

# Appendix-VII Resolution No. 42 (42-3)

Department of Sanskrit  
University of Delhi

Items for Standing Committing of Academic Council :

Amdement in M.A. (Sanskrit) syllabus:

Paper No.	Existing	Proposed /Amdement
Core-201	<p><b>CC- 201: Darśana: Nyāya &amp; Vedānta</b> दर्शन: न्याय एवं वेदान्त Maximum Marks: 100 (70+30) Duration: 64 hrs. (04 weeks). (4 Theories = 4 credits)</p> <p><b>[A] Course Objective</b> The primary objective of this course is to introduce the students to some fundamental theories, concepts and principles of the philosophies <i>Nyaya</i> &amp; <i>Advaita</i> Vedanta through the reading of the texts of <i>Tarkhasha</i>, <i>Vedantsara</i> and <i>Ishavasyopnishad</i>. It will also help the students acquire the basic intellectual understanding of analyzing the various theories of the Indian philosophical systems.</p> <p><b>[B] Course Learning Outcome</b> After the completion of this course the students will:</p> <ul style="list-style-type: none"> <li>be able to critically analyse and examine the fundamental concepts of Nyāya and Advaita Vedānta Philosophies.</li> <li>be able to understand and explain the prescribed text and the conceptual terms therein.</li> <li>be able to critically analyse the prescribed theories.</li> <li>get to know the scientific approach of Nyaya-Vaisheshika &amp; Advaita Vedanta philosophers in the analysis of the phenomenal world and its process of evolution.</li> <li>understand the contribution of Nyaya-Vaisheshika &amp; Advaita Vedanta philosophers in the epistemological studies, application of which is very important in the day to day life situations; helping them in the proper judgment of the Truth</li> </ul> <p><b>[C] Unit wise Division</b></p> <p><b>Unit I</b> <b>तर्कभाषा (केशवमिश्र)</b> - शास्त्र की त्रिविध प्रवृत्तियाँ, कारण, करण एवं अन्यथासिद्ध, प्रमाणस्वरूप एवं तद्भेद – प्रत्यक्ष ।</p> <p><b>Unit II</b> <b>तर्कभाषा (केशवमिश्र)</b> - अनुमान, उपमान एवं शब्द, अर्थापत्ति एवं अनुपलब्धि का स्वरूप तथा तद्विषयक विप्रतिपत्तियों का निरास, प्रामाण्यवाद , प्रमेयनिरूपण - आत्मा, दुःख एवं अपवर्ग के साथ सभी प्रमेय - संशय, प्रयोजन, दृष्टान्त, सिद्धान्त, अवयव, तर्क, निर्णय, वाद, जल्प, वितण्डा एवं हेत्वाभास ।</p> <p><b>Unit III</b> <b>वेदान्तसार (सदानन्द)</b> - अधिकारिनिरूपण, वेदान्त, अनुबन्धचतुष्टयनिरूपण, अध्यारोप, अज्ञान का स्वरूप एवं अज्ञान की शक्तियाँ, प्रपञ्चनिरूपण = जाग्रदादि तीनों अवस्थाओं एवं शरीरों में व्याप्त पञ्चकोशोपेत अज्ञान की समष्टि एवं व्यष्टि तथा तदुपहित चैतन्यों का निरूपण, सृष्टिप्रक्रिया एवं पञ्चीकरण।</p> <p><b>Unit IV</b> <b>वेदान्तसार (सदानन्द)</b> - आत्मस्वरूप विषयक विप्रतिपत्तियाँ एवं उनका निराकरण, अपवाद, महावाक्यार्थनिर्णय, वृत्ति के कार्य एवं उसके भेद, श्रवण, मनन, निदिध्यासन एवं समाधि, जीवन्मुक्ति एवं विदेहमुक्ति । <b>ईशावास्योपनिषद्</b> - विशेषतः नैतिकदर्शन, आत्मस्वरूप, विद्या-अविद्या तथा सम्भूति-असम्भूति</p> <p><b>[D]Suggested Readings</b></p>	<p><b>Semester: II, MA (Sanskrit)</b> <b>Core Course</b> <b>CC- 201: Darśana:Nyāya &amp; Vedānta</b> दर्शन: न्याय एवं वेदान्त Maximum Marks: 100 (70+30) Duration: 64 hrs. (16 weeks). (4 Theories = 4 credits) 01 Tutorial = 01 Total =05 credit</p> <p><b>[A] Course Objective</b> The primary objective of this course is to introduce the students to some fundamental theories, concepts and principles of the philosophies <i>Nyaya</i> &amp; <i>Advaita</i> Vedanta through the reading of the texts of <i>Tarkhasha</i> and <i>Vedantsara</i>. It will also help the students acquire the basic intellectual understanding of analyzing the various theories of the Indian philosophical systems.</p> <p><b>[B] Course Learning Outcome</b> After the completion of this course the students will:</p> <ul style="list-style-type: none"> <li>be able to critically analyse and examine the fundamental concepts of Nyāya and Advaita Vedānta Philosophies.</li> <li>be able to understand and explain the prescribed text and the conceptual terms therein.</li> <li>be able to critically analyse the prescribed theories.</li> <li>get to know the scientific approach of Nyaya-Vaisheshika &amp; Advaita Vedanta philosophers in the analysis of the phenomenal world and its process of evolution.</li> <li>understand the contribution of Nyaya-Vaisheshika &amp; Advaita Vedanta philosophers in the epistemological studies, application of which is very important in the day to day life situations; helping them in the proper judgment of the Truth</li> </ul> <p><b>[C] Unit wise Division</b></p> <p><b>Unit I</b> <b>तर्कभाषा (केशवमिश्र)</b> - शास्त्र की त्रिविध प्रवृत्तियाँ, कारण, करण एवं अन्यथासिद्ध, प्रमाणस्वरूप एवं तद्भेद – प्रत्यक्ष ।</p> <p><b>Unit II</b> <b>तर्कभाषा (केशवमिश्र)</b> - अनुमान, उपमान एवं शब्द, अर्थापत्ति एवं अनुपलब्धि का स्वरूप तथा तद्विषयक विप्रतिपत्तियों का निरास, प्रामाण्यवाद , प्रमेयनिरूपण - आत्मा, दुःख एवं अपवर्ग के साथ सभी प्रमेय - संशय, प्रयोजन, दृष्टान्त, सिद्धान्त, अवयव, तर्क, निर्णय, वाद, जल्प, वितण्डा एवं हेत्वाभास ।</p> <p><b>Unit III</b> <b>वेदान्तसार (सदानन्द)</b> - अधिकारिनिरूपण, वेदान्त, अनुबन्धचतुष्टयनिरूपण, अध्यारोप, अज्ञान का स्वरूप एवं अज्ञान की शक्तियाँ, प्रपञ्चनिरूपण = जाग्रदादि तीनों अवस्थाओं एवं शरीरों में व्याप्त पञ्चकोशोपेत अज्ञान की समष्टि एवं व्यष्टि तथा तदुपहित चैतन्यों का निरूपण, सृष्टिप्रक्रिया एवं पञ्चीकरण।</p> <p><b>Unit IV</b> <b>वेदान्तसार (सदानन्द)</b> - आत्मस्वरूप विषयक विप्रतिपत्तियाँ एवं उनका निराकरण, अपवाद, महावाक्यार्थनिर्णय, वृत्ति के कार्य एवं उसके भेद, श्रवण, मनन, निदिध्यासन एवं समाधि, जीवन्मुक्ति एवं विदेहमुक्ति ।</p> <p><b>[D]Suggested Readings</b></p> <p><b>Essential Readings:</b></p> <ol style="list-style-type: none"> <li>तर्कभाषा - केशवमिश्र (व्याख्याकार), आचार्य विश्वेश्वर सिद्धान्तशिरोमणि, चौखम्बा संस्कृत ऑफिस, वाराणसी, 1963</li> </ol>

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Amdement in M.A. (Sanskrit) syllabus:

Paper No.	Existing	Proposed /Amdement								
	<p><b>Essential Readings:</b></p> <ol style="list-style-type: none"><li>ईशावास्योपनिषद् - (सम्पादक) श्रीहनुमान प्रसाद पोद्दार, गीताप्रेस, गोरखपुर</li><li>ईशावास्योपनिषद् - (व्याख्याकार) पं०शिवनारायण शास्त्री, परिमल पब्लिकेशन्स, दिल्ली, 1996</li><li>तर्कभाषा - केशवमिश्र (व्याख्याकार), आचार्य विश्वेश्वर सिद्धान्तशिरोमणि, चौखम्बा संस्कृत ऑफिस, वाराणसी, 1963</li><li>तर्कभाषा - केशवमिश्र (व्याख्याकार), आचार्य बदरीनाथ शुक्ल, मोतीलाल बनारसीदास, वाराणसी, 1968</li><li>तर्कभाषा - केशवमिश्र (व्याख्याकार), श्रीनिवास शास्त्री, साहित्य भण्डार, मेरठ, 1972</li><li>वेदान्तसार - सदानन्द - (व्याख्याकार), सन्त नारायण श्रीवास्तव, पीयूष प्रकाशन, इलाहाबाद, 1968</li><li>वेदान्तसार - सदानन्द - (व्याख्याकार), आचार्यबदरी नाथ शुक्ल, मोतीलाल बनारसीदास, दिल्ली, 1979</li><li>वेदान्तसार - सदानन्द - (व्याख्याकार), आचार्य राममूर्ति शर्मा, ईस्टर्न बुक लिंक्स, दिल्ली, 2001</li><li>Tarkbhāṣā – keśava Miśra (ed. and tr.) S.R.Iyer, Chaukhamba Orientalia, Delhi, 1979</li></ol> <p><b>Additional Resources:</b></p> <ol style="list-style-type: none"><li>अवस्थी, ब्रह्ममित्र – भारतीय न्यायशास्त्र – एक अध्ययन, इन्दु प्रकाशन, दिल्ली, 1967</li><li>Deussen, Paul - <i>Philosophy of Upanishads</i>, Education Enterprise, Calcutta, 1972</li><li>Dasgupta, S.N. - <i>History of Indian Philosophy</i>, M.L.B.D., Delhi, 1975</li><li>Hiriyanna, M. - <i>Outline of Indian Philosophy</i>, London, 1956 (also Hindi Translation)</li><li>Mahadevan, T.M.P. - <i>Philosophy of Advaita</i>, Bharatiya Kala Prakashan, Delhi, 2006</li><li>Pandey, Ram Chandra - <i>Panorama of Indian Philosophy</i> (also Hindi version), M.L.B.D., Delhi, 1966</li><li>Radhakrishnan, S. - <i>Indian Philosophy</i>, Oxford University Press, Delhi, 1990</li><li>Radhakrishnan, S. - <i>Principal Upanishads</i>, Centenary edition, DUP, Delhi, 1989</li><li>Ranade, R.S. - <i>Constructive Survey of Upanishadic Philosophy</i>, Bhartiya Vidya Bhavan, Bombay, 1968</li><li>Sharma, T.R. - <i>Studies in the Sectarian Upanishads</i>, Indological Book House, Varanasi, 1972</li><li>Shastri, D.N. - <i>Critique of Indian Realism</i>, Bharatiya Vidya Prakashan, Delhi, 1972</li></ol>	<ol style="list-style-type: none"><li>तर्कभाषा - केशवमिश्र (व्याख्याकार), आचार्य बदरीनाथ शुक्ल, मोतीलाल बनारसीदास, वाराणसी, 1968</li><li>तर्कभाषा - केशवमिश्र (व्याख्याकार), श्रीनिवास शास्त्री, साहित्य भण्डार, मेरठ, 1972</li><li>वेदान्तसार - सदानन्द - (व्याख्याकार), सन्त नारायण श्रीवास्तव, पीयूष प्रकाशन, इलाहाबाद, 1968</li><li>वेदान्तसार - सदानन्द - (व्याख्याकार), आचार्यबदरी नाथ शुक्ल, मोतीलाल बनारसीदास, दिल्ली, 1979</li><li>वेदान्तसार - सदानन्द - (व्याख्याकार), आचार्य राममूर्ति शर्मा, ईस्टर्न बुक लिंक्स, दिल्ली, 2001</li><li>Tarkbhāṣā – keśava Miśra (ed. and tr.) S.R.Iyer, Chaukhamba Orientalia, Delhi, 1979</li></ol> <p><b>Additional Resources:</b></p> <ol style="list-style-type: none"><li>अवस्थी, ब्रह्ममित्र – भारतीय न्यायशास्त्र – एक अध्ययन, इन्दु प्रकाशन, दिल्ली, 1967</li><li>Deussen, Paul - <i>Philosophy of Upanishads</i>, Education Enterprise, Calcutta, 1972</li><li>Dasgupta, S.N. - <i>History of Indian Philosophy</i>, M.L.B.D., Delhi, 1975</li><li>Hiriyanna, M. - <i>Outline of Indian Philosophy</i>, London, 1956 (also Hindi Translation)</li><li>Mahadevan, T.M.P. - <i>Philosophy of Advaita</i>, Bharatiya Kala Prakashan, Delhi, 2006</li><li>Pandey, Ram Chandra - <i>Panorama of Indian Philosophy</i> (also Hindi version), M.L.B.D., Delhi, 1966</li><li>Radhakrishnan, S. - <i>Indian Philosophy</i>, Oxford University Press, Delhi, 1990</li><li>Radhakrishnan, S. - <i>Principal Upanishads</i>, Centenary edition, DUP, Delhi, 1989</li><li>Ranade, R.S. - <i>Constructive Survey of Upanishadic Philosophy</i>, Bhartiya Vidya Bhavan, Bombay, 1968</li><li>Sharma, T.R. - <i>Studies in the Sectarian Upanishads</i>, Indological Book House, Varanasi, 1972</li><li>Shastri, D.N. - <i>Critique of Indian Realism</i>, Bharatiya Vidya Prakashan, Delhi, 1972</li></ol>								
	<p><b>[E] Teaching Plan</b></p> <p>The teaching will be done as per the above-mentioned sequence of units and corresponding number of classes.</p> <p>Facilitating the achievement of course learning outcomes are as under-</p> <table><tr><th>Unit</th><th>Course learning outcomes.</th><th>Teaching and learning activity</th><th>Assessment tasks</th></tr><tr><td>1.</td><td>Student will be able to appreciate the ontology and epistemology of Nyaya Philosophy as depicted in Tarkbhasha.</td><td>A variety of approaches to teaching-learning process should be used, i.e. explaining the texts and the conceptual terms through extensive Lectures, tutorials, workshops, PPT Presentation etc.</td><td><p><b>Internal assessment</b></p><p>MCQ type questions / Internal Assessment/Project/ Dis paper presentation/ Periodic tests etc.</p><p><b>-End Semester Examination</b></p><p>1. Explanatory Questions 2. Short notes 3.Critical questions</p></td></tr></table>	Unit	Course learning outcomes.	Teaching and learning activity	Assessment tasks	1.	Student will be able to appreciate the ontology and epistemology of Nyaya Philosophy as depicted in Tarkbhasha.	A variety of approaches to teaching-learning process should be used, i.e. explaining the texts and the conceptual terms through extensive Lectures, tutorials, workshops, PPT Presentation etc.	<p><b>Internal assessment</b></p> <p>MCQ type questions / Internal Assessment/Project/ Dis paper presentation/ Periodic tests etc.</p> <p><b>-End Semester Examination</b></p> <p>1. Explanatory Questions 2. Short notes 3.Critical questions</p>	
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Amdement in M.A. (Sanskrit) syllabus:

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Department of Sanskrit  
University of Delhi  
Items for Standing Committee of Academic Council :

Amdement in M.A. (Sanskrit) syllabus:

Paper No.	Existing				Proposed /Amdement	
	6.	Should understand the teachings of Upnishadic philosophy with the text reading of Ishavasyopnishad	Explanation of the texts and the conceptual terms followed by lectures, tutorials, workshops, PPT Presentation etc.	<b>-internal assessment:</b> MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/paper presentation/ Periodic tests etc. <b>-End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3.Critical questions		
<b>[F] Basic Structure of Question Paper &amp; Division of Marks</b> (i) Four Explanations (one from each of the Units from Tarkbhāṣā and Vedantasara only) 04x07= 28 (ii) Four short notes (one from each of the Units, <b>one in Sanskrit from Ishavasyopanisad only</b> ) 5+5+5+07=22 (iii) Two critical Questions from Tarkbhāṣā and Vedantasara only. 02x10=20 <b>Total: 70</b>						

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Amdement in M.A. (Sanskrit) syllabus:

Paper No.	Existing	Proposed /Amdement
Core-204	New Amdement	<div>Semester: II, MA (Sanskrit)</div> <div>Core Course 204 : An introduction to Itihāsa and Pūranic texts.</div> <div>इतिहास एवं पुराणसाहित्य का सामान्य परिचय</div> <div>Maximum Marks: 100 (70+30)</div> <div>Duration: 60 hrs. (16 weeks).</div> <div>(4 Theories = 4 credits)</div> <div>(1Tutorial-1 credits)</div> <div>Total = 05 credits</div>
		[A] Course Objective
		The objective of this course is to present a thorough picture of valuable cultural heritage of India as preserved in the Puranas, Rāmāyaṇa and Mahābhārata.The individual characters of the epics, social, economic, geographical, political, philosophical and educational systems as reflected in prescribed texts will be the major highlighting points.
		[B] Course Learning Outcome
		After the completion of this the course students will: <div><div><div>be able to learn about the behavioral values, ethics and belief patterns through the individual characters of the puran, Ramayana and Mahabharata.</div><div>be able to explain the aesthetic and poetic beauty and style of presentation of the texts of Rāmāyaṇa and Mahābhārata.</div><div>get the knowledge of the historic value of Puranas, Rāmāyaṇa and Mahābhārata</div><div>learn about the social, economic, geographical, political, philosophical and educational aspects of Rāmāyaṇa and Mahābhārata .</div></div></div>
		[C] Unit wise Division
		<div><div>Unit I</div><div>पुराण-</div><div>वायुपुराण- 62 (पृथुचरित)</div><div>मार्कण्डेयपुराण-25 (मदालसा उद्बोधन)</div><div>[15 Hrs.]</div></div>
		<div><div>Unit II</div><div>रामायण-</div><div>3/16/1-42(हिमन्तवर्णन)</div><div>5/15 (अशोकवनिका में सीता)</div><div>[15 Hrs.]</div></div>
		<div><div>Unit III</div><div>(महाभारत)</div><div>उद्योगपर्व-131-134(विदुरापुराणानुशासनम्)</div><div>भगवद्गीता- 15 वाँ अध्याय</div><div>[15 Hrs.]</div></div>
		<div><div>Unit IV</div><div></div><div>(पुराणेतिहास सर्वेक्षण)</div><div>पुराण- परिभाषा, विभाजन, पुराण एवं उपपुराणों की विषयवस्तु की भाषा और शैली,</div><div>भौगोलिक, ऐतिहासिक एवं सांस्कृतिक महत्त्व</div><div>रामायण एवं महाभारत - कालनिर्धारण, विभाग, विषयवस्तु, काव्यात्मक, ऐतिहासिक , सामाजिक, सांस्कृतिक, भौगोलिक आदि दृष्टि से महत्त्व</div></div>
[D]Suggested Readings		
Essential Readings:		
<div>1. साहित्यरत्नकोश, भाग -2,पुराणेतिहाससंग्रहः, साहित्यअकादमी, नईदिल्ली, 1959</div> <div>2. वायुपुराण, विष्णुपुराण, मार्कण्डेयपुराण, नाग प्रकाशन,दिल्ली</div>		

