UNDER GRADUATE COURSE FOR SANSKRIT

B.A. (Hons.)

Under

UNDERGRADUATE

CURRICULUM FRAMEWORK-22

UNIVERSITY OF DELHI

DELHI-110007

2022

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Discipline Specific Core (20) Under Graduate Course for Sanskrit		
Semester: I		
DSC-1 **Applied Sanskrit**	**DSC-2** **Classical Sanskrit Literature Poetry**	**DSC-3** **Indian Social Institutions and Polity Social Institutions**
Semester: II		
DSC-4 Classical Sanskrit Literature Prose	**DSC-5** Critical Survey of Shastric Literature	**DSC-6** Sanskrit Epics

DSC 1
Applied Sanskrit

Max. Marks: (75+25= 100)

Total Credits: 04
Teaching Hours: 48

[A] Course objectives:

- To generate interest in Sanskrit language among the students.
- To impart knowledge of the structure of Sanskrit language.
- To impart general skills of communication and writing in Sanskrit.

[B] Course learning outcomes:

- The students will be able to understand the general structure of Sanskrit language.
- The students will be able to write and communicate in Sanskrit.
- Students will become more interested in Sanskrit language.
- Students will be better equipped to comprehend the Hons. syllabus.

[C] Course content:

Unit 1: विभक्ति एवं लट् व लृट् लकार   1 Credit

i. **विभक्तियाँ व उनके सामान्य अर्थ-** छात्र, कवि, शिशु, पितृ, कर्तृ, आत्मन्, भवत्, लता, मति, नदी, वाक्, मनस् (तृतीया द्विवचन भ्याम् से सप्तमी बहुवचन सु)

ii. **अकारान्त पुल्लिंग व नपुंसक लिंग-** प्रथमा व द्वितीया विभक्ति व भ्वादि, तुदादि, दिवादि एवं चुरादि लट् लकार प्रथमपुरुष में वाक्य रचना

iii. **अकारान्त पुल्लिंग व नपुंसकलिंग** शब्दों की सारी विभक्तियों में एकवचन के रूप व वाक्य रचना

iv. **प्रतिनिधि धातुओं के आधार पर गण एवं विकरण परिचय –** (अदादिगण) अस्, (जुहोत्यादिगण) दा, (स्वादि) श्रु, (क्र्यादि) ज्ञा, ग्रह्, (तनादि) कृ धातुओं के प्रथमपुरुष के प्रयोग एवं वाक्य रचना

v. **सर्वनाम पुल्लिंग शब्द-** तत्, एतत्, किम्, यत् के शब्दों के साथ तुमुन्, क्त्वा व ल्यप् से वाक्य रचना

vi. **अस्मद् के प्रथमा एवं द्वितीया के प्रयोग-** विविध धातुओं के उत्तम पुरुष के प्रयोग

vii. **युष्मद् के प्रथमा एवं द्वितीया के प्रयोग-** विविध धातुओं के मध्यम पुरुष के प्रयोग

viii. **अस्मद् एवं युष्मद् के तृतीयादि विभक्तियों के प्रयोग एवं वाक्य रचना** (केवल सह के साथ तृतीया)

ix. **हलन्त पु०, स्त्री० व नपु० लिंगों में सब विभक्तियों के एक वचन शब्दों से वाक्य रचना,** लृट् लकार

x. इकारान्त व उकारान्त पुल्लिंग के प्रथमा व द्वितीया के पदों के साथ वाक्य रचना, अन्य विभक्तियों के एक वचन के प्रयोग एवं वाक्य रचना, पूर्वपठित तृतीयादि विभक्तियों के वाक्य

xi. **आकारान्त, उकारान्त व ईकारान्त स्त्रीलिंग के प्रयोग तथा वाक्य रचना**, लृट् लकार के प्रयोग

Unit 2 – कृदन्त व अन्य लकार   1 Credit

xii. उपर्युक्त सभी पदों के साथ शतृ प्रत्यय के पुल्लिंग व स्त्रीलिंग में प्रयोगाधारित वाक्य रचना

xiii. ऋकारान्त पुल्लिंग व स्त्रीलिंग शब्दों के साथ उपर्युक्त प्रत्ययों के प्रयोग एवं वाक्य रचना

xiv. **क्त एवं क्तवतु प्रत्यय-** कर्मवाच्य एवं भाववाच्य में वाक्य रचना

xv. सब गणों की प्रतिनिधि धातुओं के प्रयोग लङ् लकार का पूर्वपठित सब शब्दों के साथ प्रयोग एवं वाक्य रचना

xvi. सब गणों की प्रतिनिधि धातुओं के लोट् लकार प्रयोग एवं वाक्य रचना

xvii. सब गणों की प्रतिनिधि धातुओं के विधिलिङ् प्रयोग एवं वाक्य रचना

Unit 3: सन्धि एवं तिङ्न्त कर्मवाच्य   1 Credit

i. अच् सन्धि – दीर्घ, गुण, वृद्धि, यण्, अयादि, पूर्वरूप

ii. विसर्ग सन्धि

iii. व्यंजन सन्धि

iv. आत्मनेपद – पाँच लकार

v. यक् प्रत्यय – कर्मवाच्य एवं भाववाच्य में विविध लकारों में प्रयोग

  तव्यत् अनीयर् क्त (कर्मणि प्रयोग)

vi. इकाई तीन पर आधारित परीक्षा

Unit 4: समास – विविध समासों की संरचना   1 Credits

i. विभक्ति तत्पुरुष

ii. द्वन्द्व

iii. कर्मधारय – विशेषण – विशेष्य, उपमामूलक, रूपकमूलक

iv. उपपद तत्पुरुष

v. बहुव्रीहि

vi. अव्ययीभाव

vii. **इकाई चार पर आधारित परीक्षा**

[D] References:

Compulsory Readings:

- द्विवेदी, कपिलदेव: प्रारम्भिक रचनानुवादकौमुदी, विश्वविद्यालय प्रकाशन, वाराणसी, उत्तर प्रदेश, संस्करण २०१९
- रूपचन्द्रिका, डॉ० ब्रह्मानन्द त्रिपाठी , चौखम्बा सुरभारती प्रकाशन, वाराणसी

Additional Resources:

- पाण्डेय, राधामोहन: संस्कृत सहचर, स्टूडेंट्स फ्रेंड्स पटना, बिहार
- नौटियाल, चक्रधर: बृहद् अनुवाद चन्द्रिका, मोतीलाल बनारसीदास, दिल्ली

[E] Teaching learning process:

- Teachers shall make their own practice exercises appropriate to the topic
- Maximize practice through illustrative practical method and active student participation.
- Motivate students to memorize various forms
- Maximize practice using the student's prior knowledge.
- To teach through Sanskrit for better grasp of the language .

[F] Weekly Plan

Week 1   - Unit 1
Week 2   - Unit 1
Week 3   - Unit 1
Week 4   - Unit 2
Week 5   - Unit 2
Week 6   - Unit 2
Week 7   - Unit 3
Week 8   - Unit 3
Week 9   - Unit 3
Week 10   - Unit 4
Week 11   - Unit 4
Week 12 - Unit 4

[G] Assessment Methods:

Structure of Question paper and division of marks

- Five Sentences for Correction (Syntax)   1 X 5= 5
- Vachana / Purusha parivartana   1 X 5= 5
- Lakara / Kāla parivartana   1 X 5= 5
- Fill in the blanks (with appropriate pratyayas)   1 X 5= 5
- Five Sandhis   1 X 5= 5
- Five Samasa Dissolve/ Make   2 X 5= 10
- One Unseen Passage   1 X 10= 10
- Sentence making with given words   2 X 5 = 10
- Translation of Sanskrit prose   2 X 5 = 10
- Paragraph writing   5 X 2= 10

[H] Keywords

Subanta, Tinnananta, Vachya, Kridanata, Sandhi, Samasa

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DSC-2
Classical Sanskrit Poetry

Max. Marks: (75+25= 100)   **Total Credits: 04**
                                        Teaching Hours: 48

A] Course Objectives: This course aims at getting the students acquainted with the general outlines of Classical Sanskrit Literature (Poetry) through classical texts.

[B] Course Learning Outcomes:

[B] Course Learning Outcomes: This course will help the students develop a fair idea of the works of great Sanskrit poets. They will be able to appreciate the styles and thoughts of individual poets focusing on the poetical, artistic, cultural and historical aspects of their works. This course will enhance competence in chaste classical Sanskrit and give them skills in translation and interpretation of poetic works**.**

[C] Course Contents

Unit: I   **1 Credit**
Nitishatakam
Verses 1 to 15

Unit: II   **1 Credit**
Kumarasambhavam Canto V Verses 1 to 29 (Parvati's Penance)

Unit: III   **1 Credit**
Kiratarjuniyam, Canto I Verses 1 to 25

Unit IV   **1 Credit**
Origin and Development of Mahākāvyas (Sanskrit Epics), General Introduction to Sanskrit Mahākāvyas (Sanskrit Epics) with special focus on Aśvaghośa, Kālidāsa, Bhāravi, Māgha, Śrīharṣa. Origin and Development of Gītikāvyas (lyric poetry), General Introduction to Gītikāvyas (lyric poetry) with special focus on Kālidāsa, Jayadeva, Amaruka, Bhartṛhari and Bilhaṇa.
[D] References:

Suggested Books/Readings:
Compulsory Readings:

1. त्रिपाठी, कृष्णमणि, रघुवंशम् (मल्लिनाथकृत सञ्जीवनीटीका), चौखम्बा सुरभारती प्रकाशन, वाराणसी

2. जनार्दन शास्त्री, भारविकृत किरातार्जनीयम्, मोतीलाल बनारसीदास, दिल्ली

3. नेमिचन्द्र शास्त्री, कुमारसम्भवम्, मोतीलाल बनारसीदास, दिल्ली

4. त्रिपाठी, बाबूराम (सम्पा.), भर्तृहरि कृत नीतिशतकम् महालक्ष्मी प्रकाशन, आगरा, १९८६

5. पाण्डेय, ओमप्रकाश (व्या.), मनोरमा हिन्दी-व्याख्या सहित, भर्तृहरि कृत नीतिशतकम्, चौखम्बा अमरभारती प्रकाशन, वाराणसी, १९८२

6. विष्णुदत्त शर्मा शास्त्री (व्या.), भर्तृहरि कृत नीतिशतकम्, विमलचन्द्रिकासंस्कृतटीका व हिन्दी- व्याख्यासहित, ज्ञानप्रकाशन, मेरठ, संवत् २०३४.

7. शर्मा, समीर, मल्लिनाथकृत घंटापथ टीका, भारवि कृत किरातार्जुनीयम्, चौखम्बा विद्याभवन, वाराणसी

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

9. Gopal Raghunatha Nandargikar (Ed.), Raghuvaṁśam of Kālidāsa, MLBD, Delhi.

10. M.R. Kale (Ed.), Kirātārjunīyam of Bhāravi, MLBD, Delhi.

11. M.R. Kale (Ed.), Kumārasambhavam, MLBD, Delhi.

12. M.R. Kale (Ed.), Nītiśatakam of Bhartṛhari, MLBD., Delhi.

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

Additional Resources:
1. Mirashi, V.V., Kālidāsa, Popular Publication, Mumbai.
2. Keith, A.B., History of Sanskrit Literature, MLBD, Delhi.
3. Krishnamachariar, History of Classical Sanskrit Literature, MLBD, Delhi.
4. Gaurinath Shastri, A Concise History of Sanskrit Literature, MLBD, Delhi.
5. Winternitz, Maurice: Indian Literature (Vol. I-III), also Hindi Translation, MLBD, Delhi.

[E] Teaching Learning Process:

1. Teachers shall help students create their own dictionary of nouns and dhatus for each verse before reading the verse.

2. Teachers shall help students split each sandhi and do a padaccheda (division of word) before attempting to read the entire verse.

3. Teachers shall help students dissolve each Samāsa (compound) before reading the entire verse.

4. Teachers shall help students identify the core sentence consisting of subject, object and verb and then gradually add more elements.

5. Teachers shall help students to identify these elements by asking relevant questions.

6. Teachers shall help students to know the grammatical structure of each word before explaining the meaning of the whole verse.

[F]   Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 2
Week 4 – Unit 2
Week 5 – Unit 2
Week 6 – Unit 2
Week 7 – Unit 3

Week 8 – Unit 3
Week 9 - Unit 3
Week 10 – Unit 4

Week 11 – Unit 4
Week 12 – Unit 4

[G]
Assessment

I	External Examination		Marks 75
i.	Translation of 3 (1 from units I-III)	3 x 4 = 12	
ii.	Explanation of 3 (1 from units I-III)	3 x 6 = 18	
iii.	Two Long Questions From units I-III	2 x 7.5 = 15	
iv.	Five Grammatical Notes From units I-III	1 x 5 = 05	
v.	Two Long Questions from unit IV	2 x 7.5 = 15	
vi.	One Shorts Notes from unit IV	1 x 5 = 05	
vii.	Short Notes / Explanation in Sanskrit on any one (Units 1-4)	1 x 5 = 05	

II	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	Marks 25
	Total Marks: (I+II)	**(75+25) = 100**

[H] Keywords:

Sanskrit Literature, Mahākāvya, Gītikāvya, Kumārasambhavam, Raghuvaṁśam, Kirātārjunīyam, Nītiśatakam, Classical Sanskrit Literature, Poetry, etc.

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DSC-3
Indian Social Institutions and Polity

Max. Marks: (75+25= 100) **Total Credits: 04**
Teaching Hours: 48

[A] Course Objectives:

- To generate interest in Ancient Sociological and Political Structure of the Society. students.
- To impart knowledge of the ancient Political Thinkers.
- To impart general skills to argue on the related topics.
- To establish the relevance of Ancient Indian Social and Political Institutions.

[B] Prescribed Course:

Social institutions and Indian Polity have been highlighted in *Dharma and Artha śāstra* literature The aim of this course is to make students acquainted with various aspects of social institutions and Indian polity as propounded in the ancient Sanskrit texts such as *Mahābhārata*, Kauṭilya's *Arthaśāstra* and other works known as *Nītiśāstra.*

[C] Unit-Wise Division:

Unit 1 - Foundations of Indian Society **1 Credit**

i. **Dharma**

Sources of Dharma (*Manusmṛti,* 2,12; *Yājñavalkyasmṛti*,1.7)
Fourteen-*Dharmasthānas* (*Yājñavalkyasmṛti*,1.3)
Dharma as Social and Moral Duty (*Mitākṣarāṭīkā* on *Yājñavalkyasmṛti*,1.1).
(*Manusmṛti*,6.92);

ii. Dharma as an evolving institution – Directions of and reasons for changes in Dharma Śāstra

iii. Sociological Significance of Sixteen *Saṁskāras.*

iv. Balanced Life - Four aims of life *'Puruṣārtha Catuṣṭaya'*-
 1. *Dharma,* 2. *Artha*, 3. *Kāma*, 4. *Mokṣa.*

Unit II - Structure of Society **1 Credit**

i. **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* (*Bhagvadgīta*, 4.13, 18.41-44).
Caste-System and Inter-caste Marriages (*Mahābhārata, Anuśāsanaparva*, 48.3-11);

Assimilation of foreign tribes in Varṇa-System (*Mahābhārata, Śāntiparva*, 65.13-22).
Up-gradation and down-gradation of Caste (*Āpastambadharmasūtra*, 2.5.11.10-11,
Baudhāyanadharmasūtra, 1.8.16.13-14, *Manusmṛti*, 10,64, *Yājñavalkyasmṛti*, 1.96)

ii.   **Position of Women in the Society:**

Brief survey of position of women in different stages of Indian Society;
Position of women in *Mahābhārata* (*Anuśāsanaparva* 46.5-11, *Sabhāparva*, 69.4-13.
Praise of women in The *Bṛhatsaṁhitā* of Varāhamihira
(*Strīprasaṁsā,* chapter-74.1-10)

Unit III State and Kingship   1 Credit
i.   Concept of Welfare State in *Arthaśāstra* of Kauṭilya (*Arthaśāstra*, 1.13: '*matsyanyāyābhibhutaḥ*' to '*yo' asmāngopāyatīt*i')

ii.   Essential Qualities of King (*Arthaśāstra*,6.1.16-18: '*sampādayatyasampannaḥ*' to '*jayatyeva na hīyate*')

iii.   Conduct of the state (Manu Smriti 7 Verses 1 to 15)

Unit IV - State and International Relations   1 Credit

i.   '*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).

ii.   '*Maṇḍala*'Theory of Inter-State Relations: 1. *Ari*, 2. *Mitra*, 3. *Ari-mitra*,4.*Mitra- mitra*, 5. Ari-mitramitra;

iii.   *Śāḍgunya'*Policy of War and Peace:
        1. *Sandhi*, 2. *Vigraha*, 3. *Yāna*, 4. *Āsana*, 5. *Saṁśraya* 6. *Dvaidhibhāva*.

[D] Recommended Books/Readings:

1. Arthaśāstra of Kautilya - (Ed.) Kangale, R.P. Delhi, Motilal Banarasidas 1965
2. Mahābhārata (7 Vols) - (Eng. Tr.) H.P. Shastri, London, 1952-59.
3. Manu's Code of Law - (Ed. & Trans.): Olivelle, P. (A Critical Edition and Translation of the Manava- Dharamaśāstra), OUP, New Delhi, 2006.
4. Yājñavalkyasmṛti with Mitākṣarā commentary - Chowkhamba Sanskrit Series Office, Varanasi,1967
5. कौटिलीय अर्थशास्त्र – उदयवीर शास्त्री मेहर चन्द लछमन दास, दिल्ली
6. बृहत्संहिता – वराहमिहिर, हिन्दी अनुवाद बलदेव प्रसाद मिश्र, खेमराज श्रीकृष्णदास प्रकाशन, मुंबई
7. महाभारत (भाग १ – ६), हिन्दी अनुवाद सहित, गीता प्रैस गोरखपुर
८. मनुस्मृति– चौखंबा प्रकाशन, दिल्ली

[E] REFERENCE BOOKS

1. काणे, पी. वी. धर्मशास्त्र का इतिहास (1-4 भाग), अनु० अर्जुन चौबे काश्यप, (उत्तर प्रदेश हिन्दी संस्थान, लखनऊ, 1966-73

2. जायसवाल सुवीरा, वर्ण तथा जाति व्यवस्था उद्भव तथा विकास, 2004

3. विद्यालङ्कार सत्यकेतु- प्राचीनभारतीय शासन व्यवस्था और राजशास्त्र, सरस्वतीसदन, मैसूर, 1968

4. Altekar, A.S, State and Government in Ancient India, MotilalBanarsidass, Delhi, 2001.
5. Altekar, A.S, The Position of Women in Hindu Civilization, Delhi, 1965.
6. Bhandarkar, D.R., Some Aspects of Ancient Indian Hindu Polity, Banaras Hindu University
7. Ghosal, U.N., A History of Indian Political Ideas, Bombay,1959.
8. Jayaswal, K.P. Hindu Polity, Bangalore, 1967.
9. Jha, M.N. -Modern Indian Political Thought, Meenakshi Parkashan, Meerut, UP.
10. Law, N. S., Aspect of Ancient Indian Polity, Calcutta, 1960.
11. Lingat Robert, Classical Hindu Law,
12. Mathur A.D. Medieval Hindu Law, Oxford Universuty Press, New Delhi, 2006
13. Mehta, V.R., Foundations of Indian Political Thought, Manohar Publisher, Delhi, 1999.
14. Pandey, G.C. Jaina Political Thought, Jaipur Prakrit Bharti, 1984.
15. Prabhu, P.H.- Hindu Social Organisation, Popular Prakashan, Mumbai, 1998
16. Prasad, Beni - Theory of Government in Ancient India, Allahabad, 1968.
17. Saletore, B.A. - Ancient Indian Political Thought and Institutions, Bombay, 1963.
18. Sharma, R. S., Aspects of Political Ideas and Institutions in Ancient India, MLBD, Delhi, 1996.

[E]   Teaching Learning Process

1. Teachers will explain the contents of the text and involve students in the discussion on relevant issues.
2. Caste and women issues could be brought into discussion based on media reports and leading cases.
3. Examination questions should be framed focusing on contemporary problems.
4. In the course of reading the sections on polity, students should be encouraged to connect their theoretical studies with contemporary international diplomacy.
5. News items and articles on foreign policy and governance issues should be studied as a part of the course.

[F]   Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 1
Week 4 – Unit 2
Week 5 – Unit 2
Week 6 – Unit 2
Week 7 – Unit 3
Week 8 – Unit 3

Week 9 – Unit 3
Week 10 – Unit 4
Week 11 – Unit 4
Week 12 – Unit 4

[G]   Assessment

I		**External Examination**	**Marks 75**
	I	Long Questions -4 (from unit 1-4)	04 x 12 = 48
	ii.	Short notes - 4 (from unit -1 to 4)	04 x 05 = 20
	iii.	One Note in Sanskrit	01x 7 = 7
II		**Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**	**Marks 25**
		Total Marks: (I+II)	**(75+25) = 100**

[H]   Keyword

Indian Society, Social Issue, Ancient Polity, Social Institutions and Dharmaśāstra Literature etc.

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DSC-4
Classical Sanskrit Literature (Prose)

Max. Marks: (75+25= 100)   **Total Credits: 04**
                                                      Teaching Hours: 48

[A] Course Objectives:

This course aims to acquaint students with Classical Sanskrit Prose Literature. Origin and development of prose, important prose romances and Sanskrit fables are also included here for students to get acquainted with the beginnings of Sanskrit Prose literature. The course also seeks to help students to creatively and critically engage with texts.

[B] Course Learning Outcomes:

The course will enable students enable students to familiarize themselves with some leading classical prose works and individual literary styles of their authors. After the completion of this course the learner will be exposed to the socio-cultural conditions of the Indian society as reflected in the prescribed texts. Course will also help students to develop their level of Sanskrit language comprehension.

[C] Contents:

Unit: I Śukanāsopadeśa (Ed. Prahlad Kumar)   **Credit: 14**

Introduction – Author and his works, text reading (Grammar, translation and explanation)

(एवं समतिक्रामत्सु केषुचिद् दिवसेषु ....रेणुमयीव स्वच्छमपि कलुषीकरोति)

Unit: II Viśrutacaritam upto 11ᵗʰ Para   **Credit: 14**

Introduction –Author and his works, Text reading (Grammar, translation and explanation)

(.........इति तमुत्थाप्य क्रीडानिर्भरमतिष्ठत्।)

Unit: III Shivarajvijayam   **1 Credit**

(------------------ न पारितं निरोद्धुं नयनवाष्पाणि) Introduction –Author and his works, text para 1 to10, Text reading (Grammar, translation and explanation)

Unit: IV

General Survey of main Sanskrit Prose Works   **1 Credit**

Origin and Development of Prose literature and its Kind, Some Major Texts- Vāsavadattā, Kādambarī, Harṣacaritam, Daśakumaracaritam, Tilakmanjarī, Gadyacintāmaṇi, Śivarajavijyam

Pancatantra, Hitopdeśa, Vetālapavcaviṁśikā, Siṁhāsanadvātriṁśikā, Puruṣaparīkṣā, Śukasaptati.

[D]   Suggested Readings

Compulsory Readings:

1. प्रहलाद कुमार. शुकनासोपदेश, मेहरचन्द लक्ष्मणदास, दिल्ली

2. शास्त्री, रामपाल, शुकनासोपदेश, चौखम्बा औरियन्टलिया, वाराणसी

3. सुरेन्द्रदेव शास्त्री, विश्रुतचरितम्, साहित्यभण्डार, मेरठ

4. झा, रमाकान्त, शुकनासोपदेश, चौखम्बा विद्याभवन, वाराणसी

5. देवनारायण मिश्र, शिवराजविजयम्, साहित्यभण्डार, मेरठ

6. पन्त, सुबोधचन्द्र एवं झा, विश्वनाथ, दशकुमारचरितम्, मोतीलाल बनारसीदास, दिल्ली

Additional   Resources:

1. शर्मा, उमाशंकर ऋषि: संस्कृत साहित्य का इतिहास, चौखम्बा भारती अकादमी, वाराणसी

2. उपाध्याय, बलदेव: संस्कृत साहित्य का इतिहास, शारदा निकेतन, वाराणसी

3. प्रीतिप्रभा, गोयल: संस्कृत साहित्य का इतिहास, राजस्थानी ग्रन्थगार, जोधपुर

4. त्रिपाठी, राधावल्लभ: संस्कृत साहित्य का अभिनव इतिहास, विश्वविद्यालय प्रकाशन, वाराणसी

5. Keith, A.B., History of Classical Sanskrit Literature, MLBD, Delhi, हिन्दी अनुवाद सहित, मंगलदेव शास्त्री, मोतीलाल बनारसीदास, दिल्ली

6. M. Krishnamachariyar Shastri: History of Classical Sanskrit Literature, MLBD, Delhi

7. Gaurinath Shastri: A Concise History of Sanskrit Literature, MLBD, Delhi

8. Maurice, Winternitz: Ancient Indian Literature (Vol.1-III), also Hindi Translation, MLBD, Delhi

[G] Assessment

External Examination   **75**

viii.	Translation of 3 (1 from units I-III)	3 x 4 = 12
ix.	Explanation of 3 (1 from units I-III)	3 x 6 = 18

x.	Two Long Questions From units I-III	2 x 7.5 = 15
xi.	Five Grammatical Notes From units I-III	1 x 5 = 05
xii.	Two Long Questions from unit IV	2 x 7.5 = 15
xiii.	One Shorts Notes from unit IV	1 x 5 = 05
xiv.	Short Notes / Explanation in Sanskrit on any one (Units 1-4)	1 x 5 = 05

II Internal Assessment   **Marks 25**
(Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)

       Total Marks: (I+II)

(75+25) = 100

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DSC-5

Sanskrit Epics

Max. Marks: (75+25= 100)   **Total Credits: 04**
                                                                        Teaching Hours: 48

[A] Course objectives:

- To enable students to read simple classical Sanskrit
- To enable students to have a sense of the great impact of the epics on Indian life and literature.
- To impart knowledge of some important segments in the Gita and the Ramayana.
- To introduce Advaita philosophy through Shankaracharya's commentary on the Gita.

[B] Course learning outcomes:

- The students will be able to understand simple classical Sanskrit.
- The students will build a good vocabulary to write and communicate in Sanskrit.
- Students will become more aware of the impact of the epics on life and literature in India
- They will get acquainted with Advaita philosophy.

[C] Course content

Unit1 वाल्मीकि रामायण अयोध्याकाण्ड सर्ग 109 (रामेण जाबालिमतनिराकरणम्)

From Verse 1 (जाबालेस्तु वचः श्रुत्वा...) से 27 कार्याकार्यविचक्षणः तक)   **1 Credit**

Unit 2 Ramayana as the source of Sanskrit literature   **1 Credit**
   i.   Ramayana as the source book for Indian values – ideal king, ideal family, Ideal Polity, ideal society, ideal character
   ii.   Valmiki Ramayana as the source book for Sanskrit literature – Epics, Dramas, Lyric poetry, Adhyātma Ramayana, Adbhuta Ramayana.
   iii.   Works in Indian languages based on the Ramayana

Unit 3. भगवद्गीता अध्याय २ पद्य ११ से २५ तक (शाङ्करभाष्य सहित)   **1 Credit**

Unit 4: **Mahabharata as the source book**   **1 Credit**
   i.   Mahabharata as the source book for Indian knowledge and values
   ii.   Sanskrit literary works based on the Mahabharata – Dramas, long poems (Mahakavyas)
   iii.   Works in Indian languages based on the Mahabharata

[D] References:

Compulsory Readings:

1. भगवद्गीता, शाङ्करभाष्य अनुवाद सहित, अनुवादक श्रीहरिकृष्णदास गोयन्दका, गीता प्रैस, गोरखपुर
2. Valmiki Ramayana – Valmiki.iitk.ac.in
3. गीताभाष्यनवाम्बरा- डॉ० शिवनारायण शास्त्री

Additional Resources:

1. Bhagawadgita with the commentary of Shankaracharya – A.K. Warrior,
2. Bhagawadgita – Dr. S. Radhakrishnan
3. Śrimadbhagavadgītā, The Scripture of Mankind, text in Devanagari with transliteration in English and notes by Swami Tapasyananda, Sri Ramakrishna Math, 1984
4. Chattopadhyaya D.P., Lokayata- A Study in Ancient Indian Materialism, Popular Publishing House, New Delhi
5. Mishra, Pankaj Kumar, **चार्वाक**, शिबालिक प्रकाशन, दिल्ली

[E] Teaching learning process:

- Students must be encouraged to read, explain grammatical structures, translate and interpret before the teacher takes over.
- Each grammatical form is to be explained and understood.
- Special emphasis is to be laid on Sandhis and Samasas
- Shankaracharya's commentary on each verse in the Gita is to be read and explained in class.
- As far as possible teaching may be done through Sanskrit.

[F] Weekly plan

Week 1   - Unit 1
Week 2   - Unit 1
Week 3   - Unit 2
Week 4   - Unit 2
Week 5   - Unit 3
Week 6   - Unit 3
Week 7   - Unit 3
Week 8   - Unit 3
Week 9   - Unit 4
Week 10   - Unit 4
Week 11   - Unit 4
Week 12   - Unit 4

[G] Assessment Methods:

Structure of Question paper and division of marks

Translation of verses from Units 1 and 2   2 x 4 = 8

Explanation of verses from Units 1 and 2   2 x 7.5 = 15
Grammatical notes from units 1 and 2   1 x 7 = 7
Text based question from units 1 and 2   1 x 10= 10
Translation of verses from units 3 and 4   2 x 4 = 8
Explanation of verses from units 3 and 4 based on Shankaracharya's commentary
                                                                   2 x 7.5 = 15
Question based on the Gita as explained by Acharya Shankara   1 x 8 = 8
Short notes on terms from Shankaracharya's commentary   2 x 2 = 4

[H] Keywords

Dharma, Astika, Nastika, Atma, Life, Death

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Department of Sanskrit
University of Delhi
Under Graduate Course for Sanskrit
B.A. (Hons.)
Under UGCF-22

DSC-6
Critical Survey of Śāstric Literature
शास्त्रीयसाहित्यस्य समालोचनात्मकसर्वेक्षणम्

Max. Marks: (75+25= 100) | **Total Credits: 04**
Teaching Hours: 48

[A] Course objectives:

- To enable students to Know the Ancient Indian Śāstric Literature.
- To impart knowledge of some important texts and authors who created knowledge on medical science, Aeronautics, music, dances, paintings etc.
- To prepare students to exhibit their understanding of ancient Knowledge System.
- To introduce the contribution of Charak, Sushrut, Bharat, Nagarjun, Paalkaapya etc.

[B] Course learning outcomes:

- The students will be able to understand the long history of Indian Śāstric Tradition.
- The students will be able to exhibit their understanding of the Indian Knowledge System.
- Students will become more aware of some aspects of Ancient Scientific thoughts and achievements.
- They will get acquainted with Ancient Scientific texts/writings.

[C] Course content:

Unit 1- चिकित्साशास्त्र, वनस्पतिशास्त्र, रसायनशास्त्र (**Medical Sciences, Botany and Rasāyana**) − **Origin and development, major texts, major theories, contribution to current understanding 1 Credit**

Unit 2- संगीतशास्त्र, नृत्यशास्त्र, मूर्तिकला, चित्रकला (**Music, Dance, Iconography and Painting**)− **Origin and development, major texts, major theories, contribution to current understanding. 1 Credit**

Unit 3- वैमानिकशास्त्र, अश्वशास्त्र, गजशास्त्र, आयुधविज्ञान (**Vimānaśāstra, Aśva-śāstra, Gaja- śāstra, Ayudhavijñāna** − **Origin and development, major texts, major theories, contribution to current understanding 1 Credit**

Unit 4- कोशशास्त्र, छन्दः शास्त्र, निरुक्तशास्त्र, व्याकरणशास्त्र - **Origin and development, major texts, major theories, contribution to current understanding 1 Credit**

[D] References:

Compulsory Readings:

1. संस्कृत वाङ्मय का विवेचनात्मक इतिहास- डॉ० सूर्यकान्त

2. संस्कृत साहित्य का इतिहास- डॉ० उमाशंकर शर्मा ऋषि

3. अद्भुत भारत- बाशम ,(1995) .एल .ए ,अनु० पाण्डेय वेंकटेशचन्द्र शिवलाल अग्रवाल ,एण्ड कम्पनीआगरा ,

4. History of Classical Sanskrit Literature, M. Krishnamachariyar Shastri MLBD, Delhi

5. History of Classical Sanskrit Literature, Keith, A.B., MLBD, Delhi,

   हिन्दी अनुवाद सहित, मंगलदेव शास्त्री, मोतीलाल बनारसीदास, दिल्ली

[E] Teaching learning process:

- Students must be encouraged to know our scientific heritage.
- Each of the prescribed Shastra should be discussed on historical proof and rationale of the subjects should not be by passed.
- Special emphasis is to be given on the relevance of shastra.
- Unit 4 should be discussed at length.
- As far as possible teaching may be done through PPTs.

[F] Weekly plan

Week 1   - Unit 1
Week 2   - Unit 1
Week 3   - Unit 1
Week 4   - Unit 2
Week 5   - Unit 2
Week 6   - Unit 2
Week 7   - Unit 3
Week 8   - Unit 3
Week 9   - Unit 3
Week 10   - Unit 4
Week 11   - Unit 4
Week 12   - Unit 4

[G] Assessment:

I External Examination   **Marks - 75**

Three long answer questions from first three Units	3 x 10 = 30	
Two long Answer Question from Unit 3	1x 10 = 20	

Short notes on texts author and subject   3x6 = 18
One Short Notes in Sanskrit from any Unit   1x7 = 7

II Internal Assessment   Marks 25
   (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)
         Total Marks: (I+II)

(75+25) = 100

[H] Keywords

Shastra, theory, texts, authors, Contemporary relevance

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	Ability Enhancement Course (AEC)
	Semester I/II
	A: Advance: Introduction to Sanskrit Language **B: Intermediate:** Nīti Literature in Sanskrit **C: Introductory:** Upaniśad and Gītā
Option-2	**A: Advance:** Essential Principal of Ayurveda **B: Intermediate:** Concept of Regimen in Ayurveda **C: Introductory:** An Introduction of Bṛhadtrayī
Option-3	**A: Advance:** Sanskrit Language Skill through Technology **B: Intermediate:** Sanskrit Language Text Preservation and Digital Access **C: Introductory:** Culture and Society
Option-4	**A: Advance:** Education in Ancient India **C: Introductory:** Upaniśad and Gītā
Option-5	**A: Advance:** Ancient Indian Economy **B: Intermediate:** Financial Management in Sanskrit Texts **C: Introductory:** Administrative Structure in Kauṭilya's Arthaśāstra
Option-6	**C: Introductory:** Philosophical Foundations of Indian Psychology
Option-7	**C: Introductory:** Sanskrit Media and Journalism
Option-8	**C: Introductory:** Women and Social Institutions in Indian Society

Note:

Sanskrit A-Advance:

This Course can be offered to those students who have studied Sanskrit in 12th Class.

Sanskrit B- Intermediate:

This Course can be offered to those students who have studied Sanskrit in 10th Class.

Sanskrit C- Introductory:

This Course can be offered to those students who have studied Sanskrit till 8th class or not studied Sanskrit in the School.

UGCF Sanskrit Course: AEC
Option 1
Sanskrit A: Advance

Introduction to Sanskrit Language

Total Credits: 02

[A] Course Objectives:

This course aims at making the students acquainted with general outline of Sanskrit Grammar and Composition. This course will enhance their skills of chaste Sanskrit pronunciation as well as competence and performance of the language.

[B] Course Learning Outcomes:

The students will learn the advance form of Sanskrit language as one of the modern Indian Language through the practice of simple Sanskrit writings.

[C] Course Contents

Course Content

कारक एवं विभक्ति: कर्त्ता, कर्म एवं करण

वचन एवं लिङ्ग:

शब्दरूप: राम, बालक, लता, अस्मद्, युष्मद्, तत्, इदम्, किम्, सर्व हरि, मति, जल, फल, पुष्प, ज्ञान, भोजन, धन, गुरु

क्रियारूप: निम्नलिखित धातुओं का केवल लट्, लृट् एवं लङ् लकार में रूप:

भू, पठ्, लिख्, खाद्, चल्, गम् (गच्छ्), हस्, वद्, पा (पिब्), अस्, गै (गाय), भ्रम्, स्था (तिष्ठ),दृश् (पश्य्), पच्, वर्ष्, दा (यच्छ्)

शब्दकोश: संस्कृत सामान्य शब्दों के लिए शब्दकोश

Unit: II
Course Content/Prescribed Books

Basic Sanskrit Sentence Formation (Active Voice) using the word and verb roots mentioned in Unit 1.

[D] References:

Compulsory Readings:

14. द्विवेदी, कपिलदेव : प्रारम्भिक रचनानुवादकौमुदी, विश्वविद्यालय प्रकाशन, वाराणसी, उत्तर प्रदेश, संस्करण २०१९

[E] Teaching Learning Process:

1. Online Sanskrit Learning Material.

[F]   Weekly Plan

Week: 1	Unit 1
Week: 2	Unit 1
Week: 3	Unit 1
Week: 4	Unit 1
Week: 5	Unit 1
Week: 6	Unit 1
Week: 7	Unit 2
Week: 8	Unit 2
Week: 9	Unit 2
Week: 10	Unit 2
Week: 11	Unit 2
Week: 12	Unit 2

[G] Assessment Methods:

I	**Basic Structure of Question Paper & Division of Marks**	**38**
i.	19 Short questions/word from/verb form/Sentence Correction/Sentence formation (from Units 1-2)	19 x 02 = 38
II	**Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**	**12**
	Total Marks : (I+II)	**(38+12) = 50**

[H] Keywords: Basic Sanskrit, Sanskrit shabdrup, Sanskrit sentence formation etc.

UGCF Sanskrit Course: AEC
Option 1
Sanskrit B: Intermediate
Nīti Literature in Sanskrit

Total Credits: 02

[A] Course Objectives:

This course aims at making the students acquainted with general outline of Sanskrit literature. This course will help the learners be familiar with the tradition of Prose literature with some focus on individual contributors of Sanskrit prose writing.

[B] Course Learning Outcomes:

The students will learn the advance form of Sanskrit language as one of the modern Indian Language through the practice of simple Sanskrit writings. The stories and verses prescribed in the course will help the learners develop an understanding of the moral and ethical values that will be useful in their day to day life situations. They will be familiar with the rich history of Sanskrit Literature. This course will enhance their skills of chaste Sanskrit pronunciation as well as competence and performance of the language. This will help them translate and explain the prescribed Sanskrit texts in their native language.

[C] Course Contents

Unit: I
Course Content/Prescribed Books
 Origin and development of Nītikāvya: Kathāsaritsāgara, Pañcatantra, Hitopadeśa, Cāṇakyanīti.
Unit: II
Course Content/Prescribed Books
 Introduction to Nitishatakam from verses: 01-30. (Basic understanding and knowledge of the topic discussed) According to Savitri Gupta, Vidyanidhi Prakashan, 2015.

[D] References:

Compulsory Readings:

1. सावित्री गुप्ता (2015), नीतिशतक, विद्यानिधि प्रकाशन, दिल्ली ।

2. उमाशंकर शर्मा ऋषि : संस्कृत साहित्य का इतिहास, चौखम्बा भारती अकादमी, वाराणसी ।

3. रमाशंकर त्रिपाठी, संस्कृत साहित्य का प्रामाणिक इतिहास, कृष्णदास अकादमी, वाराणसी ।

Additional Resources:

[E] Teaching Learning Process:

The teacher will introduce the basic knowledge of the text based on prescribed text.

[F]   Weekly Plan

Week: 1   Unit 1
Week: 2   Unit 1
Week: 3   Unit 1
Week: 4   Unit 1
Week: 5   Unit 1
Week: 6   Unit 1
Week: 7   Unit 2
Week: 8   Unit 2
Week: 9   Unit 2
Week: 10   Unit 2
Week: 11   Unit 2
Week: 12   Unit 2

[G] Assessment Methods:

	Basic Structure of Question Paper & Division of Marks	**38**
i.	Questions - 02 (from Unit 1-2)	02 x 10 = 20
ii.	Short Notes - 03 (from unit-1-2)	03 x 06 = 18
II	**Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**	**12**
	Total Marks : (I+II)	**(38+12) = 50**

[H] Keywords:
Sanskrit Literature, Niti Literature

Department of Sanskrit
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UGCF Sanskrit Course: AEC
Option-1
Sanskrit C: Introductory
Upaniśad and Gītā

Total Credits: 02

[A] Course Objectives:

The general objective of this course is to give the students basic idea of Philosophy of the Upaniṣads and the Bhagawad Gītā, which are recognized as representative texts of Indian thought.

[B] Course Learning Outcomes:

The Students will be able to peep into understand the spiritual depth of the intellectual wisdom of Indian seers. The Ishopanishad teaches the art of harmonizing materialism and spiritualism. The subject matter of the Bhagawad Gita II comprising of the concepts of Niṣkām karmyoga, Self and Sthita Prajña (the ideal human being) will enable learners to attain a proper balance between intellectual and emotional faculties. After the completion of this paper the students will be aware of the solutions of many modern day conflicts available in the upanishadic literature and Bhagavad Geeta. They will get to know the spiritual aspects of Indian traditions separated from the religious tradition.

[C] Course Contents

Unit: I
Course Content/Prescribed Books
General Introduction to Upanisadic Philosophy
Text Introduction to Ishavasyopnishad

Unit: II
Course Content/Prescribed Books
Introduction to Geeta: Background, Purpose,
Gyanyoga
Karmayoga
Bhaktiyoga

[D] References:

Compulsory Readings:

1. शशि तिवारी, ईशावस्योपनिषद्: भूमिका एवं व्याख्या, भारतीय विद्या प्रकाशन दिल्ली।
2. उमाशंकर शर्मा ऋषि, संस्कृत साहित्य का इतिहास, चौखम्भा भारती, वाराणसी
3. बलदेव उपाध्याय, वैदिक साहित्य एवं संस्कृति, वाराणसी।
4. Isha Upanishad, The Complete Works Of Sri Aurobindo, Sri Aurobindo Ashram Trust, Pondicherry 2003

Additional Resources:

[E] Teaching Learning Process:

The general introduction and subject matter will taught in Upanishad and Geeta.

[F] Weekly Plan

Week: 1	Unit 1
Week: 2	Unit 1
Week: 3	Unit 1
Week: 4	Unit 1
Week: 5	Unit 1
Week: 6	Unit 1
Week: 7	Unit 2
Week: 8	Unit 2
Week: 9	Unit 2
Week: 10	Unit 2
Week: 11	Unit 2
Week: 12	Unit 2

[G] Assessment Methods:

	Basic Structure of Question Paper & Division of Marks	38
iii.	Questions - 02 (from Unit 1-2)	02 x 10 = 20
iv.	Short Notes - 03 (from unit-1-2)	03 x 06 = 18
II	**Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**	**12**
	Total Marks : (I+II)	**(38+12) = 50**

[H] Keywords:
Upanishad and Geeta

Department of Sanskrit
University of Delhi
Under Graduate Course for Sanskrit
B.A. (Hons.)
Under UGCF-22

UGCF Sanskrit Course: AEC
Option 2
Sanskrit A: Advance
Essential Principal of Ayurveda

Total Credits: 02

[A] Course Objectives:

This course aims at making the students acquainted with Essential Principal of Ayurveda. This course will help the learners be familiar with the tradition of Ayurveda with some focus on Carakasaṁhitā.

[B] Course Learning Outcomes:

After reading this paper students will know the history of Āyurveda through original sources of ancient medicine system enshrined in Sanskrit texts like Charaka Saṁhitā, Śuśruta Saṁhitā, Aṣṭānṅga Hridayam etc. and they will also get the basic knowledge of eight departments of Āyurveda.

[C] Course Contents

Unit: I
> **Introduction of Āyurveda**
> Main Ācāryas of Āyurveda   – Caraka, Suśruta, Vāgbhaṭṭa, Mādhava, Sārṅgadhara and Bhāvamiśra

Unit: II
> **Carakasaṁhitā – (Sūtra-sthānam)**
> Carakasaṁhitā – Sūtra-sthānam (Tasyāśitīyādhyāya) Regimen of Six Seasons (Ṛtucharyā): Hemanta (Early Winter), Śiśira (Winter), Vasanta (Spring), Grīṣma (Summer), Varṣā (Rainy) and Śarada (Autumn).

[D] References:

Compulsory Readings:
15. Brahmananda Tripathi (Ed.), Carakasamhitā, Chaukhamba Surbharati Prakashana, Varanasi, 2005.
16. V. Narayanaswami, Origin and Development of Āyurveda (A brief history), Ancient Science of   life, Vol. 1, No. 1, July 1981, pages 1-7.

Additional Resources:

[E] Teaching Learning Process:

While reading this paper students should be encouraged to do comparison between modern Medical system and Āyurveda, so that they can develop a scientific attitude towards ancient holistic medicine system. They should be able to understand preventive approach of Āyurveda which is not focused in modern systems.

[F] Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 1
Week 4 – Unit 1
Week 5 – Unit 1
Week 6 – Unit 1
Week 7 – Unit 2
Week 8 – Unit 2
Week 9 – Unit 2
Week 10 – Unit 2
Week 11 – Unit 2
Week 12 – Unit 2

[G] Assessment Methods:

	Basic Structure of Question Paper & Division of Marks	38
v.	Questions - 02 (from Unit 1-2)	02 x 10 = 20
vi.	Short Notes - 03 (from unit-1-2)	03 x 06 = 18
II	**Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**	**12**
	Total Marks : (I+II)	**(38+12) = 50**

[H] Keywords:

Ayurveda, Ancient Medicine System, holistic medicine

Department of Sanskrit
University of Delhi
Under Graduate Course for Sanskrit
B.A. (Hons.)
Under UGCF-22

UGCF Sanskrit Course: AEC
Option 2
Sanskrit B: Intermediate
Concept of Regimen in Ayurveda

Total Credits: 02

[A] Course Objectives:

Āyurveda is the most ancient but alive traditional healthcare system in India. Through the classroom lectures and discussions, this course will introduce students to the theory of Āyurveda. The major objective is to make them understand the basic principles and Concept of Regimen in Ayurveda.

[B] Course Learning Outcomes:

Graduates who read this course should be able to know the Concept of Regimen in Ayurveda. which has focused not only to the physical health but a healthy lifestyle. After reading this paper students will know the Concept of Regimen in Ayurveda.

[C] Course Contents

Unit: I

Main Ācāryas of Āyurveda – चरक, सुश्रुत, वाग्भट्ट

Unit: II

Carakasaṁhitā – Sūtra-sthānam (Tasyāśitīyādhyāya) Regimen of Six Seasons (Ṛtucharyā): Hemanta (Early Winter), Śiśira (Winter),Vasanta (Spring), Grīṣma (Summer), Varṣā (Rainy) and Śarada (Autumn).

[D] References:

Compulsory Readings:
1. Brahmananda Tripathi (Ed.), Carakasamhitā, Chaukhamba Surbharati Prakashana, Varanasi, 2005.
2. V. Narayanaswami, Origin and Development of Āyurveda (A brief history), Ancient Science of life, Vol. 1, No. 1, July 1981, pages 1-7.

[E] Teaching Learning Process:

While reading this paper students should be encouraged to do comparison between modern Medical system and Āyurveda, so that they can develop a scientific attitude towards ancient holistic medicine system. They should be able to understand preventive approach of Āyurveda which is not focused in modern systems.

[F] Weekly Plan
   Week 1 – Unit 1
   Week 2 – Unit 1
   Week 3 – Unit 1
   Week 4 – Unit 1
   Week 5 – Unit 1
   Week 6 – Unit 1
   Week 7 – Unit 2
   Week 8 – Unit 2
   Week 9 – Unit 2
   Week 10 – Unit 2
   Week 11 – Unit 2
   Week 12 – Unit 2

[G] Assessment Methods:

Basic Structure of Question Paper & Division of Marks	38
i. Questions - 02 (from Unit 1-2)	02 x 10 = 20
ii. Short Notes - 03 (from unit-1-2)	03 x 06 = 18
II Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	12
Total Marks : (I+II)	(38+12) = 50

[H] Keywords:
Ayurveda, Ancient Medicine System, holistic medicine

UGCF Sanskrit Course: AEC
Option 2
Sanskrit C: Introductory
An Introduction of Bṛhattrayī

Total Credits: 02

[A] 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 Bṛhadtrayī.

[B] Course Learning Outcomes:

This course will enable the students to appreciate the principles of traditional Indian medicine system which has focused not only to physical health but a healthy life style including food habits, diets, preventive medicine, and medicinal plants available in their surroundings.

[C] Course Contents

Unit: I

Introduction of Āyurveda, History of Indian Medicine in the pre-caraka period. The two schools of Āyurveda: Dhanvantari and Punarvasu.

Unit: II

General Study of Carakasamhita
General Study of Sushruta-samhita
General Introduction to Ashtanghridaya

[D] References:

Compulsory Readings:

3. Brahmananda Tripathi (Ed.), Carakasamhitā, Chaukhamba Surbharati Prakashana, Varanasi, 2005.
4. V. Narayanaswami, Origin and Development of Āyurveda (A brief history), Ancient Science of   life,

Vol. 1, No. 1, July 1981, pages 1-7.

[E] Teaching Learning Process:

While reading this paper students should be encouraged to do comparison between modern Medical system and Āyurveda, so that they can develop a scientific attitude towards ancient holistic medicine system. They should be able to understand preventive approach of Āyurveda which is not focused in modern systems.

[F]   Weekly Plan
Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 1
Week 4 – Unit 1
Week 5 – Unit 1
Week 6 – Unit 1
Week 7 – Unit 2
Week 8 – Unit 2
Week 9 – Unit 2
Week 10 – Unit 2
Week 11 – Unit 2
Week 12 – Unit 2

[G] Assessment Methods:

Basic Structure of Question Paper & Division of Marks	38
i. Questions - 02 (from Unit 1-2)	02 x 10 = 20
ii. Short Notes - 03 (from unit-1-2)	03 x 06 = 18
II Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	**12**
Total Marks : (I+II)	**(38+12) = 50**

[H] Keywords:
Ayurveda, Ancient Medicine System, holistic medicine

UGCF Sanskrit Course: AEC
Option-3
Sanskrit A: Advance
Sanskrit Language Skill through Technology

Total Credits: 02

[A] Course Objectives:
Information technology in taking place in education and language learning rapidly. Therefore, the objective of the course is to introduce the tools and technology to enhance the skill Sanskrit language through Technology.

[B] Course Learning Outcomes:
Though this course student will be aware and skilled in the language technology tools in Sanskrit. They will also know about various available tools for Sanskrit.

[C] Course Contents

Unit: I
  Introduction to Language Technology and Its areas
  Language Analyzer, Language Generator, Corpora, Lexicon
  Web Publishing, Web Search, Text Preservation and Digitization

Unit: II
  Sanskrit Language Computer Tools
  Introduction to various available tools for Sanskrit.

[D] References:

Compulsory Readings:
1. Chandra Subhash (March, 2017). मशीनी अनुवाद (Machine Translation). Vidyanidhi Prakashana, New Delhi, India, ISBN: 9789385539527.
2. Akshar Bharati, Vineet Chaitanya and Rajeeva Sanghal, Natural Language Processing: A Paninian Prospective, Prentice Hall of India, New Delhi, 1995.
3. Girish Nath Jha, Madhav Gopal, Diwakar Mishra, Annotating Sanskrit Corpus: Adapting IL-POSTS, Human Language Technology. Challenges for Computer Science and Linguistics Lecture Notes in Computer Science Volume 6562, 2011, pp 371-379.
4. Tools developed by Computational Linguistics Group, Department of Sanskrit, University of Delhi, Delhi-110007 available at: http://cl.sanskrit.du.ac.in
5. Tools developed by School of Sanskrit and Indic Studies, Jawaharlal Nehru University, New Delhi. available at: http:// sanskrit.jnu.ac.in

Additional Resources:

[E] Teaching Learning Process:

Lecture based Teaching Learning on the Basics of Tools and Techniques for Computing Sanskrit Language, Detailed Survey of Language Computing tools and Techniques for Background will be covered in this course. It will be very helpful to students to engage them in laboratory and practice basic tools and techniques of computer.

[F]   Weekly Plan
Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 1
Week 4 – Unit 1
Week 5 – Unit 1
Week 6 – Unit 1
Week 7 – Unit 2
Week 8 – Unit 2
Week 9 – Unit 2
Week 10 – Unit 2
Week 11 – Unit 2
Week 12 – Unit 2

[G] Assessment Method

	Basic Structure of Question Paper & Division of Marks	38
vii.	Questions - 02 (from Unit 1-2)	02 x 10 = 20
viii.	Short Notes - 03 (from unit-1-2)	03 x 06 = 18
II	**Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**	**12**
	Total Marks : (I+II)	**(38+12) = 50**

[H] Keywords

Computing Sanskrit Language, Tool and Techniques for Computing Sanskrit Language, Language Technology etc.

