

B.A. (Hon) Sanskrit Course

C-1

Classical Sanskrit Literature (Poetry)

(12131101)

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

1. Course Objectives:

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

2.1 Course Learning Outcomes:

This course will enable the students to appreciate the Mahkavya 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 Mahkavya and Gtikvya.

2.2. Content for each course

Unit: I

Raghuvaam: Canto-I (Verse: 1-25):

Raghuvaam: Introduction (Author and Text), Appropriateness of title, Canto I, 1-25 Grammatical analysis, Meaning/translation, Explanation, content analysis, Characteristics of Raghu Clan (Raghuvaam) and Role of Dilpa in the welfare of subjects.

Unit: II

Kumrasambhavam: Canto-V (Verses: 1-30):

Kumrasambhavam: Introduction (Author and Text), Appropriateness of title, Background of given contents.

Text Reading Canto V Verses 1-30, (Grammatical analysis, Translation, and Explanation), Poetic excellence and Plot, Penance of Prvati, Poetic excellence, Plot.

Unit: III

Kirtirjunyam - Canto I (1-25 Verses):

Kirtirjunyam: Introduction (Author and Text), Appropriateness of title, Background of given contents,

Canto I Verses 1-25, Grammatical analysis, Translation, Explanation, Poetic excellence, thematic analysis.

Unit: IV

Ntiatakam (1-20 Verses, 1st two Paddhatis)-M. R. Kale Edition

Ntiatakam: Verses (1-20) grammatical analysis Translation, explanation and thematic analysis bharthari's comments on society.

Unit: V

Origin and Development of Mahkavya:

Origin and development of different types of Mhkavya with special reference to Avaghoa, Klidsa, Bhravi, Mgha, Bhatti, ihara and their works.

Unit: VI

Origin and Development of Gtikvya:

Origin & Development of Sanskrit gtikvayas with special reference to Klidsa, Bilhaa, Jayadeva, Amark, Bharthari and their works.

Practical

2.3 References:

Compulsory Reading:

1. C.R. Devadhar (Ed.), Raghuvam of Klidsa, MLBD. Delhi.
2. M.R. Kale (Ed.), Raghuvam of Klidsa, MLBD, Delhi.
3. Gopal RaghunathNandargikar (Ed.), Raghuvam of Klidsa, MLBD, Delhi.
4. , (), , !
5. , , , !
6. M.R. Kale (Ed.), Kumarasambhavam, MLBD, Delhi.
7. , , , , !
8. , , , !
9. M.R. Kale (Ed.), Kirtrjunyam of Bhavi, MLBD, Delhi.
10. M.R. Kale (Ed.), Ntiatakam of Bharthari, MLBD, Delhi.
11. (.), , - , , , .
12. . (.), , , , .
13. - , (.) , , , , !
14. (.), , , !

Additional Resources:

1. Mirashi, V.V., Klidsa, Popular Publication, Mumbai.
2. Keith, A.B., History of Sanskrit Literature, MLBD, Delhi.
3. Krishnamachariar, History of Classical Sanskrit Literature, MLBD, Delhi.
4. Gaurinath Shastri, A Concise History of Sanskrit Literature, MLBD, Delhi.
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 learning. A variety of approaches to teaching-learning process, including lectures, seminars, tutorials, workshops, peer teaching and learning 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, Mahkavya, Gtikvya, Kumrasambhavam, Raghuvaam, Kirtrjunyam, Ntiatakam, Classical Sanskrit Literature, Poetry, etc.

C-2

Classical Sanskrit Literature (Poetry)

(12131102)

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

1. Course Objectives:

This course aims to get students acquainted with the journey of Sanskrit literature from Vedic literature to Pura. It also intends to give an outline of different shastric traditions, through which students will be able to know the different genres of Sanskrit Literature and stras.

2.1 Course Learning Outcomes:

The course is supposed to introduce the students with the source elements of Indian thoughts, ethos, believes, faiths, philosophies and literary theories evolved subsequently. After the completion of the course the student will be able to relate himself with his past. The student will be able to know the history of Sanskrit grammar, poetics and various schools of Indian philosophy.

§ The course is supposed to learn the students with two masterpiece representatives of the Sanskrit prose-literature and individual literary styles of their authors.

§ Make the students acquainted with the historical evolution of Sanskrit prose-literature and the Indian contributions to the fable-literature.

§ Learn and capable to analyzing few part of the Vedic Literature, Rmyaa, Mahbhrata and Puras texts.

§ Learn the general Introduction to Vyakaraa, Darana and Shityastra.

2.2. Content for each course

Unit: I

Vedic Literature:

Sahit (k, Yaju, Sma, Atharva) time, subject– matter, religion and Philosophy, social life, Brhmaa, rayaka, Upaniad, Vedga (Brief Introduction)

Unit: II

Rmyaa:

Rmyaa-time, subject–matter, Rmyaa as an dikvya.

Rmyaa as a Source Text and its Cultural Importance.

Unit: III

Mahbhrata:

Mahbhrata and its Time, Development, and subject matter.

Mahbhrata : Encyclopaedic nature, as a Source, Text, Cultural Importance.

Unit: IV

Puras

Puras: Subject matter, Characteristics

Puras: Social, Cultural and Historical Importance

Unit: V

General Introduction to Vyakaraa and Shityastra:

General Introduction to Vyakaraa- Brief History of Vyakaraastra

General Introduction to Poetics- Six major Schools of Indian Poetics-Rasa, Alakra, Rti, Dhvani, Vakrokti and Aucitya.

Unit: VI

General Introduction to Darana

General Introduction to Darana-Major schools of Indian Philosophy Crvka, Bauddha, Jaina, Skhya-yoga, Nyaya-Vaiseika, Prva- mms and Uttara mms.

Practical

2.3 References:

Compulsory Reading:

1. , , , ,
 2. , ,
 3. , , , .
 4. , , , .
 5. , , ,
 6. A.B. Keith, History of Sanskrit Literature, also Hindi translation, MLBD, Delhi. (, , ,).
 7. M. Krishnamachariar, History of Classical Sanskrit Literature, MLBD, Delhi.
 8. Gaurinath Shastri, A Concise History of Sanskrit Literature, MLBD, Delhi.
- Maurice Winternitz, 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 will be theoretical as well as practical where each aspect needs to be analyzed in proper way. The students will be taught through highlighting salient features of various types of Sanskrit literature.

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 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:

Vedic Literature, Rmyaa, Mahbhrata, Puras, Sanskrit-Vykaraa, Darana and Sanskrit Poetics etc.

C-3

Classical Sanskrit Literature (Prose)

(12131201)

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

1. Course Objectives:

This course aims to acquaint students with Classical Sanskrit Prose literature. Origin and development of prose, important prose romances and fables Sanskrit are also included here for students to get acquainted with the beginnings of Sanskrit Prose literature. The course also seeks to help students negotiate texts independently.

2.1 Course Learning Outcomes:

The course is supposed to introduce the students with two masterpiece representatives of the Sanskrit prose-literature and individual literary styles of their authors. After the completion of this

course the learner will be exposed to the social, cultural and other related conditions of the then Indian society as reflected in the prescribed texts. The course will make the students acquainted with the historical evolution of Sanskrit prose-literature and the Indian contributions to the fable-literature.

§ Learn and exposed to the social, cultural and other related status of the society as reflected in the prescribed texts.

§ Make the students acquainted with the historical evolution of Sanskrit prose-literature and the Indian contributions to the fable-literature.

§ Learn and capable to analyzing few part of the ukansopadea, Virutacaritam, Rmyaa, Mahbhrata and Puras texts.

§ Learn the Origin and development of prose, important prose romances and fables.

2.2. Content for each course

Unit: I

ukansopadea (Ed. Prahlad Kumar):

Introduction- Author/Text, Text up to page 116.

Unit: II

ukansopadea (Ed. Prahlad Kumar):

Society, yurveda and political thoughts depicted in ukansopadea, logical

meaning and application of sayings like , ,

etc.

Unit: III

Virutacaritam Upto 15th Para (edition)

Para 1 to 15 - Introduction- Author, Text, Text reading (Grammar, Translation, and Explanation),

Unit: IV

Virutacaritam

Poetic excellence, plot, Timing of Action. Society, language and style of Dain. Exposition of Saying ,

Unit: V

Origin and development of prose:

Subandhu, Dain, Ba, Ambikdatta Vysa and their works.

Unit: VI

Origin and development of Sanskrit fables:

Origin and development of prose, important prose romances and fables: Pacatantra, Hitopadea, Vetlapacaviatik, Sihsanadvtriik, Puruapark, ukasaptati.

Practical

2.3 References:

Compulsory Reading:

1. , , ,
2. , , ,
3. : , ,
4. : , ,

Additional Resources:

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

7. , , ,
8. M. Krishnamachariar : History of Classical Sanskrit Literature, MLBD, Delhi.
9. Gaurinath Shastri: A Concise History of Sanskrit Literature, MLBD, Delhi.
10. Maurice Winternitz : Ancient Indian Literature (Vol. I-III), also Hindi Translation, MLBD, Delhi.

3. Teaching Learning Process:

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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:

Ba, Kadambari, ukansopadea, Dain, Dashakumarcharit, Virutacaritam, Subandhu, Ambikdatta, Hitopadea, Vetlapacaviatik, Sihsanadvtriik, Puruapark, ukasaptati etc.

C-4

Self-Management in the Gt

(12131202)

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 study the philosophy of self-management in the Gt. The course seeks to help students negotiate the text independently without referring to the traditional commentaries so as to enable them to experience the richness of the text. This course will help the students to know the causes of sufferings and their procurement as well.

2.1 Course Learning Outcomes:

This course will help the students to know the causes of sufferings and their procurement as well.

§ Skill formation, development and updation is equally important in life. Knowledge and wisdom management is the key to success.

§ To stay ahead of times and others, one should go on updating himself. Besides updating himself, one can be a pioneer, champion and forerunner of change. Ongoing and continuous intuition, innovation and invention are of paramount importance for staying ahead.

§ After reading this course all these can be achievable. The learner will gain the knowledge of various means and ways for the resolution of conflicts i.e. social, spiritual and emotional. The course will instill the leadership qualities among the learners. The course will help the learners to grow as a balanced and successful human being to face the life successfully.

2.2. Content for each course

Unit: I

Gita: Cognitive and Emotive apparatus:

Hierarchy of Indriya, Manas, Buddhi and Atman III.42; XV.7

Role of the Atman- XV.7, XV.9

Unit: II

Gita: Cognitive and Emotive apparatus:

Mind as a product of Prakriti VII.4

Properties of three Gunas and their impact on the Mind- XIII. 5-6; XIV.5-8, 11-13; XIV.17

Unit: III

Gita: Controlling of the Mind:

Confusion and Conduct, Nature of Conflict I.1; I.45; II.6, IV.16

Casual Factors- Ignorance- II.41; Indriya- II.60, Mind- II.67; Rajoguna- III.36-39; XVI.21; Weakness of Mind- II.3, IV.5

Unit: IV

Means of Controlling the Mind:

Meditation Difficulties- VI.34-35; Procedure VI.11-14

Balanced Life- III.8

Diet Control- XVII.8-10

Physical and Mental discipline- VI.36, XVII.14-19

Unit: V

Means of Conflict Resolution:

Importance of Knowledge- II.52; IV.38-39; VI.42

Clarity of Buddhi- XVII.30-32

Process of Decision Making- XVIII.63

Control over Senses- II.59, 64

Surrender of Kartrbhava- XVIII.13-16, V.8-9

Desirelessness- II.48; II-55

Putting others before Self- III.25

Unit: VI

Gt: Self-management through devotion:

Surrender of Ego- II.7, II.47, VIII.7, IX.27, XI.55,

Abandoning frivolous Debates- IV.11, VII.21, IX.26

Acquisition of Moral Qualities- XII.11, XII.13-19

Practical

2.3 References:

Compulsory Reading:

1. — ()
2. , — , , , 1994.
3. — , , , 1969.
4. — , , , 2008.
5. rimadbhagavadgt - The Scripture of Mankind, text in Devanagari with transliteration in English and notes by Swami Tapasyananda, Sri Ramakrishna Math, 1984.
6. rimadbhagavadgt - English commentary by Jayadayal Goyandka, Tattvavivecin Gt Press, Gorakhpur, 1997.
7. rimadbhagavadgttrahasya or Karmayogastra - The Hindu Philosophy of Life, Ethics and Religion, Original Sanskrit Stanzas with English Translation, Bal Gangadhar Tilak & Balchandra Sitaram Sukthankar, J.S.Tilak & S.S.Tilak, 1965.

Additional Resources:

1. rimadbhagavadgt - A Guide to Daily Living, English translation and notes by Pushpa Anand, Arpana Publications, 2000.
2. Chinmayananda - The Art of Man Making (114 short talks on the Bhagavadgt), Central Chinmaya Mission Trust, Bombay, 1991.
3. Panchamukhi, V.R.- Managing One-Self (rimadbhagavadgt: Theory and Practice), R.S. Panchamukhi Indological Research Centre, New Delhi & Amar Grantha Publications, Delhi, 2001.
4. Sri Aurobindo - Essays on the Gt, Sri Aurobindo Ashram, Pondicherry, 1987.
5. Srinivasan, N.K. - Essence of rimadbhagavadgt : Health & Fitness (commentary on selected verses), Pustak Mahal, Delhi, 2006..

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. While reading this course students must be encouraged to connect their study of theory. A case study based approach may be encouraged. Reading and proper understanding of theme, discussion on important themes occurring in the syllabus, connect themes and ideas of the text with personal issues.

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. Assessment methods may be divided in three parts- Attendance, Test and Tutorial. Under the tutorial component- Periodic tests from each unit; should have written and oral component including paper presentation and group discussion. End semester test from the whole syllabus.

5. Keywords:

Gita, Self Managemnt, Ignorance, Mind, Meditation, Balanced Life, Desirelessness, Devotion, Ego, Frivolous Debates. Gunas etc.

C-5

Classical Sanskrit Literature (Drama)

(12131301)

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

1. Course Objectives:

This course aims to acquaint students with three most famous dramas of Sanskrit literature which represent three stages in the growth of Sanskrit drama.

2.1 Course Learning Outcomes:

The course is supposed to introduce the students with two masterpiece representatives of the Sanskrit drama-literature and individual dramatic styles of their authors. After the completion of this course the learner will be exposed to the social, cultural and other related environment of the Indian society as reflected in the prescribed texts. The course will make the students acquainted

with the historical evolution of Sanskrit drama-literature and the Indian contributions.

§ Learn and exposed to the social, cultural and other related status of the society as reflected in the prescribed texts.

§ Make the students acquainted with the historical evolution of Sanskrit drama-literature and the Indian contributions.

§ Learn and capable to analyzing few part of the Svapnavsavadattam, Abhijnakuntalam, Mudrrkasam texts.

§ Learn the Critical survey of Sanskrit Drama.

2.2. Content for each course

Unit: I

Svapnavsavadattam– Bhasa Act I & VI:

Svapnavsavadattam: Act I & VI Story, Meaning/Translation and Explanation.

Svapnavsavadattam: Unique features of Bhasa's style, Characterization, Importance of 1st and 6th Act, Society, Norms of Marriage, Story of 'regains'

Unit: II

Abhijnakuntalam– Kalidasa I & IV:

Abhijnakuntalam: Act I- (a) Introduction, Author, Explanation of terms like nand, prastvan, stradhra, na, vikambhaka, vidaka, kañcuk,

(b) Text Reading (Grammar, Translation, Explanation), Poetic excellence, Plot, Timing of Action. Personification of nature, Language of Kalidasa, dhvani in Upam Kalidasa, Purpose and design behind Abhijnakuntalam and other problems related to texts, popular saying about Kalidasa & Śkuntalam.

Abhijnakuntalam Act IV- Text Reading (Grammar, Translation, Explanation), Poetic excellence, Plot, Timing of Action.

Unit: III

Mudrrkasam - I:

Mudrrkasam: Act I – (a) Introduction, Author, Purpose and design behind Mudrrkasa.

(b) Text Reading prescribed verses for translation and explanation- 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 14, 16, 18, 19, 21, 22, 24, 26, 27. (Grammar, Translation, Explanation), Poetic excellence, Plot, Timing of Action.

Unit: IV

Mudrrkasam - II:

Mudrrkasam: Act II - prescribed verses for translation and explanation- 1, 3, 4, 5, 7, 8, 9, 10, 13, 15, 16, 17, 18, 19, 22, and 23, Text Reading (Grammar, Translation, Explanation), Poetic excellence, Plot, Timing of Action.

Unit: V

Mudrrkasam - III:

Mudrrkasam: Act III - prescribed verses for translation and explanation- 1, 3, 4, 6, 12, 13, 14, 15, 16, 17, 20, 21, 22, 23, 24, 25, 26, 27, 29, 31 and 33. Text Reading (Grammar, Translation, Explanation), Poetic excellence, Plot, Timing of Action.)

Unit: VI

Critical survey of Sanskrit Drama:

Sanskrit Drama: Origin and Development, Nature of Nataka

Some important dramatists and dramas: Bhasa, Kalidasa, Mdhana, Vikhadatta, Rishabhadeva, Bhavabhuti, Bhaṅya and their works.

Practical

2.3 References:

Compulsory Reading:

1. , , ,
2. , , ,
3. , ,
4. C.R.Devadhar(Ed.), Abhijñanakuntalam, MLBD, Delhi.
5. M.R. Kale(Ed.), Abhijñanakuntalam, MLBD, Delhi.
6. Gajendra Gadakar(Ed.), Bose, Ramendramohan, Abhijñanakuntalam, Modern Book Agency,

10 College, Square, Calcutta.

7. , , ,

8. M.R. Kale (Ed.), Svapnavsavadattam, M.L.B.D., Delhi.

9. , , ,

10. , ,

11. , ,

12. M.R. Kale(Ed.), Mudrrkasam, MLBD, Delhi.

13. K.T.Telang(Ed.), Mudrrkasam, Nag Publishers, Delhi.

14. ,

15. , , , , , .

16. , , ,

17. , , , ,

Additional Resources:

1. Minakshi Dalal, Conflict in Sanskrit Drama, Somaiya Publication Pvt. Ltd.
2. Ratnamayi Dikshit, Women in Sanskrit Dramas, Meherchand Lachhman Das, Delhi.
3. A.B. Keith, Sanskrit Drama, Oxford University Press London, 1970.
4. Minakshi Dalal, Conflict in Sanskrit Drama, Somaiya Publication Pvt. Ltd.
5. G. K. Bhat, Sanskrit Drama, Karnataka University Press, Dharwar 1975.
6. Henry W. Wells, Six Sanskrit Plays, Asia Publishing House, Bombay.

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. While reading this course students must be encouraged to connect their study of theory. A case

study based approach may be encouraged. Reading and proper understanding of theme, discussion on important themes occurring in the syllabus, connect themes and ideas of the text with personal issues.

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. Assessment methods may be divided in three parts- Attendance, Test and Tutorial. Under the tutorial component- Periodic tests from each unit; should have written and oral component including paper presentation and group discussion. End semester test from the whole syllabus.

5. Keywords:

Sanskrit drama, Critical survey of Sanskrit Drama, Mudrrkasam, Abhijnakuntalam, Svapnavasavadattam etc.

C-6

Poetics and Literary Criticism

(12131302)

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

1. Course Objectives:

The study of shityastra (Sanskrit Poetics) embraces all poetic arts and includes concepts like alakra, rasa, rti, vakrokti, dhvani, aucitya etc. The entire domain of Sanskrit poetics has flourished with the topics such as definition of poetry and divisions, functions of word and meaning, theory of rasa and alakra (figures of speech) and candas (metre), etc. This develops capacity for creative writing and literary appreciation.

2.1 Course Learning Outcomes:

This course will enable to the study of shityastra (Sanskrit Poetics) embraces all poetic arts and includes concepts like alakra, rasa, rti, vakrokti, dhvani, aucitya.

§ Learn the basic concept of poetic arts and includes concepts like alakra, rasa, rti, vakrokti, dhvani, aucitya.

§ The entire domain of Sanskrit poetics has flourished with the topics such as definition of poetry and divisions, functions of word and meaning, theory of rasa and alakra (figures of speech) and candas (metre), etc. will be learn.

§ Build the capacity for creative writing and literary appreciation

2.2. Content for each course

Unit: I

Introduction to Sanskrit Poetics:

Introduction to poetics: Origin and development of Sanskrit poetics, its various names- kriykalpa, alakrastra, shityastra, saundryastra.

Lakaa (definition), Prayojana (objectives) and Hetu (causes) of poetry. (According to kvyapraka)

Unit: II

Forms of Kvy-Literature:

Forms of poetry: Dya, ravya, Mira, (camp)

Mahkvy, Khaakvy, Gadya-Kvy: Kath, khyik

(According to Shityadarpaa)

Unit: III

abda-akti:

Power/Function of word and meaning (according to Kvyapraka). Abhidh (expression/ denotative meaning), Laka (indication/ indicative meaning) and Vyanjan (suggestion/ suggestive meaning).

Unit: IV

Rasa-stra:

Rasa: Rasa-stra of Bharata and its prominent expositions: Utpattivda, Anumitivda, Bhuktivda and Abhivyaktivda, Alaukikat (transcendental nature) of Rasa (as discussed in Kvyapraka).

Unit: V

Figures of speech:

Figures of speech- Anuprsa, Yamaka, lea, Upam, Rpaka, Sandeha, Bhrntimn, Apahnuti, Utprek,

Atiayokti, Tulyayogit, Dpaka, Dnta, Nidaran, Vyatireka, Samsokti, Svabhvokti, Aprastutapraas, Arthntaranysa, Kvyaliga and Vibhvan.

Unit: VI

Sanskrit Meter:

Metres- Anuup, ry, Indravajr, Upendravajr, Drutavilambita, Upajti, Vasantatilak, Mlin, Mandkrnt, ikhari, rdlavikrita and Sragdhar.

