SUBJECT GUIDE FOR SANSKRIT: ROLE, IMPORTANCE, NEED, BENEFITS AND STRUCTURE

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DECLARATION

I hereby declare that the thesis entitled **"Subject Guide for Sanskrit: Role, Importance, Need, Benefits and Structure"** completed by me for the degree of Master of Philosophy in Library and Information Science. The entire work embodied in this thesis has been carried out by me under the guidance of Dr. N. B. Dahibhate, National Chemical Laboratory, and Digital Information Resource Center (DIRC), Pune.

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Place: Pune **Research Student**

CERTIFICATE

This is to certify that the thesis entitled "**Subject Guide for Sanskrit: Role, Importance, Need, Benefits and Structure"** which is being submitted herewith for the award of the Degree of Master of Philosophy (M. Phil) in Library and Information Science, faculty of Tilak Maharashtra Vidyapeeth, Pune is the result of original research work which is completed by **Mrs. Pallavi Sandeep Chhallare** under my supervision and guidance. To the best of my knowledge and belief the work incorporated in this thesis has not formed the basis for the award of any Degree or similar title of this or any other University or examining body.

Date: 02/08/2015 **Dr. N B Dahibhate**

Place: Pune **Research Guide**

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EXECUTIVE SUMMARY

In the information explosion era, growth in information resources in different forms and formats are available for educators, researchers, academies, students etc. But these are not known to users due to non availability and unaware of its existence and hence good qualitative literature is not being used properly. However librarians support to users by providing catalogues, OPACs, Web OPACs, bibliographies etc.

Many libraries offer subject guides over the library Web sites. Librarians are challenged to find a way to effectively and efficiently provide access to subject-specific and subject related resources for their users in an environment where new technologies, tools, and different types resources are available. This helps user in locating and finding the desired information for effective research. The main goal behind developing subject guide is to provide useful information sources and tools to users. The wide application of digital technologies in the library environment has changed the format and content of subject guides. Given the advent of new Internet tools and the growth of electronic resources available on the Web, the reference librarians are facing many issues when keeping up with new technologies and creating subject guides that meet library users' needs effectively.

Subjects guides are now required since vast amount of information is available in every subject through different information resources and medium like print, digital and internet. The new knowledge is generated by the different contributions by students, researchers, scholars and educators after using published literature. However since information explosion is very high it is difficult for the users to identify the right information sources from where they get qualitative information for use and produce new knowledge based on it. Libraries are treated as treasure of knowledge and also called as KRC (Knowledge Resource Centres). The literature sources are available in the library but many times users are not aware of it as well as library staff is also not instantly suggest the resources on the topic to users in spite of availability of it in libraries. The information society faces many challenges while gathering information for their research

purpose or educational purpose. If information sources are known to users then accessibility and finding and getting qualitative information published in qualitative resources is an easy task. But the challenge is that there is no standard subject guide developed either by librarian or by the subject experts in the disciplines.

The challenge is to provide guide to resources to reduce the problems faced by users to some extent, by preparing subject or library guides to make aware of users in finding and getting appropriate technical information from different qualitative information resources print and electronic / digital. These tools have several strengths in linking valuable information resources useful to library users. The use of ICT in libraries added an advantage in developing library portals, web based subject guides and subject portals so users can reach to direct information on line instantly. Many libraries in developed countries prepare subject guides but in developing countries this concept is slowly marching and hence efforts are made towards this direction.

There is a need to prepare subject and library guide to make aware of users in finding and getting appropriate technical information from different qualitative information resources print and electronic / digital. These tools have several strengths in linking valuable information resources useful to library users. The use of ICT in libraries added an advantage in developing library portals, web based subject guides and subject portals so users can reach to direct information on line instantly. Hence researcher fixed mind for analysing the contents of subject guide.

The main aim behind undertaking this study is to understand the structure of subject guide and prepare a subject guide for the discipline Sanskrit. The purpose behind this study is to make aware of users having different information sources available in the subject Sanskrit to get qualitative information for any educational activity including learning, teaching and research. Subject guides acts as pathfinder to new entrants as well as librarians to know the resources available though not in library but in the subject area.

The objectives set for this study are to study in detail the importance, nature, structure and components of the subject guides, to identify and list different qualitative and useful information resources available in the subject, to study methods for preparation of subject guides, and to prepare a model or template for the subject guide.

The research method selected for this study is descriptive research method in which different techniques are used to collect the data. Secondary Analysis method and documentary research is basically used to gather the published literature from different sources and analyze the facts about the theme. The published literature provided maximum information about different aspects of subject guides. In addition to this different subject guides of different universities in USA are studied and such case studies helped in planning development of subject guide for researcher. Mainly descriptive methods of research, secondary analysis method, review of case studies of subject guides are primarily used.

The scope of the study is to prepare a subject guide in Sanskrit and for this purpose fix the contents and add resources in the subject and prepare a layout model or template for the subject guide.

The study is completed in six chapters.

Chapter 1: Introduction: Is a introductory chapter in which need of the study, selection of topic, aim and purpose, objectives, research methods used and scope of the study are coved in detail to indicate the framework of the study. **Chapter 2: Literature Review:** This chapter presents literature review and indicate the developments in the topic considered. This exercise provided the researcher initial ways in developing the plan. The literature collected from the different sources is analysed and useful information is presented in brief including the comments of experts on the topic.

Chapter 3: Subject Guide - Basics: this chapter presents the basics about the subject guide which includes different terms used traditionally and in ICT era for the subject guide, definitions, benefits, structure, contents etc. This information helped in developing subject guide for Sanskrit. **Chapter 4: Importance of Subject:** This chapter elaborates importance of the subject area in the information society. Importance of Sanskrit in the profession is briefed in this chapter. **Chapter 5: Resources in Subject - Print and Digital:** This chapter is a compilation of different resources available in Sanskrit. These are print as well as digital. This helps users to identify for sources which suits more to them.

Chapter 6: Suggestions and a Model or Template for Subject Guide: From the study and analysis of case studies of the subject guides developed, researcher collected important points and prepared a model subject guide for Sanskrit. The study concluded indicating scope for future research and concluded.

Major goal in developing subject guide for Sanskrit was to increase awareness of information resources in subject and subject related areas. This supports to purpose of access to existing campus / subject area and related value added information materials as well as resources on global internet. The guide has to revise periodically to cover the latest resources including print and digital.

The researcher has systematically studied the different facets of subject guides and justified the objectives selected for the study in different chapters covered in this thesis. The hypothesis selected is also proved true.

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ABBREVIATIONS

Abbreviations	Full Form
APA	American Psychological Association
C-DAC	Centre for Development of Advanced Computing
CMS	Content Management Systems
CSS	Cascading Style Sheets
HTML	Hyper Text Markup Language
ICT	Information and Communications Technology
IIT	Indian Institutes of Technology
IME	Input Method Editor: (Sanskrit IME)
KRC	Knowledge Resource Centres
LOC	Library of Congress
MLA	Modern Language Association
OCR	Optical Character Recognition
OWL	Online Writing Lab
SaaS	Software as a service
SSI	Server Side Includes
UM	University of Maryland
URL	Uniform Resource Locator
WWW	World Wide Web
WYSIWYG	What-You-See-Is-What-You-Get

CHAPTER 1

INTRODUCTION

1.1 Introduction:

In the information explosion era, growth in information resources in different forms and formats are available for educators, researchers, academies, students etc. But these are not known to users due to not availability if its existence and hence good qualitative literature is not used properly. However librarians are supports users with developing catalogus, OPACs, WebOPACs, bibliographies etc.

Many libraries now offer subject guides over library Web page. Librarians are also challenged to find a way to provide users list of resources effectively to subject-specific and subject related resources for their user in an environment where new technologies, tools, and different types resources are available. This helps user in locating and finding the desired information for effective research. The main goal behind develop subject guide is to provide useful information sources and tools to users. The wide application of digital technologies in the library environment has changed the format and content of subject guides. Advent of new Internet tools and the growth of electronic resources available on the web, the reference librarians are facing many issues when keeping up to date with new technologies and creating subject guides that meet library user needs effectively.

Most of the literature on subject guides suggests that subject guides first came into prominence during the 1970s. Little, Fallon, Dauenhauer, Balzano, & Halquist (2010) explain, “The term ‘pathfinder’ was coined in the early 1970s when MIT librarians developed [printed] lists of resources and references pertaining to subject disciplines”. Today, librarians use print pathfinders and/or electronic subject guides. However, subject guides are often used interchangeably with pathfinders, research guides, libguides, electronic library guides, and webliographies etc.

1.2 What is Subject Guide?

The guides can be broadly and selectively inclusive of resources and provides access to both subject specific and subject related resources for conducting interdisciplinary research and study. Subject guides are developed by subject experts and librarians and hence these are qualitative guides as resources covered are in it are evaluated for its effective use with annotations. Whereas library guides are prepared mainly by librarians and helps users in locating library material systematically. There are different terms used synonymical for subject guides like library guides, library resource guides, subject resource guides, information resource guides etc.

Subject guides are lists of resources created by librarians to assist students with their research needs. These lists of resources may include resources on topics including books, journals, databases, e-resources, search engines, websites, as well as any other topics the librarian feels useful for students with their research. (http://www.libsucess.org/Subject_Guides)

Subject guides, in ICT environment are termed as subject portals, subject links, library portals, web resource portals or guides and used as navigational tools to reach directly to the resource using the links (URL's). These tools have application launching capacities for web resources and web browsers. These tools generate more effect by permitting users in selecting and using the different types of resources. Such tools actually supports to reference services and preparing bibliographic instructions as well as academic curriculum and research needs by listing and displaying resources. (Dean, 1988) or linking resources. Subject guides support to flexible incorporation of resources on subject and related subjects from locally developed contents like bibliographies, databases, course materials, multimedia, presentations for campus wide users and in libraries, classroom, learning labs, and anywhere as desired if ICT is used. Subject guides either they may be local or used commonly anywhere.

The guide itself is value added in its structure and arrangement of resources as well as hyperlinks indicating intelligence compilation by experts based an evaluative criterion with annotations. The Biology Subject Guide developed by Wisconon University, Madison (http://www.library.wisc.edu/guides/biology/) is good example of Subject guide.

1.3 Need of Subject Guide:

Subjects guides are now required since vast amount of information is available in every subject through different information resources and medium like print, digital and internet (www). The new knowledge is generated by the different contributions by students, researchers, scholars and educators after using published literature. However since information explosion is very high it is difficult for the users to identify the right information sources from where they get qualitative information for use and produce new knowledge based on it. Libraries are treated as treasure of knowledge and also called as KRC (Knowledge Resource Centres). The literature sources are available in the library but many times users are not aware of it as well as library staff is also not instantly suggest the resources on the topic to users in spite of availability of it in libraries. The information society faces many challenges while gathering information for their research purpose or educational purpose. If information sources are known to users then accessibility and finding and getting qualitative information published in qualitative resources is an easy task. But the challenge is that there is no standard subject guide developed either by librarian or by the subject experts in the disciplines.

If subject guides are available both librarians and users get benefited including information society. Hence the researcher felt that to analyze the concepts of research or subject guides in detail and suggest a model or template for the subject guide using different guide lines. In developed countries all academic libraries and research libraries have established their own subject and library guides for consultation. But in developing countries this concept is slowly marching and hence efforts are required towards developed of subject guides.

The challenges in the present information explosion era, in getting a qualitative information sources and its availability is to both users and librarians. The users are not getting desired information form vast ocean of information and they need proper guidance for collecting and getting information. Users need technical information where as librarians / libraries are facing challenges to provide such support to users from vast information ocean. The information is spread in print as well digital, more and more resources are now available in every subject. The challenge is to provide guide to reduce the problems faced by users to some extent. Hence there is a need to

prepare subject or library guide to make aware of users in finding and getting appropriate technical information from different qualitative information resources print and electronic / digital. These tools have several strengths in linking valuable information resources useful to library users. The use of ICT in libraries added an advantage in developing library portals, web based subject guides and subject portals so users can reach to direct information on line instantly.

1.3.1 About Sanskrit:

Sanskrit is the primary liturgical language of Hinduism, a philosophical language in Buddhism, Hinduism and Jainism, and a literary language that was in use as a lingua franca in the Indian cultural zone. It is a standardised dialect of the old Indo-Aryan language, originating as Vedic Sanskrit and tracing its linguistic ancestry back to Proto-Indo-Iranian and Proto-Indo-European (Burrow, 2001). As per the Indian tradition Sanskrit Language has no beginning and no ending. It is eternal. Self-born language God has created it. It is divine. It is everlasting. It was first used in Vedas and thereafter it has been the means of expression in other fields.

Sanskrit is one of the official languages of India and is popularly known as a classical language of the country. It is considered as the mother of all languages. It belongs to the Indic group of language family of Indo-European and its descendents which are Indo-Iranian & Indo Aryan. The meaning of Sanskrit is refined, decorated or produced in perfect form. The language is also known for its clarity and beauty. It is also a language of Hinduism, Buddhism and Jainism. Sanskrit is now attracting the modern world. This is the only language that is used in holy functions and ceremonies of Hindus, as it has always been regarded as the sacred language of the religion. Sanskrit mantras, when recited in combination with the sound vibration, have a specific effect on the mind and the psyche of the individual. (http://languages.iloveindia.com/sanskrit.html).

In the middle third of the 20th century, Faber and Faber (1976) published a splendid series called "The Great Languages" which were a rigorous but entertaining introduction to a number of languages from a diachronic perspective. Regrettably, the books were rarely distributed on the other side of the Atlantic, and fell swiftly out of print. Burrow (2001) in his “The Sanskrit Language” is a splendid example of the

strengths of this series, and while initially published in 1955, it saw a second edition in 1965 and then a major revised third edition in 1973.

1.4 Reason to Select the Study:

The information society faced many challenges while gathering information for their research purpose or educational purpose. If information sources are known to users then accessibility and finding and getting qualitative information published in qualitative resources is an easy task. But the challenge is that there is no standard subject guide developed either by librarian or by the subject experts in the disciplines. If subject guides are available both librarians and users get benefited in the information society. Hence the researcher felt that to analyze the concepts of research or subject guides in detail and suggest a model for the subject guide using different guide lines. In developed countries all academic libraries and research libraries have established their own subject and library guides for consultation. But in developing countries this concept is slowly marching and hence efforts are made towards this direction.

The challenge is reduced to some extent due to subject or library guide. Hence there is a need to prepare subject and library guide to make aware of users in finding and getting appropriate technical information from different qualitative information resources print and electronic / digital. These tools have several strengths in linking valuable information resources useful to library users. The use of ICT in libraries added an advantage in developing library portals, web based subject guides and subject portals so users can reach to direct information on line instantly. Hence researcher fixed mind for analysing the contents of subject guide.

1.5 Aim and Purpose of Study:

The main aim is to understand the structure of subject guide and prepare a subject guide for the discipline Sanskrit. The purpose behind this study is to make aware of users having different information sources available in the subject Sanskrit to get qualitative information for any educational activity including learning, teaching and

research. Subject guides acts as pathfinder to new entrants as well as librarians to know the resources available though not in library but in the subject area.

This study is useful in getting the importance and preparing subject guides and identifies new technologies to assist in creating subject guides. The literature revealed a wide variety of librarians' attitudes and practices in creating subject guides at various university libraries nationwide. This study might provide subject librarians with useful tools for creating subject guides in the print and electronic environment and the challenges librarians are facing while developing subject guides.

1.6 Objectives:

The objectives set for this study are:

1. To study in detail the importance, nature, structure and components of the subject guides
2. To identify and list different qualitative and useful information resources available in the subject
3. To study methods for preparation of subject guides
4. To prepare a model or template for the subject guide

1.7 Hypothesis:

1. In developed country all most all the universities have developed the subject guides but in developing countries this concept is lacking.
2. There is a need to prepare subject guides in academic and research libraries.

1.8 Research Methods Used:

The research method selected for this study is descriptive research method in which different techniques are used to collect the data. Secondary Analysis Method and

documentary research is basically used to gather the published literature from different sources and analyze the facts about the theme. The published literature provided maximum information about different aspects of subject guides. In addition to this different subject guides of different universities in USA are studied and such case studies about the development of subject guide become very fruitful for researcher.

This mainly descriptive method of research, secondary analysis method, review of case studies of subject guides is primarily used.

1.9 Scope and Limitations:

The scope of the study is to prepare a subject guide in Sanskrit and for this purpose fix the contents and add resources in the subject and prepare a layout model or template for the subject guide.

1.10 Structure of Study:

The present study is completed in six chapters.

Chapter 1: Introduction: Is a introductory chapter in which need of the study, selection of topic, aim and purpose, objectives, research methods used and scope of the study are coved in detail to indicate the framework of the study.

Chapter 2: Literature Review: This chapter presents literature review and indicate the developments in the topic considered. This exercise provided the researcher initial ways in developing the plan. The literature collected from the different sources is analysed and useful information is presented in brief including the comments of experts on the topic.

Chapter 3: Subject Guide: Basics: This chapter presents the basics about the subject guide which includes different terms used traditionally and in ICT era for the subject guide, definitions, benefits, structure, contents etc. This information helped in developing subject guide for Sanskrit.

Chapter 4: Importance of Subject: This chapter elaborates importance of the subject area in the information society. Importance of Sanskrit in the profession is briefed in this chapter.

Chapter 5: Resources in Subject: Print and Digital: This chapter is a compilation of different resources available in Sanskrit. These are print as well as digital. This helps users to identify few sources which suits more to them.

Chapter 6: Suggestions and Model or Template for Subject Guide: From the study and analysis of case studies of the subject guides developed, researcher collected important points and prepared a model subject guide for Sanskrit. The study concluded indicating scope for future research and concluded.

Summary:

Subject guides acts as a pathfinder to new entrants as well as librarians to know the resources available though not in library but in the subject area. In developing countries this concept is weak and hence considered the research study by researcher. This chapter presents the objectives suitable to frame out the research study in systematic manner. This study is useful for understanding the importance and development of subject guides and identifies new technologies to be assisted in creating subject guides for the discipline Sanskrit. This study makes aware users for different information sources available in the subject Sanskrit to get qualitative information for any educational activity including learning, teaching and research. This study might provide subject librarians with useful tools for creating subject guides in the print or electronic environment and the challenges librarians are facing while developing subject guides.

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CHAPTER 2

LITERATURE REVIEW

2.1 Introduction:

The literature review is the heart of the research study and without it is not possible to conduct proper research study which helps in getting the concept of known facts and missing links. While conducting the literature review various resources have been referred by researcher and used in this study. A literature search is essential for conducting any research studies. Literature review gives an idea to researcher what is already published in the area of research and missing links to identify working areas. Literature review builds new concepts in the mind of researcher and also useful to support the facts deduced in research on the opinions given by others in the literature. Similarly literature review helps in avoiding duplication of research concepts and supports to views of researcher to record firmly.

A literature search is essential for conducting any research studies. Literature review gives an idea to researcher what is already published in the area of research and missing links to identify working areas. Literature review builds new concepts in the mind of researcher and also useful to support the facts deduced in research on the opinions given by others in the literature. Similarly literature review helps in avoiding duplication of research concepts and supports to views of researcher to record firmly.

While conducting the present research study an attempt was made to identify literature published in different types of information sources like research reports, articles, books, thesis and other information sources, related to the topic of research. The secondary sources in the discipline are also reviewed related to similar and related topic, which helps in developing new concepts to researcher and stating the different nature of the research covered in the study.

It is necessary for every investigator to review the literature for better presentation of the work. It also helps in building or designing research process and concludes with

new approaches. Research literature review acts as supporting evidences to the facts deduced from the study. Internet resources are also used in this study by researchers. The literature referred is also properly cited by the researcher in the text and bibliographies. Secondary sources including Vidhyaidhi (Indian Digital Library of Electronic Thesis), Shodhganga, Proquest and EBSCO databases etc.

2.2 Need of Literature Review and Analysis:

A literature review is a simple summary of the information gathered from different resources which is presented by the contributors in past and also related to subject. A summary is a recap of the important information from these literature sources are collected and synthesized and re-organized or a reshuffled and used in the study to support the facts deduced by researcher. It might give a new interpretation using old information material or combine new with old interpretations or it might trace the intellectual progression in the field, including major debates. The literature review may evaluate the sources and advise the researcher on the most pertinent or relevant areas.

Literature reviews provide with a handy guide to a particular topic and useful to conduct research, properly. Literature review gives an overview or act as a stepping stone for continuing research. For scholars, the depth and breadth of the literature review emphasizes the credibility of the writer in his or her field. Literature reviews also provide a solid background for a research paper's investigation. Comprehensive knowledge of the information is provided in literature.

2.3 Facets in Literature Review:

For compiling data or subject guide, the researcher has considered following facets to gather literature for different sources like print and digital.

- About Subject Guide and Need of Subject Guide
- Importance of Subject Guide
- History, Evolution and Developing Subject Guides
- Structure of Subject Guides or Contents of Subject Guides or Components of Subject Guide

- Use of Subject Guide or Benefits of Subject Guides

The literature collected from different sources are analyzed, synthesized and presented in the following facets briefly.

2.3.1 About Subject Guide and Need of Subject Guide:

Most of the literature on subject guides suggests that subject guides first came into prominence during the 1970s. Little, Fallon, Dauenhauer, Balzano, and Halquist (2010) explain, "The term 'pathfinder' was coined in the early 1970s when MIT librarians developed [printed] lists of resources and references pertaining to subject disciplines". Today, librarians use print pathfinders and/or electronic subject guides. However, subject guides are often used interchangeably with pathfinders, research guides, libguides, electronic library guides, and web liographies.

Although pathfinders predate subject guides, one author traces the origins of subject guides back to 1687 (Smith, 2008). First known as readers' aides, Smith (2008) recounts the history and development of subject guides. Originally, readers' aides were, "... bibliographic essays that commented on the development of knowledge and the expansion of one author are thought on other authors' works. These bibliographies, such as George Wells' "The Universal Historical Bibliotheque" (1687), were historical accounts of man's intellectual growth" (Smith 2008). The evolution of readers' aides into subject guides has been quite dramatic in both content and style. Whereas readers' aides did most of the wok for reader, subject guides are meant to be more of a map of the available resources.

Gallacher and Treleven (1988) discussed in his paper the need of subject guide for the researchers desiring to use, analyze, and interpret oral history data frequently have great difficulty in determining what materials to examine, where they are located, and how to gain access to them. While several attempts to produce and disseminate national oral history directories or subject guides have proven to be partially successful, on larger and readily-available collections. Moreover, users often find that the information contained in such sources useful.

The history or purpose of subject guides is well covered within the literature. Smith (2008) provides a comprehensive overview of the evolution of guides from the late nineteenth-century to the present, including descriptions of the many iterations subject guides have taken along the way. The origin of subject guides lies in descriptive bibliographies designed to facilitate the use of resources.

Tchangalova and Feigley (2008) list of terms used for subject guides viz.: research guides, research tools, pathfinders, electronic library guides, e-guides, webliographies, subject portals, etc. While the style of delivery has changed substantially, the basic purpose of providing a starting point for the researcher remains unchanged.

Much of the literature on subject guides concerns the challenges posed to librarians like creation (policy, technology), maintenance (division of labour, technology, technical expertise) and overall administration of the literature available (Darby (2006); Jackson and McDonald (2007); Prentice (2009); Staley (2007); Wales (2005)). Buczynski (2009) described a trend of subject guide for the literature concerns the technical requirements of staff to create and maintain subject guides. This issue is tied to the frequency with which guides need to be updated, and the common practice in most libraries of migrating print guides to the online environment through static webpages.

2.3.2 Importance and Use of Subject Guide:

For more ideas on promoting subject guides, Vileno (2007) shares some tips she received through her review of the literature:

- use pathfinders in library instruction classes.
- at the reference desk, refer users to guides.
- advertise them on bookmarks and distribute them from service points and at campus events.
- catalogue guides and includes them in the library's OPAC.
- post a flyer about a particular subject guide on the relevant department's bulletin board.
- hold a "house-warming party" for a new subject guide, inviting faculty who teach in that subject.
- unveil a new subject guide at the meeting of the student chapter group.
- request that academic department's link from their web pages to their corresponding subject guides.

The more access points subject guides have, the more likely they will be used and the more likely students will be acquiring the research skills they need to be successful 21st Century students.

Subject guides are lists of resources created to assist students with their research needs. While academic librarians ascribe great importance to subject guide development, it is difficult to tell whether students find them useful. A review of the literature reveals a lack of user-centered data in this area. This study investigates students' use of subject guides in three areas of study - Nursing, Journalism and Mass Communications, and Organization and Management. Results indicate that students who have received library instruction tend to use subject guides more frequently and find them useful (Staley, 2007).

Librarians use subject guides to introduce students to library materials. Surveys, usability tests, and usage statistics demonstrate that students do not relate well to subject guides. We suggest that library resources organized or delivered at a course level are more in line with how undergraduate students approach library research (Reeb and Gibbons, 2004).

2.3.3 History, Evolution and Developing Subject Guides:

Recent technological developments, such as Server Side Include (SSI) statements, allow for new or revised content to be "pushed" to web pages alleviating the need for manual updates. As these types of technologies are implemented in libraries, many of the technical concerns surrounding the updating of subject guides should be mitigated (Buczynski (2009); Goans (2006); Greene (2008); Northrup and Ashmore (2006)). The administering of guides also emerges as a dominant trend in the literature with a focus on issues regarding standardization (Tchangalova and Feigley, 2008), time and consistency (Jackson and McDonald, 2007). The emergence of commercial and open source subject guide products such as LibGuides and Library à la Carte, respectively, directly address these types of concerns as they streamline the technical and administrative aspects of subject guides (Griggs (2009); Montgomery (2009); Smith (2008)).

Subject guide research is the recurrent theme of incorporating emerging Web 2.0 technologies within libraries (Kellam, Cox and Winkler, 2009). Various approaches to integrating Web 2.0 features have been explored and these are frequently referred to in the literature as "subject guide 2.0". While no official definition of this term exists, Yang (2009) takes her meaning from the "unspoken consensus that subject guides 2.0 are those created with Web 2.0 technologies" However, Yang is quick to observe that

other writers on the subject, such as Meredith Farkas and Ellyssa Kroski, place more emphasis on usage and interactivity than on the technologies themselves. The diverse means of distributing librarian-produced content, as well as facilitating user-generated content, therefore, take precedence in much of the subject guide 2.0 literatures. Yang (2009) provides an extensive catalogue of subject guide 2.0 characteristics, ranging from multimedia features to statistics reporting, and a comparison chart that lists those features included in common subject guide content management systems. Allan (2009) offers a two page guide to increasing the "functionality and depth" of your subject guide with Web 2.0. Others advocate using Web 2.0 tools as the very basis of subject guides (Dodson, (2008); Jackson and McDonald (2007)). The appeal of platforms such as LibGuides is that these Web 2.0 features are built-in (Judd, (2009); Moses and Richard, (2008)).

Because users' needs vary from institution to institution, the form and content of subject guides also varies from library to library and from department to department. However, Hintz, et al. (2010) outlines some general characteristics: "Subject guides often contain links to online resources, information about print resources, research tips, citation style guides, as well as other information relevant to a particular research area". While this may be true, some subject guides are simpler, containing links to online resources only. Yang (2009) explains, "In the 1990s, a subject guide was commonly known to be defined as a group of Web links highlighting subject-based library resources". Ideally, current subject guides provide more than just links to online resources; they provide information on print resources as well.

Subject guides that list resources or those are mere bibliographies do not help students learn how to do research or how to evaluate information (Dahl, (2001); Galvin, (2005)). Galvin (2005) elaborates, "A well-constructed pathfinder includes some information about the type of source (e.g. reference book, government documents, periodical database) that is recommended and why it would be helpful". Dahl (2001) also recommends helping students use different types of resources by, "...listing appropriate Library of Congress (LOC) subject headings or general call number areas for browsing, for example". Ideally, subject guides should start helping students, "...to go beyond the resources listed and conduct their own research" (Dahl, 2001). A well-constructed subject guide, then, is one that models good research strategies and helps students get started with their particular research inquiries.

With the potential of well-constructed subject guides to aid students in the research process, how much do students use and value them? Surprisingly, given the time it takes to create subject guides, not a lot of research has been devoted to finding this out. Vileno's (2007) review of the literature finds that not a lot has been written on subject guides, in general, especially on users' perceptions: "One void in the literature that has been found is librarians' lack of knowledge of users' needs and preferences". Like Vileno and Staley's (2007) review of the literature also finds a lack of user-centered data. Even with Web log statistics, Staley reports that it is still, "...uncertain whether the total number of hits reflects students' or librarians' use". More research needs to be undertaken to determine who is using subject guides and how often they are using them.

Wikis are another favourable open-source option for creating subject guides because they are conducive to collaboration, require no knowledge of html, and are free. Of all the wiki options available, such as Wikispaces and PB Works, Mediawiki is recommended the most for creating subject guides (Yang (2009); Strutin (2008); Jackson and McDonald (2007)). For context, MediaWiki hosts Wikipedia.

Very popular today is the commercial service, Libguides. Libguides offers an attractive platform with the option of using many of the web 2.0 tools used today by youth: "One prominent feature of Libguides is its integration with Facebook and other social networking sites like Twitter and del.icio.us.com" (Yang, 2009). However, according to the research carried out by Hintz et al (2010), social networking features were not a priority for students using subject guides. Students were more interested in a simple, consistent, specific, authoritative format. But more than just a platform with social networking options, Libguides was designed specifically for subject guides. In comparison to MediaWiki, Libguides is easier to customize (Strutin 2008). However, both MediaWiki and Libguides have their limitations with regards to customization. As well, Libguides "hosts" subject guides on their server. While this may not be appealing to some libraries, "...for many smaller institutions that struggle with maintaining the various technologies (both hardware and software), this feature will be viewed as a valuable service (Smith, 2008). The major drawback of Libguides, however, is that it is not free: "Depending on the number of students, the annual fee is between $900 and $1200" (Yang, 2009). As attractive as Libguides is, cost is, obviously, a major consideration.

Tchangalova and Feigley (2008) discussed that, the wide application of digital technologies in the library environment has changed the format and content of subject guides.

Given the advent of new Internet tools and the explosive growth of electronic resources available on the Web, the reference librarians at the University of Maryland (UM) College Park were facing many issues when keeping up with new technologies and creating subject guides that meet library users' satisfaction. The goal of this paper was to explore the challenges librarians are facing and to identify new technologies to assist them in creating subject guides. The literature revealed a wide variety of librarians' attitudes and practices in creating subject guides at various university libraries nationwide. A survey was conducted with UM librarians and subject guide users to determine user expectations of the UM subject guides. This paper will provide subject librarians with useful tools for creating subject guides in the electronic environment.

Hutton and McMullin (2010) discussed in their paper, 'Web subject guides: virtual connections across the university community' that A year ago, West Chester University Libraries began using the LibGuides library content management system. In the first year since implementing LibGuides (http://subjectguides.wcupa.edu/) our subject librarians have developed numerous subject guides, replacing outmoded and outdated web pages with new guides that have a more appealing format. We have also found that web guides can be used for projects beyond the traditional library subject guide. One of the best features of the LibGuides software is that it allows our subject librarians to easily repackage information and resources in multiple ways that suit different audiences. In this paper we describe how we have used these guides to respond to the needs of our university community and how we hope to expand the potential uses of the web guides.

