

UNIVERSITY OF CALICUT

(Abstract)

UG Programme - under - Choice Based Credit Semester System - Sanskrit - scheme and syllabus - Implemented with effect from 2009 admission - approved - orders issued.

GENERAL AND ACADEMIC BRANCH - I 'B' SECTION

No.GAI/B2/2142/06

Dated, Calicut University. P.O., 25.06.2009.

- Read: 1. U.O.No.GAI/J2/3601/08 Vol.II dated 19-06-2009.
2. Minutes of the meeting of the Board of Studies in Sanskrit held on 24-01-2009 and 20-04-2009.
 3. Minutes of the meeting of the Faculty of Language and Literature held on 06-05-2009 item II 4.
 4. Minutes of the meeting of the Academic Council held on 14-05-2009 item II - H4.

ORDER

1. Choice based Credit Semester System and Grading have been introduced in the UG Curriculum in affiliated colleges of the University with effect from 2009 admission onwards and regulation for the same implemented as per the Order cited first above.
2. The meeting of the Board of Studies in Sanskrit (UG) at its meeting held on 24-01-2009 and 20-04-2009 prepared and approved the syllabus under Choice based Credit Semester System for Sanskrit vide paper read 2nd above. The minutes of the meetings of the Board of Studies were approved by the meetings of Faculty of Language and Literature and Academic Council vide papers read 3rd and 4th above.
3. Sanction has therefore been accorded for implementing the scheme and syllabus for UG Sanskrit programme under (CCSS) in the affiliated colleges of the University with effect from 2009 admission onwards.

Orders are issued accordingly.

The Syllabus is appended herewith.

Sd/-
DEPUTY REGISTRAR (G&A-
I)
For REGISTRAR.

To

The Principals of all Arts & Science Colleges.

Copy to: CE/Ex Section/PG DR/AR BA Branch/GA I 'F"
Section/System administrator with a request to
upload the syllabus in University website/Library/EG
Section/

SF/DF/FC.

Forwarded/By Order

SECTION OFFICER.

UNIVERSITY OF CALICUT
B.A DEGREE PROGRAMME SANSKRIT
CHOICE BASED CREDIT & SEMESTER SYSTEM
SYLLABUS
2009 ADMISSIONS

PREFACE

The Under Graduate courses under Calicut University are being restructured from 2009 admission onwards as part of the direction of Kerala Higher Education Council in this regard. The UG programme is changing from the existing pattern to Choice Based Credit & Semester System (CCSS). The ongoing revision of the syllabus of the programme is in tune with the changes that occur all over the world in the higher education region.

The direction of the Kerala Higher Education Council in this regard is in conformity with the National Education Policy envisaged by University Grants Commission. The revised syllabi in Sanskrit will be in the CUCCSSUG2009 pattern. The new syllabus includes four types of courses as Common course, Core course, Open course & Complementary course.

The study of Sanskrit under the revised syllabi enables the students proper motivation in the pursuit of knowledge and understanding of Indian culture and civilisation. It is aimed to improve the comprehensive skill, communicative skill, the skill of creative writing and language proficiency. More over the student is aimed at enjoying the literary creations in a proper and good way.

A large number of teachers of various affiliated colleges and Scholars have contributed

much in the revision of the syllabi in Sanskrit with valuable suggestions and directions

to make this venture a success. We the Board of Studies in Sanskrit (UG) extend

our heart felt thanks to all the participants and Scholars for the support and suggestions

rendered in this regard.

Chairman and Members

Boards of Studies Sanskrit UG

3

LIST OF RESTRUCTURED COURSES

COMMON COURSE

BA/B.Sc. Degree programme

Sl.No. Course Code Title

1. SK 1 A 07 (01) Kavya literature And Applied grammar
2. SK 2 A 08 (01) Prose & Applied Grammar
3. SK 3 A 09 (01) Drama and Alankara
4. SK 4 A 10 (01) History of Sanskrit Literature, Kerala Culture & Translation

B.Com Degree programme

1. SK 1 A 07 (02) Management and Indian Heritage, Subhasithas & Grammar
2. SK 2 A 09 (02) Prachinavaniija & Translation

B. Sc. Degree programme (In alternate pattern)

1. SK 1 A 07 (03) Ancient science, Subhasithas & Grammar
2. SK 2 A 09 (03) Drama & Translation

Core Course

1. SK 1 B 01 Mahakavya And Laghu Vyakaranam
2. SK 2 B 02 Gadyakavya & Khandakavya
3. SK 3 B 03 Methodology of Sanskrit learning
4. SK 3 B 04 Nataka & Champu
5. SK 4 B 05 Mahakavya, Alankara, And Vritta
6. SK 4 B 06 Natyasiddhantha
7. SK 5 B 07 Veda, Smrthi & Upanishad
8. SK 5 B 08 Vyakarana & Nyaya
9. SK 5 B 09 Bhagavatgita & Arthasastra
10. SK 5 B 10 General Informatics
11. SK 6 B 11 Alankara Sastra - I

12. SK 6 B 12 Alankara Sastra - II
13. SK 6 B 13 Sankhya & Vedanta
14. SK 6 B 14 Culture and Environmental Science in Sanskrit
15. SK 6 B 15 (E 01) Malayalam Writers on Sanskrit
16. SK 6 B 15 (E 02) Sanskrit Theatre of Kerala
17. SK 6 B 15 (E 03) Kavisiksha

4

COMPLEMENTARY COURSE

1. SK 1 C 01 (01) Functional Sanskrit
2. SK 1 C 02 (01) History of Sanskrit Literature - Vedic
3. SK 2 C 03 (01) Technical Literature in Sanskrit
4. SK 2 C 04 (01) Contribution of Kerala to Sanskrit Literature
5. SK 3 C 05 (01) Linguistics - I
6. SK 3 C 06 (01) Indian Philosophy - I - Vedic Schools
7. SK 4 C 07 (01) Linguistics - II
8. SK 4 C 08 (01) Indian Philosophy II - Non Vedic Schools

BA MALAYALAM DEGREE PROGRAMME

1. SK 1 C 01 (02) Prose, Subhashita, Grammar & Translation
2. SK 2 C 02 (02) Poetry, Grammar & Translation
3. SK 3 C 03 (02) Kerala Contribution to Sanskrit
4. SK 4 C 04 (02) Drama & Kerala Sanskrit theatre

OPEN COURSE

1. SK 5 D 01 Management principles in Sanskrit
2. SK 5 D 02 Ancient Indian Law
3. SK 5 D 03 Scientific Literature in Sanskrit with special reference to Kerala.

COURSE WORK / PROJECT

5

SANSKRIT B.A DEGREE PROGRAMME

Common Course I 5 4 3 25% 75% English -

Common Course II 4 4 3 English -

Common Course III 4 4 3 Kavya literature and applied Grammar SK 1 A 07 (01)

1 Core Course I 6 4 3 20 Mahakavya and laghu vyakaranam SK 1 B 01

Complementary Course 01 3 2 3 Functional Sanskrit SK I C 01 (01)

Complementary Course 02 3 2 3 History of Sanskrit Literature - Vedic SK 1 C 02 (01)

Common Course III 5 4 3 English -

Common Course IV 4 4 3 English -

Common Course 08 4 4 3 Prose & applied Grammar SK 2 A 08 (01)

2 Core Course II 6 4 3 20 Gadhya kavya and Khandakavya SK 2 B 02

Complementary Course 03 3 2 3 Technical Literature in Sanskrit SK 2 C 03 (01)

Complementary Course 043 2 3 Contribution of Kerala to Sanskrit Literature SK 2 C 04 (01)

Common Course V 5 4 English

Common Course 09 5 4 Drama and Alankara SK 3 A 09 (01)

Core Course III 5 4 Methodology of Sanskrit learning SK 3 B 03

3 Core Course Iv 4 4 20 Nataka and Champu SK 3 B 04

Complementary Course 05 3 2 Linguistics - I SK 3 C 05 (01)

Complementary Course 06 3 2 Indian Philosophy I - Vedic Schools SK 3 C 06 (01)

Common Course VI 5 4 3 English -

Common Course 10 5 4 History of Sanskrit Literature, Kerala SK 4 A 10 (01)

Culture and Translation

4 Core Course V 4 4 20 Mahakavya Alankara and Vritta SK 4 B 05

Core Course VI 5 4 Natyasiddhantha SK 4 B 06

Complementary Course 07 3 2 Linguistics II SK 4 C 07 (01)

Complementary Course 08 3 2 Indian PhilosophyII - Non Vedic schools SK 4 C 08 (01)

Core Course VII 5 4 Veda smrthi and Upanishad SK 5 B 07

Core Course VIII 5 4 Vyakarana and Nyaya SK 5 B 08

5 Core Course IX 5 4 18 Bhagavatgita and Arthasastra SK 5 B 09

Core Course X 5 4 General Informatics SK 5 B 10

Open Course 3 2 Management principles in Sanskrit SK 5 D 01

Ancient Indian Law SK 5 D 02

Scientific Literature in Sanskrit with special reference to Kerala SK 5 D 03

Course Work/ Project 2 x - -

Work/ Visit

Core Course XI 5 4 Alankara Sastra I SK 6 B 11

Core Course XII 5 4 Alankara Sastra II SK 6 B 12

6 Core Course XIII 5 4 22 Sankhya and Vedanta SK 6 B 13

Core Course XIV 5 4 Culture and Environmental Science in Sanskrit SK 6 B 14

Core Course Elective 3 2 Malayalam writers on Sanskrit SK 6 B 15 (E 01)

Sanskrit theatre of Kerala SK 6 B 15 (E 02)

Kavisiksha SK 6 B 15 (E 03)

Course Work/

Project Work 2 4

Semester

Course title

Instructural

Hours per week

Credit

Exam Hrs.

Internal

Exten

Total Credit

Name of the course Course code

Marks

6

B.A DEGREE PROGRAMME MALAYALAM

Sem

Course title

Instructional

Hours per week

Credit

Exam Hrs.

Internal

External

Name of the Course Course code

Marks

1 Complementary Course I 3 2 3 25% 75% Prose, Subhashita,
Grammar & Translation SK 1 C 01 (02)

2 Complementary Course II 3 2 3 25% 75% Poetry, Grammar and
Translation SK 2 C 02 (02)

3 Complementary Course III 3 2 3 25% 75% Kerala Contribution to
Sanskrit SK 3 C 03 (02)

4 Complementary Course IV 3 2 3 25% 75% Drama and Kerala Sanskrit
theatre SK 4 C 04 (02)

B.Com DEGREE PROGRAMME

1 Common Course 07 5 4 3 25% 75% Management and Indian Heritage, Subhashithas SK 1 A 07 (02)

& Grammar

2 Common Course 09 5 4 3 25% 75% PrachinaVanijya and Translation SK 2 A 09 (02)

B.Sc DEGREE PROGRAMME (In alternate pattern)

1 Common Course 07 5 4 3 25% 75% Ancient Science, Subhashitas & Grammar SK 1 A 07 (03)

2 Common Course 09 5 4 3 25% 75% Drama and Translation SK 2 A 09 (03)

Note :-

1. Core Courses should be written in Sanskrit except III, X, XIV
2. Core Courses III, X, XIV may be answered either in Sanskrit or in English or in Malayalam.
3. Common Courses in Sanskrit may be answered either in Sanskrit or in English or in Malayalam.
4. Complementary Courses may be answered either in Sanskrit or in English.
5. Open courses and Elective Courses may be answered either in Sanskrit or in English or in Malayalam.
6. Complementary Courses for B.A programme Malayalam may be answered either in Sanskrit or in English or in Malayalam.

7

SEMESTER - I

Course Code Title Instructional hours Credits
per week

SK 1 A 07 (01) Kavya literature & Applied grammar 4 4

SK 1 A 07 (02) Management and Indian Heritage, Subhasithas 5 4
& Grammar

SK 1 A 07 (030) Ancient science, Subhasithas & Grammar 5 4

SK 1 B 01 Mahakavya & Laghu Vyakaranam 6 4

SK 1 C 01 (01) Functional Sanskrit 3 2

SK 1 C 02 (01) History of Sanskrit Literature - Vedic 3 2

SK 1 C 01 (02) Prose, Subhashita, Grammar & Translation 3 2

8

SK 1 A 07 (01)

BA/B.Sc DEGREE PROGRAMME

SEMESTER I - COMMON COURSE - 07

KAVYA LITERATURE AND APPLIED GRAMMAR

Texts : Raghuvamsa of Kalidasa - Canto V, Nitisataka of Bhartrhari

Selected 20 verses

Credits - 4 Instructional hours 72

Aim of the Course

The Course aims at introducing Mahakavya literature and appreciation of the Mahakavya. It also aims at

Cultivating moral values among students through the study of Subhashitas. More over it aims to enable the student to identify the basic gramatical features of Sankrit.

Objectives of the Course

To impart general awareness of Sanskrit Mahakavya literature to students. To enable the student to enjoy and appreciate Mahavaya. To familiarise the student with similar contexts of other Kavyas. To enable the student to understand the basic principles of grammar through the study of the Kavya.

Module I - Origin and development of kavya liration.

- a. Characteristics of Mahakavyas b. Panchamahakavyas
- c. Khandakavyas - erotic, devotional, and stray verses

Essential reading

A Short History of Sanskrit Liteature By T.K. Ramachandra Iyer.

Additional Reading

1. Inidan Kavya literature - A.K. Warder
2. History of Sanskrit Literature. A.B. Keith
3. History of classical Sanskrit Literature - M. Krishnamachariar.
4. Samskrta Sahitya Caritram - Ed. By Dr. M.S. Menon & Dr. K. Kunjunni Raja. Published by Kerala Sahitya Academy, Thrissur.

Module II - Kalidasa Literature

- a. Introduction of the poetic style of Kalidasa
- b. Other works of Kalidasa
- c. Poetic excellence of Kalidasa

Essential reading

Raghuvamsa of Kalidasa V Canto 1-30 verses

Additional Reading

1. Translations of raghuvamsa
2. Manusmriti

3. Arthasastra and other Dharmasastra works 4. Kalidasa - by Dr. C. Kunhan Raja

Module III - Subhasitas

Characteristics of Subhasitas, major authors

Essential reading

Bhrtrhari's Nitisataka - Selected 20 verses (appended here with)

Additional Reading

1. Subhasitasahasri 2. Yaksaprasna 3. Viduraniti 4. Subhashitaratnabhandagara

Module IV - Applied Grammar

1. Split the Sandhi 2. Combine the Sandhi 3. Vighraha vakyas 4. Use in Sentences

9

x...“ i...ð...i...EÚ®...→ Selected verses

1. $\text{TM} \dots \Delta \text{S} \dots \text{x} \dots \text{TM} \dots \text{®} \dots \text{f} \dots \text{i} \dots \text{i} \dots \Delta \text{®} \dots \text{TM} \dots \text{f} \dots \text{¥} \dots \text{Æ} \text{HÚ} \dots$
 $\text{f} \dots \text{TM} \dots \text{x} \dots \text{TM} \dots \text{®} \dots \text{SU} \text{Ù} \text{i} \dots \text{V} \dots \text{x} \dots \Delta \text{f} \dots \text{V} \dots \text{x} \dots \text{TM} \dots \text{f} \dots \text{HÚ} \text{®} \text{*}$
 $+\text{f} \text{®} \dots \text{i} \text{EfiÚi} \dots \text{TM} \text{S} \dots \{ \dots \text{Æ} \text{ð} \dots \text{€} \text{TM} \dots \text{i} \dots \text{EÚ} \dots \text{S} \dots \text{n} \text{x} \text{TM} \dots$
 $\text{v} \dots \text{HÚ} \dots \Delta \text{S} \dots \text{i} \dots \Delta \text{S} \dots \text{®} \dots \text{n} \text{x} \dots \Delta \text{S} \dots < \text{®} \dots \Delta \text{S} \dots \text{®} \dots \Delta \text{S} \dots \text{*}$
2. $+\text{Y} \dots \text{®} \text{f} \dots \text{J} \dots \text{®} \dots \text{Æ} \text{v} \text{TM} \dots \text{®} \text{f} \dots \text{J} \dots \text{i} \dots \text{Æ} \text{®} \dots \text{Æ} \text{v} \text{TM} \dots \text{i} \dots \text{TM}$
 $\backslash \dots \text{ð} \dots \text{TM} \text{Y} \dots \text{®} \text{*}$
 $\text{Y} \dots \text{x} \dots \text{TM} \text{n} \text{÷} \text{Ã} \text{¥} \dots \text{n} \text{Mv} \dots \Delta \bullet \dots \text{z} \dots \{ \dots \text{x} \dots \text{A} \text{Δ} \text{x} \dots \text{Æ} \text{V} \dots \text{TM} \dots \text{i} \dots \text{*}$
3. $\text{f} \dots \text{TM} \text{Ω} \text{i} \text{TM} \dots \text{f} \dots \text{R} \text{→} \text{ÛM} \dots \text{i} \dots \text{EÚ} \text{±} \dots \text{TM} \text{¥} \dots \text{Ω} \text{“} \text{x} \dots \text{®} \text{f} \dots \text{i} \dots \text{i} \dots \text{f} \dots \text{TM} \text{÷} \text{®}$
 $\{ \dots \text{÷} \text{SU} \text{Ù} \text{¥} \dots \text{π} \dots \text{h} \dots \text{Ω} \text{“} \text{x} \dots \text{®} \text{*}$
 $\text{i} \dots \text{fih} \dots \Delta \text{x} \dots \text{J} \dots \text{n} \text{z} \dots \{ \dots \text{V} \dots \text{“} \text{¥} \dots \text{®} \dots \text{x} \dots \text{fi} \dots \text{n} \text{→} \text{¶} \dots \text{M} \dots \text{v} \dots \text{TM} \dots \Delta$
 $\{ \dots \text{Æ} \text{®} \dots \Delta \{ \dots \text{ð} \dots \text{X} \dots \text{®} \dots \text{→} \text{*}$
4. $\text{TM} \dots \text{TM} \text{π} \dots \Delta \text{x} \dots \text{¥} \dots \text{t} \dots \text{x} \dots \text{i} \dots \{ \dots \text{TM} \text{x} \dots \text{n} \text{→} \text{x} \dots \Delta \text{Y} \dots \text{x} \dots \Delta \text{x} \dots$
 $\text{ð} \dots \text{“} \} \dots \Delta \text{x} \dots \text{M} \dots \text{÷} \text{h} \dots \text{TM} \text{x} \dots \text{v} \dots \text{®} \dots \text{«} \text{®} \text{*}$
 $\text{i} \dots \text{TM} \text{®} \dots \text{i} \text{TM} \dots \text{«} \text{±} \dots \text{TM} \text{E} \text{TM} \text{Ú} \text{¶} \dots \text{÷} \text{¥} \dots \text{¶} \dots \text{Æ} \text{¶} \dots \text{A} \dots \text{®} \dots \text{x} \dots$
 $\text{€} \text{TM} \dots \text{∞} \text{,} \{ \dots \text{TM} \text{h} \dots \text{®} \dots \text{fiM} \dots \text{ðS} \dots \text{Æ} \text{OExi} \dots \text{*}$
5. $\text{E} \text{TM} \text{Ú} \text{TM} \dots \text{Æ} \text{TM} \text{x} \dots \text{¥} \dots \text{¶} \dots \text{A} \text{TM} \dots \text{OExi} \dots \{ \dots \text{÷} \text{TM} \text{π} \dots \Delta \text{Ω} \text{TM} \text{Æ} \text{TM} \text{x} \dots$
 $\text{S} \dots \text{x} \text{p} \text{TM} \dots \text{TM} \text{V} \text{¥} \dots \text{±} \dots \text{TM} :$
 $\text{x} \dots \text{f} \text{x} \dots \text{x} \dots \Delta \text{x} \dots \text{¥} \dots \text{±} \dots \text{TM} \{ \dots \text{x} \dots \Delta \text{x} \dots \text{E} \text{€Uf} \dots \text{TM} \text{®} \dots \Delta \text{x} \dots \text{TM} \text{±} \dots$
 $\Delta \text{EfiUi} \dots \text{®} \dots \text{V} \dots \text{«} \text{V} \dots \text{®} \text{*}$
 $\text{¥} \dots \text{TM} \text{h} \text{TM} \dots \text{TM} \text{EÚ} \dots \text{f} \dots \text{®} \dots \text{±} \dots \Delta \text{EUA} \text{TM} \dots \text{TM} \text{i} \dots \{ \dots \text{TM} \text{π} \dots \Delta \text{TM} \dots$
 $\text{f} \text{fEfiÚi} \dots \text{v} \dots \text{TM} \dots \text{«} \text{i} \dots \text{TM}$
 $\text{l} \dots \text{TM} \text{x} \dots \text{TM} \text{J} \dots \text{TM} \text{±} \dots \text{TM} \text{¶} \dots \text{h} \dots \text{x} \dots \text{f} \dots \text{i} \dots \text{i} \dots \Delta \text{¥} \dots \text{M} \text{¶} \dots \text{A} \dots \text{h} \dots \Delta$
 $\text{¶} \dots \text{A} \dots \text{h} \dots \text{®} \dots \text{→} \text{*}$

