STRUCTURE OF FOUR YEAR UNDER GRADUATE PROGRAMMES (FYUGP) OF 1ST to 8TH SEMESTER IN DIBRUGARH UNIVERSITY AND ITS AFFILIATED COLLEGES AS PER UGC DRAFT RELEASED on 12/12/2022

SUBJECT- SANSKRIT

Preamble:

The Sanskrit Literature can be recognized as the richest Literature in the field of world. The vast arena of Sanskrit Literature comprises both Vedic and Classical Sanskrit literature. The Vedic Literature, which comprises Vedic texts is not only the aggregate of Vedic mantras, but also a great treasurer of different aspects of knowledge like science, arts, humanities, medicine, environment, mathematics, astronomy, astrology, history, geography etc. which definitely shows its vibrant nature. Likewise, the classical Sanskrit literature is a treasure house of numerous information which comprises epics, court poetry, drama, romance, fairytale, fables, grammars, civil and religious law etc. The entire Sanskrit Literature can be considered as the ancient Indian Knowledge System through which both Bhārat and *Bhāratīyatva* seem to be enriched. So, the Four Year Under Graduate Programme in Sanskrit, under the line of NEP, 2020 is formed to highlight the vibrant genres of Sanskrit Literature with its modern approaches.

The syllabus for UG course in Sanskrit is designed in accordance with NEP, 2020 and as per the directions of Dibrugarh University, Dibrugarh, Assam. The four (04) year UG Programme includes eight (8) semesters. For the students having Honours in Sanskrit, there shall be 20 Core Courses (CC) and 08 Minor Courses, 03 Multidisciplinary Generic Elective Courses from Social Science / Humanities, 03 Skill Enhancement Courses, etc. Moreover, Internship, Project, Dissertation shall also be included according to the convenience of the Course. Every Semester includes 20 credits. A student will be awarded UG Degree after securing the requisite 160 Credits in Semester I-VIII. The 4year UG Course as per the guideline of NEP, 2020 Structure provides multi entry and multi exit opportunities to the students. Students can get Certificate, Diploma, Bachelor and Degree after exiting of 1st, 2nd, 3rd and 4th year respectively. The 4th Year of the programme has the provision of Research ethics and Methodology and research project courses. The students also get opportunity for direct entry in Ph. D courses after completion of their one Year Master Degree courses which will be based on NEP, 2020. The courses mainly focus on Indian Heritage and Culture, Indian Literature, Linguistics, Yoga, Digital Literacy, Ayurveda, Computational Linguistics, Indian Philosophy, Indian Aesthetics, Dramaturgy, Archeology, Ancient Indian Polity & Economy etc. Students can opt courses with equal credits from other institutions as well as their own institutions through registration of Academic Bank Credit.

Introduction: Sanskrit is considered as one of the oldest existing languages. This language is also known as *'deva-bhasha'* as it is believed that this language was used by the gods and demi gods in their communication. In ancient India, knowledge of Sanskrit was a symbol of the spirituality and a source of education. This language is still in use primarily among the

educated people, evolved people and classical scholars. It is also one of the 22 official languages of India. The Vedas, the oldest sacred writings of India, were written in an early form of Sanskrit which is considered as Vedic Sanskrit. Proper pronunciation of the words, in terms of sound and accent, was given much importance while chanting the hymns of the Vedas. The persons involved in performing the Vedic sacrifices studied and chanted the hymns in a designated manner and were also dedicated to preserving the Vedas through the oral tradition. This aspect made the Vedas very much sanctified. However, the later exegetical (explanation of religious text) and philosophical works, the Brahmanas (derived part of the Vedas that guides the proper performance of rituals) and the Upanishads (known as Vedānta), have preserved considerable relics of the old Vedic language. This vast literature of Vedic exegesis and Vedic philosophy like the Brahmanas, the *Āraṇyaka*s and the *Upaniṣad*s, form the core texts of the four Vedas. The Vedic mantras conceived by the Vedic text not only have religious value but also are great storehouse of peripherical knowledge. Vedic Mantras bears the content of Scientific knowledge too. Moreover, Vedic texts seem to have a great environmental consciousness. These works were composed through centuries, and indicate the continuous and gradual evolution of the Vedic Sanskrit into its later phase called Classical Sanskrit. The great works in Classical Sanskrit like *Mahābhārata, Rāmāyaṇa, Purāṇa*s and other works like *Mahākāvya*s, *Nāṭaka*setc. were the fallout of this evolution. While it is quite popular that the literature of Vedic Sanskrit is deep and vast like an ocean having its own distinctive nature, Classical Sanskrit too resembles an ocean and when studied deeply can surprise a person conducting the study, with its depth and vastness. Sanskrit literature came into being with the revealing of Vedas to the seers of yore and left a rich legacy of literary knowledge for the times to come. However, the language of the Vedas differs from the language used in poetry and drama. Classical Sanskrit literature is found to be in vogue when it comes to writing poetry and dance dramas of the post-Vedic period. The entire Sanskrit literature also bears different aspects of knowledge like astronomy, astrology, environment, biology, physics, chemical science, mathematics, art, architecture, medicine etc. which definitely gives a huge contribution to the field of literary knowledge.

Aims of the Four Year Undergraduate Programme in Sanskrit :

The Objectives of the Undergraduate Programme in Sanskritare:

➢ To encourage students to learn the earliest literature of the world.
➢ To inspire students to learn the most ancient language of India.
➢ To inspire students to gather knowledge from Sanskrit Literature on Indian Culture and Tradition.
➢ To introduce students about the multidisciplinary dimensions of Sanskrit studies.
➢ To explore Sanskrit literature in the perspective of scientific and humanistic study.
➢ To Inculcate the ethical and Moral values by developing a strong sense of ethical and moral appropriateness.
➢ To create an environment of teaching language to acquire the language skills assessed by their conversation and usage of the language.
➢ To introduce ICT tools for learning and educating Sanskrit to other aspirants.

➢ To introduce linguistic importance of Sanskrit language.

Graduate Attributes in FYUGP Sanskrit:

1) **Disciplinary Knowledge:** Disciplinary knowledge basically refers to the specific and in-depth knowledge conceived through a specific subject. The Sanskrit Literature, provides in-depth knowledge on not only in Vedic and Classical literature but also it gives linguistic perfection which may lead to linguistic knowledge in connection with specifically other Indian languages, Indian literature, culture, tradition etc. Sanskrit literature is a great storehouse of different aspects of knowledge which reflects the vibrant literary world of India at it gives a scope to have a basic knowledge about our country.

2) **Communication Skill:** Communication skill or power shows the ability to convey or share ideas or feelings in an effective manner. As Sanskrit is the mother of most of the Indian languages, so the knowledge of Sanskrit can be of help in knowing the rules of other Indian languages so that it can remain as a bridge between the base and the knowledge.

3) **Moral and Ethical Awareness:** Giving the knowledge of moral and ethical awareness through education should remain a prime concern in a subject. The lessons of morality makes a suitable environment in a society through which a nation can be upgraded to an ideal nation. The Sanskrit literature is a bequeathed with Moral and Ethical Values which can definitely be regarded as a great contribution to the society.

4) **Multicultural Competence:** Multicultural competence refers to the ability to understand the people and communicate to people belonging to different cultural value system and believes. An analytical study in the field of Indian literature, the idea of diversity in Indian culture can be comprehended and the knowledge of Sanskrit literature can be used as a source of unification among them.

5) **Information/Digital literacy:** Information or digital literacy denotes the ability to communicate in the digital world through reading, writing, posting, uploading data etc. Different e-sources of Sanskrit Literature, Sanskrit Newspapers, Magazines etc. remain digital components for the learners and researchers.

6) **Reflective Thinking:** Reflective thinking indicates a form of critical thinking that reflects on experiences and learning. As the Sanskrit literature is a storehouse of various types of knowledge system, so the knowledge of Sanskrit literature can bring various reflections which may be reviewed/revisited in the context of modern knowledge system and the coordination of old and new may come out with new dimensions in the field of overall knowledge.

7) **Research Related Skill:** Research skill denotes the ability to search, locate, extract, organize, evaluate, examine and establish a subject in a deep and detailed manner. The Sanskrit Literature gives an extended platform to the research scholars to investigate, make strategies, think critically, design, conduct research and analyze the data to infer correctly while ensuring ethical research.

8) **Critical Thinking:** Critical thinking refers to the aptitude to think, question, analyse, interpret, evaluate and give judgement on a subject in a critical manner.The Sanskrit

literature has the strength to generate the scope of critical thinking to the researchers and learners.

Programme outcomes (POs) of FYUGP in Sanskrit:

PO1: Gain an understanding of the rich and diverse Sanskrit Literature, covering Vedic texts and Classical Sanskrit works.

PO2: Acquire knowledge in various fields like science, arts, humanities, medicine, environment, mathematics, astronomy, astrology, history, and geography through Sanskrit texts.

PO3: Explore the vibrant genres of Sanskrit Literature using modern approaches.

PO4: Develop proficiency in Sanskrit language and literature through a structured four-year undergraduate program.

PO5: Cultivate an understanding of the evolution of Sanskrit from Vedic to Classical forms, and its enduring influence on Indian literature, philosophy, and culture.

PO6: Gain insights into Indian heritage, culture, literature, linguistics, yoga, digital literacy, Ayurveda, philosophy, aesthetics, archaeology, and more through comprehensive course offerings.

PO7: Engage in research ethics, methodology, and projects.

Programme Learning outcomes (PLOs) of FYUGP in Sanskrit:

➢ Explore the Sanskrit literature and the concept of Indian cultural heritage.
➢ Illustrate and compare the Vedic and philosophical ideas in present situation.
➢ Analyze the relevance of Sanskrit in present society.
➢ Critical Appreciation of different literature in Sanskrit.
➢ Promote the Indian Knowledge System.
➢ Build a student with strong moral sense.
➢ Improve writing and communication skill in Sanskrit.

Teaching Learning Process: The Teaching-Learning process of the Under Graduate Course in Sanskrit as per the line of NEP-2020 will be furnished through the following ways-

➢ Lecture Method
➢ Tutorial Method
➢ Practical Method
➢ PPT Presentation
➢ Group Discussion
➢ Assignment
➢ Seminar Presentation
➢ Quizzes

Assessment Method:

1. **Internal Assessment: (Marks-40)**
   ➢ Two Internal Examinations- 20 Marks
   ➢ Assignment/Group Discussion/Seminar presentation, Quizzes- 20 Marks

2. External Assessment: (Marks- 60) (For 4 & 3 Credits)
  ➢ End-Semester Examination

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FYUGP Structure as per UGC Credit Framework of December, 2022

Subject: Sanskrit

Year	Semester	Course	Title of the Course	Total Credit
Year 01	1st Semester	C - 1	**General Introduction to Sanskrit Literature**	4
		Minor 1	**Vedic and Epic Literature**	4
		GEC - 1	**Scientific Elements in Sanskrit Literature**	3
		AEC 1	Modern Indian Language	4
		VAC 1		2
		SEC 1	**Functional Sanskrit-I**	3
				20
	2nd Semester	C - 2	**Introduction to Classical Sanskrit Literature**	4
		Minor 2	**Dharmaśāstra and Arthaśāstra**	4
		GEC 2	**Self Management in Sanskrit Literature**	3
		AEC 2	English Language and Communication Skills	4
		VAC 2		2
		SEC 2	**Functional Sanskrit -II**	3
				20
	**The students on exit shall be awarded Undergraduate Certificate (in the Field of Study/Discipline) after securing the requisite 40 Credits in Semester 1 and 2 provided they secure 4 credits in work based vocational courses offered during summer term or internship / Apprenticeship in addition to 6 credits from skill based courses earned during 1st and 2nd Semester**			
Year 02	3rd Semester	C - 3	**Classical Sanskrit Literature (Selected Text)**	4
		C - 4	**Indian Epigraphy, Palaeography and Chronology**	4
		Minor 3	**Indian Aesthetics**	4
		GEC – 3	**Sanskrit Studies in across the World**	3
		VAC 3		2
		SEC – 3	**Sanskrit and Mass Media**	3
				20
	4th Semester	C - 5	Ancient Indian Polity	4
		C - 6	Indian Culture and Social Issuses	4
		C - 7	Individual, Family and Community	4
		C - 8	Sanskrit Didactic and Fable Literature	4
		Minor 4	Nationalism and Indian Literature	4
				20
			Grand Total (Semester I, II, III and IV)	**80**

The students on exit shall be awarded Undergraduate Diploma (in the Field of Study/Discipline) after securing the requisite 80 Credits on completion of Semester IV provided they secure additional 4 credit in skill based vocational courses offered during First Year or Second Year summer term

Year 03	5th Semester	C – 9	**Poetics and Literary Criticism**	4
		C – 10	**Modern Sanskrit Literature**	4
		C – 11	Classical Sanskrit Literature(Drama)	4
		Minor 5	Survey of Sanskrit Literature in the world	4
			Internship +Community Engagement (2+2) Internship or CE(4/4)	4
				20
Year 03	6th Semester	C – 12	Vedic Literature	4
		C – 13	Indian Ontology and Epistimology	4
		C – 14	Theatre and Dramaturgy	4
		C – 15	Sanskrit Grammar and Composition	4
		Minor – 6	Fundamental of Indian Philosophy	4
			Total	**20**
		Grand Total (Semester I, II, III and IV, V and VI)		**120**

The students on exit shall be awarded Bachelor of (in the Field of Study/Discipline) Honours (3 years) after securing the requisite 120 Credits on completion of Semester 6

Year 04	7th Semester	C – 16	Art of Balance Living	4
		C – 17	Basic Principles of Ayurveda	4
		C – 18	Sanskrit Meter	4
		Minor – 7	Sanskrit and Other Modern Languages	4
		RM-1	Research Ethics and Methodology	4
				20
	8th Semester	C – 19	Sanskrit Rupaka	4
		C – 20	Environmental Awareness in Sanskrit Literature	4
		Minor – 8	Sanskrit Didactic and Fable Literature	4
			Dissertation (Collection of Data, Analysis and Preparation of Report) / 2 DSE Courses of 4 credits each in lieu of Dissertation	8
		DSE-1	Acting	4
		DSE-2	Script Writing	4
				20
		Grand Total (Semester I, II, III and IV, V, VI, VII and VIII)		**160**

The students on exit shall be awarded Bachelor of (in the Field of Study/Discipline) (Honours with Research)(4 years) after securing the requisite 160 Credits on completion of Semester 8

Abbreviations Used:

- **C = Major**
- **GEC = Generic Elective Course / Multi Disciplinary Course**
- **AEC = Ability Enhancement Course**
- **SEC = Skill Enhancement Course**
- **VAC = Value Added Course**

COURSE SYLLABUS
Subject- SANSKRIT

B.A. IN SANSKRIT PROGRAMME (NEP-2020)
DETAILED SYLLABUS OF 1ˢᵗ SEMESTER

SEMESTER-I

Title of the Course : **General Introduction to Sanskrit Literature**
Course Code : **C-1**
Nature of the Course : **Core**
Total Credits : **04**
Distribution of Marks : **60 (End Sem) + 40 (In-Sem)**

Course Description: The course offers comprehensive knowedge of ancient Sanskrit literature from Vedic period. It provides an analytical approach of the development of Sanskrit literaturein different period and their cultural and literary influence.

Prerequisite : Basic concept of Sanskrit Literature.

COURSE OBJECTIVES:
▪ To introduce the vast field of Sanskrit Literature.
▪ To provide basic knowledge of Vedic as well as Classical Sanskrit Literature and Indian poetics.

Course Outcome (CO) Intended Learning Outcome (ILO)

CO1 **Analyze the Characteristics of Vedic and Post-Vedic Sanskrit Literature.**
ILO: Students will acquire vast knowledge of Ancient Indian Sanskrit Literature.

CO2 **Develop chronological interpretation of the vast genre of Sanskrit Literature.**
ILO: Students will be able to asses the historical, Cultural and Philosophical significance of the epics *Rāmāyaṇa* and *Mahābhārata*, as well as the Purāṇas in shaping Indian Society and thought.

CO3 **Evaluate the process of growth and development of Sanskrit Literature**
ILO: Students will able to understand the growth and development of Sanskrit literature in different stages.

CO4 **Understand the Social, Cultural and Historical Importance of Puranas**
ILO: Students will comprehend the social, cultural and historical significance of the Puranas in preserving and transmitting traditional knowledge, mythology and religious beliefs in Indian Society.

Cognitive Mapping of Course Outcomes with Bloom's Taxonomy.

Cognitive Knowledge Dimension	Cognitive Process Dimension					
	Remember	Understand	Apply	Analysis	Evaluate	Create

Factual	CO1	CO1				
Conceptual		CO2,CO4,	CO2	CO3,CO4		CO1
Procedural			CO4			
Mata cognitive					CO2, CO4	

- Mapping of Course Outcomes with Progromme Outcomes:

PO/CO	CO1	CO2	CO3	CO4
PO1	S	S	S	S
PO2	M	M	M	M
PO3	M	M	M	S
PO4	M	M	M	M
PO5	S	M	M	S
PO6	M	S	M	S
PO7	M	M	S	M

(S-Strong, M-Medium, L-Low)

UNIT	Topic	Lecture	Tutorial	Total	Allotted Marks
I	**Introduction to Vedic Literature**	23	2	25	**25**
	General Introduction to Vedic Literature i) *Saṁhitā*: (*Ṛk, Yajuḥ, Sāma, Atharva*) Subject Matter ii) A Brief Introduction to *Brāhmaṇa, Āraṇyaka*, *Upaniṣad* and *Vedāṅga*				
II	**Introduction to Classical Literature**	18	2	20	**20**
	i) *Rāmāyaṇa:* Time, Subject Matter, *Rāmāyaṇa* as *Ādikāvya*, *Rāmāyaṇa* as a Source of Later Sanskrit Literature ii) *Mahābhārata:* Time, Development and Subject Matter**,** *Mahābhārata-* Encyclopedic Nature, As a Source of later Sanskrit Literature, Cultural Importance				
III	iii) *Purāṇa***:** Subject Matter, Characteristics, Social, Cultural and Historical Importance of *Purāṇa*s	14	1	15	**15**
		55	5	60	**60**

MODES OF IN-SEMESTER ASSESSMENT   **(MARKS-40)**

- **Two Internal Examinations- 20 Marks**
- **Assignment/ Group Discussion/ Seminar presentation, Quizzes -20 Marks**

SUGGESTED READINGS:

- *Bedar Parichay,* Jogiraj Basu
- *History of Vedic Literature*, A. Macdonald
- বৈদিক সাহিত্যৰ জিলিঙনি, (বৈদিক যুগৰ ভাৰত) শ্ৰী ডিম্বেশ্বৰ শইকীয়া, প্ৰকাশক : গোলাঘাট জিলা সাহিত্য সভা, গোলাঘাট, 2004
- *Sanskrit Sahityar Buranji,* Haramohan Bhagavati
- *History of Vedic Literature*, S.N Sharma, Chowkhamba Sanskrit Series Office, Varanasi.
- *Upama Kalidasaya,* Mukunda Madhav Sharma
- *Sanskrit Sahityar Itivritta*, Dr.Thaneswar Sarma, Chandra Prakash, Guwahati, 2007

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SEMESTER-I

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Title of the Course	:	**Vedic and Epic Literature**
Course Code	:	**MINOR-1**
Nature of the Course	:	**Minor**
Total Credits	:	**04**
Distribution of Marks	:	**60 (End Sem) + 40 (In-Sem)**

Course Description :

The Course offers the basic knowledge of Vedic & Sanskrit Epic literature and provides information about the time, Religion & Philosophy and Social Life of Vedic Literature and the Epic Literature and their impact of social life developed through the ages.

Prereqisite : General idea of Sanskrit literature.

COURSE OBJECTIVES:
- The Course aims to provide basic knowledge of Vedic & Sanskrit Epic literature.
- This Course aims to provide information about the time, Religion & Philosophy and Social Life of Vedic Literature and the Epic Literature
- This Course aims to provide the knowledge about the impact of social life developed through the ages.

Course Outcome (CO) Intended Learning Outcome (ILO)

CO1 Interpreate the knowledge about the Vedic society, Religion and Philosophy.
ILO: Know about the antiquity of the Vedic religion & philosophy of the ancient Aryans.

CO2: Develop a chronological interpretation of *Rāmāyaṇa* and *Mahābhārata*.
ILO: Acquent with the different stages of development Sanskrit epic literature.
CO3 Evaluate the impact of the epics on social life of ancient India.
 ILO: Appreciate the high ideals and social values reflected in theseliterature.

Cognitive Mapping of Course Outcomes with Bloom's Taxonomy.

Cognitive Knowledge Dimension	Cognitive Process Dimension					
	Remember	Understand	Apply	Analysis	Evaluate	Create
Factual	CO1					
Conceptual			CO2		CO3	CO3
Procedural						
Mata cognitive						

- **Mapping of Course Outcomes with Progromme Outcomes:**

PO/CO	CO1	CO2	CO3
PO1	S	S	S
PO2	S	S	S
PO3	S	S	S
PO4	M	M	M
PO5	S	M	M
PO6	S	S	S
PO7	M	M	M

(S-Strong, M-Medium, L-Low)

UNIT	TOPIC	Lecture	Tutorial	Total	Allotted Marks
I	Time, Religion & Philosophy and Social Life of Vedic Literature	16	4	20	**20**
II	*Rāmāyaṇa*- Time, Subject matter, Social life as reflected in the *Rāmāyaṇa*	19	1	20	**20**
III	*Mahābhārata*- Time, Development & Subject matter, Social life as reflected in the *Mahābhārata*	20	-	20	**20**
		55	5	60	**60**

MODES OF IN-SEMESTER ASSESSMENT **(MARKS-40)**

- **Two Internal Examinations- 20 Marks**
- **Assignment/ Group Discussion/ Seminar presentation, Quizzes -20 Marks**

SUGGESTED READINGS:

❖ *Bedar Parichay*, Jogiraj Basu

❖ http://www.researchgate.net

❖ https://ijesc.org

❖ http://ignited.in

❖ https://www.sssbpt.info

❖ *Mahabharat kalinsamaj*: Society at the time of the Mahabharata. Publisher LokabharatiPublication, Darbari Building, Mahatma Gandhi road, Allahabad-1**(Sold online by Exotic India Art)**

❖ *Mahabharat Kalin Samaj aur Siksha* by Nathulal Gupta, Published by Naman Prakashan, New Delhi-110002 (**Sold online by Exotic India Art)**

❖ বৈদিক সাহিত্যৰ জিলিঙনি, (বৈদিক যুগৰ ভাৰত) শ্ৰী ডিম্বেশ্বৰ শইকীয়া, প্ৰকাশক : গোলাঘাট জিলা সাহিত্য সভা, গোলাঘাট, 2004

❖ Thesis (Unpublished) *Political Ideas and institutions in the Ramayana*, Anoop Chand Mahajan ,Punjub University, Completed Date 1982, (Link: https://shodhganga.inflibnet.ac.in/handle/10603/90965)

❖ *The Religion and Philosophy of the Vedas and Upanishads*, A.B. Keith, Harvard University Press, London,1925

SEMESTER-I

Title of the Course	**:**	**Scientific Elements in Sanskrit Literature**
Course Code	**:**	**GEC-1**
Nature of the Course	**:**	**Generic Elective Course**
Total Credits	**:**	**03**
Distribution of Marks	**:**	**60 (End Sem) + 40 (In-Sem)**

Course Description: The course offers a comprehensive idea of development of Science in ancient India.

Prerequist : Inquisitiveness of general idea of scientific development of ancient India.

COURSE OBJECTIVES:
▪ To give an exposure to the students of the vast treasure of the Sanskrit literature which deals with different branches of science.

