

**Under Graduate Course
For Sanskrit (HonS/GE/PASS)
under Choice Based Credit system
(CBCS)**



Sambalpur University
Jyoti Vihar
Burla
Sambalpur-19

**Under Graduate Course for Sanskrit (*Hons DSC 1-14/DSE 1-4/GE 1-4/AEEC (SEC-A)*) Under
Choice Based Credit System (CBCS)**

Semester	Core Papers (DSC) (BA Hons Sanskrit)	Discipline Specific Elective (DSE) (BA Sanskrit Hons)	Generic Elective (GE) (BA Hons Others)	Ability Enhancement Elective Course (AEEC) (Skill Based for Sanskrit Hons)
I	DSC-1: Classical Sanskrit Literature (Poetry) DSC-2: Critical Survey of Sanskrit Literature		GE-1: Basic Sanskrit	
II	DSC-3: Classical Sanskrit Literature (Prose) DSC-4: Self-Management in Gītā		GE-2: Indian Culture and Social Issues	
III	DSC-5: Classical Sanskrit Literature(Drama) DSC-6: Poetics and Literary Criticism DSC-7: Indian Polity in Sanskrit		GE-3: Indian Aesthetics	AEEC-1(SEC-A): Sanskrit Meters and Music
IV	DSC-8: Indian Epigraphy, Paleography and Chronology DSC-9: Modern Sanskrit Literature DSC-10: Sanskrit Grammar		GE-4: Ancient Indian Polity	
V	DSC-11: Vedic Literature DSC-12: Sanskrit Grammar	DSE-1: Art of Balanced Living DSE-2: Theatre & Dramaturgy in Sanskrit Literature		
VI	DSC-13: Indian Ontology and Epistemology DSC-14: Sanskrit Composition and Essay	DSE-3: Sanskrit Linguistics DSE-4: Fundamentals of Ayurveda OR DSE-4: Environmental Awareness in Sanskrit Literature		

Details of BA Sanskrit *Pass* Course (DSC A/B)

Semester	Course No. DSC A/B	Core Papers (DSC A/B) (BA Pass Sanskrit)	Same as Hons Course (Yes/No)
I	TH1	DSC-2: Critical Survey of Sanskrit Literature	Yes
II	TH2	DSC-4: Self-Management in Gītā	Yes
III	TH3	DSC-5: Classical Sanskrit Literature(Drama)	Yes
IV	TH4	DSC-6: Poetics and Literary Criticism	Yes
V	TH5	DSE-1: Art of Balanced Living	Yes
VI	TH6	DSC-14: Sanskrit Composition and Essay	Yes

DSC-1: Classical Sanskrit Literature (Poetry)

Section	Nomenclature	Unit	Unit Description	Unit wise Credit	Section wise Credit	Pattern of question	Marks
A	Raghuvamśam: Canto-I (Verse: 1-25)	I	Raghuvamśam: Introduction (Author and Text), Appropriateness of title, Canto I (Verses 1-10) Grammatical analysis, Meaning/translation, Explanation, Content analysis, Characteristics of Raghu Clan.	06	12	One Long Question	15 X 01
		II	Raghuvamśam: Canto I (Verses 11-25) Grammatical analysis, Meaning/translation, Explanation, Role of Dillīpa in the welfare of subjects.	06			
B	Meghadutam (Upto Ujjainivarnanam)	I	Introduction (Author and Text), Appropriateness of title, Background of given contents. Text Reading Verses 1-26 (Grammatical analysis, Translation, and Explanation), Poetic excellence and Plot.	06	12	One Long Question	15 X 01
		II	Text Reading Verses 27-38 (Grammatical analysis, Translation, Explanation), Poetic excellence, Plot.	06			
C	1.Kirātārjunīyam - Canto I (Verses 1-25)	I	Kiratarjuniyam: Introduction (Author and Text), Appropriateness of title, Background of given contents, Canto I, Verses 1-16, Grammatical analysis, Translation, Explanation, Poetic excellence, thematic analysis.	06	20	One Long Question	15 X 01
	II	Kirātārjunīyam: Verses 17-25, Grammatical analysis, Translation, Explanation, Poetic excellence, thematic analysis.	06				
	2.Nītiśatakam (Verses 1-20)	III	Nītiśatakam: Verses (1-10) Grammatical analysis, Translation, Explanation. Nītiśatakam: Verses (11-20) Grammatical analysis, Translation, Explanation, Thematic analysis, Bhartṛhari's comments on society.	08			
D	Origin and Development of Mahākāvya and Gītikāvya	I	Origin and development of different types of Māhākāvya with special reference to Aśvaghoṣa, Kālidāsa, Bhāravi, Māgha,Bhatti, Śīharṣa.	06	12	One Long Question OR Three Short Notes of Five Marks Each	15 X 01 OR 05 X 03
		II	Origin & Development of Sanskrit gītikāvayas with special reference to Kālidāsa, Bilhaṇa, Jayadeva, Amarūk, Bhartṛhari and their works.	06			
Explanation of Verses covering section A, B ,C						Two Explanations (08 X 02) AND Two Grammar (Samasa, Vibhakti) from Text (02 X 02)	20
TOTAL CREDIT					56	TOTAL MARKS	80
						MIDTERM	10 + 10

Course Objectives:

This course aims to get students acquainted with Classical Sanskrit Poetry. It intends to give a comparative understanding of literature.

Course Outcomes:

Students will be able to appreciate the development of Sanskrit Literature. Also, the course seeks to help students to negotiate texts independently.

Suggested Books/Readings (Teachers are also free to recommend any relevant books/articles/e-resource if needed):

1. Kale M.R. (Ed.), Raghuvamśam of Kālidāsa, MLBD, Delhi.
2. Kale M.R. (Ed.), Meghadutam, MLBD, Delhi.
3. Kale M.R. (Ed.), Kiratarjuniyam of Bhāravi, MLBD, Delhi.
4. Kale M.R. (Ed.), Nītiśatakam of Bhartṛhari, MLBD, Delhi.
5. Mirashi, V.V. Kālidāsa, Popular Publication, Mumbai.
6. Keith, A.B., History of Sanskrit Literature, MLBD, Delhi.
7. Winternitz, Maurice, Indian Literature (Vol. I-III), also Hindi Translation, MLBD, Delhi.

DSC-2: Critical Survey of Sanskrit Literature

Section	Nomenclature	Unit	Unit Description	Unit wise Credit	Section wise Credit	Pattern of question	Marks
A	Vedic Literature	I	Samhitā (Ṛk, Yajuh, Sāma, Atharva) time, subject–matter, Religion & philosophy, Social life.	12	20	One Long Question	15 X 01
		II	<i>Brāhmaṇa, Āraṇyaka, Upaniṣad, Vedāṅga</i> (Brief Introduction).	08			
B	Rāmāyaṇa	I	<i>Rāmāyaṇa-time, subject–matter, Rāmāyaṇa</i> as an <i>Ādikāvya</i> .	05	10	One Long Question	15 X 01
		II	<i>Rāmāyaṇa</i> as a Source Text and its Cultural Importance.	05			
C	Mahābhārata	I	<i>Mahābhārata</i> and its Time, Development and subject matter.	06	12	One Long Question	15 X 01
		II	<i>Mahābhārata</i> : Encyclopaedic nature, as a Source, Text, Cultural Importance.	06			
D	Purāṇas	I	Purāṇas: Subject matter, Characteristics.	07	14	One Long Question	15 X 01
		II	Purāṇas: Social, Cultural and Historical Importance.	07			
Short Notes covering section A, B ,C, D						Four Short Notes (05 X 04)	20
TOTAL CREDIT					56	TOTAL MARKS	80
						MIDTERM	10 + 10

Course Objectives:

This course aims to get students acquainted with Sanskrit literature from Vedic literature to Purāṇa literature.

Course Outcomes:

Students will be able to know the different genres of Sanskrit Literature and Śāstras.

Suggested Books/Readings (Teachers are also free to recommend any relevant books/articles/e-resource if needed):

1. Keith A.B., History of Sanskrit Literature, also Hindi translation, MLBD, Delhi.
2. Krishnamachariar M., History of Classical Sanskrit Literature, MLBD, Delhi.
3. Shastri Gaurinath, A Concise History of Sanskrit Literature, MLBD, Delhi.
4. Winternitz Maurice, Indian Literature (Vol. I-III), also Hindi Translation, MLBD, Delhi.
5. बलदेव उपाध्याय, संस्कृत साहित्य का इतिहास, शारदा निकेतन, वाराणासी.
6. बलदेव उपाध्याय, वैदिक साहित्य और संस्कृति, वाराणासी.
7. बलदेव उपाध्याय, पुराण विमर्श, चौखम्बा विद्याभवन, वाराणासी.

DSC-3: Classical Sanskrit Literature (Prose)

Section	Nomenclature	Unit	Unit Description	Unit wise Credit	Section wise Credit	Pattern of question	Marks
A	Śukanāsopadeśa(Banabhatta)	I	Introduction- Author/Text	12	24	One Long Question And One Translation Of Passage From Sanskrit To Oriya	09 X 01 AND 06 X 01
		II	Society, Āyurveda and political thoughts depicted in Śukanāsopadeśa, logical meaning and application of sayings like बाणोच्छिष्टं जगत्सर्वं, वाणी बाणो बभूव , पञ्चाननो बाणः etc.	12			
B	Dasakumaracaritam(Dandin) - IInd Uchhvasa	I	Introduction- Author, Text, Text reading (Grammar, Translation, and Explanation), Poetic excellence, Plot, Timing of action.	10	16	One Long Question And One Explanation Of Passage From Text	08 X 01 AND 07 X 01
		II	Text reading (Grammar, Translation and Explanation), Poetic excellence, Plot, Timing of Action. Society, Language and Style of Daṇḍin, Exposition of Saying दण्डिनः पदलालित्यम्, कविर्दण्डी कविर्दण्डी कविर्दण्डी न संशयः and others.	06			
C	Origin and development of prose, Important prose romances	I	Origin and development of prose, important prose Romances, Subandhu, Daṇḍin, Bāṇa, Ambikadatta Vyāsa	08	08	One Long Question	15 X 01
D	Fables & Fairy Tales in Sanskrit literature	I	Pañcatantra, Hitopadeśa, Vetālapañcaviṃśatikā, Simhāsanadvātriṃśikā, Puruṣaparīkṣā, Śukasaptati.	08	08	One Long Question	15 X 01
Short Notes Covering Section C, D						Four Short Notes (05 X 04)	20
TOTAL CREDIT					56	TOTAL MARKS	80
						MIDTERM	10 + 10

Course Objectives:

This course aims to acquaint students with Classical Sanskrit Prose literature with special reference to Origin and development of prose, important prose romances, fables & fairy tales in Sanskrit.

