



Eklavya University

Bachelor of Arts

(Ancient Bhartiya History & Heritage)

Curriculum
(2020-2021)



Bachelor of Arts, Ancient Bhartiya History & Heritage

VISION STATEMENT OF EKLAVYA UNIVERSITY

Eklavya University will transform lives and communities through learning.

MISSION STATEMENT OF EKLAVYA UNIVERSITY

- Nurture achievers in life and careers through a value based, industry relevant and future ready education.
- Emphasize research, interdisciplinary learning, and practical hands on education.
- Equip every student with the required social and technical skills to achieve employment generation.
- Bring quality education within the reach of every individual
- Create and disseminate knowledge through research and creative inquiry.
- Serve students by teaching them problem solving, leadership and teamwork skills, commitment to quality and ethical behaviour.
- Create a diverse community, open to the exchange of ideas, where discovery, creativity, personal and professional development is encouraged and can flourish.
- Contribute to the social and economic health of the Bundelkhand region by enhancing and facilitating economic empowerment, providing equal opportunities and employment generation.

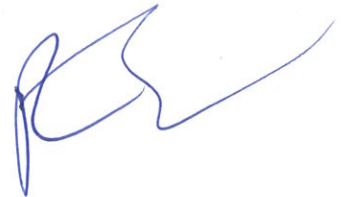
VISION STATEMENT OF DEPARTMENT

Expanding the horizon of the field of Ancient Bhartiya History & Heritage where no one remains untouched in the march towards humanity,

civilization and sustainability. It endorses the belief of this university that we must have the vision to see where higher education can take us in a future where human can live in peace and prosperity.

MISSION STATEMENT OF DEPARTMENT

To inculcate human values among the people through propagating the sense of Ancient Bhartiya History & Heritage with multidisciplinary approach for the better understanding of society and realizing mutual coexistence.



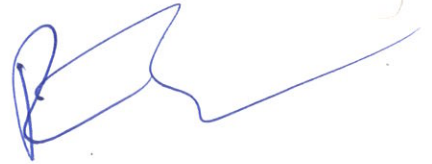
Bachelor of Arts, Ancient Bhartiya History & Heritage

PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

1. To acquaint students with the past and rich heritage of India.
2. Impart a critical understanding of Indian society, economy, political field, culture and heritage through a historical perspective.
3. To prepare students for a range of careers.
4. To stimulate intellectual curiosity and research attitude in the students.



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Bachelor of Arts, Ancient Bhartiya History & Heritage

PROGRAMME OUTCOMES (POs)

PO: Capacity to explain how and why important events happened.

PO: Understanding of the historical method of study.

PO: A clear understanding of evidence collected from historical sources.

PO: Critical understanding of developments in historiography.

PO: Knowledge of the history of Ancient Bhartiya and its rich heritage.

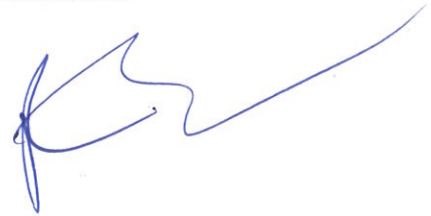
PO: Informed familiarity with multiple cultures and diversity.

PO: Awareness of current historical debates.

PO: Understand the skills that historians use in research.



Ashishbas





Bachelor of Arts, Ancient Bhartiya History & Heritage

PROGRAMME SPECIFIC OUTCOMES (PSOs)

On completion of B.A., Ancient Bhartiya History & Heritage programme, under-graduates will be able to

PSO1- To understand the meaning and scope of approaches to Ancient Bhartiya History & Heritage.

PSO2- The students will be acquainted with history of literary sources of Ancient Bhartiya History & Heritage.

PSO3- The students will be acquainted with history of ancient Bharat & Heritage according to its various phases like– Stone Age, Harappan Civilization, state-formation process under the Mauryas, Guptas, later Gupta phase.

PSO4- Will help the students to know the history of ancient Bharat & Heritage along with its various dynasties and their impact upon society, polity, economy and culture etc.

PSO5- Will help the students to know about history of Ancient Bhartiya Sculpture, Art & Painting.

PSO6- Will help the students to know about history of Ancient Bhartiya Architecture and its features.

