Choice Based Credit System (CBCS)

UNIVERSITY OF DELHI

DEPARTMENT OF SANSKRIT

UNDERGRADUATE PROGRAMME
(Courses effective from Academic Year 2015-16)

SYLLABUS OF COURSES TO BE OFFERED
Core Courses, Elective Courses & Ability Enhancement Courses

Disclaimer: The CBCS syllabus is uploaded as given by the Faculty concerned to the Academic Council. The same has been approved as it is by the Academic Council on 13.7.2015 and Executive Council on 14.7.2015. Any query may kindly be addressed to the concerned Faculty.

Undergraduate Programme Secretariat
Preamble

The University Grants Commission (UGC) has initiated several measures to bring equity, efficiency and excellence in the Higher Education System of country. The important measures taken to enhance academic standards and quality in higher education include innovation and improvements in curriculum, teaching-learning process, examination and evaluation systems, besides governance and other matters.

The UGC has formulated various regulations and guidelines from time to time to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions (HEIs) in India. The academic reforms recommended by the UGC in the recent past have led to overall improvement in the higher education system. However, due to lot of diversity in the system of higher education, there are multiple approaches followed by universities towards examination, evaluation and grading system. While the HEIs must have the flexibility and freedom in designing the examination and evaluation methods that best fits the curriculum, syllabi and teaching-learning methods, there is a need to devise a sensible system for awarding the grades based on the performance of students. Presently the performance of the students is reported using the conventional system of marks secured in the examinations or grades or both. The conversion from marks to letter grades and the letter grades used vary widely across the HEIs in the country. This creates difficulty for the academia and the employers to understand and infer the performance of the students graduating from different universities and colleges based on grades.

The grading system is considered to be better than the conventional marks system and hence it has been followed in the top institutions in India and abroad. So it is desirable to introduce uniform grading system. This will facilitate student mobility across institutions within and across countries and also enable potential employers to assess the performance of students. To bring in the desired uniformity, in grading system and method for computing the cumulative grade point average (CGPA) based on the performance of students in the examinations, the UGC has formulated these guidelines.
CHOICE BASED CREDIT SYSTEM (CBCS):
The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Therefore, it is necessary to introduce uniform grading system in the entire higher education in India. This will benefit the students to move across institutions within India to begin with and across countries. The uniform grading system will also enable potential employers in assessing the performance of the candidates. In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student’s performance in examinations, the UGC has formulated the guidelines to be followed.

Outline of Choice Based Credit System:

1. **Core Course**: A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

2. **Elective Course**: Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate’s proficiency/skill is called an Elective Course.
   - **2.1 Discipline Specific Elective (DSE) Course**: Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).
   - **2.2 Dissertation/Project**: An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.
   - **2.3 Generic Elective (GE) Course**: An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.
   
   P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.

3. **Ability Enhancement Courses (AEC)/Competency Improvement Courses/Skill Development Courses/Foundation Course**: The Ability Enhancement (AE) Courses may be of two kinds: AE Compulsory Course (AECC) and AE Elective Course (AEEC). “AECC” courses are the courses based upon the content that leads to Knowledge enhancement. They ((i) Environmental Science, (ii) English/MIL Communication) are mandatory for all disciplines. AEEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.
   - **3.1 AE Compulsory Course (AECC):** Environmental Science, English Communication/MIL Communication.
   - **3.2 AE Elective Course (AEEC):** These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction.

Project work/Dissertation is considered as a special course involving application of knowledge in solving/analyzing/exploring a real life situation/difficult problem. A Project/Dissertation work would be of 6 credits. A Project/Dissertation work may be given in lieu of a discipline specific elective paper.
## Details of courses under B.A (Honors), B.Com (Honors) & B.Sc. (Honors)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Theory+ Practical</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td><strong>I. Core Course</strong></td>
<td></td>
</tr>
<tr>
<td>(14 Papers)</td>
<td>14X4= 56</td>
</tr>
<tr>
<td>Core Course Practical / Tutorial*</td>
<td>14X2=28</td>
</tr>
<tr>
<td>(14 Papers)</td>
<td></td>
</tr>
<tr>
<td><strong>II. Elective Course</strong></td>
<td></td>
</tr>
<tr>
<td>(8 Papers)</td>
<td></td>
</tr>
<tr>
<td>A.1. Discipline Specific Elective</td>
<td>4X4=16</td>
</tr>
<tr>
<td>(4 Papers)</td>
<td></td>
</tr>
<tr>
<td>A.2. Discipline Specific Elective Practical/ Tutorial*</td>
<td>4 X 2=8</td>
</tr>
<tr>
<td>(4 Papers)</td>
<td></td>
</tr>
<tr>
<td>B.1. Generic Elective/</td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>4X4=16</td>
</tr>
<tr>
<td>(4 Papers)</td>
<td></td>
</tr>
<tr>
<td>B.2. Generic Elective</td>
<td></td>
</tr>
<tr>
<td>Practical/ Tutorial*</td>
<td>4 X 2=8</td>
</tr>
<tr>
<td>(4 Papers)</td>
<td></td>
</tr>
<tr>
<td>* Optional Dissertation or project work in place of one Discipline Specific Elective paper (6 credits) in 6th Semester</td>
<td></td>
</tr>
<tr>
<td><strong>III. Ability Enhancement Courses</strong></td>
<td></td>
</tr>
<tr>
<td>1. Ability Enhancement Compulsory</td>
<td></td>
</tr>
<tr>
<td>(2 Papers of 2 credit each)</td>
<td>2 X 2=4</td>
</tr>
<tr>
<td>Environmental Science</td>
<td></td>
</tr>
<tr>
<td>English/MIL Communication</td>
<td></td>
</tr>
<tr>
<td>2. Ability Enhancement Elective (Skill Based)</td>
<td>2 X 2=4</td>
</tr>
<tr>
<td>(Minimum 2)</td>
<td></td>
</tr>
<tr>
<td>(2 Papers of 2 credit each)</td>
<td></td>
</tr>
<tr>
<td><strong>Total credit</strong></td>
<td>140</td>
</tr>
</tbody>
</table>

Institute should evolve a system/policy about ECA/ General Interest/Hobby/Sports/NCC/NSS/related courses on its own.

* wherever there is a practical there will be no tutorial and vice-versa
### Core Papers (14)
#### B.A. (Hons) Sanskrit

<table>
<thead>
<tr>
<th>Semester: I</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>C-1</td>
<td>C-2</td>
</tr>
<tr>
<td>Classical Sanskrit Literature (Poetry)</td>
<td>Critical Survey of Sanskrit Literature</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester: II</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>C-3</td>
<td>C-4</td>
</tr>
<tr>
<td>Classical Sanskrit Literature (Prose)</td>
<td>Self-Management in the Gītā</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester: III</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>C-5</td>
<td>C-6</td>
</tr>
<tr>
<td>Classical Sanskrit Literature (Drama)</td>
<td>Poetics and Literary Criticism</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester: IV</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>C-8</td>
<td>C-9</td>
</tr>
<tr>
<td>Indian Epigraphy, Palaeography and Chronology</td>
<td>Modern Sanskrit Literature</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester: V</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>C-11</td>
<td>C-12</td>
</tr>
<tr>
<td>Vedic Literature</td>
<td>Sanskrit Grammar</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester: VI</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>C-13</td>
<td>C-14</td>
</tr>
<tr>
<td>Indian Ontology and Epistemology</td>
<td>Sanskrit Composition and Communication</td>
</tr>
</tbody>
</table>

### Discipline Specific Elective (DSE)
#### B.A. (Hons) Sanskrit

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>DSE-1</td>
<td>DSE-2</td>
</tr>
<tr>
<td>Indian System of Logic and Debate</td>
<td>Art of Balanced Living</td>
</tr>
</tbody>
</table>
### Background/Preamble and Guidelines

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSE-3</td>
<td>Theatre &amp; Dramaturgy</td>
</tr>
<tr>
<td>DSE-5</td>
<td>Sanskrit Linguistics</td>
</tr>
<tr>
<td>DSE-7</td>
<td>Fundamentals of Ayurveda</td>
</tr>
<tr>
<td>DSE-4</td>
<td>Tools and Techniques for Computing Sanskrit Language</td>
</tr>
<tr>
<td>DSE-6</td>
<td>Computational Linguistics for Sanskrit</td>
</tr>
<tr>
<td>DSE-8</td>
<td>Environmental Awareness in Sanskrit Literature</td>
</tr>
</tbody>
</table>

### Generic Elective (GE) (Any Four)

B.A. (Hons) Sanskrit

**Semester: III/IV**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE-1</td>
<td>Basic Sanskrit</td>
</tr>
<tr>
<td>GE-3</td>
<td>Sanskrit and Other Modern Indian Languages</td>
</tr>
<tr>
<td>GE-5</td>
<td>Indian Aesthetics</td>
</tr>
<tr>
<td>GE-7</td>
<td>Ancient Indian Polity</td>
</tr>
<tr>
<td>GE-2</td>
<td>Indian Culture and Social Issues</td>
</tr>
<tr>
<td>GE-4</td>
<td>Basic Principles of Indian Medicine System (Ayurveda)</td>
</tr>
<tr>
<td>GE-6</td>
<td>Fundamentals of Indian Philosophy</td>
</tr>
<tr>
<td>GE-8</td>
<td>Indian Epigraphy &amp; Paleography</td>
</tr>
<tr>
<td>GE-9</td>
<td>Computer Applications for Sanskrit</td>
</tr>
<tr>
<td>GE-10</td>
<td>Individual, Family and Community In Indian Social Thought</td>
</tr>
<tr>
<td>GE-11</td>
<td>Nationalism and Indian Literature</td>
</tr>
<tr>
<td>GE-12</td>
<td>Indian Architectural System</td>
</tr>
</tbody>
</table>

### Ability Enhancement Elective Course (AEEC) (Any Two)

**Skill Based**

B.A. (Hons) Sanskrit

**Semester: III/IV**
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEEC-1</td>
<td>Acting &amp; Script Writing</td>
</tr>
<tr>
<td>AEEC-2</td>
<td>Reading skills in Brāhmī Scripts</td>
</tr>
<tr>
<td>AEEC-3</td>
<td>Machine Translation: Tools and Techniques</td>
</tr>
<tr>
<td>AEEC-4</td>
<td>Evolution of Indian scripts</td>
</tr>
<tr>
<td>AEEC-5</td>
<td>Sanskrit Meters and Music</td>
</tr>
</tbody>
</table>
### List of the Core Course for Sanskrit

#### Core Papers (14)

**B.A. (Hons) Sanskrit**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>C-1</td>
<td>Classical Sanskrit Literature (Poetry)</td>
</tr>
<tr>
<td>I</td>
<td>C-2</td>
<td>Critical Survey of Sanskrit Literature</td>
</tr>
<tr>
<td>II</td>
<td>C-3</td>
<td>Classical Sanskrit Literature (Prose)</td>
</tr>
<tr>
<td>II</td>
<td>C-4</td>
<td>Self-Management in the Gītā</td>
</tr>
<tr>
<td>III</td>
<td>C-5</td>
<td>Classical Sanskrit Literature (Drama)</td>
</tr>
<tr>
<td>III</td>
<td>C-6</td>
<td>Poetics and Literary Criticism</td>
</tr>
<tr>
<td>III</td>
<td>C-7</td>
<td>Indian Social Institutions and Polity</td>
</tr>
<tr>
<td>IV</td>
<td>C-8</td>
<td>Indian Epigraphy, Palaeography and Chronology</td>
</tr>
<tr>
<td>IV</td>
<td>C-9</td>
<td>Modern Sanskrit Literature</td>
</tr>
<tr>
<td>V</td>
<td>C-10</td>
<td>Sanskrit and World Literature</td>
</tr>
<tr>
<td>V</td>
<td>C-11</td>
<td>Vedic Literature</td>
</tr>
<tr>
<td>V</td>
<td>C-12</td>
<td>Sanskrit Grammar</td>
</tr>
<tr>
<td>VI</td>
<td>C-13</td>
<td>Indian Ontology and Epistemology</td>
</tr>
<tr>
<td>VI</td>
<td>C-14</td>
<td>Sanskrit Composition and Communication</td>
</tr>
</tbody>
</table>
## C-1
Classical Sanskrit Literature (Poetry)

### [A] Prescribed Course:

<table>
<thead>
<tr>
<th>Section</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘A’</td>
<td>Raghuvaṃśam: Canto-I (Verse: 1-25)</td>
<td>12</td>
</tr>
<tr>
<td>‘B’</td>
<td>Kumārasambhavam: Canto-V (Verse: 1-30)</td>
<td>12</td>
</tr>
<tr>
<td>‘C’</td>
<td>Kirātārjunīyam - Canto I (1-25 Verses)</td>
<td>12</td>
</tr>
</tbody>
</table>
| ‘D’      | Nītiṣatakam (1-20 Verses, 1st two Paddhatis)-M. | 8
| ‘E’      | Origin and Development of Mahākāvya and Gitikāvya | 12 |

### [B] 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.

### [C] Unit-Wise Division:

#### Section ‘A’
Raghuvaṃśam: Canto-I (Verse: 1-25)

<table>
<thead>
<tr>
<th>Unit</th>
<th>Content</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Raghuvaṃśam: Introduction (Author and Text), Appropriateness of title, Canto I, 1-10 Grammatical analysis, Meaning/translation, Explanation, content analysis, Characteristics of Raghu Clan.</td>
<td>6</td>
</tr>
<tr>
<td>II</td>
<td>Raghuvaṃśam: Canto I (Verses 11-25) grammatical analysis, Meaning/translation, Explanation, Role of Dilipa in the welfare of subjects.</td>
<td>6</td>
</tr>
</tbody>
</table>

#### Section ‘B’
Kumārasambhavam: Canto-V (Verses: 1-30)

<table>
<thead>
<tr>
<th>Unit</th>
<th>Content</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Kumārasambhavam: Introduction (Author and Text), Appropriateness of title, Background of given contents. Text Reading Canto I Verses 1-15, (Grammatical</td>
<td>6</td>
</tr>
</tbody>
</table>
PROPOSED UNDER GRADUATE COURSES FOR SANSKRIT (HON.)
UNDER CHOICE BASED CREDIT SYSTEM (CBCS)

Detail of the Core Course for Sanskrit

Unit: II

- Analysis, Translation, and Explanation), Poetic excellence and Plot.
- Kumārasambhavam: Text Reading Canto I Verses 16-30 (Grammatical analysis, Translation, Explanation), Penance of Pārvati, Poetic excellence, Plot.

06 Credits

Section ‘C’

Kirātārjunīya - Canto I (1-25 Verses)

Unit: I

- Kirātārjunīya: Introduction (Author and Text), Appropriateness of title, Background of given contents,
- Canto I Verses 1-16, Grammatical analysis, Translation, Explanation, Poetic excellence, thematic analysis.

06 Credits

Unit: II

- Kirātārjunīya: Verses 17-25, Grammatical analysis, Translation, Explanation, Poetic excellence, thematic analysis.

06 Credits

Section ‘D’

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

Unit: I

- Nītiśatakam: Verses (1-10) Grammatical analysis, Translation, explanation.

04 Credits

Unit: II

- Nītiśatakam: Verses (11-20) Grammatical analysis, Translation, explanation, thematic analysis bhartṛhari’s comments on society.

04 Credits

Section ‘E’

Origin and Development of Mahākāvya and Gītikāvya

Unit: I

- Origin and development of different types of Māhākāvya with special reference to Aśvaghoṣa, Kālidāsa, Bhāravi, Māgha, Bhatti, Śṛiharṣa.
- Origin & Development of Sanskrit gītikāvayas with special reference to Kālidāsa, Bilhana, Jayadeva, Amarūk, Bhartṛhari and their works.

06 Credits

Unit: II

06 Credits

[D] Suggested Books/Readings:

1. C.R. Devadhar (Ed.), Raghuvāṃśam of Kālidāsa, MLBD, Delhi.
4. कृष्णमणि जिपाठी, रघुवंशम (मलिनायक्रृत मद्य्वीर्नीटीक), जीवनमा सुरभारती प्रकाशन, बाराणसी!
5. नेमिचन्द्र शाबरी, कुमारसम्बन्धस्त्र, मोतीलाल बनारसीदास, दिल्ली!
7. समीर शर्मा, मलिनाथकृत चंद्रपथर्मी, भारति कृत किराताजगनीयम्, चौबलभा विद्याभवन, बाराणसी!
8. जनार्दन शाबरी, भारति कृत किराताजगनीयम्, मोतीलाल बनारसीदास, दिल्ली!
11. विणुदत्त शर्मा शाबरी(व्या.), भरत्हरी कृत नीतिशतकम्, विमलचन्द्रिकासंस्कृतितका व हिन्दी-व्याख्यासिहित, शान्तिकानन, भरतपुर, संवत् २०३४.
12. तारिक क. रामनारायणलाल बेतामाधव(व्या.), संस्कृतितका, हिन्दी व अंग्रेजीव्याख्यानुवादसहित, इलाहाबाद, १९७६.
13. मनोरमा भरतलाल सिहत, (व्या.) ओमप्रकाश पाण्डेय, भरत्हरी कृत नीतिशतकम्, चौबलभा अमरभारती हकाशन, वाराणसी, १९८२।
14. बाबुराम त्रिपाठी(व्या.), भरत्हरी कृत नीतिशतकम् महालःश्री प्रकाशन, आगरा, १९८६।
15. Mirashi, V.V. :Kālidāsa, Popular Publication, Mumbai.

Note: Teachers are also free to recommend any relevant books/articles/e-resource if needed.
C-2
Critical Survey of Sanskrit Literature

[A] Prescribed Course: Total 56 Credits

<table>
<thead>
<tr>
<th>Section</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘A’</td>
<td>Vedic Literature</td>
<td>20</td>
</tr>
<tr>
<td>‘B’</td>
<td>Rāmāyaṇa</td>
<td>08</td>
</tr>
<tr>
<td>‘C’</td>
<td>Mahābhārata</td>
<td>08</td>
</tr>
<tr>
<td>‘D’</td>
<td>Purāṇas</td>
<td>06</td>
</tr>
<tr>
<td>‘E’</td>
<td>General Introduction to Vyākaraṇa, Darśana and Śāhityaśāstra</td>
<td>14</td>
</tr>
</tbody>
</table>

[B] Course Objectives:
This course aims to get students acquainted with the journey of Sanskrit literature from Vedic literature to Purāṇa. 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 Śāstras.

[C] Unit-Wise Division:

Section ‘A’
Vedic Literature

Unit: I
Sanhītā (Ṛk, Yajuh, Sāma, Atharva) time, subject–matter, religion & Philosophy, social life
12 Credits

Unit: II
Brāhmaṇa, Āranyaka, Upaniṣad, Vedāṅga (Brief Introduction)
08 Credits

Section ‘B’
Rāmāyaṇa

Unit: I
Rāmāyaṇa-time, subject–matter, Rāmāyaṇa as an Ādikāvyā.
4 Credits

Unit: II
Rāmāyaṇa as a Source Text and its Cultural Importance.
4 Credits

Section ‘C’
Mahābhārata
### Detail of the Core Course for Sanskrit

#### Unit: I

- **Mahābhārata** and its Time, Development, and subject matter
- **Mahābhārata**: Encyclopaedic nature, as a Source, Text, Cultural Importance.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Course Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>4 Credits</td>
</tr>
<tr>
<td>II</td>
<td>4 Credits</td>
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</tbody>
</table>

#### Section ‘D’

**Purāṇas**

- **Unit: I**
  - Purāṇas: Subject matter, Characteristics
  - Purāṇas: Social, Cultural and Historical Importance

<table>
<thead>
<tr>
<th>Unit</th>
<th>Course Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>02 Credits</td>
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<tr>
<td>II</td>
<td>04 Credits</td>
</tr>
</tbody>
</table>

#### Section ‘E’

**General Introduction to Vyākaraṇa, Darśana and Sāhityaśāstra**

- **Unit-I**
  - General Introduction to Vyākaraṇa- Brief History of Vyākaraṇaśāstra
  - General Introduction to Darśana-Major schools of Indian Philosophy Cārvāka, Baudhā, Jaina, Sāṅkhya-yoga, Nyāya-Vaisēśika, Pūrva-mīmāṁsā and Uttarā mīmāṁsā.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Course Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>04 Credits</td>
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<tr>
<td>II</td>
<td>05 Credits</td>
</tr>
</tbody>
</table>

- **Unit-II**
  - General Introduction to Poetics- Six major Schools of Indian Poetics-Rasa, Alāṁkāra, Rīti, Dhvani, Vakrokti and Aucitya.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Course Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>III</td>
<td>05 Credits</td>
</tr>
</tbody>
</table>

#### Suggested Books/Readings:

1. बलदेव उपाध्याय, संस्कृत साहित्य का इतिहास, शारदा शिक्षा निपुण, वाराणसी,
2. बलदेव उपाध्याय, वैदिक साहित्य और संस्कृति, वाराणसी
3. प्रीतिप्रभा गोयल, संस्कृत साहित्य का इतिहास, राजस्थानी ग्रन्थागार, जोधपुर.
4. उमाशंकर शमा, संस्कृत साहित्य का इतिहास, चौखुट्टा भारती अकादमी, वाराणसी
5. मार्त्यलाल िःपाठी, संस्कृत साहित्य का अभिनव इतिहास, भारतीय विद्वान संस्थान, वाराणसी

#### Note:
Teachers are also free to recommend any relevant books/articles/e-resource if needed.
### C-3
Classical Sanskrit Literature (Prose)

#### [A] Prescribed Course: Total 56 Credits

<table>
<thead>
<tr>
<th>Section ‘A’</th>
<th>Šukanāsopadeśa (Ed. Prahlad Kumar)</th>
<th>24 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section ‘B’</td>
<td>Viśrutacaritam Upto 15th Para</td>
<td>16 Credits</td>
</tr>
<tr>
<td>Section ‘C’</td>
<td>Origin and development of prose, Important prose romances and fables</td>
<td>16 Credits</td>
</tr>
</tbody>
</table>

#### [B] 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.

#### [C] Unit-Wise Division:

**Section ‘A’
Šukanāsopadeśa (Ed. Prahlad Kumar)**

<table>
<thead>
<tr>
<th>Unit: I</th>
<th>Introduction- Author/Text, Text up to page 116 of Prahlad Kumar Up to the end of the Text.</th>
<th>12 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Society, Āyurveda and political thoughts depicted in Šukanāsopadeśa, logical meaning and application of sayings like बाणोंचिछल्ले जगलस्वर्ग, वाणी बाणो बभूव, पद्धारणो बाणः etc.</td>
<td>12 Credits</td>
</tr>
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</table>

**Section ‘B’
Viśrutacaritam Upto 15th Para**

<table>
<thead>
<tr>
<th>Unit: I</th>
<th>Para 1 to 10 - Introduction- Author, Text, Text reading (Grammar, Translation, and Explanation), Poetic excellence, plot, Timing of Action.</th>
<th>10 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Para 11 to 15 - Text reading (Grammar, Translation, and Explanation), Poetic excellence, plot, Timing of Action. Society, language and style of Daṇḍin. Exposition of Saying दण्डन: पदलालित्यम्, कविर्देश्वकविर्देश्वकविर्देश्व संशक्यः।</td>
<td>06 Credits</td>
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</table>
### Section ‘C’

**Origin and development of prose, Important prose romances and fables**

<table>
<thead>
<tr>
<th>Unit: I</th>
<th>Origin and development of prose, important prose romances and fables</th>
<th>08 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(i) Subandhu, Daṇḍin, Bāṇa, Ambikādatta Vyāsa.</td>
<td></td>
</tr>
</tbody>
</table>

| Unit: II | (ii) Pañcatantra, Hitopadeśa, Vetālapaṇcaviṃśatikā, Śīṃhāsanadvātriṃśikā, Puruṣaparīkṣā, Śukasaptati. | 08 Credits |

#### [D] Suggested Books/Readings:

1. प्रहलाद कुमार, मेहरचद लछमनदास, शुकनासोपदेश, दिल्ली |
2. रामपाल शाब्री, शुकनासोपदेश सुबोधिनी संस्कृत (ढै. प्रा.), चौखबा ओरियन्टलिया, बाराणसी |
3. रमाकान्त झा, शुकनासोपदेश, चौखबा विद्याभवन, बाराणसी |
4. सुबोधचन्द्र पन्त एवं विधीनाथ झा, दशकुमारचरितम्- अर्थप्रकाशिकोपेतम्, मोतीलाल बनारसीदास, दिल्ली |
5. सुरेन्द्रदेव शाब्री, विखुटचरितम्, माहित्यभण्डार, मेरठ |
6. बलदेव उपाध्याय : संस्कृत साहित्य का इतिहास, शारदा निकेतन, बाराणसी |
7. प्रीतिमाल्ला गोयल : संस्कृत साहित्य का इतिहास, राजस्थानी ग्रंथागार, जोधपुर |
8. उमाशंकर शाब्री : संस्कृत साहित्य का इतिहास, चौखबा भारती अकादमी, बाराणसी |
9. राधावल्लभ विपाठी : संस्कृत साहित्य का अभिव्यक्ति इतिहास, विभिन्नविधाय प्रकाशन, बाराणसी |
10. A.B. Keith: *History of Sanskrit Literature*, also Hindi translation, MLBD, Delhi. हिन्दी अनुवाद, मंगलदेव शाब्री, मोतीलाल बनारसीदास, दिल्ली |

**Note:** Teachers are also free to recommend any relevant books/articles/e-resource if needed.
**C-4**

**Self Management in the Gītā**

### [A] Prescribed Course:

| Section ‘A’ | Gītā: Cognitive and emotive apparatus | 16 Credits |
| Section ‘B’ | Gītā: Controlling the mind | 24 Credits |
| Section ‘C’ | Gītā: Self management through devotion | 16 Credits |

### [B] Course Objectives:

The objective of this course is to study the philosophy of self-management in the Gītā. 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.