UGCF Sanskrit Course: AEC
Option-3
Sanskrit B: Intermediate
Sanskrit Language Text Preservation and Digital Access

Total Credits: 02

[A] Course Objectives:
Information technology in taking place in education and language learning rapidly. Therefore, the objective of the course is to introduce the tools and technology for Sanskrit Language Text Preservation and Digital Access.

[B] Course Learning Outcomes:
Though this course student will be aware and skilled in the language technology tools in Sanskrit. They will learn Sanskrit Language Text Preservation and Digital Access.

[C] Course Contents

Unit: I
Sanskrit Language Text Preservation Techniques:
Introduction to Typing Tools, Storing and Digitization

Unit: II
Digital Access of Sanskrit Texts
Online Tools for Sanskrit

[D] References:

Compulsory Readings:
1. Chandra Subhash (March, 2017). मशीनी अनुवाद (Machine Translation). Vidyanidhi Prakashana, New Delhi, India, ISBN: 9789385539527.
2. Akshar Bharati, Vineet Chaitanya and Rajeeva Sanghal, Natural Language Processing: A Paninian Prospective, Prentice Hall of India, New Delhi, 1995.
3. Girish Nath Jha, Madhav Gopal, Diwakar Mishra, Annotating Sanskrit Corpus: Adapting IL-POSTS, Human Language Technology. Challenges for Computer Science and Linguistics Lecture Notes in Computer Science Volume 6562, 2011, pp 371-379.
4. Tools developed by Computational Linguistics Group, Department of Sanskrit, University of Delhi, Delhi-110007 available at: http://cl.sanskrit.du.ac.in
5. Tools developed by School of Sanskrit and Indic Studies, Jawaharlal Nehru University, New Delhi. available at: http:// sanskrit.jnu.ac.in

Additional Resources:

[E] Teaching Learning Process:

Lecture based Teaching Learning on the Basics of Tools and Techniques for Computing Sanskrit Language, Detailed Survey of Language Computing tools and Techniques for Background will be covered in this course. It will be very helpful to students to engage them in laboratory and practice basic tools and techniques of computer.

[F] Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 1
Week 4 – Unit 1
Week 5 – Unit 1
Week 6 – Unit 1
Week 7 – Unit 2
Week 8 – Unit 2
Week 9 – Unit 2
Week 10 – Unit 2
Week 11 – Unit 2
Week 12 – Unit 2

[G] Assessment Method

	Basic Structure of Question Paper & Division of Marks	38
ix.	Questions - 02 (from Unit 1-2)	02 x 10 = 20
x.	Short Notes - 03 (from unit-1-2)	03 x 06 = 18
II	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	12
	Total Marks : (I+II)	(38+12) = 50

[H] Keywords

Computing Sanskrit Language, Tool and Techniques for Computing Sanskrit Language, Language Technology etc.

UGCF Sanskrit Course: AEC
Option-3
Sanskrit C: Introductory
Sanskrit Language Typing tools

Total Credits: 02

[A] Course Objectives:
This course has been designed for those students who need to have some basic grounding in computer applications. To provide the basic skill of computer typing special focus on typing Sanskrit.

[B] Course Learning Outcomes:
The course-level learning outcomes that a student of this course is required to demonstrate are indicated below:

- Learn the Standard for Indian Languages (Unicode)
- Working with Unicode Typing in Devanagari Scripts.
- Learn the Various Typing Tools and Software for Devanagari Unicode.
- Learn the Text preservation techniques and web publishing.

[C] Course Contents

Unit: I
Sanskrit Language Typing Tools
Typing Software: Baraha and Pramukh
Online Typing Tools
Google Input Tools
Unit: II
Online Scripts Converter:
Introduction to few Script converters
Speech Typing Tools:
Google Assistant
Google Docs Speech Typing
Siri by Apple

[D] References:

Compulsory Readings:
1. Unicode Technical Report #17: Unicode Character Encoding Model". 2008-11-11. Retrieved 2009-08-08. At: http://www.unicode.org/reports/tr17/

2. Constable, Peter (2001-06-13). "Character set encoding basics". Implementing Writing Systems: An introduction. SIL International. Retrieved 2010-03-19.
3. Devanagari Unicode Chart at: http://unicode.org/charts/PDF/U0900.pdf
4. The Unicode Consortium: http://unicode.org/
5. http://baraha.com/v10/help/Keyboards/kan_phonetic.htm
6. https://www.google.co.in/inputtools/try/

[E] Teaching Learning Process:

Lecture and practical based Teaching Learning on computer awareness. Theory and Practical of Typing in Unicode in Devanagari Script, Practical of Using Various Software for Typing in Unicode in Devanagari Script can be used.

[F]   Weekly Plan
Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 1
Week 4 – Unit 1
Week 5 – Unit 1
Week 6 – Unit 1
Week 7 – Unit 2
Week 8 – Unit 2
Week 9 – Unit 2
Week 10 – Unit 2
Week 11 – Unit 2
Week 12 – Unit 2

[G] Assessment Method

	Basic Structure of Question Paper & Division of Marks	38
i.	Questions - 02 (from Unit 1-2)	02 x 10 = 20
ii.	Short Notes - 03 (from unit-1-2)	03 x 06 = 18
II	**Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**	**12**
	Total Marks : (I+II)	**(38+12) = 50**

[H] Keywords

Computer Awareness, Basics typing tool in Sanskrit, Google Input Tool

UGCF Sanskrit Course: AEC

Option 4
Sanskrit A: Advance
Education in Ancient India
प्राचीनभारते शिक्षा

Total Credits: 02

[A] Course Objectives:

To acquire the knowledge of Education System in ancient India and Educational Institutions. This course aims to train students in basic concepts of Education and to provide broad understanding of Guru- Shishya relationship and other allied aspects of Gurukul System.

[B] Course Learning Outcomes:

Students will comprehend and assess the Education and its various facets in ancient India. They will be equipped with the primary knowledge to understand the fundamentals of Indian System of Education and Educational Institutions of past. They will be able to conduct independent research in the aforesaid fields. This course will also allow them to understand the Education that framed India.

[C] Course Contents

Unit: I

  Education- Goals and Philosophy of Education, Purpose of Education Concept of Education in ancient texts

   Educational System - Gurukul vyavastha, Acharya (Manusmiriti), Upadhyaya (Manusmiriti), Guru (Manusmiriti)

Learning Areas: Vidya and Kala

  Educations Institutions- Takshashila, Kashi, Dhara, Kashmir, Kanchi, Nalanda, Vikramshila, Vallabhi.

Unit: II

  Taitiriyaopanishad, Shikshavalli, 11th Anuvak, Mantra 1&2 (Vedamanu….. Tani tvayopasyani)

  Guru-Shishya Sambandh - Aruni and Ayoda- Dhaumya Narrative (Mahabharata, Aadi parva, 3/19-31)

[D] References:

Compulsory Readings:
1. Altekar, A. S.- Education in Ancient India, Indian Book Shop, Banaras, 1934
2. Mahabharata (7 Vols) – (Eng. Tr.) H.P. Shastri, London, 1952-59.
3. Manu's Code of law- (Ed. & Trans.) Olivelle, P. (A Critical Edition and Translation of the Manava-Dharmashastra, OUP, New Delhi, 2006.
4. महाभारत (1-6 भाग)- हिन्दी अनुवाद सहित, (अनु) रामनारायण दत्त शास्त्री पाण्डेय, गीताप्रेस, गोरखपुर।

5. महाभारत, आदिपर्व – प्रधान संपादक, स्वाध्याय मण्डल, पारड़ी , जिला – बलसाड, 1968

6. मनुस्मृति (1-13 भाग)- (संपादित एवं व्याख्या)- उर्मिला रुस्तगी, जे. पी. पब्लिशिंग हाउस, दिल्ली, 2005

7. पाण्डेय, राजबली – हिन्दू संस्कार (सामाजिक तथा धार्मिक अध्ययन), चौखम्बा विद्या भवन वाराणसी, 1978

8. सहाय, शिवस्वरूप, प्राचीन भारत का सामाजिक एवं आर्थिक इतिहास, मोतीलाल बनारसीदास, दिल्ली , 2014

9. कुमार, दीपक, भारतीय संस्कृति, चौखम्बा सुरभारती प्रकाशन, वाराणसी, 2014

Additional Resources:
1. Altekar, A. S.- The Position of Women in Hindu Civilization, Delhi, 1965
2. Prabhu, P.H.- Hindu Social Organization, Popular Publication, Mumbai, 1998
3. The Rigvedic People, B.B. Lal, Aryan Books International, India, 2015
4. जैन, कैलाशचंद्र – प्राचीन भारतीय सामाजिक और आर्थिक संस्थाएँ, मध्य प्रदेश हिन्दी ग्रंथ अकादमी, भोपाल, 1976
5. टंडन, किरण- भारतीय संस्कृति, ईस्टर्न बुक लिंकर्स, दिल्ली, 2017
6. काणे, पी. वी. – धर्मशास्त्र का इतिहास (1-4 भाग), अनुवाद अर्जुन चौबे काश्यप, हिन्दी समिति, लखनऊ, 1966-73
7. शर्मा, सरिता – कौटिल्य अर्थशास्त्र में शिक्षा की संकल्पना, पराग बुक्स, दिल्ली, 2018

[E] Teaching Learning Process:

Teaching Learning process will include model and simulation reading and interpretation of the given texts through primary and secondary resources. Discussions will be initiated for the proper understating of the given topics. Assignments, Projects, Power Point Presentations, Quizzes will be given to assess the learning skills of students. The teacher is expected to use Audio Visual aid and Maps of ancient India for better delivery of content. Students must be encouraged to explore global content available on the research works related to these topics. Site visits can also be done for practical knowledge.

[F]   Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 1
Week 4 – Unit 1
Week 5 – Unit 1
Week 6 – Unit 1
Week 7 – Unit 2
Week 8 –   Unit 2
Week 9-   Unit 2
Week 10-   Unit 2
Week 11-   Unit 2
Week 12-   Unit 2

[G] Assessment Methods:

	Basic Structure of Question Paper & Division of Marks	**38**
ii.	Long Questions-2 (from unit-1 and 2)	02 x 10 = 20
iii.	Short Answer Type Questions 2 (Unit 1 to 2)	02 x 05 = 10
iv.	Short Notes (from 1-2 Units)	02 x 04 = 08
II	**Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests/Field Work)**	**12**
	Total Marks : (I+II)	**(38+12) = 50**

[H] Keywords:

Education, Educational Institutions in ancient India, Taitiriyaopanishad, Mahabharata, Manusmiriti,

UGCF Sanskrit Course: AEC
Option 4
Sanskrit C: Introductory
Culture and Society
संस्कृति: समाजश्च

Total Credits: 02

[A] Course Objectives:

To provide the fundamentals of Indian culture and society in Sanskrit Literature. This course is envisioning to help students learn the various aspects of Indian Culture and Society as depicted in Sanskrit Literature.

[B] Course Learning Outcomes:

Students will learn and evaluate institution of marriage, status of women and Indian Social Institutions. They will be equipped with the primary resources to understand the essence of Indian Perspective of Sociology. They will be able to conduct independent research in the abovementioned areas. This course will also allow them to understand the society that framed India.

[C] Course Contents

Unit: I
   Essence of Indian Culture-
   Spirituality- Ishavasyopnishad (1st Mantra); Sthitapragya- Srimadbhagwadgita (2/ 54-59)
   Life Style -Satya, Ahimsa, Asteya, Santosh, Tapas, Swadhayaya, Ishvara pranidhan (with special reference to Yogasutra);
   Social Conduct and Harmony- Rigveda, SanjnanaSukta, 10. 191 (2-4)

Unit: II
   Indian Social Thinkers- Fundamental thoughts of the following:
   Manu, Gautam Buddha, Kautilya, Swami Vivekananda, Swami Dayanand Sarasvati, Mahatma Gandhi

[D] References:

Compulsory Readings:

17. Ishavasyopnishad- Geeta Press, Gorakhpur, 1992
18. Ishavasyopnishad- Swami Sharvananda, Shri RamKrishna Math, Mylapur, Madras, 1943
19. Ishavasyopnishad, Dr. Shashi Tiwari, Bhartiya Vidya Prakashan, Delhi, 1997
20. Kautilya Arthashastra, Vachaspati Gairola, Chaukhamba Vidya Bhawan, Varanasi, 2017
21. Kautilya Arthashastra, R.P. Kangle, Motillal Banarasidas publishers, Delhi, 1997
22. Manu's Code of law- (Ed. & Trans.) Olivelle, P. (A Critical Edition and Translation of the Manava-Dharmashastra, OUP, New Delhi, 2006.

23. Rigveda Samhita, (6 Vols)- Eng. Tr. H.H. Wilson, Bangalore Printing & Publishing Co., Bangalore, 1946
24. Vivekananda Sahitya, Vol.1-10, Advaita Ashram, 2014
25. ऋग्वेद संहिता, सायणाचार्य कृत भाष्य एवं हिन्दी व्याख्या सहित, राम गोविंद त्रिवेदी, चौखम्बा संस्कृत प्रतिष्ठान, दिल्ली
26. पातंजल योगदर्शन,व्याख्या – स्वामी श्री ब्रह्मलीन मुनि, चौखम्बा प्रकाशन, वाराणसी, 2007
27. पातंजल योगदर्शन, डॉ सुरेशचंद्र श्रीवास्तव्, चौखम्बा सुरभारती प्रकाशन वाराणसी, 2016
28. बौद्ध दर्शन, राहुल सांकृत्यायन, किताब महल, इलाहाबाद, 1944
29. श्रीमद्भगवद्गीता, जयदयाल गोयन्दका, गीताप्रेस गोरखपुर, संवत 2067
30. भगवद्गीता, डॉ सर्वपल्ली राधाकृष्णन्, हिन्द पॉकेट बुक्स, नई दिल्ली, 2011
31. कौटिल्य अर्थशास्त्र, उदयवीर शास्त्री, मेहरचंद लक्ष्मणदास, दिल्ली, 1969-1970
32. गाँधी, महात्मा- सत्य के प्रयोग, सस्ता साहित्य मण्डल, नई दिल्ली, 1994
33. महाभारत (1-6 भाग)- हिन्दी अनुवाद सहित, (अनु) रामनारायण दत्त शास्त्री पाण्डेय, गीताप्रेस, गोरखपुर।
34. मनुस्मृति (1-13 भाग)- (संपादित एवं व्याख्या)- उर्मिला रुस्तगी, जे. पी. पब्लिशिंग हाउस, दिल्ली, 2005

Additional Resources:

6. Prabhu, P.H.- Hindu Social Organization, Popular Publication, Mumbai, 1998
7. The Rigvedic People, B.B. Lal, Aryan Books International, India, 2015
8. जैन, कैलाशचंद्र – प्राचीन भारतीय सामाजिक और आर्थिक संस्थाएँ,मध्य प्रदेश हिन्दी ग्रंथ अकादमी,भोपाल, 1976
9. टंडन, किरण- भारतीय संस्कृति, ईस्टर्न बुक लिंकर्स, दिल्ली, 2017
10. पाण्डेय, राजबली – हिन्दू संस्कार (सामाजिक तथा धार्मिक अध्ययन), चौखम्बा विद्या भवन वाराणसी, 1957
11. सहाय, शिवस्वरूप, प्राचीन भारत का सामाजिक एवं आर्थिक इतिहास, मोतीलाल बनारसीदास, दिल्ली , 2014
12. काणे, पी. वी., धर्मशास्त्र का इतिहास (1-4 भाग), अनुवाद अर्जुन चौबे काश्यप, हिन्दी समिति, लखनऊ, 1966-73

[E] Teaching Learning Process:

Teaching Learning process will include reading and interpretation of the given texts through primary and secondary resources. Discussions will be initiated for the proper understating of the given topics. Assignments, Projects, Power Point Presentations, Quizzes will be given to assess the learning skills of students. The teacher is expected to use Audio Visual aid for better delivery of content. Students must be encouraged to explore global content available on the research works related to these topics. Current Scenario and relevance of the given content can also be discussed in the classroom.

[F]   Weekly Plan

Week 1 – Unit 1

Week 2 – Unit 1
Week 3 – Unit 1
Week 4 – Unit 1
Week 5 – Unit 1
Week 6 – Unit 1
Week 7 – Unit 2
Week 8 –   Unit 2
Week 9-   Unit 2
Week 10-   Unit 2
Week 11-   Unit 2
Week 12-   Unit 2

[G] Assessment Methods:

	Basic Structure of Question Paper & Division of Marks	**38**
i.	Long Questions-2 (from unit-1 and 2)	02 x 10 = 20
ii.	Short Answer Type Questions 2 (Unit 1 to 2)	02 x 05 = 10
iii.	Short Notes (from 1-4 Units)	02 x 04 = 08
II	**Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**	**12**
	Total Marks : (I+II)	**(38+12) = 50**

[H] Keywords:

Culture, Kautilya, Rigveda, Ishavasyopnishad, Srimadbhagwadgita, Indian Society, Manusmiriti, Social Thinkers

UGCF Sanskrit Course: AEC

Option-5

Sanskrit A: Advanced

Ancient Indian Economy

Total Credit: 02

[A] Course Objectives:

The aim of this course is to make the students acquainted with various aspects of economic thought and Indian economy as propounded in the ancient Sanskrit texts from Vedic Saṁhita to later texts in the Dharamśāstra and Arthaśāstra traditions.

[B] Course Learning Outcome :

This course will enable the students to appreciate the fundamental concepts of Indian economic thoughts discussed in ancient Sanskrit texts such as Vedic Saṁhita, Kauṭilya's Arthaśāstra, Manusmṛiti etc. This session deals with the economic model of ancient India and financial growth of the state's thought through Sanskrit literature. Students will be able to understand various aspects of the taxation model in ancient India and they should be able to compare ancient and contemporary models.

[C] Course Contents

Unit: 1
Introduction to Ancient Indian Economy
      Early and Later Vedic Period
      Buddhist Period
      Centralized Economy of Mauryan Period
      Post Mauryan Period
      Gupta and Post Gupta Period

Unit: 2
Readings in Indian Economy:
      Manusmṛiti- Chapter 7, Verse No- 123-138
      Arthaśāstra- Second Adhikaraṇa, Sannidhātṛnicayakarma and Samāhrtṛsamudayaprasthāpanam

[D] References:

Compulsory Readings:

1. R.P Kangle (ed.) Arthaśāstra of Kauṭilya, Motilal Banarsidas, Delhi, 1965
2. P. Olivelle (ed. & trans), Manu code of law: A Critical Edition & translation of the Manava-Dharmasastra, UUP, New Delhi, 2006

3. R. S. Sharma, Aspects of Political Ideas & Institutions in Ancient India, Delhi, 1996

4. A. S. Altekar, State and Government in Ancient India, Motilal Banarsidas, Delhi, 2011

5. कपिलदेव द्विवेदी, वैदिक साहित्य एवं संस्कृति, वाराणसी, विश्वविद्यालय प्रकाशन, षष्ठ संस्करण, 2015

6. शर्मा, उमाशंकर ऋषि, संस्कृत साहित्य का इतिहास, चौखम्भा भारती अकादमी, वाराणसी

Additional Resources:

1. कैलाशचन्द्र जैन, प्राचीन भारतीय समाजिक और आर्थिक संस्थाएं, मध्यप्रदेश हिन्दी ग्रन्थ अकादमी, भोपाल, 1976

2. शशि तिवारी, संस्कृत साहित्य में राष्ट्रवाद एवं भारतीय राजशास्त्र, विद्यानिधि प्रकाशन, दिल्ली, 2013

3. सहाय, शिवस्वरूप, प्राचीन भारत का सामाजिक एवं आर्थिक इतिहास, मोतीलाल बनारसीदास, दिल्ली, 2012

[E] Teaching Learning Process:

While reading these sections students must be encouraged to connect their study of theory with contemporary economic policies of government and taxation. A case study based approach may be encouraged. News items, articles and op eds on economic policy must be studied as a part of the course and examination questions should require a thorough reading of these articles. Talks and lectures of scholars may be organized.

[F] Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 1
Week 4 – Unit 1
Week 5 – Unit 1
Week 6 – Unit 1
Week 7 – Unit 2
Week 8 – Unit 2
Week 9 – Unit 2
Week 10 – Unit 2
Week 11 – Unit 2
Week 12 – Unit 2

[G] Assessment Method

Basic Structure of Question Paper & Division of Marks 38

i.	Questions - 02 (from Unit 1)	02 x 10	= 20
ii.	Explanations or Short Notes - 03 (from unit-2)	03 x 06	= 18
II	**Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**		**12**
	Total Marks : (I+II)	**(38+12) = 50**	

[H] Keywords: Samāhrtṛsamudayaprasthāpanam, sannidhātṛnicayakarma, Manusmṛiti, Kauṭilya's Arthaśāstra, Vedic Period etc

UGCF Sanskrit Course: AEC

Option-5

Sanskrit B: Intermediate

Financial Management in Sanskrit Texts

Total Credit: 02

[A] Course Objectives:

For the all-around development of any person, institution or nation an essential condition is having a strong financial system. This course aims to make the students acquainted with the facts of financial management in ancient Sanskrit texts from Vedic Saṃhita to later texts in the Dharamśāstra and Arthaśāstra traditions.

[B] Course Learning Outcome :

This course will enable the students to appreciate the fundamental concepts of Indian economic thoughts discussed in ancient Sanskrit texts such as Vedic Saṃhita, Kauṭilya's Arthaśāstra, Manusmṛiti etc. It is supposed to create an awareness of the various aspects of the ancient Indian financial management system and their uses in modern times and also at the same time make the people conscious about the financial management system from time to time.

[C] Course Contents

Unit: 1

Vedic Period to Buddhist Period
Mauryan Period to Post Gupta Period

Unit: 2

Concept of Samāharta Arthaśāstra (2.6.10: R.P Kangle Edition, MLBD)
Sannidhātā Arthaśāstra (2.5.1: R.P Kangle Edition, MLBD) 'Śulka-Vyavahāra' in Kauṭilya's Arthaśāstra, Financial Management in Manusmṛiti (Manusmṛiti; 7.127-138)

[D] References:

Compulsory Readings:

1. R.P Kangle (ed.) Arthaśāstra of Kauṭilya, Motilal Banarsidas, Delhi, 1965
2. P. Olivelle (ed. & trans), Manu code of law: A Critical Edition & translation of the Manava-Dharmasastra, UUP, New Delhi, 2006
3. विद्यालंकार, सत्यकेतु, प्राचीन भारतीय शासनव्यवस्था और राजशास्त्र, सरस्वती सदन, मसूरी, 1968
4. सहाय, शिवस्वरूप, प्राचीन भारत का सामाजिक एवं आर्थिक इतिहास, मोतीलाल बनारसीदास, दिल्ली, 2012

Additional Resources:

1. काणे, पी.वी, धर्मशास्त्र का इतिहास (1-4 भाग), अनु. अर्जुन चौबे काश्यप, हिन्दी समिति, लखनऊ, 1966-73

2. कैलाशचन्द्र जैन, प्राचीन भारतीय सामाजिक और आर्थिक संस्थाएं, मध्यप्रदेश हिन्दी ग्रन्थ अकादमी, भोपाल, 1976

3. उदयवीर शास्त्री (अनुवाद) कौटिल्य अर्थशास्त्र, मेहरचंद्र लक्ष्मणदास, दिल्ली, 1968

4. शशि तिवारी, संस्कृत साहित्य में राष्ट्रवाद एवं भारतीय राजशास्त्र, विद्यानिधि प्रकाशन, दिल्ली, 2013

[E] Teaching Learning Process:

While reading these sections students must be encouraged to connect their study of theory with contemporary economic policies of government and taxation. A case study based approach may be encouraged. News items, articles and op eds on economic policy must be studied as a part of the course and examination questions should require a thorough reading of these articles. Talks and lectures of scholars may be organized.

[F] Weekly Plan

Week 1 – Unit 1

Week 2 – Unit 1

Week 3 – Unit 1

Week 4 – Unit 1

Week 5 – Unit 1

Week 6 – Unit 1

Week 7 – Unit 2

Week 8 – Unit 2

Week 9 – Unit 2

Week 10 – Unit 2

Week 11 – Unit 2

Week 12 – Unit 2

[G] Assessment Method

	Basic Structure of Question Paper & Division of Marks	**38**
i.	Questions 01 (from Unit 1)	01 x 10 = 10
ii.	Explanations 03 (from Unit 2)	03 x 06 = 18
iii.	Short Notes 02 (from Unit 1 & 2)	02 x 05 = 10
II	**Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**	**12**
	Total Marks : (I+II)	**(38+12) = 50**

[H] Keywords

Samāharta, Sannidhātā, Kauṭilya's Arthaśāstra, Śulka-Vyavahāra, Manusmṛiti etc.

UGCF Sanskrit Course: AEC

Option-5

Sanskrit C: Introductory

Administrative Structure in Kauṭilya's Arthaśāstra

Total Credit: 02

[A] Course Objectives:

The government policies mentioned in Arthaśāstra indicate that the ruler of the kingdom or the country should follow the duties assigned to him for the welfare of the people. The aim of this course is to make the students acquainted with various aspects of Administrative parts and his responsibilities mentioned in Kauṭilya's Arthaśāstra.

[B] Course Learning Outcome:

After going through this course, students will know the most important aspect of Arthaśāstra was public welfare even in an autocratic agrarian state. In addition, they will know King was the head and the main function of him was military judicial legislative and executive which in the present is the function of the president.

[C] Course Contents

Unit: 1

Introduction to Kauṭilya's Arthaśāstra: Author, Structure of the Text, Editions and Translations Introduction to all Adhikaraṇas.

Unit: 2

Saptāṁga Theory
Concept of Welfare State
Samāharta
Sannidhātā
Dharmasthīya
Kaṇṭakaśodhana
Sitādhyakṣa

[D] References:

Compulsory Readings:

1. R.P Kangle (ed.) Arthaśāstra of Kauṭilya, Motilal Banarsidas, Delhi, 1965
2. उदयवीर शास्त्री (अनुवाद) कौटिल्य अर्थशास्त्र, मेहरचंद्र लक्ष्मणदास, दिल्ली, 1968
3. कैलाशचन्द्र जैन, प्राचीन भारतीय सामाजिक और आर्थिक संस्थाएं, मध्यप्रदेश हिन्दी ग्रन्थ अकादमी, भोपाल, 1976
4. A. S. Altekar, State and Government in Ancient India, Motilal Banarsidas, Delhi, 2011

5. वाचस्पति गैरोला, कौटिलीयम् अर्थशास्त्रम् (हिन्दीव्याख्योपेतम्), वारणसी, चौखम्भा विद्याभवन, संस्करण 2015

Additional Resources:

1. Kautilya Arthshastra, translated by R Shyamshastri, Delhi, Choukhamba Sanskrit Pratisthan.
2. R. S. Sharma, Aspects of Political Ideas & Institutions in Ancient India, Delhi, 1996
3. शशि तिवारी, संस्कृत साहित्य में राष्ट्रवाद एवं भारतीय राजशास्त्र, विद्यानिधि प्रकाशन, दिल्ली, 2013
4. U.N. Ghosal, A History of Indian Political Ideas, Bombay, 1956.

[E] Teaching Learning Process:

While reading these sections students must be encouraged to relate and compare their study of theory with the current administration. A case study based approach may be encouraged. News items, articles and op eds on economic policy must be studied as a part of the course and examination questions should require a thorough reading of these articles. Talks and lectures of scholars may be organized.

[F] Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 1
Week 4 – Unit 1
Week 5 – Unit 1
Week 6 – Unit 1
Week 7 – Unit 2
Week 8 – Unit 2
Week 9 – Unit 2
Week 10 – Unit 2
Week 11 – Unit 2
Week 12 – Unit 2

[G] Assessment Methods:

Basic Structure of Question Paper & Division of Marks	38
i. Questions 01 (from Unit 1)	01 x 10 = 10
ii. Questions 02 (from Unit 2)	02 x 08 = 16
iii. Short Notes (from Unit 2)	02 x 06 = 12
II Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	12

Total Marks : (I+II)   **(38+12) = 50**

H] Keywords

Samāharta, Sannidhātā, Saptāṁga Siddhānta, Dharmasthīya, Kaṇṭakaśodhana, Sitādhyakṣa

UGCF Sanskrit Course: AEC

Option-6

Sanskrit C: Introductory

Philosophical Foundations of Indian Psychology

Total Credit: 02

[A] Course Objectives:

The objective of the course is to introduce the basic Philosophical Foundations of Indian Psychology.

[B] Course Learning Outcome:

Students will get the overview of the basic Philosophical Foundations of Indian Psychology.

[C] Course Contents

Unit: 1

- Understanding Philosophy (Darshana)
- Understanding Psychology (Manovigyan)
- Rasa and Emotions
- Manas in Vasheshika, Sankhya, Yoga and Bauddha

Unit: 2

- Concept and function of Manas in Upanishads
- Indian Psychology Depicted in Upanishads
- Indian Psychology depicted in Geeta
- Consciousness, Manas and Mental Activities

[D] References:

Compulsory Readings:

1. Cornelissen, M., Misra, G., & Varma, S. (2011a). Foundations of Indian Psychology: Theory. New Delhi: Pearson Education. (Volume 1).
2. Radhakrishnan, Indian Philosophy
3. Rao, K. R., Paranjpe, A.C. & Dalal, A. K. (Eds.) (2008). Handbook of Indian Psychology. New Delhi: Cambridge University Press of India.
4. Rao, K.R., &Paranjpe, A.C. (2016). Psychology in the Indian tradition. New Delhi: Springer.
5. Rao, S. K. R. (1962). Development of psychological thought in India.Mysore: Kavyalya Publishers
6. Raju P T, Structural Depths of Indian Philosophy
7. All the key texts Mentioned Above

[E] Teaching Learning Process:

While reading these sections students must be encouraged to learn the basic concept of the Indian philosophy and psychology.

[F]   Weekly Plan

Week: 1	Unit 1
Week: 2	Unit 1
Week: 3	Unit 1
Week: 4	Unit 1
Week: 5	Unit 1
Week: 6	Unit 1
Week: 7	Unit 2
Week: 8	Unit 2
Week: 9	Unit 2
Week: 10	Unit 2
Week: 11	Unit 2
Week: 12	Unit 2

[G] Assessment Methods:

I	**Basic Structure of Question Paper & Division of Marks**		**38**
iv.	Long Questions -02 (1 from each Units 1-2)	02 x 15 = 30	
v.	Two Short Notes (from 1-2 Units)	02 x 04 = 08	
II	**Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**		**12**
	Total Marks : (I+II)	**(38+12) = 50**	

[H] Keywords:

Indian Philosophy, Psychology

UGCF Sanskrit Course-AEC

Option-7

Sanskrit C: Introductory

Sanskrit Media and Journalism

Total Credit: 02

[A] Course Objectives:

As media is very important feature in modern time. Sanskrit language has good media power elements and facts in it. This course aims to familiarize the students with the journey of Sanskrit literature in the modern Information Technology world. Students will get the brief information regarding Sanskrit Media.

[B] Course Learning Outcome:

This course will enable the students to appreciate the Sanskrit media, including both electronic and print media. This course will make the learner capable of analyzing the print media particularly magazines and newspapers based on various aspects i.e. article collection, editing and reporting. It is also create an awareness about Sanskrit and social media via internet, blogs writing and Sanskrit Wikipedia.

[C] Course Contents

Unit: 1

- Television (DD) and All India Radio (AIR)
- News Collection, News Translation, News Editing, News Reading/Anchoring
- Voice-over, Para-dubbing, Graphics, Packaging
- Internship/Visit to DD/AIR or Project on Full packaging of News before Broadcast

Unit: 2

- News Collection, News Translation, News Editing, News Reporting, Packaging
- Magazines and News Papers- Journey of Sanskrit magazines and Newspapers,
- Types of Magazines and Newspapers, Various Magazines and News Papers
- Internship/Visit to News Houses or Project on writing or developing a News/Article

[D] References:

Compulsory Readings:

8. You tube Lectures on CEC, UGC on Sanskrit Journalism
9. Sanskrit Newspapers
10. Sanskrit Magazines
11. Sanskrit Journals

12. Watching/Listening News on DD/AIR

[E] Teaching Learning Process:

1. Teachers will explain both electronic and print media.
2. Teachers will the guide students to understand the television and radio including news translation editing and anchoring.
3. Teachers will discuss about magazines and newspapers available in Sanskrit language and their types.
4. Teachers should focus their teaching on Sanskrit and social media including internet, social networks, blogs writing, Sanskrit Wikipedia including important sites for general awareness.
5. Topic wise lectures and discussions will be held in the class.

[F] Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 1
Week 4 – Unit 1
Week 5 – Unit 1
Week 6 – Unit 1
Week 7 – Unit 2
Week 8 – Unit 2
Week 9 – Unit 2
Week 10 – Unit 2
Week 11 – Unit 2
Week 12 – Unit 2

[G] Assessment Method

	Basic Structure of Question Paper & Division of Marks	38
xi.	Questions - 02 (from Unit 1-2)	02 x 10 = 20
xii.	Short Notes - 03 (from unit-1-2)	03 x 06 = 18
II	**Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**	**12**
	Total Marks : (I+II)	**(38+12) = 50**

[H] Keywords

Sanskrit in Television, Radio, Social Media.

UGCF Sanskrit Course-AEC
Option-8
Sanskrit C: Introductory
Women and Social Institutions in Indian Society
भारतीयसमाजे स्त्रय: सामाजिकसंस्थाश्च

Total Credits: 02

[A] Course Objectives:

To comprehend the concept of Indian Social Institutions and Status of Women in Vedic, Epic and Smriti Literature. This course aims to train students in basic concepts of Indian Society as depicted in Vedic, Epic and Smriti Literature.

[B] Course Learning Outcomes:

Students will learn and evaluate institution of marriage, status of women and Indian Social Institutions. They will be equipped with the primary resources to understand the essence of Indian Perspective of Sociology. They will be able to conduct independent research in the abovementioned areas. This course will also allow them to understand the society that framed India.

[C] Course Contents

Unit: I
Institution of Marriage
Status of Women (Gargi, Maitreyee, Sita and Pancha Kanya- Ahilya, Draupadi, Tara, Kunti, Mandoadari) in Epic and Smriti Literature)

Unit: II
Purusharthas, Varnashrama Vyastha, Samskaras, Pancha Mahayajna, Stree Dhana (With Special reference to Manusmiriti Verses

[D] References:

Compulsory Readings:

1. Ramayana of Valmiki- (Eng.Tr.) H.P. Shastri, London, 1952-59. (3 Vols)
2. Mahabharata (7 Vols) – (Eng. Tr.) H.P. Shastri, London, 1952-59.
3. Manu's Code of law- (Ed. & Trans.) Olivelle, P. (A Critical Edition and Translation of the Manava- Dharmashastra, OUP, New Delhi, 2006.
4. श्रीमद्वाल्मीकिरामायण- हिन्दी अनुवाद सहित, (संपादित), जानकीनाथ शर्मा, (1-2 भाग), गीताप्रेस, गोरखपुर।

5. महाभारत (1-6 भाग)- हिन्दी अनुवाद सहित, (अनु) रामनारायण दत्त शास्त्री पाण्डेय, गीताप्रेस, गोरखपुर।

6. मनुस्मृति (1-13 भाग)- (संपादित एवं व्याख्या)- उर्मिला रुस्तगी, जे. पी. पब्लिशिंग हाउस, दिल्ली, 2005

Additional Resources:

1. Altekar, A. S.- The Position of Women in Hindu Civilization, Delhi, 1965
2. Prabhu, P.H.- Hindu Social Organization, Popular Publication, Mumbai, 1998
3. The Rigvedic People, B.B. Lal, Aryan Books International, India, 2015
4. जैन, कैलाशचंद्र - प्राचीन भारतीय सामाजिक और आर्थिक संस्थाएँ, मध्य प्रदेश हिन्दी ग्रंथ अकादमी, भोपाल, 1976
5. टंडन, किरण- भारतीय संस्कृति, ईस्टर्न बुक लिंकर्स, दिल्ली, 2017
6. पाण्डेय, राजबली – हिन्दू संस्कार (सामाजिक तथा धार्मिक अध्ययन), चौखम्बा विद्या भवन वाराणसी, 1957
7. सहाय, शिवस्वरूप, प्राचीन भारत का सामाजिक एवं आर्थिक इतिहास, मोतीलाल बनारसीदास, दिल्ली , 2014
8. काणे, पी. वी. – धर्मशास्त्र का इतिहास (1-4 भाग), अनुवाद अर्जुन चौबे काश्यप, हिन्दी समिति, लखनऊ, 1966-73

[E] Teaching Learning Process:

Teaching Learning process will include reading and interpretation of the given texts through primary and secondary resources. Discussions will be initiated for the proper understating of the given topics. Assignments, Projects, Power Point Presentations, Quizes will be given to assess the learning skills of students. The teacher is expected to use Audio Visual aid for better delivery of content. Students must be encouraged to explore global content available on the research works related to these topics. Current Scenario and relevance of the given content can also be discussed in the classroom.

[F]   Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 1
Week 4 – Unit 1
Week 5 – Unit 1
Week 6 – Unit 1

Week 7 – Unit 2
Week 8 – Unit 2
Week 9- Unit 2
Week 10- Unit 2
Week 11- Unit 2
Week 12- Unit 2

[G] Assessment Methods:

Basic Structure of Question Paper & Division of Marks		38
vi.	Long Questions-2 (from unit-1 and 2)	02 x 10 = 20
vii.	Short Answer Type Questions 2 (Unit 1 to 2)	02 x 05 = 10
viii.	Short Notes (from 1-4 Units)	02 x 04 = 08
II	**Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**	12
	Total Marks : (I+II)	**(38+12) = 50**

[H] Keywords:

Women, Social Institutions, Indian Society, Ramayana, Mahabharata, Manusmriti

Generic Elective (GE)	
Semester: I/II	
GE-1	Basic Sanskrit
GE-2	An Introduction to Sanskrit Meter
GE-3	Indian Aesthetics
GE-4	Basic Principles of Āyurveda
GE-5	Tools and Techniques for Computing Sanskrit Language
GE-6	Machine Translation: Tools and Techniques
GE-7	Sanskrit Narratology

Department of Sanskrit
University of Delhi
Under Graduate Course for Sanskrit
B.A. (Hons.)
Under UGCF-22

GE-1
Basic Sanskrit

Max. Marks: (75+25= 100)

Total Credits: 04
Teaching Hours: 48

[A] 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.

[B] Course Learning Outcomes:

Students will acquire basic knowledge of the Sanskrit language
They will be able to communicate in simple Sanskrit
They will develop an interest in Sanskrit and the Bhagwadgita and they will be motivated to study further.

[C] Contents

Unit: I Grammar and Composition Part I: **1 Credit**

Nominative forms of 'a' ending masculine and neuter gender nouns with paṭh, khād, likh, bhū, and similar simple verbs in present, past and future. Objective forms of the nouns in singular with more simple verbs

'ā' and ' ī' ending feminine words in nominative and accusative cases with loṭ lakāra (imperative).

Masculine and Feminine nouns ending in 'i' and masculine nouns ending in 'u' in various cases in singular.

Nominative forms of pronouns- asmad, yuṣmad, tat, etat, yat, kim in masculine, feminine and neuter.

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 Part II   **1 Credit**

Special Verb forms – in parasmaipada –past, present, future and imperative - kṛ, śrū
Special Verb forms – in parasmaipada –past, present, future and imperative - jñā
Special Verb forms – in parasmaipada –past, present, future and imperative – dā, dhā
Special Verb forms – in ātmanepada – past, present, future and imperative – edh, sev

Unit: lll Sandhi and Pratyayas   **1 Credit**
Ac Sandhi:
yaṇ, guṇa, dirgha, ayadi, vrddhi and pūrvarūpa
Hal sandhi:
scutva, stutva, anunāsikatva, chhatva and jaṣtva

Visarga sandhi:
satva and rutva

Unit: lV   1 Credit

Pratyayas–
śatṛ, śānac, ktavatu, kta
ktvā, lyap, tumun
Active – passive structures in only laṭ lakāra

[D] Suggested Books/Readings:
Compulsory Reading:

1. Anuvada Chandrika
2. Apte's Guide to Sanskrit Composition
3. Rupa Chandrika
4. Kridanta Rupa Mala – Srijan Jha – App. available on Google Play Store

[E] Teaching Learning Process:
1. Teachers will introduce each element of grammar with several examples
2. They will make students repeat those examples
3. Teachers shall put words in phrases and sentences and repeat them with several variations
4. Students will make many sentences in the class singly and collectively, orally and in writing
5. Teachers will provide practice sheets to students for each section, which they will solve either in class or at home
6. Teachers must encourage students to speak in Sanskrit from the very beginning, making short sentences.

[F]   Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 2
Week 4 – Unit 2
Week 5 – Unit 3
Week 6 – Unit 3
Week 7 – Unit 4
Week 8 – Unit 4

[G] Assessment Methods:
Basic Structure of Question Paper & Division of Marks   75

i.	Word formation and Forms from Unit 1	20
ii.	Word formation and Forms from Unit 2	20
iii.	Word formation and Forms from Unit 3	20

iv.   Word formation and Forms from Unit 3   15

II   **Internal Assessment**
         (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)   25
         Total Marks: (I+II) (75+25) = 100

[H] Keywords:
Sanskrit language, grammar, composition etc.

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GE-2
An Introduction to Sanskrit Meter

Max. Marks: (75+25= 100)   **Total Credits: 04**
                                                 Teaching Hours: 48

[A] Course Objectives:

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

[B] Course Learning Outcomes:

This course will enable the students to appreciate the basic knowledge about Chandaśāstra. The course will make the learner capable of analysing classification and elements of Sanskrit meter. It is supposed to create an awareness of the classical. This will develop capacity for creative writing and literary appreciation of Sanskrit Literature.

[C] Contents

Unit: I   **1 Credit**
Brief Introduction to Candaśāstra:
    Brief Introduction to Chandaśāstra (Origin and Development)
    Introduction of following Acharyas:
    Pingal, Vishvanath, Kedarbhatt, Gangadas, Hemchandra

Unit: II   **1 Credit**
Classification and Elements of Sanskrit Meter
    Syllables: laghu and guru, yati, Gaṇa

Unit: III   **1 Credit**
Classification and Elements of Sanskrit Meter:
    Varṇavṛtta
    Mātrāvṛtta

Unit: IV   **1 Credit**
Analysis of Selected Classical Meter
    Definition, Example and Analysis of the following Meters:

bhujaṅgaprayāta, sragviṇī, toṭaka, anuṣṭup, āryā, mālinī, śikhariṇī, vasantatilakā, mandākrāntā, sragdharā and śārdūlvikrīḍita.

[D] References:

1. Brown, Charles Philip (1869). Sanskrit Prosody and Numerical Symbols Explained. London: Trübner & 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. शास्त्री, धरानन्द (संपा.), केदारभट्ट विरचित वृत्तरत्नाकर, मोतीलाल बनारसीदास, दिल्ली, 2004.

4. डिंडोरिया, वेद प्रकाश, सुवृत्ततिलक, चौखम्बा सुरभारती प्रकाशन, वाराणसी, २०२२

Additional Resources:

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

[E] Teaching Learning Process:

1. Teachers will discuss text related to chhandashastra.
2. Teachers will guide the students to understand the scientific technique of the formation of Sanskrit shlokas and its application in prominent Sanskrit text.
3. Teachers will the discuss both vedic and classical meter.
4. Topic wise lectures and discussions will be held in the class.

[F]   Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 2
Week 4 – Unit 2
Week 5 – Unit 3
Week 6 – Unit 3
Week 7 – Unit 4
Week 8 – Unit 4
Week 9 – Unit 5
Week 10 – Unit 5
Week 11 – Unit 6
Week 12 – Unit 6

[G] Assessment Methods:

I	Basic Structure of Question Paper & Division of Marks	75
i.	Unit 1, One Long (10 Marks) Answer and One Short Note (5 Marks)	15
ii.	Unit 2, Application of laghu, guru and gana (two separate questions (10 Marks)) and One Short Note on ganas (5 Marks)	15
iii.	Unit 3, One Short Note (5 Marks)	05
iv.	Unit 4, Definition with Example of any 4 (5 marks each) Identification of any 2 (10 marks each)	40
v.	**Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**	**25**
vi.	**Total Marks : (I+II)**	**(75+25) = 100**

[H] Keywords:

Bhujaṅgaprayāta, Sragviṇī, Toṭaka, Harigītikā, Vidyunmālā, Anuṣṭup, Aryā, Mālinī, Sikhariṇī, Vasantatilakā, Mandākrāntā, Sragdharā and Nyuśārdūlvikrīḍita.

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GE 3

Indian Aesthetics

Max. Marks: (75+25= 100)   **Total Credits: 04**

                                                Teaching Hours: 48

[A] Course Objectives:

Indian aesthetics is a potent field for the study of literary criticism. It has developed as an independent discipline today, which deals with the historically determined essence of human values, their creation, perception, appreciation and assimilation. It is the science and philosophy of essential analysis of all the fine arts. Indian perception accepts poetry, drama, music, architecture, iconography and painting as independent Arts. The main objective of this paper is to give its brief overview with reference to major trends of Indian Aesthetics.
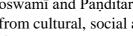
[B] Course Learning Outcomes:

This course will enable students to identify the real essence of Beauty propounded by Indian rhetoricians. After the completion of the course the learner will come across the Indian deliberation on aesthetic experience in the form of Rasa and its process. The participant will be able to appreciate the various artistic mods of expressions of Beauty in general and poetry in particular. The course will help the student peep into the historical evolution of the Indian science of aesthetics.

[C] Contents

Unit: I   **1 Credit**
Aesthetics (Saundaryaśāstra), its nature and components

Beauty (Saundarya): its definition, nature, importance and components: vaya, rūpa, vacana, hāva, Discussion of synonyms of the term Beauty (Saundarya): ramaṇīyatā, lāvaṇya, cārutā, kānti, madhuratā, manohāritā, suṣmā, abhirāmtā

Unit: II
The process of Aesthetic experience (Rasa)   **1 Credits**

- Constituents of rasa: Bhāva (human feelings and emotions) Vibhāva (causes or determinants), Anubhāva (voluntary gestures), Sāttvika bhāva (Involuntary gestures), Vyabhicāri bhava (transitory states) and Sthāyibhāva(basic mental states), Sahṛdaya/Sāmājika (Connoisseur/Spectator). Anukārya, Anukartā, Sādhāraṇīkaraṇa (Generalization), four mental stages of rasa realization: Vikāsa (cheerfulness), Vistāra(exaltation), Kṣobha (agitation), Vikṣepa (perturbation).

- Number of rasas according to Bharat.

- Nature of rasa (Aesthetic experience) according to Sāhityadarpaṇa, aesthetic enjoyment – eternal bliss, the ultimate reality (ānandamayatā, alaukikatā)

Unit: III   **1 Credit**
Aesthetic elements (saundarya - tattva)

- Art as the mode of expression of Saundarya –Architecture, Sculpture and Painting and Music.
- Main aesthetic elements of literary arts (Poetry and Drama): Alaṅkāra, rīti, Dhvani, Vakrokti & Aucitya.

Unit: IV   **1 Credit**
Prominent thinkers of Indian Aesthetics and Perception of beauty in Abhijñānaśākuntalam

- Bharata, Bhāmaha, Vāmana, Ānandavardhana, Rajśekhar, Abhinavagupta, Mammaṭa,Vishvanātha, Rūpagoswamī and Paṇḍitarāja Jagannātha
- Perception of beauty in Drama from cultural, social and aesthetical point of view in thecontext of Abhijñānaśākuntalam.

[D] Suggested Books/Readings:

Compulsory Reading:

1. Sāhityadarpaṇa of Vishvanatha, (Based on karikas3/1-28).

2. Kane P.V., *History of Sanskrit Poetics* pp.352-391,
3. Pandey, Kantichandra: *Comparative Aesthetics,* vol.1 Chowkhamba Sanskrit series officeVaranasi, 200
4. चतुर्वेदी ब्रजमोहन , भारतीय सौन्दर्यदर्शन , मध्यप्रदेश हिन्दी ग्रन्थ अकादमी. पृ. 5-12, 22-34.
5. चतुर्वेदी ब्रजमोहन, भारतीय सौन्दर्यदर्शन, पृ. 42-60

6. पाण्डेय कान्तिचन्द्र, स्वतन्त्र कलाशास्त्र, प्रथम भाग पृ. 593-625
7. चतुर्वेदी ब्रजमोहन, भारतीय सौन्दर्यदर्शन, पृ. 37-42
8. पाण्डेय कान्तिचन्द्र, स्वतन्त्र कलाशास्त्र, प्रथम भाग पृ. 593-625
9. चतुर्वेदी ब्रजमोहन, भारतीय सौन्दर्यदर्शन, पृ. 61-76

Additional Resources:
1. Gnoli, R.: *The Aesthetic Experience according to Abhinavagupta,* Chowkhamba Sanskritseries office Varanasi.
2. उपाध्याय बलदेव , संस्कृत- आलोचना , हिन्दी समिति, सूचना विभाग , उ. प्र., 1963
3. कृष्णकुमार, अलंकारशास्त्र का इतिहास , साहित्य भण्डार, मेरठ, 1998
4. Coomarswami A: *Introduction to Indian Art,* Theosophical Society, Adyar, 1956.
5. कृष्णकुमार, अलंकारशास्त्र का इतिहास , साहित्य भण्डार, मेरठ, 1998
6. पाण्डेय, कान्तिचन्द्र, स्वतन्त्र कलाशास्त्र, प्रथम तथा द्वितीय भाग, चौखम्भा संस्कृत सीरीज, वाराणसी 1967, 1978

[E] Teaching Learning Process:

The teaching-learning process for this paper will be theoretical as well as practical where each aspect needs to be analyzed in a proper way. The students will be taught through highlighting salient features of various types of Sanskrit literature.

[F]   Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 2
Week 4 – Unit 2
Week 5 – Unit 3
Week 6 – Unit 3
Week 7 – Unit 4
Week 7 – Unit 4

[G] Assessment :

Structure of the question paper –	Total marks - 75
4 long questions	4x 15 = 60 marks
2 notes	2x 7.5 marks= 15
	Total marks = 75

The most important method is to examine the understanding of tradition of Sanskrit Poetics. This test should be of two natures- first written test and second viva and group discussion among peer groups. 2. End semester test of the whole syllabus on both natures.

[H] Keywords:

Aesthetics, Saundaryaśāstra, vaya,rūpa, vacana, hāva, ramaṇīyatā, , lāvaṇya, cārutā, kānti, tti, madhuratā, manohāritā, suṣmā, abhirāmtā Aesthetic experience, Rasa, Sāhityadarpaṇa, ānandamayatā, alaukikatā, bhāva, vibhāva, anubhāva, sāttvika bhāva, vyabhicāri bhāva, sthāyibhāva, sahṛdaya, anukārya, anukartā, sādhāraṇīkaraṇa, Rasa, alaṅkāra, rīti, dhvani,vakrokti & aucitya, Bharata, Bhāmaha,   Vāmana, Ānandavardhana, Rajśekhar, Abhinavagupta, Mammaṭa,Vishvanātha, Rūpagoswamī and Paṇḍitarāja Jagannātha

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GE-4
Basic Principles of Āyurveda

Max. Marks: (75+25= 100)   **Total Credits: 04**

Teaching Hours: 48

[A] Course Objectives:

The objectives of this course to learn Ancient Indian Medical practices. Students will get the complete basic information regarding Ayurveda.

[B] Course Learning Outcomes:

This course will enable the students to appreciate the basic knowledge about Ayurveda (Medical Science). The course will make the learner capable of analysing classification and elements of Indian herbs. It is supposed to create an awareness of the knowledge and uses of ancient medical practices.

[C] Contents

Unit: I   **1 Credit**
Introduction to Āyurveda
Definition of Āyurveda, Aim of Āyurveda, Subject Matter of Āyurveda, Salient Features of Āyurveda, Concept of Health according to Āyurveda, Unique features of Āyurveda.
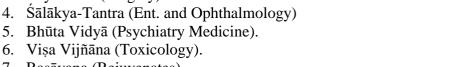History of Āyurveda
Introduction to Major Texts (Suśrut Saṁhitā and Caraka Saṁhitā) and Authors (Suśruta and Caraka) and Aṣṭāṅga Hṛdayam, Aṣṭāṅga Saṅgraha of Vāgbhaṭa.

Unit: II   **1 Credit**
Basic Principles of Āyurveda
1. **Triguṇas:** Sattva, Rajas and Tamas.
2. **Pañcamahābhūtas:** Ākāśa (Space), Vāyu (Air), Teja or Agni (Fire), Jala (Water) and Pṛthvī (Earth).
3. **Tridoṣas:** Vāta, Pitta and Kapha.
4. **Saptadhātus:** Rasa (fluid), Rakta (blood), Māṁsa, Meda (fat), Asthi, Majjā and Śukra.
5. **Trayodasāgni:** Jatharāgni (gastric fire), Saptadhātvāgni and Pācabhātāgni.
6. **Trimalas:** Purīṣā (faeces), Mūtra (urine) and Sveda (sweat).

Unit: III   **1 Credit 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).

