

**UNDER GRADUATE COURSE FOR  
SANSKRIT (HON.)**

**UNDER**

**CHOICE BASED CREDIT SYSTEM  
(CBCS)**

**Gauhati University  
Guwahati**

**PROPOSED SCHEME FOR CHOICE BASED CREDIT  
SYSTEM IN B.A (Honors) IN SANSKRIT**

Semester	CORE COURSE (14)	Ability Enhancement Compulsory Course (AECC) (2)	Skill Enhancement Course	Elective: Discipline Specific DSE (4)	Elective: Generic (GE) (4)
I	SKT-HC-1016	ENG-AE-1014/ ASM-AE-1014			SKT-HG-1016
	SKT-HC-1026				
II	SKT-HC-2016	ENV -AE-2014			SKT-HG-2016
	SKT-HC-2026				
III	SKT-HC-3016		SKT-SE-3014		SKT-HG-3016
	SKT-HC-3026				
	SKT-HC-3036				
IV	SKT-HC-4016		SKT-SE-4014		SKT-HG-4016
	SKT-HC-4026				
	SKT-HC-4036				
V	SKT-HC-5016			SKT-HE-5XX6	
	SKT-HC-5026			SKT-HE-5YY6	
VI	SKT-HC-6016			SKT-HE-6XX6	
	SKT-HC-6026			SKT-HE-6YY6	

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

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

## Core Papers (14)

### B.A. (Hons) Sanskrit

#### Semester: I

**SKT- HC-1016**  
Classical Sanskrit Literature (Poetry)

**SKT- HC- 1026**  
Critical Survey of Sanskrit Literature

#### Semester: II

**SKT- HC- 2016**  
Classical Sanskrit Literature (Prose)

**SKT- HC-2026**  
Self-Management in the Gītā

#### Semester: III

**SKT- HC-3016**  
Classical Sanskrit Literature  
(Drama)

**SKT- HC-3026**  
Poetics and Literary  
Criticism

**SKT- HC-3036**  
Indian Social Institutions  
and Polity

#### Semester: IV

**SKT- HC-4016**  
Indian Epigraphy,  
Palaeography and  
Chronology

**SKT- HC-4026**  
Modern Sanskrit Literature

**SKT- HC-4036**  
Sanskrit and World  
Literature

#### Semester: V

**SKT- HC- 5016**  
Vedic Literature

**SKT- HC-  
5026**  
Sanskrit Grammar

#### Semester: VI

**SKT- HC- 6016**  
Indian Ontology and Epistemology

**SKT- HC-  
6026**  
Sanskrit Composition and  
Communication

# DETAIL OF CORE COURSES FOR SANSKRIT

## SKT- HC-1016

### Classical Sanskrit Literature (Poetry)

**Credit : 6**

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

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#### [B] Course Objectives:

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

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#### [C] Unit-Wise Division:

##### Unit I

##### Raghuvamśam: Canto-I (Verse: 1-25)

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

Raghuvamśam:CantoI(Verses11-25)  
grammatical analysis, Meaning/translation, Explanation, Role of Dilīpa in the welfare of subjects.

## **Unit II**

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

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

Text Reading Canto I Verses 1-15, (Grammatical analysis, Translation, and Explanation), Poetic excellence and Plot.

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

## **Unit III**

### **Kirātārjunīyam - Canto I (1-25 Verses)**

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

Canto I Verses 1-16, Grammatical analysis, Translation, Explanation, Poetic excellence, thematic analysis.

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

## **Unit IV**

### **Nīśatakam (1-20 Verses, 1st two Paddhatis)-M. R. Kale Edition**

Nīśatakam: Verses (1-10) Grammatical analysis Translation, explanation. Nīśatakam: Verses (11-20) Grammatical analysis Translation, explanation, thematic analysis bhartṛhari's comments on society.

## Unit V

### Origin and Development of Mahākāvya and Gītikāvya

Origin and development of different types of  
Māhākāvya with special reference to Aśvaghoṣa,  
Kālidāsa, Bhāravi, Māgha, Bhatti, Śrīharsa.  
Origin & Development of Sanskrit gītikāvayas  
With special reference to Kālidāsa, Bilhaṇa,  
Jayadeva, Amarūk, Bhartṛhari and their works.

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#### **Suggested Books/Readings:**

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

SKT- HC-1026  
**Critical Survey of Sanskrit Literature**

Credit: 6

[A]	Prescribed Course:	Marks
Unit I	Vedic Literature	15
Unit II	Rāmāyaṇa	15
Unit III	Mahābhārata	15
Unit IV	Purāṇas	15
Unit V	General Introduction to Vyākaraṇa, Darśana and Sāhityaśāstra	20

**[B] Course Objectives:**

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

**[C] Unit-Wise Division**

**Unit I  
Vedic Literature**

*Samhitā (Ṛk, Yajuh, Sāma, Atharva):* Time, subject– matter, religion & Philosophy, social life.

*Brāhmaṇa, Āraṇyaka, Upaniṣad, Vedāṅga* (Brief Introduction)

**Unit II  
Rāmāyaṇa**

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

**Unit III  
Mahabharata**

*Mahābhārata* and its Time, Development, *Mahā*Encyclopaedic nature, as a Source, text, Cultural Importance.



## Unit IV Purāṇas

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

## Unit V General Introduction to Vyākaraṇa, Darśana and Sāhityaśāstra

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

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### Suggested Books/Readings:

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

**SKT- HC-2016**  
**Classical Sanskrit Literature (Prose)**

**Total Credits 6**

[A]	Prescribed Course:	Marks
Unit I	Śukanāśopadeśa (Ed. Prahlad Kumar)	25
Unit II	Viśrutacaritam Upto 15th Para	25
Unit III	Origin and development of prose, Important prose romances and fables	30

**[B]Course Objectives:**

This course aims to acquaint students with Classical Sanskrit Prose literature. Origin and development of prose, Important prose romances and fables Sanskrit 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.

**[C]Unit-Wise Division:**

**Unit I**

**Śukanāśopadeśa (Ed. Prahlad Kumar)**

Introduction- Author/Text, Text up to page 116 of Prahlad Kumar Up to the end of the Text.

Society, *Āyurveda* and political thoughts depicted in *Śukanāśopadeśa*, logical meaning and application of sayings: Bāṇocchiṣṭam  
Pancānan bā'ṇah

**Unit II**

**Viśrutacaritam Upto 15th Para**

Para 1 to 10 - Introduction- Author, Text, Text reading (Grammar, Translation, and Explanation), Poetic excellence, plot, Timing of Action.

Para 11 to 15 - Text reading (Grammar, Translation, and Explanation), Poetic excellence, plot, Timing of Action. Society, language and style of Daṇḍin. Exposition of Saying “ Iañḍinaḥ padalāliyam ,” “ Kavirdaṇḍī Kavirdaṇḍī na Samśayah”.

**Unit III**  
**Origin and development of prose, Important prose romances and fables**

Origin and development of prose, important prose romances and fables

Subandhu, Daṇḍin, Bāṇa, Ambikādatta

Vyāsa.

Pañcatantra, Hitopadeśa,

Vetālapañcaviṃśatikā, Siṃhāsanadvātriṃśikā,

Puruṣaparīkṣā, Śukasaptati.

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**Suggested Books/Readings:**

1. Prahlad Kumar, Sukanāso Padeśa, Meharchand Laksmandas, Delhi
2. Surendradeva, Viśrutacaritam, (Sahitya Bhandar Meerut)
3. A.B. Keith: *History of Sanskrit Literature*, also Hindi translation, MLBD, Delhi.
4. M. Krishnamachariar : *History of Classical Sanskrit Literature*, MLBD, Delhi.
5. Gaurinath Shastri: *A Concise History of Sanskrit Literature*, MLBD, Delhi.
6. Maurice Winternitz : *Ancient Indian Literature* (Vol. I-III), also Hindi Translation, MLBD, Delhi.
7. Prabhat Ch. Sarma, Kadambari, Translated into Assamese, ABILAC , Guwahati, Assam, 2000

**SKT- HC-2026**  
**Self Management in the Gītā**

**Total Credits 6**

<b>[A] Prescribed Course:</b>	<b>Marks</b>
<b>Unit I</b> <b>Gītā:</b> Cognitive and emotive apparatus	<b>25</b>
<b>Unit II</b> <b>Gītā:</b> Controlling the mind	<b>30</b>
<b>Unit III</b> <b>Gītā:</b> Self management through devotion	<b>25</b>

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**[B]Course Objectives:**

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

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**[C]Unit-Wise Division:**

**Unit I**

**Gītā: Cognitive and emotive apparatus**

Hierarchy of *indriya*, *manas*, *buddhi* and *ātman*  
III.42; XV. 7

Role of the *ātman* –XV.7; XV.9

Mind as a product of *prakṛti* VII.4

Properties of three *guṇas* and their impact on the  
mind – XIII. 5-6; XIV.5-8, 11-13; XIV.17

**Unit II**

**Gītā: Controlling the mind**

Confusion and conflict

Nature of conflict I.1; IV.16; I.45; II.6

Causal factors – Ignorance – II.41; *Indriya* – II.60,  
Mind – II.67; *Rajoguṇa* – III.36-39; XVI.21;  
Weakness of mind- II.3; IV.5

Means of controlling the mind

Meditation–difficulties –VI.34-35; procedure  
VI.11-14

Balanced life- III.8; VI.16-17

Diet control- XVII. 8-10

Physical and mental discipline – XVII. 14-19, VI. 36.

### **Means of conflict resolution**

Importance of knowledge – II. 52 ; IV.38-39; IV.42

Clarity of *buddhi* – XVIII.30-32

Process of decision making – XVIII.63

Control over senses – II.59, 64

Surrender of *karṭṛbhāva* –XVIII .13-16; V.8-9

Desirelessness- II.48; II.55

### **Unit III**

### **Gītā: Self management through devotion**

Surrender of ego – II.7 ; IX.27; VIII.7; XI.55 ; II.47

Abandoning frivolous debates – VII.21, IV.11; IX.26

Acquisition of moral qualities - XII.11; XII.13-19

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### **Suggested Books/Readings:**

- 1.Śrīmadbhagavadgītā - English commentary by Jayadayal Goyandka, Tattvavivecinī Gītā Press, Gorakhpur, 1997.
2. Śrīmadbhagavadgītārahasya - The Hindu Philosophy of Life, Ethics and or Karmayogaśāstra Religion, Original Sanskrit Stanzas with English Translation, Bal Gangadhar Tilak & Balchandra Sitaram Sukthankar, J.S.Tilak & S.S.Tilak, 1965.
3. Śrīmadbhagavadgītā - A Guide to Daily Living, English translation and notes by Pushpa Anand, Arpana Publications, 2000.
- 4.Śrīmadbhagavadgītā - The Scripture of Mankind, text in Devanagari with transliteration in English and notes by Swami Tapasyananda, Sri Ramakrishna Math, 1984.
- 5.Chinmayananda - The Art of Man Making (114 short talks on the Bhagavadgītā), Central Chinmaya Mission Trust, Bombay, 1991.
- 6.Panchamukhi, V.R.- Managing One-Self (Śrīmadbhagavadgītā : Theory and Practice), R.S. Panchamukhi Indological Research Centre, New Delhi & Amar Grantha Publications, Delhi, 2001.
- 7.Sri Aurobindo - Essays on the Gītā, Sri Aurobindo Ashram, a. Pondicherry,1987.

