Sanskrit grammar.
CO2-Students know about words to understand complete vocabulary.
CO3- Students learn, read and recite the verse of the first kanda.
CO4- Enhancement in memory focus and concentration.
CO5- Increase in linguistic capabilities.

CO–PO–PSO Mapping

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1:	3	2	3	2	2	2	1	1	1	2	2	2
CO2:	3	2	3	3	2	2	1	2	2	2	2	3
CO3:	3	2	2	2	2	3	3	3	2	2	1	2
CO4:.	2	2	2	2	2	2	1	2	2	3	3	3
CO5:	3	2	3	3	2	2	2	2	2	3	2	3

PSOs Mapping

(COs)	PSO1	PSO2	PSO3	PSO4	PSO5
CO1:	3	2	3	2	2

CO2:	3	3	2	2	3
CO3:	2	3	3	2	2
CO4:.	2	2	2	3	3
CO5:	3	3	2	2	3

COURSE CONTENT

Unit-I/II/III Siddhantakaumudi (karaka-Vibhakti, V-VII)

Unit-IV Translation of an unseen Odia/Engllish passage into Sanskrit

UNIT-V Amarakosa

(Devata, Svarga, Vishnu, Lakshmi, Durga, Surya, Brahma, Kartikeye, Ganesa, Sarasvati from Svargavarga)

Books for Reference:

1. For Siddhantakaumudi-Please refers to CC-7.
2. For Translation- -do-
3. Namalinganusasanam (Amarakosa) D.G. Padhyeetal.Choukhamba Sanskrit Series, New Delhi.

SDG Mapping

SDG No.	**Sustainable Development Goal (SDG)**	**Course Relevance**
SDG 4	**Quality Education**	Develops advanced knowledge of Pāṇinian grammar, case endings (Vibhaktis), lexicography, translation skills, vocabulary building, and critical thinking.
SDG 8	**Decent Work and Economic Growth**	Enhances employability through translation, editing, lexicography, language teaching, content writing, publishing, and research skills.
SDG 9	**Industry, Innovation and Infrastructure**	Encourages systematic language analysis, rule-based grammar, and applications in computational linguistics, digital lexicons, and language technology.
SDG 10	**Reduced Inequalities**	Promotes equitable access to Sanskrit language learning and linguistic resources for students from diverse backgrounds.
SDG 11	**Sustainable Cities and Communities**	Preserves and promotes India's linguistic, literary, and cultural heritage through the study of Sanskrit grammar, translation, and lexicons.
SDG 16	**Peace, Justice and Strong Institutions**	Encourages ethical communication, accurate interpretation of classical texts, academic integrity, and preservation of traditional knowledge systems.

SDG 17	**Partnerships for the Goals**	Promotes collaboration among linguists, lexicographers, translators, educators, and researchers to preserve and disseminate Sanskrit knowledge.

Ornate Prose and Prose Writing

Major – SA30005
Credit - 4
Objectives:

Prose waiting makes the students aware of the construction of Sanskrit words and sentences. It helps them develop their skill of Compositions attention and derivation of words.

Course outcome

CO1 - Students know the adventures of ten young men, the kumaras,
CO2 - It Makes the students learn about Indian traditions and Moral valves.
CO3- Student know about Sanskrit tales and Fables briefly.
CO4- Student encase their higher level of performance.
CO5 - Students know how to describe a topic selection activity. Analyze pre Writing activities

CO–PO–PSO Mapping

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1:	3	2	2	2	1	3	3	3	2	2	1	2
CO2:	3	2	2	2	1	3	3	3	2	2	2	3
CO3:	3	2	2	2	1	2	3	3	2	2	1	2
CO4:	2	3	3	3	2	2	2	2	2	3	3	3
CO5:	2	2	3	3	2	2	1	2	2	3	2	3

PSOs Mapping

(COs)	PSO1	PSO2	PSO3	PSO4	PSO5
CO1:	3	2	3	2	2
CO2:	2	3	3	2	2
CO3:	3	3	2	2	2
CO4:	2	2	3	3	2
CO5:	2	3	2	3	3

COURSE CONTENT

Unit-I/II Dasakumaracharitam (Purvapithika Prathama Uchhvasa)

Unit-III Sukanasopadesa
Unit-IV Essay in Sanskrit
Unit-V Explanation of Idea in Sanskrit

Recommended Textbooks:

1. Dasakumaracharita (Ed.) M.R. Kale, Motilal Banarsidass, Delhi
2. Dasakumaracharita, Chaukhamba Publication, Varanasi.
3. Nibandhamala, A.T. Sharma, Chaukhamba Surabharati, Varanasi.
4. Samskrta – nibandha-shatakam, Kapila Dev Dvivedi, Chaukhamba Publications, Varanasi.
5. Brhat Anuvada Chandrika, Chakradhara Hansa Nautiyal, MLBD, Delhi
6. Samskrta-nibandhandarshsh, Rammurti Sharma, Sahitya Niketan, Kanpur.
7. Sukanasopadesa, (Ed.) Ramakanta Jha, Choukhamba Vidyabhavan, Varanasi.
8. Sukanasopadesa (Ed.) Nimal Sundar Mishra, Kalyani Publishers, New Delhi.
9. Kadambari (Purvardham) with the Comm. of Bhanuchandra Siddhanjani, MLBD, New Delhi.
10. Vyakaranadarpana, Text Book Bureau, Govt. of Odisha, Sukavihar, Bhubaneswar

SDG Mapping

SDG No.	Sustainable Development Goal (SDG)	Course Relevance
SDG 4	**Quality Education**	Develops proficiency in Sanskrit prose, creative writing, language skills, critical thinking, communication, and appreciation of classical literature.
SDG 5	**Gender Equality**	Encourages inclusive and respectful expression while promoting equal participation in literary and language learning.
SDG 8	**Decent Work and Economic Growth**	Enhances employability through skills in writing, editing, translation, teaching, publishing, content development, and research.
SDG 10	**Reduced Inequalities**	Promotes equitable access to Sanskrit language and literary education for learners from diverse backgrounds.
SDG 11	**Sustainable Cities and Communities**	Preserves and promotes India's literary, linguistic, and cultural heritage through the study of classical Sanskrit prose and composition.
SDG 16	**Peace, Justice and Strong Institutions**	Encourages ethical communication, moral values, cultural understanding, and responsible citizenship through classical Sanskrit literature.
SDG	**Partnerships for the**	Promotes academic collaboration among students, teachers,

17	**Goals**	writers, translators, and researchers for the preservation and dissemination of Sanskrit literature.

Ornate Poetry in Sanskrit and History of Sanskrit Literature-III

Major – SA30007

Credit - 4

Objectives:

Ornate poetry helps the students understand and appreciate rpic poetry and evaluate the literary works in a critical point of view. History of Sanskrit helps. us acquire a proper knowledge about the society and traditions of Ancient India.

Course outcome

Co1 - Students will understand verse by verse of Complete sarga of Sishupalavaddham.

Co2 -Students will apply advanced poetic and linguistic aspects of Sanskrit literature.

C03 - Students will understand Verse-by- Verse of the kiratarjuniyam appreciation of basic poetic and linguistic aspects of Sanskrit Literature.

C04- Students will get a clear picture of the development of religious ideas, culture and social practices.

Co5- Develop critical appreciation and analytical skills for understanding classical Sanskrit poetry and its literary values.

(COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1:	**3**	**3**	**2**	**2**	**3**	**1**	**2**	**2**	**2**	**1**	**1**	**3**
CO2:	**3**	**3**	**3**	**2**	**3**	**2**	**2**	**3**	**2**	**1**	**1**	**3**
CO3:	**3**	**3**	**2**	**2**	**3**	**1**	**2**	**3**	**2**	**1**	**1**	**3**
CO4:	**2**	**3**	**3**	**2**	**2**	**2**	**3**	**2**	**3**	**1**	**2**	**3**
CO5:	**3**	**2**	**3**	**3**	**2**	**2**	**2**	**3**	**3**	**2**	**2**	**3**

CO–PO–PSO Mapping

PSOs Mapping

(COs)	PSO1	PSO2	PSO3	PSO4	PSO5
CO1:	3	3	2	2	3
CO2:	3	3	3	2	2
CO3:	3	2	3	2	3
CO4:	2	3	3	2	3
CO5:	3	2	3	3	3

COURSE CONTENT

Unit-I/II- Sisupalabadham (Canto-I, Verses-01-48)

Unit-III/IV- Kiratarjuniyam of Bharavi (Canto - I)

Unit-V- History of Sanskrit literature-III (Mahakavya & Champukavya)

Recommended Textbooks:

1. Shishupalavadham (Ed.), S.R. Ray (Vallabhateeka), Bharatiya Vidya Prakashan, New Delhi.
2. Sishupalavadham, Canto-I (Ed.), Devanarayan Mishra, with Sarvankasa teeka of Mallinatha, Sahityabhandar, Meerut.
3. Shishupalavadham, Canto-I (Odia version), Pramod Kumar Padhi, Kitab Mahal, College Square, Cuttack.
4. Shishupalavadham Kiratarjuneeyam, Niranjan Pati, Kalyani Publishers, Cuttack.
5. Kiratarjuneeyam, Canto-1, (Odia Version), Harekrushna Satapathy, Kitab Mahal, College Square, Cuttack.
6. Sanskruta Sahityara Itihasa, (Odia Version), Harekrushna Satapathy, Kitab Mahal, College Square, Cuttack.
7. Samskruta Sahityaka Itihasa, Acharya Baladev Upadhyaya, Sarada Prakashan, Varanasi.

SDG Mapping

SDG No.	**Sustainable Development Goal (SDG)**	**Course Relevance**
SDG 4	**Quality Education**	Develops advanced knowledge of Sanskrit poetry (Mahākāvya), literary history, aesthetics, critical thinking, creativity, language proficiency, and appreciation of Indian Knowledge Systems.
SDG 5	**Gender Equality**	Encourages the study of literary works that promote equality, dignity, respect, and ethical values across society.
SDG 8	**Decent Work and Economic Growth**	Enhances employability through advanced skills in literary criticism, teaching, translation, editing, creative writing, and academic research.
SDG 10	**Reduced Inequalities**	Promotes inclusive access to India's classical literary heritage and encourages appreciation of cultural diversity.
SDG 11	**Sustainable Cities and Communities**	Preserves and promotes India's literary, linguistic, and cultural heritage through the study of Mahākāvyas and the history of Sanskrit literature.
SDG 16	**Peace, Justice and Strong Institutions**	Fosters ethical values, social harmony, cultural understanding, responsible citizenship, and respect for India's intellectual traditions.

SDG 17	**Partnerships for the Goals**	Encourages interdisciplinary collaboration among scholars, educators, translators, and cultural institutions for the preservation and promotion of Sanskrit literature.

Karaka-Vibhakti Prakaranam (Vibhakti- I-IV)

Minor- SA32001
Credit - 4
Objectives: - Studying Sanskrit from Siddhantakaumudi and Panini's work both have their own advantages and limitations. Which makes it more accessible for beginners, deeply in to the intricate grammatical rules and structures as original work.
Course Outcomes:

CO 1: Define and Classify Kārakas: Understand the fundamental definition of a kāraka (an entity that aids in the accomplishment of an action) and accurately classify the six primary types (Kartā, Karma, Karaṇa, Sampradāna, Apādāna, and Adhikaraṇa).

CO 2: Map Cases to Relationships: Connect each kāraka category to its specific grammatical case ending (vibhakti), ranging from the Nominative (Prathamā) to the Locative (Saptamī).

CO 3: Apply Upapada Vibhakti Rules: Master special contextual rules where specific prepositions, particles, or roots govern particular case endings independent of standard kāraka definitions.

CO 4: Analyze Sentence Syntax: Break down complex Sanskrit verses and prose to trace how peripheral noun modifiers and core arguments link back to the main verb (kriyā).

CO 5: Translate and Compose Accurately: Read, interpret, and translate classical Sanskrit texts correctly, and write error-free sentences using proper case inflections.

CO–PO–PSO Mapping

	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1:	3	2	3	2	3	1	2	2	2	1	1	3
CO2:	3	3	3	2	3	1	2	2	2	2	1	3
CO3:	2	3	3	2	2	2	2	3	2	1	1	3
CO4:	2	3	3	2	2	2	2	3	2	1	1	3
CO5:	3	3	2	3	3	1	2	2	2	2	1	3

PSOs Mapping

(COs)	PSO1	PSO2	PSO3	PSO4	PSO5
CO1:	3	2	3	2	2
CO2:	3	3	2	2	3
CO3:	2	3	3	2	2
CO4:	2	3	3	2	3
CO5:	3	3	3	2	3

COURSE CONTENT:

Unit-I – Prathama Vibhakti

Unit-II- Dvitiya Vibhakti

Unit-III- Trutiya Vibhakti

Unit-IV- Chaturthi Vibhakti

Books for reference:

1. Siddhanta-kaumudi with Balamanorama and Tattvabodhini, Vol.l (Ed.) Giridhara Sharma Chaturvedi, Motilal Banarsidass Pvt., New Delhi.
2. Siddhanta-kaumudi with Mitabhasini Com. (Ed.) S.R. Ray, Sanskrit Pustak Bhandar, 38 Cornwallis St.., Calcutta.
3. Siddhanta-kaumudi with Eng Tr. (Ed.) S.C. Basu, Motilal Banarsidass, New Delhi-110007, Rpt-1995.
4. Vaiyakarana Siddhantakaumudi (Ed.) M.V. Mahashabde, Poona.
5. Siddhanta kaumudi (Ed.) Prof. G.K. Dash &Dr (Mrs)K. Dash with navanita teeka, A.K. Mishra Publishers Pvt., Cuttack.
6. Siddhanta-kaumudi (Ed.) Minati Mishra, Vidyapuri, Cuttack.
7. Siddhanta-kaumudi (Ed.) Dr, Niranjan Pati, Kalyani Publishers, New Delhi.
8. Siddhanta-kaumudi (Ed.) P.R. Ray, Sailabala Women's College, Cuttack.
9. Siddhantakaumudi (Ed.) Gopal Krushna Dash, A. K. Mishra Publications, Cuttack.
10. Siddhantakaumudi (Ed.) Pramod Kumar Padhi, Kitab Mahal, Cuttack.

Course–SDG Mapping

SDG No.	Sustainable Development Goal (SDG)	Course Relevance
SDG 4	**Quality Education**	Develops proficiency in Pāṇinian grammar, case endings (Vibhakti), sentence construction, translation skills, vocabulary development, and critical thinking.
SDG	**Decent Work and**	Enhances employability by developing competencies in translation, language teaching, editing, publishing, content

8	**Economic Growth**	writing, and academic research.
SDG 9	**Industry, Innovation and Infrastructure**	Promotes systematic linguistic analysis and supports applications in computational linguistics, language technology, and digital Sanskrit resources.
SDG 10	**Reduced Inequalities**	Facilitates inclusive access to Sanskrit language learning and promotes linguistic diversity among students from different backgrounds.
SDG 11	**Sustainable Cities and Communities**	Preserves and promotes India's linguistic, literary, and cultural heritage through the study of Sanskrit grammar and translation.
SDG 16	**Peace, Justice and Strong Institutions**	Encourages ethical communication, accurate interpretation of texts, academic integrity, and preservation of traditional knowledge.
SDG 17	**Partnerships for the Goals**	Promotes collaboration among educators, translators, linguists, researchers, and institutions for the dissemination of Sanskrit knowledge.

Course Title: **Internship**

Code	**Course Title**	**Credit**	**L-T-P**
IP37081	Internship	2	0-0-2

Course Objectives:

The internship provides students with practical exposure to professional work environments by applying academic knowledge to real-world problems. It develops technical competence, problem-solving ability, communication, teamwork, ethical practices, and project management skills while fostering industry readiness, professional responsibility, lifelong learning, and experiential understanding of organizational practices.

Course Outcomes:

Upon successful completion of this course, students will be able to:

- **CO1 (Knowledge/Remember):** Recall and describe the organizational structure, professional practices, workplace ethics, safety regulations, and operational procedures followed in the internship organization.
- **CO2 (Understanding):** Explain and interpret industry requirements, project workflows, organizational processes, professional responsibilities, and the application of theoretical concepts in real-world environments.
- **CO3 (Application):** Apply domain knowledge, technical skills, modern tools, and problem-solving techniques to complete assigned tasks and projects effectively in a professional setting.
- **CO4 (Analysis):** Analyze real-world problems, evaluate alternative solutions, interpret project outcomes, and recommend appropriate improvements based on technical and organizational requirements.
- **CO5 (Synthesis/Evaluation):** Demonstrate professional competence by planning, executing, documenting, and presenting internship work while exhibiting effective communication, teamwork, ethical conduct, project management, and lifelong learning skills.

CO-PO-PSO Mapping

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

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	2	1	-	-	1	-	2	3	1	2	-	-	2	1	-	-
CO2	2	2	1	1	2	2	2	3	2	2	2	2	2	2	1	-
CO3	2	3	3	2	–	2	2	2	3	2	3	2	2	3	2	2
CO4	2	3	2	–	–	3	2	2	2	3	3	2	3	2	2	2
CO	2	3	3	–	3	3	3	3	3	3	3	3	3	3	3	3

5																

Course Duration: 38 hours

Total Practical / Lab Experiments: [38 Lab Contact Hours]

1. **Internship Orientation and Workplace Induction**
   - Introduction to the organization
   - Workplace policies, ethics, and safety guidelines
   - Understanding organizational structure and work culture
2. **Technical Skill Development**
   - Training on organization-specific software, tools, or technologies
   - Familiarization with development environments, databases, cloud platforms, or hardware (as applicable)
3. **Assignment and Task Execution**
   - Participation in project-related activities
   - Requirement analysis and task planning
   - Problem identification and solution implementation
   - Testing and validation of assigned work
4. **Documentation and Reporting**
   - Maintenance of daily work diary/logbook
   - Weekly progress reports
   - Preparation of technical documentation
5. **Professional Skills Development**
   - Team collaboration
   - Technical communication
   - Time management
   - Professional ethics and workplace responsibility
6. **Project Demonstration**
   - Presentation of completed work
   - Demonstration of developed solution or assigned tasks
   - Interaction with industry/faculty mentor
7. **Internship Report and Viva Voce**
   - Submission of internship report
   - Seminar presentation

- Viva voce examination

Suggested Assessment Scheme

Component	**Weightage (%)**
Industry/Supervisor Evaluation	30
Faculty Mentor Evaluation	20
Daily Logbook and Attendance	15
Internship Report	20
Presentation and Viva Voce	15

SDG Mapping for this Course

SDG	**Title**	**Contribution**
SDG 4	Quality Education	Experiential learning
SDG 8	Decent Work and Economic Growth	Work-readiness, industry exposure
SDG 9	Industry, Innovation and Infra	Understanding real-world systems
SDG 10	Reduced Inequalities	Application in tribal/rural/NGO contexts

SEMESTER – V (Double Major)

Inscriptions, Upanishad & Bhagavadgita

Major- SA30001
Credit – 4

Inscriptions after information's about personages and event of Indian history and are endowed with great cultural significance. Upanisads contain the thoughts and insight of important spiritual figures, spoken by srikrushna to his disciple arjuna. Bhagvadgita answers major questions of our life's, existence, death rebirth etc.

Course outcome-

CO1- It helps cultivating the art of leadership.

CO2- Establishing institutional excellence.
CO3- Developing human resources inside the students.
CO4- Building terms and teamwork.
CO5- The Student use of inscriptions as historical documents.

CO–PO–PSO Mapping

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1:	2	2	2	2	2	2	1	2	3	3	3	3
CO2:	2	2	2	3	2	2	2	2	3	3	3	3
CO3:	2	2	2	2	2	2	1	2	3	3	3	3
CO4:	2	2	2	2	2	2	1	2	3	3	3	3
CO5:	3	2	2	3	1	3	3	3	2	2	1	2

PSOs Mapping

(COs)	PSO1	PSO2	PSO3	PSO4	PSO5
CO1:	**3**	**2**	**2**	**3**	**2**
CO2:	**2**	**3**	**2**	**3**	**2**
CO3:	**2**	**3**	**3**	**2**	**3**
CO4:	**2**	**2**	**3**	**3**	**2**
CO5:	**3**	**2**	**3**	**2**	**2**

COURSE CONTENT

Unit-I/II- Inscription

Girnar inscription of Rudradaman, Allahabad stone pillar Inscription of Samudragupta and Mandasore inscription of Yasovarman.

Unit-III/IV- Kathopanisad (Chapter-I, Vallis-I, II & III)

Unit-V - Bhagavadgita (Ch. XV-Purusottamayoga)

Recommended Textbooks:

1. Selected Sanskrit Inscriptions (Ed.) D.B. Pusalkar, Classical Publishers, New Delhi.

2. Abhilekhamala (Ed.) Sarojini Bhuyan, A.K. Mishra Publications pvt., Cuttack.

3.Abhilekhamala (Ed.) Sujata Dash, Kitab Mahal, College Square, Cuttack.

4.Abhilekhacayana (Ed.) Jayanta Tripathy & Harihar Panda, Vidyapuri, Cuttack.

5.Isadi Nau Upanisad with Sankarabhasya-Gita press, Gorakhpur.

6. Srimadbhagvadgita, Gita Press, Gorakhpur.

7. Kathopanishad, Pramod Kumar Padhi, Kitab Mahal, College Square, Cuttack.

SDG Mapping

SDG No.	Sustainable Development Goal (SDG)	Course Relevance
SDG 4	**Quality Education**	Develops knowledge of Indian philosophy, epigraphy, ethics, Sanskrit literature, critical thinking, and lifelong learning through the study of the Upanishads, Bhagavad Gita, and inscriptions.
SDG 5	**Gender Equality**	Promotes equality, dignity, inclusiveness, and mutual respect through the universal teachings of the Upanishads and the Bhagavad Gita.
SDG 8	**Decent Work and Economic Growth**	Develops ethical leadership, value-based decision-making, communication, and professional skills applicable in diverse careers.
SDG 10	**Reduced Inequalities**	Encourages inclusive access to India's philosophical, cultural, and historical heritage through the study of inscriptions and classical texts.
SDG 11	**Sustainable Cities and Communities**	Preserves and promotes India's cultural, literary, historical, and intellectual heritage by studying inscriptions, the Upanishads, and the Bhagavad Gita.
SDG 16	**Peace, Justice and Strong Institutions**	Promotes ethical values, justice, integrity, responsible citizenship, social harmony, and good governance through the teachings of the Bhagavad Gita and Upanishads.
SDG 17	**Partnerships for the Goals**	Encourages interdisciplinary collaboration among historians, philosophers, linguists, archaeologists, and educators for preserving and promoting Indian Knowledge Systems.