Unit: IV   **1 Credit**

Important Medicinal Plants and their based on Āyurveda

Medicinal Plants in Suśruta Saṁhitā: Tulsī, Haridrā, Sarpagandhā, Ghṛta Kumārī, Guggulu, Brāhmī, āmalā, Aśwagandhā, Arjun, Haldi, Neema Plant, Jamun, Pudina

[D] References:

5. Acharya, Srinivas, Panchakarma Illustrated, Chaukhaba Sanskrit Pratishtana, Delhi, 2006.
6. V.B. Athavale, Basic Principles of Āyurveda, ChaukhambaSanskrit Pratishthan New Delhi, 2005.
7. Āyurveda Kā Saṅkṣipta Itihāsa, Hindi Sahitya Sammelan, Allahabad.
8. Bhagavan Dash, Vaidya, and Acarya Manfred M. Junius, A Handbook of Āyurveda, Concept Publishing Co., New Delhi,1987.
9. Bhishagratna, Kaviraj Kunjalal, ed., translator. (2002). Sushruta Samhita Volumes I and II. Varanasi, India: Chowkhamba Sanskrit Series.
10. Charak Samhita E-text: http://www.charakasamhita.com/
11. http://www.speakingtree.in/blog/medicinal-plants-from-ancient-india
12. http://www.tkdl.res.in/tkdl/langdefault/ayurveda/Ayu_Principles.asp?GL=#q1
13. K. R. Srikantha Murthy, Illustrated Susruta Samhita, ChaukhambaOrientalia, 2012
14. M.S. Valiathan, An Introduction to Āyurveda Paperback, Universities Press (India) Private Limited, 2013
15. M.S. Valiathan, The Legacy of Suśruta, Universities Press, 2007
16. PriyaVrat Sharma, Essentials of Āyurveda: Sodasangahṛdayam, MotilalBanarsidass Publishers, 1999
17. Ravi DattaTripathi, Vāgbhaṭa's Aṣṭāṅg-saṅgraha, ChowkhambaSanskrit Pratishthanam, Delhi., 2011.
18. ShanthaGodagama, The Handbook of Āyurveda, North Atlantic Books, 2004
19. Sharma, Priyavrit V., ed., translator. (1981-1994). Charaka Samhita, Vols. 1 - 4,Chaukhamba Sanskrit Series, Varanasi, India: Varanasi, India: Chowkhamba SanskritSeries.
20. Sharma, Ram Karan and Bhagawan Dash, Vaidya, eds., translators (1992 – 2000). CharakaSamhita Vols. 1 – 6. Varanasi, India.Chaukhamba Sanskrit Series.
21. Srikrishnamurthy, K.R. Srikantha, translator. (1991-1992). Vagbhata, AstangaHridayamVols. 1 and 2. Varanasi, India: Krishnadas Academy.
22. Srikrishnamurthy, K.R. Srikantha, translator. (2001). Sharangadhara Samhita: A treatise on Āyurveda. Varanasi, India: ChaukhambaOrientalia.
23. 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, Comperative Views, Index, Glossary, Nabu Press, 2012

[E] Teaching Learning Process:

5. Teachers will discuss text related to chhandashastra.
6. Teachers will guide the students to understand the scientific technique of the formation of Sanskrit shlokas and its application in prominent Sanskrit text.
7. Teachers will the discuss both vedic and classical meter and their lyrical methods towards rendereing melodious music.
8. Teachers will discuss the theories of Indian political science of the prominent Indian political thinker.
9. Topic wise lectures and discussions will be held in the class.

[F]   Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 2
Week 4 – Unit 2
Week 5 – Unit 3
Week 6 – Unit 3
Week 7 – Unit 4
Week 8 – Unit 4
Week 9 – Unit 5
Week 10 – Unit 5
Week 11 – Unit 6
Week 12 – Unit 6

[G] Assessment Methods:

I	**Basic Structure of Question Paper & Division of Marks**	**75**
vii.	Four long questions from Units I to IV	15x4=60
viii.	Three short notes (with options) from Units I to IV	5x3=15
ix.	**Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**	**25**
x.	**Total Marks : (I+II)**	**(75+25) = 100**

[H] Keywords:

bhujaṅgaprayāta, sragviṇī, toṭaka, harigītikā, vidyunmālā, anuṣṭup, āryā, mālinī, śikhariṇī, vasantatilakā, mandākrāntā, sragdharā and nyuśārdūlvikrīḍita.

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GE-5
Tools and Techniques for Computing Sanskrit Language

Total Credits: 04

[A] Course Objectives:

This course will introduce the current research and development in Sanskrit computing. Primary emphasis will be on tools and techniques developed under government and private funding and to explore new technologies for Sanskrit.

[B] Course Learning Outcomes:

The course-level learning outcomes that a student of this course is required to demonstrate are indicated below:

- Learn the basic concept of Sanskrit Phonology, Sanskrit Morphology, Syntax, Semantics, Lexicon and Corpora.
- Learn the origin and Development of Language Computing.
- Basic Introduction of Computing Sanskrit Language.
- Various methodologies used on Language Technology.
- Various tools developed for Sanskrit Language.
- Survey of Language Computing

[C] Course Contents

Unit: I   **Credit: 01**
Major Components of Sanskrit Linguistics:
- Phonology
- Morphology
- Syntax
- Semantics
- Lexicon and Corpora

Unit: II   **Credit: 01**
Areas and Applications of the Sanskrit Language Computation
- Text Digitization/Content Creation and Search for Sanskrit
- Speech Technology
- Grammar Tools
- Machine Translation
- Preservation and Delivery of Cultural Heritage of Sanskrit

Unit: III   **Credit: 01**

Language Computing Methodology
- ▪ Rule Base
- ▪ Statistical
- ▪ Hybrid

Unit: IV   **Credit: 01**
Survey of Language Computing
- ▪ Survey of the Language Computing for Sanskrit
- ▪ Survey of the Language Computing for Indo Aryan Languages

[D] References:

Compulsory Readings:

35. Akshar Bharati, Vineet Chaitanya and Rajeeva Sanghal, Natural Language Processing: A Paninian Prospective, Prentice Hall of India, New Delhi, 1995.

36. Chandra Subhash (2021). भाषासंगणन (Language Computing), Upasana Publications, New Delhi, India, ISBN: 978-93-87677-05-0.

37. Girish Nath Jha, Madhav Gopal, Diwakar Mishra, Annotating Sanskrit Corpus: Adapting IL-POSTS, Human Language Technology. Challenges for Computer Science and Linguistics Lecture Notes in Computer Science Volume 6562, 2011, pp 371-379.

38. Tools developed by Computational Linguistics Group, Department of Sanskrit, University of Delhi, Delhi-110007 available at: http://cl.sanskrit.du.ac.in

39. Daniel Jurafsky and James H. Martin, Speech and Language Processing, Prentice Hall; 2008

40. Chandra, Subhash and Jha, GN. Computer Processing of Nominal Inflections in Sanskrit: Methods and Implementations, CSP, UK, 2012.

41. Jha, Girish Nath, Morphology of Sanskrit Case Affixes: A Computational Analysis, M.Phil Dissertation, Centre of English and Linguistics, School of Language, Literature and Culture Studies, JNU, 1993.

42. Sanskrit Computational Linguistics symposium 1-2: Springer Verlag LNCS 5402 G Huet, A Kulkarni and P Scharf (eds), Proceedings of the 1st and 2nd International Symposium, 2009.

43. Sanskrit Computational Linguistics symposium 3: Springer Verlag LNCS 5406 A Kulkarni, G Huet (eds), Proceedings of the 3rd International Symposium, Jan 15 - 17, 2009, Hyderabad.

44. Grishman, R., Computational Linguistics: An introduction, Cambridge University Press, 1986.

45. Chandra, Subhash .मशीनी अनुवाद (Machine Translation) Vidyanidhi Prakashana, New Delhi,

[E] Teaching Learning Process:

Lecture based Teaching Learning on the Basics of Tools and Techniques for Computing Sanskrit Language, Detailed Survey of Language Computing tools and Techniques for Background will be covered in this course. It will be very helpful to students to engage them in laboratory and practice basic tools and techniques of computer.

[F]   Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 1
Week 4 – Unit 2
Week 5 – Unit 2
Week 6 – Unit 2
Week 7 – Unit 3
Week 8 – Unit 3
Week 9 – Unit 3
Week 10 – Unit 4
Week 11 – Unit 4
Week 12 – Unit 5

[G] Assessment Methods:

I	Basic Structure of Question Paper & Division of Marks	75
ix.	Long Questions -04 (1 from each Units 1-4)	04 x 15 = 60
x.	Three Short Notes (from 1-4 Units)	03 x 05 = 15
II	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	25
	Total Marks : (I+II)	(75+25) = 100

[H] Keywords:

Computing Sanskrit Language, Tool and Techniques for Computing Sanskrit Language, Language Technology etc.

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GE-6
Machine Translation: Tools and Techniques

Total Credits: 04

[A] Course Objectives:

This course will introduce the theory and practice of computer based translations and expose the students to the internal processes and inter module interactions in a typical Machine Translation (MT) system

[B] Course Learning Outcomes:

The course-level learning outcomes that a student of this course will be able to demonstrate are indicated below:

- Learn the origin and Development of Machine Translation.
- Basic Introduction of Machine Translation.
- Human vs Machine Translation.
- Concepts to ideal various methodologies used on Machine Translation System.
- Using guidelines of the Machine Translation system: Google and Bing.
- Evaluation and Challenges in Machine Translation

[C] Course Contents

Unit: I   **Credit: 01**
Introduction and History of Machine Translation
- History and Survey of Machine Translation Systems.
- List of Major MT System for Indian Languages: Google Translate and Bing by Microsoft.

Unit: II   **Credit: 01**
Theoretical Concepts of Machine Translation:
- Human vs Computer translation of languages.
- Basics of Machine Translation
- Tools and Techniques of Machine Translation
- Source and Target Language

Unit: III   **Credit: 01**
Machine Translation (MT) Approaches

- ▪ Rule Base MT
  Transfer-based
- ▪ Interlingual and Dictionary Based
- ▪ Statistical MT
  Example Based MT
- ▪ Hybrid MT

Unit: IV   **Credit: 01**
Evaluation of MT
- ▪ Evaluation of MT
- ▪ Challenges in Machine Translation
- ▪ Ambiguity and Acceptability

[D] References:

Compulsory Readings:

46. Chandra, Subhash. मशीनी अनुवाद (Machine Translation) यूजीसी सीबीसीएस स्कीम के तहत बीए (संस्कृत)

    के एईईसी (AEEC)-3 के पाठ्यक्रम पर आधारित. Vidyanidhi Prakashana, New Delhi, India, ISBN: 9789385539527.
47. Sergei Nirenburg, H. L. Somers, Readings in Machine Translation, MIT Press (MA)
48. Philipp Koehn, Statistical Machine Translation, Cambridge University Press.
49. Sergei Nirenburg, Jaime Carbonell, Masaru Tomita, Editors: Kenneth Goodman, Machine Translation: A Knowledge-Based Approach, Morgan Kaufmann Publishers Inc. San Francisco, CA, USA, 1994
50. Amba Kulkarli, Machine translation activities in India: A survey, In proceedings of workshop on survey on Research and Development of Machine Translation in Asian Countries, Thailand, May 13-14, 2002.

[E] Teaching Learning Process:

A variety of approaches to teaching-learning process, including lectures, seminars, tutorials, workshops, peer teaching and learning, practicum and project-based learning, substantial laboratory-based practical component and experiments in this course, open-ended project work, games, technology-enabled learning, etc. will need to be adopted to achieve this.
Lecture based Teaching Learning on the Basics of Machine Translation, Detailed Survey of MT tools and Techniques for Background will be covered in this course.

[F]   Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 1
Week 4 – Unit 2
Week 5 – Unit 2
Week 6 – Unit 2
Week 7 – Unit 3
Week 8 – Unit 3
Week 9 – Unit 3
Week 10 – Unit 4
Week 11 – Unit 4
Week 12 – Unit 5

[G] Assessment Methods:

I	Basic Structure of Question Paper & Division of Marks	**75**
xi.	Long Questions -04 (1 from each Units 1-4)	04 x 15 = 60
xii.	Three Short Notes (from 1-4 Units)	03 x 05 = 15
II	**Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**	**25**
	Total Marks : (I+II)	**(75+25) = 100**

[H] Keywords:
Machine Translation, Automatic Translation, Technology Development for Translation etc.

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GE-7
Sanskrit Narratology

Max. Marks: (75+25= 100)

Total Credits: 04
Teaching Hours: 48

[A] Course Objectives:

This course aims to acquaint students with the various aspect of Sanskrit Narratology. These aspects cover origin and development of narratives, distinctive features, functions, forms and cross-cultural reception of Sanskrit Narratives.

[B] Course Learning Outcomes:

Students will acquire basic knowledge of the Sanskrit Narratives. They will be able to understand the Sanskrit Narratology. They will develop an interest in Sanskrit Narratives and the and they will be motivated to study further.

[C] Content

Unit: I Origin and Development of Sanskrit Narratives   1 Credit

    A. Vedic Origin- Ṛgvedic Saṁvāda Sūktas, Gāthā Nārāśaṁsī, Upniṣadic ākhyāna
    B. Itihāsa-purāna tradition
    C. Bṛhatkathā and its Sanskrit recensions – Bṛhatkathā śloksaṁgrha, Kathāsartitsāgara, Bṛhatkathāmaǌjarī
    D. Origin and Development of Sanskrit Fables – Pañcatantra, Hitopadeśa, Vetālapañcaviṁśikā, Siṁhāsanadvātriṁśikā, Puruṣaparīkṣā, Śukasaptati

Unit: II Distinctive Features and Functions of Sanskrit Narratology   1 Credit

    (i)   **Distinctive Features of Sanskrit Narratology**

    1. Interiorization   2. Serialisation   3. Fantasisation   4. Cyclicalisation 5. Allegorisation   6. Anonymisation   7. Elasticisation of Time 8. Spatilisation   9. Stylisation

    10. Improvisation

    (ii) **Institution and Function of Story-telling**

    1. Ritualistic, spiritualistic, recreational and pedagogical thrust
    2. Narrator as a social-class- Kuśīlava, Cāraṇa, Sūta

Unit: III   Art-forms as Medium of Sanskrit Narrative   1 Credit

Kathāsatra (Symposium of Story-telling), Drama, Dance-forms, Cave-paintings, Miniature Paintings and Sculpture.

Unit: IV   Cultural Reception of Paňcatantra   1 Credit

Adaptation, Re-casting and Re-telling of Paňcatantra across cultures and nations.

[D] Suggested Readings

1. Sadhale, Nalini, *Katha in Sanskrit Poetics,* Sanskrit Academy, Osmania University, Hyderabad, 1986
2. Paniker, K. Ayyapaa, *Indian Narratology*, IGNCA, Delhi, 2003
3. Dev, Amiya (Ed.), *Narrative, A Seminar*, Sahitya Academy, Delhi, 2017
4. Daya, Krishna, *India's Intellectual Tradition*, Delhi, ICPR,1987
5. Mahulikar, Gauri, Effect of Ramayana on Various Cultures and Civilizations, Ramayana Institute.
6. Video of London 2009 ICR Illustrated Lecture on the Westward Migration of Panchatantra from India.
7. V. Raghavan Ed.The Rāmāyana Tradition in Asia,
8. Dr. Edgerton, Franklin (1924), *The Paňcatantra Reconstructed* (Vol.1: Text and Critical Apparatus, Vol.2 : Introduction and Translation), New Haven, Connecticut: American Oriental Series. Volumes 2-3 Hertel, Johannes (1908-15), The Paňcatantra : a collection of ancient Hindu tales, in the recension called Paňcākhyānaka, and dated 1199 A.D., of the Jaina monk
9. Anand Krishna, *A Reassessment of the Tuti-Nama Illustrations in the Cleveland Museum of Art*
10. Winternitz, M. *Some Problems of Indian Literature* –Munshiram Manoharlal, Delhi, 1978

[E] Teaching Learning Process:

1. Teachers will introduce each element of Sanskrit Narratology.
2. Since this is a new area of study for most learners, teachers will have to clarify all concepts in the class.
3. They will suggest blogs, articles and other digital and non – digital sources to students.
4. They should be able to understand the preventive approach of Sanskrit Narratology.

[F]   Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 1
Week 4 – Unit 1

Week 5 – Unit 2
Week 6 – Unit 2
Week 7 – Unit 2
Week 8 – Unit 2
Week 9 – Unit 3
Week 10 – Unit 3
Week 11 – Unit 4
Week 12 – Unit 4

[G] Assessment Method

I	Basic Structure of Question Paper & Division of Marks	**75**
	Long Questions (from unit I, III, IV)	3x15=45
	Short Questions (from unit II)	2x8=16
	Short Notes (from unit I)	2x7=14
II	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	**25**

[H] Key-Words

Sanskrit Narrative, Narratology, Ākhyāna, Kathā, Ākhyāyikā ,   Gāthā Nārāśaṁsī , Itihāsa-purāna, Rāmāyaṇa, Mahābhārata , Pañcatantra, Hitopadeśa,   Bṛhatkathā,   Kathāsartitsāgara, Bṛhatkathāmañjarī.

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UNDER GRADUATE COURSE FOR SANSKRIT

B.A. (Hons.)

Under

UNDERGRADUATE

CURRICULUM FRAMEWORK-22

UNIVERSITY OF DELHI

DELHI-110007

2022

Department of Sanskrit
University of Delhi
Under Graduate Course for Sanskrit
B.A. (Hons.)
Under UGCF-22

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Department of Sanskrit
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Under Graduate Course for Sanskrit
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Under UGCF-22

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Discipline Specific Core (20) Under Graduate Course for Sanskrit		
Semester: I		
DSC-1 **Applied Sanskrit**	**DSC-2** **Classical Sanskrit Literature Poetry**	**DSC-3** **Indian Social Institutions and Polity Social Institutions**
Semester: II		
DSC-4 Classical Sanskrit Literature Prose	**DSC-5** Critical Survey of Shastric Literature	**DSC-6** Sanskrit Epics

DSC 1
Applied Sanskrit

Max. Marks: (75+25= 100)   Total Credits: 04
                                  Teaching Hours: 48

[A] Course objectives:

- To generate interest in Sanskrit language among the students.
- To impart knowledge of the structure of Sanskrit language.
- To impart general skills of communication and writing in Sanskrit.

[B] Course learning outcomes:

- The students will be able to understand the general structure of Sanskrit language.
- The students will be able to write and communicate in Sanskrit.
- Students will become more interested in Sanskrit language.
- Students will be better equipped to comprehend the Hons. syllabus.

[C] Course content:

Unit 1: विभक्ति एवं लट् व लृट् लकार   1 Credit

i. **विभक्तियाँ व उनके सामान्य अर्थ-** छात्र, कवि, शिशु, पितृ, कर्तृ, आत्मन्, भवत्, लता, मति, नदी, वाक्, मनस् (तृतीया द्विवचन भ्याम् से सप्तमी बहुवचन सु)

ii. **अकारान्त पुल्लिंग व नपुंसक लिंग-** प्रथमा व द्वितीया विभक्ति व भ्वादि, तुदादि, दिवादि एवं चुरादि लट् लकार प्रथमपुरुष में वाक्य रचना

iii. **अकारान्त पुल्लिंग व नपुंसकलिंग** शब्दों की सारी विभक्तियों में एकवचन के रूप व वाक्य रचना

iv. **प्रतिनिधि धातुओं के आधार पर गण एवं विकरण परिचय –** (अदादिगण) अस्, (जुहोत्यादिगण) दा, (स्वादि) श्रु, (क्र्यादि) ज्ञा, ग्रह्, (तनादि) कृ धातुओं के प्रथमपुरुष के प्रयोग एवं वाक्य रचना

v. **सर्वनाम पुल्लिंग शब्द-** तत्, एतत्, किम्, यत् के शब्दों के साथ तुमुन्, क्त्वा व ल्यप् से वाक्य रचना

vi. **अस्मद् के प्रथमा एवं द्वितीया के प्रयोग-** विविध धातुओं के उत्तम पुरुष के प्रयोग

vii. **युष्मद् के प्रथमा एवं द्वितीया के प्रयोग-** विविध धातुओं के मध्यम पुरुष के प्रयोग

viii. **अस्मद् एवं युष्मद् के तृतीयादि विभक्तियों के प्रयोग एवं वाक्य रचना** (केवल सह के साथ तृतीया)

ix. **हलन्त पु०, स्त्री० व नपु० लिंगों में सब विभक्तियों के एक वचन शब्दों से वाक्य रचना,** लृट् लकार

x. इकारान्त व उकारान्त पुल्लिंग के प्रथमा व द्वितीया के पदों के साथ वाक्य रचना, अन्य विभक्तियों के एक वचन के प्रयोग एवं वाक्य रचना, पूर्वपठित तृतीयादि विभक्तियों के वाक्य

xi. **आकारान्त, उकारान्त व ईकारान्त स्त्रीलिंग के प्रयोग तथा वाक्य रचना,** लृट् लकार के प्रयोग

Unit 2 – कृदन्त व अन्य लकार   1 Credit

xii. उपर्युक्त सभी पदों के साथ शतृ प्रत्यय के पुल्लिंग व स्त्रीलिंग में प्रयोगाधारित वाक्य रचना

xiii. ऋकारान्त पुल्लिंग व स्त्रीलिंग शब्दों के साथ उपर्युक्त प्रत्ययों के प्रयोग एवं वाक्य रचना

xiv. **क्त एवं क्तवतु प्रत्यय-** कर्मवाच्य एवं भाववाच्य में वाक्य रचना

xv. सब गणों की प्रतिनिधि धातुओं के प्रयोग लङ् लकार का पूर्वपठित सब शब्दों के साथ प्रयोग एवं वाक्य रचना

xvi. सब गणों की प्रतिनिधि धातुओं के लोट् लकार प्रयोग एवं वाक्य रचना

xvii. सब गणों की प्रतिनिधि धातुओं के विधिलिङ् प्रयोग एवं वाक्य रचना

Unit 3: सन्धि एवं तिङन्त कर्मवाच्य   1 Credit

i. अच् सन्धि – दीर्घ, गुण, वृद्धि, यण्, अयादि, पूर्वरूप

ii. विसर्ग सन्धि

iii. व्यंजन सन्धि

iv. आत्मनेपद – पाँच लकार

v. यक् प्रत्यय – कर्मवाच्य एवं भाववाच्य में विविध लकारों में प्रयोग
तव्यत् अनीयर् क्त (कर्मणि प्रयोग)

vi. इकाई तीन पर आधारित परीक्षा

Unit 4: समास – विविध समासों की संरचना   1 Credits

i. विभक्ति तत्पुरुष

ii. द्वन्द्व

iii. कर्मधारय – विशेषण – विशेष्य, उपमामूलक, रूपकमूलक

iv. उपपद तत्पुरुष

v. बहुव्रीहि

vi. अव्ययीभाव

vii. **इकाई चार पर आधारित परीक्षा**

[D] References:

Compulsory Readings:

- द्विवेदी, कपिलदेव: प्रारम्भिक रचनानुवादकौमुदी, विश्वविद्यालय प्रकाशन, वाराणसी, उत्तर प्रदेश, संस्करण २०१९
- रूपचन्द्रिका, डॉ० ब्रह्मानन्द त्रिपाठी , चौखम्बा सुरभारती प्रकाशन, वाराणसी

Additional Resources:

- पाण्डेय, राधामोहन: संस्कृत सहचर, स्टूडेंट्स फ्रेंड्स पटना, बिहार
- नौटियाल, चक्रधर: बृहद् अनुवाद चन्द्रिका, मोतीलाल बनारसीदास, दिल्ली

[E] Teaching learning process:

- Teachers shall make their own practice exercises appropriate to the topic
- Maximize practice through illustrative practical method and active student participation.
- Motivate students to memorize various forms
- Maximize practice using the student's prior knowledge.
- To teach through Sanskrit for better grasp of the language .

[F] Weekly Plan

Week 1   - Unit 1
Week 2   - Unit 1
Week 3   - Unit 1
Week 4   - Unit 2
Week 5   - Unit 2
Week 6   - Unit 2
Week 7   - Unit 3
Week 8   - Unit 3
Week 9   - Unit 3
Week 10   - Unit 4
Week 11   - Unit 4
Week 12 - Unit 4

[G] Assessment Methods:

Structure of Question paper and division of marks

- Five Sentences for Correction (Syntax)   1 X 5= 5
- Vachana / Purusha parivartana   1 X 5= 5
- Lakara / Kāla parivartana   1 X 5= 5
- Fill in the blanks (with appropriate pratyayas)   1 X 5= 5
- Five Sandhis   1 X 5= 5
- Five Samasa Dissolve/ Make   2 X 5= 10
- One Unseen Passage   1 X 10= 10
- Sentence making with given words   2 X 5 = 10
- Translation of Sanskrit prose   2 X 5 = 10
- Paragraph writing   5 X 2= 10

[H] Keywords

Subanta, Tinnananta, Vachya, Kridanata, Sandhi, Samasa

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DSC-2
Classical Sanskrit Poetry

Max. Marks: (75+25= 100)

Total Credits: 04
Teaching Hours: 48

A] Course Objectives: This course aims at getting the students acquainted with the general outlines of Classical Sanskrit Literature (Poetry) through classical texts.

[B] Course Learning Outcomes:

[B] Course Learning Outcomes: This course will help the students develop a fair idea of the works of great Sanskrit poets. They will be able to appreciate the styles and thoughts of individual poets focusing on the poetical, artistic, cultural and historical aspects of their works. This course will enhance competence in chaste classical Sanskrit and give them skills in translation and interpretation of poetic works**.**

[C] Course Contents

Unit: I   **1 Credit**
Nitishatakam
Verses 1 to 15

Unit: II   **1 Credit**
Kumarasambhavam Canto V Verses 1 to 29 (Parvati's Penance)

Unit: III   **1 Credit**
Kiratarjuniyam, Canto I Verses 1 to 25

Unit IV   **1 Credit**
Origin and Development of Mahākāvyas (Sanskrit Epics), General Introduction to Sanskrit Mahākāvyas (Sanskrit Epics) with special focus on Aśvaghośa, Kālidāsa, Bhāravi, Māgha, Śrīharṣa. Origin and Development of Gītikāvyas (lyric poetry), General Introduction to Gītikāvyas (lyric poetry) with special focus on Kālidāsa, Jayadeva, Amaruka, Bhartṛhari and Bilhaṇa.
[D] References:

Suggested Books/Readings:
Compulsory Readings:

1. त्रिपाठी, कृष्णमणि, रघुवंशम् (मल्लिनाथकृत सञ्जीवनीटीका), चौखम्बा सुरभारती प्रकाशन, वाराणसी

2. जनार्दन शास्त्री, भारविकृत किरातार्जनीयम्, मोतीलाल बनारसीदास, दिल्ली

3. नेमिचन्द्र शास्त्री, कुमारसम्भवम्, मोतीलाल बनारसीदास, दिल्ली

4. त्रिपाठी, बाबूराम (सम्पा.), भर्तृहरि कृत नीतिशतकम् महालक्ष्मी प्रकाशन, आगरा, १९८६

5. पाण्डेय, ओमप्रकाश (व्या.), मनोरमा हिन्दी-व्याख्या सहित, भर्तृहरि कृत नीतिशतकम्, चौखम्बा अमरभारती प्रकाशन, वाराणसी, १९८२

6. विष्णुदत्त शर्मा शास्त्री (व्या.), भर्तृहरि कृत नीतिशतकम्, विमलचन्द्रिकासंस्कृतटीका व हिन्दी- व्याख्यासहित, ज्ञानप्रकाशन, मेरठ, संवत् २०३४.

7. शर्मा, समीर, मल्लिनाथकृत घंटापथ टीका, भारवि कृत किरातार्जुनीयम्, चौखम्बा विद्याभवन, वाराणसी

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

9. Gopal Raghunatha Nandargikar (Ed.), Raghuvaṁśam of Kālidāsa, MLBD, Delhi.

10. M.R. Kale (Ed.), Kirātārjunīyam of Bhāravi, MLBD, Delhi.

11. M.R. Kale (Ed.), Kumārasambhavam, MLBD, Delhi.

12. M.R. Kale (Ed.), Nītiśatakam of Bhartṛhari, MLBD., Delhi.

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

Additional Resources:
1. Mirashi, V.V., Kālidāsa, Popular Publication, Mumbai.
2. Keith, A.B., History of Sanskrit Literature, MLBD, Delhi.
3. Krishnamachariar, History of Classical Sanskrit Literature, MLBD, Delhi.
4. Gaurinath Shastri, A Concise History of Sanskrit Literature, MLBD, Delhi.
5. Winternitz, Maurice: Indian Literature (Vol. I-III), also Hindi Translation, MLBD, Delhi.

[E] Teaching Learning Process:

1. Teachers shall help students create their own dictionary of nouns and dhatus for each verse before reading the verse.
2. Teachers shall help students split each sandhi and do a padaccheda (division of word) before attempting to read the entire verse.
3. Teachers shall help students dissolve each Samāsa (compound) before reading the entire verse.
4. Teachers shall help students identify the core sentence consisting of subject, object and verb and then gradually add more elements.
5. Teachers shall help students to identify these elements by asking relevant questions.
6. Teachers shall help students to know the grammatical structure of each word before explaining the meaning of the whole verse.

[F]   Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 2
Week 4 – Unit 2
Week 5 – Unit 2
Week 6 – Unit 2
Week 7 – Unit 3

Week 8 – Unit 3
Week 9 - Unit 3
Week 10 – Unit 4

Week 11 – Unit 4
Week 12 – Unit 4

[G]
Assessment

I   External Examination   Marks 75

i.	Translation of 3 (1 from units I-III)	3 x 4 = 12
ii.	Explanation of 3 (1 from units I-III)	3 x 6 = 18
iii.	Two Long Questions From units I-III	2 x 7.5 = 15
iv.	Five Grammatical Notes From units I-III	1 x 5 = 05
v.	Two Long Questions from unit IV	2 x 7.5 = 15
vi.	One Shorts Notes from unit IV	1 x 5 = 05
vii.	Short Notes / Explanation in Sanskrit on any one (Units 1-4)	1 x 5 = 05

II	**Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**	**Marks 25**
	Total Marks: (I+II)	**(75+25) = 100**

[H] Keywords:

Sanskrit Literature, Mahākāvya, Gītikāvya, Kumārasambhavam, Raghuvaṁśam, Kirātārjunīyam, Nītiśatakam, Classical Sanskrit Literature, Poetry, etc.

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DSC-3
Indian Social Institutions and Polity

Max. Marks: (75+25= 100)
Total Credits: 04
Teaching Hours: 48

[A] Course Objectives:

- To generate interest in Ancient Sociological and Political Structure of the Society. students.
- To impart knowledge of the ancient Political Thinkers.
- To impart general skills to argue on the related topics.
- To establish the relevance of Ancient Indian Social and Political Institutions.

[B] Prescribed Course:

Social institutions and Indian Polity have been highlighted in *Dharma and Artha śāstra* literature The aim of this course is to make students acquainted with various aspects of social institutions and Indian polity as propounded in the ancient Sanskrit texts such as *Mahābhārata*, Kauṭilya's *Arthaśāstra* and other works known as *Nītiśāstra.*

[C] Unit-Wise Division:

Unit 1 - Foundations of Indian Society   **1 Credit**

i.   **Dharma**

      Sources of Dharma (*Manusmṛti,* 2,12; *Yājñavalkyasmṛti*,1.7)
      Fourteen-*Dharmasthānas* (*Yājñavalkyasmṛti*,1.3)
      Dharma as Social and Moral Duty (*Mitākṣarāṭīkā* on *Yājñavalkyasmṛti*,1.1).
      (*Manusmṛti*,6.92);

ii.   Dharma as an evolving institution – Directions of and reasons for changes in Dharma Śāstra

iii. Sociological Significance of Sixteen *Saṁskāras.*

iv.   Balanced Life - Four aims of life *'Puruṣārtha Catuṣṭaya'-*
      1. Dharma, 2. *Artha*, 3. *Kāma*, 4. *Mokṣa.*

Unit II - Structure of Society   **1 Credit**

i.   **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* (*Bhagvadgīta*, 4.13, 18.41-44).
      Caste-System and Inter-caste Marriages (*Mahābhārata, Anuśāsanaparva*, 48.3-11);

Assimilation of foreign tribes in Varṇa-System (*Mahābhārata, Śāntiparva*, 65.13-22).
Up-gradation and down-gradation of Caste (*Āpastambadharmasūtra*, 2.5.11.10-11,
Baudhāyanadharmasūtra, 1.8.16.13-14, *Manusmṛti*, 10,64, *Yājñavalkyasmṛti*, 1.96)

ii.   Position of Women in the Society:

Brief survey of position of women in different stages of Indian Society;
Position of women in *Mahābhārata* (*Anuśāsanaparva* 46.5-11, *Sabhāparva*, 69.4-13.
Praise of women in The *Bṛhatsaṁhitā* of Varāhamihira
(*Strīprasaṁsā,* chapter-74.1-10)

Unit III State and Kingship   1 Credit

i.   Concept of Welfare State in *Arthaśāstra* of Kauṭilya (*Arthaśāstra*, 1.13: '*matsyanyāyābhibhutah*' to '*yo' asmāngopāyatīt*i')

ii.   Essential Qualities of King (*Arthaśāstra*,6.1.16-18: '*sampādayatyasampannaḥ*' to '*jayatyeva na hīyate*')

iii.   Conduct of the state (Manu Smriti 7 Verses 1 to 15)

Unit IV - State and International Relations   1 Credit

i.   '*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).

ii.   '*Maṇḍala*'Theory of Inter-State Relations: 1. *Ari*, 2. *Mitra*, 3. *Ari-mitra*,4.*Mitra- mitra*, 5. Ari-mitramitra;

iii.   *Śāḍgunya*'Policy of War and Peace:
1. *Sandhi*, 2. *Vigraha*, 3. *Yāna*, 4. *Āsana*, 5. *Saṁśraya* 6. *Dvaidhibhāva*.

[D] Recommended Books/Readings:

1. Arthaśāstra of Kautilya - (Ed.) Kangale, R.P. Delhi, Motilal Banarasidas 1965
2. Mahābhārata (7 Vols) - (Eng. Tr.) H.P. Shastri, London, 1952-59.
3. Manu's Code of Law - (Ed. & Trans.): Olivelle, P. (A Critical Edition and Translation
of the Manava- Dharamaśāstra), OUP, New Delhi, 2006.
4. Yājñavalkyasmṛti with Mitākṣarā commentary - Chowkhamba Sanskrit Series
Office, Varanasi,1967
5. कौटिलीय अर्थशास्त्र – उदयवीर शास्त्री मेहर चन्द लछमन दास, दिल्ली
6. बृहत्संहिता – वराहमिहिर, हिन्दी अनुवाद बलदेव प्रसाद मिश्र, खेमराज श्रीकृष्णदास प्रकाशन, मुंबई
7. महाभारत (भाग १ – ६), हिन्दी अनुवाद सहित, गीता प्रैस गोरखपुर
८. मनुस्मृति– चौखंबा प्रकाशन, दिल्ली

[E] REFERENCE BOOKS

1. काणे, पी. वी. धर्मशास्त्र का इतिहास (1-4 भाग), अनु० अर्जुन चौबे काश्यप, (उत्तर प्रदेश हिन्दी संस्थान, लखनऊ, 1966-73

2. जायसवाल सुवीरा, वर्ण तथा जाति व्यवस्था उद्भव तथा विकास, 2004

3. विद्यालङ्कार सत्यकेतु- प्राचीनभारतीय शासन व्यवस्था और राजशास्त्र, सरस्वतीसदन, मैसूर, 1968

4. Altekar, A.S, State and Government in Ancient India, MotilalBanarsidass, Delhi, 2001.
5. Altekar, A.S, The Position of Women in Hindu Civilization, Delhi, 1965.
6. Bhandarkar, D.R., Some Aspects of Ancient Indian Hindu Polity, Banaras Hindu University
7. Ghosal, U.N., A History of Indian Political Ideas, Bombay,1959.
8. Jayaswal, K.P. Hindu Polity, Bangalore, 1967.
9. Jha, M.N. -Modern Indian Political Thought, Meenakshi Parkashan, Meerut, UP.
10. Law, N. S., Aspect of Ancient Indian Polity, Calcutta, 1960.
11. Lingat Robert, Classical Hindu Law,
12. Mathur A.D. Medieval Hindu Law, Oxford Universuty Press, New Delhi, 2006
13. Mehta, V.R., Foundations of Indian Political Thought, Manohar Publisher, Delhi, 1999.
14. Pandey, G.C. Jaina Political Thought, Jaipur Prakrit Bharti, 1984.
15. Prabhu, P.H.- Hindu Social Organisation, Popular Prakashan, Mumbai, 1998
16. Prasad, Beni - Theory of Government in Ancient India, Allahabad, 1968.
17. Saletore, B.A. - Ancient Indian Political Thought and Institutions, Bombay, 1963.
18. Sharma, R. S., Aspects of Political Ideas and Institutions in Ancient India, MLBD, Delhi, 1996.

[E]   Teaching Learning Process

1. Teachers will explain the contents of the text and involve students in the discussion on relevant issues.
2. Caste and women issues could be brought into discussion based on media reports and leading cases.
3. Examination questions should be framed focusing on contemporary problems.
4. In the course of reading the sections on polity, students should be encouraged to connect their theoretical studies with contemporary international diplomacy.
5. News items and articles on foreign policy and governance issues should be studied as a part of the course.

[F]   Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 1
Week 4 – Unit 2
Week 5 – Unit 2
Week 6 – Unit 2
Week 7 – Unit 3
Week 8 – Unit 3

Week 9 – Unit 3
Week 10 – Unit 4
Week 11 – Unit 4
Week 12 – Unit 4

[G]   Assessment

I		**External Examination**	**Marks 75**
	I	Long Questions -4 (from unit 1-4)	04 x 12 = 48
	ii.	Short notes - 4 (from unit -1 to 4)	04 x 05 = 20
	iii.	One Note in Sanskrit	01x 7 = 7
II		**Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**	**Marks 25**
		Total Marks: (I+II)	**(75+25) = 100**

[H]   Keyword

Indian Society, Social Issue, Ancient Polity, Social Institutions and Dharmaśāstra Literature etc.

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DSC-4
Classical Sanskrit Literature (Prose)

Max. Marks: (75+25= 100)   **Total Credits: 04**
                                      Teaching Hours: 48

[A] Course Objectives:

This course aims to acquaint students with Classical Sanskrit Prose Literature. Origin and development of prose, important prose romances and Sanskrit fables are also included here for students to get acquainted with the beginnings of Sanskrit Prose literature. The course also seeks to help students to creatively and critically engage with texts.

[B] Course Learning Outcomes:

The course will enable students enable students to familiarize themselves with some leading classical prose works and individual literary styles of their authors. After the completion of this course the learner will be exposed to the socio-cultural conditions of the Indian society as reflected in the prescribed texts. Course will also help students to develop their level of Sanskrit language comprehension.

[C] Contents:

Unit: I Śukanāsopadeśa (Ed. Prahlad Kumar)   Credit: 14

Introduction – Author and his works, text reading (Grammar, translation and explanation)

(एवं समतिक्रामत्सु केषुचिद् दिवसेषु ....रेणुमयीव स्वच्छमपि कलुषीकरोति)

Unit: II Viśrutacaritam upto 11th Para   Credit: 14

Introduction –Author and his works, Text reading (Grammar, translation and explanation)

(.........इति तमुत्थाप्य क्रीडानिर्भरमतिष्ठत्।)

Unit: III Shivarajvijayam   1 Credit

(------------------ न पारितं निरोद्धुं नयनवाष्पाणि) Introduction –Author and his works, text para 1 to10, Text reading (Grammar, translation and explanation)

Unit: IV

General Survey of main Sanskrit Prose Works   1 Credit

Origin and Development of Prose literature and its Kind, Some Major Texts- Vāsavadattā, Kādambarī, Harṣacaritam, Daśakumaracaritam, Tilakmanjarī, Gadyacintāmaṇi, Śivarajavijyam

Pancatantra, Hitopdeśa, Vetālapavcaviṁśikā, Siṁhāsanadvātriṁśikā, Puruṣaparīkṣā, Śukasaptati.

[D]   Suggested Readings

Compulsory Readings:

1. प्रहलाद कुमार. शुकनासोपदेश, मेहरचन्द लक्ष्मणदास, दिल्ली

2. शास्त्री, रामपाल, शुकनासोपदेश, चौखम्बा औरियन्टलिया, वाराणसी

3. सुरेन्द्रदेव शास्त्री, विश्रुतचरितम्, साहित्यभण्डार, मेरठ

4. झा, रमाकान्त, शुकनासोपदेश, चौखम्बा विद्याभवन, वाराणसी

5. देवनारायण मिश्र, शिवराजविजयम्, साहित्यभण्डार, मेरठ

6. पन्त, सुबोधचन्द्र एवं झा, विश्वनाथ, दशकुमारचरितम्, मोतीलाल बनारसीदास, दिल्ली

Additional   Resources:

1. शर्मा, उमाशंकर ऋषि: संस्कृत साहित्य का इतिहास, चौखम्बा भारती अकादमी, वाराणसी

2. उपाध्याय, बलदेव: संस्कृत साहित्य का इतिहास, शारदा निकेतन, वाराणसी

3. प्रीतिप्रभा, गोयल: संस्कृत साहित्य का इतिहास, राजस्थानी ग्रन्थगार, जोधपुर

4. त्रिपाठी, राधावल्लभ: संस्कृत साहित्य का अभिनव इतिहास, विश्वविद्यालय प्रकाशन, वाराणसी

5. Keith, A.B., History of Classical Sanskrit Literature, MLBD, Delhi, हिन्दी अनुवाद सहित, मंगलदेव शास्त्री, मोतीलाल बनारसीदास, दिल्ली

6. M. Krishnamachariyar Shastri: History of Classical Sanskrit Literature, MLBD, Delhi

7. Gaurinath Shastri: A Concise History of Sanskrit Literature, MLBD, Delhi

8. Maurice, Winternitz: Ancient Indian Literature (Vol.1-III), also Hindi Translation, MLBD, Delhi

[G] Assessment

External Examination   **75**

viii.	Translation of 3 (1 from units I-III)	3 x 4 = 12
ix.	Explanation of 3 (1 from units I-III)	3 x 6 = 18

x.	Two Long Questions From units I-III	2 x 7.5 = 15
xi.	Five Grammatical Notes From units I-III	1 x 5 = 05
xii.	Two Long Questions from unit IV	2 x 7.5 = 15
xiii.	One Shorts Notes from unit IV	1 x 5 = 05
xiv.	Short Notes / Explanation in Sanskrit on any one (Units 1-4)	1 x 5 = 05

II Internal Assessment   **Marks 25**
(Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)

       Total Marks: (I+II)

       (75+25) = 100

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DSC-5

Sanskrit Epics

Max. Marks: (75+25= 100)   **Total Credits: 04**
Teaching Hours: 48

[A] Course objectives:

- To enable students to read simple classical Sanskrit
- To enable students to have a sense of the great impact of the epics on Indian life and literature.
- To impart knowledge of some important segments in the Gita and the Ramayana.
- To introduce Advaita philosophy through Shankaracharya's commentary on the Gita.

[B] Course learning outcomes:

- The students will be able to understand simple classical Sanskrit.
- The students will build a good vocabulary to write and communicate in Sanskrit.
- Students will become more aware of the impact of the epics on life and literature in India
- They will get acquainted with Advaita philosophy.

[C] Course content

Unit1 वाल्मीकि रामायण अयोध्याकाण्ड सर्ग 109 (रामेण जाबालिमतनिराकरणम्)

From Verse 1 (जाबालेस्तु वचः श्रुत्वा...) से 27 कार्याकार्यविचक्षणः तक)   **1 Credit**

Unit 2 Ramayana as the source of Sanskrit literature   **1 Credit**
   i.   Ramayana as the source book for Indian values – ideal king, ideal family, Ideal Polity, ideal society, ideal character
   ii.   Valmiki Ramayana as the source book for Sanskrit literature – Epics, Dramas, Lyric poetry, Adhyātma Ramayana, Adbhuta Ramayana.
   iii. Works in Indian languages based on the Ramayana

Unit 3. भगवद्गीता अध्याय २ पद्म ११ से २५ तक (शाङ्करभाष्य सहित)   **1 Credit**

Unit 4: **Mahabharata as the source book**   **1 Credit**
   i.   Mahabharata as the source book for Indian knowledge and values
   ii.   Sanskrit literary works based on the Mahabharata – Dramas, long poems (Mahakavyas)
   iii. Works in Indian languages based on the Mahabharata

[D] References:

Compulsory Readings:

1. भगवद्गीता, शाङ्करभाष्य अनुवाद सहित, अनुवादक श्रीहरिकृष्णदास गोयन्दका, गीता प्रैस, गोरखपुर
2. Valmiki Ramayana – Valmiki.iitk.ac.in
3. गीताभाष्यनवाम्बरा- डॉ० शिवनारायण शास्त्री

Additional Resources:

1. Bhagawadgita with the commentary of Shankaracharya – A.K. Warrior,
2. Bhagawadgita – Dr. S. Radhakrishnan
3. Śrimadbhagavadgītā, The Scripture of Mankind, text in Devanagari with transliteration in English and notes by Swami Tapasyananda, Sri Ramakrishna Math, 1984
4. Chattopadhyaya D.P., Lokayata- A Study in Ancient Indian Materialism, Popular Publishing House, New Delhi
5. Mishra, Pankaj Kumar, **चार्वाक**, शिबालिक प्रकाशन, दिल्ली

[E] Teaching learning process:

● Students must be encouraged to read, explain grammatical structures, translate and interpret before the teacher takes over.
● Each grammatical form is to be explained and understood.
● Special emphasis is to be laid on Sandhis and Samasas
● Shankaracharya's commentary on each verse in the Gita is to be read and explained in class.
● As far as possible teaching may be done through Sanskrit.

[F] Weekly plan

Week 1   - Unit 1
Week 2   - Unit 1
Week 3   - Unit 2
Week 4   - Unit 2
Week 5   - Unit 3
Week 6   - Unit 3
Week 7   - Unit 3
Week 8   - Unit 3
Week 9   - Unit 4
Week 10   - Unit 4
Week 11   - Unit 4
Week 12   - Unit 4

[G] Assessment Methods:

Structure of Question paper and division of marks

Translation of verses from Units 1 and 2   2 x 4 = 8

Explanation of verses from Units 1 and 2	2 x 7.5 = 15
Grammatical notes from units 1 and 2	1 x 7 = 7
Text based question from units 1 and 2	1 x 10= 10
Translation of verses from units 3 and 4	2 x 4 = 8
Explanation of verses from units 3 and 4 based on Shankaracharya's commentary	
	2 x 7.5 = 15
Question based on the Gita as explained by Acharya Shankara	1 x 8 = 8
Short notes on terms from Shankaracharya's commentary	2 x 2 = 4

[H] Keywords

Dharma, Astika, Nastika, Atma, Life, Death

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DSC-6
Critical Survey of Śāstric Literature
शास्त्रीयसाहित्यस्य समालोचनात्मकसर्वेक्षणम्

Max. Marks: (75+25= 100)   **Total Credits: 04**
                                                                  Teaching Hours: 48

[A] Course objectives:

- To enable students to Know the Ancient Indian Śāstric Literature.
- To impart knowledge of some important texts and authors who created knowledge on medical science, Aeronautics, music, dances, paintings etc.
- To prepare students to exhibit their understanding of ancient Knowledge System.
- To introduce the contribution of Charak, Sushrut, Bharat, Nagarjun, Paalkaapya etc.

[B] Course learning outcomes:

- The students will be able to understand the long history of Indian Śāstric Tradition.
- The students will be able to exhibit their understanding of the Indian Knowledge System.
- Students will become more aware of some aspects of Ancient Scientific thoughts and achievements.
- They will get acquainted with Ancient Scientific texts/writings.

[C] Course content:

Unit 1-   चिकित्साशास्त्र, वनस्पतिशास्त्र, रसायनशास्त्र (**Medical Sciences, Botany and Rasāyana**) − **Origin and development, major texts, major theories, contribution to current understanding**
1 Credit

Unit 2-   संगीतशास्त्र, नृत्यशास्त्र, मूर्तिकला, चित्रकला (**Music, Dance, Iconography and Painting**)− **Origin and development, major texts, major theories, contribution to current understanding.**
1 Credit

Unit 3-   वैमानिकशास्त्र, अश्वशास्त्र, गजशास्त्र, आयुधविज्ञान (**Vimānaśāstra, Aśva-śāstra, Gaja- śāstra, Ayudhavijñāna** − **Origin and development, major texts, major theories, contribution to current understanding**
1 Credit

Unit 4-   कोशशास्त्र, छन्दः शास्त्र, निरुक्तशास्त्र, व्याकरणशास्त्र - **Origin and development, major texts, major theories, contribution to current understanding**   **1 Credit**

[D] References:

Compulsory Readings:

1. संस्कृत वाङ्मय का विवेचनात्मक इतिहास- डॉ० सूर्यकान्त

2. संस्कृत साहित्य का इतिहास- डॉ० उमाशंकर शर्मा ऋषि

3. अद्भुत भारत- बाशम ,(1995) .एल .ए ,अनु० पाण्डेय वेंकटेशचन्द्र शिवलाल अग्रवाल ,एण्ड कम्पनीआगरा ,

4. History of Classical Sanskrit Literature, M. Krishnamachariyar Shastri MLBD, Delhi

5. History of Classical Sanskrit Literature, Keith, A.B., MLBD, Delhi,

   हिन्दी अनुवाद सहित, मंगलदेव शास्त्री, मोतीलाल बनारसीदास, दिल्ली

[E] Teaching learning process:

● Students must be encouraged to know our scientific heritage.
● Each of the prescribed Shastra should be discussed on historical proof and rationale of the subjects should not be by passed.
● Special emphasis is to be given on the relevance of shastra.
● Unit 4 should be discussed at length.
● As far as possible teaching may be done through PPTs.

[F] Weekly plan

Week 1   - Unit 1
Week 2   - Unit 1
Week 3   - Unit 1
Week 4   - Unit 2
Week 5   - Unit 2
Week 6   - Unit 2
Week 7   - Unit 3
Week 8   - Unit 3
Week 9   - Unit 3
Week 10   - Unit 4
Week 11   - Unit 4
Week 12   - Unit 4

[G] Assessment:

I External Examination   **Marks - 75**

Three long answer questions from first three Units   3 x 10 = 30
Two long Answer Question from Unit 3   1x 10 = 20

Short notes on texts author and subject   3x6 = 18
One Short Notes in Sanskrit from any Unit   1x7 = 7

II Internal Assessment   Marks 25
(Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)

Total Marks: (I+II)

(75+25) = 100

[H] Keywords

Shastra, theory, texts, authors, Contemporary relevance

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	Ability Enhancement Course (AEC)	
	Semester I/II	
	A: Advance: Introduction to Sanskrit Language **B: Intermediate:** Nīti Literature in Sanskrit **C: Introductory:** Upaniśad and Gītā	
Option-2	**A: Advance:** Essential Principal of Ayurveda **B: Intermediate:** Concept of Regimen in Ayurveda **C: Introductory:** An Introduction of Bṛhadtrayī	
Option-3	**A: Advance:** Sanskrit Language Skill through Technology **B: Intermediate:** Sanskrit Language Text Preservation and Digital Access **C: Introductory:** Culture and Society	
Option-4	**A: Advance:** Education in Ancient India **C: Introductory:** Upaniśad and Gītā	
Option-5	**A: Advance:** Ancient Indian Economy **B: Intermediate:** Financial Management in Sanskrit Texts **C: Introductory:** Administrative Structure in Kauṭilya's Arthaśāstra	
Option-6	**C: Introductory:** Philosophical Foundations of Indian Psychology	
Option-7	**C: Introductory:** Sanskrit Media and Journalism	
Option-8	**C: Introductory:** Women and Social Institutions in Indian Society	

Note:

Sanskrit A-Advance:

This Course can be offered to those students who have studied Sanskrit in 12th Class.

Sanskrit B- Intermediate:

This Course can be offered to those students who have studied Sanskrit in 10th Class.

Sanskrit C- Introductory:

This Course can be offered to those students who have studied Sanskrit till 8th class or not studied Sanskrit in the School.

UGCF Sanskrit Course: AEC
Option 1
Sanskrit A: Advance

Introduction to Sanskrit Language

Total Credits: 02

[A] Course Objectives:

This course aims at making the students acquainted with general outline of Sanskrit Grammar and Composition. This course will enhance their skills of chaste Sanskrit pronunciation as well as competence and performance of the language.

[B] Course Learning Outcomes:

The students will learn the advance form of Sanskrit language as one of the modern Indian Language through the practice of simple Sanskrit writings.