Course Outcome (CO) Intended Learning Outcome (ILO)
CO1 Estimate Scientific temper of ancient Vedic Seers.

ILO1: Appreciate scientific bent of mind of the scholars in ancient India.

ILO2: Get an exposure the analytical thinking of the ancient scholars.

CO2 Appriciate the value of Astronomical findings by Ancient Indian scholars.

ILO: Explore the findings of those scholars and study their modern relevance.

CO3 Estimate the value of ancient medicinal text of Sanskrit literature.

ILO: Apply the knowledge in modern context.

CO4 Develop an understanding about the plant science reflected in different Sanskrit text.

ILO: Apply their importance in relevant field of research

Cognitive Mapping of Course Outcomes with Bloom's Taxonomy.

Cognitive Knowledge Dimension	Cognitive Process Dimension					
	Remember	Understand	Apply	Analysis	Evaluate	Create
Factual						CO4
Conceptual		CO2	CO3		CO1,CO2	
Procedural						
Mata cognitive						CO1,CO4

- Mapping of Course Outcomes with Progromme Outcomes:

PO/CO	CO1	CO2	CO3	CO4
PO1	S	S	S	S
PO2	S	S	S	S
PO3	S	S	S	S
PO4	M	M	M	M
PO5	M	M	M	M
PO6	S	S	S	S
PO7	S	S	S	S

(S-Strong, M-Medium, L-Low)

UNIT	Topic	Lecture	Tutorial	Total	Allotted Marks
I	**Scientific Elements in Vedic Literature**:	12	2	14	**18**
II	Astronomy in Post Vedic Sanskrit Literature: Āryabhatta, Barāhamihira, Bhāskarācāryya	8	-	8	**12**
III	Medicinal Science in the *Atharvaveda* and *Āyurveda* with special reference to *Caraka* and *ŚuśrutaSaṁhitā*	12	2	14	**18**
IV	**Plant Science in Sanskrit Literature**: i) Plant Biology of *Yajurveda* and *Vṛkṣāryuvaeda (Bṛhatsaṁhitā*, Ch.55, *Surapāla* and Viśvaballabha) ii) Photosynthesis (*Mahābhārata*12/177/16,18),	8	1	9	**12**

	Avitatva in *Atharvaveda* (5.28.5)				
		40	5	45	**60**

MODES OF IN-SEMESTER ASSESSMENT   **(MARKS-40)**

- **Two Internal Examinations- 20 Marks**
- **Assignment/ Group Discussion/ Seminar Presentation, Quizzes -20 Marks**

SUGGESTED READINGS:

- *Veda meVijnān,* Dr Kapildev Dwivedi, Published by Viswa Bharati Anusandhan Parishad, Jnanpur, Bhadohi (Varanasi) (This book is available online)
- *Vedas, The source of ultimate Science,* Dr Shri Ram Verma, Nag Publishers, 11A/U.A. Jawaharnagar,Delhi-7
- *Ancient Hindu Science,* Alok Kumar, JaicoPublishing House, Delhi
- *Plant Biology of Yajurveda,* Raghava S Boddupalli, Indian journal of History of science, 54,2 (2019) 226-237
- *Vedic Mathematics and Science in Vedas* by Dr S Balachandra Rao, Publisher: Navakarnataka Publications Pvt Ltd, 2019
- Thesis (Unpublished) Studies on the *Ṛgvedasaṁhitā* and the *Atharvavedasaṁhitā* : A Scientific Approach, By Dhritismita Deka, Gauhati University, Completed Date, 2021 (Link :https://shodhganga.inflibnet.ac.in/handle/10603/389610)
- *Ṛgvedasaṁhitā* 8.10; 90; 10.129 5 ; 10.129.1-4; 10.129.3; 10.121.9; 10.82.1; 10.72.4-6; 10.82; 10.2.7; 10.91.6; 3.1.3; 3.9.4; 10.121; 1.115 ; 1.164; 10.114 ; 10.90; 10.72; 1.179; 1.35. 1.35.10; 3.29.2; 5.9.3; 36.16.13.29.1; 2.12.3; 1.70.2; 8.39.8; 10.121.7; I.70.2; 2.1.1;
- লীলাৱতী মূল-ভাস্কৰাচার্য, অনুবাদ ড০দিলীপ শর্মা, অসম প্রকাশন পৰিষদ
- *Susruta Samhita*, Vol-1, by Prof. K. R. Srikantha Murthy, Chaukhambha Orientalla, Varanasi
- *SUSRUTA SAMHITA*, Narayana Ram Acarya, Chowkhamba Krishnadas Academy, Varanasi
- *Brihatsamhita* of Barahmihira by M. Ramakrishna Bhat, MLBD, Delhi
- *Atharvaveda* with Sayana Commentary
- *Vṛkṣāryuvaeda* of Surapāla
- *Vṛkṣāryuvaeda* of Viśvaballabha

Title of the Course	**:**	**Functional Sanskrit -I**
Course Code	**:**	**SEC-1**
Nature of the Course	**:**	**Skill Enhancement Course**
Total Credits	**:**	**03**
Distribution of Marks	**:**	**60 (End Sem) + 40 (In-Sem)**

Course Description: The course offers the students a scope to learn Sanskrit for day to day conversation and thereby develop fluency in the language.

Prerequist: Eagarness to learn functional Sanskrit.

COURSE OBJECTIVES:
- To teach Sanskrit in a simple manner
- Encourage to use Sanskrit in day to day life.
- To build up confidence for Sanskrit conversation

CO1: Develop interest for the language

ILO : Improve proficiency in the language

CO2: Understand the language in an easier way.

ILO : Build confidence to speak and write the language

Cognitive Mapping of Course Outcomes with Bloom's Taxonomy.

Cognitive Knowledge Dimension	Cognitive Process Dimension					
	Remember	Understand	Apply	Analysis	Evaluate	Create
Factual	CO1					
Conceptual						
Procedural			CO1			
Mata cognitive						CO2

- Mapping of Course Outcomes with Progromme Outcomes:

PO/CO	CO1	CO2
PO1	M	M
PO2	M	M
PO3	M	M
PO4	S	S
PO5	M	M
PO6	M	S
PO7	L	L

(S-Strong, M-Medium,L-Low)

UNIT	Topic	L	T	P	Total	Allotted Marks
I	Learn to talk about Colours, Fruits, Numbers, Greetings, Family member relations, foods, vegetables.	3	3	3	12	**20**
II	Understand and recite Ślokas and Songs. Introduce themselves, their likes & dislikes. Make sentences with possessive verbs. Learn to read Sanskrit	4	5	3	15	**20**
III	Learn to talk about daily activities, use action words (go, come, etc), & understand parts of a day. Learn to talk about months, days of a week, dates, & professions. Make sentences in the simple present tense. Read and write Sanskrit.	5	3	5	18	**20**
		12	11	11	45	**60**

MODES OF IN-SEMESTER ASSESSMENT   **(MARKS-40)**

- **Two Internal Examinations- 20 Marks**
- **Assignment/ Group Discussion/ Seminar Presentation, Quizzes-20 Marks**

SUGGESTED READINGS:

- *SamskritamVadatu*, Samskrit Bharati , New Delhi
- Spoken Sanskrit , S.S. Janaki (Sanskrit Text with English translation), Publisher – The KuppuswamiSastri Research Institute
- *Sanskrit- AsamiyaAbhidhan* , Kiran Sarma, Chandra Prakash, Guwahati
- https://sanskritdocuments-org.translate.goog/news/SanskritNewspapersandMagazines.html?_x_tr_sl=en&_x_tr_tl=hi&_x_tr_hl=hi&_x_tr_pto=tc

SEMESTER-II

Title of the Course	**:**	**Introduction to Classical Sanskrit Literature**
Course Code	**:**	**C-2**
Nature of the Course	**:**	**Core**
Total Credits	**:**	**04**
Distribution of Marks	**:**	**60 (End Sem) + 40 (In-Sem)**

Course Description:

This course offeres comprehensive knowledge about different types of classical Sanskrit literature.

Prerequisite : Basic knowledge of Sanskrit literature.

COURSE OBJECTIVES:
- This course aims to acquaint students with the origin & development of different genre of Classical Sanskrit poetry such as *Gadya, Kathā, Nāṭaka, Padya, Mahākāvya, Gītikāvya.*
- It also aims at providing the origin & development of these literary genres.

Course Outcome (CO) Intended Learning Outcome (ILO)

CO1: Know about the origin and development of prose romance and fables in Sanskrit literature and aquient with the characteristics of its different types.

ILO1: Develop a chronological interpretation of Sanskrit prose romance and fables.

ILO2: Analyse the different types of prose romance.

ILO3: Aquire knowledge about Sanskrit fables.

CO2: Outline the characteristics and development of Sanskrit court epics and lirics.

ILO1: Classify different types of Sanskrit court epics and lirics.

ILO2: Appraise the different types of court epics and lirics authored by different writers.

ILO3: Estimate the moral/ethical values in fable literature.

CO3: Build an idea of origin and development of Sanskrit dramatic literature.

ILO1: Obtain comprensive knowledge about the different types of dramatic works composed by prominent dramatists.

ILO2: Develop an analytical approach to asses the dramas.

Cognitive Mapping of Course Outcomes with Bloom's Taxonomy.

Cognitive Knowledge Dimension	Cognitive Process Dimension					
	Remember	Understand	Apply	Analysis	Evaluate	Create
Factual	CO1,CO2		CO3			
Conceptual		CO1,CO2	CO1,CO3	CO2	CO2	CO2
Procedural						
Mata cognitive						

- Mapping of Course Outcomes with Progromme Outcomes:

PO/CO	CO1	CO2	CO3	CO4
PO1	S	S	S	S
PO2	M	M	M	M
PO3	M	M	M	S
PO4	M	M	M	M
PO5	S	M	M	S
PO6	M	S	M	S
PO7	M	M	S	M

(S-Strong, M-Medium,L-Low)

UNIT	Topic	Lecture	Tutorial	Total	Allotted Marks
	Origin and Development of Prose Romance and Fables	18	2	20	**20**
I	**Prose (*Gadya*) and Fables (*Kathā*)** i) Origin and Development of Prose Romance ii) Important Authors and Works of Prose Romance: Subandhu, Daṇḍī, Bāṇa, AmbikāduttaVyāsa i) Origin and Development of Fable Literature Some Important works of Fable Literature: ***Pañcatantra, Hitopadeśa, Vetālapañcaviṁśatikā, Siṁhāsanadvātriṁśikā, Puruṣaparikṣā, Śukasaptati***				
II	**Origin and Development of *Mahākāvya* and *Gītikāvya***	**18**	2	20	**20**
	Poetry (*Padya*) i) Origin and Development of Court Epic: Aśvaghoṣa, Kālidāsa, Bhāravi, Māgha, Bhatti, Śrīharṣa ii) Origin and Development of Sanskrit Gīikāvyas: Kālidāsa, Bilhana, Jayadeva, Amarūka, Bhatrhari and their works				
	Survey of Sanskrit Dramatic Literature	18	2	20	**20**
III	Sanskrit Drama: Origin and Development Introduction to some important Dramatist and their Dramas: Bhāsa, Kālidāsa, Śudraka, Biśākhādatta, Bhavabhuti, Bhattanārāyaṇa and their works				
		54	6	60	**60**

MODES OF IN-SEMESTER ASSESSMENT   **(MARKS-40)**

- **Two Internal Examinations- 20 Marks**
- **Assignment/ Group Discussion/ Seminar Presentation, Quizzes -20 Marks**

SUGGESTED READINGS:

- *Sanskrit SahityarBuranji,* Haramohan Bhagavati

- *Sanskrit Sahityar Itivritta*, By Dr.Thaneswar Sarma, Chandra Prakash, Guwahati, 2007

- *Puruṣa Parīkṣā* (Trans. Assamese) Dr.Thaneswar Sarma, Axom Prakashan Parishad 2005

- *Puruṣa Parīkṣā of Vidyapati with Hindi Tika Chandrakanth Pathak,* Khemraj Shrikrishnadas Academy, Mumbai, 1927

- *Manusamhita,* Translated (Assamese) by Kiran Sharma

- *Nāradsmṛti,* Translated with commentary Brajakishore Swine, Published by Chowkhamba Sanskrit Samsthan, Baranasi

- *Yājñavalkyasmṛti* with *Mitākṣarā* commentary - Chowkhamba Sanskrit Series Office,Varanasi,1967

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SEMESTER-II

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Title of the Course	:	***Dharmaśāstra* and *Arthaśāstra***
Course Code	:	**MINOR-2**
Nature of the Course	:	**Minor**
Total Credits	:	**04**
Distribution of Marks	:	**60 (End Sem) + 20 (In-Sem)**

Course Description: The course offeres knowledge about ancient Sanskrit texts on law and the contents thereof which comprise of theory of creation, law and order, code of conduct, social welfare etc.

Prerequise : Basic information about *Dharmaśāstra* and *Arthaśāstra*

COURSE OBJECTIVES:
- To introduce students with the ancient law books of India.
- To give the students a comprehensive idea about and laws and code of conduct prescribed by the ancient social thinkers for the welfare of the society.

Course Outcome (CO) Intended Learning Outcome (ILO)

CO1 Know about the law books of ancient India written in Sanskrit.
 ILO: Estimate their values in modern context.
 CO2 Understand the theory of creation as narrated in the *Manusamhita*
 ILO: Relate the creation theory with modern Science.
 CO3: Understand the ancient system of Law and Order, code of Conduc etc.

ILO: Develop an analytical approach in modern context.

CO4: Explain ancient rules of property division determine by ancient law makers

ILO: Compare the rules of property divions in modern context.

CO5: Appreciate Kautilyas's extensive knowledge on social issues

ILO: Estimate modern relevance of Kautilya's ideas on management

Cognitive Mapping of Course Outcomes with Bloom's Taxonomy.

Cognitive Knowledge Dimension	Cognitive Process Dimension					
	Remember	Understand	Apply	Analysis	Evaluate	Create
Factual		CO4			CO1	
Conceptual		CO2,CO3			CO5	
Procedural						
Mata cognitive						

- Mapping of Course Outcomes with Progromme Outcomes:

PO/CO	CO1	CO2	CO3	CO4	CO5
PO1	S	S	S	S	S
PO2	S	S	S	S	S
PO3	S	S	S	S	S
PO4	M	M	M	M	M
PO5	M	M	M	M	M
PO6	S	S	S	S	S
PO7	S	S	S	S	S

(S-Strong, M-Medium,L-Low)

UNIT	Topic	Lecture	Tutorial	Total	Allotted Marks
I	i) **Brief History of *Dharmaśāstras/Smṛtiśāstra*s**	12	1	13	**13**
II	***Manusmṛti*** i. Theory of Creation: ***Manusmṛti***(1. 1-50)	10	2	12	**12**
III	i) *Vyavahāradhyāya* of *Yājñyavalkyasmṛti* ii)*Dāyabhāga* of *Nāradasmṛti*	20	-	20	**20**
IV	i) Disaster management in Kautilya's *Arthaśāstra*: (VIII.1.1, IV.3. 1-2, I.20.2, II. 36.4., II.36.5, IV.3.1-8, VIII. 1.3-7,11) ii)Social Welfare in the ***Arthaśāstra***	13	2	15	**15**
		55	5	60	**60**

MODES OF IN-SEMESTER ASSESSMENT   **(MARKS-40)**

- **Two Internal Examinations- 20 Marks**
- **Assignment/ Group Discussion/ Seminar presentation/ Quizzes -20 Marks**

SUGGESTED READINGS:

❖ মনুসংহিতা (অসমীয়া অনুবাদ) ড০প্রফুল্ল নাৰায়ণ বৰুৱা, কৌস্তভ প্রকাশন, ডিব্রুগড়, ২০০৩

❖ মনুসংহিতা (অসমীয়া অনুবাদ) কিৰণ শর্মা, চন্দ্রপ্রকাশ, গুৱাহাটী

❖ *Disaster Management envisaged in Kautilya'sArthasastra*, by Dr Manashi Sharma, published in Sutra, Smrti& Sastra, (Select papers of 16th World Sanskrit Conference), D.K Publishers & Distributors Pvt. Ltd. 4224/1, Ansari Road, Daryaganj, New Delhi-2

❖ *Kaitilya'sArthasastra & Social welfare*, Ed. by V.N Jha, published by Sahitya Akademi, Delhi

❖ *The idea of welfare State in the Arthasastra&Yajnyavalkyasmrti*byNabanitaKalita, published in *Pracya*, journal of the Dept of Sanskrit, MDKG College, Dibrugarh,Vol.

❖ *A Brief History of Dharmasastra* by S. C. Benarji, Abhinav Publications, Delhi, 1999

❖ *Society in Ancient India*, by S. C. Benarji, D.K. Printworld(P) Ltd., New Delhi, 2007

❖ *Manu &Yajňavalkya* by K.P. Jayaswal, Cosmo Publications, New Delhi, 2004

❖ *The Kautilya'sArthasastra*, Part-1-3, by R.P. Kangle, MLBD, Delhi

❖ A History of Vedic Literature by S.N. Sharma, Chowkhamba Sanskrit Series Office, Varanasi, 2000

SEMESTER-II

Title of the Course	**:**	**Self-Management in Sanskrit Literature**
Course Code	**:**	**GEC-2**
Nature of the Course	**:**	**Generic Elective Course**
Total Credits	**:**	**03**
Distribution of Marks	**:**	**60 (End Sem) + 40 (In-Sem)**

Course Description: This course offeres the scope for the students to learn lessons about self management from the teachings of Sanskrit literature.

Prerequisites: Basic knowledge about self Management

COURSE OBJECTIVES:
- To make the students aware of the importance of the Sanskrit texts in Self-Management.
- To enable the students, analyze the teachings independently without referring to traditional texts.
- To experience the richness of the texts.

Course Outcome (CO) Intended Learning Outcome (ILO)

CO1 Infer the importance of Hearing, Reflection and Meditation, the three basic prerequisites for self control.

   ILO: Apply the knowledge of Hearing, Reflection and Meditation in their life.

CO2 Understand the importance of Yoga Philosophy for self management.

   ILO: Make use of this knowledge in self management.

CO3: Understand the importance of controlling the mind in self   management as describe in *Śrīmadbhagavadgītā*.

   ILO: Utilise the teachings better self-control to cope with the present fast & stressful life

CO4: Understand the necessity of devotion from the teachings of *Śrīmadbhagavadgītā*

   ILO: Relate this teaching for self management.

CO5: Interpret the moral ethics reflected in *Pañcatantra* and *Hitopadeśa*.

   ILO: Analyse the teachings of the stories and apply in their lives.

Cognitive Mapping of Course Outcomes with Bloom's Taxonomy.

Cognitive Knowledge Dimension	Cognitive Process Dimension					
	Remember	Understand	Apply	Analysis	Evaluate	Create
Factual		CO1				
Conceptual			CO2	CO5		
Procedural						
Mata cognitive			CO1,CO2,CO4	CO5	CO3	CO3

- Mapping of Course Outcomes with Progromme Outcomes:

PO/CO	CO1	CO2	CO3	CO4	CO5
PO1	S	S	S	S	S
PO2	M	M	M	M	M
PO3	M	M	M	M	S
PO4	M	M	M	M	M
PO5	S	M	M	M	S
PO6	M	S	M	S	S
PO7	M	M	S	M	M

(S-Strong, M-Medium, L-Low)

Unit	Topic	Lecture	Tutorial	Total	Allotted Marks
I	A) Method of Self-presentation in *Bṛhadāraṇyakopaniṣad* [Hearing (*śravaṇa*), Reflection (*manana*) & meditation (*nididhyāsana*)] B)Self Management in Yoga	10	4	14	**20**

	Philosophy
	    i) Concept of Yoga
	    ii) Eight aids to Yoga
	    (aṣṭāṅgayoga)				

II	ii)Self Management in *Gītā*
	    i) Cognitive and emotive
	    apparatus
	    ii) Controlling the mind
		12	2	14	**15**

III	Self management through devotion	8	-	8	**12**
IV	iii) Self Management in *Pañcatantra* and *Hitopadeśa*:	**7**	2	9	**13**
		37	8	45	**60**

MODES OF IN-SEMESTER ASSESSMENT   (MARKS-40)

- **Two Internal Examinations- 20 Marks**
- **Assignment/ Group Discussion/ Seminar Presentation/ Quizzes -20 Marks**

SUGGESTED READINGS:

- *Bṛhadāraṇayakopaniṣad*, Gita Press, Gorakhapur
- The*Srimadbhagavadgita*, Assamese Translation & Exposition by Dr Girish Baruah, Divya Prakashan,8, G.N.B Road, Pan Bazar
- *Panchadasi* by Vidyaratna Swami with Hindi Translation, https://archive.org/details/Pancadasi.by.Vidyaratna.swami.Hindi/page/n44/mode/1up
- *Pracya*, the journal of the Dept of Sanskrit, MDK Girls' College, 14th volume, www.pracyajournal.com
- *Upanishads & the Cure of Loneliness*, Ashini Mokashi, https//www.researchgte.net
- ***Yoga-The Way of Life based on the vision of Oneness*** , by Nivedita Raghunath Bhide; Published by Vivekananda Kendra AsomiyaPrakashanVibhag, Guwahati, ***Ekatmadarsanaruporatadharita Jivan Saili*-** Assamese Translation by Dr Manashi Sharma

SEMESTER-II

Title of the Course   :   Functional Sanskrit -II
Course Code   :   SEC-2
Nature of the Course   :   Skill Enhancement Course
Total Credits   :   03
Distribution of Marks :   60 (End Sem) + 40 (In-Sem)

Course Description: The course offers the students a scope to learn Sanskrit for day   to day conversation and thereby develop fluency in the language.
Prerequist: Eagarness to learn functional Sanskrit.

COURSE OBJECTIVES:
- To teach Sanskrit in a simple manner
- Encourage to use Sanskrit in day to day life.
- To build up confidence for Sanskrit conversation

CO1: Develop interest for the language

ILO : Improve proficiency in the language

CO2: Understand the language in an easier way.

ILO : Build confidence to speak and write the language

Cognitive Mapping of Course Outcomes with Bloom's Taxonomy.

Cognitive Knowledge Dimension	Cognitive Process Dimension					
	Remember	Understand	Apply	Analysis	Evaluate	Create
Factual		CO1				
Conceptual			CO1,CO2			
Procedural						
Mata cognitive						CO1,CO2

- Mapping of Course Outcomes with Progromme Outcomes:

PO/CO	CO1	CO2
PO1	M	M
PO2	M	M
PO3	M	M
PO4	S	S
PO5	M	M
PO6	M	M
PO7	L	L

(S-Strong, M-Medium, L-Low)

UNIT	Topic	Lecture	Tutorial	Practical	Total	Allotted Marks
I	Make sentences in past & future tenses, Imperative and Interrogative.	5	1	4	10	**15**
II	Learn numbers up to 100 (in Words and Numerical form). Make complex sentences using multiple verbs. Talk about the weather. Practice reading & writing Sanskrit.	15	2	3	20	**20**
III	Make sentences describing skills, interests, & hobbies. Practice reading, writing & story telling practice in	8	2	5	15	**25**

	Sanskrit					
		28	5	12	45	**60**

MODES OF IN-SEMESTER ASSESSMENT   **(MARKS-40)**

- **Two Internal Examinations- 20 Mark**
- **Assignment/ Group Discussion/ Seminar Presentation, Quizzes -20 Marks**

SUGGESTED READINGS:

- *SamskritamVadatu*, SamskritBharati , New Delhi
- Spoken Sanskrit , S.S. Janaki (Sanskrit Text with English translation), Publisher – The KuppuswamiSastri Research Institute
- *Sanskrit- Asamiya Abhidhan* , Kiran Sarma, Chandra Prakash, Guwahati
- https://sanskritdocuments-org.translate.goog/news/SanskritNewspapersandMagazines.html?_x_tr_sl=en&_x_tr_tl=hi&_x_tr_hl=hi&_x_tr_pto=tc

SEMESTER-III

Title of the Course   **:**   **Classical Sanskrit Literature (Selected Text)**
Course Code   **:**   **C-3**
Nature of the Course **:**   **Core**
Total Credits   **:**   **04**
Distribution of Marks: 60 (End Sem) + 40 (In-Sem)
Course Description: This course offeres a Comprehensive idea of the selected Sanskrit text of renowned Sanskrit poets.
Prerequisite : Basic knowledge of Sankrit literature**.**

COURSE OBJECTIVES:
- To acquaint the students with Classical Sanskrit poetry.
- To give an exposure to literary works of great Sanskrit poets and their contribution to the development of Sanskrit literature.