Course Outcomes:

The course also helps the students to critically assess the prose texts on a comparative basis.

Suggested Books/Readings (Teachers are also free to recommend any relevant books/articles/e-resource if needed):

1. Jha Ramakant, Sukanasopadesha, Chowkhamba Vidyabhawan, Varanasi.
2. Kale M.R. (Ed.), Dasakumaracaritam(of Dandin), MLBD, Delhi
3. Keith A.B., History of Sanskrit Literature, also Hindi translation, MLBD, Delhi.
4. Krishnamachariar M., History of Classical Sanskrit Literature, MLBD, Delhi.
5. Shastri Gaurinath, A Concise History of Sanskrit Literature, MLBD, Delhi.
6. Winternitz Maurice, Ancient Indian Literature (Vol. I, II, III), MLBD, Delhi.

DSC-4: Self-Management in Gītā

Section	Nomenclature	Unit	Unit Description	Unit wise Credit	Section wise Credit	Pattern of question	Marks
A	Gītā: Cognitive and emotive apparatus	I	Hierarchy of indriya, manas, buddhi and ātman III.42; XV. 7 Role of the ātman –XV.7; XV.9 Mind as a product of prakṛti VII.4 Properties of three guṇas and their impact on the mind – XIII. 5-6; XIV.5-8, 11-13; XIV.17.	16	16	Long Question OR Three Short Questions	15 X 01 OR 05 X 03
B	Gītā: Controlling the mind & Means of Controlling the mind	I	Nature of conflict I.1; IV.16; I.45; II.6 Causal factors – Ignorance – II.41; Indriya – II.60, Mind – II.67; Rajoguṇa – III.36-39; XVI.21; Weakness of mind- II.3; IV.5.	08	16	Two Short Questions	7.5 X 02
		II	Means of controlling the mind Meditation–difficulties –VI.34-35; procedure VI.11-14 Balanced life - III.8; VI.16-17 Diet control - XVII. 8-10 Physical and mental discipline – XVII. 14-19, VI.36.	08			
C	Gītā: Means of Conflict resolution	I	Importance of knowledge – II. 52 ; IV.38-39; IV.42 Clarity of buddhi – XVIII.30-32 Process of decision making – XVIII.63 Control over senses – II.59, 64 Surrender of kartṛbhāva –XVIII .13-16; V.8-9 Desirelessness- II.48; II.55 Putting others before self – III.25.	08	08	Three Short Questions	05 X 03
D	Gītā: Self-management through devotion	I	Surrender of ego – II.7 ; IX.27; VIII.7; XI.55 ; II.47 Abandoning frivolous debates – VII.21, IV.11; IX.26 Acquisition of moral qualities - XII.11; XII.13-19.	16	16	One Long Question	15 X 01
Two Explanations Covering Section A, B, C, D						Two Explanations (10 X 02)	20
TOTAL CREDIT					56	TOTAL MARKS	80
						MIDTERM	10 + 10

Course Objectives:

The objective of this course is to study the philosophy of self-management in the Gītā. The course seeks to help students analyze the text independently without referring to the traditional commentaries.

Course Outcomes:

The course enables students to experience the richness of spirituality and its impact on day to day life.

Suggested Books/Readings (Teachers are also free to recommend any relevant books/articles/e-resource if needed):

1. Goenka Jayadayal, Śrimadbhagavadgītā (with English commentary), Tattvavivecinī, Gītā Press, Gorakhpur, 1997.
2. Tilak Bal Gangadhar & Sukthankar Balchandra Sitaram, J.S.Tilak & S.S.Tilak - Śrimadbhagavadgītārahasya - The Hindu Philosophy of Life...,1965.
3. Tapasyananda Swami - Śrimadbhagavadgītā - The Scripture of Mankind, text in Devanagari with transliteration in English and notes, Sri Ramakrishna Math, 1984.
4. Sri Aurobindo, Essays on the Gītā, Sri Aurobindo Ashram, Pondicherry, 1987.
5. Srinivasan, N.K, Essence of Śrimadbhagavadgītā: Health & Fitness (commentary on selected verses), Pustak Mahal, Delhi, 2006.
6. Radhakrishnan S., Śrimadbhagavadgītā, MLBD, Delhi.

DSC-5: Classical Sanskrit Literature (Drama)

Section	Nomenclature	Unit	Unit Description	Unit wise Credit	Section wise Credit	Pattern of question	Marks
A	Abhijñanakuntalam- Kalidasa- Act. I & II	I	Introduction, Author, Explanation, Story, Meaning/Translation	05	10	One Long Question OR Three Short Questions	15 X 01 OR 05 X 03
		II	Unique features of Kalidasa's style. Characterization, Importance, Sources of 1&2 Act.	05			
B	Abhijñanakuntalam- Kalidasa- Act. IV & V	I	Abhijñānaśākuntalam: Act IV- (a) Introduction, Author, Explanation of terms like nāndī, prastāvanā, sūtradhāra, natī, viśkambhaka, vidūṣaka, kañcukī, (b) Text Reading (Grammar, Translation, Explanation), Poetic excellence, Plot, Timing of Action, Personification of nature, Language of Kālidāsa, dhvani in Upamā Kālidāsa, Purpose and design behind Abhijñānaśākuntalam and other problems related to texts, Popular saying about Kālidāsa & Śākuntalam.	08	16	One Long Question	15 X 01
		II	Abhijñānaśākuntalam Act IV- Text Reading (Grammar, Translation, Explanation), Poetic excellence, Plot, Timing of action.	08			
C	Mudrārākṣasam – Viśākhadatta Act I, II & III	I	Mudrārākṣasam : Act I – (a) Introduction, Author, Purpose and design behind Mudrārākṣasa. (b) Text Reading prescribed verses for translation and explanation- 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 14, 16, 18, 19, 21, 22, 24, 26, 27. (Grammar, Translation, Explanation), Poetic excellence, Plot, Timing of Action.	07	20	One Long Question	15 X 01
		II	Mudrārākṣasam: Act II - prescribed verses for translation and explanation- 1, 3, 4, 5, 7, 8, 9, 10, 13, 15, 16, 17, 18, 19, 22, and 23, Text Reading (Grammar, Translation, Explanation), Poetic excellence, Plot, Timing of Action.	06			
		III	Mudrārākṣasam: Act III - prescribed verses for translation and explanation- 1, 3, 4, 6, 12, 13, 14, 15, 16, 17, 20, 21, 22, 23, 24, 25, 26, 27, 29, 31 and 33. Text Reading (Grammar, Translation, Explanation), Poetic excellence, Plot, Timing of Action.)	07			
D	Critical survey of Sanskrit Drama	I	Sanskrit Drama : Origin and Development, Nature of Nāṭaka,	05	10	One Long Question OR Three Short Notes	15 X 01 OR 05 X 03
		II	Some important dramatists and dramas: Bhāsa, Kālidāsa, Śūdraka, Viśākhadatta, Harṣa, Bhavabhūti, Bhaṭṭanārāyaṇa and their works.	05			
Explanations from Section - A, B, C						Three Explanations (07+07+06)	20
TOTAL CREDIT					56	TOTAL MARKS	
						MIDTERM	10 + 10

Course Objectives:

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

Course Outcomes:

The course enables students to experience the aesthetic brilliance of Sanskrit drama and dramatic techniques.

Suggested Books/Readings (Teachers are also free to recommend any relevant books/articles/e-resource if needed):

1. Kale M.R. (Ed.), Abhijnanaśākuntalam, MLBD, Delhi.
2. Kale M.R. (Ed.), Mudrārākṣasam, MLBD, Delhi.
3. Telang K.T. (Ed.), Mudrārākṣasam, Nag Publishers, Delhi.
4. Keith A.B, Sanskrit Drama, Oxford University Press London, 1970.
5. Bhat G. K., Sanskrit Drama, Karnataka University Press, Dharwad, 1975.
6. Wells Henry W., Six Sanskrit Plays, Asia Publishing House, Bombay.