Ashish

Course code	Environmental Studies & Disaster Management	L	T	P	C
BAECC20Y101	University Core under Ability Enhancement Course (AEC-1)	2	0	0	2
Pre-requisite	Nil	Syllabus version			
		100 Marks			
Course Objectives:					
<ol style="list-style-type: none"> 1. To make student aware about the concepts and methods from ecological and physical sciences and their application in environmental problem solving. 2. To make student aware about economic, political, and social analysis as they pertain to the design and evaluation of environmental policies and institutions. 3. Appreciate the ethical, cross-cultural, and historical context of environmental issues and the links between human and natural systems. 4. Understand the transnational character of environmental problems and ways of addressing them, including interactions across local to global scales. 5. Apply systems concepts and methodologies to analyze and understand interactions between social and environmental processes. 6. Reflect critically about their roles and identities as citizens, consumers and environmental actors in a complex, interconnected world. 7. Demonstrate proficiency in quantitative methods, qualitative analysis, critical thinking, and written and oral communication needed to conduct high-level work as interdisciplinary scholars and/or practitioners. 					
Course Outcome:					
<ol style="list-style-type: none"> 1. Understand the natural environment and its relationships with human activities. 2. Characterize and analyze human impacts on the environment. 3. Capacity to integrate knowledge and to analyse, evaluate and manage the different public health aspects of disaster events at a local and global levels. 					
Student Learning Outcomes (SLO):					
<ol style="list-style-type: none"> 1. Capacity to obtain, analyse, and communicate information on risks, relief needs and lessons learned from earlier disasters in order to formulate strategies for mitigation in future scenarios. 					
Unit - 1					5 Hrs
Introduction to Environment: Definition, Components of Environment, Relationship between different components, Man- Environment relationship, Impact of Technology on the environment, Environmental Degradation, Sustainable Development, Environmental Education.					
Unit - 2					7 Hrs
Ecology & Ecosystems: Introduction: Ecology- Objectives and Classification, Concepts of an ecosystem-structure & function of ecosystem, Components of ecosystem- Producers, Consumers, Decomposers, Energy flow in the ecosystem - Ecological succession, Food chains, food webs and ecological pyramids, Forest ecosystem, Grassland ecosystem, Desert ecosystem, Aquatic ecosystems and its types, Bio- Geo- Chemical Cycles - Hydrological Cycle, Carbon cycle, Oxygen Cycle, Nitrogen Cycle, Sulfur Cycle.					
Unit - 3					7 Hrs
Environmental Pollution: Composition of air, Structure of atmosphere, Ambient Air Quality Standards, Classification of air pollutants, Sources of common air pollutants like SPM, SO ₂ , NO _x , Natural & Anthropogenic Sources, Effects of common air pollutants, Air Pollution Episodes, Sound and Noise measurements, Sources of Noise Pollution, Ambient noise levels, Effects of noise pollution, Noise pollution control measures, Water Quality Standards, Sources of Water Pollution, Classification of water pollutants, Effects of water pollutants, Eutrophication, Water Pollution Episodes, Global Warming and Green Houses Effect, Acid Rain, Depletion of Ozone Layer.					
Unit - 4					4 Hrs
Energy Resources: Renewable & Nonrenewable Resources: Renewable Resources, Nonrenewable Resources, Indian Scenario, Conventional Energy Sources & its problems, non-conventional energy sources- Advantages and its Limitations.					
Unit - 5					7 Hrs
Disaster Management: Natural Disasters and its types, Accidental Disasters, Impact of Disasters on Trade and International Trade, Introduction, Natural disasters , Earthquakes, Hurricanes, Tornadoes, Floods, Drought, Tsunami, Volcanoes, Cyclones and Storms, Forest Fires, Severe Heat Waves, Landslides and					

Avalanches, Epidemics and Insect Infestations, Technological and Social Disasters Types of Technological Hazards, Social Disasters, Political and Crowd Disasters, War and Terrorism, Components of Disaster Management, Government's Role in Disaster Management through Control of Information, Actors in Disaster Management, Organizing Relief measures at National and Local Level, Psychological Issues, Carrying Out Rehabilitation Work, Government Response in Disaster.

Mode: Flipped Class Room, Case Discussion, Lectures.

Suggested Reading:

1. Basics of Environmental Studies by Dr. N. S. Varandani, Books India Publications.
2. Disaster Management by Mukesh Dhunna, Vayu Education of India, Delhi Publication.
3. Environmental Studies by Benny Joseph, McGraw Hills Education.

Reference Books:

1. Environmental Studies by R. Rajagopalan, Oxford University Press Publication.
2. Environmental Science by Richard T Wright & Bernard J Nebel, Prentice Hall India Publication.
3. Environmental Science by Daniel B Botkin & Edward A Keller, Wiley Publications.