6. ¥...t... x.....®... x...Æ' f™ ... ∞, {...®... v...EΔU |...SUÙz...M...÷{i...Δ
v...x...Δ
¥...t... ¶.....%oM...EÚÆ'“™ ...∂...& f...÷j...EÚÆ'“ ¥...t... M...÷∅°h.....Δ
M...÷∅°&*
¥...t... §...xv...÷V...x.....%o ¥...n%o~∂...M...®...x...%o ¥...t... {...Æ' ...
n%o~¥...i.....
¥...t... Æ'...V...f...÷ {.. /V...i..... x... i...÷ v...x...Δ ¥...t... ¥...Ω'“x...&
{...∂...÷&**
7. V.....b~™™ ...Δ v...™™%o Ω'Æ' i... f... \S... i... ¥..... S... f...i™™ ...Δ
®.....x.....%oz...Ài... n~∂... i... {.....{...®...{.....EÚÆ'...%o i...*
S...%oi...& |...f.....n~™™ ... i... n~l...÷ i...x.....%o i... EÚ“Öi...
f...if...ΔM... i...& EÚl...™™ ... ÀEÚ x... EÚÆ'...%o i... {... €Δf.....®...¬**
8. |.....Æ' ¶™™ ...i...%o x... j...±...÷ ¥...Px...¶™™ ...%ox... x...“S...Ë&
|.....Æ' ¶™™ ... ¥...Px... ¥...Ω' i..... ¥...Æ'®...OExi... ®...v™™&*
¥...Px...Ë& {...÷x...& {...÷x...Æ' {... |... i...Ω'x™™ ...®.....x.....&
|.....Æ' §v...®...÷k...®...V...x.....& x... {... Æ' i™™ ...~V...OExi...**
9. Af...Ω' & ∂...∂...÷Æ' {... x...{...i... i... ®...n~®... ±...x...EÚ{.....%o±...
¶... k...π...÷ M...V...%oπ...÷*
|...EfiÚ i... Æ'™™ ...Δ f...k¥...¥...i.....Δ x... j...±...÷ ¥...™™ ...f i...%oV...f.....
%o Ω%o' i...÷&**
10. ™™ ...f™™OEfi... ¥...k...Δ f... x...Æ' & E÷Ú±...“x...&
f... {...OEhb~i...& f... Π...÷i...¥.....xM...÷h...Y...*
f... B¥... ¥...HÚ... f... S... n~∂...«x...“™™ ...&
f... \...Ê M...÷h.....& EÚ... \S...x...®.....Π...™™ ...xi...%o**
11. n~...x...Δ ¶.....%oM.....%o x.....∂...OEfi...ª.....%o M...i...™™%o
¶...¥...OExi... ¥...k...f™™ ...*
™™%o x... n~n~ ... i... x... ¶...÷R¬ÛH%oÚ i...f™™ ... i...fii...“™™ M...
i...¶...«¥... i...**
12. n÷~V...«x...& {... Æ' Ω' i...«¥™™%o ¥...t™™ ¶... /π...i.....%o%
{... f...x...¬
®... h...x.....±...ΔEfiUi...& f...{...«& EÚ®...f.....Ë x... ¶...™™ ...ΔEUA' &**
13. +...Æ'®¶...M...÷¥... ' l...™™ ...h...“ GÚ®...%oh...
±...v¥...“ {...÷Æ' ... ¥...fi r~®...i...“ S... {...∂S.....i...¬*
n~x...f™™ ... {...λ.....«v...«{...Æ' ...v...« ¶...z.....
UÙ...™™ ...%o¥... ®...Ëj...“ j... }...f...VV...x.....x.....®...¬**
14. ¥...{... n~ v...Ë™™ ...«®...l.....¶™™ ...÷n~™™ ...%o l...®.....
f...n~ f... ¥.....C{...}÷i.....™™ ...÷ v... ¥...GÚ®...&
™™ ...∂... f... S..... ¶...Æ' i...¥™™ ...«f...x...Δ Π...÷i.....Ë

|...EfiÚ i... f...r~ ®...nΔ~ Ω_ι ®...Ω_ι...i®...x.....®...→**

10

15. |...“h..... i... ™ ...& f...÷S... Æ`i...Ë& {...i...AΔ` f... {...÷j.....%
™ ...n~¶...i...÷«Æ%oo`¥... Ω_ιi... ®...SUÙ i... i...iEÚ±...j...®...→*

i...OEx®...j...®.....{... n~ f...÷j...%o S... f...®... GÚ™ ...Δ ™ ...-
n%o~i...j...™ ...Δ V...M... i... {...÷h™ ...EfiÚi.....%o ±...¶...xi...%o**

16. ¶...¥.....OExi... x...©fi...Æ`¥...& °Ú±.....%on~M...®...Ëx...
«¥.....®§...÷ ¶...¶.../« Æ` ¥...±...OE®§...x.....%o P...x.....&*

+x...÷r~i.....& f...i{...÷∅°π.....& f...®...fi r~ ¶...&

f\...¶.....¥... B¥...Eπ... {...Æ` ...%o{...EÚ... Æ`h.....®...→**

17. {.....{..... z...¥.....Æ` ™ ... i... ™%oV...™ ...i...%o Ω_ιi.....™ ...

M...÷iΔ S... M..Ω_ι i... M...h.....x|...EÚ]i“EÚÆ` ...%o i...*

+...{...n~M...i...Δ S... x... V...Ω_ι... i... n~n~... i... EÚ...±...%o

f...OEx®...j...±...l...h... ®...nΔ~ |...¥...n~OExi... f...xi...&**

18. Æ`ix...Ë®...«Ω_ι...Ω_ιfi...÷i... €π...÷x...« n%o~¥.....

x... ¶...%o V...Æ%oo` ¶...“®... ¥...π...%oh... ¶...“ i...®...→*

f...÷v.....Δ ¥...x..... x... |...™ ...™ ...÷Ã¥...Æ` ...®...Δ

x... x...OE∂S...i.....l.....« u~Æ`®...OExi... v...“Æ` ...&**

19. x...xn~xi...÷ x...“ i... x...{...÷h..... ™ ... n~ ¥..... fi...÷¥...xi...÷

±...l®...“& f...®..... \...∂...i...÷ M...SUÙi...÷ ¥..... ™ ...l...%oπ...fi®...→*

+tË¥... ¥..... ®...Æ`h...®...fi...÷ ™ ...÷M.....xi...Æ%oo` ¥.....

x™™™i{...l...& |... ¥...S...±...OExi... {...nΔ~ x... v...“Æ` ...&**

20. x...Ë¥.....EfiÚ i...& °Ú±... i... x...Ë¥... E÷Ú±...Δ x... ∂...“ }...Δ

¥...t... {... x...Ë¥... x... S... ™ ...ix...EfiÚi..... {... f...%o\.....*

¶.....M™ x... {..Λ...«i...{...f..... }...±...÷ f...Δ S...i..... x...

EÚ...±...%o °Ú±...OExi... {...÷∅°π...f™ ... ™ ...l...Ë¥... ¥...fil.....&**

11

SK 1 A 07 (02)

B.Com DEGREE PROGRAMME

SEMESTER I - COMMON COURSE - 07

MANAGEMENT AND INDIAN HERITAGE, SUBHASHITAS AND BASIC GRAMMAR

Credits - 4 Instructional hours 90

Aim of the Course

The Course aims at developing an appropriate knowledge of the management philosophy and value system heritage rooted in our cultural heritage among the students. It also aims at cultivating moral values among students

through the study of subhashitas. Developing the basic grammatical skill is also aimed at this course.

Objectives of the Course

To make the student aware of the management principles and philosophy embedded in our ancient texts.

To introduce major Acharyas of our cultural heritage to the students and to impart value education in them.

To develop language skill among students by learning the basic grammar in Sanskrit.

Module I

Introduction of references of management principles that lay unearthed in our ancient Sanskrit texts to modern students. Bhagavadgita, Mahabhaarata, Arthasastra, Charakasamhita, Panchatantra, Thirukural, etc. are good examples of management principles and teachings.

Essential reading

Management and Indian Heritage - By V.K.S. Menon from "Indian Traditions of Management" Ed. Dr.

N.V.P. Unithiri, Published by Calicut University.

Module II

Inculcate moral value education among students. Bhartrhari, Vyasa, Vidura etc. are eminent gurus in this regard.

Essential reading

Subhashitas - 23 Verses (194-216) from Subhashitasahasri Com. by D. Sreeman Nambudiri, Kerala Sahitya Academy, Thrissur.

Module III

Familiarise the students to the basic principles of Sanskrit language so as to enable them to read and understand ancient literature dealing with management principles and moral education.

Essential reading

Declensions of Vrksa, Lata, Vanam, Asmad and Yushmad.

Conjugation of Bhu-Dhatu in Lat, Lang, Lit, Lot, Lrt from Sidharupa published by R.S. Vadhyar &

Sons.

f...÷¶..... π...i...f.....Ω_ε^a...“ - b~“ Π...“®.....x...¬ x...® {.../ i...

Æ` &*

1. ®...Ω_ε...x...÷¶.....\...f...® {...E«Ú&*

®...Ω_ε...x...÷¶.....\...f...® {...E«Ú& EUjTM ... x.....%oz... i...EÚ...Æ`EÚ&*
Æ`lTM®§...÷ V.....°x...\...“f...ΔM.....i...¬ j...n~∂...ËÆ` {... v.....
TM ...«i...%o**

2. v...®...«±...l...h...®...¬ -

v...fi i...& l...®..... v...®.....E%fj...%oTM ...Δ ∂.....ËS... ®...OExpTM ...
x...O...Ω_ε &*
v...“Ã¥...t... f...iTM ...®...GÚ...%ov.....%o n~∂...EΔU v...®...«±...l...h...®...
¬**

3. Ω_ε“x...Ë& f...Ω_ε ®...j...i¥...Δ ®.....-

Ω_ε“TM ...i...%o Ω_ε ®... i...fi.....i... Ω_ε“x...Ë& f...Ω_ε f...®.....M...®.....i...
¬*

f...®...E∂S... f...i.....®...%o i... ¥... ∂...π]Ei∂S... ¥... ∂...πTM ...i...%o**

4. E%oUπ.....Δ ¶...TM%o x.....OEfi...*

TM%o v...®...«∂...“±.....%o V...i...®.....x...n~...%oπ.....%o
¥...t... ¥...x...“i.....%o x... {...Æ`...%o {...i..... {...“*
f\...n~...Æ`i... €π]i& {...Æ`n~...Æ`¥...ÃV...i.....%o
x... i...fTM ... ±.....%oE%oÚ ¶...TM ...®...OEfi... EÚOE\S...i...¬**

5. ®...Ω_ε if...Δf...M...«&*

EÚ“]i...%o% {... f...÷®...x...&f...ΔM.....n~...Æ`...%oΩ_ε i... f...i.....Δ ∂...
Æ` &*
+∂®..... {... TM i... n%o~¥...i¥...Δ ®...Ω_ε OEn¬~¶...& f...÷|... i...
OEπ`^i...&**

6. EÚ®...«{...Æ`...%o ¶...¥...

x...TM ...i...Δ E÷ÚØ° EÚ®...« i¥...Δ EÚ®...« VTMTM%o iEÚ®...«h...
&*
∂...Æ`“Æ`TMj..... {... S... i...%o x... |... f...n¬~vTM ...%o~n~EÚ®...«h...
&**

7. ®...j...±.....¶...M...÷h.....&

TM ...fTM ... ®...j...%oh... f...Δ¶.....π..... TM ...fTM ... ®...j...%oh... f...ΔM...
i...*
®...j...%oh... f...Ω_ε TM%o ¶...÷R¬ÚEÚi...%o i...i.....%o x.....fi...“Ω_ε
{...÷hTM ...¥.....x...¬**

8. f...÷æ_ε Mn÷~h.....&

∂...÷ S...i¥...Δ iTM M...i..... ∂.....ËTM ...» f.....®.....xTM ...%o f...÷j...
n÷~&j...TM%o&*

n[~]... l...hTM...Δ S.....x...÷¥...fi k...∂S... f...iTM...i..... S... f...÷æ_çn[~]M...
÷h.....&**

9. +...±.....%oS...x.....Δ ¥...x..... |...¥...fi k...®.....«*

f...Ω_çf..... ¥...n[~]v...“i... x... GÚTM.....®... ¥...¥...%oEÚ& {...Æ'...®...{...
n[~]...Δ {...n[~]®...¬*
¥...fih...÷i...%o Ω_ç ¥...®...fi∂TM...EÚ... Æ' h...Δ M...÷h...±...÷§v.....& f\...
TM...®...%o¥... f...® {...n[~]®...¬**

10. TM...l.....l...«§...xv...÷&*

=if...\...%o ¥TM...f...x...%o S...Ë¥... n÷[~]Ã¶...l...%o Æ'...VTM... ¥...{±...¥...
%o*
Æ'...V...u[~]...Æ%o' ∂®...∂.....x...%o S... TM...OEfi...π`^ i... f... §.....xv...
¥...&**

11. f...n[~]...S.....Æ' ¥...fil...&

v...®.....E%_fTM... ®.../ }.....xTM...f...\...& |...EÚ...hb[~]...%o
¥...k..... x... ∂.....J..... UÙn[~]x..... x... EÚ...®...&*
TM...∂.....Δ f... {... €π{..... h... °Ú±...Δ S... {...÷hTM...-
®...f.....Ë f...n[~]...S.....Æ' i...∅°®...«Ω_ç“TM.....x...¬**

12. f...÷æ_çn[~]∂...«x...®...¬*

¥TM..... v...i...fTM.....l...«Ω_ç“x...fTM... n%o[~]∂.....xi...Æ' M...i...fTM... S...*
x...Æ' fTM... ∂.....%oEÚn[~]Mv...fTM... f...÷æ_çq[~]∂...«x...®.....Eπ...v...®...
¬**

13. +EfiÚ j...®...& f...÷æ_çn[~]*

f\.....¶..... ¥...EΔU i...÷ TM...OEx®...j...Δ ¶.....MTM...%ox...Ë¥.....%o{...
V.....TM...i...%o*
i...n[~]EfiÚ j...®...f.....EΩ_ç...n«[~]®.....{...if\... {... x... ®...÷\S... i...**
13

14. ®.../f⁻& {...Æ'|...iTM...TM...i...%oTM...§...÷ r[~]&*

{...÷Æ'...h... ®...iTM...%o¥... x... f.....v...÷ f...\...»*
x...S..... {... EÚ...¥TM...Δ x...¥... ¶...iTM...¥...n[~]®...¬*
f...xi...& {...Æ'“lTM.....xTM...i...Æ' n[~]¶...V...xi...%o
®...f⁻& {...Æ'|...iTM...TM...x...%oTM...§...÷ r[~]&**

15. Æ' l...& ∂...Æ'“Æ'®...¬

Æ' l...Δ ∂...Æ'“AΔ' {...÷∅°π...fTM... Æ'...V...-
z.....i®..... x...TM...xi...%oOExp[~]TM.....hTM...fTM... S.....Σ.....*
i...ËÆ'|...®...k...Ë& E €U∂... }...“ f...n[~]Σ...Ën
[~]...«xi...& f...÷j...Δ TM..... i... Æ' l...“¥... v...“Æ' &**

16. f...iTM...®...%o¥... V...TM...i...%o*

f...iTM...®...%o¥... V...TM... i... x.....x...fii...Δ

f...iTM...%oX... {...xl... ¥...TM...i...%o n%o~¥...TM...x...&*
TM...%oX...GÚ®...z...fπ...TM...%o ¥TM...i{...EÚ...®...&
TM...j... i...i...¬ f...iTM...fTM... {...Æ'®...Δ x...v...x...®...¬**

17. ®...j...Δ ¥...Σ.....f...{.....j...®...¬*

x... ®.....i... Æ' x... n~...Æ%o'π...÷ x... f.....%on~TM...Ê x... S.....i®...
x...*

¥...Σ.....f...ji.....o~ð...& {... €Δf.....ΔTM.....o~ OER¬Ú®...j...%o f\...
¶.....¥...V...%o**

18. f\...M...«fTM.....%o{... Æ'

u~... ¥...®.....Ë {...÷Ø°π.....Ë Æ'...V...x...¬ f\...M...«fTM.....%o{... Æ'
i...π`^i...&*

|...¶... €ðS... l...®...TM.....TM...÷HÚ...%o n~ Æ' p~ðS... |...n~...x...¥.....
x...¬**

19. f...OEx®...j...±...l...h...®...¬*

{.....{..... z...¥.....Æ'TM... i...TM.....%oV...TM...i...%o Ω_ii.....TM...
M...÷i... x... M...Ω_ii... M...÷h.....x...¬ |...EÚ|“EÚÆ'...%o i...*
+...{...n¬M...i...Δ S... x... V...Ω_i... i... n~n~... i... EÚ...±...%o
f...OEx®...j...±...l...h... ®...nΔ~ |...¥...n~OExi... f...xi...&**

20. v...®.....Ê x.....%o{...%olTM...&

x... V.....i...÷ EÚ...®.....z... ¶...TM.....z... ±.....%o¶.....-
r~®...» iTM...V...%o& V...“ ¥...i...fTM..... {... Ω%o_ii.....%o&*
v...®.....Ê x...iTM...& f...÷j...n÷~&j...%o i x...iTM...%o
V...“¥.....%o x...iTM.....%o Ω%o_ii...÷Æ'xTM...i¥..... x...iTM...&**

21. iTM.....VTM...Δ ®...j...®...¬

{...Æ'...%ol...EÚ...TM...«Ω_ixi.....AΔ' |...iTM...l...%o |...TM...¥..... n~x...®...
¬*
¥...V...«TM.....%ok.....Ω_ið...Δ ®...j...Δ {...π...E÷Ú®¶...Δ {...TM.....%o®...
÷j...®...¬**

22. f...n~...S.....Æ'“

x... f\...%o f...÷j...%o ¥...Ë E÷ÚØ°i...%o |...Ω_iπ...»
x.....xTM...fTM... n÷~&j...%o ¶...¥... i... |...æ_iπ]i&*
n~i¥..... i...÷ {...ðS.....iE÷ÚØ°i...%o x... i.....{...Δ
f... EÚTM...i...%o f...i{...÷Ø°π.....l...«ð...“±...&**

23. ®...Ëj...“¶...R¬UM...fTM... EÚ...Æ'h...®...¬*

Æ'Ω_ifTM...¶...%on~...%oTM.....S\..... S... x...Eπ`÷^TM...» S...±... S...k...
i.....*
GÚ...%ov.....%o x...ff...iTM...i..... t'i...®...%oi...i...¬ ®...j...fTM... n~π...
h...®...¬**

B.Sc. DEGREE PROGRAMME (In alternate pattern)**SEMESTER I - COMMON COURSE - VII****ANCIENT SCIENCE, SUBHASHITAS AND GRAMMAR**

(for students of subjects related to a. Chemistry b. Physics c. Biology and d. Mathematics)

Credits - 4 Instructional hours 90

Aim and Objectives

Science in ancient India as in any other parts of the world is the result of observation and experiment. The truth established through this procedure is called siddhantha. To make the students know the scientific methods in ancient India connected with various branches of science like Chemistry, Physics, Biology, Mathematics, etc. Scientists are not aware of the presence of Ancient Indian Scientific Literature in Sanskrit and Sanskrit scholars are not competent enough to impart this knowledge of science to the world of scientists. The gulf between the scientists and Sanskrit scholars are to be bridged. It can be done only by exploring all possibilities that this bulk of literature contains.

Module I

a. Chemistry A study of ancient Indian Chemistry will provide with the students an introspection into the ancient Indian Metallurgy, Rasayanasastra, Medical science, etc. Vedas, Philosophical texts, and Charakasamhitha are some of the ancient texts that deal with this topic.

Essential Reading

Indian Scientific Traditions Ed. by Dr. N.V.P. Unithiri Pub. by Calicut University.

1. A History of Indian Chemistry By Dr. K. Muthulakshmi
2. On Indian Chemistry by Dr. M.P. Kannan

Additional reading

1. Science in History by J.D. Bernal
2. The History of Indian Chemistry by P.C. Roy
3. A Concise History of Science in India Ed: D.M. Bose

b. Physics Many basic scientific concepts and methods in the investigation of physical phenomena are dominant in both idealistic and realistic philosophical thoughts in ancient India. The Parinamavada and the Arambhavada formulated by Sankhya and Vaisesika Philosophers respectively are the basic principles regarding the evolution of matter. So also the sources of energy referred to in vedic hymns are many. They deserve a serious study in the light of modern science. Among the sources of energy, fire, water, sun and wind play an important role. Serious study in this field may lead to the eradication of energy crisis to a certain extent.

Essential Reading

Indian Scientific traditions - Ed by Dr. N.V.P. Unithiri

1. Structure and Evolution of Matter : Sankhya and Vaisesika Dichotomy by

Dr. K.N. Neelakanthan Elayath

2. Source of energy - Some Vedic Concepts By Dr. P.C. Muralimadhavan

Additional reading

1. The positive sciences of the Ancient Hindus. By Seal B. N. Motilal Banarsidass. Delhi 1985

2. Studies in the History of Science in Ancient India Vol: 1 D P Chatopaddhyaya (Ed:)

c. Biology The knowledge of tree life is a discipline that deals with plant Pathology, the concept of biodiversity and conservation. Importance of planting trees and plant gardening, protection of trees, propagation of plants, fertilisers, preservation of seeds, pests and disease

management are dealt with in detail in ancient texts like

Brhatsamhitha, Manushyalayachandrika,

15

and Sarngadharasamhitha.

Animal husbandry has drawn special attention of ancient Indian scholars especially the life of

elephants. Elephants are considered as one of the main constituent and strength of the army.

Arthasastra, Brhathsamhitha, Abhilashitharthacintamani
Gajagrahanaprakara, Gajabhiksha and
Mathangaleela are some of the texts that deal with Elephantology.

Essential Reading

Indian Scientific traditions - Ed by Dr. N.V.P. Unithiri

1. Elephantology - Article by Dr. P. Narayanan Namboothiri
2. Thoughts on Biodiversity and conservation in ancient and medieval Sanskrit Literature by
Dr. N.V.P. Unithiri

Additional reading

1. Vrksayurveda - An Introduction to Indian Plant Science Published by
Lokswasthi Parampara
Samvardhan Samithi, Madras.

2. Matangaleela - Sri. Neelakantha with Malayalam Translation Devi
Book Stall Kodungallur.

d. Mathematics Mathematics is the basic principle in the development
of knowledge as a whole, especially of
science. The mythification or mystification of science will have only
opposite effect which is to
be prevented at all costs. Introduction of the features of Kerala
Astronomy is intended here.

Essential Reading

Indian Scientific traditions - Ed by Dr. N.V.P. Unithiri

Development of Mathematics in India-Myth and Facts By C.P.
Narayanam

Astronomy and Mathematics in Medieval Kerala By Dr. N.V. Unithiri

Module II :-

To introduce moral/value based education along with language skills.

Help them in memorising

the verses and creating a culture of Aksharasloka. Students should be
motivated to collect

slokas containing the same message and value.

Essential Reading

Bhartrhari's Nitisataka 10 verses (10, 24, 33, 48, 50, 57, 61, 66, 92,
102)

The Niti and Vairagyasataka of Bhartrhari. Ed. with a com. in Sanskrit
and English Translation and notes by

M.R. Kale. Pub. Motilal Banarsidass. Delhi. seventeenth Edition. 1971

Additional reading

Subhashithasahasri by D. Sreeman Namboodiri, Yakshaprasna, and Viduraniti

Module III :-

To make the student read and understand the langugae structure and to communicate the same.

