

**UNDER GRADUATE COURSE FOR
SANSKRIT (Programme)**

**UNDER
CHOICE BASED CREDIT SYSTEM (CBCS)**



LOCF

Approved by the Committee of courses (Excluding Hons.)

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UNIVERSITY OF DELHI

DELHI

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Learning Outcomes-based Curriculum Framework for Undergraduate

Education SECTION 1

1.1 Introduction

A high priority task in the context of future education development agenda in India is fostering quality higher education. Further improvement of quality of higher education is considered critical for enabling effective participation of young people in knowledge production and participation in the knowledge economy, improving national competitiveness in a globalized world and for equipping young people with skills relevant for global and national standards and enhancing the opportunities or social mobility. Sustained initiatives are required for institutionalizing an outcome-oriented higher education system and enhancing employability of graduates through curriculum reform based on a learning outcomes-based curriculum framework, improving/upgrading academic resources and learning environment, raising the quality of teaching and research across all higher education institutions; technology use and integration to improve teaching-learning processes and reach a larger body of students through alternative learning modes such as open and distance learning modes and use of MOOCs. Other priority areas of action for fostering quality higher education include translation of academic research into innovations for practical use in society and economy, promoting efficient and transparent governance and management of higher education system, enhancing the capacity of the higher education system to govern itself through coordinated regulatory reform and increasing both public and private sector investment in higher education, with special emphasis on targeted and effective equity-related initiatives.

1.2 Learning outcomes-based approach to curriculum planning and development

The fundamental premise underlying the learning outcomes-based approach to curriculum planning and development is that higher education qualifications such as a Bachelor's Degree programmes are awarded on the basis of demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and academic standards expected of graduates of a programme of study. Learning outcomes specify what graduates completing a particular programme of study are expected to know, understand and be able to do at the end of their programme of study. The expected learning outcomes are used as reference points that would help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes which in turn will help in curriculum planning and development, and in the design, delivery and review of academic programmes. They provide general guidance for articulating the essential learnings associated with programmes of study and courses within a programme. It may be noted that the learning outcomes-based curriculum framework is not intended to promote designing of a national common syllabus for a programme of study or learning contents of courses within each programme of study or to prescribe a set of approaches to teaching-learning process and assessment of student learning levels. Instead, they are intended to allow for flexibility and innovation in (i) programme design and syllabi development by higher education institutions (HEIs), (ii) teaching-learning process, (iii) assessment of student learning levels, and (iv) periodic programme review within a broad framework of agreed expected graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes.

The overall objectives of the learning outcomes-based curriculum framework are to:

- help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes that are expected to be demonstrated by the holder of a qualification;
- enable prospective students, parents, employers and others to understand the nature and level of learning outcomes (knowledge, skills, attitudes and values) or attributes a graduate of a programme should be capable of demonstrating on successful completion of the programme of study;
- maintain national standards and international comparability of learning outcomes and academic standards to ensure global competitiveness, and to facilitate student/graduate mobility; and
- provide higher education institutions an important point of reference for designing teaching-learning strategies, assessing student learning levels, and periodic review of programmes and academic standards.

1.3 Key outcomes underpinning curriculum planning and development

The learning outcomes-based curriculum framework for undergraduate education is a framework based on the expected learning outcomes and academic standards that are expected to be attained by graduates of a programme of study and holder of a qualification. The key outcomes that underpin curriculum planning and development at the undergraduate level include Graduate Attributes, Qualification Descriptors, Programme Learning Outcomes, and Course Learning Outcomes:

1.3.1 Graduate attributes

The graduate attributes reflect the particular quality and feature or characteristics of an individual, including the knowledge, skills, attitudes and values that are expected to be acquired by a graduate through studies at the higher education institution (HEI) such as a college or university. The graduate attributes include capabilities that help strengthen one's abilities for widening current knowledge base and skills, gaining new knowledge and skills, undertaking future studies, performing well in a chosen career and playing a constructive role as a responsible citizen in the society. The graduate attributes define the characteristics of a student's university degree programme(s), and describe a set of characteristics/competencies that are transferable beyond study of a particular subject area and programme contexts in which they have been developed. Graduate attributes are fostered through meaningful learning experiences made available through the curriculum, the total college/university experiences and a process of critical and reflective thinking. The learning outcomes-based curriculum framework is based on the premise that every student and graduate is unique. Each student or graduate has his/her own characteristics in terms of previous learning levels and experiences, life experiences, learning styles and approaches to future career-related actions. The quality, depth and breadth of the learning experiences made available to the students while at the higher education institutions help develop their characteristic attributes. The graduate attributes reflect both disciplinary knowledge and understanding, generic skills, including global competencies, that all students in different academic fields of study should acquire/attain and demonstrate. Some of the characteristic attributes that a graduate should demonstrate are as follows:

- **Disciplinary knowledge:** Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate programme of study.
- **Communication Skills:** Ability to express thoughts and ideas effectively in writing and orally; Communicate with others using appropriate media; confidently share one's views and express herself/himself; demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups.
- **Critical thinking:** Capability to apply analytic thought to a body of knowledge; analyze and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development.
- **Problem solving:** Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge; and apply one's learning to real life situations.
- **Analytical reasoning:** Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples, and addressing opposing viewpoints.
- **Research-related skills:** A sense of inquiry and capability for asking relevant/appropriate questions, problematising, synthesising and articulating; Ability to recognise cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyse, interpret and draw conclusions from data, establish hypotheses, predict cause-and-effect relationships; ability to plan, execute and report the results of an experiment or investigation.
- **Cooperation/Team work:** Ability to work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a group, and act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.
- **Scientific reasoning:** Ability to analyse, interpret and draw conclusions from quantitative/qualitative data; and critically evaluate ideas, evidence and experiences LOCF 4 from an open-minded and reasoned perspective.
- **Reflective thinking:** Critical sensibility to lived experiences, with self awareness and reflexivity of both self and society.
- **Information/digital literacy:** Capability to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data.
- **Self-directed learning:** Ability to work independently, identify appropriate resources required for a project, and manage a project through to completion.
- **Multicultural competence:** Possess knowledge of the values and beliefs of multiple cultures and a global perspective; and capability to effectively engage in a multicultural society and interact respectfully with diverse groups.

- **Moral and ethical awareness/reasoning:** Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Capable of demonstrating the ability to identify ethical issues related to one's work, avoid unethical behavior such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights; appreciating environmental and sustainability issues; and adopting objective, unbiased and truthful actions in all aspects of work.
- **Leadership readiness/qualities:** Capability for mapping out the tasks of a team or an organization, and setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, in a smooth and efficient way.
- **Lifelong learning:** Ability to acquire knowledge and skills, including „learning how to learn“, that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development/reskilling.

1.3.2 Qualification descriptors

A qualification descriptor indicates the generic outcomes and attributes expected for the award of a particular type of qualification (for eg. a bachelor's degree or a bachelor's degree with honours). The qualification descriptors also describe the academic standard for a specific qualification in terms of the levels of knowledge and understanding, skills and competencies and attitudes and values that the holders of the qualification are expected to attain and demonstrate. These descriptors also indicate the common academic standards for the qualification and help the degree-awarding bodies in designing, approving, assessing and reviewing academic programmes. The learning experiences and assessment procedures are expected to be designed to provide every student with the opportunity to achieve the intended programme learning outcomes. The qualification descriptors reflect both disciplinary knowledge and understanding as well as generic skills, including global competencies, that all students in different academic fields of study should acquire/attain and demonstrate.

Qualification descriptors for a Bachelor's Degreeprogramme:The students who complete three years of full-time study of an undergraduate programme of study will be awarded a Bachelor's Degree. Some of the expected learning outcomes that a student should be able to demonstrate on completion of a degree-level programme may include the following:

- Demonstrate (i) a fundamental/systematic or coherent understanding of an academic field of study, its different learning areas and applications, and its linkages with related disciplinary areas/subjects; (ii) procedural knowledge that creates different types of professionals related to the disciplinary/subject area of study, including research and development, teaching and government and public service; (iii) skills in areas related to one's specialization and current developments in the academic field of study.
- Use knowledge, understanding and skills required for identifying problems and issues, collection of relevant quantitative and/or qualitative data drawing on a wide range of sources, and their application, analysis and evaluation using methodologies as appropriate to the subject(s) for formulating evidence-based solutions and arguments;

- Communicate the results of studies undertaken in an academic field accurately in a range of different contexts using the main concepts, constructs and techniques of the subject(s);
- Meet one's own learning needs, drawing on a range of current research and development work and professional materials;
- Apply one's disciplinary knowledge and transferable skills to new/unfamiliar contexts, rather than replicate curriculum content knowledge, to identify and analyse problems and issues and solve complex problems with well-defined solutions.
- Demonstrate subject-related and transferable skills that are relevant to some of the job trades and employment opportunities.

Qualification descriptors for a Bachelor's Degree with honours:

The qualification descriptors for a Bachelor degree with honours may include the following:

- Demonstrate (i) a systematic, extensive and coherent knowledge and understanding of an academic field of study as a whole and its applications, and links to related disciplinary areas/subjects of study; including a critical understanding of the established theories, principles and concepts, and of a number of advanced and emerging issues in the field of study; (ii) procedural knowledge that creates different types of professionals related to the disciplinary/subject area of study, including research and development, teaching and government and public service; (iii) skills in areas related to one's specialization and current developments in the academic field of study, including a critical understanding of the latest developments in the area of specialization, and an ability to use established techniques of analysis and enquiry within the area of specialization.
- Demonstrate comprehensive knowledge about materials, including current research, scholarly, and/or professional literature, relating to essential and advanced learning areas pertaining to the chosen disciplinary areas (s) and field of study, and techniques and skills required for identifying problems and issues relating to the disciplinary area and field of study.
- Demonstrate skills in identifying information needs, collection of relevant quantitative and/or qualitative data drawing on a wide range of sources, analysis and interpretation of data using methodologies as appropriate to the subject(s) for formulating evidence-based solutions and arguments;
- Use knowledge, understanding and skills for critical assessment of a wide range of ideas and complex problems and issues relating to the chosen field of study.
- Communicate the results of studies undertaken in an academic field accurately in a range of different contexts using the main concepts, constructs and techniques of the subject(s) of study;
- Address one's own learning needs relating to current and emerging areas of study, making use of research, development and professional materials as appropriate, including those related to new frontiers of knowledge.
- Apply one's disciplinary knowledge and transferable skills to new/unfamiliar contexts and to identify and analyze problems and issues and seek solutions to real-life problems.

- Demonstrate subject-related and transferable skills that are relevant to some of the job trades and employment opportunities.

1.3.3 Programme learning outcomes

The outcomes and attributes described in qualification descriptors are attained by students through learning acquired on completion of a programme of study. The term 'programme' refers to the entire scheme of study followed by learners leading to a qualification. Individual programmes of study will have defined learning outcomes which must be attained for the award of a specific certificate/diploma/degree. The programme learning outcomes are aligned with the relevant qualification descriptors. Programme learning outcomes will include subject-specific skills and generic skills, including transferable global skills and competencies, the achievement of which the students of a specific programme of study should be able to demonstrate for the award of the certificate/Diploma/Degree qualification. The programme learning outcomes would also focus on knowledge and skills that prepare students for further study, employment, and citizenship. They help ensure comparability of learning levels and academic standards across colleges/universities and provide a broad picture of the level of competence of graduates of a given programme of study. A programme of study may be monodisciplinary, multi-disciplinary or inter-disciplinary. Some examples of programme learning outcomes for B.Sc (Physics) and Bachelor programme in Education are given in Section 2.

1.3.4 Course learning outcomes

The programme learning outcomes are attained by learners through the essential learning's acquired on completion of selected courses of study within a programme. The term 'course' is used to mean the individual courses of study that make up the scheme of study for a programme. Course learning outcomes are specific to the learning for a given course of study related to a disciplinary or interdisciplinary/multi-disciplinary area. Some programmes of study are highly structured, with a closely laid down progression of compulsory/core courses to be taken at particular phases/stages of learning. Some programmes allow learners much more freedom to take a combination of courses of study according to the preferences of individual student that may be very different from the courses of study pursued by another student of the same programme. Course-level learning outcomes will be aligned to programme learning outcomes. Course level learning outcomes are specific to a course of study within a given programme of study. The achievement by students of course-level learning outcomes lead to the attainment of the programme learning outcomes. At the course level, each course may well have links to some but not all graduate attributes as these are developed through the totality of student learning experiences across the years of their study.

A course map would indicate the linkage between course learning outcomes and each programme learning outcome (Table 1). Some examples of course learning outcomes are indicated in Section 3.

Table 1							
Programme outcomes	Courses						
	Course1	Course2	Course...	Course..	Course...	Course..	Course..
Outcome 1	x	x	X	x	x	x	x
Outcome 2	x		X	x		x	
Outcome..		x		x	x	x	x
Outcome..		x		x	x	x	
Outcome..	x		X		x		x
Outcome..	x		X		x	x	x
Outcome..		x		x		x	

1.4 Teaching - learning process

The Learning Outcomes-Based Approach to curriculum planning and transaction requires that the teaching-learning processes are oriented towards enabling students to attain the defined learning outcomes relating to the courses within a programme. The outcomebased approach, particularly in the context of undergraduate studies, requires a significant shift from teacher-centric to learner-centric pedagogies, and from passive to active/participatory pedagogies. Planning for teaching therein becomes critical. Every programme of study lends itself to well-structured and sequenced acquisition of knowledge and skills. Practical skills, including an appreciation of the link between theory and experiment, will constitute an important aspect of the teaching-learning process. Teaching methods, guided by such a framework, may include: lectures supported by group tutorial work; practicum and field-based learning; the use of prescribed textbooks and e-learning resources and other self-study materials; open-ended project work, some of which may be team-based; activities designed to promote the development of generic/transferable and subject-specific skills; and internship and visits to field sites, and industrial or other research facilities etc.

1.5 Assessment methods

A variety of assessment methods that are appropriate to a given disciplinary/subject area and a programme of study will be used to assess progress towards the course/programme learning outcomes. Priority will be accorded to formative assessment. Progress towards achievement of learning outcomes will be assessed using the following: time-constrained examinations; closed-book and open-book tests; problem based assignments; practical assignment laboratory reports; observation of practical skills; individual project reports (case-study reports); team project reports; oral presentations, including

seminar presentation; viva voce interviews; computerised adaptive testing; peer and self assessment etc. and any other pedagogic approaches as per the context .

Programme learning outcomes relating to bachelor degree in Sanskrit (B.A. Programme)

- This Programme will help students acquire a general understanding of classical Sanskrit literature and Philosophy and religion, history and culture through Sanskrit texts.
- Students will acquire advanced knowledge of Sanskrit.
- Student will demonstrate an increased ability to read and understand Sanskrit texts;
- They will be able to read Sanskrit texts independently and analyze texts written in classical Sanskrit.
- They will demonstrate an enhanced knowledge and understanding of all structures of the Sanskrit language and develop a basic understanding of Panini's grammar and a basic familiarity of the history of Sanskrit literature.
- They will develop an insight into one and more fields of specialization within the broader area of ancient Indian philosophy like Upanishads and Gita.
- They will show the ability to critically assess existing research through careful reading, analysis and discussion.
- They will acquire the ability to apply relevant theoretical perspectives to topics within the field of ancient Indian religion, literature, history even ancient Indian technical and scientific literature through Sanskrit text.
- They will have the relevant generic skills and professional competencies that are required to understand the ancient medicine system (Ayurveda), health science like Yoga, the traditional calendar system (Jyotish), Dramaturgy-theatre and acting, personality development and behavioral science, computer and Sanskrit, architecture science (Vastu Vidya), Vedic mathematics, media study (electronic and print media), Epigraphy (Puralipi shastra) Metre and music, study of environment, etc. are the problem solving skills for the benefits of the common human beings , society as whole .
- They will have the ability to develop a research project/assignment including formulation of a research problem, searching for sources and engaging in analytic discussion.
- They will have competence in academic writing and oral presentation skills and competence in presenting academic research about ancient Indian literature, religion, history and culture through Sanskrit and Oriental texts to a broader non academic public i.e. common man.
- They will study Sanskrit texts in an inter-disciplinary manner and have the ability to interpret the Shastras so as to establish their relevance to contemporary intellectual explorations and solution to practical problems.
- Students will be able to perceive and demonstrate the role of Sanskrit as the unifying force in the context of the Indian nation and nationalism.
- Their study of Sanskrit texts will also help in building of character and inculcation of moral, social and spiritual values and thus contribute to personality development.

In brief, at the end of the module , student should able to Demonstrate (i) an increased ability to read understand Sanskrit text, (ii) an increased knowledge and understanding Sanskrit grammar ,(iii) a basic familiarity of history of Sanskrit literature and tradition,(iv) a basic familiarity of Sanskrit culture philosophy and religious background, (v) ability to stress on the social relevance and catering to the needs and aspiration of future generation and focus on the secular and Pan-Indian character of Sanskrit across the barriers of caste, creed and geographical limits (the concept of Vasudheiva Kutumbakam).

Background/Preamble:

Ministry of Human Resource Development (MHRD), Govt. of India, has already initiated the process for developing New Education Policy (NEP) in our country to bring out reforms in Indian education system. University Grants Commission (UGC) participates more actively in developing National Education Policy, its execution and promotion of higher education in our country. The UGC has already initiated several steps to bring equity, efficiency and academic excellence in National Higher Education System. The important ones include innovation and improvement in course- curricula, introduction of paradigm shift in learning and teaching pedagogy, examination and education system.

The education plays enormously significant role in building of a nation. There are quite a large number of educational institutions, engaged in imparting education in our country. Majority of them have entered recently into semester system to match with international educational pattern. However, our present education system produces young minds lacking knowledge, confidence, values and skills. It could be because of complete lack of relationship between education, employment and skill development in conventional education system. The present alarming situation necessitates transformation and/or redesigning of education system, not only by introducing innovations but developing “learner-centric approach in the entire education delivery mechanism and globally followed evaluation system as well.

Majority of Indian higher education institutions have been following marks or percentage based evaluation system, which obstructs the flexibility for the students to study the subjects/courses of their choice and their mobility to different institutions. There is need to allow the flexibility in education system, so that students depending upon their interests and aims can choose inter-disciplinary, intra-disciplinary and skill-based courses. This can only be possible when choice based credit system (CBCS), an internationally acknowledged system, is adopted. The choice based credit system not only offers opportunities and avenues to learn core subjects but also exploring additional avenues of learning beyond the core subjects for holistic development of an individual. The CBCS will undoubtedly facilitate us bench mark our courses with best international academic practices. The CBCS has more advantages than disadvantages.

Advantages of the choice based credit system:

- Shift in focus from the teacher-centric to student-centric education.
- Student may undertake as many credits as they can cope with (without repeating all courses in a given semester if they fail in one/more courses).
- CBCS allows students to choose inter-disciplinary, intra-disciplinary courses, skill oriented papers (even from other disciplines according to their learning needs, interests and aptitude) and more flexibility for students).
- CBCS makes education broad-based and at par with global standards. One can take credits by combining unique combinations. For example, Physics with Economics, Microbiology with Chemistry or Environment Science etc.

- CBCS offers flexibility for students to study at different times and at different institutions to complete one course (ease mobility of students). Credits earned at one institution can be transferred.

Disadvantages:

- Difficult to estimate the exact marks.
- Workload of teachers may fluctuate.
- Demand good infrastructure for dissemination of education.

Choice Based Credit System (CBCS):

The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Therefore, it is necessary to introduce uniform grading system in the entire higher education in India. This will benefit the students to move across institutions within India to begin with and across countries. The uniform grading system will also enable potential employers in assessing the performance of the candidates. In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations, the UGC has formulated the guidelines to be followed.

Outline of Choice Based Credit System:

1. **Core Course:** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.
2. **Elective Course:** Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.
 - 2.1 **Discipline Specific Elective (DSE) Course:** Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).
 - 2.2 **Dissertation/Project:** An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.
 - 2.3 **Generic Elective (GE) Course:** An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.
P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.
3. **Ability Enhancement Courses (AEC)/Competency Improvement Courses/Skill Development Courses/Foundation Course:** The Ability Enhancement (AE) Courses may be of two kinds: AE Compulsory Course (AECC) and AE Elective Course (AEEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement. They ((i) Environmental Science, (ii) English/MIL Communication) are mandatory for all disciplines. AEEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.
 - 3.1 AE Compulsory Course (AECC): Environmental Science, English Communication/MIL Communication.
 - 3.2 AE Elective Course (AEEC): These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction.

Project work/Dissertation is considered as a special course involving application of knowledge in solving / analyzing /exploring a real life situation / difficult problem. A Project/Dissertation work would be of 6 credits. A Project/Dissertation work may be given in lieu of a discipline specific elective paper.

Implementation:

1. The CBCS may be implemented in Central/State Universities subject to the condition that all the stakeholders agree to common minimum syllabi of the core papers and at least follow common minimum curriculum as fixed by the UGC. The allowed deviation from the syllabi being 20 % at the maximum.
2. The universities may be allowed to finally design their own syllabi for the core and elective papers subject to point no. 1. UGC may prepare a list of elective papers but the universities may further add to the list of elective papers they want to offer as per the facilities available.
3. Number of Core papers for all Universities has to be same for both UG Honors as well as UG Program.
4. Credit score earned by a student for any elective paper has to be included in the student's overall score tally irrespective of whether the paper is offered by the parent university (degree awarding university/institute) or not.
5. For the introduction of AE Courses, they may be divided into two categories:
 - a) AE Compulsory Courses: The universities participating in CBCS system may have common curriculum for these papers. There may be one paper each in the 1st two semesters viz. (i) English/MIL Communication, (ii) Environmental Science.
 - b) AE Elective Courses: The universities may decide the papers they may want to offer from a common pool of papers decided by UGC or the universities may choose such papers themselves in addition to the list suggested by UGC. The universities may offer one paper per semester for these courses.
6. The university/Institute may plan the number of seats per elective paper as per the facility and infrastructure available.
7. An undergraduate degree with honours in a discipline may be awarded if a student completes 14 core papers in that discipline, 2 AE Compulsory Courses, minimum 2 AE Elective Courses and 4 papers each from a list of discipline specific elective and generic elective papers respectively.