Case and Case Endings in Paninian Grammar, Translation-II and Lexicon

Major – SA30003
Credit – 4

Objectives: - This paper seeks to know lexicon is an overview of names, essential terms and Sanskrit words. It helps us to understand the complete vocabulary of a language.

Course outcome: -

CO1- These help students to know general Sanskrit grammar.

CO2-Students know about words to understand complete vocabulary.

CO3- Students learn, read and recite the verse of the first kanda.

CO4- Enhancement in memory focus and concentration.

CO5- Increase in linguistic capabilities.

CO–PO–PSO Mapping

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1:	3	2	3	2	2	2	1	1	1	2	2	2
CO2:	3	2	3	3	2	2	1	2	2	2	2	3
CO3:	3	2	2	2	2	3	3	3	2	2	1	2
CO4:.	2	2	2	2	2	2	1	2	2	3	3	3
CO5:	3	2	3	3	2	2	2	2	2	3	2	3

PSOs Mapping

(COs)	PSO1	PSO2	PSO3	PSO4	PSO5
CO1:	3	2	3	2	2
CO2:	3	3	2	2	3
CO3:	2	3	3	2	2
CO4:.	2	2	2	3	3
CO5:	3	3	2	2	3

COURSE CONTENT:

Unit-I/II/III Siddhantakaumudi (karaka-Vibhakti V-VII)

Unit-IV Translation of an unseen Odia/Engllish passage into Sanskrit

UNIT-V Amarakosa

(Devata, Svarga, Vishnu, Lakshmi, Durga, Surya, Brahma, Kartikeye, Ganesa, Sarasvati from Svargavarga)

Recommended Textbooks:

1. For Siddhantakaumudi-Please refers to CC-7.
2. For Translation- -do-
3. Namalinganusasanam (Amarakasa) D.G. Padhye et al. Choukhamba Sanskrit Series, New Delhi.

SDG Mapping

SDG No.	Sustainable Development Goal (SDG)	Course Relevance
SDG 4	**Quality Education**	Develops advanced knowledge of Pāṇinian grammar, case endings (Vibhakti), translation techniques, lexicography, vocabulary enrichment, and critical thinking.
SDG 8	**Decent Work and Economic Growth**	Enhances employability by developing skills in translation, lexicography, editing, language teaching, publishing, content writing, and academic research.
SDG 9	**Industry, Innovation and Infrastructure**	Promotes systematic linguistic analysis and supports applications in computational linguistics, digital lexicons, language technology, and AI-based language processing.
SDG 10	**Reduced Inequalities**	Encourages inclusive access to Sanskrit language education and linguistic resources for learners from diverse backgrounds.
SDG 11	**Sustainable Cities and Communities**	Preserves and promotes India's classical linguistic, literary, and cultural heritage through Sanskrit grammar, translation, and lexicon studies.
SDG 16	**Peace, Justice and Strong Institutions**	Promotes ethical communication, accurate interpretation of texts, academic integrity, and preservation of traditional knowledge systems.
SDG 17	**Partnerships for the Goals**	Encourages collaboration among linguists, translators, lexicographers, educators, and researchers for the promotion of Sanskrit studies and Indian Knowledge Systems.

Ornate Prose and Prose Writing

Major – SA30005
Credit - 4
Objectives –

Prose waiting makes the students aware of the construction of Sanskrit words and sentences. It helps them develop their skill of Compositions attention and derivation of words.

Course outcome

CO1 - Students know the adventures of ten young men, the kumaras,
CO2 - It Makes the students learn about Indian traditions and Moral valves.
CO3- Student know about Sanskrit tales and Fables briefly.
CO4- Student encase their higher level of performance.
CO5 - Students know how to describe a topic selection activity. Analyze pre

Writing activities

CO–PO–PSO Mapping

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1:	3	2	2	2	1	3	3	3	2	2	1	2
CO2:	3	2	2	3	2	3	3	3	2	3	2	2
CO3:	3	2	3	2	2	3	3	3	2	2	1	2
CO4:	2	2	3	3	2	2	2	3	3	3	2	3
CO5:	2	3	3	3	3	2	2	3	3	3	3	3

PSOs Mapping

(COs)	PSO1	PSO2	PSO3	PSO4	PSO5
CO1:	3	2	3	2	2
CO2:	2	3	3	2	2
CO3:	3	3	2	2	2
CO4:	2	2	3	3	2
CO5:	2	3	2	3	3

COURSE CONTENT

Unit-I/II- Dasakumaracharitam (Purvapithika, Prathama Uchhvasa)

Unit-III- Sukanasopadesa

Unit-IV- Essay in Sanskrit

Unit-V- Explanation of Idea in Sanskrit

Recommended Textbooks:

1. Dasakumaracharita (Ed.) M.R. Kale, Motilal Banarsidass, Delhi
2. Dasakumaracharita, Chaukhamba Publication, Varanasi.
3. Nibandhamala, A.T. Sharma, Chaukhamba Surabharati, Varanasi.
4. Samskrta – nibandha-shatakam, Kapiladev Dvivedi, Chaukhamba Publishers, Varanasi
5. Brhat Anuvada Chandrika, Chakradhara Hansa Nautiyal, MLBD, Delhi.
6. Samskrta-nibandhandarshsh, Rammurti Sharma, Sahitya Niketan, Kanpur.
7. Sukanasopadesa, (Ed.) Ramakanta Jha, Choukhamba Vidyabhavan, Varanasi.
8. Sukanasopadesa (Ed.) Nimal Sundar Mishra, Kalyani Publishers, New Delhi.
9. Kadambari (Purvardham) with the Com. of Bhanuchandra Siddhanjani, MLBD, New Delhi

10. Vyakaranadarpana, Tex Book Bureau, Govt. of Odisha, Sukavihar, Bhubaneswar

SDG Mapping

SDG No.	Sustainable Development Goal (SDG)	Course Relevance
SDG 4	**Quality Education**	Develops advanced knowledge of Pāṇinian grammar, case endings (Vibhaktis), translation techniques, lexicography, vocabulary building, language proficiency, and critical thinking.
SDG 8	**Decent Work and Economic Growth**	Equips students with professional skills in translation, editing, lexicography, teaching, publishing, content development, and research.
SDG 9	**Industry, Innovation and Infrastructure**	Encourages systematic linguistic analysis and supports applications in computational linguistics, Natural Language Processing (NLP), digital lexicography, and language technology.
SDG 10	**Reduced Inequalities**	Promotes inclusive language education and broadens access to Sanskrit learning for students from diverse linguistic and social backgrounds.
SDG 11	**Sustainable Cities and Communities**	Preserves India's classical linguistic, literary, and cultural heritage through the study of Sanskrit grammar, translation, and lexicons.
SDG 16	**Peace, Justice and Strong Institutions**	Promotes ethical communication, accurate interpretation of texts, academic integrity, and preservation of traditional knowledge systems.
SDG 17	**Partnerships for the Goals**	Encourages collaboration among translators, linguists, lexicographers, educators, researchers, and cultural institutions for the promotion of Sanskrit and Indian Knowledge Systems.

Ornate Poetry in Sanskrit and History of Sanskrit Literature-III

Major – SA30007

Credit - 4

Objectives:

Ornate poetry helps the students understand and appreciate rpic poetry and evaluate the literary works in a critical point of view. History of Sanskrit helps. us acquire a proper knowledge about the society and traditions of Ancient India.

Course outcome

Co1 - Students understanding verse by. verse off Complete it sarga of Sishupalabandham.

Co2 -Students Application of advanced poetic and linguistic aspects of Sanskrit literature.

Co3 - If helptor on Exam preparation.

C04 - Students understand Verse-by- Verse of the kiratarjuniyam appreciation of basic poetic and linguistic aspects of Sanskrit Literature.

C05- Students got a clearer picture of the development of religious ideas, culture and social practices.

CO–PO–PSO Mapping

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1:	3	2	2	2	1	3	3	3	2	2	1	2
CO2:	3	2	3	3	2	3	3	3	2	2	2	3
CO3:	2	2	3	2	2	2	2	2	3	3	2	3
CO4:	3	2	3	2	2	3	3	3	2	2	1	2
CO5:	3	2	2	2	1	3	3	3	2	2	2	2

PSOs Mapping

(COs)	PSO1	PSO2	PSO3	PSO4	PSO5
CO1:	3	3	2	2	3
CO2:	3	3	3	2	2
CO3:	2	3	2	3	2
CO4:	3	2	3	2	3
CO5:	2	3	3	2	3

COURSE CONTENT

Unit-I/II - Sisupalabadham (Canto-I, Verses-01-48)

Unit-III/IV- Kiratarjuniyam of Bharavi (Canto - I)

Unit-V - History of Sanskrit literature-III (Mahakavya & Champukavya)

Recommended Textbooks:

1. Shishupalavadham (Ed.), S.R. Ray (Vallabhateeka), Bharatiya Vidya Prakashan, New Delhi.
2. Sishupalavadham, Canto-I (Ed.), Devanarayan Mishra, with Sarvankasa teeka of Mallinatha, Sahityabhandar, Meerut.
3. Shishupalavadham, Canto-I (Odia version), Pramod Kumar Padhi, Kitab Mahal, College Square, Cuttack.
4. Shishupalavadham Kiratarjuneeyam, Niranjan Pati, Kalyani Publishers, Cuttack.
5. Kiratarjuneeyam, Canto-1, (Odia Version), Harekrushna Satapathy, Kitab Mahal, College Square, Cuttack.
6. Sanskruta Sahityara Itihasa, (Odia Version), Harekrushna Satapathy, Kitab Mahal, College Square, Cuttack.
7. Samskruta Sahityaka Itihasa, Acharya Baladev Upadhyaya, Sarada Prakashan, Varanasi.

SDG Mapping

SDG No.	Sustainable Development Goal (SDG)	Course Relevance
SDG 4	**Quality Education**	Develops advanced knowledge of Sanskrit Mahākāvyas, literary history, poetic appreciation, critical thinking, language proficiency, and lifelong learning.
SDG 5	**Gender Equality**	Promotes equality, dignity, and inclusiveness through the ethical and humanistic values reflected in Sanskrit literature.
SDG 8	**Decent Work and Economic Growth**	Enhances employability through competencies in teaching, translation, literary criticism, editing, publishing, and academic research.
SDG 10	**Reduced Inequalities**	Encourages inclusive access to India's classical literary heritage and promotes appreciation of cultural diversity.
SDG 11	**Sustainable Cities and Communities**	Preserves and promotes India's literary, linguistic, and cultural heritage through the study of Mahākāvyas and the history of Sanskrit literature.
SDG 16	**Peace, Justice and Strong Institutions**	Fosters ethical values, cultural harmony, responsible citizenship, and respect for India's intellectual and literary traditions.
SDG 17	**Partnerships for the Goals**	Encourages collaboration among scholars, educators, researchers, translators, and cultural institutions for preserving and promoting Sanskrit literature.

Karaka- Vibhakti Prakaranam (Vibhakti-I-IV)

Minor- SA32001
Credit - 4
Objectives: - Studying Sanskrit from Sidhanta kaumudi and Panini's work both have their own advantages and limitations. Which makes it more accessible for beginners, deeply in to the intricate grammatical rules and structures as original work.

Course outcome:
CO 1: Define and Classify Kārakas: Understand the fundamental definition of a kāraka (an entity that aids in the accomplishment of an action) and accurately classify the six primary types (Kartā, Karma, Karaṇa, Sampradāna, Apādāna, and Adhikaraṇa).

CO 2: Map Cases to Relationships: Connect each kāraka category to its specific grammatical case ending (vibhakti), ranging from the Nominative (Prathamā) to the Locative (Saptamī).

CO 3: Apply Upapada Vibhakti Rules: Master special contextual rules where specific prepositions, particles, or roots govern particular case endings independent of standard kāraka definitions.

CO 4: Analyze Sentence Syntax: Break down complex Sanskrit verses and prose to trace how peripheral noun modifiers and core arguments link back to the main verb (kriyā).

CO 5: Translate and Compose Accurately: Read, interpret, and translate classical Sanskrit texts correctly, and write error-free sentences using proper case inflections.

CO–PO–PSO Mapping

(COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1:	3	2	3	2	3	1	2	2	2	1	1	3
CO2:	3	3	3	2	3	1	2	2	2	2	1	3
CO3:	2	3	3	2	2	2	2	3	2	1	1	3
CO4:	2	3	3	2	2	2	2	3	2	1	1	3
CO5:	3	3	2	3	3	1	2	3	2	2	1	3

PSOs Mapping

(COs)	PSO1	PSO2	PSO3	PSO4	PSO5
CO1:	3	2	3	2	2
CO2:	3	3	2	2	3
CO3:	2	3	3	2	2
CO4:	2	3	3	2	3
CO5:	3	3	3	2	3

COURSE CONTENT:
Unit-I – Prathama Vibhakti

Unit-II- Dvitiya Vibhakti

Unit-III- Trutiya Vibhakti

Unit-IV- Chaturthi Vibhakti

Recommended Textbooks:

1. Siddhanta-kaumudi with Balamanorama and Tattvabodhini, Vol.l (Ed.) Giridhara Sharma Chaturvedi, Motilal Banarsidass Pvt., New Delhi.
2. Siddhanta-kaumudi with Mitabhasini Com. (Ed.) S.R. Ray, Sanskrit Pustak Bhandar, 38 Cornwallis St.., Calcutta.
3. Siddhanta-kaumudi with Eng Tr. (Ed.) S.C. Basu, Motilal Banarsidass, New Delhi-110007, Rpt-1995.
4. Vaiyakarana Siddhantakaumudi (Ed.) M.V. Mahashabde, Poona.
5. Siddhanta kaumudi (Ed.) Prof. G.K. Dash &Dr (Mrs)K. Dash with navanita teeka, A.K. Mishra Publishers Pvt., Cuttack.
6. Siddhanta-kaumudi (Ed.) Minati Mishra, Vidyapuri, Cuttack.
7. Siddhanta-kaumudi (Ed.) Dr, Niranjan Pati, Kalyani Publishers, New Delhi.
8. Siddhanta-kaumudi (Ed.) P.R. Ray, Sailabala Women's College, Cuttack.
9. Siddhantakaumudi (Ed.) Gopal Krushna Dash, A. K. Mishra Publications, Cuttack.
10. Siddhantakaumudi (Ed.) Pramod Kumar Padhi, Kitab Mahal, Cuttack.

SDG Mapping

SDG No.	**Sustainable Development Goal (SDG)**	**Course Relevance**
SDG 4	**Quality Education**	Develops knowledge of Pāṇinian grammar, case endings (Vibhaktis), sentence formation, translation skills, language proficiency, and critical thinking.
SDG 8	**Decent Work and Economic Growth**	Enhances employability through translation, teaching, editing, publishing, and language-related professional skills.
SDG 9	**Industry, Innovation and Infrastructure**	Promotes systematic linguistic analysis and supports applications in computational linguistics, language technology, and digital Sanskrit resources.
SDG 10	**Reduced Inequalities**	Promotes inclusive access to Sanskrit language learning and preserves linguistic diversity.
SDG 11	**Sustainable Cities and Communities**	Preserves and promotes India's linguistic, literary, and cultural heritage through the study of Sanskrit grammar and translation.

SDG 16	**Peace, Justice and Strong Institutions**	Encourages ethical communication, accurate interpretation of texts, academic integrity, and preservation of traditional knowledge systems.
SDG 17	**Partnerships for the Goals**	Encourages collaboration among linguists, translators, educators, researchers, and cultural institutions to promote Sanskrit studies and Indian Knowledge Systems.

Meghadutam (Purvamegha)

SA32003

Credit - 04

Objectives: -Kalidasa's lyric Meghadutam has shown the graphical details of nature along with the deep insight of human life, it gives students an insight in to the description of nature which is merged wonderfully with the human heart & students will know the kavyakruti creations of poetics.

CO1- After studying this lesson student will be able to know the types poetics work.

CO2- Enjoy the perception of pleaser (Rasa's) of the poetic work, and the objectives of the poetics distinction.

CO3-Student learns about various literature and poetic text and poem.

CO4- Understand the historical evolution of classical Sanskrit literature, tracing its origins, major developments and social or cultural contexts.

CO5- Enhance linguistic proficiency in classical Sanskrit, enabling the critical analysis of literary devices, metaphors and aesthetic theories like Rasa employed by ancient writers.

CO–PO–PSO Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1:	**3**	**3**	**2**	**2**	**3**	**1**	**2**	**2**	**2**	**1**	**1**	**3**
CO2:	**3**	**3**	**3**	**2**	**3**	**2**	**2**	**3**	**2**	**1**	**1**	**3**
CO3:	**3**	**3**	**3**	**2**	**3**	**1**	**2**	**2**	**2**	**1**	**2**	**3**
CO4:	**2**	**3**	**3**	**2**	**2**	**3**	**3**	**2**	**3**	**2**	**2**	**3**
CO5:	**3**	**3**	**3**	**3**	**3**	**2**	**2**	**3**	**2**	**2**	**1**	**3**

PSOs Mapping

(COs)	PSO1	PSO2	PSO3	PSO4	PSO5
CO1:	3	3	2	2	3

CO2:	3	3	3	2	2
CO3:	3	2	3	2	3
CO4:	2	3	3	2	3
CO5:	3	3	3	3	2

COURSE CONTENT

Unit-I - Kaviparichaya and Purvamegha

Unit-II- Purvamegha (Sloka 1-20)

Unit-III- Purvamegha (Sloka 21- 41)

Unit-IV- Purvamegha (Sloka 42- 66)

Books for Reference:

1. Meghadutam (Ed.) S.R. Ray, Sanskrit Pustak Bhandar, 38 Cornwallis St., Calcutta.
2. Meghadutam (Ed.) M.R. Kale, Motilal Banarsidass, Delhi
3. Meghadutam (Ed.) Radhamohan Mahapatra, Books and Books, Cuttack,1984
4. Meghadutam (Ed.) B.S. Mishra, Vidyapuri, Cuttack, 1st Edn-1999
5. Meghadutam (Ed.) Pramod Kumar Padhi, Kitab Mahal, Cuttack.
6. Meghadutam (Ed.) Niranjan Pati, Kalyani Publishers, Cuttack.

SDG Mapping

SDG No.	Sustainable Development Goal (SDG)	Course Relevance
SDG 4	**Quality Education**	Develops knowledge of Sanskrit poetry, literary history, poetic theories (Rasa, Alaṅkāra), critical appreciation, language skills, and lifelong learning.
SDG 5	**Gender Equality**	Encourages appreciation of diverse voices and human values represented in Sanskrit literary works, promoting respect and inclusiveness.
SDG 8	**Decent Work and Economic Growth**	Enhances career-oriented skills in teaching, translation, editing, creative writing, publishing, and literary research.
SDG 10	**Reduced Inequalities**	Promotes inclusive access to Sanskrit literary heritage and encourages appreciation of cultural diversity.
SDG 11	**Sustainable Cities and Communities**	Preserves and promotes India's literary, cultural, and artistic heritage through the study of Sanskrit poetry and literary history.
SDG 16	**Peace, Justice and Strong Institutions**	Promotes ethical values, social harmony, moral teachings, and responsible citizenship through Sanskrit literary texts.

SDG 17	**Partnerships for the Goals**	Encourages collaboration among scholars, educators, translators, and cultural institutions for preservation and dissemination of Sanskrit literature.

An Introduction to the Technique of Paninian Grammar and Prosody

SA32005

Credit - 04

Objectives: - This Course introduces the basic of paninian grammar. It provides information related to the grammar written by Panini. The core concept of paninian grammar will be introduced. The main aim of this course is to introduce the structure of the Indian linguistic tradition for those Who are not Sanskrit scholar but are curious know about the scientific literature in Sanskrit.

CO1- The student got an overview of the paninian grammar.

CO2- Within the field Sanskrit students the field of vyakarana (grammar) is said to be the core foundation upon which everything else is built.

CO3- Students will be able to learn how to study paninian grammar.

CO4- It helps to know about Vedangas.

CO5- It helps to give shape to the poetic thought and imagination of Vedic mantras.

CO–PO–PSO Mapping

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1:	3	2	3	2	2	2	1	1	1	2	2	2
CO2:	3	2	3	3	2	2	2	2	1	2	2	3
CO3:	3	2	3	3	2	2	1	2	2	2	2	3
CO4:	3	2	2	2	1	3	3	3	2	2	1	2
CO5:	3	2	3	2	2	3	3	3	2	2	1	2

PSOs Mapping

(COs)	PSO1	PSO2	PSO3	PSO4	PSO5
CO1:	3	3	2	2	3
CO2:	3	3	3	2	2
CO3:	3	2	3	3	2
CO4:	2	3	3	2	3
CO5:	3	3	2	3	3

COURSE CONTENT

Unit-I/II Vocabulary relevant to Sanskrit Grammar and Arrangement of paninian Grammar.

