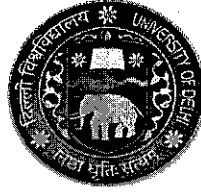


**UNIVERSITY OF DELHI****Department of Sanskrit****Ability Enhancement Course (AEC)**

based on

Undergraduate Curriculum Framework 2022 (UGCF)

(Effective from Academic Year 2022-23)

**List of AEC Courses (Choose one from a pool)**

S.No.	Course Title			Total Credits	Components			Annexures (Contents of the Course and Reference is in)	
					L	T	P		
<b>Option 1</b>									
	<b>*Sanskrit A- Advance</b>	<b>**Sanskrit B- Intermediate</b>	<b>***Sanskrit C- Introductory</b>					<b>Annexure-I</b>	
1.	Introduction to Sanskrit Language	Nīti Literature in Sanskrit	Upaniśad and Gītā	2					
<b>Option 2</b>									
2.	Essential Principal of Ayurveda	Concept of Regimen in Ayurveda	An Introduction of Bṛhadtrayī	2					
<b>Option 3</b>									
3.	Sanskrit Language Skill through Technology	Sanskrit Language Text Preservation and Digital Access	Sanskrit Language Typing Tools	2					
<b>Option 4</b>									
4.	Education in Ancient India		Culture and Society	2					

Option 5					
5.	Ancient Indian Economy	Financial Management in Sanskrit Texts	Administrative Structure in Kautilya's Arthaśāstra	2	
Option 6					
6.			Philosophical Foundations of Indian Psychology	2	
Option 7					
7.			Sanskrit Media and Journalism	2	
Option 8					
8.			Women and Social Institutions in Indian Society	2	

**\*Sanskrit A-Advance:**

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

**\*\*Sanskrit B- Intermediate:**

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

**\*\*\*Sanskrit C- Introductory:**

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



UGCF Sanskrit Course: AEC  
Option 1  
Sanskrit A: Advance

Introduction to Sanskrit Language

Total Credits: 02

[A] Course Objectives:

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

[B] Course Learning Outcomes:

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

[C] Course Contents

Course Content

कारक एवं विभक्ति: कर्त्ता, कर्म एवं करण

वचन एवं लिङ्गः

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

क्रियारूपः निम्नलिखित धातुओं का केवल लट्, लृट् एवं लङ् लकार में  
रूपः

भू, पठ्, लिख्, खाद्, चल्, गम् (गच्छ्), हस्, वद्, पा (पिब), अस्, गै  
(गाय), भ्रम्,

स्था (तिष्ठ), दृश् (पश्य), पच्, वर्ष्, दा (यच्छ्)

शब्दकोशः संस्कृत सामान्य शब्दों के लिए शब्दकोश

Unit: II

Course Content/Prescribed Books

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

[D] References:



**Compulsory Readings:**

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

**[E] Teaching Learning Process:**

1. Online Sanskrit Learning Material.

**[F] Weekly Plan**

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

**[G] Assessment Methods:**

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

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



## UGCF Sanskrit Course: AEC

### Option 1

### Sanskrit B: Intermediate Nīti Literature in Sanskrit

Total Credits: 02

#### [A] Course Objectives:

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

#### [B] Course Learning Outcomes:

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

#### [C] Course Contents

##### Unit: I

##### Course Content/Prescribed Books

Origin and development of Nītikāvya: Kathāsaritsāgara, Pañcatantra, Hitopadeśa, Cāṅkyaṇīti.

##### Unit: II

##### Course Content/Prescribed Books

Introduction to Nītiśatakam from verses: 01-30. (Basic understanding and knowledge of the topic discussed) According to Savitri Gupta, Vidyanidhi Prakashan, 2015.

