

**MASTER OF ARTS  
(SANSKRIT)**

TWO YEAR FULL TIME PROGRAMME

**REVISED WITH  
MINOR CORRECTIONS AND CHANGES & FORMATTED AS  
PER CBCS LOCF TEMPLATE**

**RULES, REGULATIONS AND COURSE CONTENTS**



**DEPARTMENT OF SANSKRIT  
FACULTY OF ARTS  
UNIVERSITY OF DELHI  
DELHI-110007  
Revised in 2019 as per CBCS Template**

## TABLE OF CONTENTS

Basic Guidelines and Summary of the Courses .....	01-10
A. <u>Core Courses</u> .....	11-50
Semester I	
1. Core 101 .....	12-15
<u>Vaidika Vāṅmaya: rksamhitā &amp; Nirukta</u>	
2. Core 102 .....	16-18
<u>Poetics: Sāhityadarpana</u>	
3. Core 103 .....	19-21
<u>Sāhitya: Naisadha &amp; Mrcchakatika</u>	
4. Core 104 .....	22-25
<u>Outline of Culture &amp; Civilization as depicted in Sanskrit Literature</u>	
Semester II	
1. Core 201 .....	26-29
<u>Darśana: Nyāya &amp; Vedānta</u>	
2. Core 202 .....	30-33
<u>Vyākaraṇa: Laghusiddhāntakaumudī</u>	
3. Core 203 .....	34-37
<u>Sāhitya: Meghadūta &amp; Uttararāmacarita</u>	
Semester III	
8. Core 301 .....	38-42
<u>Linguistic Analysis of Sanskrit, Translation and Laghusiddhānta-Kaumudī</u>	
9. Core 302 .....	43-45
<u>Sāhitya: Kādambarī &amp; Vāsavadattā</u>	
Semester IV	
9. Core 403 .....	46-50
<u>Darśana: Sāṅkhya &amp; Mīmāṃsā</u>	

<b>B. <u>Elective Courses (EC) for Semester III &amp; IV</u></b> .....	<b>51-173</b>
1. Group: A.....	52-65
<u>Vaidika Vāṅmaya</u>	
2. Group: B.....	66-78
<u>Darśana</u>	
3. Group: C.....	79-91
<u>Sāhityaśāstra</u>	
4. Group: D.....	92-112
<u>Sanskrit Bhāṣā aur Vyākaraṇa</u>	
5. Group: E.....	113-124
<u>Dharmaśāstra</u>	
6. Group: F.....	125-137
<u>Epigraphy</u>	
7. Group: G .....	138-149
<u>Modern Sanskrit Literature</u>	
8. Group: H.....	150-161
<u>Itihāsa &amp; Pūrāna</u>	
9. Group: I.....	162-173
<u>Bhāratīya Jyotiśāstra</u>	
<b>C. <u>Open Elective Courses (OEC)</u></b> .....	<b>174-179</b>
<b>Semester II</b>	
1. OEC:204 Option One.....	174-177
<u>Outline of Culture &amp; Civilization as depicted in Sanskrit Literature</u>	
<b>Semester IV</b>	
1. OEC:404 Option One.....	178-181
<u>Linguistic Speculations in Sanskrit</u>	

# MASTER OF ARTS (SANSKRIT)

## TWO YEAR FULL TIME PROGRAMME

### AFFILIATION

The proposed programme for North and South Campus shall be governed by the Department of Sanskrit, Faculty of Arts, University of Delhi, Delhi-110007. These courses will be available in both (North and South Campuses).

### PROGRAMME STRUCTURE

The M.A. programme is two years fulltime programme and divided into two parts as under. Each part will consist of two Semesters to be known as Semester-1 and Semester-2. The entire course is designed as per UGC norms adopted by DU in credit system framework of 4-semester duration and for evaluation too, DU norms will be applied. Each students must complete 64 credits to qualify for the Masters degree.

Part	Year	Semester	
Part I	First Year	Semester - I	Semester – II
Part II	Second Year	Semester - III	Semester – IV

The schedule of papers prescribed for various semesters shall be as follows:

Part I	First Year	Semester - I	Semester – II
Part II	Second Year	Semester - III	Semester – IV

There are three types of courses for MA.

- 1. Core Course:** This is compulsory course for the MA (Sanskrit) students in various semesters. Department offers four (4) Core courses in Semester I, three (3) core courses in Semester II, two (2) core courses in Semester III and one (1) core courses in Semester IV.
- 2. Elective Course:** These are elective courses where students choose courses of their choice from the various courses. Department offers 09 optional groups covering the specialised fields of Sanskrit studies so that students may choose any one group for these papers according to their area of interest as EC 303, 304, 401 and 402. Each student have to opt the courses from the same group in semester III and IV. Elective group choice will not be available between groups.
- 3. Open Elective Course: (OEC) The Department offers 2 OEC in whole.** one OEC in IIInd semester as 204 and one OEC in Semester IV as 404. Paper 204 –[Outline of Culture & Civilization as depicted in Sanskrit Literature](#) is for M.A. students of all subjects including Sanskrit. The second OEC i.e. paper 404- Linguistic Speculations in

Sanskrit can be opted by the other department students and by Sanskrit department students who have not studied this paper as main paper earlier.

The schedule of papers prescribed for various semesters shall be as follows:

**PART I: Semester I**

Core 101	Vaidika Vāñmaya : ṛksaṁhitā& Nirukta	4+1
Core 102	Poetics: Sāhityadarpaṇa	4+1
Core 103	Sāhitya: Naiṣadha & Mṛcchakaṭika	4+1
Core 104	Outline of Culture & Civilization as depicted in Sanskrit Literature	4+1

**PART I: Semester II**

Core 201	Darśana: Nyāya & Vedānta	4+1
Core 202	Vyākaraṇa: Laghusiddhāntakaumudī	4+1
Core 203	Sāhitya: Meghadūta & Uttararāmacarita	4+1
Open Elective 204	Outline of Culture & Civilization as depicted in Sanskrit Literature This course is meant only for the students of other Departments.	4

**PART II: Semester III**

Core 301	Linguistic Analysis of Sanskrit, Translation and Laghusiddhānta-Kaumudī	4+1
Core 302	Sāhitya: Kādambarī & Vāsavadattā	4+1

For paper 303, 304, 401 and 402, there would be following optional groups covering the specialised fields of Sanskrit studies so that students may choose any one group for these papers according to their area of interest:

**Elective Group**

1. Group A : Vaidika Vāñmaya
2. Group B : Darśana
3. Group C : Sāhityaśāstra

4. Group D : Sanskrit Bhāṣā aur Vyākaraṇa  
 5. Group E : Dharmaśāstra  
 6. Group F : Epigraphy  
 7. Group G : Modern Sanskrit Literature  
 8. Group H : Itihāsa & Pūrāṇa  
 9. Group I : Bhāratīya Jyotiṣaśāstra

Elective Course 303	A/B/C/D/E/F/G/H/I	5+1
Elective Course 304	A/B/C/D/E/F/G/H/I	5+1

#### PART II: Semester IV

Elective Course 401	A/B/C/D/E/F/G/H/I	5+1
Elective Course 402	A/B/C/D/E/F/G/H/I	5+1
Core 403	Darśana: Sāṅkhya & Mīmāṃsā	4+1
Open Elective 404	Open Elective for all students 404- Linguistic Speculations in Sanskrit can be opted by the other department students and by Sanskrit department students who have not studied this paper.	4

---

#### LIST OF OPEN ELECTIVE PAPERS

---

The department will announce in the beginning of the respective semesters, the list of Open Elective papers which will be offered during semester II and semester IV depending upon the faculty members, Infrastructures and the demand. Currently Department of Sanskrit offers following course as Open Elective Course:

Course Code	Course Title
Paper 204 Option One	Outline of Culture & Civilization as depicted in Sanskrit Literature
Paper 404 Option One	Linguistic Speculations in Sanskrit

## **SCHEME OF EXAMINATIONS**

1. The medium of instruction and examination shall be either English, or Hindi, or Sanskrit.
2. Examinations shall be conducted at the end of each Semester as per the Academic Calendar notified by the University of Delhi.
3. The system of evaluation shall be as follows:
  - 3.1 Each course will carry 100 marks, of which 30 marks shall be reserved for internal assessment based on classroom participation, seminar, term courses, tests, and attendance. The weightage given to each of these components shall be decided and announced at the beginning of the semester by the individual teacher responsible for the course. Any student who fails to participate in classes, seminars, term courses, tests will be debarred from appearing in the end-semester examination in the specific course and no Internal Assessment marks will be awarded. His/her Internal Assessment marks will be awarded as and when he/she attends regular classes in the course in the next applicable semester. No special classes will be conducted for him/her during other semesters.
  - 3.2 The remaining 70 marks in each paper shall be awarded on the basis of a written examination at the end of each semester. The duration of written examination for each paper shall be three hours.
4. Examinations for courses shall be conducted only in the respective odd and even Semesters as per the Scheme of Examinations. Regular as well as Ex-Students shall be permitted to appear/reappear/improve in courses of Odd Semesters only at the end of Odd Semesters and courses of Even Semesters only at the end of Even Semesters.

## **PASS PERCENTAGE**

Minimum marks for passing the examination in each semester shall be 40% in each paper and 45% in aggregate of a semester.

However, a candidate who has secured the minimum marks to pass in each paper but has not secured the minimum marks to pass in aggregate may reappear in any of the paper/s of his

choice in the concerned semester in order to be able to secure the minimum marks prescribed to pass the semester in aggregate.

No student would be allowed to avail of more than 3 chances to pass any paper inclusive of the first attempt.

## **PROMOTION CRITERIA**

**SEMESTER TO SEMESTER:** Students shall be required to fulfill the Part to Part Promotion Criteria. Within the same Part, students shall be allowed to be promoted from a Semester to the next Semester, provided she/he has passed at least half of the courses of the current semester.

### **PART TO PART:**

**I to II:** Admission to Part-II of the Programme shall be open to only those students who have successfully passed at least 75% papers out of papers offered for the Part-I courses comprising of Semester I and Semester II taken together. However, he/she will have to clear the remaining papers while studying in Part-II of the Programme.

## **DIVISION CRITERIA**

Successful candidates will be classified on the basis of the combined results of Part-I and Part-II examinations as follows:

Candidates securing 60% and above	:	Ist Division
Candidates securing between 49.99% and 59.99%	:	IInd Division
All others	:	Pass

## **SPAN PERIOD**

No student shall be admitted as a candidate for the examination for any of the Parts/Semesters after the lapse of 3 years from the date of admission to the Part-I/Semester I-1 of the M.A. programme.



## CREDIT STRUCTURE

Each semester will consist of four courses, where each course would have the following credit structure.

**4 Theory periods + 1 Tutorial period = 5 credits for core courses**

**5 Theory periods + 1 Tutorial periods = 6 credits for Elective Course**

**4 Theory periods + 0 Tutorial periods = 4 credits for Open Elective Course**

### Course Credit Scheme

Semester	Core Course			Elective Course			Open Elective Course			Total Credits
	No. of Papers	Credits (L+T/P)	Total Credits	No. of Papers	Credits (L+T/P)	Total Credits	No. of Papers	Credits (L+T/P)	Total Credits	
I	04	4+1	20	-	-	-	-	-	-	20
II	03	4+1	15	-	-	-	01	04	04	19
III	02	4+1	10	02	5+1	12	-	-	-	22
IV	01	4+1	05	02	5+1	12	01	04	04	21
Total Credits			50			24			08	82

## ATTENDANCE REQUIREMENT

No student shall be considered to have pursued a regular course of study unless he/she is certified by the Head of the Department of Sanskrit, University of Delhi, to have attended 75% of the total number of lectures, tutorials and seminars conducted in each semester, during his/her course of study. Provided that he/she fulfils other conditions, the Head, Department of Sanskrit may permit a student to the next Semester who falls short of the required percentage of attendance by not more than 10 per cent of the lectures, tutorials and seminars conducted during the semester.

**The number of Elective Option and Open Elctive Courses will be decided by the department in the beginning of the respective semesters. It will depend on the faculty members, Infrastrutures and the demand of the courses.**

## एम.ए. (संस्कृत) पाठ्यक्रम

### भूमिका

सेमेस्टर पद्धति को लागू करने की दृष्टि से एम.ए. (संस्कृत) का प्रस्तुत पाठ्यक्रम आवश्यक परिष्कारों एवं संशोधनों के बाद वर्ष 2009-10 से प्रारम्भ किया गया था। उसी पाठ्यक्रम में कुछ अतिसीमित परिवर्तनों के बाद यह पाठ्यक्रम वर्ष 2018-19 के प्रथम सेमेस्टर से लागू किया जाएगा। 2011-12 के पाठ्यक्रम की अपेक्षा कोई आधारभूत परिवर्तन नहीं है। आवश्यकतानुसार केवल कुछ प्रश्नपत्रों को परिसीमित किया गया है। कहीं-कहीं अन्वितियों के पुनर्निर्माण द्वारा विषय-बिन्दुओं को स्पष्ट किया गया है। प्रश्नपत्र के प्रारूप एवं अंक-विभाजन में यथोचित परिवर्तन किये गए हैं। संस्तुत पुस्तकों की सूची को आवश्यकतानुसार परिवर्धित किया गया है एवं टंकण की अशुद्धियों को दूर करने का प्रयास किया गया है।

## **Core Course (10 Courses)**

# SEMESTER: I

## CORE COURSES

### Semester: I, MA (Sanskrit)

#### CC 101: Vaidika Vāṅmāyā: Ṛksaṁhitā & Nirukta

वैदिकवाङ्मयः ऋक्-संहिता एवं निरुक्त

Maximum Marks: 100 (70+30)

Duration: 64 hrs (04 weeks).  
(4 Theories = 4 credits)

---

#### [A] Course Objective

The purpose of this course is to give students a broad introduction of Vedic literature beginning from Ṛgveda to Vedāṅga Nirukta. It comprises some important verses of Ṛgveda for a deep study to know Vedic deities, and Vedic wisdom especially about creation of universe and improvement of society. Study of some portions of Nirukta helps to understand Vedic etymological science, while Vedic Grammar explains uniqueness of Vedic language.

---

#### [B] Course Learning Outcome

After completion of this course the students:

- will form a basic understanding of some fundamental concepts of Vedas, particularly of the Ṛgveda.
- will know about the nature, action and representation of some Vedic deities.
- will be able to explain meaning of the Vedic verses according to some famous commentaries of ancient and modern commentators.
- will be able to appreciate the role of Nirukta for understanding the essence of Vedic verses through application of *Nirukti* or etymology.
- will try to recite Vedic mantras in their true form with the knowledge of Vedic *Svara* and grammar.
- will be able to understand Vedas as our valuable ancient heritage.
- will be successful in applying this knowledge for exploring other Vedic texts.

---

#### [C] Contents: Unit wise Division

**Unit-I** ऋक्-संहिता - 2.12 (इन्द्र), 1.115 (सूर्य), 3.33 (विश्वामित्र-नदी), 5.8 (अग्नि), 9.73 (सोम), 5.80 (उषस्), 10.90 (पुरुष)

**Unit-II** ऋक्-संहिता - 10.117 (धनान्नदान), 10.125 (वाक्), 10.129 (भाववृत्त)  
वैदिक व्याकरण - वैदिकसन्धि (आन्तरिक एवं बाह्य), शब्दरूप एवं धातुरूप, तुमर्थकप्रत्यय, त्वार्थकप्रत्यय, वैदिकस्वर एवं पदपाठ

**Unit-III** निरुक्त अध्याय 1 से अध्याय 2 के प्रथम पाद तक, विशेषतः पदों का चतुर्विध विभाजन, नामाख्यात का लक्षण, षड्भावविकार, शब्दनित्यत्वानित्यत्वविचार, मन्त्रों की अर्थवृत्ता,

नामों के आख्यातजत्व का सिद्धान्त, उपसर्गों के द्योतकत्व अथवा वाचकत्व का सिद्धान्त, निरुक्त-प्रयोजन, निर्वचन के सिद्धान्त, अधिकारि-निरूपण, अवशिष्ट अंशों का सामान्य अध्ययन एवं निरुक्तियाँ।

**Unit-IV** निरुक्त अध्याय 2 के शेषांश से केवल निरुक्तियाँ।

निरुक्त अध्याय 7 – विशेषतः त्रिविधा ऋचः, अनादिष्टद्वैतमन्त्र, छन्दांसि, पृथिवीस्थानीय देवतावर्णन, अग्नि, जातवेदा, वैश्वानर का निरूपण, एवं निरुक्तियाँ।

---

## [D] Suggested Readings

---

### Essential Readings:

1. ऋग्वेदसंहिता (सायणभाष्यसहिता), भाग 1 - 4, राष्ट्रिय संस्कृत संस्थान, नई दिल्ली
2. ऋक्सूक्तसंग्रह - (सम्पादक) हरिदत्तशास्त्री, साहित्यभंडार, मेरठ
3. ऋग्भाष्यसंग्रह - (सम्पादक) देवराजचानना, मुंशीलाल मनोहरलाल पब्लिशर्स, दिल्ली, 1983
4. वेदमञ्जरी - (सम्पादक) शीलाडागा (विद्यालंकार), विद्यानिलयम्, दिल्ली, 2001
5. वेदसमुल्लास - (सम्पादक) सत्यभूषण योगी एवं वन्दितामधुहासिनी अरोड़ा, चौखम्बापब्लिशर्स, वाराणसी, 2002
6. वेदवल्ली - (सम्पादक) पुष्पागुप्ता, ईस्टर्नबुकलिकर्स, दिल्ली, 2004
7. निरुक्तम् (कश्यपप्रजापतिकृत-निघण्टुभाष्यरूपम्), पं. मुकुन्द झा बख्शी, चौखम्बा संस्कृत प्रतिष्ठान, दिल्ली, 2012
8. निरुक्त - यास्क (सम्पादक) प्रो. उमाशंकरशर्मा 'ऋषि', चौखम्बाविद्याभवन, वाराणसी, 2001
9. निरुक्त-पञ्चाध्यायी- (व्याख्याकार) महामहोपाध्याय छज्जूरामशास्त्री, मेहरचन्द लक्ष्मणदास पब्लिकेशन्स, दिल्ली, 1985
10. निरुक्त - यास्क, टीकाद्वय-सहित (सम्पादक) लक्ष्मणसरूप, भाग I-II, दिल्ली, 1982
11. निरुक्त के पाँच अध्याय - (सम्पादक एवं अनुवादक) पं. शिवनारायणशास्त्री, इंडोलोजिकल बुकहाऊस, दिल्ली, 1972.

### Additional Resources:

1. पाण्डे, उमेशचन्द्र, वैदिक व्याकरण, चौखम्बाविद्याभवन, वाराणसी, 2003
2. रामगोपाल, वैदिकव्याकरण, नेशनल पब्लिशिंग हाउस, दिल्ली
3. शशिप्रभा, कुमार - वैदिकविमर्श, जे-पी- पब्लिशिंगहाउस, दिल्ली, 1996
4. वेद पारिजात, एन.सी.ई.आर.टी., नई दिल्ली 2014
5. शशि तिवारी- सूर्य देवता: वैदिक और वेदोत्तर संस्कृत सूर्यस्तुतियों में, मेहरचन्द लक्ष्मणदास, नयी दिल्ली, 1994
6. Chaubey, Braj Bihari & Shastri, Kantanath -*New Vedic Selection*, Bhartiya Vidya Prakashan, Varanasi, 1981.
7. Lakshman Sarup -*Nighantu & The Nirukta* (with Eng. Trans.), MLBD, Delhi, 1967.
8. Macdonell, A.A. - *Vedic Mythology* (Also Hindi trans. - *Vaidika Devashastra* by Suryakanta), M.L.B.D., Delhi, 1962.
9. Macdonell, A.A. - *Vedic Reader for Students*, Oxford University Press, Delhi, 1960
10. Macdonell, A.A. - *Vedic Vyakarana*, Bhartiya Publishing House, Delhi, 1975.
11. Oldenberg, Herman - *Religion of the Veda* (translation into English by Shridhar & Shrotri), M.L.B.D., Delhi, 1988.
12. Rajvade, V.K. - *Nirukta of Yaska*, Poona, 1940.
13. Renou, Louis -*Destiny of the Veda in India*, M.L.B.D., Delhi, 1965.
14. Winternitz, Mourice -*History of Indian Literature*, Vol. 1, Pt. 1-2(Translated into English by V. Srinivasa Sharma), M.L.B.D., Delhi, 1988.

## [E] Teaching Plan

The teaching will be done as per the above-mentioned sequence of units and corresponding number of classes.

Facilitating the achievement of course learning outcomes are as under-

Unit	course learning outcomes	Teaching and learning activity	Assessment tasks
1.	The Learners should be able to explain, elucidate and critically analyze the prescribed hymns of R̥gveda in light of few commentaries of Sāyana, Venkaṭmādhava, Griffith, Wilson, Dayānanda, Sātavlekar etc.	Literary Explanation of Mantras, and Vedic grammar based analytical discussions along with practical demonstration to be done for practice of <i>Padapāṭha</i> . Reading and reciting of Mantras, Lectures, PPT Presentation.	<b>Internal assessment</b> MCQ type questions / Internal Assessment/(Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc. <b>-End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3. Critical questions
2.	The Learners should be able to explain, elucidate and critically analyze the prescribed hymns of R̥gveda in light of few commentaries of Sāyana, Venkaṭmādhava, Griffith, Wilson, Dayānanda, Sātavlekar etc. Some aspects of Vedic Grammar should be clear to them in theory and practice.	Literary Explanation of Mantras, and Vedic grammar based analytical discussions along with practical demonstration to be done for training of <i>Padapāṭha</i> and certain Vedic terms. Reading and reciting of Mantras, Lectures, PPT Presentation.	<b>Internal assessment</b> MCQ type questions / Internal Assessment/ Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc. <b>-End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3. Critical questions
3.	The Learners should be able to explain, elucidate and critically analyze the First chapter of Nirukta in light to understand related Vedic terms and concepts of	Literary Explanation, and etymology-based analytical observation of the prescribed text and discussions	<b>-internal assessment :</b> MCQ type questions / Internal Assessment/ Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.

	Vedic etymology as depicted by Yāska.	on it with demonstration.	<b>-End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3. Critical questions
4.	The Learners should be able to explain, elucidate and critically analyze the Second and Seventh chapter of Nirukta in light to understand related Vedic terms/names and concepts of Vedic etymology as depicted by Yāska.	Literary Explanation, and etymology-based analytical observation of the prescribed text and discussions on it with demonstration.	<b>-internal assessment:</b> MCQ type questions / Internal Assessment/ Project/ Discussion/ Assignment/paper presentation/ Periodic tests etc. <b>-End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3. Critical questions

#### [F] Basic Structure of Question Paper & Division of Marks

(i) Explanations of two Mantras, One in Sanskrit( from Units I & II with options)	08+07= 15
(ii) One Question on Devata□ (from Units I & II with options )	10x 01=10
(iii) Padapa□tha of one Mantra (from Units I & II with options)	05x01=05
(iv) Two short notes ( from Unit-II वैदिक व्याकरण with options)	05x02=10
(v) Explanations of two portions (from Units III & IV with options)	08x 02= 16
(vi) One critical Question (from Units III & IV with options)	08x01=08
(vii) Three etymologies ( <i>Nirukti</i> ) (fromUnits III & IV with options)	02x03=06
	<b>Total: 70</b>

\*\*\*\*\*

**Semester: I, MA (Sanskrit)**  
**CC 102: Poetics: Sāhityadarpa**  
**साहित्यशास्त्र: साहित्यदर्पण**

Maximum Marks: 100 (70+30)

Duration: 64 hrs. (04 weeks).  
(4 Theories = 4 credits)

---

**[A] Course Objectives:**

The course aims at enlightening the students with definition of poetry. Word, sense, Rasa, types and subtypes of Dhvani and Guṇ ībhūtavyaṅ gyaṅkāvyā and various genres of poetry.

---

**[B] Course Learning Outcome:**

After completion of this course the students:

- Will form a basic understanding of various poetic notions such as aims of poetry, definition of poetry, Word, Sense, Rasa, types and subtypes of Dhvani and Guṇ ībhūtavyaṅ gyaṅkāvyā and various genres of poetry as defined and refined up to the 13th-14th centuries AD specially in the premises of Rasa and Dhvani schools of Sanskrit Poetics.
- Will be able to understand and critically explain the prescribed text and terms propounded within.
- Will be supposed to be equipped with the sufficient tools for poetic appreciation of the literature of ancient as well modern languages based on the parameters accepted to said prominent Poetic Schools.

---

**[C] Unit wise Division**

<b>Unit I</b>	साहित्यदर्पण (प्रथम एवं द्वितीय परिच्छेद): काव्यप्रयोजन, काव्यस्वरूप, काव्यलक्षण एवं तत्सम्बन्धी विप्रतिपत्तियों का निरास, गुण-दोषस्वरूप
<b>Unit II</b>	वाक्य व तद्भेद, पद, शब्दव्यापार।
<b>Unit III</b>	साहित्यदर्पण (तृतीय परिच्छेद): रसनिरूपण, विभाव (आलम्बन, उद्दीपनपरिभाषामात्र), भाव, अनुभाव, व्यभिचारिभाव, स्थायिभाव, रसाभास, भावाभास। साहित्यदर्पण (चतुर्थपरिच्छेद): काव्यभेद- ध्वनिकाव्य व गुणीभूतव्यङ्ग्यकाव्य एवं उनके अवान्तर भेद एवं वैशिष्ट्य।
<b>Unit IV</b>	साहित्यदर्पण (षष्ठपरिच्छेद): रूपक एवं उसके दशविधभेद, नाटक के अङ्ग: नान्दी, प्रस्तावना, अर्थोपक्षेपक, पञ्चार्थप्रकृतियाँ, पञ्चकार्यविस्थाएँ, पञ्चसन्धियाँ, वृत्तियाँ, श्रव्यकाव्य एवं उसके भेद।

---

**[D] Suggested Readings**

**Essential Readings:**

1. साहित्यदर्पण – विश्वनाथ. (व्याख्याकार) निरूपणविद्यालंकार, साहित्यभण्डार, मेरठ, 2004
2. साहित्यदर्पण – विश्वनाथ. (व्याख्याकार) शालिग्रामशास्त्री, मोतीलालबनारसीदास, दिल्ली, 2004
3. साहित्यदर्पण – विश्वनाथ. (व्याख्याकार) सत्यव्रतसिंह, चौखम्बाविद्याभवन, वाराणसी, 1988

**Additional Resources:**



1. चौधुरी, नरेन्द्रनाथ. काव्यतत्त्वसमीक्षा (संस्कृतमें), दिल्ली
2. राय, विक्रमादित्य. काव्यसमीक्षा, भारतीयविद्याप्रकाशन, वाराणसी
3. De, Sushil Kumar. History of Sanskrit Poetics (also Hindi translation), Oriental Book Centre, Delhi, 2006
4. Kane, P.V. History of Sanskrit Poetics (also Hindi translation), M.L.B.D., Delhi, 2002
5. Pandey, Kanti Chandra. Comparative Aesthetics, Vol. 1, (also Hindi translation Chaukhamba Sanskrit Series Office, Varanasi, 1972

### [E] Teaching Plan

The teaching will be done as per the above-mentioned sequence of units and corresponding number of classes.

Facilitating the achievement of course learning outcomes are as under -

Unit	course learning outcomes.	Teaching and learning activity	Assessment tasks
1.	The Learners should be able to explain the texts, and elucidate poetical terms as Prescribed in texts.	Explanation of the text , tutorials, Lectures and discussions etc.	<b>Internal assessment</b> MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc. <b>-End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3.Critical questions
2.	The Learners should be able to explain the texts, and elucidate poetical terms as Prescribed in texts	Explanation of the text, tutorials, Lectures and discussions etc.	<b>Internal assessment</b> MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc. <b>-End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3.Critical questions
3.	The Learners should be able to explain the texts, and elucidate poetical terms as Prescribed in texts	Explanation of the text, tutorials, Lectures and discussions etc.	<b>-internal assessment:</b> MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.

			<b>-End Semester Examination</b>
			1. Explanatory Questions 2. Short notes 3. Critical questions
4.	The Learners should be able to explain the texts, and elucidate dramaturgical terms as Prescribed in the texts.	Explanation of the text, tutorials, Lectures and discussions etc.	<b>-internal assessment:</b> MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/paper presentation/ Periodic tests etc.
			<b>-End Semester Examination</b>
			1. Explanatory Questions 2. Short notes 3. Critical questions

---

**[F] Basic Structure of Question Paper & Division of Marks**

---

(i)	Four Explanations (one from each of the Units with options)	04x07= 28
(ii)	Four short notes (one from each of the Units with options, one in Sanskrit)	5+5+5+07=22
(iii)	Two critical Questions (One from each of the units with options)	02x10=20
		<b>Total: 70</b>

\*\*\*\*\*

**Semester: I, MA (Sanskrit  
CC 103: Sāhitya: Mṛcchakaṭika & Naiśadha**

**साहित्यः मृच्छकटिक एवं नैषध**

Maximum Marks: 100 (70+30)

Duration: 64 hrs (04 weeks).  
(4 Theories = 4 credits)

---

**[A] Course Objective**

The objective of this course is to give the students glimpses of the rich Sanskrit literary tradition through the reading of two very important literary compositions of *Mṛcchakaṭika* (Drama) and *Naiśadhīyacarita* (Mahākāvya).

---

**[B] Course Learning Outcome**

After completion of this course the students:

- will be able to appreciate the aesthetical, social, political, cultural, etc. values expressed in prescribed compositions.
- Will understand the structural patterns of Sanskrit dramatic compositions.
- Will be able to know the finer and minor nuances of *Prakarana* form of drama.
- Will be able to peep into the social history of ancient India.
- Will be familiar with the individual styles of the two of the greatest of Sanskrit Writers.

---

**[C] Contents: Unit wise Division**

Unit I	मृच्छकटिकः प्रथम अङ्क से तृतीय अङ्क तक
Unit II	मृच्छकटिकः पञ्चम अङ्क, षष्ठ अङ्क तथा दशम अङ्क, अवशिष्ट अङ्कों का परिचय
Unit III	नैषधीयचरितः प्रथम सर्ग (पद्य सं. 1-35)
Unit IV	नैषधीयचरित प्रथम सर्ग (पद्य सं. 100-145), अवशिष्ट कथावस्तु का परिचय

---

**[D] Suggested Readings**

**Essential Readings:**

1. नैषधीयचरितम् - दीपशिखा, रामनारायणलाल बेनीप्रसाद, इलाहाबाद
2. नैषधीयचरितम् - मोहनदेव पंत, मोतीलाल बनारसीदास, दिल्ली
3. नैषधीयचरितम् - सुरेन्द्रदेव शास्त्री, गोकुलदास संस्कृतग्रन्थमाला, वाराणसी
4. नैषधीयचरितम् - सूर्यदेव शास्त्री, चौखम्बा ओरियण्टालिया, वाराणसी, 1975
5. नैषधीयचरितम् - शेषराज शर्मा रेग्मी, चौखम्बा सुरभारती प्रकाशन, वाराणसी, 1983
6. मृच्छकटिकम् - (पृथ्वीधरकृत टीकासहित), निर्णय सागर प्रेस, बम्बई
7. Mricchakatika, M.R. Kale, M.L.B.D., Delhi.
8. Mricchakatika, V.R. Nerurkar, New Bharatiya Book Corporation, Delhi

## Additional Resources:

1. कीथ, ए.बी. संस्कृतनाटक (अनु. उदयभानु सिंह), मोतीलाल बनारसीदास, दिल्ली, 1965
2. झा, देवनारायण. नैषध-समीक्षा, नाग पब्लिशर्स, दिल्ली, 2001
3. तिवारी, रमाशंकर. महाकवि शूद्रक, चौखम्बा सुरभारती, वाराणसी।
4. द्विवेदी, महावीरप्रसाद. नैषधचरितचर्चा, गंगा पुस्तकमाला कार्यालय, लखनऊ, 1954
5. शालीग्राम शास्त्री. मृच्छकटिक, शास्त्रीय, सामाजिक एवं राजनीतिक अध्ययन, विश्वविद्यालय प्रकाशन, वाराणसी
6. द्विवेदी, शिवबालक. नैषधीयचरित का अभिनव समीक्षात्मक एवं व्याख्यात्मक अध्ययन, शिक्षक प्रकाशन, कानपुर, 1981
7. भरतिया कान्तिकिशोर. संस्कृत नाटककार, सूचना विभाग, उत्तरप्रदेश, 1959
8. मिश्र, आनन्दस्वरूप. महाकवि श्रीहर्ष तथा उनका नैषधकाव्य, सुलभ प्रकाशन, लखनऊ।
9. शुक्ल, चण्डिकाप्रसाद. नैषध-परिशीलन, हिन्दुस्तान एकेडमी, इलाहाबाद, 1960
10. Devasthali, G.V. Introduction to the Study of Mṛcchakaṭika, Popular Prakashan, Bombay.
11. Keith, A.B. The Sanskrit Drama, Oxford University Press, 1964
12. Mainkar, T.G. Studies in Dramatic Criticism, MLBD, Delhi.

## [E] Teaching Plan

The teaching will be done as per the above-mentioned sequence of units and corresponding number of classes.

Facilitating the achievement of course learning outcomes are as under-

Unit	course learning outcomes.	Teaching and learning activity	Assessment tasks
1.	The Learners should be able to explain the texts, elucidate and critically analyze the First three acts of the Mṛcchakaṭika in the light of dramaturgical theories.	Literary explanation of the text and discussions.	<b>Internal assessment</b>
			MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
			<b>-End Semester Examination</b>
			1. Explanatory Questions 2. Short notes 3. Critical questions
2.	The Learners should be able to explain the texts, elucidate and critically analyze the	Literary explanation of the text and discussions.	<b>Internal assessment</b>
			MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper

	Fifth, Sixth and Tenth acts of the <i>Mṛcchakaṭika</i> in the light of dramaturgical theories.		presentation/ Periodic tests etc. <b>-End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3. Critical questions
3.	The Learners should be able to explain the texts, elucidate and critically analyze the First thirty five verses in the first canto of <i>Naiśadhīyacarita</i> .	Explanation, poetical and value based analytical appreciation of the text and discussions.	<b>-internal assessment:</b> MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc. <b>-End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3. Critical questions
4.	The Learners should be able to explain the texts, elucidate and critically analyze the Hundredth to hundred forty fifth verses in the first canto of <i>Naiśadhīyacarita</i> .	Explanation, poetical and value based analytical appreciation of the text and discussions.	<b>-internal assessment:</b> MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/paper presentation/ Periodic tests etc. <b>-End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3. Critical questions

---

**[F] Basic Structure of Question Paper & Division of Marks**

---

- (i) Four Explanations (one from each of the Units with options) 04x 7= 28
- (ii) Four short notes ((one from each of the Units with options, one in Sanskrit) 5+5+5+07=22
- (iii) Two critical Questions (One from each of the units with options) 02x10=20
- Total: 70**

\*\*\*\*\*

**Semester I: MA (Sanskrit)**  
**Core Course**  
**CC 104: Outline of Culture & Civilization in Sanskrit Literature**  
**संस्कृतवाङ्मय में प्रतिपादित सभ्यता एवं संस्कृति की रूपरेखा**

Maximum Marks: 100 (70+30)

Duration: 64 hrs. (04 weeks).  
(4 Theories = 4 credits)

---

**[A] Course Objective**

The objective of this course is to acquaint the students with the knowledge of Indian culture and civilization as preserved in Sanskrit Literature. Special focus will be given on exploration of the social, political, religious and economic conditions of the Vedic, Ramayana, Mahabharata and Puranic period. The social institutions of ancient India like Varna, Ashrama, Purushartha, Samskaras system, Status of Women and Ancient Indian education System will also be specially highlighted. Origin, development and doctrines of the four major *dharmas* i.e. Shaivism, Vaishnavism, Buddhism and Jainism will also be focal point of the course.

---

**[B] Course Learning Outcome**

After the completion of this course the students will:

- know the various aspects of Indian culture and civilization of the Vedic period.
- able to acquire the knowledge of the culture and civilization as reflected in the Ramayana, Mahabharata and Puranic literature.
- gain the knowledge of the social institutions specially Varna, Ashrama, Purushartha and Samskara system Status of Women and Ancient Indian education system. In ancient India..
- learn about the origin, development and doctrines of the four major *dharmas*: Shaiva, Vaishnava, Jainism and Buddhism.

---

**[C] Unit wise Division**

<b>Unit I</b>	सभ्यता एवं संस्कृति की परिभाषा एवं स्वरूप, प्राचीन भारतीय सभ्यता एवं संस्कृति की विशेषताएँ वैदिक एवं उत्तर वैदिककालीन सभ्यता एवं संस्कृति (सामाजिक, राजनैतिक, आर्थिक एवं धार्मिक स्थितियों के सन्दर्भ में)
<b>Unit II</b>	महाकाव्य (रामायण एवं महाभारत) एवं पुराणों में प्रतिपादित सभ्यता एवं संस्कृति (सामाजिक, राजनैतिक, आर्थिक एवं धार्मिक स्थितियों के सन्दर्भ में)
<b>Unit III</b>	वर्णव्यवस्था, आश्रमव्यवस्था, पुरुषार्थ-चतुष्टय, संस्कार, प्राचीन भारत में नारी की स्थिति, प्राचीन भारतीय शिक्षाप्रणाली एवं शिक्षण संस्थान
<b>Unit IV</b>	शैव, वैष्णव, बौद्ध एवं जैन धर्मों का उद्भव, विकास एवं मुख्य सिद्धान्त

**Essential Readings :**

1. उपाध्याय, रामजी. भारतस्य सांस्कृतिक-निधिः, चौखम्बा संस्कृत प्रतिष्ठान, दिल्ली।
2. अल्तेकर, ए.एस. प्राचीन भारत में शिक्षा, दिल्ली।

3. उपाध्याय, बलदेव. वैदिकसाहित्य और संस्कृति, शारदा मंदिर, वाराणसी।
4. कोसम्बी, डी. डी. प्राचीन भारत की संस्कृति और सभ्यता, राजकमलप्रकाशन, नई दिल्ली।
5. गोयल, प्रीतिप्रभा. भारतीय संस्कृति, राजस्थानी ग्रन्थागार, जयपुर।
6. टण्डन, किरण. भारतीय संस्कृति, ईस्टर्न बुक लिंकर्स, दिल्ली।
7. राधाकृष्णन्, सर्वपल्ली. भारतीयसंस्कृति: कुछ विचार, राजपाल प्रकाशन, दिल्ली।
8. भण्डारकर, आर.जी. वैष्णव, शैव और अन्य धार्मिक मत, अनुवाद - माहेश्वरीप्रसाद, भारतीयविद्याप्रकाशन, दिल्ली
9. Altekar, AS, *Education in Ancient India*, Delhi.
10. Bhandarkar, RG, *Vaishnavism, Shaivism and minor Religious Systems*, Delhi.
11. Dandekar, RN, *Vedic Religion & Mythology: A Survey of the Works of Some Western Scholars*, University of Poona, Poona, 1965.
12. Mookerjee, RK, *Ancient Indian Education*, MLBD, Delhi.

#### **Additional Resources:**

1. उपाध्याय, रामजी. भारतीयसंस्कृति का उत्थान, चौखम्बाविद्याभवन, वाराणसी।
2. काणे, पी.वी. धर्मशास्त्र का इतिहास, उत्तरप्रदेश, हिन्दीसंस्थान, लखनऊ।
3. जायसवाल, सुवीरा. (2004). वर्णजातिव्यवस्था: उद्भव, प्रकार्य और रूपान्तरण, ग्रन्थशिल्पी, दिल्ली।
4. ज्ञानी, शिवदत्त. भारतीय संस्कृति, राजकमल प्रकाशन, दिल्ली।
5. दिनकर, रामधारी सिंह. संस्कृति के चार अध्याय, लोकभारती प्रकाशन, इलाहाबाद।
6. पाण्डेय, राजबली. हिन्दू संस्कार, चौखम्भा, दिल्ली।
7. बाशम, ए.एल. अद्भुतभारत, शिवलाल अग्रवाल एण्ड कम्पनी, आगरा।
8. श्रीमाली, कृष्णमोहन. धर्म, समाज और संस्कृति, ग्रन्थ शिल्पी प्राइवेट लिमिटेड, दिल्ली।
9. श्रीवास्तव, के.सी. प्राचीन भारत का इतिहास तथा संस्कृति, यूनाईटेड बुक डिपो, इलाहाबाद, उत्तर प्रदेश।
10. सिंह, राजकिशोर. भारतीय संस्कृति, विनोद पुस्तक मन्दिर, आगरा।
11. हुसैन, एस.आबिद. भारत की राष्ट्रीय संस्कृति, नेशनल बुक ट्रस्ट, नईदिल्ली।
12. चौबे, अर्जुन काश्यप (अनुवा.) (1992), काणे, पी.वी. धर्मशास्त्र का इतिहास (प्रथम भाग), उ.प्र. हिन्दी संस्थान, उ.प्र.।
13. Acharya, PK, *Glories of India*
14. Altekar, AS, *Position of Women in Hindu Civilization*, MLBD, Delhi.
15. Basham, AL, *The Wonder that was India*, London.
16. De Bary, Theodore, *Sources of Indian Tradition*, MLBD, Delhi & others 2<sup>nd</sup> ed., 1963.