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Paper No.	Existing	Proposed /Amdement												
		<div><div><div>3. Mahabharata, Critical Edition, BORI, Poona.</div><div>4. Mahabharata Text, pub. Gita Press, Gorakhpur.</div><div>5. Ramayana with Hindi trans., Gita Press, Gorakhpur.</div></div><div>Additional Resources:</div><div><div>1. उपाध्याय,बलदेव. पुराणविमर्श,</div><div>2. चतुर्वेदी,गिरिधरशर्मा. पुराणपरिशीलन,बिहारराष्ट्रभाषापरिषद्,1970.</div><div>3. व्यास, भोलाशंकर.( सम्पा.)संस्कृत वाङ्मय का बृहद् इतिहास,(IIIआर्षखण्ड),उत्तरप्रदेश संस्कृत संस्थान, लखनऊ,2000</div><div>4. Rochero, Ludo, The Puranas (A History of IndianLiterature), Vol. IV, Otto Harrassowitz, Wiesbaden, 1986.</div><div>5. Hopkins, E.W., The Great Epic of India, Reprinted by PunthiPushtaka, Calcutta, 1969</div><div>6. Ramayana with four commentaries by Govindaraja&amp; others, Lakshmi Venkateswara Press, Bombay, 1935</div><div>7. Ramayana ed. by ChinnaswamiSastrigal and V.H. Subrahmanyam Shastri, Pub. by N. Ramaratham, Madras, 1958</div><div>8. Mahabharata with Neelakantha's Commentary, Chirtasala Press, Poona,1929-33</div></div></div> <div>[E] Teaching Plan:</div> <div><div>The teaching will be done as per the above-mentioned sequence of units and corresponding number of classes to achieve of Course Learning Outcomes:</div><div>Facilitating the achievement of course learning outcomes are as under-</div><table><tr><th>Unit</th><th>Course Learning Outcome</th><th>Teaching and Learning Activity</th><th>Assessment Task</th></tr><tr><td>I</td><td>The Learners should be able to elucidate and critically analyse the prescribed texts. they will also be able to explain the poetic beauty, style of presentation, behavioral values etc. in this unit.</td><td>A variety of approaches to teaching-learning activities such as: explaining the texts followed by lecture-based classroom teaching, discussion on the prescribed text, tutorials, workshops, PPT Presentation and e-resources etc.</td><td><div>Internal Assessment:</div><div>MCQ type test as Internal assessment/Project/Assignment/ Presentation and periodic test.</div><div>End Semester Examination</div><div>1. Explanatory Questions</div><div>2. Short notes</div><div>3.Critical questions</div></td></tr><tr><td>II</td><td>The learners should be able to elucidate and critically analyse the prescribed texts. they will also be able to explain the poetic beauty, style</td><td>Exposition of texts through lecture-based classroom teaching, discussion on the prescribed text, tutorials, workshops, PPT</td><td><div>Internal Assessment:</div><div>MCQ type test as Internal</div></td></tr></table></div>	Unit	Course Learning Outcome	Teaching and Learning Activity	Assessment Task	I	The Learners should be able to elucidate and critically analyse the prescribed texts. they will also be able to explain the poetic beauty, style of presentation, behavioral values etc. in this unit.	A variety of approaches to teaching-learning activities such as: explaining the texts followed by lecture-based classroom teaching, discussion on the prescribed text, tutorials, workshops, PPT Presentation and e-resources etc.	<div>Internal Assessment:</div> <div>MCQ type test as Internal assessment/Project/Assignment/ Presentation and periodic test.</div> <div>End Semester Examination</div> <div>1. Explanatory Questions</div> <div>2. Short notes</div> <div>3.Critical questions</div>	II	The learners should be able to elucidate and critically analyse the prescribed texts. they will also be able to explain the poetic beauty, style	Exposition of texts through lecture-based classroom teaching, discussion on the prescribed text, tutorials, workshops, PPT	<div>Internal Assessment:</div> <div>MCQ type test as Internal</div>
Unit	Course Learning Outcome	Teaching and Learning Activity	Assessment Task											
I	The Learners should be able to elucidate and critically analyse the prescribed texts. they will also be able to explain the poetic beauty, style of presentation, behavioral values etc. in this unit.	A variety of approaches to teaching-learning activities such as: explaining the texts followed by lecture-based classroom teaching, discussion on the prescribed text, tutorials, workshops, PPT Presentation and e-resources etc.	<div>Internal Assessment:</div> <div>MCQ type test as Internal assessment/Project/Assignment/ Presentation and periodic test.</div> <div>End Semester Examination</div> <div>1. Explanatory Questions</div> <div>2. Short notes</div> <div>3.Critical questions</div>											
II	The learners should be able to elucidate and critically analyse the prescribed texts. they will also be able to explain the poetic beauty, style	Exposition of texts through lecture-based classroom teaching, discussion on the prescribed text, tutorials, workshops, PPT	<div>Internal Assessment:</div> <div>MCQ type test as Internal</div>											

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Amdement in M.A. (Sanskrit) syllabus:

Paper No.	Existing	Proposed /Amdement					
				of presentation, behavioral values etc. in this unit	Presentation and e-resources etc.	assessment/Project/Assignment/Presentation and periodic test.  End Semester Examination 1. Explanatory Questions 2. Short notes 3.Critical questions.	
		III		The learners should be able to elucidate and critically analyse the prescribed texts. they will also be able to explain the poetic beauty, style of presentation, behavioral values etc. in this unit	Exposition of texts through lecture-based classroom teaching, discussion on the prescribed text, tutorials, workshops, PPT Presentation and e-resources etc..	Internal Assessment:  MCQ type test as Internal assessment/Project/Assignment/Presentation and periodic test.  End Semester Examination 1. Explanatory Questions 2. Short notes 3.Critical questions	
		IV		The learners get knowledge about the basics of the Puranas, Ramayana and Mahabharata as a source of Indian thought of Geography, base of Indian society, culture religion, literature and sciences etc. in this unit	Lecture-based classroom teaching, discussion on the prescribed topics, tutorials, workshops, PPT Presentation and e-resources etc.	Internal Assessment:  MCQ type test as Internal assessment/Project/Assignment /Presentation and periodic test.  End Semester Examination 1. Short notes 2.Critical questions	
[F] Basic Structure of Question Paper & Division of Marks							
(i) Four explanations from 1-3 Units (covering each Units, One should be in Sanskrit) 5+5+5+07=22							
(ii) Four short notes ((one from each Units) 04x07=28							
(iii) Two analytical Questions (From 4 <sup>th</sup> Unit) 02x10=20							
Total: 70							
(All Questions should be asked with options)							
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Paper No.	Existing	Proposed /Amdement
OE – 305	New Amdement	<p style="text-align: center;"><b>OE-305: Linguistic Speculations in Sanskrit</b> संस्कृत में भाषाविषयक चिन्तन</p> <p>Maximum Marks: 100 (70+30)      Duration: 64 hrs. (04 weeks). (4 Theories = 4 credits)</p> <p><b>[A] Course Objectives:</b> The objective of this course is to present a bird's eye view of contributions of ancient Indians in the field of the philosophy language before the students from non-Sanskrit background. Besides an overview of the prominent figures in the field and of their linguistic contributions it is also the students envisaged that get to understand some important notions and views of ancient Indian language philosophers.</p> <p><b>[B] Course Learning Outcomes:</b> After the completion of this course the students will:</p> <ul style="list-style-type: none"> <li>• acquire a historical overview of the prominent Acharyas of the philosophy of language belonging to the different schools of thoughts.</li> <li>• acquainted with the some very important theories developed in Ancient India, regarding word, meaning, sentence and syntactic relationship etc.</li> <li>• be able to critically evaluate the thought process of different philosophical schools casting effect on language philosophy.</li> <li>• simultaneously get acquainted with heterodox and orthodox systems of Indian philosophy and their main a priori opinions.</li> </ul> <p><b>[C] Unit wise Division</b></p> <p><b>Unit I</b>      <b>General Study of the following:</b> Prātiśākhya, Śikṣā, Śākalya, Śākaṭāyana, Vyāḍi, Yāska, Pāṇini, Kātyayana, Patañjali, Bhartṛhari, Kaiyaṭa, Nāgeśa, Kumāṛila, Prabhākara, Jagadisha Tarkalankara.</p> <p><b>Unit II</b>      Vākya-padiya, Kāṇḍa 2, Kārikās 1-2 &amp; 117-152, 8 definitions regarding the sentence, 12 definitions regarding word- meaning, Pratibha theory of meaning.</p> <p><b>Unit III</b>      Nyāyasiddhāntamuktāvalī-śabdakhaṇḍa- Process of Sentence meaning, Functions of word- Abhidhā (Primary function of the word), Means to śaktigraha, PadaPadārtha, Instrumentals of Sentence meaning</p> <p><b>Unit IV</b>      Apoha Theory of Meaning, Abhihitānvayavāda and Anvitābhidhānavāda, Theory of Spṛṣṭa and śabdabrahman</p> <p><b>[F]Suggested Readings</b></p> <p><b>Essential Readings:</b></p> <ol style="list-style-type: none"> <li>1. न्यायसिद्धान्तमुक्तावली (सं.) - विश्वनाथ पंचानन, कलकत्ता।</li> <li>2. वाक्यपदीय, काण्ड (सं.) के-ए- सुब्रह्मण्य अय्यर, दिल्ली, 1983</li> </ol> <p><b>Additional Resources:</b></p> <ol style="list-style-type: none"> <li>1. अय्यर, के-ए-एस- - भर्तृहरि का वाक्यपदीय, अनुवादक - रामचन्द्र द्विवेदी, राजस्थान हिन्दी अकादमी, जयपुर</li> <li>2. कपिलदेव शास्त्री – वैयाकरणसिद्धान्तपरमलघुमञ्जूषा कुरुक्षेत्र, 1975</li> <li>3. त्रिपाठी, रामसुरेश - संस्कृत व्याकरण-दर्शन, दिल्ली, 1972</li> <li>4. शर्मा, दीप्ति- व्याकरणिक कोटियों का विश्लेषणात्मक अध्ययन, बिहार हिन्दी ग्रन्थ अकादमी, पटना-1975</li> <li>5. द्विवेदी, कपिल देव – अर्थविज्ञान और व्याकरणदर्शन, हिन्दुस्तान अकादमी, इलाहाबाद, 1951</li> <li>6. बिजलवान, चक्रधर - भारतीय न्यायशास्त्र, उत्तरप्रदेश हिन्दी संस्थान, लखनऊ</li> <li>7. मिश्र, शोभाकान्त - शब्दार्थतत्त्व, बिहार हिन्दी ग्रन्थ अकादमी, पटना, 1989</li> <li>8. मीमांसक, युधिष्ठिर - संस्कृत व्याकरणशास्त्र का इतिहास, रामलाल कपूर ट्रस्ट, सोनीपत, 1984</li> <li>9. शब्दार्थमीमांसा, (हिन्दी-अनुवादक:मिथिलेश चतुर्वेदी), सम्पूर्णानन्द संस्कृत विश्वविद्यालय, वाराणसी, 1992</li> <li>10. शुक्ल, बलराम. भारतीय एवं पाश्चात्य वाक्यार्थ सिद्धान्त. प्रतिभा प्रकाशन, दिल्ली. 2013</li> </ol>



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Paper No.	Existing	Proposed /Amdement																
		<div>11. सोमवीर. भारतीय दर्शन में भाषा तत्त्व. परिमल प्रकाशन, दिल्ली 2013</div> <div>12. Chakravarti, P.C. <i>Linguistic Speculations of the Hindus</i>, Calcutta, 1963</div> <div>13. Iyer, K.A.S. <i>The VĀkyapadīya of Bhartrhari</i>, Ch. II, Eng. Tr., Delhi, 1977</div> <div>14. Kunjunni Raja, K. <i>Indian Theories of Meaning</i>, Adyar Library, Madras, 1964</div> <div>15. Pandey, R.C. <i>Problem of Meaning in Indian Philosophy</i>, MLBD, Delhi, 1963</div> <div>16. Sastri, Gaurinath <i>Philosophy of Word and Meaning</i>, Sanskrit College, Calcutta</div> <div>17. Matilal, Bimal Krishna <i>The Word and the World: India's Contribution to the Study of Language</i>, Oxford University Press, London. 1990</div> <div>18. Vattanky, JohnNyaya <i>Philosophy of Language</i>, Sri Sadguru Publications,Delhi, 1995.</div> <div>19. Tiwari, D.N., Central Problem of Bhartrihari's Philosophy, Indian Council for Philosophical Research,2008</div>																
		<div><b>[E] Teaching Plan</b></div> <div>The teaching will be done as per the above-mentioned sequence of units and corresponding number of classes. Facilitating the achievement of course learning outcomes are as under-</div> <table><tr><th>Unit</th><th>course learning outcomes.</th><th>Teaching and learning activity</th><th>Assessment tasks</th></tr><tr><td>1.</td><td>Understanding historical development of language philosophy in India along with the thorough acquaintance with prominent figures of Indian language philosophy of different schools of thoughts</td><td>Explaining through extensive lecture regarding India's scholarly tradition, tutorials, workshops, PPT Presentation etc</td><td><div><b>Internal assessment</b></div><div>MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc/</div><div><b>-End Semester Examination</b></div><div>Short notes on prominent language philosophers and treatises.</div></td></tr><tr><td>2.</td><td>Appreciating India's most original language philosopher- Bhartihari's views on word and sentence along with a deep backgrounding of other views.</td><td>Explaining through extensive lecture on language philosophy of grammarians, Text reading though is not required, tutorials, workshops, PPT Presentation etc.</td><td><div><b>Internal assessment</b></div><div>MCQ type questions / Internal Assessment/(Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc/</div><div><b>-End Semester Examination</b></div><div>1. Long questions based on Bhartrihari's Vakyapadiyam, 2. Extensive notes on important views.</div></td></tr><tr><td>3.</td><td>Being well versed in identifying and appreciating Logician's views regarding language, e.g. momentariness of the word and atomism regarding sentence structure.</td><td>Explaining through extensive lecture on language philosophy of grammarians, text reading though is not required, tutorials, workshops, PPT Presentation.</td><td><div><b>Internal assessment</b></div><div>MCQ type questions / Internal Assessment/(Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc</div><div><b>-End Semester Examination</b></div></td></tr></table>	Unit	course learning outcomes.	Teaching and learning activity	Assessment tasks	1.	Understanding historical development of language philosophy in India along with the thorough acquaintance with prominent figures of Indian language philosophy of different schools of thoughts	Explaining through extensive lecture regarding India's scholarly tradition, tutorials, workshops, PPT Presentation etc	<div><b>Internal assessment</b></div> <div>MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc/</div> <div><b>-End Semester Examination</b></div> <div>Short notes on prominent language philosophers and treatises.</div>	2.	Appreciating India's most original language philosopher- Bhartihari's views on word and sentence along with a deep backgrounding of other views.	Explaining through extensive lecture on language philosophy of grammarians, Text reading though is not required, tutorials, workshops, PPT Presentation etc.	<div><b>Internal assessment</b></div> <div>MCQ type questions / Internal Assessment/(Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc/</div> <div><b>-End Semester Examination</b></div> <div>1. Long questions based on Bhartrihari's Vakyapadiyam, 2. Extensive notes on important views.</div>	3.	Being well versed in identifying and appreciating Logician's views regarding language, e.g. momentariness of the word and atomism regarding sentence structure.	Explaining through extensive lecture on language philosophy of grammarians, text reading though is not required, tutorials, workshops, PPT Presentation.	<div><b>Internal assessment</b></div> <div>MCQ type questions / Internal Assessment/(Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc</div> <div><b>-End Semester Examination</b></div>
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Paper No.	Existing	Proposed /Amdement					
						1. Long questions based on Siddhantamuktavali, Shabdakhanda. 2. Extensive notes on important views of logicians.	
			4.	Understanding miscellaneous views regarding language philosophy not covered in previous sections. Especially that of Buddhist, Mimamsakas, and grammarians.	Explaining through extensive lecture on language philosophy of grammarians, Text reading though is not required, tutorials, workshops, PPT Presentation.	<b>Internal assessment</b> MCQ type questions / Internal Assessment/(Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc/ <b>-End Semester Examination</b> 1. Long questions based on miscellaneous views. 2. Extensive and short notes on prominent views.	
[F] Basic Structure of Question Paper & Division of Marks							
(i) 3 short notes from first unit 5+5+5 = 15 (ii) 3 Explanatory questions from second and third units 13+13+13 = 39 (iii) 2 Exhaustive notes from fourth unit 8+8= 16 <b>Total Marks = 70</b> *****							

