SARDAR PATEL UNIVERSITY

Vallabh Vidyanagar

NAAC 'A' Grade (10-01-2023 To 09-01-2028)

NEP-2020 aligned Curriculum with effect from Academic Year 2026-27

Masters of Arts (Sanskrit) Semester - II

Course Type	Course Code	Course Title	Teaching-Learning Scheme L-P-T	Total Notional Hours	Course credits
DSC	**P2A02NCSAN01**	**Indian Philosophy:** Shankarabhashya of Shankaracharya Adhyaya-2 (Omit BauddhaKhandana) &Vivekachudamani of Shankara	4-0-1	**120**	04

- **Course Learning Outcomes (CLOs)**

On completion of this course, students will be able to:

CLO1: Critically explain key terminology and foundational concepts of Advaita Vedanta, demonstrating conceptual clarity and depth.

CLO2: Analyse the philosophical doctrines of Advaita Vedanta, employing logical reasoning and appropriate illustrations.

CLO3: Interpret and critically explicate selected portions of Shankarabhashya (Adhyaya–2), including Sutras, Gadyakhanda, and Adhikarana-saransha.

CLO4: Examine the tradition of Vedanta philosophy and the role of Prakarana Granthas, with special reference to Vivekachudamani.

CLO5: Demonstrate proficiency in translating and composing structured analytical explanations based on Vivekachudamani.

Unit	Course Content	Learning Pedagogies*	CLO(s)
I	**Introduction to Indian Philosophy** Moksha vibhavana according to Shankarabhashya, Avidya, Maya, Srushtiprakriya, Kevaladvaita, Style of Shankaracharya,Shankaracharya Prachchhana-Bauddha -Discuss	• Classroom Lecture (CL) • Seminars (Student-led and Faculty-moderated) • Research-Oriented Learning (Literature Review, Tool Construction, Data Analysis Exercises) • Collaborative Learning (Group Tasks, Peer Discussion, Joint Presentations)	CLO1 CLO2
II	**Shankarabhashya of Shankaracharya, Adhyaya-2 (Omit Bauddha-Khandana)** Translation with Explanation of Sutras and Gadyakhanda, Adhikarana–Sara, Short notes on Subject matter	• Classroom Lecture (CL) • Seminars (Student-led and Faculty-moderated) • Problem-Based Learning (PBL) • ICT-Enabled Learning (LMS-based Tasks, Digital Resources, Virtual Webinars)	CLO2 CLO3
III	**Vivekachudamani** Tradition of Vedanta Philosophy Introduction of Prakaranagranthas Prakarangranthas in Vedanta Introduction of Vivekachudamani Title of Vivekachudamani, Vivekachudamani as a Prakaranagrantha	• Classroom Lecture (CL) • Seminars (Student-led and Faculty-moderated) • Reflective Practices (Learning Journals, Reflective Notes, Concept Mapping) • Self-Directed Learning	CLO4 CLO5

IV	**Vivekachudamani** Translation with Explanation, Short notes on Subject matter General Questions	• Classroom Lecture (CL) • Seminars (Student-led and Faculty-moderated) • Research-Oriented Learning (Literature Review, Tool Construction, Data Analysis Exercises) • Reflective Practices (Learning Journals, Reflective Notes, Concept Mapping)	CLO4 CLO5

- **Weightage of Learning Effortsfor External Assessment**

Unit	**Aligned COs**	**Total Learning Hours**	**Approximate weightage(Marks) to Learning levels (BT)**			**Total Marks**
			Remember (R)	**Understanding (U)**	**Application/ Analyse& above (A)**	
I	CLO1 CLO2	28	2	1	10	13
II	CLO2 CLO3	32	1	1	10	12
III	CLO4 CLO5	30	2	1	10	13
IV	CLO4 CLO5	30	1	1	10	12
		120	**06**	**04**	**40**	**50**

- **Assessment Methodologies**

(A) Internal Assessment

a. Internal Formative assessment

(a) Assignment
(b) Seminar/Presentation
(c) Short analytical quizzes

b. Internal Summative Assessment

(a) Mid-term tests
(b) Viva-voce

(B) External Assessment

Term End Test (50 Marks)

- **Assessment and Evaluation**

Sr. No.	**Assessment/Evaluation**	**Component**	**Weightage (%)**
1	Continuous Internal Evaluation	Seminars, Assignments, Quizzes, Class Regularity, Written Exam	50%
2	End-Semester Examination	Written Exam	50%

Masters of Arts (Sanskrit) Semester - II

- **CLOs – PLOs Matrix**

CLO	PLO											
	PLO 1	**PLO 2**	**PLO 3**	**PLO 4**	**PLO 5**	**PLO 6**	**PLO 7**	**PLO 8**	**PLO 9**	**PLO 10**	**PLO 11**	**PLO 12**
CLO1	3	3	1	2	2	2	1	1	1	1	1	2
CLO2	3	3	2	2	2	3	1	2	1	2	1	2
CLO3	3	3	2	3	2	2	1	1	1	1	1	2
CLO4	3	2	2	1	2	3	1	2	1	2	1	3
CLO5	2	2	2	3	3	2	1	1	1	1	1	2

Values to **CLO-PLO** matrix are assigned **by judging the importance of the particular CLO** in relation to the **PLOs**.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

