

Poetics – A Study in Literary Concepts

Programme(s) in which it is offered: M.A.Sanskrit

Course Category: Core	Schedule of Offering: Even Semester
Course Credit Structure: 4	Course Code: LL731
Total Number of Hours: 60	Contact Hours Per Week: 4
Lecture: 4 Hrs	Tutorial: None
Practical: None	Medium of Instruction: Sanskrit
Date of Revision:	Skill Focus: <Employability/Entrepreneurship Skill/Soft Skills/Life Skills/Others>
Short Name of the Course: Poetics	Course Stream (Only for Minor Courses):
Grading Method: Pass/Fail, Regular	Repeatable: Credit/Audit/Non Repeatable
Course Level: Intermediate	

Course Description

This course is offered as core course in M.A.Sanskrit. The main focus of this course is understanding of the principles of *sāhityaśāstra* (poetics) along with an eye for the historical shift in the conceptions of these principles within the discipline.

Course Introduction

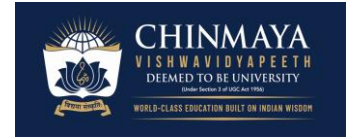
The objective of this course is to get a broad understanding of the principles of *sāhityaśāstra* (poetics) along with an eye for the historical shift in the conceptions of these principles within the discipline. In essence, the course will aim to answer the What, Why, and How of Sanskrit literary criticism; with the details of Who, When and Where being covered incidentally (*ānuṣaṅgika*).

The course should equip students with a fair knowledge of the discipline of poetics (*kāvyaśāstra*), and its symbiotic relation with literature (*kāvya*). It will cover the major themes, concepts and *sampradāya-s* ‘schools of thought’ in Sanskrit poetology; and also point to the connections between other *śāstra-s* and *alaṅkāra-śāstra*.

Three aspects in which this course attempts to be different – one, mapping the gradual change in the landscape of the discipline – from being a theory of performance, later developing into being a theory of psychological states and affect on one hand, and literary theory on the other. Two, the course will aim to explore the contemporary applicability of principles of *Alaṅkāra-śāstra*, and the resonances with prevalent models of literature, art and emotion. Three, each concept such as *kāvya-prayojana*, *rasa* etc. will be studied not from the

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perspective of any single text, but by comparing the views of several poeticians.

Course Objective

- Understand the important concepts such as *rasa*, *dhvani*, *alankāra* etc.
- Help the student understand the purpose and nature of poetry (*kāvya-prayojanam*) -
Get an idea of the role and relation between the poet (kavi) and the connoisseur (rasika) as described in Sanskrit poetics
- Enable the student to explore the literary, histrionic and psychological implications of various source texts of *kāvya-śāstra*
- Discover the possibilities of using *kāvya-śāstra* as a lens for analysing and appreciate contemporary art, literature and cinema

Course Outcome

- Students will be able to apply the important concepts such as *rasa*, *dhvani*, *alankāra* etc.in the Kavyas.
- Students will be able to find the beauty of the Kavyas.
- Students will be able to differentiate kaavyas from other literature.
- Students will have ideas for researches in the area of Sanskrit Poetics

PO-CO Mapping

PO-CO Mapping Matrix

CO/PO Mapping	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1		√		√	√			
CO2							√	√
CO3					√			
CO4		√			√			
CO5								

Prerequisites and other constraints

Familiarity with classical *kāvya* literature (any language) is desirable - A healthy and positive attitude towards literature and poetics will help

Pedagogy

The course will use lectures combined with guided readings of primary material. It will also use audio-visual material from popular media to explore the resonances of *kāvya-śāstra* with contemporary media. Students will be expected to make short presentations on select topics connected to the latter.

Suggested Reading:

Choudary, Satya Dev. *Glimpses of Indian Poetics*. New Delhi: Sahitya Akademi. 2002.

Deshpande, Ganesh Tryambak. *Indian Poetics* (trans. Jayant Paranjpe) Bombay: Popular Prakashan. 2009.

