



CAMBRIDGE
International Education

Syllabus

Cambridge O Level Sanskrit 3216

Use this syllabus for exams in 2029.
Exams are available in the November series.



Version I

For the purposes of screen readers, any mention in this document of Cambridge IGCSE refers to Cambridge International General Certificate of Secondary Education.

Why choose Cambridge?

We work with schools worldwide to build an education that shapes knowledge, understanding and skills. Together, we give learners the confidence they need to thrive and make a positive impact in a changing world.

As part of the University of Cambridge, we offer a globally trusted and flexible framework for education from age 3 to 19, informed by research, experience, and listening to educators.

With recognised qualifications, high-quality resources, comprehensive support and valuable insights, we help schools prepare every student for the opportunities and challenges ahead.

Qualifications that are recognised and valued worldwide

From the world's top-ranked universities to local higher education institutions, Cambridge qualifications open doors to a world of opportunities.

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With over 160 years of experience in delivering fair, valid and reliable assessments to students worldwide, we offer a global, recognised performance standard for international education.

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Cambridge learners build subject knowledge and conceptual understanding, and develop a broad range of skills, learning habits and attributes to help make them ready for the world.

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Bringing together a community of experts

We bring together the collective knowledge of experts and our diverse community of educators worldwide, supporting them to learn from one another and share ideas and information.

Tackling the climate crisis together

We believe that education is key to tackling the climate crisis. Together with Cambridge schools, we can empower young people with the skills and knowledge to take action on climate change, helping them be ready for the world.

School feedback: 'We think the Cambridge curriculum is superb preparation for university.'

Feedback from: Christoph Guttentag, Dean of Undergraduate Admissions, Duke University, USA

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Important: Changes to this syllabus

The latest syllabus is version 1, published September 2026. There are no significant changes which affect teaching.



1 Why choose this syllabus?

Key benefits

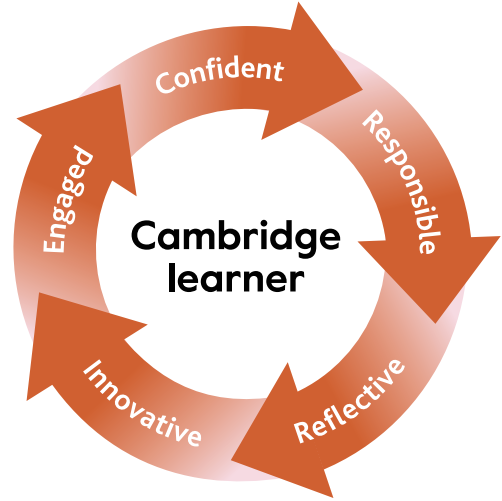
Cambridge O Level is typically for 14 to 16 year olds and is an internationally recognised qualification. It has been designed especially for an international market and is sensitive to the needs of different countries. Cambridge O Level is designed for learners whose first language may not be English, and this is acknowledged throughout the examination process.

Our programmes promote a thorough knowledge and understanding of a subject and help to develop the skills learners need for their next steps in education or employment.

Cambridge O Level Language and Literature qualifications are accepted by universities and employers as proof of knowledge and understanding of a language. Successful candidates gain lifelong skills including:

- the ability to communicate clearly, accurately and effectively in writing
- the ability to use a wide range of vocabulary, and correct grammar, spelling and punctuation
- a personal style and an awareness of the audience being addressed.

Candidates are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which the language can be used. Cambridge O Level Language qualifications also develop more general analysis and communication skills such as synthesis, inference, and the ability to order facts and present opinions effectively.



School feedback: ‘Cambridge O Level has helped me develop thinking and analytical skills which will go a long way in helping me with advanced studies.’

Feedback from: Kamal Khan Virk, former student at Beaconhouse Garden Town Secondary School, Pakistan, who went on to study Actuarial Science at the London School of Economics

Qualifications that are recognised and valued worldwide

Cambridge qualifications prepare and equip learners with the skills they need to thrive at university and beyond. The world's best higher education institutions recognise our qualifications and value the critical thinking skills, independent research abilities and deep subject knowledge that Cambridge learners bring.

We continually work with universities and colleges in every part of the world to ensure that they understand and accept our qualifications. Cambridge O Level provides a springboard to the Cambridge Advanced stage, as well as other post-16 routes. The combination of knowledge and skills in Cambridge O Level gives learners a solid foundation for further study. Candidates who achieve grades A* to C are well prepared to follow a wide range of courses including Cambridge International AS & A Level.

Many universities require a combination of Cambridge International AS & A Levels and Cambridge O Levels or equivalent to meet their entry requirements.

Learn more at www.cambridgeinternational.org/recognition

Supporting teachers

We believe education works best when teaching and learning are closely aligned to the curriculum, resources and assessment. Our high-quality teaching support helps to maximise teaching time and enables teachers to engage learners of all backgrounds and abilities.

We aim to provide the following support for each Cambridge qualification:

- Syllabus
- Specimen question papers and mark schemes
- Specimen paper answers
- Schemes of Work
- Example candidate responses
- Past papers and mark schemes
- Principal examiner reports for teachers.

These resources are available on the School Support Hub at <https://schoolsupporthub.cambridge.org> our secure online site for Cambridge teachers. Your exams officer can provide you with a login.

