



**Darrang College
(Autonomous),
Tezpur-784001**

Syllabus for FYUGP

**Subject: SANSKRIT
Course Type: MAJOR**

Approved by:

Board of Studies meeting held on 24-12-2025

&

Academic Council vide Resolution no. 2, dated- 29-12-2025



DEPARTMENT OF SANSKRIT: DARRANG COLLEGE (AUTONOMOUS)
TEZPUR-784001

साविद्यायविमुक्तये *SĀ VIDYĀ YĀ VIMUKTAYE* //
(THAT IS KNOWLEDGE WHICH LIBERATES)

ESTD. 1945
T.O & P.O. TEZPUR

MAJOR ALL

SYLLABUS

FYUGP COURSE

DEPARTMENT OF SANSKRIT

DARRANG COLLEGE (AUTONOMOUS)



SEMESTER-I

CLASSICAL SANSKRIT LITERATURE (MAJOR-1)

AIMS OF FYUGP IN SEMESTER I

COURSE OBJECTIVES:

- STUDENTS WILL ACQUIRE KNOWLEDGE OF VEDIC AND CLASSICAL SANSKRIT LITERATURE.
 - STUDENTS WILL GAIN BASIC KNOWLEDGE OF INDIAN SCRIPTURES THAT REFLECT THE BASE OF INDIAN SOCIETY AND CULTURE.
 - STUDENTS WILL STUDY THE HISTORY AND BACKGROUND OF THE SANSKRIT LANGUAGE AND DEVANAGARI SCRIPT.
-

PROGRAMME OUTCOME/LEARNING OUTCOME:

AFTER GOING THROUGH THIS UNIT, STUDENTS WILL BE ABLE -

- **TO APPRECIATE THE VALUE OF KNOWLEDGE REGARDING ANCIENT INDIAN LITERATURE.**
- **TO GAIN KNOWLEDGE ABOUT VARIOUS INDIAN SCRIPTURES, WHICH ARE THE ROOT OF INDIAN CIVILIZATION.**
- **TO APPRECIATE THE INDIAN KNOWLEDGE SYSTEM THAT EVOLVED IN THE INITIAL STAGE OF HUMAN CIVILIZATION.**
- **TO GRASP THE LINGUISTIC SIGNIFICANCE OF SANSKRIT AND ITS SCRIPTS.**

TEACHING LEARNING PROCESS:

- **INTERACTIVE LECTURES, DISCUSSIONS, AND PRESENTATIONS.**
- **GROUP WORK AND PEER-LEARNING ACTIVITIES.**
- **AUDIO-VISUAL AIDS FOR LITERATURE STUDY.**

TEACHING LEARNING TOOLS:

- **TEXTBOOKS, REFERENCE BOOKS, AUDIO-VISUAL PRESENTATIONS.**
- **SANSKRIT MANUSCRIPTS, INSCRIPTIONS AND EPIGRAPHIC MATERIALS.**

EVALUATION/ASSESSMENT:

IN SEMESTER/INTERNAL (40 MARKS):

- **SESSIONAL EXAM: 20 MARKS**
- **ASSIGNMENTS/PROJECTS: 10 MARKS**
- **CLASS TEST/FIELD VISIT/SEMINAR: 6 MARKS**
- **ATTENDANCE: 4 MARKS**

END SEMESTER/EXTERNAL: 60 MARKS

- **WRITTEN EXAMINATION AT THE END OF THE SEMESTER**
-

COURSE STRUCTURE:

PAPER NAME	CLASSICAL SANSKRIT LITERATURE
PAPER CODE	SAN-MJ-01014
TOTAL CREDIT :	4 (THEORY: 4, PRACTICAL: 0)
CONTACT HOURS:	60 (LECTURE: 48, TUTORIAL: 12)
DISTRIBUTION OF MARKS	60 (END SEM/EXTERNAL) + 40 (IN SEM/INTERNAL); TOTAL - 100
COURSE OUTCOME	THE STUDENTS WILL BE ABLE - a. TO APPRECIATE THE VALUE OF KNOWLEDGE REGARDING ANCIENT INDIAN LITERATURE. b. TO GAIN KNOWLEDGE ABOUT VARIOUS INDIAN SCRIPTURES WHICH ARE THE ROOT OF INDIAN CIVILIZATION. c. TO APPRECIATE INDIAN KNOWLEDGE SYSTEM THAT EVOLVED IN THE INITIAL STAGE OF HUMAN CIVILIZATION. d. TO GRASP THE LINGUISTIC SIGNIFICANCE OF SANSKRIT AND ITS SCRIPTS.

UNIT NO.	UNIT CONTENT	LECTURE (L)	TUTORIAL (T)	PRACTICAL (P)	TOTAL HOURS	MARKS
UNIT I	INTRODUCTION TO CLASSICAL SANSKRIT LITERATURE • EPICS • PURĀṆAS • PAÑCAMAHĀKĀVYA	12	3	--	15	15
UNIT II	RĀMĀYAṆA • BĀLAKĀṆḌA	12	3	--	15	15

	• VARṢĀVARṢANAM OF THE KIṢKINDHĀKĀṆḌA					
UNIT III	MAHĀBHĀRATA • UDYOGA PARVA; CH. 33-36 • SABHĀ PARVA; CH. 66-67	12	3	--	15	15
UNIT IV	NĪTĪŚĀTAKAM VERSES 1-50	12	3	--	15	15

READINGLIST:

1. GAURINATHSHASTRI, A CONCISE HISTORY OF SANSKRIT LITERATURE, MLBD, DELHI.
2. MAURICE WINTERNITZ, INDIAN LITERATURE (VOL. I-III), ALSO HINDI TRANSLATION, MLBD, DELHI.
3. A.B. KEITH, HISTORY OF SANSKRIT LITERATURE, ALSO HINDI TRANSLATION, MLBD, DELHI.
4. M. KRISHNAMACHARIAR, HISTORY OF CLASSICAL SANSKRIT LITERATURE, MLBD, DELHI.
5. BALDEVUPADHYAY, SANSKRIT SAHITYA KAITI HAS, SHARDANIK ETAN, VARANASHI.
6. BALDEVUPADHYAY, VEDIK SAHITYA AUR SANSKRITI, VARANASHI.
7. KANE, P.V. HISTORY OF THE DHARMA ŚĀSTRAS VOL. 1.
8. SHIVASVARUPSAHAY, BHARATIYAPURALEKHOKA ADHYAYAN (STUDIES IN ANCIENT INDIAN INSCRIPTIONS).
9. SATYAMURTY, K.: TEXTBOOK OF INDIAN EPIGRAPHY, LOWER PRICE PUBLICATION, DELHI 1992.
10. RĀMĀYAṆA OF VĀLMĪKI, (ENG. TR.) H.P. SHASTRI, LONDON, 1952-59. (3 VOLS.)
11. MAHĀBHĀRATA (7 VOLS), (ENG. TR.) H.P. SHASTRI, LONDON, 1952-59
12. M.R. KALE (ED.), NĪTĪŚĀTAKAM OF BHARTRĀHARI, MLBD., DELHI

GRADUATE ATTRIBUTES:

- DISCIPLINARY KNOWLEDGE
- COMMUNICATION

- **SENSE OF PRIDE FOR INDIAN CULTURE**
- **TRUE IDEA OF WRITING SKILLS OF ANCIENT INDIAN SANSKRIT POET THROUGH INDIAN PERSPECTIVE**
- **UPGRADED KNOWLEDGE OF ANCIENT INDIAN VALUES SYSTEM**
- **INCLINATION TO INDIAN KNOWLEDGE SYSTEM**
- **ATTRACTION TO OUR OWN CULTURE**
- **SOLUTION FOR MANY PROBLEMS THAT GREW THROUGH WRONG INTERPRETATION OF INDIAN CULTURE AND TRADITION**

SEMESTER II

DRAMATIC LITERATURE IN SANSKRIT (MAJOR-2)

AIMS OF FYUGP IN SEMESTER II

COURSE OBJECTIVES:

- **STUDENTS WILL ACQUIRE KNOWLEDGE OF VEDIC AND CLASSICAL SANSKRIT LITERATURE.**
- **STUDENTS WILL GAIN BASIC KNOWLEDGE OF INDIAN SCRIPTURES THAT REFLECTS THE BASE OF INDIAN SOCIETY AND CULTURE.**
- **STUDENTS WILL STUDY THE HISTORY AND BACKGROUND OF SANSKRIT LANGUAGE AND DEVANAGARI SCRIPT.**

PROGRAMME OUTCOME/LEARNING OUTCOME:

AFTER GOING THROUGH THIS UNIT, STUDENTS WILL BE ABLE -

- **TO UNDERSTAND THE BASIC IDEAS AND CONCEPTS THAT EXISTED BEHIND THE ORIGIN AND DEVELOPMENT OF SANSKRIT DRAMA.**
- **TO GRASP PSYCHOLOGICAL BASE OF SANSKRIT DRAMATURGY.**
- **TO APPRECIATE INDIAN KNOWLEDGE SYSTEM THAT EVOLVED IN THE SOCIETY REFLECTED THROUGH VARIOUS SANSKRIT WORKS.**
- **TO CO-RELATE THE IDEAS AND CONCEPTS OF SANSKRIT DRAMATURGY WITH MANY OF THE WORLD PERFORMANCES.**
- **TO UNDERTAKE PRIDE IN DECIPHERING THE RICH TRADITION AND CULTURE OF DRAMA AND THEATRE.**

TEACHING LEARNING PROCESS:

- **INTERACTIVE LECTURES, DISCUSSIONS, AND PRESENTATIONS.**
- **GROUP WORK AND PEER-LEARNING ACTIVITIES.**

- **AUDIO-VISUAL AIDS FOR LITERATURE STUDY.**

TEACHING LEARNING TOOLS:

- **TEXTBOOKS, REFERENCE BOOKS, AUDIO-VISUAL PRESENTATIONS.**
- **SANSKRIT MANUSCRIPTS, INSCRIPTIONS AND EPIGRAPHIC MATERIALS.**

EVALUATION/ASSESSMENT:

IN SEMESTER/INTERNAL (40 MARKS):

- **SESSIONAL EXAM: 20 MARKS**
- **ASSIGNMENTS/PROJECTS: 10 MARKS**
- **CLASS TEST/FIELD VISIT/SEMINAR: 6 MARKS**
- **ATTENDANCE: 4 MARKS**

END SEMESTER/EXTERNAL: 60 MARKS

- **WRITTEN EXAMINATION AT THE END OF THE SEMESTER**

COURSE STRUCTURE:

PAPER NAME	DRAMATIC LITERATURE IN SANSKRIT
PAPER CODE	SAN-MJ-02014
TOTAL CREDIT:	4 (THEORY: 4, PRACTICAL: 0)
CONTACT HOURS:	60 (LECTURE: 48, TUTORIAL: 12)
DISTRIBUTION OF MARKS	60 (END SEM/EXTERNAL) + 40 (IN SEM/INTERNAL); TOTAL - 100
COURSE OUTCOME	<p>THE STUDENTS WILL BE ABLE -</p> <p>a. TO UNDERSTAND THE BASIC IDEAS AND CONCEPTS THAT EXISTED BEHIND THE ORIGIN AND DEVELOPMENT OF</p>

SANSKRIT DRAMA.

- b. TO GRASP
PSYCHOLOGICAL BASE OF
SANSKRIT DRAMATURGY.**
- c. TO APPRECIATE INDIAN
KNOWLEDGE SYSTEM
THAT EVOLVED IN THE
SOCIETY REFLECTED
THROUGH VARIOUS
SANSKRIT WORKS.**
- d. TO CO-RELATE THE IDEAS
AND CONCEPTS OF
SANSKRIT DRAMATURGY
WITH MANY OF THE
WORLD PERFORMANCES.**
- e. TO UNDERTAKE PRIDE IN
DECIPHERING THE RICH
TRADITION AND CULTURE
OF DRAMA AND THEATRE
IN ASSAM.**

DRAMATIC LITERATURE IN SANSKRIT (MAJOR – 2)

UNIT NO.	UNIT CONTENT	LECTURE (L)	TUTORIAL (T)	PRACTIC AL (P)	TOTAL HOURS	MARKS
I	SVAPNAVĀSAVADAT TAM ➤ ACT – I	12	3	-	15	15

	➤ ACT – V ➤ ACT – VI					
II	ABHIJÑĀNA- ŚĀKUNTALAM ➤ ACT – I ➤ ACT - IV	12	3	-	15	15
III	VENISAMHARA ➤ ACT – I ➤ ACT – II ➤ ACT – III	12	3	-	15	15
IV	ORIGIN ANDDEVELOP MENT OFSANSKRIT DRAMA	12	3	-	15	15

READING LIST:

- ❑ M. R. KALE: ABHIJÑĀNASAKUNTALAM, MLBD, DELHI.
- ❑ FARLEY, P. RICHMOND (2007), INDIAN THEATRE : TRADITIONS OF PERFORMANCE, VOL. I, ORIGINS OF SANSKRIT THEATRE, PP. 25-32.
- ❑ PARAMESHWARADIN PANDEYA, MAHĀKABI VIŚĀKHĀDATTĀ PRANĪTAM MUDRĀRĀKṢASAM, CHAUKHAMBA SURABHARATI PRAKASHAN, VARANASI.
- ❑ S.K. DEY, HISTORY OF SANSKRIT POETICS, 1925.
- ❑ BALDEV UPADHAY, SANSKRIT SAHITYA KA ITIHAS, VARANASI.
- ❑ KAPILDEVA DWIVEDI, SANSKRIT SAHITYA KA SAMIKSHATMAK ITIHAS.

GRADUATE ATTRIBUTES:

- DISCIPLINARY KNOWLEDGE
- BASIC IDEAS AND TECHNICALITIES OF SANSKRIT DRAMATURGY AND THEATRE
- IDEAS ABOUT THE VARIETIES OF STAGE AND ITS AUXILIERIES

- **KNOWLEDGE ABOUT THE PSYCHOLOGICAL UPLIFT THROUGH SANSKRIT DRAMATIC PERFORMANCE**
 - **APPRECIATION FOR THE EXPANDED GROWTH OF SANSKRIT LITERATURE**
 - **SENSE OF PRIDE FOR INDIAN CULTURE**
 - **INCLINATION TO INDIAN KNOWLEDGE SYSTEM**
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SEMESTER III
NATIONALISM IN SANSKRIT (MAJOR-3)

AIMS OF FYUGP IN SEMESTER III

COURSE OBJECTIVE:

- TO GRASP THE CONCEPT OF NATION BUILDING FROM AN EPIC PERSPECTIVE.
- TO UNDERSTAND THE IMPORTANT OF THE INDIAN NATIONAL SYMBOLS AND THEIR PHILOSOPHIES WHICH ARE THE SYMBOLS OF INDIAN THOUGHT AND ETHICS.
- TO APPRECIATE INDIAN KNOWLEDGE SYSTEM THAT EVOLVED FOR A HOLISTIC DEVELOPMENT IN THE SOCIETY
- TO GRASP THE ORIGINAL IDEA OF BHĀRATAVARṢA, ITS BOUNDARIES AND VALUES.

LEARNING OUTCOMES:

AFTER GOING THROUGH THIS UNIT STUDENTS WILL BE ABLE

- TO GRASP THE CONCEPT OF NATION BUILDING FROM AN EPIC PERSPECTIVE.
- TO UNDERSTAND THE IMPORTANT OF THE INDIAN NATIONAL SYMBOLS AND THEIR PHILOSOPHIES WHICH ARE THE SYMBOLS OF INDIAN THOUGHT AND ETHICS.
- TO APPRECIATE INDIAN KNOWLEDGE SYSTEM THAT EVOLVED FOR A HOLISTIC DEVELOPMENT IN THE SOCIETY
- TO GRASP THE ORIGINAL IDEA OF BHĀRATAVARṢA, ITS BOUNDARIES AND VALUES.
- TO GAIN KNOWLEDGE IN THE FIELD OF ANCIENT ADMINISTRATIVE SYSTEM THAT COULD BRING A VERY STRONG OF PROSPERITY FOR A QUITE LONG TIME IN OUR COUNTRY.

TEACHING LEARNING PROCESS:

- INTERACTIVE LECTURES, DISCUSSIONS, AND PRESENTATIONS.
- GROUP WORK AND PEER-LEARNING ACTIVITIES.
- AUDIO-VISUAL AIDS FOR LITERATURE STUDY.

TEACHING LEARNING TOOLS:

- TEXTBOOKS, REFERENCE BOOKS, AUDIO-VISUAL PRESENTATIONS.
- SANSKRIT MANUSCRIPTS, INSCRIPTIONS AND EPIGRAPHIC MATERIALS.

