Darrang College (Autonomous), Tezpur-784001

Syllabus for FYUGP

Subject: SANSKRIT
Course Type: MINOR

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
साविद्यायाविमुक्तये SĀ VIDYĀ YĀ VIMUKTAYE //
(THAT IS KNOWLEDGE WHICH LIBERATES)
ESTD. 1945
T.O & P.O. TEZPUR

MINOR ALL

SYLLABUS

FYUGP COURSE

DEPARTMENT OF SANSKRIT

DARRANG COLLEGE (AUTONOMOUS)

SEMESTER: I SANSKRIT (MINOR)

CLASSICAL SANSKRIT LITERATURE (MINOR-1)

AIMS OF FYUGP IN SEMESTER I

COURSE OBJECTIVES:

- **STUDENTSWILLACQUIREKNOWLEDGEOFVEDICANDCLASSICAL SANSKRIT LITERATURE.**
- **STUDENTSWILLGAINBASICKNOWLEDGEOFINDIANSCRIPTURES 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-MN-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 STUDENTSWILLBEABLE -** **a. TOAPPRECIATETHEVALUEOFKNOWLEDGE REGARDING ANCIENT INDIAN LITERATURE.** **b. TOGAINKNOWLEDGEABOUTVARIOUSINDIANSCRIPTURESWHICHARE THE ROOT OF INDIAN CIVILIZATION.** **c. TOAPPRECIATEINDIANKNOWLEDGESYSTEM THATEVOLVEDINTHE INITIAL STAGE OF HUMAN CIVILIZATION.** **d. TOGRASPTHELINGUISTICSIGNIFICANCEOFSANSKRITANDITS 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 • VARṢĀVARṆANAM OF THE KIṢKINDHĀKĀṆḌA	12	3	--	15	15
UNIT III	MAHĀBHĀRATA • UDYOGA PARVA; CH. 33-36 • SABHĀ PARVA; CH. 66-67	12	3	--	15	15
UNIT IV	NĪTIŚATAKAM VERSES 1-50	12	3	--	15	15

READINGLIST:

1. **GAURINATHSHASTRI,ACONCISEHISTORYOFSANSKRITLITERATURE,MLBD, DELHI.**
2. **MAURICEWINTERNITZ,INDIANLITERATURE(VOL.I-III),ALSOHINDI TRANSLATION, MLBD, DELHI.**
3. **A.B.KEITH,HISTORYOFSANSKRITLITERATURE,ALSOHINDITRANSLATION, MLBD, DELHI.**
4. **M.KRISHNAMACHARIAR,HISTORYOFCLASSICALSANSKRITLITERATURE, MLBD, DELHI.**
5. **BALDEVUPADHYAY,SANSKRITSAHITYAKAITIHAS,SHARDANIKETAN, VARANASHI.**
6. **BALDEVUPADHYAY,VEDIKSAHITYAAURSANSKRITI, VARANASHI.**
7. **KANE,P.V.HISTORYOFTHEDHARMAŚĀSTRASVOL.1.**
8. **SHIVASVARUPSAHAY,BHARATIYAPURALEKHOKAADHYAYAN(STUDIESIN ANCIENT INDIAN INSCRIPTIONS).**
9. **SATYAMURTY,K.:TEXTBOOKOFINDIANEPIGRAPHY,LOWERPRICE PUBLICATION, DELHI 1992.**
10. **RĀMĀYAṆAOFVĀLMĪKI,(ENG.TR.)H.P.SHASTRI,LONDON,1952-59.(3VOLS.)**
11. **MAHĀBHĀRATA(7VOLS),(ENG.TR.)H.P.SHASTRI,LONDON,1952-59**
12. **M.R.KALE(ED.),NĪTIŚATAKAMOFBHARTṚHARI,MLBD.,DELHI**

GRADUATEATTRIBUTES:

- **DISCIPLINARYKNOWLEDGE**
- **COMMUNICATION**
- **SENSEOFPRIDE FORINDIANCULTURE**
- **TRUEIDEAOFWRITINGSKILLSOFANCIENTINDIANSANSKRITPOETSTHROUGH INDIAN PERSPECTIVE**
- **UPGRADEDKNOWLEDGEOFANCIENTINDIANVALUESYSTEM**
- **INCLINATIONTOINDIANKNOWLEDGESYSTEM**
- **ATTRACTIONTOOUROWNCULTURE**
- **SOLUTIONFORMANYPROBLEMSTHATGREWTHROUGHWRONGINTERPRETATION OF INDIAN CULTURE AND TRADITION**

SEMESTER II

DRAMATIC LITERATURE IN SANSKRIT (MINOR-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 EXITED BEHIND THEORIGIN AND DEVELOPMENT OF SANSKRIT DRAMA.**
- **TO GRASP PSYCHOLOGICAL BASE OF SANSKRIT DRAMATURGY.**
- **TO APPRECIATE INDIAN KNOWLEDGE SYSTEM THAT EVOLVED IN THE SOCIETY REFLECTED THROUGHVARIOUS SANSKRIT WORKS.**
- **TO CO-RELATE THE IDEAS AND CONCEPTS OF SANSKRIT DRAMATURGY WITH MANY OF THE WORLDPERFORMANCES.**
- **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.**

COURSE STRUCTURE:

PAPER NAME	**DRAMATIC LITERATURE IN SANSKRIT**

PAPER CODE	**SAN-MN-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	**THE STUDENTSWILLBEABLE -** **a. TO UNDERSTAND THE BASIC IDEAS AND CONCEPTS THAT EXITED BEHIND THE ORIGIN AND DEVELOPMENT OF 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 (MINOR – 2)

UNIT NO.	UNIT CONTENT	LECTURE (L)	TUTORIAL (T)	PRACTICAL (P)	TOTAL HOURS	MARKS
I	SVAPNAVĀSAVADATTAM ➢ ACT – I ➢ ACT – V ➢ ACT – VI	12	3	-	15	15
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 AND DEVELOPMENT OFSANSKRIT DRAMA	12	3	-	15	15

READING LIST:

- **M. R. KALE: ABHIJÑANASAKUNTALAM, MLBD, DELHI.**
- **FARLEY, P. RICHMOND (2007), INDIAN THEATRE : TRADITIONS OF PERFORMANCE, VOL. I, ORIGINS OF SANSKRIT THEATRE, PP. 25-32.**
- **PARAMESHWARADIN PANDEYA, MAHĀKABI VIŚĀKHĀDATTA 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**

SEMESTER III

MINOR -3

BASICSPRINCIPLESOFINDIANMEDICINESYSTEM (AYURVEDA)

AIMS OF FYUGP IN SEMESTER III

COURSE OBJECTIVES:

- **STUDENTS WILL GAIN FOUNDATIONAL KNOWLEDGE OF THE INDIAN MEDICAL SYSTEM AND ITS RELEVANCE IN THE PRESENT CONTEXT.**
- **STUDENTS WILL UNDERSTAND THE BASIC PRINCIPLES OF ĀYURVEDA, INCLUDING THE PHILOSOPHY OF BALANCE AND HEALTH.**
- **STUDENTS WILL ACQUIRE INSIGHTS INTO ĀYURVEDIC DIETETICS, NUTRITION, AND METHODS OF TREATMENT.**
- **STUDENTS WILL BE INTRODUCED TO IMPORTANT MEDICINAL PLANTS AND THEIR SIGNIFICANCE AS PER ĀYURVEDIC TEXTS.**

PROGRAMME OUTCOME/LEARNING OUTCOMES:

AFTER GOING THROUGH THIS UNIT, STUDENTS WILL BE ABLE:

- **TO GRASP THE FOUNDATIONAL STRUCTURE AND HOLISTIC VISION OF THE INDIAN MEDICAL SYSTEM.**
- **TO UNDERSTAND THE GUIDING PRINCIPLES OF ĀYURVEDA SUCH AS THE TRIDOṢA THEORY, PANCHAMAHĀBHŪTA AND CONCEPTS OF HEALTH AND DISEASE.**
- **TO APPRECIATE THE ROLE OF NUTRITION AND DIETARY GUIDELINES IN ĀYURVEDA AS A PREVENTIVE AND CURATIVE APPROACH.**
- **TO RECOGNIZE KEY MEDICINAL PLANTS AND UNDERSTAND THEIR CLASSIFICATION AND THERAPEUTIC USE ACCORDING TO ĀYURVEDA.**
- **TO RELATE ANCIENT MEDICAL WISDOM TO MODERN HEALTH AND WELLNESS PRACTICES.**

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	**BASICS PRINCIPLES OF INDIAN MEDICINE SYSTEM (AYURVEDA)**
PAPER CODE	**SAN-MN-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	• **TO GRASP THE FOUNDATIONAL STRUCTURE AND HOLISTIC VISION OF THE INDIAN MEDICAL SYSTEM.** • **TO UNDERSTAND THE GUIDING PRINCIPLES OF ĀYURVEDA SUCH AS THE TRIDOṢA THEORY, PANCHAMAHĀBHŪTA AND CONCEPTS OF HEALTH AND DISEASE.** • **TO APPRECIATE THE ROLE OF NUTRITION AND DIETARY GUIDELINES IN ĀYURVEDA AS A PREVENTIVE AND CURATIVE APPROACH.** • **TO RECOGNIZE KEY MEDICINAL PLANTS AND UNDERSTAND THEIR CLASSIFICATION AND THERAPEUTIC USE ACCORDING TO ĀYURVEDA.** • **TO RELATE ANCIENT MEDICAL WISDOM TO MODERN HEALTH AND WELLNESS PRACTICES.**

UNIT NO.	UNIT CONTENT	LECTURE (L)	TUITORIAL (T)	PRACTICAL (P)	TOTAL HOURS	MARKS
I	INTRODUCTIONTOINDIANMEDICINESYSTEM	12	3	-	15	15
II	BASICPRINCIPLESOF ĀYURVEDA	12	3	-	15	15
III	DIETETICS,NUTRITIONANDTREATMENTINĀYURVEDA	12	3	-	15	15
IV	IMPORTANTMEDICINALPLANTS ANDTHEIRBASEON ĀYURVEDA	12	3	-	15	15

READINGLIST:

- **ACONCISEHISTORYOFSCIENCEININDIA,D.M.BOSE,S.N.SENANDB. V.SUBBARAIYAPPA(ED.), INDIANNATIONAL SCIENCE ACADEMY, NEW DELHI, 1971.**
- **MEDICINEINTHEVEDA,K.G. ZYSK,MLBD,DELHI, 1985**
- **THEAYURVEDA,V.W.KARAMBELKAR,CHOWKHAMBA KRISHNADAS.ACADEMY,VARANASI, 2003.**

SEMESTER IV

PAPERNAME-HISTORYOFVEDIC LITERATURE(MINOR-4)

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.

