

R. P. Gogate College of Arts & Science and
R. V. Jogalekar College of Commerce (Autonomous), Ratnagiri
Board of Studies in Sanskrit
Academic Year 2024-25

Syllabus for Master of Arts in Sanskrit for the year 2024-25

Nomenclature of the Course	Sanskrit Grammar and Writing Skills	
Class	MA	
Semester	II	
Course Code	PASAN201	
No. of Credits	04	
Nature	Theory	
Type	Major – Mandatory I	
Course Outcomes:		
CO1: To enable expressing one's thoughts in Sanskrit		
CO2: To develop ability to translate complex texts written in Sanskrit		
CO3: To develop the ability of creative thinking in Sanskrit		
Syllabus:		
Unit No.	Unit Title	Sub titles (Learning Points)
1	Sanskrit Grammar- Samasa Prakarana – Laghusiddhantakaumudi	1.1 Select Sutras from Avyayibhava 1.2 Select Sutras from TatpurushaSamasa 1.3 Select Sutras from Dvandva and Bahuvrihi Samasa
2	Sanskrit Writing Skills	2.1 Essay in Sanskrit 2.2 Story Writing in Sanskrit
Prescribed Text/s (If any):		
Other Learning Resources recommended:		
Marathi Books		
1. लघुसिद्धान्तकौमुदी, म. दा. साठे आणि श्री. ल. आठलेकर (संपा.) संस्कृतविद्यापरिसंस्था, पुणे, १९९८.		
2. लघुसिद्धान्तकौमुदी भाग १संज्ञा आणि संधी प्रकरण, अजय पेंडसे, गवळी प्रकाशन, सांगली, २०२०.		
3. लघुसिद्धान्तकौमुदी भाग २ विभक्त्यर्थ आणि समास प्रकरण, अजय पेंडसे, गवळी प्रकाशन, सांगली, २०२१.		
4. सुगम संस्कृत व्याकरण, प्र. शं. जोशी, नितीन प्रकाशन, पुणे, २०११.		
5. चला संस्कृत शिकूया, डॉ. श्रीराम भातखंडे, मनोरमा प्रकाशन, २०१०.		

Hindi Books

1. लघुसिद्धान्तकौमुदी भाग १ और भाग २, श्री. महेशसिंग कुशवाहा, चौखम्बाविद्याभवन, वाराणसी, २००४.
2. लघुसिद्धान्तकौमुदी, पद्मश्री डॉ. कपिलदेव द्विवेदी आचार्य, डॉ. भारतेन्दु द्विवेदी, विश्वविद्यालय प्रकाशन, वाराणसी, २०११
3. लघुसिद्धान्तकौमुदी, श्रीधरानन्दशास्त्री, मोतीलाल बनारसीदास, देहली.
4. लघुसिद्धान्तकौमुदी भैमीव्याख्या समास प्रकरण, भीमसेन शास्त्री, भैमी प्रकाशन दिल्ली, २०११

English Books

1. Laghusiddhantkaumudi of Varadaraja, James Ballantyne, MotilalBanarasidas, Delhi, 2005.
2. Laghusiddhantkaumudi, Kanshi Ram, MotilalBanarasidas, Delhi, 2012.
3. First Book of Sanskrit, R. G. Bhandarkar, KeshavBhikajiDhawle, Mumbai, 2008.
4. Second Book of Sanskrit, R.G. Bhandarkar, KeshaveBhikajiDhawle, Mumbai, 2006.

Sanskrit Book -

1. शुद्धिकौमुदी, जनार्दनहेगडे, संस्कृतभारती, बेंगलुरु, २००८.

Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
1.	Sanskrit Grammar- Samasa Prakarana – Laghusiddhantakaumudi	Chalk & Talk , Power Point presentation	45
2.	Sanskrit Writing Skills	Question answer	15

Evaluation Pattern

A) Continuous Internal Evaluation: Maximum Marks:

Method	Marks
Class Test	10
Assignment	20
Active class participation and attendance	10

B) Semester End Examination: Maximum Marks:

Question No.	Unit and sub unit (with number and title)	Type of Question (Essay / short note / Objective / Diagram, etc.)	Marks
1.	Unit 1 Sanskrit Grammar-	Explain any three sutras out of four.	15

	Samasa Prakarana – Laghusiddhantakaumudi		
2.	Unit 1 Sanskrit Grammar- Samasa Prakarana – Laghusiddhantakaumudi	Write रूपसिद्धीs (any three out of four.)	15
3.	Unit 1 Sanskrit Grammar- Samasa Prakarana – Laghusiddhantakaumudi	Dissolve समासs from the given paragraph & mention the rule for the same from समासप्रकरणम् of लघुसिद्धान्तकौमुदी. OR Write in detail. (Any one out of two)	15
4.	Unit 2 Sanskrit Writing Skills	Write an essay in Sanskrit (Any one out of three) Write a story in Sanskrit(Any one out of three)	15

Nomenclature of the Course	Sanskrit Sahityashastra		
Class	MA		
Semester	II		
Course Code	PASAN202		
No. of Credits	04		
Nature	Theory		
Type	Major – Mandatory II		
Course Outcomes:			
CO1: Understand the literary meaning on the basis of school of poetics.			
CO2: Ability to read four theories with different commentaries.			
CO3: Understand the rasa, alamkara and vastu-dhvani in the light of Kavyaprakasha.			
CO4: Understand the development of literary theories through Kavyaprakasha.			
CO5: Study theories and make comparative analysis with any classical and modern Sanskrit text.			
Syllabus:			
Unit No.	Unit Title	Sub titles (Learning Points)	
1	Kavya Prakasha of Mammata	1.1 Interpretations of Rasasutra	
2	Kavya Prakasha of Mammata	2.1 KavyaPrakasha Ullasa 4- up to Karika 41B	
Prescribed Text/s (If any):			
Other Learning Resources recommended:			
1. काव्यप्रकाश,सावळापूरकर पां. कृ., काव्यप्रकाश ग्रन्थ प्रकाशन समिती, नागपूर १९५४			
2. काव्यप्रकाश- आचार्यविश्वेश्वर ज्ञानमण्डल लिमिटेड , वाराणसी , १९६०			
Teaching Plan:			
Unit No.	Unit Title	Teaching Methods	No. of Lectures
1.	KavyaPrakasha of Mammata	Chalk & Talk , Power Point presentation	30
2.	KavyaPrakasha of Mammata	Question answer	30

Evaluation Pattern

A) Continuous Internal Evaluation: Maximum Marks:

Method	Marks
Class Test	10
Assignment	20
Active class participation and attendance	10

B) Semester End Examination: Maximum Marks:

Question No. and Sub questions	Unit and sub unit (with number and title)	Type of Question (Essay / short note / Objective / Diagram, etc.)	Marks
1.	Unit 1 Kavya Prakasha of Mammata	Long question (any one out of two)	15
2.	Unit 1 Kavya Prakasha of Mammata	Write Paragraphs (any two out of three)	15
3.	Unit 2 Kavya Prakasha of Mammata	Long question (any one out of two)	15
4.	Unit 2 Kavya Prakasha of Mammata	Write Paragraphs (any two out of three)	15

Nomenclature of the Course	Vedic Literature		
Class	MA		
Semester	II		
Course Code	PASAN203		
No. of Credits	04		
Nature	Theory		
Type	Major – Mandatory III		
Course Outcomes:			
CO1: To enable students to understand Vedic Sanskrit Language and literature. CO2: To acquaint students with etymological principles of words in Vedic Sanskrit. CO3: To acquaint students with different aspects of Vedic religion and mythology.			
Syllabus:			
Unit No.	Unit Title	Sub titles (Learning Points)	
1	Selections from Rigveda	Agni I.1 Rudra II.33 Vishvamisra-NadiSamvada III.33 Dasharajna VII.18 Manduka VII.103 Varuna VII.88, Aksha X.34	
2	Nirukta	2.1 Adhyaya I 2.2 Adhyaya 2	
Prescribed Text/s (If any):			
Other Learning Resources recommended:			
1. Rigveda samhita with Sayanabhashya, Vol I to V, Vaidika samshodhan Mandal, Pune 2. Shripad Satawalekar, Rigveda kasubodh bhashya, Swadhyaya Mandal, Pardi, 1992 3. H.D.Velankar, Ruksuktashati, Bharatiya Vidya Bhavan, 1972 4. L. Sarup, Nighantutatha Nirukta, MLBD, Delhi, 1967 5. Dr.Ravindra Muley, Yaskapranitam Niruktam, Abhiram Prakashan, Sangamner			
Teaching Plan:			
Unit No.	Unit Title	Teaching Methods	No. of Lectures
1.	Selections from Rigveda	Lecture , Power Point Presentation , Project	30
2.	Nirukta	Lecture	30