Practical

2.3 References:

Compulsory Reading:

1. Alakra according to Shityadarpaa (Ch. X) and metres according to prescribed texts of poetry and drama.
2. Dwivedi, R.C, The Poetic Light:, Motilal Banarsidas, Delhi.1967.
3. Kane P.V., History of Sanskrit Poetics pp.352-991,
4. Kane, P.V., 1961, History of Sanskrit Poetics and its Hindi translation by Indrachandra Shastri, Motilal Banarasidas, Delhi.
5. Kvyapraka, kriks 4/27, 28 with explanatory notes.
6. Ray, Sharad Ranjan, Shityadarpaa; Vivantha, (Ch I, VI & X) with Eng. Exposition, Delhi.
7. Shityadarpaa: (Ch.VIth), Krik 6/1,2,313-37
8. , (), : , , ,
9. , : (), ,
10. , —, , , . . ., 1963.

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:

Sanskrit Poetics, Kavyaprakash, Sahityadarpana etc.

C-7

Indian Social Institutions and Polity

(12131303)

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

1. Course Objectives:

Social institutions and Indian Polity have been highlighted in Dharma-stra literature. The aim of this course is to make the students acquainted with various aspects of social institutions and Indian polity as propounded in the ancient Sanskrit texts such as Sahits, Mahbhrata, Pura, Kauilya's Arthastra and other works known as Ntistra.

2.1 Course Learning Outcomes:

The study of these sections must enable students to connect this theoretical model with contemporary governance issues in India. The saptanga theory provides a significant understanding about many aspects of governance and administration. The shadguna and mandala theories provide a practical and pragmatic understanding of foreign relations and tell how

international diplomacy is to be conducted.

Graduates who read this course should be able to see Dharma as a dynamic institution which has provided the much needed stability as well the required impetus for change in society. They should be able to free themselves from all traces of fundamentalism and should become more open minded and liberal.

Caste discrimination is a serious issue in Indian society and polity. Students need to learn various theories in the texts about the genesis and development of this institution as well as to see how this institution degenerated and yet how bold voices were raised against caste based discrimination even within the orthodox shastra tradition. This segment should help learners to become sensitive to discriminatory practices and to appreciate the need for inclusive growth for India's democracy to survive and become stronger at the grass roots.

Womens' issues - The course seeks to see the changes in the status of women with time and also highlight the progressive views against discrimination against women. Graduate learners should be free from prejudices and show respect for women. The section on social values seeks to inform students about balanced life where personal and professional interests on the one hand and personal ambition and social good, on the other, can be reconciled to make 'happy individuals in a happy society'. It studies the institutional mechanisms created by Dharma Shastra to ensure this. By reading this segment, learners should develop a more balanced approach to life. The study of these sections must enable students to connect this theoretical model with contemporary governance issues in India. The saptanga theory provides a significant understanding about many aspects of governance and administration. The shadguna and mandala theories provide a practical and pragmatic understanding of foreign relations and tell how international diplomacy is to be conducted.

2.2. Content for each course

Unit: I

Indian Social Institutions: Nature and Concepts:

Sociological Definition of Social Institutions.

Trends of Social Changes, Sources of Indian Social Institutions (Vedic Literature, Stra Literature, Puras, Rmyaa, Mahbhrata, Dharmastras, Buddhist and Jain Literature, Literary Works, Inscriptions, Memoirs of Foreign Writers)

Social Institutions and Dharmastra Literature:

Dharmastra as a special branch of studies of Social

Institutions, sources of Dharma (Manusmti, 2.12;

Yjñavalkyasmti, 1.7).

Different kinds of Dharma in the sense of Social

Ethics Manusmti, 10.63; Viupura 2.16-17); Six kinds of

Dharma in the sense of Duties (Mitkark on

Yjñavalkyasmti, 1.1).

Tenfold Dharma as Ethical Qualities (Manusmti, 6.92);

Fourteen-Dharmasthnas (Yjñavalkyasmti, 1.3)

Vara-System and Caste System:

Four-fold division of Vara System, (gveda, 10.90.12),

Mahbhrata, ntiparva, 72.3-8);

Division of Vara according to Guna and Karma (Bhagvadgita 4.13, 18.41-44).

Origin of Caste-System from Inter-caste Marriages

(Mahbhrata, Anusanaparva, 48.3-11);

Emergence of non-Aryan tribes in Vara-System

(Mahbhrata, ntiparva, 65.13-22).

Social rules for up-gradation and down-gradation of Caste

System (pastambadharmasutra, 2.5.11.10-11,

Baudhyanaadharmasutra, 1.8.16.13-14, Manusmti, 10.64,

Yjñavalkyasmti, 1.96)

Position of Women in the Society:

Brief survey of position of women in different stages of Society.

Position of women in Mahbhrata (Anusanaparva, 46.5-11,

Sabhaparva, 69.4-13.

Praise of women in The Bhatsahit of Varhamihira

(Strprasas, chapter-74.1-10)

Social Values of Life:

Social Relevance of Indian life style with special reference to

Sixteen Samskars.

Four aims of life 'Pururtha Catuaya'-

1. Dharma, 2. Artha, 3. Kma, 4. Moka.

Four ramas- 1. Brahmacarya, 2. Ghastha,
3. Vnaprastha, 4. Sanysa

Unit: II

Social Institutions and Dharmatra Literature:

Dharmatra as a special branch of studies of Social
Institutions, sources of Dharma (Manusmti, 2.12;
Yjñavalkyasmti, 1.7).

Different kinds of Dharma in the sense of Social
Ethics Manusmti, 10.63; Viupura 2.16-17); Six kinds of
Dharma in the sense of Duties (Mitkark on Yjñavalkyasmti, 1.1).
Tenfold Dharma as Ethical Qualities (Manusmti, 6.92);
Fourteen-Dharmasthna (Yjñavalkyasmti, 1.3)

Unit: III

Indian Polity: Origin and Development

Initial stage of Indian Polity (from Vedic period to Buddhist period).

Election of King by the people: 'Vias' 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 'Rjakartra 'Council in Atharvaveda (3.5.6-7),Council of 'Ratnis' in
atapathabrhmaa (5.2.5.1); Coronation Ceremony of Samr in atapathabrhmaa
(5.1.1.8-13; 9.4.1.1-5) Republic States in the Buddhist Period (Digghnikya, Mahparinibbaa Sutta,
Aguttaranikya,1.213;4.252,256)

Unit: IV

Later Stages of Indian Polity (From Kauilya to Mahatma Gandhi).

Concept of Welfare State in Arthatra of Kauilya (Arthatra, 1.13: 'Matsyanyybhut' to 'yo'

Asmngopyatti');)

Essential Qualities of King (Arthastra, 6.1.16-18: Sampdayatyasampanna' to 'Jayatyeva na Hyate');

State Politics 'Rajadharma' (Mahbhrata, ntiparva, 120.1-15; Manusmti, 7.1-15; ukranti, 1.1-15);

Constituent Elements of Jain Polity in Nitivkymta of Somadeva Suri, (Daanti- samuddea, 9.1.18 and Janapada- samuddea, 19.1.10).

Relevance of Gandhian Thought in Modern Period with special reference to 'Satygraha' Philosophy ('Satygrahag' of Pandit Kamrva and 'Gandhi Gt', 5.1-25 of Prof. Indra)

Unit: V

Cardinal Theories and Thinkers of Indian Polity

Cardinal Theories of Indian Polity:

'Saptga' Theory of State: 1.Svmi, 2. Amtya, 3. Janapada 4. Pura, 5. Koa, 6. Daa and 7. Mitra (Arthastra, 6.1. Mahbhrata, ntiparva, 56.5, ukranti, 1.61-62).

'Maala'Theory of Inter-State Relations: 1.Ari, 2. Mitra, 3. Ari-mitra,4.Mitra- mitra, 5.Ari-mitra-mitra;

gunya'Policy of War and Peace :

1. Sandhi, 2. Vighraha, 3. Yna, 4. sana, 5. Saraya 6.Dvaidhibhva.

'Caturvidha Upya'for Balancing the power of State: 1.Sma 2. Dma, 3.Daa. 4. Bheda;

Three Types of State Power 'akti': 1.Prabhu-akti, 2.Mantra-akti, 3. Utsha-akti.

Unit: VI

Important Thinkers on Indian Polity:

Manu, Kautilya, Kmandaka, ukrcrya, SomadevaSuri, Mahatma Gandhi.

Practical

2.3 References:

Compulsory Reading:

1. pastambadharmaStra - (Trans.), Bühler, George, [The Sacred Laws of the ryas,](#)

SBE Vol. 2, Part 1,1879

2. Arthastra of Kautilya - (Ed.)Kangale, R.P. Delhi, Motilal Banarasidas 1965
3. Atharvavedasahit - (Trans.) R.T.H. Griffith, Banaras, 1896-97, rept.(2 Vols)
1968.
4. BaudhyanaadharmaStra - (Ed.) Umesha Chandra Pandey, Chowkhamba Sanskrit Series Office, Varanasi, 1972.
5. Mahbhrata (7 Vols) - (Eng. Tr.) H.P. Shastri, London, 1952-59.
6. Manu's Code of Law - (Ed. & Trans.) : Olivelle, P. (A Critical Edition and Translation of the Manava- Dharamastra), OUP, New Delhi, 2006.
7. Rmyaa of Vlmki — (Eng. Tr.) H.P. Shastri, London, 1952-59. (3 Vols)
8. gvedasahit (6 Vols)- (Eng. Tr.) H.H. Wilson, Bangalore Printing & Publishing Co., Bangalore, 1946.
9. atapathabrhmaa - (with Eng. trans. ed.) Jeet Ram Bhatt, Eastern (3 Vols), BookLinkers, Delhi, 2009.
10. Visupura - (Eng. Tr.) H.H. Wilson, PunthiPustak, reprint, Calcutta, 1961.
11. Yjñavalkyasmti with Mitkar commentary - Chowkhamba Sanskrit Series Office, Varanasi, 1967
12. (1—4) 1980
13. — , ,
14. — — , , , 1968
15. (1—2)— 1958
16. — , , , , 1972
17. — ,
18. — , — , ,
19. (1—6)— , () , ,
20. (1—13) — () , .. , , 2005
21. — , () , ,
22. (1—5)— () — , , 1987.
23. — , , , , 1968
24. — , , , 1932

— , () , (1 — 2) ,

Additional Resources:

1. — , — , , , 1967
2. — , ..— (1—4) , , , 1966—73
3. — , , , 1993
4. — , ..— , () , , 1972
5. — , — , , , 2004
6. — , — , , , 1976
7. — , — , , , 1967
8. — , — , , , 2006
9. — , — , , , , 1977
10. — , — , , , 2002
11. — , — , , , 2001
12. — , — , , , 1974
13. — , — , , , 1989
14. — , — , , , 2006
15. — , — , , , 1968
16. — , — , , , 2012
17. — , — , , , 1989
18. Altekar, A.S - State and Government in Ancient India, Motilal Banarsidass, Delhi, 2001.
19. Altekar, A.S - The Position of Women in Hindu Civilization, Delhi, 1965.
20. Belvalkar, S.K.- Mahabhrata : antiparvam, 1954.
21. Bhandarkar , D.R. - Some Aspects of Ancient Indian Hindu Polity, Banaras Hindu University
22. Bharadwaj, Ramesh: Vajrasac of Avaghoa (Vara-Jti through the Ages), Vidyanidhi, Delhi
23. Gharpure, J.R. - Teaching of Dharmastra, Lucknow University, 1956.
24. Ghosal, U.N. - A History of Indian Political Ideas, Bombay, 1959.

25. Jayaswal, K.P.- Hindu Polity, Bangalore, 1967.
26. Jha, M.N. -Modern Indian Political Thought, MeenakshiParkashan, Meerut, UP.
27. Law, N. S. - Aspect of Ancient Indian Polity, Calcutta, 1960.
28. Maheshwari, S. R. -Local Government in India, Orient Longman, New Delhi,
29. Mehta, V.R. - Foundations of Indian Political Thought, Manohar Publisher, Delhi, 1999.
30. Pandey, G.C.-Jaina Political Thought, Jaipur Prakrit Bharti, 1984.
31. Prabhu, P.H.- Hindu Social Organisation, Popular Prakashan, Mumbai, 1998
32. Prasad, Beni - Theory of Government in Ancient India, Allahabad, 1968.
33. Saletore, B.A. - Ancient Indian Political Thought and Institutions, Bombay, 1963.
34. Sharma, R. S. - Aspects of Political Ideas and Institutions in Ancient India,
35. Motilal Banarsidass, Delhi, 1996.
36. Sharma, S.L. -Smtis, A Philosophical Study, Eastern Book Linkers, Delhi, 2013
37. Singh, G.P. & Singh, S.Premananda - Kingship in Ancient India: Genesis and Growth,Akansha Publishing House, Delhi, 2000.
38. Sinha, K.N. - Sovernity in Ancient Indian Polity, London,1938.
39. Valavalkar, P.H. — Hindu Social Institutions, Manglore, 1939

3. Teaching Learning Process:

Teachers must highlight these aspects while discussing these sections. Caste and women's issues must be highlighted through newspaper reports and leading cases. Examination questions should be so framed as to focus on contemporary problems.

While reading these sections students must be encouraged to connect their study of theory with how international diplomacy is being conducted today, particularly in India's neighbourhood. A case study based approach may be encouraged. News items, articles and opeds on foreign policy and governance issues must be studied as a part of the course and examination questions should require a thorough reading of these articles.

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 Society, Social Issue, Ancient Polity, Social Institutions and Dharmashastra Literature etc.

C-8

Indian Epigraphy, Paleography and Chronology

(12135908)

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

1. Course Objectives:

History of study of inscriptions in India is based on valuable attempts made by Indian and foreign scholars. Efforts made by some of them are highlighted. It deals with the knowledge of writing in India. Available sources and examples reveal that it was widely known much before the available written material. Mostly perishable materials were used in writing, which led people to establish that Indians lack the knowledge of writing. Brahmi and Kharoshthi are known scripts of ancient India, whereas the Indus valley script is still undeciphered. The Brahmi script has undergone a lot of changes because of its use for a long duration and use in larger area. Causes of changes in it are discussed in this section. It covers study of some inscriptions written in Pali (of Asoka) and Sanskrit. These are important source of literary proficiency as writers of inscriptions had to undertake maximum illustrations within limited scope with perfection. Historical revealing and co-relation among them are their important features. These factors help making history on the basis of available sources. It helps to learn how to arrange available facts on the basis of literary system of chronology and ascertain timing of incidents. Inscriptions reveal system of mentioning dates. Their initial stage, formation of eras, co-relation and inheriting systems of reckoning. Study of scripts and inscriptions can help to value and understand beliefs of multiple contents. Students can utilize relevant information to develop capability to date unfamiliar writing with co-relating with available similarities. Thus it helps students to further their knowledge while undertaking advance courses in archaeology.

2.1 Course Learning Outcomes:

Study of scripts and inscriptions are useful to evaluate and understand beliefs of prevailing contemporary multiple contents. Students can utilize relevant information to develop capability to fix a date of an unknown writing, incidents, etc., with co-relating it with the available similar writing, and somewhat continuing incidents. Thus it becomes helpful and useful for the students who are interested in pursuing advance study in archaeology.

2.2. Content for each course

Unit: I

Epigraphy:

Introduction to Epigraphy and Types of Inscriptions.

Importance of Indian Inscriptions in the reconstruction of Ancient Indian History and Culture

History of Epigraphical Studies in India

History of Decipherment of Ancient Indian Scripts (Contribution of Scholars in the field of epigraphy): Fleet, Cunningham, Prinsep, Bühler, Ojha, D.C. Sircar.

Unit: II

Paleography:

Antiquity of the Art of Writing

Writing Materials, Inscribers and Libraries

Introduction to Ancient Indian Scripts.

Unit: III

Study of selected inscriptions:

Aoka's Giranra Rock Edict-1

Aoka's Sarnath Pillar Edict

Unit: IV

Study of selected inscriptions:

Girnar Inscription of Rudradaman

Eran Pillar Inscription of Samudragupta

Unit: V

Study of selected inscriptions:

Mehrauli Iron Pillar Inscription of Chandragupta

Delhi Topra Edict of Bsaladeva

Unit: VI

Important Thinkers on Indian Polity:

General Introduction to Ancient Indian Chronology

System of Dating the Inscriptions (Chronograms)

Main Eras used in Inscriptions – Kali Era, Vikrama Era, aka Era and Gupta Era

Practical

2.3 References:

Compulsory Reading:

1. —, , , , 2000.
 2. , , , 1968.
 3. , , , .
 4. , .. , , , 1978.
 5. , , , 1918.
 6. Select Inscriptions (Vol.I) - D.C. Sircar, Calcutta, 1965.
 7. , : , , 1970.
 8. , : , , , 1978.
 9. , : , () , , , 1966.
 10. , : , , , , 2003.
 11. , : (1—2), , , 1983.
 12. , .. : , () , , , 1996.
 13. , : , , . Dani, Ahmad Hasan: Indian Paleography, Oxford, 1963.
 14. Pillai, Swami Kannu& K.S. Ramchandran: Indian Chronology (Solar, Lunar and Planetary), Asian Educational Service, 2003.
- Satyamurty, K. :Text Book of Indian Epigraphy, Lower Price Publication, Delhi, 1992.

Additional Resources:

3. Teaching Learning Process:

Teachers should explain terminology used and or related to the inscriptions. Merely translating language is unjust to the students and the subject. It is more useful to take students to the historically important sites, especially related to the inscriptions under-study.

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, Visiting local historical sites from collaborative work,

5. Keywords:

Dharma-lipi, samaja, devanampriya, priyadarshi, mahamatra, sangha-bheda, kshatrapa, karmasachiva, matisachiva, svabhujarjitam, lila-mandira, karmajitavani, Hultzch, Princep, Bulher, J.F.Fleet, Asiatic Society of Bengal, G.H.Ojha, D.C.Sircar, C.S.Upasak, A.H.Dani

C-9

Modern Sanskrit Literature

(12131402)

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

1. Course Objectives:

The purpose of this course is to expose students to the rich & profound tradition of modern creative writing in Sanskrit, enriched by new genres of writing.

2.1 Course Learning Outcomes:

This course will enable the students to appreciate the Mahkavya and Charitakavya, Gadyakavya and

Rpaka, GtiKvya and Other genres and General Survey of Modern Sanskrit Literature. It is supposed to create an awareness of the modern historicity of the modern 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 SvtantryaSambhavam and Bhimyanam.

§ Learn the ataparvik and rdlaakatam.

2.2. Content for each course

Unit: I

Mahkvya and Charitakvya:

Svtantryasambhavam (Revaprasada Dwivedi) Canto 2, Verses 1-45

Bhimyanam (Prabha Shankar Joshi)

Canto X. Verses 20-29;

Canto - XI. Verses 13-20 & 40-46.

Unit: II

Gadya and Rpaka:

ataparvik (Abhirja Rajendra Mishra)

rdlaakatam (Virendra Kumar Bhattacharya)

Unit: III

Gitikvya:

Bhatta Mathurna Nath Shastri (Kundaliyn), BacchuLal Avasthi Jna (K ete, Kva Yataste), Srinivasa Rath (Katam Kavita) etc.

Unit: IV

Other genres:

Hariram Acharya (Sankalpa Gitih); Pushpa Dikshit (Bruhi kosminYuge..)

RadhaVallabh Tripathi (Dhivaragitih – Naukamiha saram saram...).

Harshdev Madhava: Haiku - Snanagrihe, Vedan, Mrityuh1, Mrtyuh 2; Khanih; Shatvadhni

R. Ganesh (Kavi-Vidah, Varvibhtih –selected verses)

Unit: V

General Survey:

Pandita Kshama Rao, P.K. Narayana Pillai, S. B. Varnekar, Parmanand Shastri, Reva Prasad Dwivedi, Janaki Vallabh Shastri, Ram Karan Sharma,

Unit: VI

General Survey:

Jagannath Pathak, S. Sunderrajan, Shankar Dev Avatare

Haridas SiddhantaVagish, Mula Shankar M. Yajnika, Mahalinga Shastri, Leela Rao Dayal, Yatindra Vimal Chowdhury, Virendra Kumar Bhattacharya and their works.

Practical

2.3 References:

Compulsory Reading:

1. —, ()—, 2013
2. —, ,
3. —,
4. —, , .
5. ——— () , , , 2008.
6. () —, , .
7. ——— — () (—1)
8. , —, , , 1996.

9. , — , , , 1999.
10. , — , , , 1987.
11. , — , , , 2000.
12. — , , , 2008.
13. , — — , , , 1995.
14. , — , , , 1971.
15. Joshi, K.R. & S.M. Ayachuit ² Post Independence Sanskrit Literature, Nagpur, 1991.
16. Prajapati, Manibhai K. ² Post Independence Sanskrit Literature: A Critical Survey, Patna, 2005.
17. UshaSatyavrat Sanskrit Dramas of the Twentieth Century, Mehar Chand Lachmandas, Delhi, 1987.
18. Dwivedi Rahas Bihari – AdhunikMahakvya Samikshanam
19. Tripathi RadhaVallabh– Sanskrit SahityaBeesaveenShatabdi , 1999, Delhi
20. Musalgaonkar Kesava Rao – Adhunik Sanskrit KvyaParampara, 2004
21. Naranga, S.P. – KalidasaPunarnava,
Upadhyaya, Ramji–Adhunik Sanskrit Natak, Varanasi

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:

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

C-10

Sanskrit and World Literature

(12131403)

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

1. Course Objectives:

This course is aimed to provide information to students about the spread & influence of Sanskrit literature and culture through the ages in various parts of the world in medieval & modern times.

2.1 Course Learning Outcomes:

This course will enable the students to information to students about the spread & influence of Sanskrit literature and culture through the ages in various parts of the world in medieval & modern times.

2.2. Content for each course

Unit: I

Survey of Sanskrit Literature in the World:

Vedic cultural elements in ancient Eastern and Western societies.

Presence of Sanskrit words in the World languages.

General survey of the Classical Sanskrit Literature in the Eastern and Western literature.

Unit: II

Upaniads and Gt in the West:

Dara Shikoh's Persian Translation of Upaniads and their Influence on Sufism, Latin translation and its influence on Western thought

Translation of the Gt in European languages and religio–philosophical thought of the west.