[C] Course Contents

Course Content

> **कारक एवं विभक्ति:** कर्त्ता, कर्म एवं करण
>
> **वचन एवं लिङ्ग:**
>
> **शब्दरूप:** राम, बालक, लता, अस्मद्, युष्मद्, तत्, इदम्, किम्, सर्व हरि, मति, जल, फल, पुष्प, ज्ञान, भोजन, धन, गुरु
>
> **क्रियारूप:** निम्नलिखित धातुओं का केवल लट्, लृट् एवं लङ् लकार में रूप:
>
> भू, पठ्, लिख्, खाद्, चल्, गम् (गच्छ्), हस्, वद्, पा (पिब्), अस्, गै (गाय), भ्रम्, स्था (तिष्ठ),दृश् (पश्य्), पच्, वर्ष्, दा (यच्छ्)
>
> **शब्दकोश:** संस्कृत सामान्य शब्दों के लिए शब्दकोश

Unit: II
Course Content/Prescribed Books
> Basic Sanskrit Sentence Formation (Active Voice) using the word and verb roots mentioned in Unit 1.

[D] References:

Compulsory Readings:

14. द्विवेदी, कपिलदेव : प्रारम्भिक रचनानुवादकौमुदी, विश्वविद्यालय प्रकाशन, वाराणसी, उत्तर प्रदेश, संस्करण २०१९

[E] Teaching Learning Process:

1. Online Sanskrit Learning Material.

[F]   Weekly Plan

Week: 1	Unit 1
Week: 2	Unit 1
Week: 3	Unit 1
Week: 4	Unit 1
Week: 5	Unit 1
Week: 6	Unit 1
Week: 7	Unit 2
Week: 8	Unit 2
Week: 9	Unit 2
Week: 10	Unit 2
Week: 11	Unit 2
Week: 12	Unit 2

[G] Assessment Methods:

I	**Basic Structure of Question Paper & Division of Marks**	**38**
i.	19 Short questions/word from/verb form/Sentence Correction/Sentence formation (from Units 1-2)	19 x 02 = 38
II	**Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**	**12**
	Total Marks : (I+II)	**(38+12) = 50**

[H] Keywords: Basic Sanskrit, Sanskrit shabdrup, Sanskrit sentence formation etc.

UGCF Sanskrit Course: AEC
Option 1
Sanskrit B: Intermediate
Nīti Literature in Sanskrit

Total Credits: 02

[A] Course Objectives:

This course aims at making the students acquainted with general outline of Sanskrit literature. This course will help the learners be familiar with the tradition of Prose literature with some focus on individual contributors of Sanskrit prose writing.

[B] Course Learning Outcomes:

The students will learn the advance form of Sanskrit language as one of the modern Indian Language through the practice of simple Sanskrit writings. The stories and verses prescribed in the course will help the learners develop an understanding of the moral and ethical values that will be useful in their day to day life situations. They will be familiar with the rich history of Sanskrit Literature. This course will enhance their skills of chaste Sanskrit pronunciation as well as competence and performance of the language. This will help them translate and explain the prescribed Sanskrit texts in their native language.

[C] Course Contents

Unit: I
Course Content/Prescribed Books
    Origin and development of Nītikāvya: Kathāsaritsāgara, Pañcatantra, Hitopadeśa, Cāṇakyanīti.
Unit: II
Course Content/Prescribed Books
    Introduction to Nitishatakam from verses: 01-30. (Basic understanding and knowledge of the topic discussed) According to Savitri Gupta, Vidyanidhi Prakashan, 2015.

[D] References:

Compulsory Readings:

1. सावित्री गुप्ता (2015), नीतिशतक, विद्यानिधि प्रकाशन, दिल्ली ।

2. उमाशंकर शर्मा ऋषि : संस्कृत साहित्य का इतिहास, चौखम्बा भारती अकादमी, वाराणसी ।

3. रमाशंकर त्रिपाठी, संस्कृत साहित्य का प्रामाणिक इतिहास, कृष्णदास अकादमी, वाराणसी ।

Additional Resources:

[E] Teaching Learning Process:

The teacher will introduce the basic knowledge of the text based on prescribed text.

[F]   Weekly Plan

Week: 1   Unit 1
Week: 2   Unit 1
Week: 3   Unit 1
Week: 4   Unit 1
Week: 5   Unit 1
Week: 6   Unit 1
Week: 7   Unit 2
Week: 8   Unit 2
Week: 9   Unit 2
Week: 10   Unit 2
Week: 11   Unit 2
Week: 12   Unit 2

[G] Assessment Methods:

	Basic Structure of Question Paper & Division of Marks	38
i.	Questions - 02 (from Unit 1-2)	02 x 10 = 20
ii.	Short Notes - 03 (from unit-1-2)	03 x 06 = 18
II	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	12
	Total Marks : (I+II)	**(38+12) = 50**

[H] Keywords:
Sanskrit Literature, Niti Literature

UGCF Sanskrit Course: AEC
Option-1
Sanskrit C: Introductory
Upaniśad and Gītā

Total Credits: 02

[A] Course Objectives:

The general objective of this course is to give the students basic idea of Philosophy of the Upaniṣads and the Bhagawad Gītā, which are recognized as representative texts of Indian thought.

[B] Course Learning Outcomes:

The Students will be able to peep into understand the spiritual depth of the intellectual wisdom of Indian seers. The Ishopanishad teaches the art of harmonizing materialism and spiritualism. The subject matter of the Bhagawad Gita II comprising of the concepts of Niṣkām karmyoga, Self and Sthita Prajña (the ideal human being) will enable learners to attain a proper balance between intellectual and emotional faculties. After the completion of this paper the students will be aware of the solutions of many modern day conflicts available in the upanishadic literature and Bhagavad Geeta. They will get to know the spiritual aspects of Indian traditions separated from the religious tradition.

[C] Course Contents

Unit: I
Course Content/Prescribed Books
General Introduction to Upanisadic Philosophy
Text Introduction to Ishavasyopnishad

Unit: II
Course Content/Prescribed Books
Introduction to Geeta: Background, Purpose,
Gyanyoga
Karmayoga
Bhaktiyoga

[D] References:

Compulsory Readings:

1. शशि तिवारी, ईशावस्योपनिषद्: भूमिका एवं व्याख्या, भारतीय विद्या प्रकाशन दिल्ली।
2. उमाशंकर शर्मा ऋषि, संस्कृत साहित्य का इतिहास, चौखम्भा भारती, वाराणसी
3. बलदेव उपाध्याय, वैदिक साहित्य एवं संस्कृति, वाराणसी।
4. Isha Upanishad, The Complete Works Of Sri Aurobindo, Sri Aurobindo Ashram Trust, Pondicherry 2003

Additional Resources:

[E] Teaching Learning Process:

The general introduction and subject matter will taught in Upanishad and Geeta.

[F]   Weekly Plan

Week: 1   Unit 1
Week: 2   Unit 1
Week: 3   Unit 1
Week: 4   Unit 1
Week: 5   Unit 1
Week: 6   Unit 1
Week: 7   Unit 2
Week: 8   Unit 2
Week: 9   Unit 2
Week: 10   Unit 2
Week: 11   Unit 2
Week: 12   Unit 2

[G] Assessment Methods:

Basic Structure of Question Paper & Division of Marks	38
iii. Questions - 02 (from Unit 1-2)	02 x 10 = 20
iv. Short Notes - 03 (from unit-1-2)	03 x 06 = 18
II **Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**	**12**
Total Marks : (I+II)	**(38+12) = 50**

[H] Keywords:
Upanishad and Geeta

UGCF Sanskrit Course: AEC
Option 2
Sanskrit A: Advance
Essential Principal of Ayurveda

Total Credits: 02

[A] Course Objectives:

This course aims at making the students acquainted with Essential Principal of Ayurveda. This course will help the learners be familiar with the tradition of Ayurveda with some focus on Carakasaṁhitā.

[B] Course Learning Outcomes:

After reading this paper students will know the history of Āyurveda through original sources of ancient medicine system enshrined in Sanskrit texts like Charaka Saṁhitā, Śuśruta Saṁhitā, Aṣṭānṅga Hridayam etc. and they will also get the basic knowledge of eight departments of Āyurveda.

[C] Course Contents

Unit: I
   Introduction of Āyurveda
   Main Ācāryas of Āyurveda – Caraka, Suśruta, Vāgbhaṭṭa, Mādhava, Sārṅgadhara and Bhāvamiśra

Unit: II
   Carakasaṁhitā – (Sūtra-sthānam)
   Carakasaṁhitā – Sūtra-sthānam (Tasyāśitīyādhyāya) Regimen of Six Seasons (Ṛtucharyā): Hemanta (Early Winter), Śiśira (Winter), Vasanta (Spring), Grīṣma (Summer), Varṣā (Rainy) and Śarada (Autumn).

[D] References:

   ### Compulsory Readings:
   15. Brahmananda Tripathi (Ed.), Carakasamhitā, Chaukhamba Surbharati Prakashana, Varanasi, 2005.
   16. V. Narayanaswami, Origin and Development of Āyurveda (A brief history), Ancient Science of   life, Vol. 1, No. 1, July 1981, pages 1-7.

Additional Resources:

[E] Teaching Learning Process:

While reading this paper students should be encouraged to do comparison between modern Medical system and Āyurveda, so that they can develop a scientific attitude towards ancient holistic medicine system. They should be able to understand preventive approach of Āyurveda which is not focused in modern systems.

[F] Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 1
Week 4 – Unit 1
Week 5 – Unit 1
Week 6 – Unit 1
Week 7 – Unit 2
Week 8 – Unit 2
Week 9 – Unit 2
Week 10 – Unit 2
Week 11 – Unit 2
Week 12 – Unit 2

[G] Assessment Methods:

	Basic Structure of Question Paper & Division of Marks	38
v.	Questions - 02 (from Unit 1-2)	02 x 10 = 20
vi.	Short Notes - 03 (from unit-1-2)	03 x 06 = 18
II	**Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**	**12**
	Total Marks : (I+II)	**(38+12) = 50**

[H] Keywords:

Ayurveda, Ancient Medicine System, holistic medicine

Department of Sanskrit
University of Delhi
Under Graduate Course for Sanskrit
B.A. (Hons.)
Under UGCF-22

UGCF Sanskrit Course: AEC
Option 2
Sanskrit B: Intermediate
Concept of Regimen in Ayurveda

Total Credits: 02

[A] Course Objectives:

Āyurveda is the most ancient but alive traditional healthcare system in India. Through the classroom lectures and discussions, this course will introduce students to the theory of Āyurveda. The major objective is to make them understand the basic principles and Concept of Regimen in Ayurveda.

[B] Course Learning Outcomes:

Graduates who read this course should be able to know the Concept of Regimen in Ayurveda. which has focused not only to the physical health but a healthy lifestyle. After reading this paper students will know the Concept of Regimen in Ayurveda.

[C] Course Contents

Unit: I

Main Ācāryas of Āyurveda – चरक, सुश्रुत, वाग्भट्ट

Unit: II

Carakasaṁhitā – Sūtra-sthānam (Tasyāśitīyādhyāya) Regimen of Six Seasons (Ṛtucharyā): Hemanta (Early Winter), Śiśira (Winter),Vasanta (Spring), Grīṣma (Summer), Varṣā (Rainy) and Śarada (Autumn).

[D] References:

Compulsory Readings:
1. Brahmananda Tripathi (Ed.), Carakasamhitā, Chaukhamba Surbharati Prakashana, Varanasi, 2005.
2. V. Narayanaswami, Origin and Development of Āyurveda (A brief history), Ancient Science of life, Vol. 1, No. 1, July 1981, pages 1-7.

[E] Teaching Learning Process:

While reading this paper students should be encouraged to do comparison between modern Medical system and Āyurveda, so that they can develop a scientific attitude towards ancient holistic medicine system. They should be able to understand preventive approach of Āyurveda which is not focused in modern systems.

[F]   Weekly Plan
Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 1
Week 4 – Unit 1
Week 5 – Unit 1
Week 6 – Unit 1
Week 7 – Unit 2
Week 8 – Unit 2
Week 9 – Unit 2
Week 10 – Unit 2
Week 11 – Unit 2
Week 12 – Unit 2

[G] Assessment Methods:

Basic Structure of Question Paper & Division of Marks	38
i. Questions - 02 (from Unit 1-2)	02 x 10 = 20
ii. Short Notes - 03 (from unit-1-2)	03 x 06 = 18
II **Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**	**12**
Total Marks : (I+II)	**(38+12) = 50**

[H] Keywords:
Ayurveda, Ancient Medicine System, holistic medicine

UGCF Sanskrit Course: AEC
Option 2
Sanskrit C: Introductory
An Introduction of Bṛhattrayī

Total Credits: 02

[A] 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 Bṛhadtrayī.

[B] Course Learning Outcomes:

This course will enable the students to appreciate the principles of traditional Indian medicine system which has focused not only to physical health but a healthy life style including food habits, diets, preventive medicine, and medicinal plants available in their surroundings.

[C] Course Contents

Unit: I
Introduction of Āyurveda, History of Indian Medicine in the pre-caraka period. The two schools of Āyurveda: Dhanvantari and Punarvasu.

Unit: II
General Study of Carakasamhita
General Study of Sushruta-samhita
General Introduction to Ashtanghridaya

[D] References:

Compulsory Readings:
3. Brahmananda Tripathi (Ed.), Carakasamhitā, Chaukhamba Surbharati Prakashana, Varanasi, 2005.
4. V. Narayanaswami, Origin and Development of Āyurveda (A brief history), Ancient Science of   life,

Vol. 1, No. 1, July 1981, pages 1-7.

[E] Teaching Learning Process:

While reading this paper students should be encouraged to do comparison between modern Medical system and Āyurveda, so that they can develop a scientific attitude towards ancient holistic medicine system. They should be able to understand preventive approach of Āyurveda which is not focused in modern systems.

[F]   Weekly Plan
Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 1
Week 4 – Unit 1
Week 5 – Unit 1
Week 6 – Unit 1
Week 7 – Unit 2
Week 8 – Unit 2
Week 9 – Unit 2
Week 10 – Unit 2
Week 11 – Unit 2
Week 12 – Unit 2

[G] Assessment Methods:

	Basic Structure of Question Paper & Division of Marks	38
i.	Questions - 02 (from Unit 1-2)	02 x 10 = 20
ii.	Short Notes - 03 (from unit-1-2)	03 x 06 = 18
II	**Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**	**12**
	Total Marks : (I+II)	**(38+12) = 50**

[H] Keywords:
Ayurveda, Ancient Medicine System, holistic medicine

UGCF Sanskrit Course: AEC
Option-3
Sanskrit A: Advance
Sanskrit Language Skill through Technology

Total Credits: 02

[A] Course Objectives:

Information technology in taking place in education and language learning rapidly. Therefore, the objective of the course is to introduce the tools and technology to enhance the skill Sanskrit language through Technology.

[B] Course Learning Outcomes:

Though this course student will be aware and skilled in the language technology tools in Sanskrit. They will also know about various available tools for Sanskrit.

[C] Course Contents

Unit: I
Introduction to Language Technology and Its areas
Language Analyzer, Language Generator, Corpora, Lexicon
Web Publishing, Web Search, Text Preservation and Digitization

Unit: II
Sanskrit Language Computer Tools
Introduction to various available tools for Sanskrit.

[D] References:

Compulsory Readings:

1. Chandra Subhash (March, 2017). मशीनी अनुवाद (Machine Translation). Vidyanidhi Prakashana, New Delhi, India, ISBN: 9789385539527.
2. Akshar Bharati, Vineet Chaitanya and Rajeeva Sanghal, Natural Language Processing: A Paninian Prospective, Prentice Hall of India, New Delhi, 1995.
3. Girish Nath Jha, Madhav Gopal, Diwakar Mishra, Annotating Sanskrit Corpus: Adapting IL-POSTS, Human Language Technology. Challenges for Computer Science and Linguistics Lecture Notes in Computer Science Volume 6562, 2011, pp 371-379.
4. Tools developed by Computational Linguistics Group, Department of Sanskrit, University of Delhi, Delhi-110007 available at: http://cl.sanskrit.du.ac.in
5. Tools developed by School of Sanskrit and Indic Studies, Jawaharlal Nehru University, New Delhi. available at: http:// sanskrit.jnu.ac.in

Additional Resources:

[E] Teaching Learning Process:

Lecture based Teaching Learning on the Basics of Tools and Techniques for Computing Sanskrit Language, Detailed Survey of Language Computing tools and Techniques for Background will be covered in this course. It will be very helpful to students to engage them in laboratory and practice basic tools and techniques of computer.

[F]   Weekly Plan
Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 1
Week 4 – Unit 1
Week 5 – Unit 1
Week 6 – Unit 1
Week 7 – Unit 2
Week 8 – Unit 2
Week 9 – Unit 2
Week 10 – Unit 2
Week 11 – Unit 2
Week 12 – Unit 2

[G] Assessment Method

	Basic Structure of Question Paper & Division of Marks	38
vii.	Questions - 02 (from Unit 1-2)	02 x 10 = 20
viii.	Short Notes - 03 (from unit-1-2)	03 x 06 = 18
II	**Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**	**12**
	Total Marks : (I+II)	**(38+12) = 50**

[H] Keywords

Computing Sanskrit Language, Tool and Techniques for Computing Sanskrit Language, Language Technology etc.

UGCF Sanskrit Course: AEC
Option-3
Sanskrit B: Intermediate
Sanskrit Language Text Preservation and Digital Access

Total Credits: 02

[A] Course Objectives:

Information technology in taking place in education and language learning rapidly. Therefore, the objective of the course is to introduce the tools and technology for Sanskrit Language Text Preservation and Digital Access.

[B] Course Learning Outcomes:

Though this course student will be aware and skilled in the language technology tools in Sanskrit. They will learn Sanskrit Language Text Preservation and Digital Access.

[C] Course Contents

Unit: I
> Sanskrit Language Text Preservation Techniques:
> Introduction to Typing Tools, Storing and Digitization

Unit: II
> Digital Access of Sanskrit Texts
> Online Tools for Sanskrit

[D] References:

Compulsory Readings:

1. Chandra Subhash (March, 2017). मशीनी अनुवाद (Machine Translation). Vidyanidhi Prakashana, New Delhi, India, ISBN: 9789385539527.
2. Akshar Bharati, Vineet Chaitanya and Rajeeva Sanghal, Natural Language Processing: A Paninian Prospective, Prentice Hall of India, New Delhi, 1995.
3. Girish Nath Jha, Madhav Gopal, Diwakar Mishra, Annotating Sanskrit Corpus: Adapting IL-POSTS, Human Language Technology. Challenges for Computer Science and Linguistics Lecture Notes in Computer Science Volume 6562, 2011, pp 371-379.
4. Tools developed by Computational Linguistics Group, Department of Sanskrit, University of Delhi, Delhi-110007 available at: http://cl.sanskrit.du.ac.in
5. Tools developed by School of Sanskrit and Indic Studies, Jawaharlal Nehru University, New Delhi. available at: http:// sanskrit.jnu.ac.in

Additional Resources:

[E] Teaching Learning Process:

Lecture based Teaching Learning on the Basics of Tools and Techniques for Computing Sanskrit Language, Detailed Survey of Language Computing tools and Techniques for Background will be covered in this course. It will be very helpful to students to engage them in laboratory and practice basic tools and techniques of computer.

[F]   Weekly Plan
   Week 1 – Unit 1
   Week 2 – Unit 1
   Week 3 – Unit 1
   Week 4 – Unit 1
   Week 5 – Unit 1
   Week 6 – Unit 1
   Week 7 – Unit 2
   Week 8 – Unit 2
   Week 9 – Unit 2
   Week 10 – Unit 2
   Week 11 – Unit 2
   Week 12 – Unit 2

[G] Assessment Method

	Basic Structure of Question Paper & Division of Marks	38
ix.	Questions - 02 (from Unit 1-2)	02 x 10 = 20
x.	Short Notes - 03 (from unit-1-2)	03 x 06 = 18
II	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	12
	Total Marks : (I+II)	(38+12) = 50

[H] Keywords

Computing Sanskrit Language, Tool and Techniques for Computing Sanskrit Language, Language Technology etc.

UGCF Sanskrit Course: AEC
Option-3
Sanskrit C: Introductory
Sanskrit Language Typing tools

Total Credits: 02

[A] Course Objectives:
This course has been designed for those students who need to have some basic grounding in computer applications. To provide the basic skill of computer typing special focus on typing Sanskrit.

[B] Course Learning Outcomes:
The course-level learning outcomes that a student of this course is required to demonstrate are indicated below:

- Learn the Standard for Indian Languages (Unicode)
- Working with Unicode Typing in Devanagari Scripts.
- Learn the Various Typing Tools and Software for Devanagari Unicode.
- Learn the Text preservation techniques and web publishing.

[C] Course Contents

Unit: I
> **Sanskrit Language Typing Tools**
> Typing Software: Baraha and Pramukh
> **Online Typing Tools**
> Google Input Tools

Unit: II
> **Online Scripts Converter:**
>> Introduction to few Script converters
> **Speech Typing Tools:**
>> Google Assistant
>> Google Docs Speech Typing
>> Siri by Apple

[D] References:

Compulsory Readings:
1. Unicode Technical Report #17: Unicode Character Encoding Model". 2008-11-11. Retrieved 2009-08-08. At: http://www.unicode.org/reports/tr17/

2. Constable, Peter (2001-06-13). "Character set encoding basics". Implementing Writing Systems: An introduction. SIL International. Retrieved 2010-03-19.
3. Devanagari Unicode Chart at: http://unicode.org/charts/PDF/U0900.pdf
4. The Unicode Consortium: http://unicode.org/
5. http://baraha.com/v10/help/Keyboards/kan_phonetic.htm
6. https://www.google.co.in/inputtools/try/

[E] Teaching Learning Process:

Lecture and practical based Teaching Learning on computer awareness. Theory and Practical of Typing in Unicode in Devanagari Script, Practical of Using Various Software for Typing in Unicode in Devanagari Script can be used.

[F]   Weekly Plan
Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 1
Week 4 – Unit 1
Week 5 – Unit 1
Week 6 – Unit 1
Week 7 – Unit 2
Week 8 – Unit 2
Week 9 – Unit 2
Week 10 – Unit 2
Week 11 – Unit 2
Week 12 – Unit 2

[G] Assessment Method

	Basic Structure of Question Paper & Division of Marks	38
i.	Questions - 02 (from Unit 1-2)	02 x 10 = 20
ii.	Short Notes - 03 (from unit-1-2)	03 x 06 = 18
II	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	12
	Total Marks : (I+II)	(38+12) = 50

[H] Keywords

Computer Awareness, Basics typing tool in Sanskrit, Google Input Tool

UGCF Sanskrit Course: AEC

Option 4
Sanskrit A: Advance
Education in Ancient India
प्राचीनभारते शिक्षा

Total Credits: 02

[A] Course Objectives:

To acquire the knowledge of Education System in ancient India and Educational Institutions. This course aims to train students in basic concepts of Education and to provide broad understanding of Guru- Shishya relationship and other allied aspects of Gurukul System.

[B] Course Learning Outcomes:

Students will comprehend and assess the Education and its various facets in ancient India. They will be equipped with the primary knowledge to understand the fundamentals of Indian System of Education and Educational Institutions of past. They will be able to conduct independent research in the aforesaid fields. This course will also allow them to understand the Education that framed India.

[C] Course Contents

Unit: I
　　Education- Goals and Philosophy of Education, Purpose of Education Concept of Education in ancient texts
　　Educational System - Gurukul vyavastha, Acharya (Manusmiriti), Upadhyaya (Manusmiriti), Guru (Manusmiriti)
　　Learning Areas: Vidya and Kala
　　Educations Institutions- Takshashila, Kashi, Dhara, Kashmir, Kanchi, Nalanda, Vikramshila, Vallabhi.

Unit: II
　　Taitiriyaopanishad, Shikshavalli, 11th Anuvak, Mantra 1&2 (Vedamanu….. Tani tvayopasyani)
　　Guru-Shishya Sambandh - Aruni and Ayoda- Dhaumya Narrative (Mahabharata, Aadi parva, 3/19-31)

[D] References:

Compulsory Readings:
1. Altekar, A. S.- Education in Ancient India, Indian Book Shop, Banaras, 1934
2. Mahabharata (7 Vols) – (Eng. Tr.) H.P. Shastri, London, 1952-59.
3. Manu's Code of law- (Ed. & Trans.) Olivelle, P. (A Critical Edition and Translation of the Manava-Dharmashastra, OUP, New Delhi, 2006.
4. महाभारत (1-6 भाग)- हिन्दी अनुवाद सहित, (अनु) रामनारायण दत्त शास्त्री पाण्डेय, गीताप्रेस, गोरखपुर।

5. महाभारत, आदिपर्व – प्रधान संपादक, स्वाध्याय मण्डल, पारड़ी , जिला – बलसाड, 1968

6. मनुस्मृति (1-13 भाग)- (संपादित एवं व्याख्या)- उर्मिला रुस्तगी, जे. पी. पब्लिशिंग हाउस, दिल्ली, 2005

7. पाण्डेय, राजबली – हिन्दू संस्कार (सामाजिक तथा धार्मिक अध्ययन), चौखम्बा विद्या भवन वाराणसी, 1978

8. सहाय, शिवस्वरूप, प्राचीन भारत का सामाजिक एवं आर्थिक इतिहास, मोतीलाल बनारसीदास, दिल्ली , 2014

9. कुमार, दीपक, भारतीय संस्कृति, चौखम्बा सुरभारती प्रकाशन, वाराणसी, 2014

Additional Resources:
1. Altekar, A. S.- The Position of Women in Hindu Civilization, Delhi, 1965
2. Prabhu, P.H.- Hindu Social Organization, Popular Publication, Mumbai, 1998
3. The Rigvedic People, B.B. Lal, Aryan Books International, India, 2015
4. जैन, कैलाशचंद्र – प्राचीन भारतीय सामाजिक और आर्थिक संस्थाएँ, मध्य प्रदेश हिन्दी ग्रंथ अकादमी, भोपाल, 1976
5. टंडन, किरण- भारतीय संस्कृति, ईस्टर्न बुक लिंकर्स, दिल्ली, 2017
6. काणे, पी. वी. – धर्मशास्त्र का इतिहास (1-4 भाग), अनुवाद अर्जुन चौबे काश्यप, हिन्दी समिति, लखनऊ, 1966-73
7. शर्मा, सरिता – कौटिल्य अर्थशास्त्र में शिक्षा की संकल्पना, पराग बुक्स, दिल्ली, 2018

[E] Teaching Learning Process:

Teaching Learning process will include model and simulation reading and interpretation of the given texts through primary and secondary resources. Discussions will be initiated for the proper understating of the given topics. Assignments, Projects, Power Point Presentations, Quizzes will be given to assess the learning skills of students. The teacher is expected to use Audio Visual aid and Maps of ancient India for better delivery of content. Students must be encouraged to explore global content available on the research works related to these topics. Site visits can also be done for practical knowledge.

[F]   Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 1
Week 4 – Unit 1
Week 5 – Unit 1
Week 6 – Unit 1
Week 7 – Unit 2
Week 8 –   Unit 2
Week 9-   Unit 2
Week 10-   Unit 2
Week 11-   Unit 2
Week 12-   Unit 2

[G] Assessment Methods:

Basic Structure of Question Paper & Division of Marks		38
ii.	Long Questions-2 (from unit-1 and 2)	02 x 10 = 20
iii.	Short Answer Type Questions 2 (Unit 1 to 2)	02 x 05 = 10
iv.	Short Notes (from 1-2 Units)	02 x 04 = 08
II	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests/Field Work)	12
	Total Marks : (I+II)	(38+12) = 50

[H] Keywords:
Education, Educational Institutions in ancient India, Taitiriyaopanishad, Mahabharata, Manusmiriti,

UGCF Sanskrit Course: AEC
Option 4
Sanskrit C: Introductory
Culture and Society
संस्कृति: समाजश्च

Total Credits: 02

[A] Course Objectives:

To provide the fundamentals of Indian culture and society in Sanskrit Literature. This course is envisioning to help students learn the various aspects of Indian Culture and Society as depicted in Sanskrit Literature.

[B] Course Learning Outcomes:

Students will learn and evaluate institution of marriage, status of women and Indian Social Institutions. They will be equipped with the primary resources to understand the essence of Indian Perspective of Sociology. They will be able to conduct independent research in the abovementioned areas. This course will also allow them to understand the society that framed India.

[C] Course Contents

Unit: I
> **Essence of Indian Culture-**
> **Spirituality**- Ishavasyopnishad (1st Mantra); Sthitapragya- Srimadbhagwadgita (2/ 54-59)
> **Life Style -**Satya, Ahimsa, Asteya, Santosh, Tapas, Swadhayaya, Ishvara pranidhan (with special reference to Yogasutra);
> **Social Conduct and Harmony**- Rigveda, SanjnanaSukta, 10. 191 (2-4)

Unit: II
> **Indian Social Thinkers- Fundamental thoughts of the following:**
> Manu, Gautam Buddha, Kautilya, Swami Vivekananda, Swami Dayanand Sarasvati, Mahatma Gandhi

[D] References:

Compulsory Readings:

17. Ishavasyopnishad- Geeta Press, Gorakhpur, 1992
18. Ishavasyopnishad- Swami Sharvananda, Shri RamKrishna Math, Mylapur, Madras, 1943
19. Ishavasyopnishad, Dr. Shashi Tiwari, Bhartiya Vidya Prakashan, Delhi, 1997
20. Kautilya Arthashastra, Vachaspati Gairola, Chaukhamba Vidya Bhawan, Varanasi, 2017
21. Kautilya Arthashastra, R.P. Kangle, Motillal Banarasidas publishers, Delhi, 1997
22. Manu's Code of law- (Ed. & Trans.) Olivelle, P. (A Critical Edition and Translation of the Manava-Dharmashastra, OUP, New Delhi, 2006.

23. Rigveda Samhita, (6 Vols)- Eng. Tr. H.H. Wilson, Bangalore Printing & Publishing Co., Bangalore, 1946
24. Vivekananda Sahitya, Vol.1-10, Advaita Ashram, 2014
25. ऋग्वेद संहिता, सायणाचार्य कृत भाष्य एवं हिन्दी व्याख्या सहित, राम गोविंद त्रिवेदी, चौखम्बा संस्कृत प्रतिष्ठान, दिल्ली
26. पातंजल योगदर्शन,व्याख्या – स्वामी श्री ब्रह्मलीन मुनि, चौखम्बा प्रकाशन, वाराणसी, 2007
27. पातंजल योगदर्शन, डॉ सुरेशचंद्र श्रीवास्तव्, चौखम्बा सुरभारती प्रकाशन वाराणसी, 2016
28. बौद्ध दर्शन, राहुल सांकृत्यायन, किताब महल, इलाहाबाद, 1944
29. श्रीमद्भगवद्गीता, जयदयाल गोयन्दका, गीताप्रेस गोरखपुर, संवत 2067
30. भगवद्गीता, डॉ सर्वपल्ली राधाकृष्णन्, हिन्द पॉकेट बुक्स, नई दिल्ली, 2011
31. कौटिल्य अर्थशास्त्र, उदयवीर शास्त्री, मेहरचंद लक्ष्मणदास, दिल्ली, 1969-1970
32. गाँधी, महात्मा- सत्य के प्रयोग, सस्ता साहित्य मण्डल, नई दिल्ली, 1994
33. महाभारत (1-6 भाग)- हिन्दी अनुवाद सहित, (अनु) रामनारायण दत्त शास्त्री पाण्डेय, गीताप्रेस, गोरखपुर।
34. मनुस्मृति (1-13 भाग)- (संपादित एवं व्याख्या)- उर्मिला रुस्तगी, जे. पी. पब्लिशिंग हाउस, दिल्ली, 2005

Additional Resources:

6. Prabhu, P.H.- Hindu Social Organization, Popular Publication, Mumbai, 1998
7. The Rigvedic People, B.B. Lal, Aryan Books International, India, 2015
8. जैन, कैलाशचंद्र – प्राचीन भारतीय सामाजिक और आर्थिक संस्थाएँ,मध्य प्रदेश हिन्दी ग्रंथ अकादमी,भोपाल, 1976
9. टंडन, किरण- भारतीय संस्कृति, ईस्टर्न बुक लिंकर्स, दिल्ली, 2017
10. पाण्डेय, राजबली – हिन्दू संस्कार (सामाजिक तथा धार्मिक अध्ययन), चौखम्बा विद्या भवन वाराणसी, 1957
11. सहाय, शिवस्वरूप, प्राचीन भारत का सामाजिक एवं आर्थिक इतिहास, मोतीलाल बनारसीदास, दिल्ली , 2014
12. काणे, पी. वी., धर्मशास्त्र का इतिहास (1-4 भाग), अनुवाद अर्जुन चौबे काश्यप, हिन्दी समिति, लखनऊ, 1966-73

[E] Teaching Learning Process:

Teaching Learning process will include reading and interpretation of the given texts through primary and secondary resources. Discussions will be initiated for the proper understating of the given topics. Assignments, Projects, Power Point Presentations, Quizzes will be given to assess the learning skills of students. The teacher is expected to use Audio Visual aid for better delivery of content. Students must be encouraged to explore global content available on the research works related to these topics. Current Scenario and relevance of the given content can also be discussed in the classroom.

[F]   Weekly Plan

Week 1 – Unit 1

Week 2 – Unit 1
Week 3 – Unit 1
Week 4 – Unit 1
Week 5 – Unit 1
Week 6 – Unit 1
Week 7 – Unit 2
Week 8 – Unit 2
Week 9- Unit 2
Week 10- Unit 2
Week 11- Unit 2
Week 12- Unit 2

[G] Assessment Methods:

Basic Structure of Question Paper & Division of Marks		**38**
i.	Long Questions-2 (from unit-1 and 2)	02 x 10 = 20
ii.	Short Answer Type Questions 2 (Unit 1 to 2)	02 x 05 = 10
iii.	Short Notes (from 1-4 Units)	02 x 04 = 08
II	**Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**	**12**
	Total Marks : (I+II)	**(38+12) = 50**

[H] Keywords:

Culture, Kautilya, Rigveda, Ishavasyopnishad, Srimadbhagwadgita, Indian Society, Manusmiriti, Social Thinkers

UGCF Sanskrit Course: AEC

Option-5

Sanskrit A: Advanced

Ancient Indian Economy

Total Credit: 02

[A] Course Objectives:

The aim of this course is to make the students acquainted with various aspects of economic thought and Indian economy as propounded in the ancient Sanskrit texts from Vedic Saṁhita to later texts in the Dharamśāstra and Arthaśāstra traditions.

[B] Course Learning Outcome :

This course will enable the students to appreciate the fundamental concepts of Indian economic thoughts discussed in ancient Sanskrit texts such as Vedic Saṁhita, Kauṭilya's Arthaśāstra, Manusmṛiti etc. This session deals with the economic model of ancient India and financial growth of the state's thought through Sanskrit literature. Students will be able to understand various aspects of the taxation model in ancient India and they should be able to compare ancient and contemporary models.

[C] Course Contents

Unit: 1
Introduction to Ancient Indian Economy
> Early and Later Vedic Period
> Buddhist Period
> Centralized Economy of Mauryan Period
> Post Mauryan Period
> Gupta and Post Gupta Period

Unit: 2
Readings in Indian Economy:
> Manusmṛiti- Chapter 7, Verse No- 123-138
> Arthaśāstra- Second Adhikaraṇa, Sannidhātṛnicayakarma and Samāhrtṛsamudayaprasthāpanam

[D] References:

Compulsory Readings:

1. R.P Kangle (ed.) Arthaśāstra of Kauṭilya, Motilal Banarsidas, Delhi, 1965
2. P. Olivelle (ed. & trans), Manu code of law: A Critical Edition & translation of the Manava-Dharmasastra, UUP, New Delhi, 2006

3. R. S. Sharma, Aspects of Political Ideas & Institutions in Ancient India, Delhi, 1996

4. A. S. Altekar, State and Government in Ancient India, Motilal Banarsidas, Delhi, 2011

5. कपिलदेव द्विवेदी, वैदिक साहित्य एवं संस्कृति, वाराणसी, विश्वविद्यालय प्रकाशन, षष्ठ संस्करण, 2015

6. शर्मा, उमाशंकर ऋषि, संस्कृत साहित्य का इतिहास, चौखम्भा भारती अकादमी, वाराणसी

Additional Resources:

1. कैलाशचन्द्र जैन, प्राचीन भारतीय सामाजिक और आर्थिक संस्थाएं, मध्यप्रदेश हिन्दी ग्रन्थ अकादमी, भोपाल, 1976

2. शशि तिवारी, संस्कृत साहित्य में राष्ट्रवाद एवं भारतीय राजशास्त्र, विद्यानिधि प्रकाशन, दिल्ली, 2013

3. सहाय, शिवस्वरूप, प्राचीन भारत का सामाजिक एवं आर्थिक इतिहास, मोतीलाल बनारसीदास, दिल्ली, 2012

[E] Teaching Learning Process:

While reading these sections students must be encouraged to connect their study of theory with contemporary economic policies of government and taxation. A case study based approach may be encouraged. News items, articles and op eds on economic policy must be studied as a part of the course and examination questions should require a thorough reading of these articles. Talks and lectures of scholars may be organized.

[F] Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 1
Week 4 – Unit 1
Week 5 – Unit 1
Week 6 – Unit 1
Week 7 – Unit 2
Week 8 – Unit 2
Week 9 – Unit 2
Week 10 – Unit 2
Week 11 – Unit 2
Week 12 – Unit 2

[G] Assessment Method

Basic Structure of Question Paper & Division of Marks   38

i.	Questions - 02 (from Unit 1)	02 x 10	= 20
ii.	Explanations or Short Notes - 03 (from unit-2)	03 x 06	= 18
II	**Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**		**12**
	Total Marks : (I+II)		**(38+12) = 50**

[H] Keywords: Samāhrtṛsamudayaprasthāpanam, sannidhātṛnicayakarma, Manusmṛiti, Kauṭilya's Arthaśāstra, Vedic Period etc

UGCF Sanskrit Course: AEC

Option-5

Sanskrit B: Intermediate

Financial Management in Sanskrit Texts

Total Credit: 02

[A] Course Objectives:

For the all-around development of any person, institution or nation an essential condition is having a strong financial system. This course aims to make the students acquainted with the facts of financial management in ancient Sanskrit texts from Vedic Saṁhita to later texts in the Dharamśāstra and Arthaśāstra traditions.

[B] Course Learning Outcome :

This course will enable the students to appreciate the fundamental concepts of Indian economic thoughts discussed in ancient Sanskrit texts such as Vedic Saṁhita, Kauṭilya's Arthaśāstra, Manusmṛiti etc. It is supposed to create an awareness of the various aspects of the ancient Indian financial management system and their uses in modern times and also at the same time make the people conscious about the financial management system from time to time.

[C] Course Contents

Unit: 1

Vedic Period to Buddhist Period
Mauryan Period to Post Gupta Period

Unit: 2
Concept of Samāharta Arthaśāstra (2.6.10: R.P Kangle Edition, MLBD)
Sannidhātā Arthaśāstra (2.5.1: R.P Kangle Edition, MLBD) 'Śulka-Vyavahāra' in Kauṭilya's Arthaśāstra, Financial Management in Manusmṛiti (Manusmṛiti; 7.127-138)

[D] References:

Compulsory Readings:

1. R.P Kangle (ed.) Arthaśāstra of Kauṭilya, Motilal Banarsidas, Delhi, 1965
2. P. Olivelle (ed. & trans), Manu code of law: A Critical Edition & translation of the Manava-Dharmasastra, UUP, New Delhi, 2006
3. विद्यालंकार, सत्यकेतु, प्राचीन भारतीय शासनव्यवस्था और राजशास्त्र, सरस्वती सदन, मसूरी, 1968
4. सहाय, शिवस्वरूप, प्राचीन भारत का सामाजिक एवं आर्थिक इतिहास, मोतीलाल बनारसीदास, दिल्ली, 2012

Additional Resources:

1. काणे, पी.वी, धर्मशास्त्र का इतिहास (1-4 भाग), अनु. अर्जुन चौबे काश्यप, हिन्दी समिति, लखनऊ, 1966-73

2. कैलाशचन्द्र जैन, प्राचीन भारतीय सामाजिक और आर्थिक संस्थाएं, मध्यप्रदेश हिन्दी ग्रन्थ अकादमी, भोपाल, 1976

3. उदयवीर शास्त्री (अनुवाद) कौटिल्य अर्थशास्त्र, मेहरचंद्र लक्ष्मणदास, दिल्ली, 1968

4. शशि तिवारी, संस्कृत साहित्य में राष्ट्रवाद एवं भारतीय राजशास्त्र, विद्यानिधि प्रकाशन, दिल्ली, 2013

[E] Teaching Learning Process:

While reading these sections students must be encouraged to connect their study of theory with contemporary economic policies of government and taxation. A case study based approach may be encouraged. News items, articles and op eds on economic policy must be studied as a part of the course and examination questions should require a thorough reading of these articles. Talks and lectures of scholars may be organized.

[F] Weekly Plan

Week 1 – Unit 1

Week 2 – Unit 1

Week 3 – Unit 1

Week 4 – Unit 1

Week 5 – Unit 1

Week 6 – Unit 1

Week 7 – Unit 2

Week 8 – Unit 2

Week 9 – Unit 2

Week 10 – Unit 2

Week 11 – Unit 2

Week 12 – Unit 2

[G] Assessment Method

Basic Structure of Question Paper & Division of Marks	**38**
i. Questions 01 (from Unit 1)	01 x 10 = 10
ii. Explanations 03 (from Unit 2)	03 x 06 = 18
iii. Short Notes 02 (from Unit 1 & 2)	02 x 05 = 10
II **Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**	**12**
Total Marks : (I+II)	**(38+12) = 50**

[H] Keywords

Samāharta, Sannidhātā, Kauṭilya's Arthaśāstra, Śulka-Vyavahāra, Manusmṛti etc.

UGCF Sanskrit Course: AEC

Option-5

Sanskrit C: Introductory

Administrative Structure in Kauṭilya's Arthaśāstra

Total Credit: 02

[A] Course Objectives:

The government policies mentioned in Arthaśāstra indicate that the ruler of the kingdom or the country should follow the duties assigned to him for the welfare of the people. The aim of this course is to make the students acquainted with various aspects of Administrative parts and his responsibilities mentioned in Kauṭilya's Arthaśāstra.

[B] Course Learning Outcome:

After going through this course, students will know the most important aspect of Arthaśāstra was public welfare even in an autocratic agrarian state. In addition, they will know King was the head and the main function of him was military judicial legislative and executive which in the present is the function of the president.

[C] Course Contents

Unit: 1

Introduction to Kauṭilya's Arthaśāstra: Author, Structure of the Text, Editions and Translations Introduction to all Adhikaraṇas.

Unit: 2

Saptāṁga Theory
Concept of Welfare State
Samāharta
Sannidhātā
Dharmasthīya
Kaṇṭakaśodhana
Sitādhyakṣa

[D] References:

Compulsory Readings:

1. R.P Kangle (ed.) Arthaśāstra of Kauṭilya, Motilal Banarsidas, Delhi, 1965
2. उदयवीर शास्त्री (अनुवाद) कौटिल्य अर्थशास्त्र, मेहरचंद्र लक्ष्मणदास, दिल्ली, 1968
3. कैलाशचन्द्र जैन, प्राचीन भारतीय सामाजिक और आर्थिक संस्थाएं, मध्यप्रदेश हिन्दी ग्रन्थ अकादमी, भोपाल, 1976
4. A. S. Altekar, State and Government in Ancient India, Motilal Banarsidas, Delhi, 2011

5. वाचस्पति गैरोला, कौटिलीयम् अर्थशास्त्रम् (हिन्दीव्याख्योपेतम्), वारणसी, चौखम्भा विद्याभवन, संस्करण 2015

Additional Resources:

1. Kautilya Arthshastra, translated by R Shyamshastri, Delhi, Choukhamba Sanskrit Pratisthan.
2. R. S. Sharma, Aspects of Political Ideas & Institutions in Ancient India, Delhi, 1996
3. शशि तिवारी, संस्कृत साहित्य में राष्ट्रवाद एवं भारतीय राजशास्त्र, विद्यानिधि प्रकाशन, दिल्ली, 2013
4. U.N. Ghosal, A History of Indian Political Ideas, Bombay, 1956.

[E] Teaching Learning Process:

While reading these sections students must be encouraged to relate and compare their study of theory with the current administration. A case study based approach may be encouraged. News items, articles and op eds on economic policy must be studied as a part of the course and examination questions should require a thorough reading of these articles. Talks and lectures of scholars may be organized.

[F] Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 1
Week 4 – Unit 1
Week 5 – Unit 1
Week 6 – Unit 1
Week 7 – Unit 2
Week 8 – Unit 2
Week 9 – Unit 2
Week 10 – Unit 2
Week 11 – Unit 2
Week 12 – Unit 2

[G] Assessment Methods:

Basic Structure of Question Paper & Division of Marks	38
i. Questions 01 (from Unit 1)	01 x 10 = 10
ii. Questions 02 (from Unit 2)	02 x 08 = 16
iii. Short Notes (from Unit 2)	02 x 06 = 12
II **Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**	**12**

Total Marks : (I+II)   **(38+12) = 50**

H] Keywords

Samāharta, Sannidhātā, Saptāṁga Siddhānta, Dharmasthīya, Kaṇṭakaśodhana, Sitādhyakṣa

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UGCF Sanskrit Course: AEC

Option-6

Sanskrit C: Introductory

Philosophical Foundations of Indian Psychology

Total Credit: 02

[A] Course Objectives:

The objective of the course is to introduce the basic Philosophical Foundations of Indian Psychology.

[B] Course Learning Outcome:

Students will get the overview of the basic Philosophical Foundations of Indian Psychology.

[C] Course Contents

Unit: 1

- Understanding Philosophy (Darshana)
- Understanding Psychology (Manovigyan)
- Rasa and Emotions
- Manas in Vasheshika, Sankhya, Yoga and Bauddha

Unit: 2

- Concept and function of Manas in Upanishads
- Indian Psychology Depicted in Upanishads
- Indian Psychology depicted in Geeta
- Consciousness, Manas and Mental Activities

[D] References:

Compulsory Readings:

1. Cornelissen, M., Misra, G., & Varma, S. (2011a). Foundations of Indian Psychology: Theory. New Delhi: Pearson Education. (Volume 1).
2. Radhakrishnan, Indian Philosophy
3. Rao, K. R., Paranjpe, A.C. & Dalal, A. K. (Eds.) (2008). Handbook of Indian Psychology. New Delhi: Cambridge University Press of India.
4. Rao, K.R., &Paranjpe, A.C. (2016). Psychology in the Indian tradition. New Delhi: Springer.
5. Rao, S. K. R. (1962). Development of psychological thought in India.Mysore: Kavyalya Publishers
6. Raju P T, Structural Depths of Indian Philosophy
7. All the key texts Mentioned Above

[E] Teaching Learning Process:

While reading these sections students must be encouraged to learn the basic concept of the Indian philosophy and psychology.

[F]   Weekly Plan

Week: 1   Unit 1
Week: 2   Unit 1
Week: 3   Unit 1
Week: 4   Unit 1
Week: 5   Unit 1
Week: 6   Unit 1
Week: 7   Unit 2
Week: 8   Unit 2
Week: 9   Unit 2
Week: 10   Unit 2
Week: 11   Unit 2
Week: 12   Unit 2

[G] Assessment Methods:

I	Basic Structure of Question Paper & Division of Marks		**38**
iv.	Long Questions -02 (1 from each Units 1-2)	02 x 15 = 30	
v.	Two Short Notes (from 1-2 Units)	02 x 04 = 08	
II	**Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**		**12**
	Total Marks : (I+II)	**(38+12) = 50**	

[H] Keywords:

Indian Philosophy, Psychology

UGCF Sanskrit Course-AEC

Option-7

Sanskrit C: Introductory

Sanskrit Media and Journalism

Total Credit: 02

[A] Course Objectives:

As media is very important feature in modern time. Sanskrit language has good media power elements and facts in it. This course aims to familiarize the students with the journey of Sanskrit literature in the modern Information Technology world. Students will get the brief information regarding Sanskrit Media.

[B] Course Learning Outcome:

This course will enable the students to appreciate the Sanskrit media, including both electronic and print media. This course will make the learner capable of analyzing the print media particularly magazines and newspapers based on various aspects i.e. article collection, editing and reporting. It is also create an awareness about Sanskrit and social media via internet, blogs writing and Sanskrit Wikipedia.

[C] Course Contents

Unit: 1

- Television (DD) and All India Radio (AIR)
- News Collection, News Translation, News Editing, News Reading/Anchoring
- Voice-over, Para-dubbing, Graphics, Packaging
- Internship/Visit to DD/AIR or Project on Full packaging of News before Broadcast

Unit: 2

- News Collection, News Translation, News Editing, News Reporting, Packaging
- Magazines and News Papers- Journey of Sanskrit magazines and Newspapers,
- Types of Magazines and Newspapers, Various Magazines and News Papers
- Internship/Visit to News Houses or Project on writing or developing a News/Article

[D] References:

Compulsory Readings:

8. You tube Lectures on CEC, UGC on Sanskrit Journalism
9. Sanskrit Newspapers
10. Sanskrit Magazines
11. Sanskrit Journals

12. Watching/Listening News on DD/AIR

[E] Teaching Learning Process:

1. Teachers will explain both electronic and print media.
2. Teachers will the guide students to understand the television and radio including news translation editing and anchoring.
3. Teachers will discuss about magazines and newspapers available in Sanskrit language and their types.
4. Teachers should focus their teaching on Sanskrit and social media including internet, social networks, blogs writing, Sanskrit Wikipedia including important sites for general awareness.
5. Topic wise lectures and discussions will be held in the class.

[F] Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 1
Week 4 – Unit 1
Week 5 – Unit 1
Week 6 – Unit 1
Week 7 – Unit 2
Week 8 – Unit 2
Week 9 – Unit 2
Week 10 – Unit 2
Week 11 – Unit 2
Week 12 – Unit 2

[G] Assessment Method

	Basic Structure of Question Paper & Division of Marks	38
xi.	Questions - 02 (from Unit 1-2)	02 x 10 = 20
xii.	Short Notes - 03 (from unit-1-2)	03 x 06 = 18
II	**Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**	**12**
	Total Marks : (I+II)	**(38+12) = 50**

[H] Keywords

Sanskrit in Television, Radio, Social Media.

UGCF Sanskrit Course-AEC
Option-8
Sanskrit C: Introductory
Women and Social Institutions in Indian Society
भारतीयसमाजे स्त्रय: सामाजिकसंस्थाश्च

Total Credits: 02

[A] Course Objectives:

To comprehend the concept of Indian Social Institutions and Status of Women in Vedic, Epic and Smriti Literature. This course aims to train students in basic concepts of Indian Society as depicted in Vedic, Epic and Smriti Literature.

[B] Course Learning Outcomes:

Students will learn and evaluate institution of marriage, status of women and Indian Social Institutions. They will be equipped with the primary resources to understand the essence of Indian Perspective of Sociology. They will be able to conduct independent research in the abovementioned areas. This course will also allow them to understand the society that framed India.

[C] Course Contents

Unit: I
Institution of Marriage
Status of Women (Gargi, Maitreyee, Sita and Pancha Kanya- Ahilya, Draupadi, Tara, Kunti, Mandoadari) in Epic and Smriti Literature)

Unit: II
Purusharthas, Varnashrama Vyastha, Samskaras, Pancha Mahayajna, Stree Dhana (With Special reference to Manusmiriti Verses

[D] References:

Compulsory Readings:

1. Ramayana of Valmiki- (Eng.Tr.) H.P. Shastri, London, 1952-59. (3 Vols)
2. Mahabharata (7 Vols) – (Eng. Tr.) H.P. Shastri, London, 1952-59.
3. Manu's Code of law- (Ed. & Trans.) Olivelle, P. (A Critical Edition and Translation of the Manava- Dharmashastra, OUP, New Delhi, 2006.
4. श्रीमद्वाल्मीकिरामायण- हिन्दी अनुवाद सहित, (संपादित), जानकीनाथ शर्मा, (1-2 भाग), गीताप्रेस, गोरखपुर।

5. महाभारत (1-6 भाग)- हिन्दी अनुवाद सहित, (अनु) रामनारायण दत्त शास्त्री पाण्डेय, गीताप्रेस, गोरखपुर।

6. मनुस्मृति (1-13 भाग)- (संपादित एवं व्याख्या)- उर्मिला रुस्तगी, जे. पी. पब्लिशिंग हाउस, दिल्ली, 2005

Additional Resources:

1. Altekar, A. S.- The Position of Women in Hindu Civilization, Delhi, 1965
2. Prabhu, P.H.- Hindu Social Organization, Popular Publication, Mumbai, 1998
3. The Rigvedic People, B.B. Lal, Aryan Books International, India, 2015
4. जैन, कैलाशचंद्र - प्राचीन भारतीय सामाजिक और आर्थिक संस्थाएँ, मध्य प्रदेश हिन्दी ग्रंथ अकादमी, भोपाल, 1976
5. टंडन, किरण- भारतीय संस्कृति, ईस्टर्न बुक लिंकर्स, दिल्ली, 2017
6. पाण्डेय, राजबली – हिन्दू संस्कार (सामाजिक तथा धार्मिक अध्ययन), चौखम्बा विद्या भवन वाराणसी, 1957
7. सहाय, शिवस्वरूप, प्राचीन भारत का सामाजिक एवं आर्थिक इतिहास, मोतीलाल बनारसीदास, दिल्ली , 2014
8. काणे, पी. वी. – धर्मशास्त्र का इतिहास (1-4 भाग), अनुवाद अर्जुन चौबे काश्यप, हिन्दी समिति, लखनऊ, 1966-73

[E] Teaching Learning Process:

Teaching Learning process will include reading and interpretation of the given texts through primary and secondary resources. Discussions will be initiated for the proper understating of the given topics. Assignments, Projects, Power Point Presentations, Quizes will be given to assess the learning skills of students. The teacher is expected to use Audio Visual aid for better delivery of content. Students must be encouraged to explore global content available on the research works related to these topics. Current Scenario and relevance of the given content can also be discussed in the classroom.