Essential Reading

Declensions of Vrksha Latha Vana Guru and Pithr
Conjugations of Bhu-Dhatu-lat, lit, lrt, lang and lot
Conjugations of Vand - Dhatu-lat, lit, lrt, lang and lot.
Siddharoopa Pub : R.S. vadhyar and sons, Palakkad

Additional reading

Sabdamanjari and Dhatumanjari.

16

NITISATAKA

1. $\partial \dots \mathcal{A} \dot{\ } \& \partial \dots \dots \backslash \dots \gg \int \backslash \dots M \dots \dots \langle i \{ \dots \partial \dots \div \{ \dots i \dots \partial \dots \mathcal{A} \dot{\ } \} i \dots \& l \dots i \dots v \dots A \Delta \dot{\ } \mathbb{R} \dots \Omega \dots \text{"} w \dots \dots n \div \check{\ } k \dots \div R \neg \hat{U} M \dots \dots n \check{\ } \mathcal{Y} \dots x \dots \mathbb{R} \dots \mathcal{Y} \dots x \dots E \partial S \dots \dots \{ \dots V \dots \pm \dots v \dots \mathbb{R} \dots \neg \ast$

$+ v \dots \dots \% \circ v \dots \dots \% \circ M \dots R \neg \hat{U} M \dots \dots \% \circ \text{TM} \dots \Delta \{ \dots n \check{\ } \mathbb{R} \dots \div \{ \dots M \dots i \dots \dots \} i \dots \dots \% \circ E \acute{U} \mathbb{R} \dots l \dots \mathcal{Y} \dots \dots$

$\mathcal{Y} \dots \mathcal{Y} \dots \% \circ E \acute{U} \beta \dots \pi] i \dots x \dots \dots \Delta \mathcal{Y} \dots \mathcal{Y} \dots i \dots \mathcal{Y} \dots x \dots \{ \dots \dots i \dots \& \partial \dots i \dots \mathbb{R} \dots \div j \dots \& \ast \ast$

2. $V \dots \text{TM} \dots O E x i \dots i \dots \% \circ \int \dots \mathcal{A} e f i \acute{U} i \dots x \dots \dots \% \circ \mathcal{A} \dot{\ } \int \dots \int \dots r \check{\ } \dots \& E \acute{U} \mathcal{Y} \dots \text{"} \Pi \mathcal{Y} \dots \mathcal{A} \dot{\ } \dots \& \ast$

$x \dots \dots O E \int i \dots \text{TM} \dots \% \circ \pi \dots \dots \Delta \text{TM} \dots \partial \dots \& E \acute{U} \dots \text{TM} \dots \% \circ V \dots \mathcal{A} \dot{\ } \dots \mathbb{R} \dots \mathcal{A} \dot{\ } h \dots V \dots \Delta \mathcal{Y} \dots \text{TM} \dots \mathbb{R} \dots \neg \ast \ast$

3. $E \ \mathcal{E} U \int \dots / \mathbb{R} \dots \dots \int i \dots \mathcal{S} \dots E U \int \text{TM} \dots \% \circ \mathcal{Y} \dots u \check{\ } \text{TM} \dots \text{"} \mathcal{Y} \dots f i \ k \dots \mathbb{R} \dots \langle x \dots O E \int \backslash \dots x \dots \& \ast$

$\mathbb{R} \dots / - v x \dots \mathcal{Y} \dots \dots \int \dots \backslash \dots \langle \pm \dots \dots \% \circ E U \int \text{TM} \dots \backslash \dots \partial \dots \text{"} \text{TM} \dots \hat{E} i \dots \mathcal{Y} \dots x \dots \% \circ \% l \dots \mathcal{Y} \dots \dots \ast \ast$

4. $+ \dots Y \dots \dots E \acute{U} \text{"} \tilde{A} i \dots \& \{ \dots \dots \pm \dots x \dots \Delta \bullet \dots \dots \dot{z} h \dots \dots x \dots \dots \Delta n \check{\ } \dots x \dots \Delta \mathcal{Y} \dots \dots \% \circ M \dots \dots \% \circ \mathbb{R} \dots j \dots \dots \Delta A \dot{\ } l \dots h \dots \Delta S \dots \ast$

$\text{TM} \dots \% \circ \pi \dots \dots \mathbb{R} \dots \% \circ i \dots \% \circ \pi \dots b \neg \sim M \dots \div h \dots \dots x \dots | \dots \mathcal{Y} \dots f i k \dots \dots \& E \acute{U} \dots \% \circ l \dots \langle \int i \dots \% \circ \pi \dots \Delta \{ \dots \dots \tilde{A} l \dots \mathcal{Y} \dots \dots \% \circ \{ \dots \dots \Pi \dots \text{TM} \dots \% \circ h \dots \ast \ast$

5. $i \mathcal{Y} \dots \mathbb{R} \dots \% \circ \mathcal{Y} \dots S \dots \dots i \dots E \acute{U} \dots v \dots \dots \mathcal{A} \dot{\ } \dots \% \circ \int \dots \text{"} i \dots E \% \circ U \pi \dots \dots \Delta x \dots M \dots \dots \% \circ S \dots \mathcal{A} \dot{\ } \& \ast$

$E \acute{U} \mathbb{R} \dots \mathbb{R} \mathcal{Y} \dots \dots \% \circ n \check{\ } \mathcal{Y} \dots \mathcal{A} \dot{\ } \dots \int \mathbb{R} \dots \dots E \Delta U \ E \acute{U} \dots \{ \dots \langle h \text{TM} \dots \dots \% \circ \hat{A} H \acute{U} | \dots i \dots \text{"} l \dots \dots \int \dots \% \circ \ast \ast$

6. x... EUOEθS...SS...hb~EÚ...%o{.....x.....®.....i®...“™%o x.....
 ®... ¶...¶...÷V.....®...→*
 Ω...%oi.....Æ´®... {... V...÷º¥.....x...Δ f{...fiπ]l...%o n~Ω...i... {.....¥...
 EÚ&**

7. ®...fiM...®...“x...f...VV...x.....x.....Δ i...fih...V... }...f...Δi.....%oπ...
 ¥... Ω...i...¥...fik...“x.....®...→*
 ±...÷§v...EÚv...“¥...Æ´ {...∂...÷x..... x...πEU...Æ´h...¥...Ë Æ´h.....%o
 V...M... i...**

8. f...Δ{...if...÷ ®...Ω...i.....Δ S...j...Δ ¶...¥...i™ ...÷i{...±...EÚ...%o®...
 ±...®...→*
 +...{...if...÷ S... ®...Ω...∂...Ë±... ∂... }.....f...Δ¥.....i...EÚE«U∂...®...
 →**

9. EÚ...™«™ ...k...Δ °Ú±...Δ {... €Δf.....Δ §...÷ r~& EÚ®.....«x...
 €f..... Æ´h...“*
 i...l..... {... f...÷ v...™ ¶.....¥™ ...Δ f...÷ ¥...S.....™ ...Ê¥...
 E÷Ú¥...«i.....**

10. ¥...x...%o Æ´h...%o ∂...j...÷V...±.....OEMx...®...v™ ...%o ®...Ω...
 h...«¥...%o {...¥...«i...®...fj...E%oÚ ¥.....*
 f...÷{i...Δ |...®...k...Δ ¥...π...®...OEfl...i...Δ ¥..... Æ´l...OExi... {...
 ÷h™ x... {...÷Æ´... EfiÚi..... x...**

17

SK 1 B 01

**B.A. DEGREE PROGRAMME SANSKRIT
 SEMESTER I**

CORE COURSE I

MAHAKAVYA AND LAGHUVYAKARANAM

Credits - 4 Instructional hours 108

Text - Sisupalavadha of Magha Canto I

Aim of the Course

The course aims at imparting a general awareness of Mahakavyas in Sanskrit. It is also intended to

introduce the fundamental principles of Sanskrit grammar to the students so as to enable them to understand simple slokas and passages in Sanskrit.

Objectives of the Course

To cultivate the skill of understanding Sanskrit Kavyas both in traditional and modern perspectives. To

enable the students to read, write and understand sanskrit language and literature is also perceived.

Module I

An introduction to Sanskrit mahakavya literature refreshing the knowledge about pancamahakavyas.

Importance of this literature in modern perspective-social-ecological-political etc.

Module II

Study of language through kavya in traditional method and modern perspective.

Module III

Introduction to linguistic tradition of Sanskrit-Study of nouns, pronouns, adjectives, verbs, adverbs and indeclinables.

Essential reading

1. A Short History of Sanskrit Literature By T.K. Ramachandra Iyer.
2. *Sisupalavadha* of Magha First canto only
3. *Siddharupa* (Declension of Bala, Jaya, Kavi, Pati, Sisuv, Pitr, Asmad, Yushmad, Rajan, Vidvas, Bhavan, Tad Sabha in all genders and conjugations of Bhu dhatu in all lakaras.

Additional Reading

1. Paramesvara Sastri. *Samskrtadipika (Part 1 and 2)*. Sriramkrishna Math: Palai
2. M.R. Kale. *A Higher Sanskrit Grammar*. Motilal Banarsidas, Delhi.
3. *Sabdamanjari*. R.S. Vadhyar & Sons, Kalpathi, Palakkad.
4. *Dhatumanjari*. R.S. Vadhyar & Sons, Kalpathi, Palakkad
5. H.H. Wilson. *Grammar & dictionaries of Sanskrit*. Nag Publications, Delhi
6. Dr. K.G. Paulose. *Laghusamskrtam*. Current Books, Kottayam.
7. Ananthanarayana Sastri. *Vakyatatvam*. Govt. Sanskrit College, Trippunithura
8. Magha. *Sisupalavadha* with the *Sandehavisausadhi* commentary of Vallabhadeva, Bharateeya Book Corporation, Delhi, 1990.
9. Magha. *Sisupalavadha* with the *Sanjeevani* commentary of Mallinatha.

B.A. DEGREE PROGRAMME SANSKRIT

SEMESTER I

COMPLEMENTARY COURSE I

FUNCTIONAL SANSKRIT

Credits - 2 Instructional hours- 54

Aim of the Course

This course aims to cultivate language skill in student. To familiarise technical terms and to develop the skill of creative writing in sanskrit.

Objectives of the Course

To enable the students to write short passages, short stories, and General Essays in Sanskrit. To cultivate Translation skills is also intended.

Course Outline

Module I : Comprehension and Introduction of technical terms.

Module II : Translation of Sanskrit to English and vice-versa

Module III : Development of the story writing skill in Sanskrit out of the given hints.

Module IV : Development of the Essay writing skill in Sanskrit on the following topics.

1. Agolavalkaranam. 2. Desiyodgrathanam, 3. Paristhityavabodhah 4. Strisaktikaranam,
5. Sampathika Mandyam 6. Darsanikanirapekshata 7. Samskrtabhasha

Essential reading

Exercises in Sanskrit Translation (first ten lessons)

by T.K. Ramachandra Iyer, R.S. Vadhayar & Sons, Palakkad.

Additional Reading

1. *Samskrtanibadhamanjari* by Ramji Upadhyaya, Chowkamba.
2. *Anuvada Candrika* by Brahananda Tripathi, Chowkamba
3. *Prabandhaparijata* by Acarya Ramachandra Misra, Chowkamba
4. *Sarala Samskrta Sikshaka* Vols I to VIII Ed. by Jayantha krishna Deva and Mahesh Chandra Sastri.
Pub. by Bharatiya Vidyabhavan, Kulapthy K.M. Munshi Marg, Mumbai 400007.
5. *New Sanskrit-grammar and Composition* - Dr. Mahadev N Joshi and Dr. Veene Madhava Sastri
Chowkhamba Prakashan - Varanasi.

6. Sanskrit Composition - By V.S. Apte, Chowkhamba Sanskrit Series.
Varanasi.

19

SK 1 C 02 (01)

B.A. DEGREE PROGRAMME SANSKRIT

SEMESTER I

COMPLEMENTARY COURSE II

HISTORY OF SANSKRIT LITERATURE - VEDIC

Credits - 2 Instructional hours- 54

Aim of the Course

The course aims at introducing the Vedic literature in general to the students.

Objectives of the Course

To introduce the Vedas, its characteristics, divisions and social & cultural conditions.

Course Outline

Module I : Vedas in general. Date of Vedic Literature, Arrangement of Vedas. Samhitas, Brahmanas, Aranyakas and Upanishads

Module II : Rgveda - Date, Arrangement, Social and cultural conditions of Rgvedic age.

Module III : Brahmanas, Aranyakas and Upanishads.

Module IV : Vedangas - Siksha, Kalpa, Nirukta, Chandas, Vyakarana and Jyotisha

Books for reference

1. Samskrita Sahitya Charitram - Vol.I. Published by Kerala Sahitya Academy.

2. A history of Sanskrit Literature - A.A. Macdonnel

3. A History of Sanskrit Literature. by A.B. Keith

4. A short History of Sanskrit Literature - T.K. Ramachandra Iyer.

20

SK 1 C 01 (02)

B.A. DEGREE PROGRAMME MALAYALAM

SEMESTER I

COMPLEMENTARY - I

PROSE, SUBHASHITHA, GRAMMAR AND TRANSLATION

Credits - 2 Instructional hours- 54

Aim of the Course

The course aims at introduction of Sanskrit prose literature in general and its appreciation. Value education, Basic principles of grammar and Translation skills are also aimed at.

Objectives of the Course

To make the student aware of prose literature in Sanskrit. To familiarise the student with Subhashitas and enable them to appreciate the same. Identification of Vibhaktis of words and Sandhis. Compare similar verses and prose literature from Malayalam literature. To enable the students to translate Sanskrit passages to Malayalam.

Course Outline

Module I : Prose literature - Divisions and characteristics

Essential reading

Balaramayana by P.S. Ananthanarayana Sastry (Balakanda only) published by R.S. Vadhyar & Sons Kalpathi, Palakkad.

Additional reading

Kuttikalute Ramayanam - Mathrubhumi Publications
Adhyatma Ramayanam by Thunchath Ezhuthacchan.

Module II : Subhashitas

Essential reading

Subhasitaratnabhandagara (Udyamaprasamsa and Satputraprasamsa)

Additional Reading

Subhasitasahasri - D. Sreeman Nampoothiri
Subhashithangal. Published by Panchangam Press, Kanippayyur.
Panchathantra - Malayalam Translation. Sumangala.

Module III : Basic Grammar

Declensions of Vrksa, lata, vanam, pitr, and kavi.
Conjugation of Bhu Dhatu, in Lat, Lang, Lrt Lit and Lot.
Sandhi-Svara, Vyanjana and Visarga

Essential reading Sidharupa

Additional Reading

Sabdamanjari

Dhatumanjari

Balabodhanam by Rajarshi Ramavarma Thampuran. Pub: Govt.

Sanskrit College, Trippunithura

Module IV : Translation of known prose passage of Sanskrit to Malayalam

Additional reading

Exercises in Sanskrit Translation Published by R.S. Vadhyar & Sons.
Palakkad.

21

१...१{... €j...|...०...Δf.....

BEÚ...% { ... M...÷h...¥.....x{...÷j.....% x...M...÷«h...È& ÀEÚ ०...i...
ÈÆ´ {...* BEUΠ...xp~ ...% V...M...¶...l...÷x...«l...j...È& ÀEÚ |...™
%V...x...®...¬** 1 ** BE%Úx... Ω, १...÷¥...fil...%oh... {... €OΕπ{...i...
%x... १...÷M...OExv...x.....* ¥..... १...i...Δ
i...u~x...Δ १...\\...È १...÷{...÷j...%oh... E÷Ú±...Δ ™ ...l..... ** 2 ** |...Y...
™ ¥..... \\...१..... Æ´h™ ™% §...±...%x... v...x...%x... ¥...
...* v... €AΔ´ ¥...Ω, i... M.....%oj...f™ ... V...x...x...“ i...%x... {...÷ j...
h...“** 3** BE%Úx..... {... १...÷{...÷j...%oh...
¥...t... ™ ...÷H%Úx... ¶.....१...i...%* E÷Ú±...Δ {...÷Ø°π...A१...Ω%o, x...
S...xp%~h...%¥... AΩ, ०...\\...«Æ´“** 4 ** EÚ...% v...x™% §...
Ω €, ¶...& {...÷j...È& E €U०.../ }.....{.../Æ´ ...h.....f`EÈÚ&* ¥...
Æ´®...%EÚ& E÷Ú±.....±...®§...“ ™ ...j... ¥...Π.../™ ...i...%
{...i.....** 5** {...÷h™ ...i...“l...È EfiÚi...Δ ™ ...%x... i...{...& C¥.....{™ ...
i...n÷~πEUA´®...¬* i...f™ ... {...÷j.....% ®...¥...%u~०™ ...& १...®...
fir~ ...% v.....Ã®...EÚ& १...÷v...“&** 6 ** ¥...Æ´®...%EÚ...% M...
÷h...“ {...÷j.....% x... S...
®.../...«०...i.....x™ ... {...* BEU०S...xp~ १i...®.....% Ω, OExi... x... S... i...
...Æ´ ...M...h.....% {... S... ** 7 ** BE%Úx..... {... १...÷{...÷j...%oh...
A१...Ω, “ १\\... {... i... x...¶...«™ ...®...¬* १...QE, ¥... n~०... ¶...& {...÷j...
È¶.....«AΔ´ ¥...Ω, i...
Æ´ ...१...l...“** 8 ** BE%Úx..... {... १...÷{...÷j...%oh... V.....™ ...®.....
x...%x... १...iE÷Ú±...®...¬* ०... ०...x..... S...È¥... M...M...x...Δ १...
\\...«nÈ~¥.....%V¥...±...“EfiÚi...®...¬** 9 ** ÀEÚ V.....i...È§...«Ω €,
®...& {...÷j...È& ०.....%EUF...Δi.....{...EÚ...Æ´EÈÚ&*
¥...Æ´®...%EÚ& E÷Ú±.....±...®§...“ ™ ...j... ¥...Π.....®™ ...i...%
E÷Ú±...®...¬** 10 **E÷Ú®¶...& {... Æ´®...i...®...®¶...& {...§...i™ ...
१.....È E €ΔU®¶...१...Δ¶...¥.....%®¶.....% v...®...¬* + i...
Æ´S™ ...i...% १...÷V...x®..... EUOE०S...VV...x...EΔU
x...V...%x... S... Æ´i...%x... ** 11 ** ¥...t... ¥...Ω, “x..... §...Ω, ¥.....
% {... {...÷j.....& EÚ±{.....™ ... €π...& १...xi...÷ {...i...÷& EÚ®...

%oi...Ë&* l... ™ ...πh...÷x..... ¥..... {... -EÚ±.....¥...i..... ¥..... i...f™ ... |
...®.....%on~& ∂... ∂...x...%o¥...
f...xv.....%o&** 12** {.....j...Δ x... i.....{... ™ ... i... x...Ë¥... ®...±...Δ |...
f.../...%o fX...%oΩΔ_ι x... f...ΔΩ_ιÆ' i... x...Ë¥... M...÷h.....OExl...h.....%o
i...* p~¥™\...f.....x...f...®... ™ ...%o S...±...i.....Δ x... v...k...%o f...
i{...÷j... Bπ... E €U }...f...n~®... x...
EÚ...%o% {... n~“{...&**13**
=t®...|...∂...Δf.....*
=t...%oM...: J...±...÷ EÚi...«¥™ ...& °Ú±...Δ ®.....V.....«Æ'¥...n~¶...
¥...%oi...~* V...x®...|...¶...fi i... M.....Ëx.....«OEfi... {... ™ ...& {...§... i...
x...i™ ...∂...&** 1 ** =t®...Δ f.....Ω_ιf...Δ v...Ë™ ...Ê §...÷ r~& ∂... HÚ&
{...Æ'...GÚ®...&*
π...b%o~i...%o ™ ...j... ¥...i...«xi...%o i...j... n%o~¥...& f...Ω_ι... ™ ...EfiÚi...
~** 2 ** =t®...%ox... Ω_ι f...n~v™ ...OExi... EÚ... ™« h... x... ®...x...
...%oÆ' l...Ë&* x... Ω_ι f... €i{...f™ ... Af...Ω_ιf™ ... |... \...∂...OExi... ®...
÷j...%o ®...fiM.....& ** 3**
x... nË~¥... ®... i... f...Δ S...xi™ ... i™ ...V...%on÷~t...%oM...®.....i®...x...
&* +x...÷t®...%ox... EUfi...Ë±...Δ i...±...%o¶™ ...& |.....{i...÷®...Ω_ι i...
** 4 ** ¥...Ω_ι... ™ ... {.....ËØ°π...Δ ™%o Ω_ι nË~¥...®...%o¥.....¥...
±...®§...i...%o* |.....f.....n~Af...Ω_ι¥...k...f™ ...
®.../-vx... i...π^OExi... ¥..... ™ ...f.....&** 5 ** {..Λ...«V...x®...EfiÚi...Δ
EÚ®...« i...qË~¥... ®... i... EÚi™ ...i...%o* i...f®.....i{...÷Ø°π...EÚ...
Æ%o`h... ¥...x..... nË~¥...Δ x... f...v™ ... i...** 6 ** ™ ...l..... i%oE%oÚx...
S...E%oÚh... x...
Æ' l...f™ ... M... i...¶...«¥...%oi...~* B¥...Δ {...÷Ø°π...EÚ...Æ%o`h... ¥...
x..... nË~¥...Δ x... f...v™ ... i...** 7 ** ™ ...l..... ®...fiOEi{...hb~i...& EÚi...
...« E÷ÚØ°i...%o ™ ...t n~SUÙ i...* B¥...®.....i®...EfiÚi...Δ EÚ®...« ®.....
x...¥...& |... i...{...ti...%o**
8 ** x...{.....x... ®...¥... ®...hb~EÚ...& f...Æ' & {..h...« ®...¥.....
hb~V.....&* f.....%ot...%oM...Δ x...Æ' ®..... ™OExi... \... \...∂.....& f...
\...«f...Δ{...n~& ** 9** nË~¥...Δ {...÷Ø°π...EÚ...Æ%o`h... f.....v™ ... f...
r~ x...§...xv...x...®...~*
™%o% i...GÚ ®...i...÷ ®...SU%oÙk...Δ f... ±.....%oE%oÚ x.....\...
f...“n~ i...** 10** ™%oV...x.....x.....Δ f...Ω_ι^aΔ i...÷ ∂...x...
ËM...«SU%oÙOEi{...{...“ ±...EÚ...* +M...SUÙx¥...Ëx...i...%o ™%o%
{... {...n~®...%oEΔU x... M...SUÙ i...** 11**
EÚ...®... {... Π... ™ ...®.....f.....t ™ ...fi...rfi~u~Ë x... S...%oπ]i...%o* i...
f™ ™ ... i...π...÷ x... Π...%o ™%o §...“V...¶.....%o V...E÷Ú]÷i®§...