Unit: III

Sanskrit Fables in World Literature:

Translation of Pacatantra in Eastern and Western Languages.

Translation of Vetlapacaviatik, Sihsanadvtriik and ukasaptati in Eastern countries.

Illustration of Sanskrit Fables through Art.

Unit: IV

Rmyaa and Mahbhrata in South East Asia:

Rmayan and Mahbhrata Kath in South East Asia

Rmayan and Mahbhrata as depicted in folk culture of South East Asia

Unit: V

Klidsa in the West:

English and German translation of Klidsa's writings and their influence on western literature and theatre.

Unit: VI

Sanskrit Studies across the World:

Sanskrit Study Centers in Asia

Sanskrit Study Centers in Europe

Sanskrit Study Centers in America

Practical

2.3 References:

Compulsory Reading:

1. The Bhagavad Gita and the West: The Esoteric Significance of the Bhagavad Gita and Its Relation to the Epistles of Paul", by Rudolf Steiner, p. 43.

arisebharat.com/2011/10/22/impact-of-bhagavad-gita-on-west/

2. [AWAKENING - Google Books Result.](#)

3. Ben-Ami Scharfstein (1998), A Comparative History of World Philosophy: From the Upaniadsto Kant, State University of New York Press, [ISBN 978-0791436844](#), page 376.

4. [Bhagavad Gita - World Religions](#)

5. Edgerton, Franklin (1924), The Pacatantra Reconstructed (Vol.1: Text and Critical Apparatus, Vol.2 : Introduction and Translation), New Haven, Connecticut: American Oriental Series. Volumes 2-3.

en.wikipedia.org/wiki/Influence_of_Bhagavad_Gita

6. Banarji, Suresh Chandra- 'Influence of Sanskrit out side India, A Companion to Sanskrit Literature, MLBD, 1971.
7. Excerpt from Wood's 2008 update of Kalila and Dimna- Fables of Friendship and Betrayal.
8. Falconer, Ion Keith (1885), Kalilah and Dimnah or The Fables of Bidpai, Cambridge University Press, Amsterdam, 1970.
9. Hertel, Johannes(1908-15), The Pacatantra : a collection of ancient Hindu tales, in the recension called Packhynaka, and dated 1199 A.D., of the Jaina monk, Prabhadrā, critically edited in the original Sanskrit, Harvard Oriental Series Volume 11,12,13, 14.
10. History of Sanskrit Literature, A Berriedale Keith, Motilal Banarsidas Publishers Pvt. Limited, India, 1993.
11. History of the Miration of Pacatantra.
12. <http://en.wikipedia.org/wiki/Panchatantra>".

<https://books.google.co.in/books?isbn=8184002483>

13. Ibn al- Muqaffa, Abd'allah, Calila e Dimna, Eds. Juan Manuel Cacho Blecua and Mara Jesus Lacarra, Madrid: Editorial Castalia, 1984.

14. Ibn al- Muqaffa, Abdallah, Kalilah Et Dimnah, Ed. P. Louis Cheiko. 3 ed. Beirut: Imprimerie Catholique, 1947.
15. [Impact of Bhagvad Gita on West | Arise Bharat](#)
16. Jacobs, Joseph (1888), The earliest English version o the Fables of Bidpai , London.
17. James A. Hijiya, "The Gita of Robert Oppenheimer" Proceeding of the American Philosophical Society, 144, no. 2 (Retrieved on 27 February 2011).
18. . . . , 1986.
19. — , ,
20. Knth Puraga Paraba, ed. (1896), The Pacatantra of Viuarman, Tukm Jvaj, <http://books.google.com/-id=K71WAAAAYAAJ->, Google Books.
21. Katchbull, Rev. Wyndham (1819), Kalila and Dimna or The Fables of Bidpai, Oxford, (Translated from Silvestre de Stacy's laborious 1816 collation of different Arabic manuscripts)
22. Mahulikar, Dr. Gauri, Effect of Ramayana On Various Cultures And Civilisation, Ramayana Institute.
23. Mark B. Woodhouse (1978), Consciousness and Brahman-Atman, The Monist, Vol. 61, No.1, Conceptions of the Self: East & West (January, 1978), pages 109-124.
24. Neria H. Hebber, Influence of Upaniadsin the West, Boloji.com. Retrieved on : 2012-03-02.
25. Olivelle, Patrick (2006), The Five Discourses on Worldly Wisdom, Clay Sanskrit Library.
26. Pacatantra, <http://en.wikipedia.org/wiki/Panchatrantra>, retrieved on Feb 1, 2008.
27. Pandit Guru Prasad Shastri (1935), Pacatantra with the commentary Abhinavarajalaxmi, Benares: Bhargava Pustakalaya.
28. Patrick Olivelle (2014), The Early Upaniads, Oxford University Press, ISBN 978-0195124354, page 12-14.
29. Rajan, Chandra (transl.) (1993), Viuarma: The Pacatantra, London : Penguin Books, ISBN-9780140455205-(reprint : 1995) (also from the North Western Family text.
30. Rohman, Todd (2009). "The Classical Period". In Watling, Gabrielle, Quay, Sara.
31. S Radhakrishnan, The Principal Upanishads George Allen&Co., 1951, pages 22, Reprinted as ISBN 978-8172231248
32. The Gita of J. Robert Oppenheimer" by JAMES A. HIJIYA, Professor of History, University of Massachusetts Dartmouth (PDF file)
33. The Pacatantra, Viuarma, translated from Sanskrit with an Introduction by Chandra Rajan, Penguin Books, India, 1993.
34. Valmiki's Ramayana illustrated with Indian miniatures from the 16th to the 19th Century 2012,

Editions Diane de Selliers, ISBN 9782903656168

35. Video of London 2009 ICR Illustrated Lecture on the Westward Migration of Panchatantra from India.
36. Viuarma, http://en.wikipedia.org/wiki/Vishnu_Sarma, retrieved on Feb 1, 2008.
37. Wilkinson (1930), The Lights of Canopus described by J V S Wilkinson, London: The studio.
38. Winternitz, M. Some Problems of Indian Literature –Munshiram Manoharlal, Delhi, 1978.
www.comparativereligion.com/Gita.html

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:

Sanskrit and World, Sanskrit literature in the World etc.

C-11

Vedic Literature

(12131501)

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

1. Course Objectives:

This course on Vedic literature aims to introduce three Vedic Samhitas and Vedic Grammar to Bachelor Degree students. Students will also be able to read and know about the contents of one famous Upaniad, namely, Muaka Upanisad, which propounds basic Vednta-view. By reading these texts, students will have an impression of the depth of Vedic knowledge and will be able to realize that ideas of Vedic seers are based on philosophical, moral, and scientific principles, and are the source of Indian Intellectual traditions. By understanding them, students will be able to know and achieve some higher attributes from Vedic heritage about our culture, morals, and thoughts. Thus they may develop curiosity to know more about other Vedic texts and concepts.

2.1 Course Learning Outcomes:

After completing this course students will surely be able to communicate about some important Vedic verses with their meaning and teaching, and thus fundamentals of religious life of India will be revealed to them in its true form. Students will understand the strength of Unity, power of mind, and will realize the importance of earth in their life. From the study of Upanisad they will know about philosophical and Psychological insights of our ancestors and can develop this learning further for the benefit of themselves and society.

2.2. Content for each course

Unit: I

Vedic Sahits:

gveda- Agni Skta- 1.1, Uas Skta - 3.61, Aka Skta-10.34, Hirayagarbha Skta - 10.121

Unit: II

Yajurveda

ivasakalpa Skta - 34.1-6

Unit: III

Atharvaveda:

Smmanasyam Skta- 3.30, Bhmi Skta - 12.1-12

Unit: IV

Vedic Grammar:

abdarpa (Declensions), Le LakaRa (Subjunctive Mood), Ktvrthaka (Gerunds), Tumarthaka (Infinitives), Vedic Svāra (Accent) and Padāpha.

Unit: V

Muakopaniad:

Muakopaniad - 1.1 to 2.1

Unit: VI

Muakopaniad:

Muakopaniad – 2.2 to 3.2

Practical

2.3 References:

Compulsory Reading:

1. (), , , .
2. Atharvaveda (aunakya): (Ed.) Vishva Bandhu, VVRI, Hoshiharpur, 1960.
3. , (-) ,
 , , .
4. uklayajurveda-Sahit, (Vjasaneyi-Mdhyandina), (Ed.) Jagadish Lal Shastri, MLBD, Delhi, 1978.
5. (), , , .
6. (), , , , 1981

, , , 1973.

Additional Resources:

1. ksktval, H.D. Velankar, Vaidika Sanshodhana Mandala, Pune, 1965.
2. ksktavaijayant, H.D. Velankar, Bharatiya Vidya Bhavan, Bombay, 1972.
3. , , , .
4. , (..), -, , 1962
5. : , , , 2014

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. Class room teaching, Audio Visual Method, Oral, Chanting of Mantras.

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:

Rgveda, Atharvaveda, Yajurveda, Upanisad, Sukta, Mantra, Vedic deities, Vedic Accents, Pada-patha etc.

C-12

Sanskrit Grammar: Laghusiddhntkaumud

(12131502)

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

1. Course Objectives:

This course aims acquire the knowledge of Sanskrit Grammar.

2.1 Course Learning Outcomes:

This course aims acquire the knowledge of Sanskrit Grammar.

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2.2. Content for each course

Unit: I

Sajñ and Sandhi Prakaraa from Laghusiddhntkaumud:

Sutra's of Sajñ and Ac Sandhi (Drgha, Ya, Gua, Aydi, Vddhi, Prvarpa, Pararpa)

Unit: II

Sutra's of Hal Sandhi and Visarga Sandhi

(cutva, utva, Anunsikatva, Chatva, Jatva, atva, Utva, Lopa)

Unit: III

Practice of Applications of Sandhis in prescribed texts literacy texts

Unit: IV

Samsa Prakaraa from Laghusiddhntkaumud

Major sutras used in formation of Avyaybhva Samsa and Tatpurua Samsa

Unit: V

Major Sutras for the formation of Dwandva and Bahubrhi Samsa

Unit: VI

Kdanta from Laghusiddhntkaumud

Major sutras for the formation of Taddhita words

(A, I, Dhak, Tal, A, Vun, Yat, Cha, Maya, Tva, Tal, Imanic, ya, Matup, In, han, Itac)

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).
6. M.R. Kale, Higher Sanskrit Grammar, MLBD, Delhi (Hindi Translation also available).
7. Kanshiram, Laghusiddhntakaumud (Vol. I), MLBD, Delhi, 2009.
8. Online Tools for Sanskrit Grammar developed by Computational Linguistics Group, Department of Sanskrit, University of Delhi: <http://sanskrit.du.ac.in>.

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.

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 Grammar, Laghusiddhantkaumudi etc.

C-13

Indian Ontology and Epistemology

(12131601)

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

1. Course Objectives:

This Course aims at to get the students acquainted with the cardinal principles of the Nyaya-Vaisesika Philosophy and to enable students to handle Philosophical texts like Tarkasangraha in Sanskrit. It also intends to give them an understanding of essential aspects of Indian Philosophy like Realism, Idealism, Monism, Dualism etc.

2.1 Course Learning Outcomes:

This Course aims at to get the students acquainted with the cardinal principles of the Nyaya-Vaisesika Philosophy and to enable students to handle Philosophical texts like Tarkasangraha in Sanskrit. It also intends to give them an understanding of essential aspects of Indian Philosophy.

2.2. Content for each course

Unit: I

Essentials of Indian Philosophy

Meaning and purpose of Darana, general classification of philosophical schools in classical Indian philosophy

Yatharthavada or Vastuvada (Realism) and Pratyayavada (Idealism), Ekattvavada (Monism), Dvaitavavda (Dualism) & Bahuttvavada (Pluralism); Dharma (Property) Dharmi (Substratum)

Unit: II

Kryakraavda (Causation) : Svabhavavda (Naturalism), Satkryavda (Doctrine of pre-existence of effect), Parimavda (Doctrine of real transformation), Vivartavda (Doctrine of illusory transformation), Asatkryavda and rambhavda (doctrine of non-preexistence of effect in cause)

Unit: III

Ontology

Concept of Padrtha, three Dharmas of Padrthas, definition of Dravya,

Smnya, Viea, Samavya, Abhva.

Unit: IV

Ontology

Definitions of first seven dravyas and their examination; tma and its qualities, manas.

Qualities (other than the qualities of the tman), Five types of Karma.

Unit: V

Epistemology

Buddhi (Jñāna) – nature of Jñāna in Nyaya-Vaisheshika;

Kāra and Kāra, definitions and types of Pramāṇa, Kartavya-Vyapaka-Phala, model

Pratyakṣa

Unit: VI

Epistemology

Anumāna including Hetuvibhāsa

Upamāna and abhāva Prāmāṇya

Types of Anvayārtha Anubhava

Practical

2.3 References:

Compulsory Reading:

1. Tarkasāgraha of Annambhāsa (with Dīpikā & Nīyabodhinī), (Ed. & Tr.) Athalye & Bodas, Mumbai, 1930.
2. Tarkasāgraha of Annambhāsa (with Dīpikā & Nīyabodhinī), (Ed. & Tr.) Virupakṣananda, Sri Ramkrishna Math, Madras, 1994.
3. Tarkasāgraha of Annambhāsa (with Dīpikā commentary and its Hindi Translation), (Ed. & Tr.), Pankaj Kumar Mishra, Parimal Publication, Delhi-7. 2013.
4. Tarkasāgraha, Narendra Kumar, Hansa Prakashan, Jaipur.

Additional Resources:

1. A Primer of Indian Logic, Kuppuswami Shastri, Madras, 1951.
2. Chatterjee, S. C. & D. M. Datta - Introduction to Indian Philosophy, Calcutta University, Calcutta, 1968 (Hindi Translation also).
3. Chatterjee, S. C. – The Nyaya Theory of Knowledge, Calcutta, 1968.

4. Hiriyanna, M. - Outline of Indian Philosophy, London, 1956 (also Hindi Translation).
5. Radhakrishnan, S. - Indian Philosophy, Oxford University Press, Delhi, 1990.
6. Chatterjee, S.C. & : Introduction to Indian Philosophy, Calcutta D.M. Dutt (—)
7. Bhattacharya, Chandrodaya, The Elements of Indian Logic and Epistemology,
8. Maitra, S.K., Fundamental Questions of Indian Metaphysics & Logic,

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. While reading this course students must be encouraged to connect their study of theory. Reading and proper understanding of theme and theory, discussion on important themes occurring in the syllabus, connect themes and ideas of the text with western thought while teaching. Examples from day to day life could be given and proven in stead of shatric examples.

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 Philosophy, Realism, Idealism, Monism, Dualism, Dharma-dharmi, Padartha, Vishesha, Abhava, Karan, Anuman

Sanskrit Composition and Communication

(12131602)

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

1. Course Objectives:

This paper aims at teaching composition and other related information based on
Laghusiddhntakaumud Vibhaktyartha Prakaraa .

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2.1 Course Learning Outcomes:

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2.2. Content for each course

Unit: I

Vibhaktyartha, Voice & Kt

i). Vibhaktyartha Prakaraa of Laghusiddhntakaumud

(ii). Voice (Kart, Karma and Bhva)

Unit: II

Selections from Kt Prakaraa- from Laghusiddhntakaumud Major Stras for the formation of Kdanta

words

(Tavyat, Tavya, Anyar, Yat, yat, vul, Tc, A, Kta, Ktavatu, at, nac, Tumun, Ktv-Lyap, Lyu ,Ghañ, Ktin)

Unit: III

Translation and Communication

(i). Translation from Hindi/English to Sanskrit on the basis of cases, Compounds and kt suffixes.

(ii). Translation from Sanskrit and Hindi

Unit: IV

Communicative Sanskrit: Spoken Sanskrit.

Unit: V

Essay

Essay (traditional subjects) e.g. Veda, Upaniad, Sanskrit Language, Sanskriti, Rmyaa, Mahbhrata, Pura, Gt, principal Sanskrit poets.

Unit: VI

Essay based on issues and topic related to modern subjects like entertainment, sports, national and international affairs and social problems.

Practical

2.3 References:

Compulsory Reading:

1. , — , , .

2. , — , (— 1), , .

3. , — — , , .

4. , — , , .

5. , — , , .

6. , — , Apte, V.S. - The Students' Guide to Sanskrit Composition, Chowkhamba Sanskrit Series, Varanasi (Hindi Translation also available).

7. Kale, M.R. - Higher Sanskrit Grammar, MLBD, Delhi (Hindi Translation also available).

Kanshiram- Laghusiddhantaumud (Vol.1), MLBD, Delhi, 2009.

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. While reading this course students must be encouraged to connect their study of theory. Reading and proper understanding of theme and theory, discussion on important themes occurring in the syllabus, connect themes and ideas of the text with western thought while teaching. Examples from day to day life could be given and proven in stead of shatric examples.

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 Grammar, Composition, Eassay, translation etc.

DSE-1

Indian System of Logic and Debate

(12137901)

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 Indian principles of debate and its applications, not just in philosophical dialogue, but in every walk of knowledge. The course intends not only to bring our indigenous science of argument to the fore, but it also wants to enable students to develop logical faculty of their mind and to perceive the world in a more rational way in their day to day life.

2.1 Course Learning Outcomes:

Indian Philosophy teaches critical thinking, close reading, clear writing, and logical analysis. It develops the tools of logic and reason to analyze the ways in which the individual experiences the Universe. It guides the student to understand the language we use to describe the world, and our place within it. Different areas of philosophy are distinguished by the questions they ask. The most important reason to study philosophy is that it is of enormous and enduring interest. Philosophy is important, but it is also enormously enjoyable in which students are provided with the tools and the opportunity to develop and express their own philosophical views.

2.2. Content for each course

Unit 1

Section 'A'

Fundamentals of Science of Debate

UNIT I Science of inquiry (nvkik) & its importance, Growth of nvkik into art of debate, The council of debate (pariad) & its kinds, Discussant (vd), Opponent (prativd), Judge (madhyastha/prnika).

Unit 2

Section 'A'

Fundamentals of Science of Debate

UNIT II The Method of debate (Sambhvidhi/Vdavidhi) & its utility, Types of debate - congenial debate (anuloma sambh) & hostile debate (vighya sambh), The expedience of debate (vdopya), The limits of debate (vdamaryd).

Note :

The definitions and concepts are to be taken only from the Nyayastra, Nyayakoa by Bhimacharya Jhalkikar and A History of Indian Logic by S. C. Vidyabhushan, Chapter III of Section I. The illustrations and examples must be taken from day to day life and philosophical examples must be abandoned

Unit 3

Section 'B'- Syllogistic Logic

UNIT I Inference (anumna) & its key terms, viz. major term or probandum (sdhya), middle term or probans (hetu), minor term (paka), illustration (sapaka), contrary-illustration (vipaka), basic understanding of invariable concomitance (vypti) & its types, establishing vypti by inductive method, Five components of argument (pañcvayava) – proposition (pratijñ), reason (hetu), example (udharaa), application (upanaya) & conclusion (nigamana), the hetu term – its nature and requirement, demonstration of pervasion – updhi and tark, nature and variety of tark.

Note : The definitions and concepts are to be taken only from the Tarkasagraha and The Nyaya Theory of Knowledge by S. C. Chatterjee, Chapters X1-XIV.

Unit 4

Section C Theory of Debate

UNIT I Basic understanding of the following terms: Example (dnta), Tenet (siddhnta), Ascertainment (niraya), Dialouge (kath) and its kinds, Discussion (vda), Wrangling (jalpa), Cavil (vita).

Unit 5

Section C Theory of Debate

UNIT II Quibble (chala) & its kinds; Analogue (jti) and its important kinds (only first four, i.e. sdharmyasama, vaidharmyasama, utkarasama & apakarasama); Point of defeat (nigrahasthna) & its kinds –Hurting the proposition (pratijñhni), Shifting of proposition (pratijñntara), Opposing the proposition (pratijñvirodha), Renouncing the proposition (pratijñsannysa), Admission of an opinion (matnujñ).

Note : The definitions and concepts are to be taken only from the Nyyastra, Nyyakoa by Bhimacharya Jhalkikar and A History of Indian Logic by S. C. Vidyabhushan, Chapter II of Section II. The illustrations and examples must be taken from day to day life and philosophical examples must be abandoned

References

Athalye & Bodas, Tarkasagraha, Mumbai, 1920. (only introduction & exposition of anumna)

Shastri, Kuppuswami, A Primer of Indian Logic, Madras, 1951
(only introduction & exposition of anumna).

Tarkasagraha of Annambhaa (with Dpik commentary and its Hindi Translation), (Ed.& Tr), Pankaj Kumar Mishra, Parimal Publication, Delhi. 2013..

Bagchi, S. S. – Inductive Logic : A Critical Study of Tarka & Its Role in Indian Logic, Darbhanga, 1951.

Chatterjee, S. C. & D. M. Datta - Introduction to Indian Philosophy, Calcutta University, Calcutta, 1968 (Hindi Translation also)

Chatterjee, S. C. – The Nyaya Theory of Knowledge, Calcutta, 1968.

Hiriyanna, M. - Outline of Indian Philosophy, London, 1956 (also Hindi Translation).

Jha, Harimohan – Bhratya Darana Paricaya, Vol. I (Nyaya Darana), Darbhanga.

Additional Resources:

Vidyabhushan, Satish Chandra, A History of Indian Logic, MLBD, Delhi, 1962. (Chapter III of Section I & Chapter II of Section II only)

Potter, Karl H., Encyclopedia of Indian Philosophies, Vol. II, Motilal Banarsidass, Delhi, 1977.

Jhalkikar, Bhimacharya, Nyayakoa, Bhandarkar Oriental Research Institute, Poona, 1997 (reprint of fourth edition)

Matilal, B. K. – The Character of Logic in India, Oxford, 1998.

Radhakrishnan, S. - Indian Philosophy, Oxford University Press, Delhi, 1990.

3. Teaching Learning Process:

While reading this course students must be encouraged to connect their study of theory. Reading and proper understanding of theme and theory, discussion on important themes occurring in the syllabus, connect themes and ideas of the text with contemporary debating system. Some contemporary issues could be developed and solved by the group discussion.