#### [D] References:

##### Compulsory Readings:

1. सावित्री गुप्ता (2015), नीतिशतक, विद्यानिधि प्रकाशन, दिल्ली।
2. उमाशंकर शर्मा ऋषि : संस्कृत साहित्य का इतिहास, चौखम्बा भारती अकादमी, वाराणसी।
3. रमाशंकर त्रिपाठी, संस्कृत साहित्य का प्रामाणिक इतिहास, कृष्णदास अकादमी, वाराणसी।

#### Additional Resources:



### [E] Teaching Learning Process:

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

### [F] Weekly Plan

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

### [G] Assessment Methods:

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

### [H] Keywords:

Sanskrit Literature, Niti Literature



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

**Total Credits: 02**

**[A] Course Objectives:**

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

**[B] Course Learning Outcomes:**

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

**[C] Course Contents**

**Unit: I**

**Course Content/Prescribed Books**

General Introduction to Upanisadic Philosophy  
Text Introduction to Ishavasyopnishad

**Unit: II**

**Course Content/Prescribed Books**

Introduction to Geeta: Background, Purpose,  
Gyanyoga  
Karmayoga  
Bhaktiyoga

**[D] References:**

**Compulsory Readings:**

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



**Additional Resources:**

**[E] Teaching Learning Process:**

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

**[F] Weekly Plan**

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

**[G] Assessment Methods:**

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

**[H] Keywords:**

Upanishad and Geeta





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

**Total Credits: 02**

**[A] Course Objectives:**

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

**[B] Course Learning Outcomes:**

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

**[C] Course Contents**

**Unit: I**

**Introduction of Āyurveda**

Main Ācāryas of Āyurveda – Caraka, Suśruta, Vāgbhaṭṭa, Mādhava, Sārṅghara and Bhāvamiśra

**Unit: II**

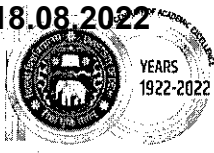
**Carakasamhitā – (Sūtra-sthānam)**

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

**[D] References:**

**Compulsory Readings:**

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




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**Additional Resources:**

**[E] Teaching Learning Process:**

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

**[F] Weekly Plan**

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

**[G] Assessment Methods:**

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

**[H] Keywords:**

Ayurveda, Ancient Medicine System, holistic medicine



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

**Total Credits: 02**

**[A] Course Objectives:**

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

**[B] Course Learning Outcomes:**

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

**[C] Course Contents**

**Unit: I**

Main Ācāryas of Āyurveda – चरक, सुश्रुत, वाग्भट्ट

**Unit: II**

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

**[D] References:**

**Compulsory Readings:**

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



### [E] Teaching Learning Process:

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

### [F] Weekly Plan

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

### [G] Assessment Methods:

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

### [H] Keywords:

Ayurveda, Ancient Medicine System, holistic medicine



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

**Total Credits: 02**

**[A] Course Objectives:**

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

**[B] Course Learning Outcomes:**

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

**[C] Course Contents**

**Unit: I**

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

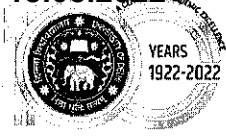
**Unit: II**

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

**[D] References:**

**Compulsory Readings:**

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



Science of life, Vol. 1, No. 1, July 1981, pages 1-7.

**[E] Teaching Learning Process:**

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

**[F] Weekly Plan**

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

**[G] Assessment Methods:**

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

**[H] Keywords:**

Ayurveda, Ancient Medicine System, holistic medicine



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

**Total Credits: 02**

**[A] Course Objectives:**

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

**[B] Course Learning Outcomes:**

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

**[C] Course Contents**

**Unit: I**

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

**Unit: II**

**Sanskrit Language Computer Tools**  
Introduction to various available tools for Sanskrit.

**[D] References:**

**Compulsory Readings:**

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

**Additional Resources:**



### [E] Teaching Learning Process:

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

### [F] Weekly Plan

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

### [G] Assessment Method

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

### [H] Keywords

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





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

Total Credits: 02

**[A] Course Objectives:**

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

**[B] Course Learning Outcomes:**

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

**[C] Course Contents**

**Unit: I**

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

**Unit: II**

Digital Access of Sanskrit Texts  
Online Tools for Sanskrit

**[D] References:**

**Compulsory Readings:**

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

**Additional Resources:**



### [E] Teaching Learning Process:

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

### [F] Weekly Plan

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

### [G] Assessment Method

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

### [H] Keywords

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



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

**Total Credits: 02**

**[A] Course Objectives:**

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

**[B] Course Learning Outcomes:**

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

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

**[C] Course Contents**

**Unit: I**

**Sanskrit Language Typing Tools**

Typing Software: Baraha and Pramukh

**Online Typing Tools**

Google Input Tools

**Unit: II**

**Online Scripts Converter:**

Introduction to few Script converters

**Speech Typing Tools:**

Google Assistant

Google Docs Speech Typing

Siri by Apple

**[D] References:**

**Compulsory Readings:**

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



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

### [E] Teaching Learning Process:

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

### [F] Weekly Plan

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

### [G] Assessment Method

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

### [H] Keywords

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



**UGCF Sanskrit Course: AEC**  
**Option 4**  
**Sanskrit A: Advance**  
**Education in Ancient India**  
**प्राचीनभारते शिक्षा**