¥...i...¬** 12** =t...%o M...x...& EÚÆ´ ...±...®§...Δ EÚÆ´ ...%o i... EÚ®...
 ±.....±...™*
 +x...÷t...%o M...EÚÆ´ ...±...®§...Δ EÚÆ´ ...%o i... EÚ®...±.....O...V.....
 ** 13 ** EÚ...EÚi.....±...“™ ...¥...i|.....f...Δ o~π]l... {... x... v...®...O...i...
 &* x... f\...™ ...Δ nË~¥...®.....n~k...%o {...÷∅°π.....l...«®...{...%ol...i...
 %o** 14 ** +... }...f™ ...Δ
 Ω_c ®...x... €π™h.....Δ ∂...Æ´“Æ´ f|.....%o ®...Ω_c... xÆ´ {...÷&* x...
 ...fj™ ...÷t®...f...®.....%o §...xv...÷& EfiÚi¥.....™ ...Δ x.....\...f...“n~ i...
 **15 ** f...Δ {...n~... f... €OEf|...AΔ´®...x™%o ¶...¥... i... f\... }
 {...™ {...™ ...&* EfiÚi...EfiÚi™%o
 ¥... v...®...«x™ ...%o x... ¥...v...«™ i... i...f™ ... i.....®...¬** 16 **
 x... ±...¶...xi...%o ¥...x.....%ot...%oM...Δ V...xi...¥...& f...® {...n~...Δ {...
 n~®...¬* f...÷Æ´...& l...“Æ´...%on~ ¥...l.....%o¶...®...x...÷¶.../™®...
 fii...Δ {...{...÷&** 17 **
 x.....i™ ...÷SS... ∂...Σ...Æ´ ...%o ®...%o∅°x.....« i...x...“S...Δ Æ´ f.....i...
 ±...®...¬* ¥™ ...\...f.....™ ... u~x...“™x.....Δ x.....π™ ...{.....Æ´ ...%o
 ®...Ω_c...%on~ v...** 18** {..Λ...«V...x®...V... x...i...Δ {...÷Æ´ ... ¥...n~&
 EÚ®...« nË~¥... ®... i... f...Δ|...S...l...i...%o* =t®...%ox...
 i...n÷~ {.....ÃV...i...Δ S...Æ´ ...qË~¥...®...÷t®...l...∂...Δ x... i...iEÚl...®...
 ¬** 19** =t...%o M...x...Δ {...÷∅°π...Af...Ω_c®...÷{...Ë i... ±...
 l®...“ní~¥...Δ Ω_c nË~¥... ®... i... EÚ...{...÷∅°π..... ¥...n~OExi...* nË~¥...
 Δ x...Ω_ci™ ... E÷Ú∅°
 {.....Ë∅°π...®.....i®...∂...EÚi™™ ...ix...%o EfiÚi...%o™ ... n~ x... f...
 r~™ ... i... EÚ...%o%j... n~...%oπ...&** 20**

22

SEMESTER II

Course Code Title Instructional hours Credits
per week

SK2 A08 (01) Prose & Applied Grammar 4 4

SK2 A 09 (02) Prachinavanijya & Translation 5 4

SK2 A 09(03) Drama & Translation 5 4

SK 2 B 02 Gadya kavya & Khanda kavya 6 4

SK2 C 03 (01) Techinal Liturature in Sanskrit 3 2

SK2 C 04 (01) Contribution of Kerala to Sanskrit literature 3 2

SK2 C 02 (02) Poetry Grammar & Translation 3 2

23

SK2 A 08(01)

BA/BSC DEGREE PROGRAMME

SEMESTER II COMMON COURSE II

PROSE AND APPLIED GRAMMAR

[Texts - Kadambari Samgraha & Panchatantra

Credits. 4 Instructional Hours 72

Aim of the course

The course intends to familiarise the student with sanskrit prose literature.

Objectives of the course

1. To make the student aware of origin and development of Sanskrit prose literature and didactic fables.
2. To introduce Sanskrit prose style in the light of Sukanasopadesa based on Kadambari Sangraha and Aparikshitakaraka from Panchatantra of Vishnu Sarman.
3. To make the student to write small passages in Sanskrit of their own.
4. To identify Samasas vigrahas and grammatical peculiarities.

Module I

History of Prose literature

- a) Origin development and classification of prose literature.
- b) Major prose works in Sanskrit literature including Katha and Akhyayika

Essential reading :-

A short History of Sanskrit literature - T.K. Ramachandra Iyer.

Additional reading :-

Indian kavya literature - A.K. Warder

History of Sanskrit literature - A.B. Krih

History of Classical Sanskrit literature - M. Krishnamachariar

Sanskrita Sahitya Charitram - Ed. by. Dr. M.S Menon and Dr. Kunjunni Raja, Published by Kerala Sahitya

Academy, Thrissur.

Module II

Banabhatta - His style, works and poetic excellence

Essential Reading :-

Sukanasopadesa - from Kadambari - Samgraha by Sri. R.V.

Krishnamachariar Published by R.S. Vadyar & Sons

Additional reading :-

Malayalam Translations of Kadambari - by Mandur Sukumaran

Published by D.C. Books Kottayam and

Ayyappa Panicker (World classics Series published by D.C. books Kottayam).

Module III

Introduction of the Katha style of Vishnugarman

Essential reading :

Aparikshitakaraka from Panchatantra Stories

1. Brahmani Nakulakatha, 2. Lobhavishta Chakradharakatha 3. Matsyamandukakatha, 4. Mamthara kaulikakatha, 5. Somasarmapitrkatha

Additional reading :-

1. Katha Saritsagara of Somadeva
2. Brahtkatha manjari of Kshemendra.

Module IV -

Applied Grammar - Samasa, Vighraha and Grammatical peculiarities based on prescribed of texts.

24

SK2 AO 9 (02)

B.Com DEGREE PROGRAMME

SEMESTER II COMMON COURSE 09

PRACHINAVANIJA AND TRANSLATION

Credits. 4 Instructional Hours 90

Aim of the course

To introduce the ancient system of trade and commerce.

To inculcate translation skill from Sanskrit to English and Vice-Versa

Objectives

To familiarise the student with the techniques of ancient trade, commerce and law of taxation.

To develop the technique of translation and language skill in Sanskrit among the students.

Module I

The system of financial management, accrual of treasury, Agriculture management, animal husbandry, preparation of documents, collection of tolls and settlement of disputes in ancient India.

Essential reading -

Prachinavanija Ed. by. Dr. M.Sivakumaraswamy

Published by : Bharavi Prakasana, Bangalore.

Chapters 1,2,3. 9,11 and 13.

Additional Reading :-

Vartha - P.S. Subbramapattar. Geetha Press Thrissur.

Module II

Make the student capable of translating verses and short passages from Sanskrit to English or regional language and from English to Sanskrit.

Essential Reading :-

Exercises in Translation - by T.K. Ramachandra Iyer, Pub: by R.S. Vadhyar & Sons Palakkad.

25

SK2 AO 9 (03)

BSC DEGREE PROGRAMME**(Alternate Pattern)****SEMESTER II COMMON COURSE 09****DRAMA AND TRANSLATION**

(Text Karnabhara of Bhasa)

Credits. 4 Instructional Hours 90

Aim of the course

To make the student familiar with the enjoyment of Sanskrit drama.

Objective :

- 1 To understand the origin and development of Sanskrit Drama
2. To Familiarise the major dramas of Sanskrit literature.
3. To familiarise the student with the dramatic skill of Bhasa.

Module I.

General awareness of Bhasas plays, with special reference to Karnabhara.

Essential readings :

karnabhara of Bhasa - pub: by R.S. Vadhyar & Sons. Palakkad

Additional readings :

1. Bhasa - A study - A.D. Pusalkar, Pub: by Munshiram Manoharlal Publishers - Delhi.
2. Bhasanatakachakram - Ed. by. Dr. T. Bhaskaran, Published by ORI&M Library, University of Kerala, Thiruvananthapuram.
3. Sanskrit Drama - AB. Keith, Motilal Banasidass, Delhi
4. New Problems in Bhasa plays - Dr. N.P. Unni. Pub.by College Book House, Thiruvananthapuram

Module II -

Make the student capable of translating verses and short passages from Sanskrit to English or Regional Language and from English to Sanskrit.

Essential Reading:-

Exercises in Translation by - T.K. Ramachandra Iyer, R.S. Vadhyar & Sons, Palakkad

26

SK2 BO 2

BA DEGREE PROGRAMME SANSKRIT

SEMESTER II CORE COURSE II

GADYAKAVYA AND KHANDAKAVYA

Texts Hershacharita of Banabhatta - Ucchvasa-I and Meghaduta of Kalidasa- Purvamegha only

Credits. 4 Instructional Hours 108

Aim of the course

Create awareness of elegant classical prose literature of Sanskrit. Familiarise the new genre of poetry propounded by Kalidasa through Meghaduta viz - Sandesakavya.

Objectives of course

1. To make awareness in Sanskrit Gadyakavya and sandesakavya.
2. To make the student to appreciate the elegance of Gadya and Snadesakavya in Sanskrit literature.
3. Compare similar types of literature in Malayalam.

Module I -

General awareness of Prose literature in Sanskrit. A peep into the major prose works of Sanskrit literature.

Essential Reading:-

History of prose literature from History of Classical Sanskrit literature - M. Krishnamachariar.

Additional reading:-

1. History of Sanskrit Literature - A.B. Keith
2. Indian Kavya Literature - A.K. Warder
3. Samskrita Sahityacharitam - Ed. Dr. M.S Menon & Dr. K. Kunjuni Raja, Kerala Sahitya Academi Thrissur.

Module - II

Life, style and works of BanaBhatta, Appreciation of prose literature in the light of Harshacarita.

Essential reading:-

Harshacharta of Banabhatta - Ucchvasa I

Additional reading -

Kadambari of Banabhatta, Dasakumaracarita of Dandin.

Module III -

Introduction of Khandakavya in Sanskrit literature Different types of Khadakavya. Eg- Devotional lyrics,

Erotic lyrics - The origin and growth of Sandisakavyas.

Familiarise the major Sandesa kavyas in Sanskrit.

Essential reading -

History of classical Sanskrit literature - M. Krishnamachariar - Portions dealing with lyrical poetry, its divisions and characteristics.

Additional reading :-

1. History of Sanskrit literature - A.B. Keith

2. History of Sanskrit Literature - Winternitz

3. Samskrita Sahitya Charitram Vol II. pub. by Kerala Sahithya Academy, Thrissur.

Module IV -

Life and works of Kalidasa. Appreciation of Sandesakavya in the light of Meghaduta

Essential reading :-

Meghaduta of Kalidasa - Purvamegha only.

Additional reading :-

Malayalam Translation of Meghaduta by Kuttikrishna Marar - Pub: Marar Sahityaprakasan, Calicut.

Other Sandesakavyas in Sanskrit and Malayalam.

27

SK2 C 03 (01)

BA DEGREE PROGRAMME SANSKRIT

SEMESTER II COMPLEMENTARY COURSE III

TECHNICAL LITERATURE IN SANSKRIT

Credits. 2 Instructional Hours 54

(Answers may be written either in Sanskrit or in English.

In writing Sanskrit Devanagari Script should be used)

Aim of the course

Ancient Indian technological development is embedded in Sanskrit literature. To inculcate an aptitude in students

to unearth and study the concealed technological and scientific knowledge - of ancient India.

Objective of course

1. To have an awareness of ancient Indian Scientific knowledge
2. To have an awareness of the technological development in ancient India.
3. To have an awareness of the various disciplines of Knowledge prevailed in ancient India.

Course outline

Module I -

The scope of technical literature - The meaning of Technical literature - The study of technical literature scientific methodology of ancient India.

Module II -

Astronomy and Mathematics in ancient India.

Module III -

Sanskrit literature on Medical Science - Sanskrit Medical terminology - Elephantology - Vrksayurveda.

Module IV -

Sanskrit literature on Architecture, Iconography, Vastuvidya, Ecology, Sculpture and Town planning

Essential reading -

1. Technical literature in Sanskrit - S. Venkita Subramania Iyer (Essays - 1,2,3,4,5,6 and 15)
2. Indian Scientific Traditions - Dr. N.V.P. Unithiri, Calicut University publication (Essays
(i) Scientific Methodology in Ancient India - Dr. K.N.N. Elayath.
(ii) Elephantology : Dr. P. Narayanan Namboodiri
(iii) Thoughts on biodiversity and conservation in ancient and medieval Sanskrit literature - Dr. N.V.P. Unithiri.
(iv) Iconography and sculpture - Balagopal T.S. Prabhu.
(v) Town planning in ancient India - Ananthakrishnan Kunholathillath
(vi) Vastuvidya and Ecology - Dr. C. Rajendran.

Additional Reading

1. Science and Technology in Ancient India - Deviprasad Chattopadhyaya.
2. Science in History - J.D. Bernal

3. A Concise History of Science in India - S.N. Sen & Subbarayappa

28

SK2 C-04 (01)

BA DEGREE PROGRAMME SANSKRIT

SEMESTER II COMPLEMENTARY COURSE IV

CONTRIBUTION OF KERALA TO SANSKRIT LITERATURE

Credits. 2 Instructional Hours 54

(Answer may be written either in Sanskrit or in English.

In writing Sanskrit Devanagari Script should be used)

Aim of the course

The course aims at introducing the contribution of Kerala Writers in Sanskrit, which forms a very prominent part in Sanskrit Literature. Kerala has made considerable contributions to almost all branches of knowledge in Sanskrit.

Objectives of the course -

To familiarise the abundant wealth of knowledge preserved in Sanskrit by Keralite scholars. It pervades to almost all categories of literature like Kavya (both gadya and padya), Nataka, Champu, Literary criticism, and Hermanuetics

Course outline

Module I

Kulasekharas of Mahodayapuram

Module II

Zanorins of Kozhikode

Module III

Contributions of Cochin Royal Family

Module IV

Contributions of Kerala to Sanskrit literary Criticism

Essential Reading :-

Contribution of Kerala to Sanskrit literature - Dr. K. Kunjunni Raja

Additional Reading :-

1. Keraleeya Samskrta Sahityacharitam - Waddakkumkur Rajaraja Varama
2. Keral Sahitya charitram Ullur S. Parameswara Iyer.
3. Kerala Sanskrit Literature - A. Biography - S. Venkitasubramania Iyer.
4. Sanskrit Literature of Kerala - E. Easwaran Nampoothiri.

5. Studies in Kerala Sanskrit Literature. Dr. N.V.P. Unithiri.

29

SK2 C 02 (02)

**BA DEGREE PROGRAMME MALAYALAM
SEMESTER II COMPLEMENTARY COURSE II
POETRY, GRAMMAR & TRANSLATION**

[Text:- *Sreekrishna Vilasam of Sukumarakavi canto I*]

Credits. 4 Instructional Hours 54

Aim of the course

The course aims at familiarising the student with Sanskrit kavyas. It also aims to make the student capable of understanding the fundamental principles of Sanskrit grammar and to acquaint with simple translation from Sanskrit to regional language

Objectives of the Course:-

To make the student aware of the style of Sanskrit Kavyas in General. Appreciation of Poetry. Identification of Vibhaktis of words in the verse. Compare the similar contexts from Malayalam literature. To teach the student the fundamental principles of Sanskrit grammar and to develop the skill of translating verses from Sanskrit to regional language.

Course outline:-

Module I -

History of Kavya literature in Sanskrit with special reference to Mahakavya. Characteristics of Mahakavya and its importance in literature. Major Mahakavyas

Essential reading:

Sanskrita Sahitya Charitram Vol II Pub: by Kerala Sahitya Academy, Thrissur.

Module II.

Sukumarakavi - His style - works

Essential reading

Sreekrishna Vilasam Canto I (slokas 1 to 45)

Additional reading -

Malayalam Translation of Sreekrishna Vilasam.

Module III

Grammar 1) Dedensions of Tad, Idam, Rajan, Yushmad and Asmad Sabdas.

2) Conjugations of root Vand in Lat, lit, Irit, lan and lot lakaras.

Essential reading:-

Siddharupa

Additional reading:

Sabdamanjari, Dhatumanjari, Balabodhanam and Laghu Samskritam of Dr. K.G. Paulose.

Module IV - Translation of Known verses from the prescribed text.

30

SEMESTER III

Course Code Title Instructional Credits
hours per week

SK3 A 09 (01) Drama & Alankara 5 4

SK3 B 03 Methodology of Sanskrit learning 5 4

SK3 13 04 Nataka & Champu 4 4

SK 3 C 05 (01) Linguistics I 3 2

SK3 C 06 (01) Indian Phiosophy - I- Vedic 3 2

SK3 C 03 (02) Kerala Contribution to Sanskrit 3 3

31

SK3A 09 (01)

B.A/B.SC DEGREE PROGRAMME SANSKRIT

SEMESTER III COMMON COURSE IX

DRAMA AND ALANKARA

Credits. 4 Instructional Hours 90

Aim of the course

Sanskrit has a rich and envious tradition of Drisya kavya. This course aims at a general awareness of drisya kavya in Sanskrit and a peep into the concept of alankara in Sanskrit. It also intends to make the student aware of letter writing, general essay and comprehension passage.

Objectives of the Course

To know about the general characteristics of Sanskrit drama

To cultivate the culture of appreciation of Sanskrit drama among students.

To make the student to know about the general features of Alankaras in literature and how far it is useful in the appreciation of literature.

Course Outline:-

Module I

Origin development characteristics and types of Sanskrit drama in general. Major Authors and Major texts in Sanskrit drama (Kalidasa Bhavabhuti, Mrcahakatika, Mudrarakshasa and Acharayacundamani)

Essential reading :

Sanskrit Drama - A.B. Keith

Additional reading -

A short History of Sanskrit literature T.K. Ramachandra Iyer.

Sanskrit a Sahityacharitram - Kerala Sahitya Academy Vol. II

Module ii

Bhasa's plays, its style and Characteristics

Appreciation of the dramas of Bhasa.

Essential reading

Madhyamavyayoga of Bhasa

Additional reading :-

1. Bhasa A Study - Pusalkar A.D

2. New problem in Bhasa plays - Dr. N.P. Unni.

Module III -

Alankara - The main features of Alankara in Sanskrit literature

Essential reading -

Kuvalayananda - of Appayyadikshita. (Upama, Utpreksha, Ullekha, Dipaka, Slesha and Arthantaranyasa)

Additional reading -

History of Sanskrit Poetics - P.V. Kane.

History of Sanskrit poetics - S.K. De

32

SK 3 B 03

B.A DEGREE PROGRAMME SANSKRIT

SEMESTER III CORE COURSE III

METHODOLOGY OF SANSKRIT LEARNING

Credits. 4 Instructional Hours 90

Aim of the course

This course aims at imparting the students of Sanskrit a thorough knowledge of the methodology of learning Sanskrit, which includes both ancient and modern perspectives of learning.

Objectives of the Course

1. To acquaint the students with the methodology of learning Sanskrit language - Laukika, Vaidika and Prakrit.
2. To know about the methodology of learning Sastra.
3. To impart basic knowledge to the students about manuscriptology.

Course outline

Module I

Laukika Sanskrit - Sanskrit Grammarians Panini, Katyayana and Patanjali - Munitraya. Learning of Sanskrit through Kasika and Prakriya methods. Major Grammarians in Kasika method - Jayaditya, Vamana and Hardatta.

Major Grammarians in Prakriya method - Dharmakirti, Ramachandradikshita, Nagesa, Narayana bhatta etc. Two major traditions Paniniya and Apaniniya

Essential reading :-

Uparinavagramajanmano Narayanabhattapadasya Vyakaranapratibha - N.V. Krishnawarriar. (Translation to Sanskrit by Prof. K.P. Narayana Pisharoty) from Prakriyasarvaswam of Melpathur Narayanabhatta published by Guruvayoor Devaswom, Guruvayoor.

Module ii

Vaidika Sanskrit and Prakrita

Essential reading :

1) Vedic Grammar Ed.by. Dr. M. Sivakumaraswamy
Article - Absence of Sandhi in Vedic Texts. Bharavi
Prakasana. Bangalore 1984.

2) Natya Sastra - Bharatamuni, Chapter VII- Bhashavidhanam.

Additional Reading -

Vedic Grammar - A.A. Macdonnel.

Module iii -

Methodology of Sastra

Major texts and Acharyas of Six systems of Indian Philosophy - Jaimini, Sabraswamin, Kumarilabhatta,

Prabhakara, Sanakara, Ramanuja, Madhava, Gautama, Udayana, Ganagesa, Kanada, Prasastapda, Kapila, Easwarakrishna, Patanjali, Vyasa and Their works.

Essential Reading :

Sarvamatasamgraha - Melpathur Narayana Bhatta

Additional reading :

1. Sarvadarsanasangraha - Madhava.
 2. Outlines of Indian Philosophy - Pro. M. Hiriyanna
- 33

Module IV

Manuscriptology

Essential Reading -

Fundamentals of Manuscriptology - P. Visalakshi.

Dravidian Linguists Association, St.Xaviers College Trivandrum.

Chapters - Manuscriptology and its Significance.

Language and Script

Manuscript Characteristics

Collection of Manuscripts, Catalogueing

Additional readings

1. Conservation of Manuscripts and Documents-
INTACH Indian conservation Institute, Lucknow 1992.
2. Introduction to Manuscriptology - R.S. Sivaganeshamurthy.
Sarada Publishing House Delhi 1996

34

SK3 B 04

B.A DEGREE PROGRAMME SANSKRIT

SEMESTER III CORE COURSE III

NATAKA AND CHAMPU

Credits. 4 Instructional Hours 72

Aim of the course

The course is aimed to acquaint the students with the drisya kavyas of Sanskrit Literature. The types of

drama, characteristics of drama are also to be familiarised.

Introduction of the Champu literature which

forms a major part of Sanskrit literature is also intended by this course.

Objectives of the course

1. Study of Sanskrit dramatic literature in general
2. General study of the dramas of Bhasa

3. Champu literature - Its origin, growth and characteristics.
4. Appreciation of drama and champu.

Module I.