2.3.4 Structure of Subject Guides or Contents of Subject Guides or Components of Subject Guide:

Simplicity in subject guide design includes being clear, concise and conversational. The scope of a subject guide should be clearly outlined. Along with being clear, Dahl (2001) advises, "...the scope of each [subject guide] should be manageable". As previously noted, broad subject guides are not well used. Dahl (2001) reasons, "Such

consistency facilitates ease of use if more than one pathfinder is consulted and visually unifies the publications of the library". Since teacher-librarians are not always available to support students face-to-face, keeping subject guides simple and consistent will give students the best chance of using them on their own. Dahl (2001) counsels, "Consistency is easier to maintain in pathfinders that are simple and direct in structure, rather than excessively hierarchical or sprawling". Teacher-librarians are more likely to produce and update subject guides if the formatting is consistent.

Neilson, Jim (2004). This paper analyzes the content of electronic subject guides in Literary Studies on academic library web servers, identifying standard features and establishing an overview of their design and content. It then examines these guides against the practice of Literary Studies. The sample for this study consists of subject guides from the top 30 academic libraries in the U.S., as ranked by the Association of Research Libraries. Twenty-seven libraries offer such guides, organized by departmental boundaries and traditional categories. These guides vary greatly in scope. Their arrangement of materials follows traditional, non-electronic organizing schemes. Overall, academic libraries have not integrated recent changes in Literary Studies into electronic subject guides.

Strutin (2008) advocates that students will experience "ease of use" and that librarians will experience "ease of creation and maintenance" (Guides Platforms: New Choices). A simple format benefits all.

Little (2010) recommends, "Provide clear descriptions of each research guide's purpose and for each resource listed in the guide". With what part of the research is this resource helpful?

Clearly articulating the scope and content of the subject guide in a conversational tone should be within a simple format. Little (2010) provides the following guideline: "Keep text to a minimum: Break up text by using lists or boxes or add images to prompt users' memory as they develop a schema for research and their topic". Being clear, concise, and consistent are key characteristics of effective subject guides.

Strutin (2008) agrees that well-used guides have, "Design and feature consistency with the library's other research guides" (Guides Platforms: New Choices). In addition to ease of use,

Much of the research noted finds that broad subject guides are not used as much as course-specific subject guides. For this reason, Little (2010) advises, "Tie guides to the 16 course-level whenever possible rather than to the broad subject area". Strutin

(2008) agrees. At the elementary or high school level, subject guides may have to be even more specific, tying guides to specific units or assignments. Within these course-specific subject guides, Allan (2009) suggests that, "Highly specialized, small entries – such as YouTube tutorial or blog entry – will satisfy many users' questions". Sceencasts are another option for providing custom designed instruction to K-12 students.

Adding a human element to subject guides is an important consideration in subject guide design. Little (2010) suggests, "Add a human element by including librarian contact information, pictures, and/or live chat". Likewise, Strutin (2008) recommends adding, "Interactivity/ "human face" via embedded chat" (Guides Platforms: New Choices). Teacher-librarians will have to decide which option(s) suit their students and teaching assignments best. Further, Strutin (2008) encourages librarians to show and use subject guides in information library sessions (Guides Platforms: New Choices). Teacher-librarians need to support students using subject guides. This can be done in information library sessions, in the classroom, in the computer lab, or on a one-to-one basis as long as students have access to the subject guides. The point is that teacher-librarians have an important role to play before, during, an after subject guides are created.

Very popular today is the commercial service, Libguides. Libguides offers an attractive platform with the option of using many of the web 2.0 tools used today by youth: "One prominent feature of Libguides is its integration with Facebook and other social networking sites like Twitter and del.icio.us.com" (Yang, 2009. However, according to the research carried out by Hintz et al (2010), social networking features were not a priority for students using subject guides. Students were more interested in a simple, consistent, specific, authoritative format. But more than just a platform with social networking options, Libguides was designed specifically for subject guides. In comparison to MediaWiki, Libguides is easier to customize (Strutin 2008). However, both MediaWiki and Libguides have their limitations with regards to customization. As well, Libguides "hosts" subject guides on their server. While this may not be appealing to some libraries, "...for many smaller institutions that struggle with maintaining the various technologies (both hardware and software), this feature will be viewed as a valuable service (Smith, 2008). The major drawback of Libguides, however, is that it is not free: "Depending on the number of students, the annual fee is

between $900 and $1200" (Yang, 2009). As attractive as Libguides is, cost is, obviously, a major consideration.

2.3.5 Use of Subject Guide or Benefits of Subject Guides

While the literature shows that librarians find subject guides useful, the literature also shows that librarians find them time-consuming. Tchangalva & Feigley's (2008) case study explores librarians' attitudes and practices in creating subject guides at various university libraries in the United States. They conclude, "Subject guides are an extremely time consuming task for reference librarians" (Tchangalva & Feigley, Challenges for Guide Creators). Like other studies, they also find that, "Reference librarians use the guides most often especially when providing chat reference service" (Tchangalva & Feigley's, Assessment Tools for Research). Tchangalva and Feigley attribute this, in part, to, "Poor promotion and visibility of subject guides" (Advertising and Promotion). Even though some librarians find the time to create subject guides, they do not necessarily find the time to market them. The importance of promoting subject guides is discussed in the next section of this paper.

Students benefit from collaborative efforts between teacher-librarians and teachers. From the Idaho School Library Impact Study, Lance (2010) reports,

The evidence from the Idaho study is clear: when administrators value collaboration between teacher-librarians and classroom teachers and when teacher-librarians and their classroom colleagues report that it happens more frequently, students are more likely to master ICT standards [literacy, independent learning, and social responsibility] and more likely to earn advanced scores on state reading and language arts tests.

Offering to create subject guides for teachers can be effective in motivating teachers to collaborate with teacher-librarians: "They [classroom teachers] were happy to work with me when they found out that I would be creating hotlists and pathfinders for them and that I would help the students use these resources" (Buzzeo, 2004). Second, collaboration can make the research process easier and more effective for students. In Little et al.'s (2010) paper, they document their interdisciplinary collaborative effort to produce a comprehensive subject guide at the post-secondary level. The qualitative feedback received shows that, "...collaborative faculty efforts, working across disciplines, can reduce or ameliorate frustrations in teaching and learning research

methodology" (Little, 2010). Both students and faculty benefit from the collaborative efforts of teachers and librarians.

When teachers and librarians collaborate, subject guides become more effective for students: "It seems that in order for pathfinders to be useful information literacy tools, they must be created in conjunction with teachers, taking into account the various learning styles of individuals" (Vileno, 2007). The only caveat is that teachers need to respect the time it takes for a librarian to create a meaningful subject guide: "Collaboration from faculty in providing assignments to the librarians on a timely basis is, of course, a prerequisite to the creation of useful pathfinders" (Galvin, 2005). The quality of subject guides depends, partly, on the quality of collaborative efforts.

Given the advent of new Internet tools and the explosive growth of electronic resources available on the Web, the reference librarians at the University of Maryland (UM) College Park were facing many issues when keeping up with new technologies and creating subject guides that meet library users' satisfaction. The goal of this paper was to explore the challenges librarians are facing and to identify new technologies to assist them in creating subject guides. The literature revealed a wide variety of librarians' attitudes and practices in creating subject guides at various university libraries nationwide. A survey was conducted with UM librarians and subject guide users to determine user expectations of the UM subject guides. This paper will provide subject librarians with useful tools for creating subject guides in the electronic environment.

Rebecca S. Wilson (2012) said that, although subject guides tend to be as commonplace as books

in some libraries, there is an art to creating effective subject guides that models the research process and contributes to student achievement. I learned that subject guides should be short and simple. I learned that teacher-librarians still have an important role post-creation. I learned that subject guides not only help students, teacher-librarians find them helpful too. I learned that more of an effort needs to be made to solicit feedback from teachers and students. Most importantly, I learned that investing my time with teachers to create subject guides could, in fact, be a valuable contribution towards student achievement. I am encouraged to create more and share them with you.

Summary:

The literature collected from different sources analyzed and noticed that there is a need of subject guide or library guide in every subject to create awareness among the users for getting value added resources in the subject area. Researcher is working in the library where Sanskrit literature and its use is more and users are not fully aware of the resources available in the subject. Hence the researcher has thought about preparing subject guide for Sanskrit literature. The literature review helped in identifying the concept about the subject / library guides and its structure. Since the researcher is working in Sanskrit related libraries the topic considered is "Subject Guide for Sanskrit: Role, Importance, Need, Benefits and Structure".

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CHAPTER 3

SUBJECT GUIDE: BASICS

3.1 Introduction:

Subject Guides are lists of useful resources for finding information in particular subject area, compiled by friendly librarians and subject experts also. Subject Guides directs to the most appropriate resources in subject area or unit. Subject guides are like a mini website tailored to subject area of study. The subject guide is designed to help users to study the research topic using different resources. The guide is not a textbook and it must not be taken as a substitute for reading the texts, cases, statutes and journals referred to in it. The purpose of the guide is to take users through each topic in the syllabus for research study in a way which will help to understand subject. The guide is intended to 'wrap around' the recommended textbooks, reference books, qualitative literature sources and casebooks etc. It provides an outline of the major issues presented in subject. Each chapter presents the most important aspects of the topic / subject and provides guidance as to essential and further reading. Each chapter also provides with activities to test understanding of the topic and self-assessment exercises designed to assist progress. Feedback too many of these activities is available at the back of this guide (MacMillan and Stone, 2012).

Subject guides are created by librarians to help users in finding library resources on subject. These guides provide a starting point for research, and some guides contain extensive information about research in specific disciplines. Course guides created for specific classes and assignments - if someone looking for library resource suggestions for a specific class. Many university libraries, including the University of Maryland College Park, offer subject guides on their library Web site. Librarians are challenged to find a way to effectively and efficiently provide access to subject-specific resources for their users in an environment where new technologies, tools, and an overwhelming

amount of resources are available. Meantime, a survey was also conducted at the University of Maryland Libraries to determine user's expectations and challenges librarians are facing in creating subject guides. (Tchangalova and Feigley 2008).

3.2 What is Subject Guide?:

Subject guides were first mentioned in 1973 as "[A subject guide is a] kind of map to the resources of the library; it is an information locator for the library user whose search for recorded materials on a subject of interest is just beginning." (Stevens, 1973). The initial term used was pathfinder, and more than 30 years later, libraries across the United States used a wide variety of terms to describe subject guides: subject guides, research guides, research tools, pathfinders, electronic library guides or e-guides, Webliographies, Internet resource collections, resource lists, or subject portals are other terms used during the passage of time. A Webliography only includes Web resources, where as a subject guide can include online / digital resources (print and subscription) as well as print resources.

The main idea of a guide is to provide a starting point for the researcher to get the desired information from the different sources. Libraries define the guides as a starting point for beginning researchers and considered as:

1. "Starting points for searching for information on the Internet by subject." (University of South Carolina)
2. "Subject Guides offer assistance in identifying information sources to answer frequently-asked questions and serve as a starting point for researching popular subjects." (University of Rhode Island,)
3. "The guides provide access points to scholarly resources. The resources are not intended to be exhaustive but have undergone a selection and evaluation process by subject specialists, and are considered to be of value for study and research." (Temple University)

4. "Subject guides provide help for doing research in a specific discipline or on a specific topic. They also provide tips on finding and using information in specific formats, such as patents or dissertations." (University of Wisconsin)

5. "Subject Portals generally select the best research sources. For more focused research, and for free access to many resources the library purchases for our students, use our subject portals as a starting point." (Cleveland State University)

Subject guides are developed / prepared by librarian or libraries. Subject Guide is a list of articles, books, reference collection, tools, databases, e books, websites, i.e. recording of information sources for the user or users on a specific subject.

Different Terms Used for developing subject guides as -

1) Library Guide
2) Subject Guide
3) Bib Guide
4) Path finder
5) Web subject Guides
6) Library Instructions
7) Information Literary Instructions.
8) Subject resource guides
9) Library resource guides
10) Information resource guides
11) Subject portal
12) Reference portal
13) Library portal

But the term generally and commonly used for subject guide, resource guide, and library guide are common terms used. Traditionally whereas portals and research guide are of ICT era guides.

3.2.1 Definitions:

Subject guides are lists of resources created by librarians to assist students with their research needs. These lists of resources may include topics including but not limited to books, journals, databases, websites, as well as any other topics the librarian feels would assist students with their research needs.

The subject guides are defined by many scholars and used synonym terms to indicate subject guides.

"Subject guides are lists of resources created by librarians to assist students with their research needs. These lists of resources may include topics including but not limited to books, journals, databases, websites, as well as any other topics the librarian feels would assist students with their research." (www.libsuccess.org). Stevens, Canfield, and Gardner (1973) define a subject guide as a "kind of map to the resources of the library; it is an information locator for the library user whose search for recorded materials on a subject of interest is just beginning."

Subject guides were first mentioned in 1973 as "A subject guide is a] kind of map to the resources of the library; it is an information locator for the library user whose search for recorded materials on a subject of interest is just beginning." In (Charles 1973), however, the format (University of Maryland Libraries) was different from present day subject guides, as was the terminology. The initial term was pathfinder, and more than 30 years later, libraries across the United States use a wide variety of terms to describe what falls into the category of subject guides: subject guides, research guides, research tools, pathfinders, electronic library guides or e-guides, Webliographies, Internet resource collections, resource lists, or subject portals. For example, a Webliography only Subject Guides includes Web resources, where as a subject guide can include online resources (print and subscription) as well as print resources. How to describe what a subject guide is in a succinct understandable way is difficult (hence the plethora of terms).

The majority of academic libraries do not offer an explanation as to the purpose of their guides; however, some libraries do define the guides as a starting point for beginning researchers:

1. “Starting points for searching for information on the Internet by subject.” (University of South Carolina, 2008)

2. “Subject Guides offer assistance in identifying information sources to answer frequently-asked questions and serve as a starting point for researching popular subjects.” (University of Rhode Island, 2008)

3. “The guides […] provide access points to scholarly resources […]. The resources are not intended to be exhaustive but have undergone a selection and evaluation process by subject specialists, and are considered to be of value for study and research.” (Temple University, 2008)

4. “The Rohrbach Library Faculty developed research guides to help students get started with their research.” (Kutztown University, 2008)

5. “Subject guides provide help for doing research in a specific discipline or on a specific topic. They also provide tips on finding and using information in specific formats, such as patents or dissertations.” (University of Wisconsin—Madison, 2008)

6. “Subject Portals [title]

We've selected the best research sources for you!

Use your research time wisely. For more focused research, and for free access to many resources the library purchases for our students, use our subject portals as a starting point.” (Cleveland State University, 2008)

Thus from the different definitions it is concluded that subject guide term initiated form the term path finder and followed differently but the meaning is to provide a compilation of good reference sources in subjects useful to librarians and users too.

Lib-Guides:

LibGuides are a type of subject guides used by libraries across the world. A LibGuide is a content management and publishing system created by Spring Share. Libraries may use Lib-Guides to create subject guides, course guides, information portals, or research help pages etc to name a few. LibGuides use a WYSIWYG approach to

creating subject guides. Users can select templates, copy other LibGuides, or start with a blank page. In fact, users can use virtually any LibGuide available on the web as a template. Various pages can be linked together by creating tabs within the LibGuides. These tabs act much like browser tabs in Firefox or Internet Explorer, One can have single browser window, but various tabs for different web pages. Because of the web 2.0 nature of LibGuides, users may integrate multimedia content, such as embedding YouTube videos, Twitter feeds or chat widgets into their pages. LibGuides can also be used as a collaboration tool. LibGuides can be setup to allow "co-owners" of LibGuide pages, allowing multiple users to edit the content on the guide. An important aspect of LibGuides that may interest librarians is the statistical features of LibGuides. LibGuides provides a full set of statistics reports so you can see how your guides are being used, for example it is possible to identify how many times your system has been accessed, how much content you have in the system, how many guides, how popular the guides are, etc.

3.3 Subject Guides: Need and Importance:

The main purpose behind preparing subject guide is to assist users in getting their information from the resources using guides. Users can indentify databases, e-resources etc from the guide book of subject. To notice lesser known research material from the guide.

Using subject guide, which presents a basic introduction to the main topics in the study of human resource management. As with any guidebook, this subject guide is designed to find way around the subject matter. It seeks to outline, explain and clarify the central concerns of the study as well as provide information about studying for education and research. On the other hand, because it is a guide, it cannot go into detail and there are bound to be omissions and over simplifications. Wider reading is, therefore, essential. (J. Coyle-Shapiro 2013).

The subject guides are important for the researchers and library users including librarians to get aware of different resources available in libraries as well as in subjects. The important features of subject guides are:

- Subject Guides are lists of useful resources for finding information in subject area, compiled by friendly librarians and also subject experts at many times.
- Subject Guides directs to the most appropriate resources in subject area or unit.
- Researcher can also find the right database using Subject Guides.
- These guides have a list of databases and key resources for each subject available, along with contact information for more in-depth assistance with a librarian.
- Subject guides are envisioned as tools to help users navigate a broad or specific subject area.
- Help for getting started with research.
- These guides' points to a variety of resources available in our Library and those available online, including databases, e-journals, e-books and websites.

3.3.1 Use of Subject Guide:

- Use the Subject Guides to find information resources for course or assignment - books, databases, articles, statistics and websites. Contact details for subject's Liaison Librarian are in each Guide.
- In Subject Guide one may find everything needed to study research successfully.
- Subject guides are compiled by librarians to help to find the most useful resources for subject. Guides are grouped by faculty.

3.4 Contents/ Components or Structure of Subject Guide:

The process of creating the guide initiate with committee carried out by two viz. Information Consultants and another works as Content Developers. The committee decides the structure and developers worked as resource selection, description of

resource and creation of guide and in case of web based guide HTML (HyperText Markup Language) preparation of document. One developer concentrate on locating and evaluating subject related resources while other look into quality checked edited contents and mark up or list / organized in a proper way in case of web based subjects.

Create / developing subject guides are an extremely time consuming task for reference librarians. Due to the many diverse requirements placed upon academic librarians, they cannot afford to invest a great deal of time in creating and maintaining guides. In addition, librarians have to explore existing formats of subject guides, experiment with new releases of products, and possibly develop new ideas for reaching out to library users.

Subject guides encompass a broad range of terms and content possibilities and allows guide creators freedom for choosing what their guides may include. This freedom, however, coupled with a lack of guidelines, may leave subject specialists confused about what to include in research guides. Deciding what to include is difficult without having a clear goal or without knowing the information-seeking behavior of the immediate audience or users.

The subject guides cover often reference materials, journals, databases, and internet resources etc. Other possibilities for inclusion in it are career information, evaluative resources, professional associations, and citation style information. Many guides emphasize only electronic resources while others include all print and electronic resources. Advancing technologies requires libraries to explore innovative ways of providing outreach to users. That has only electronic resources with one-click access to these resources.

Four principles were found for creating Web mounted, subject guides: accessibility, consistency, selectivity, and transparency. The research also found that subject guides are important library finding tools as evidenced by the time and effort devoted to their creation, and their placement on valuable library homepage screen space.

Generally accepted principles or rules for pathfinder creation were thought to be: transparency, consistency, selectivity, and accessibility. Transparency meant that the pathfinder should communicate meaning effortlessly to the reader and should not

include library jargon (Jackson 1984; Coniglio and Peterson 1987). Consistency was important for achieving a recognizable presentation, organization and terminology between pathfinders. Selectivity involved choosing resources based on quality. Finally, accessibility of pathfinders within the online domain was a necessary requirement for Web-mounted pathfinders, as pathfinders must first be located before they can be used.

Four main Principles of Subject Guide:

A traditional theoretical model for the creation and evaluation of subject research guide can be identified through study of the literature. This model, expressed in the design criteria of consistency, selectivity, transparency and accessibility, sprang from an impulse to serve the inexperienced user by emulating or facilitating the user's search process.

1. Transparency and Ease of Comprehension: Transparency meant the pathfinder should communicate meaning effortlessly to the reader.

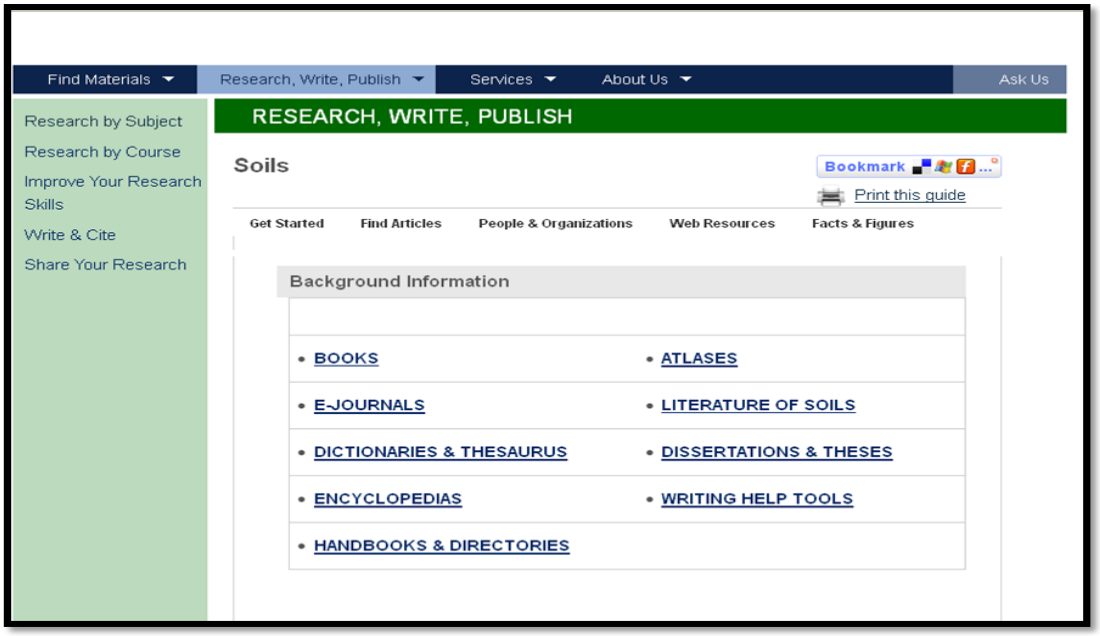
2. Consistency: Consistency was important for achieving a recognizable presentation, organization and terminology between pathfinders.

3. Selectivity: Selectivity involved choosing resources based on quality.

4. Accessibility: The accessibility of the guides was examined by recording a variation to the pathfinders. Guides increased the accessibility of pathfinders, making them available 24/7 using links to online subject guides.

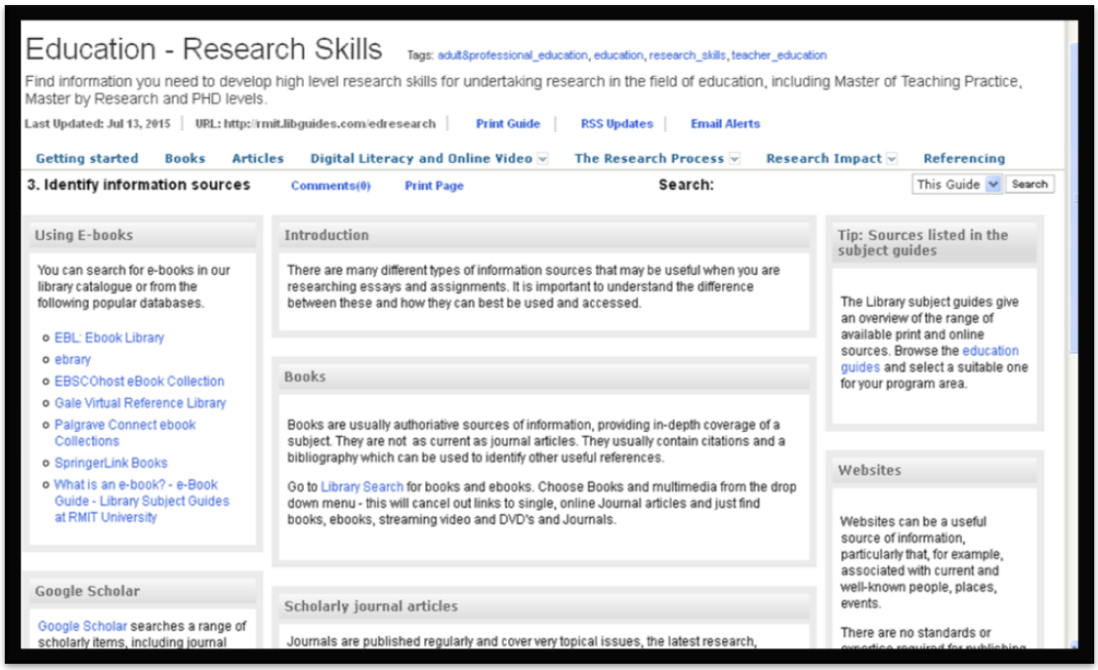
Few Case studies of Subject Guides of different educational institutes are analyzed by the researcher to understand the contents of the subject guide.

Case 1 – The University of Arizona



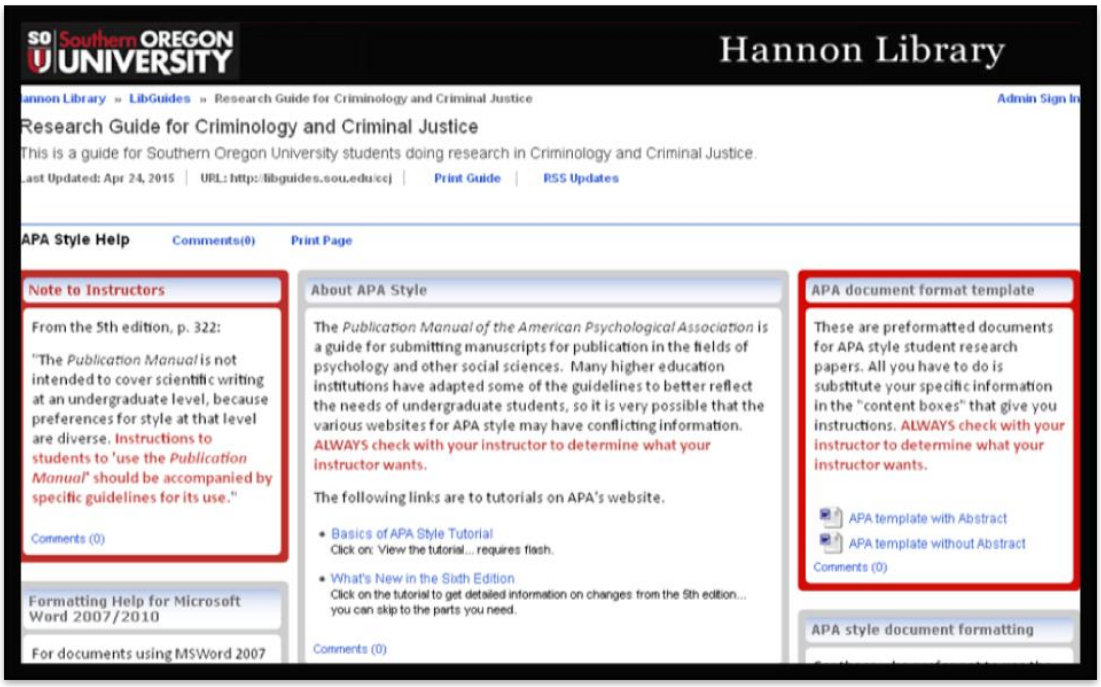
(Source: http://lro.library.arizona.edu/subject-guide/346-Soils)

Case 2 – The University of Arizona



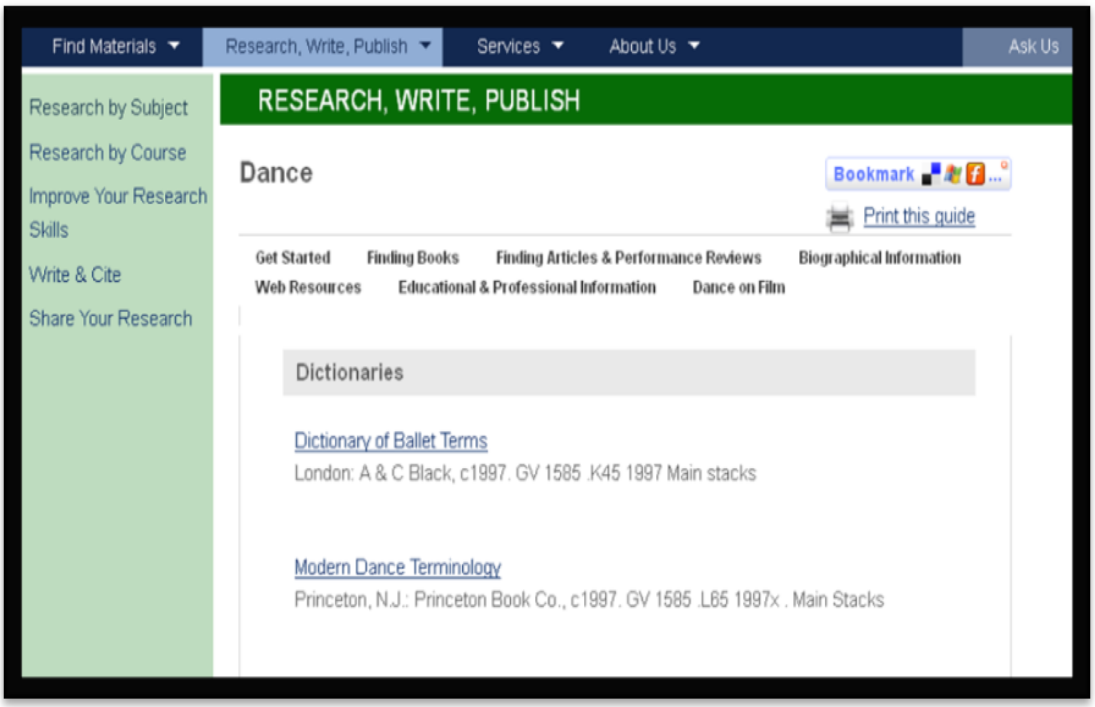
(Source: http://lro.library.arizona.edu/subject-guide/292-Education)