- 8.Srinivasan, N.K. - Essence of Śrimadbhagavadgītā : Health & Fitness (commentary on selected verses), Pustak Mahal, Delhi, 2006.
- 9.Bhattacharjya Sudeshna, The Srimadbhagavadgita-Its Importance in Modern World, Surabharati Vol.XII, 2011-12, Deptt. Of Sanskrit, GU
10. Gitar Bhumika Aru Bharatiya Sanskritir Bhatti, Translated by Sarma, Diganta Biswa, Nabasristi Prakasan, Guwahati
11. Gitarahasya Athaba Karmayogasastra, Tilak Bal Gangadhar, Translated by, Kailash Nath Sarma, Published by Mrinalini Devi, Guwahati

**SKT- HC-3016**  
**Classical Sanskrit Literature (Drama)**

**Total Credits 6**

<b>[A] Prescribed Course:</b>	<b>Marks</b>
<b>Unit I</b>	<b>Svapnavāsavadattam– Bhāsa Act I &amp; VI 20</b>
<b>Unit II</b>	<b>Abhijñānaśākuntalam– Kālidāsa I &amp; IV 20</b>
<b>Unit III</b>	<b>Mudrārākṣasam - Viśākhadatta I, II &amp; III 20</b>
<b>Unit IV</b>	<b>Critical survey of Sanskrit Drama 20</b>

**[B]Course Objectives:**

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

**[C]UnitWise**

**Division:**

**Unit I**

**Svapnavāsavadattam– Bhāsa Act I & Act VI**

Svapnavāsavadattam:Act I-Story,  
Meaning/Translation and Explanation.  
Unique features of Bhāsa's style,  
Characterization, Importance of 1st and 6th Act,  
Society, Norms of Marriage, Story of 'regains'.  
Bhāso hāsaḥ

**Unit II**

**Abhijñānaśākuntalam– Kālidāsa Act I & Act IV**

Abhijñānaśākuntalam : Act I- (a) Introduction, Author,  
Explanation of terms like *nāndī*, *prastāvanā*, *sūtradhāra*,  
*naṭī*, *viṣkambhaka*, *vidūṣaka*, *kañcukī*,  
Text Reading (Grammar, Translation, Explanation),  
Poetic excellence, Plot, Timing of Action. Personification  
of nature, Language of Kālidāsa, in *Upamāalamkāra*  
Purpose and design behind *Abhijñānaśākuntalam* and  
other problems related to texts,  
popular saying about Kālidāsa & Śākuntalam  
Abhijñānaśākuntalam Act IV- Text Reading (Grammar,  
Translation, Explanation), Poetic excellence, Plot, Timing of  
Action.

### Unit III

## Mudrārākṣasam -Act I, II & Act III

Mudrārākṣasam : Act I – (a) Introduction, Author, Purpose and design behind *Mudrārākṣasa*.

Text Reading prescribed verses for translation and explanation- 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 14, 16, 18, 19, 21, 22, 24, 26, 27. (Grammar, Translation, Explanation), Poetic excellence, Plot, Timing of Action.

Mudrārākṣasam: Act II - prescribed verses for translation and explanation- 1, 3, 4, 5, 7, 8, 9, 10, 13, 15, 16, 17, 18, 19, 22, and 23, Text Reading (Grammar, Translation, Explanation), Poetic excellence, Plot, Timing of Action.

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

### Unit IV

## Critical survey of Sanskrit Drama

Sanskrit Drama : Origin and Development, Nature of Nāṭaka,  
Some important dramatists and dramas: Bhāsa, Kālidāsa, Śūdraka, Viśākhadatta, ŚriHarṣa, Bhavabhūti, Bhaṭṭanārāyaṇa and their works.

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### Suggested Books/Readings:

1. C.R.Devadhar(Ed.), *Abhijñanaśākuntalam*, MLBD, Delhi.
2. M.R. Kale(Ed.), *Abhijñanaśākuntalam*, MLBD, Delhi.
3. Gajendra Gadakar(Ed.), Bose, Ramendramohan, *Abhijñanaśākuntalam*, Modern Book Agency, 10 College, Square, Calcutta.
- 4.M.R. Kale(Ed.), *Svapnavāsavadattam*, M.L.B.D., Delhi
5. M.R. Kale(Ed.), *Mudrārākṣasam*, MLBD, Delhi.
6. K.T.Telang(Ed.), *Mudrārākṣasam*, Nag Publishers, Delhi.
7. Minakshi Dalal, *Conflict in Sanskrit Drama*, Somaiya Publication Pvt. Ltd.
8. Ratnamayi Dikshit, *Women in Sanskrit Dramas*, Meherchand Lachhman Das, Delhi.
9. A.B. Keith, *Sanskrit Drama*, Oxford University Press London, 1970.
- 10.Minakshi Dalal, *Conflict in Sanskrit Drama*, Somaiya Publication Pvt. Ltd.
- 11.G. K. Bhat, *Sanskrit Drama*, Karnataka University Press, Dharwar 1975
- 12.Henry W. Wells, *Six Sanskrit Plays*, Asia Publishing House, Bombay



**SKT- HC-3026**  
**Poetics and literary criticism**

**Total Credits 6**

<b>[A] Prescribed Course</b>	<b>Marks</b>
<b>Unit I</b> Introduction to Sanskrit poetics	<b>20</b>
<b>Unit II</b> Forms of Kāvya-Literature	<b>10</b>
<b>Unit III</b> <i>Śabda-śakti</i> (Power of Word) and <i>rasa-sūtra</i>	<b>20</b>
<b>Unit IV</b> <i>Alaṅkāra</i> (figures of speech) and <i>chandas</i> (metre)	<b>30</b>

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**[B] Course Objectives:**

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

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**[C] Unit –Wise Division:**

**Unit I**

**Introduction to Sanskrit Poetics**

Introduction to poetics: Origin and development of Sanskrit poetics, its various names- *kriyākalpa*, *alaṅkāraśāstra*, *sāhityaśāstra*, *saundhyaśāstra*.

Definition (*lakṣaṇa*), objectives (*prayojana*) and causes (*hetu*) of poetry. (according to *kāvyaṅprakāśa*)

**Unit II**

**Forms of Kāvya-Literature**

Forms of poetry : *drśya*, *śravya*, *miśra*, (*campū*) (according to *Sāhityadarpaṇa*)

*Mahākāvya*, *khaṇḍakāvya*, *gadya-kāvya*: *kathā*, *ākhyāyikā* (according to *Sāhityadarpaṇa*)

### Unit III

## Śabda-śakti and rasa-sūtra

Power/Function of word and meaning (according to kāvyaparakāśa). abhidhā (expression/ denotative meaning), lakṣaṇā (indication/ indicative meaning) and vyañjanā (suggestion/ suggestive meaning).

Kāvyaśoḍa from Sāhityadarpaṇa.

### Unit IV

## Figures of speech and Meter

Figures of speech- *anuprāsa, yamaka, śleṣa, upamā, rūpaka, sandeha, bhrāntimān, apahnuti, utprekṣā, atiśayokti, tulyayogitā, dīpaka, dr̥ṣṭānta, nidarśanā, vyatireka, samāsokti, svabhāvokti, aprastutaprasāmsā, arthāntaranyāsa, kāvyaliṅga, vibhāvanā.*

Metres- *anuṣṭup, āryā, indravajrā, upendravajrā, drutavilambita, upajāti, vasantatilakā, mālinī, mandākrāntā, śikharinī, śārdūlavikrīḍita, sragdharā.*

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### Recommended Books/Readings:

1. Alaṅkāra according to *Sāhityadarpaṇa* (Ch. X) and metres according to prescribed texts of poetry and drama.
2. Dwivedī, R.C, *The Poetic Light*: , Motilal Banarsidas, Delhi.1967.
3. Kane P.V., *History of Sanskrit Poetics* pp.352-991,
4. Kane, P.V., 1961, *History of Sanskrit Poetics* and its Hindi translation by Indrachandra Shastri, Motilal Banarasidas, Delhi.
5. *Kāvyaṇakāśa*, kārikās 4/27, 28 with explanatory notes.
6. Ray, Sharad Ranjan, *Sāhityadarpaṇa*; Viśvanātha, (Ch I,VI & X) with Eng. Exposition, Delhi.
7. *Sāhityadarpaṇa*: (Ch.VI<sup>th</sup>), Kārikā 6/1,2,313-37

**SKT- HC-3036**  
**Indian Social Institutions and Polity**

**Total Credits 6**

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

**[B] Course Objectives:**

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

**[C] Unit-Wise Division:**

**Unit I**  
**Indian Social Institutions : Nature and Concepts**

**Indian Social Institutions : Definition and Scope:**

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

**Social Institutions and *Dharmaśāstra* Literature:**

*Dharmaśāstra* as a special branch of studies of Social Institutions, sources of Dharma (*Manusmṛti*, 2,12; *Yājñavalkyasmṛti*, 1.7).

Different kinds of *Dharma* in the sense of Social Ethics (*Manusmṛti*, 10,63; *Viṣṇupurāṇa* 2.16-17); Six kinds

of *Dharma* in the sense of Duties (*Mitākṣarāṭīkā* on *Yājñavalkyasmṛti*, 1.1). Tenfold *Dharma* as Ethical Qualities (*manusmṛti*, 6.92); Fourteen-*Dharmasthānas* (*Yājñavalkyasmṛti*,

## Unit II

### Structure of Society and Values of Life

#### **Varṇa-System and Caste System :**

Four-fold division of *Varṇa* System, (*Rgveda*, 10.90.12),  
*Mahābhārata*, *Śāntiparva*, 72.3-8);  
Division of *Varṇa* according to *Guṇa* and *Karma*  
(*Bhagavadgīta* , 4.13, 18.41-44).

Origin of Caste-System from Inter-caste Marriages  
(*Mahābhārata*, *Anuśāsanaparva*, 48.3-11);

Emergence of non-Aryan tribes in *Varṇa*-System  
(*Mahābhārata*, *Śāntiparva*, 65.13-22).

Social rules for up-gradation and down-gradation of Caste  
System (*Āpastambadharmasūtra*, 2.5.11.10-11,  
*Baudhāyanadharmasūtra*, 1.8.16.13-14, *Manusmṛti*, 10,64,  
*Yājñavalkyasmṛti*, 1.96)

#### **Position of Women in the Society :**

Brief survey of position of women in different stages of  
Society.