(Astadhyayi, Siddhantakaumudi, Ganapatha, Dhatupatha, Panchanga-vyakarana, Kriya, Atidesa, Adhikarana, Antaranga, Bahiranga, Apavada, Agama, Adesa, Nadi, Nistha, Krdanta, taddhita, Tinanta, Nijanta, Sanata, Yanata, Namadhatu, Pragrhya, Vikarana, Luk, Lopa, Set, Mandukapluti, sarvadhatuka, Ardhadhatuka)

Unit-III - Samjnaprakaranam

Unit-IV/V- Chanda (Prosody)

Definition and Examples of 4 Chandas (Arya, Anustubh, Indravajra, Upendravajra, Upajati, Vamsastha, Vasantatilaka, Mandakranta, Malini, Shikharini, Shardula-vikridita, Sragdhara)

Recommended Textbooks:

1. Siddhanta-kaumudi with Blamanorama and Tattvabodhini, Vol.l (Ed.) Giridhara Sharma Chaturveda, Motilal, Bonarsidass
2. Siddhanta-kaumudi with Mitabhasini Com. (Ed.) S.R. Ray, Sanskrit Pustak Bhandar,38 Cornwallis St.., Calcutt
3. Siddhanta-kaumudi with Eng Tr. (Ed.) S.C. Basu, Motilal Banarsidass, New Delhi-110007, Rpt-1995
4. Vaiyakarana Siddhanta kaumudi (Ed.) M.V. Mahashabde Poona
5. Siddhanta kaumudi (Ed.) Prof. G. K. Dash & Dr (Mrs) K. Dash with navanitatika.
6. Siddhanta-kaumudi (Ed.) Minati Mishra, Vidyapuri, Cuttack
7. Siddhanta-kaumudi (Ed.) Dr, Niranjan Pati, Kalyani Publishers, New Delhi
8. Siddhanta-kaumudi (Ed.) P.R. Ray, Sailabala Womencs College (Skt.Deptt.) Cuttack.
9. Vyakaranadarpana, The Odisha Bureau of text Book Preparation and Production, Bhubaneswar-2013
10. Shrutabodha, Hari Prasad Sharma, Nirnaya sagar Press
11. Sahityadarpana Evam Chhanda (Ed.) Dr. Brajasundar Mishra, Satyanarayana Book Store, Cuttack.

SDG Mapping

SDG No.	Sustainable Development Goal (SDG)	Course Relevance
SDG 4	**Quality Education**	Develops foundational knowledge of Pāṇinian grammar, Sanskrit linguistic structures, prosody (Chandas), analytical skills, and understanding of Vedic and literary texts.
SDG	**Decent Work and**	Enhances professional skills useful in Sanskrit teaching,

8	**Economic Growth**	translation, editing, research, publishing, and language-related careers.
SDG 9	**Industry, Innovation and Infrastructure**	Encourages systematic study of language structures and supports applications in computational linguistics, language technology, and digital Sanskrit resources.
SDG 10	**Reduced Inequalities**	Promotes inclusive access to Sanskrit language education and encourages appreciation of India's linguistic diversity.
SDG 11	**Sustainable Cities and Communities**	Preserves and promotes India's linguistic, intellectual, and cultural heritage through the study of Sanskrit grammar and prosody.
SDG 16	**Peace, Justice and Strong Institutions**	Encourages ethical communication, accurate interpretation of classical texts, preservation of traditional knowledge, and cultural understanding.
SDG 17	**Partnerships for the Goals**	Promotes collaboration among Sanskrit scholars, linguists, researchers, educators, and cultural institutions for preservation and dissemination of knowledge.

Vedic Literature

SA32007
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

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1:.	3	2	2	2	1	3	3	3	2	2	1	2
CO2:	3	2	3	2	2	3	3	3	2	2	1	2
CO3:	3	2	3	3	2	3	3	3	2	2	2	3
CO4:	2	2	2	3	2	3	3	3	3	3	2	3
CO5:	2	2	2	2	2	3	3	3	3	3	2	3

PSOs Mapping

(COs)	PSO1	PSO2	PSO3	PSO4	PSO5
CO1:.	3	3	2	2	3
CO2:	3	2	3	2	3
CO3:	3	3	3	2	2
CO4:	2	3	2	3	3
CO5:	2	2	3	3	3

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 (Samvada Suktas)

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

Unit – III.Samhita Literature and Aranyaka Literature

Samhita - Rkveda, Yajurveda, Samaveda and Atharvaveda

Aranyaka - Rkveda, 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 No.	**Sustainable Development Goal (SDG)**	**Course Relevance**
SDG 4	**Quality Education**	Develops knowledge of Vedic language, Vedic texts, hymns, philosophy, cultural heritage, critical thinking, and lifelong learning through the study of ancient Indian literature.
SDG 5	**Gender Equality**	Encourages understanding of the role and contributions of women scholars and thinkers reflected in Vedic literature and promotes inclusive values.
SDG 8	**Decent Work and Economic Growth**	Enhances skills in Sanskrit teaching, research, translation, interpretation, cultural studies, and other language-based professional opportunities.
SDG 10	**Reduced Inequalities**	Promotes inclusive access to India's ancient knowledge traditions and encourages respect for linguistic and cultural diversity.
SDG 11	**Sustainable Cities and Communities**	Preserves and promotes India's Vedic heritage, linguistic traditions, cultural values, and historical knowledge systems.
SDG 13	**Climate Action**	Develops environmental awareness through Vedic concepts such as respect for nature, Pañca Mahābhūtas (five elements), and ecological harmony.
SDG 16	**Peace, Justice and Strong Institutions**	Promotes ethical values, moral conduct, social harmony, and responsible citizenship through Vedic teachings and philosophical ideas.
SDG	**Partnerships for the**	Encourages collaboration among scholars, educators,

17	**Goals**	researchers, and cultural institutions for preservation and dissemination of Vedic knowledge.

Course Title: **Internship**

Code	Course Title	Credit	L-T-P
IP37081	Internship	2	0-0-2

Course Objectives:

The internship provides students with practical exposure to professional work environments by applying academic knowledge to real-world problems. It develops technical competence, problem-solving ability, communication, teamwork, ethical practices, and project management skills while fostering industry readiness, professional responsibility, lifelong learning, and experiential understanding of organizational practices.

Course Outcomes:

Upon successful completion of this course, students will be able to:

- **CO1 (Knowledge/Remember):** Recall and describe the organizational structure, professional practices, workplace ethics, safety regulations, and operational procedures followed in the internship organization.
- **CO2 (Understanding):** Explain and interpret industry requirements, project workflows, organizational processes, professional responsibilities, and the application of theoretical concepts in real-world environments.
- **CO3 (Application):** Apply domain knowledge, technical skills, modern tools, and problem-solving techniques to complete assigned tasks and projects effectively in a professional setting.
- **CO4 (Analysis):** Analyze real-world problems, evaluate alternative solutions, interpret project outcomes, and recommend appropriate improvements based on technical and organizational requirements.
- **CO5 (Synthesis/Evaluation):** Demonstrate professional competence by planning, executing, documenting, and presenting internship work while exhibiting effective

communication, teamwork, ethical conduct, project management, and lifelong learning skills.

CO-PO-PSO Mapping

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

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	2	1	-	-	1	-	2	3	1	2	-	-	2	1	-	-
CO2	2	2	1	1	2	2	2	3	2	2	2	2	2	2	1	-
CO3	2	3	3	2	–	2	2	2	3	2	3	2	2	3	2	2
CO4	2	3	2	–	–	3	2	2	2	3	3	2	3	2	2	2
CO5	2	3	3	–	3	3	3	3	3	3	3	3	3	3	3	3

Course Duration: 38 hours

Total Practical / Lab Experiments: [38 Lab Contact Hours]

7. **Internship Orientation and Workplace Induction**
    - Introduction to the organization
    - Workplace policies, ethics, and safety guidelines
    - Understanding organizational structure and work culture
8. **Technical Skill Development**
    - Training on organization-specific software, tools, or technologies
    - Familiarization with development environments, databases, cloud platforms, or hardware (as applicable)
9. **Assignment and Task Execution**
    - Participation in project-related activities
    - Requirement analysis and task planning

- Problem identification and solution implementation
- Testing and validation of assigned work

10. **Documentation and Reporting**
    - Maintenance of daily work diary/logbook
    - Weekly progress reports
    - Preparation of technical documentation
11. **Professional Skills Development**
    - Team collaboration
    - Technical communication
    - Time management
    - Professional ethics and workplace responsibility
12. **Project Demonstration**
    - Presentation of completed work
    - Demonstration of developed solution or assigned tasks
    - Interaction with industry/faculty mentor

7. **Internship Report and Viva Voce**
    - Submission of internship report
    - Seminar presentation
    - Viva voce examination

Suggested Assessment Scheme

Component	**Weightage (%)**
Industry/Supervisor Evaluation	30
Faculty Mentor Evaluation	20
Daily Logbook and Attendance	15
Internship Report	20
Presentation and Viva Voce	15

SDG Mapping for this Course

SDG	Title	Contribution
SDG 4	Quality Education	Experiential learning
SDG 8	Decent Work and Economic Growth	Work-readiness, industry exposure
SDG 9	Industry, Innovation and Infra	Understanding real-world systems
SDG 10	Reduced Inequalities	Application in tribal/rural/NGO contexts

SEMESTER-VI (Single Major)

Veda, Vedic Grammar and History of Vedic Literature

Major –SA30002
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

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

PSOs Mapping

(COs)	PSO1	PSO2	PSO3	PSO4	PSO5
CO1:	3	3	2	2	3
CO2:	3	3	3	2	2
CO3:.	2	3	2	3	3
CO4:	2	3	3	2	3
CO5:	3	3	3	2	2

Course Content:

Unit-I/II Veda - Vedic Suktas from different Samhitas

Agni (RV-I.1). Indra (RV-II.12), Savitr (RV-I.35), Usas (RV- I.48), Purusa-sukta (YVXXXI.1.16), Siva – samkalpa (YV-XXX.1.6), Samjnana (RV X.191), Vak (RV X.125)

Unit-III Vedic Grammar (The following Sutras are to be taught)

Chandasi pare'pi, Vyavahitasca, caturthyarthe bahulam chandasi, chandasi lun –lan –latah, Linarthe let, Leto' datau, Sibbahulam leti, Itasca lopah parasmaipadesum, Sa uttamasya, Ata ai, Vaito 'nyatra, Hr-grahor bhaschandasi, Chandasi ubhayatha, Tumarthe se-sen-ase-asen-kse-kasen-adhyai-adhyain-kadhyai-kadhyain-shadhyai-sadhyain-tavai-taven-tavenah, Va chandasi, Ses chandasi bahulam, Prakrtya'ntapadam avyapare, Nipatasya ca, Supam suluk purva-savarnac che-ya-da-dya-ya-jalah,Idanto masi, Ajjaserasuk, Dirgadati samanapade

Unit-IV /V- History of Vedic Literature

(Samhita, Brahmana, Aranyaka, Upanishad)

Recommended Textbooks:

1. New Vedic Selection (Part-I) (Ed.) Telang and Chaubey, Bharatiya Vidya Prakashan, New Delhi
2. Veda O Vaidika Prakaranam, (Ed.) Niranjan Pati, Vidyapuri, Cuttack.
3. History of Indian Literature Vo1. I, M. Winternitz, Chaukhamba, Varanasi
4. Vaidik sahityaki Ruparekha, Umashankar Sharma Rsi, Chawkhamba Vidyaprakashan, Varanasi
5. Vaidika sahitya o samskrti, A.C. Das, Grantha Mandira, Cuttack
6. Vaidika SahityaO Samskrti, Bholanath Rout, Chitrotpala Publication, Salipur.

SDG Mapping

SDG No.	Sustainable Development Goal (SDG)	Course Relevance
SDG 4	**Quality Education**	Develops knowledge of Vedas, Vedic grammar, Vedic terminology, and the historical development of Vedic literature. Promotes critical thinking, linguistic skills, and lifelong learning.

SDG 5	**Gender Equality**	Encourages awareness of the contributions of women scholars (Ṛṣikās) in Vedic literature and promotes inclusive understanding of ancient knowledge traditions.
SDG 8	**Decent Work and Economic Growth**	Enhances career-oriented skills in Sanskrit teaching, research, translation, manuscript studies, and cultural documentation.
SDG 10	**Reduced Inequalities**	Promotes equal access to Indian Knowledge Systems and appreciation of diverse cultural and linguistic traditions.
SDG 11	**Sustainable Cities and Communities**	Supports preservation and promotion of Vedic heritage, Sanskrit language, traditional knowledge, and cultural identity.
SDG 13	**Climate Action**	Introduces Vedic ecological concepts such as respect for nature, harmony with environment, and the significance of Pañca Mahābhūtas.
SDG 16	**Peace, Justice and Strong Institutions**	Develops ethical values, moral responsibility, social harmony, and character-building through Vedic teachings and literature.
SDG 17	**Partnerships for the Goals**	Encourages collaboration among scholars, educational institutions, and cultural organizations for preservation and dissemination of Vedic knowledge.

Dharmashastra and Arthashastra

Major –SA30004
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, economical, political, and moral activities in their life style.
CO2. To maintain physical and mental healthy life.
CO3. To understand the ancient judiciary and systems of political requirements through textual studies.
CO4. To aware about the ancient Hindu laws and code of conduct to evaluate the legal system of a society through a modern insight.
CO5. To enhance the thinking and problem-solving ability through 'Arthashastra'
CO–PO–PSO Mapping

Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PO11	PO12

s (COs)												
CO1:	3	2	3	3	2	3	3	3	3	3	2	3
CO2:	2	2	2	3	2	3	3	3	3	3	1	3
CO3:	3	3	3	2	2	3	3	3	2	2	2	3
CO4:	3	3	3	3	2	3	3	3	3	3	2	3
CO5: -	3	3	3	3	3	2	3	3	3	3	3	3

PSOs Mapping

(COs)	PSO1	PSO2	PSO3	PSO4	PSO5
CO1:	3	3	2	3	2
CO2:	2	3	2	3	2
CO3:	3	3	3	2	2
CO4:	2	3	3	2	3
CO5: -	3	2	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. Manusruti by Braja Kishore Swain, Sadgrantha Niketean, Puri.
3. Yājñavalkyasmruti by M.N Dutta, Parimal Publication.

4. Yājñavalkyasmruti (Vyavahara-Adhyaya) by Kishor Chandra Mahapatra
5. Manu's Code of Law: AcricalAdition and Trandlation of the Manava Dharma Shastra, Ed. Ollivele, Patrick, Oxford University Press.
6. Koutalya-arthashastra, R.P. Kangle (Vol.1-3), MLBD, New Delhi.
7. Arthasastra of Kautilya'ShyamleshTwivari, Choukhamba surabharati Prakashan, Delhi.

SDG Mapping

SDG No.	Sustainable Development Goal (SDG)	Course Relevance
SDG 4	**Quality Education**	Develops knowledge of Dharmaśāstra and Arthaśāstra, ancient Indian legal, ethical, social, political, and administrative systems through textual studies.
SDG 5	**Gender Equality**	Encourages understanding of social duties, rights, and responsibilities mentioned in ancient legal and social texts and promotes critical reflection on gender-related issues.
SDG 8	**Decent Work and Economic Growth**	Provides knowledge of economic principles, administration, management, leadership, and governance concepts found in Arthaśāstra.
SDG 10	**Reduced Inequalities**	Promotes awareness of social justice, ethical governance, duties, and responsibilities for creating an inclusive society.
SDG 11	**Sustainable Cities and Communities**	Highlights ancient Indian concepts of social organization, administration, community welfare, and responsible citizenship.
SDG 16	**Peace, Justice and Strong Institutions**	Develops understanding of ancient judiciary, law, governance, ethical conduct, and principles of justice and administration.
SDG 17	**Partnerships for the Goals**	Encourages interdisciplinary study and collaboration among scholars of law, politics, history, Sanskrit, and social sciences.

Technical Literature in Sanskrit (Jyotisha and Vastu)

Major –SA30006
Credit-04
Objective:

1. To introduce students to the fundamental concepts of Sanskrit technical literature, with special reference to Jyotisha (Indian Astronomy and Astrology) and Vastu Shastra (traditional Indian architecture and planning).
2. To develop an understanding of the theoretical and practical principles of Jyotisha and Vastu as presented in classical Sanskrit texts.
3. To familiarize students with the scientific, mathematical, architectural, and cultural aspects embedded in ancient Sanskrit technical literature.

Course Outcome:

CO1. A Jyotisha course outcome involves gaining a practical understanding of Indian and Tibetan astrology, including calculating planetary positions, creating birth charts, interpreting planetary influences, and timing events using Dasha systems.

CO2. Students will learn to identify astrological factors for predicting aspects of life like health, career, and relationships, and are often trained in offering guidance on remedial measures, matchmaking, and ethical consulting practices.

CO3. A course on Vastu Shastra typically concludes with students able to understand Vastu principles for designing harmonious spaces, identify and correct Vastu doshas, and apply the concepts in various architectural and interior design contexts to promote health, wealth, and prosperity.

CO4. Graduates gain knowledge of the five elements, directions, and the scientific and design aspects of Vastu, enabling them to create balanced and energy-efficient living and working environments.

CO5. Evaluate the relevance and practical application of ancient Vedic architecture and astronomical models in the contemporary modern era.

CO–PO–PSO Mapping

(COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1:	**3**	**3**	**2**	**3**	**2**	**2**	**2**	**2**	**1**	**2**	**1**	**3**
CO2:	**2**	**3**	**3**	**2**	**2**	**3**	**2**	**3**	**2**	**2**	**2**	**3**
CO3:	**3**	**3**	**3**	**2**	**3**	**2**	**3**	**2**	**2**	**2**	**2**	**3**
CO4:	**2**	**3**	**3**	**3**	**2**	**2**	**3**	**3**	**2**	**2**	**2**	**3**
CO5:	**3**	**3**	**2**	**3**	**2**	**3**	**3**	**2**	**2**	**3**	**2**	**3**

PSOs Mapping

(COs)	PSO1	PSO2	PSO3	PSO4	PSO5
CO1:	3	3	2	2	3
CO2:	2	3	3	2	3
CO3:	3	2	3	3	2
CO4:	2	3	3	3	2
CO5:	3	3	2	3	3

Course Content:

Unit – I, II & III Jyotihsara (Jyotihsara – ratnabali, Chap – I)
(Grah – naksatra – paricaya- prakaranam)
Unit – IV & V Vastu (Vasturatnakara – Chap – I)
(Bhuparighraha – prakaranam)

Recommended Textbooks:

1. Jyotihsara – ratnavali (Part-I) (Ed.) pandit Baikoli Mahapatra, Radhakrishna Pustakalaya, Satyanarayan Temple Road, Berhampur, Ganjam, Odisha
2. Vasturatnakar (Ed.) Vidhyeshwari Prasad Dwividi, Chowkhamba Krishnadas Acadamy, Varanasi

SDG Mapping

SDG No.	Sustainable Development Goal (SDG)	Course Relevance
SDG 4	**Quality Education**	Develops knowledge of Sanskrit technical literature, Jyotiṣa, Vāstu Śāstra, astronomical concepts, traditional sciences, and analytical interpretation skills.
SDG 8	**Decent Work and Economic Growth**	Provides skill development in traditional knowledge-based fields such as astrology consultation, architectural studies, cultural research, and related professional opportunities.
SDG 9	**Industry, Innovation and Infrastructure**	Encourages application of Vāstu principles, spatial planning, design concepts, and traditional scientific approaches in architecture and technology.
SDG 10	**Reduced Inequalities**	Promotes inclusive access to Indian Knowledge Systems and preservation of diverse intellectual traditions.
SDG 11	**Sustainable Cities and Communities**	Connects Vāstu Śāstra with sustainable living spaces, environmental harmony, balanced design, and community well-being.
SDG 12	**Responsible Consumption and Production**	Encourages efficient utilization of natural resources, ecological balance, and responsible planning through Vāstu concepts.
SDG 13	**Climate Action**	Highlights the relationship between human life, natural elements (Pañca Mahābhūtas), environment, and sustainable practices.
SDG 16	**Peace, Justice and Strong Institutions**	Promotes ethical practices, responsible guidance, cultural values, and moral principles in the application of traditional sciences.
SDG	**Partnerships for the**	Encourages interdisciplinary collaboration among Sanskrit

17	**Goals**	scholars, astronomers, architects, researchers, and cultural institutions.

LIKHANA-KALA

Major –SA30008
Credit-04
Objective: To develop practical composition, translation and communication proficiencies in the language.
Course Outcome:
CO1. Grammatical proficiency: A deep understanding and practical application of Sanskrit grammar, including its complex structure, inflection, and syntax.
CO2. Compositional ability: The capacity to compose essays, paragraphs, and verses in chaste, classical Sanskrit.
CO3. Translation skills: The ability to translate passages accurately between Sanskrit and other languages.
CO4. Paleographical knowledge: Familiarity with the Devanagari script, which provides insight into the scripts of other modern Indian languages.
CO5. Communicative competence: The ability to express thoughts, ideas, and arguments effectively and concisely in written form.

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
CO1:	3	3	3	2	2	3	2	3	2	2	1	3
CO2:	3	3	3	3	2	2	2	3	3	3	2	3
CO3:	3	3	3	3	3	2	2	3	3	3	2	3
CO4:	3	2	3	2	2	3	2	3	2	2	3	3
CO5:	3	3	3	3	2	2	3	3	3	3	2	3

PSOs Mapping

(COs)	PSO1	PSO2	PSO3	PSO4	PSO5
CO1:	3	3	3	2	2
CO2:	3	2	3	2	3
CO3:	3	3	2	3	2
CO4:	2	3	2	3	2
CO5:	3	2	3	3	3

Course Content:
Unit I:
One Essay in Sanskrit (around 300 words).
Unit II:
Translation from Odia to Sanskrit *(One Odia passage will be given to translate into Sanskrit)*
Unit III:
Transliteration: Two Sanskrit verses are to be written in Roman Script with diacritical marks.
Unit IV:
Communicative Skill: Minimum 5 sentences are to be written in Sanskrit on a specific theme.
Recommended Textbooks:
1. Vyakaranadarpana, Odisha Text Book Bureau, Bhubaneswar
2. Samskrta Nibandha Satakam, Kapildev Dwivedi, Chawkhamba Publication, Banaras
3. Brihat Anuvada Chandrika, Chakradhara Hansa Nautiyal, MLBD, New Delhi
4. Samskruta- nibandhadarsah, Rammurti Sharma, Sahitya Niketan, Kanpur

SDG Mapping

SDG No.	Sustainable Development Goal (SDG)	Course Relevance
SDG 4	**Quality Education**	Develops proficiency in Sanskrit grammar, composition, translation, writing, and communication skills, fostering academic excellence and lifelong learning.
SDG 5	**Gender Equality**	Promotes inclusive participation and equal opportunities in language learning, creative writing, and academic communication.
SDG 8	**Decent Work and Economic Growth**	Enhances employability through skills in professional writing, translation, editing, manuscript studies, teaching, and research.
SDG 9	**Industry, Innovation and Infrastructure**	Encourages the use of traditional knowledge and language skills in digital documentation, manuscript preservation, and language technologies.
SDG 10	**Reduced Inequalities**	Promotes equitable access to Sanskrit language education and preserves linguistic diversity for learners from all backgrounds.
SDG 11	**Sustainable Cities and Communities**	Supports the preservation and promotion of Sanskrit language, manuscripts, literary traditions, and India's cultural heritage through effective writing.
SDG	**Peace, Justice and**	Encourages ethical communication, intellectual integrity,

16	**Strong Institutions**	responsible writing, and respect for classical knowledge systems.
SDG 17	**Partnerships for the Goals**	Promotes collaboration among educators, researchers, translators, manuscript experts, and cultural institutions for the preservation of Sanskrit knowledge.