Case 3 – Southern Oregon (SO) University



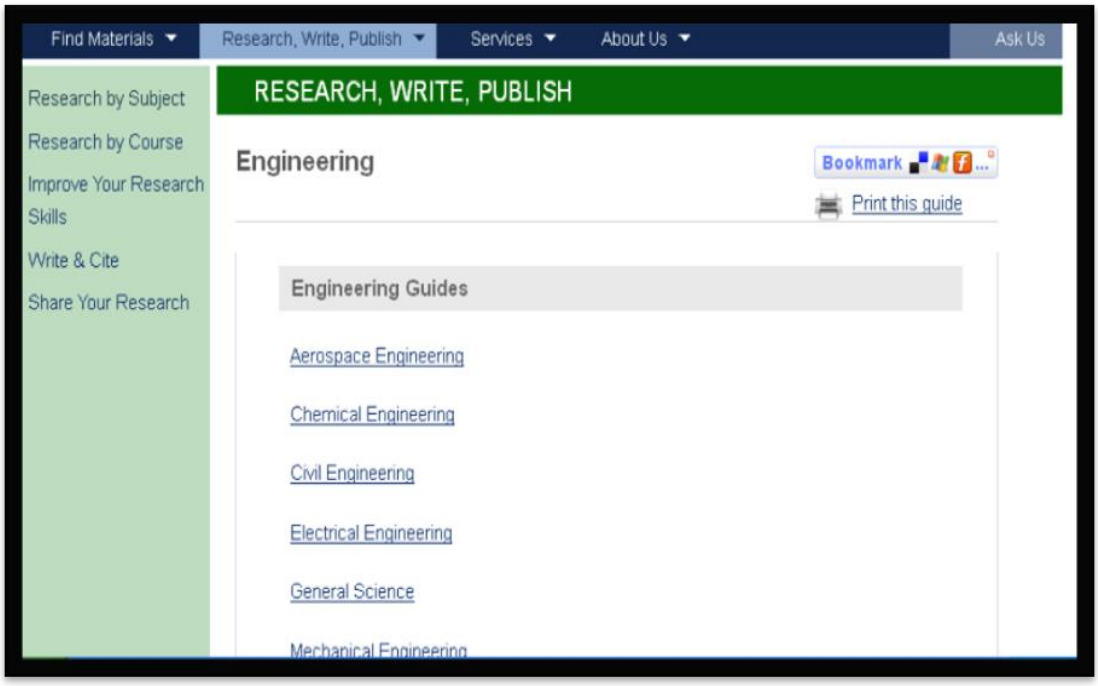
(Source: http://libguides.sou.edu/ccj)

Case 4 – The University of Arizona



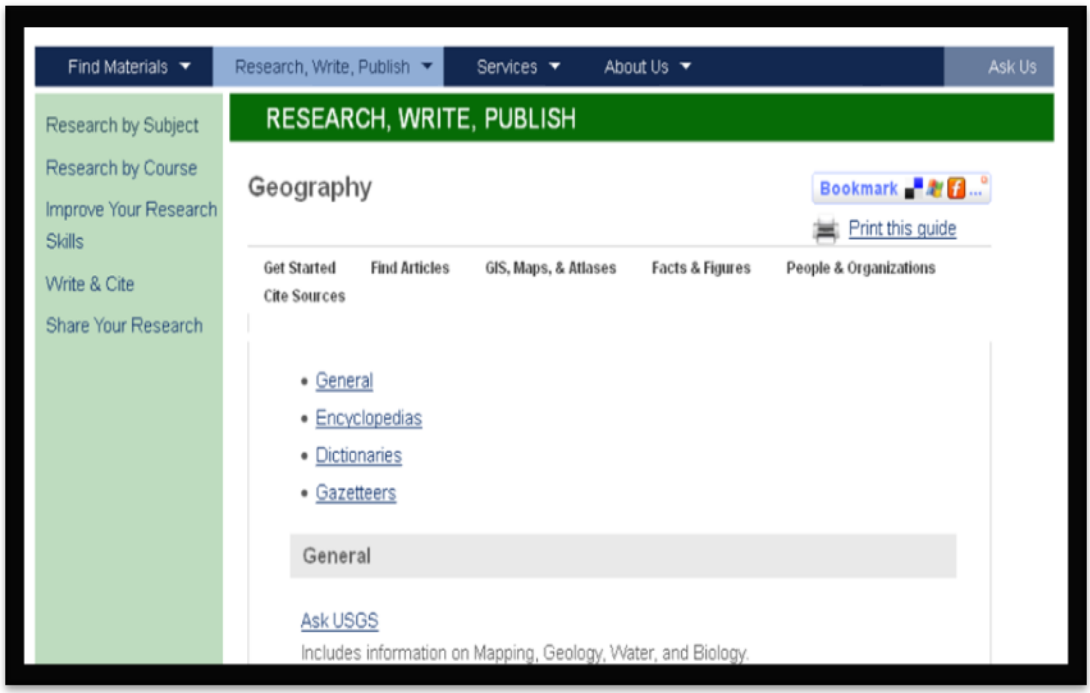
(Source: http://lro.library.arizona.edu/subject-guide/336-Dance)

Case 5 – The University of Arizona



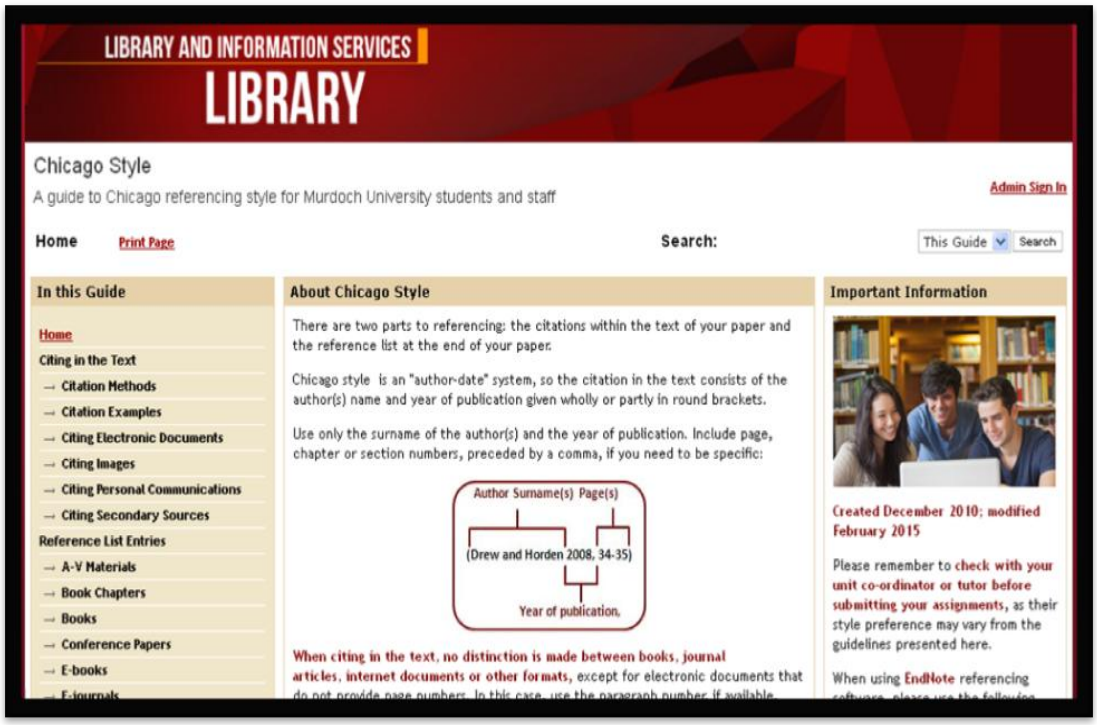
(Source: http://lro.library.arizona.edu/subject-guide/359-Engineering)

Case 6 – The University of Arizona



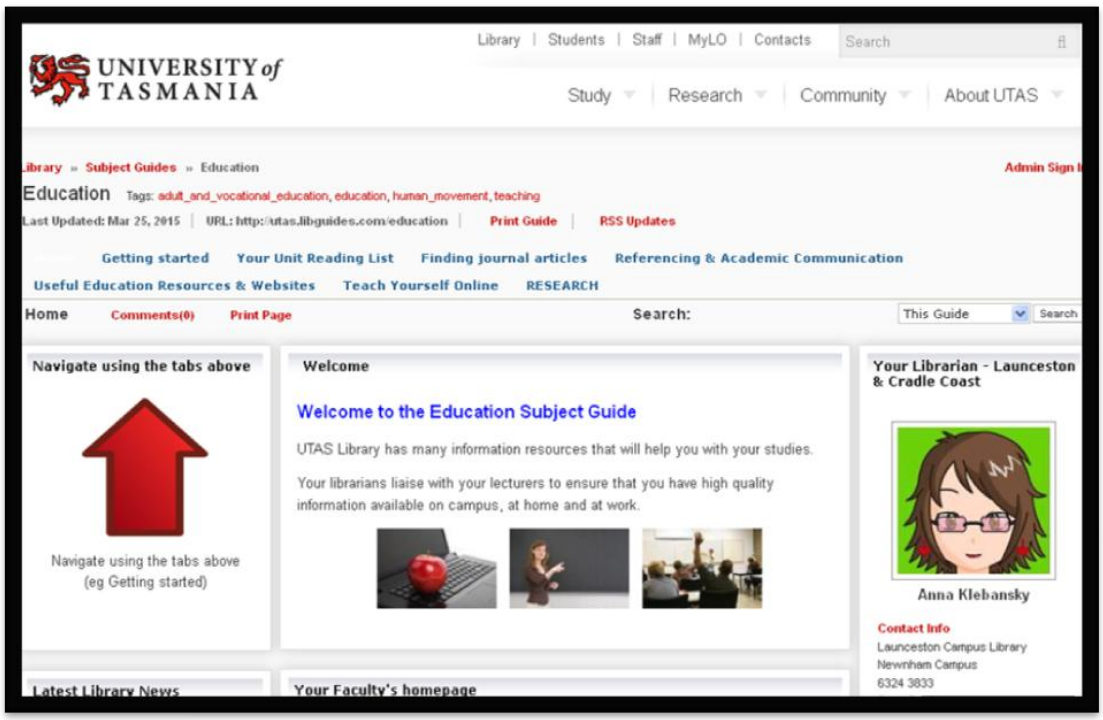
(Source: http://lro.library.arizona.edu/subject-guide/324-Geography)

Case 7 – Murdoch University



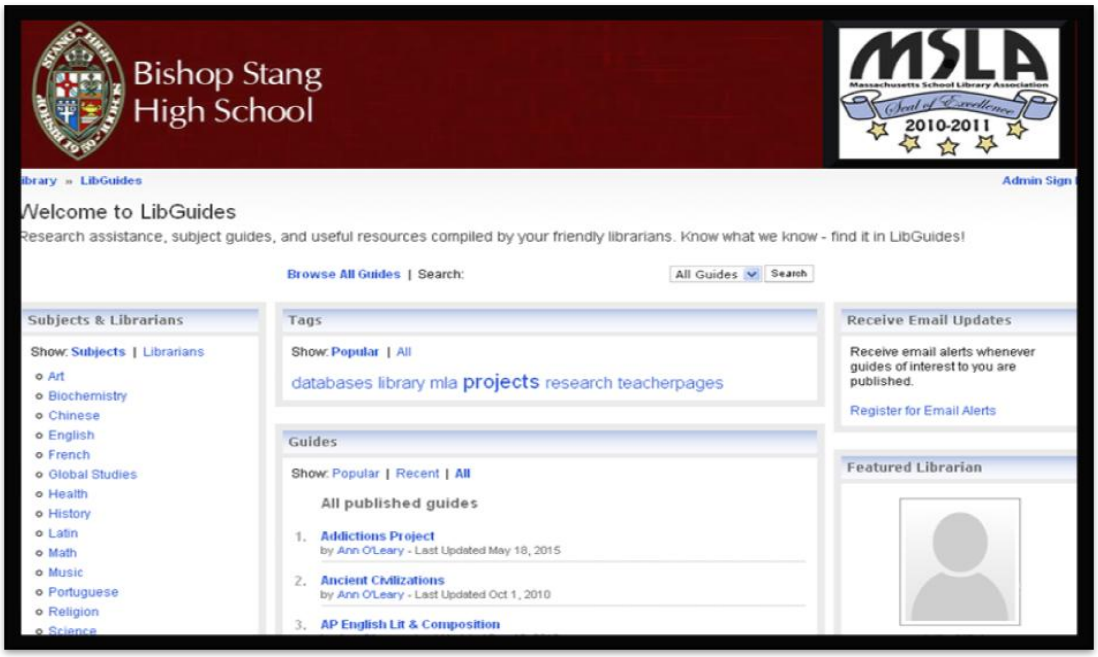
(Source: http://libguides.murdoch.edu.au/Chicago)

Case 8 – University of Tasmania



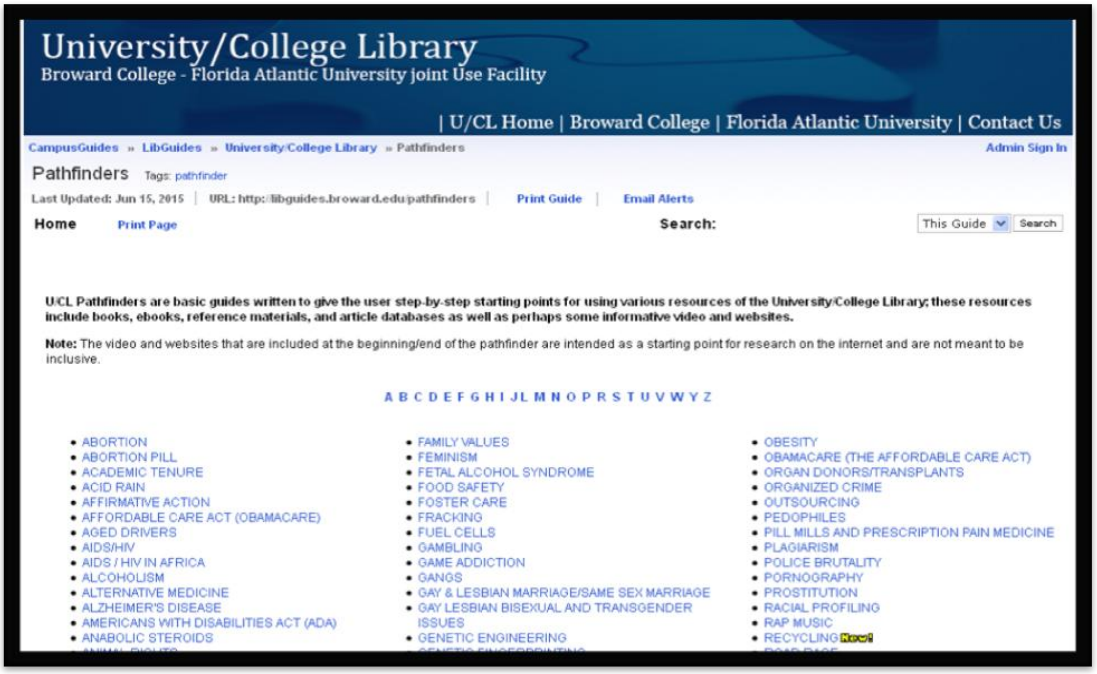
(Source: http://utas.libguides.com/education)

Case 9 – Bishop Stang High School



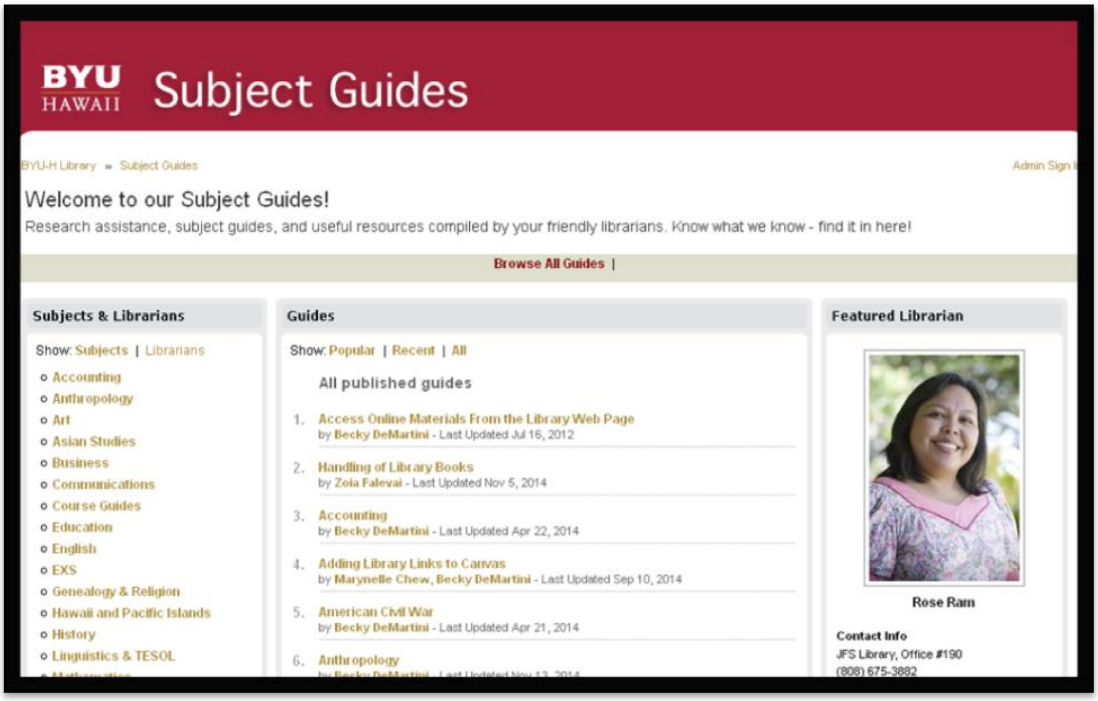
(Source: http://bishopstang.libguides.com/)

Case 10 – University/ College Library (Broward College - Florida Atlantic University Joint Use Facility)



(Source: http://libguides.broward.edu/)

Case 11 – BYU-Hawaii Subject Guides



(Source: http://byuh.v1.libguides.com/index.php)

3.4.1 Key Elements of a Subject Guide:

General Considerations:

Initially there is a need to assess the user needs and requirements which can be considered while developing Library Guides or Subject guides In addition to this consider the subject area and some disciplines related to it. Thus understand specific subject and related subjects in general and to identify different resources both in print and digital and record them with full bibliographic information to locate in future. In addition to make it more qualitative getting helps from the subject experts and annotates the collection for better use. The subject guides must be comprehensive in nature.

Different elements or components can be added in to subject guide are briefed sunders:

Catalog-

The library's catalog point out description of library holdings and while creating an online subject guide, librarians include a link to library's online catalog. The catalogs are helpful links to users. Subject Headings that includes key words and subject terms that helps in producing successful use of catalog searches. For some users call numbers are to be included that may have the most information about the topic.

Reference/Sources-

Many reference sources are available in print and electronic resources available online and offline. Especially in reference books where the entire work is often not devoted to one single topic, it is useful to include access points and an annotation explaining what users can expect in his subject.

Indexes/Databases-

For any type of subject guide, include links to the indexes or databases (secondary resources). It is useful to include a brief statement / annotations explaining the use of database and contents.

Journals/Magazines-

List of key journals or magazines that library owns may be useful sources of information on the topic / subject.

3.4.6 Government Documents:

Government documents are also useful sources of information and much of them are available online now days. It is definitely worth exploring what is out on topic of interest.

3.4.7 Archives and Special Collections of Sources:

Archives and special collections are rich resources for researches are using primary sources in many different subject areas. If library has an archives or special collections department, provide contents in subject guide or links to their web site and to any relevant resources they may have. Check with the special collections/archives staff about additional resources in other archives in local area. Many special

collections departments have digitized portions of their collections and made them available online and useful otter resources.

If archives/special collections resources are included in subject guide, it's a good idea to briefly explain the difference between primary and secondary sources. A link can be provided to a few general interest archival resources which are: American Memory, from the Library of Congress. Repositories of Primary Sources - A list of links to hundreds of special collections libraries and archives all over the world are available, compiled by Terry Abraham of the University of Idaho. [http://www.uiweb.uidaho.edu/special-collections/Other.Repositories.html Repositories of Primary Sources] etc can be linked to subject guides may be manual or web based.

3.4.8 Citing Sources:

It is essential that while using sources for a project or paper, one has to properly cite sources used both in-text and at the end as list of references. Two very suitable sites that offer assistance with citations are Purdue OWL (from Purdue University), and Diana Hacker's Research and Documentation Online, both gives examples of most of the widely used citation styles (eg. MLA, APA). Most databases have a citing feature that can generate them automatically, but it is still a good idea to check the citations with the two listed above or the respective MLA or APA guides. Such helpful sites can be embedded in subject guides.

3.5 Tips for Developing Good Subject Guides:

Library professionals realized that patrons are not familiar with the resources and services offered or available in libraries. Subject guides can be very useful tools for helping patrons successfully navigate through library's resources. It is important to note that a subject guide is not a list of every reference book or Internet link related to a topic. Instead, a truly useful subject guide is a list of carefully selected, evaluated resources that helps users to begin finding the information users are looking for. The purpose of the subject guide is to clearly identify resources in subject and list and identify key authorities in the field (i.e. professional organizations, non-profit groups,

government agencies, national organizations, etc.) to evaluate and annotate reference sources.

3.6 Layout of Subject Guides:

Templates

From the frames highlighted previously it is understood that following contents are necessary in common subject guide. A template of subject guide can have details like:

- About Subject
- Resources : In print (books, journals, thesis, reports etc)
- Resources : In Digital or e-form/ databases / links to different tools
- Resources : Internet resources
- Resources : Consortium resources
- Resources : Reference collection
- Search engines in subject
- Research support
- Research institutes at different places
- OPAC
- Library instructions / library services
- Staff and researcher in the area
- Research in progress

In addition to these following contents are also more useful.

A review of subject guides developed by various academic libraries indicated that usually there is a uniform layout or template for an institution's subject guides. At the University of Maryland, librarians are required to follow a template to create consistency among different subject guides. This helps the users to recognize these guides all belong to the same library or institution. The degree of uniformity varies among institutions. Sometimes, the template is so strict that only the text can be changed. The University of Vermont Library subject guides follow a strict template, where certain headings are always included, even if the subject guide does not include

any resources that fall under every heading. This type of template may make it difficult for users to differentiate one guide from another. Guides that do not use templates allow unbridled creativity in the presentation of content. Yale University Libraries present their subject guides in a variety of ways. Although some follow a library template, many of the guides are unique (i.e. Mountaineering Guide). Using templates is often easier for the creators, as they do not have to worry about the presentation of information—they merely insert the contents in it. In ICT era subject guides, the emphasis is on the contents, and images may be considered.

3.6.1 New Technologies used for Subject Guides:

When incorporating new and different technologies into subject guides, the possibilities are endless. Innovative thinking can lead to utilizing these technologies in the most efficient and helpful way, to make things easier for both the end user and the ever-busy guide-creator.

Wikis-

Wikis offer group-editing, a feature that allows librarians to add or remove content in a dynamic environment. At first glance, wikis seem to be an ideal format for subject guides. They present a place where experts can collaborate, combine knowledge, and challenge one another regardless of their geographic location. Consider Biz Wiki, Ohio State University's successful wiki subject guide for business information. Despite the obvious benefits of a wiki subject guide, there are challenges as well. Wiki entries may lack uniformity, as they are completed by a variety of individuals. In order for a subject guide to be a reputable source of information, the individuals involved in the creation and editing of the content should be experts in the field, librarian subject specialists, or other knowledgeable individuals. Wikis require maintenance and supervision. Consider Wikipedia with its daily crawls for inappropriate changes and "admins" that scour for incorrect or biased information, as well as enforce restrictions on users involved in vandalism. On a much smaller scale, a wiki subject guide requires a certain level of maintenance and security in order to ensure accuracy. Although wikis seem to offer a respite for the busy librarian by the collaboration of multiple authors, the challenge to maintain a scholarly wiki may prove to be even more time-consuming than traditional subject guides.

Databases-

With all the complications of subject guides, the possibility of establishing a way for users to develop their own custom-made subject guide is extremely appealing. This can be accomplished through the use of databases. By compiling each individual resource into a database, librarians present a way for the user to manipulate and design the content of their own guide. There is not simply a list of resources by subject, but rather all the individual resources that the library has access to each entered into the database. In order to find what they need, users to select parameters (electronic resources only, anthropology coverage, etc.) and then the database resent only the resources that meet the user-determined specifications. Each user has to create a custom-made subject guide based on parameters selected. To provide access to their subject guides, the Virginia Military Institute's Preston Library uses a database.

Using the Source-Finder, users can select a subject, what kinds of sources they want (newspaper articles, book reviews, Websites, etc.), as well as limit to electronic or print resources only. Once the user clicks the search button, they are taken to their own personalized guide. York University Libraries implemented a content management system for their subject guides. University of Rochester Libraries created a subject guide database using an open source ColdFusion system. Since all users are different, all user needs are different, and having a database system for subject guides caters to these differences. This also allows for easy maintenance on the creators' side once the initial database is constructed. Changes only need to be made in specific resources. If anything needs to be changed on the resource entry for Access Science, for example (change in coverage dates, description, etc.), there is only one place to make these changes. Changing this resource entry may affect all of the guides that include Access Science. Databases, however, are not the answer in all situations. After much time and effort, Open University Libraries abandoned their attempt to develop a content management system for subject guides. Implementing a database is an expensive and time-consuming task.

Server Side Includes (SSI)-

A less expensive way to obtain database-like features is through the use of Server Side Includes (SSI). Include statements allow the creator to have an HTML document for a portion of a Web page. The benefit is that if this portion is used multiple times, editing will only need to be done in one place in order to update all occurrences. The table of contents or menu on a multi-page subject guide is an example of a portion of a site that appears in the same way numerous times; once on each page of the guide. By using SSI, you can insert an HTML or text file into a specified location on your Web page. The table of contents of the University of Maryland's Patent and Trademark guide uses SSI. Each heading and its corresponding subheadings in the table of contents is a separate HTML file. Whenever changes need to be made, they only need to be made in that HTML file, and they will affect each page that has the table of contents. SSI are similar in concept to Cascading Style Sheets (CSS), but SSI include more than just style guidelines—they can also include content, and you can apply your CSS to your documents that have SSI.

Similar to having a database, it is possible to use SSI to have individual HTML or text files for each resource. Your main Web page, where you would normally have a list of resources all properly coded in HTML or another markup language, would then be just a list of include statements. For example, the link, title, and annotation for Access Science would be its own individual HTML document. Any changes could be made to this document only, and all subject guides including Access Science would be affected. Include statements require a server to initiate, so it is not possible to view the pages as you work on them, unless you can upload them to the server without it being live. SSI is less expensive than creating a database, and offers some similar features. For more information on implementing SSI, as well as step-by-step directions, see "Creating Easy to Update Subject Guides without Using a Database," by Tchangalova, N. & Feigley, A. (2008).

Social Bookmarking Site-

Social bookmarking can help librarians, not only in providing the library patrons with better and faster access to information, but also with more reliable and well-organized information. Article shows the uses of social bookmarking in library science, what is

bookmarking and tagging, advantages of these technological tools. And explain the social bookmarking and tagging with practical experience of my knowledge. Uses of social bookmarking from library media to other all type of users such as publics, students, teachers, research scholars, etc. (Kannikaparameshwari and Chandrashekara, 2012). Facebook, Twitter, Google Plus, Digg, Yahoo Bookmarks are few Social bookmarking sites.

Liaising with Academic Department-

One definition of the word "liaison" is the close intercommunication established between two parts to ensure mutual understanding. For a university librarian, liaising denotes cooperation, collaboration, and partnership between the subject librarian and the faculty member in order to enhance teaching, learning, and research activities. The term "library liaison" is used interchangeably with the term "subject librarian." The library liaison, thus, is the person assigned to a specific academic department as the primary contact person for the provision of services to the faculty of that department. The term "library representative" is used to denote the person in an academic department who is the link for that department to the library for all matters concerning library services. The main goals of the liaison program are to develop and foster direct and effective communication between the library and the academic department on all library services, and to provide good public relations inside and outside the library. (Qobose, 2000).

3.7 Background: The Creation of the Guides Group:

In order to meet librarians' needs and provide professional support for subject specialists to embrace technological innovations with ease, a Guides Group is in place at the University of Maryland. Members of the group represent various subject teams in the libraries. The main role of the Guides Group members is to act as liaisons between the group and their subject team or division within the UM Libraries. Subject librarians can voice their concerns to the Guides Group members and make suggestions for creating and maintaining subject guides with far less effort while keeping up with technological developments. Guides Group members develop

procedures and standards for the creation of the subject guides. When a new librarian comes on board, they introduce him/her to the established regulations in creating and maintaining guides. If a necessity arises, Guides Group members provide trainings and workshops to all subject specialists who need to acquire new or refresh their current computer skills. Once a guide is created, the subject librarian submits a Guide Notification form to the appropriate guide group member for review to ensure that procedures have been followed. Finally, Guides Group members help subject librarians update their guides to reflect significant changes to the UM libraries' Web pages over time.

The content of Subject Guide generally covers following:

1. Library collections & instructions
2. Subject & Subject related information resources
3. Course work related information
4. Events, people, departments, courses and facilities
5. Jobs and opportunities
6. Scholarship information
7. Trends in subjects

3.8 Role of Subject Librarian in Subject Guide Creation:

The 'subject librarian' (or 'subject specialist') system is common in UK academic libraries and elsewhere. Nevertheless, it has always had its detractors. Richard Heseltine, for example, is a well known sceptic of the system and was quoted in 1996 as predicting its disappearance:

> "In the future, I think that the delivery of end-user services will be much more systematized…it will involve the convergence of learning support services. For users, the distinctions between Library, Computer Centre, Audio-Visual Centre, and so forth, are becoming less meaningful as the technology converges and as they start to use a more diverse range of learning

> resources…What I think will emerge is an organizational structure…which is based on functionally-based collaborating teams. I think the generic model of subject librarianship will disappear. So we shall have service convergence round broad functional responsibilities." (Martin, 1996)

3.8.1 The Traditional Role:

The precise role of the subject librarian has always differed from institution to institution, as Martin (1996) explains. Their place within the library organization and the extent to which subject staff have been expected to carry out non-subject duties in particular has varied. Nevertheless, a number of general responsibilities are normally associated with the role:

- Liaison with users: the subject librarian is often formally associated with particular schools or departments.
- Enquiry work: often including timetabled stints on enquiry desks.
- Selection of material and management of materials budgets: traditionally the subject librarian selects books taking into account recommendations from users.
- Cataloguing and classification: the latter in particular is commonly done by subject staff.
- Managing collections: including looking after a 'subject area' or 'subject floor', binding administration, conspectus activity, relegation of material etc.
- User education: particularly library induction.
- Production of guides and publicity: including subject guides.
- Wider responsibilities: this may include major functional and managerial responsibilities but always at the very least will include membership of library-wide working groups and project committees.

These responsibilities often require some subject expertise plus, sometimes, technical and language skills.

The responsibilities of subject librarians normally reflect the subject and faculty structure of the university. The subject librarian can act as a single point of contact between the library and the academic schools. As a result, the library can develop a more detailed awareness of user needs than might otherwise be the case and can tailor its services more closely to those needs. For example, it can often better ensure that its collections are balanced and in line with the interests of users. It might be argued that these advantages apply as much in the electronic library as it does in the traditional library. (Guttsman, 1973)

The subject librarian system is, of course, not without its problems, although these are not dealt with in any detail here. They have been discussed by Hay (1990), Martin (1996), and Law (1999), amongst others. However, this paper attempts to illustrate that the system, because of its user focus, is a flexible one, which is able to respond effectively to changing technologies, systems and expectations.