Ganesh.R. *Alamkaarashastra*. (trans. M.C.Prakash) Bengaluru: Bharatiya Vidya Bhavan. 2010.

Raghavan. V. *Some Concepts of the Alankara Sastra*. Madras: Vasanta Press. 1941/2005.

Sreekantaiyya, T.N. *Indian Poetics*. (trans. N.Balasubrahmanya) Bangalore: Sahitya Akademi. 2001.

Evaluation Pattern

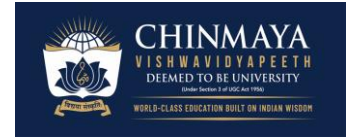
Evaluation Matrix

	Component Type	Weightage Percentage	Total Marks	Tentative Dates	Course Outcome Mapping
Continuous Internal Assessment (CIA) Components*	Class Participation	25% Of CIA Marks	15	Weekly	
	Assignments	33% Of CIA Marks	20	4 th week 11 th week	
	Mid Sem	42% Of CIA Marks	25	10th week	
	CIA Marks	100 % (To be converted to 60%)	60		
	ESE	40%	40	End of the semester	

* The assignments involved in CIA will be subject to plagiarism checks. A submission with unexplained similarities exceeding 30% for Undergraduate courses, 20% for Postgraduate courses and 10% for PhD courses will be reverted for resubmission. The final submission is subject to score penalization as defined by the course instructor at the start of the course, with a clear communication of the same to all the registered candidates.

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Note:

1. Course Outcome mapping of this matrix should match with the PO-CO Matrix.
2. The component type is based on the course and the instructor.
3. The Weightage Percentage for the internal components should be calculated based on the total CIA marks.

Module Sessions

Module 1 – What and why - *Kāvya -lakṣaṇaṃ prayojanaṃ hetuś'ca* (8 hours)

- 1.1. What 1 – What is kāvya – the origins
- 1.2. What 2 – What are *sāhitya* and *alaṅkāra*.
- 1.3. What 3 – The alchemy of poetry - The *kāvya-śāstra* theories of meaning
- 1.4. What 4 – Kāvya and Nāṭaka – a typology, a genealogy and a history
- 1.5. Why 1 – The purpose and social function of literature
- 1.6. Why 2 - Kāvya, Dharma and Kāvya-dharma
- 1.7. Hetu 1 – Desiderata for a poet - Pratibhā, vyutpatti, abhyāsa
- 1.8. Hetu 2 - Desiderata for a sahr̥daya

Readings

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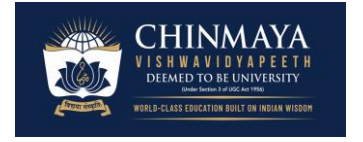
Agrawal, M. M. (1983). The Definition of Poetry (*Kāvya-lakṣaṇa*). *Annals of the Bhandarkar Oriental Research Institute*, 64(1/4), 221-225.

Christie, E. (1979). Indian philosophers on poetic imagination (pratibhā). *Journal of Indian Philosophy*, 7(2), 153-207.

Krishnamoorthy, K. "The Meaning of 'Sahitya': A Study in Semantics." *Indian Literature* 28, no. 1 (105 (1985): 65-70.

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Shulman, D. (2008). Illumination, imagination, creativity: Rājaśekhara, Kuntaka, and Jagannātha on pratibhā. *Journal of Indian Philosophy*, 36(4), 481-505.

Chapters 1 and 3 in Choudary 2002 'A survey of Sanskrit poetics' and 'The definition of poetry'

Chapter 4 in Choudury 2002. 'The aim and purpose of poetry'

Module 2 – Who and when? *Kāvya-śāstrasya itihāsaḥ* (5 hours)

2.1. Who 1– A brief history of alaṅkāra śāstra – texts and authors

2.2. Who 2 - The major *sampradaya*-s of poetics

2.3. The interaction of kāvya-śāstra with other disciplines – *nyāya*, *mīmāṃsā*, *vedānta*

Readings

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Chapter 2 in Ganesh 2010 – The historical evolution of Poetics

Arjunwadkar, K. S. (1984). The Rasa Theory and the Darśanas. *Annals of the Bhandarkar Oriental Research Institute*, 65(1/4), 81-100.