Additional teaching and learning resources are also available for many syllabuses and vary according to the nature of the subject and the structure of the assessment of each syllabus. These can include ready-built lesson materials, digital resources and multimedia for the classroom and homework, guidance on assessment and much more. Beyond the resources available on the School Support Hub, a wide range of endorsed textbooks and associated teaching and learning support are available from Cambridge at www.cambridge.org/education and from other publishers. Resources vary according to the nature of the subject and the structure of the assessment of each syllabus.

You can also contact our global Cambridge community or talk to a senior examiner on our discussion forums.

Sign up for email notifications about changes to syllabuses, including new and revised products and services, at www.cambridgeinternational.org/syllabusupdates

Professional development

Find the next step on your professional development journey.

- **Introduction courses** – An introduction to Cambridge programmes and qualifications. For teachers who are new to Cambridge programmes or new to a specific syllabus.
- **Focus on Teaching courses** – These are for teachers who want to explore a specific area of teaching and learning within a syllabus or programme.
- **Focus on Assessment courses** – These are for teachers who want to understand the assessment of a syllabus in greater depth.
- **Marking workshops** – These workshops help you become more familiar with what examiners are looking for, and provide an opportunity to raise questions and share your experiences of the syllabus.
- **Enrichment Professional Development** – Transform your approach to teaching with our Enrichment workshops. Each workshop focuses on a specific area of teaching and learning practice.
- **Cambridge Professional Development Qualifications (PDQs)** – Practice-based programmes that transform professional learning for practising teachers. Available at Certificate and Diploma level.

For more information visit www.cambridgeinternational.org/support-and-training-for-schools

Supporting exams officers

We provide comprehensive support and guidance for all Cambridge exams officers.
Find out more at www.cambridgeinternational.org/eoguide



2 Syllabus overview

Aims

The aims describe the purposes of a course based on this syllabus.

Following a course based on this syllabus will:

- enable candidates to develop accurate written language.
- encourage candidates to read and understand the prescribed religious and literary works in Sanskrit.
- enable candidates to appreciate and understand important issues in the prescribed texts.
- develop in candidates, at an appropriate level, a competence in the language.
- enable candidates to understand what they read and respond appropriately.



We are an education organisation and politically neutral. The contents of this syllabus, examination papers and associated materials do not endorse any political view. We endeavour to treat all aspects of the exam process neutrally.

Assessment overview

All candidates take two components. Candidates will be eligible for grades A* to E.

Paper 1 Translation and Set texts

(2 hours)

Question 1 – 25 marks

Translation from a prescribed text from Sanskrit into English.

Question 2 – 20 marks

Transliteration of an unseen passage.

Question 3 – 15 marks

Comprehension questions on an unseen passage in Sanskrit.

Question 4 – 40 marks

Comprehension questions on adapted extracts from the Rāmāyana and the Mahābhārata.

Total marks: 100

Weighting: 50% of total marks

Paper 2 Translation of Set texts and Panini Grammar

(2 hours)

Question 1 – 20 marks

Translation of an unseen piece of prose from Sanskrit into English.

Question 2 – 20 marks

Translation of verses from the Bhagavad Gita into English.

Question 3 – 20 marks

Comprehension questions on Hitopadeśa set texts.

Question 4 – 40 marks

Questions on Māheśvara sūtras and Uccāraṇa sūtras and Panini Grammar.

Total marks: 100

Weighting: 50% of total marks

Information on availability is in the **Before you start** section.

Assessment objectives

Candidates will be assessed on their ability to:

- AO1** comprehend, appreciate and translate stanzas and adapted/glossed passages from the prescribed texts.
- AO2** transliterate and translate from Sanskrit into English both seen and unseen passages and respond to comprehension questions on the above.
- AO3** demonstrate an understanding and application of the basic rules of formal grammar.

A description of each assessment objective is as follows:

- AO1** comprehend, appreciate and translate stanzas and adapted/glossed passages from the prescribed texts
Students should be able to:
 - Locate and abstract information.
 - Translate phrases or whole passages into English.
 - Demonstrate an understanding of the grammar.
 - Speak of the context in which a passage is found for prepared texts.
 - Use the standard Devanagari and transliterated Sanskrit scripts.
- AO2** transliterate and translate from Sanskrit into English both seen and unseen passages and respond to comprehension questions on the above.
Students should be able to:
 - Transliterate and translate by demonstrating an understanding of the seen and unseen passages.
 - Decline words.
 - Conjugate verbs.
 - Make proper use of cases.
 - Use svara sandhi.
 - List the Māhes'vara sūtra.
 - Explain the Uccāraṇa sūtras.
- AO3** Demonstrate an understanding and application of the basic rules of formal grammar.
For detailed requirements, see Paper 2, Question 4 below.

3 Description of papers

The question papers will be set in Sanskrit and English as appropriate.

Paper 1

Question 1 (25 marks)

Translation of a seen passage (Rāmāyana or Mahābhārata) from Sanskrit into English.

Candidates will be required to translate approximately six sentences (with a maximum of 25 units) from either the Rāmāyana or the Mahābhārata. Details of the prescribed texts are set out on page 12.

Question 2 (20 marks)

Transliteration of an unseen passage.

Candidates will be required to transliterate six-eight adapted sentences (with 20 units).

Question 3 (15 marks)

Reading Comprehension questions on an unseen passage in Sanskrit.

Candidates will answer three comprehension questions. The questions will be set in Sanskrit.

Question 4 (40 marks)

Comprehension questions will be set on two adapted extracts from the Rāmāyana or the Mahābhārata.

Five questions will be set under each extract and will carry four marks each. Details of the prescribed texts are set out on page 12.