### [C] Unit-Wise Division:

#### Section ‘A’

**Gītā: Cognitive and emotive apparatus**

Hierarchy of *indriya, manas, buddhi* and ātman

III.42; XV. 7

Role of the ātman – XV.7; XV.9

**Unit: I**

Mind as a product of prakṛti VII.4

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

16 Credits

#### Section ‘B’

**Gītā: Controlling the mind**

Confusion and conflict

Nature of conflict I.1; IV.16; I.45; II.6

**Unit: I**

Causal factors – Ignorance – II.41; *Indriya* – II.60; Mind – II.67; *Rajoguna* – III.36-39; XVI.21; Weakness of mind- II.3; IV.5

Means of controlling the mind

8 Credits

**Unit: II**

Meditation–difficulties –VI.34-35; procedure VI.11-14

8 Credits
Balanced life- III.8; VI.16-17

Diet control- XVII. 8-10

Physical and mental discipline – XVII. 14-19, VI. 36.

**Means of conflict resolution**
Importance of knowledge – II. 52 ; IV.38-39; IV.42
Clarity of *buddhi* – XVIII.30-32

Process of decision making – XVIII.63

Control over senses – II.59, 64

Surrender of *kartrbhāva* – XVIII .13-16; V.8-9

Desirelessness- II.48; II.55

Putting others before self – III.25

**Unit: III**

**8 Credits**

**Section ‘C’**

**Gītā: Self management through devotion**

Surrender of ego – II.7 ; IX.27; VIII.7; XI.55 ; II.47
Abandoning frivolous debates – VII.21, IV.11; IX.26

Acquisition of moral qualities - XII.11; XII.13-19

**Unit: I**

**16 Credits**

**Recommended Books/Readings:**

1. श्रीमद्भगवद्गीता — मदनमोहनसरस्वतीकृत गृहार्थदीपिका संस्कृतस्तीक संस्कृतत्रीकी तथा प्रतिभाभाष्य (हिन्दी) संहिता,
2. श्रीमद्भगवद्गीता, व्याख्याकार — मदनमोहन अग्रवाल, चौखंबा संस्कृत प्रतिष्ठान, बाराणसी, 1994.
3. श्रीमद्भगवद्गीता — एस॰ राधाकृष्णन् कृत व्याख्या का हिन्दी अनुवाद, राजपाल एण्ड सन्स, दिल्ली, 1969.
4. श्रीमद्भगवद्गीताभ्यास और कर्मयोगशास्त्र — बालगंगाधर तिलक, अपोलो खंडन, दिल्ली, 2008.


8. Śrimadbhagavadgītā - The Scripture of Mankind, text in Devanagari with transliteration in English and notes by Swami Tapasyananda, Sri Ramakrishna Math, 1984.


12. Srinivasan, N.K. - Essence of Śrimadbhagavadgītā : Health & Fitness (commentary on selected verses), Pustak Mahal, Delhi, 2006.

Note: Teachers are also free to recommend any relevant books/articles/e-resource if needed.
### C-5

**Classical Sanskrit Literature (Drama)**

<table>
<thead>
<tr>
<th>[A] Prescribed Course:</th>
<th>Total 56 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section ‘A’ Svapnavāsavadattam– Bhāsa Act I &amp; VI</td>
<td>10 Credits</td>
</tr>
<tr>
<td>Section ‘B’ Abhijñānaśākuntalam– Kālidāsa I &amp; IV</td>
<td>16 Credits</td>
</tr>
<tr>
<td>Section ‘C’ Mudrārākṣasam - Viśākhatatta I, II &amp; III</td>
<td>20 Credits</td>
</tr>
<tr>
<td>Section ‘D’ Critical survey of Sanskrit Drama</td>
<td>10 Credits</td>
</tr>
</tbody>
</table>

### [B] 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.

### [C] Unit-Wise Division:

#### Section ‘A’

**Svapnavāsavadattam– Bhāsa Act I & VI**

- **Unit: I**
  - Svapnavāsavadattam: Act I &VI Story, Meaning/Translation and Explanation.
  - Svapnavāsavadattam: Unique features of Bhāsa's style, Characterization, Importance of 1st and 6th Act, Society, Norms of Marriage, Story of 'regains'. भासो हास: 05 Credits

- **Unit: II**
  - Svapnavāsavadattam: 05 Credits

#### Section ‘B’

**Abhijñānaśākuntalam– Kālidāsa I & IV**

- **Unit: I**
  - Abhijñānaśākuntalam : Act I- (a) Introduction, Author, Explanation of terms like nāndī, prastāvanā, sūtradhāra, naṭī, viśkambhaka, vidūṣaka, kañcukī, (b) Text Reading (Grammar, Translation, Explanation), Poetic excellence, Plot, Timing of Action. Personification of nature, Language of Kālidāsa, dhvani in Upamā Kālidāsa, Purpose and design behind Abhijñānaśākuntalam and other problems related to texts, popular saying about Kālidāsa & Sākuntalam. Abhijñānaśākuntalam Act IV- Text Reading (Grammar, Translation, Explanation), Poetic excellence, Plot, Timing of Action. 08 Credits

- **Unit II**
  - Abhijñānaśākuntalam Act IV- 08 Credits
## Section ‘C’

**Mudrārākṣasam - I, II & Viśakhadatta III**

Mudrārākṣasam: Act I – (a) Introduction, Author, Purpose and design behind *Mudrārākṣasa.*

### Unit: I

(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.

07 Credits

### Unit-II

Mudrārākṣasam: 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.

6 Credits

### Unit-III

Mudrārākṣasam: 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.)

7 Credits

## Section ‘D’

**Critical survey of Sanskrit Drama**

### Unit-I

Sanskrit Drama: Origin and Development, Nature of Nāṭaka,

05 Credits

### Unit-II

Some important dramatists and dramas: Bhāsa, Kālidāsa, Śūdraka, Viśākhadatta, ŚrīHarṣa, Bhavabhūti, Bhaṭṭanārāyaṇa and their works.

05 Credits

[D] **Suggested Books/Readings:**

1. सुबोधचन्द्र पन्न, अभिज्ञानशाकुन्तलम्, मोतीलाल बनारसीदास, दिल्ली।
2. शवनेत्रदेव शाब्दी, रामनारायण वेदीप्रसाद, अभिज्ञानशाकुन्तलम्, इलाहाबाद।
3. नारायणराम आचार्य, अभिज्ञानशाकुन्तलम्, निर्णयवाग्नाग प्रेम।
7. जयपाल विद्यालंकार, स्वप्नवासवदेक्तम्, मोतीलाल बनारसीदास, दिल्ली।
9. जगदीशचन्द्र मिश्र, मुद्राराजसम्, चौथम्बा विद्याभवन, वाराणसी।
10. निर्भ्रण विद्यालंकार, मुद्राराजसम्, साहित्य भण्डार मेरठ।
11. रमाशंकर विपाटी, मुद्राराजसम्, वाराणसी!
14. Ramārvēkara Ṛtvāri, Mahāraṅga Kālīdāsa
16. Hājārīprasmād dītrēdī, Kālīdāsa की लालित्य योजना, राजकमल प्रकाशन, दिल्ली
17. Panknāma, Mithśākuntalavr̥gacca Rāmavāṇa की अवधारणा, परिमल पत्रिकेशन, दिल्ली
18. Minakshi Dalal, Conflict in Sanskrit Drama, Somaiya Publication Pvt. Ltd.
22. G. K. Bhat, Sanskrit Drama, Karnataka University Press, Dharwar 1975
23. Henry W. Wells, Six Sanskrit Plays, Asia Publishing House, Bombay

**Note:** Teachers are also free to recommend any relevant books/articles/e-resource if needed.
### C-6
Poetics and literary criticism

#### [A] Prescribed Course:

<table>
<thead>
<tr>
<th>Section</th>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘A’</td>
<td>Introduction to Sanskrit poetics</td>
<td>10</td>
</tr>
<tr>
<td>‘B’</td>
<td>Forms of Kāvya-Literature</td>
<td>10</td>
</tr>
<tr>
<td>‘C’</td>
<td>Śabda-śakti (Power of Word) and rasa-sūtra</td>
<td>16</td>
</tr>
<tr>
<td>‘D’</td>
<td>Alanīkāra (figures of speech) and chandasa (metre)</td>
<td>20</td>
</tr>
</tbody>
</table>

Total 56 Credits

#### [B] Course Objectives:

The study of sāhityaśāstra (Sanskrit Poetics) embraces all poetic arts and includes concepts like alaṅkāra, rasa, rīti, 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 alaṅkāra (figures of speech) and chandas (metre), etc. This develops capacity for creative writing and literary appreciation.

#### [C] Unit-Wise Division:

**Section ‘A’**

**Introduction to Sanskrit Poetics**

- **Unit: I**
  - Introduction to poetics: Origin and development of Sanskrit poetics, its various names- kriyākalpa, alaṅkāraśāstra, sāhityaśāstra, saundryaśāstra.
  - 05 Credits
- **Unit: II**
  - Definition (lakṣaṇa), objectives (prayojana) and causes (hetu) of poetry. (according to kāvyaprakāśa)
  - 05 Credits

**Section ‘B’**

**Forms of Kāvya-Literature**

- **Unit: I**
  - Forms of poetry : drśya, śravya, miśra, (campū)
  - 04 Credits
- **Unit: II**
  - Mahākāvya, khaṇḍakāvya, gadya-kāvya: kathā, ākhyāyikā (according to Sāhityadarpana)
  - 06 Credits

**Section ‘C’**

Śabda-śakti and rasa-sūtra
### Detail of the Core Course for Sanskrit

#### Unit: I
Power/Function of word and meaning (according to kāvyaprákāśa), abhidhā (expression/ denotative meaning), laksanā (indication/ indicative meaning) and vyañjanā (suggestion/ suggestive meaning).

**6 Credits**

#### Unit: II
Rasa: rasa-sūtra of Bharata and its prominent expositions: upattivāda, anumitivāda, bhuktivāda and abhyaktivāda, alaukikatā (transcendental nature) of rasa (as discussed in Kāvyaprákāśa).

**10 Credits**

### Section ‘D’

**Figures of speech and Meter**
Figures of speech- anuprāsa, yamaka, śleṣa, upamā, rūpaka, sandeha, bhrāntimān, apahunī, utprekṣā, atiśayokti, tulyayogitā, dipaka, drṣṭānta, nidarśanā, vyattireka, samāsokti, svabhāvokti, aprastutapraśānā, arthāntaranā, kāvyalīngā, vibhāvanā.

**16 Credits**

#### Unit: I
Metres- anuṣṭup, āṛyā, indravajrā, upendravajrā, drutavilambita, upajāti, vasantatilakā, mālinī, mandākrāntā, śikhariṇi, śārdūlavikṛīḍita, sragdharā.

**04 Credits**

### Recommended Books/Readings:

1. Alaṅkāra according to Sāhityadarpana (Ch. X) and metres according to prescribed texts of poetry and drama.
3. Kane P.V., History of Sanskrit Poetics pp.352-991,
7. Sāhityadarpana: (Ch.VI), Kārikā 6/1,2,313-37
8. नगेन्द्र, काव्यप्रकाश : मममटकृत, आचार्य विश्वेश्वर की व्याख्या सहित, नाममंडल नि, वाराणसी 52.
9. शालिग्राम शाखी, साहित्यदर्पण :(व्यावहार), मोतिलाल बनारसीदास, दिल्ली.
10. बलदेव उपाध्याय, संस्कृत—आलोचना, हिन्दी समिति, सूचना विभाग, उ. प्र., 1963.

**Note:** Teachers are also free to recommend any relevant books/articles/e-resource if needed.
### C-7
**Indian Social Institutions and Polity**

<table>
<thead>
<tr>
<th>[A] Prescribed Course:</th>
<th>Total 56 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section ‘A’</td>
<td>Indian Social Institutions : Nature and Concepts</td>
</tr>
<tr>
<td>Section ‘B’</td>
<td>Structure of Society and Value of Life</td>
</tr>
<tr>
<td>Section ‘C’</td>
<td>Indian Polity : Origin and Development</td>
</tr>
<tr>
<td>Section ‘D’</td>
<td>Cardinal Theories and Thinkers of Indian Polity</td>
</tr>
</tbody>
</table>

### [B] Course Objectives:
Social institutions and Indian Polity have been highlighted in *Dharma-śāstra* 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 *Saṁhitās, Mahābhārata, Purāṇa, Kauṭilya's Arthaśāstra* and other works known as *Nītiśāstra*.

### [C] Unit-Wise Division:

**Section ‘A’
Indian Social Institutions : Nature and Concepts**

**Indian Social Institutions : Definition and Scope:**
Sociological Definition of Social Institutions.
Trends of Social Changes, Sources of Indian Social Institutions (Vedic Literature, Śūtra Literature, *Purāṇas, Rāmāyaṇa, Mahābhārata, Dharmaśāstras*, Buddhist and Jain Literature, Literary Works, Inscriptions, Memoirs of Foreign Writers)

**Unit: I**

06 Credits

**Social Institutions and Dharmaśāstra Literature:**
*Dharmaśāstra* as a special branch of studies of Social Institutions, sources of Dharma (*Manusmṛti*, 2.12; *Yājñavalkyaśāstra*, 1.7).

Different kinds of *Dharma* in the sense of Social Ethics *Manusmṛti*, 10.63; *Viṣṇupurāṇa* 2.16-17); Six kinds of *Dharma* in the sense of Duties (*Mitākṣarādīkā* on *Yājñavalkyaśāstra*, 1.1).

Tenfold *Dharma* as Ethical Qualities (*Manusmṛti*, 6.92); Fourteen-*Dharmasthānas* (*Yājñavalkyaśāstra*, 1.3)
**Section ‘B’**  
**Structure of Society and Values of Life**

**Varṇa-System and Caste System:**  
Four-fold division of Varṇa System, (*Rgveda*, 10.90.12), *Mahābhārata, Śāntiparva*, 72.3-8);  
Division of Varṇa according to Guṇa and Karma (*Bhagavadgītā*, 4.13, 18.41-44).

Unit: I  
Origin of Caste-System from Inter-caste Marriages (*Mahābhārata, Anuśāsanaparva*, 48.3-11);  

**Position of Women in the Society:**  
Brief survey of position of women in different stages of Society.  
Position of women in *Mahābhārata* (*Anuśāsanaparva*, 46.5-11, *Sabhāparva*, 69.4-13).  
Praise of women in The *Brhat Samhītā* of Varāhamihira (*Strīprasāmśāsē*, chapter-74.1-10)

Unit: II  
**Social Values of Life:**  
Social Relevance of Indian life style with special reference to Sixteen *Saṁskāras*.  
Four aims of life ‘*Puruṣārtha Catusṭaya’*-  

Unit: III  
**Section ‘C’**  
**Indian Polity : Origin and Development**

Initial stage of Indian Polity (from Vedic period to Buddhist period).  
Election of King by the people: ‘Viṣas’ in Vedic period(*Rgveda*, 10.173;10.174,*Atharvaveda*, 3.4.2; 6.87.1-2).  
Parliamentary Institutions: ‘*Sabhā, Samiti*’ and ‘*Vidatha*’ in Vedic period (*Atharvaveda*, 7.12.1;12.1.6; *Rgveda*, 10.85.26);
King-maker ‘Rājakartāraḥ’ Council in
Atharvaveda (3.5.6-7), Council of ‘Ratnis’ in
śatapathabrāhmaṇa (5.2.5.1);  
Coronation Ceremony of Samrāṭ in
śatapathabrāhmaṇa (51.1.8-13; 9.4.1.1-5)  
Republic States in the Buddhist Period
(Dīghnikāya, Mahāparinibbāna Sutta,
Aṅguttaranikāya, 1.213; 4.252, 256)  
Later Stages of Indian Polity (From Kauṭilya to Mahatma Gandhi).

Concept of Welfare State in Arthaśāstra of Kauṭilya
(Arthaśāstra, 1.13: ‘matsanyāyābhībhuth’ to ‘yo’
asmāngopāyatī’);  
Essential Qualities of King (Arthaśāstra, 6.1.16-18:
’sampādāyatyasampannaha’ to ‘jayatyeva na hiyate’);  
State Politics ‘Rajadharma’ (Mahābhārata, Śāntiparva, 120.1-15; Manusmṛti, 7.1-15; Śukranīti, 1.1-15);  
Constituent Elements of Jain Polity in Nītivākyaṃtra of Somadeva Suri,
(Daṇḍanīti-samuddeśa, 9.1.18 and
Janapada-samuddeśa, 19.1.10).  
Relevance of Gandhian Thought in Modern Period with
special reference to ‘Satyāgraha’ Philosophy
(‘Satyāgrahagītā’ of Pandit Kṣamārāva and ‘Gandhi Gītā’,
5.1-25 of Prof. Indra)

**Section ‘D’**  
**Cardinal Theories and Thinkers of Indian Polity**

Cardinal Theories of Indian Polity:  
Mitra (Arthaśāstra, 6.1. Mahābhārata, Śāntiparva,
Śukranīti, 56.5, Śukranīti, 1.61-62).

mitra;  

‘Śādgunya’ Policy of War and Peace:  
Samśraya 6. Dvaidhibhāva.  

‘Caturvidha Upāya’ for Balancing the power of State:  

Three Types of State Power ‘Śakti’: 1. Prabhu-
## Important Thinkers on Indian Polity:
*Manu, Kautilya, Kāmandaka, Śukrācārya, Somadeva Suri, Mahatma Gandhi.*

### Unit: 2

<table>
<thead>
<tr>
<th>Important Thinkers on Indian Polity:</th>
<th>06 Credits</th>
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<tbody>
<tr>
<td>Manu, Kautilya, Kāmandaka, Śukrācārya, Somadeva Suri, Mahatma Gandhi.</td>
<td></td>
</tr>
</tbody>
</table>