17. Kane, PV, *History of Dharmashastra*, Vol. II, BORI, Poona.
18. Majumdar, RC, *Ancient India*, Delhi.
19. Nehru, Jawaharlal, *The Discovery of India*, Penguin Books, New Delhi.
20. Sacchidanandamurty, *Life, Thought and Culture in India* (AD 300-1000) PHISPC, Vol. II, Pt. 1 (MLBD, Delhi).
21. Vaidya, CV, *Epic India*, Delhi

## [E] Teaching Plan

The teaching will be done as per the above-mentioned sequence of units and corresponding number of classes to achieve the Course Learning Outcomes:

Unit	Course Learning Outcome	Teaching and Learning Activity	Assessment Task
I	To learn about the ancient Indian culture and civilization preserved in Sanskrit Literature specially Vedic period.	A variety of approaches to teaching-learning activities such as: Lecture based classroom teaching, personal discussion on the prescribed topic, tutorials, workshops, IT enable classes using PPT Presentation and e-resources. The teaching-learning process will be with special reference to Sanskrit texts.	<b>Internal assessment</b>
			MCQ type test as Internal assessment/Project/Assignment/Presentation and periodic test.
II	To gain the knowledge of culture and civilization as described in the Ramayana, Mahabharata and Puranic Literature.	A variety of approaches to teaching-learning activities such as: Lecture based classroom teaching, personal discussion on the prescribed topic, tutorials, workshops, IT enable classes using PPT Presentation and e-resources. The teaching-learning process will be with special reference to Sanskrit texts.	<b>End Semester Examination</b>
			with long answer and short notes type's questions.
II	To gain the knowledge of culture and civilization as described in the Ramayana, Mahabharata and Puranic Literature.	A variety of approaches to teaching-learning activities such as: Lecture based classroom teaching, personal discussion on the prescribed topic, tutorials, workshops, IT enable classes using PPT Presentation and e-resources. The teaching-learning process will be with special reference to Sanskrit texts.	<b>Internal assessment</b>
			MCQ type test as Internal assessment/Project/Assignment/Presentation and periodic test.
II	To gain the knowledge of culture and civilization as described in the Ramayana, Mahabharata and Puranic Literature.	A variety of approaches to teaching-learning activities such as: Lecture based classroom teaching, personal discussion on the prescribed topic, tutorials, workshops, IT enable classes using PPT Presentation and e-resources. The teaching-learning process will be with special reference to Sanskrit texts.	<b>End Semester Examination</b>
			with long answer and short notes type's question.



III	To acquire the knowledge of the social institutions of Ancient India specially Varna, Ashrama, Purushartha and Samskara system followed by the Status of Women and Ancient Indian education System.	A variety of approaches to teaching-learning activities such as: Lecture based classroom teaching, personal discussion on the prescribed topic, tutorials, workshops, IT enable classes using PPT Presentation and e-resources. The teaching-learning process will be with special reference to Sanskrit texts.	<b>Internal assessment</b>
			MCQ type test as Internal assessment/Project/Assignment/Presentation and periodic test.
			<b>End Semester Examination</b> with long answer and short notes type's questions.
IV	To learn basic introduction of the four major <i>dharmas</i> : Shaiva, Vaishnava, Jainism and Buddhism. The main focus will be on the origin, doctrines and development of four major <i>dharmas</i> in Unit 4.	A variety of approaches to teaching-learning activities such as: Lecture based classroom teaching, personal discussion on the prescribed topic, tutorials, workshops, IT enable classes using PPT Presentation and e-resources. The teaching-learning process will be with special reference to Sanskrit texts.	<b>Internal assessment</b>
			MCQ type test as Internal assessment/Project/Assignment/Presentation and periodic test.
			<b>End Semester Examination</b> with long answer and short notes type's questions.

---

**[F] Basic Structure of Question Paper & Division of Marks**

---

- |      |   |             |
|------|---|-------------|
| (i)  | Four long-answer questions (one from each Unit)   | 4x12 = 48   |
| (ii) | Four short notes (One to be answered in Sanskrit) | 5+5+5+7= 22 |

**Total Marks= 70**

\*\*\*\*\*

# SEMESTER: II

## CORE COURSES

Semester: II, MA (Sanskrit)  
Core Course  
CC- 201: Darśana: Nyāya & Vedānta  
दर्शन: न्याय एवं वेदान्त

Maximum Marks: 100 (70+30)

Duration: 64 hrs. (04 weeks).  
(4 Theories = 4 credits)

---

### [A] Course Objective

The primary objective of this course is to introduce the students to some fundamental theories, concepts and principles of the philosophies *Nyaya & Advaita Vedanta* through the reading of the texts of *Tarkbhasha*, *Vedantsara* and *Ishavasyopnishad*. It will also help the students acquire the basic intellectual understanding of analyzing the various theories of the Indian philosophical systems.

---

### [B] Course Learning Outcome

After the completion of this course the students will:

- be able to critically analyse and examine the fundamental concepts of Nyāya and Advaita Vedānta Philosophies.
- be able to understand and explain the prescribed text and the conceptual terms therein.
- be able to critically analyse the prescribed theories.
- get to know the scientific approach of Nyaya-Vaisheshika & Advaita Vedanta philosophers in the analysis of the phenomenal world and its process of evolution.
- understand the contribution of Nyaya-Vaisheshika & Advaita Vedanta philosophers in the epistemological studies, application of which is very important in the day to day life situations; helping them in the proper judgment of the Truth

---

### [C] Unit wise Division

- Unit I** तर्कभाषा (केशवमिश्र) - शास्त्र की त्रिविध प्रवृत्तियाँ, कारण, करण एवं अन्यथासिद्ध, प्रमाणस्वरूप एवं तद्भेद – प्रत्यक्ष ।
- Unit II** तर्कभाषा (केशवमिश्र) - अनुमान, उपमान एवं शब्द, अर्थापत्ति एवं अनुपलब्धि का स्वरूप तथा तद्विषयक विप्रतिपत्तियों का निरास, प्रामाण्यवाद , प्रमेयनिरूपण - आत्मा, दुःख एवं अपवर्ग के साथ सभी प्रमेय - संशय, प्रयोजन, दृष्टान्त, सिद्धान्त, अवयव, तर्क, निर्णय, वाद, जल्प, वितण्डा एवं हेत्वाभास ।
- Unit III** वेदान्तसार (सदानन्द) - अधिकारिनिरूपण, वेदान्त, अनुबन्धचतुष्टयनिरूपण, अध्यारोप, अज्ञान का स्वरूप एवं अज्ञान की शक्तियाँ, प्रपञ्चनिरूपण = जाग्रदादि तीनों अवस्थाओं एवं

शरीरों में व्यास पञ्चकोशोपेत अज्ञान की समष्टि एवं व्यष्टि तथा तदुपहित चैतन्यों का निरूपण, सृष्टिप्रक्रिया एवं पञ्चीकरण।

#### Unit IV

**वेदान्तसार (सदानन्द)** - आत्मस्वरूप विषयक विप्रतिपत्तियाँ एवं उनका निराकरण, अपवाद, महावाक्यार्थनिर्णय, वृत्ति के कार्य एवं उसके भेद, श्रवण, मनन, निदिध्यासन एवं समाधि, जीवन्मुक्ति एवं विदेहमुक्ति।

**ईशावास्योपनिषद्** - विशेषतः नैतिकदर्शन, आत्मस्वरूप, विद्या-अविद्या तथा सम्भूति-असम्भूति

---

#### [D]Suggested Readings

---

##### Essential Readings:

1. ईशावास्योपनिषद् - (सम्पादक) श्रीहनुमान प्रसाद पोद्दार, गीताप्रेस, गोरखपुर
2. ईशावास्योपनिषद् - (व्याख्याकार) पं०शिवनारायण शास्त्री, परिमल पब्लिकेशन्स, दिल्ली, 1996
3. तर्कभाषा - केशवमिश्र (व्याख्याकार), आचार्य विश्वेश्वर सिद्धान्तशिरोमणि, चौखम्बा संस्कृत ऑफिस, वाराणसी, 1963
4. तर्कभाषा - केशवमिश्र (व्याख्याकार), आचार्य बदरीनाथ शुक्ल, मोतीलाल बनारसीदास, वाराणसी, 1968
5. तर्कभाषा - केशवमिश्र (व्याख्याकार), श्रीनिवास शास्त्री, साहित्य भण्डार, मेरठ, 1972
6. वेदान्तसार - सदानन्द - (व्याख्याकार), सन्त नारायण श्रीवास्तव, पीयूष प्रकाशन, इलाहाबाद, 1968
7. वेदान्तसार - सदानन्द - (व्याख्याकार), आचार्यबदरी नाथ शुक्ल, मोतीलाल बनारसीदास, दिल्ली, 1979
8. वेदान्तसार - सदानन्द - (व्याख्याकार), आचार्य राममूर्ति शर्मा, ईस्टर्न बुक लिंक्स, दिल्ली, 2001
9. Tarkbhāṣā – keśava Mīśra (ed. and tr.) S.R.Iyer, Chaukhamba Orientalia, Delhi, 1979

##### Additional Resources:

1. अवस्थी, ब्रह्ममित्र – भारतीय न्यायशास्त्र – एक अध्ययन, इन्दु प्रकाशन, दिल्ली, 1967
2. Deussen, Paul - *Philosophy of Upanishads*, Education Enterprise, Calcutta, 1972
3. Dasgupta, S.N. - *History of Indian Philosophy*, M.L.B.D., Delhi, 1975
4. Hiriyanna, M. - *Outline of Indian Philosophy*, London, 1956 (also Hindi Translation)
5. Mahadevan, T.M.P. - *Philosophy of Advaita*, Bharatiya Kala Prakashan, Delhi, 2006
6. Pandey, Ram Chandra - *Panorama of Indian Philosophy* (also Hindi version), M.L.B.D., Delhi, 1966
7. Radhakrishnan, S. - *Indian Philosophy*, Oxford University Press, Delhi, 1990

8. Radhakrishnan, S. - *Principal Upanishads*, Centenary edition, DUP, Delhi, 1989
9. Ranade, R.S. - *Constructive Survey of Upanishadic Philosophy*, Bhartiya Vidya Bhavan, Bombay, 1968
10. Sharma, T.R. - *Studies in the Sectarian Upanishads*, Indological Book House, Varanasi, 1972
11. Shastri, D.N. - *Critique of Indian Realism*, Bharatiya Vidya Prakashan, Delhi, 1972

---

### [E] Teaching Plan

---

The teaching will be done as per the above-mentioned sequence of units and corresponding number of classes.

Facilitating the achievement of course learning outcomes are as under-

Unit	Course learning outcomes.	Teaching and learning activity	Assessment tasks
1.		A variety of approaches to teaching-learning process should be used, i.e. explaining the texts and the conceptual terms through extensive Lectures, tutorials, workshops, PPT Presentation etc.	<b>Internal assessment</b>
			MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
			<b>-End Semester Examination</b>
			1. Explanatory Questions 2. Short notes 3. Critical questions
2.	Should be able to understand the Prameyas as depicted in Tarkbhasha.	Explaining the texts and the conceptual terms through extensive lectures, tutorials, workshops, PPT Presentation etc.	<b>Internal assessment</b>
			MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
			<b>-End Semester Examination</b>
			1. Explanatory Questions 2. Short notes 3. Critical questions
3.	Explanation and critical analysis of 14 Padarthas of	Explaining the texts and the conceptual terms through	<b>-internal assessment :</b>
			MCQ type questions / Internal Assessment/Project/

	Nyaya Philosophy	extensive lectures, tutorials, workshops, PPT Presentation etc.	Discussion/ Assignment/ paper presentation/ Periodic tests etc. <b>-End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3.Critical questions
4.	Should be able to describe the basic principles of Advaita Vedanta Philosophy	Explanation the text and the conceptual terms through extensive lectures, tutorials, workshops, PPT Presentation etc.	<b>-internal assessment:</b> MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/paper presentation/ Periodic tests etc. <b>-End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3.Critical questions
5.	Should be able to enumerate the theory of evolution of world according to Advaita Vedanta Philosophy	Explanation of the texts and the conceptual terms followed by lectures, tutorials, workshops, PPT Presentation	<b>-internal assessment:</b> MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/paper presentation/ Periodic tests etc. <b>-End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3.Critical questions
6.	Should understand the teachings of Upnishadic philosophy with the text reading of Ishavasyopnishad	Explanation of the texts and the conceptual terms followed by lectures, tutorials, workshops, PPT Presentation etc.	<b>-internal assessment:</b> MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/paper presentation/ Periodic tests etc. <b>-End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3.Critical questions

---

**[F] Basic Structure of Question Paper & Division of Marks**

---

(i) Four Explanations (one from each of the Units from Tarkbhāṣā and Vedantasara only)

04x07= 28

(ii) Four short notes (one from each of the Units, **one in Sanskrit from Ishavasyopanisad only**)

5+5+5+07=22

(iii) Two critical Questions from Tarkbhāṣā and Vedantasara only. 02x10=20

**Total: 70**

\*\*\*\*\*

**Semester: II, MA (Sanskrit)**  
**CC 202: Vyākaraṇa: Laghusiddhānta-Kaumudī**

**व्याकरण: लघुसिद्धान्तकौमुदी**

Maximum Marks: 100 (70+30)

Duration: 64 hrs. (04 weeks).  
(4 Theories = 4 credits)

---

**[A] Course Objective**

This course intends to equip the students with the knowledge of derivational processes of some basic Sanskrit Morphological words, based on the Selected portions from the sections of declension and conjugation Pāṇinīan Sūtras as presented in the premier text of Laghusiddhantkaumudi. One of the important objectives of this course is to make the students acquainted with the techniques of Pāṇinīan grammar that will enable them to pursue the grammar of Pāṇinī on their own.

---

**[B] Course Learning Outcome**

After the completion of this course the students will:

- know the structure of Aṣṭādhyāyī along with the operational techniques of Pāṇinī. This will enable them to understand the Sūtras of Pāṇinī without any derivational problem or syntactic gap.
- know the process of deriving the nominal forms under Pāṇinī's system. The learning of the derivational processes of the selected representative nominal words from all genders will give the students a thorough idea of Sanskrit declensions.
- equipped with the knowledge of the techniques of conjugation of Sanskrit roots, belonging to various Gaṇas.
- gain the knowledge of conjugating the prefixed roots of Sanskrit denoting various senses, e.g.-desiderative, causative, and intensive etc.
- know the application of Pāṇinī's Metarules which will enable them to understand the techniques of Indian Grammatical system in general.

---

**[C] Unit wise Division**

**Unit I** अष्टाध्यायी की संरचना, सूत्रों के प्रकार (उदाहरण सहित), सूत्रों में प्रयुक्त पदों में विभक्तियों के विशिष्टार्थ, सूत्रार्थोपयोगी प्रमुख परिभाषाएं (षष्ठी स्थानेयोगा, अलोऽन्त्यस्य, डिञ्च, यस्मिन् विधिस्तदा..., येन विधिस्तदन्तस्य, तस्मिन्निति निर्दिष्टे पूर्वस्य, तस्मादित्युत्तरस्य, अनेकालशित्सर्वस्य, आदेः परस्य, अन्तादिवच्च, स्थानेऽन्तरतमः, तपरस्तत्कालस्य, अणुदित्सवर्णस्य चाप्रत्ययः (सूत्रव्याख्यापद्धति में उपर्युक्त परिभाषाओं के प्रयोग)

**Unit II**

सुबन्तप्रकरणः

पुल्लिङ्ग-राम, सर्व, हरि, सखि

स्त्रीलिङ्ग-रमा, सर्वा, मति, तिसृ

नपुंसकलिङ्ग-ज्ञान, वारि

हलन्त पुल्लिङ्ग-इदम्, राजन्

- Unit III तिङन्त-  
भ्वादिगणः भू एवं एध्, अदादिगणः अद् एवं हन्, जुहोत्यादिगणः हु एवं दा,  
दिवादिगणः दिव् एवं नृत्, स्वादिगणः सु एवं चि, तुदादिगणः तुद् एवं मुच्  
रुधादिगणः रुध् एवं भुज्
- Unit IV (अ) तनादिगणः तन् एवं कृ, क्र्यादिगणः क्री एवं ज्ञा, चुरादिगणः चुर् एवं कथ  
(ब) तिङन्त प्रक्रियाः ण्यन्त, सन्नन्त, यङन्त, यङ्लुङन्त, नामधातु एवं लकारार्थ

---

### [D] Suggested Readings

---

#### Essential Readings:

1. लघुसिद्धान्तकौमुदी, गीताप्रेस, गोरखपुर ।
2. लघुसिद्धान्तकौमुदी, निर्णयसागरप्रेस, मुम्बई ।

#### Additional Resources:

1. शास्त्री, भीमसेन. लघुसिद्धान्तकौमुदी, भैमी व्याख्या, भाग1-6, भैमी प्रकाशन, दिल्ली ।
2. कुशवाहा, महेशसिंह. लघुसिद्धान्तकौमुदी, भाग1-2, चौखम्बा-दिल्ली ।
3. शर्मा, गोविन्दप्रसाद. 2007. लघुसिद्धान्तकौमुदी, भाग1-3, चौखम्बा प्रतिष्ठान-दिल्ली।
4. शास्त्री, धरानन्द. लघुसिद्धान्तकौमुदी, मूल व हिन्दी व्याख्या, मोतीलाल बनारसी दास दिल्ली ।
5. सिंह, सत्यपाल. 2014. लघुसिद्धान्तकौमुदी, शिवालिक प्रकाशन-दिल्ली ।
6. गौड, विशनलाल. पाणिनीय अष्टाध्यायी के रचना-सिद्धान्त, लोकालोक प्रकाशन, साहिबाबाद(गा.बाद.)।
7. जिज्ञासु, पं . ब्रह्मदत्त. संस्कृत पठन-पाठन की अनुभूत सरलतम विधि की भूमिका . रामलाल कपूर ट्रस्ट , बहालगढ, हरियाणा ।
8. चन्द्रा, सुभाष, कुमार, भूपेन्द्र, कुमार, विवेक एवं साक्षी. 2017. लघुसिद्धान्तकौमुदी आधारित कम्प्यूटरकृत सुबन्तरूपसिद्धिप्रक्रिया. विद्यानिधि प्रकाशन, नई दिल्ली।
9. Kanshiram. 2010. The Laghusiddhantakaumudi of Varadaraja, volume I, II, Moti Lal Banarasidas, Delhi.
10. Sharma , Prof. Ramanath . Ashtadhyayi of Panini (vol.1)

---

### [E] Teaching Plan

---

The teaching will be done as per the above-mentioned sequence of units and corresponding number of classes.

Facilitating the achievement of course learning outcomes are as under-

Units	Course learning outcomes.	Teaching and learning activity	Assessment tasks
1.	Knowledge of the	While teaching this	<b>Internal assessment</b>

	structure of the Aṣṭādhyāyī along with operational techniques of Pāṇini. Study of these Meta rules will alleviate derivational problems and syntactic gaps a grammar student encounters.	portion the whole Aṣṭādhyāyī should be taken into the consideration as one unit. Construction of the same along with explaining the relationship and hierarchy among the Sutras with their operational function should be well explained.	MCQ type questions / Internal Assessment/ (Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc/ learning the Sutras by heart. <b>-End Semester Examination</b> 1. Explanation of Sutras. 2. Short notes on Paribhashas. 3. Derivation of verbal and nominal forms. 4. Long critical question.
2.	Derivation of the nominal forms under Pāṇini's system to get a thorough idea of Sanskrit declensions.	Explaining Sutras showing the recurrence, Step by step derivation mentioning the application of the Sutras, tutorials, workshops, PPT Presentation.	<b>Internal assessment</b> MCQ type questions / Internal Assessment/ (Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc/ learning the Sutras by heart. <b>-End Semester Examination</b> 1. Explanation of Sutras. 2. Short notes on definitions 3. Derivation of verbal and nominal forms. 4. Long critical question.
3.	Being well versed in identifying various roots belonging to different classes and deriving them with due operation deft.	Explaining Sutras showing the recurrence, Step by step derivation mentioning the application of the Sutras, tutorials, workshops, PPT Presentation.	<b>Internal assessment</b> MCQ type questions / Internal Assessment/ (Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc/ learning the Sutras by heart. <b>-End Semester Examination</b> 1. Explanation of Sutras. 2. Short notes on Paribhashas. 3. Derivation of verbal and nominal forms. 4. Long critical question.
4.	Efficiency to conjugate prefixed roots denoting various senses, e.g.- desiderative, causative, and	Explaining Sutras showing the recurrence, Step by step derivation mentioning the application of the Sutras, tutorials, workshops,	<b>Internal assessment</b> MCQ type questions / Internal Assessment/ (Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc/ learning the Sutras by heart. <b>-End Semester Examination</b>



	intensive etc with operational finishing.	PPT Presentation.	1. Explanation of Sutras. 2. Short notes on Paribhashas. 3. Derivation of verbal and nominal forms. 4. Long critical question.
--	--	-------------------	--

---

**[F] Basic Structure of Question Paper & Division of Marks**

---

(i)	Eight Explanations of Sutras (two from each Unit)	8 x 3.5 = 28
(ii)	Eight Explanations of the derivational process ((two from each Unit)	8 x 3.5 = 28
(iii)	One critical Question	1 x 6 = 6
(iv)	Two short notes in Sanskrit	2 x 4 = 8
		<b>Total: 70</b>

\*\*\*\*\*

**Semester: II, MA (Sanskrit)**  
**CC 203: Sāhitya: Meghadūta & Uttararāmacarita**  
**साहित्य: मेघदूत एवं उत्तररामचरित**

Maximum Marks: 100 (70+30)

Duration: 64 hrs. (04 weeks).  
(4 Theories = 4 credits)

---

**[A] Course Objective**

The general objective of this course is to expose the students to the literary compositions of two of the greatest master poets of Sanskrit through the reading of *Meghadūta* (Poetry) of *Kālidās* and *Uttararāmacarita* (Drama) of *Bhavabhūti* .

---

**[B] Course Learning Outcome**

After the completion of this course the students:

- Will form an idea of the superb aesthetic expressions that make Sanskrit composition occurs the position of pride in world Literature.
- Will be able to appreciate the expressions of Rasa, Dhvani and other literary elements contributing to the making of an art called poetry.
- Will be able to see the depiction of nature in various human forms and emotions in two of the master pieces of literary art.
- Will be exposed to the art of employment of Alankaras and Chandas in a poetic creation.

---

**[C] Unit wise Division**

Unit I	पूर्वमेघ
Unit II	उत्तरमेघ
Unit III	उत्तररामचरित-प्रथम से तृतीय अङ्क तक
Unit IV	उत्तररामचरित-षष्ठ तथा सप्तम अङ्क (अवशिष्ट अङ्कों का परिचय)

---

**[D] Suggested Readings**

**Essential Readings:**

1. उत्तररामचरितम् - आनन्दस्वरूप, सं.- जनार्दन शास्त्री पाण्डेय, मोतीलाल बनारसीदास, दिल्ली
2. उत्तररामचरितम् – राम अवध पाण्डेय एवं रविनाथ मिश्र, विश्वविद्यालय प्रकाशन, वाराणसी, 1977
3. उत्तररामचरितम् – रमाकान्त त्रिपाठी, वाराणसी, 1993
4. उत्तररामचरितम् – रामाधार शर्मा, भारतीय विद्या प्रकाशन, दिल्ली, 2005
5. मेघदूतम् – रमाशङ्कर त्रिपाठी, जनार्दन शास्त्री पाण्डेय, मोतीलाल बनारसीदास, दिल्ली
6. मेघदूतम् – संसारचन्द्र एवं मोहन देवपंत, मोतीलाल बनारसीदास, दिल्ली 2003
7. मेघदूतम् – विजेन्द्र कुमार शर्मा, साहित्य भण्डार, मेरठ, 1999.
8. मेघदूतम् – बाबूराम त्रिपाठी, महालक्ष्मी प्रकाशन, आगरा,
9. मेघदूतम्, अष्टव्याख्याविभूषितम्-प्रधानसम्पादकः – मिथिलाप्रसाद त्रिपाठी, सम्पादकः – जगदीश शर्मा, कालिदास संस्कृत अकादमी, उज्जयिनी, 2009
10. Uttararamacaritam, M.R. Kale, M.L.B.D., Delhi, 1962
11. Uttararamacaritam, P.V. Kane, M.L.B.D., Delhi, 1962

12. Uttararamacaritam, Saradaranjan Ray, Calcutta
13. Meghadoota of Kalidasa, Ed. C.R. Devadhar, MLBD, Delhi.
14. Meghadoota of Kalidasa, Ed. M.R. Kale, MLBD, Delhi

**Additional resources:**

1. अग्रवाल, वासुदेवशरण - मेघदूतः एक अध्ययन, राजकमलप्रकाशन, दिल्ली
2. अमृता भारती - भवभूति, भारतीय ज्ञानपीठ, नईदिल्ली, 2000
3. आचार्य रामकुमार - संस्कृत के सन्देश काव्य, अजमेर
4. कीथ, ए.बी. (अनु.उदयभानुसिंह) - संस्कृत नाटक, मोतीलाल बनारसीदास, दिल्ली, 1965
5. तिवारी, रमाशंकर - नाटककार कालिदास और काव्यकार कालिदास, परिमल पब्लिकेशन्स, दिल्ली 2001
6. द्विवेदी, हजारीप्रसाद - मेघदूतः एक पुरानी कहानी, राजकमल प्रकाशन, दिल्ली
7. भरतिया, कान्तिकिशोर - संस्कृत नाटककार, सूचना विभाग, उत्तरप्रदेश, 1959
8. राय, द्विजेन्द्रलाल (अनु.रूपनारायण पाण्डेय) - कालिदास और भवभूति, 1921
9. शर्मा, ब्रजवल्लभ - भवभूति के नाटक, मध्यप्रदेश हिन्दी ग्रन्थ अकादमी, भोपाल, 1973
10. शर्मा, रामाश्रय - भवभूति और उनका उत्तररामचरितम्, परिमल पब्लिकेशन्स, दिल्ली, 1997
11. सिंह, अयोध्याप्रसाद - भवभूति और उसकी नाट्यकला, मोतीलाल बनारसीदास, दिल्ली, 1969
12. सूरिदेव, रंजन - मेघदूतः एक अनुचिन्तन, मोतीलाल बनारसीदास, दिल्ली
13. Dixit, S.V., *Bhavabhūti: His Life & Literature*, CPP, Belgaun, 1958
14. Keith, A.B., *The Sanskrit Drama*, Oxford University Press, 1964
15. Mainkar, T.G., *Studies in Sanskrit Dramatic Criticism*, M.L.B.D., Delhi
16. Mirashi, V.V., *Bhavabhūti: His Date, Life and Works*, M.L.B.D., Delhi

---

**[E] Teaching Plan**

---

The teaching will be done as per the above-mentioned sequence of units and corresponding number of classes.

Facilitating the achievement of course learning outcomes are as under-

Unit	course learning outcomes.	Teaching and learning activity	Assessment tasks
1.	The Learners should be able to elucidate and critically analyse purvamegha portion in the <i>Meghadūta</i> of <i>Kālidās</i> in the light of Sanskrit Poetics.	Explanation, poetic appreciation of the text and discussions	<p><b>Internal assessment</b></p> <p>MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.</p>
			<b>-End Semester</b>

			<b>Examination</b> 1. Explanatory Questions 2. Short notes 3. Critical questions
2.	The Learners should be able to elucidate and critically analyse <i>UttaraMegha</i> portion in the <i>Meghadūta</i> of <i>Kālidās</i> in the light of Sanskrit Poetics.	Explanation, poetic appreciation of the text and discussions	<b>Internal assessment</b> MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc. <b>-End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3. Critical questions
3.	The Learners should be able to elucidate and critically analyse First three acts of the <i>Uttararāmacarita</i> in the light of dramaturgical theories	Explanation, poetic appreciation of the text and discussions.	<b>-internal assessment:</b> MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc. <b>-End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3. Critical questions
4.	The Learners should be able to explain and critically analyse Sixth and Seventh acts of the <i>Uttararāmacarita</i> in the light of dramaturgical theories.	Explanation, poetic appreciation of the text and discussions.	<b>-internal assessment:</b> MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/paper presentation/ Periodic tests etc. <b>-End Semester Examination</b>

			1. Explanatory Questions 2. Short notes 3. Critical questions
--	--	--	---

---

**[F]Basic Structure of Question Paper & Division of Marks**

---

- (i) Four Explanations (one from each of the Units) 04x 7= 28
- (ii) Four short notes ((one from each of the Units, one to be answered in Sanskrit) 5+5+5+07=22
- (iii) Two critical Questions (One from each of the units with options) 02x10=20
- Total Marks : 70**

\*\*\*\*\*

# SEMESTER: III

## CORE COURSES

### Semester: III, MA (Sanskrit)

#### CC 301: Linguistic Analysis of Sanskrit, Translation, Essay and Laghusiddhānta-Kaumudī

संस्कृत का भाषावैज्ञानिक विश्लेषण, अनुवाद, निबन्ध एवं लघुसिद्धान्तकौमुदी

Maximum Marks: 100 (70+30)

Duration: 64 hrs. (04 weeks).  
(4 Theories = 4 credits)

---

#### [A] Course Objective:

The objective of this course is to introduce the students to some important concepts and theories of philology and modern Linguistics and help them observe and analyse Sanskrit language on their light. The paper will familiarise the learners with Sanskrit phonology, morphology, syntax and semantics. The paper also intends to train the students in the art of Sanskrit essay writing and translation from other languages to Sanskrit. Some applied portions of grammar from the text of Laghusiddhanta-Kaumudi will also be taught with an aim to inculcate in the students the skill of Sanskrit language which, in turn, will enhance their ability of writing good essay and translation in Sanskrit.

---

#### [B] Course Learning Outcome

After the completion of the course the students will:

- be able to observe and analyse Sanskrit language with reference to the developments taken place with the advent of modern linguistic.
- understand the basic concepts of historical linguistics and will know the rules of language change and their application in Sanskrit.
- understand the important causes and directions of phonetic change and semantic change with reference to Sanskrit.
- learn the techniques of translation into Sanskrit.
- know the rules of case, compounds and primary-secondary suffixes of Sanskrit and their usages in actuals language situations.

---

#### [C] Unit wise Division

Unit-I संस्कृत का भाषावैज्ञानिक विश्लेषण - भाषाविज्ञान का परिचय, भाषाओं का वर्गीकरण - आकृतिमूलक एवं परिवारमूलक, भारोपीय भाषा परिवार का परिचय, भाषागत विशेषताएं, वर्ग - शतम् एवं केण्टुम् वर्ग एवं शाखाएं - भारत-ईरानी शाखा, मूलभारोपीय भाषा की विशेषताएं।

Unit-II संस्कृत का भाषावैज्ञानिक विश्लेषण - अवेस्ता एवं वैदिक संस्कृत की विशेषताएं एवं सम्बन्ध, वैदिक संस्कृत, लौकिक संस्कृत तथा प्राकृत का परिचय, प्राकृतों के भेद

तथा उनसे आधुनिक भाषाओं का विकास, स्वनिम का सामान्य परिचय एवं संस्कृत की ध्वनियों का वर्गीकरण (स्थान, प्रयत्न आदि के आधार पर), ध्वनि-परिवर्तन के कारण एवं दिशाएँ, प्रमुख ध्वनि नियम: ग्रिमनियम, ग्रासमाननियम, वर्तननियम, तालव्यनियम, मूर्धन्यनियम। अर्थपरिवर्तन की दिशाएँ एवं उसके कारण ।

Unit-III	व्याकरण: लघुसिद्धान्तकौमुदी - समासप्रकरण: अव्ययीभाव, तत्पुरुष, बहुव्रीहि एवं द्वन्द्व के विधायक सूत्र एवं अनुवाद
Unit-IV	कृदन्तप्रकरण: कृत्य एवं पूर्वकृदन्त तद्धितप्रकरण: त्वतलोरधिकारः, मत्वर्थीय प्रत्यय एवं निबन्ध

---

### [D] Suggested Readings

---

#### Essential Readings: (Part-I)

1. तिवारी, भोलानाथ – तुलनात्मक भाषाविज्ञान, मोतीलाल बनारसीदास, दिल्ली, 1974
2. तिवारी, भोलानाथ - भाषाविज्ञान, किताब महल, इलाहाबाद, 1992
3. व्यास, भोलाशंकर – संस्कृत का भाषाशास्त्रीय अध्ययन, चौखम्बा विद्याभवन, 1957
4. Burrow, T. , *Sanskrit Language* (also trans. into Hindi by Bholashankar Vyas), ChaukhambaVidyaBhawan, Varanasi, 1991
5. Crystal, David *The Cambridge Encyclopedia of Language*, Cambridge, 1997
6. Gune, P.D. *Introduction to Comparative Philology*, Chaukhamba Sanskrit Pratisthan, Delhi, 2005.
7. लघुसिद्धान्तकौमुदी, गीताप्रेस, गोरखपुर ।
8. लघुसिद्धान्तकौमुदी, निर्णयसागरप्रेस, मुम्बई ।
9. नौटियाल , चक्रधर . बृहद् अनुवाद चन्द्रिका ।
10. द्विवेदी , कपिलदेव . प्रौढरचनानुवादकौमुदी ।

#### Additional Resources:

1. Gosh, B.K.<sup>2</sup> *Linguistic Introduction to Sanskrit*, Sanskrit Pustak, Calcutta, 1977
2. Jespersen, Otto *Language : its Nature, Development and Origin*, George Allen & Unwin, London, 1954
3. Murti, M. Srimannarayana *An Introduction to Sanskrit Linguistics*, D.K. Publication, Delhi, 1984
4. Taraporewala *Elements of the Science of Language*, Calcutta University Press, Calcutta, 1962

5. Verma, S.K. & Krishnaswamy, N. *Modern Linguistics*, Oxford University Press, Delhi, 2005
6. Woolner, A.C. *Introduction to Prakrit*, Bhartiya Vidya Prakashan, Varanasi
7. कुशवाहा, महेशसिंह. लघुसिद्धान्तकौमुदी, भाग1-2, दिल्ली ।
8. शर्मा, गोविन्दप्रसाद. 2007. लघुसिद्धान्तकौमुदी, भाग1-3, वाराणसी।
9. शास्त्री, भीमसेन. लघुसिद्धान्तकौमुदी, भैमीव्याख्या, भाग1-6, भैमीप्रकाशन, दिल्ली ।
10. शास्त्री, धरानन्द. लघुसिद्धान्तकौमुदी, मूल व हिन्दी व्याख्या, दिल्ली ।
11. सिंह, सत्यपाल. 2014. लघुसिद्धान्तकौमुदी, दिल्ली ।
12. Kanshiram. 2010. The Laghusiddhanta-Kaumudi of Varadaraja, volume I, II, Moti Lal Banarasidas, Delhi.
13. शर्मा, श्रीराम . संस्कृत शिक्षक सरणी ।

### [E] Teaching Plan

The teaching will be done as per the above mentioned sequence of units and corresponding number of classes.

Facilitating the achievement of course learning outcomes are as under-

Unit	Course Learning Outcomes	Teaching Learning Activities	Assessment Task
I.	Introduction with general and historical linguistics of Indo European family of languages and a solid grounding for linguistic analysis of Sanskrit languages.	A variety of approaches to teaching-learning process should be used, i.e. explanation of terms and theories of linguistic followed by lectures, tutorials, workshops, PPT Presentation etc.	<b>Internal Assessment</b>
			MCQ type questions / Internal Assessment/(Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
			Semester End Examination
			1.Explanatory Questions 2. Short notes 3.Critical questions
II	Historical and comparative knowledge of Indo-Iranian, Old-Indo-Aryan and Middle-Indo-Aryan languages. With the knowledge of general and indo European phonology they the students will be well informed of special phonetic laws which function in Indo-European languages.	explanation terms and theories of linguistic followed by lectures , tutorials, workshops, PPT Presentation etc.	<b>Internal Assessment</b>
			Regularity, MCQ type questions / Internal Assessment/(Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
			Semester End Examination



			1.Explanatory Questions 2. Short notes 3.Critical questions
III	An overview of Sanskrit compounds through the Sutras from LSK.	Lectures, tutorials, Workshops, Group Discussions, PPT Presentation, Learning the Sutras by heart.	<b>Internal Assessment</b> Regularity, MCQ type questions / Internal Assessment/(Project/ Discussion/ Assignment/ Paper Presentation/ Periodic tests etc, Explanation of the Sutras. <b>Semester End Examination</b> 1.Explanation Of Sutras 2. Derivational process 3.Short notes
IV	Making them efficient in deriving the words using primary and secondary derivative suffixes. The students will be skilled in translating into higher Sanskrit.	Text book reading, Lectures, tutorials, Workshops, Group Discussions, PPT Presentation, Learning the Sutras by heart.	<b>Internal Assessment</b> MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ Paper Presentation/ Periodic tests etc, Explanation of the Sutras. <b>Semester End Examination</b> 1.Explanation Of Sutras 2. Derivational process 3.Short notes
V	The students will be able to express their thoughts through Sanskrit compositions	Lectures, tutorials, Workshops, Group Discussions on various topics. PPT Presentation.,.	<b>Internal Assessment</b> Discussion/ Assignment/ Paper Presentation/ Periodic tests etc, <b>Semester End Examination</b> Essay Writing

VI	.The students will be skilled in translating into higher Sanskrit.	Lectures, tutorials, Workshops, Group Discussions, PPT Presentation.,.	<b>Internal Assessment</b> Discussion/ Assignment/ Paper Presentation/ Periodic tests etc,
			<b>Semester End Examination</b>
			Translations
			.

**[F]Basic Structure of Question Paper & Division of Marks**

2 Long Question (from I & II unit)	02X07=14
2 short notes (from I & II unit)	02X05=10
4 Explanations with options (from III & IV Unit)	04x04= 16
4 Explanations of the derivational process (from III & IV Unit)	04x04= 16
One Essay in Sanskrit	01x08= 08
Translation (One Paragraph )	01x06=06
	<b>Total Marks= 70</b>

\*\*\*\*\*

## Semester: III, MA (Sanskrit)

### CC 302: Sāhitya: Vāsavadattā & Kādambarī

#### साहित्य: वासवदत्ता एवं कादम्बरी

Maximum Marks: 100 (70+30)

Duration: 64 hrs.(04 weeks).

(4 Theories = 4 credits)

#### [A] Course Objective

The general objective of this course is to expose the students to the Vasavadatta of Subandhu and the Kādambarī of Bāṇabhaṭṭa, the two foundational literary works in every sense.

#### [B] Course Learning Outcome

After the completion of this course the students:

- Will find themselves well acquainted with the highest forms of prose writings with its poetic beauty along with social relevance.
- Will form an idea of the superb aesthetic expressions that make Sanskrit composition occurs the position of pride in world literature.
- Will be able to appreciate the expressions of Rasa, Dhvani and other literary elements contributing to the making of art called poetry.
- Will be exposed to the art of employment of Alankaras in a prose form of poetry.

#### [C] Unit wise Division

(आरम्भ से 'मध्यमं लोकमवततार', पर्यन्त)

Unit I	वासवदत्ता - विशेषतः प्रास्ताविक पद्य, चिन्तामणिवर्णन, कन्दर्पकैतुवर्णन, वासवदत्ताविषयकस्वप्नवर्णन।
Unit II	वासवदत्ता - विशेषतः मकरन्दसंवाद, विन्ध्याचलवर्णन, रेवावर्णन, कुसुमपुरवर्णन (मध्यमं लोकमवततार' पर्यन्त)
Unit III	कादम्बरी (कथामुख) – विशेषतः प्रास्ताविकपद्य, शूद्रकवर्णन, चाण्डालकन्यावर्णन और विन्ध्याटवीवर्णन।
Unit IV	कादम्बरी (कथामुख) – विशेषतः पञ्चवटीवर्णन, शाल्मलीवृक्षवर्णन, शबरसैन्यवर्णन, हारीतवर्णन, जाबालिवर्णन।

#### [D] Suggested Readings:

##### Essential Readings:

1. वासवदत्ता - कृष्णमाचार्य, श्रीरंगम् 1906, श्रीवाणीप्रेस
2. वासवदत्ता – शङ्करदेव शास्त्री, चौखम्बा विद्याभवन, वाराणसी
3. वासवदत्ता – जमुना पाठक, चौखम्बा कृष्णदास अकादमी, वाराणसी, 2010
4. वासवदत्ता - शिवरामव्याख्या, कलकत्ता
5. वासवदत्ता – वेद प्रकाश डिंडोरिया, चौखम्बा संस्कृत प्रतिष्ठान, दिल्ली, 2018

6. कादम्बरी – देवर्षि सनाढ्य, विश्वविद्यालय प्रकाशन, वाराणसी
7. कादम्बरी – धर्मेन्द्रनाथ शास्त्री, प्रकाशन केन्द्र, सीतापुर रोड, लखनऊ
8. कादम्बरी – भट्टमथुरानाथ शास्त्री, निर्णयसागर प्रेस, बॉम्बे
9. कादम्बरी – रामस्वरूप शास्त्री, रामनारायणलाल बेनीमाधव, इलाहाबाद
10. Vasavadatta Louis H. Gray, Columbia University Press, New York, 1913
11. Kadambari P.V. Kane, Oriental Book Agency, Pune

#### Additional Resources:

1. अग्रवाल, वासुदेवशरण – कादम्बरी एक सांस्कृतिक अध्ययन, चौखम्बा विद्याभवन, वाराणसी, 1970
2. पाण्डेय, अमरनाथ – बाणभट्ट का साहित्यिक अनुशीलन, भारतीय विद्या प्रकाशन, वाराणसी, 1974
3. भट्ट, राजेश्वरी – कादम्बरी का काव्यशास्त्रीय अध्ययन, पब्लिकेशन स्कीम जयपुर।

#### [E] Teaching Plan:

The teaching will be done as per the above-mentioned sequence of units and corresponding number of classes.