EVALUATION/ASSESSMENT:

IN SEMESTER/INTERNAL (40 MARKS):

- **SESSIONAL EXAM: 20 MARKS**
- **ASSIGNMENTS/PROJECTS: 10 MARKS**
- **CLASS TEST/FIELD VISIT/SEMINAR: 6 MARKS**
- **ATTENDANCE: 4 MARKS**

END SEMESTER/EXTERNAL: 60 MARKS

- **WRITTEN EXAMINATION AT THE END OF THE SEMESTER**

COURSE STRUCTURE:

PAPER NAME	NATIONALISM IN SANSKRIT
PAPER CODE	SAN-MJ-03014
TOTAL CREDIT:	4 (THEORY: 4, PRACTICAL: 0)
CONTACT HOURS:	60 (LECTURE: 48, TUTORIAL: 12)
DISTRIBUTION OF MARKS	60 (END SEM/EXTERNAL) + 40 (IN SEM/INTERNAL); TOTAL - 100
COURSE OUTCOME	<p>THE STUDENTS WILL BE ABLE</p> <ul style="list-style-type: none"> • TO GRASP THE CONCEPT OF NATION BUILDING FROM AN EPIC PERSPECTIVE. • TO UNDERSTAND THE IMPORTANT OF THE INDIAN NATIONAL SYMBOLS AND THEIR PHILOSOPHIES WHICH ARE THE SYMBOLS OF INDIAN THOUGHT AND ETHICS. • TO APPRECIATE INDIAN KNOWLEDGE SYSTEM THAT EVOLVED FOR A HOLISTIC DEVELOPMENT IN THE SOCIETY • TO GRASP THE ORIGINAL IDEA OF BHĀRATAVARṢA, ITS BOUNDARIES AND VALUES. • TO GAIN KNOWLEDGE IN THE FIELD OF ANCIENT ADMINISTRATIVE SYSTEM THAT COULD BRING A VERY STRONG OF PROSPERITY FOR A QUITE LONG TIME IN OUR COUNTRY.

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UNIT NO.	UNIT CONTENT	LECTURE (L)	TUTORIAL (T)	PRACTICAL (P)	TOTAL HOURS	MARKS
I	INDIAN CONCEPT OF NATION (RĀṢṬRA), MEANING, ETYMOLOGY, FUNDAMENTAL ELEMENTS OF NATIONALISM IN THE LIGHT OF SANSKRIT LITERATURE	12	3	-	15	15
II	NATIONAL SYMBOLS AND THEIR SIGNIFICANCES AS REFLECTED IN THE PATĀKĀMNĀYA	12	3	-	15	15
III	CONCEPT OF BHĀRATVARṢA IN ANCIENT AND MODERN SANSKRIT LITERATURE	12	3	-	15	15
IV	ANCIENT INDIAN ADMINISTRATIVE SYSTEM: (SAPTĀṄGA THEORY, ṢĀḌGUṆYA THEORY, MAṄḌALA THEORY, FOUR UPĀYAS, DIVINE ORIGIN OF KINGS, ŚAKTISW.R.T., MAHĀBHĀRATA, MANUSĀMḤITĀ&KAUṬILYA'SART HAŚĀSTRA)	12	3	-	15	15

READING LIST:

- ALTEKAR, A.S. STATE AND GOVERNMENT IN ANCIENT INDIA, MOTILAL BANARSIDAS, DELHI, 2001.
- BELVALKAR, S.K. MAHABHARATA: SANTI PARVAM, 1954.

- GHOSAL, U.N. A HISTORY OF INDIAN POLITICAL IDEAS, BOMBAY, 1959.
 - LAW, N. S. ASPECT OF ANCIENT INDIAN POLITY, CALCUTTA, 1960.
 - PRASAD, BENI. THEORY OF GOVERNMENT IN ANCIENT INDIA, ALLAHABAD, 1968.
 - SALETORRE, B.A. ANCIENT INDIAN POLITICAL THOUGHT AND INSTITUTIONS, BOMBAY, 1963.
 - SHARMA, R. S. ASPECTS OF POLITICAL IDEAS AND INSTITUTIONS IN ANCIENT INDIA, MOTILAL BANARSIDAS, DELHI, 1996.
 - VERMA, V.P. STUDIES IN HINDU POLITICAL THOUGHT AND ITS METAPHYSICAL FOUNDATIONS, DELHI, 1954.
 - ARTHASHASTRA OF KAUTILYA (ED.) KANGALE, R.P. DELHI, MOTILAL BANARASIDAS 1965.
 - VISNUPURANA, (ENG. TR.) H.H. WILSON, PUNTHI PUSTAK, REPRINT, CALCUTTA, 1961.
 - SATAPATHABRAHMANA (3 VOLS), (ENG. TRANS. ED.) JEET RAM BHATT, E. B.L. DELHI, 2009.
 - CHATTERJEE, P. THE NATION AND ITS FRAGMENTS: COLONIAL AND POSTCOLONIAL HISTORIES,
 - MANU'S CODE OF LAW (ED. & TRANS.): OLIVELLE, P. (A CRITICAL EDITION AND TRANSLATION OF THE MĀNAVA- DHARMAŚĀSTRA), OUP, NEW DELHI, 2006.
 - RAMAYANA OF VALMAKI. (ENG. TR.) H.P. SHASTRI, LONDON, 1952-59. (3 VOLS).
 - GANDHI, M.K. THE COLLECTED WORKS OF MAHATMA GANDHI, AHMEDABAD, NAVAJIVAN, 1958.
 - PRADHAN, R. RAJ TO SWARAJ, MACMILLAN, NEW DELHI, 2008.
 - SHARMA, J. HINDUTVA: EXPLORING THE IDEA OF HINDU NATIONALISM, PENGUIN, 2003.
 - SHUKLA, HIRALAL, MODERN SANSKRIT LITERATURE, DELHI, 2002.
 - BHANDARKAR, D.R. SOME ASPECTS OF ANCIENT INDIAN HINDU POLITY, BANARAS HINDU UNIVERSITY.
 - SINGH, G.P. & SINGH, S.PREMANANDA. KINGSHIP IN ANCIENT INDIA: GENESIS AND GROWTH, AKANSHA PUBLISHING HOUSE, DELHI, 2000.
 - SATYAGRAHAGITA OF PANDITA K SHAMA RAO, 1932
 - RASHTIYA EKATAAUR BHARATIYA SAHITYA, (ED) JOGENDRA GOSWAMI. KASHI ADHIVESHAM
 - SMRITIGRANTHA, 2001
-

- RASHTRİYATAEVAM BHARATĪYA SAHĪYA-SHASHI TIWARI, VIDYANIDHI PRAHASHAN, 2007
- SANSKRIT SAHĪYA MEIN RASHTRAVAD AUR BHARATĪYA RAJSHAstra SHASHI TIWARI, VIDYANIDHI PRABHASAN, 2013
- SANSKRIT SAHĪYA MEIN RASHTRĪYA BHAVANA- HARINARAYAN DIXIT, EASTER BOOK LINKERS, 2006
- PATAKAMNAYA OF MANORANJAN SHASTRI, ASSAM PRAKASHAN PARISHAD
- RAGHUVAMSA (4TH CANTO) OF KALIDASA
- VISHNUPURANA, HINDI TRANSLATION BY MUNILAL GUPTA, GITAPRESS (2.3), GORAKHPUR
- RAMAYANA, KISHKINDHA KANDA- (CANTO 46, 47, DISCIPLINARY KNOWLEDGE, TRUE IDEA OF NATION AND NATIONALISM THROUGH INDIAN PERSPECTIVE, KNOWLEDGE OF INDIAN NATIONAL SYMBOLS AND KNOWLEDGE OF VALUES

GRADUATE ATTRIBUTES

- STUDENTS WILL ACQUIRE KNOWLEDGE OF INDIAN CONCEPT OF NATION AND NATION BUILDING.
- STUDENTS WILL GAIN KNOWLEDGE ABOUT THE IMPORTANCE OF THE INDIAN NATIONAL SYMBOLS AND THEIR INNER PHILOSOPHIES.
- STUDENTS WILL GAIN KNOWLEDGE ABOUT THE SOULFUL BHĀRATVARṢA WHICH ONCE REMAINED THE EPITOME OF CULTURE AND IDEAS OF REFINED AND HIGHER STRATA.

BASICS OF SANSKRIT GRAMMAR (MAJOR-4)

COURSE OBJECTIVES

- STUDENTS WILL ACQUIRE KNOWLEDGE OF BASIC SANSKRIT GRAMMAR.
- STUDENTS WILL GAIN KNOWLEDGE ABOUT THE SCIENTIFIC BASE OF SANSKRIT GRAMMAR.
- STUDENTS WILL GAIN KNOWLEDGE ABOUT THE TECHNIQUE OF FORMING SANSKRIT WORDS.
- STUDENTS WILL ACQUIRE THE CONFIDENCE OF GOING FOR TRANSLATION STUDIES.

LEARNING OUTCOMES

AFTER GOING THROUGH THIS COURSE STUDENT WILL BE ABLE

- **TO GRASP THE BASIC CONCEPTS OF SANSKRIT GRAMMAR.**
- **TO UNDERSTAND THE IMPORTANCE OF SANSKRIT GRAMMAR IN ANY TYPE OF LINGUISTIC STUDY.**
- **TO APPRECIATE INDIAN KNOWLEDGE SYSTEM THAT EVOLVED FOR A LINGUISTIC TREASURE HOUSE.**

TEACHING LEARNING PROCESS:

- **INTERACTIVE LECTURES, DISCUSSIONS, AND PRESENTATIONS.**
- **GROUP WORK AND PEER-LEARNING ACTIVITIES.**
- **AUDIO-VISUAL AIDS FOR LITERATURE STUDY.**

TEACHING LEARNING TOOLS:

- **TEXTBOOKS, REFERENCE BOOKS, AUDIO-VISUAL PRESENTATIONS.**
- **SANSKRIT MANUSCRIPTS, INSCRIPTIONS AND EPIGRAPHIC MATERIALS.**

EVALUATION/ASSESSMENT:

IN SEMESTER/INTERNAL (40 MARKS):

- **SESSIONAL EXAM: 20 MARKS**
- **ASSIGNMENTS/PROJECTS: 10 MARKS**
- **CLASS TEST/FIELD VISIT/SEMINAR: 6 MARKS**
- **ATTENDANCE: 4 MARKS**

END SEMESTER/EXTERNAL: 60 MARKS

- **WRITTEN EXAMINATION AT THE END OF THE SEMESTER**

COURSE STRUCTURE:

PAPER NAME	BASICS OF SANSKRIT GRAMMAR
PAPER CODE	SAN-MJ-03024
TOTAL CREDIT:	4 (THEORY: 4, PRACTICAL: 0)
CONTACT HOURS:	60 (LECTURE: 48, TUTORIAL: 12)
DISTRIBUTION OF MARKS	60 (END SEM/EXTERNAL) + 40 (IN SEM/INTERNAL); TOTAL - 100
COURSE OUTCOME	THE STUDENTS WILL BE ABLE <ul style="list-style-type: none">• TO GRASP THE BASIC CONCEPTS OF SANSKRIT GRAMMAR.

	<ul style="list-style-type: none"> • TO UNDERSTAND THE IMPORTANCE OF SANSKRIT GRAMMAR IN ANY TYPE OF LINGUISTIC STUDY. • TO APPRECIATE INDIAN KNOWLEDGE SYSTEM THAT EVOLVED FOR A LINGUISTIC TREASURE HOUSE. • TO GRASP THE BASIC TECHNIQUES OF TRANSLATION STUDIES.
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UNIT NO.	UNIT CONTENT	LECTURE (L)	TUTORIAL (T)	PRACTICAL (P)	TOTAL HOURS	MARKS
I	VAIYĀKARAṆASIDDHĀNTA KAUMUDĪ: SAṆJÑĀPRAKARAṆA	12	3	-	15	15
II	SCIENTIFIC BACKGROUND OF SANSKRIT GRAMMAR: PĀṆINĪYAŚIKṢĀ (1-30)	12	3	-	15	15
III	DECLENSION AND CONJUGATION: ŚABDARŪPA: SVARĀNTA, VYAÑJANĀNTA, SARVANĀMA, SAMKHYĀ DHĀTURŪPA	12	3	-	15	15
IV	TECHNICAL TERMS OF SANSKRIT GRAMMAR 1 PRAKṚTI, PRATYAYA, DHĀTU, PRĀTIPADIKA, KRT, TADDHITA, GUṆA, VṚDDHI, SAMPRASĀRAṆA, ĀDEŚA,	12	3	-	15	15

ĀGAMA, NIṢṬHĀ, LAGHU,GURU, SAVARṆA, NADĪ, IT,ṬI, UPADHĀ, BHĀṢITAPUMṢKA, SĀRVADHĀTUKA, ĀRDHADHĀTUKA, VIBHĀSĀ, ABHYASTA, KṚTYA.						
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READING LIST:

- **BASU, S.C.VAIYAKARANA SIDHHANTA KAUMUDI (VOLS I, II)**
- **BASU, S.C.ASTADHYAYI (VOLS I, II)**
- **CHAKRABORTY, SATYANARAYAN, PANINIYA SABDASASTRA, SANSKRIT PUSTAK BHANDAR, KOLKATA**
- **KALE, M.R. HIGHER SANSKRIT GRAMMAR, MLBD, DELHI. (HINDI TRANSLATION ALSO AVAILABLE)**
- **VIDYASAGAR, ISHVARACHANDRA, SAMAGRAVYAKARANAKAUMUDI**
- **VYAKARANAPRABHA**
- **APTE, V.S., THE STUDENTS' GUIDE TO SANSKRIT COMPOSITION, CHOWKHAMBA SANSKRIT**
- **VARADRAJ, LAGHUSIDDHANTAKAUMUDI, GITAPRESS, GORAKHPUR**
- **DR.KAPILDEVVIVEDI, SANSKRIT VYAKARANEVAML**
- **AGHUSIDDHANTKAUMUDI, VISVAVIDYALAYPRAKASHAN, VARANASI.**
- **KANSHIRAM LAGHUSIDDHĀNTAKAUMUDI (VOL. I), MLBD, DELHI, 2009.**

GRADUATE ATTRIBUTES:

- **DISCIPLINARY KNOWLEDGE,**
 - **BASIC IDEAS AND TECHNICALITIES OF SANSKRIT GRAMMAR AND LINGUISTICS, UPGRADED KNOWLEDGE OF SANSKRIT LANGUAGE, COMMUNICATIVE SKILL, KNOWLEDGE OF WRITING SANSKRIT IN A CORRECT WAY. INCLINATION TO INDIAN KNOWLEDGE SYSTEM, ANALYTICAL BASE FOR SCIENTIFIC APPROACH TO ANY INDIAN LANGUAGE.**
 - **TRANSLATION STUDIES.**
-

SEMESTER IV

PAPER NAME-INTRODUCTION TO VEDAS (MAJOR-5)

AIMS OF FYUGP IN SEMESTER IV

COURSE OBJECTIVES:

- STUDENTS WILL ACQUIRE KNOWLEDGE OF VEDIC SOCIETY AND VEDIC LITERATURE.
- STUDENTS WILL GAIN KNOWLEDGE ABOUT THE IMPORTANCE OF THE BALANCED WAY OF LIFE AND ITS INNER PHILOSOPHIES THAT KEPT OUR ANCESTORS HAPPY AND HEALTHY.
- STUDENTS WILL GAIN KNOWLEDGE ABOUT THE RITES AND RITUALS CONNECTED TO VARIOUS GODS OF VEDIC PANtheon.
- LEARNERS WILL FIND THE CONNECTION BETWEEN THE VEDIC ETHOS AND THE INDIAN TRADITION AND CULTURE.

LEARNING OUTCOMES:

AFTER GOING THROUGH THIS COURSE STUDENT WILL BE ABLE -

- TO GRASP THE CONCEPT OF VEDIC GODS AND GODDESSES.
- TO UNDERSTAND THE IMPORTANCE OF SOME OF THE BASIC BUT VALUABLE NOTIONS OF COMMUNITY LEAVING.
- TO APPRECIATE INDIAN KNOWLEDGE SYSTEM THAT EVOLVED FOR A HOLISTIC DEVELOPMENT IN THE SOCIETY.
- TO GRASP THE ORIGINAL IDEA OF SACRIFICE AND VEDIC RITES.
- TO GAIN KNOWLEDGE IN THE FIELD OF ANCIENT INDIAN SOCIETY THAT EVOLVED WITH THE NOTION OF ENJOYMENT THROUGH RENUNCIATION.

TEACHING LEARNING PROCESS:

- INTERACTIVE LECTURES, DISCUSSIONS, AND PRESENTATIONS.
- GROUP WORK AND PEER-LEARNING ACTIVITIES.
- AUDIO-VISUAL AIDS FOR LITERATURE STUDY.

TEACHING LEARNING TOOLS:

- TEXTBOOKS, REFERENCE BOOKS, AUDIO-VISUAL PRESENTATIONS.
- SANSKRIT MANUSCRIPTS, INSCRIPTIONS AND EPIGRAPHIC MATERIALS.