Ashishba



Course code	Communication Theory	L	T	P	C
BAECC20Y102	University Core under Ability Enhancement Course (AEC-2)	4	0	0	4
Pre-requisite	Nil	Syllabus version			
		100 Marks			
Course Objectives:					
<ol style="list-style-type: none"> 1. To prompt introspection and motivate students towards self-appraisal, goal-setting and problem solving. 2. Familiarize students with negotiation techniques and importance of right attitude for better coordination and team building. 3. Guide students to better drafting in creative and critical compositions. 4. Help students review policies of global importance affecting corporate interactions. 					
Course Outcome:					
<ol style="list-style-type: none"> 1. Students will be able to connect with society through proper communication. 2. Students will learn to prepare for Group Discussions and thus, be able to perform well in discussions, debates and interviews. 3. Students will understand forms of corporate communication and learn about formats and layouts of report writing and other forms of business communication. 4. Students will learn about conflict negotiation and crisis handling. 5. Students will have emulated good communication practices for better leadership and team-building. 					
Student Learning Outcomes (SLO):					
<ol style="list-style-type: none"> 1. Master professional oral communication skills. 2. Master professional writing skills 3. Demonstrate professionally competent analysis of media messages. 4. Discuss competing social and commercial constraints upon creations and production of public media messages 5. Demonstrate mastery of behaviors expected of competent media professionals in public performance of professional duties. 					
Unit - 1					15 Hrs
Introduction: definitions of communication need for communication, types of communication, barriers to communication, some models of communication, communication process.					
Unit - 2					15 Hrs
Interpersonal communication: phatic stage, personal stage, intimate stage, transactional analysis.					
Unit - 3					15 Hrs
Group communication: small groups, definitions and differences, group interactions, problem solving and decision making, structure and communication, advantages and disadvantages.					
Unit - 4					15 Hrs
Social communication: folk arts, agents of change, social protest, transmission of knowledge, ritual function, traditional media.					
Unit - 5					15 Hrs
Mass communication: mass society, mass media, social functions, journalism, advertising, public relations.					
# Mode: Flipped Class Room, Case Discussion, Lectures.					
Suggested Reading:					
<ol style="list-style-type: none"> 1. Mass Communication Theory — Denis McQuail. New Delhi: Vistaar Publications, 2018. 2. Folk Arts and Social Communication — Durgadas Mukhopadhyay. New Delhi: Publications Division. 3. Group Communication — Peter Hartley. London: Routledge. 4. Essentials of Mass Communication Theory — Arthur Asa Berger. New Delhi: Sage Publications. 5. Mass Communication in India — Keval J. Kumar. Chennai: Jaico Publishing, 2000. 6. A Dictionary of Communication & Media Studies — James Watson & Anne Hill. New Delhi. 					

Course code	Yoga-1 (University Core)	L	T	P	C
BYOGA20Y101		0	0	2	2
Pre-requisite	Nil	Syllabus version			
		100 Marks			
Course Objectives:					
<p>To aware the knowledge of yoga and its nature and development of yoga. To learn the knowledge of schools of yoga like Karma Yoga, Bhakti Yoga, Jnana Yoga, Raja yoga, Hatha yoga and Mantra Yoga. To gain the knowledge of Scientific research on yoga. To learn the information about Chakra theory & kundalini yoga. To attain the knowledge of meditation and its types and relevance of yoga to modern life. To gain the knowledge of Scientific research on Meditation. To learn the information on Yogic concepts in Bhagavad Gita. To learn the information on Yogic view of health and illness, Yoga and physical exercises, Yogic techniques for the prevention and treatment of somatic, psychosomatic and psychological illness</p>					
Course Outcome:					
<p>The student can understand the knowledge of yoga and its nature and development of yoga. The student can understand the knowledge of schools of yoga like Karma Yoga Bhakti Yoga, Jnana Yoga, Raja yoga, Hatha yoga and Mantra Yoga. The student developed the knowledge of Scientific research on yoga. The student understood the information about Chakra theory & kundalini yoga. The student has attained the knowledge of meditation and its types and relevance of yoga to modern life. The student has awarded the knowledge of Scientific research on Meditation. The student is understood the information on Yogic concepts in Bhagavad Gita. The student is able to understand the knowledge of Yogic view of health and illness, Yoga and physical exercises. Yogic techniques for the prevention and treatment of somatic, psychosomatic and psychological illness.</p>					
Student Learning Outcomes (SLO):					
<p>Gain knowledge about importance of Anatomy and Physiology in Physical Education. Acquire knowledge about organs of the body and functions of various tissues. Acquire knowledge about various systems in human body. Gain Knowledge and functions of the Nutrients – Carbohydrates, fiber, fats, Proteins, vitamins, minerals and water –in the human body. To understand the functions of the Digestive system & Excretory system and its functions.</p>					
					30 Hrs
<p>The students are required to learn to practice and also teach the following. They are to maintain a record which consists of the step by step details of the yoga practices along with an account of the possible benefits of the practices. The principles, which should be adopted in practice, are the following:</p> <ol style="list-style-type: none"> 1. Proper gradation in order of flexibility, balance and difficulty in performance. 2. Each asana is to be analyzed into intermediate positions in a natural sequence of movement. 3. For purposes of class training each movement to be associated with a count to reach the final pose. 4. Rhythmic breathing should be observed. When the chest is in the expanding position inspiration should take place. In the contracting position expiration should take place rhythmically with movement. In certain asanas duration of retention is important. 5. Proper relaxation should be allowed in between the batches of asanas. Sukshmaryayamam <p>Kriya Practicals: 1.Neti - Jalaand Sutra 2.Dhauti – Jala3.Kapalabhati4.Trataka</p>					