Facilitating the achievement of course learning outcomes are as under-

Unit	course learning outcomes.	Teaching and learning activity	Assessment tasks
1.	The Learners should be able to elucidate and critically analyze the prescribed portion of <i>Vasavadatta</i> in the light of literary criticism.	Explanation, poetical, value based analytical appreciation of the text and discussions.	<b>Internal assessment</b>
			MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
			<b>-End Semester Examination</b>
			1. Explanatory Questions 2. Short notes 3. Critical questions
2.	The Learners should be able to elucidate and critically analyze the prescribed portion of <i>Vasavadatta</i> in the light of literary criticism.	Explanation, poetical and value based analytical appreciation of the text and discussions	<b>Internal assessment</b>
			MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
			<b>-End Semester Examination</b>
			1. Explanatory Questions 2. Short notes 3. Critical questions
3.	The Learners	Explanation,	<b>-internal assessment:</b>

	should be able to elucidate and critically analyze the prescribed portion of <i>Kadambari</i> in the light of literary criticism.	poetical and value based analytical appreciation of the text and discussions	MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.  <b>-End Semester Examination</b>  1. Explanatory Questions 2. Short notes 3.Critical questions
4.	The Learners should be able to elucidate and critically analyse the prescribe portion of <i>Kadambari</i> in the light of literary criticism.	Explanation, poetical, value based analytical appreciation of the text and discussions	<b>-internal assessment:</b> MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/paper presentation/ Periodic tests etc.  <b>-End Semester Examination</b>  1. Explanatory Questions 2. Short notes 3.Critical questions

---

**[F] Basic Structure of Question Paper & Division of Marks**

---

(i)	Four Explanations (one from each of the Units)	04x 7= 28
(ii)	Four short notes ((one from each of the Units with options, one in Sanskrit)	5+5+5+07=22
(iii)	Two critical Questions (One from each of the units with options)	02x10=20
		<b>Total: 70</b>

\*\*\*\*\*

# SEMESTER: IV

## CORE COURSES

**Semester: IV, MA (Sanskrit)**  
**Core Course**  
**CC- 403: Darśana: Sāṅkhya & Mīmāṃsā**  
**दर्शन: सांख्य एवं मीमांसा**

Maximum Marks: 100 (70+30)

Duration: 64 hrs. (04 weeks).  
(4 Theories = 4 credits)

---

### [A] Course Objective

The primary objective of this course is to introduce the students to the fundamental concepts and theories of Sāṅkhya & Mīmāṃsā; the two very important schools of Indian Philosophy through the reading of the premier texts Sankhyakarika and Arthasangraha respectively. The course intends to give the learners a very good grounding in these two systems of thought.

---

### [B] Course Learning Outcome

After the completion of this course the students will be:

- able to explain the stanzas and passages of Sankhyakarika and Arthasangraha and the fundamental concepts of Sankhya and Mimamsa philosophies in the lines of these two premier texts.
- familiar with many important Sankhya and Mimamsa terminologies.
- able to elucidate the metaphysics and epistemology propounded by the Sankhya and Mimamsa philosophers.
- familiar with different types of vedic sentences and their purport.
- able to observe and explain the linguistic aspects of the mimansakas.

---

### [C] Unit wise Division

Unit I	सांख्यकारिका (ईश्वरकृष्ण) - दुःखत्रयवाद, प्रमाण, सत्कार्यवाद, प्रकृति का स्वरूप, सिद्धि एवं गुणत्रय, पुरुष का स्वरूप एवं सिद्धि, सृष्टिप्रक्रिया - भौतिक-सर्ग एवं प्रत्यय-सर्ग, सूक्ष्म-शरीर, बन्ध एवं मोक्ष।
Unit II	श्वेताश्वतरोपनिषद् (केवल 1-4 अध्याय)
Unit III	अर्थसंग्रह (लौगाक्षिभास्कर) - धर्म, भावना, वेद की अपौरुषेयता, विधि, गुणविधि और विशिष्टविधि, उत्पत्तिविधि, विनियोगविधि, प्रयोगविधि तथा अधिकारविधि।
Unit VI	अर्थसंग्रह (लौगाक्षिभास्कर) - मन्त्र, नामधेय, निषेध एवं अर्थवाद, अपूर्वविधि और नियमविधि, परिसंख्याविधि तथा ग्रन्थ के शेष भाग का अध्ययन।

---

## [D]Suggested Readings

---

### Essential Readings:

1. अर्थसंग्रह - लौगाक्षिभास्कर (हिन्दीव्याख्याकार), कामेश्वरनाथमिश्र, चौखम्बा सुरभारती प्रकाशन, वाराणसी, 1983
2. अर्थसंग्रह - लौगाक्षिभास्कर (हिन्दीव्याख्याकार), दयाशंकर शास्त्री, चौखम्बा विद्या भवन, वाराणसी।
3. अर्थसंग्रह - लौगाक्षिभास्कर (हिन्दीव्याख्याकार), वाचस्पति उपाध्याय, चौखम्बा ओरियन्टालिया, वाराणसी, 1977
4. अर्थसंग्रह - लौगाक्षिभास्कर (हिन्दीव्याख्याकार), डॉ. राजेश्वर शास्त्री मुसलगाँवकर, चौखम्बा संस्कृत संस्थान, वाराणसी, तृतीय(संशोधित व परिवर्धित संस्करण), 2019
5. Arthsaṅgraha-Laugākṣibhāskara (ed. & trans.) A.B. Gajendragadkar & R.D. Karmarkar, Bhandarkar Oriental Research Institute, Poona, 1973
6. श्वेताश्वतरोपनिषद् - (सम्पादक), श्रीहनुमान प्रसाद पोद्दार, गीताप्रेस, गोरखपुर
7. श्वेताश्वतरोपनिषद् - (व्याख्याकार), डॉ०तुलसीराम शर्मा, ईस्टर्न बुक लिंकर्स, दिल्ली, 1985
8. सांख्यकारिका - ईश्वरकृष्ण (व्याख्याकार), ब्रजमोहन चतुर्वेदी, नेशनल पब्लिशिंग हाउस, दिल्ली, 1988
9. सांख्यकारिका - ईश्वरकृष्ण (व्याख्याकार), विमला कर्णाटक, चौखम्बा ओरियन्टालिया, वाराणसी, 1984
10. सांख्यकारिका - ईश्वरकृष्ण(व्याख्याकार), राकेश शास्त्री, संस्कृत ग्रन्थागार, दिल्ली, 2004

### Additional Resources:

1. मुसलगाँवकर, गजाननशास्त्री – मीमांसा दर्शन का विवेचनात्मक इतिहास, चौखम्बा विद्या भवन, वाराणसी
2. Dasgupta, S.N. - History of Indian Philosophy, Cambridge University Press, Cambridge, 1966
3. Deussen, Paul - Philosophy of Upanishads, Education Enterprise, Calcutta, 1972
4. Hiriyanna, M. - Outline of Indian Philosophy, London, 1951
5. Larson, G.J. - Classical Sāṃkhya, M.L.B.D., Delhi, 2001
6. Pandey, R.C. - Panorama of Indian Philosophy, M.L.B.D., Delhi, 1966
7. Radhakrishnan, S. - Indian Philosophy, Blackie & Sons, Bombay, 1977
8. Radhakrishnan, S. - Principal Upanishads, Centenary Edition, DUP, Delhi, 1989

9. Ranade, R.S. - Constructive Survey of Upanishadic Philosophy, Bhartiya Vidya Bhavan, Bombay, 1968 (also Hindi trans. उपनिषद्-दर्शन का रचनात्मक सर्वेक्षण)
10. Sharma, T.R. - Studies in the Sectarian Upanishads, Indological Book House, Varanasi, 1972
11. Upadhyaya, Vachaspati - Mīmāṃsādarśanavimarśaḥ, Bhartiya Vidya Prakashan, Delhi, 1976

## [E] Teaching Plan

The teaching will be done as per the above-mentioned sequence of units and corresponding number of classes.

Facilitating the achievement of course learning outcomes are as under-

Unit	Course learning outcomes.	Teaching and learning activity	Assessment tasks
1.	Student will be able to appreciate the ontology and epistemology of Sankhya Philosophy as depicted in Sankhyakarika.	A variety of approaches to teaching-learning process should be used, i.e. Explaining text and philosophical terms through lectures, tutorials, workshops, PPT Presentation etc.	<b>Internal assessment</b>
			MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
			<b>-End Semester Examination</b>
			1. Explanatory Questions 2. Short notes 3. Critical questions
2.	understanding the idea of Sarga (Evolution of World) & Liberation as depicted in Sankhyakarika.	Explaining text and philosophical terms through book reading, lectures, tutorials, workshops, PPT Presentation etc.	<b>Internal assessment</b>
			MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
			<b>-End Semester Examination</b>
			1. Explanatory Questions 2. Short notes 3. Critical questions
3.	Explanation and analysis of fundamental teachings	Explaining the text and philosophical terms through	<b>-internal assessment:</b>
			MCQ type questions / Internal Assessment/project/



	of Shvetashvatropnishad	lectures, tutorials, workshops, PPT Presentation	Discussion/ Assignment/ paper presentation/ Periodic tests etc.  <b>-End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3. Critical questions
4.	Should be able to describe the concept of Liberation according to Shvetashvatropnishad.	Explaining the text and philosophical terms through lectures tutorials, workshops, PPT Presentation etc.	<b>-internal assessment:</b> MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/paper presentation/ Periodic tests etc.  <b>-End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3. Critical questions
5.	Should be able to understand the idea of Dharma, Bhavna & Vidhi as depicted in Arthasangraha.	Explaining the text and philosophical terms through lectures, tutorials, workshops, PPT Presentation etc.	<b>-internal assessment:</b> MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/paper presentation/ Periodic tests etc.  <b>-End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3. Critical questions
6.	Should understand the concept of Mantra, Namdheya, Nishedha, Arthvad etc. according to Arthasangraha.	Explaining the text and philosophical terms through lectures, tutorials, workshops, PPT Presentation etc.	<b>-internal assessment:</b> MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/paper presentation/ Periodic tests etc.  <b>-End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3. Critical questions

--	--	--	--

---

**[F] Basic Structure of Question Paper & Division of Marks**

---

- (i) Four Explanations (one from I, III and IV Unit) 04x07= 28
- (ii) Four short notes (one from each of the Units, **one in Sanskrit from Shvetashvataropanisad**) 5+5+5+07=22
- (iii) Two critical Questions from *Sankhyakarika* and *Arthasangraha* only. 02x10=20
- Total: 70**

\*\*\*\*\*

# ELECTIVE COURSES

## III/IV SEMESTERS

### A/B/C/D/E/F/G/H/I/

Semester: III, MA (Sanskrit)  
Elective Group: A

#### EC-A303: Ṛgveda, Bṛhaddevatā & Paṇinīyaśikṣā

ऋग्वेद, बृहदेवता एवं पाणिनीय शिक्षा

Maximum Marks: 100 (70+30)

Duration: 64 hrs (04 weeks).  
(4 Theories = 4 credits)

---

#### [A] Course Objective

The course is intended to provide an in-depth study of some Ṛgvedic hymns which interpret various Vedic deities and give an idea of different subjects of Vedic Mantras. The course also provides an understanding of fundamental concepts of ancient Indian religious system. This study aims to familiarize the learners with the notions about *Rshi*, *Chanda*, *Devatā* etc. for determining the meaning of Vedic Mantras. The text, *Bṛhaddevatā* introduces the nature of *Devatā* and the *Pāṇinīyaśikṣā* defines *Varṇa*, *Svara* etc. related to proper pronunciation.

---

#### [B] Course Learning Outcome

After completion of this course the students:

- will form a clear understanding of some essential concepts of Vedas, particularly of the Ṛgveda.
- will know about the nature, actions and symbolism of few important Vedic deities.
- will be able to know and explain the meaning of prescribed verses according to some famous ancient and modern commentaries.
- will be able to appreciate the role of *Bṛhaddevatā* and *Paṇinīyaśikṣā* for understanding Vedic verses, and related issues.
- will try to recite Mantras in their true form with the knowledge of Vedic *Svara*.
- will be successful in applying this knowledge for exploring other Vedic texts.

---

#### [C] Unit wise Division

Unit-I	ऋग्वेद -1-25 (वरुण), 1-32 (इन्द्र), 5-83 (पर्जन्य), 7-18 (इन्द्र), 7-46 (रुद्र), 7-79 (उषा)
Unit-II	ऋग्वेद - 7-35 (विश्वे देवाः), 7-95 (सरस्वती), 7-101 (पर्जन्य), 7-103 (मण्डूक), 10.146 (अरण्यानी), 10.95 (पुरुवा-उर्वशी)

Unit-III	बृहद्देवता, प्रथम अध्याय (1-21, 42-45, 66-70 एवं 91-100)
Unit-IV	पाणिनीयशिक्षा

---

### [D] Suggested Readings

---

#### Essential Readings:

1. ऋग्वेदसंहिता (सायणभाष्यसंहिता), भाग 1 - 4, राष्ट्रिय संस्कृत संस्थान, नई दिल्ली।
2. ऋग्वेद, सायण-भाष्य-संहिता, भाग 1-5 (प्र.सम्पादक), नारायणशर्मासोनटके, वैदिकसंशोधनमंडल, पूना, 1933-51.
3. ऋग्वेदसंहिता - (सम्पादक) श्रीपाददामोदरसातवलेकर, वैदिकस्वाध्यायमंडल, पारडी, 1936.
4. ऋग्वेदसंहिता - वेंकटमाधवभाष्यसंहिता, (सम्पादक) लक्ष्मणसरूप, लाहौर, 1939.
5. ऋग्वेदसंहिता – स्कन्दस्वामी तथा वेंकटमाधवाचार्यभाष्यसंहिता, त्रिवेन्द्रम्संस्कृतसीरीज, त्रिवेन्द्रम्, 1942.
6. ऋग्वेदसंहिता - (अनुवादक) पं.जयदेवशर्मा, अजमेर, 1935 (सम्पूर्ण)|
7. ऋग्वेदसंहिता - (सम्पूर्ण) (अनुवादक) पं.दामोदरसातवलेकर, पारडी, 1947-52.
8. ऋग्वेदसंहिता - (अनुवादक) जियालालकाम्बोज, विद्यानिधिप्रकाशन, दिल्ली, 2005.
9. पाणिनीयशिक्षा, व्याख्याकार, शिवराज आचार्य कौण्डिन्यायन, चौखम्भा विद्याभवन, वाराणसी, 2012.
10. बृहद्देवता, रामकुमार राय, चौखम्भा संस्कृत संस्थान, वाराणसी, 2009.
11. Rgveda (Translated by) Griffith, Chaukhamba Sanskrit Series, Varanasi, 1920.
12. Rgveda Mandala VII - H.D. Velankar, Bharatiya Vidya Bhavan, Bombay, 1963.

#### Additional Resources:

1. शशिप्रभाकुमार - वैदिकमीमांसा, जे-पी- पब्लिशिंगहाउस, दिल्ली, 1996.
2. वेद पारिजात- एन.सी.ई.आर.टी., नई दिल्ली 2014.
3. शशि तिवारी- ऋग्वैदिक अध्ययन, न्यू भारतीय बुक कार्पोरेशन, दिल्ली, 2018.
4. Chaubay, Braj Bihari & Shastri, Kantanath - New Vedic Selection, Bhartiya Vidya Prakashan, Varanasi, 1981.
5. Keith, A.B. - Religion and Philosophy of the Veda and the Upaniads (Also Hindi Translation –वैदिक धर्म एवं दर्शन (by Suryakanta), M.L.B.D., Delhi.
6. Macdonell, A.A. - A Vedic Reader for Students, Oxford University Press, Delhi, 1960.
7. Macdonell, A.A. - Vedic Mythology (Also Hindi Translation –वैदिक देवशास्त्र by Suryakanta), M.L.B.D., Delhi, 1962.
8. Oldenberg, Herman - Religion of the Veda (Translation by Shridhar & Shrotri), M.L.B.D., Delhi, 1988.
9. Renou, Louis - Destiny of the Veda in India, M.L.B.D., Delhi, 1965.
10. Winternitz, M. - History of Indian Literature, Vol. I, Part I (English Translation by V. Srinivasa Sharma), M.L.B.D., Delhi, 1988.

---

### [E] Teaching Plan

---

The teaching will be done as per the above-mentioned sequence of units and corresponding number of classes.

Facilitating the achievement of course learning outcomes are as under-

Unit	course learning outcomes	Teaching and learning activity	Assessment tasks
1.	The Learners should be able to explain, elucidate and critically analyze the prescribed R̥gvedic hymns in light of few commentaries written by Sāyana, Venkatmādhava, Griffith, Wilson, Dayānanda, Sātavlekar etc.	Literary Explanation, poetical and value based analytical description of the prescribed mantras, discussions, reading and recitation of Vedic verses, PPT Presentation.	<b>Internal assessment</b>
			MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
			<b>-End Semester Examination</b>
2.	The Learners should be able to explain, elucidate and critically analyze the prescribed hymns in light of few commentaries written by Sāyana, Venkatmādhava, Griffith, Wilson, Dayānanda, Sātavlekar etc.	Literary Explanation, poetical and value based analytical description of the prescribed mantras, discussions, reading and recitation of Vedic verses, PPT Presentation.	<b>Internal assessment</b>
			MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
			<b>-End Semester Examination</b>
3.	The Learners should be able to explain and critically analyze the prescribed text of Brhaddevatā to explain related terms and concepts of Vedic mythology or <i>Devāśāstra</i> .	Explanation, poetical and value based analytical appreciation of the text and discussions, lectures, tutorials, PPT Presentation.	<b>-internal assessment :</b>
			MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
			<b>-End Semester Examination</b>
4.	The Learners should be able to explain	Explanation, and analytical	<b>-internal assessment:</b>
			MCQ type questions /

	and critically analyze the Pāṇiniyaśikṣā to explain ideas related to correct pronunciation of <i>varṇa</i> and Vedic Mantras.	approach to the text with and discussions, lectures, tutorials, PPT Presentation.	Internal Assessment/Project/ Discussion/ Assignment/- presentation/ Periodic tests etc.
			<b>-End Semester Examination</b>
			1. Explanatory Questions 2. Short notes 3. Critical questions

---

**[F] Basic Structure of Question Paper & Division of Marks**

(i)	Explanations of 3 Mantras (one in Sanskrit) from Unit-I and Unit-II	08x03= 24
(ii)	Four short notes (one from Unit-II, two from Unit-III and one from Unit-IV)	05x 04=20
(iii)	Two critical Questions (One from Units I & II and one from Unit-III)	08x02=16
(iv)	Explanations of two verses from Unit-IV	05x02= 10
		<b>Total: 70</b>

\*\*\*\*\*

**Semester: III, MA (Sanskrit)**  
**Elective Group: A**

**EC-A 304: Nirukta & Bhāradwāja-Śrautasūtra**  
**निरुक्त एवं भारद्वाजश्रौतसूत्र**

Maximum Marks: 100 (70+30)

Duration: 64 hrs. (04 weeks)  
(4 Theories = 4 credits)

---

**[A] Course Objective**

The course exposes the students to the various forms of sacrificial and ritualistic aspects pertaining to the life of Vedic Aryans. A short portion of the Bhāradwāja-Śrautasūtra is prescribed in the course to give an idea of the great ceremonial acts visualized by our ancient seers. The course also provides an understanding of Vedic deities especially through the science of etymology propounded by Yaska in Nirukta.

---

**[B] Course Learning Outcome**

After completion of this course, the students:

- will understand the ancient Indian science of etymology as depicted in Nirukta.
- will be able to realize ancient ideas of linguistics and original form of Divinities.
- will be able to form a basic idea of vast ritualistic life of Vedic people.
- will know the symbolic meanings of the religious activities described in the Vedic literature.
- will know different *Yajnas* according to the Śrauta literature.

---

**[C] Unit wise Division**

Unit-I	निरुक्त – अध्याय VIII
Unit-II	निरुक्त – अध्याय X
Unit-III	निरुक्त – अध्याय XI एवं XII
Unit-IV	भारद्वाजश्रौतसूत्रप्रश्न, VI, 15-18

---

**[D] Suggested Readings**

**Essential Readings:**

1. निरुक्तम् (कश्यपप्रजापतिकृत-निघण्टुभाष्यरूपम्), पं. मुकुन्द झा बखशी, चौखम्बा संस्कृत प्रतिष्ठान, दिल्ली, 2012
2. निरुक्त-यास्क, दैवतकाण्ड 7-12, (सम्पादक) सीतारामशास्त्री, परिमलपब्लिकेशन्स, दिल्ली, 1995
3. Nirukta with Nighantu with Durga's comm. (Ed.) by R.G. Bhandarkar, BORI, Poona, 1942.
4. Nirukta (Ed.) with English Trans. by Lakshman Sarup, M.L.B.D., Delhi, 1984.
5. Nirukta, Yaska (Ed.), V.K. Rajwade, BORI, Poona, 1993.

6. Sutras of Bharadwaja, Edited and Translated by C. G. Kashikar, Vaidika Samsodhana Mandala, Pune, 2003

**Additional Resources:**

1. द्विवेदी मनोहरलाल, कात्यायनयज्ञपद्धति-विमर्श, राष्ट्रिय संस्कृत संस्थान, नई दिल्ली, 2010
2. शास्त्री, शिवनारायण - निरुक्त-मीमांसा, दिल्ली, 1969
3. Kane, P.V. - History of Dharmashastra, Vol. I, BORI, Poona (Also Hindi Translation by अर्जुन चौबे कश्यप, उत्तरप्रदेश हिन्दी संस्थान, लखनऊ)
4. Mahendale, M.A. - Nirukta Notes, Deccan College, Poona, 1965

**[E] Teaching Plan**

The teaching will be done as per the above-mentioned sequence of units and corresponding number of classes.

Facilitating the achievement of course learning outcomes are as under-

Unit	course learning outcomes	Teaching and learning activity	Assessment tasks
1.	The Learners should be able to explain, elucidate and critically analyze the <i>eighth chapter</i> of Nirukta and to know the Science of Etymology and comparison of ancient and modern linguistics.	Literary explanation, analytical appreciation of the text and discussions, lectures, tutorials, PPT Presentation.	<b>Internal assessment</b>
			MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
			<b>-End Semester Examination</b>
			1. Explanatory Questions 2. Short notes 3. Critical questions
2.	The Learners should be able to explain, elucidate and critically analyze the <i>tenth chapter</i> of Nirukta and should judge its ideas in present context.	Literary explanation, analytical appreciation of the text and discussions, lectures, tutorials, PPT Presentation.	<b>Internal assessment</b>
			MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
			<b>-End Semester Examination</b>
			1. Explanatory Questions 2. Short notes 3. Critical questions
3.	The Learners should be able to explain, elucidate and critically analyze the <i>eleventh and</i>	Literary explanation, analytical appreciation of the text and discussions, lectures, tutorials,	<b>-internal assessment :</b>
			MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.



	<i>twelfth chapters</i> of Nirukta and should judge its ideas in present context.	PPT Presentation.	<b>-End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3. Critical questions
4.	The Learners should be able to explain, elucidate and critically analyze the text of Bhāradwāja-Śrautasūtra and <i>Agrahāyaneṣṭi</i> described therein.	Explanation, analytical study of the text and discussions on it with lectures, tutorials, PPT Presentation.	<b>-internal assessment:</b> MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/paper presentation/ Periodic tests etc. <b>-End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3. Critical questions

**[F] Basic Structure of Question Paper & Division of Marks**

(i)	04 Explanations (one in Sanskrit) from each Unit	07x04= 28
(ii)	04 short notes from each Unit	05 x04=20
(iii)	03 Etymology ( <i>Nirukti</i> ) from unit I to III.	02x03=06
(iv)	02 critical Question from unit I to III.	08x02= 16
		<b>Total: 70</b>

\*\*\*\*\*

**Semester: IV, MA (Sanskrit)**  
**Elective Group: A**

**EC-A 401: Yajurveda, Atharvaveda & Pratiṣākhya**

**यजुर्वेद, अथर्ववेद एवं प्रातिशाख्य**

Maximum Marks: 100 (70+30)

Duration: 64 hrs. (04 weeks).  
(4 Theories = 4 credits)

---

**[A] Course Objective**

The course provides an opportunity of systematic learning of some hymns of the Yajurveda and the Atharvaveda. These two Saṃhitās illuminate various deities and describe other themes related to life and cosmos; thus present varied information of Indian philosophy and civilization. Such study is relevant for achieving wider perception of Vedic wisdom. The course also covers various aspects of phonological and accent-related information through teaching rules in the form of Pratiṣākhya Text.

---

**[B] Course Learning Outcome**

After completion of this course the students:

- will broadly know about the contents, methods and language of the Yajurveda and the Atharvaveda.
- will understand the ideas and feelings of Vedic seers for nature, nation, earth and time through the explanation of prescribed mantras.
- will be able to realize the comprehensive approach of Vedic thoughts and culture which nourished the roots of our culture and civilization.
- will understand the real meaning of Vedic verses after gaining knowledge of its language through the study of Pratiṣākhya text.
- will learn various aspects of phonological and morphological rules depicted in Vaṅjaneyi Pratiṣākhya of the Yajurveda.

---

**[C] Unit wise Division**

Unit-I	यजुर्वेद - अध्याय 1 एवं 32
Unit-II	अथर्ववेद - 1.2 (पर्जन्य), 1-29 (राष्ट्राभिवर्धन), 2.27 (ओषधी), 3.17 (सीता), 10.2 (केन), 12.1 (भूमि), 19.53 (काल)
Unit-III	वाजसनेयिप्रातिशाख्य : अध्याय 1
Unit-IV	वाजसनेयिप्रातिशाख्य : अध्याय 2 एवं 3

---

**[D] Suggested Readings**

**Essential Readings:**

1. अथर्ववेदसंहिता - (सम्पादक) श्रीपाददामोदरसातवलेकर, वैदिकस्वाध्यायमंडल, आन्ध्रप्रदेश, 1940
2. अथर्ववेदसंहिता-सायणभाष्यसहित, (सम्पादक) श्रीविश्वबन्धु, दोखण्ड, विश्वेश्वरानन्द-वैदिकशोधसंस्थान, होशियारपुर, 1962.

3. अथर्ववेदसंहिता - (अनुवादक) श्रीपाददामोदरसातवलेकर, वैदिकस्वाध्यायमंडल, पारडी, 1950.
4. अथर्ववेदसंहिता - (अनुवादक) जयदेवविद्यालंकार, चौखम्बासंस्कृतसीरीज, वाराणसी, 1935.
5. यजुर्वेदसंहिता (वाजसनेयिसंहिता) - उव्वटमहीधरभाष्यसहित, (सम्पादक) रामशकलमिश्र, चौखम्बाविद्याभवन, वाराणसी, 1913-14.
6. यजुर्वेदसंहिता (मैत्रयणीसंहिता) - सायणभाष्यसहित, (सम्पादक) श्रीपाददामोदरसातवलेकर, वैदिकस्वाध्यायमण्डल, पारडी, 1942.
7. यजुर्वेदसंहिता - महर्षिदयानन्दभाष्यसहित, वॉल्यूमप्-प्प् (सम्पादक) युधिष्ठिरमीमांसक, रामलालकपूरट्रस्ट, सोनीपत, 1961 एवं 1971.
8. यजुर्वेद (वाजसनेयिसंहिता) - (सम्पादक) श्रीपाददामोदरसातवलेकर, मोतीलालबनारसीदास, दिल्ली, 1963.
9. शुक्लयजुर्वेद - (Translation) T. H. Griffith, Varanasi 1927.
10. यजुर्वेद - (अनुवादक) दौलतरामगौड़, चौखम्बाविद्याभवन, वाराणसी, 1965.
11. Yajurveda - With Sayana Bhashya, Vol. I-V, (ed.) Laxmi Venkateswara, Bombay, 1940-41.
12. शुक्लयजुर्वेदीय प्रातिशाख्य अथवा वाजसनेयि प्रातिशाख्य - (अनुवादक) वीरेन्द्रकुमार वर्मा, चौखम्बासंस्कृतप्रतिष्ठान, दिल्ली, 1987.

#### **Additional Resources:**

1. अग्निहोत्री, प्रभुदयाल - वैदिकदेवतादर्शन -(अथर्वसंहिता में वर्णित देवताओं का तुलनात्मकविवेचन, द्वितीय भाग).
2. पंभगवदत्त- वैदिक वाङ्मय का इतिहास - खण्ड 1-3, परिवर्धक तथा सम्पादक – सत्यश्रवा एम. ए., विजयकुमार गोविन्दराम हासानन्द, दिल्ली, 2008.
3. सिंह, उमेशप्रसाद - शुक्लयजुर्वेदप्रातिशाख्य: एकपरिशीलन, कलाप्रकाशन, वाराणसी.
4. Kane, P.V. - Keith, A.B. - Religion and Philosophy of the Vedas and the Upanisads (Also Hindi Translation, वैदिक धर्म एवं दर्शन by Suryakanta), Delhi.
5. Macdonell, A.B. - Vedic Mythology (Also Hindi Translation वैदिक देवशास्त्र by Suryakanta), M.L.B.D., Delhi, 1962.
6. Oldenberg, H. - Religion of the Veda, M.L.B.D., 1988.
7. Renou, Louis - Destiny of the Veda in India, M.L.B.D., Delhi, 1965..
8. Winternitz, M. - History of Indian Literature, Vol. I, Part I, M.L.B.D., Delhi, 1988.

---

#### **[E] Teaching Plan**

---

The teaching will be done as per the above-mentioned sequence of units and corresponding number of classes.

Facilitating the achievement of course learning outcomes are as under-

Unit	course learning outcomes	Teaching and learning activity	Assessment tasks
1.	The Learners should be able to explain, elucidate and critically analyze the 1 <sup>st</sup> and the 32 <sup>nd</sup> chapters of Yajurveda with the help of some available commentaries of ancient and modern scholars. .	Literary Explanation, poetical and value based analytical description of the prescribed mantras, discussions, reading and recitation of Vedic verses, lectures, tutorials, PPT Presentation.	<p><b>Internal assessment</b></p> <p>MCQ type questions / Internal Assessment/ Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.</p> <p><b>-End Semester Examination</b></p> <p>1. Explanatory Questions 2. Short notes 3.Critical questions</p>
2.	The Learners should be able to explain, elucidate and critically analyze the prescribed hymns of Atharvaveda with the help of some available commentaries of ancient and modern scholars.	Literary Explanation, poetical and value based analytical description of the prescribed mantras, discussions, reading and recitation of Vedic verses, lectures, tutorials PPT Presentation.	<p><b>Internal assessment</b></p> <p>MCQ type questions / Internal Assessment/ Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.</p> <p><b>-End Semester Examination</b></p> <p>1. Explanatory Questions 2. Short notes 3.Critical questions</p>
3.	The Learners should be able to explain and critically analyze the <i>Varṇotpatti</i> , <i>Vedādhyaṇa-Paddhati</i> , Phonological and Morphological rules depicted in Vajasaneyi Prātiśākhya in the light of Uvātabhāṣya.	Explanation, analytical description of the text, and discussions, lectures, tutorials, PPT Presentation.	<p><b>-internal assessment :</b></p> <p>MCQ type questions / Internal Assessment/ Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.</p> <p><b>-End Semester Examination</b></p> <p>1. Explanatory Questions 2. Short notes 3.Critical questions</p>
4.	The Learners should be able to explain and critically analyze the Vedic <i>Svara</i> and <i>Sandhi</i>	Explanation, analytical description of the text, and discussions, lectures, tutorials, PPT Presentation.	<p><b>-internal assessment:</b></p> <p>MCQ type questions / Internal Assessment/ Project/ Discussion/ Assignment/paper presentation/ Periodic tests etc.</p> <p><b>-End Semester Examination</b></p>

depicted in Vajasaneyi Prātisākhya in the light of Uvātabhāṣya.		1. Explanatory Questions 2. Short notes 3. Critical questions
---	--	---

**[F] Basic Structure of Question Paper & Division of Marks**

(i) Explanations of four Mantras, one in Sanskrit ( 2 from Unit-I and 2 from Unit-II )	09+09+09+07= 34
(ii) Two critical Questions (One from Unit-I and one from Unit-II)	07x02=14
(iii) Explanations of six <i>Suśtras</i> (from Unit-III and Unit-IV)	02x06=12
(iv) Short notes on five technical terms (from Unit-III and Unit-IV)	02x05 = 10
	<b>Total: 70</b>

\*\*\*\*\*

**Semester: IV, MA (Sanskrit)**  
**Elective Group: A**

**EC-A 402: Vedic Exegesis, History & Thought**

**वैदिक-व्याख्या, इतिहास एवं चिन्तन**

Maximum Marks: 100 (70+30)

Duration: 64 hrs (04 weeks).  
(4 Theories = 4 credits)

---

**[A] Course Objective**

The course is intended to be an exposition of the Indian and Western traditions of the Vedic interpretation. It introduces thoughts and literary works of some of the well-known ancient and modern Vedic commentators. This course also elaborates the history of Vedic Literature describing its various texts and related issues. Another objective of this course is to provide knowledge of the Vedic intellectual and cultural thoughts to the learners.

---

**[B] Course Learning Outcome**

After completion of this course, the students:

- will have a clarity about the Vedic wisdom and Vedic concepts.
- will know about certain aspects involved in the interpretation of Vedic verses.
- will be able to explain various theories of interpretations according to some important ancient, and modern Indian commentators.
- will be able to understand the role of few selected western scholars in the field of Vedic literature and interpretation.
- will have a comprehensive vision about the basic nature of wide-ranging Vedic texts and history of Vedic literature.

---

**[C] Unit wise Division**

<b>Unit-I</b>	<b>वैदिक व्याख्या</b> : प्राच्यपद्धति -(i) वेदव्याख्यान परम्परा, (ii) प्राचीन तथा आधुनिक व्याख्याकार: सायण, दयानन्द, अरविन्द, सातवलेकर, मधुसूदनओझा, आनन्दकुमारस्वामी, कपालीशास्त्री, आर. एन.दाण्डेकर इत्यादि।
<b>Unit-II</b>	<b>वैदिक व्याख्या</b> : प्रतीच्यपद्धति – पाश्चात्य विद्वानों का योगदान, विशेषतः - रॉथ, वर्गेन, लुडविग, गेल्डनर, मैक्समूलर, हिलेब्रान्ट, ग्रिफिथ, विल्सन इत्यादि।
<b>Unit-III</b>	<b>वैदिक साहित्य का इतिहास</b> - ऋग्वेदसंहिता, यजुर्वेदसंहिता, सामवेदसंहिता एवं अथर्ववेदसंहिता; वेदों की शाखाएँ, परिचय एवं वेदों का कालनिर्धारण, ब्राह्मणसाहित्य, आरण्यक और उपनिषद्: परिचय, वेदाङ्ग साहित्य: परिचय ।
<b>Unit-IV</b>	<b>वैदिक चिन्तन</b> - वैदिकदेवता, वैदिकसमाज, वेदों की अपौरुषेयता एवं नित्यता, ऋत की अवधारणा, वैदिकदर्शन ।

---

**[D] Suggested Readings**

---

**Essential Readings:**

1. ऋग्वेदभाष्यभूमिका - सायण, (सम्पादक) वीरेन्द्रकुमारवर्मा, चौखम्बा ओरियण्टालिया, वाराणसी, 1980
2. ऋग्वेदभाष्यभूमिका - सायण, (सम्पादक) श्रीकण्ठपाण्डे, भारतीय विद्या प्रकाशन, वाराणसी, 1985.
3. वेदभाष्यभूमिकासंग्रह – बलदेव उपाध्याय, बनारस, 1934.

**Additional Resources:**

1. श्रीअरविन्द - वेदरहस्य, अनुवादक – आचार्य अभयदेव विद्यालंकार एवं जगन्नाथ वेदालंकार, श्रीअरविन्द आश्रम, पुदुच्चेरी, 2009.
2. उपाध्याय, बलदेव – वैदिक साहित्य औ रसंस्कृति, शारदा संस्थान, वाराणसी।
3. उपाध्याय, बलदेव – संस्कृत वाङ्मय का बृहद् इतिहास - प्रथमभाग (वेद) – उत्तरप्रदेश संस्कृत संस्थान, लखनऊ।
4. उपाध्याय, बलदेव – संस्कृत वाङ्मय का बृहद् इतिहास - द्वितीय भाग (वेदांग) – उत्तरप्रदेश संस्कृत संस्थान, लखनऊ।
5. चतुर्वेदी, गिरिधरशर्मा – वैदिक विज्ञान और भारतीय संस्कृति, बिहार राष्ट्रभाषा परिषद्, पटना, 1972.
6. त्रिपाठी, गयाचरण – वैदिक देवता उद्भव और विकास, राष्ट्रीय संस्कृत संस्थान, नई दिल्ली।
7. द्विवेदी, कपिलदेव- वैदिक साहित्य एवं संस्कृति, विश्वविद्यालय प्रकाशन, वाराणसी, पंचमसंस्करण 2010.
8. पं. भगवद्दत्त- वैदिक वाङ्मय का इतिहास - खण्ड 1-3, परिवर्धक तथा सम्पादक – सत्यश्रवा एम. ए., विजयकुमार गोविन्दराम हासानन्द, दिल्ली, 2008.
9. पाण्डेय, गोविन्दचन्द्र - वैदिकसंस्कृति, लोकभारती प्रकाशन, इलाहाबाद
10. डॉ. फतेहसिंह - वैदिकदर्शन, संस्कृत सदन, कोटा, 1999.
11. वर्णी, रामप्रकाश – आचार्यसायण और स्वामीदयानन्द सरस्वती कीवेदभाष्य भूमिकाएँ, परिमलपब्लिकेशन्स, दिल्ली, 2005.
12. शर्मा, मुंशीराम - वेदार्थचन्द्रिका, चौखम्बाविद्याभवन, 1967.
13. शशि तिवारी, वेदव्याख्यापद्धतयः, प्रतिभा प्रकाशन, दिल्ली, 2014.
14. Dandekar, R.N. - Vedic Religion & Mythology: A Survey of the Works of Some Western Scholars, Univ. of Poona, Poona, 1965.
15. Macdonell, A.A. - Brhaddevata, M.L.B.D., 1965.

---

**[E] Teaching Plan**

---

The teaching will be done as per the above-mentioned sequence of units and corresponding number of classes.

Facilitating the achievement of course learning outcomes are as under-

Unit	course learning outcomes	Teaching and learning activity	Assessment tasks
1.	The Learners should be able to explain, elucidate and critically analyze the ancient and modern methods of interpretation of Vedas along with authentic introduction of Indian Vedic commentators, Vedic Samhitas, and their period etc.	Literary explanation and discussion on Vedic commentators, and Vedic literature; and analytical lectures, tutorials, PPT Presentation,	<b>Internal assessment</b>
			MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
			<b>-End Semester Examination</b>
			1. Explanatory Questions 2. Short notes 3. Critical questions
2.	The Learners should be able to explain, elucidate and critically analyze the methods of western modern scholars for interpretation of Vedas along with authentic introduction of Western Vedic commentators, and Vedic texts - Brāhmaṇas, Aranyakas, and Upaniṣads. etc	Literary explanation and discussion on Vedic commentators, and Vedic literature; and analytical lectures, tutorials, PPT Presentation.	<b>Internal assessment</b>
			MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
			<b>-End Semester Examination</b>
			1. Explanatory Questions 2. Short notes 3. Critical questions
3.	The Learners should be able to explain, elucidate and critically analyze the nature of six Vedāṅga and main texts related to it.	Literary explanation and discussion on Vedic literature; and analytical lectures, tutorials, PPT Presentation.	<b>-internal assessment :</b>
			MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
			<b>-End Semester Examination</b>
			1. Explanatory Questions 2. Short notes 3. Critical questions
4.	The Learners should be able to explain, elucidate	Literary Explanation and	<b>-internal assessment:</b>
			MCQ type questions /



	and critically analyze certain aspects of Vedic mythology, Vedic society and Vedic Philosophy.	discussion on Vedic thoughts; and analytical lectures, tutorials, PPT Presentation	Internal Assessment/Project/ Discussion/ Assignment/paper presentation/ Periodic tests etc.
			<b>-End Semester Examination</b>
			1. Explanatory Questions 2. Short notes 3. Critical questions

**[F] Basic Structure of Question Paper & Division of Marks**

- |  |                         |
|--|-------------------------|
| (i) Four long-answer questions (one from each Unit)                        | <b>12x4 = 48</b>        |
| (ii) Four short notes. One should be must in Sanskrit (one from each Unit) | <b>5+5+5+7= 22</b>      |
|  | <b>Total : 70 Marks</b> |

\*\*\*\*\*

## Semester: III, MA (Sanskrit)

### Elective Group: B

#### EC-B303: Yogasūtra & Gaudapādakārikā

#### योगसूत्र एवं गौडपादकारिका

Maximum Marks: 100 (70+30)

Duration: 64 hrs.(04 weeks).  
(4 Theories = 4 credits)

---

#### [A] Course Objective

The Objectives of the Course is to provide the students with an in-depth knowledge of Yoga and Non-dualistic Vedanta, the two very important schools of Indian Philosophy through reading of the texts *Yogasutra-vyasabhasya* and *Gaudapadakarika-sankarabhasya*.