DSC-6: Poetics and Literary Criticism

Section	Nomenclature	Unit	Unit Description	Unit wise Credit	Section wise Credit	Pattern of question	Marks
A	Introduction to Sanskrit poetics & Forms of Kāvya-Literature	I	Introduction to poetics: Origin and development of Sanskrit poetics (Sahitya Shastra).	05	20	One Long Question	15 X 01
		II	Definition (lakṣaṇa), objectives (prayojana) and causes (hetu) of poetry (according to Sahityadarpanah -I Parichheda).	07			
		III	Forms of poetry : dr̥śya, śravya, miśra, (campū) Mahākāvya, khaṇḍakāvya, gadya-kāvya(kathā, ākhyāyikā) (According to Sāhityadarpaṇa).	08			
B	Śabda-śakti (Power of Word) and rasa-sūtra	I	Power/Function of word and meaning abhidhā (expression/ denotative meaning), lakṣaṇā (indication/ indicative meaning) and vyañjanā (Suggestion/ suggestive meaning) (According to Sahityadarpanah Parichheda-II).	06	16	One Long Question	15 X 01
		II	Rasa: rasa-sūtra of Bharata and its prominent expositions: utpattivāda, anumitivāda, bhuktivāda and abhivyaktivāda, alaukikatā (transcendental nature) of rasa (as discussed in Kāv्यaprakāśa, Ullasa IV).	10			
C	Alamkāra (figures of speech)	I	Figures of speech- anuprāsa, yamaka, śleṣa, upamā, rūpaka, bhrāntimān, apahnuti, utprekṣā, atīśayokti, vyatireka.samāsokti, svabhāvokti, arthāntaranyāsa, vibhāvanā, Visesokti (Sahitadarpanah -X).	10	10	Three Alamkaras to be explained with Definition & Example	05 X 03
D	Chandas (metre)	I	Metres- anuṣṭup, āryā, indravajrā, upendravajrā, drutavilambita, upajāti, vasantatilakā, mālīnī, mandākrāntā, śikharīṇī, śārdūlavikrīḍita, sragdharā (chhandomanjari).	10	10	Three Chandas to be explained with Definition &Example	05 X 03
Four short notes from section A & B						Four Short Notes (05 X 04)	20
TOTAL CREDIT					56	TOTAL MARKS	80
						MIDTERM	10 + 10

Course Objectives:

The study of sāhityaśāstra(Sanskrit Poetics) embraces all poetic arts and includes concepts like alaṅkāra, rasa, rīti, vakrokti, dhvani, aucitya etc.

Sanskrit poetics, as flourished through ages, starting from Bharata(300 BC) to Kavi Karnapura(16th Century AD), is the main subject adopted here. Knowledge of Alamkara (figures of speech) and Chandas (metre) help the students in understanding the poetic excellence in Sanskrit kavyas.

Course Outcomes:

The course develops capacity for creative writing and literary appreciation using different poetic elements of poetics taught to them.

Suggested Books/Readings (Teachers are also free to recommend any relevant books/articles/e-resource if needed):

1. Dwivedi R.C. ,The Poetic Light, Motilal Banarsidas, Delhi, 1967.
2. Kane P.V., History of Sanskrit Poetics pp.352-991.
3. Ray, Sharad Ranjan , Sāhityadarpaṇa; Viśvanātha, (Ch I, VI & X) with Eng. Exposition, Delhi.
4. Shaligram Shastri, Sahityadarpana (Viśvanātha), Chapter I, II, III, VI, X.
5. Narendra, Kavyaprakash (Mammata), Chapter IV.
6. Chandomanjari(Gangadas), Chowkhamba publications.

DSC-7: Indian Polity in Sanskrit

Section	Nomenclature	Unit	Unit Description	Unit wise Credit	Section wise Credit	Pattern of question	Marks
A	Manusmṛti Chapter II-Vs.-1-107	I	Manusmṛti Chapter II-Verses-1-51 Definition of Dharma,Sadachara,Samskar	06	12	One Long Question	15 X 01
		II	Manusmṛti Chapter II-Verses-52-107 Acamana Vidhih, Pranava, Indriyasamyama	06			
B	Structure of Society and Value of Life	I	Caste-System in Ancient India.	05	14	One Long Question	15 X 01
		II	Position of Women in Ancient India : Brief survey of position of women in different stages of Society. Praise of women in The Bṛhatsamhitā of Varāhamihira (Strīprasamsā, chapter-74 Verses 1-10)	04			
		III	Social Values of Life : Social Relevance of Indian life style with special reference to Sixteen Saṁskāras. Four aims of life ‘Puruṣārtha Catuṣṭaya’- 1. Dharma, 2. Artha, 3. Kāma, 4. Mokṣa. Four Āśramas- 1. Brahmacarya, 2. Gṛhastha, 3. Vānaprastha, 4. Sannyāsa	05			
C	Indian Polity : Rajadharmah (Manusmṛti-VII- 1-124)	I	Manusmṛti : Chapter-7, Verses- 1-69	09	18	One Long Question	15 X 01
		II	Manusmṛti : Chapter-7, Verses- 70-124	09			
D	Cardinal Theories & Thinkers of Indian Polity	I	Arthasastra - Kautilya - Prakarana -I ch.I-VII	06	12	One Long Question	15 X 01
		II	Important Thinkers on Indian Polity: Manu, Kautilya, Kāmandaka, Śukrācārya, SomadevaSuri.	06			
Explanation, Short Notes /Short Questions From Section A, B, C, D						Two Explanations (06 X 02) AND [Two Short Notes (04 X 02) OR Four Short Questions (02 X 04)]	20
TOTAL CREDIT					56	TOTAL MARKS	80
						MIDTERM	10 + 10

Course Objectives:

Indian polity in Sanskrit describes Dharma, Samskara and Sadachara. Text like Samhitās, Smriti, Ramayana, Mahābhārata, Purāṇa, Kauṭilya's Arthaśāstra and other works known as Nītiśāstra or Dharmasastra propagate the duties and rights of the subjects.

Course Outcomes:

Students are acquainted with the role of common people from different social institutions and learn the dos/don'ts mentioned in different ancient scriptures, in a concise but effective mode.

Suggested Books/Readings (Teachers are also free to recommend any relevant books/articles/e-resource if needed):

1. Kangle R.P. (Ed.), Arthaśāstra of Kautilya, Delhi, Motilal Banarasidas, 1965.
2. Griffith R.T.H. (Trans.), Atharvavedasamhitā, Banaras, 1896-97, rept. (2 Vols), 1968.
3. Pandey Umesha Chandra (Ed.) – Baudhāyanadharmasūtra, Chowkhamba Sanskrit Series Office, Varanasi, 1972.
4. Shastri H.P. (Eng. Tr.) - Mahābhārata (7 Vols), London, 1952-59.
5. Olivelle, P. (Ed. & Trans.), Manu's Code of Law (A Critical Edition and Translation of the Manava- Dharmasāstra), OUP, New Delhi, 2006.
6. Shastri H.P. (Eng. Tr.), Rāmāyaṇa of Vālmīki —London, 1952-59. (3 Vols).
7. Wilson H.H. (Eng. Tr.), Viṣṇupurāṇa, PunthiPustak, Reprint, Calcutta, 1961.
8. Altekar, A.S, The Position of Women in Hindu Civilization, Delhi, 1965.
9. Bhandarkar, D.R. - Some Aspects of Ancient Indian Hindu Polity, Banaras Hindu University.
10. Bashm A.L., Wonder that was India MLBD, Delhi.
11. Bhatt R.G. (Ed.), Brhatsamhita(Varahamihira) Part -II, MLBD, Delhi.

DSC-8: Indian Epigraphy, Paleography and Chronology

Section	Nomenclature	Unit	Unit Description	Unit wise Credit	Section wise Credit	Pattern of question	Marks
A	Epigraphy	I	Introduction to Epigraphy and Types of Inscriptions.	02	08	One Long Question Or Three Short Notes	15 X 01 OR 05 X 03
		II	Importance of Indian Inscriptions in the reconstruction of Ancient Indian History and Culture.	02			
		III	History of Epigraphical Studies in India.	02			
		IV	Contribution of Scholars in the field of epigraphy: Fleet, Cunningham, Princep, Buhler, Ojha, D.C.Sircar.	02			
B	Paleography	I	Antiquity of the Art of writing, Writing materials, Inscribers and Library	04	08	One Long Question	15 X 01
		II	Introduction to Ancient Indian Scripts.	04			
C	Study of Selected Inscriptions	I	Girnāra Rock Inscription Of Rudradāman	10	20	One Long Question	15 X 01
		II	Prayag Stone Pillar Inscription Of Samudragupta	10			
D	Study of Selected Inscriptions	I	Mandasore Inscriptions Of Yashodharaman.	10	20	One Long Question	15 X 01
		II	Banskhera Copper Plate Inscriptions Of Harsha	10			
Two Explanations and One Translation of passages from Sanskrit to Oriya from Section C,D						Two Explanations (07 X 02) And One Translation of a Passage (06 X 01)	20
TOTAL CREDIT					56	TOTAL MARKS	80
						MIDTERM	10 + 10

Course Objectives:

The objective of introducing this course is to educate the students, to know about the ancient methods of writing and recording the history of a particular period. Indian inscriptions are special, because they record the ancient Indian history & culture in Sanskrit language.

Course Outcomes:

The course facilitates the knowledge about the society, economy, politics and epigraphical evidences of a particular period and place.

Suggested Books/Readings (Teachers are also free to recommend any relevant books/articles/e-resource if needed):

1. Dani, Ahmad Hasan, Indian Paleography, Oxford, 1963.
2. Pillai, Swami Kannu & K.S. Ramchandran, Indian Chronology (Solar, Lunar and Planetary), Asian Educational Service, 2003.
3. Satyamurty, K., Text Book of Indian Epigraphy, Lower Price Publication, Delhi, 1992.
4. Rana S.S., Bharatiya Abhilekh, Bharatiya Vidya Prakashan, Delhi, 1978.
5. Sirkar D.C., Selected inscriptions, Volume I, Kolkata, 1965.
6. Pandey Rajbali, Bharatiya Puralipi, Lokabharatiya Prakashan, Allahbad, 1978.
7. Bhuler George, Bharatiya Puralipi Shastra, Hindi Translation, MLBD, Delhi 1966.
8. Mulley Gunakar, Aksar Katha, Publication department, Govt of India, Delhi, 2003.