Evaluation Pattern

A) Continuous Internal Evaluation: Maximum Marks:

Method	Marks
Class Test	10
Assignment	20
Active class participation and attendance	10

B) Semester End Examination: Maximum Marks:

Question No. and Sub questions	Unit and sub unit (with number and title)	Type of Question (Essay / short note / Objective / Diagram, etc.)	Marks
1.	Unit 1 Selections from Rigveda	Translate and annotate (any two out of three)	15
2.	Unit 1 Selections from Rigveda	Sukta appreciation (any one out of two)	15
3.	Unit 2 Nirukta	Long question (any one out of two)	15
4.	Unit 2 Nirukta	Write niruktis (any three out of five)	15

Nomenclature of the Course	Ancient Indian Sciences (IKS)		
Class	MA		
Semester	II		
Course Code	PASAN204		
No. of Credits	02		
Nature	Theory		
Type	Major – Mandatory IV		
Course Outcomes:			
CO1. Get acquainted with the various fields of science and technology as found in Sanskrit texts.			
CO2: Make a comparative analysis of ancient scientific knowledge with the modern knowledge.			
CO3: Understand how various concepts of science were reflected in Sanskrit literature.			
CO4: Explore options for conducting scientific research involving Sanskrit texts.			
Syllabus:			
Unit No.	Unit Title	Sub titles (Learning Points)	
1	Introduction to Ancient Indian Sciences	Review of Scientific Literature in Sanskrit	
Prescribed Text/s (If any):			
Other Learning Resources recommended:			
1. Introduction to Indian Knowledge Systems: Concepts and Applications, B. Mahadevan, Vinayak Bhat, Nagendra Pavana.			
2. Indian Knowledge Systems, Kapil Kapoor, Awadhesh Singh.			
3. Ancient Hindu Science, Alok Kumar			
4. Science and Technology in Ancient Indian Texts, Bal Ram Singh, Nath Girish, Umesh Kumar Singh.			
5. Methodology of Ancient Indian Sciences, W.K. Lele			
6. Scientific Knowledge in Sanskrit Literature, Nirmal Trikha.			
Teaching Plan:			
Unit No.	Unit Title	Teaching Methods	No. of Lectures
1.	Introduction to Ancient Indian Sciences	Lecture , Power Point Presentation	30

Evaluation Pattern

A) Continuous Internal Evaluation: Maximum Marks:

Method	Marks
Class Test	10
Assignment	20
Active class participation and attendance	10

B) Semester End Examination: Maximum Marks:

Question No. and Sub questions	Unit and sub unit (with number and title)	Type of Question (Essay / short note / Objective / Diagram, etc.)	Marks
1.	Unit 1 Introduction to Ancient Indian Sciences	Write paragraphs (any two out of three)	15
2.	Unit 1 Introduction to Ancient Indian Sciences	Write Short Notes (any two out of three)	15