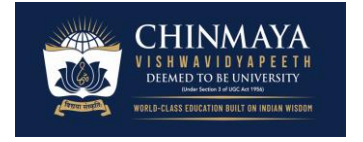
Module 3 - The sap of poetry – *rasa* (7 hours)

3.1. Kāvya 1 – Rasa and bhāva

3.2. The *rasa sūtra* and its

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entailments

3.3. The number and nature of rasa-s,
rasābhāsa

3.4. Distant cousins of the rasa family– *śānta, bhakti,*
preyas

Readings

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Chapter 7 'Rasaprakriyā' in Deshpande
2009.

Chapter 6 'The nature of rasa' in Choudary
2002.

Kulkarni, V. M. (1994). The Alaukika Nature of Rasa. *Annals of the Bhandarkar Oriental Research Institute*, 75(1/4), 281-290.

Module 4 – Other Poetic schools- *alaṅkāra, aucitya and vakrokti* (7 hours)

4.1. What is Alaṅkāra

4.2. Classification of alaṅkāra-s in different schools

4.3. Discussion of important śabdalaṅkāra-s and arthālaṅkāra-s

4.4. Propriety as a poetic principle

4.5. Obliqueness as a poetic device

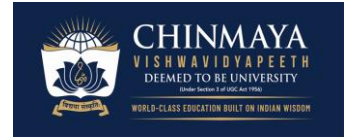
Readings

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Bronner, Y. (2009). Change in disguise: The early discourse on Vyajastuti. *Journal*

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of the American Oriental Society, 129(2), 179-198.

Chari, V. K. (1967). Decorum as a critical concept in Indian and Western poetics. *The Journal of Aesthetics and Art Criticism, 26(1), 53-63.*

McCrea, L. (2004). Mahimabhaṭṭa's Analysis of Poetic Flaws. *Journal of the American Oriental Society, 77-94.*

Chapter 7 'Aucitya' in Raghavan
1941.

Module 5 - Poetic style and idiom - Guṇa, Rīti and Vṛtti (6 hours)

- 5.1. *Kāvya guṇa* and *pāka*
- 5.2. *Rīti* as regional archetype and stereotype
- 5.3. *Rīti* reinterpreted in Kuntaka
- 5.4. *Vṛtti-s* in Bharata
- 5.5. *Vṛtti* and *guṇa*, the conflation of *vṛtti* and *rīti*

Readings

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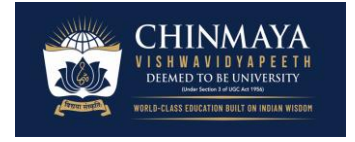
Chapters 5 'Rīti' and 6 'Vṛtti' in Raghavan
1941.

Wright, J. C. (1963). Vṛtti in the Dasa-rupaka-vidhanadhyaya of the Abhinavabharati: a Study in the History of the Text of the Natyasatra. *Bulletin of the School of Oriental and African Studies, 26, 92-117.*

Module 6 - Dhvani and vyañjanā— a model of poetic suggestion (7 hours)

- 6.1. Vyañjanā as a new semantic power
- 6.2. Ānandavardhana's theory of Dhvani and a typology
- 6.3. Detractors of Dhvani - Mahimabhaṭṭa

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Readings

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Chari, V. K. (1977). The Indian theory of suggestion (dhvani). *Philosophy East and West*, 27(4), 391-399.

Krishnamoorthy, K. (1985). 'Dhvani' or Suggestion: A Study in Perspective. *Indian Literature*, 28(4) (108), 113-122.

Krishnamoorthy, K. (1968). *The Dhvanyāloka and its critics*. Mysore: Kavyalaya Publishers.

Rajendran, C. (1991). *A Study of Mahimabhaṭṭa's Vyaktiviveka*. Calicut University.