EVALUATION/ASSESSMENT:

IN SEMESTER/INTERNAL (40 MARKS):

- **SESSIONAL EXAM: 20 MARKS**
- **ASSIGNMENTS/PROJECTS: 10 MARKS**
- **CLASS TEST/FIELD VISIT/SEMINAR: 6 MARKS**
- **ATTENDANCE: 4 MARKS**

END SEMESTER/EXTERNAL: 60 MARKS

- **WRITTEN EXAMINATION AT THE END OF THE SEMESTER**

COURSE STRUCTURE:

PAPER NAME	INTRODUCTION TO VEDAS
PAPER CODE	SAN-MJ-04014
TOTAL CREDIT:	4 (THEORY: 4, PRACTICAL: 0)
CONTACT HOURS:	60 (LECTURE: 48, TUTORIAL: 12)
DISTRIBUTION OF MARKS	60 (END SEM/EXTERNAL) + 40 (IN SEM/INTERNAL); TOTAL - 100
COURSE OUTCOME	<p>THE STUDENTS WILL BE ABLE</p> <ul style="list-style-type: none"> ▪ TO GRASP THE CONCEPT OF VEDIC GODS AND GODDESSES. ▪ TO UNDERSTAND THE IMPORTANCE OF SOME OF THE BASIC BUT VALUABLE NOTIONS OF COMMUNITY LEAVING. ▪ TO APPRECIATE INDIAN KNOWLEDGE SYSTEM THAT EVOLVED FOR A HOLISTIC DEVELOPMENT IN THE SOCIETY. ▪ TO GRASP THE ORIGINAL IDEA OF SACRIFICE AND VEDIC RITES. ▪ TO GAIN KNOWLEDGE IN THE

**FIELD OF ANCIENT INDIAN SOCIETY
THAT EVOLVED WITH THE NOTION
OF ENJOYMENT THROUGH
RENUNCIATION.**

UNIT NO	UNIT CONTENT	LECTUR E (L)	TUTORI AL (T)	PRACTIC AL (P)	TOTAL HOURS	MARKS
VI	SAMHITĀ ṚGVEDA AGNISŪKTA I.1., ŪṢĀSŪKTA III.61. AKṢASŪKTA X.34. HIRAṆYAGARBHASŪ KTA X.121. YAJURVEDA ŚIVASAMKALPASŪK TA, XXXVI.1-6. ATHARVAVEDA BHŪMISŪKTA, XII.1- 20.	12	3	-	15	15
II	BRĀHMAṆA & ĀRAṆYAKA ŚATAPATHABRĀHMA ṆA: MANUMATSYAKATH Ā I.8.1-10. TAITTIRĪYĀRAṆYAK A: PAÑCAMAHĀYAJÑA II.10.	12	3	-	15	15
III	ISHOPANISHAD (SHANKARA BHASYA)	12	3	-	15	15

IV	VEDIC GRAMMAR UPASARGA VEDIC INFINITIVES VEDIC SUBJUNCTIVES DECLENSION CONJUGATION	12	3	-	15	15
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READING LIST:

- **ATHARVAVEDA (ŚAUNAKĪYA): (ED.)VISHVA BANDHU, VVRI, HOSHIHARPUR, 1960.**
- **ŚATAPATHABRĀHMAṆA,(ED.) GANGA PRASAD UPADHYAYA, SLBSRS VIDYAPEETH, DELHI.**
- **ŚUKLAYAJURVEDASĀMHITĀ,(VĀJASANĒYI MĀDHYANDINA), (ED.) JAGADISH LAL SHASTRI, MLBD, DELHI, 1978.**
- **ṚKSŪKTĀVALĪ, H.D.VELANKAR,VAIDIKASANSHODHANAMANDALA,PUNE,1965.**
- **ṚKSŪKTAVAIJAYANTĪ, H.D.VELANKAR, BHARATIYA VIDYA BHAVAN,BOMBAY,1972.**
- **S. RADHAKRISHNAN (ED.) THE PRINCIPAL UPANISADS, ALLEN & UNWIN; HARPER INDIA.**

GRADUATE ATTRIBUTES:

- **DISCIPLINARY KNOWLEDGE.**
- **KNOWLEDGE OF THE HISTORY AND DEVELOPMENT OF INDIAN LITERATURE.**
- **SPECIFIC KNOWLEDGE OF VEDIC CULTURE.**
- **INCLINATION TO INDIAN KNOWLEDGE SYSTEM.**
- **KNOWLEDGE OF VALUES ETHOS CONNECTED TO ANCIENT INDIAN SOCIETY, SENSITIVITY REGARDING NATURE AND SURROUNDINGS.**

PAPER NAME- SANSKRIT PROSE & POETRY (MAJOR-6)

COURSE OBJECTIVES:

THIS COURSE AIMS TO:-

- **INTRODUCE STUDENTS TO THE RICHNESS AND DIVERSITY OF SANSKRIT LITERATURE THROUGH A BALANCED SELECTION OF PROSE AND POETRY.**
- **FOSTER LINGUISTIC AND LITERARY COMPETENCE IN READING AND INTERPRETING CLASSICAL TEXTS.**
- **DEVELOP FAMILIARITY WITH MAJOR AUTHORS, STYLES, AND SCHOOLS OF SANSKRIT LITERARY TRADITION.**
- **ENABLE STUDENTS TO APPRECIATE THE LITERARY AESTHETICS AND PHILOSOPHICAL INSIGHTS EMBEDDED IN THE TEXTS.**
- **ENCOURAGE INTERDISCIPLINARY CONNECTIONS BETWEEN SANSKRIT LITERATURE, INDIAN PHILOSOPHY, AND CULTURAL STUDIES.**

LEARNING OUTCOMES:

BY THE END OF THIS COURSE, LEARNERS WILL BE ABLE TO:

- **COMPREHEND AND TRANSLATE SELECTED SANSKRIT PROSE AND POETIC TEXTS ACCURATELY INTO ENGLISH/HINDI.**
 - **ANALYZE LITERARY FEATURES SUCH AS RASA, ALAÑKĀRA, METER (CHANDAS), AND STYLE IN PROSE AND POETRY.**
 - **CONTEXTUALIZE PROSE AND POETIC WORKS WITHIN THEIR HISTORICAL, PHILOSOPHICAL, AND CULTURAL BACKGROUNDS.**
 - **DIFFERENTIATE BETWEEN VARIOUS GENRES AND STYLES OF SANSKRIT PROSE AND POETRY.**
 - **ENGAGE IN CRITICAL DISCUSSION AND PRESENTATION ON ASSIGNED LITERARY PIECES WITH APPROPRIATE SCHOLARLY TOOLS.**
 - **INTERPRET AND EVALUATE LITERARY THEMES SUCH AS DHARMA, HEROISM, DEVOTION, NATURE, AND LOVE IN CLASSICAL TEXT.**
-

TEACHING LEARNING PROCESS:

- INTERACTIVE LECTURES, DISCUSSIONS, AND PRESENTATIONS.
- GROUP WORK AND PEER-LEARNING ACTIVITIES.
- AUDIO-VISUAL AIDS FOR LITERATURE STUDY.

TEACHING LEARNING TOOLS:

- TEXTBOOKS, REFERENCE BOOKS, AUDIO-VISUAL PRESENTATIONS.
- SANSKRIT MANUSCRIPTS, INSCRIPTIONS AND EPIGRAPHIC MATERIALS.

EVALUATION/ASSESSMENT:**IN SEMESTER/INTERNAL (40 MARKS):**

- SESSIONAL EXAM: 20 MARKS
- ASSIGNMENTS/PROJECTS: 10 MARKS
- CLASS TEST/FIELD VISIT/SEMINAR: 6 MARKS
- ATTENDANCE: 4 MARKS

END SEMESTER/EXTERNAL: 60 MARKS

- WRITTEN EXAMINATION AT THE END OF THE SEMESTER

COURSE STRUCTURE:

PAPER NAME	SANSKRIT PROSE & POETRY
PAPER CODE	SAN-MJ-04024
TOTAL CREDIT:	4 (THEORY: 4, PRACTICAL: 0)
CONTACT HOURS:	60 (LECTURE: 48, TUTORIAL: 12)
DISTRIBUTION OF MARKS	60 (END SEM/EXTERNAL) + 40 (IN SEM/INTERNAL); TOTAL - 100
COURSE OUTCOME	<ul style="list-style-type: none">▪ COMPREHEND AND TRANSLATE SELECTED SANSKRIT PROSE AND POETIC TEXTS ACCURATELY INTO ENGLISH/HINDI.▪ ANALYZE LITERARY FEATURES SUCH AS RASA, ALAÑKĀRA, METER (CHANDAS), AND STYLE IN PROSE AND POETRY.▪ CONTEXTUALIZE PROSE AND POETIC WORKS

WITHIN THEIR HISTORICAL, PHILOSOPHICAL, AND CULTURAL BACKGROUNDS.

- DIFFERENTIATE BETWEEN VARIOUS GENRES AND STYLES OF SANSKRIT PROSE AND POETRY.
- ENGAGE IN CRITICAL DISCUSSION AND PRESENTATION ON ASSIGNED LITERARY PIECES WITH APPROPRIATE SCHOLARLY TOOLS.
- INTERPRET AND EVALUATE LITERARY THEMES SUCH AS DHARMA, HEROISM, DEVOTION, NATURE, AND LOVE IN CLASSICAL TEXTS

UNIT NO	UNIT CONTENT	LECTURE (L)	TUTORIAL (T)	PRACTICAL (P)	TOTAL HOURS	MARKS
I	DAŚAKUMĀRACARITAM ➤ AṢṬAMA UCCHĀSA-VIŚRUTA CARITAM	12	3	-	15	15
II	KĀDAMBARĪ ➤ ŚUKANĀŚUPADEŚA	12	3	-	15	15
III	RAGHUVAMŚAM ➤ SARGA- IV	12	3	-	15	15
IV	KIRĀTĀRJUNĪYAM ➤ SARGA- I	12	3	-	15	15

READING LIST:

- SURENDRADEVA, VIŚRUTACARITAM, SAHITYA BHANDAR, MEERUT
- PRAHLAD KUMAR, SUKANĀSOPADEŚA, MEHARCHAND LAKSMANDAS, DELHI
- KALPITA BUJARBAUA, KĀDAMBARĪ SUKANĀSOPADEŚA, VANI PRAKASH MANDIR, PANBAZAAR.

- M.R. KALE (ED.), RAGHUVAMŚAM OF KĀLIDĀSA, MLBD, DELHI.
- C.R. DEVADHAR (ED.), RAGHUVAMŚAM OF KĀLIDĀSA, MLBD. DELHI.
- GOPAL RAGHUNATH NANDARGIKAR (ED.), RAGHUVAMŚAM OF KĀLIDĀSA, MLBD, DELHI.
- M.R. KALE (ED.) KIRĀTĀRJUNĪYAM OF BHĀRAVI, MLBD, DELHI.
- DR. KALPITA BUJARBARUAH, KIRĀTĀRJUNĪYAM OF BHĀRAVI(CANTO I) , SAMNVAYA PRAKASHAN, GUWAHATI.

GRADUATE ATTRIBUTES:

ON SUCCESSFUL COMPLETION OF THIS COURSE, A STUDENT IS EXPECTED TO DEVELOP THE FOLLOWING ATTRIBUTES:

- **CRITICAL THINKING: ABILITY TO ANALYZE CLASSICAL SANSKRIT PROSE AND POETRY WITH SENSITIVITY TO LINGUISTIC, CULTURAL, AND AESTHETIC ASPECTS.**
 - **EFFECTIVE COMMUNICATION: COMPETENCY IN ARTICULATING THOUGHTS CLEARLY THROUGH SANSKRIT AND IN COMPARATIVE DISCUSSIONS USING ENGLISH OR VERNACULAR LANGUAGE.**
 - **ETHICAL REASONING: UNDERSTANDING OF THE MORAL AND PHILOSOPHICAL DIMENSIONS PRESENT IN SANSKRIT LITERARY TEXTS.**
 - **CULTURAL LITERACY: APPRECIATION OF THE RICH LITERARY AND CULTURAL HERITAGE OF INDIA THROUGH SANSKRIT TEXTS.**
 - **RESEARCH SKILLS: DEVELOPMENT OF FOUNDATIONAL SKILLS FOR TEXTUAL INTERPRETATION, COMMENTARY ANALYSIS, AND INDEPENDENT SCHOLARLY INQUIRY**
-

PAPER NAME- INDIAN PHILOSOPHY (MAJOR-7)

COURSE OBJECTIVES:

- STUDENTS WILL ACQUIRE KNOWLEDGE OF VARIOUS ASPECTS OF INDIAN PHILOSOPHY.
- STUDENTS WILL GAIN KNOWLEDGE ABOUT THE BASIC DIFFERENCE BETWEEN INDIAN WESTERN PHILOSOPHY.
- STUDENTS WILL GAIN KNOWLEDGE ABOUT INDIAN ETHOS CONNECTED WITH INDIAN PHILOSOPHICAL IDEAS.

LEARNING OUTCOMES:

AFTER GOING THROUGH THIS UNIT STUDENTS WILL BE ABLE-

- TO UNDERSTAND THE BASIC IDEAS AND CONCEPTS OF INDIAN PHILOSOPHY.
- TO GRASP THE PSYCHOLOGICAL BASE CONNECTED TO INDIAN PHILOSOPHICAL THOUGHTS AND IDEAS.
- TO APPRECIATE INDIAN KNOWLEDGE SYSTEM THAT EVOLVED IN THE SOCIETY REFLECTED THROUGH VARIOUS SANSKRIT WORKS.
- TO CORRELATE VARIOUS IDEAS AND CONCEPTS OF INDIAN PHILOSOPHY WITH MANY OF THE WESTERN THOUGHTS

TEACHING LEARNING PROCESS:

- INTERACTIVE LECTURES, DISCUSSIONS, AND PRESENTATIONS.
- GROUP WORK AND PEER-LEARNING ACTIVITIES.
- AUDIO-VISUAL AIDS FOR LITERATURE STUDY.

TEACHING LEARNING TOOLS:

- TEXTBOOKS, REFERENCE BOOKS, AUDIO-VISUAL PRESENTATIONS.
- SANSKRIT MANUSCRIPTS, INSCRIPTIONS AND EPIGRAPHIC MATERIALS.

EVALUATION/ASSESSMENT:

IN SEMESTER/INTERNAL (40 MARKS):

- **SESSIONAL EXAM: 20 MARKS**
- **ASSIGNMENTS/PROJECTS: 10 MARKS**
- **CLASS TEST/FIELD VISIT/SEMINAR: 6 MARKS**
- **ATTENDANCE: 4 MARKS**

END SEMESTER/EXTERNAL: 60 MARKS

- **WRITTEN EXAMINATION AT THE END OF THE SEMESTER**
-

COURSE STRUCTURE:

PAPER NAME	INDIAN PHILOSOPHY
PAPER CODE	SAN-MJ-04034
TOTAL CREDIT:	4 (THEORY: 4, PRACTICAL: 0)
CONTACT HOURS:	60 (LECTURE: 48, TUTORIAL: 12)
DISTRIBUTION OF MARKS	60 (END SEM/EXTERNAL) + 40 (IN SEM/INTERNAL); TOTAL - 100
COURSE OUTCOME	<ul style="list-style-type: none">▪ TO UNDERSTAND THE BASIC IDEAS AND CONCEPTS OF INDIAN PHILOSOPHY.▪ TO GRASP THE PSYCHOLOGICAL BASE CONNECTED TO INDIAN PHILOSOPHICAL THOUGHTS AND IDEAS.▪ TO APPRECIATE INDIAN KNOWLEDGE SYSTEM THAT EVOLVED IN THE SOCIETY REFLECTED THROUGH VARIOUS SANSKRIT WORKS.▪ TO CORRELATE VARIOUS IDEAS AND CONCEPTS OF INDIAN PHILOSOPHY WITH MANY OF THE WESTERN THOUGHTS.

UNIT NO.	UNIT NAME	LECTURE (L)	TUTORIAL (T)	PRACTICAL (P)	TOTAL HOURS	MARKS
I	ASPECTS OF INDIAN PHILOSOPHY <ul style="list-style-type: none"> • MEANING OF DARŚANA • SALIENT FEATURES OF INDIAN PHILOSOPHY • BROAD DIVISIONS OF INDIAN PHILOSOPHY • SALIENT FEATURES OF THE SYSTEMS OF INDIAN PHILOSOPHY: ĀSTIKA AND NĀSTIKA 	12	3	-	15	15
II	ONTOLOGY AND EPISTEMOLOGY BASED ON TARKASAMĠGRAHA	12	3	-	15	15
III	SĀNKHYAKĀRIKĀ VERSE 1-20	12	3	-	15	15
IV	VEDANTASARA	12	3	-	15	15

READING LIST:

- A PRIMER OF INDIAN LOGIC, KUPPUSWAMI SHASTRI, MADRAS, 1951.
- TARKASAMĠGRAHA OF ANNAMBHAṬṬA (WITH DĪPIKĀ & NYĀYABODHINĪ) ,(ED. & TR.) ATHALYE & BODAS, MUMBAI, 1930.
- TARKASAMĠGRAHA OF ANNAMBHAṬṬA (WITH DĪPIKĀ & NYĀYABODHINĪ), (ED.&TR.) VIRUPAKSHANANDA, SRI RAMKRISHNA NATH, MADRAS, 1994.
- TARKASAMĠGRAHA OF ANNAMBHAṬṬA (WITH DĪPIKĀ COMMENTARY WITH HINDI TRANSLATION), (ED. & TR), PANKAJ KUMAR MISHRA,PARIMAL PUBLICATION, DELHI-7. 2013.
- KUMAR, NARENDRA, TARKASAMĠGRAHA,HANSAPRAKASHAN,JAIPUR.
- CHATTERJEE, S.C. & D.M. DATTA- INTRODUCTION TO INDIAN PHILOSOPHY, CALCUTTA UNIVERSITY, CALCUTTA, 1968 (HINDI TRANSLATIONA).
- CHATTERJEE,S.C.–THE NYĀYA THEORY OF KNOWLEDGE,CALCUTTA, 1968.