Position of women in *Mahābhārata* (*Anuśāsanaparva*, 46.5-  
11, *Sabhāparva*, 69.4-13.

Praise of women in The *Bṛhatsamhitā* of Varāhamihira  
(*Strīprasamsā*, chapter-74.1-10)

#### **Social Values of Life :**

Social Relevance of Indian life style with special reference to  
Sixteen *Saṃskāras*.

Four aims of life '*Puruṣārtha Catuṣṭaya*' -

*Dharma*, 2. *Artha*, 3. *Kāma*, 4. *Mokṣa*.

Four *Āśramas*- 1. *Brahmacarya*, 2. *Gṛhastha*,  
*Vānaprastha*, 4. *Saṃnyāsa*

## Unit III

### Indian Polity : Origin and Development

Initial stage of Indian Polity (from Vedic period to  
Buddhist period).

Election of King by the people: '*Viśas*' in Vedic  
period(*Rgveda*, 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 ;  
*Rgveda* ,10.85.26);

King-maker 'Rājākartārah' Council in  
*Atharvaveda*(3.5.6-7), Council of 'Ratnis' in  
*śatapathabrāhmaṇa*(5.2.5.1);  
Coronation Ceremony of *Samrāj* in  
*śatapathabrāhmaṇa* (51.1.8-13; 9.4.1.1-5)  
Republic States in the Buddhist Period  
(*Digghnikāya*, *Mahāparinibbāṇa Sutta*,  
*Āṅguttaranikāya*, 1.213; 4.252, 256)

(*Arthaśāstra*, 1.13 : 'matsyanyāyābhibhūṭh' to  
'yo' *asmāṅgopāyatī* i');  
Essential Qualities of King ( *Arthaśāstra*, 6.1.16-18:  
'*sampādayatyasampannaḥ* ' to 'jayatyeva na  
*hīyate*');  
State Politics 'Rajadharma' ( *Mahābhārata* ,  
*Śāntiparva*, 120.1-15; *Manusmṛti*, 7.1-15; *Śukranīti*, 1.1-15);  
Constituent Elements of Jain Polity in *Nitivākyāmṛta* of  
Somadeva Suri, (*Daṇḍanīti- samuddeśa*, 9.1.18 and  
*Janapada- samuddeśa*, 19.1.10).  
Relevance of Gandhian Thought in Modern Period with  
special reference to 'Satyāgraha' Philosophy  
( 'Satyāgrahagītā' of Panditā Kṣamārāva and 'Gandhi Gītā', 5.1-25 of Prof.  
Indra)

## Unit IV Cardinal Theories and Thinkers of Indian Polity

Cardinal Theories of Indian Polity:

'Saptāṅga' Theory of State: 1. *Svāmi*, 2. *Amātya*,  
*Janapada* 4. *Pura*, 5. *Kośa*, 6. *Daṇḍa* and  
*Mitra* (*Arthaśāstra*, 6.1. *Mahābhārata*, *Śāntiparva*,  
56.5, *Śukranīti*, 1.61-62).

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

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

'Caturvidha Upāya' for Balancing the power of State :  
1. *Sāma* 2. *Dāma*, 3. *Daṇḍa*. 4. *Bheda*;

Three Types of State Power 'Śakti': 1. *Prabhu-*

*śakti, 2. Mantra-śakti, 3. Utsāha-śakti.*

Important Thinkers on Indian Polity:  
*Manu, Kautilya, Kāmandaka, Śukrācārya, SomadevaSuri,  
Mahatma Gandhi.*

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### Recommended Books/Readings:

1. Āpastambadharmasūtra - (Trans.), Bühler, George, [The Sacred Laws of the Āryas](#), SBE Vol. 2, Part 1, 1879
2. Arthasāstra of Kautilya - (Ed.) Kangale, R.P. Delhi, Motilal Banarasidas 1965
3. Atharvavedasamhitā - (Trans.) R.T.H. Griffith, Banaras, 1896-97, rept. (2 Vols) 1968.
4. Baudhāyanadharmasūtra - (Ed.) Umesha Chandra Pandey, Chowkhamba Sanskrit Series Office, Varanasi, 1972.
5. Mahābhārata (7 Vols) - (Eng. Tr.) H.P. Shastri, London, 1952-59.
6. Manu's Code of Law - (Ed. & Trans.) Olivelle, P. (A Critical Edition and Translation of the Manava- Dharmasāstra), OUP, New Delhi, 2006.
7. Rāmāyaṇa of Vālmīki — (Eng. Tr.) H.P. Shastri, London, 1952-59. (3 Vols)
8. Ṛgvedasamhitā (6 Vols) - (Eng. Tr.) H.H. Wilson, Bangalore Printing & Publishing Co., Bangalore, 1946.
9. Śatapathabrāhmaṇa - (with Eng. trans. ed.) Jeet Ram Bhatt, Eastern (3 Vols), BookLinkers, Delhi, 2009.
10. Viṣṇupurāṇa - (Eng. Tr.) H.H. Wilson, PunthiPustak, reprint, Calcutta, 1961.
11. Yājñavalkyasmṛiti with Mitākṣarā commentary - Chowkhamba Sanskrit Series Office, Varanasi, 1967
12. Anguttaranikāya (1-4 parts)
13. Digghanikāya (1-2 parts) - ed. J. Kashyap Vihari, 1958
14. Altekar, A.S - State and Government in Ancient India, Motilal Banarsidass, Delhi, 2001.
15. Altekar, A.S - The Position of Women in Hindu Civilization, Delhi, 1965.
16. Belvalkar, S.K.- Mahābhārata :Śāntiparvam, 1954.
17. Bhandarkar, D.R. - Some Aspects of Ancient Indian Hindu Polity, Banaras Hindu University
18. Bharadwaj, Ramesh: Vajrasūcī of Aśvaghoṣa (Varṇa-Jāti through the Ages), Vidyaniidhi, Delhi
19. Gharpure, J.R. - Teaching of Dharmasāstra, Lucknow University, 1956.
20. Ghosal, U.N. - A History of Indian Political Ideas, Bombay, 1959.
21. Jayaswal, K.P.- Hindu Polity, Bangalore, 1967.
22. Jha, M.N. -Modern Indian Political Thought, Meenakshi Parkashan, Meerut, UP.
23. Law, N. S. - Aspect of Ancient Indian Polity, Calcutta, 1960.
24. Maheshwari, S. R. -Local Government in India, Orient Longman, New Delhi,
25. Mehta, V.R. - Foundations of Indian Political Thought, Manohar Publisher, Delhi, 1999.
26. Pandey, G.C.-Jaina Political Thought, Jaipur Prakrit Bharti, 1984.
27. Prabhu, P.H.- Hindu Social Organisation, Popular Prakashan, Mumbai, 1998
28. Prasad, Beni - Theory of Government in Ancient India, Allahabad, 1968.
29. Saletore, B.A. - Ancient Indian Political Thought and Institutions, Bombay, 1963.
30. Sharma, R. S. - Aspects of Political Ideas and Institutions in Ancient India,

MotilalBanarsidass, Delhi, 1996.

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

32.Singh, G.P. & Singh, S.Premananda - Kingship in Ancient India: Genesis and Growth,Akansha Publishing House, Delhi, 2000.

33.Sinha, K.N. - Sovereignty in Ancient Indian Polity, London,1938.

34Valavalkar, P.H. — Hindu Social Institutions, Manglore, 1939

SKT- HC-4016

# Indian Epigraphy, Paleography and Chronology

Total Credits 6

[A] Prescribed Course:		Marks
Unit I	Epigraphy	20
Unit II	Paleography	10
Unit III	Study of selected inscriptions	35
Unit IV	Chronology	15

## [B] Course Objectives:

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

## [C] Unit- Wise Division

### Unit I Epigraphy

Introduction to Epigraphy and Types of Inscriptions

Importance of Indian Inscriptions in the reconstruction of Ancient Indian History and Culture

History of Epigraphical Studies in India

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

### Unit II Paleography

Antiquity of the Art of Writing

Writing Materials, Inscribers and Library

Introduction to Ancient Indian Scripts.



### **Unit III**

#### **Study of selected inscriptions**

Aśoka's Giranāra Rock Edict-1

Aśoka's Sāranātha Pillar Edict

Girnāra Inscription of Rudradāman

Dubi Copper Plates of Bhāskaravarman

Parbatiya Copper Plates of Vanamalavarmadeva

### **Unit IV**

#### **Chronology**

General Introduction to Ancient Indian  
Chronology

System of Dating the Inscriptions (Chronograms)

Main Eras used in Inscriptions - Vikrama Era,  
Śaka Era and Gupta Era

#### **Recommended Books/ Readings**

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

## Modern Sanskrit Literature

Total Credits 6

[A]	Prescribed Course:	Marks
Unit I	Mahākāvya and Charitakāvya	20
Unit II	GadyaKāvya and Rūpaka	20
Unit III	GītiKāvya and Other genres	20
Unit IV	General Survey of Modern Sanskrit Literature	20

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### [B] Course Objectives:

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

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### [C] Unit- Wise Division

#### Unit I

##### Mahākāvya and Charitakāvya

Svātantryasambhavam (RevaprasadaDwivedi)  
Canto 2, verses 1-45  
Śankaradeva carita of (Maheswar Hazarika)  
Chapter -5, Maṇikāñcanamīlanam

#### Unit II

##### Gadya and Rūpaka

Śataparvikā (Abhirāja Rajendra Mishra)  
Śārdūlaśakatam (Virendra Kumar Bhattacharya)

## Unit III

### Gitikāvya and Other genres

Ketakikāvya Taranga, I

Stutiprasastimañjarī by Mukunda Madhava Sarma:  
Anundoram Barooah, Krsnakanta Handique,  
Sanakaradeva.