### Recommended Books/Readings:

2. Arthaśāstra of Kautilya - (Ed.) Kangale, R.P. Delhi, Motilal Banarasidas 1965
12. अंगुंरिनकाय (1—4 भाग)कन्न वनारसकुन्न 1980।
13. आपस्तम्बधर्मसूत्र—हर्द्रत की दीक्षा, धिमन्वान संस्कृतसीरीज, वाराणसी।
14. कौटिल्य अर्थशास्त्र—हिंदी अनुवाद—उदयवीर शाबड़ी, मेहरचन्द लछमनदास, दिल्ली, 1968।
15. विश्वनिवाशकाय (1—2 भाग) — समाप्त जेठ कशुपंविहारकुन्न वाराणसी, 1958।
16. नीतिविकायसुत्तम—सोमदेवसूरिविरितिविच, यवारामचन्द्र मालवीय, चौखंडब विवाहवन, वाराणसी, 1972।
17. बौधायन धर्मसूत्र—आन्नद्राम संस्कृतसीरीज, धूपना।
18. वृहस्पतिहि—वराहमिहिरविरितिविच, हिंदी अनुवाद—बलदेवप्रसाद मिश्र, खेमराज श्रीकृष्णदास प्रकाशन, मुम्बई।
19. महाभारत (1—6 भाग) — हिंदी अनुवादसहित, (अनुः) रामनारायण दत्त शाबड़ी पाण्डेय, गीतार्थ, गोरखपुर।
20. मनुस्मृति (1—13 भाग) — (समाप्त एवं यवार उमेला रस्त्थीग, जेठी. पन्निविंश हाउस, दिल्ली, 2005।
21. विष्णुङ्गण — हिंदी अनुवादसहित, (अनु.०) मुलिलाल गुम, गीताप्रेस, गोरखपुर।
22. शतपथार्थ (१—५ भाग) — (सामाजिक वशय विभाग) — सागरनाथ एवं हरिधमी गोविंद, दिल्ली, 1987।
23. श्रुतार्थ वर्त्त — हिंदी अनुवाद, प्रतापगढ़ाल तिवसा, चौबीस अंकन, नयापुरा।
24. कृतिप्रत्यय — हिंदी अनुवाद, मगध, गोरखपुर।
25. शतकालीन — हिंदी अनुवादसहित, (संप.०) जानकीनाथ शमा, गोरखपुर।
26. कपूर, अनूपचद — राजनीतवात्स्य, शान्तिनिकेतन, दिल्ली, 1967।
27. कानेक, पी.वी. — धर्मशास्त्र का इतिहास (१—४ भाग), अनु.० अर्जुन चौबे काशपुर, हिंदी समिति, लखनऊ, 1966—73।
28. कृष्णकुमार — भारतीय सामाजिक और आर्थिक संविधान, (२ भाग), भोपाल, 1974।
29. तिवसा, मोहनचंद — अयोध्या ब्रह्मचर्य, (२ भाग), जयपुर, 2001।
30. देश, ब्रह्मचर्य — भारतीय सामाजिक और आर्थिक संविधान, (२ भाग), जयपुर, 2001।
31. नाटाण्य, काशनारायण — भारतीय सामाजिक और आर्थिक संविधान, पोइटरपुर, 2002।
32. नारायण, इकबाल — भारतीय सामाजिक और आर्थिक संविधान, पोइटरपुर, 2002।
33. नारायण, इकबाल — भारतीय सामाजिक और आर्थिक संविधान, पोइटरपुर, 2002।
34. नारायण, इकबाल — भारतीय सामाजिक और आर्थिक संविधान, पोइटरपुर, 2002।
35. नारायण, इकबाल — भारतीय सामाजिक और आर्थिक संविधान, पोइटरपुर, 2002।
36. नारायण, इकबाल — भारतीय सामाजिक और आर्थिक संविधान, पोइटरपुर, 2002।
37. नारायण, इकबाल — भारतीय सामाजिक और आर्थिक संविधान, पोइटरपुर, 2002।
38. नारायण, इकबाल — भारतीय सामाजिक और आर्थिक संविधान, पोइटरपुर, 2002।
39. नारायण, इकबाल — भारतीय सामाजिक और आर्थिक संविधान, पोइटरपुर, 2002।
40. नारायण, इकबाल — भारतीय सामाजिक और आर्थिक संविधान, पोइटरपुर, 2002।
41. नारायण, इकबाल — भारतीय सामाजिक और आर्थिक संविधान, पोइटरपुर, 2002।
### PROPOSED UNDER GRADUATE COURSES FOR SANSKRIT (HON.)
**UNDER CHOICE BASED CREDIT SYSTEM (CBCS)**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Author(s)</th>
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<tr>
<td>42</td>
<td>सहा वनोद एवं सहा रेखा—प्राचीन भारतीय इतिहास एवं राजनैतिक चिन्तन, राधा पवित्रकेशन्यस, दिल्ली</td>
<td>(Name of Author)</td>
<td>(Edition)</td>
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<td>43</td>
<td>A State and Government in Ancient India</td>
<td>A. S. Altekar</td>
<td>Motilal Banarsidass, Delhi, 2001</td>
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<td>44</td>
<td>The Position of Women in Hindu Civilization</td>
<td>A. S. Altekar</td>
<td>Delhi, 1965</td>
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<tr>
<td>45</td>
<td>Mahābhārata: Śāntiparvam</td>
<td>S. K. Belvalkar</td>
<td>(Edition)</td>
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<td>46</td>
<td>Some Aspects of Ancient Indian Hindu Polity</td>
<td>D. R. Bhandarkar</td>
<td>Banaras Hindu University</td>
</tr>
<tr>
<td>47</td>
<td>Vajrasūcī of Aśvaghoṣa (Varṇa-Jāti through the Ages)</td>
<td>Ramesh Bharadwaj</td>
<td>Vidyaniidhi, Delhi</td>
</tr>
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<td>48</td>
<td>Teaching of Dharmaśāstra</td>
<td>J. R. Gharpure</td>
<td>Lucknow University, 1956</td>
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<tr>
<td>49</td>
<td>A History of Indian Political Ideas</td>
<td>U. N. Ghosal</td>
<td>Bombay, 1959</td>
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<tr>
<td>50</td>
<td>Hindu Polity</td>
<td>K. P. Jayaswal</td>
<td>(Edition)</td>
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<td>51</td>
<td>Modern Indian Political Thought</td>
<td>M. N. Jha</td>
<td>Meenakshi Parkashan, Meerut, UP</td>
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<td>52</td>
<td>Aspect of Ancient Indian Polity</td>
<td>N. S. Law</td>
<td>Calcutta, 1960</td>
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<td>53</td>
<td>Local Government in India</td>
<td>S. R. Maheshwari</td>
<td>Orient Longman, New Delhi</td>
</tr>
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<td>54</td>
<td>Foundations of Indian Political Thought</td>
<td>V. R. Mehta</td>
<td>Manohar Publisher, Delhi, 1999</td>
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<td>55</td>
<td>Jaina Political Thought</td>
<td>G. C. Pandey</td>
<td>Jaipur Prakrit Bharti, 1984</td>
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<td>57</td>
<td>Theory of Government in Ancient India</td>
<td>Beni Prasad</td>
<td>Allahabad, 1968</td>
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<tr>
<td>58</td>
<td>Ancient Indian Political Thought and Institutions</td>
<td>B. A. Saletore</td>
<td>Bombay, 1963</td>
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<td>59</td>
<td>Aspects of Political Ideas and Institutions in Ancient India</td>
<td>R. S. Sharma</td>
<td>Bombay, 1963</td>
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<td>60</td>
<td>Government in Ancient India</td>
<td>B. S. Srinivasan</td>
<td>Motilal Banarsidass, Delhi, 1996</td>
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<tr>
<td>61</td>
<td>Sovereignty in Ancient Indian Polity</td>
<td>K. N. Sinha</td>
<td>London, 1938</td>
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<tr>
<td>62</td>
<td>Kingship in Ancient India: Genesis and Growth</td>
<td>G. P. Singh, S. Premananda</td>
<td>Akansha Publishing House, Delhi, 2000</td>
</tr>
<tr>
<td>63</td>
<td>Kingship in Ancient India: Genesis and Growth</td>
<td>K. N. Sinha</td>
<td>London, 1938</td>
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<td>64</td>
<td>Hindu Social Institutions</td>
<td>P. H. Valavalkar</td>
<td>Manglore, 1939</td>
</tr>
</tbody>
</table>

**Note:** Teachers are also free to recommend any relevant books/articles/e-resource if needed.
C-8
Indian Epigraphy, Paleography and Chronology

[A] Prescribed Course: Total 56 Credits
Section ‘A’ Epigraphy 14 Credits
Section ‘B’ Paleography 14 Credits
Section ‘C’ Study of selected inscriptions 18 Credits
Section ‘D’ Chronology 10 Credits

[B] Course Objectives:
This course aims to acquaint the students with the epigraphical journey in Sanskrit, the only source which directly reflects the society, politics, geography and economy of the time. The course also seeks to help students to know the different styles of Sanskrit writing.

[C] Unit-Wise Division:

Section ‘A’
Epigraphy

Unit: I Introduction to Epigraphy and Types of Inscriptions 04 Credits
Importance of Indian Inscriptions in the reconstruction of Ancient Indian History and Culture 04 Credits
Unit: III History of Epigraphical Studies in India 02 Credits
History of Decipherment of Ancient Indian Scripts (Contribution of Scholars in the field of epigraphy): Fleet, Cunningham, Princep, Buhler, Ojha, D.C.Sircar. 04 Credits

Section ‘B’
Paleography

Unit: I Antiquity of the Art of Writing 04 Credits
Unit: II Writing Materials, Inscribers and Library 04 Credits
Unit: III Introduction to Ancient Indian Scripts. 06 Credits
### Section ‘C’
#### Study of selected inscriptions

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<tr>
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<th>Inscription</th>
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<td>I</td>
<td>Aśoka’s Sāranātha Pillar Edict</td>
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<td>II</td>
<td>Girnāra Inscription of Rudradāman</td>
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<td>Eran Pillar Inscription of Samudragupta</td>
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<td>Mehrauli Iron Pillar Inscription of Candra</td>
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<td>IV</td>
<td>Delhi Topra Edict of Bīṣaladeva</td>
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### Section ‘D’
#### Chronology

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<td>General Introduction to Ancient Indian Chronology</td>
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<td>II</td>
<td>System of Dating the Inscriptions (Chronograms)</td>
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<tr>
<td>III</td>
<td>Main Eras used in Inscriptions - Vikrama Era, Śaka Era and Gupta Era</td>
<td>04</td>
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</tbody>
</table>

### [D] Recommended Books/Readings:

1. अभिलेख—मंजूषा, रणजीत सिंह वैनी, नूःभारतीय बुककाप्रेशन, दिल्ली, 2000.
2. उत्कीर्णलेखप्रकाश, झा बन्धु, बाराणसी, 1968.
3. उत्कीर्णलेखस्तवक्रम, जियालाल काम्बोज, ईस्तेमाल बुकलिम्कर्स, दिल्ली.
4. भारतीय अभिलेख, एस.एस. राणा, भारतीय विश्वविद्यालय, दिल्ली, 1978.
5. भारतीय प्राचीन लिपिमाला, गौरीशंकरहीराचूद ओझा, अजमेर, 1918.
7. नारायण, अवध किशोर एवं ठाकुरप्रसाद बर्मा: प्राचीनभारतीय लिपिमाला और अभिलेखकीर्ति, बाराणसी, 1970.
9. व्यूनर, जॉर्ज: भारतीय पुरालिपि शाखा, (हिन्दीअनुव.), महानाथ सिंह, मोतीलाल बनारसीदास, दिल्ली, 1966.
11. राही, ईंधरतन्द्र : लेखनकला का इतिहास (खण्ड 1—2), उत्तरप्रदेश हिन्दीसंस्थान, लखनऊ, 1983.
12. सरकार, डी.मी. : भारतीय पुरालिपिविद्या, (हिन्दीजनु) कृष्णदत्त बाजपेयी, बिचारनिधि प्रकाशन, दिल्ली, 1996.

**Note:** Teachers are also free to recommend any relevant books/articles/e-resource if needed.
# Detail of the Core Course for Sanskrit

## C-9

**Modern Sanskrit Literature**

### [A] Prescribed Course:

<table>
<thead>
<tr>
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<td>‘B’</td>
<td>GadyaKāvya and Rūpaka</td>
<td>10</td>
</tr>
<tr>
<td>‘C’</td>
<td>GītiKāvya and Other genres</td>
<td>12</td>
</tr>
<tr>
<td>‘D’</td>
<td>General Survey of Modern Sanskrit Literature</td>
<td>20</td>
</tr>
</tbody>
</table>

### [B] 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.

### [C] Unit-Wise Division:

#### Section ‘A’

**Mahākāvya and Charitakāvya**

- **SvātantryaSambhavam (RevaprasadaDwivedi)**
  - Canto 2, verses 1-45

**Bhimāyanam (Prabha Shankar Joshi)**

- Canto X, verses 20-29;

#### Section ‘B’

**Gadya and Rūpaka**

- **Śataparvikā (Abhirāja Rajendra Mishra)**
  - Unit: I

- **ŚārdūlaŚakatam (Virendra Kumar Bhattacharya)**
  - Unit: II

- 4 Credits
- 6 Credits
Section ‘C’

Gitikāvyā and Other genres

Unit: I
Bhatta Mathurna Nath Shastri (Kundaliyān, BacchuLal Avasthi Jñāana (Kaete, Kva Yataste), SrinivasaRath (Katamā Kavitā) etc.
Hariram Acharya (Sankalpa Gitih) ; Pushpa Dikshit (Bruhi kosmin Yuge..)

Unit: II
RadhaVallabhTripathi DhivaraGitih (Naukamihasaramsaram…);
Harshdev Madhava Haiku- Snanagrihe, vedanā, mṛtyuh1, mṛtyuh 2; khanīh; svaṭadvāhānī R. Ganesh (kavi-viśādah, varṣāvibhūtih –selected verses)

Unit III
Harshdev Madhava Haiku- Snanagrihe, vedanā, mṛtyuh1, mṛtyuh 2; khanīh; svaṭadvāhānī R. Ganesh (kavi-viśādah, varṣāvibhūtih –selected verses)

Section ‘D’

General Survey

Unit 1
Pandita Kshama Rao, P.K. Narayana Pillai, S. B. Varnekar, ParmanandShastri, Reva Prasad Dwivedi
Janaki VallabhShastri, Ram Karan Sharma,

Unit 2
Jagannath Pathak, S. Sunderrajan, Shankar Dev Avatare
Haridas SiddhantaVagish, Mula Shankar M. Yajnika,

Unit 3
Mahalinga Shastri, Leela Rao Dayal, YatindraVimal Chowdhury, Virendra Kumar Bhattacharya

[D] Recommended Books:

1. मिथ्र अभिराज राजेन्द्र, कल्यावलंबी (समकालीनसंस्कृतकाव्यसंकलना)—साहित्य अकादमी, 2013
2. प्रभाशंकर जोशी—भीमायनम्, शारदा गौरव ṣथापत्याला, पुणे
3. त्रिपाठी राधावल्लभ—नवःस्पन्दन:, मध्य प्रदेश हिन्दीप्रमुख अकादमी
4. त्रिपाठी राधावल्लभ—आयतिः, राष्ट्रीय संस्कृत संस्थान, दिल्ली.
### Detail of the Core Course for Sanskrit

5. आधुनिकसंस्कृत—साहित्य—संस्थान— (संपादक) निरीक्ष चन्द्र पन्न, विष्णुनिधि प्रकाशन, दिल्ली, 2008.
6. तदेव गगनं सैव धरा(काव्यसंग्रह)—दीनिवाससरस्वती, राष्ट्रीय संस्कृत संस्थान, दिल्ली.
7. विशालतात्वी—संस्कृत—काव्यामृतम— (संक्षेप) अभिराज राजेन्द्रमिश्र (भाग—1)
8. उपाध्याय, रामजी—आधुनिकसंस्कृतसंग्रह, चौबलासुरभारती प्रकाशन, वाराणसी, 1996.
9. व्रीणी, राधामल्ल—संस्कृतसाहित्य: बीसवीं शताब्दी, राष्ट्रीय संस्कृतसंस्थान, दिल्ली, 1999.
11. द्विबेदी, मीरा —आधुनिक संस्कृत महिला नाटककार, परिसंघ पत्रिकेशास्त्र, दिल्ली, 2000.
12. रत्न कुमार—बीसवीं शताब्दी का संस्कृतत्वपुक्तसाहित्य, राष्ट्रीय संस्कृतसंस्थान, दिल्ली, 2008.
13. शाही, कलाणाथ—आधुनिक काल का संस्कृत गद्दी—साहित्य, राष्ट्रीय संस्कृतसंस्थान, दिल्ली, 1995.
18. Dwiwedi Rahas Bihari – AdhunikMahakāvya Samikshanam
21. Naranga, S.P. – KalidasaPunarnava,
22. Upadhyaya, Ramji–Adhunik Sanskrit Natak, Varanasi

Note: Teachers are also free to recommend any relevant books/articles/e-resource if needed.
C-10
Sanskrit and World Literature

[A] Prescribed Course: 

<table>
<thead>
<tr>
<th>Section</th>
<th>Course Details</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>Survey of Sanskrit Literature in the World</td>
<td>10</td>
</tr>
<tr>
<td>B</td>
<td>Upaniṣads and Gītā in World Literature</td>
<td>8</td>
</tr>
<tr>
<td>C</td>
<td>Sanskrit Fables in World Literature</td>
<td>8</td>
</tr>
<tr>
<td>D</td>
<td>Rāmāyaṇa and Mahābhārata in South East Asian Countries</td>
<td>10</td>
</tr>
<tr>
<td>E</td>
<td>Kālidāsa’s Literature in World Literature</td>
<td>10</td>
</tr>
<tr>
<td>F</td>
<td>Sanskrit Studies across the World</td>
<td>10</td>
</tr>
</tbody>
</table>

Total 56 Credits

[B] 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.

[C] Unit-Wise Division:

**Section ‘A’**
Survey of Sanskrit Literature in the World

- **Unit: I** - Vedic cultural elements in ancient Eastern and Western societies. 03 Credits
- **Unit: II** - Presence of Sanskrit words in the World languages. 03 Credits
- **Unit: III** - General survey of the Classical Sanskrit Literature in the Eastern and Western literature. 04 Credits

**Section ‘B’**
Upaniṣads and Gītā in the West

- **Unit: I** - Dara Shikoh’s Persian Translation of Upanisads and their Influence on Sufism, Latin translation and its influence on Western thought 04 Credits
- **Unit: II** - Translation of the Gītā in European languages and religio–philosophical thought of the west. 04 Credits
### Section ‘C’
Sanskrit Fables in World Literature

<table>
<thead>
<tr>
<th>Unit: I</th>
<th>Translation of Pañcatantra in Eastern and Western Languages. Translation of Vetālapaṅcaviṃśatikā, Sinhāsanadvātriṃśikā and Śukasaptati in Eastern Languages.</th>
<th>04 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit: II</td>
<td>Languages and Art.</td>
<td>04 Credits</td>
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</table>

### Section ‘D’
Rāmāyaṇa and Mahābhārata in South Eastern Asia

<table>
<thead>
<tr>
<th>Unit: I</th>
<th>Rāma Kathā in south eastern countries</th>
<th>05 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit: II</td>
<td>Mahābhārata stories as depicted in folk cultures of SE Asia</td>
<td>05 Credits</td>
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</table>

### Section ‘E’
Kālidāsa in the West

| Unit: I | English and German translation of Kālidāsa’s writings and their influence on western literature and theatre. | 10 Credits |

### Section ‘F’
Sanskrit Studies across the World

| Unit: I | i. Sanskrit Study Centers in Asia  
ii. Sanskrit Study Centers in Europe  
iii. Sanskrit Study Centers in America | 10 Credits |

[D] **Recommended Books/Readings:**

4. Bhagavad Gita - World Religions
PROPOSED UNDER GRADUATE COURSES FOR SANSKRIT (HON.)
UNDER CHOICE BASED CREDIT SYSTEM (CBCS)

Detail of the Core Course for Sanskrit

15. Impact of Bhagvad Gita on West l Arise Bharat
16. Influence of Bhagavad Gita - Wikipedia, the free encyclopedia
19. कालिदास प्रन्यावली, सम्पा. रेवा प्रसाद द्विवेदी, काठी हिन्दू विद्वानविचार, वाराणसी, 1986.
20. रमेश भारद्वाज — नवजागरण एवं स्वतंत्रता आन्दोलन में उपनिषदों की भूमिका, विचारनिधि, दिल्ली
22. 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)
23. Mahulikar, Dr. Gauri, Effect of Ramayana On Various Cultures And Civilisation, Ramayana Institute.
### Detail of the Core Course for Sanskrit

| 33. | The Gita of J. Robert Oppenheimer" by JAMES A. HIJIYA, Professor of History, University of Massachusetts Dartmouth (PDF file) |
| 35. | Valmiki's Ramayana illustrated with Indian miniatures from the 16th to the 19th Century 2012, Editions Diane de Selliers, ISBN 9782903656168 |
| 36. | Video of London 2009 ICR Illustrated Lecture on the Westward Migration of Panchatantra from India. |

**Note:** Teachers are also free to recommend any relevant books/articles/e-resource if needed.
C-11

Vedic Literature

<table>
<thead>
<tr>
<th>[A] Prescribed Course:</th>
<th>Total 56 Credits</th>
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<tbody>
<tr>
<td>Section ‘A’</td>
<td>30 Credits</td>
</tr>
<tr>
<td><em>Saṁhitā</em> and <em>Brāhmaṇa</em></td>
<td></td>
</tr>
<tr>
<td>Section ‘B’</td>
<td>10 Credits</td>
</tr>
<tr>
<td>Vedic Grammar</td>
<td></td>
</tr>
<tr>
<td>Section ‘C’</td>
<td>16 Credits</td>
</tr>
<tr>
<td><em>Munḍakopaniṣad</em></td>
<td></td>
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</tbody>
</table>

[B] Course Objectives:

This course on Vedic literature aims to introduce various types of vedic texts. Students will also be able to read one Upaniṣad, namely, *Munḍaka*, where primary Vedānta-view is propounded.

[C] Unit-Wise Division:

**Section ‘A’**

*Saṁhitā and Brāhmaṇa*

<table>
<thead>
<tr>
<th>Unit: I</th>
<th><em>Rgveda</em> - Agni- 1.1, Uṣas- 3.61, Akṣa Sūkta 10.34, Hiranyagarbha- 10.121</th>
<th>20 Credits</th>
</tr>
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<tbody>
<tr>
<td>Unit: II</td>
<td><em>Yajurveda</em> - Śivasarīṅkalpa Sūkta- 34.1-6</td>
<td>03 Credits</td>
</tr>
<tr>
<td>Unit: III</td>
<td><em>Atharvaveda</em> - Sāmmanasyam- 3.30, Bhūmi-12.1-12</td>
<td>05 Credits</td>
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</table>

**Section ‘B’**

Vedic Grammar

Declensions (*sabdārūpa*), Subjunctive Mood (*leś*), Gerunds (*ktvārthaka, Tumarthaka*), Vedic Accent and Padapāṭha.

**Section ‘C’**
PROPOSED UNDER GRADUATE COURSES FOR SANSKRIT (HON.)
UNDER CHOICE BASED CREDIT SYSTEM (CBCS)

Detail of the Core Course for Sanskrit

(Muṇḍakopaniṣad)

<table>
<thead>
<tr>
<th>Unit: I</th>
<th>Muṇḍakopaniṣad - 1.1 to 2.1</th>
<th>8 Credits</th>
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</thead>
<tbody>
<tr>
<td>Unit: II</td>
<td>Muṇḍakopaniṣad – 2.2 to 3.2</td>
<td>8 Credits</td>
</tr>
</tbody>
</table>

[D] Recommended Books/Readings:

1. Ṛgvedasamhitā (Sāvitaśarīrakṛt bāṇya evam hindī bāṇya sahit), (संस्करण) रामगोविन्द निधी, चौखबा संस्कृत प्रतिष्ठान, दिल्ली.
3. Shuklayajurveda, (पदपाठ, उज्बट—महीधर वान्दित ट्राङ्कवबिधिनी ‘हिंदी वाण्य सहित), (संस्करण) रामकृण्य शाखी, चौखबा संस्कृत प्रतिष्ठान, दिल्ली.
4. Śatapatha Brāhmaṇa, (Ed.) Ganga Prasad Upadhyaya, SLBSRS Vidyapeeth, Delhi.
6. मुण्डकोपनिषद् (शाङ्करराव), (संस्करण) जिया लाल काम्बोज, ईंटर्न बुक लिंक्स, दिल्ली.
7. शशि तिवारी, विभागिनि प्रकाशन, दिल्ली.
8. वैदिक संग्राह, खण्डनाल, ईंटर्न बुक लिंक्स, दिल्ली.
11. कृष्णमूकनिक्र: , उमाशंकर शर्मा कृष्णि, चौखबा ओरियण्डलिया, बाराणसी.

Note: Teachers are also free to recommend any relevant books/articles/e-resource if needed.
C-13

Ontology and Epistemology

[A] Prescribed Course

<table>
<thead>
<tr>
<th>Section ‘A’</th>
<th>Essentials of Indian Philosophy</th>
<th>16 Credits</th>
</tr>
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<tbody>
<tr>
<td>Section ‘B’</td>
<td>Ontology (Based on Tarkasaṅgraha)</td>
<td>20 Credits</td>
</tr>
<tr>
<td>Section ‘C’</td>
<td>Epistemology (Based on Tarkasaṅgraha)</td>
<td>20 Credits</td>
</tr>
</tbody>
</table>

Total 56 Credits

[B] Course Objectives:

This course aims to get the students acquainted with the cardinal principles of the Nyāya-Vaiśeṣika philosophy through the Tarkasaṅgraha and to enable students to handle philosophical texts in Sanskrit. It also intends to give them an understanding of essential aspects of Indian Philosophy.

