B.A. (Program) Sanskrit Course

DSC-1
Sanskrit Poetry
(62131101)

Structure of B.A/B.Com/B.Sc (Subject) (Details of courses to be taught)

1. Course Objectives:

This course aims to get the students acquainted with the Classical Sanskrit Poetry. It also intends to give an understanding of literature, through which students will be able to understand the basics of Sanskrit. The course also seeks to help the students negotiate the text independently with the help of Proficiency of Sanskrit.

2.1 Course Learning Outcomes:

This course will enable the students to appreciate the Sanskrit poetry. The course will make the learner capable of analysing the literature based on various aspects like grammar, literary science. It is supposed to create an awareness of the historicity of the Geeti form of Sanskrit Literature.

§ Learn and capable to analyzing the literature based on various aspects like grammar, literary science.

§ Create an awareness of the historicity of the poetry form of Sanskrit Literature.

§ Learn the Raghuvaam and Kumrasambhavam.

§ Learn the iuplavadham and Nitiatakam.

§ Origin and Development of Sanskrit poetry.

2.2. Content for each course

Unit: I

Raghuvaam: Canto-I (Verses 1-10):
Raghuvaam: Introduction (Author and Text), Meaning/translation, Explanation, Story, Characteristics of Raghu Clan, Characteristics of Dilpa.

Unit: II
Raghuvaam: Canto-I (Verses 11-25):
Meaning/translation, Explanation, Role of Dilpa for the welfare of the subjects. Appropriateness of title, Background of given contents.

Unit: III
iuplavadham - Canto II, (Verses 26-37):
Introduction (Author and Text), Appropriateness of title, Background of given contents. Grammar, Translation, Explanation, Poetic excellence, thematic analysis.

Unit: IV
iuplavadham - Canto II, (Verses 42-56):
Grammar, Translation, Explanation, Poetic excellence, thematic analysis.

Unit: V
Ntiatakam - (Verses 1-20):
Translation, explanation, Social experiences of Bharthari, Types of Fool.

Unit: VI
History of Sanskrit Poetry:
Avaghoa, Klidsa, Bhravi, Mgha, rhara, Jayadeva, Bharthari and their works. Origin and Development of Different types of Mahkvya and Gtikvya with special reference to the following Poets and their works.

Practical
2.3 References:

Compulsory Reading:

1. 
2. (.), ,
3. , , , 1976
4. , - , 1976
5. (.), , , 1968
9. 
10. Sisuplavadham of Magha.
15. Winternitz, Maurice, Indian Literature (Vol. I-III), also Hindi Translation, MLBD, Delhi.

Additional Resources:

3. Teaching Learning Process:

As a programme of study in Sanskrit is designed to encourage the acquisition of disciplinary/subject knowledge, understanding and skills and academic and professional skills required for Sanskrit and language based professions and jobs, learning experiences should be designed and implemented to foster active/participate learning. A variety of approaches to teaching-learning process, including lectures, seminars, tutorials, workshops, peer teaching and learning, practicum and project-based learning, field-based learning in this course. Problem-solving skills and higher-order skills of reasoning and analysis will be encouraged through teaching strategies. Lecture based Teaching Learning on the Sanskrit literature will be covered in this course. The 6 E's and S (Engage, Explore, Explain, Elaborate, Evaluate, Extend, and Standards) lesson plan format may be developed by teachers based on a constructionist model of teaching. The teaching learning process for this paper is to be analytical where each aspect should be analyzed in proper way. It is also important to create poetic skill among students through this
4. Assessment Methods:

There should be minimum two methods to assess the learning outcome of this paper. The most important method is to examine the understanding of verses prescribed in syllabus through periodic test of each unit. This test should be of two levels written test and viva and group discussion among peer groups. End semester test of whole syllabus on both levels. A variety of assessment methods may also be used e.g. oral and written examinations, closed-book and open-book tests; problem-solving exercises, observation of practical skills, individual project reports, seminar presentation; viva-voce interviews; literature surveys and evaluations, outputs from collaborative work,

5. Keywords:

Sanskrit Literature, Mahkvya, Gtikvya, Kumrasambhavam, Raghuvaam, Kirtrjunyam, Ntiatakam, Classical Sanskrit Literature, Poetry, etc.

B.A. (Program) Sanskrit Course

DSC-2

Sanskrit Prose

(62131201)

Structure of B.A/B.Com/B.Sc (Subject) (Details of courses to be taught)

1. Course Objectives:

This course aims to acquaint the students with the Classical Sanskrit Prose literature. One of the most famous prose texts of modern era, namely ivarjavijayam is also included here for the students to get acquainted with the beginnings of modern Sanskrit literature. The course also seeks to help students negotiate the text independently with the help of Proficiency of Sanskrit.

2.1 Course Learning Outcomes:

This course will enable the students to appreciate the Mahkvya and Gtikvya forms of Sanskrit Poetry. The course will make the learner capable of analysing the literature based on various aspects like grammar, literary science. It is supposed to create an awareness of the historicity of the Geeti form of Sanskrit Literature.
§ Learn and capable to analyzing the literature based on various aspects like grammar, literary science.

§ Create an awareness of the historicity of the Gti form of Sanskrit Literature.

§ Learn the Raghuvaam and Kumrasambhavam.

§ Learn the Kirtrjunyam and Ntiatakam.

§ Origin and Development of Mahkvya and Gtikvya.

2.2. Content for each course

Unit: I

ukansopadea:

Introduction- Author/Text, Text up to page 116 of Prahlad Kumar upto . (up to the end of the text.)

Unit: II

ukansopadea:

Society and political thought depicted in ukansopadea, logical meaning and application of sayings.

Unit: III

ivarjavijayam, Niwsa-I

Para 1 to 20 Introduction- Author/Text, Text reading (Grammar, Translation, and Explanation), poetic excellence, plot, Timing of Action.

Unit: IV

ivarjavijayam, Niwsa-I

From para 21 to the end of the text. Text reading (Grammar, Translation, and Explanation), Poetic excellence, plot, Timing of Action.

Unit: V

Survey of Sanskrit Literature: Prose:

Origin and development of prose and important prose romances. Subandhu, Ba, Dain, Ambikdatta Vysa.
Unit: VI

Survey of Sanskrit Literature: Prose:

Pañcatantra, Hitopadea, Vetlapañcavsattik, Sihsanadvtriik and Purapark.

Practical

2.3 References:

Compulsory Reading:

1. , :  
2. (.), (.), (.), 1974  
3. (.), (.), 1968  
4. , ,  
5. , ,  
6. : , ,  
7. : , ,  
8. A.B. Keith, History of Sanskrit Literature, also Hindi translation, MLBD, Delhi (, , , )  

Additional Resources:

1. Mirashi, V.V. :Klidsa, Popular Publication, Mumbai.  
5. Winternitz, Maurice: Indian Literature (Vol. I-III), also Hindi Translation, MLBD, Delhi.
3. Teaching Learning Process:

As a programme of study in Sanskrit is designed to encourage the acquisition of disciplinary/subject knowledge, understanding and skills and academic and professional skills required for Sanskrit and language based professions and jobs, learning experiences should be designed and implemented to foster active/participate learning. A variety of approaches to teaching-learning process, including lectures, seminars, tutorials, workshops, peer teaching and learning, practicum and project-based learning, field-based learning in this course. Problem-solving skills and higher-order skills of reasoning and analysis will be encouraged through teaching strategies. Lecture based Teaching Learning on the Sanskrit literature will be covered in this course. The 6 E's and S (Engage, Explore, Explain, Elaborate, Evaluate, Extend, and Standards) lesson plan format may be developed by teachers based on a constructionist model of teaching.

The teaching learning process for this paper is to be analytical where each aspect should be analyzed in proper way. It is also important to create poetic skill among students through this paper.

4. Assessment Methods:

There should be minimum two methods to assess the learning outcome of this paper. The most important method is to examine the understanding of verses prescribed in syllabus through periodic test of each unit. This test should be of two levels written test and viva and group discussion among peer groups. End semester test of whole syllabus on both levels. A variety of assessment methods may also be used e.g. oral and written examinations, closed-book and open-book tests; problem-solving exercises, observation of practical skills, individual project reports, seminar presentation; viva-voce interviews; literature surveys and evaluations, outputs from collaborative work,

5. Keywords:

Sanskrit Literature, Gadyakvya, ukansopadea, ivarjavijayam, Prose, romances. Subandhu, Ba, Dain, Ambikdatta Vysa, Pañcatantra, Hitopadea, Vetlapañcavsattik, Sihsanadvtriik and Purapark.
1. Course Objectives:
This course aims to acquaint the students with two most famous dramas of Sanskrit literature, which not only reflect poetic excellence but also depict contemporary society and highlight human values.

2.1 Course Learning Outcomes:
This course will enable the students to appreciate the Mahkvya and Gtikvya forms of Sanskrit Poetry. The course will make the learner capable of analysing the literature based on various aspects like grammar, literary science. It is supposed to create an awareness of the historicity of the Geeti form of Sanskrit Literature.

§ Learn and capable to analyzing the literature based on various aspects like grammar, literary science.

§ Create an awareness of the historicity of the Gti form of Sanskrit Literature.

§ Learn the Raghuvaam and Kumrasambhavam.

§ Learn the Kirtrjunyam and Ntiatakam.

§ Origin and Development of Mahkvya and Gtikvya.

2.2. Content for each course

Unit: I
Pratimnakam: Act I – Bhsha
First Act ( ) Introduction, Text Reading (Grammar, Translation, and Explanation), Poetic excellence, Plot.

Unit: II
Pratimnakam: Act III – Bhsha
Third Act ( ) Introduction, Text Reading (Grammar, Translation, and Explanation), Poetic excellence, Plot.

Unit: III
Abhijñnakuntalam Act IV- Klidsa
(a) Introduction, Explanation of terms like nnd, prastvan, stradhra, na, vikambhaka, vidaka and kañcuk.

(b) Text Reading (Grammar, Translation, Explanation), Poetic excellence, Plot, Timing of Action.
Personification of nature. kvyeu nakam ramyam, upam, Language of Klidsa, dhvani in Klidsa, Purpose and design behind Abhijñanakuntalam and other problems related to the text.

Unit: IV

Technical Terms from Sanskrit Dramaturgy

Unit: V

History of Sanskrit Drama (Origin and Development)

Unit: VI

Some important dramatists: Bhsa, Klidsa, draka, Vikhadatta, Hara, Bhavabhti, and their works.

Practical

2.3 References:

Compulsory Reading:

1. ,
2. ,
3. ,
8. ,
9. ,
10. ,
11. Minakshi Dalal, Conflict in Sanskrit Drama, Somaiya Publication Pvt. Ltd.


Additional Resources:


3. Teaching Learning Process:

As a programme of study in Sanskrit is designed to encourage the acquisition of disciplinary/subject knowledge, understanding and skills and academic and professional skills required for Sanskrit and language based professions and jobs, learning experiences should be designed and implemented to foster active/participate learning. A variety of approaches to teaching-learning process, including lectures, seminars, tutorials, workshops, peer teaching and learning, practicum and project-based learning, field-based learning in this course. Problem-solving skills and higher-order skills of reasoning and analysis will be encouraged through teaching strategies. Lecture based Teaching Learning on the Sanskrit literature will be covered in this course. The 6 E’s and S (Engage, Explore, Explain, Elaborate, Evaluate, Extend, and Standards) lesson plan format may be developed by teachers based on a constructionist model of teaching.

The teaching learning process for this paper is to be analytical where each aspect should be analyzed in proper way. It is also important to create poetic skill among students through this paper.

4. Assessment Methods:

There should be minimum two methods to assess the learning outcome of this paper. The most important method is to examine the understanding of verses prescribed in syllabus through periodic test of each unit. This test should be of two levels written test and viva and group discussion among peer groups. End semester test of whole syllabus on both levels. A variety of assessment methods may also be used e.g. oral and written examinations, closed-book and open-book tests; problem-solving exercises, observation of practical skills, individual project reports, seminar presentation; viva-voce interviews; literature surveys and evaluations, outputs from collaborative work.

5. Keywords:

Pratimnakam, Abhijñakuntalam, Nnd, Prastvan, Stradhra, Na, Vikambhaka, Vidaka and Kañcuk.
B.A. (Program) Sanskrit Course

DSC-4

Sanskrit Grammar

(62134402)

Structure of B.A/B.Com/B.Sc (Subject) (Details of courses to be taught)

1. Course Objectives:

This course aims to get students to learn the basics of Sanskrit grammar through Laghusiddhantakaumud based Sañjñ, Sandhi, Vibhakti and Samasa Prakarana. Students will be able to learn the application of Pini’s stras.

2.1 Course Learning Outcomes:

This course will enable the students to appreciate the Mahkvya and Gtikvya forms of Sanskrit Poetry. The course will make the learner capable of analysing the literature based on various aspects like grammar, literary science. It is supposed to create an awareness of the historicity of the Geeti form of Sanskrit Literature.

§ Learn and capable to analyzing the literature based on various aspects like grammar, literary science.

§ Create an awareness of the historicity of the Gti form of Sanskrit Literature.

§ Learn the Raghuvaam and Kumrasambhavam.

§ Learn the Kirtrjunyam and Ntitakam.

§ Origin and Development of Mahkvya and Gtikvya.

2.2. Content for each course

Unit: I

Laghusiddhantakaumud : Sañjñ Prakaraa

Sañjñ prakaraa

Unit: II
Lagusiddhntakaumud: Sandhi Prakaraa
ac sandhi: ya, gua, drgha, aydi, vddhi and prvarpa.

Unit: III
Lagusiddhntakaumud: Sandhi Prakaraa
hal sandhi: cutva, utva, anunskatva, chhatva and jatva

Unit: IV
Lagusiddhntakaumud: Sandhi Prakaraa
visarga sandhi: utva, lopa, satva and rutva

Unit: V
Lagusiddhntakaumud: Vibhaktyarththa Prakaraa
Vibhaktyarththa Prakaraa

Unit: VI
General introduction to Samasa

Practical

2.3 References:
Compulsory Reading:
1. , , ,
2. , (-1), ,
3. , (-1,2 , 3), ,
4. , : , , 2014

5. V.S. Apte, The Students’ Guide to Sanskrit Composition, Chowkhamba Sanskrit Series, Varanasi (Hindi Translation also available).


8. Online Tools for Sanskrit Grammar developed by Computational Linguistics Group, Department of Sanskrit, University of Delhi: http://sanskrit.du.ac.in.

Additional Resources:


15. Winternitz, Maurice: Indian Literature (Vol. I-III), also Hindi Translation, MLBD, Delhi.

3. Teaching Learning Process:

As a programme of study in Sanskrit is designed to encourage the acquisition of disciplinary/subject knowledge, understanding and skills and academic and professional skills required for Sanskrit and language based professions and jobs, learning experiences should be designed and implemented to foster active/participate learning. A variety of approaches to teaching-learning process, including lectures, seminars, tutorials, workshops, peer teaching and learning, practicum and project-based learning, field-based learning in this course. Problem-solving skills and higher-order skills of reasoning and analysis will be encouraged through teaching strategies. Lecture based Teaching Learning on the Sanskrit literature will be covered in this course. The 6 E's and S (Engage, Explore, Explain, Elaborate, Evaluate, Extend, and Standards) lesson plan format may be developed by teachers based on a constructionist model of teaching.

The teaching learning process for this paper is to be analytical where each aspect should be analyzed in proper way. It is also important to create poetic skill among students through this paper.

4. Assessment Methods:

There should be minimum two methods to assess the learning outcome of this paper. The most important method is to examine the understanding of verses prescribed in syllabus through periodic test of each unit. This test should be of two levels written test and viva and group discussion among peer groups. End semester test of whole syllabus on both levels. A variety of assessment methods may also be used e.g. oral and written examinations, closed-book and open-book tests; problem-solving exercises, observation of practical skills, individual project reports, seminar presentation; viva-voce interviews; literature surveys and evaluations, outputs from collaborative work.