Karaka- Vibhakti Prakaranam (Vibhakti-V-VII)

Minor – SA32002
Credit – 4
Objectives: - Studying Sanskrit from Sidhanta kaumudi and Panini's work both have their own advantages and limitations. Which makes it more accessible for beginners, deeply in to the intricate grammatical rules and structures as original work.

Course outcome:
CO 1: Define and Classify Kārakas: Understand the fundamental definition of a kāraka (an entity that aids in the accomplishment of an action) and accurately classify the six primary types (Kartā, Karma, Karaṇa, Sampradāna, Apādāna, and Adhikaraṇa).

CO 2: Map Cases to Relationships: Connect each kāraka category to its specific grammatical case ending (vibhakti), ranging from the Nominative (Prathamā) to the Locative (Saptamī).

CO 3: Apply Upapada Vibhakti Rules: Master special contextual rules where specific prepositions, particles, or roots govern particular case endings independent of standard kāraka definitions.

CO 4: Analyze Sentence Syntax: Break down complex Sanskrit verses and prose to trace how peripheral noun modifiers and core arguments link back to the main verb (kriyā).

CO 5: Translate and Compose Accurately: Read, interpret, and translate classical Sanskrit texts correctly, and write error-free sentences using proper case inflections.

CO–PO–PSO Mapping

(COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1:	3	2	3	2	3	1	2	2	2	1	1	3
CO2:	3	3	3	2	3	1	2	2	2	2	1	3
CO3:	2	3	3	2	2	2	2	3	2	1	1	3
CO4:	2	3	3	2	2	2	2	3	2	1	1	3
CO5:	3	3	2	3	3	1	2	3	2	2	1	3

PSOs Mapping

(COs)	PSO1	PSO2	PSO3	PSO4	PSO5

CO1:	3	2	3	2	2
CO2:	3	3	2	2	3
CO3:	2	3	3	2	2
CO4:	2	3	3	2	3
CO5:	3	3	3	2	3

Course Content:

Unit-I – Panchami Vibhakti

Unit-II- Sasthi Vibhakti

Unit-III and Unit-IV- Saptami Vibhakti

Recommended Textbooks:

1. Siddhanta-kaumudi with Balamanorama and Tattvabodhini, Vol.l (Ed.) Giridhara Sharma Chaturvedi, Motilal Banarsidass Pvt., New Delhi.
2. Siddhanta-kaumudi with Mitabhasini Com. (Ed.) S.R. Ray, Sanskrit Pustak Bhandar, 38 Cornwallis St.., Calcutta.
3. Siddhanta-kaumudi with Eng Tr. (Ed.) S.C. Basu, Motilal Banarsidass, New Delhi-110007, Rpt-1995.
4. Vaiyakarana Siddhantakaumudi (Ed.) M.V. Mahashabde, Poona.
5. Siddhanta kaumudi (Ed.) Prof. G.K. Dash &Dr (Mrs)K. Dash with navanita teeka, A.K. Mishra Publishers Pvt., Cuttack.
6. Siddhanta-kaumudi (Ed.) Minati Mishra, Vidyapuri, Cuttack.
7. Siddhanta-kaumudi (Ed.) Dr, Niranjan Pati, Kalyani Publishers, New Delhi.
8. Siddhanta-kaumudi (Ed.) P.R. Ray, Sailabala Women's College, Cuttack.
9. Siddhantakaumudi (Ed.) Gopal Krushna Dash, A. K. Mishra Publications, Cuttack.
10. Siddhantakaumudi (Ed.) Pramod Kumar Padhi, Kitab Mahal, Cuttack.

SDG Mapping

SDG No.	**Sustainable Development Goal (SDG)**	**Course Relevance**
SDG 4	**Quality Education**	Develops knowledge of Pāṇinian grammar, case endings (Vibhaktis), sentence formation, translation skills, language proficiency, and critical thinking.
SDG 8	**Decent Work and Economic Growth**	Enhances employability through translation, teaching, editing, publishing, and language-related professional skills.
SDG 9	**Industry, Innovation and Infrastructure**	Promotes systematic linguistic analysis and supports applications in computational linguistics, language technology, and digital Sanskrit resources.

SDG 10	**Reduced Inequalities**	Promotes inclusive access to Sanskrit language learning and preserves linguistic diversity.
SDG 11	**Sustainable Cities and Communities**	Preserves and promotes India's linguistic, literary, and cultural heritage through the study of Sanskrit grammar and translation.
SDG 16	**Peace, Justice and Strong Institutions**	Encourages ethical communication, accurate interpretation of texts, academic integrity, and preservation of traditional knowledge systems.
SDG 17	**Partnerships for the Goals**	Encourages collaboration among linguists, translators, educators, researchers, and cultural institutions to promote Sanskrit studies and Indian Knowledge Systems.

SEMESTER-VI (Double Major)

Veda, Vedic Grammar and History of Vedic Literature

Major –SA-30002
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
CO1.	3	3	2	2	1	–	–	–	1	2	–	1
CO2.	3	3	2	2	2	1	2	–	1	2	–	2
CO3.	2	1	1	1	–	3	3	2	3	2	2	3
CO4.	3	2	2	2	1	2	2	2	2	2	1	2
CO5.	3	3	2	2	2	–	–	–	–	1	–	1

PSOs Mapping

Course Outcomes (COs)	PSO1	PSO2	PSO3	PSO4	PSO5
CO1.	3	2	1	2	3
CO2.	3	3	2	2	3
CO3.	1	2	3	3	1
CO4.	2	3	2	3	2
CO5.	3	3	1	2	3

Course Content:

Unit-I/II Veda - Vedic Sukta from different samhitas

Agni (RV-I.1). Indra (RV-II.12), Savitr (RV-I.35), Usas (RV- I.48), Purusa-sukta (YVXXXI.1.16), Siva – samkalpa (YV-XXX.1.6), Samjnana (RV X.191), Vak (RV X.125)

Unit-III Vedic Grammar (The following Sutras are to be taught:)

Chandasi pare'pi, Vyavahitasca, caturthyarthe bahulam chandasi, chandasi lun –lan –latah, Linarthe let, Leto' datau, Sibbahulam leti, Itasca lopah parasmaipadesum, Sa uttamasya, Ata ai, Vaito 'nyatra, Hr-grahor bhaschandasi, Chandasi ubhayatha, Tumarthe se-sen-ase-asen-kse-kasen-adhyai-adhyain-kadhyai-kadhyain-shadhyai-sadhyain-tavai-taven-tavenah, Va chandasi, Ses chandasi bahulam, Prakrtya'ntapadam avyapare, Nipatasya ca, Supam suluk purva-savarnac che-ya-da-dya-ya-jalah,Idanto masi, Ajjaserasuk, Dirgadati samanapade.

Unit-IV /V- Histrory of Vedic Literature

(Samhita, Brahmana, Aranyaka, Upanisad)

Recommended Textbooks:

1.New Vedic Selection (Part-I) (Ed.) Telang and Chaubey, Bharatiya Vidya Prakashan, New Delhi

2.Veda O Vaidika Prakaranam, (Ed.) Niranjan Pati, Vidyapuri, Cuttack.

3.History of Indian Literature Vo1. I, M. Winternitz, Chaukhamba, Varanasi.

4.Vaidik sahityaki Ruparekha, Umashankar Sharma Rsi, Chawkhamba Vidyaprakashan, Varanasi.

5.Vaidika sahitya O Samskruti, A.C. Dash, Grantha Mandira, Cuttack.

6.Vaidika Sahitya O Samskruti, Bholanath Rout, Chitrotpala Publication, Salipur.

SDG Mapping

SDG No.	Sustainable Development Goal (SDG)	Course Relevance
SDG 4	**Quality Education**	Develops knowledge of the Vedas, Vedic grammar, phonetics, and the historical development of Vedic literature, strengthening the Indian Knowledge System and lifelong learning.
SDG	**Gender Equality**	Encourages understanding of the role of women and inclusive perspectives reflected in Vedic literature and

5		culture.
SDG 11	**Sustainable Cities and Communities**	Preserves India's Vedic literary heritage, cultural traditions, oral knowledge systems, and historical legacy.
SDG 13	**Climate Action**	Highlights Vedic concepts of environmental harmony, the Pañca Mahābhūtas, ecological balance, and respect for nature.
SDG 15	**Life on Land**	Promotes awareness of biodiversity, forests, flora, fauna, and environmental conservation reflected in Vedic texts.
SDG 16	**Peace, Justice and Strong Institutions**	Develops ethical values, truthfulness, social harmony, moral responsibility, and righteous conduct through Vedic teachings.
SDG 17	**Partnerships for the Goals**	Encourages interdisciplinary collaboration among Sanskrit, linguistics, history, archaeology, philosophy, and environmental studies.

Dharmashastra and Arthashastra

Major –SA-30004
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, economical, political, and moral activities in their life style.
CO2. To maintain physical and mental healthy life.
CO3. To understand the ancient judiciary and systems of political requirements through textual studies.
CO4. To aware about the ancient Hindu laws and code of conduct to evaluate the legal system of a society through a modern insight.
CO5. To enhance the thinking and problem-solving ability through 'Arthashastra'

CO–PO–PSO Mapping

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1:	3	2	3	3	2	3	3	3	2	3	2	3
CO2:	2	2	2	3	2	2	3	3	3	3	2	3

CO3:	3	3	3	3	2	3	3	3	2	3	2	3
CO4:	3	3	3	3	3	3	2	3	3	3	3	3
CO5:	3	3	3	3	3	2	2	3	3	3	3	3

PSOs Mapping

(COs)	PSO1	PSO2	PSO3	PSO4	PSO5
CO1:	**2**	**3**	**3**	**2**	**1**
CO2:	**1**	**2**	**3**	**2**	**1**
CO3:	**3**	**3**	**2**	**3**	**2**
CO4:	**2**	**3**	**2**	**3**	**2**
CO5:	**2**	**3**	**3**	**2**	**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. Manusruti by Braja Kishore Swain, Sadgrantha Niketean, Puri.
3. Yājñavalkyasmruti by M.N Dutta, Parimal Publication.
4. Yājñavalkyasmruti (Vyavahara-Adhyaya) by Kishor Chandra Mahapatra
5. Manu's Code of Law: AcricalAdition and Trandlation of the Manava Dharma Shastra, Ed. Ollivele, Patrick, Oxford University Press.
6. Koutalya-arthashastra, R.P. Kangle (Vol.1-3), MLBD, New Delhi.
7. Arthasastra of Kautilya'ShyamleshTwivari, Choukhamba surabharati Prakashan, Delhi.

SDG Mapping

SDG No.	Sustainable Development Goal (SDG)	Course Relevance
SDG	**Good Health and**	Promotes physical, mental, and ethical well-being through

3	**Well-being**	the principles of Dharma and righteous living.
SDG 4	**Quality Education**	Develops knowledge of Dharmaśāstra, Arthaśāstra, ancient Indian law, governance, ethics, and political thought within the Indian Knowledge System.
SDG 8	**Decent Work and Economic Growth**	Introduces principles of economics, administration, leadership, public policy, and resource management relevant to professional and public life.
SDG 10	**Reduced Inequalities**	Encourages justice, social responsibility, equity, and inclusive governance based on ethical principles.
SDG 16	**Peace, Justice and Strong Institutions**	Promotes understanding of legal systems, justice, governance, ethical leadership, public administration, and rule of law through Dharmaśāstra and Arthaśāstra.
SDG 17	**Partnerships for the Goals**	Encourages interdisciplinary research and collaboration among scholars of Sanskrit, law, political science, public administration, and history.

Technical Literature in Sanskrit (Jyotisha and Vastu)

Major –SA30006
Credit-04
Objective:

2. To introduce students to the fundamental concepts of Sanskrit technical literature, with special reference to Jyotisha (Indian Astronomy and Astrology) and Vastu Shastra (traditional Indian architecture and planning).
3. To develop an understanding of the theoretical and practical principles of Jyotisha and Vastu as presented in classical Sanskrit texts.
4. To familiarize students with the scientific, mathematical, architectural, and cultural aspects embedded in ancient Sanskrit technical literature.

Course Outcome:
CO1. A Jyotisha course outcome involves gaining a practical understanding of Indian and Tibetan astrology, including calculating planetary positions, creating birth charts, interpreting planetary influences, and timing events using Dasha systems.
CO2. Students will learn to identify astrological factors for predicting aspects of life like health, career, and relationships, and are often trained in offering guidance on remedial measures, matchmaking, and ethical consulting practices.
CO3. A course on Vastu Shastra typically concludes with students able to understand Vastu principles for designing harmonious spaces, identify and correct Vastu doshas, and apply the concepts in various architectural and interior design contexts to promote health, wealth, and prosperity.
CO4. Graduates gain knowledge of the five elements, directions, and the scientific and design aspects of Vastu, enabling them to create balanced and energy-efficient living and working environments.

CO5. Evaluate the relevance and practical application of ancient Vedic architecture and astronomical models in the contemporary modern era.

CO–PO–PSO Mapping

(COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1:	**3**	**3**	**2**	**3**	**2**	**2**	**2**	**2**	**1**	**2**	**1**	**3**
CO2:	**2**	**3**	**3**	**2**	**2**	**3**	**2**	**3**	**2**	**2**	**2**	**3**
CO3:	**3**	**3**	**3**	**2**	**3**	**2**	**3**	**2**	**2**	**2**	**2**	**3**
CO4:	**2**	**3**	**3**	**3**	**2**	**2**	**3**	**3**	**2**	**2**	**2**	**3**
CO5:	**3**	**3**	**2**	**3**	**2**	**3**	**3**	**2**	**2**	**3**	**2**	**3**

PSOs Mapping

(COs)	PSO1	PSO2	PSO3	PSO4	PSO5
CO1:	3	3	2	2	3
CO2:	2	3	3	2	3
CO3:	3	2	3	3	2
CO4:	2	3	3	3	2
CO5:	3	3	2	3	3

Course Content:

Unit – I, II & III Jyotihsara (Jyotihsara – ratnabali, Chap – I)
(Grah – naksatra – paricaya- prakaranam)

Unit – IV & V Vastu (Vasturatnakara – Chap – I)
(Bhuparighraha – prakaranam)

Recommended Textbooks:

1. Jyotihsara – ratnavali (Part-I) (Ed.) pandit Baikoli Mahapatra, Radhakrishna Pustakalaya, Satyanarayan Temple Road, Berhampur, Ganjam, Odisha

2. Vasturatnakar (Ed.) Vidhyeshwari Prasad Dwividi, Chowkhamba Krishnadas Acadamy, Varanasi

SDG Mapping

SDG No.	Sustainable Development Goal (SDG)	Course Relevance
SDG 3	**Good Health and Well-being**	Introduces Jyotiṣa and Vāstu concepts that emphasize holistic well-being, healthy living environments, and harmonious lifestyles.

SDG 4	**Quality Education**	Develops knowledge of Sanskrit technical literature, Jyotiṣa, Vāstu Śāstra, astronomy, traditional sciences, and analytical skills through the Indian Knowledge System.
SDG 8	**Decent Work and Economic Growth**	Enhances professional competencies in Sanskrit, astrology, Vāstu consultation, research, translation, manuscript studies, and heritage-based careers.
SDG 9	**Industry, Innovation and Infrastructure**	Promotes traditional architectural principles, scientific reasoning, spatial planning, and sustainable infrastructure through Vāstu Śāstra.
SDG 11	**Sustainable Cities and Communities**	Encourages environmentally harmonious planning, preservation of cultural heritage, sustainable settlements, and balanced living spaces.
SDG 12	**Responsible Consumption and Production**	Emphasizes efficient use of natural resources, eco-friendly design, and sustainable construction practices based on Vāstu principles.
SDG 13	**Climate Action**	Highlights the relationship between the Pañca Mahābhūtas (five elements), environmental balance, and climate-conscious living.
SDG 17	**Partnerships for the Goals**	Encourages interdisciplinary collaboration among Sanskrit scholars, architects, environmental scientists, historians, and researchers for preserving and promoting Indian Knowledge Systems.

Likhana-Kala

Major –SA30008

Credit-04

Objective: To develop practical composition, translation and communication proficiencies in the language.

Course Outcome:

CO1. Grammatical proficiency: A deep understanding and practical application of Sanskrit grammar, including its complex structure, inflection, and syntax.

CO2. Compositional ability: The capacity to compose essays, paragraphs, and verses in chaste, classical Sanskrit.

CO3. Translation skills: The ability to translate passages accurately between Sanskrit and other languages.

CO4. Paleographical knowledge: Familiarity with the Devanagari script, which provides insight into the scripts of other modern Indian languages.

CO5. Communicative competence: The ability to express thoughts, ideas, and arguments effectively and concisely in written form.

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
CO1:	3	3	3	2	2	3	2	3	2	2	1	3
CO2:	3	3	3	3	2	2	2	3	3	3	2	3
CO3:	3	3	3	3	3	2	2	3	3	3	2	3
CO4:	3	2	3	2	2	3	2	3	2	2	3	3
CO5:	3	3	3	3	2	2	3	3	3	3	2	3

PSOs Mapping

(COs)	PSO1	PSO2	PSO3	PSO4	PSO5
CO1:	3	3	2	1	2
CO2:	2	3	3	1	2
CO3:	3	3	2	2	3
CO4:	2	2	1	3	2
CO5:	2	3	3	2	2

Course Content:

Unit I:
One Essay in Sanskrit (around 300 words).
Unit II:
Translation from Odia to Sanskrit *(One Odia passage will be given to translate into Sanskrit)*
Unit III:
Transliteration: Two Sanskrit verses are to be written in Roman Script with diacritical marks.
Unit IV:
Communicative Skill: Minimum 5 sentences are to be written in Sanskrit on a specific theme.

Recommended Textbooks:

1. Vyakaranadarpana, Odisha Text Book Bureau, Bhubaneswar.
2. Samskrta Nibandha Satakam, Kapildev Dwivedi, Chawkhamba Publication, Banaras.
3. Brihat Anuvada Chandrika, Chakradhara Hansa Nautiyal, MLBD, New Delhi.
4. Samskrta- nibandhadarsah, Rammurti Sharma, Sahitya Niketan, Kanpur.

SDG Mapping

SDG No.	Sustainable Development Goal (SDG)	Course Relevance
SDG	**Quality Education**	Develops proficiency in Sanskrit grammar, writing, composition, translation, communication, and script

4		(Devanāgarī), promoting quality learning and lifelong educational skills.
SDG 5	**Gender Equality**	Encourages equal participation in language learning, creative writing, and academic expression for all learners.
SDG 8	**Decent Work and Economic Growth**	Enhances employability by developing professional writing, translation, editing, manuscript reading, and communication skills.
SDG 10	**Reduced Inequalities**	Promotes inclusive access to language education, literacy, and Sanskrit knowledge for learners from diverse backgrounds.
SDG 11	**Sustainable Cities and Communities**	Supports preservation of Sanskrit language, manuscripts, literary traditions, and India's cultural heritage through writing skills.
SDG 16	**Peace, Justice and Strong Institutions**	Promotes ethical communication, intellectual integrity, clear expression, and responsible use of language.
SDG 17	**Partnerships for the Goals**	Encourages collaboration among writers, translators, educators, linguists, and researchers for the promotion of Sanskrit language and literature.

Karaka- Vibhakti Prakaranam (Vibhakti-V-VII)

Minor – SA32002
Credit – 4
Objectives: - Studying Sanskrit from Sidhanta kaumudi and Panini's work both have their own advantages and limitations. Which makes it more accessible for beginners, deeply in to the intricate grammatical rules and structures as original work.

Course outcome:
CO 1: Define and Classify Kārakas: Understand the fundamental definition of a kāraka (an entity that aids in the accomplishment of an action) and accurately classify the six primary types (Kartā, Karma, Karaṇa, Sampradāna, Apādāna, and Adhikaraṇa).

CO 2: Map Cases to Relationships: Connect each kāraka category to its specific grammatical case ending (vibhakti), ranging from the Nominative (Prathamā) to the Locative (Saptamī).

CO 3: Apply Upapada Vibhakti Rules: Master special contextual rules where specific prepositions, particles, or roots govern particular case endings independent of standard kāraka definitions.

CO 4: Analyze Sentence Syntax: Break down complex Sanskrit verses and prose to trace how peripheral noun modifiers and core arguments link back to the main verb (kriyā).

CO 5: Translate and Compose Accurately: Read, interpret, and translate classical Sanskrit texts correctly, and write error-free sentences using proper case inflections.

CO–PO–PSO Mapping

(COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1:	3	2	3	2	3	1	2	2	2	1	1	3
CO2:	3	3	3	2	3	1	2	2	2	2	1	3
CO3:	2	3	3	2	2	2	2	3	2	1	1	3
CO4:	2	3	3	2	2	2	2	3	2	1	1	3
CO5:	3	3	2	3	3	1	2	3	2	2	1	3

PSOs Mapping

(COs)	PSO1	PSO2	PSO3	PSO4	PSO5
CO1:	3	2	3	2	2
CO2:	3	3	2	2	3
CO3:	2	3	3	2	2
CO4:	2	3	3	2	3
CO5:	3	3	3	2	3

Course Content:

Unit-I – Panchami Vibhakti

Unit-II- Sasthi Vibhakti

Unit-III and Unit-IV- Saptami Vibhakti

Recommended Textbooks:

1. Siddhanta-kaumudi with Balamanorama and Tattvabodhini, Vol.l (Ed.) Giridhara Sharma Chaturvedi, Motilal Banarsidass Pvt., New Delhi.
2. Siddhanta-kaumudi with Mitabhasini Com. (Ed.) S.R. Ray, Sanskrit Pustak Bhandar, 38 Cornwallis St.., Calcutta.
3. Siddhanta-kaumudi with Eng Tr. (Ed.) S.C. Basu, Motilal Banarsidass, New Delhi-110007, Rpt-1995.
4. Vaiyakarana Siddhantakaumudi (Ed.) M.V. Mahashabde, Poona.
5. Siddhanta kaumudi (Ed.) Prof. G.K. Dash &Dr (Mrs)K. Dash with navanita teeka, A.K. Mishra Publishers Pvt., Cuttack.
6. Siddhanta-kaumudi (Ed.) Minati Mishra, Vidyapuri, Cuttack.
7. Siddhanta-kaumudi (Ed.) Dr, Niranjan Pati, Kalyani Publishers, New Delhi.