BandhaTraya:

1. Jalandharabandha 2. Moolabandha 3. Uddiyana bandha

Pranayama:

Nadisuddhi 2. Suryabhedana 3. Seetali 4. Sitkari Asanas:

Meditative postures:

1. Sukhasana 2. Swastikasana 3. Ardhapadmasana 4. Padmasana 5. Siddhasana 6. Vajrasana

Relaxation postures:

1. Shavasana 2. Makharasana 3. Matsya kridasana

Suryanamaskara: 1. Pranamasana 2. Hasta uttanasana 3. Padahastanasana 4. Aswasanchalanasana 5. Dandasana 6. Ashtangasana 7. Bhujangasana 8.

Parvatasana

Standing postures: 1. TiryakTadasana 2. Trikonasana 3. ParivritaTrikonasana 4.

Veerabhadrasana 5. Katichakrasana

Balancing Postures: 1. Tadasana 2. Vrikshasana 3. Natarajasan 4. Ekapadasana

5. Grudasana 6. Pada Angustasana

Sitting postures: 1. Bhadrasana 2. Virasana 3. Ardha-matsyendrasana 4. Ushtrasana

5. Suptavajrasana 6. Shashankasana 7. Simhasana 8. Marjariasana 9. Shashanka Bhujangasana

10. Yogamudrasana 11. Paschimottanasana 12. Poorvotnasana 13. Lolasana

Suggested Reading:

Iyenger, B.K.S.(1976).

Light on yoga. London: Unwin Hyman Ltd. Ramarao, R.(2015).

A book on Anushtana Yoga Veddanta (Yogachaitanya Pradeepika) (Telugu) Yoga Consciousness trust, VZM. Satyananda Saraswati, Swami (1989).

Asana, pranayama, mudra, bandha. Munger: Bihar School of Yoga. Swami Mukti bodhananda, (ed.) (1985):

Hatha Yoga Pradipika: Light on Hatha Yoga com. Munger Yoga Publication trust.

Swami Kavalayananda (ed.) (1935).

Asanas. Lonavla. Kaivalyadhama. Venkata Reddy, M. ed. (1982).

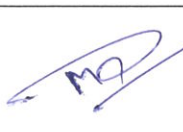
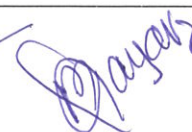
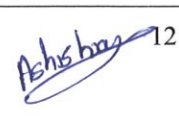
Hatha Ratnavali. Arthamuru:

Ashishba

Pranayama

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Course code	Approaches to Ancient Bhartiya History & Heritage (Core Course-2A)	L	T	P	C
BABHH20Y101	प्राचीन भारतीय इतिहास एवं विरासत के उपागम (Core Course-2A)	3	2	0	5
Pre-requisite	Nil	Syllabus version			
		50 Marks			
Course Objectives:					
<ul style="list-style-type: none"> The objective of the course is to familiarize the students with the part of Bhartiya history and heritage that is popularly known as ancient Bharat. This course trains the students in the use of sources for ancient Bhartiya history and major developments of history and historiography. The aspects of early Bhartiya history to be discussed include historical tools, sources, methods and traditions. To the aware development of historiography in ancient Bharat. The important approaches and history writing traditions in ancient Bhartiya history. 					
Course Outcome:					
The Students will be able to:					
<ul style="list-style-type: none"> Students will be able to explore and effectively use historical tools in reconstructing the remote past of ancient Bhartiya history. The course will also train the students to analyse the various developments of historiography of ancient Bharat. Students will be able to explore the great traditions of history and writing of Indian History. The course will be make the students understand the early history of Indian society and spread of Indian culture. 					
Student Learning Outcomes (SLO):					
Students will:					
<ul style="list-style-type: none"> The students will be able to explore and effectively use of historiography, methods, and historical tools. After completing this course the students will be able to develop critical thinking towards sources of ancient Bhartiya history and heritage. They will be familiar with the major sources of ancient Indian history including literature and archaeology. They will develop their understanding of ancient Indian Bhartiya and heritage. 					
UNIT – I					17
History and Heritage- Its Meaning and Scope, Objectivity in History Writing, Periodization in Ancient Bhartiya History, The Itihas Puran Tradition.					
इतिहास और विरासत- इसका अर्थ और क्षेत्र, इतिहास लेखन में वस्तुनिष्ठता, प्राचीन भारतीय इतिहास में काल निर्धारण, इतिहास पुराण परम्परा।					
UNIT – II					15
The Ancient Bhartiya Tradition of Historical Writing— Puranic-charita, The Ancient Bhartiya Tradition of Historical Writing—Histories.					
इतिहास लेखन की प्राचीन भारतीय परम्परा- पुराण चरित्र, इतिहास लेखन की प्राचीन भारतीय परंपरा-इतिहास।					
UNIT – III					16
The Ancient Bhartiya Tradition of Historical Writing—Biographies.					
इतिहास लेखन की प्राचीन भारतीय परंपरा-जीवनी/चरिताख्यान।					
UNIT – IV					14
The Greco-Roman Tradition of Historical writing, The Chinese Tradition of Historical writing, The Arab Tradition of Historical Writing.					
इतिहास लेखन की ग्रीको-रोमन परंपरा, इतिहास लेखन की चीनी परंपरा, इतिहास लेखन की अरबी परंपरा।					



UNIT – V	13
The Cyclical Theory, The Linear Theory, The Nationalistic Approach, The Marxist Approach.	
आवर्ती पद्धति/सिद्धान्त, रेखीय सिद्धान्त, राष्ट्रवादी उपागम, मार्क्सवादी उपागम।	


# Mode: Flipped Class Room, Case Discussion, Lectures		
Text Book(s)		
<ol style="list-style-type: none"> 1. कार, ई. एच., इतिहास क्या है? मैकमिलन पब्लिकेशन, नई दिल्ली, 1993. 2. श्रीवास्तव, बी. के., इतिहास लेखन अवधारणाएँ, विधाएँ एवं साधन, एस. बी. पी. डी. पब्लिकेशन, आगरा, 2005. 3. बाषम, ए. एल., अद्भुत भारत, शिवलाल अग्रवाल एण्ड कंपनी, आगरा. 4. ब्लाख, मार्क, इतिहासकार का शिल्प, ग्रंथ शिल्पी प्रकाशन (इंडिया) प्रा. लि., नई दिल्ली, 2007. 		
Reference Books		
<ol style="list-style-type: none"> 1. Bajaj, Satish K., Recent Trends in Historiography, Anmol Publication, New Delhi, 2001. 2. Budha, Prakash, The Modern Approach to History, Jullundur University Publishers, Jullundur, 1963. 3. Ganguly, D. K., History and Historians in Ancient India, Abhinav Publications, New Delhi, 1984. 4. Pathak, V. S., Ancient Historians of India. Asia Publishing House, Bombay, 1966. 5. Renier, G. J., History: Its Purpose and Method, Allen and Unwin, London, 1961. 6. Sen, S. P., (ed.) Historians and Historiography in Modern India, Institute of Historical Studies, Calcutta, 1973. 7. Sheik, Ali, B., History- Its Theory and Method, Macmillan Publication, Bombay, 1978. 8. Sreedharan, E., A Text of Historiography 500 BC to AD 2000, Orient Blackswan Private Limited, Hyderabad, 2005. 		