8. An undergraduate program degree may be awarded if a student completes 4 core papers each in three disciplines of choice, 2 AE Compulsory Courses, minimum 4 AE Elective Courses and 2 papers each from a list of discipline specific elective papers based on three disciplines of choice selected above, respectively.
9. The credit(s) for each theory paper/practical/tutorial/project/dissertation will be as per the details given in A, B, C and D for B.Sc. Honours, B.A./B.Com. Honours, B.Sc. Program and B.A./B.Com. Program, respectively.

PROPOSED SCHEME FOR CHOICE BASED CREDIT SYSTEM IN B.A. Program

	CORE COURSE (12)	Ability Enhancement Compulsory Course (AECC) (2)	Ability Enhancement Elective Course (AEEC) (2)	Discipline Specific Elective DSE (6)
I	DSC- 1 A	(English/MIL Communication)/ Environmental Science		
	DSC- 2 A			
	DSC- 3 A			
II	DSC- 1 B	Environmental Science / (English/MIL Communication)		
	DSC- 2 B			
	DSC- 3 B			
III	DSC- 1 C		AECC-1	
	DSC- 2 C			
	DSC- 3 C			
IV	DSC- 1 D		AECC -2	
	DSC- 2 D			
	DSC- 3 D			
V			AECC -3	DSE-1 A
				DSE-2 A
				DSE-3 A
VI			AECC -4	DSE-1 B
				DSE-2 B
				DSE-3 B

Details of Courses Under Undergraduate Programme (B.A./ B.Com.)

Course	*Credits	
	Paper+ Practical	Paper + Tutorial
<u>I. Core Course</u>	12X4= 48	12X5=60
(12 Papers)		
Two papers – English		
Two papers – MIL		
Four papers – Discipline 1.		
Four papers – Discipline 2.		
Core Course Practical / Tutorial*	12X2=24	12X1=12
(12 Practicals)		
<u>II. Elective Course</u>	6x4=24	6X5=30
(6 Papers)		
Two papers- Discipline 1 specific		
Two papers- Discipline 2 specific		
Two papers- Inter disciplinary		
Two papers from each discipline of choice and two papers of interdisciplinary nature.		
Elective Course Practical / Tutorials*	6 X 2=12	6X1=6
(6 Practical/ Tutorials*)		
Two papers- Discipline 1 specific		
Two papers- Discipline 2 specific		
Two papers- Generic (Inter disciplinary)		
Two papers from each discipline of choice including papers of interdisciplinary nature.		
▪ Optional Dissertation or project work in place of one elective paper (6 credits) in 6th Semester		
<u>III. Ability Enhancement Courses</u>		
1. Ability Enhancement Compulsory	2 X 2=4	2 X 2=4
(2 Papers of 2 credits each)		
Environmental Science		
English Communication/MIL		
2. Ability Enhancement Elective	4 X 2=8	4 X 2=8
(Skill Based)		
(4 Papers of 2 credits each)		
	Total credit= 120	Total = 120

Institute should evolve a system/policy about ECA/ General Interest/Hobby/Sports/NCC/NSS/related courses on its own.

*wherever there is a practical there will be no tutorial and vice-versa.

PROPOSED SCHEME FOR CHOICE BASED CREDIT SYSTEM IN B.A./B.Com
Program

	CORE COURSE (12)	Ability Enhancement Compulsory Course (AECC) (2)	Ability Enhancement Elective Course (AEEC) (2)	Discipline Specific Elective DSE (4)	Generic Elective GE (2)
I	English/MIL-1	(English/MIL Communication) / Environmental Science			
	DSC- 1 A				
	DSC- 2 A				
II	MIL/English-1	Environmental Science/ (English/MIL Communication)			
	DSC- 1 B				
	DSC- 2 B				
III	English/MIL-2		AEEC -1		
	DSC- 1 C				
	DSC- 2 C				
IV	MIL/English-2		AEEC -2		
	DSC- 1 D				
	DSC- 2 D				
V			AEEC -3	DSE-1 A	GE-1
				DSE-2 A	
VI			AEEC -4	DSE-1 B	GE-2
				DSE-2 B	

10. The Universities/Institutes may offer any number of choices of papers from different disciplines under Generic Elective and Discipline Specific Elective as per the availability of the courses/faculty.
11. Universities/Institutes should evolve a system/policy about Extra Curricular Activities/ General Interest and Hobby Courses/Sports/NCC/NSS/related courses on its own.
12. A student can opt for more number of Elective and AE Elective papers than proposed under the model curriculum of UGC. However the total credit score earned will not exceed 160 credits for UG Honours and 140 credits for UG Program degree.
13. The new scheme of UG courses should be given due consideration while framing the admission eligibility requirement for PG/ Technical courses in Indian Universities/Institutions to ensure that students following inter and multi-disciplinary format under CBCS are not at a disadvantage. It may be suggested that obtaining 24 credits in a particular discipline may be considered as the minimum eligibility requirement for admission to PG/ Technical courses in Indian Universities/Institutions.

Conversion of credit(s) into grade(s):The following illustrations could be taken as an example for computing SGPA and CGPA from credits for Honours courses in all disciplines, degree Program courses in Science subjects and degree Program courses in Humanities, Social Sciences and Commerce subjects:

1. Grades and Grade Points

Letter Grade	Grade Point
O (Outstanding)	10
A+(Excellent)	9
A (Very Good)	8
B+(Good)	7
B (Above Average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
Ab (Absent)	0

1. A student obtaining Grade F shall be considered failed and will be required to reappear in the examination.
2. For non credit courses 'Satisfactory' or "Unsatisfactory" shall be indicated instead of the letter grade and this will not be counted for the computation of SGPA/CGPA.
3. The Universities can decide on the grade or percentage of marks required to pass in a course and also the CGPA required to qualify for a degree taking into consideration the recommendations of the statutory professional councils such as AICTE, MCI, BCI, NCTE etc.
4. The statutory requirement for eligibility to enter as assistant professor in colleges and universities in the disciplines of arts, science, commerce etc., is a minimum average mark of 50% and 55% in relevant postgraduate degree respectively for reserved and general category. Hence, it is recommended that the cut-off marks for grade B shall not be less than 50% and for grade B+, it should not be less than 55% under the absolute grading system. Similarly cut-off marks shall be fixed for grade B and B+ based on the recommendation of the statutory bodies (AICTE, NCTE etc.) of the relevant disciplines.

Illustration of Computation of SGPA and CGPA and Format for Transcripts.

2. B. Sc. / B. Com./ B.A. Honors Course

Course	Credit	Grade Letter	Grade Point	Credit Point (Credit X Grade)	SGPA (Credit Point/Credit)
Semester I					
C-1	06	A	8	48	
C-2	06	B+	7	42	
AECC-1	02	B	6	12	
GE-1	06	B	6	36	
Total	20			138	6.9 (138/20)
Semester II					
C-3	06	B	6	36	
C-4	06	C	5	30	
AECC -2	02	B+	7	14	
GE-2	06	A+	9	54	
Total	20			134	6.7 (134/20)

Semester III					
C-5	06	A+	9	54	
C-6	06	0	10	60	
C-7	06	A	8	48	
AEEC-1	02	A	8	16	
GE-3	06	0	10	60	
Total	26			238	9.15 (238/26)
Semester IV					
C-8	06	B	6	36	
C-9	06	A+	9	54	
C-10	06	B	6	36	
AEEC-2	02	A+	9	18	
GE-4	06	A	8	48	
Total	26			192	7.38 (192/26)
Semester V					
C-11	06	B	6	36	
C-12	06	B+	7	42	
DSE-1	06	0	10	60	
DSE-2	06	A	8	48	
Total	24			186	7.75 (186/24)
Semester VI					
C-13	06	A+	9	54	
C-14	06	A	8	48	

DSE-3	06	B+	7	42	
DSE-4	06	A	8	48	
Total	24			192	8.0 (192/24)
CGPA					
Grand Total	140			1080	7.71 (1080/144)

Semester 1	Semester 2	Semester 3	Semester 4
Credit: 20; SGPA: 6.9	Credit: 20; SGPA: 6.7	Credit: 26; SGPA: 9.15	Credit: 26; SGPA: 7.38

Semester 5	Semester 6
Credit: 24; SGPA: 7.75	Credit: 24; SGPA: 8.0

Thus, **CGPA** = $(20 \times 6.9 + 20 \times 6.7 + 26 \times 9.15 + 26 \times 7.38 + 24 \times 7.75 + 24 \times 8.0) / 140 = 7.71$

*Transcript (Format): Based on the above recommendations on Letter grades, grade points and SGPA and CCPA, the HEIs may issue the transcript for each semester and a consolidated transcript indicating the performance in all semesters.

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

अ <i>a</i>	आ <i>ā</i>	इ <i>i</i>	ई <i>ī</i>	उ <i>u</i>
ऊ <i>ū</i>	ऋ <i>ṛ</i>	ॠ <i>ṝ</i>	लृ <i>ḷ</i>	ए <i>e</i>
ऐ <i>ai</i>	ओ <i>o</i>	औ <i>au</i>	ं <i>m̐/m̄</i>	ः <i>ḥ</i>
क् <i>k</i>	ख् <i>kh</i>	ग् <i>g</i>	घ् <i>gh</i>	ङ् <i>ṅ</i>
च् <i>c</i>	छ् <i>ch</i>	ज् <i>j</i>	झ् <i>jh</i>	ञ् <i>ñ</i>
ट् <i>ṭ</i>	ठ् <i>ṭh</i>	ड् <i>ḍ</i>	ढ् <i>ḍh</i>	ण् <i>ṇ</i>
त् <i>t</i>	थ् <i>th</i>	द् <i>d</i>	ध् <i>dh</i>	न् <i>n</i>
प् <i>p</i>	फ् <i>ph</i>	ब् <i>b</i>	भ् <i>bh</i>	म् <i>m</i>
य् <i>y</i>	र् <i>r</i>	ल् <i>l</i>	व् <i>v</i>	
स् <i>s</i>	श् <i>ś</i>	ष् <i>ṣ</i>	ह् <i>h</i>	
क्ष् <i>kṣ</i>	ज्ञ् <i>jñ</i>	श्र् <i>śr</i>		

Core Papers for Sanskrit B.A. (Prog)	
DISCIPLINE SPECIFIC CORE (DSC) (4 Papers)	
Semester: I	Semester: II
DSC-1 Sanskrit Poetry	DSC-2 Sanskrit Prose
Semester: III	Semester: IV
DSC-3 Sanskrit Drama	DSC-4 Sanskrit Grammar
MODERN INDIAN LANGUAGES (MIL)* (Any 2 Papers)	
Semester: I/II	
Core – MIL (Sanskrit)-1 Sanskrit as MIL: A1 Sanskrit Literature	
Core – MIL (Sanskrit)-1 Sanskrit as MIL B1 - Upaniṣad and Gita	
Core – MIL (Sanskrit)-2 Sanskrit as MIL C1 – Nīti Literature	
Semester: III/IV	
Core – MIL (Sanskrit)-2 Sanskrit as MIL A2 – Grammar and Translation	
Core – MIL (Sanskrit)-2 Sanskrit as MIL B2 - Grammar and Composition	
Core – MIL (Sanskrit)-2 Sanskrit as MIL C2 - Sanskrit Grammar	
Ability Enhancement Compulsory Courses (AECC)	
AECC-1 A1 Sanskrit Literature	
AECC-2 B1 - Upaniṣad and Gita	
AECC-3 C1 – Nīti Literature	
DSE-1 Philosophy, Religion and Culture in Sanskrit Tradition	DSE -2 Indian Perspectives in personality Development

DSE -3 Literary Criticism	DSE -4 Nationalism in Sanskrit Literature
DSE -5 Mathematical Tradition in Sanskrit	
Generic Elective (GE) B.A. (Prog.)	
Semester: V/VI	
GE-1 Political Thought in Sanskrit	GE-2 Sanskrit Media
GE-3 Sanskrit Meter and Music	GE-4 Nationalistic Thought in Sanskrit Literature
GE-5 Ethical and Moral Issues in Sanskrit Literature	GE-6 Basics of Sanskrit Linguistics
Ability Enhancement Elective Course (AEEC) Skill Based Papers BA (Prog.)	
Semester: III/IV/V/VI	
AEEC-1 Basic Elements of Jyotisha	AEEC-2 Indian Architecture System
AEEC-3 Basic Elements of Āyurveda	AEEC-4 Computer Awareness for Sanskrit
AEEC-5 E-Learning Tools and Techniques for Sanskrit	AEEC-6 Yogasutra of Patanjali
AEEC-7 Indian Theatre	

**Core Papers
B.A. (Prog)**

**DISCIPLINE SPECIFIC CORE (DSC)
(4 Papers)**

Semester: I	Semester: II
DSC-1 Sanskrit Poetry	DSC-2 Sanskrit Prose
Semester: III	Semester: IV
DSC-3 Sanskrit Drama	DSC-4 Sanskrit Grammar

B.A. (Programe) Sanskrit Course
DSC-1
Sanskrit Poetry
(62131101)

[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 :

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] Contents**Total Credits : 60****Unit: I****Credits: 10****Raghuvamśam: Canto-I (Verses 1-10):**

Raghuvamśam: Introduction (Author and Text), Meaning/translation, Explanation, Story, Characteristics of Raghu Clan, Characteristics of Dilīpa.

Unit: II**Credits: 10****Raghuvamśam: Canto-I (Verses 11-25):**

Meaning/translation, Explanation, Role of Dilīpa for the welfare of the subjects.
 Appropriateness of title, Background of given contents.

Unit: III**Credits: 10****Śīsupālavadhā - Canto II, (Verses 26-37):**

Introduction (Author and Text), Appropriateness of title, Background of given contents.
 Grammar, Translation, Explanation, Poetic excellence, thematic analysis.

Unit: IV**Credits: 10****Śīsupālavadhā - Canto II, (Verses 42-56):**

Grammar, Translation, Explanation, Poetic excellence, thematic analysis. माघे सन्ति त्रयो गुणाः, मेघे माघे गतं वयः, तावद् भा भारवेर्भाति यावन्माघस्य नोदयः ।

Unit: V**Credits: 10****Nītiśatakam - (Verses 1-20):**

Translation, explanation, Social experiences of Bhartṛhari, Types of Fool.

Unit: VI**Credits: 10****History of Sanskrit Poetry:**

Aśvaghōṣa, 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.

[D] References:**Compulsory Readings:**

1. त्रिपाठी, कृष्णमणि, रघुवंशम् (मल्लिनाथकृत सञ्जीवनीटीका), चौखम्बा सुरभारती प्रकाशन, वाराणसी
2. झा, तारिणीश (व्या.), भर्तृहरि कृत नीतिशतकम्, संस्कृत टीका, हिन्दी व अंग्रेजी व्याख्याननुवादसहित, रामनारायणलाल बेनीमाधव, इलाहाबाद, १९७६.
3. त्रिपाठी, बाबूराम (सम्पा.), भर्तृहरि कृत नीतिशतकम् महालक्ष्मी प्रकाशन, आगरा, १९८६
4. पाण्डेय, ओमप्रकाश (व्या.), मनोरमा हिन्दी-व्याख्या सहित, भर्तृहरि कृत नीतिशतकम्, चौखम्बा अमरभारती प्रकाशन, वाराणसी, १९८२
5. विष्णुदत्त शर्मा शास्त्री (व्या.), भर्तृहरि कृत नीतिशतकम्, विमलचन्द्रिकासंस्कृतटीका व हिन्दी-व्याख्यासहित, ज्ञानप्रकाशन, मेरठ, संवत् २०३४.
6. शिशुपालवध – माघ, चौखम्बा विद्याभवन, वाराणसी
7. C.R. Devadhar (Ed.), Raghuvamśam of Kālidāsa, MLBD, Delhi.
8. Gopal Raghunath Nandargikar (Ed.), Raghuvamśam of Kālidāsa, MLBD, Delhi.
9. M.R. Kale (Ed.), Nītiśatakam of Bhartṛhari, MLBD., Delhi.
10. M.R. Kale (Ed.), Raghuvamśam of Kālidāsa, MLBD, Delhi.

Additional Resources:

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

[E] Teaching Learning Process:

1. Since most learners will be new to classical Sanskrit poetry, a step by step approach is recommended.
2. Teachers must read aloud the Sanskrit text and the students should repeat.
3. Teachers must 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 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 may also analyze the text according to the principles of traditional Sanskrit poetics.

[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:

Basic Structure of Question Paper & Division of Marks		75
i.	Translation-3 (from unit-1 to 5)	03 x 04 = 12
ii.	Explanations-3 (from unit-1 to 5)	03 x 06 = 18
iii.	Questions 04 (Unit 1 to 6)	04 x 08 = 32
iv.	Grammatical notes from prescribe text (from Unit 1 to 5)	01 x 05 = 05
v.	Short Notes (from 6 Units)	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, Raghuvamśam, Nītiśatakam, Classical Sanskrit Literature, Poetry, etc.

B.A. (Programe) Sanskrit Course
DSC-2
Sanskrit Prose
(62131201)

[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 negotiate texts independently.

[B] Course Learning Outcomes:

The course will enable students to familiarize themselves with some leading classical prose works and the 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. They will acquire skills in advanced Sanskrit communication.

[C] Contents**Total Credits: 60****Unit: I****Credits: 10****Śukanāsopadeśa:**

Introduction- Author/Text, Text up to page 116 of Prahlad Kumar upto यथा यथा चेयं चपला दीप्यते. समाप्तिपर्यन्त (up to the end of the text.)

Unit: II**Credits: 10****Śukanāsopadeśa:**

Society and political thought depicted in Śukanāsopadeśa, logical meaning and application of sayings.

Unit: III**Credits: 10****Śivarājavijayam, Niḥśwāsa-I**

Para 1 to 20 Introduction- Author/Text, Text reading (Grammar, Translation, and Explanation), poetic excellence, plot, Timing of Action.

Unit: IV**Credits: 10****Śivarājavijayam, Niḥśwāsa-I**

From para 21 to the end of the text. Text reading (Grammar, Translation, and Explanation), Poetic excellence, plot, Timing of Action.

Unit: V**Credits: 10****Survey of Sanskrit Literature: Prose:**

Origin and development of prose and important prose romances. Subandhu, Bāṇa, Daṇḍin, Ambikādatta Vyāsa.

Unit: VI

Credits: 10

Survey of Sanskrit Literature: Prose:

Pañcatantra, Hitopadeśa, Vetālapañcavimsattikā, Simhāsanadvātrimśikā and Puruṣaparīkṣā.

[D] References:

Compulsory Reading:

1. भानुचन्द्रसिंह, शुकनासोपदेशः संस्कृत टीका तथा हिन्दी व्याख्या व अनुवाद सहित ।
2. प्रह्लाद कुमार (व्या.) , शुकनासोपदेश, मेहरचन्द्र लक्ष्मनदास, दिल्ली, 1974 ।
3. रामनाथ शर्मा सुमन (व्या.) , शुकनासोपदेश, साहित्य भण्डार , दिल्ली, 1968 ।
4. शिवराजविजय – अम्बिकादत्तव्यास, व्या. – रमाशंकर मिश्र, चौखम्बा सुरभारती प्रकाशन, वाराणसी ।
5. उमाशंकर शर्मा ऋषिः संस्कृत साहित्य का इतिहास, चौखम्बा भारती अकादमी, वाराणसी ।
6. A.B. Keith, *History of Sanskrit Literature*, also Hindi translation, MLBD, Delhi (हिन्दी अनुवाद, मंगलदेव शास्त्री, मोतीलाल बनारसीदास, दिल्ली) ।
7. Krishnamachariar, *History of Classical Sanskrit Literature*, MLBD, Delhi.

Additional Resources:

1. बलदेव उपाध्याय, संस्कृत साहित्य का इतिहास, शारदा निकेतन, वाराणसी ।
2. प्रीतिप्रभा गोयल, संस्कृत साहित्य का इतिहास, राजस्थानी ग्रन्थागार, जोधपुर ।
3. Gaurinath Shastri: *A Concise History of Sanskrit Literature*, MLBD, Delhi.
4. Winternitz, Maurice: *Indian Literature* (Vol. I-III), also Hindi Translation, MLBD, Delhi.

[E] Teaching Learning Process:

1. Since most learners will be new to classical Sanskrit prose, a step by step approach is recommended.
2. Teachers must read aloud the Sanskrit text and the students should repeat.
3. Teachers must help students in disjoining all sandhis and dissolving all samāsas.
4. Students will identify the grammatical structure of each word.
5. Teachers will guide students in translating each word and then the complete sentences.
6. Teachers will discuss the social, political, cultural issues occurring in the text and their contemporary relevance.

[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.	Translation-3 (from unit-1, 3 & 4)	04 x 05 = 20
ii.	Explanations-2 (from unit-1, 3 & 4)	02 x 06 = 12
iii.	Questions 02 (Unit 1 to 4)	02 x 07 = 14
iv.	Grammatical notes from prescribe text (from Unit 1 to 4)	01 x 05 = 05
v.	Short Notes (from 1 to 4 Units)	02 x 04 = 08
vi.	Question 1 (Unit 5)	01 x 08 = 08
vii.	Short Notes (Unit 6)	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, Gadyakāvya, Śukanāsopadeśa, Śivarājaviḥayam, Prose, romances. Subandhu, Bāṇa, Daṇḍin, Ambikādatta Vyāsa, Pañcatantra, Hitopadeśa, Vetālapañcavimsattikā, Simhāsanadvātrimśikā and Puruṣaparīkṣā.

B.A. (Programme) Sanskrit Course
DSC-3
Sanskrit Drama
(62134309)

[A] Course Objectives:

This course is intended to acquaint the students with three of the most famous dramatic works of Sanskrit literature which represent the three stages of the development of Sanskrit drama.

[B] Course Learning Outcomes:

After completion of this course the students will be aware about the beauty and richness of classical Sanskrit dramatic tradition. This course will enhance the ability for critical thinking on issues of culture, polity, morality, religion etc as reflected in the prescribed texts. The course will make the students aware of the formal structures of Sanskrit drama in the tradition of Bharata's natya Shastra.