5. Keywords:
Structure of B.A/B.Com/B.Sc (Subject) (Details of courses to be taught)

1. Course Objectives:

This course aims are to get the students acquainted with the outline of Sanskrit literature.

2.1 Course Learning Outcomes:

This course will enable the students to appreciate the Mahkvya and Gitkvy forms of Sanskrit Poetry. The course will make the learner capable of analysing the literature based on various aspects like grammar, literary science. It is supposed to create an awareness of the historicity of the Geeti form of Sanskrit Literature.

§ Learn and capable to analyzing the literature based on various aspects like grammar, literary science.

§ Create an awareness of the historicity of the Gti form of Sanskrit Literature.

§ Learn the Raghuvaam and Kumrasambhavam.

§ Learn the Kirtrjunyam and Ntiatakam.

§ Origin and Development of Mahkvya and Gitkvy.

2.2. Content for each course

Unit: I

Hitopadea: First Story from Mitralbha (Foreword), First Story, Verses:1-35
Unit: II
Hitopadea: Second Story from Mitralbha
Second Story, Verses: 36-62.

Unit: III
Cakyanti
Cakyanti (Chapter: 1-2)

Unit: IV
History of Sanskrit Prose and Ntikvya
Origin and development of Prose and Ntikvya
Subandhu, Ba, Dain, Ambikdatta Vysa.

Unit: V
History of Sanskrit Prose
Kathsaritsgara,

Unit: VI
History of Sanskrit Ntikvya
Pacatantra, Hitopadea, Cakyanti.

Practical

2.3 References:
Compulsory Reading:
1. 
2. 
3. 
8. 
9. 
10. 
11. Minakshi Dalal, Conflict in Sanskrit Drama, Somaiya Publication Pvt. Ltd.

Additional Resources:

3. Teaching Learning Process:

As a programme of study in Sanskrit is designed to encourage the acquisition of disciplinary/subject knowledge, understanding and skills and academic and professional skills required for Sanskrit and language based professions and jobs, learning experiences should be designed and implemented to foster active/participate learning. A variety of approaches to teaching-learning process, including lectures, seminars, tutorials, workshops, peer teaching and learning, practicum and project-based learning, field-based learning in this course. Problem-
solving skills and higher-order skills of reasoning and analysis will be encouraged through teaching strategies. Lecture based Teaching Learning on the Sanskrit literature will be covered in this course. The 6 E’s and S (Engage, Explore, Explain, Elaborate, Evaluate, Extend, and Standards) lesson plan format may be developed by teachers based on a constructionist model of teaching.

The teaching learning process for this paper is to be analytical where each aspect should be analyzed in proper way. It is also important to create poetic skill among students through this paper.

4. Assessment Methods:

There should be minimum two methods to assess the learning outcome of this paper. The most important method is to examine the understanding of verses prescribed in syllabus through periodic test of each unit. This test should be of two levels written test and viva and group discussion among peer groups. End semester test of whole syllabus on both levels. A variety of assessment methods may also be used e.g. oral and written examinations, closed-book and open-book tests; problem-solving exercises, observation of practical skills, individual project reports, seminar presentation; viva-voce interviews; literature surveys and evaluations, outputs from collaborative work,

5. Keywords:

Hitopadea, Mitralbha, Ntikvya, Kathsaritsgara, Pacatantra, Cakyanti.

**B.A. (Program) Sanskrit Course**

Core MIL-B1

Upaniad and Gt

(62131216)

Structure of B.A/B.Com/B.Sc (Subject) (Details of courses to be taught)

1. Course Objectives:

Objective of this course is to get students to know about the principle thesis of the Upaniad and the Gt.

2.1 Course Learning Outcomes:
This course will enable the students to appreciate the Mahkvya and Gtikvya forms of Sanskrit Poetry. The course will make the learner capable of analysing the literature based on various aspects like grammar, literary science. It is supposed to create an awareness of the historicity of the Geeti form of Sanskrit Literature.

§ Learn and capable to analyzing the literature based on various aspects like grammar, literary science.

§ Create an awareness of the historicity of the Gt form of Sanskrit Literature.

§ Learn the Raghuvaam and Kumrasambhavam.

§ Learn the Kirtrjunyam and Ntatakam.

§ Origin and Development of Mahkvya and Gtikvya.

2.2. Content for each course

Unit: I
Upaniad: vsyopniad
Text Introduction to vsyopniad

Unit: II
Upaniad: vsyopniad
Text Reading of vsyopniad

Unit: III
Gt: Chapter Two – (Verse: 01-25)
Text Introduction and Text Reading: Chapter Two.

Unit: IV
Gt: Chapter Two – (Verse: 26-72)
Text Reading.

Unit: V
General Introduction to Upaniadic Philosophy
General Introduction to Upaniadic Philosophy: tman, brahman, vara, karma, sri.
Unit: VI

General introduction to Philosophy of Gita:

Nishkama Karmayoga, Bhakti Yoga and Jnana Yoga.

Practical

2.3 References:

Compulsory Reading:

1. (),
2. (), 1996
3. (), 1997
4. ,
5. ,
6. ,
7. :
8. ,
9. ,

10. Keith, A.B.: History of Sanskrit Literature, also Hindi translation, MLBD, Delhi (, ,)

Additional Resources:

3. Teaching Learning Process:

As a programme of study in Sanskrit is designed to encourage the acquisition of disciplinary/subject knowledge, understanding and skills and academic and professional skills required for Sanskrit and language based professions and jobs, learning experiences should be designed and implemented to foster active/participate learning. A variety of approaches to teaching-learning process, including lectures, seminars, tutorials, workshops, peer teaching and learning, practicum and project-based learning, field-based learning in this course. Problem-solving skills and higher-order skills of reasoning and analysis will be encouraged through teaching strategies. Lecture based Teaching Learning on the Sanskrit literature will be covered in this course. The 6 E's and S (Engage, Explore, Explain, Elaborate, Evaluate, Extend, and Standards) lesson plan format may be developed by teachers based on a constructionist model of teaching. The teaching learning process for this paper is to be analytical where each aspect should be analyzed in proper way. It is also important to create poetic skill among students through this paper.

4. Assessment Methods:

There should be minimum two methods to assess the learning outcome of this paper. The most important method is to examine the understanding of verses prescribed in syllabus through periodic test of each unit. This test should be of two levels written test and viva and group discussion among peer groups. End semester test of whole syllabus on both levels. A variety of assessment methods may also be used e.g. oral and written examinations, closed-book and open-book tests; problem-solving exercises, observation of practical skills, individual project reports, seminar presentation; viva-voce interviews; literature surveys and evaluations, outputs from collaborative work,

5. Keywords:

vsyopniad, Gt,tman, Brahman, vara, Karma, Sri, Nishkama Karmayoga, Bhakti Yoga and Jnana Yoga.

B.A. (Programme) Sanskrit Course

Core MIL-C1

Nti Literature
Structure of B.A/B.Com/B.Sc (Subject) (Details of courses to be taught)

1. Course Objectives:

This course aims are to get the students acquainted with the outline of Sanskrit Niti literature through texts Pañcatantram and Ntiatakam with the General Introduction to Sanskrit Literature.

2.1 Course Learning Outcomes:

This course will enable the students to appreciate the Mahkvya and Gtikvya forms of Sanskrit Poetry. The course will make the learner capable of analysing the literature based on various aspects like grammar, literary science. It is supposed to create an awareness of the historicity of the Geeti form of Sanskrit Literature.

§ Learn and capable to analyzing the literature based on various aspects like grammar, literary science.

§ Create an awareness of the historicity of the Gt form of Sanskrit Literature.

§ Learn the Raghuvaam and Kumrasambhavam.

§ Learn the Kirtrjunyam and Ntiatakam.

§ Origin and Development of Mahkvya and Gtikvya.

2.2. Content for each course

(A study of these texts is expected for answering critical questions, translations and explanations)

Unit: I

Pañcatantram

Text Introduction of the following:

kapaakakath, siha-kraka-murkhabrhmaa kath (, -- )

Unit: II

Pañcatantram

Text Introduction of the following:

mkrhapaita-kath, vnara-magaramaccha-kath and gagadattamadka kath (, - )
Unit: III

Ntiatakam (Verses: 01-10)

Introduction to ntiatakam

Text reading of ntiatakam from.

Unit: IV

Ntiatakam (Verses: 11-20)

Text reading of ntiatakam from

Unit: V

Ntiatakam (Verses: 21-30)

Text reading of ntiatakam from

Unit: VI

General Introduction to Sanskrit Niti Literature

Practical

2.3 References:

Compulsory Reading:

1.  (.), ( ), , , 1975


5.  , (): , ,,

6.  (): , ( )

7.  , () , , 1976

8.  , () - , , 1982

9.  , () , , 1986
10. , , ,
11. , , ,
12. , ,
13. , , ,


Additional Resources:


3. Teaching Learning Process:

As a programme of study in Sanskrit is designed to encourage the acquisition of disciplinary/subject knowledge, understanding and skills and academic and professional skills required for Sanskrit and language based professions and jobs, learning experiences should be designed and implemented to foster active/participate learning. A variety of approaches to teaching-learning process, including lectures, seminars, tutorials, workshops, peer teaching and learning, practicum and project-based learning, field-based learning in this course. Problem-solving skills and higher-order skills of reasoning and analysis will be encouraged through teaching strategies. Lecture based Teaching Learning on the Sanskrit literature will be covered in this course. The 6 E's and S (Engage, Explore, Explain, Elaborate, Evaluate, Extend, and Standards) lesson plan format may be developed by teachers based on a constructionist model of teaching.

The teaching learning process for this paper is to be analytical where each aspect should be analyzed in proper way. It is also important to create poetic skill among students through this paper.

4. Assessment Methods:

There should be minimum two methods to assess the learning outcome of this paper. The most important method is to examine the understanding of verses prescribed in syllabus through periodic test of each unit. This test should be of two levels written test and viva and group discussion among peer groups. End semester test of whole syllabus on both levels. A variety of assessment methods may also be used e.g. oral and written examinations, closed-book and open-
book tests; problem-solving exercises, observation of practical skills, individual project reports, seminar presentation; viva-voce interviews; literature surveys and evaluations, outputs from collaborative work,

5. Keywords:
Pañcatantram, Ntiatakam, Niti Literature

B.A. (Program) Sanskrit Course

Core MIL-A2
Grammar and Translation
(52131417)

Structure of B.A/B.Com/B.Sc (Subject) (Details of courses to be taught)

1. Course Objectives:
This course aims to get the students to know the basics of Sanskrit Grammar, including rules of Sañjñ, Sandhi, Samsa and Vibhaktyarth Prakaraa based on Laghusiddhntakaumud, a primer of Pinian grammar. Besides, the students will be able to translate sentence and write short paras in Sanskrit.

2.1 Course Learning Outcomes:
This course will enable the students to appreciate the Mahkvya and Gtikvya forms of Sanskrit Poetry. The course will make the learner capable of analysing the literature based on various aspects like grammar, literary science. It is supposed to create an awareness of the historicity of the Geeti form of Sanskrit Literature.

§ Learn and capable to analyzing the literature based on various aspects like grammar, literary science.

§ Create an awareness of the historicity of the Gti form of Sanskrit Literature.

§ Learn the Raghuvaam and Kumrasambhavam.

§ Learn the Kirtrjunyam and Ntiatakam.

§ Origin and Development of Mahkvya and Gtikvya.

2.2. Content for each course
Unit: I
Sañjñ
Sañjñ Prakaraa according to Laghusiddhntakaumud

Unit: II
Sandhi
Following Sandhi according to Laghusiddhntakaumud – Dirgha, ya, gua, aydi, vddhi, prvarpa

Unit: III
Sandhi
Following Sandhi according to Laghusiddhntakaumud - hal and visarga Sandhi - cutva, utva, anunsikatva, chatva, jatva, satva, utva, lopa, rutva

Unit: IV
Samsa
Basic concepts of Samsa and types

Unit: V
Vibhaktyarth Prakaraa
Vibhaktyartha Prakaraa (Laghusiddhntakaumud)

Unit: VI
Composition
Short essays on traditional and modern subjects. Translation from and into Sanskrit.

Practical

2.3 References:
Compulsory Reading:
1. , , , ,
2. , (-1), ,
3. , (-1,2 3), ,
4. , , , 2014
5. V.S. Apte, The Students’ Guide to Sanskrit Composition, Chowkhamba Sanskrit Series, Varanasi (Hindi Translation also available).
8. Online Tools for Sanskrit Grammar developed by Computational Linguistics Group, Department of Sanskrit, University of Delhi: http://sanskrit.du.ac.in.

Additional Resources:

34. Gaurinath Shastri: A Concise History of Sanskrit Literature, MLBD, Delhi.
35. Winternitz, Maurice: Indian Literature (Vol. I-III), also Hindi Translation, MLBD, Delhi.

3. Teaching Learning Process:

As a programme of study in Sanskrit is designed to encourage the acquisition of disciplinary/subject knowledge, understanding and skills and academic and professional skills required for Sanskrit and language based professions and jobs, learning experiences should be designed and implemented to foster active/participate learning. A variety of approaches to teaching-learning process, including lectures, seminars, tutorials, workshops, peer teaching and learning, practicum and project-based learning, field-based learning in this course. Problem-solving skills and higher-order skills of reasoning and analysis will be encouraged through teaching strategies. Lecture based Teaching Learning on the Sanskrit literature will be covered in this course. The 6 E's and S (Engage, Explore, Explain, Elaborate, Evaluate, Extend, and Standards) lesson plan format may be developed by teachers based on a constructionist model of teaching.

The teaching learning process for this paper is to be analytical where each aspect should be analyzed in proper way. It is also important to create poetic skill among students through this paper.

4. Assessment Methods:

There should be minimum two methods to assess the learning outcome of this paper. The most
important method is to examine the understanding of verses prescribed in syllabus through periodic test of each unit. This test should be of two levels written test and viva and group discussion among peer groups. End semester test of whole syllabus on both levels. A variety of assessment methods may also be used e.g. oral and written examinations, closed-book and open-book tests; problem-solving exercises, observation of practical skills, individual project reports, seminar presentation; viva-voce interviews; literature surveys and evaluations, outputs from collaborative work,

5. Keywords:
Sañjñ, Sandhi, Dirgha, Ya, Gua, Aydi, Vddhi, Prvarpa, cutva, utva, Anunsikatva, Chatva, Jatva, Satva, Utva, Lopa, Rutva, Samsa, Vibhaktyarth

B.A. (Programme) Sanskrit Course

Core MIL-B2
Grammar and Composition
(52131415)

Structure of B.A/B.Com/B.Sc (Subject) (Details of courses to be taught)

1. Course Objectives:
This course aims to get the students to know the basics of Sanskrit Grammar, including rules of Sandhi, Samsa and Kt pratyaya based on Laghusiddhntakaumud, a primer of Pinian grammar. Besides, the students will also learn the techniques of the Paragraph Writing and Translation.

2.1 Course Learning Outcomes:
This course will enable the students to appreciate the Mahkvya and Gtvkya forms of Sanskrit Poetry. The course will make the learner capable of analysing the literature based on various aspects like grammar, literary science. It is supposed to create an awareness of the historicity of the Geeti form of Sanskrit Literature.

§ Learn and capable to analyzing the literature based on various aspects like grammar, literary science.
§ Create an awareness of the historicity of the Gti form of Sanskrit Literature.

§ Learn the Raghuvaam and Kumrasambhavam.

§ Learn the Kirtrjunyam and Ntiatakam.

§ Origin and Development of Mahkvya and Gtikvya.

2.2. Content for each course

Unit: I
Sandhi
ac sandhi (6):
ya, gua, dirgha, aydi, vddhi and prvarpa

Unit: II
Sandhi
hal sandhi (5):
cutva, utva, anunsikatva, chatva and jatva

Unit: III
Sandhi
visarga sandhi (4):
utva, lopa, satva, rutva.

Unit: IV
Samsa
Samsa (4):
avyaybhva, tatpurua, bahuvrhi and dvandva

Unit: V
krt pratyaya
kt pratyaya (15):
tavyat, tavya, anyar, yat, yat, vul, tc, a, kta, ktavatu, at, nac, tumun, ktv (lyap) and lyu.
Unit: VI

Paragraph Writing and Translation

Translation of simple sentences and writing short paragraph into Sanskrit.