[F]   Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 1
Week 4 – Unit 1
Week 5 – Unit 1
Week 6 – Unit 1

Week 7 – Unit 2
Week 8 – Unit 2
Week 9-   Unit 2
Week 10-   Unit 2
Week 11-   Unit 2
Week 12-   Unit 2

[G] Assessment Methods:

	Basic Structure of Question Paper & Division of Marks	38
vi.	Long Questions-2 (from unit-1 and 2)	02 x 10 = 20
vii.	Short Answer Type Questions 2 (Unit 1 to 2)	02 x 05 = 10
viii.	Short Notes (from 1-4 Units)	02 x 04 = 08
II	**Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**	12
	Total Marks : (I+II)	**(38+12) = 50**

[H] Keywords:
Women, Social Institutions, Indian Society, Ramayana, Mahabharata, Manusmriti

Generic Elective (GE)	
Semester: I/II	
GE-1	Basic Sanskrit
GE-2	An Introduction to Sanskrit Meter
GE-3	Indian Aesthetics
GE-4	Basic Principles of Āyurveda
GE-5	Tools and Techniques for Computing Sanskrit Language
GE-6	Machine Translation: Tools and Techniques
GE-7	Sanskrit Narratology

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GE-1
Basic Sanskrit

Max. Marks: (75+25= 100)

Total Credits: 04
Teaching Hours: 48

[A] 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.

[B] Course Learning Outcomes:

Students will acquire basic knowledge of the Sanskrit language

They will be able to communicate in simple Sanskrit

They will develop an interest in Sanskrit and the Bhagwadgita and they will be motivated to study further.

[C] Contents

Unit: I Grammar and Composition Part I: **1 Credit**

Nominative forms of 'a' ending masculine and neuter gender nouns with paṭh, khād, likh, bhū, and similar simple verbs in present, past and future. Objective forms of the nouns in singular with more simple verbs

'ā' and 'ī' ending feminine words in nominative and accusative cases with loṭ lakāra (imperative).

Masculine and Feminine nouns ending in 'i' and masculine nouns ending in 'u' in various cases in singular.

Nominative forms of pronouns- asmad, yuṣmad, tat, etat, yat, kim in masculine, feminine and neuter.

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 Part II   **1 Credit**

Special Verb forms – in parasmaipada –past, present, future and imperative - kṛ, śrū

Special Verb forms – in parasmaipada –past, present, future and imperative - jñā

Special Verb forms – in parasmaipada –past, present, future and imperative – dā, dhā

Special Verb forms – in ātmanepada – past, present, future and imperative – edh, sev

Unit: lll Sandhi and Pratyayas   **1 Credit**

Ac Sandhi:

yaṇ, guṇa, dirgha, ayadi, vrddhi and pūrvarūpa

Hal sandhi:

scutva, stutva, anunāsikatva, chhatva and jaṣtva

Visarga sandhi:
    satva and rutva

Unit: lV   **1 Credit**

Pratyayas–
    śatṛ, śānac, ktavatu, kta
    ktvā, lyap, tumun
Active – passive structures in only laṭ lakāra

[D] Suggested Books/Readings:
Compulsory Reading:

1. Anuvada Chandrika
2. Apte's Guide to Sanskrit Composition
3. Rupa Chandrika
4. Kridanta Rupa Mala – Srijan Jha – App. available on Google Play Store

[E] Teaching Learning Process:
1. Teachers will introduce each element of grammar with several examples
2. They will make students repeat those examples
3. Teachers shall put words in phrases and sentences and repeat them with several variations
4. Students will make many sentences in the class singly and collectively, orally and in writing
5. Teachers will provide practice sheets to students for each section, which they will solve either in class or at home
6. Teachers must encourage students to speak in Sanskrit from the very beginning, making short sentences.

[F]　Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 2
Week 4 – Unit 2
Week 5 – Unit 3
Week 6 – Unit 3
Week 7 – Unit 4
Week 8 – Unit 4

[G] Assessment Methods:
    Basic Structure of Question Paper & Division of Marks   **75**

i.	Word formation and Forms from Unit 1	20
ii.	Word formation and Forms from Unit 2	20
iii.	Word formation and Forms from Unit 3	20

iv.   Word formation and Forms from Unit 3   15

II   Internal Assessment
      (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)   25
      Total Marks: (I+II) (75+25) = 100

[H] Keywords:

Sanskrit language, grammar, composition etc.

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GE-2
An Introduction to Sanskrit Meter

Max. Marks: (75+25= 100)　　　　　　　　　　**Total Credits: 04**
　　　　　　　　　　　　　　　　　　　　　　　Teaching Hours: 48

[A] Course Objectives:

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

[B] Course Learning Outcomes:

This course will enable the students to appreciate the basic knowledge about Chandaśāstra. The course will make the learner capable of analysing classification and elements of Sanskrit meter. It is supposed to create an awareness of the classical. This will develop capacity for creative writing and literary appreciation of Sanskrit Literature.

[C] Contents

Unit: I　　　　　　　　　　　　　　　　　　　　　　**1 Credit**
Brief Introduction to Candaśāstra:
　　　Brief Introduction to Chandaśāstra (Origin and Development)
　　　Introduction of following Acharyas:
　　　Pingal, Vishvanath, Kedarbhatt, Gangadas, Hemchandra

Unit: II　　　　　　　　　　　　　　　　　　　　　　**1 Credit**
Classification and Elements of Sanskrit Meter
　　　Syllables: laghu and guru, yati, Gaṇa

Unit: III　　　　　　　　　　　　　　　　　　　　　**1 Credit**
Classification and Elements of Sanskrit Meter:
　　　Varṇavṛtta
　　　Mātrāvṛtta

Unit: IV　　　　　　　　　　　　　　　　　　　　　**1 Credit**
Analysis of Selected Classical Meter
　　　Definition, Example and Analysis of the following Meters:

bhujaṅgaprayāta, sragviṇī, toṭaka, anuṣṭup, āryā, mālinī, śikhariṇī, vasantatilakā, mandākrāntā, sragdharā and śārdūlvikrīḍita.

[D] References:

1. Brown, Charles Philip (1869). Sanskrit Prosody and Numerical Symbols Explained. London: Trübner & 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. शास्त्री, धरानन्द (संपा.), केदारभट्ट विरचित वृत्तरत्नाकर, मोतीलाल बनारसीदास, दिल्ली, 2004.
4. डिंडोरिया, वेद प्रकाश, सुवृत्ततिलक, चौखम्बा सुरभारती प्रकाशन, वाराणसी, २०२२

Additional Resources:

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

[E] Teaching Learning Process:

1. Teachers will discuss text related to chhandashastra.
2. Teachers will guide the students to understand the scientific technique of the formation of Sanskrit shlokas and its application in prominent Sanskrit text.
3. Teachers will the discuss both vedic and classical meter.
4. Topic wise lectures and discussions will be held in the class.

[F]   Weekly Plan

    Week 1 – Unit 1
    Week 2 – Unit 1
    Week 3 – Unit 2
    Week 4 – Unit 2
    Week 5 – Unit 3
    Week 6 – Unit 3
    Week 7 – Unit 4
    Week 8 – Unit 4
    Week 9 – Unit 5
    Week 10 – Unit 5
    Week 11 – Unit 6
    Week 12 – Unit 6

[G] Assessment Methods:

I		Basic Structure of Question Paper & Division of Marks	75
i.		Unit 1, One Long (10 Marks) Answer and One Short Note (5 Marks)	15
ii.		Unit 2, Application of laghu, guru and gana (two separate questions (10 Marks)) and One Short Note on ganas (5 Marks)	15
iii.		Unit 3, One Short Note (5 Marks)	05
iv.		Unit 4, Definition with Example of any 4 (5 marks each) Identification of any 2 (10 marks each)	40
v.		**Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**	**25**
vi.		**Total Marks : (I+II)**	**(75+25) = 100**

[H] Keywords:

Bhujaṅgaprayāta, Sragviṇī, Toṭaka, Harigītikā, Vidyunmālā, Anuṣṭup, Aryā, Mālinī, Sikhariṇī, Vasantatilakā, Mandākrāntā, Sragdharā and Nyuśārdūlvikrīḍita.

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GE 3

Indian Aesthetics

Max. Marks: (75+25= 100)   **Total Credits: 04**

                                                Teaching Hours: 48

[A] Course Objectives:

Indian aesthetics is a potent field for the study of literary criticism. It has developed as an independent discipline today, which deals with the historically determined essence of human values, their creation, perception, appreciation and assimilation. It is the science and philosophy of essential analysis of all the fine arts. Indian perception accepts poetry, drama, music, architecture, iconography and painting as independent Arts. The main objective of this paper is to give its brief overview with reference to major trends of Indian Aesthetics.
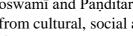
[B] Course Learning Outcomes:

This course will enable students to identify the real essence of Beauty propounded by Indian rhetoricians. After the completion of the course the learner will come across the Indian deliberation on aesthetic experience in the form of Rasa and its process. The participant will be able to appreciate the various artistic mods of expressions of Beauty in general and poetry in particular. The course will help the student peep into the historical evolution of the Indian science of aesthetics.

[C] Contents

Unit: I   **1 Credit**
Aesthetics (Saundaryaśāstra), its nature and components

Beauty (Saundarya): its definition, nature, importance and components: vaya, rūpa, vacana, hāva, Discussion of synonyms of the term Beauty (Saundarya): ramaṇīyatā, lāvaṇya, cārutā, kānti, madhuratā, manohāritā, suṣmā, abhirāmtā

Unit: II
The process of Aesthetic experience (Rasa) 1 Credits

- Constituents of rasa: Bhāva (human feelings and emotions) Vibhāva (causes or determinants), Anubhāva (voluntary gestures), Sāttvika bhāva (Involuntary gestures), Vyabhicāri bhava (transitory states) and Sthāyibhāva(basic mental states), Sahṛdaya/Sāmājika (Connoisseur/Spectator). Anukārya, Anukartā, Sādhāraṇīkaraṇa (Generalization), four mental stages of rasa realization: Vikāsa (cheerfulness), Vistāra(exaltation), Kṣobha (agitation), Vikṣepa (perturbation).

- Number of rasas according to Bharat.

- Nature of rasa (Aesthetic experience) according to Sāhityadarpaṇa, aesthetic enjoyment – eternal bliss, the ultimate reality (ānandamayatā, alaukikatā)

Unit: III 1 Credit
Aesthetic elements (saundarya - tattva)

- Art as the mode of expression of Saundarya –Architecture, Sculpture and Painting and Music.
- Main aesthetic elements of literary arts (Poetry and Drama): Alaṅkāra, rīti, Dhvani, Vakrokti & Aucitya.

Unit: IV 1 Credit
Prominent thinkers of Indian Aesthetics and Perception of beauty in Abhijñānaśākuntalam

- Bharata, Bhāmaha, Vāmana, Ānandavardhana, Rajśekhar, Abhinavagupta, Mammaṭa,Vishvanātha, Rūpagoswamī and Paṇḍitarāja Jagannātha
- Perception of beauty in Drama from cultural, social and aesthetical point of view in thecontext of Abhijñānaśākuntalam.

[D] Suggested Books/Readings:

Compulsory Reading:

1. Sāhityadarpaṇa of Vishvanatha, (Based on karikas3/1-28).

2. Kane P.V., *History of Sanskrit Poetics* pp.352-391,
3. Pandey, Kantichandra: *Comparative Aesthetics,* vol.1 Chowkhamba Sanskrit series officeVaranasi, 200
4. चतुर्वेदी ब्रजमोहन , भारतीय सौन्दर्यदर्शन , मध्यप्रदेश हिन्दी ग्रन्थ अकादमी. पृ. 5-12, 22-34.
5. चतुर्वेदी ब्रजमोहन, भारतीय सौन्दर्यदर्शन, पृ. 42-60

6. पाण्डेय कान्तिचन्द्र, स्वतन्त्र कलाशास्त्र, प्रथम भाग पृ. 593-625
7. चतुर्वेदी ब्रजमोहन, भारतीय सौन्दर्यदर्शन, पृ. 37-42
8. पाण्डेय कान्तिचन्द्र, स्वतन्त्र कलाशास्त्र, प्रथम भाग पृ. 593-625
9. चतुर्वेदी ब्रजमोहन, भारतीय सौन्दर्यदर्शन, पृ. 61-76

Additional Resources:

1.   Gnoli, R.: *The Aesthetic Experience according to Abhinavagupta,* Chowkhamba Sanskritseries office Varanasi.

2.   उपाध्याय बलदेव , संस्कृत- आलोचना , हिन्दी समिति, सूचना विभाग , उ. प्र., 1963

3.   कृष्णकुमार, अलंकारशास्त्र का इतिहास , साहित्य भण्डार, मेरठ, 1998

4.   Coomarswami A: *Introduction to Indian Art,* Theosophical Society, Adyar, 1956.

5.   कृष्णकुमार, अलंकारशास्त्र का इतिहास , साहित्य भण्डार, मेरठ, 1998

6.   पाण्डेय, कान्तिचन्द्र, स्वतन्त्र कलाशास्त्र, प्रथम तथा द्वितीय भाग, चौखम्भा संस्कृत सीरीज, वाराणसी 1967, 1978

[E] Teaching Learning Process:

The teaching-learning process for this paper will be theoretical as well as practical where each aspect needs to be analyzed in a proper way. The students will be taught through highlighting salient features of various types of Sanskrit literature.

[F]   Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 2
Week 4 – Unit 2
Week 5 – Unit 3
Week 6 – Unit 3
Week 7 – Unit 4
Week 7 – Unit 4

[G] Assessment :

Structure of the question paper –	Total marks - 75
4 long questions	4x 15 = 60 marks
2 notes	2x 7.5 marks= 15
	Total marks = 75

The most important method is to examine the understanding of tradition of Sanskrit Poetics. This test should be of two natures- first written test and second viva and group discussion among peer groups. 2. End semester test of the whole syllabus on both natures.

[H] Keywords:

Aesthetics, Saundaryaśāstra, vaya,rūpa, vacana, hāva, ramaṇīyatā, , lāvaṇya, cārutā, kānti, tti, madhuratā, manohāritā, suṣmā, abhirāmtā Aesthetic experience, Rasa, Sāhityadarpaṇa, ānandamayatā, alaukikatā, bhāva, vibhāva, anubhāva, sāttvika bhāva, vyabhicāri bhāva, sthāyibhāva, sahṛdaya, anukārya, anukartā, sādhāraṇīkaraṇa, Rasa, alaṅkāra, rīti, dhvani,vakrokti & aucitya, Bharata, Bhāmaha, Vāmana, Ānandavardhana, Rajśekhar, Abhinavagupta, Mammaṭa,Vishvanātha, Rūpagoswamī and Paṇḍitarāja Jagannātha

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GE-4
Basic Principles of Āyurveda

Max. Marks: (75+25= 100)   **Total Credits: 04**

                                                Teaching Hours: 48

[A] Course Objectives:

The objectives of this course to learn Ancient Indian Medical practices. Students will get the complete basic information regarding Ayurveda.

[B] Course Learning Outcomes:

This course will enable the students to appreciate the basic knowledge about Ayurveda (Medical Science). The course will make the learner capable of analysing classification and elements of Indian herbs. It is supposed to create an awareness of the knowledge and uses of ancient medical practices.

[C] Contents

Unit: I   **1 Credit**
Introduction to Āyurveda
   Definition of Āyurveda, Aim of Āyurveda, Subject Matter of Āyurveda, Salient Features of Āyurveda, Concept of Health according to Āyurveda, Unique features of Āyurveda.
   History of Āyurveda
   Introduction to Major Texts (Suśrut Saṁhitā and Caraka Saṁhitā) and Authors (Suśruta and Caraka) and Aṣṭāṅga Hṛdayam, Aṣṭāṅga Saṅgraha of Vāgbhaṭa.
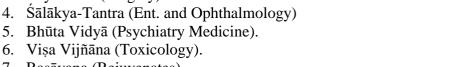
Unit: II   **1 Credit**
Basic Principles of Āyurveda
   1. **Triguṇas:** Sattva, Rajas and Tamas.
   2. **Pañcamahābhūtas:** Ākāśa (Space), Vāyu (Air), Teja or Agni (Fire), Jala (Water) and Pṛthvī (Earth).
   3. **Tridoṣas:** Vāta, Pitta and Kapha.
   4. **Saptadhātus:** Rasa (fluid), Rakta (blood), Māṁsa, Meda (fat), Asthi, Majjā and Śukra.
   5. **Trayodaśāgni:** Jaṭharāgni (gastric fire), Saptadhātvāgni and Pācabhātāgni.
   6. **Trimalas:** Purīṣā (faeces), Mūtra (urine) and Sveda (sweat).

Unit: III   **1 Credit 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).

Unit: IV   **1 Credit**
Important Medicinal Plants and their based on Āyurveda

> Medicinal Plants in Suśruta Saṁhitā: Tulsī, Haridrā, Sarpagandhā, Ghṛta Kumārī, Guggulu, Brāhmī, āmalā, Aśwagandhā, Arjun, Haldi, Neema Plant, Jamun, Pudina

[D] References:

5. Acharya, Srinivas, Panchakarma Illustrated, Chaukhaba Sanskrit Pratishtana, Delhi, 2006.
6. V.B. Athavale, Basic Principles of Āyurveda, ChaukhambaSanskrit Pratishthan New Delhi, 2005.
7. Āyurveda Kā Saṅkṣipta Itihāsa, Hindi Sahitya Sammelan, Allahabad.
8. Bhagavan Dash, Vaidya, and Acarya Manfred M. Junius, A Handbook of Āyurveda, Concept Publishing Co., New Delhi,1987.
9. Bhishagratna, Kaviraj Kunjalal, ed., translator. (2002). Sushruta Samhita Volumes I and II. Varanasi, India: Chowkhamba Sanskrit Series.
10. Charak Samhita E-text: http://www.charakasamhita.com/
11. http://www.speakingtree.in/blog/medicinal-plants-from-ancient-india
12. http://www.tkdl.res.in/tkdl/langdefault/ayurveda/Ayu_Principles.asp?GL=#q1
13. K. R. Srikantha Murthy, Illustrated Susruta Samhita, ChaukhambaOrientalia, 2012
14. M.S. Valiathan, An Introduction to Āyurveda Paperback, Universities Press (India) Private Limited, 2013
15. M.S. Valiathan, The Legacy of Suśruta, Universities Press, 2007
16. PriyaVrat Sharma, Essentials of Āyurveda: Sodasangahṛdayam, MotilalBanarsidass Publishers, 1999
17. Ravi DattaTripathi, Vāgbhaṭa's Aṣṭāṅg-saṅgraha, ChowkhambaSanskrit Pratishthanam, Delhi., 2011.
18. ShanthaGodagama, The Handbook of Āyurveda, North Atlantic Books, 2004
19. Sharma, Priyavrit V., ed., translator. (1981-1994). Charaka Samhita, Vols. 1 - 4,Chaukhamba Sanskrit Series, Varanasi, India: Varanasi, India: Chowkhamba SanskritSeries.
20. Sharma, Ram Karan and Bhagawan Dash, Vaidya, eds., translators (1992 – 2000). CharakaSamhita Vols. 1 – 6. Varanasi, India.Chaukhamba Sanskrit Series.
21. Srikrishnamurthy, K.R. Srikantha, translator. (1991-1992). Vagbhata, AstangaHridayamVols. 1 and 2. Varanasi, India: Krishnadas Academy.
22. Srikrishnamurthy, K.R. Srikantha, translator. (2001). Sharangadhara Samhita: A treatise on Āyurveda. Varanasi, India: ChaukhambaOrientalia.
23. 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, Comperative Views, Index, Glossary, Nabu Press, 2012

[E] Teaching Learning Process:

5. Teachers will discuss text related to chhandashastra.
6. Teachers will guide the students to understand the scientific technique of the formation of Sanskrit shlokas and its application in prominent Sanskrit text.
7. Teachers will the discuss both vedic and classical meter and their lyrical methods towards rendereing melodious music.
8. Teachers will discuss the theories of Indian political science of the prominent Indian political thinker.
9. Topic wise lectures and discussions will be held in the class.

[F]   Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 2
Week 4 – Unit 2
Week 5 – Unit 3
Week 6 – Unit 3
Week 7 – Unit 4
Week 8 – Unit 4
Week 9 – Unit 5
Week 10 – Unit 5
Week 11 – Unit 6
Week 12 – Unit 6

[G] Assessment Methods:

I	Basic Structure of Question Paper & Division of Marks	75
vii.	Four long questions from Units I to IV	15x4=60
viii.	Three short notes (with options) from Units I to IV	5x3=15
ix.	**Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**	**25**
x.	**Total Marks : (I+II)**	**(75+25) = 100**

[H] Keywords:

bhujaṅgaprayāta, sragviṇī, toṭaka, harigītikā, vidyunmālā, anuṣṭup, āryā, mālinī, śikhariṇī, vasantatilakā, mandākrāntā, sragdharā and nyuśārdūlvikrīḍita.

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GE-5
Tools and Techniques for Computing Sanskrit Language

Total Credits: 04

[A] Course Objectives:

This course will introduce the current research and development in Sanskrit computing. Primary emphasis will be on tools and techniques developed under government and private funding and to explore new technologies for Sanskrit.

[B] Course Learning Outcomes:

The course-level learning outcomes that a student of this course is required to demonstrate are indicated below:

- Learn the basic concept of Sanskrit Phonology, Sanskrit Morphology, Syntax, Semantics, Lexicon and Corpora.
- Learn the origin and Development of Language Computing.
- Basic Introduction of Computing Sanskrit Language.
- Various methodologies used on Language Technology.
- Various tools developed for Sanskrit Language.
- Survey of Language Computing

[C] Course Contents

Unit: I   **Credit: 01**
Major Components of Sanskrit Linguistics:
- Phonology
- Morphology
- Syntax
- Semantics
- Lexicon and Corpora

Unit: II   **Credit: 01**
Areas and Applications of the Sanskrit Language Computation
- Text Digitization/Content Creation and Search for Sanskrit
- Speech Technology
- Grammar Tools
- Machine Translation
- Preservation and Delivery of Cultural Heritage of Sanskrit

Unit: III   **Credit: 01**

Language Computing Methodology
- Rule Base
- Statistical
- Hybrid

Unit: IV   **Credit: 01**
Survey of Language Computing
- Survey of the Language Computing for Sanskrit
- Survey of the Language Computing for Indo Aryan Languages

[D] References:

Compulsory Readings:

35. Akshar Bharati, Vineet Chaitanya and Rajeeva Sanghal, Natural Language Processing: A Paninian Prospective, Prentice Hall of India, New Delhi, 1995.
36. Chandra Subhash (2021). भाषासंगणन (Language Computing), Upasana Publications, New Delhi, India, ISBN: 978-93-87677-05-0.
37. Girish Nath Jha, Madhav Gopal, Diwakar Mishra, Annotating Sanskrit Corpus: Adapting IL-POSTS, Human Language Technology. Challenges for Computer Science and Linguistics Lecture Notes in Computer Science Volume 6562, 2011, pp 371-379.
38. Tools developed by Computational Linguistics Group, Department of Sanskrit, University of Delhi, Delhi-110007 available at: http://cl.sanskrit.du.ac.in
39. Daniel Jurafsky and James H. Martin, Speech and Language Processing, Prentice Hall; 2008
40. Chandra, Subhash and Jha, GN. Computer Processing of Nominal Inflections in Sanskrit: Methods and Implementations, CSP, UK, 2012.
41. Jha, Girish Nath, Morphology of Sanskrit Case Affixes: A Computational Analysis, M.Phil Dissertation, Centre of English and Linguistics, School of Language, Literature and Culture Studies, JNU, 1993.
42. Sanskrit Computational Linguistics symposium 1-2: Springer Verlag LNCS 5402 G Huet, A Kulkarni and P Scharf (eds), Proceedings of the 1st and 2nd International Symposium, 2009.
43. Sanskrit Computational Linguistics symposium 3: Springer Verlag LNCS 5406 A Kulkarni, G Huet (eds), Proceedings of the 3rd International Symposium, Jan 15 - 17, 2009, Hyderabad.
44. Grishman, R., Computational Linguistics: An introduction, Cambridge University Press, 1986.
45. Chandra, Subhash .मशीनी अनुवाद (Machine Translation) Vidyanidhi Prakashana, New Delhi,

[E] Teaching Learning Process:

Lecture based Teaching Learning on the Basics of Tools and Techniques for Computing Sanskrit Language, Detailed Survey of Language Computing tools and Techniques for Background will be covered in this course. It will be very helpful to students to engage them in laboratory and practice basic tools and techniques of computer.

[F]   Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 1
Week 4 – Unit 2
Week 5 – Unit 2
Week 6 – Unit 2
Week 7 – Unit 3
Week 8 – Unit 3
Week 9 – Unit 3
Week 10 – Unit 4
Week 11 – Unit 4
Week 12 – Unit 5

[G] Assessment Methods:

I	**Basic Structure of Question Paper & Division of Marks**	**75**
ix.	Long Questions -04 (1 from each Units 1-4)	04 x 15 = 60
x.	Three Short Notes (from 1-4 Units)	03 x 05 = 15
II	**Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**	**25**
	Total Marks : (I+II)	**(75+25) = 100**

[H] Keywords:
Computing Sanskrit Language, Tool and Techniques for Computing Sanskrit Language, Language Technology etc.

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GE-6
Machine Translation: Tools and Techniques

Total Credits: 04

[A] Course Objectives:

This course will introduce the theory and practice of computer based translations and expose the students to the internal processes and inter module interactions in a typical Machine Translation (MT) system

[B] Course Learning Outcomes:

The course-level learning outcomes that a student of this course will be able to demonstrate are indicated below:

- Learn the origin and Development of Machine Translation.
- Basic Introduction of Machine Translation.
- Human vs Machine Translation.
- Concepts to ideal various methodologies used on Machine Translation System.
- Using guidelines of the Machine Translation system: Google and Bing.
- Evaluation and Challenges in Machine Translation

[C] Course Contents

Unit: I   **Credit: 01**
Introduction and History of Machine Translation
- History and Survey of Machine Translation Systems.
- List of Major MT System for Indian Languages: Google Translate and Bing by Microsoft.

Unit: II   **Credit: 01**
Theoretical Concepts of Machine Translation:
- Human vs Computer translation of languages.
- Basics of Machine Translation
- Tools and Techniques of Machine Translation
- Source and Target Language

Unit: III   **Credit: 01**
Machine Translation (MT) Approaches

- Rule Base MT
    Transfer-based
- Interlingual and Dictionary Based
- Statistical MT
    Example Based MT
- Hybrid MT

Unit: IV   **Credit: 01**
Evaluation of MT
- Evaluation of MT
- Challenges in Machine Translation
- Ambiguity and Acceptability

[D] References:

Compulsory Readings:

46. Chandra, Subhash. मशीनी अनुवाद (Machine Translation) यूजीसी सीबीसीएस स्कीम के तहत बीए (संस्कृत)

    के एईईसी (AEEC)-3 के पाठ्यक्रम पर आधारित. Vidyanidhi Prakashana, New Delhi, India, ISBN: 9789385539527.
47. Sergei Nirenburg, H. L. Somers, Readings in Machine Translation, MIT Press (MA)
48. Philipp Koehn, Statistical Machine Translation, Cambridge University Press.
49. Sergei Nirenburg, Jaime Carbonell, Masaru Tomita, Editors: Kenneth Goodman, Machine Translation: A Knowledge-Based Approach, Morgan Kaufmann Publishers Inc. San Francisco, CA, USA, 1994
50. Amba Kulkarli, Machine translation activities in India: A survey, In proceedings of workshop on survey on Research and Development of Machine Translation in Asian Countries, Thailand, May 13-14, 2002.

[E] Teaching Learning Process:

A variety of approaches to teaching-learning process, including lectures, seminars, tutorials, workshops, peer teaching and learning, practicum and project-based learning, substantial laboratory-based practical component and experiments in this course, open-ended project work, games, technology-enabled learning, etc. will need to be adopted to achieve this.
Lecture based Teaching Learning on the Basics of Machine Translation, Detailed Survey of MT tools and Techniques for Background will be covered in this course.

[F]   Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 1
Week 4 – Unit 2
Week 5 – Unit 2
Week 6 – Unit 2
Week 7 – Unit 3
Week 8 – Unit 3
Week 9 – Unit 3
Week 10 – Unit 4
Week 11 – Unit 4
Week 12 – Unit 5

[G] Assessment Methods:

I	Basic Structure of Question Paper & Division of Marks	75
xi.	Long Questions -04 (1 from each Units 1-4)	04 x 15 = 60
xii.	Three Short Notes (from 1-4 Units)	03 x 05 = 15
II	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	25
	Total Marks : (I+II)	(75+25) = 100

[H] Keywords:
Machine Translation, Automatic Translation, Technology Development for Translation etc.

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GE-7
Sanskrit Narratology

Max. Marks: (75+25= 100)   Total Credits: 04
                                      Teaching Hours: 48

[A] Course Objectives:

This course aims to acquaint students with the various aspect of Sanskrit Narratology. These aspects cover origin and development of narratives, distinctive features, functions, forms and cross-cultural reception of Sanskrit Narratives.

[B] Course Learning Outcomes:

Students will acquire basic knowledge of the Sanskrit Narratives. They will be able to understand the Sanskrit Narratology. They will develop an interest in Sanskrit Narratives and the and they will be motivated to study further.

[C] Content

Unit: I Origin and Development of Sanskrit Narratives   1 Credit

A. Vedic Origin- Ṛgvedic Saṁvāda Sūktas, Gāthā Nārāśaṁsī, Upniṣadic ākhyāna
B. Itihāsa-purāna tradition
C. Bṛhatkathā and its Sanskrit recensions – Bṛhatkathā śloksaṁgrha, Kathāsartitsāgara, Bṛhatkathāmaṅjarī
D. Origin and Development of Sanskrit Fables – Pañcatantra, Hitopadeśa, Vetālapañcaviṁśikā, Siṁhāsanadvātriṁśikā, Puruṣaparīkṣā, Śukasaptati

Unit: II Distinctive Features and Functions of Sanskrit Narratology   1 Credit

(i)   Distinctive Features of Sanskrit Narratology

1. Interiorization 2. Serialisation 3. Fantasisation 4. Cyclicalisation 5. Allegorisation 6. Anonymisation 7. Elasticisation of Time 8. Spatilisation 9. Stylisation

10. Improvisation

(ii) Institution and Function of Story-telling

1. Ritualistic, spiritualistic, recreational and pedagogical thrust
2. Narrator as a social-class- Kuśīlava, Cāraṇa, Sūta

Unit: III   Art-forms as Medium of Sanskrit Narrative   **1 Credit**

Kathāsatra (Symposium of Story-telling), Drama, Dance-forms, Cave-paintings, Miniature Paintings and Sculpture.

Unit: IV   Cultural Reception of Paňcatantra   **1 Credit**

Adaptation, Re-casting and Re-telling of Paňcatantra across cultures and nations.

[D] Suggested Readings

1. Sadhale, Nalini, *Katha in Sanskrit Poetics,* Sanskrit Academy, Osmania University, Hyderabad, 1986
2. Paniker, K. Ayyapaa, *Indian Narratology*, IGNCA, Delhi, 2003
3. Dev, Amiya (Ed.), *Narrative, A Seminar*, Sahitya Academy, Delhi, 2017
4. Daya, Krishna, *India's Intellectual Tradition*, Delhi, ICPR,1987
5. Mahulikar, Gauri, Effect of Ramayana on Various Cultures and Civilizations, Ramayana Institute.
6. Video of London 2009 ICR Illustrated Lecture on the Westward Migration of Panchatantra from India.
7. V. Raghavan Ed.The Rāmāyana Tradition in Asia,
8. Dr. Edgerton, Franklin (1924), *The Paňcatantra Reconstructed* (Vol.1: Text and Critical Apparatus, Vol.2 : Introduction and Translation), New Haven, Connecticut: American Oriental Series. Volumes 2-3 Hertel, Johannes (1908-15), The Paňcatantra : a collection of ancient Hindu tales, in the recension called Paňcākhyānaka, and dated 1199 A.D., of the Jaina monk
9. Anand Krishna, *A Reassessment of the Tuti-Nama Illustrations in the Cleveland Museum of Art*
10. Winternitz, M. *Some Problems of Indian Literature* –Munshiram Manoharlal, Delhi, 1978

[E] Teaching Learning Process:

1. Teachers will introduce each element of Sanskrit Narratology.
2. Since this is a new area of study for most learners, teachers will have to clarify all concepts in the class.
3. They will suggest blogs, articles and other digital and non – digital sources to students.
4. They should be able to understand the preventive approach of Sanskrit Narratology.

[F]   Weekly Plan

    Week 1 – Unit 1
    Week 2 – Unit 1
    Week 3 – Unit 1
    Week 4 – Unit 1

Week 5 – Unit 2
Week 6 – Unit 2
Week 7 – Unit 2
Week 8 – Unit 2
Week 9 – Unit 3
Week 10 – Unit 3
Week 11 – Unit 4
Week 12 – Unit 4

[G] Assessment Method

I	Basic Structure of Question Paper & Division of Marks	**75**
	Long Questions (from unit I, III, IV)	3x15=45
	Short Questions (from unit II)	2x8=16
	Short Notes (from unit I)	2x7=14
II	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	**25**

[H] Key-Words

Sanskrit Narrative, Narratology, Ākhyāna, Kathā, Ākhyāyikā ,   Gāthā Nārāśaṁsī , Itihāsa-purāna, Rāmāyaṇa, Mahābhārata , Paňcatantra, Hitopadeśa,   Bṛhatkathā,   Kathāsartitsāgara, Bṛhatkathāmaňjarī.

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UNDER GRADUATE COURSE FOR SANSKRIT

B.A. (Hons.)

Under

UNDERGRADUATE

CURRICULUM FRAMEWORK-22

UNIVERSITY OF DELHI

DELHI-110007

2022

Department of Sanskrit
University of Delhi
Under Graduate Course for Sanskrit
B.A. (Hons.)
Under UGCF-22

Contents

Discipline Specific Core (20) Under Graduate Course for Sanskrit		
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Semester: II		
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Semester: III		
DSC-7 Classical Sanskrit Literature Drama	DSC-8 Sanskrit Linguistics	DSC-9 Epigraphy 1
Semester: IV		
DSC-10 Modern Sanskrit Literature	DSC-11 World Sanskrit Literature	DSC-12 Epigraphy II
Semester: V		
DSC-13 Veda and Upanishad	DSC-14 Sanskrit Grammar I	DSC-15 Introduction to Nyaya-Vaisheshik Philosophy
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DSC-16 Vedic Samhita and Grammar	DSC-17 Sanskrit Grammar and Composition	DSC-18 Poetics and Literary Criticism
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Ability Enhancement Course (AEC)	
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Option-2	**A: Advance:** Essential Principal of Ayurveda **B: Intermediate:** Concept of Regimen in Ayurveda **C: Introductory:** An Introduction of Bṛhadtrayī
Option-3	**A: Advance:** Sanskrit Language Skill through Technology **B: Intermediate:** Sanskrit Language Text Preservation and Digital Access **C: Introductory:** Culture and Society
Option-4	**A: Advance:** Education in Ancient India **C: Introductory:** Upaniśad and Gītā
Option-5	**A: Advance:** Ancient Indian Economy **B: Intermediate:** Financial Management in Sanskrit Texts **C: Introductory:** Administrative Structure in Kauṭilya's Arthaśāstra
Option-6	**C: Introductory:** Philosophical Foundations of Indian Psychology
Option-7	**C: Introductory:** Sanskrit Media and Journalism
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Generic Elective (GE)	
Semester: I/II	
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Discipline Specific Core (20) Under Graduate Course for Sanskrit		
Semester: I		
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Semester: II		
DSC-4 Classical Sanskrit Literature Prose	**DSC-5** Critical Survey of Shastric Literature	**DSC-6** Sanskrit Epics

DSC 1
Applied Sanskrit

Max. Marks: (75+25= 100)   **Total Credits: 04**
Teaching Hours: 48

[A] Course objectives:

- To generate interest in Sanskrit language among the students.
- To impart knowledge of the structure of Sanskrit language.
- To impart general skills of communication and writing in Sanskrit.

[B] Course learning outcomes:

- The students will be able to understand the general structure of Sanskrit language.
- The students will be able to write and communicate in Sanskrit.
- Students will become more interested in Sanskrit language.
- Students will be better equipped to comprehend the Hons. syllabus.

[C] Course content:

Unit 1: विभक्ति एवं लट् व लृट् लकार   **1 Credit**

i.   **विभक्तियाँ व उनके सामान्य अर्थ-** छात्र, कवि, शिशु, पितृ, कर्तृ, आत्मन्, भवत्, लता, मति, नदी, वाक्, मनस् (तृतीया द्विवचन भ्याम् से सप्तमी बहुवचन सु)

ii.   **अकारान्त पुल्लिंग व नपुंसक लिंग-** प्रथमा व द्वितीया विभक्ति व भ्वादि, तुदादि, दिवादि एवं चुरादि लट् लकार प्रथमपुरुष में वाक्य रचना

iii. **अकारान्त पुल्लिंग व नपुंसकलिंग** शब्दों की सारी विभक्तियों में एकवचन के रूप व वाक्य रचना

iv.   **प्रतिनिधि धातुओं के आधार पर गण एवं विकरण परिचय –** (अदादिगण) अस्, (जुहोत्यादिगण) दा, (स्वादि) शु, (क्र्यादि) ज्ञा, ग्रह्, (तनादि) कृ धातुओं के प्रथमपुरुष के प्रयोग एवं वाक्य रचना

v.   **सर्वनाम पुल्लिंग शब्द-** तत्, एतत्, किम्, यत् के शब्दों के साथ तुमुन्, क्त्वा व ल्यप् से वाक्य रचना

vi.   **अस्मद् के प्रथमा एवं द्वितीया के प्रयोग-** विविध धातुओं के उत्तम पुरुष के प्रयोग

vii. **युष्मद् के प्रथमा एवं द्वितीया के प्रयोग-** विविध धातुओं के मध्यम पुरुष के प्रयोग

viii. **अस्मद् एवं युष्मद् के तृतीयादि विभक्तियों के प्रयोग एवं वाक्य रचना** (केवल सह के साथ तृतीया)

ix.   **हलन्त पु०, स्त्री० व नपु० लिंगों में सब विभक्तियों के एक वचन शब्दों से वाक्य रचना,** लृट् लकार

x. इकारान्त व उकारान्त पुल्लिंग के प्रथमा व द्वितीया के पदों के साथ वाक्य रचना, अन्य विभक्तियों के एक वचन के प्रयोग एवं वाक्य रचना, पूर्वपठित तृतीयादि विभक्तियों के वाक्य

xi. **आकारान्त, उकारान्त व ईकारान्त स्त्रीलिंग के प्रयोग तथा वाक्य रचना,** लृट् लकार के प्रयोग

Unit 2 – कृदन्त व अन्य लकार   1 Credit

xii. उपर्युक्त सभी पदों के साथ शतृ प्रत्यय के पुल्लिंग व स्त्रीलिंग में प्रयोगाधारित वाक्य रचना

xiii. ऋकारान्त पुल्लिंग व स्त्रीलिंग शब्दों के साथ उपर्युक्त प्रत्ययों के प्रयोग एवं वाक्य रचना

xiv. **क्त एवं क्तवतु प्रत्यय-** कर्मवाच्य एवं भाववाच्य में वाक्य रचना

xv. सब गणों की प्रतिनिधि धातुओं के प्रयोग लङ् लकार का पूर्वपठित सब शब्दों के साथ प्रयोग एवं वाक्य रचना

xvi. सब गणों की प्रतिनिधि धातुओं के लोट् लकार प्रयोग एवं वाक्य रचना

xvii. सब गणों की प्रतिनिधि धातुओं के विधिलिङ् प्रयोग एवं वाक्य रचना

Unit 3: सन्धि एवं तिङ्न्त कर्मवाच्य   1 Credit

i. अच् सन्धि – दीर्घ, गुण, वृद्धि, यण्, अयादि, पूर्वरूप

ii. विसर्ग सन्धि

iii. व्यंजन सन्धि

iv. आत्मनेपद – पाँच लकार

v. यक् प्रत्यय – कर्मवाच्य एवं भाववाच्य में विविध लकारों में प्रयोग
   तव्यत् अनीयर् क्त (कर्मणि प्रयोग)

vi. इकाई तीन पर आधारित परीक्षा

Unit 4: समास – विविध समासों की संरचना   1 Credits

i. विभक्ति तत्पुरुष

ii. द्वन्द्व

iii. कर्मधारय – विशेषण – विशेष्य, उपमामूलक, रूपकमूलक

iv. उपपद तत्पुरुष

v. बहुव्रीहि

vi. अव्ययीभाव

vii. **इकाई चार पर आधारित परीक्षा**

[D] References:

Compulsory Readings:

- द्विवेदी, कपिलदेव: प्रारम्भिक रचनानुवादकौमुदी, विश्वविद्यालय प्रकाशन, वाराणसी, उत्तर प्रदेश, संस्करण २०१९
- रूपचन्द्रिका, डॉ० ब्रह्मानन्द त्रिपाठी , चौखम्बा सुरभारती प्रकाशन, वाराणसी

Additional Resources:

- पाण्डेय, राधामोहन: संस्कृत सहचर, स्टूडेंट्स फ्रेंड्स पटना, बिहार
- नौटियाल, चक्रधर: बृहद् अनुवाद चन्द्रिका, मोतीलाल बनारसीदास, दिल्ली

[E] Teaching learning process:

- Teachers shall make their own practice exercises appropriate to the topic
- Maximize practice through illustrative practical method and active student participation.
- Motivate students to memorize various forms
- Maximize practice using the student's prior knowledge.
- To teach through Sanskrit for better grasp of the language .

[F] Weekly Plan

Week 1   - Unit 1
Week 2   - Unit 1
Week 3   - Unit 1
Week 4   - Unit 2
Week 5   - Unit 2
Week 6   - Unit 2
Week 7   - Unit 3
Week 8   - Unit 3
Week 9   - Unit 3
Week 10   - Unit 4
Week 11   - Unit 4
Week 12 - Unit 4

[G] Assessment Methods:

Structure of Question paper and division of marks

- Five Sentences for Correction (Syntax)   1 X 5= 5
- Vachana / Purusha parivartana   1 X 5= 5
- Lakara / Kāla parivartana   1 X 5= 5
- Fill in the blanks (with appropriate pratyayas)   1 X 5= 5
- Five Sandhis   1 X 5= 5
- Five Samasa Dissolve/ Make   2 X 5= 10
- One Unseen Passage   1 X 10= 10
- Sentence making with given words   2 X 5 = 10
- Translation of Sanskrit prose   2 X 5 = 10
- Paragraph writing   5 X 2= 10

[H] Keywords

Subanta, Tinnananta, Vachya, Kridanata, Sandhi, Samasa

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DSC-2
Classical Sanskrit Poetry

Max. Marks: (75+25= 100)   **Total Credits: 04**
                                               Teaching Hours: 48

A] Course Objectives: This course aims at getting the students acquainted with the general outlines of Classical Sanskrit Literature (Poetry) through classical texts.

[B] Course Learning Outcomes:

[B] Course Learning Outcomes: This course will help the students develop a fair idea of the works of great Sanskrit poets. They will be able to appreciate the styles and thoughts of individual poets focusing on the poetical, artistic, cultural and historical aspects of their works. This course will enhance competence in chaste classical Sanskrit and give them skills in translation and interpretation of poetic works**.**

[C] Course Contents

Unit: I   **1 Credit**
Nitishatakam
Verses 1 to 15

Unit: II   **1 Credit**
Kumarasambhavam Canto V Verses 1 to 29 (Parvati's Penance)

Unit: III   **1 Credit**
Kiratarjuniyam, Canto I Verses 1 to 25

Unit IV   **1 Credit**
Origin and Development of Mahākāvyas (Sanskrit Epics), General Introduction to Sanskrit Mahākāvyas (Sanskrit Epics) with special focus on Aśvaghośa, Kālidāsa, Bhāravi, Māgha, Śrīharṣa. Origin and Development of Gītikāvyas (lyric poetry), General Introduction to Gītikāvyas (lyric poetry) with special focus on Kālidāsa, Jayadeva, Amaruka, Bhartṛhari and Bilhaṇa.
[D] References:

Suggested Books/Readings:
Compulsory Readings:

1. त्रिपाठी, कृष्णमणि, रघुवंशम् (मल्लिनाथकृत सञ्जीवनीटीका), चौखम्बा सुरभारती प्रकाशन, वाराणसी

2. जनार्दन शास्त्री, भारविकृत किरातार्जनीयम्, मोतीलाल बनारसीदास, दिल्ली

3. नेमिचन्द्र शास्त्री, कुमारसम्भवम्, मोतीलाल बनारसीदास, दिल्ली

4. त्रिपाठी, बाबूराम (सम्पा.), भर्तृहरि कृत नीतिशतकम् महालक्ष्मी प्रकाशन, आगरा, १९८६

5. पाण्डेय, ओमप्रकाश (व्या.), मनोरमा हिन्दी-व्याख्या सहित, भर्तृहरि कृत नीतिशतकम्, चौखम्बा अमरभारती प्रकाशन, वाराणसी, १९८२

6. विष्णुदत्त शर्मा शास्त्री (व्या.), भर्तृहरि कृत नीतिशतकम्, विमलचन्द्रिकासंस्कृतटीका व हिन्दी- व्याख्यासहित, ज्ञानप्रकाशन, मेरठ, संवत् २०३४.

7. शर्मा, समीर, मल्लिनाथकृत घंटापथ टीका, भारवि कृत किरातार्जुनीयम्, चौखम्बा विद्याभवन, वाराणसी

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

9. Gopal Raghunatha Nandargikar (Ed.), Raghuvaṁśam of Kālidāsa, MLBD, Delhi.

10. M.R. Kale (Ed.), Kirātārjunīyam of Bhāravi, MLBD, Delhi.

11. M.R. Kale (Ed.), Kumārasambhavam, MLBD, Delhi.

12. M.R. Kale (Ed.), Nītiśatakam of Bhartṛhari, MLBD., Delhi.

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

Additional Resources:
1. Mirashi, V.V., Kālidāsa, Popular Publication, Mumbai.
2. Keith, A.B., History of Sanskrit Literature, MLBD, Delhi.
3. Krishnamachariar, History of Classical Sanskrit Literature, MLBD, Delhi.
4. Gaurinath Shastri, A Concise History of Sanskrit Literature, MLBD, Delhi.
5. Winternitz, Maurice: Indian Literature (Vol. I-III), also Hindi Translation, MLBD, Delhi.

[E] Teaching Learning Process:

1. Teachers shall help students create their own dictionary of nouns and dhatus for each verse before reading the verse.
2. Teachers shall help students split each sandhi and do a padaccheda (division of word) before attempting to read the entire verse.
3. Teachers shall help students dissolve each Samāsa (compound) before reading the entire verse.
4. Teachers shall help students identify the core sentence consisting of subject, object and verb and then gradually add more elements.
5. Teachers shall help students to identify these elements by asking relevant questions.
6. Teachers shall help students to know the grammatical structure of each word before explaining the meaning of the whole verse.

[F]   Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 2
Week 4 – Unit 2
Week 5 – Unit 2
Week 6 – Unit 2
Week 7 – Unit 3

Week 8 – Unit 3
Week 9 - Unit 3
Week 10 – Unit 4

Week 11 – Unit 4
Week 12 – Unit 4

[G]
Assessment

I	**External Examination**		**Marks 75**
i.	Translation of 3 (1 from units I-III)	3 x 4 = 12	
ii.	Explanation of 3 (1 from units I-III)	3 x 6 = 18	
iii.	Two Long Questions From units I-III	2 x 7.5 = 15	
iv.	Five Grammatical Notes From units I-III	1 x 5 = 05	
v.	Two Long Questions from unit IV	2 x 7.5 = 15	
vi.	One Shorts Notes from unit IV	1 x 5 = 05	
vii.	Short Notes / Explanation in Sanskrit on any one (Units 1-4)	1 x 5 = 05	

II	**Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**	**Marks 25**
	Total Marks: (I+II)	**(75+25) = 100**

[H] Keywords:

Sanskrit Literature, Mahākāvya, Gītikāvya, Kumārasambhavam, Raghuvaṁśam, Kirātārjunīyam, Nītiśatakam, Classical Sanskrit Literature, Poetry, etc.

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Department of Sanskrit

University of Delhi
Under Graduate Course for Sanskrit
B.A. (Hons.)
Under UGCF-22

DSC-3
Indian Social Institutions and Polity

Max. Marks: (75+25= 100)   **Total Credits: 04**
                                              Teaching Hours: 48

[A] Course Objectives:

- To generate interest in Ancient Sociological and Political Structure of the Society. students.
- To impart knowledge of the ancient Political Thinkers.
- To impart general skills to argue on the related topics.
- To establish the relevance of Ancient Indian Social and Political Institutions.

[B] Prescribed Course:

Social institutions and Indian Polity have been highlighted in *Dharma and Artha śāstra* literature The aim of this course is to make students acquainted with various aspects of social institutions and Indian polity as propounded in the ancient Sanskrit texts such as *Mahābhārata*, Kauṭilya's *Arthaśāstra* and other works known as *Nītiśāstra.*

[C] Unit-Wise Division:

Unit 1 - Foundations of Indian Society   **1 Credit**

i.   Dharma

Sources of Dharma (*Manusmṛti,* 2,12; *Yājñavalkyasmṛti*,1.7)
Fourteen-*Dharmasthānas* (*Yājñavalkyasmṛti*,1.3)
Dharma as Social and Moral Duty (*Mitākṣarāṭīkā* on *Yājñavalkyasmṛti*,1.1).
(*Manusmṛti*,6.92);

ii.   Dharma as an evolving institution – Directions of and reasons for changes in Dharma Śāstra

iii.   Sociological Significance of Sixteen *Saṁskāras.*

iv.   Balanced Life - Four aims of life *'Puruṣārtha Catuṣṭaya'*-
        1. *Dharma,* 2. *Artha*, 3. *Kāma*, 4. *Mokṣa.*

Unit II - Structure of Society   **1 Credit**

i.   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* (*Bhagvadgīta*, 4.13, 18.41-44).
        Caste-System and Inter-caste Marriages (*Mahābhārata, Anuśāsanaparva*, 48.3-11);

Assimilation of foreign tribes in Varṇa-System (*Mahābhārata, Śāntiparva*, 65.13-22).
Up-gradation and down-gradation of Caste (*Āpastambadharmasūtra*, 2.5.11.10-11,
Baudhāyanadharmasūtra, 1.8.16.13-14, *Manusmṛti*, 10,64, *Yājñavalkyasmṛti*, 1.96)

ii.   **Position of Women in the Society:**

Brief survey of position of women in different stages of Indian Society;
Position of women in *Mahābhārata* (*Anuśāsanaparva* 46.5-11, *Sabhāparva*, 69.4-13.
Praise of women in The *Bṛhatsaṁhitā* of Varāhamihira
(*Strīprasaṁsā*, chapter-74.1-10)

Unit III State and Kingship   1 Credit
i.   Concept of Welfare State in *Arthaśāstra* of Kauṭilya (*Arthaśāstra*, 1.13: '*matsyanyāyābhibhutaḥ*' to '*yo'
        asmāngopāyatīt*i')

ii.   Essential Qualities of King (*Arthaśāstra*,6.1.16-18: '*sampādayatyasampannaḥ*' to '*jayatyeva na hīyate*')

iii.   Conduct of the state (Manu Smriti 7 Verses 1 to 15)

Unit IV - State and International Relations   1 Credit

i.   '*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).

ii.   '*Maṇḍala*'Theory of Inter-State Relations: 1. *Ari*, 2. *Mitra*, 3. *Ari-mitra*,4.*Mitra- mitra*, 5. Ari-
        mitramitra;
iii.   *Śāḍgunya'*Policy of War and Peace:
        1. *Sandhi*, 2. *Vigraha*, 3. *Yāna*, 4. *Āsana*, 5. *Saṁśraya* 6. *Dvaidhibhāva*.