[C] Contents**Total Credits: 60****Unit: I****Credits: 10****Pratimānāṭakam: Act I – Bhāsa**

First Act (प्रथम अङ्क) Introduction, Text Reading (Grammar, Translation, and Explanation), Poetic excellence, Plot.

Unit: II**Credits: 10****Pratimānāṭakam: Act III – Bhāsa**

Third Act (तृतीय अङ्क) Introduction, Text Reading (Grammar, Translation, and Explanation), Poetic excellence, Plot.

Unit: III**Credits: 10****Abhijñānaśākuntalam Act IV- Kālidāsa**

Text Reading (Grammar, Translation, Explanation), Poetic excellence, Plot, Timing of Action. Personification of nature. *kāvyeṣu nāṭakam ramyam, upamā*, Language of Kālidāsa, *dhvani* in Kālidāsa, Purpose and design behind *Abhijñānaśākuntalam* and other problems related to the text.

Unit: IV**Credits: 10****Technical Terms from Sanskrit Dramaturgy**

नाटक, नायक, नायिका, पूर्वरङ्ग, नान्दी, सूत्रधार, नेपथ्य, प्रस्तावना, कञ्चुकी, विदूषक, अङ्क, स्वगत, प्रकाश, अपवारित, जनान्तिक, आकाशभाषित, विष्कम्भक, प्रवेशक एवं भरतवाक्य ।

Unit: V**Credits: 10**

History of Sanskrit Drama (Origin and Development)

Unit: VI

Credits: 10

Some important dramatists: Bhāsa, Kālidāsa, Śūdraka, Viśākhadatta, Harṣa, Bhavabhūti, and their works.

[D] References:

Compulsory Reading:

1. सुबोधचन्द्र पन्त, अभिज्ञानशाकुन्तलम्, मोतीलाल बनारसीदास, दिल्ली ।
2. सुरेन्द्रदेव शास्त्री, अभिज्ञानशाकुन्तलम्, रामनारायण बेनीप्रसाद, इलाहाबाद ।
3. नारायणराम आचार्य, अभिज्ञानशाकुन्तलम्, निर्णयसागर प्रेस ।
4. C.D. Devadhar (Ed.), Abhijñanaśākuntalam, MLBD, Delhi.
5. M.R. Kale (Ed.), Abhijñanaśākuntalam, MLBD, Delhi.
6. Gajendra Gadakar (Ed.), Abhijñanaśākuntalam.
7. Ramendramohan Bose, Abhijñanaśākuntalam, Modern Book Agency, Calcutta.
8. भागवतशरण उपाध्याय, कालिदास, कवि और काव्य, भारतीय ज्ञानपीठ, काशी ।
9. हजारीप्रसाद द्विवेदी, कालिदास की लालित्य योजना, राजकमल प्रकाशन, दिल्ली ।
10. पंकज कुमार मिश्र, शाकुन्तलविषयक रम्यत्व की अवधारणा, परिमल पब्लिकेशन, दिल्ली ।
11. Minakshi Dalal, Conflict in Sanskrit Drama, Somaiya Publication Pvt. Ltd.
12. Ratnamayi Dikshit, Women in Sanskrit Dramas, Meherchand Lacchman Das, Delhi.
13. A.B. Keith, Sanskrit Drama, Oxford University Press London, 1970.
14. Minakshi Dalal, Conflict in Sanskrit Drama, Somaiya Publication Pvt. Ltd.
15. G. K. Bhat, Sanskrit Drama, Karnataka University Press, Dharwar, 1975.

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. Since most learners will be new to classical Sanskrit drama, a step by step approach is recommended.
2. Teachers must read aloud the Sanskrit text and the students should repeat.
3. Teachers must help students in disjoining all sandhis and dissolving all samāsas.
4. Teachers will arrange words in verses according to the prose order (anvaya).
5. Students will identify the grammatical structure of each word.
6. Teachers will the guide 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.

[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.	Translation-3 (from unit-1 to 3)	03 x 05 = 15
ii.	Explanations-2 (from unit-1 to 3)	02 x 07 = 14
iii.	Questions 02 (Unit 1 to 3)	02 x 08 = 16
iv.	Grammatical notes from prescribe text (from Unit 1 to 3)	01 x 05 = 05
v.	Short Notes (Unit 4)	03 x 03 = 09
vi.	Question 1 (Unit 5)	01 x 08 = 08
vii.	Short Notes (Unit 6)	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:

Pratimānāṭakam, Abhijñānaśākuntalam, Nāndī, Prastāvanā, Sūtradhāra, Naṭī, Viṣkambhaka, Vidūṣaka and Kañcukī.

B.A. (Programe) Sanskrit Course
DSC-4
Sanskrit Grammar
(62134402)

[A] Course Objectives:

Sanskrit is much known for a long tradition of grammatical and semantic analysis of the language. Panini's grammar has always been highly respected for providing the best model for structural and semantic studies. This course intends to introduce to students the basic structure of Sanskrit language through the the Laghusiddhantakaumudī, the premier text of Sanskrit grammar by Varadaraj.

[B] Course Learning Outcomes:

After completion of this course students will understand the basic structural nuances of Panini's grammar. They will become familiar with fundamental sandhi and compounding patterns. They will also understand some most important primary and secondary suffixes of Sanskrit. The practice of the application of the rules learnt from the reading of the texts will further enhance their knowledge of the structural patterns of Sanskrit language.

[C] Contents**Total Credits: 60****Unit: I****Credits: 10**

Laghusiddhāntakaumudī : Sañjñā Prakaraṇa
 Sañjñā prakaraṇa

Unit: II**Credits: 10**

Laghusiddhāntakaumudī: Sandhi Prakaraṇa
 ac sandhi: yaṇ, guṇa, dīrgha, ayādi, vṛddhi and pūrvarūpa.

Unit: III**Credits: 10**

Laghusiddhāntakaumudī: Sandhi Prakaraṇa
 hal sandhi: ścutva, ṣṭutva, anunāsikatva, chhatva and jaṣṭva

Unit: IV**Credits: 10**

Laghusiddhāntakaumudī: Sandhi Prakaraṇa
 visarga sandhi: utva, lopa, satva and rutva

Unit: V**Credits: 10**

Laghusiddhāntakaumudī: Vibhaktyartha Prakaraṇa
 Vibhaktyartha Prakaraṇa

Unit: VI**Credits: 10****General introduction to Samasa based on Laghusiddhāntakaumudī.****[D] References:****Compulsory Reading:**

1. धरानन्द शास्त्री, लघुसिद्धान्तकौमुदी, मूल एवं हिन्दी व्याख्या, दिल्ली ।
2. भीमसेन शास्त्री, लघुसिद्धान्तकौमुदी भैमी व्याख्या (भाग-1), भैमी प्रकाशन, दिल्ली ।
3. चारुदेव शास्त्री, व्याकरण चन्द्रोदय (भाग-1,2 एवं 3), मोतीलाल बनारसीदास, दिल्ली ।
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 (Hindi Translation also available).
6. M.R. Kale, Higher Sanskrit Grammar, MLBD, Delhi (Hindi Translation also available).
7. Kanshiram, Laghusiddhāntakaumudī (Vol. I), MLBD, Delhi, 2009.

Additional Resources:

1. Online Tools for Sanskrit Grammar developed by Computational Linguistics Group, Department of Sanskrit, University of Delhi: <http://sanskrit.du.ac.in>.
2. कपिलदेव द्विवेदी – रचनानुवादकौमुदी, विश्वविद्यालय प्रकाशन, वाराणसी

[E] Teaching Learning Process:

1. Teachers shall split each sutra and explain the structure of each component before giving the meaning of the entire sutra
2. Students will be encouraged to memorize all important sutras and teachers shall occasionally test them
3. Students must write the explanations of maximum number of sutras and attempt the siddhi of maximum words
4. Short periodic tests and quizzes must be held
5. Students will be encouraged to apply their theoretical knowledge of the rules of grammar to the literary texts they have already studied in earlier classes

[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.	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

**MODERN INDIAN LANGUAGES (MIL)*
(Any 2 Papers)**

Semester: I/II

**Core – MIL (Sanskrit)-1
Sanskrit as MIL: A1 Sanskrit Literature**

**Core – MIL (Sanskrit)-1
Sanskrit as MIL B1 - Upaniṣad and Gita**

**Core – MIL (Sanskrit)-2
Sanskrit as MIL C1 – Nīti Literature**

Semester: III/IV

**Core – MIL (Sanskrit)-2
Sanskrit as MIL A2 – Grammar and Translation**

**Core – MIL (Sanskrit)-2
Sanskrit as MIL B2 - Grammar and Composition**

**Core – MIL (Sanskrit)-2
Sanskrit as MIL C2 - Sanskrit Grammar**

B.A. (Programme) Sanskrit Course

Core MIL-A1 Sanskrit Literature (62134309)

[A] Course Objectives:

This course aims to get the students acquainted with the outline of Sanskrit Prose and Niti 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 negotiate texts independently.

[B] Course Learning Outcomes:

The course will enable students to familiarize themselves with some leading Sanskrit Prose and Niti literature. After the completion of this course the learner will be exposed to the origin and development of the Sanskrit Prose and Niti Literature.

[C] Contents

Total Credits: 60

Unit: I

Credits: 10

Hitopadeśa: First Story from Mitralābha

प्रस्तावना (Foreword), First Story, Verses:1-35
(Translation, Explanation and Grammar)

Unit: II

Credits: 10

Hitopadeśa: Second Story from Mitralābha

Second Story, Verses: 36-62.
(Translation, Explanation and Grammar)

Unit: III

Credits: 10

Cāṇakyanīti

Cāṇakyanīti (Chapter: 1)
(Translation, Explanation and Grammar)

Unit: IV

Credits: 10

Cāṇakyanīti

Cāṇakyanīti (Chapter: 2)
(Translation, Explanation and Grammar)

Unit: V

Credits: 10

History of Sanskrit Prose

Origin and development of Prose

Subandhu, Bāṇa, Daṇḍin. Ambikaduttvyas

Unit: VI

Credits: 10

History of Sanskrit Nītikāvya

Pañcatantra, Hitopadeśa, Cāṇakyanīti, Kathāsaritsāgara

[D] References:

Compulsory Reading:

1. पण्डित जीवानन्द विद्यासागर, हितोपदेश, सरस्वती प्रेस कलकत्ता ।
2. श्रीलाल उपाध्याय (अनुवादक) चाणक्यनीतिदर्पण, बैजनाथ प्रसाद बुकसेलर, बनारस, 1952 ।
3. बलदेव उपाध्याय, संस्कृत साहित्य का इतिहास, शारदा निकेतन, वाराणसी ।
4. प्रीतिप्रभा गोयल, संस्कृत साहित्य का इतिहास, राजस्थानी ग्रन्थागार, जोधपुर ।
5. उमाशंकर शर्मा ऋषि, संस्कृत साहित्य का इतिहास, चौखम्बा भारती अकादमी, वाराणसी ।
6. राधावल्लभ त्रिपाठी, संस्कृत साहित्य का अभिनव इतिहास, विश्वविद्यालय प्रकाशन, वाराणसी ।
7. A.B. Keith, History of Sanskrit Literature (हिन्दी अनुवाद, मंगलदेव शास्त्री, मोतीलाल बनारसीदास, दिल्ली).

Additional Resources:

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

[E] Teaching Learning Process:

1. Since most learners will be new to Sanskrit Niti Literature, a step by step approach is recommended.
2. Teachers must read aloud the Sanskrit text and the students should repeat.
3. Teachers must help students in disjoining all sandhis and dissolving all samāsas.
4. Students will identify the grammatical structure of each word.
5. Teachers will the guide students in translating each word and then the complete sentences.
6. Teachers will discuss the social, political, cultural issues occurring in the text and their contemporary relevance.

[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.	Translation-4 (from units-1 to 4)	04 x 04 = 16
ii.	Explanations-4 (from units-1 to 4)	04 x 06 = 24
iii.	Questions 02 (Units 1 to 3)	02 x 10 = 20
iv.	Grammatical notes from prescribe texts	01 x 05 = 05
v.	Question 1 (Units 5 to 6)	01 x 10 = 10
vi.	Short notes (Units 5 to 6)	02 x 05 = 10
II	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	25
	Total Marks : (I+II)	(75+25) = 100

[H] Keywords:

Hitopadeśa, Mitralābha, Nītikāvya, Kathāsaritsāgara, Pañcatantra, Cāṇakyanīti.

B.A. (Programme) Sanskrit Course

Core MIL-B1 Upaniṣad and Gītā (62131216)

[A] Course Objectives:

Objective of this course is to get students to know about the principle thesis of the Upaniṣad and the Gītā.

[B] Course Learning Outcomes:

The course will enable students to familiarize themselves with Īśāvāsyopniṣad, the some portion of 2nd Chapter of Gīta and general introduction to Upaniṣad philosophy. After the completion of this course the learner will be exposed to the Philosophy of Gita and Upaniṣad.

[C] Contents

Total Credits: 60

Unit: I

Credits: 10

Upaniṣad: Īśāvāsyopniṣad

Text Introduction to Īśāvāsyopniṣad

Unit: II

Credits: 10

Upaniṣad: Īśāvāsyopniṣad

Text Reading of Īśāvāsyopniṣad

Unit: III

Credits: 10

Gītā: Chapter Two – (Verse: 01-25)

Text Introduction and Text Reading: Chapter Two.

Unit: IV

Credits: 10

Gītā: Chapter Two – (Verse: 26-72)

Text Reading.

Unit: V

Credits: 10

General Introduction to Upaniṣadic Philosophy

General Introduction to Upaniṣadic Philosophy: ātman, brahman, īśvara, karma, sr̥ṣṭi.

Unit: VI

Credits: 10

General introduction to Philosophy of Gita:

Nishkama Karmayoga, Bhakti Yoga and Jnana Yoga.

[D] References:

Compulsory Reading:

1. हनुमान प्रसाद पोद्दार (सम्पादक), ईशावास्योपनिषद्, गीताप्रेस गोरखपुर ।
2. शिवनारायण शास्त्री (व्या), ईशावास्योपनिषद्, परिमल प्रकाशन, दिल्ली, 1996 ।
3. शशि तिवारी (व्या), ईशावास्योपनिषद्: भूमिका एवं व्याख्या, भारतीय विद्या प्रकाशन, दिल्ली, 1997 ।
4. बलदेव उपाध्याय, संस्कृत साहित्य का इतिहास, शारदा निकेतन, वाराणसी ।
5. बलदेव उपाध्याय, वैदिक साहित्य और संस्कृति, वाराणसी ।
6. प्रीतिप्रभा गोयल, संस्कृत साहित्य का इतिहास, राजस्थानी ग्रन्थागार, जोधपुर ।
7. उमाशंकर शर्मा ऋषि : संस्कृत साहित्य का इतिहास, चौखम्बा भारती अकादमी, वाराणसी ।
8. रमेश भारद्वाज, नवजागरण एवं स्वतन्त्रता आंदोलन में उपनिषदों की भूमिका, विद्यानिधि प्रकाशन, दिल्ली।

Additional Readings

1. राधावल्लभ त्रिपाठी, संस्कृत साहित्य का अभिनव इतिहास, विश्वविद्यालय प्रकाशन, वाराणसी ।
2. Keith, A.B. : *History of Sanskrit Literature*, also Hindi translation, MLBD, Delhi (हिन्दी अनुवाद, मंगलदेव शास्त्री, मोतीलाल बनारसीदास, दिल्ली ।)
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. Since most learners will be new to Īśāvāsyopniṣad, some portion of 2nd Chapter of Gita and general introduction to Upaniṣad philosophy, a step by step approach is recommended.
2. This course will require carefully reading of the relevant lives from the text.
3. Teacher should explain each concept thoroughly.
4. Teachers will discuss the Philosophical thoughts related to Īśāvāsyopniṣad and Gita and their contemporary relevance.

[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. Translation-4 (units-1 to 4)	04 x 04 = 16
	ii. Explanations-4 (units-1 to 4)	04 x 06 = 24
	iii. Questions 02 (Units 1 to 4)	02 x 10 = 20
	iv. Grammatical notes from prescribe texts	01 x 05 = 05
	v. Question 1 (Units 5 to 6)	01 x 10 = 10
	vi. Short notes (Units 5 to 6)	02 x 05 = 10
II	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	25
	Total Marks : (I+II)	(75+25) = 100

[H] Keywords:

Īśāvāsyopniṣad, Gītā, Ātman, Brahman, Īśvara, Karma, Srṣṭi, Nishkama Karmayoga, Bhakti Yoga and Jnana Yoga.

B.A. (Programme) Sanskrit Course

Core MIL-C1 Nīti Literature (62131217)

[A] Course Objectives:

This course aims are to get the students acquainted with the outline of Sanskrit Nīti literature through texts Pañcatantram and Nītiśatakam with the General Introduction to Sanskrit Literature.

[B] Course Learning Outcomes:

The students will learn the essence of the ways of life depicted and enjoined in the Niti Literature of Sanskrit language. They will also learn various aspects and forms of the storylines and the study and verses from the prescribed texts will instill in the students the moral and ethical values that will be an asset in the lived lives. They will be familiar with the general history of Sanskrit Niti Literature.

[C] Contents

Total Credits: 60

(A study of these texts is expected for answering critical questions, translations and explanations)

Unit: I

Credits: 10

Pañcatantram

Text Introduction of the following:

kṣapaṇakakathā, siṃha-kāraka-murkhabrahmaṇa kathā (क्षपणककथा, सिंह-कारक-मूर्खब्राह्मण कथा)

Unit: II

Credits: 10

Pañcatantram

Text Introduction of the following:

mūrkhapañḍita-kathā, vānara-magaramaccha-kathā and gaṃgadattamaṇḍūka kathā

(मूर्खपण्डित-कथा, वानर-मकरकथा तथा गंगदत्तमण्डूक कथा)

Unit: III

Credits: 10

Nītiśatakam (Verses: 01-10)

Introduction to nītiśatakam

Text reading of nītiśatakam from.

Unit: IV

Credits: 10

Nītiśatakam (Verses: 11-20)

Text reading of nītiśatakam from

Unit: V

Credits: 10

Nītiśatakam (Verses: 21-30)

Text reading of nītiśatakam from

Unit: VI**Credits: 10****General Introduction to Sanskrit Niti Literature****[D] References:****Compulsory Reading:**

1. श्यामाचरण पाण्डेय (व्या.), पञ्चतंत्रम् (विष्णु शर्मा), मोतीलाल बनारसीदास, दिल्ली, 1975 ।
2. A Collection of Ancient Hindu Tales (ed.) Franklin Edgerton, Johannes Hertel, 1908.
3. M.R. Kale, Pancatantram (ed. and trans.), Motilal Banarasidass, Delhi, 1999.
4. Chandra Rajan, Pancatantram (trans.) Penguin Classics, Penguin Books.
5. विष्णुदत्त शर्मा शास्त्री, नीतिशतकम् (भर्तृहरि): विमलचन्द्रिका संस्कृत टीका व हिन्दी, व्याख्यासहित, ज्ञान प्रकाशन, मेरठ ।
6. नीतिशतकम् (भर्तृहरि): सावित्री गुप्ता, विद्या निधि प्रकाशन (आदर्श संस्करण)।
7. तारिणीश झा, नीतिशतकम् (भर्तृहरि) रामनारायणलाल बेनीमाधव, इलाहाबाद, 1976 ।
8. ओमप्रकाश पाण्डेय, नीतिशतकम् (भर्तृहरि) मनोरमा हिन्दी-व्याख्या सहित, चौखम्भा अमरभारती प्रकाशन, वाराणसी, 1982 ।
9. बाबूराम त्रिपाठी, नीतिशतकम् (भर्तृहरि) महालक्ष्मी प्रकाशन, आगरा, 1986 ।
10. उमाशंकर शर्मा ऋषि : संस्कृत साहित्य का इतिहास, चौखम्भा भारती अकादमी, वाराणसी ।

Additional Readings

1. रमाशंकर त्रिपाठी, संस्कृत साहित्य का प्रामाणिक इतिहास, कृष्णदास अकादमी, वाराणसी ।
2. राधावल्लभ त्रिपाठी, संस्कृत साहित्य का अभिनव इतिहास, विश्वविद्यालय प्रकाशन वाराणसी।
3. भोलाशंकर व्यास, संस्कृतकविदर्शन, चौखम्भा विद्याभवन, वाराणसी ।
4. Dasgupta, S.N., A History of Sanskrit Literature: Classical Period, University of Calcutta, 1977.
5. Keith, Arthur Berriedale, A History of Sanskrit Literature, MLBD, Delhi.
6. Krishnamachariar M, Classical Sanskrit Literature, MLBD, Delhi

[E] Teaching Learning Process:

1. Since most learners will be new to Niti Literature, a step by step approach is recommended.
2. Teachers must read aloud the Sanskrit text and the students should repeat.
3. Teachers must help students in disjoining all sandhis and dissolving all samāsas.
4. Students will identify the grammatical structure of each word.

5. Teachers will the guide students in translating each word and then the complete sentences.
6. Teachers will discuss the social, political, cultural and ideological issues occurring in the text and their contemporary relevance.

[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. Translation-5 (units-1 to 5)	05 x 05 = 25
	ii. Explanations-2 (units-1 to 5)	02 x 08 = 16
	iii. Questions 02 (Units 1 to 5)	02 x 10 = 20
	iv. Grammatical notes from prescribe texts	01 x 04 = 04
	v. Question 1 (Unit 6)	01 x 10 = 10
II	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	25
	Total Marks : (I+II)	(75+25) = 100

[H] Keywords:

Pañcatantram, Nītiśatakam, Niti Literature

B.A. (Programme) Sanskrit Course

Core MIL-A2 Grammar and Translation (52131417)

[A] Course Objectives:

This course aims to get the students to know the basics of Sanskrit Grammar, including rules of Sañjñā, Sandhi, Samāsa and Vibhaktyarth Prakaraṇa based on Laghusiddhāntakaumudī, a primer of Pāṇinian grammar. Besides, the students will be able to translate sentence and write short paras in Sanskrit.

[B] Course Learning Outcomes:

This course will enable the students to know the basics of Sanskrit Grammar i.e. Sañjñā, Sandhi, Samāsa etc. based on Laghusiddhāntakaumudī and the composition. They will also able to write short paras and translate sentence into Sanskrit from Hindi or English.