Nomenclature of the Course	Abhijata Sanskrit Sahitya- Rupaka		
Class	MA		
Semester	II		
Course Code	PASAN205		
No. of Credits	04		
Nature	Theory		
Type	Major – Mandatory V		
Course Outcomes:			
CO1 - To know characteristic features of Sanskrit Rupakas CO2 - To understand technical nuances of Sanskrit Dramaturgy CO3 - To enable students to critically appreciate prescribed Rupakas			
Syllabus:			
Unit No.	Unit Title	Sub titles (Learning Points)	
1	Vyayoga	MadhyamVyayog	
2	Prakarana	Mruccakatikam	
Prescribed Text/s (If any):			
Other Learning Resources recommended:			
1. MadhyamVyayog – Gangasagar Rai (Hindi), chaukhambha surabharati prakashan, Varanasi			
2. MadhyamVyayog - T.K. Ramachandra Aiyar (English), R.S. vidyadhar and sons, sellers and publishers, palakkad			
3. The Mrichchhakatika of Shudraka, M.R. Kale, Motilal Banarasidass Publishers Pvt. Ltd., Delhi			
4. Mrichchhakatika - Jagadishchandra Mishra (Hindi), chaukhambha surabharati prakashan, Varanasi			
5. नाट्यशास्त्र का इतिहास – पारसनाथ द्विवेदी, चौखम्भा सुरभारती प्रकाशन, वाराणसी			
6. मृच्छकटिकम् – जोशी विजया रामचंद्र, सुयोग प्रकाशन, अमरावती			
Teaching Plan:			
Unit No.	Unit Title	Teaching Methods	No. of Lectures
1.	Vyayoga	Lecture	30
2.	Prakarana	Lecture	30

Evaluation Pattern

A) Continuous Internal Evaluation: Maximum Marks:

Method	Marks
Class Test	10
Assignment	20
Active class participation and attendance	10

B) Semester End Examination: Maximum Marks:

Question No. and Sub questions	Unit and sub unit (with number and title)	Type of Question (Essay / short note / Objective / Diagram, etc.)	Marks
1.	Unit 1 Vyayoga	Reference to context (any two out of three) Or Write Short Notes (any two out of three)	15
2.	Unit 1 Vyayoga	Translate and annotate (any two out of three) Or Reference to the Context (any two out of three)	15
3.	Unit 2 Prakarana	Essay type question (any one out of two) Or Write Short Notes (any two out of three)	15
4.	Unit 2 Prakarana	Essay type question (any one out of two) Or Write Short Notes (any two out of three) Or Reference to the Context (any two out of three)	15

MA Semester II Paper VI - On Job Training/ Field Project

Name of the Course	On Job Training/ Field Project / Internship
Course Code	PASAN210
Class	MA Part I
Semester	II
No of Credits	4
Nature	Practical
Type	On Job Training/ Field Project/ Internship

Guidelines and Evaluation pattern for On Job Training/ Field Project/ Internship (100 Marks)

Introduction:

Inclusion of On Job Training/ Field Project in the course curriculum of the M.A. program is one of the ambitious aspect in the program structure. The main objective of inclusion of On Job Training/ Field Project is to give exposure in the subject related field to the students.

Guidelines for On Job Training

On-the-Job Training/Field Project: Students will be required to undertake a designated project or tasks in institutions, Pathashalas relevant to their field of study. The course aims to provide students with practical exposure and hands-on experience in a professional work environment related to their field of study.

Course Objectives:

By the end of the course, students should be able to:

1. Gain exposure to real-world insights and apply theoretical knowledge to practical situations
2. Enhance his / her skills regarding problem-solving, decision-making, and communication skills.
3. Understand organizational dynamics and work culture.
4. Acquire skills in the chosen job / project.

Course Duration:

Minimum 20 days / 120 hours of On Job Training with an Organization/ NGO/ Charitable Organization/ Private firm.

- The theme of the internship should be based on any study area of the Major course
- Project Report should be of minimum 50 pages

- Experience Certificate is Mandatory

Report Structure:

The students will be required to submit a comprehensive report at the end of the On-the-Job Training/Field Project. A project report has to be brief in content and must include the following aspects:

a) Title Page:

Mentioning the title of the report, name of the student, program, institution, and the period of training.

b) Certificate of Completion:

A certificate issued by the organization or supervisor confirming the successful completion of the training.

c) Declaration:

A statement by the student declaring that the report is their original work and acknowledging any assistance or references used.

d) Acknowledgments:

Recognizing individuals or organizations that provided support, guidance, or resources during the training

e) Table of Contents:

Providing a clear outline of the report's sections and page numbers.

f) Executive Summary:

A bird's eye view of your entire presentation has to be precisely offered under this Category.

g) Introduction of the institutions:

A Concise in case of job training information of the institutions.

h) Your Role in the Organization during the on Job Training:

The key aspects handled, the department under which you were deployed and brief Summary report duly acknowledged by the reporting head.

i) Challenges:

The challenges confronted while churning out theoretical knowledge into practical world.

j) Conclusion:

A brief overview of your experience and suggestions to bridge the gap between theory and practice.