Module 7 - Applying rasa theory – a rasika's handbook (5 hours)

7.1. The ideal connoisseur - *rasika*, *sahṛdaya*, *sāmājika*

7.2. Poetic blemishes – *kāvya-doṣa-s*

7.3. *Kāvya-guṇa-doṣa-vivecana* – appraising poetry

7.4. A typology of *nāyaka-s* and *nāyikā-s*

7.5. Applying *Kāvya-śāstra* and *Nāṭya-śāstra* to contemporary media

Readings

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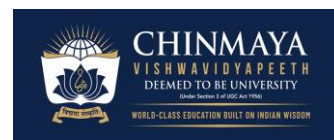
Bhānudatta, & Pollock, S. (2009). *Bouquet of Rasa and River of Rasa: by Bhānudatta, transl. by Sheldon Pollock*. New York University Press-JJC Foundation.

Bose, M. (2000). Uparūpaka: A hybrid genre of drama in the Sanskrit tradition. *International Journal of Hindu Studies*, 4(3), 289-312.

Hogan, P. (2003). Rasa Theory and Dharma Theory: from the home and the world to Bandit Queen. *Quarterly Review of Film and Video*, 20(1), 37-52. **Activities:**

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Note: The number of hours may be decided by the instructors based on the content and importance of the module.

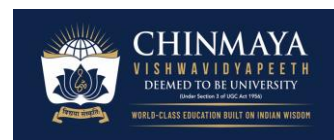
Annexure A

Glossary

1. **Course Name:** Title of the course.
2. **Course Category:** Mention the various categories applicable to the course. It could have different categories for different programmes.
3. **Lecture:** A formal discussion by a lecturer with the students on a certain topic, during a particular time slot, with a clear purpose behind the discussion.
4. **Practical:** A lesson in which theories and procedures learned are applied to the actual making or doing of something.
5. **Tutorial:** A session focused on individual/small group interaction with the students, helping them to improve their understanding of a particular topic or concept.
6. **Short Name of the Course:** This will be the name used in the transcript. It can contain a maximum of 40 characters including spaces.
7. **Core Course:** A course that comes under the category of courses which enable students to specialise in the core area of their degree and develop expertise for gainful living. It is a series or selection of courses that all students registered in a programme are required to complete before they earn a degree.
8. **Minor Course:** A course that is not related to the core areas under a Bachelor's degree or Integrated Masters programme but which is meant for enriching and broadening the students' knowledge base and to give them an interdisciplinary education. Students can opt for any Minor courses of their own interest. To be eligible for the award of a degree, students must successfully complete a fixed number of Minor courses, as determined by the University.
9. **Elective Course:** A course that is related to the core areas under a programme but where students can choose whether to opt for it or not. To be eligible for the award of a degree, students must successfully complete a fixed number of Core Elective courses, as determined by the University.
10. **Foundation Course:** A course that has been identified by the University as being

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central to the philosophy of enabling students to expand their thinking and discover their specific interests and passions other than “job oriented” learning. These are compulsory courses for all Programmes under which they are offered, and are common across similar degree programme types.

11. Proficiency Course: A course which provides useful skills and proficiency in certain areas, thereby equipping the students to face the competitive world as they step out of the portals of the University. A Proficiency course for any Programme is compulsory for all students undergoing that Programme.

12. Self-Immersion Course: A course, under any programme, that is determined by the University to be crucial for the overall development and growth of the student. Such a course may not necessarily lead to the award of credits; but it is mandatory for students to attend it and successfully complete it in order to be considered eligible for the award of their degree.

13. Value Added Course: A course offered beyond academics across the University/Department/School for improving the life skills of the students.

14. Readings: Different types of readings can be listed in the following formats:

- a. <Reading 1: Second name, First name. Year. *Title of the book*. Place: Publisher. Page numbers>
- b. <Reading 2: Second name, First name. Year. “Article name.” *Journal name*. Volume/Issue. Page numbers. >
- c. <Reading 3: (If the item is listed in the textbook/reading material/reference material section): Second name, First name. Year. Page numbers. >

Annexure B
Sample Course Outline

Introduction to Strategic Management

Programme(s) in which it is offered: B.B.A.