**Total Credits: 02**

**[A] Course Objectives:**

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

**[B] Course Learning Outcomes:**

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

**[C] Course Contents**

**Unit: I**

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

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

Learning Areas: Vidya and Kala

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

**Unit: II**

Taitiriyopanishad, Shikshavalli, 11<sup>th</sup> Anuvak, Mantra 1&2 (Vedamanu..... Tani tvayopasyani)

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

**[D] References:**

**Compulsory Readings:**

1. Altekar, A. S.- Education in Ancient India, Indian Book Shop, Banaras, 1934
2. Mahabharata (7 Vols) – (Eng. Tr.) H.P. Shastri, London, 1952-59.
3. Manu's Code of law- (Ed. & Trans.) Olivelle, P. (A Critical Edition and Translation of the



Manava- Dharmashastra, OUP, New Delhi, 2006.

4. महाभारत (1-6 भाग )- हिन्दी अनुवाद सहित, (अनु) रामनारायण दत्त शास्त्री पाण्डेय, गीताप्रेस, गोरखपुर।
5. महाभारत, आदिपर्व – प्रधान संपादक, स्वाध्याय मण्डल, पारङ्गी, जिला – बलसाड, 1968
6. मनुस्मृति ( 1-13 भाग )- (संपादित एवं व्याख्या )- उर्मिला रुस्तगी, जे. पी. पब्लिशिंग हाउस, दिल्ली, 2005
7. पाण्डेय, राजबली – हिन्दू संस्कार ( सामाजिक तथा धार्मिक अध्ययन), चौखम्बा विद्या भवन वाराणसी, 1978
8. सहाय, शिवस्वरूप, प्राचीन भारत का सामाजिक एवं आर्थिक इतिहास, मोतीलाल बनारसीदास, दिल्ली, 2014
9. कुमार, दीपक, भारतीय संस्कृति, चौखम्बा सुरभारती प्रकाशन, वाराणसी, 2014

**Additional Resources:**

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

**[E] Teaching Learning Process:**

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

**[F] Weekly Plan**

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



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

**[G] Assessment Methods:**

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

**[H] Keywords:**

Education, Educational Institutions in ancient India, Taitiryaopanishad, Mahabharata, Manusmriti,



**UGCF Sanskrit Course: AEC**  
**Option 4**

**Sanskrit C: Introductory**  
**Culture and Society**

संस्कृति: समाजश्च

**Total Credits: 02**

**[A] Course Objectives:**

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

**[B] Course Learning Outcomes:**

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

**[C] Course Contents**

**Unit: I**

**Essence of Indian Culture-**

**Spirituality-** Ishavasyopnishad (1<sup>st</sup> Mantra); Sthitapragya- Srimadbhagwadgita (2/ 54-59)

**Life Style -**Satya, Ahimsa, Asteya, Santosh, Tapas, Swadhayaya, Ishvara pranidhan (with special reference to Yogasutra);

**Social Conduct and Harmony-** Rigveda, SanjnanaSukta, 10. 191 (2-4)

**Unit: II**

**Indian Social Thinkers- Fundamental thoughts of the following:**

Manu, Gautam Buddha, Kautilya, Swami Vivekananda, Swami Dayanand Sarasvati, Mahatma Gandhi

**[D] References:**

**Compulsory Readings:**

1. Ishavasyopnishad- Geeta Press, Gorakhpur, 1992
2. Ishavasyopnishad- Swami Sharvananda, Shri RamKrishna Math, Mylapur, Madras, 1943
3. Ishavasyopnishad, Dr. Shashi Tiwari, Bhartiya Vidya Prakashan, Delhi, 1997
4. Kautilya Arthashastra, Vachaspati Gairola, Chaukhamba Vidya Bhawan, Varanasi, 2017