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Paper No.	Existing	Proposed /Amdement
OEC-306	New Amdement	<p style="text-align: center;"><b>SEMESTER: III</b> <b>OPEN ELECTIVE COURSE</b></p> <p style="text-align: center;"><b>OEC-306: Outline of Culture &amp; Civilization in Sanskrit Literature</b> संस्कृतवाङ्मय में प्रतिपादित सभ्यता एवं संस्कृति की रूपरेखा</p> <p>Maximum Marks: 100 (70+30) Duration: 64 hrs. (04 weeks). (4 Theories = 4 credits)</p> <hr/> <p><b>[A] Course Objective</b></p> <p>The objective of this course is to acquaint the students with the knowledge of Indian culture and civilization as preserved in Sanskrit Literature. Special focus will be given on exploration of the social, political, religious and economic conditions of the Vedic, Ramayana, Mahabharata and Puranic period. The social institutions of ancient India like Varna, Ashrama, Purushartha, Samskaras system, Status of Women and Ancient Indian education System will also be specially highlighted. Origin, development and doctrines of the four major <i>dharma</i>s i.e. Shaivism, Vaishnavism, Buddhism and Jainism will also be focal point of the course.</p> <hr/> <p><b>[B] Course Learning Outcome</b></p> <p>After the completion of this course the students will:</p> <ul style="list-style-type: none"> <li>• know the various aspects of Indian culture and civilization of the Vedic period.</li> <li>• able to acquire the knowledge of the culture and civilization as reflected in the Ramayana, Mahabharata and Puranic literature.</li> <li>• gain the knowledge of the social institutions specially Varna, Ashrama, Purushartha and Samskara system Status of Women and Ancient Indian education system. In ancient India..</li> <li>• earn about the origin, development and doctrines of the four major <i>dharma</i>s: Shaiva, Vaishnava, Jainism and Buddhism.</li> </ul> <hr/> <p><b>[C] Unit wise Division:</b></p> <p><b>Unit I</b> सभ्यता एवं संस्कृति की परिभाषा एवं स्वरूप, प्राचीन भारतीय सभ्यता एवं संस्कृति की विशेषताएँ, वैदिक एवं उत्तर वैदिककालीन सभ्यता एवं संस्कृति (सामाजिक, राजनैतिक, आर्थिक एवं धार्मिक स्थितियों के सन्दर्भ में)</p> <p><b>Unit II</b> महाकाव्य (रामायण एवं महाभारत) एवं पुराणों में प्रतिपादित सभ्यता एवं संस्कृति (सामाजिक, राजनैतिक, आर्थिक एवं धार्मिक स्थितियों के सन्दर्भ में)</p> <p><b>Unit III</b> वर्णव्यवस्था, आश्रमव्यवस्था, पुरुषार्थ-चतुष्टय, संस्कार, प्राचीन भारत में नारी की स्थिति, प्राचीन भारतीय शिक्षाप्रणाली एवं शिक्षण-संस्थान</p> <p><b>Unit IV</b> शैव, वैष्णव, बौद्ध एवं जैन धर्मों का उद्भव, विकास एवं मुख्य सिद्धान्त</p> <hr/> <p><b>[D] Suggested Readings</b></p> <p><b>Essential Readings :</b></p> <ol style="list-style-type: none"> <li>1. उपाध्याय, रामजी. भारतस्य सांस्कृतिक-निधि: चौखम्बा संस्कृत प्रतिष्ठान, दिल्ली।</li> <li>2. अल्लेकर, ए.एस. प्राचीनभारत में शिक्षा, दिल्ली।</li> <li>3. उपाध्याय, बलदेव. वैदिकसाहित्य और संस्कृति, शारदामंदिर, वाराणसी।</li> <li>4. कोसम्बी, डी. डी. प्राचीन भारत की संस्कृति और सभ्यता, राजकमलप्रकाशन, नई दिल्ली।</li> <li>5. गोयल, प्रीतिप्रभा. भारतीय संस्कृति, राजस्थानी ग्रन्थागार, जयपुर।</li> <li>6. टण्डन, किरण. भारतीय संस्कृति, ईस्टर्न बुक लिंकर्स, दिल्ली।</li> <li>7. राधाकृष्णन्, सर्वपल्ली. भारतीयसंस्कृति: कुछ विचार, राजपाल प्रकाशन, दिल्ली।</li> <li>8. भण्डारकर, आर.जी. वैष्णव, शैव और अन्य धार्मिक मत, अनुवाद - माहेश्वरीप्रसाद, भारतीयविद्याप्रकाशन, दिल्ली।</li> <li>9. Altekar, AS, <i>Education in Ancient India</i>, Delhi.</li> <li>10. Bhandarkar, RG, <i>Vaishnavism, Shaivism and minor Religious Systems</i>, Delhi.</li> <li>11. Dandekar, RN, <i>Vedic Religion &amp; Mythology: A Survey of the Works of Some Western Scholars</i>, University of Poona, Poona, 1965.</li> <li>12. Mookerjee, RK, <i>Ancient Indian Education</i>, MLBD, Delhi.</li> </ol> <p><b>Additional Resources:</b></p>

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Amdement in M.A. (Sanskrit) syllabus:

Paper No.	Existing	Proposed /Amdement
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Department of Sanskrit  
University of Delhi  
Items for Standing Committing of Academic Council :

Amdement in M.A. (Sanskrit) syllabus:

Paper No.	Existing	Proposed /Amdement			
		III	Students will able to acquire the knowledge of the social institution of Ancient India especially Varna, Ashrama, Purushartha and Samskara system followed by the Status of Women and Ancient Indian education System in Unit 3.	A variety of approaches to teaching-learning activities such as: Lecture based classroom teaching, personal discussion on the prescribed topic, tutorials, workshops, IT enable classes using PPT Presentation and e-resources.	<b>Internal Assessment:</b> MCQ type test as Internal assessment/Project/Assignment/Presentation and periodic test. <b>End Semester Examination</b> with long answer and short notes type's questions.
<b>[F] Basic Structure of Question Paper &amp; Division of Marks</b>					
(i) Four long-answer questions (one from each Unit) 12x4 = 48 (ii) Four short notes (one from each Unit) 5.5x4= 22 <p style="text-align: right;"><b>Total Marks= 70</b></p> <p style="text-align: center;">*****</p>					

Department of Sanskrit  
University of Delhi  
Items for Standing Committing of Academic Council :

Amdement in M.A. (Sanskrit) syllabus:

Paper No.	Existing	Proposed /Amdement
Core-403	<p style="text-align: center;"><b>Core Course</b> <b>CC- 403: Darśana: Sāṅkhya &amp; Mīmāṃsā</b> दर्शन: सांख्य एवं मीमांसा</p> <p>Maximum Marks: 100 (70+30) Duration: 64 hrs. (04 weeks). (4 Theories = 4 credits)</p> <p><b>[A] Course Objective</b> The primary objective of this course is to introduce the students to the fundamental concepts and theories of Sāṅkhya &amp; Mīmāṃsā; the two very important schools of Indian Philosophy through the reading of the premier texts Sankhyakarika and Arthasangraha respectively. The course intends to give the learners a very good grounding in these two systems of thought.</p> <p><b>[B] Course Learning Outcome</b> After the completion of this course the students will be:</p> <ul style="list-style-type: none"> <li>able to explain the stanzas and passages of Sankhyakarika and Arthasangraha and the fundamental concepts of Sankhya and Mimamsa philosophies in the lines of these two premier texts.</li> <li>familiar with many important Sankhya and Mimamsa terminologies.</li> <li>able to elucidate the metaphysics and epistemology propounded by the Sankhya and Mimamsa philosophers.</li> <li>familiar with different types of vedic sentences and their purport.</li> <li>able to observe and explain the linguistic aspects of the mimansakas.</li> </ul> <p><b>[C] Unit wise Division</b></p> <p><b>Unit I</b> सांख्यकारिका (ईश्वरकृष्ण) - दुःखत्रयवाद, प्रमाण, सत्कार्यवाद, प्रकृति का स्वरूप, सिद्धि एवं गुणत्रय, पुरुष का स्वरूप एवं सिद्धि, सृष्टिप्रक्रिया - भौतिक-सर्ग एवं प्रत्यय-सर्ग, सूक्ष्म-शरीर, बन्ध एवं मोक्ष।</p> <p><b>Unit II</b> श्वेताश्वतरोपनिषद् (केवल 1-4 अध्याय)</p> <p><b>Unit III</b> अर्थसंग्रह (लौगाक्षिभास्कर) - धर्म, भावना, वेद की अपौरुषेयता, विधि, गुणविधि और विशिष्टविधि, उत्पत्तिविधि, विनियोगविधि, प्रयोगविधि तथा अधिकारविधि।</p> <p><b>Unit VI</b> अर्थसंग्रह (लौगाक्षिभास्कर) - मन्त्र, नामधेय, निषेध एवं अर्थवाद, अपूर्वविधि और नियमविधि, परिसंख्याविधि तथा ग्रन्थ के शेष भाग का अध्ययन।</p> <p><b>[D]Suggested Readings</b> Essential Readings:</p> <ol style="list-style-type: none"> <li>अर्थसंग्रह - लौगाक्षिभास्कर (हिन्दीव्याख्याकार), कामेश्वरनाथमिश्र, चौखम्बा सुरभारती प्रकाशन, वाराणसी, 1983</li> <li>अर्थसंग्रह - लौगाक्षिभास्कर (हिन्दीव्याख्याकार), दयाशंकर शास्त्री, चौखम्बा विद्या भवन, वाराणसी।</li> <li>अर्थसंग्रह - लौगाक्षिभास्कर (हिन्दीव्याख्याकार), वाचस्पति उपाध्याय, चौखम्बा ओरियन्टलिया, वाराणसी, 1977</li> <li>अर्थसंग्रह - लौगाक्षिभास्कर (हिन्दीव्याख्याकार), डॉ. राजेश्वर शास्त्री मुसलगाँवकर, चौखम्बा संस्कृत संस्थान, वाराणसी, तृतीय(संशोधित व परिवर्धित संस्करण), 2019</li> <li>Arthasangraha-Laughākṣibhāskara (ed. &amp; trans.) A.B. Gajendragadkar &amp; R.D. Karmarkar, Bhandarkar Oriental Research Institute, Poona, 1973</li> </ol>	<p style="text-align: center;"><b>CC- 403: Darśana: Sāṅkhya &amp; Mīmāṃsā</b> दर्शन: सांख्य एवं मीमांसा</p> <p>Maximum Marks: 100 (70+30) Duration: 64 hrs. (16 weeks). (4 Theories = 4 credits) 01 Tutorial = 01 credits Total = 05 credits</p> <p><b>[A] Course Objective</b> The primary objective of this course is to introduce the students to the fundamental concepts and theories of Sāṅkhya &amp; Mīmāṃsā; the two very important schools of Indian Philosophy through the reading of the premier texts Sankhyakarika and Arthasangraha respectively. The course intends to give the learners a very good grounding in these two systems of thought.</p> <p><b>[B] Course Learning Outcome</b> After the completion of this course the students will be:</p> <ul style="list-style-type: none"> <li>able to explain the stanzas and passages of Sankhyakarika and Arthasangraha and the fundamental concepts of Sankhya and Mimamsa philosophies in the lines of these two premier texts.</li> <li>familiar with many important Sankhya and Mimamsa terminologies.</li> <li>able to elucidate the metaphysics and epistemology propounded by the Sankhya and Mimamsa philosophers.</li> <li>familiar with different types of vedic sentences and their purport.</li> <li>able to observe and explain the linguistic aspects of the mimansakas.</li> </ul> <p><b>[C] Unit wise Division</b></p> <p><b>Unit I</b> सांख्यकारिका (ईश्वरकृष्ण) - दुःखत्रयवाद, प्रमाण, सत्कार्यवाद, प्रकृति का स्वरूप, सिद्धि एवं गुणत्रय, पुरुष का स्वरूप एवं सिद्धि, सृष्टिप्रक्रिया - भौतिक-सर्ग एवं प्रत्यय-सर्ग, सूक्ष्म-शरीर, बन्ध एवं मोक्ष।</p> <p><b>Unit II</b> सांख्यकारिका (ईश्वरकृष्ण) - पुरुष का स्वरूप एवं सिद्धि, सृष्टिप्रक्रिया - भौतिक-सर्ग एवं प्रत्यय-सर्ग, सूक्ष्म-शरीर, बन्ध एवं मोक्ष।</p> <p><b>Unit III</b> अर्थसंग्रह (लौगाक्षिभास्कर) - धर्म, भावना, वेद की अपौरुषेयता, विधि, गुणविधि और विशिष्टविधि, उत्पत्तिविधि, विनियोगविधि, प्रयोगविधि तथा अधिकारविधि।</p> <p><b>Unit VI</b> अर्थसंग्रह (लौगाक्षिभास्कर) - मन्त्र, नामधेय, निषेध एवं अर्थवाद, अपूर्वविधि और नियमविधि, परिसंख्याविधि तथा ग्रन्थ के शेष भाग का अध्ययन।</p> <p><b>[D]Suggested Readings</b> Essential Readings:</p> <ol style="list-style-type: none"> <li>अर्थसंग्रह - लौगाक्षिभास्कर (हिन्दीव्याख्याकार), कामेश्वरनाथमिश्र, चौखम्बा सुरभारती प्रकाशन, वाराणसी, 1983</li> <li>अर्थसंग्रह - लौगाक्षिभास्कर (हिन्दीव्याख्याकार), दयाशंकर शास्त्री, चौखम्बा विद्या भवन, वाराणसी।</li> <li>अर्थसंग्रह - लौगाक्षिभास्कर (हिन्दीव्याख्याकार), वाचस्पति उपाध्याय, चौखम्बा ओरियन्टलिया, वाराणसी, 1977</li> <li>अर्थसंग्रह - लौगाक्षिभास्कर (हिन्दीव्याख्याकार), डॉ. राजेश्वर शास्त्री मुसलगाँवकर, चौखम्बा संस्कृत संस्थान, वाराणसी, तृतीय(संशोधित व परिवर्धित संस्करण), 2019</li> </ol>

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Paper No.	Existing	Proposed /Amdement																				
	<div><div><div><div><div>6.</div><div>श्वेताश्वतरोपनिषद् - (सम्पादक), श्रीहनुमान प्रसाद पोद्दार, गीताप्रेस, गोरखपुर</div></div><div><div>7.</div><div>श्वेताश्वतरोपनिषद् - (व्याख्याकार), डॉ०तुलसीराम शर्मा, ईस्टर्न बुक लिंक्स, दिल्ली, 1985</div></div><div><div>8.</div><div>सांख्यकारिका - ईश्वरकृष्ण (व्याख्याकार), ब्रजमोहन चतुर्वेदी, नेशनल पब्लिशिंग हाउस, दिल्ली, 1988</div></div><div><div>9.</div><div>सांख्यकारिका - ईश्वरकृष्ण (व्याख्याकार), विमला कर्णाटक, चौखम्बा ओरियन्टलिया, वाराणसी, 1984</div></div><div><div>10.</div><div>सांख्यकारिका - ईश्वरकृष्ण(व्याख्याकार), राकेश शास्त्री, संस्कृत ग्रन्थागार, दिल्ली, 2004</div></div></div><div><div>Additional Resources:</div><div><div>1.</div><div>मुसलगांवकर, गजाननशास्त्री – मीमांसा दर्शन का विवेचनात्मक इतिहास, चौखम्बा विद्या भवन, वाराणसी</div></div><div><div>2.</div><div>Dasgupta, S.N. - History of Indian Philosophy, Cambridge University Press, Cambridge, 1966</div></div><div><div>3.</div><div>Deussen, Paul - Philosophy of Upanishads, Education Enterprise, Calcutta, 1972</div></div><div><div>4.</div><div>Hiriyanna, M. - Outline of Indian Philosophy, London, 1951</div></div><div><div>5.</div><div>Larson, G.J. - Classical Sāṃkhya, M.L.B.D., Delhi, 2001</div></div><div><div>6.</div><div>Pandey, R.C. - Panorama of Indian Philosophy, M.L.B.D., Delhi, 1966</div></div><div><div>7.</div><div>Radhakrishnan, S. - Indian Philosophy, Blackie &amp; Sons, Bombay, 1977</div></div><div><div>8.</div><div>Radhakrishnan, S. - Principal Upanishads, Centenary Edition, DUP, Delhi, 1989</div></div><div><div>9.</div><div>Ranade, R.S. - Constructive Survey of Upanishadic Philosophy, Bhartiya Vidya Bhavan, Bombay, 1968 (also Hindi trans. उपनिषद्-दर्शन का रचनात्मक सर्वेक्षण)</div></div><div><div>10.</div><div>Sharma, T.R. - Studies in the Sektarian Upanishads, Indological Book House, Varanasi, 1972</div></div><div><div>11.</div><div>Upadhyaya, Vachaspati - Mīmāṃsādarśanavimarśaḥ, Bhartiya Vidya Prakashan, Delhi, 1976</div></div></div></div></div>	<div><div><div><div>5.</div><div>Arthsaṅgraha-Laugākṣibhāskara (ed. &amp; trans.) A.B. Gajendragadkar &amp; R.D. Karmarkar, Bhandarkar Oriental Research Institute, Poona, 1973</div></div><div><div>6.</div><div>सांख्यकारिका - ईश्वरकृष्ण (व्याख्याकार), ब्रजमोहन चतुर्वेदी, नेशनल पब्लिशिंग हाउस, दिल्ली, 1988</div></div><div><div>7.</div><div>सांख्यकारिका - ईश्वरकृष्ण (व्याख्याकार), विमला कर्णाटक, चौखम्बा ओरियन्टलिया, वाराणसी, 1984</div></div><div><div>8.</div><div>सांख्यकारिका - ईश्वरकृष्ण(व्याख्याकार), राकेश शास्त्री, संस्कृत ग्रन्थागार, दिल्ली, 2004</div></div></div><div><div>Additional Resources:</div><div><div>1.</div><div>मुसलगांवकर, गजाननशास्त्री – मीमांसा दर्शन का विवेचनात्मक इतिहास, चौखम्बा विद्या भवन, वाराणसी</div></div><div><div>2.</div><div>Dasgupta, S.N. - History of Indian Philosophy, Cambridge University Press, Cambridge, 1966</div></div><div><div>3.</div><div>Deussen, Paul - Philosophy of Upanishads, Education Enterprise, Calcutta, 1972</div></div><div><div>4.</div><div>Hiriyanna, M. - Outline of Indian Philosophy, London, 1951</div></div><div><div>5.</div><div>Larson, G.J. - Classical Sāṃkhya, M.L.B.D., Delhi, 2001</div></div><div><div>6.</div><div>Pandey, R.C. - Panorama of Indian Philosophy, M.L.B.D., Delhi, 1966</div></div><div><div>7.</div><div>Radhakrishnan, S. - Indian Philosophy, Blackie &amp; Sons, Bombay, 1977</div></div><div><div>8.</div><div>Upadhyaya, Vachaspati - Mīmāṃsādarśanavimarśaḥ, Bhartiya Vidya Prakashan, Delhi, 1976</div></div></div></div>																				
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Paper No.	Existing				Proposed /Amdement			
	2.	understanding the idea of Sarga(Evolution of World) & Liberation as depicted in Sankhyakarika.	Explaining text and philosophical terms through book reading, lectures, tutorials, workshops, PPT Presentation etc.	<b>Internal assessment</b> MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc. <b>-End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3.Critical questions				PPT Presentation etc. <b>-End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3.Critical questions
	3.	Explanation and analysis of fundamental teachings of Shvetashvatropnishad	Explaining the text and philosophical terms through lectures, tutorials, workshops, PPT Presentation	<b>-internal assessment:</b> MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc. <b>-End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3.Critical questions		3.	Should be able to understand the idea of Dharma, Bhavna & Vidhi as depicted in Arthasangraha.	Explaining the text and philosophical terms through lectures, tutorials, workshops, PPT Presentation etc. <b>-internal assessment:</b> MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc. <b>-End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3.Critical questions
	4.	Should be able to describe the concept of Liberation according to Shvetashvatropnishad.	Explaining the text and philosophical terms through lectures tutorials, workshops, PPT Presentation etc.	<b>-internal assessment:</b> MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc. <b>-End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3.Critical questions		4.	Should understand the concept of Mantra, Namdheya, Nishedha, Arthvad etc. according to Arthasangraha.	Explaining the text and philosophical terms through lectures, tutorials, workshops, PPT Presentation etc. <b>-internal assessment:</b> MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc. <b>-End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3.Critical questions
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	[F] Basic Structure of Question Paper & Division of Marks				<b>[F] Basic Structure of Question Paper &amp; Division of Marks</b> (i) Four Explanations (one from each of the Unit) 04x07= 28 (ii) Four short notes (one from each of the Units, <b>one in Sanskrit</b> ) 5+5+5+07=22 (iii) Two critical Questions (one from each of the Unit.) 02x10=20			



