

**LEARNING OUTCOME BASED
CURRICULUM
LOCF
FOR
UNDER GRADUATE
COTTON UniversityGuwahati**

PROPOSED SCHEME FOR CHOICE BASED CREDIT

SYSTEM IN B.A (Honors) IN SANSKRIT

Semester	CORE COURSE (14)	Ability Enhancement Compulsory course(AECC) (2)	Skill Enhancement course	Elective Discipline Specific DSE(4)	Elective: Generic (GE) (4)
i	SAN-SAN101C	ENG 1xxAEC/ ASM 1XXAEC			SAN103GE
	SAN-SAN102C				
ii	SAN-SAN201C	ENV 2XXAEC			SAN203GE
	SAN-SAN202C				
iii	SAN-SAN301C		SAN-305SEC1		SAN304GE
	SAN-SAN302C				
	SAN-SAN303C				
iv	SAN-SAN401C		SAN-405SEC1		SAN404GE
	SAN-SAN402C				
	SAN-SAN403C				
v	SAN-SAN-501C			SAN-5XXC	
	SAN-SAN-502C			SAN-5YYC	
vi	SAN-SAN601C			SAN-6XXC	
	SAN-SAN602C			SAN-6YYC	

**Scheme of Romanization of Devanagari Script (International
Alphabet for Sanskrit Transliteration (IAST))**

a	ā	i	ī	u
ū	ṛ	ṛ	ḷ	e
ai	o	au	m/ṁ	h
k	kh	g	gh	ñ
c	ch	j	jh	ñ
ṭ	ṭh	d	dh	ṇ
t	th	d	dh	n
p	ph	b	bh	m
y	r	l	v	
s	ś	ṣ	h	
kṣ	jñ	śr		

Core Papers (14)
B.A. (Hons) Sanskrit

Semester: I

C-1 Classical Sanskrit Literature (poetry)	C-2 Critical Survey of Sanskrit Literature
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Semester: II

C-3 Classical Sanskrit Literature (prose)	C-4 Self-Management in the Gita
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Semester: III

C-5 Classical Sanskrit Literature (Drama)	C-6 Poetics and Literary Criticism	C-7 Indian Social Institutions and Polity
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Semester: IV

C-8 Indian Epigraphy, palaeography and Chronology	C-9 Modern Sanskrit Literature	C-10 Sanskrit and World Literature
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Semester: V

C-11 Vedic Literature	C-12 Sanskrit Grammar
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Semester: VI

C-13 Indian Ontology And Epistemology	C-14 Sanskrit Composition and Communication
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DETAIL OF CORE COURSES FOR SANSKRIT

C-1

Classical Sanskrit Literature (Poetry)

Credit: 6

[A] Prescribed Course:		Full Marks: 70
Unit I	Raghuvamśam: Canto-I (Verse:1-25)	15
Unit II	Kumārasambhavam: Canto-V (Verse: 1-30)	15
Unit III	Kirātārjunīyam – Canto I (1-25 Verse)	10
Unit IV	Nīśatakam (1-20 Verses, 1 st two paddhatis) M.R. Kale Edition.	10
Unit V	Origin and Development of Mahākāvya and Gītikāvya	20

[B] Course Objectives:

This course aims to get students acquainted with classical Sanskrit Poetry. It intends to give an understanding literature, through which students will be able to appreciate the development of Sanskrit Literature. The course also seeks to help students to negotiate text independently.

[C] Course Learning Outcome:

After completion of this course the students

- will understand the structural patterns of Sanskrit poetical composition.
- will be able to appreciate the styles and thoughts of individual poet focusing on the poetical, cultural and historical aspects of their words.

[D] Unit-wise Division:

Unit I

Raghuvaṁśam: Canto-I (Verse: 1-25)

Raghuvaṁśam: Introduction (Author and Text), Appropriateness of title, Canto I, 1-10 Grammatical Analysis, Meaning/translation, Explanation, Content Analysis, Characteristics of Raghu Clan.

Raghuvaṁśam: Canto-I (Verses 11-25) grammatical analysis, Meaning/translation, Explanation, Role of Dilīpa in the welfare of subjects.

Unit II

Kumārasambhavam: Canto-V (Verses: 1-30)

Kumārasambhavam: Introduction (Author and Text), Appropriateness of title, Background of given contents.

Text Reading Canto I Verses 1-15, (Grammatical analysis, Translation, and Explanation), Poetic excellence and Plot. Kumārasambhavam : Text Reading Canto I Verses 16-30 (Grammatical Analysis, translation, Explanation), Penance of Pārvati, Poetic excellence, Plot.

Unit III

Kirātārjunīyam – Canto I (1-25 Verses)

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

Kirātārjunīyam; Verses 17-25, Grammatical analysis, Translation, Explanation, Poetic excellence, thematic analysis.

Unit IV

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

Edition

Nītiśatakam: Verses (1-10) Grammatical analysis translation, Exaplanation. Nītiśatakam; Verses (11-20) Grammatical analysis Translation, explanation, thematic analysis Bhartṛharis comments On society.

Unit V

Origin and Development of Mahākāvya and Gītikāvya

Origin and development of differenct types of Māhakāvya with special reference to Aśvaghoṣa, Kālidāsa, Bhāravi, Māgha, Bhaṭṭi, Śriharṣa. Origin & Development of Sanskrit gītikāvya With special reference to Kālidāsa, Bilhaṇa, Jayadeva, Amarūka, Bhartṛhari and their works.

Suggested Books/Rreading:

1. C.R. Devadhar (Ed), Raghuvamśam of Kālidāsa, MLBD. Delhi.
2. M.R. Kale (Ed), Raghuvamśam of Kālidāsa, MLBD, Delhi.
3. Gopal Raghunath Nandargikar (ED), Raghuvamśam of Kālidāsa, MLBD, Delhi.
4. M.R. Kale (Ed), Kumārasambhavam, MLBD, Delhi
5. M.R. Kale (Ed), Kirātārjunīyam of MLBD, Delhi.
6. M.R. Kale (Ed), Nītiśatakam of Bhāravi, MLBD, Delhi.
7. Mirashi, V.V. : Kālidāsa, Popular Publication, Mumbai.
8. Keith, A.B.: History of Sanskrit Literature, MLBD, Delhi.
9. Krishnamachariar: History of Classical Sanskrit Literature, MLBD, Delhi.
10. Gaurinath Shastri: A Concise History of Sanskrit Literature MLBD, Delhi.
11. Winternitz, Maurice: History of Indian Literature (Vol. I-III), Also Hindi Translation, MLBD, Delhi

C-2

Critical Survey of Sanskrit Literature

Credit: 6

[A] Prescribed Course:

Full Marks : 70

Unit I	Vedic Literature	15
Unit II	Rāmāyaṇa	10
Unit III	Mahābhārata	10
Unit IV	Purāṇas	15
Unit V	General Introduction to Vyākaraṇa, Darśaṇa And Sāhityaśāstra	20

[B] Course Objectives:

This course aims to get students acquainted with the journey of Sanskrit literature from Vedic literature to purāṇa. It also intends to give an outline of different shastric tradition, through which Students will be able to know the different genres of Sanskrit Literature and Śāstras.

[C] Course Learning Outcome:

After completion of this course the students

- will develop a fair idea of the work of great Sanskrit Seers.
- will be able to improve their knowledge about philosophy, socio-religious life, polity as depicted in the prescribed areas of study.

[D] Unit- wise Division

Unit I

Vedic Literature

Samāhitā (Ṛk, Yajuh, Sāma, Atharva) Time, subject- matter, religion & Philosophy, social life.Brāhmaṇa, Āraṇyaka,Upaniṣad, Vedāṅga (Brihe Introduction)

Unit II

Rāmāyaṇa

Rāmāyaṇa: Time, subject-matter, Rāmāyaṇa as an Ādikāvya. Rāmāyaṇa as a Source Text and its Cultural Importance.

Unit III

Mahābhārata

Mahābhārata and its Time, Development, Mahābhārata Encyclopaedic nature, as a Source ,Text, Cultural Importance.

Unit IV

Purāṇas

Purāṇas: Subject matter, Characteristics, Purāṇas Social, Cultural and Historical Importance with special reference to the New Kalikāpurāṇa.

Unit V

General Introduction to Vyākaraṇa, Darśana and Sāhityaśāstra

General Introduction to Vyākaraṇa, Brief History of Vyākaraṇaśāstra. General Introduction to Darśana- Major schools of Indian Philosophy Cārvāka, Bauddha, Jaina, Sāṃkhya- yoga, Nyāya- Vaiśeṣika, Purva- mīmāṃsā And Uttara mīmāṃsā. General Introduction to Poetics: Six major schools of Indian Poetics- Rasa, Alamkāra, Rīti, Dhvani, Vakrokti and Aucitya.

Suggested Books/Readings:

1. A.B. Keith, History of Sanskrit Literature, also Hindi translation, MLBD, Delhi.
2. M. Krishnamachariar, History of Classical Sanskrit Literature, MLBD, Delhi.
3. Gaurinath Shastri, A Concise History of Sanskrit Literature, MLBD, Delhi.
4. Maurice Winternitz , Indian Literature (Vol. I-III), also Hindi Translation, MLBD, Delhi.

C-3

Classical Sanskrit Literature (Prose)

Total Credits 6

[A] Prescribed Course:

Full Marks: 70

Unit I	Śukanāśopadeśa (Ed. Prahlād Kumar)	20
Unit II	Viśrutacaritam Upto 15th Para	20
Unit III	Origin and development of prose, important prose romances and fables	30

[B] Course Objectives:

This course aims to acquaint students with Classical Sanskrit Prose literature. Origin and development of prose, romances and fables. Sanskrit is also included here for students to get acquainted with the beginnings of Sanskrit Prose literature. The course seeks to help independently.

[C] Course Learning Outcome:

After completion of this course the students

-will enable to familiarize with some leading classical prose works and individual literary styles of their authors.

-will be exposed to the social-cultural conditions of the Indian society as reflected in the prescribed text.

[D] Unit-Wise Division:

Unit I

Śukanāśopadeśa (Ed. Prahlād Kumar)

Introduction – Author /text, text up to page 116 of Prahlād Kumar Up to the end of Text.Society, Āyurveda and political thoughts depicted in

Śukanāsopadeśa, logical meaning and application of sayings like: Bāṇocchistaṁ, Pancānanah Bāṇah, Vāṇī Bāṇo Babhuva etc.

Unit II

Viśrutacartaim Upto 15th Para

Para 1 to 10 – Introduction – Author, Text, Text reading (Grammar, Translation, and Explanation), Poetic excellence, plot, timing of Action. Para 11 to 15 – Text reading (Grammar, Translation, and Explanation), Poetic excellence, Plot, Timing of Action. Society, language and style of Daṇḍī. Exposition of saying “Daṇḍīdīnah padalātiyam,” “Kavirdaṇḍī Kavirdaṇḍī na śaṁsayah”.

Unit III

Origin and development of prose, important romances and fables

Origin and development of prose, important prose romance and fables

(i) Subandhu, Daṇḍī, Baṇā, Ambikādatta Vyāsa. (ii) Pañcatantra, Hitopadeśa, Vetālapañcaviṁśatikā, Simhāsanadvātrimśīka, Puruṣaparīkṣā, Śukasaptati

Suggested Books/Readings:

1. Prahlad Kumar, Śkanāsoṣopadeśa, Meharchand Laksmandas, Delhi
2. Surendradeva, Viśārutacaritam, (Sahitya Bhandar Meerut)
3. A.B. Keith: History of Sanskrit Literature, also Hindi translation, MLBD, Delhi.
4. M. Krishnamachariar: History of Classical Sanskrit Literature, MLBD, Delhi.
5. Gaurinath Shastri: A Concise History of Sanskrit Literature, MLBD, Delhi.
6. Maurice Winternitz: Ancient Indian Literature (Vol. I-III), also Hindi Translation, MLBD, Delhi.

7. Prabhat Ch. Sarma, Kāīdambarī, Translation into Assamese, ABILAC, Guwahati, Assam, 2000

C-4

Self Management in the Gītā

Total Credits 6

[A] Prescribed Course:		FullMarks: 70
Unit I	Gītā: Cognitive and emotive apparatus	20
Unit II	Gītā: Controlling the mind	25
Unit III	Gītā: Self management through devotion	25

[B] Course Objectives:

This objective of this course is to study the philosophy of self-management in the Gītā. The course seeks to help students negotiate the text independently without referring to the traditional commentaries so as to enable them to experience the richness of the text.

[C] Course Learning Outcome:

After completion of this course the students

-will learn to read the Gītā as multipolar text which is open to several alternative interpretation.