[C] Contents

Total Credits: 60

Unit: I

Credits: 10

Sañjñā

Sañjñā Prakaraṇa according to Laghusiddhāntakaumudī

Unit: II

Credits: 10

Sandhi

Following Sandhi according to Laghusiddhāntakaumudī – Dirgha, yaṇ, guṇa, ayādi, vṛddhi, pūrvarūpa

Unit: III

Credits: 10

Sandhi

Following Sandhi according to Laghusiddhāntakaumudī - hal and visarga Sandhi - ścutva, ṣṭutva, anuṅāsikatva, chatva, jaṣṭva, satva, utva, lopa, rutva

Unit: IV

Credits: 10

Samāsa

Basic concepts of Samāsa and types

Unit: V

Credits: 10

Vibhaktyarth Prakaraṇa

Vibhaktyartha Prakaraṇa (Laghusiddhāntakaumudī)

Unit: VI**Credits: 10****Composition**

Short essays on traditional and modern subjects. Translation from and into Sanskrit.

[D] References:**Compulsory Reading:**

1. धरानन्द शास्त्री, लघुसिद्धान्तकौमुदी, मूल एवं हिन्दी व्याख्या, मोतीलाल बनारसीदास, दिल्ली ।
2. भीमसेन शास्त्री, लघुसिद्धान्तकौमुदी भैमी व्याख्या (भाग-1), भैमी प्रकाशन, दिल्ली ।
3. चारुदेव शास्त्री, व्याकरण चन्द्रोदय (भाग-1,2 एवं 3), मोतीलाल बनारसीदास, दिल्ली ।
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 (Hindi Translation also available).

Additional Readings

1. M.R. Kale, Higher Sanskrit Grammar, MLBD, Delhi (Hindi Translation also available).
2. Kanshiram, Laghusiddhāntakaumudī (Vol. I), MLBD, Delhi, 2009.
3. Online Tools for Sanskrit Grammar developed by Computational Linguistics Group, Department of Sanskrit, University of Delhi: <http://sanskrit.du.ac.in>.

[E] Teaching Learning Process:

1. Teachers shall split each sutra and explain the structure of each component before giving the meaning of the entire sutra
2. Students will be encouraged to memorize all important sutras and teachers shall occasionally test them
3. Students must write the explanations of maximum number of sutras and attempt the siddhi of maximum words
4. Students will be encouraged to translate sentence from Hindi or English to 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
 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.	Question based on Sandhi	10
ii.	Join and disjoin sandhi	20
iii.	Questions based on Samsa and joind and disjoined samsa	15
iv.	Vibhakti prakaran	10
v.	Short essay and translation	20
II	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	25
	Total Marks : (I+II)	(75+25) = 100

[H] Keywords:

Sañjñā, Sandhi, Dirgha, Yaṅ, Guṇa, Ayādi, Vṛddhi, Pūrvarūpa, Ścutva, Ṣṭutva, Anunāsikatva, Chatva, Jaṣṭva, Satva, Utva, Lopa, Rutva, Samāsa, Vibhaktyarth

B.A. (Programe) Sanskrit Course

Core MIL-B2 Grammar and Composition (52131415)

[A] Course Objectives:

This course aims to get the students to know the basics of Sanskrit Grammar, including rules of Sañjñā, Sandhi, Samāsa and Vibhaktiyarth Prakaraṇa based on Laghusiddhāntakaumudī, a primer of Pāṇinian grammar. Besides, the students will be able to translate sentence and write short paras in Sanskrit.

[B] Course Learning Outcomes:

This course will enable the students to know the basics of Sanskrit Grammar i.e. Sañjñā, Sandhi, Samāsa etc. based on Laghusiddhāntakaumudī and the composition. They will also able to write short paras and translate sentence into Sanskrit from Hindi or English.

[C] Contents

Total Credits: 60

Unit: I Sandhi

Credits: 10

ac sandhi (6):
yaṅ, guṇa, dirgha, ayādi, vṛddhi and pūrvarūpa

Unit: II Sandhi

Credits: 10

hal sandhi (5):
ścutva, ṣtutva, anunāsikatva, chatva and jaśtva

Unit: III Sandhi

Credits: 10

visarga sandhi (4):
utva, lopa, satva, rutva.

Unit: IV Samāsa

Credits: 10

Samāsa (4):
avyayībhāva, tatpuruṣa, bahuvrīhi and dvandva

Unit: V kṛt pratyaya

Credits: 10

kṛt pratyaya (15):

tavyat, tavya, anīyar, yat, nyat, ṅvul, ṛc, aṅ, kta, ktavatu, śatṛ, śānac, tumun, ktvā (lyap) and lyuṭ.

Unit: VI

Credits: 10

Paragraph Writing and Translation

Translation of simple sentences and writing short paragraph into Sanskrit.

[D] References:

Compulsory Reading:

1. धरानन्द शास्त्री, लघुसिद्धान्तकौमुदी, मूल एवं हिन्दी व्याख्या, दिल्ली ।
2. भीमसेन शास्त्री, लघुसिद्धान्तकौमुदी, भैमी व्याख्या (भाग-1), भैमी प्रकाशन, दिल्ली ।
3. चारुदेव शास्त्री, व्याकरण चन्द्रोदय (भाग-1,2 एवं 3), मोतीलाल बनारसीदास, दिल्ली ।
4. सत्यपाल सिंह (संपा.), लघुसिद्धान्तकौमुदी: प्रकाशिका नाम्नी हिन्दी व्याख्या सहिता, शिवालिक पब्लिकेशन, दिल्ली, 2014 ।
5. V.S. Apte, The Students' Guide to Sanskrit Composition, Chowkhamba Sanskrit Series, Varanasi (Hindi Translation also available).

Additional Readings

1. M.R. Kale, Higher Sanskrit Grammar, MLBD, Delhi (Hindi Translation also available).
2. Kanshiram, Laghusiddhāntakaumudī (Vol. I), MLBD, Delhi, 2009.
3. Online Tools for Sanskrit Grammar developed by Computational Linguistics Group, Department of Sanskrit, University of Delhi: <http://sanskrit.du.ac.in>.

[E] Teaching Learning Process:

1. Teachers shall split each sutra and explain the structure of each component before giving the meaning of the entire sutra
2. Students will be encouraged to memorize all important sutras and teachers shall occasionally test them
3. Students must write the explanations of maximum number of sutras and attempt the siddhi of maximum words
4. Students will be encouraged to compose and translate the sentences from Hindi or English to 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
- 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. Question based on Sandhi	10
	ii. Join and disjoin sandhi	20
	iii. Questions based on Samsa and joind and disjoined samsa	15
	iv. Question on Krt pratyaya and join and dijoin Krit pratyaya	10
	v. Translation and paragraph writing	20
II	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	25
	Total Marks : (I+II)	(75+25) = 100

[H] Keywords:

Sandhi, Samāsa, Krt Pratyaya

B.A. (Programme) Sanskrit Course

Core MIL-C2 Sanskrit Grammar (52131416)

[A] Course Objectives:

This course aims to get the students to know the basics of Sanskrit Grammar, including rules of Declensions and Conjugations, Sandhi, Samāsa and Vibhaktiyarth Prakaraṇa based on Laghusiddhāntakaumudī, a primer of Pāṇinian grammar.

[B] Course Learning Outcomes:

This course will enable the students to know the basics of Sanskrit Grammar i.e. Sandhi, Samāsa etc. based on Laghusiddhāntakaumudī.

[C] Contents

Total Credits: 60

Unit: I

Credits: 10

Declensions and Conjugations

Masculine Words

Stems endings in vowels (4):

Noun Ending 'a', 'i', 'u', and 'ṛ' only,

rāma, muni, guru, piṭṛ

Stems ending in consonants:

ātman, daṇḍin, candramas

Unit: II

Credits: 10

Declensions and Conjugations

Feminine Words

Stems endings in vowels (4) :

Noun Ending 'ā', 'ī', 'ī', and 'ṛ' only,

ramā, mati, kumārī, and māṭṛ

Stems ending in consonants: vāc and sarit.

Unit: III

Credits: 10

Declensions and Conjugations

Neuter Words

Stem ending in vowels (4):

Noun Ending 'a', 'i', and 'u' only,

Phala, vāri and madhu

Stem ending in consonants: payas, jagat.
 Pronouns - asmad, yuṣmad, tad, yad, idam, etad, kim (in all three genders)
 Numerals - Declension of numeral words from eka to daśan (In all three genders)
 Conjugations: paṭh, pac, bhū, kr, as, nṛt, śru, jñā, (in laṭ, lṛṭ, lañ, loṭ and vidhiliñ)

Unit: IV

Credits: 10

Sandhi

Rules of Sandhi :
 ac sandhi (6): yaṅ, guṇa, dirgha, ayādi, vṛddhi and pūrvarūpa
 hal sandhi (5): ścutva, ṣṭutva, anunāsikatva, chhatva and jaṣṭva
 visarga sandhi (4): utva, lopa, satva, rutva.

Unit: V

Credits: 10

Kāraka –Vibhakti and Samasa

Concept of kāraka and vibhakti
 Types of kāraka
 Kāraka-vibhakti and Upapada-vibhakti.
 The concept of Compound and its types

Unit: VI

Credits: 10

Kṛt suffixes

Kṛt Suffixes : tavyat, anīyar, yat, nyat, kta, ktavatu, śatṛ, śānac, tumun, ktvā and lyap

[D] References:

Compulsory Reading:

1. Chakradhar Nautiyal Hans, Bṛhad Anuvada Kaumudi, Motilal Banarasidas, New Delhi.
2. Apte, V.S., The Students' Guide to Sanskrit Composition, Chowkhamba Sanskrit Series, Varanasi. (Hindi Translation also available).
3. Kale, M.R. Higher Sanskrit Grammar, MLBD, Delhi. (Hindi Translation also available)

Additional Resources:

1. M.R. Kale, Higher Sanskrit Grammar, MLBD, Delhi (Hindi Translation also available).
2. Laghusiddhanta Kaumudi.
3. Rachananuvada Kaumudi – Kapil Dev Dwivedi

[E] Teaching Learning Process:

1. Teachers shall split each sutra and explain the structure of each component before giving the meaning of the entire sutra
2. Students will be encouraged to memorize all important sutras, declensions and conjugations. Teachers shall occasionally test them
3. Students must write the explanations of maximum number of sutras and attempt the siddhi of maximum words

4. Students will be encouraged to compose and translate the sentences from Hindi or English to 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
 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.	Declensions and Conjugations 04 (from unit-1 to 3)	04 x 05 = 20
ii.	Sandhi (Ac and hal from unit 4)	02 x 10 = 20
iii.	Sandhi (Visarga from unit 4)	01 x 05 = 05
iv.	Karaka and samasa (Unit 5)	02 x 10 = 20
v.	Kṛta Suffixes (Unit 6)	01 x 10 = 10
II	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	25
	Total Marks : (I+II)	(75+25) = 100

[H] Keywords:

Declensions, Conjugations, Sandhi, Kāraka, Samasa, Kṛt

Ability Enhancement Compulsory Courses (AECC)

AECC-1

A1 Sanskrit Literature

AECC-2

B1 - Upaniṣad and Gita

AECC-3

C1 – Nīti Literature

B.A. (Programme) Sanskrit Course

AECC-1 Sanskrit as MIL: A1 (Advance) Sanskrit Literature (52131417)

[A] Course Objectives:

This course aims to acquaint students with Classical Sanskrit 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 negotiate texts independently.

[B] Course Learning Outcomes:

The course will enable students to familiarize themselves with some leading classical prose works and the 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. They will acquire skills in advanced Sanskrit communication.

[C] Contents

Total Credits: 48

Unit: I

Credits: 08

Hitopadeśa: First Story from Mitralābha

प्रस्तावना (Foreword), First Story, Verses:1-35
(Translation, Explanation and Grammar)

Unit: II

Credits: 08

Hitopadeśa: Second Story from Mitralābha

Second Story, Verses: 36-62.
(Translation, Explanation and Grammar)

Unit: III

Credits: 08

Cāṇakyanīti

Cāṇakyanīti (Chapter: 1)
(Translation, Explanation and Grammar)

Unit: IV

Credits: 08

Cāṇakyanīti

Cāṇakyanīti (Chapter: 2)
(Translation, Explanation and Grammar)

Subandhu, Bāṇa, Daṇḍin, Ambikādatta Vyāsa.

Unit: V

Credits: 08

History of Sanskrit Prose

Origin and development of Prose and Kathāsaritsāgara

Unit: VI

Credits: 08

History of Sanskrit Nītikāvya

Pañcatantra, Hitopadeśa, Cāṇakyanīti.

[D] References:

Compulsory Reading:

1. पण्डित जीवानन्द विद्यासागर, हितोपदेश, सरस्वती प्रेस कलकत्ता।
2. श्रीलाल उपाध्याय (अनुवादक) चाणक्यनीतिदर्पण, बैजनाथ प्रसाद बुकसेलर, बनारस, 1952।
3. बलदेव उपाध्याय, संस्कृत साहित्य का इतिहास, शारदा मन्दिर, वाराणसी ।
4. प्रीतिप्रभा गोयल, संस्कृत साहित्य का इतिहास, राजस्थानी ग्रन्थागार, जोधपुर।
5. उमाशंकर शर्मा ऋषि, संस्कृत साहित्य का इतिहास, चौखम्बा भारती अकादमी, वाराणसी ।
6. राधावल्लभ त्रिपाठी, संस्कृत साहित्य का अभिनव इतिहास, विश्वविद्यालय प्रकाशन, वाराणसी।
7. A.B. Keith, History of Sanskrit Literature (हिन्दी अनुवाद, मंगलदेव शास्त्री, मोतीलाल बनारसीदास, दिल्ली).
8. Krishnamachariar, History of Classical Sanskrit Literature, MLBD, Delhi.
9. Gaurinath Shastri, A Concise History of Sanskrit Literature, MLBD, Delhi.
10. Winternitz, Maurice, Indian Literature (Vol. I-III), also Hindi Translation, MLBD, Delhi.

Additional Resources:

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

[E] Teaching Learning Process:

1. Since most learners will be new to classical Sanskrit prose, a step by step approach is recommended.
2. Teachers must read aloud the Sanskrit text and the students should repeat.
3. Teachers must help students in disjoining all sandhis and dissolving all samāsas.
4. Students will identify the grammatical structure of each word.
5. Teachers will the guide students in translating each word and then the complete sentences.
6. Teachers will discuss the social, political, cultural issues occurring in the text and their contemporary relevance.

[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.	Questions 04 (Unit 1 to 4)*	04 x 08 = 32
ii.	Short Notes (Unit 1 to 4)* (*Question should be concept based.)	04 x 06 = 24
iii.	Question 1 (Unit 5 to 6)	01 x 09 = 09
iv.	Short Notes (Unit 5 to 6)	02 x 05 = 10
II	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	25
	Total Marks : (I+II)	(75+25) = 100

[H] Keywords:

Hitopadeśa, Mitralābha, Cāṇakyanīti, Nītikāvya, Kathāsaritsāgara, Pañcatantra.

B.A. (Programe) Sanskrit Course

AECC-2 Sanskrit as MIL: B1 (Intermediate) Upaniṣad and Gītā (52131417)

[A] Course Objectives:

Objective of this course is to get students to know about the principle thesis of the Upaniṣad and the Gītā.

[B] Course Learning Outcomes:

The course will enable students to familiarize themselves with Īśāvāsyopniṣad, the some portion of 2nd Chapter of Gita and general introduction to Upaniṣad philosophy. After the completion of this course the learner will be exposed to the Philosophy of Gita and Upaniṣad.

[C] Contents

Total Credits: 48

Unit: I

Credits: 08

Upaniṣad: Īśāvāsyopniṣad

Text Introduction to Īśāvāsyopniṣad

Unit: II

Credits: 08

Upaniṣad: Īśāvāsyopniṣad

Text Reading of Īśāvāsyopniṣad

Unit: III

Credits: 08

Gītā: Chapter Two – (Verse: 01-25)

Text Introduction and Text Reading: Chapter Two.

Unit: IV

Credits: 08

Gītā: Chapter Two – (Verse: 26-72)

Text Reading.

Unit: V

Credits: 08

General Introduction to Upaniṣadic Philosophy

General Introduction to Upaniṣadic Philosophy: ātman, brahman, īśvara, karma, sr̥ṣṭi.

Unit: VI

Credits: 08

General introduction to Philosophy of Gita:

Nishkama Karmayoga, Bhakti Yoga and Jnana Yoga.

[D] References:

Compulsory Reading:

1. हनुमान प्रसाद पोद्दार (सम्पादक), ईशावास्योपनिषद्, गीताप्रेस गोरखपुर ।
2. शिवनारायण शास्त्री (व्या), ईशावास्योपनिषद्, परिमल प्रकाशन, दिल्ली, 1996 ।
3. शशि तिवारी (व्या), ईशावास्योपनिषद्: भूमिका एवं व्याख्या, भारतीय विद्या प्रकाशन, दिल्ली, 1997 ।
4. बलदेव उपाध्याय, संस्कृत साहित्य का इतिहास, शारदा निकेतन, वाराणसी ।
5. बलदेव उपाध्याय, वैदिक साहित्य और संस्कृति, वाराणसी ।
6. प्रीतिप्रभा गोयल, संस्कृत साहित्य का इतिहास, राजस्थानी ग्रन्थागार, जोधपुर ।
7. उमाशंकर शर्मा ऋषि : संस्कृत साहित्य का इतिहास, चौखम्बा भारती अकादमी, वाराणसी ।
8. रमेश भारद्वाज, नवजागरण एवं स्वतन्त्रता आंदोलन में उपनिषदों की भूमिका, विद्यानिधि प्रकाशन, दिल्ली।
9. राधावल्लभ त्रिपाठी, संस्कृत साहित्य का अभिनव इतिहास, विश्वविद्यालय प्रकाशन, वाराणसी ।
10. Keith, A.B. : *History of Sanskrit Literature*, also Hindi translation, MLBD, Delhi (हिन्दी अनुवाद, मंगलदेव शास्त्री, मोतीलाल बनारसीदास, दिल्ली ।)
11. Krishnamachariar, *History of Classical Sanskrit Literature*, MLBD, Delhi.
12. Gaurinath Shastri, *A Concise History of Sanskrit Literature*, MLBD, Delhi.
11. Winternitz Maurice, *Indian Literature (Vol. I-III)*, also Hindi Translation, MLBD, Delhi.

Additional Resources:

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

[E] Teaching Learning Process:

1. Since most learners will be new to Īśāvāsyopniṣad, some portion of 2nd Chapter of Gita and general introduction to Upaniṣad philosophy, a step by step approach is recommended.
2. Teachers must read aloud the Sanskrit text and the students should repeat.
3. Teachers must help students in disjoining all sandhis and dissolving all samāsas.
4. Students will identify the grammatical structure of each word.
5. Teachers will the guide students in translating each word and then the complete sentences.
6. Teachers will discuss the Philosophical thoughts related to Īśāvāsyopniṣad and Gita and their contemporary relevance.

[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.	Questions 04 (Unit 1 to 4)*	04 x 08 = 32
ii.	Short Notes (Unit 1 to 4)* (*Question should be concept based.)	04 x 06 = 24
iii.	Question 1 (Unit 5 to 6)	01 x 09 = 09
iv.	Short Notes (Unit 5 to 6)	02 x 05 = 10
II	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	25
	Total Marks : (I+II)	(75+25) = 100

[H] Keywords:

Īśāvāsyopniṣad, Gītā, Ātman, Brahman, Īśvara, Karma, Srṣṭi, Nishkama Karmayoga, Bhakti Yoga and Jnana Yoga.

B.A. (Programme) Sanskrit Course

AECC-3 Sanskrit as MIL: C1 (Introductory) Nīti Literature (52131417)

[A] Course Objectives:

This course aims are to get the students acquainted with the outline of Sanskrit Nīti literature through texts Pañcatantram and Nītiśatakam with the General Introduction to Sanskrit Literature.

[B] Course Learning Outcomes:

The students will learn the essence of the ways of life depicted and enjoined in the Niti Literature of Sanskrit language. They will also learn various aspects and forms of the storylines and the study and verses from the prescribed texts will instill in the students the moral and ethical values that will be an asset in the lived lives. They will be familiar with the general history of Sanskrit Niti Literature.

[C] Contents

Total Credits: 48

Unit: I

Credits: 08

Pañcatantram

Text Introduction of the following:

kṣapaṇakakathā, siṃha-kāraka-murkhabrahmaṇa kathā (क्षपणककथा, सिंह-कारक-मूर्खब्राह्मण कथा)

Unit: II

Credits: 08

Pañcatantram

Text Introduction of the following:

mūrkhapāṇḍita-kathā, vānara-magaramaccha-kathā and gaṃgadattamaṇḍūka kathā

(मूर्खपण्डित-कथा, वानर-मकरकथा तथा गंगदत्तमण्डूक कथा)

Unit: III

Credits: 08

Nītiśatakam (Verses: 01-10)

Introduction to nītiśatakam

Text reading of nītiśatakam from.

Unit: IV

Credits: 08

Nītiśatakam (Verses: 11-20)

Text reading of nītiśatakam from

Unit: V**Credits: 08****Nītiśatakam (Verses: 21-30)**

Text reading of nītiśatakam from

Unit: VI**Credits: 08****General Introduction to Sanskrit Niti Literature****[D] References:****Compulsory Reading:**

1. श्यामाचरण पाण्डेय (व्या.), पञ्चतंत्रम् (विष्णु शर्मा), मोतीलाल बनारसीदास, दिल्ली, 1975।
2. A Collection of Ancient Hindu Tales (ed.) Franklin Edgerton, Johannes Hertel, 1908.
3. M.R. Kale, Pañcatantram (ed. and trans.), Motilal Banarasidass, Delhi, 1999.
4. Chandra Rajan, Pañcatantram (trans.) Penguin Classics, Penguin Books.
5. सावित्री गुप्ता (2015), नीतिशतक, विद्यानिधि प्रकाशन, दिल्ली।
6. उमाशंकर शर्मा ऋषि : संस्कृत साहित्य का इतिहास, चौखम्बा भारती अकादमी, वाराणसी।
7. रमाशंकर त्रिपाठी, संस्कृत साहित्य का प्रामाणिक इतिहास, कृष्णदास अकादमी, वाराणसी।
8. राधावल्लभ त्रिपाठी, संस्कृत साहित्य का अभिनव इतिहास, विश्वविद्यालय प्रकाशन वाराणसी।
9. भोलाशंकर व्यास, संस्कृतकविदर्शन, चौखम्बा विद्याभवन, वाराणसी।
10. Dasgupta, S.N., A History of Sanskrit Literature: Classical Period, University of Calcutta, 1977.
11. Keith, Arthur Berriedale, A History of Sanskrit Literature, MLBD, Delhi.
12. Krishnamachariar M, Classical Sanskrit Literature, MLBD, Delhi.