Course Outcome (CO) Intended Learning Outcome (ILO)

CO1 Understand the style of Kalidasa through selected text reading.
ILO: Appriciate Kalidas's Style and asses his literary merit.
CO2 Understand the style of great poet Bharavi through selected text reading of his poem.
ILO: Appriciate Bharavi's writing style and estimate the moral value of Subhasita found therein.
CO3: Develop method of critical analysis
ILO: Compare and contrast the style of writing of Kalidasa and Bharavi
CO4: Estimate the moral/ ethical values in didactic poetry

ILO: Apply the teachings for their personality development.
Cognitive Mapping of Course Outcomes with Bloom's Taxonomy.

Cognitive Knowledge Dimension	Cognitive Process Dimension					
	Remember	Understand	Apply	Analysis	Evaluate	Create
Factual						
Conceptual		CO1,CO2		CO3,CO4		CO4
Procedural						
Mata cognitive				CO4		

- Mapping of Course Outcomes with Progromme Outcomes:

PO/CO	CO1	CO2	CO3	CO4
PO1	S	S	S	S
PO2	M	M	M	M
PO3	M	M	M	S
PO4	M	M	M	M
PO5	S	M	M	S
PO6	M	S	M	S
PO7	S	S	S	M

(S-Strong, M-Medium,L-Low)

UNIT	Course	Lecture	Tutorial	Total	Allotted Marks
I	*Raghuvaṁśaṁ* : Canto-1, Verse: 1-50	25	-	25	**25**
II	*Kirātārjunīyaṁ* : Canto-1, Verse: 1-25	20	-	20	**20**
III	*Nītiśatakaṁ* : 1-20 Verses	13	2	15	**15**
		58	2	60	**60**

MODES OF IN-SEMESTER ASSESSMENT   **(MARKS-40)**

- **Two Internal Examinations- 20 Marks**
- **Assignment/ Group Discussion/ Seminar Presentation, Quizzes-20 Marks**

SUGGESTED READINGS:

- C. R. Devadhar (Ed.), *Raghuvaṁśam* of Kālidāsa, MLBD. Delhi.

- M. R. Kale (Ed.), *Raghuvaṁśam* of Kālidāsa, MLBD, Delhi.

- Gopal Raghunath Nandargikar (Ed.), *Raghuvaṁśam* of Kālidāsa, MLBD, Delhi.

- *RaghurapiKavyam*, Dr. Malini Goswami

- *Raghuvamsha* (Translated) Keshada Mahanta
- .M. R. Kale (Ed.), *Kirātārjunīyam* of Bhāravi, MLBD, Delhi.
- M.R. Kale (Ed.), *Nītiśatakam* of Bhartṛhari, MLBD, Delhi.
- Keith, A.B.: *History of Sanskrit Literature*, MLBD, Delhi.
- Krishnamachariar : *History of Classical Sanskrit Literature*, MLBD, Delhi.
- Gaurinath Shastri: *A Concise History of Sanskrit Literature*, MLBD, Delhi.
- *Sanskrit Sahityar Itivritta*, By Dr Thaneswar Sarma, Chandra Prakash, Guwahati, 2007

Nītiśatakam of Bhartṛhari, (Assamese) translated by Dr. Aditi Baruah,Sristi publication, Dibrugarh, **Course Description:** The course offers the knowledge of History of Indian Epigraphy**,** and Palaeography and Chronology and gets an idea about ancient script. Basic knowledge of ancient Indian Inscription

Prerequiste : Basic idea about ancient Indian Epigraph**.**

COURSE OBJECTIVES:

- To acquaint the students with the journey of epigraphy in Sanskrit
- Help them to get an idea of the political, geographical and economic conditions prevailed during that time.
- To give an exposure to different styles of Sanskrit writings

SEMESTER-III

Title of the Course   :   Indian Epigraphy, Palaeography and Chronology
Course Code   :   C-4
Nature of the Course :   Core
Total Credits   :   04
Distribution of Marks: 60 (End Sem) + 40 (In-Sem)

Course Outcome (CO) Intended Learning Outcome (ILO)

CO1 Explain the knowledge of Indian Epigraphy.
ILO: know about the historical development of epigraphy and contribution of thge scholars in this field.
CO2 Analyse the characteristics and significance of Indian Inscriptions.
 ILO: Acquire knowledge about the societalcondition prevailed during the time of composition of these inscriptions.
CO3: Outline the art of writing and ancient Indian script.
 ILO: Compare and contrast the style of writing of Kalidasa and Bharavi

CO4: Interpret the characteristics of different types of ancient Indian Inscriptions.

ILO1: Identify different ancient Indian scripts.

ILO2: Acquaint with the style of writing adopted by the Inscription writers.

CO5: Define ancient Indian chronology

ILO: Explain system of dating the inscriptions, understand main eras of Inscription

Cognitive Mapping of Course Outcomes with Bloom's Taxonomy.

Cognitive Knowledge Dimension	Cognitive Process Dimension					
	Remember	Understand	Apply	Analysis	Evaluate	Create
Factual						
Conceptual	CO5	CO1,CO3		CO2	CO4	CO5
Procedural						
Mata cognitive						

- Mapping of Course Outcomes with Progromme Outcomes:

PO/CO	CO1	CO2	CO3	CO4	CO5
PO1	S	S	S	S	S
PO2	M	M	M	M	M
PO3	M	M	M	S	M
PO4	S	S	S	S	S
PO5	S	S	S	S	S
PO6	M	M	M	M	M
PO7	M	M	M	M	M

(S-Strong, M-Medium,L-Low)

UNIT	Topic	Lecture	Tutorial	Total	Allotted Marks
I	**Epigraphy** i) Introduction to Epigraphy and Types of Inscriptions ii)Importance of Indian Inscriptions in the reconstructionof Ancient Indian History and Culture iii) History of Epigraphical Studies in India	13	2	15	**15**
II	**Paleography** i) Antiquity of the Art of Writing, Writing Materials iii) Introduction to Ancient Indian Scripts (Brahmi and Khorosthi)	10	2	12	**12**
III	**A. Study of selected inscriptions** i)Aśoka'sGiranāra Rock Edict-1 ii)Aśoka'sSāranātha Pillar Edict	17	3	20	**20**

	B. An Introduction to the Inscriptions of Assam **C. Study of selected inscriptions of Assam.** a) Tezpur Copper plate of Banamalavarman (verses-1-20) b) Kānāi Baraśī Bowā,				
IV	**Chronology** i) General Introduction to Ancient Indian Chronology ii)System of Dating the Inscriptions (Chronograms) iii)Main Eras used in Inscriptions - Vikrama Era, Śaka ,Era and Gupta Era, Bhaskarabda	11	2	13	**13**
		51	9	60	**60**

MODES OF IN-SEMESTER ASSESSMENT   (MARKS-40)

- **Two Internal Examinations- 20 Marks**
- **Assignment/ Group Discussion/ Seminar presentation/ Quizzes -20 Marks**

SUGGESTED READINGS:

- Select Inscriptions (Vol.I) - D.C. Sircar, Calcutta, 1965.
- Dani, Ahmad Hasan :*Indian Paleography*, Oxford, 1963.
- Pillai, Swami Kannu& K.S. Ramchandran: *Indian Chronology (Solar, Lunar and Planetary),* Asian Educational Service, 2003.
- Satyamurty, K., *Text Book of Indian Epigraphy*, Lower Price Publication, Delhi, 1992.
- *Prācyaśāsanavalī*, edited by Dr.Maheswar Neog, published by Assam Publications Board
- *KāmrupaŚāsanvalī*, Edited by Dr.Dimbeswar Sarma, published by Assam Publications Board
- Inscription of Ancient Assam :Dr.Mukunda Madhava Sarma
- Indian Epigraphy, D.C. Sircar, MLBD, Delhi
- Studies of Ancient Indian Inscription (Hindi) Dr Sivaswarup Sahay, MLBD, Delhi
- ভাৰতীয় অভিলেখশাস্ত্ৰ, প্ৰন্থলিপিশাস্ত্ৰ আৰু কালানুক্ৰমণিকা ,ড০ মানসী শৰ্মা, বাণী মন্দিৰ প্ৰকাশ, গুৱাহাটী
- *Indian Epigraphy, Paleography and Chronology* (Assamese & English), Mridusmita Bharadwaj, Dr. Bhagyashree Sarma, Rashmi Rekha Devi, Guwahati

- भारतीय अभिलेखशास्त्र, पुरालिपि शास्त्र एवं कालक्रमपद्धति, DR. AMITA SHARMA Chaukhamba.
- Gems of Ancient India, Edited by Dr Mridusmita Devi and Dr Utpal Narayan Goswami, Vasha publication, Guwahati, 2023

SEMESTER-III

Title of the Course	:	**Indian Aesthetics**
Course Code	:	**MINOR-3**
Nature of the Course	:	**Minor**
Total Credits	:	**04**
Distribution of Marks	:	**60 (End Sem) + 40 (In-Sem)**

Course Description: This course offeres comprehensive knowledge about Indian Aesthetic **.**

Prerequiste : General Idea on Sanskrit poetics

COURSE OBJECTIVES:
- To introduce Indian aesthetic to the students.
- To acquaint the students with concepts of poetic art in Sanskrit literature.
- To help them develop their capacity of creative writing in Sanskrit.

Course Outcome (CO) Intended Learning Outcome (ILO)

CO1 Understand knowledge about Sanskrit Poetics.

ILO: Build the concept of Indian aesthetic

CO2 Understand the nature of Sanskrit kāvyas

ILO: Define and illustrate various views on the nature of Sanskrit kāvyas

CO3: Acquaint with the concept of Rasa, Power of Word, *Rīti* and *Alaṁkāra*

ILO1: Explain and illustrate Sanskrit rhetorics.

ILO2 Develop capacity for creative writing and literary appreciation

Cognitive Mapping of Course Outcomes with Bloom's Taxonomy.

Cognitive Knowledge Dimension	Cognitive Process Dimension					
	Remember	Understand	Apply	Analysis	Evaluate	Create
Factual						
Conceptual	CO3	CO1,CO2	CO3			
Procedural						
Mata cognitive						

- Mapping of Course Outcomes with Progromme Outcomes:

PO/CO	CO1	CO2	CO3
PO1	S	S	S
PO2	M	M	M
PO3	M	M	M

PO4	M	M	M
PO5	S	S	S
PO6	S	S	S
PO7	M	M	M

(S-Strong, M-Medium, L-Low)

UNIT	Topic	Lecture	Tutorial	Total	Allotted Marks
I	(i)Concept of *Saundarya* (beauty) According to its Definition and its nature Indian Aesthetics (ii) Aesthetic experience (*Rasa*) and its process Nature of *rasa* (Aesthetic experience) according to *Sāhityadarpaṇa*, aesthetic enjoyment – eternal bliss, the ultimate reality (*ānandamayatā, alaukikatā*). (iii) Main aesthetic elements of literary arts (Poetry and Drama) :*rasa, alaṅkāra, rīti, dhvani,vakrokti & aucitya*. (iv) Perception of *Saundarya* (beauty) in Drama from aesthetical point of view in the context of *Abhijñānaśākuntalā*	25	-	25	**25**
II	**Aesthetic experience (*Rasa*) and its process** Realization of *rasa* (Aesthetic experience) according to *Sāhityadarpaṇa*, Constituents of rasa: *bhāva* (human feelings and emotions) *vibhāva* (causes or determinants), *anubhāva*(voluntary gestures), *sāttvikabhāva* (Involuntary gestures), *vyabhicāribhāva* (transitory states) and *sthāyibhāva*(basic mental states), *sahṛdaya*/ *sāmājika* (Connoisseur / Spectator). *anukārya, anukartā*.	18	2	20	**20**
III	*Sādhāraṇīkaraṇa* (Generalization), four mental stages of *rasa* realization: *vikāsa* (cheerfulness), *vistāra*(exaltation), *kṣobha* (agitation), *vikṣepa* (perturbation). Number of rasas according to Bharata and their characteristics	15	-	15	**15**
		58	2	60	**60**

MODES OF IN-SEMESTER ASSESSMENT   **(MARKS-40)**

- **Two Internal Examinations- 20 Marks**
- **Assignment/ Group Discussion/ Seminar presentation/ Quizzes -20 Marks**

SUGGESTED READINGS:

❖ *Sāhityadarpaṇa* of Vishvanatha, (Based on karikas3/1-28)
❖ Kane P.V., *History of Sanskrit Poetics* pp.352-391,
❖ Upadhyaya, Baladeva, *Sanskrit Ālocanā* (for six schools)
❖ Kane P.V., History of Sanskrit Poetics
❖ Pandey, Kantichandra: *Comparative Aesthetics*, vol.1 Chowkhamba Sanskrit series office Varanasi, 2008
❖ Gnoli, R.*The Aesthetic Experience according to Abhinavagupta*, Chowkhamba Sanskrit series office Varanasi.
❖ কালিদাসৰ সাহিত্য, কেশদা মহন্ত
❖ উপমা কালিদাসস্য,মুকুন্দ মাধৱ শৰ্মা
❖ ধ্বনি আৰু ৰসতত্ত্ব, মুকুন্দ মাধৱ শৰ্মা
❖ অভিজ্ঞানম্শকুন্তলম্-এক সমীক্ষা, থানেশ্বৰ শৰ্মা

SEMESTER-III

Title of the Course	:	**Sanskrit Studies in across the World**
Course Code	:	**GEC-3**
Nature of the Course	:	**Generic Elective Course**
Total Credits	:	**03**
Distribution of Marks	:	**60 (End Sem) + 20 (In-Sem)**

Course Description:

     The course offers a comprehensive knowledge about Sanskrit Studies in India and Abroad. The students will know that Sanskrit literature have influenced the scholars in the field of translation and research both in India and abroad.

Prerequisite : General knowledge of Sanskrit literature and its position in the World

COURSE OBJECTIVES:

     To explore the influence of Sanskrit Literature in across the world Literature and to provide the information about the expansion of Sanskrit literature and culture through the ages in various parts of the world in medieval and modern times.

Course Outcome (CO) Intended Learning Outcome (ILO)

CO1: Appraise Sanskrit as a living language against the common concept that Sanskrit is a dead language
ILO: Appreciate the respect and love for Sanskrit in foreign countries

CO2 : Recognise the value Sanskrit and develop eagerness to study the subject with more devotion.
ILO : Understand the importance of Sanskrit across the world and thereby will be keen to go further to explore the scope of the language
CO 3 : Identify trend of Sanskrit studies in Modern India.
ILO : Relate the Sanskrit studies in Assam with other parts of India as well as Outside

COURSE OBJECTIVES:
- To explore the influence of Sanskrit Literature in across the world Literature.
- To provide the information about the expansion of Sanskrit literature and culture through the ages in various parts of the world in medieval & modern times.

Cognitive Mapping of Course Outcomes with Bloom's Taxonomy.

Cognitive Knowledge Dimension	Cognitive Process Dimension					
	Remember	Understand	Apply	Analysis	Evaluate	Create
Factual						
Conceptual		CO2	CO3		CO1	
Procedural						
Mata cognitive						

- Mapping of Course Outcomes with Progromme Outcomes:

PO/CO	CO1	CO2	CO3
PO1	S	S	S
PO2	M	M	M
PO3	S	S	S
PO4	M	M	M
PO5	M	M	M
PO6	M	M	M
PO7	S	S	S

(S-Strong, M-Medium, L-Low)

UNIT	Topic	Lecture	Tutorial	Total	Allotted Marks
I	Sanskrit Studies in Asia	8	2	10	**15**
II	Sanskrit Studies in Abroad i) Sanskrit Studies in Europe ii) Sanskrit Studies in America	10	2	12	**15**
III	A) Sanskrit Studies in Modern India	11	2	13	**15**
IV	B) Sanskrit Studies in Assam	8	2	10	**15**

		37	8	45	**60**

MODES OF IN-SEMESTER ASSESSMENT   **(MARKS-40)**

- **Two Internal Examination- 20 Marks**
- **Assignment/ Group Discussion/ Seminar presentation/ Quizzes -20 Marks**

SUGGESTED READINGS:

- *Sixty Years of Sanskrit Studies* ed. by Radhavallabh Tripathi, D. K. Print World Ltd. 2012
- *Sanskrit in Assam through the Ages*, Biswanarayan Shastri, Rastriya Sanskrit Sansthan, Delhi
- অসমত সংস্কৃত সাধনা, ড০মালিনী গোস্বামী, চন্দ্ৰপ্ৰকাশ, পাণবজাৰ, গুৱাহাটী
- লৌহিত্যতীৰত সংস্কৃত চৰ্চা, সম্পাদনা, ভাৰতী গোস্বামী, কল্পিতা বুজৰবৰুৱা, চন্দ্ৰপ্ৰকাশ, পাণবজাৰ, গুৱাহাটী

<center>SEMESTER-III</center>

Title of the Course	:	**Sanskrit and Mass Media**
Course Code	:	**SEC-3**
Nature of the Course	:	**Skill Enhancement Course**
Total Credits	:	**03**
Distribution of Marks	:	**60** (Theory -40, Practical-20) (End Sem) + **20** (In-Sem)

Course Description: The course offers the students a scope to learn Sanskrit conversation and thereby develop fluency in the language. It also offers exposure to build proficiency in written communications, develop skill of presentation in media**.**
Prerequisite: Basic knowledge in functional Sanskrit.

COURSE OBJECTIVES:

- To increase the ability of drafting all form of written communication in Sanskrit language
- To enhance students verbal Sanskrit communication skill
- Encourage the students learn Sanskrit through social media.

Course Outcome (CO) Intended Learning Outcome (ILO)

CO1: Develop communicative skill in Sanskrit for both Print & Electronic Media
ILO1: Adapt the skill of both formal & Informal communicative writing
ILO2:Acquire the capability of analyzing the reports and articles published in newspapers and magazines
CO2:Build awareness on popularising Sanskrit through social media.
 ILO: Improve Sanskrit Diction through social media

Cognitive Mapping of Course Outcomes with Bloom's Taxonomy.

Cognitive Knowledge Dimension	Cognitive Process Dimension					
	Remember	Understand	Apply	Analysis	Evaluate	Create
Factual						
Conceptual			CO1,CO2			CO1,CO2
Procedural						
Mata cognitive						

- Mapping of Course Outcomes with Progromme Outcomes:

PO/CO	CO1	CO2	CO3	CO4
PO1	M	M	M	M
PO2	M	M	M	M
PO3	M	M	M	M
PO4	S	S	S	S
PO5	M	M	M	M
PO6	M	M	M	M
PO7	L	L	L	L

UNIT	Topic	L	T	P	Total Credit	Allotted Marks
	Sanskrit and Communication:					
I	Letter writing (Formal and Informal), Application Writing, Report Writing, Notice writing, Invitation	10	2	0	12	**20**
II	Sanskrit Conversation based on Particular topic like Friends on way , In a Restaurant, Facing an Interview, Address a Gathering	8	3	4	15	**P-20**
III	**Sanskrit and Media** Skill of Self Presentation, Practice of Voice Modulation, Anchoring (Television &Radio)	12	2	4	18	**20**
		30	7	8	45	**Theory -40 Practical-20 Total -60**

MODES OF IN-SEMESTER ASSESSMENT   **(MARKS-40)**

- **Two Internal Examinations- 20 Marks**
- **Assignment/ Group Discussion/ Seminar Presentation/ Quizzes -20 Marks**

SUGGESTED READINGS:

- Teach yourself Sanskrit (Sanskrit Svadhyaya) Prathama Diksha (Vakya –Vyvaharah)- Ed by Vempati Kutumbashastri, rastriya Sanskrit Sansthan, New Delhi,2018
- Teach yourself Sanskrit (Sanskrit Svadhyaya) Prathama Diksha (Sambhasana)- Ed by Vempati Kutumbashastri, rastriya Sanskrit Sansthan, New Delhi,2018
- Sanskrit-Vyavahara-Sahashree-Sanskrit Bharati New Delhi,2015
- Sanskritam Vadatu- Sanskrit Bharati New Delhi,2015
- *Sanskritat Katha Pato Ahak-* Jyoti Gogoi, Barnamala Prakashan, Jorhat,2023
- *Pondharadinat Sanskrit Kau Ahak*, Rupam Kumar Shastri, Jorhat, 2024 (2nd Edition)
- Newspaper *Sudharma* (Source –Internet and print)
- *Viśwasyavṛtāntam* (News Paper)
- *Sambhasanasandesa* (Monthly Sanskrit Magazine)

https://sanskritdocuments-org.translate.goog/news/SanskritNewspapersandMagazines.html?_x_tr_sl=en&_x_tr_tl=hi&_x_tr_hl=hi&_x_tr_pto=tc

arpana, Ilahabad , 1967

SEMESTER-IV, Paper-I

Title of the Course   **:**   **Ancient Indian Polity**
Course Code   **:**   **C-5**
Nature of the Course **:**   **Core**
Total Credits   **:**   **04**
Distribution of Marks : 60 (End Sem) + 40 (In-Sem)
Course Description: The course will provide an idea about social institutions prevailed in ancient India.It also offers scope to know about origin & development of Indian Polity and cardinal features of Polity in ancient India**.**

Prerequisite: Basic knowledge about the texts containing discussion on social & political institutions of ancient India.

COURSE OBJECTIVES:

To make students acquainted with the various aspects of social institutions and

Indian Polity as propounded in the ancient Indian Sanskrit texts such as

Samhitas, *Mahabharata*, *Purāṇa*, *Arthaśāstra* and *Nītiśāstra*

Course Outcomes (COs) Intended Learning Outcomes (ILOs)

CO 1. Understand Social institutions, Varna system prevailed in ancient India
ILO : Students will be able to define Social Institutions & distinguish Varna from caste system.

CO 2 : Build an idea about origin & development of Indian Polity

ILO : Develop knowledge Indian Polity from initial stages (Vedic period) to later stage (*Arthaśāstra* period). Outline the relevance of Gandhi's Satyagraha Movement

CO 3 : Construct a concept about theories of state, Interstate relation discussed by the political thinkers of ancient India

ILO : Analyze the views of different cardinal thinkers. Appreciate the ethical values enumerated in the ancient Sanskrit texts

Cognitive Mapping of Course Outcomes (Cos) with Bloom's Taxonomy.