8. Siddhanta-kaumudi (Ed.) P.R. Ray, Sailabala Women's College, Cuttack.
9. Siddhantakaumudi (Ed.) Gopal Krushna Dash, A. K. Mishra Publications, Cuttack.
10. Siddhantakaumudi (Ed.) Pramod Kumar Padhi, Kitab Mahal, Cuttack.

SDG Mapping

SDG No.	Sustainable Development Goal (SDG)	Course Relevance
SDG 4	**Quality Education**	Develops knowledge of Pāṇinian grammar, case endings (Vibhaktis), sentence formation, translation skills, language proficiency, and critical thinking.
SDG 8	**Decent Work and Economic Growth**	Enhances employability through translation, teaching, editing, publishing, and language-related professional skills.
SDG 9	**Industry, Innovation and Infrastructure**	Promotes systematic linguistic analysis and supports applications in computational linguistics, language technology, and digital Sanskrit resources.
SDG 10	**Reduced Inequalities**	Promotes inclusive access to Sanskrit language learning and preserves linguistic diversity.
SDG 11	**Sustainable Cities and Communities**	Preserves and promotes India's linguistic, literary, and cultural heritage through the study of Sanskrit grammar and translation.
SDG 16	**Peace, Justice and Strong Institutions**	Encourages ethical communication, accurate interpretation of texts, academic integrity, and preservation of traditional knowledge systems.
SDG 17	**Partnerships for the Goals**	Encourages collaboration among linguists, translators, educators, researchers, and cultural institutions to promote Sanskrit studies and Indian Knowledge Systems.

Prose and Prose Writing in Sanskrit

DM- SA32004
Credit - 04
Objectives –

Prose waiting makes the students aware of the construction of Sanskrit words and sentences. It helps them develop their skill of Compositions attention and derivation of words.

Course outcome

CO1 - Students know the adventures of ten young men, the kumaras,
CO2 - It Makes the students learn about Indian traditions and Moral valves.
CO3- Student know about Sanskrit tales and Fables briefly.
CO4- Student encash their higher level of performance.
CO5 - Students know how to describe a topic selection activity. Analyze Writing activities.

CO–PO–PSO Mapping

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1:	3	2	3	2	2	3	2	3	2	2	1	3
CO2:	3	2	2	3	2	3	3	3	3	3	2	3
CO3:	3	3	3	2	2	3	2	3	2	2	1	3
CO4:	2	3	3	3	3	2	2	3	3	3	2	3
CO5:	2	3	3	3	3	2	2	3	3	3	3	3

PSOs Mapping

(COs)	PSO1	PSO2	PSO3	PSO4	PSO5
CO1:	3	2	2	3	1
CO2:	2	2	3	3	1
CO3:	3	2	2	3	2
CO4:	1	2	3	2	3
CO5:	2	3	3	1	3

Course Content:

Unit-I/II Dasakumaracharitam (Purvapithika, Prathama Uchhvasa)
Unit-III Sukanasopadesa
Unit-IV Essay in Sanskrit
Unit-V Explanation of Idea in Sanskrit

Recommended Textbooks:

1. Dasakumaracharita (Ed.) M.R.Kale, Motilal Banarsidass,Delhi
2. Dasakumaracharita, Chaukhamba Publication, Varanasi.
3. Nibandhamala,A.T.Sharma
4. Samskrta – nibandha-shatakam,Kapila Dev Dvivedi
5. Brhat Anuvada Shiksa. Chakradhara Hansa Nautiya , MLBD,Delhi

6. Samskrta-nibandhandarshsh, Rammurti Sharma, Sahitya Niketan, Kanpur.
7. Sukanasopadesa, (Ed.) Ramakanta Jha, Choukhamba Vidyabhavan, Varanasi.
8. Sukanasopadesa (Ed.) Nimal Sundar Mishra, Kalyani Publishers, New Delhi.
9. Kadambari (Purvardham) with the Com. of Bhanuchandra Siddhanjani, MLBD, New Delhi
10. 10.Vyakaranadarpana, Tex Boom Burerau, Govt. of Odisha, Sukavihar, Bhubaneswar

SDG Mapping

SDG No.	Sustainable Development Goal (SDG)	Course Relevance
SDG 4	**Quality Education**	Develops knowledge of Sanskrit prose literature, narrative traditions, grammatical skills, creative writing, and literary analysis.
SDG 5	**Gender Equality**	Encourages understanding of social values, roles, and representation of diverse characters in Sanskrit prose narratives.
SDG 8	**Decent Work and Economic Growth**	Enhances language proficiency, writing skills, translation ability, teaching skills, and research competencies for professional development.
SDG 10	**Reduced Inequalities**	Promotes appreciation of diverse cultural expressions, ethical values, and inclusive perspectives through Sanskrit literature.
SDG 11	**Sustainable Cities and Communities**	Supports preservation and promotion of Sanskrit literary heritage, cultural traditions, and historical narratives.
SDG 16	**Peace, Justice and Strong Institutions**	Develops moral values, ethical thinking, social responsibility, and humanistic understanding through prose narratives and fables.
SDG 17	**Partnerships for the Goals**	Encourages interdisciplinary research and collaboration in Sanskrit studies, literature, culture, translation, and humanities.

Mahakavyas in Sanskrit

DM – SA32006

Credit - 04

Objectives – Ornate poetry helps the students understand and appreciate rpic poetry and evaluate the literary works in a critical point of view. History of Sanskrit helps. us acquire a proper knowledge about the society and traditions of Ancient India.

Course outcome

CO1 - Students understanding verse by. verse off Complete it sarga of Sishupalabadham.

CO2 -Students Application of advanced poetic and linguistic aspects of Sanskrit literature.

CO3 - If help or on Exam preparation.

CO4 - Students understand Verse-by- Verse of the Kiratarjuniyam appreciation of basic poetic and linguistic aspects of Sanskrit Literature.

CO5- Students got a clearer picture of the development of religious ideas, culture and social practices.

CO–PO–PSO Mapping

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1:	3	2	3	2	2	3	3	3	2	2	1	3
CO2:	3	3	3	3	2	2	2	3	3	3	2	3
CO3:	2	2	3	3	2	2	2	3	3	3	2	3
CO4:	3	3	3	2	2	3	3	3	2	2	1	3
CO5:	3	2	2	3	2	3	3	3	2	3	2	3

PSOs Mapping

(COs)	PSO1	PSO2	PSO3	PSO4	PSO5
CO1:	3	3	2	2	1
CO2:	3	3	3	2	2
CO3:	2	2	3	1	2
CO4:	3	3	2	2	2
CO5:	2	2	3	3	2

Course Content:

Unit-I/II Sisupalabadham (Canto-I Verses-01-48)

Unit-III/IV Kiratarjuniyam (Canto-I)

Unit-V History of Sanskrit literature (Mahakavya & Champukavya)

Recommended Textbooks:

1. Shishupalavadham (Ed.), S.R. Ray (Vallabhateeka), Bharatiya Vidya Prakashan, New Delhi.
2. Sishupalavadham, Canto-I (Ed.), Devanarayan Mishra, with Sarvankasa teeka of Mallinatha, Sahityabhandar, Meerut.
3. Shishupalavadham, Canto-I (Odia version), Pramod Kumar Padhi, Kitab Mahal, College Square, Cuttack.
4. Shishupalavadham Kiratarjuneeyam, Niranjan Pati, Kalyani Publishers, Cuttack.
5. Kiratarjuneeyam, Canto-1, (Odia Version), Harekrushna Satapathy, Kitab Mahal, College Square, Cuttack.

6. Sanskruta Sahityara Itihasa, (Odia Version), Harekrushna Satapathy, Kitab Mahal, College Square, Cuttack.
7. Samskruta Sahityaka Itihasa, Acharya Baladev Upadhyaya, Sarada Prakashan, Varanasi.

SDG Mapping

SDG No.	Sustainable Development Goal (SDG)	Course Relevance
SDG 4	**Quality Education**	Develops knowledge of Sanskrit Mahākāvyas, literary traditions, poetic techniques, language skills, and critical appreciation of classical texts.
SDG 5	**Gender Equality**	Encourages understanding of the portrayal of women, social roles, and ethical values represented in Sanskrit epic poetry.
SDG 8	**Decent Work and Economic Growth**	Enhances language proficiency, translation skills, teaching ability, and research competence in Sanskrit literature.
SDG 10	**Reduced Inequalities**	Promotes appreciation of diverse cultural traditions, ethical values, and inclusive humanistic perspectives found in Sanskrit literature.
SDG 11	**Sustainable Cities and Communities**	Preserves and promotes Indian literary heritage, cultural identity, traditions, and historical consciousness through Mahākāvya studies.
SDG 16	**Peace, Justice and Strong Institutions**	Develops moral values, leadership qualities, social responsibility, and ethical understanding through narratives and teachings of Mahākāvyas.
SDG 17	**Partnerships for the Goals**	Encourages interdisciplinary research and collaboration in Sanskrit, history, philosophy, culture, and humanities.

Science of Vastu and Vrukshya
DM – SA32008

Credit - 04

Objectives – Ornate poetry helps the students understand and appreciate rpic poetry and evaluate the literary works in a critical point of view. History of Sanskrit helps. us acquire a proper knowledge about the society and traditions of Ancient India.

Course outcome

Co1 - Students understanding verse by. verse off Complete it sarga
of Sishupalabadham.

Co2 -Students Application of advanced poetic and linguistic aspects
of Sanskrit literature.

Co3 - If helptor on Exam preparation.
C04 - Students understand Verse-by- Verse of the kiratarjuniyam
appreciation of basic poetic and linguistic aspects of Sanskrit Literature.
C05- Students got a clearer picture of the development of religious
ideas, culture and social practices.

CO–PO–PSO Mapping

(COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1:	3	2	3	2	2	3	3	3	2	2	1	3
CO2:	3	3	3	3	2	2	2	3	3	3	2	3
CO3:	2	2	3	3	2	2	2	3	3	3	2	3
CO4:	3	3	3	2	2	3	3	3	2	2	1	3
CO5:	3	2	2	3	2	3	3	3	2	3	2	3

PSOs Mapping

(COs)	PSO1	PSO2	PSO3	PSO4	PSO5
CO1:	3	3	2	2	1
CO2:	3	3	3	2	2
CO3:	2	2	3	1	2
CO4:	3	3	2	2	2
CO5:	2	2	3	3	2

UNIT-I /II/III-Vastuvidya in Brhatsamhita (Chap - 53)
UNIT-IV /V – Vrkshyayurveda in Brhatsamhita (Chap – 54)

BooKs for Reference

1. Brhatsamhita of Varahamihira,(Ed.)N.Chidambaram Iyer,Divine Books,New Delhi
2. Brhatsamhita with Vattapaliya vivrti (Ed.) Sudhakar Dwivedi and (re-edited by) Krushnachandra Dwivedi, Sampurnananda Samskrta Viswavidyalaya, Varanasi
3. Brhatsamhita (Hindi Trans.), Achyutananda Jha, Choukhamba Prakasan, Varanasi
4. Vrkshyayurveda in Ancient India (with original text and translation), Lallanji Gopal, Sandeep Prakashan, New Delhi
5. Vrkshyayurveda of Brhatsamhita, (Ed.), N.P. Dash, Vidyapuri, Cuttack.

SDG Mapping

SDG No.	Sustainable Development Goal (SDG)	Course Relevance
SDG 4	**Quality Education**	Develops knowledge of Vāstu Śāstra, Vṛkṣa (plant) science, traditional ecological concepts, and Indian Knowledge Systems through textual and practical learning.
SDG 6	**Clean Water and Sanitation**	Highlights traditional concepts of water conservation, natural resource management, and environmentally balanced planning.
SDG 11	**Sustainable Cities and Communities**	Promotes sustainable architecture, harmonious living spaces, environmental planning, and community well-being through Vāstu principles.
SDG 12	**Responsible Consumption and Production**	Encourages responsible use of natural resources, eco-friendly construction methods, and sustainable practices based on traditional knowledge.
SDG 13	**Climate Action**	Creates awareness about ecological balance, biodiversity, Panchamahābhūtas (five elements), and the relationship between humans and nature.
SDG 15	**Life on Land**	Develops understanding of trees, plants, biodiversity conservation, and the importance of vegetation for environmental sustainability.
SDG 16	**Peace, Justice and Strong Institutions**	Promotes ethical values, harmony with nature, responsible lifestyle, and sustainable decision-making.
SDG 17	**Partnerships for the Goals**	Encourages interdisciplinary collaboration among Sanskrit studies, environmental science, architecture, and traditional knowledge researchers.

SEMESTER-VII (Single Major)

Approaches to Research

Major- AR40001

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.

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, Cutytack 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	Justification
SDG 5 – Gender Equality	Encourages inclusive and ethical research practices by promoting sensitivity towards gender issues and equal participation in research activities.
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.

Sanskrit prose and poetry

Major –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

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

PSOs Mapping

(COs)	PSO1	PSO2	PSO3	PSO4	PSO5
CO1.	2	3	3	1	2
CO2.	3	3	3	2	2
CO3. .	3	3	2	2	2
CO4.	3	2	2	3	2
CO5.	2	3	3	3	2

Course Content:
Unit – I
Raghuvamsam (Ch-1)
Unit – II
Harsa – Charita (Ucchvasa-V)
Unit – III
NaisadhiyaCaritam (Canto – I)
Unit – IV
Buddhacharita (Canto.1)

Recommended Textbooks:
1. Nalachampu by NandakishorSharama, ChoukhambaSamskritSertise
2. Harshacharita by Banabhatta (in Hindi) Ashik Kaushik, Diamonda Pocket Books, Delhi
3. Raghuvamsam of Kalidasa (Ed) (Dharadatt Mishra, MLBD)
4. Naisadhiyacharitam by Dr. RamaprabhaOjha, ChoukhamabaKrishnadas Academy
5.Naisadhiyacharitam by Acharya Shesaraj Sharma, Choukhamba Surabharati
6. Suryanarayan Choudhuri, Saraswati Pustak
7.Budhhacharitam, Srirama Chandra Das Shatree, Choukhamba Vidyabarati, Varanasi

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	Justification
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

Major –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

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

PSOs Mapping

(COs)	PSO1	PSO2	PSO3	PSO4	PSO5
CO1..	**2**	**2**	**2**	**3**	**2**
CO2.	**3**	**3**	**2**	**2**	**2**
CO3..	**3**	**3**	**2**	**3**	**2**
CO4..	**2**	**2**	**3**	**3**	**2**
CO5..	**1**	**2**	**3**	**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 (Samvada Suktas)

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

Unit – III.Samhita Literature and Aranyaka Literature

Samhita - Rkveda, Yajurveda, Samaveda and Atharvaveda

Aranyaka - Rkveda, 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.

Suggested Readings

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	Justification
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.

C04. 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	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	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 Laghu Siddhantakaumudi)

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 Grammar.

Unit – IV -

i. Definition of Language, Genealogical and Morphological classification of, 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- European 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,	Paninian grammar provides a scientific framework that supports

SDG	Justification
Innovation & Infrastructure	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.

SCIENTIFIC LITERATURE IN SANSKRIT

Minor –SA42001

Credit – 04

Course Objectives (COs)

1. To introduce students to the major branches of scientific literature preserved in Sanskrit, including Ayurveda, Astronomy (Jyotiṣa), Mathematics (Gaṇita), Architecture (Vāstu), Music (Saṅgīta), and Veterinary Science.
2. To familiarize students with important scientific texts such as the Caraka Saṃhitā, Suśruta Saṃhitā, Sūrya Siddhānta, Māyamata, and Saṅgīta Ratnākara.
3. To develop an understanding of the scientific concepts, methods, and technical terminology found in Sanskrit literature.
4. To examine the historical development and interdisciplinary significance of scientific knowledge in the Sanskrit tradition.
5. To encourage critical analysis of ancient scientific ideas and their relevance to contemporary research and Indian Knowledge Systems (IKS).

Course Outcomes

1. Identify and describe the major branches of scientific literature in Sanskrit.
2. Explain the contributions of classical Sanskrit texts to medicine, astronomy, mathematics, architecture, music, and other sciences.
3. Interpret basic scientific concepts and technical terminology found in selected Sanskrit texts.
4. Critically evaluate the historical and cultural significance of scientific traditions preserved in Sanskrit literature.
5. Apply knowledge of Sanskrit scientific literature in interdisciplinary research related to the Indian Knowledge System (IKS) and the history of science.

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

CO–PO–PSO Mapping

PSOs Mapping

(COs)	PSO1	PSO2	PSO3	PSO4	PSO5
CO1.	**3**	**3**	**2**	**3**	**2**
CO2.	**3**	**2**	**3**	**3**	**3**
CO3.	**3**	**3**	**2**	**2**	**2**
CO4.	**2**	**3**	**3**	**3**	**2**
CO5.	**2**	**3**	**3**	**3**	**3**

Course Content:

Unit – I (i) The Indian Tradition in Science and Technology: An Overview- Jitendra Bajaj & M. D. Srinivas

(ii) Etiopathological Considerations in Ayurveda- A.R.V. Murthy

Unit – II (i)Vedic and Post- Vedic Scientific knowledge in India- Shakti Dhar Sharma

(ii) Trigonometry in the Sanskrit Works- An Introduction- Venkatesha Murthy

Unit – III (i) Astronomy, Physics, Engineering, Aeronautics, Chemistry, Metallurgy, Botany, Agriculture, Ecology, Geography, Architecture in Sanskrit.

Unit – IV (i) Ancient Indian Scientists- Charaka, Kanada, Jeevaka, Sushruta, Patanjali, Aryabhatta, Varahamihira, Brahmagupta, Mahaveeracharya, Nagarjuna, Bhaskaracharya.

Books for Reference:

1.Samskruta Vijnana Vaibhavam, D. Prahlada Char (Chief Editor), Rastriya Sanskrit Vidyapeetha (Deemed University), Tirupati, A.P, 1st edition, 2000.

2. Ibid., Vol-II, 2001.

3. Science in Sanskrit, Samskrrita Bharati, New Delhi-110055,1st edition,2007.

4.Pracheena Bharateeya Vijnanee (Odia version), Sarat Chandra Mishra, Friend's Publishers, Binodbihari, Cuttack-753002, 1st edition,2008.

5. Glimpses of Excellence in Ancient India, Suruchi Pande, Sri Ramakrishna Math, Mylapore, Chennai-600 004.

SDG Mapping

SDG	Justification
SDG 2 – Zero Hunger	Traditional Sanskrit literature includes agricultural and botanical knowledge that supports sustainable food systems.
SDG 3 – Good Health and Well-being	Classical texts on Ayurveda contribute significantly to understanding preventive healthcare, nutrition, and holistic well-being.
SDG 4 – Quality Education	Promotes learning of India's scientific heritage, critical thinking, and interdisciplinary education within the Indian Knowledge System (IKS).
SDG 5 – Gender Equality	Encourages inclusive study of scientific traditions and recognition of contributions from diverse sections of society where documented.
SDG 6 – Clean Water and Sanitation	Ancient texts contain references to water conservation, purification, and environmental management.
SDG 8 – Decent Work and Economic Growth	Supports careers in education, research, heritage management, translation, and cultural tourism.
SDG 9 – Industry, Innovation and Infrastructure	Highlights historical advances in mathematics, astronomy, metallurgy, architecture, and engineering, inspiring innovation.
SDG 10 – Reduced Inequalities	Preserves and disseminates traditional knowledge, making it accessible through modern education and research.
SDG 11 – Sustainable Cities and Communities	Studies traditional architecture (*Vāstuśāstra*), urban planning, and cultural heritage preservation.
SDG 12 – Responsible Consumption and	Encourages sustainable lifestyles through traditional ecological knowledge and resource management practices.

SDG	Justification
Production	
SDG 13 – Climate Action	Ancient environmental wisdom and ecological ethics support climate awareness and conservation.
SDG 15 – Life on Land	Sanskrit scientific literature includes knowledge of forests, medicinal plants, biodiversity, and ecological balance.
SDG 16 – Peace, Justice and Strong Institutions	Preserves intellectual heritage, ethical values, and knowledge systems that strengthen cultural institutions.
SDG 17 – Partnerships for the Goals	Encourages interdisciplinary collaboration among Sanskrit studies, history of science, medicine, architecture, environmental studies, and IKS research.

SEMESTER-VII (Double Major)

Approaches to Research

Major –AR40001
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.

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, Cutytack 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 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

SDG	Justification
	research communities.