Course Outcomes:

1. Apply theoretical knowledge and concepts acquired during the academic program to real-world work scenarios.
2. Develop practical skills and competencies necessary for successful professional engagement.
3. Demonstrate effective problem-solving, decision-making, and critical thinking abilities in a work environment.
4. Adapt to and navigate organizational dynamics and work culture in the chosen industry.
5. Prepare a comprehensive report documenting the training/project experience, findings, and recommendations.

Guidelines for Field Project

The Field Project for Master of Arts is designed to provide students with hands-on learning experiences in understanding different Language related contexts. The project aims to expose students to multi dimension approach towards the subject. It offers opportunities for students to observe and study actual field situations.

Course Objectives:

By the end of the course, students should be able to:

1. Gain exposure to different fields related to the subject.
2. Identify the challenges in the concerned field.
3. Analyze the problem and attain skill for solving the same.

Course Duration: One Semester Minimum 20 days / 120 hours of field project work.

Rubrics for Field Project Report Evaluation:

1. Content (40 Marks)

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
Introduction and Objectives	Clear and well-defined	Clearly stated	Adequately stated	Vaguely stated	Not stated or unclear
Literature Review	Comprehensive and relevant	Relevant and adequate	Limited relevance	Inadequate or missing	Not included

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
Field Visits and Observations	Thorough and detailed	Adequate information	Limited data collection	Incomplete or lacking detail	No field observations made
Data Analysis	In-depth analysis	Analyzed effectively	Some analysis performed	Superficial or incomplete	No data analysis conducted
Conclusion	Concise and conclusive	Clear and summarized	Somewhat conclusive	Unclear or missing	No conclusion provided
Recommendations	Well-developed and feasible	Feasible and relevant	Partially feasible	Infeasible or lacking detail	No recommendations given

2. Presentation (20 Marks):

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
Structure and Organization	Well-structured and logical	Clear organization	Adequate organization	Lacks structure	Disorganized and unclear
Language and Clarity	Clear, concise, and fluent	Fluent language	Some clarity issues	Difficult to understand	Incoherent and unclear
Visual Presentation	Professional and engaging	Neat and presentable	Some visual aids used	Minimal use of visuals	No visuals used
Grammar and Spelling	No errors in grammar/spelling	Minor errors	Some errors	Frequent errors	Numerous errors

3. Research Methodology (10 Marks):

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
Appropriate Method Selection	Highly appropriate	Mostly appropriate	Adequate method choice	Inappropriate methods	No clear method used
Data Collection and Analysis	Thorough data collection	Adequate data analysis	Limited analysis	Incomplete or weak analysis	No data analysis done

4. Creativity and Innovation (20 Marks):

Criteria	Excellent (10)	Good (8)	Satisfactory (6)	Needs Improvement (4)	Unsatisfactory (2)
Innovation in Problem Solving	Highly innovative	Innovative solutions	Some creativity shown	Lacks creativity	No innovative solutions

5. Overall Impression (10 Marks):

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
Overall Quality	Exceptional quality	High quality	Acceptable quality	Below acceptable	Poor quality
Contribution and Learning	Outstanding contribution	Significant contribution	Some contribution	Limited or no learning	No contribution or learning

Conclusion:

The Field Project for Master of Arts provides students invaluable experiences in the related subject. Through field visits, research, and innovative thinking, students gain practical

insights into addressing challenges in the related field. The rubrics for evaluation ensure a comprehensive assessment of students' learning and contributions during the project.

a) Title Page:

Mentioning the title of the report, name of the student, program, institution, and the period of training/project.

b) Certificate of Completion:

A certificate issued by the organization or supervisor confirming the successful completion of the training/project.

c) Declaration:

A statement by the student declaring that the report is their original work and acknowledging any assistance or references used.

d) Acknowledgments:

Recognizing individuals or organizations that provided support, guidance, or resources during the training/project.