-will equip the practical skills to negotiate. Conflict and emotion disturbance and define and pursue.

[D] Unit-Wise Division:

Unit I

Gītā: Cognitive and emotive apparatus

Hierarchy of indriya, manas, buddhi and ātman III. 42; XV. 7. Role of the ātman – XV . 7; XV . 9 Mind as a product of prakṛti VII. 4. Properties of three guṇas and their impact on the mind – XIII. 5-6; XIV. 5-8, 11-13; XIV.17

Unit II

Gītā: Controlling the mind

Confusion and conflict: Nature of conflict I.1; IV. 16; I.45; II.6. Casual factors – Ignorance- II.41; Indriya –II.60, Mind – II.67; Rajoguṇa-III.36-39; XVI.21; Weakness of Mind-II.3;IV.5. Means of controlling the mind -Meditation – difficulties-VI.34-35; procedure VI.11-14

Balanced life- III.8; VI.16-17, Diet control- XVII. 8-10, Physical and mental discipline- XVII. 14-19, VI.36.

Means of conflict resolution

Importance of knowledge – II.52; IV. 38-39; IV . 42. Clarity of buddhi- XVIII. 30-32 Process of decision making – XVIII.63. Control over senses – II.59, 64. Surrender of kartṛbhāva – XVIII . 13 -16; V.8-9. Desirelessness- II.48; II.55

Unit III

Gītā : Self management through devotion

Surrender of ego – II.7; IX.27; VIII.7; XI.55; II.47. Abandoning frivolous debates – VII.21, IV.11; IX.26. Acquisition of moral qualities – XII.11; XII.13-19

Suggested Books/Reading:

1. Śrimadbhāgavadgītā – English commentary by Jayadayal Goyandka, Tattivavivecini GītāPress, Gorakhpur,1997.
2. Śrimadbhāgavadgītārahasya – The Hindu Philosophy of life, Ethics and or Karmayogaśāstra Religion, Original Sanskrit Stanzas with English Translation, Bal Gangadhar Tilak & Balchandra Sitaram Sukthankar, J.S. Tilak & S.S. Tilak, 1965.
3. Śrimadbhāgavadgītā- A Guide to Daily Living, English translation and notes by Pushpa Anand, Arpana Publication, 2000.
4. Śrimadbhāgavadgītā– The Scripture of Mankind, text in Devanagari with transliteration in English and notes by Swami Tapasyananda, Sri Ramakrishna Math, 1984
5. Chinmayananda – The Art of Man Making (114 short talks on the Bhāgavadgītā), Central Chinmaya Mission Trust , Bombay, 1991.
6. Pancharukhi, V.R. – Managing One – self (Śrimadbhāgagītā: Theory and Parctice), R.S. Pancharukhi Indological Research Centre , New Delhi & Amar Grantha Publication, Delhi, 2001
7. Sri Aurobindo – Essays on the Gītā, Sri Aurobindo Ashram, a. Pondicherry, 1987.
8. Srinivasan, N.K. – Essence of Śrimadbhāgavadgītā: Health &Fitness (commentary on selected verses), Pustak Mahal, Delhi, 2006.
9. Bhattacharjya Sudeshna, The Śrimadbhāgavadgītā- Its Importance in Modern World, Surabharati Vol.XII, 2011- 12, deptt. Of Sanskrit , GU
10. Gītā Bhumika Aru Bharatiya Sanskritir Bhatti, Translation by Sarma, Diganta Biswa, Nabasristi Prakasan, Guwahati
11. Gītārahasya Athba Karmayogaśāstra, Tilak Bal Gangadhar ,Translated by ,Kailash Nath Sarma, Published by Mrinalini Devi, Guwahati

C-5

Classical Sanskrit Literature (Drama)

Total Credits 6

[A] Prescribed Course:

Full Marks : 70

Unit I	Svapnavāsavadattam- Bhāsa Act I & VI	15
Unit II	Abhijñānaśakuntalam- Kālidāsa Act I & IV	20
Unit III	Mudrārākṣasam- Viśākhadatta I, II & III	15
Unit IV	Critical survey of Sanskrit Drama	20

[B] Course Objectives:

This course aims to acquaint students with three most famous dramas of Sanskrit literature which represent three stages in the growth of Sanskrit drama

[C] Course Learning Outcome:

After completion of this course the students

-will be aware about the beauty and richness of classical Sanskrit dramatic tradition.

-will enhance the ability for critical thinking on issues of culture, polity morality, religious etc as reflected in the prescribed text.

-will be aware of the formal structures of Sanskrit drama in the tradition of Bharata's Natyasastra.

[D] Unit Wise Division:

Unit I

Svapnavāsavadattan- Bhāsa Act I & Act VI

Svapnavāsavadattam: Act I Story, Meaning / Translation and Explanation.

Unique features of Bhāsa's style, Characterization, Importance of 1st and 6th Act, society, Norms Of Marriage, story of 'regains'. Bhaso hāsa

Unit II

Abhijñāśakuntalam – Kālidāsa Act I & Act IV

Abhijñāśākuntalam : Act I- (a) Introduction, Author, Explanation of terms like nāndi prastāvanā, sutradhāra, nati , viskambhaka, kancuki, Text Reading (Grammar, Translation, Explanation), poetic excellence, Plot, Timing of Action.

Personification Of nature, Language of Kālidāsa, in Upamālamkara purpose and design behind Abhijñāśakuntalam and Other problems relate to texts, Popular saying about Kālidāsa & Śakuntalam Abhijñāśakuntalam Act IV – Text Reading (Grammar, Translation, Explanation), Poetic excellence, Plot, Timing of Action.

Unit III

Mudrārāksasam – Act I, II & Act III

Mudrārāksasam : Act I – (a) Introduction, Author, Purpose and design behind Mudrārāksasa. Text Reading prescribed verses for translation and explanation- 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 14, 16, 18, 19, 21, 22, 24, 26, 27. (Grammar, Translation, Explanation), poetic excellence, Plot , Timing of Action. Mudrārāksasam: Act II – Prescribed verses for translation and explanation – 1, 3, 4, 5, 6, 7, 8, 9, 10, 13, 15, 16, 17, 18, 19, 22, and 23, Text

Reading (Grammar, Translation, Explanation), Poetic excellence, plot, timing of Action. Mudrārākṣasam: Act III – prescribed verses for translation and explanation- 1, 3, 4, 6, 12, 13, 14, 15, 16, 17, 20, 21, 22, 23, 24, 25, 26, 27, 29, 31, and 33. Text Reading (Grammar, Translation, Explanation), Poetic excellence, Plot, Timing of Action.)

Unit IV

Critical survey of Sanskrit Drama

Sanskrit Drama: Origin and Development, Nature of Nāṭaka, Some important dramatists and dramas: Bhāsa, Kālidāsa, Śudraka, Viśākhadatta, ŚrīHarṣa, Bhavabhuti, Bhaṭṭanārāyaṇa and their works.

Suggested Books/Reading:

1. C.R. Devadhar (Ed.), Abhijnānaśakuntalam, MLBD, Delhi.
2. M.R. Kale (Ed.), Abhijnānaśakuntalam, MLBD, Delhi.
3. Gajendra Gadakar (Ed.), Bose, Ramendramohan Abhijñānaśakuntalam, Modern Book Agency, 10 college, square, Calcutta.
4. M.R. Kale (Ed.), Svapnavāṅśavadattam, MLBD, Delhi
5. M.R. Kale (Ed.), Mudrārākṣasam, MLBD, Delhi.
6. K.T. Telang (Ed.), Mudrārākṣasam, Nag Publisher, Delhi.
7. Minakshi Dalal, Conflict in Sanskrit Drama, Somaiya Publication Pvt.Ltd.
8. Ratnamayi Dikshit, Woman in Sanskrit Dramas, Meherchand Lachman Das, Delhi.
9. A.B. Keith, Sanskrit Drama, Oxford University Press London, 1970
10. Minakshi Dalal, Conflict in Sanskrit Drama, Somaiya Publication Pvt.Ltd.
11. G.K. Bhat, Sanskrit Drama, Karnataka University Press, Dharwar 1975
12. Henry W. Wells, Six Sanskrit Plays, Asia Publishing HOUSE, Bombay

C-6

Poetics and literary criticism

Total Credits 6

[A] Prescribed Course

Full Marks : 70

Unit I	Introduction to Sanskrit poetics	20
Unit II	Forms of Kāvya- Literature	10
Unit III	Sabda- sakti (power of word) and Kāvya doṣa	20
Unit IV	Alaṃkāra(figures of speech and chandas metre)	20

[B] Course Objectives:

The study of sāhiyaśāstra (Sanskrit Poetics) embraces all poetic arts and includes concept like alaṃkāra, rasa, rīti, vakrokti, dhvani, aucitya etc. The entire domain of Sanskrit poetics has flourished with the topics such as definition of poetry and division, functions of word and meaning, theory of rasa and alaṃkāra (figures of speech) and chandas (metre), etc. This develops capacity for creative writing and literary appreciation.

[C] Course Learning Outcome:

After completion of this course the students

-will aware of with the skills to asses the merits and demerits of works on poetry, prose and drama.

-will be able to recognize the various genres of poetry, appreciate the objective of poetry and also analyse the structure of a work in terms of the essential ingredients of poetry as propounded.

[D] Unit – Wise Division:

Unit I

Introduction to Sanskrit Poetics

Introduction to poetics: Origin and Development of Sanskrit poetics, its various names-Kriyākalpa, alaokaraśāstra, sāhityaśāstra, saundryaśāstra. Definition (lakṣanā), objectives (prayojana) and causes (hetu) of poetry. (according to kāvyaprakāśa)

Unit II

Forms of Kāvya-Literature

Forms of poetry: dṛśya, śravya, miśra, (campu) (according to Sāhityadarpaṇa) Mahākāvya, khaṇḍakāvya, gadya-kāvya: kathā ākhyayikā (according to Sāhityadarpaṇa)

Unit III

Śabda- śakti and Kāvya-doṣa

Power/Function of word meaning (according to Kāvya-prakāśa). Abhidhā (expression/ denotative meaning) lakṣanā (indication/indicative meaning) and vyanjanā (suggestion/suggestive meaning). Kāvya-doṣa from Śāhityadarpaṇa.

Unit IV

Figures of speech and Metre

Figure of speech-anuprāsa, yamaka, śleṣa, upamā, rupaka, sandeha, bhrāntimān, apahnuti, utpreksā, atīśayokti, tulyayogitā, dipaka, dṛstānta, nidarśanā, vyatireka, samāsokti, svabhāvokti, sandeha, bhrāntimān, apahnuti, utpreksā Aprastutaprasamsā, arthāntaranyāsa, kāvyalinga, vibhāvanā. Metres-

anustup, āryā, indravajrā, upendravajrā, drutavilambita, upajāti, vasantilaka, mālini, mandākrāntā, sikharini śārdulavikridita, śragdharā.

Recommended Books/Readings:

1. Alankara according to Sāhityadarpaṇa (Ch.X) and metres according to prescribe texts of poetry and drama.
2. Dwivedi R.C, The Light : Motilal Banarsidas, Delhi.1967.
3. Kane P.V., History of Sanskrit Poetics pp.352-991,
4. Kane, P.V., 1961, History of Sanskrit Poetics and its Hindi translation byIndrachandra Shastri, Motilal Banarasidas, Delhi.
5. Kāvya prakāśa, karakas 4/27,28 with explanatory notes.
6. Ray , Sharad Ranjan, Sāhityadarpaṇa; Visvanatha, (Ch I, VI &X) with Eng. Exposition, Delhi.
7. Sāhityadarpaṇa: (Ch. VI), Karika 6/1,2,313,-37

C-7

Indian Social Institution and Polity

Total Credits 6

[A] Prescribed Course:		Full Marks : 70
Unit I	Indian Social Institutions: Nature and Concepts	15
Unit II	Structure of Society and Value of Life	20
Unit III	Indian Polity: Origin and Development	15
Unit IV	Cardinal Theories and Thinkers of Indian Polity	20

[B] Course Objectives :

Social institution and Indian Polity have been highlighted in Dharma- sastra literature. The aim of this course is to make the students acquainted with various aspects of Social institution and Indian polity as propounded in the ancient Sanskrit texts such as Samāhitās, Mahābhārata, Purāṇa, Kautily's Arthaśāstra and other works known as Nitiśāstra.

[C] Course Learning Outcome:

After completion of this course the students

-will be able to connect the theoretical model propounded by the prescribed texts in the forms of saptanga theory, sadguna theories and mandala theories with contemporary governance issues.

-will be able to see Dharma as dynamic institution.