4. Assessment Methods:

Assessment methods are divided in three parts- Attendance (05 marks), Test (10 marks) and Tutorial (10 marks).

Under the tutorial component-

1. Periodic tests from each unit; should have written and oral component including paper presentation and group discussion.
2. End semester test from the whole syllabus.
3. Project
5. Keywords:
Logic, Debate, Nyaya, Vyapti, etc.

DSE-2

Art of Balanced Living (12137902)

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

1. Course Objectives:

The course aims to make students aware of the importance of balance in life and to make them aware of the theoretical and practical aspects of Balanced Living inherent in Sanskrit texts and apply them to live a better life. Graduates who read this course should be able to see that in order to bring balance in life, a proper understanding one's life situation is necessary. For this understanding, shravana manana and nididhyasana are important tools. Graduates must know the true essence of listening (acquisition of information) manana (reflection) and nididhyasana (unflinching commitment). In this segment students can learn how to improve concentration. They will be able to identify the causes for indecisiveness and confusion and will learn how emotional stability can lead to clearer thinking. This section should help students to understand the importance of Ashtang yoga and Kriyayoga for the purification mind. Team work and social cohesion require inter personal skills. One needs to know that one's behaviour can create conflicts. Learners should know how to improve their behaviour through jnana, dhyana, karma and bhakti yoga. Student should learn how active engagement with action is most conducive to healthy and successful living. By reading this segment, learners should develop a more balanced approach to life.

2.1 Course Learning Outcomes:

Graduates who read this course should be able to see that in order to bring balance in life, a proper understanding one's life situation is necessary. For this understanding, shravana manana and nididhyasana are important tools. Graduates must know the true essence of listening (acquisition of information) manana (reflection) and nididhyasana (unflinching commitment). Graduates who read this course should be able to see that in order to bring balance in life, a proper understanding one's life situation is necessary. For this understanding, shravana manana

and nididhyasana are important tools. Graduates must know the true essence of listening (acquisition of information) manana (reflection) and nididhyasana (unflinching commitment). In this segment students can learn how to improve concentration. They will be able to identify the causes for indecisiveness and confusion and will learn how emotional stability can lead to clearer thinking. This section should help students to understand the importance of Ashtang yoga and Kriyayoga for the purification mind. Team work and social cohesion require inter personal skills. One needs to know that one's behaviour can create conflicts. Learners should know how to improve their behaviour through jnana, dhyana, karma and bhakti yoga. Student should learn how active engagement with action is most conducive to healthy and successful living.

By reading this segment, learners should develop a more balanced approach to life.

2.2. Content for each course

Unit: I

Section 'A'

Self-presentation

Unit: I Method of Self-presentation : Hearing (ravana),

Reflection (manana) & meditation (nididhyasana)

(Bhadrayakopaniad, 2.4.5)

Unit: II

Section 'B'

Concentration

Unit: I Concept of Yoga : (Yogastra, 1.2)

Restriction of fluctuations by practice (abhyasa)

and passionlessness (vairgya) : (Yogastra, 1.12-

16)

Eight aids to Yoga (agayoga): (Yogastra,

2.29, 30,32, 46, 49, 50; 3.1-4).

Yoga of action (kriyyoga) : (Yogastra, 2.1)

Four distinct means of mental purity

20 Credits

(cittaprasdana) leading to oneness : (Yogastra,

1.33)

Unit: III

Section 'C'

Refinement of Behavior

Unit: I Methods of Improving Behavior : jñna-yoga,

dhyna-yoga, karma-yoga and bhakti-yoga

(especially karma-yoga)

Karma : A natural impulse, essentials for life

journey, co-ordination of the world, an ideal

duty and a metaphysical dictate (gt, 3.5, 8, 10-

16, 20 & 21).

2.3 References:

Compulsory Reading:

Additional Resources:

3. Teaching Learning Process:

While reading this course students must be encouraged to connect their study of theory. Reading and proper understanding of theme and theory, discussion on important themes occurring in the syllabus, connect themes and ideas of the text with contemporary debating system. Some contemporary issues could be developed and solved by the group discussion.

4. Assessment Methods:

Assessment methods are divided in three parts- Attendance (05 marks), Test (10 marks) and Tutorial (10 marks).

Under the tutorial component-

1. Periodic tests from each unit; should have written and oral component including paper presentation and group discussion.

2. End semester test from the whole syllabus.

3. Project

5. Keywords:

Yoga, Behaviour, Living etc.

DSE-3

Theatre and Dramaturgy in Sanskrit (12137903)

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

1. Course Objectives:

With its audio-visual characteristics, drama is considered to be the best amongst all forms of arts.. The history of theatre in India is very old, the glimpses of which can be traced in the hymns (savidaskta) of the gveda. The dramaturgy was later developed by the Bharatamuni. The objectives of this curriculum are to help the teachers in identifying the richness of drama and to introduce classical aspects of development of Indian theatre.

2.1 Course Learning Outcomes:

After going through this course students will be able to know the performing style, method, construction and decoration of stages of various dramas in ancient India through the ages. The Students will also be familiar with the main components of dramatic review.

2.2. Content for each course

Unit: I

Section 'A'

Theatre: Types and Construction

Types of theatre: vika (oblong), caturasra (square), tryasra (triangular), jyeha (big), madhyama (medium), avara (small). bhmi-odhana (Examining the land) and mpa (measurement of the site), mattavra (raising of pillars), ragapha and rangara (stage), drukarma (wood-work), nepathya -gha (green-house), prekkopavea (audience-hall), Doors for entrance & exit.

Unit: II

Section 'B'

Drama - vastu (subject-matter), net (hero) and rasa

Definition of drama and its various names - dya,

rpa, rpaka , abhineya; abhinaya and its types:

gika (gestures), vcika(oral), sttvika

(representaion of the sattva), hrya (dresses and make-up).

Unit: III

Net: Four kinds of heroes, Three kinds of heroines, stradhra (stage manager), priprvika (assistant of stradhra), vidaka (jester), kañcuk (chamberlain), pratinyaka (villain).

Unit: IV

Rasa: definition and constituents, ingredients of rasa-nipatti: - bhva (emotions), vibhva (determinant), anubhva (consequent), sttvikabhva (involuntary state), sthybhva (permanent states), vyabhicrbhva (complementary psychological states), svda (pleasure), Four kinds of mental levels : viksa (cheerfulness), vistra (exaltation), kobha (agitation), vikepa (perturbation).

Unit: V

Section 'C'

Tradition and History of Indian Theatre

Origin and development of stage in different ages: pre-historic, Vedic age, epic-puranic age, court theatre, temple theatre, open theatre, modern theatre: folk theatre, commercial theatre, national and state level theatre.

Unit: VI

Vstu: (subject-matter) : dhikrika (principal), prsagika (subsidiary), Five kinds of arthaprakti, kryvasth (stages of the action of actor) and sandhi (segments), arthopakepaka (interludes),

kinds of dialogue:1. sarvarvya or praka

(aloud)

2. arvya or svagata (aside) 3. niyatarvya :

janntika (personal address), apavrita

(confidence) 4. kabhita (conversation with

imaginary person).

Practical

2.3 References:

Compulsory Reading:

1. Ghosh , M.M. - Nyastra of Bharatamuni, pp. 18-32.
2. , 1982, , , . 171-175.
3. Hass , The Daarpa: A Treatise on Hindu Dramaturgy, krika 7,8,11-24,30,36,43,48,57-65.
4. Hass , The Daarpa: A Treatise on Hindu Dramaturgy, kriks 2/1-5,8,9,15.
5. Hass , The Daarpa: A Treatise on Hindu Dramaturgy, kriks 4/1-8,43,44.
6. , — .
7. Farley P.Richmond, (2007),ed. Indian Theatre: traditions of performance, vol-I, Origins of Sanskrit Theatre, pp. 25-32.
8. , (1982) , . 161—211.
9. Farley P.Richmond, (ed) Indian Theatre: traditions of performance vol-I Delhi, MLBD. 2007, pp. 25-32.
10. Ghosh , M.M, Nyastra of Bharatamuni, vol-1, Manisha Granthalaya, Calcutta, 1967.
11. Hass, The Daarpaka : A Treatise on Hindu Dramaturgy, Columbia University, NewYork , 1912.
12. , , , , .
13. , , , , 1963.
14. , — , , , 1999.

15. , (0) , , , 2008.

16. , , , , 1981.

17. , , , , 2004.

18. , , , , 1988.

19. , — , , 1967.

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 will be theoretical as well as practical where each aspect needs to be analyzed in proper way. The students will be taught through highlighting salient features of various types of Sanskrit literature.

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:

Drama, Theatre, Vastu, Neta, Rasa etc.

(12137904)

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

1. Course Objectives:

This course will introduce the current research and development in Sanskrit computing. Primary emphasis will be on tools and techniques developed under government and private funding and to explore new technologies for Sanskrit. To aware the students of various methodologies used in Language computing.

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 concept of Sanskrit Phonology, Sanskrit Morphology, Syntax, Semantics, Lexicon and Corpora.

§ Learn the origin and Development of Language Computing.

§ Basic Introduction of Computing Sanskrit Language.

§ Various methodologies used on Language Technology.

§ Various Developed tools for Sanskrit Language.

§ Survey of Language Computing

§ Evaluation and Challenges in Machine Translation

2.2. Content for Each Course

Unit: I

Sanskrit Linguistics:

Sanskrit Phonology

Sanskrit Morphology

Unit: II

Sanskrit Linguistics:

Syntax

Semantics

Unit: III

Sanskrit Linguistics:

Lexicon

Corpora

Unit: IV

Sanskrit Language Resources and Tools.

Unit: V

Language Computing Methodology:

Rule Base

Statistical and Hybrid

Unit: VI

Language Computing Survey:

Language Computing Survey

Practical

2.3 References:

Compulsory Reading:

1. Chandra Subhash (March, 2017). (Machine Translation) () (AEEC)-3 . Vidyanidhi Prakashana, New Delhi, India, ISBN: 9789385539527.
2. Akshar Bharati, Vineet Chaitanya and Rajeeva Sanghal, Natural Language Processing: A Paninian Prospective, Prentice Hall of India, New Delhi, 1995.

3. Girish Nath Jha, Madhav Gopal, Diwakar Mishra, Annotating Sanskrit Corpus: Adapting IL-POSTS, Human Language Technology. Challenges for Computer Science and Linguistics Lecture Notes in Computer Science Volume 6562, 2011, pp 371-379.
4. Tools developed by Computational Linguistics Group, Department of Sanskrit, University of Delhi, Delhi-110007 available at: <http://sanskrit.du.ac.in>

Additional Resources:

1. Daniel Jurafsky and James H. Martin, Speech and Language Processing, Prentice Hall; 2008
2. Chandra, Subhash and Jha, GN. Computer Processing of Nominal Inflections in Sanskrit: Methods and Implementations, CSP, UK, 2012.
3. Jha, Girish Nath, Morphology of Sanskrit Case Affixes: A Computational Analysis, M.Phil Dissertation, Centre of English and Linguistics, School of Language, Literature and Culture Studies, JNU, 1993.
4. Sanskrit Computational Linguistics symposium 1-2: Springer Verlag LNCS 5402 G Huet, A Kulkarni and P Scharf (eds), Proceedings of the 1st and 2nd International Symposium, 2009.
5. Sanskrit Computational Linguistics symposium 3: Springer Verlag LNCS 5406 A Kulkarni, G Huet (eds), Proceedings of the 3rd International Symposium, Jan 15 - 17, 2009, Hyderabad.
6. Grishman, R., Computational Linguistics: An introduction, Cambridge University Press, 1986.

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 Basics of Tools and Techniques for Computing Sanskrit Language, Detailed Survey of Language Computing tools and Techniques for Background 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.

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 Tool and Techniques for computing Sanskrit Language 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:

Computing Sanskrit Language, Tool and Techniques for Computing Sanskrit Language, Language Technology etc.

Sanskrit Linguistics

(12137905)

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

1. Course Objectives:

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2.1 Course Learning Outcomes:

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2.2. Content for each course

Unit: I

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Unit: II

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Unit: III

Unit: IV

Practical

2.3 References:

Compulsory Reading:

1. , , , , , 1974

2. , , , , , 1992.

3. , , , , , 2001.

4. , , , , , 2014

5. , , , , , 1957.

1. Burrow, T., Sanskrit Language (also trans. into Hindi by Bholashankar Vyas), Chaukhamba Vidya Bhawan, Varanasi, 1991.

2. Crystal, David, The Cambridge Encyclopedia of Language, Cambridge, 1997.

3. Ghosh, B.K., Linguistic Introduction to Sanskrit, Sanskrit Pustak Bhandar, Calcutta, 1977.

4. Gune, P.D., Introduction to Comparative Philology, Chaukhamba Sanskrit Pratisthan, Delhi, 2005.

5. Jespersen, Otto, Language: Its Nature, Development and Origin, George Allen & Unwin, London, 1954.

6. Murti, M., An Introduction to Sanskrit Linguistics, D.K. Srimannarayana, Publication, Delhi, 1984.

7. Taraporewala, Elements of the Science of Language, Calcutta University Press, Calcutta, 1962.

8. Verma, S.K., Modern Linguistics, Oxford University Press, Delhi,

9. Woolner, A.C., Introduction to Prakrit, Bhartiya Vidya Prakashan, Varanasi.

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. While reading this course students must be encouraged to connect their study of theory. A case study based approach may be encouraged. Reading and proper understanding of theme, discussion on important themes occurring in the syllabus, connect themes and ideas of the text with personal issues.

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. Assessment methods may be divided in three parts- Attendance, Test and Tutorial. Under the tutorial component- Periodic tests from each unit; should have written and oral component including paper presentation and group discussion. End semester test from the whole syllabus.

5. Keywords:

, , , etc.

DSE – 6

Computational Linguistics for Sanskrit

(12137907)

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

1. Course Objectives:

This course will introduce the modern technology in the field of computational linguistics and language technology and prepare the students for next level. After covering these topics in Computational Linguistics (CL), the students will learn the tools and techniques of CL and also do the detailed survey and learn various methodologies used in the field.

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 concept of Theoretical Concepts of Computational Linguistics.

§ Learn the basic concept various Applied Areas of Computational Linguistics e.g. Morphological Analyzer/Speech/Speaker Recognition, Speech Synthesis, Text to Speech, Language Analysis, Understanding, Generation, Natural Language Interface, Text Processing and Machine Translation etc.

§ Learn the basic concept of databases for data Storage.

§ Student also learn the Survey of Computational Linguistics.

2.2. Content for Each Course

Unit: I

Theoretical Concepts of Computational Linguistics:

Language and Communication, Levels of Language, Phonemes, Morphemes, POS, Lexicon, Syntax, Semantics, Discourse, Natural Language vs Artificial Language, Speech and Language, Grammars

Unit: II

Theoretical Concepts of Computational Linguistics:

Computer Intelligent Interaction (HCII), Human Processing of Languages vs Computer Processing of Natural Languages, Rule based vs Statistical Processing, Machine Learning, Annotation of Language, Standards, Unicode, and Language Resources.

Unit: III

Computational Linguistics Survey

Unit: IV

Applied Areas of Computational Linguistics

Morphological Analyzer

Speech/Speaker Recognition

Speech Synthesis,

Text to Speech

Unit: V

Applied Areas of Computational Linguistics

Language Analysis

Language Understanding

Language Generation

Natural Language Interface

Text Processing

Machine Translation

Unit: VI

Data Storage:

An Introduction to Databases

Databases and Database Systems,

Architecture of Database Systems,

Historical Perspective of Database Systems.

Basics of MS SQL Database

Practical

2.3 References:

Compulsory Reading:

1. Bharti A., R. Sangal, V. Chaitanya, "NL, Complexity Theory and Logic" in Foundations of Software Technology and Theoretical Computer Science, Springer, 1990.
2. Gazdar G. and C. Mellish, NLP in Prolog, Wokingham: Addison Wesley, 1989.
3. Gazdar, G. and C. Mellish, NLP in Lisp, Wokingham: Addison Wesley, 1989.
4. Grishman, R., Computational Linguistics: An introduction, Cambridge University Press, 1986.
5. Grosz, Barbara J. (et al.) Readings in NLP, (ed.) LA: Morgan Kaufmann, 1990
6. Kenneth A. Lambert, 2011, Fundamentals of Python: First Programs, Cengage Learning.
7. Nath Jha, Girish (ed.), 2010, Sanskrit Computational Linguistics, Springer. Verlag, Germany, 2010.
8. Ruslan Mitkov, Oxford handbook of computational linguistics, Oxford University Press, 2005.
9. Dan Jurafsky, James H. Martin, 2000, Speech and Natural Language Processing, Prentice Hall.
10. R. Elmasri, S.B. Navathe, Fundamentals of Database Systems (5th Ed.), Pearson Education.

Additional Resources:

1. Chandra Subhash (March, 2017). (Machine Translation) () (AEEC)-3 . Vidyanidhi Prakashana, New Delhi, India, ISBN: 9789385539527
2. Chandra, Subhash and Jha, GN. Computer Processing of Nominal Inflections in Sanskrit: Methods and Implementations, CSP, UK, 2012.
3. Sanskrit Computational Linguistics symposium 1-2: Springer Verlag LNCS 5402 G Huet, A Kulkarni and P Scharf (eds), Proceedings of the 1st and 2nd International Symposium, 2009.
4. Sanskrit Computational Linguistics symposium 3: Springer Verlag LNCS 5406 A Kulkarni, G Huet (eds), Proceedings of the 3rd International Symposium, Jan 15 - 17, 2009, Hyderabad.
5. Grishman, R., Computational Linguistics: An introduction, Cambridge University Press, 1986.

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 Basics of Tools and Techniques of Computational Linguistics for Sanskrit, Detailed Survey of Language Computing tools and Techniques for Background 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.

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 Computational Linguistics 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:

Computational Linguistics, Computational Linguistics for Sanskrit, Language Technology, Natural Language Processing etc.

DSE-7

Fundamentals of yurveda (12137908)

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

1. Course Objectives:

Ayurveda is Upaveda of Atharvaveda which contains ancient Indian system of healthcare. Objective of this course is to introduce students with this ancient treasure of India. This paper is very useful for their own day to day life. They will be able to understand the basic principles and concepts of preventive medicine.

2.1 Course Learning Outcomes:

Graduates who read this course should be able to know the ancient tradition of Indian Medicine system, which is relevant even today.

This course will introduce students to the theory of yurveda. They will be able to know the tradition of Indian Medicine system date back to Pre Charaka period. Both schools of Ayurveda Dhanvantari and Punarvasu would give a comprehensive knowledge of the system. Student will be introduced to the main acharyars like Chraka, Shushruta, Vagbhatta, Madhava, etc.

Sutra- Sthanam of Charaka samhita discusses division of time and condition of Nature and body in six seasons. It seeks to develop analytical skills in students towards traditional and modern way of thinking on division of Time. Students would be able to learn healthy lifestyle in all seasons. They will also get to know about the basic principles and concepts of preventative medicine and health maintenance, diet and nutrition.

Our sages was not only concerned about physical health but mental health also. Briguvalli, which is a part of Tattiriyopanishad is included in this paper. it seeks to inform students about the subtle

body, which is related to mental health. By reading this portion of Upnishad student would develop a more balanced approach towards life.

2.2. Content for each course

Unit: I

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

Unit: II

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

Unit: III

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

Taittiriopaniad —Bhguvall, anuvak 1- 3

Unit: V

Taittiriopaniad — Bhguvall, anuvak 4- 6

Practical

2.3 References:

Compulsory Reading:

1. Brahmananda Tripathi (Ed.), Carakasamhit, Chaukhamba Surbharati Prakashana, Varanasi, 2005.
2. Taittiriopaniad – Bhguvall.
3. Atridev Vidyalkar, Ayurveda ka Brhad itihasa.
4. Priyavrat Sharma, Caraka Chintana.

5. V. Narayanaswami, Origin and Development of yurveda (A brief history), Ancient Science of life, Vol. 1, No. 1, July 1981, pages 1-7.

Additional Resources:

3. Teaching Learning Process:

Teachers must highlight these aspects while discussing these sections. Caste and women's issues must be highlighted through newspaper reports and leading cases. Examination questions should be so framed as to focus on contemporary problems.

While reading these sections students must be encouraged to connect their study of theory with how international diplomacy is being conducted today, particularly in India's neighbourhood. A case study based approach may be encouraged. News items, articles and opeds on foreign policy and governance issues must be studied as a part of the course and examination questions should require a thorough reading of these articles.

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 Society, Social Issue, Ancient Polity, Social Institutions and Dharmashastra Literature etc.

DSE – 8

Environmental Awareness in Sanskrit literature

(12137906)

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

1. Course Objectives:

The National culture of every country depends on its environment, climatic conditions and human behavior with natural resources. Sanskrit is the vehicle of civilization and culture of India. Nature-oriented eco-friendly thoughts of Sanskrit Literature have been serving the human race from the time immemorial. Many Religious practices were framed by ancient thinkers as a tool to protect nature and natural resources. Therefore, the Sanskrit literature is of great utility to us and to the world for environmental Studies. The main objective of this course is to make the students acquainted with the basic concept of Indian Environmental Science and salient features of

environmental awareness as reflected in Vedic and Classical Sanskrit literature.

2.1 Course Learning Outcomes:

After completing this course, students will realize that they are part of nature and nature belongs to all creatures; therefore, they should be more careful about the utilization and preservation of natural resources. This will make them better citizens of the world.

2.2. Content for each course

Unit: I

Science of Environment : Definition, Scope and Modern Crisis:

Role of Environment in human civilization; Meaning and definitions of The Environment; Various name for Science of Environment: 'Ecology', 'Paryvaraa', 'Prakti Vijñna'; Main components of Environment: living organisms(Jaiva Jagat) and non-living materials (Bhoutika Padartha). Elementary factor of Environment Physical elements, Biological elements and Cultural elements.

Modern Challenges and Crisis of Environment: Global warming, Climate change, Ozone depletion, Explosively increase in Pollution, Decrease in underground water label, River pollution, Deforestation in large scale. Natural calamities such as flood , draft and earthquakes.