Cognitive Knowledge Dimension	Cognitive Process Dimension					
	Remember	Understand	Apply	Analysis	Evaluate	Create
Factual	CO1					
Conceptual			CO2,CO3	CO3		
Procedural						
Mata cognitive						

- Mapping of Course Outcomes with Progromme Outcomes:

PO/CO	CO1	CO2	CO3
PO1	S	S	S
PO2	S	S	S
PO3	S	S	S
PO4	M	M	M
PO5	M	M	M
PO6	S	S	S
PO7	M	M	S

(S-Strong, M-Medium, L-Low)

UNIT	Topic	Lecture	Tutorial	Total	Allotted Marks
I	**<u>Indian Social Institutions</u>** - Definition of Social Institutions. Sources of Indian Social Institutions (Vedic Literature, *Sūtra* Literature, *Purāṇas, Rāmāyaṇa , Mahābhārata, Dharmaśāstras*) - **Varṇa-System :** Four-fold division of *Varṇa* System,	17	3	20	20

	(Ṛgveda,10.90.12), *Mahābhārata, Śāntiparva*,72.3-8);Division of Varṇa according to *Guṇa* and *Karma*(*Bhagvadgīta* ,4.13,18.4144). Origin of Caste-System from Inter-caste Marriages (*Mahābhārata, Anuśāsanaparva*,48.3-11); Emergence of non-Aryan tribes in *Varṇa*-System (*Mahābhārata, Śāntiparva*, 65.13-22). Social rules for up-gradation and downgradation of Caste System Manusmṛti, 10,64, *Yājñavalkyasmṛti*, 1.96)				
	Indian Polity: Origin and Development • **Initial stage of Indian Polity (from Vedic period to Buddhist period).** Election of King by the people: '*Viśas*' in Vedic priod(Ṛ*gveda,*10.173;10.174;*Atharvaveda*,3.4.2; 6.87.1-2). Parliamentary Institutions:'*Sabhā*,*'Samiti'* and *'Vidatha'* in Vedic period (*Atharvaveda*,7.12.1;12.1.6 ; Ṛ*gveda* ,10.85.26); King-maker '*Rājakartāraḥ*' Council in *Atharvaveda*(3.5.6-7),Council of '*Ratnis'* in *śatapathabrāhmaṇa*(5.2.5.1); Coronation Ceremony of *Samrāṭ* in *śatapathabrāhmaṇa* (51.1.8-13; 9.4.1.1-5) **Later Stages of Indian Polity** (From Kauṭilya to Mahatma Gandhi). Concept of Welfare State in *Arthaśāstra* of Kauṭilya (*Arthaśāstra*, 1.13 : '*matsyanyāyābhibhutḥ*' to '*yo' asmāngopāyatīt*i'); Essential Qualities of King (*Arthaśāstra*,6.1.16-18: '*sampādayatyasampannaḥ*' to '*jayatyeva na hīyate*'); State Politics '*Rājadharma'*(*Mahābhārata, Śāntiparva*,120.1-15; *Manusmṛti*, 7.1-15;*Śukranīti*,1.1-15); Relevance of GandhianThought in Modern Period with special reference to '*Satyāgraha*'	20	5	25	25

	Philosophy (*'Satyāgrahagītā'* of Panditā Kṣamārāva and '*Gandhi Gītā',* 5.1-25 of Prof. Indra)				
III	**Cardinal Theories of Indian Polity:** *'Saptāṅga'* Theory of State: 1.*Svāmi*, 2. *Amātya*, 3. *Janapada* 4. *Pura,* 5. *Kośa*, 6. *Daṇḍa* and 7. *Mitra*(Arthaśāstra, 6.1. Mahābhārata, *Śāntiparva*, 56.5, *Śukranīti*, 1.61-62). *'Maṇḍala'*Theory of Inter-State Relations: 1.*Ari*, 2. *Mitra*, 3. *Ari-mitra*,4.*Mitra- mitra*, 5.Ari-mitra-mitra; '*Śāḍgunya'*Policy of War and Peace : *1. Sandhi*, 2. *Vigraha*, 3. *Yāna*, 4. *Āsana*, 5. *Saṁśraya* 6.*Dvaidhibhāva*. '*CaturvidhaUpāya'*for Balancing the power of State : 1.*Sāma* 2.*Dāma*,3.*Daṇḍa*.4.Bheda; Three Types of State Power *'Śakti'*: 1.*Prabhuśakti*, 2.*Mantra-śakti*, 3. *Utsāha-śakti*	12	3	15	15
		49	11	60	60

MODES OF IN-SEMESTER ASSESSMENT   **(MARKS-40)**

- **Two Internal Examinations - 20 Marks**
- **Assignment/ Group Discussion/ Seminar Presentation/ Quizzes -20 Marks**

SUGGESTED READINGS:

ĀpastambadharmaSūtra - (Trans.), Bühler, George,The Sacred Laws of the Āryas, SBE Vol. 2, Part 1, 1879

Arthaśāstra of Kautilya - (Ed.) Kangale, R.P. Delhi, Motilal Banarasidas, 1965

Atharvavedasaṁhitā - (Trans.) R.T.H. Griffith, Banaras, 1896-97, rept.(2 Vols),1968.

BaudhāyanadharmaSūtra - (Ed.) Umesha Chandra Pandey, Chowkhamba Sanskrit Series Office,Varanasi,1972.

Mahābhārata (7 Vols) - (Eng. Tr.) H.P. Shastri, London, 1952-59.

Manu's Code of Law - (Ed. & Trans.) :Olivelle, P. (A Critical Edition and Translation of the *Mānava-Dharamaśāstra*), OUP, New Delhi, 2006.. Rāmāyaṇa of Vālmīki — (Eng. Tr.) H.P. Shastri, London, 1952-59. (3 Vols)

Ṛgvedasaṁhitā (6 Vols)- (Eng. Tr.) H.H. Wilson, Bangalore Printing & Publishing Co., Bangalore,1946.

Śatapathabrāhmaṇa - (with Eng. trans. ed.) Jeet Ram Bhatt, Eastern (3 Vols), BookLinkers, Delhi,2009.

Viṣṇupurāṇa - (Eng. Tr.) H.H. Wilson, PunthiPustak, reprint, Calcutta, 1961.
Yājñavalkyasmṛti with *Mitākṣarā* commentary -Chowkhamba Sanskrit Series Office,Varanasi,1967
History of *Dharmashastra* (Vol.1)- P.V. Kane
Śukranītisāra- Manabendu Bandyopadhyay, Swadesh
Sarmah, Bhagyashree and Bharadwaj, Mridusmita, *Indian Social Institutions and Polity*, Asok Book Stall, Ghy-01

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SEMESTER-IV, Paper-II

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Title of the Course   :   **Indian Culture and Social Issues**
Course Code   :   **C-6**
Nature of the Course :   **Core**
Total Credits   :   **04**
Distribution of Marks : **60 (End Sem) + 40 (In-Sem)**

Course Description: The course offers a comprehensive knowledge about Indian Culture, its roots and social issues related to it.

Prerequisite: General idea of culture and tradition

COURSE OBJECTIVES:

- To introduce the students with the nuances of Indian culture.

- To make the students aware for preservation of India's cultural tradition

Course Outcomes (COs) Intended Learning Outcomes (ILOs)

CO 1. Define concept of Culture. Identify roots of Indian Culture

ILO: Acquaint with the history & background of Indian Culture .Understand the significance of Culture and tradition of the country.

CO 2: Develop knowledge about the cultural root of India

ILO: Build respect for Indian cultural tradition

CO 3: Understand the Identity of Women in the society.

ILO1: Compare and rephrase it in the context of modern time.

ILO2: Analyze position of Women in ancient India reflected in Draupadi's speech.

CO 4: Explain struggle to secure women's property by social thinkers of ancient India.

ILO: Discuss Women's right to property and relate it to modern day context.

Cognitive Mapping of Course Outcomes (Cos) with Bloom's Taxonomy.

Cognitive Knowledge Dimension	Cognitive Process Dimension					
	Remember	Understand	Apply	Analysis	Evaluate	Create
Factual	CO1					
Conceptual		CO3,CO4	CO2			
Procedural						
Mata cognitive						

- Mapping of Course Outcomes with Progromme Outcomes:

PO/CO	CO1	CO2	CO3	CO4
PO1	M	M	M	M
PO2	M	M	M	S
PO3	S	S	S	S
PO4	M	M	M	M
PO5	S	S	S	M
PO6	S	S	S	S
PO7	M	M	M	S

(S-Strong, M-Medium, L-Low)

UNIT	Topic	Lecture	Tutorial	Total	Allotted Marks
I	• General Defination of Culture and Civilization , Indian Culture Vedic sabhyata Sindhu sabhyata • Major agricultural and seasonal festivals of India- Bihu, Holi, Poṅgal, Makar saṁkrāntī, Lohari, Oṇam, Baisakhi, Śrāvaṇī Pūrṇimā • Ṛitusaṁhāra in folk music • Sanskrit themes in traditional dance forms in Assam • Gītagovinda and Odissi	22	3	25	25
II	**Cultural roots of India** Law and change – Dharma as an ever evolving phenomenon *Manusmṛti*, Chapter 2, verses 6 and 12 with the commentary of Medhātithi ; (Lingat, Robert : *Classical Law of India*, Chapter 1, pp 3-7; tradition – pp 9-14 ; good customs – 14-17.)	12	3	15	15

	(Mathur, A.D. : *Medieval Hindu Law,* Chapter I, pp 1-8)				
III	• **Identity of women**. Position of women in *Mahābhārata* (*Anuśāsanaparva*, 46.5-11, *Sabhāparva*, 69.4-13.) Draupadī's question– Mahābhārata, *Sabhā Parva –Dyūta Parva (sanskritdocuments.org)* Chapter 66 - Duryodhana asks Draupadī to be brought to the court 1; Vidura's protest 2, 4 ;Chapter- 67 Duryodhana asks Pratikāmī to fetch Draupadī 2; Draupadī's refusal and question 5-10, 16 ; Yudhiṣṭhira's response 39-41 ; Bhīṣma's response 47-49 ; Draupadi's Rejoinder 50-52 ; Vikarṇa's statement, Chapter 68, verses 12-17 Karṇa to Vikarṇa – 27-31, 35. • **Struggle to secure women's right to property** *Yājñavalkya Smṛti*, *Vyavahārādhyāya*: Verse 135 with Vijñāneśvara's commentary (section on *patnī*)	16	4	20	20
		50	10	60	60

MODES OF IN-SEMESTER ASSESSMENT **(MARKS-40)**

- **Two Internal Examinations- 20 Marks**
- **Assignment/ Group Discussion/ Seminar Presentation/ Quizzes -20 Marks**

SUGGESTED READINGS:

Basham A.L.,Wonder that was India

Bharadwaj, Ramesh : Vajrasūcī of Aśvaghoṣa (Varṇa-Jāti through the Ages), Vidyanidhi, Delhi

Gharpure, J.R., Teaching of Dharmaśāstra, Lucknow University, 1956, pp. 1-25.

Lingat Robert, Classical Hindu Law,

Majumdar R.C., History and Culture of the Indian People, Volume 1(Vedic Age), Bhartiya Vidya Bhawan, Mumbai,

Mathur A.D., Medieval Hindu Law, Oxford University Press, New Delhi 2006

Sharma Braj Narain, Social Life in Northern India, New Delhi, 1966

Sharma Brijendra Nath, Social and Cultural History of Northern India, New Delhi, 1972

Sharma, S.L., Smṛtis, A Philosophical Study, Eastern Book Linkers, Delhi, 2013, pp. 62-74.

Pandey Raj Bali: Hindu Sanskara, (English) Delhi, 2nd Revised Edition 1969, Reprinted 1991

Prabhu, P.H., Hindu Social Organisation, Popular Prakashan, Mumbai, 1998, pp. 257-283.

Rama Krishna Mission, The Cultural Heritage of India, Calcutta

Yadav B.N. S., Society and Culture in Northern India, Allahabad, 1973

Basham A.L., Wonder that was India

Gharpure, J.R., Teaching of Dharmasastra, Lucknow University, 1956, pp. 1-25.

Lingat Robert, Classical Hindu Law,

Majumdar R.C., History and Culture of the Indian People, Volume 1(Vedic Age), Bhartiya Vidya Bhawan, Mumbai,

Mathur A.D., Medieval Hindu Law, Oxford University Press, New Delhi 2006

Sharma Braj Narain, Social Life in Northern India, New Delhi, 1966

Sharma, S.L., Smṛtis, A Philosophical Study, Eastern Book Linkers, Delhi, 2013, pp. 62-

Prabhu, P.H., *Hindu Social Organisation*, Popular Prakashan, Mumbai, 1998, pp. 257-283.

Rama Krishna Mission, *The Cultural Heritage of India*, Calcutta

Yadav B.N. S., *Society and Culture in Northern India*, Allahabad, 1973

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SEMESTER-IV, Paper-III
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Title of the Course	:	**Individual, family and Community**
Course Code	:	**C-7**
Nature of the Course	:	**Core**
Total Credits	:	**04**

Distribution of Marks : 60 (End Sem) + 40 (In-Sem)

Course Description: The course is about the concept of Individual, Family & Community, the three constituents of a society, social values, functioning of community bodies in ancient India as discussed in Sanskrit Texts.

Prerequisite: Basic concept of Indian Society as a whole and its traditional values.

COURSE OBJECTIVES:
- To give an apprehensive idea of the socialistic ideals ancient thinkers of India
- To teach them art of Self management
- To give the students exposure to symbolism in rituals of Hindu samskaras

Course Outcomes (COs) Intended Learning Outcomes (ILOs)

CO 1: Define 'Person' and 'Yoga' through the teachings of the *Gita*.
ILO: Students will be able to build a clear idea about an 'Individual' & 'Yoga' and explain how these will help them in Self Management.

CO 2: Understand the importance of the social values of India as inherent in Sanskrit literature.
ILO: Value the healthy family relations for sustainability of a healthy society.

CO 3: Appraise socialistic approach of the ancient thinkers and law-givers of ancient India.

ILO: Discuss and relate the views and ideals of the ancient thinkers in modern day context.

Cognitive Mapping of Course Outcomes (Cos) with Bloom's Taxonomy.

Cognitive Knowledge Dimension	Cognitive Process Dimension					
	Remember	Understand	Apply	Analysis	Evaluate	Create
Factual	CO1					
Conceptual		CO2,			CO3	
Procedural						
Mata cognitive						

- Mapping of Course Outcomes with Progromme Outcomes:

PO/CO	CO1	CO2	CO3
PO1	M	M	M
PO2	M	M	M
PO3	S	S	S
PO4	M	M	M
PO5	S	S	S
PO6	S	S	S
PO7	M	M	M

(S-Strong, M-Medium, L-Low)

UNIT	Topic	Lecture	Tutorial	Total	Allotted Marks
I	Idea of a person (*Gītā* 6/5) ; Functions of the indriyas, buddhi, manas and the ātmā – (Gītā 3/42, 15/7, 15/9, 3/34, 2/58, 2/59, 3/6-7, 5/8, 2/64) Three guṇas and their impact on the individual (Gītā 14/5-13, 14/17, 3/36-38, 18/30-32, Managing the mind-body mechanism according to the Gītā – (i) yoga of action, (2/47-48, 3/8, 3/ 4, 3/19, 3/25) (ii) yoga of bhakti – 7/1, 8/7, 9/14, 9/27, 12/11, 12/ 13-19) (iii) (yoga of knowledge, (4/38-39, 4/42, 18/63) (iv) yoga of meditation (16/34, 16/12, 16/26, 16/25)	17	3	20	20
II	**Family** Joint family (Sāmanasyam Sūkta – *Atharvaveda* 3/30)	16	4	20	20

	Symbolism in marriage rituals Reference: Sitā's banishment in the Vālīmiki *Rāmāyaṇa* Reference: (i) (www.sanskritdocuments.org *Yuddha kāṇḍa Sarga* 102, verses 21 to 36 ; *sarga* 103 ; *Uttara kāṇḍa sarga* 44 and 47 (ii) Kishwar Madhu : Yes to Sita, No to Ram (http://www.infinityfoundation.com/mandala/s_es/s_es_kishw_sitaram _frameset.htm)				
III	• Functioning of community bodies (*samvid vyatikrama / samayaanapakarma*); Reference : (i) History of Dharma *Śāstra* Vol. II (ii) *Dharma koṣa Vyavahara kāṇḍa* (*Vivādapadāni*) • Harmony between man and nature in Sanskrit literature (with special reference to Kālidāsa) Dana, iṣṭa-āpurta , pañcha mahāyajña	17	3	20	20
	•	50	10	60	60

MODES OF IN-SEMESTER ASSESSMENT (MARKS-40)

- **Two Internal Examinations- 20 Marks**
- **Assignment/ Group Discussion/ Seminar presentation/Quizzes-20 Marks**

SUGGESTED READINGS:

Kāne PV: History of Dharma Śāstra, Bhandarkar Oriental Research Institute, Pune
Pandey Rajbali: Hindu, Samskara, Motilal Banarasi Das, Delhi
Upadhyay, V., Prācīna Bhāratīya Abhilekha (Hindi)
Thapar, Romila, Asoka tathā Maurya Sāmrājya Kā Patana (Hindi)
Pandurang Vaman Kaane and Arjun Chaubey Kashyap, धर्मशास्त्र का इतिहास
Rajbali Pandey, *Hindu sanskar*, Chaukhamba Vidyabhavan, 1957

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

Title of the Course   :   Sanskrit Didactic and Fable Literature

Course Code   :   C-8
Nature of the Course :   Core
Total Credits   :   04
Distribution of Marks : 60 (End Sem) + 40 (In-Sem)

Course Description: Sanskrit literature is enriched with fables and tales. The course contains selected stories which are ethico-didactive in nature ,from two mostly popular books of fable namely *Pancatantra* and *Hitopadesa*. It also offers an introduction to the *Nitisastra* or didactive literature in Sanskrit.

Prerequisite: Appreciation for fable literature

Course Objective:

- To introduce the students with didactic (Fable) and moral literature of Sanskrit.
- To understand the morals and traditional values of human life through stories.

Course Outcomes (COs) Intended Learning Outcomes (ILOs)

CO1: Explain the ethico-didactive nature of Sanskrit Fables
ILO : Students will be able to apply the teachings thereof in their self management

CO 2. Understand the morals and traditional values of human life
ILO: Develop a discriminative approach while taking decisions in life

CO 3: Develop appreciation for human values
ILO : Illustrate the teachings in different contexts

Cognitive Mapping of Course Outcomes (Cos) with Bloom's Taxonomy.

Cognitive Knowledge Dimension	Cognitive Process Dimension					
	Remember	Understand	Apply	Analysis	Evaluate	Create
Factual						
Conceptual		CO2	CO3		CO1	
Procedural						
Mata cognitive						

- Mapping of Course Outcomes with Progromme Outcomes:

PO/CO	CO1	CO2	CO3
PO1	S	S	S
PO2	M	M	M
PO3	M	M	M
PO4	S	S	S
PO5	M	M	M
PO6	M	M	M
PO7	M	M	M

(S-Strong, M-Medium, L-Low)

UNIT	Topic	Lecture	Tutorial	Total	Allotted Marks
I	**1st 4 stories of** *Pancatantra*	18	2	20	20
II	***Hitopodesh*** (Foreword (*Prastavana*),First Story,Verses:1-35 2nd Story : Verses 36-62.)	18	2	20	20
III	***Canakyaniti*** (Verses: 1-50)	18	2	20	20
		54	6	60	60

MODES OF IN-SEMESTER ASSESSMENT **(MARKS-40)**

- **Two Internal Examinations- 20 Marks**
- **Assignment/ Group Discussion/ Seminar Presentation/Quizzes -20 Marks**

Suggested Reading :

M.R. Kale, Pancatantra of Visnusarman, MLBD, Delhi,

M.R. Kale, Hitopadesa of Narayana, MLBD, Delhi,

Hitopadesa Edited by Sri Narayan Ram Acarya, Rastriya Sanskrit Sansthan, New Delhi,

Sarma, Omprakash, *Canakyaniti* (Sanskrit Text with Hindi Translation), Vani Publications,

2013

Canakyaniti, (Assamese Translation) By Dr Aditi Boruah

SEMESTER-IV, Paper-I

Title of the Course : **Nationalism and Indian Literature**
Course Code : **Minor-4**
Nature of the Course : **Minor**
Total Credits : **04**
Distribution of Marks : **60 (End Sem) + 40 (In-Sem)**

Course Description: The course offers a comprehensive idea about Nationalistic thought reflected in Sanskrit literature.

Prerequisite: Knowledge about Indian Nationalism
COURSE OBJECTIVES:
- To acquaint the students with concept of Indian Nationalistic trend as propounded in ancient, classical and modern Sanskrit literature

- To highlight the nationalistic ideologies of prominent national leaders

- To focus the nationalistic thought of modern Sanskrit, Hindi ,Sanskrit and Urdu poetry

Course Outcomes (COs) Intended Learning Outcomes (ILOs)

CO 1: Define Nation and its elements in the light of modern Political Science

ILO   : Build up an idea of general concept of Nation discussed in modern Political Science.

CO 2: Define & Explain Indian concept of Nation and its fundamental Elements in the light of Sanskrit Literature

ILO   : Students will be able to illustrate the concept of Nation in Vedic Literature

CO 3 : Appraise nationalistic trends of modern Sanskrit literature

ILO 1 : Students will be able to understand nationalistic ideologies of prominent   national leaders.

 ILO 2 :   Students will realize about the importance of Nation in their upbringing

ILO 3 : They will develop admiration for their Nation and will like to know more about the National heritage.

Cognitive Mapping of Course Outcomes (Cos) with Bloom's Taxonomy.

Cognitive Knowledge Dimension	Cognitive Process Dimension					
	Remember	Understand	Apply	Analysis	Evaluate	Create
Factual	CO1, CO2					
Conceptual					CO2,CO3	
Procedural						
Mata cognitive						

- Mapping of Course Outcomes with Progromme Outcomes:

PO/CO	CO1	CO2	CO3
PO1	M	M	M
PO2	S	M	M
PO3	S	S	S
PO4	M	M	M
PO5	S	M	M
PO6	S	S	S
PO7	M	M	M

(S-Strong, M-Medium, L-Low)

UNIT	Topic	Lecture	Tutorial	Total	Allotted Marks
I	**Concepts and Basic Features of Indian Nationalism** - Definition of Indian Nation, Nature and Constituent Elements *:*Meaning of Nation, Definitions in the light of	18	2	20	20

	Modern Political Science; • National Symbols of India: 1. National Anthem-*'Jana Gaṇa Mana'* 2. National Song *'Vande Mātaram'* 3.National Flag of India, 4. National Emblem '*Ashok Chakra*				
II	**Nationalism and Concept of ' Rāṣṭra' in Vedic Literature** Origin, Development and Concept of ' Rāṣṭra' in Sanskrit Literature Concept and Nature of Vedic *'Rāṣṭra'* (*Atharvaveda,*11.9.17; 12.1,1-12; SuklaYajurveda, 22.22); Five Elements of Vedic *'Rāṣṭra'* (*Atharvaveda,*12.1,1); Coronation Ceremony of Vedic King and its relation with Nation State *'Rāṣṭra'* Śatapathabrāhmaṇa, 51.1.8-13; 9.4.1.1-5);*' Rāṣṭra'* in the Context of *'Saptāṅga'*Theory of State (Kautilya's *Arthaśāstra,*6.1, *Mahābhārata, Śāntiparva,*56.5, *Śukranīti,*1.61-62) Name, Geography and Features of *'Bhāratavarṣa'* in Sanskrit Literature Different Views Regarding Name of 'Bhāratavarṣa' in Vedic and Pauraṇika Literature; Geography and Salient Features of 'Bhāratavarṣa' in Viṣṇu Purāṇa (2.3) Diversity and Geographical Unity of 'Bharatavarṣa' (Valmīki *Rāmāyaṇa, Kiṣkindhākāṇḍa,* chapters-46,47,48 ; *Raghuvaṁśa* of Kalidasa(fourth canto)	**18**	**2**	**20**	**20**
IV	**Nationalism in Sanskrit Literature** Nationalist Trends of Modern Sanskrit Literature with special reference to 1.*'Satyāgrahagītā'* of Panditā Kṣamārāva; 2. *'Bhāratavijayanāṭakam'* of Mathura Prashad Dikshita; 3.*'Srisvāmivivekānandacaritam'* of Tryambaka Sharma Bhandarkar. (Ref. Book : Tiwari, Shashi, *Rashtriyata evam Bharatiya Sahitya*, pp.113-139)	**18**	**2**	**20**	**20**
		54	**6**	**60**	**60**

MODES OF IN-SEMESTER ASSESSMENT   **(MARKS-40)**
  • **Two Internal Examinations - 20 Marks**
  • **Assignment/ Group Discussion/ Seminar presentation/Quizzes -20 Marks**

Suggested Readings:

Kāne PV : History of Dharma Śāstra, Bhandarkar Oriental Research Institute, PunePandey Rajbali: Hindu, Samskara, Motilal Banarasi Das, Delhi

Arthashastra of Kautilya—(ed.) Kangale, R.P. Delhi, Motilal Banarasidas 1965

Atharvaveda samhita(2 Vols)— (Trans.) R.T.H. Griffith, Banaras, 1896-97,1968

Mahabharata (7 Vols)— (Eng. Tr.) H.P. Shastri, London, 1952-59.