Sanskrit prose and poetry

Major –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

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

PSOs Mapping

(COs)	PSO1	PSO2	PSO3	PSO4	PSO5
CO1.	2	3	3	1	2
CO2.	3	3	3	2	2
CO3. .	3	3	2	2	2
CO4.	3	2	2	3	2
CO5.	2	3	3	3	2

Course Content:
Unit – I
Raghuvamsam (Ch-1)
Unit – II
Harsa – Charita (Ucchvasa-V)
Unit – III
i.NaisadhiyaCaritam (Canto – I)
Unit – IV

Buddhacharita (Canto.1)

Books for Reference:

1)Nalachampu by NandakishorSharama, ChoukhambaSamskritSertise
2)Harshacharita by Banabhatta (in Hindi) Ashik Kaushik, Diamonda Pocket Books, Delhi
3) Raghuvamsam of Kalidasa (Ed) (Dharadatt Mishra, MLBD)
4. Naisadhiyacharitam by Dr.RamaprabhaOjha, ChoukhamabaKrishnadas Academy
5.Naisadhiyacharitam by Acharya Shesaraj Sharma, Choukhamba Surabharati
6. Suryanarayan Choudhuri, Saraswati Pustak
7.Budhhacharitam, Srirama Chandra Das Shatree, Choukhamba Vidyabarati, Varanasi

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

Major –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

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

PSOs Mapping

(COs)	PSO1	PSO2	PSO3	PSO4	PSO5
CO1..	**2**	**2**	**2**	**3**	**2**
CO2.	**3**	**3**	**2**	**2**	**2**
CO3..	**3**	**3**	**2**	**3**	**2**
CO4..	**2**	**2**	**3**	**3**	**2**
CO5..	**1**	**2**	**3**	**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 (Samvada Suktas)

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

Unit – III.Samhita Literature and Aranyaka Literature

Samhita - Rkveda, Yajurveda, Samaveda and Atharvaveda

Aranyaka - Rkveda, 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.

Suggested Readings

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.

C04. 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 Laghu Siddhantakaumudi)

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 Grammar.

Unit – IV -

i. Definition of Language, Genealogical and Morphological classification of, 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- European 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.

Scientific Literature in Sanskrit

Minor –SA42001
Credit – 04
Course Objectives (COs)
1. To introduce students to the major branches of scientific literature preserved in Sanskrit, including Ayurveda, Astronomy (Jyotiṣa), Mathematics (Gaṇita), Architecture (Vāstu), Music (Saṅgīta), and Veterinary Science.
2. To familiarize students with important scientific texts such as the Caraka Saṃhitā, Suśruta Saṃhitā, Sūrya Siddhānta, Māyamata, and Saṅgīta Ratnākara.

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12

3. To develop an understanding of the scientific concepts, methods, and technical terminology found in Sanskrit literature.
4. To examine the historical development and interdisciplinary significance of scientific knowledge in the Sanskrit tradition.
5. To encourage critical analysis of ancient scientific ideas and their relevance to contemporary research and Indian Knowledge Systems (IKS).

Course Outcomes

1. Identify and describe the major branches of scientific literature in Sanskrit.
2. Explain the contributions of classical Sanskrit texts to medicine, astronomy, mathematics, architecture, music, and other sciences.
3. Interpret basic scientific concepts and technical terminology found in selected Sanskrit texts.
4. Critically evaluate the historical and cultural significance of scientific traditions preserved in Sanskrit literature.
5. Apply knowledge of Sanskrit scientific literature in interdisciplinary research related to the Indian Knowledge System (IKS) and the history of science.

CO–PO–PSO Mapping

CO1.	3	2	–	2	1	2	1	2	–	2	–	2
CO2.	3	3	2	2	2	3	2	2	–	2	–	2
CO3.	3	3	2	3	2	2	1	2	–	2	–	2
CO4.	3	3	2	3	2	3	2	3	2	2	1	3
CO5.	3	3	3	3	3	3	2	2	2	3	2	3

PSOs Mapping

(COs)	PSO1	PSO2	PSO3	PSO4	PSO5
CO1.	**3**	**3**	**2**	**3**	**2**
CO2.	**3**	**2**	**3**	**3**	**3**
CO3.	**3**	**3**	**2**	**2**	**2**
CO4.	**2**	**3**	**3**	**3**	**2**
CO5.	**2**	**3**	**3**	**3**	**3**

Course Content:

Unit – I (i) The Indian Tradition in Science and Technology: An Overview- Jitendra Bajaj & M. D. Srinivas

(ii) Etiopathological Considerations in Ayurveda- A.R.V. Murthy

Unit – II (i)Vedic and Post- Vedic Scientific knowledge in India- Shakti Dhar Sharma

(ii) Trigonometry in the Sanskrit Works- An Introduction- Venkatesha Murthy

Unit – III (i) Astronomy, Physics, Engineering, Aeronautics, Chemistry, Metallurgy, Botany, Agriculture, Ecology, Geography, Architecture in Sanskrit.

Unit – IV (i) Ancient Indian Scientists- Charaka, Kanada, Jeevaka, Sushruta, Patanjali, Aryabhatta, Varahamihira, Brahmagupta, Mahaveeracharya, Nagarjuna, Bhaskaracharya.

Recommended Textbooks:

1.Samskruta Vijnana Vaibhavam, D. Prahlada Char (Chief Editor), Rastriya Sanskrit Vidyapeetha (Deemed University), Tirupati, A.P, 1st edition, 2000.

2. Ibid., Vol-II, 2001.

3. Science in Sanskrit, Samskrrita Bharati, New Delhi-110055,1st edition,2007.

4.Pracheena Bharateeya Vijnanee (Odia version), Sarat Chandra Mishra, Friend's Publishers, Binodbihari, Cuttack-753002, 1st edition,2008.

5. Glimpses of Excellence in Ancient India, Suruchi Pande, Sri Ramakrishna Math, Mylapore, Chennai-600 004.

SDG Mapping

SDG **Justification**

SDG	Justification
SDG 2 – Zero Hunger	Traditional Sanskrit literature includes agricultural and botanical knowledge that supports sustainable food systems.
SDG 3 – Good Health and Well-being	Classical texts on Ayurveda contribute significantly to understanding preventive healthcare, nutrition, and holistic well-being.
SDG 4 – Quality Education	Promotes learning of India's scientific heritage, critical thinking, and interdisciplinary education within the Indian Knowledge System (IKS).
SDG 5 – Gender Equality	Encourages inclusive study of scientific traditions and recognition of contributions from diverse sections of society where documented.
SDG 6 – Clean Water and Sanitation	Ancient texts contain references to water conservation, purification, and environmental management.
SDG 8 – Decent Work and Economic Growth	Supports careers in education, research, heritage management, translation, and cultural tourism.
SDG 9 – Industry, Innovation and Infrastructure	Highlights historical advances in mathematics, astronomy, metallurgy, architecture, and engineering, inspiring innovation.
SDG 10 – Reduced Inequalities	Preserves and disseminates traditional knowledge, making it accessible through modern education and research.
SDG 11 – Sustainable Cities and Communities	Studies traditional architecture (*Vāstuśāstra*), urban planning, and cultural heritage preservation.
SDG 12 – Responsible Consumption and Production	Encourages sustainable lifestyles through traditional ecological knowledge and resource management practices.
SDG 13 – Climate Action	Ancient environmental wisdom and ecological ethics support climate awareness and conservation.
SDG 15 – Life on Land	Sanskrit scientific literature includes knowledge of forests, medicinal plants, biodiversity, and ecological balance.
SDG 16 – Peace, Justice and Strong Institutions	Preserves intellectual heritage, ethical values, and knowledge systems that strengthen cultural institutions.
SDG 17 – Partnerships for the Goals	Encourages interdisciplinary collaboration among Sanskrit studies, history of science, medicine, architecture, environmental studies, and IKS research.

Ethical Literature in Sanskrit

SA42003
Credit – 04

Course Objectives

1. Understand the concept of ethics (*Nīti*, *Dharma*, *Sadācāra*) as reflected in Sanskrit literature and Indian philosophical traditions.
2. Familiarize themselves with major ethical texts and authors, such as the *Pañcatantra*, *Hitopadeśa*, *Viduranīti*, *Chanakya Nīti*, *Manusmṛti* (selected portions), *Mahābhārata*, and *Rāmāyaṇa*.
3. Analyze moral values, duties, virtues, and principles of righteous conduct presented in classical Sanskrit literature.
4. Develop critical thinking by interpreting ethical teachings in relation to contemporary social, personal, and professional life.
5. Appreciate the relevance of Sanskrit ethical literature in promoting human values, leadership, social harmony, and responsible citizenship.

Course Outcomes

CO1. Identify and explain the fundamental ethical concepts and values embodied in Sanskrit literature, including *Dharma*, *Nīti*, *Satya*, *Ahimsa*, and *Sadācāra*.

CO2. Interpret selected passages from classical Sanskrit ethical texts and analyze their moral, philosophical, and cultural significance.

CO3. Compare ethical principles presented in different Sanskrit texts and evaluate their relevance to contemporary individual and societal issues.

CO4. Apply ethical principles derived from Sanskrit literature to decision-making, leadership, professional ethics, and responsible citizenship.

CO5. Critically assess the contribution of Sanskrit ethical literature to the Indian Knowledge System (IKS), value-based education, and interdisciplinary studies.

CO–PO–PSO Mapping

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

PSOs Mapping

(COs)	PSO1	PSO2	PSO3	PSO4	PSO5
CO1.	3	3	3	2	2
CO2..	3	3	2	3	2
CO3.	2	3	3	3	2

CO4.	2	2	3	3	3
CO5.	3	3	3	3	3

Course Content:

Unit-I & II- Canakyaniti (Chap –I, II & III from canakyanitidarpana)

Unit-III- Nitisataka of Bhartruhari (Verses 1-30)

Unit-IV- Viduraniti (Ch. I Verses 20 – 60)

Unit-V- Moral Values in Canakyaniti, Nitisataka and Viduraniti.

Books for Reference:

1.Canakyanitidarpana (Ed.) Gunjeswar Choudhary, Choukhamba Surabharati Prakashan, Varanasi.

2.Nitisataka (Ed.) M.R. Kale, MLBD, New Delhi (Text).

3.Nitisataka (Ed.) Naresh jha, Choukhamba Prakashan, New Delhi.

4.Viduraniti, Gunjeswar Choudhury, Chawkhamba Surabharati Prakashan, Varanasi.

5.Viduraniti, Gitapress, Gorakhpur.

6.Bhartuhari satakatrayam, B.S. Mishra, Vidyapuri , Cuttack.

SDG Mapping

SDG	**Justification**
SDG 1 – No Poverty	Ethical teachings encourage compassion, charity (*Dāna*), and social responsibility towards disadvantaged communities.
SDG 2 – Zero Hunger	Sanskrit ethical texts emphasize hospitality, food sharing (*Anna-dāna*), and care for all living beings.
SDG 3 – Good Health and Well-being	Promotes mental well-being through virtues such as self-control, non-violence (*Ahimsa*), truthfulness (*Satya*), and balanced living.
SDG 4 – Quality Education	Strengthens value-based education, ethical reasoning, critical thinking, and holistic personality development.
SDG 5 – Gender Equality	Encourages respect, dignity, justice, and equality through ethical values and inclusive interpretation of classical literature.
SDG 6 – Clean Water and Sanitation	Ethical principles promote cleanliness, purity, and responsible stewardship of natural resources.
SDG 8 – Decent Work and Economic Growth	Emphasizes honesty, integrity, and ethical conduct in professional and public life.
SDG 9 – Industry, Innovation and Infrastructure	Encourages ethical innovation, responsible leadership, and sustainable knowledge systems.
SDG 10 – Reduced Inequalities	Advocates justice, compassion, respect for diversity, and social inclusion through universal ethical values.
SDG 11 – Sustainable Cities and Communities	Promotes cultural heritage, community harmony, responsible citizenship, and peaceful coexistence.

SDG 12 – Responsible Consumption and Production	Encourages moderation, self-discipline, ethical consumption, and responsible use of resources.
SDG 13 – Climate Action	Sanskrit ethical literature advocates harmony with nature, environmental stewardship, and ecological responsibility.
SDG 14 – Life Below Water	Ethical teachings foster respect for all forms of life, including aquatic ecosystems.
SDG 15 – Life on Land	Promotes compassion toward animals, biodiversity conservation, and protection of forests and ecosystems.
SDG 16 – Peace, Justice and Strong Institutions	Strongly emphasizes justice (*Dharma*), truth (*Satya*), non-violence (*Ahimsa*), good governance, ethical leadership, and responsible citizenship.
SDG 17 – Partnerships for the Goals	Encourages interdisciplinary collaboration, cultural dialogue, and global partnerships through the shared study of ethical traditions.

SEMESTER-VIII (Single Major)

(With Research)

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

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

PSOs Mapping

(COs)	PSO1	PSO2	PSO3	PSO4	PSO5
CO1.	**3**	**2**	**2**	**3**	**2**
CO2.	**3**	**3**	**2**	**2**	**3**
CO3.	**2**	**3**	**3**	**3**	**2**
CO4.	**3**	**3**	**2**	**3**	**2**
CO5.	**2**	**3**	**3**	**2**	**3**

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
Books for Reference:
1)Uttara-rama-charitam of Bhavabhuti (Ed.) by P.V. Kane,
2)Uttara-rama- charatam of Bhavabhuti (Ed) by M.R. Kale
3)Venisangharam by SivarajSastri, SahityabhandarSubhas Bazar, Meeruth
4)Ratnavali (Ed.) Global Vision Publishing House, 19A/E G.T.V.Enclave, Delhi, 2004
5)Ratnavali (Ed.) M.R. Kale, Motial Banarasidass,1996
6.Mudrarakhyasa, Rakesh Shatree, ChoukhambaOrientalia, Delhi
7.Mruchakatikamby Jagdichandra 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.

Yoga for Personality Development and Stress Management

Minor –SA42002
Credit – 04
Objectives:

- To enhance physical, vital and mental balance, along with healthy life.
- To enable the students to have good health.
- To possess emotional stability and integrate moral values within the students.

Course Outcome:

CO1.The disciples are assumed to purify their internal and external thoughts. Feel the divine consciousness and absolute truth.

CO2. Feel the divine consciousness and absolute truth in the life.

CO3.Understand the concepts of Yoga develop ethical values and will be encouraged to practice it.

CO4.Applying yogic techniques, maintain good health and manage the stress.

CO5.Demonstrate Yoga exercises and postures to stretch and strengthen the body.

CO–PO–PSO Mapping

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1:	3	2	3	2	2	3	3	3	2	2	2	3
CO2:	3	2	3	2	2	3	3	3	2	2	2	3
CO3:	3	3	3	3	2	2	3	3	3	3	2	3
CO4:	3	3	3	3	3	2	3	3	3	3	2	3
CO5:	3	3	3	3	3	2	3	3	3	3	2	3

PSOs Mapping

(COs)	PSO1	PSO2	PSO3	PSO4	PSO5
CO1:	2	3	3	3	1
CO2:	2	2	3	3	1
CO3:	2	3	3	3	2
CO4:	1	2	3	3	3
CO5:	1	2	3	2	3

Course Contents:

Unit-I. Concept of Yoga – meaning, definition types & techniques of Yoga

Unit-II. Personality development through Yoga

a. Yogic techniques to develop attention, memories and concentration.

Unit-III. Concept of Stress according to Indian & Western Psychology & its impacts

Unit-IV.Stress Management through yogic techniques –Pranayama, Dhyana, Chanting of Mantras, & Yoga-nidra

a-Yogic way of life with special reference to Srimad-Bhagavat-Geeta, Charaka-samhita.

Books for Reference:

1.Swami Satyananda Saraswati, Asana, Pranayama, Mudra & Bandha, Bihar Yoga Bharati, Bihar

2.Eizabeth B. Hurlock, Personality Development

3.Cannon W. (1939) The Wisdom of Body, IInd ed. NY. Norton Pubs

4.Selye H (1950) "Stress & the general adption
Syndrome" Br.Med.J.1(4667)

6.Mills.R. S (1995). Realizing Mental Health: Toward a new
Psychology of Resiliency, Sulberger& Graham Publishing, Ltd.

7.Lehre.Paul M & David H. (FRW) Barlow, Robert L. Woolfolk, Wesley E. 8. Sime (2007) Principles & Practice of Stress Management, Third Edition Yoga & Stress Management by Acharya Yogendra.

SDG Mapping

SDG No.	Sustainable Development Goal (SDG)	Course Relevance
SDG 3	**Good Health and Well-being**	Promotes physical fitness, mental health, emotional balance, stress management, healthy lifestyles, and holistic well-being through Yoga practices.
SDG 4	**Quality Education**	Develops knowledge of Yoga philosophy, personality development, self-discipline, ethical values, and lifelong learning.
SDG 5	**Gender Equality**	Encourages equal participation in Yoga practices and promotes respect, dignity, and inclusiveness irrespective of gender.
SDG 8	**Decent Work and Economic Growth**	Enhances employability by developing leadership, self-confidence, communication, emotional intelligence, and stress management skills essential for professional success.
SDG 10	**Reduced Inequalities**	Promotes inclusive access to Yoga education and well-being practices for individuals from diverse social and economic backgrounds.
SDG 16	**Peace, Justice and Strong Institutions**	Cultivates ethical values, self-control, compassion, discipline, and peaceful coexistence through the principles of Yoga.
SDG 17	**Partnerships for the Goals**	Encourages collaboration among educational institutions, health professionals, Yoga practitioners, and community organizations to promote holistic health and well-being.

DISSERTATION
RD-40082
Credit – 12
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 a 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)	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PO11	PO12
CO1:	3	3	3	2	2	2	2	3	2	2	3	3
CO2:	3	3	3	3	3	2	2	3	3	3	3	3
CO3:	3	3	3	3	3	2	2	3	3	3	3	3
CO4:	3	3	3	3	2	2	2	3	3	3	3	3
CO5:	3	3	3	3	2	2	2	3	3	3	3	3

PSOs Mapping

(COs)	PSO1	PSO2	PSO3	PSO4	PSO5
CO1:	2	3	3	2	3
CO2:	2	3	3	2	3
CO3:	2	3	3	2	2
CO4:	1	3	3	2	3
CO5:	2	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.

Viva-voce on Field works and Dissertation include for Evaluation

Dissertation based on 30 day's fieldwork	50 Marks
Seminar Presentation and Field Dairy	30 Marks
Viva voce test on dissertation	20 Marks

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 No.	Sustainable Development Goal (SDG)	Course Relevance
SDG 4	**Quality Education**	Develops advanced research skills, critical thinking, academic writing, data analysis, and independent learning through dissertation work.
SDG 5	**Gender Equality**	Encourages inclusive, unbiased, and gender-sensitive research practices where relevant to the chosen research topic.
SDG 8	**Decent Work and Economic Growth**	Enhances employability through research, analytical, communication, project management, and academic writing skills.
SDG 9	**Industry, Innovation and Infrastructure**	Promotes innovation, evidence-based research, interdisciplinary inquiry, and knowledge creation to address societal and academic challenges.
SDG 10	**Reduced Inequalities**	Encourages inclusive research that addresses social diversity, equity, and equal access to knowledge.
SDG 16	**Peace, Justice and Strong Institutions**	Strengthens research ethics, academic integrity, responsible scholarship, transparency, and evidence-based decision-making.
SDG 17	**Partnerships for the Goals**	Promotes collaboration among students, supervisors, researchers, institutions, and interdisciplinary teams to

		advance knowledge and research outcomes.

SEMESTER-VIII (Single Major)

(Without Research)

Sanskrit Drama

Major –SA-40002
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

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

PSOs Mapping

(COs)	PSO1	PSO2	PSO3	PSO4	PSO5
CO1.	3	2	2	3	2
CO2.	3	3	3	2	2
CO3.	2	3	3	3	2
CO4.	3	3	2	3	2
CO5.	2	3	3	2	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
Books for Reference:
1)Uttara-rama-charitam of Bhavabhuti (Ed.) by P.V. Kane, MLBD, Delhi-6.
2)Uttara-rama- charatam of Bhavabhuti (Ed) by M.R. Kale, MLBD, Vanaras.
3)Venisangharam by SivarajSastri, SahityabhandarSubhas Bazar, Meeruth.
4)Ratnavali (Ed.) Global Vision Publishing House, 19A/E G.T.V. Enclave, Delhi, 2004
5)Ratnavali (Ed.) M.R. Kale, Motial Banarasidass,1996
6.Mudrarakhyasa, Rakesh Shatree, ChoukhambaOrientalia, Delhi
7.Mruchakatikamby Jagdichandra 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

Major –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.

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

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

PSOs Mapping

(COs)	PSO1	PSO2	PSO3	PSO4	PSO5
CO1.	**3**	**3**	**2**	**3**	**2**
CO2	**3**	**3**	**3**	**2**	**2**
CO3.	**3**	**3**	**2**	**2**	**3**
CO4.	**3**	**3**	**3**	**3**	**2**
CO5.	**2**	**3**	**3**	**3**	**3**

Course Content:

Unit-I Samkya and Yoga (twenty-Five elements of Samkya and Astangayaga of yagadarsona)

Unit-II Nayaya-Vaisesika (Astakavyavada, Saptapadarthas)

Unit-III Vedanta and Mimamsa (Saktidvaya of Maya in Vedanta and Karma in Mimamsa

Unit-IV Nastikas: Carvak and Jaina (Yadrechavada and Nairatmyavda of Carvaka, Sapta-Bhanga – nyaya of Jaina.

Unit – V Bauddhadarsana (Aryasatya and Eight Noble – Paths**.**

Books for Reference:

1. History of Indian Philosophy, S.N. Dasgupta, MLBD, New Delhi.
2. Indian Philosophy, S. Radhakrishnan, George Allen and Unuin Ltd. New York.
3. Acritical Survey of Indian Philosophy, MLBD, New Delhi
4. Outline of Indian Philosophy, m. Hiriyana MLBD, New Delhi
5. Bharatiya Darshana (Odia), GourangaCharan Nayak, The Odisha State Text Book Boreu of Preparation and Production, Bhubaneswar.

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	Justification
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.

Sanskrit Poetics and Dramaturgy

SA40006
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)

Books for Recommended:

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, ChoukhambaVidyabhavan, 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

SDG	Justification
	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.

M**anuscriptology and Indian Knowledge System**

Major –SA40008
Credit – 04

Course Objectives

1. Understand the concept, history, scope, and significance of manuscriptology and its role in preserving Indian intellectual heritage.
2. Familiarize themselves with different types of manuscripts, scripts, materials, cataloguing methods, preservation techniques, and documentation practices.
3. Develop knowledge of the Indian Knowledge System (IKS) as preserved through Sanskrit and regional language manuscripts.
4. Introduce students to methods of manuscript reading, editing, critical analysis, and interpretation of traditional texts.
5. Appreciate the contribution of manuscripts to various fields such as philosophy, science, medicine, literature, art, architecture, and cultural studies.
6. Develop research skills for interdisciplinary exploration of manuscripts and their relevance in contemporary academic studies.