[C] Unit-Wise Division:

Section ‘A’

Essentials of Indian Philosophy

Unit: I
Meaning and purpose of darśana, general classification of philosophical schools in classical Indian philosophy

Realism (yathārthavāda or vastuvāda) and Idealism (pratyayavāda), Monism (ekattvavāda), Dualism (dvaitavavāda) & Pluralism (bhahuttavavāda) ; dharma (property)-dharma (substratum)

05 Credits

Unit: II

05 Credits
### PROPOSED UNDER GRADUATE COURSES FOR SANSKRIT (HON.)
### UNDER CHOICE BASED CREDIT SYSTEM (CBCS)

#### Detail of the Core Course for Sanskrit

| Unit: III | Causation (kāryakāraṇavāda) : naturalism (svabhāvavāda), doctrine of pre-existence of effect (satkāryavāda), doctrine of real transformation (pariṇāmavāda), doctrine of illusory transformation (vivartavāda), doctrine of non-predominance of effect in cause (asatkāryavāda and ārambhavāda) | 06 Credits |

#### Section ‘B’

##### Ontology

| Unit: I | Concept of padārtha, three dharmas of padārthas, definition of Dravya, | 05 Credits |
| Unit: II | Sāmānyā, Viśeṣa, Samavāya, Abhāva. | 05 Credits |
| Unit: III | Definitions of first seven dravyas and their examination; Ātma and its qualities, manas. | 05 Credits |

| Unit: IV | Qualities (other than the qualities of the ātman) | 05 Credits |
| Unit: IV | Five types of Karma. | 05 Credits |

#### Section ‘C’

##### Epistemology

| Unit: I | Buddhi(jñāna) – nature of jñāna in Nyāya | 20 Credits |
| Unit: I | vaiśeṣika; smṛiti-anubhava; yathārtha and ayathārtha, | |
| Unit: II | Karaṇa and kāraṇa, definitions and types of pramā, | 20 Credits |
| Unit: II | kartā-kārana-vyāpāra-phala, model | |
### PROPOSED UNDER GRADUATE COURSES FOR SANSKRIT (HON.)
UNDER CHOICE BASED CREDIT SYSTEM (CBCS)

Detail of the Core Course for Sanskrit

<table>
<thead>
<tr>
<th>Unit: III</th>
<th>Pratyakṣa</th>
<th>20 Credits</th>
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<tbody>
<tr>
<td>Unit: IV</td>
<td>Anumāna including hetvābhāsa</td>
<td>20 Credits</td>
</tr>
<tr>
<td>Unit: V</td>
<td>Upamāna and śabda pramāṇa</td>
<td>20 Credits</td>
</tr>
<tr>
<td>Unit: VI</td>
<td>Types of ayathārtha anubhava</td>
<td>20 Credits</td>
</tr>
</tbody>
</table>

[D] **Recommended Books/Readings:**

2. Tarkasaṅgraha of Annambhaṭṭa (with Dīpikā & Nyāyabodhinī), (Ed. & Tr.) Athalye & Bodas, Mumbai, 1930.
5. Tarkasaṅgraha, Narendra Kumar, Hansa Prakashan, Jaipur.
6. Chatterjee, S. C. & D. M. Datta - Introduction to Indian Philosophy, Calcutta University, Calcutta, 1968 (Hindi Translation also).
10. Chatterjee, S.C. & : Introduction to Indian Philosophy, Calcutta
11. D.M. Dutt (हिन्दी अनुवाद — भारतीय दर्शन)
12. Bhattacharya, Chandrodaya, The Elements of Indian Logic and Epistemology,
13. Maitra, S.K., Fundamental Questions of Indian Metaphysics & Logic,

**Note:** Teachers are also free to recommend any relevant books/articles/e-resource if needed.
### C-14

**Sanskrit Composition and Communication**

### [A] Prescribed Course: Total 56 Credits

<table>
<thead>
<tr>
<th>Section</th>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>‘A’</td>
<td>Vibhaktyartha, Voice and Kṛt</td>
<td>16</td>
</tr>
<tr>
<td>‘B’</td>
<td>Translation and Communication</td>
<td>20</td>
</tr>
<tr>
<td>‘C’</td>
<td>Essay</td>
<td>20</td>
</tr>
</tbody>
</table>

### [B] Course Objectives:

This paper aims at teaching composition and other related informations based on Laghusiddhāntakaumudi Vibhaktyartha Prakaraṇa.

### [C] Unit-Wise Division:

#### Vibhaktyartha, Voice & Kṛt

**Section ‘A’**

(i). Vibhaktyartha *Prakaraṇa* of Laghusiddhāntakaumudi  
(ii). Voice (*katṛ*, *karma* and *bhāva*)

**Unit: I**

Selections from *Kṛt Prakaraṇa* from Laghusiddhāntakaumudi Major Sūtras for the formation of *kṛdanta* words (*tavyat*, *tavya*, *anīyar*, *yat*, *nyat*, *nvul*, *tric*, *an*, *kta*, *katavatu*, *śatṛ*, *sānac*, *tumun*, *ktvā-lyap*, *lyuṭ*, *ghan*, *ktin*)

06 Credits

**Unit: II**

10 Credits

#### Section ‘B’

**Translation and Communication**

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

10 Credits
### PROPOSED UNDER GRADUATE COURSES FOR SANSKRIT (HON.)
**UNDER CHOICE BASED CREDIT SYSTEM (CBCS)**

**Detail of the Core Course for Sanskrit**

<table>
<thead>
<tr>
<th>Unit: II</th>
<th>Communicative Sanskrit: Spoken Sanskrit.</th>
<th>10 Credits</th>
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<tbody>
<tr>
<td><strong>Section ‘C’</strong></td>
<td><strong>Essay</strong></td>
<td></td>
</tr>
<tr>
<td>Unit: I</td>
<td>Essay (traditional subjects) e.g. <em>veda, upnīṣad</em>, Sanskrit <em>Language, Sanskritī, Rāmāyaṇa, Mahābhārata, purāṇa, gītā</em>, principal Sanskrit poets. Essay based on issues and topic related to modern subjects like entertainment, sports, national and international affairs and social problems.</td>
<td>10 Credits</td>
</tr>
<tr>
<td>Unit: II</td>
<td></td>
<td></td>
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</tbody>
</table>

[D] **Recommended Books/Readings:**

1. शाौखी, धरान, लघुिस᳍ा᭠तकौमुदी, मूल एवं हिन्दी व्याख्या, मोतीलाल बनारसीदास, दिल्ली.
2. शाौखी, भीमसेन, लघुिस᳍ा᭠तकौमुदी, भौमी᳞ा, भाग—1, भौमी᳞ा‌काशन, दिल्ली.
3. नौ᭠टयाल, च᭠धर, बृहद्‌‌, अनुवाद‐चित᭠᭠क, मोतीलाल बनारसीदास, दिल्ली.
4. पाण᭠देय, राध᭠मोहन, सं᭭क ृत सहचर, सू᭠डे‌‌स ᭛᭙स, पट᭠ना.
5. द᭠िवे᭠द, क᭠िलदेव, र᭠चना‌‌, विश᭠विषयक प्रकाशन, दिल्ली.
6. द᭠िवे᭠द, क᭠िलदेव, सं᭭क ृतिनब᭠धशतकम्, विश᭠विषयक प्रकाशन, वाराणसी‌‌, V.S. - *The Students' Guide to Sanskrit Composition*, Chowkhamba Sanskrit Series, Varanasi (Hindi Translation also available).

**Note:** Teachers are also free to recommend any relevant books/articles/e-resource if needed.
### Discipline Specific Elective (DSE)
#### B.A. (Hons) Sanskrit

<table>
<thead>
<tr>
<th>DSE-1</th>
<th>DSE-2</th>
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<tbody>
<tr>
<td>Indian System of Logic and Debate</td>
<td>Art of Balanced Living</td>
</tr>
<tr>
<td>DSE-3</td>
<td>DSE-4</td>
</tr>
<tr>
<td>Theatre &amp; Dramaturgy</td>
<td>Tools and Techniques for Computing Sanskrit Language</td>
</tr>
<tr>
<td>DSE-5</td>
<td>DSE-6</td>
</tr>
<tr>
<td>Sanskrit Linguistics</td>
<td>Computational Linguistics for Sanskrit</td>
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<tr>
<td>DSE-7</td>
<td>DSE-8</td>
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<tr>
<td>Fundamentals of Ayurveda</td>
<td>Environmental Awareness in Sanskrit Literature</td>
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**DSE-1**  
**Indian System of Logic and Debate**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Section ‘A’</td>
<td>Fundamentals of Science of Debate</td>
</tr>
<tr>
<td>Section ‘B’</td>
<td>Syllogistic Logic</td>
</tr>
<tr>
<td>Section ‘C’</td>
<td>Theory of Debate</td>
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</table>

<table>
<thead>
<tr>
<th>[B] Course Objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>[C] Unit-Wise Division:</th>
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</thead>
<tbody>
<tr>
<td><strong>Section ‘A’</strong></td>
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<td><strong>Fundamentals of Science of Debate</strong></td>
</tr>
<tr>
<td>Unit: I</td>
</tr>
<tr>
<td>Science of inquiry (अन्विक्षिक) &amp; its importance, Growth of अन्विक्षिक into art of debate, The council of debate (परिषद) &amp; its kinds, Discussant (वादी), Opponent (प्रतिवादी), Judge (मध्यस्थ/प्रश्निक).</td>
</tr>
<tr>
<td>The Method of debate (सम्बंधाविद्वादी/वादाविद्वादी) &amp; its utility, Types of debate - congenial debate (अनुलोम सम्बंधा) &amp; hostile debate (विग्र्ह्या सम्बंधा), The expedience of debate (वादोपाय्या), The limits of debate (वादमर्यादा).</td>
</tr>
<tr>
<td>Note: The definitions and concepts are to be taken only from the न्यायसूत्र, न्यायाकोश 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.</td>
</tr>
</tbody>
</table>
Section ‘B’
Syllogistic Logic

Inference (anumāna) & its key terms, viz. major term or probandum (sādhyā), middle term or probans (hetu), minor term (pakṣa), illustration (sapakṣa), contrary-illustration (vipakṣa), basic understanding of invariable concomitance (vyāpti) & its types, establishing vyāpti by inductive method, Five components of argument (pañcāvayava) – proposition (pratijñā), reason (hetu), example (udāharana), application (upanaya) & conclusion (nigamana), the hetu term – its nature and requirement, demonstration of pervasion – upādhi and tark, nature and variety of tark.

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

Unit: I

20 Credits

Section ‘C’
Theory of Debate

Basic understanding of the following terms: Example (drṣṭānta), Tenet (siddhānta), Ascertainment (nirṇaya), Dialogue (kathā) and its kinds, Discussion (vāda), Wrangling (jalpa), Cavil (vitanḍā).

Quibble (chala) & its kinds; Analogue (jāti) and its important kinds (only first four, i.e. sādharmyasama, vaidharmyasama, utkarṣasama & apakarṣasama); Point of defeat (nigrāhasthāna) & its kinds – Hurting the proposition (pratijñāhāni), Shifting of proposition (pratijñāntara), Opposing the proposition (pratijñāvirodha), Renouncing the proposition (pratijñāsannyāsa), Admission of an opinion (matānuṣṭāpa).

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

[D] Recommended Books/Readings:

1. Vidyabhushan, Satish Chandra, *A History of Indian Logic*, MLBD, Delhi, 1962. (Chapter III of Section I & Chapter II of Section II only)
6. Tarkasaṅgraha of Annaṁbhata (with Dipika), (Ed. & Tr. in Hindi), Kanshiram & Sandhya Rathore, MLBD, Delhi 2007.
8. Chatterjee, S. C. & D. M. Datta - *Introduction to Indian Philosophy*, Calcutta University, Calcutta, 1968 (Hindi Translation also)

Note: Teachers are also free to recommend any relevant books/articles/e-resource if needed.
## DSE-2
### Art of Balanced Living

**[A]** Prescribed Course: Total 56 Credits

<table>
<thead>
<tr>
<th>Section</th>
<th>Topic</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘A’</td>
<td>Self-presentation</td>
<td>14</td>
</tr>
<tr>
<td>‘B’</td>
<td>Concentration</td>
<td>14</td>
</tr>
<tr>
<td>‘C’</td>
<td>Refinement of Behaviour</td>
<td>14</td>
</tr>
</tbody>
</table>

**[B]** Course Objectives:

This course aims to get the students acquainted with theories of art of living inherent in Sanskrit literature and apply them to live a better life. It also intends to make students work on human resource management for giving better results.

**[C]** Unit-Wise Division:

### Section ‘A’
#### Self-presentation

- Method of Self-presentation: Hearing (śravaṇa), Reflection (manana) & meditation (nīdīdhyāsana)
  
  
  (Bṛhadāraṇyakopaniṣad, 2.4.5)

### Section ‘B’
#### Concentration

- Concept of Yoga: (Yogasūtra, 1.2)
- Restriction of fluctuations by practice (abhyāsa) and passionlessness (vairāgya): (Yogasūtra, 1.12-16)
- Eight aids to Yoga (aṣṭāṅgayoga): (Yogasūtra, 2.29, 30, 32, 46, 49, 50; 3.1-4).
- Yoga of action (kriyāyoga): (Yogasūtra, 2.1)
- Four distinct means of mental purity (cittaprasādana) leading to oneness: (Yogasūtra, 1.33)

### Section ‘C’
#### Refinement of Behavior

- Methods of Improving Behavior: jñāna-yoga, dhyāna-yoga, karma-yoga and bhakti-yoga (especially karma-yoga)

  
  
  14 Credits
Karma: A natural impulse, essentials for life journey, co-ordination of the world, an ideal duty and a metaphysical dictate (*Gītā*, 3.5, 8, 10-16, 20 & 21)

[D] Recommended Books/Readings:

1.

**Note:** Teachers are also free to recommend any relevant books/articles/e-resource if needed
PROPOSED UNDER GRADUATE COURSES FOR SANSKRIT (HON.)
UNDER CHOICE BASED CREDIT SYSTEM (CBCS)

Discipline Specific Elective (DSE) Course for Sanskrit

DSE-3
Theatre and Dramaturgy in Sanskrit

[A] Prescribed Course:

<table>
<thead>
<tr>
<th>Section</th>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Theatre: Types and Constructions</td>
<td>16</td>
</tr>
<tr>
<td>B</td>
<td>Drama: vastu (subject-matter), netā (Hero) and rasa</td>
<td>30</td>
</tr>
<tr>
<td>C</td>
<td>Tradition and History of Indian Theatre</td>
<td>10</td>
</tr>
</tbody>
</table>

Total 56 Credits

[B] Course Objectives:

Being audio-visual, 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 (saṁvādasūkta) of the Rgveda. The dramaturgy was later developed by the Bharatamuni. The objectives of this curriculum are to identify the beauty of drama and to introduce classical aspects of development of Indian theatre among the students.

[C] Unit-Wise Division:

**Section ‘A’**

**Theatre: Types and Construction**

Types of theatre: vikṛṣṭa (oblong), caturasra (square), tryasra (triangular), jyeṣṭha (big), madhyama (medium), avara (small), bhūmi-śodhana (Examining the land) and māpa (measurement of the site), mattavāraṇī (raising of pillars), raṅgapūṭha and rangaśīrṣa (stage), dārukarma (wood–work), nepathyā-grīha (greenhouse), prekskopaveśa (audience-hall), Doors for entrance & exit.

**Unit: I**

16 Credits

**Section ‘B’**

**Drama - vastu (subject-matter), netā (hero) and rasa**

Definition of drama and its various names - drśya, rūpa,rūpaka , abhīneya; abhinaya and its types: āṅgika (gestures), vācika(oral), sāttvika (representation of the sattva), āhārya (dresses and make-up).

**Unit: I**

10 Credits

Vastu: (subject-matter) : ādhikārika (principal), prāsaṅgika (subsidiary), Five kinds of arthaprakṛti, kāryāvasthā (stages of the action of actor) and sandhi (segments), arthropakṣepaka (interludes).
kinds of dialogue: 1. sarvaśrāvyya or prakāśa (aloud)  
2. aśrāvyya or svagata (aside) 
3. niyataśrāvyya: janāntika (personal address), apavārita (confidence) 
4. ākāśabhāṣīta (conversation with imaginary person).

Netā: Four kinds of heroes, Three kinds of heroines, ṣūtradhāra (stage manager), pāripārvika (assistant of ṣūtradhāra), vidūṣaka (jester), kaṅcukī (chamberlain), pratīnāyaka (villain).

**Unit: II**

Rasa: definition and constituents, ingredients of rasa-nispatti: bhāva (emotions), vibhāva (determinant), anubhāva (consequent), sāttvikabhāva (involuntary state), sthāyibhāva (permanent states), vyabhicāribhāva (complementary psychological states), svāda (pleasure), Four kinds of mental levels: vikāsa (cheerfulness), vistāra (exaltation), kṣobha (agitation), vikṣepa (perturbation).

**Unit: III**

**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.

**Recommended Books/Readings:**


2. झा सीताराम, (1982) नाटक और रंगमंच, बिहार राज्य संस्थापना परिषद् पटना, पृ. 171-175.


6. डिब्बे, हजारी प्रसाद — नाट्यशाखा की भारतीय पंरपरा और दशरुपक.


8. श्री सीताराम, (1982) नाटक और रंगमंच, पृ. 161—211.


12. नागर, रवि शंकर, नाट्यशाखा, अभिनवभारती ढीका सहित, परिशिष्ट पत्रिकेन्द्र दिल्ली.

13. डिब्बे, हजारी प्रसाद, नाट्यशाखा की भारतीय पंरपरा और दशरुपक, राजकमल प्रकाशन दिल्ली, 1963.

14. विपाठी, राधाबल्लभ — भारतीय नाट्यशाखा की परम्परा और विश्व रंगमंच, प्रतिभा प्रकाशन, दिल्ली, 1999.

15. विपाठी, राधाबल्लभ (सं0) मंत्रिस्नाट्यशाखा, बाणी प्रकाशन, दिल्ली, 2008.

16. श्री, सीताराम, नाटक और रंगमंच, विद्याराण्य भारतभाषा परिपाठ, पटना, 1981.

17. किशोर, भारतेन्दु, भारतकालीन कलाएँ, प्रतिभा प्रकाशन, दिल्ली, 2004.

18. विपाठी, राधाबल्लभ, भारतीय नाट्य: स्वरूप और परंपरा, हरिसिंह गौर विश्वविद्यालय, सागर, 1988.


Note: Teachers are also free to recommend any relevant books/articles/e-resource if needed.
**DSE – 4**

**Tools and Techniques for Computing Sanskrit Language**

[A] **Prescribed Course:**

<table>
<thead>
<tr>
<th>Section</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘A’</td>
<td>Sanskrit and Language Computing</td>
<td>30</td>
</tr>
<tr>
<td>‘B’</td>
<td>Language Computing Methodology and Survey</td>
<td>26</td>
</tr>
</tbody>
</table>

Total 56 Credits

[B] **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.

[C] **Unit-Wise Division:**

**Section ‘A’**

**Sanskrit and Language Computing**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Sanskrit Phonology, Sanskrit Morphology, Syntax Semantics, Lexicon, Corpora Introduction, Objective, Tools, Techniques, Methodology Sanskrit Language Resources and Tools.</td>
<td>15</td>
</tr>
<tr>
<td>II</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

**Section ‘B’**

**Language Computing Methodology and Survey**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Rule Base, Statistical and Hybrid</td>
<td>10</td>
</tr>
<tr>
<td>II</td>
<td>Language Computing Survey</td>
<td>16</td>
</tr>
</tbody>
</table>

[D] **Recommended Books/Readings:**

### Discipline Specific Elective (DSE) Course for Sanskrit

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Teachers Notes and Handout.</td>
</tr>
<tr>
<td>6</td>
<td>E-contents suggested by teachers.</td>
</tr>
<tr>
<td>7</td>
<td>Various Materials from Internet</td>
</tr>
<tr>
<td>8</td>
<td>Daniel Jurafsky and James H. Martin, Speech and Language Processing, Prentice Hall; 2008</td>
</tr>
<tr>
<td>9</td>
<td>Tools developed by Computational Linguistics Group, Department of Sanskrit, University of Delhi, Delhi-110007 available at: <a href="http://sanskrit.du.ac.in">http://sanskrit.du.ac.in</a></td>
</tr>
</tbody>
</table>

**Note:** Teachers are also free to recommend any relevant books/articles/e-resource if needed.
## DSE-5
### Sanskrit Linguistics

<table>
<thead>
<tr>
<th>[A] Prescribed Course</th>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section ‘A’</strong> भाषाशाॅस्त्र</td>
<td>56 Credits</td>
</tr>
</tbody>
</table>

### [B] Course Objectives:

### [C] Unit-Wise Division:

#### Section ‘A’

<table>
<thead>
<tr>
<th>Unit</th>
<th>भाषाशाॅस्त्र</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>भाषा का स्वरुप, परिभाषा, भाषा की विशेषताएँ, भाषा विज्ञान का स्वरुप, भाषाविज्ञान के मुख्य अड़ण एवं उपाध्येय</td>
<td>14 Credits</td>
</tr>
<tr>
<td>II</td>
<td>संस्कृत की दृष्टि से ध्वनिविज्ञान, पदविज्ञान, वाक्यविज्ञान एवं अर्थविज्ञान का सामान्य अवबोध</td>
<td>14 Credits</td>
</tr>
<tr>
<td>III</td>
<td>संस्कृत एवं भारोपीय भाषाशास्त्र</td>
<td>14 Credits</td>
</tr>
<tr>
<td>IV</td>
<td>संस्कृत एवं तुल्नात्मक भाषाविज्ञान के इतिहास का सामान्य परिचय</td>
<td>14 Credits</td>
</tr>
</tbody>
</table>

### [D] Recommended Books/Readings:

1. तिब्रारी, भोलानाथ, तुलनात्मक भाषाविज्ञान, मोतीलाल बनारसीदास, दिल्ली, 1974.
2. तिब्रारी, भोलानाथ, भाषाविज्ञान, किताबमहल, इलाहाबाद, 1992.
3. दिब्रेदी, कपिलदेव, भाषाविज्ञान एवं भाषाशास्त्र, विथविभागन प्रकाशन, वाराणसी, 2001.
4. शर्मा, देवनाथ, भाषाविज्ञान की भूमिका, राधाकृष्ण प्रकाशन, दिल्ली, 2014
5. व्यास, भोलाशंकर, संस्कृत का भाषाशास्त्रीय अध्ययन, चौखंड विद्याभवन, 1957.

### Discipline Specific Elective (DSE) Course for Sanskrit


**Note:** Teachers are also free to recommend any relevant books/articles/e-resource if needed.
DSE – 6
Computational Linguistics for Sanskrit

[A] Prescribed Course: Total 26 Credits

| Section ‘A’ | Theoretical Concepts of Computational Linguistics | 26 Credits |
| Section ‘B’ | Applied Areas of Computational Linguistics | 15 Credits |
| Section ‘C’ | Data Storage: An Introduction to Databases | 15 Credits |

[B] Course Objectives:

This course will introduce the modern technology in the field and prepare the students for the next level. After covering these topics in Computational Linguistics (CL), the students will learn the tools and techniques of CL.

[C] Unit-Wise Division:

Section ‘A’
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, Computer as Intelligent Devices,
Human 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: I 13 Credits

Unit: II 13 Credits

Section ‘B’
Applied Areas of Computational Linguistics

Morphological Analyzer/Speech/Speaker Recognition, Speech Synthesis, Text to Speech,
Language Analysis, Understanding, Generation,
Natural Language Interface, Text Processing and Machine Translation.

Section ‘C’

Data Storage: An Introduction to Databases


Unit: I

15 Credits

[D] Recommended Books/Readings:

11. Dan Jurafsky, James H. Martin, 2000, Speech and Natural Language Processing, Prentice Hall.
12. Teacher’s notes and selected research paper suggested by teachers.
13. Important E-contents suggested by Teachers.

Note: Teachers are also free to recommend any relevant books/articles/e-resource if needed
DSE-7
Fundamentals of Āyurveda

<table>
<thead>
<tr>
<th>[A] Prescribed Course:</th>
<th>Total 56 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section ‘A’</td>
<td>Introduction of Āyurveda</td>
</tr>
<tr>
<td>Section ‘B’</td>
<td>Carakasaṃhitā – (Sūtra-sthānam)</td>
</tr>
<tr>
<td>Section ‘C’</td>
<td>Taittirīyopaniṣad</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>[B] Course Objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Āyurveda is a traditional Indian system of healthcare that has been traced back as early as 5,000 BCE. Through the classroom lectures and discussions, this course will introduce students to the theory of Āyurveda. The theory modules sessions that make up this course offer an introduction to Āyurveda that is well rounded, comprehensive and useful for students in their own day-to-day living. The major objective is to understand the basic principles and concepts of preventative medicine and health maintenance, diet and nutrition, usage of commonly used spices and herbs and outline of Āyurvedic therapeutic procedures in Āyurveda.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>[C] Unit-Wise Division:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section ‘A’</td>
</tr>
<tr>
<td>Introduction of Āyurveda</td>
</tr>
<tr>
<td>Unit: I</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

| Section ‘B’            |
| Carakasaṃhitā – (Sūtra-sthānam) |
| Unit: I                | Carakasaṃhitā – (Sūtra-sthānam): Division of Time and condition of nature and body in six seasons. | 18 Credits |
|                         | Regimen of Fall Winter (Hemanta), Winter (Śiśira) & Spring (Vasanta) seasons. Regimen of Summer (Grīṣma), Rainy (Varṣā) and Autumn (Śarada) seasons. |
# Section ‘C’
## Taittirīyopaniṣad

<table>
<thead>
<tr>
<th>Unit</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Taittirīyopanishad—Bṛghuvalli, anuvak 1-3</td>
<td>09</td>
</tr>
<tr>
<td>II</td>
<td>Taittirīyopanishad—Bṛghuvalli, anuvak 1-3</td>
<td>09</td>
</tr>
</tbody>
</table>

### Suggested Books/Readings:

2. Taittirīyopaniṣad—Bṛghuvalli.
3. Atridev Vidyalankar, Ayurveda ka Brhad itihasa.
4. Priyavrat Sharma, Caraka Chintana.