-will free from the traces of fundamentalism and they should become more open minded and liberal. Learning and developing a critical approach about the

institutions of caste and women's issues will make the participants sensitive to discriminating practices.

[D] Unit-Wise Division:

Unit I

Indian Social Institutions: Nature and Concepts

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

Social Institution and Dharmaśāstra Literature:

Dharmaśāstra as a special branch of studies of Social Institution, sources of Dharma (Manusmṛti, 2, 12; Yajñavalkyasmṛti, 1.7). Different kinds of Dharma in the sense of Social Ethics Manusmṛti, 10, 63; Viṣṇupurāṇa 2.16-17); Six kinds of Dharma in the sense of Duties (Mitakṣarātikāon Yajñavalkyasmṛti, 1.1). Tenfold Dharma as Ethical Qualities (manusmṛti, 6.92); Fourteen-Dharmasthāns (Yajñavalkyasmṛti,)

Unit II

Structure of Society and Values of Life

Varṇa – System and Caste System : Four – fold division of Varṇa System, (Ṛgveda, 10.90.12), Mahābhārata, Śāntiparva, 72.3-8); Division of Varṇa according to Guṇa and Karma (Bhāgavadgītā, 4.13, 18.41 – 44). Origin of Caste – system form Inter – caste Marriages (Mahābhārata, Anuśānaparva, 48.3-11);

Emergence of non – Aryan tribes in Varṇa- system (Mahābhārata, Śāntiparva, 65.13-22). Social rules for up-gradation and down –gradation of Caste System (Apastambadharmasutra, 2.5.11.10-11, Baudghayanadharmasutra, 1.8.16.13-14, Manusmṛti, 10,64, Yajñavalkyasmṛti, 1.96) Position of Woman in the Life: Brief survey of position of woman in different stages of Society. Social Values of Life: Social Relevance of Indian life style with special reference to Sixteen Saṃskāras. Four aims of life ‘Puruṣārtha Catuṣṭaya’ -1. Dharma, 2. Artha, 3. Kāma, 4, Mokṣa. Four Āśramas- 1. Brahmācārya, 2. Grhāstha, Vānaprastha, 4. Sānnyāsa

Unit III

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 period (Ṛgveda, 10.173;10.174; Atharvaveda, 3.4.2; 6.87.1-2). Parliamentary Institutions : ‘Sabha, Samiti’ and ‘Vidatha’ in Vedic period (Atharvaveda, 7.12.1;12.1.6; Ṛgveda, 10.85.26); king- maker ‘Rajakartarah’ Council in Atharvaveda (3.5.6-7), Council of ‘Ratnis’ in Śatapathabrāhmaṇa (5.2.5.1) Coronation Ceremony of Samrat in Śatapathabrāhmaṇa (51.1.8-13;9.4.1.1-5) Republic States in the Buddhist Period Anguttaranikaya, 1.213;4.252,256)(Arthasāstra, 1.13 : ‘matsyanyabhibhuth’ to ‘yo’ asmanagopayatit i’); Essential Qualities of King (Arthasāstra, 6.1.16-18: ‘sampadayatyasampannah’ to ‘jayatyeva nahiyate’); State Politics ‘Rājadharmā’ (Mahābhārata Śāntiparva, 120.1-15; Manusmṛti, 7.1-15; Śukraniti, 1.1-15); Constituent Elements of Jain Polity in Nitivakyamṛta of Somadeva Suri, (Daṇḍaniti- samuddesa, 9.1.18 and Janapada- samuddesa, 19.1.10). Relevance of Gandhian Thought in Modern Period with special reference to ‘Satyagraha’ Philosophy (satyagrahagita of Pandita Ksamarava and ‘Gandhi Gita’, 5.1-25 of Prof. Indra)

Unit IV

Cardinal Theories and Thinkers of Indian Polity

Cardinal Theories of Indian Polity: 'saptānga' Theory of State: 1. Svami, 2. Amatya, 3. Janapada 4. Pura 5. Koṣṇa, 6. Daṇḍa and Mitra (Arthasāstra, 6.1. Mahābhārata, Sāntiparva, 1.61-62). 'Mandala' Theory of Inter – state Relations: 1. Ari, 2. Mitra, 3. Ari-mitra, 4. Mitra- mitra, 5. Ari-mitra-mitra; 'Sadgunya' Policy of War and Peace :SANDHI, 2. Vighraha, 3. Yāna, 4. Asana, 5. Samsraya 6. Dvaidhibhava. 'CaturvidhaUpaya' for Balancing the power of State : 1. Sāma 2. Dāma, 3. Daṇḍa, 4. Bheda; Three Types of State Power Śakti: 1. Prabhu- śakti, 2. Mantra-śakti, 3. Utsahaā, Somadevasuri, Mahatma Gandhi.

Recommended Books/Readings:

1. Apastambadharmasūtra –(Trans.), Buhler, George, The Sacred Laws of the Aryas. SBE Vol. 2, part 1, 1879
2. Arthasāstra of Kautilya – (Ed.) Kangale, R.P Delhi, Motilal Banarasidas 1965
3. Atharvavedasamhitā – (Trans) R.T.H. Griffith, Banaras, 1896-97, rept. (2 Vols) 1968.
4. Baudhayanadharmasūtra – (Ed.) Umesha Chandra Pandey, Chowkhamba Sanskrit Series Office, Varanasi, 1972.
5. Mahābhārata (7 Vols) – (Eng. Tr.) H.P. Shastri, London, 1952-59.
6. Manu's Code of Law – (Ed. & Trans.) : Olivelle, P. (A CRITICAL Edition and Translation of the Manava- Dharmasāstra), OUP, New Delhi, 2006.
7. Rāmāyaṇa of Valmiki – (Eng. Tr) H.P. Shastri, London, 1952-59. (3 Vols)
8. Ṛgvedasamhitā(6 Vols) – (Eng.Tr.) H.H. WILSON, Bangalore Printing & Publishing Co. Bangalore, 1946
9. Śatapathabrāhmaṇa – (with Eng. Trans.) Jeet Ram Bhatt, Eastern (3Vols), Book Linkers, Delhi, 2009.

10. Viṣṇupurāṇa – (Eng. Tr.) H.H. Wilson, PunthiPustak, reprint, Calcutta, 1961.
11. Yājñavalkyaśmṛti with Mitākṣrā commentary – Chowkhamba Sanskrit Series Office, Varanasi, 1967
12. Anguttaranikaya (1-4 parts)
13. Digghanikaya (1-2 parts) – ed. J. Kashyap Vihari, 1958
14. Altekar, A.S – State and Government in Ancient India, Motilal Banarsidass, Delhi, 2001.
15. Altekar, A.S – The position of woman in Hindu Civilization, Delhi, 1965.
16. Belvalkar, S.K. – Mahābhārata : Śāntiparvam, 1954.
17. Bhandarkar, D.R. – Some Aspects of Ancient Indian Hindu Polity, Banaras Hindu University
18. Bharadwaj, Ramesh : Vajrasuci of Aśvaghoṣas (Varṇa-Jati through the Ages), Vidyanidhi, Delhi
19. Gharpure, J.R. – Teaching of Dharmaśāstra, Lucknow University, 1956.
20. Ghosal, U.N. – A History of Indian Political Ideas, Bombay, 1959.
21. Jayaswal, K.P. – Hindu Polity, Bangalore, 1967
22. Jha, M.N. – Modern Indian Political Thought, Meenakshi Parkashan, Meerut, Up.
23. Law, N.S. – Aspect of Ancient Indian Polity, Calcutta, 1960.
24. Maheshwari, S.R. – Local Government in India, Orient Longman, New Delhi,
25. Mehta, V.R. – Foundations of Indian Political Thought, Manohar Publisher, Delhi, 1999.
26. Pandey, G.C. – Jaina Polityical Thought, Jaipur Prakrit Bharti, 1984.
27. Prabhu, G.c.- Jaina Social Organisation, Popular Prakashan, Mumbai, 1998.

28. Prasad, Beni – Theory of Government in Ancient India, Allahabad, 1968.
29. Saletore, B.A. – Ancient India Political Ideas and Institutions, Bombay, 1963.
30. Sharma, R.S. – Aspects of Political Ideas and Institutions in Ancient India, Motilal Banarasidass, Delhi, 1996.
31. Sharma, S.L. – Smritis, A Philosophy Study, Eastern Book Linkers, Delhi, 2013
32. Singh, G.P. & Singh, S. Premananda – Kingship in Ancient India: Genesis and Growth, Akansha Publishing House, Delhi, 2000.
33. Sinha, K.N. – Sovereignty in Ancient India Polity, London, 1938.
34. Valavalkar, P.h. – Hindu Social Institution, Manglore, 1939

C-8

Indian Epigraphy, Paleography and Chronology

Total Credits 6

[A] prescribed Course :

Marks

Unit I Epigraphy

Unit II Paleography

Unit III Study of selected inscriptions

Unit IV Chronology

[B] Course Objectives:

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

[C] Course Learning Outcome:

After completion of this course the students

- will equip the necessary tools for the study of Indian through the ages.
- will learn ancient scripts and use their knowledges in studying more inscriptions later.
- will be able to read, collate and interpret inscriptions to reconstruct history.
- will be useful for students who are interested in pursuing advance study in archeology.

[D] Unit- Wise Division

Unit I

Epigraphy

Introduction to Epigraphy and Types of Inscriptions Importance of Indian Inscription in the reconstruction of Ancient History and Culture History of

Epigraphical Studies in India
History of Decipherment of Ancient India Scripts
(Contribution of Scholars in the field of epigraphy): Fleet, Cunningham, Prinsep,
Buhler, Ojha, D.C. Sircar.

Unit II

Paleography

Antiquity of the Art of Writing
Writing Materials, Inscribers and Library
Introduction to Ancient Indian Scripts.

Unit-III

Study of selected inscriptions
Aśoka's Giranara Rock Edict-IAśoka's Saranatha
Pillar Edict
Girnara Inscription of Rudradaman
Dubi Copper Plates of
Bhaskaravarman
Parbatiya Copper Plates of Vanamālavarmadeva

Unit IV

Chronology

General
Introduction to Ancient Indian Chronology
System of Dating Inscriptions
(Chronogramma)
Main Eras used in Inscription – Vikrama Era, Saka Era and Gupta
Era

Recommended Books/Readings

1. Mukanda Madhava Sharma, Inscriptions of Ancient Assam, Guwahati University, 1978
2. Select Inscriptions (Vol.I) – D.C. Sircar, Calcutta, 1965.
3. Dani, Ahmad Hasan: Indian Paleography, Oxford, 1963.
4. Pillai, Swami Kannu & K.S. Ramchandran: Indian Chronology (Solar, Lunar and Planetary) , Asian Educational Service, 2003.
5. Satyamurty, K.: Text Book of Indian Epigraphy, Lower price publication, Delhi, 1992

C-9

Modern Sanskrit Literature

Total 6

[A] Prescribed Course:	Full Marks: 70
Unit I Mahākāvya and Charitakāvya	20
Unit II GadyaKāvya and Rupaka	10
Unit III GītiKāvya and Other genres	25
Unit IV General Survey of Modern SanskritLiterature	15

[B] Course Objectives:

The purpose of this course is to expose students to the rich & profound tradition of modern creative writing in Sanskrit, enriched by new genres of writing.

[C] Course Learning Outcome:

After completion of this course the students
-will enable the students to appreciate the Mahakavya and Charitakavya, Gadyakavya, Rupaka, Gitikavya and other genres and General Survey of Modern Snaskrit Literature. It will create an awareness of the modern Sanskrit Literature.