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Paper No.	Existing	Proposed /Amdement
	<p>(i) Four Explanations (one from I, III and IV Unit) 04x07= 28</p> <p>(ii) Four short notes (one from each of the Units, <b>one in Sanskrit from Shvetashvataropanisad</b>) 5+5+5+07=22</p> <p>(iii) Two critical Questions from <i>Sankhyakarika</i> and <i>Arthasangraha</i> only. 02x10=20</p> <p style="text-align: right;"><b>Total: 70</b></p> <p style="text-align: center;">*****</p>	

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Amdement in M.A. (Sanskrit) syllabus:

Paper No.	Existing	Proposed /Amdement												
Core-404	New Amdement	<p style="text-align: center;">Core Course 404 : <u>The philosophy of Aupanishadic tradition</u></p> <p style="text-align: center;"><b>उपनिषद्-दर्शन</b></p> <p>Maximum Marks: 100 (70+30) <span style="float: right;">Duration: 60 hrs. (16 weeks).</span></p> <p style="text-align: right;">(4 Theories = 4 credits)</p> <p style="text-align: right;">1-Tutorial= 1 credit.</p> <p style="text-align: right;">Total = 05 Credits</p> <hr/> <p>[A] Course Objectives</p> <p>The objective of this course is to present the Philosophical values of Ishavasyaopanishad and Swetashvataropanishad. The course especially highlights these scriptures as the knowledge domains of the elements of Vedanta, samkhy-yoga, Shaiva, Shakta and Bhakti cult and their development as a system of Indian philosophy.</p> <hr/> <p>[B] Course Learning Outcomes</p> <p>After the completion of this the course the students will:</p> <ul style="list-style-type: none"> <li>• be able to acquire the knowledge of various philosophical thoughts as reflected in prescribed texts.</li> <li>• be able to understand and explain the conceptual terms therein.</li> <li>• be able to compare the thoughts with the main schools of Indian philosophy.</li> <li>• be able to understand and explain the prescribed texts.</li> <li>• be able to apply their knowledge in day to day practical life for peace, harmony and welfare of humanity.</li> </ul> <hr/> <p>[C] Unit wise Division</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"><b>Unit I</b></td> <td style="width: 70%;">ईशावास्योपनिषद्</td> <td style="width: 20%; text-align: right;"><b>[15 Hrs.]</b></td> </tr> <tr> <td><b>Unit II</b></td> <td>श्वेताश्वतरोपनिषद् अध्याय – प्रथम एवं द्वितीय</td> <td style="text-align: right;"><b>[15 Hrs.]</b></td> </tr> <tr> <td><b>Unit III</b></td> <td>श्वेताश्वतरोपनिषद्, अध्याय - तृतीय एवं चतुर्थी।</td> <td style="text-align: right;"><b>[15 Hrs.]</b></td> </tr> <tr> <td><b>Unit IV</b></td> <td>उपनिषत्साहित्य का सर्वेक्षण - स्वरूप, संख्या, सन्देश, सृष्टिविद्या, जीव, आत्मा, ब्रह्म आदि प्रतिपाद्यविषय।</td> <td style="text-align: right;"><b>[15Hrs.]</b></td> </tr> </table> <hr/> <p>[D] Suggested Readings</p> <p>Essential Readings:</p> <ol style="list-style-type: none"> <li>1. ईशावास्योपनिषद् - (सम्पादक) श्री हनुमानप्रसाद पोद्दार, गीताप्रेस, गोरखपुर</li> <li>2. ईशावास्योपनिषद् - (व्याख्याकार) पं० शिवनारायण शास्त्री, परिमल पब्लिकेशन्स, दिल्ली, 1996</li> <li>3. श्वेताश्वतरोपनिषद् - (सम्पादक), श्री हनुमानप्रसाद पोद्दार, गीताप्रेस, गोरखपुर</li> <li>4. श्वेताश्वतरोपनिषद् - (व्याख्याकार), डॉ० तुलसीराम शर्मा, ईस्टर्न बुक लिंकर्स, दिल्ली, 1985</li> </ol> <p>Additional Resources:</p> <ol style="list-style-type: none"> <li>1. चौबे, ब्रजबिहारी. (सम्पा.) <i>संस्कृत वाङ्मय का बृहद् इतिहास</i>, प्रथम खण्ड, उत्तरप्रदेश संस्कृत संस्थान, लखनऊ, 1996</li> <li>2. Sharma, Satva. <i>History of Vedic literature</i>, (4<sup>th</sup> vol), Pranava Prakashan, Delhi 1977</li> <li>3. Ranade, <a href="#">Ramachandra Dattatraya</a>. <i>A Constructive Survey of Upanishadic Philosophy</i>, Oriental Books Agency, <a href="#">Pune</a>, 1926</li> <li>4. Deussen, Paul - <i>Philosophy of Upanishads</i>, Education Enterprise, Calcutta, 1972</li> </ol>	<b>Unit I</b>	ईशावास्योपनिषद्	<b>[15 Hrs.]</b>	<b>Unit II</b>	श्वेताश्वतरोपनिषद् अध्याय – प्रथम एवं द्वितीय	<b>[15 Hrs.]</b>	<b>Unit III</b>	श्वेताश्वतरोपनिषद्, अध्याय - तृतीय एवं चतुर्थी।	<b>[15 Hrs.]</b>	<b>Unit IV</b>	उपनिषत्साहित्य का सर्वेक्षण - स्वरूप, संख्या, सन्देश, सृष्टिविद्या, जीव, आत्मा, ब्रह्म आदि प्रतिपाद्यविषय।	<b>[15Hrs.]</b>
<b>Unit I</b>	ईशावास्योपनिषद्	<b>[15 Hrs.]</b>												
<b>Unit II</b>	श्वेताश्वतरोपनिषद् अध्याय – प्रथम एवं द्वितीय	<b>[15 Hrs.]</b>												
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Amdement in M.A. (Sanskrit) syllabus:

Paper No.	Existing	Proposed /Amdement		
		5. Dasgupta, S.N. - <i>History of Indian Philosophy</i> , M.L.B.D., Delhi, 1975 6. Radhakrishnan, S. - <i>Principal Upanishads</i> , Centenary edition, DUP, Delhi, 1989		
		[E] Teaching Plan		
		The teaching will be done as per the above-mentioned sequence of units and corresponding number of classes to achieve of Course Learning Outcomes: Facilitating the achievement of course learning outcomes are as under-		
		Unit	Course Learning Outcome	Teaching and Learning Activity
		I	The Learners should be able to elucidate and critically analyse the Isavasyopanishad.	A variety of approaches to teaching-learning activities such as: Lecture-based classroom teaching, discussion on the prescribed text, tutorials, workshops, PPT Presentation and e-resources etc.
				Assessment Task Internal Assessment: MCQ type test as Internal assessment/Project /Assignment/Presentation and periodic test. End Semester Examination 1. Explanatory Questions 2. Short notes 3.Critical questions
		II	The Learners should be able to elucidate and critically analyse the portion of Śwetaśvataropaniṣad	Lecture-based classroom teaching, discussion on the prescribed text, tutorials, workshops, PPT Presentation and e-resources etc.
				Internal Assessment: MCQ type test as Internal assessment/Project /Assignment/Presentation and periodic test. End Semester Examination 1. Explanatory Questions 2. Short notes 3.Critical questions
		III	The Learners should be able to elucidate and critically analyse the portion of Śwetaśvataropaniṣad	Lecture-based classroom teaching, discussion on the prescribed text, tutorials, workshops, PPT Presentation and e-resources etc.
				Internal Assessment: MCQ type test as Internal assessment/Project/Assignment/Presentation and periodic test. End Semester Examination 1. Explanatory Questions 2. Short notes 3.Critical questions
		IV	The Learners should be able to elucidate and critically analyze the prescribed subject matter of Unit IV.	Lecture-based classroom teaching, discussion on the prescribed text, tutorials, workshops, PPT Presentation and e-
				Internal Assessment: MCQ type test as Internal assessment/Project/Assignment/Presentation and periodic test.

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Paper No.	Existing	Proposed /Amdement		
			resources etc.	<div>End Semester Examination</div> <div>1. Explanatory Questions</div> <div>2. Short notes</div> <div>3.Critical questions</div>
		<div>[F] Basic Structure of Question Paper &amp; Division of Marks</div> <div>(i) Four explanations from 1-3 Units (covering each Units, One should be in Sanskrit) 5+5+5+07=22</div> <div>(ii) Four short notes ((one from each Units) 04x07=28</div> <div>(iii) Two analytical Questions (From 4<sup>th</sup> Unit) 02x10= 20</div> <div>Total: 70</div> <div>(All Questions should be ask with options)</div> <div>*****</div>		

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Amdement in M.A. (Sanskrit) syllabus:

Paper No.	Existing	Proposed /Amdement
OEC-405	New Amdement	<p style="text-align: center;"><b>OEC-405: Linguistic Speculations in Sanskrit</b> संस्कृत में भाषाविषयक चिन्तन</p> <p style="text-align: center;">(Concept based module for the students of other than Sanskrit)</p> <p>Maximum Marks: 100 (70+30)      Duration: 64 hrs. (16 weeks). (4 Theories = 4 credits)</p> <p><b>[A] Course Objectives:</b></p> <p>The objective of this course is to present a bird's eye view of contributions of ancient Indians in the field of the philosophy language before the students from non-Sanskrit background. Besides an overview of the prominent figures in the field and of their linguistic contributions it is also the students envisaged that get to understand some important notions and views of ancient Indian language philosophers.</p> <p><b>[B] Course Learning Outcomes:</b></p> <p>After the completion of this course the students will:</p> <ul style="list-style-type: none"> <li>• acquire a historical overview of the prominent Acharyas of the philosophy of language belonging to the different schools of thoughts.</li> <li>• acquainted with the some very important theories developed in Ancient India, regarding word, meaning, sentence and syntactic relationship etc.</li> <li>• be able to critically evaluate the thought process of different philosophical schools casting effect on language philosophy.</li> <li>• simultaneously get acquainted with heterodox and orthodox systems of Indian philosophy and their main a priori opinions.</li> </ul> <p><b>[C] Unit wise Division</b></p> <p><b>Unit I</b>      <b>General Study of the following:</b> Prātisākhya, Śikṣā, Śākalya, Śakatāyana, Vyāḍi, Yāska, Pāṇini, Kātyayana, Patañjali, Bhartṛhari, Kaiyaṭa, Nāgeśa, Kumārila, Prabhākara, Jagadisha Tarkalankara.</p> <p><b>Unit II</b>      Vākyapadiya, Kāṇḍa 2, Kārikās 1-2 &amp; 117-152, 8 definitions regarding the sentence, 12 definitions regarding word- meaning, Pratibha theory of meaning.</p> <p><b>Unit III</b>      Nyāyasiddhāntamuktāvalī-śabdakhaṇḍa- Process of Sentence meaning, Functions of word- Abhidhā (Primary function of the word), Means to śaktigraha, PadaPadārtha, Instrumentals of Sentence meaning</p> <p><b>Unit IV</b>      Apoha Theory of Meaning, Abhihitānvayavāda and Anvitābhidhānavāda, Theory of Sphoṭa and śabdabrahman</p> <p><b>[F]Suggested Readings</b></p> <p><b>Essential Readings:</b></p> <ol style="list-style-type: none"> <li>1. न्यायसिद्धान्तमुक्तावली (सं.) - विश्वनाथ पंचानन, कलकत्ता।</li> <li>2. वाक्यपदीय, काण्ड (सं.) के-ए- सुब्रह्मण्य अय्यर, दिल्ली, 1983</li> </ol> <p><b>Additional Resources:</b></p> <ol style="list-style-type: none"> <li>1. अय्यर, के-ए-एस- - भर्तृहरि का वाक्यपदीय, अनुवादक - रामचन्द्र द्विवेदी, राजस्थान हिन्दी अकादमी, जयपुर</li> <li>2. कपिलदेव शास्त्री - वैयाकरणसिद्धान्तपरमलघुमञ्जूषा कुरुक्षेत्र, 1975</li> <li>3. त्रिपाठी, रामसुरेश - संस्कृत व्याकरण-दर्शन, दिल्ली, 1972</li> <li>4. शर्मा, दीप्ति- व्याकरणिक कोटियों का विश्लेषणात्मक अध्ययन, बिहार हिन्दी ग्रन्थ अकादमी, पटना-1975</li> <li>5. द्विवेदी, कपिल देव - अर्थविज्ञान और व्याकरणदर्शन, हिन्दुस्तान अकादमी, इलाहाबाद, 1951</li> </ol>

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Amdement in M.A. (Sanskrit) syllabus:

Paper No.	Existing	Proposed /Amdement												
		<div>6. बिजलवान, चक्रधर - भारतीय न्यायशास्त्र, उत्तरप्रदेश हिन्दी संस्थान, लखनऊ</div> <div>7. मिश्र, शोभाकान्त - शब्दार्थतत्त्व, बिहार हिन्दी ग्रन्थ अकादमी, पटना, 1989</div> <div>8. मीमांसक, युधिष्ठिर - संस्कृत व्याकरणशास्त्र का इतिहास, रामलाल कपूर ट्रस्ट, सोनीपत, 1984</div> <div>9. शब्दार्थमीमांसा, (हिन्दी-अनुवादक:मिथिलेश चतुर्वेदी), सम्पूर्णानन्द संस्कृत विश्वविद्यालय, वाराणसी, 1992</div> <div>10. शुक्ल, बलराम. भारतीय एवं पाश्चात्य वाक्यार्थ सिद्धान्त. प्रतिभा प्रकाशन, दिल्ली. 2013</div> <div>11. सोमवीर. भारतीय दर्शन में भाषा तत्त्व. परिमल प्रकाशन, दिल्ली 2013</div> <div>12. Chakravarti, P.C. <i>Linguistic Speculations of the Hindus</i>, Calcutta, 1963</div> <div>13. Iyer, K.A.S. <i>The VĀkyapadīya of Bhartrhari</i>, Ch. II, Eng. Tr., Delhi, 1977</div> <div>14. Kunjunni Raja, K. <i>Indian Theories of Meaning</i>, Adyar Library, Madras, 1964</div> <div>15. Pandey, R.C. <i>Problem of Meaning in Indian Philosophy</i>, MLBD, Delhi, 1963</div> <div>16. Sastri, Gaurinath <i>Philosophy of Word and Meaning</i>, Sanskrit College, Calcutta</div> <div>17. Matilal, Bimal Krishna <i>The Word and the World: India's Contribution to the Study of Language</i>, Oxford University Press, London. 1990</div> <div>18. Vattanky, JohnNyaya <i>Philosophy of Language</i>, Sri Sadguru Publications,Delhi, 1995.</div> <div>19. Tiwari, D.N., Central Problem of Bhartrihari's Philosophy, Indian Council for Philosophical Research,2008</div>												
		<div><b>[E] Teaching Plan</b></div> <div>The teaching will be done as per the above-mentioned sequence of units and corresponding number of classes.</div> <div>Facilitating the achievement of course learning outcomes are as under-</div> <table><tr><th>Un it</th><th>course learning outcomes.</th><th>Teaching and learning activity</th><th>Assessment tasks</th></tr><tr><td>1.</td><td>Understanding historical development of language philosophy in India along with the thorough acquaintance with prominent figures of Indian language philosophy of different schools of thoughts</td><td>Explaining through extensive lecture regarding India's scholarly tradition, tutorials, workshops, PPT Presentation etc</td><td><div><b>Internal assessment</b></div><div>MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc/</div><div><b>-End Semester Examination</b></div><div>Short notes on prominent language philosophers and treatises.</div></td></tr><tr><td>2.</td><td>Appreciating India's most original language philosopher- Bhartiari's views on word and sentence along with a deep backgrounding of other views.</td><td>Explaining through extensive lecture on language philosophy of grammarians, Text reading though is not required, tutorials, workshops,</td><td><div><b>Internal assessment</b></div><div>MCQ type questions / Internal Assessment/(Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc/</div><div><b>-End Semester Examination</b></div></td></tr></table>	Un it	course learning outcomes.	Teaching and learning activity	Assessment tasks	1.	Understanding historical development of language philosophy in India along with the thorough acquaintance with prominent figures of Indian language philosophy of different schools of thoughts	Explaining through extensive lecture regarding India's scholarly tradition, tutorials, workshops, PPT Presentation etc	<div><b>Internal assessment</b></div> <div>MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc/</div> <div><b>-End Semester Examination</b></div> <div>Short notes on prominent language philosophers and treatises.</div>	2.	Appreciating India's most original language philosopher- Bhartiari's views on word and sentence along with a deep backgrounding of other views.	Explaining through extensive lecture on language philosophy of grammarians, Text reading though is not required, tutorials, workshops,	<div><b>Internal assessment</b></div> <div>MCQ type questions / Internal Assessment/(Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc/</div> <div><b>-End Semester Examination</b></div>
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Paper No.	Existing	Proposed /Amdement			
			PPT Presentation etc.	1. Long questions based on Bhartrihari's Vakyapadiyam, 2. Extensive notes on important views.	
	3.	Being well versed in identifying and appreciating Logician's views regarding language, e.g. momentariness of the word and atomism regarding sentence structure.	Explaining through extensive lecture on language philosophy of grammarians, text reading though is not required, tutorials, workshops, PPT Presentation.	<b>Internal assessment</b> MCQ type questions / Internal Assessment/(Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc <b>-End Semester Examination</b> 1. Long questions based on Siddhantamuktavali, Shabdakhanda. 2. Extensive notes on important views of logicians.	
	4.	Understanding miscellaneous views regarding language philosophy not covered in previous sections. Especially that of Buddhist, Mimansakas, and grammarians.	Explaining through extensive lecture on language philosophy of grammarians, Text reading though is not required, tutorials, workshops, PPT Presentation.	<b>Internal assessment</b> MCQ type questions / Internal Assessment/(Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc/ <b>-End Semester Examination</b> 1. Long questions based on miscellaneous views. 2. Extensive and short notes on prominent views.	
<b>[F] Basic Structure of Question Paper &amp; Division of Marks</b>					
(i) 3 short notes from first unit <span style="float: right;">5+5+5 = 15</span> (ii) 3 Explanatory questions from second and third units <span style="float: right;">13+13+13 = 39</span> (iii) 2 Exhaustive notes from fourth unit <span style="float: right;">8+8= 16</span> <b>Total Marks = 70</b> *****					