PAPER NAME	HISTORY OF VEDIC LITERATURE
PAPER CODE	SAN-MN-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	▪ • **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	LECTURE (L)	TUITORIAL (T)	PRACTICAL (P)	TOTAL HOURS	MARKS
I	THEFOURSAṀHITĀS	12	3	-	15	15
II	THEMAJORBRĀHMAṆAS	12	3	-	15	15
III	THEĀRAṆYAKASANDTHEPRINCIPALUPANIṢADS	12	3	-	15	15
IV	THESIXVEDANGAS	12	3	-	15	15

READLINGLIST:

- **M.KRISHNAMACHARIAR,HISTORYOFCLASSICALSANSKRITLITERATURE,MLBD,DELHI.**
- **GAURINATHSHASTRI,ACONCISEHISTORYOFSANSKRITLITERATURE,MLBD,DELHI**
- **MAURICEWINTERNITZ, INDIAN LITERATURE(VOL. I-III), ALSOHINDITRANSLATION,MLBD, DELHI.**
- **A.B.KEITH,HISTORYOFSANSKRITLITERATURE,ALSOHINDITRANSLATION,MLBD, DELHI.**
- **BALDEVUPADHYAY,SANSKRITSAHITYAKAITIHAS,SHARDANIKETAN,VARANASI.**
- **ṚKSŪKTĀVALĪ,H.D.VELANKAR,VAIDIKASANSHODHANAMANDALA,PUNE, 1965.**
- **VAIDIKSANGRAH,KRISHNALAAL,EASTERN BOOK LINKERS, DELHI.**
- **ṚKSŪKTAVAIJAYANTĪ,H.D.VELANKAR,BHARATIYAVIDYA BHAVAN,BOMBAY,1972.**
- **ŚATAPATHABRĀHMAṆA,(ED.)GANGAPRASADUPADHYAYA,SLBSRSVIDYAPEETH, DELHI.**
- **ŚUKLAYAJURVEDA-SAṀHITĀ,(VĀJASANEYI-MĀDHYANDINA),(ED.)JAGADISHLALSHASTRI,MLBD,DELHI,1978.**
- **ATHARVAVEDA(ŚAUNAKĪYA):(ED.)VISHVA BANDHU,VVRI,HOSHIHARPUR,1960.**

GRADUATEATTRIBUTES:

- **DISCIPLINARYKNOWLEDGE**
- **BASICIDEASANDTECHNICALITIESOFVEDIC LITERATURE**
- **UPGRADEDIDEASOFTHEBRAHMANAS**
- **ARANYAKASAND UPANISADS**
- **INCLINATIONTO INDIANKNOWLEDGE SYSTEM**
- **ANALYTICALBASEFORSOMEOFTHEIMPORTANTUPANISHADIC IDEAS**
- **KNOWLEDGEOFTHEORIGINOFVARIOUSACADEMICFIELDSINANCIENT INDIAONTHEBASISOFTHESTUDYONTHE VEDANGAS**

SEMESTER- V

PAPER NAME- FUNDAMENTAL OF INDIAN PHILOSOPHY(MINOR-5)

AIMS OF FYUGP IN SEMESTER V

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.**

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	**FUNDAMENTAL OF INDIAN PHILOSOPHY**
PAPER CODE	**SAN-MN-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	**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.**

UNIT NO	UNIT CONTENT	LECTURE (L)	TUITORIAL (T)	PRACTICAL (P)	TOTAL HOURS	MARKS
I	INTRODUCTION	12	3	-	15	15
II	GENERAL INTRODUCTION ON NYAYA- VAIŚESIKA AND SĀṀKHYA-YOGA PHILOSOPHY	12	3	-	15	15
III	INTRODUCTION TO VEDĀNTA AND MĪMĀṀSĀ	12	3	-	15	15
IV	INTRODUCTION TO NASTIKA SCHOOLS	12	3	-	15	15

READING LIST:

- **CHATTERJEE,S.C.&D.M.DATTA-INTRODUCTION TO INDIAN PHILOSOPHY, CALCUTTA UNIVERSITY CALCUTTA, 1968 (HINDI TRANSLATION ALSO)**
- **A PRIMER OF INDIAN LOGIC, KUPPUSWAMI SHASTRI, MADRAS,1951.**
- **THE ELEMENTS OF INDIAN LOGIC AND EPISTIMOLOGY, CHONDRODAYA BHATTACHARYA.**
- **A CRITICAL SURVEY OF INDIAN PHILOSOPHY- CHANDRADHAR SHARMA**
- **INDIAN PHILOSOPHY – DR. S. RADHAKRISHNAN**
- **THE NYAYA THEORY OF KNOWLEDGE- SATCHIDANANDA MURTHY**
- **CLASSICAL SĀṀKHYA- G. LARSON**
- **INTRODUCTION TO MĪMĀṀSĀ PHILOSOPHY- R. BHATTACHARYA**
- **VEDĀNTA : A SIMPLE INTRODUCTION- SWAMI DAYANANDA SARASWATI**
- **THE CĀRVĀKA PHILOSOPHY : A STUDY IN INDIAN MATERIALISM- DEBIPRASAD CHATTOPADHYAYA**
- **THE CENTRAL PHILOSOPHY OF BUDDHISIM- T.R.V. MURTI**
- **THE ESSENTIALS OF JAINISM- DR. UMASWATI.**

GRADUATE ATTRIBUTES :

GRADUATES OF THIS COURSE WILL DEMONSTRATE: -

- **CRITICAL THINKING: ABILITY TO ANALYZE AND EVALUATE PHILOSOPHICAL ARGUMENTS IN INDIAN TRADITIONS WITH LOGICAL COHERENCE AND DEPTH.**
- **CULTURAL SENSITIVITY: AWARENESS OF INDIA'S DIVERSE PHILOSOPHICAL HERITAGE AND ITS RELEVANCE TO CONTEMPORARY THOUGHT.**
- **ETHICAL REASONING: UNDERSTANDING OF ETHICAL FRAMEWORKS AND MORAL PHILOSOPHIES FROM INDIAN SYSTEMS SUCH AS DHARMA, KARMA, AND MOKṢA.**

MINORCOURSE(SANSKRIT)

COURSENAME	SEMESTER	PAPERNAME	CREDIT
MINOR-1 (COURSE-1)	1ST SEM	INTRODUCTIONTO SANSKRIT	4
MINOR-1(COURSE-2)	2ND SEM	PRACTICALASPECTSINSANSKRIT	4
MINOR-1(COURSE-3)	3RD SEM	BASICS PRINCIPALS OF INDIAN MEDICINESYSTEM(AYURVEDA)	4
MINOR-1(COURSE-4)		INDIAN CULTURE	4
MINOR-1(COURSE-5)	4TH SEM	HISTORY OFVEDICLITERATURE	4
MINOR-1(COURSE-6)		INDIANSOCIAL INSTITUTIONS	4
MINOR-1(COURSE-7)		FUNDAMENTALOFINDIAN PHILOSOPHY	4
MINOR-1(COURSE-8)	5TH SEM	CLASSICALSANSKRITLITERATURE	4
MINOR-1(COURSE-9)		HISTORYOFSANSKRITSCIENTIFIC LITERATURE	4
MINOR-1(COURSE-10)	6TH SEM	SMRITILITERATUREAND PROSODY	4
MINOR-1COURSE-11)		INTRODUCTIONTOSANSKRITDRAMA	4

SEMESTER I

MINOR- 1 (COURSE-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 REFLECTS THE BASE OF INDIAN SOCIETY AND CULTURE**
- **STUDENTS WILL STUDY THE HISTORY AND BACKGROUND OF SANSKRIT LANGUAGE AND DEVANAGARI SCRIPT.**

LEARNING OUTCOMES:

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 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.**

PAPER NAME	**INTRODUCTION TO SANSKRIT**
PAPER CODE	
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	• **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 INDIAN KNOWLEDGE SYSTEM THAT EVOLVED IN THE INITIAL STAGE OF HUMAN CIVILIZATION.** • **TO GRASP THE LINGUISTIC SIGNIFICANCE OF SANSKRIT AND ITS SCRIPTS.**

UNIT NO.	UNITCONTENT	LECTURE (L)	TUITORIAL (T)	PRACTICAL (P)	TOTAL HOURS	MARKS
I	INTRODUCTIONTO VEDICLITERATURE ➢ INTRODUCTIONTO SAṀHITĀ ➢ BRĀHMAṆA ➢ ĀRAṆYAKA ➢ UPANIṢAD ➢ VEDĀṄGA	12	3	-	15	15
II	INTRODUCTIONTOCLASSICALSANSKRIT LITERATURE(DṚŚYAKĀVYAM) ➢ KĀLIDĀSA ➢ BHAVABHŪTI ➢ BHĀSA	12	3	-	15	15
III	INTRODUCTIONTOSĀSTRAS ➢ VYĀKARAṆAM ➢ DARŚANAM ➢ ALAṀKĀRAŚĀSTRAM	12	3	-	15	15
IV	ORIGINANDDEVELOPMENTOFSANSKRIT LANGUAGE AND BRĀHMĪ LIPI	12	3	-	15	15

READINGLIST:

1. **AURINATHSHASTRI,ACONCISEHISTORYOFSANSKRITLITERATURE,MLBD, MAURICE WINTERNITZ, INDIAN LITERATURE (VOL. I-III), ALSO**

HINDI TRANSLATION, MLBD, DELHI.