[D] Unit- Wise division

Unit I

Mahākāvya and Charitakāvya

Sankaradeva carit of (Maheswar Hazarika) Chapter–5,
ManikancanamilanamSvatantryasambhavam (Revaprasada Dwivedi) Canto 2,
verses 1-45

Unit II

Gadya and Rupaka

Śataparvikā (Abhiraja Rajendra Mishra), Śārdulasakatam (Virendra Kumar Bhattacharya)

Unit III

Gītikāvya and Other genres

Ketakikāvya Taramga I , Stutiprasastimañjarī by Mukunda Madhava Sarma: Anundoram Barooah, Krishnakanta Handique, Sanakaradeva Harsdev Madhava Haiku – (Snanagrihe, vedana, Mrityuh 1, mrtyuh) 2; Khanuh; Shatavadhani R. Ganesh (kavi-visadah, varsavibhutih – selected (Verses))

Unit IV

General Survey

Pandit Kshma Rao, P.K. Narayana Pillai, S.B. Varnekar, Parmanad Shastri, Reva Prasad Dwivedi, Bhavadeva Bhagavati, Monoranjan Shastri, Biswanarayan Shastri, M.M. Sharma

Recommended Books/Readings

1. Joshi, K.R. & S.M. Ayachit 2 post Independence Sanskrit Literature, Nagpur, 1991.
2. Prajapati, Manibhai K. 2 post Independence Sanskrit Literature: A Critical survey, Patna, 2005.
3. Usha Satyavrat Sanskrit Dramas of the Twentieth Century, Mehar Chand Lachmandas, Delhi, 1987.
4. Dwivedi Rahas Bihari – Adunik Mahakvaya Samikshanam

5. Tripathi Radha Vallabh – Sanskrit Sahitya Beesaveen Shatabdi, 1999, Delhi
6. Musalgaonkar Kesava Rao – Adhunik Sanskrit Kavya Parampar, 2004
7. Naranga, S.P. – Kalidasa Punarnava,
8. Upadhyaya, Ramji – Adhunik Sanskrit Natak, Varanasi
9. Abhiraja Rajendra Mishra, Kalpavalli (samakalina samkrtavyasamkalanam, Sahitya Academy, 2013

C-10

Sanskrit and World Literature

Total Credits 6

[A] Prescribed Course:		FullMarks: 70
Unit I	Survey of Sanskrit Literature in the World	10
Unit II	Upaniṣads and Gītā in World Literature	10
Unit III	Sanskrit Fables in World Literature	10
Unit IV	Rāmāyaṇa and Mahābhārata in South East Asian Countries	15
Unit V	Kālidāsa's Literature in World Literature	10
Unit VI	Sanskrit Studies across the World	15

[B] Course Objectives:

This course is aimed to provide informing to students about the spread & influence of Sanskrit literature and culture through the ages in various parts of the world in medieval & Modern times.

[C] Course Learning Outcome:

After completion of this course the students

-will learn about the cultural contacts between India on the one hand and Europe, West Asia and South Asia on the other during different phases of history.

-will see how colonialism distorted India's achievements in knowledge production.

-will become aware of Indian European linguistic and cultural affinities, spread of Indian fables, the Upanisads, the Gita and Kalidasa works in the West.

-will be able to appreciate the close relation between Upanisads and Sufism.

-will study how Sanskrit literature has impacted India's cultural ties with South East Asian Countries.

[D] Unit-Wise Division:

Unit I

Survey of Sanskrit Literature in the world

Vedic cultural elements in ancient Eastern and Western societies. Presence of Sanskrit words and ideas in English language . (Wasteland by T.S. Eliot; Brahma by R.W. Emerson on leave of Grass and song of Myself by Walt Whitman. General survey of the Classical Sanskrit Literature in the Eastern and Western literature.

Unit II

Upaniṣad and Gītā in the West

Dara Shikoh's Persian Translation of Upaniṣads and their Influence on Sufism, Latin translation and its influence on Western thought Translation of Gītā in European languages and religiophilosophical thought of the west.

Unit III

Sanskrit Fables in World Literature

Translation of Pañcatantra in Eastern and Western Languages. Translation of Vetālapancavimsatikā, Simhāsanadvātrimsikā and Śukasaptati in Eastern Language and Art.

Unit IV

Rāmāyaṇa and Mahābhārata in South Eastern Asia

Rama kathā in south eastern countries Mahābhārata stories as depicted in folk cultures of S.E Asia

Unit V

Kālidāsa in the West

English and German translation of Kālidasa's writings and their influence on western literature and theatre.

Unit VI

Sanskrit Studies across the World

- i. Sanskrit study Centers in Asia
- ii. Sanskrit study Centers in Europe Sanskrit Study Centers in America

Recommended Books/Readings:

1. The Bhāgavad Gītā and the West: The Esoteric Significant of the Bhāgavad Gītā and Its Relation to the Epistles of Paul, by Rudolf Steiner, P. 43. Arisebharat.com/2011/10/22/impact-of-bhāgavad-gītā-on-west/
2. AWAKENING – Google Books Result.
3. Ben-Ami Scharfstein (1998), A Comparative History of World Philosophy: From the Upaniṣads to Kant, State University of New York Press, [ISBN 9780791436844](https://www.isbn-international.org/product/9780791436844), page 376.
4. Bhāgavad Gītā – World Religions
5. 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.
6. Banarji Suresh Chandar – 'Influence of Sanskrit outside India, A Companion to Sanskrit Literature, MLBD, 1971.
7. Excerpt from Wood's 2008 update of Kalila and Dimna- Fables of Friendship and Betrayal.
8. Falconer, Ion Keith (1885), Kalilah and Dimna or The Fables of Bidpai, Cambridge University Press, Amsterdam, 1970.
9. Hertel, Johannes (1908-15), The Pancatantra : a collection of ancient Hindu tales, in the recension called Pancakhyana, and dated 1199 A.D., OF THE Jaina

- monk,Purnabhadra, critically edited in the original Sanskrit, Harvard Oriental Series Volume 11,12 13, 14.
10. History of Sanskrit Literature, A Berriedale Keith, Motilal Banarsidas Publishers Pvt. Limited, India, 1993.
 11. History of the Miration of Pancatantra.
<http://en.wikipedia.org/wiki/Panchatantra>.
<https://books.google.co.in/books?isbn=8184002483>
 12. Ibn al- Muqaffa, Abd'allah, Calila e Dimna, Eds. Juan Manuel Cacho Blecua and Maria Jesus Lacarra, Madrid: Editorial Castalia, 1984.
 13. Ibn al- Muqaffa, Abdallah, Kalilah et Dimna, Ed.P.Louis Ceiko. 3 ed.Beirut: Imprimerie Catholique, 1947.
 14. Impact of Bhagavad Gita on West | Arise Bharat
 15. Influence of Bhagavad Gita – Wikipedia, the free encyclopedia
 16. Jacobs, Joseph (1888), The earliest English version o the Fables of Bidpai, London.
 17. James A. Hijiya, "The Gita of Robert Oppenheimer" Proceeding of the American Philosophcal Society, 144, no. 2 (Retrieved on 27 February 2011).
 18. Kasinath Panduranga Paraba, ed. (1896), The Pancatantra of Visnusarman,
 19. Tukaram Javaji,<http://books.google.com/-id=K71WAAAAYAAJ>-Google Books.
 20. Katchbull, Rev. Wyndham (1819), kalila and Dimna or The Fables of Bidpai, Oxford, (Translated frpm Silvestre de Stacy's laborious 1816 collation of different Arabic manuscripts)
 21. Mahulikar, Dr. Gauri, Effect of Rāmāyaṇa on Various Cultures and Civilisation, Rāmāyaṇa Institute.
 22. Mark B. Woodhouse (1978), Consciousness and Brāhman-Ātman. The Monist, Vol.61, No.1, Conceptions of the Self: East & West (January, 1978), pages 109-124.
 23. Neria H. Hebbber, Influence of Upaniṣads in the West, Boloji.com.Retrieved on : 2012-03-02.
 24. Olivelle, Patrick (2006), The Five Discoueses on Wordly Wisdom, Clay Sanskrit Library.
 25. Pañcatantra, <http://en.wikipedia.org/wiki/Pañcatrantra>, retried on Feb 1, 2008
 26. Pandit Guru Prasd Shastri(1935), Pañcatantra, with the commentary Abhinavarajalaxmi, Benares: Bhargava Pustakalaya.

27. Patrick Olivelle (2014), The Early Upaniṣads, Oxford University Press, ISBN 978-0195124354, page 12-14.
28. Rajan, Chandra (transl.) (1993), Viṣṇuśarma: The Pañcatantra, London :PenguinBooks, ISBN- 9780140455205- (reprint : 1995) (also form the North Western Family text.
29. Rohman, Todd (2009). "The Classical Period". In Watling, Gabrielle, Quay, Sara.
30. S Radhakrishnan, The Principal Upaniṣads George Allen&Co., 1951, pages 22, Reprinted as ISBN 978-8172231248
31. The Gītā of J. Robert Oppenheimer" by JAMES A.HIJIYA, Professor of History,University of Massachusetts Dartmouth (PDF file)
32. The Pañcatantra, Viṣṇuśarmā, translated form Sanskrit with an Introduction byChandra Rajan, Penguin Books, India,1993.
33. Valmiki's Rāmāyaṇa Illustrated with India miniatures form the 16th to the 19th Century 2012, Editions Diane de Selliers, ISBN 9782903656168
34. Video of London 2009 ICR Illustrated Lecture on the Westward Migration of Pañcatantra form India.
35. Viṣṇuśarmā, <http://en.wikipedia.org/wiki/VishnuSarmā>, retrived on Feb 1, 2008.
36. Wilkinson (1930), The Light of Canopus described by J V S Wilkinson, London: The studio.
37. Winternitz, M. Some Problems of India Literature – Munshiram Manoharlal, Delhi, 978.[www.comparativereligion.comGita.html](http://www.comparativereligion.com/Gita.html)
38. Biswas.M, Impact of Vedānta Philosophy on Mawlana Jalaluddin Rumi's Work,Surabharati, Deptt. of Sanskrit, G.U.Vol.12
39. Biswas M, Reflection of Upaniṣadic though in the Literature and Philosophical Works of Western Scholars, Vagiswari, Silchar
40. Bhattacharya, S. The Concept of Sufi vis-a-vis the Idea of the Favourit Devotee (priya Bhakta of the Śrimadbhāgavadgītā: the Lore Divine, m Prajna, Vol.XXIV, G.U.)

C-11

Vedic Literature

Total 6

[A] Prescribed Course:

Full Marks: 70

Unit I	Samhitā and Brāhmaṇa	30
Unit II	Vedic Grammar	20
Unit III	Muṇḍakopaniṣad	30

[B] Course Objectives:

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

[C] Course Learning Outcome:

- will be able to realize that ideas of Vedic Seers are based on philosophical, moral and scientific principles.
- will be able to know and achieve some higher attributes from Vedic heritage about our culture, morals and thoughts.
- will be able to communicate about some important Vedic verses with their meaning and teaching.
- will know about philosophical and psychological insight of our ancestors and can develop this learning further for the benefit of themselves in particular and society in general.

[D] Unit –Wise Division:

Unit I

Samhitā and Brāhmaṇa

Ṛgveda – Agni- 1.1, Usas- 3.61, Akṣa Sukta 10.34,

Yajurveda- Śivasamkalpa Sukta – 34.1-6

Atharvaveda – Sammanasyam- 3.30, Bhumi-12.1-12Śatapathabrāhmaṇa
(Manumatsyakathā)

Unit II

Vedic Grammar

Declensions (sabdarupa), Subjunctive Mood (let), Gerunds (ktvarthaka, Tumarthaka), VedicAccent and Padapātha.

Unit III

(Muṇḍakopaniṣad)

Muṇḍakopaniṣad – 1.1 to 2.1

Muṇḍakopaniṣad – 2.2 to 3.2

Recommended Books/Readings:

1. Atharvaveda (Saunakiya): (Ed.) Vishnu Bandhu, VVRI, Hoshiarpur, 1960.
2. Śatapatha Brāhmaṇa, (Ed.) Ganga Prasad Upadhyaya, SLBSRS Vidyapeeth, Delhi.
3. Vaidika Sanshodhana Mandala, Pune, 1965.
4. Ṛksuktavaijayanti, H.D. V
5. Śuklayajurveda – Saṁhitā, (Vajasaneyi-Madhyandina), (Ed.) Jagadish Lal Shastri,
6. MLBD, Delhi, 1978.
7. Ṛksuktāvalī, H.D. Velankar elankar, Bharatiya Vidya Bhavan, Bombay, 1972.

C-12

Sanskrit Grammar

Total Credits 6

[A] Prescribed Course

Full Mark70

Unit I General Introduction to Vyakarana Sivasutra, ParibhasaSandhi20

Unit II Natvavidhi &Ṣatvavidhi, 10

Unit III Declension Conjugation and roots 20

Unit IV Kāraka prakaranam, Samāsa Prakarnam 20

[B] Course Objective:

To acquaint the students with general Sanskrit Grammar.

[C]Course Learning Outcome:

-will understand the basic structural nuances of Panini's grammar.

-will familiar with fundamental Sandhi and compounding patterns.

-will understand some most important primary and secondary suffixes of Sanskrit.