Practical

2.3 References:

Compulsory Reading:

1. , ,
2. , (-1),
3. , (-1,2 3),
4. (.), : , 2014

5. V.S. Apte, The Students' Guide to Sanskrit Composition, Chowkamba Sanskrit Series, Varanasi (Hindi Translation also available).


8. Online Tools for Sanskrit Grammar developed by Computational Linguistics Group, Department of Sanskrit, University of Delhi: http://sanskrit.du.ac.in.

Additional Resources:


40. Winternitz, Maurice: Indian Literature (Vol. I-III), also Hindi Translation, MLBD, Delhi.

3. Teaching Learning Process:

As a programme of study in Sanskrit is designed to encourage the acquisition of
disciplinary/subject knowledge, understanding and skills and academic and professional skills required for Sanskrit and language based professions and jobs, learning experiences should be designed and implemented to foster active/participate learning. A variety of approaches to teaching-learning process, including lectures, seminars, tutorials, workshops, peer teaching and learning, practicum and project-based learning, field-based learning in this course. Problem-solving skills and higher-order skills of reasoning and analysis will be encouraged through teaching strategies. Lecture based Teaching Learning on the Sanskrit literature will be covered in this course. The 6 E’s and S (Engage, Explore, Explain, Elaborate, Evaluate, Extend, and Standards) lesson plan format may be developed by teachers based on a constructionist model of teaching.

The teaching learning process for this paper is to be analytical where each aspect should be analyzed in proper way. It is also important to create poetic skill among students through this paper.

4. Assessment Methods:

There should be minimum two methods to assess the learning outcome of this paper. The most important method is to examine the understanding of verses prescribed in syllabus through periodic test of each unit. This test should be of two levels written test and viva and group discussion among peer groups. End semester test of whole syllabus on both levels. A variety of assessment methods may also be used e.g. oral and written examinations, closed-book and open-book tests; problem-solving exercises, observation of practical skills, individual project reports, seminar presentation; viva-voce interviews; literature surveys and evaluations, outputs from collaborative work,

5. Keywords:

Sandhi, Samsa, Krt Pratyaya

B.A. (Programe) Sanskrit Course

Core MIL-C2
Sanskrit Grammar
(52131416)

Structure of B.A/B.Com/B.Sc (Subject) (Details of courses to be taught)

1. Course Objectives:
To introduce basic Sanskrit to students who have not studied Sanskrit at all or have studied it only up to class VIII or less and wish to revive their knowledge of the language. This will also enable them to compose short sentences and paragraphs on the basis of their knowledge of grammar.

2.1 Course Learning Outcomes:

This course will enable the students to appreciate the Mahkvya and Gtikvya forms of Sanskrit Poetry. The course will make the learner capable of analysing the literature based on various aspects like grammar, literary science. It is supposed to create an awareness of the historicity of the Geeti form of Sanskrit Literature.

§ Learn and capable to analyzing the literature based on various aspects like grammar, literary science.

§ Create an awareness of the historicity of the Gti form of Sanskrit Literature.

§ Learn the Raghuvaam and Kumrasambhavam.

§ Learn the Kirtrjunyam and Ntiatakam.

§ Origin and Development of Mahkvya and Gtikvya.

2.2. Content for each course

Unit: I
Declensions and Conjugations
Masculine Words
Stems endings in vowels (4):
Noun Ending ‘a’, ‘i’, ‘u’, and ‘’ only,
rama, muni, guru, pit
Stems ending in consonants:
tman, dain, candramas

Unit: II
Declensions and Conjugations
Feminine Words
Stems endings in vowels (4):
Noun Ending ‘’, ‘i’, ‘’, and ‘’ only,
ram, mati, kumr, and mt
Stems ending in consonants: vc and sarit.

Unit: III
Declensions and Conjugations
Neuter Words
Stem ending in vowels (4):
Noun Ending ‘a’, ‘i’, and ‘u’ only,
Phala, vri and madhu
Stem ending in consonants: payas, jagat.
Pronouns - asmad, yumad, tad, yad, idam, etad, kim (in all three genders)
Numerals - Declension of numeral words from eka to daan (In all three genders)
Conjugations: pah, pac, bh, k, as, nt., ru, jñ, (in la, l, la, lo and vidhili)

Unit: IV
Sandhi
Rules of Sandhi :
ac sandhi (6): ya, gua, dirgha, aydi, vddhi and prvarpa
hal sandhi (5): cutva, utva, anunsikatva, chhatva and jatva
visarga sandhi (4): utva, lopa, satva, rutva.

Unit: V
Kraka –Vibhakti and Samasa
Concept of kraka and vibhakti
Types of kraka
Kraka-vibhakti and Upapada-vibhakti.
The concept of Compound and its types

Unit: VI
Kt suffixes

Kt Suffixes: tavyat, anyar, yat, yat, kta, ktavatu, at, nac, tumun, ktv and iyap

Practical

2.3 References:

Compulsory Reading:

3. Kale, M.R. Higher Sanskrit Grammar, MLBD, Delhi. (Hindi Translation also available)
5. Laghusiddhanta Kaumudi.
6. Rachananuvada Kaumudi – Kapil Dev Dwivedi

Additional Resources:

41. Mirashi, V.V.: Klidsa, Popular Publication, Mumbai.
44. Gaurinath Shastri: A Concise History of Sanskrit Literature, MLBD, Delhi.
45. Winternitz, Maurice: Indian Literature (Vol. I-III), also Hindi Translation, MLBD, Delhi.

3. Teaching Learning Process:

As a programme of study in Sanskrit is designed to encourage the acquisition of disciplinary/subject knowledge, understanding and skills and academic and professional skills required for Sanskrit and language based professions and jobs, learning experiences should be designed and implemented to foster active/participate learning. A variety of approaches to teaching-learning process, including lectures, seminars, tutorials, workshops, peer teaching and learning, practicum and project-based learning, field-based learning in this course. Problem-solving skills and higher-order skills of reasoning and analysis will be encouraged through teaching
strategies. Lecture based Teaching Learning on the Sanskrit literature will be covered in this course. The 6 E’s and S (Engage, Explore, Explain, Elaborate, Evaluate, Extend, and Standards) lesson plan format may be developed by teachers based on a constructionist model of teaching. The teaching learning process for this paper is to be analytical where each aspect should be analyzed in proper way. It is also important to create poetic skill among students through this paper.

4. Assessment Methods:

There should be minimum two methods to assess the learning outcome of this paper. The most important method is to examine the understanding of verses prescribed in syllabus through periodic test of each unit. This test should be of two levels written test and viva and group discussion among peer groups. End semester test of whole syllabus on both levels. A variety of assessment methods may also be used e.g. oral and written examinations, closed-book and open-book tests; problem-solving exercises, observation of practical skills, individual project reports, seminar presentation; viva-voce interviews; literature surveys and evaluations, outputs from collaborative work,

5. Keywords:

Declensions, Conjugations, Sandhi, Kraka, Samasa, Kt

B.A. (Program) Sanskrit Course

AECC-1

Sanskrit as MIL: A1 (Advance)

Sanskrit Literature

(52131417)

Structure of B.A/B.Com/B.Sc (Subject) (Details of courses to be taught)

1. Course Objectives:

This course aims are to get the students acquainted with the outline of Sanskrit literature.

2.1 Course Learning Outcomes:
This course will enable the students to appreciate the Mahkvya and Gtikvya forms of Sanskrit Poetry. The course will make the learner capable of analysing the literature based on various aspects like grammar, literary science. It is supposed to create an awareness of the historicity of the Geeti form of Sanskrit Literature.

§ Learn and capable to analyzing the literature based on various aspects like grammar, literary science.

§ Create an awareness of the historicity of the Gti form of Sanskrit Literature.

§ Learn the Raghuvam and Kumrasambhavam.

§ Learn the Kiritunjam and Ntatakam.

§ Origin and Development of Mahkvya and Gtikvya.

2.2. Content for each course

Unit: I
Hitopadea: First Story from Mitralbha
(Foreword), First Story, Verses:1-35
(Translation, Explanation and Grammar)

Unit: II
Hitopadea: Second Story from Mitralbha
Second Story, Verses: 36-62.
(Translation, Explanation and Grammar)

Unit: III
Cakyanti
Cakyanti (Chapter: 1-2)
(Translation, Explanation and Grammar)

Unit: IV
History of Sanskrit Prose and Ntikvya
Origin and development of Prose and Ntikvya
Subandhu, Ba, Dain, Ambikdatta Vysa.
Unit: V
History of Sanskrit Prose
Kathasaritsgara,

Unit: VI
History of Sanskrit Ntikvya
Pacatantra, Hitopadea, Cakyanti.

Practical

2.3 References:

Compulsory Reading:
1. , ,
2. (), , 1952
3. , ,
4. , ,
5. , ,
6. , ,
10. Winternitz, Maurice, Indian Literature (Vol. I-III), also Hindi Translation, MLBD, Delhi.

Additional Resources:
46. Mirashi, V.V. : Klidsa, Popular Publication, Mumbai.
50. Winternitz, Maurice: Indian Literature (Vol. I-III), also Hindi Translation, MLBD, Delhi.

3. Teaching Learning Process:

As a programme of study in Sanskrit is designed to encourage the acquisition of disciplinary/subject knowledge, understanding and skills and academic and professional skills required for Sanskrit and language based professions and jobs, learning experiences should be designed and implemented to foster active/participate learning. A variety of approaches to teaching-learning process, including lectures, seminars, tutorials, workshops, peer teaching and learning, practicum and project-based learning, field-based learning in this course. Problem-solving skills and higher-order skills of reasoning and analysis will be encouraged through teaching strategies. Lecture based Teaching Learning on the Sanskrit literature will be covered in this course. The 6 E's and S (Engage, Explore, Explain, Elaborate, Evaluate, Extend, and Standards) lesson plan format may be developed by teachers based on a constructionist model of teaching. The teaching learning process for this paper is to be analytical where each aspect should be analyzed in proper way. It is also important to create poetic skill among students through this paper.

4. Assessment Methods:

There should be minimum two methods to assess the learning outcome of this paper. The most important method is to examine the understanding of verses prescribed in syllabus through periodic test of each unit. This test should be of two levels written test and viva and group discussion among peer groups. End semester test of whole syllabus on both levels. A variety of assessment methods may also be used e.g. oral and written examinations, closed-book and open-book tests; problem-solving exercises, observation of practical skills, individual project reports, seminar presentation; viva-voce interviews; literature surveys and evaluations, outputs from collaborative work,

5. Keywords:

Hitopadea, Mitralbha, Cakyanti, Ntikvya, Kathasaritsgara, Pacatantra.

B.A. (Programe) Sanskrit Course

AECC-2

Sanskrit as MIL: B1 (Intermediate)

Upaniad and Gt

(52131417)
Structure of B.A/B.Com/B.Sc (Subject) (Details of courses to be taught)

1. Course Objectives:

Objective of this course is to get students to know about the principle thesis of Upaniad and Gt.

2.1 Course Learning Outcomes:

This course will enable the students to appreciate the Mahkvya and Gtikvya forms of Sanskrit Poetry. The course will make the learner capable of analysing the literature based on various aspects like grammar, literary science. It is supposed to create an awareness of the historicity of the Geeti form of Sanskrit Literature.

§ Learn and capable to analyzing the literature based on various aspects like grammar, literary science.

§ Create an awareness of the historicity of the Gti form of Sanskrit Literature.

§ Learn the Raghuvaam and Kumrasambhavam.

§ Learn the Kirtrjunyam and Ntiatakam.

§ Origin and Development of Mahkvya and Gtikvya.

2.2. Content for each course

Unit: I

Upaniad: vsyopniad

Text Introduction to vsyopniad

Unit: II

Upaniad: vsyopniad

Text Reading of vsyopniad

Unit: III

Gt: Chapter Two – (Verse: 01-25)

Text Introduction and Text Reading: Chapter Two.

Unit: IV
Chapter Two – (Verse: 26-72)

Text Reading.

Unit: V

General Introduction to Upaniadic Philosophy

General Introduction to Upaniadic Philosophy: tman, brahman, vara, karma, sri.

Unit: VI

General introduction to Philosophy of Gita:

Nishkama Karmayoga, Bhakti Yoga and Jnana Yoga.

Practical

2.3 References:

Compulsory Reading:

1. (),
2. (), , 1996
3. (), , , 1997
4. , ,
5. ,
6. ,
7. : ,
8. , ,
9. , ,
10. Keith, A.B. : History of Sanskrit Literature, also Hindi translation, MLBD, Delhi (, , )
3. Teaching Learning Process:

As a programme of study in Sanskrit is designed to encourage the acquisition of disciplinary/subject knowledge, understanding and skills and academic and professional skills required for Sanskrit and language based professions and jobs. learning experiences should be designed and implemented to foster active/participate learning. A variety of approaches to teaching-learning process, including lectures, seminars, tutorials, workshops, peer teaching and learning, practicum and project-based learning, field-based learning in this course. Problem-solving skills and higher-order skills of reasoning and analysis will be encouraged through teaching strategies. Lecture based Teaching Learning on the Sanskrit literature will be covered in this course. The 6 E's and S (Engage, Explore, Explain, Elaborate, Evaluate, Extend, and Standards) lesson plan format may be developed by teachers based on a constructionist model of teaching. The teaching learning process for this paper is to be analytical where each aspect should be analyzed in proper way. It is also important to create poetic skill among students through this paper.

4. Assessment Methods:

There should be minimum two methods to assess the learning outcome of this paper. The most important method is to examine the understanding of verses prescribed in syllabus through periodic test of each unit. This test should be of two levels written test and viva and group discussion among peer groups. End semester test of whole syllabus on both levels. A variety of assessment methods may also be used e.g. oral and written examinations, closed-book and open-book tests; problem-solving exercises, observation of practical skills, individual project reports, seminar presentation; viva-voce interviews; literature surveys and evaluations, outputs from collaborative work,

5. Keywords:

vsyopniad, Gt,tman, Brahman, vara, Karma, Sri, Nishkama Karmayoga, Bhakti Yoga and Jnana Yoga.
B.A. (Programme) Sanskrit Course

AECC-3
Sanskrit as MIL: C1 (Introductory)
Niti Literature
(52131417)

Structure of B.A/B.Com/B.Sc (Subject) (Details of courses to be taught)

1. Course Objectives:

This course aims to get the students acquainted with the outline of Sanskrit Niti literature including the text readings of the Pañcatantram and Ntiatakam with the General Introduction to Sanskrit Literature.

2.1 Course Learning Outcomes:

This course will enable the students to appreciate the Mahkvya and Gtikvya forms of Sanskrit Poetry. The course will make the learner capable of analysing the literature based on various aspects like grammar, literary science. It is supposed to create an awareness of the historicity of the Geeti form of Sanskrit Literature.

§ Learn and capable to analyzing the literature based on various aspects like grammar, literary science.

§ Create an awareness of the historicity of the Gti form of Sanskrit Literature.

§ Learn the Raghuvaam and Kumrasambhavam.

§ Learn the Kirtrjunyam and Ntiatakam.

§ Origin and Development of Mahkvya and Gtikvya.

2.2. Content for each course

Unit: I
Pañcatantram

Text Introduction of the following:
kapaakakath, siha-kraka-murkhabrhmaa kath (, -- )

Unit: II
Pañcatantram
Text Introduction of the following:
mrkhapaita-kath, vnara-magaramaccha-kath and gagadattamadka kath (-, -)

Unit: III
Ntiatakam (Verses: 01-10)
Introduction to ntiatakam
Text reading of ntiatakam from.