- **HIRIYANNA,M.- OUTLINE OF INDIAN PHILOSOPHY, LONDON, 1956 (ALSO HINDI TRANSLATION).**
- **BHATTACHARYA, CHANDRODAYA ,THE ELEMENTS OF INDIAN LOGIC ANDEPISTEMOLOGY.**
- **MAITRA, S.K., FUNDAMENTAL QUESTIONS OF INDIAN METAPHYSICS & LOGIC.**
- **R. N. SARMA, EPISTEMOLOGY OF PRABHAKARA SCHOOL OF PURVAMIMAMSA, GUWAHATI, 2005.**
- **BISWAS, M. SAMKHYA-YOGA EPISTEMOLOGY–A STUDY, D.K. PRINT WORLD, NEW DELHI.**
- **VIRUPAKSHA NANDA(ED). SANKHYAKARIKA OF ISVARAKRISHNA , VEDANTA PRESS.**
- **VASANT KR. LAL, CONTEMPORARY INDIAN PHILOSOPHY, MLBD, DELHI.**

GRADUATE ATTRIBUTES:

- **DISCIPLINARY KNOWLEDGE**
 - **BASIC IDEAS OF INDIAN PHILOSOPHICAL CONCEPTS AND THOUGHT**
 - **PSYCHOLOGICAL UPLIFT THROUGH COGNITIVE APPRECIATION**
 - **INCLINATION TO INDIAN KNOWLEDGE SYSTEM.**
-

PAPER NAME- SANSKRIT POETICS (MAJOR-8)

COURSE OUTCOMES:

- STUDENTS WILL ACQUIRE KNOWLEDGE OF IMPORTANT ARENAS OF CLASSICAL SANSKRIT LITERATURE.
- STUDENTS WILL GAIN KNOWLEDGE ABOUT VARIOUS TYPES OF SANSKRIT POETRY SOME OF WHICH CAN BE REVIVED WITH NEW VIGOUR.
- STUDENTS WILL GAIN KNOWLEDGE ABOUT INDIAN STYLISTICS AND THEREBY WILL REMAIN CONFIDENT IN THE PROCESS OF THE SCIENTIFIC ANALYSIS OF VARIOUS POETIC IDEAS AND CONCEPT
- STUDENTS WILL ACQUIRE KNOWLEDGE ABOUT THE IMPORTANT TECHNICALITIES OF SANSKRIT PROSODY THAT CAN BE RE-ESTABLISHED IN THE PRESENT ARENA OF INDIAN LITERATURE.

LEARNING OUTCOME:

- AFTER GOING THROUGH THIS COURSE STUDENTS WILL BE ABLE-
- TO GRASP THE LITERARY MERITS AND DEMERITS OF SANSKRIT WRITINGS.
- TO UNDERSTAND THE IMPORTANCE OF LITERARY TECHNIQUES APPLIED BY THE ANCIENT INDIAN WRITERS OF SANSKRIT.
- TO APPRECIATE INDIAN KNOWLEDGE SYSTEM THAT EVOLVED IN THE SOCIETY REFLECTED THROUGH VARIOUS SANSKRIT WORKS.
- TO CORRELATE VARIOUS IDEAS AND CONCEPTS OF SANSKRIT POETICS WITH DIFFERENT FIELDS OF MODERN KNOWLEDGE SYSTEM.

TEACHING LEARNING PROCESS:

- INTERACTIVE LECTURES, DISCUSSIONS, AND PRESENTATIONS.
- GROUP WORK AND PEER-LEARNING ACTIVITIES.
- AUDIO-VISUAL AIDS FOR LITERATURE STUDY.

TEACHING LEARNING TOOLS:

- TEXTBOOKS, REFERENCE BOOKS, AUDIO-VISUAL PRESENTATIONS.
- SANSKRIT MANUSCRIPTS, INSCRIPTIONS AND EPIGRAPHIC MATERIALS.

EVALUATION/ASSESSMENT:

IN SEMESTER/INTERNAL (40 MARKS):

- **SESSIONAL EXAM: 20 MARKS**
-

➤ **ASSIGNMENTS/PROJECTS: 10 MARKS**

➤ **CLASS TEST/FIELD VISIT/SEMINAR: 6 MARKS**

➤ **ATTENDANCE: 4 MARKS**

END SEMESTER/EXTERNAL: 60 MARKS

➤ **WRITTEN EXAMINATION AT THE END OF THE SEMESTER**

COURSE STRUCTURE:

PAPER NAME	SANSKRIT POETICS
PAPER CODE	SAN-MJ-04044
TOTAL CREDIT:	4 (THEORY: 4, PRACTICAL: 0)
CONTACT HOURS:	60 (LECTURE: 48, TUTORIAL: 12)
DISTRIBUTION OF MARKS	60 (END SEM/EXTERNAL) + 40 (IN SEM/INTERNAL); TOTAL - 100
COURSE OUTCOME	<ul style="list-style-type: none">▪ TO GRASP THE LITERARY MERITS AND DEMERITS OF SANSKRIT WRITINGS.▪ TO UNDERSTAND THE IMPORTANCE OF LITERARY TECHNIQUES APPLIED BY THE ANCIENT INDIAN WRITERS OF SANSKRIT.▪ TO APPRECIATE INDIAN KNOWLEDGE SYSTEM THAT EVOLVED IN THE SOCIETY REFLECTED THROUGH VARIOUS SANSKRIT WORKS.▪ TO CORRELATE VARIOUS IDEAS AND CONCEPTS OF SANSKRIT POETICS WITH DIFFERENT FIELDS OF MODERN KNOWLEDGE SYSTEM.

UNIT NO	UNIT CONTENT	LECTURE (L)	TUTORIAL (T)	PRACTICAL (P)	TOTAL HOURS	MARKS
I	INTRODUCTION TO SANSKRIT POETICS	12	3	-	15	15
II	SĀHITYADARPAṆA ➤ CHAPTER- I	12	3	-	15	15
III	FORMS OF KĀVYA LITERATURE ACCORDING TO SĀHITYADARPAṆA: ➤ DR̥ŚYA- • NĀṬAKA & PRAKARAṆA ➤ ŚRAVYAKĀVYA ➤ MIŚRAKĀVYA ➤ CAMPŪKĀVYA ➤ MAHĀKĀVYA ➤ KHAṆḌAKĀVYA ➤ GADYAKĀVYA • KATHĀ & ĀKHYĀYIKĀ	12	3	-	15	15

IV	ALANKARAS (SĀHITYADARPAṆA: CHAPTER X) <ul style="list-style-type: none"> • ANUPRĀSA • YAMAKA • ŚLEṢA • UPAMA • RŪPAKA • SANDEHA • BHRANTIMĀ N • APAHNUTI • UTPREKṢĀ, • ATIŚAYOKTI • TULYAYOGI TĀ • DĪPAKA • DRṢṬĀNTA • NIDARŚANĀ • VYATIREKA • SAMĀŚOKTI • SVABHĀBOK TI • APRASTUTA PRAŚAMSĀ • ARTHĀNTAR ANYĀSA • KĀVYALĪMG A • VIBHĀVANĀ 	12	3	-	15	15
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READING LIST:

- KANE,P.V., HISTORYOF SANSKRIT POETICS , MLBD, DELHI.
- BROWN, CHARLES PHILIP (1869). SANSKRIT PROSODY AND NUMERICAL SYMBOLS EXPLAINED. LONDON: TRÜBNER& CO.
- DEO, ASHWINI. S (2007). THE METRICAL ORGANIZATION OF CLASSICAL SANSKRIT VERSE, (PDF). JOURNAL OF LINGUISTICS 43 (01): 63–114. DOI:10.1017/S0022226706004452
- DASGUPTA, S.N., A HISTORY OF SANSKRIT LITERATURE: CLASSICAL PERIOD, UNIVERSITY OF CALCUTTA, 1977.
- KEITH, ARTHUR BERRIEDALE, A HISTORY OF SANSKRIT LITERATURE, MLBD, DELHI
- KRISHNAMACHARIARM.,CLASSICAL SANSKRIT LITERATURE,MLBD, DELHI.
- SHASTRI GAURINATH, A CONCISE HISTORY OF SANSKRIT LITERATURE, MLBD, DELHI.
- KANE, P.V, SAHITYADARPANA OF VISVANATHA, MLBD
- CHANDOMANJARI OF GANGADASA, CHAUKHAMBHA SURABHARATI PRAKASHAN, VARANASI

GRADUATE ATTRIBUTES:

- DISCIPLINARY KNOWLEDGE
 - BASIC IDEAS AND TECHNICALITIES OF SANSKRIT CLASSICAL LITERATURE
 - UPGRADED IDEAS OF VARIOUS TYPES AND NATURE OF SANSKRIT POETRY
 - A CLEAR IDEA ABOUT THE INDIAN STYLISTICS
 - INCLINATION TO INDIAN KNOWLEDGE SYSTEM
 - GROWING KNACK FOR INDIAN CONCEPT OF PROSODY AND POETICS.
-

SEMESTER V

PAPER NAME: MODERN SANSKRIT POETICS (MAJOR-9)

AIMS OF FYUGP IN SEMESTER V

COURSE OBJECTIVES:

THE PRIMARY OBJECTIVES OF THE COURSE ARE TO:-

- INTRODUCE STUDENTS TO THE DEVELOPMENT AND TRENDS IN MODERN SANSKRIT POETICS.
- FAMILIARIZE LEARNERS WITH THE KEY THINKERS AND TEXTS OF THE 19TH–21ST CENTURIES.
- ENCOURAGE A RETHINKING OF CLASSICAL POETIC DOCTRINES THROUGH MODERN LENSES.
- .PROMOTE LITERARY APPRECIATION AND ANALYSIS OF MODERN SANSKRIT POETRY AND CRITICISM.
- CULTIVATE SKILLS FOR RESEARCH AND TEACHING IN SANSKRIT LITERARY THEORY AND AESTHETICS.
- INSPIRE CREATIVE ENGAGEMENT WITH POETIC TEXTS THROUGH INTERPRETATION, CRITICISM, AND TRANSLATION.

LEARNING OUTCOMES

AFTER THE SUCCESSFUL COMPLETION OF THIS COURSE, STUDENTS WILL BE ABLE TO:-

- EXPLAIN THE TRANSITION FROM CLASSICAL TO MODERN SANSKRIT POETICS.
- ANALYZE CONTRIBUTIONS OF MODERN SANSKRIT SCHOLARS (LIKE V. RAGHAVAN, KRISHNAMOORTHY, SATYAVRAT SHASTRI, ABHIRAJ RAJENDRA MISHRA, RADHAVALLABH TRIPATHI, PUSPA DIKSHIT, ETC.).
- EVALUATE MODERN INTERPRETATIONS OF CLASSICAL CONCEPTS LIKE RASA, DHVANI, VAKROKTI, ETC.
- APPLY MODERN POETICS TO CONTEMPORARY LITERARY CRITICISM AND ORIGINAL COMPOSITIONS.
- ENGAGE WITH INTERDISCIPLINARY ASPECTS OF POETICS (PHILOSOPHY, LINGUISTICS, CULTURAL STUDIES).

TEACHING LEARNING PROCESS:

- INTERACTIVE LECTURES, DISCUSSIONS, AND PRESENTATIONS.
- GROUP WORK AND PEER-LEARNING ACTIVITIES.
- AUDIO-VISUAL AIDS FOR LITERATURE STUDY.

TEACHING LEARNING TOOLS:

- TEXTBOOKS, REFERENCE BOOKS, AUDIO-VISUAL PRESENTATIONS.
- SANSKRIT MANUSCRIPTS, INSCRIPTIONS AND EPIGRAPHIC MATERIALS.

EVALUATION/ASSESSMENT:

IN SEMESTER/INTERNAL (40 MARKS):

- SESSIONAL EXAM: 20 MARKS
- ASSIGNMENTS/PROJECTS: 10 MARKS
- CLASS TEST/FIELD VISIT/SEMINAR: 6 MARKS
- ATTENDANCE: 4 MARKS

END SEMESTER/EXTERNAL: 60 MARKS

- WRITTEN EXAMINATION AT THE END OF THE SEMESTER

COURSE STRUCTURE:

PAPER NAME	SANSKRIT POETICS
PAPER CODE	SAN-MJ-05014
TOTAL CREDIT:	4 (THEORY: 4, PRACTICAL: 0)
CONTACT HOURS:	60 (LECTURE: 48, TUTORIAL: 12)
DISTRIBUTION OF MARKS	60 (END SEM/EXTERNAL) + 40 (IN SEM/INTERNAL); TOTAL - 100
COURSE OUTCOME	<ul style="list-style-type: none">▪ EXPLAIN THE TRANSITION FROM CLASSICAL TO MODERN SANSKRIT POETICS.▪ ANALYZE CONTRIBUTIONS OF MODERN SANSKRIT SCHOLARS (LIKE V.

**RAGHAVAN, KRISHNAMOORTHY,
SATYAVRAT SHASTRI, ABHIRAJ
RAJENDRA MISHRA, RADHAVALLABH
TRIPATHI, PUSPA DIKSHIT, ETC.).**

- **EVALUATE MODERN INTERPRETATIONS OF CLASSICAL CONCEPTS LIKE RASA, DHVANI, VAKROKTI, ETC.**
- **APPLY MODERN POETICS TO CONTEMPORARY LITERARY CRITICISM AND ORIGINAL COMPOSITIONS.**

UNIT NO	UNIT CONTENT	LECTURE (L)	TUTORIAL (T)	PRACTICAL (P)	TOTAL HOURS	MARKS
I	<p>➤ STUTIPRASASTIMANĀJARĪ BY MUKUNDA MADHAV SARMA</p> <ul style="list-style-type: none"> ▪ ANANDARAM BOROOAH ▪ SANKARDEVA ▪ MADHAVDEVA <p>➤ SOME SELECTED POEMS OF HARSHDEV MADHAV:</p> <ul style="list-style-type: none"> ▪ SNĀNAGRĤHE ▪ MṚTYUḤ I & II ▪ KHANIḤ 	12	3	-	15	15
II	<p>ŚATAPARVIKĀ BY ABHIRAJ RAJENDRA MISHRA</p>	12	3	-	15	15

III	PROMINENT SANSKRITISTS AND MAJOR SANSKRIT WRITERS OF ASSAM SINCE 19TH CENTURY: <ul style="list-style-type: none"> ▪ ANANDARAM BOROOAH ▪ DHIRESWARACARYA ▪ K.K. HANDIQUE ▪ CANDRAKANTA VIDYALAMKARA ▪ BHAVADEV BHAGAVATI ▪ MANURANJAN SASTRI 	12	3	-	15	15
IV	BHĀSKARACARITAM <ul style="list-style-type: none"> ▪ VERSE 1-50 ▪ VERSE 104-222 	12	3	-	15	15

READING LIST:

- **MUKUNDA MADHAVA SHARMA, STUTIPRASASTIMANĀJARĪ**
- **BISWANARAYAN SHASTRI, SANSKRIT STUDIES IN ASSAM**
- **KANAK CANDRA SARMA, MAHAMOHOPADHYAYA DHIRESWARACARYA, PUBLISHED BY ASSAM PRAKASHAN PARISHAD**
- **DIPAK KUMAR SARMA, BHĀSKARACARITAM, PUBLISHED BY KUMAR BHASKAR VARMA SANSKRIT AND ANCIENT STUDIES UNIVERSITY**

GRADUATE ATTRIBUTES :

STUDENTS PURSUING THIS COURSE ARE EXPECTED TO DEVELOP THE FOLLOWING GRADUATE ATTRIBUTES:-

- **CRITICAL THINKING: ABILITY TO EVALUATE MODERN TRENDS IN SANSKRIT POETICS WITH ANALYTICAL DEPTH.**
- **SCHOLARLY COMMUNICATION: PROFICIENCY IN EXPRESSING COMPLEX POETIC THEORIES AND AESTHETICS IN SANSKRIT AND ENGLISH.**
- **CULTURAL COMPETENCE: APPRECIATION OF THE EVOLUTION OF SANSKRIT LITERARY THEORY IN THE MODERN CONTEXT.**
- **RESEARCH ORIENTATION: CAPACITY TO UNDERTAKE INDEPENDENT STUDY AND RESEARCH IN COMPARATIVE AND APPLIED POETICS.**
- **ETHICAL INSIGHT: UNDERSTANDING OF THE RELEVANCE OF CLASSICAL AESTHETIC PRINCIPLES IN CONTEMPORARY LITERARY PRACTICES.**
- **INNOVATIVE THINKING: ABILITY TO APPLY POETIC THEORIES TO NEW GENRES, MEDIA, AND CROSS- DISCIPLINARY CONTEXTS**

PAPER NAME: GRAMMER AND LINGUISTICS (MAJOR-10)

COURSE OBJECTIVES:

- STUDENTS WILL ACQUIRE KNOWLEDGE OF VARIOUS ASPECTS OFSANSKRIT LANGUAGE .
- STUDENTS WILL GAIN KNOWLEDGE ABOUT THE BASE OF EUPHONIC COMBINATION
- STUDENTS WILL GAIN KNOWLEDGE ABOUT THE SOURCE OF SANSKRIT LANGUAGE

LEARNING OUTCOME:

AFTER GOING THROUGH THIS UNIT STUDENTS WILL BE ABLE -

- TO UNDERSTAND THE BASIC IDEAS AND CONCEPTS OF SANSKRIT GRAMMAR.
- TO GRASP THE LINGUISTIC BASE OF SANSKRIT.
- TO APPRECIATE INDIAN KNOWLEDGE SYSTEM THAT EVOLVED IN THESOCIETY REFLECTED THROUGH VARIOUS SANSKRIT WORKS.
- TO CORRELATE VARIOUS IDEAS AND CONCEPTS OF SANSKRIT WITH MANY OF THE MODERN LANGUAGES.

TEACHING LEARNING PROCESS:

- INTERACTIVE LECTURES, DISCUSSIONS, AND PRESENTATIONS.
- GROUP WORK AND PEER-LEARNING ACTIVITIES.
- AUDIO-VISUAL AIDS FOR LITERATURE STUDY.