Course Category: Core	Schedule of Offering: Odd
Course Credit Structure: 4	Course Code: CK129
Total Number of Hours: 60	Contact Hours Per Week: 4
Lecture: 4	Tutorial: NA
Practical: NA	Medium of Instruction: English
Date of Revision:	Category of the Course: Employability
Short Name of the Course: ISM	

Course Description

This course is offered as a Core Course for B.B.A. students. It is focused on the strategic formulation and implications of a business. The students will experience certain strategic tools to be used in a business environment. Students will gain exposure to how strategy is well integrated within business functions.

Course Introduction

This course is meant to enhance the students' capacity to think strategically about a company, conduct strategic analysis in a variety of industries and competitive situations; craft, implement and execute strategies that will be effective for the current business environment and manage the business successfully in a global context.

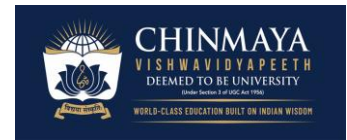
Course Objectives

The objectives of this course are:

- 1) Enhancement of the students' capacity to think strategically about a company.
- 2) Conducting strategic analysis in a variety of industries and competitive situations.

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- 3) Planning and crafting of strategy for an organisation or Business
- 4) Implementing and executing strategies that will be effective for the current business environment.
- 5) Managing the business successfully in a global context.

Course Outcome

By the end of the course, the student will be able to—

- 1) Apply external environmental analysis tools for strategic decision making.
- 2) Conduct a comprehensive internal environmental analysis for strategic decision making
- 3) Identify the different options available to organisations for growth and expansion.
- 4) Apply strategic tools for decision making.
- 5) Identify ways of expansion in International markets

PO-CO Mapping

<This should explain how the Course Outcomes (CO) are mapped with the Programme Outcomes (PO).>

PO-CO Mapping Matrix

CO/PO Mapping	PO1	PO2	PO3	PO4	PO5	PO6
CO1		√				
CO2	√					
CO3		√				
CO4			√			
CO5	√					

Pedagogy

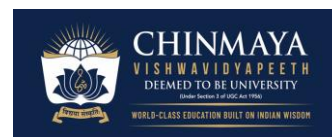
This course employs classroom lectures, quizzing, case discussions and presentations. A quiz will be conducted at the beginning or end of each module. All the students will have to submit an assignment and also evaluate their peers' assignments. Each student is expected to take part in the case discussion which will be assessed for class participation marks. There will be a comprehensive corporate presentation which covers all the modules of the course.

Suggested Reading:

1. Strategic Management by Hitt, Ireland, Hoskisson and Manikutty (2016) 9th edition, Cengage Learning

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- Hill, Charles W.L. and Gareth R Jones (2015). Strategic Management: Theory: An Integrated Approach, 11/e; New Delhi: South-Western Publishing (Cengage Learning)
- John A. Pearce, Richard B. Robinson, Amita Mital, (2012). Strategic Management: Formulation, Implementation and Control, 12/e (Special Indian Edition); New Delhi: Tata McGraw-Hill
- Ananthanarayanan P.S. and Chandrasekaran N. (2013) Strategic Management, New Delhi: Oxford
- Srinivasan R. Strategic Management: The Indian Context, 4/e, New Delhi, PHI.
- Strategist Supplementary from Business Standard

Evaluation Pattern Matrix

	Component Type	Weightage Percentage	Total Marks	Tentative Dates	Course Outcome Mapping
Continuous Internal Assessment (CIA) Components	Mid-term Exam	50 % Of CIA Marks	30	10 th week	1 & 2
	Quiz	16% of CIA Marks	10	Weekly	1, 2, 3, 5
	Comprehensive Report and Presentation	34 % of CIA Marks	20	Last 3 weeks of the course	4
	CIA Marks	100 % (To be converted to 60%)	60		
ESE		40%	40	End of the Semester	1,2,3,4,5