3.8.2 The Changing Role:

The role of the subject librarian is changing. Some of the most significant changes include the following:

1. The old job plus additional ICT applications
2. More emphasis on liaison with users
3. Advocacy of the collections
4. New roles
5. Enquiries – the new way
6. Working with technical staff
7. Selection of e-resources
8. More information skills training
9. Organizing the information landscape
10. Involvement in educational technology and learning environments
11. Team working
12. Project working

The broader range of librarians skills than ever expected of subject librarians before. There are considerable challenges here in both ensuring that new professionals develop these skills and that the skills gap amongst many established professionals is addressed. All of these new roles for the subject librarian imply new or newly adapted skills. In addition to the 'traditional' professional skills (cataloguing, classification etc.), the subject librarian is increasingly being expected to develop:

- Subject expertise
- People skills
- Communication skills
- Technical / IT skills
- Presentation and teaching skills
- Financial management skills
- Analytical and evaluative skills
- Team-working and team-building skills
- Project management skills
- Flexibility
- Ability to learn quickly
- Vision

The main role of the librarian in information explosion era is to give instructions to users for getting resources required for their study. In addition to this orientation is also required so as to use the resources properly. The role of the subject librarian is to add different resources in print as well as in digital form including internet resources with URL. The librarian has to support the following aspects along with subject guide:

- Teach Information Literary Classes
- Learn from and with Students
- Answer Queries (Person, Phone, Email, Online Chat)
- Guide for non subject specialists
- Print and Electronic resources
- Discover free resources from internet
- Reliable resources

3.9 Challenges for Subject Guide Creator:

Often, as library professionals we don't realize how overwhelming the library can be for patrons who are not familiar with the resources and services we offer. Well thought out subject guides can be very useful tools for helping patrons successfully navigate through your library's resources.

First, it is important to point out that a subject guide is not a laundry list of every reference book or Internet link related to a topic. Instead, a truly useful subject guide is lists of carefully selected resources that will help users begin finding the information they are looking for.

Since there is a good chance that the patrons are not as familiar with the resources you include in the subject guide as you are, it is beneficial to include starting points and explain how the resource is formatted (i.e. dictionary, collection of articles, divided by geographic area, etc.).

The topic and purpose of the subject guide should be clearly identified. In the opening paragraph (or web page) explain any specialized terms that users will need to know when researching a topic, and identify key authorities in the field (i.e. professional organizations, non-profit groups, government agencies, national organizations, etc.).

Subject guides are lists of resources created by librarians to assist students with their research needs. These lists of resources may include topics including but not limited to books, journals, databases, websites, as well as any other topics the librarian feels would assist students with their research.

3.10 Future Subject Guides:

Databases in which users can select what they want from a guide seem to be the answer to the subject guide dilemma, but the time and money involved to initially construct such a database puts them out of reach for many institutions. Discovering what is best for the layout of the guide varies by subject, user group, and the content included. A wiki guide might work splendidly for an active online group of users studying a dynamic subject, but it might not work well for other subjects and users.

Understanding both the potential user group and the subject area thoroughly is the key to creating successful subject guides.

To further understand the problems surrounding subject guides, further research is needed in the following areas:

1. Users and Subject Guides: In general, why are users using or not using subject guides? Are there patterns between types of users and the use of specific formats and technologies for subject guides? Which terminology do users prefer when referring to subject guides?

2. Librarians and Subject Guides: How are libraries promoting and advertising their subject guides? How do librarians manage to incorporate new technologies into their subject guides? If they are not doing this yet, what needs to happen in order to motivate librarians to try new formats and tools and use them in their subject guides?

Summary:

This study presented some new alternatives that may inspire reference librarians to adopt different formats for maintaining and creating guides. Although an attempt was made to address the issues surrounding subject guide creation and maintenance and also to present several tools and technologies available for aiding in their creation, there is by no means an obvious clear-cut solution. Many factors must be considered, including the needs and abilities of the user group and the guide creator's available time and comfort with the tools and resources. Guides are most helpful if they are both:

- Easy to create/update/maintain for librarians

- Dynamic, searchable, vivid, simple for students

Subject guides have changed and developed since their initial appearance over three decades ago. They have the potential to change and improve even more as librarians continue to explore the possibilities presented by new technologies, specifically with application to subject guides. It is crucial that this exploration continue, despite the challenges librarians face.

Major goal in developing subject guide for Sanskrit was to increase awareness of information resources in subject and subject related areas. This supports to purpose of access to existing campus / subject area and related value added information materials as well as resources on global internet. The guide has to revised periodically to cover the latest resources including print and digital. The contents of the subject guides are elaborated and might be useful to all.

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CHAPTER 4

IMPORTANCE OF SANSKRIT

4.1 Introduction:

- "Samskrit was at one time the only language of the world. It is more perfect and copious than Greek and Latin." (.Prof. Bopp).

- "The language of Samskrit is of a wonderful structure, more perfect than Greek, more copious than Latin and more exquisitely refined than either. Human life would not be sufficient to make oneself acquainted with any considerable part of Hindu literature." .....Sir William Jones

Sanskrit is the primary liturgical language of Hinduism, a philosophical language in Buddhism, Hinduism and Jainism, and a literary language that was in use as a lingua franca in the Indian cultural zone. It is a standardised dialect of the Old Indo-Aryan language, originating as Vedic Sanskrit and tracing its linguistic ancestry back to Proto-Indo-Iranian and Proto-Indo-European. (Burrow, T., 2001).

As per the Indian tradition Sanskrit Language has no beginning and no ending. It is eternal. Self-born God has created it. It is divine. It is everlasting. It was first used in Vedas and thereafter it has been the means of expression in other fields.

Sanskrit was one of the most important keys to the Indo-European language. Sanskrit is classified as a Satem ('100') language, as opposed to the Centum ('100') languages, like Latin. It is part of the Indo-Aryan sub-branch of the Indo-Iranian branch of the Indo - European language family. Sanskrit, Latin, and ancient Greek form a trio of classical literary languages. Sanskrit is the ancient language of India and the Indian subcontinent. Its literature, the Vedas, was written in Vedic Sanskrit, as in the Rig

Veda, from about 1500 B.C. chronologically next came Classical Sanskrit (c. 4th century B.C.). Sanskrit was a complete success and became the language of all cultured people in India and in countries under Indian influence. All scientific, philosophical, historical works were henceforth written in Sanskrit, and important texts existing in other languages were translated and adapted into Sanskrit. For this reason, very few ancient literary, religious, or philosophical documents exist in India in other languages. The sheer volume of Sanskrit literature is immense, and it remains largely unexplored. India is an ancient country having very rich history and culture. It is also very difficult to indicate when the Sanskrit literature started. Sanskrit Literature is classified into two groups - one is Vedic Sanskrit and second is Classical Sanskrit.

Sanskrit is a historical Indo-Aryan language, the primary liturgical language of Hinduism and a literary and scholarly language in Buddhism and Jainism. Developing from Vedic Sanskrit, today it is listed as one of the 22 scheduled languages of India and is an official language of the state of Uttarakhand. Sanskrit holds a prominent position in Indo-European studies. The corpus of Sanskrit literature encompasses a rich tradition of poetry and drama as well as scientific, technical, philosophical texts etc. Sanskrit continues to be widely used as a ceremonial language in Hindu religious rituals and Buddhist practice in the forms of hymns and mantras. Spoken Sanskrit has been revised in some villages with traditional institutions, and there are attempts at further popularization. The language is grouped in to Vedic Sanskrit and Classical Sanskrit. (http://en.wikipedia.org/wiki/Sanskrit)

Thus, Sanskrit is the classical language of Hinduism and world, and also is the oldest and the most systematic language in the world. This language has gigantic literary treasure related to all branches of science and all works of life. The vastness and the versatility, and power of expression can be appreciated by the fact that this language has 65 words to describe various forms of earth, 67 words for water, and over 250 words to describe rainfall. The Sanskrit grammarians wished to construct a perfect language, which would belong to no one and thus belong to all, which would not develop but remain an ideal instrument of communication and culture for all people and for all the time. Varakhedi et.al. (2007) rightly indicated in his publication “An effort to develop tagged lexical resources for Sanskrit” that Sanskrit is the first language to have a very precise grammar formalizing authored by Panini, two

thousand years ago. No other language has such a great tradition of grammar, formalism, which is sound, perfect and very formal in nature.

4.2 History of Sanskrit Literature:

Sanskrit literature is as vast as the human life. There are four aims of human life which are called Purusharthas. They are Dharma, Artha, Kama and Moksha. Dharma stands for the duties and responsibilities of man. Artha communicates the monetary necessities, Karma stands for the human desires of all types and Moksha is freedom from birth and re-birth and worldly involvement. Any and every literature surrounds these four aims of human life. Sanskrit literature first of all presents Vedas which are the basis for Dharma. Vedas are the root of Dharma. There are four Vedas Rigveda, Yajurveda, Samveda, and Atharvaveda. Brahman granthas explain the Vedic literature and give the detailed process to perform the Yajnas. Aranyakas and Upanishads discuss the internal meaning of the Vedas and the path of renunciation – Moksha Purushartha. Pratishakhyas explain the grammatical issues of the Vedas. Six Vedangas i.e. Shiksha, Vyakarana, Kalpa, Chhandas, Nirukta, and Jyotish help to understand the Vedas. As per the Indian tradition the Veda is not written by any author but in fact it is the respiration of God. Veda has been seen by the seers, the Rishis. Later it was diversified into four Samhitas by the great seer Vyasa. Some Scholars hold that the Vedas were written by different seers and they estimated the time of these writings from 6500 BC to 1500 BC. The rest of the Vedicliterature might have been completed before 600 BC.

Valmiki was first to write the worldly poetry; Loka – Kavya. He wrote the Ramayana the great-epic which had the great impact on the later literature. Even today the latest poetry is written on the line of Valmiki. The Ramayana was written in 500BC. The second epic Mahabharata was written by Krishanadwaipayana Vyasa which is known as encyclopaedia of knowledge. Later the Poets like Kalidasa, Ashvaghosa contributed considerably during the Gupta period. Bharavi, Bhatti, Kumardasa and Magha – all wrote Mahakaavyas. Harishena and Vatsabhatti were also prominent writers. Some other divisions of the classical literature and some names of the classical writers are: Kalhan and Bilhan in the field of historical Kavyas : Bhartrihari, Amaruka, Bilhana, Jayadeva, Somadeva etc. are famous as lyric poets. The Brihatkatha, Romantic and Didactic Fables, erotic poetry, champu kavyas, works on

poetics and anthologies, gnomic and didactic poetry etc. Form an unparalled part of Sanskrit literature.

The contribution of Maharshi Valmiki (AdiKavi), Veda Vyasa, Kalidasa, Harshawardhan, Panini, Patanjali, Adi Shankaracharya, Kalhana, Jaidev, etc is valuable in developing sanskrit language and literature and this forms the basis for the further development of language and lexicans. The vedas, dramas, granthas, puranas, aranyakas, upnishidas, sutras, niruktas (comentaries), Ramayana, Mahabharta, Bhagawat Geeta, also played vital role in developing Sanskrit literature and language.

4.3 Growth of Sanskrit Language:

Sanskrit language belongs to the Indic group of the Indo-Iranian subfamily of the Indo- European family of languages. Sanskrit was the classical standard language of ancient India, and some of the oldest surviving Indo-European documents are written in Sanskrit; however, Hittite is probably the earliest recorded Indo-European tongue with at least one text dated c.17th cent. B. C. The oldest known stage of Sanskrit is Vedic or Vedic Sanskrit, so-called because it was the language of the Veda, the most ancient extant scriptures of Hinduism. The Veda probably date back to about 1500 B.C. or earlier, many centuries before writing was introduced into India. Vedic Sanskrit was current c.1500 B.C. to c.200 B.C. However, Sanskrit in its classical form, a development of Vedic, was spoken c.400 B.C. as a standard court language. It became the literary vehicle of Hindu culture and as such was employed until C.A.D. 1100. Even today Sanskrit survives in liturgical usage. Although it is a dead language, it is recognized in the Indian constitution of 1950 because of its association with the religion and literature of India.

Study of grammar by Indian scholars began early. The oldest existing Sanskrit grammatical work was written by the Indian grammarian Panini (c.4th cent. B.C.), who perceptively analyzed and commented on the Sanskrit Language,. Grammatically, Sanskrit has eight cases for the noun (nominative, accusative, genitive, dative, ablative, instrumental, vocative, and locative), three genders (masculine, feminine, and neuter), three numbers for verbs, nouns, pronouns, and adjectives (singular, dual, and plural), and three voices for the verb (active, middle,

and passive). The language is very highly inflected. The ancient Indian scripts known as the Brahmi and Kharosthi alphabets have been employed to record Sanskrit. Both Brahmi and Kharosthi are thought to be of Semitic origin. The Devanagari characters, which are descended from Brahmi, also were, used for writing Sanskrit. The comparison of Sanskrit with the languages of Europe, especially by Sir William Jones, opened the way to the scientific study of language in Europe in the 18th cent. (http://encyclopedia2.thefreedictionary.com/Sanskrit..... Sanskrit Language)

Sanskrit is an ancient and classical language of India in which ever first book of the world Rigveda was compiled. The Vedas are dated by different scholars from 6500 B.C. to 1500 B.C. Sanskrit language must have evolved to its expressive capability prior to that. It is presumed that the language used in Vedas was prevalent in the form of different dialects. It was to some extent different from the present Sanskrit. It is termed as Vedic Sanskrit. Each Veda had its book of grammar known as Pratishakhya. The Pratishakhyas explained the forms of the words and other grammatical points. Later, so many schools of grammar developed. During this period a vast literature -Vedas, Brahmana-Granthas, Aranyakas, Upanishads and Vedangas had come to existence which could be termed as Vedic Literature being written in Vedic Sanskrit.

Panini (500 B.C.) was a great landmark in the development of Sanskrit language. He, concising about ten grammar schools prevalent during his time, wrote the master book of grammar named Ashtadhyayi which served as beacon for the later period. Literary Sanskrit and spoken Sanskrit both followed Panini's system of language. Today the correctness of Sanskrit language is tested upon the touchstone of Panini's Ashtadhyayee.

Sanskrit is said to belong to Indo – Aryan or Indo Germanic family of languages which includes Greek, Latin and other alike languages. William Jones, who was already familiar with Greek and Latin, when came in contact with Sanskrit, remarked that Sanskrit is more perfect than Greek, more copious than Latin and more refined than either. He said – "Sanskrit is a wonderful language". It is noteworthy that though ancient and classical, Sanskrit is still used as medium of expression by scholars throughout India and somewhere in other parts of the world e.g. America, and Germany. Sanskrit is included in the list of modern Indian Languages in the eighth schedule of the constitution of India. As per the Indian tradition Sanskrit Language

has no beginning and no ending. It is eternal. Self-born God has created it. It is divine. It is everlasting. It was first used in Vedas and thereafter it has been the means of expression in other fields.

Sanskrit has been the source of later languages and literature in India. Pali and Prakrit were first to develop from Sanskrit. Pali was taken as means for exposition of Buddhistic ideas and Prakrit was used for the spread of Jain doctrines. Most of the Buddhistic literature is written in Pali and that of Jain cult in Prakrit. A vast amount of Buddhistic and Jain literature was also written in Sanskrit simultaneously. Prakrit language had different shades in different parts of India. So they were named as Paishachi, Shourseni, Magadhi, Ardha – magadhi and Maharashtri. These Prakrits were used for writing ornate poetry like Gaha Saptashati and Karpur Manjari and also in Sanskrit drama as dialogues of ladies and illiterate characters. From each type of Prakrit various Apabhramsha languages developed bearing the same name as Paishachi Apabhramsha, Shaurseni Apabhramsha and so on. Modern Indian Languages are developed from these Apabhramsha languages.

Hindi, the official language of India, is developed from Shauraseni Apabhransha. It is said that all the modern Indian languages used in north part of India are evolved from Sanskrit and the other Modern Indian Languages of South India- Tamil, Malayalam, Kannada and Telugu are evolved from the Dravidian family of languages. The South Indian MILs are well enriched and nourished by Sanskrit language. Rashtriya Sanskrit Santhan (http://www.sanskrit.nic.in/evol.htm)

4.4 Importance of Sanskrit:

The importance to the Sanskrit language is global and without refereeing to a standard vocabulary guide it is difficult to digest the meaning of traditional complex words used in the scripts. Sanskrit language is the mother of major languages and was considered as "Dev Bhasha, Devavani" or the language of the Gods by ancient Indians. The word Sanskrit, relates to "refined" or "purified," which is the antonym of “Prakrut or Prakrit”, meaning "natural". It is made up of the primordial sounds, and is developed systematically to include the natural progressions of sounds as created in the human mouth. Jawaharlal Nehru (www.hinduwisdom.info/Sanskrit.htm) in

"Tribute to Hinduism" had said that "Sanskrit is a language amazingly rich, efflorescent, full of luxuriant growth of all kinds, and yet precise and strictly keeping within the framework of grammar which Panini laid down two thousand years ago. It has spread out in knowledge development, added to its richness, became fuller and more ornate, but always it stuck to its original roots". The ancient Indians attached a great deal of importance to sound, and hence their writing, poetry or prose, had a rhythmic and musical quality. Modern languages of India are children of Sanskrit and to it owe most of their vocabulary and their forms of expressions are being used in different languages. (http://www.hinduwisdom.info/Sanskrit.htm).

Thus, Sanskrit is the classical language of Hinduism and world, and also is the oldest and the most systematic language in the world. This language has gigantic literary treasure related to all branches of science and all works of life. The vastness and the versatility, and power of expression can be appreciated by the fact that this language has 65 words to describe various forms of earth, 67 words for water, and over 250 words to describe rainfall. The Sanskrit grammarians wished to construct a perfect language, which would belong to no one and thus belong to all, which would not develop but remain an ideal instrument of communication and culture for all people and for all the time. Varakhedi et al (2007) rightly indicated in his publication "An effort to develop tagged lexical resources for Sanskrit" that Sanskrit is the first language to have a very precise grammar formalizing authored by Panini, two thousand years ago. No other language has such a great tradition of grammar, formalism, which is sound, perfect and very formal in nature.

The Sanskrit scholars have deeply studied Sanskrit language and have developed various reference and information sources using Sanskrit literature to make the proper use of language and connote the meaning of the words to the followers. The original sources are available in the form of manuscripts and then in printed forms. Different information sources available in Sanskrit language like dictionaries, encyclopaedia, bibliographies etc. are scattered and are also not well organized. There is a need to conduct a study and find out various reference tools especially dictionaries stating different terms and relates to types developed using Sanskrit language and literature for better usage in different areas. Sanskrit is still one of India's official languages, although its use is limited only in the vernacular. Early Sanskrit was written using Brahmi or Kharosthi scripts. It is now usually written with the Devanāgarī alphabets

and script.

Librarians working in the institutes or organizations, where more Sanskrit literature is available are busy in preserving the Sanskrit literature and also building new information resources for different usage like dictionaries, reference collections, bibliographies, compilations, encyclopaedia, encyclopaedic dictionaries, multilingual dictionaries etc. To maintain and use the resources there is a need to develop reference sources and make them available to users. The difficulty in using the resources is that there is no proper record of the collection of the resources at one place. As knowledge disseminators (libraries) have responsibility to develop and preserve the information products from the original literature with the help of Sanskrit scholars and library professionals for developing terms and finding appropriate meaning and its proper indexing and systematic presentation in useable form respectively.

In India Sanskrit and Indological Research Institutes are established at various parts. The function of these institutes is to develop information resources from the available collection or to record the resources properly. University departments, research institutes, Indological institutes, are the backbones in the development of Sanskrit information products based on literature. In Maharashtra State alone there are more than ten organizations managing and maintaining Sanskrit literature and these are:

- Anandashram Sanstha, Pune
- Ananthacharya Indological Research Institute Mumbai, Pune
- Asiatic Society of Mumbai, Mumbai
- Bhandarkar Oriental Research Institute (BORI), Pune
- Bharat Itihas Samshodhan Mandal, Pune
- Deccan College Post Graduate and Research Institute Pune
- Institute for studies in Vedic Sciences Akkalkot , Solapur
- Institue for the study of religion, Pune
- Kavi Kulguru Kalidas Sanskrit Viswa vidhyalaya Ramtek, Nagpur
- Pune University (Center for Advanced Studies in Sanskrit), Pune

- Tilak Maharashtra Vidyapeeth, Pune
- Vaidika Samshodhan Mandal, Pune

Apart from these prominent institutes there are few institutes also maintaining the Sanskrit literature and brings out Sanskrit publications viz.; Vedshastrotejak Sabha, Pune. Few institutes like Kaivalyadham SMYM Smriti, Lonanwal; Kaivaly Yog Institute Pune, KJ Sommayya Center for studies in Jainism Mumbai, Yoga Institute, Lonanwala, National Institute of Naturopathy Pune are having Sanskrit literature but not having enough dictionaries with them and also available in the major Sanskrit institutes.

4.5 Classification of Sanskrit Language:

Sanskrit Literature is classified into two groups:

1. Vedic Sanskrit
2. Classical Sanskrit

4.5.1 Vedic Sanskrit (Oral Sanskrit):

Vedas are considered as the most ancient works of not only India but the world. According to Ganga Ram Garg (1992) "The Vedas are the oldest works in Sanskrit, perhaps the oldest books available in any library of the world. The Vedas are "apaurusheya", which means that they were revealed to certain sages by Brahma himself and are not the creations of man. The Vedas are four in number: Ṛgvēda, yajurveda, Sāmaveda and Atharvavēda, revealed respectively to the sages Agni, vāyu, Āditya, and Aṅgiras. The Vedas are collections or compilations of hymns, Prayers, benedictions, sacrificial formulae, litanies, etc. The total number of Mantras in all the four Vedas or Vedic saṁhitās is taken to be 20,389, though this number varies slightly according to diverging recensions of the Vedas. Of the four Vedas or the saṁhitās, the Ṛgvēda is the oldest and is the most important. Of the 21 recensions of the Ṛgvēda that were known at one time, only one namely, the śākala recension, consisting of 1,017 hymns (sūktas) of 10,552 Mantras, has come down to us apparently complete. The second Veda is yajurveda, which is a ritual Veda, and consists of 1975 Mantras. Of the 101 schools of the Adhvaryu-Veda or yajurveda mentioned in the

Mahābhāshya of patañjali, the saṁhitās of only four (kāṭhaka, kapishṭhala, Maitrāyaṇī and Taittirīya) of the Kṛishna (Black or Unarranged) and one (Vājasaneyi) of the śukla (white, or well arranged yajurveda are known. The third Veda, sāmaveda is the song book of the priests and

comprises 1875 Mantras, most of them taken from the Ṛgvēda. Of the traditional 1,000 recensions of this Veda, only three have come down to us, the best known of the three being that of the kauthumas. The fourth and the last Veda, which is practically unknown in southern India, is Atharvaveda. Of the nine recensions supposed to have existed, only two - the paipplada (or Kashmirian) and the śauna-kīya have come down to us, and it is the letter that is usually meant when the Atharvaveda is mentioned. The Atharvaveda consists of 20 books, containing in all 731 hymns comprising 5,987 Mantras. This Veda consists principally of prayers, formulae and charms for protection against evil spirits, diseases, snakes and other noxious creatures. The pre-Classical form of Sanskrit is known as Vedic Sanskrit, with the language of the Rigveda being the oldest and most archaic stage preserved, its oldest core dating back to as early as 1500 BCE. This qualifies Rigvedic Sanskrit as one of the oldest attestations of any Indo-Iranian language, and one of the earliest attested members of the Indo-European language family, the family which includes English and most European languages. The corpus of Sanskrit literature encompasses a rich tradition of poetry and drama as well as scientific, technical, philosophical and Hindu religious texts. Sanskrit continues to be widely used as a ceremonial language in Hindu religious rituals in the forms of hymns and mantras. Spoken Sanskrit is still in use in a few traditional institutions in India and there are many attempts at revival. The language referred to as saṃskṛta "the cultured language" has by definition always been a "sacred" and "sophisticated" language, used for religious and learned discourse in ancient India, and contrasted with the languages spoken by the people. (http://en.wikipedia.org/wiki/Sanskrit).

Sanskrit, as defined by Pāṇini, had evolved out of the earlier "Vedic" form. The beginning of Vedic Sanskrit can be traced as early as 1500-1200 BCE. Scholars often distinguish Vedic Sanskrit and Classical or "Pāṇinian" Sanskrit as separate 'dialects'. Though they are quite similar, they differ in a number of essential points of phonology, vocabulary, grammar and syntax. Vedic Sanskrit is the language of the Vedas, a large collection of hymns, incantations (Samhitas), theological and religio-

philosophical discussions in the Brahmanas and Upanishads. Modern linguists consider the metrical hymns of the Rig-Veda Samhita to be the earliest, composed by many authors over several centuries of oral tradition. The end of the Vedic period is marked by the composition of the Upanishads, which form the concluding part of the Vedic corpus in the traditional view; however the early Sutras are Vedic, too, both in language and content. Around the mid 1st millennium BCE, Vedic Sanskrit began the transition from a first language to a second language of religion and learning (http://en.wikipedia.org/wiki/Sanskrit).

4.5.2 Classical Sanskrit (Written Sanskrit):

Classical Sanskrit literature comprises of works of different poets. These works are called epics. Ganga Ram Garg says on classical Sanskrit literataure as follows: "What is known as classical Sanskrit literature, originated around 4th century B.C. The most outstanding figure in classical Sanskrit literature is kālidāsa. In the pre-Kalidasa period, prose, poetry and drama were cultivated, but early works of these classes appear to have been lost. of the pre-kālidasa works, we have the Dramās of Ashwaghosha and Bhāsa and two poetical works: Buddha-Charita (On the life of the Buddha, which was translated into Chinese in A.D. 420) and Saundarānanda of the former, who is placed by tradition as early as the time of Kanishka, whose reign began in A.D. 78." As quoted from Ganga Ram Garg, Clasical Sanskrit literature can be classified into 3 parts: (1) Pre-kālidasa (2) Kalidāsa (3) Post Kālidasa

4.6 Institute's of Sanskrit:

A list of Sanskrit universities in India is given below in chronological order:

Table 4.1 Sanskrit Universities, Institutes and Schools in India

Year of Establishment	University Name	State
1791	Sampurnanand Sanskrit University	Varanasi
1876	Sadvidya Pathashala	Mysore

1961	Kameshwar Singh Darbhanga Sanskrit University	Darbhanga
1962	Rashtriya Sanskrit Vidyapeetha	Tirupati
1962	Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha	New Delhi
1970	Rashtriya Sanskrit Sansthan	New Delhi
1981	Shri Jagannath Sanskrit Vishvavidyalaya	Puri
1986	Nepal Sanskrit University	Nepal
1993	Sree Sankaracharya University of Sanskrit	Kalady
1997	Kavikulaguru Kalidas Sanskrit University	Ramtek
2001	Jagadguru Ramanandacharya Rajasthan Sanskrit University	Jaipur
2005	Shree Somnath Sanskrit University	Somnath-Veraval
2008	Maharshi Panini Sanskrit Evam Vedic Vishwavidyalaya	Ujjain
2011	Karnataka Samskrit University	Bangalore

(Source: https://en.wikipedia.org/wiki/Sanskrit)

Many universities throughout the world train and employ Sanskrit scholars, either within a separate Sanskrit department or as part of a broader focus area, such as South Asian studies or Linguistics. For example, Delhi University has about 400 Sanskrit students, about half of which are in post-graduate programmes.

List of Sanskrit Universities, Institutes and Schools in Maharashtra

1. Bhandarkar Oriental Research Institute, Pune
2. Deccan College Post-graduate and Research Institute, Pune
3. Tilak Maharastra Vidyapeeth, Pune

4. Centre of Advanced Study in Sanskrit, University of Poona
5. Vaidik Samsodhan Mandal, Pune
6. Nagpur University, Nagpur
7. Department of Sanskrit, University of Bombay, Mumbai
8. Gama Oriental Research Institute, Mumbai
9. Poona Vidyapeeth, Pune

Table 4.2 Sanskrit Universities, Institutes in Pune

Year of Establishment	University Name	Web Address
1917	Bhandarkar Oriental Research Institute (BORI), Near Law College, Law College Rd, Fergusson College Campus, Erandwane, Pune - 411 004	www.bori.ac.in/
1821	Deccan College Post-graduate and Research Institute, Deccan College Road, Yerawada, Pune - 411 061	http://www.deccancollegepune.ac.in/
1921	Tilak Maharastra Vidyapeeth (TMV), Vidyapeeth Bhavan, Gultekadi, Pune 411 037	http://www.tmv.edu.in/
1964	Centre of Advanced Study in Sanskrit (CASS), University of Pune, Pune - 411 007	http://www.unipune.ac.in/dept/fine_arts/centre_for_advanced_study_in_sanskrit/

Summary:

This chapter explains the importance of the Sanskrit such as History of the Sanskrit literature, growth of Sanskrit language, etc. Sanskrit is classified into two groups one is Vedic Sanskrit and another is Classical Sanskrit. This chapter includes a list of Sanskrit universities in India. The importance to the subject is more as Sanskrit is the basic language and mother of all languages. More primitive sources are available in

this subject and need subject guide for providing maximum traditional literature to users and make them aware of resources. Following chapter highlights the resources available in Sanskrit.

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CHAPTER 5

RESOURCES IN SUBJECT: PRINT AND DIGITAL

5.1 Introduction:

Reference sources such as dictionaries, encyclopaedias, almanacs, atlases, etc. are research tools that can help you with your paper or project. Reference sources provide answers to specific questions, such as brief facts, statistics, and technical instructions; provide background information; or direct you to additional information sources. In most libraries, reference sources do not circulate and are located in a separate reference collection. This practice makes reference sources readily available and easily accessible.

Reference sources are designed to be consulted rather than read through. Their design is generally dependent on the type of information and treatment provided. Reference materials can be arranged alphabetically, topically, or chronologically. Many will contain cross listed information and more than one index. If it is not obvious how a reference source is organized, take a moment to look through the explanatory or how-to-use information, which is usually presented at the beginning of the book, or in HELP screens for online products.

Librarians have to act as information consultants and recommend users different resources available in subject area, after interpretation, evaluation, and/or use information resources to help others to meet particular information needs. Reference work includes reference transactions and other activities that involve the creation, management, and assessment of information or research resources, tools, and services. (http://www.ala.org/rusa/resources/guidelines/definitionsreference).

Reference sources are great resources to use to get started on topic. Reference sources generally provide several concepts like:

- Background information about a topic.
- Brief, factual overviews of topics.
- Information about important dates, events, and people
- Associated with a topic.
- Terminology and definitions of terms related to a topic.
- Articles written by authors with expertise in the subject matter.
- Bibliographies of sources for further reading.

However for such support there is a need to develop subject guide or library guide.