General study of Sanskrit dramatic literature Rupakas, Uparupakas, types of Abhimaya, enjoyment of Rasa.

Essential reading :

1. Sanskrit Drama - A.B. Keith
2. Sanskrit Drama - Its origin Development and Decline - Indusekhar.

Additional reading

1. Natyasastra of Bharata
2. Dasarupaka of Dhananjaya
3. Sanskrit Sahitya Vimarsanam - Dr. N.P. Unithiri
4. The Traditional Sanskrit Theatre of Kerala - Dr. C. Rajendran

Module ii -

Bhasa - His life, works and date.

Drama of Bhasa - Swapavasavadattam

Dramic style of Bhasa.

Essential reading -

Swapnavasavadatta of Bhasa.

Additional reading -

1. Bhasa A. Study - A.D. Pusalkar

Module iii

Champu literature in Sanskrit. Major authors and major champus in Sanskrit. Kerala authors and the prabadhas of Melpathur.

Essential Reading -

History of classical Sanskrit Literature : M. Krishnamacharier.

Additional reading

1. Sanskrit sahyacharitam : Dr. M.S. Menon, Dr. K. Kunjuni Raja Kerala Sahitya Academy Thrissur.
2. A Short History of Sanskrit Literature : T.K. Ramachandra Iyer

Module iv :- Bhoja - His life date and works. Style of Bhoja

Appreciation of Champu

Essential reading - Ramayana Champu - Bhoja Balakanda

Additional Reading:- Sanskrit commentary on Ramayanachampu by Ramachandra Dikshita

SK3 C 05 (01)

**BA DEGREE PROGRAMME SANSKRIT
SEMESTER III COMPLEMENTARY COURSE V
LINGUISTICS - I**

Credits. 2 Instructional Hours 54

Aim of the course

The course aims at the introduction of the origin of language, the nature and scope of the study of language and its divisions. It also expounds the phonetic laws and phonetic changes in Sanskrit.

Objectives of the Course

This course acquaints the student with the basic principles of linguistics. The study of language and literature will be incomplete without the awareness of linguistics. This course helps the student to know how the language is originated and to which family Sanskrit belongs and how far it preserves its original characteristics and what are the changes that occurred in the language during its transition from Indo European to classical Sanskrit.

Module I

Introduction - Nature and scope of the Science of language, Four divisions - Phonology, Morphology, Syntax and Semantics - Theories about the origin of language, Classification of language - Morphological and Genealogical.

Dialects and Cognate languages.

Module II

Phonology - Mechanism of Speech. Sonants and Consonants and their classification - Phonetic laws, Causes and types of Phonetic change.

Books for Reference

1. An Introduction to Indian Linguistics. Srimannarayanamoorthy
2. A Students Handbook of Comparative Philology - T.K. Ramachandra Iyer
3. Language - Bloomfield
4. The study of Language - George Yule.

36

SK3 C 06 (01)

BA DEGREE PROGRAMME SANSKRIT

SEMESTER III COMPLEMENTARY COURSE VI

INDIAN PHILOSOPHY I VEDIC SCHOOLS

Credits 2 Instructional Hours 54

Aim of the course

Study of Sanskrit language is invariably connected with the study of the origin of darsanas. The study of the darsanas enables the student to understand the language and literature in the correct perspective. This course aims at inculcating the perspective in the mind of the student in the correct way.

Objectives of the Course

1. To familiarise the student with the six systems of Indian Philosophy which are popularly known as Vedic school of Indian philosophy- viz. Nyaya Vaisesika, Sankhya Yoga, Purvamimamsa and Uttaramimamsa.
2. To enable the student to understand the study of Sanskrit and literature in a proper and correct perspective.

Course Outline

Module i -

Development of Philosophical thought in India - Introduction.

Module ii -

Nyaya - Vaisesika

Module iii -

Sankhya - Yoga

Module iv -

Purvamimamsa

Module v -

Uttaramimamsa (Vedanta)

Essential reading -

Outlines of India Philosophy - M Hiriyanna

Additional reading

1. Critical survey of Indian Philosophy - S.D. Sarama
2. History of Indian Philosophy - S.N. Dasgupta
3. Indian Philosophy - Dr. S. Radhadrishnan
4. Indian Philosophy - Deviprasad Chattopadhyaya
5. What is living and what is dead in Indian philosophy - Deviprasad Chattopadhyaya
6. Bharateeya Chinta - K. Damodaran

7. Sarvadarsana Samgraha of Madhava - Ed.by. T.G. Mainkar

37

SK3 C 03 (02)

**BA DEGREE PROGRAMME MALAYALAM
SEMESTER III COMPLEMENTARY COURSE III
KERALA CONTRIBUTION TO SANSKRIT**

Credits. 2 Instructional Hours 54

Aim of the course

The course aims at introducing the contribution of Kerala scholars in Sanskrit which forms a very important part in Sanskrit literature. Kerala has made contributions to almost all branches of knowledge in Sanskrit.

Objectives of the Course

To introduce the student the wealth of knowledge preserved in Sanskrit by Kerala Scholars to branches like Philosophy, Literature, Ayurveda, Jyotissastra, Ganita and Vastuvidya.

Course outline

Module I

Philosophy - Sankaracharya, Sri Narayanaguru, Chattambiswamikal

Module II

Literature - Melpathur, Vilvamangalam, Leelasuka, Ramapanivada, Kulesekhar, Sakthibhadra, Kerala Varma Valiyakoyi Thampuran, A.R. Rajaraja Varma, Kodungllore Poets, Manaveda, Sankarakavi, K.N. Ezhuthachan, P.C. Devasya, P.K. Narayanapilla.

Module III

Other branches - Major works on Ayurveda, Jyotissastra, Ganta and Vastuvidya.

Essential reading:-

Kerala Sahitya Charitram - Ullur S. Parameswara Iyer.

Technical literature in Sanskrit - S Venkita Subramania Iyer.

Additional reading

Keeraleeya Samaskrata Sahitya Charitram -Waddakkumkur Raja Raja Varma

Studies in Kerala Sanskrit literature - Dr. N.V.P. Unithiri

Contribution of Kerala to Sanskrit Literature - Dr. K. Kunjunni Raja

38

SEMESTER IV

Course Code Title Instructional hours Credits
per week

SK4 A010 (01) History of Sanskrit Literature Kerala
Culture and Translation 5 4

SK4 B 05 Mahakavya, Alankara and Vritta 4 4

SK4 B 06 Natyasiddhantha 5 4

SK 4 C 07 (01) Linguistics - II 3 2

SK4 C 08 (01) Indian Philosophy II- Non Vedic Schools 3 2

SK4 C 04 (02) Drama and Kerala Sanskrit Theatre 3 2

39

SK 4 A 10 (01)

B.A/B.SC DEGREE PROGRAMME SANSKRIT

SEMESTER - IV COMMON COURSE - X

HISTORY OF SANSKRIT LITERATURE KERALA CULTURE & TRANSLATION

Credits. 4 Instructional Hours 90

Aim of the course

This course aims at a glimpse to the Epic literature, Historical Kavyas and Champu literature. The characteristics of these categories of Sanskrit literature are examined here. An overall performance of Keralite scholar of Sanskrit literature is also perceived by this course. The performing classical art forms of Kerala also come under the preview of this course. Development of the translation skill among the students is also intended.

Objectives of the Course

To familiarise the general features of Ithihasas. Historical Kavyas and Champu Kavyas. To introduce the major Sanskrit works and Authors of Kerala. To impart a general awareness of the classical art forms like Kutiyattam etc. To enable the students to translate from Sanskrit to English and Vice Versa.

Course Outline

Module I

Epics in Sanskrit - Date, stages of development - Influence on later literature and poetic style.

Module II

Historical Kavyas - Rajatharangini, Madhuravijayam,
Raghunathabhyudayam, Mushikavamsam, Visakhavijayam,
Angalasarajyam, Keralodayam.

Module III

Champukavya - definition - origin and Development of Champu
literature. Major Champu works - Nala Champu
Yasasthila Champu, Ramayana Champu Bharata Champu,
Neelakanthavijaya Champu, Viswagunadarsa Champu
and Purvabharata Champu.

Essential reading :

1. A Short History of Sanskrit literature - T.K. Ramachandra Iyer
2. Samskrta Sahitya Caritram Vol. - II. Pub: by Kerala Sahitya Academy.

Additional reading -

1. A History of Classical Sanskrit literature - M. Krishna Machanar.
2. History of Sanskrit literature - S.N. Dagupta and S.K. De.

Module IV

Major Sanskrit authors of Kerala
Sankarachariar, Melputhur, Ramapanivada, Chattambi Swamikal, Sree
Narayanaguru, Punnessari Neelakantha
Sarma and Swathi Thirunal.

Essential reading

Contribution of Kerala to Sanskrit literature - Dr. K. Kunjunni Raji.

Module V

Classical performing arts of Kerala. Kutiyattam, Cakyarkuttu.
Nangiarkuttu and Krishnanattam

Reference

1. Kuthambalangalil - K.P. Narayana pisharoti
2. Natyakalpadrumam - Mani Madhava Cakyar.
3. Traditional Sanskrit theatre of Kerala - Dr. C. Rajedran.
4. Ahbinetri - Usha Nangiar.
5. Nangyarkuttu - Nirmala Panikar

Module VI

Translation - Unknown Sanskrit verses to Regional language or
English. English passage to Sanskrit

40

SK 4 B 05

B.A DEGREE PROGRAMME SANSKRIT

SEMESTER - IV CORE COURSE - V

MAHAKAVYA, ALANKARA AND VRITTA

(Texts : Kiratharjuneeyam Canto I. Kuvalayananda and Laghuvrttaratnakara)

Credits. 4 Instructional Hours 72

Aim of the course

This course aims at introducing the Mahakavya literature to students through the study of the Kiratharjuneeya of Bharavi. It also aims at familiarising the Alankaras and Vrttas and their place in the study and appreciation of poetry.

Objectives of the Course

To introduce the students the general features of Mahakavya.

To introduce the date, style and Characteristics of Bharavis poetry.

To acquaint the student with the study of Mahakavyas in the traditional and modern prospectives.

To introduce the main features of Alankaras and Vrttas in general and their role in the appreciation of poetry.

Course out line

Module I

Kiratharjuneeya of Bharavi - Canto I

Module II

Study of the ten Alankaras 1, Rupakam, 2. Atisayokti, 3. Apahnuti, 4.

Samasokti, 5. Virodhabhasa, 6. Drshtanta

7. Tulyayogita, 8. Kavyalinga, 9. Svabhavokti, 10. Aprastutaprasamsa.

Essential reading :

Kuvalayananda of Appayya Dikshita. Pub : by R.S. Vadhyar and sons with Commentary and English translation by Prof. T.K. Ramachandra Iyer.

Additional reading -

1. Bharatiya Kavyasatram - Dr. T. Bhaskaran

2. Indian Kavya Literature - A.K. Warder.

Module III

Introduction and study of Vrttas in Sanskrit literature.

Vrttas - 1. Anushtup, 2. Upendravajra, 3. Rathoddhata, 4. Mandakranta,

5. Sardulavikreditam, 6. Malini, 7. Indravajra,

8. Vamsastham 9. Sragdhara and 10. Vasantatilakam. from

Laghuvrttaratnakara with English notes and illustrations

from popular kavyas - by T.K. Ramachandra Iyer. Pub . by R.S. Vadhyar and sons & Kalpathi, Palakkad.

SK 4 B 06

**B.A DEGREE PROGRAMME SANSKRIT
SEMESTER - IV CORE COURSE - VI
NATYASIDDHANTHA**

(Texts : Sahitya darpana of Viswanatha - Pariccheda VI)

Credits. 4 Instructional Hours 90

Aim of the course

This course aims at introducing the Principles of Sanskrit dramaturgy to the students.

Objective of the Course

This course enables the students to understand the principles of Sanskrit dramaturgy.

To make the student understand the dramas in a proper perspective.

The student gets acquainted with types of rupakas, their characteristics and illustrations in a good way.

Course Outline

Module I

Kavyabheda - into Drsya and sravya - Rupaka - types of rupakas - Nataka. Bharati Vrtti. Prastavana and its divisions, Itivrtta and its divisions, Arthopakshepakas, Arthaprakrtis and Avasthas.

Module II

Sandhis - its divisions - Different vrttis. Kaisiki, Arabhati and Satvati, Lakshanas and Natyalankaras

Module III

Lasyangani, Mahanatakam, Prakaranam, Bhana, Vyayoga, Samavakara, Dima, Ihamrgah, Ankah, Vithi and Prahasanam.

Module IV

Uparupakas, Sravyakavyani, Padyam, muktakam, Mahakavyam, Khandakavyam, Kosha, Gadya - its divisions and Champukavyas.

Essential reading :

Sahityadarpana of Viswanatha, Pariccheda VI.

Additional reading -

1. Dasarupaka - Dhananjaya.
2. Sanskrit Drama - A.B. Keith.
3. Natyasastra - Bharatamuni.
4. Natyamandapam - M.P. Sankunni Nair.

**B.A DEGREE PROGRAMME SANSKRIT
SEMESTER - IV COMPLEMENTARY COURSE - VII
LINGUISTICS - II**

Credits. 2 Instructional Hours 54

Aim of the course

The course aims at familiarising the students with the language system in general, the relevance of the study of linguistics and its branches. So also it intends to introduce modern schools of linguistics and semantics and semantic changes.

Objectives of the Course

To familiarise the student with the study of language systems and speech. To introduce the branches of linguistics. To familiarise the student with the modern schools of linguistics. To introduce the semantic changes and enable the students to understand the Linguistic changes properly.

Course Outline

Module I

Definition of Language

Language - Behavior and Language. Language systems - Language and speech.

Module II

Branches of Linguistics.

Module III

Modern schools and movements in Linguistics -

Historicism, Structuralism, Functionalism and Generativism.

Module IV

Semantics.

Causes of Semantic Change - Specialisation - Generalisation -

Transference - Pejoration - Evaluation.

Books for reading :

1. An Introduction to Sanskrit Linguistics - by Srimannarayana Murthy.
M. - Bharatiya Vidya Prakasan New
Delhi.
2. A student's Hand book of Comparative Philology - by. T.K.
Ramachandra Iyer.

3. Linguistics - by David Crystal
4. A very short Introduction to Linguistics - by P.A. Mathews.
5. Language and Linguistics - by Crown Hymns.
6. Cambridge Encyclopedia of Languages by Ferdinand De Sansfiur.
7. Adhunikabhashasastram - Dr. T.B. Venugopala Panicker. Kerala Bhasha Institute. Thiruvananthapuram.
8. 'Bhashartham' - Dr. T.B. Venugopala Panicker, Kerala Bhasha Institute, Thiruvananthapuram.

43

SK 4 C 08 (01)

**B.A DEGREE PROGRAMME SANSKRIT
SEMESTER - IV COMPLEMENTARY COURSE - VIII
INDIAN PHILOSOPHY - II.
NON VEDIC SCHOOLS**

Credits. 2 Instructional Hours 54

Aim of the course

This course aims at a general awareness of the non vedic schools of Indian Philosophy. This course introduces, the Charvaka Philosophy, Bauddha and Jaina Philosophies and other Schools of Philosophy like Pratyabhijna and Paniniyan.

Objectives of the Course

To introduce the main features of Indian Philosophy, its divisions into vedic and non vedic schools and main works of non vedic Indian Philosophy.

Course Outline

Module I

Development of Indian Philosophical thought. Division into Vedic and Non vedic schools - Major Authors and works of non vedic schools.

Module II

Charvaka Philosophy

Module III

Bauddha Philosophy

Module IV

Jaina Philosophy

Module V

Other schools of Non vedic Philosophy - Pratyabhijna, Panini etc.

Essential reading :

1. Out lines of Indian Philosophy - M. Hiriyanna.
2. Sarvadarsanasamgraha of Sayana Madhava.

Additional reading -

1. Lokayata - D.P. Chattopadhyaya.
2. A study in ancient Indian Materialism - D.P. Chattopadhyaya
3. History of India Philosophy- S.N. Dasgupta.
4. Outlines of Jainism - Ed. F.W. Thomas.
5. Indian Philosophy - Dr. S. Radhakrishnan
6. Indian Thought - K. Damodaran.

44

SK 4 C 04 (02)

B.A PROGRAMME MALAYALAM

SEMESTER - IV COMPLEMENTARY COURSE - IV

DRAMA AND KERALA SANSKRIT THEATRE

Credits. 2 Instructional Hours 54

Aim of the course

The course aims at familiarising Sanskrit dramatic literature. Course enables the students to know the general features of Sanskrit drama and major dramatic works: The course encourages the study of Kerala Sanskrit theatre.

Objectives of the Course

To familiarise Sanskrit dramas to students.

To familiarise Bhasa and his plays

To familiarise the enactment of Sanskrit drama and other theatres of Kerala.

Course Outline

Module I

Dutavakya of Bhasa.

Module II

Major dramatists and their works. Kalidasa, Bhavabhuti and Saktibhadra.

Module III

Kerala Sanskrit Theatre - Kudiattom, Chakyarkuthu and Nangyarkuttu.

Additional reading -

1. Natyakalpadrumam - Mani Madhavachakyar.
2. Kuttampalangalil - Prof. K.P. Narayana Pisharoty.
3. Abhinetri - Usha Nangiar.
4. Sanskrit on the stage - Dr. K. Kunjunni Raja.

5. Natyamandapam - M.P. Sankunni Nair

45

SEMESTER V

Course Code Title Instructional hours Credits
per week

SK5 B 07 Veda Smrthi and Upanishad 5 4

SK5 B 08 Vyakarana and Nyaya 5 4

SK5 B 09 Bhagavatgita and Arthasastra 5 4

SK5 B 10 General informatics 5 4

SK5 D (01) Management principles in Sanskrit 3 2

SK5 D (02) Ancient Indian Law 3 2

SK5 D (03) Scientific literature in Sanskrit with special
reference to Kerala 3 2

Course work/project 2 -

46

SK5 B07

B.A PROGRAMME SANSKRIT

SEMESTER - V

CORE COURSE - VII

VEDA SMRTHI AND UPANISHAD

Credits. 4 Instructional Hours 90

Aim of the course

Aim of the course is to make the student aware of the Vedic culture, Vedic text, the most ancient literary forms available to us. It also introduces the Upanishads and Upanishadic culture. A general awareness of Smrtis is also intended here.

Objectives of the Course

To introduce Vedic texts, Upanishad and Smrti to the students.

To enable the students to improve their knowledge of Vedic literature, Upanishads and Smrtis.

To familiarise the student with the ancient system of judiciary.

Course Outline:-

Module I

Introduction of vedas, Upanishads and Smrtis Their date, language, religion, characteristics and culture.

Module II

Rgvedic hymns of Agni, Indra, Ushas and kitava

Module III

Verses 1 to 93 - VIII Adhyaya of Manusmrti

Module IV

Isavasyopanishad

Essential reading

1. Vedic Reader - A.A. Macdonell. Oxford University Press - Delhi, Bombay.
2. Manusmrti - Ed. Ganganath Jha, Motilal Banarsidass, Delhi.
3. Isavasyopanishad

Additional Reading :-

1. A short History of Sanskrit Literature - Prof. T.K. Ramachandra Iyer.
2. Rgveda - Malayalam Translation by Vallathol Narayana Menon.
3. Samskrta Sahitya Charitram - K.C. Pillai, D.C. Books, Kottayam.
4. History of Vedic Literature - S.N. Sarma, Chowkhamba Sanskrit Series - Varanasi.
5. Yanjavalkya Smrti - Ed. T. Ganapathi Sastri, Munshiram Manoharlal Publishers, New Delhi, 1992.
6. Smrti, Political and Legal system - A Socio Economic Study - Prabhavathi Sinha - Peoples Publishing House, New Delhi, 1982.
7. Sankarabhashya of Isavasyopanishad.

47

SK5 B 08

B.A DEGREE PROGRAMME SANSKRIT

SEMESTER - V

CORE COURSE - VIII

VYAKARANA AND NYAYA

Credits. 4 Instructional Hours 90

Aim of the course

The course aims at developing skill among the students in using and understanding Sanskrit grammar. Language skill can be developed only through the study of Vyakarana. This course aims at developing language skill also. The course intends to provide the student with the basic knowledge of Nyaya siddhanta.

Objectives of the Course

To enable the students to use the language without error.

To know Sandhi rules, samasa and through this the better understanding of literature.

To understand and use language in a better style through the study of Nyaya.

To acquire general awareness of Nyaya Philosophy.

Course Outline:-

Module I

Samjnaprakaranam and Paribhashaprakaranam

Module II

Sandhi - Achsandhi, Halsandhi and Visarga Sandhi

Module III

Subanta Prakaranam Ajanta Pullinga Prakaranam and Ajanta Streelinga Prakaranam - Prakriyas of Ramasabda and Remasabda.

Module IV

Bhuvadi prakaram - Prakriya of Bhu dhatu in all Lakaras.

Module V

Tarkasangraha of Annambhatta (whole) Pratyaksha Khanda only with Deepika.

Essential reading :

1. Siddhanta Kaumudi of Bhattojidikshita.
2. Tarkasangraha of Annambhatta with Deepika.

Additional reading -

1. Laghu Panineeyam - A.R. Raja Raja Varma.
2. Laghusiddhanta Kaumudi - Balahitaishini Bhashavyakhya by Prof. R. Vasudevan Potti.
3. Primer of Indian Logic - Kuppuswami Sastri.
4. Prakriyasarvaswam - Melputtur Narayana Bhatta - Guruvayoor Devaswom, Guruvayoor.

48

SK5 B09

B.A DEGREE PROGRAMME SANSKRIT

SEMESTER - V

CORE COURSE - IX

BHAGAVADGITHA AND ARTHASASTRA

Credits. 4 Instructional Hours 90

Aim of the course

This course aims at introducing two masterpieces of Sanskrit Literature - Bhagavadgita and Arthasastra to the students. Both texts are great works on crisis management and state craft.

Objectives of the Course

To enable the students to understand Bhagavadgita, the great philosophical text.

To introduce ancient state craft and management principles through the study of Arthasastra.

To make students capable of crisis management.

Course Outline:-

Module I

Bhagavadgita - Chapter III

Module II

Arthasastra of Kautilya - Vinayadhikaranam. Segments 1 to 7.

Module III

Arthasastra - Vinayadhikaranam - Segments 8 to 13.