- **Suggested Learning Materials Books:**

Sr.No.	Title	Author(s)	Edition/ Year	Publisher
1	Brahmasutrashankarbhasya	L.V.Joshi	2010	PashvaPublicaton, Ahemdabad
2	BhartiyaDarshan	Radhakrishnan	1966	Rajpal & Sons, Dilhi
3	Shaddarshan	NaginShah	1975	Gujarat Granth Nirman Borad, Ahemdabad
4	BhartiyaDarshan	CVRaval	1990	Gujarat Granth Nirman Borad, Ahemdabad
5	Sarva-darshan-sangrah	UmashankarSharmaRushi	1964	Chaukhambha Vidya Bhavan, Varansi
6	HistoryofIndianPhilosophy	SNDasGupta	1922	Cambridge at the University Press, London
7	Vedant	PaulDussen	1972	Motilal Banarasi Dass, Dilhi
8	LectureonVedant	VSGhate	1926	Bhandarkar Oriental Research Institute, Pune
9	DarshanManjari	ThangaSwamiShastri	1965	The Adyar Library & Research Center, Madras
10	Bhartiyatatva-jnananiruparekha	IndukalabenZaveri	1932	Gujarat Vidya Sabha, Ahemdabad
11	Vivek Chudamani	Bhaishankar Purohit	1985	Sanskrit Seva Samiti, Ahemdabad
12	Shree Shankar Granthavali	V.Sadanand	1981	Samata Books, Pondicherry

- **Online Resources (Open Source)**

Sr. No.	Description of Resource(s)	Weblink
1	Relevant entries in Wikipedia and	https://www.wikipedia.org/
2	Encyclopaedia Britannica	https://www.britannica.com/
3	Relevant books available on	archive.org
4	Relevant articles on Jstor,	https://www.jstor.org/
5	Project Muse	https://muse.jhu.edu/

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NAAC 'A' Grade (10-01-2023 To 09-01-2028)

NEP-2020 aligned Curriculum with effect from Academic Year 2026-27

Masters of Arts (Sanskrit) Semester - II

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSC	**P2A02NCSAN02**	**Vyakarana:**Siddhantakaumudi of Bhattojidikshita (Hal-sandhi, Samasa) &Paniniyashiksha	4-0-1	**120**	04

- **Course Learning Outcomes (CLOs)**

On completion of this course, students will be able to:

CLO1: Critically explain the grammatical rules of Siddhantakaumudi (Hal-Sandhi and Samasa), demonstrating conceptual clarity and structural understanding.

CLO2: Apply Rūpa-Prakriyā based on Siddhantakaumudi to derive accurate Sanskrit word forms with methodological precision.

CLO3: Analyze and systematically illustrate the five types of Samāsa, with appropriate grammatical procedures and examples.

CLO4: Examine Paniniya Shiksha as a phonetic treatise, evaluating its principles of sound, articulation, and pronunciation.

CLO5: Assess the significance of Paniniya Shiksha within the grammatical and Vedic tradition, demonstrating contextual understanding.

CLO6: Analyze the Pāṭha-paramparā of Paniniya Shiksha, understanding its traditional modes of recitation and transmission.

Unit	Course Content	Learning Pedagogies*	CLO(s)
I	**Siddhantakaumudi of Bhattojidikshita (Hal-Sandhi, Samasa)** Explanation of Sutras Rupa-prakriya& Examples	• Classroom Lecture (CL) • Seminars (Student-led and Faculty-moderated) • Research-Oriented Learning (Literature Review, Tool Construction, Data Analysis Exercises) • Collaborative Learning (Group Tasks, Peer Discussion, Joint Presentations)	CLO1 CLO2
II	**Siddhantakaumudi of Bhattojidikshita (Hal-Sandhi, Samasa)** Explanation of Pancha-samasas, Like Dvandva, Avyayibhava, Bahuvrihi, Tatpurusha & Karmadharaya	• Classroom Lecture (CL) • Seminars (Student-led and Faculty-moderated) • Problem-Based Learning (PBL) • ICT-Enabled Learning (LMS-based Tasks, Digital Resources, Virtual Webinars)	CLO1 CLO2 CLO3
III	**Paniniyashiksha** Introduction of Shiksha Granthas like Yajnavalkya and Paniniya-shiksha,	• Classroom Lecture (CL) • Seminars (Student-led and Faculty-moderated)	CLO4 CLO5 CLO6

Masters of Arts (Sanskrit) Semester - II

	Importance of Shiksha Granthas, Importance of Paniniya-shiksha in Shikshagranthas, Patha Parampara of Paniniyashiksha	• Reflective Practices (Learning Journals, Reflective Notes, Concept Mapping) • Self-Directed Learning	
IV	**Paniniyashiksha** Translation with Explanation Short notes, General Questions	• Classroom Lecture (CL) • Seminars (Student-led and Faculty-moderated) • Research-Oriented Learning (Literature Review, Tool Construction, Data Analysis Exercises) • Reflective Practices (Learning Journals, Reflective Notes, Concept Mapping)	CLO4 CLO5 CLO6

- **Weightage of Learning Effortsfor External Assessment**

Unit	Aligned COs	Total Learning Hours	Approximate weightage(Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse& above (A)	
I	CLO1 CLO2	28	2	1	10	13
II	CLO1 CLO2 CLO3	32	1	1	10	12
III	CLO4 CLO5 CLO6	30	1	1	10	12
IV	CLO4 CLO5 CLO6	30	2	1	10	13
		120	**06**	**04**	**40**	**50**

- **Assessment Methodologies**

(C) Internal Assessment

a. Internal Formative assessment

(d) Assignment
(e) Seminar/Presentation
(f) Short analytical quizzes

b. Internal Summative Assessment

(c) Mid-term tests
(d) Viva-voce

(D) External Assessment

Term End Test (50 Marks)

Masters of Arts (Sanskrit) Semester - II

- **Assessment and Evaluation**

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Seminars, Assignments, Quizzes, Class Regularity, Written Exam	50%
2	End-Semester Examination	Written Exam	50%

- **CLOs – PLOs Matrix**

CLO	PLO											
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	3	2	3	2	2	2	1	2	1	1	3
CLO2	3	3	3	3	2	1	3	1	3	1	1	3
CLO3	3	3	2	3	3	1	1	2	2	3	1	3
CLO4	3	3	3	2	3	1	1	3	3	2	1	3
CLO5	3	3	3	2	3	2	1	2	3	2	3	3
CLO5	3	3	2	3	3	1	3	2	2	3	3	3

Values to **CLO-PLO** matrix are assigned **by judging the importance of the particular CLO** in relation to the **PLOs**.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