Unit: II

Environmental Background of Sanskrit Literature : Importance of Sanskrit Literature from the view point of Science of environment ; Concept of ' Mother Earth' and worship of Rivers in Vedic literature; Brief survey of environmental issues such as protection and preservation of mother nature, planting trees in forests, and water preservation techniques as propounded in the Sanskrit Literature. Buddhist and Jain concepts of ecology, protection of trees, love for animals and birds.

Unit: III

Environmental Issues and Eco-system in Vedic Literature: Divinity to Nature, Co-ordination between all natural powers of universe; Cosmic order 'ta' as the guiding force for environment of whole universe (Rgveda, 10.85.1); Equivalent words for Environment in Atharvaveda: 'Vtavta'(12.1.52), 'Abhivarah,'(1.32.4.), 'Avta' (10.1.30), 'Parivrtta' (10.8.31); five basic elements of universe covered by environment : Earth, Water, Light, Air, and Ether. (Aitareya Upaniad 3.3); Three constituent elements of environment known as 'Chandansi': Jala (water), Vyu (air), and Oadhi (plants) (Atharvaveda, 18.1.17); Natural sources of water in five forms: rain water(Divyah),natural spring(Sravanti), wells and canals (Khanitrimah), lakes (Svayamjah) and rivers(Samudrarthah) - Rgveda, 7.49.2.

Unit: IV

Environment Preservation in Vedic Literature:

Five elementary sources of environment preservation: Parvata (mountain), Soma (water), Vayu (air), Parjanya (rain) and Agni (fire)-Atharvaveda, 3.21.10; Environment Protection from Sun (Rgveda,1.191.1-16,Atharvaveda,2.32.1-6, Yajurveda,4.4,10.6); Congenial atmosphere for the life created by the Union of herbs and plants with sun rays (Atharvaveda,5.28.5);Vedic concept of Ozone-layer Mahat-ulba'(Rgveda,10.51.1; Atharvaveda,4.2.8); Importance of plants and animals for preservation of global ecosystem; (Yajurveda ,13.37); Eco friendly environmental organism in Upaniads (Bhadrayaka Upaniad, 3.9.28, Taittiriya Upaniad,5.101, Iopaniad,1.1)

Unit: V

Environmental Awareness and Tree plantation: Planting of Trees in Puras as a pious activity (Matsya Pura, 59.159;153.512 ; Varha Pura 172. 39), Various medicinal trees to be planted in forest by king (Sukranti,4.58-62) Plantation of new trees and preservation of old trees as royal duty of king (Arthastra, 2.1.20); Punishments for destroying trees and plants (Arthastra,3.19), Plantation of trees for recharging underground water (Bhatsahit, 54.119). Environmental Awareness and Water management:

Various types of water canals 'Kuly' for irrigation : canal originated from river 'Ndimat mukha kuly', canal originated from nearby mountain 'Parvataparsva vartini kuly', canal originated from pond,'Hrdasrta kuly, Preservation of water resources 'Vpi –kpa –taga' (Agnipuraa, 209-2; Valmiki Ramayana, 2.80.10-11); Water Harvesting system in Arthastra (2.1.20-21); Underground Water Hydrology in Bhatsahit (Dakgaldhyya, chapter-54).

Unit: VI

Universal Environmental Issues in Literature of Kalidasa : Eight elements of Environment and concept of 'Aamrti' Siva (Abhijñanakuntalam); Preservation of forest, water resources, natural resources; protection of animals, birds and plant in Kalidasa's works, Environmental awareness in Abhijñanakuntalam Drama, Eco- system of Indian monsoon in Meghdta, Seasonal weather conditions of Indian sub-continent in Rusamhara, Himalayan ecology in Kumrasabhava,

Practical

2.3 References:

Compulsory Reading:

1. Arthashastra of Kautilya—(ed.) Kangale, R.P. Delhi, Motilal Banarasidas, 1965
2. Atharvaveda samhita.(2 Vols — (Trans.) R.T.H. Griffith, Banaras, 1968.
3. Ramayana of Valmiki (3 Vols)— (Eng. Tr.) H.P. Shastri, London, 1952-59.

4. Rgveda samhita (6 Vols)— (Eng. Tr.) H.H. Wilson, Bangalore, 1946.
5. , - , , 1968.
6. , , - , , .
7. , , , ,
8. , , , , 968.
9. , , () , (1 -2) , .
10. , , , , 1967.
11. , , , , 2006.
12. , , , (- ; 205-235) , , , 2005
13. , , , , 1968.
14. , , , , 2012
15. , , , , 1998
16. , ,
17. , , , 1964
18. , (108) , . , , 1997
19. , (108) , . , , 1997
20. , , , 1907
21. , ... , , 2005
22. , , , , 2004
23. , ... , - , , , 2009
24. , () , ' ' , 2006
25. , , .

Additional Resources:

26. Bhandarkar, R.G., Vaishnavism, Saivism and Minor Religious Systems, Indological Book House, Varanasi, 1965
27. Das Gupta, S.P., Environmental Issues for the 21st Century, A Mittal Publications, New Delhi, 2003

28. Dwivedi, O.P., Tiwari B.H., Environmental Crisis and Hindu Religion, Gitanjali Publishing House, New Delhi, 1987

29. Dwivedi, O.P., The Essence of the Vedas, Visva Bharati Research Institute, Gyanpur, Varanasi, 1990

30. Jernes, H. (ed.), Encyclopedia of Religion and Ethics (Vol. II), New York: Charles Scribner Sons, 1958.

31. Joshi, P.C., Namita J.A., Textbook of Environmental Science, A.P.H. Publishing Corporation, New Delhi, 2009

32. Sinha, K.R., Ecosystem Preservation Through Faith and Tradition in India. J. Hum. Ecol., Delhi University, New Delhi, 1991

33. Trivedi, P.R., Environmental Pollution and Control, A.P.H. Publishing Corporation, New Delhi, 2004

Teachers are also free to recommend any relevant books/articles/e-resource if needed.

3. Teaching Learning Process:

Teachers should explain terminology used and or related to the inscriptions. Merely translating language is unjust to the students and the subject. It is more useful to take students to the historically important sites, especially related to the inscriptions under-study.

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, Visiting

local historical sites from collaborative work,

5. Keywords:

Rgveda, Atharvaveda, Yajurveda, Upanisad, Sukta, Mantra, Vedic deities, Environmental awareness, Ecology, Trees, Animals and birds, Nature, Climate, Natural Resources, Sanskrit Literature, Vedic Literature, Environmental awareness.

GE-1

Basic Sanskrit

(12135901)

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

1. Course Objectives:

This is an elementary course in Sanskrit language designed for students who wish to learn Sanskrit from the very beginning. Essential Sanskrit grammar will be introduced (without reference to Panini's sutras) through the multiple example method with emphasis on students constructing themselves sentences.

2.1 Course Learning Outcomes:

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2.2. Content for each course

Unit: I

Grammar and Composition Part I:

Nominative forms of pronouns- asmad, yumad, etat and tat in masculine, feminine and neuter.

Nominative forms of 'a' ending masculine and neuter gender nouns with pah, khad, likh and similar simple verbs in present, past and future. Objective forms of the above nouns and pronouns in singular with more simple verbs

Instrumental, dative, ablative forms of the above nouns and pronouns in singular, dual and plural instrumental, dative, ablative forms of all the words in this syllabus.

Unit: II

“ and ' ' ending feminine words in nominative and accusative cases with lo lakra (imperative).

“ and ' ' ending feminine nouns in singular in Genitive/ possessive and locative cases, genitive and locative cases in singular in pronouns tat, etat, yat, kim

Unit: III

Masculine and Feminine nouns ending in ‘i’ and masculine nouns ending in ‘u’ in various cases in singular

Masculine nouns ending in consonants – bhavat, guin, tman and Feminine nouns ending in consonants – vk, Neuter nouns ending in consonants – jagat , manas

Unit: IV

Grammar and Composition Part II

Special Verb forms – in parasmaipada –past, present, future and imperative - k, r

Special Verb forms – in parasmaipada –past, present, future and imperative jñ.

Special Verb forms – in parasmaipada –past, present, future and imperative d.

Unit: V

tmanepada – sev, labh

Phonetic changes – visarga sandhi

vowel sandhis.

Unit: VI

Challenges in Machine Translation:

Participles - at, nac, ktavatu, kta.

Pratyayas – ktv, lyap, tumun.

Active – passive structures in lakras – (third person forms only) and pratyayas

kta, ktavatu

Gt Chapter XII

Practical

2.3 References:

Compulsory Reading:

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. 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 Basics of

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.

4. Assessment Methods:

The assessment of students' achievement in 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 undertaken etc.

5. Keywords:

Sanskrit language, grammar, composition etc.

GE-2

Indian Culture and Social Issues

(12135902)

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

1. Course Objectives:

This paper is designed to introduce nuances of Indian culture to students and to show how cultural traditions have evolved. The paper also engages them in debates about certain significant socio-cultural issues.

2.1 Course Learning Outcomes:

The first unit of this section aims at the basic understanding of culture and civilization at large dimensions, on the basis of which they will be able to evaluate Indian culture in modern terminologies. The second unit deals with evolution of Indian culture through different ages from ancient times to the modern age with the symbiosis of alien elements e.g. Islamic and other foreign traditions. The third unit aims at highlighting the undercurrent of Sanskrit-led culture in vernacular as well as urban shades of cultural life. By studying this course a student will be able to perceive India's various cultural identities as enriched by Sanskrit language and literature. In this section the student would be acquainted with the fundamental principles of indigenous law and statutes from original Sanskrit sources e.g. Mahabharata, Manusmriti, Yajñvalkyā Smṛiti etc. The student will also be able to understand the status and rights of women in ancient Indian society. They will be aware the elasticity and adaptability of Hindu code of conduct as its essential quality, with the change and demand of time. This section would inculcate among the students the capability of debating and ways of arousing valid questions within and to the tradition and find out the efficient answer to cope up with the modern problems.

2.2. Content for each course

Unit: I

What is culture? Culture and Civilization

What is 'Indian' culture?

Culture in a multi-cultural society.

Unit: II

Vedic sabhyat

Sindhu sabhyat

Sanskrit in Indo-Islamic tradition – (Proceedings of the Sagar University seminar on 'Islmk Sanskrit paramparkoyogadna')

Unit: III

Pandavani,

Versions of the Rma legend in Sanskrit literature – Vlmki'sRmyaa, Bhsha'sPratimnakam, Bhavabhti'sUttarmacaritam, Raghuvaam of Kalidasa, Somadeva'sKathsaritsgara, Rmyaamajari of Rjaekhara etc.

itusahra in folk music

Sanskrit themes in traditional dance forms in Kerela

Yakagan

Gtagovinda and Odissi

Major agricultural and seasonal festivals of India and the Indian calendar – Bihu, Holi, Pogal, Makar Sakrnt, Lohari, Oam, Baisakhi, rvaPrim

Unit: IV

Law and change – Dharma as an ever evolving phenomenon

Manusmti, Chapter 2, verses 6 and 12 (2.6, 12) with the commentary of Medhtithi ;

Lingat, Robert : Classical Law of India, Chapter 1, pp 3-7; tradition – pp 9-14 ; good customs – 14-17.

Mathur, A.D. : Medieval Hindu Law, Chapter I, pp 1-8

Caste – Voices of challenge

Traditional varahierarchy

Vajraschy Avaghoa

Unit: V

Identity of women

Draupad's question– Mahbhrata, SabhParva– DytaParva (sanskritdocuments.org)

Chapter 66 - Duryodhana asks Draupad to be brought to the court 1; Vidura's protest 2, 4 ; Chapter 67 – Duryodhana asks Pratikm to fetch Draupad 2; Draupad's refusal and question 5-10, 16 ;

Unit: VI

Yudhihira's response 39-41 ; Bhma's response 47-49 ; Draupadi's Rejoinder 50-52 ; Vikara's statement, chapter 68, verses 12-17 Kara to Vikara – 27-31, 35.

Struggle to secure women's right to property YjñavalkyaSmti, Vyavahrdhyya: Verse 135 with Vijñnevara's commentary (section on patn)

Practical

2.3 References:

Compulsory Reading:

1. , ,
2. , , 1976
3. , ,
4. , ,
5. . .
6. Basham A.L. . Wonder that was India
7. Bharadwaj, Ramesh: Vajrasc of Avaghoa (Vara-Jti through the Ages), Vidyanidhi, Delhi
8. Gharpure, J.R., Teaching of Dharmastra, Lucknow University, 1956, pp. 1-25.
9. Lingat Robert, Classical Hindu Law,
10. Majumdar R.C., History and Culture of the Indian People, Volume 1(Vedic Age), Bhartiya Vidya Bhawan, Mumbai,
11. Mathur A.D., Medieval Hindu Law, Oxford University Press, New Delhi 2006
12. Sharma Braj Narain, Social Life in Northern India, New Delhi, 1966
13. Sharma Brijendra Nath, Social and Cultural History of Northern India, New Delhi, 1972
14. Sharma, S.L., Smtis, A Philosophical Study, Eastern Book Linkers, Delhi, 2013, pp. 62-74.
15. Pandey Raj Bali: Hindu Sanskara, (English) Delhi, 2nd Revised Edition 1969, Reprinted 1991
16. Prabhu, P.H., Hindu Social Organisation, Popular Prakashan, Mumbai, 1998, pp. 257-283.
17. Rama Krishna Mission, The Cultural Heritage of India, Calcutta
18. Yadav B.N. S., Society and Culture in Northern India, Allahabad, 1973
19. Basham A.L. . Wonder that was India
20. Gharpure, J.R., Teaching of Dharmasastra, Lucknow University, 1956, pp. 1-25.
21. Lingat Robert, Classical Hindu Law,

22. Majumdar R.C., History and Culture of the Indian People, Volume 1(Vedic Age), Bhartiya Vidya Bhawan, Mumbai,
23. Mathur A.D., Medieval Hindu Law, Oxford University Press, New Delhi 2006
24. Sharma Braj Narain, Social Life in Northern India, New Delhi, 1966
25. Sharma Brijendra Nath, Social and Cultural History of Northern India, New Delhi, 1972
26. Sharma, S.L., Smtis, A Philosophical Study, Eastern Book Linkers, Delhi, 2013, pp. 62-74.
27. Pandey Raj Bali: Hindu Sanskara, (English) Delhi, 2nd Revised Edition 1969, Reprinted 1991
28. Prabhu, P.H., Hindu Social Organisation, Popular Prakashan, Mumbai, 1998, pp. 257-283.
29. Rama Krishna Mission, The Cultural Heritage of India, Calcutta
30. Yadav B.N. S., Society and Culture in Northern India, Allahabad, 1973

Additional Resources:

1. , ,
2. . .
3. Sharma, S.L., Smtis, A Philosophical Study, Eastern Book Linkers, Delhi, 2013, pp. 62-74.
4. Pandey Raj Bali: Hindu Sanskara, (English) Delhi, 2nd Revised Edition 1969, Reprinted 1991
5. Prabhu, P.H., Hindu Social Organisation, Popular Prakashan, Mumbai, 1998, pp. 257-283.
6. Rama Krishna Mission, The Cultural Heritage of India, CalcuttaYadav B.N. S., Society and Culture in Northern India, Allahabad, 1973

3. Teaching Learning Process:

The special aspects while teaching should be highlighted are perennial elements of Indian culture and their relevance in modern times. The students must be sensitized in the class regarding day to day worldly affairs and their contextualization in Indian cultural context.

4. Assessment Methods:

The assessment of students' achievement in 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 undertaken etc.

5. Keywords:

Indian Culture, Social Issues, Cultural Traditions, Cultural Roots, Symbiosis, Rights of Women, Ancient Indian Society, Modern Problems etc.

GE-3

Sanskrit and Other Modern Indian Languages

(12135903)

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

1. Course Objectives:

This course aims to get students acquainted with the common linguistic and literary heritage of Sanskrit and Modern Indian Languages.

2.1 Course Learning Outcomes:

The CBCS undergraduate Sanskrit syllabus is very ambitious and challenging. It is designed to expose students to various genres of Sanskrit literature as well as to introduce various stras to them. An important objective is to relate Sanskrit literature to contemporary social and human needs and to enable students to view the stras not as dead weight from history but as living contributors to contemporary discourse in allied disciplines. The present course attempts at showing the Sanskrit in the root of all Indo-Aryan languages with the acquaintance to the common linguistic and literary heritage. It should help them to understand the linguistic unity of India and shed their linguistics chauvinism and see how all Indian languages are connected and related. This section would aim at showing the interconnection of Sanskrit with other Indian languages. It would also underline the evolution in different stages of Indian languages to show the undercurrent of Sanskrit in Indic languages till date. This section aims at introducing a scientific perspective towards the language at all levels e.g. phonetic, semantic, syntactic and morphological. The students should become aware of general principles on which the system of language works. On these structural levels they will be able to examine the interconnection of Sanskrit with other Indic languages. This section aims at showing Sanskrit literature as a source and instrument of enrichment of medieval and modern Indian literary traditions. The student would be able to perceive that how the Indian literature at large has developed out of Sanskrit. It would also show the cultural and literary continuity of India. In Indian literature, though languages or vocabulary might be different, but essentially the core socio-cultural values, which all of them communicate and propagate are the same. In short the course aims at proving the essential unity of Indian languages and through that all Indian culture despite the linguistic differences.

2.2. Content for each course

Unit: I

Indo-Aryan Languages

Stages of Indo-Aryan - Old Indo-Aryan, Middle Indo-Aryan Stages of development in the present day

Unit: II

Phonetics of Sanskrit and other Modern Indian Languages

Unit: III

Morphology of Sanskrit and other Modern Indian Languages

Unit: IV

Syntax of Sanskrit and other Modern Indian Languages

Unit: V

Sanskrit as a source of Modern Indian Literature

Unit: VI

Vernacular Languages as a source of enrichment of Sanskrit

Practical

2.3 References:

Compulsory Reading:

1. Beames, John, A Comparative Grammar of the Modern Aryan Languages of India, Munshiram Manoharlal, Delhi, 1970.
2. Cardona, George and Jain Dhanesh (Ed.), The Indo-Aryan Languages, Routledge Language Family Series, London, 2003.
3. Chatterji, Suniti Kumar, Indo-Aryan and Hindi, Gujarat Vernacular Society, Ahmedabad,

1942.

4. Chatterji, Suniti Kumar, Origin and Development of the Bangali Language, Calcutta University Press Calcutta, 1926.

5. Turner, R.L., Indo-Aryan Linguistics, Diksha Publication, Delhi, 1985.

6. Coldwell, Robert, A comparative Grammar of Dravidian or South Indian Family of Languages, (3rd revised edn.) Munshiram Manoharlal, Delhi, 1970

7. , , , , 1987

Additional Resources:

3. Teaching Learning Process:

The special aspects while teaching should be highlighted are perennial elements of Indian culture and their relevance in modern times. The students must be sensitized in the class regarding day to day worldly affairs and their contextualization in Indian cultural context.

4. Assessment Methods:

The assessment of students' achievement in 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 undertaken etc.

5. Keywords:

Contemporary Social Needs, Indo-Aryan Languages, Indo-Iranian Languages, Shared heritage, Sanskrit undercurrent in language and literature.

GE-4

Basic Principles of Indian Medicine System (Ayurveda)

(12135904)

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

1. Course Objectives:

Ayurveda is India's precious contribution to the world in the field of healthcare. Major objective of this course is to introduce students with theory of yurveda. This paper will help them to understand the basic principles and concepts of preventive medicine and health care, diet and nutrition, usage of commonly used spices and herbs.

2.1 Course Learning Outcomes:

Graduates who read this course should be able to know the ancient tradition of Indian Medicine system, which has focused not only to the physical health but a healthy lifestyle.

After reading this paper students will know the history of ayurveda and earliest source of medical speculations. they will be introduced to the ancient available texts of ayurveda like Charaka Samhita, Shushruta Samhita, Ashtanga Hridaya etc. they will get the basic knowledge of eight components of Ayurveda. For instance kaya chikitsa, Kaumara Britya shalya chikitsa etc.

Second section of this paper is related to ancient physiology. In this section students will get acquainted with Triguna, Panchamahabhuta, Tridosha, Saptadhatus, Tryodasha Agni, trimala etc. which will help students to develop yurvedic understanding of lifestyle and concepts of preventive medicine.

Ayurveda prescribes different food habits in different seasons. After reading this section students will be able to understand seasonal regimen & social conduct and its effect on health, Concepts of Prakriti, Agni, and Kosta. SvasthaVtta. It will develop the Understanding of Health and Disease in yurveda, and the way of diagnosing the illness. Third section of this paper is related to the Dietetics, Nutrition and Treatments in yurveda. Students will get to know the yurvedic point of view on nutrition and metabolism, Classification of hira (compatible foods) according to yurveda and Viruddhhira (incompatible diet) & role of diet. After reading this section students will get the basic knowledge of yurvedic Treatments, their Method and classification of treatments, like Panchakarma, Therapeutic vomiting (Vamana), Purgation Therapy, Enema (Basti), Nasal Administration – Nasya, Blood Letting (RaktaMoksha) etc. we use some substances in our day to day life but don't know their therapeutic properties and Pharmacology. This last section of the paper is related to those substances and medicinal plants. Students will get the full knowledge of some extremely important plants which are available in their surroundings like Brahmi, Amala, Ashvagandha, turmeric, Aloe vera etc. and will be able to use them in necessity.

2.2. Content for each course

Unit: I

Definition of yurveda, yuh (Life), arya (Body), Health, Aim of yurveda, Subject Matter of yurveda, Salient Features of yurveda, Concept of Health according to yurveda, Unique features of yurveda.

Unit: II

History of yurveda, Atharvaveda as an early source for medicinal speculations, Introduction to Major Texts (Surut Sahit and Charaka Sahit) and Authors (Suruta and Charaka) and Agha Hridayam,

Aga Sagraha of Vgbhaa.