5.1.1 Types of Reference Sources:

Different types of reference sources are used to get different types of information and called as primary, secondary and tertiary. Listed below are few common types of reference sources and the kind of information contained in each:

- Almanac - Compilations of facts and statistics, usually one volume.
- Atlas - Maps and geographical information.
- Biographical sources - Biographical information about individuals.
- Dictionary - Definitions of terms, either general or in relation to a specific subject or discipline.
- Encyclopaedia - Comprehensive summaries of factual information, providing more detail than a dictionary.
- Handbook - Concise explanatory information on a topic.

(http://www.library.illinois.edu/ugl/howdoi/use_reference_sources.pdf)

Table 5.1 Different Types of Reference Sources

Sr. No.	Reference Sources	Usefulness
1	Almanacs	Brief statistical information and facts, both current and retrospective
2	Bibliographies	Lists of citations to resources on a particular topic
3	Biographical dictionaries	Background information about a person
4	Dictionaries (general, specialized, language)	Definitions of words in a particular field; for word meanings; for etymology (origin)
5	Directories	Names, addresses, phone numbers, locations of people, organizations, companies, etc
6	Encyclopedias (general or subject-specific)	Background information on a topic; usually written by a subject specialist
7	Handbooks/Manuals	Facts, formulas, technical information; quick reference about a broad subject area
8	Quotation dictionaries	Who said what, where; some focus on a particular topic
9	Yearbooks	A summary of the current status of a year's work in a particular field

(Source: http://www.lib.odu.edu/genedinfolit/2defining/types_of_reference_sources.html)

5.2 Traditional Resources (Print):

5.2.1 Bibliographies:

Bibliographies lead to other information sources. They are lists of books and other materials that provide author, title, and publication information. Annotated bibliographies also include a brief description or summary of the item. Bibliographies are available on almost every topic and may focus on specific persons, groups, subjects, or time periods. Many bibliographies are selective and do not attempt to include all publications. Bibliographies are sometimes referred to as "Guides to the Literature ..."

Table 5.2 Few Bibliographies in Sanskrit Literature

Sr. No.	Title	Author	Publication	Year	Place
1	Vedic Bibliography (Vol.2)	Dandekar, R.N	University of Pune	1961	Pune
2	Vedic Bibliography (Vol.3: Gos class B-10))	Dandekar, R.N	B.O. R. I.: Pune	1973	Pune
3	Vedic Bibliography (Vol.4)	Dandekar, R.N	University of Pune	1985	Pune
4	Vedic Bibliography (Vol.1)	Dandekar, R.N	B.O. R. I.: Pune	1986	Pune
5	Vedic Bibliography (Vol.5)	Dandekar, R.N	University of Pune	1993	Pune
6	Vedic Bibliography (Vol.6)	Dandekar, R.N	University of Pune	2004	Pune

5.2.2 Dictionaries:

Dictionaries may be abridged or unabridged. Abridged dictionaries are smaller and contained the most commonly used words. Unabridged dictionaries try to include all words in current usage. Like other reference sources, dictionaries may become

outdated as language evolves. Care should be taken to carefully identify the publication date and focus of the dictionary selected. General dictionaries begin with LC call numbers starting with AG. Specialized dictionaries will have subject specific call numbers.

Dictionaries provide information about words. Different types of dictionaries, like other reference sources, may belong to more than one category. General dictionaries, Historical dictionaries, Etymological dictionaries, Foreign language dictionaries, Subject dictionaries and Other dictionaries include dictionaries of slang, abbreviations, synonyms, antonyms, abbreviations, acronyms, reversals, rhyming, idioms, phrases, and guides to correct usage. Dictionary of Acronyms and Abbreviations etc.

Table 5.3 Few Dictionaries in Sanskrit Literature

Sr. No.	Title	Author	Publication	Year	Place
1	Dictionary of Sanskrit & English	Wilson, H. H	Committee of Public Instructions	1832	Calcutta
2	Dictionary of Sanskrit & English	Yates, W	Bappist Mission Press	1846	Calcutta
3	English –Sanskrit dictionary	Monier Williams, M	Motilal Banarasidass	1851	Delhi
4	Dictionary of Sanskrit & English	Wilson, H.H.	A.Asher and Co.	1856	Berlin
5	Sanskrit- English dictionary extended and improved….together with suppl.… As - English Sanskrit vocabulary	Goldstiicker, Theoder	A Asher and Co.	1856	Berlin
6	Dictionary of Sanskrit root in Sanskrit and	Pandit, Visnu Parashuram	Indu Prakash Press	1865	Bombay

	Marathi	Sastri			
7	Dictionary of Sanskrit & Marathi	Madhawa Chandroba Ed.	Oriental Press	1870	Bombay
8	Sanskrit and Gujrathi dictionary	Panjit, Bajirao, Tatya	Asiatic Printing Press Messers, Atmaram Sagoon and Co.	1871	Bombay
9	Vachaspatya : comprehensive Sanskrit dictionary Vol.1	Taranath, Tarkavachaspati	Kavya Parkasha Press.	1873	Calcutta
10	English –Sanskrit dictionary	Apte, V. S	Pune	1884	Pune
11	Ararasa or abrigment of amarkosha being Sanskrit – Eng & Eng-Sanskrit Pocket dictionary	Gole, Mahavev Shivram	Gopal Narayan & Co.	1888	Bombay
12	Catalogus Catalogorum: An Alphabetical Register of Sanskrit works and Authors. Pt. 1, 1-8; Pt. 2, 1-2; Pt. 3, 1-3	Theodor Aufrecht	Sold By F. A. brockhaus	1891	Leuozig
13	Kosha or dictionary of Sanskrit languages	Umura Singha	Haragobinda Rakshit	1891	Calcutta
14	Sanskrit- English dictionary	Monier-Williams, M	Clarendon Press	1899	Oxford
15	Students Practical Dictionary containing Sanskrit words with English and Hindi	Lal, Ram Narain	Ram Narain Lal	1911	Allahabad

	Meangings				
16	Student's English-Sanskrit dictionary	Apte,V. S	Mrs. Radhabai A. Sagoon	1914	Bombay
17	Yugala-Kosha Standard Sanskrit Hindi dictionary	Vyas, G. T.	Ram Narain Lal	1921	Allahabad
18	Nyayakosa: dictionary of technical terms of Indian Philosophy. 3rd Ed.	Jhalakikar,Bhimacharya	B.O. R. I.	1928	Pune
19	Illustreated Ardha – Magadhi dictionary literary, philosophic and scientific with Sanskrit, Gujatati, Hindi and English equival	Ratnachandra	S.S. Jain Conference	1932	Ajmer
20	Handy English – Sanskrit dictionary. 2nd Ed.	Mulgaokar, B. D.	Gopal Narayan & Co.	1936	Bombay
21	Dictionary of Sanskrit on historical principles	Deccan College	Deccan Collage	1949	Pune
22	Grammatical dictionary of Sanskrit (Vedic) with complete index to wackernagel's altindische Grammatik and mocdonell's vedic gr.	Suryakanta Sastri	Moolchand Khairati ram Trust: Delhi	1953	Delhi
23	Students new Sanskrit dictionary : Sanskrit into English, Marathi and Gujarati. 2nd Ed.	Devasthali, G. V.	K. B. Dhavale	1955	Bombay
24	Sanskrit- English	Monier-	Clarendon	1956	Oxford

	dictionary etymologically and philologically arranged new edn. E. Leumann and C. Cappeller	Williams, M.	Press		
25	Kosakalpataru	Deccan college Sanskrit Dic. Dep.	Pune	1957	
26	Mongol - Sanskrit dictionary with Sanskrit Mongol index	Raghu, Vira	International A. of I.C.	1958	New Delhi
27	Tibetain-Sanskrit dictionary : Bhot – Sanskrutabhidhanam Vol.1	Lokesh, Chandra	International Academy of Indian Cultural	1958	New Delhi
28	Dictionary of Sanskrit grammar	Abhyankar, Kashinath Vasudev	Priental Institute	1961	Baroda
29	Sanskrit Kannada dictionary	Gopalacharya Srinivasa Ed.	Gopalacharya Srinivasa	1961	Banglore
30	Students Sanskrit-English dictionary	Apte,V. S	Shri Jainendra Press	1963	Delhi
31	Tri- Iingual dictionary Sanskrit into Bengali and English	Mukhopadhya ya, Govinda Gopal	Calcutta Sanskrit college	1966	Calcutta
32	Sanskrit dhatu sagar tarani: a dictionary of Sanskrit roots	Sripati, Sastri	Little Flower Co.	1968	Madras
33	Buddhist hybrid Sanskrit grammar and dictionary	Edgerton, Franklin	Motilal Banarasidass	1970	New Delhi
34	English –Sanskrit dictionary	Borooah Anundoram	PublicationBoa rd	1971	Gauhati

35	Sanskrit Lokakti-sangraha: a dictionary of idioms and proverbs	Vajpeyi Dharnidhara;bhatta,Balakrsna	Abhinava Bharati	1974	Allahabad
36	Sanskrit- Chinese-Japanese dictionary	Wogihara, Unrai	Suzuki research Foundation	1979	Toshima
37	Sanskrit- English dictionary(Comprehensive Sanskrit-English lexicon) : Shabda- Sagar	Wilson, H.H	Nag Publication:	1979	Delhi
38	Learner's dictionary of Sanskrit- Hindi-Tamil-English	Subrahmanyan T. R. and Others Ed.	S.K. Education Soc.	1980	Madras
39	Dictionary of Bengali-Sanskrit -English (Vol.2)	Haughton , Graves C.		1987	
40	Dictionary of Sanskrit Poetics	Nagendra	B.R. Pub. Corporation	1987	
41	Concise dictionary of Indian Philosophy Sanskrit terms defined in English	Grimes, John	State Univ. of New York Press	1989	Albany
42	Dictionary English & Sanskrit. 4th Ed.	Monier Williams, M	Motilal Banarasidass	1989	New Delhi
43	New critical edition of mahavyutpatti Sanskrit Tibetan-Mongolian dictionary of Buddhist terminology : Vol. 1)	Ishihama, Yumiko	Toyo Bunko	1989	Tokyo
44	Tibetain-Sanskrit dictionary (Supp. Vol.1)	Lokesh, Chandra	Int. Acas. of Indian Cultural	1992	New Delhi
45	Observations on some lexicographical aspect	Pingle Pratibha Mohan	Deccan college pune	2000	Pune

	of an Encyclopaedic dictionary of Sanskrit on Historical principles				
46	Sanskrit- English dictionary	Monier-Williams, M	Motilal Banarasidaas	2002	New Delhi
47	Concise English-Sanskrit dictionary	Apte, Vasudeo Govind	Indian Books Centre	2006	Delhi
48	Sanskrit-English dictionary : etymologically and Philogically arranged with special ref. to cognate Indo – European languages, c	Monier-Williams ,M	Manohar	2006	New Delhi
49	Sanskrit- English dictionary: Vol.1-2	Monier-Williams ,M	Indica Books	2008	Varabasi
50	Students Sanskrit-English English-Sanskrit dictionary	Bhatt, C. J	New BBC	2014	New Delhi
51	English into Gujarati, Marathi, Sanskrit Urdu , Persian, Hindi Bengali	-	-	-	-
52	Concise etymological Sanskrit dictionary Part.1 Fase. 1-8	Mayrhofer, Manfred	Carl Winter	1053-56	Heidelberg
53	Bharata kosa : A dictionary of technical terms with definitions collected from the works on music and Drama	Bharata and Others	-	-	-

5.2.3 Encyclopaedia:

Encyclopaedias provide general background information; they are a good place to start researching a topic that you know little about. Large subject areas or disciplines

are covered in broad articles that explain basic concepts. These overview articles often contain references to more specific aspects of the larger topic and may include a bibliography that leads you to more in-depth sources. Encyclopaedias may be general or subject specific.

Table 5.4 Encyclopaedias in Sanskrit Literature

Sr. No.	Title	Author	Publication	Year	Place
1	Encyclopadic dictionary of Sanskrit on historical principles. Vol-1	Ghatage, A. M. Ed	D.C.P.R. I.	1976	Pune
2	Encyclopedia of Indian literature	Ganga Ram Garge	Mittal Publishers	1982	Delhi
3	Encyclopedia of Indian literature	Amaresh Datta	Sahitya Akademi	1987	New Delhi

5.2.4 Indexes:

Indexes lead to additional sources of periodical articles. Indexes only provide author, title, and subject information.

Table 5.5 Indexes in Sanskrit Literature

Sr. No.	Title	Author	Publication	Year	Place
1	Alphabetical Index of Sanskrit Manuscripts in Adyar Library	Krishnamacharya V.	Library: Adyar	1944	
2	An Alphabetical Index of Sanskrit Mss.	Sastri, Kuppuswami	Govt. of Madras	1938	Madras

3	Bower Manuscript On Ayurveda) (1908-Generol Sanskrit Index (Ii), 241-343p	Hoernle, A. F. Rudolf	Siperimtendent, Govt. Printing	1908	Calcutta
4	Catalouge of Sanskrit Manuscripts with full Index	Benares Sanskrit College Library	Govt. Press	-	Allahabad
5	Catalouge of Sanskrit Manuscripts In the Library of Deccan college with an Index	Kielhorn F. ;Bhandarkar R. G.		1884	
6	Classified index to Sanskrit Manuscripts in Palace at Tanjore	Burnell, A. C.	Trubner and Comp	1879	London
7	Concordance of Sanskrit dhatupathas (with index of meanings)	Palsule, Gajanan Balkrishna	Deccan College Pune	1955	Pune
8	Devasthanams Alpphabetical Index of Sanskrit Telgu and Tamil Manuscripts (Palm-leaf of Paper) in Venkateshwar O. R. Inst. Library	Tirupati, Tirumala-Tirupati	Tirupati, Svori: Tirupati	1956	Tirupati
9	Grammatical dictionary of	Suryakanta, Sastri	Moolchand Khairati	1953	Delhi

	Sanskrit (Vedic) with complete index to wackernagel's altindische grammatik and mocdonell's vedic grammar		Ram Trust:		
10	Index to Ph. D. Theses in Sanskrit	Thakur, Prabhat Singh	New Bharat Books Corporation	2011	New Delhi
11	Index verborum to the published texts of the Kautilitya Arthasastra (Part 1-3)	Shama, Sastry. R.	Govt, Branch Press	1924	Mysore
12	Jayadaman. (Collection of Ancient texts on Sanskrit Prodody and Classfied list of Sanskrit Metres with alphabetical Index	Velankar H. D	Haritosha Samiti	1949	Bombay
13	Mongol- Sanskrit dictionary with Sanskrit Mongol index	Raghu, Vira	Internationa l A. of I. C.	1958	New Delhi
14	Pada Index of Classical Sanskrit Poems	Narang, Satya Pal	Nag Publishers	1998	Delhi
15	Sanskrit Literature of Kerala Index of	Nampoothire, E. Easwaran	Nampoothir e, E.	1977	Trivandru m

	Author with their works		Easwaran		
16	Subrahanya: Alphabetical Index of Sanskrit Manuscripts	Sastri S. Kuppuswami; Sastri P. P.	Government of Madres:	1942	Madras

5.2.5 Some Foreign Journals:

Table 5.6 Foreign Research Journals in Sanskrit

Sr. No.	Title	Address
1	Arts and Letters	Royal India, Pakistan and Ceylon Society , 3 Victoria Street, London, S.W. I.
2	Bulletin of the School of Oriental and African Studies	University of London , W. C. I. (U. K.)
3	Bulletin de L'Ecole Francis d' Extreme Orient	Ecole francis d' Extreme Orient. 22, avenue du President Wilson, Paris 16, france.
4	East and West	Institute Italiono Par il Medio ed Extremo Oriente, 248, Pla 220, Via Murulana 1-43 ROME
5	Harvard Journal of Asiatic Studies.	Harvard Yenching Institute Cambridge, 38 (Mass, U. S. A)
6	Indo- Iranian Journal	C/o mouton and Co S-Graven Hague, Netherlands
7	Journal of American Oriental Society	329, Sterling Memorial Library Yale Station, New Haven (CT 06520)
8	Journal of Asian Studies	Association for Asian Studies . Inc, P.O. Box 2067, ANN ARBOR (Mich. U. S.A)
9	Journal Asiatique	Society Asiatique , 8, rue Mazarine, 75006 Paris (Framce)
10	Journal of Indian and	C/o: Deptt. of Indian Philosophy and Sanskrit

	Buddhist Studies	Philology, Faculty of Letters, University of Tokyo (Japan)
11	Le monde Oriental	Revue des Etudes Orientales, A. B. Lundequistska Bokhandeln UPPSALA (Sweden)
12	Mitteilungen des Institute fur Orient Forschung,	Deutschen Akademie der WissZu Berlin, Akademic- Verlag, BERLIN.
13	Philosophy East and West,	University of Hawai, HONOLU 14, TH (U.S.A)
14	Polish Bulletin of Oriental Studies,	Polski Biuletyn Orientalistyexny, (Oriental Instiute) J. Pilsudski University , WARZAN (Poland)
15	Wiener Zeitscheift Fur die Kunde Sudund Ostasien	Archiv Fur Indische Philosophies, Indologische Institut der Universitat, Str. &, VIEN (Vienna)Austria

5.2.6 Important Sanskrit Magazines:

Table 5.7 Important Sanskrit Magazines

Sr. No.	Name of the Magazine	Type	Address
1	Arvacina-Samskytam	Quarterly	R-6, Vanivihar, New Delhi-110059
2	Bharati	Monthly	Bharati Bhavan, B-15, Vijay Khanna Nagar, New Colony, Jaipur-302001
3	Bharata-Mudra	Bimonthly	PO: Puranattukara, Trichur, Kerala-680551
4	Divya Jyotih	Monthly	Bharati Vihar, mashobara Simla (H. P)-171007
5	Durva	Quarterly	Madhya Pradesh Sanskrit Academy, Charbangala Road, Civil Lines, Bhopal (M.P.)462002
6	Gandivam	Weekly	Sampurnanand Sankrit University, Varanasi- 221001

7	Loka- Samskytam	Quarterly	Aurobinda Ashram, Pandicherry-605102
8	Lokasusrih	Monthly	Lokabhasha Prachara Samiti Sharada bali, Puri- 752002
9	Mandakine	Quarterly	Lokabhasha Prachara Samiti Sharada bali, Puri- 752002
10	Parijatam	Monthly	105/194, Prem Nagar, Kanpur- 208001
11	Samskytamytam	Monthly	1418, Bazar Gulian, Delhi-110006
12	Samskyta-bhavitavyam	Weekly	Sanskrit Bhavan, 2, West High Court Road, Nagpur
13	Samskyta-Pratibha	Half-Yrarly	Sahitya Academy, Rabindra Bhavan, 35, Firoze Saha Road,New Delhi-110001
14	Samvid	-	Bharatiya Vidyabhavan, K. M. Munsi Read, Bombay-7
15	Sarvagandha	Monthly	Maiji Mondira, Agraharam, Lucknow-226003
16	Sudharma	Daily	561,Ramachandre Agraharam, Mysore-57004
17	Svaramangala	Quarterly	Rajasthan Sanskrit Academy, Vireshvar Bhavan, Cana Cauri Bazar, Jaipur 302001
18	Visvabhasa	Quarterly	Vishva Sanskrit Pratisthanam, Fort Ram Nagar, Varanasi-221008
19	Visva-Samskytam	Quarterly	Vishveswarvananda Vedic Research Institute, Sadhu Ashram, Hoshiarpur (Punjab) 146021
20	Vrajagandha	Quarterly	Ramashrama, Krishnapuri, Mathura-280001

5.3 Digital Resources:

An organized collection of selected digital resources created to support scholarship, research and teaching. Through the use of appropriate technological standards, a Digital Library is created to facilitate permanent access to and resource discovery of selected digital resources. (Leiner, 1998).

Digital resources is collection of digital objects that can include text, visual material, audio material, video material, stored as electronic media formats (as opposed to print, microform, or other media), along with means for organizing, storing, and retrieving the files and media contained in the library collection. Digital resources have no physical boundary, people can access 24/7, multiple and easy access, useful for information retrieval. Few digital resources of Sanskrit is listed below.

5.3.1 E -Encyclopaedia:

Encyclopaedia is a type of reference work or compendium holding a comprehensive summary of information from either all branches of knowledge or a particular branch of knowledge and it is easily available on internet. Table 5.8 shows the list of e-encyclopaedia in Sanskrit.

Table 5.8 E -Encyclopaedia

Sr. No.	Encyclopaedia	URL
1	Britannica Encyclopaedia	www.britannica.com
2	Encyclopaedia on Encyclopedia.com	www.encyclopedia.com
3	Fact Monster Encyclopaedia	www.factmonster.com/encyclopedia.html
4	Information Please Encyclopaedia	www.infoplease.com
5	Wikipedia : The Free Encyclopaedia	https://en.wikipedia.org/

(Source: sanskrit.inria.fr/portal.html)

5.3.2 E - Journal and Periodicals in Sanskrit:

Electronic journals, also known as ejournals, e-journals, and electronic serials, are scholarly journals or intellectual magazines that can be accessed via electronic transmission. In practice, this means that they are usually published on the Web. They are a specialized form of electronic document: they have the purpose of providing material for academic research and study, and they are formatted approximately like journal articles in traditional printed journals. Many electronic journals are listed in directories such as the Directory of Open Access Journals, and the articles indexed in bibliographic databases and search engines for the academic discipline concerned. Some electronic journals are online-only journals; some are online versions of printed journals, sometimes with extra video and interactive media material. (https://en.wikipedia.org/wiki/Electronic_journal).

Table 5.9 E - Journal and Periodicals in Sanskrit

Sr. No.	Journals	URL
1	Electronic Journal of Vedic Studies	http://www.globethics.net/web/electronic-journal-of-vedic-studies/journal-overview
2	International Journal of Hindu Studies	http://www.springer.com/social+sciences/religious+studies/journal/11407
3	International Journal of Tantric Studies (IJTS)	asiatica.org/ijts/
4	ZDMG: Zeitschrift der Deutschen Morgenländischen Gesellschaft	menadoc.bibliothek.uni-halle.de/.../232...
5	Journal of the International Association of Buddhist Studies	https://journals.ub.uni-heidelberg.de/.../.
6	Sanskrit-Vimarsha	www.sanskrit.nic.in/svimarsha/sv.htm
7	Sudharmā	http://sanskritdictionary.com/sudharma/311693/3
8	Sanskrit Daily Newspaper from	www.sambhashanasandesha.in/

	Mysore on the Web Sambhashana Sandesha	
9	Sanskrit Monthly Magazine	samskritabharati.in/magazine

(Source: sanskrit.inria.fr/portal.html)

5.3.3 E – Books:

An electronic book (variously: e-book, eBook, e-Book, ebook, digital book, or even e-edition) is a book-length publication in digital form, consisting of text, images, or both, readable on computers or other electronic devices. (Eileen and Musto, 2010). Although sometimes defined as "an electronic version of a printed book". (Oxford Dictionary, 2010) many e-books exist without any printed equivalent. Commercially produced and sold e-books are usually intended to be read on dedicated e-readers. However, almost any sophisticated electronic device that features a controllable viewing screen, including computers, tablets and smartphones can also be used to read e-books. (https://en.wikipedia.org/wiki/E-book)

Table 5.10 E - books in Sanskrit

Sr. No.	E-Books	URL
1	E-Books - Rashtriya Sanskrit Sansthan	www.sanskrit.nic.in/ebook.htm
2	Jain eLibrary: Sanskrit Texts	sanskrit.inria.fr/portal.html
3	Jambudvipa – Sanskrit Texts	www.jambudvipa.net/sanskrit.htm
4	Popular Sanskrit Books	https://www.goodreads.com/.../sanskrit
5	Sanskrit eBooks	www.sanskritebooks.org/
6	Scanned Sanskrit Documents	sanskritdocuments.org/scannedbooks/
7	Theosophy.Net	theosophy.net/

(Source: sanskrit.inria.fr/portal.html)

Online Dictionary and Thesaurus is listed in Annexure – 1 and E-Books from-Rashtriya Sanskrit Sansthan is listed in Annexure – 2.

5.3.4 E-thesis and Dissertation:

Table 5.11 E-thesis and Dissertation in Sanskrit

Sr. No.	E-Books	URL
1	Alldissertations.com	urlm.co/www.alldissertations.com
2	Directory of Doctoral Dissertations on Sanskrit of Indian Universities (by Rashtriya Sanskrit Sansthan)	http://www.sanskrit.nic.in/Thesis_Modified/mainpage/directory_of_doctoral_dissertati.htm
3	MIT Thesis Archive (Linguistics)	web.mit.edu/linguistics/.../dissertation/
4	Open Thesis	www.opentheses.org
5	Shodhganga: A Full Text Reservoir of Indian Theses	shodhganga.inflibnet.ac.in/
6	Vidyanidhi: Indian Digital Library of Electronic Theses	www.vidyanidhi.in/

(Source: sanskrit.inria.fr/portal.html)

5.3.5 Sanskrit Fonts and Tools:

Table 5.12 Sanskrit Fonts and Tools

Sr. No.	Sanskrit Fonts and Tools
1	Sanskrit Fonts & Texts (Useful information on Sanskrit fonts and tools.)
2	Acharya, IIT Madras
3	Online Interface to ITRANS
4	Technology Development for Indian Languages (TDIL, Govt. of India)
5	Sanskrit Lamps (Sanskrit Tutor - Sanskrita Pradipika)
6	Aksharamala (Open source, Sanskrit text input tool.)

7	Aksharamala - Google Site
8	Samskrutam.com (Web Service - Dictionary and Shloka, to build new applications/websites.)
9	Sanscript
10	Sanskrit OCR Software
11	Taralabalu.org - Ganakastadhyayi (Computerised Ashtadhyayi)

(Source: samskrutam.com/)

5.3.4 Devanagari Fonts and Translators in Sanskrit:

Table 5.13 Devanagari Fonts and Translators in Sanskrit

Sr. No.	Devanagari Fonts and Translators in Sanskrit
1	Google transliteration for Sanskrit
2	Manuel Batsching's site on free and open source software for Asian studies
3	Devanagarii portal
4	How to type and display Sanskrit on a PC/Mac
5	Luc Devroye's Indic language fonts page at McGill University
6	Washington University Fonts portal
7	ITranslator from Omkarananda Ashram
8	Sanskrit Web of Ulrich Stiehl (Fonts, Itranslator, Yajurveda corpus)
9	Devanagari Fonts
10	Siddhanta Font of Mihail Bayaryn
11	Indian Fonts of Vijay Patel
12	Unicode Font Guide for Free/Libre Open Source Operating Systems
13	utf-skt for TeX
14	Indian Standard UDC 681.3 for ISCII-91 code (pdf document)
15	Avinash Chopde's old ITRANS Software
16	ITRANS to Unicode translator of Ashish Banerjee
17	Somadeva's tools for Sanskrit processing on Mac OS X
18	Sanskrit typewriter by Richmond Mathewson

(Source: sanskrit.inria.fr/portal.html)

5.3.5 Sanskrit Texts:

Collections of Sanskrit (learnsanskrit.org/resources)

1. Sanskrit Documents is home to hundreds of different Sanskrit texts. Texts are available as PDF files, but by using this site's Sanscript tool, you can convert the ITX versions into any script you like.
2. GRETIL (Göttingen Register of Electronic Texts in Indian Languages) contains a large number of Sanskrit texts. These texts are in IAST, but you can convert them to Devanagari or another script by using this site's SANSCRIPT tool.
3. The Free Indological Connection contains more than fifty rarer and more unusual Sanskrit texts, including a few copies of the Bhagavad Gita, a list of Sanskrit verb roots, and a translation of the New Testament into Sanskrit. Some texts are more interesting than others.

Texts Hosted on website:

- This site has copies of the Bhagavad Gita (raw), Meghaduta (frist half translated), and the Ashtadhyayi (chapter 1 translated).

5.3.5.1 Sanskrit Texts and Scriptures: (samskrutam.com/)

- Maharshi Institute of Management (Complete Veda, Purana etc., in pdf files.)
- Sacred-texts.com (Complete RigVeda.)
- valmikiramayan.net (The complete Valmiki Ramayana.)
- The Sanskrit Library (Digitized primary texts in Sanskrit.)
- Sanskrit Documents (Exhaustive collection in pdf, text and other format.)
- Sanskrit Documents (sanskritdocuments.org - Mirror)
- Sanskrit Digital Library

5.3.6 Sanskrit Digital Libraries:

Digitized Sanskrit Books: This list accessed from sanskrit.inria.fr/portal.html.

- The Sanskrit Library
- Göttingen Register of Electronic Texts in Indian Languages (GRETIL)
- SARIT: Search and Retrieval of Indic Texts
- The Clay Sanskrit Library
- Digital South Asia Library, U. of Chicago
- Digitalisierte Werke auf dem Felde der Indologie
- Linguistic archeology of South-Asian manuscripts at Cambridge University Library
- Sanskrit Texts and Stotras
- Valmiki Ramayana site
- Mahabharata Resources
- dvaipayana.net
- Muktabodha site of Indological Research Institute
- Apte's Student's Guide to Sanskrit Composition
- Richard Mahoney's Indica et Buddhica
- The Early Buddhist Manuscripts Project
- Digital Sanskrit Buddhist Canon
- Jain e-Library
- Indologie Text archiv, Universität Zürich
- Mathematics and Mathematical Astronomy
- Ancient Sanskrit Online by Karen Thomson and Jonathan Slocum at University of Texas
- Les 108 Upanishads
- Study of Upanishats

- Sanskrit e-books
- Jain eLibrary
- Vedic litterature at Maharishi University of Management
- Detlef Eichler's Sanskrit documents
- Rigveda pdf edition by Keith Briggs
- Sacred Text Archive on Hinduism
- Digital Library of India, IISc Bangalore
- The Free Indological Collection
- Institute of Oriental Manuscripts, Russian Academy of Sciences
- Indian Heritage site at CDAC
- Pandanus Sanskrit e-Texts (Prague)
- The International Cooperative Project for Digitization and Cataloguing of the Woolner Collection, Punjab University Library, Lahore
- Kalpa Heritage Trust site by Anil Kumar
- Gaudiya Grantha Mandira
- Stotras from Prapatti.com
- Academy for Ancient Texts
- Mahabhasya in Intratext
- Sanskrit Etexts (Somadeva Vasudeva)
- Guide to manuscript libraries in India
- Rare Buddhist Sanskrit Manuscripts
- Indian Epigraphy site of Dmitriy Lielukhine
- Resources for East Asian Language and Thought
- Samkarsha Kanda of Jaimini
- The Plants of Kaalidaasa's Meghaduuta
- Ramayana as a comic book

5.3.7 Sanskrit Courses and Workshops:

5.3.7.1 Sanskrit Courses:

Sanskrit as a formal language can be learnt as a class-room based course or as part of a correspondence course.