Additional Resources:

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

[E] Teaching Learning Process:

1. Since most learners will be new to Niti Literature, a step by step approach is recommended.
2. Teachers must read aloud the Sanskrit text and the students should repeat.
3. Teachers must help students in disjoining all sandhis and dissolving all samāsas.
4. Students will identify the grammatical structure of each word.
5. Teachers will guide students in translating each word and then the complete sentences.

6. Teachers will discuss the social, political, cultural and ideological issues occurring in the text and their contemporary relevance.

[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.	Questions 05 (Units 1 to 5)*	05 x 08 = 40
ii.	Short Notes (Unit 1 to 5)* (*Question should be concept based.)	05 x 05 = 25
iii.	Question 1 (Units 6)	01 x 10 = 10
II	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	25
	Total Marks : (I+II)	(75+25) = 100

[H] Keywords:

Pañcatantram, Nītiśatakam, Niti Literature

DSE-1 Philosophy, Religion and Culture in Sanskrit Tradition	DSE -2 Indian Perspectives in personality Development
DSE -3 Literary Criticism	DSE -4 Nationalism in Sanskrit Literature
DSE -5 Mathematical Tradition in Sanskrit	

B.A. (Programme) Sanskrit Course

DSE-1

Philosophy, Religion and Culture in Sanskrit Tradition (52131417)

[A] Course Objectives:

Objective of this course to introduce Philosophy, Religion and Culture in Sanskrit Tradition to the students.

[B] Course Learning Outcomes:

The students will learn the essence of the Philosophy, religion and cultural traditions of ancient India which depicted Sanskrit Literature. They will also learn various aspects of the Dharma and actions and importance of Sanskara, theory of Purushartha from ancient texts.

[C] Contents

Total Credits: 60

Unit: I

Credits: 10

Form of God, Mode of worship, Bhakta as a morally evolved person - Gita Chapter XII.

Unit: II

Credits: 10

Dharma – ten fold dharma and its versions, definitions of satya, ahimsā, asteya, aparigraha, pañcha mahā yajña; theory of three debts.

Unit: III

Credits: 10

Man's initiative and God's design; God's līlā and Kṛpā, Daiva versus puruṣakāra, adṛṣṭa, three types of karma – sañchita, kriyamāṇa and prārabdha, karma.

Unit: IV

Credits: 10

Process of acculturation – importance of Saṁskāra

Unit: V

Credits: 10

Aim of human life – theory of Puruṣārtha

Unit: VI

Credits: 10

An 'amoral' person – svadharma and karmayoga, sthita prajna in the Gita (Chapter II).

[D] References:

Compulsory Reading:

1. Radhakrushana, Gītā.
2. Gītā with Hindi Translation, Gita Press, Goraphpur.
3. Rajbali Pandey, Hindu Samskar.

4. शिवदत्त ज्ञानी, भारतीय संस्कृति ।

Additional Resources:

1. राजबली पाण्डेय, हिन्दू संस्कार ।
2. पी.बी. काणे, धर्मशास्त्र का इतिहास (खण्ड-1) ।

[E] Teaching Learning Process:

1. Since most learners will be new to philosophy, religions and cultural traditions, a step by step approach is recommended.
2. Students will identify the concepts and theories of prescribed syllabus in ancient Sanskrit texts.

[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. Questions 05 (Unit 1 to 6)*	05 x 12 = 60
	ii. Short notes 03 (Unit 1 to 6)*	03 x 05 = 15
	(*it may be ensured that questions will be asked from each units)	
II	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	25
	Total Marks : (I+II)	(75+25) = 100

[H] Keywords:

Dharma, God, Worship, Satya, Ahimsā, Asteya, Aparigraha, Pañcha Mahā Yajña, Debts.

B.A. (Programme) Sanskrit Course

DSE–2 Indian Perspectives in Personality Development (52131417)

[A] Course Objectives:

Indian philosophical tradition advocates an integrated approach to human personality where material and psychological growth complement each other. This course seeks to introduce some theoretical concepts and practical techniques for development of the human person.

[B] Course Learning Outcomes:

The course will enable to students to know the concept of a person, personality and major for behavior improvement based on Gita and Upanisad. The course will help the learner how to develop the personality on the whole as a human being in perfect manner.

[C] Contents

Total Credits : 60

Unit: I

Credits : 10

Historical Perspective

Historical Perspective : Rgveda, 1.164.37;
Chāndogyopaniṣad, VI. 2.3, VI.8.6, VIII.1.4
Bṛhadāraṇyakopaniṣad, II.5.18-19

Unit: II

Credits : 10

Concept of a person

Concept of a person, Gītā, Chapter:1, Verses:1-30
Jīva as Core and Eight-fold Nature as Cover
Kṣetrajñā as Core and Kṣetra as Cover Chapter-13, Verses-1-2, Chapter-13, Verses: 5-6,
Chapter-13, Verses-19-23.
Akṣara as Core and Kṣara as Cover, Chapter-15, Verses:7-11 and 6-19).

Unit: III

Credits : 10

Personality Types

Personality Types
Gītā, Chapter-14, Verses:5-14, Chapter-17, Verses:2-6, Chapter-17, Verses:11.21

Unit: IV

Credits : 10

Measures for behavioral Improvement - Part -I

Control of Senses and Mind (Gītā: Chapter-2, Verses:59-60, 64 and 68, Chapter:3, Verses:41-43, Chapter: 6, Verses:19-23).

Unit: V

Credits : 10

Measures for behavioral Improvement - Part -II

Right Faith (Gītā, Chapter: 9, Verses:3, 22, 23-28, 30-34)

Recognition of Svadharma - Inner Urge; (Gītā, Chapter: 2, Verses:31,41-44, Chapter:3, Verses:4, 5, 8, 9, 27-30, 33-34, Chapter:4, Verses:18-22, Chapter:5, Verses:11-12, Chapter:7, Verses:15, 18, 20- 23, 27-29)

Unit: VI

Credits : 10

Measures for behavioral Improvement - Part -III

Channelizing Innate Urges on Social Lines: (Gītā, Chapter:18, Verses:41-62)

[D] References:

Compulsory Reading:

1. Radhakrishana, The Bhagvadgītā.
2. Gītā with Hindi Translation, Gita Press, Gorakhpur.

Additional Resources:

[E] Teaching Learning Process:

1. Since most learners will be new to concept of a person, personality types, measures of behaviour and improvement, a step by step approach is recommended.
2. Students will identify the concepts and theories of prescribed syllabus in ancient Sanskrit texts.

[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.	Translation-06 (from unit-1 to 6)	06 x 04 = 24
ii.	Questions-03 (from units-1 to 6)	03 x 12 = 36
iii.	Short Notes 03 (Units 1to6)	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:

Rigved, Yajurved, Purushartha

B.A. (Programe) Sanskrit Course

DSE-3 Literary Criticism (52131417)

[A] Course Objectives:

This Literary Criticism course aims to get the students to know about the aims, essential resources, and definition and principle types of poetry on the basis of Mammāt's Kāvya prakāśa.

[B] Course Learning Outcomes:

This course will enable the students to know basics of literary criticism about the aims, essential resources, definition and principle types of poetry on the basis of Mammāt's Kāvya prakāśa. After the completion of this course the learner will be exposed to the power/function of word and meaning - Abhidha Lakshana and Vyanjana.

[C] Contents

Total Credits : 60

Unit: I

Credits : 10

Kāvya Prakāśa: Kāvya Vaiśiṣṭya and Kāvya Prayojana

Kāvya Prakāśa: Kāvya Vaiśiṣṭya and Kāvya Prayojana

Unit: II

Credits : 10

Kāvya Prakāśa: Kāvya Kāraṇa

Kāvya Prakāśa: Kāvya Kāraṇa

Unit: III

Credits : 10

Kāvya Prakāśa: Kāvya Svarūpa and Kāvyaabheda

Kāvya Prakāśa: Kāvya Svarūpa and Kāvyaabheda.

Unit: IV

Credits : 10

General introduction to Shabda Shakti : Abhidha and Lakshana

(Kāvya Prakāśa)

Unit: V

Credits : 10

Shabda Shakti : Vyanjana

Unit: VI

Credits : 10

General introduction to literary criticism

[D] References:**Compulsory Reading:**

1. Nagendra (Ed.), Kāvyaṅprakāṣā of Mammat, Commentary in Hindi by Acharya Vishveshvar, Jñānaṅṁḁala Varanasi, 2014.
2. Parasnath Dwivedi (ed.), Kāvyaṅprakāṣā of Mammat, Vinod Pustak Mandir, Agra, 1986.

Additional Resources:**[E] Teaching Learning Process:**

1. Teachers will read and explain the text in the class.
2. Shastra specific terminology will be explained unit-wise.
3. For encouraging application based study the technical terminology of the Shastra will be applied.
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.	Questions 05 (Units 1 to 6)*	05 x 12 = 60
ii.	Short Notes 03 (Units 1 to 6) *	03 x 05 = 15
	(*Questions should be asked from each units)	
II	Internal Assessment (Project/Discussion/Assignment/ paper	25

presentation/ Periodic tests etc.)

Total Marks : (I+II)

(75+25) = 100

[H] Keywords:

Kavya, Kavyabhed, Abhidha, Lakshana, Vyanjana

B.A. (Programe) Sanskrit Course

DSE-4

Nationalism in Sanskrit Literature (62131101)

[A] Course Objectives:

The aim of this course is to make the students acquainted with the concept and historical development of Indian Nationalism with special reference to Sanskrit literature of past and present. The course tries to highlight the struggle of Indian people against colonialism in nineteenth century by focusing on the nationalistic ideologies of prominent national leaders of modern times. The course also emphasizes the relevance of Gandhian thought as propounded in modern Sanskrit literature.

[B] Course Learning Outcomes:

This course will enable the students to know about the concepts and basic features of Indian Nationalism i.e. Meaning, Definitions and Elements of Indian Nation 'Rāṣṭra', Indian nationality, National symbols etc. and make realize about the importance of Nation in their upbringing. They will have admiration for the nation and like to know more and more about the National Ethos. After the completion of this course, the learner will be exposed to the contribution of Sanskrit Literature to nationalistic thoughts in wider perspective. This course will make the student acquainting with the broad spectrum of indian nationalism trends as depicted in the ancient classical and modern Sanskrit literature.

[C] Contents

Total Credits: 60

Unit: I

Credits: 10

Concepts and Basic Features of Indian Nationalism

Meaning, Definitions and Elements of Indian Nation 'Rāṣṭra':

Meaning of Nation, Definitions and Constituent Elements of Nation in Western

Perspective. Indian Concept of Nation: 'Rāṣṭra', Meaning, Etymology and Definitions,

Essential Elements of 'Rāṣṭra' in Sanskrit Literature (Atharvaveda, 11.9.17; 12.1,1-12

ŚūklaYajurveda, 22.22) 'Rāṣṭra' in the Context of 'Saptāṅga' Theory of State (Kauṭilya's

Arthaśāstra, 6.1, Mahābhārata, Śāntiparva, 56.5; Śukranīti, 1.61-62)

Unit: II

Credits: 10

Concepts and Basic Features of Indian Nationalism

Meaning, Definitions and Elements of Indian Nationality:

Meaning of Nationality, Definitions and Constituent Elements of Nationality, Essential Factors of Nationality: National Integration, Patriotism, Freedom, Religious Tolerance, National Pride, National Consciousness and Citizenship.
Special Features of Indian Nationalism: Social Harmony (Sāmājika Samarsatā), Equality of the Religions, International Brotherhood, Unity in Diversity and Cultural Consciousness.

Unit: III

Credits: 10

Name of Country, National Symbols and Rise of Nationalism

Name of the Country 'Bharatavarsha' and National Symbols:
Different views regarding name of 'Bharatavarsha' in Vedic and Pauranic Literature,
National Symbols of India: National Anthem-'Jana Gana Mana', National Song-'Vande Mataram', National Flag of India, National Emblem 'Ashok Chakra', National Calendar of India 'Saka Samvat'.

Unit: IV

Credits: 10

Name of Country, National Symbols and Rise of Nationalism

Rise of Indian Nationalism and Freedom Struggle Movement:
Major Factors which led to the rise of nationalist sentiments in modern period with special reference to Western Thought and Education, Rediscovery of India's Past, Socio-religious reform movements and Impact of contemporary national movements worldwide.

Brief survey of Socio-religious nationalistic thought of modern India with special reference to Raja Ram Mohan Rai, Swami Dayanand Saraswati, Swami Vivekanand, Bankim Chandra Chatopadhyay, Mahatma Gandhi, Madan Mohan Malaviya, Vir Savarkar and Dr. B.R.Ambedkar.

Unit: V

Credits: 10

Nationalistic Thought and Modern Sanskrit Literature

Contributions of Sanskrit Literature to Freedom Struggle Movement:
Survey of nationalistic trends in modern Sanskrit literature before Independence; Survey of nationalistic trends in modern Sanskrit literature after Independence.

Unit: VI

Credits: 10

Nationalistic Thought and Modern Sanskrit Literature

Modern Nationalistic Thought and Gandhian Sanskrit Literature: Social, political and religious background of Gandhian Thought with special reference to 'Grama Svaraja' (Local Self Government), 'Satyāgraha' (Truth Fullness), 'Ahimsā' (Non Violence), 'Prajātantra' (People's Democracy) and 'Dhārmika Sahiṣṇutā' (Religious Tolerance).
Contemporary Sanskrit Literature on Gandhian Thought with special reference to 'Satyagrahagita' of Pandita Ksamarava, 'Bhāratavijayanātakam' of Mathura Priṣad Dikshita, 'Gāndhīcaritam' of Charudeva Shastri, 'Gāndhi Gītā' of Prof. Indra.

[D] References:

Compulsory Reading:

1. R.P. Kangale (ed.), Arthashastra of Kautilya, Motilal Banarasidas, Delhi, 1965.
2. R.T.H. Griffith (Trans.), Atharvaveda Samhita (2 Vols), Banaras, 1968.
3. H.P. Shastri (English Trans.), Mahabharata (7 Vols), London, 1952-59.
4. H.P. Shastri (Eng. Tr.), Ramayana of Valmaki (3 Vols), London, 1952-59.
5. H.H. Wilson (Eng. Tr.), Visnu purana, Punthi Pustak, Calcutta, 1961.
6. उदयवीर शास्त्री (अनु.), कौटिल्यीय अर्थशास्त्र, मेहरचन्द लक्ष्मनदास, दिल्ली, 1968 ।
7. रामनारायण दत्त शास्त्री पाण्डेय (अनु.), महाभारत (1-6 भाग) हिन्दी अनुवाद सहित, गीताप्रेस, गोरखपुर ।
8. सातवलेकर, यजुर्वेद हिन्दी अनुवाद सहित, श्रीपाद दामोदर, पारडी ।
9. मुनिलाल गुप्त (अनु.), विष्णुपुराण हिन्दी अनुवाद सहित, गीताप्रेस गोरखपुर ।
10. शतपथब्राह्मण (1-5 भाग) माध्यन्दिनीय शाखा, सायणाचार्य एवं हरिस्वामी टीकासहित, दिल्ली ।
11. ब्रह्माशंकर मिश्र, शुक्रनीति हिन्दी अनुवाद, चौखम्भा संस्कृत सीरीज, वाराणसी, 1968 ।
12. पण्डिता क्षमाराव, सत्याग्रहगीता, पेरिस, 1932 ।
13. जानकीनाथ शर्मा (संपा.), श्रीमद्वाल्मीकिरामायणम् (1-2 भाग) हिन्दी अनुवाद सहित, गीताप्रेस गोरखपुर ।
14. अनूप चन्द कपूर, राजनीतिविज्ञान के सिद्धान्त, प्रीमियर पब्लिशिंग हाउस, दिल्ली, 1967 ।
15. योगेन्द्र गोस्वामी (सम्पा.), राष्ट्रीय एकता और भारतीय साहित्य, काशी अधिवेशन स्मृति ग्रन्थ, 2001 ।

Additional Resources:

1. कुमुद टंडन, महात्मागांधीपरक संस्कृत काव्य, ईस्टर्न बुक लिंकर्स, दिल्ली, 1991 ।
2. शशि तिवारी, राष्ट्रीयता एवं भारतीय साहित्य, विद्यानिधि प्रकाशन दिल्ली, 2007 ।
3. शशि तिवारी, संस्कृत साहित्य में राष्ट्रवाद एवं भारतीय राजशास्त्र, विद्यानिधि प्रकाशन दिल्ली, 2013 ।
4. हरिनारायण दीक्षित, संस्कृत साहित्य में राष्ट्रीय भावना, ईस्टर्न बुक लिंकर्स, दिल्ली, 2006 ।
5. इकबाल नारायण, आधुनिक राजनीतिक विचारधाराएं, ग्रन्थ विकास, जयपुर, 2001 ।
6. पुष्पेन्द्र कुमार (सम्पा.), पुराणों में राष्ट्रीय एकता, नाग प्रकाशन दिल्ली ।
7. अजय कुमार मिश्र, मथुरा प्रसाद दीक्षित के नाटक, प्रकाशन विभाग, दिल्ली विश्वविद्यालय दिल्ली, 2002 ।
8. बाबू गुलाब राय, राष्ट्रीयता, किताब घर दिल्ली, 1996 ।
9. सत्या एम. राय, भारत में उपनिवेशवाद और राष्ट्रवाद, दिल्ली, 1953 ।
10. S.K. Belvalkar, Mahabharata: Santi Parvam, 1954.
11. B. Chakrabarty, and R. Pandey, Modern Indian Political Thought, Sage Publications, New Delhi, 2010.
12. P. Chatterjee, The Nation and its Fragments: Colonial and Postcolonial Histories, New Delhi, Oxford University Press, 1993.
13. M.K. Gandhi, The Collected Works of Mahatma Gandhi, Ahmedabad, Navajivan, 1958.
14. M. N. Jha, Modern Indian Political Thought, Meenakshi Parkashan, Meerut.
15. R. Pradhan, Raj to Swaraj, Macmillan, New Delhi, 2008.
16. Hiralal Shukla, Modern Sanskrit Literature, Delhi, 2002.

[E] Teaching Learning Process:

1. Teachers will read and explain the text in the class.
2. Teachers shall discuss and explain the content of the text in the class.
3. Teachers will the guide students to prepare the project on national symbols.
4. Teachers will discuss the modern nationalistic thoughts occurring in the text and their contemporary relevance.
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 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.	Questions 5 (Unit 1 to 6)*	05 x 12 = 60
ii.	Short Notes 3 (Units 1 to 6)*	03 x 05 = 15
	*(It may be ensured that questions will be asked from every units.)	
iii.	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	25
iv.	Total Marks : (I+II)	(75+25) = 100

[H] Keywords:

Rashtra, Rashtravad, Freedom Struggle, Sanskrit Literature, Gandhian Thought

B.A. (Programe) Sanskrit Course

DSE-5

Mathematical Tradition in Sanskrit (52131417)

[A] Course Objectives:

The objective of this course is to introduce the Indian mathematical tradition to the students through ancient Sanskrit texts.

[B] Course Learning Outcomes:

This course will enable the students to appreciate the basic concepts of theories of ancient Indian mathematics. This course will make the learner capable to understand and analyzing the Līlavatī, Āryabhaṭṭīyam with the brief history of mathematics in Sanskrit.

[C] Contents

Total Credits: 60

Unit: I

Credits: 10

Indian Mathematics

Lagadh Jyotiṣa (Yajur Jyotiṣa) Verses: 4 and 42, Importance of Science of Mathematics and the Rule of Three.

Unit: II

Credits: 10

Indian Mathematics

Līlavatī of Bhāskarācārya, Verses: 1-20.

Unit: III

Credits: 10

Indian Mathematics

Vedic Mathematics – First 5 sūtras

Unit: IV

Credits: 10

Technical Terms In Mathematics:

Algebra (बीजगणित), Calculus (कलन), Numbers (संख्या), Digit (अंक), Zero (शून्य), Infinity (अनन्त), Decimal (दशमलव), Square & Square root (वर्ग एवं वर्गमूल), Cube & Cube root (घन एवं घनमूल).

Unit: V

Credits: 10

Āryabhaṭṭīyam of Āryabhaṭṭ

गीतिकापाद (सम्पूर्ण) एवं गणितपाद: 1-5 verses

Unit: VI

Credits: 10

Brief History of Mathematics in Sanskrit

Vedic period, medieval Vedic period, Post Vedic Period, Classical Period, Post classical Period.

Important Acharya : Vararuchi, Āryabhaṭṭa –I, Varāhmihira, Brahmgupta, Shrīdhar, Āryabhaṭṭa –II, Śrīpati, Bhāskarācārya, Ganeshdaivajña, Kamalākar, Jaisingh, Sudhākar Dwivedī.