2. **A.B. KEITH, HISTORY OF SANSKRIT LITERATURE, ALSO HINDI TRANSLATION, MLBD, DELHI.**
3. **M. KRISHNAMACHARIAR, HISTORY OF CLASSICAL SANSKRIT LITERATURE, MLBD, DELHI.**
4. **BALDEV UPADHYAY, SANSKRIT SAHITYA KA ITIHAS, SHARDA NIKETAN, VARANASHI.**
5. **BALDEV UPADHYAY, VEDIK SAHITYA AUR SANSKRITI, VARANASHI.**
6. **KANE, P.V. HISTORY OF THE DHARMAŚĀSTRAS VOL. 1.**
7. **SHIVASVARUP SAHAY, BHARATIYA PURALEKHO KA ADHYAYAN (STUDIES IN ANCIENT INDIAN INSCRIPTIONS).**
8. **DANI, AHMAD HASAN :INDIANPALEOGRAPHY, OXFORD, 1963.**
9. **SATYAMURTY, K.: TEXT BOOK OF INDIAN EPIGRAPHY, LOWER PRICE PUBLICATION, DELHI 1992.**

GRADUATE ATTRIBUTES:

- **DISCIPLINARY KNOWLEDGE**
- **COMMUNICATION**
- **SENSE OF PRIDE FOR INDIAN CULTURE**
- **INCLINATION TO INDIAN KNOWLEDGE SYSTEM**

SEMESTER II

PRACTICAL ASPECTS IN SANSKRIT MINOR-1 (COURSE 2)

AIMS OF FYUGP IN SEMESTER II

COURSE OBJECTIVES:

- **STUDENTS WILL ACQUIRE KNOWLEDGE OF INDIAN VALUE SYSTEM AND WILL GET EXPERTISE IN SPOKEN SANSKRIT.**
- **STUDENTS WILL GAIN BASIC KNOWLEDGE OF YOGA AND THE IMPORTANCE OF ITS PHILOSOPHY FOR RUNNING A BALANCED LIFE STYLE.**
- **STUDENTS WILL ACQUIRE KNOWLEDGE IN THE INDIAN WAY OF SELF-CONTROL AND SELF-MANAGEMENT.**
-

LEARNING OUTCOMES:

AFTER GOING THROUGH THIS UNIT STUDENTS WILL BE ABLE

- **TO APPRECIATE THE VALUE OF SANSKRIT LANGUAGE.**
- **TO GAIN KNOWLEDGE ABOUT THE ETHICAL EQUATIONS OF HUMAN LIFE WHICH ARE THE ROOT OF PROPER GROWTH AND PROSPERITY IN THE SOCIETY.**
- **TO APPRECIATE INDIAN KNOWLEDGE SYSTEM THAT EVOLVED OR A HOLISTIC DEVELOPMENT IN THE SOCIETY.**

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	**PRACTICAL ASPECTS IN SANSKRIT**
PAPER CODE	
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	• **TO APPRECIATE THE VALUE OF SANSKRIT LANGUAGE.** • **TO GAIN KNOWLEDGE ABOUT THE ETHICAL EQUATIONS OF HUMAN LIFE WHICH ARE THE ROOT OF PROPER GROWTH AND PROSPERITY IN THE SOCIETY.** • **TO APPRECIATE INDIAN KNOWLEDGE SYSTEM THAT EVOLVED OR A HOLISTIC DEVELOPMENT IN THE SOCIETY.**

UNIT NO.	UNIT CONTENT	LECTURE (L)	TUITORIAL (T)	PRACTICAL (P)	TOTAL HOURS	MARKS
I	SARVANĀMA WORDS AND THEIR USAGE	12	3	-	15	15
II	SUBHĀṢITAS	12	3	-	15	15
III	CONCEPT OF JÑĀNA, DHYĀNA, KARMA & BHAKTI IN GĪTĀ	12	3	-	15	15
IV	SANSKRIT DECLINATION AND CONJUCATION	12	3	-	15	15

READING LIST:

- **GOSWAMI, ASHOK KUMAR, SUBHASITASAMGRAHA, GUWAHATI.**
- **M.R. KALE (ED.), NITISATAKAM OF BHATRHARI, MLBD, DELHI.**
- **B.K.CHATURVEDI, CHANAKYANEETI, DIAMOND BOOKS, NEW DELHI.**
- **SRIMADBHAGAVADGITA – A GUIDE TO DAILY LIVING, ENGLISH TRANSLATION AND NOTES BY PUSHPA ANAND, ARPANA PUBLICATIONS, 2000.**
- **KALE, M.R. – HIGHER SANSKRIT GRAMMAR, MLBD, DELHI (HINDI TRANSLATION ALSO AVAILABLE)**
- **KANSHIRAM, LAGHUSIDDHANTAKAUMUDI (VOL. 1), MLBD, NEW DELHI.**

GRADUATE ATTRIBUTES:

- **DISCIPLINARY KNOWLEDGE**
- **COMMUNICATION SKILL**
- **UPGRADED ETHICAL VALUE**
- **KNOWLEDGE OF ANCIENT INDIAN LIFE STYLE**
- **BALANCED OUTLOOK TO LIFE**
- **SELF-CONTROL AND SELF-MANAGEMENT**
- **INCLINATION TO INDIAN KNOWLEDGE SYSTEM**

SEMESTER-III
BASICSPRINCIPLESOFINDIANMEDICINESYSTEM (AYURVEDA)
MINOR-1(COURSE3)

AIMS OF FYUGP IN SEMESTER III

COURSE OBJECTIVES

- **STUDENTS WILL GAIN FOUNDATIONAL KNOWLEDGE OF THE INDIAN MEDICAL SYSTEMAND ITS RELEVANCE IN THE PRESENT CONTEXT.**
- **STUDENTS WILL UNDERSTAND THE BASIC PRINCIPLES OF ĀYURVEDA, INCLUDING THE PHILOSOPHY OF BALANCE AND HEALTH.**
- **STUDENTS WILL ACQUIRE INSIGHTS INTO ĀYURVEDIC DIETETICS, NUTRITION, AND METHODS OF TREATMENT.**
- **STUDENTS WILL BE INTRODUCED TO IMPORTANT MEDICINAL PLANTS AND THEIR SIGNIFICANCE AS PER ĀYURVEDIC TEXTS.**

LEARNING OUTCOMES

AFTER GOING THROUGH THIS UNIT, STUDENTS WILL BE ABLE:

- **TO GRASP THE FOUNDATIONAL STRUCTURE AND HOLISTIC VISION OF THE INDIAN MEDICAL SYSTEM.**
- **TO UNDERSTAND THE GUIDING PRINCIPLES OF ĀYURVEDA SUCH AS THE TRIDOṢA THEORY, PANCHAMAHĀBHŪTA AND TO APPRECIATE THE ROLE OF NUTRITION AND DIETARY GUIDELINES IN ĀYURVEDA AS A PREVENTIVE AND CURATIVE APPROACH.**
- **TO RECOGNIZE KEY MEDICINAL PLANTS AND UNDERSTAND THEIR CLASSIFICATION AND THERAPEUTIC USE ACCORDING TO ĀYURVEDA.**
- **TO RELATE ANCIENT MEDICAL WISDOM TO MODERN HEALTH AND WELLNESS PRACTICES.**

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	**BASICS PRINCIPLES OF INDIAN MEDICINE SYSTEM (AYURVEDA)**
PAPER CODE	
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	• **TO GRASP THE FOUNDATIONAL STRUCTURE AND HOLISTIC VISION OF THE INDIAN MEDICAL SYSTEM.** • **TO UNDERSTAND THE GUIDING PRINCIPLES OF ĀYURVEDA SUCH AS THE TRIDOṢA THEORY, PANCHAMAHĀBHŪTA AND** • **TO APPRECIATE THE ROLE OF NUTRITION AND DIETARY GUIDELINES IN ĀYURVEDA AS A PREVENTIVE AND CURATIVE APPROACH.** • **TO RECOGNIZE KEY MEDICINAL PLANTS AND UNDERSTAND THEIR CLASSIFICATION AND THERAPEUTIC USE ACCORDING TO ĀYURVEDA.** • **TO RELATE ANCIENT MEDICAL WISDOM TO MODERN HEALTH AND WELLNESS PRACTICES.**

UNIT NO.	UNIT CONTENT	LECTURE (L)	TUITORIAL (T)	PRACTICAL (P)	TOTAL HOURS	MARKS
I	INTRODUCTIONTOINDIANMEDICINESYSTEM	12	3	-	15	15
II	BASICSPRINCIPLESOF ĀYURVEDA	12	3	-	15	15
III	DIETETICS,NUTRITIONANDTREATMENTINĀYURVEDA	12	3	-	15	15
IV	IMPORTANTMEDICINALPLANTS ANDTHEIRBASEON ĀYURVEDA	12	3	-	15	15

READING LIST:

- **A CONCISE HISTORY OF SCIENCE IN INDIA, D.M. BOSE, S.N. SEN AND B.V. SUBBARAIYAPPA (ED.), INDIANNATIONAL SCIENCE ACADEMY, NEW DELHI, 1971.**
- **MEDICINE IN THE VEDA, K.G.ZYSK, MLBD, DELHI, 1985**
- **THE AYURVEDA, V.W. KARAMBELKAR, CHOWKHAMBA KRISHNADAS.ACADEMY, VARANASI, 2003.**

SEMESTER- III

MINOR-1(COURSE 4)

AIMS OF FYUGP IN SEMESTER III

COURSE OBJECTIVES:

- **TO DEVELOP AN UNDERSTANDING OF THE CONCEPT AND DIMENSIONS OF THE INDIAN CULTURE.**
- **TO EXPLORE THE MULTIPLE VERSIONS OF THE RĀMA LEGEND AS REPRESENTED IN SANSKRIT LITERATURE.**
- **TO STUDY THE INFLUENCE OF ASSAMESE TRADITIONAL DANCE FORMS LIKE SATTRIYA AND OJAPALI.**
- **TO EXAMINE THE RELATIONSHIP BETWEEN REGIONAL AGRICULTURAL AND SEASONAL FESTIVALS OF ASSAM SUCH AS BIHU, BHATHELI AND ALI AI**

LIGANG.