Course 1 – Samskrita Bharati: 4 different grades of certifications on Sanskrit are available to pursue. There is no specific criterion for registering for the courses. Anyone can easily register for these courses. At the end of each grade an exam is conducted and on successful completion a certificate with the transcript is issues. The 4 different grades are:

- Grade 1 - Pravesha
- Grade 2 - Parichaya
- Grade 3 - Sikshya
- Grade 4 - Kovida

For all students who successfully complete *Kovida* can also register for 2 advanced courses on Bhagvadgeeta, explaining grammatical interpretation of the shlokas. The 2 different terms are:

- Geeta Pravesha - 1
- Geeta Pravesha - 2

Course 2 – Rastriya Samskrita Sansthana: 2 different introductory courses are available to pursue. Certificate is issued on successful completion of the second year course. The 2 different grades are:

- Introductory Course - 1st Year
- Introductory Course - 2nd Year

Course 3 - Chinmaya Mission: Different correspondence courses on Sanskrit and Vendata are available. Followings are the ones:

- Foundation Vendata Course (Postal or eLearning)
- Advanced Vendata Course (Postal or eLearning)

- Sanskrit Course (Postal)

5.3.7.1.1 Sanskrit Courses - Suite of Online Sanskrit Courses and Resources:

- Launching FREE online Sanskrit Courses [alpha release] at C-DAC (KP)'s website
- http://ihg.cdacb.in:8080/eSikshak
- 'Pan C-DAC eLearning Solutions Project'
- C-DAC: Pan C-DAC eLearning Solutions Project
- cdac.in/index.aspx?id=esikshak

5.3.7.2 Sanskrit Workshops:

1. Australia Feb. 2006
2. Leiden Indological Summer School, Aug. 2006
3. New Mexico Sanskrit Institute Summer 2006
4. South Asia Summer Language Institute, Madison, Wisconsin
5. A Summer Course in Beginning Sanskrit, Vancouver, British Columbia
6. August Sanskritam Residential Camp, Bangalore, India
7. Production, distribution and collection of Sanskrit manuscripts in Ancient South India - Workshop, Leiden, 20-21 April 2007
8. Prakrit Summer School in Finland (2007)
9. The Sanskrit Tradition in the Modern World
10. Sanskrit courses at Rutgers University, summer 2008 session
11. Australian Spoken Sanskrit Summer School, Feb. 2009
12. Sri Aurobindo Society one week intensive course on Sanskrit June 2011
13. Harvard Beginning Sanskrit Summer course
14. Summer School in Spoken Sanskrit 2013 in Heidelberg
15. Harvard Beginning Sanskrit Summer course SANS-S-101

5.3.8 Sanskrit Conferences: World Sanskrit Conferences

Table 5.14 Sanskrit Conferences

Sr. No.	Conference Name	Place and Year
1	Xth World Sanskrit Conference	Bangalore, 1997
2	11th World Sanskrit Conference	Torino, 2000
3	12th World Sanskrit Conference	Helsinki, 2003
4	13th World Sanskrit Conference	Edinburgh, 2006
5	Third Annual Sanskrit Conference	McGill University, Montreal, 2007
6	1st International Symposium on Sanskrit Computational Linguistics	Paris, 2007
7	2nd International Symposium on Sanskrit Computational Linguistics	Providence, 2008
8	3rd International Symposium on Sanskrit Computational Linguistics	Hyderabad, 2009
9	1st National Sanskrit Conference	Australian National University, 2007
10	Workshop on Bhattoji and Nagoji	Oxford, 2008
11	14th World Sanskrit Conference	Kyoto, 2009
12	South Asian Languages Analysis Roundtable XXVIII	Denton, 2009
13	International Indology Graduate Research Symposium	
14	4th International Symposium on Sanskrit Computational Linguistics	JNU, New Delhi, 2010

15	28th Annual STIMW Symposium (Sanskrit Tradition in the Modern World)	Manchester, 2011
16	15th World Sanskrit Conference	New Delhi, 2012
17	5th International Symposium on Sanskrit Computational Linguistics	IIT Bombay, 2013
18	Sanskrit Sahityotsava	Ujjain, 2013
19	Summer School 2014, Chinamaya Foundation, Velyanad, Kerala	Kerala, 2014

(Source: sanskrit.inria.fr/portal.html)

Sanskrit Sites of Individual Scholars is listed in Annexure -3 and Sanskrit Software, Electronic Teaching Aids to Sanskrit is listed in Annexure – 4.

5.3.9 Sanskrit Software and Tools:

The following is a list of different tools, fonts and softwares available for Sanskrit reading and authoring.

Table 5.15 Sanskrit Software and Tools

Tool	Details	Download	
		Direct (Recommended)	samskrutam.com
Sanskrit Text Editor - Light (browser based)	SAMSKRUTAM Website: samskrutam.com	Download	-
Itranslator	Omkarananda Ashram Himalayas, India Website: omkarananda-ashram.org	Download	-

Acharya Multilingual Editor	IIT Madras, India Website: acharya.iitm.ac.in	Download	-
Multilingual Authoring Systems	Centre for Development of Advanced Computing (C-DAC), Pune, India Website: cdacindia.com	Download	-
Aksharamala Transliterate Tool	Website: aksharamala.com groups.google.com/group/aksharamala	Download	Download
Sanskrit IME	Sarsvati Website: sarasvati.sourceforge.net	Download	-
Sanskrit2003.ttf from Acharya IIT Madras	Website:	Download	-

(Source: samskrutam.com/)

5.3.10 Transliteration:

Transliteration is the task of converting digitized Sanskrit text from one scheme to another. For instance, a person might type up some Sanskrit text with ordinary Roman letters and convert it to Devanagari. Thus a phrase like mAmakAH pANDavAzcaiva could be converted to मामकाः पाण्डवाश्चैव. Some tools to help with transliteration include the following:

- Sanscript. Sanscript was developed by this site to offer extremely fast transliteration for all normal Sanskrit scripts. It is capable of processing large texts like the Bhagavad Gita within one second, and it has support for rarer schemes like SLP and the National Library at Kolkata romanization. The tool is meant for Sanskrit; it has poor to nonexistent support for other languages.
- The Online Interface to ITRANS, though slow, has full support for all Indian languages. It can generate image files and PDFs.

5.4 Web Tools:

Web development tools allow web developers to test and debug their code. They are different from website builders and IDEs in that they do not assist in the direct creation of a webpage, rather they are tools used for testing the user facing interface of a website or web application. Web development tools come as browser add-ons or built in features in web browsers. The most popular web browsers today like, Google Chrome, Firefox, Opera, Internet Explorer, and Safari have built in tools to help web developers, and many additional add-ons can be found in their respective plugin download centers. Web development tools allow developers to work with a variety of web technologies, including HTML, CSS, the DOM, JavaScript, and other components that are handled by the web browser. Due to the increasing demand from web browsers to do more popular web browsers have included more features geared for developers. (https://en.wikipedia.org/wiki/Web_development_tools)

5.4.1 Web Site:

A website, also known as web site, site. It is a set of related web pages typically served from a single web domain. A website is hosted on at least one web server, accessible via a network such as the Internet or a private local area network through an Internet address known as a uniform resource locator (URL). All publicly accessible websites collectively constitute the World Wide Web. Web pages, which are the building blocks of websites, are documents, typically written in plain text interspersed with formatting instructions of Hypertext Markup Language (HTML, XHTML). The pages of a website can usually be accessed from a simple Uniform Resource Locator (URL) called the web address. The URLs of the pages organize them into a hierarchy, although hyperlinking between them conveys the reader's perceived site structure and guides the reader's navigation of the site which generally includes a home page with most of the links to the site's web content, and a supplementary about, contact and link page. Some websites require a subscription to access some or all of their content. Examples of subscription websites include many business sites, parts of news websites, academic journal websites, gaming websites, file-sharing websites, message boards, web-based email, social networking websites, websites providing real-time stock market data, and websites providing various other

services (e.g., websites offering storing and/or sharing of images, files and so forth). (https://en.wikipedia.org/wiki/Website)

Table 5.16 Sanskrit Web Sites

Sr. No.	Web Site	URL
1	Sanskrit Documents Homepage	sanskritdocuments.org/
2	Itrans Song Book Sanskrit Index	http://smriti.com/hindi-songs/
3	Sanskrit Books	http://www.sanskrit.nic.in/ebook.htm

(Source: sanskrit.inria.fr/portal.html)

5.4.1.1 Sanskrit on Hindu Sites:

Table 5.17 Sanskrit on Hindu Sites

Sr. No.	Web Site	URL
1	The Hindu Wisdom Sanskrit page	http://www.hinduwisdom.info/Sanskrit.htm
2	The Advaita Sanskrit pages	http://www.advaita.org.uk/sanskrit/sanskrit.htm
3	The Dvaita Organisation	www.dvaita.org/
4	Realization Sanskrit Site	http://realization.org/page/topics/sanskrit.htm
5	Glossary of Sanskrit Terms for Self Discovery	http://www.selfdiscoveryportal.com/cmSanskrit.htm
6	The Hindu Universe	http://www.hindunet.org/
7	The Hindu Web	http://www.thehindu.com/
8	Devastanam	http://www.devasthanam.com/
9	Sri Aurobindo Ashram	http://www.sriaurobindoashram.org/
10	Sanskrit Spiritual Glossary	http://www.swami-krishnananda.org/maha/maha_glo.html

11	Baktivedanta Vedabase Site	http://www.vedabase.com/
12	Gaudiya Grantha Mandir Forum	http://jagadanandadas.blogspot.in/2012/04/gaudiya-grantha-mandir-and-jiva.html
13	Ramlal Kapoor Trust Site	http://www.rlktrust.com/

(Source: sanskrit.inria.fr/portal.html)

Miscellaneous other sites related to Sanskrit, commercial sites, Sanskrit learning and other websites, Sanskrit on the web, miscellaneous web documents relevant to Sanskrit are listed in Annexure – 5.

5.4.2 Sanskrit Forums & Blogs (Web Logs):

Table 5.18 Sanskrit Forums & Blogs (Web Logs)

Sr. No.	Web Site
1	sanskritlinks.blogspot.com
2	kalidasa.blogspot.com
3	sanskritbhasha.blogspot.com
4	samskrtam.wordpress.com
5	learnsanskrit.wordpress.com
6	moralstories.wordpress.com
7	srinilakshmi.wordpress.com
8	yaajushi.blogspot.com
9	sanskrit-quote.blogspot.com

(Source: samskrutam.com/)

5.4.3 News search Engines:

Table 5.19 New Search Engines

Sr. No.	Search Engines	URL
1	AltaVista News	http://www.altavistajournal.com/news/
2	BBC World News Service	www.bbcworldservice.com/
3	CNN.com World News	www.cnn.com
4	Google News	https://news.google.co.in/
5	Reuters News	http://www.reuters.com/news
6	World News	http://www.nbcnews.com/news/world
7	Yahoo News	https://in.news.yahoo.com/
8	Asian Age	http://www.asianage.com/
10	Economic Times	http://economictimes.indiatimes.com/
11	Hindustan Times	http://www.hindustantimes.com/
12	Hindustan Times - Mumbai	http://www.hindustantimes.com/mumbai
13	Indian Express	http://indianexpress.com/
14	Lokmat	http://www.lokmat.com/
15	Sakal Times	http://epaper.sakaaltimes.com/SakaalTimes/index.htm
16	Tarun Bharat	http://epaper.tarunbharat.com/
17	The Hindu	http://www.thehindu.com/
18	Times of India	http://timesofindia.indiatimes.com/

5.4.4 Sanskrit News:

Table 5.20 Sanskrit News

Sr. No.	Sanskrit News	URL and Other Details
1	Sanskrit News	http://mpinfo.org/news/sanskritnews.aspx
2	Sanskrit News - Only Daily Newspaper - Print & eNews	http://sudharma.epapertoday.com/
3	Sanskrit News	All India Radio
4	Sanskrit News	Door Darshan TV service (06:55 AM & 06:10 PM)
5	Sanskrit News	Daily News Headlines
6	Sanskrit News -	Audio Archive

5.4.5 Union Catalogues:

Table 5.21 Union Catalogues

Sr. No.	Sanskrit News	URL
1	Country Reports.Org	http://www.countryreports.org/
2	Encyclopaedia Britannica	http://www.britannica.com/
3	Encyclopedia.com	http://www.encyclopedia.com/
4	Information Please Encyclopaedia	http://www.infoplease.com/encyclopedia/
5	Wikipedia : The Free Encyclopaedia	https://en.wikipedia.org/wiki

5.4.5 Sanskrit Media:

Table 5.22 Sanskrit Media

Sr. No.	Sanskrit Media	Details
1	Sanskrit Videos	Sanskrit Avadhana by Shatavadhani Dr R. Ganesh
2	Sanskrit in the Movies	Adi Shankaracharya, Sanskrit movie by director G. V. Iyer (1983)
3	Sanskrit Radios	• Divyavani Sanskrit Web Radio • Navavani Web Radio • The Four Vedas (Smithsonian Folkways) • Sri Rudra 1st anuvaka, from Vojko (Ljubljana, Slovenia)
4	Sanskrit Recordings	• The Four Vedas (Frits Staal, Smithonian Folkways) • Mahakavyas recorded by Sri SitaRama VedaSamskrutha VidyaPeethamu

5.4.6 Sanskrit Publications:

1. Samskrita Bharati monthly magazine
2. Sudharma daily
3. Trivandrum Sanskrit Series
4. Sanskrit eBooks
5. Anandashram Sanskrit Series
6. Trivandrum Sanskrit Series
7. Sanskrit Newspapers and Periodicals
8. Monthly Sanskrit e-news bulletin

SAMSKRUTAM Studies - the online educational portal on Sanskrit language, literature, grammar, tutorial, stories, puzzles, and other resources; which anyone can refer, to study "Sanskrit-and-Indic" subjects.

5.4.7 Sanskrit in the Indian Parliament and Government:

1. Report on the Sanskrit Commission 1956-57
2. Questions April 21, 1993
3. Central Plan Scheme for Development of Sanskrit Education through State Government/Union Territories
4. Pdt Kalam on Sanskrit is our Cultural Heritage, Mantralayam 01-02-07
5. Judgement of India's Supreme Court on Sanskrit 04-10-94
6. Shri Narendra Modi calls for promotion of Sanskrit language and rich knowledge 20-06-12
7. Shri Narendra Modi speaks on Sanskrit after honoring Sanaskrit scholar Vasant Anant Gadgil in Pune 21-06-12
8. Jagadguru Shankaracharya of Sringeri: Greatness of Sanskrit (Anugraha Bhashanam at Coimbatore) 21-08-12

5.4.8 Sanskrit and Computers:

1. Panini's Grammar and Computer Science
2. The Panini-Backus Form in Syntax of Formal Languages by T.R.N. Rao
3. Sanskrit, Machine Language of The Gods
4. Debunking the Forbes magazine hoax
5. Sanskrit and Artificial Intelligence - NASA (the famous Rick Briggs' article in AI Magazine)
6. Sanskrit and the Technological Age (by Vyasa Houston)

5.4.9 Sanskrit Resource Directory:

Sanskrit Resources section is the one where we have tried to bring together all existing Sanskrit initiatives and resources. Only the well known and famous entities are in the list. Here you will find a list of book publishers who specialize in Sanskrit book publication. Most of the famous works like Ramayana, Mahabharata, Sanskrit grammar, and research related books can be found from these publishers.

We also have a list of different organizations and initiatives taken by them to promote Sanskrit. Only genuine initiatives have been listed in this section.

A common problem we all face is in making use of a modern day computer which is English based, for Sanskrit use. For this we need special softwares and tools. A list of different softwares available for such purpose is in the list. Most of them are well known and well used. The Sanskrit part of this website has been developed with using one such free software Aksharamala.

One part of this section lists many Sanskrit websites, which are a good reference point

Sanskrit Mailing List:

- An unmoderated mailing list exists for people interested in discussing about Sanskrit literature, grammar, subhashitas, scriptures, etc. Everybody from beginners to experts is welcome to join the list.
- If you are interested in joining the group, goto the "subscribe" section of http://mailman.cs.utah.edu/listinfo/sanskrit/ and follow instructions.

  Also join the Sanskrit sabhA (forum) at http://sanskrit.bhaarat.com

Sanskrit in the Press is listed in Annexure – 6, Educational institutions for Sanskrit in India and South-East Asia are listed in Annexure – 7 and Annexure – 8 listed Sahitya Academy Awardees in Sanskrit.

Summary:

Reference sources such as dictionaries, encyclopaedias, almanacs, atlases, etc. are research tools which are used by users very frequently. Reference sources provide answers to specific questions, such as brief facts, statistics, and technical instructions; provide background information; or direct to additional information sources. This chapter narrates both traditional as well as e-reference sources of Sanskrit literature. This practice makes reference sources readily available and easily accessible for all Sanskrit users. The links in subject guides for these resources might be useful to users and serve their purpose. The researcher tried to identify more resources to be covered in subject guide. More efforts are also needed to add more.

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CHAPTER 6

SUGGESTIONS AND MODEL OR TEMPLATE FOR SUBJECT GUIDE

6.1 Introduction:

From the review and analysis of different publications published and case studies on Subject Guide and synonymous terms used Researcher noticed importance of Subject Guide, Library Guide and Web resource Guide as well as essentiality of developing Subject Guides. Researcher observed many characteristics of Subject Guide and derived findings as listed below.

From the survey of Sanskrit libraries, observations noted as well as discussions with subject experts and library professionals regarding their experiences in the profession, based on these, researcher identified prominent findings and suggestions which are placed below.

6.2 Findings:

1. Subject Guides first used during 1970's and replaced the earlier used term Pathfinder by MIT Librarians in which they prepared list of resources and references pertaining to Subject and Subject related resources. But today ICT is being used and pathfinders, Subject Guides are terms as Electronic Subject Guides.
2. Subject Guides are termed differently but often used interchangeably with Pathfinders, research guides, Libguides, electronic library guides, and Bibliographies.

   Different Terms Used -

   1) Library Guide

2) Subject Guide
3) Bib Guide
4) Path finder
5) Web subject Guides
6) Library Instructions
7) Information Literary Instructions.
8) Subject resource guides
9) Library resource guides
10) Information resource guides
11) Subject portal
12) Reference portal
13) Library portal

3. Subject Guides generally covers broad Subject including related subject and resources available for conducting deep study for users. Subject guides contains resources available in print as well as digital forms and useful for providing resources for conducting interdisciplinary research and study.

4. The main function of the Subject Guide is to support research , scholars, learners, teachers and make aware of qualitative resources may be available in local library are else ware. The Subject Guides are now required to control the information explosions. Since information explosion is very high it is difficult to users to identify right sources of information for their study purpose.

5. Subject Guides are generally compiled by Subject Librarians, Subject experts, Bibliographers, Computer experts and thus it is a collaborative work. Every expertise has a role in preparing Subject Guide viz. Librarians to collect standard resources, evaluate them and including Subject Guide whereas Subject experts evaluate content of the resources judge for its quality for uses and Computer experts suggests in developing Web based Subject Resource Guide with providing different links to Subject Resources available in different forms which includes print and digital resources.

6. Library Guides are used but it is only compilation of resources in a Library available for users without any annotations.

7. Subject Guides are generally available and developed in advance countries like USA, UK, but very rarely these are available in developing countries. Subject guides are useful to reference librarian a lot as well as meeting the need of additional reading on subject to students and Faculty.

8. Subject Guides differ from Institute to Institute and subject groups as well as Library to Library. However the main purpose of Subject Guide is to provide starting point for Researcher using qualitative Subject Guide as well as advancing towards higher research concepts.

9. Subject Guides in traditional scenario mainly covers printed resources which contains generally reference sources Demographic data, different specialise literature in the subject area or libraries in particular.

10. Subject Guides in advance era called as electronic Subject Guides, Electronic resource guide, webliographics, contain, links to online resources , Internet resources as well as print resources and helps user in getting research tips citation style guides and other relevant information on subject and related subject area.

11. Yang (2009) pointed out and explains that in 1990 Subject Guides well popularly known as web links highlighting subject based library resources but now it is observed that it provides all resources including print and digital resources.

12. Subject Guides generally lists out resources or bibliographies and a well developed guide includes information about type of sources, Subject thesaurus and basic purpose is to help users which includes students, Faculty, Researchers and Librarians.

13. The Subject Guide is treated as best tool for getting resources to researchers and Subject for conducting standard research and updating the knowledge.
14. There are no set guidelines, rules, standards for creating Subject Guides. But only covers some common characterises about contains.

15. From the feedback of users it is also concluded that they need information sources on subjects using some Subject Guides having simple to consult, clarity and depending source for information.

6.3 Suggestions:

1. Developing Subject Guide which is to be informative to all by providing annotations and relevance to subject and ranking of resources for used.

2. The developer as well as Librarian have to get feedback to the users regarding the utility of Subject Guide contains and suggestions to improve the quality of resources, structure and add if required.

3. Involve all users, subject experts, computer experts and Library staff while developing Subject Guide for institute which can prove as a standard source for guiding literature to the needy users.

4. Subject Guide developer now use ICT for developing Web portal, Library Portal and link different literature sources to share resources among all users.

5. Contains of user Subject Guide have to be rigorously checked evaluated and make the subject guide qualitative as well as quantitative Subject Guide have to cover maximum information sources in all forms and formats including print and Digital covering primary to tertiary information resources and now Internet resources available either free or charged.

6. While developing Subject Guides involvement of subject experts to add annotations for each resource which increases the used and accessibility of resources.

7. Subject Guides developed by each institute for every subject is to be loaded on intranet as well as provide web access to get more information resources to researcher.

8. While developing Subject guide using ICT to add quality and value addition provide URL links in Subject Guides with annotations.

9. Design of Subject Guide may be simple but clear and designed must provide access to all types of literature with citations to different similar cites.

10. To avoid confusion in consulting Subject Guides the developer or creator have to define exact scope of the subject generally from broad to narrow and related subjects and scope has very clear demarcations to use comfortably.

11. Subject Guides once developed is not the end point but developers are creator have to regularly updated it to cover new resources for currency.

12. Librarians have to arrange orientation courses or programmes for the users and highlight the importance of Subject Guides for its effective use and promoting use of literature either available in the Library or in the subject available at various places.

13. Subject Guides are most useful for reference Librarians and the responsibility of developing and creating and responsibility for evaluating resources before adding to Subject Guide to get more quality into it.

14. Subject Guide developer must analyse different Subject Guides available for different subjects on the net and review them for developing good Subject Guide using framework for Subject Guide and add contains to it.

15. New tools like wiki's, Databases, open source Subject Guide software's to be use for modernisation and universal use of data covered in it.

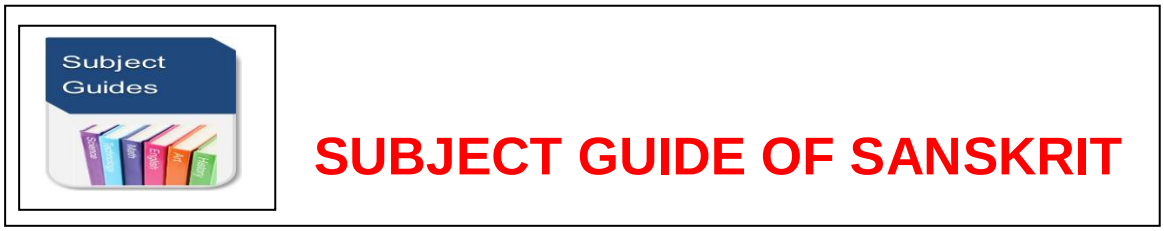
In summery the researchers notice that there is an acute need to developed qualitative Subject Guide in the era of information explosion for the better use of resources by the users. Due to thorough study of Subject Guide now it is possible to develop a good qualitative Subject Guide or Library Guide.

6.4 Sample Template for Subject Guide:

Here the details of sample template for subject guide are made by research the details of the templates are as follows:

The templates contains about organization, library services, databases, e-journals, e-books and other information about subject guide of Sanskrit.

Template 1 is the sample of template of Tilak Maharashtra Vidyapeeth, Pune for Subject Guide of Sanskrit.



Sanskrit Resources:

The Sanskrit Heritage Site

Learn Sanskrit

Samskrutum Studies

Portal to Sanskrit Resources

Search Engines:

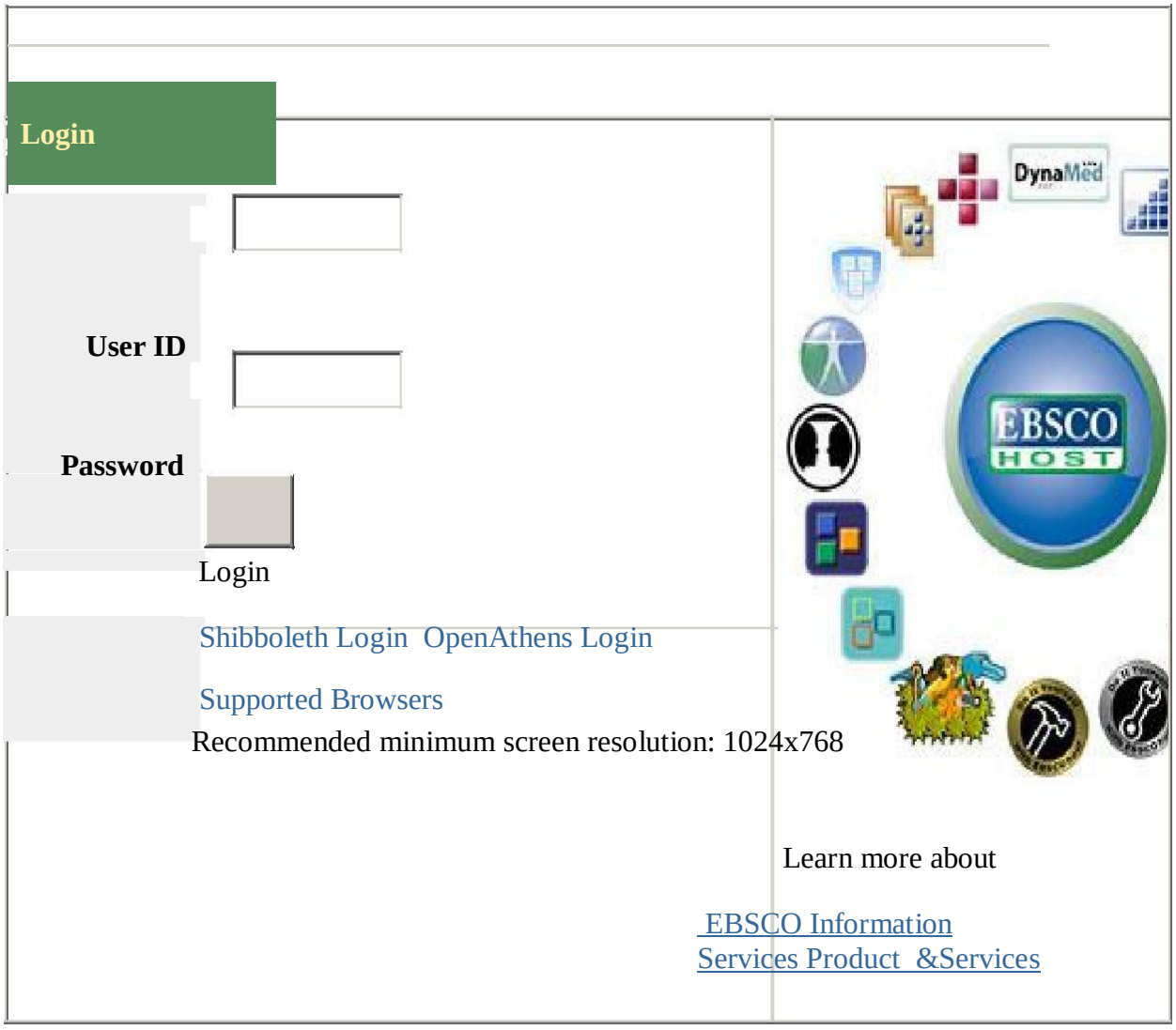
Google

yahoo

Google Schoolar

Annexure:

EBSCO Database



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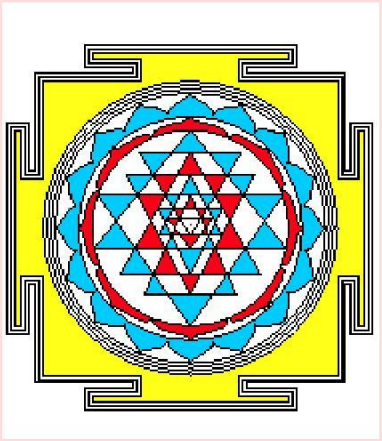
EBSCO Green Initiatives

The Sanskrit Heritage Site

The Sanskrit Heritage Site



Version 2.90 [2015-08-14] (fr)

Welcome to the Sanskrit Heritage site. It provides various services for the computational treatment of Sanskrit.

The first service is dictionary access. The dictionary is a hypertext structure giving access to the Sanskrit lexicon, given with grammatical information. There are currently two versions of the dictionary.

The first one is the original Heritage Sanskrit-French dictionary, that serves as morphology generator, and is thus fully equipped with grammatical tools. Furthermore it offers a rich encyclopedic contents about Indian culture. You may also download a printable pdf version of this dictionary, as explained below. A fully hypertext version in the Goldendict format is also available.

Top | Index | Stemmer | Grammar | Sandhi | Reader | Help | Portal

Powered by OCAML

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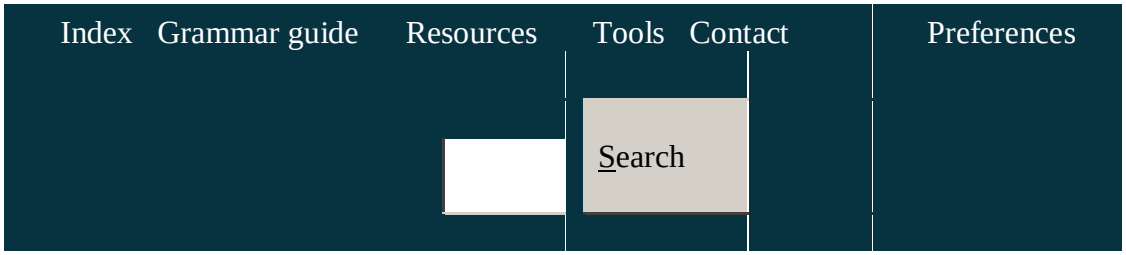
Learn Sanskrit



Please read: a message from learnsanskrit.org

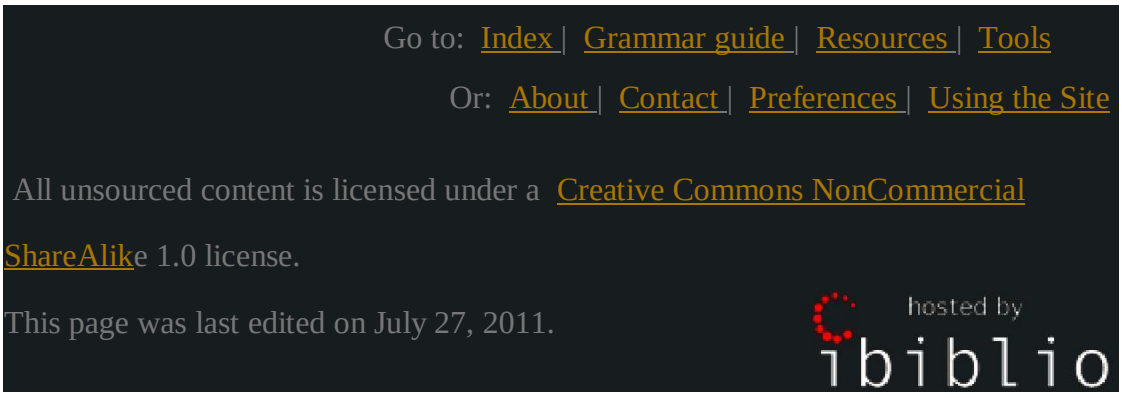
learnsanskrit.org

learnsanskrit.org aims to explore how the unique qualities of the Internet can facilitate the task of learning and teaching Sanskrit. To some extent this site is iconoclastic, for although it owes much to both traditional Sanskrit grammar and classical Western philology, it does away with both whenever they make the task of learning Sanskrit needlessly complicated.