[D] References:

Compulsory Reading:

1. Krishnaji Shankara Patwardhan, S. A. Naimpally and Shyam Lal Singh, Līlāvātī of Bhāskarācārya: A Treatise of Mathematics of Vedic Tradition, Motilal Banarsidass Publ., 2001
2. Shankar Keshav Abhyankar (Trans), Bhāskarācārya's Bījagaṇita and Its English Translation, Bhāskarācārya Pratishthana, 1980.
3. Frank J. Swetz and Victor J. Katz, "Mathematical Treasures - Lilavati of Bhaskara," Loci, 2011.
4. K. V. Sarma, Līlāvātī of Bhāskarācārya with Kriyā-kramakarī, Hoshiarpur: VVBIS & IS, Panjab University
5. भास्कराचार्य विरचित लीलावती, चौखम्भा कृष्णदास अकादमी, 2001 ।
6. सुरकान्त झा, आर्यभटीयम् आर्यभटविरचितम्, चौखम्भा ।

Additional Resources:

1. Studies in the History of Science in India (Anthology edited by Debiprasad Chattopadhyaya)
2. A P Juskevic, S S Demidov, F A Medvedev and E I Slavutin: Studies in the history of mathematics, "Nauka" (Moscow, 1974), 220-222; 302.

[E] Teaching Learning Process:

1. Teachers shall split each mathematical sutra and shlok before giving the meaning of the entire concept with example.
2. Students will be encouraged to memorize all important sutras, sholakas, definitions to understand the ancient mathematics.
3. Students must write the explanations of maximum number of sutras and attempt to solve the mathematical problems.
4. Students will be able to know the brief history of ancient indian mathematics.

[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.	Explanations-4 (Unit-1 to 3, 5)	04 x 08 = 32
ii.	Short Notes (Unit 1 to 5)	04 x 05 = 20
iii.	Short Notes (Unit 6)	02 x 06 = 12
iv.	Questions 01 (Unit 6)	01 x 11 = 11
II	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	25
	Total Marks : (I+II)	(75+25) = 100

[H] Keywords:

Algebra (बीजगणित), Calculus (कलन), Numbers (संख्या), Digit (अंक), Zero (शून्य), Infinity (अनन्त), Decimal (दशमलव), Square & Square root (वर्ग एवं वर्गमूल), Cube & Cube root (घन एवं घनमूल).

Vararuchi, Āryabhaṭṭa –I, Varāhmihira, Brahmgupta, Shrīdhar, Āryabhaṭṭa –II, Śrīpati, Bhāskarācārya, Ganeshdaivajña, Kamalākar, Jaisingh, Sudhākar Dwivedī.

Generic Elective (GE) B.A. (Prog.)	
Semester: V/VI	
GE-1 Political Thought in Sanskrit	GE-2 Sanskrit Media
GE-3 Sanskrit Meter and Music	GE-4 Nationalistic Thought in Sanskrit Literature
GE-5 Ethical and Moral Issues in Sanskrit Literature	GE-6 Basics of Sanskrit Linguistics

B.A. (Programme) Sanskrit Course

GE-1

Political Thought in Sanskrit (62131101)

[A] Course Objectives:

Fundamental Concepts of Indian Political thought have been discussed in Dharma-śāstra literature as the scientific branches of knowledge in ancient India. The aim of this course is to make the students acquainted with various aspects of Indian Political Thought and institutions of Polity as propounded in the ancient Sanskrit texts such as Vedic Samhitas, Mahābhārata, Purāṇas, Kauṭilya's Arthaśāstra and other works known as Nītiśāstra.

[B] Course Learning Outcomes:

This course will enable the students to appreciate the fundamental concepts of indina political thoughts discussed in ancient Sanskrit texts such as Vedic Samhitas, Mahābhārata, Purāṇas, Kauṭilya's Arthaśāstra and other works known as Nītiśāstra. It is supposed to create an awareness of the various aspects of Indian political thoughts and institutions of polity and at the same time make the people politically conscious from time to time.

[C] Contents

Total Credits: 60

Unit: I

Credits: 10

Basic Features of Ancient Indian Political Thought: Part - I

Name, Scope and Sources of Ancient Indian Political Thought:

Name of the Science: 'Dandanīti', 'Dharmaśāstra', 'Nītiśāstra'. Scope of Indian Political Thought: relation with Dharma, Artha and Nīti; Sources of Ancient Indian Political Thought: Vedic Literature, Purāṇa, Rāmāyaṇa, Mahābhārata, Dharmaśāstra, Nītiśāstra Kautilya's Arthaśāstra and Rajaśāsana (Inscriptions).

Unit: II

Credits: 10

Basic Features of Ancient Indian Political Thought: Part - II

Nature, Types and Theories of the State:

Nature of the State in Arthaśāstra (6.1) and Manusmṛti (9.294) with Special reference to Saptāṅga-Theory: Svāmi, Amātya, Janapada, Pura, Kośa, Daṇḍa and Mitra.

Types of the State: Rājya, Svarājya, Bhojya, Vairājya, Mahārājya, Sāmarājya (Aitreya Brāhmaṇa, 8.3.13-14; 8.4.15-16).

Unit: III

Credits: 10

Ancient Indian Political Thought: Origin and Development: Part - I

Indian Political Thought from Vedic Period to Buddhist Period:

Election of King by the People' Visas 'in Vedic period: (R̥gveda,10.173;10.174, Atharvaveda, 3.4.2; 6.87.1-2), Parliamentary Institutions: 'Sabhā, 'Samiti' and 'Vidatha' in Vedic period (Atharvaveda, 7.12.1;12.1.6 ; □R̥gveda, 10.85.26), King-maker Council: 'Rajakartarah 'and Ratnis' in Vedic period (Atharvaveda, 3.5.6-7 and Śatapathabrāhmaṇa, 5.2.5.1); Coronation Ceremony of the King 'Samrāṭa' (Śatapathabrāhmaṇa, 5.1.1.8-13; 9.4.1.1-5) Republics in the Buddhist Period (Diggnikāya, Mahāparinibbāṇa Sūta, Anguttaranikāya, 1.213;4.252,256)

Unit: IV

Credits: 10

Ancient Indian Political Thought: Origin and Development: Part - II

Indian Political Thought from Kauṭilya to Mahatma Gandhi:

Kauṭilya's concept of Welfare State (Arthaśāstra, 1.13); Essential Qualities of King (Arthaśāstra, 6.1.16-18); Duties of King and State 'Rajadharma' (Mahābhārata, Śāntiparva, 120.1-15; Manusmṛti, 7.1-15; Śukranīti,1.1-15) Constituent Elements of Jain political thought (Somadeva's Nītivākyāmṛta, 9.1.18 and, 19.1.10); Relevance of Gandhian political thoughts in modern period (Gandhi Gītā of Prof. Indra, 5.1-25)

Unit: V

Credits: 10

Cardinal Theories

Cardinal Theories of Indian Political Science:

'Saptāṅga' Theory of State: Svāmī, Amātya, Janapada, Pura, Kośa, Daṇḍa and Mitra (Arthaśāstra-6.1, Mahābhārata-Śāntiparva-56.5, Śukranīti, 1.61-62).

'Maṇḍala' Theory of Inter-State Relations: 'Sadgunya' Policy of War and Peace Diplomacy: Sandhi, Vighraha, Yāna, Āsana, Sanśraya and Dvaidhībhāva.

'Caturvidha Upāya' for balancing the power of State: Śāma, Dāma, Daṇḍa, Bheda.

Three types of State power' 'Śakti': Prabhu Śakti, Mantra Śakti, Utsāha Śakti..

Unit: VI

Credits: 10

Ancient Indian Political Thinkers

Prominent Indian Political Thinkers:

Manu, Śukrācārya, Kauṭilya, Kāmandaka, Somadeva Suri and Mahatma Gandhi..

[D] References:

Compulsory Reading:

1. R.P Kangale (ed.) Arthashastra of Kautilya, Motilal Banarasidas, Delhi, 1965.
2. R.T.H. Griffith (Trans.), Atharvaveda Samhita, 1896-97, rept. (2 Vols) 1968.
3. H.P. Shastri, Mahabharata (7 Vols), London, 1952-59.
4. P. Olivelle (ed. & trans.), Manu's Code of Law: A Critical Edition and Translation of the Manava- Dharamashastra, OUP, New Delhi, 2006.
5. H.P. Shastri (trans), Ramayana of Valmiki (3 Vols), London, 1952-59.
6. H.H. Wilson (trans.), R̥gveda samhitā (6 Vols), Bangalore Printing & Publishing Co., Bangalore, 1946.
7. Jeet Ram Bhatt (ed.), Satapatha Brahmana (3 Vols), EBL, Delhi, 2009.

8. A.S. Altekar, State and Government in Ancient India, Motilal Banarsidas, Delhi, 2001.
9. S.K. Belvalkar, Mahabharata: Santi Parvam, 1954.
10. D.R. Bhandarkar, Some Aspects of Ancient Indian Hindu Polity, Banaras Hindu University.
11. J.R. Gharpure, Teaching of Dharmashastra, Lucknow University, 1956.
12. U.N. Ghosal, A History of Indian Political Ideas, Bombay, 1959.
13. K.P. Jayaswal, Hindu Polity, Bangalore, 1967.
14. N. S Law, Aspect of Ancient Indian Polity, Calcutta, 1960.
15. S.R. Maheshwari, Local Government in India, Orient Longman, New Delhi,

Additional Resources:

1. Beni Prasad, Theory of Government in Ancient India, Allahabad, 1968.
2. B.A. Saletore, Ancient Indian Political Thought and Institutions, Bombay, 1963.
3. R. S. Sharma, Aspects of Political Ideas and Institutions in Ancient India, Delhi, 1996.
4. K.N. Sinha, Sovereignty in Ancient Indian Polity, London, 1938.
5. V.P. Verma, Studies in Hindu Political Thought and its Metaphysical Foundations, Delhi, 1954.
6. उदयवीर शास्त्री (अनुवा.), कौटिल्यीय अर्थशास्त्र, मेहरचन्द्र लक्ष्मणदास, दिल्ली, 1968
7. रामनारायण दत्त शास्त्री पाण्डेय (अनु.), महाभारत (1-6 भाग) हिन्दी अनुवाद सहित, गीताप्रेस, गोरखपुर ।
8. शतपथब्राह्मण (1-5 भाग) माध्यन्दिनीय शाखा, सायणाचार्य एवं हरिस्वामी टीकासहित, दिल्ली ।
9. ब्रह्मशंकर मिश्र, शुक्रनीति हिन्दी अनुवाद, चौखम्भा संस्कृत सीरीज, वाराणसी, 1968
10. जानकीनाथ शर्मा (संपा.), श्रीमद्वाल्मीकिरामायणम् (1-2 भाग) हिन्दी अनुवाद सहित, गीताप्रेस गोरखपुर ।
11. शशि तिवारी, संस्कृत साहित्य में राष्ट्रवाद एवं भारतीय राजशास्त्र, विद्यानिधि प्रकाशन दिल्ली, 2013 ।
12. जे. कश्यप, दीर्घनिकाय (1-2 भाग), बिहार ।
13. उर्मिला रुस्तगी (सम्पा.), मनुस्मृति (1-13 भाग), जे.पी पब्लिशिंग हाउस, दिल्ली ।
14. अर्जुन कश्यप चौबे (अनु.) पी.वी. काणे, धर्मशास्त्र का इतिहास (1-4 भाग), हिन्दी समिति लखनऊ, 1966 ।
15. रामनारायण यादवेन्दु (अनु.) जे.डब्लू गार्नर, राज्यविज्ञान और शासन, आगरा, 1972
16. प्रेमकुमारी दीक्षित, प्राचीन भारत में अन्तराष्ट्रीय सम्बन्ध, उत्तर प्रदेश हिन्दी ग्रन्थ अकादमी, लखनऊ, 1977
17. प्रकाश नारायण नाटाणी, प्राचीन भारत में राजनीतिक विचारक, पोइन्टर पब्लिशर्स जयपुर, 2002
18. मोहनचन्द्र, जैन महाकाव्यों में भारतीय समाज, ईस्टर्न बुक लिंक्स, दिल्ली, 1989
19. अम्बिका प्रसाद वाजपेयी, हिन्दू राज्यशास्त्र, प्रयाग, 2006
20. सत्यकेतु विद्यालंकार, प्राचीन भारतीय शासन व्यवस्था एवं राजशास्त्र, सरस्वती सदन, मसूरी, 1968
21. विनोद सिन्हा एवं रेखा सिन्हा, प्राचीन भारतीय इतिहास एवं राजनैतिक चिन्तन, राधा पब्लिकेशन, दिल्ली, 1989

[E] Teaching Learning Process:

1. Teachers will read and explain the text related to political thought in the class.
2. Teacher shall explain the principal points from the text and pose issues for discussion.
3. Teachers will guide students to understand the political thoughts in Sanskrit literature.
4. Teachers will discuss the theories of prominent political thinker.
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 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.	Questions 5 (Unit 1 to 6)*	05 x 12 = 60
ii.	Short Notes 3 (Units 1 to 6)*	03 x 05 = 15
	*(It may be ensured that questions will be asked from every units.)	
iii.	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	25
iv.	Total Marks : (I+II)	(75+25) = 100

[H] Keywords:

Manu, Śukrācārya, Kauṭilya, Kāmandaka, Somadeva Suri and Mahatma Gandhi

B.A. (Programme) Sanskrit Course

GE-2 Sanskrit Media (62131101)

[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 Outcomes:

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] Contents

Total Credits: 60

Unit: I

Credits: 10

Television and Radio:

News Translation, Editing, Anchoring,

Unit: II

Credits: 10

Television and Radio:

Graphics, Voice-over, Para Dubbing, Band, Packaging.

Unit: III

Credits: 10

Magazines and Newspapers:

Journey of Sanskrit Magazines, Various Sanskrit Magazines, Types of Sanskrit Magazines.

Unit: IV

Credits: 10

Magazines and Newspapers

Article Collection, Editing, Reporting, Packaging

Unit: V

Credits: 10

Internet, Social Networks, Blogs, Important sites, Sanskrit Wikipedia:

Internet, blogs, important sites, Sanskrit Wikipedia (general awareness only)

Unit: VI

Sanskrit and social media

Credits: 10

[D] References:

1. Newspapers, Magazines, Television, Radio, Social Network, Internet etc. related to Sanskrit.

Additional Resources:

[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 news papers available in Sanskrit language and their types.
4. Teachers should focus their teaching on Sanskrit and social media including internet, social networks, blogs writng, 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 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.	Questions 5 (Unit 1 to 6)*	05 x 12 = 60
ii.	Short Notes 3 (Units 1 to 6)*	03 x 05 = 15
	*(It may be ensured that questions will be asked from every units.)	
iii.	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	25
iv.	Total Marks : (I+II)	(75+25) = 100

[H] Keywords:

Sanskrit in Television, Radio, Social Media.

B.A. (Programme) Sanskrit Course

GE-3 Sanskrit Meter and Music (62131101)

[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 including vedic and classical meter with their lyrical methods. It is supposed to create an awareness of the classical meter and their musical rendering. This develop capacity for creative writing and literary appreciation alongwith the Musical Rendering.

[C] Contents

Total Credits: 60

Unit: I

Credits: 10

Brief Introduction to Chandaśāstra:

Brief Introduction to Chandaśāstra

Unit: II

Credits: 10

Classification and Elements of Sanskrit Meter:

Syllabic verse (akṣaravṛtta):

Syllabo-quantitative verse (varṇavṛtta)

Quantitative verse (mātrāvṛtta)

Unit: III

Credits: 10

Classification and Elements of Sanskrit Meter

Syllables: laghu and guru

Gaṇa

Feet

Unit: IV

Credits: 10

Analysis of Selected Vedic Meter and their Lyrical Methods (गान-पद्धति):

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

gāyatrī, uṣṇik, anuṣṭup, bṛhatī, paṃkti, triṣṭup and jagatī.

Unit: V

Credits: 10

Analysis of Selected Classical Meter and their Musical Rendering (गान- पद्धति):

Definition, Example, Analysis and Lyrical Methods of following Meters:
bhujāṅgaprayāta, sragviṇī, toṭaka, harigītikā, vidyunmālā, anuṣṭup,

Unit: VI

Credits: 10

Analysis of Selected Classical Meter and their Musical Rendering (गान- पद्धति):

Definition, Example, Analysis and Lyrical Methods of following Meters:
āryā, mālinī, śikharīṇī, vasantatilakā, mandākrāntā, sragdharā and nyuśārdūlvikrīḍita.

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

Additional Resources:

1. Online Tools for Sanskrit Meter developed by Computational Linguistics Group, Department of Sanskrit, University of Delhi: <http://sanskrit.du.ac.in>
2. धरानन्द शास्त्री (संपा.), केदारभट्ट विरचित वृत्तरत्नाकर, मोतीलाल बनारसीदास, दिल्ली, 2004.

[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 and their lyrical methods towards rendereing melodious music.
4. Teachers will discuss the theories of Indian political science of the prominent Indian political thinker.
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 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.	Questions 5 (Unit 1 to 6)*	05 x 12 = 60
ii.	Short Notes 3 (Units 1 to 6)*	03 x 05 = 15
	*(It may be ensured that questions will be asked from every units.)	
iii.	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	25
iv.	Total Marks : (I+II)	(75+25) = 100

[H] Keywords:

bhujāṅgaprayāta, sragviṇī, toṭaka, hariḡitika, vidyunmālā, anuṣṭup, āryā, mālinī, śikhariṇī, vasantatilakā, mandākrāntā, sragdharā and nyuśārdūlvikrīḡita.

B.A. (Programme) Sanskrit Course

GE-4

Nationalistic Thought in Sanskrit Literature (62131101)

[A] Course Objectives:

Basic Fundamental concepts of Indian Nationalism have been developed and highlighted under the Sanskrit term 'Rāṣṭra' in Ancient times. The aim of this course is to make the students acquainted with the concepts and historical development of Indian Nationalism with special reference to Sanskrit literature of past and present. The course also focuses the nationalistic thought of modern Sanskrit poetry with special reference to Mahatma Gandhi on the basis of modern Sanskrit works.

[B] Course Learning Outcomes:

This course will enable the students to know about the concepts and basic features of Indian Nationalism i.e. Meaning, Definitions and Elements of Indian Nation 'Rāṣṭra', Indian nationality, National symbols etc. and make realize about the importance of Nation in their upbringing. They will have admiration for the nation and like to know more and more about the National Ethos. After the completion of this course, the learner will be exposed to the contribution of Sanskrit Literature to nationalistic thoughts in wider perspective. This course will make the student acquainting with the broad spectrum of Indian nationalism trends as depicted in the ancient classical and modern Sanskrit literature.

[C] Contents

Total Credits: 60

Unit: I

Credits: 10

Definitions, Concepts of Nation and Indian Nationalism:

Definitions of Nation 'Rāṣṭra' in Indian Perspective
Meaning and Definitions of Nation and Nationality in Modern Context, Etymology and Meaning of 'Rāṣṭra' according to Sanskrit lexicographers, Concept of Nation with special reference to Term 'Rāṣṭra' in Sanskrit Literature, Political Concept of 'Rāṣṭra' and 'Saptāṅga' Theory of State: Kautilya's Arthaśāstra, 6.1, Mahābhārata, Śāntiparva, 56.5, Śukranīti, 1.61-62.

Unit: II

Credits: 10

Definitions, Concepts of Nation and Indian Nationalism:

Factors of Nationalism, Country Name and National Symbols:

Essential Factors of Nationality: National Integration, Patriotism, Freedom, Religious Tolerance, National Pride, National Consciousness, Citizenship.
 Characteristics of Indian Nationalism: Social Harmony, Equality of the Religions, International Brotherhood, Unity in Diversity, and Cultural Consciousness; Different Views Regarding Name of the Country 'Bhāratavarṣa' in Purāṇa; National Symbols of India: National Anthem-'Jana Gaṇa Mana', National Song 'Vande Mātaram' National Flag of India, National Emblem 'Ashok Chakra'.

Unit: III

Credits: 10

Nationalistic Thought in Vedic and Classical Literature

Origin and Development of 'Rāṣṭra' in Vedic Literature: Nationalistic Identity of the Vedic People with 'Bharatas' and 'Bharatajana' in Ṛgveda (3.53.12-3; 3.53.24; 7.33.6); Concept of 'Rastra' in 'Bhūmisūkta' Atharvaveda (12.1,1-12; Elements of 'Rāṣṭra' in ŚuklaYajurveda (22.22); Nationalistic Significance of 'Rāṣṭrabhṛt homa' (Coronation Ceremony) in Śatapathabrāhmaṇa (9.4.1.1-5)

Unit: IV

Credits: 10

Nationalistic Thought in Vedic and Classical Literature:

Nationalistic Identity of 'Rāṣṭra' in Classical Literature:
 Geographical and Sociological Identity of 'Bhāratavarṣa' in Viṣṇupuṛaṇa (2.3),
 Geographical Unity of 'Rāṣṭra' in Vālmīki Rāmāyaṇa (Kiṣkindhā kāṇḍa, chapters-46,47,48); Cultural Unity in Kālidasa's Raghuvamśa (fourth canto), Demographical Unification of 'Rāṣṭra' in Mahābhārata (Śāntiparva, 65.13-22).

Unit: V

Credits: 10

Nationalistic Thought in Modern Sanskrit Poetry:

Nationalistic Trends of Modern Sanskrit Poetry before Independence:
 Survey of nationalistic trends in modern Sanskrit poetry before Independence with special reference to 'Bhāratavijayanātakam' of Mathura Prasad Dikshita, 'Satyāgrahagītā' of Pandit Kāmsārāva, 'Gāndhīcaritam' of Charudeva Shastri, and 'Śivarājavijayaj' of Ambikadatta Vyasa.

Unit: VI

Credits: 10

Nationalistic Thought in Modern Sanskrit Poetry:

Nationalistic Trends of Modern Sanskrit Poetry after Independence
 Survey of nationalistic trends in modern Sanskrit poetry after Independence with special reference to Dr.Satyavrat Shstri, Dr Harinarayan Dikshit, Dr. Radha Vallabh Tripathi, Dr. Abhiraja Rajendra Mishra and Dr. Hari Datt Sharma.

[D] References:

1. R.P Kangale (ed.) Arthashastra of Kautilya, Motilal Banarasidas, Delhi, 1965.
2. R.T.H. Griffith (Trans.), Atharvaveda Samhita, 1896-97, rept. (2 Vols) 1968.
3. H.P. Shastri, Mahabharata (7 Vols), London, 1952-59.
4. H.P. Shastri (trans), Ramayana of Valmiki (3 Vols), London, 1952-59.