Ramayana of Valmaki (3 Vols) — (Eng. Tr.) H.P. Shastri, London, 1952-59.

Satapatha brahmana (3 Vols)— (Eng. trans. ed.) Jeet Ram Bhatt, E. B.L. Delhi, 2009.

Visnu purana— (Eng. Tr.) H.H. Wilson, Punthi Pustak, reprint, Calcutta, 1961.

Belvalkar, S.K. .—*Mahabharata : Santi Parvam, 1954.*

Chatterjee, P. — *The Nation and its Fragments: Colonial and Postcolonial Histories*, New Delhi, Oxford University Press,1993.

Gandhi, M.K. *The Collected Works of Mahatma Gandhi,* Ahmedabad, Navajivan, 1958.

Jha, M.N.— *Modern Indian Political Thought,*Meenakshi Parkashan, Meerut.

Pradhan, R—*Raj to Swaraj*, Macmillan, New Delhi, 2008.

Sharma, J. —*Hindutva: Exploring the Idea of Hindu Nationalism*, Penguin, 2003

Shukla, Hira lal—*Modern Sanskrit Literature*, Delhi, 2002

कौटील्यीय अर्थशास्त्र हिन्दी अनुवाद उदयवीर शास्त्री , मेहरचन्द लक्ष्मनदास , दिल्ली , १९६८

महाभारत (१-६ भाग) हिन्दी अनुवाद सहित, सातवलेकर, श्रीपाद दामोदर , पारडी

विष्णुपुराण हिन्दी अनुवाद सहित , (अनु) मुनिलाल गुप्त , गीताप्रेस , गोरखपुर

श्रीमद्वाल्मीकिरामायण हिन्दी अनुवादसहित (सम्पा) जानकीनाथ शर्मा, (१-२ भाग), गीताप्रेस, गोरखपुर

तिवारी शशि, राष्ट्रीयता एवं भारतीय साहित्य, विद्यानिधि प्रकाशन, दिल्ली, २००७

तिवारी शशि, संस्कृत साहित्य में राष्ट्रवाद और भारतीय राजशास्त्र, विद्यानिधि प्रकाशन, दिल्ली, २०१३

दीक्षित, हरिनारायण, संस्कृत साहित्य में राष्ट्रीय भावना, ईष्टर्ण बुक लिंकर्स, २००६

सत्याग्रहगीता, पण्डित क्षमाराउ, पेरिस, १९३२

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SEMESTER-V, Paper-I
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Title of the Course	:	**Poetics and Literary Criticism**
Course Code	:	**C-9**
Nature of the Course	:	**Core**
Total Credits	:	**04**
Distribution of Marks	:	**60 (End Sem) + 40 (In-Sem)**

Course Description This course on Poetics consists of its concept, definition, origin & development, constituent elements of Sanskrit Poetics and different forms of Sanskrit literature.

Prerequisite : An appreciation for Poetic Art in Sanskrit Literature

COURSE OBJECTIVES:
- To acquaint the students with concepts of poetic art in Sanskrit literature
- To help them develop their capacity of creative writing in Sanskrit

Course Outcomes (COs) Intended Learning Outcomes (ILOs)

CO 1: Develop a fair idea about the Sanskrit Poetics, its origin and development.

ILO: Explain views of different rhetoricians on the definition & nature of Sanskrit poetry .

CO 2 : Build up knowledge about different forms of Sanskrit Poetry classified by rhetoricians.

ILO: Students will be able to **Evaluate and Assess** the works of Sanskrit poets.

CO 3 : Define *Alamkara o*r Figures of Speech and critically judge a poetic work

ILO: The course will enhance competence of the students in classical Sanskrit and help them develop skill of interpretation of poetic works.

Cognitive Mapping of Course Outcomes (COs) with Bloom's Taxonomy.

Cognitive Knowledge Dimension	Cognitive Process Dimension					
	Remember	Understand	Apply	Analysis	Evaluate	Create
Factual						
Conceptual	CO3		CO2			
Procedural						
Mata cognitive						CO1

- Mapping of Course Outcomes with Progromme Outcomes:

PO/CO	CO1	CO2	CO3
PO1	S	S	S
PO2	M	M	M
PO3	M	M	M
PO4	S	S	S
PO5	M	M	M
PO6	S	S	S
PO7	M	M	M

(S-Strong, M-Medium, L-Low)

UNIT	Topic	Lecture	Tutorial	Total	Allotted Marks
I	Introduction to Sanskrit poetics Introduction to poetics: Origin and development of Sanskrit poetics, its various names-*kriyākalpa, alamkāraśāstra,sāhityaśāstra, saundryaśāstra*, six major schools of Indian poetics and Rasa Definition (lakṣaṇa), objectives (prayojana) and causes (hetu) of poetry. (according to *kāvyaprakāśa*)	24	1	25	25

II	**Forms of Kāvya-Literature** Forms of poetry : *dṛśya, śravya, miśra,(campū), Mahākāvya, khaṇḍakāvya, gadyakāvya: kathā, ākhyāyikā* (according to *Sāhityadarpaṇa*)	13	2	15	20
III	**Figures of speech** *anuprāsa, yamaka, upamā, rūpaka, utprekṣā, dṛṣṭānta, nidarśanā, arthāntaranyāsa,*	18	2	20	15
		55	5	60	60

MODES OF IN-SEMESTER ASSESSMENT (MARKS-40)

- **Two Internal Examinations - 20 Marks**
- **Assignment/ Group Discussion/ Seminar presentation/Quizzes -20 Marks**

Suggested Readings:

Alaṅkāra according to *Sāhityadarpaṇa* (Ch. X) and metres according to prescribed texts of poetry and drama.

Dwivedi, R.C, *The Poetic Light* , Motilal Banarsidas, Delhi, 1967.

Kane P.V., *History of Sanskrit Poetics,* pp.352-991,

 Kane, P.V., 1961, *History of Sanskrit Poetics* and its Hindi translation by Indrachandra Shastri, Motilal Banarasidas, Delhi.

Kāvyaprakāśa, kārikās 4/27, 28 with explanatory notes.

Ray, Sharad Ranjan*, Sāhityadarpaṇa*; Viśvanātha, (Ch I,VI & X) with Eng. Exposition,Delhi.

Sāhityadarpaṇa: (Ch.VIth), Kārikā 6/1,2,313-37

Nagendra (Ed), Kavyaprakasa of Mammat, commentary to Hindi by Acharya Vishveshvar, Varanasi :Jananamandala, 2014

Dwidedi Parasnath (Ed), Kayaprakasa of Mammat, Agra : Vinod Pustak Mandir, 1986

Dhvani Aru Rasatattva, Dr. Mukunda Madhava Sarma

Sahitya Darsana, Dr. Manoranjana Sastri

Sahitya Vidya Parikrama, Tirtha Nath Sarma

Chandomanjari, Gangadas
Chandomanjari, (Trans.), Dr. Naba Kumar Handique

SEMESTER-V, Paper-II

Title of the Course	:	**Modern Sanskrit Literature**
Course Code	:	**C-10**
Nature of the Course	:	**Core**
Total Credits	:	**04**
Distribution of Marks:		**60 (End Sem) + 40 (In-Sem)**

Course Description: The course offers an exposure to learn about the trends of Sanskrit writings in Modern India (Post Classical Period)

Prerequisite: Basic Concept about Modern literature

COURSE OBJECTIVES:

- To expose students to the rich and profound tradition of modern creative writing in Sanskrit, enriched by new genres.

Course Outcomes (COs) Intended Learning Outcomes (ILOs)

CO1: Develop an appreciation of different genre of modern writings in Sanskrit

ILO : It will create an awareness of the modern historicity of the modern Sanskrit literature.

CO2: Identify the changing trend of Sanskrit writings from traditional Classical compositions

ILO : Students will be able to compare the modern Sanskrit writings with those in other modern Indian languages.

CO 3: Build up a critical approach in assessing these compositions

ILO : Will learn to appreciate the modern trend of Sanskrit writing

Cognitive Mapping of Course Outcomes (Cos) with Bloom's Taxonomy.

Cognitive Knowledge Dimension	Cognitive Process Dimension					
	Remember	Understand	Apply	Analysis	Evaluate	Create
Factual						
Conceptual			CO1,CO2,CO3			
Procedural						
Mata cognitive						CO1,CO2,CO3

- Mapping of Course Outcomes with Progromme Outcomes:

PO/CO	CO1	CO2	CO3
PO1	M	M	M
PO2	M	M	M
PO3	S	S	S
PO4	M	M	M
PO5	M	M	M
PO6	S	S	S
PO7	M	M	M

(S-Strong, M-Medium, L-Low)

UNIT	Topic	Lecture	Tutorial	Total	Allotted Marks
I	***Khandakāvya and Charitkavya*** ***Jaymati*** (1st *Pravaha)* by Bhavadev Bhagawati ***Bhaskaracharitam* by D. K Sarmah:**	18	2	20	20

II	*Gadya* and *Rūpaka*	13	2	15	15
	Śataparvikā (Abhirāja Rajendra Mishra) *Prekṣanasaptakam* (*Mukti*) by Radha Ballav Tripathi				
III	*Gitikāvya* and Other genres	22	3	25	25
	Ketakikavyam ,Prathama Taranga (i)RadhaVallabhTripathi- *Dhivara Gitih (Naukamihasaramsaram…)*, *Rotikā*, *Barshabibhuti* by Satadhavani स्नानगृहे by Harhdev Madhava Prasastis by (i) Mukunda Madhaba Sarma— *Sāradā Śobhanāśrī*, *Anandaramapraśasti*. (ii) Mukundapraśastis by Rabindra Nath Deva Sarma **General Survey** Pandita Kshama Rao, P.K. Narayana Pillai, Reva Prasad Dwivedi, Rahas Bihari Dwivedi, R.Ganesh, Manoranjan Shastri, Biswanarayan Shastri, Anandaram Borooah Birendra Kumar Bhattacharya				
		53	7	60	60

MODES OF IN-SEMESTER ASSESSMENT   **(MARKS-40)**
- **Two Internal Examinations- 20 Marks**
- **Assignment/ Group Discussion/ Seminar presentation/Quizzes -20 Marks**

Suggested Readings:

मिश्र , अभिराज राजेन्द्र, कल्पवल्ली, समकालीन संस्कृतकाव्य संकलन,साहित्य अकादेमी 2013

त्रिपाठी, राधावल्लभ, नवस्पन्द:, मध्यप्रदेश हिन्दीग्रन्थ अकादेमी

त्रिपाठी, राधावल्लभ, आयति:, राष्ट्रीय संस्कृत संस्थान, दिल्ली

आधुनिक संस्कृत साहित्य संचयन, (सम्पा.) गिरीश चन्द्र पन्त , विद्यानिधि प्रकाशन दिल्ली,2008

तदेव गगनं सैव धरा (काव्यसंग्रह) श्रीनिवासरथविरचित, राष्ट्रीय संस्कृत संस्थान दिल्ली

विंशशताब्दी-संस्कृत-काव्यामृतम् (संकलन) अभिराज राजेन्द्र मिश्र (भाग-१)

उपाध्याय रामजी ,आधुनिक संस्कृत नाटक,चौखम्बा सुरभारती प्रकाशन,वाराणसी

त्रिपाठी, राधावल्लभ, संस्कृतसाहित्य, बीसवी शताब्दी, राष्ट्रीय संस्कृत संस्थान, दिल्ली,1999

Tripathi, Radha Ballabh Tripathi, *Preksana- Saptakam*, Bani Publication, 2022

भार्गव दयानन्द -आधुनिक संस्कृत साहित्य,राजस्थानी ग्रन्थागार,जोधपुर,1987

द्विवेदी, मीरा, आधुनिक संस्कृत महिला नाटककार,परिमल पाव्लिकेशन्स ,दिल्ली, 2000

रुचि कुलश्रेश्ठ , बींसवी शताव्दी का संस्कृतलघुकथासाहित्य, राष्ट्रीय संस्कृत संस्थान, दिल्ली,2008

शास्त्री कलानाथ - आधुनिक काल का संस्कृत गद्य साहित्य, राष्ट्रीय संस्कृत संस्थान, दिल्ली,1995

शुक्ल हरीलाल, आधुनिक संस्कृत साहित्य रचना प्रकाशन , इलाहावाद,1971

Joshi, K.R. & S.M. Ayachuit *Post Independence Sanskrit Literature*, Nagpur, 1991.
Prajapati, Manibhai K. *Post Independence Sanskrit Literature: A Critical Survey*, Patna, 2005.
Usha Satyavrat, *Sanskrit Dramas of the Twentieth Century*, Mehar Chand Lachmandas, Delhi, 1987.
Dwivedi Rahas Bihari – *Adhunik Mahakāvya Samikshanam*
Tripathi RadhaVallabh– *Sanskrit Sahitya Beesaveen Shatabdi* , 1999, Delhi
Musalgaonkar Kesava Rao – *Adhunik Sanskrit Kāvya Parampara*, 2004
Naranga, S.P. – Kalidasa Punarnava,
Upadhyaya, Ramji–*Adhunik Sanskrit Natak*, Varanasi

SEMESTER-V, Paper-III

Title of the Course	**:**	**Classical Sanskrit Literature (Drama)**
Course Code	**:**	**C-11**
Nature of the Course	**:**	**Core**
Total Credits	**:**	**04**
Distribution of Marks:		**60 (End Sem) + 40 (In-Sem)**

Course Description: This course on Sanskrit drama aims to provide an in depth understanding of Classical Sanskrit Drama through text reading of two most famous Sanskrit Dramas namely *Svapnavāsavadattam* of Bhāsa and *Abhijānaśākuntalam* of Kālidāsa

Prerequisite: Basic knowledge about forms of Sanskrit Drama

COURSE OBJECTIVES:
- To introduce students with two most famous dramas of Sanskrit literature
- To help the students make a critical survey of these dramas
- To enable the students estimate their contribution in the growth of Sanskrit dramas in two different stages.

Course Outcomes (COs) Intended Learning Outcomes (ILOs)

CO 1 : Develop a fair idea of Dramatic works of great Sanskrit poets which represent two different stages of the growth and development of Sanskrit dramatic literature and understand the trend of the development of dramatic literature in Sanskrit.

ILO   : Familiarise with the style of writing of two playwrights who represent two different periods and characteristics of classical Sanskrit Drama

CO 2 : Build up an appreciation for the works of two famous dramatist through text reading of two different types of plays.

ILO : The students will be able to compare and contrast the two works and thereby assess the characteristic features of the two works.

CO 3: Develop skill of critical analysis of the dramas.

ILO : The students will be able to interpret the dramatic significance of the plots and judge the merits and demerits.

CO 4 : Extend the knowledge achieved from the study of the two dramas in evaluating other dramatic works.

ILO 1: The students will be able to critically appraise other dramatic works

ILO 2 : Estimate the contribution of these two playwrights in the development of Sanskrit drama.

Cognitive Mapping of Course Outcomes (Cos) with Bloom's Taxonomy.

Cognitive Knowledge Dimension	Cognitive Process Dimension					
	Remember	Understand	Apply	Analysis	Evaluate	Create
Factual						
Conceptual	CO4		CO1,CO2,CO3	CO3	CO4	
Procedural						
Mata cognitive						

- Mapping of Course Outcomes with Progromme Outcomes:

PO/CO	CO1	CO2	CO3	CO4
PO1	S	S	S	S
PO2	M	M	M	M
PO3	M	M	M	M
PO4	M	M	M	M
PO5	M	M	M	M
PO6	S	S	S	S
PO7	M	M	M	M

(S-Strong, M-Medium, L-Low)

UNIT	Topic	Lecture	Tutorial	Total	Allotted Marks
I	*Svapnavāsavadattam*– Bhāsa Act I & VI Story, Meaning/Translation and Explanation. *Svapnavāsavadattam*: Unique features of Bhāsa's style, Characterization, Importance of 1st and 6th Act	18	2	20	20
II	*Abhijñānaśākuntalam* : Introduction, Author, Explanation of terms like *nāndī, prastāvanā, sūtradhāra, naṭī,*	14	1	15	15

	viṣkambhaka, vidūṣaka, kañcukī,				
III	*Abhijānaśākuntalam*– Kālidāsa I & IV Text Reading (Grammar, Translation,Explanation), Poetic excellence, Personification of nature, popular saying about Kālidāsa & *Sākuntalam*.	23	2	25	25
		55	5	60	60

MODES OF IN-SEMESTER ASSESSMENT   **(MARKS-40)**

- **Two Internal Examinations - 20 Marks**
- **Assignment/ Group Discussion/ Seminar presentation/Quizzes -20 Marks**

Recommended books/Reading:

सुबोधचन्द्र पन्त, अभिज्ञानशाकुन्तलम्, मोतिलाल बनारसी दास, दिल्ली

सुरेन्द्रनाथ शास्त्री, रामनारायण बेणीप्रसाद, अभिज्ञानशाकुन्तलम्, इलाहाबाद

C. R. Devadhar (Ed.), *Abhijñanaśākuntalam*, MLBD, Delhi

M. R. Kale (Ed.), *Abhijñanaśākuntalam*, MLBD, Delhi.

Gajendra Gadakar (Ed.), Bose, Ramendramohan, Abhijñanaśākuntalam, Modern Book Agency, 10 College, Square, Calcutta.

जयपाल विद्यालंकार, सप्नवासवदत्तम्, मोतिलाल बनारसी दास, दिल्ली

M.R. Kale (Ed.), *Svapnavāsavadattam*, M.L.B.D., Delhi.

रमाशंकर तिवारी, महाकवि कालिदास

भगवतशरण उपाध्याय, कालिदास कवि ओर काव्य, भारतीय ज्ञानपीठ, काशी

A.B. Keith, *Sanskrit Drama,* Oxford University Press London, 1970.

G. K. Bhat, *Sanskrit Drama*, Karnataka University Press, Dharwar 1975

Upama Kalidasasya, Dr. Mukunda Madhab Sharma.

Kalidasar Sahitya, Keshada Mahanta.

Abhijñāna Śākuntalam, (Assamese translation), Dr. Thaneswar Sarma

SEMESTER-V, Paper-I

Title of the Course	:	**Survey of Sanskrit Literature in the World**
Course Code	:	**Minor -5**
Nature of the Course	:	**Minor**
Total Credits	:	**04**
Distribution of Marks:		**60 (End Sem) + 40 (In-Sem)**

COURSE DESCRIPTION: This course provides information about spread and influence of Sanskrit literature in various parts of the world from medieval period to modern time.

COURSE OBJECTIVES:

- To provide the students information about the spread & influence of Sanskrit literature and culture through the ages in various parts of the world in medieval & modern times.

Course Outcomes (COs) Intended Learning Outcomes (ILOs)

CO 1 : Develop knowledge about the appreciation of Sanskrit literature across the world.

ILO   : Understand the importance of the language in the Western as well as oriental countries

CO 2 : Appraise spread of the Upanishads, the *Gita* in the west.

ILO   : The students will be able to appreciate the close relation between Upanishadic thought and Sufism

CO 3 : Assess the influence of Indian fables, the two great epics *Ramayana & Mahabharata* in the East and West.

ILO   : Students will be encouraged to take up further study how Sanskrit literature has influenced India's cultural ties with south East Asian countries

CO 4 : Appraise the popularity of the works of the great poet Kalidasa in the West.

ILO   : The students will acquaint with the translated version of Kalidasa's work into English and German and develop interest to compare these with the original

Cognitive Mapping of Course Outcomes (Cos) with Bloom's Taxonomy.

Cognitive Knowledge Dimension	Cognitive Process Dimension					
	Remember	Understand	Apply	Analysis	Evaluate	Create
Factual						
Conceptual			CO1		CO2,CO3,CO4	
Procedural						
Mata cognitive						

- Mapping of Course Outcomes with Progromme Outcomes:

PO/CO	CO1	CO2	CO3	CO4
PO1	S	S	S	S
PO2	S	S	S	S
PO3	S	S	S	S
PO4	M	M	M	M
PO5	S	S	S	S
PO6	M	M	M	M
PO7	M	M	M	M

(S-Strong, M-Medium, L-Low)

UNIT	Topic	Lecture	Tutorial	Total	Allotted Marks
I	**Survey of Sanskrit Literature in the World** General survey of the Classical Sanskrit Literature in the Eastern and Western literature. **Upaniṣads and *Gītā* in the West** Impact of Upaniṣads and *Gītā* in the World Literature **Sanskrit Fables in World Literature** Translation of *Pañcatantra* in Eastern and Western Languages Translation of *Vetālapañcaviṁśatikā*, *Siṁhāsanadvātriṁśikā* and *Śukasaptati* in Eastern and Western Languages	22	3	25	25
II	***Rāmāyaṇa* and *Mahābhārata* in South Eastern Asia** *Ramayana* and *Mahabharata* stories as depicted in folk cultures of SE Asia	18	2	20	20
III	**Kālidāsa in the West** English and German translation of Kālidāsa's writings and their influence on western literature and theatre.	13	2	15	15
		53	7	60	60

MODES OF IN-SEMESTER ASSESSMENT   **(MARKS-40)**

- **One Internal Examination- 20 Marks**
- **Assignment/ Group Discussion/ Seminar presentation/Quizzes -20 Marks**

Suggested Reading:

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

arisebharat.com/2011/10/22/impact-of-bhagvad-gita-on-west/ AWAKENING - Google Books Result.

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

Bhagavad Gita - World Religions Edgerton, Franklin (1924), *The Pañcatantra Reconstructed* (Vol.1: Text and Critical Apparatus, Vol.2 :

Introduction and Translation), New Haven, Connecticut: American Oriental Series. Volumes 2-3.

en.wikipedia.org/wiki/Influenceof_Bhagavad_Gita

Banarji, Suresh Chandra- 'Influence of Sanskrit out side India, A Companion to Sanskrit Literature, MLBD, 1971.

Excerpt from Wood's 2008 update of *Kalila and Dimna- Fables of Friendship and Betrayal.*

Falconer, Ion Keith (1885), *Kalilah and Dimnah or The Fables of Bidpai*, Cambridge University Press, Amsterdam, 1970.

 Hertel, Johannes(1908-15), *The Pañcatantra : a collection of ancient Hindu tales, in the recension called Pañcākhyānaka*, and dated 1199 A.D., of the Jaina monk, Pūrṇabhadra, critically edited in the

original Sanskrit, Harvard Oriental Series Volume 11,12,13, 14.

 History of Sanskrit Literature, A Berriedale Keith, Motilal Banarsidas Publishers Pvt. Limited, India, 1993.

History of the Miration of Pañcatantra.

http://en.wikipedia.org/wiki/Panchatantra".

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

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

Ibn al- Muqaffa, Abdallah, *Kalilah et Dimnah*, Ed. P. Louis Cheiko. 3 ed. Beirut: Imprimerie Catholique, 1947.