LEARNING OUTCOME:

AFTER GOING THROUGH THIS UNIT, STUDENTS WILL BE ABLE:

- **TO DEFINE AND CRITICALLY UNDERSTAND THE CONCEPT OF CULTURE AND ITS EXPRESSION THROUGH LITERATURE AND TRADITION.**

PAPER NAME	**INDIAN CULTURE**
PAPER CODE	
TOTAL CREDIT:	**4 (THEORY: 4, PRACTICAL: 0)**
CONTACT	**60 (LECTURE: 48, TUTORIAL: 12)**

- **TO IDENTIFY AND COMPARE DIFFERENT VERSIONS OF THE RĀMA NARRATIVE IN SANSKRIT LITERARY TEXTS.**
- **TO RECOGNIZE THE INFLUENCE OF SANSKRIT IN THE PERFORMING ARTS OF ASSAM AND UNDERSTAND THEIR SYMBOLIC AND THEMATIC CONTENT.**
- **TO ANALYZE THE CULTURAL, SEASONAL AND AGRARIAN SIGNIFICANCE OF MAJOR ASSAMESE FESTIVALS AND THEIR LITERARY REFLECTIONS.**
- **TO APPRECIATE THE INTERWOVEN NATURE OF REGIONAL TRADITIONS AND PERFORMING ARTS.**

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.

HOURS:	
DISTRIBUTION OF MARKS	**60 (END SEM/EXTERNAL) + 40 (IN SEM/INTERNAL); TOTAL - 100**
COURSE OUTCOME	• **TO DEFINE AND CRITICALLY UNDERSTAND THE CONCEPT OF CULTURE AND ITS EXPRESSION THROUGH LITERATURE AND TRADITION.** • **TO IDENTIFY AND COMPARE DIFFERENT VERSIONS OF THE RĀMA NARRATIVE IN SANSKRIT LITERARY TEXTS.** • **TO RECOGNIZE THE INFLUENCE OF SANSKRIT IN THE PERFORMING ARTS OF ASSAM AND UNDERSTAND THEIR SYMBOLIC AND THEMATIC CONTENT.** • **TO ANALYZE THE CULTURAL, SEASONAL AND AGRARIAN SIGNIFICANCE OF MAJOR ASSAMESE FESTIVALS AND THEIR LITERARY REFLECTIONS.** • **TO APPRECIATE THE INTERWOVEN NATURE OF REGIONAL TRADITIONS AND PERFORMING ARTS.**

UNITNO.	UNITCONTENT	LECTURE (L)	TUITORIAL (T)	PRACTICAL (P)	TOTAL HOURS	MARKS
I	➢ UNDERSTANDING CULTURE	12	3	-	15	15

II	➢ **VERSIONSOFRAMA LEGEND IN SANSKRIT LITERATURE**	**12**	**3**	**-**	**15**	**15**
III	➢ **SANSKRITTHEME S IN SATRIYA AND OJAPALIDANCE FORMS OF ASSAM**	**12**	**3**	**-**	**15**	**15**
IV	➢ **MAJOR AGRICULTURAL AND SEASONAL CULTURE OF ASSAM- BIHU, BHATHELI,ALIAI LIGANG**	**12**	**3**	**-**	**15**	**15**

READINGLIST:

- **CULTURALHERITAGEOFINDIA,VOLVI,P.RAYANDS.N.SEN(ED.),THERAMAKRISHNAMISSIONINSTITUTEOF CULTURE CALCUTTA, 2002**
- **FACETSOFVEDICRELIGION ANDCULTUREMAITREYIBORA,PRATIBHAPRAKASHAN,DELHI,2009**
- **ORIENTTHOUGHTANDCULTURETHROUGHTHEAGES,MANJULADEVI,VIDYANIDHIPRAKASHANDELHI,2017**
- **ASSAMESETHEATRE(ENCYCLOPAEDIAOFINDIANTHEATRE -14)BYBISWAJIT SINHA**
- **AHISTORYOF INDIAN LITERATURE:ASSAMESE LITERATUREBYSATYENDRANATH SARMA**
- **WESTERNINFLUENCEON MODERNASSAMESETHEATRE BYPONAMAHANTA**
- **□□□□□□□□□□□(□□□□□□□□□□□)BY□□□□□□□□□□□□□**
- **□□□□□□□□□□□□□□□□□□□BYDR.SUBRATEJYOTINEOG(PART1)**
- **HARICHANDRABHATTACHARYYA'S"ASOMIYANATYASAHITYAR JILINGANI"**
- **SATYAPRASAD BORUAH'S "NATAK ARU ABHINAYA PRASANGA"**

- **MAHESWAR NEOG'S "BHAONA"**
- **RAMAYANA OF VALMIKI (ENG. TR.) H.P. SHASTRI, LONDON, 1952-59 (3 VOL)**

SEMESTER IV

MINOR -1(COURSE-5)

HISTORY OF VEDIC LITERATURE

AIMS OF FYUGP IN SEMESTER IV

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.**

LEARNING OUTCOMES:

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 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.**

PAPER NAME	**HISTORY OF VEDIC LITERATURE**
PAPER CODE	
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	• **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 INDIAN KNOWLEDGE SYSTEM THAT EVOLVED IN THE INITIAL STAGE OF HUMAN CIVILIZATION.** • **TO GRASP THE LINGUISTIC SIGNIFICANCE OF SANSKRIT**

UNIT NO	UNIT CONTENT	LECTURE (L)	TUITORIAL (T)	PRACTICAL (P)	TOTAL HOURS	MARKS
I	THEFOURSAṀHITĀA	12	3	-	15	15
II	THEMAJORBRĀHMAṆAS	12	3	-	15	15
III	THEĀRAṆYAKASANDTHEPRINCIPALUPANIṢADS	12	3	-	15	15
IV	THESIXVEDANGAS	12	3	-	15	15

READLINGLIST:

- **M.KRISHNAMACHARIAR, HISTORYOFCLASSICALSANSKRITLITERATURE,MLBD,DELHI.**
- **GAURINATHSHASTRI,ACONCISEHISTORYOFSANSKRITLITERATURE,MLBD,DELHI**
- **MAURICEWINTERNITZ, INDIAN LITERATURE(VOL. I-III), ALSOHINDITRANSLATION,MLBD, DELHI.**
- **A.B.KEITH,HISTORYOFSANSKRITLITERATURE,ALSOHINDITRANSLATION,MLBD, DELHI.**
- **BALDEVUPADHYAY,SANSKRITSAHITYAKAITIHAS,SHARDANIKETAN,VARANASI.**
- **ṚKSŪKTĀVALĪ,H.D.VELANKAR,VAIDIKASANSHODHANAMANDALA,PUNE,1965.**
- **VAIDIKSANGRAH,KRISHNALAAL,EASTERN BOOK LINKERS, DELHI.**
- **ṚKSŪKTAVAIJAYANTĪ,H.D.VELANKAR,BHARATIYAVIDYA BHAVAN,BOMBAY,1972.**
- **ŚATAPATHABRĀHMAṆA,(ED.)GANGAPRASADUPADHYAYA,SLBSRSVIDYAPEETH, DELHI.**
- **ŚUKLAYAJURVEDA-SAṀHITĀ,(VĀJASANEYI-MĀDHYANDINA),(ED.)JAGADISHLALSHASTRI,MLBD,DELHI,1978.**
- **ATHARVAVEDA(ŚAUNAKĪYA):(ED.)VISHVA BANDHU,VVRI,HOSHIHARPUR,1960.**

GRADUATEATTRIBUTES:

- **DISCIPLINARYKNOWLEDGE**
- **BASICIDEASANDTECHNICALITIESOFVEDIC LITERATURE**
- **UPGRADEDIDEASOFTHEBRAHMANAS**
- **ARANYAKASAND UPANISADS**
- **INCLINATIONTO INDIANKNOWLEDGESYSTEM**
- **ANALYTICALBASEFORSOMEOFTHEIMPORTANTUPANISHADIC IDEAS**
- **KNOWLEDGEOFTHEORIGINOFVARIOUSACADEMICFIELDSINANCIENT INDIAONTHEBASISOFTHESTUDYONTHE VEDANGAS**

.

SEMESTER- IV

MINOR- 1 (COURSE 6)

INDIANSOCIALINSTITUTIONS

AIMS OF FYUGP IN SEMESTER IV

COURSE OUTCOME:

- **TO INTRODUCE STUDENTS TO DHARMAŚĀSTRA AS A SPECIALIZED BRANCH OF SANSKRIT LITERATURE FOCUSED ON LAW, ETHICS AND SOCIAL CONDUCT.**
- **TO EXPLAIN THE CONCEPT OF DHARMA AND THE FRAMEWORK OF VARṆĀŚRAMA DHARMA AS OUTLINED IN CLASSICAL TEXTS.**
- **TO EXAMINE THE STATUS AND ROLES OF WOMEN AS DEPICTED IN THE MAHĀBHĀRATA.**
- **TO EXPLORE SOCIAL VALUES AND SAṀSKĀRAS (RITUALS AND RITES) IN TRADITIONAL INDIAN SOCIETY.**

LEARNING OUTCOME:

AFTER COMPLETING THIS UNIT, STUDENTS WILL BE ABLE:

- **TO UNDERSTAND THE SCOPE AND IMPORTANCE OF DHARMAŚĀSTRA LITERATURE IN SHAPING INDIAN SOCIETY AND VALUES.**
- **TO ANALYZE NARRATIVES FROM THE MAHĀBHĀRATA THAT REFLECT THE POSITION AND EXPERIENCES OF WOMEN IN ANCIENT INDIA.**
- **TO IDENTIFY AND INTERPRET VARIOUS SAṀSKĀRAS AND THEIR ROLE IN SUSTAINING CULTURAL AND ETHICAL VALUES.**
- **TO APPRECIATE HOW ANCIENT INDIAN TEXTS PROVIDED A STRUCTURED VISION OF ETHICAL, SOCIALAND PERSONAL LIFE.**