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Amdement in M.A. (Sanskrit) syllabus:

Paper No.	Existing	Proposed /Amdement
OE-406	New Amdement	<p style="text-align: center;"><b>OE- 406: Vedic Exegesis, History &amp; Thought</b> वैदिक-व्याख्या, इतिहास एवं चिन्तन</p> <p>Maximum Marks: 100 (70+30) Duration: 64 hrs (16 weeks). (4 Theories = 4 credits)</p> <hr/> <p><b>[A] Course Objective</b></p> <p>The course is intended to be an exposition of the Indian and Western traditions of the Vedic interpretation. It introduces thoughts and literary works of some of the well-known ancient and modern Vedic commentators. This course also elaborates the history of Vedic Literature describing its various texts and related issues. Another objective of this course is to provide knowledge of the Vedic intellectual and cultural thoughts to the learners.</p> <hr/> <p><b>[B] Course Learning Outcome</b></p> <p>After completion of this course, the students:</p> <ul style="list-style-type: none"> <li>• will have a clarity about the Vedic wisdom and Vedic concepts.</li> <li>• will know about certain aspects involved in the interpretation of Vedic verses.</li> <li>• will be able to explain various theories of interpretations according to some important ancient, and modern Indian commentators.</li> <li>• will be able to understand the role of few selected western scholars in the field of Vedic literature and interpretation.</li> <li>• will have a comprehensive vision about the basic nature of wide-ranging Vedic texts and history of Vedic literature.</li> </ul> <hr/> <p><b>[C] Unit wise Division</b></p> <p><b>Unit-I</b> वैदिक व्याख्या : प्राच्यपद्धति - (i) वेदव्याख्यान परम्परा, (ii) प्राचीन तथा आधुनिक व्याख्याकारः सायण, दयानन्द, अरविन्द, सातवलेकर, मधुसूदनओझा, आनन्दकुमारस्वामी, कपालीशास्त्री, आर. एन.दाण्डेकर इत्यादि।</p> <p><b>Unit-II</b> वैदिक व्याख्या : प्रतीच्यपद्धति – पाश्चात्य विद्वानों का योगदान, विशेषतः - रॉय, वर्गेन, लुडविग, गेल्डनर, मैक्समूलर, हिलेब्रान्ट, ग्रिफिथ, विल्सन इत्यादि।</p> <p><b>Unit-III</b> वैदिक साहित्य का इतिहास - ऋग्वेदसंहिता, यजुर्वेदसंहिता, सामवेदसंहिता एवं अथर्ववेदसंहिता; वेदों की शाखाएँ, परिचय एवं वेदों का कालनिर्धारण, ब्राह्मणसाहित्य, आरण्यक और उपनिषद्: परिचय, वेदाङ्ग साहित्य: परिचय।</p> <p><b>Unit-IV</b> वैदिक चिन्तन - वैदिकदेवता, वैदिकसमाज, वेदों की अपौरुषेयता एवं नित्यता, ऋत की अवधारणा, वैदिकदर्शन।</p> <hr/> <p><b>[D] Suggested Readings</b></p> <p><b>Essential Readings:</b></p> <ol style="list-style-type: none"> <li>1. ऋग्वेदभाष्यभूमिका - सायण, (सम्पादक) वीरेन्द्रकुमारवर्मा, चौखम्बा ओरियण्टलिया, वाराणसी, 1980</li> <li>2. ऋग्वेदभाष्यभूमिका - सायण, (सम्पादक) श्रीकण्ठपाण्डे, भारतीय विद्या प्रकाशन, वाराणसी, 1985.</li> <li>3. वेदभाष्यभूमिकासंग्रह – बलदेव उपाध्याय, बनारस, 1934.</li> </ol> <p><b>Additional Resources:</b></p> <ol style="list-style-type: none"> <li>1. श्रीअरविन्द - वेदरहस्य, अनुवादक – आचार्य अभयदेव विद्यालंकार एवं जगन्नाथ वेदालंकार, श्रीअरविन्द आश्रम, पुदुच्चेरी, 2009.</li> <li>2. उपाध्याय, बलदेव – वैदिक साहित्य और रसंस्कृति, शारदा संस्थान, वाराणसी।</li> <li>3. उपाध्याय, बलदेव – संस्कृत वाङ्मय का बृहद् इतिहास - प्रथमभाग (वेद) – उत्तरप्रदेश संस्कृत संस्थान, लखनऊ।</li> <li>4. उपाध्याय, बलदेव – संस्कृत वाङ्मय का बृहद् इतिहास - द्वितीय भाग (वेदांग) – उत्तरप्रदेश संस्कृत संस्थान, लखनऊ।</li> <li>5. चतुर्वेदी, गिरिधरशर्मा – वैदिक विज्ञान और भारतीय संस्कृति, बिहार राष्ट्रभाषा परिषद्, पटना, 1972.</li> <li>6. त्रिपाठी, गयाचरण – वैदिक देवता उद्भव और विकास, राष्ट्रीय संस्कृत संस्थान, नई दिल्ली।</li> </ol>



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Amdement in M.A. (Sanskrit) syllabus:

Paper No.	Existing	Proposed /Amendment																
		<div>7. द्विवेदी, कपिलदेव- वैदिक साहित्य एवं संस्कृति, विश्वविद्यालय प्रकाशन, वाराणसी, पंचमसंस्करण 2010.</div> <div>8. पं.भगवदत्त- वैदिक वाङ्मय का इतिहास - खण्ड 1-3, परिवर्धक तथा सम्पादक – सत्यश्रवा एम. ए., विजयकुमार गोविन्दराम हासानन्द,दिल्ली, 2008.</div> <div>9. पाण्डेय, गोविन्दचन्द्र - वैदिकसंस्कृति, लोकभारती प्रकाशन, इलाहाबाद</div> <div>10. डॉ.फतेहसिंह - वैदिकदर्शन, संस्कृत सदन, कोटा, 1999.</div> <div>11. वर्णी, रामप्रकाश – आचार्यसायण और स्वामीदयानन्द सरस्वती कीवेदभाष्य भूमिकाएँ, परिमलपब्लिकेशन्स, दिल्ली, 2005.</div> <div>12. शर्मा, मुंशीराम - वेदार्थचन्द्रिका, चौखम्बाविद्याभवन, 1967.</div> <div>13. शशि तिवारी, वेदव्याख्यापद्धतयः, प्रतिभा प्रकाशन, दिल्ली, 2014.</div> <div>14. Dandekar, R.N. - Vedic Religion &amp; Mythology: A Survey of the Works of Some Western Scholars, Univ. of Poona, Poona, 1965.</div> <div>15. Macdonell, A.A. - Brhaddevata, M.L.B.D., 1965.</div>																
<div>[E] Teaching Plan</div> <div>The teaching will be done as per the above-mentioned sequence of units and corresponding number of classes. Facilitating the achievement of course learning outcomes are as under-</div> <table><tr><th>Unit</th><th>course learning outcomes</th><th>Teaching and learning activity</th><th>Assessment tasks</th></tr><tr><td>1.</td><td>The Learners should be able to explain, elucidate and critically analyze the ancient and modern methods of interpretation of Vedas along with authentic introduction of Indian Vedic commentators, Vedic Samhitās, and their period etc.</td><td>Literary explanation and discussion on Vedic commentators, and Vedic literature; and analytical lectures, tutorials, PPT Presentation,</td><td><div>Internal assessment</div><div>MCQ type questions / Internal Assessment /Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.</div><div>-End Semester Examination</div><div>1. Explanatory Questions 2. Short notes 3.Critical questions</div></td></tr><tr><td>2.</td><td>The Learners should be able to explain, elucidate and critically analyze the methods of western modern scholars for interpretation of Vedas along with authentic introduction of Western Vedic commentators, and Vedic texts - Brāhmaṇas, Aṅgiras, and Upaniṣads. etc.</td><td>Literary explanation and discussion on Vedic commentators, and Vedic literature; and analytical lectures, tutorials, PPT Presentation.</td><td><div>Internal assessment</div><div>MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.</div><div>-End Semester Examination</div><div>1. Explanatory Questions 2. Short notes 3.Critical questions</div></td></tr><tr><td>3.</td><td>The Learners should be able to explain, elucidate and critically analyze the nature of six Vedāṅga and main texts related to it.</td><td>Literary explanation and discussion on Vedic literature; and analytical lectures, tutorials,</td><td><div>-internal assessment :</div><div>MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.</div><div>-End Semester Examination</div></td></tr></table>			Unit	course learning outcomes	Teaching and learning activity	Assessment tasks	1.	The Learners should be able to explain, elucidate and critically analyze the ancient and modern methods of interpretation of Vedas along with authentic introduction of Indian Vedic commentators, Vedic Samhitās, and their period etc.	Literary explanation and discussion on Vedic commentators, and Vedic literature; and analytical lectures, tutorials, PPT Presentation,	<div>Internal assessment</div> <div>MCQ type questions / Internal Assessment /Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.</div> <div>-End Semester Examination</div> <div>1. Explanatory Questions 2. Short notes 3.Critical questions</div>	2.	The Learners should be able to explain, elucidate and critically analyze the methods of western modern scholars for interpretation of Vedas along with authentic introduction of Western Vedic commentators, and Vedic texts - Brāhmaṇas, Aṅgiras, and Upaniṣads. etc.	Literary explanation and discussion on Vedic commentators, and Vedic literature; and analytical lectures, tutorials, PPT Presentation.	<div>Internal assessment</div> <div>MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.</div> <div>-End Semester Examination</div> <div>1. Explanatory Questions 2. Short notes 3.Critical questions</div>	3.	The Learners should be able to explain, elucidate and critically analyze the nature of six Vedāṅga and main texts related to it.	Literary explanation and discussion on Vedic literature; and analytical lectures, tutorials,	<div>-internal assessment :</div> <div>MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.</div> <div>-End Semester Examination</div>
Unit	course learning outcomes	Teaching and learning activity	Assessment tasks															
1.	The Learners should be able to explain, elucidate and critically analyze the ancient and modern methods of interpretation of Vedas along with authentic introduction of Indian Vedic commentators, Vedic Samhitās, and their period etc.	Literary explanation and discussion on Vedic commentators, and Vedic literature; and analytical lectures, tutorials, PPT Presentation,	<div>Internal assessment</div> <div>MCQ type questions / Internal Assessment /Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.</div> <div>-End Semester Examination</div> <div>1. Explanatory Questions 2. Short notes 3.Critical questions</div>															
2.	The Learners should be able to explain, elucidate and critically analyze the methods of western modern scholars for interpretation of Vedas along with authentic introduction of Western Vedic commentators, and Vedic texts - Brāhmaṇas, Aṅgiras, and Upaniṣads. etc.	Literary explanation and discussion on Vedic commentators, and Vedic literature; and analytical lectures, tutorials, PPT Presentation.	<div>Internal assessment</div> <div>MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.</div> <div>-End Semester Examination</div> <div>1. Explanatory Questions 2. Short notes 3.Critical questions</div>															
3.	The Learners should be able to explain, elucidate and critically analyze the nature of six Vedāṅga and main texts related to it.	Literary explanation and discussion on Vedic literature; and analytical lectures, tutorials,	<div>-internal assessment :</div> <div>MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.</div> <div>-End Semester Examination</div>															

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Items for Standing Committee of Academic Council :

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Paper No.	Existing	Proposed /Amdement			
			PPT Presentation.	1. Explanatory Questions 2. Short notes 3.Critical questions	
		4.	The Learners should be able to explain, elucidate and critically analyze certain aspects of Vedic mythology, Vedic society and Vedic Philosophy.	Literary Explanation and discussion on Vedic thoughts; and analytical lectures, tutorials, PPT Presentation	<div>-internal assessment:</div> <div>MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/paper presentation/ Periodic tests etc.</div> <div>-End Semester Examination</div> <div>1. Explanatory Questions 2. Short notes 3.Critical questions</div>
		<b>[F] Basic Structure of Question Paper &amp; Division of Marks</b>			
		<div> <div>(i) Four long-answer questions (one from each Unit)</div> <div>12x4 = 48</div> <div>(ii) Four short notes. One should be must in Sanskrit (one from each Unit)</div> <div>5+5+5+7= 22</div> <div>Total : 70 Marks</div> </div>			
		<b>**Note : (This OEC is opted by the students of Sanskrit other than "A" Group)</b>			

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Paper No.	Existing	Proposed /Amdement
OEC-407	New Amdement	<p style="text-align: center;"><b>OEC-407: Survey of Indian Philosophy</b> भारतीय दर्शन का सर्वेक्षण Duration: 64 hrs. (16 weeks). (4 Theories = 4 credits)</p> <p>Maximum Marks: 100 (70+30)</p> <hr/> <p><b>[A] Course Objective</b> The general Objective of this Course is to help the students acquire an extensive in-depth and emphathisive understanding of the various theories of some important schools of Indian Philosophy.</p> <hr/> <p><b>[B] Course Learning Outcome</b> After the completion of this course the students:</p> <ul style="list-style-type: none"> <li>● Will acquire some through knowledge of its various philosophical theories proposed by different systems of philosophies.</li> <li>● Will be able to compare and contrast the ideas advanced in positions taken by the systems have acquired an in-depth knowledge of the fundamental theories and concepts of Yoga and <i>Adavaita</i> Vedanta systems.</li> <li>● Will form an idea of the origin and development of different philosophical systems.</li> <li>● Will have a critical and further knowledge of contributions of individual Acharyas to their respective systems.</li> <li>● Will be introduced to minor differences within the system.</li> </ul> <hr/> <p><b>[C] Unit wise Division</b></p> <p><b>Unit I</b> सर्वदर्शनसंग्रह (माधवाचार्य) : चार्वाकमत एवं जैनमत  <b>Unit II</b> सर्वदर्शनसंग्रह (माधवाचार्य) : बौद्धमत एवं शैवमत  <b>Unit III</b> भारतीयदर्शन का आलोचनात्मक सर्वेक्षण - भारतीय दर्शन के प्रमुख विचारणीय पक्षों का आलोचनात्मक अध्ययन- आत्मा एवं परमात्मा (ईश्वर), कार्यकारणसिद्धान्त, मोक्ष, कर्म एवं पुनर्जन्म, प्रमाण, प्रामाण्यवाद तथा ख्यातिवाद आदि।  <b>Unit IV</b> भारतीयदर्शन का आलोचनात्मक सर्वेक्षण - प्रमुख भारतीय दार्शनिक मतों (सांख्य, योग, न्याय, वैशेषिक, मीमांसा, वेदान्त) का ऐतिहासिक सर्वेक्षण। भारतीय दर्शन के प्रमुख आचार्य (जैमिनि, बादरायण, कपिल, पतञ्जलि, गौतम, कणाद, शंकर और वाचस्पति मिश्र) तथा उनके अवदानों का परिचय।</p> <hr/> <p><b>[D]Suggested Readings</b> Essential Readings:</p> <ol style="list-style-type: none"> <li>1. सर्वदर्शनसंग्रह - माधवाचार्य, (व्याख्याकार) उमाशंकर शर्मा ऋषि, चौखम्बा विद्याभवन, वाराणसी, 1964</li> <li>2. Sarvadarśanaśaṅgraha - Mādhavācārya, (ed.) Madan Mohan Agrawal, Chaukhamba Surabhārati Prakashan, Delhi</li> <li>3. Sarvadarśanaśaṅgraha - (tr.) E.B. Cowell and A.E. Gough, MLBD, Delhi</li> </ol> <p>Additional Resources:</p> <ol style="list-style-type: none"> <li>1. उपाध्याय, बलदेव – भारतीय दर्शन, शारदा मंदिर, वाराणसी, 2001</li> <li>2. द्विवेदी, पारसनाथ – भारतीय दर्शन, आगरा, 1974</li> <li>3. पाण्डे, कान्तिचन्द्र - शैवदर्शनबिन्दु, सम्पूर्णनन्द संस्कृत विश्वविद्यालय, वाराणसी, 1964</li> <li>4. शर्मा, चन्द्रधर – भारतीय दर्शन: आलोचन और अनुशीलन, मोतीलाल बनारसीदास, दिल्ली, 2004</li> <li>5. शर्मा, राममूर्ति - अद्वैतवेदान्त: इतिहास तथा सिद्धान्त, ईस्टर्न बुक लिंकर्स, दिल्ली</li> <li>6. Dasgupta, S.N. - History of Indian Philosophy, Vol. I-V, M.L.B.D., Delhi, 1975</li> <li>7. Deshpande, G.T. - Abhinavagupta (also, Hindi trans. by म थलेशचतुर्वेदी), Sahitya Akademi, New Delhi</li> <li>8. Devaraja, N.K. - Introduction to Śāṅkara's Theory of Knowledge, M.L.B.D., Delhi, 1972</li> <li>9. Hiriyanna, M. - Outline of Indian Philosophy, London, 1956</li> </ol>