Paper 2

Question 1 (20 marks)

Translation of an unseen piece of prose from Sanskrit into English.

Candidates will be required to translate six lines of adapted Sanskrit prose. Words which are unlikely to be known will be glossed.

Question 2 (20 marks)

Translation of verses from the Bhagavad Gita into English.

Candidates will be required to translate four verses. Details of the prescribed texts are set out on page 12.

Question 3 (20 marks)

Comprehension questions on Hitopadeśa set texts.

Candidates will answer five questions on passages from the selected stories of the Hitopadeśa. Details of the prescribed texts are set out on page 12.

Question 4 (40 marks)

Questions on Māheśvara sūtras and Uccāraṇa sūtras and Panini Grammar.

Candidates will answer questions on formal grammar.

(a) Declensions (**9 marks**)

Candidates will be required to decline:

‘asmad, yuṣmad’ in all 3 numbers

‘tat’ in all 3 genders and all 3 numbers

‘bālaka, muni’ in all 3 numbers

‘bālikā, matī’ in all 3 numbers

‘phala’ in all 3 numbers

(b) Conjugation in 3 numbers and 3 persons. (**6 marks**)

Candidates will be required to conjugate:

Laṭ, Lṛṭ, Lan

bhū, gaṇ, as, dṛś, kṛ, pib, gay, vad, khel.

(c) The principal uses of cases. (**5 marks**)

Candidates may use English to explain the grammatical rules.

(d) Svāra Sandhi (**5 marks**)

Candidates will be required to define the rules by giving examples.

(e) Māheśvara and Uccāraṇa sūtras (**15 marks**)

Candidates will be required to:

Write the sūtras to which particular letters belong

Explain the Uccāraṇa sūtras

Prescribed texts

Rāmāyana

For Paper 1, candidates will study the following five adapted stories:

- Lesson 1 Daśaratha is cursed 18 sentences
- Lesson 2 Daśaratha's sons 12 sentences
- Lesson 3 Mithilā 13 sentences
- Lesson 4 Śiva's bow 15 sentences
- Lesson 5 Rāma returns to Ayodhyā 12 sentences

Mahābhārata

For Paper 1, candidates will study the following five adapted stories:

- Lesson 1 Who will be king? 11 sentences
- Lesson 2 The Pāṇḍavas' house is burned down 10 sentences
- Lesson 3 Kīcaka fails to woo Draupadī 10 sentences
- Lesson 4 Abhimanyu's Battle Plan 10 sentences
- Lesson 5 Duryodhana is slain 10 sentences

Bhagavad Gītā

Recommended edition: *Bhagavad Gītā Bhāṣya*, of Śrī Śaṅkarācārya with text and English translation by Dr A G Krishna Warrier (1983) Sri Ramakrishna Math, Madras 600004, India.

For Paper 2, candidates will study the following verses:

2.7, 2.9, 2.10, 2.11, 2.13, 2.14, 2.15, 2.20, 2.38, 2.45, 2.47, 3.9, 4.8, 6.19, 6.35, 7.4, 7.5, 9.27, 12.13, and 18.73

Hitopadeśa

'A Sanskrit Reader' by C R Lanman, published by Motilal Banarsidass Private Ltd., New Delhi, 1996 (later editions are available).

For Paper 2, candidates will study the following three prose selections:

Line Reference	Prose	Page
7 to 11	The crows and the serpent (<i>vāyasyāha ... nipātitaḥ</i>)	32
9 to 17	(<i>vāyasī brūte ... nipātitaḥ</i>)	33
12 to 23	The lion, the rabbit and the well (<i>asti mandaranāmni ... śaśako 'bravīt</i>)	32
1 to 8	(<i>nāham aparāddhah ... tasyetyādī</i>)	33
9 to 21	The sage and the mouse (<i>asti gautamāraṇye ... bravīmī</i>)	40
1 and 2	(<i>nīcaḥ ... gato yathā</i>)	41

Candidates will be required to study all the above passages.

4 Appendix

MAHĀBHĀRATA SELECTION

Lesson 1: Who will be king?

- 1 विचित्रवीर्यः अचिरेण मृतः अभवत् ।
- 2 भार्ययोः पुत्रः न आसीत् ।
- 3 भीष्मः अचिन्तयत् कथम् अन्यम् नृपम् लप्स्ये इति ।
- 4 सः भार्याभ्याम् अन्यम् पतिम् अलभत ।
- 5 रणः पतिः ऋषिः आसीत् ।
- 6 सः ऋषिः व्यासः नाम ।
- 7 ऋषिम् दृष्ट्वा तु अम्बिका निमिषति स्म ।
- 8 तस्मात् तस्याः पुत्रः अन्धः आसीत् ।
- 9 सः पुत्रः धृतराष्ट्रः नाम ।
- 10 यदा अम्बालिका ऋषिम् अपश्यत् तदा तस्याः मुखम् पाण्डु अभवत् ।
- 11 तस्मात् तस्याः पुत्रः पाण्डुः नाम ॥