- **Suggested Learning Materials Books:**

Sr. No.	Title	Author(s)	Edition/ Year	Publisher
1	Vyakaran Shastra ka Itihas - (Part 1-3)	Yudhishthir Mimamsak	1684	Yudhishthir Mimamsak, Bahalgadh, Sonipat (Hariyana)
2	Sanskrit Vyakaran	Baburam Saksena	1928	Ramnarayanlal, Allahabad
3	Siddhanta Kaumudi	Gopal Datta Pandey	2007	ChaukhambhaSurbharati Prakashan, Varanasi
4	Vyakara Mahabhashya	Charudev Shastri	1968	Shri Motilal Banarsidas, Delhi
5	Panini	George Cardon	1988	Shri Motilal Banarsidas, Delhi
6	Paniniyashiksha	Dr. Damodar Mahato	1999	Shri Motilal Banarsidas, Delhi

- **Online Resources (Open Source)**

Sr. No.	Description of Resource(s)	Weblink
1	Relevant entries in Wikipedia	https://www.wikipedia.org/
2	Encyclopaedia Britannica	https://www.britannica.com/
3	Relevant books available on	archive.org
4	Relevant articles on Jstor	https://www.jstor.org/
5	Project Muse	https://muse.jhu.edu/

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NAAC 'A' Grade (10-01-2023 To 09-01-2028)

NEP-2020 aligned Curriculum with effect from Academic Year 2026-27

Masters of Arts (Sanskrit) Semester - II

Course Type	Course Code	Course Title	Teaching-Learning Scheme L-P-T	Total Notional Hours	Course credits
DSC	**P2A02NCSAN03**	**Vedanga:**Nirukta of Yaska (Adhyaya- 1, 2 & 7)	4-0-1	**120**	04

- **Course Learning Outcomes (CLOs)**

On completion of this course, students will be able to:

CLO1: Critically explain Vedanga literature, with detailed understanding of Nirukta and Nighantu and their significance in Vedic studies.

CLO2: Analyze the life, works, and methodological approach of Yaska, in comparison with Pāṇini, with reference to Vedic interpretative traditions.

CLO3: Evaluate the Pāṭha-paramparā of Nirukta, assessing its traditional methods of transmission and study.

CLO4: Evaluate the principles of etymology as expounded by Yaska, with specific reference to Nirukta Adhyaya 1, 2, and 7.

CLO5: Interpret and critically analyze selected portions of Nirukta (Adhyaya 1, 2 & 7), demonstrating contextual and linguistic understanding.

CLO6: Illustrate and discuss key concepts of Nirukta, substantiating explanations with appropriate textual examples.

Unit	Course Content	Learning Pedagogies*	CLO(s)
I	**Introduction of Vedanga Literature&NiruktaSashtra** Nighantu and Nirukta Commentator of Nirukta Life, Date & Works of Yaska Yaska and Panini Patha Parampara of Nirukta, Nairukta Schools of Vedic Interpretation (Artha-ghatan Parampara)	• Classroom Lecture (CL) • Seminars (Student-led and Faculty-moderated) • Research-Oriented Learning (Literature Review, Tool Construction, Data Analysis Exercises) • Collaborative Learning (Group Tasks, Peer Discussion, Joint Presentations)	CLO1 CLO2 CLO3
II	**Nirukta: Adhyaya (1, 2 & 7)** Reference to the context, Etymology	• Classroom Lecture (CL) • Seminars (Student-led and Faculty-moderated) • Problem-Based Learning (PBL)	CLO4 CLO5 CLO6
III	**Nirukta: Adhyaya (1)** General Questions, Short notes on the subject matter	• Classroom Lecture (CL) • Seminars (Student-led and Faculty-moderated) • Reflective Practices (Learning Journals, Reflective Notes, Concept Mapping)	CLO4 CLO5 CLO6

IV	**Nirukta: Adhyaya (2 & 7)** General Questions, Short notes on the subject matter	• Classroom Lecture (CL) • Seminars (Student-led and Faculty-moderated) • Research-Oriented Learning (Literature Review, Tool Construction, Data Analysis Exercises)	CLO4 CLO5 CLO6

- **Weightage of Learning Effortsfor External Assessment**

Unit	Aligned COs	Total Learning Hours	Approximate weightage(Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse& above (A)	
I	CLO1 CLO2 CLO3	28	2	1	10	13
II	CLO4 CLO5 CLO6	32	2	1	10	13
III	CLO4 CLO5 CLO6	30	1	1	10	12
IV	CLO4 CLO5 CLO6	30	1	1	10	12
		120	**06**	**04**	**40**	**50**

- **Assessment Methodologies**

(E) Internal Assessment

a. Internal Formative assessment

(g) Assignment
(h) Seminar/Presentation
(i) Short analytical quizzes

b. Internal Summative Assessment

(e) Mid-term tests
(f) Viva-voce

(F) External Assessment

Term End Test (50 Marks)

- **Assessment and Evaluation**

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Seminars, Assignments, Quizzes, Class Regularity, Written Exam	50%
2	End-Semester Examination	Written Exam	50%

Masters of Arts (Sanskrit) Semester - II

- **CLOs – PLOs Matrix**

CLO	PLO											
	PLO 1	**PLO 2**	**PLO 3**	**PLO 4**	**PLO 5**	**PLO 6**	**PLO 7**	**PLO 8**	**PLO 9**	**PLO 10**	**PLO 11**	**PLO 12**
CLO1	3	3	2	2	2	2	1	3	1	2	1	3
CLO2	3	3	2	2	2	2	1	2	1	2	1	3
CLO3	2	2	2	1	2	1	1	3	3	2	1	2
CLO4	3	3	2	3	2	2	1	2	1	1	1	2
CLO5	3	3	2	3	2	2	1	2	1	1	1	2
CLO5	3	2	2	2	3	2	1	2	2	1	1	2

Values to **CLO-PLO** matrix are assigned **by judging the importance of the particular CLO** in relation to the **PLOs**.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