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Items for Standing Committee of Academic Council :

Amdement in M.A. (Sanskrit) syllabus:

Paper No.	Existing	Proposed /Amdement	
		10. Mahadevan, T.M.P. - Philosophy of Advaita, Bhartiya Kala Prakashan, Delhi, 2006 11. Pandey, Kanti Chandra - Outline of History of Shaiva Philosophy, MLBD, Delhi, 1986 12. Pandey, R.C. - Panorama of Indian Philosophy (English & Hindi Version), M.L.B.D., Delhi, 1966 13. Radhakrishnan, S. - Indian Philosophy, Vols. I-II, London, 1967	
		<b>[E] Teaching Plan</b> The teaching will be done as per the above-mentioned sequence of units and corresponding number of classes. Facilitating the achievement of course learning outcomes are as under-	
		Unit	course learning outcomes. Teaching and learning activity Assessment tasks
		1.	Should be able to elucidate and critically analyze the Charvaka and Jain philosophy according to Sarvadarshansamgraha of Madhavacharya. Text based Lectures and discussions. <b>Internal assessment</b> MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc. <b>-End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3. Critical questions
		2.	Should be able to elucidate and critically analyze the Baudha and Shaiva philosophy according to Sarvadarshansamgraha of Madhavacharya. Text based Lectures and discussions. <b>Internal assessment</b> MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc. <b>-End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3. Critical questions
		3.	Should be able to elucidate and critically analyze the prescribed subject matter of Unit III. Text based Lectures and discussions. <b>-internal assessment :</b> MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc. <b>-End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3. Critical questions
		4.	Should be able to elucidate and critically analyze the prescribed subject matter of Unit III. Text based Lectures and discussions. <b>-internal assessment:</b> MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc. <b>-End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3. Critical questions

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Paper No.	Existing	Proposed /Amdement
		<div><div>[F]</div><div>Basic Structure of Question Paper &amp; Division of Marks</div><div>(i) Four long-answer questions (one from each Unit) 12x4 = 48</div><div>(ii) Four short notes. One should be must in Sanskrit (one from each Unit) 5+5+5+7= 22</div><div>Total : 70 Marks</div><div><b>**Note : (This OEC is opted by the students of Sanskrit other than "B" Group)</b></div></div>

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Amdement in M.A. (Sanskrit) syllabus:

Paper No.	Existing	Proposed /Amdement				
OEC-408	New Amdement	<div>OEC-408 : Daśarūpaka &amp; Survey of Sanskrit Poetics</div> <div>दशरूपक एवं संस्कृत-काव्यशास्त्र का सर्वेक्षण</div> <div>Maximum Marks: 100 (70+30)Duration: 64 hrs. (16 weeks). (4 Theories = 4 credits)</div> <div><div>[A]Course Objectives:</div><div>The purpose of this course is to introduce the learners various components like plot, actor and Rasa of dramaturgical criticism. The second part of this course namely Survey of Sanskrit poetics intends to familiarize the students with the important theoretical contributions of the famous rhetoricians of Alamkāraśāstra.</div></div> <div><div>[B]Course Learning Outcomes:</div><div>Upon Successful completion of this course students:<ul style="list-style-type: none"><li>will gain the ability to explaining and critically analysing of the prescribed texts in the light of commentator Dhanika.</li><li>will be able to know the depth knowledge about of various terminology i.e. plot, actor and rasa, etc. for criticism a dramatic composition.</li><li>will have a broad perspective of the field of famous rhetoricians of Alamkāraśāstra and their theories.</li><li>will be successful in applying this knowledge for critical analysis.</li></ul></div></div> <div><div>[C] Unit wise Division:</div><div><div>दशरूपक (अवलोकसहित)</div><div><div>Unit I</div><div>दशरूपक - ग्रन्थ का प्रयोजन, रूपक के भेद, रूपकों के भेदकतत्त्व, वस्तु का स्वरूप एवं भेद, अर्थ-प्रकृतियाँ, कार्यावस्थाएँ, संधियाँ, अर्थोपक्षेपक, नायक के गुण, नायक के प्रकार, नायिकाभेद, नायक के सहायक एवं नायिका की सहायिकाएँ, नाट्यवृत्तियाँ, वृत्तियों के विषय में उद्धृटादि के मत का निराकरण एवं अवशिष्ट भाग का अध्ययन।</div></div><div><div>Unit II</div><div>रसयोजना, रसयोजना के अंग, व्यभिचारी भाव, स्थायी भाव (भावों के विरोधाविरोध पर विचार), नाट्य में शान्तरस का निषेध, स्थायी भाव तथा रस का काव्य से सम्बन्ध – ध्वनिवादी पूर्वपक्ष, दशरूपकार का सिद्धान्त, रस का आश्रय, भाव्य-भावकसिद्धान्त, रस की प्रक्रिया तथा स्वरूप एवं अवशिष्ट भाग का अध्ययन।</div></div><div><div>Unit III</div><div>अलङ्कार-सिद्धान्त, गुण-रीति-सिद्धान्त, ध्वनि-सिद्धान्त, रस-सिद्धान्त, वक्रोक्ति-सिद्धान्त एवं औचित्य-सिद्धान्त।</div></div><div><div>Unit IV</div><div>भरतमुनि, अग्निपुराण, विष्णुधर्मोत्तर-पुराण, भामह, दण्डी, उद्भट, रुद्रट, मुकुलभट्ट, राजशेखर, महिमभट्ट, भोजराज, रुय्यक, सागरनन्दी, हेमचन्द्र, रामचन्द्र-गुणचन्द्र, जयदेव, शारदातनय, सिंहभूपाल, भानुदत्तमिश्र, रूपगोस्वामी, अप्पयदीक्षित, पण्डितराज जगन्नाथ।</div></div></div></div> <div><div>[D]Suggested Readings:</div><div><div>Essential Readings:</div><div><div>1.</div><div>दशरूपक - (सम्पादक) डॉ.श्रीनिवासशास्त्री, साहित्यभण्डार, मेरठ।</div></div><div><div>2.</div><div>दशरूपक - (सम्पादक) लोकमणिदाहाल, चौखम्बा अमरभारती, वाराणसी।</div></div></div><div><div>Additional Resources:</div><div><div>1.</div><div>उपाध्याय, बलदेव. भारतीयसाहित्यशास्त्र, चौखम्बाप्रकाशन, वाराणसी</div></div><div><div>2.</div><div>कृष्णकुमार. अलंकारशास्त्र का इतिहास, साहित्य भण्डार, मेरठ</div></div><div><div>3.</div><div>De, S.K. History of Sanskrit Poetics, K.L. Mukhopadhyay, Calcutta</div></div><div><div>4.</div><div>Kane, P.V. History of Sanskrit Poetics, MLBD, Delhi</div></div><div><div>5.</div><div>Raghavan, V. Studies on Some Concepts of Alamkāraśāstra, Adyar Library, Madras</div></div></div></div> <div><div>[E] Teaching Plan:</div><div><div>The teaching will be done as per the above-mentioned sequence of units and corresponding number of classes. Facilitating the achievement of course learning outcomes are as below.</div><table><tr><td>Unit</td><td>course learning outcomes.</td><td>Teaching and learning activity</td><td>Assessment tasks</td></tr></table></div></div>	Unit	course learning outcomes.	Teaching and learning activity	Assessment tasks
Unit	course learning outcomes.	Teaching and learning activity	Assessment tasks			

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Items for Standing Committee of Academic Council :

Amdement in M.A. (Sanskrit) syllabus:

Paper No.	Existing	Proposed /Amdement			
		1.	Explanation in light of the Avaloka commentary	A variety of approaches to teaching-learning process should Exposition of the texts through lectures, discussion, tutorials, workshops, PPT Presentation, etc.	Internal assessment
					MCQ type questions / Internal Assessment/ Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
					-End Semester Examination
					1. Explanatory Questions 2. Short notes 3.Critical questions
		2.	Explanation in light of The Avlaoka commentary	Exposition of the texts through lectures, discussion, tutorials, workshops, PPT Presentation, etc.	Internal assessment
					MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
					-End Semester Examination
					1. Explanatory Questions 2. Short notes 3.Critical questions
		3.	Intro@ction and survey of prescribed theories and rhetorician of Alamkāraśāstra	lectures, tutorials , discussion,PPT presentation etc.	-internal assessment:
					MCQ type questions / Internal Assessment/ Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
					-End Semester Examination
					Introductory short Notes and long Questions
		4.	Introduction and survey of prescribed theories and rhetorician of Alamkāraśāstra	lectures, tutorials, discussion, PPT presentation etc.	internal assessment:
					MCQ type questions / Internal Assessment/ Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
					-End Semester Examination
					Introductory short Notes and long Questions
		[F] Basic Structure of Question Paper & Division of Marks:			
(i)	Four Explanations (one from each of the Units)	04x07= 28			
(ii)	Four short notes ((one from each of the Units with options, one in Sanskrit)	5+5+5+07=22			
(iii)	Two critical Questions (One from each units with options)	02x10=20			
		Total : 70			
**Note : (This OEC is opted by the students of Sanskrit other than “C” Group)					
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Department of Sanskrit  
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Items for Standing Committing of Academic Council :

Amdement in M.A. (Sanskrit) syllabus:

Paper No.	Existing	Proposed /Amdement
OEC-409	New Amdement	<p style="text-align: center;"><b>OEC-409 : Siddhāntakaumudī (kṛdanta) and History of Sanskrit Grammar</b> सिद्धान्तकौमुदी (कृदन्त) एवं संस्कृत व्याकरणशास्त्र का इतिहास</p> <p>Maximum Marks: 100 (70+30) <span style="float: right;">Duration: 64 hrs. (16 weeks).</span></p> <p style="text-align: right;">(4 Theories = 4 credits)</p> <hr/> <p><b>[A] Course Objective</b></p> <p>The objective of this course is two-fold; (i) Enhancing and advancing the knowledge of primary suffixes and the derivational processes of the words ending with those suffixes through the reading of the text of Siddhāntakaumudī of Bhattoji Dixit and (ii) Familiarizing the learners with the origin and development of various systems of Sanskrit Grammar.</p> <hr/> <p><b>[B] Course Learning Outcome</b></p> <p>After the completion of this course the students will:</p> <ul style="list-style-type: none"> <li>• learn the structural patterns and semantic aspects of primary Sanskrit suffixes.</li> <li>• learn the derivational processes of Sanskrit words ending with primary suffixes.</li> <li>• learn to identify the general and exceptional patterns of primary suffixes and their interchangeability.</li> <li>• have the knowledge of the history and the structures of different schools of Sanskrit grammar.</li> <li>• have a thorough idea of the Astadhyayi tradition and Kaumudi tradition of the teaching of Paninian grammar.</li> <li>• have the knowledge of the contributions of individual Acharyas in the making of Paninian grammar.</li> <li>• be familiar with the history of the philosophy of language with paninian grammar as focal point.</li> </ul> <hr/> <p><b>[C] Unit wise Division</b></p> <p><b>Unit I</b> सिद्धान्तकौमुदी: पूर्वकृदन्तः (त्त-प्रत्ययप्रकरण के द्रवमूर्तिस्पर्शयोः श्यः से विकुशमिपरिभ्यःस्थलम् सूत्रों को छोड़कर)</p> <p><b>Unit II</b> सिद्धान्तकौमुदी: कृदन्त-प्रकरण, उत्तरकृदन्त (उणादिरहित) ।</p> <p><b>Unit III</b> <b>संस्कृत व्याकरणशास्त्र का इतिहास</b> - पाणिनिपूर्व वैयाकरण आचार्यों का योगदान, मुनित्रय (पाणिनि, कात्यायन, पतञ्जलि) का काल एवं योगदान, पाणिन्युत्तरव्याकरण-सम्प्रदायों का सर्वेक्षण: चान्द्र, कातन्त्र, जैनेन्द्र, हेम, भोज, सुपद्म, हरिनामामृत आदि।</p> <p><b>Unit IV</b> <b>संस्कृत व्याकरणशास्त्र का इतिहास</b> - अष्टाध्यायी की वृत्ति-परम्परा, पाणिनि-व्याकरण में प्रक्रियाग्रन्थों का योगदान, पाणिनि-परम्परा के दार्शनिक आचार्य: भर्तृहरि, भट्टोजिदीक्षित, कौण्डभट्ट, नागेश आदि।</p> <hr/> <p><b>[D]Suggested Readings</b></p> <p><b>Essential Readings:</b></p> <ol style="list-style-type: none"> <li>1. वैयाकरणसिद्धान्तकौमुदी (बालमनोरमा-तत्त्वबोधिनीटीका), (सं.) गिरिधरशर्मा चतुर्वेद एवं परमेश्वरानन्दशर्मा, चतुर्थभाग, दिल्ली</li> <li>2. मीमांसक, युधिष्ठिर –संस्कृतव्याकरणशास्त्र का इतिहास, 3 भाग, सोनीपत, 1974</li> <li>3. वर्मा, सत्यकाम –संस्कृतव्याकरण का उद्भव और विकास, दिल्ली</li> <li>4. Vasu, S.C. Siddhantakaumudi (2 Vols.), Text and English Translation, Delhi</li> </ol> <p><b>Additional Resources:</b></p> <ol style="list-style-type: none"> <li>1 अग्निहोत्री, प्रभुदयाल-पतञ्जलिकालीन भारतवर्ष, पटना, 1963</li> <li>2 अग्रवाल, वासुदेवशरण –पाणिनिकालीन भारतवर्ष, पटना, 1969</li> <li>3 Belvalkar, S.K. Systems of Sanskrit Grammar, Delhi.</li> <li>4 Cardona, George. Panini: A Survey of Research, Delhi, 1980</li> <li>5 Ray, Bidyut Lata. Panini to Patanjali: A Grammatical March, Delhi, 2004</li> </ol> <p>Schafe, H. Grammatical Literature (A History of Indian Literature</p> <hr/> <p><b>[E] Teaching Plan</b></p>



Department of Sanskrit  
University of Delhi  
Items for Standing Committee of Academic Council :

Amdement in M.A. (Sanskrit) syllabus:

Paper No.	Existing	Proposed /Amdement																					
		<p>The teaching will be done as per the above-mentioned sequence of units and corresponding number of classes. Facilitating the achievement of course learning outcomes are as under-</p> <table border="1"> <thead> <tr> <th>Unit</th><th>Course learning outcomes.</th><th>Teaching and learning activity</th><th>Assessment tasks</th></tr> </thead> <tbody> <tr> <td>1.</td><td>Knowledge of the structure of the Aṣṭādhyāyī along with operational techniques of Pāṇini. Study of these Meta rules will alleviate derivational problems and syntactic gaps a grammar student encounters.</td><td>While teaching this portion the whole Aṣṭādhyāyī should be taken into the consideration as one unit. Construction of the same along with explaining the relationship and hierarchy among the Sūtras with their operational function should be well explained.</td><td> <b>Internal assessment</b>  MCQ type questions / Internal Assessment/ (Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc/ learning the Sūtras by heart.  <b>-End Semester Examination</b>  1. Explanation of Sūtras.  2. Short notes on Paribhashas.  3. Derivation of verbal and nominal forms.  4. Long critical question. </td></tr> <tr> <td>2.</td><td>Derivation of the nominal forms under Pāṇini's system to get a thorough idea of Sanskrit declensions.</td><td>Explaining Sūtras showing the recurrence , Step by step derivation mentioning the application of the Sūtras, tutorials, workshops, PPT Presentation.</td><td> <b>Internal assessment</b>  MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc/ learning the Sūtras by heart.  <b>-End Semester Examination</b>  1. Explanation of Sūtras.  2. Short notes on Paribhashas.  3. Derivation of verbal and nominal forms.  4. Long critical question. </td></tr> <tr> <td>3.</td><td>Being well versed in identifying various roots belonging to different classes and deriving them with due operation deft.</td><td>Explaining Sūtras showing the recurrence, Step by step derivation mentioning the application of the Sūtras, tutorials, workshops, PPT Presentation.</td><td> <b>Internal assessment</b>  MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc. learning the Sūtras by heart.  <b>-End Semester Examination</b>  1. Explanation of Sūtras.  2. Short notes on Paribhashas.  3. Derivation of verbal and nominal forms.  4. Long critical question. </td></tr> <tr> <td>4.</td><td>Efficiency to conjugate</td><td>Explaining Sūtras showing the</td><td><b>Internal assessment</b></td></tr> </tbody> </table>		Unit	Course learning outcomes.	Teaching and learning activity	Assessment tasks	1.	Knowledge of the structure of the Aṣṭādhyāyī along with operational techniques of Pāṇini. Study of these Meta rules will alleviate derivational problems and syntactic gaps a grammar student encounters.	While teaching this portion the whole Aṣṭādhyāyī should be taken into the consideration as one unit. Construction of the same along with explaining the relationship and hierarchy among the Sūtras with their operational function should be well explained.	<b>Internal assessment</b> MCQ type questions / Internal Assessment/ (Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc/ learning the Sūtras by heart. <b>-End Semester Examination</b> 1. Explanation of Sūtras. 2. Short notes on Paribhashas. 3. Derivation of verbal and nominal forms. 4. Long critical question.	2.	Derivation of the nominal forms under Pāṇini's system to get a thorough idea of Sanskrit declensions.	Explaining Sūtras showing the recurrence , Step by step derivation mentioning the application of the Sūtras, tutorials, workshops, PPT Presentation.	<b>Internal assessment</b> MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc/ learning the Sūtras by heart. <b>-End Semester Examination</b> 1. Explanation of Sūtras. 2. Short notes on Paribhashas. 3. Derivation of verbal and nominal forms. 4. Long critical question.	3.	Being well versed in identifying various roots belonging to different classes and deriving them with due operation deft.	Explaining Sūtras showing the recurrence, Step by step derivation mentioning the application of the Sūtras, tutorials, workshops, PPT Presentation.	<b>Internal assessment</b> MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc. learning the Sūtras by heart. <b>-End Semester Examination</b> 1. Explanation of Sūtras. 2. Short notes on Paribhashas. 3. Derivation of verbal and nominal forms. 4. Long critical question.	4.	Efficiency to conjugate	Explaining Sūtras showing the	<b>Internal assessment</b>
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Department of Sanskrit  
University of Delhi  
Items for Standing Committee of Academic Council :