---

#### [B] Course Learning Outcome

After the completion of this course the students:

- Will form some understanding of the dualistic and Non-dualistic trends of Indian thought tradition.
- Will have acquired an in-depth knowledge of the fundamental theories and concepts of Yoga and *Advaita* Vedanta systems.
- Will form an idea of the well-developed science of conciseness in ancient India.
- Will appreciate the contributions of *Gaudapada* a pre-shalicare *acharya* in the development of a dualistic tradition in thought.
- Will gain an insight into the metaphysical and epistemological positions of accepted *Sankhya-Yoga* and *Advaita* Vedanta.

---

#### [C] Unit wise Division

Unit I	योगसूत्र : समाधिपाद - चित्तभूमियाँ, चित्तवृत्तियाँ, प्रमाण-मीमांसा, वृत्तिनिरोध के उपाय, ईश्वर का स्वरूप, सम्प्रज्ञात समाधि एवं असम्प्रज्ञात समाधि, समापत्ति एवं शेषभाग का अध्ययन।
Unit II	योगसूत्र : कैवल्यपाद – पञ्चविध सिद्धियाँ, जात्यन्तर परिणाम, निर्माण चित्त, चतुर्विध कर्म, जीवन्मुक्ति, धर्ममेघ समाधि, कैवल्य स्वरूप एवं शेषभाग का अध्ययन।
Unit III	गौडपादकारिका आगमप्रकरण (माण्डूक्योपनिषद्के मूलमन्त्रों के साथ) तथा वैतथ्य प्रकरण।
Unit IV	अद्वैतप्रकरण एवं अलात शान्ति प्रकरण

---

#### [D] Suggested Readings

##### Essential Readings:

1. पातञ्जलयोगदर्शनम् - पतञ्जलि, (व्याख्याकार) सुरेशचन्द्र श्रीवास्तव, चौखम्बा सुरभारती प्रकाशन, वाराणसी, 1993

2. पातञ्जलयोगदर्शनम् - पतञ्जलि, (व्याख्याता) स्वामी हरिहरानन्द 'आरण्यक', मोतीलाल बनारसीदास, दिल्ली, 1974
3. माण्डूक्योपनिषद् (गौडपादकारिका) - गौडपाद, (व्याख्याकार) हनुमान प्रसादपोद्दार, गीता प्रेस, गोरखपुर, 2004
4. योगसूत्रम् - पतञ्जलि, (अनुवादक) महाप्रभुलाल गोस्वामी, चौखम्बा संस्कृत संस्थान, वाराणसी, 1983
5. योगसूत्रम् - पतञ्जलि, (अनुवादक) रमाशंकर त्रिपाठी, कृष्णदास अकादमी, वाराणसी, 1985
6. Gauḍ apādakārikā- Gauḍ apāda, (ed. & Translation) R.D. Karmarkar, Bhandarkar Oriental Reserach Institute Poona, 1953
7. Yogasūtram- Patanjali, (ed.) J.R. Ballantyne, Pious Book Corp., Delhi, 1985

#### Additional Resources:

1. उपाध्याय, बलदेव - भारतीयदर्शन, शारदामंदिर, वाराणसी, 2001
2. शर्मा, चन्द्रधर - भारतीयदर्शन: आलोचन और अनुशीलन, मोतीलाल बनारसीदास, दिल्ली, 2004
3. शर्मा, राममूर्ति - अद्वैतवेदान्त: इतिहास तथा सिद्धान्त, ईस्टर्न बुक लिंकर्स, दिल्ली
4. Dasgupta, S.N. - History of Indian Philosophy, Vols. I-V, M.L.B.D., Delhi, 1975
5. Devaraja, N.K. - Introduction to Saṅkara's Theory of Knowledge, M.L.B.D., Delhi, 1972
6. Hirianna, M. - Outlines of Indian Philosophy, London, 1956
7. Mahadevan, T.M.P. - Philosophy of Advaita, Bharatiya Kala Prakashan, Delhi, 2006
8. Pandey, R.C. - Panorama of Indian Philosophy (English & Hindi versions), M.L.B.D., Delhi, 1966
9. Radhakrishnan, S. - Indian Philosophy, Vol. I-II, London, 1967

---

### [E] Teaching Plan

---

The teaching will be done as per the above-mentioned sequence of units and corresponding number of classes.

Facilitating the achievement of course learning outcomes are as under-

Unit	course learning outcomes.	Teaching and learning activity	Assessment tasks
1.	Should be able to elucidate and critically analyze the <i>Samadhi-Pada</i> of <i>Yogasutra</i> .	Text based Lectures and discussions.	<p><b>Internal assessment</b></p> <p>MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.</p> <p><b>-End Semester Examination</b></p>

			1. Explanatory Questions 2. Short notes 3. Critical questions
2.	Should be able to elucidate and critically analyze the <i>Kavailya-Pada</i> of <i>Yogasutra</i> .	Text based Lectures and discussions.	<b>Internal assessment</b> MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc. <b>-End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3. Critical questions
3.	Should be able to elucidate and critically analyze the <i>Agama</i> and <i>Vaitathya prakarana</i> of <i>Gaudapadarika</i> with mantras of <i>Mandukyopanisad</i> .	Text based Lectures and discussions.	<b>-internal assessment :</b> MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc. <b>-End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3. Critical questions
4.	Should be able to elucidate and critically analyze the <i>Adavaita</i> and <i>Alatashanti prakarana</i> of <i>Gaudapadarika</i> .	Text based Lectures and discussions	<b>-internal assessment:</b> MCQ type questions / Internal Assessment/(Project/ Discussion/Assignment/paper presentation/ Periodic tests etc. <b>-End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3. Critical questions

---

**[F] Basic Structure of Question Paper & Division of Marks**

---

- |       |  |                   |
|-------|--|-------------------|
| (i)   | Four Explanations (one from each of the Units)                               | 04x 7= 28         |
| (ii)  | Four short notes ((one from each of the Units with options, one in Sanskrit) | 5+5+5+07=22       |
| (iii) | Two critical Questions (One from each units with options)                    | 02x10=20          |
|       |  | <b>Total : 70</b> |

\*\*\*\*\*

**Semester: III, MA (Sanskrit)**  
**Elective Group: B**

**EC-B304: Nyāyasiddhāntamuktāvalī**  
**न्यायसिद्धान्तमुक्तावली**

Maximum Marks: 100 (70+30)

Duration: 64 hrs. (04 weeks).  
(4 Theories = 4 credits)

---

**[A] Course Objective**

The Objective of the Course is to give the students an extended knowledge of the metaphysical and epistemological theories developed by the profounder of *Nyaya-Vaisheshika* philosophy through the reading of the text of *Nyāyasiddhāntamuktāvalī* of Vishvanatha Nyayapanchanana.

---

**[B] Course Learning Outcome**

After the completion of this course the students:

- Will form an idea of Realism in Indian context.
- Will have an extensive knowledge of *Nyaya-Vaisheshika* categories.
- Will also gain some fundamental ideas of other philosophical positions with regard to the categories accepted by the *Nyaya-Vaisheshikas*.
- Will be able to appreciate and differential the various divergent philosophical within the *Nyaya-Vaisheshika* tradition.

---

**[C] Unit wise Division**

<b>Unit I</b>	कारिका1-26 एवं गद्यांश भाग विशेषतः मंगलवाद, ईश्वरसिद्धि, सप्तपदार्थ-निरूपण, सामान्य-निरूपण, विशेषनिरूपण, समवायनिरूपण, अभावचतुष्टय
<b>Unit II</b>	कारिका27-46 एवं गद्यांश भाग विशेषतः कारण-त्रैविध्य, अन्यथासिद्धवर्णन, पृथिवी, जल, तेजस्, वायु, आकाश, काल एवं दिक् का निरूपण ।
<b>Unit III</b>	कारिका 47-50 एवं गद्यांश भाग विशेषतः आत्मतत्त्व सिद्धि
<b>Unit IV</b>	कारिका 51-65 एवं गद्यांश भाग विशेषतः चतुर्विध बुद्धि-निरूपण, षड्विधप्रत्यक्ष, अलौकिकसन्निकर्ष, योगजसन्निकर्ष-निरूपण एवं भेदवर्णन तथा शेष भाग का अध्ययन।

---

**[D]Suggested Readings**

**Essential Readings:**

1. कारिकावली – विश्वनाथपञ्चानन भट्टाचार्य (प्रभा-मञ्जूषा-दिनकरी-रामरुद्रीइत्यादिटीकासहित), चौखम्बा संस्कृत सिरीज, वाराणसी
2. न्यायसिद्धान्तमुक्तावली – विश्वनाथ पञ्चानन भट्टाचार्य, (व्याख्याकार) कृष्णवल्लभाचार्य, चौखम्बा संस्कृत संस्थान, वाराणसी, 1990
3. न्यायसिद्धान्तमुक्तावली – विश्वनाथ पञ्चानन भट्टाचार्य, (व्याख्याकार) गजानन शास्त्री मुसलगाँवकर, चौखम्बा सुरभारती प्रकाशन, वाराणसी, 1991

4. न्यायसिद्धान्तमुक्तावली - विश्वनाथपञ्चाननभट्टाचार्य, (व्याख्याकार) धर्मेन्द्रनाथ शास्त्री, मोतीलाल बनारसीदास, दिल्ली, 2000.

#### Additional Resources:

1. शास्त्री, धर्मेन्द्रनाथ – न्याय वैशेषिक, मोतीलाल बनारसीदास, दिल्ली, 1968
2. Dasgupta, S.N. - A History of Indian Philosophy, M.L.B.D., Delhi, 1975 (Also Hindi Translation by Kalanath & Sudhir Kumar, Rajasthan Hindi Grantha Academy, 1978)
3. Hiriyanna, M. - Outlines of Indian Philosophy, London, George Allen & Unwin Ltd., 1967
4. Mishra, Umesh - History of Indian Philosophy, Vol. 2, Nyāya-Vaiśeṣika, Tribhukti Prakashan, Allahabad, 1966
5. Pandey, Ram Chandra - Panorama of Indian Philosophy (English & Hindi versions), M.L.B.D., Delhi, 1966
6. Radhakrishnan, S. - Indian Philosophy, Vol. 1-2, London, 1962 (Also Hindi Translation by Nanda Kishor Gomil, Delhi, 1986)
7. Shastri, D.N. - Critique of Indian Realism, Bhartiya Vidya Prakashan, Delhi, 1976

#### [E] Teaching Plan

The teaching will be done as per the above-mentioned sequence of units and corresponding number of classes.

Facilitating the achievement of course learning outcomes are as under-

Unit	course learning outcomes.	Teaching and learning activity	Assessment tasks
1.	Should be able to elucidate and critically analyze the prescribed syllabus of Unit – I.	Text based Lectures and discussions.	<b>Internal assessment</b>
			MCQ type questions / Internal Assessment/(Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
			<b>-End Semester Examination</b>
			1. Explanatory Questions 2. Short notes 3.Critical questions
2.	Should be able to elucidate and critically analyze the prescribed syllabus of Unit – II.	Text based Lectures and discussions.	<b>Internal assessment</b>
			MCQ type questions / Internal Assessment/(Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
			<b>-End Semester Examination</b>

			1. Explanatory Questions 2. Short notes 3. Critical questions
3.	Should be able to elucidate and critically analyze the prescribed syllabus of Unit – III.	Text based Lectures and discussions.	<b>-internal assessment :</b> MCQ type questions / Internal Assessment/(Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc. <b>-End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3. Critical questions
4.	Should be able to elucidate and critically analyze the prescribed syllabus of Unit – IV.	Text based Lectures and discussions	<b>-internal assessment:</b> MCQ type questions / Internal Assessment/(Project/ Discussion/ Assignment/paper presentation/ Periodic tests etc. <b>-End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3. Critical questions

---

**[F] Basic Structure of Question Paper & Division of Marks**

---

(i)	Four Explanations (one from each of the Units)	04x 7= 28
(ii)	Four short notes ((one from each of the Units with options, one in Sanskrit)	5+5+5+07=22
(iii)	Two critical Questions (One from each units with options)	02x10=20
		<b>Total : 70</b>

\*\*\*\*\*

**Semester: IV, MA (Sanskrit)**  
**Elective Group: B**

**EC-B401: Brahmasūtra**  
**ब्रह्मसूत्र**

Maximum Marks: 100 (70+30)

Duration: 64 hrs. (04 weeks).  
(4 Theories = 4 credits)

---

**[A] Course Objective**

The general Objective of this Course is to give the students an advance knowledge of the system of *Advaita* Vedānta through the reading of Shankar and Ramanuja's commentaries on the *Brahmasutra*.

---

**[B] Course Learning Outcome**

After the completion of this course the students:

- Will be able to make sense of idealism as a philosophical position.
- Will be able to evaluate Shankar and Ramanujan's interpretations of the *Brahmasutra*.
- Will have extensive and in-depth knowledge of *Advaitic* metaphysical, ethical and analytical appreciation.
- Will develop Shankar and Ramanuja's employment of *Shruti*, *Smriti* and *Anubhava* in deriving his *Advaitic* theories.

---

**[C] Unit wise Division**

<b>Unit I</b>	ब्रह्मसूत्रशांकरभाष्य प्रथम अध्याय के प्रथम पाद के प्रथम 4 सूत्र (1.1.1-4) विशेषतः उपोद्घात भाष्य = अध्यासभाष्य, जिज्ञासाधिकरण, जन्माधिकरण, शास्त्रयोनित्वाधिकरण, समन्वयाधिकरण।
<b>Unit II</b>	ब्रह्मसूत्रश्रीभाष्य, प्रथम अध्याय, प्रथमपाद, प्रथमसूत्र।
<b>Unit III</b>	ब्रह्मसूत्रशांकरभाष्य: 2.1.1-20 विशेषतः स्मृत्यधिकरण, योगप्रत्युक्त्यधिकरण, शिष्टापरिग्रहाधिकरण, आरम्भणाधिकरण। ब्रह्मसूत्रशांकरभाष्य: 2.1.21-37, विशेषतः इतरव्यपदेशाधिकरण, कृत्स्नप्रसक्त्यधिकरण, प्रयोजनवत्त्वाधिकरण, वैषम्यनैर्घृण्याधिकरण।
<b>Unit IV</b>	ब्रह्मसूत्रशांकरभाष्य: 2.2.1-27, विशेषतः रचनानुपपत्त्यधिकरण, महद्दीर्घाधिकरण, परमाणुजगदकारणत्वाधिकरण, समुदायाधिकरण। ब्रह्मसूत्रशांकरभाष्य: 2.2.28-45, विशेषतः अभावाधिकरण, पत्यधिकरण, उत्पत्त्यसंभवाधिकरण। ब्रह्मसूत्रश्रीभाष्य: 2.2.42-45 (उत्पत्त्यसंभवाधिकरण)



---

**[D]Suggested Readings**

---

**Essential Readings:**

1. ब्रह्मसूत्रशांकरभाष्य (चतुःसूत्री) - (व्याख्याकार) आचार्य विश्वेश्वर सिद्धान्त शिरोमणि, चौखम्बा विद्याभवन, वाराणसी, 1966
2. ब्रह्मसूत्रशांकरभाष्य (चतुःसूत्री) - (व्याख्याकार) रमाकान्त त्रिपाठी, हिन्दी ग्रन्थ अकादमी, लखनऊ, 1979
3. ब्रह्मसूत्रशांकरभाष्य - (व्याख्याकार) कामेश्वरमिश्र, चौखम्बा संस्कृत सिरीज ऑफिस, वाराणसी, 1976
4. ब्रह्मसूत्रशांकरभाष्य - भामती टीका अनुवाद सहित (सम्पादक), स्वामी योगीन्द्रानन्द, षड्दर्शनप्रकाशन, वाराणसी, 1982
5. ब्रह्मसूत्रशांकरभाष्य - (व्याख्याकार) स्वामी सत्यानन्दसरस्वती, सत्यानन्दीदीपिकासहित, गोविन्दमठ, वाराणसी, 1978
6. ब्रह्मसूत्रशांकरभाष्य - (व्याख्याकार) स्वामी हनुमान् जी षड्शास्त्री, चौखम्बाविद्याभवन, वाराणसी, 1964
7. ब्रह्मसूत्रभाष्यम् श्रुतप्रकाशिकायुतम् - भारतीय विद्या प्रकाशन, दिल्ली

**Additional Resources:**

1. शर्मा, चन्द्रधर - भारतीयदर्शन: आलोचन व अनुशीलन, मोतीलाल बनारसीदास, दिल्ली, 2001
2. Chari, S.M.S. - Fundamental of Viṣ istādvaīta Vedānta, MLBD, Delhi.
3. Chari, S.M.S. - The Philosophy of Viṣ istād vaīta Vedānta, MLBD, Delhi.
4. Devaraja, N.K.- Introduction to Śaṅ kara's Theory of Knowledge, M.L.B.D., Delhi, 1972
5. Hirianna, M. - Outline of Indian Philosophy, London, George Allen & Unwin Ltd., 1967
6. Mahadevan, T.M.P. - Philosophy of Advaita, Bharatiya Kala Prakashan, Delhi, 2006
7. Pandey, Ram Chandra - Panorama of Indian Philosophy (English & Hindi versions), M.L.B.D., Delhi, 1966
8. Radhakrishnan, S. - Indian Philosophy, Vol. 1-2, London, 1967 (Also Hindi Translation by Nanda Kishor Gomil, Delhi, 1986)
9. Sharma, Rammurti - Advaita Vedānta, Eastern Book Linkers, Delhi, 1998

---

**[E]Teaching Plan**

---

The teaching will be done as per the above-mentioned sequence of units and corresponding number of classes.

Facilitating the achievement of course learning outcomes are as under-

Unit	course learning outcomes.	Teaching and learning activity	Assessment tasks

1.	Should be able to elucidate and critically analyze the first four sutras of first Pada of first chapter of Brahamasutra with Shankarabhasya.	Text based and Lectures and discussions.	<b>Internal assessment</b>
			MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
			<b>-End Semester Examination</b>
			1. Explanatory Questions 2. Short notes 3.Critical questions
2.	Should be able to elucidate and critically analyze the first sutra of first Pada of first chapter of Brahamasutra with Shribhasya.	Text based and Lectures and discussions.	<b>Internal assessment</b>
			MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
			<b>-End Semester Examination</b>
			1. Explanatory Questions 2. Short notes 3.Critical questions
3.	Should be able to elucidate and critically analyze the first to thirty seven sutras of first Pada of second chapter of Brahamasutra with Shankarabhasya.	Text based and Lectures and discussions.	<b>-internal assessment :</b>
			MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
			<b>-End Semester Examination</b>
			1. Explanatory Questions 2. Short notes 3.Critical questions
4.	Should be able to elucidate and critically analyze the first to forty five sutras of second Pada of second chapter of Brahamasutra with Shankarabhasya and forty two to forty five sutras of second Pada of second chapter of	Text based and Lectures and discussions	<b>-internal assessment:</b>
			MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/paper presentation/ Periodic tests etc.
			<b>-End Semester Examination</b>
			1. Explanatory Questions 2. Short notes 3.Critical questions

	Brahamasutra with Shribhasya.		
--	-------------------------------------	--	--

**[F] Basic Structure of Question Paper & Division of Marks**

- (i) Four Explanations (one from each of the Units) 04x 7= 28
- (ii) Four short notes ((one from each of the Units with options, one in Sanskrit) 5+5+5+07=22
- (iii) Two critical Questions (One from each units with options) 02x10=20
- Total : 70**

\*\*\*\*\*

**Semester: IV, MA (Sanskrit)**  
**Elective Group: B**

**EC-B402: Survey of Indian Philosophy**  
**भारतीय दर्शन का सर्वेक्षण**

Maximum Marks: 100 (70+30)

Duration: 64 hrs. (04 weeks).  
(4 Theories = 4 credits)

---

**[A] Course Objective**

The general Objective of this Course is to help the students acquire an extensive in-depth and emphathisive understanding of the various theories of some important schools of Indian Philosophy.

---

**[B] Course Learning Outcome**

After the completion of this course the students:

- Will acquire some through knowledge of its various philosophical theories proposed by different systems of philosophies.
- Will be able to compare and contrast the ideas advanced in positions taken by the systems have acquired an in-depth knowledge of the fundamental theories and concepts of Yoga and *Adavaita* Vedanta systems.
- Will form an idea of the origin and development of different philosophical systems.
- Will have a critical and further knowledge of contributions of individual Acharyas to their respective systems.
- Will be introduced to minor differences within the system.

---

**[C] Unit wise Division**

Unit I	सर्वदर्शनसंग्रह (माधवाचार्य) : चार्वाकमत एवं जैनमत
Unit II	सर्वदर्शनसंग्रह (माधवाचार्य) : बौद्धमत एवं शैवमत
Unit III	भारतीयदर्शन का आलोचनात्मक सर्वेक्षण - भारतीय दर्शन के प्रमुख विचारणीय पक्षों का आलोचनात्मक अध्ययन- आत्मा एवं परमात्मा (ईश्वर), कार्यकारणसिद्धान्त, मोक्ष, कर्म एवं पुनर्जन्म, प्रमाण, प्रामाण्यवाद तथा ख्यातिवाद आदि।
Unit IV	भारतीयदर्शन का आलोचनात्मक सर्वेक्षण - प्रमुख भारतीय दार्शनिक मतों (सांख्य, योग, न्याय, वैशेषिक, मीमांसा, वेदान्त) का ऐतिहासिक सर्वेक्षण। भारतीय दर्शन के प्रमुख आचार्य (जैमिनि, बादरायण, कपिल, पतञ्जलि, गौतम, कणाद, शंकर और वाचस्पति मिश्र) तथा उनके अवदानों का परिचय।

---

**[D] Suggested Readings**

**Essential Readings:**

1. सर्वदर्शनसंग्रह - माधवाचार्य, (व्याख्याकार) उमाशंकर शर्मा ऋषि, चौखम्बा विद्याभवन, वाराणसी, 1964
2. Sarvadarśanasāṅ graha - Mādhavācārya, (ed.) Madan Mohan Agrawal, Chaukhamba Surabhārati Prakashan, Delhi
3. Sarvadarśanasāṅ graha - (tr.) E.B. Cowell and A.E. Gough, MLBD, Delhi

#### Additional Resources:

1. उपाध्याय, बलदेव – भारतीय दर्शन, शारदा मंदिर, वाराणसी, 2001
2. द्विवेदी, पारसनाथ – भारतीय दर्शन, आगरा, 1974
3. पाण्डे, कान्तिचन्द्र - शैवदर्शनबिन्दु, सम्पूर्णानन्द संस्कृत विश्वविद्यालय, वाराणसी, 1964
4. शर्मा, चन्द्रधर – भारतीय दर्शन: आलोचन और अनुशीलन, मोतीलाल बनारसीदास, दिल्ली, 2004
5. शर्मा, राममूर्ति - अद्वैतवेदान्त: इतिहास तथा सिद्धान्त, ईस्टर्न बुक लिंक्स, दिल्ली
6. Dasgupta, S.N. - History of Indian Philosophy, Vol. I-V, M.L.B.D., Delhi, 1975
7. Deshpande, G.T. - Abhinavagupta (also, Hindi trans. by मिथिलेशचतुर्वेदी), Sahitya Akademi, New Delhi
8. Devaraja, N.K. - Introduction to Śāṅ kara's Theory of Knowledge, M.L.B.D., Delhi, 1972
9. Hirianna, M. - Outline of Indian Philosophy, London, 1956
10. Mahadevan, T.M.P. - Philosophy of Advaita, Bhartiya Kala Prakashan, Delhi, 2006
11. Pandey, Kanti Chandra - Outline of History of Shaiva Philosophy, MLBD, Delhi, 1986
12. Pandey, R.C. - Panorama of Indian Philosophy (English & Hindi Version), M.L.B.D., Delhi, 1966
13. Radhakrishnan, S. - Indian Philosophy, Vols. I-II, London, 1967

### [E] Teaching Plan

The teaching will be done as per the above-mentioned sequence of units and corresponding number of classes.

Facilitating the achievement of course learning outcomes are as under-

Unit	course learning outcomes.	Teaching and learning activity	Assessment tasks
1.	Should be able to elucidate and critically analyze the Charvaka and Jain philosophy according to Sarvadarshansamgra of Madhavacharya.	Text based Lectures and discussions.	<p><b>Internal assessment</b></p> <p>MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.</p> <p><b>-End Semester Examination</b></p> <p>1. Explanatory Questions 2. Short notes 3. Critical questions</p>
2.	Should be able to	Text based	<b>Internal assessment</b>

	elucidate and critically analyze the Baudha and Shaiva philosophy according to Sarvadarshansamgraha of Madhavacharya.	Lectures and discussions.	<p>MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.</p> <p><b>-End Semester Examination</b></p> <p>1. Explanatory Questions 2. Short notes 3. Critical questions</p>
3.	Should be able to elucidate and critically analyze the prescribed subject matter of Unit III.	Text based Lectures and discussions.	<p><b>-internal assessment :</b></p> <p>MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.</p> <p><b>-End Semester Examination</b></p> <p>1. Explanatory Questions 2. Short notes 3. Critical questions</p>
4.	Should be able to elucidate and critically analyze the prescribed subject matter of Unit III.	Text based Lectures and discussions	<p><b>-internal assessment:</b></p> <p>MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/paper presentation/ Periodic tests etc.</p> <p><b>-End Semester Examination</b></p> <p>1. Explanatory Questions 2. Short notes 3. Critical questions</p>

---

**[F] Basic Structure of Question Paper & Division of Marks**

---

- (i) Four long-answer questions (one from each Unit) **12x4 = 48**
- (ii) Four short notes. One should be must in Sanskrit (one from each Unit) **5+5+5+7= 22**
- Total : 70 Marks**

\*\*\*\*\*

**Semester: III, MA (Sanskrit)**  
**Elective Group: C**  
**EC- C303: Nāṭyaśāstra & Dhvanyāloka**  
**नाट्यशास्त्र एवं ध्वन्यालोक**

Maximum Marks: 100 (70+30)

Duration: 64 hrs. (04 weeks).  
(4 Theories = 4 credits)

---

**[A] Course Objectives:**

The purpose of this course is to introduce the multi-facetedness of Indian dramaturgy through the reading of the texts of Nāṭyaśāstra. The course also intends to familiarize the learners with the theory of Rasa or aesthetic relish. Dhvanyāloka is the locus classicus of Sanskrit poetics. It talks about the idea of Dhvani or suggestion to be the most important gist in the expression of poetry.

---

**[B] Course Learning Outcomes:**

After completion of this course the students:

- will form a basic understanding of some fundamental terminologies of the Natya and Kavya as presented by Bharata and Anandavardhana.
- will have acquired an in-depth knowledge of the theories of Rasa and Dhvani.
- will be able to understand and explain the prescribed text and the terms therein.
- will be successful in applying this knowledge for critical analysis in the light of suggestive meanings in drama and poetry.
- will be able to appreciate and enjoy the expressions of poetry.

---

**[C] Unit wise Division:**

Unit I	नाट्यशास्त्र (अभिनवभारती-सम्मतव्याख्यान) षष्ठ अध्यायः रसविषयकप्रश्न, स्थायिभाव, सञ्चारिभाव, सात्त्विकभाव, नाट्याश्रित अभिनय, धर्मी, वृत्ति, प्रवृत्ति, नाट्याङ्ग-सिद्धि, स्वर, गान, आतोद्य।
Unit II	नाट्यशास्त्र (अभिनवभारती-सम्मतव्याख्यान) षष्ठ अध्यायः रस-सूत्र, रस-सूत्र पर विभिन्न आचार्यों के मत तथा अभिनवगुप्त द्वारा उनका खण्डन, मूल रूप से चार प्रकार के रस का उद्भव, रसों की संख्या।
Unit III	ध्वन्यालोक (लोचन-सम्मतव्याख्यान) प्रथम उद्योतः ध्वनिः स्वरूप एवं आनन्दवर्धन की स्थापना, ध्वनि-सिद्धान्त की भूमिका, सहृदय का स्वरूप, ध्वनि-विरोधी मत एवं उनका खण्डन, वाच्य एवं प्रतीयमान अर्थ, त्रिविध ध्वनि - वस्तु, अलङ्कार एवं रस, ध्वनि का काव्यात्मत्व।
Unit IV	ध्वन्यालोक (लोचन-सम्मतव्याख्यान) प्रथम उद्योतः ध्वनि काव्य का लक्षण, अलङ्कारादि प्रकारों में ध्वनि के अन्तर्भाव का निषेध, लक्षणा-व्यापार एवं व्यञ्जना-व्यापार का भिन्नविषयकत्व।

---

**[D]Suggested Readings:**

---

**Essential Readings:**

1. ध्वन्यालोक (लोचन टीकासहित) - व्याख्या - जगन्नाथपाठक, चौखम्बाप्रकाशन, वाराणसी
2. ध्वन्यालोक - व्याख्या – आचार्य विश्वेश्वर, ज्ञानमण्डललिमिटेड, वाराणसी
3. ध्वन्यालोक - व्याख्या – रामसागर त्रिपाठी, मोतीलाल बनारसीदास, दिल्ली,
4. नाट्यशास्त्र - सम्पादक, बाबूलालशुक्ल, चौखम्बासंस्कृतसंस्थान, वाराणसी
5. नाट्यशास्त्र - सम्पादक, बटुकनाथ शर्मा एवं पं. बलदेव उपाध्याय, काशीसंस्कृतसीरीज, वाराणसी
6. नाट्यशास्त्र, व्याख्या - ब्रजमोहन चतुर्वेदी, विद्यानिधिप्रकाशन, दिल्ली
7. Dhvanyāloka-locana Ed. & Trans. by K. Krishnamoorthy, Meharchand Lachhamandas, Delhi, 1988

**Additional Resources:**

1. Deshpande, Ganesh Tryambak, Abhinavagupta (also Hindi Trans. by Mithilesh Chaturvedi), Sahitya Akademi, New Delhi
2. Gnoli, Raniero Aesthetic Experience, according to Abhinavagupta, Chowkhamba Sanskrit Series Office, Varanasi, 1968
3. Gupta, C.B. Indian Theatre, Munshiram Manoharlal, Delhi
4. Kulkarni, V.M. More Studies in Sanskrit Sāhitya Śāstra, Saraswati Pustak Bhandar, Ahmedabad, 1993
5. Kulkarni, V.M. Studies in Sanskrit Sahityashastra, B.L. Institute of Indology, Patna
6. Patwardhan, M.V. and J.L. Masson Aesthetic Rapture: Rasādhāyāya of the Nāṭ yaśāstra (Vol. II), Deccan College, Poona, 1970
7. Patwardhan, M.V. and J.L.Masson, Nāṭ yaśāstra and Abhinavagupta's Philosophy of Aesthetics, BORI, Poona, 1969
8. Wilson, H.H. Theatre of Hindus,

---

**[E] Teaching Plan:**

---

The teaching will be done as per the above-mentioned sequence of units and corresponding number of classes.

Facilitating the achievement of course learning outcomes are as under-

Unit	course learning outcomes.	Teaching and learning activity	Assessment tasks
1.	Explanation and	A variety of	<b>Internal assessment</b>



	critical analysis in light of the Abhinavabharati commentary	approaches to teaching-learning process should be used, i.e. Exposition of the texts through Analysis, Lectures, discussion, tutorials, workshops, PPT Presentation etc.	MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc. <b>-End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3.Critical questions
2.	Explanation and critical analysis in light of the Abhinavabharati commentary	Exposition of the texts, through lectures, discussion, tutorials, workshops, PPT Presentation etc.	<b>Internal assessment</b> MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc. <b>-End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3.Critical questions
3.	Explanation and critical analysis in light of Lochana commentary	Exposition of the texts by lectures, tutorials, workshops, PPT Presentation etc.	<b>-internal assessment:</b> MCQ type questions / Internal Assessment/(Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc. <b>-End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3.Critical questions
4.	Explanation and critical analysis in light of Lochana commentary	Exposition of the texts, lectures, discussion, tutorials, workshops, PPT Presentation, etc.	<b>-internal assessment:</b> MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/paper presentation/ Periodic tests etc. <b>-End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3.Critical questions

---

**[F] Basic Structure of Question Paper & Division of Marks:**

---

(i)	Four Explanations (one from each of the Units)	04x 7= 28
(ii)	Four short notes ((one from each of the Units with options, one in Sanskrit)	5+5+5+07=22
(iii)	Two critical Questions (One from each units with options)	02x10=20
		<b>Total : 70</b>

\*\*\*\*\*

**Semester: III, MA (Sanskrit)**  
**Elective Group-C**  
**EC-C304: Kāvyaṣrakāṣā**  
**काव्यप्रकाश**

Maximum Marks: 100 (70+30)

Duration: 64 hrs (04 weeks).  
(4 Theories = 4 credits)

---

**[A] Course Objectives:**

Kāvyaṣrakāṣā of Mamata is a fundamental text in Sanskrit poetics which has a balanced approach on the conceptual discussion of Kāvya-laksana, Rasa, Dhvani, Dosa Guna, Riti, and Alankaras. It integrates different poetic-schools for a better understanding of various factors essential for the charming nature of a Kavya.

The purpose of this course is to introduce the learners with the different dimensions of poetry i.e. effects (Prayojana), cause (Hetu), definition (Lakshana) and division (Kavya-bheda) through the reading of the texts of Kāvyaṣrakāṣā. It also presents the deep theory of suggestive meanings of poetry. The course also intends to equip the learners with the knowledge of very important theories like the power of words in general and with the suggestive power in particular. The division of poetry based on the suggestive meaning will also be focused in this course.

---

**[B] Course Learning Outcomes:**

Upon Successful completion of this course students:

- will form a deep understanding of the fundamental terminologies of kavya as presented by Mammata.
- will acquire an in-depth knowledge of the theories of meaning, the importance of suggestive meanings and rasa in poetry.
- will be successful in applying this knowledge for critical analysis in the light of suggestive meanings.
- will gain the ability to explaining and critically analyzing the prescribed texts.
- will be able to appreciate and enjoy the expressions of poetry.

---

**[C] Unit wise Division:**

**काव्यप्रकाशः प्रथम उल्लास से षष्ठ उल्लास तक**

Unit I	काव्य-प्रयोजन, काव्यहेतु, काव्यलक्षण (पूर्वाचार्यों के मतों की समीक्षा के साथ), काव्यभेद, शब्दार्थस्वरूप एवं भेद, तात्पर्यार्थ – अभिहितान्वयवाद एवं अन्विताभिधानवाद, अभिधा-व्यापार, संकेतग्रह-सिद्धान्त एवं विविध शास्त्रीयमत।
Unit II	लक्षणाःस्वरूप एवं भेद, मुकुलभट्ट का लक्षणा-विषयक मत एवं ताटस्थसिद्धान्त, न्याय का अनुव्यवसायसिद्धान्त, मीमांसा का ज्ञाततासिद्धान्त, लक्षणामूलाव्यञ्जना, अभिधामूलाव्यञ्जना, आर्थीव्यञ्जना एवं उसके भेद, लक्षणामूलध्वनि एवं उसके भेद, अभिधामूलाध्वनि एवं उसके भेद।
Unit III	असंलक्ष्यक्रमरसादिध्वनि, रसस्वरूप, भरत का रससूत्र एवं उसकी प्रमुख व्याख्याएँ – उत्पत्तिवाद, अनुमितिवाद, भुक्तिवाद एवं अभिव्यक्तिवाद (दार्शनिक पृष्ठभूमि के साथ), रस

की अलौकिकता, शृंगारादि नवरसों का स्वरूप, स्थायिभाव, रसाभास एवं भावाभास, ध्वनि के अन्यभेद, मम्मटीय ध्वनि-भेदों की गणना में प्राप्त त्रुटि एवं ध्वनि-भेदों की सही संख्या।

Unit IV गुणीभूतव्यङ्ग्य के भेद, व्यञ्जना की अपरिहार्यता, विभिन्न ध्वनिभेदों में व्यञ्जना की अनिवार्यता, मीमांसकमतों का निराकरण एवं व्यञ्जना-साधन में अन्य विमतियों का निराकरण, वेदान्ती, वैयाकरण एवं नैयायिक (महिमभट्ट) के मत का खण्डन, चित्रकाव्य-निरूपण।

### [D]Suggested Readings:

#### Essential Readings:

1. काव्यप्रकाश - मम्मट, (व्या.) आचार्यविश्वेश्वर, ज्ञानमण्डललिमिटेड, वाराणसी
2. काव्यप्रकाश - मम्मट, बालबोधिनीटीका (झलकीकर), पूनासंस्करण
3. काव्यप्रकाश - मम्मट, (व्या.) पारसनाथ द्विवेदी, विनोद पुस्तक मन्दिर, आगरा, 1986.
4. काव्यप्रकाश - मम्मट, (व्या.) श्रीनिवास शास्त्री, साहित्य भण्डार, मेरठ

#### Additional Resources:

1. चतुर्वेदी, बी.एम. - महिमभट्ट, नेशनलपब्लिशिंगहाउस
2. चौधुरी, एन.एन. - काव्यतत्त्वसमीक्षा (संस्कृतमें), दिल्ली
3. राय, विक्रमादित्य, काव्यसमीक्षा, भारतीयविद्याप्रकाशन, वाराणसी
4. De, Sushil Kumar, History of Sanskrit Poetics (also Hindi translation), Oriental Book Centre, Delhi, 2006
5. Kane, P.V., *History of Sanskrit Poetics* (also Hindi translation), M.L.B.D., Delhi, 2002
6. Pandey, Kanti Chandra, *Comparative Aesthetics*, Vol. 1, (also Hindi translation Chaukhamba Sanskrit Series Office, Varanasi, 1972

### [E] Teaching Plan:

The teaching will be done as per the above-mentioned sequence of units and corresponding number of classes.

Facilitating the achievement of course learning outcomes are as under-

Unit	course learning outcomes.	Teaching and learning activity	Assessment tasks
1.	Explanation and critical analysis of prescribed text.	A variety of approaches to teaching-learning process should be used, i.e. explaining the texts and the conceptual terms	<p><b>Internal assessment</b></p> <p>MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.</p> <p><b>-End Semester Examination</b></p>

		through extensive lectures tutorials, workshops, PPT Presentation	1. Explanatory Questions 2. Short notes 3. Critical questions
2.	Explanation and critical analysis of prescribed text.	Explaining the texts and the conceptual terms through extensive lectures, tutorials, workshops, PPT Presentation	<b>Internal assessment:</b> MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc. <b>-End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3. Critical questions
3.	Explanation and critical analysis of prescribed text.	Explaining the texts and the conceptual terms through extensive lectures, tutorials, workshops, PPT Presentation	<b>-internal assessment:</b> MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc. <b>-End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3. Critical questions
4.	Explanation and critical analysis of prescribed text.	Explaining the texts and the conceptual terms through extensive lectures tutorials, workshops, PPT Presentation	<b>-internal assessment:</b> MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/paper presentation/ Periodic tests etc. <b>-End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3. Critical questions

**[F] Basic Structure of Question Paper & Division of Marks:**

(i)	Four Explanations (one from each of the Units)	04x 7= 28
(ii)	Four short notes ((one from each of the Units with options, one in Sanskrit)	5+5+5+07=22
(iii)	Two critical Questions (One from each units with options)	02x10=20
		<b>Total : 70</b>

\*\*\*\*\*

**Semester: IV, MA (Sanskrit)**  
**Elective Group: C**  
**EC-C401: Kāvya prakāśa**  
**काव्यप्रकाश**

Maximum Marks: 100 (70+30)

Duration: 64 hrs (04weeks).  
(4 Theories = 4 credits)

---

**[A] Course Objectives:**

Kāvya prakāśa of mammata represents the height of the tradition of ancient literary criticism. It has a balanced approach towards the conceptual discussion on Rasa, Dhvani, Dosha, Alamkaras, etc. The purpose of this course is to introduce the various dimensions of Indian critical analysis through the texts of Kāvya prakāśa. It also intends to equip the students with various forms of poetic- blemishes (Kavya-dosha), poetics -Excellences (Kavya-guna) and Figures of speech (Kavya-alankaras).