- **Suggested Learning Materials Books:**

Sr. No.	Title	Author(s)	Edition/ Year	Publisher
1	The Nighantu and Nirukta	Laxman Sarup	1920	Oxford University Press, London
2	Niruktam	Sajjuram Shastri	2020	MaheshchandraLakshamnadas Publication, New Delhi
3	Niruktam	Umashankar Rushi	1961	Chukhamba Vidya Bhavan, Varanasi
4	Niruktam	Satyavrat Samashramir	1882	J.W.Thomb BAPTIBT Mission Press
5	The Etymology of Yaska	Siddheshwar Varma	1953	VisweshvaranandSansthan Prakashan Mandal, Hosiaarpure

- **Online Resources (Open Source)**

Sr. No.	Description of Resource(s)	Weblink
1	Relevant entries in Wikipedia and	https://www.wikipedia.org/
2	Encyclopaedia Britannica	https://www.britannica.com/
3	Relevant books available on	archive.org
4	Relevant articles on Jstor,	https://www.jstor.org/
5	Project Muse	https://muse.jhu.edu/

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NAAC 'A' Grade (10-01-2023 To 09-01-2028)

NEP-2020 aligned Curriculum with effect from Academic Year 2026-27

Masters of Arts (Sanskrit) Semester - II

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSE	**P2A02NESAN01**	**Sahityashastra:** Dasharupaka (Prakasha- 1, 2 & 3) & Kavyamimamsa (Adhyaya- 1 to 5)	4-0-1	**120**	04

- **Course Learning Outcomes (CLOs)**

On completion of this course, students will be able to:

CLO1: Explain the life and works of Dhananjaya (Dasharupaka) and Yayavariya Rajshekhara, understanding their contributions to Sanskrit dramaturgy and literary tradition.

CLO2: Analyze and discuss the contributions of Dhananjaya and Rajshekhara, understanding their role and significance in Sanskrit literary and dramaturgical tradition.

CLO3: Interpret and translate selected texts from Dasharupaka and Kavya-mimamsa, and discuss the views of both authors in detail.

CLO4: Appreciate and evaluate the literary works of Dhananjaya and Rajashekhara, understanding their contributions to Sanskrit literature.

CLO5: Evaluate the literary works and contributions of Dhananjaya, with special reference to the types of Rupakas described in Dasharupaka.

CLO6: Analyze the literary ideas and contributions of Rajashekhara, understanding his approach to Sanskrit poetics.

Unit	Course Content	Learning Pedagogies*	CLO(s)
I	**Dasharupaka&Kavyamimamsa** Life, Date & Works of Dhananjay, Commentary of Dashrupaka Life, Date & Works of Rajshekhar, Type of Rupakas, Sahitya-Parampara	• Classroom Lecture (CL) • Seminars (Student-led and Faculty-moderated) • Collaborative Learning (Group Tasks, Peer Discussion, Joint Presentations)	CLO1 CLO2
II	**(A) Dasharupaka (Prakash- 1, 2 & 3)** Karikas – Translation with Explanation **(B) Kavyamimamsa (Adhyaya- 1 to 5)** Translation with Explanation & Reference to Context	• Classroom Lecture (CL) • Seminars (Student-led and Faculty-moderated) • Problem-Based Learning (PBL)	CLO3 CLO4
III	**Dasharupaka (Prakash-1, 2 & 3)** General Questions, Short notes on the subject matter	• Classroom Lecture (CL) • Seminars (Student-led and Faculty-moderated) • Reflective Practices (Learning Journals, Reflective Notes, Concept Mapping) • Self-Directed Learning	CLO4 CLO5

IV	**Kavyamimamsa (Adhyaya- 1 to 5)** General Questions, Short notes on the subject matter	• Classroom Lecture (CL) • Seminars (Student-led and Faculty-moderated) • Research-Oriented Learning (Literature Review, Tool Construction, Data Analysis Exercises) • Reflective Practices (Learning Journals, Reflective Notes, Concept Mapping)	CLO4 CLO6

- **Weightage of Learning Effortsfor External Assessment**

Unit	Aligned COs	Total Learning Hours	Approximate weightage(Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse& above (A)	
I	CLO1 CLO2	28	2	1	10	13
II	CLO3 CLO4	32	2	1	10	13
III	CLO4 CLO5	30	1	1	10	12
IV	CLO4 CLO6	30	1	1	10	12
		120	**06**	**04**	**40**	**50**

- **Assessment Methodologies**

(G) Internal Assessment

a. Internal Formative assessment

(j) Assignment
(k) Seminar/Presentation
(l) Short analytical quizzes

b. Internal Summative Assessment

(g) Mid-term tests
(h) Viva-voce

(H)External Assessment

Term End Test (50 Marks)

- **Assessment and Evaluation**

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Seminars, Assignments, Quizzes, Class Regularity, Written Exam	50%
2	End-Semester Examination	Written Exam	50%

Masters of Arts (Sanskrit) Semester - II

(I) CLOs – PLOs Matrix

CLO	PLO											
	PLO 1	**PLO 2**	**PLO 3**	**PLO 4**	**PLO 5**	**PLO 6**	**PLO 7**	**PLO 8**	**PLO 9**	**PLO 10**	**PLO 11**	**PLO 12**
CLO1	3	2	1	1	2	3	1	2	1	1	1	3
CLO2	3	3	2	1	2	3	1	2	1	2	1	3
CLO3	3	3	2	3	3	2	1	2	1	1	1	2
CLO4	3	2	1	2	2	3	1	3	2	2	1	3
CLO5	3	3	2	2	2	3	1	2	1	1	1	2
CLO6	3	3	2	2	2	3	1	2	1	1	1	3

Values to **CLO-PLO** matrix are assigned **by judging the importance of the particular CLO** in relation to the **PLOs**.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