5. Jeet Ram Bhatt (ed.), Satapatha Brahmana (3 Vols), EBL, Delhi, 2009.
6. H.H. Wilson (trans.), R̥gveda samhita (6 Vols), Bangalore Printing & Publishing Co., Bangalore, 1946.
7. B. Chakrabarty and R. Pandey, Modern Indian Political Thought, Sage Publications, New Delhi, 2010.
8. P. Chatterjee, The Nation and its Fragments: Colonial and Postcolonial Histories, Oxford University Press, New Delhi, 1993.
9. M.K. Gandhi, The Collected Works of Mahatma Gandhi, Navajivan, Ahmedabad, 1958.
10. M.N Jha, Modern Indian Political Thought, Meenakshi Parkashan, Meerut.
11. R. Pradhan, Raj to Swaraj, Macmillan, New Delhi, 2008.
12. Hiralal Shukla, Modern Sanskrit Literature, Delhi, 2002.
13. उदयवीर शास्त्री (अनुवा.), कौटिल्यीय अर्थशास्त्र, मेहरचन्द लक्ष्मनदास, दिल्ली, 1968
14. रामनारायण दत्त शास्त्री पाण्डेय (अनु.), महाभारत (1-6 भाग) हिन्दी अनुवाद सहित, गीताप्रेस, गोरखपुर ।
15. शतपथब्राह्मण (1-5 भाग) *माध्यन्दिनीय शाखा*, सायणाचार्य एवं हरिस्वामी टीकासहित, दिल्ली ।

Additional Resources:

16. ब्रह्मशंकर मिश्र, शुक्रनीति हिन्दी अनुवाद, चौखम्भा संस्कृत सीरीज, वाराणसी, 1968
17. जानकीनाथ शर्मा (संपा), श्रीमद्वाल्मीकिरामायणम् (1-2 भाग) हिन्दी अनुवाद सहित, गीताप्रेस गोरखपुर ।
18. अनूप चन्द कपूर, राजनीतिविज्ञान के सिद्धान्त, प्रीमियर पब्लिशिंग हाउस, दिल्ली, 1967
19. पण्डिता क्षमाराव, सत्याग्रहगीता, पेरिस, 1932
20. श्रीपाद दामोदर, सातवलेकर, यजुर्वेद हिन्दी अनुवाद सहित, पारडी ।
21. मुनिलाल गुप्त (अनुवा.), विष्णुपुराण हिन्दी अनुवाद सहित, गीताप्रेस गोरखपुर ।
22. कुमुद टंडन, महात्मागांधीपरक संस्कृत काव्य, ईस्टर्न बुक लिंकर्स, दिल्ली, 1991
23. शशि तिवारी, राष्ट्रीयता एवं भारतीय साहित्य, विद्यानिधि प्रकाशन दिल्ली, 2007
24. शशि तिवारी, संस्कृत साहित्य में राष्ट्रवाद एवं भारतीय राजशास्त्र, विद्यानिधि प्रकाशन दिल्ली, 2013
25. योगेन्द्र गोस्वामी (सम्पा.), राष्ट्रीय एकता और भारतीय साहित्य, काशी अधिवेशन स्मृति ग्रन्थ, 2001
26. हरिनारायण दीक्षित, संस्कृत साहित्य में राष्ट्रीय भावना, ईस्टर्न बुक लिंकर्स, दिल्ली, 2006
27. इकबाल नारायण, आधुनिक राजनीतिक विचारधाराएं, ग्रन्थ विकास, जयपुर, 2001
28. पुष्पेन्द्र कुमार (सम्पा.), पुराणों में राष्ट्रीय एकता, नाग प्रकाशन दिल्ली ।
29. अजय कुमार मिश्र, मथुरा प्रसाद दीक्षित के नाटक, प्रकाशन विभाग, दिल्ली विश्वविद्यालय दिल्ली, 2002
30. बाबू गुलाब राय, राष्ट्रीयता, किताब घर दिल्ली, 1996

31. सत्या एम. राय, भारत में उपनिवेशवाद और राष्ट्रवाद, दिल्ली, 1953.

[E] Teaching Learning Process:

1. Teachers will read and explain the text in the class.
2. Teachers shall discuss and explain the content of the text in the class.
3. Teachers will the guide students to prepare the project on national symbols.
4. Teachers will discuss the modern nationalistic thoughts occurring in the text and their contemporary relevance.
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 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.	Questions 5 (Unit 1 to 6)*	05 x 12 = 60
ii.	Short Notes 3 (Units 1 to 6)*	03 x 05 = 15
	*(It may be ensured that questions will be asked from every units.)	
iii.	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	25
iv.	Total Marks : (I+II)	(75+25) = 100

[H] Keywords:

Rashtra, Rashtravada, Religion, Independence, National Song

B.A. (Programme) Sanskrit Course

GE-5

Ethical and Moral Issues in Sanskrit Literature (62131101)

[A] Course Objectives:

This course aims to get the students familiar with the Ethical and Moral Values as depicted in Sanskrit Literature.

[B] Course Learning Outcomes:

This course will enable the students to appreciate the conflict and peace resolution. The course will make the students to understand and analyzing the issues and their solutions depicted in Ramayana and Mahabharata in the context of Indian tradition. It is supposed to create an awareness about self respect and freedom with the Idea of swadharma.

[C] Contents

Total Credits: 60

Unit: I

Credits: 10

Issues in the Rāmāyaṇa:

Conflict of duty – Rāma the king versus Rāma the Husband.

Obedience and Loyalty – Lakṣmaṇa's challenge to Dasharatha and submission to Rāma in Vālmiki's Rāmāyana.

Unit: II

Credits: 10

Issues in the Mahābhārata: Part - I

Half-truths and false hoods – Yudhiṣṭhira's declaration of Aśvatthāma's death.

Unit: III

Credits: 10

Issues in the Mahābhārata: Part - II

Choosing the lesser evil – Duṣyanata's rejection of Śakuntalā in the Abhijñāna Śakuntalam, Act V.

Unit: IV

Credits: 10

War and Yearning for revenge in Indian Tradition

Critique of war and earning in the Mahābhārata (strī parva, Chapters 13-15).

War – as it should be and as it is – (Manusmṛti Chapter VII 87-93, 199-200 and Kriṣṇa's stratagems in war).

Yearning for revenge –

Aśvatthāma's revenge on Pāṇdava progeny; Duryodhana's revenge on Draupadi

Unit: V

Credits: 10

Issues of Personal Conduct:

Self respect – Nīṭisatakam, Verses 21 – 30.

Unit: VI

Credits: 10

Issues in Freedom:

Poetic freedom and poetic license – restraints on creative expression in Indian poetics and dramaturgy, assessment of popular Indian cinema in the light of these principles.

The person – svadharma and sthitaprajña in the Gītā: Chapter II.

[D] References:

1. Mahabharata with Hindi translation – Gita Press Gorakhpur
2. Matilal Bimal Krishna – Moral Dilemmas in the Mahabharata
3. Sharma Kavita A.- Ethical Dilemmas in the Mahabharata -
<http://www.drkavitasharma.org/pdf/Ethical%20Dilemmas%20in%20Mahabharat.pdf>
4. Das Gurcharan – 2009, The Difficulty of Being Good, Penguin (hindi translation)
5. <http://www.wisdomtimes.com/blog/lessons-from-the-mahabharata-dealing-with-moral-dilemmas/#>
6. <http://jaiarjun.blogspot.in/2011/07/epic-fictions-rashomon-like-world-of.html>
7. <http://blogs.bu.edu/core/2011/02/16/on-arjunas-moral-dilemma/>

Additional Resources:

1. <http://www.cse.iitk.ac.in/users/amit/books/matilal-2002-ethics-epics-collected-v2.html>
2. Gita – with Hindi translation, Gita Press, Gorakhpur
3. Koshambi D.D., Nitisatakam, Bhartiya Vidya Bhawan, Mumbai, 1946
4. Shastri Surendra Dev, Abhijnana Sakuntalam, Sahitya Bhandar, Meerut
5. Vasudev Soma Dev, (Translation) Clay SansritSeries, New York Unievrstity Press
6. Ramayana of Valmiki, Ayodhyakanda, sanskritdocuments.org.

[E] Teaching Learning Process:

1. Teachers will read and explain the text in the class.
2. Teachers will discuss the topics through essential lecture based approach.
3. Teachers will the guide students to prepare the project/assignment related to issues and their solution depicted in the Ramayana and Mahabharata.
4. Teachers will discuss about the self respect and freedom of speech related to creative expression etc.
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 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.	Questions 5 (Unit 1 to 6)*	05 x 12 = 60
ii.	Short Notes 3 (Units 1 to 6)*	03 x 05 = 15
	*(It may be ensured that questions will be asked from every units.)	
iii.	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	25
iv.	Total Marks : (I+II)	(75+25) = 100

[H] Keywords:

Manusmriti, Ramayana, Mahabharata

B.A. (Programme) Sanskrit Course

GE-6

Basics of Sanskrit Linguistics (52131417)

[A] Course Objectives:

This course will introduce the basic fundamental of linguistics based on Sanskrit Language. After completing this course, the students will be able to understand concepts of Linguistics for further studies.

[B] Course Learning Outcomes:

This course will enable the students to appreciate and develop a scientific approach to the study of languages and its structure i.e. Phonology and Phonetics, Morphology and syntax etc. in the context of Sanskrit linguistics. The course will make the learner capable of analysing the words and their meanings including semantic changes based on established linguistic theories. It is supposed to create an awareness about the pragmatics approach in the study of meaning in the context of the linguistic study.

[C] Contents

Total Credits: 60

Unit: I

Credits: 10

Introduction to Linguistics and Classification of Languages

Introduction to Linguistics, Language and Linguistics

Unit: II

Credits: 10

Introduction to Linguistics and Classification of Languages

Classification of Languages: Language Family in India

Unit: III

Credits: 10

The Study of Sound: Phonology and Phonetics

Part – I

Phonetics and Phonology: Acoustic, Auditory and Articulatory, Places of Articulation:

Bilabial: lips together

Labiodental: lower lip against front teeth

Interdental: tongue between teeth

Alveolar: tongue near alveolar ridge on roof of mouth (in between teeth and hard palate)

Palatal: tongue on hard palate

Velar: tongue near velum

Glottal: space between vocal folds

Unit: IV

Credits: 10

The Study of Sound: Phonology and Phonetics

Part – II

Manners of Articulation

Stop: obstruct airstream completely

Fricative: partial obstruction with friction

Affricate: stop airstream, then release

Liquids: partial obstruction, no friction

Glides: little or no obstruction, must occur with a vowel

Unit: V

Credits: 10

The Study of Words and Sentences: Morphology and Syntax

Morphology: Morphemes, Affixes: prefixes, suffixes, infixes, and circumfixes

Derivational and inflectional affixes

Syntax: Phrase structure rules, Passive Sentences, Active

Unit: VI

Credits: 10

The Study of Meaning: Pragmatics and Semantics

Semantics: Thematic Roles, Sentential Meaning

Pragmatics:

[D] References:

Compulsory Reading:

1. An Introduction to Language by Victoria Fromkin and Robert Rodman, 6th Ed
2. Schmitt, N. (2002). An Introduction to Applied Linguistics. Oxford: Oxford University Press.
3. Noam Chomsky, David W. Lightfoot, Syntactic Structures, Walter de Gruyter, 2002.
4. कर्ण सिंह, भाषा विज्ञान, साहित्य भण्डार, मेरठ
5. भोलानाथ तिवारी, तुलनात्मक भाषाविज्ञान, मोतीलाल बनारसीदास, दिल्ली

Additional Resources:

1. कपिलदेव द्विवेदी, भाषाविज्ञान एवं भाषाशास्त्र, विश्वविद्यालय प्रकाशन, वाराणसी
2. देवेन्द्रनाथ शर्मा, भाषाविज्ञान की भूमिका, राजकमल प्रकाशन दिल्ली
3. T. Burrow, Sanskrit Language.
4. B.K., Ghosh, Linguistics Introduction to Sanskrit, Sanskrit Pustaka Bhandar, Calcutta, 1977
5. S.K Verma and N. Krishnaswamy, Modern Linguistics, Oxford University Press, Delhi.

[E] Teaching Learning Process:

1. Teachers will discuss the topics through essential lecture based approach.

2. Teachers will guide the students to prepare the project/assignment on study of words and sentences i.e. morphology, syntax and semantics
3. Teachers will discuss about study of sound i.e. phonology and phonetics etc. through digital resources, PPTs, diagram etc.
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.	Questions 5 (Unit 1 to 6)*	05 x 12 = 60
ii.	Short Notes 3 (Units 1 to 6)*	03 x 05 = 15
	*(It may be ensured that questions will be asked from every units.)	
iii.	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	25
iv.	Total Marks : (I+II)	(75+25) = 100

[H] Keywords:

Language, Linguistics, Chronology, Morphology, Syntax

**Ability Enhancement Elective Course
(AEEC)
Skill Based Papers
BA (Prog.)**

Semester: III/IV/V/VI

AEEC-1 Basic Elements of Jyotisha	AEEC-2 Indian Architecture System
AEEC-3 Basic Elements of Āyurveda	AEEC-4 Computer Awareness for Sanskrit
AEEC-5 E-Learning Tools and Techniques for Sanskrit	AEEC-6 Yogasutra of Patanjali
AEEC-7 Indian Theatre	

B.A. (Programme B.A. (Programme) Sanskrit Course

AEEC-1 Basic Elements of Jyotiṣa (62131101)

[A] Course Objectives:

The objective of this course to introduce basic elements of the Jyotiṣa to the students. The course covers Origin, Development and Branches of Jyotiṣa and reading of the Jyotiṣachandrikā will provide elementary knowledge of Jyotiṣa.

[B] Course Learning Outcomes:

This course will enable the students to appreciate the general introduction of Jyotiṣa Shastra – the traditional Hindu system of astrology based on the text of Jyotiṣachandrikā. The course will make the learner capable of analysing the different astrological concepts and its utility in the contemporary life of a human being and to know the planetary influence. It is supposed to create an awareness about the preparation of a calender (Panchanga system) to determine the date for auspicious rituals and make major decisions.

[C] Contents

Total Credits : 48

Unit: I

Credits : 08

Origin, Development and Branches of Jyotiṣa:

Origin and Development of Jyotiṣa

Unit: II

Credits : 08

Origin, Development and Branches of Jyotiṣa:

General introduction to following branches of Astrology :
Siddhānta, Saṃhitā, Horā, Tājika, Praśna, Vāstuśāstra and Muhūrtaśāstra.

Unit: III

Credits : 08

Jyotiṣa Chandrikā: Sañjñā - Prakaraṇam:

Jyotiṣacandrikā- Sañjñā-Prakaraṇam, Verses:1-29

Unit: IV

Credits : 08

Jyotiṣa Chandrikā: Sañjñā - Prakaraṇam

Jyotiṣacandrikā- Sañjñā-Prakaraṇam, Verses: 30-65

Unit: V

Credits : 08

Jyotiṣa Chandrikā: Sañjñā - Prakaraṇam:

Jyotiṣacandrikā - Sañjñā - Prakaraṇam, Verses: 66 – 90.

Unit: VI

Credits : 08

Jyotiṣa Chandrikā: Sañjñā - Prakaraṇam:

Jyotiṣacandrikā - Sañjñā - Prakaraṇam, Verses: 91-115.

[D] References:

Compulsory Reading:

1. Rewati Raman Sharma, Jyotisa Chandrika.
2. Jha, Aehutanand (Trans.), Brihadsamhita, Chaukhamba Vidyabhavan Varanasi.
3. Shankar Balkrishna Dixit, Shiv Nath, Jharkhandi (Trans.), Bharatiya Jyotisa, Hindi Samiti, Uttar Pradesh,
4. Shastri, Nemichand, Bharatiya Jyotisa, Bharatiya Gyanpeeth, New Delhi.
5. Bhat, M. Ramakrishna (Trans.), Brhatsamhita, Motilal Banarasidas. Vol-1 & 2, Delhi.

Additional Resources:

1. Tripathi, Devi Prasad ब्रह्माण्ड एवं सौरपरिवार, Delhi.
2. Tripathi, Devi Prasad, भुवनकोश, Delhi.

[E] Teaching Learning Process:

1. Teachers will read and explain the text in the class.
2. Teachers will guide the students to prepare the horoscope based on ancient Indian text.
3. Teachers will discuss about the basics of Indian Panchang system.
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.	Explanations-4 (from units-3 to 6)	04 x 08 = 32
ii.	Questions -1(from units-3 to 6)	01 x 10 = 10
iii.	Questions -2 (Units 1 & 2)	02 x 10 = 20
iv.	Short Notes (Units 3 to 6)	02 x 6.5 = 13
II	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	25
	Total Marks : (I+II)	(75+25) = 100

[H] Keywords:

Jyotish, Hora, Tajik, Vastu Shastra, Muhurta Shastra

B.A. (Programme) Sanskrit Course

AEEC-2 Indian Architecture System (62131101)

[A] Course Objectives:

The aims of this course to get the students to know about the basic principles of ancient Indian architecture system. It is also intended to give an elementary understanding of vastuvidya and to enable the students to learn the town planning and construction of residential houses starting from design, layout, measurement, ground preparation and space arrangement etc. according to vastu.

[B] Course Learning Outcomes:

This course deals with the fundamental principles of the science of Indian Architectural system (Vastushastra) starting from design, layout, measurement, ground preparation and space arrangement etc. The course will make the learner able to understand and aware of the use of five elements (Pancha Mahabhuta) in the construction process.

[C] Contents

Total Credits : 48

Unit: I

Credits : 08

Vāstusaukhyam of Toḍaramala:

Vāstusaukhyam of Toḍaramala - Chapter – 1

vāstu prayojana, vāstusvarūpa. (verses-4-13)

Vāstusaukhyam of Toḍaramala - Chapter – 2

Bhūmi parīkṣaṇam, dīksādhanaṁ, nivāsahetu sthānanirvacanaṁ. (verses-14-22)

Unit: II

Credits : 08

Vāstusaukhyam of Toḍaramala:

Vāstusaukhyam of Toḍaramala - Chapter – 3

Gṛha Paryāvaraṇam: Tree plantation, śalya śodhanaṁ. (Verses 31-49, 74-82)

Vāstusaukhyam of Toḍaramala - Chapter – 4 ṣaḍvarga-parīśodhanaṁ, vāstucakraṁ,

gṛhāvāstu, śilānyāsaṁ. (verses 83-102, 107-112).

Unit: III

Credits : 08

Vāstusaukhyam of Toḍaramala:

Vāstusaukhyam - Chapter – 6 Pañcavidhāni Gṛhāni (five types of house), śāla-ālinda

Pramāṇam (verses-171-194), Vīthikā Pramāṇam (195-196).

Unit: IV

Credits : 08

Vāstusaukhyam of Toḍaramala:

Vāstusaukhyam - Chapter – 7 Dvārajñānam, Stambha - Pramāṇam, Pañca Catuḥ śālāni Gṛhāṇi-Sarvatobhadram, Nandyāvartam, Vardhamānam, Svastikam, Rūcakam (verses 203-217).

Unit: V

Credits : 08

Vāstusaukhyam of Toḍaramala:

Vāstusaukhyam -Chapter -8 Ekāśīti-pada- Vāstucakram (287-302), Marmasthānāni (305-307)..

Vāstusaukhyam -Chapter -9 Vāsādisanirūpaṇam, Dvārāphalam, Dvārvedhaphalam (322-335, 359-369).

Unit: VI

Credits : 08

General Introduction to Vastu Shastra

[D] References:

Compulsory Reading:

1. Vāstusaukhyam, Todarmala
2. Shukdeo Chaturvedi, Bhāratīya Vāstu Sāstra, Sri Lal Bahadur Shasrti Rastriya Sanskrit Vidyapeeth, New Delhi.
3. Vinod Shasrti and Shitaram Sharma, Vāstuprabodhinī, Motilal Banarsidas, Delhi.

Additional Resources:

1. Rammanohar Dwivedi and Dr. Brahmanand Tripathi, Vṛhadvāstumālā, Chaukhamba Surbharati Prakashan, Varanasi, 2012.
2. Deviprasad Tripathi, Vāstusāra, Eastern Book Linkers, Delhi, 2015.
3. Jeevanaga, Vāsturatnāvalī.

[E] Teaching Learning Process:

1. Teachers will read and explain the text in the class in details.
2. Teachers will guide the students to prepare the project/assignments to topics based on ancient text i.e. Vāstusaukhyam.
3. Teachers will discuss about the basics of Indian Architecture System by use digital resources i.e. PPTs etc.
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 5
 Week 12 – Unit 6

[G] Assessment Methods:

I	Basic Structure of Question Paper & Division of Marks	75
i.	Explanations-5 (from units-1 to 5)	05 x 06 = 30
ii.	Questions 02 (Units 1to 5)	02 x 10 = 20
iii.	Short Notes (Units 1 to 5)	02 x 7.5 = 15
iv.	Question 1 (Unit 6)	01 x 10 = 10
II	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	25
	Total Marks : (I+II)	(75+25) = 100

[H] Keywords:

Vastu, Todarmala, Mansara, Mayamatam

B.A. (Programme) Sanskrit Course

AEEC-3 Basic Elements of Āyurveda (62131101)

[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 Āyurvedic therapeutic procedures in Āyurveda.

[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, medicinal plants available in their surroundings. The course will make the learner able to know the history of Ayurveda through original sources of Ancient medicine in Sanskrit texts i.e. Charaksamhita, Sushruta-samhita and Ashtanghridaya. They also get basic knowledge of physiology, health care, the way of diagnosing the illness and preventive medicine.

[C] Contents

Total Credits : 48

Unit: I

General Study of Carakasamhita

Credits : 08

Unit: II

General Study of Sushruta-samhita

Credits : 08

Unit: III

Carakasamhitā – (Sūtra-sthānam):

Carakasamhitā – (Sūtra-sthānam): Division of Time and condition of nature and body in six seasons.

Regimen of Fall Winter (Hemanta), Winter (Śiśira) & Spring (Vasanta) seasons.

Regimen of Summer (Grīṣma), Rainy (Varṣā) and Autumn (Śarada) seasons.

Unit: IV **Credits : 08**
Taittirīyopaniṣad:
 Taittirīyopaniṣad—Bhṛguvallī, anuvāk 1- 3.