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	**INDIAN SOCIAL INSTITUTIONS**
PAPER CODE	
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	• **TO UNDERSTAND THE SCOPE AND IMPORTANCE OF DHARMAŚĀSTRA LITERATURE IN SHAPING INDIAN SOCIETY AND VALUES.** • **TO EXPLAIN KEY CONCEPTS SUCH AS DHARMA AND THE VARṆĀŚRAMA SYSTEM AND HOW THEY RELATE TO DUTIES AND SOCIAL STRUCTURE.** • **TO ANALYZE NARRATIVES FROM THE MAHĀBHĀRATA THAT REFLECT THE POSITION AND EXPERIENCES OF WOMEN IN ANCIENT INDIA.** • **TO IDENTIFY AND INTERPRET VARIOUS SAṀSKĀRAS AND THEIR ROLE IN SUSTAINING CULTURAL AND ETHICAL VALUES.**

	• **TO APPRECIATE HOW ANCIENT INDIAN TEXTS PROVIDED A STRUCTURED VISION OF ETHICAL, SOCIALAND PERSONAL LIFE.**

UNIT NO.	UNITCONTENT	LECTURE (L)	TUITORIAL (T)	PRACTICAL (P)	TOTAL HOURS	MARKS
I	MAJOR DHARMAŚĀS TRA AS A SPECIAL BRANCH OF STUDY	12	3	-	15	15
II	➢ CONCEPT OF DHARMA, VARṆAŚRAM A DHARMA	12	3	-	15	15
III	➢ STATUS OF WOMEN IN THE MAHĀBHĀRA TA	12	3	-	15	15
IV	➢ SOCIAL VALUESAND SAṀSKĀRAS	12	3	-	15	15

READINGLIST:

- **KANE,P.V.HISTORYOFTHEDHARMAŚĀSTRASVOL. 1.**
- **MANU'SCODEOFLAW(ED.&TRANS.):OLIVELLE,P.(ACRITICALEDITIONANDT**

RANSLATIONOFTHEMĀNAVA- DHARMAŚĀSTRA), OUP, NEW DELHI, 2006.

- **GHARPURE,J.R.-TEACHINGOF DHARMAŚĀSTRA,LUCKNOW UNIVERSITY,1956.**
- **MAHĀBHĀRATAMOFMAHARṢIVEDAVYĀSAPRAṆīTAMCOMMENTARYOFŚRīMANNīLAKANṬHABYŚRīPAÑCHĀNAN DEVAŚARMAṆAH, 1987**
- **PANDEY,RAJBALI,HINDUSAṀSKĀRAS:SOCIO-RELIGIOUSSTUDYOFTHEHINDUSACRAMENTS,MOTILAL BANARSIDASS PUBLISHERS, DELHI, 2013**

SEMESTER IV

FUNDAMENTALOFINDIANPHILOSOPHY

MINOR-1(COURSE7)

AIMS OF FYUGP IN SEMESTER IV

COURSE OBJECTIVES:

THE PRIMARY OBJECTIVES OF THE COURSE ARE:-

- **INTRODUCE STUDENTS TO THE CORE IDEAS, CATEGORIES, AND THINKERS OF INDIAN PHILOSOPHY.**
- **DEVELOP AN UNDERSTANDING OF THE HISTORICAL AND CULTURAL CONTEXTS OF VARIOUS INDIAN PHILOSOPHICAL SCHOOLS.**
- **PROVIDE TOOLS FOR CRITICAL ANALYSIS OF TEXTS AND ARGUMENTS WITHIN INDIAN PHILOSOPHICAL TRADITIONS.**
- **ENCOURAGE INTERDISCIPLINARY ENGAGEMENT, ESPECIALLY WITH ETHICS, LINGUISTICS, LOGIC, PSYCHOLOGY, AND METAPHYSICS.**
- **INSPIRE STUDENTS TO EXPLORE RELEVANCE AND APPLICATION OF INDIAN PHILOSOPHY IN MODERN ACADEMIC AND REAL-LIFE SETTINGS.**

LEARNING OUTCOMES

- **EXPLAIN THE FUNDAMENTAL CONCEPTS AND CATEGORIES OF MAJOR INDIAN PHILOSOPHICAL SYSTEMS (ĀSTIKA AND NĀSTIKA SCHOOLS).**
- **DIFFERENTIATE BETWEEN KEY SCHOOLS LIKE SĀṂKHYA, YOGA, NYĀYA, VAIŚEṢIKA, MĪMĀṂSĀ, VEDĀNTA, BUDDHISM, AND JAINISM.**
- **ANALYZE CONCEPTS SUCH AS PRAMĀṆA (MEANS OF KNOWLEDGE), ATMAN (SELF), BRAHMAN (ULTIMATE REALITY), KARMA, AND MOKṢA.**
- **APPLY INDIAN PHILOSOPHICAL INSIGHTS TO CONTEMPORARY ISSUES IN ETHICS, METAPHYSICS, AND EPISTEMOLOGY.**

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	**FUNDAMENTAL OF INDIAN PHILOSOPHY**
PAPER CODE	
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	• **EXPLAIN THE FUNDAMENTAL CONCEPTS AND CATEGORIES OF MAJOR INDIAN PHILOSOPHICAL SYSTEMS (ĀSTIKA AND NĀSTIKA SCHOOLS).** • **DIFFERENTIATE BETWEEN KEY SCHOOLS LIKE SĀṂKHYA, YOGA, NYĀYA, VAIŚEṢIKA, MĪMĀṂSĀ, VEDĀNTA, BUDDHISM, AND JAINISM.** • **ANALYZE CONCEPTS SUCH AS PRAMĀṆA (MEANS OF KNOWLEDGE), ATMAN (SELF), BRAHMAN (ULTIMATE REALITY), KARMA, AND MOKṢA** • **APPLY INDIAN PHILOSOPHICAL INSIGHTS TO CONTEMPORARY ISSUES IN ETHICS, METAPHYSICS, AND EPISTEMOLOGY.** • **CRITICALLY COMPARE INDIAN PHILOSOPHY WITH WESTERN PHILOSOPHICAL TRADITIONS.** **DEVELOP LOGICAL REASONING THROUGH INDIAN PHILOSOPHICAL METHODOLOGIES.**

UNIT NO	UNIT CONTENT	LECTURE (L)	TUITORIAL (T)	PRACTICAL (P)	TOTAL HOURS	MARKS
I	INTRODUCTION	12	3	-	15	15
II	GENERALINTRODUCTIONONNYAYA-VAIŚESIKA AND SĀṀKHYA-YOGA PHILOSOPHY	12	3	-	15	15
III	INTRODUCTIONTOVEDĀNTAANDMĪMĀṀSĀ	12	3	-	15	15
IV	INTRODUCTIONTONASTIKA SCHOOLS	12	3	-	15	15

READINGLIST:

- **CHATTERJEE, S.C.& D.M. DATTA-INTRODUCTION TO INDIAN PHILOSOPHY, UNIVERSITYOF CALCUTTA, 1968 (HINDI TRANSLATION ALSO)**
- **APRIMEROFINDIANLOGIC,KUPPUSWAMISHASTRI,MADRAS,1951.**
- **THEELEMENTSOFINDIANLOGICANDEPISTIMOLOGY, CHONDRODAYABHATTACHARYA.**
- **ACRITICAL SURVEYOF INDIAN PHILOSOPHY-CHANDRADHAR SHARMA**
- **INDIANPHILOSOPHY–DR.S. RADHAKRISHNAN**
- **THENYAYATHEORYOF KNOWLEDGE-SATCHIDANANDAMURTHY**
- **CLASSICALSĀṀKHYA-G. LARSON**
- **INTRODUCTIONTOMĪMĀṀSĀPHILOSOPHY-R.BHATTACHARYA**
- **VEDĀNTA:ASIMPLEINTRODUCTION-SWAMIDAYANANDA SARASWATI**

- **THECĀRVĀKAPHILOSOPHY: ASTUDYININDIAN MATERIALISM-DEBIPRASAD CHATTOPADHYAYA**
- **THECENTRAL PHILOSOPHYOF BUDDHISIM-T.R.V. MURTI**
- **THEESSENTIALSOFJAINISM-DR. UMASWATI.**

GRADUATEATTRIBUTES:

GRADUATESOFTHISCOURSE WILLDEMONSTRATE:-

- **CRITICALTHINKING:ABILITYTOANALYZEANDEVALUATEPHILOSOPHICALARGUMENTSININDIANTRADITIONS WITH LOGICAL COHERENCE AND DEPTH.**
- **CULTURALSENSITIVITY:AWARENESSOFINDIA'SDIVERSEPHILOSOPHICALHERITAGEANDITSRELEVANCETO CONTEMPORARY THOUGHT.**
- **ETHICALREASONING:UNDERSTANDINGOFETHICALFRAMEWORKSANDMORALPHILOSOPHIESFROMINDIAN SYSTEMS SUCH AS DHARMA, KARMA, AND MOKṢA.**
- **SCHOLARLYCOMMUNICATION:ABILITYTOARTICULATEAND PRESENTCOMPLEXPHILOSOPHICALIDEAS EFFECTIVELY IN ORAL AND WRITTEN FORMRESEARCH ORIENTATION: COMPETENCE TO ENGAGE IN COMPARATIVE PHILOSOPHICAL STUDIES AND FURTHER RESEARCH IN INDIAN KNOWLEDGE SYSTEMS.**
- **SPIRITUAL AND INTELLECTUAL GROWTH: DEVELOPMENT OF INNER REFLECTION AND UNDERSTANDING THROUGH EXPLORATION OF METAPHYSICAL AND EPISTEMOLOGICAL CONCEPTS.**

SEMESTER- V

CLASSICAL SANSKRIT LITERATURE MINOR –1 (COURSE 8)

AIMS OF FYUGP IN SEMESTER V

COURSE OUTCOME:

- **STUDENTS WILL STUDY KEY SANSKRIT TEXTS REPRESENTING EPIC, DEVOTIONAL, POETICAND DIDACTIC GENRES.**
- **STUDENTS WILL GAIN AN UNDERSTANDING OF THE LITERARY AND PHILOSOPHICAL DEPTH OF THE RĀMĀYAṆA (BĀLAKĀṆḌA) AND ŚRĪMADBHAGAVADGĪTĀ (BHAKTI YOGA).**
- **STUDENTS WILL EXPLORE THE POETIC EXCELLENCE AND STYLISTIC FEATURES OF KĀLIDĀSA'SRAGHUVAṀŚA (CANTO 1).**
- **STUDENTS WILL ANALYZE MORAL AND POLITICAL VALUES PRESENTED THROUGH STORIES IN THE HITOPADEŚA (MITRALĀBHA).**

LEARNING OUTCOME:

AFTER GOING THROUGH THIS UNIT, STUDENTS WILL BE ABLE:

- **TO INTERPRET THE NARRATIVE STRUCTURE AND CORE TEACHINGS OF THE BĀLAKĀṆḌA IN THE RĀMĀYAṆA.**
- **TO UNDERSTAND THE SPIRITUAL PHILOSOPHY AND KEY CONCEPTS OF DEVOTION (BHAKTI) IN THE ŚRĪMADBHAGAVADGĪTĀ.**
- **TO APPRECIATE THE POETIC FORM, IMAGERYAND LINGUISTIC RICHNESS OF RAGHUVAṀŚA CANTO 1.**
- **TO ANALYZE THE FABLES AND MORAL LESSONS IN THE HITOPADEŚA, APPLYING THEM TO ETHICAL REASONING AND SOCIAL BEHAVIOR.**
- **TO ENHANCE THEIR READING COMPREHENSION AND INTERPRETIVE SKILLS IN CLASSICAL 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.