5. Kautilya Arthashastra, R.P. Kangle, Motillal Banarasidas publishers, Delhi, 1997
6. Manu's Code of law- (Ed. & Trans.) Olivelle, P. (A Critical Edition and Translation of the Manava- Dharmashastra, OUP, New Delhi, 2006.
7. Rigveda Samhita, (6 Vols)- Eng. Tr. H.H. Wilson, Bangalore Printing & Publishing Co., Bangalore, 1946
8. Vivekananda Sahitya, Vol.1-10, Advaita Ashram, 2014
9. ऋग्वेद संहिता, सायणाचार्य कृत भाष्य एवं हिन्दी व्याख्या सहित, राम गोविंद त्रिवेदी, चौखम्बा संस्कृत प्रतिष्ठान, दिल्ली
10. पातंजल योगदर्शन, व्याख्या – स्वामी श्री ब्रह्मलीन मुनि, चौखम्बा प्रकाशन, वाराणसी, 2007
11. पातंजल योगदर्शन, डॉ सुरेशचंद्र श्रीवास्तव, चौखम्बा सुरभारती प्रकाशन वाराणसी, 2016
12. बौद्ध दर्शन, राहुल सांकृत्यायन, किताब महल, इलाहाबाद, 1944
13. श्रीमद्भगवद्गीता, जयदयाल गोयन्दका, गीताप्रेस गोरखपुर, संवत् 2067
14. भगवद्गीता, डॉ सर्वपल्ली राधाकृष्णन्, हिन्दू पॉकेट बुक्स, नई दिल्ली, 2011
15. कौटिल्य अर्थशास्त्र, उदयवीर शास्त्री, मेहरचंद लक्ष्मणदास, दिल्ली, 1969-1970
16. गाँधी, महात्मा- सत्य के प्रयोग, सस्ता साहित्य मण्डल, नई दिल्ली, 1994
17. महाभारत (1-6 भाग) - हिन्दी अनुवाद सहित, (अनु) रामनारायण दत्त शास्त्री पाण्डेय, गीताप्रेस, गोरखपुर।
18. मनुस्मृति ( 1-13 भाग )- (संपादित एवं व्याख्या) - उर्मिला रुस्तगी, जे. पी. पब्लिशिंग हाउस, दिल्ली, 2005

#### **Additional Resources:**

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

#### **[E] Teaching Learning Process:**

Teaching Learning process will include reading and interpretation of the given texts through primary and secondary resources. Discussions will be initiated for the proper understating of the given topics. Assignments, Projects, Power Point Presentations, Quizzes will be given to assess



the learning skills of students. The teacher is expected to use Audio Visual aid for better delivery of content. Students must be encouraged to explore global content available on the research works related to these topics. Current Scenario and relevance of the given content can also be discussed in the classroom.

**[F] Weekly Plan**

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

**[G] Assessment Methods:**

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

**[H] Keywords:**

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



**UGCF Sanskrit Course: AEC**

**Option-5**

**Sanskrit A: Advanced**

**Ancient Indian Economy**

**Total Credit: 02**

**[A] Course Objectives:**

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

**[B] Course Learning Outcome :**

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

**[C] Course Contents**

**Unit: 1**

**Introduction to Ancient Indian Economy**

- Early and Later Vedic Period
- Buddhist Period
- Centralized Economy of Mauryan Period
- Post Mauryan Period
- Gupta and Post Gupta Period

**Unit: 2**

**Readings in Indian Economy:**

- Manusmṛiti- Chapter 7, Verse No- 123-138
- Arthasāstra- Second Adhikaraṇa, Sannidhātṛnicayakarma and Samāhrtṣamudayaprasthāpanam

**[D] References:**

**Compulsory Readings:**



1. R.P Kangle (ed.) Arthaśāstra of Kauṭilya, Motilal Banarsidas, Delhi, 1965
2. P. Olivelle (ed. & trans), Manu code of law: A Critical Edition & translation of the Manava- Dharmasastra, UUP, New Delhi, 2006
3. R. S. Sharma, Aspects of Political Ideas & Institutions in Ancient India, Delhi, 1996
4. A. S. Altekar, State and Government in Ancient India, Motilal Banarsidas, Delhi, 2011
5. कपिलदेव द्विवेदी, वैदिक साहित्य एवं संस्कृति, वाराणसी, विश्वविद्यालय प्रकाशन, षष्ठ संस्करण, 2015
6. शर्मा, उमाशंकर ऋषि, संस्कृत साहित्य का इतिहास, चौखम्भा भारती अकादमी, वाराणसी