TEACHING LEARNING TOOLS:

- TEXTBOOKS, REFERENCE BOOKS, AUDIO-VISUAL PRESENTATIONS.
- SANSKRIT MANUSCRIPTS, INSCRIPTIONS AND EPIGRAPHIC MATERIALS.

EVALUATION/ASSESSMENT:

IN SEMESTER/INTERNAL (40 MARKS):

- SESSIONAL EXAM: 20 MARKS
- ASSIGNMENTS/PROJECTS: 10 MARKS
- CLASS TEST/FIELD VISIT/SEMINAR: 6 MARKS
- ATTENDANCE: 4 MARKS

END SEMESTER/EXTERNAL: 60 MARKS**➤ WRITTEN EXAMINATION AT THE END OF THE SEMESTER****COURSE STRUCTURE:**

PAPER NAME	GRAMMER AND LINGUISTICS
PAPER CODE	SAN-MJ-05024
TOTAL CREDIT:	4 (THEORY: 4, PRACTICAL: 0)
CONTACT HOURS:	60 (LECTURE: 48, TUTORIAL: 12)
DISTRIBUTION OF MARKS	60 (END SEM/EXTERNAL) + 40 (IN SEM/INTERNAL); TOTAL - 100
COURSE OUTCOME	<ul style="list-style-type: none">▪ TO UNDERSTAND THE BASIC IDEAS AND CONCEPTS OF SANSKRIT GRAMMAR .▪ TO GRASP THE LINGUISTIC BASE OF SANSKRIT.▪ TO APPRECIATE INDIAN KNOWLEDGE SYSTEM THAT EVOLVED IN THESOCIETY REFLECTED THROUGH VARIOUS SANSKRIT WORKS.▪ TO CORRELATE VARIOUS IDEAS AND CONCEPTS OF SANSKRIT WITH MANY OF THE

UNIT NO.	UNIT CONTENT	LECTUR E (L)	TUITORI AL (T)	PRACTIC AL (P)	TOTAL HOURS	MARKS
I	SANDHI PRAKARAᅇA ON THE BASIS OF LAGHUSIDDHĀNTAKAUMUDĪ	12	3	-	15	15

II	VIBHAKTYARTHAPRAKARAṆA ON THE BASIS OF LAGHUSIDDHĀNTAKAUMUDĪ	12	3	-	15	15
III	INDO-EUROPEAN LANGUAGE FAMILY	12	3	-	15	15
IV	PHONETIC CHANGES GRIMM'S LAW GRASSMAN'S LAW VERNER'S LAW FORTUNATOV'S LAW COLLITZ' LAW OF PALATALIZATION ASSIMILATION DISSIMILATION SYNCOPE EPINTHESIS ANAPTYSIS HAPLOLOGY	12	3	-	15	15

READING LIST:

- M.R.KALE,HIGHER SANSKRIT GRAMMAR, MLBD, DELHI (HINDI TRANSLATION ALSO AVAILABLE).
- KANSHIRAM,LAGHUSIDDHĀNTAKAUMUDĪ (VOL.I), MLBD, DELHI,2009.
- BASU,S.C., VAIYAKARANASIDHHANTAKAUMUDI (VOL I,II)
- BASU, S.C., ASTADHYAYI (VOLS I,II)
- VIDYASAGAR, ISHVARACHANDRA, SAMAGRAVYAKARANA KAUMUDI
- ONLINE TOOLS FOR SANSKRIT GRAMMAR DEVELOPED BY COMPUTATIONAL LINGUISTICSGROUP,DEPARTMENTOFSANSKRIT,UNIVERSITYOFDELHI:[HTTP://SANSKRIT.DU.AC.IN](http://SANSKRIT.DU.AC.IN).
- CHAKRABORTY, SATYANARAYAN, PANINIYA SABDASASTRA, SANSKRIT PUSTAK BHANDAR, KOLKATA
- DEVASARMA RAMANIKANTA, LAGHUSIDDHANTAKAUMUDI
- BURROW,T.,SANSKRITLANGUAGE(ALSO TRANS. INTO HINDI BY BHOLASHANKARVYAS), CHAUKHAMBHA VIDYA BHAWAN, VARANASI, 1991.
- CRYSTAL, DAVID, THE CAMBRIDGE ENCYCLOPEDIA OF LANGUAGE, CAMBRIDGE, 1997.
- GHOSH, B.K. LINGUISTIC INTRODUCTION TO SANSKRIT, SANSKRIT PUSTAK BHANDAR

GRADUATE ATTRIBUTES:

- DISCIPLINARY KNOWLEDGE
- BASIC IDEAS OF SCIENCE BEHIND SANSKRIT GRAMMAR AND LANGUAGE
- INCLINATION TO INDIAN KNOWLEDGE SYSTEM
- KNOWLEDGE OF THE DEVELOPMENT OF THE SOUNDS IN SANSKRIT LANGUAGE

PAPER NAME- THEATRE AND DRAMATURGY (MAJOR-11)

COURSE OBJECTIVES :

- ☐ STUDENTS WILL ACQUIRE KNOWLEDGE OF VARIOUS ASPECTS OF SANSKRIT DRUMATURGY.**
- ☐ STUDENTS WILL GAIN KNOWLEDGE ABOUT VARIOUS TYPES OF STAGES USED IN THE DRAMATIC PERFORMANCE IN ANCIENT INDIA.**
- ☐ STUDENTS WILL GAIN KNOWLEDGE ABOUT INDIAN ETHOS CONNECTED WITH THE CONCEPT OF INDIAN THEATRE.**
- ☐ STUDENTS WILL ACQUIRE KNOWLEDGE ABOUT THE IMPORTANT ASPECTS OF VARIOUS TYPES OF DRAMATIC PERFORMANCES OF ASSAM.**

LEARNING OUTCOME:

AFTER GOING THROUGH THIS UNIT STUDENTS WILL BE ABLE....

- ☐ TO UNDERSTAND THE BASIC IDEAS AND CONCEPTS THAT EXISTED BEHIND THE ORIGIN AND DEVELOPMENT OF SANSKRIT DRAMA .**
- ☐ TO GRASP THE PSYCHOLOGICAL BASE OF SANSKRIT DRAMATURGY.**
- ☐ TO APPRECIATE INDIAN KNOWLEDGE SYSTEM THAT EVOLVED IN THE SOCIETY REFLECTED THROUGH VARIOUS SANSKRIT WORKS.**
- ☐ TO CORRELATE VARIOUS IDEAS AND CONCEPTS OF SANSKRIT DRAMATURGY WITH MANY OF THE WORLD PERFORMANCES**
- ☐ TO UNDERTAKE PRIDE IN DECIPHERING THE RICH TRADITION AND CULTURE OF DRAMA AND THEATRE IN ASSAM.**

TEACHING LEARNING PROCESS:

- INTERACTIVE LECTURES, DISCUSSIONS, AND PRESENTATIONS.
- GROUP WORK AND PEER-LEARNING ACTIVITIES.
- AUDIO-VISUAL AIDS FOR LITERATURE STUDY.

TEACHING LEARNING TOOLS:

- TEXTBOOKS, REFERENCE BOOKS, AUDIO-VISUAL PRESENTATIONS.
- SANSKRIT MANUSCRIPTS, INSCRIPTIONS AND EPIGRAPHIC MATERIALS.

EVALUATION/ASSESSMENT:

IN SEMESTER/INTERNAL (40 MARKS):

- **SESSIONAL EXAM: 20 MARKS**
- **ASSIGNMENTS/PROJECTS: 10 MARKS**
- **CLASS TEST/FIELD VISIT/SEMINAR: 6 MARKS**
- **ATTENDANCE: 4 MARKS**

END SEMESTER/EXTERNAL: 60 MARKS

- **WRITTEN EXAMINATION AT THE END OF THE SEMESTER**

COURSE STRUCTURE:

PAPER NAME	THEATRE AND DRAMATURGY
PAPER CODE	SAN-MJ-05034
TOTAL CREDIT:	4 (THEORY: 4, PRACTICAL: 0)
CONTACT HOURS:	60 (LECTURE: 48, TUTORIAL: 12)
DISTRIBUTION OF MARKS	60 (END SEM/EXTERNAL) + 40 (IN SEM/INTERNAL); TOTAL - 100
COURSE OUTCOME	<ul style="list-style-type: none">▪ TO UNDERSTAND THE BASIC IDEAS AND CONCEPTS THAT EXITED BEHIND THE ORIGIN AND DEVELOPMENT OF

SANSKRIT DRAMA .

- **TO GRASP THE PSYCHOLOGICAL BASE OF SANSKRIT DRAMATURGY.**
- **TO APPRECIATE INDIAN KNOWLEDGE SYSTEM THAT EVOLVED IN THE SOCIETY REFLECTED THROUGH VARIOUS SANSKRIT WORKS.**
- **TO CORRELATE VARIOUS IDEAS AND CONCEPTS OF SANSKRIT DRAMATURGY WITH MANY OF THE WORLD PERFORMANCES**
- **TO UNDERTAKE PRIDE IN DECIPHERING THE RICH TRADITION AND CULTURE OF DRAMA AND THEATRE IN ASSAM.**

UNIT NO.	UNIT CONTENT	LECTURE (L)	TUTORIAL (T)	PRACTICAL (P)	TOTAL HOURS	MARKS
I	<p>THEATRE: TYPES AND CONSTRUCTION</p> <p>➤ TYPES OF THEATRE :</p> <ul style="list-style-type: none"> • VIKṚṢṬĀ(OBLONG) • CATURASRA (SQUARE) • TRYASRA (TRIANGULAR) • JEṢṬHA(BIG), • MADHYAMĀ(MEDIUM) • AVARA (SMALL) • BHŪMIŚODHANA (TESTING THE LAND) • MĀPA (MEASUREMENT OF THE SITE) • MATTAVĀRAṆĪ(RAISING OF PILLARS) • RAṄGAPĪṬHA AND RAṄGAŚĪRṢA(STAGE) • DĀRUKARMA(WORK OF WOOD) • NEPATHYAGRĤHA(GREENROOM) • PREKṢOPAVEŚĀ (AUDITORIUM) • DOORS FOR ENTRY AND EXIT 	12	3	-	15	15

II	<p>DRAMA:</p> <ul style="list-style-type: none"> ▪ VASTU (SUBJECT MATTER) ▪ NETA (HERO) ▪ RASA ▪ DEFINITION OF DRAMA AND ITS VARIOUS NAMES <p>,DRŚYA,ŚRAVYA,RŪPA,RŪPAKA,ABHINEYA</p> <p>A</p> <ul style="list-style-type: none"> ▪ ABHINAYA AND ITS TYPES: ĀŅGIKA(GESTURAL), VĀCIKA (ORAL),SĀTTVIKA (REPRESENTATION OF SATTVA),ĀHĀRYA (DRESSES AND MAKE-UP), VASTU (SUBJECT MATTER): ĀDHIKĀRIKA (PRINCIPAL),PRĀSAŅGI (SUBSIDIARY),FIVE KINDS OF ARTHAPRAKṚTI, KĀRYĀVASTHĀ (STAGES OF THE ACTION OF ACTOR),AND SANDHI (SEGMENTS), ARTHOPAKṢEPAKA (INTERLUDES), ▪ KINDS OF DIALOGUES: <ul style="list-style-type: none"> A. SARVAŚRĀVYA OR PRAKĀŚA (ALOUD) B.ĀŚRĀVYA OR SVAGATA (SPOKEN ASIDE) C. NIYATAŚRĀVYA :JANĀNTIKA (PERSONAL ADDRESS),APAVĀRITA 	12	3	-	15	15
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	<p>(CONFIDENTIAL)</p> <p>D.ĀKĀŚABHĀṢITA (CONVERSATION WITH IMAGINARY PERSON),</p> <p>NETĀ : FOUR KINDS OF HEROES, THREE KINDS OF HEROINES, SŪTRADHĀRA (STAGE MANAGER),PĀRIPĀRŚVIKA (ASSISTANT OF THE SŪTRADHĀRA), VIDŪṢAKA(JESTER), KAŃCUKĪ (CHAMBERLAIN) PRATINĀYAKA (VILLAIN)</p> <p>RASA : DEFINITION AND CONSTITUENT, INGREDIENTS OF RASANIṢPATTI, BHĀVA (EMOTIONS), VIBHĀVA (DETERMINANT), ANUBHĀVA (CONSEQUENT), SATTVIKABHĀVA (INVOLUNTARY STATE),STHĀYIBHĀVA (PERMANENT STATES), VYABHICĀRIBHĀVA (COMPLEMENTARY PSYCHOLOGICAL STATES),SVĀDA (PLEASURE), FOUR KINDS OF MENTAL LEVELS, VIKĀSA (CHEERFULNESS), VISTĀRA (EXALTATION),KṢOBHA (AGITATION),VIKṢEPA(PERTURBATION</p>					
III	<ul style="list-style-type: none"> ➤ TRADITION AND HISTORY OF INDIAN THEATRE ➤ ORIGIN AND DEVELOPMENT OF STAGE IN DIFFERENT AGES: <ul style="list-style-type: none"> ▪ PREHISTORIC 	12	3	-	15	15

	<ul style="list-style-type: none"> ▪ VEDIC AGE, ▪ EPIC-PURANIC AGE ▪ COURT THEATRE ▪ TEMPLE THEATRE ▪ OPEN THEATRE ▪ MODERN THEATRE ▪ FOLK THEATRE ▪ COMMERCIAL THEATRE <p>NATIONAL AND STATE LEVEL THEATRE</p>					
IV	<p>HISTORY OF THEATRE IN ASSAM</p> <ul style="list-style-type: none"> ▪ AŅKIYĀ NĀṬ ▪ BHĀONĀ ▪ OJĀPĀLI ▪ BHRĀMYAMĀN THEATRE ETC. 	12	3	-	15	15

READING LIST:

- GHOSH,M.M.-NĀṬYAŚĀSTRA OF BHARATAMUNI, PP.18-32.
- HASS, THE DAŚARŪPAKA: A TREATISE ON HINDU DRAMATURGY, KĀRIKA7,8,11-24,30,36,43,48,57-65.
- HASS,THE DAŚARŪPAKA:ATREATISE ON HINDU DRAMATURGY, KĀRIKĀS 2/1-5,8,9,15.
- HASS,THE DAŚARŪPAKA:A TREATISE ON HINDU DRAMATURGY, KĀRIKĀS 4/1-8,43,44.
- FARLEY, P. RICHMOND, (2007),ED. INDIAN THEATRE: TRADITIONS OF PERFORMANCE, VOL-I,ORIGINS OF SANSKRIT THEATRE, PP. 25-32.
- GHOSH , M.M, NĀṬYAŚĀSTRA OF BHARATAMUNI, VOL-1, MANISHA GRANTHALAYA, CALCUTTA, 1967.
- CHAKRAVARTY SHRUTIDHARA- ARCHITECTURE IN THE NATYASASTRA, STUDIES INSANSKRIT LITERATURE, CULTURE AND ART, PRATIBHA PRAKASHAN, DELHI, 2011.

GRADUATE ATTRIBUTES :

- **DISCIPLINARY KNOWLEDGE**
- **BASIC IDEAS AND TECHNICALITIES OF SANSKRIT DRAMATURGY AND THEATRE**
- **IDEAS ABOUT THE VARIETIES OF STAGE AND ITS AUXILERIES**
- **KNOWLEDGE ABOUT THE PSYCHOLOGICAL UPLIFT THROUGH SANSKRIT DRAMATIC PERFORMANCE**
- **INCLINATION TO INDIAN KNOWLEDGE SYSTEM**
- **APPRECIATION FOR THE EXPANDED GROWTH OF SANSKRIT LITERATURE.**

SEMESTER VI
INTRODUCTION TO INDIAN EPIGRAPHY, PALAEOGRAPHY & SELECTED
INSCRIPTION
(MAJOR-12)

AIMS OF FYUGP IN SEMESTER VI

COURSE OUTCOME

- EXPLAIN THE SIGNIFICANCE OF EPIGRAPHY AND PALAEOGRAPHY IN THE STUDY OF INDIAN HISTORY, CULTURE, AND RELIGION.
 - ASSOCIATE WITH THE INDIAN DATING SYSTEM.
 - DEVELOP THE IDEA OF THE ART OF WRITING IN ANCIENT INDIA.
 - SUMMARIZE THE HISTORICAL DEVELOPMENT AND GEOGRAPHICAL DISTRIBUTION OF DIFFERENT INDIAN SCRIPTS AND WRITING SYSTEMS.
- ASSESS THE TEXTUAL CONTENT AND EPIGRAPHIC CONVENTIONS OF SELECTED INSCRIPTIONS TO EXTRACT HISTORICAL AND CULTURAL INFORMATION

TEACHING LEARNING PROCESS:

- INTERACTIVE LECTURES, DISCUSSIONS, AND PRESENTATIONS.
- GROUP WORK AND PEER-LEARNING ACTIVITIES.
- AUDIO-VISUAL AIDS FOR LITERATURE STUDY.

TEACHING LEARNING TOOLS:

- TEXTBOOKS, REFERENCE BOOKS, AUDIO-VISUAL PRESENTATIONS.
- SANSKRIT MANUSCRIPTS, INSCRIPTIONS AND EPIGRAPHIC MATERIALS.