PAPER NAME	**CLASSICAL SANSKRIT LITERATURE**
PAPER CODE	
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	• **TO INTERPRET THE NARRATIVE STRUCTURE AND CORE TEACHINGS OF THE BĀLAKĀṆḌA IN THE RĀMĀYAṆA.** • **TO UNDERSTAND THE SPIRITUAL PHILOSOPHY AND KEY CONCEPTS OF DEVOTION (BHAKTI) IN THE ŚRĪMADBHAGAVADGĪTĀ.** • **TO APPRECIATE THE POETIC FORM, IMAGERYAND LINGUISTIC RICHNESS OF RAGHUVAṀŚA CANTO 1.** • **TO ANALYZE THE FABLES AND MORAL LESSONS IN THE HITOPADEŚA, APPLYING THEM TO ETHICAL REASONING AND SOCIAL BEHAVIOR.** • **TO ENHANCE THEIR READING COMPREHENSION AND INTERPRETIVE SKILLS IN CLASSICAL SANSKRIT LITERATURE.**

UNITNO.	UNITCONTENT	LECTURE (L)	TUITORIAL (T)	PRACTICAL (P)	TOTAL HOURS	MARKS

I	➢ **RĀMĀYANA-BĀLAKĀNḌA (CHAPTER 1)**	**12**	**3**	**-**	**15**	**15**
II	➢ **SRĪMADBHAGAVADGĪTĀ-BHAKTI YOGA**	**12**	**3**	**-**	**15**	**15**
III	➢ **RAGHUVAṀSAM -CANTO1**	**12**	**3**	**-**	**15**	**15**
IV	➢ **HITOPADEŚA-MITRALĀVA**	**12**	**3**	**-**	**15**	**15**

READINGLIST:

- **RAMAYANAOF VALMAKI.(ENG.TR.)H.P.SHASTRI, LONDON,1952-59.(3VOLS).**
- **M.R.KALE(ED.),RAGHUVAṀŚAMOFKĀLIDĀSA,MLBD,DELHI**
- **C.R.DEVADHAR(ED.),RAGHUVAṀŚAMOFKĀLIDĀSA, MLBD.DELHI**
- **ŚRĪMADBHAGAVADGĪTĀ– ENGLISHTRANSLATIONBYJAYDAYALGYANDKA,TATTAVIVEC INĪGĪTĀPRESS, GORAKHPUR,1997**
- **ŚRĪMADBHAGAVADGĪTĀRAHASYA – THE HINDU PHILOSOPHY OF LIFE, ETHICS ANDKARMAYOGAŚĀSTRA RELIGION, ORIGINALSANSKRITSTANZASWITHENGLISHTRANSLATION,BALGANGADH ARTILAK&BALCHANDRASITARAMSUKTHANKAR, J.S.TILAK& S.S.TILAK,1965.**
- **HITOPADEŚAOFNĀRĀYAṆAPAṆḌIT,TRANS.,RAMESHWARBHATTA,ED.,N ARAYANRAMACHARYA,CHAUKHAMBA SANSKRIT PRATISTHA, DELHI.**

SEMESTYER V

HISTORY OF SANSKRIT SCIENTIFIC LITERATURE

MINOR -1(COURSE-9)

AIMS OF FYUGP IN SEMESTER V

COURSE OBJECTIVES:

- **STUDENTS WILL ACQUIRE KNOWLEDGE OF VARIOUS ASPECTS OF SANSKRIT**
- **SCIENTIFIC LITERATURE.**
- **STUDENTS WILL GAIN KNOWLEDGE ABOUT THE BASE OF INDIA'S COGNITIVE HIERARCHY.**
- **STUDENTS WILL GAIN KNOWLEDGE ABOUT INDIAN TRADITIONAL AND CULTURAL ATTACHMENT WITH SCIENCE.**

LEARNING OUTCOME:

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

- **TO UNDERSTAND THE BASIC IDEAS AND CONCEPTS OF SANSKRIT SCIENTIFIC LITERATURE.**
- **TO GRASP THE PSYCHOLOGICAL AND CULTURAL BASE INDIAN SCIENTIFIC THOUGHTS AND TO APPRECIATE INDIAN KNOWLEDGE SYSTEM THAT EVOLVED IN THE SOCIETY REFLECTED THROUGH VARIOUS SANSKRIT WORKS.**
- **TO CORRELATE VARIOUS IDEAS AND CONCEPTS OF ANCIENT INDIA WITH MANY OF THE MODERN 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.**

PAPER NAME	**HISTORY OF SANSKRIT SCIENTIFIC LITERATURE**
PAPER CODE	
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	• **TO UNDERSTAND THE BASIC IDEAS AND CONCEPTS OF SANSKRIT SCIENTIFIC LITERATURE.** • **TO GRASP THE PSYCHOLOGICAL AND CULTURAL BASE INDIAN SCIENTIFIC THOUGHTS AND TO APPRECIATE INDIAN KNOWLEDGE SYSTEM THAT EVOLVED IN THE SOCIETY REFLECTED THROUGH VARIOUS SANSKRIT WORKS.** • **TO CORRELATE VARIOUS IDEAS AND CONCEPTS OF ANCIENT INDIA WITH MANY OF THE MODERN THOUGHTS.**

UNIT NO.	UNIT CONTENT	LECTURE (L)	TUITORIAL (T)	PRACTICAL (P)	TOTAL HOURS	MARKS
I	INDIANMEDICALSCIENCE: ▪ CARAKASAṀHITĀ-DĪRGHAJĪVITAM	12	3	-	15	15
II	INDIANMATHEMATICS: ▪ LĪLĀVATĪ(1-5)	12	3	-	15	15
III	VṚHATSAṀHITĀ: ▪ VṚKSĀYURVEDA :PARTII,55TH CHAPTER	12	3	-	15	15
IV	ANCIENTINDIAN ARCHITECTURE	12	3	-	15	15

READING LIST:

- **M.KRISHNAMACHARIAR, HISTORY OF CLASSICAL SANSKRIT LITERATURE, MLBD, DELHI.**
- **GAURINATHSHASTRI, ACONCISE HISTORY OF SANSKRIT LITERATURE, MLBD.DELHI.**
- **MAURICE WINTERNITZ, HISTORY OF INDIAN LITERATURE (VOL. 3-PART-II), ALSO HINDI**

TRANSLATION.MLBD,DELHI.

- **V. SUBRAHMANYASASTRI, BRIHATSAMHITA, MLBD BANGALORE**
- **SRIVASTAVA, AR. A.K. THE HISTORY OF INDIAN ARCHITECTURE, 2022**
- **LILAVATI OF BHASKAARACARYA, ED. BY PT. SURENDRA SARMA, CHAUKHAMBA VIDYA BHAWAN.**

GRADUATE ATTRIBUTES:

- **DISCIPLINARY KNOWLEDGE**
- **BASIC IDEAS OF INDIAN SCIENTIFIC CONCEPTS AND THOUGHT**
- **INCLINATION TO INDIAN KNOWLEDGE SYSTEM**

SEMESTER VI

SMRITILITERATUREANDPROSODY

MINOR 1 (COURSE 10)

AIMS OF FYUGP IN SEMESTER VI

COURSE OUTCOME:

- **STUDENTS WILL EXPLORE THE PRINCIPLES OF RĀJADHARMA (DUTIES OF A RULER) AS OUTLINED IN THE MANUSMṚTI (CHAPTER 7)**
- **STUDENTS WILL GAIN AN UNDERSTANDING OF INHERITANCE LAW (DĀYAVIBHĀGA) THROUGH SELECTED SECTIONS OF THE NĀRADSMṚTI.**
- **STUDENTS WILL STUDY KEY ADMINISTRATIVE AND DISCIPLINARY PRINCIPLES FROM THE VINAYĀDHIKARAṆA OF THE ARTHAŚĀSTRA.**
- **STUDENTS WILL BE INTRODUCED TO A WIDE RANGE OF SANSKRIT METRES, DEVELOPING AN UNDERSTANDING OF POETIC RHYTHM, STRUCTUREAND COMPOSITION**

LEARNING OUTCOME:

- **AFTER GOING THROUGH THIS UNIT, STUDENTS WILL BE ABLE:**
- **TO INTERPRET AND EXPLAIN THE CONCEPT OF RĀJADHARMA AND ITS IMPORTANCE IN ANCIENT INDIAN POLITICAL THOUGHT.**
- **TO UNDERSTAND THE LEGAL AND ETHICAL FRAMEWORK OF INHERITANCE AS DISCUSSED IN THE NĀRADSMṚTI.**
- **TO ANALYZE ADMINISTRATIVE RULES AND DISCIPLINARY SYSTEMS FROM KAUTILYA'S ARTHAŚĀSTRA, FOCUSING ON THE VINAYĀDHIKARAṆA SECTION.**
- **TO IDENTIFY AND SCAN VARIOUS SANSKRIT METRES INCLUDING VEDIC (E.G., GĀYATRĪ, TRIṢṬUP, JAGATĪ) AND CLASSICAL (E.G., MANDĀKRĀNTĀ, ŚIKHARIṆĪ, ŚĀRDŪLAVIKRĪḌITA, UPAJĀTI) FORMS.**
- **TO APPRECIATE HOW METRE ENHANCES MEANING,**

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	SMRITI LITERATURE AND PROSODY					
PAPER CODE NO.	UNIT	UNITCONTENT	LECTURE (L)	TUITORIAL (T)	PRACTICAL (P)	TOTAL HOURS	MARKS
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:							

I	➢ MANUSMRTI:RĀJADHARMA(CHAPTER7)	12	3	-	15	15
II	➢ NĀRADASMṚTI:DAYAVIBHAGA	12	3	-	15	15
III	➢ ARTHŚĀSTRA: VINAYĀDHIKARIKAM	12	3	-	15	15
IV	➢ SANSKRIT METRES- (GĀYATRĪ, ANUṢṬUP, PAMKTI, JAGATI,BHUJAṂGAPRAYATA,TOTAKA, ĀRYA, MĀLINĪ, ŚIKHARINĪ, VASANTATILAKA, MANDĀKRĀNTA, SRAGDHARĀ, ŚĀRDŪLAVIKIḌITA, UPENDRAVAJRA, UPAJĀTI)	12	3	-	15	15

- TO INTERPRET AND EXPLAIN THE CONCEPT OF RAJADHARMA AND ITS IMPORTANCE IN ANCIENT INDIAN POLITICAL THOUGHT.
- TO UNDERSTAND THE LEGAL AND ETHICAL FRAMEWORK OF INHERITANCE AS DISCUSSED IN THE NĀRADSMṚTI.
- TO ANALYZE ADMINISTRATIVE RULES AND DISCIPLINARY SYSTEMS FROM KAUTILYA'S ARTHASASA, FOCUSING ON THE VINAYĀDHIKARAṆA SECTION.
- TO IDENTIFY AND SCAN VARIOUS SANSKRIT METRES, INCLUDING VEDIC (E.G., GĀYATRĪ, TRIṢṬUP, JAGATĪ) AND CLASSICAL (E.G., MANDĀKRĀNTĀ, ŚIKHARIṆĪ, ŚĀRDŪLAVIKRĪḌITA, UPAJĀTI) FORMS.
- TO APPRECIATE HOW METRE ENHANCES MEANING, EMOTIONAND BEAUTY IN SANSKRIT POETRY.

READINGLIST:

- KANE,P.V.HISTORYOFTHEDHARMAŚĀSTRASVOL. 1.
- MANUSMRTI,J.L.SHASTRI, MLBD,1983

- **ARTHAŚĀSTRAOFKAUṬILYA-(ED),KANGALE,R.P.DELHI,MLBD,1965**
- **CHANDOMANJARIOFGANGADASA,CHAUKHAMBASURABHARATIPRAKASHAN,VARANASI**

SEMESTER- VI

INTRODUCTION TO SANSKRITDRAMA

MINOR- 1

(COURSE 11)

AIMS OF FYUGP IN SEMESTER VI

COURSE OUTCOME:

- **STUDENTS WILL BE INTRODUCED TO THE PLAYWRIGHT OF BHĀSA, HIS LITERARY STYLEAND HISTORICAL SIGNIFICANCE IN SANSKRIT DRAMA.**
- **STUDENTS WILL GAIN AN UNDERSTANDING OF HARṢAVARDHANA AS A DRAMATIST AND RULER, ALONG WITH AN OVERVIEW OF HIS DRAMATIC CONTRIBUTIONS.**
- **STUDENTS WILL STUDY AND ANALYZE ACTS 1–5 OF SVAPNAVĀSAVADATTAM, A CLASSIC PLAY ATTRIBUTED TO BHĀSA.**
- **STUDENTS WILL ENGAGE WITH THE FIRST THREE CHAPTERS OF RATNĀVALĪ BY HARṢA TO EXPLORE STRUCTURE, CHARACTER AND COURTLY AESTHETICS IN SANSKRIT THEATRE.**

LEARNING OUTCOME:

AFTER GOING THROUGH THIS UNIT, STUDENTS WILL BE ABLE:

- **TO UNDERSTAND THE LITERARY CONTRIBUTIONS AND DRAMATIC TECHNIQUES OF BHĀSA AND HARṢAVARDHANA.**
- **TO CRITICALLY READ AND INTERPRET SVAPNAVĀSAVADATTAM WITH A FOCUS ON CHARACTER DEVELOPMENT, NARRATIVE STRUCTURE, AND DRAMATIC TENSION.**
- **TO ANALYZERATNĀVALĪ IN TERMS OF PLOT, DIALOGUEAND CULTURAL REFERENCES TO ROYAL LIFE AND VALUES.**
- **TO APPRECIATE THE EVOLUTION OF SANSKRIT DRAMA AS A MEDIUM OF LITERARY EXPRESSION, POLITICAL COMMENTARYAND**

EMOTIONAL DEPTH.

- **TO ENHANCE THEIR ABILITY TO READ, TRANSLATE AND INTERPRET SANSKRIT PLAYS WITH ATTENTION TO POETIC LANGUAGE AND STAGECRAFT.**

TEACHING LEARNING PROCESS:

PAPER NAME	**INTRODUCTION TO SANSKRIT DRAMA**
PAPER CODE	
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**

- **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.**

COURSE OUTCOME	• **TO UNDERSTAND THE LITERARY CONTRIBUTIONS AND DRAMATIC TECHNIQUES OF BHĀSA AND HARṢAVARDHANA.** • **TO CRITICALLY READ AND INTERPRET SVAPNAVĀSAVADATTAM WITH A FOCUS ON CHARACTER DEVELOPMENT, NARRATIVE STRUCTURE, AND DRAMATIC TENSION.** • **TO ANALYZERATNĀVALĪ IN TERMS OF PLOT, DIALOGUEAND CULTURAL REFERENCES TO ROYAL LIFE AND VALUES.** • **TO APPRECIATE THE EVOLUTION OF SANSKRIT DRAMA AS A MEDIUM OF LITERARY EXPRESSION, POLITICAL COMMENTARYAND EMOTIONAL DEPTH.** • **TO ENHANCE THEIR ABILITY TO READ, TRANSLATE AND INTERPRET SANSKRIT PLAYS WITH ATTENTION TO POETIC LANGUAGE AND STAGECRAFT.**

UNIT NO.		**UNITCONTENT**	**LECTURE (L)**	**TUITORIAL (T)**	**PRACTICAL (P)**	**TOTAL HOURS**	**MARKS**
I	➢	➢ **INTRODUCTIONTOBHĀS**	**12**	**3**	**-**	**15**	**15**

R		AAND HIS WORKS					
II READING	➢	➢ INTRODUCTION TO HARṢHAVARDHANA ANDHIS WORKS	12	3	-	15	15
III LIST	➢	➢ SVAPNAVĀSAVADATTAM(ACT 1- 5)	12	3	-	15	15
IV:	➢	➢ RATNĀVALĪ (1-3 CHAPTER)	12	3	-	15	15

- A HISTORY OF SANSKRIT LITERATURE, A.B. KEITH, OXFOR UNIVERSITY PRESS, LONDON, 1920.
- THE SANSKRIT DRAMA, A.B. KEITH, MLBD, DELHI, 1992
- SVAPNAVĀSAVADATTAM ATTRIBUTED TO BHĀSA, C.R. DEVDHAR, ORIENTAL BOOK AGENCY, POONA, 1946
- THE RATNĀVALĪ OF SRĪ HARṢADEVA, M.R. KALE, GOPAL NARAYAN & CO., BOMBAY, 1925

SEMESTER-VII

FUNDAMENTALS OF INDIAN PHILOSOPHY

AIMS OF FYUGP IN SEMESTER VII

COURSE OBJECTIVES:

THIS COURSE AIMS TO MAKE THE STUDENTS ACQUAINTED WITH THE BASIC APPROACH TO STUDY INDIAN PHILOSOPHY. IT ALSO INTENDS TO GIVE AN

ELEMENTARY UNDERSTANDING OF INDIAN PHILOSOPHY AND TO ENABLE

STUDENTS TO HANDLE PHILOSOPHICAL TEXTS IN SANSKRIT EASILY.

COURSE OUTCOMES:

FROM THIS COURSE, THE STUDENTS WILL KNOW THE BASIC PRINCIPLES OR THEORIES OF THE DIFFERENT SCHOOLS OF INDIAN PHILOSOPHY.

PAPER NAME	**FUNDAMENTALS OF INDIAN PHILOSOPHY**
PAPER CODE	

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.**

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 KNOW THE BASIC PRINCIPLES OR THEORIES OF THE DIFFERENT SCHOOLS OF INDIAN PHILOSOPHY.**

UNIT NO.	UNITCONTENT	LECTURE (L)	TUITORIAL (T)	PRACTICAL (P)	TOTAL HOURS	MARKS
I	➢ INTRODUCTION TO INDIAN PHILOSOPHY	12	3	-	15	15
II	➢ ORTHODOX SCHOOLS OF INDIAN PHILOSOPHY	12	3	-	15	15
III	➢ HETERODOX SCHOOLS OF INDIAN PHILOSOPHY	12	3	-	15	15
IV	➢ PHILOSOPHICAL CONCEPTS FROM UPANISHAD.	12	3	-	15	15

] SECTION WISE DIVISION:

SECTION-A:

INTRODUCTION TO INDIAN PHILOSOPHY

DARŚANA - CONCEPT AND AIMS, PURPOSE AND CLASSIFICATION OF INDIAN PHILOSOPHICAL SYSTEMS, COMMON CHARACTERISTICS OF INDIAN PHILOSOPHY, HISTORICAL DEVELOPMENT OF INDIAN PHILOSOPHY, SALIENT FEATURES OF SIX ORTHODOX SYSTEM SYSTEMS.