Unit: III

Eight Components of yurveda (aga yurveda):

1. Kycikits (General Medicine)
2. Kaumrabhtya(Pediatrics)
3. alyatantra (Surgery)
4. Ikya-Tantra (Ent. and Ophthalmology)
5. Bhta Vidy (Psychiatry Medicine).
6. Via Vijñna (Toxicology).
7. Rasyana (Rejuvenates).

Vajkaraa (Aphrodisiac).

Unit: IV

yurvedic understanding of lifestyle and concepts of preventive medicine.

Seasonal regimen & social conduct and its effect on health, Concepts of Prakti, Agni, and Kosta.

SvasthaVtta (Preventive Medicine): Understanding Health and Disease in yurveda

Diagnosis of illness: eight ways to diagnose illness, called N (pulse), Mtra (urine), Mala (stool), Jihv (tongue), abda (speech), Spara (touch), Dk (vision), and kti (appearance).

Unit: V

yurvedic understanding of nutrition and metabolism, Classification of hra according to yurveda and Viruddhhra (incompatible diet) & role of diet.

Commonly used substances and their therapeutic properties and Pharmacology: Intro to basic principles of yurvedic pharmacology, Art and science of yurvedic Pharmacy and Understanding yurvedic Herbs and common formulatio

Pañcakarma and Other yurvedic Specialty Treatments: Method and classification of treatments in yurveda, Pretreatment, Therapeutic vomiting (Vamana), Purgation Therapy, Enema (Basti), Nasal Administration – Nsya, Blood Letting (RaktaMoka), Introduction and importance of Pañcakarma/Detoxification, Science and art of rejuvenation (Rasyana and Vjikaraa). yurvedic prenatal and postpartum care for healthy mothers and babies, Saskra, care of infants and children.

Unit: VI

Medicinal Plants in Suruta Sahit: Tuls, Haridr, Sarpagandh, Ghta Kumr, Guggulu, Brhm, mal, Awagandh, Arjun Tree, Turmeric, Ceylon Hydrolea, Neema Plant, Lady Ferns, Blackberries, Pot Marigold, Camomile, Peppermint, Fenugreek and Aloe Vera.

Practical

2.3 References:

Compulsory Reading:

1. Acharya, Srinivas, Panchakarma Illustrated, Chaukhamba Sanskrit Pratishtana, Delhi, 2006.
2. V.B. Athavale, Basic Principles of yurveda, Chaukhamba Sanskrit Pratishtan New Delhi, 2005.
3. yurveda K Sakipta Itihsa, Hindi Sahitya Sammelan, Allahabad.
4. Bhagavan Dash, Vaidya, and Acarya Manfred M. Junius, A Handbook of yurveda, Concept Publishing Co., New Delhi, 1987.
5. Bhishagratna, Kaviraj Kunjalal, ed., translator. (2002). Sushruta Samhita Volumes I and II. Varanasi, India: Chowkhamba Sanskrit Series.
6. Charak Samhita E-text: <http://www.charakasamhita.com/>
7. <http://www.speakingtree.in/blog/medicinal-plants-from-ancient-india>
8. http://www.tkdil.res.in/tkdil/langdefault/ayurveda/Ayu_Principles.asp?GL=#q1
9. K. R. Srikantha Murthy, Illustrated Susruta Samhita, Chaukhamba Orientalia, 2012
10. M.S. Valiathan, An Introduction to yurveda Paperback, Universities Press (India) Private Limited, 2013
11. M.S. Valiathan, The Legacy of Suruta, Universities Press, 2007
12. PriyaVrat Sharma, Essentials of yurveda: Sodasangahdayam, Motilal Banarsidass Publishers, 1999
13. Ravi Datta Tripathi, Vgbhaa's Ag-sagraha, Chowkhamba Sanskrit Pratishtanam, Delhi., 2011.
14. Shantha Godagama, The Handbook of yurveda, North Atlantic Books, 2004
15. Sharma, Priyavrit V., ed., translator. (1981-1994). Charaka Samhita, Vols. 1 - 4, Chaukhamba Sanskrit Series, Varanasi, India: Varanasi, India: Chowkhamba Sanskrit Series.
16. Sharma, Ram Karan and Bhagawan Dash, Vaidya, eds., translators (1992 – 2000). Charaka Samhita Vols. 1 – 6. Varanasi, India. Chaukhamba Sanskrit Series.

17. Srikrishnamurthy, K.R. Srikantha, translator. (1991-1992). Vagbhata, AstangaHridayamVols. 1 and 2. Varanasi, India: Krishnadas Academy.
18. Srikrishnamurthy, K.R. Srikantha, translator. (2001). Sharangadhara Samhita: A treatise on yurveda. Varanasi, India: ChaukhambaOrientalia.
19. SusrutaSusruta (Author), Kunja Lal Bhishagratna, An English Translation of the Sushruta Samhita, Based on Original Sanskrit Text. Edited and Published by KavirajKunja Lal Bhishagratna. with a Full ... Notes, Comperative Views, Index, Glossary, Nabu Press, 2012

Additional Resources:

3. Teaching Learning Process:

While reading this paper students should be encouraged to do comparison between modern Medical system and Ayurveda, so that they can develop a scientific attitude towards ancient medicine system. They should be able to understand preventive approach of ayurveda which is not focused in modern systems.

4. Assessment Methods:

The assessment of students' achievement in 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 undertaken etc.

5. Keywords:

Ayurveda, Ancient Medicine Systemetc.

GE-5

Indian Aesthetics

(12135904)

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

1. Course Objectives:

Indian aesthetics is a potent field for literary criticism. It has developed as an independent discipline today, which deals with the historically determined essence of human values, their creation, perception, appreciation and assimilation. It is the science and philosophy of essential analysis of all the fine arts. Indian perception accepts poetry, drama, music, architecture, iconography and painting as independent Arts. The main objective of this paper is to give its brief overview with reference to major trends of Indian Aesthetics.

2.1 Course Learning Outcomes:

This course will enable the students to identify the real essence of Beauty propounded by the Indian Rhetoricians. After the completion of the course the learner will come across the Indian deliberation on aesthetic experience in the form of Rasa and its process. The participant will be able to appreciate the various artistic modes of expressions of Beauty in general and poetry in particular. The course will help the student peep into the historical evolution of the Indian science of aesthetics.

2.2. Content for each course

Unit: I

Aesthetics (Saundaryastra), its nature and components

Beauty (Saundarya): its definition, nature and components : vāya, rāpa, vacana, hva, Discussion of synonyms of the term Beauty(Saundarya) : ramayat, ucit, lvaya, crut, knti, vicchitti, madhurat, mugdhat, manohrit, r.

Unit: II

Aesthetic experience (Rasa)

Nature of rasa (Aesthetic experience) according to Shityadarpa, aesthetic enjoyment – eternal bliss, the ultimate reality (nandamayā, alaukikat)

Unit: III

The process of Aesthetic experience (Rasa)

Constituents of rasa: bhava (human feelings and emotions) vibhava (causes or determinants), anubhava (voluntary gestures), sthāvika bhava (Involuntary gestures), vyabhicri bhava (transitory states) and sthāyibhava(basic mental states), sahdaya / smjika (Connoisseur / Spectator). anukrya, anukart, sdhrakaraa (Generalization), four mental stages of rasa realization: viksa (cheerfulness), vistrā(exaltation), kobha (agitation), vikepa (perturbation). number of rasas according to Bharat.

Unit: IV

Aesthetic elements (saundarya - tattva)

Art as the mode of expression of saundarya –in fine arts (Architecture, Sculpture and Painting),
Main aesthetic elements of literary arts (Poetry and Drama) : alakra, rti, dhvani, vakrokti & aucitya.

Unit: V

Prominent thinkers of Indian Aesthetics

Bharata, Bhama, Vmana, Dan, nandavardhana Abhinavagupta, Kuntaka, Mahimabhaa,
Kemendra, Vishvantha and Jaganntha.

Unit: VI

Perception of beauty in Abhijñanakuntalam

Perception of beauty in Drama from cultural, social and aesthetical point of view in the context of
Abhijñanakuntalam.

Practical

2.3 References:

Compulsory Reading:

1. Shityadarpaa of Vishvanatha, (Based on karikas3/1-28).
2. Kane P.V., History of Sanskrit Poetics pp.352-391,
i. Upadhyaya, Baladeva, Sanskrit locan (for six schools)
3. Kane P.V., History of Sanskrit Poetics
4. Pandey, Kantichandra: Comparative Aesthetics, vol.1 Chowkhamba Sanskrit series office
Varanasi, 2008
5. Gnoli, R. : The Aesthetic Experience according to Abhinavagupta, Chowkhamba Sanskrit
series office Varanasi.
6. 5—12, 22—34.
7. , 42—60.
8. , . 593—625.

9. , 37—42.
10. , . 593—625.
11. 61—76.
12. , ,,1998
13. , , , 1967, 1978.
14. , , .
15. —, , , . ., 1963.
16. , ,,1998
17. Coomarswami A: Introduction to Indian Art, Theosophical Society , Adyar, 1956.

Additional Resources:

3. Teaching Learning Process:

The teaching-learning process for this paper will be theoretical as well as practical where each aspect needs to be analysed in proper way. The students will be taught through highlighting salient features of various types of Sanskrit literature.

4. Assessment Methods:

There will be at least two methods of assessing the learning outcome of this paper. The most important method is to examine the understanding of tradition of Sanskrit Poetics. This test should be of two natures-a written test and b.viva and group discussion among peer groups. 2. End semester test of the whole syllabus on both natures.

5. Keywords:

Aesthetics, Saundaryastra, vāya,rpa, vacana, hva, ramayat, ucit, lvaya, crut, knti, vicchitti, madhurat, mugdhat, manohrit, r, Aesthetic experience, Rasa, Shityadarpa, nandamayāt, alaukikat, bhva, vibhva, anubhva, sttvika bhva, vyabhicri bhva, sthyibhva, sahdaya, anukrya, anukart, sdhrakaraa, Rasa, alakra, rti, dhvani,vakrokti & aucitya,Bharata, Bhmaha, Vmana, Dan, nandavardhana Abhinavagupta, Kuntaka, Mahimabhaa, Kemendra, Panditaraja Jaganntha.

GE-6

Fundamentals of Indian Philosophy

(12135906)

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

1. Course Objectives:

The objective of the Syllabus is to study the Basic approach of Indian Philosophy. The course seeks to help students to negotiate the thought and theory independently without referring to the traditional commentaries so as to enable them to experience the richness of the text.

2.1 Course Learning Outcomes:

Indian Philosophy teaches critical thinking, close reading, clear writing, and logical analysis. It develops the tools of logic and reason to analyze the ways in which the individual experiences the Universe. It guides the student to understand the language we use to describe the world, and our place within it. Different areas of philosophy are distinguished by the questions they ask. The most important reason to study philosophy is that it is of enormous and enduring interest. Philosophy is important, but it is also enormously enjoyable in which students are provided with the tools and the opportunity to develop and express their own philosophical views.

2.2. Content for each course

Section 'A'

Fundamentals of Philosophy

Unit: I

Darana - concept and aims,

Classification of Indian Philosophical schools

Unit: II

Salient features of Indian Philosophy

Section 'B'

Schools of Indian Philosophy

Heterodox Schools

Unit – I

Crvka – General introduction with emphasis on Chanllenge to Veda, Rejection of Transcendental Entities, Ethics (Based on Sarvadarshansamgrah)

Jainism – General introduction with emphasis on Anekntavda, Sydvda, Saptabhaginyya, Triratna

Buddhism- General introduction with emphasis on Four Noble Truths

Unit – II

Orthodox Schools of Philosophy

Skhya – General Introduction with emphasis on Prakti, Guatraya & Purua Entities (Based on Skhyakrik)

Yoga - Eight fold path of Yoga (Based on Yogastra Sdhanapda and their on Yogabhya thereon)

Unit: III

Nyya Vaiesika - General Introduction with emphasis on Tarksamgrah

Unit: IV

Advaita Vednta – General Introduction with emphasis on Brahman, My, Jva and Jagat (Based on Vedntasra)

Unit: V

Mms - Svata Prmyavda

Unit: VI

Bhakti Schools of Vednta – General introduction with emphasis on God, vara & Nature of Bhakti

Section 'C'

Problems in Indian Philosophy

Unit – I

Epistemology : Six Pramanas

Unit – II

Metaphysics: Realism, Idealism, Causation – Satkaryavada, Asatkaryavada, Parinamavada,

Vivartavada, Svabhavavada, Consciousness and matter, theories of self.

Unit – III

Ethics: Karma & Punarjanma theory, Liberation

Practical

2.3 References:

Compulsory Reading:

1. Bhartiya, Mahesh - Bhratya Darana K Pramukha Samasye, Ghaziabad, 1999.
2. Chatterjee, S. C. & D. M. Datta - Introduction to Indian Philosophy, Calcutta University, Calcutta, 1968 (Hindi Translation also).
3. Chatterjee, S. C. – The Nyaya Theory of Knowledge, Calcutta, 1968.
4. Hiriyanna, M. - Outline of Indian Philosophy, London, 1956 (also Hindi Translation).
5. Shastri, Kuppaswami, A Primer of Indian Logic, 1951 (only introduction).
6. Bhartiya, Mahesh - Causation in Indian Philosophy, Ghaziabad, 1975.
7. O'Flaherty, Wendy Doniger – Karma and Rebirth in Classical Indian Tradition, MLBD, Delhi, 1983.
8. Pandey, Ram Chandra - Panorama of Indian Philosophy (also Hindi version), M.L.B.D., Delhi, 1966.
9. Radhakrishnan, S. - Indian Philosophy, Oxford University Press, Delhi, 1990.
10. Raja, Kurnan - Some Fundamental Problems in Indian Philosophy, MLBD, Delhi, 1974.
11. Rishi, Uma Shankar (Ed.), Sarva-Darshana_Samgraha, Chowkhamba Vidyabhan, Varansi, 1984.

Additional Resources:

1. Hiriyanna, M. - Outline of Indian Philosophy, London, 1956 (also Hindi Translation).
2. Shastri, Kuppaswami, A Primer of Indian Logic, 1951 (only introduction).
3. Bhartiya, Mahesh - Causation in Indian Philosophy, Ghaziabad, 1975.

4. O'Flaherty, Wendy Doniger – Karma and Rebirth in Classical Indian Tradition, MLBD, Delhi, 1983.
5. Pandey, Ram Chandra - Panorama of Indian Philosophy (also Hindi version), M.L.B.D., Delhi, 1966.
6. Radhakrishnan, S. - Indian Philosophy, Oxford University Press, Delhi, 1990.
7. Raja, Kuhnana - Some Fundamental Problems in Indian Philosophy, MLBD, Delhi, 1974.

3. Teaching Learning Process:

While reading this course students must be encouraged to connect their study of theory. Reading and proper understanding of theme and theory, discussion on important themes occurring in the syllabus, connect themes and ideas of the text with contemporary debating system. Some contemporary issues could be developed and solved by the group discussion.

4. Assessment Methods:

Assessment methods are divided in three parts- Attendance (05 marks), Test (10 marks) and Tutorial (10 marks). Under the tutorial component-

1. Periodic tests from each unit; should have written and oral component including paper presentation and group discussion.
2. End semester test from the whole syllabus.
3. Project

5. Keywords:

Darsana, Heterodox, Charvaka, Transcendental Entities, Anekandvada, Triratna, Prakriti, Gunatraya, Maya, Jiva, Jagat

GE-7

Ancient Indian Polity

(12135906)

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 various aspects of Political institutions and Indian polity as propounded in the ancient Sanskrit texts from vedic samhitas to

later texts in the dharma shastra and artha shastra traditions.

2.1 Course Learning Outcomes:

The aim of this course is to make students acquainted with various aspects of Ancient Indian Political Institutions and Indian Polity as described in Sanskrit texts from Vedic period to Dharmashastra tradition.

Learning Outcome : This course is designed for UG students who are from disciplines other than main Sanskrit discipline . It should be a great opportunity for these students to understand the nature of ancient Indian polity from original Sanskrit sources from Vedic texts to Dharma shastra and Niti texts.

In this section students will be able to understand various types of states in ancient India. They should know that despite of monarchy as prime form of governance, there was also a parallel republican system. With the study of the Saptanga theory of ancient Indian polity, students will be able to learn how the state is an organic entity and how optimum functioning of each organ is necessary for the smooth functioning of the whole.

Upon reading this section, students are expected to appreciate the well designed administrative structure of ancient India. They should be able compare ancient and contemporary models. They will know that despite a monarchical system, sovereign was not autocratic. He was well controlled by his subordinates.

This section deals with internal and external security and financial growth of the state. Students will be able to understand various aspects of ancient law, justice, taxation and diplomacy.

The study of these sections must enable students to connect this theoretical model with contemporary governance issues in India. The shadguna and mandala theories provide a practical and pragmatic understanding of foreign relations and tell how international diplomacy is to be conducted.

2.2. Content for each course

Unit: I

Name, Scope and Origin of Ancient Indian Polity

Name, Scope and Sources of the Science of

Names for the science of polity and their significance : Dananti,

Dharmastra, Niti;

Scope of Indian Polity: Relation with

Dharma, Artha and Niti;

Sources :Vedic Literature, Puras,

Rmyaa, Mahbhrata, Dharmashastra,

Kautilya's Arthashastra and Niti –stra

Unit: II

Origin of the State'Dananiti':

Origin of State'Daanti':Mtsyanyya-

Theory -(Arthashastra1.1.3, Mahbhrata,
nti parva, 67.17-28, Manusmrti,7.20)

Divinity of the King'Rj' –

(Arthashastra,1.9, Mahbhrata, nti
parva,67.43-48, ,Manusmti,7.4-7)

Unit: III

Types and Nature of the State

Types of the State:

Rjya,Svrjya,Bhojya,Vairjya,Mahrjya,

Smrjya concept in Aitreya Brhmaa (8.3.13-14 and 8.4.15-16)

Republics in Buddhist Literature

(Dighnikya, MahparinibbaStta,
Anguttaranikya,1.213;4.252,256)

Unit: IV

Nature of the State :

With special reference to Saptnga-Theory : 1.

Svm, 2. Amtya, 3. Janapada, 4. Pura, 5.

Koa, 6. Daa and 7. Mitra (Arthashastra,6.1; Manusmti, 9.294)

Unit: V

Problems in Indian Philosophy

Kingship and Council of Ministers:

Kingship: Royal Succession, Coronation

Ceremony, King as a Public Servant

(Sukranti,4.2.130,137), King as a

Trustee (Arthastra,10.3),

King as Upholder of the Moral

Order (Mahbhrata, nti parva, 120.1-35;

Manusmti, 7.1-35); Council of Ministers: Ratni

Council in Vedic age atapathabrhmaa, 5.2.5.1); Council of Ministers in Kauilya's

Arthastra (1.4,1.5,1.11) and ukranti,(2.70-72)

Unit: VI

Problems in Indian Philosophy

Kingship and Council of Ministers:

Kingship :Royal Succession, Coronation

Ceremony, King as a Public Servent

(Sukranti,4.2.130,137), King as a

Trustee (Arthastra,10.3),

King as Upholder of the Moral

Order (Mahbhrata, nti parva,120.1-35;

Manusmti, 7.1-35); Council of Ministers :Ratni

Council in Vedic age atapathabrhmaa, 5.2.5.1); Council of Ministers in Kauilya's

Arthastra (1.4,1.5,1.11) and ukranti,(2.70-72)

Law, Justice, Taxation and Inter-State Relations

Nature and Sources of Law'Dharma':

Four types of Source of Law 'Dharma'

:1.'Dharma',2. Vyavahra', 3.'Caritra' and 4.

'Rjasana';

Four types of Enforcement of Law: 1. Rules of

Castes 'Jatidharma', 2. Local Customs'

'Janapadadharma', 3. Bye-laws of Guilds

'redharma' and 4. Family Traditions

'Kuladharmā'

Judicial administration and Courts:

King as Head and Fountain Sources of all

Justice, Qualities of Chief Justice-'Pradvivak

'and members of Jury-'Sabhsadah,

(Shukraniti, 4.5.69-196) Two types of Royal

Courts 'Dharmasthya' and 'Kaakaodhana' in

Arthastra (3.1-20) Social and local Courts situated in Villages-'

Kula','Puga','Dharmasana'.

Taxation Policy of State:

Reasonable and Equitable Taxation Policy stranta' permitted by Dharmasthra

(Mahbhrata, nti parva,71.10-25,

Manusmti, 7.127, 144) ;Criticism of unlawful taxation policy in Mahbhrata,

nti parva (87.19-18-22,88.4-7) TwoTypes of Tax Sources in Arthastra -1.'Ayasarira' and 2'Aya-mukha'(Altekar, A.S , State and Government in Ancient India, pp.262 267;

Sahay, Shiva Swarup, , Prachin Bharaa ka Samajika evam Arthika Itihas,pp.456-458)

Inter-State Relations of State:

Brief survey of 'Manala' Theory of Inter-

State Relations; Principles and means of

Diplomacy : 1.Sma 2.Dma,3

Dana.4.Bheda; Diplomacy of War and Peace

—'guya theory: 1.Sandhi, 2.Vigraha,

3. Yna, 4.sana, 5.Sanraya and, 6.Dvaidhbhva (Altekar, A.S , State and Government in Ancient India, pp.291- 308;

Satyaketu Vidyalkar, Prachin Bharatiya

Shasana Vyavastha aur Rajashastra, pp.363-376)

Practical

2.3 References:

Compulsory Reading:

1. Arthashastra of Kautilya—(ed.) Kangale, R.P. Delhi, Motilal Banarasidas 1965
2. Atharvaveda samhita— (Trans.) R.T.H. Griffith, Banaras, 1896-97, rept.(2 Vols) 1968.
3. Mahabharata (7 Vols)— (Eng. Tr.) H.P. Shastri, London, 1952-59.
4. Manu's Code of Law—(ed. & trans.) : Olivelle, P. (A Critical Edition and Translation of the Mnava- Dharmashastra), OUP, New Delhi, 2006.
5. Ramayana of Valmiki — (Eng. Tr.) H.P. Shastri, London, 1952-59. (3 Vols)
6. Rgveda samhita (6 Vols)— (Eng. Tr.) H.H. Wilson, Bangalore Printing &Publishing Co., Bangalore, 1946.
7. Satapatha brahmana— (with Eng. trans. ed.) Jeet Ram Bhatt, Eastern (3 Vols) Book Linkers, Delhi, 2009.
8. (1—4) 1980
9. — — , , 1968.
10. (1—2) , 1958
11. (1—6) — , () , , .
12. (1—13) — () , .. , , 2005
13. (1—5) () — , , 1987.
14. — , , , , 1968.
15. — , () , (1 —2) , .