Unit: IV
Ntiatakam (Verses: 11-20)
Text reading of ntiatakam from

Unit: V
Ntiatakam (Verses: 21-30)
Text reading of ntiatakam from

Unit: VI
General Introduction to Sanskrit Niti Literature

Practical

2.3 References:
Compulsory Reading:
1. (.), (), , , 1975

5. (2015), , 

6. : , ,

7. , ,

8. , ,

9. , ,


Additional Resources:

56. Mirashi, V.V. : Klidsa, Popular Publication, Mumbai.


60. Winternitz, Maurice: Indian Literature (Vol. I-III), also Hindi Translation, MLBD, Delhi.

3. Teaching Learning Process:

As a programme of study in Sanskrit is designed to encourage the acquisition of disciplinary/subject knowledge, understanding and skills and academic and professional skills required for Sanskrit and language based professions and jobs, learning experiences should be designed and implemented to foster active/participate learning. A variety of approaches to teaching-learning process, including lectures, seminars, tutorials, workshops, peer teaching and learning, practicum and project-based learning, field-based learning in this course. Problem-solving skills and higher-order skills of reasoning and analysis will be encouraged through teaching strategies. Lecture based Teaching Learning on the Sanskrit literature will be covered in this course. The 6 E's and S (Engage, Explore, Explain, Elaborate, Evaluate, Extend, and Standards) lesson plan format may be developed by teachers based on a constructionist model of teaching. The teaching learning process for this paper is to be analytical where each aspect should be analyzed in proper way. It is also important to create poetic skill among students through this paper.

4. Assessment Methods:

There should be minimum two methods to assess the learning outcome of this paper. The most
important method is to examine the understanding of verses prescribed in syllabus through periodic test of each unit. This test should be of two levels written test and viva and group discussion among peer groups. End semester test of whole syllabus on both levels. A variety of assessment methods may also be used e.g. oral and written examinations, closed-book and open-book tests; problem-solving exercises, observation of practical skills, individual project reports, seminar presentation; viva-voce interviews; literature surveys and evaluations, outputs from collaborative work,

5. Keywords:
Pañcatantram, Ntiatakam, Niti Literature

B.A. (Programme) Sanskrit Course

DSE-1
Philosophy, Religion and Culture in Sanskrit Tradition
(52131417)

Structure of B.A/B.Com/B.Sc (Subject) (Details of courses to be taught)

1. Course Objectives:

Objective of this course to introduce Philosophy, Religion and Culture in Sanskrit Tradition to the students.

2.1 Course Learning Outcomes:

This course will enable the students to appreciate the Mahkvya and Gtikvya forms of Sanskrit Poetry. The course will make the learner capable of analysing the literature based on various aspects like grammar, literary science. It is supposed to create an awareness of the historicity of the Geeti form of Sanskrit Literature.

§ Learn and capable to analyzing the literature based on various aspects like grammar, literary science.

§ Create an awareness of the historicity of the Gti form of Sanskrit Literature.

§ Learn the Raghuvam and Kumrasambhavam.

§ Learn the Kirtrjunyam and Ntiatakam.
§ Origin and Development of Mahkvya and Gtikvya.

2.2. Content for each course

Unit: I

Form of God, Mode of worship, Bhakta as a morally evolved person - Gita Chapter XII.

Unit: II

Dharma – ten fold dharma and its versions, definitions of satya, ahis, asteya, aparigraha, pañcha mah yajña; theory of three debts.

Unit: III

Man’s initiative and God’s design; God’s II and Kp, Daiva versus puruakra, ada, three types of karma – sachita, kriyama and prrabdha, karma.

Unit: IV

Process of acculturation – importance of Saskra

Unit: V

Aim of human life – theory of Pururtha

Unit: VI

An ‘amoral’ person – svadharma and karmayoga, sthita prajna in the Gita (Chapter II).

Practical

2.3 References:

Compulsory Reading:

1. Radhakrushana, Gt.

2. Gt with Hindi Translation, Gita Press, Goraphpur.

4. ,

5. ,

6. .., (-I)

Additional Resources:


64. Gaurinath Shastri: A Concise History of Sanskrit Literature, MLBD, Delhi.

65. Winternitz, Maurice: Indian Literature (Vol. I-III), also Hindi Translation, MLBD, Delhi.

3. Teaching Learning Process:

As a programme of study in Sanskrit is designed to encourage the acquisition of disciplinary/subject knowledge, understanding and skills and academic and professional skills required for Sanskrit and language based professions and jobs, learning experiences should be designed and implemented to foster active/participate learning. A variety of approaches to teaching-learning process, including lectures, seminars, tutorials, workshops, peer teaching and learning, practicum and project-based learning, field-based learning in this course. Problem-solving skills and higher-order skills of reasoning and analysis will be encouraged through teaching strategies. Lecture based Teaching Learning on the Sanskrit literature will be covered in this course. The 6 E's and S (Engage, Explore, Explain, Elaborate, Evaluate, Extend, and Standards) lesson plan format may be developed by teachers based on a constructionist model of teaching. The teaching learning process for this paper is to be analytical where each aspect should be analyzed in proper way. It is also important to create poetic skill among students through this paper.

4. Assessment Methods:

There should be minimum two methods to assess the learning outcome of this paper. The most important method is to examine the understanding of verses prescribed in syllabus through periodic test of each unit. This test should be of two levels written test and viva and group discussion among peer groups. End semester test of whole syllabus on both levels. A variety of assessment methods may also be used e.g. oral and written examinations, closed-book and open-book tests; problem-solving exercises, observation of practical skills, individual project reports, seminar presentation; viva-voce interviews; literature surveys and evaluations, outputs from collaborative work.

5. Keywords:
Indian philosophical tradition advocates an integrated approach to human personality where material and psychological growth complement each other. This course seeks to introduce some theoretical concepts and practical techniques for development of the human person.

2.1 Course Learning Outcomes:

This course will enable the students to appreciate the Mahkvya and Gtikvya forms of Sanskrit Poetry. The course will make the learner capable of analysing the literature based on various aspects like grammar, literary science. It is supposed to create an awareness of the historicity of the Geeti form of Sanskrit Literature.

§ Learn and capable to analyzing the literature based on various aspects like grammar, literary science.

§ Create an awareness of the historicity of the Gti form of Sanskrit Literature.

§ Learn the Raghuvaam and Kumrasambhavam.

§ Learn the Kirtrjunyam and Ntatakam.

§ Origin and Development of Mahkvya and Gtikvya.

2.2. Content for each course

Unit: I
Historical Perspective

Historical Perspective : gveda, 1.164.37;
Chndogyopaniad,VI. 2.3, VI.8.6, VIII.1.4
Bhadrayakopaniad, II.5.18-19

Unit: II
Concept of a person
Concept of a person, Gt, Chapter:1, Verses:1-30
Jva as Core and Eight-fold Nature as Cover
Ketrajña as Core and Ketra as Cover Chapter-13, Verses-1-2, Chapter-13, Verses: 5-6, Chapter-13, Vrses-19-23.
Akara as Core and Kara as Cover, Chapter-15, Verses:7-11 and 6-19).

Unit: III
Personality Types
Personality Types
Gt, Chapter-14, Verses:5-14, Chapter-17, Verses:2-6, Chapter-17, Verses:11.21

Unit: IV
Measures for behavioral Improvement - Part -I
Control of Senses and Mind (Gt: Chapter-2, Verses:59-60, 64 and 68, Chapter:3, Verses:41-43, Chapter: 6, Verses:19-23.

Unit: V
Measures for behavioral Improvement - Part -II
Right Faith (Gt, Chapter: 9, Verses:3, 22, 23-28, 30-34)
Recognition of Svadharma - Inner Urge; (Gt, Chapter: 2, Verses:31,41-44, Chapter:3, Verses:4, 5, 8, 9, 27-30, 33-34, Chapter:4, Verses:18-22, Chapter:5, Verses:11-12, Chapter:7, Verses:15, 18,
Unit: VI

Measures for behavioral Improvement - Part -III

Channelizing Innate Urges on Social Lines: (Gt, Chapter:18, Verses:41-62)

Practical

2.3 References:

Compulsory Reading:


2. Gt with Hindi Translation, Gita Press, Gorakhpur.

Additional Resources:


70. Winternitz, Maurice: Indian Literature (Vol. I-III), also Hindi Translation, MLBD, Delhi.

3. Teaching Learning Process:

As a programme of study in Sanskrit is designed to encourage the acquisition of disciplinary/subject knowledge, understanding and skills and academic and professional skills required for Sanskrit and language based professions and jobs, learning experiences should be designed and implemented to foster active/participate learning. A variety of approaches to teaching-learning process, including lectures, seminars, tutorials, workshops, peer teaching and learning, practicum and project-based learning, field-based learning in this course. Problem-solving skills and higher-order skills of reasoning and analysis will be encouraged through teaching strategies. Lecture based Teaching Learning on the Sanskrit literature will be covered in this course. The 6 E's and S (Engage, Explore, Explain, Elaborate, Evaluate, Extend, and Standards) lesson plan format may be developed by teachers based on a constructionist model of teaching. The teaching learning process for this paper is to be analytical where each aspect should be
analyzed in proper way. It is also important to create poetic skill among students through this paper.

4. Assessment Methods:

There should be minimum two methods to assess the learning outcome of this paper. The most important method is to examine the understanding of verses prescribed in syllabus through periodic test of each unit. This test should be of two levels written test and viva and group discussion among peer groups. End semester test of whole syllabus on both levels. A variety of assessment methods may also be used e.g. oral and written examinations, closed-book and open-book tests; problem-solving exercises, observation of practical skills, individual project reports, seminar presentation; viva-voce interviews; literature surveys and evaluations, outputs from collaborative work.

5. Keywords:

Rigved, Yajurved, Purushartha

B.A. (Program) Sanskrit Course

DSE-3

Literary Criticism

(52131417)

Structure of B.A/B.Com/B.Sc (Subject) (Details of courses to be taught)

1. Course Objectives:

This Literary Criticism course aims to get the students to know about the aims, essential resources, and definition and principle types of poetry on the basis of Mammat’s Kvyapraka.

2.1 Course Learning Outcomes:

This course will enable the students to appreciate the Mahkvya and Gtikvya forms of Sanskrit Poetry. The course will make the learner capable of analysing the literature based on various aspects like grammar, literary science. It is supposed to create an awareness of the historicity of the Geeti form of Sanskrit Literature.

§ Learn and capable to analyzing the literature based on various aspects like grammar, literary science.
§ Create an awareness of the historicity of the Gti form of Sanskrit Literature.

§ Learn the Raghuvaam and Kumrasambhavam.

§ Learn the Kirtrjunyam and Ntitalam.

§ Origin and Development of Mahkvya and Gtikvya.

2.2. Content for each course

Unit: I
Kvya Praka: Kvya Vaiiya and Kvya Prayojana
Kvya Praka: Kvya Vaiiya and Kvya Prayojana

Unit: II
Kvya Praka: Kvya Kraa
Kvya Praka: Kvya Kraa

Unit: III
Kvya Praka: Kvya Svarpa and Kvyabheda
Kvya Praka: Kvya Svarpa and Kvyabheda.

Unit: IV
General introduction to Shabda Shakti : Abhidha and Lakshana

Unit: V
Shabda Shakti : Vyanjana

Unit: VI
General introduction to literary critisism

Practical
2.3 References:

Compulsory Reading:


Additional Resources:

71. Mirashi, V.V.: Klidsa, Popular Publication, Mumbai.


75. Winternitz, Maurice: Indian Literature (Vol. I-III), also Hindi Translation, MLBD, Delhi.

3. Teaching Learning Process:

As a programme of study in Sanskrit is designed to encourage the acquisition of disciplinary/subject knowledge, understanding and skills and academic and professional skills required for Sanskrit and language based professions and jobs, learning experiences should be designed and implemented to foster active/participate learning. A variety of approaches to teaching-learning process, including lectures, seminars, tutorials, workshops, peer teaching and learning, practicum and project-based learning, field-based learning in this course. Problem-solving skills and higher-order skills of reasoning and analysis will be encouraged through teaching strategies. Lecture based Teaching Learning on the Sanskrit literature will be covered in this course. The 6 E's and S (Engage, Explore, Explain, Elaborate, Evaluate, Extend, and Standards) lesson plan format may be developed by teachers based on a constructionist model of teaching. The teaching learning process for this paper is to be analytical where each aspect should be analyzed in proper way. It is also important to create poetic skill among students through this paper.

4. Assessment Methods:
There should be minimum two methods to assess the learning outcome of this paper. The most important method is to examine the understanding of verses prescribed in syllabus through periodic test of each unit. This test should be of two levels written test and viva and group discussion among peer groups. End semester test of whole syllabus on both levels. A variety of assessment methods may also be used e.g. oral and written examinations, closed-book and open-book tests; problem-solving exercises, observation of practical skills, individual project reports, seminar presentation; viva-voce interviews; literature surveys and evaluations, outputs from collaborative work.

5. Keywords:
Kavya, Kavyabhed, Abhidha, Lakshana, Vyanjana

B.A. (Programe) Sanskrit Course

DSE-4
Nationalism in Sanskrit Literature
(62131101)

Structure of B.A/B.Com/B.Sc (Subject) (Details of courses to be taught)

1. Course Objectives:

The aim of this course is to make the students acquainted with the concept and historical development of Indian Nationalism with special reference to Sanskrit literature of past and present. The course tries to highlight the struggle of Indian people against colonialism in nineteenth century by focusing on the nationalistic ideologies of prominent national leaders of modern times. The course also emphasizes the relevance of Gandhian thought as propounded in modern Sanskrit literature.

2.1 Course Learning Outcomes:

This course will enable the students to appreciate the Mahkvya and Gtikvy forms of Sanskrit Poetry. The course will make the learner capable of analysing the literature based on various aspects like grammar, literary science. It is supposed to create an awareness of the historicity of the Geeti form of Sanskrit Literature.
§ Learn and capable to analyzing the literature based on various aspects like grammar, literary science.

§ Create an awareness of the historicity of the Gti form of Sanskrit Literature.

§ Learn the Raghuvaam and Kumrasambhavam.

§ Learn the Kirtrjunyam and Ntiatakam.

§ Origin and Development of Mahkvyaa and Gtikvya.

2.2. Content for each course

Unit: I

Concepts and Basic Features of Indian Nationalism

Meaning, Definitions and Elements of Indian Nation ‘Rra’:

Meaning of Nation, Definitions and Constituent Elements of Nation in Western Perspective. Indian Concept of Nation: ‘Rra’, Meaning, Etymology and Definitions, Essential Elements of ‘Rra’ in Sanskrit Literature (Atharvaveda,11.9.17; 12.1,1-12 klaYajurveda, 22.22) ‘Rra’ in the Context of ‘Saptga’ Theory of State (Kauilya’s Arthastra, 6.1, Mahbhrata, ntiparva, 56.5; ukranti, 1.61-62)

Unit: II

Concepts and Basic Features of Indian Nationalism

Meaning, Definitions and Elements of Indian Nationality:


Special Features of Indian Nationalism: Social Harmony (Smjika Samarsat), Equality of the Religions, International Brotherhood, Unity in Diversity and Cultural Conciousness.

Unit: III

Name of Country, National Symbols and Rise of Nationalism

Name of the Country ‘Bharatavarsha’ and National Symbols:

Unit: IV

Name of Country, National Symbols and Rise of Nationalism

Rise of Indian Nationalism and Freedom Struggle Movement:

Major Factors which led to the rise of nationalist sentiments in modern period with special reference to Western Thought and Education, Rediscovery of India’s Past, Socio-religious reform movements and Impact of contemporary national movements worldwide.

Brief survey of Socio-religious nationalistic thought of modern India with special reference to Raja Ram Mohan Rai, Swami Dayanand Saraswati, Swami Vivekanand, Bankim Chandra Chatopadhyay, Mahatma Gandhi, Madan Mohan Malaviya, Vir Savarkar and Dr. B.R.Ambedkar.

Unit: V

Nationalistic Thought and Modern Sanskrit Literature

Contributions of Sanskrit Literature to Freedom Struggle Movement:

Survey of nationalistic trends in modern Sanskrit literature before Independence; Survey of nationalistic trends in modern Sanskrit literature after Independence.