---

**[B] Course Learning Outcomes:**

Upon Successful completion of this course students:

- i. will form a deep knowledge of poetic blemishes, poetics -Excellences, and Figures of speech as propounded by Mammaṭ a.
- ii. will be success in applying this knowledge for critical analysis in the light of the above elements of poetry.
- iii. will gain the ability to explaining and critically analysing of the prescribed texts.
- iv. Will be able to know that even though Mammata was a pioneer in the known followers of the Dhvani school, he never subsided other factors of poetry in the wider concept of Dhvani.
- v. will be able to appreciate and enjoy the expressions of poetry.

---

**[C] Unit wise Division:**

**काव्यप्रकाश – सप्तम उल्लास से दशम उल्लास तक।**

Unit I	काव्यदोष का सामान्य लक्षण, रसदोष, उसके अपवाद एवं परिहार।
Unit II	गुण-स्वरूप, अलङ्कार-स्वरूप, गुणालङ्कार-भेद-निर्णय, वामन, आनन्दवर्धन, मम्मट एवं भट्टोजि के गुणालङ्कार-भेद-विषयकमतों की समीक्षा, गुणभेद (माधुर्य, ओज एवं प्रसाद), वामन के दस गुणों का गुणत्रय में अन्तर्भाव, गुणों के व्यञ्जकतत्त्व।
Unit III	वक्रोक्ति एवं उसके भेद, अनुप्रास व उसके भेद, वृत्त्यनुप्रास में गुण, वृत्ति, रीति आदि का समन्वय, यमक, श्लेष एवं उसके भेद, शब्दश्लेष एवं अर्थश्लेष में भिन्नता, चित्रालङ्कार (चित्रकाव्य के प्रमुख उदाहरण), पुनरुक्तवदाभास।
Unit IV	प्रमुख अर्थालङ्कारों के लक्षण एवं उदाहरण - उपमा, अनन्वय, उपमेयोपमा, उत्प्रेक्षा, ससन्देह, रूपक, अपह्नुति, समासोक्ति, निदर्शना, अप्रस्तुतप्रशंसा, अतिशयोक्ति, प्रतिवस्तूपमा, दृष्टान्त, दीपक, तुल्ययोगिता, व्यतिरेक, विभावना, विशेषोक्ति, अर्थान्तरन्यास, काव्यलिङ्ग, पर्यायोक्त, परिसंख्या, एकावली, भ्रान्तिमान्, संसृष्टि एवं

**[D]Suggested Readings:**

**Essential Readings:**

1. काव्यप्रकाश – मम्मट. (व्या.) आचार्यविश्वेश्वर, ज्ञानमण्डललिमिटेड, वाराणसी
2. काव्यप्रकाश – मम्मट. बालबोधिनी टीका (झलकीकर), पूना संस्करण
3. काव्यप्रकाश – मम्मट. (व्या.) पारसनाथ द्विवेदी, विनोद पुस्तक मन्दिर, आगरा, 1986.
4. काव्यप्रकाश – मम्मट. (व्या.) श्रीनिवास शास्त्री, साहित्य भण्डार, मेरठ

**Additional Resources:**

1. चतुर्वेदी, बी.एम. - महिमभट्ट, नेशनलपब्लिशिंग हाउस
2. चौधुरी, एन.एन. - काव्यतत्त्वसमीक्षा (संस्कृत में), दिल्ली
3. राय, विक्रमादित्य, काव्यसमीक्षा, भारतीयविद्याप्रकाशन, वाराणसी
4. De, Sushil Kumar, History of Sanskrit Poetics (also Hindi translation), Oriental Book Centre, Delhi, 2006
5. Kane, P.V.,History of Sanskrit Poetics (also Hindi translation), M.L.B.D., Delhi, 2002
6. Pandey, Kanti Chandra,Comparative Aesthetics, Vol. 1, (also Hindi translation Chaukhamba Sanskrit Series Office, Varanasi, 1972

**[E] Teaching Plan:**

The teaching will be done as per the above-mentioned sequence of units and corresponding number of classes.

Facilitating the achievement of course learning outcomes are as under-

Unit	course learning outcomes.	Teaching and learning activity	Assessment tasks
1.	Explanation and critical analysis of prescribed text.	A variety of approaches to teaching-learning process should be used,i.e. Exposition of the texts followed by lectures, discussion, tutorials, workshops, PPT Presentation, etc.	<b>Internal assessment</b>
			MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
			<b>-End Semester Examination</b>
			1. Explanatory Questions 2. Short notes 3.Critical questions
2.	Explanation and critical analysis of prescribed text.	Exposition of the text followed by lectures, discussion, tutorials, workshops, PPT Presentation,	<b>Internal assessment</b>
			MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.

		etc.	
			<b>-End Semester Examination</b>
			1. Explanatory Questions 2. Short notes/difference between two alankaras 3. Critical questions
3.	Explanation and critical analysis of prescribed text.	Exposition of the texts followed by lectures, discussion, tutorials, workshops, PPT Presentation, etc.	<b>-internal assessment:</b> MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
			<b>-End Semester Examination</b>
			1. Explanatory Questions 2. Short notes 3. Critical questions
4.	Explanation and critical analysis of prescribed text.	Exposition of the texts followed by lectures, discussion, tutorials, workshops, PPT Presentation, etc.	<b>-internal assessment:</b> MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/paper presentation/ Periodic tests etc.
			<b>-End Semester Examination</b>
			1. Explanatory Questions 2. Short notes/difference between two alankaras 3. Critical questions

---

**[F] Basic Structure of Question Paper & Division of Marks:**

---

(i)	Four Explanations (one from each of the Units)	04x 7= 28
(ii)	Four short notes ((one from each of the Units with options, one in Sanskrit)	5+5+5+07=22
(iii)	Two critical Questions (One from each units with options)	02x10=20
		<b>Total : 70</b>

\*\*\*\*\*



**Semester: IV, MA (Sanskrit)**  
**Elective Group: C**  
**EC-C402: Daśarūpaka & Survey of Sanskrit Poetics**  
**दशरूपक एवं संस्कृत-काव्यशास्त्र का सर्वेक्षण**

Maximum Marks: 100 (70+30)

Duration: 64 hrs. (04 weeks).  
(4 Theories = 4 credits)

---

**[A] Course Objectives:**

The purpose of this course is to introduce the learners various components like plot, actor and Rasa of dramaturgical criticism. The second part of this course namely Survey of Sanskrit poetics intends to familiarize the students with the important theoretical contributions of the famous rhetoricians of Alaṅkāraśāstra.

---

**[B] Course Learning Outcomes:**

Upon Successful completion of this course students:

- will gain the ability to explaining and critically analysing of the prescribed texts in the light of commentator Dhanika.
- will be able to know the depth knowledge about of various terminology i.e. plot, actor and rasa, etc. for criticism a dramatic composition.
- will have a broad perspective of the field of famous rhetoricians of Alaṅkāraśāstra and their theories.
- will be successful in applying this knowledge for critical analysis.

---

**[C] Unit wise Division:**

**दशरूपक (अवलोकसहित)**

Unit I	दशरूपक - ग्रन्थ का प्रयोजन, रूपक के भेद, रूपकों के भेदकतत्त्व, वस्तु का स्वरूप एवं भेद, अर्थ-प्रकृतियाँ, कार्यावस्थाएँ, संधियाँ, अर्थोपक्षेपक, नायक के गुण, नायक के प्रकार, नायिकाभेद, नायक के सहायक एवं नायिका की सहायिकाएँ, नाट्यवृत्तियाँ, वृत्तियों के विषय में उद्धटादि के मत का निराकरण एवं अवशिष्ट भाग का अध्ययन।
Unit II	रसयोजना, रसयोजना के अंग, व्यभिचारी भाव, स्थायी भाव (भावों के विरोधाविरोध पर विचार), नाट्य में शान्तरस का निषेध, स्थायी भाव तथा रस का काव्य से सम्बन्ध – ध्वनिवादी पूर्वपक्ष, दशरूपककार का सिद्धान्त, रस का आश्रय, भाव्य-भावकसिद्धान्त, रस की प्रक्रिया तथा स्वरूप एवं अवशिष्ट भाग का अध्ययन।
Unit III	अलङ्कार-सिद्धान्त, गुण-रीति-सिद्धान्त, ध्वनि-सिद्धान्त, रस-सिद्धान्त, वक्रोक्ति-सिद्धान्त एवं औचित्य-सिद्धान्त।
Unit IV	भरतमुनि, अग्निपुराण, विष्णुधर्मोत्तर-पुराण, भामह, दण्डी, उद्धट, रुद्रट, मुकुलभट्ट, राजशेखर, महिमभट्ट, भोजराज, रुय्यक, सागरनन्दी, हेमचन्द्र, रामचन्द्र-गुणचन्द्र, जयदेव, शारदातनय, सिंहभूपाल, भानुदत्तमिश्र, रूपगोस्वामी, अप्पयदीक्षित, पण्डितराज जगन्नाथ।

---

**[D]Suggested Readings:**

---

**Essential Readings:**

1. दशरूपक - (सम्पादक) डॉ.श्रीनिवासशास्त्री, साहित्यभण्डार, मेरठ।
2. दशरूपक - (सम्पादक) लोकमणिदाहाल, चौखम्बा अमरभारती, वाराणसी।

**Additional Resources:**

1. उपाध्याय, बलदेव. भारतीयसाहित्यशास्त्र, चौखम्बाप्रकाशन, वाराणसी
2. कृष्णकुमार. अलंकारशास्त्र का इतिहास, साहित्य भण्डार, मेरठ
3. De, S.K. History of Sanskrit Poetics, K.L. Mukhopadhyay, Calcutta
4. Kane, P.V. History of Sanskrit Poetics, MLBD, Delhi
5. Raghavan, V. Studies on Some Concepts of Alamkāraśāstra, Adyar Library, Madras

---

**[E] Teaching Plan:**

---

The teaching will be done as per the above-mentioned sequence of units and corresponding number of classes.

Facilitating the achievement of course learning outcomes are as below.

Unit	course learning outcomes.	Teaching and learning activity	Assessment tasks
1.	Explanation in light of the Avaloka commentary	A variety of approaches to teaching-learning process should Exposition of the texts through lectures, discussion, tutorials, workshops, PPT Presentation, etc.	<b>Internal assessment</b> MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
			<b>-End Semester Examination</b>
			1. Explanatory Questions 2. Short notes 3.Critical questions
2.	Explanation in light of The Avlaoka commentary	Exposition of the texts through lectures, discussion, tutorials, workshops, PPT Presentation, etc.	<b>Internal assessment</b> MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
			<b>-End Semester Examination</b>
			1. Explanatory Questions 2. Short notes 3.Critical questions
3.	Introduction and	lectures, tutorials ,	<b>-internal assessment:</b>

	survey of prescribed theories and rhetorician of Alamkārāsāstra	discussion,PPT presentation etc.	MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
			<b>-End Semester Examination</b>
			Introductory short Notes and long Questions.
4.	Introduction and survey of prescribed theories and rhetorician of Alamkārāsāstra	lectures, tutorials, discussion, PPT presentation etc.	<b>internal assessment:</b>
			MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
			<b>-End Semester Examination</b>
			Introductory short Notes and long Questions.

---

**[F] Basic Structure of Question Paper & Division of Marks:**

---

- |       |  |                   |
|-------|--|-------------------|
| (i)   | Four Explanations (one from each of the Units)                               | 04x07= 28         |
| (ii)  | Four short notes ((one from each of the Units with options, one in Sanskrit) | 5+5+5+07=22       |
| (iii) | Two critical Questions (One from each units with options)                    | 02x10=20          |
|       |  | <b>Total : 70</b> |

\*\*\*\*\*

**Semester: III, MA (Sanskrit)**  
**Elective Group: D**

**EC-D303: Siddhāntakaumudī (tiñanta)**  
**सिद्धान्तकौमुदी (तिडन्त)**

Maximum Marks: 100 (70+30)

Duration: 64 hrs. (04 weeks).  
(4 Theories = 4 credits)

---

**[A] Course Objective**

The Objective of this course is to make the students acquire an advance knowledge of the derivational process of the Sanskrit Verbal root through the readings of the text of Siddhantkaumudī.

---

**[B] Course Learning Outcome**

After the completion of this course the students will:

- be able to interpret the Sūtras of the relevant portions of the text,
- be able to understand important application of interpretive rules and concepts such as -the concept of Vipratīṣedheparam kārya, general & exception rules (utsargāpavāda vyavasthā), Metarules (Paribhāṣā) in the derivational process.
- be able to identify and use the advance forms of the words ending within suffixes in actual language situations.
- be able to explain the derivational process of the Sanskrit verbal paradigms.

---

**[C] Unit wise Division**

Unit I	भ्वादिगणः भूसत्तायाम्, एधवृद्धौ, अतसातत्यगमने, षिधू शास्त्रे माङ्गल्ये च, णदअव्यक्ते, क्षिक्षये, गुपूरक्षणे, क्रमुपादविक्षेपे, जिजये, द्युतदीप्तौ, वृतुवर्तने, षह्यर्षणे, श्रुश्रवणे, गम्लृगतौ, दृशिर्प्रेक्षणे, यजदेवपूजासंगतिकरणदानेषु, वदव्यक्तायांवाचि । अदादिगणः अदभक्षणे, हनर्हिंसागत्योः, दुहप्रपूरणे, ब्रुव्यक्तायां वाचि, विदज्ञाने, अस्भुवि।
Unit II	जुहोत्यादिगणः हुदानादनयोः, जिभीभये, डुभृञ् धारणपोषणयोः, डुदाञ् दाने । दिवादिगणः दिवुक्रीडाविजिगीषा..., नृतीगात्रविक्षेपे, जनी प्रादुर्भावे । स्वादिगणः षुञ्अभिषवे, स्तृञ्आच्छादने, चिञ् चयने । तुदादिगणः तुदव्यथने, भ्रस्जपाके, मुच्लृमोक्षणे । रुधादिगणः रुधिर्आवरणे । तनादिगणः तनुविस्तारे, डुकृञ्करणे । क्रयादिगणः डुक्रीञ्द्रव्यविनिमये, शृर्हिंसायाम्, ज्ञाअवबोधने, ग्रह उपादाने । चुरादिगणः चुरस्तेये, कृतसंशब्दने, कथवाक्यप्रबन्धे ।
Unit III	प्रक्रियाः ण्यन्त, सन्नन्त, यङन्त, यङ्लुगन्त ।

**[D]Suggested Readings**

**Essential Readings:**

1. वैयाकरणसिद्धान्तकौमुदी (बालमनोरमा-तत्त्वबोधिनी-टीका) - (सं.)  
गिरिधरशर्माचतुर्वेदएवंपरमेश्वरानन्दशर्मा, तृतीयभाग, दिल्ली।

**Additional Resources:**

1. गोविन्दाचार्य, वैयाकरणसिद्धान्तकौमुदी (चतुर्थभाग: -प्रथमखण्ड, द्वितीयखण्ड), चौखम्बा सुरभारती प्रकाशन, वाराणसी, 2010
2. जिज्ञासु, पं. ब्रह्मदत्त - अष्टाध्यायी (भाष्य) प्रथमावृत्ति, रामलालकपूरट्रस्ट, बहालगढ़, सोनीपत,हरियाणा
3. शास्त्री शिवनारायण,- वैयाकरण-सिद्धान्तकौमुदी, भ्वादिगण (भवतोषिणी हिन्दीटीका सहित), दिल्ली 1989
4. Sharma, Ramanath - The Astadhyayi of Panini, Vol.1 to Vol. 6, Munshiram Monoharlal Publishers Pvt. Ltd. Delhi. 1987-2003
5. Vasu, S.C. - The Astadhyayi of Panini (2 Vols.), Motilal Banarasidass, Delhi-1997
6. E-Learning Tools developed by Department of Sanskrit University of Delhi.

**[E] Teaching Plan**

The teaching will be done as per the above-mentioned sequence of units and corresponding number of classes.

Facilitating the achievement of course learning outcomes are as under-

Unit	Course learning outcomes.	Teaching and learning activity	Assessment tasks
1.	Explanation of the Sūtras of the 1 <sup>st</sup> Unit and their application in the derivational process	A variety of approaches to teaching-learning process should be used, i.e. Reading and explanation of Sūtras followed by the classroom discussion, Lectures, tutorials, PPT Presentation	<p><b>Internal assessment</b></p> <p>MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.</p> <p><b>-End Semester Examination</b></p> <p>1.Explanatory Questions related to Sūtras and derivations. 2.Detailed derivational process of the Sanskrit Verbal Morphology 3.Critical questions</p>

2.	Explanation of the Sūtras of the 2 <sup>nd</sup> Unit and their application in the derivational process	A variety of approaches to teaching-learning process should be used, i.e. Reading and explanation of Sūtras followed by the classroom discussion, Lectures, tutorials, PPT Presentation	<b>Internal assessment</b>
			MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
			<b>-End Semester Examination</b>
3.	Explanation of the Sūtras of the 3 <sup>rd</sup> Unit and their application in the derivational process	A variety of approaches to teaching-learning process should be used, i.e. Reading and explanation of Sūtras followed by the classroom discussion, Lectures, tutorials, PPT Presentation	<b>Internal assessment</b>
			MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
			<b>-End Semester Examination</b>
4.	Explanation of the Sūtras of the 4 <sup>th</sup> Unit and their application in the derivational process	A variety of approaches to teaching-learning process should be used, i.e. Reading and explanation of Sūtras followed by the classroom discussion, lectures, tutorials, PPT Presentation	<b>Internal assessment</b>
			MCQ type questions / Internal Assessment/(Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
			<b>-End Semester Examination</b>
5.	Explanation of the Sūtras of the 5 <sup>th</sup> Unit and their application in the derivational process	A variety of approaches to teaching-learning process should be used, i.e. Reading and explanation of Sūtras followed by the classroom	<b>Internal assessment</b>
			MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
			<b>-End Semester Examination</b>

		discussion, lectures, tutorials, PPT Presentation	1.Explanatory Questions related to Sutras and derivations. 2.Detailed derivational process of the Sanskrit Verbal Morphology 3.Critical questions and short notes.
--	--	---	--

---

**[F] Basic Structure of Question Paper & Division of Marks**

---

- (i) Explanation of four Sūtras (One from each unit)  $4 \times 6 = 24$   
(ii) Derivational process of eight words (Two from each unit)  $8 \times 4 = 32$   
(iii) Two short critical questions/notes  
(One to be answered in Sanskrit)  $07 \times 02 = 14$   
**Total Marks=70**

\*\*\*\*\*

**Semester: III, MA (Sanskrit)**  
**Elective Group: D**

**D304: Aṣṭādhyāyī (Kāśikāvṛtti) & Siddhāntakaumudī (samāsa)**  
**अष्टाध्यायी (काशिकावृत्ति) एवं सिद्धान्तकौमुदी (समास)**

Maximum Marks: 100 (70+30)

Duration: 64 hrs. (04 weeks).  
(4 Theories = 4 credits)

---

**[A] Course Objective**

This course intends to introduce the students to some very important portions of the Aṣṭādhyāyī (Kāśikāvṛtti), and the structure thereof. This course also aims at giving the students an advance knowledge of compounding rules and the derivational process therein, through the reading of the text of the Siddhāntakaumudī.

---

**[B] Course Learning Outcome**

After the completion of this course the students will:

- be able to understand some very important metarule and structural aspects of Aṣṭādhyāyī.
- be able to identify the structures of Sanskrit Language in general and the usages of the Case-endings in particular.
- be able to interpret the Sūtras of the relevant portion of the text.
- be able to understand the derivational process of the compounded words of Sanskrit.
- be able to understand Paninian Nomenclatures (saṃjñā) and their application in the interpretation of the Sūtras and in the derivational process of the Sanskrit compounds.

---

**[C] Unit wise Division**

Unit I	अष्टाध्यायी - काशिकावृत्ति - अध्याय 1, पाद 1 अष्टाध्यायी - काशिकावृत्ति - 1-4-23 से 1-4-55 तक
Unit II	अष्टाध्यायी - काशिकावृत्ति - 1-4-83 से 1-4-98 तक अष्टाध्यायी-काशिकावृत्ति - अध्याय 2, पाद 3
Unit III	सिद्धान्तकौमुदी: समास-प्रकरण, अव्ययीभाव, तत्पुरुष
Unit IV	सिद्धान्तकौमुदी: समास-प्रकरण, बहुव्रीहि से अलुक्समासपर्यन्त

---

**[D] Suggested Readings**

**Essential Readings:**

1. काशिकावृत्ति, प्रथमभाग तथा द्वितीयभाग, सम्पादक - श्रीनारायणमिश्र, रत्नापब्लिकेशंस, वाराणसी, 1985



2. काशिका, प्रथमभाग, द्वितीयभाग, तृतीयभाग, सम्पादक – जयशंकरलाल त्रिपाठी तथा सुधाकर मालवीय, तारा प्रिन्टिंग वर्क्स, वाराणसी, 1986-87
3. काशिकावृत्ति, न्यास-पदमंजरी-सहिता, सम्पादक – स्वामी द्वारिकादास शास्त्री एवं पं. कालिकाप्रसाशुक्ल, भाग 1, 2, वाराणसी।
4. वैयाकरणसिद्धान्तकौमुदी (बालमनोरमा-तत्त्वबोधिनीटीका), द्वितीयभाग, (संú) गिरिधरशर्मचतुर्वेद एवं परमेश्वरानन्द शर्मा, दिल्ली

**Additional Resources:**

1. जिज्ञासु, ब्रह्मदत्त - अष्टाध्यायी (भाष्य) प्रथमावृत्ति (प्रथमभाग), रामलालकपूरट्रस्ट, बहालगढ़ (सोनीपत, हरियाणा)।
2. पाण्डेय, गोपालदत्त - वैयाकरणसिद्धान्तकौमुदी, प्रथमभाग, चौखम्बासुरभारतीप्रकाशन, वाराणसी, 1994
3. शास्त्री, जगदीशलालएवंमधुबालाशर्मा - वैयाकरणसिद्धान्तकौमुदी (समास-प्रकरण), मोतीलालबनारसीदास, दिल्ली
4. Joshi, S.D. and J.A.F. Foflesgen : The Astadhyayai of Panini, Vol. 1,4,5,6,7 Sahitya Acadami,New Delhi.
5. Sharma, Ramanath. The Astadhyayai of Panini, Vol. 1, Vol. 2, Vol. 3, Munshiram Manoharlal, Delhi, 1987 (Part I), 1990 (Part II), 1995 (Part III).
6. Vasu, S.C. The Astadhyayai of Panini, Vol. I, Motilal Banarsidass, Delhi, 1997

---

**[E] Teaching Plan**

---

The teaching will be done as per the above-mentioned sequence of units and corresponding number of classes.

Facilitating the achievement of course learning outcomes are as under-

Unit	Course learning outcomes.	Teaching and learning activity	Assessment tasks
1.	Explanation of the Sūtras of the 1 <sup>st</sup> Unit and their application in the derivational process	A variety of approaches to teaching-learning process should be used, i.e. Reading and explanation of Sūtras followed by the classroom discussion, lectures, tutorials, PPT Presentation	<b>Internal assessment</b>
			MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
			<b>-End Semester Examination</b>
			1.Explanatory Questions related to Sūtras and derivations. 2.Detailed derivational process of examples of the concerned Sūtras . 3.Critical questions
2.	Explanation of the	A variety of	<b>Internal assessment</b>

	Sūtras of the 2 <sup>nd</sup> Unit and application of the Case-endings in the language.	approaches to teaching-learning process should be used, i.e. Reading and explanation of Sūtras followed by the classroom discussion, Lectures, tutorials, PPT Presentation	MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc. <b>-End Semester Examination</b> 1.Explanatory Questions related to Sūtras . 2. Use of the Case-endings in the sentences. 3.Critical questions
3.	Explanation of the Sūtras of the 3 <sup>rd</sup> Unit and application of the Case-endings in the language.	A variety of approaches to teaching-learning process should be used, i.e. Reading and explanation of Sūtras followed by the classroom discussion, lectures , tutorials, PPT Presentation	<b>Internal assessment</b> MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc. <b>-End Semester Examination</b> 1.Explanatory Questions related to Sūtras . 2. Use of the Case-endings in the sentences. 3.Critical questions
4.	Explanation of the Sūtras of the 4 <sup>th</sup> Unit and application of the Sūtras in the Examples of avyayībhāva, tatpuruṣ a	A variety of approaches to teaching-learning process should be used, i.e. Reading and explanation of Sūtras followed by the classroom discussion, lectures, tutorials, PPT Presentation	<b>Internal assessment</b> MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc. <b>-End Semester Examination</b> 1.Explanatory Questions related to Sūtras . 2.. Detailed derivational process of the Sanskrit compound words of the Avyayībhāva, tatpuruṣ a category. 3.Critical questions
5.	Explanation of the Sūtras of the 5 <sup>th</sup> Unit and application of the Sūtras in the Examples of bahuvrīhi to aluksamāsa	A variety of approaches to teaching-learning process should be used, i.e. Reading and explanation of Sūtras followed by the classroom discussion, lectures, tutorials, PPT Presentation	<b>Internal assessment</b> MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc. <b>-End Semester Examination</b> 1.Explanatory Questions related to Sūtras. 2.. Detailed derivational process of the Sanskrit compound words

			of the bahuvrīhi to aluksamāsa 3.Critical questions
--	--	--	--

---

**[F] Basic Structure of Question Paper & Division of Marks**

---

- |       |   |                        |
|-------|---|------------------------|
| (i)   | Explanation of four Sūtras (One from each unit)                             | 4 x 6 = 24             |
| (ii)  | Use of the Case-endings (from units 2)                                      | 2x4.5 = 9              |
| (iii) | derivational process of four words<br>(from 3&4 units) and name of compound | 4x4 = 16               |
| (iii) | Three short notes (One to be answered in Sanskrit)                          | 3 x 7 = 21             |
|       |   | <b>Total Marks= 70</b> |

\*\*\*\*\*

**Semester: IV, MA (Sanskrit)**  
**Elective Group: D**

**EC-D401: Mahābhāṣya and Vākyapadīya**  
**महाभाष्य एवं वाक्यपदीय**

Maximum Marks: 100 (70+30)

Duration: 64 hrs. (04 weeks).  
(4 Theories = 4 credits)

---

**[A] Course Objective**

This course intends to introduce the students to some very important concepts of philosophy of language as propounded by the Grammatician philosophers through the reading of the texts of Mahābhāṣya and Vākyapadīya.

---

**[B] Course Learning Outcome**

After the completion of this course the students will :

- be able to observe and appreciate the contributions of the ancient Indian Thinkers of the philosophy of language and linguistic.
- be able to understand the important, relevant and the purposes of the study of the Grammar.
- be able to understand the issues of philosophy of Grammar in general.
- be able to understand the nature of the word, meaning and their relation.
- be able to understand the Sphoṭa theory of the Grammarians.
- be able to understand the different levels of language.

---

**[C] Unit wise Division**

<b>Unit I</b>	महाभाष्य, पस्पशाह्निक - व्याकरण-प्रयोजन की समाप्ति पर्यन्त
<b>Unit II</b>	महाभाष्य, पस्पशाह्निक समाप्ति पर्यन्त वाक्यपदीय, ब्रह्मकाण्ड (कारिकाओं की संख्या अभ्यङ्कर-लिमये संस्करण के अनुसार)
<b>Unit III</b>	वाक्यपदीय, ब्रह्मकाण्ड, कारिका 1- 78
<b>Unit IV</b>	वाक्यपदीय, ब्रह्मकाण्ड, कारिका 79-156

---

**[E] Teaching Plan**

The teaching will be done as per the above-mentioned sequence of units and corresponding number of classes.

Facilitating the achievement of course learning outcomes are as under-

Unit	Course learning outcomes.	Teaching and learning activity	Assessment tasks
1.	Explanation of the	A variety of	<b>Internal assessment</b>

	Māhābhāsyā text and discussion on the Vārtikas and Vyakarana-Prayojanas	approaches to teaching-learning process should be used, i.e. Reading and explanation of text followed by the classroom discussion, lectures, tutorials, PPT Presentation etc.	MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc. <b>-End Semester Examination</b> 1.Explanations of the Vārtikas and text of Māhābhāsyā 2. Critical analysis of the Philosophical concepts 3.Critical questions based on the text
2.	Explanation of the Māhābhāsyā text and discussion on the Vārtikas and other statements related to philosophy of language.	A variety of approaches to teaching-learning process should be used, i.e. Reading and explanation of text followed by the classroom discussion, lectures, tutorials, PPT Presentation etc.	<b>Internal assessment</b> MCQ type questions / Internal Assessment/(Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc. <b>-End Semester Examination</b> 1.Explanations of the Vārtikas from the relevant portion of the Māhābhāsyā 2. Critical analysis of the Philosophical concepts 3.Critical questions based on the text
3.	Explanation of the Kārikas of Vākyapadīya and discussion on the doctrines of the philosophy of language.	A variety of approaches to teaching-learning process should be used, i.e. Reading and explanation of text followed by the classroom discussion, lectures, tutorials, PPT Presentation	<b>Internal assessment</b> MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc. <b>-End Semester Examination</b> 1.Explanations of the Kārikas from the relevant portion of the Vākyapadīya 2. Critical analysis of the Philosophical concepts 3.Critical questions based on the text
4.	Explanation of the Kārikas of Vākyapadīya text and discussion on the doctrines of the philosophy of language.	A variety of approaches to teaching-learning process should be used, i.e. Reading and explanation of text followed by the classroom discussion, Lectures, tutorials, PPT Presentation	<b>Internal assessment</b> MCQ type questions / Internal Assessment/(Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc. <b>-End Semester Examination</b> 1.Explanations of the Kārikas from the relevant portion of the Vākyapadīya 2. Critical analysis of the Philosophical concepts 3.Critical questions based on the

			text
5.	Explanation of the Vākyapadīya text and discussion on the doctrines of the philosophy of language.	A variety of approaches to teaching-learning process should be used, i.e. Reading and explanation of text followed by the classroom discussion, lectures, tutorials, PPT Presentation	<p><b>Internal assessment</b></p> <p>MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.</p> <p><b>-End Semester Examination</b></p> <p>1.Explanations of the Kārikas from the relevant portion of the Vākyapadīya  2. Critically analysis of the Philosophical concepts  3.Critical questions based on the text</p>

Whole course will be covered in a semester as per University Academic Calendar.

---

**[F] Basic Structure of Question Paper & Division of Marks**

---

(i)	Four Explanations (one from each of the Units)	04x07= 28
(ii)	Four short notes ((one from each of the Units with options, one in Sanskrit)	5+5+5+07=22
(iii)	Two critical Questions (One from each units with options)	02x10=20
		<b>Total : 70</b>

\*\*\*\*\*

**Semester: IV, MA (Sanskrit)**  
**Elective Group: D**

**EC-D402: Siddhāntakaumudī (kṛdanta) and History of Sanskrit Grammar**

**सिद्धान्तकौमुदी (कृदन्त) एवं संस्कृत व्याकरणशास्त्र का इतिहास**

Maximum Marks: 100 (70+30)

Duration: 64 hrs. (04 weeks).  
(4 Theories = 4 credits)

---

**[A] Course Objective**

The objective of this course is two-fold; (i) Enhancing and advancing the knowledge of primary suffixes and the derivational processes of the words ending with those suffixes through the reading of the text of Siddhāntakaumudī of Bhattoji Dixit and (ii) Familiarizing the learners with the origin and development of various systems of Sanskrit Grammar.

---

**[B] Course Learning Outcome**

After the completion of this course the students will:

- learn the structural patterns and semantic aspects of primary Sanskrit suffixes.
- learn the derivational processes of Sanskrit words ending with primary suffixes.
- learn to identify the general and exceptional patterns of primary suffixes and their interchangeability.
- have the knowledge of the history and the structures of different schools of Sanskrit grammar.
- have a thorough idea of the Astadhyayi tradition and Kaumidi tradition of the teaching of Paninian grammar.
- have the knowledge of the contributions of individual Acharyas in the making of Paninian grammar.
- be familiar with the history of the philosophy of language with paninian grammar as focal point.

---

**[C] Unit wise Division**

<b>Unit I</b>	सिद्धान्तकौमुदी: पूर्वकृदन्तः (क्त-प्रत्ययप्रकरण के द्रवमूर्तिस्पर्शयोः श्यः से विकुशमिपरिभ्यःस्थलम् सूत्रों को छोड़कर)
<b>Unit II</b>	सिद्धान्तकौमुदी: कृदन्त-प्रकरण, उत्तरकृदन्त (उणादिरहित) ।
<b>Unit III</b>	संस्कृत व्याकरणशास्त्र का इतिहास - पाणिनिपूर्व वैयाकरण आचार्यों का योगदान, मुनित्रय (पाणिनि, कात्यायन, पतञ्जलि) का काल एवं योगदान, पाणिन्युत्तरव्याकरण-सम्प्रदायों का सर्वेक्षण: चान्द्र, कातन्त्र, जैनेन्द्र, हैम, भोज, सुपद्म, हरिनामामृत आदि।
<b>Unit IV</b>	संस्कृत व्याकरणशास्त्र का इतिहास - अष्टाध्यायी की वृत्ति-परम्परा, पाणिनि-व्याकरण में प्रक्रियाग्रन्थों का योगदान, पाणिनि-परम्परा के दार्शनिक आचार्य: भर्तृहरि, भट्टोजिदीक्षित, कौण्डभट्ट, नागेश आदि।

---

**[D]Suggested Readings**

---

**Essential Readings:**

1. वैयाकरणसिद्धान्तकौमुदी (बालमनोरमा-तत्त्वबोधिनीटीका), (सं.) गिरिधरशर्मा चतुर्वेद एवं परमेश्वरानन्दशर्मा, चतुर्थभाग, दिल्ली
2. मीमांसक, युधिष्ठिर –संस्कृतव्याकरणशास्त्र का इतिहास, 3 भाग, सोनीपत, 1974
3. वर्मा, सत्यकाम –संस्कृतव्याकरण का उद्भव और विकास, दिल्ली
4. Vasu, S.C. Siddhantakaumudi (2 Vols.), Text and English Translation, Delhi

**Additional Resources:**

- 1 अग्निहोत्री, प्रभुदयाल-पतञ्जलिकालीन भारतवर्ष, पटना, 1963
- 2 अग्रवाल, वासुदेवशरण –पाणिनिकालीन भारतवर्ष, पटना, 1969
- 3 Belvalkar, S.K. Systems of Sanskrit Grammar, Delhi.
- 4 Cardona, George. Panini: A Survey of Research, Delhi, 1980
- 5 Ray, Bidyut Lata. Panini to Patanjali: A Grammatical March, Delhi, 2004
- Schafe, H. Grammatical Literature (A History of Indian Literature

---

**[E] Teaching Plan**

---

The teaching will be done as per the above-mentioned sequence of units and corresponding number of classes.

Facilitating the achievement of course learning outcomes are as under-

Unit	Course learning outcomes.	Teaching and learning activity	Assessment tasks
1.	Knowledge of the structure of the Aṣṭādhyāyī along with operational techniques of Pāṇini. Study of these Meta rules will alleviate derivational problems and syntactic gaps a grammar student encounters.	While teaching this portion the whole Aṣ ṭ ādhyāyī should be taken into the consideration as one unit. Construction of the same along with explaining the relationship and hierarchy among the Sutras with their operational function should be well explained.	<b>Internal assessment</b> MCQ type questions / Internal Assessment/ (Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc/ learning the Sutras by heart.
			<b>-End Semester Examination</b> 1. Explanation of Sutras. 2. Short notes on Paribhashas. 3. Derivation of verbal and nominal forms. 4. Long critical question.
2.	Derivation of the nominal forms under Pāṇini's system to get a	Explaining Sutras showing the recurrence , Step by step derivation	<b>Internal assessment</b> MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper



	thorough idea of Sanskrit declensions.	mentioning the application of the Sutras, tutorials, workshops, PPT Presentation.	presentation/ Periodic tests etc/ learning the Sutras by heart. <b>-End Semester Examination</b> 1. Explanation of Sutras. 2. Short notes on Paribhashas. 3. Derivation of verbal and nominal forms. 4. Long critical question.
3.	Being well versed in identifying various roots belonging to different classes and deriving them with due operation deft.	Explaining Sutras showing the recurrence, Step by step derivation mentioning the application of the Sutras, tutorials, workshops, PPT Presentation.	<b>Internal assessment</b> MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc. learning the Sutras by heart. <b>-End Semester Examination</b> 1. Explanation of Sutras. 2. Short notes on Paribhashas. 3. Derivation of verbal and nominal forms. 4. Long critical question.
4.	Efficiency to conjugate prefixed roots denoting various senses, e.g.- desiderative, causative, and intensive etc. with operational finishing.	Explaining Sutras showing the recurrence, Step by step derivation mentioning the application of the Sutras, tutorials, workshops, PPT Presentation.	<b>Internal assessment</b> MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc/ learning the Sutras by heart. <b>-End Semester Examination</b> 1. Explanation of Sutras. 2. Short notes on Paribhashas. 3. Derivation of verbal and nominal forms. 4. Long critical question.

**[E] Basic Structure of Question Paper & Division of Marks**

(i)	Eight Explanations of Sutras (two from each Unit)	8 x 3.5 = 28
(ii)	Eight Explanations of the derivational process (two from each Unit)	8 x 3.5 = 28
(iii)	One critical question	1 x 7 = 7
(iv)	One short notes in Sanskrit	1 x 7 = 7
		<b>Total: 70</b>

**Semester: IV, MA (Sanskrit)**  
**ELECTIVE COURSE -D (SDC)**

**EC SDC- D401: Descriptive Grammar and Structure of Sanskrit**  
**वर्णनात्मक व्याकरण एवं संस्कृतभाषा की संरचना**

Maximum Marks: 100 (70+30)

Duration: 64 hrs. (04 weeks).  
(4 Theories = 4 credits)

**[A] Course Objective:**

The objective of this course is to evaluate the structure of Sanskrit language with special reference to its changing phases and to identify its Indo-European background. Special focus is given to equant the students with structural semantic and syntactical pattern of declension, conjugation secondary suffixes cases and accent.

**[B] Course Learning Outcomes:**

After the completion of this course the students will:

- be able to analyse Sanskrit phonology with reference to its historical development.
- be able to critically observe the structural pattern of Sanskrit declension and conjugation, with special reference to the Epic and Buddhist Hybrid Sanskrit.
- be able to examine primary and secondary Sanskrit suffixes in their developmental phases
- be able to analyse to the Sanskrit cases and their import historically syntactically.
- be able to identify the different aspects, types and linguistic importance of accent throughout the ages.

**[C] Unit wise Division**

Unit-I	Sanskrit Phonology with special reference to its changing phase from Vedic Sanskrit up-to-date including Sandhi. Indo-European background of Sanskrit Sounds.
Unit-II	Declension with special reference to Epic and Buddhist Hybrid Sanskrit. Conjugation with special reference to intermixture of grounds of Sanskrit roots (gaṇ as): Ātmanepada and Parasmaipada, development of Sanskrit roots.
Unit-III	Kṛ t and Taddhita: Development of important suffixes. Syntax: Change of cases throughout: Mixture of cases: Meaning and import of cases and their syntactical relativity.
Unit-IV	Accent: Vedic, Types of Sanskrit throughout the ages

**[D] Suggested Readings**

**Essential Readings:**

- Burrow, T. Sanskrit Language, New Jersey, 1974 ( With Hindi translation by Bholashankar Vyasa, Varanasi, 1965)
- Ghosal, B.K. Linguistic Introduction to Sanskrit, Calcutta, 1937
- Murti, M. Srimannarayana <sup>2</sup> An Introduction to Sanskrit Linguistics, Delhi, 1984

**Additional Resources:**

- Speijer, J.S. Sanskrit Syntax, New York, 1974

- Stall, J.F. <sup>2</sup> Word order in Sanskrit and Universal Grammar, Holland, 1967
- Taraporevala, J.S. Sanskrit Syntax, Delhi, 1967

### [E] Teaching Plan

The teaching will be done as per the above-mentioned sequence of units and corresponding number of classes. Facilitating the achievement of course learning outcomes are as under-

Unit	course learning outcomes.	Teaching and learning activity	Assessment tasks
1.	Understanding the Sanskrit phonology with reference to its historical development.	Explaining through extensive lecture regarding India's scholarly tradition, tutorials, workshops, PPT Presentation etc.	<b>Internal assessment</b> MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc/ <b>-End Semester Examination</b> 1. Long questions 2. S Extensive short answered question/ notes
2.	Critically observation of the structural pattern of Sanskrit declension and conjugation.	Explaining through extensive lecture on language philosophy of grammarians, Text reading though is not required, tutorials, workshops, PPT Presentation etc.	<b>Internal assessment</b> MCQ type questions / Internal Assessment/(Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc/ <b>-End Semester Examination</b> 1. Long questions 2. Extensive short answered question/ notes
3.	Analysis of the Sanskrit cases etc.	Explaining through extensive lecture on language philosophy of grammarians, text reading though is not required, tutorials, workshops, PPT Presentation.	<b>Internal assessment</b> MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc <b>-End Semester Examination</b> 1. Long questions 2. Extensive short answered question/ notes
4.	Identification of the different aspects, types and linguistic importance of accent throughout the ages.	Explaining through extensive lecture on language philosophy of grammarians, Text reading though is not required,	<b>Internal assessment</b> MCQ type questions / Internal Assessment/(Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc/ <b>-End Semester Examination</b>

		tutorials, workshops, PPT Presentation.	1. Long questions. 2. Extensive short answered question/ notes
--	--	---	--

---

**[F] Basic Structure of Question Paper & Division of Marks**

---

(i)	Four analytical Questions (One from each Unit)	10+10+09+09= 38
(ii)	Four short Answered questions /notes	4x6 =24
(iii)	One note in Sanskrit	08

**Total Marks = 70**

\*\*\*\*\*

**Semester: IV, MA (Sanskrit)**  
**ELECTIVE GROUP D (SDC)**  
**EC - SDC D 402: Linguistic Speculations in Sanskrit**  
**संस्कृत में भाषाविषयक चिन्तन**

Maximum Marks: 100 (70+30)

Duration: 64 hrs. (04 weeks).  
(4 Theories = 4 credits)

---

**[A] Course Objective:**

The objective of this course is to equant the student with the contributions of the ancient Indians in the field of the philosophy of language. Besides an overview of the prominent figures in the field and of their linguistic contributions it is also the students envisaged that get to understand some important notions and views of ancient Indian language philosophers.