e) Table of Contents:

Providing a clear outline of the report's sections and page numbers.

f) Executive Summary:

A bird's eye view of your entire presentation has to be precisely offered under this Category. A brief overview of the project, its objectives, and key findings should be mentioned.

g) Introduction:

Background information about the field project and its significance. Objectives and scope of the project.

h) Literature Review:

Overview of relevant literature and studies related to the chosen field and development issues.

i) Methodology:

Description of the research methods used for data collection, such as interviews, surveys, or observations. Explanation of the data analysis techniques employed.

j) Field Visits and Observations:

Detailed accounts of the field visits, including locations, dates, and observations made during the visits. Photographs or visual aids to support the observations.

k) Data Analysis:

Presentation and interpretation of the data collected during the field visits. Charts, graphs, or tables to illustrate the findings.

l) Innovative Solutions:

Presentation of innovative practices proposed to address the identified problems.

Description of the action plans to implement these solutions..

m) Conclusion & Recommendations:

Summary of the key findings and outcomes of the field project. Reflections on the overall experience and learning during the project. Specific recommendations for policymakers, organizations, or stakeholders to address the identified issues.

n) References & Appendices:

List of all sources cited in the project report. Additional supporting materials, such as interview transcripts, survey questionnaires, or field visit notes can be attached as appendices.

The project report based on ‘On Job Training/ Field Project’ shall be prepared as per the broad guidelines given below:

- Font type: kokila for Marathi/ Sanskrit/ Hindi, Times New Roman for English
- Font size: Kokila - 16-For content, 18-for Title, Times New Roman 12-For content, 14-for Title
- Line Space: 1.5-for content and 1-for in table work
- Paper Size: A4
- Margin: in Left-1.5, Up-Down-Right-1
- The Project Report shall be bounded.

Format

1st page (Main Page)

Title of the Project

A Project Submitted

R. P. Gogate college of Arts & Science and

R.V. Jogalekar College of Commerce Autonomous College

under

University of Mumbai

for partial completion of the degree of

Master in Arts

in Sanskrit

Under the Faculty of Arts

By

Name of Student

Under the Guidance of

Name of the Guiding Teacher

R. P. Gogate college of Arts & Science and

R.V. Jogalekar College of Commerce Autonomous College,

Near District Court

Month and Year

On separate page

Index

Chapter No	Title of the Chapter	Page No.
01		
02		
03		
04		
05		

On separate page

Declaration by learner

I the undersigned Miss/Mr. _____
[Name of the learner] here by, declare that work embodied in this project work titled _____ forms my own contribution to the research work carried out under the guidance of [Name of the guiding teacher] _____ is a result of my own research work and has not been previously submitted to any other University for any other Degree/ Diploma to this or any other University.

Wherever reference has been made to previous works of others, it has been clearly indicated as such and included in the bibliography.

I, here by further declare that all information of this document has been obtained and presented in accordance with academic rules and ethical conduct.

Name and Signature of the learner

Certified by
Name and signature of the Guiding Teacher

On separate page

Acknowledgment

(Model structure of the acknowledgement)

To list who all have helped me is difficult because they are so numerous and the depth is so enormous.

I would like to acknowledge the following as being idealistic channels and fresh dimensions in the completion of this project.

I take this opportunity to thank R. P. Gogate college of Arts & Science and R.V. Jogalekar College of Commerce ,Ratnagiri (Autonomous) &the University of Mumbai for giving me chance to do this project.

I would like to thank my Principal, _____ for providing the necessary facilities required for completion of this project.

I take this opportunity to thank our Coordinator _____, for his moral support and guidance.

I would also like to express my sincere gratitude towards my project guide _____ whose guidance and care made the project successful.

I would like to thank my College Library, for having provided various reference books and magazines related to my project.

Lastly, I would like to thank each and every person who directly or indirectly helped me in the completion of the project especially my Parents and Peers who supported me throughout my project.

Date: 20/04/2024

Place: Ratnagiri



Signature

Chairperson and HoD

Head

Sanskrit Department

R.P.Gogate College of Arts & Science and
R.V.Jogalekar College of Commerce, Ratnagiri.