Unit: V **Credits : 08**
 General introduction to Ashtanghridaya

Unit: VI **Credits : 08**
Introduction of Āyurveda:
 Introduction of Āyurveda, History of Indian Medicine in the pre-caraka period. The two schools of Āyurveda: Dhanvantari and Punarvasu.
 Main Ācāryas of Āyurveda – Caraka, Suśruta, Vāgbhaṭṭa, Mādhava, Sārṅgadhara and Bhāvamiśra

[D] References:

Compulsory Reading:

1. Brahmananda Tripathi (Ed.), Carakasamhitā, Chaukhamba Surbharati Prakashana, Varanasi, 2005.
2. Taittirīyopaniṣad – Bhṛguvallī, गीता प्रेस.
3. Atridev Vidyalankar, Ayurveda ka Brhad itihasa.

Additional Resources:

1. Priyavrat Sharma, Caraka Chintana.
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:

1. Teachers will read and explain the text in the class.
2. Teachers will guide the students to prepare the project/assignments on topics on ancient Indian medicine system based on the text prescribed.
3. Teachers will discuss about the basics of Indian medicinal system and encouraged the students to do a comparison between modern medicine system and Ayurveda and its fullistic approach.
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
v.	Questions 5 (Unit 1 to 6)*	05 x 12 = 60
vi.	Short Notes 3 (Units 1 to 6)*	03 x 05 = 15
	*(It may be ensured that questions will be asked from every units.)	
vii.	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	25
viii.	Total Marks : (I+II)	(75+25) = 100

[H] Keywords:

Carakasamhita, Sushruta-samhita, Ashtanghridaya

B.A. (Programme) Sanskrit Course

AEEC-4 Computer Awareness for Sanskrit (62136950)

[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. The course will begin with introducing computer fundamentals and then will go on to provide a hands-on experience of popular software applications and tools to students such as Operating Systems, MS Office, Internet, Email, Unicode, Baraha, HTML, Database etc..

[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 Computer Awareness includes Design, Architecture: Operating System.
- Learn the MS Office Tools (Word, Power points, Excel etc.).
- Learn the Standard for Indian Languages (Unicode)
- Working knowledge of HTML and web page development.
- Working knowledge of CSS and JavaScripts.
- Working knowledge of database special focus on Create, Select, Insert, Delete, Update, Handling Unicode data. Etc.
- 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] Contents

Total Credits : 48

Unit: I

Credits : 08

Basic Computer Awareness:

Design, Architecture: Operating System
MS Office Tools (Word, Power points, Excel etc.)

Unit: II

Credits : 08

Basic Computer Awareness:

Using Internet, Web Search (Searching E-text/ e-book for Sanskrit in Roman and Devanagari Scripts), Email etc.

Unit: III

Credits : 08

Character encoding, Unicode, ASCII, UTF-8, UTF-16
Typing in Unicode through various Software: Baraha, Google Input Tool and Google Assistant

Unit: IV **Credits : 08**
Sanskrit Text Digitalization/Preservation/Storage
Basics HTML and Web Publishing

Unit: V **Credits : 08**
Basic Awareness of Java Script and CSS
Basics of Java Scripts and CSS

Unit: VI **Credits : 08**
Introduction to Database:
Basics of Databases

[D] References:

Compulsory Reading:

1. Tom Henderson (April 17, 2014). "Ancient Computer Character Code Tables – and Why They're Still Relevant". Smart bear. Retrieved 29 April 2014.
2. Unicode Technical Report #17: Unicode Character Encoding Model". 2008-11-11. Retrieved 2009-08-08. At: <http://www.unicode.org/reports/tr17/>
3. Constable, Peter (2001-06-13). "Character set encoding basics". Implementing Writing Systems: An introduction. SIL International. Retrieved 2010-03-19.
4. Devanagari Unicode Chart at: <http://unicode.org/charts/PDF/U0900.pdf>
5. The Unicode Consortium: <http://unicode.org/>
6. W3Schools Online Web Tutorials: <http://www.w3schools.com/>
7. Microsoft Office 2013 Online Tutorials: <https://www.microsoft.com/enable/training/office2013>

Additional Resources:

1. http://baraha.com/v10/help/Keyboards/kan_phonetic.htm
2. <https://www.google.co.in/inputtools/try/>

[E] Teaching Learning Process:

As a programme of study in Sanskrit is designed to encourage the acquisition of disciplinary/subject knowledge, understanding and skills and academic and professional skills required for Sanskrit and language based professions and jobs, learning experiences should be designed and implemented to foster active/participate learning. Development of practical skills will constitute an important aspect of the 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, field-based learning, substantial laboratory-based

practical component and experiments in this course, open-ended project work, games, technology-enabled learning, internship in industry and research establishments etc. will need to be adopted to achieve this. Problem-solving skills and higher-order skills of reasoning and analysis will be encouraged through teaching strategies. Lecture and practical based Teaching Learning on computer awareness. Theory and Practical of HTML, Web Page Creation, Typing in Unicode in Devanagari Script, Practical of Using Various Software for Typing in Unicode in Devanagari Script, Theory and Practical of MySQL Database: Create, Select, Insert, Delete, Update, Handling Unicode data.

The 6 E's and S (Engage, Explore, Explain, Elaborate, Evaluate, Extend, and Standards) lesson plan format may be developed by teachers based on a constructionist model of teaching.

1. **Engage:** An 'engage' activity should make connections between past and present learning experiences, Anticipate activities and focus students' thinking on the learning outcomes of current activities. Students should become mentally engaged in the concept, process, or skill to be learned. Each lesson plan has an 'essential question' that is the basis for their inquiry. Normally the section will include a few key questions to help direct some of the research in the Explore section.
2. **Explore:** Here the student investigates the topic more thoroughly. What is important is that the students are given the opportunity to 'free wheel' their way through the materials and not be over directed. They will need some direction and the teacher can circulate, asking important questions, listening to their interactions and ensuring that they remain on task.
3. **Explain:** This phase helps students explain the concepts they have been exploring. They have opportunities to verbalize their conceptual understanding or to demonstrate new skills or behaviors. This phase also provides opportunities for teachers to introduce formal terms, definitions, and explanations for concepts, processes, skills, or behaviors.
4. **Elaborate:** Here the students are expected to work directly on the given assignment. It is their opportunity to demonstrate their application of new information and to present their findings or conclusions to others. It is a good time for submitting materials for evaluation, doing presentations and completing the project or assignment.
5. **Evaluate:** While it is expected that evaluation will continue throughout the process, this is the section where the teacher evaluates the learning that has occurred. Students normally submit their work or assignments at this point. It is very important at this stage that the students be encouraged to engage in self-evaluation, group evaluation and develop their own tools to do so.
6. **Extend:** This section contains some suggestions for taking the students beyond the lesson. The purpose is to examine ways in which they can bring their findings to others or apply their understanding to new and unfamiliar circumstances. Normally, this type of activity will grow out of their excitement for what they have accomplished.

Standards: Standards are currently in the process of being integrated, lesson plan by lesson plan. In this section, the lessons are matched with state, provincial and/or national standards.

[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 5
- Week 12 – Unit 6

[G] Assessment Methods:

The assessment of students' achievement in basic computer will be aligned with the course/programme learning outcomes and the academic and professional skills that the programme is designed to develop. A variety of assessment methods that are appropriate within the disciplinary area of Computational Sanskrit will be used. Learning outcomes will be assessed using the following: oral and written examinations, closed-book and open-book tests; problem-solving exercises, practical assignment, observation of practical skills, individual project reports, seminar presentation; viva-voce interviews; computerized adaptive testing, literature surveys and evaluations, outputs from collaborative work, portfolios on chemical activities undertaken etc.

I	Basic Structure of Question Paper & Division of Marks	75
i.	Questions 5 (Units-1 to 6)*	05 x 12 = 60
ii.	Short Notes 3 (Units 1 to 6)*	03 x 5 = 15
	*(It may be ensured that questions will be asked from every units.)	
II	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	25
	Total Marks : (I+II)	(75+25) = 100

[H] Keywords:

Computer Awareness, Basics of Computer, Database, Internet, HTML etc.

B.A. (Programme) Sanskrit Course

AEEC-5

E-learning Tools and Techniques for Sanskrit (62136940)

[A] Course Objectives:

This course has been designed for those students who need to have some basic grounding in e-learning/online learning. The course will begin with introducing basics of online learning and then will go on to provide a hands-on experience of popular software applications and tools to students. Few web based application development tools will be taught which includes HTML and database.

[B] Course Learning Outcomes:

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

- Learn the Interactive Sanskrit Teaching Learning Tools.
- Learn the Standard for Indian Languages (Unicode)
- Working knowledge of HTML and web page development.
- Working knowledge of database special focus on Create, Select, Insert, Delete, Update, Handling Unicode data. Etc.
- 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.
- Learn the E-Content Creation for Sanskrit Text.
- Learn the Survey of E-learning tools and Techniques.
- Student also learn the Optical Character Reader (OCR), Applications of OCR for Sanskrit and Indian Languages, Tool and Techniques, Survey of the OCR.

[C] Contents

Total Credits : 48

Unit: I

Credits :12

Interactive Sanskrit Teaching Learning Tools:

E-learning, E-learning a brief introduction, Is E-learning better? Pitfall of E-learning, Architecture of E-learning System, Learning in E-learning
Brief Introduction of Interactive Tools for Sanskrit, Basics of Multimedia, and Web based tools development

Unit: II

Credits: 04

Hypertext Markup Language (HTML):

Basics of HTML and Web page development

Unit: III

Credits: 08

Survey of E-learning tools for Sanskrit

Unit: IV

Credits: 08

Standard for Indian Languages (Unicode) and E-learning tools:

Unicode Typing in Devanagari Scripts

Typing Tools and Software: Baraha, Google Input Tool, Google Assistant

Unit: V

Credits: 08

Survey of Various Available E-learning Tools for Sanskrit.

Unit: VI

Credits: 08

E-Content Creation for Sanskrit Text:

Digitization of Contents, Text Processing Preservation, Techniques.

Introduction to Database:

Introduction to database, Create, Select, Insert, Delete, Update, Handling Unicode data.

[D] References:

Compulsory Reading:

1. Chandra Subhash (March, 2017). 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
2. Tools developed by Computational Linguistics Group, Department of Sanskrit, University of Delhi, Delhi-110007 available at: <http://cl.sanskrit.du.ac.in>
3. Tools developed by Computational Linguistics Group, School of Sanskrit and Indic Studies, Jawaharlal Nehru University, New Delhi-110067 available at: <http://sanskrit.jnu.ac.in>
4. Basic concept and issues of multimedia: <http://www.newagepublishers.com/samplechapter/001697.pdf>
5. Content creation and E-learning in Indian languages: a model: http://eprints.rclis.org/7189/1/vijayakumarjk_01.pdf
6. HTML Tutorial - W3Schools: www.w3schools.com/html
7. The Unicode Consortium: <http://unicode.org/>
8. S. B. Gupta & A. Mittal, Introduction to Database Management System, Laxmi Publications, 2010.
9. Database Tutorial - W3Schools: www.w3schools.com/sql
10. Kwok-Wing Lai, E-Learning: Teaching and Professional Development with the Internet, Otago University Press, 2001.
11. Albert Traver, E-Learning: Methods, Modules and Infrastructure, Clanrye International, 2015
12. P. P. Singh & Sandhir Sharma, E-Learning: New Trends and Innovations, Deep & Deep Publications Pvt. Ltd, 2005.
13. Steinmetz, Multimedia Fundamentals, Volume 1: Media Coding and Content Processing, Pearson Education, 2004.

Additional Resources:

1. http://baraha.com/v10/help/Keyboards/kan_phonetic.htm

2. <https://www.google.co.in/inputtools/try/>

[E] Teaching Learning Process:

As a programme of study in Sanskrit is designed to encourage the acquisition of disciplinary/subject knowledge, understanding and skills and academic and professional skills required for Sanskrit and language based professions and jobs, learning experiences should be designed and implemented to foster active/participate learning. Development of practical skills will constitute an important aspect of the 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, field-based learning, substantial laboratory-based practical component and experiments in this course, open-ended project work, games, technology-enabled learning, internship in industry and research establishments etc. will need to be adopted to achieve this. Problem-solving skills and higher-order skills of reasoning and analysis will be encouraged through teaching strategies. Lecture based Teaching Learning on the Detailed Survey of E-learning tools and Techniques for Background, Theory and Practical of HTML, Web Page Creation, Typing in Unicode in Devanagari Script, Practical of Using Various Software for Typing in Unicode in Devanagari Script, Theory and Practical of MySQL Database: Create, Select, Insert, Delete, Update, Handling Unicode data.

The 6 E's and S (Engage, Explore, Explain, Elaborate, Evaluate, Extend, and Standards) lesson plan format may be developed by teachers based on a constructionist model of teaching.

1. **Engage:** An 'engage' activity should make connections between past and present learning experiences, Anticipate activities and focus students' thinking on the learning outcomes of current activities. Students should become mentally engaged in the concept, process, or skill to be learned. Each lesson plan has an 'essential question' that is the basis for their inquiry. Normally the section will include a few key questions to help direct some of the research in the Explore section.
2. **Explore:** Here the student investigates the topic more thoroughly. What is important is that the students are given the opportunity to 'free wheel' their way through the materials and not be over directed. They will need some direction and the teacher can circulate, asking important questions, listening to their interactions and ensuring that they remain on task.
3. **Explain:** This phase helps students explain the concepts they have been exploring. They have opportunities to verbalize their conceptual understanding or to demonstrate new skills or behaviors. This phase also provides opportunities for teachers to introduce formal terms, definitions, and explanations for concepts, processes, skills, or behaviors.
4. **Elaborate:** Here the students are expected to work directly on the given assignment. It is their opportunity to demonstrate their application of new information and to present their findings or conclusions to others. It is a good time for submitting materials for evaluation, doing presentations and completing the project or assignment.

5. **Evaluate:** While it is expected that evaluation will continue throughout the process, this is the section where the teacher evaluates the learning that has occurred. Students normally submit their work or assignments at this point. It is very important at this stage that the students be encouraged to engage in self-evaluation, group evaluation and develop their own tools to do so.
6. **Extend:** This section contains some suggestions for taking the students beyond the lesson. The purpose is to examine ways in which they can bring their findings to others or apply their understanding to new and unfamiliar circumstances. Normally, this type of activity will grow out of their excitement for what they have accomplished.
7. **Standards:** Standards are currently in the process of being integrated, lesson plan by lesson plan. In this section, the lessons are matched with state, provincial and/or national standards.

[F] Weekly Plan

- Week 1 – Unit 1
- Week 2 – Unit 1
- Week 3 – Unit 1
- 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:

The assessment of students' achievement in E-learning Tools and Techniques for Sanskrit will be aligned with the course/programme learning outcomes and the academic and professional skills that the programme is designed to develop. A variety of assessment methods that are appropriate within the disciplinary area of Computational Sanskrit will be used. Learning outcomes will be assessed using the following: oral and written examinations, closed-book and open-book tests; problem-solving exercises, practical assignment, observation of practical skills, individual project reports, seminar presentation; viva-voce interviews; computerized adaptive testing, literature surveys and evaluations, outputs from collaborative work, portfolios on chemical activities undertaken etc.

i.	Questions 05 (Unit 1 to 6)*	05 x 12 = 60
ii.	Short Notes 03 (Unit 1 to 6)*	03 x 05 = 15
	*(It may be ensured that questions will be asked from every units.)	
II	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	25
	Total Marks : (I+II)	(75+25) = 100

[H] Keywords:

Language Technology, E-Learning, Online Learning, Computational Sanskrit, Web based Learning etc.

B.A. (Programme) Sanskrit Course

AEEC-6 Yogasūtra of Patanjali (62131101)

[A] Course Objectives:

This Yoga Darśana course aims to get the students to know about the world's most important texts and the vision of our ancient Yoga's tradition. For this, selected Sutras of Patanjali's Yogasūtra has been prescribed for basic knowledge of yoga darshana.

[B] Course Learning Outcomes:

This course will enable the students to appreciate the Indian system of yoga. The course will be make students capable of understanding Yogasutra of Patanjali and help to acquire the necessary tools for a balanced life. It is supposed to create an awareness about how to concentrate your body fit and fine and lead to a successful life.

[C] Contents

Total Credits : 48

Unit: I

Credits : 08

Yogasūtra of Patanjali – Samādhi Pāda:

Yogasūtra of Patanjali: Samādhi Pāda (Sutras: 1-15)

Unit: II

Credits : 08

Yogasūtra of Patanjali – Samādhi Pāda:

Yogasūtra of Patanjali: Samādhi Pāda (Sutras: 16-29)

Unit: III

Credits : 08

Yogasūtra of Patanjali: Sādhana Pāda:

Yogasūtra of Patanjali: Sādhana Pāda (Sutras: 29-45).

Unit: IV

Credits : 08

Yogasūtra of Patanjali: Sādhana Pāda:

Yogasūtra of Patanjali: Sādhana Pāda (Sutras: 46-55).

Unit: V

Credits : 08

Yogasūtra of Patanjali: Vibhuti Pāda:

Yogasūtra of Patanjali: Vibhuti Pāda (Sutras: 1-15).

Unit: VI

Credits : 08

General Survey of Yoga Darshana

[D] References:**Compulsory Reading:**

1. योगदर्शन - हरिकृष्णदास गोयन्दका, गीताप्रेस, गोरखपुर.
2. पातञ्जलयोगदर्शनम् - सुरेशचन्द्र श्रीवास्तव, चौखम्बा सुरभारती प्रकाशन, वाराणसी.

Additional Resources:

- 1 योगप्रदीप - गीताप्रेस, गोरखपुर.

[E] Teaching Learning Process:

1. Teachers will read and explain the text in the class.
2. Teachers will guide the students to prepare the project/assignment on the topics.
3. Teachers will discuss about the basics of Yogadarshan and explain all philosophical concepts of Patanjali.
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 3
 Week 8 – Unit 5
 Week 9 – Unit 5
 Week 10 – Unit 5
 Week 11 – Unit 5
 Week 12 – Unit 6

[G] Assessment Methods:

I	Basic Structure of Question Paper & Division of Marks	75
i.	Explanations-05 (from units-1 to 5)	05 x 07 = 35
ii.	Questions 01 (Units 1 to 5)	01 x 12 = 12

iii.	Short Notes 03 (Units 1 to 5)	03 x 06 = 18
iv.	Question 1 (Unit 6)	01 x 10 = 10
II	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	25
	Total Marks : (I+II)	(75+25) = 100

[H] Keywords:

Yoga, Patanjali, Vibhuti Pada, Sadhana Pada

B.A. (Programme) Sanskrit Course

AEEC-7 Indian Theatre (62136939)

[A] Course Objectives:

With its audio-visual characteristics, drama is considered to be the best amongst all forms of arts. The history of theatre in India is very old, the glimpses of which can be traced in the hymns of Rigveda. The dramaturgy was later developed by Bharat. The objectives of this curriculum are to help students identify the richness of drama and to become aware of the classical aspects of Theatre.

[B] Course Learning Outcomes:

After going through this course students will be able to know about several theoretical aspects of theatrical performance and production. They will become aware of the many types of theaters, their design and stage setting, acting, dress and makeup etc. Students also become familiar with the main principals of theatre performance and appreciation.

[C] Contents

Total Credits : 48

Unit: I

Origin and development of stage in different ages:
pre-historic, Vedic age. Epic-puranic age

Credits : 04

Unit: II

Court theatre, temple theatre, open theatre,
modern theatre, folk theatre, commercial theatre,
national and state level theatre.

Credits : 12

Unit: III

Theatre: Types and Constructions

Credits : 04

Unit: IV

Acting: Āṅgika, Vācika, Sāttvika and Āhārya

Credits : 08

Unit: V

Drama : Subject-Matter (vastu),

Credits : 08

Unit: VI

Actor (netā), *Rasa* (Sentiment)

Credits : 12

[D] References:

Compulsory Reading:

1. राधावल्लभ त्रिपाठी (सम्पा. एवं संक.), संक्षिप्तनाट्यशास्त्र हिन्दी भाषानुवादसहित, वाणी प्रकाशन दिल्ली 2008
2. राधावल्लभ त्रिपाठी, भारतीय नाट्यः स्वरूप एवं परम्परा, संस्कृत परिषद्, सागर मध्य प्रदेश 1988
3. हजारी प्रसाद द्विवेदी (सं.), नाट्यशास्त्र की भारतीय परम्परा एवं दशरूपक, राजकमल प्रकाशन, दिल्ली 1963
4. सीताराम झा, नाटक और रंगमंच, बिहार राष्ट्रभाषा परिषद् पटना 1982
5. बाबूलाल शुक्ल शास्त्री (सम्पा.), नाट्यशास्त्र (1-4 भाग), चौखम्भा संस्कृत संस्थान, वाराणसी, 1984
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Additional Resources:

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9. **C.B. Gupta, Indian Theatre, Varanasi, 1954.**
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[E] Teaching Learning Process:

1. This course is theoretical but requires a lot of practical understanding for which sufficient teaching hours have been provided in the syllabus.

2. For the theoretical part teachers shall read and explain each line and concepts clearly.
3. They shall discuss the practical aspects with the help of slides/sketches/PPT presentations so that students can have a realy feel of how theory gets translated into practice.
4. Videos of dramas in Sanskrit (and from traditional Indian teatre forms in other Indian languages) must be shown and discussed to teach the theory of drama.
5. Teachers much give illustrations from Sanskrit dramas.
6. Aspects like types of dialogues and acting can even be enacted by students.

[F] Weekly Plan

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

[G] Assessment Methods:

I	Basic Structure of Question Paper & Division of Marks	75
i.	Questions -05 (from units-1 to 6)*	05 x 12 = 60
ii.	Short Notes-03 (Units 1 to 6)*	03 x 05 = 15
	*(It may be ensured that questions will be asked from every units.)	
II	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	25
	Total Marks : (I+II)	(75+25) = 100

[H] Keywords:

Theatre, Acting, Āṅgika, Vācika, Sāttvika, Āhārya, Drama, vastu, netā, *Rasa*.