DSC-9: Modern Sanskrit Literature

Section	Nomenclature	Unit	Unit Description	Unit wise Credit	Section wise Credit	Pattern of question	Marks
A	Mahākāvya and Charitakāvya	I	SvāntrīyaSambhavam (RevaprasadaDwivedi) Canto 2, Verses 1-45.	07	14	One Long Question	15 X 01
		II	Bhimāyanam (Prabha Shankar Joshi) Canto X. verses 20-29; Canto - XI. Verses 13-20 & 40-46.	07			
B	GadyaKāvya & Rūpaka	I	Śataparvikā (Abhirāja Rajendra Mishra).	05	10	One Long Question	15 X 01
		II	ŚārdūlaŚakatam (Virendra Kumar Bhattacharya).	05			
C	GītiKāvya and Other genres	I	Bhatta Mathurna Nath Shastri (Kundaliyān).	04	12	One Long Question	15 X 01
		II	Hariram Acharya (Sankalpa Gitih) ; Pushpa Dikshit (Bruhi kosminYuge..) RadhaVallabhTripathi DhivaraGitih (Naukamihasaramsaram...).	04			
		III	Harshdev Madhava Haiku- Snanagrihe, Vedanā, mrityuh1, mrtyuh 2; khanih; shatāvadhāni R. Ganesh (kavi-viśādah, varṣāvibhūtiḥ –selected verses).	04			
D	General Survey of Modern Sanskrit Literature	I	Pandita Kshama Rao, P.K. Narayana Pillai, S. B. Varnekar, ParmanandShastri, Reva Prasad Dwivedi.	06	20	One Long Question	15 X 01
		II	Janaki VallabhShastri, Ram Karan Sharma, Jagannath Pathak, S. Sunderrajan, Shankar Dev Avatare.	06			
		III	Haridas SiddhantaVagish, Mula Shankar M. Yajnika, Mahalinga Shastri, Leela Rao Dayal, YatindraVimal Chowdhury, Virendra Kumar Bhattacharya.	08			
Two Explanations From Section A, B, C AND Two Short Notes From Section D						Two Explanations (06 X 02) AND Two Short Notes (04 X 02)	20
TOTAL CREDIT					56	TOTAL MARKS	80
						MIDTERM	10 + 10

Course Objectives:

Sanskrit as a language is not only confined to the ancient era. The rich & profound tradition of modern creative writing in Sanskrit is enriched by new genres of writing.

Course Outcomes:

Students become aware of the language, both ancient and modern. Thereby, they learn to adopt & compare the old treasure house of knowledge and the modern writings, contemporary to their world.

Suggested Books/Readings (Teachers are also free to recommend any relevant books/articles/e-resource if needed):

1. UshaSatyavrat, Sanskrit Dramas of the Twentieth Century, Mehar Chand Lachmandas, Delhi, 1987.
2. Dwivedi Rahas Bihari, AdhunikMahakāvya Samikshanam.
3. Tripathi RadhaVallabh, Sanskrit Sahitya BinsaveenShatabdi, RSS, Delhi, 1999.
4. Rao Musalgaonkar Kesava, Adhunik Sanskrit KāvyaParampara, 2004.
5. Naranga, S.P., KalidasaPunarnava.
6. Upadhyaya, Ramji, Adhunik Sanskrit Natak, Varanasi.
7. Ratha Srinivas, Tadeva Gaganam, Saiva Dhara(Kavya Samgraha), RSS, Delhi.
8. Joshi Prabhasankhar, Bhimayanam, Sarada Gaurav Granthamala, Pune.
9. Mishra Abhiraj Rajendra (Ed.), Binshasatabdisanskrutakavyamritam Part – I, Delhi.

DSC-10: Sanskrit Grammar

Section	Nomenclature	Unit	Unit Description	Unit wise Credit	Section wise Credit	Pattern of question	Marks
A	Karakaparakaranam (1st & 2nd vibhakti).	I	Karakaparakaranam (prathama vibhakti).	08	20	Three Sutras To Be Defined	05 X 03
		II	Karakaparakaranam (dvitiya vibhakti)	12			
B	Karakaparakaranam-3 rd vibhakti	I	Karakaparakaranam(trtitiya vibhakti)	10	10	Three Sutras To Be Defined	05 X 03
C	Karakaparakaranam-4 th vibhakti	I	Karakaparakaranam (caturthi vibhakti)	10	10	Three Sutras To Be Defined	05 X 03
D	Samjnaparakaranam	I	Samjnaparakaranam (Siddhantakaumudi)	16	16	Three Sutras To Be Defined	05 X 03
Ten Objective Questions Carrying ONE Mark Each With Multiple Choice Answers (Covering Section-A, B, C, D) AND Five Objective Questions Carrying TWO Marks Each (Covering Section-A, B, C, D) (Examples to be explained Mentioning the Name of Sutras)						Ten Objective MCQ (01 X 10) AND Five Objective Questions (02 X 05)	20
TOTAL CREDIT					56	TOTAL MARKS	80
						MIDTERM	10 + 10

Course Objectives:

This course is aimed to acquaint students with Paninian Grammar.

Course Outcomes:

Knowledge of grammar will help the students to write and speak correct Sanskrit and help them understand the scriptures and texts correctly.

Suggested Books/Readings (Teachers are also free to recommend any relevant books/articles/e-resource if needed):

1. Balamanorama tika, Siddhantakaumudi (Samjna & Karakaprakaranam), Chowkhamba, Varanasi.
2. Basu S.K. (Ed.), Astadhyai of Panini, Varanasi, 1897.

DSC-11: Vedic Literature

Section	Nomenclature	Unit	Unit Description	Unit wise Credit	Section wise Credit	Pattern of question	Marks
A	RgSamhitā	I	Rgveda – Agni - 1.1, Uṣas - 3.61, Indra -2.12. Hiraṇyagarbha - 10.121 Samjnana - 10.191	18	18	One Long Question (Devata-Svarupa) AND One Explanation	08 X 01 AND 07 X 01
B	YajurSamhitā	I	Yajurveda - Śivasamkalpa Sūkta - 34.1 - 6 Purusa 31.1-16	10	10	One Long Question AND One Explanation	08 X 01 AND 07 X 01
C	Vedic Grammar	I	Selected sutras to be studied: (छन्दसि परेऽपि,व्यवहिताश्च,चतुर्थ्यर्थे बहु लं छन्दसि,छन्दसि लुङ्लङ्लिटः,लिङर्थेलेट्, लेटोऽडाटौ,आतए,वैतोऽन्यत्र,इदन्तोमसि, आज्जसेरसुक्)	10	10	Three Sutras to be explained	05 X 03
D	Kathopanisad	I	Kathopanisad – 1 - I ,II, III - Valli	18	18	One Long Question	15 X 01
Three Niruktis from Section - A & B. AND One Explanation from Section D AND One Translation of a Verse To Oriya from Section D						Three Niruktis (02 X 03) AND One Explanation (08) AND One Translation of a Verse to Oriya (06)	20
TOTAL CREDIT					56	TOTAL MARKS	80
						MIDTERM	10 + 10

Course Objectives:

This course on Vedic literature aims to introduce various types of Vedic texts by which the students will be able to read the original Vedas, Upanishads, and Vedic supplement books.

Course Outcomes:

This will enhance the knowledge of the students as Vedas are the most ancient books of the world. The Upanishads will help them to understand and uplift the spirituality.

Suggested Books/Readings (Teachers are also free to recommend any relevant books/articles/e-resource if needed):

1. Telang and Chaubey (Ed.), The new Vedic selection. MLBD, Delhi.
2. Kathopanishad, Chowkhamba Prakashan, Varanasi.
3. RgVeda Samhita, VVRI, Hoshiyarpur, Punjab.

DSC-12: GRAMMAR

Section	Nomenclature	Unit	Unit Description	Unit wise Credit	Section wise Credit	Pattern of question	Marks
A	Karakaprakaranam (Siddhantakaumudi)	I	Apadanakarakam (5 th vibhakti)	12	12	Three Sutras to be Explained	05 X 03
B	Karakaprakaranam (Siddhantakaumudi)	I	Adhikaranakarakam (7 th vibhakti)	12	12	Three Sutras to be Explained	05 X 03
C	Karakaprakaranam (Siddhantakaumudi)	I	Sambandha (6 th vibhakti)	12	12	Three Sutras to be Explained	05 X 03
D	Samdhi (Laghusiddhantakaumudi)	I	AC Samdhi (Laghusiddhantakaumudi)	20	20	Three Sutras to be Explained	05 X 03
Twenty Objective Questions Carrying One Mark Each With Multiple Choice Answers(Covering Section-A, B, C, D)						Twenty Objective Questions (01 X 20)	20
TOTAL CREDIT					56	TOTAL MARKS	80
						MIDTERM	10 + 10

Course Objectives:

The course aims to acquaint students with the rules of Paninian grammar.

Course Outcomes:

Knowledge of grammar will help the students to write and speak correct Sanskrit. It will help them interpreting the scriptures and texts correctly.

Suggested Books/Readings (Teachers are also free to recommend any relevant books/articles/e-resource if needed):

1. Dixit Bhattoji, Siddhantakaumudi, Balamanorama Tika, Chowkhamba, Varanasi.
2. Varadacarya - Laghusiddhantakaumudi, Chowkhamba, Varanasi.