---

**[B] Course Learning Outcome:**

After the completion of this course the students will:

- acquire a historical overview of the prominent Acharyas of the philosophy of language belonging to the different schools of thought.
- acquainted with the some very important theories developed in Ancient India, regarding word, meaning, sentence and syntactic relationship etc.
- be able to critically evaluate the thought process of different philosophical schools casting effect on language philosophy.
- simultaneously get acquainted with heterodox and orthodox systems of Indian philosophy and their main a priori opinions.

---

**[C] Unit wise Division**

<b>Unit I</b>	General Study of the following: Prātiśākhya, Śikṣā, Śākalya, Śākaṭāyana, Vyāḍi, Yāska, Pāṇini, Kātyayana, Patañjali, Bhartṛhari, Kaiyaṭa, Nāgeśa, Kumārila, Prabhākara, Jagadisha Tarkalankara.
<b>Unit II</b>	Vākyapadīya, Kāṇḍa 2, Kārikās 1-2 & 117-152,
<b>Unit III</b>	Nyāyasiddhāntamuktāvalī-śabdakhaṇḍa
<b>Unit IV</b>	(i) Meaning of Verbal Roots and Conjugational Suffixes (Based on Paramalaghumañjūṣā) (ii) Meaning of nouns and inflectional suffixes (Based on Paramalaghumañjūṣā) (iii) Apoha Theory of Meaning (iv) Abhihitānvayavāda and Anvitābhidhānavāda (v) Theory of Sphoṭa and śabdabrahman

---

**[D] Suggested Readings**

**Essential Readings:**

1. न्यायसिद्धान्तमुक्तावली (सं.) - विश्वनाथ पंचानन, कलकत्ता।

2. वाक्यपदीय, काण्ड (सं.) के-ए- सुब्रह्मण्य अय्यर, दिल्ली, 1983

**Additional Resources:**

1. अय्यर, के-ए-एस- - भर्तृहरि का वाक्यपदीय, अनुवादक - रामचन्द्र द्विवेदी, राजस्थान हिन्दी अकादमी, जयपुर
2. कपिलदेव शास्त्री – वैयाकरणसिद्धान्तपरमलघुमञ्जूषा कुरुक्षेत्र, 1975
3. त्रिपाठी, रामसुरेश - संस्कृत व्याकरण-दर्शन, दिल्ली, 1972
4. शर्मा, दीप्ति- व्याकरणिक कोटियों का विश्लेषणात्मक अध्ययन, बिहार हिन्दी ग्रन्थ अकादमी, पटना-1975
5. द्विवेदी, कपिल देव – अर्थविज्ञान और व्याकरणदर्शन, हिन्दुस्तान अकादमी, इलाहाबाद, 1951
6. बिजलवान, चक्रधर - भारतीय न्यायशास्त्र, उत्तरप्रदेश हिन्दी संस्थान, लखनऊ
7. मिश्र, शोभाकान्त - शब्दार्थतत्त्व, बिहार हिन्दी ग्रन्थ अकादमी, पटना, 1989
8. मीमांसक, युधिष्ठिर - संस्कृत व्याकरणशास्त्र का इतिहास, रामलाल कपूर ट्रस्ट, सोनीपत, 1984
9. शब्दार्थमीमांसा, (हिन्दी-अनुवादक:मिथिलेश चतुर्वेदी), सम्पूर्णानन्द संस्कृत विश्वविद्यालय, वाराणसी, 1992
10. शुक्ल, बलराम. भारतीय एवं पाश्चात्य वाक्यार्थ सिद्धान्त. प्रतिभा प्रकाशन, दिल्ली. 2013
11. सोमवीर. भारतीय दर्शन में भाषा तत्त्व. परिमल प्रकाशन, दिल्ली 2013
12. Chakravarti, P.C. *Linguistic Speculations of the Hindus*, Calcutta, 1963
13. Iyer, K.A.S. *The VĀkyapadīya of Bhartrhari*, Ch. II, Eng. Tr., Delhi, 1977
14. Kunjunni Raja, K. *Indian Theories of Meaning*, Adyar Library, Madras, 1964
15. Pandey, R.C. *Problem of Meaning in Indian Philosophy*, MLBD, Delhi, 1963
16. Sastri, Gaurinath *Philosophy of Word and Meaning*, Sanskrit College, Calcutta
17. Matilal, Bimal Krishna *The Word and the World: India's Contribution to the Study of Language*, Oxford University Press, London. 1990
18. Vattanky, John *Nyaya Philosophy of Language*, Sri Sadguru Publications, Delhi, 1995.
19. Tiwari, D.N., *Central Problem of Bhartrhari's Philosophy*, Indian Council for Philosophical Research, 2008

**[E] Teaching Plan**

The teaching will be done as per the above-mentioned sequence of units and corresponding number of classes. Facilitating the achievement of course learning outcomes are as under-

Unit	course learning outcomes.	Teaching and learning activity	Assessment tasks
1.	Understanding historical development of language philosophy in India along with the thorough acquaintance with prominent figures of Indian language	Explaining through extensive lecture regarding India's scholarly tradition, tutorials, workshops, PPT Presentation	<b>Internal assessment</b> MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc/

	philosophy of different schools of thoughts	etc	
			<b>-End Semester Examination</b>
			1.Long questions 2.Extensive Notes
2.	Explanation and appreciation of India's most original language philosopher- Bhartihari's views on word and sentence along with a deep backgrounding of other views.	Explaining through extensive lecture on language philosophy of grammarians, Text reading though is not required, tutorials, workshops, PPT Presentation etc.	<b>Internal assessment</b> MCQ type questions / Internal Assessment/(Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc/ <b>-End Semester Examination</b> 1. Long questions 2.Explanations 3.Extensive notes
3.	Explanation and appreciation of India's most original language philosophy- Nyāyasiddhāntamuktāvalī-śhabdakhaṇḍa's views on word and sentence along with a deep backgrounding of other views.	Explaining through extensive lecture on language philosophy of grammarians, text reading though is not required, tutorials, workshops, PPT Presentation.	<b>Internal assessment</b> MCQ type questions / Internal Assessment/(Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc <b>-End Semester Examination</b> 1. Long questions 2.Explanations 3.Extensive notes
4.	Understanding miscellaneous views regarding language philosophy not covered in previous sections. Especially that of Buddhist, Mimansakas, and grammarians.	Explaining through extensive lecture on language philosophy of grammarians, Text reading though is not required, tutorials, workshops, PPT Presentation.	<b>Internal assessment</b> MCQ type questions / Internal Assessment/(Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc/ <b>-End Semester Examination</b>

			3. Long questions Extensive short notes
--	--	--	---

---

**[F] Basic Structure of Question Paper & Division of Marks**

---

- |       |  |                 |
|-------|--|-----------------|
| (i)   | Four analytical Questions (One from each Unit)   | 10+10+09+09= 38 |
| (ii)  | Four explanations (Two From II <sup>nd</sup> unit and two form III <sup>rd</sup> unit) | 4x6 =24         |
| (iii) | One note in Sanskrit   | 08              |

**Total Marks = 70**

\*\*\*\*\*



**Semester: III, MA (Sanskrit)**  
**Elective Group: E**  
**EC-E303: Pāraskaragr̥hyasūtra & Arthaśāstra**  
पारस्करगृह्यसूत्र एवं अर्थशास्त्र

Maximum Marks: 100 (70+30)

Duration: 64 hrs. (04 weeks).  
(4 Theories = 4 credits)

---

**[A] Course Objectives**

The course has two-fold objectives of exposing the students to the knowledge of ancient Indian science of rituals and the political institutions.

---

**[B] Course Learning Outcomes**

By the end of this course the students:

- will be able to learn about the Kalpa Vedanga in detail, through different samskaras depicted in Paraskaragrhyasutras and other grhyasutras.
- will be able to appreciate many aspects of administrative system and taxation policy depicted in the Arthashastra.
- Will also be able to compare ancient Indian social, cultural, administrative with the present system
- Will also be able to compare ancient Indian administrative with the present system

---

**[C] Unit wise Division**

Unit I	पारस्करगृह्यसूत्र का प्रथमकाण्ड
Unit II	पारस्करगृह्यसूत्र का द्वितीयकाण्ड
Unit III	कौटिल्य-अर्थशास्त्र के तृतीय अधिकरण के प्रथम दस अध्याय
Unit IV	कौटिल्य-अर्थशास्त्र के तृतीय अधिकरण के ग्यारहवें अध्याय से बीसवें अध्याय पर्यन्त

---

**[D] Suggested Readings**

**Essential Readings:**

1. कौटिल्य अर्थशास्त्र – हिन्दी व्याख्यासहित, वाचस्पति गैरोला, वाराणसी।
2. कौटिल्य अर्थशास्त्र – संस्कृत टीका सहित, संपादक-टी. गणपतिशास्त्री, त्रिवेन्द्रम्।
3. पारस्कर गृह्यसूत्रम् - हरिहर 'गदाधर'भाष्यद्वयोपेतम् हिन्दी व्याख्योपेतम्, व्याख्याकार - जगदीशचन्द्रमिश्र, चौखम्बा सुरभारतीप्रकाशन।
4. पारस्करगृह्यसूत्रम् – ओमप्रकाश पाण्डेय, चौखम्बा अमरभारती प्रकाशन, वाराणसी।

**Additional Resources:**

1. कृष्णलाल - गृह्यसूत्र और उनका विनियोग, दिल्ली।
2. Apte, V.M. - *Social Life in the Grhya Sūtras*

3. Chaudhary, R.K. - *Kauṭilya's Political Ideas and Institutions*, Chaukhamba S. Series, Varanasi, 1971
4. Mehta, U. and Thakkar, U. - *Kauṭilya and His Arthaśāstra*, S. Chand Publication, Delhi, 1980
5. Pandey, Raj Bali - *Hindu Samskaras* (English and Hindi Versions), Chaukhambha, Delhi
6. Pushpendra Kumar - *Kauṭilya's Arthaśāstra : An Appraisal*, Nag Publication, Delhi, 1981

---

## [E] Teaching Plan

---

The teaching will be done as per the abovementioned sequence of units and corresponding number of classes.

Facilitating the achievement of course learning outcomes are as under-

Unit	Course learning outcomes.	Teaching and learning activity	Assessment tasks
1.	Explanation and critical analysis of Paraskargrihyasutra	Topic wise lectures, interpreting relevant sections from the text along with traditional commentaries Tutorials and workshops PPT Presentation	<b>Internal assessment</b>
			MCQ type questions / Critical study/ (Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
			<b>-End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3. Critical questions
2.	Explanation and critical analysis of Paraskargrihyasutra and other secondary resources	Topic wise lectures, interpreting relevant sections from the text along with traditional commentaries Tutorials and workshops PPT Presentation	<b>Internal assessment</b>
			MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
			<b>-End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3. Critical questions
3.	Explanation and critical analysis of 10 <sup>th</sup> chapter of 3 <sup>rd</sup> Adhikarana Of (Kautilya Arthashastra and its	Topic wise lectures, interpreting relevant sections from the text along with traditional commentaries	<b>-internal assessment:</b>
			MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.

	commentary	Tutorials and workshops PPT Presentation	<b>-End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3. Critical questions
4.	Explanation and critical analysis in light of Chapters 11 <sup>th</sup> to 20 <sup>th</sup> of 3 <sup>rd</sup> Adhikarana (Kautilya Arthashastra and its commentary	Topic wise lectures, Reading and interpreting relevant sections from the text along with traditional commentaries Tutorials and workshops PPT Presentation	<b>-internal assessment:</b> MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/paper presentation/ Periodic tests etc. <b>-End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3. Critical questions

---

**[F] Basic Structure of Question Paper & Division of Marks**

---

- (i) Four Explanations (one from each of the Units) 04x 7= 28
- (ii) Four short notes ((one from each of the Units with options, one in Sanskrit) 5+5+5+07=22
- (iii) Two critical Questions (One from each of the units with options) 02x10=20
- Total: 70**

\*\*\*\*\*

**Semester: III, MA (Sanskrit)**  
**Elective Group: E**

**EC-E304: Manusmṛti**  
**मनुस्मृति**

Maximum Marks: 100 (70+30)

Duration: 64 hrs (04 weeks).  
(4 Theories = 4 credits)

---

**[A] Course Objectives**

The course gives an understanding of the ancient Indian legal, political and religious, constitutional institutions through the study of the text of Manusmṛti.

---

**[B] Course Learning Outcomes**

By the end of this course the students:

- will be able to learn the ancient legal system,
- will be able to acquire the knowledge of political and religious institutions.
- will be able to compare ancient Indian legal, political, religious and constitutional systems with modern Indian systems.

---

**[C] Unit wise Division**

Unit I मनुस्मृति (कुल्लूकभट्ट सम्मत व्याख्यान), अध्याय – 2

Unit II मनुस्मृति (कुल्लूकभट्ट सम्मत व्याख्यान) अध्याय – 6

Unit III मनुस्मृति ( कुल्लूकभट्ट सम्मत व्याख्यान) अध्याय – 7 एवं 9 (श्लोक 1-102)

Unit IV मनुस्मृति (कुल्लूकभट्ट सम्मत व्याख्यान), अध्याय-12

---

**[D]Suggested Readings**

**Essential Readings:**

1. मनुस्मृति, कुल्लूकभट्ट टीकासहित, (सं.) शिवराज आचार्य, विद्याभवन, वाराणसी।
2. मनुस्मृति, कुल्लूकभट्ट टीकासहित, (सं.) हरगोविन्द शास्त्री, चौखम्बा संस्कृत प्रतिष्ठान, दिल्ली।

**Additional Resources:**

1. Bhattacharya, S.C. - Some aspects of Indian Society
2. Buhler, G. - Laws of Manu, (Reprint), MLBD, Delhi, 1964
3. Dumont, Louis - Homo Hierarchicus
4. Kane, P.V. - History of Dharma, Estra, Vol. I, BORI, Poona
5. Prabhu, P.H. - Hindu Social Organisation
6. Sen, P.K. - Hindu Jurisprudence
7. Sharma, R.S. and Jha D.N. - India Society: Historical Problems
8. Sharma, R.S.-Shudras in Ancient India, MLBD, Delhi.
9. Varadacharian, S. - Hindu Judicial System.

## [E] Teaching Plan

The teaching will be done as per the above-mentioned sequence of units and corresponding number of classes.

Facilitating the achievement of course learning outcomes are as under-

Unit	Course learning outcomes.	Teaching and learning activity	Assessment tasks
1.	Explanation and critical analysis of prescribed text, along with Kullukbhata's Commentary	Topic wise lectures, Reading and interpreting relevant sections from the text along with traditional commentaries Tutorials and workshops PPT Presentation	<b>Internal assessment</b>
			MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
			<b>-End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3.Critical questions
2.	Explanation and critical analysis of prescribed text, along with Kullukbhata's Commentary	Topic wise lectures, interpreting relevant sections from the text along with traditional commentaries Tutorials and workshops PPT Presentation	<b>Internal assessment</b>
			MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
			<b>-End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3.Critical questions
3.	Explanation and critical analysis of prescribed text, along with Kullukabhata's Commentary	Topic wise lectures, interpreting relevant sections from the text along with traditional commentaries	<b>-internal assessment:</b>
			MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
			<b>-End Semester Examination:</b> 1. Explanatory Questions 2. Short notes 3.Critical questions
4.	Explanation and critical analysis of prescribed text, along with	Topic wise lectures, Reading and interpreting relevant sections from the text along	<b>-internal assessment:</b>
			MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/paper presentation/ Periodic tests etc.

	Kullukbhatta`s Commentary	with traditional commentaries Tutorials and workshops PPT Presentation	<b>-End Semester Examination:</b>
			1. Explanatory Questions 2. Short notes 3. Critical questions

---

**[F] Basic Structure of Question Paper & Division of Marks**

---

- |       |  |                  |
|-------|--|------------------|
| (i)   | Four Explanations (one from each of the Units)                               | 04x 7= 28        |
| (ii)  | Four short notes ((one from each of the Units with options, one in Sanskrit) | 5+5+5+07=22      |
| (iii) | Two critical Questions (One from each of the units with options)             | 02x10=20         |
|       |  | <b>Total: 70</b> |

\*\*\*\*\*

**Semester: IV, MA (Sanskrit)**  
**Elective Group: E**

**EC-E401: Yājñavalkyasmṛiti**  
**याज्ञवल्क्यस्मृति**

Maximum Marks: 100 (70+30)

Duration: 64 hrs. (04 weeks).  
(4 Theories = 4 credits)

**[A] Course Objective**

The course provides in deep study of the ancient Indian law on inheritance as depicted in the Yājñavalkyasmṛiti along with Vijnaneshwara's commentary.

**[B] Course Learning Outcome**

By the end of this course the students:

- will be able to learn about various provisions of the law on inheritance.
- will be able to understand how Hindu law has responded to changing ground situations.
- Will also be able to compare ancient Indian laws of inheritance present system

**[C] Unit wise Division**

Unit I	याज्ञवल्क्यस्मृति (मिताक्षरा सहित) – II.114-122
Unit II	याज्ञवल्क्यस्मृति (मिताक्षरा सहित) – II.123-131
Unit III	याज्ञवल्क्यस्मृति (मिताक्षरा सहित) – II. 132-140
Unit IV	याज्ञवल्क्यस्मृति (मिताक्षरा सहित) – II.141-149

**[D] Suggested Readings:**

**Essential Readings:**

1. याज्ञवल्क्यस्मृति, मिताक्षराख्य टीका सहित, सम्पादक डॉ. गंगासागर राय, चौखम्बा संस्कृत प्रतिष्ठान, दिल्ली।

**Additional resources :**

1. Kane, P.V. - History of Dharma, Estra, Vol. I, BORI, Poona
2. Sen, P.V.- Hindu Jurisprudence
3. Varadachariar, S. - Hindu Judicial System

**[E] Teaching Plan**

The teaching will be done as per the abovementioned sequence of units and corresponding number of classes.

Facilitating the achievement of course learning outcomes are as under-

Unit	Course learning outcomes.	Teaching and learning activity	Assessment tasks
1.	Explanation and	Exposition and	<b>Internal assessment</b>

	critical analysis of prescribed text in light of the commentary of Mitākṣarā	interpretation of relevant readings with their traditional commentary lectures, tutorials, discussions, workshops, and PPT Presentation	MCQ type questions / Internal Assessment/(Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc. <b>-End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3.Critical questions
2.	Explanation and critical analysis of prescribed text in light of the commentary of Mitākṣarā	Exposition and interpretation of relevant readings with their traditional commentary lectures, tutorials, discussions, workshops, and PPT Presentation	<b>Internal assessment</b> MCQ type questions / Internal Assessment/(Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc. <b>-End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3.Critical questions
3.	Explanation and critical analysis of prescribed text in light of the commentary Mitākṣarā	Exposition and interpretation of relevant readings with their traditional commentary lectures, tutorials, discussions, workshops, and PPT Presentation	<b>-internal assessment:</b> MCQ type questions / Internal Assessment/(Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc. <b>-End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3.Critical questions
4.	Explanation and critical analysis of prescribed text in light of the commentary Mitākṣarā	Exposition and interpretation of relevant readings with their traditional commentary lectures, tutorials, discussions, workshops, and PPT Presentation	<b>-internal assessment:</b> MCQ type questions / Internal Assessment/(Project/ Discussion/ Assignment/paper presentation/ Periodic tests etc. <b>-End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3.Critical questions

---

**[F] Basic Structure of Question Paper & Division of Marks:**

---

(i) Four Explanations (one from each of the Units)

04x07= 28



- (ii) Four short notes ((one from each of the Units with options, one in Sanskrit)  $5+5+5+07=22$
- (iii) Two critical Questions (One from each of the units with options)  $02 \times 10 = 20$
- Total: 70**

\*\*\*\*\*

**Semester: IV, MA (Sanskrit)**  
**Elective Group: E**

**EC-E402: Āpastambadharmasūtra & History of Dharmasāstra**  
**आपस्तम्बधर्मसूत्र एवं धर्मशास्त्र का इतिहास**

Maximum Marks: 100 (70+30)

Duration: 64 hrs. (04 weeks).  
(4 Theories = 4 credits)

---

**[A] Course Objectives:**

The course intends to provide exposure to the students to the Dramashastric injunctions and views regarding the disciplines, duties, conducts, and other aspects of the role of four Asramas through the reading of the text of Apastambha dharmasutra. The other very important focus of the course is to expose the learners to the vast history of Dharmashastra.

---

**[B] Course Learning Outcome:**

By the end of this course the students:

- will be able to form a thorough idea of the Apastambian viewpoints regarding the ways and aims of the life of four Ashramas.
- Will gain a thorough understanding of the position of women, the legal system, various types of Shraut rituals and other issues as reflected in different Dramashastric texts.
- Will be familiarized with the individual contribution of Acharyas in the making of the rich Dharmashastra tradition

---

**[C] Unit wise Division**

Unit I	आपस्तम्बधर्मसूत्र - प्रथम प्रश्न
Unit II	आपस्तम्बधर्मसूत्र - द्वितीय प्रश्न
Unit III	धर्मशास्त्र का इतिहास - धर्मशास्त्र के आचार्य - मेधातिथि, विज्ञानेश्वर, लक्ष्मीधर, जीमूतवाहन, देवणभट्ट, चण्डेश्वर, माधवाचार्य, वाचस्पतिमिश्र, कमलाकरभट्ट, मित्रमिश्र, रघुनन्दन।
Unit IV	धर्मशास्त्र का इतिहास - धर्मशास्त्र के प्रमुखसिद्धान्त - वर्ण, आश्रम, संस्कार, स्त्रियों की स्थिति, श्रौतयाग, राजधर्म, दण्डव्यवस्था, धर्मशास्त्र विषयक आधुनिक अध्ययन (स्वातन्त्र्योत्तरकाल)।

---

**[D] Suggested Readings**

**Essential reading**

1. आपस्तम्बधर्मसूत्र, उमेश चन्द्र पाण्डेय, चौखम्भा संस्कृत प्रतिष्ठान, वाराणसी।

**Additional Resources:**

1. धर्मशास्त्र का इतिहास, अनुवादक – अर्जुन चौबे काश्यप, उत्तर प्रदेश हिन्दी संस्थान (हिन्दी समिति प्रभाग), लखनऊ, उत्तर प्रदेश।

2. Kane, P.V. - History of Dharmashastra, Vol. I, BORI, Poona

## [E] Teaching Plan

The teaching will be done as per the abovementioned sequence of units and corresponding number of classes.

Facilitating the achievement of course learning outcomes are as under-

Unit	course learning outcomes.	Teaching and learning activity	Assessment tasks
1.	Explanation and critical analysis Of Apastamba-dharmasutra	Exposition of Prescribed Texts, lectures, and interpreting relevant sections from the text along with traditional commentaries, Discussions, Tutorials, workshops and PPT Presentation	<b>Internal assessment</b>
			MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
			<b>-End Semester Examination</b>
			1. Explanatory Questions 2. Short notes 3.Critical questions
2.	Explanation and critical analysis of Apastamba-dharmasutra	Topic wise lectures, interpreting relevant sections from the text along with traditional commentaries, Tutorials, workshops and PPT Presentation	<b>Internal assessment</b>
			MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
			<b>-End Semester Examination</b>
			1. Explanatory Questions 2. Short notes 3.Critical questions
3.	Introductions to leading texts and thinkers on Dharma shastra as prescribed in the course	Lectures, discussions, Tutorials, PPT Presentation on principal works and special contribution	<b>-internal assessment:</b>
			MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
			<b>-End Semester Examination</b>
			1. Explanatory Questions 2. Short notes 3.Critical questions
4.	Analytical survey of	Lectures, Discussion, Tutorials, PPT	<b>-internal assessment:</b>
			MCQ type questions / Internal

	prescribed social institutions of Dharmashastra.	Presentation of original texts and secondary sources.	Assessment/Project/ Discussion/ Assignment/paper presentation/ Periodic tests etc.
			<b>-End Semester Examination</b>
			1. Explanatory Questions 2. Short notes 3. Critical questions

---

**[F] Basic Structure of Question Paper & Division of Marks**

---

- |       |  |                  |
|-------|--|------------------|
| (i)   | Four Explanations (one from each of the Units)                               | 04x 7= 28        |
| (ii)  | Four short notes ((one from each of the Units with options, one in Sanskrit) | 5+5+5+07=22      |
| (iii) | Two critical Questions (One from each of the units with options)             | 02x10=20         |
|       |  | <b>Total: 70</b> |

\*\*\*\*\*

**Semester: III, MA (Sanskrit)**

**Elective Group: F- Epigraphy**

**EC-F303: Edicts of Ashoka Period**

**अशोककालीन अभिलेख**

Maximum Marks: 100 (70+30)

Duration: 64 hrs. (04 weeks).  
(4 Theories = 4 credits)

---

**[A] Course Objective**

The objective of this course is to introduce the students to historical, cultural religious, social and literary significance of the edicts of the Asokan period. A special attention is to be given to the mastering of the Brahmi script of the Asokan period.

---

**[B] Course Learning Outcome**

After the completion of this course the students will :

- be aware of the social, religious, administrative and political conditions of the time of the reign of Asoka.
- be thoroughly able to decipher, understand and interpret all the facts available regarding Asoka and his empire.
- be well grounded for perusing the advance learning in the field of archaeology.
- acquire the knowledge of the features of the Asokan Brahmi script.
- be thoroughly skilled for explanation and transliteration of the edicts.

---

**[C] Unit wise Division**

Unit I	अशोक के चौदह गिरनार शिलालेख
Unit II	अशोक के दिल्ली स्थित सात टोपरा स्तम्भलेख
Unit III	अशोककालीन धार्मिक एवं सामाजिक व्यवस्था का अध्ययन।
Unit IV	अशोककालीन प्रशासनिक एवं राजनीतिक व्यवस्था का अध्ययन।

---

**[D] Suggested Readings**

1. ओझा, गौरीशंकर – अशोककालीन धार्मिक अभिलेख, भारतीय कला प्रकाशन, दिल्ली - 2002
2. पाण्डेय, राजबली – अशोक के अभिलेख, मुंशीराम मनोहरलाल, दिल्ली, 1992
3. रोमिलाथापर – अशोक और मौर्यसाम्राज्य का पतन, डी.आर.चौधरी, (अनुवादक) ग्रन्थशिल्पी, दिल्ली, 1997
4. Barua, B.M. *Ashoka and His Inscriptions (two parts)*, Calcutta, 1968
5. Basak, R.G. *Ashokan Inscriptions*, Progressive Publication, Calcutta, 1959
6. Bhandarkar, D.R. *Ashoka (Also in Hindi)*, Calcutta, 1925
7. Hultzsch, E. *Corpus Inscriptionum Indicarum*, Vol. I (Inscriptions of Ashoka), Oxford, 1925

8. Indological Book House (Rep.), Delhi, 1969
9. Jaiswal, K.P. *Notes on Ashoka's Inscriptions*, J.B.O.R.S., 4, 144-47, Patna, 1918
10. Mookerji, R.K. *Ashoka*, Moti Lal Banarasi Dass, Delhi, 1989
11. Sircar, D.C. *Inscriptions of Ashoka*, Publication Division, Govt. of India, New Delhi, 1975
12. Smith, V.A. *Ashoka (The Buddhist Emperor of India)*, (reprint) Arihant Publication, Jaipur, 1988
13. Thapar, Romila *Ashoka and the Decline of the Mauryas*, London, 1961 & Oxford University Press, Delhi, 1997

---

### [E] Teaching Plan

---

The teaching will be done as per the above-mentioned sequence of units and corresponding number of classes.

Facilitating the achievement of course learning outcomes are as under-

Unit	course learning outcomes	Teaching and learning activity	Assessment tasks
1.	The Learners should be able to explain, elucidate and critically analyze the prescribed edicts in the light of Indian history, society, religion, administration and politics during the reign of Asoka	Explanation and analytical approach to clarify the text followed by discussions, lectures, tutorials, PPT Presentation. poetical and value based analytical appreciation will be discussed and the Asokan Brahmi script will also be introduced.	<b>Internal assessment</b>
			MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
			<b>-End Semester Examination</b>
2.	The Learners should be able to explain, elucidate and critically analyze the prescribed edicts in the light of Indian history, society, religion, administration and politics during the reign of Asoka	Explanation and analytical approach to clarify the text followed by discussions, lectures, tutorials, PPT Presentation. Poetical and value based analytical appreciation will be discussed and the Asokan Brahmi script will also be introduced.	<b>Internal assessment</b>
			MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
			<b>-End Semester Examination</b>
3.	The Learners should be able to	Explanation and analytical approach	<b>-internal assessment :</b>
			MCQ type questions / Internal

	explain, elucidate and critically analyze the prescribed edicts in the light of Indian history, society, religion, administration and politics etc. during the reign of Asoka	to clarify the text followed by discussions, lectures, tutorials, PPT Presentation. Poetical and value based analytical appreciation will be discussed and the Asokan Brahmi script will also be introduced.	Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
			<b>-End Semester Examination</b>
			1. Explanatory Questions 2. Short notes 3. Critical questions 4. Transliteration

---

**[F] Basic Structure of Question Paper & Division of Marks**

---

(i) Four explanations of verses or passages (covering with all units)	4 x 6= 24
ii) Gist of two verses or passages in Sanskrit (covering with all units)	02 x3.5=07
(iii) Two critical Questions (based on contents and history)	8 x 2 = 16
(iv) Two short notes	4 x 2 = 08
(v) Transliteration of Brhami in to Devanagari (From I or II unit)	01x15=15

**Total Marks : 70**

---

\*\*\*\*\*

**Semester: III, MA (Sanskrit)**  
**Elective Group: F- Epigraphy**

**EC-F304: Inscriptions of Gupta Period**  
**गुप्तकालीन अभिलेख**

Maximum Marks: 100 (70+30)

Duration: 64 hrs. (04 weeks).  
(4 Theories = 4 credits)

---

**[A] Course Objective**

The objective of this course is to introduce the students to historical, cultural, religious, social and literary significance of the inscriptions of the Gupta period. A special attention is to be given to the mastering of the Brahmi script of the Gupta period.

---

**[B] Course Learning Outcome**

After the completion of this course the students will :

- be aware of the social, religious, administrative and political conditions of the time of the reign of Guptas.
- be thoroughly able to decipher, understand and interpret all the facts available regarding Guptas and their empire.
- be well grounded for perusing the advance learning in the field of archaeology.
- acquire the knowledge of the features of the Gupta-Brahmi script.
- be thoroughly skilled for explanation and transliteration of the inscriptions.

---

**[C] Unit wise Division**

**Unit I**

1. समुद्रगुप्त का इलाहाबादस्तम्भलेख
2. समुद्रगुप्तकालीन एरण अभिलेख
3. चन्द्रगुप्त द्वितीय का मथुरा अभिलेख
4. चन्द्रगुप्त द्वितीय का सांची अभिलेख गुप्तसंवत् 93
5. चन्द्रगुप्त द्वितीय का उदयगिरि गुहालेख
6. महरौली स्थित चन्द्र का लौहस्तम्भलेख
7. गुप्तवंश का विस्तृत परिचय(विशेष रूप से समुद्रगुप्त एवं चन्द्रगुप्त द्वितीय)

**Unit II**

1. कुमारगुप्त प्रथमकालीन बिलसड स्तम्भलेख, वर्ष 96
2. कुमारगुप्त प्रथमकालीन उदयगिरि गुहालेख, वर्ष 106
3. कुमारगुप्त प्रथम का दामोदरपुर ताम्रपत्र लेख, वर्ष 128
4. स्कन्दगुप्तकालीन भिटारी स्तम्भलेख
5. स्कन्दगुप्त कालीन जूनागढ़ अभिलेख, वर्ष 136,137,138
6. स्कन्दगुप्तकालीन कहाँ स्तम्भलेख, वर्ष 141



7.स्कन्दगुप्तकालीन इन्दौर ताम्रपत्र अभिलेख, वर्ष 146

उपर्युक्त अभिलेखों में आगत गुप्तकालीनसम्राटों (कुमारगुप्त, स्कन्दगुप्त) का ऐतिहासिक अध्ययन

### Unit III

1.मालवसंवत् 524 का मंदसौर अभिलेख

2.पट्टवाय श्रेणी का मंदसौर अभिलेख, मालव संवत् 529

3.बुद्धगुप्त का सारनाथ बौद्ध-प्रतिमा लेख, वर्ष 157

4.बुद्धगुप्त का एरण स्तम्भ अभिलेख, वर्ष 165

उपर्युक्त अभिलेखों में आगत गुप्तकालीनसम्राट बुद्धगुप्त का ऐतिहासिक अध्ययन

### Unit IV

1.महाराजहस्तिन् का खोह ताम्रपत्रलेख, वर्ष 169

2.महाराज संक्षोभ का खोह ताम्रपत्रलेख, वर्ष 209

3.प्रकाशधर्मन्कारिस्थल अभिलेख, संवत् 572

4.यशोधर्मन् का मंदसौरस्तम्भ लेख

5.मंदसौरस्थित यशोधर्मन्-विष्णुवर्धन का प्रस्तरखण्ड लेख, मालवसंवत् 589

6.तोरमाणकालीन एरणवराह अभिलेख, वर्ष 1

7.मिहिरकुल का ग्वालियर अभिलेख, वर्ष 15

8.प्रभावतीगुप्ता का पूना ताम्रपत्र-लेख, वर्ष 13

9.महाराजप्रवरसेन द्वितीय का चम्मकताम्रपत्र-लेख, वर्ष 18

उपर्युक्त अभिलेखों में आगत गुप्तकालीन सम्राटों एवं समकालीन शासकों का इतिहास

---

### [D]Suggested Readings

---

1. उपाध्याय, वासुदेव – गुप्तसाम्राज्य का इतिहास (खण्ड 1-2), इण्डियनप्रेस, इलाहाबाद, 1957
2. उपाध्याय, वासुदेव – गुप्त अभिलेख, बिहार हिन्दी ग्रन्थ अकादमी, पटना, 2000
3. फ्रलीट, जे-एफ- - भारतीय अभिलेखसंग्रह (प्रारम्भिक गुप्त शासकोंके अभिलेख), खण्ड-3 (अनुवादक - गिरिजाशंकरप्रसादमिश्र), राजस्थान हिन्दी ग्रन्थ अकादमी जयपुर, 1974
4. मजूमदार, आर-सी- एवं अल्लेकर, ए-एस- - गुप्त-वाकाटकयुग, मोतीलाल बनारसीदास, दिल्ली, 1968
5. राणा, एस-एस- - भारतीयअभिलेख, भारतीय विद्याप्रकाशन, दिल्ली-वाराणसी, 1978
6. सैनी, रणजीतसिंह-अभिलेखमञ्जूषा, न्यू भारतीय बुक कार्पोरेशन, दिल्ली, 2000.
7. Banerji, M. A Study of Important Gupta Inscriptions, Calcutta, 1974
8. Basak, R.G. History of North-Eastern India, Sambodhi Publication, Calcutta, 1967
9. Dandekar, R.N. The Age of the Guptas and Other Essays, Ajanta Publication, Delhi, 1982
10. Goyal, S.R. A History of the Imperial Guptas, Kusumanjali, Book World, Jodhapur, 2005
11. Mookarji, R.K. The Gupta Empire, Moti Lal Banarsi Dass, Delhi, 1973

12. Majumdar, R.C. & Pusalkar, A.D. The History and Culture of the Indian People, Vol. III (The Classical Age), Bhartiya Vidya Bhavan, Bombay, 1984  
 13. Sircar, D.C. Select Inscriptions, University of Calcutta, Calcutta, 1965  
 14. Thakur, Upendra . The Hunas in India, Chaukhamba Sanskrit Series, Varanasi, 1967

### [E] Teaching Plan

The teaching will be done as per the above-mentioned sequence of units and corresponding number of classes.

Facilitating the achievement of course learning outcomes are as under-

Unit	course learning outcomes	Teaching and learning activity	Assessment tasks
1.	The Learners should be able to explain, elucidate and critically analyze the prescribed inscriptions in the light of Indian history, society, religion, administration and politics during the reign of Gupta emperors.	Explanation and analytical approach to clarify the text followed by discussions, lectures, tutorials, PPT Presentation. Poetical and value based analytical appreciation will be discussed and the Gupta-Brahmi script will also be introduced.	<b>Internal assessment</b>
			MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
			<b>-End Semester Examination</b>
2.	The Learners should be able to explain, elucidate and critically analyze the prescribed inscriptions in the light of Indian history, society, religion, administration and politics during the reign of Gupta emperors.	Explanation and analytical approach to clarify the text followed by discussions, lectures, tutorials, PPT Presentation. Poetical and value based analytical appreciation will be discussed and the Gupta-Brahmi script will also be introduced.	<b>Internal assessment</b>
			MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
			<b>-End Semester Examination</b>
3.	The Learners should be able to explain, elucidate and critically analyze the prescribed inscriptions in the	Explanation and analytical approach to clarify the text followed by discussions, lectures, tutorials, PPT Presentation.	<b>-internal assessment :</b>
			MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
			<b>-End Semester Examination</b>

	light of Indian history, society, religion, administration and politics during the reign of inscriptions	Poetical and value based analytical appreciation will be discussed and the Gupta Brahmi script will also be introduced.	1. Explanatory Questions 2. Short notes 3. Critical questions 4. Transliteration
--	--	---	---

---

**[F] Basic Structure of Question Paper & Division of Marks**

---

(i) Four explanations of verses or passages (covering with all units)	4 x 6 = 24
ii) Gist of two verses or passages in Sanskrit (covering with all units)	2 x 3.5 = 07
(iii) Two critical Questions (based on contents and history)	2 x 8 = 16
(iv) Two short notes	2 x 4 = 08
(v) Transliteration of Brhami in to Devanagari (Excluding the following; 2, 3, 5 of I unit; 1, 3, 4, 5 of II units; 3 of III unit and 8 of IV unit)	01x15=15
	<b>Total Marks : 70</b>

\*\*\*\*\*

**Semester: IV, MA (Sanskrit)**  
**Elective Group: F- Epigraphy**

**EC-F401: Inscriptions of Post-Gupta Period**  
**गुप्तोत्तरकालीन अभिलेख**

Maximum Marks: 100 (70+30)

Duration: 64 hrs. (04 weeks).  
(4 Theories = 4 credits)

---

**[A] Course Objective**

---

The objective of this course is to introduce the students to historical, cultural, religious, social and literary significance of the inscriptions of the Post Gupta period. A special attention is to be given to the mastering of the Brahmi script of the Post Gupta period.

---

**[B] Course Learning Outcome**

---

After the completion of this course the students will :

- be aware of the social, religious, administrative and political conditions of the time of the reign of Post Guptas.
- be thoroughly able to decipher, understand and interpret all the facts available regarding Post Guptas and their empire.
- be well grounded for perusing the advance learning in the field of archaeology.
- acquire the knowledge of the features of the Post Gupta-Brahmi script.
- be thoroughly skilled for explanation and transliteration of the inscriptions.