[D] Unit- Wise Division

Unit I

School of Sanskrit Grammar

Māhesvarasutras, pratyāhāra, vibhakti, dhātu- ac, Hal, it, pratyāhāra, āgama, ādesa, adesa, avyaya, pratipadika, guṇa, vrddhi, Samprasārana, samhitā, ayogavahavarna, prakrti, nipāt, upasarga, updhā, ti, Vibhāsā Rules of Sandhi (Svara-Sandhi)

Unit II

Natvavidhi &Ṣatvavidhi

Unit III

Declension of noun & pronouns Declension of svaranta punlinga, strilinga, napumsakalinga. Vyajananta punlinga, strilinga, napumāsakalinga Pronouns Numerical words, Conjugation of roots

Unit IV

Karaka prakarana, Samasa prakarana

Recommended Books/ Readings :

1. Vyakaranasiddhātakaumudi – Mahamahopidhyayagiri = dharasaramana Mahamahopadhyayn Parameswaraanandhasarmana sampadita.
2. Samagra Vyakaran Kaumudi – Iswarchandra Vidyasagar, Bama Agenci.
3. Sanskrit Vyakaran Smabhi – Dr.Rajendranath Sarma, M.L. Publications.
4. Sanskrit Praves Vyakaran – Khagendranath Sastri, Granthapit, Panbazar.

C-13

Ontology and Epistemology

Total credits 6

[A] Prescribed Course		Full Marks: 70
Unit I	Essential of Indian Philosophy	25
Unit II	Ontology (Based on Tarkasaṁgraha)	20
Unit III	Epistemology (Based on Tarkasaṁgraha)	25

[B] Course Objectives:

This course aims to get the student acquainted with the cardinal principles of the Nyaya – Vaisesika philosophy through the Tarkasaṁgraha and to enable students to handle philosophical texts in Sanskrit. It also intends to give them an understanding of essential of Indian Philosophy.

[C] Course Learning Outcome:

-will familiar with primary and one of the most important and influential of Indian philosophy i.e. Nyaya – Vaisesika through its basic text the Tarkasaṁgraha.

-will also be introduced to essential problems in philosophy- Causation, Ontology and Epistemology.

[D] Unit-Wise Division

Unit I

Essential of Indian Philosophy

Meaning and purpose of darśāna, general classification of philosophical schools in classical Indian philosophy Realism (yathārthavāda or vastuvāda) and Idealism (pratyayavāda), Monism (ekattvavāda), Dualism (dvaitavavāda) &

Pluralism (bahuttvavāda); dharma (property)- dharma(substratum) causation (kāryakāraṇavāda) : naturalism(svabhavavāda), doctrine of pre-existence of effect(satkāryavavāda), doctrine of illusory transformation(vivartavāda), doctrine of non-prexistence of effectIn cause (asatkāryavāda and ārambhavāda) pratyakṣaanumāna including hetvābhāsa upamāna and sabdapramāna Types of ayathārtha anubhāva

Unit II

Ontology

Concept of padārtha, three dharmas of Padārthas, definition of Dravya, Sāmānya, Viśeṣa, Samavāya, Abhāva. Definition of first seven dravyas and their Examination; Ātmā and its qualities, manas. Qualities (other than the qualities of the ātman) Five types of Karma.

Unit III

Epistemology

Buddhi(jñāna) – nature of jñāna in Nyāya vaisesika; Smṛti-anubhāva; yathārtha and ayathārtha' Karaṇa and kāraṇa, definition and type of pramā Kartā-karaṇa- vyāpāra-phala, model pratyakṣa anumāna including hetvabhāsa upamāna and śabda pramāna. Types of ayathārtha anubhāva

Recommended Books/Readings:

1. A Primer of India Logic, Kuppuswami Shastri Madras, 1951.
2. Tarkasaṁgraha of Annambhaṭṭa (with Dipika & Nyayabodhini), (Ed. & Tr.)
3. Athalye & Bodas, Mumbai, 1930.
4. Tarkasaṁgraha of Annambhaṭṭa (with Dipika & Nyayabodhini), (Ed. & Tr.)

5. Virupakshananda, Sri Ramkrishna Nath, Madras, 1994.
6. Tarkasamgraha of Annambhaṭṭa (with Dipika commentary with Hindi Translation),
7. (Ed. Tr), Pankaj kummar Mishra, Parimal Publication, Delhi-7.2013.
8. Tarkasamgraha, Narendra Kumar, Hansa Prakashan, Jaipur.
9. Chatterjee, S.C. & D.M.Datta – Introduction to Indian Philosophy, Calcutta
10. University, Calcutta, 1968 (Hindi Translation also).
11. Chatterjee, S.C. – The Nyaya Theory of Knowledge, Calcutta, 1968.
12. Hiriyanna, M. – Outline of Indian Philosophy, London, 1956 (also Hindi Translation).
13. Radhakrishnan, S. – Indian Philosophy, Oxford University Press, Delhi, 1990.
14. Chatterjee, S.C. &: Introduction to Indian Philosophy, Calcutta
15. Bhattacharya, Chandrodaya, The Elements of Indian Logic and Epistemology,
16. Maitra, S.K.,fundamental Questions of India Metaphysics & Logic,
17. R.N.Sarma, Epistemology of Prabhakara School of purvamimamsa, Guwahati, 2005
18. M.Biswas, Samkhya-yoga Epistemology- A Study, D.K. Printworld, New Delhi

Sanskrit Composition and Communication

Total credits 6

[A] Prescribed Course

Full Marks: 70

Unit I Vibhaktyartha , Voice and Kṛt 30

Unit II Translation and Communication 30

Unit III Essay 10

[B] Course Objectives:

This paper aims at teaching composition and other related information based on Laghusiddhānta-kaumudī Vibhaktyartha Prakaraṇa

[C] Course Learning Outcome:

-will develop a critical, linguistic and scientific approach towards Sanskrit language.

-will be able to express ideas in Sanskrit.

[D] Unit – Wise Division:

Unit I

Vibhaktyartha, Voice & Kṛt

(i). Vibhaktyartha Prakaraṇa of Laghusiddhānta-kaumudī

(ii). Voice (ka, karma and bhva) Selections from Kṛt Prakaraṇa- from Laghusiddhānta-kaumudī Major Sūtras for the formation of kṛdanta words (tavyat, tavya, aniyar, yat, vul, tric, a, Kṛt, ktavatu, śātri, śānac, tumun, ktv-lyap, lyut, ghan, ktin)

Unit II

Translation and Communication

(i). Translation from English to Sanskrit on the basis of cases, Compounds and Kṛt suffixes.

(ii). Translation from Sanskrit to English .CommunicativeSanskrit: Spoken Sanskrit.

Unit III

Essay

Essay (traditional subjects) e.g. veda, upniṣad,Sanskrit Language, Sanskrit Rāmāyaṇa, Mahābhārata, purāṇa, Gītā,principal Sanskrit poets.Essay based on issues and topic related to modern subjects like entertainment,sports national and international affairs and social problems.

Recommended Books/Readings:

1. Apte V.S. – The Student Guide to Sanskrit Composition Sanskrit Series, Varanasi
(Hindi Translation also available).
2. Kale, M.R. – Higher Sanskrit Grammar, MLBD, Delhi (Hindi Translation also avalibale)
3. Kanshiram- Laghuiddhāntakaumudī (Vol. 1), MLBD, Delhi, 2009.
4. Sārasvata Samikṣana Samuccaya by M.M. Sarma.
5. Nibandha Kusumañjail- R.N. Sarma

Discipline Specific Elective (DSE)

B.A. (Hons) Sanskrit (Any four)

Semester- V (Any two)

DSE1 Art of Balanced Living	DSE2 Theatre & Dramaturgy
DSE3 Sanskrit Linguistics	DSE 4 Project/Dissertation

Semester- VI (Any two)

DSE1 Fundamentals of Āyurveda	DSE2 Environmental Awareness in Sanskrit
DSE3 Kāmarūpa School of Dharmaśāstras	

DSE1
Art of Balanced Living
Total Credits 6

[A] Prescribed Course:

Full Marks:70

Unit I	Self- presentation	10
Unit II	Concentration	30
Unit III	Refinement of Behaviour	30

[B] Course Objectives:

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

[C] Course Learning Outcome:

-will acquire the necessary tools for a balanced life. They will know the true essence of listening (acquisition of information) manana (reflection) and niddidhyasana (unflinching commitment).

-will be able to identify the causes for indecisiveness and confusion and will learn how emotional stability can lead to clear thinking.

-will help students to understand the importance of Astanga –Yoga and Kriya –Yoga for the purification of mind.

-will know how to improve their behaviour through jnana, dhyana, karma and bhakti yoga.

-will also understand how active engagement with action is most conducive to healthy and successful living.

[D] Unit-Wise Division:

Unit I

Self- presentation

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

Unit II

Concentration

Concept of Yoga:(Yogasūtra, 1.2) Restriction of fluctuationsBy practice (abhyāsa) and **passionlessness (vairāgya)** : (Yogasūtra,1.12-16)

Eight aids to Yoga (astāngayoga) : (Yogasūtra, 2.29, 30, 32, 46, 49, 50; 3.1-4).

Yoga of action (kriyāyoga: (Yogasūtra, 2.1) four district means ofMental purity (cittaprasādana) leading to oneness : (Yogasūtra, 1.33)

Unit III

Refinement of Behavior

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

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

Recommended Books/Readins:

1. Daṣopanisadah, Motilal Banarsidass
2. Yogasūtra Delhi

DSE2

Theatre and Dramaturgy in Sanskrit

Total credits 6

[A] Prescribed Course:

Full Marks:70

Unit I	Theatre: Types and Constructions	10
Unit II	Drama: vastu (subject-matter),netā (Hero) and rasa	30
Unit III	Tradition and History of Indian Theatre	30

[B] Course Objectives:

Being audio-visual; drama is considered to be the best amongst all forms of arts. The history of theatre in India is very old, the glimpses of which can be traced in the hymns (samvādasūkta) of the Ṛgveda. The dramaturgy was later developed by the Bharatamuni. The objectives of this curriculum are to identify the beauty of drama and to introduce classical aspects of development of Indian theatre among the students.

[C] Course Learning Outcome:

After completion of this course the students

-will be able to know about several theoretical aspects of theatrical performance and production.

-Will become aware of the many types of the theatres, their design and construction and stage for various kinds of dramas in ancient India.

-will also become familiar with the main principle of theatre performance and appreciation.

[D] Unit-Wise Division:

Unit I

Theatre: Types and Construction

Types of theatre: vikṛṣṭa (oblong), caturasra (square), tryasra (triangular), jyeṣṭha (big), Madhyama (medium), avara (small). Bhumi-śodhana (Examining the land) and māpa (measurement of the site), mattavāraṇi (raising of pillars), raṅgapīṭha and raṅgaśīrsa (stage), Dārūkarma (wood-work), nepathya-gr̥ha (green-house), prekṣkopaveśa (audience-hall), Doors for entrance & exit.

Unit II

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

Definition of drama and its various names – dṛśya, rūpa, rūpaka, abhineya; abhineya and its types : āṅgika (gestures), vācika (oral), sāttvika (representation of the sattva) āhārya (dress and make-up). Vastu : (subject – matter) : adhikārika (principal), prāsāṅgika (subsidiary), Five kinds of arthaprakṛti, kāryāvasthā (stages of the action of actor) and sandhi (segments) arthopakṣepaka (interludes). kinds of dialogue: 1. Sarvaśravya or prakāśa (aloud) 2. Aśravya or svagata (aside) 3. Niyataśravya: janāntika (personal address), apavārita (confidence) 4. Ākāśabhāṣita (conversation with imaginary person).

Netā : Four kinds of heroes, Three kinds of heroines, sūtradhāra (stage manager), Pāripārsvika (assistant of sūtradhāra), vidūṣaka (jester), kañcūkī (chamberlain), pratināyaka (villain). Rasa : definition and constituents, ingredients of rasa-niṣpatti: - bhāva (emotions), vibhāva (determination), anubhāva (consequent), sāttvikabhāva (involuntary state), sthāyibhāva (permanent states), vyabhicāribhāva (complementary psychological states), svāda (pleasure), Four kinds of mental levels : vikāsa (cheerfulness), vistāra (exaltation), kṣobha (agitation), vikṣepa (perturbation).

Unit III

Tradition and History of Indian Theatre

Origin and development of stage in different ages: pre-historic, Vedic age, epic-puranic age, courttheatre, temple theatre, open theatre, modern theatre: folk theatre, commercial theatre, National and state level theatre.