Unit: VI

Nationalistic Thought and Modern Sanskrit Literature


2.3 References:

Compulsory Reading:

6. , , , , 1968
7. , (1-6) ,
8. , ,
9. , ,
10. (1-5) ,
11. , , , , 1968
12. , , , 1932
13. , (1-2) ,
14. , , , 1967
15. , , , 2001
16. , , , 1991
17. , , , 2007
18. , , , 2013
19. , , , 2006
20. , , , 2001
21. , ,
22. , , , 2002
23. , , , 1996
24. . , , 1953


29. M. N. Jha, Modern Indian Political Thought, Meenakshi Parkashan, Meerut.


Additional Resources:

76. Mirashi, V.V.: Klidsa, Popular Publication, Mumbai.


80. Winternitz, Maurice: Indian Literature (Vol. I-III), also Hindi Translation, MLBD, Delhi.

3. Teaching Learning Process:
As a programme of study in Sanskrit is designed to encourage the acquisition of disciplinary/subject knowledge, understanding and skills and academic and professional skills required for Sanskrit and language based professions and jobs, learning experiences should be designed and implemented to foster active/participate learning. A variety of approaches to teaching-learning process, including lectures, seminars, tutorials, workshops, peer teaching and learning, practicum and project-based learning, field-based learning in this course. Problem-solving skills and higher-order skills of reasoning and analysis will be encouraged through teaching strategies. Lecture based Teaching Learning on the Sanskrit literature will be covered in this course. The 6 E’s and S (Engage, Explore, Explain, Elaborate, Evaluate, Extend, and Standards) lesson plan format may be developed by teachers based on a constructionist model of teaching.

The teaching learning process for this paper is to be analytical where each aspect should be analyzed in proper way. It is also important to create poetic skill among students through this paper.

4. Assessment Methods:

There should be minimum two methods to assess the learning outcome of this paper. The most important method is to examine the understanding of verses prescribed in syllabus through periodic test of each unit. This test should be of two levels written test and viva and group discussion among peer groups. End semester test of whole syllabus on both levels. A variety of assessment methods may also be used e.g. oral and written examinations, closed-book and open-book tests; problem-solving exercises, observation of practical skills, individual project reports, seminar presentation; viva-voce interviews; literature surveys and evaluations, outputs from collaborative work,

5. Keywords:

Rashtra, Rashtravad, Freedom Struggle, Sanskrit Literature, Gandhian Thought

B.A. (Program) Sanskrit Course

DSE-5

Mathematical Tradition in Sanskrit

(52131417)

Structure of B.A/B.Com/B.Sc (Subject) (Details of courses to be taught)

1. Course Objectives:

The objective of this course is to introduce the Indian mathematical tradition to the students.

2.1 Course Learning Outcomes:
This course will enable the students to appreciate the Mahkvya and Gtikvya forms of Sanskrit Poetry. The course will make the learner capable of analysing the literature based on various aspects like grammar, literary science. It is supposed to create an awareness of the historicity of the Geeti form of Sanskrit Literature.

§ Learn and capable to analyzing the literature based on various aspects like grammar, literary science.

§ Create an awareness of the historicity of the Gti form of Sanskrit Literature.

§ Learn the Raghuvaam and Kumrasambhavam.

§ Learn the Kirtrjunyam and Ntatakaam.

§ Origin and Development of Mahkvya and Gtikvya.

2.2. Content for each course

Unit: I
Indian Mathematics

Lagadh Jyotia (Yaju Jyotia) Verses: 4 and 42, Importance of Science of Mathematics and The Rule of Three.

Unit: II
Indian Mathematics


Unit: III
Indian Mathematics

Vedic Mathematics – First 5 stras

Unit: IV
Technical Terms In Mathematics:
Algebra (), Calculus (), Numbers (), Digit (), Zero (), Infinity (), Decimal (), Square & Square root (), Cube & Cube root ().
Unit: V

ryabhayam of ryabha

() : 1-5 verses

Unit: VI

Brief History of Mathematics in Sanskrit

Vedic period, medieval Vedic period, Post Vedic Period, Classical Period, Post classical Period.


Practical

2.3 References:

Compulsory Reading:


6. K. V. Sarma, Llvat of Bhskarcrya with Kriy-kramakar, Hoshiarpur: VVBIS & IS, Panjab University

7. , , 2001

8. , ,

9. Studies in the History of Science in India (Anthology edited by Debiprasad Chattopadhyaya)


Additional Resources:

81. Mirashi, V.V. :Klidsa, Popular Publication, Mumbai.


3. Teaching Learning Process:

As a programme of study in Sanskrit is designed to encourage the acquisition of disciplinary/subject knowledge, understanding and skills and academic and professional skills required for Sanskrit and language based professions and jobs, learning experiences should be designed and implemented to foster active/participate learning. A variety of approaches to teaching-learning process, including lectures, seminars, tutorials, workshops, peer teaching and learning, practicum and project-based learning, field-based learning in this course. Problem-solving skills and higher-order skills of reasoning and analysis will be encouraged through teaching strategies. Lecture based Teaching Learning on the Sanskrit literature will be covered in this course. The 6 E’s and S (Engage, Explore, Explain, Elaborate, Evaluate, Extend, and Standards) lesson plan format may be developed by teachers based on a constructionist model of teaching. The teaching learning process for this paper is to be analytical where each aspect should be analyzed in proper way. It is also important to create poetic skill among students through this paper.

4. Assessment Methods:

There should be minimum two methods to assess the learning outcome of this paper. The most important method is to examine the understanding of verses prescribed in syllabus through periodic test of each unit. This test should be of two levels written test and viva and group discussion among peer groups. End semester test of whole syllabus on both levels. A variety of assessment methods may also be used e.g. oral and written examinations, closed-book and open-book tests; problem-solving exercises, observation of practical skills, individual project reports, seminar presentation; viva-voce interviews; literature surveys and evaluations, outputs from collaborative work.

5. Keywords:

Algebra (), Calculus (), Numbers (), Digit (), Zero (), Infinity (), Decimal (), Square & Square root (), Cube & Cube root ()


B.A. (Programe) Sanskrit Course
1. Course Objectives:

Fundamental Concepts of Indian Political thought have been discussed in Dharma-stra literature as the scientific branches of knowledge in ancient India. The aim of this course is to make the students acquainted with various aspects of Indian Political Thought and institutions of Polity as propounded in the ancient Sanskrit texts such as Vedic Samhitas, Mahabhrata, Puras, Kauilya's Arthastra and other works known as Ntistra.

2.1 Course Learning Outcomes:

This course will enable the students to appreciate the Mahkvya and Gtikvya forms of Sanskrit Poetry. The course will make the learner capable of analysing the literature based on various aspects like grammar, literary science. It is supposed to create an awareness of the historicity of the Geeti form of Sanskrit Literature.

§ Learn and capable to analyzing the literature based on various aspects like grammar, literary science.

§ Create an awareness of the historicity of the Gti form of Sanskrit Literature.

§ Learn the Raghuvam and Kumrasambhavam.

§ Learn the Kirtrjunyam and Ntatakam.

§ Origin and Development of Mahkvya and Gtikvya.

2.2. Content for each course

Unit: I

Basic Features of Ancient Indian Political Thought: Part - I

Name, Scope and Sources of Ancient Indian Political Thought:

Name of the Science: ‘Dananti’, ‘Dharmastra’, ‘Ntistra’. Scope of Indian Political Thought: relation with Dharma, Artha and Nti; Sources of Ancient Indian Political Thought: Vedic Literature, Pura, Rmyaa, Mahabhrata, Dharmastra, Ntistra Kautilya’s Arthastra and Rajasana (Inscriptions).
Unit: II

Basic Features of Ancient Indian Political Thought: Part - II

Nature, Types and Theories of the State:

Nature of the State in Arthastra (6.1) and Manusmriti (9.294) with Special reference to Saptga-Theory: Svmi, Amtya, Janapada, Pura, Koa, Daa and Mitra.

Types of the State: Rjya, Svarjya, Bhojya, Vairjya, Mahrjya, Smarjya (Aitreya Brhmaa, 8.3.13-14; 8.4.15-16).

Unit: III

Ancient Indian Political Thought: Origin and Development: Part - I

Indian Political Thought from Vedic Period to Buddhist Period:

Election of King by the People’ Visas ‘in Vedic period: (gveda,10.173;10.174, Atharvaveda, 3.4.2; 6.87.1-2), Parliamentary Institutions: ‘Sabh, ‘Samiti’ and ‘Vidatha’ in Vedic period (Atharvaveda, 7.12.1;12.1.6 ; gveda, 10.85.26), King-maker Council: ‘Rajakartarah ‘and ‘Ratnis’ in Vedic period (Atharvaveda, 3.5.6-7 and atapathabhrhmaa, 5.2.5.1); Coronation Ceremony of the King ‘Samra’ (atapathabhrhmaa, 5.1.1.8-13; 9.4.1.1-5) Republics in the Buddhist Period (Diggikya, Mahparinibba Stta, Anguttaranikya, 1.213;4.252,256)

Unit: IV

Ancient Indian Political Thought: Origin and Development: Part - II

Indian Political Thought from Kauilya to Mahatma Gandhi:

Kauilya’s concept of Welfare State (Arthastra, 1.13); Essential Qualities of King (Arthastra, 6.1.16-18); Duties of King and State ‘Rajadharma’ (Mahbharta, ntiparva, 120.1-15; Manusmriti, 7.1-15; ukranti,1.1-15) Constituent Elements of Jain political thought (Somadeva’s Ntivkymta, 9.1.18 and, 19.1.10); Relevance of Gandhian political thoughts in modern period (Gandhi Gt of Prof. Indra, 5.1-25)

Unit: V

Cardinal Theories

Cardinal Theories of Indian Political Science:

‘Saptga’ Theory of State: Svm, Amtya, Janapada, Pura, Koa, Daa and Mitra (Arthastra-6.1,
Mahabhrata-antiparva-56.5, ukranti, 1.61-62).


‘Caturvidha Upya’ for balancing the power of State: ma, Dma, Daa, Bheda.

Three types of State power’ ‘akti’: Prabhu akti, Mantra akti, Utsha akti..

Unit: VI

Ancient Indian Political Thinkers

Prominent Indian Political Thinkers:

Manu, ukrcrya, Kauilya, Kmandaka, Somadeva Suri and Mahatma Gandhi..

Practical

2.3 References:

Compulsory Reading:


15. S.R. Maheshwari, Local Government in India, Orient Longman, New Delhi,


17. B.A. Saletore, Ancient Indian Political Thought and Institutions, Bombay, 1963.

18. R. S. Sharma, Aspects of Political Ideas and Institutions in Ancient India, Delhi, 1996.


21. (.), , , 1968

22. (.), (1-6) ,

23. (1-5) ,

24. , , , 1968

25. (.), (1-2),

26. , , , 2013

27. , (1-2),

28. (.), (1-13), ,

29. (.) .. , (1-4), , 1966

30. (.) .. , 1972

31. , , , 1977

32. , , , 2002

33. , , , 1989

34. , , , 2006

35. , , , 1968

36. , , , 1989
3. Teaching Learning Process:

As a programme of study in Sanskrit is designed to encourage the acquisition of disciplinary/subject knowledge, understanding and skills and academic and professional skills required for Sanskrit and language based professions and jobs, learning experiences should be designed and implemented to foster active/participate learning. A variety of approaches to teaching-learning process, including lectures, seminars, tutorials, workshops, peer teaching and learning, practicum and project-based learning, field-based learning in this course. Problem-solving skills and higher-order skills of reasoning and analysis will be encouraged through teaching strategies. Lecture based Teaching Learning on the Sanskrit literature will be covered in this course. The 6 E's and S (Engage, Explore, Explain, Elaborate, Evaluate, Extend, and Standards) lesson plan format may be developed by teachers based on a constructionist model of teaching. The teaching learning process for this paper is to be analytical where each aspect should be analyzed in proper way. It is also important to create poetic skill among students through this paper.

4. Assessment Methods:

There should be minimum two methods to assess the learning outcome of this paper. The most important method is to examine the understanding of verses prescribed in syllabus through periodic test of each unit. This test should be of two levels written test and viva and group discussion among peer groups. End semester test of whole syllabus on both levels. A variety of assessment methods may also be used e.g. oral and written examinations, closed-book and open-book tests; problem-solving exercises, observation of practical skills, individual project reports, seminar presentation; viva-voce interviews; literature surveys and evaluations, outputs from collaborative work,

5. Keywords:

Manu, ukrcrya, Kauilya, Kmandaka, Somadeva Suri and Mahatma Gandhi

B.A. (Programe) Sanskrit Course
GE-2
Sanskrit Media
(62131101)

Structure of B.A/B.Com/B.Sc (Subject) (Details of courses to be taught)

1. Course Objectives:
This course aims to familiarize the students with the journey of Sanskrit literature in the modern Information Technology world. Students will get the brief information regarding Sanskrit Media.

2.1 Course Learning Outcomes:
This course will enable the students to appreciate the Mahkvya and Gtikvya forms of Sanskrit Poetry. The course will make the learner capable of analysing the literature based on various aspects like grammar, literary science. It is supposed to create an awareness of the historicity of the Geeti form of Sanskrit Literature.

§ Learn and capable to analyzing the literature based on various aspects like grammar, literary science.

§ Create an awareness of the historicity of the Gti form of Sanskrit Literature.

§ Learn the Raghuvaaam and Kumrasambhavam.

§ Learn the Kirtrjunyam and Ntiatakam.

§ Origin and Development of Mahkvya and Gtikvya.

2.2. Content for each course

Unit: I
Television and Radio:
News Translation, Editing, Anchoring,

Unit: II
Television and Radio:
Graphics, Voice-over, Para Dubbing, Band, Packaging.
Unit: III
Magazines and Newspapers:

Unit: IV
Magazines and Newspapers

Article Collection, Editing, Reporting, Packaging

Unit: V
Internet, Social Networks, Blogs, Important sites, Sanskrit Wikipedia:
Internet, blogs, important sites, Sanskrit Wikipedia (general awareness only)

Unit: VI
Sanskrit and social media

Practical

2.3 References:

Additional Resources:

91. Mirashi, V.V.: Klidsa, Popular Publication, Mumbai.
3. Teaching Learning Process:

As a programme of study in Sanskrit is designed to encourage the acquisition of disciplinary/subject knowledge, understanding and skills and academic and professional skills required for Sanskrit and language based professions and jobs, learning experiences should be designed and implemented to foster active/participate learning. A variety of approaches to teaching-learning process, including lectures, seminars, tutorials, workshops, peer teaching and learning, practicum and project-based learning, field-based learning in this course. Problem-solving skills and higher-order skills of reasoning and analysis will be encouraged through teaching strategies. Lecture based Teaching Learning on the Sanskrit literature will be covered in this course. The 6 E’s and S (Engage, Explore, Explain, Elaborate, Evaluate, Extend, and Standards) lesson plan format may be developed by teachers based on a constructionist model of teaching. The teaching learning process for this paper is to be analytical where each aspect should be analyzed in proper way. It is also important to create poetic skill among students through this paper.

4. Assessment Methods:

There should be minimum two methods to assess the learning outcome of this paper. The most important method is to examine the understanding of verses prescribed in syllabus through periodic test of each unit. This test should be of two levels written test and viva and group discussion among peer groups. End semester test of whole syllabus on both levels. A variety of assessment methods may also be used e.g. oral and written examinations, closed-book and open-book tests; problem-solving exercises, observation of practical skills, individual project reports, seminar presentation; viva-voce interviews; literature surveys and evaluations, outputs from collaborative work,

5. Keywords:

Sanskrit in Television, Radio, Social Media.

B.A. (Programe) Sanskrit Course

GE-3

Sanskrit Meter and Music

(62131101)
Structure of B.A/B.Com/B.Sc (Subject) (Details of courses to be taught)

1. Course Objectives:

The objectives of this course to learn Sanskrit meter for analysis and lyrical techniques. Students will get the complete information regarding selected Vedic and Classical meters with lyrical techniques.

2.1 Course Learning Outcomes:

This course will enable the students to appreciate the Mahkvya and Gtikvya forms of Sanskrit Poetry. The course will make the learner capable of analysing the literature based on various aspects like grammar, literary science. It is supposed to create an awareness of the historicity of the Geeti form of Sanskrit Literature.