- **Suggested Learning Materials Books:**

Sr. No.	Title	Author(s)	Edition/ Year	Publisher
1	Dasharupaka of Dhanajay	Vyas Bholashankar	1955	Chaukhamba Vidyabhavan, Varanasi
2	The Dasarupakaof Dhananjaya	Kashinath Pandurang	1941	Narayan Sagar Press
3	Kavyamimamsa of Rajashekhar	Sadhana Parasar	2000	D.K. Print world, New Delhi
4	Sanskrit KavyashastrakaItihas	P V Kane	1994	Motilal Banarasidas, Delhi
6	Alankar Samikshana	Brijesh Kumar Shukla	2010	Nag Publishers

- **Online Resources (Open Source)**

Sr. No.	Description of Resource(s)	Weblink
1	Relevant entries in Wikipedia and	https://www.wikipedia.org/
2	Encyclopaedia Britannica	https://www.britannica.com/
3	Relevant books available on	archive.org
4	Relevant articles on Jstor,	https://www.jstor.org/
5	Project Muse	https://muse.jhu.edu/

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NEP-2020 aligned Curriculum with effect from Academic Year 2026-27

Masters of Arts (Sanskrit) Semester - II

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSE	**P2A02NESAN02**	**Vastushastra:** Samrangana Sutradhara of Bhojadeva (Adhyaya – 1 to 7 & 31)	4-0-1	**120**	04

- **Course Learning Outcomes (CLOs)**

On completion of this course, students will be able to:

CLO1: Critically examine the origin, development, and fundamental principles of Vāstu Śāstra, situating it within the Indian knowledge tradition and Vedic interpretative framework.

CLO2: Analyze the life, works, and intellectual contributions of Bhojadeva, with special reference to his role in architectural and scientific thought.

CLO3: Evaluate the structure, scope, and subject matter of Samarāṅgaṇa Sūtradhāra, demonstrating comprehensive understanding of its thematic content.

CLO4: Interpret and translate selected chapters (Adhyaya 1–3, 4–7, and 31) of Samarāṅgaṇa Sūtradhāra, ensuring accuracy, contextual explanation, and textual coherence.

CLO5: Critically analyze key concepts and applications of Vāstu Śāstra, highlighting its cultural, scientific, and practical significance.

CLO6: Develop the ability to compose structured analytical responses, including short notes and answers to general questions based on the prescribed text.

Unit	Course Content	Learning Pedagogies*	CLO(s)
I	**Introduction to Vastu Shastra** Life, Date & Works of Bhojdeva, Subject matter of the Samarangan Sutra, Vastu Shastra of Vedic Interpretation, Origin and Development of Vastu Shastra, Importance of Vastu in Indian Knowledge Tradition.	• Classroom Lecture (CL) • Seminars (Student-led and Faculty-moderated) • Collaborative Learning (Group Tasks, Peer Discussion, Joint Presentations)	CLO1 CLO2 CLO3
II	**Samrangana Sutradhara of Bhojadeva (Adhyaya 1–3)** Reference to Context General Questions, Short notes on the subject matter	• Classroom Lecture (CL) • Seminars (Student-led and Faculty-moderated) • Problem-Based Learning (PBL)	CLO4 CLO5 CLO6
III	**Samrangana Sutradhara of Bhojadeva (Adhyaya 4–7)** General Questions, Short notes on the subject matter	• Classroom Lecture (CL) • Seminars (Student-led and Faculty-moderated) • Reflective Practices (Learning Journals, Reflective Notes, Concept Mapping) • Self-Directed Learning	CLO4 CLO5 CLO6

Masters of Arts (Sanskrit) Semester - II

IV	**Samrangana Sutradhara of Bhojadeva (Adhyaya 31)** Reference to Context General Questions, Short notes on the subject matter	• Classroom Lecture (CL) • Seminars (Student-led and Faculty-moderated) • Research-Oriented Learning (Literature Review, Tool Construction, Data Analysis Exercises) • Reflective Practices (Learning Journals, Reflective Notes, Concept Mapping)	CLO4 CLO5 CLO6

- **Weightage of Learning Effortsfor External Assessment**

Unit	Aligned COs	Total Learning Hours	Approximate weightage(Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse& above (A)	
I	CLO1 CLO2 CLO3	28	2	1	10	13
II	CLO4 CLO5 CLO6	32	1	1	10	12
III	CLO4 CLO5 CLO6	30	1	1	10	12
IV	CLO4 CLO5 CLO6	30	2	1	10	13
		120	**06**	**04**	**40**	**50**

- **Assessment Methodologies**

(J) Internal Assessment

a. Internal Formative assessment

(m) Assignment
(n) Seminar/Presentation
(o) Short analytical quizzes

b. Internal Summative Assessment

(i) Mid-term tests
(j) Viva-voce

(K) External Assessment

Term End Test (50 Marks)

Masters of Arts (Sanskrit) Semester - II

- **Assessment and Evaluation**

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Seminars, Assignments, Quizzes, Class Regularity, Written Exam	50%
2	End-Semester Examination	Written Exam	50%

(L) CLOs – PLOs Matrix

CLO	PLO											
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	3	2	1	2	2	1	3	1	2	1	3
CLO2	3	2	2	1	2	2	1	2	1	2	1	3
CLO3	3	3	2	1	2	2	1	2	1	1	1	3
CLO4	3	3	2	3	3	2	1	2	1	1	1	2
CLO5	3	3	2	2	2	3	1	3	2	3	1	3
CLO6	2	2	2	2	3	2	1	2	3	1	2	2

Values to **CLO-PLO** matrix are assigned **by judging the importance of the particular CLO** in relation to the **PLOs**.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

- **Suggested Learning Materials Books:**

Sr.No.	Title	Author(s)	Edition/ Year	Publisher
1	Samrangansutradhar	Dr. Jitendranath Shukla	1965	Bharat Bharati Press, Delhi
2	Samrangansutradhar	Pushpendrakumar	1998	New Bharatiya book Corporation, Delhi
3	Samrangansutradhar	T Ganpati Shastri	1994	Baroda Central Library
4	Samrangansutradhar	Dr. Sudhakar Malaviya, Pandit Chittaranjan Malaviya	2011	Chaukhambha Sanskrut Bhavan, Varanasi