Course Outcomes

CO1. Explain the meaning, history, scope, and importance of manuscriptology and its role in preserving Indian cultural and intellectual heritage.
CO2. Identify different types of manuscripts, scripts, writing materials, cataloguing methods, and preservation techniques used in manuscript studies.
CO3. Apply basic principles of manuscript reading, transcription, editing, and critical interpretation of traditional texts.
CO4. Analyze the contribution of manuscripts to various domains of the Indian Knowledge System, including literature, philosophy, science, medicine, and arts.
CO5. Conduct interdisciplinary research using manuscript resources and evaluate their relevance for contemporary knowledge creation and cultural preservation.

CO–PO–PSO Mapping

(COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1.	3	2	2	2	1	3	3	2	1	3	1	3

CO2.	**3**	**2**	**2**	**3**	**3**	**2**	**2**	**2**	**1**	**3**	**2**	**3**
CO3.	**3**	**3**	**3**	**3**	**3**	**2**	**2**	**3**	**1**	**3**	**2**	**3**
CO4.	**3**	**3**	**3**	**3**	**2**	**3**	**3**	**3**	**2**	**3**	**2**	**3**
CO5.	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**2**	**3**	**3**	**3**

PSOs Mapping

(COs)	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1.	**3**	**3**	**2**	**3**	**2**
CO2.	**3**	**2**	**3**	**3**	**2**
CO3.	**3**	**3**	**3**	**2**	**2**
CO4.	**3**	**3**	**2**	**3**	**3**
CO5.	**2**	**3**	**3**	**3**	**3**

Unit-I: Manuscript

Meaning & Definition, Types of Manuscripts (Calligraphy, Illuminated & Illustrated)

Unit-II

Writing Surface & Materials (Tala-patra (Plamleaf), Bhurja-patra (Brich bark), Paper, Cloth, Parchment, Metals, Stone, Ink, Quill and Stylus)

Unit-III

Manuscript Cataloguing: Origin and Development, Types Catalogue (Alphabetical & Descriptive)

Unit-IV

Outlines of New Catalogus Catalogorum (NCC), Manuscript Preservation Centers in India (IGNCA, GOML, BORI & Orissa State Museum)

Core Readings:

Introduction to Manuscriptology, R. S. Shivaganesha Murthy, Cambridge University Press (1 January 1996)

Gabeesana Prabidhi, Dr. Subodh Kumar Chatarjee, Published By Vidyapuri, Cuttack, 1999

Suggested Readings:

The Fundamentals of Manuscriptology, P. Visalakshy, Dravidian Linguistics Association, 2003

Manuscriptology, S. Jagannatha, Published by Parimal Publications, 2007

Catalogue of Books and manuscripts, Harvard College Library, Ruth Mortimer, Lessing J. Rosenwald, Belknap Press of Harvard University Press, Cambridge, 1964

New Catalogus Catalogorum, University of Madras, Hassell Street Press, Chennai, 2021

Manuscripts, Catalogues, Editions: Steps Taken for the Collection, Preservation and Utilisation of Manuscripts, V. Raghavan, Bharati Vijayam Press, 1963

SDG Mapping

SDG	**Justification**
SDG 1 – No Poverty	Manuscript studies preserve traditional knowledge related to social welfare, livelihood practices, and indigenous wisdom.
SDG 2 – Zero Hunger	Ancient manuscripts contain knowledge of agriculture, food

	practices, and sustainable resource management.
SDG 3 – Good Health and Well-being	Manuscripts preserve Ayurvedic, medical, and wellness-related knowledge traditions contributing to holistic health studies.
SDG 4 – Quality Education	Promotes knowledge preservation, research skills, textual studies, and value-based learning through Indian Knowledge Systems.
SDG 5 – Gender Equality	Encourages inclusive historical research and recognition of diverse contributors to knowledge traditions.
SDG 6 – Clean Water and Sanitation	Some traditional manuscripts contain knowledge related to water management and environmental practices.
SDG 7 – Affordable and Clean Energy	Traditional scientific manuscripts provide insights into sustainable practices and indigenous technologies.
SDG 8 – Decent Work and Economic Growth	Develops expertise in manuscript conservation, translation, research, archives, and heritage management.
SDG 9 – Industry, Innovation and Infrastructure	Supports innovation through digitization, preservation technologies, manuscript databases, and research methodologies.
SDG 10 – Reduced Inequalities	Facilitates wider access to traditional knowledge through documentation, translation, and digital preservation.
SDG 11 – Sustainable Cities and Communities	Preserves cultural heritage, historical records, temple manuscripts, and community knowledge traditions.
SDG 12 – Responsible Consumption and Production	Encourages sustainable preservation, conservation, and responsible management of cultural resources and manuscripts.
SDG 13 – Climate Action	Manuscripts contain traditional ecological knowledge that supports environmental awareness and sustainability.
SDG 14 – Life Below Water	Traditional knowledge resources may include references to biodiversity and ecological conservation.
SDG 15 – Life on Land	Manuscripts preserve knowledge of medicinal plants, agriculture, forests, and ecological balance.
SDG 16 – Peace, Justice and Strong Institutions	Supports preservation of cultural identity, ethical knowledge systems, historical documentation, and institutional heritage.
SDG 17 – Partnerships for the Goals	Encourages collaboration among Sanskrit studies, archives, libraries, archaeology, digital humanities, and interdisciplinary research.

Yoga for Personality Development and Stress Management

Minor –SA-42002

Credit – 04

Objectives:

- To enhance physical, vital and mental balance, along with healthy life.
- To enable the students to have good health.
- To possess emotional stability and integrate moral values within the students.

Course Outcome:

CO1.The disciples are assumed to purify their internal and external thoughts. Feel the divine consciousness and absolute truth.
CO2. Feel the divine consciousness and absolute truth in the life.
CO3.Understand the concepts of Yoga develop ethical values and will be encouraged to practice it.
CO4.Applying yogic techniques, maintain good health and manage the stress.
CO5.Demonstrate Yoga exercises and postures to stretch and strengthen the body.

CO–PO–PSO Mapping

COs	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1.	1	–	–	–	–	2	3	3	–	–	–	3
CO2.	1	–	–	–	–	2	3	3	–	–	–	3
CO3.	2	2	–	–	–	2	3	3	1	–	–	3
CO4.	2	2	2	1	–	2	2	2	–	–	–	3
CO5.	2	2	3	2	–	1	2	2	1	–	–	3

PSOs Mapping

(COs)	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1.	2	3	3	3	1
CO2.	2	2	3	3	1
CO3.	2	3	3	3	2
CO4.	1	2	3	3	3
CO5.	1	2	3	2	3

Course Contents:
Unit-I. Concept of Yoga – meaning, definition types & techniques of Yoga
Unit-II. Personality development through Yoga
a. Yogic techniques to develop attention, memories and concentration.
Unit-III. Concept of Stress according to Indian & Western Psychology & its impacts
Unit-IV.Stress Management through yogic techniques –Pranayama, Dhyana, Chanting of Mantras, & Yoga-nidra
a. Yogic way of life with special reference to Srimad-Bhagavat-Geeta, Charaka-samhita
Recommended Books-
1.Swami SatyanandaSaraswati, Asana, Pranayama, Mudra&Bandha, Bihar Yoga Bharati, Bihar
2.Eizabeth B. Hurlock, Personality Development
3.Cannon W. (1939) The Wisdom of Body, IInd ed. NY. Norton Pubs
4.Selye H (1950) "Stress & the general adption
Syndrome" Br.Med.J.1(4667)
6.Mills.R. S (1995). Realizing Mental Health: Toward a new
Psychology of Resiliency, Sulberger& Graham Publishing, Ltd

7.Lehre.Paul M & David H. (FRW) Barlow, Robert L. Woolfolk, Wesley E. Sime (2007) Principles & Practice of Stress Management, Third Edition
8.Yoga & Stress Management by Acharya Yogendra.

SDG Mapping

Relevant SDG	SDG Title	How Yoga Contributes
SDG 3	Good Health and Well-being	Yoga reduces stress, anxiety, depression, and promotes mental and physical health through asanas, pranayama, and meditation.
SDG 4	Quality Education	Yoga enhances self-awareness, discipline, concentration, emotional intelligence, and lifelong learning, contributing to holistic education.
SDG 3	Good Health and Well-being	Regular yoga practice improves emotional resilience, mindfulness, and psychological well-being.
SDG 16	Peace, Justice and Strong Institutions	Yogic principles (Yama and Niyama) promote honesty, compassion, integrity, non-violence, and responsible behavior.
SDG 5	Gender Equality	Yoga is accessible to all genders, encouraging equal participation and empowering individuals irrespective of gender.
SDG 8	Decent Work and Economic Growth	Stress management through yoga improves productivity, job satisfaction, creativity, and reduces absenteeism.
SDG 3	Good Health and Well-being	Yoga supports prevention and management of stress-related disorders, improving overall quality of life.
SDG 16	Peace, Justice and Strong Institutions	Yoga cultivates empathy, patience, cooperation, and peaceful conflict resolution, strengthening communities.
SDG 12	Responsible Consumption and Production	Yogic philosophy encourages mindful living, moderation, and responsible use of natural resources.
SDG 11	Sustainable Cities and Communities	Community yoga initiatives promote healthier, inclusive, and resilient communities through collective well-being.
SDG 3	Good Health and Well-being	Regular yoga practice enhances flexibility, strength, immunity, and helps prevent lifestyle diseases.
SDG 4	Quality Education	Yoga encourages continuous self-improvement, critical thinking, and development of life skills for personal and professional success.

SEMESTER-VIII (Double Major)

(With Research)

Sanskrit Drama

Major –SA-40002
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

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

PSOs Mapping

(COs)	PSO1	PSO2	PSO3	PSO4	PSO5
CO1.	**3**	**2**	**2**	**3**	**2**
CO2.	**3**	**3**	**3**	**2**	**2**
CO3.	**2**	**3**	**3**	**3**	**2**
CO4.	**3**	**3**	**2**	**3**	**2**

CO5.	**2**	**3**	**3**	**2**	**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
Books for Reference:
1)Uttara-rama-charitam of Bhavabhuti (Ed.) by P.V. Kane,
2)Uttara-rama- charatam of Bhavabhuti (Ed) by M.R. Kale
3)Venisangharam by SivarajSastri, SahityabhandarSubhas Bazar, Meeruth
4)Ratnavali (Ed.) Global Vision Publishing House, 19A/E G.T.V. Enclave, Delhi, 2004
5)Ratnavali (Ed.) M.R. Kale, Motial Banarasidass,1996
6.Mudrarakhyasa, Rakesh Shatree, ChoukhambaOrientalia, Delhi
7.Mruchakatikamby Jagdichandra 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.

Yoga for Personality Development and Stress Management

Minor –SA42002
Credit – 04
Objectives:

- To enhance physical, vital and mental balance, along with healthy life.
- To enable the students to have good health.
- To possess emotional stability and integrate moral values within the students.

Course Outcome:

CO1.The disciples are assumed to purify their internal and external thoughts. Feel the divine consciousness and absolute truth.

CO2. Feel the divine consciousness and absolute truth in the life.

CO3.Understand the concepts of Yoga develop ethical values and will be encouraged to practice it.

CO4.Applying yogic techniques, maintain good health and manage the stress.

CO5.Demonstrate Yoga exercises and postures to stretch and strengthen the body.

CO–PO–PSO Mapping

COs	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1.	1	–	–	–	–	2	3	3	–	–	–	3
CO2.	1	–	–	–	–	2	3	3	–	–	–	3
CO3.	2	2	–	–	–	2	3	3	1	–	–	3
CO4.	2	2	2	1	–	2	2	2	–	–	–	3
CO5.	2	2	3	2	–	1	2	2	1	–	–	3

PSOs Mapping

(COs)	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1.	2	3	3	3	1
CO2.	2	2	3	3	1
CO3.	2	3	3	3	2

CO4.	1	2	3	3	3
CO5.	1	2	3	2	3

Course Contents:

Unit-I. Concept of Yoga – meaning, definition types & techniques of Yoga

Unit-II. Personality development through Yoga

a. Yogic techniques to develop attention, memories and concentration.

Unit-III. Concept of Stress according to Indian & Western Psychology & its impacts

Unit-IV.Stress Management through yogic techniques –Pranayama, Dhyana, Chanting of Mantras, & Yoga-nidra

a. Yogic way of life with special reference to Srimad-Bhagavat-Geeta, Charaka-samhita

Books for Reference:

1.Swami SatyanandaSaraswati, Asana, Pranayama, Mudra&Bandha, Bihar Yoga Bharati, Bihar

2.Eizabeth B. Hurlock, Personality Development

3.Cannon W. (1939) The Wisdom of Body, IInd ed. NY. Norton Pubs

4.Selye H (1950) "Stress & the general adption

Syndrome" Br.Med.J.1(4667)

6.Mills.R. S (1995). Realizing Mental Health: Toward a new

Psychology of Resiliency, Sulberger& Graham Publishing, Ltd

1. Lehre.Paul M & David H.(FRW) Barlow, Robert L.Woolfolk,Wesley E. Sime(2007) Principles & Practice of Stress Management, Third Edition

2. Yoga & Stress Management by Acharya Yogendra.

SDG Mapping

Relevant SDG	SDG Title	How Yoga Contributes
SDG 3	Good Health and Well-being	Yoga reduces stress, anxiety, depression, and promotes mental and physical health through asanas, pranayama, and meditation.
SDG 4	Quality Education	Yoga enhances self-awareness, discipline, concentration, emotional intelligence, and lifelong learning, contributing to holistic education.
SDG 3	Good Health and Well-being	Regular yoga practice improves emotional resilience, mindfulness, and psychological well-being.
SDG 16	Peace, Justice and Strong Institutions	Yogic principles (Yama and Niyama) promote honesty, compassion, integrity, non-violence, and responsible behavior.
SDG 5	Gender Equality	Yoga is accessible to all genders, encouraging equal participation and empowering individuals irrespective of gender.

SDG 8	Decent Work and Economic Growth	Stress management through yoga improves productivity, job satisfaction, creativity, and reduces absenteeism.
SDG 3	Good Health and Well-being	Yoga supports prevention and management of stress-related disorders, improving overall quality of life.
SDG 16	Peace, Justice and Strong Institutions	Yoga cultivates empathy, patience, cooperation, and peaceful conflict resolution, strengthening communities.
SDG 12	Responsible Consumption and Production	Yogic philosophy encourages mindful living, moderation, and responsible use of natural resources.
SDG 11	Sustainable Cities and Communities	Community yoga initiatives promote healthier, inclusive, and resilient communities through collective well-being.
SDG 3	Good Health and Well-being	Regular yoga practice enhances flexibility, strength, immunity, and helps prevent lifestyle diseases.
SDG 4	Quality Education	Yoga encourages continuous self-improvement, critical thinking, and development of life skills for personal and professional success.

Contribution of Odisha to Sanskrit Literature

Major –SA42004
Credit – 04
Course Objectives

- Understand the historical development of Sanskrit learning and literary traditions in Odisha from ancient to modern times.
- Familiarize themselves with the major Sanskrit authors, poets, philosophers, commentators, and scholars of Odisha and their literary contributions.
- Study the contribution of Odisha to various branches of Sanskrit literature, including *Kāvya*, *Nāṭya*, *Vyākaraṇa*, *Nyāya*, *Vedānta*, *Purāṇa*, *Dharmaśāstra*, and the Jagannath tradition.
- Analyze the influence of Odishan culture, religion, art, temples, and the Indian Knowledge System (IKS) on Sanskrit literary production.
- Develop the ability to critically appreciate the role of Odisha in preserving, promoting, and enriching Sanskrit literature and intellectual heritage.

Course Outcomes
CO1. Identify and describe the major Sanskrit scholars, literary works, and intellectual traditions that originated or flourished in Odisha.

CO2. Explain the contributions of Odishan scholars to different branches of Sanskrit literature, philosophy, grammar, poetics, and religious studies.
CO3. Analyze selected Sanskrit texts composed in Odisha with reference to their literary, philosophical, historical, and cultural significance.
CO4. Evaluate the role of Odisha's temples, educational institutions, manuscript traditions, and the Jagannath culture in preserving and promoting Sanskrit learning.
CO5. Apply knowledge of Odisha's Sanskrit heritage in interdisciplinary research related to the Indian Knowledge System (IKS), cultural studies, manuscriptology, and the history of Sanskrit literature.

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

CO–PO–PSO Mapping

PSOs Mapping

(COs)	PSO1	PSO2	PSO3	PSO4	PSO5
CO1.	**3**	**3**	**2**	**3**	**2**
CO2.	**3**	**3**	**2**	**3**	**2**
CO3.	**3**	**3**	**3**	**2**	**2**
CO4.	**2**	**2**	**3**	**3**	**2**
CO5.	**2**	**3**	**3**	**3**	**3**

Course Content:

Unit I and II : General Idea about the following kavyas

Gitagovinda of Jayadeva, Sahrdayananda-mahakavya of Krsnananda, Bhaktibhagavata-mahakavya of Jivadevacarya, Bharatamrta-mahakavya of Dibakara Mishra,Dasagrivavadha-mahakavya of Markandeya Mishra, Kosalananda-mahakavya of Gangadhara Mishra, Vasantotsava-mahakavya of Haladhara Mishra and Sivalilamrta-mahakavya of kavi Nityananda.

Unit III: General Idea about the following kavyas

Kicakavadham of Baikumtha Bihari Nanda, Sri Sarala Satakam of Gobinda Chandra Mishra, Disa Vidisa of Keshab Chandra Dash, Bharatayanam of Harekrushna Satapathy, Kusabhadra-mahakavyam of Prafulla Kumar Mishra, Sunyemegha-ganam of ArunaRanjan Mishra, Malayadutam of Prabodha Kumar Mishra, Kargil-kavyam of Braja Sundar Mishra, Manasa-sandesa of Digambara Mohapatra and Rathesa-satakam of Krushna Kesaba Sarangi.

Unit IV: General Idea about the following translated kavyas

Vaidehisa-vilasah (Original Odia Author Kavi Samrat UpendraBhanja, Sanskrit translation – Bhagavata Prasada Dash), Vandinah svadesa-cinta (Original Odia Author Utkalamani Pandita Gopabandhu Das, Sanskrit translation –Prabodha Kumara Mishra), Cilika (Original Odia Author Kavivara Radhanatha Ray, Sanskrit translation- Dr. Khiroda Chandra Dash), Candrabhaga(Original Odia Author Kavivara Radhanatha Ray, Sanskrit translation -Dr. Braja Sundar Mishra) ,Tapasvini (Original Odia Author Prakrtikavi Gangadhara Meher, Sanskrit translation- Dr. Harekrushna Meher) , Jajnaseni (Original Odia Author Padmasri Pratibha Ray, Sanskrit translation- Bhagirathi Nanda) , Amrtaphalam (Original Odia Author Padmasri Manoj Das, Sanskrit translation- Gopabandhu Mishra) .

Core Readings:

A Descriptive Catalogue of Sanskrit Manuscripts of Orissa (Vol.II), Ed. Kedarnath Mahapatra, Orissa Sahitya Akademi, Bhubaneswar, 1996.

Contemporary Sanskrit Writings of Odisha, Prof. Aruna Ranjan Mishra, Pratibha Prakashan, Delhi, 2006

Contribution of Orissa to Sanskrit Literature, Prof. (Dr.) Raghunath Panda , Dr. G. C. Nanda, Kalpan publication , Dhara Shree Radha Trust; 4th edition 2020

Odishara Samskruta Lekha O Lekhaka, Odisha Sahitya Academy, Bhubaneswar

Suggested Readings:

1.Contribution of Orissa to Sanskrit Literature, Prof. (Dr.) Raghunath Panda , Dr. G. C. Nanda, Kalpan publication , Dhara Shree Radha Trust; 4th edition 2020

2.Odishara Samskruta Lekha O Lekhaka, Odisha Sahitya Academy, Bhubaneswar.

SDG Mapping

SDG	Justification
SDG 1 – No Poverty	Sanskrit literary traditions promote social values, charity, and welfare-oriented ethical principles preserved in Odishan texts.
SDG 3 – Good Health and Well-being	Traditional Sanskrit works from Odisha include philosophical and spiritual teachings that support mental well-being and balanced living.
SDG 4 – Quality Education	The course promotes knowledge of Sanskrit scholarship, literary heritage, manuscript traditions, and value-based education.
SDG 5 – Gender Equality	Study of literary traditions encourages recognition of diverse voices and social perspectives within cultural history.
SDG 8 – Decent Work and Economic Growth	Develops skills in research, teaching, translation, heritage studies, and cultural resource management.
SDG 9 – Industry, Innovation and Infrastructure	Encourages research innovation through manuscript studies, digital humanities, preservation methods, and knowledge documentation.
SDG 10 – Reduced Inequalities	Supports inclusive preservation and dissemination of regional intellectual heritage and cultural knowledge.
SDG 11 – Sustainable Cities and Communities	Highlights Odisha's temples, cultural institutions, heritage sites, and traditional centres of Sanskrit learning.
SDG 12 – Responsible Consumption and Production	Promotes preservation, responsible use, and sustainable management of manuscripts and cultural resources.
SDG 13 – Climate Action	Sanskrit literary traditions include ecological awareness and

	respect for nature reflected in cultural practices.
SDG 15 – Life on Land	Traditional texts and cultural practices preserve knowledge related to nature, biodiversity, and environmental harmony.
SDG 16 – Peace, Justice and Strong Institutions	Sanskrit literature of Odisha preserves ethical values, philosophical traditions, social harmony, and cultural institutions.
SDG 17 – Partnerships for the Goals	Encourages collaboration among Sanskrit studies, history, archaeology, cultural studies, manuscriptology, and IKS research.

Research and Dissertation

RD40082
Credit – 12

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)	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO10**	**PO11**	**PO12**
CO1:	3	3	3	2	2	2	2	3	2	2	3	3

CO2:	3	3	3	3	3	2	2	3	3	3	3	3
CO3:	3	3	3	3	3	2	2	3	3	3	3	3
CO4:	3	3	3	3	2	2	2	3	3	3	3	3
CO5:	3	3	3	3	2	2	2	3	3	3	3	3

PSOs Mapping

(COs)	PSO1	PSO2	PSO3	PSO4	PSO5
CO1:	2	3	3	2	3
CO2:	2	3	3	2	3
CO3:	2	3	3	2	2
CO4:	1	3	3	2	3
CO5:	2	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.