Harshdev Madhava Haiku- (Snanagrihe, vedanā,  
mrityuh1, mrtiyuh) 2; kanih; shatāvadhāni R.  
Ganesh (kavi-viśādah, varṣāvibhūtiḥ –selected  
verses)

## Unit IV

### General Survey

Pandita Kshama Rao, P.K. Narayana Pillai, S. B.  
Varnekar, ParmanandShastri, Reva Prasad Dwivedi

Bhavadeva Bhagavati, Monoranjan Shastri,  
Biswanarayan Shastri, M.M. Sharma

Haridas Siddhantavagish, Mula Shankar M. Yajnika,  
Mahalinga Shastri, Leela Rao Dayal, YatindraVimal  
Chowdhury, Virendra Kumar Bhattacharya

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### Recommended Books/Readings

- 1.Joshi, K.R. & S.M. Ayachuit <sup>2</sup> *Post Independence Sanskrit Literature*, Nagpur, 1991.
- 2.Prajapati, Manibhai K. <sup>2</sup> *Post Independence Sanskrit Literature: A Critical Survey*, Patna, 2005.
- 3.UshaSatyavrat *Sanskrit Dramas of the Twentieth Century*, Mehar Chand Lachmandas, Delhi, 1987.
- 4.Dwivedi Rahas Bihari – *AdhunikMahakāvya Samikshanam*
- 5.Tripathi RadhaVallabh– *Sanskrit SahityaBeesaveenShatabdi* , 1999, Delhi
- 6.Musalgaonkar Kesava Rao – *Adhunik Sanskrit KāvyaParampara*, 2004
- 7.Naranga, S.P. – *KalidasaPunarnava*,
8. Upadhyaya, Ramji–*Adhunik Sanskrit Natak*, Varanasi
9. Abhiraja Rajendra Misra, Kalpavalli (samakālīna samkrtakavyasamkalanam, Sahitya Academy, 2013

**SKT- HC-4036**  
**Sanskrit and World Literature**

**Total Credits 6**

<b>[A] Prescribed Course:</b>		<b>Marks</b>
<b>Unit I</b>	Survey of Sanskrit Literature in the World	10
<b>Unit II</b>	Upaniṣads and Gītā in World Literature	10
<b>Unit III</b>	Sanskrit Fables in World Literature	10
<b>Unit IV</b>	Rāmāyaṇa and Mahābhārata in South East Asian Countries	20
<b>Unit V</b>	Kālidāsa's Literature in World Literature	10
<b>Unit VI</b>	Sanskrit Studies across the World	20

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**[B]Course Objectives:**

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

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**[C]Unit-Wise Division:**

**Unit I**  
**Survey of Sanskrit Literature in the World**

Vedic cultural elements in ancient Eastern and Western societies.

Presence of Sanskrit words and ideas in English language.  
(Wasteland by T.S. Eliot; Brahma by R.W. Emerson)

Leaves of Grass and song of Myself by Walt Whiteman

General survey of the Classical Sanskrit Literature in the Eastern and Western literature.

## **Unit II**

### **Upaniṣads and Gītā in the West**

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

## **Unit III**

### **Sanskrit Fables in World Literature**

Translation of Pañcatantra in Eastern and Western Languages.

Translation of Vetālapañcaviṃśatikā, Simhāsanadvātrimśikā and Śukasaptati in Eastern

Languages and Art.

## **Unit IV**

### **Rāmāyaṇa and Mahābhārata in South Eastern Asia**

Rāma Kathā in south eastern countries

Mahābhārata stories as depicted in folk cultures of SE Asia

## **Unit V**

### **Kālidāsa in the West**

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

## **Unit VI**

### **Sanskrit Studies across the World**

ii. Sanskrit Study Centers in Europe  
1. Sanskrit Study Centers in Asia

**10 Credits**

ii. Sanskrit Study Centers in Europe  
Sanskrit Study Centers in  
America

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**Recommended Books/Readings:**

1. The Bhagavad Gita and the West: The Esoteric Significance of the Bhagavad Gita and Its Relation to the Epistles of Paul", by Rudolf Steiner, p. 43.  
arisebharat.com/2011/10/22/impact-of-bhagavad-gita-on-west/
2. AWAKENING - Google Books Result.
3. Ben-Ami Scharfstein (1998), A Comparative History of World Philosophy: From the Upanishads to Kant, State University of New York Press, ISBN 978-0791436844, page 376.
4. Bhagavad Gita - World Religions
5. Edgerton, Franklin (1924), *The Pañcatantra Reconstructed* (Vol.1: Text and Critical Apparatus, Vol.2 : Introduction and Translation), New Haven, Connecticut: American Oriental Series. Volumes 2-3.
6. Banarji, Suresh Chandra- 'Influence of Sanskrit out side India, A Companion to Sanskrit Literature, MLBD, 1971.
7. Excerpt from Wood's 2008 update of *Kalila and Dimna- Fables of Friendship and Betrayal*.
8. Falconer, Ion Keith (1885), *Kalilah and Dimnah or The Fables of Bidpai*, Cambridge University Press, Amsterdam, 1970.
9. Hertel, Johannes(1908-15), *The Pañcatantra : a collection of ancient Hindu tales, in the recension called Pañcākhyānaka*, and dated 1199 A.D., of the Jaina monk, Pūrṇabhadra, critically edited in the original Sanskrit, Harvard Oriental Series Volume 11,12,13, 14.
10. *History of Sanskrit Literature*, A Berriedale Keith, Motilal Banarsidas Publishers Pvt. Limited, India, 1993.
11. *History of the Miration of Pañcatantra*.  
<http://en.wikipedia.org/wiki/Panchatantra>".  
<https://books.google.co.in/books?isbn=8184002483>
12. Ibn al- Muqaffa, Abd'allah, *Calila e Dimna*, Eds. Juan Manuel Cacho Blecua and Marīa Jesus Lacarra, Madrid: Editorial Castalia, 1984.
13. Ibn al- Muqaffa, Abdallah, *Kalilah et Dimnah*, Ed. P. Louis Cheiko. 3 ed. Beirut: Imprimerie Catholique, 1947.
14. [Impact of Bhagavad Gita on West | Arise Bharat](#)
15. [Influence of Bhagavad Gita - Wikipedia, the free encyclopedia](#)
16. Jacobs, Joseph (1888), *The earliest English version o the Fables of Bidpai* , London.
17. James A. Hijiya, "The Gita of Robert Oppenheimer" Proceeding of the American Philosophical Society, 144, no. 2 (Retrieved on 27 February 2011).
18. Kāśīnāth Pāṇḍuraṅga Paraba, ed. (1896), *The Pañcatantra of Viṣṇuśarman*,

19. Tukārām Jāvājī, <http://books.google.com/-id=K71WAAAAYAAJ->, Google Books.
20. Katchbull, Rev. Wyndham (1819), *Kalila and Dimna or The Fables of Bidpai*, Oxford, (Translated from Silvestre de Stacy's laborious 1816 collation of different Arabic manuscripts)
21. Mahulikar, Dr. Gauri, *Effect of Ramayana On Various Cultures And Civilisation*, Ramayana Institute.
22. Mark B. Woodhouse (1978), *Consciousness and Brahman-Atman*, *The Monist*, Vol. 61, No.1, Conceptions of the Self: East & West (January, 1978), pages 109-124.
23. Neria H. Hebbler, *Influence of Upanishads in the West*, Boloji.com. Retrieved on : 2012-03-02.
24. Olivelle, Patrick (2006), *The Five Discourses on Worldly Wisdom*, Clay Sanskrit Library.
25. Pañcatantra, <http://en.wikipedia.org/wiki/Panchatantra>, retrieved on Feb 1, 2008

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

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

28. Rajan, Chandra (transl.) (1993), *Viṣṇuśarma: The Pañcatantra*, London : Penguin

Books, ISBN-9780140455205-(reprint : 1995) (also from the North Western Family text.

29. Rohman, Todd (2009). "The Classical Period". In Watling, Gabrielle, Quay, Sara.

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

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

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

33. Valmiki's Ramayana illustrated with Indian miniatures from the 16<sup>th</sup> to the 19<sup>th</sup> Century 2012, Editions Diane de Selliers, ISBN 9782903656168

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

35. Viṣṇuśarma, [http://en.wikipedia.org/wiki/Vishnu\\_Sarma](http://en.wikipedia.org/wiki/Vishnu_Sarma), retrieved on Feb 1, 2008.

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

37. Winternitz, M. *Some Problems of Indian Literature* –Munshiram Manoharlal, Delhi, 1978. [www.comparativereligion.com/Gita.html](http://www.comparativereligion.com/Gita.html)

38. Biswas, M, *Impact of Vedanta Philosophy on Mawlana Jalaluddin Rumi's Work*, Surabharati, Deptt. Of Sanskrit, G.U. Vol.12

39. Biswas M, *Reflection of Upanisadic thought in the Literary and Philosophical Works of Western Scholars*, Vagiswari, Silchar

40. Bhattacharjya, S. *The Concept of Sufi vis-a-vis the Idea of the Favourite Devotee ( Priya Bhakta of the Srimadbhagavadgita: the Lore Divine, m Prajna, Vol.XXIV, G.U.*

SKT- HC-5016

## Vedic Literature

Total Credits 6

[A] Prescribed Course:		Marks
Unit I	<i>Samhitā and Brāhmaṇa</i>	30
Unit II	Vedic Grammar	20
Unit III	Muṇḍakopaniṣad	30

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### [B] Course Objectives:

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

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### [C] Unit-Wise Division:

#### Unit I

#### *Samhitā and Brāhmaṇa*

*Ṛgveda*- Agni- 1.1, Uṣas- 3.61, Akṣa Sūkta  
10.34,

*Yajurveda*- Śivasamkalpa Sūkta- 34.1-6

*Atharvaveda*- Sāmmanasyam- 3.30, Bhūmi-  
12.1-12  
Satapathabrahmana (Manumatsyakatha)

#### Unit II

#### Vedic Grammar

Declensions (*śabdarūpa*), Subjunctive Mood  
(*leṭ*), Gerunds (*ktvārthaka*, *Tumarthaka*), Vedic  
Accent and Padapāṭha.



## Unit III

### (*Muṇḍakopaniṣad*)

*Muṇḍakopaniṣad* - 1.1 to 2.1

*Muṇḍakopaniṣad* – 2.2 to 3.2

#### **Recommended Books/Readings:**

1. *Atharvaveda* (Śaunakīya): (Ed.) Vishva Bandhu, VVRI, Hoshiarpur, 1960.
2. *Śatapatha Brāhmaṇa*, (Ed.) Ganga Prasad Upadhyaya, SLBSRS Vidyapeeth, Delhi.
3. *Śuklayajurveda-Saṃhitā*, (Vājasaneyi-Mādhyandina), (Ed.) Jagadish Lal Shastri, MLBD, Delhi, 1978.
5. *Ṛksūktāvalī*, H.D. Velankar, Vaidika Sanshodhana Mandala, Pune, 1965.
6. *Ṛksūktavaijayantī*, H.D. Velankar, Bharatiya Vidya Bhavan, Bombay, 1972.