§ Learn and capable to analyzing the literature based on various aspects like grammar, literary science.

§ Create an awareness of the historicity of the Gti form of Sanskrit Literature.

§ Learn the Raghuvaam and Kumrasambhavam.

§ Learn the Kirtrjunyam and Ntiatakam.

§ Origin and Development of Mahkvya and Gtikvya.

2.2. Content for each course

Unit: I
Brief Introduction to Chandastra:

Brief Introduction to Chandastra

Unit: II
Classification and Elements of Sanskrit Meter:

Syllabic verse (akaravtta):

Syllabo-quantitative verse (varavtta)

Quantitative verse (mtrvtta)

Unit: III
Classification and Elements of Sanskrit Meter
Syllables: laghu and guru

Gaa

Feet

Unit: IV
Analysis of Selected Vedic Meter and their Lyrical Methods (-):
Definition, Example, Analysis and Lyrical Methods of following Meters:
gyat, uik, anuup, bhat, pakti, triup and jagat.

Unit: V
Analysis of Selected Classical Meter and their Musical Rendering (-):
Definition, Example, Analysis and Lyrical Methods of following Meters:
bhujagaprayta, sragvi, toaka, harigtik, vidyunml, anuup,

Unit: VI
Analysis of Selected Classical Meter and their Musical Rendering (-):
Definition, Example, Analysis and Lyrical Methods of following Meters:
ry, mlin, ikhari, vasantatilak, mandkrnt, sragdhar and nyurdvikrita.

Practical

2.3 References:
3. Recordings of recitation: H. V. Nagaraja Rao (ORI, Mysore), Ashwini Deo, Ram Karan
3. Teaching Learning Process:

As a programme of study in Sanskrit is designed to encourage the acquisition of disciplinary/subject knowledge, understanding and skills and academic and professional skills required for Sanskrit and language based professions and jobs, learning experiences should be designed and implemented to foster active/participate learning. A variety of approaches to teaching-learning process, including lectures, seminars, tutorials, workshops, peer teaching and learning, practicum and project-based learning, field-based learning in this course. Problem-solving skills and higher-order skills of reasoning and analysis will be encouraged through teaching strategies. Lecture based Teaching Learning on the Sanskrit literature will be covered in this course. The 6 E’s and S (Engage, Explore, Explain, Elaborate, Evaluate, Extend, and Standards) lesson plan format may be developed by teachers based on a constructionist model of teaching.

The teaching learning process for this paper is to be analytical where each aspect should be analyzed in proper way. It is also important to create poetic skill among students through this paper.

4. Assessment Methods:

There should be minimum two methods to assess the learning outcome of this paper. The most important method is to examine the understanding of verses prescribed in syllabus through periodic test of each unit. This test should be of two levels written test and viva and group discussion among peer groups. End semester test of whole syllabus on both levels. A variety of assessment methods may also be used e.g. oral and written examinations, closed-book and open-book tests; problem-solving exercises, observation of practical skills, individual project reports, seminar presentation; viva-voce interviews; literature surveys and evaluations, outputs from collaborative work.

5. Keywords:
bhujagaprayta, sragvi, toaka, harigtik, vidyunml, anuup, ry, mlin, ikhari, vasantatilak, mandkrnt, srgdhhar and nyurdlvikrita.

B.A. (Programme) Sanskrit Course

GE-4
Nationalistic Thought in Sanskrit Literature
(62131101)

Structure of B.A/B.Com/B.Sc (Subject) (Details of courses to be taught)

1. Course Objectives:

Basic Fundamental concepts of Indian Nationalism have been developed and highlighted under the Sanskritic term 'Rra' in Ancient times. The aim of this course is to make the students acquainted with the concepts and historical development of Indian Nationalism with special reference to Sanskrit literature of past and present. The course also focuses the nationalistic thought of modern Sanskrit poetry with special reference to Mahatma Gandhi on the basis of modern Sanskrit works.

2.1 Course Learning Outcomes:

This course will enable the students to appreciate the Mahkvya and Gtikvya forms of Sanskrit Poetry. The course will make the learner capable of analysing the literature based on various aspects like grammar, literary science. It is supposed to create an awareness of the historicity of the Geeti form of Sanskrit Literature.

§ Learn and capable to analyzing the literature based on various aspects like grammar, literary science.

§ Create an awareness of the historicity of the Gti form of Sanskrit Literature.

§ Learn the Raghvaam and Kumrasambhavam.

§ Learn the Kirtrjunyam and Ntiatakam.

§ Origin and Development of Mahkvya and Gtikvya.
2.2. Content for each course

Unit: I

Definitions, Concepts of Nation and Indian Nationalism:

Definitions of Nation ‘Rra’ in Indian Perspective

Meaning and Definitions of Nation and Nationality in Modern Context, Etymology and Meaning of ‘Rra’ according to Sanskrit lexicographers, Concept of Nation with special reference to Term ‘Rra’in Samskrit Literature, Political Concept of ‘Rra’ and ‘Saptga’ Theory of State: Kautilya’s Arthastra, 6.1, Mahbhhrata, ntiparva,56.5, ukranti,1.61-62.

Unit: II

Definitions, Concepts of Nation and Indian Nationalism:

Factors of Nationalism, Country Name and National Symbols:


Unit: III

Nationalistic Thought in Vedic and Classical Literature

Origin and Development of ‘Rra’ in Vedic Literature: Nationalistic Identity of the Vedic People with ‘Bharatas’ and ‘Bharatajana’ in gveda (3.53.12 3; 3.53.24;7.33.6); Concept of ‘Rashtra’ in ‘Bhmiskta’ Atharvaveda (12.1,1-12; Elements of ‘Rra’ in uklaYajurveda (22.22); Nationalistic Significance of ‘Rrabht homa’ (Coronation Ceremony) in atapathabrhmaa (9.4.1.1-5)

Unit: IV

Nationalistic Thought in Vedic and Classical Literature:

Nationalistic Identity of ‘Rra’ in Classical Literature:

Geographical and Sociological Identity of ‘Bhratavara’ in Viupuana (2.3), Geographical Unity of ‘Rra’ in Vlmki Rmyaa (Kikindh ka, chapters-46,47,48); Cultural Unity in Klidas’s Raghuvaa (fourth canto), Demographical Unification of ‘Rra’ in Mahbhhrata (ntiparva, 65.13-22).
Unit: V

Nationalistic Thought in Modern Sanskrit Poetry:

Nationalistic Trends of Modern Sanskrit Poetry before Independence:


Unit: VI

Nationalistic Thought in Modern Sanskrit Poetry:

Nationalistic Trends of Modern Sanskrit Poetry after Independence

Survey of nationalistic trends in modern Sanskrit poetry after Independence with special reference to Dr. Satyavrat Shstri, Dr Harinarayan Dikshit, Dr. Radha Vallabh Tripathi, Dr. Abhiraja Rajendra Mishra and Dr. Hari Datt Sharma.

Practical

2.3 References:


10. M.N Jha, Modern Indian Political Thought, Meenakshi Parkashan, Meerut.


13. (.), , , , 1968

14. (.), (1-6) , ,

15. (1-5) , ,

16. , , , , 1968

17. (), (1-2) ,

18. , , , , 1967

19. , , , 1932

20. ,, ,

21. (.), ,

22. , , , , 1991

23. , , , 2007

24. , , , 2013

25. (.), , , 2001

26. , , , 2006

27. , , , 2001

28. (.), ,

29. , , , 2002

30. , , , 1996

31. , , , 1953.

Additional Resources:


3. Teaching Learning Process:

As a programme of study in Sanskrit is designed to encourage the acquisition of disciplinary/subject knowledge, understanding and skills and academic and professional skills required for Sanskrit and language based professions and jobs, learning experiences should be designed and implemented to foster active/participate learning. A variety of approaches to teaching-learning process, including lectures, seminars, tutorials, workshops, peer teaching and learning, practicum and project-based learning, field-based learning in this course. Problem-solving skills and higher-order skills of reasoning and analysis will be encouraged through teaching strategies. Lecture based Teaching Learning on the Sanskrit literature will be covered in this course. The 6 E's and S (Engage, Explore, Explain, Elaborate, Evaluate, Extend, and Standards) lesson plan format may be developed by teachers based on a constructionist model of teaching. The teaching learning process for this paper is to be analytical where each aspect should be analyzed in proper way. It is also important to create poetic skill among students through this paper.

4. Assessment Methods:

There should be minimum two methods to assess the learning outcome of this paper. The most important method is to examine the understanding of verses prescribed in syllabus through periodic test of each unit. This test should be of two levels written test and viva and group discussion among peer groups. End semester test of whole syllabus on both levels. A variety of assessment methods may also be used e.g. oral and written examinations, closed-book and open-book tests; problem-solving exercises, observation of practical skills, individual project reports, seminar presentation; viva-voce interviews; literature surveys and evaluations, outputs from collaborative work,

5. Keywords:

Rashtra, Rashtrakavada, Religion, Independence, National Song

B.A. (Programme) Sanskrit Course

GE-5

Ethical and Moral Issues in Sanskrit Literature
Structure of B.A/B.Com/B.Sc (Subject) (Details of courses to be taught)

1. Course Objectives:

This course aims to get the students familiar with the Ethical and Moral Values in Sanskrit Literature.

2.1 Course Learning Outcomes:

This course will enable the students to appreciate the Mahkvyva and Gtikvyva forms of Sanskrit Poetry. The course will make the learner capable of analysing the literature based on various aspects like grammar, literary science. It is supposed to create an awareness of the historicity of the Geeti form of Sanskrit Literature.

§ Learn and capable to analyzing the literature based on various aspects like grammar, literary science.

§ Create an awareness of the historicity of the Gti form of Sanskrit Literature.

§ Learn the Raghuvaam and Kumrasambhavam.

§ Learn the Kirtrjunyam and Ntiatakam.

§ Origin and Development of Mahkvya and Gtikvya.

2.2. Content for each course

Unit: I

Issues in the Rmyaa:

Conflict of duty – Rma the king versus Rma the Husband.

Obedience and Loyalty – Lakmaa’s challenge to Dasharatha and submission to Rma in Vlmiki’s Rmyana.

Unit: II

Issues in the Mahbhrata: Part - I

Half-truths and false hoods – Yudhihira’s declaration of Avatthma’s death.
Unit: III

Issues in the Mahabhrata: Part - II

Choosing the lesser evil – Duyanata’s rejection of akuntal in the Abhijna akuntalam, Act V.

Unit: IV

War and Yearning for revenge in Indian Tradition

Critique of war and earning in the Mahabhrata (str parva, Chapters 13-15).

War – as it should be and as it is – (Manusmti Chapter VII 87-93, 199-200 and Kriha’s stratagems in war).

Yearning for revenge –

Avatthm’s revenge on Pdava progeny; Duryodhana’s revenge on Draupadi

Unit: V

Issues of Personal Conduct:


Unit: VI

Issues in Freedom:

Poetic freedom and poetic license – restraints on creative expression in Indian poetics and dramaturgy, assessment of popular Indian cinema in the light of these principles.

The person – svadharma and sthitaprajña in the Gt: Chapter II.

Practical

2.3 References:

1. Mahabharata with Hindi translation – Gita Press Gorakhpur
2. Matilal Bimal Krishna – Moral Dilemmas in the Mahabharata
3. Sharma Kavita A.- Ethical Dilemmas in the Mahabharata -


9. Gita – with Hindi translation, Gita Press, Gorakhpur


11. Shastri Surendra Dev, Abhijnana Sakuntalam, Sahitya Bhandar, Meerut


Additional Resources:

106. Mirashi, V.V. :Klidsa, Popular Publication, Mumbai.


110. Winternitz, Maurice: Indian Literature (Vol. I-III), also Hindi Translation, MLBD, Delhi.

3. Teaching Learning Process:

As a programme of study in Sanskrit is designed to encourage the acquisition of disciplinary/subject knowledge, understanding and skills and academic and professional skills required for Sanskrit and language based professions and jobs, learning experiences should be designed and implemented to foster active/participate learning. A variety of approaches to teaching-learning process, including lectures, seminars, tutorials, workshops, peer teaching and learning, practicum and project-based learning, field-based learning in this course. Problem-solving skills and higher-order skills of reasoning and analysis will be encouraged through teaching strategies. Lecture based Teaching Learning on the Sanskrit literature will be covered in this course. The 6 E's and S (Engage, Explore, Explain, Elaborate, Evaluate, Extend, and Standards) lesson plan format may be developed by teachers based on a constructionist model of teaching.

The teaching learning process for this paper is to be analytical where each aspect should be
analyzed in proper way. It is also important to create poetic skill among students through this paper.

4. Assessment Methods:

There should be minimum two methods to assess the learning outcome of this paper. The most important method is to examine the understanding of verses prescribed in syllabus through periodic test of each unit. This test should be of two levels written test and viva and group discussion among peer groups. End semester test of whole syllabus on both levels. A variety of assessment methods may also be used e.g. oral and written examinations, closed-book and open-book tests; problem-solving exercises, observation of practical skills, individual project reports, seminar presentation; viva-voce interviews; literature surveys and evaluations, outputs from collaborative work,

5. Keywords:

Manusmriti, Ramayana, Mahabharata

B.A. (Programme) Sanskrit Course

GE-6

Basics of Sanskrit Linguistics

(52131417)

Structure of B.A/B.Com/B.Sc (Subject) (Details of courses to be taught)

1. Course Objectives:

This course will introduce the basic fundamental of linguistics based on Sanskrit Language. After completing this course, the students will be able to understand concepts of Linguistics for further studies.

2.1 Course Learning Outcomes:

This course will enable the students to appreciate the Mahkvya and Gitkvya forms of Sanskrit Poetry. The course will make the learner capable of analysing the literature based on various aspects like grammar, literary science. It is supposed to create an awareness of the historicity of the Geeti form of Sanskrit Literature.

§ Learn and capable to analyzing the literature based on various aspects like grammar, literary
Create an awareness of the historicity of the Gti form of Sanskrit Literature.

Learn the Raghuvaam and Kumrasambhavam.

Learn the Kirtrjunyam and Ntiatakam.

Origin and Development of Mahkvya and Gtikvya.

2.2. Content for each course

Unit: I

Introduction to Linguistics and Classification of Languages

Introduction to Linguistics, Language and Linguistics

Unit: II

Introduction to Linguistics and Classification of Languages

Classification of Languages: Language Family in India

Unit: III

The Study of Sound: Phonology and Phonetics

Part – I


Labiodental: lower lip against front teeth

Interdental: tongue between teeth

Alveolar: tongue near alveolar ridge on roof of mouth (in between teeth and hard palate)

Palatal: tongue on hard palate

Velar: tongue near velum

Glottal: space between vocal folds
Unit: IV
The Study of Sound: Phonology and Phonetics

Part – II
Manners of Articulation
Stop: obstruct airstream completely
Fricative: partial obstruction with friction
Affricate: stop airstream, then release
Liquids: partial obstruction, no friction
Glides: little or no obstruction, must occur with a vowel

Unit: V
The Study of Words and Sentences: Morphology and Syntax
Morphology: Morphemes, Affixes: prefixes, suffixes, infixes, and circumfixes
Derivational and inflectional affixes
Syntax: Phrase structure rules, Passive Sentences, Active

Unit: VI
The Study of Meaning: Pragmatics and Semantics
Semantics: Thematic Roles, Sentential Meaning
Pragmatics:

Practical

2.3 References:
Compulsory Reading:
11. An Introduction to Language by Victoria Fromkin and Robert Rodman, 6th Ed
3. Teaching Learning Process:

As a programme of study in Sanskrit is designed to encourage the acquisition of disciplinary/subject knowledge, understanding and skills and academic and professional skills required for Sanskrit and language based professions and jobs, learning experiences should be designed and implemented to foster active/participate learning. A variety of approaches to teaching-learning process, including lectures, seminars, tutorials, workshops, peer teaching and learning, practicum and project-based learning, field-based learning in this course. Problem-solving skills and higher-order skills of reasoning and analysis will be encouraged through teaching strategies. Lecture based Teaching Learning on the Sanskrit literature will be covered in this course. The 6 E’s and S (Engage, Explore, Explain, Elaborate, Evaluate, Extend, and Standards) lesson plan format may be developed by teachers based on a constructionist model of teaching.