[D] Recommended Books/Readings:
1. Arthaśāstra of Kautilya - (Ed.) Kangale, R.P. Delhi, Motilal Banarasidas 1965
2. Mahābhārata (7 Vols) - (Eng. Tr.) H.P. Shastri, London, 1952-59.
3. Manu's Code of Law - (Ed. & Trans.): Olivelle, P. (A Critical Edition and Translation
of the Manava- Dharamaśāstra), OUP, New Delhi, 2006.
4. Yājñavalkyasmṛti with Mitākṣarā commentary - Chowkhamba Sanskrit Series
Office, Varanasi,1967
5. कौटिलीय अर्थशास्त्र – उदयवीर शास्त्री मेहर चन्द लछमन दास, दिल्ली
6. बृहत्संहिता – वराहमिहिर, हिन्दी अनुवाद बलदेव प्रसाद मिश्र, खेमराज श्रीकृष्णदास प्रकाशन, मुंबई
7. महाभारत (भाग १ – ६), हिन्दी अनुवाद सहित, गीता प्रैस गोरखपुर
८. मनुस्मृति– चौखंबा प्रकाशन, दिल्ली

[E] REFERENCE BOOKS

1. काणे, पी. वी. धर्मशास्त्र का इतिहास (1-4 भाग), अनु० अर्जुन चौबे काश्यप, (उत्तर प्रदेश हिन्दी संस्थान, लखनऊ, 1966-73

2. जायसवाल सुवीरा, वर्ण तथा जाति व्यवस्था उद्भव तथा विकास, 2004

3. विद्यालङ्कार सत्यकेतु- प्राचीनभारतीय शासन व्यवस्था और राजशास्त्र, सरस्वतीसदन, मैसूर, 1968

4. Altekar, A.S, State and Government in Ancient India, MotilalBanarsidass, Delhi, 2001.
5. Altekar, A.S, The Position of Women in Hindu Civilization, Delhi, 1965.
6. Bhandarkar, D.R., Some Aspects of Ancient Indian Hindu Polity, Banaras Hindu University
7. Ghosal, U.N., A History of Indian Political Ideas, Bombay,1959.
8. Jayaswal, K.P. Hindu Polity, Bangalore, 1967.
9. Jha, M.N. -Modern Indian Political Thought, Meenakshi Parkashan, Meerut, UP.
10. Law, N. S., Aspect of Ancient Indian Polity, Calcutta, 1960.
11. Lingat Robert, Classical Hindu Law,
12. Mathur A.D. Medieval Hindu Law, Oxford Universuty Press, New Delhi, 2006
13. Mehta, V.R., Foundations of Indian Political Thought, Manohar Publisher, Delhi, 1999.
14. Pandey, G.C. Jaina Political Thought, Jaipur Prakrit Bharti, 1984.
15. Prabhu, P.H.- Hindu Social Organisation, Popular Prakashan, Mumbai, 1998
16. Prasad, Beni - Theory of Government in Ancient India, Allahabad, 1968.
17. Saletore, B.A. - Ancient Indian Political Thought and Institutions, Bombay, 1963.
18. Sharma, R. S., Aspects of Political Ideas and Institutions in Ancient India, MLBD, Delhi, 1996.

[E]   **Teaching Learning Process**

1. Teachers will explain the contents of the text and involve students in the discussion on relevant issues.
2. Caste and women issues could be brought into discussion based on media reports and leading cases.
3. Examination questions should be framed focusing on contemporary problems.
4. In the course of reading the sections on polity, students should be encouraged to connect their theoretical studies with contemporary international diplomacy.
5. News items and articles on foreign policy and governance issues should be studied as a part of the course.

[F]   **Weekly Plan**

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 1
Week 4 – Unit 2
Week 5 – Unit 2
Week 6 – Unit 2
Week 7 – Unit 3
Week 8 – Unit 3

Week 9 – Unit 3
Week 10 – Unit 4
Week 11 – Unit 4
Week 12 – Unit 4

[G] **Assessment**

I		**External Examination**	**Marks 75**
	I	Long Questions -4 (from unit 1-4)	04 x 12 = 48
	ii.	Short notes - 4 (from unit -1 to 4)	04 x 05 = 20
	iii.	One Note in Sanskrit	01x 7 = 7
II		**Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**	**Marks 25**
		Total Marks: (I+II)	**(75+25) = 100**

[H] **Keyword**

Indian Society, Social Issue, Ancient Polity, Social Institutions and Dharmaśāstra Literature etc.

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DSC-4
Classical Sanskrit Literature (Prose)

Max. Marks: (75+25= 100)   **Total Credits: 04**
                                      Teaching Hours: 48

[A] Course Objectives:

This course aims to acquaint students with Classical Sanskrit Prose Literature. Origin and development of prose, important prose romances and Sanskrit fables are also included here for students to get acquainted with the beginnings of Sanskrit Prose literature. The course also seeks to help students to creatively and critically engage with texts.

[B] Course Learning Outcomes:

The course will enable students enable students to familiarize themselves with some leading classical prose works and individual literary styles of their authors. After the completion of this course the learner will be exposed to the socio-cultural conditions of the Indian society as reflected in the prescribed texts. Course will also help students to develop their level of Sanskrit language comprehension.

[C] Contents:

Unit: I Śukanāsopadeśa (Ed. Prahlad Kumar)   **Credit: 14**

Introduction – Author and his works, text reading (Grammar, translation and explanation)

(एवं समतिक्रामत्सु केषुचिद् दिवसेषु ....रेणुमयीव स्वच्छमपि कलुषीकरोति)

Unit: II Viśrutacaritam upto 11ᵗʰ Para   **Credit: 14**

Introduction –Author and his works, Text reading (Grammar, translation and explanation)

(.........इति तमुत्थाप्य क्रीडानिर्भरमतिष्ठत्।)

Unit: III Shivarajvijayam   **1 Credit**

(------------------- न पारितं निरोद्धुं नयनवाष्पाणि) Introduction –Author and his works, text para 1 to10, Text reading (Grammar, translation and explanation)

Unit: IV

General Survey of main Sanskrit Prose Works   **1 Credit**

Origin and Development of Prose literature and its Kind, Some Major Texts- Vāsavadattā, Kādambarī, Harṣacaritam, Daśakumaracaritam, Tilakmanjarī, Gadyacintāmaṇi, Śivarajavijyam

Pancatantra, Hitopdeśa, Vetālapavcaviṁśikā, Siṁhāsanadvātriṁśikā, Puruṣaparīkṣā, Śukasaptati.

[D]   Suggested Readings

Compulsory Readings:

1. प्रह्लाद कुमार. शुकनासोपदेश, मेहरचन्द लक्ष्मणदास, दिल्ली

2. शास्त्री, रामपाल, शुकनासोपदेश, चौखम्बा औरियन्टलिया, वाराणसी

3. सुरेन्द्रदेव शास्त्री, विश्रुतचरितम्, साहित्यभण्डार, मेरठ

4. झा, रमाकान्त, शुकनासोपदेश, चौखम्बा विद्याभवन, वाराणसी

5. देवनारायण मिश्र, शिवराजविजयम्, साहित्यभण्डार, मेरठ

6. पन्त, सुबोधचन्द्र एवं झा, विश्वनाथ, दशकुमारचरितम्, मोतीलाल बनारसीदास, दिल्ली

Additional   Resources:

1. शर्मा, उमाशंकर ऋषि: संस्कृत साहित्य का इतिहास, चौखम्बा भारती अकादमी, वाराणसी

2. उपाध्याय, बलदेव: संस्कृत साहित्य का इतिहास, शारदा निकेतन, वाराणसी

3. प्रीतिप्रभा, गोयल: संस्कृत साहित्य का इतिहास, राजस्थानी ग्रन्थगार, जोधपुर

4. त्रिपाठी, राधावल्लभ: संस्कृत साहित्य का अभिनव इतिहास, विश्वविद्यालय प्रकाशन, वाराणसी

5. Keith, A.B., History of Classical Sanskrit Literature, MLBD, Delhi, हिन्दी अनुवाद सहित, मंगलदेव शास्त्री, मोतीलाल बनारसीदास, दिल्ली

6. M. Krishnamachariyar Shastri: History of Classical Sanskrit Literature, MLBD, Delhi

7. Gaurinath Shastri: A Concise History of Sanskrit Literature, MLBD, Delhi

8. Maurice, Winternitz: Ancient Indian Literature (Vol.1-III), also Hindi Translation, MLBD, Delhi

[G] Assessment

External Examination   75

viii.	Translation of 3 (1 from units I-III)	3 x 4 = 12
ix.	Explanation of 3 (1 from units I-III)	3 x 6 = 18

x.	Two Long Questions From units I-III	2 x 7.5 = 15
xi.	Five Grammatical Notes From units I-III	1 x 5 = 05
xii.	Two Long Questions from unit IV	2 x 7.5 = 15
xiii.	One Shorts Notes from unit IV	1 x 5 = 05
xiv.	Short Notes / Explanation in Sanskrit on any one (Units 1-4)	1 x 5 = 05

II Internal Assessment   **Marks 25**
(Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)

      Total Marks: (I+II)

      (75+25) = 100

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DSC-5

Sanskrit Epics

Max. Marks: (75+25= 100)   **Total Credits: 04**
                                                       Teaching Hours: 48

[A] Course objectives:

- To enable students to read simple classical Sanskrit
- To enable students to have a sense of the great impact of the epics on Indian life and literature.
- To impart knowledge of some important segments in the Gita and the Ramayana.
- To introduce Advaita philosophy through Shankaracharya's commentary on the Gita.

[B] Course learning outcomes:

- The students will be able to understand simple classical Sanskrit.
- The students will build a good vocabulary to write and communicate in Sanskrit.
- Students will become more aware of the impact of the epics on life and literature in India
- They will get acquainted with Advaita philosophy.

[C] Course content

Unit1 वाल्मीकि रामायण अयोध्याकाण्ड सर्ग 109 (रामेण जाबालिमतनिराकरणम्)

From Verse 1 (जाबालेस्तु वचः श्रुत्वा...) से 27 कार्याकार्यविचक्षणः तक)   **1 Credit**

Unit 2 Ramayana as the source of Sanskrit literature   1 Credit
  i.   Ramayana as the source book for Indian values – ideal king, ideal family, Ideal Polity, ideal society, ideal character
  ii.   Valmiki Ramayana as the source book for Sanskrit literature – Epics, Dramas, Lyric poetry, Adhyātma Ramayana, Adbhuta Ramayana.
  iii. Works in Indian languages based on the Ramayana

Unit 3. भगवद्गीता अध्याय २ पद्य ११ से २५ तक (शाङ्करभाष्य सहित)   **1 Credit**

Unit 4: **Mahabharata as the source book   1 Credit**
  i.   Mahabharata as the source book for Indian knowledge and values
  ii.   Sanskrit literary works based on the Mahabharata – Dramas, long poems (Mahakavyas)
  iii. Works in Indian languages based on the Mahabharata

[D] References:

    Compulsory Readings:

1. भगवद्गीता, शाङ्करभाष्य अनुवाद सहित, अनुवादक श्रीहरिकृष्णदास गोयन्दका, गीता प्रैस, गोरखपुर
2. Valmiki Ramayana – Valmiki.iitk.ac.in
3. गीताभाष्यनवाम्बरा- डॉ॰ शिवनारायण शास्त्री

Additional Resources:
1. Bhagawadgita with the commentary of Shankaracharya – A.K. Warrior,
2. Bhagawadgita – Dr. S. Radhakrishnan
3. Śrimadbhagavadgītā, The Scripture of Mankind, text in Devanagari with transliteration in English and notes by Swami Tapasyananda, Sri Ramakrishna Math, 1984
4. Chattopadhyaya D.P., Lokayata- A Study in Ancient Indian Materialism, Popular Publishing House, New Delhi
5. Mishra, Pankaj Kumar, **चार्वाक**, शिबालिक प्रकाशन, दिल्ली

[E] Teaching learning process:

- Students must be encouraged to read, explain grammatical structures, translate and interpret before the teacher takes over.
- Each grammatical form is to be explained and understood.
- Special emphasis is to be laid on Sandhis and Samasas
- Shankaracharya's commentary on each verse in the Gita is to be read and explained in class.
- As far as possible teaching may be done through Sanskrit.

[F] Weekly plan

Week 1	- Unit 1
Week 2	- Unit 1
Week 3	- Unit 2
Week 4	- Unit 2
Week 5	- Unit 3
Week 6	- Unit 3
Week 7	- Unit 3
Week 8	- Unit 3
Week 9	- Unit 4
Week 10	- Unit 4
Week 11	- Unit 4
Week 12	- Unit 4

[G] Assessment Methods:

Structure of Question paper and division of marks

Translation of verses from Units 1 and 2   2 x 4 = 8

Explanation of verses from Units 1 and 2	2 x 7.5 = 15
Grammatical notes from units 1 and 2	1 x 7 = 7
Text based question from units 1 and 2	1 x 10= 10
Translation of verses from units 3 and 4	2 x 4 = 8
Explanation of verses from units 3 and 4 based on Shankaracharya's commentary	
	2 x 7.5 = 15
Question based on the Gita as explained by Acharya Shankara	1 x 8 = 8
Short notes on terms from Shankaracharya's commentary	2 x 2 = 4

[H] Keywords

Dharma, Astika, Nastika, Atma, Life, Death

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Department of Sanskrit
University of Delhi
Under Graduate Course for Sanskrit
B.A. (Hons.)
Under UGCF-22

DSC-6
Critical Survey of Śāstric Literature
शास्त्रीयसाहित्यस्य समालोचनात्मकसर्वेक्षणम्

Max. Marks: (75+25= 100)   **Total Credits: 04**
                                                                Teaching Hours: 48

[A] Course objectives:

- To enable students to Know the Ancient Indian Śāstric Literature.
- To impart knowledge of some important texts and authors who created knowledge on medical science, Aeronautics, music, dances, paintings etc.
- To prepare students to exhibit their understanding of ancient Knowledge System.
- To introduce the contribution of Charak, Sushrut, Bharat, Nagarjun, Paalkaapya etc.

[B] Course learning outcomes:

- The students will be able to understand the long history of Indian Śāstric Tradition.
- The students will be able to exhibit their understanding of the Indian Knowledge System.
- Students will become more aware of some aspects of Ancient Scientific thoughts and achievements.
- They will get acquainted with Ancient Scientific texts/writings.

[C] Course content:

Unit 1- चिकित्साशास्त्र, वनस्पतिशास्त्र, रसायनशास्त्र (**Medical Sciences, Botany and Rasāyana**) − **Origin and development, major texts, major theories, contribution to current understanding 1 Credit**

Unit 2- संगीतशास्त्र, नृत्यशास्त्र, मूर्तिकला, चित्रकला (**Music, Dance, Iconography and Painting**)− **Origin and development, major texts, major theories, contribution to current understanding. 1 Credit**

Unit 3- वैमानिकशास्त्र, अश्वशास्त्र, गजशास्त्र, आयुधविज्ञान (**Vimānaśāstra, Aśva-śāstra, Gaja- śāstra, Ayudhavijňāna** − **Origin and development, major texts, major theories, contribution to current understanding 1 Credit**

Unit 4- कोशशास्त्र, छन्दः शास्त्र, निरुक्तशास्त्र, व्याकरणशास्त्र - **Origin and development, major texts, major theories, contribution to current understanding 1 Credit**

[D] References:

Compulsory Readings:

1. संस्कृत वाङ्मय का विवेचनात्मक इतिहास- डॉ० सूर्यकान्त

2. संस्कृत साहित्य का इतिहास- डॉ० उमाशंकर शर्मा ऋषि

3. अद्भुत भारत- बाशम ,(1995) .एल .ए ,अनु० पाण्डेय वेंकटेशचन्द्र शिवलाल अग्रवाल ,एण्ड कम्पनीआगरा ,

4. History of Classical Sanskrit Literature, M. Krishnamachariyar Shastri MLBD, Delhi

5. History of Classical Sanskrit Literature, Keith, A.B., MLBD, Delhi,

    हिन्दी अनुवाद सहित, मंगलदेव शास्त्री, मोतीलाल बनारसीदास, दिल्ली

[E] Teaching learning process:

● Students must be encouraged to know our scientific heritage.
● Each of the prescribed Shastra should be discussed on historical proof and rationale of the subjects should not be by passed.
● Special emphasis is to be given on the relevance of shastra.
● Unit 4 should be discussed at length.
● As far as possible teaching may be done through PPTs.

[F] Weekly plan

Week 1   - Unit 1
Week 2   - Unit 1
Week 3   - Unit 1
Week 4   - Unit 2
Week 5   - Unit 2
Week 6   - Unit 2
Week 7   - Unit 3
Week 8   - Unit 3
Week 9   - Unit 3
Week 10   - Unit 4
Week 11   - Unit 4
Week 12   - Unit 4

[G] Assessment:

I External Examination   **Marks - 75**

Three long answer questions from first three Units	3 x 10 = 30
Two long Answer Question from Unit 3	1x 10 = 20

Short notes on texts author and subject   3x6 = 18

One Short Notes in Sanskrit from any Unit   1x7 = 7

II Internal Assessment   **Marks 25**
  (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)

   Total Marks: (I+II)

          (75+25) = 100

[H] Keywords

Shastra, theory, texts, authors, Contemporary relevance

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	Ability Enhancement Course (AEC)		
	Semester I/II		
	A: Advance: Introduction to Sanskrit Language **B: Intermediate:** Nīti Literature in Sanskrit **C: Introductory:** Upaniśad and Gītā		
Option-2	**A: Advance:** Essential Principal of Ayurveda **B: Intermediate:** Concept of Regimen in Ayurveda **C: Introductory:** An Introduction of Bṛhadtrayī		
Option-3	**A: Advance:** Sanskrit Language Skill through Technology **B: Intermediate:** Sanskrit Language Text Preservation and Digital Access **C: Introductory:** Culture and Society		
Option-4	**A: Advance:** Education in Ancient India **C: Introductory:** Upaniśad and Gītā		
Option-5	**A: Advance:** Ancient Indian Economy **B: Intermediate:** Financial Management in Sanskrit Texts **C: Introductory:** Administrative Structure in Kauṭilya's Arthaśāstra		
Option-6	**C: Introductory:** Philosophical Foundations of Indian Psychology		
Option-7	**C: Introductory:** Sanskrit Media and Journalism		
Option-8	**C: Introductory:** Women and Social Institutions in Indian Society		

Note:

==**Sanskrit A-Advance:**==

This Course can be offered to those students who have studied Sanskrit in 12th Class.

==**Sanskrit B- Intermediate:**==

This Course can be offered to those students who have studied Sanskrit in 10th Class.

==**Sanskrit C- Introductory:**==

This Course can be offered to those students who have studied Sanskrit till 8th class or not studied Sanskrit in the School.

UGCF Sanskrit Course: AEC
Option 1
Sanskrit A: Advance

Introduction to Sanskrit Language

Total Credits: 02

[A] Course Objectives:

This course aims at making the students acquainted with general outline of Sanskrit Grammar and Composition. This course will enhance their skills of chaste Sanskrit pronunciation as well as competence and performance of the language.

[B] Course Learning Outcomes:

The students will learn the advance form of Sanskrit language as one of the modern Indian Language through the practice of simple Sanskrit writings.

[C] Course Contents

Course Content

कारक एवं विभक्ति: कर्त्ता, कर्म एवं करण

वचन एवं लिङ्ग:

शब्दरूप: राम, बालक, लता, अस्मद्, युष्मद्, तत्, इदम्, किम्, सर्व हरि, मति, जल, फल, पुष्प, ज्ञान, भोजन, धन, गुरु

क्रियारूप: निम्नलिखित धातुओं का केवल लट्, लृट् एवं लङ् लकार में रूप:

भू, पठ्, लिख्, खाद्, चल्, गम् (गच्छ), हस्, वद्, पा (पिब्), अस्, गै (गाय), भ्रम्, स्था (तिष्ठ),दृश् (पश्य्), पच्, वर्ष्, दा (यच्छ)

शब्दकोश: संस्कृत सामान्य शब्दों के लिए शब्दकोश

Unit: II
Course Content/Prescribed Books
Basic Sanskrit Sentence Formation (Active Voice) using the word and verb roots mentioned in Unit 1.

[D] References:

Compulsory Readings:

14. द्विवेदी, कपिलदेव : प्रारम्भिक रचनानुवादकौमुदी, विश्वविद्यालय प्रकाशन, वाराणसी, उत्तर प्रदेश, संस्करण २०१९

[E] Teaching Learning Process:

1. Online Sanskrit Learning Material.

[F]   Weekly Plan

Week: 1   Unit 1
Week: 2   Unit 1
Week: 3   Unit 1
Week: 4   Unit 1
Week: 5   Unit 1
Week: 6   Unit 1
Week: 7   Unit 2
Week: 8   Unit 2
Week: 9   Unit 2
Week: 10   Unit 2
Week: 11   Unit 2
Week: 12   Unit 2

[G] Assessment Methods:

I	Basic Structure of Question Paper & Division of Marks	38
i.	19 Short questions/word from/verb form/Sentence Correction/Sentence formation (from Units 1-2)	19 x 02 = 38
II	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	12
	Total Marks : (I+II)	**(38+12) = 50**

[H] Keywords: Basic Sanskrit, Sanskrit shabdrup, Sanskrit sentence formation etc.

UGCF Sanskrit Course: AEC
Option 1
Sanskrit B: Intermediate
Nīti Literature in Sanskrit

Total Credits: 02

[A] Course Objectives:

This course aims at making the students acquainted with general outline of Sanskrit literature. This course will help the learners be familiar with the tradition of Prose literature with some focus on individual contributors of Sanskrit prose writing.

[B] Course Learning Outcomes:

The students will learn the advance form of Sanskrit language as one of the modern Indian Language through the practice of simple Sanskrit writings. The stories and verses prescribed in the course will help the learners develop an understanding of the moral and ethical values that will be useful in their day to day life situations. They will be familiar with the rich history of Sanskrit Literature. This course will enhance their skills of chaste Sanskrit pronunciation as well as competence and performance of the language. This will help them translate and explain the prescribed Sanskrit texts in their native language.

[C] Course Contents

Unit: I
Course Content/Prescribed Books
 Origin and development of Nītikāvya: Kathāsaritsāgara, Pañcatantra, Hitopadeśa, Cāṇakyanīti.
Unit: II
Course Content/Prescribed Books
 Introduction to Nitishatakam from verses: 01-30. (Basic understanding and knowledge of the topic discussed) According to Savitri Gupta, Vidyanidhi Prakashan, 2015.

[D] References:

Compulsory Readings:

1. सावित्री गुप्ता (2015), नीतिशतक, विद्यानिधि प्रकाशन, दिल्ली ।

2. उमाशंकर शर्मा ऋषि : संस्कृत साहित्य का इतिहास, चौखम्बा भारती अकादमी, वाराणसी ।

3. रमाशंकर त्रिपाठी, संस्कृत साहित्य का प्रामाणिक इतिहास, कृष्णदास अकादमी, वाराणसी ।

Additional Resources:

[E] Teaching Learning Process:

The teacher will introduce the basic knowledge of the text based on prescribed text.

[F]   Weekly Plan

Week: 1   Unit 1
Week: 2   Unit 1
Week: 3   Unit 1
Week: 4   Unit 1
Week: 5   Unit 1
Week: 6   Unit 1
Week: 7   Unit 2
Week: 8   Unit 2
Week: 9   Unit 2
Week: 10   Unit 2
Week: 11   Unit 2
Week: 12   Unit 2

[G] Assessment Methods:

	Basic Structure of Question Paper & Division of Marks	38
i.	Questions - 02 (from Unit 1-2)	02 x 10 = 20
ii.	Short Notes - 03 (from unit-1-2)	03 x 06 = 18
II	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	12
	Total Marks : (I+II)	(38+12) = 50

[H] Keywords:
Sanskrit Literature, Niti Literature

UGCF Sanskrit Course: AEC
Option-1
Sanskrit C: Introductory
Upaniśad and Gītā

Total Credits: 02

[A] Course Objectives:

The general objective of this course is to give the students basic idea of Philosophy of the Upaniṣads and the Bhagawad Gītā, which are recognized as representative texts of Indian thought.

[B] Course Learning Outcomes:

The Students will be able to peep into understand the spiritual depth of the intellectual wisdom of Indian seers. The Ishopanishad teaches the art of harmonizing materialism and spiritualism. The subject matter of the Bhagawad Gita II comprising of the concepts of Niṣkām karmyoga, Self and Sthita Prajña (the ideal human being) will enable learners to attain a proper balance between intellectual and emotional faculties. After the completion of this paper the students will be aware of the solutions of many modern day conflicts available in the upanishadic literature and Bhagavad Geeta. They will get to know the spiritual aspects of Indian traditions separated from the religious tradition.

[C] Course Contents

Unit: I
Course Content/Prescribed Books
    General Introduction to Upanisadic Philosophy
    Text Introduction to Ishavasyopnishad

Unit: II
Course Content/Prescribed Books
    Introduction to Geeta: Background, Purpose,
        Gyanyoga
        Karmayoga
        Bhaktiyoga

[D] References:

Compulsory Readings:

1. शशि तिवारी, ईशावस्योपनिषद्: भूमिका एवं व्याख्या, भारतीय विद्या प्रकाशन दिल्ली।
2. उमाशंकर शर्मा ऋषि, संस्कृत साहित्य का इतिहास, चौखम्भा भारती, वाराणसी
3. बलदेव उपाध्याय, वैदिक साहित्य एवं संस्कृति, वाराणसी।
4. Isha Upanishad, The Complete Works Of Sri Aurobindo, Sri Aurobindo Ashram Trust, Pondicherry 2003

Additional Resources:

[E] Teaching Learning Process:

The general introduction and subject matter will taught in Upanishad and Geeta.

[F]   Weekly Plan

Week: 1   Unit 1
Week: 2   Unit 1
Week: 3   Unit 1
Week: 4   Unit 1
Week: 5   Unit 1
Week: 6   Unit 1
Week: 7   Unit 2
Week: 8   Unit 2
Week: 9   Unit 2
Week: 10   Unit 2
Week: 11   Unit 2
Week: 12   Unit 2

[G] Assessment Methods:

Basic Structure of Question Paper & Division of Marks	38
iii. Questions - 02 (from Unit 1-2)	02 x 10 = 20
iv. Short Notes - 03 (from unit-1-2)	03 x 06 = 18
II **Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**	**12**
Total Marks : (I+II)	**(38+12) = 50**

[H] Keywords:
Upanishad and Geeta

UGCF Sanskrit Course: AEC
Option 2
Sanskrit A: Advance
Essential Principal of Ayurveda

Total Credits: 02

[A] Course Objectives:

This course aims at making the students acquainted with Essential Principal of Ayurveda. This course will help the learners be familiar with the tradition of Ayurveda with some focus on Carakasaṁhitā.

[B] Course Learning Outcomes:

After reading this paper students will know the history of Āyurveda through original sources of ancient medicine system enshrined in Sanskrit texts like Charaka Saṁhitā, Śuśruta Saṁhitā, Aṣṭānṅga Hridayam etc. and they will also get the basic knowledge of eight departments of Āyurveda.

[C] Course Contents

Unit: I
   Introduction of Āyurveda
   Main Ācāryas of Āyurveda   –   Caraka, Suśruta, Vāgbhaṭṭa, Mādhava, Sārṅgadhara and Bhāvamiśra

Unit: II
   Carakasaṁhitā – (Sūtra-sthānam)
   Carakasaṁhitā – Sūtra-sthānam (Tasyāśitīyādhyāya) Regimen of Six Seasons (Ṛtucharyā): Hemanta (Early Winter), Śiśira (Winter), Vasanta (Spring), Grīṣma (Summer), Varṣā (Rainy) and Śarada (Autumn).

[D] References:

Compulsory Readings:
15. Brahmananda Tripathi (Ed.), Carakasamhitā, Chaukhamba Surbharati Prakashana, Varanasi, 2005.
16. V. Narayanaswami, Origin and Development of Āyurveda (A brief history), Ancient Science of   life, Vol. 1, No. 1, July 1981, pages 1-7.

Additional Resources:

[E] Teaching Learning Process:

While reading this paper students should be encouraged to do comparison between modern Medical system and Āyurveda, so that they can develop a scientific attitude towards ancient holistic medicine system. They should be able to understand preventive approach of Āyurveda which is not focused in modern systems.

[F] Weekly Plan
Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 1
Week 4 – Unit 1
Week 5 – Unit 1
Week 6 – Unit 1
Week 7 – Unit 2
Week 8 – Unit 2
Week 9 – Unit 2
Week 10 – Unit 2
Week 11 – Unit 2
Week 12 – Unit 2

[G] Assessment Methods:

	Basic Structure of Question Paper & Division of Marks	38
v.	Questions - 02 (from Unit 1-2)	02 x 10 = 20
vi.	Short Notes - 03 (from unit-1-2)	03 x 06 = 18
II	**Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**	**12**
	Total Marks : (I+II)	**(38+12) = 50**

[H] Keywords:
Ayurveda, Ancient Medicine System, holistic medicine

Department of Sanskrit
University of Delhi
Under Graduate Course for Sanskrit
B.A. (Hons.)
Under UGCF-22

UGCF Sanskrit Course: AEC
Option 2
Sanskrit B: Intermediate
Concept of Regimen in Ayurveda

Total Credits: 02

[A] Course Objectives:

Āyurveda is the most ancient but alive traditional healthcare system in India. Through the classroom lectures and discussions, this course will introduce students to the theory of Āyurveda. The major objective is to make them understand the basic principles and Concept of Regimen in Ayurveda.

[B] Course Learning Outcomes:

Graduates who read this course should be able to know the Concept of Regimen in Ayurveda. which has focused not only to the physical health but a healthy lifestyle. After reading this paper students will know the Concept of Regimen in Ayurveda.

[C] Course Contents

Unit: I

Main Ācāryas of Āyurveda – चरक, सुश्रुत, वाग्भट्ट

Unit: II

Carakasaṁhitā – Sūtra-sthānam (Tasyāśitīyādhyāya) Regimen of Six Seasons (Ṛtucharyā): Hemanta (Early Winter), Śiśira (Winter),Vasanta (Spring), Grīṣma (Summer), Varṣā (Rainy) and Śarada (Autumn).

[D] References:

Compulsory Readings:
1. Brahmananda Tripathi (Ed.), Carakasamhitā, Chaukhamba Surbharati Prakashana, Varanasi, 2005.
2. V. Narayanaswami, Origin and Development of Āyurveda (A brief history), Ancient Science of life, Vol. 1, No. 1, July 1981, pages 1-7.

[E] Teaching Learning Process:

While reading this paper students should be encouraged to do comparison between modern Medical system and Āyurveda, so that they can develop a scientific attitude towards ancient holistic medicine system. They should be able to understand preventive approach of Āyurveda which is not focused in modern systems.

[F]   Weekly Plan
Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 1
Week 4 – Unit 1
Week 5 – Unit 1
Week 6 – Unit 1
Week 7 – Unit 2
Week 8 – Unit 2
Week 9 – Unit 2
Week 10 – Unit 2
Week 11 – Unit 2
Week 12 – Unit 2

[G] Assessment Methods:

Basic Structure of Question Paper & Division of Marks	38
i. Questions - 02 (from Unit 1-2)	02 x 10 = 20
ii. Short Notes - 03 (from unit-1-2)	03 x 06 = 18
II Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	12
Total Marks : (I+II)	(38+12) = 50

[H] Keywords:
Ayurveda, Ancient Medicine System, holistic medicine

Department of Sanskrit
University of Delhi
Under Graduate Course for Sanskrit
B.A. (Hons.)
Under UGCF-22

UGCF Sanskrit Course: AEC
Option 2
Sanskrit C: Introductory
An Introduction of Bṛhattrayī

Total Credits: 02

[A] 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 Bṛhadtrayī.

[B] Course Learning Outcomes:

This course will enable the students to appreciate the principles of traditional Indian medicine system which has focused not only to physical health but a healthy life style including food habits, diets, preventive medicine, and medicinal plants available in their surroundings.

[C] Course Contents

Unit: I
> Introduction of Āyurveda, History of Indian Medicine in the pre-caraka period. The two schools of Āyurveda: Dhanvantari and Punarvasu.

Unit: II
> General Study of Carakasamhita
> General Study of Sushruta-samhita
> General Introduction to Ashtanghridaya

[D] References:

> ### Compulsory Readings:
> 3. Brahmananda Tripathi (Ed.), Carakasamhitā, Chaukhamba Surbharati Prakashana, Varanasi, 2005.
> 4. V. Narayanaswami, Origin and Development of Āyurveda (A brief history), Ancient Science of   life,

Vol. 1, No. 1, July 1981, pages 1-7.

[E] Teaching Learning Process:

While reading this paper students should be encouraged to do comparison between modern Medical system and Āyurveda, so that they can develop a scientific attitude towards ancient holistic medicine system. They should be able to understand preventive approach of Āyurveda which is not focused in modern systems.

[F]   Weekly Plan
Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 1
Week 4 – Unit 1
Week 5 – Unit 1
Week 6 – Unit 1
Week 7 – Unit 2
Week 8 – Unit 2
Week 9 – Unit 2
Week 10 – Unit 2
Week 11 – Unit 2
Week 12 – Unit 2

[G] Assessment Methods:

Basic Structure of Question Paper & Division of Marks	38
i. Questions - 02 (from Unit 1-2)	02 x 10 = 20
ii. Short Notes - 03 (from unit-1-2)	03 x 06 = 18
II **Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**	**12**
Total Marks : (I+II)	**(38+12) = 50**

[H] Keywords:
Ayurveda, Ancient Medicine System, holistic medicine

UGCF Sanskrit Course: AEC
Option-3
Sanskrit A: Advance
Sanskrit Language Skill through Technology

Total Credits: 02

[A] Course Objectives:

Information technology in taking place in education and language learning rapidly. Therefore, the objective of the course is to introduce the tools and technology to enhance the skill Sanskrit language through Technology.

[B] Course Learning Outcomes:

Though this course student will be aware and skilled in the language technology tools in Sanskrit. They will also know about various available tools for Sanskrit.

[C] Course Contents

Unit: I

Introduction to Language Technology and Its areas
Language Analyzer, Language Generator, Corpora, Lexicon
Web Publishing, Web Search, Text Preservation and Digitization

Unit: II

Sanskrit Language Computer Tools
Introduction to various available tools for Sanskrit.

[D] References:

Compulsory Readings:

1. Chandra Subhash (March, 2017). मशीनी अनुवाद (Machine Translation). Vidyanidhi Prakashana, New Delhi, India, ISBN: 9789385539527.
2. Akshar Bharati, Vineet Chaitanya and Rajeeva Sanghal, Natural Language Processing: A Paninian Prospective, Prentice Hall of India, New Delhi, 1995.
3. Girish Nath Jha, Madhav Gopal, Diwakar Mishra, Annotating Sanskrit Corpus: Adapting IL-POSTS, Human Language Technology. Challenges for Computer Science and Linguistics Lecture Notes in Computer Science Volume 6562, 2011, pp 371-379.
4. Tools developed by Computational Linguistics Group, Department of Sanskrit, University of Delhi, Delhi-110007 available at: http://cl.sanskrit.du.ac.in
5. Tools developed by School of Sanskrit and Indic Studies, Jawaharlal Nehru University, New Delhi. available at: http:// sanskrit.jnu.ac.in

Additional Resources:

[E] Teaching Learning Process:

Lecture based Teaching Learning on the Basics of Tools and Techniques for Computing Sanskrit Language, Detailed Survey of Language Computing tools and Techniques for Background will be covered in this course. It will be very helpful to students to engage them in laboratory and practice basic tools and techniques of computer.

[F]   Weekly Plan
Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 1
Week 4 – Unit 1
Week 5 – Unit 1
Week 6 – Unit 1
Week 7 – Unit 2
Week 8 – Unit 2
Week 9 – Unit 2
Week 10 – Unit 2
Week 11 – Unit 2
Week 12 – Unit 2

[G] Assessment Method

	Basic Structure of Question Paper & Division of Marks	38
vii.	Questions - 02 (from Unit 1-2)	02 x 10 = 20
viii.	Short Notes - 03 (from unit-1-2)	03 x 06 = 18
II	**Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**	**12**
	Total Marks : (I+II)	**(38+12) = 50**

[H] Keywords

Computing Sanskrit Language, Tool and Techniques for Computing Sanskrit Language, Language Technology etc.

UGCF Sanskrit Course: AEC
Option-3
Sanskrit B: Intermediate
Sanskrit Language Text Preservation and Digital Access

Total Credits: 02

[A] Course Objectives:
Information technology in taking place in education and language learning rapidly. Therefore, the objective of the course is to introduce the tools and technology for Sanskrit Language Text Preservation and Digital Access.

[B] Course Learning Outcomes:
Though this course student will be aware and skilled in the language technology tools in Sanskrit. They will learn Sanskrit Language Text Preservation and Digital Access.

[C] Course Contents

Unit: I
> Sanskrit Language Text Preservation Techniques:
> Introduction to Typing Tools, Storing and Digitization

Unit: II
> Digital Access of Sanskrit Texts
> Online Tools for Sanskrit

[D] References:

Compulsory Readings:
1. Chandra Subhash (March, 2017). मशीनी अनुवाद (Machine Translation). Vidyanidhi Prakashana, New Delhi, India, ISBN: 9789385539527.
2. Akshar Bharati, Vineet Chaitanya and Rajeeva Sanghal, Natural Language Processing: A Paninian Prospective, Prentice Hall of India, New Delhi, 1995.
3. Girish Nath Jha, Madhav Gopal, Diwakar Mishra, Annotating Sanskrit Corpus: Adapting IL-POSTS, Human Language Technology. Challenges for Computer Science and Linguistics Lecture Notes in Computer Science Volume 6562, 2011, pp 371-379.
4. Tools developed by Computational Linguistics Group, Department of Sanskrit, University of Delhi, Delhi-110007 available at: http://cl.sanskrit.du.ac.in
5. Tools developed by School of Sanskrit and Indic Studies, Jawaharlal Nehru University, New Delhi. available at: http:// sanskrit.jnu.ac.in

Additional Resources:

[E] Teaching Learning Process:

Lecture based Teaching Learning on the Basics of Tools and Techniques for Computing Sanskrit Language, Detailed Survey of Language Computing tools and Techniques for Background will be covered in this course. It will be very helpful to students to engage them in laboratory and practice basic tools and techniques of computer.

[F]   Weekly Plan
Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 1
Week 4 – Unit 1
Week 5 – Unit 1
Week 6 – Unit 1
Week 7 – Unit 2
Week 8 – Unit 2
Week 9 – Unit 2
Week 10 – Unit 2
Week 11 – Unit 2
Week 12 – Unit 2

[G] Assessment Method

Basic Structure of Question Paper & Division of Marks	38
ix. Questions - 02 (from Unit 1-2)	02 x 10 = 20
x. Short Notes - 03 (from unit-1-2)	03 x 06 = 18
II Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	12
Total Marks : (I+II)	(38+12) = 50

[H] Keywords

Computing Sanskrit Language, Tool and Techniques for Computing Sanskrit Language, Language Technology etc.

UGCF Sanskrit Course: AEC
Option-3
Sanskrit C: Introductory
Sanskrit Language Typing tools

Total Credits: 02

[A] Course Objectives:

This course has been designed for those students who need to have some basic grounding in computer applications. To provide the basic skill of computer typing special focus on typing Sanskrit.

[B] Course Learning Outcomes:

The course-level learning outcomes that a student of this course is required to demonstrate are indicated below:

- Learn the Standard for Indian Languages (Unicode)
- Working with Unicode Typing in Devanagari Scripts.
- Learn the Various Typing Tools and Software for Devanagari Unicode.
- Learn the Text preservation techniques and web publishing.

[C] Course Contents

Unit: I
　　Sanskrit Language Typing Tools
　　Typing Software: Baraha and Pramukh
　　Online Typing Tools
　　Google Input Tools
Unit: II
　　Online Scripts Converter:
　　　　Introduction to few Script converters
　　Speech Typing Tools:
　　　　Google Assistant
　　　　Google Docs Speech Typing
　　　　Siri by Apple

[D] References:

Compulsory Readings:
1. Unicode Technical Report #17: Unicode Character Encoding Model". 2008-11-11. Retrieved 2009-08-08. At: http://www.unicode.org/reports/tr17/

2. Constable, Peter (2001-06-13). "Character set encoding basics". Implementing Writing Systems: An introduction. SIL International. Retrieved 2010-03-19.
3. Devanagari Unicode Chart at: http://unicode.org/charts/PDF/U0900.pdf
4. The Unicode Consortium: http://unicode.org/
5. http://baraha.com/v10/help/Keyboards/kan_phonetic.htm
6. https://www.google.co.in/inputtools/try/

[E] Teaching Learning Process:

Lecture and practical based Teaching Learning on computer awareness. Theory and Practical of Typing in Unicode in Devanagari Script, Practical of Using Various Software for Typing in Unicode in Devanagari Script can be used.

[F] Weekly Plan
Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 1
Week 4 – Unit 1
Week 5 – Unit 1
Week 6 – Unit 1
Week 7 – Unit 2
Week 8 – Unit 2
Week 9 – Unit 2
Week 10 – Unit 2
Week 11 – Unit 2
Week 12 – Unit 2

[G] Assessment Method

Basic Structure of Question Paper & Division of Marks	38
i. Questions - 02 (from Unit 1-2)	02 x 10 = 20
ii. Short Notes - 03 (from unit-1-2)	03 x 06 = 18
II Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	12
Total Marks : (I+II)	(38+12) = 50

[H] Keywords

Computer Awareness, Basics typing tool in Sanskrit, Google Input Tool

UGCF Sanskrit Course: AEC

Option 4
Sanskrit A: Advance
Education in Ancient India
प्राचीनभारते शिक्षा

Total Credits: 02

[A] Course Objectives:

To acquire the knowledge of Education System in ancient India and Educational Institutions. This course aims to train students in basic concepts of Education and to provide broad understanding of Guru- Shishya relationship and other allied aspects of Gurukul System.

[B] Course Learning Outcomes:

Students will comprehend and assess the Education and its various facets in ancient India. They will be equipped with the primary knowledge to understand the fundamentals of Indian System of Education and Educational Institutions of past. They will be able to conduct independent research in the aforesaid fields. This course will also allow them to understand the Education that framed India.

[C] Course Contents

Unit: I

Education- Goals and Philosophy of Education, Purpose of Education Concept of Education in ancient texts

Educational System - Gurukul vyavastha, Acharya (Manusmiriti), Upadhyaya (Manusmiriti), Guru (Manusmiriti)

Learning Areas: Vidya and Kala

Educations Institutions- Takshashila, Kashi, Dhara, Kashmir, Kanchi, Nalanda, Vikramshila, Vallabhi.

Unit: II

Taitiriyaopanishad, Shikshavalli, 11th Anuvak, Mantra 1&2 (Vedamanu….. Tani tvayopasyani)

Guru-Shishya Sambandh - Aruni and Ayoda- Dhaumya Narrative (Mahabharata, Aadi parva, 3/19-31)

[D] References:

Compulsory Readings:

1. Altekar, A. S.- Education in Ancient India, Indian Book Shop, Banaras, 1934
2. Mahabharata (7 Vols) – (Eng. Tr.) H.P. Shastri, London, 1952-59.
3. Manu's Code of law- (Ed. & Trans.) Olivelle, P. (A Critical Edition and Translation of the Manava-Dharmashastra, OUP, New Delhi, 2006.
4. महाभारत (1-6 भाग)- हिन्दी अनुवाद सहित, (अनु) रामनारायण दत्त शास्त्री पाण्डेय, गीताप्रेस, गोरखपुर।

5. महाभारत, आदिपर्व – प्रधान संपादक, स्वाध्याय मण्डल, पारड़ी , जिला – बलसाड, 1968

6. मनुस्मृति (1-13 भाग)- (संपादित एवं व्याख्या)- उर्मिला रुस्तगी, जे. पी. पब्लिशिंग हाउस, दिल्ली, 2005

7. पाण्डेय, राजबली – हिन्दू संस्कार (सामाजिक तथा धार्मिक अध्ययन), चौखम्बा विद्या भवन वाराणसी, 1978

8. सहाय, शिवस्वरूप, प्राचीन भारत का सामाजिक एवं आर्थिक इतिहास, मोतीलाल बनारसीदास, दिल्ली , 2014

9. कुमार, दीपक, भारतीय संस्कृति, चौखम्बा सुरभारती प्रकाशन, वाराणसी, 2014

Additional Resources:
1. Altekar, A. S.- The Position of Women in Hindu Civilization, Delhi, 1965
2. Prabhu, P.H.- Hindu Social Organization, Popular Publication, Mumbai, 1998
3. The Rigvedic People, B.B. Lal, Aryan Books International, India, 2015
4. जैन, कैलाशचंद्र – प्राचीन भारतीय सामाजिक और आर्थिक संस्थाएँ, मध्य प्रदेश हिन्दी ग्रंथ अकादमी, भोपाल, 1976
5. टंडन, किरण- भारतीय संस्कृति, ईस्टर्न बुक लिंकर्स, दिल्ली, 2017
6. काणे, पी. वी. – धर्मशास्त्र का इतिहास (1-4 भाग), अनुवाद अर्जुन चौबे काश्यप, हिन्दी समिति, लखनऊ, 1966-73
7. शर्मा, सरिता – कौटिल्य अर्थशास्त्र में शिक्षा की संकल्पना, पराग बुक्स, दिल्ली, 2018

[E] Teaching Learning Process:

Teaching Learning process will include model and simulation reading and interpretation of the given texts through primary and secondary resources. Discussions will be initiated for the proper understating of the given topics. Assignments, Projects, Power Point Presentations, Quizzes will be given to assess the learning skills of students. The teacher is expected to use Audio Visual aid and Maps of ancient India for better delivery of content. Students must be encouraged to explore global content available on the research works related to these topics. Site visits can also be done for practical knowledge.

[F]   Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 1
Week 4 – Unit 1
Week 5 – Unit 1
Week 6 – Unit 1
Week 7 – Unit 2
Week 8 – Unit 2
Week 9-   Unit 2
Week 10-   Unit 2
Week 11-   Unit 2
Week 12-   Unit 2

[G] Assessment Methods:

	Basic Structure of Question Paper & Division of Marks	**38**
ii.	Long Questions-2 (from unit-1 and 2)	02 x 10 = 20
iii.	Short Answer Type Questions 2 (Unit 1 to 2)	02 x 05 = 10
iv.	Short Notes (from 1-2 Units)	02 x 04 = 08
II	**Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests/Field Work)**	**12**
	Total Marks : (I+II)	**(38+12) = 50**

[H] Keywords:

Education, Educational Institutions in ancient India, Taitiriyaopanishad, Mahabharata, Manusmiriti,

UGCF Sanskrit Course: AEC
Option 4
Sanskrit C: Introductory
Culture and Society
संस्कृति: समाजश्च

Total Credits: 02

[A] Course Objectives:

To provide the fundamentals of Indian culture and society in Sanskrit Literature. This course is envisioning to help students learn the various aspects of Indian Culture and Society as depicted in Sanskrit Literature.

[B] Course Learning Outcomes:

Students will learn and evaluate institution of marriage, status of women and Indian Social Institutions. They will be equipped with the primary resources to understand the essence of Indian Perspective of Sociology. They will be able to conduct independent research in the abovementioned areas. This course will also allow them to understand the society that framed India.

[C] Course Contents

Unit: I
Essence of Indian Culture-
Spirituality- Ishavasyopnishad (1st Mantra); Sthitapragya- Srimadbhagwadgita (2/ 54-59)
Life Style -Satya, Ahimsa, Asteya, Santosh, Tapas, Swadhayaya, Ishvara pranidhan (with special reference to Yogasutra);
Social Conduct and Harmony- Rigveda, SanjnanaSukta, 10. 191 (2-4)

Unit: II
Indian Social Thinkers- Fundamental thoughts of the following:
Manu, Gautam Buddha, Kautilya, Swami Vivekananda, Swami Dayanand Sarasvati, Mahatma Gandhi

[D] References:

Compulsory Readings:

17. Ishavasyopnishad- Geeta Press, Gorakhpur, 1992
18. Ishavasyopnishad- Swami Sharvananda, Shri RamKrishna Math, Mylapur, Madras, 1943
19. Ishavasyopnishad, Dr. Shashi Tiwari, Bhartiya Vidya Prakashan, Delhi, 1997
20. Kautilya Arthashastra, Vachaspati Gairola, Chaukhamba Vidya Bhawan, Varanasi, 2017
21. Kautilya Arthashastra, R.P. Kangle, Motillal Banarasidas publishers, Delhi, 1997
22. Manu's Code of law- (Ed. & Trans.) Olivelle, P. (A Critical Edition and Translation of the Manava-Dharmashastra, OUP, New Delhi, 2006.

23. Rigveda Samhita, (6 Vols)- Eng. Tr. H.H. Wilson, Bangalore Printing & Publishing Co., Bangalore, 1946
24. Vivekananda Sahitya, Vol.1-10, Advaita Ashram, 2014
25. ऋग्वेद संहिता, सायणाचार्य कृत भाष्य एवं हिन्दी व्याख्या सहित, राम गोविंद त्रिवेदी, चौखम्बा संस्कृत प्रतिष्ठान, दिल्ली
26. पातंजल योगदर्शन,व्याख्या – स्वामी श्री ब्रह्मलीन मुनि, चौखम्बा प्रकाशन, वाराणसी, 2007
27. पातंजल योगदर्शन, डॉ सुरेशचंद्र श्रीवास्तव्, चौखम्बा सुरभारती प्रकाशन वाराणसी, 2016
28. बौद्ध दर्शन, राहुल सांकृत्यायन, किताब महल, इलाहाबाद, 1944
29. श्रीमद्भगवद्गीता, जयदयाल गोयन्दका, गीताप्रेस गोरखपुर, संवत 2067
30. भगवद्गीता, डॉ सर्वपल्ली राधाकृष्णन्, हिन्द पॉकेट बुक्स, नई दिल्ली, 2011
31. कौटिल्य अर्थशास्त्र, उदयवीर शास्त्री, मेहरचंद लछ्मणदास, दिल्ली, 1969-1970
32. गाँधी, महात्मा- सत्य के प्रयोग, सस्ता साहित्य मण्डल, नई दिल्ली, 1994
33. महाभारत (1-6 भाग)- हिन्दी अनुवाद सहित, (अनु) रामनारायण दत्त शास्त्री पाण्डेय, गीताप्रेस, गोरखपुर।
34. मनुस्मृति (1-13 भाग)- (संपादित एवं व्याख्या)- उर्मिला रुस्तगी, जे. पी. पब्लिशिंग हाउस, दिल्ली, 2005

Additional Resources:

6. Prabhu, P.H.- Hindu Social Organization, Popular Publication, Mumbai, 1998
7. The Rigvedic People, B.B. Lal, Aryan Books International, India, 2015
8. जैन, कैलाशचंद्र – प्राचीन भारतीय सामाजिक और आर्थिक संस्थाएँ,मध्य प्रदेश हिन्दी ग्रंथ अकादमी,भोपाल, 1976
9. टंडन, किरण- भारतीय संस्कृति, ईस्टर्न बुक लिंकर्स, दिल्ली, 2017
10. पाण्डेय, राजबली – हिन्दू संस्कार (सामाजिक तथा धार्मिक अध्ययन), चौखम्बा विद्या भवन वाराणसी, 1957
11. सहाय, शिवस्वरूप, प्राचीन भारत का सामाजिक एवं आर्थिक इतिहास, मोतीलाल बनारसीदास, दिल्ली , 2014
12. काणे, पी. वी., धर्मशास्त्र का इतिहास (1-4 भाग), अनुवाद अर्जुन चौबे काश्यप, हिन्दी समिति, लखनऊ, 1966-73

[E] Teaching Learning Process:

Teaching Learning process will include reading and interpretation of the given texts through primary and secondary resources. Discussions will be initiated for the proper understating of the given topics. Assignments, Projects, Power Point Presentations, Quizzes will be given to assess the learning skills of students. The teacher is expected to use Audio Visual aid for better delivery of content. Students must be encouraged to explore global content available on the research works related to these topics. Current Scenario and relevance of the given content can also be discussed in the classroom.

[F]   Weekly Plan

Week 1 – Unit 1

Week 2 – Unit 1
Week 3 – Unit 1
Week 4 – Unit 1
Week 5 – Unit 1
Week 6 – Unit 1
Week 7 – Unit 2
Week 8 – Unit 2
Week 9-   Unit 2
Week 10-   Unit 2
Week 11-   Unit 2
Week 12-   Unit 2

[G] Assessment Methods:

Basic Structure of Question Paper & Division of Marks		38
i.	Long Questions-2 (from unit-1 and 2)	02 x 10 = 20
ii.	Short Answer Type Questions 2 (Unit 1 to 2)	02 x 05 = 10
iii.	Short Notes (from 1-4 Units)	02 x 04 = 08
II	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	12
	Total Marks : (I+II)	(38+12) = 50

[H] Keywords:
 Culture, Kautilya, Rigveda, Ishavasyopnishad, Srimadbhagwadgita, Indian Society, Manusmiriti, Social Thinkers

UGCF Sanskrit Course: AEC

Option-5

Sanskrit A: Advanced

Ancient Indian Economy

Total Credit: 02

[A] Course Objectives:

The aim of this course is to make the students acquainted with various aspects of economic thought and Indian economy as propounded in the ancient Sanskrit texts from Vedic Saṁhita to later texts in the Dharamśāstra and Arthaśāstra traditions.