Recommended Books/Readings:

1. Ghosh, M.M. – Naṭyaśāstra of Bharatamuni, pp. 18-32
2. Hass , The Daśarūpa: A Treatise on Hindu Dramaturgy, karika 7, 8, 11- 24, 30, 36, 43, 48, 57-65.
3. Hass , The Daśarūpa : A Treatise on Hindu Dramaturgy, Kārikās 2/1-5, 8, 9, 15.
4. Hass, The Daśarūpa: A Treatise on Hindu Dramaturgy, kārikās 4/1-8, 43, 44.
5. Farley P. Richmond, (2007), ed. Indian Theatre : traditions of performance, Vol.1, Origineof Sanskrit Theatre, pp.25-32.
6. Farley P.Richmond, (ed) Indian Theatre: traditions of performance vol-1 Delhi, MLBD.2007, PP.25-32.
7. Ghosh, M.M, Naṭyaśāstra of Bharatamuni, vol-1, Manish Granthalaya, Calcutta,1967.
8. Hass , The Daśarūpaka: A Treatise on Hindu Dramaturgy, Columbia University, New York, 1912.
9. Chakravarty Shrutidhara- Architecture in the Naṭyaśāstra, Studies in Sanskrit Literature , culture and Art, Pratibha Prakashan, Delhi, 2011

DSE3
Sanskrit Linguistic
Total credit : 6

[A] Prescribed Course:		Full Marks: 70
Unit I	Bhāsāsāstra	20
Unit II	Indo-European Language Family	20
Unit III	History and Prehistory of Sanskrit	20
Unit IV	Phonetic Changes	10

[B] Course Objectives:

This course aims to get the student acquainted with comparative Philology and its relation with Sanskrit language. It will also make the students acquire knowledge about the historical development of Sanskrit from Indo-European family of languages.

[C] Course Learning Outcome:

- Will develop a scientific approach to the study of language.
- .will become aware of the linguistic structure of Sanskrit and see its close relation with the Avestan and Prakrits.

[D] Unit-Wise Division:

Unit I

Bhāsāsāstra

Language- Its Nature, Importance, Origin and development, Nature and scope of Comparative philology .Aim and Object of Comparative philology. Branches of Comparative Philology- Philology, Morphology, Syntax, Sementics.

Unit II

Indo- European Language Family

Name of the Indo-European Family. Evolution of Indo-European Family. Classification of Indo-European Family. Characteristics of Indo-European family. Language of Indo-European Family

Unit III

History and prehistory of Sanskrit

Sanskrit as a member of
Indo-European Indo-Aryan and Indo-Iranian
Vedic and classical Sanskrit
Vedic and Avesta
Sanskrit and Prakrit
Middle Indo-Aryan
Modern Indo-Aryan

Unit IV

Phonetic Changes

Assimilation and Dissimilation
Prosthesis
Metathesis
Anaptyxis
Epenthesis
Syncope
Haplology

[D] Recommended of Books

1. Burrow, T. Sanskrit Language (also trans. into Hindi by Bholashankar Vyas), Chaukhamba VidyaBhawan, Varanasi, 1991.
2. Crystal, David, The Cambridge Encyclopedia of Language, Cambridge, 1997.
3. Ghosh, B.k. Linguistic Introduction to Sanskrit, Sanskrit PustK Bhandar,

DSE1

Fundamentals of Āyurveda

Total Credits 6

[A] Prescribed Course:

Full Marks: 70

Unit I	Introduction of Āyurveda	25
Unit II	Carakasamhitā- (Sutra-sthānam)	20
Unit III	Bhaiṣajyaratnāvali	25

[B] Course Objectives:

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

[C] Course Learning Outcome:

- will be able to know the ancient tradition of Indian Medicine system, which has focused not only to the physical health but a healthy lifestyle.
- will know the history of Ayurveda through original sources of ancient medicine system enriched in Sanskrit texts like Caraka Samhita, Susruta Samhita, Astanga Hrdaya etc. They will also get the basic knowledge of eight department of Ayurveda.
- will get acquainted with the basic concept of Triguna, Pancamahabhutas, Tridosas, Saptadhatus, Trayodosagni, Trimalas, Svastha Vrta etc. which will

help to develop Ayurvedic understanding of lifestyle and concepts of preventive medicine.

-will be able to understand seasonal regimens & social conduct and its effect on health.

-will develop their understanding of Health and Disease as explained in Ayurveda and the way of diagnosing the illness.

[D] Unit- Wise Division:

Unit I

Introduction of Āyurveda

Introduction of Āyurveda, History of Indian Medicine in the Pre-Caraka period, the two schools of Āyurveda: Dhanvantari and Punarvasu. Main Ācāryas of Āyurveda – Caraka, Suśruta, Vāgbhaṭṭa, Mādhava, Sārṅgadhara and Bhāvamiśra

Unit II

Carakasamhitā– (Sūtra-sthānam)

Carakasamhitā – (Sūtra- sthānam): Division of Time and condition of nature and body in six seasons. Regimen of Fall Winter (hemanta), Winter (Śiśira) & Spring (Vasanta) seasons. Regimen of Summer (Grīṣma), Rainy (Varṣa) and Autumn (Śarada) seasons.

Unit III

Bhaiṣajyaratnāvalī

Bhaiṣajyaratnāvalī (Avatāraprakaraṇa) (Ch.I)

Bhaiṣajyaratnāvalī(Miśravargaparakaraṇa) (Ch. III)

[D] Suggested Books/Readings:

1. Brahmananda Tripathi (Ed.), Carakasamhita, Chaukhamba Surbharati prakashana, Varanasi, 2005.
2. Bhaiṣajyaratnāvalī by R.N. Sarma, Guwahati.
3. Atridev Vidyalankar, Āyurveda kā Bṛhad itihāsa.
4. Priyavrat Sharma, Caraka Chintana.
5. V. Narayanaswami, Origin and Development of Āyurveda (A brief history), Ancient Science of life, Vol. 1, No. 1, July 1981, pages 1-7.

DSE2

Environmental Awareness in Sanskrit literature

Total credits 6

[A] Prescribed Course

Full Marks:70

Unit I	Environmental Issues and Importance of Sanskrit Literature	20
Unit II	Environmental Awareness in Vedic Literature	25
Unit III	Environmental Awareness in Classical Sanskrit Literature	25

[B] Course Objectives:

The National Culture of every country depends on its environmental, climatic conditions and humanbehaviour with natural resources. Sanskrit is the vehicle of civilization and culture of India. Natureoriented eco- friendly thoughts of Sanskrit Literature have been serving the human race from the time immemorial. Religion was probably used in ancient India as a tool to protect nature and naturalresources. Therefore, the Sanskrit literature is of great utility to us and to the world environment at large.The aim of this course is to make the students acquainted with the basic concept of Indian Science of Environment and sailient features of environmental awareness as reflected in Vedic and Classical Sanskrit literature.

[C]Course Learning Outcome:

After completion of this course the students

-will realize that they are a part of nature and nature belongs to creatures; therefore, they should be more careful about the utilization and preservation of natural resources. This will make them better citizen of the world.

[D] Unit-Wise Division

Unit I

Modern Environmental Perspective and Sanskrit Literature

Modern Challenges and Crises of Environment: Global warming, Climate change, Ozone depletion, Explosively Increase in Pollution, Decrease in underground water level River pollution, Deforestation in large scale. Natural Calamities such as flood , draft and earthquakes Environmental Background Sanskrit Literature : Importance of Sanskrit Literature from the view point of Science of environment Concept of 'Mother Earth' and worship of Rivers in Vedic literature; Brief survey of Science of Environment : Definition Scope and Modern crises: role of Environment in human civilization ; Meaning and definitions of the Environment; Various name for Science Environment: 'Ecology', 'Paryavarana', 'Prakriti Vijnana' ; Main component of Environment : living organisms (Jaiva Jagat) and non-living materials (Bhoutika Padarth). Elementary factor of Environment Physical elements, Biological elements and Cultural elements. Environmental issues such as protection and preservation of mother nature, planting trees in forests, and water preservation techniques as propounded in the Sanskrit Literature. Buddhist and Jain concepts of ecology, protection of trees, love for animals and birds.

Unit II

Environment Awareness in Vedic Literature

Environmental Issues and Eco-system in Vedic Literature Divinity to Nature, Co – ordination between all natural powers of universe; Cosmic order 'Rta' as the guiding force for environment of whole universe (Ṛgveda, 10.85.1); Equivalent words for Environment in Atharvaveda : 'Vritavrita' (12.1.52), 'Abhivarah', (1.32.4), 'Avritah'(10.1.30), 'Parivrita' (10.8.31) five basic elements of universe covered by environment : Earth, Water, Light, Air, and Ether. (Aitareya Upaniṣad 3.3); Three constituent elements of environment known as 'Chandasi' : Jala (water), Vāyu (air) and Osadhi (plants) (Atharvaveda, 18.1.17); Natural sources of water in five forms: rain water (Divyah), natural spring (Sravanti), wells and canals (khanitrimah) lakes (Svayamjah) and rivers (Samudrarthah) Ṛgveda, 7.49.2) Environment Preservation in Vedic Literature: Five elementary sources of environment preservation: Parvat (mountain), Soma (water), Vāyu (air), Parjanya (rain) and Agni (fire) (Atharvaveda, 3.21.10); Environment Protection from Sun (Ṛgveda, 1.191.1-16, Atharvaveda, 2.32.1-6,

Yajurveda, 4.4,10.6) Congenial atmosphere for the life created by the Union of herbs and plants with sun rays (Atharvaveda, 5.28.5);Vedic concept of Ozone –layer Mahat ulb(Ṛgveda, 10.51.1; Atharvaveda, 4.2.8); Importance of plants and animals for preservation of global ecosystem; (Yajurveda 13.37); Eco friendly environmental organism in Upaniṣads (Bṛhadāraṇyaka Upaniṣad, 3.9.28, Taittirīya Upaniṣad, 5.101, Iso- Upaniṣad, 1.1)

Unit III

Environment Awareness in Classical Sanskrit Literature

Environment Awareness and Tree plantation : Planting of Trees in Purāṇas as a pious activity (Matsya purāṇa, 59.159.153.512; Varāha Purāṇa 172.39), Various medicinal trees to be planted in forest by king (Sukraniti,4.58-62).Plantation of new trees and preservation of old trees as royal duty of king(Arthaśāstra, 2.1.20); Punishments for destroying trees and plants (Arthaśāstra, 3.19),Plantation of trees for recharging under ground water (Bṛhatsamhitā,54.119)Environmental Awareness and Water management: various type of water canals 'Kulya' for irrigation : canal originated from river 'Nadimatṛ mukha kulya', canal originated from nearby mountain 'Parvataparsva vartiniKulya', canal originated from pond, 'Hrdasṛta kulya', Preservation of water resources 'Vapi – kupa – tadaka'(Agnipurānas, 209-2; V. Rāmāyana, 2.80.10-11); Water Harvesting system in Arthasāstra (2.1.20.21); Underground Water Hydrology in Bṛhatsamhitā(Dakargaiadhyaya, chapter-54);Environmental Awareness in Mahābhārata, Universal Environmental Issues in Literature of Kālidāsa:Eight elements of Environment and concept of Astamurti' siva (Abhijñānaśakuntalam 1.); Preservation Of forest, water resources, natural resources;protection of animals, birds and plant in Kalidasa's works, Environmental awareness in Abhijñānaśakuntalam Drama, Eco- system of Indian monsoon in Meghdoot in Ṛtusamhāra, Himalayan ecology in Kumārasambhava, Oceanography in Raghuvamśa (canto-13).s

Recommended Books/Readings :

1. Arthaśāstra of Kautilya – (ed.) Kangale, R.P.Delhi, Motilal Banarasidas 1965
2. Atharvaveda samhitā. (2 Vols – (Trans.) R.T.H.Griffith, Banaras 1968.
3. Rāmāyaṇa of Vālmiki (3 Vols) – (Eng. Tr) H.P.Shastri, London, 1952-59.
4. Ṛgveda samhitā (6 Vols – (Eng. Tr) H.H. Wilson, Bangalore, 1946.