Viva-voce on Field works and Dissertation include for Evaluation

Dissertation based on 30 day's fieldwork	50 Marks
Seminar Presentation and Field Dairy	30 Marks
Viva voce test on dissertation	20 Marks

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 No.	Sustainable Development Goal (SDG)	Course Relevance

SDG 4	**Quality Education**	Develops advanced research skills, critical thinking, academic writing, data analysis, and independent learning through dissertation work.
SDG 5	**Gender Equality**	Encourages inclusive, unbiased, and gender-sensitive research practices where relevant to the chosen research topic.
SDG 8	**Decent Work and Economic Growth**	Enhances employability through research, analytical, communication, project management, and academic writing skills.
SDG 9	**Industry, Innovation and Infrastructure**	Promotes innovation, evidence-based research, interdisciplinary inquiry, and knowledge creation to address societal and academic challenges.
SDG 10	**Reduced Inequalities**	Encourages inclusive research that addresses social diversity, equity, and equal access to knowledge.
SDG 16	**Peace, Justice and Strong Institutions**	Strengthens research ethics, academic integrity, responsible scholarship, transparency, and evidence-based decision-making.
SDG 17	**Partnerships for the Goals**	Promotes collaboration among students, supervisors, researchers, institutions, and interdisciplinary teams to advance knowledge and research outcomes.

SEMESTER-VIII (Double Major)
(Without Research)

Sanskrit Drama

Major –SA-40002
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

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

PSOs Mapping

(COs)	PSO1	PSO2	PSO3	PSO4	PSO5
CO1.	**3**	**2**	**2**	**3**	**2**
CO2.	**3**	**3**	**3**	**2**	**2**
CO3.	**2**	**3**	**3**	**3**	**2**
CO4.	**3**	**3**	**2**	**3**	**2**
CO5.	**2**	**3**	**3**	**2**	**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
Books for Reference:
1)Uttara-rama-charitam of Bhavabhuti (Ed.) by P.V. Kane,
2)Uttara-rama- charatam of Bhavabhuti (Ed) by M.R. Kale
3)Venisangharam by SivarajSastri, SahityabhandarSubhas Bazar, Meeruth
4)Ratnavali (Ed.) Global Vision Publishing House, 19A/E G.T.V. Enclave, Delhi, 2004
5)Ratnavali (Ed.) M.R. Kale, Motial Banarasidass,1996
6.Mudrarakhyasa, Rakesh Shatree, ChoukhambaOrientalia, Delhi
7.Mruchakatikamby Jagdichandra 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

Major –SA40004
Credit – 04
Objectives

- 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.
- 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.
- To develop knowledge of the epistemological and logical theories of Nyāya–Vaiśeṣika philosophy, including Padārtha, Kāraṇa, Pramāṇa, Prameya, Pratyakṣa, Anumāna, Upamāna, and Śabda.

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

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

PSOs Mapping

(COs)	PSO1	PSO2	PSO3	PSO4	PSO5
CO1.	**3**	**3**	**2**	**3**	**2**
CO2	**3**	**3**	**3**	**2**	**2**
CO3.	**3**	**3**	**2**	**2**	**3**
CO4.	**3**	**3**	**3**	**3**	**2**
CO5.	**2**	**3**	**3**	**3**	**3**

Course Content:

Unit-I Samkya and Yoga (twenty-Five elements of Samkya and Astangayaga of yagadarsona)

Unit-II Nayaya-Vaisesika (Astakavyavada, Saptapadarthas)

Unit-III Vedanta and Mimamsa (Saktidvaya of Maya in Vedanta and Karma in Mimamsa

Unit-IV Nastikas: Carvak and Jaina (Yadrechavada and Nairatmyavda of Carvaka, Sapta-Bhanga – nyaya of Jaina.

Unit – V Bauddhadarsana (Aryasatya and Eight Noble – Paths**.**

Books for Reference:

1. History of Indian Philosophy, S.N. Dasgupta, MLBD, New Delhi.

2. Indian Philosophy, S. Radhakrishnan, George Allen and Unuin Ltd. New York.

3. Acritical Survey of Indian Philosophy, MLBD, New Delhi

4. Outline of Indian Philosophy, m. Hiriyana MLBD, New Delhi

5. Bharatiya Darshana (Odia), GourangaCharan Nayak, The Odisha State Text Book Boreu of Preparation and Production, Bhubaneswar.

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	Justification
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.

Sanskrit Poetics and Dramaturgy

SA40006
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)

Books for Recommended:

3. Natyasastra of Bharat Muni (Eng.Tr) By N.P Unni, 1998
4. Dhvanyaloka of Anandavardhana, K. Krishnamurty, MotilalBanarsidass, Delhi,1982
3. Dhvanyaloka of Anandavardhana, Acharya Jagannatha Pathak, ChoukhambaVidyabhavan, 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.

Manuscriptology and Indian Knowledge System

Major –SA40008
Credit – 04
Course Objectives

- Understand the concept, history, scope, and significance of manuscriptology and its role in preserving Indian intellectual heritage.
- Familiarize themselves with different types of manuscripts, scripts, materials, cataloguing methods, preservation techniques, and documentation practices.
- Develop knowledge of the Indian Knowledge System (IKS) as preserved through Sanskrit and regional language manuscripts.
- Introduce students to methods of manuscript reading, editing, critical analysis, and interpretation of traditional texts.
- Appreciate the contribution of manuscripts to various fields such as philosophy, science, medicine, literature, art, architecture, and cultural studies.
- Develop research skills for interdisciplinary exploration of manuscripts and their relevance in contemporary academic studies.

Course Outcomes

CO1. Explain the meaning, history, scope, and importance of manuscriptology and its role in preserving Indian cultural and intellectual heritage.
CO2. Identify different types of manuscripts, scripts, writing materials, cataloguing methods, and preservation techniques used in manuscript studies.
CO3. Apply basic principles of manuscript reading, transcription, editing, and critical interpretation of traditional texts.
CO4. Analyze the contribution of manuscripts to various domains of the Indian Knowledge System, including literature, philosophy, science, medicine, and arts.
CO5. Conduct interdisciplinary research using manuscript resources and evaluate their relevance for contemporary knowledge creation and cultural preservation.

CO–PO–PSO Mapping

(COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1.	**3**	**2**	**2**	**2**	**1**	**3**	**3**	**2**	**1**	**3**	**1**	**3**
CO2.	**3**	**2**	**2**	**3**	**3**	**2**	**2**	**2**	**1**	**3**	**2**	**3**
CO3.	**3**	**3**	**3**	**3**	**3**	**2**	**2**	**3**	**1**	**3**	**2**	**3**
CO4.	**3**	**3**	**3**	**3**	**2**	**3**	**3**	**3**	**2**	**3**	**2**	**3**
CO5.	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**2**	**3**	**3**	**3**

PSOs Mapping

(COs)	PSO1	PSO2	PSO3	PSO4	PSO5
CO1.	3	3	2	3	2
CO2.	3	2	3	3	2
CO3.	3	3	3	2	2

CO4.	3	3	2	3	3
CO5.	2	3	3	3	3

Course Content:

Unit-I: Manuscript

Meaning & Definition, Types of Manuscripts (Calligraphy, Illuminated & Illustrated)

Unit-II

Writing Surface & Materials (Tala-patra (Plamleaf), Bhurja-patra (Brich bark), Paper, Cloth, Parchment, Metals, Stone, Ink, Quill and Stylus)

Unit-III

Manuscript Cataloguing: Origin and Development, Types Catalogue (Alphabetical & Descriptive)

Unit-IV

Outlines of New Catalogus Catalogorum (NCC), Manuscript Preservation Centers in India (IGNCA, GOML, BORI & Orissa State Museum)

Core Readings:

Introduction to Manuscriptology, R. S. Shivaganesha Murthy, Cambridge University Press (1 January 1996)

Gabeesana Prabidhi, Dr. Subodh Kumar Chatarjee, Published By Vidyapuri, Cuttack, 1999

Suggested Readings:

The Fundamentals of Manuscriptology, P. Visalakshy, Dravidian Linguistics Association, 2003

Manuscriptology, S. Jagannatha, Published by Parimal Publications, 2007

Catalogue of Books and manuscripts, Harvard College Library, Ruth Mortimer, Lessing J. Rosenwald, Belknap Press of Harvard University Press, Cambridge, 1964

New Catalogus Catalogorum, University of Madras, Hassell Street Press, Chennai, 2021

Manuscripts, Catalogues, Editions: Steps Taken for the Collection, Preservation and Utilisation of Manuscripts, V. Raghavan, Bharati Vijayam Press, 1963

SDG Mapping

SDG	**Justification**
SDG 1 – No Poverty	Manuscript studies preserve traditional knowledge related to social welfare, livelihood practices, and indigenous wisdom.
SDG 2 – Zero Hunger	Ancient manuscripts contain knowledge of agriculture, food practices, and sustainable resource management.
SDG 3 – Good Health and Well-being	Manuscripts preserve Ayurvedic, medical, and wellness-related knowledge traditions contributing to holistic health studies.
SDG 4 – Quality Education	Promotes knowledge preservation, research skills, textual studies, and value-based learning through Indian Knowledge Systems.
SDG 5 – Gender Equality	Encourages inclusive historical research and recognition of diverse contributors to knowledge traditions.
SDG 6 – Clean Water and Sanitation	Some traditional manuscripts contain knowledge related to water management and environmental practices.
SDG 7 – Affordable and	Traditional scientific manuscripts provide insights into

Clean Energy	sustainable practices and indigenous technologies.
SDG 8 – Decent Work and Economic Growth	Develops expertise in manuscript conservation, translation, research, archives, and heritage management.
SDG 9 – Industry, Innovation and Infrastructure	Supports innovation through digitization, preservation technologies, manuscript databases, and research methodologies.
SDG 10 – Reduced Inequalities	Facilitates wider access to traditional knowledge through documentation, translation, and digital preservation.
SDG 11 – Sustainable Cities and Communities	Preserves cultural heritage, historical records, temple manuscripts, and community knowledge traditions.
SDG 12 – Responsible Consumption and Production	Encourages sustainable preservation, conservation, and responsible management of cultural resources and manuscripts.
SDG 13 – Climate Action	Manuscripts contain traditional ecological knowledge that supports environmental awareness and sustainability.
SDG 14 – Life Below Water	Traditional knowledge resources may include references to biodiversity and ecological conservation.
SDG 15 – Life on Land	Manuscripts preserve knowledge of medicinal plants, agriculture, forests, and ecological balance.
SDG 16 – Peace, Justice and Strong Institutions	Supports preservation of cultural identity, ethical knowledge systems, historical documentation, and institutional heritage.
SDG 17 – Partnerships for the Goals	Encourages collaboration among Sanskrit studies, archives, libraries, archaeology, digital humanities, and interdisciplinary research.

Yoga for Personality Development and Stress Management

Minor –SA42002
Credit – 04
Objectives:

- To enhance physical, vital and mental balance, along with healthy life.
- To enable the students to have good health.
- To possess emotional stability and integrate moral values within the students.

Course Outcome:

CO1.The disciples are assumed to purify their internal and external thoughts. Feel the divine consciousness and absolute truth.

CO2. Feel the divine consciousness and absolute truth in the life.

CO3.Understand the concepts of Yoga develop ethical values and will be encouraged to practice it.

CO4.Applying yogic techniques, maintain good health and manage the stress.

CO5.Demonstrate Yoga exercises and postures to stretch and strengthen the body.

CO–PO–PSO Mapping

COs PO1 PO2 PO3 PO4 PO5 PO6 PO7 PO8 PO9 PO10 PO11 PO12

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1.	1	–	–	–	–	2	3	3	–	–	–	3
CO2.	1	–	–	–	–	2	3	3	–	–	–	3
CO3.	2	2	–	–	–	2	3	3	1	–	–	3
CO4.	2	2	2	1	–	2	2	2	–	–	–	3
CO5.	2	2	3	2	–	1	2	2	1	–	–	3

PSOs Mapping

(COs)	PSO1	PSO2	PSO3	PSO4	PSO5
CO1.	2	3	3	3	1
CO2.	2	2	3	3	1
CO3.	2	3	3	3	2
CO4.	1	2	3	3	3
CO5.	1	2	3	2	3

Course Contents:

Unit-I. Concept of Yoga – meaning, definition types & techniques of Yoga

Unit-II. Personality development through Yoga

a. Yogic techniques to develop attention, memories and concentration.

Unit-III. Concept of Stress according to Indian & Western Psychology & its impacts

Unit-IV.Stress Management through yogic techniques –Pranayama, Dhyana, Chanting of Mantras, & Yoga-nidra

a. Yogic way of life with special reference to Srimad-Bhagavat-Geeta, Charaka-samhita

Books for Reference:

1.Swami SatyanandaSaraswati, Asana, Pranayama, Mudra&Bandha, Bihar Yoga Bharati, Bihar

2.Eizabeth B. Hurlock, Personality Development

3.Cannon W. (1939) The Wisdom of Body, IInd ed. NY. Norton Pubs

4.Selye H (1950) "Stress & the general adption

Syndrome" Br.Med.J.1(4667)

6.Mills.R. S (1995). Realizing Mental Health: Toward a new

Psychology of Resiliency, Sulberger& Graham Publishing, Ltd

3. Lehre.Paul M & David H.(FRW) Barlow, Robert L.Woolfolk,Wesley E. Sime(2007) Principles & Practice of Stress Management, Third Edition

4. Yoga & Stress Management by Acharya Yogendra.

SDG Mapping

Relevant SDG	SDG Title	How Yoga Contributes
SDG 3	Good Health and Well-being	Yoga reduces stress, anxiety, depression, and promotes mental and physical health through asanas, pranayama, and meditation.

SDG 4	Quality Education	Yoga enhances self-awareness, discipline, concentration, emotional intelligence, and lifelong learning, contributing to holistic education.
SDG 3	Good Health and Well-being	Regular yoga practice improves emotional resilience, mindfulness, and psychological well-being.
SDG 16	Peace, Justice and Strong Institutions	Yogic principles (Yama and Niyama) promote honesty, compassion, integrity, non-violence, and responsible behavior.
SDG 5	Gender Equality	Yoga is accessible to all genders, encouraging equal participation and empowering individuals irrespective of gender.
SDG 8	Decent Work and Economic Growth	Stress management through yoga improves productivity, job satisfaction, creativity, and reduces absenteeism.
SDG 3	Good Health and Well-being	Yoga supports prevention and management of stress-related disorders, improving overall quality of life.
SDG 16	Peace, Justice and Strong Institutions	Yoga cultivates empathy, patience, cooperation, and peaceful conflict resolution, strengthening communities.
SDG 12	Responsible Consumption and Production	Yogic philosophy encourages mindful living, moderation, and responsible use of natural resources.
SDG 11	Sustainable Cities and Communities	Community yoga initiatives promote healthier, inclusive, and resilient communities through collective well-being.
SDG 3	Good Health and Well-being	Regular yoga practice enhances flexibility, strength, immunity, and helps prevent lifestyle diseases.
SDG 4	Quality Education	Yoga encourages continuous self-improvement, critical thinking, and development of life skills for personal and professional success.

Contribution of Odisha to Sanskrit Literature

Major –SA42004
Credit – 04
Course Objectives

- Understand the historical development of Sanskrit learning and literary traditions in Odisha from ancient to modern times.
- Familiarize themselves with the major Sanskrit authors, poets, philosophers, commentators, and scholars of Odisha and their literary contributions.

- Study the contribution of Odisha to various branches of Sanskrit literature, including *Kāvya*, *Nāṭya*, *Vyākaraṇa*, *Nyāya*, *Vedānta*, *Purāṇa*, *Dharmaśāstra*, and the Jagannath tradition.
- Analyze the influence of Odishan culture, religion, art, temples, and the Indian Knowledge System (IKS) on Sanskrit literary production.
- Develop the ability to critically appreciate the role of Odisha in preserving, promoting, and enriching Sanskrit literature and intellectual heritage.

Course Outcomes

CO1. Identify and describe the major Sanskrit scholars, literary works, and intellectual traditions that originated or flourished in Odisha.

CO2. Explain the contributions of Odishan scholars to different branches of Sanskrit literature, philosophy, grammar, poetics, and religious studies.

CO3. Analyze selected Sanskrit texts composed in Odisha with reference to their literary, philosophical, historical, and cultural significance.

CO4. Evaluate the role of Odisha's temples, educational institutions, manuscript traditions, and the Jagannath culture in preserving and promoting Sanskrit learning.

CO5. Apply knowledge of Odisha's Sanskrit heritage in interdisciplinary research related to the Indian Knowledge System (IKS), cultural studies, manuscriptology, and the history of Sanskrit literature.

CO–PO–PSO Mapping

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

PSOs Mapping

(COs)	PSO1	PSO2	PSO3	PSO4	PSO5
CO1.	**3**	**3**	**2**	**3**	**2**
CO2.	**3**	**3**	**2**	**3**	**2**
CO3.	**3**	**3**	**3**	**2**	**2**
CO4.	**2**	**2**	**3**	**3**	**2**
CO5.	**2**	**3**	**3**	**3**	**3**

Course Content:

Unit I and II : General Idea about the following kavyas

Gitagovinda of Jayadeva, Sahrdayananda-mahakavya of Krsnananda, Bhaktibhagavata-mahakavya of Jivadevacarya, Bharatamrta-mahakavya of Dibakara Mishra,Dasagrivavadha-mahakavya of Markandeya Mishra, Kosalananda-mahakavya of Gangadhara Mishra, Vasantotsava-mahakavya of Haladhara Mishra and Sivalilamrta-mahakavya of kavi Nityananda.

Unit III: General Idea about the following kavyas

Kicakavadham of Baikumtha Bihari Nanda, Sri Sarala Satakam of Gobinda Chandra Mishra, Disa Vidisa of Keshab Chandra Dash, Bharatayanam of Harekrushna Satapathy, Kusabhadra-mahakavyam of Prafulla Kumar Mishra, Sunyemegha-ganam of ArunaRanjan Mishra, Malayadutam of Prabodha Kumar Mishra, Kargil-kavyam of Braja Sundar Mishra, Manasa-sandesa of Digambara Mohapatra and Rathesa-satakam of Krushna Kesaba Sarangi.

Unit IV: General Idea about the following translated kavyas

Vaidehisa-vilasah (Original Odia Author Kavi Samrat UpendraBhanja, Sanskrit translation – Bhagavata Prasada Dash), Vandinah svadesa-cinta (Original Odia Author Utkalamani Pandita Gopabandhu Das, Sanskrit translation –Prabodha Kumara Mishra), Cilika (Original Odia Author Kavivara Radhanatha Ray, Sanskrit translation- Dr. Khiroda Chandra Dash), Candrabhaga(Original Odia Author Kavivara Radhanatha Ray, Sanskrit translation -Dr. Braja Sundar Mishra) ,Tapasvini (Original Odia Author Prakrtikavi Gangadhara Meher, Sanskrit translation- Dr. Harekrushna Meher) , Jajnaseni (Original Odia Author Padmasri Pratibha Ray, Sanskrit translation- Bhagirathi Nanda) , Amrtaphalam (Original Odia Author Padmasri Manoj Das, Sanskrit translation- Gopabandhu Mishra) .

Core Readings:

A Descriptive Catalogue of Sanskrit Manuscripts of Orissa (Vol.II), Ed. Kedarnath Mahapatra, Orissa Sahitya Akademi, Bhubaneswar, 1996.

Contemporary Sanskrit Writings of Odisha, Prof. Aruna Ranjan Mishra, Pratibha Prakashan, Delhi, 2006

Contribution of Orissa to Sanskrit Literature, Prof. (Dr.) Raghunath Panda , Dr. G. C. Nanda, Kalpan publication , Dhara Shree Radha Trust; 4th edition 2020

Odishara Samskruta Lekha O Lekhaka, Odisha Sahitya Academy, Bhubaneswar

Suggested Readings:

1.Contribution of Orissa to Sanskrit Literature, Prof. (Dr.) Raghunath Panda , Dr. G. C. Nanda, Kalpan publication , Dhara Shree Radha Trust; 4th edition 2020

2.Odishara Samskruta Lekha O Lekhaka, Odisha Sahitya Academy, Bhubaneswar.

SDG Mapping

SDG	Justification
SDG 1 – No Poverty	Sanskrit literary traditions promote social values, charity, and welfare-oriented ethical principles preserved in Odishan texts.
SDG 3 – Good Health and Well-being	Traditional Sanskrit works from Odisha include philosophical and spiritual teachings that support mental well-being and balanced living.
SDG 4 – Quality Education	The course promotes knowledge of Sanskrit scholarship, literary heritage, manuscript traditions, and value-based education.

SDG 5 – Gender Equality	Study of literary traditions encourages recognition of diverse voices and social perspectives within cultural history.
SDG 8 – Decent Work and Economic Growth	Develops skills in research, teaching, translation, heritage studies, and cultural resource management.
SDG 9 – Industry, Innovation and Infrastructure	Encourages research innovation through manuscript studies, digital humanities, preservation methods, and knowledge documentation.
SDG 10 – Reduced Inequalities	Supports inclusive preservation and dissemination of regional intellectual heritage and cultural knowledge.
SDG 11 – Sustainable Cities and Communities	Highlights Odisha's temples, cultural institutions, heritage sites, and traditional centres of Sanskrit learning.
SDG 12 – Responsible Consumption and Production	Promotes preservation, responsible use, and sustainable management of manuscripts and cultural resources.
SDG 13 – Climate Action	Sanskrit literary traditions include ecological awareness and respect for nature reflected in cultural practices.
SDG 15 – Life on Land	Traditional texts and cultural practices preserve knowledge related to nature, biodiversity, and environmental harmony.
SDG 16 – Peace, Justice and Strong Institutions	Sanskrit literature of Odisha preserves ethical values, philosophical traditions, social harmony, and cultural institutions.
SDG 17 – Partnerships for the Goals	Encourages collaboration among Sanskrit studies, history, archaeology, cultural studies, manuscriptology, and IKS research.



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