SECTION-B:

ORTHODOX SCHOOLS OF INDIAN PHILOSOPHY

SĀṀKHYA: GENERAL INTRODUCTION WITH EMPHASIS ON *PRAKṚTI, GUṆATRAYA & PURUṢA* (BASED ON *SĀṀKHYAKĀRIKĀ*); YOGA: EIGHT FOLD PATH OF YOGA OR *AṢTĀṄGA-YOGA* (BASED ON *YOGASŪTRA*); NYĀYA–VAIŚESIKA: GENERAL INTRODUCTION WITH EMPHASIS ON SEVEN PADĀRTHAS (BASED ON *TARKASAṀGRAH*); ADVAITA VEDĀNTA: GENERAL INTRODUCTION WITH EMPHASIS ON BRAHMAN, MĀYĀ, JĪVA AND JAGAT (BASED ON *VEDĀNTASĀRA*); MīMĀṂSĀ: SVATAḤ PRĀMĀṆYAVĀDA

SECTION-C:

HETERODOX SCHOOLS OF INDIAN PHILOSOPHY

(BASED ON *SARVADARŚANSAṀGRAH*)

CĀRVĀKA: GENERAL INTRODUCTION WITH EMPHASIS ON CHALLENGE TO VEDA, REJECTION OF TRANSCENDENTAL ENTITIES, ETHICS; JAINISM: GENERAL INTRODUCTION WITH EMPHASIS ON *ANEKĀNTAVĀDA, SYĀDVĀDA, SAPTABHAṄGINAYA, TRIRATNA* ; BUDDHISM: GENERAL INTRODUCTION WITH EMPHASIS ON FOUR NOBLE TRUTHS, *AṢTĀṄGIKA MĀRGA*

[E] SUGGESTED BOOKS/READINGS:

1. **BHARTIYA, MAHESH - *BHĀRATĪYA DARŚANA KĪ PRAMUKHA SAMASYĀEṀ*, GHAZIABAD, 1999.**
2. **CHATTERJEE, S. C. & D. M. DATTA - *INTRODUCTION TO INDIAN PHILOSOPHY*, CALCUTTA UNIVERSITY, CALCUTTA, 1968 (HINDI TRANSLATION ALSO).**
3. **HIRIYANNA, M. - *OUTLINE OF INDIAN PHILOSOPHY*, LONDON, 1956 (ALSO HINDI TRANSLATION).**
4. **RADHAKRISHNAN, S. - *INDIAN PHILOSOPHY*, OXFORD UNIVERSITY PRESS, DELHI, 1990.**
5. **RISHI, UMA SHANKAR (ED.), *SARVA-DARSHANA_SAMGRAHA*, CHOWKHAMBA VIDYABHAWAN, VARANSI, 1984.**
6. **BHATTACARYA, JYOTSNA: *BHARATIYA DARSAN*, NILGIRI MANSION, GUWAHATI, 1999**
7. **DAS, PARIMAL BHUSAN : *BHARATIYA DARSANAR PARICHAY*, GU PUBLICATION**
8. **SARMA, R. N. : *SARVADARSANA-SAMGRAHA*, CHANDRA PRAKASH, GUWAHATI, 2006**

SEMESTER-VIII (MINOR)

ANCIENT INDIAN MEDICINAL SCIENCE

COURSE OBJECTIVES:

THIS COURSE OFFERS A COMPREHENSIVE STUDY OF ANCIENT INDIAN MEDICINAL SCIENCE, FOCUSING ON ĀYURVEDA, THE TRADITIONAL SYSTEM OF MEDICINE. STUDENTS WILL EXPLORE THE FOUNDATIONAL PRINCIPLES, CONCEPTS, AND PRACTICES OF ĀYURVEDA AS DOCUMENTED IN ANCIENT TEXTS, SUCH AS CARAKA SAṀHITĀ AND SUŚRUTA SAṀHITĀ. THROUGH A COMBINATION OF LECTURES, DISCUSSIONS, AND PRACTICAL SESSIONS, STUDENTS WILL GAIN A DEEP UNDERSTANDING OF AYURVEDIC PRINCIPLES, DIAGNOSIS TECHNIQUES, TREATMENT MODALITIES, HERBAL MEDICINE,

DIETARY GUIDELINES, AND LIFESTYLE RECOMMENDATIONS. THE COURSE WILL ALSO DELVE INTO THE HISTORICAL DEVELOPMENT, PHILOSOPHICAL UNDERPINNINGS, AND CONTEMPORARY RELEVANCE OF ĀYURVEDA.

COURSE OUTCOMES:

FROM THIS COURSE, STUDENTS WILL BE ABLE TO UNDERSTAND THE HISTORICAL DEVELOPMENT AND CULTURAL CONTEXT OF ANCIENT INDIAN MEDICINAL SCIENCE, WITH A PARTICULAR FOCUS ON ĀYURVEDA. IDENTIFY AND EXPLAIN THE FUNDAMENTAL PRINCIPLES AND CONCEPTS OF ĀYURVEDA.

PAPER NAME	**ANCIENT INDIAN MEDICINAL SCIENCE**
PAPER CODE	

EVALUATE THE ROLE OF ĀYURVEDA IN PROMOTING HOLISTIC WELL-BEING, PREVENTIVE HEALTHCARE, AND THE MANAGEMENT OF SPECIFIC DISEASES. ANALYZE THE PHILOSOPHICAL UNDERPINNINGS OF ĀYURVEDA, INCLUDING THE CONCEPTS OF PRĀṆA (LIFE FORCE), DHARMA (ETHICAL LIVING), AND THE INTERCONNECTEDNESS OF MIND, BODY AND SPIRIT.

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.**

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, STUDENTS WILL BE ABLE TO UNDERSTAND THE HISTORICAL DEVELOPMENT AND CULTURAL CONTEXT OF INDIAN MEDICINAL SCIENCE, WITH A PARTICULAR FOCUS ON ĀYURVEDA. IDENTIFY AND EXPLAIN THE FUNDAMENTAL PRINCIPLES AND CONCEPTS OF ĀYURVEDA. EVALUATE THE ROLE OF PHILOSOPHY AND ĀYURVEDA IN PROMOTING HOLISTIC WELL-BEING, PREVENTIVE PRINCIPLES HEALTHCARE, AND THE MANAGEMENT OF SPECIFIC DISEASES. ANALYZE THE PHILOSOPHICAL UNDERPINNINGS OF ĀYURVEDA, DIAGNOSIS INCLUDING THE CONCEPTS OF PRĀṆA (LIFE FORCE), DHARMA TECHNIQUES (ETHICAL LIVING), AND THE INTERCONNECTEDNESS OF MIND, BODY AND SPIRIT.**

UNIT NO.	UNITCONTENT	LECTURE (L)	TUITORIAL (T)	PRACTICAL (P)	TOTAL HOURS	MARKS
I	➢ INTRODUCTION TO ANCIENT INDIAN MEDICINAL SCIENCE, WITH A PARTICULAR FOCUS ON ĀYURVEDA.	12	3	-	15	15
II	➢ AYURVEDIC PRINCIPLES AND CONCEPTS OF ĀYURVEDA. EVALUATE THE ROLE OF PHILOSOPHY AND ĀYURVEDA IN PROMOTING HOLISTIC WELL-BEING, PREVENTIVE PRINCIPLES HEALTHCARE, AND THE MANAGEMENT OF SPECIFIC DISEASES.	12	3	-	15	15
III	➢ AYURVEDIC ANALYZE THE PHILOSOPHICAL UNDERPINNINGS OF ĀYURVEDA, DIAGNOSIS INCLUDING THE CONCEPTS OF PRĀṆA (LIFE FORCE), DHARMA TECHNIQUES (ETHICAL LIVING), AND THE INTERCONNECTEDNESS OF MIND, BODY AND SPIRIT.	12	3	-	15	15

IV	➢ AYURVEDIC TREATMENT MODALITIES	12	3	-	15	15

SECTION WISE DIVISION:

SECTION-A:

INTRODUCTION TO INDIAN MEDICINAL SCIENCE

OVERVIEW OF ĀYURVEDA AND ITS BRANCHES,

HISTORICAL DEVELOPMENT AND CULTURAL CONTEXT

SECTION-B:

AYURVEDIC PHILOSOPHY AND PRINCIPLES

FIVE ELEMENTS (PAÑCA MAHĀBHŪTAS)

THREE DOṢAS (VĀTA, PITTA, KAPHA)

CONCEPT OF PRAKṚTI (INDIVIDUAL CONSTITUTION)

SECTION-C:

AYURVEDIC DIAGNOSIS TECHNIQUES

NĀḌĪ PARĪKṢĀ (PULSE DIAGNOSIS)

JIHVĀ PARĪKṢĀ (TONGUE EXAMINATION)

EXAMINATION OF BODY CONSTITUTION

SAMPRAPTI (PATHOGENESIS)

ROLE OF AGNI (DIGESTIVE FIRE) AND AMA (TOXICITY)

SECTION-D:

AYURVEDIC TREATMENT MODALITIES

DIET AND NUTRITION IN ĀYURVEDA

LIFESTYLE RECOMMENDATIONS

YOGA AND MEDITATION PRACTICES

ESSENTIAL/RECOMMENDED READINGS:

1. *AYURVEDA KA SAHITYIK ITIHASH*, HINDI SAHIYTA SANMILAN, ALLAHABAD.

2. SINGH R.H., BODY, MIND, SPIRIT – INTEGRATIVE MEDICINE IN AYURVEDA, YOGA AND NATURE CURE

- CHOWKHAMBA SURBHARTI PRATISHTHANAM, VARANASI, I 2009

3. V.B. ATHAVALE, BASIC PRINCIPLES OF ĀYURVEDA, CHAUKHAMBASANSKRIT

PRATISHTHAN NEW DELHI,

2005.

4. PRIYA VRAT SHARMA, ESSENTIALS OF ĀYURVEDA: SODASANGAHṚDAYAM, MOTILALBANARSIDASS

PUBLISHERS, 1999