Impact of *Bhagvad Gita* on West | Arise Bharat

Influence of *Bhagavad Gita* - Wikipedia, the free encyclopedia

Jacobs, Joseph (1888), *The earliest English version o the Fables of Bidpai* , London. James A. Hijiya, "The Gita of Robert Oppenheimer" Proceeding of the American Philosphical Society, 144, no. 2 (Retrieved on 27 February 2011).

कालिदास ग्रन्थावली(सम्पा.) रेवा प्रसाद द्विवेदी काशी हिन्दु विश्वविद्यालय, वाराणसी, 1986

रमेश भारद्वाज, नवजागरण एवं स्वतन्त्रता आन्दोलन मे उपनिषदो की भूमिका, विद्यानिधि, दिल्ली

Kāśīnāth Pāṇḍuraṅga Paraba, ed. (1896), The Pañcatantra of Viṣṇuśarman, Tukāṟām Jāvajī, http://books.google.com/-id=K71WAAAAYAAJ-, Google Books.

 Katchbull, Rev. Wyndham (1819), *Kalila and Dimna or The Fables of Bidpai*, Oxford, (Translated from Silvestre de Stacy's laborious 1816 collation of different Arabic manuscripts)

Mahulikar, Dr. Gauri, Effect of Ramayana on Various Cultures And Civilisation, Ramayana Institute.

Mark B. Woodhouse (1978), Consciousness and Brahman-Atman, The Monist, Vol. 61, No.1, Conceptions of the Self: East & West (January, 1978), pages 109-124.

Neria H. Hebber, Influence of Upanishads in the West, Boloji.com. Retrieved on :2012-03-02.

Olivelle, Patrick (2006), *The Five Discourses on Worldly Wisdom,* Clay Sanskrit Library.

Paňcatantra, http://en.wikipedia.org/wiki/Panchatrantra, retrieved on Feb 1, 2008.

Pandit Guru Prasad Shastri (1935), *Paňcatantra with the commentary Abhinavarajalaxmi*, Benares: Bhargava Pustakalaya.

Patrick Olivelle (2014), The Early Upanishads, Oxford University Press, ISBN 978-0195124354, page 12-14.

Rajan, Chandra (transl.) (1993), Viṣṇuśarma: The Paňcatantra, London : Penguin Books, ISBN- 9780140455205-(reprint : 1995) (also from the North Western Family text. Rohman, Todd (2009). "The Classical Period". In Watling, Gabrielle, Quay, Sara.

S Radhakrishnan, The Principal Upanishads George Allen&Co., 1951, pages 22, Reprinted as ISBN 978-8172231248

The Gita of J. Robert Oppenheimer" by JAMES A. HIJIYA, Professor of History, University of Massachusetts Dartmouth (PDF file)

The Paňcatantra, Viṣṇuśarma, translated from Sanskrit with an Introduction by Chandra Rajan, Penguin Books, India, 1993.

Valmiki's Ramayana illustrated with Indian miniatures from the 16th to the 19th Century 2012, Editions Diane de Selliers, ISBN 9782903656168

Video of London 2009 ICR Illustrated Lecture on the Westward Migration of Panchatantra from India.

Viṣṇuśarma, http://en.wikipedia.org/wiki/Vishnu_Sarma, retrieved on Feb 1, 2008.

Wilkinson (1930), *The Lights of Canopus described by* J V S Wilkinson, London: The studio.

Winternitz, M. *Some Problems of Indian Literature* –Munshiram Manoharlal, Delhi, 1978.

www.comparativereligion.com/Gita.html

Journey of Upanisadas to the West by P. C. Mukhopadhyaya

Sodhasamgrahah, Ed. By Dr Ranjan Borthakur,Grass Publication, Dergaon, 2023

Title of the Course   :   Vedic Literature (*Saṁhitā* and Upanisadas)
Course Code   :   C-12
Nature of the Course :   Major
Total Credits   :   04
Distribution of Marks: 60 (End Sem) + 40 (In-Sem)

Course Description: The course offers a comprehensive knowledge about Vedic compositions. It will provide an exposure to adopt research based methods including analysis and interpretation of the Vedic and allied literature leading to logical and consistent conclusions.

Prerequisite: General information about four Vedas

COURSE OBJECTIVES:
- To acquaint the students with concepts of poetic art, philosophy, education and societal conditions in Vedic literature.
- To equip the learners with comprehensive knowledge for preserving and propagating ancient Indian Culture rooted in the Vedas with modern approach and build up a harmonious society.

Course Outcomes (COs) Intended Learning Outcomes (ILOs)

CO1: Acquaint the students with contents of the Vedic hymns as well as poetic aspects of it.
ILO: The students will develop an appreciation of aesthetics hidden in various Vedic hymns.
CO2: Explain the philosophical concept of India through Vedic hymns and Upanisadas.
ILO: Apply the Indian philosophical thought in daily life.
CO3: Compare the Vedic Society with modern age.
ILO: Identify the advantage and disadvantages of Vedic society.
CO4: Understand the educational system of Vedic period.
ILO: Students will be able to assess the educational system and estimate its value.
Cognitive Mapping of Course Outcomes (Cos) with Bloom's Taxonomy.

Cognitive Knowledge Dimension	Cognitive Process Dimension					
	Remember	Understand	Apply	Analysis	Evaluate	Create
Factual	CO1					
Conceptual		CO2,CO4			CO3	
Procedural						
Mata cognitive						

- Mapping of Course Outcomes with Progromme Outcomes:

PO/CO	CO1	CO2	CO3	CO4
PO1	S	M	S	S
PO2	M	M	S	M

PO3	M	S	S	M
PO4	M	M	M	M
PO5	S	S	S	S
PO6	M	M	M	M
PO7	M	M	M	M

(S-Strong, M-Medium, L-Low)

UNIT	Topic	Lecture	Tutorial	Total	Allotted Marks
I	*Saṁhitā* and *Brāhmaṇa* *Ṛgveda- Agni-* 1.1, Uṣas- 3.61, *Akṣa Sūkta* 10.34, *Hiraṇyagarbha-* 10.121	23	2	25	25
II	*Yajurveda- Śivasaṁkalpa Sūkta-* 34.1-6 ; *Bhūmi-* 12.1-12 **Isopanisad**	22	1	23	23
III	**Society and education in the *Ṛgveda***	10	2	12	12
		55	5	60	60

MODES OF IN-SEMESTER ASSESSMENT   **(MARKS-40)**
- **Two Internal Examinations - 20 Marks**
- **Assignment/ Group Discussion/ Seminar presentation/ Quizzes -20 Marks**

Suggested Readings:

ऋग्वेदसंहिता, (सायणाचार्यकृत भाष्य एवं हिन्दी व्याख्या सहित संस्करण,) रामगोविन्द त्रिवेदी, चौखम्बा संस्कृत प्रतिष्ठान, दिल्ली

Atharvaveda (Śaunakīya): (Ed.) Vishva Bandhu, VVRI, Hoshiharpur, 1960.

शुक्लयजुर्वेदसंहिता, पदपाठ, उवट -महीधर भाष्य संवलित तत्वबोधिनी हिन्दी व्याख्यासहित (संस्करण),रामकृष्ण शास्त्री, चौखम्वा संस्कृत प्रतिष्ठान,दिल्ली

Śuklayajurveda-Saṁhitā, (Vājasaneyi-Mādhyandina), (Ed.) Jagadish Lal Shastri, MLBD, Delhi, 1978.

ईशोपनिषद- अनुवादक स्वामी जुष्ठानन्द, उद्वोधन कार्यालय, कोलकाता

Rksūktāvalī, H.D. Velankar, Vaidika Sanshodhana Mandala, Pune, 1965.

Rksūktavaijayantī, H.D. Velankar, Bharatiya Vidya Bhavan, Bombay, 1972

ऋक्सूक्तनिकरः, उमाशंकर शर्मा ऋषि चौखम्बा अरियेन्टेला, वाराणसी

Vedar Parichay, Jogiraj Basu

The New Vedic Selection (Vols -I& II), Teland Biraj Bihari Chaubey, Bharatiya Vidya Prakashan, 2013

Vedic Sahitya Sanskritir Jilingani, Dimbeshwar Saikia, Golaghat District Sahitya Sabha, Golaghat, 2004

A History of Vedic Literature, S.N. Sharma, Chowkhamba Sanskrit Series Office, Varanasi, 2000,

Title of the Course   :   Indian Ontology and Epistemology
Course Code   :   C-13
Nature of the Course :   Major
Total Credits   :   04
Distribution of Marks: 60 (End Sem) + 40 (In-Sem)

COURSE DESCRIPTION: This course will provides knowledge about the definition and division of Orthodox school and Heterodox schools of Indian Philosophy, Indian epistemological tradition of the principles of debate according to the Nyāya School.

Prerequisite: A general knowledge of the schools of Indian philosophical system.

COURSE OBJECTIVES:
- To acquaint students with the systems of Indian philosophy
- To help the students understand the sources of knowledge according to Indian Philosophy based on the text *Tarkasaṁgraha*.

Course Outcomes (COs) Intended Learning Outcomes (ILOs)

CO1: Identify the very fundamental structure of Indian schools of Philosophical thoughts
ILO: The students will develop knowledge of Indian philosophical schools with special emphasis on *Āstika* and *Nāstika* schools.
CO2: Understand the distinct features of Indian epistemology based on *Tarkasaṁgraha*.
ILO: Students will be able to utilise the epistemological knowledge i.e. *buddhi*, *jñāna* etc in day to day life.
CO3: Illustrate the types of *pramāna*.
ILO: The course will nurture the systematic awareness of spirit of inquiry.

Cognitive Mapping of Course Outcomes (Cos) with Bloom's Taxonomy.

Cognitive Knowledge Dimension	Cognitive Process Dimension					
	Remember	Understand	Apply	Analysis	Evaluate	Create
Factual						
Conceptual		CO2, CO3		CO1		
Procedural						
Mata cognitive						

- Mapping of Course Outcomes with Progromme Outcomes:

PO/CO	CO1	CO2	CO3
PO1	M	M	M
PO2	M	M	M

PO3	M		M		M
PO4	M		M		M
PO5	S		S		S
PO6	M		M		M
PO7	M		M		M

(S-Strong, M-Medium, L-Low)

UNIT	Topic	Lecture	Tutorial	Total	Allotted Marks
I	Origin and Development of *Astika and Nastika* schools of Indian philosophy	23	2	25	25
II	**Epistemology based on *Tarka-Saṁgraha*** *(i) Buddhi(jñāna)* – nature of *jñāna* in *Nyāya vaiśeṣika; smriti-anubhava; yathārtha* and *ayathārtha Karaṇa* and *Kāraṇa*, definitions and types of *Pramā*,	18	2	20	20
III	*(ii)Pratyakṣa, Anumāna* including *hetvābhāsa , Upamāna* and *śabda pramāṇa*	13	2	15	15
		54	6	60	60

MODES OF IN-SEMESTER ASSESSMENT   **(MARKS-40)**

- **Two Internal Examinations - 20 Marks**
- **Assignment/ Group Discussion/ Seminar presentation/Quizzes -20 Marks**

Suggested Readings:

A Primer of Indian Logic, Kuppuswami Shastri, Madras, 1951.

Tarkasaṁgraha of Annambhaṭṭa (with *Dīpikā & Nyāyabodhinī)*, (Ed. & Tr.) Athalye & Bodas, Mumbai, 1930.

Tarkasaṁgraha of Annambhaṭṭa (with *Dīpikā & Nyāyabodhinī)*, (Ed. & Tr.) Virupakshananda, Sri Ramkrishna Nath, Madras, 1994.

Tarkasaṁgraha of Annambhaṭṭa (with Dīpikā commentary with Hindi Translation), (Ed.& Tr), Pankaj Kumar Mishra, Parimal Publication, Delhi-7. 2013.

Tarkasaṁgraha, Narendra Kumar, Hansa Prakashan, Jaipur.

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

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

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

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

Chatterjee, S.C., : Introduction to Indian Philosophy, Calcutta

D.M. Dutt, (Hindi Translation) Indian Philosophy

Bhattacharya, Chandrodaya, The Elements of Indian Logic and Epistemology

Maitra, S.K., Fundamental Questions of Indian Metaphysics & Logic

SEMESTER-VI, Paper-III

Title of the Course : **Theatre and Dramaturgy**
Course Code : C-14
Nature of the Course : Core
Total Credits : 04
Distribution of Marks: 60 (End Sem) + 40 (In-Sem)

COURSE DESCRIPTION: The history of Indian traditional theatre is assumed to be as old as the Vedas. Its origin can be traced in the Saṁvādasūktas of Ṛgveda. The dramaturgy as a performing art was developed later on as evident form the narration in the Nātyaśāstra of Bharatamuni. This course provides a comprehensive idea of architectural aspect of theatre , its different types, construction of stage and Theatre Hall based on Nātyaśāstra, and different technical aspects of Sanskrit dramaturgy such as Plot, Hero, Rasa, discussed in treatises on dramaturgy.

Pre requisite: Basic knowledge of the Indian Drama of different periods.

COURSE OBJECTIVES:
- To introduce the students with the tradition and history of Indian Theatre.
- To acquaint them with the different types and construction of Sanskrit drama.

Course Outcomes (COs) Intended Learning Outcomes (ILOs)

CO1: Explain the origin and development of the types and construction of Indian Theatre.

ILO: Develop the knowledge of Indian Theatre with special emphasis on the construction Theatre hall.

CO2: **Outline the knowledge of Indian theatre on the basis of Bharata's *Nāṭyaśāstra* and Dhananjaya's *Daśarūpaka*.**

ILO: Compare the knowledge of *Nāṭyaśāstra* and *Daśarūpaka* with present context.

CO3: **Develop knowledge about the technical aspect of Indian dramaturgy.**
ILO: Make use of the technical knowledge of ancient Indian Theatre in modern drama.

CO4: **Interpret the types of hero and heroines of ancient Indian Theatre.**

ILO: Identify the types of hero and heroines of modern theatre on the basis of the knowledge of ancient Indian theatre.

CO5 : **Understand the aesthetic impression of Indian Theatre.**

ILO : Apply the aesthetic impression of Indian Theatre in modern drama art.

Cognitive Mapping of Course Outcomes (Cos) with Bloom's Taxonomy.

Cognitive Knowledge Dimension	Cognitive Process Dimension					
	Remember	Understand	Apply	Analysis	Evaluate	Create
Factual						
Conceptual		CO1,CO2,CO5			CO4	CO3
Procedural						
Mata cognitive						

- Mapping of Course Outcomes with Progromme Outcomes:

PO/CO	CO1	CO2	CO3	CO4	CO5
PO1	S	S	S	S	S
PO2	M	M	M	M	M
PO3	S	S	S	S	S
PO4	S	S	S	S	S
PO5	S	S	S	S	S
PO6	S	S	S	S	S
PO7	M	M	S	S	S

(S-Strong, M-Medium, L-Low)

UNIT	Topic	Lecture	Tutorial	Total	Allotted Marks
I	**Theatre: Types and Construction** Types of theatre: a) *vikṛṣṭa* (oblong), *caturasra* (square), *tryasra* (triangular), *jyeṣṭha* (big), *madhyama* (medium), *avara* (small). *bhūmi-śodhana* (Examining the land) and *māpa* (measurement of the site), *mattavāraṇī* (raising of pillars), *raṅgapīṭha and rangaśīrṣa* (stage), *dārukarma* (wood–work), *nepathya* -gṛha (green-house), *prekṣkopaveśa* (audience-hall), Doors for entrance & exit b) Origin and development of stage in different ages: pre-historic, Vedic age, epic-puranic age, court theatre, temple theatre	18	2	20	20

II	**Drama** - Definition of drama and its various names - *dṛśya, rūpa,rūpaka , abhineya; abhinaya* and its types: *āṅgika* (gestures)*, vācika* (oral)*, sāttvika* (representation of the *sattva*)*, āhārya* (dresses and make-up).	13	2	15	15
III	*Vastu:* (subject-matter) : *ādhikārika* (principal)*, prāsaṅgika (subsidiary), Five kinds of arthaprakṛti, kāryāvasthā* (stages of the action of actor) and *sandhi* (segments)*, arthopakṣepaka* (interludes) kinds of dialogue: 1. s*arvaśrāvya* or *prakāśa* (aloud) 2. *aśrāvya* or *svagata* (aside) 3. *Niyataśrāvya* : *janāntika* (personal address), *apavārita* (confidence) 4. *ākāśabhāṣita* (conversation With imaginary person). *Netā***:** Four kinds of heroes, Three kinds of heroines,s*ūtradhāra* (stage manager), *pāripārśvika* (assistant of sūtradhāra), *vidūṣaka* (jester), *kañcukī* (chamberlain), *pratināyaka* (villain?) *Rasa***:** definition and constituents, ingredients of *rasa-niṣpatti: - bhāva (*emotions), *vibhāva* (determinant), *anubhāva* (consequent), *sāttvikabhāva* (involuntary state), *sthāyibhāva* (permanent states), *vyabhicāribhāva* (complementary psychological states), *svād*a (pleasure), Four kinds of mental levels : *vikāsa* (cheerfulness), *vistāra* (exaltation), *kṣobha* (agitation), *vikṣepa* (perturbation).	24	1	25	25
		55	05	60	60

MODES OF IN-SEMESTER ASSESSMENT (MARKS-40)

- **Two Internal Examinations - 20 Marks**
- **Assignment/ Group Discussion/ Seminar presentation/ Quizzes -20 Marks**

.

Suggested Reading:

Ghosh , M.M. - *Nāṭyaśāstra of Bharatamuni*, pp. 18-32.

झा सीताराम , (1982)नाटक ओर रंगमञ्च, बिहार राष्ट्रभाषा परिषद पटना,पृः 171-175

Hass , *The Daśarūpa: A Treatise on Hindu Dramaturgy*, kārika 7,8,11-24,30,36,43,48,57-65.

Hass , *The Daśarūpa: A Treatise on Hindu Dramaturgy*, kārikās 2/1-5,8,9,15.

Hass , *The Daśarūpa: 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.

झा सीताराम , (1982)नाटक ओर रंगमञ्च, बिहार राष्ट्रभाषा परिषद पटना,पृः 161-211

Ghosh , M.M, *Nāṭyaśāstra of Bharatamuni*, vol-1, Manisha Granthalaya, Calcutta, 1967.

Hass, *The Daśarūpaka : A Treatise on Hindu Dramaturgy*, Columbia University, NewYork , 1912.

नागर रविशंकर नाट्यशास्त्र अभिनवभारती टीका सहित, परिमल पाब्लिकेशन, दिल्ली

द्विवेदी हजारी प्रसाद, नाट्यशास्त्र की भारतीय परम्परा ओर दशरूपक, राजकमल प्रकाशन,दिल्ली,1963,

त्रिपाठी राधावल्लभ, भारतीय नाट्यशास्त्र की परम्परा ओर दशरूपक,राजकमल प्रकाशन,दिल्ली

त्रिपाठी राधावल्लभ, संक्षिप्त नाट्यशास्त्र, वाणी प्रकाशन,दिल्ली, 2008

मिश्र भारतेन्दु,भारतकालीन कलाए, प्रतिभा प्रकाशन, दिल्ली, 2004

त्रिपाठी राधावल्लभ, भारतीय नाट्य स्वरूप ओर परम्परा, हरिसिंह गोर विश्वविद्यालय,सागर,1988

गैरोला वाचस्पति, भारतीय नाट्य परम्परा ओर अभिनयदर्पन, इलाहावाद, 1967

SEMESTER-VI , Paper-IV

Title of the Course	:	**Sanskrit Grammar and Composition**
Course Code	:	**C-15**
Nature of the Course	:	**Major**
Total Credits	:	**04**
Distribution of Marks:		**60 (End Sem) + 40 (In-Sem)**

Course Description: The course provides a comprehensive understanding in Sanskrit grammar and composition.

Pre requisites: Basic knowledge of vowels and consonants of Devanāgarī script, declensions of Sanskrit words.

COURSE OBJECTIVES:
- To provide knowledge about various suffixes and voices of Sanskrit Grammar for constructing sentences in Sanskrit language and to help the students to develop their skill both in written and spoken Sanskrit.

Course Outcomes (COs) Intended Learning Outcomes (ILOs)

CO1 : Understand the Sanskrit syntax and voice.
ILO : Apply the knowledge of syntax and voice in composition.
CO2 : Extend the knowledge of Sanskrit grammar.

ILO : Make use of Sanskrit grammar to develop proficiency in Spoken Sanskrit.

CO3 : Improve capability of understanding the Sanskrit texts on their own.

ILO : Students will be able to develop confidence and remove apprehension about the subject

Cognitive Mapping of Course Outcomes (Cos) with Bloom's Taxonomy.

Cognitive Knowledge Dimension	Cognitive Process Dimension					
	Remember	Understand	Apply	Analysis	Evaluate	Create
Factual						
Conceptual		CO1,CO2				CO3
Procedural						
Mata cognitive						

- Mapping of Course Outcomes with Progromme Outcomes:

PO/CO	CO1	CO2	CO3
PO1	M	M	M
PO2	M	M	M
PO3	M	M	M
PO4	S	S	S
PO5	S	S	S
PO6	M	M	M
PO7	M	M	M

(S-Strong, M-Medium, L-Low)

UNIT	Topic	Lecture	Tutorial	Total	Allotted Marks
I	**Vibhaktyartha, Voice & Kṛt** (i) *Vibhaktyartha Prakarana* of L*aghusiddhantakaumudi* (ii). Voice (*katr, karma* and *bhava)*	18	2	20	20
II	**Selections from *Kṛt Prakarana*- from *Laghusiddhantakaumudi* Major Sūtras for the formation of *kṛdanta* words** (*tavyat, tavya, aniyar, yat, nyat, nvul, tric, an, kta, ktavatu, satṛi, sanac, tumun, ktvac-lyap,lyut ,ghan, ktin*)	18	2	20	20
III	**Essay, Translation and Comprehension** (i). Translation from English to Sanskrit on the basis of cases, Compounds and *kṛit* suffixes (ii)Translation from Sanskrit into Assamese	18	2	20	20
		54	6	60	60

MODES OF IN-SEMESTER ASSESSMENT   **(MARKS-40)**

- **Two Internal Examinations- 20 Marks**
- **Assignment/ Group Discussion/ Seminar Presentation/Quizzes-20 Marks**

Suggested Reading :

शास्त्री धरानन्द - लघुसिद्धान्तकौमुदी , मूल एवं हिन्दी व्याख्या मोतिलाल बनारसी दास ,दिल्ली

शास्त्री भीमसेन - भौमीव्याख्या (भाग-1) भीमप्रकाशन , दिल्ली

नौतियाल चक्रधर, वृहद् अनुवाद चन्दिका, मोतिलाल बनारसी दास ,दिल्ली

पाण्डेय राधामोहन - संस्कृत सहचर , ष्टुडेण्टस फ्रेण्डस्, पटना

द्विवेदी कपिलदेव, रचनानुवादकौमुदी , विश्वविद्यालय प्रकाशन, वाराणसी

द्विवेदी कपिलदेव , संस्कृतनिवन्धशतकम्, विश्वविद्यालय प्रकाशन, वाराणसी

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

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

Kanshiram- *Laghusiddhāntakaumudī* (Vol.1), MLBD, Delhi, 2009.

	SEMESTER-VI , Paper-I	
Title of the Course	**:**	**Fundamentals of Indian Philosophy**
Course Code	**:**	**Minor-6**
Nature of the Course	**:**	**Minor**
Total Credits	**:**	**04**
Distribution of Marks:		**60 (End Sem) + 40 (In-Sem)**

COURSE DESCRIPTION: This course will provides knowledge about the Concept, aim, classification of Indian philosophical schools, Salient features of Indian Philosophy and give comprehensive knowledge of heterodox and orthodox schools of Indian philosophy.