16. , ..— (1—4) , , 1966—73.
17. , ..— , () , , 1972.
18. , — , , , 2013.
19. , — , , , , 1977.
20. , — , , , 2002.
21. — , , , 1989.
22. , — , , 2006.
23. , — , , , 1968.
24. — , , , 2012
25. — , , , 1989
26. Altekar, A.S — State and Government in Ancient India, Motilal Banarsidass, Delhi, 2001.
27. Belvalkar, S.K. .—Mahabharata : Santi Parvam, 1954.
28. Gharpure, J.R. —Teaching of Dharmashastra, Lucknow University,1956
29. Ghosal, U.N. — A History of Indian Political Ideas, Bombay,1959.
30. Jayaswal, K.P.— Hindu Polity, Bangalore, 1967.
31. Law, N. S.— Aspect of Ancient Indian Polity, Calcutta, 1960.
32. Maheshwari, S. R. — Local Government in India, Orient Longman, New Delhi,
33. Prasad, Beni — Theory of Government in Ancient India, Allahabad, 1968.
34. Saletore, B.A. — Ancient Indian Political Thought and Institutions, Bombay, 1963.
35. Sharma, R. S.— Aspects of Political Ideas and Institutions in Ancient India, Motilal Banarsidass, Delhi, 1996.
36. Sinha, K.N.— Sovereignty in Ancient Indian Polity, London,1938.
37. Verma, V.P.— Studies in Hindu Political Thought and its Metaphysical Foundations, Delhi, 1954.

Additional Resources:

3. Teaching Learning Process:

Pedagogy : While reading these sections students must be encouraged to connect their study of theory with how international diplomacy is being conducted today, particularly in India's neighbourhood. A case study based approach may be encouraged. News items, articles and opeds on foreign policy and governance issues must be studied as a part of the course and examination questions should require a thorough reading of these articles. Talks and lectures of scholars may be organised.

4. Assessment Methods:

Assessment methods are divided in three parts- Attendance (05 marks), Test (10 marks) and Tutorial (10 marks). Under the tutorial component-

1. Periodic tests from each unit; should have written and oral component including paper presentation and group discussion.
2. End semester test from the whole syllabus.
3. Project

5. Keywords:

Indian Polity, Culture etc.

GE-8

Indian Epigraphy & Paleography

(12135908)

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

1. Course Objectives:

This course known as the Indian Epigraphy and Palaeography provides background and basis of Indian history of ancient period. Students with no knowledge of Sanskrit but interested in acquiring historical facts direct from their source can be benefitted with this course. It is extremely helpful for those who are willing to involve in archaeological studies.

This course provides basics covered in ancient Indian inscriptions. Some of the terminologies available in inscriptions are introduced here. Unit II of this section provides historical facts through the inscriptions.

It introduces background of the Indian epigraphical study. Importance of inscriptions on the basis of contents, their impact and reflections of society, economy, religious, political instances can also be understood here. It helps to understand about prevailing theories of the origin of the Brahmi script. Development of the letters of this script in different regions in a span of time is introduced. Their causes of change are also made clear to illustrate different forms in the script. Unit III provides the history of study of inscriptions in India. A number of Indian and foreign scholars made attempts in this field. Students are made aware about some prominent scholars who made

valuable efforts in this field.

2.1 Course Learning Outcomes:

Contents of this course are related to formation of history of ancient India, so it is an inter-disciplinary course within Sanskrit. Students of Sanskrit can understand how important role Sanskrit based inscriptions play in preparing history, and their knowledge of the language can help historians to make a perfect history, undoubtedly. Similarly students of History will find themselves on the positive ground and direct in touch with material related to history of ancient India.

2.2. Content for each course

Unit: I

1. Aokan edicts & moral values:

a) Samja b) Surs c) ikits

d) Stryadhyakamahmtr

2. Dhamma - according to Aoka

3. Aokan edicts administrative officers

a) rajjuka b) yukta c) dharma- mahmtra

4. Welfare state: repair of dam, mati-saiva, karma-saiva in Junagadh Inscription of Rudradman.

Unit: II

1. Era Pillar Inscription:

Status of Samudragupta

2. Meharauli Iron Pillar Inscription of andra:

- Reaction of sub-ordinate rulers after the death of Samudragupta
- Mighty andragupta (II)

3. Influence of the hmna ruler, Vsaladeva as depicted in the Delhi-Topra Pillar Inscription

Unit: III

1. Antiquity of writing in India

a) Observations from foreign scholars

b) Literary evidences

c) Observations made by Indian Epigraphists.

2. Importance of the study of Inscriptions.

a) Geographical description b) Historical evidences c) Society

d) Religion

e) Literature f) Economic Conditions g) Administration

Unit: IV

1. Types of Inscriptions:

a) Praasti b) Religious

c) Donations d) Grants

2. Writing material:

a) Rocks b) Pillars c) Metal Plates d) Statues e) Pen, Brush, Chisel, Stylus, Paint/Colour

Unit: V

Origin of the Brhm Script

a) Foreign Origin b) Indian Origin

a.1. Greek origin a.2. Phoenician origin

b.1. Theory of South Indian Origin b.2. Theory of Aryan Origin.

Development of the script upto 700 A.D.

Varieties of the Brhm script.

Unit: VI

History of reading of Indian Inscriptions.

Contribution of Epigraphists: G.H. Ojha, Fleet, Princep, D.C. Sircar, Cunningham, Buhler.

System of dating and use of eras:

Vikram Era, aka Era, Gupta Era, Hara Era.

Practical

2.3 References:

Compulsory Reading:

1. Bhandarkar, D.R., Aoka (Hindi)
2. Buhler, G, On the origin of the Indian alphabet & numerals.
3. Dani, A. H, Indian Paleography
4. Ojha, G. H, Bhratya Prna Lipimla (Hindi)
5. Pandey, R.B, Aoka ke Abhilekha (Hindi), Bhratya Purlipi (Hindi)
6. Rana, S.S., Bhratya Abhilekha
7. Sircar, D.C., Indian Epigraphy, Select Inscriptions (Part - I)
8. Upadhyay, V., Prna Bhratya Abhilekha (Hindi)
9. Thapar, Romila, Asoka tath Maurya Smriya Ka Patana (Hindi)

Additional Resources:

1. Classical Age by Altekar, Majumdar, Sircar
2. - () : ,,
3. Ashoka by D.C.Sircar
4. - :

3. Teaching Learning Process:

Teachers are supposed to organize trips to the points where inscriptions understudy are found because these provide help to those who wish to adopt travel and tourism as their carrier, along-with archaeology as a subject to study at higher level and future in archaeology as their profession.

4. Assessment Methods:

Study and tours to the local historical places visit to the museums for broader understanding artifacts. Group discussions at the very point of evidence/sites

Paper presentation/ essay writing

Tutorials

5. Keywords:

Archaeology	dharma-mahamtra	kara-vishti
excavation	(sindhoh)saptamukhani	bali-shulka
writing material	margo-lokaviruddha	prashasti

GE-9

Computer Applications for Sanskrit

(12135909)

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

1. Course Objectives:

This course will introduce the current research and development in Sanskrit computing. Primary emphasis will be on tools and techniques developed under government and private funding and to explore new technologies for Sanskrit. Special focus will be on e-learning and interacting tools, web application for Sanskrit, Unicode Devanagari typing tools and language computing. HTML will be taught for web application.

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 Interactive Sanskrit Teaching Learning Tools.

§ Learn the Basics of Multimedia, Web based tools development

§ Working knowledge of HTML and web page development

§ 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.

§ 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:

Interactive Sanskrit Learning Tools, Introduction, Why Interactive Tools for Sanskrit? E-learning, Basics of Multimedia, Web based tools development.

Unit: II

Hypertext Markup Language (HTML):

Basics of HTML

Unit: III

Standard for Indian Languages (Unicode)

Unicode Typing in Devanagari Scripts, Various Typing Tools and Software for Devanagari Script: Baraha, Google Input Tools, Google Assistant

Unit: IV

Text Processing and Preservation Tools:

Text Processing, Preservation, Techniques, Text Processing and Preservation, Tools and Techniques

Unit: V

Survey of Computational Applications for Sanskrit

Unit: VI

Optical Character Reader:

Optical Character Reader (OCR), Applications of OCR for Sanskrit and Indian Languages, Tool and Techniques, Survey

Practical

2.3 References:

Compulsory Reading:

1. Bharti A., R. Sangal, V. Chaitanya, "NL, Complexity Theory and Logic" in Foundations of Software Technology and Theoretical Computer Science, Springer, 1990.
2. E-Content suggested by Teacher
3. Tools developed by Computational Linguistics Group, Department of Sanskrit, University of Delhi, Delhi-110007 available at: <http://sanskrit.du.ac.in>
4. Basic concept and issues of multimedia:
<http://www.newagepublishers.com/samplechapter/001697.pdf>
5. Content creation and E-learning in Indian languages: a model:
http://eprints.rclis.org/7189/1/vijayakumarjk_01.pdf
6. HTML Tutorial - W3Schools: www.w3schools.com/html
7. The Unicode Consortium: <http://unicode.org>

Additional Resources:

1. http://baraha.com/v10/help/Keyboards/kan_phonetic.htm
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 Basics of Tools and Techniques of Computer Applications for Sanskrit, Data storage and publishing web application development in HTML and E-Learning tools 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.

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:

Basic Computer, Devanagari Typing in Unicode, HTML, Unicode, E-Learning, OCR etc.

GE-10

Individual, Family and Community in Indian Social Thought

(12135910)

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

1. Course Objectives:

This course will introduce the current research and development in Sanskrit computing. Primary emphasis will be on tools and techniques developed under government and private funding and to explore new technologies for Sanskrit. Special focus will be on e-learning and interacting tools, web application for Sanskrit, Unicode Devanagari typing tools and language computing. HTML will be taught for web application.

2.1 Course Learning Outcomes:

The purpose of this section is to develop an understanding of the Self as the controller of the mind body mechanism. Learners should understand that humans can overcome their weaknesses by exercising proper control over thoughts and impulses. This unit discusses the nature of three Guas and their impact on individuals. Although all of these three guas are found in every individual, his or her personality depends on the dominant guns in his person. The Gita lays down the procedure for altering the ratio of three Guas in oneself and thus changing ones' personality and life forever. Sanskāras play a vital role in the growth of an individual as a member of a community. This unit gives the opportunity to students to understand the scientific as well as social importance of the sanskāras. Aim of life: Four puruārtha – Students should realize the importance of creating a right balance between 'personal and professional' and learn about the necessary social skills to harmonise personal with social. Joint family (Samnsyam Sktam—Atharvaveda). While reading this section, students must become aware of the many new social challenges thrown up by the breakdown of the family system in the present globalizing world. They must also develop a sensitivity to the needs of the disadvantaged sections of the community at large. In Indian social thought marriage is considered to be a significant Sanskāra. Marriage rituals define the mutual rights and obligations of two partners. Students must know the sociological significance of the many marriage rituals. Sitā's banishment is considered as the darkest chapter of the Ramayana. While studying this section, students must become aware of the inequalities inherent in gender relations. They must develop sensitivity to problems faced by Indian women within marriage and also seek solutions which would preserve the sanctity of the institution of marriage. Functioning of Community bodies (samvid-vyatikrama /samay vyatikrama). In this section students learn how individuals can grow from the strength to strength in a community. Therefore, they must fulfil their responsibilities towards the community. Harmony between man and nature in Sanskrit literature. Sanskrit poets, specially Kālidāsa painted a beautiful picture of cordial relationship between human-being and nature. While studying this segment, students must become aware of environmental concerns. This unit lays emphasis on enhancing harmony between the individual and the community by highlighting the importance of sharing. One should be able to appreciate the importance of charity; a brief reference to big business charities and Corporate Social Responsibility should be made.

2.2. Content for Each Course

Unit: I

Individual:

Idea of a person (Gt 6/5) ; Functions of the indryas, buddhi, manas and the tm – (Gt 3/42, 15/7, 15/9, 3/34, 2/58, 2/59, 3/6-7, 5/8, 2/ 64)

Three guas and their impact on the individual (Gt 14/5-13, 14/17, 3/36-38, 18/30-32,

Managing the mind-body mechanism according to the Gt – (i) yoga of action, (2/47-48, 3/8, 3/ 4, 3/19, 3/25) (ii) yoga of bhakti – 7/1, 8/7, 9/14, 9/27, 12/11, 12/ 13-19) (iii) yoga of knowledge, (4/38-39, 4/42, 18/63) (iv) yoga of meditation (16/34, 16/12, 16/26, 16/25)

Unit: II

Individual:

Saskras – Growth of the individual in society (From : Importance of saskras in Hindu Saskra by Rajabali Pandey)

Aim of life: Four Pururtha

Unit: III

Family

Joint family (Smanasyam Skta – Atharvaveda 3/30)

Symbolism in marriage rituals

Reference:

(i) (Chapter 9, Hindu Saskra – Rajabali Pandey, III Edition, 1978)

St's banishment in the Vlmiki Rmyaa

Reference:

(i) (www.sanskritdocuments.org Yuddha-kanda Sarga 102, verses 21 to 36 ; sarga 103 ; Uttara kda sarga 44 and 47

(ii) Kishwar Madhu : Yes to Sita, No to Ram
(http://www.infinityfoundation.com/mandala/s_es/s_es_kishw_sitaram_frameset.htm)

Unit: IV

Community:

Functioning of community bodies (samvid vyatikrama / samaya-anapakarma);

Reference :

(i) History of Dharma stra Vol. II (ii) Dharmakoa Vyavahra kda (Vivdapatni)

Unit: V

Harmony between man and nature in Sanskrit literature (with special reference to Klidsa)

Unit: VI

Dna, ia-purta , pañca mahyajña

Practical

2.3 References:

Compulsory Reading:

1. Kne PV : History of Dharma stra, Bhandarkar Oriental Research Institute, Pune
2. Pandey Rajbali: Hindu, Samskara, Motilal Banarasi Das, Delhi
3. – , cs ,
4. – – , 1978
5. – , , () , , ,

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. 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.

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.

4. Assessment Methods:

The assessment of students' achievement in 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, undertaken etc.

5. Keywords:

Family, Individual, Social Issues etc.

GE-11

Nationalism and Indian Literature

(12135911)

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 broad streams of Indian Nationalistic trends as propounded in the ancient, classical and modern Sanskrit literature. The course tries to highlight the struggle of Indian people against colonialism in nineteenth century by focusing the nationalistic ideologies of prominent national leaders with special reference to Mahatma Gandhi on the basis of modern Sanskrit works. The course also focuses the nationalistic thought of modern Sanskrit, Hindi and Urdu poetry. This course will provide opportunity to understand basic features of Indian political thoughts propounded by our ancestors and modern thinkers, and hence students will be able to analyze them in present global perspective. National pride is always related with the glory of national ideas.

2.1 Course Learning Outcomes:

After completing this course, students will realize about the importance of Nation in their upbringing. They will have admiration for their Nation and will like to know more and more about the National heritage. Socio-Religious Nationalist thoughts of our seers, freedom fighters, and modern thinkers will give them wider vision to understand Nationalism. The study of important and famous poems of Sanskrit, Hindi, and Urdu poets will create new interest and social harmony in students.

2.2. Content for Each Course

Unit: I

Concepts and Basic Features of Indian Nationalism:

Definition of Indian Nation, Nature and Elements

Meaning of Nation, Definitions in the light of Modern Political Science; Western Concept of Nation, Origin and Development of Nationalism in West; Constituent Elements of Nation; Different views regarding Nation and State; Indian Concept of Nation, Meaning, Etymology and Fundamental Elements in the light of Sanskrit Literature

Unit: II

Definition of Nationality, Nature and National Symbols:

Meaning of Nationality, Definitions and Constituent Elements of Nationality; Essential Factors of Nationality: 1. National Integration, 2. Patriotism, 3. Freedom, 4. Religious Tolerance, 5. National Pride, 6. National Consciousness, 7. Citizenship.

National Symbols of India : 1. National Anthem-'Jana Gaa Mana' 2. National Song 'Vande Mataram' 3..National Flag of India, 4. National Emblem 'Ashok Chakra'.

Unit: III

Origin, Development and Concept of 'Rra' in Sanskrit Literature; Concept and Nature of Vedic 'Rra' (Atharvaveda, 11.9.17; 12.1, 1-12; Sukla-Yajurveda, 22.22); Five Elements of Vedic 'Rra' (Atharvaveda, 12.1, 1); Coronation Ceremony of Vedic King and its relation with Nation State 'Rra' atapathabrhmaa, 51.1.8-13; 9.4.1.1-5); 'Rra' in the Context of 'Saptāṅga' Theory of State (Kautilya's Arthastra, 6.1, Mahbhrata, ntiparva, 56.5, ukranti, 1.61-62)

Unit: IV

Name, Geography and Features of 'Bhratavara' in Sanskrit Literature; Different Views regarding Name of 'Bhratavara' in Vedic and Paurika Literature; Geography and Salient Features of 'Bhratavara' in Viu Pura (2.3); Diversity and Geographical Unity of 'Bhratavara' (Vlmki Rmyaa, Kikindhka, chapters-46,47,48; Raghuvaava of Kalidasa (fourth canto).

Unit: V

Rise of Indian Nationalism and Modern Indian Literature

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: 1. Western thought and education, 2. Rediscovery of India's past, 3. Socio-religious reform movements, 4. Impact of contemporary National movements worldwide. Socio-Religious Nationalist thoughts of: 1. Swami Dayanand Saraswati, 2. Swami Vivekanand, 3. Bankim Chandra Chattopadhyay, 4. Mahatma Gandhi, 5. Dr. B. R. Ambedkar and 6. Vir Savarkar. Freedom struggle movement and relevance of Gandhian thought in modern period with special reference to 'Grama Svaraja', 'Satyagraha', 'Ahimsa' and 'Swadeshi' movement.

Unit: VI

Nationalism in Sanskrit Literature and Modern Indian Poetry

Nationalist Trends of Modern Sanskrit Literature with special reference to: 1. 'Satyagraha' of Pandit Kamruva;

2. 'Bhratavijayanakam' of Mathura Prashad Dikshita; 3. 'Gandhacaritam' of Charudeva Shastri; 4. 'Srisvaminivaknandacaritam' of Tryambaka Sharma Bhandarkar. (Ref. Book : Tiwari, Shashi, Rashtriya evam Bharatiya Sahitya, pp.113-139)

Nationalistic thought in Modern Hindi Poetry: 1. Bhartendu Harishchandra, 2. Ramdhari Singh 'Dinkar', 3. Jayashankar Prasad, 4. Maithili Sharan Gupta, 5. Makhanlal Chaturvedi, 6. Subhadra Kumari Chauhan. (Ref. Book : Tiwari, Shashi, Rashtriya evam Bharatiya Sahitya, pp.140-219)

Practical

2.3 References:

Compulsory Reading:

1. Kne PV : History of Dharma shastra, Bhandarkar Oriental Research Institute, Pune
2. — , ,
3. — — , 1978
4. — , , , (), , , , |
5. Upadhyay, V , Select Inscriptions (Part - I), Pragna Bhartiya Abhilekha (Hindi)

6. Thapar, Romila: Asoka tath Maurya Smritya K Patana (Hindi)
7. Arthashastra of Kautilya, (ed.) Kangale, R.P. Delhi, Motilal Banarasidas 1965
8. Atharvaveda samhita (2 Vols), (Trans.) R.T.H. Griffith, Banaras, 1896-97, 1968.
9. Mahabharata (7 Vols), (Eng. Tr.) H.P. Shastri, London, 1952-59.
10. Ramayana of Valmiki (3 Vols), (Eng. Tr.) H.P. Shastri, London, 1952-59.
11. Satapatha brahmana (3 Vols), (Eng. trans. ed.) Jeet Ram Bhatt, E. B.L. Delhi, 2009.
12. Visnu Purana, (Eng. Tr.) H.H. Wilson, Punthi Pustak, reprint, Calcutta, 1961.
13. , , , , 1968.
14. , (1—6) , , () , , .
15. , , , ,
16. , , () , , .
17. , (1—5) , () — , 1987.
18. , , , , 1968.
19. , , , 1932.
20. , , () , (1 —2) , .
21. , () — (—1) , , 2006.
22. , , , , 1967.
23. , () , , , 2001.
24. , , , , 1991.
25. , , , , 2006
26. , , , , 2007.
27. , , , , 2013.
28. , , , , 2006.
29. , , , , 2002
30. , , , 1984
31. Belvalkar, S.K. , Mahabharata : Santi Parvam, 1954.
32. Chatterjee, P., The Nation and its Fragments: Colonial and Postcolonial Histories, New Delhi, Oxford University Press, 1993
33. Gandhi, M.K, The Collected Works of Mahatma Gandhi, Ahmedabad, Navajivan, 1958.
34. Jha, M.N., Modern Indian Political Thought, Meenakshi Parkashan, Meerut.
35. Pradhan, R, Raj to Swaraj, Macmillan, New Delhi, 2008.
36. Sharma, J. , Hindutva: Exploring the Idea of Hindu Nationalism, Penguin, 2003
37. Shukla, Hira Lal, Modern Sanskrit Literature, Delhi, 2002

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. 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.

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.

4. Assessment Methods:

The assessment of students' achievement in 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, undertaken etc.

5. Keywords:

Familiy, Indvisulas, Social Issues, Naitinalism thught

GE-12

Indian Architectural System

(12135912)

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 basic principles of Indian. Architecture. It also intends to give an elementary understanding of Vastuvidya, and to enable students to learn the town planning and construction of residential houses in Sanskrit texts easily.