DSC-13: Indian Ontology and Epistemology

Section	Nomenclature	Unit	Unit Description	Unit wise Credit	Section wise Credit	Pattern of question	Marks
A	Introduction of Indian Philosophy	I	Meaning and purpose of darśana, general classification of philosophical schools in classical Indian philosophy.	05	16	One Long Question	15 X 01
		II	Realism (yathārthavāda or vastuvāda) and Idealism (pratyayavāda), Monism (ekattvavāda), Dualism (dvaitavavāda) & Pluralism (bahuttvavāda) ; dharma (property)-dharmi (substratum).	05			
		III	Causation (kāryakāraṇavāda) : naturalism (svabhāvavāda), doctrine of pre-existence of effect (satkāryavāda), doctrine of real transformation (pariṇāmavāda), doctrine of illusory transformation (vivartavāda), doctrine of nonprexistence of effect in cause (asatkāryavāda and ārambhavāda).	06			
B	Ontology (Based on Tarkasaṃgraha)	I	Concept of padārtha, three dharmas of padārthas, definition of Dravya.	05	20	One Long Question	15 X 01
		II	Sāmānya, Viśeṣa, Samavāya, Abhāva.	05			
		III	Definitions of first seven dravyas and their examination; Ātma and its qualities, manas.	05			
		IV	Qualities (other than the qualities of the ātman) Five types of Karma.	05			
C	Epistemology (Based on Tarkasaṃgraha)	I	Buddhi(jñāna) – nature of jñāna in Nyāya vaiśeṣika;smṛiti-anubhava; yathārtha and ayathārtha .	03	10	One Long Question	15 X 01
		II	Karaṇa and kāraṇa, definitions and types of pramā,kartā-kārana-vyāpāra-phala, model.	03			
		III	Pratyakṣa	04			
D	Epistemology (Based on Tarkasaṃgraha)	I	Anumāna including hetvābhāsa.	03	10	One Long Question	15 X 01
		II	Upamāna and śabda pramāṇa.	03			
		III	Types of ayathārtha anubhava.	04			
Four Short Questions (Covering Section-A, B, C, D)						Four Short Questions (05 X 04)	20
TOTAL CREDIT					56	TOTAL MARKS	80
						MIDTERM	10 + 10

Course Objectives:

Philosophy is a way of life. This course aims to get the students acquainted with the cardinal principles of the Nyāya-Vaiśeṣika philosophy through the Tarkasaṃgraha and to enable students to handle philosophical texts in Sanskrit. It also intends to give them an understanding of essential aspects of Indian Philosophy.

Course Outcomes:

It will develop their knowledge of reasoning, logic and elements of creation.

Suggested Books/Readings (Teachers are also free to recommend any relevant books/articles/e-resource if needed):

1. Athalye & Bodas (Ed. & Tr.), Tarkasaṃgraha of Annambhaṭṭa (with Dīpikā & Nyāyabodhinī), Mumbai, 1930.
2. Nath Sri Ramkrishna (Ed. & Tr.), Virupakshananda Tarkasaṃgraha of Annambhaṭṭa (with Dīpikā & Nyāyabodhinī), Madras, 1994.
3. Mishra Pankaj Kumar (Ed. & Tr), Tarkasaṃgraha of Annambhaṭṭa (with Dīpikā commentary with Hindi Translation), Parimal Publication, Delhi-7.
4. Chatterjee, S. C. & D. M. Datta, Introduction to Indian Philosophy, Calcutta University, Calcutta, 1968 (Hindi Translation also).
5. Chatterjee, S. C., The Nyāya Theory of Knowledge, Calcutta, 1968.
6. Hiriyanna, M., Outline of Indian Philosophy, London, 1956 (also Hindi Translation).
7. Chatterjee, S.C., Introduction to Indian Philosophy, Calcutta.

DSC-14: Sanskrit Composition and Essay

Section	Nomenclature	Unit	Unit Description	Unit wise Credit	Section wise Credit	Pattern of question	Marks
A	Voice and Kṛt	I	Voice (kartr, karma and bhava)	08	16	Three Voice Changes (Vacya Parivartanam) AND Three Sentence Formation (Vakya Gathanam)	03 X 03 AND 02 X 03
		II	krdanta (Students are required to make sentences using the following Pratyayas only) (tavyat, tavya, aniyar, yat, nyat, nvul, trc, an, kta, ktavatu, satr, sanac, tumun, ktva-lyap, lyut,ghan, ktin)	08			
B	Translation	I	Translation of Odiya/English passages to Sanskrit	10	10	One Passage Of Consisting Of Six Lines to be Translated To Sanskrit	15 X 01
C	Translation	I	Translation of Sanskrit passages to Odiya/English	10	10	One Passage to be Retranslated	10 X 01
D	Essay	I	Essay (traditional subjects) e.g. Samskriti, Ramayana, Mahabharata, Puranas, Gita, Principal Sanskrit poets and Subhasitas.	20	20	One Essay	20 X 01
Twenty Objective Type Questions Carrying ONE Mark Each Covering Section A						Twenty Objective Type Questions (01 X 20)	20
TOTAL CREDIT					56	TOTAL MARKS	80
						MIDTERM	10 + 10

Course Objectives:

This paper aims at teaching composition and essay writing.

Course Outcomes:

It will help them write flawless Sanskrit and translate into Sanskrit from other languages.

Suggested Books/Readings (Teachers are also free to recommend any relevant books/articles/e-resource if needed):

1. Apte V.S., The Students' Guide to Sanskrit Composition, Chowkhamba Sanskrit Series, Varanasi (Hindi Translation also available).
2. Kale, M.R., Higher Sanskrit Grammar, MLBD, Delhi (Hindi Translation also available).
3. Kanshiram, Laghusiddhāntakaumudī (Vol.1), MLBD, Delhi, 2009.
4. Apte V.S., The Students' Sanskrit-English Dictionary, MLBD, Delhi.
5. Apte V.S., The Students' English-Sanskrit Dictionary, MLBD, Delhi.
6. Laghusiddhantakaumudi (Varadacarya), Chowkhamba Publication, Varanasi.
7. Dwibwadi Kapildev, Samskrta nibandha satakam, University Publication, Varanasi.

DSE-1: Art of Balanced Living

Section	Nomenclature	Unit	Unit Description	Unit wise Credit	Section wise Credit	Pattern of question	Marks
A	Self-presentation	I	Method of Self-presentation : Hearing (śravaṇa), Reflection (manana) & meditation (nididhyāsana) – (Bṛhadāraṇyakopaniṣad, 2.4.5).	14	14	One Long Question	15 X 01
B	Concentration	I	Concept of Yoga : (Yogasūtra , 1.2) Restriction of fluctuations by practice (abhyāsa) and passionlessness (vairāgya) : (Yogasūtra, 1.12-16).	14	14	One Long Question	15 X 01
C	Concentration	I	Eight aids to Yoga (Aṣṭāṅgayoga) : (Yogasūtra, 2.29, 30, 32, 46, 49, 50; 3.1-4). Yoga of action (kriyāyoga) : (Yogasūtra, 2.1) Four distinct means of mental purity (cittaprasādana) leading to oneness : (Yogasūtra, 1.33).	14	14	One Long Question	15 X 01
D	Refinement of Behavior	I	Methods of Improving Behavior : jñāna-yoga, dhyāna-yoga, karma-yoga and bhakti-yoga (especially karma-yoga) Karma : A natural impulse, essentials for life journey, co-ordination of the world, an ideal duty and a metaphysical dictate (Gītā, 3.5, 8, 10-16, 20 & 21)	14	14	One Long Question	15 X 01
Two Explanations/Short Questions From Section A,B, C, D						Two Explanations (07 X 02) AND Two Short Questions (03 X 02)	20
TOTAL CREDIT					56	TOTAL MARKS	80
						MIDTERM	10 + 10

Course Objectives:

This course aims to get the Sanskrit Hons students acquainted with theories of art of living inherent in Sanskrit literature.

Course Outcomes:

It gives incentives to live a better life and understand the values of life in a healthy atmosphere. It exposes the students to realize the emphasis of extraordinary value and true happiness by a comprehensive psychoanalytical and highly rational system.

Suggested Books/Readings (Teachers are also free to recommend any relevant books/articles/e-resource if needed):

1. Brihadaranyakopanishad, Gita Press, Gorakhpur, UP.
2. Yogasutra of Patanjali, Chowkhamba Publications, Varanasi.
3. Srimad Bhagwad Gita, Gita Press, Gorakhpur, UP.
4. Radhakrishnan S. (Ed.), Srimad Bhagwad Gita, MLBD, Delhi.
5. Swami Sivananda, Kriya Yoga, A Divine Life Society Publication, UP, 1987.

DSE-2: Theatre and Dramaturgy in Sanskrit

Section	Nomenclature	Unit	Unit Description	Unit wise Credit	Section wise Credit	Pattern of question	Marks
A	Theatre: Types and Constructions	I	Types of theatre: vikṛṣṭa (oblong), caturasra (square), tryasra (triangular), jyestha (big), madhyama (medium), avara (small). Bhūmīśodhana (Examining the land) and māpa (measurement of the site), mattavāraṇī (raising of pillars), raṅgapīṭha and rangaśīrṣa (stage), dārukarma (wood-work), nepathya -grha (greenhouse), prekṣkopaveśa (audience-hall), Doors for entrance & exit.	16	16	One Long Question	15 X 01
B	Drama : Vastu (subject-matter), Netā (Hero)	I	Definition of drama and its various names - dr̥śya, rūpa,rūpaka , abhineya; abhinaya and its types: āṅgika (gestures), vācika(oral), sāttvika (representaion of the sattva), āhārya (dresses and make-up). Vastu: (subject-matter) : ādhikārika (principal), prāsaṅgika (subsidiary), Five kinds of arthaprakṛti, kāryāvasthā (stages of the action of actor) and sandhi (segments), arthopakṣepaka (interludes),kinds of dialogue: 1. sarvaśrāvya or prakāśa (aloud) 2. aśrāvya or svagata (aside) 3. niyataśrāvya : janāntika (personal address), apavārita (confidence) 4. ākāśabhāṣita (conversation with imaginary person).	08	15	One Long Question	15 X 01
		II	Netā: Four kinds of heroes, Three kinds of heroines, sūtradhāra (stage manager), pāripārśvika (assistant of sūtradhāra), vidūṣaka (jester), kañcukī (chamberlain), pratināyaka (villain).	07			

C	Drama: Rasa	I	Rasa: definition and constituents, ingredients of rasa-niṣpatti: - bhāva (emotions), vibhāva (determinant), anubhāva (consequent), sāttvikabhāva (involuntary state), sthāyibhāva (permanent states), vyabhicāribhāva (complementary psychological states), svāda (pleasure), Four kinds of mental levels : vikāsa (cheerfulness), vistāra (exaltation), kṣobha (agitation), vikṣepa (perturbation).	15	15	One Long Question	15 X 01
D	Tradition and History of Indian Theatre	I	Origin and development of stage in different ages: pre-historic, Vedic age, epic-puranic age, court theatre, temple theatre, open theatre, modern theatre: folk theatre, commercial theatre, national and state level theatre.	10	10	One Long Question	15 X 01
Four Short Notes Covering Section A, B, C, D						Four Short Notes (05 X 04)	20
TOTAL CREDIT					56	TOTAL MARKS	80
						MIDTERM	10+ 10

Course Objectives:

Theatre in India is an age old medium, which arouses the sentiment of the audience. Bharatamuni was the first exponent to introduce dramaturgy as a full-fledged technique. Before that it was prevalent in the RgVeda in the form of Samvadasukta. This powerful audio/visual medium creates the ultimate happiness, which is called Rasa.