### Note:
Teachers are also free to suggest any relevant books/articles/e-resource if needed.
### DSE – 8
Environmental Awareness in Sanskrit literature

#### [A] Prescribed Course  
Total 56 Credits

<table>
<thead>
<tr>
<th>Section</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘A’</td>
<td>Environmental Issues and Importance of Sanskrit Literature</td>
<td>18</td>
</tr>
<tr>
<td>‘B’</td>
<td>Environment Awareness in Vedic Literature</td>
<td>20</td>
</tr>
<tr>
<td>‘C’</td>
<td>Environment Awareness in Classical Sanskrit Literature</td>
<td>18</td>
</tr>
</tbody>
</table>

#### [B] 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. Religion was probably used in ancient India as a tool to protect nature and natural resources. Therefore, the Sanskrit literature is of great utility to us and to the world environment at large. The aim of this course is to make the students acquainted with the basic concept of Indian Science of Environment and salient features of environmental awareness as reflected in Vedic and Classical Sanskrit literature.

#### [C] Unit-Wise Division

**Modern Environmental Perspective and Sanskrit Literature**

**Section ‘A’**

Science of Environment: Definition, Scope and Modern Crises:
- Main components of Environment: living organisms (Jaiva Jagat) and non-living materials (Bhoutika Padarth).
- Elementary factor of Environment Physical elements, Biological elements and Cultural elements

**Unit: I**
- 06 Credits

Modern Challenges and Crises 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**
- 06 Credits

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;

Section ‘B’
Environment Awareness in Vedic Literature

Environmental Issues and Eco-system in Vedic Literature
Divinity to Nature, Co-ordination between all natural powers of
universe; Cosmic order ‘Rta’ as the guiding force for environment
of whole universe (Rgveda, 10.85.1); Equivalent words for
Environment in Atharvaveda: ‘Vritavrita’ (12.1.52), ‘Abhivarah,(1.32.4), ‘Avritai’ (10.1.30), ‘Parivrita’ (10.8.31);
five basic elements of universe covered by environment: Earth, Water, Light, Air, and Ether. (Aitareya Upanishad 3.3); Three constituent elements of environment known as ‘Chandansi’: Jala (water), Vayu (air), and Osadhi (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) (Rigveda, 7.49.2).

Environment Preservation in Vedic Literature:
Five elementry sources of environment preservation: Parvat(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 ulb’(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 Upanishads (Bhradaranyaka Upanishad, 3.9.28, Taittiriya Upanishad, 5.101, Iso-Upanishad, 1.1)

Section ‘C’
Environment Awareness in Classical Sanskrit Literature

Environmental Awareness and Tree plantation:
Planting of Trees in Puranas as a pious activity (Matsya Purana, 59.159; 153.512 ; Varaha Purana 172. 39), Various medicinal trees to be planted in forest by king (Sukraniti, 4.58-62); Plantation of new trees and preservation of old trees as royal
**Proposed Under Graduate Courses for Sanskrit (Hon.)**  
**Under Choice Based Credit System (CBCS)**

**Discipline Specific Elective (DSE) Course for Sanskrit**

- **Unit: II**
  - **Environmental Awareness and Water Management:**
    - Various types of water canals 'Kulya' for irrigation: canal originated from river 'Nadimatr mukha kulya', canal originated from nearby mountain 'Parvataparsva vartini kulya', canal originated from pond, 'Hrdasrita kulya'. Preservation of water resources 'Vapi –kupa –tadaka' (Agnipuranas,209-2; V.Ramayana,2.80.10-11); Water Harvesting system in Arthasastra (2.1.20-21); Underground Water Hydrology in Brhatsamhita (Dakargaiadhyaaya,chapter-54);
  - **Universal Environmental Issues in Literature of Kalidasa:**
    - Eight elements of Environment and concept of 'Astromurti' Siva (Abhijnasakuntalam1.); Preservation of forest, water resources, natural resources; protection of animals, birds and plant in Kalidasa’s works, Environmental awareness in Abhijnasakuntalam Drama, Eco- system of indian monsoon in Meghdoot, Seasonl weather conditions of Indian sub continent in Rtusamhara, Himalayan ecology in Kumarasambhava, Oceanography in Raghuvamsa (canto-13).

**06 Credits**

**Unit: III**

**Recommended Books/Readings:**

1. *Arthashastra of Kautilya*—(ed.) Kangale, R.P. Delhi, Motilal Banarasidas 1965
5. कौटलीय अर्थशास्त्र हिंदी अनुवाद — उदयनीदी शाखा, मेहरचन्द लखमनदास मेहरचन्द लखमनदास मेहरचन्द लखमनदास मेहरचन्द, 1968.
7. यजुवंश — हिंदी अनुवाद सहित, सातवलेकर शाखा, धर्मनाथ रामचंद्र, बोड़पुर, 1968.
8. शुक्लायण — हिंदी अनुवाद, प्राणवशंकर मिश्र, तृणमूल संस्कृत शैली, बाराणसी, 1998.
9. श्रीमदमहाभारतकारामण — हिंदी अनुवाद सहित, (सम्पा०) जानकी नाथ शर्मा, (1 —2 भाग) पीताप्रेस, गोरखपुर.
10. ठाकुर, आघादान्— वेदों में भारतीय संस्कृति, हिंदी समिति, लखनऊ, 1967.

11. तिवारी, मोहन चन्द— अष्टादशक अयोध्या: इतिहास और परम्परा, उत्तरायण प्रकाशन, दिल्ली, 2006. तिवारी, शशि—

12. विनयालंकार, सत्यकेतु— प्राचीन भारतीय शासनव्यवस्था और राजशाखा, सरस्वती सदन, मसूरी, 1968.

13. सहायकन्याशिवस्त्रुपक्व प्राचीन भारत का सामाजिक एवं आर्थिक इतिहास, मोतीलाल बनारसीदास, दिल्ली, 2012 कौटलीय अर्थशास्त्र— हिंदी अनुवाद— उदयवीर शाक्ती, मेहरचन्द लखनऊ, 1968.

14. बृहस्पति— वराहिमिहर विषयी, हिंदी अनुवाद— बलदेव हसाद, खेमराज बीणदास, मुंबई.

15. धामी— हिंदी अनुवाद सहित, सातवलेकर, श्रीपाद दामोदर, पारदी.

16. शुक्रादि— हिंदी अनुवाद, ब्रह्मा रंकर मिश्र, चौबैम्भा संस्कृत सीरीज, वाराणसी, 968.

17. धीमान्नेश्वरायण— हिंदी अनुवाद सहित, (सम्पादक) जानकी नाथ शर्मा, (1—2 भाग) गीताप्रेस, गोरखपुर.

18. ठाकुर, आघादान्— वेदों में भारतीय संस्कृति, हिंदी समिति, लखनऊ, 1967.

19. तिवारी, मोहन चन्द— अष्टादशक अयोध्या: इतिहास और परम्परा, उत्तरायण प्रकाशन, दिल्ली, 2006. तिवारी, शशि—

20. विनयालंकार, सत्यकेतु— प्राचीन भारतीय शासनव्यवस्था और राजशाखा, सरस्वती सदन, मसूरी, 1968.

21. सहायकन्याशिवस्त्रुपक्व प्राचीन भारत का सामाजिक एवं आर्थिक इतिहास, मोतीलाल बनारसीदास, दिल्ली, 2012


25. Dwivedi, OP — The Essence of the Vedas, Visva Bharati Research Institute, Gyanpur,
PROPOSED UNDER GRADUATE COURSES FOR SANSKRIT (HON.)
UNDER CHOICE BASED CREDIT SYSTEM (CBCS)

Discipline Specific Elective (DSE) Course for Sanskrit

Varanasi ,1990
29. Trivedi, PR—Environmental Pollution and Control, A.P.H. Publishing Corporation, New Delhi, 2004
32. Kumar, B M. — Forestry in Ancient India: Some Literary Evidences on Productive and Protective Aspects, (article)AsianAgri- History,

35. अग्निपुराण : ______ तथा हिंदी अनुवाद तारिकीया ज्ञा एवं चन्द्रयाम त्रिपाठी, हिंदी साहित्य संस्मरण, इलाहाबाद, 1998
36. ईशोपिनिषद – गीता प्रेम, गोरखपुर संस्करण
37. तैत्तिरीयोपिनिषद – ईशादिशोपिनिषद, दिल्ली, 1964
38. वृहदारण्यकोपिनिषद – (108 उपिनिषद) जानांबंद, सम्पादन श्री एम. औरंगाबाद, हिंदी, 1997
39. ऐनंदेयोपिनिषद - (108 उपिनिषद) जानांबंद, सम्पादन श्री एम. औरंगाबाद, हिंदी, 1997
40. मन्त्रपुराण – आनंदानंद संस्कृत सीरीज, पूजा, 1907
41. ओझा, डी.डी., विज्ञान व विज्ञान, जोधपुर, 2005
42. विज्ञान, किपल देव, वेदांतिक पत्रिका, जोधपुर, 2004
43. पंत, पी. के ., कालिदास का साहित्य आधुनिक परिप्रेक्ष्य में, विद्यानिधि प्रकाशन, दिल्ली – 2009
44. मेमबाल, श्री कृष्ण (सम्पादक), ‘संस्कृत वैज्ञानिक कृषि विज्ञानम’ दिल्ली संस्कृत अकादमी, 2006
45. दिव्येश, देव, दिव्येश, कालिदास ग्रंथावली

Note: Teachers are also free to recommend any relevant books/articles/e-resource if needed.
Generic Elective (GE) Course for Sanskrit

## B.A. (Hons) Sanskrit

<table>
<thead>
<tr>
<th>Semester: III/IV</th>
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<tbody>
<tr>
<td>GE-1</td>
</tr>
<tr>
<td>Basic Sanskrit</td>
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<tr>
<td>GE-3</td>
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<tr>
<td>Sanskrit and Other Modern Indian Languages</td>
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<td>GE-5</td>
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<tr>
<td>Indian Aesthetics</td>
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<td>GE-7</td>
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<tr>
<td>Ancient Indian Polity</td>
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<td>GE-9</td>
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<tr>
<td>Computer Applications for Sanskrit</td>
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<tr>
<td>GE-11</td>
</tr>
<tr>
<td>Nationalism and Indian Literature</td>
</tr>
</tbody>
</table>
GE-1
Basic Sanskrit

[A] Prescribed Course: Total 56 Credits

Section ‘A’ Grammar and composition Part I 26 Credits
Section ‘B’ Grammar and composition Part II 20 Credits
Section ‘C’ Literature 10 Credits

[B] 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.

[C] Unit-Wise Division:

Section ‘A’
Grammar and Composition Part I
Nominative forms of pronouns- asmad, yuśmad, etat and tat in masculine, feminine and neuter.
Nominative forms of ‘a’ ending masculine and neuter gender nouns with paṭh, khād, 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: I 09 Credits

Unit: II 06 Credits

Unit: III 04 Credits

Unit: IV 02 Credits

Unit: V 03 Credits

Unit: VI 03 Credits
### Section ‘B’

**Grammar and Composition Part II**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Special Verb forms – in parasmaipada –past, present, future and imperative - kr, śrū</td>
<td>05 Credits</td>
</tr>
<tr>
<td>II</td>
<td>Special Verb forms – in parasmaipada –past, present, future and imperative jñā</td>
<td>02 Credits</td>
</tr>
<tr>
<td>III</td>
<td>ātmanepada – sev, labh</td>
<td>02 Credits</td>
</tr>
<tr>
<td>IV</td>
<td>Phonetic changes – visarga sandhi, vowel sandhis.</td>
<td>06 Credits</td>
</tr>
<tr>
<td>V</td>
<td>Participles - śatr, śānac, ktavatu, kta. Pratyayas – ktvā, lyap, tumun.</td>
<td>05 Credits</td>
</tr>
<tr>
<td>V</td>
<td>Active – passive structures in lakāras – (third person forms only) and pratyayas kta, ktavatu</td>
<td>05 Credits</td>
</tr>
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</table>

### Section ‘C’

**Literature**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Gita Chapter XII</td>
</tr>
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</table>

### Recommended Books/Readings:

1.  

**Note:** Teachers are also free to recommend any relevant books/articles/e-resource if needed
### [A] Prescribed Course:

<table>
<thead>
<tr>
<th>Section ‘A’</th>
<th>Culture in a multi-cultural society</th>
<th>26 Credits</th>
</tr>
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<tbody>
<tr>
<td>Section ‘B’</td>
<td>Cultural roots of India</td>
<td>30 Credits</td>
</tr>
</tbody>
</table>

### Total 56 Credits

### [B] 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.

### [C] Unit-Wise Division:

#### Section ‘A’

**Understanding Culture**

<table>
<thead>
<tr>
<th>Unit: I</th>
<th></th>
<th>06 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>What at is culture? Culture and Civilization</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>What is ‘Indian’ culture?</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Culture in a multi-cultural society</td>
<td></td>
</tr>
<tr>
<td>Unit: II</td>
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<td>09 Credits</td>
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<tr>
<td>1.</td>
<td>Vedic sabhyata</td>
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<tr>
<td>2.</td>
<td>Sindhu sabhyata</td>
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<tr>
<td>3.</td>
<td>Sanskrit in Indo-Islamic tradition – (Proceedings of the Sagar University seminar on ‘Isla姆 kā Sanskrit paramparā ko yogadāna’)</td>
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<table>
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<th>Unit: III</th>
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<tbody>
<tr>
<td>1.</td>
<td>Pandavani,</td>
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<tr>
<td>2.</td>
<td>Versions of the Rāma legend in Sanskrit literature – Vālmīki’s Rāmāyaṇa, Bhāsa’s Pratimā nāṭakam, Bhavabhūti’s Uttarāma caritam, Raghuvamśam of Kalidasa, Somadeva’s Kathāsaritsāgara, Rāmāyaṇa mañjari of Rājaśekhara etc.</td>
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<tr>
<td>3.</td>
<td>Ritusamhāra in folk music</td>
<td></td>
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<tr>
<td>4.</td>
<td>Sanskrit themes in traditional dance forms in Kerela</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Yakṣagan</td>
<td></td>
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<tr>
<td>6.</td>
<td>Gītagovinda and Odissi</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Major agricultural and seasonal festivals of India and the Indian calendar – Bihu, Holi, Pongal, Makar Sāṅkrāntī, Lohari, Oṃam, Baisakhi, Śrāvanī Pūṁśimā</td>
<td></td>
</tr>
</tbody>
</table>
**Section ‘B’**

**Social Issues**

Law and change – Dharma as an ever evolving phenomenon

*Manusmṛti*, Chapter 2, verses 6 and 12 with the commentary of Medhātithi;

**Unit: I**

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

Tradition *varṇa* hierarchy

*Vajrasūcī* by Aśvaghośa

Identity of women 6 hrs.

*Drāupādi*’s question– *Mahābhārata, Sabhā Parva* – *Dyūta Parva* (*sanskritdocuments.org*)

Chapter 66 - Duryodhana asks *Drāupādi* to be brought to the court 1; Vidura’s protest 2, 4;

Chapter 67 – Duryodhana asks *Pratikāmī* to fetch *Drāupādi* 2; *Drāupādi*’s refusal and question 5-10, 16; *Yudhiṣṭhira*’s response 39-41; Bhīṣma’s response 47-49; *Drāupādi*’s Rejoinder 50-52;

Vikarṇa’s statement, chapter 68, verses 12-17

*Karna* to Vikarṇa – 27-31, 35.

Struggle to secure women’s right to property 8 hrs.

*Yājñavalkya Smṛti*, Vyavahārādhyāya: Verse 135 with *Vijñāneśvara*’s commentary (section on *patnī*)

**Unit IV**

10 Credits

[D] **Recommended Books/Readings:**

1. उपाध्याय बलदेव, वैदिक साहित्य और संस्कृति
2. मध्यप्रदेश हिंदी अकादमी, प्राचीन भारतीय सामाजिक एवं आर्थिक संस्थाओं भोपाल, 1976
3. पाणिडेय राजबली, हिंदू संस्कृत, बौद्धम्बा विषय भवन
4. जानी शिवदत्त, भारतीय संस्कृति,
5. वाक्षम ए. ए. अदम्य भारत
6. Basham A.L. : Wonder that was India
7. Bharadwaj, Ramesh: *Vajrasūcī* of Aśvaghośa (*Varṇa-Jāti* through the Ages), Vidyanidhi, Delhi
9. Lingat Robert, Classical Hindu Law,
10. Majumdar R.C., History and Culture of the Indian People, Volume I(Vedic Age), Bhartiya Vidya Bhawan, Mumbai,
11. Mathur A.D., Medieval Hindu Law, Oxford University Press, New Delhi 2006
### Generic Elective (GE) Course for Sanskrit

<table>
<thead>
<tr>
<th>No.</th>
<th>Author(s)</th>
<th>Title</th>
<th>Publisher</th>
<th>Year</th>
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<tbody>
<tr>
<td>17.</td>
<td>Rama Krishna Mission</td>
<td>The Cultural Heritage of India</td>
<td>Calcutta</td>
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<tr>
<td>18.</td>
<td>Yadav B.N. S.</td>
<td>Society and Culture in Northern India</td>
<td>Allahabad</td>
<td>1973</td>
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<tr>
<td>19.</td>
<td>Basham A.L.</td>
<td>Wonder that was India</td>
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<tr>
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<td>22.</td>
<td>Majumdar R.C.</td>
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<td>Bhartiya Vidya Bhawan, Mumbai</td>
<td></td>
</tr>
<tr>
<td>29.</td>
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<td>The Cultural Heritage of India, Calcutta</td>
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</table>

**Note:** Teachers are also free to recommend any relevant books/articles/e-resource if needed
### Proposed Under Graduate Courses for Sanskrit (Hon.)

**Under Choice Based Credit System (CBCS)**

**Generic Elective (GE) Course for Sanskrit**

#### GE-3

**Sanskrit and Other Modern Indian Languages**

**[A] Prescribed Course:**

<table>
<thead>
<tr>
<th>Section</th>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>‘A’</td>
<td>Indo-Aryan Languages</td>
<td>16</td>
</tr>
<tr>
<td>‘B’</td>
<td>Philology</td>
<td>30</td>
</tr>
<tr>
<td>‘C’</td>
<td>Literature</td>
<td>10</td>
</tr>
</tbody>
</table>

**Total Credits: 56**

#### [B] Course Objectives:

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

#### [C] Unit-Wise Division:

<table>
<thead>
<tr>
<th>Section</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘A’</td>
<td>Indo-Aryan Languages, Stages of Indo-Aryan - Old Indo-Aryan, Middle Indo-Aryan Stages of development in the present day</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>‘B’</td>
<td>Philology, Phonetics of Sanskrit and other Modern Indian Languages</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Morphology of Sanskrit and other Modern Indian Languages</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Syntax of Sanskrit and other Modern Indian Languages</td>
<td>10</td>
</tr>
<tr>
<td>‘C’</td>
<td>Literature, Sanskrit as a source of Modern Indian Literature</td>
<td>05</td>
</tr>
<tr>
<td></td>
<td>Vernacular Languages as a source of enrichment of Sanskrit</td>
<td>05</td>
</tr>
</tbody>
</table>

#### [D] Recommended Books/Readings:

6. Coldwell, Robert, A comparative Grammar of Dravidian or South Indian Family of Languages, (3rd revised edn.) Munshiram Manoharlal, Delhi, 1970
7. नेघेन्द्र, भारतीय साहित्य, प्रभात प्रकाशन, दिल्ली, 1987

**Note:** Teachers are also free to recommend any relevant books/articles/e-resource if needed
### GE-4

**Basic Principles of Indian Medicine System (Ayurveda)**

<table>
<thead>
<tr>
<th>[A] Prescribed Course:</th>
<th>Total 56 Credits</th>
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</thead>
<tbody>
<tr>
<td><strong>Section ‘A’</strong></td>
<td></td>
</tr>
<tr>
<td><em>Introduction to Indian Medicine System</em>: <em>Ayurveda</em></td>
<td>12 Credits</td>
</tr>
<tr>
<td><strong>Section ‘B’</strong></td>
<td></td>
</tr>
<tr>
<td>Basic Principles of <em>Ayurveda</em></td>
<td>18 Credits</td>
</tr>
<tr>
<td><strong>Section ‘C’</strong></td>
<td></td>
</tr>
<tr>
<td>Dietetics, Nutrition and Treatments in <em>Ayurveda</em></td>
<td>18 Credits</td>
</tr>
<tr>
<td><strong>Section ‘D’</strong></td>
<td></td>
</tr>
<tr>
<td>Important Medicinal Plants and their based on <em>Ayurveda</em></td>
<td>08 Credits</td>
</tr>
</tbody>
</table>

#### [B] Course Objectives:

Ayurveda is a traditional Indian system of healthcare that has been traced back to as early as 5,000 BCE. This course will introduce students to the theory of Ayurveda. The major objective is to understand the basic principles and concepts of preventive medicine and health care, diet and nutrition, usage of commonly used spices and herbs and an outline of Ayurvedic therapeutic procedures in Ayurveda.

#### [C] Unit-Wise Division

**Section ‘A’**

*Introduction to Indian Medicine System: Ayurveda*

**Unit: I**

Definition of Ayurveda, Āyu (Life), Śarīra (Body), Health, Aim of Ayurveda, Subject Matter of Ayurveda, Salient Features of Ayurveda, Concept of Health according to Ayurveda, Unique features of Ayurveda.

History of Ayurveda, Atharvaveda as an early source for medicinal speculations, Introduction to Major Texts (Suṣrūṭa Samhitā and Caraka Samhitā) and Authors (Suṣrūta and Caraka) and Aṣṭāṅga Hṛdayam, Aṣṭāṅga Saṅgraha of Vāgbhaṭa.

Eight Components of Ayurveda (aṣṭāṅgaAyurveda):

1. Kāyakīrītā (General Medicine)
2. Kaumārabṛtya (Pediatrics)
3. ŚalyaTantra (Surgery)
4. Śālākya-Tantra (Ent. and Ophthalmology)
5. Bhūta Vidyā (Psychiatry Medicine).
6. Viṣa Vijñāna (Toxicology).
7. Rasāyana (Rejuvenates).

**Unit: II**

04 Credits

**Unit: III**

04 Credits

**Section ‘B’**
Basic Principles of Āyurveda

Unit: I

1. **The Triguṇas:** Sattva, Rajas and Tamas.
2. **The Pañcamahābhūtas:** Ākāśa (Space), Vāyu (Air), Teja or Agni (Fire), Jala (Water) and Prthvī (Earth).
3. **The Tridoṣas:** Vāta, Pitta and Kapha.
4. **The Saptadhātus:** Rasa (fluid), Rakta (blood), Māṁsa, Meda (fat), Asthi, Majjā and Śukra.
5. **The Trayodāsāgni:** Jatharāgni (gastric fire), Saptadhātvāgni and Pañcabhūtāgni.
6. **The Trimalas:** Purīṣā (faeces), Mūtra (urine) and Sveda (sweat).

Ayurvedic understanding of lifestyle and concepts of preventive medicine.

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

SvasthaVṛttā (Preventive Medicine): Understanding Health and Disease in Āyurveda

Diagnosis of illness: eight ways to diagnose illness, called Nāḍī (pulse), Mūtra (urine), Mala (stool), Jihvā (tongue), Śabda (speech), Sparśa (touch), Drk (vision), and Ākṛti (appearance).