---

**[C] Unit wise Division**

---

- Unit I**
1. द्रोणसिंह का भमोद्र महोता ताम्रपत्रलेख, वलभीसंवत् 183
  2. महाराजधरसेन द्वितीय का मालिया ताम्रपत्रलेख, वर्ष 252
  3. शीलादित्य सप्तम का आलीनाताम्रपट्ट अभिलेख, गुप्त-वलभीसंवत् 447
  4. आदित्यसेन का अफसदअभिलेख
  5. आदित्यसेनकालीन शाहपुर प्रतिमा अभिलेख, हर्षसंवत् 66
- Unit II**
1. विष्णुगुप्तकालीन मन गाँव अभिलेख
  2. जीवितगुप्तकालीन देवबरणार्क अभिलेख
  3. अनन्तवर्मन का बराबर गुहालेख
  4. अनन्तवर्मन् का नागार्जुनी गुहालेख
  5. ईश्वरवर्मन् का जौनपुर अभिलेख

- Unit III**
1. ईशानवर्मन् का हडाहा अभिलेख
  2. महेन्द्रपाल का पेहवा अभिलेख
  3. हर्षवर्धन का बाँसखेड़ा ताम्रपट्ट अभिलेख
  4. हर्षवर्धन का मधुवन ताम्रपट्ट अभिलेख

- Unit IV**
1. पुलकेशिन् द्वितीय का ऐहोल अभिलेख
  2. यशोवर्मदेव- कालीन नालन्दा अभिलेख
  3. महानामन् का बोधगया अभिलेख, वर्ष 269
  4. ब्राह्मी से देवनागरी में लिप्यन्तर (अन्विति प्रथम के 1,3,4,5 एवं 7, अन्विति द्वितीय के 3 तथा अन्विति तृतीय के 3, इन लेखसंख्याओं को छोड़कर)

---

**[D]Suggested Readings**

1. Basak, R.G. History of North Eastern India, Sambodhi Publication, Calcutta, 1967
2. Goyal, S.R Har-a, A Multidisciplinary Political Study, Kusumanjali Book World, Jodhpur, 2006
3. Majumdar, R.C. & Pusalkar, A.D. The History and Culture of the People, Vol. III (The Classical Age), Bhartiya Vidya Bhavan, Bombay, 1954
4. Mookarji, R.K. Harsha, Oxford, London, 1926
5. Pires, Edward, A. The Maukharis, Ramanand Vidya Bhavan, Delhi, 1982
6. Sircar, D.C. Select Inscriptions, Vol. II (6th to 18th century A.D.), Moti Lal Banarsi Dass, Delhi, 1983
7. Srivastava, B.N. Har-a and His Times, Chaukhamba Sanskrit Series, Varanasi, 1976
8. Tripathi, R.S. History of Kannauj, Moti Lal Banarsi Dass, Delhi, 1964

---

**[E] Teaching Plan**

The teaching will be done as per the above-mentioned sequence of units and corresponding number of classes.

Facilitating the achievement of course learning outcomes are as under-

Unit	course learning outcomes	Teaching and learning activity	Assessment tasks
1.	The Learners should be able to explain, elucidate and critically analyze the prescribed inscriptions in the	Explanation and analytical approach to clarify the text followed by discussions, lectures, tutorials, PPT Presentation.	<p><b>Internal assessment</b></p> <p>MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.</p> <p><b>-End Semester Examination</b></p>

	light of Indian history, society, religion, administration and politics during the reign of Post Gupta emperors.	Poetical and value based analytical appreciation will be discussed and the Post Gupta-Brahmi script will also be introduced.	1. Explanatory Questions 2. Short notes 3. Critical questions 4. Transliteration
2.	The Learners should be able to explain, elucidate and critically analyze the prescribed inscriptions in the light of Indian history, society, religion, administration and politics during the reign of Post Gupta emperors.	Explanation and analytical approach to clarify the text followed by discussions, lectures, tutorials, PPT Presentation. Poetical and value based analytical appreciation will be discussed and the Post Gupta-Brahmi script will also be introduced.	<b>Internal assessment</b>  MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.  <b>-End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3. Critical questions 4. Transliteration
3.	The Learners should be able to explain, elucidate and critically analyze the prescribed inscriptions in the light of Indian history, society, religion, administration and politics during the reign of Post Gupta emperors.	Explanation and analytical approach to clarify the text followed by discussions, lectures, tutorials, PPT Presentation. Poetical and value based analytical appreciation will be discussed and the Post Gupta Brahmi script will also be introduced.	<b>-internal assessment :</b> MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.  <b>-End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3. Critical questions 4. Transliteration

---

**[F] Basic Structure of Question Paper & Division of Marks**

---

- |  |            |
|--|------------|
| (i) Four explanations of verses or passages (covering with all units)  | 4 x 6= 24  |
| ii) Gist of two verses or passages in Sanskrit (covering with all units)   | 2 x 3.5=07 |
| (iii) Two critical Questions (based on contents and history)   | 2 x 8 = 16 |
| (iv) Two short notes   | 2 x 4 = 08 |
| (v) Transliteration of Brahmi in to Devanagari<br>(Excluding the following inscriptions: 1,3,4 of I unit, 2 and 5 of II unit; 1of IV unit) | 01x15=15   |

**Total Marks : 70**

**Semester: IV, MA (Sanskrit)**

**Elective Group: F- Epigraphy**

**EC-F402: Indian Paleography**

**भारतीयपुरालिपि-शास्त्र**

Maximum Marks: 100 (70+30)

Duration: 64 hrs. (04 weeks).  
(4 Theories = 4 credits)

---

**[A] Course Objective**

---

The objective of this course is to enable the students to pursue a deep theoretical study of Indian Paleography, specially the writing skill use the sources & writing materials. This paper is helpful to know about the early Indian history and culture. They will gain the wider knowledge of the origin, development and inter-relation among the various scripts i.e., Brahmi, Kharoshthi and Indus–valley scripts..

---

**[B] Course Learning Outcome**

---

After the completion of this course the students will:

- be well aware of the ancient vivid writing traditions.
- be able to know the different styles of script and their inter- relations.
- learn about the Indian dating systems and four eras, i.e. the Vikrama, Saka, Gupta and Harsha.
- understand the significance of inscriptions throwing light on the social, economic, political, religious, administrative conditions of the time.

---

**[C] Unit wise Division**

---

**Unit I**

- 1.भारत में लेखन कला की प्राचीनता
- 2.प्राचीन भारत में प्रयुक्त होने वाली लिपियों का वर्णन
- 3.भारतीय लिपियों की उत्पत्ति
- 4.अशोक के काल से लेकर 8 वीं शती तक ब्राह्मी लिपि एवं खरोष्ठी लिपि का विकास

**Unit II**

- 1.लेखनकला की सामग्री, पुस्तकालय एवं संग्रहालय का प्रयोग
- 2.लेखन एवं उत्कीर्णन का व्यवसाय
- 3.अभिलेखों के वर्गीकरण
- 4.अभिलेखों के संकलन के प्रकार
- 5.अभिलेखों में आगतसंवत्  
क) विक्रमसंवत्, ख) शकसंवत्, ग) गुप्तसंवत्, घ) हर्षसंवत्

Unit III भारत में अभिलेख के अध्ययन का इतिहास

Unit IV अभिलेखों के अध्ययन का महत्त्व

---

### [D]Suggested Readings

---

1. ओझा, गौरीशंकर हीराचंद - भारतीय प्राचीन लिपिमाला, अजमेर, 1918. मुंशीराम मनोहरलाल, दिल्ली, 1971
2. पाण्डेय, राजबली - भारतीयपुरालिपि, वॉल्यूम1, इलाहाबाद, 1978
3. ब्यूलर, जार्ज - भारतीय पुरालिपिशास्त्र (अनुवादक) मघलनाथसिंह, मोतीलाल बनारसीदास, दिल्ली, 1966
4. राय, एस.एन. - भारतीय पुरालिपि एवं अभिलेख, शारदापुस्तक भवन, इलाहाबाद, 1994
5. वाजपेयी, कृष्णदत्त (अनु-) - भारतीयपुरालिपिविद्या, विद्यानिधि, दिल्ली, 1996
6. Buhler, George. On the Origin of the Brahmi Alphabet, Chaukhamba Sanskrit Series, Varanasi, 1963
7. Dani, A.N. Indian Paleography, Oxford, 1963, Munshiram Manoharlal., 1986
8. Mukharjee, B.N. Origin of Brahmi and Kharoshthi Script, Progressive Publication, Calcutta, 2005
9. Ramesh, K.V. Indian Epigraphy, Delhi, 1984
10. Salomon, Richard. Indian Epigraphy, A Guide to The Study of Inscriptions- Sanskrit, Prakrit & Other Indian Languages, Munshi Ram Manohar Lal Publishers Pvt. Ltd., Delhi, 1998.
11. Sircar, D.C. Indian Epigraphy, Moti Lal Banarasi Dass, Delhi, 1996
12. Upasak, C.S. . The History and Paleography of the Mauryan Brahmi Script, Nava
13. Nalanda Mahavihar, Nalanda, 1960
14. Vasishtha, R.K. Brahmi Script, Nag Publication, Delhi, 2001
15. Verma T.P. The Paleography of Brahmi Script in North India, Varansi, 1971.

---

### [E] Teaching Plan

---

The teaching will be done as per the above-mentioned sequence of units and corresponding number of classes.

Facilitating the achievement of course learning outcomes are as under-

Unit	course learning outcomes	Teaching and learning activity	Assessment tasks
1.	To know about vivid ancient writing traditions. different styles of script and their inter- relations and other contents of	Discussions, lectures, tutorials, PPT Presentation *Visit to libraries where hand written material is kept and preserved	<b>Internal assessment</b> MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc. <b>-End Semester Examination</b>



	first unit.	*Visit the museums * making the charts of the script and try to write in the Brahmi script	1. Short notes 2. Critical questions
2.	Learning about the Indian dating systems and four eras, i.e. the Vikrama, Saka, Gupta and Harsha, and other contents of II unit.	Discussions, lectures, tutorials, PPT Presentation Visit to libraries where hand written material is kept and preserved *Visit the museums * making the charts of the script and try to write in the Brahmi script	<b>Internal assessment</b> MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc. <b>-End Semester Examination</b> 1. Short notes 2. Critical questions
3.	significance of inscriptions for knowing the social, economic, political, religious, administrative conditions of the time and other contents of III unit.	Analytical, discussions, lectures, tutorials, PPT Presentation etc.	<b>-internal assessment :</b> MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc. <b>-End Semester Examination</b> 1. Short notes 2. Critical questions

**[F] Basic Structure of Question Paper & Division of Marks**

(i)	Two questions (From first unit)	8 x 2 = 16
(ii)	Introduction to the two characters (for development of Brahmi Script)	7 x 1 = 07
(iii)	Three questions (From II unit)	8 x 3 = 24
(iv)	One short notes (About Samvat, from II unit)	7 x 1 = 07
(v)	One Question (From III unit)	9 x 1 = 09
(vi)	Two Short notes in Sanskrit (From IV unit)	3.5 x 2 = 07
<b>Total Marks= 70</b>		

\*\*\*\*\*

**Semester: III, MA (Sanskrit)**  
**Elective Group: G**

**EC-G 303: Modern Sanskrit Poetics**  
**आधुनिक संस्कृत काव्यशास्त्र**

Maximum Marks: 100 (70+30)

Duration: 64 hrs. (04 weeks).  
(4 Theories = 4 credits)

---

**[A] Course Objectives:**

The course seeks to introduce contemporary theories on Sanskrit poetics, dealing with traditional and modern questions. It seeks to show how Sanskrit poetics is a living tradition.

---

**[B] Course Learning Outcomes:**

After completion of this course the students:

- Will have an understanding of the new approach in the realm of Sanskrit Poetics;
- Will acquire knowledge of the different dimensions of poetry i.e. effects (Prayojana), cause (Hetu), definition (Lakshana) and forms (Kavya-bheda), blemishes (Kavya-dosha), poetics -Excellences (Kavya-guna) etc. through the reading of the texts of Kavyalankarakarika of Revaprasada Dwivedi
- Will become aware of new concept of Alamkara as soul of Poetry.
- will be able to compare modern and ancient thoughts of poetics.
- will gain the ability to explaining and critically analyzing the prescribed texts.

---

**[C] Unit wise Divison**

**काव्यालङ्कारकारिका - आचार्य रेवाप्रसाद द्विवेदी**

<b>Unit I</b>	अलङ्कार की अवधारणा, काव्यलक्षण, काव्यहेतु, काव्यप्रयोजन, आचार्य द्विवेदी के विचारों का आधार-विवेचन ।
<b>Unit II</b>	काव्य का आत्मतत्त्व, काव्य का स्वरूप, शब्द, अर्थ एवं भाषा-तत्त्व-सम्बन्धी विचार, सहृदय की दृष्टि से काव्य-सम्बन्धी विचार ।
<b>Unit III</b>	‘साहित्य’ शब्द का विवेचन, काव्योत्पत्ति एवं काव्यधर्म की उत्पत्ति पर विचार, काव्यधर्मों के विविधरूपों का विवेचन ।
<b>Unit IV</b>	रस की काव्यात्मता की समीक्षा, आचार्य द्विवेदी के अनुसार काव्य-लक्षण एवं काव्य-दर्शन से सम्बन्धित विशिष्ट अवधारणाओं की समीक्षा, अलङ्कार का अर्थ स्पष्ट करते हुए काव्य में उसकी स्थिति का मूल्यांकन ।

---

**[D] Suggested Readings:**

### Essential Readings:

काव्यालङ्कारकारिका, रेवाप्रसाद द्विवेदी (हिन्दी-अंग्रेजी अनुवाद), कालिदास संस्थानम्, नूतन संस्करण, वाराणसी, 2001

### Additional Resources:

1. अवतरे, शंकरदेव, अभिनवकाव्यशास्त्रम्, साहित्य सहकार, दिल्ली, 2001
2. त्रिपाठी, राधावल्लभ, अभिनवकाव्यालङ्कारसूत्रम्, सम्पूर्णानन्द संस्कृत विश्वविद्यालय, वाराणसी, 2005
3. द्विवेदी, रेवा प्रसाद, भारतीय काव्यसमीक्षा में अलङ्कार सिद्धान्त, मेकमिलन एण्ड कम्पनी, दिल्ली, 1980
4. द्विवेदी, रेवा प्रसाद, संस्कृत काव्यशास्त्र का आलोचनात्मक इतिहास, कालिदास संस्थान, वाराणसी, 2007
5. द्विवेदी, रहसबिहारी, साहित्यविमर्शः, सम्पूर्णानन्द संस्कृत विश्वविद्यालय, वाराणसी, 2002
6. नान्दी, टी.एस., सहृदयालोकलोचन, एल. डी. इंस्टीट्यूट ऑफ इंडोलॉजी, अहमदाबाद, 2005
7. पाण्डेय, रमाकान्त, आधुनिक संस्कृत काव्यशास्त्रसमीक्षणम्, जगदीश संस्कृत पुस्तकालय, जयपुर, 2009
8. राजेन्द्र कुमार, आधुनिक संस्कृत काव्यशास्त्रीय ग्रन्थों में मौलिकता, भारतीय विद्या प्रकाशन, दिल्ली, 2007
9. शास्त्री, छज्जूराम, साहित्यबिन्दु, मेहरचन्द लछमनदास, दिल्ली, 1961
10. यादव राजमङ्गल, संस्कृत काव्यशास्त्र की अर्वाचीन परम्परा, प्रतिभा प्रकाशन, दिल्ली, 2011

---

## [E] Teaching Plan

---

The teaching will be done as per the above-mentioned sequence of units and corresponding number of classes.

### Facilitating the achievement of course learning outcomes -

Unit	Course learning outcomes.	Teaching and learning activity	Assessment tasks
1.	Explanation of the texts regarding the concept of Alankara ,effects Prayojana), cause	A variety of approaches to teaching-learning process should be used, i.e. Exposition of texts Lectures,	<b>Internal assessment</b> MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc. <b>End Semester Examination</b>

	(Hetu), and definition of poetry etc. according to Prof. Dwivedi from a modern perspective	discussions, tutorials, workshops, PPT Presentation	1. Explanatory Questions 2. Short notes 3. Critical questions
2.	Explanation of soul of Poetry, form of the Poetry, Thoughts related to Poetry from the view of “Sahridaya”.	Exposition of texts, Lectures, discussions, tutorials, workshops, PPT Presentation	<b>Internal assessment</b>  MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.  <b>End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3. Critical questions
3.	Explanation of “Sahitya”, origin of Poetry and its different genres.	Exposition of texts, Lectures, discussions, tutorials, workshops, PPT Presentation	<b>Internal assessment:</b>  MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.  <b>End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3. Critical questions
4.	Critically analysis of Rasa as the soul of poetry, Kavya-darshan etc. according to Prof. Dwivedi.	Exposition of texts, Lectures, discussions, tutorials, workshops, PPT Presentation	<b>Internal assessment:</b>  MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/paper presentation/ Periodic tests etc.  <b>End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3. Critical questions

### [F] Basic Structure of Question Paper & Division of Marks

- |       |   |                  |
|-------|---|------------------|
| (i)   | Four Explanations (one from each of the Units)                              | 04x 7= 28        |
| (ii)  | Four short notes (one from each of the Units with options, one in Sanskrit) | 5+5+5+07=22      |
| (iii) | Two critical Questions (One from each of the units with options)            | 02x10=20         |
|       |   | <b>Total: 70</b> |

**Semester: III, MA (Sanskrit)**  
**Elective Group: G**

**EC-G304: Modern Sanskrit Prose & Poetry**

**आधुनिक संस्कृत गद्य एवं पद्य**

Maximum Marks: 100 (70+30)

Duration: 64 hrs (04 weeks).  
(4 Theories = 4 credits)

---

**[A] Course Objective**

The course aims at showcasing the continuity of Sanskrit poetry in its traditional genres of prose and poetry. It also highlights historical, nationalistic and religious trends of modern Sanskrit poetry after independence.

---

**[B] Course Learning Outcome**

After completion of this course the students:

- Will acquire the knowledge of leading samples of modern Sanskrit prose and poetry.
- Will become aware of Indian value-system and cultural heritage which is useful to social harmony;
- **Will become aware of the ideas of Indian personalities like Swami Vivekananda, Rani Padmini and Meera bai to develop a sense of nationalism.**
- will gain the ability to explaining and critically analyzing the prescribed texts.

---

**[C] Unit wise Division**

- Unit I** पद्मिनी - प्रथम प्रकाश (1-4 विकास)  
**Unit II** श्रीस्वामिविवेकानन्दचरित (अष्टम सर्ग)  
**Unit III** श्रीस्वामिविवेकानन्दचरित (दशम सर्ग)  
**Unit IV** मीरालहरी (पूर्व भाग)

---

**[D] Suggested Readings:**

**Essential Reading:**

1. पद्मिनी – पं. मोहन लाल शर्मा पाण्डेय, पाण्डेय प्रकाशन, खजाने वालों का रास्ता, जयपुर, 1999
2. श्रीस्वामिविवेकानन्दचरितमहाकाव्य -पं. त्र्यम्बकशर्मा भण्डारकर, चौखम्बा संस्कृत सीरीज ऑफिस, वाराणसी, 1973
3. मीरालहरी - पण्डिता क्षमाराव, 27 न्यू मैरीनलेन, मुम्बापुरी (मुंबई) से प्रकाशित, मुंबई, 1944

**Additional Readings:**

1. त्रिपाठी, राधावल्लभ - संस्कृत साहित्य: बीसवीं शताब्दी, राष्ट्रीय संस्कृत संस्थान, दिल्ली 1999.
2. मुसलगांवकर, केशव राव- आधुनिक संस्कृत काव्य परम्परा, चौखम्बा विद्याभवन, वाराणसी, 2004

- 3 मिश्र, राजेन्द्र – विंशति शताब्दी संस्कृत काव्यामृतम्, दिल्ली संस्कृत अकादमी, दिल्ली
- 4 Jha, V.N - Sanskrit Writings in Independent India, Poona
- 5 Joshi, K.R.& S. M. Ayachit - *Post Independence Sanskrit Literature*, Nagpur, 1991.
- 6 Prajapati, Manibhai K., *Post Independence Sanskrit Literature : A critical survey*, Poona, 2005.

## [E] Teaching Plan

The teaching will be done as per the above-mentioned sequence of units and corresponding number of classes.

### Facilitating the achievement of course learning outcomes -

Unit	Course learning outcomes.	Teaching and learning activity	Assessment tasks
1.	Explanation and critical of the first prakash of “Padmini” in the light of contemporary history.	i.e. exposition of Texts, analytical appreciation of the texts on the basis of poetical and historical, social and other values; tutorials, Lectures discussions, workshops, PPT Presentation etc.	<b>Internal assessment</b>
			MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
2.	Explanation and analytical comprehension of the eighth sarga of prescribed text.	exposition of Texts, analytical appreciation of the texts on the basis of poetical and historical, religious and other values; tutorials, Lectures, discussions, workshops.	<b>Internal assessment</b>
			MCQ type questions / Internal Assessment/(Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
3.	Explanation and analytical comprehension of tenth sarga of the “Shreeswamiviveka-	exposition of Texts, analytical appreciation of the texts on the basis of poetical	<b>Internal assessment :</b>
			MCQ type questions / Internal Assessment/(Project/ Discussion/ Assignment/ paper presentation/ Periodic

	nandacharita” in the light of “Vishva-dharmasammelan” at Chicago in 1893.	and historical, social and other values; tutorials, Lectures discussions, workshops, PPT Presentation etc.	tests etc. <b>End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3. Critical questions
4.	Explanation and critical analysis of first part of the Meeralahari” with special reference to her childhood, dedication and devotion towards Lord Krishna, her marriage and “Vrindavan yatra”.	exposition of Texts, analytical appreciation of the texts on the basis of poetical and historical, social and other values; tutorials, Lectures discussions, workshops, PPT Presentation etc.	<b>Internal assessment:</b> MCQ type questions / Internal Assessment/(Project/ Discussion/ Assignment/paper presentation/ Periodic tests etc. <b>End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3. Critical questions

---

### [F] Basic Structure of Question Paper & Division of Marks

---

- |       |  |                  |
|-------|--|------------------|
| (i)   | Four Explanations (one from each of the Units)                               | 04x 7= 28        |
| (ii)  | Four short notes ((one from each of the Units with options, one in Sanskrit) | 5+5+5+07=22      |
| (iii) | Two critical Questions (One from each of the units with options)             | 02x10=20         |
|       |  | <b>Total: 70</b> |

**Semester: IV, MA (Sanskrit)**  
**Elective Group: G**  
**EC-G401: Modern Sanskrit Drama**  
**आधुनिक संस्कृत रूपक**

Maximum Marks: 100 (70+30)

Duration: 64 hrs (04 weeks).  
(4 Theories = 4 credits)

---

**[A] Course Objective**

The course aims at new trends and new forms of Dramas as well as awareness of changing social scenario of modern Sanskrit authors which is displayed in their writings.

---

**[B] Course Learning Outcome**

After the Completion of this course students:

- Will be able to know new trends and new forms of Dramas.
- Will become aware of changing social scenario of modern Sanskrit authors which is displayed in their writings.
- Will be able to grasp the concept and historical development of Indian nationalism.
- will gain the ability to explaining and critically analyzing the prescribed texts.

---

**[C] Unit wise Division**

Unit I	अनार्कली : 1-5 अंक
Unit II	अनार्कली : 6-10 अंक
Unit III	तण्डुलप्रस्थीयम् : 1-5 अंक
Unit IV	तण्डुलप्रस्थीयम् : 6-10 अंक

---

**[D] Suggested Readings**

**Essential Reading:**

1. अनार्कली –डॉ. वी. राघवन्, संस्कृत रंग, मद्रास, 1972
2. तण्डुलप्रस्थीयम् – प्रो. राधावल्लभ त्रिपाठी, (हिन्दी भाषानुवाद सहित), प्रतिभा प्रकाशन, दिल्ली, 1999

**Additional Readings:**

1. उपाध्याय, रामजी - आधुनिक संस्कृत नाटक: नये तथ्य नया इतिहास (खण्ड 1-2) चौखम्बा संस्कृत प्रतिष्ठान, दिल्ली, 1996
2. चतुर्वेदी, सीताराम - भारतीय तथा पाश्चात्य रंगमंच, हिन्दी समिति, सूचना विभाग, लखनऊ, 1964
3. द्विवेदी, मीरा - आधुनिक संस्कृत महिला नाटककार, परिमल पब्लिकेशन्स दिल्ली, 1996



4. शर्मा, वीरबाला - संस्कृत में एकांकी रूपक, मध्यप्रदेश हिन्दी ग्रन्थ अकादमी, भोपाल, 1972

### [E] Teaching Plan

The teaching will be done as per the above-mentioned sequence of units and corresponding number of classes.

### Facilitating the achievement of course learning outcomes -

Unit	Course learning outcomes.	Teaching and learning activity	Assessment tasks
1.	Explanation and critical analysis of the first part of “Anarakali” in the light of contemporary history.	A variety of approaches to teaching-learning process should be used, i.e. Exposition of Prescribed text by lectures, tutorials, workshops, PPT Presentation etc.	<b>Internal assessment</b>
			MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
			<b>End Semester Examination</b>
			1. Explanatory Questions 2. Short notes 3. Critical questions
2.	Explanation and critical analysis of the second part of “Anarakali” in the light of contemporary history.	Exposition of Prescribed text by lectures, tutorials, workshops, PPT Presentation etc.	<b>Internal assessment</b>
			MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
			<b>End Semester Examination</b>
			1. Explanatory Questions 2. Short notes 3. Critical questions
3.	Explanation and critical analysis of the first part of “Tandulaprasthiyam” in the light of water crisis, essential need of the human being.	Exposition of Prescribed text by lectures, tutorials, workshops, PPT Presentation etc.	<b>Internal assessment:</b>
			MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.

			<b>End Semester Examination</b>
			1. Explanatory Questions 2. Short notes 3. Critical questions
4.	Explanation and critical analysis of the second part of “Tandulaprasthiyam” in the light of water crisis, essential need of the human being.	Exposition of Prescribed text by lectures, tutorials, workshops, PPT Presentation etc.	<b>Internal assessment:</b> MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/paper presentation/ Periodic tests etc.
			<b>End Semester Examination</b>
			1. Explanatory Questions 2. Short notes 3. Critical questions

---

**[F] Basic Structure of Question Paper & Division of Marks**

---

- (i) Four Explanations (one from each of the Units) 04x 7= 28
- (ii) Four short notes ((one from each of the Units with options, one in Sanskrit) 5+5+5+07=22
- (iii) Two critical Questions (One from each of the units with options) 02x10=20
- Total: 70**

\*\*\*\*\*

**Semester: IV, MA (Sanskrit)**  
**Elective Group: G**

**EC-G402: Sanskrit Novel and Survey of Modern Sanskrit  
Literature**

संस्कृत उपन्यास तथा आधुनिक संस्कृत साहित्य का सर्वेक्षण

Maximum Marks: 100 (70+30)

Duration: 64 hrs (04 weeks).  
(4 Theories = 4 credits)

---

**[A] Course Objective**

This course gives an introduction to the panorama of modern creative prose writings in Sanskrit. It also focuses on the Social and Cultural heritage of India.

---

**[B] Course Learning Outcome**

After the completion of the course students will:

- become aware of the expanse and the depth of modern Sanskrit literature;
- become aware of how the idea of unity in diversity can promote social harmony;
- gain the ability to explaining and critically analysing the prescribed texts.

---

**[C] Unit wise Division**

<b>Unit I</b>	सीमा (उपन्यास) 1-2 परिच्छेद
<b>Unit II</b>	सीमा (उपन्यास) 3-4 परिच्छेद
<b>Unit III</b>	प्रमुख आधुनिक संस्कृत महाकाव्य, रूपक एवं गद्यकाव्य, आधुनिक संस्कृत साहित्य की प्रमुख नवीन विधाएँ एवं प्रवृत्तियाँ
<b>Unit IV</b>	आधुनिक संस्कृत के प्रतिनिधि साहित्यकार – अम्बिकादत्त व्यास, मथुराप्रसाद दीक्षित, हरिदास सिद्धान्तवागीश, अप्पाराशिव रेडकर, हृषीकेश भट्टाचार्य, श्रीधर भास्कर वर्णेकर, मूलशंकर माणिकलाल याज्ञिक, वीरेन्द्र कुमार भट्टाचार्य, यतीन्द्र विमल चौधुरी, रमा चौधुरी, लीलाराव दयाल, श्रीपाद हसूरकर, वसन्त त्र्यम्बक शेवड़े, ओगेटि शर्मा परीक्षित, भट्टमथुरानाथ शास्त्री, जानकीवल्लभ शास्त्री, सत्यव्रत शास्त्री, रसिकबिहारी जोशी, अभिराज राजेन्द्र मिश्र, केशवचन्द्र दास, हर्षदेव माधव, कालिका प्रसाद शुक्ल, परमानन्द शास्त्री।

---

**[D] Suggested Readings**

**Essential Reading:**

1. सीमा (उपन्यास) – डॉ. रामकरणशर्मा, नाग पब्लिशर्स, दिल्ली, 1987
2. उपाध्याय, बलदेव (प्र.स.), पाठक, जगन्नाथ (सं.)- संस्कृत वाङ्मय का बृहद् इतिहास (सप्तम खण्ड), उत्तरप्रदेश संस्कृत संस्थान, लखनऊ, 2000

**Additional Readings:**

1. त्रिपाठी, राधावल्लभ – संस्कृत साहित्य का अभिनव इतिहास, विश्वविद्यालय प्रकाशन, वाराणसी, 2007
2. मिश्र, राजेन्द्र – विंशति शताब्दी संस्कृत काव्यामृतम्, दिल्ली संस्कृत अकादमी, दिल्ली
3. शास्त्री, कलानाथ - आधुनिक-संस्कृत-साहित्यस्येतिहासः, जयपुर
4. यादव, राजमंगल – अर्वाचीन संस्कृत साहित्य, जे. पी. पब्लिसिंग हाउस, दिल्ली, 2015

## [E] Teaching Plan

The teaching will be done as per the above-mentioned sequence of units and corresponding number of classes.

Facilitating the achievement of course learning outcomes -

Unit	Course learning outcomes.	Teaching and learning activity	Assessment tasks
1.	Explanation and critical analysis of the first part of “Seema” Sanskrit novel in the light of society, culture, religious unity and unity of languages for nation building.	Exposition of Texts Lectures, tutorials, workshops, PPT Presentation etc.	<b>Internal assessment</b>
			MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
			<b>End Semester Examination</b>
			1. Explanatory Questions 2. Short notes 3. Critical questions
2.	Explanation and critical analysis of the second part of “Seema” Sanskrit novel in the light of society, culture, religious unity and unity of languages for nation building.	Exposition of Texts Lectures, tutorials, workshops, PPT Presentation etc.	<b>Internal assessment</b>
			MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
			<b>End Semester Examination</b>
			1. Explanatory Questions 2. Short notes 3. Critical questions
3.	Introduction to the important modern Sanskrit epics, rupaka, prose, poetry and the new methods and trends in modern Sanskrit	Lectures, tutorials, workshops, PPT Presentations for covering the survey of modern Sanskrit Literature.	<b>Internal assessment:</b>
			MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
			<b>End Semester Examination</b>

	literature.		1. Explanatory Questions 2. Short notes 3. Critical questions
4.	Awareness and analysis of leading modern Sanskrit creative writers.	Lectures, tutorials, workshops, PPT Presentations for covering primary authors, their biography, major works, major themes, issues, style and contribution	<b>Internal assessment:</b> MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/paper presentation/ Periodic tests etc. <b>End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3. Critical questions

---

### [F] Basic Structure of Question Paper & Division of Marks

---

- |       |  |                  |
|-------|--|------------------|
| (i)   | Four Explanations (one from each of the Units)                               | 04x 7= 28        |
| (ii)  | Four short notes ((one from each of the Units with options, one in Sanskrit) | 5+5+5+07=22      |
| (iii) | Two critical Questions (One from each of the units with options)             | 02x10=20         |
|       |  | <b>Total: 70</b> |

\*\*\*\*\*

**Semester: III, MA (Sanskrit)**

**Elective Group: H- Itihāsa & Pūrāṇa**

**EC-H303: Rāmāyaṇa & Mahābhārata**  
**रामायण एवं महाभारत**

Maximum Marks: 100 (70+30)

Duration: 64 hrs. (04 weeks).  
(4 Theories = 4 credits)

---

**[A] Course Objective**

The objective of this course is to present a thorough picture of valuable cultural heritage of India as preserved in the epics of Rāmāyaṇa and Mahābhārata. The individual characters of the epics, social, economic, geographical, political, philosophical and educational systems as reflected in the epics will be the major highlighting points.

---

**[B] Course Learning Outcome**

After the completion of this the course students will:

- be able to learn about the behavioral values, ethics and belief patterns through the individual characters of the epics.
- be able to explain the aesthetic and poetic beauty and style of presentation of the texts of Rāmāyaṇa and Mahābhārata.
- get the knowledge of the historic value of Rāmāyaṇa and Mahābhārata
- learn about the social, economic, geographical, political, philosophical and educational aspects of Rāmāyaṇa and Mahābhārata.

---

**[C] Unit wise Division**

<b>Unit I</b>	रामायण – अयोध्याकाण्ड (18, 19, 100, 112, 118 अध्याय) रामायण – अरण्यकाण्ड (42,43,44, 50, 51, 52 अध्याय)
<b>Unit II</b>	रामायण – किष्किन्धाकाण्ड (अध्याय 3) रामायण – सुन्दरकाण्ड (36, 51, 52, 53, 54 अध्याय) रामायण – युद्धकाण्ड (67,73, 74, 90,107,108 अध्याय)
<b>Unit III</b>	महाभारत - विराट पर्व (अध्याय 34-36)
<b>Unit IV</b>	महाभारत - शान्तिपर्व (अध्याय 248, 250), अनुशासनपर्व (अध्याय 1)

---

**[D] Suggested Readings**

**Essential Readings:**

1. साहित्यरत्नकोश, भाग -2, साहित्य अकादमी, नईदिल्ली
2. पुराणेतिहाससंग्रहः, साहित्य अकादमी, नईदिल्ली, 1959
3. Mahabharata, Critical Edition, BORI, Poona
4. Mahabharata Text, pub. Gita Press, Gorakhpur

5. Ramayana with Hindi trans., Gita Press, Gorakhpur

**Additional Resources:**

1. Hopkins, E.W., The Great Epic of India, Reprinted by Punthi Pushtaka, Calcutta, 1969
2. Ramayana with four commentaries by Govindaraja & others, Lakshmi Venkateswara Press, Bombay, 1935
3. Ramayana ed. by Chinnaswami Sastri and V.H. Subrahmanyam Shastri, Pub. by N. Ramaratham, Madras, 1958
4. Mahabharata with Neelakantha's Commentary, Chirtasala Press, Poona, 1929-33

**[E] Teaching Plan:**

The teaching will be done as per the above-mentioned sequence of units and corresponding number of classes to achieve of Course Learning Outcomes:

Facilitating the achievement of course learning outcomes are as under-

Unit	Course Learning Outcome	Teaching and Learning Activity	Assessment Task
I	The Learners should be able to elucidate and critically analyse the prescribed texts. they will also be able to explain the poetic beauty, style of presentation, behavioral values etc. in this unit.	A variety of approaches to teaching-learning activities such as: explaining the texts followed by lecture-based classroom teaching, discussion on the prescribed text, tutorials, workshops, PPT Presentation and e-resources etc.	<p><b>Internal Assessment:</b> MCQ type test as Internal assessment/Project/Assignment/ Presentation and periodic test.</p> <p><b>End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3.Critical questions</p>
II	The learners should be able to elucidate and critically analyse the prescribed texts. they will also be able to explain the poetic beauty, style of presentation, behavioral values etc. in this unit	Exposition of texts through lecture-based classroom teaching, discussion on the prescribed text, tutorials, workshops, PPT Presentation and e-resources etc.	<p><b>Internal Assessment:</b> MCQ type test as Internal assessment/Project/Assignment/Presentation and periodic test.</p> <p><b>End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3.Critical questions.</p>
III	The learners should be able to elucidate and critically analyse the prescribed texts. they will also be able to explain the poetic beauty, style of	Exposition of texts through lecture-based classroom teaching, discussion on the prescribed text, tutorials, workshops, PPT Presentation and	<p><b>Internal Assessment:</b> MCQ type test as Internal assessment/Project/Assignment/Presentation and periodic test.</p>

	presentation, behavioral values etc. in this unit	e-resources etc..	<b>End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3. Critical questions
IV	The learners should be able to elucidate and critically analyse the prescribed texts. they will also be able to explain the poetic beauty, style of presentation, behavioral values etc. in this unit	Explanation the texts by lecture-based classroom teaching, discussion on the prescribed text, tutorials, workshops, PPT Presentation and e-resources etc.	<b>Internal Assessment:</b> MCQ type test as Internal assessment/Project/Assignment/Presentation and periodic test.  <b>End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3. Critical questions

---

**[F] Basic Structure of Question Paper & Division of Marks**

---

(I)	Four Explanations (one from each of the Units)	04x 7= 28
(ii)	Four short notes ((one from each of the Units with options, one in Sanskrit)	5+5+5+07=22
(iii)	Two critical Questions (One from each of the units with options)	02x10=20
		<b>Total: 70</b>

\*\*\*\*\*



**Semester: III, MA (Sanskrit)**

**Elective Group: H- Itihāsa & Pūrāṇa**

**EC-H304: Purana: Bhāgavata, Viṣṇu & Viṣṇudharmottara**

**पुराणः भागवत, विष्णु एवं विष्णुधर्मोत्तर**

Maximum Marks: 100 (70+30)

Duration: 64 hrs. (04 weeks).  
(4 Theories = 4 credits)

---

**[A] Course Objectives**

The objective of this course is to introduce the students to the devotional and spiritual aspects having secular values. The five chapters of tenth book (Skandha), of The Bhāgavatamahāpurāṇa, famous as Rāsapañcādhāyī, are nectar of this scripture, which dealing with selfless divine devotion and ecstasy for God. The Viṣṇudharmottara Purāṇa talks about the art of dance and drama as means of bhakti to the Lord. The theory of creation of the world in the light of Viṣṇumahāpurāṇa is also a focal point of this course.

---

**[B] Course Learning Outcomes**

After the completion of this course the students will:

- able to appreciate rhetoric beauty of the Rāsapañcādhāyī of Bhāgavatamahāpurāṇa.
- able to understand and explain the devotional and spiritual values of Bhāgavatamahāpurāṇa .
- able to know about the Puranic cosmology and Indian theory of world's creation in the light of Viṣṇumahāpurāṇa and compare with the modern theories.
- be able to explain the idea and emotion (Bhāva) and sentiment(rasa) in the light of dramaturgy and dance forms.

---

**[C] Unit wise Division**

Unit I	भागवतपुराण : 10/29-30
Unit II	भागवतपुराण : 10/31-33
Unit III	विष्णुपुराण : 1/1-5
Unit IV	विष्णुधर्मोत्तरपुराण : 3/30-34

---

**[D]Suggested Readings**

**Essential Readings:**

1. भागवतपुराण, नागप्रकाशन
2. विष्णुपुराण, नागप्रकाशन

3. विष्णुपुराण, सम्पा, टी.सी. उप्रैती, परिमल पब्लिकेशन्स,दिल्ली,2005
4. विष्णुधर्मोत्तरपुराण, अनु. शिवप्रसाद द्विवेदी, चौखम्बा सुरभारतीप्रकाशन,दिल्ली, 2016
5. Shah, Priyabala.Vishnudharmottara Purana-III, Parimal Publications, 2009
6. The Bhagavata Purana - Mytho-Social Study, Dange, S.S. pub. by Ajanta Publications, Jawaharanagar, Delhi, 1984.
7. Shah, Priyabala.Vishnudharmottara Purana-III, parimal publications, 2009
8. Vishnudharmottara Purana, English Translation, H.H. Wilson, London.

#### Additional Resources:

1. Biswas, Ashutosh, Bhagavata Purana, A Linguistic Study, Dibrugarh, 1963.
1. A critical Study of the Śrīmad-Bhāgavata, Banaras Hindu University, Varanasi, 1969.
2. Bhāgavata Purāṇ a: A Literary Study, S.S. Prasad, by Capital Publishing House, Delhi, 1984.
3. The Philosophy of Shrimad-Bhagavata, Vol. I-II Siddheshwar Bhattacharya, Shantiniketan, 1960. Revised ed. Varanasi, 1983.
4. Vishnudharmottara- Citra-sutram with Hindi Translation, Asoka Chatterjee Shastri, Varanasi, 1971.