**SKT- HC-5026**  
**Sanskrit Grammar**

**Total Credits 6**

<b>[A] Prescribed Course</b>	<b>Marks</b>
<b>Unit I</b>	<b>20</b>
<b>General Introduction to Vyakarana, Sivasutra, Paribhasa Sandhi</b>	
<b>Unit II</b>	<b>10</b>
<b>Natvavidhi &amp; Şatvavidhi,</b>	
<b>Unit III</b>	<b>25</b>
<b>Declension Conjugation and roots</b>	
<b>Unit IV</b>	<b>25</b>
<b>Karaka prakaranam, Samasa Prakaranam</b>	

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**[B] Course Objective:**

- To acquaint the students with general Sanskrit Grammar

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**[C] Unit-Wise Division**

**Unit I**

Schools of Sanskrit Grammar  
Mahesvarasutras, pratyahara, pratyaya, vibhakti, dhatu, ac, hal, it, prayatna, agama, adesa, avyaya, pratipadika, guna, vrddhi, samprasarana, samhita, ayogavahavarna, prakrti, nipat, upasarga, upadha, ti, Vibhasa  
Rules of Sandhi (Svara-Sandhi)

**Unit II**

Natvavidhi & Şatvavidhi

**Unit III**

Declension of noun & pronouns Declension of

svarānta punlinga, strilinga, napumsakalinga.  
Vyajananta punlinga, strilinga, napumsakalinga  
Pronouns  
Numerical words, Conjugation of roots

#### **Unit IV**

Karaka prakarana, Samasa Prakarana

SKT- HC-6016

## Ontology and Epistemology

Total Credits 6

[A]	Prescribed Course	Marks
Unit I	Essentials of Indian Philosophy	30
Unit II	Ontology (Based on Tarkasaṅgraha)	20
Unit III	Epistemology (Based on Tarkasaṅgraha)	30

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### [B] Course Objectives:

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

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### [C] Unit-Wise Division:

#### Unit I

#### Essentials of Indian Philosophy

Meaning and purpose of darśana, general classification of philosophical schools in classical Indian philosophy

Realism (*yathārthavāda* or *vastuvāda*) and Idealism (*pratyayavāda*), Monism (*ekattvavāda*), Dualism (*dvaitavavāda*) & Pluralism (*bahuttvavāda*) ; dharma (property)-dharmi (substratum)

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Causation (*kāryakāraṇavāda*) : naturalism (*svabhāvavāda*), doctrine of pre-existence of effect (*satkāryavāda*), doctrine of real transformation (*pariṇāmavāda*), doctrine of illusory transformation (*vivartavāda*), doctrine of non-preexistence of effect in cause (*asatkāryavāda and ārambhavāda*)

## Unit II

### Ontology

Concept of padārtha, three dharmas of padārthas, definition of Dravya,

Sāmānya, Viśeṣa, Samavāya, Abhāva.

Definitions of first seven dravyas and their examination; Ātma and its qualities, manas.

Qualities (other than the qualities of the ātman)

Five types of Karma.

## Unit III

### Epistemology

Buddhi(jñāna) – nature of jñāna in Nyāya

vaiśeṣika;

smṛiti-anubhava; yathārtha and ayathārtha ,

Karaṇa and kāraṇa, definitions and types of

pramā,

kartā-kāraṇa-vyāpāra-phala, model

Pratyakṣa

Anumāna including hetvābhāsa

Upamāna and śabda pramāṇa

Types of ayathārtha anubhava

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### Recommended Books/Readings:

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

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

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

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

Tarkasaṅgraha, Narendra Kumar, Hansa Prakashan, Jaipur.

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

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

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

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

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

Bhattacharya, Chandrodaya, The Elements of Indian Logic and Epistemology, Maitra, S.K., Fundamental Questions of Indian Metaphysics & Logic,

R.N.Sarma, Epistemology of Prabhakara School of Purvamimamsa, Guwahati, 2005

M.Biswas, Samkhya-Yoga Epistemology – A Study, D.K. Printworld, New Delhi

## Sanskrit Composition and Communication

Total Credits 6

[A] Prescribed Course:	Marks
Unit I	Vibhaktyartha, Voice and Kṛt 20
Unit II	Translation and Communication 40
Unit III	Essay 20

### [B] Course Objectives:

This paper aims at teaching composition and other related informations based on  
Laghusiddhāntakāumud Vibhaktyartha Prakara a.

### [C] Unit-Wise Division:

#### Vibhaktyartha, Voice & Kṛt

##### Unit I

(i). Vibhaktyartha Prakara a of  
Laghusiddhāntakāumud

(ii). Voice (kat , karma and bh va)

Selections from Kṛt Prakara a- from  
Laghusiddhāntakāumud Major Sūtras for the  
formation of k danta words

(tavyat, tavya, an yar, yat, yat, vul, tric, a , kta,  
katavatu, aṭri, nac, tumun, ktv -lyap, lyu ,ghan, ktin)

##### Unit II

#### Translation and Communication

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

(ii). Translation from Sanskrit to English

Communicative Sanskrit: Spoken Sanskrit.

### Unit III

#### Essay

Essay (traditional subjects) e.g. *veda, upni ad, Sanskrit Language, Sanskriti, R m ya a, Mah bh rata, pur a, g t*, principal Sanskrit poets.

Essay based on issues and topic related to modern subjects like entertainment, sports, national and international affairs and social problems.

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#### Recommended Books/Readings:

1. Apte V.S. - *The Students' Guide to Sanskrit Composition*, Chowkhamba Sanskrit Series, Varanasi (Hindi Translation also available).
2. Kale, M.R. - *Higher Sanskrit Grammar*, MLBD, Delhi (Hindi Translation also available).
3. Kanshiram- *Laghusiddhāntakaumudī* (Vol.1), MLBD, Delhi, 2009.
4. Sārasvata Samikṣana Samuccaya by M.M. Sarma.
5. Nibandha Kusumañjali- R.N. Sarma



## Discipline Specific Elective (DSE)

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

#### Semester- V (Any two)

<b>SKT-HE-5016</b> <b>Art of Balanced Living</b>	<b>SKT-HE-5026</b> <b>Theatre &amp; Dramaturgy</b>
<b>SKT-HE-5036</b> <b>Sanskrit Linguistics</b>	<b>SKT-HE- 5046</b> <b>Project / Dissertation</b>

#### Semester- VI (Any two)

<b>SKT-HE-6016</b> <b>Fundamentals of Ayurveda</b>	<b>SKT-HE-6026</b> <b>Environmental Awareness in Sanskrit</b>
<b>SKT-HE-6036</b> <b>Kāmarūpa School of Dharmaśāstras</b>	

## Art of Balanced Living

**Total Credits 6**

[A]	Prescribed Course:	Marks
Unit I	Self-presentation	10
Unit II	Concentration	40
Unit III	Refinement of Behaviour	30

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**[B] Course Objectives:**

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

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**[C] Unit-Wise Division:**

**Unit I**

**Self-presentation**

Method of Self-presentation : Hearing (*śravaṇa*),  
Reflection (*manana*) & meditation (*nididhyāsana*)

—  
(Bṛhadāranyakopaniṣad, 2.4.5) with  
Sanakarabhasya

**Unit II**

**Concentration**

Concept of Yoga : (*Yogasūtra*, 1.2)  
Restriction of fluctuations by practice (*abhyāsa*)  
and passionlessness (*vairāgya*) : (*Yogasūtra*, 1.12-  
16)  
Eight aids to Yoga (*aṣṭāṅgayoga*) : (*Yogasūtra*,  
2.29, 30, 32, 46, 49, 50; 3.1-4).  
Yoga of action (*kriyāyoga*) : (*Yogasūtra*, 2.1)  
Four distinct means of mental purity  
(*cittaprasādana*) leading to oneness : (*Yogasūtra*,  
1.33)

**Unit III**

**Refinement of Behavior**

Methods of Improving Behavior : *jñāna-yoga*,  
*dhyāna-yoga*, *karma-yoga* and *bhakti-yoga*  
(especially *karma-yoga*)

journey, co-ordination of the world, an ideal duty and a metaphysical dictate (*Gītā*, 3.5, 8, 10-16, 20 & 21 )

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### **Recommended Books/Readings:**

1. Dasopanisadah, Motilal Banarsidass
2. Yogasutra Delhi

# Theatre and Dramaturgy

Total Credits 6

[A] Prescribed Course:	Marks
Unit I Theatre: Types and Constructions	25
Unit II Drama : <i>vastu</i> (subject-matter), <i>netā</i> (Hero) and <i>rasa</i>	35
Unit III Tradition and History of Indian Theatre	20

## [B]Course Objectives:

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

## [C]Unit-Wise Division:

### Unit I Theatre: Types and Construction

Types of theatre: *vikṛṣṭa* (oblong), *caturasra* (square), *tryasra* (triangular), *jyeṣṭha* (big), *madhyama* (medium), *avara* (small). *bhūmiśodhana* (Examining the land) and *māpa* (measurement of the site), *mattavāraṇī* (raising of pillars), *raṅgapīṭha* and *rangaśīrṣa* (stage), *dārukarma* (wood-work), *nepathya-grha* (greenhouse), *prekṣkopaveśa* (audience-hall), Doors for entrance & exit.

### Unit II

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

Definition of drama and its various names - *drśya*, *rūpa*, *rūpaka*, *abhineya*; abhinaya and its types: *āṅgika* (gestures), *vācika* (oral), *sāttvika* (representaion of the sattva), *āhārya* (dresses and make-up).

**Vastu:** (subject-matter) : *ādhikārika* (principal), *prāsaṅgika* (subsidiary), Five kinds of *arthaprakṛti*, *kāryāvasthā* (stages of the action of actor) and *sandhi* (segments), *arthopakṣepaka* (interludes),

kinds of dialogue:1. *sarvaśrāvya* or *prakāśa* (aloud)  
*aśrāvya* or *svagata* (aside) 3. *niyataśrāvya* : *janāntika* (personal address), *apavārita* (confidence) 4. *ākāśabhāṣita* (conversation with imaginary person).

**Netā:** Four kinds of heroes, Three kinds of heroines, *sūtradhāra* (stage manager),

*pāripārśvika* (assistant of *sūtradhāra*), *vidūṣaka* (jester), *kañcukī* (chamberlain), *pratināyaka* (villain).

**Rasa:** definition and constituents, ingredients of  
*rasa-niṣpatti:* - *bhāva* (emotions), *vibhāva* (determinant), *anubhāva* (consequent), *sāttvikabhāva* (involuntary state), *sthāyibhāva*

Unit: (permanent states), *vyabhicāribhāva* (complementary psychological states), *svāda* (pleasure),  
Four kinds of mental levels : *vikāsa* (cheerfulness), *vistāra* (exaltation), *kṣobha* (agitation), *vikṣepa* (perturbation).

### Unit III

#### Tradition and History of Indian Theatre

Origin and development of stage in different ages:

pre-historic, Vedic age, epic-puranic age, court theatre, temple theatre, open theatre, modern theatre: folk theatre, commercial theatre, national and state level theatre. **10 Credits**

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#### Recommended Books/Readings:

1. Ghosh , M.M. - *Nāṭyaśāstra of Bharatamuni*, pp. 18-32.
2. Hass , *The Daśarūpa: A Treatise on Hindu Dramaturgy*, kārika 7,8,11- 24,30,36,43,48,57-65.
3. Hass , *The Daśarūpa: A Treatise on Hindu Dramaturgy*, kārikās 2/1-5,8,9,15.
4. Hass , *The Daśarūpa: A Treatise on Hindu Dramaturgy*, kārikās 4/1-8,43,44.