[B] Course Learning Outcome :

This course will enable the students to appreciate the fundamental concepts of Indian economic thoughts discussed in ancient Sanskrit texts such as Vedic Saṁhita, Kauṭilya's Arthaśāstra, Manusmṛiti etc. This session deals with the economic model of ancient India and financial growth of the state's thought through Sanskrit literature. Students will be able to understand various aspects of the taxation model in ancient India and they should be able to compare ancient and contemporary models.

[C] Course Contents

Unit: 1
Introduction to Ancient Indian Economy
      Early and Later Vedic Period
      Buddhist Period
      Centralized Economy of Mauryan Period
      Post Mauryan Period
      Gupta and Post Gupta Period

Unit: 2
Readings in Indian Economy:
      Manusmṛiti- Chapter 7, Verse No- 123-138
      Arthaśāstra- Second Adhikaraṇa, Sannidhātṛnicayakarma and Samāhrtṛsamudayaprasthāpanam

[D] References:

Compulsory Readings:

1. R.P Kangle (ed.) Arthaśāstra of Kauṭilya, Motilal Banarsidas, Delhi, 1965
2. P. Olivelle (ed. & trans), Manu code of law: A Critical Edition & translation of the Manava-Dharmasastra, UUP, New Delhi, 2006

3. R. S. Sharma, Aspects of Political Ideas & Institutions in Ancient India, Delhi, 1996

4. A. S. Altekar, State and Government in Ancient India, Motilal Banarsidas, Delhi, 2011

5. कपिलदेव द्विवेदी, वैदिक साहित्य एवं संस्कृति, वाराणसी, विश्वविद्यालय प्रकाशन, षष्ठ संस्करण, 2015

6. शर्मा, उमाशंकर ऋषि, संस्कृत साहित्य का इतिहास, चौखम्भा भारती अकादमी, वाराणसी

Additional Resources:

1. कैलाशचन्द्र जैन, प्राचीन भारतीय सामाजिक और आर्थिक संस्थाएं, मध्यप्रदेश हिन्दी ग्रन्थ अकादमी, भोपाल, 1976

2. शशि तिवारी, संस्कृत साहित्य में राष्ट्रवाद एवं भारतीय राजशास्त्र, विद्यानिधि प्रकाशन, दिल्ली, 2013

3. सहाय, शिवस्वरूप, प्राचीन भारत का सामाजिक एवं आर्थिक इतिहास, मोतीलाल बनारसीदास, दिल्ली, 2012

[E] Teaching Learning Process:

While reading these sections students must be encouraged to connect their study of theory with contemporary economic policies of government and taxation. A case study based approach may be encouraged. News items, articles and op eds on economic policy must be studied as a part of the course and examination questions should require a thorough reading of these articles. Talks and lectures of scholars may be organized.

[F] Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 1
Week 4 – Unit 1
Week 5 – Unit 1
Week 6 – Unit 1
Week 7 – Unit 2
Week 8 – Unit 2
Week 9 – Unit 2
Week 10 – Unit 2
Week 11 – Unit 2
Week 12 – Unit 2

[G] Assessment Method

Basic Structure of Question Paper & Division of Marks   38

i.	Questions - 02 (from Unit 1)	02 x 10	= 20
ii.	Explanations or Short Notes - 03 (from unit-2)	03 x 06	= 18
II	**Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**		**12**
	Total Marks : (I+II)		**(38+12) = 50**

[H] Keywords: Samāhrtṛsamudayaprasthāpanam, sannidhātṛnicayakarma, Manusmṛiti, Kauṭilya's Arthaśāstra, Vedic Period etc

UGCF Sanskrit Course: AEC

Option-5

Sanskrit B: Intermediate

Financial Management in Sanskrit Texts

Total Credit: 02

[A] Course Objectives:

For the all-around development of any person, institution or nation an essential condition is having a strong financial system. This course aims to make the students acquainted with the facts of financial management in ancient Sanskrit texts from Vedic Saṁhita to later texts in the Dharamśāstra and Arthaśāstra traditions.

[B] Course Learning Outcome :

This course will enable the students to appreciate the fundamental concepts of Indian economic thoughts discussed in ancient Sanskrit texts such as Vedic Saṁhita, Kauṭilya's Arthaśāstra, Manusmṛiti etc. It is supposed to create an awareness of the various aspects of the ancient Indian financial management system and their uses in modern times and also at the same time make the people conscious about the financial management system from time to time.

[C] Course Contents

Unit: 1

    Vedic Period to Buddhist Period
    Mauryan Period to Post Gupta Period

Unit: 2

    Concept of Samāharta Arthaśāstra (2.6.10: R.P Kangle Edition, MLBD)
    Sannidhātā Arthaśāstra (2.5.1: R.P Kangle Edition, MLBD) 'Śulka-Vyavahāra' in Kauṭilya's Arthaśāstra, Financial Management in Manusmṛiti (Manusmṛiti; 7.127-138)

[D] References:

Compulsory Readings:

1. R.P Kangle (ed.) Arthaśāstra of Kauṭilya, Motilal Banarsidas, Delhi, 1965
2. P. Olivelle (ed. & trans), Manu code of law: A Critical Edition & translation of the Manava-Dharmasastra, UUP, New Delhi, 2006
3. विद्यालंकार, सत्यकेतु, प्राचीन भारतीय शासनव्यवस्था और राजशास्त्र, सरस्वती सदन, मसूरी, 1968
4. सहाय, शिवस्वरूप, प्राचीन भारत का सामाजिक एवं आर्थिक इतिहास, मोतीलाल बनारसीदास, दिल्ली, 2012

Additional Resources:

1. काणे, पी.वी, धर्मशास्त्र का इतिहास (1-4 भाग), अनु. अर्जुन चौबे काश्यप, हिन्दी समिति, लखनऊ, 1966-73

2. कैलाशचन्द्र जैन, प्राचीन भारतीय सामाजिक और आर्थिक संस्थाएं, मध्यप्रदेश हिन्दी ग्रन्थ अकादमी, भोपाल, 1976

3. उदयवीर शास्त्री (अनुवाद) कौटिल्य अर्थशास्त्र, मेहरचंद्र लक्ष्मणदास, दिल्ली, 1968

4. शशि तिवारी, संस्कृत साहित्य में राष्ट्रवाद एवं भारतीय राजशास्त्र, विद्यानिधि प्रकाशन, दिल्ली, 2013

[E] Teaching Learning Process:

While reading these sections students must be encouraged to connect their study of theory with contemporary economic policies of government and taxation. A case study based approach may be encouraged. News items, articles and op eds on economic policy must be studied as a part of the course and examination questions should require a thorough reading of these articles. Talks and lectures of scholars may be organized.

[F] Weekly Plan

Week 1 – Unit 1

Week 2 – Unit 1

Week 3 – Unit 1

Week 4 – Unit 1

Week 5 – Unit 1

Week 6 – Unit 1

Week 7 – Unit 2

Week 8 – Unit 2

Week 9 – Unit 2

Week 10 – Unit 2

Week 11 – Unit 2

Week 12 – Unit 2

[G] Assessment Method

Basic Structure of Question Paper & Division of Marks	**38**
i.	Questions 01 (from Unit 1)	01 x 10 = 10
ii.	Explanations 03 (from Unit 2)	03 x 06 = 18
iii.	Short Notes 02 (from Unit 1 & 2)	02 x 05 = 10
II	**Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**	**12**
	Total Marks : (I+II)	**(38+12) = 50**

[H] Keywords

Samāharta, Sannidhātā, Kauṭilya's Arthaśāstra, Śulka-Vyavahāra, Manusmṛiti etc.

UGCF Sanskrit Course: AEC

Option-5

Sanskrit C: Introductory

Administrative Structure in Kauṭilya's Arthaśāstra

Total Credit: 02

[A] Course Objectives:

The government policies mentioned in Arthaśāstra indicate that the ruler of the kingdom or the country should follow the duties assigned to him for the welfare of the people. The aim of this course is to make the students acquainted with various aspects of Administrative parts and his responsibilities mentioned in Kauṭilya's Arthaśāstra.

[B] Course Learning Outcome:

After going through this course, students will know the most important aspect of Arthaśāstra was public welfare even in an autocratic agrarian state. In addition, they will know King was the head and the main function of him was military judicial legislative and executive which in the present is the function of the president.

[C] Course Contents

Unit: 1

Introduction to Kauṭilya's Arthaśāstra: Author, Structure of the Text, Editions and Translations Introduction to all Adhikaraṇas.

Unit: 2

Saptāṁga Theory
Concept of Welfare State
Samāharta
Sannidhātā
Dharmasthīya
Kaṇṭakaśodhana
Sitādhyakṣa

[D] References:

Compulsory Readings:

1. R.P Kangle (ed.) Arthaśāstra of Kauṭilya, Motilal Banarsidas, Delhi, 1965
2. उदयवीर शास्त्री (अनुवाद) कौटिल्य अर्थशास्त्र, मेहरचंद्र लक्ष्मणदास, दिल्ली, 1968
3. कैलाशचन्द्र जैन, प्राचीन भारतीय सामाजिक और आर्थिक संस्थाएं, मध्यप्रदेश हिन्दी ग्रन्थ अकादमी, भोपाल, 1976
4. A. S. Altekar, State and Government in Ancient India, Motilal Banarsidas, Delhi, 2011

5. वाचस्पति गैरोला, कौटिलीयम् अर्थशास्त्रम् (हिन्दीव्याख्योपेतम्), वारणसी, चौखम्भा विद्याभवन, संस्करण 2015

Additional Resources:

1. Kautilya Arthshastra, translated by R Shyamshastri, Delhi, Choukhamba Sanskrit Pratisthan.
2. R. S. Sharma, Aspects of Political Ideas & Institutions in Ancient India, Delhi, 1996
3. शशि तिवारी, संस्कृत साहित्य में राष्ट्रवाद एवं भारतीय राजशास्त्र, विद्यानिधि प्रकाशन, दिल्ली, 2013
4. U.N. Ghosal, A History of Indian Political Ideas, Bombay, 1956.

[E] Teaching Learning Process:

While reading these sections students must be encouraged to relate and compare their study of theory with the current administration. A case study based approach may be encouraged. News items, articles and op eds on economic policy must be studied as a part of the course and examination questions should require a thorough reading of these articles. Talks and lectures of scholars may be organized.

[F] Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 1
Week 4 – Unit 1
Week 5 – Unit 1
Week 6 – Unit 1
Week 7 – Unit 2
Week 8 – Unit 2
Week 9 – Unit 2
Week 10 – Unit 2
Week 11 – Unit 2
Week 12 – Unit 2

[G] Assessment Methods:

Basic Structure of Question Paper & Division of Marks	38
i. Questions 01 (from Unit 1)	01 x 10 = 10
ii. Questions 02 (from Unit 2)	02 x 08 = 16
iii. Short Notes (from Unit 2)	02 x 06 = 12
II Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	12

Total Marks : (I+II)   **(38+12) = 50**

H] Keywords

Samāharta, Sannidhātā, Saptāṁga Siddhānta, Dharmasthīya, Kaṇṭakaśodhana, Sitādhyakṣa

UGCF Sanskrit Course: AEC

Option-6

Sanskrit C: Introductory

Philosophical Foundations of Indian Psychology

Total Credit: 02

[A] Course Objectives:

The objective of the course is to introduce the basic Philosophical Foundations of Indian Psychology.

[B] Course Learning Outcome:

Students will get the overview of the basic Philosophical Foundations of Indian Psychology.

[C] Course Contents

Unit: 1

- Understanding Philosophy (Darshana)
- Understanding Psychology (Manovigyan)
- Rasa and Emotions
- Manas in Vasheshika, Sankhya, Yoga and Bauddha

Unit: 2

- Concept and function of Manas in Upanishads
- Indian Psychology Depicted in Upanishads
- Indian Psychology depicted in Geeta
- Consciousness, Manas and Mental Activities

[D] References:

Compulsory Readings:

1. Cornelissen, M., Misra, G., & Varma, S. (2011a). Foundations of Indian Psychology: Theory. New Delhi: Pearson Education. (Volume 1).
2. Radhakrishnan, Indian Philosophy
3. Rao, K. R., Paranjpe, A.C. & Dalal, A. K. (Eds.) (2008). Handbook of Indian Psychology. New Delhi: Cambridge University Press of India.
4. Rao, K.R., &Paranjpe, A.C. (2016). Psychology in the Indian tradition. New Delhi: Springer.
5. Rao, S. K. R. (1962). Development of psychological thought in India.Mysore: Kavyalya Publishers
6. Raju P T, Structural Depths of Indian Philosophy
7. All the key texts Mentioned Above

[E] Teaching Learning Process:

While reading these sections students must be encouraged to learn the basic concept of the Indian philosophy and psychology.

[F]   Weekly Plan

Week: 1	Unit 1
Week: 2	Unit 1
Week: 3	Unit 1
Week: 4	Unit 1
Week: 5	Unit 1
Week: 6	Unit 1
Week: 7	Unit 2
Week: 8	Unit 2
Week: 9	Unit 2
Week: 10	Unit 2
Week: 11	Unit 2
Week: 12	Unit 2

[G] Assessment Methods:

I	**Basic Structure of Question Paper & Division of Marks**		**38**
iv.	Long Questions -02 (1 from each Units 1-2)	02 x 15	= 30
v.	Two Short Notes (from 1-2 Units)	02 x 04	= 08
II	**Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**		**12**
	Total Marks : (I+II)	**(38+12)**	**= 50**

[H] Keywords:

Indian Philosophy, Psychology

UGCF Sanskrit Course-AEC

Option-7

Sanskrit C: Introductory

Sanskrit Media and Journalism

Total Credit: 02

[A] Course Objectives:

As media is very important feature in modern time. Sanskrit language has good media power elements and facts in it. This course aims to familiarize the students with the journey of Sanskrit literature in the modern Information Technology world. Students will get the brief information regarding Sanskrit Media.

[B] Course Learning Outcome:

This course will enable the students to appreciate the Sanskrit media, including both electronic and print media. This course will make the learner capable of analyzing the print media particularly magazines and newspapers based on various aspects i.e. article collection, editing and reporting. It is also create an awareness about Sanskrit and social media via internet, blogs writing and Sanskrit Wikipedia.

[C] Course Contents

Unit: 1

- Television (DD) and All India Radio (AIR)
- News Collection, News Translation, News Editing, News Reading/Anchoring
- Voice-over, Para-dubbing, Graphics, Packaging
- Internship/Visit to DD/AIR or Project on Full packaging of News before Broadcast

Unit: 2

- News Collection, News Translation, News Editing, News Reporting, Packaging
- Magazines and News Papers- Journey of Sanskrit magazines and Newspapers,
- Types of Magazines and Newspapers, Various Magazines and News Papers
- Internship/Visit to News Houses or Project on writing or developing a News/Article

[D] References:

Compulsory Readings:

8. You tube Lectures on CEC, UGC on Sanskrit Journalism
9. Sanskrit Newspapers
10. Sanskrit Magazines
11. Sanskrit Journals

12. Watching/Listening News on DD/AIR

[E] Teaching Learning Process:

1. Teachers will explain both electronic and print media.
2. Teachers will the guide students to understand the television and radio including news translation editing and anchoring.
3. Teachers will discuss about magazines and newspapers available in Sanskrit language and their types.
4. Teachers should focus their teaching on Sanskrit and social media including internet, social networks, blogs writing, Sanskrit Wikipedia including important sites for general awareness.
5. Topic wise lectures and discussions will be held in the class.

[F] Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 1
Week 4 – Unit 1
Week 5 – Unit 1
Week 6 – Unit 1
Week 7 – Unit 2
Week 8 – Unit 2
Week 9 – Unit 2
Week 10 – Unit 2
Week 11 – Unit 2
Week 12 – Unit 2

[G] Assessment Method

	Basic Structure of Question Paper & Division of Marks	38
xi.	Questions - 02 (from Unit 1-2)	02 x 10 = 20
xii.	Short Notes - 03 (from unit-1-2)	03 x 06 = 18
II	**Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**	**12**
	Total Marks : (I+II)	**(38+12) = 50**

[H] Keywords

Sanskrit in Television, Radio, Social Media.

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UGCF Sanskrit Course-AEC
Option-8
Sanskrit C: Introductory
Women and Social Institutions in Indian Society
भारतीयसमाजे स्त्रय: सामाजिकसंस्थाश्च

Total Credits: 02

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[A] Course Objectives:

To comprehend the concept of Indian Social Institutions and Status of Women in Vedic, Epic and Smriti Literature. This course aims to train students in basic concepts of Indian Society as depicted in Vedic, Epic and Smriti Literature.

[B] Course Learning Outcomes:
Students will learn and evaluate institution of marriage, status of women and Indian Social Institutions. They will be equipped with the primary resources to understand the essence of Indian Perspective of Sociology. They will be able to conduct independent research in the abovementioned areas. This course will also allow them to understand the society that framed India.

[C] Course Contents

Unit: I
Institution of Marriage
Status of Women (Gargi, Maitreyee, Sita and Pancha Kanya- Ahilya, Draupadi, Tara, Kunti, Mandoadari) in Epic and Smriti Literature)

Unit: II
Purusharthas, Varnashrama Vyastha, Samskaras, Pancha Mahayajna, Stree Dhana (With Special reference to Manusmiriti Verses

[D] References:

Compulsory Readings:

1. Ramayana of Valmiki- (Eng.Tr.) H.P. Shastri, London, 1952-59. (3 Vols)
2. Mahabharata (7 Vols) – (Eng. Tr.) H.P. Shastri, London, 1952-59.
3. Manu's Code of law- (Ed. & Trans.) Olivelle, P. (A Critical Edition and Translation of the Manava- Dharmashastra, OUP, New Delhi, 2006.
4. श्रीमद्वाल्मीकिरामायण- हिन्दी अनुवाद सहित, (संपादित), जानकीनाथ शर्मा, (1-2 भाग), गीताप्रेस, गोरखपुर।

5. महाभारत (1-6 भाग)- हिन्दी अनुवाद सहित, (अनु) रामनारायण दत्त शास्त्री पाण्डेय, गीताप्रेस, गोरखपुर।

6. मनुस्मृति (1-13 भाग)- (संपादित एवं व्याख्या)- उर्मिला रुस्तगी, जे. पी. पब्लिशिंग हाउस, दिल्ली, 2005

Additional Resources:

1. Altekar, A. S.- The Position of Women in Hindu Civilization, Delhi, 1965
2. Prabhu, P.H.- Hindu Social Organization, Popular Publication, Mumbai, 1998
3. The Rigvedic People, B.B. Lal, Aryan Books International, India, 2015
4. जैन, कैलाशचंद्र - प्राचीन भारतीय सामाजिक और आर्थिक संस्थाएँ, मध्य प्रदेश हिन्दी ग्रंथ अकादमी, भोपाल, 1976
5. टंडन, किरण- भारतीय संस्कृति, ईस्टर्न बुक लिंकर्स, दिल्ली, 2017
6. पाण्डेय, राजबली – हिन्दू संस्कार (सामाजिक तथा धार्मिक अध्ययन), चौखम्बा विद्या भवन वाराणसी, 1957
7. सहाय, शिवस्वरूप, प्राचीन भारत का सामाजिक एवं आर्थिक इतिहास, मोतीलाल बनारसीदास, दिल्ली , 2014
8. काणे, पी. वी. – धर्मशास्त्र का इतिहास (1-4 भाग), अनुवाद अर्जुन चौबे काश्यप, हिन्दी समिति, लखनऊ, 1966-73

[E] Teaching Learning Process:

Teaching Learning process will include reading and interpretation of the given texts through primary and secondary resources. Discussions will be initiated for the proper understating of the given topics. Assignments, Projects, Power Point Presentations, Quizes will be given to assess the learning skills of students. The teacher is expected to use Audio Visual aid for better delivery of content. Students must be encouraged to explore global content available on the research works related to these topics. Current Scenario and relevance of the given content can also be discussed in the classroom.

[F]   Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 1
Week 4 – Unit 1
Week 5 – Unit 1
Week 6 – Unit 1

Week 7 – Unit 2
Week 8 – Unit 2
Week 9-   Unit 2
Week 10-   Unit 2
Week 11-   Unit 2
Week 12-   Unit 2

[G] Assessment Methods:

	Basic Structure of Question Paper & Division of Marks	38
vi.	Long Questions-2 (from unit-1 and 2)	02 x 10 = 20
vii.	Short Answer Type Questions 2 (Unit 1 to 2)	02 x 05 = 10
viii.	Short Notes (from 1-4 Units)	02 x 04 = 08
II	**Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**	12
	Total Marks : (I+II)	**(38+12) = 50**

[H] Keywords:
Women, Social Institutions, Indian Society, Ramayana, Mahabharata, Manusmriti

Generic Elective (GE)	
Semester: I/II	
GE-1	Basic Sanskrit
GE-2	An Introduction to Sanskrit Meter
GE-3	Indian Aesthetics
GE-4	Basic Principles of Āyurveda
GE-5	Tools and Techniques for Computing Sanskrit Language
GE-6	Machine Translation: Tools and Techniques
GE-7	Sanskrit Narratology

Department of Sanskrit
University of Delhi
Under Graduate Course for Sanskrit
B.A. (Hons.)
Under UGCF-22

GE-1
Basic Sanskrit

Max. Marks: (75+25= 100)

Total Credits: 04
Teaching Hours: 48

[A] 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.

[B] Course Learning Outcomes:

Students will acquire basic knowledge of the Sanskrit language
They will be able to communicate in simple Sanskrit
They will develop an interest in Sanskrit and the Bhagwadgita and they will be motivated to study further.

[C] Contents

Unit: I Grammar and Composition Part I: **1 Credit**

Nominative forms of 'a' ending masculine and neuter gender nouns with paṭh, khād, likh, bhū, and similar simple verbs in present, past and future. Objective forms of the nouns in singular with more simple verbs

'ā' and 'ī' ending feminine words in nominative and accusative cases with loṭ lakāra (imperative).

Masculine and Feminine nouns ending in 'i' and masculine nouns ending in 'u' in various cases in singular.

Nominative forms of pronouns- asmad, yuṣmad, tat, etat, yat, kim in masculine, feminine and neuter.

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 Part II   **1 Credit**

Special Verb forms – in parasmaipada –past, present, future and imperative - kṛ, śrū
Special Verb forms – in parasmaipada –past, present, future and imperative - jñā
Special Verb forms – in parasmaipada –past, present, future and imperative – dā, dhā
Special Verb forms – in ātmanepada – past, present, future and imperative – edh, sev

Unit: lll Sandhi and Pratyayas   **1 Credit**

Ac Sandhi:

yaṇ, guṇa, dirgha, ayadi, vrddhi and pūrvarūpa

Hal sandhi:

scutva, stutva, anunāsikatva, chhatva and jaṣtva

Visarga sandhi:
    satva and rutva

Unit: lV   **1 Credit**

Pratyayas–
    śatṛ, śānac, ktavatu, kta
    ktvā, lyap, tumun
Active – passive structures in only laṭ lakāra

[D] Suggested Books/Readings:
Compulsory Reading:

1. Anuvada Chandrika
2. Apte's Guide to Sanskrit Composition
3. Rupa Chandrika
4. Kridanta Rupa Mala – Srijan Jha – App. available on Google Play Store

[E] Teaching Learning Process:
1. Teachers will introduce each element of grammar with several examples
2. They will make students repeat those examples
3. Teachers shall put words in phrases and sentences and repeat them with several variations
4. Students will make many sentences in the class singly and collectively, orally and in writing
5. Teachers will provide practice sheets to students for each section, which they will solve either in class or at home
6. Teachers must encourage students to speak in Sanskrit from the very beginning, making short sentences.

[F]   Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 2
Week 4 – Unit 2
Week 5 – Unit 3
Week 6 – Unit 3
Week 7 – Unit 4
Week 8 – Unit 4

[G] Assessment Methods:
Basic Structure of Question Paper & Division of Marks   **75**

i.	Word formation and Forms from Unit 1	20
ii.	Word formation and Forms from Unit 2	20
iii.	Word formation and Forms from Unit 3	20

iv.   Word formation and Forms from Unit 3   15

II   Internal Assessment
        (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)   25
        Total Marks: (I+II) (75+25) = 100

[H] Keywords:
Sanskrit language, grammar, composition etc.

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GE-2
An Introduction to Sanskrit Meter

Max. Marks: (75+25= 100)   **Total Credits: 04**
                                                Teaching Hours: 48

[A] Course Objectives:

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

[B] Course Learning Outcomes:

This course will enable the students to appreciate the basic knowledge about Chandaśāstra. The course will make the learner capable of analysing classification and elements of Sanskrit meter. It is supposed to create an awareness of the classical. This will develop capacity for creative writing and literary appreciation of Sanskrit Literature.

[C] Contents

Unit: I   **1 Credit**
Brief Introduction to Candaśāstra:
        Brief Introduction to Chandaśāstra (Origin and Development)
        Introduction of following Acharyas:
        Pingal, Vishvanath, Kedarbhatt, Gangadas, Hemchandra

Unit: II   **1 Credit**
Classification and Elements of Sanskrit Meter
        Syllables: laghu and guru, yati, Gaṇa

Unit: III   **1 Credit**
Classification and Elements of Sanskrit Meter:
        Varṇavṛtta
        Mātrāvṛtta

Unit: IV   **1 Credit**
Analysis of Selected Classical Meter
        Definition, Example and Analysis of the following Meters:

bhujaṅgaprayāta, sragviṇī, toṭaka, anuṣṭup, āryā, mālinī, śikhariṇī, vasantatilakā, mandākrāntā, sragdharā and śārdūlvikrīḍita.

[D] References:

1. Brown, Charles Philip (1869). Sanskrit Prosody and Numerical Symbols Explained. London: Trübner & 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. शास्त्री, धरानन्द (संपा.), केदारभट्ट विरचित वृत्तरत्नाकर, मोतीलाल बनारसीदास, दिल्ली, 2004.

4. डिंडोरिया, वेद प्रकाश, सुवृत्ततिलक, चौखम्बा सुरभारती प्रकाशन, वाराणसी, २०२२

Additional Resources:

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

[E] Teaching Learning Process:

1. Teachers will discuss text related to chhandashastra.
2. Teachers will guide the students to understand the scientific technique of the formation of Sanskrit shlokas and its application in prominent Sanskrit text.
3. Teachers will the discuss both vedic and classical meter.
4. Topic wise lectures and discussions will be held in the class.

[F]   Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 2
Week 4 – Unit 2
Week 5 – Unit 3
Week 6 – Unit 3
Week 7 – Unit 4
Week 8 – Unit 4
Week 9 – Unit 5
Week 10 – Unit 5
Week 11 – Unit 6
Week 12 – Unit 6

[G] Assessment Methods:

I		Basic Structure of Question Paper & Division of Marks	75
i.		Unit 1, One Long (10 Marks) Answer and One Short Note (5 Marks)	15
ii.		Unit 2, Application of laghu, guru and gana (two separate questions (10 Marks)) and One Short Note on ganas (5 Marks)	15
iii.		Unit 3, One Short Note (5 Marks)	05
iv.		Unit 4, Definition with Example of any 4 (5 marks each) Identification of any 2 (10 marks each)	40
v.		**Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**	**25**
vi.		**Total Marks : (I+II)**	**(75+25) = 100**

[H] Keywords:

Bhujaṅgaprayāta, Sragviṇī, Toṭaka, Harigītikā, Vidyunmālā, Anuṣṭup, Aryā, Mālinī, Sikhariṇī, Vasantatilakā, Mandākrāntā, Sragdharā and Nyuśārdūlvikrīḍita.

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GE 3

Indian Aesthetics

Max. Marks: (75+25= 100)

Total Credits: 04

Teaching Hours: 48

[A] Course Objectives:

Indian aesthetics is a potent field for the study of literary criticism. It has developed as an independent discipline today, which deals with the historically determined essence of human values, their creation, perception, appreciation and assimilation. It is the science and philosophy of essential analysis of all the fine arts. Indian perception accepts poetry, drama, music, architecture, iconography and painting as independent Arts. The main objective of this paper is to give its brief overview with reference to major trends of Indian Aesthetics.
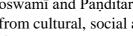
[B] Course Learning Outcomes:

This course will enable students to identify the real essence of Beauty propounded by Indian rhetoricians. After the completion of the course the learner will come across the Indian deliberation on aesthetic experience in the form of Rasa and its process. The participant will be able to appreciate the various artistic mods of expressions of Beauty in general and poetry in particular. The course will help the student peep into the historical evolution of the Indian science of aesthetics.

[C] Contents

Unit: I   **1 Credit**
Aesthetics (Saundaryaśāstra), its nature and components

Beauty (Saundarya): its definition, nature, importance and components: vaya, rūpa, vacana, hāva, Discussion of synonyms of the term Beauty (Saundarya): ramaṇīyatā, lāvaṇya, cārutā, kānti, madhuratā, manohāritā, suṣmā, abhirāmtā

Unit: II
The process of Aesthetic experience (Rasa)   **1 Credits**

- Constituents of rasa: Bhāva (human feelings and emotions) Vibhāva (causes or determinants), Anubhāva (voluntary gestures), Sāttvika bhāva (Involuntary gestures), Vyabhicāri bhava (transitory states) and Sthāyibhāva(basic mental states), Sahṛdaya/Sāmājika (Connoisseur/Spectator). Anukārya, Anukartā, Sādhāraṇīkaraṇa (Generalization), four mental stages of rasa realization: Vikāsa (cheerfulness), Vistāra(exaltation), Kṣobha (agitation), Vikṣepa (perturbation).

- Number of rasas according to Bharat.

- Nature of rasa (Aesthetic experience) according to Sāhityadarpaṇa, aesthetic enjoyment – eternal bliss, the ultimate reality (ānandamayatā, alaukikatā)

Unit: III   **1 Credit**
Aesthetic elements (saundarya - tattva)

- Art as the mode of expression of Saundarya –Architecture, Sculpture and Painting and Music.
- Main aesthetic elements of literary arts (Poetry and Drama): Alaṅkāra, rīti, Dhvani, Vakrokti & Aucitya.

Unit: IV   **1 Credit**
Prominent thinkers of Indian Aesthetics and Perception of beauty in Abhijñānaśākuntalam

- Bharata, Bhāmaha, Vāmana, Ānandavardhana, Rajśekhar, Abhinavagupta, Mammaṭa,Vishvanātha, Rūpagoswamī and Paṇḍitarāja Jagannātha
- Perception of beauty in Drama from cultural, social and aesthetical point of view in thecontext of Abhijñānaśākuntalam.

[D] Suggested Books/Readings:

Compulsory Reading:

1. Sāhityadarpaṇa of Vishvanatha, (Based on karikas3/1-28).

2. Kane P.V., *History of Sanskrit Poetics* pp.352-391,
3. Pandey, Kantichandra: *Comparative Aesthetics,* vol.1 Chowkhamba Sanskrit series officeVaranasi, 200
4. चतुर्वेदी ब्रजमोहन , भारतीय सौन्दर्यदर्शन , मध्यप्रदेश हिन्दी ग्रन्थ अकादमी. पृ. 5-12, 22-34.
5. चतुर्वेदी ब्रजमोहन, भारतीय सौन्दर्यदर्शन, पृ. 42-60

6. पाण्डेय कान्तिचन्द्र, स्वतन्त्र कलाशास्त्र, प्रथम भाग पृ. 593-625
7. चतुर्वेदी ब्रजमोहन, भारतीय सौन्दर्यदर्शन, पृ. 37-42
8. पाण्डेय कान्तिचन्द्र, स्वतन्त्र कलाशास्त्र, प्रथम भाग पृ. 593-625
9. चतुर्वेदी ब्रजमोहन, भारतीय सौन्दर्यदर्शन, पृ. 61-76

Additional Resources:
1. Gnoli, R.: *The Aesthetic Experience according to Abhinavagupta,* Chowkhamba Sanskritseries office Varanasi.
2. उपाध्याय बलदेव , संस्कृत- आलोचना , हिन्दी समिति, सूचना विभाग , उ. प्र., 1963
3. कृष्णकुमार, अलंकारशास्त्र का इतिहास , साहित्य भण्डार, मेरठ, 1998
4. Coomarswami A: *Introduction to Indian Art,* Theosophical Society, Adyar, 1956.
5. कृष्णकुमार, अलंकारशास्त्र का इतिहास , साहित्य भण्डार, मेरठ, 1998
6. पाण्डेय, कान्तिचन्द्र, स्वतन्त्र कलाशास्त्र, प्रथम तथा द्वितीय भाग, चौखम्भा संस्कृत सीरीज, वाराणसी 1967, 1978

[E] Teaching Learning Process:

The teaching-learning process for this paper will be theoretical as well as practical where each aspect needs to be analyzed in a proper way. The students will be taught through highlighting salient features of various types of Sanskrit literature.

[F]   Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 2
Week 4 – Unit 2
Week 5 – Unit 3
Week 6 – Unit 3
Week 7 – Unit 4
Week 7 – Unit 4

[G] Assessment :

Structure of the question paper –	Total marks - 75
4 long questions	4x 15 = 60 marks
2 notes	2x 7.5 marks= 15
	Total marks = 75

The most important method is to examine the understanding of tradition of Sanskrit Poetics. This test should be of two natures- first written test and second viva and group discussion among peer groups. 2. End semester test of the whole syllabus on both natures.

[H] Keywords:

Aesthetics, Saundaryaśāstra, vaya,rūpa, vacana, hāva, ramaṇīyatā, , lāvaṇya, cārutā, kānti, tti, madhuratā, manohāritā, suṣmā, abhirāmtā Aesthetic experience, Rasa, Sāhityadarpaṇa, ānandamayatā, alaukikatā, bhāva, vibhāva, anubhāva, sāttvika bhāva, vyabhicāri bhāva, sthāyibhāva, sahṛdaya, anukārya, anukartā, sādhāraṇīkaraṇa, Rasa, alaṅkāra, rīti, dhvani,vakrokti & aucitya, Bharata, Bhāmaha, Vāmana, Ānandavardhana, Rajśekhar, Abhinavagupta, Mammaṭa,Vishvanātha, Rūpagoswamī and Paṇḍitarāja Jagannātha

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GE-4
Basic Principles of Āyurveda

Max. Marks: (75+25= 100)   **Total Credits: 04**

Teaching Hours: 48

[A] Course Objectives:

The objectives of this course to learn Ancient Indian Medical practices. Students will get the complete basic information regarding Ayurveda.

[B] Course Learning Outcomes:

This course will enable the students to appreciate the basic knowledge about Ayurveda (Medical Science). The course will make the learner capable of analysing classification and elements of Indian herbs. It is supposed to create an awareness of the knowledge and uses of ancient medical practices.

[C] Contents

Unit: I   **1 Credit**
Introduction to Āyurveda
> Definition of Āyurveda, Aim of Āyurveda, Subject Matter of Āyurveda, Salient Features of Āyurveda, Concept of Health according to Āyurveda, Unique features of Āyurveda.
> History of Āyurveda
> Introduction to Major Texts (Suśrut Saṁhitā and Caraka Saṁhitā) and Authors (Suśruta and Caraka) and Aṣṭāṅga Hṛdayam, Aṣṭāṅga Saṅgraha of Vāgbhaṭa.

Unit: II   **1 Credit**
Basic Principles of Āyurveda
1. **Triguṇas:** Sattva, Rajas and Tamas.
2. **Pañcamahābhūtas:** Ākāśa (Space), Vāyu (Air), Teja or Agni (Fire), Jala (Water) and Pṛthvī (Earth).
3. **Tridoṣas:** Vāta, Pitta and Kapha.
4. **Saptadhātus:** Rasa (fluid), Rakta (blood), Māṁsa, Meda (fat), Asthi, Majjā and Śukra.
5. **Trayodasāgni:** Jatharāgni (gastric fire), Saptadhātvāgni and Pācabhātāgni.
6. **Trimalas:** Purīṣā (faeces), Mūtra (urine) and Sveda (sweat).

Unit: III   **1 Credit 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).

Unit: IV   **1 Credit**
Important Medicinal Plants and their based on Āyurveda
   Medicinal Plants in Suśruta Saṁhita: Tulsī, Haridrā, Sarpagandhā, Ghṛta Kumārī, Guggulu, Brāhmī, āmalā, Aśwagandhā, Arjun, Haldi, Neema Plant, Jamun, Pudina

[D] References:

5. Acharya, Srinivas, Panchakarma Illustrated, Chaukhaba Sanskrit Pratishtana, Delhi, 2006.
6. V.B. Athavale, Basic Principles of Āyurveda, ChaukhambaSanskrit Pratishthan New Delhi, 2005.
7. Āyurveda Kā Saṅkṣipta Itihāsa, Hindi Sahitya Sammelan, Allahabad.
8. Bhagavan Dash, Vaidya, and Acarya Manfred M. Junius, A Handbook of Āyurveda, Concept Publishing Co., New Delhi,1987.
9. Bhishagratna, Kaviraj Kunjalal, ed., translator. (2002). Sushruta Samhita Volumes I and II. Varanasi, India: Chowkhamba Sanskrit Series.
10. Charak Samhita E-text: http://www.charakasamhita.com/
11. http://www.speakingtree.in/blog/medicinal-plants-from-ancient-india
12. http://www.tkdl.res.in/tkdl/langdefault/ayurveda/Ayu_Principles.asp?GL=#q1
13. K. R. Srikantha Murthy, Illustrated Susruta Samhita, ChaukhambaOrientalia, 2012
14. M.S. Valiathan, An Introduction to Āyurveda Paperback, Universities Press (India) Private Limited, 2013
15. M.S. Valiathan, The Legacy of Suśruta, Universities Press, 2007
16. PriyaVrat Sharma, Essentials of Āyurveda: Sodasangahṛdayam, MotilalBanarsidass Publishers, 1999
17. Ravi DattaTripathi, Vāgbhaṭa's Aṣṭāṅg-saṅgraha, ChowkhambaSanskrit Pratishthanam, Delhi., 2011.
18. ShanthaGodagama, The Handbook of Āyurveda, North Atlantic Books, 2004
19. Sharma, Priyavrit V., ed., translator. (1981-1994). Charaka Samhita, Vols. 1 - 4,Chaukhamba Sanskrit Series, Varanasi, India: Varanasi, India: Chowkhamba SanskritSeries.
20. Sharma, Ram Karan and Bhagawan Dash, Vaidya, eds., translators (1992 – 2000). CharakaSamhita Vols. 1 – 6. Varanasi, India.Chaukhamba Sanskrit Series.
21. Srikrishnamurthy, K.R. Srikantha, translator. (1991-1992). Vagbhata, AstangaHridayamVols. 1 and 2. Varanasi, India: Krishnadas Academy.
22. Srikrishnamurthy, K.R. Srikantha, translator. (2001). Sharangadhara Samhita: A treatise on Āyurveda. Varanasi, India: ChaukhambaOrientalia.
23. 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, Comperative Views, Index, Glossary, Nabu Press, 2012

[E] Teaching Learning Process:

5. Teachers will discuss text related to chhandashastra.
6. Teachers will guide the students to understand the scientific technique of the formation of Sanskrit shlokas and its application in prominent Sanskrit text.
7. Teachers will the discuss both vedic and classical meter and their lyrical methods towards rendereing melodious music.
8. Teachers will discuss the theories of Indian political science of the prominent Indian political thinker.
9. Topic wise lectures and discussions will be held in the class.

[F]   Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 2
Week 4 – Unit 2
Week 5 – Unit 3
Week 6 – Unit 3
Week 7 – Unit 4
Week 8 – Unit 4
Week 9 – Unit 5
Week 10 – Unit 5
Week 11 – Unit 6
Week 12 – Unit 6

[G] Assessment Methods:

I	Basic Structure of Question Paper & Division of Marks	75
vii.	Four long questions from Units I to IV	15x4=60
viii.	Three short notes (with options) from Units I to IV	5x3=15
ix.	**Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**	**25**
x.	**Total Marks : (I+II)**	**(75+25) = 100**

[H] Keywords:

bhujaṅgaprayāta, sragviṇī, toṭaka, harigītikā, vidyunmālā, anuṣṭup, āryā, mālinī, śikhariṇī, vasantatilakā, mandākrāntā, sragdharā and nyuśārdūlvikrīḍita.

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GE-5
Tools and Techniques for Computing Sanskrit Language

Total Credits: 04

[A] Course Objectives:

This course will introduce the current research and development in Sanskrit computing. Primary emphasis will be on tools and techniques developed under government and private funding and to explore new technologies for Sanskrit.

[B] Course Learning Outcomes:

The course-level learning outcomes that a student of this course is required to demonstrate are indicated below:

- Learn the basic concept of Sanskrit Phonology, Sanskrit Morphology, Syntax, Semantics, Lexicon and Corpora.
- Learn the origin and Development of Language Computing.
- Basic Introduction of Computing Sanskrit Language.
- Various methodologies used on Language Technology.
- Various tools developed for Sanskrit Language.
- Survey of Language Computing

[C] Course Contents

Unit: I   **Credit: 01**
Major Components of Sanskrit Linguistics:
- Phonology
- Morphology
- Syntax
- Semantics
- Lexicon and Corpora

Unit: II   **Credit: 01**
Areas and Applications of the Sanskrit Language Computation
- Text Digitization/Content Creation and Search for Sanskrit
- Speech Technology
- Grammar Tools
- Machine Translation
- Preservation and Delivery of Cultural Heritage of Sanskrit

Unit: III   **Credit: 01**

Language Computing Methodology
- Rule Base
- Statistical
- Hybrid

Unit: IV   **Credit: 01**
Survey of Language Computing
- Survey of the Language Computing for Sanskrit
- Survey of the Language Computing for Indo Aryan Languages

[D] References:

Compulsory Readings:

35. Akshar Bharati, Vineet Chaitanya and Rajeeva Sanghal, Natural Language Processing: A Paninian Prospective, Prentice Hall of India, New Delhi, 1995.
36. Chandra Subhash (2021). भाषासंगणन (Language Computing), Upasana Publications, New Delhi, India, ISBN: 978-93-87677-05-0.
37. Girish Nath Jha, Madhav Gopal, Diwakar Mishra, Annotating Sanskrit Corpus: Adapting IL-POSTS, Human Language Technology. Challenges for Computer Science and Linguistics Lecture Notes in Computer Science Volume 6562, 2011, pp 371-379.
38. Tools developed by Computational Linguistics Group, Department of Sanskrit, University of Delhi, Delhi-110007 available at: http://cl.sanskrit.du.ac.in
39. Daniel Jurafsky and James H. Martin, Speech and Language Processing, Prentice Hall; 2008
40. Chandra, Subhash and Jha, GN. Computer Processing of Nominal Inflections in Sanskrit: Methods and Implementations, CSP, UK, 2012.
41. Jha, Girish Nath, Morphology of Sanskrit Case Affixes: A Computational Analysis, M.Phil Dissertation, Centre of English and Linguistics, School of Language, Literature and Culture Studies, JNU, 1993.
42. Sanskrit Computational Linguistics symposium 1-2: Springer Verlag LNCS 5402 G Huet, A Kulkarni and P Scharf (eds), Proceedings of the 1st and 2nd International Symposium, 2009.
43. Sanskrit Computational Linguistics symposium 3: Springer Verlag LNCS 5406 A Kulkarni, G Huet (eds), Proceedings of the 3rd International Symposium, Jan 15 - 17, 2009, Hyderabad.
44. Grishman, R., Computational Linguistics: An introduction, Cambridge University Press, 1986.
45. Chandra, Subhash .मशीनी अनुवाद (Machine Translation) Vidyanidhi Prakashana, New Delhi,

[E] Teaching Learning Process:

Lecture based Teaching Learning on the Basics of Tools and Techniques for Computing Sanskrit Language, Detailed Survey of Language Computing tools and Techniques for Background will be covered in this course. It will be very helpful to students to engage them in laboratory and practice basic tools and techniques of computer.

[F]   Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 1
Week 4 – Unit 2
Week 5 – Unit 2
Week 6 – Unit 2
Week 7 – Unit 3
Week 8 – Unit 3
Week 9 – Unit 3
Week 10 – Unit 4
Week 11 – Unit 4
Week 12 – Unit 5

[G] Assessment Methods:

I	**Basic Structure of Question Paper & Division of Marks**	**75**
ix.	Long Questions -04 (1 from each Units 1-4)	04 x 15 = 60
x.	Three Short Notes (from 1-4 Units)	03 x 05 = 15
II	**Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**	**25**
	Total Marks : (I+II)	**(75+25) = 100**

[H] Keywords:
Computing Sanskrit Language, Tool and Techniques for Computing Sanskrit Language, Language Technology etc.

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GE-6
Machine Translation: Tools and Techniques

Total Credits: 04

[A] Course Objectives:

This course will introduce the theory and practice of computer based translations and expose the students to the internal processes and inter module interactions in a typical Machine Translation (MT) system

[B] Course Learning Outcomes:

The course-level learning outcomes that a student of this course will be able to demonstrate are indicated below:

- Learn the origin and Development of Machine Translation.
- Basic Introduction of Machine Translation.
- Human vs Machine Translation.
- Concepts to ideal various methodologies used on Machine Translation System.
- Using guidelines of the Machine Translation system: Google and Bing.
- Evaluation and Challenges in Machine Translation

[C] Course Contents

Unit: I   **Credit: 01**
Introduction and History of Machine Translation
- History and Survey of Machine Translation Systems.
- List of Major MT System for Indian Languages: Google Translate and Bing by Microsoft.

Unit: II   **Credit: 01**
Theoretical Concepts of Machine Translation:
- Human vs Computer translation of languages.
- Basics of Machine Translation
- Tools and Techniques of Machine Translation
- Source and Target Language

Unit: III   **Credit: 01**
Machine Translation (MT) Approaches

- Rule Base MT
  Transfer-based
- Interlingual and Dictionary Based
- Statistical MT
  Example Based MT
- Hybrid MT

Unit: IV   **Credit: 01**
Evaluation of MT
- Evaluation of MT
- Challenges in Machine Translation
- Ambiguity and Acceptability

[D] References:

Compulsory Readings:

46. Chandra, Subhash. मशीनी अनुवाद (Machine Translation) यूजीसी सीबीसीएस स्कीम के तहत बीए (संस्कृत) के एईईसी (AEEC)-3 के पाठ्यक्रम पर आधारित. Vidyanidhi Prakashana, New Delhi, India, ISBN: 9789385539527.
47. Sergei Nirenburg, H. L. Somers, Readings in Machine Translation, MIT Press (MA)
48. Philipp Koehn, Statistical Machine Translation, Cambridge University Press.
49. Sergei Nirenburg, Jaime Carbonell, Masaru Tomita, Editors: Kenneth Goodman, Machine Translation: A Knowledge-Based Approach, Morgan Kaufmann Publishers Inc. San Francisco, CA, USA, 1994
50. Amba Kulkarli, Machine translation activities in India: A survey, In proceedings of workshop on survey on Research and Development of Machine Translation in Asian Countries, Thailand, May 13-14, 2002.

[E] Teaching Learning Process:

A variety of approaches to teaching-learning process, including lectures, seminars, tutorials, workshops, peer teaching and learning, practicum and project-based learning, substantial laboratory-based practical component and experiments in this course, open-ended project work, games, technology-enabled learning, etc. will need to be adopted to achieve this.
Lecture based Teaching Learning on the Basics of Machine Translation, Detailed Survey of MT tools and Techniques for Background will be covered in this course.

[F]   Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 1
Week 4 – Unit 2
Week 5 – Unit 2
Week 6 – Unit 2
Week 7 – Unit 3
Week 8 – Unit 3
Week 9 – Unit 3
Week 10 – Unit 4
Week 11 – Unit 4
Week 12 – Unit 5

[G] Assessment Methods:

I	**Basic Structure of Question Paper & Division of Marks**	**75**
xi.	Long Questions -04 (1 from each Units 1-4)	04 x 15 = 60
xii.	Three Short Notes (from 1-4 Units)	03 x 05 = 15
II	**Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**	**25**
	Total Marks : (I+II)	**(75+25) = 100**

[H] Keywords:
Machine Translation, Automatic Translation, Technology Development for Translation etc.

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GE-7
Sanskrit Narratology

Max. Marks: (75+25= 100)   **Total Credits: 04**
                                      Teaching Hours: 48

[A] Course Objectives:

This course aims to acquaint students with the various aspect of Sanskrit Narratology. These aspects cover origin and development of narratives, distinctive features, functions, forms and cross-cultural reception of Sanskrit Narratives.

[B] Course Learning Outcomes:

Students will acquire basic knowledge of the Sanskrit Narratives. They will be able to understand the Sanskrit Narratology. They will develop an interest in Sanskrit Narratives and the and they will be motivated to study further.

[C] Content

Unit: I Origin and Development of Sanskrit Narratives   1 Credit

   A. Vedic Origin- Ṛgvedic Saṁvāda Sūktas, Gāthā Nārāśaṁsī, Upniṣadic ākhyāna
   B. Itihāsa-purāna tradition
   C. Bṛhatkathā and its Sanskrit recensions – Bṛhatkathā śloksaṁgrha, Kathāsartitsāgara, Bṛhatkathāmaṅjarī
   D. Origin and Development of Sanskrit Fables – Paṅcatantra, Hitopadeśa, Vetālapaṅcaviṁśikā, Siṁhāsanadvātriṁśikā, Puruṣaparīkṣā, Śukasaptati

Unit: II Distinctive Features and Functions of Sanskrit Narratology   1 Credit

   (i)   Distinctive Features of Sanskrit Narratology

   1. Interiorization 2. Serialisation 3. Fantasisation 4. Cyclicalisation 5. Allegorisation   6. Anonymisation 7. Elasticisation of Time 8. Spatilisation   9. Stylisation

   10. Improvisation

   (ii) Institution and Function of Story-telling

   1. Ritualistic, spiritualistic, recreational and pedagogical thrust
   2. Narrator as a social-class- Kuśīlava, Cāraṇa, Sūta

Unit: III   Art-forms as Medium of Sanskrit Narrative   1 Credit

Kathāsatra (Symposium of Story-telling), Drama, Dance-forms, Cave-paintings, Miniature Paintings and Sculpture.

Unit: IV   Cultural Reception of Paňcatantra   1 Credit

Adaptation, Re-casting and Re-telling of Paňcatantra across cultures and nations.

[D] Suggested Readings

1. Sadhale, Nalini, *Katha in Sanskrit Poetics,* Sanskrit Academy, Osmania University, Hyderabad, 1986
2. Paniker, K. Ayyapaa, *Indian Narratology*, IGNCA, Delhi, 2003
3. Dev, Amiya (Ed.), *Narrative, A Seminar*, Sahitya Academy, Delhi, 2017
4. Daya, Krishna, *India's Intellectual Tradition*, Delhi, ICPR,1987
5. Mahulikar, Gauri, Effect of Ramayana on Various Cultures and Civilizations, Ramayana Institute.
6. Video of London 2009 ICR Illustrated Lecture on the Westward Migration of Panchatantra from India.
7. V. Raghavan Ed.The Rāmāyana Tradition in Asia,
8. Dr. Edgerton, Franklin (1924), *The Paňcatantra Reconstructed* (Vol.1: Text and Critical Apparatus, Vol.2 : Introduction and Translation), New Haven, Connecticut: American Oriental Series. Volumes 2-3 Hertel, Johannes (1908-15), The Paňcatantra : a collection of ancient Hindu tales, in the recension called Paňcākhyānaka, and dated 1199 A.D., of the Jaina monk
9. Anand Krishna, *A Reassessment of the Tuti-Nama Illustrations in the Cleveland Museum of Art*
10. Winternitz, M. *Some Problems of Indian Literature* –Munshiram Manoharlal, Delhi, 1978

[E] Teaching Learning Process:

1. Teachers will introduce each element of Sanskrit Narratology.
2. Since this is a new area of study for most learners, teachers will have to clarify all concepts in the class.
3. They will suggest blogs, articles and other digital and non – digital sources to students.
4. They should be able to understand the preventive approach of Sanskrit Narratology.

[F]   Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 1
Week 4 – Unit 1

Week 5 – Unit 2
Week 6 – Unit 2
Week 7 – Unit 2
Week 8 – Unit 2
Week 9 – Unit 3
Week 10 – Unit 3
Week 11 – Unit 4
Week 12 – Unit 4

[G] Assessment Method

I	Basic Structure of Question Paper & Division of Marks	**75**
	Long Questions (from unit I, III, IV)	3x15=45
	Short Questions (from unit II)	2x8=16
	Short Notes (from unit I)	2x7=14
II	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	**25**

[H] Key-Words

Sanskrit Narrative, Narratology, Ākhyāna, Kathā, Ākhyāyikā , Gāthā Nārāśaṁsī , Itihāsa-purāna, Rāmāyaṇa, Mahābhārata , Paňcatantra, Hitopadeśa,   Bṛhatkathā,   Kathāsartitsāgara, Bṛhatkathāmaňjarī.