Course Outcomes:

The concept of Rasa helps in relishing the supreme bliss, which is very close to the spiritual liberation. Through theatre the students can visualize and realize this.

Suggested Books/Readings (Teachers are also free to recommend any relevant books/articles/e-resource if needed):

1. Hass, The Daśarūpa: A Treatise on Hindu Dramaturgy (Karika [2/1-5, 8, 9, 15] [4/1- 8, 43, 44] [7,8,11-24,30,36,43,48,57-65])
2. Ghosh M.M., *Nāṭyaśāstra of Bharatamuni*, Vol –I (pp 18-32), Manisha Granthalaya, Calcutta, 1967.
3. Gairola Vachaspati, Bharatiya Natya Parampara aur Abhinaya Darpan, Allahbad, 1967.
4. Mishra Bharatendu, Bharat Kalin Kalayein, Pratibha Prakashan, Delhi, 2004.
5. Dixit Surendra Nath, Bharat aur Bharatiya Natya Kala, MLBD, Delhi.
6. Shastri Saligram, Sahitya Darpana (Vimala Tika in Hindi), MLBD, Delhi.
7. Farley P. Richmond (Ed.), Indian Theatre: Traditions of performance Vol –I (pp 25-32), MLBD, Delhi, 2007.

DSE-3: Sanskrit Linguistics

Section	Nomenclature	Unit	Unit Description	Unit wise Credit	Section wise Credit	Pattern of question	Marks
A	Bhasasastra – Origins and Characteristics	I	Origin of language, Definitions & Features, Origin of linguistic and its constituents.	14	14	One Long Question	15 X 01
B	Bhasavijnana – Phonetics	I	Phonetics in Sanskrit and General features- Morphology, Syntax, Meaning and scope of phonetics	14	14	One Long Question	15 X 01
C	Bhasaparivara – Indo-European Language Family & Sanskrit	I	Indo-European language family and Study of Sanskrit in a comparative basis	14	14	One Long Question	15 X 01
D	Tulanatmaka Bhasavijnana – Comparative Linguistics and Sanskrit	I	Comparative linguistics history and general features.	14	14	One Long Question	15 X 01
Five Short Notes Covering Section B, C, D						Five Short Notes (04 X 05)	20
TOTAL CREDIT					56	TOTAL MARKS	80
						MIDTERM	10 + 10

Course Objectives:

Sanskrit is the oldest language and has many similarities with other languages of world. This course is meant for acquainting the students with the growth of language and language family.

Course Outcomes:

By studying linguistics students can assess the importance of Sanskrit and its application in modern technology.

Suggested Books/Readings (Teachers are also free to recommend any relevant books/articles/e-resource if needed):

1. Burrow, T., Sanskrit Language (also trans. into Hindi by Bholashankar Vyas), Chaukhamba Vidya Bhawan, Varanasi, 1991.
2. Ghosh, B.K., Linguistic Introduction to Sanskrit, Sanskrit Pustak Bhandar, Calcutta, 1977.
3. Gune, P.D., Introduction to Comparative Philology, Chaukhamba Sanskrit Pratisthan, Delhi, 2005.
4. Taraporewala, Elements of the Science of Language, Calcutta University Press, Calcutta, 1962.
5. Verma, S.K., Modern Linguistics, Oxford University Press, Delhi,
6. Tiwari Bholanath, Tulanatmak Bhasavijnana, MLBD, Delhi, 1974.
7. Dwivedi Kapil Dev, Bhasa Vijnana evam Bhasasastra, Unicversity Publication, Varanasi, 2001.

DSE-4: Fundamentals of Ayurveda

Section	Nomenclature	Unit	Unit Description	Unit wise Credit	Section wise Credit	Pattern of question	Marks
A	Introduction of Ayurveda	I	Introduction of Āyurveda, History of Indian Medicine in the pre-caraka period, The two schools of Āyurveda: Dhanvantari and Punarvasu.	10	20	One Long Question	15 X 01
		II	Main Ācāryas of Āyurveda – Caraka, Suśruta, Vagbhata, Mādhava, Sārṅgadharā and Bhāvamiśra.	10			
B	Carakasarhitā – (Sūtra-sthānam)	I	Carakasamhitā – (Sūtra-sthānam): Division of Time and condition of nature and body in six seasons. Regimen of Fall Winter (Hemanta), Winter (Śīśira) & Spring (Vasanta) seasons.	09	09	One Long Question	15 X 01
C	Carakasarhitā – (Sūtra-sthānam)	I	Regimen of Summer (Grīśma), Rainy (Varsā) and Autumn (Śarada) seasons.	09	09	One Long Question	15 X 01
D	Taittiriyanopanishad	I	Taittiriyanopanishad—Bhṛguvalli, anuvak 1- 3.	09	18	One Long Question	15 X 01
		II	Taittiriyanopanishad—Bhṛguvalli, anuvak 4-6.	09			
Four Short Notes Covering Section A, B, C						Four Short Notes (05 X 04)	20
TOTAL CREDIT					56	TOTAL MARKS	80
						MIDTERM	10 + 10

Course Objectives:

Though Ayurveda deals with medicine, it is to be taught in the classroom through lectures only. This paper will not have practicals. History of Indian medicine originates in the Atharvaveda, but Charaka and Susruta are two main exponents of Ayurveda.

Course Outcomes:

The preventive and the diagnostic methods of Ayurveda will help the students to have a healthy life and understand the therapeutic procedures in Ayurveda.

Suggested Books/Readings (Teachers are also free to recommend any relevant books/articles/e-resource if needed):

1. Tripathi Brahmananda (Ed.), Carakasamhitā, Chaukhamba Surbharati Prakashana, Varanasi, 2005.
2. Susruta Samhita, Chowkhamba Publications, Varanasi.
3. Taittiriyaopanisad, Bhrguvalli, Gita Press, Gorakhpur, UP.
4. Atridev Vidyalkar, Ayurveda ka Brhad itihasa.
5. Sharma Priyavrat, Caraka Chintana.
6. Narayanaswami V., Origin and Development of Āyurveda (A brief history),
7. Ancient Science of life, Vol. 1, No. 1, July 1981, pages 1-7.

(OR) DSE-4: Environmental Awareness in Sanskrit Literature

Section	Nomenclature	Unit	Unit Description	Unit wise Credit	Section wise Credit	Pattern of question	Marks
A	Environmental Issues and Importance of Sanskrit Literature	I	Science of Environment : Definition, Scope and Modern Crises: Role of Environment in human civilization; Meaning and definitions of The Environment; Various name for Science of Environment: 'Ecology', 'Paryavarana', Prakriti Vijnana'; Main components of Environment: living organisms (Jaiva Jagat) and non-living materials (Bhoutika Padarth). Elementary factor of Environment Physical elements, Biological elements and Cultural elements.	06	18	One Long Question	15 X 01
		II	Modern Challenges and Crises of Environment : Global warming, Climate change, Ozone depletion, Explosively increase in Pollution, Decrease in underground water label, River pollution, Deforestation in large scale. Natural calamities such as flood, drought and earthquakes.	06			
		III	Environmental Background of Sanskrit Literature: Importance of Sanskrit Literature from the view point of Science of environment ; Concept of ' Mother Earth' and worship of Rivers in Vedic literature; Brief survey of environmental issues such as protection and preservation of mother nature, planting trees in forests, and water preservation techniques as propounded in the Sanskrit literature. Buddhist and Jain concepts of ecology, protection of trees, love for animals and birds.	06			

B	Environment Awareness in Vedic Literature	I	Environmental Issues and Eco-system in Vedic Literature, Divinity to Nature, Coordination between all natural powers of universe; Cosmic order 'Rta' as the guiding force for environment of whole universe (Rgveda, 10.85.1); Equivalent words for Environment in Atharvaveda : 'Vritavrita' (12.1.52), 'Abhivarah,'(1.32.4.), 'Avritah' (10.1.30), 'Parivrita'' (10.8.31); five basic elements of universe covered by environment : Earth, Water, Light, Air, and Ether. (Aitareya Upanishad 3.3) ; Three constituent elements of environment known as 'Chandansi': Jala (water),Vayu (air), and Osadhi (plants) (Atharvaveda, 18.1.17); Natural sources of water in five forms: rain water(Divyah),natural spring(Sravanti), wells and canals (Khanitrimah), lakes (Svayamjah) and rivers(Samudrarthah) Rigveda, 7.49.2).	10	20	One Long Question	15 X 01
		II	Environment Preservation in Vedic Literature: Five elementary sources of environment preservation: Parvat(mountain), Soma (water),Vayu (air), Parjanya (rain) and Agni (fire) (Atharvaveda, 3.21.10); Environment Protection from Sun (Rgveda,1.191.1-16,Atharvaveda,2.32.1-6,Yajurveda,4.4,10.6); Congenial atmosphere for the life created by the Union of herbs and plants with sun rays (Atharvaveda,5.28.5);Vedic concept of Ozone-layer Mahat ulv' (Rgveda,10.51.1; Atharvaveda,4.2.8); Importance of plants and animals for preservation of global ecosystem; (Yajurveda,13.37); Eco friendly environmental organism in Upanishads (Brhadaranyaka Upanishad,3.9.28,Taittiriya Upanishad,5.101, Iso-Upanishad,1.1)	10			