Unit: II

08 Credits

Unit: III

03 Credits

Section ‘C’

Dietetics, Nutrition and Treatments in Āyurveda

Ayurvedic understanding of nutrition and metabolism, Classification of Āhāra according to Āyurveda and Viruddhāhāra (incompatible diet) & role of diet.

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

Pañcakarma and Other Āyurvedic Specialty Treatments: Method and classification of treatments in Āyurveda, Pretreatment, Therapeutic vomiting (Vamana), Purgation Therapy, Enema (Basti), Nasal Administration – Nāṣya, Blood Letting (RaktaMokṣa), Introduction and importance of Pañcakarma/Detoxification, Science and art of rejuvenation (Rasāyana and Vājikarana). Āyurvedic prenatal and postpartum care for healthy mothers and babies, Saṁskāra, care of infants and children.
Section ‘D’

Important Medicinal Plants in Āyurveda

19 Medicinal Plants in Suśruta Saṁhitā: Tulsī, Haridrā, Sarpagandhā, Ghṛṭa Kumārī, Guggulu, Brāhmī, Āmalā, Aśwagandhā, Arjun Tree, Turmeric, Ceylon Hydrolea, Neema Plant, Lady Ferns, Blackberries, Pot Marigold, Camomile, Peppermint, Fenugreek and Aloe Vera.

06 Credits

Unit: I

[D] Recommended Books/Readings:

2. V.B. Athavale, Basic Principles of Āyurveda, Chaukhamba Sanskrit Pratishthan New Delhi, 2005.
3. Āyurveda Kā Saṅkṣipta Itihāsa, Hindi Sahitya Sammelan, Allahabad.
13. Ravi Datta Tripathi, Vāgbhaṭa’s Aṣṭāṅga-sangraha, Chowkamba Sanskrit Pratishtahan, Delhi, 2011.
19. Susruta Susruta (Author), Kunja Lal Bhishagrata, An English Translation of the Sushruta Samhita, Based on Original Sanskrit Text. Edited and Published by Kaviraj Kunja Lal Bhishagrata. with a Full ... Notes, Comparative Views, Index, Glossary, Nabu Press, 2012

Note: Teachers are also free to recommend any relevant books/articles/e-resource if needed
GE-5
Indian Aesthetics

[A] Prescribed Course: Total 56 Credits

Section ‘A’ Aesthetics (Saundaryaśāstra), its nature and components 12 Credits
Section ‘B’ Aesthetic experience (Rasa) and its process 20 Credits
Section ‘C’ Aesthetic elements (saundarya - tattva) 12 Credits
Section ‘D’ Prominent thinkers on Aesthetics 12 Credits

[B] 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.

[C] Unit-Wise Division:

Section ‘A’
Aesthetics (Saundaryaśāstra), its nature and components

Unit: I Beauty (Saundarya): its definition, nature and components: vaya, rūpa, vacana, hāva 05 Credits
Discussion of synonyms of the term Beauty (Saundarya): ramanīyatā, śucitā, lāvanya, cārutā, kānti, vicchitti, madhuratā, mugdhatā, manohāritā, śrī.

Unit: II 07 Credits

Section ‘B’
Aesthetic experience (Rasa) and its process

Nature of rasa (Aesthetic experience) according to Sāhityadarpaṇa, aesthetic enjoyment – eternal bliss, the ultimate reality (ānandamayatā, alaukikatā).
Constituents of rasa: bhāva (human feelings and emotions) vibhāva (causes or determinants),

Unit: I anubhāva (voluntary gestures), sāttvika bhāva (Involuntary gestures), vyabhicāri bhāva (transitory states) and sthāyibhāva (basic 06 Credits

Unit: II 07 Credits
mental states), sahṛdaya / sāmājika (Connoisseur / Spectator), anukārya, anukartā. sādhāraṇīkaraṇa (Generalization), four mental stages of rasa realization: vikāsa (cheerfulness), vistāra(exaltation), kṣobha (agitation), vikṣepa (perturbation). number of rasas according to Bharat.

### Unit: III

**Section ‘C’**

**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) : alaṅkāra, rīti, dhvani,vakrokti & aucitya.

### Unit: I

**Prominent thinkers of Indian Aesthetics**

Bharata, Bhāmaha, Vāmana, Dāṇḍī, Ānandavardhana Abhinavagupta, Kuntaka, Mahimabhaṭṭa, Kṣemendra, Vishvanātha and Jagannātha.

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

### Unit: II

**Recommended Books/Readings:**

1. Sāhityadarpaṇa of Vishvanatha, (Based on karikas3/1-28).
   i. Upadhyaya, Baladeva, Sanskrit Ālocanā (for six schools)
3. Kane P.V., History of Sanskrit Poetics
6. चतुवंदी ब्रजमोहनः भारतीय सौदयदशन पृ० 5—12, 22—34.
7. चतुवंदी, ब्रजमोहनः भारतीय सौदयदशन पृ० 42—60.
8. पाण्डेय कालिचन्द्रः स्वतन्त्र कलाशाख प्रथम भाग पृ. 593—625.
9. चतुवंदी, ब्रजमोहनः भारतीय सौदयदशन पृ० 37—42.
10. पाण्डेय कालिचन्द्रः स्वतन्त्र कलाशाख प्रथम भाग पृ. 593—625.
11. चतुवंदी ब्रजमोहनः भारतीय सौदयदशन पृ० 61—76.
12. कृष्णकुमार: अलंकारशाख का इतिहास, साहित्य भाण्डार, मेरठ, 1998
13. पाण्डेय, कालिचन्द्रः स्वतन्त्र कलाशाख, प्रथम तथा द्वितीय भाग, चौखंड़ा संस्कृत सीरीज वाराणसी 1967, 1978.
14. चतुर्वेदी, ब्रजमोहन ◌ः भारतीय सौन्दर्यदर्शन, मध्यप्रदेश हिंदी ग्रन्थ अकादमी.
15. उपाध्याय बलदेवः संस्कृत—आलोचना, हिंदी समिति, सूचना विभाग, उ. प. , 1963.
16. कृष्णकुमारः अलंकारशास्त्र का इतिहास, माहित्य भण्डार, मेरठ, 1998

**Note:** Teachers are also free to recommend any relevant books/articles/e-resource if needed
**GE-6**

**Fundamentals of Indian Philosophy**

<table>
<thead>
<tr>
<th>Section ‘A’</th>
<th>General Introduction</th>
<th>10 Credits</th>
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<tbody>
<tr>
<td>Section ‘B’</td>
<td>Schools of Indian Philosophy</td>
<td>30 Credits</td>
</tr>
<tr>
<td>Section ‘C’</td>
<td>Problems in Indian Philosophy</td>
<td>16 Credits</td>
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<table>
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<tr>
<th>[B] Course Objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course aims to get the students acquainted with the basic approach to study Indian philosophy. It also intends to give an elementary understanding of Indian Philosophy and to enable students to handle philosophical texts in Sanskrit easily.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>[C] Unit-Wise Division:</th>
</tr>
</thead>
</table>

**Section ‘A’**

**Fundamentals of Philosophy**

- **Unit I**
  - Darśana - concept and aims,
  - Classification of Indian Philosophical schools, 05 Credits
- **Unit II**
  - Salient features of Indian Philosophy 05 Credits

**Section ‘B’**

**Schools of Indian Philosophy**

**Heterodox Schools**

- Carvāka – General introduction with emphasis on Chanllenge to Veda, Rejection of Transcendental Entities, Ethics (Based on Sarvadarshansamgrah) 06 Credits

- Jainism – General introduction with emphasis on Anekāntavāda, Syādvāda, Saptabhanginaya, triratna
- Buddhism - General introduction with emphasis on Four Noble Truths

**Orthodox Schools of Philosophy**

- Sāṁkhya – General Introduction with emphasis on prakṛti, guṇatraya & puruṣa Entities (Based on Sāṁkhyaśāstra) 06 Credits
- Yoga - Eight fold path of Yoga (Based on Yogasūtra Sādhanapāda and their on Yogabhāṣya thereon)
- Nyāya –General introduction with emphasis on Vaiśesika : Seven Padārthas (Based on Tarkasaṃgrah) 06 Credits
### Generic Elective (GE) Course for Sanskrit

#### Unit: IV
Advaita Vedānta – General introduction with emphasis a Brahman, Māyā, Jīva and Jagat (Based on Vedāntasāra)  
Mūnāṃsā - Svataḥ Prāmāṇyaavāda  
04 Credits

#### Unit: V
Mīmāṃsā - Svataḥ Prāmāṇyaavāda  
04 Credits

#### Unit: VI
Bhakti Schools of Vedānta – General introduction with emphasis on God, Īśvara & nature of bhakti  
Section ‘C’
Problems in Indian Philosophy  
04 Credits

#### Section ‘C’

<table>
<thead>
<tr>
<th>Unit: I</th>
<th>Epistemology : six pramāṇas 05 Credits</th>
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<tbody>
<tr>
<td>Unit: II</td>
<td>Metaphysics : realism, idealism, Causation - Satkāryavāda. Asatkāryavāda, Parināmavāda, Vivartavāda, svabhāvavāda, consciousness and matter, theories of self 06 Credits</td>
</tr>
</tbody>
</table>

| Unit: III | Ethics : Karma & Punarjanma theory, Liberation 05 Credits |

[D] **Recommended Books/Readings:**

8. Pandey, Ram Chandra - *Panorama of Indian Philosophy* (also Hindi version), M.L.B.D., Delhi, 1966.
10. Raja, Kuhnan - *Some Fundamental Problems in Indian Philosophy*, MLBD, Delhi, 1974.

**Note:** Teachers are also free to recommend any relevant books/articles/e-resource if needed
### [A] Prescribed Course:

<table>
<thead>
<tr>
<th>Section</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>A</td>
<td>Name, Scope and Origin of Ancient Indian Polity</td>
<td>10</td>
</tr>
<tr>
<td>B</td>
<td>Types and Nature of the State</td>
<td>12</td>
</tr>
<tr>
<td>C</td>
<td>Kingship, Council of Ministers and Assemblies</td>
<td>16</td>
</tr>
<tr>
<td>D</td>
<td>Law and Justice, Taxation and Inter-State Relations</td>
<td>18</td>
</tr>
</tbody>
</table>

**Total 56 Credits**

### [B] 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 samhitās to later texts in the dharma śāstra and artha śāstra traditions.

### [C] Unit-Wise Division:

#### Section ‘A’

**Name, Scope and Origin of Ancient Indian Polity**

- **Name and Sources of the Science of Polity**
  - Name of Ancient Indian Polity: *Danḍanīti*, *Dharmaśāstra*, *Nītiśāstra*;
  - Scope of Indian Polity: Relation with *Dharma*, *Artha* and *Nīti*;
  - Sources: Vedic Literature, *Purāṇas*, *Rāmāyaṇa*, *Mahābhārata*, *Dharmaśāstra*, *Kautilya’s Arthaśāstra* and *Nīti śāstra*.

**Origin of the State’Danḍanīti’**:

- Origin of State’Danḍanīti’: *Mātasyāyīya*-Theory - *(Arthaśāstra, 1.1.3, Mahābhārata, Śānti parva, 67.17-28, Manusmṛti, 7.20)*

**Unit I**

- Divinity of the King’Rājā’ – *(Arthaśāstra, 1.9, Mahābhārata, Śānti parva, 67.43-48, Manusmṛti, 7.4-7)*

**5 Credits**

#### Section ‘B’

**Types and Nature of the State**

**Unit I**

**Types of the State**

**06 Credits**
Generic Elective (GE) Course for Sanskrit

- \( R\ält\jya, Svr\ält\jya, Bhoj\ält\jya, Vair\ält\jya, M\ält\h\ält\jya, S\ält\m\ält\jya \) concept in Aitreya Br\ält\հ\ält\m\ält\ṇa (8.3.13-14 and 8.4.15-16)
- Republics in Buddhist Literature (Dīghnikāya, Mahāparinibbāṇa Sūtta, Anguttarāṇika, 1.213, 4.252, 256)

Nature of the State:

Section ‘C’

Problems in Indian Philosophy

Kingship and Council of Ministers:
- Kingship: Royal Succession, Coronation Ceremony, King as a Public Servant (Sukranīti, 4.2.130, 137), King as a Trustee (Arthāśāstra, 10.3),
- King as Upholder of the Moral Order (Mahābhārata, Śānti parva, 120.1-35; Manusmṛti, 7.1-35); Council of Ministers: Ratni Council in Vedic age Śatapathabrāhmaṇa, 5.2.5.1); Council of Ministers in Kautilya’s Arthāśāstra (1.4, 1.5, 1.11) and Śukranīti, (2.70-72)

Central Assemblies and Local Administration:
- Central Assembly in Vedic Literature: ‘Sabhā’, ‘Samiti’ in Atharvaveda (7.12.1; 12.1.6) and ‘Vidatha’ in Rgveda (10.85.26);
- Town Assembly: ‘Pura- Janpada’ in Rāmāyaṇa and Mahābhārata;
- Village Council: Sabhā, Pañcakula, Pañcāyata

Section ‘D’

Law, Justice, Taxation and Inter-State Relations

Nature and Sources of Law ‘Dharma’:

Judicial administration and Courts:
- King as Head and Fountain Sources of all Justice, Qualities of Chief Justice- ‘Pradvivak’ and members of Jury- ‘Sabhāsadah’, (Shukranīti, 4.5.69-196) Two types of Royal
Unit: III

Taxation Policy of State:

- Reasonable and Equitable Taxation Policy
  'Śāstranīta' permitted by Dharmāśāstra
  (Mahābhārata, Śānti parva, 71.10-25, Manuśrīti, 7.127, 144)
- Criticism of unlawful taxation policy in Mahābhārata, Śānti parva (87.19-18-22, 88.4-7)
- Two Types of Tax Sources in Arthaśāstra: 1.'Aya-sarira' 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)

Unit: IV

Inter-State Relations of State:
- Brief survey of ‘Mandala’ Theory of Inter-State Relations; Principles and means of Diplomacy:
  1. Sāma
  2. Dāma, 3. Danda
- 4.Bheda; Diplomacy of War and Peace – Śāḍguṇya theory:

05 Credits

Recommended Books/Readings:
8. अंगुरत निकाय (1—4 भाग)कन्च नारसरक्कच 1980
9. कौटिलिय अर्थशास्त्र —हिंदी अनुवाद —उदयवीर शास्त्री, मेहरचन्द नद्यमदास, जिल्ली, 1968.
10. दीप निकाय (1—2 भाग) कन्चसमा, जे. कश्यप विद्यार, 1958
11. **महाभारत** (1—6 भाग) — हिन्दी अनुवाद सहित, (अनु.ो) रामनारायण दत्त शाखी पाण्डेय, गीताप्रेस, गोरखपुर.

12. **मनुष्यूक्ति** (1—13 भाग) — (सम्पा.ो एवं व्या.ो) उद्मिला रस्तगी, जे.पी. पंक्तिशिंग हाउस, दिल्ली, 2005

13. **शनिप्रभाद्धा** (1—5 भाग) (माध्यमनीन्द्रीय शाखा) — सायणाचार्य एवं दरिस्वामी टीकाकार, दिल्ली, 1987.


15. **शीमद्वार्मीकरामाण्य** — हिन्दी अनुवाद सहित, (सम्पा.ो) जानकी नाथ शर्मा, (1—2 भाग) गीताप्रेस, गोरखपुर.

16. **कारणेच, पी.वी.— धर्मशास्त्र का इतिहास** (1—4 भाग) अनु.ो अजुन जोधे काश्यप, हिन्दी समिति, लखनऊ, 1966—73.

17. **गार्यर, जे.डब्लू. — राजविज्ञान और शासन** (अनु.ो) रामनारायण वादवेन्द्रु, अगर, 1972.

18. **तिवारी, शशि— संस्कृत साहित्य में राष्ट्रवाद और भारतीय राजवाद, विचारालिहित प्रकाशन, दिल्ली, 2013.

19. **दीक्षित, प्रेमकुमारी—प्राचीन भारत में अंतरांग शासन** उत्तर प्रदेश, हिन्दी प्रत्यय अकादमी, लखनऊ, 1977.

20. **नाटानी, प्रकाश नारायण — प्राचीन भारत के राजनीतिक विचारक, पोडेटर प्रकाशन, जयपुर, 2002.**

21. **मोहनचन्द— जैन संस्कृत महाकाव्यों में भारतीय समाज, ईंडियन लिटरेचर, दिल्ली, 1989.**

22. **बाजेश्वरी, अभिज्ञा प्रसाद — हिंदू राज्य शासन, प्रयाग, संवात 2006.**

23. **बिंदुलंकंकर, सत्येन्द्र — प्राचीन भारतीय शासनविद्या और राजशाखा, सरस्वती सदन, नगरी, 1968.**

24. **स्वायत्तशासनविद्या** — प्राचीन भारत का सामाजिक एवं आर्थिक इतिहास, मोतीलाल बनर्जीप्रेस, दिल्ली, 2012

25. **सिन्हा बिंदुदेव एवं सिन्हा रेखा— प्राचीन भारतीय इतिहास एवं राजनीतिक चित्रण, राधा पंक्ति शास्त्री, दिल्ली, 1989**

26. **Altekar, A.S — State and Government in Ancient India, Motilal Banarsidass, Delhi, 2001.**


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,**
Generic Elective (GE) Course for Sanskrit

<table>
<thead>
<tr>
<th>No.</th>
<th>Author</th>
<th>Title</th>
<th>Publisher, Location, Year</th>
</tr>
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<tbody>
<tr>
<td>34.</td>
<td>Saletore, B.A.</td>
<td>Ancient Indian Political Thought and Institutions</td>
<td>Bombay, 1963</td>
</tr>
<tr>
<td>35.</td>
<td>Sharma, R. S.</td>
<td>Aspects of Political Ideas and Institutions in Ancient India</td>
<td>Motilal Banarsidass, Delhi, 1996</td>
</tr>
<tr>
<td>36.</td>
<td>Sinha, K.N.</td>
<td>Sovereignty in Ancient Indian Polity</td>
<td>London, 1938</td>
</tr>
</tbody>
</table>

Note: Teachers are also free to recommend any relevant books/articles/e-resource if needed.
GE-8
Indian Epigrapy & Paleography

[A] Prescribed Course: Total 56 Credits

Section ‘A’ Study of selected Inscriptions

- Section ‘A’ Study of selected Inscriptions 18 Credits
- Section ‘B’ Indian Palaeography 18 Credits
- Section ‘C’ Brahmi script and history of the study of Indian Epigraphy 20 Credits

[B] Course Objectives:

This course aims to acquaint the students with the epigraphical journey in Sanskrit, the only source which directly reflects the society, politics, geography and economy of the time. The course also seeks to help students to know the different styles of Sanskrit writing.

[C] Unit-Wise Division:

Section ‘A’ Study of selected Inscriptions

1. Aśokan edicts & moral values:
   a) Samāja b) Suśrūsā c) Čikitsā
d) Stryadhyakṣamahāmātra
2. Dhamma - according to Aśoka
3. Aśokan edicts administrative Officers
   a) rajjuka b) Yukta c) dharma- mahāmātra
   1. Eran Pillar Inscription: Status of Samudragupta
   2. Meharauli Iron Pillar Inscription of Čandra:
      • Reaction of sub-ordinate rulers after the death of Samudragupta
      • Mighty Čandragupta (II)
3. Influence of the Čāhmāna ruler, Visaladeva as depicted in the Delhi-Topra Pillar Inscription.

Section ‘B’ Indian Palaeography

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
1. Types of Inscriptions:
   a) Praśasti     b) Religious     c)
   Donations      d) Grants

Unit: II
2. Writing material:
   a) Rocks     b) Pillars     c) Metal Plates
d) Statues     e) Pen, Brush, Chisel, Stylus,
   Paint/Colour

09 Credits

Section ‘C’
Brāhmī script and history of study of Indian Epigraphy

1. Origin of the Brāhmī 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.

Unit: I
   2. Development of the script upto 700 A.D.
   1. History of reading of Indian Inscriptions.
   2. Contribution of Epigraphists: G.H. Ojha, Fleet,
      Princep, D.C. Sircar, Cunningham, Buhler.

Unit: II
   3. System of dating and use of eras:
      Vikram Era, Śaka Era, Gupta Era, Harśa Era.

10 Credits

Unit: III
   Ethics : Karma & Punarjanma theory, Liberation

05 Credits

[D] Recommended Books/Readings:
1. Bhandarkar, D.R., Aśoka (Hindi)
3. Dani, A. H, Indian Paleography
4. Ojha, G. H, Bhāratiya Prāćīna Lipimāla (Hindi)
5. Pandey, R.B, Aśoka ke Abhilekha (Hindi), Bhāratiya Purālipi (Hindi)
6. Rana, S.S., Bhāratiya Abhilekha
7. Sircar, D.C., Indian Epigraphy
8. K.D. Bajpeyi (trans.), Indian Epigraphy, - Bhāratiya Purālipi)
9. Select Inscriptions (Part - I)
10. Upadhyay, V., Prāćīna Bhāratiya Abhilekha (Hindi)
11. Thapar, Romila, Asoka tathā Maurya Sāmrājya Ka Patana (Hindi)

Note: Teachers are also free to recommend any relevant books/articles/e-resource if needed.
### GE-9
**Computer Applications for Sanskrit**

<table>
<thead>
<tr>
<th>[A] Prescribed Course:</th>
<th>Total 56 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section ‘A’</td>
<td>Interactive Sanskrit Teaching Learning Tools 26 Credits</td>
</tr>
<tr>
<td>Section ‘B’</td>
<td>Standard for Indian Languages (Unicode) 06 Credits</td>
</tr>
<tr>
<td>Section ‘C’</td>
<td>Text Processing and Preservation Tools 12 Credits</td>
</tr>
<tr>
<td>Section 'D'</td>
<td>Optical Character Reader 12 Credits</td>
</tr>
</tbody>
</table>

#### [B] 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.

#### [C] Unit-Wise Division:

**Section ‘A’
Interactive Sanskrit Teaching Learning Tools**

- Unit: I 26 Credits
  - HTML, Web page etc., Tools and Techniques

**Section ‘B’
Standard for Indian Languages (Unicode)**

- Unit: I 12 Credits
  - Unicode Typing in Devanagari Scripts, Typing Tools and Software

**Section ‘C’
Text Processing and Preservation Tools**

- Unit: I 12 Credits
  - Text Processing, Preservation, Techniques, Text Processing and Preservation, Tools and Techniques, Survey
**Generic Elective (GE) Course for Sanskrit**

### Section ‘D’

**Optical Character Reader**

**Unit: I**

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

12 Credits

**Recommended Books/Readings:**

1. Teacher’s notes, ppt and handout
3. E-Content suggested by Teacher
4. Tools developed by Computational Linguistics Group, Department of Sanskrit, University of Delhi, Delhi-110007 available at: [http://sanskrit.du.ac.in](http://sanskrit.du.ac.in)
6. Content creation and E-learning in Indian languages: a model: [http://eprints.rclis.org/7189/1/vijayakumarjk_01.pdf](http://eprints.rclis.org/7189/1/vijayakumarjk_01.pdf)
7. HTML Tutorial - W3Schools: [www.w3schools.com/html](http://www.w3schools.com/html)

**Note:** Teachers are also free to recommend any relevant books/articles/e-resource if needed.
GE-10
Individual, Family and Community in Indian Social Thought

[A] Prescribed Course: Total 56 Credits

<table>
<thead>
<tr>
<th>Section</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>'A'</td>
<td>Individual</td>
<td>20</td>
</tr>
<tr>
<td>'B'</td>
<td>Family</td>
<td>15</td>
</tr>
<tr>
<td>'C'</td>
<td>Community</td>
<td>15</td>
</tr>
</tbody>
</table>

[B] 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.