#### **Additional Resources:**

1. कैलाशचन्द्र जैन, प्राचीन भारतीय सामाजिक और आर्थिक संस्थाएं, मध्यप्रदेश हिन्दी ग्रन्थ अकादमी, भोपाल, 1976
2. शशि तिवारी, संस्कृत साहित्य में राष्ट्रवाद एवं भारतीय राजशास्त्र, विद्यानिधि प्रकाशन, दिल्ली, 2013
3. सहाय, शिवस्वरूप, प्राचीन भारत का सामाजिक एवं आर्थिक इतिहास, मोतीलाल बनारसीदास, दिल्ली, 2012

#### **[E] Teaching Learning Process:**

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

#### **[F] Weekly Plan**

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



[G] Assessment Method

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

[H] Keywords: Samāhṛ̥ṣamudayaprasthāpanam, sannidhātṛ̥nicayakarma, Manusmṛ̥iti, Kauṭilya's Arthaśāstra, Vedic Period etc



**UGCF Sanskrit Course: AEC**

**Option-5**

**Sanskrit B: Intermediate**

**Financial Management in Sanskrit Texts**

**Total Credit: 02**

**[A] Course Objectives:**

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

**[B] Course Learning Outcome :**

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

**[C] Course Contents**

**Unit: 1**

Vedic Period to Buddhist Period  
Mauryan Period to Post Gupta Period

**Unit: 2**

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

**[D] References:**

**Compulsory Readings:**

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



### Additional Resources:

1. काणे, पी.वी, धर्मशास्त्र का इतिहास (1-4 भाग), अनु. अर्जुन चौबे काश्यप, हिन्दी समिति, लखनऊ, 1966-73
2. कैलाशचन्द्र जैन, प्राचीन भारतीय समाजिक और आर्थिक संस्थाएं, मध्यप्रदेश हिन्दी ग्रन्थ अकादमी, भोपाल, 1976
3. उदयवीर शास्त्री ( अनुवाद) कौटिल्य अर्थशास्त्र, मेहरचंद्र लक्ष्मणदास, दिल्ली, 1968
4. शशि तिवारी, संस्कृत साहित्य में राष्ट्रवाद एवं भारतीय राजशास्त्र, विद्यानिधि प्रकाशन, दिल्ली, 2013

### [E] Teaching Learning Process:

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

### [F] Weekly Plan

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



**Department of Sanskrit  
University of Delhi  
Undergraduate Course Framework-2022**

**[G] Assessment Method**

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

**[H] Keywords**

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





UGCF Sanskrit Course: AEC

Option-5

Sanskrit C: Introductory

Administrative Structure in Kauṭilya's Arthaśāstra

Total Credit: 02

[A] Course Objectives:

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

[B] Course Learning Outcome:

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

[C] Course Contents

Unit: 1

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

Unit: 2

Saptāṅga Theory  
Concept of Welfare State  
Samāharta  
Sannidhātā  
Dharmasthīya  
Kaṅṭhakaśodhana  
Sitādhyakṣa

[D] References:

Compulsory Readings:

1. R.P Kangle (ed.) Arthaśāstra of Kauṭilya, Motilal Banarsidas, Delhi, 1965



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2. उदयवीर शास्त्री ( अनुवाद) कौटिल्य अर्थशास्त्र, मेहरचंद्र लक्ष्मणदास, दिल्ली, 1968
3. कैलाशचन्द्र जैन, प्राचीन भारतीय समाजिक और आर्थिक संस्थाएं, मध्यप्रदेश हिन्दी ग्रन्थ अकादमी, भोपाल, 1976
4. A. S. Altekar, State and Government in Ancient India, Motilal Banarsidas, Delhi, 2011
5. वाचस्पति गैरोला, कौटिलीयम् अर्थशास्त्रम् (हिन्दीव्याख्योपेतम्), वारणसी, चौखम्भा विद्याभवन, संस्करण 2015