5. Bhandarkar, RG- Vaishnavism, Saivism and Minor Religious Systems, Indological Book House, Varanasi, 1965
6. Das Gupta, SP – Environmental Issues for the 21st Century, Amittal Publications, New Delhi, 2003
7. Dwivedi, OP, Tiwari BH – Environmental Crisis and Hindu Religion, Gitanjali Publishing House , New Delhi, 1987
8. Dwivedi, OP – The Essence of the Vedas, Visva Bharati Recharch Institute, Gyanpur, Varanasi, 1990
9. Jernes, H(ed.) – Encyclopedia of Religion and Ethics (Vol. II), New York: Charles Szcribmer Sons, 1958.
10. Joshi , PC, Namita J- A Textbook of Environmental Science, A.P.H. Publishing Corporation, New Delhi, 2009
11. Sinha KR) – Ecosystem Preservation Through Faith and Tradition in India.
12. J. Hum. Ecol., Delhi University ,New Delhi, 1991
13. Trivedi, PR – Environmental Pollution and Control, A.P.H. Publishing Corporation, New Delhi, 2004
14. Pandya, SmtaP- Ecological Renditions in the Scriptures of Hindusim – I (article) Bulletin of the Ramakrishna Mission Institute of Culture.
15. Renugadevi, R. – Environmental Ethics in the Hindu Vedas and Purāṇas in India, (article) African
16. Journal of History and Culture, Vol. 4(10, January 2012
17. Kumar, B.M.- Forestry in Ancient India : Some Literary Evidences on
18. Productive and protective Aspects, (article) AsianAgri – History, Vol.12, No.4, 2008.
19. Kiostermair, Klaus – Ecology and Religion : Christian and Hindu
20. Paradigms (article) Jornal of Hindu – Christian Studies, Butler university Libraries, Vol.6,1993

DSE 3

Kāmarūpa School of Dharmasāstra

Total Credits 6

[A] Prescribed Course		Full Marks:70
Unit I	Introduction to Dharmasāstra in Assam	20
Unit II	Kāmarūpa School of Dharmasāstra	25
Unit III	Tirthakaumudi of Pitāmbarasiddhāntavāgisha	20

Unit I

Introduction to Dharmasāstra in Assam

Meaning and Scope of Dharma.Dharmasāstra in Assam : Historical Perspective.Different School of Dharmasāstras

Unit II

Kāmrūpa School of Dharmasāstra

Smṛti Writers of Kāmrūpa & their works Special features of Kāmrūpa School of Dharmasāstras

Unit III

Tirthakaumudi of Pitāmbarasiddhāntavāgisha-

Tirtha, Tirthasamanyaphalani, Tirthavisesaphalani

Suggested Books/Readings-

1. Naliniranjan Sharma, The Kāmarupa School of Dharmasāstra , Punthi Pustak, Calcutta, 1995
2. P.V.Kane, History of Dharmasastra (Vol.1)
3. B.K.Swain – Dharmasastra An Introduction

Generic Elective (GE)

(Any Four)

B.A. (Hons) Sanskrit

Semester III/IV

GE-1 Basic Sanskrit	GE-3 Indian Culture and Social Issues
GE-5 Basic Principles of Indian Medicine System (Āyurveda)	GE-7 Fundamentals of Indian Philosophy

SAN103GE

Basic Sanskrit

Total Credits 6

[A] Prescribed Course:

Full Marks:70

Unit I	Grammar and composition Part I	25
Unit II	Grammar and composition Part II	25
Unit III	Literature	20

[B] Course Objectives:

This is an elementary course in Sanskrit language designed for students who wish to learn Sanskrit from the very beginning. Essential Sanskrit grammar will be introduced (without reference to Panini's sutras) through the multiple example method with emphasis on students constructing themselves sentences.

[C] Course Learning Outcome:

After completion of this course the students

-will acquire basic knowledge of Sanskrit language.

-will be able to communicate in simple Sanskrit.

-will develop an interest in Sanskrit and the Bhagavadgita and they will be motivated to study further.

[D] Unit – Wise Division:

Unit I

Grammar and Composition Part I

Nominative forms of pronouns – asmad, yuṣmad, etat and tat in masculine, feminine and neuter. Nominative forms of 'a' ending masculine and neuter gender nouns with paṭh khād, likh and similar simple verbs in present, past and future. Objective forms of the above nouns and pronouns in singular with more

simple verbs Instrumental, dative, ablative forms of the above nouns and pronouns in singular, dual and plural instrumental, dative ablative forms of all the words in this Syllabus. 'ā' and 'ī' ending feminine nouns in singular in Genitive/ possessive and locative cases, genitive and locative cases in singular in pronouns tat, etat yat, kim. Masculine and Feminine nouns ending in 'i' and masculine nouns ending in 'u' in various cases in singular Masculine nouns ending in consonants – bhavat, guṇin, ātman and Feminine nouns ending in consonants – vāk, Neuter nouns ending in consonants – jagat, manas

Unit II

Grammar and Composition

Specials Verbs forms – in parasmaipada – past, Present, future and imperative – kṛ, Śru Specials Verbs forms – in parasmaipada – past, Present, future and imperative jñā. Special Verbs forms – in parasmaipada – past, Present, future, and imperative dā. Ātmanepada – sev, labh. Phonetic changes – visarga sandhi vowel sandhis. Participles – śatṛ, śānac, ktavatu, kta. Pratyayas – ktvā, lyap, tumun. Active – passive structure in lakārs – (third Person forms only) and pratyayas kta, ktavatu

Unit III

Literature

Gītā chapter XII

Recommended Books/Readings:

1. Samagra Vyakaran Kaumudi: Iswarchandra Vidyasagar, Barua Agenci.
2. Sanskrit Vyakaran Surabhi: Dr. Rajendranath Sarma, M.L. Publication.
3. Sanskrit Pravesh vyakaran : Khagendranath Sastri, Granthapith, Panbazar

SAN203GE

Indian Culture and Social Issues

Total Credits 6

[A] Prescribed Course:

Full Marks:70

Unit I	Culture in a multi-cultural society	35
Unit II	Cultural roots of India	35

[B] Course Objectives:

This paper is designed to introduce nuances of Indian culture to students and to show how cultural traditions have evolved. The paper also engages them in debates about certain significant socio – cultural issues.

[C] Course Learning Outcome:

[D] Unit – Wise Division:

Unit I

Understanding Culture

What is culture? Culture and Civilization. What is 'Indian' culture? Culture in a multi – cultural society. Vedic sabhyata, Sindhu sabhyata, Sanskrit in Indo-Islamic tradition-(Proceedings of the Sagar University Seminar on 'Islam ka Sanskrit paramparā ko yogadāna)

Ojapali

Versions of the Rama legend in Sanskrit literature Valmiki's Rāmāyaṇa, Bhāsa's pratimā nāṭakam, Bhavabhuti's Uttararāmacaritam, Raghuvamśam of Kālidāsa, Somadeva's Kathāsaritsāgara, Rāmāyanamañjari of Rājaśekhara etc. Ṛtusamhāra in folk music .Sanskrit themes in Satriyā dance form Of Assam. Kuśangān of Undivided Goalpara District. Major agricultural and seasonal festivals of India

and India Calendar- Bihu, Holi,Pongal,Oṇam, Baisākhi,Makar Saṁkrāntī, Śrāvani Purṇimā.

Unit II

Social Issues

Law and change –Dharma as an ever evolving phenomenon.Manusmṛti, Chapter2, verses 6 and 12 with the commentary ofMedhātithi; Lingat, Robert : Classical Law of India, Chapter 1,pp3-7; tradition - pp9-14; good customs -14-17.Mathur, A.D. : Medieval Hindu Law , Chapter I, pp 1-8.Caste- Voices of challenge. Traditional varṇa hierarchyVajrasūcī by Aśvaghoṣa Identity of women 6hrs.Draupadī's question-Mahābhārata,SabhāParva-Dyūta Parva(sanskritdocuments.org)Chapter 66- Duryodhana asks Draupadi to be brought to theCourt 1; Vidura's protest 2,4;Chapter 67 – Duryodhana asks Pratikāmi to fetch Draupadī2; Draupadī's refusal and question 5-10, 16; Yudhiṣṭhira's response39-41; Bhīṣma's response 47-49 ; Draupadī'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, Vyavahāradhāya: Verse 135 with Vijñāneśvara's commentary (sectionon patnī)

Recommended Books/Readings:

1. Basham A.L. Wonder that was India
2. Bharadwaj, Ramesh : Vajrasūcī of Aśvaghoṣa (Varṇa-jāti through the Ages), Vidyanidhi, Delhi
3. Gharapure, J.R., Teaching of Dharmaśāstra, Lucknow University, 1956, pp. 1-25.
4. Lingat Robert, Classical Hindu Law,

5. Majumdar R.C., History and Culture of the Indian People, Volume 1 (vedic Age), Bhartiya Vidya Bhawan, Mumbai,
6. Mathur A.D., Medieval Hindu Law, Oxford University Press, New Delhi 2006
7. Sharma Braj Narain, Social Life in Northern India, New Delhi, 1966
8. Sharma Brijendra Nath, Social and Cultural History of Northern India, New Delhi, 1972
9. Sharma, S.L., Smṛtis, A Philosophical Study, Eastern Book Linkers, Delhi, 2013, 62-74
10. Pandey Raj Bali: Hindu Sanskara, (English) Delhi, 2nd Revised Edition 1969, Reprinted 1991
11. Prabhu, P.H., Hindu Social Organisation, Popular Prakashan, Mumbai, 1998, pp. 257-283.
12. Rama Krishna Mission, The Cultural Heritage of India, Calcutta
13. Yadav B.N.S., Society and Culture in Northern India, Allahbad, 1973
14. Basham A.L. Wonder that was India
15. Gharpure, J.R., Teaching of Dharmaśāstra, Lucknow University

SAN304GE

Basic Principles of Indian Medicine System (Āyurveda)

Total Credits 6

[A] Prescribed Course:		FullMarks: 70
Unit I	Introduction to Indian Medicine SystemĀyurveda	20
Unit II	Basic Principles of Āyurveda	20
Unit III	Dietetics, Nutrition and Treatment in Āyurveda	15
Unit IV	Important Medicinal Plants and their based on Āyurveda	15

[B] Course Objectives

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

[C] Course Learning Outcome:

will be able to know the ancient tradition of Indian Medicine system, which has focused not only to the physical health but a healthy lifestyle.

-will know the history of Ayurveda through original sources of ancient medicine system enriched in Sanskrit texts like Caraka Samhita, Susruta Samhita, Astanga Hrdaya etc. They will also get the basic knowledge of eight Department of Ayurveda.

-will get acquainted with the basic concept of Triguna, Pancamahabhutas, Tridosas, Saptadhatus, Trayodosagni, Trimalas, Svastha Vrtta etc. which will

help to develop Ayurvedic understanding of lifestyle and concepts of preventive medicine.

-will be able to understand seasonal reignmen & social conduct and its effect on health.

-will develop their understanding of Health and Disease as explained in Ayurveda and the way of diagnosing the illness.

-will get equipped with the knowledge of some extremely important plants which are available in their surroundings like Tulsi, Haridra Ghrtakumari, Brahmi, Asvagandha, Neem Plant, and will be able to use them in necessity.

[D] Unit-Wise Division

Unit I

Introduction to Indian Medicine System:

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, Atharveda as an early source for medicinal speculations, Introduction to Major Texts (Suśruta Saṁhitā and Caraka Saṁhitā) and Authors (Suśruta and Caraka) and Aṣṭāṅga Hṛdayam, Aṣṭāṅga Saṁgraha of Vāgbhaṭa.

Eight Component of Āyurveda (aṣṭāṅga Āyurveda):

Kāyçikitsā (General Medicine).Kaumārabhṛtya (Pediatrics).Śalya Tantra (Surgery)Śālākya – Tantra (Ent. And Ophthalmology)Bhūta Vidyā (Psychiatry Medicine).Viṣavijñāna (Toxicology). Rasāyana (Rejuvenates).Vajīkaraṇa (Aphrodisiac)

Unit II

Basic Principles of Āyurveda

The Trigūṇas : Sattva, Rajas and Tamas.

The Pañcamahābhūtas: Ākāśa (Space), Vāyu (Air), Teja or Agni (Fire), Jala (Water)

And Pṛthivī (Earth).

The Tridoṣas : Vāta, Pitta and Kapha.

4. The Saptadhātus: Rasa (fluid), Rakta (blood), Māmsa, Meda (fat), Asthi, Majjā and Śukra

The Trayodosāgni: Jatharāgni (gastric fire), Saptadhātvāgni and Pañcabhutāgni.

The Trimalas : Purīṣā (faeces), Mūtra (urine) and Sveda (sweat).

Ayurvedic understanding of lifestyle and concepts of preventive medicine. Seasonal regimen & social conduct and its effect on health, Concepts of Prakṛti, Agni and Kosta. Svastha Vṛtta (Preventive Medicine): Understanding Health and Disease in Āyurveda Diagnosis of illness; eight ways to diagnose illness called Nādī (pulse), Mūtra (urine), Mala (Stool), Jihvā (tongue), Śabda (speech), Sparśa (touch) Dṛk (vision) and Ākṛti (appearance).