Amdement in M.A. (Sanskrit) syllabus:

Paper No.	Existing	Proposed /Amdement			
			prefixed roots denoting various senses, e.g.- desiderative, causative, and intensive etc. with operational finishing.	recurrence, Step by step derivation mentioning the application of the Sutras, tutorials, workshops, PPT Presentation.	MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc/ learning the Sutras by heart.
					-End Semester Examination
					1. Explanation of Sutras. 2. Short notes on Paribhashas. 3. Derivation of verbal and nominal forms. 4. Long critical question.
		<b>[E] Basic Structure of Question Paper &amp; Division of Marks</b>			
(i)	Eight Explanations of Sutras (two from each Unit)	8 x 3.5 = 28			
(ii)	Eight Explanations of the derivational process (two from each Unit)	8 x 3.5 = 28			
(iii)	One critical question	1 x 7 = 7			
(iv)	One short notes in Sanskrit	1 x 7 = 7			
		<b>Total: 70</b>			
<b>**Note : (This OEC is opted by the students of Sanskrit other than “D” Group)</b>					

Department of Sanskrit  
University of Delhi  
Items for Standing Committing of Academic Council :

Amdement in M.A. (Sanskrit) syllabus:

Paper No.	Existing	Proposed /Amendment								
OEC-410	New Amdement	<div>OEC-410: Āpastambadharmasūtra &amp; History of Dharmaśāstra आपस्तम्बधर्मसूत्र एवं धर्मशास्त्र का इतिहास Duration: 64 hrs. (16 weeks). (4 Theories = 4 credits)</div> <div>Maximum Marks: 100 (70+30)</div> <div><div>[A] Course Objectives:</div><div>The course intends to provide exposure to the students to the Dramashastric injunctions and views regarding the disciplines, duties, conducts, and other aspects of the role of four Asramas through the reading of the text of Apastambha dharmasutra. The other very important focus of the course is to expose the learners to the vast history of Dharmashastra.</div></div> <div><div>[B] Course Learning Outcome:</div><div>By the end of this course the students:</div><div><ul style="list-style-type: none"><li>will be able to form a thorough idea of the Apastambian viewpoints regarding the ways and aims of the life of four Ashramas.</li><li>Will gain a thorough understanding of the position of women, the legal system, various types of Shraut rituals and other issues as reflected in different Dramashastric texts.</li><li>Will be familiarized with the individual contribution of Acharyas in the making of the rich Dharmashastra tradition</li></ul></div></div> <div><div>[C] Unit wise Division</div><div>Unit I आपस्तम्बधर्मसूत्र - प्रथम प्रश्न</div><div>Unit II आपस्तम्बधर्मसूत्र - द्वितीय प्रश्न</div><div>Unit III धर्मशास्त्र का इतिहास - धर्मशास्त्र के आचार्य - मेधातिथि, विज्ञानेश्वर, लक्ष्मीधर, जीमूतवाहन, देवणभट्ट, चण्डेश्वर, माधवाचार्य, वाचस्पतिमिश्र, कमलाकरभट्ट, मित्रमिश्र, रघुनन्दन।</div><div>Unit IV धर्मशास्त्र का इतिहास - धर्मशास्त्र के प्रमुखसिद्धान्त - वर्ण, आश्रम, संस्कार, स्त्रियों की स्थिति, श्रौतयाग, राजधर्म, दण्डव्यवस्था, धर्मशास्त्र विषयक आधुनिक अध्ययन (स्वातन्त्र्योत्तरकाल)।</div></div> <div><div>[D]Suggested Readings</div><div>Essential reading</div><div>1. आपस्तम्बधर्मसूत्र, उमेश चन्द्र पाण्डेय, चौखम्भा संस्कृत प्रतिष्ठान, वाराणसी।</div><div>Additional Resources:</div><div>1. धर्मशास्त्र का इतिहास, अनुवादक – अर्जुन चौबे काश्यप, उत्तर प्रदेश हिन्दी संस्थान (हिन्दी समिति प्रभाग), लखनऊ, उत्तर प्रदेश।</div><div>2. Kane, P.V. - History of Dharmashastra, Vol. I, BORI, Poona</div></div> <div><div>[E] Teaching Plan</div><div>The teaching will be done as per the above mentioned sequence of units and corresponding number of classes.</div><div>Facilitating the achievement of course learning outcomes are as under-</div><table><tr><th>Unit</th><th>course learning outcomes.</th><th>Teaching and learning activity</th><th>Assessment tasks</th></tr><tr><td>1.</td><td>Explanation and critical analysis Of Apastamba-dharmasutra</td><td>Exposition of Prescribed Texts, lectures, and interpreting relevant sections from the text along with traditional commentaries, Discussions, Tutorials, workshops and PPT Presentation</td><td><div>Internal assessment</div><div>MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.</div><div>-End Semester Examination</div><div>1. Explanatory Questions 2. Short notes 3.Critical questions</div></td></tr></table></div>	Unit	course learning outcomes.	Teaching and learning activity	Assessment tasks	1.	Explanation and critical analysis Of Apastamba-dharmasutra	Exposition of Prescribed Texts, lectures, and interpreting relevant sections from the text along with traditional commentaries, Discussions, Tutorials, workshops and PPT Presentation	<div>Internal assessment</div> <div>MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.</div> <div>-End Semester Examination</div> <div>1. Explanatory Questions 2. Short notes 3.Critical questions</div>
Unit	course learning outcomes.	Teaching and learning activity	Assessment tasks							
1.	Explanation and critical analysis Of Apastamba-dharmasutra	Exposition of Prescribed Texts, lectures, and interpreting relevant sections from the text along with traditional commentaries, Discussions, Tutorials, workshops and PPT Presentation	<div>Internal assessment</div> <div>MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.</div> <div>-End Semester Examination</div> <div>1. Explanatory Questions 2. Short notes 3.Critical questions</div>							

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Items for Standing Committee of Academic Council :

Amdement in M.A. (Sanskrit) syllabus:

Paper No.	Existing	Proposed /Amdement			
		2.	Explanation and critical analysis of Apastamba-dharmasutra	Topic wise lectures, interpreting relevant sections from the text along with traditional commentaries, Tutorials, workshops and PPT Presentation	<b>Internal assessment</b> MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc. <b>-End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3.Critical questions
		3.	Introductions to leading texts and thinkers on Dharma shastra as prescribed in the course	Lectures, discussions, Tutorials, PPT Presentation on principal works and special contribution	<b>-internal assessment:</b> MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc. <b>-End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3.Critical questions
		4.	Analytical survey of prescribed social institutions of Dharmashastra.	Lectures, Discussion, Tutorials, PPT Presentation of original texts and secondary sources.	<b>-internal assessment:</b> MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/paper presentation/ Periodic tests etc. <b>-End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3.Critical questions
		<b>[F] Basic Structure of Question Paper &amp; Division of Marks</b>			
		(i)	Four Explanations (one from each of the Units)	04x 7= 28	
		(ii)	Four short notes ((one from each of the Units with options,one in Sanskrit) 5+5+5+07=22		
		(iii)	Two critical Questions (One from each of the units with options)	02x10=20	
				<b>Total: 70</b>	
		<b>**Note : (This OEC is opted by the students of Sanskrit other than "E" Group)</b>			

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Amdement in M.A. (Sanskrit) syllabus:

Paper No.	Existing	Proposed /Amdement
OEC-411	New Amdement	<p><b>OEC-411: Indian Paleography</b> भारतीयपुरालिपि-शास्त्र Duration: 64 hrs. (16 weeks). (4 Theories = 4 credits)</p> <p>Maximum Marks: 100 (70+30)</p> <p><b>[A] Course Objective</b></p> <p>The objective of this course is to enable the students to pursue a deep theoretical study of Indian Paleography, specially the writing skill use the sources &amp; writing materials. This paper is helpful to know about the early Indian history and culture. They will gain the wider knowledge of the origin, development and inter-relation among the various scripts i.e., Brahmi, Kharoshthi and Indus-valley scripts..</p> <p><b>[B] Course Learning Outcome</b></p> <p>After the completion of this course the students will:</p> <ul style="list-style-type: none"> <li>• be well aware of the ancient vivid writing traditions.</li> <li>• be able to know the different styles of script and their inter- relations.</li> <li>• learn about the Indian dating systems and four eras, i.e. the Vikrama, Saka, Gupta and Harsha.</li> <li>• understand the significance of inscriptions throwing light on the social, economic, political, religious, administrative conditions of the time.</li> </ul> <p><b>[C] Unit wise Division</b></p> <p><b>Unit I</b></p> <ol style="list-style-type: none"> <li>1. भारत में लेखन कला की प्राचीनता</li> <li>2. प्राचीन भारत में प्रयुक्त होने वाली लिपियों का वर्णन</li> <li>3. भारतीय लिपियों की उत्पत्ति</li> <li>4. अशोक के काल से लेकर 8 वीं शती तक ब्राह्मी लिपि एवं खरोष्ठी लिपि का विकास</li> </ol> <p><b>Unit II</b></p> <ol style="list-style-type: none"> <li>1. लेखनकला की सामग्री, पुस्तकालय एवं संग्रहालय का प्रयोग</li> <li>2. लेखन एवं उत्कीर्णन का व्यवसाय</li> <li>3. अभिलेखों के वर्गीकरण</li> <li>4. अभिलेखों के संकलन के प्रकार</li> <li>5. अभिलेखों में आगतसंवत् क) विक्रमसंवत्, ख) शकसंवत्, ग) गुप्तसंवत्, घ) हर्षसंवत्</li> </ol> <p><b>Unit III</b> भारत में अभिलेख के अध्ययन का इतिहास</p> <p><b>Unit IV</b> अभिलेखों के अध्ययन का महत्त्व</p> <p><b>[D] Suggested Readings</b></p> <ol style="list-style-type: none"> <li>1. ओझा, गौरीशंकर हीराचंद - भारतीय प्राचीन लिपिमाला, अजमेर, 1918. मुंशीराम मनोहरलाल, दिल्ली, 1971</li> <li>2. पाण्डेय, राजबली - भारतीयपुरालिपि, बॉल्यूम1, इलाहाबाद, 1978</li> <li>3. ब्यूलर, जार्ज - भारतीय पुरालिपिशास्त्र (अनुवादक) मधलनाथसिंह, मोतीलाल बनारसीदास, दिल्ली, 1966</li> <li>4. राय, एस.एन. - भारतीय पुरालिपि एवं अभिलेख, शारदापुस्तक भवन, इलाहाबाद, 1994</li> <li>5. बाजपेयी, कृष्णदत्त (अनु-) - भारतीयपुरालिपिविद्या, विद्यानिधि, दिल्ली, 1996</li> <li>6. Buhler, George. On the Origin of the Brahmi Alphabet, Chaukhamba Sanskrit Series, Varanasi, 1963</li> <li>7. Dani, A.N. Indian Paleography, Oxford, 1963, Munshiram Manoharlal,, 1986</li> <li>8. Mukharjee, B.N. Origin of Brahmi and Kharoshthi Script, Progressive Publication, Calcutta, 2005</li> <li>9. Ramesh, K.V. Indian Epigraphy, Delhi, 1984</li> <li>10. Salomon, Richard. Indian Epigraphy, A Guide to The Study of Inscriptions-Sanskrit, Prakrit &amp; Other Indian Languages, Munshi Ram Manohar Lal Publishers Pvt. Ltd., Delhi, 1998.</li> <li>11. Sircar, D.C. Indian Epigraphy, Moti Lal Banarasi Dass, Delhi, 1996</li> </ol>

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Amdement in M.A. (Sanskrit) syllabus:

Paper No.	Existing	Proposed /Amdement																					
		<div>12. Upasak, C.S. . The History and Paleography of the Mauryan Brahmi Script, Nava</div> <div>13. Nalanda Mahavihar, Nalanda, 1960</div> <div>14. Vasishtha, R.K. Brahmi Script, Nag Publication, Delhi, 2001</div> <div>15. Verma T.P. The Paleography of Brahmi Script in North India, Varansi, 1971.</div>																					
		<div><b>[E] Teaching Plan</b></div> <div>The teaching will be done as per the above-mentioned sequence of units and corresponding number of classes.</div> <div>Facilitating the achievement of course learning outcomes are as under-</div> <table><tr><th>Unit</th><th>course learning outcomes</th><th>Teaching and learning activity</th><th>Assessment tasks</th></tr><tr><td>1.</td><td>To know about vivid ancient writing traditions. different styles of script and their inter- relations and other contents of first unit.</td><td>Discussions, lectures, tutorials, PPT Presentation *Visit to libraries where hand written material is kept and preserved *Visit the museums * making the charts of the script and try to write in the Brahmi script</td><td><div>Internal assessment</div><div>MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.</div><div>-End Semester Examination</div><div>1. Short notes</div><div>2.Critical questions</div></td></tr><tr><td>2.</td><td>Learning about the Indian dating systems and four eras, i.e. the Vikrama, Saka, Gupta and Harsha, and other contents of II unit.</td><td>Discussions, lectures, tutorials, PPT Presentation Visit to libraries where hand written material is kept and preserved *Visit the museums * making the charts of the script and try to write in the Brahmi script</td><td><div>Internal assessment</div><div>MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.</div><div>-End Semester Examination</div><div>1. Short notes</div><div>2.Critical questions</div></td></tr><tr><td>3.</td><td>significance of inscriptions for knowing the social, economic, political, religious, administrative conditions of the time and other contents of III unit.</td><td>Analytical, discussions, lectures, tutorials, PPT Presentation etc.</td><td><div>-internal assessment :</div><div>MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.</div><div>-End Semester Examination</div><div>1. Short notes</div><div>2.Critical questions</div></td></tr></table>	Unit	course learning outcomes	Teaching and learning activity	Assessment tasks	1.	To know about vivid ancient writing traditions. different styles of script and their inter- relations and other contents of first unit.	Discussions, lectures, tutorials, PPT Presentation *Visit to libraries where hand written material is kept and preserved *Visit the museums * making the charts of the script and try to write in the Brahmi script	<div>Internal assessment</div> <div>MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.</div> <div>-End Semester Examination</div> <div>1. Short notes</div> <div>2.Critical questions</div>	2.	Learning about the Indian dating systems and four eras, i.e. the Vikrama, Saka, Gupta and Harsha, and other contents of II unit.	Discussions, lectures, tutorials, PPT Presentation Visit to libraries where hand written material is kept and preserved *Visit the museums * making the charts of the script and try to write in the Brahmi script	<div>Internal assessment</div> <div>MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.</div> <div>-End Semester Examination</div> <div>1. Short notes</div> <div>2.Critical questions</div>	3.	significance of inscriptions for knowing the social, economic, political, religious, administrative conditions of the time and other contents of III unit.	Analytical, discussions, lectures, tutorials, PPT Presentation etc.	<div>-internal assessment :</div> <div>MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.</div> <div>-End Semester Examination</div> <div>1. Short notes</div> <div>2.Critical questions</div>					
Unit	course learning outcomes	Teaching and learning activity	Assessment tasks																				
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		<div><b>[F] Basic Structure of Question Paper &amp; Division of Marks</b></div> <table><tr><td>(i)</td><td>Two questions (From first unit)</td><td>8 x 2 = 16</td></tr><tr><td>(ii)</td><td>Introduction to the two characters (for development of Brahmi Script)</td><td>7 x 1 = 07</td></tr><tr><td>(iii)</td><td>Three questions (From II unit)</td><td>8 x 3 = 24</td></tr><tr><td>(iv)</td><td>One short notes (About Samvat, from II unit)</td><td>7 x 1 = 07</td></tr><tr><td>(v)</td><td>One Question (From III unit)</td><td>9 x 1 = 09</td></tr><tr><td>(vi)</td><td>Two Short notes in Sanskrit (From IV unit)</td><td>3.5 x 2 = 07</td></tr><tr><td colspan="2"></td><td><b>Total Marks = 70</b></td></tr></table>	(i)	Two questions (From first unit)	8 x 2 = 16	(ii)	Introduction to the two characters (for development of Brahmi Script)	7 x 1 = 07	(iii)	Three questions (From II unit)	8 x 3 = 24	(iv)	One short notes (About Samvat, from II unit)	7 x 1 = 07	(v)	One Question (From III unit)	9 x 1 = 09	(vi)	Two Short notes in Sanskrit (From IV unit)	3.5 x 2 = 07			<b>Total Marks = 70</b>
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Amdement in M.A. (Sanskrit) syllabus:

Paper No.	Existing	Proposed /Amdement								
OEC-412	New Amdement	<div>OEC-412: Sanskrit Novel and Survey of Modern Sanskrit Literature संस्कृत उपन्यास तथा आधुनिक संस्कृत साहित्य का सर्वेक्षण Duration: 64 hrs (16 weeks). (4 Theories = 4 credits)</div> <div>Maximum Marks: 100 (70+30)</div> <div><div>[A] Course Objective</div><div>This course gives an introduction to the panorama of modern creative prose writings in Sanskrit. It also focuses on the Social and Cultural heritage of India.</div></div> <div><div>[B] Course Learning Outcome</div><div>After the completion of the course students will:<ul style="list-style-type: none"><li>become aware of the expanse and the depth of modern Sanskrit literature;</li><li>become aware of how the idea of unity in diversity can promote social harmony;</li><li>gain the ability to explaining and critically analysing the prescribed texts.</li></ul></div></div> <div><div>[C] Unit wise Division</div><div><div>Unit I</div><div>सीमा (उपन्यास) 1-2 परिच्छेद</div></div><div><div>Unit II</div><div>सीमा (उपन्यास) 3-4 परिच्छेद</div></div><div><div>Unit III</div><div>प्रमुख आधुनिक संस्कृत महाकाव्य, रूपक एवं गद्यकाव्य, आधुनिक संस्कृत साहित्य की प्रमुख नवीन विधाएँ एवं प्रवृत्तियाँ</div></div><div><div>Unit IV</div><div>आधुनिक संस्कृत के प्रतिनिधि साहित्यकार – अम्बिकादत्त व्यास, मथुराप्रसाद दीक्षित, हरिदास सिद्धान्तवागीश, अप्पाराशिव रेडकर, हृषीकेश भट्टाचार्य, श्रीधर भास्कर वर्णेकर, मूलशंकर माणिकलाल याज्ञिक, वीरेन्द्र कुमार भट्टाचार्य, यतीन्द्र विमल चौधुरी, रमा चौधुरी, लीलाराव दयाल, श्रीपाद हसूरकर, वसन्त त्र्यम्बक शेवडे, ओगेति शर्मा परीक्षित, भट्टमथुरानाथ शास्त्री, जानकीवल्लभ शास्त्री, सत्यव्रत शास्त्री, रसिकविहारी जोशी, अभिराज राजेन्द्र मिश्र, केशवचन्द्र दास, हर्षदेव माधव, कालिका प्रसाद शुक्ल, परमानन्द शास्त्री।</div></div></div> <div><div>[D]Suggested Readings</div><div><div>Essential Reading:</div><div><div>1.</div><div>सीमा (उपन्यास) – डॉ. रामकरणशर्मा, नाग पब्लिशर्स, दिल्ली, 1987</div></div><div><div>2.</div><div>उपाध्याय, बलदेव (प्र.स.), पाठक, जगन्नाथ (सं.)- संस्कृत वाङ्मय का बृहद् इतिहास (सप्तम खण्ड), उत्तरप्रदेश संस्कृत संस्थान, लखनऊ, 2000</div></div></div><div><div>Additional Readings:</div><div><div>1.</div><div>त्रिपाठी, राधावल्लभ – संस्कृत साहित्य का अभिनव इतिहास, विश्वविद्यालय प्रकाशन, वाराणसी,2007</div></div><div><div>2.</div><div>मिश्र, राजेन्द्र – विंशति शताब्दी संस्कृत काव्यामृतम्, दिल्ली संस्कृत अकादमी, दिल्ली</div></div><div><div>3.</div><div>शास्त्री, कलानाथ - आधुनिक-संस्कृत-साहित्यस्येतिहासः, जयपुर</div></div><div><div>4.</div><div>यादव, राजमंगल – अर्वाचीन संस्कृत साहित्य, जे. पी. पब्लिसिंग हाउस, दिल्ली, 2015</div></div></div></div> <div><div>[E] Teaching Plan</div><div>The teaching will be done as per the above-mentioned sequence of units and corresponding number of classes. Facilitating the achievement of course learning outcomes -</div><table><tr><th>Unit</th><th>Course learning outcomes.</th><th>Teaching and learning activity</th><th>Assessment tasks</th></tr><tr><td>1.</td><td>Explanation and critical analysis of the first part of “Seema” Sanskrit novel in the light of society, culture, religious unity and unity of languages for nation</td><td>Exposition of Texts Lectures, tutorials, workshops, PPT Presentation etc.</td><td>Internal assessment</td></tr></table></div>	Unit	Course learning outcomes.	Teaching and learning activity	Assessment tasks	1.	Explanation and critical analysis of the first part of “Seema” Sanskrit novel in the light of society, culture, religious unity and unity of languages for nation	Exposition of Texts Lectures, tutorials, workshops, PPT Presentation etc.	Internal assessment
Unit	Course learning outcomes.	Teaching and learning activity	Assessment tasks							
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Department of Sanskrit  
University of Delhi  
Items for Standing Committee of Academic Council :

Amdement in M.A. (Sanskrit) syllabus:

Paper No.	Existing	Proposed /Amdement			
			building.		MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc. <b>End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3.Critical questions
		2.	Explanation and critical analysis of the second part of "Seema" Sanskrit novel in the light of society, culture, religious unity and unity of languages for nation building.	Exposition of Texts Lectures, tutorials, workshops, PPT Presentation etc.	<b>Internal assessment</b> MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc. <b>End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3.Critical questions
		3.	Introduction to the important modern Sanskrit epics, rupaka, prose, poetry and the new methods and trends in modern Sanskrit literature.	Lectures, tutorials, workshops, PPT Presentations for covering the survey of modern Sanskrit Literature.	<b>Internal assessment:</b> MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc. <b>End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3.Critical questions
		4.	Awareness and analysis of leading modern Sanskrit creative writers.	Lectures, tutorials, workshops, PPT Presentations for covering primary authors, their biography, major works, major themes, issues, style and contribution	<b>Internal assessment:</b> MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/paper presentation/ Periodic tests etc. <b>End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3.Critical questions
		<b>[F] Basic Structure of Question Paper &amp; Division of Marks</b>			
		(i)	Four Explanations (one from each of the Units)	04x 7= 28	
		(ii)	Four short notes ((one from each of the Units with options, one in Sanskrit)	5+5+5+07=22	
		(iii)	Two critical Questions (One from each of the units with options)	02x10=20	
				<b>Total: 70</b>	
		<b>**Note : (This OEC is opted by the students of Sanskrit other than "G" Group)</b>			
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Amdement in M.A. (Sanskrit) syllabus:

Paper No.	Existing	Proposed /Amdement								
OEC-413	New Amdement	<div>OEC-413: Survey of Puranic Literature पौराणिक साहित्य का सर्वेक्षण</div> <div>Maximum Marks: 100 (70+30) Duration: 64 hrs. (16 weeks). (4 Theories = 4 credits)</div> <div><div>[A] Course Objective</div><div>The objective of this course to present the valuable cultural heritage of India as preserved in Puranic literature. The course shows how the puranas play a pivotal role in shaping the life and cultural of Indian people, highlighting the social, economic, geographical, political, philosophical and educational systems thereof.</div></div> <div><div>[B] Course Learning Outcome</div><div>After the completion of this course the students will:<ul style="list-style-type: none"><li>Be informed of the basic structure, contents and importance of Puranas.</li><li>know the differences between the Puranas and Upapuranas.</li><li>have thorough understanding contents &amp; historical importance of the puranic literature.</li><li>gain the knowledge of Geographical and Cultural aspects of Puranas and Upapuranas.</li><li>be familiarized with the forms of Puranas as a source of various arts, religion, literature, culture, sciences etc.</li></ul></div></div> <div><div>[C] Unit wise Division</div><div><div>Unit I</div><div>पुराणों की परिभाषा, पुराणों का विभाजन, पुराणों एवं उपपुराणों की भाषा और शैली</div></div><div><div>Unit II</div><div>पुराणों एवं उपपुराणों की विषयवस्तु, पुराणों का ऐतिहासिक महत्व</div></div><div><div>Unit III</div><div>पुराणों एवं उपपुराणों में भौगोलिक सामग्री, पुराणों का सांस्कृतिक महत्व</div></div><div><div>Unit IV</div><div>पौराणिक धर्मों की प्रकृति, रचनात्मक साहित्य के स्रोतग्रन्थ के रूप में पुराण</div></div></div> <div><div>[D]Suggested Readings</div><div>Essential Readings:<div><div>1.</div><div>पण्डा, गंगाधर <b>संस्कृत वाङ्मय का बृहद् इतिहास</b> (पुराण खण्ड-13), उत्तर प्रदेश संस्कृत संस्थान,लखनऊ</div></div><div><div>2.</div><div>चतुर्वेदी, गिरिधरशर्मा , शिवदत्त शर्मा पुराण विद्या, राजस्थान संस्कृत अकादमी,जयपुर</div></div><div><div>3.</div><div>Aiyar, Narayanaswami K., The Puranas in the Light of Modern Sciences, Adyar 1914, 1916.</div></div><div><div>4.</div><div>Hazra, R.C., The Puranas: The Upapuranas in the Cultural Heritage of India, Vol. II, pub. by R.K. Mission Institute of Calcutta, 1962.</div></div><div><div>5.</div><div>Loha, Bhaskaranan, Pauranika Sahitya aur Sanskriti, Rama Prakashan, Lucknow, 1964.</div></div><div><div>6.</div><div>Pusalker, A.D., Studies in the Epic and Puranas, Bharatiya Vidya Bhavan, Bombay, 1963.</div></div></div><div>Additional Resources:<div><div>1.</div><div>उपध्याय, बलदेव. पुराणविमर्श,</div></div><div><div>2.</div><div>चतुर्वेदी, गिरिधरशर्मा. पुराणपरिशीलन , बिहार राष्ट्र भाषा परिषद्, 1970.</div></div><div><div>1.</div><div>Bhattacharji, Sukumari. The Indian Theogony - A Comparative Study of Indian Mythology from the Vedas to the Puranas, Cambridge University Press, 1970.</div></div><div><div>2.</div><div>Hazra, R.C., Studies in the Puranic Records on Hindu Rites and Questions, Motilal Banarasidass, Delhi, 1975 (Reprint).</div></div><div><div>3.</div><div>Mankad, D.R., Puranic Chronology, Gangajala Prakashan, Anand, Gujarat, 1951.</div></div><div><div>4.</div><div>Pargator, F.E., Ancient Indian Historical Tradition, Oxford University Press, M.L.B.D., Delhi.</div></div><div><div>5.</div><div>Rochero, Ludo, The Puranas (A History of Indian Literature), Vol. IV, Otto Harrassowitz, Wiesbaden, 1986.</div></div><div><div>6.</div><div></div></div></div></div> <div><div>[E] Teaching Plan:</div><div>The teaching will be done as per the above-mentioned sequence of units and corresponding number of classes to achieve of Course Learning Outcomes: Facilitating the achievement of course learning outcomes are as under-</div><table><tr><th>Unit</th><th>Course Learning Outcome</th><th>Teaching and Learning Activity</th><th>Assessment Task</th></tr><tr><td>I</td><td>To Learn the basic structure, contents and importance of</td><td>A variety of approaches to teaching-learning activities such as: Lecture-based classroom</td><td><b>Internal Assessment:</b> MCQ type test as Internal assessment/Proiect/</td></tr></table></div>	Unit	Course Learning Outcome	Teaching and Learning Activity	Assessment Task	I	To Learn the basic structure, contents and importance of	A variety of approaches to teaching-learning activities such as: Lecture-based classroom	<b>Internal Assessment:</b> MCQ type test as Internal assessment/Proiect/
Unit	Course Learning Outcome	Teaching and Learning Activity	Assessment Task							
I	To Learn the basic structure, contents and importance of	A variety of approaches to teaching-learning activities such as: Lecture-based classroom	<b>Internal Assessment:</b> MCQ type test as Internal assessment/Proiect/							

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Amdement in M.A. (Sanskrit) syllabus:

Paper No.	Existing	Proposed /Amdement			
			Puranas.	teaching, discussion on the prescribed text, tutorials, workshops, PPT Presentation and e-resources etc.	Assignment/Presentation and periodic test.  <b>End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3. Critical questions
		II	To understand the differences between puranas and Upapuranas and their contents & historical importance.	Lecture-based classroom teaching, discussion on the prescribed text, tutorials, workshops, PPT Presentation and e-resources etc.	<b>Internal Assessment:</b>  MCQ type test as Internal assessment/Project/Assignment/Presentation and periodic test.  <b>End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3. Critical questions
		III	To know about The Geographical and Cultural importance of puranas and Upapuranas.	Lecture-based classroom teaching, discussion on the prescribed text, tutorials, workshops, PPT Presentation and e-resources etc.	<b>Internal Assessment:</b>  MCQ type test as Internal assessment/Project/Assignment/Presentation and periodic test.  <b>End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3. Critical questions
		IV	To get knowledge about the basic introduction of the Puranas as a source of various arts, religion, literature, cultural and sciences.	Lecture-based classroom teaching, discussion on the prescribed text, tutorials, workshops, PPT Presentation and e-resources etc.	<b>Internal Assessment:</b>  MCQ type test as Internal assessment/Project/Assignment/Presentation and periodic test.  <b>End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3. Critical questions
		<b>[F] Basic Structure of Question Paper &amp; Division of Marks</b> (i) Four long-answer questions (one from each Unit) <span style="float: right;">14+14+14+14 = 56</span> (ii) Two short notes (One to be answered in Sanskrit) <span style="float: right;">7+7= 14</span> <span style="float: right;"><b>= 70</b></span>  <b>**Note : (This OEC is opted by the students of Sanskrit other than "H" Group)</b>  <div style="text-align: center;">*****</div>			

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Paper No.	Existing	Proposed /Amdement								
OEC-414	New Amdement	<div>OEC- 414 Survey of Indian Astrology भारतीय ज्योतिषशास्त्र का सर्वेक्षण Duration: 64 hrs. (16 weeks). (4 Theories = 4 credits)</div> <div>Maximum Marks: 100 (70+30)</div> <div><div>[A] Course Objective</div><div>The objective of this course is to give knowledge about history, development of Indian astrology, its various branches and brief introduction of ancient acharyas.</div></div> <div><div>[B] Course Learning Outcome</div><div>After studying this course students:<ul style="list-style-type: none"><li>will be able to know the development of various branches of Indian astrology and its importance in day to day life.</li><li>Will be able to know the contribution of Indian astrology to the modern science.</li><li>Will be able to contribute the society, nation and humanity through Indian astrology.</li><li>Will be familiarize with the individual contribution of Acharyas in the making of the rich tradition of Jyotish-shastra</li></ul></div></div> <div><div>[C] Unit wise Division</div><div><div>भारतीय ज्योतिषशास्त्र का सर्वेक्षण</div><div>Unit Iज्योतिषशास्त्र की परिभाषा, ज्योतिषशास्त्र का उद्भव, क्रमिकविकास, पञ्चस्कन्धात्मक ज्योतिष, ज्योतिषशास्त्र का महत्त्व, उपयोगिता व कालविभाजन (वर्गीकरण)</div><div>Unit IIपञ्चांग, प्रश्नशास्त्र, रमलशास्त्र, शकुनशास्त्र, वास्तुशास्त्र, सामुद्रिकशास्त्र, मुहूर्तविचार।</div><div>Unit IIIप्राचीन आचार्यों के ग्रन्थ एवं उनका परिचय (आर्यभट्ट-प्रथम, आर्यभट्ट-द्वितीय, कालकाचार्य, वराहमिहिर, कल्याणवर्मा, ब्रह्मगुप्त, मुंजाल, भट्टोत्पल, भास्कराचार्य, बल्लालसेन, केशवद्वितीय, गणेशदैवज्ञ, दुण्डिराज)।</div><div>Unit IVमास, ऋतु, अयन, वर्ष, युग, ग्रहकक्षा, नक्षत्र, ग्रहराशि, ग्रहण, भावविचार, योगविचार, विषुवदिनविचार, सौरमास, करण, सावनदिन, उत्तरगोल, अमावस्या, पूर्णिमा।</div></div></div> <div><div>[D]Suggested Readings</div><div><div>Essential Reading:</div><div><div>1. भारतीय ज्योतिषशास्त्र का इतिहास-गोरखप्रसाद, हिन्दी संस्थान, लखनऊ।</div><div>2. भारतीय ज्योतिषशास्त्र का इतिहास-नेमिचंद्रशास्त्री, भारतीयज्ञानपीठ, नई दिल्ली।</div><div>3. भारतीय ज्योतिषशास्त्र का इतिहास- शंकर बालकृष्ण दीक्षित (अनु.), शिवनाथ झारखण्डी, हिन्दी संस्थान, लखनऊ।</div><div>4. History of Indian Astronomy – Sankar Balkrishna Dikshit, Government of India Book Dept.,Calcutta.</div></div></div></div> <div><div>[E] Teaching Plan</div><div><div>The teaching will be done as per the above mentioned sequence of units and corresponding number of classes.</div><div>Facilitating the achievement of course learning outcomes are as under-</div></div><table><tr><th>Units</th><th>course learning outcomes.</th><th>Teaching and learning activity</th><th>Assessment tasks</th></tr><tr><td>1.</td><td>Introduction to important theories and chronological development of Indian astrology.</td><td>A variety of approaches to teaching-learning process should be used, i.e. Interpretation of theories of Indian astrology through</td><td><div>Internal assessment</div><div>MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.</div></td></tr></table></div>	Units	course learning outcomes.	Teaching and learning activity	Assessment tasks	1.	Introduction to important theories and chronological development of Indian astrology.	A variety of approaches to teaching-learning process should be used, i.e. Interpretation of theories of Indian astrology through	<div>Internal assessment</div> <div>MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.</div>
Units	course learning outcomes.	Teaching and learning activity	Assessment tasks							
1.	Introduction to important theories and chronological development of Indian astrology.	A variety of approaches to teaching-learning process should be used, i.e. Interpretation of theories of Indian astrology through	<div>Internal assessment</div> <div>MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.</div>							

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Paper No.	Existing	Proposed /Amdement			
			lectures , tutorials, workshops, PPT Presentation	<b>-End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3.Critical questions	
		2.	Introduction to various branches of Indian astrology i.e. vastushastra, shakunshastra, prashnshastra ,muhurattshastra etc.	Lectures, tutorials, workshops, PPT Presentation on various branches of Indian astrology  <b>Internal assessment</b>  MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.  <b>-End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3.Critical questions	
		3.	Introduction to ancient acharyas and their contribution towards Indian astrology.	Lectures, tutorials, workshops, PPT Presentation for the knowledge of ancient acharyas of Indian astrology.  <b>-internal assessment</b>  MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.  <b>-End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3.Critical questions	
		4.	Knowledge of some technical terms commonly used in Indian astrology texts	Lectures, tutorials, workshops, PPT Presentation etc. for elaborate the technical terms commonly used in Indian astrology texts  <b>-internal assessment:</b>  MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/paper presentation/ Periodic tests etc.  <b>-End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3.Critical questions	
<b>[F] Basic Structure of Question Paper &amp; Division of Marks</b>					
(i) Four Explanations of definitions ( from I ,II & III Units) 04x 7= 28 (ii) Four short notes (from IV <sup>th</sup> Unit with options, one in Sanskrit) 5+5+5+07=22 (iii) Two critical Questions (From I, II &III units with options) 02x10=20 <b>Total: 70</b>  <b>**Note : (This OEC is opted by the students of Sanskrit other than "I" Group)</b>					
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