Lesson 2: The Pāṇḍavas' house is burned down

- 1 कौरवैः पाण्डवेभ्यः सुन्दरम् गृहम् अक्रियत ।
- 2 तत् गृहम् धृष्ट्यामः स्वम् पाण्डवान् व्यापादयिष्यामः इति सस्मितम्
कौरवाः अचिन्तयन् ।
- 3 तत् श्रुत्वा गृहस्य भूम्याम् विवरः पाण्डवैः कृतः ।
- 4 एकदा मात्रा कुन्त्या उत्सवः अक्रियत ।
- 5 एका नारी पुत्रैः सह उत्सवम् आगतवती ।
- 6 बहु पीत्वा नारी पुत्राः च स्वप्नम् अकुर्वन् ।
- 7 रात्र्याम् कौरवाः गृहम् अदाहयन् ।
- 8 कुन्ती पाण्डवाः च विवरम् शीघ्रम् प्राविशन् ।
- 9 स्वम् कुन्ती पाण्डवाः च अग्नेः रक्षिताः ।
- 10 पुत्राणाम् दग्धान् देहान् दृष्ट्वा जनाः मनसि अचिन्तयन्
पाण्डवाः दग्धाः इति ॥

Lesson 3: Kīcaka fails to woo Draupadī

- 1 पाण्डवाः द्रौपदी च राज्ञः विराटस्य राजगृहम् अगच्छन् ।
- 2 ते सर्वे कौरवानाम् भयात् विराटस्य सेवकानाम् रूपम् कृतवन्तः
- 3 द्रौपदी राज्ञ्याः सेविका अभवत् ।
- 4 राज्ञः विराटस्य बलिष्ठः सैनिकः कीचकः नाम ।
- 5 कीचकः द्रौपद्याम् अस्निह्यत् ।
- 6 मम भार्या भव इति कीचकः द्रौपदीम् उक्तवान् ।
- 7 भीता द्रौपदी हे सुहृत् नाटकानाम् शालायाम् रात्र्याम् मिलिष्यावः
इति तम् उक्तवती ।
- 8 द्रौपदी भीमम् अधावत् तम् सर्वम् अवदत् च ।
- 9 रात्र्याम् भीमः नाटकानाम् शालाम् अगच्छत् कीचकेन सह
अमिलत् च ।
- 10 तयोः युद्धम् आसीत् भीमः कीचकस्य देहम् अनाशयत् च ॥

Lesson 4: Abhimanyu's Battle Plan

- 1 कस्मिन् चित् युद्धे कौरवः द्रोणः चक्रव्यूहम् अकरोत् ।
- 2 अर्जुनः एव चक्रव्यूहम् जेष्यति इति पाण्डवाः अवदन् ।
- 3 तस्मिन् एव काले तु अर्जुनः अन्यस्मिन् लोके युद्धम् अकरोत् ।
- 4 अर्जुनस्य पुत्रः अभिमन्युः नाम उक्तवान् अहम् एव चक्रव्यूहम् जेष्यामि इति ।
- 5 अभिमन्युः चक्रव्यूहम् प्राविशत् ।
- 6 न कः चन अन्यः पाण्डवः तु चक्रव्यूहम् प्राविशत् ।
- 7 बहवः कौरवाः अभिमन्युना सह युद्धम् अकुर्वन् ।
- 8 वीरः अभिमन्युः बहून् कौरवान् व्यापादयत् ।
- 9 अन्ते तु अभिमन्योः रथः नष्टः ।
- 10 सः बालकः सर्वैः कौरवैः हतः ॥

Lesson 5: Duryodhana is slain

- 1 दुर्योधनस्य माता गान्धारी नाम दुर्योधनम् उक्तवती नग्नः माम्
आगच्छ इति ।
- 2 यदा तु दुर्योधनः गान्धारीम् आगच्छत् तदा ऊरु आवृतौ ।
- 3 तस्मात् दुर्योधनस्य ऊरु न रक्षितौ ।
- 4 युद्धस्य अन्ते दुर्योधनः कम् चित् जलाशयम् प्राविशत् ।
- 5 सः तु पाण्डवैः अचिरेण लब्धः ।
- 6 दुर्योधनः भीमेन सह युद्धम् कृतवान् ।
- 7 भीमः दुर्योधनस्य ऊरु गदया अतुदत् ।
- 8 दुर्योधनः भूमौ अपतत् भीमम् अवदत् च त्वया अधर्मः कृतः ।
- 9 अहम् एव स्वर्गम् गमिष्यामि इति ।
- 10 एवम् दुर्योधनः भीमेन हतः ॥

Adapted stories from the Rāmāyana

Lesson 1: Daśaratha is cursed

- 1 आसीत् नृपः दशरथः नाम ।
- 2 सः अतीव धार्मिकः भूमिपः सुखेन अजीवत् ।
- 3 नृपस्य दुःखम् न अस्ति इति अभाषन्त जनाः ।
- 4 एकदा दशरथः वनम् अगच्छत् ।
- 5 तस्मिन् वने साधोः नरस्य पुत्रः अवसत् ।
- 6 सः साधोः नरस्य पुत्रः जलाय अगच्छत् ।
- 7 दशरथः जलस्य शब्दम् अशृणोत् ।
- 8 अहो विशालम् गजम् शृणोमि अहम् इति अचिन्तयत् नृपः।
- 9 सः शरम् अक्षिपत् । साधोः नरस्य बालकम् शरेण नृपः
व्यापादयत् ।
- 10 यदा हतम् बालकम् दशरथः अपश्यत् सः अतीव दुःखी तदा
अभवत् ।
- 11 सः बालकस्य जनकम् आगच्छत् ।
- 12 तव पुत्रः मया हतः इति सः अवदत् ।
- 13 बालकस्य जनकः अतीव कुपितः अभवत् ।
- 14 सः नृपम् अशपत् ।

Lesson 1: Daśaratha is cursed (continued)