Course code	Literary Sources of Ancient Bhartiya History & Heritage (Core Course-2B)	L	T	P	C
BABHH20Y102	प्राचीन भारतीय इतिहास एवं विरासत के साहित्यिक स्रोत (Core Course-2B)	3	2	0	5
Pre-requisite	Nil	Syllabus version			
		50 Marks			
Course Objectives:					
<ul style="list-style-type: none"> The objective of this course is to make the students familiar with literary sources of ancient Bharat and its heritage. The purpose is to enable them to understand the linkages between themes in Bhartiya history papers and to give them a modern Indian perspective of themes involved. This paper will give the general understanding of literary sources of ancient Bhartiya history and heritage. 					
Course Outcome:					
The Students will be able to:					
<ul style="list-style-type: none"> throw a light on History of ancient Bharat. focuses on the literary and folk sources of Bhartiya history. situate the historical development of literary sources of ancient Bhartiya history. throw light on various sources of history writing with new approach. situate the ancient Bhartiya history and heritage. 					
Student Learning Outcomes (SLO):					
<ol style="list-style-type: none"> The course will enable students to know the role of literary sources of ancient Bhartiya history. This paper will through the evaluation process, including tests, assignments and presentations, their knowledge regarding. This paper will make the students learn the ancient Bhartiya history how be perfected and more importantly the learner would be able to establish the connections with events involving modern times. 					
UNIT – I					15
The Vedic Corpus I- The Samhitas, The Vedic Corpus II- The Brahmanas, Aranyakas and Upanishads, The Puranas, The Smritis.					
वैदिक संग्रह-I- संहिता, वैदिक संग्रह-II- ब्राह्मण, आरण्यक और उपनिषद, पुराण, स्मृतियां।					
UNIT – II					16
The Pali Buddhist Canon, The Jataka Tales, The Milindapanho, Jaina Literature.					
पाली बौद्ध ग्रंथ संग्रह, जातक कथाएं, मिलिन्दपन्हो, जैन साहित्य।					
UNIT – III					17
The Ramayana of Valmiki, The Mahabharata, Romantic Literature with special reference to Kalidisa, Folk Literature with special reference to the Panchatantra.					
बाल्मीकि रामायण, महाभारत, रुमानी साहित्य- कालिदास के विशेष सन्दर्भ में, लोक साहित्य- पंचतन्त्र के विशेष सन्दर्भ में।					
UNIT – IV					13
Accounts of Classical Writers with special reference to Megasthenes and Arrian.					
क्लासिकल लेखकों का वृत्तांत- मेगस्थनीज और ऐरियन के विशेष सन्दर्भ में।					
UNIT – V					14
Accounts of Chinese Travellers with special reference to Fa-hien and Hiuen-tsang, Accounts of Arab Travellers with special reference to Sulaiman and Alberuni.					
चीनी यात्रा वृत्तांत- फाह्यान और ह्वेनसांग के विशेष सन्दर्भ में, अरबी यात्रियों के वृत्तांत- सुलेमान एवं अलबेरुनी के विशेष सन्दर्भ में।					
# Mode: Flipped Class Room, Case Discussion, Lectures					
Text Book(s)					

1. बाशम, ए. एल., अद्भुत भारत, षिवलाल अग्रवाल एण्ड कंपनी, आगरा.
2. शरण, परमात्मा, प्राचीन भारत में राजनीतिक विचार एवं संस्थान, मीनाक्षी प्रकाशन, नई दिल्ली, 1967.

Reference Books

1. Cowell, E. B. and F. W. Thomas, The Harshacharita of Bana, Motilal Banarsidas Publishers Private Limited, Delhi, 1993.
2. Cowell, E. B., (ed.) The Jataka or Stories of the Buddha's Former Births, Motilal Banarsidas Publishers Private Limited, Delhi, 1999.
3. Davids, T. W. Rhys, The Dialogues of the Buddha: Digha-Nikaya, Forgotten Books, London, 1973.
4. Giles, H. A., The Travels of Fa-hien or Records of Buddhistic Kingdoms, Cambridge University Press, Delhi, 1969.
5. Gonda, Jan, Vedic Literature, Harrassowitz, Wiesbaden, 1975.
6. Keith, A. B., A History of Sanskrit Literature, Motilal Banarsidas Publishers Private Limited, Delhi, 1996.
7. Law, B. C., India as described in Early Texts of Buddhism and Jainism, University of California Press, Berkeley, 1941.
8. Macdonell, A. A., History of Sanskrit Literature, Kessinger Publishing, Montana, 2006.
9. Majumdar, R. C., The Classical Accounts of India, University of Michigan Press, Michigan, 1960.
10. Mccrindle, J. W., Ancient India as described in Classical Literature, Oriental Books, London, 1979.

 Ashashree 