C	Environmental Awareness in Classical Sanskrit Literature	I	Environmental Awareness and Tree plantation : Planting of Trees in Puranas as a pious activity (Matsya Purana, 59.159; 153.512; Varaha Purana 172. 39),Various medicinal trees to be planted in forest by king (Sukraniti,4.58-62) royal duty of king (Arthasastra, 2.1..20); Punishments for destroying trees and plants (Arthasastra,3.19), Plantation of trees for recharging underground water(Brhatsamhita, 54.119)	06	12	One Long Question	15 X 01
		II	Environmental Awareness and Water management : Various types of water canals 'Kulya' for irrigation : canal originated from river 'Nadimatr mukha kulya', canal originated from nearby mountain 'Parvataparsva vartini kulya', canal originated from pond,'Hrdsartha kulya', Preservation of water resources 'Vapi –kupa –tadaka' (Agnipuranas,209-2; V.Ramayana,2.80.10-11); Water Harvesting system in Arthasastra (2.1.20-21);Underground Water Hydrology in Brhatsamhita (Dakargaiadhyaya,chapter- 54);	06			
D	Environmental Awareness in Kalidasa's Kavyas	III	Universal Environmental Issues in Literature of Kalidasa : Eight elements of Environment and concept of 'Astamurti' Siva (Abhijnasakuntalam1.); Preservation of forest, water resources, natural resources; protection of animals, birds and plant in Kalidasa's works, Environmental awareness in Abhijnasakuntalam Drama, Eco- system of indian monsoon in Meghdoot, Seasonal weather conditions of Indian sub-continent in Rtusamhara, Himalayan ecology in Kumarasambhava, Oceanography in Raghuvamsa (canto-13).	06	06	One Long Question	15 X 01
Five Short Notes from Section C & D						Five Short Notes (04 X 05)	20
TOTAL CREDIT					56	TOTAL MARKS	80
						MIDTERM	20

Course Objectives:

In the age of modern challenges and crisis of environment like global warming, greenhouse effect, pollution etc. the study of environment becomes the guiding force to get rid of all these. From the very early age, civilization in India believed in ecofriendly lifestyle and they had the awareness to use the cultural & religious occasions to protect the environment. i.e. the nature or the mother earth.

So the course aims at exposing the students to such an environment by training the basic concept of environmental awareness.

Course Outcomes:

The students get an opportunity to go through the ancient scriptures, both Vedic and classical and know the methodologies to sustain a healthy environment along with a prosperous civilization.

Suggested Books/Readings (Teachers are also free to recommend any relevant books/articles/e-resource if needed):

1. Kangle R.P. (Ed.), Arthashastra of Kautilya, Motilal Banarasidas, Delhi, 1965.
2. Griffith R.T.H. (Trans.), Atharvaveda Samhita (2 Vols), Banaras, 1968.
3. Shastri H.P. (Eng. Tr.), Ramayana of Valmiki (3 Vols), London, 1952-59.
4. Wilson H.H. (Eng. Tr.), Rgveda Samhita (6 Vols), Bangalore, 1946.
5. Joshi, P.C., Namita J—A Textbook of Environmental Science, A.P.H. Publishing Corporation, New Delhi, 2009.
6. Sinha, K.R., Ecosystem Preservation through Faith and Tradition in India. J. Hum. Ecol., Delhi University, New Delhi, 1991.
7. Pandya, Smta P., Ecological Renditions in the Scriptures of Hinduism – I (article) Bulletin of the Ramakrishna Mission Institute of Culture.
8. Renugadevi, R., Environmental Ethics in the Hindu Vedas and Puranas in India, (article) African Journal of History and Culture, Vol. 4(1), January 2012.
9. Kumar, B M., Forestry in Ancient India: Some Literary Evidences on Productive and Protective Aspects, (article) Asian Agri- History.
10. Dwivedi Kapildev, Vedon main Vigyan, Vikhyati Anusandhan Parishad, Yodoi, 2004.
11. Bhatt R.M., Brihat Samhita, MLBD, Delhi.
12. Ecological Awareness in Sanskrit Literature, Journal, University of Pune, Pune.

GE-1: Basic Sanskrit

Section	Nomenclature	Unit	Unit Description	Unit wise Credit	Section wise Credit	Pattern of question	Marks
A	Grammar and Composition Part I	I	Nominative forms of pronouns- asmad, yuṣmad, etat and tat in masculine, feminine and neuter. Nominative forms of 'a' ending masculine and neuter gender nouns with paṭh, khād, likh and similar simple verbs in present, past and future. Objective forms of the above nouns and pronouns in singular with more simple verbs	08	18	Grammar Questions	05 X 01 (Unit I)
		II	Instrumental, dative, ablative forms of the above nouns and pronouns in singular, dual and plural instrumental, dative, ablative forms of all the words in this syllabus.	06			05 X 01 (Unit II)
		III	'ā' and 'ī' ending feminine words in nominative and accusative cases with loṭ lakāra (imperative).	04			05 X 01 (Unit III)
B	Grammar and Composition Part II	I	'ā' and 'ī' ending feminine nouns in singular in Genitive/ possessive and locative cases, genitive and locative cases in singular in pronouns tat, etat, yat, kim	02	08	Grammar Questions	05 X 01 (Unit I)
		II	Masculine and Feminine nouns ending in 'i' and masculine nouns ending in 'u' in various cases in singular	03			05 X 01 (Unit II)
		III	Masculine nouns ending in consonants – bhavat, guṇin, ātman and Feminine nouns ending in consonants – vāk, Neuter nouns ending in consonants – jagat, manas	03			05 X 01 (Unit III)
C	Grammar and Composition Part III	I	Special Verb forms – in parasmaipada –past, present, future and imperative - kr, śrū	05	20	Grammar Questions	05 X 01 (Unit I, II, III)
		II	Special Verb forms – in parasmaipada –past, present, future and imperative jñā . Special Verb forms – in parasmaipada –past, present, future and imperative dā.	02			
		III	ātmanepada – sev, labh	02			
		IV	Phonetic changes – visarga sandhi vowel sandhis.	06			05 X 01 (Unit IV)

		V	Participles - śatr, śānac, ktavatu, kta. Pratyayas – ktvā, lyap, tumun. Active – passive structures in lakāras – (third person forms only) and pratyayas kta, ktavatu	05			05 X 01 (Unit V)
D	Literature	I	Gita Chapter XV	10	10	One Long Question	15 X 01
Two Explanations from Section D						Two Explanations (10 X 02)	20
TOTAL CREDIT					56	TOTAL MARKS	80
						MIDTERM	10 + 10

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.

Course Outcomes:

This will help the students to construct sentences themselves and can read/analyze the original Sanskrit texts.

Suggested Books/Readings (Teachers are also free to recommend any relevant books/articles/e-resource if needed):

1. Kale M.R., Higher Sanskrit Grammar and Composition, MLBD, Delhi.
2. Radhakrishnan (Ed.), Srimad Bhagwad Gita , Rajpal and sons, Delhi.

GE-2: Indian Culture and Social Issues

Section	Nomenclature	Unit	Unit Description	Unit wise Credit	Section wise Credit	Pattern of question	Marks
A	Culture in a Multi-cultural Society	I	1. What is culture? Culture and Civilization. 2. What is 'Indian' culture? 3. Culture in a multi-cultural society.	08	18	One Long Question	15 X 01
		II	1. Vedic Sabhyata 2. Sindhu Sabhyata	10			
B	Culture in Sanskrit Literature	I	Versions of Rāma legend in Sanskrit literature – Vālmīki's Rāmāyaṇa, Bhāsa's Pratimānāṭakam, Bhavabhūti's Uttarāma caritam, Raghuvamśam of Kalidasa.	06	12	One Long Question	15 X 01
		II	1. Ritusamhāra (General concept only) 2. Jayadeva's Gītagovinda, Concept of Dashavatara	06			
C	Cultural roots of India in Manusmṛti	I	Manusmṛti, Chapter 2, verses 1-107 and with the commentary of Medhātithi.	20	20	One Long Question OR Three Short Questions	15 X 01 OR 05 X 03
D	Cultural roots of India In Upanishads	I	Isopanisad (With Shankara bhasya)	06	06	One Long Question AND One Explanation	08 X 01 AND 07 X 01
Four Short Notes Covering Section B & C						Four Short Notes (05 X 04)	20
TOTAL CREDIT					56	TOTAL MARKS	80
						MIDTERM	10 + 10

Course Objectives:

The ancient Indian civilization is introduced to acquaint the students with details of Indian culture.

Course Outcomes:

Students can use this knowledge and discuss on different sociocultural issues.