[C] Unit-Wise Division:

**Section ‘A’**

**Individual**

*Unit: I*
Idea of a person (Gītā 6/5); Functions of the indriyas, buddhi, manas and the ātmā – (Gītā 3/42, 15/7, 15/9, 3/34, 2/58, 2/59, 3/6-7, 5/8, 2/64)

Three guṇas and their impact on the individual (Gītā 14/5-13, 14/17, 3/36-38, 18/30-32, Managing the mind-body mechanism according to the Gītā – (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**
Saṁskāras – Growth of the individual in society (From : Importance of saṁskāras in Hindu Saṁskāra – Rajabali Pandey)

**Unit: III**
Aim of life : Four Puruṣārtha

**Unit: IV**

05 Credits
## Section ‘B’
### Family

#### Unit: I
- Joint family (Sāmanasyam Sūkta – Atharva veda 3/30)  
  **05 Credits**

#### Symbolism in marriage rituals

#### Reference:
  **05 Credits**

#### Unit: II
- Sitā’s banishment in the Vālimiki Rāmāyaṇa  
  **05 Credits**

#### Reference:
- (www.sanskritdocuments.org Yuddha kanda Sarga 102, verses 21 to 36 ; sarga 103 ; Uttara kanda sarga 44 and 47)
- Kishwar Madhu : Yes to Sita, No to Ram (http://www.infinityfoundation.com/mandala/s_es/s_es_kishw_sitaram_frameset.htm)

## Section ‘C’
### Community

#### Unit: I
- Functioning of community bodies (samvid vyatikrama / samaya-anapakarma);  
  **05 Credits**

#### Reference:
- (i) History of Dharma Shastra Vol. II  
- (ii) Dharma kośa Vyavahara kanda (Vivādapadāni)

#### Unit: II
- Harmony between man and nature in Sanskrit literature (with special reference to Kālidāsa)  
  **05 Credits**

#### Unit: III
- Dana, iṣṭa-āpūrta , pañcha mahāyajña  
  **05 Credits**

### [D] Recommended Books/Readings:

1. Kāne PV : History of Dharma Śāstra, Bhandarkar Oriental Research Institute, Pune
2. Pandey Rajbali: Hindu, Samskara, Motilal Banarasi Das, Delhi
3. काणे पांडुरंग वामन – धर्मशास्त्र का इतिहास, अनुवादक अजुन चौधरी, उत्तर प्रदेश हिंदी संस्थान
4. पाण्डेय राजबली – हिन्दू संस्कार – चौटिया विद्याभवन, बाराणसी 1978
5. जोशी लक्ष्मण शास्त्री – धर्मकोष, अवश्यक अवश्यक, विवेकदयवानि (प्रथम भाग) प्राज पाठशाला, वार्षिक सतारा, महाराष्ट्र
6. Upadhyay, V., Pracīna Bhāratīya Abhilekha (Hindi)
7. Thapar, Romila, Asoka tathā Maurya Sāmrājya Kā Patana (Hindi)

### Note:
Teachers are also free to recommend any relevant books/articles/e-resource if needed.
GE-11
Nationalism and Indian Literature

[A] Prescribed Course:

<table>
<thead>
<tr>
<th>Section</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘A’</td>
<td>Concepts and Basic Features of Indian Nationalism</td>
<td>16</td>
</tr>
<tr>
<td>‘B’</td>
<td>Nationalism and Concept of ‘Rāṣṭra’ in Sanskrit Literature</td>
<td>20</td>
</tr>
<tr>
<td>‘C’</td>
<td>Rise of Indian Nationalism and Modern Indian Literature</td>
<td>20</td>
</tr>
</tbody>
</table>

Total 56 Credits

[B] 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.

[C] Unit-Wise Division:

Section ‘A’
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 view regarding Nation and State; Indian Concept of Nation, Meaning, Etymology and Fundamental Elements in the light of Sanskrit Literature.

Unit: I 08 Credits

Unit: II 08 Credits

Definition of Nationality, **Nature and National Symbols**
Meaning of Nationality, Definitions and Constituent Elements of Nationality; Essential Factors of Nationality:

National Symbols of India:
1. National Anthem: ‘Jana Gana Mana’
2. National Song

‘Vande Mātaram’
Section ‘B’  
Nationalism and Concept of ‘ Rāṣṭra’ in Sanskrit Literature

Unit: I  
Origin, Development and Concept of ‘ Rāṣṭra’ in Sanskrit Literature Concept and Nature of Vedic ‘ Rāṣṭra’ (Atharvaveda, I 1 1 1 7; 1 2 1 1 2; Sukla Yajurveda, 2 2 22); Five Elements of Vedic ‘ Rāṣṭra’ (Atharvaveda, 1 2 1 1); Coronation Ceremony of Vedic King and its relation with Nation State ‘ Rāṣṭra’ (Satapathabrahmaṇa, 5 1 1 8-13; 9 4 1 1-5); ‘ Rāṣṭra’ in the Context of ‘Saptāṅga’ Theory of State (Kautilya’s Arthasastra, 6 1, Mahābhārata, Śāntiparva, 5 6 5, Śukranīti,1 6 1-62);

Unit: II  
Name, Geography and Features of ‘Bhāratavarṣa’ in Sanskrit Literature Different Views Regarding Name of ‘Bhāratavarṣa’ in Vedic and Paurāṇika Literature; Geography and Salient Features of ‘Bhāratavarṣa’ in Viṣṇu Purāṇa (2.3) Diversity and Geographical Unity of ‘Bharatavarṣa’ ( Valmīki Rāmāyaṇa, Kiṣkindhākāṇḍa, chapters-46,47,48 ; Raghuvasāṁśa of Kalidasa (fourth canto )

Section ‘C’  
Rise of Indian Nationalism and Modern Indian Literature

Unit: I  

Unit: II  
Nationalism in Sanskrit Literature and Modern Indian Poetry :  
Nationalist Trends of Modern Sanskrit
## Generic Elective (GE) Course for Sanskrit

**Literature with special reference to**

1. ‘Satyāgraḥagāţā’ of Panditā ḍaśmārāva;
2. ‘Bhāratavijayānāţakam’ of Mathura Prashad Dikshita;
3. ‘Gāndhīcārtām’ of Charudeva Shastri;


Nationalistic thought in Modern **Urdu Poetry:** 1. Muhammad Iqbal (Tarān-e-Hindi),


### Recommended Books/Readings:

1. Kāne PV : History of Dharma Śāstra, Bhandarkar Oriental Research Institute, Pune
2. Pandey Rajbali: Hindu, Samskara, Motilal Banarasidas, Delhi
3. काणे पांडुरंग वामन – धर्माश्रय का इतिहास, अनुवादक अजुञन चौणयप, उنهار हंदी संस्थान
4. पाण्डेय राजबली – हिन्दी संस्कार – चौखबा विद्याभवन, बाराणसी 1978
5. जोशी लक्ष्मण शाह्सी – धर्मश्रय, व्यवहारकाण्ड, विवाहपदार्थ (प्रथम भाग) पाठशाला, बाई, संतारा, महाराष्ट्र]
   a. : Select Inscriptions (Part - I)
6. Upadhyay, V. : Prācīna Bhāratīya Abhilekha (Hindi)
7. Thapar, Romila : Asoka tathā Maurya Śāṃrājya Kā Patana (Hindi)
15. महाभारत (१—६ भाग) — हिंदी अनुवाद सहित, (अनु०) रामनारायण दत्त शाक्ति पाण्डे, गीताप्रेस, गोरखपुर.
16. यजुःशाखा — हिंदी अनुवाद सहित, सातवलेकर, श्रीपाद दामोदर, पाण्डे, 1968.
17. विष्णुपुराण — हिंदी अनुवाद सहित, (अनु०) मुनिलाल गुप्त, गीताप्रेस, गोरखपुर.
18. शतपथब्रह्मण (१—५ भाग) (महाश्चिन्द्रीय शाखा) — सायणाचाय एवं हरिस्वामी दीक्षित, दिल्ली, 1987.
19. श्रृंगीति — हिंदी अनुवाद, कविताशंकर मिश्र, चिन्मया संस्कृत सीरीज, वाराणसी, 968.
20. सन्तापाहिनीता — पण्डिता शामाराव, पेटिस, 1932.
21. श्रीमद्वालीकिरिकामण्य — हिंदी अनुवाद सहित, (सम्बा०) जानकी नाथ शामा, (१—२ भाग) गीताप्रेस, गोरखपुर.
22. अड्डर, जान निसार (सम्बा०) — हिंदीस्तानी हमारा (भाग — १), हिंदुस्तानी बुक ट्रस्ट, मुंबई, 2006.
23. कुप्र, अंबाप चन्द — राजनीतिविद्या के मिठान्त, प्रौद्योगिक प्रदर्शिंग हाउस, दिल्ली, 1967.
24. गोपालभी, गोपेन्द्र (सम्बा०) — राष्ट्रीय एवं भारतीय साहित्य, राज्य अध्येताश नृत्य ग्रंथ, दिल्ली, 2001.
25. टूलन, कुप्र भक्तिविद्याकार संस्कृत काव्य, इंस्टूट बुक लिंक्र, दिल्ली, 1991.
27. वित्वार्थी, शाश्वत — राष्ट्रीयता एवं भारतीय साहित्य, स्वागतिक प्रकाशन, दिल्ली, 2007.
28. वित्वार्थी, शाश्वत — संस्कृत साहित्य में राष्ट्रीय और भारतीय राजशाखा, स्वागतिक प्रकाशन, दिल्ली, 2013.
29. दीक्षित, ध्रुवारायण — संस्कृत साहित्य में राष्ट्रीय भावना इंस्टूट बुक लिंक्र, दिल्ली, 2006.
### Generic Elective (GE) Course for Sanskrit

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>30.</td>
<td>मिथ्य, अजय कुमार — मथुराप्रसाद दीक्षित के नाटक, प्रकाशन विभाग, दिल्ली विश्वविद्यालय, 2002</td>
</tr>
<tr>
<td>31.</td>
<td>श्रीवास्तवक वरूण — सावरकर, राजपाल एंड संज, 1984</td>
</tr>
<tr>
<td>35.</td>
<td>Jha, M.N. — Modern Indian Political Thought, Meenakshi Parkashan, Meerut.</td>
</tr>
<tr>
<td>38.</td>
<td>Shukla, Hira lal — Modern Sanskrit Literature, Delhi, 2002</td>
</tr>
</tbody>
</table>

**Note:** Teachers are also free to recommend any relevant books/articles/e-resource if needed.
GE-12
Indian Architectural System

[A] Prescribed Course:  Total 56 Credits
Section ‘A’ Importance of Architecture  14 Credits
Section ‘B’ Types of Architecture  14 Credits
Section ‘C’ Selection of land and Construction  14 Credits
Section ‘D’ Decoration of House.  14 Credits

[B] 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.

[C] Unit-Wise Division:

<table>
<thead>
<tr>
<th>Section ‘A’ Importance of Architecture</th>
</tr>
</thead>
<tbody>
<tr>
<td>The fundamental truth in mind that Brahma, before creating the world, created Visnu. Visvakarma is the heavenly Architect भोज - समराङ्गणसूत्रधार (विश्वकर्मण: पुत्रसंवाद- 2- 1 to 6), प्रार्थनाय (1-8) = 14 पंद्रहमासी यो वृद्धि - भोज - समराङ्गणसूत्रधार (महदेवनिमित्त: 4- 4 to 19 &amp; 28 to 37) = 24 verses Man in the Company of Gods भोज - समराङ्गणसूत्रधार (सदनाचारिकाः 6- 1 to 5) = 05 verses भोज - समराङ्गणसूत्रधार (44th Chapter) = 22 verses वर्णमाल धर्मोऽवृद्धम आश्रम की महत्ता – (वास्तुरत्नक - भूपरियग्न्धकर</td>
</tr>
</tbody>
</table>

Unit: I 07 Credits

Unit: II 07 Credits
PROPOSED UNDER GRADUATE COURSES FOR SANSKRIT (HON.)
UNDER CHOICE BASED CREDIT SYSTEM (CBCS)

Generic Elective (GE) Course for Sanskrit

Section ‘B’
Types of Architecture

Unit: I 07 Credits
वास्तुपुरुष का स्वरूप – (बृहस्तिहिता - वास्तुबिब्याधाय 2 to 3) = 02 verses रचना के आधार पर वास्तु के प्रकार - सर्वतोभद्र नन्दायति। व्यास्नानां स्वस्तिकः रूचकः हिरण्य और विशालः (बृहस्तिहिता – वास्तुबिब्याधाय 31 to 38) = 08 verses

Unit: II 07 Credits
भूमिके प्लाबन के आधार पर वास्तु के प्रकार - पितामहवास्तु। सुपथवास्तु। दीर्घास्तु। पुप्पकवास्तु। अपथवास्तु। रोगकरवास्तु। अर्गलावास्तु (बृहदास्तुमाला 1 – 47-53) = 07 verses

Section ‘C’
Selection of land and Construction

Unit: I 07 Credits
भूमिचयन व भूमिपरिक्रमा – (बृहदास्तुमाला 1 – 13 to 17) = 05 verses भूमि के लक्षण – (बृहदास्तुमाला 1 – 27, 28, 29 & 32) = 04 verses भूमि के प्रकार - गजप्रुषः बृहप्रुषः बृहदप्रुषः नागप्रुषः (बृहदास्तुमाला 1 – 82 to 89) = 08 verses भूमि के प्लाबनानुसार नामकरण - गौतमी। जानवीरी। यमवीरी। भृतवीरी। नागवीरी। वैभानरी और धनवीरी (बृहदास्तुमाला 1 – 41-46) = 07verses प्रशस्त भूमि – (बृहदास्तुमाला 1 – 61-68 & 77-79) = 11 verses वासयोगयेकृत भूमि – (बृहदास्तुमाला 1 – 93) & (बृहस्तिहिता - वास्तुबिब्याधाय - 88) = 02 verses प्रथम गृहिवभाग - (बृहदास्तुमाला 1 – 99-101) = 03 verses भूमिसंशोधन – (बृहदास्तुमाला 1 – 106-111) = 06 verses गृहारम्भ - भूमिप्रथम (बृहदास्तुमाला 1 – 116-117), प्रथम विधान – (बृहस्तिहिता - वास्तुबिब्याधाय 98 to 100) = 03 verses

Unit: II 07 Credits
शिलान्यासविधि – (बृहदास्तुमाला 1 – 124), स्तम्भस्थापन – (बृहदास्तुमाला 1 – 125- 127), प्रायुक्त व त्याय काय्य – (बृहदास्तुमाला 1 – 130-139), गृहविभाग – (बृहदास्तुमाला 1 – 150-156), दिव्यज्ञान –
Proposed Under Graduate Courses for Sanskrit (Hon.)
Under Choice Based Credit System (CBCS)

Generic Elective (GE) Course for Sanskrit

Section ‘D’
Decoration of House.

Unit: II

14 Credits

[D] Recommended Books/Readings:

1. बृहदारस्मिनील मार्गी - पं रामनिर्देशकी द्वारा संगीतवतः तथा हिन्दी भाषा में अनुवादित। ब्रह्मानन्द त्रिपाठी द्वारा संशोधित व सम्पादित। चौखुंबा सुरभिसाधन प्रकाशन। दारसार। १९८७
2. वास्तुस्मिनीकर (अध्यात्मलक्षक संहिता) - श्री विनोदेश्वरी प्रभास द्विवेदी। चौखुंबा संस्कृती सी tgt सीरीज। ऑफिस। चौखुंबा। १९९७
3. बृहस्मिनी - अचार्य दर्शापीत्तिक व्याख्यात्मक। वाराणसी - पं अचार्य अयूबद। चौखुंबा विद्यापीठवाण। दारसार। १९८३
4. समराङ्गकृतक पुस्तक - श्री भोजदेव कृत, (in two vols.), Edited with English Introduction by Prof. Pushpendra Kumar, New Bharatiya Book Corporation, 2004
7. शुकल। चिंतेन्द्रनाथ - भारतीय वास्तुशास्त्र और प्रतीतिविद्या। लखनऊ। १९६७
8. चुरनवंदी। शुकलवंद - भारतीय वास्तुशास्त्र (तत्त्वमाण संबंध में समस्यापरिशोधनकथ।
9. श्री लालबहादुरशाृंखली राष्ट्रिय विद्यापीठ प्रवेशमाण। पुष्प। ६६। नई दिल्ली। २००४

Note: Teachers are also free to recommend any relevant books/articles/e-resource if needed
### Ability Enhancement Elective Course (AEEC)

(Any Two)

**Skill Based**

**B.A. (Hons) Sanskrit**

<table>
<thead>
<tr>
<th>Semester: III/IV</th>
</tr>
</thead>
</table>
| **AEEC-1**  
Acting & Script Writing | **AEEC-2**  
Reading skills in Brāhmī Scripts |
| **AEEC-3**  
Machine Translation: Tools and Techniques | **AEEC-4**  
Evolution of Indian scripts |
| **AEEC-5**  
Sanskrit Meters and Music |
AEEC-1
Acting and Script Writing

[A] Prescribed Course: Total 28 Credits

Section ‘A’ Acting (Abhinaya) 12 Credits
Section ‘B’ Script Writing (Paṭakathālekhaṇa) 16 Credits

[B] Course Objectives:

The acting is connected with the practical aspect of the play and depends on actor while script writing is closely related with society and this paper aims at teaching the theoretical aspect of this art. The training of composition and presentation of drama can further enhance one’s natural talent. This paper deals with the rules of presentation of play (acting) and dramatic composition (script writing) and aims at sharpening the dramatic talent of the students.

[C] Unit-Wise Division:

Section ‘A’
Acting (Abhinaya)

a. Persons competent for presentation (acting) : kuśala (skillful), vidagdha (learned), pragalbha (bold in speech), jitaśramī (inured to hard-work).

b. Lokadharmī and Nātyadharmī Abhinaya

c. Nāṭya-prayōktā-gana (members of theatrical group) : sūradhāra (director), nāṭyakāra (playwrighter), naṭa (actor) kuśīlava (musician), bharata, nartaka (dancer), vidūṣaka (jester) etc.

Unit: I

(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: anurūpa (natural), virūpa (unnatural), rūpānusarīṇī (imitative)

04 Credits

Unit: II

04 Credits
Definition of abhinaya and its types:
a. Āṅgika (gestures): aṅga, upāṅga and pratyaṅga
c. Sāttvika (representation of the involuntary gestures)
d. Āhārya: pusta, alanā, angaracanā, sañjiva (dresses and make-up)

Section ‘B’

Script Writing

Types of dramatic production: sukumāra (delicate), āvidhha (energetic).
Nature of plot (vastu): Ādhikārika (principal), Prāsaṅgika (subsidiary), Drṣya (presentable), Sāchyā (restricted scenes).

Division of Plot
a. Source of plot: Prakhyāta (legendary), Utpādya (invented), Miśra (mixed);
b. Objectives of plot: Kārya (dharma, artha, kāma);
c. Elements of plot: Five kinds of Arthapraktīs (caustations), Kāryāvasthā (stages of the action of actor); Sandhis (junctures) and their sub-divisions (segments)
d. Five kinds of Arthopakṣepaka (interludes);

Dialogue writing: kinds of saṅvāda (dialogue)
a. Sarvasrāvya or Prakāśa (aloud)
b. Āśrāvya or Svagata (aside)
c. Niyatasrāvya: Janāntika (personal address), Apavārita (confidential)
d. Ākāśabhāṣita (conversation with imaginary person).

a. Duration of play
b. Three Unities: Time, Actions and place.
d. Analysis of acting, plot and dialogue in the context of Abhijñānaśākuntalam.

[D] Recommended Books/Readings:

PROPOSED UNDER GRADUATE COURSES FOR SANSKRIT (HON.)
UNDER CHOICE BASED CREDIT SYSTEM (CBCS)

Ability Enhancement Elective Course (AEEC) for Sanskrit


4. हजारी प्रसाद, द्विवेदी, नाट्यशाखा की भारतीय परंपरा और दशरूपक, राजकमल प्रकाशन दिल्ली, 1963.

5. राधावल्लभ, निपाठि, भारतीय नाट्यशाखा की परंपरा और बिच रंगमंच, प्रतिभा प्रकाशन, दिल्ली, 1999.

6. सीताराम, झा, नाटक और रंगमंच, बिहार राष्ट्रीय परिषद, पटना, 1981.

7. राधावल्लभ, निपाठि, भारतीय नाट्य: स्वरूप और परंपरा, हरिसिंह गौर विश्वविद्यालय, सागर, 1988.

8. वाचस्पति, गैरोला — भारतीय नाट्यपरंपरा और अभिनवदर्पण, इलाहाबाद, 1967.

*Note:* Teachers are also free to recommend any relevant books/articles/e-resource if needed.
## AEEC-2

**Reading skills in Brāhmī Scripts**

### [A] Prescribed Course:

<table>
<thead>
<tr>
<th>Section</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘A’</td>
<td>Brāhmī Alphabet</td>
<td>10</td>
</tr>
<tr>
<td>‘B’</td>
<td>Translation</td>
<td>04</td>
</tr>
<tr>
<td>‘C’</td>
<td>Kind of Scripts</td>
<td>14</td>
</tr>
</tbody>
</table>

### [B] Course Objectives:

### [C] Unit-Wise Division:

#### Section ‘A’

**Brāhmī alphabets**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Early Brāhmī alphabet - Aśokan period</td>
<td>04</td>
</tr>
</tbody>
</table>

#### Section ‘B’

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

<table>
<thead>
<tr>
<th>Unit</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Translation to variations - upto 4th century C.E.</td>
<td>06</td>
</tr>
</tbody>
</table>

#### Section ‘C’

**Kind of script**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Region</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>North Indian</td>
<td>03</td>
</tr>
<tr>
<td>II</td>
<td>South Indian</td>
<td>03</td>
</tr>
<tr>
<td>III</td>
<td>East Indian</td>
<td>03</td>
</tr>
<tr>
<td>IV</td>
<td>West Indian</td>
<td>03</td>
</tr>
<tr>
<td>V</td>
<td>Vākṣṭaka variety</td>
<td>02</td>
</tr>
</tbody>
</table>
[D] **Recommended Books/Readings:**

1. Dani, A.H. : Indian Paleography, 1963
4. ओझा, गौ. ही. : भारतीय प्राचीन लिपिमाला
5. पाण्डेय, राजबली : अशोक के अभिलेख, 1967

**Note:** Teachers are also free to recommend any relevant books/articles/e-resource if needed.
AEEC-3

Machine Translation: Tools and Techniques

[A] Prescribed Course               Total 28 Credits

Section ‘A’   Theoretical Concepts of Machine Translation  08 Credits
Section ‘B’   Survey of Machine Translation               08 Credits
Section ‘C’   Machine Translation (MT) Approaches          06 Credits
Section ‘D’   Challenges in Machine Translation            06 Credits

[B] Course Objectives:

This course will introduce the theory and practice of computer based translations and exposes the students to the internal processes and inter module interactions in a typical Machine Translation (MT) system.