The teaching learning process for this paper is to be analytical where each aspect should be analyzed in proper way. It is also important to create poetic skill among students through this paper.

4. Assessment Methods:

There should be minimum two methods to assess the learning outcome of this paper. The most important method is to examine the understanding of verses prescribed in syllabus through periodic test of each unit. This test should be of two levels written test and viva and group
discussion among peer groups. End semester test of whole syllabus on both levels. A variety of assessment methods may also be used e.g. oral and written examinations, closed-book and open-book tests; problem-solving exercises, observation of practical skills, individual project reports, seminar presentation; viva-voce interviews; literature surveys and evaluations, outputs from collaborative work.

5. Keywords:
Language, Linguistics, Chronology, Morphology, Syntax

B.A. (Program) Sanskrit Course

AEEC-1
Basic Elements of Jyotia

(62131101)

Structure of B.A/B.Com/B.Sc (Subject) (Details of courses to be taught)

1. Course Objectives:

The objective of this course to introduce basic elements of the Jyotia to the students. The course covers Origin, Development and Branches of Jyotia and reading of the Jyotichandrik.

2.1 Course Learning Outcomes:

This course will enable the students to appreciate the Mahkvya and Gтикvya forms of Sanskrit Poetry. The course will make the learner capable of analysing the literature based on various aspects like grammar, literary science. It is supposed to create an awareness of the historicity of the Geeti form of Sanskrit Literature.

§ Learn and capable to analyzing the literature based on various aspects like grammar, literary science.

§ Create an awareness of the historicity of the Gti form of Sanskrit Literature.

§ Learn the Raghuvaam and Kumrasambhavam.

§ Learn the Kirtrjunyam and Ntatakam.

§ Origin and Development of Mahkvya and Gтикvya.

2.2. Content for each course
Unit: I
Origin, Development and Branches of Jyotia:
   Origin and Development of Jyotia

Unit: II
Origin, Development and Branches of Jyotia:
   General introduction to following branches of Astrology:
   Siddhnta, Sahit, Hor, Tjika, Prana, Vstustra and Muhrtstra.

Unit: III
Jyotia Candrik: Sañjñ - Prakaraam:
   Jyotiacandrik- Sañjñ-Prakaraam, Verses:1-29

Unit: IV
Jyotia Candrik: Sañjñ - Prakaraam
   Jyotiacandrik- Sañjñ-Prakaraam, Verses: 30-65

Unit: V
Jyotia Chandrik: Sañjñ - Prakaraam:
   Jyotiacandrik - Sañjñ - Prakaraam, Verses: 66 – 90.

Unit: VI
Jyotia Chandrik: Sañjñ - Prakaraam:

Practical
2.3 References:

Compulsory Reading:

32. Rewati Raman Sharma, Jyotisa Chandrika.


34. Shankar Balkrishna Dixit, Shiv Nath, Jharkhandi (Trans.), Bharatiya Jyotisa, Hindi Samiti, Uttar Pradesh,


37. Tripathi, Devi Prasad, Delhi.

38. Tripathi, Devi Prasad, Delhi.

Additional Resources:


120. Winternitz, Maurice: Indian Literature (Vol. I-III), also Hindi Translation, MLBD, Delhi.

3. Teaching Learning Process:

As a programme of study in Sanskrit is designed to encourage the acquisition of disciplinary/subject knowledge, understanding and skills and academic and professional skills required for Sanskrit and language based professions and jobs, learning experiences should be designed and implemented to foster active/participate learning. A variety of approaches to teaching-learning process, including lectures, seminars, tutorials, workshops, peer teaching and learning, practicum and project-based learning, field-based learning in this course. Problem-solving skills and higher-order skills of reasoning and analysis will be encouraged through teaching strategies. Lecture based Teaching Learning on the Sanskrit literature will be covered in this course. The 6 E’s and S (Engage, Explore, Explain, Elaborate, Evaluate, Extend, and Standards) lesson plan format may be developed by teachers based on a constructionist model of teaching.

The teaching learning process for this paper is to be analytical where each aspect should be analyzed in proper way. It is also important to create poetic skill among students through this paper.
4. Assessment Methods:

There should be minimum two methods to assess the learning outcome of this paper. The most important method is to examine the understanding of verses prescribed in syllabus through periodic test of each unit. This test should be of two levels written test and viva and group discussion among peer groups. End semester test of whole syllabus on both levels. A variety of assessment methods may also be used e.g. oral and written examinations, closed-book and open-book tests; problem-solving exercises, observation of practical skills, individual project reports, seminar presentation; viva-voce interviews; literature surveys and evaluations, outputs from collaborative work,

5. Keywords:

Jyotish, Hora, Tajik, Vastu Shastra, Muhurta Shastra

B.A. (Programme) Sanskrit Course

AEEC-2
Indian Architecture System
(62131101)

Structure of B.A/B.Com/B.Sc (Subject) (Details of courses to be taught)

1. Course Objectives:

Vstu stra is an ancient science of architecture and construction. The aims of Vstuvidy course to get the students to know about the principals of design, layout, measurement, ground preparation and space arrangement etc.

2.1 Course Learning Outcomes:

This course will enable the students to appreciate the Mahkvya and Gtikvya forms of Sanskrit Poetry. The course will make the learner capable of analysing the literature based on various aspects like grammar, literary science. It is supposed to create an awareness of the historicity of the Geeti form of Sanskrit Literature.
§ Learn and capable to analyzing the literature based on various aspects like grammar, literary science.

§ Create an awareness of the historicity of the Gti form of Sanskrit Literature.

§ Learn the Raghuvaam and Kumrasambhavam.

§ Learn the Kirtrjunyam and Ntiatakam.

§ Origin and Development of Mahkvy and Gtikvy.

2.2. Content for each course

Unit: I

Vstusaukhyam of Todaramala:

Vstusaukhyam of Toaramala - Chapter – 1
vstu prayojana, vstusvarpa. (varses-4-13)

Vstusaukhyam of Toaramala - Chapter – 2
Bhmi parkaam, diksdhanam, nivsahetu sthnanirvacanam. (vares-14-22)

Unit: II

Vstusaukhyam of Todaramala:

Vstusaukhyam of Toaramala - Chapter – 3
Gha Paryvaraam: Tree plantation, alya odhanam.( Verses31-49,74-82)

Vstusaukhyam of Toaramala - Chapter – 4 avargapariodhanam,vstucakram, gahavstu, ilnysam. (verses 83-102,107-112 ).

Unit: III

Vstusaukhyam of Toaramala:

Vstusaukhyam - Chapter – 6 Pañcavidhni Ghi (five types of house), la-linda Pramam (verses-171-194),Vthik Pramam (195-196).
Unit: IV

Vstusaukhyam of Toaramala:

Vstusaukhyam - Chapter – 7 Dvrajñnam, Stambha - Pramam, Pañca Catu Ini Ghi-Sarvatobhadram, Nandyvartam,Vardhamnam, Svastikam, Rcaham (verses 203-217).

Unit: V

Vstusaukhyam of Toaramala:


Unit: VI

General Introduction to Vastu Shastra

Practical

2.3 References:

Compulsory Reading:

2. Vinod Shasrti and Shitaram Sharma, Vstuprabodhin, Motilal Banarsidas, Delhi.

Additional Resources:

121. Mirashi, V.V. :Klidsa, Popular Publication, Mumbai.
3. Teaching Learning Process:

As a programme of study in Sanskrit is designed to encourage the acquisition of disciplinary/subject knowledge, understanding and skills and academic and professional skills required for Sanskrit and language based professions and jobs, learning experiences should be designed and implemented to foster active/participate learning. A variety of approaches to teaching-learning process, including lectures, seminars, tutorials, workshops, peer teaching and learning, practicum and project-based learning, field-based learning in this course. Problem-solving skills and higher-order skills of reasoning and analysis will be encouraged through teaching strategies. Lecture based Teaching Learning on the Sanskrit literature will be covered in this course. The 6 E’s and S (Engage, Explore, Explain, Elaborate, Evaluate, Extend, and Standards) lesson plan format may be developed by teachers based on a constructionist model of teaching. The teaching learning process for this paper is to be analytical where each aspect should be analyzed in proper way. It is also important to create poetic skill among students through this paper.

4. Assessment Methods:

There should be minimum two methods to assess the learning outcome of this paper. The most important method is to examine the understanding of verses prescribed in syllabus through periodic test of each unit. This test should be of two levels written test and viva and group discussion among peer groups. End semester test of whole syllabus on both levels. A variety of assessment methods may also be used e.g. oral and written examinations, closed-book and open-book tests; problem-solving exercises, observation of practical skills, individual project reports, seminar presentation; viva-voce interviews; literature surveys and evaluations, outputs from collaborative work,

5. Keywords:

Vastu, Todarmala, Mansara, Mayamatam

B.A. (Programme) Sanskrit Course

AEEC-3
Basic Elements of yurveda

(62131101)

Structure of B.A/B.Com/B.Sc (Subject) (Details of courses to be taught)

1. Course Objectives:

yurveda is a traditional Indian system of healthcare that has been traced back as early as 5,000 BCE. Through the classroom lectures and discussions, this course will introduce students to the theory of yurveda. The theory modules sessions that make up this course offer an introduction to yurveda that is well rounded, comprehensive and useful for students in their own day-to-day living. The major objective is to understand the basic principles and concepts of preventative medicine and health maintenance, diet and nutrition, usage of commonly used spices and herbs and outline of yurvedic therapeutic procedures in yurveda.

2.1 Course Learning Outcomes:

This course will enable the students to appreciate the Mahkvya and Gtikvya forms of Sanskrit Poetry. The course will make the learner capable of analysing the literature based on various aspects like grammar, literary science. It is supposed to create an awareness of the historicity of the Geeti form of Sanskrit Literature.

§ Learn and capable to analyzing the literature based on various aspects like grammar, literary science.

§ Create an awareness of the historicity of the Gti form of Sanskrit Literature.

§ Learn the Raghuvaaam and Kumrasambhavam.

§ Learn the Kirtrjunyam and Ntiatakam.

§ Origin and Development of Mahkvya and Gtikvya.

2.2. Content for each course

Unit: I

General Study of Carakasamhita

Unit: II

General Study of Sushruta-samhita
Unit: III
Carakasamhit – (Stra-sthnam):

Carakasahit – (Stra-sthnam): Division of Time and condition of nature and body in six seasons.

Regimen of Fall Winter (Hemanta), Winter (iira) & Spring (Vasanta) seasons.

Regimen of Summer (Grma), Rainy (Var) and Autumn (arada) seasons.

Unit: IV
Taittiryopaniad:

Taittiryopaniad—Bhguvall, anuvk 1- 3.

Unit: V
General introduction to Ashtanghridaya

Unit: VI
Introduction of yurveda:

Introduction of yurveda, History of Indian Medicine in the pre-caraka period. The two schools of yurveda: Dhanvantari and Punarvasu.

Main cryas of yurveda – Caraka, Suruta, Vgbhaa, Mdaha, Srgadhara and Bhvamira

Practical

2.3 References:

Compulsory Reading:


2. Taittiryopaniad – Bhguvall.

3. Atridev Vidyalankar, Ayurveda ka Brhad itihasa.

4. Priyavrat Sharma, Caraka Chintana.

Additional Resources:

126. Mirashi, V.V.: Klidsa, Popular Publication, Mumbai.


130. Winternitz, Maurice: Indian Literature (Vol. I-III), also Hindi Translation, MLBD, Delhi.

3. Teaching Learning Process:

As a programme of study in Sanskrit is designed to encourage the acquisition of disciplinary/subject knowledge, understanding and skills and academic and professional skills required for Sanskrit and language based professions and jobs, learning experiences should be designed and implemented to foster active/participate learning. A variety of approaches to teaching-learning process, including lectures, seminars, tutorials, workshops, peer teaching and learning, practicum and project-based learning, field-based learning in this course. Problem-solving skills and higher-order skills of reasoning and analysis will be encouraged through teaching strategies. Lecture based Teaching Learning on the Sanskrit literature will be covered in this course. The 6 E's and S (Engage, Explore, Explain, Elaborate, Evaluate, Extend, and Standards) lesson plan format may be developed by teachers based on a constructionist model of teaching. The teaching learning process for this paper is to be analytical where each aspect should be analyzed in proper way. It is also important to create poetic skill among students through this paper.

4. Assessment Methods:

There should be minimum two methods to assess the learning outcome of this paper. The most important method is to examine the understanding of verses prescribed in syllabus through periodic test of each unit. This test should be of two levels written test and viva and group discussion among peer groups. End semester test of whole syllabus on both levels. A variety of assessment methods may also be used e.g. oral and written examinations, closed-book and open-book tests; problem-solving exercises, observation of practical skills, individual project reports, seminar presentation; viva-voce interviews; literature surveys and evaluations, outputs from collaborative work.

5. Keywords:

Carakasamhita, Sushruta-samhita, Ashtanga-hridaya
1. Course Objectives:

This course has been designed for those students who need to have some basic grounding in computer applications. To provide the basic skill of computer. The course will begin with introducing computer fundamentals and then will go on to provide a hands-on experience of popular software applications and tools to students such as Operating Systems, MS Office, Internet, Email, Unicode, Baraha, HTML, Database etc..

2.1 Course Learning Outcomes:

The course-level learning outcomes that a student of this course is required to demonstrate are indicated below:

§ Learn the Basic Computer Awareness includes Design, Architecture: Operating System.

§ Learn the MS Office Tools (Word, Power points, Excel etc.).

§ Learn the Standard for Indian Languages (Unicode)

§ Working knowledge of HTML and web page development.

§ Working knowledge of CSS and JavaScripts.

§ Working knowledge of database special focus on Create, Select, Insert, Delete, Update, Handling Unicode data. Etc.

§ Working with Unicode Typing in Devanagari Scripts.

§ Learn the Various Typing Tools and Software for Devanagari Unicode.

§ Learn the Text preservation techniques and web publishing.

2.2. Content for Each Course

Unit: I
Basic Computer Awareness:
Design, Architecture: Operating System
MS Office Tools (Word, Power points, Excel etc.)

Unit: II
Basic Computer Awareness:
Using Internet, Web Search (Searching E-text/ e-book for Sanskrit in Roman and Devanagari Scripts), Email etc.

Unit: III
Character encoding, Unicode, ASCII, UTF-8, UTF-16
Typing in Unicode through various Software: Baraha, Google Input Tool and Google Assistant

Unit: IV
Sanskrit Text Digitalization/Preservation/Storage
Basics HTML and Web Publishing

Unit: V
Basic Awareness of Java Script and CSS
Basics of Java Scripts and CSS

Unit: VI
Introduction to Database:
Basics of Databases

Practical

2.3 References:
Compulsory Reading:


5. The Unicode Consortium: http://unicode.org/

6. W3Schools Online Web Tutorials: http://www.w3schools.com/


Additional Resources:


2. https://www.google.co.in/inputtools/try/

3. Teaching Learning Process:

As a programme of study in Sanskrit is designed to encourage the acquisition of disciplinary/subject knowledge, understanding and skills and academic and professional skills required for Sanskrit and language based professions and jobs, learning experiences should be designed and implemented to foster active/participate learning. Development of practical skills will constitute an important aspect of the teaching-learning process. A variety of approaches to teaching-learning process, including lectures, seminars, tutorials, workshops, peer teaching and learning, practicum and project-based learning, field-based learning, substantial laboratory-based practical component and experiments in this course, open-ended project work, games, technology-enabled learning, internship in industry and research establishments etc. will need to be adopted to achieve this. Problem-solving skills and higher-order skills of reasoning and analysis will be encouraged through teaching strategies. Lecture and practical based Teaching Learning on computer awareness. Theory and Practical of HTML, Web Page Creation, Typing in Unicode in Devanagari Script, Practical of Using Various Software for Typing in Unicode in Devanagari Script, Theory and Practical of MySQL Database: Create, Select, Insert, Delete, Update, Handling Unicode data.