- 15 हे मूर्ख । तव दुष्कृतेन अहम् बहुदुःखम् अनुभवामि ।
- 16 पुत्रेण विना न जीविष्यामि ।
- 17 त्वम् अपि अहम् इव पुत्रात् शोकम् अनुभविष्यसि इति ।
- 18 नृपः शोकेन पीडितः राजगृहम् पुनः अगच्छत् ॥

Lesson 2: Daśaratha's sons

- 1 दशरथः तस्य कृपितस्य सज्जनस्य वचनम् अश्रुणोत् ।
- 2 सः तेन पीडितः ।
- 3 किंतु कालेन तम् शापम् व्यस्मरत् ।
- 4 अयोध्यायाम् भार्याभिः सह सुखेन अवसत् ।
- 5 सुखितस्य नृपस्य एकम् दुःखम् ।
- 6 तस्य पुत्रः न आसीत् इति ।
- 7 ततः ऋषिभिः सह सः पुत्राय यज्ञम् अकरोत् ।
- 8 अथ कालेन पुत्राः उदभवन् ।
- 9 रामः च लक्ष्मणः च भरतः च शत्रुघ्नः च इति पुत्राणाम्
नामधेयानि ।
- 10 भूमिपस्य पुत्राः सुन्दराः शान्ताः वीराः च ।
- 11 तेषु पुत्रेषु ज्येष्ठः रामः गुणैः श्रेष्ठः अभवत् ।
- 12 तस्मात् नृपः रामे अस्मिन् विषेष्टः ॥

Lesson 3: Mithilā

- 1 यदा दशरथः तस्य अनुज्ञाम् अददात् तदा मुनिना सह रामः
अरण्यम् अगच्छत् ।
- 2 तत्र वने बहवः ऋषयः अवसन् आश्रमेषु ।
- 3 ते सर्वदा ध्यानम् आचरन् यज्ञान् अकुर्वन् च ।
- 4 तस्मिन् एव काले बहवः राक्षसाः तान् मुनीन् अबाधन्त ।
- 5 राक्षसेभ्यः मुनीनाम् रक्षणाय आगच्छत् रामः ।
- 6 यत्र यत्र आगच्छत् राघवः तत्र तत्र निशाचराः भीताः अभवन्
अगच्छन् च ।
- 7 यत्र यत्र राक्षसान् अपश्यताम् रामः लक्ष्मणः च तत्र तत्र तान्
व्यापादयताम् ।
- 8 यदा सर्वे निशाचराः हताः निर्गताः वा आसन् रामः वनम् अत्यजत्
मिथिलाम् च आगच्छत् ।
- 9 तस्मिन् देशे अतीव पण्डितः नृपः जनकः नाम राज्यम् अकरोत् ।
- 10 जनकस्य अतीव सुन्दरी कन्या सीता नाम ।
- 11 सर्वासाम् नारीणाम् श्रेष्ठा सा इति अचिन्तयन् जनाः ।
- 12 सीतया सह विवाहम् करिष्यामि इति अचिन्तयन् सर्वे नृपाः ।
- 13 ततः मिथिलाम् प्रति समागच्छन् ॥

Lesson 4: Śiva's bow

- 1 यदा रामः सीताम् अपश्यत् तदा तस्याम् अन्वरज्यत ।
- 2 तस्मिन् काले बहवः राजानः सीतायाः स्वयम्बराय अगच्छन् ।
- 3 जनकः राजा एवम् अवदत् च ।
- 4 यः कः अपि राजा शिवस्य चापे बाणम् संदधाति सः मम कन्याम्
परिणयति इति ।
- 5 नृपाः अचिन्तयन् ।
- 6 अहो सतेन सुलभेन कर्मणा सा उत्तमा नारी मम एव भार्या
भवति इति ।
- 7 गर्विताः ते मूर्खाः न अजानन् यत् शम्भोः चापः अतीव गुरुः इति ।
- 8 अथापि सर्वे प्रायतन्त ।
- 9 न कः चन राजा तस्मिन् कर्मणि समर्थः आसीत् ।
- 10 अन्ततः श्री रामः बालकः अपि तम् चापम् उपागच्छत् ।
- 11 राजानः तम् अपश्यन् प्राहसन् च ।
- 12 अहो एषः बालकः वीराणाम् कर्मणि प्रयतते इति ।
- 13 सः न किम् अपि अवदत् ।
- 14 किंतु चापम् पत्रम् इव लीलया उदहरत् अभनक् च ।
- 15 राजानः अक्रुध्यन् किंतु जनकः सीता च अतुष्यताम् ॥

Lesson 5: Rāma returns to Ayodhyā

- 1 यदा जनकस्य कन्या पर्यणीयत दशरथस्य पुत्रेण तदा साधु
साधु इति अभाष्यत सर्वैः।
- 2 जनकस्य अपरा कन्या पर्यणीयत लक्ष्मणेन ।
- 3 ततः रामेण लक्ष्मणेन च सुखम् अन्वभूयत ।
- 4 अनन्तरम् तौ द्वौ वीरौ अयोध्याम् प्रत्यागच्छताम् ।
- 5 तत्र च सुखम् अवस्यत ताभ्याम् ।
- 6 कालेन राजा दशरथः आत्मानम् जरया पीडितम् अजानत् ।
- 7 अपि च सः स्वस्य ज्येष्ठम् पुत्रम् रामम् राज्ये द्दामम् अमन्यत ।
- 8 अहो वृद्धः अस्मि ।
- 9 राज्यम् न पुनः इष्यते मया ।
- 10 वनम् मया गमिष्यते तत्र च तपः करिष्यते ।
- 11 मम राज्यस्य भारः पुत्रे निक्षेप्यते इति पुनः अचिन्तयत् नृपः।
- 12 तदा रामस्य अभिषेकाय आज्ञा राजा अदीयत ॥