Module IV

Arthasastra - Vinayadhikaranam - Segments - 14 to 18.

Essential reading

1. Bhagavadgita
2. Arthasastra - Kautilya - Vinayadhikaranam

Additional Reading :-

1. Indian Traditions of Management. Ed. Dr. N.V.P. Unithiri.
2. The Holy Geetha - Swami Chinmayananda.
3. Arthasastra - Malayalam Translation by K.V.M.
4. Bhagavadgita - with Sankarabhashyam.

49

SK5 B 10

B.A DEGREE PROGRAMME SANSKRIT

SEMESTER - V

CORE COURSE - X

GENERAL INFORMATICS

Credits. 4 Instructional Hours 90

Aim of the course

To update and expand the basic informatics skills and attitudes relevant to the emerging knowledge society and also

to equip the students to effectively utilize the digital knowledge resources for their chosen course of study.

Objective of the Course

To review the basic concepts and functional knowledge in the field of informatics.

To review functional knowledge in a standard office package and popular utilities.

To create awareness about major informatics initiatives in India and Kerala.

To impart skills to enable students to use digital knowledge resources in learning.

Course Outline:-

Module I

Features of the modern personal computer and peripherals, computer network & Internet, Wireless technology, Introduction of ATM purchase of technology, License, Guarantee, warranty, overview of Operating Systems & Major Application Softwares.

Module II

Data, information and knowledge, knowledge management - Internet access methods - Dial-up, DSL, Cable, ISDN. Internet as knowledge repository, academic search Techniques, Creating cyber presence, case study of academic websites. Basic concepts of copyrights, And patent, Plagiarism, Introduction to use of IT in teaching and learning, Case study of Educational software, academic services INFLIBNET, NICNET, BRNET,

Module III

IT & Society - issues and concerns - digital divide, IT & development, the free software movement, IT industry, new opportunities and new threats, software piracy, cyber ethics, Cyber crime, cyber threats, cyber security, privacy issues, cyber laws, cyber addictions, Information overload, health issues - guidelines for proper usage of computers. E-wastes and green computing, impact of IT on language & culture-localization issues - Unicode IT and regional languages.

Module IV

Type setting in sanskrit. Latex

Package Desktop Publishing in Sanskrit, Installing fonts, Office Package, Keyboard layout for Sanskrit,

Govt: Standards, Sorting in Sanskrit, Sanskrit to Roman script, Use Transliteration marks (Software package)

Theory : Sanskrit and Computers, Knowledge representing in artificial intelligence,

Note : The first 3 modules are to be dealt with a very general manner only

Essential reading

Technology in Action, Pearson

V. Rajaraman, Introduction to Information Technology, Prentice Hall

Alexis Leon, & Mathews Leon, Computers Today, Leon Vikas

Peter Norton, Introduction to Computers.

Additional Reading :-

George Beekman, Eugene Rathswol, Computer Confluence, Pearson Education.

Barbara Wilson, Information Technology: The Basics, Thomson Learning

Ramesh Bangia, Learning Computer Fundamentals, Khanna Book Publishers.

50

SK5 D (01)

B.A DEGREE PROGRAMME SANSKRIT

SEMESTER - V

OPEN COURSE - I

MANAGEMENT PRINCIPLES IN SANSKRIT

Credits. 2 Instructional Hours 54

Aim of the course

This course aims at familiarising the management principles in our ancient literature that lay unearthed hitherto. By this course students get acquainted with a value based, management principles that erected on the pillars like Bhagavadgita and Mahabharata.

Objectives of the Course

To look into the management principles and leadership qualities in Bhagavadgita and Mahabharata.

To enable the students to understand the ancient Indian Management Principles and compare it with moder

principles of Management.

Course Outline:-

Module I

Leadership lessons from Bhagvadgita

Module II

Leadership and Managing Power - Insights from Mahabharata

Essential reading :

1. Leadership Lessons from Bhagavadgita - A commentary on Chapter I of Bhagavadgita - by Sita Pati Das (Joshua.J.wulf)
2. Leadership and Managing Power - Insights from Mahabharata - Pradeep Bhattacharya - (Appended herewith)

Additional reading -

1. Indian Traditions of Management. Ed. Dr. N.V.P. Unithiri.
2. Guidelines for value Based Management from the Vidura Niti. - Sivakumar. N. and Rao. V.S. - Chinmaya Management Review.
3. Indian Philosophy and Managerial Wisdom - K.V.K. Thampuran - Chinmaya Management Review.
4. In the wonderland of Indian Management - Sharu Rangnekar - Vikas Publishers, Madras.

51

SK5 D 02

B.A DEGREE PROGRAMME SANSKRIT

SEMESTER - V

OPEN COURSE - II

ANCIENT INDIAN LAW

Credits. 2 Instructional Hours 54

Aim of the course

The course aims at acquainting the student with the rich sources and the vast literature of Ancient Indian Law. It also aims at giving a general picture of different phases in the development of different laws like personal, social and criminal laws in Ancient India. And also to give a descriptive analysis of important landmarks in this development, such as Dharmasutrs, Smrtis (especially, Manusmrti and Yanjavalkyasmrti) and Arthasastra.

Objectives of the Course

1. The student is to get a historical and content-wise sketch of Major Dharmasutra texts.
2. He is to get a brief but clear sketch of major Smrti works.
3. He is to be equipped with awareness of Arthasastra as a work on Judiciary, though it is primarily a work on Statecraft.
4. He is to get a general idea of importance of Manusmrti and Yajnavalkyasmrti in the formation of present Hindu Law.

Course Outline:-

Module I

A General introduction to Dharmasutra works. Enumeration and the relative chronology of all dharmasutra works.

A short analysis of contents of Dharmasutra works.

Module II

A General introduction to Smrti works. Enumeration and the relative chronology of all Smrti works. A short analysis of contents of Smrti works.

Module III

A general introduction to Arthasasthra. a general study of different Laws prescribed in Arthasastra.

Module IV

A special study on Manusmrti and Yajnavalkyasmrti as Source books of Modern Hindu Law.

Reference Books -

1. A glossary of Smrti literature, S.C. Banerji, Cunthi Pustak, Calcutta, 1963.
2. A brief History of Dharmasastra, S.C. Banerji, Abhinav publications, Delhi, 1999.
3. The Dharmasastra- An introductory analysis, Ed. B.K. Swain, Akshaya Prakashan, New Delhi, 2004.
4. Manusmrti, Ed. R.N. Sharma, Chowkhambha Sanskrita Pratishthan, Varanasi, 2003.
5. Dharmasastra-A link between tradition and modernity, Ed. B.K. Swain, Chowkhambha Sanskrita Pratishthan, Varanasi.
6. Kautilya- Arthasastra, Ed. L.N. Rangarajan, Penguin Books India Ltd., New Delhi, 1992.

Books for additional Reference -

1. Indian family law, Sreedhara varier, (2 vols.), Janatha Book stall, Thiruvananthapuram, 1987.

2. Niyamavijnanakosam (Malayalam) Advocate Sastyavan Nair, Sahitya Pravarthaka Sangham, Kottayam.
3. Principles of Hindu jurisprudence, (2 vol.s), S.C. Banerji, Sarada Publishing House, New Delhi, 1996.
4. Kautilya's Arthashastra, Ed. R.P. Kangle, (III Pt.s), MLBD, New Delhi, 1992.

52

SK5 D (03)

B.A DEGREE PROGRAMME SANSKRIT

SEMESTER - V

OPEN COURSE - III

SCIENTIFIC LITERATURE IN SANSKRIT WITH SPECIAL REFERENCE TO KERALA

Credits. 2 Instructional Hours 54

Aim of the course

This course aims at introducing Scientific Literature in Sanskrit. It also aims to familiarise the contribution of Kerala to Scientific Literature.

Objectives of the Course

To enable the students to understand the Scientific Literature in General.

To familiarise the students with the contributions of Kerala to Scientific Literature.

Course Outline:-

Module I

Ayurveda - Origin and growth of Indian medical system. Major texts and authors of Ayurveda.

Module II

Jyothissastra - Development of the science Major contributors to this field and their works.

Module III

Ganitha - Origin. Development of Indian Mathematical Tradition. Major contributions made by Indian Scholars and their works.

Module IV

Vastuvidya - History of Indian Architecture - Major works and contributors.

Books for reading

1. Technical Literature in Sanskrit. Dr. Venkita Subramonia Iyer.
2. Scientific Heritage of India - Ed. Dr. K.G. Paulose.
3. Contribution of Kerala to Sanskrit Literature. Dr. K. Kunjunni Raja.
4. Indian Scientific Traditions - Ed. Dr. N.V.P. Unithiri.
5. History of Technical Literature in Sanskrit - D.P. Chattopadhyaya.
6. History of Science and Technology in India - Kuppuram. G. and Kumudini. K. - Sandeep Prakashan, New Delhi.
7. History of Ayurveda - N.V. Krishnankutty Warriar, Aryavaidyasala Kottakkal.
8. Astronomy and Mathematics in Kerala. Dr. K. Kunjunni Raja. Adyar Library, Madras.
9. A History of Kerala School of Astronomy - K.V. Sarma, Viswaswaravenda Institute, Hoghiarpur, Punjab University.
10. An Engineering Communicatory on Manushyalaya Chandrika - Achutan. A. and Balagopal. T.S. Prabhu. Vastuvidya pratishtanam Calicut.

53

SEMESTER VI

Course Code Title Instructional hours Credits
per week

SK6 B11 Alankara Sastra I 5 4

SK6 B 12 Alankara Sastra II 5 4

SK6 B 13 Sankhya and Vedartha 5 4

SK 6 B 14 Culture and Environmental Science in Sanskrit 5 4

SK6 B 15 (E01) Malayalam Writers on Sanskrit 3 2

SK6 B 15 (E0 2) Sanskrit Theatre of Kerala 3 2

SK 6 B 15 (E 03) Kavisiksha 3 2

Project / Course works 2 4

54

SK6 B 11

B.A DEGREE PROGRAMME SANSKRIT

SEMESTER - VI

CORE COURSE - XI

ALANKARASASTRA - I

Credits. 4 Instructional Hours 90

Aim of the course

The course aims at introducing the topic Alankarasastra in Sanskrit. The topic consists of various schools of thought and early beginnings of Alankarasastra is intended here. A general introduction of the different schools of Alankarasastra is also aimed at here.

Objectives of the Course

To familiarise the different schools of literary criticism in Sanskrit.

To know the concepts of Bhamaha and Dandin regarding poetry and literary theories.

To compare the theories propounded by Sanskrit Literary theorists and scholars of other systems.

Course Outline:-

Module I

Introduction of Sanskrit Poetics and its growth and Major Schools of thought.

Module II

Kavyalankara of Bhamaha Chapter I

Module III

Kavyadarsa of Dandin. Pariccheda I.

Essential reading :

1. History of Sanskrit Poetics - S.K. De
2. Kavyalankara of Bhamaha.
3. Kavyadarsa of Dandin.

Additional reading -

1. History of Sanskrit Poetics - P.V. Kane.
2. Studies on some Concepts of Alankarasastra - Dr. V. Raghavan
3. Sanskrita Sahitya vimarsanam - Dr. N.V.P. Unithiri.
4. A new History of Sanskrit Poetics - Krishnachaitanya
5. Indian Kavya Literature - A.K. Warder.

55

SK6 B 12

B.A DEGREE PROGRAMME SANSKRIT

SEMESTER - VI

CORE COURSE - XII

ALANKARASASTRA II

Credits. 4 Instructional Hours 90

Aim of the course

This course aims at introducing the later theories of Sanskrit Literary criticism like Dhwany and Rasa. Definition of Kavya, divisions of Kavya and aims of Kavya are also intended here.

Objectives of the Course

To integrate the knowledge of the student in Sanskrit literary criticism by way of introducing various later schools of thought.

To enable the student to appreciate poetry in the light of various literary theories.

To Understand the growth of the Science of literary criticism in Sanskrit.

Course Outline:-

Module I

Introduce the different schools of poetics in chronological and historical perspective.

Module II

Kavyaprakasa of Mammata I Ullasa - Aims of Poetry, Definition of Poetry cause of poetry Division of Poetry with illustrations.

Module III

Kavyaprakasa of Mammata- II & IIIrd ullasas. Division of Sabda and Artha, Division of Sanketārtha, Categories of Lakshana, Vyanjana and Vyanjaka divisions, Arthi vyanjana and suggestive uses in poetry.

Module IV

Kavyaprakasa of Mammata IV Ullasa upto the end of Rasacharcha Divisions of Dhvani and Rasaswarupa.

Essential reading :

1. Kavyaprakasha & Mammatabhatta.
2. Bharatiya kavyasastram - (Malayalam) Dr. T Bhaskaran.

Additional reading -

1. Natyasastra with Abhinavabharati of Abhinavagupta. Chapter VI
2. Sahityadarpana of Viswanatha.
3. Response to Poetry - Dr. G.B. Mohanan
4. Sanskritasahityavimarsanam - Dr. N.V.P. Unithiri.

56

SK6 B 13

B.A DEGREE PROGRAMME SANSKRIT

SEMESTER - VI

CORE COURSE - XII

SANKHYA AND VENDANTA

Credits. 4 Instructional Hours 90

Aim of the course

This course aims at introducing a general awareness of Bharatiyadarsanam. More over it tries to expose to the students the basic principles of Sankhya and Vedanta Philosophy.

Objectives of the Course

To introduce the origin and development of Indian Philosophy.

To acquaint the students with original texts on Sankhya and Vedanta Philosophy.

To enable the stuednts to understand and compare the basic principles of the various schools of Philosophy.

Course Outline:-

Module I

Indroduction of the origin and development of Philosophical thought in Inida - Various schools of thought and major authors and works in each school of thought.

Module II

Sakhyakarika of Iswarakrishna. (Full Text)

Module III

Vedantasara of Sandananada (Full Text)

Essential reading :

1. Sarvamatasangraha - Melputhur Narayana Bhatta.
2. Sankhya Karitka of Iswara Krishna
3. Vedantasara of Sedananda

Additional reading -

1. Sarvadarsanasangraha - Madhava
2. Bharatiyadarsanangal - C.V. Vasudevabhattachariri.
3. Bharatiyachinta - K. Damodaran.
4. What is living and what is dead in Inidn Philosophy - D.P. Chattopadhyaya.
5. Sankhya Thattavakaumudi - Vachaspathi Misra.
6. Vedanta Paribhasha - Dharmaraja Adhwarindra.
7. Outlines of Indian Philosophy - M. Hiriyanna.

57

SK6 B 14

B.A DEGREE PROGRAMME SANSKRIT

SEMESTER - VI

CORE COURSE - XIV

CULTURE AND ENVIRONMENTAL SCIENCE IN SANSKRIT

Credits. 4 Instructional Hours 90

Aim of the course

The course intends for the reintegration of Indian Culture in the light of modern knowledge. The awareness of environmental science helps us to improve and integrate the appreciation of literature.

Objectives of the Course

To enable the students to understand and appreciate currents of world thought, besides the movements of the Indian mind. And to familiarise the ancient Indian environmental principles through literature.

Course Outline:-

Module I

Indian Culture - Indus valley, Harappan Culture, Vedic Culture.

Module II

Reformation movement in India - Buddha, Sankara, Ramanuja Madhwa, Vallabha, Chaitanya, Sri. Ramakrishna, Vivekenanda, Guru Nanak, Rajaram Mohan Roy, Balagangadharathilak, Sree Narayana Guru, Dayananda Sarawathy.

Module III

Environmental Science in Sanskrit

Book for Reference

1. Cultural Heritage of India Vol I to III
2. Indian Heritage - Dr. V. Raghavan.
3. The wonder that was India by A.L. Basham
4. Facets of Indian Culture - A. Sreenivas
5. Environmental awareness in Sanskrit - V.N. Jha
6. Environmental Awareness in Ancient India by Dr. C. Rajedran from Indian Scientific traditions by Dr. N.V.P. Unithiri

58

SK6 B 15 (E 01)

B.A DEGREE PROGRAMME SANSKRIT

SEMESTER - VI

CORE COURSE - XV ELECTIVE 01

MALAYALAM WRITERS ON SANSKRIT

Credits. 2 Instructional Hours 54

Aim of the course

The course aims at familiarising the Students with the major wirters in Malayalam who has tired to expose the ideas laid down in Sanskrit Literature.

Objectives of the Course

To bring to the attention of the students what are the efforts done by Malayalam writers to familiarise

Sanskrit literature to Malayalam readers.

To enable the students to understand the principles laid down in Sanskrit easily.

Course Outline:-

Module I

Kuttikrishna Marar - Bharataparyatanam, Valmikiyude Raman and Nirupanam Sanskrta Sahityathil.

Module II

Joseph Mundassery - Kavyapeethika, Manadandam.

Module III

M.P. Sankunni Nair - Chartavum Chamaravum, Natyamandapam.

Module IV

Prof. K.P. Narayana Pisharoty - Koothampalangalil, Kalidasahrdayam tedi.

Module V

N.V. Krishnawarriar - N.V yude Sahityavimarsanam, Melputturinte vyakarana pratibha.

59

SK6 B 15 (E 02)

B.A DEGREE PROGRAMME SANSKRIT

SEMESTER - VI

CORE COURSE - XV ELECTIVE - 02

SANSKRIT THEATRE OF KERALA

Credits. 2 Instructional Hours 54

Aim of the course

The course aims at experiencing the Sanskrit dramatic literature to the students. Kerala Theatre is the one and the

only one theatre which preserved the Sanskrit dramatic tradition as such.

Objectives of the Course

To enable the students to acquaint with the theatre of Kerala.

To Understand the origin and development of Sanskrit theatre in Kerala.

To Study and compare the characteristics of Sanskrit theatre with other modern theatres.

Course Outline:-

Module I

Origin and development of Kutiyattom.

Module II

Plays performed in Kutiyattom

Module III

Peculiarities of Kutiyattom

Module IV

Chakyarkuttu and Nangyarkuttu.

Books for reading :

1. Natyakalpadrumam - Mani Madhavachakyar - Published by Kerala Kalamandalam.
2. Koothampalangalil - Prof. K.P. Narayana Pisharoty.
3. Bhagavadajjuka in Kutiyattom - Dr. K.G. Paulose. Bharatiya Book Corporation, New Delhi.
4. Kutiyattom - A Historical Study - Dr. K.G. Paulose - Ravivarma Sanskrit Granthavali, Thrippunithura.
5. Introduction to Kutiyattom - Dr. K.G. Paulose. Govt Sanskrit College, Thrippunithura.
6. The Traditional Sanskrit Theatre of Kerala - Dr. C. Rajendran Pub: University of Calcut.
7. Women in Kutiyattom - L.S. Rajagopal, Kuppaswami Research Institute, Madaras.
8. Nangiyarkuttu - Nirmala Panicker. Published from Irinjalakkuda.
9. Kutiyattom - An Introduction - Dr. K. Kunjunni Raja. Sangeetha Natak Academy - Delhi.
10. Sanskrit Dramas of Kulasekhara - A Study - Dr. N.P. Unni. Pub: by Kerala Historical Society.
11. Natyamandapam - M.P. Sankunni Nair, Mathrubhumi Kozhikode.
12. Abhinetri - Usha Nangiar.

13. Sree Ramacharitam - Nangiarammakuttu - Margi Sati
14. Sree Krishnacharitam Nangiarammakuttu - P.K. Narayanan Nambiar
- Pub: Kerala Kala Mandalam.
Cheruthuruthy.
15. Kalalokam - Prof. K.P. Narayana Pisharoty, Mangalodayam, Thrissur.
16. Ascharya Choodamani - Saktibhadra, Pub: Sangeetha Nataka
Academy - Thrissur.
17. Bhagavadajjukam - K.P. Narayana Phisharoty, Kerala Sahitya
Acadami.

60

SK6 B 15 (E 03)

**B.A DEGREE PROGRAMME SANSKRIT
SEMESTER - VI**

CORE COURSE - 15 - ELECTIVE - 03

KAVISIKSHA

Credits. 2 Instructional Hours 54

Aim of the course

The course aims at familiarising the instructions to poet, laid down in almost all texts of Alankarasastra in Sanskrit. It is also intended to bring to light how this originated and grown in to a School of Literary criticism in Sanskrit.

Objectives of the Course

To introduce the principles of Kavisiksha to Students.

To introduce the daily routine work of the poet as envisaged in Kavisiksha.

To establish the prominence and importance of Kavisiksha in the making of Literature.

Course Outline:-

Module I

Introduction to Kavisiksha - Major texts and Authors.

Module II

Padavakyaviveka, Karayithri and Bhavayithri pratibhas, concept of Kavyapaka and sources of Poetic themes.

Module III

The Daily routine of Poet.

Module IV

Poetic conversions and Plagiarism.

Essential reading :

1. Kavyamimamsa of Rajasekhara

Additional reading -

1. Kavikanthabharana - Kshemendra

2. Suvrttilakam - Kshemendra

3. Kavyanusasana - Hemachandra

4. Alankarasekhara - Kesavamisra

5. Kavikalpalatha - Deveswara

6. Kavya Siksha - Vinayachandrasuri

7. Hridayasamvadam - Dr. M.S. Menon

8. The Response to Poetry - G. B. Mohan

9. The Art of Poetry - Paul Valery

10. The Language of Poetry - Dr. K. Kunjunni Raja

11. Elements of Indian Aesthetics - S.N. Ghosal Sastry

12. Bharatiya Kavyasastram - Dr. T. Bhaskaran

13. Samskrtatile Kavyatatvachinta - Krishnachaitanya 2 vols. N.B.S. Kottayam.

Leadership Lessons from Bhagavad-gita

A Commentary on Chapter One of Bhagavad-gita

by Sita-pati das (Joshua JWulf)

1

Preface

The question may be asked: "Why another commentary on *Bhagavad-gita*? Hasn't

more than enough been said already in the more than 700 commentaries available, and

especially in *Bhagavad-gita As It Is*?"

The answer to this query is that enough can never be said about *Bhagavad-gita*. As

Sanjaya relates to Dhrtarastra toward the closing of the book: "O King, as I recall this wonderful and holy dialogue between Krishna and Arjuna, I take pleasure, being thrilled at every moment."1 We can continue to discuss and inquire about *Bhagavadgita* unlimitedly, and never find the end of its ability to produce the most profound realizations about life, the universe, and the purpose and the person behind them.

It is also a fact that *Bhagavad-gita* speaks on many levels about many different things.