The heart of the site is the **grammar guide**, which has been under slow but steady development for a few years. Featuring thousands of exercises, more than one hundred lessons, and dozens of images and audio clips, the guide presents Sanskrit grammar in a fresh way without sacrificing clarity, depth, or its enthusiastic spirit!

Click here to go to the grammar guide

You can read more about the site itself on the about page. To see what sort of software can enhance your use of the site, consult this page.



URL: http://learnsanskrit.org/

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ॐ सर्वे भवन्तु सुखिनः सर्वे सन्तु निरामयाः ।
सर्वे भद्राणि पश्यन्तु मा कश्चित् दुःखभाक् भवेत् ॥

ॐ सर्वेषां स्वस्तिर्भवतु सर्वेषां शान्तिर्भवतु ।
सर्वेषां पूर्णं भवतु सर्वेषां मङ्गलं भवतु ॥

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Home | Sanskrit Editor | Help (?) | »

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- SLOKAS / Stanzas
- Sanskrit STORIES
- Ancient Scholars
- Books
- Read All ...

- Devnagari SCRIPT
- GRAMMAR Tutorial
- Nouns | Verbs

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powered by screwturn wiki SAMSKRUTAM.COM website hosted since 2005.
sanskrit@samskrutam.com| info@samskrutam.com

This template shows the details about the Subject Guide of Sanskrit. Different logos of About Organization, library services, e-books, databases, union catalogue, e-journals, encyclopaedia etc. helps to display the details or list of journals, e-books, databases etc.

About Organization: about organization it shows the details about organizations vision, mission and objectives and like Subject basics, research areas, courses conducted, research skill, background information, about library events, departments jobs & opportunities, trends in subject, subject guides inter uses access.

Library Services: different library services like photocopy, scanning, bar-coding of books, newspaper clipping, e-mail alerts, web OPAC, new arrivals, reference and referral services, internet services, reading hall facilities, lending book services etc. provided to users from libraries.

E-journals and e-bibliography: list of e-journals and bibliographies are display when clicking this option.

Databases like Shodhganga, EBSCO, Web-OPAC Catalogue on TMV are display and Annexure displays different annexure.

6.5 Scope for Future Research:

There have been very few research studies and literature on subject guides and even fewer users - centred research studies. The professional literature of case studies and practical papers on using LibGuides (McMullin and Hutton 2010; Judd and Montgomery 2009), comparing subject guide software (Moses and Richard 2008), improving subject guides, and using Web 2.0 technologies in subject guides (Corrado 2008; Strutin 2008). There are also a few theoretical studies in the academic literature (Litde 2010). However, there is still very few research studies need to be conducted on subject guides.

The researcher has systematically studied the different facets of subject guides and justified the objectives selected for the study in different chapters covered in this thesis. The hypothesis selected is also proved true.

6.6 Conclusion:

Most academic librarians in developed countries have created subject guides in one form or another, whether they were printed "pathfinders" created years ago or web-based subject guides that are more popular today. They synthesize vast amounts of information about databases, websites, journals, and other sources, and list only the most relevant sources for a particular subject.

In an age of information overload, students and researchers like to have millions of potential sources at their finger- tips. Certainly, no one would expect a new student to read through an A-to-Z list of all the databases available and then decide which the best for a particular research problem is. Thus it seems almost intuitive that providing a short list of links to the most relevant data divided by subject would be an important tool for students, new researchers, or researchers venturing into the literature of an unfamiliar discipline.

However, in spite of the necessity and prevalence of subject guides, there is surprisingly little research on subject guides, particularly user-centred research. Furthermore, the little research that has been done suggests that students are not using subject guides. This study benefits both LIS scholarship and practice by (a) providing new insight into how students are using subject guides, how subject guides affect information-seeking behaviour, and students' preferences for design and content; and (b) helping practitioners to create subject guides that better meet the needs of students.

This research study has achieved its goal to gain new insights for students actually how to use subject guides and into what elements of subject guides users like and dislike. It was discovered that students rarely use subject guides and used for purpose other than to find databases. However, since most students are using subject guides simply for finding the best database, these links should be emphasized for easy access with the least amount of clicks. In addition, it was found that users want clean and simple guides that are free from clutter and confessing language.

The advent of Web 2.0 has spawned a wide variety of tools and services that allow nonprogrammers to create and update Web content on their own. These tools include content management systems, blogs, wikis, and social bookmarking. Although many of these resources were not designed specifically for libraries, they can be used to

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Content Management Systems (CMS) allow those with little or no Web development knowledge to manage and edit Web sites. They differ from the structure of traditional HTML-based Web sites in that a CMS separates the content from the code, allowing users to focus solely on content. Many libraries have begun using Drupal <http://drupal.org/>, an open-source CMS to manage their Web sites and create subject guides.

Blogging software such as BlogSpot and WordPress also used to create simple subject guides. Owned by Google, BlogSpot is Web-based and available for free at <http://www.blogspot.com>. There are two versions of WordPress, both of which are available free. The locally hosted version can be downloaded at <http://wordpress.org>. Accounts can be created for the Web-based version at <http://wordpress.com>. The Berkeley City College Library has used the locally hosted version of WordPress to create library guides <http://www.berkeleycitycollege.edu/wp/library/library- guides/>. The collaborative nature of wikis makes them ideal tools for creating subject guides. The University at Buffalo Health Sciences Library has created a number of library and course guides using a locally hosted wiki <http:// libWeb.lib.buffalo.edu/dokuwiki/hslwiki/doku.php>. MediaWiki is an open- source wiki that can be downloaded for free at <http://www.mediawiki.org/wiki/MediaWiki>. Educators and librarians can create free wikis on PBWorks, formerly PBWiki <http://pbworks.com>. Social bookmarking sites can also be used to create guides. As part of the National Library of Medicine's

Disaster Informationist Pilot Program, New York University Health Sciences Libraries have used Delicious to create a list of over 200 resources organized by subject tags <http://www.delicious.com/nyudisprep/>. Thus Librarians around the world have begun to experiment with dynamic subject guides, dubbed "Subject Guide 2.0". They took their cue from Web 2.0 sites by incorporating interactive features, social sharing and dynamic layouts to appeal to users.

Thus the present study is elaborations of need of subject guides to users, experts, librarians, and information scientists. The literature search is used in narrating different facets of subject guides including structure of subject guides and development of subject guides. The structure of subject guides depends on nature of libraries and subject experts.

CHAPTER 6

SUGGESTIONS AND MODEL OR TEMPLATE FOR SUBJECT GUIDE

6.1 Introduction:

From the review and analysis of different publications published and case studies on Subject Guide and synonymous terms used Researcher noticed importance of Subject Guide, Library Guide and Web resource Guide as well as essentiality of developing Subject Guides. Researcher observed many characteristics of Subject Guide and derived findings as listed below.

From the survey of Sanskrit libraries, observations noted as well as discussions with subject experts and library professionals regarding their experiences in the profession, based on these, researcher identified prominent findings and suggestions which are placed below.

6.2 Findings:

1. Subject Guides first used during 1970's and replaced the earlier used term Pathfinder by MIT Librarians in which they prepared list of resources and references pertaining to Subject and Subject related resources. But today ICT is being used and pathfinders, Subject Guides are terms as Electronic Subject Guides.
2. Subject Guides are termed differently but often used interchangeably with Pathfinders, research guides, Libguides, electronic library guides, and Bibliographies.

   Different Terms Used -

   1) Library Guide

2) Subject Guide
3) Bib Guide
4) Path finder
5) Web subject Guides
6) Library Instructions
7) Information Literary Instructions.
8) Subject resource guides
9) Library resource guides
10) Information resource guides
11) Subject portal
12) Reference portal
13) Library portal

3. Subject Guides generally covers broad Subject including related subject and resources available for conducting deep study for users. Subject guides contains resources available in print as well as digital forms and useful for providing resources for conducting interdisciplinary research and study.

4. The main function of the Subject Guide is to support research , scholars, learners, teachers and make aware of qualitative resources may be available in local library are else ware. The Subject Guides are now required to control the information explosions. Since information explosion is very high it is difficult to users to identify right sources of information for their study purpose.

5. Subject Guides are generally compiled by Subject Librarians, Subject experts, Bibliographers, Computer experts and thus it is a collaborative work. Every expertise has a role in preparing Subject Guide viz. Librarians to collect standard resources, evaluate them and including Subject Guide whereas Subject experts evaluate content of the resources judge for its quality for uses and Computer experts suggests in developing Web based Subject Resource Guide with providing different links to Subject Resources available in different forms which includes print and digital resources.

6. Library Guides are used but it is only compilation of resources in a Library available for users without any annotations.

7. Subject Guides are generally available and developed in advance countries like USA, UK, but very rarely these are available in developing countries. Subject guides are useful to reference librarian a lot as well as meeting the need of additional reading on subject to students and Faculty.

8. Subject Guides differ from Institute to Institute and subject groups as well as Library to Library. However the main purpose of Subject Guide is to provide starting point for Researcher using qualitative Subject Guide as well as advancing towards higher research concepts.

9. Subject Guides in traditional scenario mainly covers printed resources which contains generally reference sources Demographic data, different specialise literature in the subject area or libraries in particular.

10. Subject Guides in advance era called as electronic Subject Guides, Electronic resource guide, webliographics, contain, links to online resources , Internet resources as well as print resources and helps user in getting research tips citation style guides and other relevant information on subject and related subject area.

11. Yang (2009) pointed out and explains that in 1990 Subject Guides well popularly known as web links highlighting subject based library resources but now it is observed that it provides all resources including print and digital resources.

12. Subject Guides generally lists out resources or bibliographies and a well developed guide includes information about type of sources, Subject thesaurus and basic purpose is to help users which includes students, Faculty, Researchers and Librarians.

13. The Subject Guide is treated as best tool for getting resources to researchers and Subject for conducting standard research and updating the knowledge.

14. There are no set guidelines, rules, standards for creating Subject Guides. But only covers some common characterises about contains.

15. From the feedback of users it is also concluded that they need information sources on subjects using some Subject Guides having simple to consult, clarity and depending source for information.

6.3 Suggestions:

1. Developing Subject Guide which is to be informative to all by providing annotations and relevance to subject and ranking of resources for used.

2. The developer as well as Librarian have to get feedback to the users regarding the utility of Subject Guide contains and suggestions to improve the quality of resources, structure and add if required.

3. Involve all users, subject experts, computer experts and Library staff while developing Subject Guide for institute which can prove as a standard source for guiding literature to the needy users.

4. Subject Guide developer now use ICT for developing Web portal, Library Portal and link different literature sources to share resources among all users.

5. Contains of user Subject Guide have to be rigorously checked evaluated and make the subject guide qualitative as well as quantitative Subject Guide have to cover maximum information sources in all forms and formats including print and Digital covering primary to tertiary information resources and now Internet resources available either free or charged.

6. While developing Subject Guides involvement of subject experts to add annotations for each resource which increases the used and accessibility of resources.

7. Subject Guides developed by each institute for every subject is to be loaded on intranet as well as provide web access to get more information resources to researcher.

8. While developing Subject guide using ICT to add quality and value addition provide URL links in Subject Guides with annotations.

9. Design of Subject Guide may be simple but clear and designed must provide access to all types of literature with citations to different similar cites.

10. To avoid confusion in consulting Subject Guides the developer or creator have to define exact scope of the subject generally from broad to narrow and related subjects and scope has very clear demarcations to use comfortably.

11. Subject Guides once developed is not the end point but developers are creator have to regularly updated it to cover new resources for currency.

12. Librarians have to arrange orientation courses or programmes for the users and highlight the importance of Subject Guides for its effective use and promoting use of literature either available in the Library or in the subject available at various places.

13. Subject Guides are most useful for reference Librarians and the responsibility of developing and creating and responsibility for evaluating resources before adding to Subject Guide to get more quality into it.

14. Subject Guide developer must analyse different Subject Guides available for different subjects on the net and review them for developing good Subject Guide using framework for Subject Guide and add contains to it.

15. New tools like wiki's, Databases, open source Subject Guide software's to be use for modernisation and universal use of data covered in it.

In summery the researchers notice that there is an acute need to developed qualitative Subject Guide in the era of information explosion for the better use of resources by the users. Due to thorough study of Subject Guide now it is possible to develop a good qualitative Subject Guide or Library Guide.

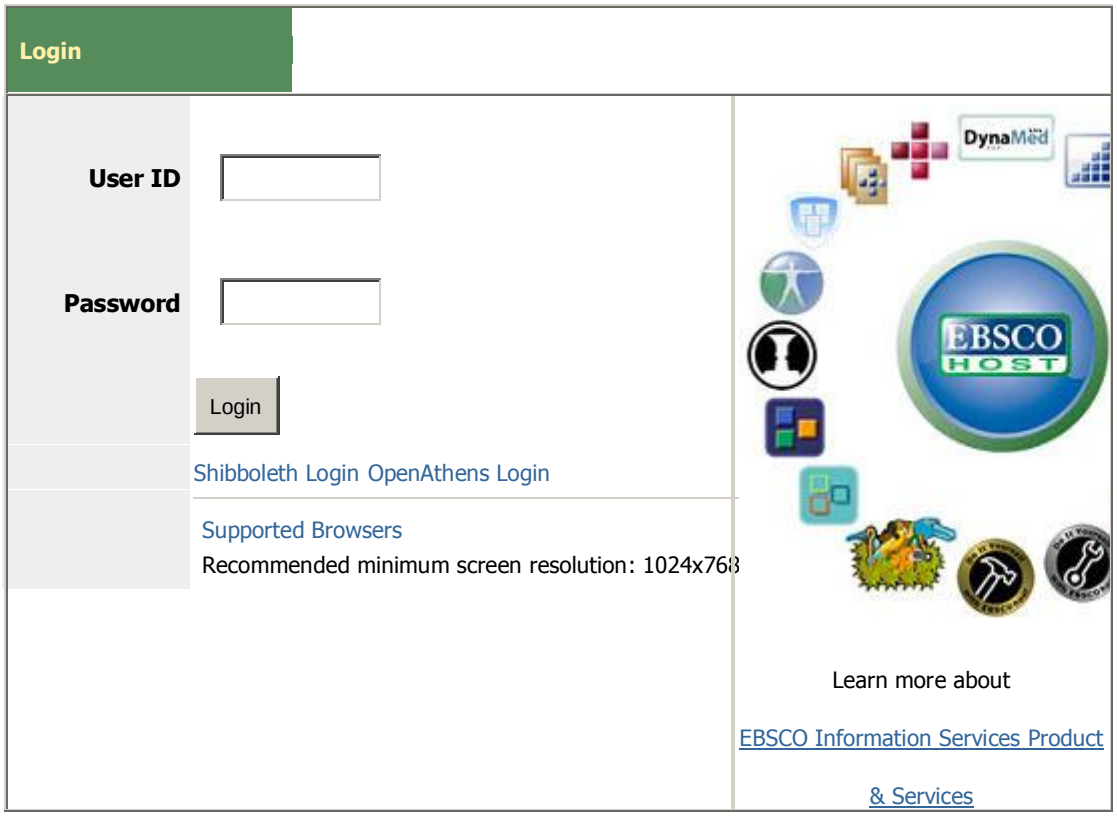
6.4 Sample Template for Subject Guide:

Here the details of sample template for subject guide are made by research the details of the templates are as follows:

The templates contains about organization, library services, databases, e-journals, e-books and other information about subject guide of Sanskrit.

Template 1 is the sample of template of Tilak Maharashtra Vidyapeeth, Pune for Subject Guide of Sanskrit.

EBSCO Database



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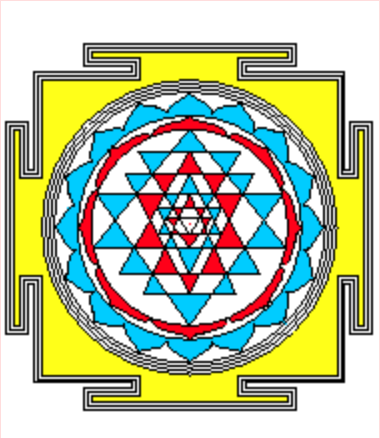

Version 2.90 [2015-08-14] (fr)

Welcome to the Sanskrit Heritage site. It provides various services for the computational treatment of Sanskrit.

The first service is dictionary access. The dictionary is a hypertext structure giving access to the Sanskrit lexicon, given with grammatical information. There are currently two versions of the dictionary.
The first one is the original Heritage Sanskrit-French dictionary, that serves as morphology generator, and is thus fully equipped with grammatical tools. Furthermore it offers a rich encyclopedic contents about Indian culture. You may also download a printable pdf version of this dictionary, as explained below. A fully hypertext version in the Goldendict format is also available.

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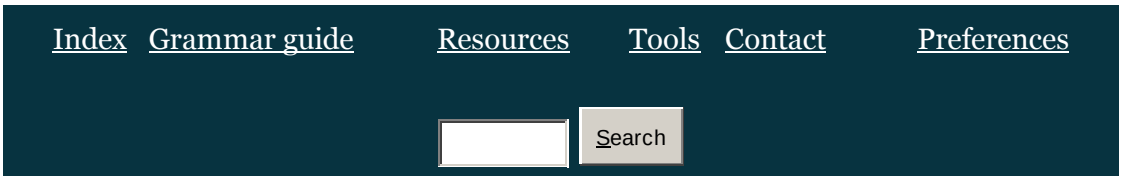
Learn Sanskrit



Please read: a message from learnsanskrit.org

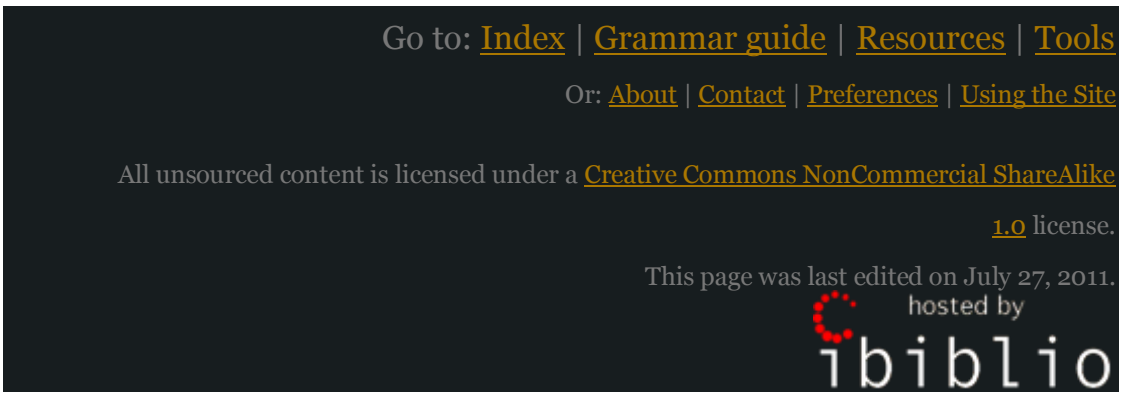
learnsanskrit.org

learnsanskrit.org aims to explore how the unique qualities of the Internet can facilitate the task of learning and teaching Sanskrit. To some extent this site is iconoclastic, for although it owes much to both traditional Sanskrit grammar and classical Western philology, it does away with both whenever they make the task of learning Sanskrit needlessly complicated.

The heart of the site is the **grammar guide**, which has been under slow but steady development for a few years. Featuring thousands of exercises, more than one hundred lessons, and dozens of images and audio clips, the guide presents Sanskrit grammar in a fresh way without sacrificing clarity, depth, or its enthusiastic spirit!

Click here to go to the grammar guide!

You can read more about the site itself on the about page. To see what sort of software can enhance your use of the site, consult this page.



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ॐ सर्वेषां स्वस्तिर्भवतु सर्वेषां शान्तिर्भवतु ।
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6.5 Scope for Future Research:

There have been very few research studies and literature on subject guides and even fewer users - centred research studies. The professional literature of case studies and practical papers on using LibGuides (McMullin and Hutton 2010; Judd and Montgomery 2009), comparing subject guide software (Moses and Richard 2008), improving subject guides, and using Web 2.0 technologies in subject guides (Corrado 2008; Strutin 2008). There are also a few theoretical studies in the academic literature (Litde 2010). However, there is still very few research studies need to be conducted on subject guides.

The researcher has systematically studied the different facets of subject guides and justified the objectives selected for the study in different chapters covered in this thesis. The hypothesis selected is also proved true.

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ANNEXURE – 1

ONLINE DICTIONARIES AND THESAURUS

- A Dictionary of Gāndhār
- A Practical Sanskrit Dictionary (Arthur Anthony Macdonell)
- Abhyankar's Dictionary of Sanskrit Grammar
- Aggregated Sanskrit Dictionaries
- Alkhemy Online Sanskrit Dictionary
- Amarakosha (Sanskrit Thesaurus)
- Amarakosha, Sanskrit thesaurus.
- André Signoret's French to Sanskrit dictionary (2001)
- Andre Signoret's French-Sanskrit dictionary
- Apte's dictionary search (Chicago)
- Apte's English-Sanskrit Dictionary [English to Sanskrit, saved in several PDFs]
- Apte's Sanskrit-English Dictionary [Sanskrit to English]
- Babylon : Free Online Dictionaries
- Bhaktivedanta's Monier-Williams searchable freeware for Windows
- Cambridge Dictionaries Online
- Cambridge International Dictionary of Idioms

- Capeller's Sanskrit-English Dictionary
- Cologne Digital Sanskrit Dictionaries
- Cologne Digital Sanskrit Dictionaries: Downloads.
- Cologne Digital Sanskrit Lexicon
- Cologne Sanskrit Dictionaries Download
- Critical Pali Dictionary
- DCS (Digital Corpus of Sanskrit) by Oliver Hellwig at Heidelberg University
- Dictionary.com-Translator
- Dictionnaire sanskrit-français de N. Stchoupak, L. Nitti et L. Renou
- Dictionnaire sanskrit-français d'Emile Burnouf (1866)
- Digital Dictionaries of South Asia
- Enlarged Electronic Version of Bloomfield's Vedic Concordance
- Free Language Dictionaries
- Glossarium Sanscritum by Francisco Bopp
- Institute of Indology and Tamil Studies, Köln: Indological resources
- Louis Bontes' Monier Williams front end
- Louis Bontes MWSDD (Interface for Monier-Williams Dictionary on Windows) [dated 2002]
- Macdonell's dictionarysearch (Chicago)
- Marking Monier: Current state of digitized Monier-Williams Dictionary,
- Marking the Monier-Williams Dictionary
- Merriam-Webster Dictionary

- Merriam-Webster Thesaurus
- Monier Williams Online Dictionary [English to Sanskrit]
- Monier Williams Online Dictionary [Sanskrit to English]
- Monier-Williams Sanskrit-English Dictionary (Scanned Pages)
- Monier-Williams Sanskrit-English Dictionary (Unicode HTML Version)
- Monier-Williams Sanskrit-English Dictionary: HTML and DICT Versions
- Monier-Williams scanned in Djvu format
- NetLingo-Dictionary
- OneLook Dictionary Search
- On-line dictionaries for Sanskrit
- Online Language Dictionaries
- Online Sanskrit Dictionary of the Vedic Society
- OnlineDictionary.com:Many Languages Dictionary
- Open directory Sanskrit page
- Òscar Pujol's diccionari sànscrit-català
- Oxford Advanced Learner's Dictionary
- Oxford Dictionaries : Ask Oxford
- Page Lexilogos pour le sanskrit
- Reversed Sanskrit Dictionary
- Richard Mahoney's HTML search in Monier-Williams Dictionary
- Roget's Int. Thesaurus of English Words and Phrases
- Roget's Thesaurus

- Sanskrit Dictinary (Text Format)
- Sanskrit Dictionary Homepage
- Sanskrit Heritage Dictionary
- Sanskrit Heritage Dictionary plugin for Firefox browser by Bernard Lombart
- Sanskrit Wordnet at IIT Bombay
- SARVA (South Asian Residual Vocabulary Assemblage)
- Scanned Monier-Williams ebook
- Searchable revised Monier-Williams Dictionary
- Small portal to Sanskrit dictionaries
- Spoken Sanskrit-English Dictionary
- xhtml Monier-Williams dictionary at Prem Pahlajraj's site
- संस्कृत कोश समुच्चयः

ANNEXURE – 2

E-BOOKS FROM- RASHTRIYA SANSKRIT SANSTHAN

- AbhishekaNatakam (Prepared By-Guruvayoor Campus)
- Acharya Ramchandra Dwivedi ki Rachnaye
- Alankarasarvasvam (Prepared By-Bhopal Campus)
- Alivilasisanlap (Prepared By-Dr. Ramakant Pandey)
- Avimarakam (Prepared By-Guruvayoor Campus)
- Balacharitham (Prepared By-Guruvayoor Campus)
- Bhimambedkar Satkam
- Bhamaha Kavyalankar (Prepared By-Jaipur Campus)
- Bhavaprakasa (Prepared By-Garli Campus)
- Bhuvandipkam (Prepared By-Garli Campus)
- Braham Sutra Bhasyam
- Brihajjatkam (Prepared By-Garli Campus)
- Budodyakavyam
- Chandralok (Prepared By-Jaipur Campus)
- Charudatham (Prepared By-Guruvayoor Campus)
- Daskumar Charitam (Prepared By-Jaipur Campus)

- Dhaturatnakara (New Delhi)
- Dhvanimimansa
- Directory of Doctoral of Dissertations on Sanskrit of Indian Universities (New Delhi)
- Dootavakyam (Prepared By-Guruvayoor Campus)
- Dootaghadotkajam (Prepared By-Guruvayoor Campus)
- Gommatsara (Jivakand) (Prepared By-Jaipur Campus)
- Gommatsara (Karmakand) (Prepared By-Jaipur Campus)
- Jaggannath Subhashitam
- Inventory of Sanskrit Scholars
- Jaimini Sutram (Prepared By-Garli Campus)
- Jaipurvaibhavam(Govindvaibhavam) (Prepared By - Dr. Ramakant Pandey, Jaipur Campus)
- Jatakalanker (Prepared By-Garli Campus)
- Kachhvansham (Prepared By- Dr. Ramakant Pandey & Dr. Rani Dadhichi)
- Karmvipaksamhita
- Karnabharam (Prepared By-Guruvayoor Campus)
- Kashika (Prepared By-Sri Rajiv Gandhi Campus,Sringeri)
- Kavyadarsha (Prepared By - Dr. Ramakant Pandey, Jaipur Campus)
- Kavyaalnakara of Rudrata (Prepared By-Jaipur Campus)
- Kavyalankar Sutrani Vaman (Prepared By-Jaipur Campus)

- Kāvyaprakaśa of Mammata (Prepared By-Shilpi Mishra)
- Kavya Sangrah
- KesaviyaJatakpadhti (Prepared By-Garli Campus)
- Kuvalayanand (Prepared By-Jaipur Campus)
- Laghujatkam (Prepared By-Garli Campus)
- Laghupadya PrabhandTrai
- Linganushashnam (Prepared By-Sri Rajiv Gandhi Campus,Sringeri)
- Madhyamavyayogam (Prepared By-Guruvayoor Campus)
- Manusmriti (Prepared By-Sri Sadashiva Campus, Puri)
- Mahabhashyam (Prepared By- Jaipur Campus)
- Mimansa ke paribhasik pado ka Parichaya
- Modern Sanskrit Writings in Karnataka
- Moggāllana-Vyakaraṇam (मोग्गल्लान-व्याकरणं) (Prepared By-Lucknow Campus)
- Moolashankar Natyatrai (संयोगितास्वयंवरम् , छत्रपतिसाम्राज्यम् , प्रतापविजयम्)
- Naradabhaktisutram (Prepared By-Dharmendra Kumar Singhdeo)
- Narayaneeyam (Prepared By-Guruvayoor Campus)
- Nātyaśāstra (Edited By- Radhavallabh Tripathi & Shilpi Mishra)
- NatyaShastriya Paribhashik Shabdanukramanika (Edited By-Radhavallabh Tripathi & Shilpi Mishra)

- Nepalese Sanskrit Inscriptions
- Nibandha-Lalitnibandhascha (Prepared By - Dr. Ramakant Pandey, Jaipur Campus)
- Nyayadeepika (Prepared By-Jaipur Campus)
- Nyaya Kusumanjali
- Nyaya Siddhanta Muktavali (Prepared By-Guruvayoor Campus)
- Oorubangham (Prepared By-Guruvayoor Campus)
- Panchadashi (Prepared By-Guruvayoor Campus)
- Paribhasendushekher (Prepared By-Bhopal Campus)
- Pangcharathram (Prepared By-Guruvayoor Campus)
- Paramlaghumanjusha (Prepared By- Jaipur Campus)
- Pramanavarttikam (Prepared By- Lucknow Campus)
- PrathimaNatakam (Prepared By-Guruvayoor Campus)
- Rasagangadhara-(I&II) (Prepared By-Sri Rajiv Gandhi Campus, Sringeri)
- Rasagangadhara-(Madhusudhani) (Prepared By-Sri Rajiv Gandhi Campus, Sringeri)
- Rasagangadhara-(Marmaprakasha) (Prepared By-Sri Rajiv Gandhi Campus, Sringeri)
- Ratinathjha Rachnavali
- Śābdikābharaṇam (General Editor-Prof. Radha Vallabh Tripathi , Editor-Devanand Shukl)
- Sahitya-Darpan (Prepared By-Bhopal Campus)

- Sahitya-Vaibhavam (Prepared By - Dr. Ramakant Pandey, Jaipur Campus)
- Sambandabashyavarthikam (Prepared By-Guruvayoor Campus)
- Sambandha-Pariksha (Prepared By-Lucknow Campus)
- Samudramanthan
- Sanskrit Studies In India
- Sanskrit Studies Outside India
- Sanskrit Gatha Saptasati (Prepared By - Dr. Ramakant Pandey, Jaipur Campus)
- Sankshepa Ramayanam
- Saptasati Sangrah
- SarvaDarsana-Samgraha (Prepared By-Sri Sadashiva Campus, Puri)
- Sarvarthasiddhi (Prepared By-Jaipur Campus)
- Sarvarthasiddhi (Prepared By-Jaipur Campus)
- Sixty Years of Sanskrit Studies Vol.1(India)
- Sixty Years of Sanskrit Studies Vol.2(Abroad)
- Shandilya-Bhaktisutram (Prepared By- Bhopal Campus)
- Shivshatkam (Prepared By - Dr. Ramakant Pandey, Jaipur Campus)
- Sivjananabodhopanyasah
- Siddhanthalesangrah (Prepared By-Guruvayoor Campus)
- Sri Krishna Lilamritam
- Subhasitratnasandoh