Pre requisite: Basic idea of Indian Philosophy**.**
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Course Objectives:

- Introduce the students with the basic principles of Indian Philosophy as well as to give elementary knowledge of the principles of Indian Philosophical systems.

Course Outcomes (COs) Intended Learning Outcomes (ILOs)

CO1: Understand the basic concept of Indian Philosophy.

ILO: The students will be able to identify and explain the salient feature of Indian Philosophy in detail.

CO2: Build a comprehensive concept of the Heterodox Schools of Indian Philosophy.

ILO: Students will be able to analyse the views of the exponents of Indian Heterodox Schools

CO3: Develop the knowledge of Indian Orthodox Philosophy

ILO: Illustrate the Orthodox Schools of Indian Philosophy.

CO4 : Compare the different principles of various philosophical systems.

ILO: Build a strong foundation of Indian Philosophical system.

Cognitive Mapping of Course Outcomes (Cos) with Bloom's Taxonomy.

Cognitive Knowledge Dimension	Cognitive Process Dimension					
	Remember	Understand	Apply	Analysis	Evaluate	Create
Factual						
Conceptual		CO1			CO4	CO2,CO3
Procedural						
Mata cognitive						

- Mapping of Course Outcomes with Progromme Outcomes:

PO/CO	CO1	CO2	CO3	CO4
PO1	M	M	M	M
PO2	M	M	M	M
PO3	M	M	M	M
PO4	M	M	M	M
PO5	M	M	M	M
PO6	S	S	S	S
PO7	M	M	M	M

(S-Strong, M-Medium, L-Low)

UNIT	Topic	Lecture	Tutorial	Total	Allotted Marks
I	**General Introduction of Indian Philosophy** *Darśana* - concept and aims, Classification of Indian Philosophical schools, Salient features of Indian Philosophy	12	3	15	15
II	**Schools of Indian Philosophy** Heterodox Schools *Cārvāka* – General introduction with emphasis on Challenge to *Veda*, Rejection of Transcendental Entities, Ethics (Based on *Sarvadarshansamgrah*) Jainism – General introduction with emphasis on *Anekāntavāda, Syādvāda, Saptabhaṅginaya, triratna*	18	2	20	20

	Buddhism- General introduction with emphasis on Four Noble Truths				
III	**Orthodox Schools of Philosophy** *Sāṃkhya* – General Introduction with emphasis on *prakṛti, guṇatraya* & *puruṣa* Entities (Based on *Sāṃkhyakārikā)* Yoga - Eight fold path of *Yoga* (Based on *Yogasūtra Sādhanapāda* and their on *Yogabhāṣya thereon*) *Nyāya* –General introduction with emphasis on *Vaiśesika* : Seven Padārthas (Based on *Tarksamgrah*) *Mīmāṃsā - Svataḥ Prāmāṇyavāda* *Advaita Vedānta* – General introduction with emphasis a *Brahman*, *Māyā, Jīva* and *Jagat* (Based on *Vedāntasāra*) *Bhakti* Schools of *Vedānta* – General introduction with emphasis on God, *Īśvara* & nature of *bhakti*	24	1	25	25
		54	6	60	60

MODES OF IN-SEMESTER ASSESSMENT   **(MARKS-40)**

- **Two Internal Examinations- 20 Marks**
- **Assignment/ Group Discussion/ Seminar presentation /Quizzes-20 Marks**

Suggested Reading:
Bhartiya, Mahesh - *Bhāratīya Darśana Kī Pramukha Samasyāeṁ*, Ghaziabad, 1999.
Chatterjee, S. C. & D. M. Datta - *Introduction to Indian Philosophy*, Calcutta University, Calcutta, 1968 (Hindi Translation also).
Chatterjee, S. C. – *The Nyāya Theory of Knowledge*, Calcutta, 1968.
Hiriyanna, M. - *Outline of Indian Philosophy*, London, 1956 (also Hindi Translation).
Shastri, Kuppuswami, *A Primer of Indian Logic*, 1951 (only introduction).
Bhartiya, Mahesh - *Causation in Indian Philosophy*, Ghaziabad, 1975.

O'Flaherty, Wendy Doniger – *Karma and Rebirth in Classical Indian Tradition*, MLBD, Delhi, 1983.
 Pandey, Ram Chandra - *Panorama of Indian Philosophy* (also Hindi version), M.L.B.D., Delhi, 1966.
Radhakrishnan, S. - *Indian Philosophy*, Oxford University Press, Delhi, 1990.
 Raja, Kuhnan - *Some Fundamental Problems in Indian Philosophy*, MLBD, Delhi, 1974.
 Rishi, Uma Shankar (Ed.), *Sarva-Darshana_Samgraha*, Chowkhamba Vidyabhawan, Varansi, 1984.

Title of the Course : **Art of Balance Living**
Course Code : **C-16**
Nature of the Course : **Major**
Total Credits : **04**
Distribution of Marks: **60 (End Sem) + 40 (In-Sem)**

Course Description:

This course offers an idea about the theoretical and practical aspects of balanced living inherent in Sanskrit texts.

Prerequisite: Basic knowledge about Balance living.

Course Objective:

- To introduce the students with the theories of art of living inherent in Sanskrit literature.
- To impart value education through the study of these literature.
- To expose the students lessons for human resource management inherent in these literary works.

Course Outcome (CO) Intended Learning Outcome (ILO)

CO1 : Appraise the aspects of balanced living inherent in Sanskrit texts.

ILO: Acquaint with values inherent in Sanskrit literature

CO2 Make students aware about importance of balance living

ILO: Learn to live a quality life

CO3 Identify the causes for indecisiveness and confusion

ILO: Learn how emotional stability can lead to clearer thinking

CO4: Understand the importance *Astanga Yoga* and *Kriayyoga* for the purification of mind.

ILO: Apply them to live a better life

CO5: Understand how to improve their behaviour through *jñānayoga, dhyāna-yoga, karma-yoga* and *bhakti-yoga.*

ILO: Student will realise how active engagement with action is most conducive to healthy and successful living and practically utilise their theoretical knowledge.

Cognitive Mapping of Course Outcomes with Bloom's Taxonomy.

Cognitive Knowledge Dimension	Cognitive Process Dimension					
	Remember	Understand	Apply	Analysis	Evaluate	Create
Factual	CO1					
Conceptual	CO3		CO2,CO4,CO5			
Procedural						
Mata cognitive						CO2,CO4, CO5

- Mapping of Course Outcomes with Progromme Outcomes:

PO/CO	CO1	CO2	CO3	CO4	CO5
PO1	S	S	S	S	S
PO2	S	S	S	S	S
PO3	S	S	S	S	S
PO4	M	M	M	M	M
PO5	M	M	M	M	M
PO6	S	S	S	S	S
PO7	M	M	S	M	S

(S-Strong, M-Medium, L-Low)

UNIT	Topic	Lecture	Tutorial	Total	Allotted Marks
I	**Method of Self-presentation :** Hearing (*śravaṇa*), Reflection (*manana*) & meditation (*nididhyāsana*) – (*Bṛhadāraṇyakopaniṣad*, 2.4.5) **Concentration** Concept of Yoga : (*Yogasūtra*, 1.2) Restriction of fluctuations by practice (*abhyāsa*) and passionlessness (*vairāgya*) :(*Yogasūtra*, 1.12-16)	23	2	25	25
II	**Eight aids to Yoga (*aṣṭāṅgayoga*) :** (*Yogasūtra*, 2.29, 30,32, 46, 49, 50; 3.1-4). Yoga of action (*kriyāyoga*) : (*Yogasūtra*, 2.1) Four distinct means of mental purity (*cittaprasādana*) leading to oneness :(*Yogasūtra*, 1.33)	14	1	15	15
III	**Refinement of Behaviour** Methods of Improving Behaviour : *jñānayoga*, *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)	18	2	20	20
		55	5	60	60

MODES OF IN-SEMESTER ASSESSMENT   (MARKS-40)

- **Two Internal Examinations- 20 Marks**
- **Assignment/ Group Discussion/ Seminar presentation/Quizzes -20 Marks**

Suggested Reading:

Srimadbhagavadgita, Translated with introductory note by Keshada Mahanta, Published by Banalata

Srimadbhagavadgita, Translated with explanation by Prabhjupada. Published by ISKCON

Srimadbhagavadgita, Translated with explanation by Bal Gangadhar Tilak

Brhadaranyakopanisad,

Srimadbhagavadgitayathayath by Dr. Mukunda Madhaba Sarma, ISKCON

SEMESTER-VII , Paper-II

Title of the Course	:	**Basic Principles of *Āyurveda***
Course Code	:	**C-17**
Nature of the Course	:	**Major**
Total Credits	:	**04**
Distribution of Marks:		**60 (End Sem) + 40 (In-Sem)**

Course Description:

This course offers an idea about the theoretical and practical aspects of balanced living inherent in Sanskrit texts.

Prerequisite: Basic knowledge about Balance living.

Course Objective:

- To introduce students with traditional Indian system of healthcare
- To acquaint with the outlines of Āyurvedic therapeutic procedures in *Āyurveda*

Course Outcomes (COs) Intended Learning Outcomes (ILOs)

CO1 : Appraise traditional Indian system of healthcare .

ILO: Student will be able to explain the basic principles and concepts of preventive medicine and health   care, diet and nutrition.

CO2: Understand the Āyurvedic therapeutic procedures.

ILO: Know the basics of Āyurvedic therapy.

CO3: Identify the spices and herbs

ILO: Learn the usage of commonly used spices and herbs.

Cognitive Mapping of Course Outcomes with Bloom's Taxonomy.

Cognitive Knowledge Dimension	Cognitive Process Dimension					
	Remember	Understand	Apply	Analysis	Evaluate	Create
Factual						
Conceptual	CO1,	CO2, CO3			CO1	
Procedural						
Mata cognitive						CO1,CO2,CO3

Mapping of Course Outcomes with Progromme Outcomes:

PO/CO	CO1	CO2	CO3
PO1	S	S	S
PO2	S	S	S
PO3	S	S	S
PO4	M	M	M
PO5	S	S	S
PO6	S	S	S
PO7	S	S	S

(S-Strong, M-Medium, L-Low)

UNIT	Topic	Lecture	Tutorial	Total	Allotted Marks
I	Introduction to Indian *Āyurveda* Definition of *Āyurveda, āyuh* (Life), *Śarīra* (Body), Health, Aim of *Āyurveda,* Subject Matter of *Āyurveda,* Salient Features of *Āyurveda*, Concept of Health according to *Āyurveda*, Unique features of *Āyurveda*. History of *Āyurveda, Atharvaveda* as an early source for medicinal speculations, Introduction to Major Texts (Susruta Samhita and *Caraka Saṁhitā*) and Authors (*Suśruta* and *Caraka*) and *Aṣṭāṅga Hṛdayam, Aṣṭāṅga Saṅgraha* of Vāgbhaṭa.	13	2	15	15
II	Eight Components of *Āyurveda (aṣṭāṅga Āyurveda):* 1. *Kāycikitsā* (General Medicine) 2. *Kaumārabhṛtya*(Pediatrics) 3. *ŚalyaTantra* (Surgery) 4. *Śālākya-Tantra* (Ent. and Ophthalmology) 5. *Bhūta Vidyā* (Psychiatry Medicine). 6. *Viṣa Vijñāna* (Toxicology). 7. *Rasāyana* (Rejuvenates). 8. *Vajīkaraṇa* (Aphrodisiac).	18	2	20	20
III	1. The Triguṇas: *Sattva*, *Rajas* and *Tamas.* 2. The Pañcamahābhṇtas: Ākāśa (Space*), Vāyu* (Air),*Teja* or Agni(Fire),*Jala*(Water) and *Pṛthvī* (Earth). 3. The Tridoṣas: *Vāta*, *Pitta* and *Kapha.* 4. The Saptadhātus: *Rasa* (fluid), *Rakta* (blood), *Māṁsa, Meda* (fat), *Asthi, Majjā* and *Śukra.* 5. The *Trayodosāgni: Jatharāgni* (gastric fire),	24	1	25	25

	Saptadhātvāgni and *Pañcabhūtāgni*. 6. The Trimalas: *Purīṣā* (faeces), *Mūtra* (urine) and *Sveda* (sweat). 7. Seasonal regimen & social conduct and its effect on health, Concepts of *Prakṛti*, *Agni*, and *Kosta. Svastha Vṛtta* (Preventive Medicine) : 8. Understanding Health and Disease in Āyurveda Diagnosis of illness: eight ways to diagnose illness, called *Nāḍī* (pulse), *Mūtra* (urine), *Mala* (stool), *Jihvā* (tongue), *śabda* (speech), *Sparṣa* (touch), *Dṛk* (vision), and *Ākṛti* (appearance).				
		55	**5**	**60**	**60**

MODES OF IN-SEMESTER ASSESSMENT (MARKS-40)
- **Two Internal Examinations- 20 Marks**
- **Assignment/ Group Discussion/ Seminar presentation/ Quizzes -20 Marks**

Suggested Reading:

Acharya, Srinivas, Panchakarma Illustrated, Chaukhaba SanskritPratishtana, Delhi, 2006.

V.B. Athavale, Basic Principles of Āyurveda, Chaukhamba Sanskrit Pratishthan New Delhi, 2005.

Āyurveda Kā Saṅkṣipta Itihāsa, Hindi Sahitya Sammelan, Allahabad.

Bhagavan Dash, Vaidya, and Acarya Manfred M. Junius, A Handbook of · Ayurveda, Concept Publishing Co., New Delhi, 1987.

Bhishagratna, Kaviraj Kunjalal, ed., translator. (2002). Sushruta Samhita Volumes I and II. Varanasi, India: Chowkhamba Sanskrit Series.

Charak Samhita E-text: http://www.charakasamhita.com/

http://www.speakingtree.in/blog/medicinal-plants-from-ancient-india

http://www.tkdl.res.in/tkdl/langdefault/ayurveda/Ayu_Principles.asp?GL=#q1

K. R. Srikantha Murthy, Illustrated Susruta Samhita, ChaukhambaOrientalia, 2012

M.S. Valiathan, An Introduction to Āyurveda Paperback, Universities Press (India) Private Limited, 2013

M.S. Valiathan, The Legacy of Suśruta, Universities Press, 2007

PriyaVrat Sharma, Essentials of Āyurveda: Sodasangahṛdayam, Motilal Banarsidass Publishers, 1999

Ravi DattaTripathi, Vāgbhaṭa's *Aṣṭāṅg-saṅgraha*, Chowkhamba Sanskrit Pratishthanam, Delhi., 2011.

Shantha Godagama, The Handbook of Āyurveda, North Atlantic Books, 2004

Sharma, Priyavrit V., ed., translator. (1981-1994). Charaka Samhita, Vols. 1 - 4, Chaukhamba Sanskrit Series, Varanasi, India: Varanasi, India: Chowkhamba SanskritSeries.

Sharma, Ram Karan and Bhagawan Dash, Vaidya, eds., translators (1992 – 2000). CharakaSamhita Vols. 1 – 6. Varanasi, India.Chaukhamba Sanskrit Series.

Srikrishnamurthy, K.R. Srikantha, translator. (1991-1992). Vagbhata, Astanga HridayamVols. 1 and 2. Varanasi, India: Krishnadas Academy.

Srikrishnamurthy, K.R. Srikantha, translator. (2001). Sharangadhara Samhita: A treatise on Āyurveda. Varanasi, India: ChaukhambaOrientalia.

SusrutaSusruta (Author), Kunja Lal Bhishagratna, An English Translation of the Sushruta Samhita,

Based on Original Sanskrit Text. Edited and Published by KavirajKunja Lal Bhishagratna. with a Full Notes, Comparative Views, Index, Glossary, Nabu Press, 2012

The Holistic Principles of Ayurvedic Medicine, by R.H. Sing

Essentials of Ayurveda by Priya Vrat Sharma

SEMESTER-VII , Paper-III

Title of the Course : **Sanskrit Meter**

Course Code : C-18

Nature of the Course : **Major**
Total Credits : **04**
Distribution of Marks: **60 (End Sem) + 40 (In-Sem)**

Course Description: This course offers the art of Sanskrit prosody, unrevealing the rhythmic beauty of this ancient language. The course also includes the science of Sanskrit prosody.

Prerequisite: Good knowledge about Sanskrit syllables.

Course Objective:

- The objectives of this course to learn Sanskrit meter for analysis and lyrical techniques. Students will get the complete information regarding selected Vedic and Classical meters with lyrical techniques.

Course Outcomes (COs) Intended Learning Outcomes (ILOs)

CO1 : Understand the basic characteristics of Sanskrit meter

ILO: Extend the knowledge for scanning Sanskrit meters.

CO2: Define and illustrate different types of meters.

ILO: Identify different types of meters used in Sanskrit composition.

CO3: Recall the knowledge of meters and will be encouraged to apply the same.

ILO1: The student will be able to appreciate the rhythmic beauty of Sanskrit   meters and learn to compose poetic pieces on their own.

Cognitive Mapping of Course Outcomes with Bloom's Taxonomy.

Cognitive Knowledge Dimension	Cognitive Process Dimension					
	Remember	Understand	Apply	Analysis	Evaluate	Create
Factual						
Conceptual	CO2,CO3	CO1	CO2			
Procedural						
Mata cognitive						CO1,CO2,CO3

- Mapping of Course Outcomes with Progromme Outcomes:

PO/CO	CO1	CO2	CO3
PO1	M	M	M
PO2	M	M	M
PO3	M	M	M
PO4	S	S	S
PO5	M	M	M
PO6	M	M	S
PO7	M	M	M

(S-Strong, M-Medium, L-Low)

UNIT	Topic	Lecture	Tutorial	Total	Allotted Marks
I	Brief Introduction to *Chandaḥśāstra* Classification and Elements of Sanskrit Meter Syllabic verse (*akṣaravṛtta*): Syllabo-quantitative verse (*varṇavṛtta*) Quantitative verse (*mātrāvṛtta*) Syllables: laghu and *guru Gaṇa*, *Pada*	18	2	20	20
II	Analysis of Selected Vedic Meter Definition & Example *gāyatrī, Uṣṇika, anuṣṭupa, bṛhatī, paṃkti, tṛṣṭup and jagatī*	12	3	15	15
III	Analysis of Selected Classical Meter Definition & Example : bhujaṃgaprayāta*anuṣṭup, indravajrā, upendravajrā, vasantatilakā, mālinī, mandākrāntā, śikhariṇī, sragdharā, Totakam,Vamsthasthavilam*	20	5	25	25
		50	10	60	60

MODES OF IN-SEMESTER ASSESSMENT   **(MARKS-40)**

- **Two Internal Examinations - 20Marks**
- **Assignment/ Group Discussion/ Seminar presentation/Quizzes -20 Marks**

Suggested Reading :

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.

Recordings of recitation: H. V. Nagaraja Rao (ORI, Mysore), Ashwini Deo, Ram Karan Sharma, Arvind Kolhatkar.

Online Tools for Sanskrit Meter developed by Computational Linguistics Group, Department of Sanskrit, University of Delhi: http://sanskrit.du.ac.in

Dharananda Shastri, (ed.) Brittaratnakar by kedarbhatta, MLBD, 2004

SEMESTER-VII , Paper-I

Title of the Course	:	**Sanskrit and Other Modern Indian Languages**
Course Code	:	**Minor-7**
Nature of the Course	:	**Minor**
Total Credits	:	**04**
Distribution of Marks:		**60 (End Sem) + 40 (In-Sem)**

Course Description: This course offers the development of Indo-Aryan language originality of Sanskrit language and also informs technical aspects of Sanskrit linguistic.

Prerequisite: Basic knowledge about different modern Indian Languages.

Course Objective:

- To acquaint the students with the common linguistic and literary heritage of Sanskrit and Modern Indian Language

Course Outcomes (COs) Intended Learning Outcomes (ILOs)

CO1 : Understand the different stages of Indo-Aryan languages.

ILO: Acquire a fair idea of development of Indo-Aryan language through ages.

CO2: Explain technical aspects of Sanskrit linguistic.

ILO: Student will be able to gain knowledge of phonetics, Morphology and Syntax of

Sanskrit and Modern Indian languages as well.

Cognitive Mapping of Course Outcomes with Bloom's Taxonomy.

Cognitive Knowledge Dimension	Cognitive Process Dimension					
	Remember	Understand	Apply	Analysis	Evaluate	Create
Factual						
Conceptual	CO1,CO2	CO1,CO2				
Procedural						
Mata cognitive						

- Mapping of Course Outcomes with Progromme Outcomes:

PO/CO	CO1	CO2
PO1	M	M
PO2	M	M
PO3	M	M
PO4	S	S
PO5	M	M
PO6	M	M
PO7	M	M

(S-Strong, M-Medium, L-Low)

UNIT	Topic	Lecture	Tutorial	Total	Allotted Marks
I	Stages of Indo-Aryan - Old Indo-Aryan, Middle Indo-Aryan Stages of development in the present day	20	-	20	20
II	Phonetics of Sanskrit and other Modern Indian Languages	14	1	15	15
III	Morphology of Sanskrit and other Modern Indian Languages Syntax of Sanskrit and other Modern Indian Languages	24	1	25	25
		58	2	60	60

MODES OF IN-SEMESTER ASSESSMENT   **(MARKS-40)**

- **One Internal Examination- 20 Marks**
- **Assignment/ Group Discussion/ Seminar Presentation -20 Marks**

Suggested Reading :

Beames, John, A Compartive Grammar of the Modern Aryan Languages of India, Munshiram Manoharlal, Delhi, 1970.

Cardona, Geoge and Jain Dhanesh (Ed.), The Indo-Aryan Languages, Routledge Language Family Series, London, 2003.

Chatterji, Suniti Kumar, Indo-Aryan and Hindi, Gujarat Vernacular Society, Ahemdabad, 1942.

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

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

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

नगेन्द्र, भारतीय साहित्य, प्रभात प्रकाशन,दिल्ली,1987

SEMESTER-VII , PAPER-I (Research Methodology)

Title of the Course   :   Research Methodology
Course Code   :   C-20
Nature of the Course :   Major
Total Credits   :   04
Distribution of Marks: 60 (End Sem) + 40 (In-Sem)

Course Description : This course offers an overview of research methodology including basic concept of research methods which are applied in research.

Prerequisite: Keenness for Research

Course Objective:

- To introduce students with the Research Methodology and the methodologies followed in the research field of Arts and Sanskrit.
- Give an idea of research methods applicable to undertake research in Sanskrit.

Course Outcomes (COs) Intended Learning Outcomes (ILOs)

CO1 : Appraise the basic concept of research Methodology

ILO: Build the knowledge of research Methodology .

CO2: Understand different methods of finding sources from ancient texts.

ILO1: Develop the competency of students to do research in Sanskrit .

CO3: Develop skills in qualitative and quantitative data analysis and presentation

ILO: Adapt to choose methods appropriate to research objectives

CO4: Analyse any given text thematically and practically.

ILO: To learn about how to prepare thesis

 CO5: Understand practical knowledge of thesis preparation.

 ILO : Develop professional, ethical and social responsibilities.

Cognitive Mapping of Course Outcomes with Bloom's Taxonomy.