This is the nature of scripture – it is *purnam*, or complete. Viewed from different angles it reveals itself in different ways. As Krishna tells Arjuna: "I shall now declare unto you in full this knowledge, both phenomenal and numinous. This being known nothing further shall remain for you to know"2.

How the *Bhagavad-gita* is able to address all conceivable issues in only 700 verses is part of its mystical potency. The opportunity exists for all time for devotees of Krishna and the *Bhagavad-gita* to perform the service of highlighting and explaining the *Bhagavad-gita's* application to a given topic.

The focus of this commentary is on Leadership, and thus it is called "Leadership Lessons from *Bhagavad-gita*".

What is leadership? There are many definitions of leadership that highlight its different aspects. John Maxwell, author of "The 21 Irrefutable Laws of Leadership" defines leadership as "influence, nothing more, nothing less". He goes on to say: "He who thinks he leads but has no-one following him, is simply taking a walk." This is a

functional definition of leadership, one that basically says that a leader is someone who has followers.

Leadership has been described by leadership educator Todd Duncan as “a total commitment to purpose, accompanied by the determination to carry it out.” This is a characteristic definition that describes the personal qualities of a leader.

My personal definition of leadership is two-fold. First of all, it is “the supply of vision and direction in a situation of confusion and uncertainty”. This is a definition that highlights the identity of the leader as a service provider. Secondly it is “effecting change to take an organization from one state to another, better state”. This is a definition that helps to cast light on the nature of the service that the leader provides.

In his 21 Irrefutable Laws of Leadership John Maxwell presented the idea that

1 *Bg* 18.76

2 *Bg* 7.2

3

leadership can be described as a set of principles that can be learned and applied.

When practices align with these principles, leadership is effective.

In his book Principle-centered Leadership Stephen Covey takes this a step further. Not

only are the *practices*, or the “how” of leadership governed by principles, but the

actual *direction* and *goal* of leadership, or the “what” and “where”, are also subject to

universal principles.

No-one can deny that Adolf Hitler was a leader in the sense that he effectively

mobilized and directed the energy of many followers toward the pursuit of distant

goals. However, not many people would be comfortable with a book entitled:

“Leadership Secrets of Adolf Hitler”. We are sure that he is not a leader worthy of

emulating. We have a sense that leadership is not only its form, but also its function,

is governed by moral imperatives. These moral imperatives, signalled by our

conscience, or our “internal compass” in the language of Covey, indicate fundamental

principles of the universe. Leadership which conforms with these principles in terms

of its form is *Effective Leadership*. Leadership which conforms with these principles

in terms of its form and function is *Authentic Leadership*.

In these terms Hitler may have been an effective leader, but he was not an authentic

leader. It's not just *how* you lead the people that is governed by principles that you

should be aware of and consciously align with – *where* you lead them is also governed

by principles. With great power comes great responsibility. Those who lead not in

accordance with these principles, intentions notwithstanding, are guilty of

misleading.

Bhagavad-gita describes these fundamental universal principles – the underlying

framework of the universe that reflects the purpose of the universal architect. Leaders

who align their practices with these principles will be effective leaders.

Leaders who

align their goals and the goals of the organizations they steward with these principles

will be authentic leaders – leaders who are empowered to create a better world.

Leadership is absolutely crucial. As the oft-repeated saying has it:

“everything rises or

falls on leadership". Failures or lack of leadership can be found near the root of all problems. At this present moment in time, with so many social and environmental indices tottering toward the red line, the world is crying out not just for effective leadership, but for authentic leadership. *Bhagavad-gita* contains the timeless principles that will empower leaders to be effective and authentic leaders. The greatest need at this point in time is for those people who have been called to lead to step forward and take up the Service of Leadership.

4

Invoking Auspiciousness

I offer my humble obeisances to Lord Sri Krishna, the speaker of *Bhagavad-gita* and enunciator of universal principles (*sanatana-dharma*) of action. I offer my humble obeisances to Arjuna, whose questioning lead to the conversation that forms the content of *Bhagavad-gita*. I offer my humble obeisances to the *Bhagavad-gita*, spoken by Krishna on the battlefield of Kuruksetra 5000 years ago in the presence of some of the greatest leaders in the world. I offer my humble obeisances to Srila Vyasadeva the compiler and editor of *Bhagavad-gita* and other Vedic literatures. May Mother Sarasvati bless my tongue and cause me to say something of value to the world in bringing the relevance of *Bhagavad-gita* to contemporary problems to light. My most humble respectful obeisances to Srila A.C. Bhaktivedanta Swami Prabhupada, whose translation and commentary of *Bhagavad-gita* inspired many millions of people to apply its teachings in their lives.

My most humble respectful obeisances to my spiritual mentor, His Holiness Devamrita Swami, who mercifully reached down to pick me up from my fallen lowly condition, and continues to teach me the value of Bhagavad-gita in my own life.

May this commentary on *Bhagavad-gita* increase the harmony in this world and serve to raise leaders to a new level of effectiveness and authenticity.

5

Chapter One

1

Dhrtarastra said: O Sanjaya, after my sons and the sons of Pandu assembled in the place of pilgrimage at Kuruksetra, desiring to fight, what did they do?

The *Bhagavad-gita* appears in the context of a much larger work, the *Mahabharata*,

which provides the back story for the conversation between Krishna and Arjuna, soon

to be related by Sanjaya to Dhrtarastra. Readers wishing to gain a greater appreciation

for the wider context of *Bhagavad-gita* are advised to read *Mahabharata* by Krishna

Dharma.

Sanjaya was the charioteer of Dhrtarastra, who was a King. There are four primary

leadership roles:

1. Strategic Leadership
2. Directive Leadership
3. Team-building Leadership
4. Operational Leadership

You have a unique character, with particular strengths and weaknesses. When you

understand and play to your strengths you can develop your natural leadership ability,

and you'll find that you are suited to a particular leadership role.

Effective leadership necessitates a leadership team with the right mix of aptitudes.

One is too small a number for greatness, as the saying goes. Getting the right mix of people on the leadership team is crucial. Too many of one aptitude and there will be dysfunction of the organization or of the leadership team itself. Wrong mixes may manifest as a harmonious but ineffective leadership team, or a volatile leadership team characterized by internal strife. All of the four roles are necessary for a complete leadership team – in areas where one person is weak, another person is strong.

It is not ordinarily possible for one person to embody all types, and especially not to be good at all of them, because they have contradictory psychological characteristics.

Such a personality is exceedingly rare. A person is generally strong in a primary leadership role, accompanied by a weaker predominant secondary role. Very rarely will a person be strong in three. Wherever there are strengths there are corresponding weaknesses. These weaknesses can become strengths when they are acknowledged and understood, and a team is built around them. "Know Yourself", and your area of contribution, is the beginning of individual effectiveness, leading to team effectiveness.

Persons who are suited to Strategic Leadership are thinkers. They lead out of a strategic strength. Their primary concern is *why* to do things. They love the challenge of understanding and planning. They value *knowing* over *doing*. This gives them a

detachment which enables them to more accurately and objectively analyze the

6

situation. They value knowledge and *wisdom*, and admire perceptive and wise people.

To assess your strength in this leadership role score one point for each of the

following characteristics of the Strategic Leader that you possess:

1. Analyst of reality
2. Create practical ways of converting vision into action
3. View emotions and sensitivity as detrimental to the cause
4. Do not hesitate to ask the hard questions
5. Do not mind creating controversy
6. Content to remain in the background
7. More loyal to the vision than to the people
8. Take great pride in being knowledgeable in their area of focus

The corresponding weaknesses of this type are the following:

1. Useful but generally not popular
2. Usually portrayed as insensitive and robotic
3. Usually happier working with ideas than people
4. Often take a long time to arrive at decisions
5. Lean toward perfectionism

The extreme archetype of this leader is Spock from Star Trek.

Persons who are suited to Directive Leadership, also known as Executive Leadership,

are initiators. In the hazy smoke of battle (literal or metaphorical), while others are

stumbling around in shock and confusion, looking for guidance, the Directive Leader

is the one whose response is to charge forward boldly, and inspire others to follow them.

They love to direct, and are able to initiate action, and to sustain action. They value

doing over knowing. A person with a reduced strength in this area may be able to

intiate, but unable to sustain action. In terms of Myers-Briggs or Keirsey personality

typing, this person is often an NT. They value competence and effectiveness, and admire competent and effective people.

In order to get an idea of how strong in this leadership role you are, score one point

for each of the following characteristics that apply:

The Directive Leader:

1. Casts a compelling vision
2. Does not spend time or energy in the details of the process
3. High motivational capacity
4. Effective speaker
5. Good listener
6. Make people feel important
7. Intuitive decision maker
8. Air of confidence
- 7
9. Makes tough calls
10. Seldom compromises

The corollary weaknesses of this type are the following:

1. Disinterest in the minutiae of the process
2. Little patience in discussion about detail
3. Great with large groups but not especially warm with individuals
4. Restless
5. Have short attention span
6. Favour action over reflection
7. May ignore financial limitations and realities
8. Have a high interest in making good things happen now

In the language of Stephen Covey, the Directive Leader is all about *efficiency* -

getting people moving up the hill. The Strategic Leader is all about *effectiveness*,

making sure that the team is moving up the right hill.

The Directive Leader is about engagement - engaging himself or herself, and

engaging others in the task at hand. The Visionary Leader is about detachment -

stepping back and looking at the bigger picture. The two are generally complementary

roles, and a person is generally better at one or the other.

The Strategic Leader enables the Directive Leader by providing him or her with

strategic vision and direction. This is very valuable to the Directive leader as it

ultimately makes him or her more effective.

In classical terms a Directive Leader is known as a *ksatriya*, and a

Visionary Leader is

known as a *brahmana*. Ksatriyas would act as Kings, and they would maintain an

advisory staff of one or more brahmanas who would act as strategic input to their

decision-making process.

Dhrtarastra is a ksatriya, a Directive Leader.

The Team Building Leader is all about people. They are natural people persons, and

generate cohesion in any group that they are part of.

Their characteristics are as follows:

1. Enjoy organising people around a common cause
2. Rely heavily on their relational network
3. Charismatic
4. Generate high morale
5. Place high value on people
6. Ability to interact with a high variety of people
7. Receives loyalty and respect from the team

Their weaknesses are:

8

1. Hate paperwork
2. Waffle on detail
3. Tendency to ignore agendas, action plans, and budgets
4. Allow relationships to hinder progress
5. Get hurt by people

The Operational Leader is the final leadership role. This is a very practical, on-the-ground

leadership role.

The characteristics of an Operational Leader are as follows:

1. Provide stability to the organisation
2. Devise systems to make things run smoothly

3. They act as a hub through which people go in the organization
4. Often reports bad news, but is seldom responsible
5. Create new solutions to old problems
6. Often complement the other three aptitudes

Their weaknesses:

1. Easily slips from leader to manager
2. Dislike conflict
3. Fail to see the big picture
4. Lack motivational skills
5. Can be viewed as a hindrance to progress
6. Often lack the influence of the other three aptitudes

Sanjaya is part of Dhrtarastra's leadership team, and his formal position is that of an operational leader, in charge of the King's transport. However, his actual role is revealed in this verse. The King has approached him for guidance and for vision.

Formal roles are one thing, but the real substance of leadership is influence, and as we have seen here, this depends on the personal qualities of a person.

2

Sanjaya said: O King, after looking over the army arranged in military formation by the sons of Pandu, King Duryodhana went to his teacher and spoke the following words.

King Duryodhana was the son of King Dhrtarastra. Dhrtarastra, while the eldest son of his father, was born blind, and was therefore skipped over in the succession of the kingdom. He and successive generations of his household were ineligible to sit on the throne while his younger brother Pandu, or his sons, the Pandavas, were alive.

Although Duryodhana did not have a valid claim to the throne he felt that he should be King. With his father's tacit complicity he manipulated the situation to exclude the

sons of Pandu, who was deceased, from the throne, and the pursuit of this policy eventually led to the military confrontation that provides the backdrop of *Bhagavad-*

9

gita's conversation.

Here Duryodhana approaches his teacher, Dronacarya.

Every person is a unique individual, with a unique mix of strengths and weaknesses,

which make them uniquely suited to contribute in a particular organizational role.

Dronacarya has a personality with a highly developed primary leadership ability for

Strategic Leadership, and also a very strong secondary ability as a Directive Leader.

Both nature and nurture play a role in determining our career path, and Dronacarya's

family heritage of teaching lead him to a career as a teacher and coach of Directive

Leaders, or Ksatriyas.

The predominance of his *brahmana* nature - the Strategic Leadership capability -

means that he is not satisfied simply doing things - he has a deep need to teach others

to do things, accompanied by the capacity to understand the theoretical underpinnings

that affect action.

The strength of his *ksatriya* nature, his secondary leadership ability, weakens his

ability to act as a pure Strategic Leader, who deals with the really bigger picture

issues.

This combination makes him uniquely suited to be a military advisor and teacher. He

is a person who has a highly developed theoretical understanding of execution, greater

than that of a pure Directive Leader, combined with a personal drive for execution that

allows him to earn the respect of Directive Leaders. He is a warrior and a thinker.

While he is a warrior and a thinker, he is primarily a thinker, although his thinking is strongest in relation to warriorship. Therefore he is here referred to as Duryodhana's teacher. In the coming battle he will initially act primarily as a strategic advisor. Prior to the battle he trained Duryodhana in strategy, as well as tactical execution.

3

O my teacher, behold the great army of the sons of Pandu, so expertly arranged by your disciple, the son of Drupada.

Duryodhana here points out that the leaders on the other side of the battlefield, especially their strategist Drstadyumna, the son of King Drupada, were also students of Dronacarya. In the fratricidal war that resulted from Duryodhana's ill-advised pursuit of the throne the house of the Kurus was torn asunder and former comrades were pitched against each other.

Leaders are both born and made. Within every person exists the potential to lead others, to model exemplary behaviour and inspire others to rise to the occasion. Each of us has a unique character, and the particular style of leadership and leadership role that we are best suited for varies from person to person. The realization of this leadership potential often begins when it is recognized and nurtured by another leader who sees the potential within us and communicates their belief in what we can become.

Seeing the potential in others and nurturing that is part of being a leader. The real

measure of a leader is not what they can accomplish personally or even through an organization, but how much they are able to empower others to realize their own leadership potential.

10

General Electric, under the stewardship of legendary CEO Jack Welch, became one of the world's most successful companies. While the company had a number of divisions that produced a variety of products, the product that most distinguishes Jack Welch as a leader is the number of former GE staffers who went on to become CEOs in other companies.

The best leaders help others to realize their full potential. They do not think: "Let me keep this person down so that they will never be able to take my place", and in this way undermine and subtly sabotage their people. The best mindset to have in creating other leaders is to always be trying to recruit and train yourself out of a job. An authentic leader sees himself or herself as simply a placeholder, holding an office until the properly qualified person comes to take up the reins. They are always on the lookout for talented people, and encouraging and nurturing them. In the case of Dronacarya, he had trained Drstadyumna even though Drstadyumna's father, King Drupada, was his enemy. Drupada and Dronacarya had been school mates. As children in the school they had pledged their firm friendship for life. Dronacarya, as the son of a *brahmana* or teacher, while he had a strong Directive Leadership ability, had gone on to become a teacher, while Drupada, from an

aristocratic family, had gone on to become the chief executive of a kingdom.

Years later, when Dronacarya, now destitute, had approached Drupada for assistance

he was rebuffed with the taunt that friendship could only be between equals. Drupada

had become proud due to his opulence. Dronacarya left the reunion with his face

burning and a desire to avenge the insult he had received. The strength that manifests

as the motivating power of Directive leaders has a corollary weakness in the form of

pride, and Dronacarya, as a borderline personality between Directive and Strategic

Leader was not immune to this, as was more obviously the case with his former friend

Drupada.

Had Dronacarya been born into a family with a tradition of executive leadership he

may well have been a ruler, as was the case with his former friend Drupada. The fact

that he later married a lady from such a ruling family further shows his affinity to that

way of life. However, his family tradition was one of teaching, and thus this was the

career that he entered. Dronacarya secured a position as a martial teacher in the royal

house of the Kurus, and trained the Kuru princes, including both sides of the current

conflict, in the art of war. It was customary in the Vedic culture that a graduating

student give an offering to the teacher. Dronacarya asked his students to bring King

Drupada to him bound hand and foot. First of all Duryodhana and his brothers

attempted to do so, but they were repelled by Drupada and his men.

Next the five

Pandava brothers attempted, and were able to subdue Drupada and bring him to Dronacarya.

Dronacarya then rebuked Drupada for having treated him as his inferior, and took away half of his kingdom. King Drupada seethed with resentment and desired to have a son who would kill Dronacarya. That son was Drstadyumna, who was later trained by Dronacarya himself, in spite of his knowing that fact.

The people we train as leaders may well go on to lead organizations that compete with us in the marketplace. This is a fact of life, and we should give everything that we can to help them to realize their potential, and celebrate their success. Long after we are gone from this world the legacy of leadership that we have contributed to will live on.

11

If we contribute to creating a culture of authentic leadership we can be sure the needs of the people will be served. Authentic leadership is not about you or me, it is about the people that we serve. As leaders we have to be bigger than ourselves, and serve a bigger cause.

4 - 6

Here in this army there are many heroic bowmen equal in fighting to Bhima and Arjuna: great fighters like Yuyudhana, Virata and Drupada. There are also great heroic, powerful fighters like Dhrstaketu, Cekitana, Kasiraja, Purujit, Kuntibhoja and Saibya. There are the mighty Yudhamanyu, the very powerful Uttamauja, the son of Subhadra and the sons of Draupadi. All these warriors are great chariot fighters.

Arjuna was Dronacarya's most brilliant student. When Drupada, who along with his son took to the battlefield on the side of the Pandavas, desired a son to kill

Dronacarya, he simultaneously desired a daughter to give in marriage to Arjuna, who had, along with his brothers, subdued Drupada. Drupada so much appreciated Arjuna's skill that he wanted to have him as his son-in-law.

Executive leaders admire competent and effective persons. Like Drupada they are the "good sportsmen" who take a drubbing field and admire their opponent for their skill.

Because authentic leaders serve a cause greater than themselves they are not subject to the same ego-insecurity that comes with a self-serving agenda. At the same time that

they might admire a misguided leader for his effectiveness, however, they lament his

lack of integrity with the principles needed to provide authentic leadership. When

leadership abilities are used for personal or extended personal gain they are *misused*.

Leadership is a service, and a leader is a servant of the people.

Duryodhana desired

the throne for his own personal gratification, therefore he was not an authentic leader

and his leadership would be disastrous for the people.

7

But for your information, O best of the brahmanas, let me tell you about the captains who are especially qualified to lead my military force.

Duryodhana is speaking for the benefit of his staff, who are overhearing this

conversation, as much as he is for Dronacarya. He has emphasised the presence of

King Drupada and his son to remind Dronacarya of the seriousness of the situation

and to inspire Dronacarya to engage in the battle without reservation. He now speaks to inspire his men, so that he will end his presentation on an inspiring note.

Duryodhana is casting vision, an important activity of a leader. One definition of leadership is “the supply of vision and direction in a situation of uncertainty and confusion”. Leaders help the people to have a vision that inspires and empowers them to direct their energy toward a distant goal in a harmonious fashion. It is said that seeing is believing, and leaders help people to see things that are as yet unmanifest, and so align their actions with that future reality in a way that brings it about.

Author Alvin Toffler put it: “You've got to think about big things while you're doing small things, so that all the small things go in the right direction.” Leaders help the people to do this by casting vision, constantly reminding the people of the bigger picture they are a part of, and working towards.

12

The nature of this world is that everything tends toward decay and disorder. Vision is no exception. Organizations “leak” vision. Over a period of as little as two to three weeks an organization can lose sight of the bigger picture and get lost in the minutiae of the implementation details - missing the forest for the trees. Leaders have to constantly restate the vision to keep it fresh and vibrant. Directive Leaders excel in casting vision, but crafting vision is especially the area of strength of Strategic Leaders. They have a highly developed ability to “feel” the

future. To inspire people, a vision must be compelling. In order to be compelling it needs two things: first of all, it needs to include the people. A vision of someone else's future is not as compelling for me as a vision that includes me. Number two, it needs to be felt by the leader. Communication is all about transference of internal states through the medium of words. A leader needs to first feel it inside themselves before they are able to inspire others to feel it. The compelling vision of a leader is not simply an idea of what could be – it is what *should* be. It carries with it a moral imperative that is palpably felt by the leader.

When vision is aligned with eternal universal principles it is beneficial for everyone, and not simply for one particular group at the expense of others.

Aligning vision with eternal universal principles must be a primary concern of authentic leaders.

Bhagavad-gita is an exposition of those eternal principles, and persons with leadership ability who study these principles will be empowered to provide authentic leadership.

On a leadership team the Strategic Leaders provide vision aligned with eternal principles, and the Directive Leaders provide direction, aligning the people with the vision. The Team-building Leaders generate cohesion and keep the group together, and Operational Leaders provide leadership in the area of implementation. All types of leaders play vital roles. Some people will have ability in multiple areas, others will have ability focused in one area.

There are personalities like you, Bhishma, Karna, Kripa, Asvatthama, Vikarna and the son of Somadatta called Bhurisrava, who are always victorious in battle.

Please note that the critical factor that Duryodhana mentions in his favour is not the equipment or technology that he and his organization have at their disposal. It is not the strategic plan, it is not even his own ability – it is his people. Researcher Jim Collins, author of “Good to Great”, led a team in a six year research effort which investigated the causative factors that distinguish good companies from so-called “good-to-great” ones, an arbitrary distinction created by the research group of a sustained, significant performance improvement that was so stringent that only 15 companies made the cut in the entire US economy over a 40 year period. Among a handful of significant factors was the finding that the good-to-great companies had a relentless focus on what the researchers termed: “FirstWho, then What”. They use the analogy of a bus to explain this concept. Leaders in the good-to-great companies focused first on getting the right people onto the bus and making sure they were on the right seats, before deciding where to drive the bus. They were prepared to leave a seat empty for as long as it took to find “the right person”, rather than settle for someone who was less than ideal.

13

Leaders in the comparison companies, in contrast, would often start out with the idea of where they wanted to go, then get people onboard to go there. Leaders in the good-to-great companies could be compared to “helpers of a thousand

geniuses”, whereas the leaders of the comparison companies were often “geniuses with a thousand helpers”.