EVALUATION/ASSESSMENT:

IN SEMESTER/INTERNAL (40 MARKS):

- SESSIONAL EXAM: 20 MARKS
- ASSIGNMENTS/PROJECTS: 10 MARKS
- CLASS TEST/FIELD VISIT/SEMINAR: 6 MARKS

PAPER NAME	INTRODUCTION TO INDIAN EPIGRAPHY, PALAEOGRAPHY & SELECTED INSCRIPTION
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➤ **ATTENDANCE: 4 MARKS**

END SEMESTER/EXTERNAL: 60 MARKS

➤ **WRITTEN EXAMINATION AT THE END OF THE SEMESTER**

COURSE STRUCTURE:

PAPER CODE	SAN-MJ-06014
TOTAL CREDIT:	4 (THEORY: 4, PRACTICAL: 0)
CONTACT HOURS:	60 (LECTURE: 48, TUTORIAL: 12)
DISTRIBUTION OF MARKS	60 (END SEM/EXTERNAL) + 40 (IN SEM/INTERNAL); TOTAL - 100
COURSE OUTCOME	<ul style="list-style-type: none"> • EXPLAIN THE SIGNIFICANCE OF EPIGRAPHY AND PALAEOGRAPHY IN THE STUDY OF INDIAN HISTORY, CULTURE, AND RELIGION. • ASSOCIATE WITH THE INDIAN DATING SYSTEM. • DEVELOP THE IDEA OF THE ART OF WRITING IN ANCIENT INDIA. • SUMMARIZE THE HISTORICAL DEVELOPMENT AND GEOGRAPHICAL DISTRIBUTION OF DIFFERENT INDIAN SCRIPTS AND WRITING SYSTEMS. • ASSESS THE TEXTUAL CONTENT AND EPIGRAPHIC CONVENTIONS OF SELECTED INSCRIPTIONS TO EXTRACT HISTORICAL AND CULTURAL INFORMATION

UNIT NO.	UNIT CONTENT	LECTURE (L)	TUTORIAL (T)	PRACTICAL (P)	TOTAL HOURS	MARKS
I	EPIGRAPHY <ul style="list-style-type: none"> • INTRODUCTION TO EPIGRAPHY & TYPES OF INSCRIPTIONS • IMPORTANCE OF INDIAN INSCRIPTIONS IN THE RECONSTRUCTIONS OF ANCIENT INDIAN HISTORY & CULTURE • CHRONOLOGY AND SYSTEM OF DATING OF INSCRIPTIONS 	12	3	-	15	15
II	PALAEOGRAPHY <ul style="list-style-type: none"> • ANTIQUITY OF THE ART OF WRITING • WRITING MATERIALS, INSCRIBERS, LIBRARY • INTRODUCTION TO ANCIENT INDIAN SCRIPTS AND ASSAMESE SCRIPTS. 	12	3	-	15	15
III	SELECTED INSCRIPTIONS I <ul style="list-style-type: none"> • ASHOKA'S GIRNAR ROCK EDICT-1 • GIRNAR INSCRIPTION OF RUDRADAMANA. 	12	3	-	15	15
IV	SELECTED INSCRIPTIONS II <ul style="list-style-type: none"> • DHUBI COPPERPLATE OF BHASKARVARMA 	12	3	-	15	15

MODERN SANSKRIT POETRY (MAJOR-13)

COURSE OBJECTIVES:

- STUDENTS WILL BE INTRODUCED TO THE EVOLUTION OF SANSKRIT LITERATURE IN ITS MODERN FORM THROUGH SELECTED POETIC WORKS.
- STUDENTS WILL EXPLORE VARIOUS THEMES SUCH AS IDENTITY, SOCIETY AND AESTHETICS IN CONTEMPORARY SANSKRIT
- STUDENTS WILL ENGAGE WITH THE STYLES AND VOICES OF RENOWNED MODERN SANSKRIT POETS LIKE PUSHPA DIKSHIT, VEDA KUMARA GHAI, RADHAVALLABH TRIPATHI, AND ABHIRAJRAJENDRA MISHRA.
- STUDENTS WILL DEVELOP CRITICAL APPRECIATION FOR HOW SANSKRIT CONTINUES TO EXPRESS MODERN THOUGHT, EMOTION, AND CULTURAL CRITIQUE.

LEARNING OUTCOME:

AFTER GOING THROUGH THIS UNIT, STUDENTS WILL BE ABLE:

- TO UNDERSTAND THE LINGUISTIC AND THEMATIC FEATURES OF MODERN SANSKRIT POETRY.
- TO INTERPRET AND ANALYZE POEMS THAT REFLECTS CONTEMPORARY CONCERNS, SUCH AS IDENTITY AND CULTURAL HERITAGE.
- TO APPRECIATE THE CREATIVE CONTRIBUTIONS OF POETS LIKE PUSHPADIKSHIT, VEDAKUMARIGHAI, RADHAVALLABHTRIPATHI, AND ABHIRAJRAJENDRA MISHRA.
- TO RECOGNIZE HOW TRADITIONAL LANGUAGE SERVES AS A MEDIUM FOR MODERN LITERARY EXPRESSION AND SOCIAL COMMENTARY.
- TO DEVELOP SENSITIVITY TOWARD THE AESTHETICS AND MESSAGE OF MODERN SANSKRIT LITERATURE.

TEACHING LEARNING PROCESS:

- INTERACTIVE LECTURES, DISCUSSIONS, AND PRESENTATIONS.
- GROUP WORK AND PEER-LEARNING ACTIVITIES.
- AUDIO-VISUAL AIDS FOR LITERATURE STUDY.

TEACHING LEARNING TOOLS:

- TEXTBOOKS, REFERENCE BOOKS, AUDIO-VISUAL PRESENTATIONS.
- SANSKRIT MANUSCRIPTS, INSCRIPTIONS AND EPIGRAPHIC MATERIALS.

EVALUATION/ASSESSMENT:

IN SEMESTER/INTERNAL (40 MARKS):

- SESSIONAL EXAM: 20 MARKS
- ASSIGNMENTS/PROJECTS: 10 MARKS
- CLASS TEST/FIELD VISIT/SEMINAR: 6 MARKS
- ATTENDANCE: 4 MARKS

END SEMESTER/EXTERNAL: 60 MARKS

- WRITTEN EXAMINATION AT THE END OF THE SEMESTER

COURSE STRUCTURE:

PAPER NAME	MODERN SANSKRIT POETRY
PAPER CODE	SAN-MJ-06024
TOTAL CREDIT:	4 (THEORY: 4, PRACTICAL: 0)
CONTACT HOURS:	60 (LECTURE: 48, TUTORIAL: 12)
DISTRIBUTION OF MARKS	60 (END SEM/EXTERNAL) + 40 (IN SEM/INTERNAL); TOTAL - 100
COURSE OUTCOME	<ul style="list-style-type: none">• TO UNDERSTAND THE LINGUISTIC AND THEMATIC FEATURES OF MODERN SANSKRIT POETRY.• TO INTERPRET AND ANALYZE POEMS THAT REFLECTS CONTEMPORARY CONCERNS, SUCH

AS IDENTITY AND CULTURAL HERITAGE.

- **TO APPRECIATE THE CREATIVE CONTRIBUTIONS OF POETS LIKE PUSHPADIKSHIT, VEDAKUMARIGHAI, RADHAVALLABHTRIPATHI, AND ABHIRAJRAJENDRA MISHRA.**
- **TO RECOGNIZE HOW TRADITIONAL LANGUAGE SERVES AS A MEDIUM FOR MODERN LITERARY EXPRESSION AND SOCIAL COMMENTARY.**
- **TO DEVELOP SENSITIVITY TOWARD THE AESTHETICS AND MESSAGE OF MODERN SANSKRIT LITERATURE.**

UNIT NO.	UNIT CONTENT	LECTURE (L)	TUTORIAL (T)	PRACTICAL (P)	TOTAL HOURS	MARKS
I	• PRAKĀMAKĀMARŪPAM (1-2 PRAVĀHAḤ)	12	3	-	15	15
II	• ADHUNIKA SANSKRIT SAHITYA SANCHAYANAM BY PUSPA DIKSHIT- -	12	3	-	15	15
III	• SELECTED POEMS OF PROF.VEDA KUMARI GHAI AND RAMPRATAP SASTRI RADHAVALLAV TRIPATHI	12	3	-	15	15
IV	• SELECTED POEMS OF ABHIRAJ AJENDRAMISHRA	12	3	-	15	15

READING LIST:

- SANSKRIT SAHITYA KA ABHINAVA ITIHAS, RADHAVALLAV TRIPATHI, VISWAVIDYALAYA PRAKASHAN
- SHUKLA HIRALAL, ĀDHUNIKA SANSKRIT SĀHITYA, RACHANA PRAKASHAN ALLAHABAD, 1971.
- TRIPATHI RADHAVALLABH, SANSKRIT SAHITYA-20 VI ŚATABDI, RASHTRIYA SANSKRIT SANSTHAN, DELHI.
- TRIPATHI RADHAVALLAV, SANSKRIT SAHITYA KA ABHINAVA ITIHAS, VISWAVIDYALAYA PRAKASHAN, VARANASI, LATEST EDITION-2007.
- PANT GIRISHCANDRA, ĀDHUNIKA SANSKRIT SAHITYA SANCHAYAN, VIDYANIDHI

SEMESTER- VI

SANSKRIT KAVYA LITERATURE AND PROSODY (MAJOR-14)

AIMS OF FYUGP IN SEMESTER VI

COURSE OBJECTIVES:

- STUDENTS WILL STUDY SELECTED VERSES FROM CLASSICAL SANSKRIT KĀVYA TEXTS SUCH AS KUMĀRASĀMBHAVA, NALACAMPU, AND MOHAMUDGARA TO UNDERSTAND THEIR LITERARY AND PHILOSOPHICAL DEPTH.
- STUDENTS WILL EXPLORE THE UNIQUE STYLISTIC AND THEMATIC ELEMENTS OF KĀVYA LITERATURE.
- STUDENTS WILL GAIN KNOWLEDGE OF CLASSICAL SANSKRIT METRES AND THEIR ROLE IN SHAPING POETIC RHYTHM AND STRUCTURE.
- STUDENTS WILL DEVELOP THE ABILITY TO READ, ANALYZE, AND AESTHETICALLY APPRECIATE COMPLEX POETIC COMPOSITIONS.

LEARNING OUTCOME:

AFTER GOING THROUGH THIS UNIT, STUDENTS WILL BE ABLE:

- TO INTERPRET AND ANALYZE VERSES FROM KUMĀRASĀMBHAVA AND NALACAMPU WITH ATTENTION TO IMAGERY, RASA AND POETIC DEVICES.
- TO UNDERSTAND AND ANALYZE THE INSIDES OF MOHAMUDGARA .
- TO IDENTIFY AND SCAN VARIOUS CLASSICAL SANSKRIT METRES SUCH AS BHUJAṄGAPRAYĀTA, ANUṢṬUPA, MANDĀKRĀNTA, ŚĀRDŪLAVIKRĪḌITA, AND OTHERS.
- TO UNDERSTAND THE FUNCTION AND EFFECT OF METRE IN ENHANCING POETIC BEAUTY AND EMOTIONAL RESONANCE.
- TO DEVELOP A LITERARY AND TECHNICAL COMMAND OVER SANSKRIT KĀVYA READING AND INTERPRETATION.

TEACHING LEARNING PROCESS:

- INTERACTIVE LECTURES, DISCUSSIONS, AND PRESENTATIONS.
- GROUP WORK AND PEER-LEARNING ACTIVITIES.
- AUDIO-VISUAL AIDS FOR LITERATURE STUDY.

TEACHING LEARNING TOOLS:

- TEXTBOOKS, REFERENCE BOOKS, AUDIO-VISUAL PRESENTATIONS.
- SANSKRIT MANUSCRIPTS, INSCRIPTIONS AND EPIGRAPHIC MATERIALS.

EVALUATION/ASSESSMENT:**IN SEMESTER/INTERNAL (40 MARKS):**

- SESSIONAL EXAM: 20 MARKS
- ASSIGNMENTS/PROJECTS: 10 MARKS
- CLASS TEST/FIELD VISIT/SEMINAR: 6 MARKS
- ATTENDANCE: 4 MARKS

END SEMESTER/EXTERNAL: 60 MARKS

- WRITTEN EXAMINATION AT THE END OF THE SEMESTER

COURSE STRUCTURE:

PAPER NAME	SANSKRIT KAVYA LITERATURE AND PROSODY
PAPER CODE	SAN-MJ-06034
TOTAL CREDIT:	4 (THEORY: 4, PRACTICAL: 0)
CONTACT HOURS:	60 (LECTURE: 48, TUTORIAL: 12)
DISTRIBUTION OF MARKS	60 (END SEM/EXTERNAL) + 40 (IN SEM/INTERNAL); TOTAL - 100
COURSE OUTCOME	<ul style="list-style-type: none">• TO INTERPRET AND ANALYZE VERSES FROM KUMĀRASAMBHAVA AND NALACAMPU WITH ATTENTION TO IMAGERY, RASA AND POETIC DEVICES.

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| | <ul style="list-style-type: none">• TO UNDERSTAND AND ANALYZE THE INSIDES OF MOHAMUDGARA .• TO IDENTIFY AND SCAN VARIOUS CLASSICAL SANSKRIT METRES SUCH AS BHUJAᅅGAPRAYĀTA, ANUᅆTUPA, MANDĀKRĀNTA, ŚĀRDŪLAVIKRĪᅇITA, AND OTHERS.• TO UNDERSTAND THE FUNCTION AND EFFECT OF METRE IN ENHANCING POETIC BEAUTY AND EMOTIONAL RESONANCE.• TO DEVELOP A LITERARY AND TECHNICAL COMMAND OVER SANSKRIT KĀVYA READING AND INTERPRETATION. |
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UNIT NO.	UNIT CONTENT	LECTURE (L)	TUTORIAL (T)	PRACTICAL (P)	TOTAL HOURS	MARKS
I	KUMĀRASAMBHAVĀM- <ul style="list-style-type: none"> ▪ CHAPTER I (VERSES: 1-30) ▪ CHAPTER V (VERSES: 1-30) 	12	3	-	15	15
II	NALACAMPU <ul style="list-style-type: none"> • 1 UCCHVĀSA • 2 UCCHVĀSA 	12	3	-	15	15
III	<ul style="list-style-type: none"> • MOHAMUDGARA 	12	3	-	15	15
IV	SANSKRIT METRES: <ul style="list-style-type: none"> • BHUJAṄGAPRAYĀTA, TOṬAKA, ANUṢṬUPA, ĀRYA, MĀLINĪ, ŚIKHARIṆĪ, VASANTATILAKA, MANDĀKRĀNTA, SRAGDHARĀ, ŚĀRDŪLAVIKRĪḌITA, UPENDRAVAJRĀ, UPĀJĀTI 	12	3	-	15	15

READING LIST:

- CHANDOMANJARI OF GANGADASA, CHAUKHAMBA SURABHARATI PRAKASHAN, VARANASI

- **KUMĀRASĀMBHAVA CANTO I- VII, M.R. KALE, THE STANDARD PUBLISHING CO., BOMBAY, 1867.**
- **NALACAMPU OF TRIBIKRAM BHATTA, BOMBAY, 1867.**
- **MOHAMUDGAR OF RAJENDRA NATH SARMA.**

SEMESTER- VI MAJOR-15 (MARKS 100)

TYPE	CREDIT
DISSERTATION & VIVA VOCE	4

SEMESTER-VII (HONOURS & RESEARCH)

COURSE TITLE: THE RICHNESS OF INDIAN KNOWLEDGE SYSTEM

AIMS OF FYUGP IN SEMESTER VII

COURSE OBJECTIVES:

THIS COURSE AIMS TO SHED LIGHT ON THE VAST TAPESTRY OF THE INDIAN KNOWLEDGE SYSTEM, HIGHLIGHTING ITS HISTORICAL DEVELOPMENT, KEY DIMENSIONS, METHODS OF KNOWLEDGE ACQUISITION, CONTRIBUTIONS, AND ITS RELEVANCE IN THE MODERN ERA. BY UNDERSTANDING AND APPRECIATING THIS ANCIENT WISDOM, WE CAN FOSTER CROSS-CULTURAL DIALOGUE, PROMOTE INTERDISCIPLINARY RESEARCH AND PAVE THE WAY FOR A HARMONIOUS FUTURE THAT BLENDS THE BEST OF TRADITIONAL WISDOM WITH CONTEMPORARY KNOWLEDGE AND INNOVATION.

COURSE OUTCOMES:

THE INDIAN KNOWLEDGE SYSTEM IS A TREASURE TROVE OF WISDOM THAT HAS BEEN NURTURED AND EVOLVED OVER SEVERAL MILLENNIA. ROOTED IN ANCIENT SCRIPTURES, PHILOSOPHICAL TREATISES, SCIENTIFIC DISCOVERIES, AND ARTISTIC EXPRESSIONS, THIS KNOWLEDGE SYSTEM ENCOMPASSES DIVERSE FIELDS SUCH AS PHILOSOPHY, SPIRITUALITY, MATHEMATICS, ASTRONOMY, MEDICINE, LITERATURE, AND MORE. AFTER COMPLETION OF THIS COURSE, STUDENTS WILL BE ABLE TO EXPLORE THE INTRICACIES AND SIGNIFICANCE OF THE INDIAN KNOWLEDGE SYSTEM, ITS HISTORICAL DEVELOPMENT, AND ITS RELEVANCE IN THE MODERN WORLD.