Selected verses from the Bhagavad Gītā

अर्जुन उवाच -

कार्पण्यदोषोपहतस्वभावः पृच्छामि त्वां धर्मसम्मूढचेताः ।

यच्छ्रेयः स्यान्निश्चितं ब्रूहि तन्मे शिष्यस्तेऽहं शाधि मां त्वां प्रपन्नम् ॥२.७॥

सञ्जय उवाच -

एवमुक्त्वा हृषीकेशं गुडाकेशः परन्तपः ।

न योत्स्य इति गोविन्दमुक्त्वा तूष्णीं बभूव ह ॥२.९॥

तमुवाच हृषीकेशः प्रहसन्निव भारत ।

मेनयोरुभयोर्मध्ये विषीदन्तमिदं वचः ॥२.१०॥

श्री भगवानुवाच ।

अशोच्यानन्वशोचस्त्वं प्रजावादांश्च भाषसे ।

गतामूनगतामूंश्च नानुशोचन्ति पण्डिताः ॥२.११॥

देहिनोऽस्मिन्यथा देहे कौमारं यौवनं जरा ।

तथा देहान्तरप्राप्तिर्धीरस्तत्र न मुह्यति ॥२.१३॥

मात्रास्पर्शास्तु कौन्तेय शीतोष्णसुखदुःखदाः ।

आगमापायिनोऽनित्यास्तांस्तितिक्षस्व भारत ॥२.१४॥

यं हि न व्यथयन्त्येते पुरुषं पुरुषर्षभ ।

समदुःखसुखं धीरं सोऽमृतत्वाय कल्पते ॥२.१५॥

न जायते म्रियते वा कदाचिन्नायं भूत्वाऽभविता वा न भूयः ।

अजो नित्यः शाश्वतोऽयं पुराणो न हन्यते हन्यमाने शरीरे ॥२.२०॥

Selected verses from the Bhagavad Gītā (continued)

सुखदुःखे समे कृत्वा लाभालाभौ जयाजयौ ।
ततो युद्धाय युज्यस्व नैवं पापमवाप्स्यसि ॥२.३८॥

त्रैगुण्यविषया वेदा निस्त्रैगुण्यो भवार्जुन ।
निर्द्वन्द्वो नित्यसत्त्वस्थो निर्योगक्षेम आत्मवान् ॥२.४५॥

कर्मण्येवाधिकारस्ते मा फलेषु कदाचन ।
मा कर्मफलहेतुर्भूर्मा ते सङ्गोऽस्त्वकर्मणि ॥२.४७॥

यज्जार्थात्कर्मणोऽन्यत्र लोकोऽयं कर्मबन्धनः ।
तदर्थं कर्म कौन्तेय मुक्तसङ्गः समाचर ॥३.९॥

परित्राणाय साधूनां विनाशाय च दुष्कृताम् ।
धर्मसंस्थापनार्थाय संभवामि युगे युगे ॥४.८॥

यथा दीपो निवातस्थो नेङ्गते सोपमा स्मृता ।
योगिनो यतचित्तस्य युञ्जतो योगमात्मनः ॥६.१९॥

श्रीभगवानुवाच ।
असंशयं महाबाहो मनो दुर्निग्रहं चलम् ।
अभ्यासेन तु कौन्तेय वैराग्येण च गृह्यते ॥६.३५॥

भूमिरापोऽनलो वायुः खं मनो बुद्धिरेव च ।
अहंकार इतीयं मे भिन्ना प्रकृतिरष्टधा ॥७.४॥

Selected verses from the Bhagavad Gītā (continued)

अपरेयमितस्त्वन्यां प्रकृतिं विद्धि मे पराम् ।
जीवभूतां महाबाहो ययेदं धार्यते जगत् ॥७.५॥

यत्करोषि यदश्नासि यज्जुहोषि ददासि यत् ।
यत्तपस्यसि कौन्तेय तत्कुरुष्व मदर्पणम् ॥९.२७॥

अद्वेष्टा सर्वभूतानां मैत्रः करुण एव च ।
निर्ममो निरहंकारः समदुःखमुखः क्षमी ॥१२.१३॥

अर्जुन उवाच
नष्टो मोहः स्मृतिर्लब्धा त्वत्प्रसादान्मयाऽच्युत ।
स्थितोऽस्मि गतसन्देहः करिष्ये वचनं तव ॥१८.७३॥