5. Farley P. Richmond, (2007), ed. *Indian Theatre: traditions of performance*, vol-I, Origins of Sanskrit Theatre, pp. 25-32.
6. Farley P. Richmond, (ed) *Indian Theatre: traditions of performance* vol-I Delhi, MLBD. 2007, pp. 25-32.
7. Ghosh, M.M, *Nāṭyaśāstra of Bharatamuni*, vol-1, Manisha Granthalaya, Calcutta, 1967.
8. Hass, *The Daśarūpaka : A Treatise on Hindu Dramaturgy*, Columbia University, New York, 1912.
9. Chakravarty Shrutidhara- *Architecture in the Natyasastra, Studies in Sanskrit Literature, Culture and Art, Pratibha Prakashan, Delhi, 2011*

**SKT-HE-5036**  
**Sanskrit Linguistic**

**Total Credit : 6**

<b>[A] Prescribed Course-</b>		<b>Marks</b>
<b>Unit I</b>	<b>Bhasasastra</b>	<b>20</b>
<b>Unit II</b>	<b>Indo-European Language Family</b>	<b>20</b>
<b>Unit III</b>	<b>History and Prehistory of Sanskrit</b>	<b>25</b>
<b>Unit IV</b>	<b>Phonetic Changes</b>	<b>15</b>

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**[B] Course Objectives-**

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

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**[C] Unit – Wise Division:**

**Unit I**

**Bhasasastra**

Language – Its Nature, Importance, Origin and development,  
Nature and Scope of Comparative Philology  
Aim and object of Comparative Philology  
Branches of Comparative Philology- Phonology, Morphology,  
Syntax, Semantics.

## Unit II

### Indo- European Language Family

Name of the Indo-European Family  
Evolution of Indo-Europe Family  
Classification of Indo- European Family  
Characteristics of Indo- European family  
Languages of Indo-European Family

## Unit III

### History and Prehistory of Sanskrit

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

## Unit IV

### Phonetic Changes

Assimilation and Dissimilation  
Prothesis  
Metathesis  
Anaptyxis  
Epenthesis  
Synocore  
Haplol

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### [D]Reccomeded of Books

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



**SKT-HE-6016**  
**Fundamentals of Āyurveda**

**Total Credits 6**

<b>[A] Prescribed Course:</b>	<b>Marks</b>
<b>Unit I</b> <b>Introduction of Āyurveda</b>	<b>30</b>
<b>Unit II</b> <b>Carakasamhitā – (Sūtra-sthānam)</b>	<b>20</b>
<b>Unit III</b> <b>Bhaisajyaratnavali</b>	<b>30</b>

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**[B] Course Objectives:**

Ayurveda 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 Ayurveda. The theory modules sessions that make up this course offer an introduction to Ayurveda 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 Ayurvedic therapeutic procedures in Ayurveda.

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**[C] Unit-Wise Division:**

**Unit I**  
**Introduction of Āyurveda**

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

**Unit II**  
**Carakasamhitā – (Sūtra-sthānam)**

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

Regimen of Fall Winter (Hemanta), Winter (Śiśira)

& Spring (Vasanta) seasons.  
Regimen of Summer (Grī ma), Rainy (Var ā) and  
Autumn (Śarada) seasons.

### **Unit III**

## **Bhaisajyaratnavali**

Bhaisajyaratnāvali (Avatāraprakaraṇa) (Ch. I)

Bhaisajyaratnāvali (Miśravargaprakaraṇa) (Ch. III)

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#### **[D] Suggested Books/Readings:**

1. Brahmananda Tripathi (Ed.), Carakasamhitā, Chaukhamba Surbharati Prakashana, Varanasi, 2005.
2. Bhaisajyaratnāvalī by R.N. Sarma, Guwahati
3. Atridev Vidyalkar, Ayurveda ka Brhad itihasa.
4. Priyavrat Sharma, Caraka Chintana.
5. V. Narayanaswami, Origin and Development of Āyurveda ( A brief history), Ancient Science of life, Vol. 1, No. 1, July 1981, pages 1-7.

**SKT-HE-6026**

## **Environmental Awareness in Sanskrit literature**

**Total Credits 6**

<b>[A]</b>	<b>Prescribed Course</b>	<b>Marks</b>
	<b>Environmental Issues and Importance of Sanskrit Literature</b>	<b>20</b>
<b>Unit I</b>		
<b>Unit II</b>	<b>Environment Awareness in Vedic Literature</b>	<b>30</b>
<b>Unit III</b>	<b>Environment Awareness in Classical Sanskrit Literature</b>	<b>30</b>

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### **[B]Course Objectives:**

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

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### **[C]Unit-Wise Division**

#### **Unit I Modern Environmental Perspective and Sanskrit Literature**

Modern Challenges and Crises of Environment : Global warming, Climate change, Ozone depletion, Explosively increase in Pollution, Decrease in underground water level River pollution, Deforestation in large scale. Natural calamities such as flood , draft and earthquakes Environmental Background Sanskrit Literature : Importance of Sanskrit Literature from the view point of Science of environment Concept of ' Mother Earth' and worship of Rivers in Vedic literature; Brief survey of

Science of Environment :Definition, Scope and Modern Crises:  
Role of Environment in human civilization; Meaning and  
definitions of The Environment; Various name for  
ScienEnvironment: 'Ecology', '*Paryavarana*', '*Prakriti*  
*Vijnana*'; Main components of Environment: living organisms(  
*Jaiva*  
*Jagat*) and non-living materials (*Bhoutika Padarth*).  
Elementary factor of Environment Physical elements,  
Biological elements and Cultural elements

environmental issues such as protection and preservation of  
mother nature, planting trees in forests, and water preservation  
techniques as propounded in the Sanskrit Literature. Buddhist  
and Jain concepts of ecology, protection of trees, love for  
animals and birds.

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## Unit II Environment Awareness in Vedic Literature

Environmental Issues and Eco-system in Vedic Literature Divinity to Nature, Co-ordination between all natural powers of universe; Cosmic order 'Rta' as the guiding force for environment of whole universe (*Rgveda*, 10.85.1); Equivalent words for Environment in *Atharvaveda* : 'Vritavrita' (12.1.52), 'Abhivarah' (1.32.4.), 'Avritah' (10.1.30), 'Parivrita' (10.8.31); five basic elements of universe covered by environment : Earth, Water, Light, Air, and Ether. (*Alitareya Upanishad* 3.3); Three constituent elements of environment known as 'Chandansi': Jala (water), Vayu (air), and Osadhi (plants) (*Atharvaveda*, 18.1.17); Natural sources of water in five forms: rain water (*Divyah*), natural spring (*Sravanti*), wells and canals (*Khanitrimah*), lakes (*Svayamjah*) and rivers (*Samudrarthah*) *Rigveda*, 7.49.2).

Environment Preservation in Vedic Literature:

Five elementary sources of environment preservation: *Parvat* (mountain), *Soma* (water), *Vayu* (air), *Parjanya* (rain) and *Agni* (fire) (*Atharvaveda*, 3.21.10); Environment Protection from Sun (*Rgveda*, 1.191.1-16, *Atharvaveda*, 2.32.1-6, *Yajurveda*, 4.4.10.6); Congenial atmosphere for the life created by the Union of herbs and plants with sun rays (*Atharvaveda*, 5.28.5); Vedic concept of Ozone-layer Mahat ulb' (*Rgveda*, 10.51.1; *Atharvaveda*, 4.2.8); Importance of plants and animals for preservation of global ecosystem; (*Yajurveda*, 13.37); Eco friendly environmental organism in Upanishads (*Bṛhadaranyaka Upanishad*, 3.9.28, *Taittiriya Upanishad*, 5.101, *Iso-Upanishad*, 1.1)

## Unit III Environment Awareness in Classical Sanskrit Literature

Environmental Awareness and Tree plantation : Planting of Trees in *Puranas* as a pious activity (*Matsya Purana*, 59.159; 153.512; *Varaha Purana* 172.39), Various medicinal trees to be planted in forest by king (*Sukraniti*, 4.58-62)

**Plantation of new trees and preservation of old trees as royal duty of king** (*Arthashastra*, 2.1..20); Punishments for destroying trees and plants (*Arthashastra*, 3.19), **Plantation of trees for recharging under ground water** (*Bṛhatsamhita*, 54.119)

Environmental Awareness and Water management :  
 Various types of water canals 'Kulya' for irrigation : canal originated from river 'Nadimatr mukha kulya', canal originated from nearby mountain 'Parvataparsva vartini kulya', canal originated from pond, 'Hrdasrta kulya', Preservation of water resources 'Vapi -kupa -tadaka' (Agnipuranas,209-2;V.Ramayana,2.80.10-11); Water Harvesting system in Arthasastra (2.1.20-21);Underground Water Hydrology in Brhatsamhita (Dakargaiadhyaya,chapter-54);  
 Environmental Awareness in Mahabharata ,  
 Universal Environmental Issues in Literature of Kalidasa : Eight elements of Environment and concept of 'Astamurti' Siva (Abhijnasakuntalam1.); Preservation of forest,water resources, natural resources; protection of animals, birds and plant in Kalidasa's works, Environmental awareness in Abhijnasakuntalam Drama, Eco- system of indian monsoon in Meghdoot, Seasonal weather conditions of Indian sub continent in Rtusamhara, Himalayan ecology in Kumarasambhava,  
 Oceanography in Raghuvamsa (canto-13).

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## Recommended Books/Readings:

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

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

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

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

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

6. Das Gupta, SP— *Environmental Issues for the 21<sup>st</sup> Century*, Amittal Publications, New Delhi, 2003

7. Dwivedi, OP, Tiwari BH — *Environmental Crisis and Hindu Religion*, Gitanjali

Publishing House, New Delhi, 1987

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

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

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

11. Sinha, KR) — *Ecosystem Preservation Through Faith and Tradition in India*.

12. J. Hum. Ecol., Delhi University, New Delhi, 1991

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

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

of the Ramakrishna Mission Institute of Culture.

15. Renugadevi, R. — *Environmental Ethics in the Hindu Vedas and Puranas in India*, (article) *African*

16. *Journal of History and Culture*, Vol. 4(1), January 2012

17. Kumar, B M. — *Forestry in Ancient India: Some Literary Evidences on*

18. *Productive and Protective Aspects*, (article) *Asian Agri- History*, Vol.12, No.4, 2008.