TEACHING LEARNING PROCESS:

- INTERACTIVE LECTURES, DISCUSSIONS, AND PRESENTATIONS.
- GROUP WORK AND PEER-LEARNING ACTIVITIES.
- AUDIO-VISUAL AIDS FOR LITERATURE STUDY.

TEACHING LEARNING TOOLS:

- TEXTBOOKS, REFERENCE BOOKS, AUDIO-VISUAL PRESENTATIONS.
- SANSKRIT MANUSCRIPTS, INSCRIPTIONS AND EPIGRAPHIC MATERIALS.

PAPER NAME	THE RICHNESS OF INDIAN KNOWLEDGE SYSTEM
PAPER CODE	SAN-MJ-07014
TOTAL CREDIT:	4 (THEORY: 4, PRACTICAL: 0)
CONTACT HOURS:	60 (LECTURE: 48, TUTORIAL: 12)
DISTRIBUTION OF MARKS	60 (END SEM/EXTERNAL) + 40 (IN SEM/INTERNAL); TOTAL - 100
COURSE OUTCOME	<p>THE INDIAN KNOWLEDGE SYSTEM IS A TREASURE TROVE OF WISDOM THAT HAS BEEN NURTURED AND EVOLVED OVER SEVERAL MILLENNIA. ROOTED IN ANCIENT SCRIPTURES, PHILOSOPHICAL TREATISES, SCIENTIFIC DISCOVERIES, AND ARTISTIC EXPRESSIONS, THIS KNOWLEDGE SYSTEM ENCOMPASSES DIVERSE FIELDS SUCH AS PHILOSOPHY, SPIRITUALITY, MATHEMATICS, ASTRONOMY, MEDICINE, LITERATURE, AND MORE. AFTER COMPLETION OF THIS COURSE, STUDENTS WILL BE ABLE TO EXPLORE THE INTRICACIES AND SIGNIFICANCE OF THE INDIAN KNOWLEDGE SYSTEM, ITS HISTORICAL DEVELOPMENT, AND ITS RELEVANCE IN THE MODERN WORLD.</p>

UNIT NO.	UNIT CONTENT	LECTUR E (L)	TUTORI AL (T)	PRACTIC AL (P)	TOTAL HOURS	MARKS
I	➤ HISTORICAL DEVELOPMENT OF INDIAN KNOWLEDGE SYSTEM	12	3	-	15	15
II	➤ KEY DIMENSIONS OF INDIAN KNOWLEDGE SYSTEM	12	3	-	15	15
III	➤ EPISTEMOLOGY AND METHODS OF KNOWLEDGE ACQUISITION	12	3	-	15	15
IV	➤ SOURCES OF INDIAN KNOWLEDGE SYSTEM	12	3	-	15	15

SECTION WISE DIVISION:

SECTION-A:

HISTORICAL DEVELOPMENT OF INDIAN KNOWLEDGE SYSTEM

VEDIC PERIOD: THE FOUNDATION OF INDIAN THOUGHT: FOUR VEDAS, BRĀHMAṆAS AND VEDĀṄGAS

UPANIṢADIC ERA: QUEST FOR ULTIMATE REALITY: SIX ORTHODOX SYSTEMS OF INDIAN PHILOSOPHY.

CLASSICAL AGE: EPICS AND PURĀṆAS, DHARMAŚĀSTRAS.

SECTION-B:

KEY DIMENSIONS OF INDIAN KNOWLEDGE SYSTEM

PHILOSOPHY AND SPIRITUALITY, MATHEMATICS AND ASTRONOMY, MEDICINE AND ĀYURVEDA, LINGUISTICS AND GRAMMAR, ARTS AND LITERATURE

SECTION-C:

EPISTEMOLOGY AND METHODS OF KNOWLEDGE ACQUISITION

ŚRUTI AND SMṚTI: ORAL AND TEXTUAL TRADITIONS

GURU-ŚIṢYA PARAMPARĀ: TEACHER-STUDENT TRADITION

YOGA AND MEDITATION: SELF-REALIZATION AND HIGHER STATES OF CONSCIOUSNESS

OBSERVATION AND EMPIRICAL ANALYSIS

ESSENTIAL/RECOMMENDED READINGS

- 1. THE VEDAS**
- 2. THE YOGA SUTRAS OF PATAÑJALI**
- 3. THE ARTHAŚĀSTRA BY KAUṬILYA.**
- 4. THE BHAGAVAD-GITA**
- 5. THE RAMAYANA**
- 6. THE MAHABHARATA**

REFERENCE READINGS

- 1. *THE CULTURAL HERITAGE OF INDIA*, VOL. I-V, RAMAKRISHNA MISSION, CALCUTTA**
- 2. TAIMNI, I. K. : *THE SCIENCE OF YOGA: THE YOGASUTRAS OF PATANJALI*, THE THEOSOPHICAL PUBLISHING HOUSE, USA, 2007**
- 3. BASU, JOGIRAJ: *VEDAR PARICHAY*, ASOM PRAKASHAN PARISHAD , 1972**
- 4. BHATTACARYA, JYOTSNA: *BHARATIYA DARSAN*, NILGIRI MANSION, GUWAHATI, 1999**
- 5. DAS, PARIMAL BHUSAN : *BHARATIYA DARSANAR PARICHAY*, GU PUBLICATION**
- 6. WEBER ALBRECHT : *THE HISTORY OF INDIAN LITERATURE*, CHOWKHAMBA SANSKRIT SERIES OFFICE, 5TH EDITION 1961**
- 7. MACDONALD, A. A.: *A HISTORY OF SANSKRIT LITERATURE*, NEW YORK D APPLETON AND COMPANY, 1900**
- 8. BAGDI, BIPLOB: *HISTORY OF SCIENTIFIC AND TECHNICAL LITERATURE IN SANSKRIT*, SANSKRIT BOOK DEPOT, KOLKATA, 2024**
- 9. WINTERNITZ, M.: *A HISTORY OF INDIAN LITERATURE*, UNIVERSITY OF CALCUTTA, 1927**
- 10. BANERJI, S R : *A COMPANION TO SANSKRIT LITERATURE*, MLBD, 1971**

SEMESTER-VII (HONOURS & RESEARCH)

COURSE TITLE: RESEARCH METHODOLOGY

AIMS OF FYUGP IN SEMESTER VII

COURSE OBJECTIVES:

THIS COURSE WILL INTRODUCE THE BASICS OF RESEARCH METHODOLOGY AND THE METHODOLOGIES FOLLOWED IN THE RESEARCH FIELD OF ARTS OR SANSKRIT. THE PRIMARY EMPHASIS WILL BE ON THE STUDY OF RESEARCH METHODS APPLICABLE TO UNDERTAKING RESEARCH IN SANSKRIT.

COURSE OUTCOMES:

AFTER COMPLETING THIS COURSE THE STUDENTS WILL GET AN OVERVIEW OF THE VARIOUS RESEARCH METHODOLOGIES. THEY WILL BE ABLE TO UNDERSTAND THE SPECIFIC PROCEDURES OR TECHNIQUES TO BE USED TO IDENTIFY, SELECT, PROCESS, AND ANALYZE INFORMATION ABOUT A RESEARCH TOPIC.

TEACHING LEARNING PROCESS:

- **INTERACTIVE LECTURES, DISCUSSIONS, AND PRESENTATIONS.**
- **GROUP WORK AND PEER-LEARNING ACTIVITIES.**
- **AUDIO-VISUAL AIDS FOR LITERATURE STUDY.**

TEACHING LEARNING TOOLS:

- **TEXTBOOKS, REFERENCE BOOKS, AUDIO-VISUAL PRESENTATIONS.**
- **SANSKRIT MANUSCRIPTS, INSCRIPTIONS AND EPIGRAPHIC MATERIALS.**

PAPER NAME	RESEARCH METHODOLOGY
PAPER CODE	SAN-MJ-07024
TOTAL CREDIT:	4 (THEORY: 4, PRACTICAL: 0)
CONTACT HOURS:	60 (LECTURE: 48, TUTORIAL: 12)
DISTRIBUTION OF MARKS	60 (END SEM/EXTERNAL) + 40 (IN SEM/INTERNAL); TOTAL - 100
COURSE OUTCOME	AFTER COMPLETING THIS COURSE THE STUDENTS WILL GET AN OVERVIEW OF THE VARIOUS RESEARCH METHODOLOGIES. THEY WILL BE ABLE TO UNDERSTAND THE SPECIFIC PROCEDURES OR TECHNIQUES TO BE USED TO IDENTIFY, SELECT, PROCESS, AND ANALYZE INFORMATION ABOUT A RESEARCH TOPIC.

PRESCRIBED COURSE

UNIT NO.	UNIT CONTENT	LECTURE (L)	TUTORIAL (T)	PRACTICAL (P)	TOTAL HOURS	MARKS
I	THEORETICAL CONCEPT OF RESEARCH	12	3	-	15	15
II	REVIEW OF LITERATURE	12	3	-	15	15

III	THESIS WRITING SKILL	12	3	-	15	15
IV	TRADITIONAL CONCEPT OF RESEARCH	12	3	-	15	15

[D] SECTION WISE DIVISION:

SECTION-A:

THEORETICAL CONCEPT OF RESEARCH

INTRODUCTION, OBJECTIVES, AND TYPES OF RESEARCH, OUTLINE OF RESEARCH WORK, RESEARCH METHODOLOGIES, TOPIC SELECTION AND WRITING METHODS, MATERIAL COLLECTION: PRIMARY AND SECONDARY, E-RECOURSES AND RESEARCH TOOLS

SECTION-B:

REVIEW OF LITERATURE

BRIEF INTRODUCTION OF SURVEY, TECHNIQUES/METHODS OF SURVEY, TOOLS AND TECHNIQUES OF SURVEY, STEP OF THE SURVEY

SECTION-C:

THESIS WRITING SKILL

ABSTRACT AND SYNOPSIS WRITING, THESIS FORMAT, REFERENCING, FOOT NOTES AND END NOTES & WRITING OF BIBLIOGRAPHY, PLAGIARISM , APA & MLA STYLE, SCHEME OF TRANSLITERATION AND COMMON ABBREVIATION

SECTION-D:

TRADITIONAL CONCEPT OF RESEARCH

TĀTPARYA-LIŅGAS TO DETERMINE SAŅGATI LIKE UPAKRAMA ETC., IMPORTANT NYĀYAS OR MAXIMS, TECHNICAL TERMS LIKE SŪTRA, VĀRTIKA, BHĀṢYA, TĪKĀ, TIPANI, PAŅCIKĀ, VIVARANA, VYĀKHYĀNA

[E] ESSENTIAL/RECOMMENDED READINGS:

- 1. DASA, KESAVACANDRA, ELEMENTS OF RESEARCH METHODOLOGY IN SANSKRIT, CHAUKHAMBHA SANSKRIT SANSTHAN, VARANASI, 1992**

2. MLA HANDBOOK 8TH EDITION BY THE MODERN LANGUAGE ASSOCIATION OF AMERICA
3. YELIKAR, *ESSENTIALS OF RESEARCH METHODOLOGY & DISSERTATION WRITING* ((FOGSI), JAYPEE BROTHERS MEDICAL PUBLISHERS. 2009
4. MURTHI, M. SRIMANNARYANA : *METHODOLOGY IN INDOLOGICAL RESEARCH*, BHARATIYA BIDYA PRAKASHAN, DELHI
5. AN INTRODUCTION TO RESEARCH, A. MUKHARJEE & CO. PVT. LTD, DELHI, 1986
6. KOTHARI, C.R. AND GAURAV GARG: *RESEARCH METHODOLOGY*, NEW AGE INTERNATIONAL PUBLICATION, 2004
7. DVIVEDI, P. AND SURESHCHANDRA CHAUBE: *SANSKRIT RESEARCH METHODOLOGY*, VARANASI: SHARADA SANSKRIT SAMSTHANA, 2017.
8. SAIKIA, N: GAVESANA PADDHATI PARICHAY, KAUSTABH PRAKASHAN, DIBRUGARH, 2011

SEMESTER-VII (HONOURS)

COURSE TITLE: FUNDAMENTALS OF ĀYURVEDA

AIMS OF FYUGP IN SEMESTER VII

COURSE OBJECTIVES:

A MENTAL AWARENESS AS REFLECTED IN VEDIC AND CLASSICAL SANSKRIT LITERATURE.

COURSE OUTCOMES:

STUDENTS WILL ACQUIRE VAST KNOWLEDGE OF ENVIRONMENTAL AWARENESS OF VEDIC AND POST VEDIC PERIOD. STUDENTS WILL ABLE TO APPRECIATE ECO FRIENDLY THOUGHTS FOUND IN SANSKRIT LITERATURE IN THEIR DAY TODAY LIFE. STUDENTS WILL ABLE TO DEDUCE UNIVERSAL ENVIRONMENTAL ISSUES IN LITERATURE OF KĀLIDĀSA. STUDENTS WILL ABLE TO ASSESS THE VALUE OF THE MEASURES SUGGESTED BY ANCIENT ARYANS FOR PRESERVATION AND PROTECTION OF ENVIRONMENT.

TEACHING LEARNING PROCESS:

- INTERACTIVE LECTURES, DISCUSSIONS, AND PRESENTATIONS.
- GROUP WORK AND PEER-LEARNING ACTIVITIES.
- AUDIO-VISUAL AIDS FOR LITERATURE STUDY.

TEACHING LEARNING TOOLS:

- TEXTBOOKS, REFERENCE BOOKS, AUDIO-VISUAL PRESENTATIONS.
- SANSKRIT MANUSCRIPTS, INSCRIPTIONS AND EPIGRAPHIC MATERIALS.

PAPER NAME	FUNDAMENTALS OF ĀYURVEDA
PAPER CODE	SAN-MJ-07034
TOTAL CREDIT:	4 (THEORY: 4, PRACTICAL: 0)
CONTACT HOURS:	60 (LECTURE: 48, TUTORIAL: 12)
DISTRIBUTION OF MARKS	60 (END SEM/EXTERNAL) + 40 (IN SEM/INTERNAL); TOTAL - 100
COURSE OUTCOME	STUDENTS WILL ACQUIRE VAST KNOWLEDGE OF ENVIRONMENTAL AWARENESS OF VEDIC AND POST VEDIC PERIOD. STUDENTS WILL BE ABLE TO APPRECIATE ECO FRIENDLY THOUGHTS FOUND IN SANSKRIT LITERATURE IN THEIR DAY TODAY LIFE. STUDENTS WILL BE ABLE TO DEDUCE UNIVERSAL ENVIRONMENTAL ISSUES IN LITERATURE OF KĀLIDĀSA. STUDENTS WILL BE ABLE TO ASSESS THE VALUE OF THE MEASURES SUGGESTED BY ANCIENT ARYANS FOR PRESERVATION AND PROTECTION OF ENVIRONMENT.

UNIT NO.	UNIT CONTENT	LECTURE (L)	TUTORIAL (T)	PRACTICAL (P)	TOTAL HOURS	MARKS
I	➤ INTRODUCTION TO ĀYURVEDA	12	3	-	15	15
II	➤ EIGHT BRANCHES OF ĀYURVEDA	12	3	-	15	15
III	➤ LIFESTYLE AND PREVENTIVE MEDICINE	12	3	-	15	15
IV	➤ DIAGNOSIS OF ILLNESS (ROGA- PARĪKṢAṆA)	12	3	-	15	15

UNIT-WISE DIVISION:

SECTION-A

ENVIRONMENTAL ISSUES IN SANSKRIT LITERATURE

UNIT-I: SCIENCE OF ENVIRONMENT: DEFINITION, SCOPE AND MODERN CRISES: ROLE OF ENVIRONMENT IN HUMAN CIVILIZATION; CONCEPT OF ENVIRONMENT; VARIOUS NAME FOR SCIENCE OF ENVIRONMENT: ECOLOGY, PARYĀVARAṆA, PRAKṚTI VIJÑĀNA' ETC. MODERN CHALLENGES AND CRISES OF ENVIRONMENT: GLOBAL WARMING, CLIMATE CHANGE, OZONE DEPLETION, EXPLOSIVELY INCREASE IN POLLUTION, DECREASE IN UNDERGROUND WATER LEVEL, RIVER POLLUTION, DEFORESTATION IN LARGE SCALE.

UNIT-II: IMPORTANCE OF SANSKRIT LITERATURE FROM THE VIEW POINT OF SCIENCE OF ENVIRONMENT ; CONCEPT OF 'MOTHER EARTH' AND WORSHIP OF RIVERS IN VEDIC LITERATURE; BRIEF SURVEY OF ENVIRONMENTAL ISSUES SUCH AS PROTECTION AND PRESERVATION OF MOTHER NATURE, PLANTING TREES IN FORESTS, AND WATER PRESERVATION TECHNIQUES AS PROPOUNDED IN THE SANSKRIT LITERATURE.

SECTION-B

ENVIRONMENTAL ISSUES IN VEDIC LITERATURE

UNIT-I: ENVIRONMENTAL ISSUES AND ECO-SYSTEM IN VEDIC LITERATURE; DIVINITY TO NATURE, CO-ORDINATION BETWEEN ALL NATURAL POWERS OF UNIVERSE; EQUIVALENT WORDS FOR ENVIRONMENT IN ATHARVAVEDA: 'VRITAVRITA' (12.1.52), 'ABHIVARAH,'(1.32.4.), 'AVRITAH' (10.1.30),

‘*PARIVRITA*’ (10.8.31); FIVE BASIC ELEMENTS OF UNIVERSE COVERED BY ENVIRONMENT : EARTH, WATER, LIGHT, AIR, AND ETHER (*AITAREYA UPANIṢAD* 3.3); THREE CONSTITUENT ELEMENTS OF ENVIRONMENT KNOWN AS ‘*CHANDAMSI*’: JALA (WATER), VAYU (AIR), AND *OSADHI* (PLANTS) – [ATHARVAVEDA, 18.1.17]; NATURAL SOURCES OF WATER IN FIVE FORMS: RAIN WATER (*DIVYAH*), NATURAL SPRING (*SRAVANTI*), WELLS AND CANALS (*KHANITRIMAH*), LAKES (*SVAYAMJAH*) AND RIVERS (*SAMUDRARTHAH*)- [ṚGVEDA, 7.49.2].