Adapted stories from the Hitopadeśa

Story 1: The crows and the serpent

वायस्याह । कथमनेन बलवता कृष्णसर्पेण सार्धं भवान्विग्रहीतुं समर्थः ।

वायसो ब्रूते । अलमनया चिन्तया । यतः ।

यस्य बुद्धिर्बलं तस्य निर्बुद्धेस्तु कुतो बलम् ।

वने सिंहो बलोन्मत्तः शशकेन निपातितः ॥

वायसी ब्रूते । श्रुतं मया । कर्तव्यतां ब्रूहि । वायसोऽवदत् । प्रिये ।

आसन्ने सरसि राजपुत्रः सततमागत्य स्नाति । तस्मिन्प्रस्तरे

तदङ्गादवतारितं कनकमूत्रं चञ्च्वा धृत्वानीयास्मिन्कोटरे धरिष्यसि । अथ

कनकमूत्रानुसरणप्रवृत्तै राजपुरुषैः कोटरे निरूप्यमाणे कृष्णसर्पो द्रष्टव्यो

व्यापादयितव्यश्च । अथ कदा चित्स्नातुं प्रविष्टे राजपुत्रे वायस्या

तदनुष्ठितम् । तथानुष्ठिते तद्वृत्तम् । अतोऽहं ब्रवीमि ।

उपायेन हि तत्कुर्याद्यन्न शक्यं पराक्रमैः ।

काक्या कनकमूत्रेण कृष्णसर्पो निपातितः ॥

Story 2: The lion, rabbit and well

अस्ति मन्दरनाम्नि पर्वते दुर्दान्तो नाम सिंहः । स च सर्वदा पशूनां
वधं विदधान एवास्ते । ततः सर्वैः पशुभिर्मेलकं कृत्वा स सिंहो
विज्ञप्तः । देव । किमर्थं सर्वपशुवधः क्रियते । वयमेव भवदाहारार्थं
प्रत्यहमेकैकं पशुमुपढौक्यामः। सिंहेनोक्तम् । यद्येतदभिमतं भवतां तर्हि
भवतु । ततः प्रभृति प्रत्यहमेकैकं पशुमुपकल्पितं भक्षयन्नास्ते । अथ
कदा चित्कस्यापि वृद्धशशकस्य वासरः प्राप्तः । ततः सोऽचिन्तयत् ।

त्रासहेतोर्विनीतिस्तु क्रियते जीविताशया ।

पञ्चत्वं चेद्वमिष्यामि किं सिंहानुनयेन मे ॥

तन्मन्दं मन्दमुपगच्छामि । ततः सिंहोऽपि द्युधा पीडितः कोपात्तमुवाच ।
कुतस्त्वं विलम्ब्यागतोऽसि । शशकोऽब्रवीत्। नाहमपराद्धः । पथि
सिंहान्तरेण बलाद्धतस्तस्याग्रे पुनरागमनाय शपथं कृत्वा स्वामिनं
निवेदयितुमत्रागतोऽस्मि। सिंहः सकोपमाह । सत्वरं गत्वा मां दर्शय ।
क्वासौ दुरात्मा तिष्ठति । ततः शशकस्तं गृहीत्वा गम्भीरकूपसमीपं गतः।
अत्रागत्य पश्यतु स्वामीत्युक्त्वा तस्मिन्कूपजले तस्यैव प्रतिबिम्बं दर्शितवान् ।
ततोऽसौ दर्पाध्मातस्तस्योपर्यात्मानं निक्षिप्य पञ्चत्वं गतः। अतोऽहं ब्रवीमि ।
यस्य बुद्धिर्बलं तस्येत्यादि ॥

Story 3: The sage and the mouse

अस्ति गौतमारण्ये महातपा नाम मुनिः। तेनाश्रमसंनिधाने मूषिकशाविकः
काकमुखाद्भ्रष्टो दृष्टः। ततो दयालुना तेन मुनिना नीवारकणैः स
संवर्धितः। तं च मूषिकं खादितुमनुधावन्बिडालो मुनिना दृष्टः।
पश्चात्तपःप्रभावात्तेन मुनिना मूषिको बलिष्ठो बिडालः कृतः। स बिडालः
कुक्कुराद्विभेति। ततोऽसौ कुक्कुरः कृतः। कुक्कुरस्य व्याघ्रान्महद्भयम्।
तदनन्तरं स व्याघ्रः कृतः। अथ व्याघ्रमपि तं मूषिकनिर्विशेषं पश्यति
मुनिः। अतः सर्वे तत्रस्था जनास्तं व्याघ्रं दृष्ट्वा वदन्ति। अनेन मुनिना
मूषिकोऽयं व्याघ्रतां नीतः। स्तच्छ्रुत्वा स व्याघ्रः सव्यथोऽचिन्तयत्।
यावदनेन मुनिना जीवितव्यं तावदिदं मम स्वरूपाख्यानमकीर्तिकरं न
पलायिष्यते। इति समालोच्य मुनिं हन्तुं समुद्यतः। ततो मुनिना तस्य
चिकीर्षितं ज्ञात्वा पुनर्मूषिको भवेत्युक्त्वा मूषिक एव कृतः। अतोऽहं
ब्रवीमि।

नीचः श्लाघ्यपदं प्राप्य स्वामिनं लोप्सुमिच्छति।

मूषिको व्याघ्रतां प्राप्य मुनिं हन्तुं गतो यथा ॥

Faculty feedback: ‘Understanding how and why our climate is changing and providing the knowledge and skills to explore the challenges plays a key role in every student’s education.’

Feedback from: Dr Amy Munro-Faure, Head of Education and Student Engagement of Cambridge Zero

5 What else you need to know

This section is an overview of other information you need to know about this syllabus. It will help to share the administrative information with your exams officer so they know when you will need their support.

Before you start

Previous study

We recommend that learners starting this course should previously have been introduced to the basics of Sanskrit language including the reading and writing of the *Devanagari* script and be able to understand simple Sanskrit sentences.

Guided learning hours

We design Cambridge O Level syllabuses to require about 130 guided learning hours for each subject. This is for guidance only. The number of hours a learner needs to achieve the qualification may vary according to each school and the learners' previous experience of the subject.

Availability and timetables

You can enter candidates in the November exam series.

Check you are using the syllabus for the year the candidate is taking the exam.