Unit III

Dietetics, Nutrition and Treatments in Āyurveda

Āyurvedic understanding of nutrition and metabolism, Classification of Āhāra according to Āyurveda and Viruddhāhāra (incompatible diet) & role of diet. Commonly used substances and their therapeutic properties and Pharmacology: Introduction to basic principles of Āyurvedic pharmacology, Art and science of Āyurvedic Pharmacy and Understanding Āyurvedic Herbs and common formulations Pañcakarma and Other Āyurvedic Specialty

Treatments: Method and classification of treatments in Āyurveda, pretreatment Therapeutic vomiting (Vamana), Purgation Therapy, Enema

(Basti), Nasal Administration-Nāstyā, Blood Letting (RaktaMokṣa), Introduction and importance of Pañcakarma/Detoxification, Science and art of rejuvenation (Rasāyana and Vāājikaraṇa). Āyurvedic prenatal and postpartum care for healthy mother and babies, Saṁskāra, care of infants and children.

Unit IV

Important Medicinal Plants in Āyurveda

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

Recommended Books/Readings:

1. Acharya, Srinivas, Panchakarma illustrated, Chaukhaba Sanskrit Pratishtana, Delhi, 2006
2. V.B. Athavale Basic Principles of Āyurveda, Chaukhamba Sanskrit Pratishtan New Delhi, 2005.
3. Āyurveda kā Saṁkṣipta Itihāsa, Hindi Sāhitya Sammelan, Allahbad.
4. Bhagavan Dash, Vaidya and Acarya Manfred M. Junius, A Handbook of Āyurveda, Concept Publishing Co. New Delhi, 1987.
5. Bhishagrajna, Kaviraj Kunjalal, ed. Translator. (2002). Suśruta Saṁhitā Volumes I and II. Varanasi, India: Chowkhamba Sanskrit Series.
6. Charak Saṁhitā E-text: <http://www.charakasamhita.com/>
7. <http://www.speakingtree.in/blog/medicinal-plants-from-ancient-india>
8. <http://www.tkdl.res.in/tkdl/langdefault/ayurveda/AyuPrinciples.asp?GL=#q1>

9. K.R.Srikantha Murthy, Illustrated Suśruta Saṁhitā, Chaukhamba Orientalia,2012
- 10.M.S.Valiathan, an Introduction to Āyurveda Paperback, Universities Press (India) private Limited, 2013
- 11.M.S. Valiathan, The Legacy of Suśruta, Universities press 2007
- 12.Priya Vrat Sharma Essential of Āyurveda: Sodasangaḥṛdayam, Motilal Banarsidass Publisher,1999
- 13.Ravi Datta Tripathi, Vāgbhaṭa's Astāng – saṁgraha,Chowkhamba Sanskrit Pratishthanam, Delhi,2011
- 14.ShanthaGodagama, The Handbook of Āyurveda, North Atlantic Books, 2004
- 15.Sharma, Priyavrit V.,ed., translator. (1981-1994). Charaka Saṁhitā, Vols. 1-4, Chaukhamba Sanskrit Series, Varanasi, India; Varanasi, India: Chowkhamba Sanskrit Series.
- 16.Sharma, Ram Karan and Bhagawan Dash, Vaidya, eds., translator(1992-2000). CharakaSaṁhitā Vols.1-6. Varanasi, India. Chaukhamba Sanskrit Series.
- 17.Srikrishnamurthy, K.R.Srikantha, translator.(1991-1992). Vāgbhata, AstāngaHridayam Vols.1 and 2. Varanasi, India: Krishnadas Academy.
- 18.Srikrishnamurthy, K.R.Srikantha, translator. (2001). Sharangadhara Samhita: A treatiseon Āyurveda. Varanasi, India : ChaukhambaOrientalia.
- 19.SusrutaSusruta (Author), Kunja Lal Bhishagratna, An English Translation of the Sushruta Saṁhitā, Based on Original Sanskrit Text. Edited and Published by KavirajKunja Lal Bhishagratna. With a Full... Notes, Comperative Views, Index, Glossary, Nabu Press, 2012
- 20.R.N. Sarma, Bhaiṣajyaratnāvalī, Guwahati

SAN404GE

Fundamentals of Indian Philosophy

Total credits 6

[A] Prescribed Course:

Full Marks: 70

Unit I	General Introduction	10
Unit II	School of Indian Philosophy	30
Unit III	Problems in Indian Philosophy	30

[B] Course Objectives:

This course aims to get the students acquainted with the basic approach to study Indian Philosophy. It also intends to give an elementary understanding of Indian Philosophy and to enable students to handle philosophy texts in Sanskrit easily.

[C]

[D] Unit-Wise Division:

Unit I

Fundamentals of Philosophy

Darśana- concept and aims, Classification of Indian Philosophy schools, Salient features of Indian Philosophy

Unit II

Schools of Indian Philosophy

Heterodox Schools

Cārvāka – General introduction with emphasis on Challenge to Veda, Rejection of Transcendental Entities, Ethics (Based on Sarvadarśansamgrah) Jainism – General introduction with emphasis on Anekāntavāda, Syādvāda, Saptabhaṅginaya, triratna Buddhism- General introduction with emphasis on Four Noble Truths.

Orthodox Schools of Philosophy

Sāṃkhya – General Introduction with emphasis on prakṛti, guṇatraya & puruṣa, Entities (Based on Sāṃkhyakrikā) Yoga – Eight fold path of Yoga (Based on Yogasūtra Sādhanapāda and Yogabhāṣya thereon) Nyāya – General introduction with emphasis on Vaiśeṣika: Seven Padārthas (Based on Tarkasamgraha) Advaita Vedānta – General introduction with emphasis on Brahman, Māyā, Jīva and Jagat (based on Vedāntasāra) Mīmāṃsā– Svataḥ Prāmāṇyavāda. Bhakti Schools of Vedānta – General introduction with emphasis on God, Ívara & nature of bhakti

Unit III

Problems in Indian Philosophy

Epistemology : six pramāṇas **Metaphysics** : realism, idealism, Causation **Satkāryavāda**. Asatkāryavāda, Parināmavāda, Vivartavāda, svabhāvavāda, consciousness and matter theories of self

Ethetic : Karma & Punarjanma theory, Liberation.

Recommended Books/Readings:

1. Bhartiya, Mahesh – Bhāratīya Darśana Kī Pramukha Samasyāeṃ, Ghaziabad, 1999
2. Chatterjee, S.C. & D.M. Datta – Introduction to Indian Philosophy, Calcutta University, Calcutta, 1968 (Hindi Translation also).
3. Chatterjee, S.C. – the Nyāya Theory of Knowledge, Calcutta, 1968
4. Hiriyanna, M. – Outline of Indian Philosophy, London, 1956 (also Hindi Translation)
5. Shastri, Kuppaswami, A Primer of Indian Logic, 1951 (only introduction).
6. Bhartiya, Mahesh – Causation in Indian Philosophy, Ghaziabad, 1975.
7. O' Flaherty, Wendy Doniger – Karma and Rebirth in Classical Indian Tradition, MLBD, Delhi, 1983.

8. Panday, Ram Chandra – Panorama of Indian Philosophy (also Hindi version), M.L.B.D., Delhi, 1966.
9. Radhakrishnan, S. –Indian Philosophy, Oxford University Press, Delhi,1990.
- 10.Raja, Kuhnán – Some Fundamental Problems in India Philosophy, MLBD, Delhi,1974.
- 11.Rishi, Uma Shankar (Ed.), Sarva- Darśana Saṁgraha, Chowkhamba Vidyabhawan, Varanasi, 1984.
- 12.M.Biswas, Sāṁkhya – Yoga Epistemology- A Study D.K. Printworld, New Delhi

Ability Enhancement Elective Course (AEEC)

(Any Two)

Skill Based

B.A (Hons) Sanskrit

Semester III/IV

SAN305 SEC1

Acting & Script Writing

SAN405 SEC1

Sanskrit Meters and Music

SAN305 SEC1

Acting and Script Writing

Total Credits 6

[A] Prescribed Course:

Full Marks: 70

Unit I	Acting(Abhinaya)	35
Unit II	Script Writing (Paṭakathālekhana)	35

[B] Course Objectives:

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

[C] Unit – Wise Division:

Unit 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 AbhinayaNāṭya-Prayaktā-gana (members of thearitical group):Sūtradhāra (director), nāṭyakāra (playwrighter), nata(actor) kuśīlava (musician), bharata, nartaka (dance)Vidūṣaka(jester)etc.

(i.) Assignment of role:

- a. general principles of distribution
- b. role of minor characters
- c. role of woman characters
- d. special cases of assigning of role

- (ii.) Kinds of roles:** anurūpa(natural), virūpa (unnatural), rūpānusariṇī (imitative)

Definition of abhinaya and its typs:

- Āṅgika(gestures): aṅga, upaṅga and pratyaṅga
- Vācika (oral): svāra, sthāna, varṇa, kāku, bhāṣa.
- Sāttvika (representation of the involuntary gestures)
- Āhārya: pusta, alamkāra, aṅgaracanā, sañjiva (dresses and make-up)

Unit II

Script Writing

Types of dramatic production : sukumāra (delicate)āviddha (energetic).

Nature of plot (vastu):Ādhikārika (principal)Prāsamgika (subsidiary),
Dṛśya(presentable),Sūchya (restricted scenes).Division of Plot

- Source of Plot:** Prakhyāta (legendary),
Utpādya (invented), Mīśra(mixed);
Objectives of plot – Kārya (dharma, artha, kāma);
Elements of plots –Five kinds of Arthaprakṛtis(caustations),
Kāryāvasthā (stages of the action of actor); Sandhis (junctures) and
their sub-divisions(segments)
Five kinds of Arthopakṣepaka (interludes);
Dialogue writing : kinds of samvāda (dialogue)
Sarvaśrāvya or Prakāśa (aloud)
Aśrāvya or Svagata (aside)
Niyataśrāvya : Janāntika (personal address),
Apavārita(confidential)
Ākāsabhaṣita(conversation with imaginary persons).
 - Duration of play
 - Three Unities** : Time, Actions and place.
 - Starting of a play:** Pūrvaramgā – Ramgadvāra, Nāndī,
Prastāvanā, Prarocanā
 - Analysis of acting, plot and dialogue in the context of
Abhijñānaśakuntalam.

Recommended Books/Readings:

1. Ghosh, M.M.: Nāṭyaśāstra of Bharatamuni.
2. M.M.Ghosh, Nāṭyaśāstra of Bharatamuni, vol- 1, ManishaGranthalaya,
3. Calcutta, 1967. Hass, The Daśarūpaka: A Treatise on Hindu Dramaturgy Columbia University, New York, 1912.
4. Adyarangachrya, Introduction to Bharata's Nāṭyaśāstra, Popular Prakashan Bombay, 1966.

SAN405 SEC1

Sanskrit Meter and Music

Total Credits 4

[A] Prescribed Course:		Full Marks: 70
Unit I	Brief Introduction to Chhandahśāstra	10
Unit II	Classification and Elements of Sanskrit Meter	15
Unit III	Analysis of Selected Vedic Meters and their musical rendering	20
Unit IV	Analysis of Selected Classical Meters and their musical rendering	25

[B] Course Objectives:

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.

[C] Unit –Wise Division:

Unit I

Brief Introduction to Chhandahśāstra

Brief Introduction to Chhandahśāstra

Unit II

Classification and Elements of Sanskrit Meter

Syllabic verse (akṣaravṛtta):Syllabo-quantitative verse (varṇavṛtta)Quantitative verse (mātrāvṛtta)Syllables: laghu and guru

Gaṇa

Feet

Unit III

Analysis of Selected Vedic Meter and their Lyrical Methods

Definition, Example, Analysis and Lyrical Methods of followingMeters:Gāyatrī, uṣṇika, anuṣṭupa, bṛhatī, paṁkti, ṛiṣṭup and jagatī

Unit IV

Analysis of Selected Classical Meter and their Lyrical Methods

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

Bhujamagaprayāta, sragviṇī,

toṭoka, harigītika,

vidyunmālā, anuṣṭupa, āryā

mālinī, śikharinī

vasantatilaka, mandākrānta

śragdharā and

Śārdulavikrīdita

Suggested Books/Readings:

1. Brown, Charles Philip (1869). Sanskrit Prosody and Numerical Symbols Explained. London: Trubner & co.
2. Deo, Ashwini. S (2007) The Metrical Organization of Classical Sanskrit Verse, (PDF). Journal of Linguistics 43(01):63-114. doi:10.1017/s0022226706004452.
3. Recordings of recitation: H.V. Nagaraja Rao (ORI, Mysore), Ashwini Deo, Ram Karan Sharma, Arvind Kolhatkar.
4. Online Tools for Sanskrit Meter developed by Computational Linguistics Group, Department of Sanskrit, University of Delhi: <http://Sanskrit.du.ac.in>