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

**Kamarupa School of Dharmasastra**

**Total Credits 6**

[A]	Prescribed Course	Marks
Unit I	Introduction to Dharmasastras in Assam	20
Unit II	Kamarupa School of Dharmasastra	30
Unit III	Tirthakaumudi of Pitambarasiddhantavagisha	30

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**Unit I**

**Introduction to Dharmasastras in Assam**

Meaning and Scope of Dharma

Dharmasastras in Assam : Historical Perspective

Different School of Dharmasastras

**Unit II**

**Kamarupa School of Dharmasastra**

Smriti Writers of Kamrupa & their works

Special features of Kamarupa School of Dharmasastras

**Unit III**

**Tirthakaumudi of Pitambarasiddhantavagisha-**

Tirtha ,Tirthasamanyaphalani, Tirthavisesaphalani

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**Suggested Books/ Readings-**

1. Naliniranjana Sharma, The Kamarupa School of Dharmasastra , Punthi Pustak, Calcutta, 1994
2. P.V .Kane ,History of Dharmasastra (Vol.1)
3. B.K. Swain- Dharmasastras An Introduction



**Generic Elective (GE)**  
**(Any Four)**

**B.A. (Hons) Sanskrit**

**Semester: III/IV**

<b>SKT-HG-1016</b> <b>Basic Sanskrit</b>	<b>SKT-HG-2016</b> <b>Indian Culture and Social Issues</b>
<b>SKT-HG-3016</b> <b>Basic Principles of Indian Medicine</b> <b>System (Ayurveda)</b>	<b>SKT-HG-4016</b> <b>Fundamentals of Indian Philosophy</b>

**SKT-HG-1016**  
**Basic Sanskrit**

**Total Credits 6**

[A]	Prescribed Course:	Marks
Unit I	Grammar and composition Part I	30
Unit II	Grammar and composition Part II	30
Unit III	Literature	20

**[B] Course Objectives:**

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

**[C]Unit-Wise Division:**

**Unit I**

**Grammar and Composition Part I**

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

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

Objective forms of the above nouns and pronouns in singular with more simple verbs

Instrumental, dative, ablative forms of the above nouns and pronouns in singular, dual and plural instrumental, dative, ablative forms of all the words in this syllabus.

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

'ā' and 'ī' ending feminine nouns in singular in Genitive/ possessive and locative cases, genitive and locative cases in singular in pronouns *tat, etat, yat, kim*

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

Masculine nouns ending in consonants – *bhavat, guṇin, ātman* and Feminine nouns ending in consonants – *vāk*, Neuter nouns ending in consonants – *jagat, manas*

## Unit II

### Grammar and Composition Part II

Special Verb forms – *in parasmaipada* –past,

present, future and imperative - *kr̥, śrū*

Special Verb forms – *in parasmaipada* –past,

present, future and imperative *jñā* .

Special Verb forms – *in parasmaipada* –past,

present, future and imperative *dā*.

*ātmanepada* – *sev, labh*

Phonetic changes – *visarga sandhi*

vowel sandhis.

Participles - *śatr̥, śānac, ktavatu, kta*.

*Pratyayas* – *ktivā, lyap, tumun*.

Active – passive structures in *lakāras* – (third person forms only) and *pratyayas*

*kta, ktavatu*

## Unit III

### Literature

Gita Chapter XII

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### Recommended Books/Readings:

SKT-HG-2016

## Indian Culture and Social Issues

Total Credits 6

[A] Prescribed Course:	Marks
Unit I Culture in a multi-cultural society	40
Unit II Cultural roots of India	40

### [B]Course Objectives:

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

### [C]Unit-Wise Division:

#### Unit I

#### Understanding Culture

.What at is culture? Culture and Civilization

What is 'Indian' culture?

Culture in a multi-cultural society

Vedic sabhyata

Sindhu sabhyata

Sanskrit in Indo-Islamic tradition –

(Proceedings of the Sagar University seminar on 'Islām kā Sanskrit paramparā ko yogadāna')

Ojapāli

Versions of the Rāma legend in Sanskrit literature – Vālmīki's Rāmāyaṇa, Bhāsa's Pratimā nāṭakam, Bhavabhūti's Uttarāma caritam, Raghuvamśam of Kalidasa, Somadeva's Kathāsaritsāgara, Rāmāyaṇa mañjari of Rājaśekhara etc.

Ṛitusamhāra in folk music

Sanskrit themes in Satriya dance form of Assam.

Kusangan of undivided Goalpara District.

Major agricultural and seasonal festivals of India and the Indian calendar – Bihu, Holi,

## Unit II Social Issues

Law and change – Dharma as an ever evolving phenomenon

*Manusmṛti*, Chapter 2, verses 6 and 12 with the commentary of Medhātithi ;

Lingat, Robert : *Classical Law of India*, Chapter 1, 3-7; tradition – pp 9-14 ; good customs – 14-17.

Mathur, A.D. : *Medieval Hindu Law*, Chapter I, pp 1-8

Caste – Voices of challenge Traditional *varṇa* hierarchy

*Vajrasūcī* by Aśvaghoṣa

Identity of women

Draupadī's question– Mahābhārata, *Sabhā Parva*

– *Dyūta Parva* ([sanskritdocuments.org](http://sanskritdocuments.org))

Chapter 66 - Duryodhana asks Draupadī to be brought to the court 1; Vidura's protest 2, 4 ;

Chapter 67 – Duryodhana asks Pratikāmī to fetch Draupadī 2; Draupadī's refusal and

question 5-10, 16 ; Yudhiṣṭhira's response 39-41 ; Bhīṣma's response 47-49 ; Draupadī's

Rejoinder 50-52 ; Vikarṇa's statement, chapter 68, verses 12-17 Karṇa to Vikarṇa – 27-31, 35.

Struggle to secure women's right to property *Yājñavalkya Smṛti*, *Vyavahārādhyāya*: Verse 135 with Vijñāneśvara's commentary (section on *patnī*)

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### Recommended Books/Readings:

1. Basham A.L. . Wonder that was India

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

3. Gharpure, J.R., *Teaching of Dharmasāstra*, Lucknow University, 1956, pp. 1-25.

4. Lingat Robert, *Classical Hindu Law*,

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

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

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

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

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

10. *Pandey Raj Bali: Hindu Sanskara, (English) Delhi, 2<sup>nd</sup> Revised Edition 1969, Reprinted 1991*

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

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

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

14. Basham A.L. . Wonder that was India

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

16. Lingat Robert, *Classical Hindu Law*,

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

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

19. Sharma Braj Narain, Social Life in Northern India, New Delhi, 1966
20. Sharma Brijendra Nath, Social and Cultural History of Northern India, New Delhi, 1972
21. Sharma, S.L., Smṛtis, A Philosophical Study, Eastern Book Linkers, Delhi, 2013, 62-74.
22. Prabhu, P.H., Hindu Social Organisation, Popular Prakashan, Mumbai, 1998, pp. 257-283.
23. Rama Krishna Mission, The Cultural Heritage of India, Calcutta
24. Yadav B.N. S., Society and Culture in Northern India, Allahabad, 1973

**SKT-HG-3016**  
**Basic Principles of Indian Medicine System (Ayurveda)**

**Total Credits 6**

<b>[A] Prescribed Course:</b>	<b>Marks</b>
<b>Unit I</b>	<b>Introduction to Indian Medicine System: Ayurveda 20</b>
<b>Unit II</b>	<b>Basic Principles of Ayurveda 20</b>
<b>Unit III</b>	<b>Dietetics, Nutrition and Treatment 20 in Ayurveda</b>
<b>Unit IV</b>	<b>Important Medicinal Plants and their based on Ayurveda 20</b>

**[B]Course Objectives:**

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

**[C]Unit-Wise Division**

**Unit I**

**Introduction to Indian Medicine System: yurveda**

Definition of Ayurveda, Ayuh (Life), Sarira (Body), Health, Aim of Ayurveda, Subject Matter of Ayurveda, Salient Features of Ayurveda, Concept of Health according to Ayurveda, Unique features of Ayurveda.

History of Ayurveda, Atharvaveda as an early source for medicinal speculations, Introduction to Major Texts (Susruta Samhita and Caraka Samhita ) and Authors (Suśruta and Caraka) and Aṣṭāṅga Hr dayam, Aṣṭāṅga Saṅgraha of Vāgbhaṭa.

Eight Components of Ayurveda(aṣṭāṅga Ayurveda):

Kayacikitsa (General Medicine)  
Kaumarabh rtya(Pediatrics)  
SalyaTantra (Surgery)  
Śālākya-Tantra (Ent. and Ophthalmology)  
Bhu ta Vidya (Psychiatry Medicine).  
Visavijnana (Toxicology). Rasayana (Rejuvenates).  
Vajkarana (Aphrodisiac)

## Unit II

### Basic Principles of Ayurveda

**The Trigunas:** Sattva, Rajas and Tamas.

**The Pancamahabhutas:** Akasa (Space), Vayu (Air), Teja or Agni (Fire), Jala (Water) and Prthivi (Earth).

**The Tridosas:** Va ta, Pitta and Kapha.

4. **The Saptadhatus:** Rasa (fluid),  
Rakta (blood), Māmsa, Meda (fat), Asthi, Majja and Śukra.

**The Trayodosagni:** Jatharagni (gastric fire), Saptadhatvagni and Pancabhutagni.

**The Trimalas:** Purīṣ (faeces), Mutra (urine) and Sveda (sweat).

Ayurvedic understanding of lifestyle and concepts of preventive medicine.

Seasonal regimen & social conduct and its effect on health, Concepts of Prakṛti, Agni, and Kosta. Svastha Vṛtta (Preventive Medicine) : Understanding Health and Disease in Ayurveda  
Diagnosis of illness: eight ways to diagnose illness, called Naḍi (pulse), Mutra (urine), Mala (stool), Jihva (tongue), Sabda (speech), Sparsa (touch), Drk (vision), and akṛti (appearance).

## Unit III

### Dietetics, Nutrition and Treatments in Ayurveda

Ayurvedic understanding of nutrition and metabolism, Classification of ahara according to Ayurveda and Viruddhahara (incompatible diet) & role of diet.

Commonly used substances and their

therapeutic properties and Pharmacology: Introduction to basic principles of Ayurvedic pharmacology, Art and science of Ayurvedic Pharmacy and Understanding

Ayurvedic Herbs and common formulations Pancakarma and Other Ayurvedic Specialty

Treatments: Method and classification of treatments in Ayurveda, Pretreatment

Therapeutic vomiting (Vamana), Purgation Therapy, Enema

(Basti), Nasal Administration – Nasya, Blood Letting (RaktaMokṣa), Introduction and importance of Pancakarma/Detoxification, Science and art of rejuvenation (Rasayana and

Vājīkaraṇa). Ayurvedic prenatal and postpartum care for healthy mothers and babies, Saṁskāra, care of infants and children



## Unit IV

### Important Medicinal Plants in Ayurveda

Medicinal Plants in Susruta Samhita : Tulsi ,  
Haridra , Sarpagandha , Ghrta Kumari , Guggulu,  
Brahmi , Amala, Aswagandha , Arjun Tree,  
Turmeric, Ceylon Hydrolea, Neema Plant, Lady Ferns, Blackberries, Pot,  
Marigold, Camomile, Peppermint, Fenugreek and Aloe Vera.