- **Online Resources (Open Source)**

Sr. No.	Description of Resource(s)	Weblink
1	Relevant entries in Wikipedia and	https://www.wikipedia.org/
2	Encyclopaedia Britannica	https://www.britannica.com/
3	Relevant books available on	archive.org
4	Relevant articles on Jstor,	https://www.jstor.org/
5	Project Muse	https://muse.jhu.edu/

SARDAR PATEL UNIVERSITY

Vallabh Vidyanagar

NAAC 'A' Grade (10-01-2023 To 09-01-2028)

NEP-2020 aligned Curriculum with effect from Academic Year 2026-27

Masters of Arts (Sanskrit) Semester - II

Course Type	Course Code	Course Title	Teaching-Learning Scheme L-P-T	Total Notional Hours	Course credits
DSE	**P2A02NESAN03**	**Prose:** Kadambari of Banabhatta (Mahashweta Vruttant) & Harshacharitam of Banabhatta (Pancham Uchchhvas)	4-0-1	**120**	04

- **Course Learning Outcomes (CLOs)**

On completion of this course, students will be able to:

CLO1: Critically examine the origin, development, and forms of Sanskrit gadya-sāhitya, including the characteristics of kathā, ākhyāyikā, and types of gadya-kāvya.

CLO2: Analyze the life, works, and literary contribution of Banabhatta, situating him within the broader cultural and historical context.

CLO3: Evaluate the stylistic features of Bāṇabhaṭṭa, including utprekṣā, narrative technique, and the universality reflected in his works such as Kadambari and Harshacharitam.

CLO4: Assess Kadambari as a representative kathā-text and Harshacharitam as a historical, cultural, and literary composition, demonstrating critical appreciation.

CLO5: Interpret and translate selected portions of Kadambari and Harshacharitam, ensuring accuracy, contextual understanding, and textual coherence.

CLO6: Develop the ability to summarize texts and compose structured analytical essays and short notes, particularly on the contribution of Bāṇabhaṭṭa and his literary works.

Unit	Course Content	Learning Pedagogies*	CLO(s)
I	**Kadambari** Introduction of Gadya-sahitya Origin and Development, Life, Date & Works of Banabhatta, Style of Banabhatta, Utpreksha-to-Banasya, BanochchhishtyamJagatsarvam, Katha &Akhyayika Lakshan, Kadambari as a Katha, Type of Gadyakavya **Harshacharitam** Harshacharitam as a historical kavya Harshacharitam as a cultural kavya Harshacharitam as a literary kavya Harshacharitam as a Akhyayika Harsha Kalin Bharata	• Classroom Lecture (CL) • Seminars (Student-led and Faculty-moderated) • Research-Oriented Learning (Literature Review, Tool Construction, Data Analysis Exercises) • Collaborative Learning (Group Tasks, Peer Discussion, Joint Presentations)	CLO1 CLO2 CLO3
II	**Kadambari of Banabhatta (Shukanasopadeshah) &Harshacharitam of Banabhatta (Pancham Uchchhvas)** Translation & Reference:	• Classroom Lecture (CL) • Seminars (Student-led and Faculty-moderated)	CLO4 CLO5

Masters of Arts (Sanskrit) Semester - II

	(A) Kadambari, (B) Harshacharitam		
III	**Kadambari of Banabhatta (Shukanasopadeshah)** General Questions, Short notes on the subject matter	• Classroom Lecture (CL) • Seminars (Student-led and Faculty-moderated) • Reflective Practices (Learning Journals, Reflective Notes, Concept Mapping) • Self-Directed Learning	CLO4 CLO5 CLO6
IV	**Harshacharitam (Pancham Uchchhvas)** General Questions, Short notes on the subject matter	• Classroom Lecture (CL) • Seminars (Student-led and Faculty-moderated) • Research-Oriented Learning (Literature Review, Tool Construction, Data Analysis Exercises)	CLO4 CLO5

- **Weightage of Learning Effortsfor External Assessment**

Unit	Aligned COs	Total Learning Hours	Approximate weightage(Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse& above (A)	
I	CLO1 CLO2 CLO3	28	2	1	10	13
II	CLO4 CLO5	32	2	1	10	13
III	CLO4 CLO5 CLO6	30	1	1	10	12
IV	CLO4 CLO5	30	1	1	10	12
		120	**06**	**04**	**40**	**50**

- **Assessment Methodologies**

(M) Internal Assessment

a. Internal Formative assessment

(p) Assignment
(q) Seminar/Presentation
(r) Short analytical quizzes

b. Internal Summative Assessment

(k) Mid-term tests
(l) Viva-voce

(N) External Assessment

Term End Test (50 Marks)

Masters of Arts (Sanskrit) Semester - II

- **Assessment and Evaluation**

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Seminars, Assignments, Quizzes, Class Regularity, Written Exam	50%
2	End-Semester Examination	Written Exam	50%

- **CLOs – PLOs Matrix**

CLO	PLO											
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	3	2	1	2	3	1	2	1	1	1	3
CLO2	3	2	2	1	2	2	1	2	1	2	1	3
CLO3	3	3	2	1	2	3	1	2	1	1	1	3
CLO4	3	3	2	1	2	3	1	3	2	2	1	3
CLO5	3	3	2	3	3	2	1	2	1	1	1	2
CLO6	2	2	2	2	3	2	1	2	3	1	2	2

Values to **CLO-PLO** matrix are assigned **by judging the importance of the particular CLO** in relation to the **PLOs**.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

- **Suggested Learning Materials Books:**

Sr.No.	Title	Author(s)	Edition/Year	Publisher
1	Sanskrit Sahitya ka Itihas	Hansraj Agrawal	1950	Rajhans Prakashan, Delhi
2	Sanskrit Sahitya ka Itihas	A.B. Keith	1978	Motilal Banarasidas, Varanasi
3	Kadambari Ek Sanskritk Adhyayan	V.S. Agraval	1970	Chaukhamba Vidyabhavan, Varanasi
4	Harshcharita Ek Sanskritk Adhyayan	V.S. Agraval	1953	Bihar Rashtrabhasha Parishad, Patna
5	The Kadambari	P.V. Kane	1913	By Author
6	Kadambari	M.R.Kale	1928	Motilal Banarasidas, Varanasi
7	Kadambari	Dr.devarshiSanadhya ShriVishvambharnath Tripathi	1977	Vishvavidyalay Prakashan, Varanasi