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UNIVERSITY OF DELHI

Department: Sanskrit
BA Hons Sanskrit
(SEMESTER-I)

based on

Undergraduate Curriculum Framework 2022 (UGCF)

(Effective from Academic Year 2022-23)

DSC and GE

Sl. No.	Course Title	Nature of the Course	Total Credits	Components			Eligibility Criteria/ Pre-requisite	Contents of the Course & References may be seen at
				L	T	P		
1	Applied Sanskrit	DSC	4	3	1	0	Class XII Pass	*Annexure-I*
2	Classical Sanskrit Poetry	DSC	4	3	1	0	Class XII Pass	
3	Indian Social Institutions and Polity	DSC	4	3	1	0	Class XII Pass	
4	Basic Sanskrit	GE	4	3	1	0	Class XII Pass	*Annexure-II*
5	Indian Aesthetics	GE	4	3	1	0	Class XII Pass	
6	Basic Principles of Ayurveda	GE	4	3	1	0	Class XII Pass	
7	Sanskrit Narratology	GE	4	3	1	0	Class XII Pass	

DSC-1
Applied Sanskrit

Max. Marks: (75+25= 100)
[A] Course objectives:

- To generate interest in Sanskrit language among the students.
- To provide a fair knowledge of the structural patterns of Sanskrit language.
- To equip the students with some general skills for communication and writing in Sanskrit.

[B] Course learning outcomes:

- The students will be able to understand the general structure of Sanskrit language.
- The students will be able to write and communicate in simple Sanskrit.
- Students will become interested in learning the advance form of Sanskrit language.
- Students will be better equipped to handle the other courses of B.A. (Hons) Sanskrit.

[C] Course contents:

Unit 1: विभक्ति एवं लट् व लृट् लकार

विभक्तियाँ व उनके सामान्य अर्थ- छात्र, कवि, शिशु, पितृ, कर्तृ, आत्मन्, भवत्, लता, मति, नदी, वाक्, मनस् (तृतीया द्विवचन भ्याम् से ससमी बहुवचन सुप् तक)

   i.   **अकारान्त पुल्लिंग व नपुंसकलिंग-** प्रथमा व द्वितीया विभक्ति, भ्वादि, तुदादि, दिवादि एवं चुरादि गणों का परिचय एवं लट् लकार प्रथमपुरुष में वाक्यरचना

  ii.   **अकारान्त पुल्लिंग व नपुंसकलिंग** शब्दों की सारी विभक्तियों में एकवचन के रूप व वाक्य रचना

 iii.   **प्रतिनिधि धातुओं के आधार पर गण एवं विकरण परिचय** – (अदादिगण) अस्, (जुहोत्यादिगण) दा, (स्वादि) श्रु, (क्र्यादि) ज्ञा, ग्रह्, (तनादि) कृ धातुओं के प्रथमपुरुष के प्रयोग एवं वाक्यरचना

iv.   **सर्वनाम पुल्लिंग शब्द-** तत्, एतत्, किम्, यत् के शब्दों के साथ तुमुन्, क्त्वा व ल्यप् से वाक्यरचना

v.   **अस्मद् के प्रथमा एवं द्वितीया के प्रयोग-** विविध धातुओं के उत्तम पुरुष के प्रयोग

vi.   **युष्मद् के प्रथमा एवं द्वितीया के प्रयोग-** विविध धातुओं के मध्यम पुरुष के प्रयोग

vii.   **अस्मद् एवं युष्मद् के तृतीयादि विभक्तियों के प्रयोग एवं वाक्यरचना** (केवल सह के साथ तृतीया)

viii.   **हलन्त पु०, स्त्री० व नपु० लिंगों में सब विभक्तियों के एकवचन शब्दों से वाक्यरचना,** लृट् लकार

ix.   इकारान्त व उकारान्त पुल्लिंग के प्रथमा व द्वितीया के पदों के साथ वाक्यरचना, अन्य विभक्तियों के एकवचन के प्रयोग एवं वाक्यरचना, पूर्वपठित तृतीयादि विभक्तियों के वाक्य

x.   **आकारान्त, उकारान्त व ईकारान्त स्त्रीलिंग के प्रयोग तथा वाक्यरचना,** लृट् लकार के प्रयोग

Unit 2 – कृदन्त व अन्य लकार

xi.   उपर्युक्त सभी पदों के साथ शतृ प्रत्यय के पुल्लिंग व स्त्रीलिंग में प्रयोगाधारित वाक्यरचना

xii.   ऋकारान्त पुल्लिंग व स्त्रीलिंग शब्दों के साथ उपर्युक्त प्रत्ययों के प्रयोग एवं वाक्यरचना

xiii.   **क्त एवं क्तवतु प्रत्यय-** कर्मवाच्य एवं भाववाच्य में वाक्यरचना

xiv.   सब गणों की प्रतिनिधि धातुओं के प्रयोग, लङ् लकार का पूर्वपठित सब शब्दों के साथ प्रयोग एवं वाक्यरचना

xv.   सब गणों की प्रतिनिधि धातुओं के लोट् लकार प्रयोग एवं वाक्यरचना

xvi.   सब गणों की प्रतिनिधि धातुओं के विधिलिङ् प्रयोग एवं वाक्यरचना

Unit 3: सन्धि एवं तिङन्त, कर्मवाच्य

अच् सन्धि – दीर्घ, गुण, वृद्धि, यण्, अयादि, पूर्वरूप

i.   विसर्ग सन्धि

ii.   व्यंजन सन्धि

iii.   आत्मनेपद – पाँच लकार

iv.   यक् प्रत्यय – कर्मवाच्य एवं भाववाच्य में विविध लकारों के प्रयोग

तव्यत्, अनीयर्, क्त (कर्मणि प्रयोग)

v.   इकाई तीन पर आधारित परीक्षा

Unit 4: समास – विविध समासों की संरचना

i. विभक्ति-तत्पुरुष

ii. द्वन्द्व

iii. कर्मधारय : विशेषण – विशेष्य, उपमामूलक, रूपकमूलक

iv. उपपद- तत्पुरुष

v. बहुव्रीहि

vi. अव्ययीभाव

vii. इकाई चार पर आधारित परीक्षा

[D] References:

Compulsory Readings:

1. द्विवेदी, कपिलदेवः प्रारम्भिक रचनानुवादकौमुदी, विश्वविद्यालय प्रकाशन, वाराणसी, उत्तर प्रदेश, संस्करण २०१९.
2. रूपचन्द्रिका, डॉ० ब्रह्मानन्द त्रिपाठी , चौखम्बा सुरभारती प्रकाशन, वाराणसी, २००८.

Additional Resources:

1. पाण्डेय, राधामोहनः संस्कृत सहचर, स्टूडेंट्स फ्रेंड्स पटना, बिहार, २०१७.
2. नौटियाल, चक्रधरः बृहद् अनुवाद चन्द्रिका, मोतीलाल बनारसीदास, दिल्ली, १९६२.

[E] Teaching learning process:
- Teachers shall make practice exercises appropriate to the topics.
- Teacher will explain the Subanta and Tinanta forms through illustrative and practical methods and through active student participation.
- Teacher will motivate the students to memorize various Subanta and Tinanta forms
- Teacher will encourage maximize practice based on student's prior knowledge of the subject.

[F] Weekly Plan

Week 1   - Unit 1
Week 2   - Unit 1
Week 3   - Unit 1
Week 4   - Unit 2
Week 5   - Unit 2
Week 6   - Unit 2
Week 7   - Unit 3
Week 8   - Unit 3
Week 9   - Unit 3
Week 10   - Unit 4
Week 11   - Unit 4
Week 12   - Unit 4

[G] Assessment Methods:

I. Final Examination

Structure of Question paper and division of marks

- Five Sentences for Correction (Syntax)   1 X 5= 5
- Vachana / Purusha parivartana   1 X 5= 5
- Lakara / Kāla parivartana   1 X 5= 5
- Fill in the blanks (with appropriate pratyayas)   1 X 5= 5
- Five Sandhis   1 X 5= 5
- Five Samasa: Dissolve/ Make   2 X 5= 10
- One Unseen Passage   1 X 10= 10
- Sentence making with given words   2 X 5 = 10
- Translation of Sanskrit prose   2 X 5 = 10
- Paragraph writing   5 X 2= 10

**II   Internal Assessment (Project/Discussion/Assignment/ paper presentation/
Periodic tests etc.)   Marks 25
          Total Marks: (I+II)   (75+25) = 100**

[H] Keywords:

Subanta, Tinananta, Vachya, Kridanta, Sandhi, Samasa

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Department of Sanskrit
University of Delhi
Under Graduate Course for Sanskrit
B.A. (Hons.)
Under UGCF-22

DSC-2
Classical Sanskrit Literature: Poetry

Total Credits: 04

[A] Course Objectives:

This course aims at getting the students acquainted with the general outlines of Classical Sanskrit Literature of Poetry through the study of some important classical texts.

[B] Course Learning Outcomes:

This course will help the students develop a fair idea of the works of great Sanskrit poets. Students will be able to appreciate the styles and poetic depictions of individual poets focusing on the poetical, artistic, cultural and historical aspects of their poetry works. The students develop the required skills for translation and interpretation of poetic works**.**

[C] Course Contents :

Unit: I
Nitishatakam
Verses 1 to 15

Unit: II
Kumarasambhavam, Canto V, Verses 1 to 29 (Parvati's Penance)

Unit: III
Kiratarjuniyam, Canto I, Verses 1 to 25

Unit IV
Origin and Development of Mahākāvyas (Sanskrit Epics), General Introduction to Sanskrit Mahākāvyas (Sanskrit Epics) with special focus on Aśvaghośa, Kālidāsa, Bhāravi, Māgha, Śrīharṣa. Origin and Development of Gītikāvyas (lyric poetry), General Introduction to Gītikāvyas (lyric poetry) with special focus on Kālidāsa, Jayadeva, Amaruka, Bhartṛhari and Bilhaṇa.

[D] References:

Compulsory Readings:

1. त्रिपाठी, कृष्णमणि, रघुवंशम् (मल्लिनाथकृत सञ्जीवनीटीका), चौखम्बा सुरभारती प्रकाशन, वाराणसी, १९०३.
2. जनार्दन शास्त्री, भारविकृत किरातार्जुनीयम्, मोतीलाल बनारसीदास, दिल्ली, २०१४.
3. नेमिचन्द्र शास्त्री, कुमारसम्भवम्, मोतीलाल बनारसीदास, दिल्ली, १९८८.
4. त्रिपाठी, बाबूराम (सम्पा.), भर्तृहरिकृत नीतिशतकम् महालक्ष्मी प्रकाशन, आगरा, १९८६.
5. पाण्डेय, ओमप्रकाश (व्या.), मनोरमा हिन्दी-व्याख्या सहित, भर्तृहरिकृत नीतिशतकम्, चौखम्बा अमरभारती प्रकाशन, वाराणसी, १९८२.
6. विष्णुदत्त शर्मा शास्त्री (व्या.), भर्तृहरिकृत नीतिशतकम्, विमलचन्द्रिकासंस्कृतटीका व हिन्दी-व्याख्यासहित, ज्ञानप्रकाशन, मेरठ, संवत् २०३४.
7. शर्मा, समीर, मल्लिनाथकृत घंटापथ टीका, भारविकृत किरातार्जुनीयम्, चौखम्बा विद्याभवन, वाराणसी
8. C. R. Devadhar (Ed.), Raghuvaṁśam of Kālidāsa, MLBD, Delhi, 1996.
9. Gopal Raghunatha Nandargikar (Ed.), Raghuvaṁśam of Kālidāsa, MLBD, Delhi., 1897.
10. M.R. Kale (Ed.), Kirātārjunīyam of Bhāravi, MLBD, Delhi, 2008.
11. M.R. Kale (Ed.), Kumārasambhavam, MLBD, Delhi, 1981.
12. M.R. Kale (Ed.), Nītiśatakam of Bhartṛhari, MLBD. Delhi.
13. M.R. Kale (Ed.), Raghuvaṁśam of Kālidāsa, MLBD, Delhi, 1922.

Additional Resources:

1. Mirashi, V.V., Kālidāsa, Popular Publication, Mumbai, 1938.
2. Keith, A.B., History of Sanskrit Literature, MLBD, Delhi, 1953.
3. Krishnamachariar, History of Classical Sanskrit Literature, MLBD, Delhi, 1937.
4. Gaurinath Shastri, A Concise History of Sanskrit Literature, MLBD, Delhi, 1987.
5. Winternitz, Maurice: Indian Literature (Vol. I-III), also Hindi Translation, MLBD, Delhi, 1985.

[E] Teaching Learning Process:

1. Teachers will encourage the students to create personal dictionaries of nouns and verbs for each verse before reading the verse.
2. Teachers will help the students split join and disjoin sandhis in the given verse before attempting to read the whole verse.
3. Teachers shall help students dissolve each Samāsa (compound) before reading the whole verse.
4. Teachers will encourage the students to identify the subject, object and verb elements in sentences and then gradually add more elements.
6. Teachers will help students know the grammatical structure of each word before explaining the meaning of the whole verse.

[F]   Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 2
Week 4 – Unit 2
Week 5 – Unit 2
Week 6 – Unit 2
Week 7 – Unit 3
Week 8 – Unit 3
Week 9 - Unit 3
Week 10 – Unit 4

Week 11 – Unit 4
Week 12 – Unit 4

[G]

I	**Final Examination**	**Marks 75**

i.	Translation of 3 (1 from units I-III)	3 x 4 = 12
ii.	Explanation of 3 (1 from units I-III)	3 x 6 = 18
iii.	Two Long Questions From units I-III	2 x 7.5 = 15
iv.	Five Grammatical Notes From units I-III	1 x 5 = 05
v.	Two Long Questions from unit IV	2 x 7.5 = 15
vi.	One Shorts Notes from unit IV	1 x 5 = 05
vii.	Short Notes / Explanation in Sanskrit on any one (Units 1-4)	1 x 5 = 05

II	**Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**	**Marks 25**
	Total Marks: (I+II)	**(75+25) = 100**

[H] Keywords:

Sanskrit Literature, Mahākāvya, Gītikāvya, Kumārasambhavam, Raghuvaṁśam, Kirātārjunīyam, Nītiśatakam, Classical Sanskrit Literature, Poetry, etc.

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DSC-3

Indian Social Institutions and Polity

Max. Marks: (75+25= 100)   **Total Credits: 04**

[A] Course Objectives:

- To generate interest in Ancient Sociological and Political Structure of the Society.
- To provide knowledge of the contributions of ancient Political Thinkers.
- To equip the students with arts and skills that enable them to argue on the related topics.
- To establish the relevance of Ancient Indian Social and Political Institutions.

[B] Course Learning Outcomes:

- Students will be aware of the forms and aspects of Indian social institutions and Indian polity as depicted and highlighted in Dharma and Shastra Literature.
- Students will understand and appreciate the contributions of ancient India in the academic domain of Social Science.

[C] Course Contents :

Unit 1 - Foundations of Indian Society
i.   **Dharma**

> Sources of Dharma (*Manusmṛti,* 2,12; *Yājñavalkyasmṛti*,1.7)
> Fourteen-*Dharmasthānas* (*Yājñavalkyasmṛti*,1.3)
> *Dharma* as Social and Moral Duty (*Mitākṣarāṭīkā* on *Yājñavalkyasmṛti*,1.1).
> (*Manusmṛti*,6.92);

ii.   Dharma as an evolving institution – Directions of and reasons for changes in Dharma Śāstra

iii.   Sociological Significance of Sixteen *Saṁskāras.*

iv.   Balanced Life - Four aims of life *'Puruṣārtha Catuṣṭaya'*-
        1. *Dharma,* 2. *Artha*, 3. *Kāma*, 4. *Mokṣa.*

9

Unit II - Structure of Society

   i.   **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* (*Bhagvadgīta*, 4.13, 18.41-44).
            Caste-System and Inter-caste Marriages (*Mahābhārata, Anuśāsanaparva*, 48.3-11);
            Assimilation of foreign tribes in Varṇa-System (*Mahābhārata, Śāntiparva*, 65.13-22).
            Up-gradation and down-gradation of Caste (*Āpastambadharmasūtra*, 2.5.11.10-11,
            Baudhāyanadharmasūtra, 1.8.16.13-14, *Manusmṛti*, 10,64, *Yājñavalkyasmṛti*, 1.96)

   ii.   **Position of Women in the Society:**

            Brief survey of position of women in different stages of Indian Society;
            Position of women in *Mahābhārata* (*Anuśāsanaparva* 46.5-11, *Sabhāparva*, 69.4-13.
            Praise of women in The *Bṛhatsaṁhitā* of Varāhamihira
            (*Strīprasaṁsā,* chapter-74.1-10)

 Unit III State and Kingship   **1 Credit**
   i.   Concept of Welfare State in *Arthaśāstra* of Kauṭilya (*Arthaśāstra*, 1.13:
          '*matsyanyāyābhibhutaḥ*' to '*yo' asmāngopāyatīt*i')

   ii.   Essential Qualities of King (*Arthaśāstra*,6.1.16-18: '*sampādayatyasampannaḥ*' to
          '*jayatyeva na hīyate*')

   iii.   Conduct of the state (Manu Smriti 7 Verses 1 to 15)

Unit IV - State and International Relations   **1 Credit**

   i.   *'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).

   ii.   *'Maṇḍala'*Theory of Inter-State Relations: 1. *Ari*, 2. *Mitra*, 3. *Ari-mitra*,4.*Mitra- mitra*,
            5. Ari-mitramitra;
   iii. *Śāḍgunya'*Policy of War and Peace:
            1. *Sandhi*, 2. *Vigraha*, 3. *Yāna*, 4. *Āsana*, 5. *Saṁśraya* 6. *Dvaidhibhāva*.

[D] References :

1. Arthaśāstra of Kautilya - (Ed.) Kangale, R.P. Delhi, Motilal Banarasidas 1965
2. Mahābhārata (7 Vols) - (Eng. Tr.) H.P. Shastri, London, 1952-59.
3. Manu's Code of Law - (Ed. & Trans.): Olivelle, P. (A Critical Edition and Translation
of the Manava- Dharamaśāstra), OUP, New Delhi, 2006.
4. Yājñavalkyasmṛti with Mitākṣarā commentary - Chowkhamba Sanskrit Series
Office, Varanasi,1967
5. कौटिलीय अर्थशास्त्र – उदयवीर शास्त्री मेहर चन्द लछमन दास, दिल्ली, २०१६.

6. बृहत्संहिता – वराहमिहिर, हिन्दी अनुवाद बलदेव प्रसाद मिश्र, खेमराज श्रीकृष्णदास प्रकाशन, मुंबई, १८९७.

7. महाभारत (भाग १ – ६), हिन्दी अनुवाद सहित, गीता प्रैस गोरखपुर

८. मुसलगाँवकर, डा. गजानन शास्त्री, मनुस्मृति– चौखंबा प्रकाशन, दिल्ली, २०१२.

[E] Additional Resources :

1. काणे, पी. वी. धर्मशास्त्र का इतिहास (1-4 भाग), अनु० अर्जुन चौबे काश्यप, (उत्तर प्रदेश हिन्दी संस्थान, लखनऊ, 1966-73.

2. जायसवाल सुवीरा, वर्ण तथा जाति व्यवस्था उद्भव तथा विकास, 2004.

3. विद्यालङ्कार सत्यकेतु- प्राचीनभारतीय शासन व्यवस्था और राजशास्त्र, सरस्वतीसदन, मैसूर, 1968.
4. Altekar, A.S, State and Government in Ancient India, MotilalBanarsidass, Delhi, 2001.
5. Altekar, A.S, The Position of Women in Hindu Civilization, Delhi, 1965.
6. Bhandarkar, D.R., Some Aspects of Ancient Indian Hindu Polity, Banaras Hindu University, 1929.
7. Ghosal, U.N., A History of Indian Political Ideas, Bombay,1959.
8. Jayaswal, K.P. Hindu Polity, Bangalore, 1967.
9. Jha, M.N. -Modern Indian Political Thought, Meenakshi Parkashan, Meerut, UP.
10. Law, N. S., Aspect of Ancient Indian Polity, Calcutta, 1960.
11. Lingat Robert, Classical Hindu Law,
12. Mathur A.D. Medieval Hindu Law, Oxford Universuty Press, New Delhi, 2006
13. Mehta, V.R., Foundations of Indian Political Thought, Manohar Publisher, Delhi, 1999.
14. Pandey, G.C. Jaina Political Thought, Jaipur Prakrit Bharti, 1984.
15. Prabhu, P.H.- Hindu Social Organisation, Popular Prakashan, Mumbai, 1998
16. Prasad, Beni - Theory of Government in Ancient India, Allahabad, 1968.
17. Saletore, B.A. - Ancient Indian Political Thought and Institutions, Bombay, 1963.
18. Sharma, R. S., Aspects of Political Ideas and Institutions in Ancient India, MLBD, Delhi, 1996.

[E]   Teaching Learning Process

1. Teachers will explain the contents of the text and involve students in the discussion on the relevant issues therein.
2. Caste and women related issues could be brought into discussion based on media reports and leading cases.
3. Examination questions will be framed focusing on contemporary problems.
4. In the course of reading the sections on polity, students shall be encouraged to connect their theoretical studies with contemporary international diplomacy.
5. News items and articles on foreign policy and governance issues will be discussed, debated and studied as a part of the course.

[F]   Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 1
Week 4 – Unit 2
Week 5 – Unit 2
Week 6 – Unit 2
Week 7 – Unit 3
Week 8 – Unit 3
Week 9 – Unit 3
Week 10 – Unit 4
Week 11 – Unit 4
Week 12 – Unit 4

[G]   Assessment

I	**Final Examination**		**Marks 75**
i.	Long Questions -4 (from unit 1-4)		04 x 12 = 48
ii	Short notes - 4 (from unit -1 to 4)		04 x 05 = 20
iii.	One Note in Sanskrit		01x 7 = 7
II	**Internal Assessment**		**Marks 25**

(Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)
      Total Marks: (I+II)   **(75+25) = 100**

[H]   Keyword

Indian Society, Social Issue, Ancient Polity, Social Institutions and Dharmaśāstra Literature etc.

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Head of the Department

Department of Sanskrit
University of Delhi
Under Graduate Course for Sanskrit
B.A. (Hons.)
Under UGCF-22

GE-1
Basic Sanskrit

Max. Marks: (75+25= 100)   **Total Credits: 04**

[A] 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 the simple Sanskrit sentences.

[B] Course Learning Outcomes:
* Students will acquire the basic and working knowledge of the Sanskrit language.
* Students will be able to communicate in simple Sanskrit.
* Students will develop an interest in Sanskrit.
* Students will be motivated to study further.

[C] Course Contents
Unit: I Grammar and Composition, Part I:
* Nominative forms of 'a' ending masculine and neuter gender nouns with paṭh, khād, likh, bhū, and other similar simple verbs in present, past and future tenses. Accusative forms of nouns in singular number with the usage of more simple verbs.
* 'ā' and ' ī' ending feminine words in nominative and accusative cases with loṭ lakāra (imperative).
* Masculine and Feminine nouns ending in 'i' and masculine nouns ending in 'u' in various cases in singular number.
* Nominative forms of pronouns- asmad, yuṣmad, tat, etat, yat, kim in masculine, feminine and neutral genders.
* 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, Part II
    Special Verb forms – in parasmaipada –past, present, future and imperative - kṛ, śrū
    Special Verb forms – in parasmaipada –past, present, future and imperative - jñā
    Special Verb forms – in parasmaipada –past, present, future and imperative – dā, dhā
    Special Verb forms – in ātmanepada – past, present, future and imperative – edh, sev

Unit: lll Sandhis and Pratyayas

Ac Sandhis:
yaṇ, guṇa, dirgha, ayadi, vrddhi and pūrvarūpa
Hal sandhis:
scutva, stutva, anunāsikatva, chhatva and jaštva
Visarga sandhis:
satva and rutva

Unit: lV Pratyayas–
śatṛ, śānac, ktavatu, kta
ktvā, lyap, tumun
Active – passive structures only in laṭ lakāra

[D] References:
Compulsory Readings:

1. Mishra, Dr. Yadunandan, Anuvada Chandrika, Chaukhambha Orientaliya, Delhi, 2021.
2. Apte, Vaman Shivram, Students Guide to Sanskrit Composition, The Standard Publishing Company, Girgaon, Bombay, 1925.
3. Tripathi, Dr. Brahmananda, Rupa Chandrika, Chaukhamba Surbharati Prakashan, Varanasi, 2008.
4. Kridanta Rupa Mala – Srijan Jha – App. available on Google Play Store

[E] Teaching Learning Process:
1. Teachers will introduce the prescribed components of grammar with several examples.
2. Teachers will make students produce and practise with more examples.
3. Teachers will put words in phrases and sentences and repeat them in several variations.
4. Students will construct Sanskrit sentences in the class singly and collectively and exhibit them in spoken as well as written forms.
5. Teachers will provide practice sheets to the students for each section, which they will solve either in class or at home.
6. Teachers will from the very beginning, encourage students to make short and simple Sanskrit sentences and speak in Sanskrit.

[F]   Weekly Plan
Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 2
Week 4 – Unit 2
Week 5 – Unit 3
Week 6 – Unit 3
Week 7 – Unit 4
Week 8 – Unit 4

[G] Assessment Methods:

I. Final Examination   **75**

i.	Word formation and Forms from Unit 1	20
ii.	Word formation and Forms from Unit 2	20
iii.	Word formation and Forms from Unit 3	20
iv.	Word formation and Forms from Unit 3	15

II. **Internal Assessment**   **25**

(Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)
Total Marks: (I+II) (75+25) = 100

[H] Keywords:
Sanskrit language, grammar, composition etc.

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GE 2

Indian Aesthetics

Max. Marks: (75+25= 100)   **Total Credits: 04**

[A] Course Objectives:

Aesthetics is a potent and important field of literary criticism. It has acquired the status and recognition of an independent academic discipline today, Aesthetics deals with the historically determined essence of human values, their creation, perception, appreciation and assimilation. It is the science and philosophy of all fine art forms. Indian perception accepts poetry, drama, music, architecture, iconography and painting as independent Art forms. The principal objective of this course is to give the students an overview of the major trends of Indian Aesthetics.

[B] Course Learning Outcomes:

This course will enable students to identify the real essence behind all ideas of Beauty as propounded by Indian rhetoricians. After the completion of the course, the learner will be able to understand the Indian deliberations on aesthetic experience in the form of Rasa and its process. The participant will be able to appreciate the various artistic modes of expressions of Beauty in general and poetry in particular. The course will help the student peep into the historical evolution of the Indian science of aesthetics.

[C] Course Contents:

Unit: I
Aesthetics (Saundaryaśāstra), its nature and components

Beauty (Saundarya): its definition, nature, importance and components: vaya, rūpa, vacana, hāva, Discussion of synonyms of the term Beauty (Saundarya): ramaṇīyatā, lāvaṇya, cārutā, kānti, madhuratā, manohāritā, suṣmā, abhirāmtā

Unit: II
The process of Aesthetic experience (Rasa)
  * Constituents of rasa: Bhāva (human feelings and emotions) Vibhāva

(causes or determinants), Anubhāva (voluntary gestures), Sāttvika bhāva (Involuntary gestures), Vyabhicāri bhava (transitory states) and Sthāyibhāva(basic mental states), Sahṛdaya/Sāmājika (Connoisseur/Spectator). Anukārya, Anukartā, Sādhāraṇīkaraṇa (Generalization), four mental stages of rasa realization: Vikāsa (cheerfulness),

Vistāra(exaltation), Kṣobha (agitation), Vikṣepa (perturbation).

- Number of rasas according to Bharat.

- Nature of rasa (Aesthetic experience) according to Sāhityadarpaṇa, aesthetic enjoyment – eternal bliss, the ultimate reality (ānandamayatā, alaukikatā)

Unit: III
Aesthetic elements (saundarya - tattva)

- Art as the mode of expression of Saundarya –Architecture, Sculpture and Painting and Music.
- Main aesthetic elements of literary arts (Poetry and Drama): Alaṅkāra, rīti, Dhvani, Vakrokti & Aucitya.

Unit: IV
Prominent thinkers of Indian Aesthetics and Perception of beauty in Abhijñānaśākuntalam

- Bharata, Bhāmaha, Vāmana, Ānandavardhana, Rajśekhar, Abhinavagupta, Mammaṭa,Vishvanātha, Rūpagoswamī and Paṇḍitarāja Jagannātha
- Perception of beauty in Drama from cultural, social and aesthetical point of view in thecontext of Abhijñānaśākuntalam.

[D] References:

Compulsory Reading:

1. Singh, Satyavrata, Sāhityadarpaṇa of Vishvanatha, Chaukhamba Vidyabhavan, Varanasi, 1957.

2. Kane P.V., *History of Sanskrit Poetics* pp.352-391, Motilal Banarasidas

Publishers Private Limited, Delhi, 2002.

3. Pandey, Dr. Kantichandra: *Comparative Aesthetics,* vol.1
   Chowkhamba Sanskrit series officeVaranasi, 1972.
4. चतुर्वेदी ब्रजमोहन , भारतीय सौन्दर्यदर्शन , मध्यप्रदेश हिन्दी ग्रन्थ अकादमी. पृ. 5-12, 22-34.
5. चतुर्वेदी ब्रजमोहन, भारतीय सौन्दर्यदर्शन, पृ. 42-60
6. पाण्डेय कान्तिचन्द्र, स्वतन्त्र कलाशास्त्र, प्रथम भाग पृ. 593-625
7. चतुर्वेदी ब्रजमोहन, भारतीय सौन्दर्यदर्शन, पृ. 37-42
8. पाण्डेय कान्तिचन्द्र, स्वतन्त्र कलाशास्त्र, प्रथम भाग पृ. 593-625, चौखम्बा प्रकाशन, 1978
9. चतुर्वेदी ब्रजमोहन, भारतीय सौन्दर्यदर्शन, पृ. 61-76

Additional Resources:

1. Gnoli, R.: *The Aesthetic Experience according to Abhinavagupta*, Chowkhamba Sanskrit series office Varanasi, 1956
2. उपाध्याय बलदेव , संस्कृत- आलोचना , हिन्दी समिति, सूचना विभाग , उ. प्र., 1963
3. कृष्णकुमार, अलंकारशास्त्र का इतिहास , साहित्य भण्डार, मेरठ, 1998
4. Coomarswami A: *Introduction to Indian Art*, Theosophical Society, Adyar, 1956.
5. कृष्णकुमार, अलंकारशास्त्र का इतिहास , साहित्य भण्डार, मेरठ, 1998
6. पाण्डेय, कान्तिचन्द्र, स्वतन्त्र कलाशास्त्र, प्रथम तथा द्वितीय भाग, चौखम्भा संस्कृत सीरीज, वाराणसी 1967, 1978

[E] Teaching Learning Process:

The teaching-learning process for this paper will be theoretical as well as practical wherein all relevant elements will be analyzed. The students will know the salient features of Aesthetic based on Sanskrit literature on the Subject.

[F]   Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 2
Week 4 – Unit 2
Week 5 – Unit 3
Week 6 – Unit 3
Week 7 – Unit 4
Week 7 – Unit 4

[G] Assessment:

I. Final Examination   **Total marks - 75**

   4 long questions   4x 15 = 60 marks

   2 notes   2x 7.5 marks= 15

 II. **Internal Assessment**   **25**

(Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)
Total Marks: (I+II) (75+25) = 100

[H] Keywords:

Aesthetics, Saundaryaśāstra, vaya,rūpa, vacana, hāva, ramaṇīyatā, , lāvaṇya, cārutā, kānti, tti, madhuratā, manohāritā, suṣmā, abhirāmtā Aesthetic experience, Rasa, Sāhityadarpaṇa, ānandamayatā, alaukikatā, bhāva, vibhāva, anubhāva, sāttvika bhāva, vyabhicāri bhāva, sthāyibhāva, sahṛdaya, anukārya, anukartā, sādhāraṇīkaraṇa, Rasa, alaṅkāra, rīti, dhvani,vakrokti & aucitya, Bharata, Bhāmaha, Vāmana, Ānandavardhana, Rajśekhar, Abhinavagupta, Mammaṭa,Vishvanātha, Rūpagoswamī and Paṇḍitarāja Jagannātha

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GE-3
Basic Principles of Āyurveda

Max. Marks: (75+25= 100)   **Total Credits: 04**

[A] Course Objectives:

The primary objective of this course is to offer the students an opportunity of learning about Ancient Indian Medical practices. Students will be familiar with the basic principles of the Science of Ayurveda.

[B] Course Learning Outcomes:

This course will enable the students to get a fair understanding of the Science of Ayurveda (Medical Science). The course will make the learner capable of analyzing the classification and elements of Indian herbs. The course is supposed to create among the students an awareness of ancient medical practices.

[C] Course Contents:

Unit: I
Introduction to Āyurveda
> Definition of Āyurveda, Aim of Āyurveda, Subject Matter of Āyurveda, Salient Features of Āyurveda, Concept of Health according to Āyurveda, Unique features of Āyurveda.
> History of Āyurveda
> Introduction to Major Texts (Suśrut Saṁhitā and Caraka Saṁhitā) and Authors (Suśruta and Caraka) and Aṣṭāṅga Hṛdayam, Aṣṭāṅga Saṅgraha of Vāgbhaṭa.

Unit: II
Basic Principles of Āyurveda
1. **Triguṇas:** Sattva, Rajas and Tamas.
2. **Pañcamahābhūtas:** Ākāśa (Space), Vāyu (Air), Teja or Agni (Fire), Jala (Water) and Pṛthvī (Earth).
3. **Tridoṣas:** Vāta, Pitta and Kapha.
4. **Saptadhātus:** Rasa (fluid), Rakta (blood), Māṁsa, Meda (fat), Asthi, Majjā and Śukra.
5. **Trayodasāgni:** Jatharāgni (gastric fire), Saptadhātvāgni and Pācabhātāgni.
6. **Trimalas:** Purīṣā (faeces), Mūtra (urine) and Sveda (sweat).

Unit: III
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).

Unit: IV
Important Medicinal Plants and their bases on Āyurveda

Medicinal Plants in Suśruta Saṁhitā: Tulsī, Haridrā, Sarpagandhā, Ghṛta Kumārī, Guggulu, Brāhmī, āmalā, Aśwagandhā, Arjun, Haldi, Neema Plant, Jamun, Pudina

[D] References:

1. Acharya, Srinivas, Panchakarma Illustrated, Chaukhaba Sanskrit Pratishtana, Delhi, 2006.
2. V.B. Athavale, Basic Principles of Āyurveda, ChaukhambaSanskrit Pratishthan New Delhi, 2005.
3. Āyurveda Kā Saṅkṣipta Itihāsa, Hindi Sahitya Sammelan, Allahabad.
4. Bhagavan Dash, Vaidya, and Acarya Manfred M. Junius, A Handbook of Āyurveda, Concept Publishing Co., New Delhi,1987.
5. Bhishagratna, Kaviraj Kunjalal, ed., translator. (2002). Sushruta Samhita Volumes I and II. Varanasi, India: Chowkhamba Sanskrit Series.
6. Charak Samhita 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/Ayu_Principles.asp?GL=#q1
9. K. R. Srikantha Murthy, Illustrated Susruta Samhita, ChaukhambaOrientalia, 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. PriyaVrat Sharma, Essentials of Āyurveda: Sodasangahṛdayam, MotilalBanarsidass Publishers, 1999
13. Ravi DattaTripathi, Vāgbhaṭa's Aṣṭāṅg-saṅgraha, ChowkhambaSanskrit Pratishthanam, Delhi., 2011.
14. ShanthaGodagama, The Handbook of Āyurveda, North Atlantic Books, 2004
15. Sharma, Priyavrit V., ed., translator. (1981-1994). Charaka Samhita, Vols. 1 - 4,Chaukhamba Sanskrit Series, Varanasi, India: Varanasi, India: Chowkhamba SanskritSeries.

16. Sharma, Ram Karan and Bhagawan Dash, Vaidya, eds., translators (1992 – 2000). CharakaSamhita Vols. 1 – 6. Varanasi, India.Chaukhamba Sanskrit Series.
17. Srikrishnamurthy, K.R. Srikantha, translator. (1991-1992). Vagbhata, AstangaHridayamVols. 1 and 2. Varanasi, India: Krishnadas Academy.
18. Srikrishnamurthy, K.R. Srikantha, translator. (2001). Sharangadhara Samhita: A treatise on Āyurveda. Varanasi, India: ChaukhambaOrientalia.
19. 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, Comperative Views, Index, Glossary, Nabu Press, 2012

[E] Teaching Learning Process:

1. Teachers will explain the relevant texts in lecture method.
2. Teachers will make the students visit to and experience themselves the medicinal plants.
3. Teachers will instruct the students to prepare reports on their understanding of the plants.

[F]   Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 2
Week 4 – Unit 2
Week 5 – Unit 3
Week 6 – Unit 3
Week 7 – Unit 4
Week 8 – Unit 4
Week 9 – Unit 5
Week 10 – Unit 5
Week 11 – Unit 6
Week 12 – Unit 6

[G] Assessment Methods:

I. Final Examination

I.   Basic Structure of Question Paper & Division of Marks   75

Four long questions from Units I to IV   15x4=60
Three short notes (with options) from Units I to IV   5x3=15

II.   Internal Assessment   25
(Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)
Total Marks: (I+II)   (75+25) = 100

[H] Keywords:

bhujaṅgaprayāta, sragviṇī, toṭaka, harigītikā, vidyunmālā, anuṣṭup, āryā, mālinī, śikhariṇī, vasantatilakā, mandākrāntā, sragdharā and nyuśārdūlvikrīḍita.

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GE-4
Sanskrit Narratology

Max. Marks: (75+25= 100)   **Total Credits: 04**

[A] Course Objectives:

This course aims at acquainting the students with various aspects of Sanskrit Narratology. These aspects cover origin and development of Sanskrit narratives, its distinctive features, functions, forms and cross-cultural reception.

[B] Course Learning Outcomes:
Students will acquire the basic understanding of Sanskrit Narratives. They will be able to appreciate the essence of Sanskrit Narratology. They will develop an interest in Sanskrit Narratives and will be motivated to study the subject further.

[C] Course Contents:

Unit: I Origin and Development of Sanskrit Narratives

A. Vedic Origin- Ṛgvedic Saṁvāda Sūktas, Gāthā Nārāśaṁsī, Upniṣadic ākhyāna
B. Itihāsa-purāna tradition
C. Bṛhatkathā and its Sanskrit recensions – Bṛhatkathā śloksaṁgrha, Kathāsartitsāgara, Bṛhatkathāmaňjarī
D. Origin and Development of Sanskrit Fables – Paňcatantra, Hitopadeśa, Vetālapaňcaviṁśikā, Siṁhāsanadvātriṁśikā, Puruṣaparīkṣā, Śukasaptati

Unit: II Distinctive Features and Functions of Sanskrit Narratology

  (i)   Distinctive Features of Sanskrit Narratology

  1. Interiorization   2. Serialisation 3. Fantasisation   4. Cyclicalisation 5. Allegorisation
  6. Anonymisation   7. Elasticisation of Time 8. Spatilisation   9. Stylisation

  10. Improvisation

  (ii) **Institution and Function of Story-telling**

  1. Ritualistic, spiritualistic, recreational and pedagogical thrust

2. Narrator as a social-class- Kuśīlava, Cāraṇa, Sūta

Unit: III Art-forms as Medium of Sanskrit Narrative

Kathāsatra (Symposium of Story-telling), Drama, Dance-forms, Cave-paintings, Miniature Paintings and Sculpture.

Unit: IV Cultural Reception of Paṅcatantra

Adaptation, Re-casting and Re-telling of Paṅcatantra across cultures and nations.

[D] References:

1. Sadhale, Nalini, *Katha in Sanskrit Poetics,* Sanskrit Academy, Osmania University, Hyderabad, 1986
2. Paniker, K. Ayyapaa, *Indian Narratology*, IGNCA, Delhi, 2003
3. Dev, Amiya (Ed.), *Narrative, A Seminar*, Sahitya Academy, Delhi, 2017
4. Daya, Krishna, *India's Intellectual Tradition*, Delhi, ICPR,1987
5. Mahulikar, Gauri, Effect of Ramayana on Various Cultures and Civilizations, Ramayana Institute.
6. Video of London 2009 ICR Illustrated Lecture on the Westward Migration of Panchatantra from India.
7. V. Raghavan Ed.The Rāmāyana Tradition in Asia,
8. Dr. Edgerton, Franklin (1924), *The Paṅcatantra Reconstructed* (Vol.1: Text and Critical Apparatus, Vol.2: Introduction and Translation), New Haven, Connecticut: American Oriental Series. Volumes 2-3 Hertel, Johannes (1908-15), The Paṅcatantra : a collection of ancient Hindu tales, in the recension called Paṅcākhyānaka, and dated 1199 A.D., of the Jaina monk
9. Anand Krishna, *A Reassessment of the Tuti-Nama Illustrations in the Cleveland Museum of Art,* Artibus Asiae, Vol. 35, No.3, pp. 241-268 (28 pages). Artibus Asiae Publishers, 1973.
10. Winternitz, M. *Some Problems of Indian Literature* –Munshiram Manoharlal, Delhi, 1978.

[E] Teaching Learning Process:

1. Teachers will introduce the elements of Sanskrit Narratology.

2. Teachers will explain and clarify the fundamental concepts and issues of Narratology in the class.
3. Teachers will suggest the students to visit the blogs, articles and other digital and non – digital sources in the subjects.
4. Teachers will make the students understand the preventive approach of Sanskrit Narratology.

[F]   Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 1
Week 4 – Unit 1
Week 5 – Unit 2
Week 6 – Unit 2
Week 7 – Unit 2
Week 8 – Unit 2
Week 9 – Unit 3
Week 10 – Unit 3
Week 11 – Unit 4
Week 12 – Unit 4

[G] Assessment Method:

I. Final Examination   **75**

Basic Structure of Question Paper & Division of Marks

i.	Long Questions (from unit I, III, IV)	3x15=45
ii.	Short Questions (from unit II)	2x8=16
iii.	Short Notes (from unit I)	2x7=14

II. Internal Assessment   **25**

(Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)

Total Marks: (I+II)   (75+25) = 100

[H] Key-Words

Sanskrit Narrative, Narratology, Ākhyāna, Kathā, Ākhyāyikā ,   Gāthā Nārāśaṁsī , Itihāsa-purāna,   Rāmāyaṇa, Mahābhārata , Paňcatantra, Hitopadeśa, Bṛhatkathā, Kathāsartitsāgara, Bṛhatkathāmaňjarī.

Head of the Department

UNIVERSITY OF DELHI

Department: Sanskrit
Multidisciplinary Studies with Sanskrit as Major / Minor
(SEMESTER-I)

based on

Undergraduate Curriculum Framework 2022 (UGCF)

(Effective from Academic Year 2022-23)

DSC as Major

Sl. No.	Course Title	Nature of the Course	Total Credits	Components			Eligibility Criteria/ Pre-requisite	Contents of the Course & References may be seen at
				L	T	P		
1	Sanskrit Grammar	DSC	4	3	1	0	Class XII Pass	*Annexure-I*
2	Sanskrit Poetry	DSC	4	3	1	0	Class XII Pass	*Annexure-II*

DSC as Minor

Sl. No.	Course Title	Nature of the Course	Total Credits	Components			Eligibility Criteria/ Pre-requisite	Contents of the Course & References may be seen at
				L	T	P		
1	Sanskrit Grammar	DSC	4	3	1	0	Class XII Pass	*Annexure-I*

Department of Sanskrit
University of Delhi

UGCF Sanskrit Course

B.A. (Multi-Disciplinary) with Sanskrit as Major
DSC-1
Sanskrit Grammar

Max. Marks: (75+25= 100)   **Credits: 4**

[A] Course Objectives:

Sanskrit is known for a long tradition of grammatical and semantic analysis of Language. Panini's grammar is very highly and very rightly respected for providing the best model for structural and semantic studies of language. This course intends to familiarize the students with the basic structure of Sanskrit language through the study of the text of Laghusiddhantakaumudi, a premier text of Sanskrit grammar by Varadaraj.

[B] Course Learning Outcomes:

After completion of this course, students will know the structure of Panini's grammar. They will become familiar with the sandhi and compounding patterns of Sanskrit Language. They will also learn some important primary and secondary suffixes of Sanskrit. The practice of the application of rules learnt from the reading of the text will further enhance their knowledge of the structural patterns of Sanskrit language.

[C] Course Contents:

Unit I
> **Laghusiddhāntakaumudī : Sañjñā Prakaraṇa**
> Mahesvar Sutra, Pratyahara, Uchcharana Sthan, Different types of Sound.

Unit II
> **Laghusiddhāntakaumudī: Sandhi Prakaraṇa**
> ac sandhi: yaṇ, guṇa, dīrgha, ayādi, vṛddhi and pūrvarūpa.
> hal sandhi: ścutva, ṣṭutva, anunāsikatva, chhatva and jaśtva
> visarga sandhi: utva, lopa, satva and rutva

Unit III

Laghusiddhāntakaumudī: Vibhaktyartha Prakaraṇa
Vibhaktyartha Prakaraṇa

Unit IV
General introduction to Samasa based on Laghusiddhāntakaumudī.

[D] References :

Compulsory Reading:

1. धरानन्द शास्त्री, लघुसिद्धान्तकौमुदी, मूल एवं हिन्दी व्याख्या, मोतीलाल बनारसीदास, दिल्ली, २०२१.

2. भीमसेन शास्त्री, लघुसिद्धान्तकौमुदी भैमी व्याख्या (भाग-1), भैमी प्रकाशन, दिल्ली, १९८३.

3. चारुदेव शास्त्री, व्याकरण चन्द्रोदय (भाग-1,2 एवं 3), मोतीलाल बनारसीदास, दिल्ली, १९९१.

4. सत्यपाल सिंह, लघुसिद्धान्तकौमुदी: प्रकाशिका नाम्नी हिन्दी व्याख्या सहिता, शिवालिक पब्लिकेशन, दिल्ली, 2014 ।

5. V.S. Apte, The Students' Guide to Sanskrit Composition, Chowkhamba Sanskrit Series, Varanasi, 1925. (Hindi Translation is also available).

6. M.R. Kale, Higher Sanskrit Grammar, MLBD, Delhi, 1961. (Hindi Translation is also available).

Additional Resources:

1. चक्रधर नौटियाल हंस, बृहद् अनुवाद चन्द्रिका, मोतीलाल बनारसीदास, दिल्ली, 1962.
2. कपिलदेव द्विवेदी – रचनानुवादकौमुदी, विश्वविद्यालय प्रकाशन, वाराणसी, 1960.

[E] Teaching Learning Process:

1. Teachers will split each sutra into its component and explain them before explaining the entire sutra.
2. Students will be encouraged to memorize the important sutras from the text and teachers will test their learning occasionally.
3. Students will explain maximum number of sutras in their words and attempt the siddhi's of maximum words.
4. Short periodic tests and quizzes will be held.
5. Students will be encouraged to apply their theoretical knowledge of the rules of grammar to the literary texts that they have already studied in earlier classes.

[F]   Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 1
Week 4 – Unit 2
Week 5 – Unit 2
Week 6 – Unit 2
Week 7 – Unit 3
Week 8 – Unit 3
Week 9 – Unit 3
Week 10 – Unit 4
Week 11 – Unit 4
Week 12 – Unit 4

[G] Assessment Methods:

I	**Final Examination**	**75**
	Basic Structure of Question Paper & Division of Marks	
i.	Explanations of 5 sutras (Units 1 to 5)	05 x 05 = 25
ii.	Formation of 5 words (Unit 1 to 5)	05 x 05 = 25
iii.	Questions on applied grammar from prescribed texts (from unit 2 to 5)	05 x 02 = 10
iv.	शुद्ध अशुद्ध वाक्य based on karka	01 x 05 = 05
v.	Making of compounds and disolution of compounds.	04 x 2.5 = 10
II	**Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**	**25**
	Total Marks: (I+II)	**(75+25) = 100**

[H] Keywords:

Sañjñā, Sandhi, Vibhaktyartha, Samasa

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Department of Sanskrit
University of Delhi

UGCF Sanskrit Course

B.A. (Multi-Disciplinary) with Sanskrit as Major
DSC-2
Sanskrit Poetry

Max. Marks: (75+25= 100)   **Credits: 04**

[A] Course Objectives:

This course aims at getting the students acquainted with the general outlines of Classical Sanskrit Literature of Poetry through the study of some classical texts.

[B] Course Learning Outcomes:

This course will help the students develop a fair idea of the works of great Sanskrit poets. They will be able to appreciate the styles and thought patterns of individual poets focusing on the poetical, artistic, cultural and historical aspects of their works. This course will give students the required skills for translation and interpretation of poetic works.

[C] Course Contents
Unit I
Raghuvaṁśam: Canto-I (Verses 1-25):
> Introduction (Author and Text), Meaning/translation, Explanation, Story, Characteristics of Raghu Clan, Characteristics of Dilīpa, Role of Dilīpa for the welfare of the subjects. Appropriateness of title, Background of given contents.

Unit II
Śiśupālavadham - Canto II, (Verses 26-56):
> Introduction (Author and Text), Appropriateness of title, Background of given contents, Grammar, Translation, Explanation, Poetic excellence, thematic analysis. माघे सन्ति त्रयो गुणाः, मेघे माघे गतं वयः, तावद् भा भारवेर्भाति यावन्माघस्य नोदयः

Unit III
Nītiśatakam - (Verses 1-20):
> Translation, explanation, social experiences of Bhartṛhari, Types of Fool.

Unit IV
History of Sanskrit Poetry:
> Aśvaghoṣa, Kālidāsa, Bhāravi, Māgha, Śrīharṣa, Jayadeva, Bhartṛhari and their works. Origin and Development of Different types of Mahākāvya and Gītikāvya with special reference to the following Poets and their works.

5

[D] References:

Compulsory Readings:

1. त्रिपाठी, कृष्णमणि, रघुवंशम् (मल्लिनाथकृत सञ्जीवनीटीका), चौखम्बा सुरभारती प्रकाशन, वाराणसी, १९०३.
2. झा, तारिणीश (व्या.), भर्तृहरिकृत नीतिशतकम् ,संस्कृत टीका, हिन्दी व अंग्रेजीव्याख्यानुवादसहित, रामनारायणलाल बेनीमाधव , इलाहाबाद, १९७६.
3. त्रिपाठी, बाबूराम (सम्पा.), भर्तृहरिकृत नीतिशतकम् महालक्ष्मी प्रकाशन, आगरा, १९८६
4. विष्णुदत्त शर्मा शास्त्री (व्या.), भर्तृहरिकृत नीतिशतकम्, विमलचन्द्रिकासंस्कृतटीका व हिन्दी- व्याख्यासहित, ज्ञानप्रकाशन, मेरठ, संवत् २०३४.
5. शिशुपालवध – माघ, चौखम्बा विद्याभवन, वाराणसी
6. C.R. Devadhar (Ed.), Raghuvaṁśam of Kālidāsa, MLBD. Delhi, 1996.
7. Gopal Raghunath Nandargikar (Ed.), Raghuvaṁśam of Kālidāsa, MLBD, Delhi, 1897.
8. M.R. Kale (Ed.), Nītiśatakam of Bhartṛhari, MLBD., Delhi.
9. M.R. Kale (Ed.), Raghuvaṁśam of Kālidāsa, MLBD, Delhi, 1922.

Additional Resources:
1. Keith, A.B., *History of Sanskrit Literature*, MLBD, Delhi, 1953.
2. Krishnamachariar, *History of Classical Sanskrit Literature*, MLBD, Delhi, 1937.
3. Gaurinath Shastri, *A Concise History of Sanskrit Literature*, MLBD, Delhi, 1987.
4. Winternitz, Maurice: *Indian Literature* (Vol. I-III), also Hindi Translation, MLBD, Delhi, 1985.

[E] Teaching Learning Process:

1. A step-by-step approach will be practiced by the teachers.
2. Teachers will read aloud the given poetry text and the students will repeat the same.
3. Teachers will help students in disjoining all sandhis and dissolving all samāsas.
4. Teachers will arrange the words according to the prose order (anvaya).
5. Students will identify the grammatical structure of each word.
6. Teachers will guide the students in translating each word and then the complete verse.
7. Teachers will discuss the social, political, cultural issues occurring in the text and their contemporary relevance.
8. Teachers will also analyze the text according to the principles of traditional Sanskrit poetics.

[F]   Weekly Plan
Week 1 – Unit 1
Week 2 – Unit 1
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Week 4 – Unit 2
Week 5 – Unit 2
Week 6 – Unit 2

Week 7 – Unit 3
Week 8 – Unit 3
Week 9 – Unit 3
Week 10 – Unit 4
Week 11 – Unit 4
Week 12 – Unit 4

[G] Assessment Methods:

I.   Final Examination

	Basic structure of Question Paper & Division of marks	**75**
i.	Translation-3 (from unit I to III)	03 x 04 = 12
ii.	Explanations-3 (from unit I to III)	03 x 06 = 18
iii.	Questions 04 (Unit I to IV)	04 x 08 = 32
iv.	Grammatical notes from prescribe text (from Unit 1 to 5)	01 x 05 = 05
v.	Short Notes (from Unit IV)	02 x 04 = 08
II	**Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)**	**25**
	Total Marks: (I+II)	**(75+25) = 100**

[H] Keywords:

Sanskrit Literature, Mahākāvya, Gītikāvya, Raghuvaṁśam, Nītiśatakam, Classical Sanskrit Literature, Poetry, etc.

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Head of the Department