The 6 E's and S (Engage, Explore, Explain, Elaborate, Evaluate, Extend, and Standards) lesson plan format may be developed by teachers based on a constructionist model of teaching.

1. Engage: An ‘engage’ activity should make connections between past and present learning experiences, Anticipate activities and focus students' thinking on the learning outcomes of current activities. Students should become mentally engaged in the concept, process, or skill to be
learned. Each lesson plan has an 'essential question' that is the basis for their inquiry. Normally the section will include a few key questions to help direct some of the research in the Explore section.

2. Explore: Here the student investigates the topic more thoroughly. What is important is that the students are given the opportunity to ‘free wheel’ their way through the materials and not be over directed. They will need some direction and the teacher can circulate, asking important questions, listening to their interactions and ensuring that they remain on task.

3. Explain: This phase helps students explain the concepts they have been exploring. They have opportunities to verbalize their conceptual understanding or to demonstrate new skills or behaviors. This phase also provides opportunities for teachers to introduce formal terms, definitions, and explanations for concepts, processes, skills, or behaviors.

4. Elaborate: Here the students are expected to work directly on the given assignment. It is their opportunity to demonstrate their application of new information and to present their findings or conclusions to others. It is a good time for submitting materials for evaluation, doing presentations and completing the project or assignment.

5. Evaluate: While it is expected that evaluation will continue throughout the process, this is the section where the teacher evaluates the learning that has occurred. Students normally submit their work or assignments at this point. It is very important at this stage that the students be encouraged to engage in self-evaluation, group evaluation and develop their own tools to do so.

6. Extend: This section contains some suggestions for taking the students beyond the lesson. The purpose is to examine ways in which they can bring their findings to others or apply their understanding to new and unfamiliar circumstances. Normally, this type of activity will grow out of their excitement for what they have accomplished.

7. Standards: Standards are currently in the process of being integrated, lesson plan by lesson plan. In this section, the lessons are matched with state, provincial and/or national standards.

4. Assessment Methods:

The assessment of students' achievement in basic computer will be aligned with the course/programme learning outcomes and the academic and professional skills that the programme is designed to develop. A variety of assessment methods that are appropriate within the disciplinary area of Computational Sanskrit will be used. Learning outcomes will be assessed using the following: oral and written examinations, closed-book and open-book tests; problem-solving exercises, practical assignment, observation of practical skills, individual project reports, seminar presentation; viva-voce interviews; computerized adaptive testing, literature surveys and evaluations, outputs from collaborative work, portfolios on chemical activities undertaken etc.

5. Keywords:

Computer Awareness, Basics of Computer, Database, Internet, HTML etc.

AEEC-5
E-learning Tools and Techniques for Sanskrit
(62136940)

Structure of B.A/B.Com/B.Sc (Subject) (Details of courses to be taught)

1. Course Objectives:

This course has been designed for those students who need to have some basic grounding in e-learning/online learning. The course will begin with introducing basics of online learning and then will go on to provide a hands-on experience of popular software applications and tools to students. Few web based application development tools will be taught which includes HTML and database.

2.1 Course Learning Outcomes:

The course-level learning outcomes that a student of this course is required to demonstrate are indicated below:

§ Learn the Interactive Sanskrit Teaching Learning Tools.
§ Learn the Standard for Indian Languages (Unicode)
§ Working knowledge of HTML and web page development.
§ Working knowledge of database special focus on Create, Select, Insert, Delete, Update, Handling Unicode data. Etc.
§ Working with Unicode Typing in Devanagari Scripts.
§ Learn the Various Typing Tools and Software for Devanagari Unicode.
§ Learn the Text preservation techniques and web publishing.
§ Learn the E-Content Creation for Sanskrit Text.
§ Learn the Survey of E-learning tools and Techniques.
§ Student also learn the Optical Character Reader (OCR), Applications of OCR for Sanskrit and Indian Languages, Tool and Techniques, Survey of the OCR.

2.2. Content for Each Course

Unit: I
Interactive Sanskrit Teaching Learning Tools:


Brief Introduction of Interactive Tools for Sanskrit, Basics of Multimedia, and Web based tools development

Unit: II

Hypertext Markup Language (HTML):
Basics of HTML and Web page development

Unit: III

Survey of E-learning tools for Sanskrit

Unit: IV

Standard for Indian Languages (Unicode) and E-learning tools:

Unicode Typing in Devanagari Scripts

Typing Tools and Software: Baraha, Google Input Tool, Google Assistant

Unit: V


Unit: VI

E-Content Creation for Sanskrit Text:
Digitization of Contents, Text Processing Preservation, Techniques.

Introduction to Database:
Introduction to database, Create, Select, Insert, Delete, Update, Handling Unicode data.

Practical
2.3 References:

Compulsory Reading:


2. Tools developed by Computational Linguistics Group, Department of Sanskrit, University of Delhi, Delhi-110007 available at: http://cl.sanskrit.du.ac.in

3. Tools developed by Computational Linguistics Group, School of Sanskrit and Indic Studies, Jawaharlal Nehru University, New Delhi-110067 available at: http://sanskrit.jnu.ac.in


6. HTML Tutorial - W3Schools: www.w3schools.com/html

7. The Unicode Consortium: http://unicode.org/


9. Database Tutorial - W3Schools: www.w3schools.com/sql


Additional Resources:


2. https://www.google.co.in/inputtools/try/

3. Teaching Learning Process:

As a programme of study in Sanskrit is designed to encourage the acquisition of
disciplinary/subject knowledge, understanding and skills and academic and professional skills required for Sanskrit and language based professions and jobs, learning experiences should be designed and implemented to foster active/participate learning. Development of practical skills will constitute an important aspect of the teaching-learning process. A variety of approaches to teaching-learning process, including lectures, seminars, tutorials, workshops, peer teaching and learning, practicum and project-based learning, field-based learning, substantial laboratory-based practical component and experiments in this course, open-ended project work, games, technology-enabled learning, internship in industry and research establishments etc. will need to be adopted to achieve this. Problem-solving skills and higher-order skills of reasoning and analysis will be encouraged through teaching strategies. Lecture based Teaching Learning on the Detailed Survey of E-learning tools and Techniques for Background, Theory and Practical of HTML, Web Page Creation, Typing in Unicode in Devanagari Script, Practical of Using Various Software for Typing in Unicode in Devanagari Script, Theory and Practical of MySQL Database: Create, Select, Insert, Delete, Update, Handling Unicode data.

The 6 E's and S (Engage, Explore, Explain, Elaborate, Evaluate, Extend, and Standards) lesson plan format may be developed by teachers based on a constructionist model of teaching.

1. Engage: An ‘engage’ activity should make connections between past and present learning experiences, Anticipate activities and focus students' thinking on the learning outcomes of current activities. Students should become mentally engaged in the concept, process, or skill to be learned. Each lesson plan has an 'essential question' that is the basis for their inquiry. Normally the section will include a few key questions to help direct some of the research in the Explore section.

2. Explore: Here the student investigates the topic more thoroughly. What is important is that the students are given the opportunity to ‘free wheel’ their way through the materials and not be over directed. They will need some direction and the teacher can circulate, asking important questions, listening to their interactions and ensuring that they remain on task.

3. Explain: This phase helps students explain the concepts they have been exploring. They have opportunities to verbalize their conceptual understanding or to demonstrate new skills or behaviors. This phase also provides opportunities for teachers to introduce formal terms, definitions, and explanations for concepts, processes, skills, or behaviors.

4. Elaborate: Here the students are expected to work directly on the given assignment. It is their opportunity to demonstrate their application of new information and to present their findings or conclusions to others. It is a good time for submitting materials for evaluation, doing presentations and completing the project or assignment.

5. Evaluate: While it is expected that evaluation will continue throughout the process, this is the section where the teacher evaluates the learning that has occurred. Students normally submit their work or assignments at this point. It is very important at this stage that the students be encouraged to engage in self-evaluation, group evaluation and develop their own tools to do so.

6. Extend: This section contains some suggestions for taking the students beyond the lesson. The purpose is to examine ways in which they can bring their findings to others or apply their understanding to new and unfamiliar circumstances. Normally, this type of activity will grow out of their excitement for what they have accomplished.
7. Standards: Standards are currently in the process of being integrated, lesson plan by lesson plan. In this section, the lessons are matched with state, provincial and/or national standards.

4. Assessment Methods:

The assessment of students’ achievement in E-learning Tools and Techniques for Sanskrit will be aligned with the course/programme learning outcomes and the academic and professional skills that the programme is designed to develop. A variety of assessment methods that are appropriate within the disciplinary area of Computational Sanskrit will be used. Learning outcomes will be assessed using the following: oral and written examinations, closed-book and open-book tests; problem-solving exercises, practical assignment, observation of practical skills, individual project reports, seminar presentation; viva-voce interviews; computerized adaptive testing, literature surveys and evaluations, outputs from collaborative work, portfolios on chemical activities undertaken etc.

5. Keywords:

Language Technology, E-Learning, Online Learning, Computational Sanskrit, Web based Learning etc.

B.A. (Program) Sanskrit Course

AEEC-6

Yogastra of Patanjali

(62131101)
1. Course Objectives:

This Yoga Darana course aims to get the students to know about the world’s most important texts and the vision of our ancient Yoga’s tradition. For this, selected Sutras of Patanjali’s Yogasrta has been prescribed.

2.1 Course Learning Outcomes:

This course will enable the students to appreciate the Mahkvya and Gtikvya forms of Sanskrit Poetry. The course will make the learner capable of analysing the literature based on various aspects like grammar, literary science. It is supposed to create an awareness of the historicity of the Geeti form of Sanskrit Literature.

§ Learn and capable to analyzing the literature based on various aspects like grammar, literary science.

§ Create an awareness of the historicity of the Gti form of Sanskrit Literature.

§ Learn the Raghuvaam and Kumrasambhavam.

§ Learn the Kirtrjunyam and Ntiatakam.

§ Origin and Development of Mahkvya and Gtikvya.

2.2. Content for each course

Unit: I

Yogastra of Patanjali – Samdhi Pda:

Yogastra of Patanjali: Samdhi Pda (Sutras: 1-15)

Unit: II

Yogastra of Patanjali – Samdhi Pda:

Yogastra of Patanjali: Samdhi Pda (Sutras: 16-29)

Unit: III

Yogastra of Patanjali: Sdhana Pda:

Yogastra of Patanjali: Sdhana Pda (Sutras: 29-45).

Unit: IV
Yogastra of Patanjali: Sdhana Pda:

Yogastra of Patanjali: Sdhana Pda (Sutras: 46-55).

Unit: V

Yogastra of Patanjali: Vibhuti Pda:


Unit: VI

General Survey of Yoga Darshana

Practical

2.3 References:

Compulsory Reading:


7. Taittiryopaniad – Bhguvall.


Additional Resources:


3. Teaching Learning Process:

As a programme of study in Sanskrit is designed to encourage the acquisition of disciplinary/subject knowledge, understanding and skills and academic and professional skills required for Sanskrit and language based professions and jobs, learning experiences should be designed and implemented to foster active/participate learning. A variety of approaches to teaching-learning process, including lectures, seminars, tutorials, workshops, peer teaching and learning, practicum and project-based learning, field-based learning in this course. Problem-solving skills and higher-order skills of reasoning and analysis will be encouraged through teaching strategies. Lecture based Teaching Learning on the Sanskrit literature will be covered in this course. The 6 E's and S (Engage, Explore, Explain, Elaborate, Evaluate, Extend, and Standards) lesson plan format may be developed by teachers based on a constructionist model of teaching. The teaching learning process for this paper is to be analytical where each aspect should be analyzed in proper way. It is also important to create poetic skill among students through this paper.

4. Assessment Methods:

There should be minimum two methods to assess the learning outcome of this paper. The most important method is to examine the understanding of verses prescribed in syllabus through periodic test of each unit. This test should be of two levels written test and viva and group discussion among peer groups. End semester test of whole syllabus on both levels. A variety of assessment methods may also be used e.g. oral and written examinations, closed-book and open-book tests; problem-solving exercises, observation of practical skills, individual project reports, seminar presentation; viva-voce interviews; literature surveys and evaluations, outputs from collaborative work,

5. Keywords:

Yoga, Patanjali, Vibhuti Pada, Sadhana Pada

B.A. (Programe) Sanskrit Course

AEEC-6

Yogastra of Patanjali

(62131101)
Structure of B.A/B.Com/B.Sc (Subject) (Details of courses to be taught)

1. Course Objectives:

This Yoga Darana course aims to get the students to know about the world’s most important texts and the vision of our ancient Yoga’s tradition. For this, selected Sutras of Patanjali’s Yogasrta has been prescribed.

2.1 Course Learning Outcomes:

This course will enable the students to appreciate the Mahkvya and Gtikvya forms of Sanskrit Poetry. The course will make the learner capable of analysing the literature based on various aspects like grammar, literary science. It is supposed to create an awareness of the historicity of the Geeti form of Sanskrit Literature.

§ Learn and capable to analyzing the literature based on various aspects like grammar, literary science.

§ Create an awareness of the historicity of the Gti form of Sanskrit Literature.

§ Learn the Raghuvaaam and Kumrasambhavam.

§ Learn the Kirtrunjyam and Ntiatakam.

§ Origin and Development of Mahkvya and Gtikvya.

2.2. Content for each course

Unit: I

Tradition and History of Indian Theatre: Part - I

Origin and development of stage in different ages: pre-historic, Vedic age.

Unit: II

Tradition and History of Indian Theatre: Part - II

Epic-purancic age, court theatre, temple theatre, open theatre, modern theatre, folk theatre, commercial theatre, national and state level theatre.

Unit: III

Theatre: Types and Constructions
Unit: IV

Acting: gika, hrya, Vcika and Sttvika

Unit: V

Drama: Vastu (Subject-Matter)

Unit: VI

Drama : Net (Actor) and Rasa (Sentiment)

Practical

2.3 References:

Compulsory Reading:

1. (.), , 2008
2. , , , 1988
3. (.), ,, 1963
4. , , 1982
5. (.), (1-4 ), , , 1984
6. , (1-4 ), 1999
7. , ,
8. , , , 2003
9. , , ,
10. , , ,
11. , , , 1970
12. , , , 1958
13. , ,
14. , , , 1967
15. , , , 1965
16. , , , 1961
17. , , , 1964
18. , , , 1961


Additional Resources:
140. Winternitz, Maurice: Indian Literature (Vol. I-III), also Hindi Translation, MLBD, Delhi.

3. Teaching Learning Process:

As a programme of study in Sanskrit is designed to encourage the acquisition of disciplinary/subject knowledge, understanding and skills and academic and professional skills required for Sanskrit and language based professions and jobs, learning experiences should be designed and implemented to foster active/participate learning. A variety of approaches to teaching-learning process, including lectures, seminars, tutorials, workshops, peer teaching and learning, practicum and project-based learning, field-based learning in this course. Problem-solving skills and higher-order skills of reasoning and analysis will be encouraged through teaching strategies. Lecture based Teaching Learning on the Sanskrit literature will be covered in this course. The 6 E's and S (Engage, Explore, Explain, Elaborate, Evaluate, Extend, and Standards) lesson plan format may be developed by teachers based on a constructionist model of teaching. The teaching learning process for this paper is to be analytical where each aspect should be analyzed in proper way. It is also important to create poetic skill among students through this paper.

4. Assessment Methods:

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important method is to examine the understanding of verses prescribed in syllabus through periodic test of each unit. This test should be of two levels written test and viva and group discussion among peer groups. End semester test of whole syllabus on both levels. A variety of assessment methods may also be used e.g. oral and written examinations, closed-book and open-book tests; problem-solving exercises, observation of practical skills, individual project reports, seminar presentation; viva-voce interviews; literature surveys and evaluations, outputs from collaborative work,

5. Keywords:

Theatre, Acting, Vastu, Neta