UNIT-II: ENVIRONMENT PRESERVATION IN VEDIC LITERATURE: FIVE ELEMENTARY SOURCES OF ENVIRONMENT PRESERVATION: *PARVAT* (MOUNTAIN), *SOMA* (WATER), *VĀYU* (AIR), *PARJANYA* (RAIN) AND *AGNI* (FIRE) – (ATHARVAVEDA, 3.21.10); ENVIRONMENT PROTECTION FROM SUN (ṚGVEDA,1.191.1-16, ATHARVAVEDA, 2.32.1-6, YAJURVEDA,4.4,10.6); CONGENIAL ATMOSPHERE FOR THE LIFE CREATED BY THE UNION OF HERBS AND PLANTS WITH SUN RAYS (ATHARVAVEDA, 5.28.5); VEDIC CONCEPT OF OZONE-LAYER MAHAT ULB’(ṚGVEDA,10.51.1; ATHARVAVEDA,4.2.8); IMPORTANCE OF PLANTS AND ANIMALS FOR PRESERVATION OF GLOBAL ECOSYSTEM (YAJURVEDA ,13.37); ECO FRIENDLY ENVIRONMENTAL ORGANISM IN UPANIṢADS (BṚHADĀRAṆYAKOPANIṢAD,3.9.28, TAITTIRIYOPANIṢAD,5.101, ISOPANIṢAD,1.1)

SECTION-C

ENVIRONMENTAL AWARENESS IN CLASSICAL SANSKRIT LITERATURE

UNIT-I: ENVIRONMENTAL AWARENESS AND TREE PLANTATION: PLANTING OF TREES IN *PURANAS* AS A PIOUS ACTIVITY (*MATSYA PURANA*, 59.159; 153.512; *VARĀHA PURANA* 172. 39), VARIOUS MEDICINAL TREES TO BE PLANTED IN FOREST BY KING (*SUKRANITI*, 4.58-62); PLANTATION OF NEW TREES AND PRESERVATION OF OLD TREES AS ROYAL DUTY OF KING (ARTHAŚĀSTRA, 2.1..20); PUNISHMENTS FOR DESTROYING TREES AND PLANTS (ARTHAŚĀSTRA, 3.19), PLANTATION OF TREES FOR RECHARGING UNDER GROUND WATER (*BṚHATSAMHITĀ*, 54.119)

UNIT-II: UNIVERSAL ENVIRONMENTAL ISSUES IN LITERATURE OF KĀLIDĀSA : EIGHT ELEMENTS OF ENVIRONMENT AND CONCEPT OF ‘*AṢṬAMURTI*’ SIVA (*ABHIJÑĀNAŚAKUNTALAM*); PRESERVATION OF FOREST, WATER RESOURCES, NATURAL RESOURCES; PROTECTION OF ANIMALS, BIRDS AND PLANT IN KĀLIDĀSA’S WORKS, ENVIRONMENTAL AWARENESS IN *ABHIJÑĀNAŚAKUNTALAM*, ECO- SYSTEM OF INDIAN MONSOON IN *MEGHADUTA*, SEASONAL WEATHER CONDITIONS OF INDIAN SUB CONTINENT IN *RTUSAMHĀRA*, HIMALAYAN ECOLOGY IN *KUMĀRASAMBHAVAM*, OCEANOGRAPHY IN *RAGHUVAMŚĀ* (CANTO-XIII).

[E] SUGGESTED BOOKS/READINGS:

- 1. ARTHASHASTRA OF KAUTILYA—(ED.) KANGALE, R.P. DELHI, MOTILAL BANARASIDAS 1965**
- 2. ATHARVAVEDA SAMHITA.(2 VOLS) — (TRANS.) R.T.H. GRIFFITH, BANARAS 1968.**
- 3. RAMAYANA OF VALMAKI (3 VOLS)— (ENG. TR.) H.P. SHASTRI, LONDON, 1952-59.**
- 4. RGVEDA SAMHITA (6 VOLS)— (ENG. TR.) H.H. WILSON, BANGALORE, 1946.**
- 5. BHANDARKAR, RG— VAISHNAVISM, SAIVISM AND MINOR RELIGIOUS SYSTEMS, INDOLOGICAL BOOK HOUSE, VARANASI, 1965**
- 6. DAS GUPTA, SP— ENVIRONMENTAL ISSUES FOR THE 21ST CENTURY, AMITTAL PUBLICATIONS, NEW DELHI, 2003**
- 7. DWIVEDI, OP — THE ESSENCE OF THE VEDAS, VISVA BHARATI RESEARCH INSTITUTE, GYANPUR, VARANASI, 1990**
- 8. JERNES, H (ED.) —ENCYCLOPEDIA OF RELIGION AND ETHICS (VOL. II), NEW YORK: CHARLES SZCRIBMER SONS, 1958.**
- 9. JOSHI, PC, NAMITA J—A TEXTBOOK OF ENVIRONMENTAL SCIENCE, A.P.H. PUBLISHING CORPORATION, NEW DELHI, 2009**
- 10. SINHA, KR) — ECOSYSTEM PRESERVATION THROUGH FAITH AND TRADITION IN INDIA. J. HUM. ECOL., DELHI UNIVERSITY, NEW DELHI, 1991**
- 11. TRIVEDI, PR—ENVIRONMENTAL POLLUTION AND CONTROL, A.P.H. PUBLISHING CORPORATION, NEW DELHI, 2004**
- 12. RENUGADEVI, R. —ENVIRONMENTAL ETHICS IN THE HINDU VEDAS AND PURANAS IN INDIA, (ARTICLE) AFRICAN JOURNAL OF HISTORY AND CULTURE, VOL. 4(1), JANUARY 2012**

SEMESTER-VIII (HONOURS)

COURSE TITLE: LEXICOGRAPHICAL TRADITION IN SANSKRIT

AIMS OF FYUGP IN SEMESTER VIII

COURSE OBJECTIVES:

THIS COURSE WILL INTRODUCE THE THEORIES OF WRITING DICTIONARIES IN SANSKRIT AND ITS TRADITIONS.

COURSE OUTCOMES:

AFTER DOING THIS COURSE, STUDENTS WILL LEARN THE RICH LEXICOGRAPHICAL TRADITION OF SANSKRIT AND THEY WILL GET AN OUTLOOK OF THE TRADITIONAL AND MODERN WORKS IN THIS FIELD WHICH WILL WORK AS A GREAT SOURCE OF RESEARCH TOOLS FOR THEIR FUTURE RESEARCH ENDEAVORS.

TEACHING LEARNING PROCESS:

- INTERACTIVE LECTURES, DISCUSSIONS, AND PRESENTATIONS.
- GROUP WORK AND PEER-LEARNING ACTIVITIES.
- AUDIO-VISUAL AIDS FOR LITERATURE STUDY.

TEACHING LEARNING TOOLS:

- TEXTBOOKS, REFERENCE BOOKS, AUDIO-VISUAL PRESENTATIONS.
- SANSKRIT MANUSCRIPTS, INSCRIPTIONS AND EPIGRAPHIC MATERIALS.

PAPER NAME	LEXICOGRAPHICAL TRADITION IN SANSKRIT
PAPER CODE	SAN-MJ-08014
TOTAL CREDIT:	4 (THEORY: 4, PRACTICAL: 0)
CONTACT HOURS:	60 (LECTURE: 48, TUTORIAL: 12)
DISTRIBUTION OF MARKS	60 (END SEM/EXTERNAL) + 40 (IN SEM/INTERNAL); TOTAL - 100
COURSE OUTCOME	AFTER DOING THIS COURSE, STUDENTS WILL LEARN THE RICH LEXICOGRAPHICAL TRADITION OF SANSKRIT AND THEY WILL GET AN OUTLOOK OF THE TRADITIONAL AND MODERN WORKS IN THIS FIELD WHICH WILL WORK AS A GREAT SOURCE OF RESEARCH TOOLS FOR THEIR FUTURE RESEARCH ENDEAVORS.

UNIT NO.	UNIT CONTENT	LECTURE	TUTORI	PRACTIC	TOTAL	MAR
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		(L)	AL (T)	AL (P)	HOURS	KS
I	➤ INTRODUCTION TO SANSKRIT LEXICOGRAPHY	12	3	-	15	15
II	➤ TRADITION OF SANSKRIT LEXICONS	12	3	-	15	15
III	➤ CLASSICAL SANSKRIT LEXICONS	12	3	-	15	15
IV	➤ MODERN SANSKRIT LEXICOGRAPHERS	12	3	-	15	15

SECTION

WISE DIVISION:

SECTION-A:

INTRODUCTION TO SANSKRIT LEXICOGRAPHY

ORIGIN AND DEVELOPMENT

BRIEF INTRODUCTION TO MAJOR LEXICONS

TYPES OF DICTIONARIES

SECTION-B:

TRADITION OF SANSKRIT LEXICONS

EARLY SANSKRIT LEXICOGRAPHY:

ANUKRAMANIS OF SAUNAKA, SARAVANUKARMANI, NIGHAṆṬU AND NIRUKTA

DHĀTUPĀṬHA, GAṆAPĀṬHA AND WORD LISTS IN ŚIKṢĀS, PRĀTIŚĀKHYAS

SECTION-C:

CLASSICAL SANSKRIT LEXICONS

VĀCASPATYAM, ŚABDAKALPADRUMA, HALĀYUDHAKOŚA, AMARAKOŚA, MANKHAKOŚA,

MEDINĪKOŚA:

(TEXTUAL ORGANISATION, COMMENTARIES, TRANSLATIONS AND DIGITIZED WORKS)

SECTION-D:

MODERN SANSKRIT LEXICOGRAPHERS

MONIER WILLIAM, V. S. APTE, A A MACDONALD, ACHARYA VISHBANDHU, JAINENDRA

SIDDHANTAKOSHA, NYAYAKOSHA, M. BLOOM FIELD, ANANDORAM BOROAH

[E] ESSENTIAL/RECOMMENDED READINGS:

1. AMARAKOSA COMPILED BY B.L .RICE, EDITED BY N. BALASUBRAMANYA, 1970
2. STUDIES IN HISTORICAL SANSKRIT LEXICOGRAPHY, EDITED BY A.M. GHATAGE, R.N. DANDEKAR, DECCAN COLLEGE, POONA, 1973
3. M.M. PATKAR, HISTORY OF SANSKRIT LEXICOGRAPHY, NEW DELHI MUNISHIRAM MANOHARLAL, 1981
4. SATYA PAL NARANG, THE VARIOUS DIMENSIONS OF SANSKRIT LEXICOGRAPHY, RASHTRIYA SANSKRIT SANSTHAN, JANAKPURI, 1998
5. S. P. TEWARI, CONTRIBUTIONS TO SANSKRIT INSCRIPTIONS TO LEXICOGRAPHY, AGAM KALA PRAKASHAN, 1987

SEMESTER-VIII (HONOURS & RESEARCH)

ART OF BALANCED LIVING (DSE)

AIMS OF FYUGP IN SEMESTER VIII

COURSE OBJECTIVES:

THIS COURSE AIMS TO GET THE STUDENTS ACQUAINTED WITH THEORIES OF ART OF LIVING INHERENT IN SANSKRIT LITERATURE AND APPLY THEM TO LIVE BETTER LIFE. IT ALSO EXPOSES THE STUDENTS THE LESSONS OF VALUE EDUCATION AND HUMAN RESOURCE MANAGEMENT INHERENT IN THESE LITERARY WORKS.

COURSE OUTCOMES:

FROM THIS COURSE, THE STUDENTS WILL LEARN TO LIVE A QUALITY LIFE AND ALSO LEARN HOW EMOTIONAL STABILITY CAN LEAD TO CLEARER THINKING. STUDENT WILL REALIZE HOW ACTIVE ENGAGEMENT WITH ACTION IS MOST CONDUCTIVE TO HEALTHY AND SUCCESSFUL LIVING AND PRACTICALLY UTILIZE THEIR THEORETICAL KNOWLEDGE.

TEACHING LEARNING PROCESS:

- INTERACTIVE LECTURES, DISCUSSIONS, AND PRESENTATIONS.
- GROUP WORK AND PEER-LEARNING ACTIVITIES.

- **AUDIO-VISUAL AIDS FOR LITERATURE STUDY.**

TEACHING LEARNING TOOLS:

- **TEXTBOOKS, REFERENCE BOOKS, AUDIO-VISUAL PRESENTATIONS.**
- **SANSKRIT MANUSCRIPTS, INSCRIPTIONS AND EPIGRAPHIC MATERIALS.**

PAPER NAME	ART OF BALANCED LIVING
PAPER CODE	SAN-MJ-08024
TOTAL CREDIT:	4 (THEORY: 4, PRACTICAL: 0)
CONTACT HOURS:	60 (LECTURE: 48, TUTORIAL: 12)
DISTRIBUTION OF MARKS	60 (END SEM/EXTERNAL) + 40 (IN SEM/INTERNAL); TOTAL - 100
COURSE OUTCOME	FROM THIS COURSE, THE STUDENTS WILL LEARN TO LIVE A QUALITY LIFE AND ALSO LEARN HOW EMOTIONAL STABILITY CAN LEAD TO CLEARER THINKING. STUDENT WILL REALIZE HOW ACTIVE ENGAGEMENT WITH ACTION IS MOST CONDUCTIVE TO HEALTHY AND SUCCESSFUL LIVING AND PRACTICALLY UTILIZE THEIR THEORETICAL KNOWLEDGE.

UNIT NO.	UNIT CONTENT	LECTURE (L)	TUTORIAL (T)	PRACTICAL (P)	TOTAL HOURS	MARKS
I	SELF PRESENTATION	12	3	-	15	15
II	CONCENTRATION	12	3	-	15	15

III	REFINEMENT OF BEHAVIOUR	12	3	-	15	15
IV	CONTROL OF MIND	12	3	-	15	15

UNIT WISE DIVISION:

SECTION A

SELF-PRESENTATION

METHOD OF SELF-PRESENTATION: HEARING (*ŚRAVAṆA*), REFLECTION (*MANANA*) & MEDITATION (*NIDIDHYĀSANA*) – [BRHADĀRANYAKOPANIṢAD, 2.4.5]

SECTION B

CONCENTRATION

CONCEPT OF YOGA: (YOGASŪTRA,1.2); RESTRICTION OF FLUCTUATIONS BY PRACTICE (*ABHYĀSA*) AND PASSIONLESSNESS (*VAIRĀGYA*): (YOGASŪTRA, 1.12-16); EIGHT AIDS TO YOGA (*AṢṬĀNGAYOGA*): (YOGASŪTRA, 2.29, 30, 32, 46, 49, 50, 3.1-40); YOGA OF ACTION OR *KRIYĀYOGA*: (YOGASŪTRA, 2.1); FOUR DISTINCT MEANS OF MENTAL PURITY OR (*CITTAPRASĀDANA*) LEADING TO ONENESS: (YOGASŪTRA, 1.33)

SECTION C

REFINEMENT OF BEHAVIOR

METHODS OF IMPROVING BEHAVIOR: *JÑĀNA-YOGA*, *DHYĀNA-YOGA*, *KARMA-YOGA* AND *BHAKTI-YOGA* (ESPECIALLY *KARMA-YOGA*)

***KARMA*: A NATURAL IMPULSE, ESSENTIALS FOR LIFE JOURNEY, CO-ORDINATION OF THE WORLD, AN IDEAL DUTY AND A METAPHYSICAL DICTATE (*GĪTĀ*, 3,5,8,10-16, 20 &21)**

[D] RECOMMENDED BOOKS/READINGS:

1. *UPANIṢAD SAMAGRA*, WITH BANGLA COM. ED. BY KALIKANANDA ABADHUTA, KALKATA: GIRIJA LIBRARY, 2ND EDIT., 2013.
2. '*YOGA*' BY VIVEKANANDA PRAKASAN VIBHAG, GUWAHATI, FOURTH EDITION 2008
3. *PATANJALI'S YOGASUTRA* TRANSLATED BY SWAMI PRABHAVAWANDA AND CHRISTOPHER ISHERWOOD, PUBLISHED BY SRI RAMAKRISHNA MATH, CHENNAI
4. *SADADARSAN: PRABANDHA PANCHADASI* EDITED BY SAMBHU NATH CHAKRABARTI PUBLISHED BY SANSKRIT PUSTAK BHANDAR, CALCUTTA-6.

5. ***SRIMADBHAGAVADGITA*, TRANSLATED WITH INTRODUCTORY NOTE BY KESHADA MAHANTA, PUBLISHED BY BANALATA.**
6. ***SRIMADBHAGAVADGITAYATHAYATH* BY DR. MUKUNDA MADHABA SARMA, ISKCON.**
7. ***SRIMADBHAGAVADGITA*, TRANSLATED WITH EXPLANATION BY PRABHJUPADA. PUBLISHED BY ISKCON**