- Suryasiddhanta (Prepared By-Lucknow Campus)
- Swapnavasavadatham (Prepared By-Guruvayoor Campus)
- Tajikneelkanthi (Prepared By-Garli Campus)
- Tandulprasthiam (तण्डुलप्रस्थीयम्) (Prof. Radhavallabh Tripathi)
- Tarkasangraha Deepeika (Prepared By-Guruvayoor Campus)
- Tattvacintamani (Prepared By-Guruvayoor Campus)
- Tattvartha Vartikam (Prepared By-Jaipur Campus)
- Upadeshasahasri (Prepared By-Sri Rajiv Gandhi Campus, Sringeri)
- Upanyas Kathascha
- Uttaradhyayana Sutra (Prepared By-Jaipur Campus)
- Vaiyakaranabhushana (Prepared By-Allahabad Campus)
- Vasvadutta (Prepared By-Jaipur Campus, Jaipur)
- Vivekachoodamani (Prepared By-Sri Rajiv Gandhi Campus, Sringeri)
- Vkrokti Jivitam of Kuntank (Prepared By-Jaipur Campus)
- Vyakarana Mahabhashyam (Prepared By-Jaipur Campus, Jaipur)
- Vyakarana Across the Ages
- Vyavharmayukha
- Vyutpattivad (Volume - I) (Volume - II)
- Yougandharayana (Prepared By-Guruvayoor Campus)

ANNEXURE – 3

SANSKRIT SITES OF INDIVIDUAL SCHOLARS

- Sheldon Pollock's home page
- Ian Houben's Vedic Ritual Site
- Ian Houben's professional page at UMR 7528
- Georges-Jean Pinault's professional page at UMR 7528
- Pascale Haag's professional page at EHESS
- Gérard Colas's professional page at EHESS
- Lyne Bansat-Boudon's professional page at EHESS
- Brendan Gillon's home page
- Paul Kiparsky's home page
- Ashok Aklujkar's home page at University of British Columbia
- Adheesh Sathaye's home page at University of British Columbia
- Madhav Deshpande's home page at University of Michigan
- Stella Sandahl's page at University of Toronto
- Dominik Wujastyk's home page at University of Vienna
- Frits Staal's home page
- Peter Schreiner's Indic site

- John Smith's home page
- Johannes Bronkhorst's home page
- Asko Parpola's home page
- Michael Witzel's home page
- Richard F. Gombrich's home page
- Patrick Olivelle's page, Department of Asian Studies, University of Texas at Austin
- Alexis Sanderson's page
- Christopher Minkowski's page
- His inaugural lecture for the Boden Chair
- A. M. L Lubotsky's page at Universiteit Leiden
- Detlef Eichler's personal page
- Hans Henrich Hock's home page at University of Illinois
- Wiebke Petersen's home page at Heinrich-Heine-University Düsseldorf
- Robert P. Goldman, Department of South and Southeast Asian Studies, University of California at Berkeley
- Sally J. Sutherland Goldman, Department of South and Southeast Asian Studies, University of California at Berkeley
- Alexander von Rospatt, Department of South and Southeast Asian Studies, University of California at Berkeley
- Benjamin Slade's home page
- Wendy Doniger's home page at University of Chicago

- Matthew Kapstein's home page at University of Chicago
- Yigal Bronner's home page at The Hebrew University of Jerusalem
- Timothy Lubin's home page at Washington and Lee University of Chicago
- Pr Gopabandhu Mishra, Department of Sanskrit, Banaras Hindu University, Varanasi
- Renate Sohnen-Thieme's home page at SOAS
- Gregory T. Stump's home page at University of Kentucky
- Timothy C. Cahill's page at Loyola University in New Orleans
- Richard Salomon's page at University of Washington
- Collett Cox's page at University of Washington
- Timothy Lenz's page at University of Washington
- Prem Pahlajrai's page at University of Washington
- Heike Moser's page at Universität Tübingen
- Robert Zydenbos's page at the Leibniz-Rechenzentrum in München
- Takashima's Labo at TUFS
- Rama Nath Sharma's faculty page at University of Hawaii at Manoa
- George Thomson's faculty page
- Anand Mishra site on Paninian Grammar
- Saroja Bhate's home page
- Jared S. Klein's page at the University of Georgia
- Ashwini Deo's home page at Yale University

- Yaroslav Vassilkov's home page
- Leonid Kulikov's home page at Leiden
- Leonid Kulikov's home page at Ghent University
- Ralph Bunker's home page at Maharishi University of Management
- Nalini Balbir's professional page at UMR 7528
- Bruno Dagens' professional page at UMR 7528
- Christine Chojnacki' professional page at Université Jean Moulin (Lyon 3)
- Karl Potter's Encyclopedia of Indian Philosophies site at University of Washington
- Michael Hahn's home page at University of Marburg
- Jürgen Hanneder's home page at University of Marburg
- Roland Steiner's home page at University of Marburg
- Paul Hackett's home page at Columbia University
- McComas Taylor's home page at the Australian National University
- McComas Taylor's YouTube Sanskrit videos page
- Greg Bailey's home page at La Trobe University
- Adi Hastings's home page at the University of Iowa
- Daniel Stender's home page at University of Bonn
- Steven Linsquist's home page at Southern Methodist University
- Ithamar Theodor's home page at University of Haifa
- Site de Michel Angot

- Site de Guillaume Jacques
- Anna Aurelia Esposito, Universität Würzburg
- Albrecht Wezler's citation for Max Planck Research Award for Humanities
- Harunaga Isaacson's home page at Universität Hamburg
- Jambudvipa site of Paolo Magnone
- Gerd Unruh's home page
- Sylvain Brocquet's home page
- Cashmirian Sanskritist blog by Mrinal Kaul
- Mrinal Kaul's page at Oxford
- Sarasvatam caksuh blog by Somadeva Vasudeva
- Tantric Studies Reader project by Somadeva Vasudeva
- Granthinam blog by Daniel Stender
- Cikitsa blog by Dominik Wujastyk
- Chantal Pousse's Carmina Vedica site
- John Brough's memorial site
- Colette Caillat's memorial page
- Thomas Burrow's memorial page
- Arthur William Ryder's memorial page
- Dušan Zbavitel's memorial page
- T.Ya. Elizarenkova's obituary page

Miscellaneous Other Sites Related to Sanskrit:

- Open Directory Project - Sanskrutam site
- Sanskrit page
- Sanskrit World of Dhaval Patel
- Brian Akers' Yoga Vidya Site
- Vyaas Houston's American Sanskrit Institute
- Sanskrit in WordlLanguage
- Sanskrit Translation by Lingo24
- Sanskrit & Sánscrito with many further links to Sanskrit-related sites
- International Sanskrit Research Academy
- Learn Sanskrit page at Himanshu Pota's personal site
- The Sanskrit Academy in San Jose
- Sanskrit Sounds (Nicolai Bachman, Santa Fe)
- Sanskrit Mantras and Spiritual Power
- Le monde des langues - sanskrit

Commercial Sites:

- Sanskrit Translation Services and Sanskrit Interpreters
- Sanskrit books at Egctraders.com
- Sanskrit Vijay Font
- Shoreline Community College. Introductory course on Sanskrit
- Tantric books at VivaSadhana.com

- Expert translations in Sanskrit, Tibetan, Hebrew, Chinese, Hindi, and Gujarati for tattoos, names and sentences
- A Mathematical Analysis of Panini's sivasutras, by Wiebke Petersen, in J. of Logic, Language and Information (13, 4, March 2004,Springer)
- Primary Education in Sanskrit: Methods and Goals in Journal of the American Oriental Society, Vol. 122, No. 4 (Oct.-Dec. 2002), pp. 661-690
- World Samskrit Book Fair, Bangalore, Jan. 2010.

Sanskrit Learning & Other Web Sites:

- eSanskrit.com (Redirects to samskrutam.com)
- Samskrita Bharati (Sanskrit courses - classroom and correspondence, conversation camps etc.)
- Samskrita Bharati (Old Site)
- Rashtriya Sanskrit Sansthan
- Speak Sanskrit
- Sanskrit Academy
- Shri Devasthanam
- Learn Sanskrit Site (H. R. Pota)
- Sanskrit Texts & Strotas
- surasa.net
- Prapatti Online
- Academy of Sanskrit Research
- Ishwarnaman

- Indology
- Vedanta
- Acharya, IIT Madras (old)
- Acharya, IIT Madras (upcoming new)
- Jambu Dweepa
- hindunet.org (Information and facts on Hinduism or Sanatana Dharma)
- hinduwisdom.info (Useful detailed information on Hinduism and it's interpretation.)
- Sri Aurobindo Ashram (Audio Tutorials, Magazines Etc.)
- Jahnavi Sanskrit Journal
- sanskritam.ning.com (Jahnavi Sanskrit Journal)
- SAKSHI

Sanskrit on the Web:

- Sanskrit and OCR - the video of a presentation by Dan Ingalls, CSL PARC and Daniel Ingalls Harvard University on April 17, 1980
- Sanskrit News Headlines
- E-Journal in Sanskrit
- Sanskrit on Answers.com
- Sanskrit on Wikipedia
- Sanskrit on Wikipedia in French
- Sanskrit in the West on Wikipedia
- Sanskrit Wikipedia

- Ancient Voice Wiki
- Sanskrit on Indopedia
- Sanskrit on Opentopia
- Sanskrit Forum
- Sanskrit Voice Digest
- Vishvavani Sanskrit Webzine
- Vishvavani blog
- Samskrute likhaama.h blog
- Sanskrit Prasruti blog
- Sanskrit blog
- Simple Sanskrit Lessons
- Simple Sanskrit blog of G.S.S. Murthy
- Shastapriyaa blog by Swami Neelakantha
- gItA anvaya sandhi vigraha Google group
- El Portal de la India Antigua
- Sanskrit literature blog of Venetia Ansell
- Samskrita bhasa of Nicole Edouard Péquériau
- Learn Sanskrit blog
- Learning together Sanskrit and GeetA
- Study Sanskrit blog by Slabhyankar
- Learning Sanskrit on-line

- Learn Sanskrit from home
- Sanskrit Chat
- Sanskrit Roots site
- Web Of LifeMakers blog
- Nagari Google Group of Marcis Gasuns
- Google Group Forum for Sanskrit-programmers
- Sanskrit Proverbs blog
- Vyaakara.nam blog
- Samskrita Sangha blog at IISc
- Sanskrit - Ancient Language of India blog
- Indien und Sanskrit site, Tuepflis Global Village
- German Yoga blog
- Samskritavani (spanish)
- Samskrit for tattoes and such stuff
- Sanskrit quote of the day
- The Sanskrit Web Ring
- Kalidasa group
- The Utah Sanskrit mailing list
- Usenet newsgroup humanities.language.sanskrit
- Sanskrit deepika project (Dnyandeep Infotech Pvt. Ltd.)
- Sanskrit Central forum

- Sanskrit Central discussion group
- Bajaj Discover Add in sanskrit
- Matthur Samskrutha Village MATTUR- Clinging to the roots of Sanskrit
- Panini Linguistics Olympiad

Miscellaneous Web Documents Relevant to Sanskrit:

- (Historical) Report on the Sanskrit Text Archive Conference Austin, Texas, October 28–29, 1988
- The Sanskrit Grammar of Johann Ernst Hanxleden S.J. (1681–1732)
- Ancient Sanskrit Online
- Sanskrit: an anachronism?
- Why teach or study Sanskrit?
- Language of the soul by Sampadanansa Misrha
- Geopolitics and Sanskrit Phobia, by Rajiv Malhotra
- Relevance of Sanskrit in Contemporary Society by B. Mahadevan
- An Appeal to Google Books for Sanskrit Literature
- Blogging in Sanskrit binds Indian students overseas
- V. C. Govindarajan page
- Hundreds in Fiji come out to take crash course in Sanskrit; Sanskrit discussion group, LinkedIn

ANNEXURE – 4

SANSKRIT SOFTWARE, ELECTRONIC TEACHING AIDS TO SANSKRIT

- Sanskrit Heritage Site
- Sanskrit Morphology Generator
- Sanskrit Lemmatizer
- Sanskrit Reader
- Amba Kulkarni's Sanskrit analysis tools, U. of Hyderabad
- Skt Heritage mirror at U. of Hyderabad
- MIT - Meter Identifying Tool at IIT Bombay
- Whitney's Grammar
- Skt Primer and other Android apps
- Dhaturatnakara.h by Rashtriya Sanskrit Vidyapeetha
- Sanskrit Tools from TDIL for Windows
- Sanskrit Subanta Recognizer and Analyzer from JNU
- Sanskrit Tinanta Generator from JNU

- Ganakashtadhyayi by Dr Shivamurthy Swamiji, Taralabalu Kendra, Bangalore
- Acharya from IIT Madras
- Paniniiya Vyakaranam
- गीतायाः धात्वभ्यासः
- The Little Red Book of Sanskrit Paradigms by McComas Taylor
- eSikshak from CDAC
- Anand Mishra's site on the Paninian System of Sanskrit Grammar
- Anand Mishra's Sanskrit Metre Recognizer
- The Sanskrit Reader site of Oliver Hellwig
- Sanskrit OCR and tagging software by ind.senz
- The Sanskrit studies site of Manorama
- The Learn Sanskrit site of Arun Prasad
- Its associated tagged corpus
- Audio files for Pr Deshpande's Samskrta-Subodhini Sanskrit Primer
- UBC Sanskrit Learning Tools
- Siddhanta Kaumudi lessons by Smt. Sowmya Krishnapur
- AVG-Sanskrit electronic classes
- The Sanskrit Tutor of Sudhir Kaicker at JNU
- John Smith's utility programs (format conversion)

- Tools and Materials for Home-Study of Sanskrit
- Grammar of Sanskrit blog by Sripad Abhyankar
- Learn Sanskrit page by Himanshu Pota
- A Practical Sanskrit Introduction by Charles Wikner
- The Sanskrit Declension Trainer from Leipzig by Michael Bunk
- Sandhi program according to Laghu Siddhanta by Chetan Pandey
- Aupasana site of Ajit Krishnan
- Sanskrit Programmers Site
- A Sanskrit tutor by the Chitrapur math
- A translator between Sanskrit and English
- Indian Language Converter by Vijay Lakshminarayanan
- Sanskrit online transliterator
- Liberation Philology Software
- An Analytical Cross Referenced Sanskrit Grammar by Lennart Warnemyr
- Electronic Dhatu-patha following Srila Jiva Goswamy
- Sandhi joiner of G.S.S. Murthy
- Sanskrit blog of G.S.S. Murthy
- Sanskrit-English blog of G.S.S. Murthy
- Recitations of grammatical paradigms recorded by Timothy C. Cahill

- Recommended Sanskrit grammar books
- An introductory course based on Srila Jiva Gosvami's grammar (downloadable pdf, 60 pages)
- Initiation au sanskrit par Guillaume Jacques (downloadable pdf, 21 pages)
- Discover Sanskrit site
- The Spiritual Seeker's Essential Guide to Sanskrit, by Dennis Waite (downloadable pdf, 161 pages)
- The Devanagari Animated Calligraphy page of Claude-Alice Marillier
- Ukindia Sanskrit Lessons
- Guided Sanskrit Lessons
- Shri Chitrapur Math Sanskrit Lessons Sanskrit Alphabet help
- Typing Hindi, Marathi, Sanskrit on the iPhone or iPad

ANNEXURE – 5

SANSKRIT ON THE WEB

- Sanskrit and OCR - the video of a presentation by Dan Ingalls, CSL PARC and Daniel Ingalls Harvard University on April 17, 1980
- Sanskrit News Headlines
- E-Journal in Sanskrit
- Sanskrit on Answers.com
- Sanskrit on Wikipedia
- Sanskrit on Wikipedia in French
- Sanskrit in the West on Wikipedia
- Sanskrit Wikipedia
- Ancient Voice Wiki
- Sanskrit on Indopedia
- Sanskrit on Opentopia
- Sanskrit Forum
- Sanskrit Voice Digest
- Vishvavani Sanskrit Webzine
- Vishvavani blog

- Samskrute likhaama.h blog
- Sanskrit Prasruti blog
- Sanskrit blog
- Simple Sanskrit Lessons
- Simple Sanskrit blog of G.S.S. Murthy
- Shastapriyaa blog by Swami Neelakantha
- gItA anvaya sandhi vigraha Google group
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- Study Sanskrit blog by Slabhyankar
- Learning Sanskrit on-line
- Learn Sanskrit from home
- Sanskrit Chat
- Sanskrit Roots site
- Web Of LifeMakers blog
- Nagari Google Group of Marcis Gasuns
- Google Group Forum for Sanskrit-programmers
- Sanskrit Proverbs blog

- Vyaakara.nam blog
- Samskrita Sangha blog at IISc
- Sanskrit - Ancient Language of India blog
- Indien und Sanskrit site, Tuepflis Global Village
- German Yoga blog
- Samskritavani (spanish)
- Samskrit for tattoes and such stuff
- Sanskrit quote of the day
- The Sanskrit Web Ring
- Kalidasa group
- The Utah Sanskrit mailing list
- Usenet newsgroup humanities.language.sanskrit
- Sanskrit deepika project (Dnyandeep Infotech Pvt. Ltd.)
- Sanskrit Central forum
- Sanskrit Central discussion group
- Bajaj Discover Add in sanskrit
- Matthur Samskrutha Village MATTUR- Clinging to the roots of Sanskrit
- Panini Linguistics Olympiad

ANNEXURE – 6

SANSKRIT IN THE PRESS

- Who's afraid of Sanskrit? Bharat Gupt, The Indian Express, November 20, 1998
- Govt pledges to popularise Sanskrit. The Indian Express, March 14, 1999
- The Hindu, August 28, 2001
- Sanskrit struggles to survive, BBC News August 5, 2002
- The Times of India, Sept 13, 2002
- Sanskrit still blooming in a tiny village in Karnataka. The Free Press Journal, Jan. 30, 2003
- Sanskrit's former glory revived online. Rediff, July 24, 2003
- Libraries struggle to preserve books. The Times of India, Jan. 23, 2004
- Manuscripts open new vistas of medieval India. Hindustan Times, April 14, 2006
- Sanskrit wrapped in heritage. The Hindu, June 28, 2004
- Seduced by Sanskrit. Chronicle of Higher Education, March 3, 2006
- Sanskrit, the Language of Life. Canberra Times, May 22, 2006
- Thinking allowed - Sanskrit tradition (video interview of Prof. Dean Brown), Dailymotion, 04-06-2006
- Sanskrit stages a comeback in the US. CNN-IBN August 18, 2006

- Cambridge closes door on Sanskrit, Hindi. The Times of India, October 12, 2006
- Ancient Sanskrit manuscript goes digital, BBC News 17-11-06
- Sanskrit is not a Hindu language, Dr Ahmed, The Assam Tribune, 23-12-06
- Kalam on why Sanskrit is important, Rediff News 01-02-07
- The Lord's language. Sanskrit thrives in 21st century America, India Abroad, 23-02-07
- At US university, Sanskrit comes of age, Rediff News 01-06-07
- Sanskrit echoes around the world, The Christian Science Monitor, 05-07-07
- Sanskrit gaining popularity in US, Europe, The Hindustan Times, 10-07-07
- Sanskrit manuscripts in Punjab University in Lahore, The News on Sunday, 12-08-07
- Keeping Sanskrit alive, The Hindu, 02-03-08
- Reworking the language of the Gods, Expressindia, 12-11-07
- Summer Camps Revive India's Ancient Sanskrit, The Washington Post, 15-06-08
- A marathon lexicography work, The Hindu, 11-08-08
- Sanskrit boulevard, Hindustan Times, 20-09-08
- Haryana announces incentives to promote Sanskrit, Hindustan Times, Indo-Asian News Service, 06-12-08
- Ex-CEC has a new mission: Serve Sanskrit, The Times of India, Indo-Asian News Service, 05-03-09
- Panini to the rescue, Business Line, 18-05-09
- Wax Sanskritic, Outlook, 06-07-09

- Dept of Sanskrit lexicography at Deccan College, The Times of India, 02-11-09
- China claims to have 1st pop singer in Sanskrit, The Times of India, 26-01-10
- Sanskrit gets chic avatar, Deccan Chronicle, 21-02-10
- In Orissa, a village of Sanskrit pundits, Rediff News, 06-04-10
- Sanskrit: reviving the language in today's India; Live Mint, 19-04-10
- Vaak, a newspaper that helps brush up `practical' Sanskrit; Live Mint, 20-04-10
- Sanskrit thriving in British schools: NDTV, 28-06-10
- 60 years later, Sanskrit dictionary stuck in first letter: The Indian Express, 17-05-10
- Rs.2 crore sanctioned for catalogue project: The Hindu, 22-10-10
- Oriental Research Institute: Star of Mysore, 20-11-10
- World Sanskrit Book Fair: Deccan Herald, 31-12-10
- World Sanskrit Book Fair: The Hindu, 06-01-11
- He speaks Sanskrit like a native. Times of India, 08-01-11
- The American Born Confused Desis Are Ideal Students Of Sanskrit. Sheldon Pollock's interview, Businessworld, 27-01-11
- European Misappropriation of Sanskrit led to the Aryan Race Theory. Rajiv Malhotra, Huffington Post, 21-03-11
- Sanskrit slips at Deccan college to be digitised. The Times of India, 19-04-11
- A journey in heritage, with a pen. The Times of India, 16-05-11
- Sanskrit goes defunct at Andhra University. The Times of India, 29-06-11

- Sanskrit gaining worldwide recognition. The Times of India, 12-08-11
- Digitisation of 40,000 Sanskrit manuscripts on at BISM. The Times of India, 22-09-11
- Lady Gaga learns Sanskrit. The Times of India, 13-10-11
- Read the Ramayana in French -- for Rs 58,000. Firstpost, 21-10-11
- Who says Sanskrit is dead? Deccan Chronicle, 03-11-11
- Now, Cambridge to study ancient Sanskrit texts. Firstpost, 08-11-11
- These Panini girls can cross swords with anyone. The Times of India, 10-11-11
- Software that translates Sanskrit texts into Hindi. The Deccan Herald, 5-1-12
- Sanskrit makes a comeback, thanks to Wikipedia community. The Deccan Herald, 24-02-12
- For these Bangalore youth, Sanskrit is everything. The Pioneer, 02-04-12
- Sanskrit centre struggles to stay alive. The Times of India, 03-04-12
- Samskrita Bharati honour for Mohanlal. The Indian Express, 19-05-12
- Sanskrit makes a mini-comeback in the U.S. The Wall Street Journal IndiaRealtime, 20-05-12
- World's only Sanskrit daily holds out against odds. The Deccan Herald, 10-07-12
- Make Sanskrit the language of non-Brahmins. The Hindu, 10-11-12
- Edn Min assures upgradation of lone Sanskrit institute. Hueiyen Lanpao, 23-12-12
- Fun with Sanskrit stories. The Hindu, 11-02-13
- Kerala schools to give Sanskrit its due soon. The Times of India, 19-02-13

- India to be pioneer in world through Sanskrit studies. Department of Public Relations, Madhya Pradesh, 22-02-13
- Why Sanskrit remains confined among intellectuals? The Free Press Journal, 23-02-13
- Reviving Sanskrit at Ahlcon International School, Hindustantimes, 04-03-13
- Sanskrit, once a lingua franca of kings, The Indian Express, 23-03-13
- Bangla scholar harps on importance of Sanskrit, The Times of India, 31-03-13
- Here, Sanskrit lives on..., The Hindu, 31-03-13
- Closure notice to 5 Sanskrit colleges, The Times of India, 22-04-13
- PIL on introduction of foreign languages in place of Sanskrit, Business Standard, 08-05-13
- Sanskrit symphony, Business Standard, 18-05-13
- Sanskrit a unique feature of India's culture: Aziz Qureshi, The Economic Times, 03-06-13
- Sanskrit daily struggling to stay afloat, The Hindu, 30-08-13
- 3-day national Sanskrit meet from October 18, The Indian Express, 11-10-13
- Commission set up to promote Sanskrit 01-01-14
- The Vanishing Act of Second Sanskrit Commission, The Indian Express, 13-01-14
- Stiff competition in Sanskrit fete, The Hindu, 25-01-14
- Tripunithura Sanskrit College to get heritage tag, The Hindu, 25-01-14
- Karnataka Sanskrit University decides to revamp the BA, MA Syllabi, OneIndia Education, 26-02-14

- Implement recommendations of first Sanskrit panel, says scholar, The Hindu, 08-05-14
- Digitising history, Mumbai Mirror, 23-03-14
- Demystifying Language of Gods, Indian Express, 26-05-14
- Ahmedabad to host 108 Sanskrit language training camps, Business Standard, 28-05-14
- Narendra Modi's Election Sparks Hope for Sanskrit, The New York Times, 17-06-14
- Sanskrit teaches the meaning of the universe, Bangalore mirror, 14-07-14
- In a first, CBSE asks schools to celebrate Sanskrit Week, Indian Express, 16-07-14
- Row over Sanskrit week, Times of India, 17-07-14
- 'Stop Sanskrit Week In Schools': BJP's Tamil Nadu Ally Revives Language Row, NDTV, 17-07-14
- Jaya opposes Sanskrit Week celebrations, Hindustantimes, 19-07-14
- Controversy Swirls Around 'Sanskrit Week' Celebrations, The Wall Street Journal, 21-07-14
- Now, refer to ancient Sanskrit words online, The Times of India, Pune, 06-10-14
- Sanskrit and English: there's no competition, The Hindu, Pune, 24-11-14
- Smriti turns down plea to make Sanskrit compulsory; The Hindu, 24-11-14
- Paninian from Paris, The Hindu, 27-11-14
- I am Sanskrit, The Indian Express, 08-12-14

ANNEXURE – 7

EDUCATIONAL INSTITUTIONS FOR SANSKRIT IN INDIA AND SOUTH-EAST ASIA

- Rashtriya Sanskrit Sansthan
- Centre of Advanced Study of Sanskrit, Pune University
- Department of Sanskrit and Prakrit Languages, Pune University
- Department of Sanskrit Studies, University of Hyderabad
- Department of Sanskrit, Faculty of Arts, Banaras Hindu University, Varanasi
- Kalakosa, Indira Gandhi National Center for the Arts
- Academy of Sanskrit Research in Melkote
- More on Academy of Sanskrit Research
- Varanasi Sanskrit College
- Sansknet, Rashtriya Sanskrit Vidyapeetha, Tirupati
- Rashtriya Sanskrit Vidyapeetha, Tirupati
- Special Center for Sanskrit Studies, Jawaharal Nehru University, New Delhi
- Center for Indian Language Technology, Indian Institute of Technology, Bombay
- Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, Delhi
- Kavikulguru Kalidas Sanskrit University, Ramtek, Maharashtra
- Panini Sanskrit University, Ujjain

- Shadvala Center for Sanskrit Studies, Goa
- Indology dept. Institut Français de Pondichéry
- Brahmanical Culture in Ancient India project. Institut Français de Pondichéry
- Centre de Pondichéry, Ecole Française d'Extrême Orient
- Muktabodha Indological research institute
- Sanskrit Studies Centre, Silpakorn University, Bangkok
- Samskrita Bharati Organisation
- Utkal University Sanskrit Dept

ANNEXURE – 8

SAHITYA ACADEMY AWARDEES – SANSKRIT

Year	Writer	Book
1956	Mm. P.V. Kane	History of Dharma Sastra, Vol. IV (Research)
1961	Giridhar Sharma Chaturvedi	Vaidik Vijnan aur Bhartiya Sanskriti (A study in Hindi) (Research)
1963	B.N. Krishnamurti Sharma	A History of Dvait School of Vedanta and its Literature (Research)
1964	Mm. Gopinath Kaviraj	Tantrik Vangmaya Men Shaktadrishti (Treatise in Hindi) (Research)
1966	V. Raghavan	Bhoja's Sringara Prakasa (Aesthetics)
1967	Ramaroop Pathak	Chitrakavya Kautukam (Poetry)
1968	Satyavrat Shastri	Srigurugovindasimhacharitam (Poetry)
1970	V. Subramanya Sastri	Shabdatarangini (Treatise on verbal cognition)
1973	M.S. Aney	Sritilakayasornavah (Epic)
1974	S.B. Varnekar	Shrishivarajyodayam (Epic poem)
1977	Shanti Bhikshu Shastri	Buddhavijayakavyam (Poetry)
1979	K.N. Ezhuthachan	Keralodayah (Epic)
1980	P.C. Devassia	Krishtubhagavatam (Epic)
1981	Jagannath Pathak	Kapishayani (Poetry)

1982	P.K. Narayana Pillai	Visvabhanu (Epic)
1983	Pandharinathacharya Galgali	Shri Sambulingeswar Vijaya Campu (Biography)
1984	Shrinath S. Hasurkar	Sindhu-Kanya (Historical novel)
1985	Vasant Trimbak Shevde	Vindhyavasini Vijaya Mahakavyam (Epic)
1986	Kalika Prasad Shukla	Sri Radhacarita Mahakavyam (Epic)
1987	Biswanarayan Shastri	Avinasi (novel)
1988	Rajendra Mishra	Ikshugandha (Short stories)
1989	Ram Karan Sharma	Sandhya (Poetry)
1990	Ogeti Parikshit Sharma	Srimat-Pratap Ranayanam Mahakavyam (Poetry)
1991	Rewa Prasada Dwivedi	Svatantrya Sambhavam (Poetry)
1992	Hari Narayan Dikshit	Bhishma Chiritam (Epic)
1993	Jaggu Alwar Iyengar	Jayantika (Novel)
1994	Radhavallabh Tripathi	Sandhanam (Poetry)
1995	Rasik Vihari Joshi	Sri Radha Panchashati
1996	Keshab Chandra Dash	Isha (Poetry)
1997	Shyam Dev Parashar	Triveni (Poetry)
1998	Bachchoolal Awasthi	Pratanini (Poetry)
1999	Shriniwas Rath	Tadeva Gaganam Saivadhara (Poetry)
2000	S. Srinivasa Sarma	Jagadguru Sri Chandrasekharendra - Saraswati Vijayam (Poetry)
2001	P Sri. Ramachandrudu	Ko Vai Rasah (Essays)
2002	Kashinath Mishra	Harsacarita-Manjari (Poetry)
2003	Bhaskaracharya	Nirjharini (Poetry)

	Tripathi	
2004	Devarshi Kalanath Shastry	Akhyana Vallari (Short Stories)
2005	Swami Rambhadracharya	Sri-Bhargava-Raghaviyam (Epic)
2006	Harshadev Madhav	ĀTava Sparshe Sparshe (Poetry)
2007	Hari Dutt Sharma	ĀLasallatika (Poetry)

(No Awards in 1955, 1957, 1958, 1959, 1960, 1962, 1965, 1969, 1971, 1972, 1975, 1976 and 1978)

(Source: http://indiapicks.com/Literature/Sahitya_Academy/SA_Sanskrit.htm)