- **Online Resources (Open Source)**

Sr. No.	Description of Resource(s)	Weblink
1	Relevant entries in Wikipedia and	https://www.wikipedia.org/
2	Encyclopaedia Britannica	https://www.britannica.com/
3	Relevant books available on	archive.org
4	Relevant articles on Jstor,	https://www.jstor.org/
5	Project Muse	https://muse.jhu.edu/

Masters of Arts (Sanskrit) Semester - II

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSE	**P2A02NESAN04**	**Prose :** Shivarajavijaya of Ambikadatta Vyasa	4-0-1	**120**	04

- **Course Learning Outcomes (CLOs)**

On completion of this course, students will be able to:

CLO1: Critically examine the origin, development, and literary forms of Sanskrit gadya-sāhitya, including the classification of gadya-kāvya as kathā.

CLO2: Analyze the life, works, and literary contribution of Ambikadatta Vyasa, situating him within the broader tradition of Sanskrit prose literature.

CLO3: Evaluate the stylistic features of Sanskrit prose writers, with particular reference to the style of Subandhu and narrative techniques in gadya-kāvya.

CLO4: Assess Shivarajavijaya as a representative kathā-text, analyzing its structure, themes, and literary significance.

CLO5: Interpret and translate selected portions of Shivarajavijaya (Prathama, Dvitīya, and TṛtīyaVirāma: Niśvāsa 1–12), ensuring accuracy and contextual understanding.

CLO6: Develop the ability to compose structured analytical responses, including short notes and answers to general questions based on the prescribed text.

Unit	Course Content	Learning Pedagogies*	CLO(s)
I	Introduction of Gadya-sahitya Origin and Development, Life, Date & Works of Ambikadatta Vyasa, Style of Subandhu, Type of GadyakavyaShivrajvijay as a Katha	• Classroom Lecture (CL) • Seminars (Student-led and Faculty-moderated) • Collaborative Learning (Group Tasks, Peer Discussion, Joint Presentations)	CLO1 CLO2 CLO3
II	**Shivarajavijaya of Ambikadatta VyasaPratham Viram - 1 to 4 Nishvas** Translation General Questions, Short notes on the subject matter	• Classroom Lecture (CL) • Seminars (Student-led and Faculty-moderated) • Problem-Based Learning (PBL)	CLO4 CLO5 CLO6
III	**Shivarajavijaya of Ambikadatta VyasaDvitiya Viram - 5 to 8 Nishvas** Reference General Questions, Short notes on the subject matter	• Classroom Lecture (CL) • Seminars (Student-led and Faculty-moderated) • Reflective Practices (Learning Journals, Reflective Notes, Concept Mapping) • Self-Directed Learning	CLO4 CLO5 CLO6

Masters of Arts (Sanskrit) Semester - II

IV	**Shivarajavijaya of Ambikadatta VyasaTrutiya Viram - 9 to 12 Nishvas** General Questions, Short notes on the subject matter	• Classroom Lecture (CL) • Seminars (Student-led and Faculty-moderated) • Research-Oriented Learning (Literature Review, Tool Construction, Data Analysis Exercises)	CLO4 CLO5 CLO6

- **Weightage of Learning Effortsfor External Assessment**

Unit	Aligned COs	Total Learning Hours	Approximate weightage(Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse& above (A)	
I	CLO1 CLO2 CLO3	28	2	1	10	13
II	CLO4 CLO5 CLO6	32	1	1	10	12
III	CLO4 CLO5 CLO6	30	2	1	10	13
IV	CLO4 CLO5 CLO6	30	1	1	10	12
		120	**06**	**04**	**40**	**50**

- **Assessment Methodologies**

(O) Internal Assessment

a. Internal Formative assessment

(s) Assignment
(t) Seminar/Presentation
(u) Short analytical quizzes

b. Internal Summative Assessment

(m) Mid-term tests
(n) Viva-voce

(P) External Assessment

Term End Test (50 Marks)

- **Assessment and Evaluation**

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Seminars, Assignments, Quizzes, Class Regularity, Written Exam	50%
2	End-Semester Examination	Written Exam	50%

Masters of Arts (Sanskrit) Semester - II

- **CLOs – PLOs Matrix**

CLO	PLO											
	PLO 1	**PLO 2**	**PLO 3**	**PLO 4**	**PLO 5**	**PLO 6**	**PLO 7**	**PLO 8**	**PLO 9**	**PLO 10**	**PLO 11**	**PLO 12**
CLO1	3	3	2	1	2	3	1	2	1	1	1	3
CLO2	3	2	2	1	2	2	1	2	1	2	1	3
CLO3	3	3	2	1	2	3	1	2	1	1	1	3
CLO4	3	3	2	1	2	3	1	3	2	2	1	3
CLO5	3	3	2	3	3	2	1	2	1	1	1	2
CLO6	2	2	2	2	3	2	1	2	3	1	2	2

Values to **CLO-PLO** matrix are assigned **by judging the importance of the particular CLO** in relation to the **PLOs**.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

- **Suggested Learning Materials Books:**

Sr. No.	Title	Author(s)	Edition/ Year	Publisher
1	Shivraj Vijay	Ambikadatt Vyasa	1942	Balsrushna Shastri, Jyotish Prakash Press, Banaras
2	Shivraj Vijay	Ramji Pandye Shastri	1969	Vyas Pustakalay, Manmandiram, Kashi
3	Shivraj Vijay	Devnarayan Mishra	1975	Sahitya Bhandar, Subhash Bajar, Merath
4	Shivraj Vijay	Dr. Ramashankar Mishra	2011	ChaukhambhaSurbharati Prakashan, Varanasi