[C] Unit-Wise Division:

Section ‘A’

Theoretical Concepts of Machine Translation

Human vs Computer translation of languages.
Basics of Machine Translation, Tools and Techniques of Machine Translation, Source vs Target Languagae

Unit: I

Section ‘B’

Survey of Machine Translation

Survey of Machine Translation Systems, List of research laboratories for machine translation

Unit: I
Section ‘C’

Machine Translation (MT) Approaches

Rule Base MT: Transfer-based, Interlingual and Dictionary Based, Statistical MT, Example Based MT,

Hybrid MT

Unit: I

06 Credits

Section ‘D’

Challenges in Machine Translation

Unit: I

Ambiguity and Acceptability

06 Credits

[D] Recommended Books/Readings:

1. Dorr, B J, Machine Translation – a view from Lexicon
2. Sergei Nirenburg, H. L. Somers, Readings in Machine Translation, MIT Press (MA)
11. Teacher’s notes and selected research paper suggested by teachers.
12. Important E-Content suggested by teacher.
Note: Teachers are also free to recommend any relevant books/articles/e-resource if needed
## AEEC-4

### Evolution of Indian scripts

**[A] Prescribed Course:**

<table>
<thead>
<tr>
<th>Section ‘A’</th>
<th>14 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section ‘B’</td>
<td>14 Credits</td>
</tr>
</tbody>
</table>

**Total 28 Credits**

**[B] Course Objectives:**

**[C] Unit-Wise Division**

#### Section ‘A’

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

**Unit: I**

4. Indus Valley script - Introduction

**[D] Recommended Books/Readings:**

1. Buhler, G. : Indian Paleography, 1959
   - i. On the origin of the Indian alphabet & numerals
2. Burnell, A.C. : Elements of South Indian Paleography, 1878.
4. Diringer, David : The Alphabet (Reprint) 1962
9. गौ. ही. ओझा: भारतीय प्राचीन लिपिमाला
10. राजबली पाण्डेय : अशोक के अभिलेख, 1967

**Note:** Teachers are also free to recommend any relevant books/articles/e-resource if needed.
### AEEC-5
Sanskrit Meter and Music

<table>
<thead>
<tr>
<th>[A] Prescribed Course:</th>
<th>Total 28 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section ‘A’</strong></td>
<td><strong>Brief Introduction to Chhandahśāstra</strong> 03 Credits</td>
</tr>
<tr>
<td><strong>Section ‘B’</strong></td>
<td><strong>Classification and Elements of Sanskrit Meter</strong> 05 Credits</td>
</tr>
<tr>
<td><strong>Section ‘C’</strong></td>
<td><strong>Analysis of Selected Vedic Meters and their musical rendering</strong> 10 Credits</td>
</tr>
<tr>
<td><strong>Section ‘D’</strong></td>
<td><strong>Analysis of Selected Classical Meters and their musical rendering</strong> 10 Credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>[B] Course Objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The objectives of this course to learn Sanskrit meter for analysis and lyrical techniques. Students will get the complete information regarding selected Vedic and Classical meters with lyrical techniques.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>[C] Unit-Wise Division:</th>
</tr>
</thead>
</table>

#### Section ‘A’
Brief Introduction to Chhandahśāstra

**Unit: I**

| Brief Introduction to Chhandahśāstra | 03 Credits |

#### Section ‘B’
Classification and Elements of Sanskrit Meter

**Unit: I**

<table>
<thead>
<tr>
<th>Syllabic verse (akṣaravṛttta):</th>
<th>02 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabo-quantitative verse (varṇavṛttta)</td>
<td></td>
</tr>
<tr>
<td>Quantitative verse (mātrāvṛttta)</td>
<td></td>
</tr>
</tbody>
</table>

| Syllables: laghu and guru | |

**Unit: II**

| Gaṇa | 03 Credits |
| Feet | |

University of Delhi, Delhi
Page 124 of 141
Section ‘C’

Analysis of Selected Vedic Meter and their Lyrical Methods (गान-पद्धति)

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

Unit: I

gāyatrī, uṣṇīka, anuṣṭupa, brhatī, paṃkti, ṭṛiṣṭup and jagatī

10 Credits

Section ‘D’

Analysis of Selected Classical Meter and their Lyrical Methods (गान-पद्धति)

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

Unit: I

bhujaṅgaprayāta, sragviṇī, toṭaka, harigīkā, vidyumālā, anuṣṭupa, āryā, mālinī, śikhariṇī, vasantaṭilakā, mandākrāntā, sragdharā and, sārdīlvikrīḍita

10 Credits

[D] Suggested Books/Readings:

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. धरानन्द शाख्ची (संपा.), केदारभट्ट विरिजित वृत्तरत्नाकर, मोतीलाल बनारसीदास, दिल्ली, 2004

Note: Teachers are also free to suggest any relevant books/articles/e-resource if needed.
### Ability Enhancement Course

**Compulsory (AECC) (Any Two)**

**MIL**

**B.A. (Hons) Sanskrit**

<table>
<thead>
<tr>
<th>Semester: I/II</th>
</tr>
</thead>
<tbody>
<tr>
<td>AECC-1</td>
</tr>
<tr>
<td>Sanskrit as MIL: A (Advance)</td>
</tr>
<tr>
<td>AECC-2</td>
</tr>
<tr>
<td>Sanskrit as MIL: B (Intermediate)</td>
</tr>
<tr>
<td>AECC-3</td>
</tr>
<tr>
<td>Sanskrit as MIL:C (Introductory)</td>
</tr>
</tbody>
</table>
## Sanskrit as MIL: A1 (Advance)

### Sanskrit Literature

<table>
<thead>
<tr>
<th>[A]</th>
<th>Prescribed Course:</th>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section ‘A’</td>
<td>Hitopadeśa</td>
<td>13 Credits</td>
</tr>
<tr>
<td>Section ‘B’</td>
<td>Cāṇakyanīti</td>
<td>12 Credits</td>
</tr>
<tr>
<td>Section ‘C’</td>
<td>History of Sanskrit Prose and Nitikāvaya</td>
<td>02 Credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>[B]</th>
<th>Course Objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course aims are to get the students acquainted with the outline of Sanskrit literature.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>[C]</th>
<th>Unit-Wise Division:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section ‘A’</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Hitopadeśa: First Two Stories from Mitralābha</strong></td>
<td></td>
</tr>
<tr>
<td>Unit: I</td>
<td></td>
</tr>
<tr>
<td>Foreword (प्रस्तावना), First Story, Verses: 1-35</td>
<td></td>
</tr>
<tr>
<td>(Translation, Explanation and Grammar)</td>
<td></td>
</tr>
<tr>
<td>06 Credits</td>
<td></td>
</tr>
<tr>
<td>Unit: II</td>
<td></td>
</tr>
<tr>
<td>Second Story, Verses: 36-62.</td>
<td></td>
</tr>
<tr>
<td>(Translation, Explanation and Grammar)</td>
<td></td>
</tr>
<tr>
<td>07 Credits</td>
<td></td>
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</tbody>
</table>

| **Section ‘B’** |
| **Cāṇakyanīti** |
| Unit: I |
| Cāṇakyanīti (Verses: 1-50) |
| (Translation, Explanation and Grammar) |
| 12 Credits |
Section ‘C’

History of Sanskrit Prose and Nītikāvaya

Unit I
Origin and development of Prose and Nītikāvya
Subandhu, Daṇḍin, Bāṇa, Ambikādatta Vyāsa.

02 Credits

Unit II
Kathāsaritsāgara, Pañcatantra, Hitopadeśa, Cāṇakya-nīti.

01 Credits

[D] Suggested Books/Readings:

1. पण्डित जीवानन्द विद्यासागर, हिन्दीपदेश सरस्वती प्रेम कलकत्ता।
2. श्रीलाल उपाध्याय (अनुवादक) चाणक्यनीति-दर्पण, बैजनाथ प्रेस बुकसेलर, बनारस, 1952।
3. बलदेव उपाध्याय, संस्कृत साहित्य का इतिहास, शारदा प्रकाशन, वाराणसी।
4. प्रीतिप्रभा गोयल, संस्कृत माहित्य का इतिहास, राजस्थानी प्रत्यागार, जोधपुर।
5. उमाशंकर श्रीमान्त अंगिर, संस्कृत साहित्य का इतिहास, चौकीदार संस्कृत प्रकाशन, वाराणसी।
6. राधाकृष्ण बिंदन, संस्कृत माहित्य का अभिनव इतिहास, विश्वविद्यालय प्रकाशन, वाराणसी।
7. A.B. Keith, History of Sanskrit Literature (हिंदी अनुवाद, मंगलदेव शाश्वत, मोतीलाल बनारसीदास, दिल्ली)।
10. Winternitz, Maurice, Indian Literature (Vol. I-III), also Hindi Translation, MLBD, Delhi.

Note: Teachers are also free to suggest any relevant books/articles/e-resource if needed.
### AECC-2

**Sanskrit as MIL: B1 (Intermediate)**

**Upaniṣad and Gītā**

#### [A] Prescribed Course: Total 28 Credits

<table>
<thead>
<tr>
<th>Section</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘A’</td>
<td>Upaniṣad: Īśāvasyopnīṣad</td>
<td>08</td>
</tr>
<tr>
<td>‘B’</td>
<td>Gītā</td>
<td>16</td>
</tr>
<tr>
<td>‘C’</td>
<td>General Introduction to Upanisadic Philosophy</td>
<td>04</td>
</tr>
</tbody>
</table>

#### [B] Course Objectives:

Objective of this course is to get students to know about the principle thesis of Upaniṣad and Gītā.

#### [C] Unit-Wise Division:

**Section ‘A’**

**Upaniṣad: Īśāvasyopnīṣad**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Text Introduction to Īśāvasyopnīṣad</td>
<td>02</td>
</tr>
<tr>
<td>II</td>
<td>Text Reading of Īśāvasyopnīṣad</td>
<td>06</td>
</tr>
</tbody>
</table>

**Section ‘B’**

**Gītā: Chapter Two**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Text Introduction and Text Reading: Chapter Two, Verse:01-25.</td>
<td>06</td>
</tr>
<tr>
<td>II</td>
<td>Text Reading: Chapter Two, Verse: 26-72.</td>
<td>10</td>
</tr>
</tbody>
</table>
Section ‘C’

General Introduction to Upanisadic Philosophy

Unit: I

General Introduction to Upanisadic Philosophy: ātman, brahman, īśvara, karma, srṣī.

04 Credits

[D] Suggested Books/Readings:

1. हनुमान प्रमाद पोंदार (सम्पादक), ईशावास्योपिनिषद्, गीताप्रेस गोरखपुर।
2. शिवनारायण शाक्ति (व्या), ईशावास्योपिनिषद्, परितल प्रकाशन, दिल्ली, 1996।
3. शशि तिवारी (व्या), ईशावास्योपिनिषद्: भूमिका एवं व्याख्या, भारतीय विद्या प्रकाशन, दिल्ली, 1997।
4. बलदेव उपाध्याय, संस्कृत साहित्य का इतिहास, शारदा प्रेस, वाराणसी।
5. बलदेव उपाध्याय, वैदिक साहित्य और संस्कृति, वाराणसी।
6. श्रीरंगभोगवंशी, संस्कृत साहित्य का इतिहास, राजस्थानी प्रकाशन, जोधपुर।
7. उमाशंकर शमा, संस्कृत साहित्य का इतिहास, गोविंद प्रेस, वाराणसी।
8. रमेश भारद्वाज, नवजागरण एवं स्वतंत्रता आंदोलन में उपनिषदों की भूमिका, विज्ञानपीठ प्रकाशन, दिल्ली।
9. राधाबल तिवारी, संस्कृत साहित्य का अभिनव इतिहास, विद्वानविश्वास प्रकाशन, वाराणसी।

Note: Teachers are also free to suggest any relevant books/articles/e-resource if needed.
AECC-3

Sanskrit as MIL:C1 (Introductory)

Nīti Literature

[A] Prescribed Course: Total 28 Credits

<table>
<thead>
<tr>
<th>Section</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘A’</td>
<td>Pañcatantram</td>
<td>12</td>
</tr>
<tr>
<td>‘B’</td>
<td>Nītiśatakam</td>
<td>10</td>
</tr>
<tr>
<td>‘C’</td>
<td>General Introduction to Sanskrit Literature</td>
<td>06</td>
</tr>
</tbody>
</table>

[B] Course Objectives:

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

[C] Unit-Wise Division:

Section ‘A’

Pañcatantram

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

Text Introduction of the following:

Unit: I

$kṣapāṇakakathā, \, sīṃha-kāraka-murkhabrāhmaṇa-kathā$ 06 Credits

(अष्पतत्तकथा, सिंह-कारक-मूर्खब्रह्मणकथा)

Text Introduction of the following:

Unit: II

murkha\textit{padita-kathā, vānara-magaramaccha-kathā and gadattamaṇḍāka kathā} 06 Credits
# Proposed Under Graduate Courses for Sanskrit (Hon.)
## Under Choice Based Credit System (CBCS)

### Ability Enhancement Compulsory Course (AECC) MIL for Sanskrit

<table>
<thead>
<tr>
<th>Section ‘B’</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nītiśatakam</strong></td>
</tr>
</tbody>
</table>

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

| Unit: I |
| Text reading of nītiśatakam from verses: 01-10. | 03 Credits |

| Unit: II |
| Text reading of nītiśatakam from verses: 11-30 | 07 Credits |

### Section ‘C’

**General Introduction to Sanskrit Literature**

| Unit: I |
| Mahākāvya (Kālidāsa and Bhāravi), Prose |

(Bāṇabhaṭṭa and Daṇḍin) | 04 Credits |

| Unit: II |
| Drama (Bhāsa, Kālidāsa and Bhavabhūti) | 02 Credits |

### [D] Suggested Books/Readings:

1. श्यामाचार्य पाण्डेय (व्या.), परशुराम (क्रिष्ण शर्मा), मोतीलाल बनारसीदास, दिल्ली, 1975।
5. विषुवदत शर्माशाली, नीतिविष्कर्तम् (मर्तुरहरि): विमलवन्द्रिका संस्कृत टीका व हिंदी, 
व्याख्यासहित, जान प्रकाशन, मेरठ।
6. नीतिविष्कर्तम् (मर्तुरहरि): संस्कृत टीका व हिंदी व अंग्रेजी व्याख्यासहित।
7. तारिक्ष ज्ञा, नीतिविष्कर्तम् (मर्तुरहरि)रामनारायणलाल बेनीमाधव, इलाहाबाद, 1976।
8. ओमप्राकाश पाणडे, नीतिशतकम् (भतृहरि) मनोरमा हिन्दी-श्लाक्या सहित, चौखूबा अमरभारती प्रकाशन, बाराणसी, 1982।

9. बाबूराम त्रिपाठी, नीतिशतकम् (भतृहरि) महालद्धम प्रकाशन, आगरा, 1986।

10. उमाशंकर शर्मा कृषि : संस्कृत साहित्य का इतिहास, चौखूबा भारती अकादमी, बाराणसी।

11. रमाशंकर त्रिपाठी, संस्कृत साहित्य का प्रामाण्य इतिहास, कृष्णदास अकादमी, बाराणसी।

12. राधावल्लभ त्रिपाठी, संस्कृत साहित्य का अभिनव इतिहास, विश्वविद्यालय प्रकाशन बाराणसी।

13. भोलाशंकर व्यास, संस्कृतकविद्यन, चौखूबा विद्याभवन, बाराणसी।


Note: Teachers are also free to suggest any relevant books/articles/e-resource if needed.
Sanskrit as MIL: A2 (Advance)

Grammar and Translation

[A] Prescribed Course: Total 28 Credits

Section ‘A’ Samjñā and Sandhi 10 Credits
Section ‘B’ Samāsa 06 Credits
Section ‘C’ Vibhaktyartha Prakaraṇa 06 Credits
Section ‘D’ Composition 06 Credits

[B] Course Objectives:

This course aims to get the students to know the basics of Sanskrit Grammar, including rules of Samjñā, Sandhi, Samāsa and Vibhaktyarth Prakaraṇabased on Laghusiddhāntakaumudī, a primer of Pāṇinian grammar. Besides, the students will be able to translate sentence and write short paras in Sanskrit.

[C] Unit-Wise Division:

Section ‘A’

Samjñā and Sandhi

Sanjñā Prakaraṇa, Following Sandhis according to Laghusiddhāntakaumudī- ac- yan, guna, ayādi, vṛddhi, pūrvarūpa

Unit: I

05 Credits

hal and visarga Sandhis- ścutva, śṭutva, anunāṣikatva, chhatva, jaśṭva, satva, utva, lopa, rutva

Unit: II

05 Credits

Section ‘B’

Samāsa

Unit: I

Basic concepts of Samāsa and types 06 Credits
**Section ‘C’**

**Vibhaktyarth Prakaraṇa**

| Unit: I | Vibhaktyarthā Prakaraṇa (Laghusiddhāntakaumudī) | 06 Credits |

**Section ‘D’**

**Composition**

| Unit: I | Short essays on traditional and modern subjects. Translation from and into Sanskrit. | 06 Credits |

[D] **Suggested Books/Readings:**

1. धरानन्द शाहबी, लघुसिद्धान्तकौमुदी, मूल एवं हिंदी व्याख्या, मोतीलाल बनारसीदास, दिल्ली।
2. भीमसेन शाहबी, लघुसिद्धान्तकौमुदी भैमी व्याख्या (भाग-1), भैमी प्रकाशन, दिल्ली।
3. चारुदेव शाहबी, व्याकरण चन्द्रोदय (भाग-1,2 एवं 3), मोतीलाल बनारसीदास, दिल्ली।
4. सत्यपाल मिश्र (संपा.), लघुसिद्धान्तकौमुदी: प्रकाशिका नास्त्री हिंदी व्याख्या सहिता, शिवालिक प्रकाशन, दिल्ली, 2014।
5. V.S. Apte, The Students’ Guide to Sanskrit Composition, Chowkhamba Sanskrit Series, Varanasi (Hindi Translation also available).
8. Online Tools for Sanskrit Grammar developed by Computational Linguistics Group, Department of Sanskrit, University of Delhi: http://sanskrit.du.ac.in.

**Note:** Teachers are also free to suggest any relevant books/articles/e-resource if needed.
## AECC-2

Sanskrit as MIL: B2 (Intermediate)

### Grammar and Composition

<table>
<thead>
<tr>
<th>Prescribed Course</th>
<th>Total 28 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section ‘A’</strong></td>
<td>Sandhi</td>
</tr>
<tr>
<td><strong>Section ‘B’</strong></td>
<td>Samāsa</td>
</tr>
<tr>
<td><strong>Section ‘C’</strong></td>
<td>Kṛṭ pratyaya</td>
</tr>
<tr>
<td><strong>Section ‘D’</strong></td>
<td>Paragraph Writing and Translation</td>
</tr>
</tbody>
</table>

### [B] Course Objectives:

This course aims to get the students to know the basics of Sanskrit Grammar, including rules of Sandhi, Samāsa and Kṛṭ pratyaya based on Laghusiddhāntakaumudī, a primer of Pāñinian grammar. Besides, the students will also learn the techniques of the Paragraph Writing and Translation.

### [C] Unit-Wise Division:

#### Section ‘A’

**Sandhi**

- ac sandhi (6):
  - yan, guṇa, dīrgha, ayādi and vṛddhi.
  - hal sandhi (5):
    - ścūtva, śtutva, anunāsikatva, chhatva and jaśṭva
    - visarga sandhi (4):
      - utva, lopa, satva, rutva.
# PROPOSED UNDER GRADUATE COURSES FOR SANSKRIT (HON.)
## UNDER CHOICE BASED CREDIT SYSTEM (CBCS)

**Ability Enhancement Cumpulsory Course (AECC) MIL for Sanskrit**

<table>
<thead>
<tr>
<th>Section ‘B’</th>
<th>Samāsa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit: I</td>
<td>Samāsa (4): avyayībhāva, tatpuruṣa, bahuvrihi and dvandva</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section ‘C’</th>
<th>kṛt pratyaya</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit: I</td>
<td>Kṛt pratyaya (15): tavyat, tavya, anīyar, yat, nyat, ṇvul, tṛc, an, kta, katavatu, śatri, śānac, tumun, kvā (lyap) and lyuṭ.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section ‘D’</th>
<th>Paragraph Writing and Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit: I</td>
<td>Translation of simple sentences and writing short paragraph into Sanskrit.</td>
</tr>
</tbody>
</table>

### [D] Suggested Books/Readings:

1. धरानद्र शाख्री, लघुसिद्धान्तकौमुदी, मूल एवं हिन्दी व्याख्या, दिल्ली।
2. भीमसेन शाख्री, लघुसिद्धान्तकौमुदी भैमी व्याख्या (भाग-1), भैमी प्रकाशन, दिल्ली।
3. चारंदेव शाख्री, व्याकरण चन्द्रोदय (भाग-1,2 एवं 3), भोजनलाल बनर्जी प्रकाशन, दिल्ली।
4. सत्यपाल सिंह (संपा.), लघुसिद्धान्तकौमुदी: प्रकाशिका नाप्रिय हिन्दी व्याख्या संस्कृत, शिवालिक प्रकाशन, दिल्ली, 2014।
5. V.S. Apte, The Students’ Guide to Sanskrit Composition, Chowkhamba Sanskrit Series, Varanasi (Hindi Translation also available).
8. Online Tools for Sanskrit Grammar developed by Computational Linguistics Group, Department of Sanskrit, University of Delhi: http://sanskrit.du.ac.in.

**Note:** Teachers are also free to suggest any relevant books/articles/e-resource if needed.
AECC-3

Sanskrit as MIL: C2 (Introductory)

Sanskrit Grammar

[A] Prescribed Course: Total 28 Credits

<table>
<thead>
<tr>
<th>Section ‘A’</th>
<th>Decisions, Conjugations and Indeclinables</th>
<th>12 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section ‘B’</td>
<td>Sandhis, Compounds and Kāraka -vibhakti</td>
<td>06 Credits</td>
</tr>
<tr>
<td></td>
<td>rules</td>
<td></td>
</tr>
<tr>
<td>Section ‘C’</td>
<td>Kṛt suffixes</td>
<td>05 Credits</td>
</tr>
<tr>
<td>Section ‘D’</td>
<td>Composition</td>
<td>05 Credits</td>
</tr>
</tbody>
</table>

[B] Course Objectives:

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

[C] Unit-Wise Division:

Section ‘A’

Declensions and Conjugations

Masculine Words

Stems endings in vowels (4):

Noun Ending ‘a’, ‘i’, ‘u’, and ‘ṛ’ only,

Unit: I

rāma, muni, guru, pitṛ

Stems ending in consonants:

ātman, daṇḍin, candramas
### Unit: II

**Feminine Words**

**Stems endings in vowels (4):**

Noun Ending ‘ā’, ‘i’, ‘ī’, and ‘ṛ’ only,

*ramā, maiti, kumārī, and māṭṛ*

**Stems ending in consonants:** *vāc* and *sarit.*

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### Unit: III

**Neuter Words**

**Stem ending in vowels (4):**

Noun Ending ‘a’, ‘ī’, and ‘u’ only,

*Phala, vāri* and *madhu*

**Stem ending in consonants:** *payas, jagat.*

**Pronouns**

*asmad, yuṣmad, tad, yad, idam, etad, kim* (in all three genders)

**Numerals**

Declension of numeral words from *eka* to *daśan* (In all three genders)

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### Unit: IV

**Conjugations :**

*pāṭh, pac, bhū, kṛ, as, nṛt, śru, jñā, (in laṭ, lṛt, lan, loṭ and vidhiliṅ)*

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**Section ‘B’**
Sandhi, compound and kāraka -vibhakti rules

Rules of Sandhi :

ac sandhi (6):
yān, guṇa, dīrgha, ayādi, vṛddhi and pūrvarūpa

Unit: I
hal sandhi (5): 02 Credits
ścutva, śṭutva, anunāsikatva, chhatva and jaśṭva

visarga sandhi (4):
urtva, lopa, satva, rutva.

Compounds:

Unit: II
The concept of Compound and its types 02 Credits

Kāraka -vibhakti rules

Unit: III
Concept of kāraka and vibhakti 02 Credits
Types of kāraka
Kāraka-vibhakti and Upapada-vibhakti.

Section ‘C’

Kṛt suffixes

Unit: I
Kṛt Suffixes : tavyat, anīyar, yat, nyat, kta, 05 Credits
ktavatu, śatṛ,śānac, tuman, kṛvā and lyap

Section ‘D’

Composition

Unit: I
Short sentences, paragraph writing 02 Credits
Suggested Books/Readings:

3. Kale, M.R. Higher Sanskrit Grammar, MLBD, Delhi. (Hindi Translation also available)
5. Sambhashana sandesha, Sanskrit Bharati, Bangalore.
6. Online Tools for Sanskrit Grammar developed by Computational Linguistics Group, Department of Sanskrit, University of Delhi: http://sanskrit.du.ac.in.

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