Cognitive Knowledge Dimension	Cognitive Process Dimension					
	Remember	Understand	Apply	Analysis	Evaluate	Create
Factual						
Conceptual		CO2, CO5	CO1,CO2	CO4	CO1	
Procedural						
Mata cognitive						CO1,CO2,CO3 CO4,CO5

- Mapping of Course Outcomes with Progromme Outcomes:

PO/CO	CO1	CO2	CO3	CO4	CO5
PO1	M	M	M	M	M
PO2	M	M	M	M	M
PO3	M	M	M	M	M
PO4	S	S	S	M	S
PO5	M	M	M	M	M
PO6	M	M	M	S	M
PO7	S	S	S	M	M

(S-Strong, M-Medium, L-Low)

UNIT	Topic	Lecture	Tutorial	Total	Allotted Marks
I	**Research Methodology:** Meaning, objectives, Types of Research, Method versus Methodology, Research Process, Topic Selection, Methods of Data collection	18	2	20	20
II	**Review of Literature** Brief introduction of survey, Techniques and methods of survey, Tools and Techniques of survey, Steps of Survey	17	3	20	20
III	Abstract and Synopsis writing, Thesis Format , Referencing, Foot notes and End notes & writing of Bibliography, Plagiarism (APA & MLA Style) **Scheme of Transliteration**	15	5	20	20
		50	10	60	60

MODES OF IN-SEMESTER ASSESSMENT   (MARKS-40)

- **Two Internal Examinations- 20 Marks**
- **Assignment/ Group Discussion/ Seminar presentation/Quizzes -20 Marks**

Suggested Reading:

Methodology in Indological Research by Dr M. Srimannaryana Murthi, Bharatiya Bidya Prakashan, Delhi

MLA Handbook

Das, S.K., An Introduction to Research, A. Mukharjee & Co. Pvt. Ltd, Delhi, 1986

Kothari, C.R.., Research Methodlogy,2004

Dvivedi, P. and Sureshchandra Chaube 2017. Sanskrit Research Methodology, Varanasi:

Sharada Sanskrit Samsthana.

Title of the Course : **Sanskrit _Rupaka_**
Course Code : **C-19**
Nature of the Course : **Major**
Total Credits : **04**
Distribution of Marks: **60 (End Sem) + 40 (In-Sem)**
Course Description : This course covers different types of Rupaka, topics such as the structure of Sanskrit dramas, character analysis etc. in classical as well as modern dramas.
Prerequisite : Basic knowledge about Sanskri drama.

Course Objectives :

- To introduce students with different types of Rupakas of Sanskrit literature
- To help the students make a critical survey of these Rupakas
- To enable the students estimate the dramatist's contribution in the growth of Sanskrit Rupakas

Course Outcomes (COs) Intended Learning Outcomes (ILOs)

CO1 : Recall different types of Sanskrit _Rupaka_.
ILO: Identify the types of _Rupaka_.
CO2: Appraise the characteristics and art of Sanskrit Rupakas
ILO: Student will be able to appreciate the beauty and richness of classical Sanskrit dramatic tradition.
CO3: Develop the skill of critical thinking
ILO: Enhance the ability for critical thinking on issues of culture, polity, morality, religion etc as reflected in the prescribed texts

Cognitive Mapping of Course Outcomes with Bloom's Taxonomy.

Cognitive Knowledge Dimension	Cognitive Process Dimension					
	Remember	Understand	Apply	Analysis	Evaluate	Create
Factual	CO1					
Conceptual				CO3	CO2	
Procedural						
Mata cognitive						CO3

- Mapping of Course Outcomes with Progromme Outcomes:

PO/CO	CO1	CO2	CO3
PO1	S	S	S
PO2	S	S	S
PO3	S	S	S
PO4	S	S	S
PO5	M	M	M
PO6	M	M	M
PO7	M	M	M

(S-Strong, M-Medium, L-Low)

UNIT	Topic	Lecture	Tutorial	Total	Allotted Marks
I	*Mṛcchakatikam* **By Śudraka** • **Introduction** • **Story**	10	2	12	12
II	• *Mṛcchakatikam* **6th Act** (Story, Meaning/Translation and Explanation.)	24	1	25	25
III	*Dvisandhanam* **by Abhiraja Rajendra Mishra** (*Prahasan*) (Author ,Story, Meaning/Translation and Explanation) *Veṣṭanavyayoga* **by Birendra Kumar Bhattacharya** (Author ,Story, Meaning/Translation and Explanation)	22	1	23	23
		56	4	60	60

MODES OF IN-SEMESTER ASSESSMENT   **(MARKS-40)**

- **Two Internal Examinations - 20 Marks**
- **Assignment/ Group Discussion/ Seminar presentation/Quizzes -20 Marks**

Suggested Reading :

Mrcchakatika of Sri Sudraka, ed. by Jagadish Chandra Mishra, Chaukhamba Surabharati Prakashan, 2014

Kale, M. R., Sudraka, The Mricahhakatika, MLBD, New Delhi, 2015

Abhiraja Dr Abhiraja Rajendra Mishra and his Works, (Vol-II) by S. Ranganath, Eastern Book Linkers, 2009

Veṣṭanavyayoga (Available in Internet Archive) by Sri Birendra Kumar Bhattacharya, Sanskrit Sahitya Parishat, Calcutta, 1671

SEMESTER-VIII, Paper-II

Title of the Course : **Environmental Awareness in Sanskrit Literature**
Course Code : **C-20**
Nature of the Course : **Major**
Total Credits : **04**
Distribution of Marks: **60 (End Sem) + 40 (In-Sem)**

Course Description : This course offers the basic concept of Indian Environmental Science and salient features of environment awareness reflected in Vedic and Classical Sanskrit.

Prerequisite: General knowledge about Environmental Awareness.

Course Objective:

- To acquaint the students with the basic concept of Indian science of Environment

- To familiarize them with the thoughts of Indian seers and social thinkers in respect of environmental awareness.

Course Outcome (CO) Intended Learning Outcome (ILO)

CO1 **Understand environmental awareness in Vedic and Classical Literature**

ILO: Students will acquire vast knowledge of Environmental awareness of Vedic and post Vedic period.

CO2 **Estimate the values in eco friendly thoughts in Sanskrit literature**

ILO: Students will able to appreciate eco friendly thoughts found in Sanskrit literature in their day today life.

CO3 **Appraise the universal environmental issues in Literature of Kalidasa.**

ILO: Students will able to deduce universal environmental issues in Literature of Kalidasa.

CO4 **Analyze the socialistic approach of our ancient thinkers to bring awareness on Preservation and Protection of environment.**

ILO: Students will able to assess the value of the measures suggested by ancient Aryans for preservation and protection of environment

Cognitive Mapping of Course Outcomes with Bloom's Taxonomy.

Cognitive Knowledge Dimension	Cognitive Process Dimension					
	Remember	Understand	Apply	Analysis	Evaluate	Create
Factual						
Conceptual		CO1		CO2,CO4		CO1
Procedural			CO4			
Mata cognitive					CO2, CO3	

- Mapping of Course Outcomes with Progromme Outcomes:

PO/CO	CO1	CO2	CO3	CO4
PO1	S	S	S	S
PO2	M	M	M	M
PO3	M	M	M	S
PO4	M	M	M	M
PO5	S	M	M	S
PO6	M	S	M	S
PO7	M	M	S	M

(S-Strong, M-Medium, L-Low)

UNIT	Topic	Lecture	Tutorial	Total	Allotted Marks
I	Environmental awareness in Vedic Literature	18	2	20	20
Environmental awareness in Classical Sanskrit literature					

III	Environmental Awareness and Tree plantation : Planting of Trees in *Puranas* as a pious activity (*Matsya Purana* ,59.159;153.512 ; *Varaha Purana* 172. 39),Various medinal 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 (*Arthasastra,* 2.1..20); Punishments for destroying trees and plants (*Arthasastra,*3.19), Plantation of trees for recharging under ground water(*Brhatsamhita*, 54.119) Environmental Awareness and Water management : Various types of water canels *'Kulya'* for irigation : canal originated from river '*Nadimatr mukha kulya',* canal originated from nearbv mountain *'Parvataparsva vartini kulya',* canal originated from pond*,'Hrdasrta kulya',* Preservation of water resources '*Vapi –kupa – tadaka'* (*Agnipuranas*,209.2;*V.Ramayana*,2.80.10 -11); Water Harvesting system in *Arthasastra* (2.1.20-21);Underground Water Hydrology in Brhatsamhita (Dakargaiadhyaya,chapter-54);	24	1	25	25
IV	Universal Environmental Issues in Literature of Kalidasa : Eight elements of Environment and concept of '*Astamurti*' Siva (*Abhijnasakuntalam*1.); Preservation of forest, water resources, natural resources; protection of animals, birds and plant in Kalidasa's works, Environmental awareness in *Abhijnasakuntalam* Drama, Eco- system of Indian monsoon in *Meghdoo*t, Seasonl weather conditions of Indian sub continent in *Rtusamhara,* Himalayan ecology *in Kumarasambhava,* Oceanography in *Raghuvamsa* (canto-13).	13	2	15	15

		55	5	60	60

MODES OF IN-SEMESTER ASSESSMENT   (MARKS-40)

- **Two Internal Examinations- 20 Marks**
- **Assignment/ Group Discussion/ Seminar Presentation/Quizzes -20 Marks**

Suggested Reading :

Arthashastra of Kautilya — (ed.) *Kangale, R.P. Delhi, Motilal Banarasidas 1965*

Atharvaveda samhita.(2 Vols) — (Trans.) R.T.H. Griffith, Banaras 1968.

Ramayana of Valmaki (3 Vols) — (Eng. Tr.) H.P. Shastri, London, 1952-59.

Rgveda samhita (6 Vols) — (Eng. Tr.) H.H. Wilson, Bangalore, 1946.

Arthasasra of Kautilya (Hindi Trans.) Udayvir Sastri & Maheswar Laksman Da, Delhi , 1968

Barahmihira's Brihatsamhita, (Hindi Trans.) Baladev Prasad Mishra, Khemraj Srikrishnadas Prakashan, Mumbai.

Yajurveda,

Sukraniti, Brahmashankar Mishra, Choukhaba Sanskrit Siriz, Varanasi, 1968

Vidyalamkar, Satyaketu, Prachin Bharatiya Shasanvyavastha aur Rajshastra, Saraswati sadan, Mysore, 1968

Prachin Bharat ka Samajik Evam Arthik Itihas, MLBD, Delhi, 2012

Bhandarkar, R.G.,— *Vaishnavism, Saivism and Minor Religious Systems*, Indological Book House,Varanasi, 1965

Das Gupta, SP— *Environmental Issues for the 21st Century*, Amittal Publications, New Delhi, 2003

Dwivedi, OP, Tiwari BH — *Environmental Crisis and Hindu Religion,* Gitanjali Publishing House, New Delhi,1987

Dwivedi, OP — *The Essence of the Vedas,* Visva Bharati Research Institute, Gyanpur, Varanasi ,1990

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

Joshi, PC, Namita J—*A Textbook of Environmental Science*, A.P.H. Publishing Corporation, New Delhi, 2009

Sinha, KR) — *Ecosystem Preservation Through Faith and Tradition in India*. J. Hum. Ecol., Delhi University, New Delhi, 1991

Trivedi, PR—*Environmental Pollution and Control*, A.P.H. Publishing Corporation, New Delhi, 2004

Pandya,Smta P. — *Ecological Renditions in the Scriptures of Hinduism – I* (article) *Bulletin* of *the Ramakrishna Mission Institute of Culture.*

Renugadevi, R. —*Environmental Ethics in the Hindu Vedas and Puranas in India*, (article) *African Journal of History and Culture* , Vol. 4(1), January 2012

Kumar, B M., — *Forestry in Ancient India: Some Literary Evidences on Productive and Protective Aspects*, (article)*AsianAgri- History,* Vol.12, No.4, 2008.

Kiostermair, Klaus —*Ecology and Religion: Christian and Hindu Paradigms* (article) *Jornal of Hindu- Christian Studies,* Butler university Libraries, Vol.6, 1993

Agnipuran, (Sanskrit text and Hindi Trans.) Tariniya Jha & Ghanashyam Tripathi, Hindi Sanmelan, Elahabad 1998

Isopanisad, Gita Press, Gorakhpur sanskaran

Bṛhadaranyakopaniśad, Gita Press, Gorakhpur sanskaran

SEMESTER-VIII , Paper-I

Title of the Course : **Sanskrit Didactic and Fable Literature**
Course Code : **Minor -8**
Nature of the Course : **Minor**
Total Credits : **04**
Distribution of Marks: **60 (End Sem) + 40 (In-Sem)**
Course Description: This course offers history of fable literature and describes the moral values as gleaned in *Pancatantra, Hitopadesha* and *Canakyaniti.*
Prerequisite: Basic Knowledge about the nature of Indian Fables and Sanskrit language.

Course Objective:
- To introduce the students with didactic (Fable) and moral literature of Sanskrit.
- To understand the morals and traditional values of human life through stories.

Course Outcome (CO) Intended Learning Outcome (ILO)
    CO1 **Relate to the history of fable literature in Sanskrit.**
    ILO: Know the tradition of fables
    CO2 **Adopt morals and traditional values reflected in the fables.**
    ILO: Student will be able to appreciate these morals and traditional values and utilize the same for self management.
    CO3 **Analyse the moral values describes in texts**
    ILO: Develop humanity through fable literature

- Cognitive Mapping of Course Outcomes with Bloom's Taxonomy.

Cognitive Knowledge Dimension	Cognitive Process Dimension					
	Remember	Understand	Apply	Analysis	Evaluate	Create
Factual						
Conceptual		CO1,CO3,				
Procedural			CO2	CO3		
Mata cognitive						CO2,CO3

- Mapping of Course Outcomes with Progromme Outcomes:

PO/CO	CO1	CO2	CO3
PO1	S	S	S
PO2	M	L	M
PO3	M	M	M
PO4	M	M	M
PO5	S	M	M
PO6	M	S	M
PO7	L	L	L

(S-Strong, M-Medium, L-Low)

UNIT	Topic	Lecture	Tutorial	Total	Allotted Marks
I	**1st 4 stories of *Pancatantra***	18	2	20	20
II	*Hitopodesha* (Foreword (*Prastavana*),First Story,Verses:1-35 2nd Story : Verses 36-62.)	18	2	20	20
III	*Canakyaniti* (Verses: 1-50)	18	2	20	20
		54	6	60	60

MODES OF IN-SEMESTER ASSESSMENT   **(MARKS-40)**

- **Two Internal Examinations- 20 Marks**
- **Assignment/ Group Discussion/ Seminar presentation/Quizzes -20 Marks**

Suggested Reading :

M.R. Kale, Pancatantra of Visnusarman, MLBD, Delhi,

M.R. Kale, Hitopadesa of Narayana, MLBD, Delhi,

Hitopadesa Edited by Sri Narayan Ram Acarya, Rastriya Sanskrit Sansthan, New Delhi,

Sarma, Omprakash, *Canakyaniti* (Sanskrit Text with Hindi Translation), Vani Publications, 2013

Canakyaniti, (Assamese Translation) By Dr Aditi Boruah

SEMESTER-VIII , Paper-I

Title of the Course   :   **Acting**
Course Code   :   **DSE-1**
Nature of the Course :   DSE
Total Credits   :   **04**
Distribution of Marks: 60 (End Sem) + 40 (In-Sem)
Course Description: This course offers the theoretical aspects of acting, rules of acting etc.
Prerequisite: Interest in Acting

Course Objectives:
- Teaching the theoretical aspect of Acting
- To focus natural talent.
- Gain knowledge of the rules of presentation of *Abhinaya*
- Sharpening the dramatic talent of the students.

Course Outcome (CO) Intended Learning Outcome (ILO)
CO1   **Understand the Acting Skill**

ILO: Students will acquire the basic knowledge of Acting.

CO2   **Recognise different types of Character**

ILO: Students will able to identify Classify different types of character in acting.

CO3 **Understand *Abhinaya* and different types of *Abhinaya***

ILO: Students will able to understand acting and different types of acting.

CO4 **Develop the Creative skill**

ILO: Students will able to develop their creative skill.

Cognitive Mapping of Course Outcomes with Bloom's Taxonomy.

Cognitive Knowledge Dimension	Cognitive Process Dimension					
	Remember	Understand	Apply	Analysis	Evaluate	Create
Factual						
Conceptual		CO1,CO3,CO4,				
Procedural			CO2			CO4,
Mata cognitive						

- Mapping of Course Outcomes with Progromme Outcomes:

PO/CO	CO1	CO2	CO3	CO4
PO1	S	S	S	S
PO2	M	L	M	M
PO3	M	M	M	S
PO4	M	M	M	M
PO5	S	M	M	S
PO6	M	S	M	S
PO7	L	L	L	M

(S-Strong, M-Medium, L-Low)

UNIT	Topic	Lecture	Tutorial	Total	Allotted Marks
I	Acting (Abhinaya) a. Persons competent for presentation (acting) : *kuśala* (skilful), *vidagdha* (learned), *pragalbha* (bold in speech), *jitaśramī* (inured to hard-work) . b. *Lokadharmī and Nāṭyadharmī Abhinaya* c. *Nāṭya-prayoktā-gaṇa* (members of theatrical group) : *sūtradhāra* (director), *nāṭyakāra* (playwrighter), *naṭa* (actor) *kuśīlava*(musician), *bharata, nartaka (dancer),* *vidūṣaka* (jester) etc.	13	2	15	15
II	(i.) Assignment of role :	12	3	15	15

	a. general principles of distribution b. role of minor characters c. role of women characters d. special cases of assigning of role (ii.) kinds of roles: *anurūpa* (natural), *virūpa* (unnatural), *rūpānusariṇī* (imitative)				
III	Definition of abhinaya and its types: a. *Āṅgika* (gestures): *aṅga, upāṅga and pratyaṅga* b. *Vācika*(oral): *svara, sthāna, varṇa, kāku, bhāṣā* . c. *Sāttvika* (representation of the Involuntary gestures) d. *Āhārya: pusta, alaṅkāra, aṅgaracanā, sañjiva* (dresses and make-up)	13	3	16	15
IV	**Practical**	-	14 (Prctical)	14	15
		38	22	60	60

MODES OF IN-SEMESTER ASSESSMENT   **(MARKS-40)**

- **Two Internal Examinations - 20 Marks**
- **Assignment/ Group Discussion/ Seminar presentation/Quizzes -20 Marks**

Suggested Reading :

Ghosh, M.M.: *Nāṭyaśāstra of Bharatamuni*.

M.M. Ghosh, *Nāṭyśāstra of Bharatamuni*, vol-1, Manisha Granthalaya, Calcutta, 1967. Hass, *The Daśarūpaka : A Treatise on Hindu Dramaturgy*,

Adyarangachrya, *Introduction to Bharata's Nāṭyaśātra,* Popular Prakashan Bombay, 1966.

Dwivedi, Hajari Prashad, *Natyasastra ki Bharatiya Parampara Aur Dasharupa*, Rajkamal Publication, Delhi1963

Tripathi, Radhavallabha, *Bharatiya Natyasastra ki Parampara Aur Vishwa Rangamanca*, Pratibha Prakashan, Delhi1999

Jha, Sitaram, *Natak Aur Rangmanca*, Bihar Rastrabhasa Parishad, Patna,1981

Tripathi, Radhavallabha, *Bharatiya Natyaswarup aur parampara*, Harsimha Gaur University, Sagar,1988

Gairola, Vasaspati, *Bharatiya Natyaparampara aur Abhinayadarpana*, Ilahabad , 1967

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SEMESTER-VIII , Paper-II

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Title of the Course   :   **Script Writting**

Course Code   :   **DSE-2**

Nature of the Course :   DSE
Total Credits   :   04
Distribution of Marks: 60 (End Sem) + 40 (In-Sem)
Course Description: This course offers theoretical and practical aspects of Script writing, plot selection, rules of script writing etc.
Prerequisite : Interest in creative writing
Course Objectives:
- Teaching the theoretical aspect of Script writing
- To focus natural talent.
- Gain knowledge of the rules of presentation of dramatic composition (script writing)
- Sharpening the dramatic talent of the students.

Course Outcome (CO) Intended Learning Outcome (ILO)

CO1 **Understand Script writing Skill**

ILO: Students will acquire the basic knowledge of Script writing.

CO2 **Recognise the plot of Script**

ILO: Students will able to identify the plot of script and classify the plot divisions.

CO3 **Understand the rules of presentation of dramatic composition**
    (Script writing)

ILO: Students will able to understand the rules of presentation of dramatic composition.

CO4 **Understand the dialogue writing skill**

ILO: Students will able to achieve the dialogue writing skill

CO5 **Develop the Creative writing skill**

ILO: Students will able to develop their creative writing skill.

Cognitive Mapping of Course Outcomes with Bloom's Taxonomy.

Cognitive Knowledge Dimension	Cognitive Process Dimension					
	Remember	Understand	Apply	Analysis	Evaluate	Create
Factual						
Conceptual		CO1,CO3,CO4,				
Procedural			CO2			CO4,CO5
Mata cognitive			CO5			

Mapping of Course Outcomes with Progromme Outcomes:

PO/CO	CO1	CO2	CO3	CO4	CO5
PO1	S	S	S	S	S
PO2	M	L	M	M	M
PO3	M	M	M	S	M
PO4	M	M	M	M	M
PO5	S	M	M	S	M
PO6	M	S	M	S	S
PO7	L	L	L	L	M

(S-Strong, M-Medium, L-Low)

UNIT	Topic	Lecture	Tutorial	Total	Allotted

					Marks
I	Types of dramatic production: *sukumāra* (delicate), *āviddha* (energetic). Nature of plot (*vastu*): *Ādhikārika* (principal), *Prāsaṅgika* (subsidiary), *Dṛsya* (presentable), *Sūchya* (restricted scenes).	13	2	15	15
II	Division of Plot a. Source of plot: *Prakhyāta* (legendary), *Utpādya* (invented), *Miśra* (mixed); b. Objectives of plot- *Kārya* (*dharma*, *artha*, *kāma*); c. Elements of plot- Five kinds of *Arthaprakṛtis* (caustations), *Kāryāvasthā* (stages of the action of actor); *Sandhis* (junctures) and their sub-divisions (segments) d. Five kinds of *Arthopakṣepaka* (interludes);	13	2	15	15
III	Dialogue writing: kinds of *saṁvāda* (dialogue) a. *Sarvaśrāvya* or *Prakāśa* (aloud) b. A*śrāvya* or *Svagata* (aside) c. *Niyataśrāvya* : *Janāntika* (personal address), *Apavārita* (confidential) d. *Ākāśabhāṣita* (conversation with imaginary person).	14	1	15	15
IV	a. Duration of play b. Three Unities : Time, Actions and place. c. Starting of a play : *Pūrvaraṅga –Raṅgadvāra, Nāndī, Prastāvanā, Prarocanā.* d. Analysis of acting , plot and dialogue in the context of *Abhijñānaśākuntalam.*	14	1	15	15
		54	6	60	60

MODES OF IN-SEMESTER ASSESSMENT   **(MARKS-40)**

- **Two Internal Examinations - 20 Marks**
- **Assignment/ Group Discussion/ Seminar presentation/Quizzes -20 Marks**

Suggested Reading :

Ghosh, M.M.: *Nāṭyaśāstra of Bharatamuni*.

M.M. Ghosh, *Nāṭyśāstra of Bharatamuni*, vol-1, Manisha Granthalaya, Calcutta, 1967. Hass, *The Daśarūpaka : A Treatise on Hindu Dramaturgy*,

Adyarangachrya, *Introduction to Bharata's Nāṭyaśātra,* Popular Prakashan Bombay, 1966.

Dwivedi, Hajari Prashad, *Natyasastra ki Bharatiya Parampara Aur Dasharupa*, Rajkamal Publication, Delhi1963

Tripathi, Radhavallabha, *Bharatiya Natyasastra ki Parampara Aur Vishwa Rangamanca*, Pratibha Prakashan, Delhi1999

Jha, Sitaram, *Natak Aur Rangmanca*, Bihar Rastrabhasa Parishad, Patna, 1981

Tripathi, Radhavallabha, *Bharatiya Natyaswarup aur parampara*, Harsimha Gaur University, Sagar,1988

Gairola, Vasaspati, *Bharatiya Natyaparampara aur*