Suggested Books/Readings (Teachers are also free to recommend any relevant books/articles/e-resource if needed):

1. Pandey Raj Bali, Hindu Sanskara, (English), Delhi, 2nd Revised Edition 1969, Reprinted 1991.
2. Rama Krishna Mission, The Cultural Heritage of India, Calcutta.
3. Basham A.L. , Wonder that was India.
4. Sharma, S.L., Smṛtis, A Philosophical Study, Eastern Book Linkers, Delhi, 2013, pp. 62-74.
5. Majumdar R.C., History and Culture of the Indian People, Volume 1(Vedic Age),
6. Bhartiya Vidya Bhawan, Mumbai,
7. Isopanisad, Gita Press, Gorakhpur.
8. Upadhyay Baldev, Vaidic Sahitya aur Samskriti, Chowkhamba Publications, Varanasi.

GE-3: Indian Aesthetics

Section	Nomenclature	Unit	Unit Description	Unit wise Credit	Section wise Credit	Pattern of question	Marks
A	Aesthetic experience (Rasa) and its process Sahityadarpana-Viswanath-Ch.3 Karika 1-27	I	Nature of rasa (Aesthetic experience) according to Sāhityadarpaṇa, aesthetic enjoyment – eternal bliss, the ultimate reality (ānandamayatā, alaukikatā).	06	14	One Long Question	15 X 01
		II	Constituents of rasa: bhāva (human feelings and emotions) vibhāva (causes or determinants), anubhāva (voluntary gestures), sāttvika bhāva (Involuntary gestures), vyabhicāri bhāva(transitory states) and sthāyibhāva(basic mental states), sahrdaya / sāmājika (Connoisseur /Spectator), anukārya, anukartā.	08			
B	Concept of Rasa according to Bharata	I	sādhāraṇīkaraṇa (Generalization), number of rasas according to Bharata Bharata's Rasa sutra and Rasavada illustrated in Kavyaprakash of Mammata (4 th Ullasa).	19	19	One Long Question	15 X 01
C	Aesthetic elements (Saundarya - tattva)	I	Six Schools of Indian aesthetics, Main aesthetic elements of literary arts. Alaṅkāra, rīti, dhvani,vakrokti & aucitya.	11	11	One Long Question	15 X 01
D	Prominent thinkers on Aesthetics	I	Bharata, Bhāmaha, Vāmana, Daṇḍī, Ānandavardhana Abhinavagupta.	06	12	One Long Question	15 X 01
		II	Mammata, Kuntaka, Mahimabhatta, Ksemendra, Vishvanatha, Jagannatha.	06			
Four Short Notes Covering Section A, B, C, D						Four Short Notes (05 X 04)	20
TOTAL CREDIT					56	TOTAL MARKS	80
						MIDTERM	10 + 10

Course Objectives:

The main objective of this paper is to educate students about Indian perception on Indian aesthetics. Indian Aesthetics occupies the most important place in Sanskrit literature. Starting from Bharatamuni to Pundit Raj Jagannath, Kavyasastra includes the six schools of Indian aesthetics.

Course Outcomes:

While studying the Kavyas students can analyze the essential features of fine arts including Rasa, Alamkara, Dhvani etc. It enables them to analyze and appreciate the aesthetic elements in Sanskrit Kavyas, at large.

Suggested Books/Readings (Teachers are also free to recommend any relevant books/articles/e-resource if needed):

1. Kane P.V., History of Sanskrit Poetics (pp.352-391).
2. Upadhyaya, Baladeva, Sanskrit Ālocanā (for six schools), Chowkhamba Publications, Varanasi.
3. Pandey, Kantichandra, Comparative Aesthetics, vol.1 Chowkhamba Sanskrit series office Varanasi, 2008.
4. Gnoli, R., The Aesthetic Experience according to Abhinavagupta, Chowkhamba Sanskrit series office, Varanasi.
5. Coomarswami A, Introduction to Indian Art, Theosophical Society , Adyar, (1956 Edition).
6. Tripathy Ramsagar, Kavyaprakasha, Comm. (Hindi).
7. Sahityadarpana, Laxmi Tika, Chowkhamba Publications, Varanasi.
8. Kavyaprakasha, Comm.by Jhalkikar, Pune.

GE-4: Ancient Indian Polity

Section	Nomenclature	Unit	Unit Description	Unit wise Credit	Section wise Credit	Pattern of question	Marks
A	Name, Scope and Origin of Ancient Indian Polity	I	Name of Ancient Indian Polity: Daṇḍanīti, Dharmaśāstra, Nītiśāstra; Scope of Indian Polity: Relation with Dharma, Artha and Nīti; Sources : Vedic Literature, Purāṇas, Rāmāyaṇa, Mahābhārata, Dharmaśāstra, Kautilya's Arthaśāstra and Nīti –śāstra	06	12	One Long Question	15 X 01
		II	Origin of State Daṇḍanīti': Mātsyanyāya-Theory – (Arthaśāstra 1.1.3, Mahābhārata, Śānti parva, 67.17-28, Manusmṛti, 7.20) Divinity of the King'Rājā' – (Arthaśāstra, 1.9, Mahābhārata, Śāntiparva, 67.43-48, Manusmṛti, 7.4-7)	06			
B	Manusmṛti Chapter.VII	I	Rajadharma Chapter-VII-Verses 1-36	14	14	One Long Question	15 X 01
C	Manusmṛti Chapter-VII	I	Manusmṛti: Chapter-VII, Verses-37-69 (Rajakartavya)	14	14	One Long Question	15 X 01
D	Manusmṛti Chapter-VII	I	Unit:I Manusmṛti Chapter VII Verses 70-124. (Fort and Kingdom).	16	16	One Long Question	15 X 01
Four Short Notes/Questions Covering Section A, B, C, D						Four Short Notes/Questions (05 X 04)	20
TOTAL CREDIT					56	TOTAL MARKS	80
						MIDTERM	10 + 10

Course Objectives:

The aim of this course is to make the students acquainted with various aspects of Political institutions and Indian polity as propounded in the ancient Sanskrit texts from Vedic samhitās to later texts in the Dharmaśāstra and Arthaśāstra traditions.

Course Outcomes:

The state affairs depend on the capability of a King. Hence, the King should be efficient and well versed enough to rule over his Kingdom. For which, he should have some inherent as well as traditional and acquired knowledge. By going through these books, prescribed in the course, student will get a clear vision about the characteristics of a successful king.

Suggested Books/Readings (Teachers are also free to recommend any relevant books/articles/e-resource if needed):

1. Kangle, R.P. (Ed.), Arthashastra of Kautilya, Motilal Banarasidas, Delhi, New Edition.
2. Griffith R.T.H. (Trans.), Atharvaveda Samhita—Banaras, 1896-97, rept. (2 Vols), 1968.
3. Shastri H.P. (Eng. Tr.), Mahabharata (7 Vols) — (London, 1952-59).
4. Olivelle, P. (Ed. & Trans.), Manu's Code of Law— (A Critical Edition and Translation of the Mānava- Dharmaśāstra), OUP, New Delhi, 2006.
5. Shastri H.P. (Eng. Tr.), Ramayana of Valmiki London, 1952-59. (3 Vols).
6. H.H. Wilson (Eng. Tr.), Rgveda samhita (6 Vols), Bangalore Printing &Publishing Co., Bangalore, 1946.
7. Satapatha Brahmana(with Eng. trans. ed.), Jeet Ram Bhatt, Eastern (3 Vols) Book Linkers, Delhi, 2009.
8. Altekar, A.S — State and Government in Ancient India, Motilal Banarsidass, Delhi, 2001.
9. Mishra Bramhashankar, Sukra Neeti (with Hindi Translation), Chowkhamba Sanskrit Series, Varanasi, 1968.

AEEC (SEC-A): Sanskrit Meters: Vedic and Classical

Section	Nomenclature	Unit	Unit Description	Unit wise Credit	Section wise Credit	Pattern of question	Marks
A	Brief Introduction to Chhandahśāstra	I	Brief Introduction to Chhandahśāstra	03	03	One Long Question	06 X 01
B	Classification and Elements of Sanskrit Meter	I	Syllabic verse (akṣaravṛtta): Syllabo-quantitative verse (varṇavṛtta) Quantitative verse (mātrāvṛtta)	02	05	Two Rules to be Explained	02 X 02
		II	Syllables: laghu and guru, Gaṇa, Feet	03			
C	Analysis of Selected Vedic Meters	I	Definition, Example, Analysis of following Meters: Gayatri, Usnik, Anustup, Brhati, Pamkti, Tristup and Jagati.	10	10	Three Meters to be Explained with Definition & Example	05 X 03
D	Analysis of Selected Classical Meters and their Musical Rendering	I	Definition, Example, Analysis and Lyrical Methods of following Meters: Bhujangagaprayata, Giti, Padya-anustup, Indravamsa, Vamsastha, Praharsini, Rucira, Rathoddhata, Salini, Harini.	10	10	Three Meters to be Explained with Definition & Example	05 X 03
TOTAL CREDIT					28	TOTAL MARKS	40
						MIDTERM	10

Course Objectives:

The objective of this course is to learn Sanskrit meter for analysis of lyrical techniques.

Course Outcomes:

Students will get the complete information regarding selected Vedic and Classical meters with lyrical techniques.

Suggested Books/Readings (Teachers are also free to recommend any relevant books/articles/e-resource if needed):

1. Shastri Dharananada (Ed.), VrttaRatnakara of (KedaraBhatta), MLBD, Delhi, 2004.
2. Brown, Charles Philip (1869), Sanskrit Prosody and Numerical Symbols Explained, London: Trübner & Co.
3. Deo, Ashwini. S, The Metrical Organization of Classical Sanskrit Verse, (PDF), Journal of Linguistics 43 (01): 63–114. doi:10.1017/s0022226706004452, (2007).
4. Recordings of recitation: H. V. Nagaraja Rao (ORI, Mysore), Ashwini Deo, Ram Karan Sharma, Arvind Kolhatkar.
5. Online Tools for Sanskrit Meter developed by Computational Linguistics Group, Department of Sanskrit, University of Delhi.