Private candidates can enter for this syllabus. For more information, please refer to the *Cambridge Guide to Making Entries*.

Combining with other syllabuses

Candidates can take this syllabus alongside other Cambridge International syllabuses in a single exam series. The only exceptions are:

- syllabuses with the same title at the same level.

Cambridge O Level, Cambridge IGCSE and Cambridge IGCSE (9–1) syllabuses are at the same level.

Making entries

Exam administration

To keep our exams secure, we produce question papers for different areas of the world, known as administrative zones. We allocate all Cambridge schools to an administrative zone determined by their location. Each zone has a specific timetable.

Some of our syllabuses offer candidates different assessment options. An entry option code is used to identify the components the candidate will take relevant to the administrative zone and the available assessment options. Please refer to the *Cambridge Guide to Making Entries* for the relevant series for the correct entry option code.

Retakes

Candidates can retake the whole qualification as many times as they want to.

Learn more about retake entries, including definitions and information on entry deadlines, at www.cambridgeinternational.org/retakes

To confirm what entry options are available for this syllabus, refer to the *Cambridge Guide to Making Entries* for the relevant series. Regulations for carrying forward component marks can be found in the *Cambridge Handbook* for the relevant year of assessment at www.cambridgeinternational.org/eoguide

Language

This syllabus and the related assessment materials are available in English only.

Accessibility and equality

Syllabus and assessment design

At Cambridge we recognise that our candidates have highly diverse linguistic, cultural and socio-economic backgrounds, and may also have a variety of protected characteristics. Protected characteristics include special educational needs and disability (SEND), religion and belief, and characteristics related to gender and identity.

We apply accessible design principles to make our syllabuses and assessment materials as accessible and inclusive as possible. This includes reviewing the accessibility of language, layout, contexts and visual content. Using this approach means that we give all candidates the fairest possible opportunity to demonstrate their knowledge, skills and understanding.

Access arrangements

Our design principles aim to make sure our assessment materials are accessible for all candidates. To further minimise barriers faced by candidates with SEND, illness or injury, we offer a range of access arrangements and modified papers. This is the principal way in which we comply with our duty to make 'reasonable adjustments', as guided by the UK Equality Act 2010.

Important:

Requested access arrangements should be based on evidence of the candidate's barrier to taking an assessment and should also reflect their normal way of working. For Cambridge to approve an access arrangement, we need to agree that it constitutes a reasonable adjustment and does not affect the security or integrity of the assessment. Our access arrangement regulations can be found in section 1.3 of the *Cambridge Handbook* www.cambridgeinternational.org/eoguide

Applying for access arrangements

- Details of our standard access arrangements and modified question papers are available in section 1.3 of the *Cambridge Handbook* www.cambridgeinternational.org/eoguide
- Centres are expected to check the availability of access arrangements and modified question papers at the start of the course. Check the *Cambridge Handbook*, the assessment objectives listed in the syllabus document and, where applicable, any access arrangement restrictions listed in the syllabus document.
- Contact us at the start of the course to find out if we can approve an access arrangement that is not listed in the *Cambridge Handbook*.
- All applications should be made by the deadlines published in the *Cambridge Handbook*.

Some access arrangements are not allowed in this syllabus because they affect the assessment objectives:

- candidates must **not** use voice-activated software to dictate their written work
- candidates must **not** use word processing technology which uses word prediction and/or phrase prompting including spell check and grammar check
- candidates must **not** use a human reader.

Please note that we cannot provide braille papers for this syllabus. We can only provide braille papers for languages which use the Roman alphabet.

After the exam

Grading and reporting

Grades A*, A, B, C, D or E indicate the standard a candidate achieved at Cambridge O Level.

A* is the highest and E is the lowest. 'Ungraded' means that the candidate's performance did not meet the standard required for grade E. 'Ungraded' is reported on the statement of results but not on the certificate.

In specific circumstances, your candidates may see one of the following letters on their statement of results:

- Q (PENDING)
- X (NO RESULT).

These letters do not appear on the certificate.

On the statement of results, Cambridge O Level is shown as GENERAL CERTIFICATE OF EDUCATION ORDINARY LEVEL.

On certificates, Cambridge O Level is shown as General Certificate of Education.

How students and teachers can use the grades

Assessment at Cambridge O Level has two purposes:

- 1 to measure learning and achievement

The assessment confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus.

- 2 to show likely future success

The outcomes help predict which students are well prepared for or likely to be successful in a particular course or career.

The outcomes help students choose the most suitable course or career.

Changes to this syllabus for 2029

The syllabus has been updated. This is version 1, published September 2026.

You must read the whole syllabus before planning your teaching programme. We review our syllabuses regularly to make sure they continue to meet the needs of our schools. In updating this syllabus, we have made it easier for teachers and students to understand, keeping the familiar features that teachers and schools value.

There are no significant changes which affect teaching.



Quality management

We are committed to providing exceptional quality. In line with this commitment, our quality management system for the provision of international education programmes and qualifications for students aged 3 to 19 is independently certified as meeting the internationally recognised standard, ISO 9001:2015. Learn more at www.cambridgeinternational.org/about-us/our-standards/

We are committed to making our documents accessible in accordance with the WCAG 2.1 Standard. We are always looking to improve the accessibility of our documents. If you find any problems or you think we are not meeting accessibility requirements, contact us at **info@cambridgeinternational.org** with the subject heading: Digital accessibility. If you need this document in a different format, contact us and supply your name, email address and requirements and we will respond within 15 working days.

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