- **Online Resources (Open Source)**

Sr. No.	Description of Resource(s)	Weblink
1	Relevant entries in Wikipedia and	https://www.wikipedia.org/
2	Encyclopaedia Britannica	https://www.britannica.com/
3	Relevant books available on	archive.org
4	Relevant articles on Jstor,	https://www.jstor.org/
5	Project Muse	https://muse.jhu.edu/

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Masters of Arts (Sanskrit) Semester - II

Course Type	Course Code	Course Title	Teaching-Learning Scheme L-P-T	Total Notional Hours	Course credits
SKILL	**P2A02NSSAN01**	**Advanced Communication Skill in Sanskrit**	1-1-0	**60**	02

- **Course Learning Outcomes (CLOs)**

On completion of this course, students will be able to:

CLO1: Apply advanced grammatical concepts in Sanskrit, including lakāras (imperative use), vibhaktis (all seven cases with kāraka usage), pronouns, upasargas, pratyayas, sandhi, and simple samāsa.

CLO2: Construct and transform sentences effectively, including affirmative, negative, and interrogative forms, and develop the ability to form extended and meaningful sentences.

CLO3: Demonstrate communicative competence in Sanskrit, including conversations in daily life situations, speech delivery, group discussions, and independent question formation.

CLO4: Develop writing skills in Sanskrit, including paragraph writing and structured expression on guided topics.

Unit	Course Content	Learning Pedagogies*	CLO(s)
I	• लकारविस्तारः- (imperative - basic use in communication) • विभक्तिविस्तारः-all 7 cases with practical sentence usage (कारकप्रयोगः) • सर्वनामप्रयोगः-usage of pronouns in different contexts • उपसर्गाःतथाप्रत्ययाः–basic understanding with examples • सन्धिप्रयोगः • वाक्यपरिवर्तनम्-affirmative, negative, interrogative sentences	• Classroom Lecture (CL) • Seminars (Student-led and Faculty-moderated) • Research-Oriented Learning (Literature Review, Tool Construction, Data Analysis Exercises) • Collaborative Learning (Group Tasks, Peer Discussion, Joint Presentations)	CLO1 CLO2
II	• दैनन्दिनजीवनस्थितिषु संवादः–conversations in real-life situations (market, classroom, travel, etc.) • भाषणकौशलम्–short speech practice on familiar topics • समूहचर्चा–basic group discussion in Sanskrit • प्रश्ननिर्माणम्–framing questions independently • समासप्रयोगः-(simple compounds) • विस्तृतवाक्यरचना–forming longer and meaningful sentences	• Classroom Lecture (CL) • Seminars (Student-led and Faculty-moderated) • Problem-Based Learning (PBL) • ICT-Enabled Learning (LMS-based Tasks, Digital Resources, Virtual Webinars)	CLO3 CLO4 CLO5

Masters of Arts (Sanskrit) Semester - II

	• अनुच्छेदलेखनम्–short paragraph writing (guided topics)		

- **Weightage of Learning Efforts for External Assessment**

Unit	Aligned COs	Total Learning Hours	Approximate weightage(Marks) to Learning levels (BT)				Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse & above (A)	Assignment & Viva-Voce	
I	CLO1 CLO2	28	5	5	5	10	25
II	CLO3 CLO4 CLO5	32	5	5	5	10	25
		60	10	10	10	20	50

- **Assessment Methodologies**

(P) Internal Assessment

a. Internal Formative assessment (15 Marks)

(v) Assignment
(w) Presentation
(x) Short analytical quizzes

b. Internal Summative Assessment (10 Marks)

(o) Viva-voce
(p) Term Test

(Q) External Assessment : (25 Marks)

Assessment and Evaluation

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Seminars, Assignments, Quizzes, Class Regularity, Written Exam	25%
2	End-Semester Examination	Written Exam	25%
		Total:	50%

- **CLOs – PLOs Matrix**

CLO	PLO											
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	2	1	3	2	1	2	2	1	1	1	2
CLO2	3	2	2	3	3	2	1	2	2	1	1	2
CLO3	2	1	1	2	3	1	2	3	2	2	2	2
CLO4	2	1	2	2	3	2	1	2	3	1	2	2

Masters of Arts (Sanskrit) Semester - II

Values to **CLO-PLO** matrix are assigned **by judging the importance of the particular CLO** in relation to the **PLOs**.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

- **Suggested Learning Materials Books:**

Sr. No.	Title	Author(s)	Edition/ Year	Publisher
1	बृहद संस्कृत व्याकरण	मोरेश्वर रामचंद्र काले	१९६४	रामनारायणलाल बेनीप्रसाद प्रकाशक, इलहाबाद
2	रूप चन्द्रिका	डॉ.रामानन्द त्रिपाठी	२००५	चौखम्बा सुरभारती प्रकाशन, वाराणसी
3	रचनानुवाद-कौमुदी	डॉ.कपिलदेव द्विवेदी	सन-१९६०	विश्वविद्यालय प्रकाशन, नखास चौक, गोरखपुर
4	संस्कृत व्याकरण प्रवेशिका	डॉ.कपिलदेव द्विवेदी	१९७३	मोतीलाल बनारसीदास, दिल्ही
5	देववाणी प्रवेशिका	श्री पद्मानंद शास्त्री	१९४१	बीकानेर नवापुर ग्रथ कुटीर, बीकानेर
6	संस्कृत व्याकरण	डॉ.मुनीश्वर झा	१९७१	उत्तर प्रदेश हिंदी ग्रन्थ अकादमी, लखनउ

- **Online Resources (Open Source)**

Sr. No.	Description of Resource(s)	Weblink
1	Relevant entries in Wikipedia and	https://www.wikipedia.org/
2	Encyclopaedia Britannica	https://www.britannica.com/
3	Relevant books available on	archive.org
4	Relevant articles on Jstor,	https://www.jstor.org/
5	Project Muse	https://muse.jhu.edu/