**Additional Resources:**

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

**[E] Teaching Learning Process:**

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

**[F] Weekly Plan**

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

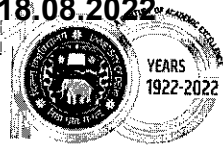
**[G] Assessment Methods:**

**Basic Structure of Question Paper & Division of Marks**

38

- i. Questions 01 (from Unit 1)

01 x 10 = 10



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ii.	Questions 02 (from Unit 2)	02 x 08 = 16
iii.	Short Notes (from Unit 2)	02 x 06 = 12
<b>II</b>	<b>Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)</b>	<b>12</b>
	<b>Total Marks : (I+II)</b>	<b>(38+12) = 50</b>

**H] Keywords**

Samāharta, Sannidhātā, Saptāṅga Siddhānta, Dharmasthīya, Kaṇṭhakaśodhana, Sitādhyakṣa



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UGCF Sanskrit Course: AEC

Option-6

Sanskrit C: Introductory

Philosophical Foundations of Indian Psychology

Total Credit: 02

**[A] Course Objectives:**

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

**[B] Course Learning Outcome:**

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

**[C] Course Contents**

**Unit: 1**

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

**Unit: 2**

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

**[D] References:**

**Compulsory Readings:**

1. Cornelissen, M., Misra, G., & Varma, S. (2011a). Foundations of Indian Psychology: Theory. New Delhi: Pearson Education. (Volume 1).
2. Radhakrishnan, Indian Philosophy
3. Rao, K. R., Paranjpe, A.C. & Dalal, A. K. (Eds.) (2008). Handbook of Indian Psychology. New Delhi: Cambridge University Press of India.
4. Rao, K.R., &Paranjpe, A.C. (2016). Psychology in the Indian tradition. New Delhi: Springer.



5. Rao, S. K. R. (1962). Development of psychological thought in India. Mysore: Kavyalya Publishers
6. Raju P T, Structural Depths of Indian Philosophy
7. All the key texts Mentioned Above

### [E] Teaching Learning Process:

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

### [F] Weekly Plan

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

### [G] Assessment Methods:

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

### [H] Keywords:

Indian Philosophy, Psychology



**UGCF Sanskrit Course-AEC**

**Option-7**

**Sanskrit C: Introductory**

**Sanskrit Media and Journalism**

**Total Credit: 02**

**[A] Course Objectives:**

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

**[B] Course Learning Outcome:**

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

**[C] Course Contents**

**Unit: 1**

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

**Unit: 2**

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

**[D] References:**

**Compulsory Readings:**

8. You tube Lectures on CEC, UGC on Sanskrit Journalism



9. Sanskrit Newspapers
10. Sanskrit Magazines
11. Sanskrit Journals
12. Watching/Listening News on DD/AIR

**[E] Teaching Learning Process:**

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

**[F] Weekly Plan**

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

**[G] Assessment Method**

<b>Basic Structure of Question Paper &amp; Division of Marks</b>		<b>38</b>
xi.	Questions - 02 (from Unit 1-2)	02 x 10 = 20
xii.	Short Notes - 03 (from unit-1-2)	03 x 06 = 18
<b>II</b>	<b>Internal Assessment (Project/Discussion/Assignment/ paper</b>	<b>12</b>



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presentation/ Periodic tests etc.)

Total Marks : (I+II)

(38+12) = 50

[H] Keywords

Sanskrit in Television, Radio, Social Media.





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

**Total Credits: 02**

**[A] Course Objectives:**

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

**[B] Course Learning Outcomes:**

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

**[C] Course Contents**

**Unit: I**

Institution of Marriage

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

**Unit: II**

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

**[D] References:**

**Compulsory Readings:**

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



2 भाग), गीताप्रेस, गोरखपुरा।

5. महाभारत (1-6 भाग )- हिन्दी अनुवाद सहित, (अनु) रामनारायण दत्त शास्त्री पाण्डेय, गीताप्रेस, गोरखपुरा।
6. मनुस्मृति ( 1-13 भाग )- (संपादित एवं व्याख्या )- उर्मिला रुस्तगी, जे. पी. पब्लिशिंग हाउस, दिल्ली, 2005

**Additional Resources:**

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

**[E] Teaching Learning Process:**

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

**[F] Weekly Plan**



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

**[G] Assessment Methods:**

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

**[H] Keywords:**

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