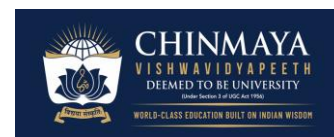
Module Sessions

Module I: Introduction to Strategic Management

(15 Hours)

Strategy—Strategic Competitiveness—Levels of Strategy—Strategic Management and its Process—Vision—Mission—Competency—Core Competency—Competitive Advantage—Industrial Organisation Model, Resource-based Model, Fortune at the Bottom of the Pyramid—External Environmental Analysis—PESTLE Analysis-Global—Legal and Political Factors—Strategies from the Perspective of the Mahabharata.

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Readings:

- What is Strategy? (HBR Article).
- Hitt, Ireland, Hoskisson and Manikutty, 2016 *Strategic Management-A South Asian Perspective*, 9th edition, Cengage Learning, Page No: 1-56

Activities:

- Case I: Maharani Pioneering Failure
- Case II: McDonald's
- Vision and Mission Exercise
- Student presentation on Strategies in Indian Knowledge Systems (IKS)

Module II: Internal Environment, Business Level Strategy (15 Hours)

Resources-Capabilities—Criteria of Sustainable Competitive Advantage—Value Chain Analysis—Outsourcing—Economies of Scale Economies of Scope—Five Generic Strategies—Cost Leadership Strategy—Differentiation—Focus—Integration—Flexible Manufacturing System—Total Quality Management—Insights from IKS.

Readings:

- Hitt, Ireland, Hoskisson and Manikutty, 2016 *Strategic Management-A South Asian Perspective*, 9th edition, Cengage Learning, Page No: 57-104

Activities:

- Case I: Spice Jet
- Case II: Del Monte Case
- Classroom debate/discussion/presentation on Business Strategy with respect to IKS.

Module III: Corporate Level Strategy (15 Hours)

Levels of Diversification Related Diversification and Unrelated Diversification—Operational Relatedness-Corporate Relatedness—Vertical Integration—Merger—Acquisition—Joint Venture—Strategic Alliance—Restructuring—Downsizing—Downscoping—Leveraged Buyout—Insights from Indian Knowledge Systems.

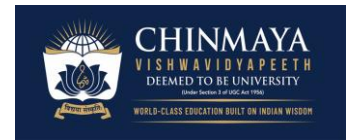
Readings:

- Hitt, Ireland, Hoskisson and Manikutty, 2016 *Strategic Management-A South Asian Perspective*, 9th edition, Cengage Learning, Page No: 129-170
- Reading Materials on Diversification Strategy
- Materials on related and unrelated Diversification Strategy

Activities:

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- a) Classroom activities and exercise and discussion on caselet
- b) Video-based case studies and discussion
- c) Team competition

Module IV: Strategic Tools

(15 Hours)

External Factor Evaluation Matrix—Internal Factor Evaluation Matrix—Competitor Profile Matrix—SWOT—TOWS—IE matrix—Grand Strategy Matrix—Boston Consultancy Group Matrix—Quantitative Strategic Planning Matrix (QSPM).

Readings:

- a) Reading Material will be provided (covering the content on Strategic Tools)

Activities:

- a) Comprehensive presentation by the students (45 minutes per team)
- b) Report writing

Module V: Global Strategy

(15 Hours)

Porter's Determinants of National Advantage—International Strategies—International Corporate Level Strategies—Choice of International entries and its Mode—Strategic Alliance—Types of Strategic Alliance—Business Level Co-operative Strategy—Lessons from IKS.

Readings:

- a) Hitt, Ireland, Hoskisson and Manikutty, 2016 *Strategic Management-A South Asian Perspective*, 9th edition, Cengage Learning, Page No: 175-225
- b) Reading Material on Due Diligence

Activities:

- a) Case 1: Apollo Tyres
- b) Case 2: Tata Jaguar case analysis