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### Recommended Books/Readings:

1. Acharya, Srinivas, Panchakarma Illustrated, Chaukhamba SanskritPratishtana, Delhi, 2006.
2. V.B. Athavale, Basic Principles of yurveda, ChaukhambaSanskrit Pratishtan New Delhi, 2005.
3. Āyurveda Kā Saṅkṣipta Itihāsa, Hindi Sahitya Sammelan, Allahabad.
4. Bhagavan Dash, Vaidya, and Acarya Manfred M. Junius, A Handbook of Ayurveda, Concept Publishing Co., New Delhi, 1987.
5. Bhishagratna, KavirajKunjalal, ed., translator. (2002). Sushruta Samhita Volumes I and II. Varanasi, India: Chowkhamba Sanskrit Series.
6. Charak Samhita E-text: <http://www.charakasamhita.com/>
7. <http://www.speakingtree.in/blog/medicinal-plants-from-ancient-india>
8. [http://www.tkdil.res.in/tkdil/langdefault/ayurveda/Ayu\\_Principles.asp?GL=#q1](http://www.tkdil.res.in/tkdil/langdefault/ayurveda/Ayu_Principles.asp?GL=#q1)
9. K. R. Srikantha Murthy, Illustrated Susruta Samhita, ChaukhambaOrientalia, 2012
10. M.S. Valiathan, An Introduction to yurveda Paperback, Universities Press (India) Private Limited, 2013
11. M.S. Valiathan, The Legacy of Suśruta, Universities Press, 2007
12. PriyaVrat Sharma, Essentials of yurveda: Sodasangaḥṛdayam, MotilalBanarsidass Publishers, 1999
13. Ravi DattaTripathi, Vāgbhaṭa's Aṣṭāṅg-saṅgraha, ChowkhambaSanskrit Pratishtanam, Delhi., 2011.
14. ShanthaGodagama, The Handbook of yurveda, North Atlantic Books, 2004
15. Sharma, Priyavrit V., ed., translator. (1981-1994). Charaka Samhita, Vols. 1 - 4, Chaukhamba Sanskrit Series, Varanasi, India: Varanasi, India: Chowkhamba SanskritSeries.
16. Sharma, Ram Karan and Bhagawan Dash, Vaidya, eds., translators (1992 – 2000). CharakaSamhita Vols. 1 – 6. Varanasi, India. Chaukhamba Sanskrit Series.
17. Srikrishnamurthy, K.R. Srikantha, translator. (1991-1992). Vagbhata, AstangaHridayamVols. 1 and 2. Varanasi, India: Krishnadas Academy.
18. Srikrishnamurthy, K.R. Srikantha, translator. (2001). Sharangadhara Samhita: A treatise on Āyurveda. Varanasi, India: ChaukhambaOrientalia.
19. SusrutaSusruta (Author), Kunja Lal Bhishagratna, An English Translation of the Sushruta Samhita, Based on Original Sanskrit Text. Edited and Published by KavirajKunja Lal Bhishagratna. with a Full ... Notes, Comperative Views, Index, Glossary, Nabu Press, 2012
20. R.N.Sarma, Bhaisajyaratnāvali , Guwahati

## Fundamentals of Indian Philosophy

Total Credits 6

[A] Prescribed Course:	Marks
Unit I General Introduction	15
Unit II Schools of Indian Philosophy	35
Unit III Problems in Indian Philosophy	35

### [B] Course Objectives:

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

### [C] Unit-Wise Division:

#### Unit I

#### Fundamentals of Philosophy

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

#### Unit II

#### Schools of Indian Philosophy

##### Heterodox Schools

Cārvāka – General introduction with emphasis on Challenge to Veda, Rejection of Transcendental Entities, Ethics (Based on *Sarvadarshansamgrah*)

Jainism – General introduction with emphasis on Anekāntavāda, Syādvāda, Saptabhaṅginaya, triratna

Buddhism- General introduction with emphasis on Four Noble Truths

##### Orthodox Schools of Philosophy

Sāṃkhya – General Introduction with emphasis

on prakṛti, guṇatraya & puruṣa, Entities (Based on Sāṃkhyakārikā)

Yoga - Eight fold path of Yoga (Based on

Yogasūtra Sādhanapāda and

*Yogabhāṣya thereon*)

Nyāya –General introduction with emphasis on Vaiśeṣika : Seven Padārthas (Based on *Tarkasamgraha*)

Advaita Vedānta – General introduction with emphasis on Brahman, Māyā, Jīva and Jagat  
(Based on *Vedāntasāra*)

Mīmāṃsā - Svataḥ Prāmāṇyavāda

Bhakti Schools of Vedānta – General introduction with emphasis on God, Īśvara & nature of bhakti

### Unit III Problems in Indian Philosophy

**Epistemology** : six pramāṇas

**Metaphysics** : realism, idealism, Causation - Satkāryavāda. Asatkāryavāda, Pariṇāmavāda, Vivartavāda, svabhāvavāda, consciousness and matter, theories of self

**Ethics** : Karma & Punarjanma theory, Liberation

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#### Recommended Books/Readings:

1. Bhartiya, Mahesh - *Bhāratīya Darśana Kī Pramukha Samasyāem*, Ghaziabad, 1999.
2. Chatterjee, S. C. & D. M. Datta - *Introduction to Indian Philosophy*, Calcutta University, Calcutta, 1968 (Hindi Translation also).
3. Chatterjee, S. C. – *The Nyāya Theory of Knowledge*, Calcutta, 1968.
4. Hiriyanna, M. - *Outline of Indian Philosophy*, London, 1956 (also Hindi Translation).
5. Shastri, Kuppaswami, *A Primer of Indian Logic*, 1951 (only introduction).
6. Bhartiya, Mahesh - *Causation in Indian Philosophy*, Ghaziabad, 1975.
7. O'Flaherty, Wendy Doniger – *Karma and Rebirth in Classical Indian Tradition*, MLBD, Delhi, 1983.
8. Pandey, Ram Chandra - *Panorama of Indian Philosophy* (also Hindi version), M.L.B.D., Delhi, 1966.
9. Radhakrishnan, S. - *Indian Philosophy*, Oxford University Press, Delhi, 1990.
10. Raja, Kuhnian - *Some Fundamental Problems in Indian Philosophy*, MLBD, Delhi, 1974.
11. Rishi, Uma Shankar (Ed.), *Sarva-Darshana\_Samgraha*, Chowkhamba Vidyabhawan, Varansi, 1984.
12. M. Biswas, *Samkhya-Yoga Epistemology- A Study* D.K. Printworld, New Delhi

**Skill Enhancement Course (SEC)**

**(Any Two)**

**Skill Based**

**B.A. (Hons) Sanskrit**

<b>SKT-SE-3014</b> <b>Acting &amp; Script Writing</b>	<b>SKT-SE-4014</b> <b>Sanskrit Meters and Music</b>
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## Acting and Script Writing

Total Credit 6

[A]	Prescribed Course:	Marks
Unit I	Acting (Abhinaya)	40
Unit II	Script Writing (Paṭakathālekhana)	40

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### [B] Course Objectives:

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

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### [C] Unit-Wise Division:

#### Unit I

#### Acting (Abhinaya)

- Persons competent for presentation (acting) : *kuśala* (skilful), *vidagdha* (learned), *pragalbha* (bold in speech), *jitaśramī* (inured to hard-work) .
- Lokadharmī and Nātyadharmī Abhinaya*
- Nātya-prayoktā-gaṇa* (members of theatrical group) : *sūtradhāra* (director), *nātyakāra* (playwrighter), *naṭa* (actor) *kuśīlava*(musician), *bharata*, *nartaka* (dancer), *vidūṣaka* (jester) etc.

- Assignment of role :
  - general principles of distribution
  - role of minor characters
  - role of women characters
  - special cases of assigning of role
- kinds of roles: *anurūpa* (natural), *virūpa* (unnatural), *rūpānusariṇī* (imitative)

Definition of abhinaya and its types:

- a. *Āṅgika* (gestures): *aṅga*, *upāṅga* and *pratyaṅga*
- b. *Vācika*(oral): *svara*, *sthāna*, *varṇa*, *kāku*, *bhāṣā* .
- c. *Sāttvika* (representation of the Involuntary gestures)
- d. *Āhārya*: *pusta*, *alaṅkāra*, *aṅgaracanā*, *sañjiva* (dresses and make-up)

## Unit II

### Script Writing

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

Nature of plot (*vastu*): *Ādhikārika* (principal), *Prāsaṅgika* (subsidiary), *Dṛsya* (presentable), *Sūchya* (restricted scenes).

#### Division of Plot

a. Source of plot: *Prakhyāta* (legendary), *Utpādya* (invented), *Miśra* (mixed);

Objectives of plot- *Kārya* (*dharma*, *artha*, *kāma*);  
Elements of plot- Five kinds of *Arthaprakṛtis* (caustations), *Kāryāvasthā* (stages of the action of actor); *Sandhis* (junctures) and their sub-divisions (segments)

Five kinds of *Arthopakṣepaka* (interludes);

#### Dialogue writing: kinds of *saṁvāda*( dialogue)

*Sarvaśrāvya* or *Prakāśa* (aloud)

*Aśrāvya* or *Svagata* (aside)

*Niyataśrāvya* : *Janāntika* (personal address),

*Apavārita* (confidential)

*Ākāśabhāṣita* (conversation with imaginary person).

a. Duration of play

b. Three Unities : Time, Actions and place. c. Starting of a play : *Pūrvaraṅga* –*Raṅgadvāra*, *Nāndī*, *Prastāvanā*, *Prarocanā*.

d. Analysis of acting , plot and dialogue in the context of *Abhijñānaśākuntalam*.

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### Recommended Books/Readings:

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

SKT-SE-4014

## Sanskrit Metre and Music

Total Credits 4

[A] Prescribed Course:		Marks
Unit I	Brief Introduction to Cchandaḥśāstra	15
Unit II	Classification and Elements of Sanskrit Metre	15
Unit III	Analysis of Selected Vedic Metres and their musical rendering	20
Unit IV	Analysis of Selected Classical Meters and their musical rendering	30

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### [B] Course Objectives:

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

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### [C] Unit-Wise Division:

#### Unit I

#### Brief Introduction to Chhandaḥśāstra

Brief Introduction to Chhandaḥśāstra

#### Unit II

#### Classification and Elements of Sanskrit Meter

Syllabic verse (akṣaravṛtta):

Syllabo-quantitative verse (varṇavṛtta)

Quantitative verse (mātrāvṛtta)

Syllables: laghu and guru

Gaṇa

Feet

## Unit III

### Analysis of Selected Vedic Meter and their Lyrical Methods

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

*gayatir , usnika, anustupa, brhati , pankti, tristup  
and jagati*

## Unit IV

### Analysis of Selected Classical Meter and their Lyrical Methods

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

*bhujanagaprayata, sragvini  
,totaka, harigitika  
vidyunma la , anustupa, arya  
,malini, sikharini  
vasantatilaka , mandakranta  
,Sragdhara and,  
sardu lavikridita*

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### Suggested Books/Readings:

Brown, Charles Philip (1869). Sanskrit Prosody and Numerical Symbols Explained. London: Trübner & Co.

Deo, Ashwini. S (2007). The Metrical Organization of Classical Sanskrit Verse, (PDF). Journal of Linguistics 43 (01): 63–114. doi:10.1017/s0022226706004452.

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

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