Getting the right people is fundamental. Both Duryodhana and Arjuna spent a lot of time and energy recruiting for this battle. Sun Tzu, in his classic treatise the Art of War states leadership as one of the five essential factors that determine ultimate victory.

Vikarna is mentioned here amongst the other big names of Duryodhana's leadership team not because he is of the same caliber as the others, but because his loyalty was in question. Previously, as injustices had been meted out by Duryodhana on the Pandavas, Vikarna alone had spoken out in protest against Duryodhana's actions.

Duryodhana, in a calculated move, mentions Vikarna in an attempt to influence him, appealing to his ego.

Vikarna, however, changes sides just before the battle, when the opportunity is given to do so. Duryodhana's force is numerically superior and seems more likely to prevail in this final battle in a war that up to this point he has been winning. Vikarna, however, is loyal to a higher cause than his own self-aggrandizement or even selfpreservation, and must do what he understands to be right. This is a hallmark of an authentic leader.

9

There are many other heroes who are prepared to lay down their lives for my sake. All of them are well equipped with different kinds of weapons, and all are experienced in military science.

The caliber of a leader can be understood by the caliber of the leaders they have

around them. Insecure leaders tend to recruit persons who do not threaten them. They

like to feel like the smartest person in the room. They limit others growth potential in

order that they might not be outshone.

Truly great leaders, however, surround themselves with the brightest people they can

find, and empower them to do their best work. They provide a working environment

in which leaders are able to reach their full potential, and provide opportunities for

them to do significant work.

By doing this they secure the loyalty of their staff. Real loyalty comes when a leader

has made an investment in the development of the people they lead - when they have

empowered those persons and helped them to become more effective.

In the case of Karna, who was the illegitimate half-brother of the Pandavas,

Duryodhana had stood up for him when he had first appeared as an unknown in the

Kaurava court. He had personally vouched for him and granted him a royal title of a

principality, conceding some of his own land. This act of empowerment and trust

earned him Karna's undying loyalty. Even when Karna found out his relationship to

the Pandavas, he was still unable to give up his allegiance to Duryodhana.

14

Duryodhana here mentions the equipment and experience of his people. Having the

right people is essential, but making sure that they have the right tools to do their job

is also important.

10

Our strength is immeasurable, and we are perfectly protected by Grandfather Bhishma, whereas the strength of the Pandavas, carefully protected by Bhima, is limited.

Duryodhana is casting the vision for his people. Jack Welch, former CEO of General

Electric and author of *Winning*, explains that “the leader defines the situation”. In the

language of famed management expert Max Dupre, “the leader's first duty is to define

reality.” Whenever there is a crisis leaders do not allow others to step up and define

the situation - *they* define the situation.

In this case the words that Duryodhana uses in the Sanskrit text of *Bhagavad-gita* can

be interpreted to mean completely the opposite to what has been rendered here, a

remarkable linguistic feat by the author of *Bhagavad-gita*, which indicates that

although he is a powerful and effective leader, because his leadership is not aligned

with the fundamental universal principles that will be described in this book, he is

ultimately doomed.

11

All of you must now give full support to Grandfather Bhishma, as you stand at your respective strategic points of entrance into the phalanx of the army.

Having addressed Dronacarya with the others overhearing,

Duryodhana now

addresses the rest of his people directly, urging them to give their effort in a

coordinated fashion. By casting vision transparently he has ensured that everyone

knows what is going on. When communication is fluid within an organization there

can be a high level of shared vision and shared situational awareness. With this access to vision leaders can be self-synchronizing. The natural tendency of leaders is to initiate action. If strategic vision is not shared across an organization the tendency will be for leaders to initiate action which doesn't necessarily contribute to the overall goals or momentum of the organization.

One, unfortunately common, response to this situation is to chastise and restrain individual initiative. This severely constrains the effectiveness of the organization and can lead to loss of talented personnel. The best response is to make sure that communication is fluid up, down, and across the organization, and that vision is shared and constantly restated.

It has been said, with good reason, that good management consists of having the *ability* to get the right people, and the *humility* to get out of their way while they get the work done. Making sure that the people have the vision is a necessary step to releasing them to realize their full potential in the service of the organization and its goals.

Micromanagement, a sure-fire way to burn out both leaders and followers while severely limiting organizational efficiency, can be the result of three things:

1. An insecure leader

15

2. Incompetent recruitment resulting in the wrong people in the wrong roles

3. Lack of vision casting

In the case of Duryodhana he is confident that his people will do what is necessary.

12 - 13

Then Bhishma, the great valiant grandsire of the Kuru dynasty, the grandfather of the fighters, blew his conchshell very loudly, making a sound like the roar of a lion, giving Duryodhana joy. After that, the conchshells, drums, bugles, trumpets and horns were all suddenly sounded, and the combined sound was tumultuous.

Bhishma, the elder statesman of the Kuru dynasty, present on the side of Duryodhana, blew his conchshell, rousing the spirits of the troops. The symbolism of the conch is significant, as will be revealed in the next text.

14

On the other side, both Lord Krishna and Arjuna, stationed on a great chariot drawn by white horses, sounded their transcendental conchshells.

In contrast to the conchshell sounded by Bhishma, the conchshells sounded by Arjuna and Krishna are described as “transcendental” (*divya* in the original Sanskrit). This is an indication that the leadership of Arjuna and Krishna is in accordance with underlying universal principles, as will be further explained in this work.

Effective leadership follows principles of practice which empower it to effect change.

Authentic leadership follows principles of purpose which empower it to effect holistic

positive change. Duryodhana was expert in applying the principles of practice, and as

such he was able to amass a large force of capable, competent leaders. However, he

had no interest in any purpose other than his own - the goal and direction of his

leadership was not in accord with principles, therefore he was *misleading* these people. Leadership which follows principles in its form but deviates from or ignores universal principles in its function is actually little more than manipulation. A leader has been given a gift in the form of their ability to lead. With great power comes great responsibility. A leader exists within the context of a universal order, as do the people he or she leads. It is the responsibility of the leader to know what that universal order is, and to lead in accordance with it. *Bhagavad-gita* is just for this purpose.

15

Lord Krishna blew His conchshell, called Pancajanya; Arjuna blew his, the Devadatta; and Bhima, the voracious eater and performer of herculean tasks, blew his terrific conchshell, called Paundra.

Krishna had vowed not to fight in the battle, but to join one side of the conflict. His army, however, *would* fight on the other side. Duryodhana elected Krishna's army, and Arjuna chose to have Krishna on his side. Krishna is the enunciator of the fundamental universal principles described in *Bhagavad-gita*, and as He will explain later, their source. The inner meaning of His appearing on the side of the Pandavas, which was substantially weaker in strength than Duryodhana's side, is that leadership which is lacking in effectiveness, in efficacy, due to a lack of understanding of the principles of practice is preferably to leadership which is lacking in alignment with

the principles of purpose. It's better to be going in the right direction at 5 miles an hour, than off a cliff at 100.

For all the efficiency of modern western civilization we see a number of alarming statistics, among them rates of violent crime, suicide, divorce and other indicators that efficiency is not everything.

16 - 19

King Yudhishtira, the son of Kunti, blew his conchshell, the Ananta-vijaya, and Nakula and Sahadeva blew the Sughosha and Manipushpaka. That great archer the King of Kasi, the great fighter Sikhandi, Dhrishtadyumna, Virata, the unconquerable Satyaki, Drupada, the sons of Draupadi, and the others, O King, such as the mighty-armed son of Subhadra, all blew their respective conchshells.

The blowing of these different conchshells became uproarious. Vibrating both in the sky and on the earth, it shattered the hearts of the sons of Dhritarashtra.

Yudhishtira, Nakula, and Sahadeva are three of the five Pandava brothers. Arjuna and Bhima are the other two.

20

At that time Arjuna, the son of Pandu, seated in the chariot bearing the flag marked with Hanuman, took up his bow and prepared to shoot his arrows. O King, after looking at the sons of Dhritarashtra drawn in military array, Arjuna then spoke to Lord Krishna these words.

In this opening chapter of the *Bhagavad-gita* we are given some insight into the character of an authentic leader. The internal psychology of an authentic leader, their

area and scope of concern, are revealed in the following conversation between Arjuna and Krishna.

21-23

Arjuna said: O infallible one, please draw my chariot between the two armies so that I may see those present here, who desire to fight, and with whom I must contend in this great trial of arms. Let me see those who have come here to fight, wishing to please the evil-minded son of Dhritarashtra.

Duryodhana is described as *durbuddeh* - evil-minded. The word *buddheh* refers to intelligence, and the modifier *dur* indicates misuse. Everyone has a certain amount of different types of intelligence. Recently the idea of “emotional intelligence” has risen to prominence. There is also the more traditional (in the West) idea of the type of intelligence measured by IQ. Even the ability to mix and match colors is a type of intelligence. Different people have different mixtures of intelligence, and how they elect to use these talents is up to them. Duryodhana had a large degree of talent and intelligence, but he chose to utilize them in pursuit of a program of his own devising, without reference to universal principles. He did care about anything more than seizing the throne for himself. Thus he is described as evil-minded, or a misuser of his intelligence.

17

24

Sanjaya said: O descendant of Bharata, having thus been addressed by Arjuna, Lord Krishna drew up the fine chariot in the midst of the armies of both parties.

The stage is set. At this point of the Mahabharata, after many chapters detailing the intrigues, the betrayals, the trials and tribulations of the Pandavas, the decisive battle, where the fate of the kingdom will finally be decided, has at last arrived.

It is at this point, with the audience on the edge of their seats, that this crucial conversation, an exposition of principles to guide leaders, takes place. Appropriately it takes place in the open field between the two armies, representing a gathering of the greatest leaders of the time.

25 - 26

In the presence of Bhishma, Drona and all the other chieftains of the world, the Lord said, Just behold, Partha, all the Kurus assembled here. There Arjuna could see, within the midst of the armies of both parties, his fathers, grandfathers, teachers, maternal uncles, brothers, sons, grandsons, friends, and also his fathers-in-law and well-wishers.

Krishna has arranged for this situation, in order to allow this exposition of eternal principles to take place. He now makes the final adjustments to the setting for this lesson. *Bhagavad-gita* is a collection of principles accompanied by a specific, extreme case - Arjuna's situation. Arjuna is faced with a dilemma, which Krishna is indicating with his use of the terms "Kurus" to describe the family members. Dhrtarastra was deliberate in the opening words of *Bhagavad-gita* to draw a distinction between his sons and the sons of his brother Pandu, the Pandavas. Here Krishna identifies both

branches of the family as descendants and members of the house of Kuru. This is not a war between two different families, two different nations, or two different groups of people. This is a fratricidal conflict between close relatives and former comrades-in-arms.

27

When the son of Kunti, Arjuna, saw all these different grades of friends and relatives, he became overwhelmed with compassion and spoke thus.

Here we hear about the first characteristic of a leader – compassion. The dictionary defines compassion as “Deep awareness of the suffering of another coupled with the wish to relieve it.”

The moral authority of a leader and the moral imperative of their vision derives from this quality in their character. Leaders are problem solvers. They identify a problem and seek to solve it. The problem that they seek to solve involves relieving the suffering of others.

Guy Kawasaki, former technical evangelist for Apple and venture capitalist, recommends the 10/20/30 rule for Powerpoint presentations pitching a company for venture capital (a form of vision casting). Basically the rule states that there should be 10 slides, the presentation should go for 20 minutes, and should use 30 point fonts.

The 10 slides are the following:

18

1. Problem
2. Solution
3. Business Model
4. Underlying Magic
5. Marketing and Sales

6. Competition
7. Team
8. Projections
9. Status and Timeline
10. Summary and Call to Action

The presentation begins with identifying the problem. Sometimes a presentation fails to identify the problem that is being addressed. A vision of a solution looking for a problem will be ineffective in motivating the people, in this case venture capitalists.

The first thing they need to hear is: "What is the pain that your product or service will relieve?"

Arjuna is here mentioned as the son of Kunti. Women are generally more compassionate in their nature than men, so it is fitting that Arjuna is referred to as the son of his mother in this regard.

28 - 29

Arjuna said: My dear Krishna, seeing my friends and relatives present before me in such a fighting spirit, I feel the limbs of my body quivering and my mouth drying up. My whole body is trembling, my hair is standing on end, my bow Gandiva is slipping from my hand, and my skin is burning.

Here the nature of Arjuna's feelings is presented. Duryodhana had no such reaction to the situation. His only concern was how to motivate his people to secure victory on the battlefield. His vision has no component of relieving the suffering of others.

Rather than relying on loyalty to a vision and a higher cause, his recruitment strategy relied on personal loyalty to himself, or to remuneration that he was able to provide.

King Salva was an uncle of the Pandava brothers, and travelled overland with his army to join them in the battle. Approaching the site of the battle Salva arrived at a staging area which had been prepared in anticipation of him and his army. It had many facilities for his men, including lodgings and refreshments. As Sun Tzu explains, the maintenance of an army in the field is terribly expensive for the kingdom, so the provision of facilities such as these was no mere gesture but a substantial aid.

Salva and his forces put up for the night and rested well, served by the staff of the encampment. In the morning, rested and well fed, Salva requested the staff to introduce him to their host, as he wished to pledge his loyalty.

Expecting to meet

Yudhishthira, the eldest of the Pandavas, he realized he had been tricked when the door of the tent was whisked aside to reveal Duryodhana.

Leadership in its purest form is found in volunteer organizations. In a volunteer organization leaders are unable to leverage job security or monetary incentives. They

19

rely on the pure substance of leadership – influence and the good will of those they would lead.

Duryodhana's pitch consists of the problem that he wants to be King, and the solution of killing the Pandavas. There is no compassion in this, there is no deep awareness of the suffering of others coupled with the desire to relieve it. It is not a compelling vision except for the part which says: "You can share in the spoils with me", and this appeals to a certain type of person only.

Bhagavad-gita is an extreme case to prove a point. We can see how Duryodhana is an extreme archetype of the self-absorbed, manipulative leader. Arjuna is about to demonstrate the other end of the spectrum. However, just how extreme a case *Bhagavad-gita* is will be fully revealed after this, when Krishna shows how even Arjuna's current level of leadership falls short of what is required of an authentic leader.

30-31

I am now unable to stand here any longer. I am forgetting myself, and my mind is reeling. I see only causes of misfortune, O Krishna, killer of the Kesi demon. I do not see how any good can come from killing my own kinsmen in this battle, nor can I, my dear Krishna, desire any subsequent victory, kingdom, or happiness.

This is Arjuna's calculation of the situation. Unlike Duryodhana, who relishes the idea of vanquishing his enemies and enjoying the throne, Arjuna finds himself in a dilemma - entering into the battle and laying waste to his kinsmen, which they will do whether they ultimately win or lose, does not appeal to him. And the idea of ultimate victory and the reclaiming of the throne after such a massacre has no attraction for him.

32 - 35

O Govinda, of what avail to us are a kingdom, happiness or even life itself when all those for whom we may desire them are now arrayed on this battlefield? O

Madhusudana, when teachers, fathers, sons, grandfathers, maternal uncles, fathers-in-law, grandsons, brothers-in-law and other relatives are ready to give up their lives and properties and are standing before me, why should I wish to kill them, even though they might otherwise kill me? O maintainer of all living entities, I am not prepared to fight with them even in exchange for the three worlds, let alone this earth. What pleasure will we derive from killing the sons of Dhritarashtra?

Here we feel the full import of the situation. Duryodhana has callously divided the entire family and driven it to the brink of annihilation through his ambition. Arjuna, however, wants no part of this. On the one hand we see the extreme greed and disregard for consequences of Duryodhana. On the other hand we are seeing Arjuna's compassion and concern for others. His desire to sit on the throne is certainly not strong enough to impell him to kill all these people, his dear family members.

36

Sin will overcome us if we slay such aggressors. Therefore it is not proper for us

20

to kill the sons of Dhritarashtra and our friends. What should we gain, O Krishna, husband of the goddess of fortune, and how could we be happy by killing our own kinsmen?

Non-violence is not accepted by Arjuna as a universal principle. Violence, as with everything else, is neither intrinsically good nor bad. What matters is how it is used.

Everything that exists has its proper use, and knowing when something is appropriate

and when it is inappropriate is the art of expert management.

In the case of aggression, Vedicly it is understood to be appropriate for warriors to

respond with force when they or the people they are sworn to protect are threatened

with force. Use of force to deter aggressors is necessary - as George Orwell put it:

“People sleep peaceably in their beds at night only because rough men stand ready to

do violence on their behalf.”

However, Arjuna's use of the word “such” in reference to these aggressors indicates

that while he accepts the need to use violence in situations where it is necessary, in

this case, an extreme case, where he is called to use violence against his own family

members, he feels such a use of force to be inappropriate.

His argument here is two pronged. In the first instance he argues that it is

inappropriate (sinful), and in the second that there will be no good result from it.

People are sometimes prepared to compromise on principles “if the price is right”.

Arjuna here communicates to Krishna that even if his integrity were for sale, he is not

hearing the kind of offer he would need to close the deal.

37 - 38

O Janardana, although these men, their hearts overtaken by greed, see no fault

in killing one's family or quarreling with friends, why should we, who can see the

crime in destroying a family, engage in these acts of sin?

Arjuna's concern is not simply another shade of Duryodhana's self-interest, held by

someone with less evolutionary right to survive. Duryodhana is concerned about

himself only, at the expense of others. By this argument that Arjuna introduces here he reveals that he is not simply spineless. His sphere of concern is wider than his own self-interest.

39 - 40

With the destruction of dynasty, the eternal family tradition is vanquished, and thus the rest of the family becomes involved in irreligion. When irreligion is prominent in the family, O Krishna, the women of the family become polluted, and from the degradation of womanhood, O descendant of Vrishni, comes unwanted progeny.

Arjuna is concerned about the wider sociological implications of his actions. His level of vision extends far beyond the immediate consequences and considers the larger impact. Duryodhana thinks only of himself and his immediate desires and agenda.

Arjuna shows himself to be a leader of a higher caliber through this consideration of the wider issues – the bigger picture.

The family unit is the basis of human society, although at present in the increasingly globalized consumer society this is being supplanted by the individual consumer as

21

the basic building block.

When family traditions are disrupted or destroyed, as will be the result of this battle,

the women of the family become vulnerable to exploitation. There is no family

structure to bring pressure to bear to enforce responsible behaviour – no father to

“bring the shotgun to the wedding”. The results of this are children who are many

times not economically supported by their biological father, and do not enjoy a stable social and economic situation for their upbringing. These children grow up with an underlying psychological impression that they are in fact unwanted, and this influences their future as members of society. Children from broken homes are disproportionately represented in statistics of violent crime, substance abuse, and suicide. Due to a lack of a successful model of stable family life they are also disproportionately represented in divorce statistics.

Arjuna's concern for this is a symptom of his compassion, and an indication that he has the character needed to be an authentic leader.

41 -42

An increase of unwanted population certainly causes hellish life both for the family and for those who destroy the family tradition. The ancestors of such corrupt families fall down, because the performances for offering them food and water are entirely stopped. By the evil deeds of those who destroy the family tradition and thus give rise to unwanted children, all kinds of community projects and family welfare activities are devastated.

Traditionally the family unit has been responsible for socialization, education, and social welfare, including the maintenance of the elderly. Parents would invest their time, energy, and income in their children, and when they advanced in age their children would return the favour and take care of them. Today children are routinely abandoned by one or both parents, and parents are

encouraged to store away some of their income during their productive years in order to “not be a burden on their children” in the future. Young people are encouraged to seek self-actualization through an independent lifestyle of consumption along with a partner. Both elderly parents and children are seen as a hindrance to this pursuit of self-actualization through consumption, and thus fertility rates are at an all time low in Western countries, with negative population growth in many populations.

Elderly people are left to fend for themselves, abandoned by their children and relegated to old folks homes where they live in isolation from the family. In this way the family as the basic structural unit of human society has become replaced with the individual consumer. This is the result of the destruction of the family tradition.

Arjuna demonstrates through his concerns that aside from the legality of the succession, he is more the indicated person to sit on the throne than Duryodhana.

42

O Krishna, maintainer of the people, I have heard by disciplic succession that those who destroy family traditions dwell always in hell.

This is another verse that can be read two ways - “those who destroy the family traditions dwell always in hell”, and also “those whose family traditions are destroyed

22

dwell always in hell”.

The problems that arise from the destruction of the family tradition lay the individual vulnerable to social, economic, and personal exploitation from infancy through to old

age.

43

Alas, how strange it is that we are preparing to commit greatly sinful acts.

Driven by the desire to enjoy royal happiness, we are intent on killing our own kinsmen.

Keenly aware of the implications of the battle that is at hand in a way that

Duryodhana clearly is not, Arjuna laments his involvement. In fact Duryodhana is the

one who is driven by the desire to enjoy royal happiness. As will become clear from

Arjuna's deliberations in this chapter and the next, his own motivation is something

quite different.

44

Better for me if the sons of Dhritarashtra, weapons in hand, were to kill me unarmed and unresisting on the battlefield.

In the face of this realization, Arjuna loses his will to fight. It is more than simple

cowardice. He realizes what the outcome of this battle will be. Arjuna's concerns are

well founded. The battle will take place, and the unravelling of the social structure

will begin to take place soon afterwards.

45

Sanjaya said: Arjuna, having thus spoken on the battlefield, cast aside his bow and arrows and sat down on the chariot, his mind overwhelmed with grief.

Arjuna is in a clear dilemma. In neither case can he see a good outcome. Either he

fights and wins, in which case he kills his family members, the family tradition is

destroyed and society is irreparably damaged, or else he is killed, with the same

destruction of the family tradition. He reasons that the best course of action would be

to die unresisting, and in this way preserve the family tradition.

These are all characteristic sentiments of an authentic leader. An authentic leader is a

servant of the people and is aligned with and serving something greater than himself

or herself.

However, Arjuna's compassion, while admirable compared with the mentality of

Duryodhana, is still insufficient to elevate him to the position of an authentic leader.

Intentions notwithstanding, without alignment with universal principles admirable

sentiments are insufficient to empower a leader to do what is right. In any situation it

is practically impossible to calculate the possible outcomes, and any empirical method

of assessing courses of action quickly degenerates into a question of probabilities.

Leaders must provide clarity in uncertain circumstances. Krishna is about to enlighten

Arjuna to fundamental principles that will illuminate the way forward for him, and

empower him to be an authentic leader, acting in knowledge selflessly in the service

of the people.