2.1 Course Learning Outcomes:

This section deals with the fundamental principles of the science of Architecture (Vastushastra). The students would be able to become aware of the synchronization of five elements (Mahabhutas) in constructions. This section is essential for inculcating scientific as well as research perspective.

This portion will be useful in modern times where the paucity of land leads to the ways of different

types of architecture and benefit people out of it. For this huge problem of modern age studying this portion would be essential. Disaster management is a great challenge of Modern times. This challenge can be coped up for a great extent by using the Vastushastra while selecting the appropriate land and constructing the buildings in a proper direction. Construction of various rooms in appropriate direction can alleviate the loss of induced by earthquake. This section is complementary to the whole course. After knowing the fundamentals of Vastu and building the constructions the students needs to be aware of the essential principles of ensuring the influx of positive energy in the house. For this the Vastu Shastra has prescribed several provisions to follow.

2.2. Content for Each Course

Unit: I

Importance of Architecture:

The fundamental truth in mind that Brahma, before creating the world, created

Visnu. Visvakarma is the heavenly Architect - (: -2- 1to 6),

(1-8) = 14

- -

(4- 4 to 19 & 28 to 37) = 24 verses

Man in the Company of Gods - (: 6- 1 to 5) = 05 verses

- (44th Chapter) = 22 verses -(- [4 to 8)= 04 verses – -(9 to 11)= 03 verses

Unit: II

Types of Architecture

-(- 2 to 3) = 02 verses - (– 31 to 38)

- (1 – 47-53)

Unit: III

Selection of land and Construction

–(1 – 13 to 17)
 –(1 – 27, 28, 29 & 32)
 - (1 – 82 to 89)
 - (1 – 41-46) = 07verses –(1 – 61-68 & 77-79) = 11 verses –(1 – 93) & (- - 88) = 02
 verses –(1 – 99-101)
 –(1 – 106-111) = 06 verses - (1 – 116-117), –(- 98 to 100)
 –(1 – 124), –(1 – 125- 127), –(1 – 130-139), –(1 – 150-156), –(2 – 7-10), –(3 – 46 -50,
 65-73), –(3 – 149, 152 – 158 & 162-166),

Unit: IV

Decoration of House

–(3– 159 –(5-8, –(5-1 2. –(5-12 20-24-25. –(5– 35- 39, –(5– 115 –(6– 3 5 12, –(-
 66, 124 & 125)

Unit: V

Unit: VI

Practical

2.3 References:

Compulsory Reading:

1. -
2. (-

3. - -

4. : - , (in two vols.), Edited with English Introduction by Prof. Pushpendra Kumar, New Bharatiya Book Corporation, 2004

5. Brht Sahit – Varhamihir, (in two vols.) Edited with English Translation by M. Ramakrishna Bhat, Motilal Banarasidass, Delhi, 1995

6. Shukla, D.N. – Vstu-stra, Hindu Science of Architecture (in two vols.), Shukla Printing Press, Lucknow, 1960

7. -

8. - (

9.

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. 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.

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.

4. Assessment Methods:

The assessment of students' achievement in 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, undertaken etc.

5. Keywords:

Architecture, Selection of land and Construction, Decoration of House etc.

AEEC-1

Acting and Script Writing (12133901)

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

1. Course Objectives:

The acting is connected with the practical aspects of the play works. It portrays a close relationship of the scriptwriter with the society he lives in. This paper aims at teaching the theoretical aspects of this art. The practice of composition and performance of drama can further enhance one's natural talent. This paper deals with the rules of performance of play (acting) and dramatic composition (script writing) and aims at sharpening the dramatic talent of the students.

2.1 Course Learning Outcomes:

After studying this course the students will be able to know about the performance aspect of the arts in Indian context. They will learn the skills of developing a story or an incident into writing of the script of the play. The Students will also be inspired and encouraged to prepare the scripts as well as perform it on the stage.

2.2. Content for each course

Unit: I

a. Persons competent for presentation (acting) : kuala (skilful), vidagdha (learned), pragalbha (bold in speech), jitaram (inured to hard-work) .

b. Lokadharm and Ntyadharm Abhinaya

c. Nya-prayokt-gaa (members of theatrical group) : stradhra (director), nyakra (playwrighter), naa (actor) kulava(musician), bharata, nartaka (dancer), vidaka (jester) etc.

Unit: II

(i.) Assignment of role :

a. general principles of distribution

b. role of minor characters

c. role of women characters

d. special cases of assigning of role

(ii.) kinds of roles: anurpa (natural), virpa (unnatural), rpnusari (imitative)

Definition of abhinaya and its types:

a. gika (gestures): aga, upga and pratyaga

b. Vcika(oral): svara, sthna, vara, kku, bh .

c. Sttvika (representation of the Involuntary gestures)

d. hrya: pusta, alakra, agaracan, sañjiva (dresses and make-up)

Unit: III

Types of dramatic production: sukumra (delicate), viddha (energetic).

Nature of plot (vastu): dhikrika (principal), Prsagika (subsidiary), Dsya (presentable), Schya (restricted scenes).

Unit: IV

Division of Plot

a. Source of plot: Prakhyta (legendary), Utpdya (invented), Mira (mixed);

b. Objectives of plot- Kya (dharma, artha, kma);

c. Elements of plot- Five kinds of Arthapraktis (caustations), Kryvasth (stages of the action of actor); Sandhi (junctures) and their sub-divisions (segments)

d. Five kinds of Arthopakepaka (interludes);

Unit: V

Dialogue writing: kinds of savda(dialogue)

a. Sarvarvya or Praka (aloud)

b. Arvya or Svagata (aside)

c. Niyatarvya : Janntika (personal address), Apavrita (confidential)

d. kabhita (conversation with imaginary person).

Unit: VI

a. Duration of play

b. Three Unities : Time, Actions and place. c. Starting of a play : Prvaraga –Ragadvra, Nnd, Prastvan, Prarocan.

d. Analysis of acting , plot and dialogue in the context of Abhijñanakuntalam.

Practical

2.3 References:

Compulsory Reading:

1. Ghosh, M.M.: Nyastara of Bharatamuni.
2. M.M. Ghosh, Nyastara of Bharatamuni, vol-1, Manisha Granthalaya, Calcutta, 1967. Hass, The Daarpaka : A Treatise on Hindu Dramaturgy, Columbia University, NewYork , 1912.
3. Adyarangachrya, Introduction to Bharata's Nyastara, Popular Prakashan Bombay, 1966.
4. , , , ,1963.
5. , , , , ,1999.
6. , , , , ,1981.
7. , , , , ,1988.
8. , — , ,1967.

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:

Drama, Role, Acting etc.

AEEC-2

Reading skills in Brhm Scripts (12133902)

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

1. Course Objectives:

Course of Epigraphy & script is an important course, as it is an inter-disciplinary course within Sanskrit. It is a well known fact that the Brahmi script used in Indian inscriptions developed into all modern Indian scripts like Tamil, Malayalam, Oriya, Bangali, Gurmukhi, some among others'. Study of inscriptions written mostly in Sanskrit languages, helps in preparation of ancient history.

Section A provides introduction to the earlier forms of the Brahmi script, found in the Ashokan epigraphs, widely used all over India.

Section B takes on writing style, writing material and method of writing which led to variations and transformation in the Brahmi script. This section helps students to understand the causes paved way in changes in it in different times and places.

Section C comprises earlier examples of variations in the Brahmi script which developed into modern Indian scripts. More-over most of the South-East Asian countries also have a clear impact of the developed form of the Brahmi script, especially of the Grantha form of it.

2.1 Course Learning Outcomes:

This course is helpful for students to investigate how actually Brahmi script developed and transformed into a wide variety at a time when mode and means of transport and communication were extremely slow. After acquiring knowledge of its variation, it will certainly be helpful in ascertaining to understand period of an inscription whose date is uncertain. This course is highly helpful for the students willing to adopt archaeology as their occupation with a background of Sanskrit.

2.2. Content for each course

Unit: I

Early Brhm alphabet - Aokan period

Unit: II

Translation to variations - upto 4th century C.E.

Unit: III

North Indian

Unit: IV

South Indian

Unit: V

East Indian

Unit: VI

West Indian, Vakatak Varierty

Practical

2.3 References:

Compulsory Reading:

1. Dani, A.H. : Indian Paleography, 1963
2. Upasak, C.S. : History & Paleography of Mauryan Brhm Script, 1960
3. Verma, T.P. : Paleography of Brhm script in North India, 1971
4. , . . :
5. , : , 1967

Additional Resources:

3. Teaching Learning Process:

Teachers are supposed to illustrate variations of the Brahmi script through different charts. These charts are easily available in the books written by Buhler and G.H.Ojha. Students should be taken to the museums, as such charts are available there.

The kutila variety may also be introduced to the students as it paved way for different styles especially in North India.

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:

sign, symbol, pictograph, ideo-pictography, hieroglyphics, boustrophen script. etc.

GE-9

Computer Applications for Sanskrit

(12135909)

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

1. Course Objectives:

This course will introduce the current research and development in Sanskrit computing. Primary emphasis will be on tools and techniques developed under government and private funding and to explore new technologies for Sanskrit. Special focus will be on e-learning and interacting tools, web application for Sanskrit, Unicode Devanagari typing tools and language computing. HTML will be taught for web application.

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 Interactive Sanskrit Teaching Learning Tools.

§ Learn the Basics of Multimedia, Web based tools development

§ Working knowledge of HTML and web page development

§ 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.

§ 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:

Interactive Sanskrit Learning Tools, Introduction, Why Interactive Tools for Sanskrit? E-learning, Basics of Multimedia, Web based tools development.

Unit: II

Hypertext Markup Language (HTML):

Basics of HTML

Unit: III

Standard for Indian Languages (Unicode)

Unicode Typing in Devanagari Scripts, Various Typing Tools and Software for Devanagari Script: Baraha, Google Input Tools, Google Assistant

Unit: IV

Text Processing and Preservation Tools:

Text Processing, Preservation, Techniques, Text Processing and Preservation, Tools and Techniques

Unit: V

Survey of Computational Applications for Sanskrit

Unit: VI

Optical Character Reader:

Optical Character Reader (OCR), Applications of OCR for Sanskrit and Indian Languages, Tool and Techniques, Survey

Practical

2.3 References:

Compulsory Reading:

8. Bharti A., R. Sangal, V. Chaitanya, "NL, Complexity Theory and Logic" in Foundations of Software Technology and Theoretical Computer Science, Springer, 1990.
9. E-Content suggested by Teacher
10. Tools developed by Computational Linguistics Group, Department of Sanskrit, University of Delhi, Delhi-110007 available at: <http://sanskrit.du.ac.in>
11. Basic concept and issues of multimedia:
<http://www.newagepublishers.com/samplechapter/001697.pdf>
12. Content creation and E-learning in Indian languages: a model:
http://eprints.rclis.org/7189/1/vijayakumarjk_01.pdf
13. HTML Tutorial - W3Schools: www.w3schools.com/html
14. The Unicode Consortium: <http://unicode.org>

Additional Resources:

3. http://baraha.com/v10/help/Keyboards/kan_phonetic.htm
4. <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 Basics of Tools and Techniques of Computer Applications for Sanskrit, Data storage and publishing web application development in HTML and E-Learning tools 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.

8. 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.

9. 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.

10. 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.

11. 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.

12. 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.

13. 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.

14. 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:

Basic Computer, Devanagari Typing in Unicode, HTML, Unicode, E-Learning, OCR etc.

AEEC-4

Evolution of Indian scripts (12133904)

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

1. Course Objectives:

Course under section A covers the myth that Indians lacked knowledge of writing in ancient period. Available sources suggest entirely different picture. Writing was mostly practiced on perishable material, so limited examples are available to prove that practice of writing in India was widely known. Though Indians had relations with foreign countries but there are very sleek chances that Indians borrowed it from other countries as believed by foreigners.

A script develops from various types of symbols used to express writing. Indus valley script, a picto-ideographic script may have been developed as a grammatically perfect script in India. This section suggests to undergo research in linking proto Indian & ancient Indian Brahmi and Kharoshthi scripts.

Section B : Impact of time and space led the Brahmi to undergo variations. Their causes in changes in writing are suggested to study.

2.1 Course Learning Outcomes:

Students willing to engage in archaeology can be enlightened about the importance and background of written material and utilize it in future.

2.2. Content for each course

Unit: I

1. Antiquity of writing in India
2. Sign & symbols - pre-scripts
3. Early Brhm and Kharoshthi Scripts
4. Indus Valley script - Introduction

Unit: II

1. Types/Kinds of the Brhm script by 400 A.D.

2. Transition to early modern Indian scripts
3. Causes of variation in the Brhm script

Practical

2.3 References:

Compulsory Reading:

1. Buhler, G. : Indian Paleography, 1959

: On the origin of the Indian alphabet & numerals
2. Burnell, A.C. : Elements of South Indian Paleography, 1878.
3. Dani, A.H. : Indian Paleography, 1963
4. Diringer, David : The Alphabet (Reprint) 1962
5. Gelb, I. J. : A study of writing, 1963
6. Sircar, D.C. : Indian Epigraphy, 1965
7. Upasak, C.S. : History & Paleography of Mauryan Brhm script, 1960
8. Verma, T.P. : Paleography of Brhm script in North India, 1971.
9. . . :
10. : , 1967

Additional Resources:

3. Teaching Learning Process:

Teachers need to illustrate variations. They ask and help students to examine facts which led to changes in scripts.

4. Assessment Methods:

visit to the museums for direct interaction with the script through charts

Group discussion

paper presentation

recognition of scripts/ individual letters

Tutorial

Terminal tests

5. Keywords:

stylus, chisel, tulika, utkirna, lekhaka, bhurja-patra, cursive writing, ornamentation in writing, Kutila variety

AEEC-5

Sanskrit Meter and Music (12133905)

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 equip the student with the knowledge of Sanskrit meters and their lyrical techniques. Students will get the complete information regarding the selected Vedic and Classical meters with their lyrical techniques.

2.1 Course Learning Outcomes:

After studying this course the students will be able to understand the origin and development of Indian Prosody and various conceptual elements of Sanskrit classical meters. They will be able to apply their knowledge in other Sanskrit courses like classical Sanskrit drama and poetry as well as identify the meters used by various poets in their poetry works. They will be able to appreciate their lyrics while reciting them and will be inspired to translate their emotions and feelings in to metrical Sanskrit writings.

2.2. Content for each course

Unit: I

Brief Introduction to Chhandastra

Unit: II

Syllabic verse (akavrtta):

Syllabo-quantitative verse (varavrtta)

Quantitative verse (mtrvrtta)

Unit: III

Syllables: laghu and guru

Gaa

Feet

Unit: IV

Definition, Example, Analysis and Lyrical Methods of following Meters:

gyatr, usnik, anushtup, brhat, pankti, Trishtup and jagat

Unit: V

Definition, Example, Analysis and Lyrical Methods of following Meters:

bhujangaprayata, sragvini, totaka, harigitika, vidyunmala, anushtup, arya, malini, shikharini, vasantatilaka, mandakranta, sragdhara and, shrdulvikridita

Practical

2.3 References:

Compulsory Reading:

1. Brown, Charles Philip (1869). Sanskrit Prosody and Numerical Symbols Explained. London: Trübner & Co.
2. Deo, Ashwini. S (2007). The Metrical Organization of Classical Sanskrit Verse, (PDF). Journal of Linguistics 43 (01): 63–114. doi:10.1017/s0022226706004452.
3. Recordings of recitation: H. V. Nagaraja Rao (ORI, Mysore), Ashwini Deo, Ram Karan Sharma, Arvind Kolhatkar.
4. Online Tools for Sanskrit Meter developed by Computational Linguistics Group, Department of Sanskrit, University of Delhi: <http://sanskrit.du.ac.in>
5. (.), , , , 2004 Additional Resources:

3. Teaching Learning Process:

As a programmer 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. While reading this course students must be encouraged to connect their study of theory. A case study based approach may be encouraged. Reading and proper understanding of theme, discussion on important themes occurring in the syllabus, connect themes and ideas of the text with personal issues.

4. Assessment Methods:

visit to the museums for direct interaction with the script through charts

Group discussion

paper presentation

recognition of scripts/ individual letters

Tutorial

Terminal tests

5. Keywords:

Lyrics, Music, Meter etc

AECC-1

Sanskrit as MIL: A1 (Advance)

Sanskrit Literature (72132801)

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

1. Course Objectives:

The primary objectives of this course is to make the students acquainted with the general outline of Sanskrit literature like Hitopadea, Cakyanti and History of Sanskrit Prose and Ntikavaya.

2.1 Course Learning Outcomes:

This course will help the learners be familiar with Neeti literature of Sanskrit students will get to know the tradition of Prose literature with some focus on individual contributors of Sanskrit prose writing.

2.2. Content for each course

Unit: I

Foreword (), First Story, Verses:1-35

(Translation, Explanation and Grammar).

Unit: II

Second Story, Verses: 36-62.

(Translation, Explanation and Grammar)

Unit: III

Cakyanti (Verses: 1-50)

(Translation, Explanation and Grammar)

Unit: IV

Origin and development of Prose and Ntikvya

Subandhu, Dain, Ba, Ambikdatta Vysa.

Unit: V

Kathsaritsgara, Pacatantra, Hitopadea, Cakyanti.

Practical

2.3 References:

Compulsory Reading:

1. , ,
2. () , , 1952
3. , , ,
4. , , ,
5. , , ,
6. , , ,
7. A.B. Keith, History of Sanskrit Literature (, , ,).

8. Krishnamachariar, History of Classical Sanskrit Literature, MLBD, Delhi.
9. Gaurinath Shastri, A Concise History of Sanskrit Literature, MLBD, Delhi.

Additional Resources:

3. Teaching Learning Process:

The teaching-learning process for this paper will be mostly theoretical, where each aspect needs to be analysed in proper way. The students will be taught through highlighting the salient features of the text prescribed.

4. Assessment Methods:

There will be at least two methods of assessing the learning outcome of this paper. The test will be of two natures : written and viva test as well as group discussion. End-semester test will be same nature.

5. Keywords:

Hitopadea, Mitralabha, Sanskrit Story, Cakyanti, Sanskrit Prose, Ntikavaya, Subandhu, Dain, Ba, Ambikdatta Vysa, Kathsaritsgara, Pacatantra

AECC-2

Sanskrit as MIL: B1 (Intermediate)

Upanisad and Gita (12137903)

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 Ishavasyopanisad, Geeta, and General introduction to Upanisadic Philosophy.

2.1 Course Learning Outcomes:

After the completion of this paper the students will be aware of the solutions of many modern day conflicts available in the upanishadic literature and Bhagavad Geeta. They will get to know the spiritual aspects of Indian traditions it separated from the religious tradition.

2.2. Content for each course

Unit: I

Text Introduction to Ishavasyopnisad

Unit: II

Text Reading of Ishavasyopnisad

Unit: III

Text Introduction and Text Reading:Chapter Two, Verse:01-25.

Unit: IV

Text Reading: Chapter Two, Verse: 26-72.

Unit: V

General Introduction to Upanisadic Philosophy: Atman, brahman, Isvara, karma, srishti.

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 (, , ,)
11. Krishnamachariar,History of Classical Sanskrit Literature, MLBD, Delhi.

12. Gaurinath Shastri, A Concise History of Sanskrit Literature, MLBD, Delhi.
13. 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 will be theoretical as well as practical where each aspect needs to be analyzed in proper way. The students will be taught through highlighting salient features of various types of Sanskrit literature.

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:

Atman, Brahman, Ishwar, Karma , Sristi

AECC-3

Sanskrit as MIL:C1 (Introductory)

Niti Literature (62131217)

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 through texts Pañcatantram and Nitiatakam with the General Introduction to Sanskrit Literature.

2.1 Course Learning Outcomes:

The students will learn the essence of the ways of life depicted and enjoined in the Niti Literature of Sanskrit language. They will also learn various aspects and forms of Sanskrit as one of the modern Indian Languages through the practice of easy and simple Sanskrit texts of Niti Literature. The storylines and the verses from the prescribed texts will instill in the students the moral and ethical values that will be asset in the live lives. They will be familiar with the general history of Sanskrit Literature and with the style and contents of the works of eminent literary figures like Bhasa, Kalidas, Bhavabhuti and Banabhatta etc. This course will enhance the skill of Sanskrit pronunciation as well as competence and performance. This will help them translate, explain the prescribed Sanskrit texts in their language i.e. Sanskrit, Hindi or English.

2.2. Content for each course

Unit: I

Text Introduction of the following:

ksapanakakatha, sinha-karaka-murkhabrahmana katha

(, --)

Unit: II

Text Introduction of the following:

murkhapandita-katha, vanara-magaramaccha-katha and gangadattamanduka katha

(-, --)

Unit: III

Introduction to nitishatakam

Text reading of nitishatakam from verses: 01-10.

(According to Savitri Gupta, Vidyanidhi Prakashan, 2015).

Unit: IV

Text reading of nitishatakam from verses: 11-30

(According to Savitri Gupta, Vidyanidhi Prakashan, 2015).

Unit: V

Mahakavya (Kalidasa and Bharavi), Prose (Banabhatta and Dandin)

Unit: VI

Drama (Bhasa, Kalidasa and Bhavabhuti)

Practical

2.3 References:

Compulsory Reading:

1. (.), (), , , 1975
2. A Collection of Ancient Hindu Tales (ed.) Franklin Edgerton, Johannes Hertel, 1908.
3. M.R. Kale, Pancatantram(ed. and trans.), Motilal Banarasidass, Delhi, 1999.
4. Chandra Rajan, Pancatantram(trans.) Penguin Classics, Penguin Books.
5. (2015), , ,
6. , () , , 1986
7. : , ,
8. , , ,
9. , ,
10. , , ,
11. Dasgupta, S.N., A History of Sanskrit Literature: Classical Period, University of Calcutta, 1977.
12. Keith, Arthur Berriedale, A History of Sanskrit Literature, MLBD, Delhi.
13. Krishnamachariar M, Classical Sanskrit Literature,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 will be theoretical as well as practical where each aspect needs to be analyzed in proper way. The students will be taught through highlighting salient features of various types of Sanskrit literature.

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:

Ksapanaka, katha, Niti, Mahakavya, Prose, Drama