---

#### [E] Teaching Plan

---

The teaching will be done as per the above-mentioned sequence of units and corresponding number of classes to achieve of Course Learning Outcomes:

Facilitating the achievement of course learning outcomes are as under-

Unit	Course Learning Outcome	Teaching and Learning Activity	Assessment Task
I	The learners should be able to elucidate and critically analyse the portion of Rāsapañcādhāyī of daśam skandha of Bhāgavata-mahāpurāṇa.	A variety of approaches to teaching-learning activities such as: Lecture-based classroom teaching, discussion on the prescribed text, tutorials, workshops, PPT Presentation and e-resources etc.	<p><b>Internal Assessment:</b> MCQ type test as Internal assessment/Project/Assignment/Presentation and periodic test.</p> <p><b>End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3. Critical questions</p>
II	The learners should be able to elucidate and critically analyse the text of vishnumahapurāṇa.	Lecture-based classroom teaching, discussion on the prescribed text, tutorials, workshops, PPT Presentation and e-resources etc.	<p><b>Internal Assessment:</b> MCQ type test as Internal assessment/Project/Assignment/Presentation and periodic test.</p>

			<b>End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3. Critical questions
III	The learners should be able to explain and critically the prescribed portion of Viṣṇudharmottara Purāṇa.	Lecture-based classroom teaching, discussion on the prescribed text, tutorials, workshops, PPT Presentation and e-resources etc.	<b>Internal Assessment:</b> MCQ type test as Internal assessment/Project/Assignment/Presentation and periodic test.  <b>End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3. Critical questions

---

**[F] Basic Structure of Question Paper & Division of Marks**

---

- |       |  |                  |
|-------|--|------------------|
| (i)   | Four Explanations (one from each of the Units)                               | 04x 7= 28        |
| (ii)  | Four short notes ((one from each of the Units with options, one in Sanskrit) | 5+5+5+07=22      |
| (iii) | Two critical Questions (One from each of the units with options)             | 02x10=20         |
|       |  | <b>Total: 70</b> |

\*\*\*\*\*

**Semester: IV, MA (Sanskrit)**  
**Elective Group: H- Itihāsa & Pūrāṇa**

**EC-H401: Agnipūrāṇa**  
**अग्निपुराण**

Maximum Marks: 100 (70+30)

Duration: 64 hrs. (04 weeks).  
(4 Theories = 4 credits)

---

**[A] Course Objectives**

The objective of this course is to present the encyclopedic value of Agnipurāṇa. The course especially highlights the knowledge domains such as Geography, Social science, judiciary, medical science and Vedic phonetics of this scripture.

---

**[B] Course Learning Outcomes**

After the completion of this the course the students will:

- be able to acquire the knowledge of geography as reflected in the texts.
- be able to gain the knowledge ancient judicial system and be able to compare and contrast it with the smṛiti texts and modern judiciary.
- be able to gain the knowledge of puranic medical science for human being and plants.
- know about the Vedic phonetics.
- be able to understand and explain the prescribed texts.
- be able to apply their knowledge in day to day practical life.

---

**[C] Unit wise Division**

Unit I	अग्निपुराण:118-120 अध्याय तक
Unit II	अग्निपुराण:254-258 अध्याय तक
Unit III	अग्निपुराण:279-282 अध्याय तक
Unit IV	अग्निपुराण:336 अध्याय

---

**[D] Suggested Readings**

**Essential Readings:**

1. Agnipurana, Ed. Acarya Baladeva Upadhyaya, Varansi, 1967
2. Agnipurana, Anandasram Edition, Poona 1900

**Additional Resources:**

3. Agnipurana, More Edition, Calcutta
4. Agnipurana, Hindi Tika Sahita, 1-2 Bhaga, Varanasi
5. Agnipurana, English Translation by N. Gangadharan, Vol. I-IV, Madras.
6. Agnipurana m, English Translation by M.N. Dutta, 1-2 Vols.
7. Agnipurana -Reprinted by Nag Prakashan, Delhi.

## [E] Teaching Plan

The teaching will be done as per the above-mentioned sequence of units and corresponding number of classes to achieve of Course Learning Outcomes:

Facilitating the achievement of course learning outcomes are as under-

Unit	Course Learning Outcome	Teaching and Learning Activity	Assessment Task
I	The Learners should be able to elucidate and critically analyse the portion of Agnipūrāṇa.	A variety of approaches to teaching-learning activities such as: Lecture-based classroom teaching, discussion on the prescribed text, tutorials, workshops, PPT Presentation and e-resources etc.	<p><b>Internal Assessment:</b> MCQ type test as Internal assessment/Project/Assignment/Presentation and periodic test.</p> <p><b>End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3. Critical questions</p>
II	The Learners should be able to elucidate and critically analyse the portion of Agnipūrāṇa.	Lecture-based classroom teaching, discussion on the prescribed text, tutorials, workshops, PPT Presentation and e-resources etc.	<p><b>Internal Assessment:</b> MCQ type test as Internal assessment/Project/Assignment/Presentation and periodic test.</p> <p><b>End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3. Critical questions</p>
III	The Learners should be able to elucidate and critically analyse the portion of Agnipūrāṇa	Lecture-based classroom teaching, discussion on the prescribed text, tutorials, workshops, PPT Presentation and e-resources etc.	<p><b>Internal Assessment:</b> MCQ type test as Internal assessment/Project/Assignment/Presentation and periodic test.</p> <p><b>End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3. Critical questions</p>
IV	The Learners should be able to elucidate and critically analyse the portion of Agnipūrāṇa.	Lecture-based classroom teaching, discussion on the prescribed text, tutorials, workshops, PPT Presentation and e-resources etc.	<p><b>Internal Assessment:</b> MCQ type test as Internal assessment/Project/Assignment/Presentation and periodic test.</p>

			<b>End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3. Critical questions
--	--	--	--

---

**[F] Basic Structure of Question Paper & Division of Marks**

---

i)	Four Explanations (one from each of the Units)	04x 7= 28
(ii)	Four short notes ((one from each of the Units with options, one in Sanskrit)	5+5+5+07=22
(iii)	Two critical Questions (One from each of the units with options)	02x10=20
		<b>Total: 70</b>

\*\*\*\*\*

**Semester: IV, MA (Sanskrit)**  
**Elective Group: H- Itihāsa & Pūrāṇa**

**EC-H402: Survey of Puranic Literature**  
**पौराणिक साहित्य का सर्वेक्षण**

Maximum Marks: 100 (70+30)

Duration: 64 hrs. (04 weeks).  
(4 Theories = 4 credits)

---

**[A] Course Objective**

The objective of this course to present the valuable cultural heritage of India as preserved in Puranic literature. The course shows how the puranas play a pivotal role in shaping the life and cultural of Indian people, highlighting the social, economic, geographical, political, philosophical and educational systems thereof.

---

**[B] Course Learning Outcome**

After the completion of this course the students will:

- Be informed of the basic structure, contents and importance of Puranas.
- know the differences between the Puranas and Upapuranas.
- have thorough understanding contents & historical importance of the puranic literature.
- gain the knowledge of Geographical and Cultural aspects of Puranas and Upapuranas.
- be familiarized with the forms of Puranas as a source of various arts, religion, literature, culture, sciences etc.

---

**[C] Unit wise Division**

<b>Unit I</b>	पुराणों की परिभाषा, पुराणों का विभाजन, पुराणों एवं उपपुराणों की भाषा और शैली
<b>Unit II</b>	पुराणों एवं उपपुराणों की विषयवस्तु, पुराणों का ऐतिहासिक महत्त्व
<b>Unit III</b>	पुराणों एवं उपपुराणों में भौगोलिक सामग्री, पुराणों का सांस्कृतिक महत्त्व
<b>Unit IV</b>	पौराणिक धर्मों की प्रकृति, रचनात्मक साहित्य के स्रोतग्रन्थ के रूप में पुराण

---

**[D] Suggested Readings**

**Essential Readings:**

1. पण्डा, गंगाधर संस्कृत वाङ्मय का वृहद् इतिहास (पुराण खण्ड-13), उत्तर प्रदेश संस्कृत संस्थान, लखनऊ
2. चतुर्वेदी, गिरिधरशर्मा, शिवदत्त शर्मा पुराण विद्या, राजस्थान संस्कृत अकादमी, जयपुर
3. Aiyar, Narayanaswami K., The Puranas in the Light of Modern Sciences, Adyar 1914, 1916.
4. Hazra, R.C., The Puranas: The Upapuranas in the Cultural Heritage of India, Vol. II, pub. by R.K. Mission Institute of Calcutta, 1962.
5. Loha, Bhaskaranan, Pauranika Sahitya aur Sanskriti, Rama Prakashan, Lucknow, 1964.
6. Pusalker, A.D., Studies in the Epic and Puranas, Bharatiya Vidya Bhavan, Bombay, 1963.

**Additional Resources:**

1. उपध्याय, बलदेव. पुराणविमर्श,
2. चतुर्वेदी, गिरिधरशर्मा. पुराणपरिशीलन , बिहार राष्ट्र भाषा परिषद्, 1970.
1. Bhattacharji, Sukumari. The Indian Theogony - A Comparative Study of Indian Mythology from the Vedas to the Puranas, Cambridge University Press, 1970.
2. Hazra, R.C., Studies in the Puranic Records on Hindu Rites and Questions, Motilal Banarasidass, Delhi, 1975 (Reprint).
3. Mankad, D.R., Puranic Chronology, Gangajala Prakashan, Anand, Gujrat, 1951.
4. Pargator, F.E., Ancient Indian Historical Tradition, Oxford University Press, M.L.B.D., Delhi.
5. Rochero, Ludo, The Puranas (A History of Indian Literature), Vol. IV, Otto Harrassowitz, Wiesbaden, 1986.
- 6.

---

**[E] Teaching Plan:**

---

The teaching will be done as per the above-mentioned sequence of units and corresponding number of classes to achieve of Course Learning Outcomes:

Facilitating the achievement of course learning outcomes are as under-

Unit	Course Learning Outcome	Teaching and Learning Activity	Assessment Task
I	To Learn the basic structure, contents and importance of Puranas.	A variety of approaches to teaching-learning activities such as: Lecture-based classroom teaching, discussion on the prescribed text, tutorials, workshops, PPT Presentation and e-resources etc.	<p><b>Internal Assessment:</b></p> <p>MCQ type test as Internal assessment/Project/Assignment/Presentation and periodic test.</p> <p><b>End Semester Examination</b></p> <p>1. Explanatory Questions 2. Short notes 3. Critical questions</p>
II	To understand the differences between puranas and Upapuranas and their contents & historical importance.	Lecture-based classroom teaching, discussion on the prescribed text, tutorials, workshops, PPT Presentation and e-resources etc.	<p><b>Internal Assessment:</b></p> <p>MCQ type test as Internal assessment/Project/Assignment/Presentation and periodic test.</p> <p><b>End Semester Examination</b></p> <p>1. Explanatory Questions 2. Short notes 3. Critical questions</p>
III	To know about The Geographical and Cultural importance of puranas and Upapuranas.	Lecture-based classroom teaching, discussion on the prescribed text, tutorials, workshops, PPT Presentation and	<p><b>Internal Assessment:</b></p> <p>MCQ type test as Internal assessment/Project/Assignment/Presentation and periodic test.</p>



		e-resources etc.	<b>End Semester Examination</b> 1. Explanatory Questions 2. Short notes 3. Critical questions
IV	To get knowledge about the basic introduction of the Puranas as a source of various arts, religion, literature, cultural and sciences.	Lecture-based classroom teaching, discussion on the prescribed text, tutorials, workshops, PPT Presentation and e-resources etc.	<b>Internal Assessment:</b> MCQ type test as Internal assessment/Project/Assignment/Presentation and periodic test.  <b>End Semester Examination.</b> 1. Explanatory Questions 2. Short notes 3. Critical questions

---

**[F] Basic Structure of Question Paper & Division of Marks**

- (i) Four long-answer questions (one from each Unit)       $14+14+14+14 = 56$   
(ii) Two short notes (One to be answered in Sanskrit)       $7+7= 14$

**Total Marks= 70**

\*\*\*\*\*

**Semester: III, MA (Sanskrit)**  
**Elective Group: I**

**EC- I 303: Suryasiddhanta & Vedanga-Jyotisa**  
**सूर्यसिद्धान्त एवं वेदांग ज्योतिष**

Maximum Marks: 100 (70+30)

Duration: 64 hrs. (04 weeks).  
(4 Theories = 4 credits)

---

**[A] Course Objectives:**

The objective of this paper is to teach the students ancient astronomy, calculation of time and Vedic calendar system.

---

**[B] Course Learning Outcomes:**

After studying this course students:

- will be able to know the ancient Indian astronomical calculation.
- will be able to know development of calendar system.
- will be able to know the ancient Indian time units.
- Will be able to get the knowledge of Srishti-Prakriya.

---

**[C] Unit wise Division:**

**सूर्यसिद्धान्त**

<b>Unit I</b>	मय के प्रति सूर्योपदेश, कालभेद, नाडी, विनाडी, नाक्षत्रअहोरात्र, चान्द्रमास, सौरमास, सुरासुर अहोरात्र, महायुग, ससन्धि मन्वन्तर, कल्प, ब्रह्मा का अहोरात्र, सृष्टिकालप्रमाण।
<b>Unit II</b>	ग्रहों का गतिकारण, भगणकाल, भगण परिभाषा, ग्रहों के शीघ्रोच्च मन्दोच्च आदि संख्या, सावनदिन, अधिमास, गतवर्षानयन, अहर्गणसाधन, मासेश, वर्षेश, मध्यमग्रहसाधन
<b>Unit III</b>	बृहस्पति वर्षानयन, ग्रहानयन, भूपरिधिमान, स्पष्टभूपरिधिमान, देशान्तर, रेखान्तर, वारप्रवृत्ति, इष्टकालिकग्रहसाधन, पातविक्षेप।

**वेदांगज्योतिष**

<b>Unit IV</b>	लगधज्योतिष (याजुष्यज्योतिष), वेदांगज्योतिष का वैशिष्ट्य, ज्योतिषशास्त्र की प्रशंसा। आदियुगारम्भ, अयनज्ञान, अयनारम्भ की तिथियाँ, नक्षत्रविचार, ऋतुमासप्रारम्भ, पर्वान्तनिर्णय, पर्वराशि, कला।
----------------	--

---

**[D] Suggested Readings:**

**Essential Readings:**

1. लगधज्योतिष (याजुष व आर्चसंस्करण) – लगधाचार्य सुधाकरभाष्य, लघुविवरणसंस्कृतटीका, विस्तृत भूमिका सान्त्वयानुवाद व सुयशा टीका सहित-डॉ- पुनीताशर्मा, नागपब्लिशर्स, दिल्ली-2008

2. वेदांगज्योतिष –टीकाकार शिवराज आर्य, (सं.) शिवराज कोण्डिन्यान, चौखम्बाविद्याभवन, वाराणसी
3. वेदांगज्योतिष - (व्या.) सुरेशचन्द्र मिश्र, रंजन पब्लिकेशन्स, नई दिल्ली
4. सूर्यसिद्धान्त - (व्या.) कृष्णचन्द्र द्विवेदी, संपूर्णानन्द संस्कृत विश्वविद्यालय, वाराणसी
5. सूर्यसिद्धान्त - (व्या.) गणपतिलाल शर्मा, हंस प्रकाशन, जयपुर, राजस्थान
6. सूर्यसिद्धान्तविज्ञानभाष्य - (व्या.) महावीर श्रीवास्तव, लखनऊ
7. सूर्यसिद्धान्त - (व्या.) रामचन्द्र पाण्डेय, चौखम्बा सुरभारती प्रकाशन, वाराणसी
8. सूर्यसिद्धान्त(मध्यमाधिकारमात्र) - (व्या.) डॉ.राजीव रंजन , विद्यानिधि प्रकाशन, दिल्ली
9. Surya-Siddhanta- Sudhikant Bhardwaj, Delhi.
10. Surya Siddhanta-(Editor) Phanindralal Gangooly,University of Calcutta,1935

#### Additional Recourses:

1. Vedic Chronology and Vedang Jyotisha-Lokamanya Bal Gangadhar Tilak,Messrs Tilak Bros.,Gaikwar Wada,Puna City.

#### [E] Teaching Plan:

The teaching will be done as per the above-mentioned sequence of units and corresponding number of classes.

Facilitating the achievement of course learning outcomes are as under-

Unit	course learning outcomes.	Teaching and learning activity	Assessment tasks
1.	Knowledge of various time units mentioned in Madhymadhikara of Suryasiddhant.	A variety of approaches to teaching-learning process should be used, i.e. Exposition of text, Through lectures, tutorials, workshops, PPT presentation etc.	<p><b>Internal assessment</b></p> <p>MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.</p> <p><b>-End Semester Examination</b></p> <p>1. Explanatory Questions 2. Short notes 3.Critical questions</p>
2.	Knowledge of solar system, planetary movements,orbits, types of Aho-ratras based	Exposition of text, and planetary system etc., by Lectures, tutorials,	<p><b>Internal assessment:</b></p> <p>MCQ type questions / Internal Assessment/Project/</p>

	on ancient Indian astronomy.	workshops and PPT Presentation etc.	Discussion/ Assignment/ paper presentation/ Periodic tests etc.
			<b>-End Semester Examination</b>
			1. Explanatory Questions 2. Short notes 3. Critical questions
3.	Concept of longitude, Latitude, equator, movements of celestial bodies, circumference of earth and vaarpravritti theory.	Exposition of various terminologies through lectures, tutorials, workshops, PPT Presentation etc.	<b>-internal assessment:</b>
			MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
			<b>-End Semester Examination</b>
			1. Explanatory Questions 2. Short notes 3. Critical questions
4.	Knowledge of ancient astronomy, calculation of time, various time units and vedic calendar system in the light of jyotish vedang of Rigveda and Yajurveda i.e. Rikjyotish and Yajushjyotish.	Exposition of text and various terminologies and calculation of jyotisha through lectures, tutorials, discussions, workshops, PPT Presentation etc.	<b>-internal assessment:</b>
			MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/paper presentation/ Periodic tests etc.
			<b>-End Semester Examination</b>
			1. Explanatory Questions 2. Short notes 3. Critical questions

---

**[F] Basic Structure of Question Paper & Division of Marks:**

---

- |       |  |                  |
|-------|--|------------------|
| (i)   | Four Explanations (From I, II, III & IV Units)   | 04x 7= 28        |
| (ii)  | Four short notes/definitions (Three from I, II, III & one from IV Units with options, one in Sanskrit) | 5+5+5+07=22      |
| (iii) | Two critical Questions (One from each of the units with options)                                       | 02x10=20         |
|       |  | <b>Total: 70</b> |

\*\*\*\*\*

**Semester: III, MA (Sanskrit)**  
**EC- I 304: Laghupāraśarī & Jātakālaṅkāra**  
**लघुपाराशरी एवं जातकालंकार**

Maximum Marks: 100 (70+30)

Duration: 60 hrs. (15 weeks).  
(4 Theories = 4 credits)

---

**[A] Course Objectives:**

The objective of this paper is to give the knowledge of prediction part of Indian astrology or Jataka-Skandha and especially in the context of Shukasutra and Parashar theory.

---

**[B] Course Learning Outcomes:**

After studying this course students:

- will be able to know the basic concept of Jataka-Skandha and prediction according to Parashar theory.
- Will be able to understand and critically explain the prescribed text and terms.
- will be able to know the basic concept of Jataka-Skandha and prediction according to Jatakalankar which is based on Shukasutra.

---

**[C] Unit wise Division**

लघुपाराशरी		
<b>Unit I</b>	संज्ञाध्याय, फलनिर्णयाध्याय	<b>[15Hrs.]</b>
<b>Unit II</b>	योगफलाध्याय, मारकाध्याय, दशाफलाध्याय	<b>[15Hrs.]</b>
जातकालंकार		
<b>Unit III</b>	संज्ञाध्याय, भावाध्याय, योगाध्याय	<b>[15Hrs.]</b>
<b>Unit IV</b>	आयुर्दायाध्याय, विषकन्यायोगाध्याय एवं व्यत्ययफलाध्याय	<b>[15Hrs.]</b>

---

**[D] Suggested Readings**

**Essential Readings:**

1. जातकालंकार- (व्या.) गणेशदत्त पाठक, चौखम्बा पब्लिकेशन्स, वाराणसी
2. जातकालंकार- (व्या.) सुरेशचंद्र मिश्र, रंजन पब्लिकेशन, दिल्ली
3. लघुपाराशरी- (व्या.) एस-जी- खात, मोतीलाल बनारसीदास, दिल्ली
4. लघुपाराशरी- (व्या.) दीवान राम चंद्रकपूर, मोतीलाल बनारसीदास, दिल्ली
5. लघुपाराशरी- (व्या.) शुकदेव चतुर्वेदी, लालबहादुरशास्त्री राष्ट्रिय संस्कृत विद्यापीठ, नईदिल्ली
6. लघुपाराशरी- (व्या.) सुरेशचंद्र मिश्र, रंजन पब्लिकेशन, दिल्ली
7. Laghuparasari-(Translation) O.P.Verma, Ranjan Publications, New Delhi
8. Laghuparashari –(Translation) P.K. Vasudev, Sagar Publications, Delhi

## [E] Teaching Plan

The teaching will be done as per the above-mentioned sequence of units and corresponding number of classes.

Facilitating the achievement of course learning outcomes are as under-

Unit	course learning outcomes.	Teaching and learning activity	Assessment tasks
1.	Knowledge of basic principles of Parashar theory and develop the ability to predict a horoscope in the light of Parashar theory.	A variety of approaches to teaching-learning process should be used, i.e. Exposition of reading and various terminologies by lectures, tutorials, workshops, PPT Presentation	<b>Internal assessment</b>
			MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
			<b>-End Semester Examination</b>
			1. Explanatory Questions 2. Short notes 3.Critical questions
2.	Knowledge of basic principles of Parashar theory i.e. Yogaphal ,Maraknirnya, Dashaphal and develop the ability to predict a horoscope.	Exposition of readings through lectures, tutorials, workshops, Discussion and PPT Presentation	<b>Internal assessment</b>
			MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
			<b>-End Semester Examination</b>
			1. Explanatory Questions 2. Short notes 3.Critical questions
3.	Knowledge of basic principles of Shuksutra and develop the ability to predict a horoscope in the light of Jatalankar.	Exposition of readings through lectures, tutorials, workshops, Discussion and PPT presentation	<b>-internal assessment:</b>
			MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
			<b>-End Semester Examination</b>
			1. Explanatory Questions 2. Short notes 3.Critical questions
4.	Develop the ability to predict a horoscope in special context of Yogas i.e.	Exposition of readings through lectures, tutorials, workshops, Discussion and	<b>-internal assessment:</b>
			MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/paper presentation/ Periodic tests etc.

	Vishakanyayoga, Aayurdaya, Vyatyayaphal.		
			<b>-End Semester Examination</b>
			1. Explanatory Questions 2. Short notes 3. Critical questions

---

**[G] Basic Structure of Question Paper & Division of Marks**

---

- |       |   |                  |
|-------|---|------------------|
| (i)   | Four Explanations (one from each of the Units)                                  | 04x 7= 28        |
| (ii)  | Four short notes ((one from each of the Units with options,<br>one in Sanskrit) | 5+5+5+07=22      |
| (iii) | Two critical Questions (One from each of the units with options)                | 02x10=20         |
|       |   | <b>Total: 70</b> |

**Semester: IV, MA (Sanskrit)**  
**Elective Group: I**

**EC- I 401: Bhartiya Kundalī Vijñyāna**  
**भारतीयकुण्डलीविज्ञान**

Maximum Marks: 100 (70+30)

Duration: 64 hrs. (04 weeks).  
(4 Theories = 4 credits)

---

**[A] Course Objectives**

The objective of this paper is to teach the students about mathematical calculation for making horoscope, various units of time and annual horoscope.

---

**[B] Course Learning Outcomes**

After studying this course students:

- Will be able to know the concept behind Panchanga.
- Will be able to get Knowledge about how to make a horoscope.
- Will be able to know the concept of dasha-sadhana.
- Will be able to know basic concept of Varshphal/Tajikshastra.

---

**[C] Unit wise Division:**

<b>Unit I</b>	पञ्चांगविचार, पञ्चांगमाहात्म्य, भद्रा, राशि, संवत्सर, अयन, गोल, ऋतु, मास, पक्ष, घातचक्र, जन्म-नाम विचार, स्पष्टग्रह, चालन, इष्टकालसाधन, इष्टकालिक ग्रहसाधन, भयात-भभोग, चन्द्रस्पष्टीकरण
<b>Unit II</b>	अयनांश, चरखण्डानयन, लंकोदय एवं स्वोदयमान, लग्नानयन, नतसाधन, दशमलग्नसाधन, संसद्धिद्वादशभाव, विंशोपकबल, दशवर्ग, ग्रह उच्च-नीच विभाग, सप्तकवर्गबल-विचार, रेखाष्टक, आयु-साधन ।
<b>Unit III</b>	नैसर्गिक, तात्कालिक, पंचधामैत्री, विंशोत्तरी महादशा, अष्टोत्तरी दशा, योगिनी दशा, वर्षप्रवेशगणित-तिथिसाधन, वर्षप्रवेशकालिक स्पष्टग्रह, मुंथा-विचार, ग्रहों का बलविचार (हर्षबल, पंचवर्गीबल)
<b>Unit IV</b>	हद्दाचक्र, त्रिराशिपति, पंचेशविचार, दीप्तांशविचार, इत्थशाल, मूसरिफयोग, नक्त, सहमविचार, मुद्दादशा, पात्यायिनीदशा, मासप्रवेश, दिनप्रवेश।

---

**[D] Suggested Readings:**

**Essential Readings:**

1. भारतीय कुण्डली विज्ञान -ओझा, मीठालाल हिम्मतराम , देवर्षि प्रकाशन, वाराणसी।
2. भारतीय कुण्डली विज्ञान –झा ,सुरकांत, चौखंभा संस्कृत सीरीज ऑफिस ,वाराणसी

**Additional Resources:**

1. भारतीय ज्योतिष - शास्त्री, नेमिचन्द्र, भारतीय ज्ञानपीठ प्रकाशन, नईदिल्ली- 1987
2. Tucker, W.M. - Astrology for Everyman, Sagar Publication, New Delhi.



---

**[E] Teaching Plan:**

---

The teaching will be done as per the above-mentioned sequence of units and corresponding number of classes.

Facilitating the achievement of course learning outcomes are as under-

Unit	course learning outcomes.	Teaching and learning activity	Assessment tasks
1.	Basic knowledge and concept of Panchang, various time units and initial steps of making horoscope.	A variety of approaches to teaching-learning process should be used, i.e. Interpretation of terminologies of panchanga, time unites and basics concepts for through lectures, tutorials, workshops, PPT Presentation etc.	<b>Internal assessment:</b>
			MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
			<b>-End Semester Examination:</b>
			1. Explanatory Questions 2. Short notes 3.Critical questions
2.	Knowledge of making horoscope and some technical term used in horashastra.	Detailed study of making horoscope by, Lectures, tutorials, workshops, PPT Presentation etc.	<b>Internal assessment:</b>
			MCQ type questions / Internal Assessment/(Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
			<b>-End Semester Examination</b>
			1. Explanatory Questions 2. Short notes 3.Critical questions
3.	Knowledge of Grahbal-sadhana, various Dasha-sadhana in Indian Astrology.	Various terminologies of Dasha-sadhana by lectures, tutorials, workshops, PPT Presentation etc.	<b>-internal assessment:</b>
			MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
			<b>-End Semester Examination</b>
			1. Explanatory Questions 2. Short notes 3.Critical questions

4.	Knowledge of Tajikshastra and technical term used in Varshphal.	Course related books reading, Lectures, tutorials, workshops, PPT Presentation etc.	<b>-internal assessment:</b>
			MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/paper presentation/ Periodic tests etc.
			<b>-End Semester Examination</b>
			1. Explanatory Questions 2. Short notes 3. Critical questions

---

**[F] Basic Structure of Question Paper & Division of Marks:**

---

- (i) Four calculative question regarding Horoscope (from I & II) 4x 7= 28
- (ii) Four short notes (Two from each of the III & IV Units with options, one in Sanskrit) 5+5+5+07=22
- (iii) Two Mathematical process-based questions (from I, II & III units with options) 02x10=20
- Total: 70**

\*\*\*\*\*

**Semester: IV, MA (Sanskrit)**  
**Elective Group: I**

**EC- I 402 Survey of Indian Astrology**  
**भारतीय ज्योतिषशास्त्र का सर्वेक्षण**

Maximum Marks: 100 (70+30)

Duration: 64 hrs. (04 weeks).  
(4 Theories = 4 credits)

---

**[A] Course Objective**

The objective of this course is to give knowledge about history, development of Indian astrology, its various branches and brief introduction of ancient acharyas.

---

**[B] Course Learning Outcome**

After studying this course students:

- will be able to know the development of various branches of Indian astrology and its importance in day to day life.
- Will be able to know the contribution of Indian astrology to the modern science.
- Will be able to contribute the society, nation and humanity through Indian astrology.
- Will be familiarize with the individual contribution of Acharyas in the making of the rich tradition of Jyotish-shastra

---

**[C] Unit wise Division**

**भारतीय ज्योतिषशास्त्र का सर्वेक्षण**

<b>Unit I</b>	ज्योतिषशास्त्र की परिभाषा, ज्योतिषशास्त्र का उद्भव, क्रमिकविकास, पञ्चस्कन्धात्मक ज्योतिष, ज्योतिषशास्त्र का महत्त्व, उपयोगिता व कालविभाजन (वर्गीकरण)
<b>Unit II</b>	पञ्चांग, प्रश्नशास्त्र, रमलशास्त्र, शकुनशास्त्र, वास्तुशास्त्र, सामुद्रिकशास्त्र, मुहूर्तविचार।
<b>Unit III</b>	प्राचीन आचार्यों के ग्रन्थ एवं उनका परिचय (आर्यभट्ट-प्रथम, आर्यभट्ट-द्वितीय, कालकाचार्य, वराहमिहिर, कल्याणवर्मा, ब्रह्मगुप्त, मुंजाल, भट्टोत्पल, भास्कराचार्य, बल्लालसेन, केशवद्वितीय, गणेशदैवज्ञ, दुण्डिराज)।
<b>Unit IV</b>	मास, ऋतु, अयन, वर्ष, युग, ग्रहकक्षा, नक्षत्र, ग्रहराशि, ग्रहण, भावविचार, योगविचार, विषुवदिनविचार, सौरमास, करण, सावनदिन, उत्तरगोल, अमावस्या, पूर्णिमा।

---

**[D] Suggested Readings**

**Essential Reading:**

1. भारतीय ज्योतिषशास्त्र का इतिहास-गोरखप्रसाद, हिन्दी संस्थान, लखनऊ।
2. भारतीय ज्योतिषशास्त्र का इतिहास-नेमिचंद्रशास्त्री, भारतीयज्ञानपीठ, नई दिल्ली।

3. भारतीय ज्योतिषशास्त्र का इतिहास- शंकर बालकृष्ण दीक्षित (अनु.), शिवनाथ झारखण्डी, हिन्दी संस्थान, लखनऊ।
4. History of Indian Astronomy – Sankar Balkrishna Dikshit, Government of India Book Dept., Calcutta.

---

**[E] Teaching Plan**

---

The teaching will be done as per the above mentioned sequence of units and corresponding number of classes.

Facilitating the achievement of course learning outcomes are as under-

Units	course learning outcomes.	Teaching and learning activity	Assessment tasks
1.	Introduction to important theories and chronological development of Indian astrology.	A variety of approaches to teaching-learning process should be used, i.e. Interpretation of theories of Indian astrology through lectures, tutorials, workshops, PPT Presentation	<b>Internal assessment</b>
			MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
			<b>-End Semester Examination</b>
2.	Introduction to various branches of Indian astrology i.e. vastushastra, shakunshastra, prashnshastra, muhurattshastra etc.	Lectures, tutorials, workshops, PPT Presentation on various branches of Indian astrology	<b>Internal assessment</b>
			MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
			<b>-End Semester Examination</b>
3.	Introduction to ancient acharyas and their contribution towards Indian astrology.	Lectures, tutorials, workshops, PPT Presentation for the knowledge of ancient acharyas of Indian astrology.	<b>-internal assessment</b>
			MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc.
			<b>-End Semester Examination</b>

			1. Explanatory Questions 2. Short notes 3. Critical questions
4.	Knowledge of some technical terms commonly used in Indian astrology texts	Lectures, tutorials, workshops, PPT Presentation etc. for elaborate the technical terms commonly used in Indian astrology texts	<b>-internal assessment:</b> MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/paper presentation/ Periodic tests etc.
			<b>-End Semester Examination</b>
			1. Explanatory Questions 2. Short notes 3. Critical questions

---

**[F] Basic Structure of Question Paper & Division of Marks**

---

- |       |   |                  |
|-------|---|------------------|
| (i)   | Four Explanations of definitions ( from I ,II & III Units)                  | 04x 7= 28        |
| (ii)  | Four short notes (from IV <sup>th</sup> Unit with options, one in Sanskrit) | 5+5+5+07=22      |
| (iii) | Two critical Questions (From I, II & III units with options)                | 02x10=20         |
|       |   | <b>Total: 70</b> |

\*\*\*\*\*

# SEMESTER: II

## OPEN ELECTIVE COURSE

Semester II: MA (Sanskrit)

Open Elective Course

### OEC-204: Outline of Culture & Civilization in Sanskrit Literature

संस्कृतवाङ्मय में प्रतिपादित सभ्यता एवं संस्कृति की रूपरेखा

Maximum Marks: 100 (70+30)  
weeks).

Duration: 64 hrs. (04

(4 Theories = 4 credits)

#### [A] Course Objective

The objective of this course is to acquaint the students with the knowledge of Indian culture and civilization as preserved in Sanskrit Literature. Special focus will be given on exploration of the social, political, religious and economic conditions of the Vedic, Ramayana, Mahabharata and Puranic period. The social institutions of ancient India like Varna, Ashrama, Purushartha, Samskaras system, Status of Women and Ancient Indian education System will also be specially highlighted. Origin, development and doctrines of the four major *dharmas* i.e. Shaivism, Vaishnavism, Buddhism and Jainism will also be focal point of the course.

#### [B] Course Learning Outcome

After the completion of this course the students will:

- know the various aspects of Indian culture and civilization of the Vedic period.
- able to acquire the knowledge of the culture and civilization as reflected in the Ramayana, Mahabharata and Puranic literature.
- gain the knowledge of the social institutions specially Varna, Ashrama, Purushartha and Samskara system Status of Women and Ancient Indian education system. In ancient India..
- learn about the origin, development and doctrines of the four major *dharmas*: Shaiva, Vaishnava, Jainism and Buddhism.

#### [C] Unit wise Division:

Unit I	सभ्यता एवं संस्कृति की परिभाषा एवं स्वरूप, प्राचीन भारतीय सभ्यता एवं संस्कृति की विशेषताएँ, वैदिक एवं उत्तर वैदिककालीन सभ्यता एवं संस्कृति (सामाजिक, राजनैतिक, आर्थिक एवं धार्मिक स्थितियों के सन्दर्भ में)
Unit II	महाकाव्य (रामायण एवं महाभारत) एवं पुराणों में प्रतिपादित सभ्यता एवं संस्कृति (सामाजिक, राजनैतिक, आर्थिक एवं धार्मिक स्थितियों के सन्दर्भ में)
Unit III	वर्णव्यवस्था, आश्रमव्यवस्था, पुरुषार्थ-चतुष्टय, संस्कार, प्राचीन भारत में नारी की स्थिति, प्राचीन भारतीय शिक्षाप्रणाली एवं शिक्षण-संस्थान

**[D] Suggested Readings****Essential Readings :**

1. उपाध्याय, रामजी. भारतस्य सांस्कृतिक-निधिः, चौखम्बा संस्कृत प्रतिष्ठान, दिल्ली।
2. अल्टेकर, ए.एस. प्राचीनभारत में शिक्षा, दिल्ली।
3. उपाध्याय, बलदेव. वैदिकसाहित्य और संस्कृति, शारदामंदिर, वाराणसी।
4. कोसम्बी, डी. डी. प्राचीन भारत की संस्कृति और सभ्यता, राजकमलप्रकाशन, नई दिल्ली।
5. गोयल, प्रीतिप्रभा. भारतीय संस्कृति, राजस्थानी ग्रन्थागार, जयपुर।
6. टण्डन, किरण. भारतीय संस्कृति, ईस्टर्न बुक लिंकर्स, दिल्ली।
7. राधाकृष्णन्, सर्वपल्ली. भारतीयसंस्कृति: कुछ विचार, राजपाल प्रकाशन, दिल्ली।
8. भण्डारकर, आर.जी. वैष्णव, शैव और अन्य धार्मिक मत, अनुवाद - माहेश्वरीप्रसाद, भारतीयविद्याप्रकाशन, दिल्ली।
9. Altekar, AS, *Education in Ancient India*, Delhi.
10. Bhandarkar, RG, *Vaishnavism, Shaivism and minor Religious Systems*, Delhi.
11. Dandekar, RN, *Vedic Religion & Mythology: A Survey of the Works of Some Western Scholars*, University of Poona, Poona, 1965.
12. Mookerjee, RK, *Ancient Indian Education*, MLBD, Delhi.

**Additional Resources:**

1. उपाध्याय, रामजी. भारतीयसंस्कृति का उत्थान, चौखम्बाविद्याभवन, वाराणसी।
2. काणे, पी.वी. धर्मशास्त्र का इतिहास, उत्तरप्रदेश, हिन्दीसंस्थान, लखनऊ।
3. जायसवाल, सुवीरा. (2004). वर्णजातिव्यवस्था: उद्भव, प्रकार्य और रूपान्तरण, ग्रन्थशिल्पी, दिल्ली।
4. ज्ञानी, शिवदत्त. भारतीय संस्कृति, राजकमल प्रकाशन, दिल्ली।
5. दिनकर, रामधारी सिंह. संस्कृति के चार अध्याय, लोकभारती प्रकाशन, इलाहाबाद।
6. पाण्डेय, राजबली. हिन्दू संस्कार, चौखम्भा, दिल्ली।
7. बाशम, ए.एल. अद्भुतभारत, शिवलाल अग्रवाल एण्ड कम्पनी, आगरा।
8. श्रीमाली, कृष्णमोहन. धर्म, समाज और संस्कृति, ग्रन्थ शिल्पी प्राइवेट लिमिटेड, दिल्ली।
9. श्रीवास्तव, के.सी. प्राचीन भारत का इतिहास तथा संस्कृति, यूनाईटेड बुक डिपो, इलाहाबाद, उत्तर प्रदेश।
10. सिंह, राजकिशोर. भारतीय संस्कृति, विनोद पुस्तक मन्दिर, आगरा।
11. हुसैन, एस.आबिद. भारत की राष्ट्रीय संस्कृति, नेशनल बुक ट्रस्ट, नईदिल्ली।
12. चौबे, अर्जुन काश्यप (अनुवा.) (1992), काणे, पी.वी. धर्मशास्त्र का इतिहास (प्रथम भाग), उ.प्र. हिन्दी संस्थान, उ.प्र.।
13. Acharya, PK, *Glories of India*

14. Altekar, AS, *Position of Women in Hindu Civilization*, MLBD, Delhi.
15. Basham, AL, *The Wonder that was India*, London.
16. De Bary, Theodore, *Sources of Indian Tradition*, MLBD, Delhi & others 2<sup>nd</sup> ed., 1963.
17. Kane, PV, *History of Dharmashastra*, Vol. II, BORI, Poona.
18. Majumdar, RC, *Ancient India*, Delhi.
19. Nehru, Jawaharlal, *The Discovery of India*, Penguin Books, New Delhi.
20. Sacchidanandamurty, *Life, Thought and Culture in India (AD 300-1000)* PHISPC, Vol. II, Pt. 1 (MLBD, Delhi).
21. Vaidya, CV, *Epic India*, Delhi

---

**[E] Teaching Plan:**

---

The teaching will be done as per the above-mentioned sequence of units and corresponding number of classes to achieve of Course Learning Outcomes:

Facilitating the achievement of course learning outcomes are as under-

Unit	Course Learning Outcome	Teaching and Learning Activity	Assessment Task
I	The students should be able to learn the ancient Indian culture and civilization depicted in Sanskrit Literature and the basic concept of culture and civilization. The first Unit of the course will also cover the Vedic period of culture and civilization.	A variety of approaches to teaching-learning activities such as: Lecture based classroom teaching, personal discussion on the prescribed topic, tutorials, workshops, IT enable classes using PPT Presentation and e-resources.	<p><b>Internal Assessment:</b></p> <p>MCQ type test as Internal assessment/Project/Assignment/Presentation and periodic test.</p> <p><b>End Semester Examination</b> with long answer and short notes type's questions.</p>
II	Students will able to gain the knowledge of culture and civilization depicted in the Ramayana, Mahabharata and Purana period through Unit 2.	A variety of approaches to teaching-learning activities such as: Lecture based classroom teaching, personal discussion on the prescribed topic, tutorials, workshops, IT enable classes using PPT Presentation and e-resources.	<p><b>Internal Assessment:</b></p> <p>MCQ type test as Internal assessment/Project/Assignment/Presentation and periodic test.</p> <p><b>End Semester Examination</b> with long answer and short notes type's questions.</p>
III	Students will able to acquire the knowledge of the social institution of Ancient India especially Varna, Ashrama, Purushartha and Samskara system followed by the Status of Women and Ancient Indian	A variety of approaches to teaching-learning activities such as: Lecture based classroom teaching, personal discussion on the prescribed topic, tutorials, workshops, IT enable classes using PPT Presentation and	<p><b>Internal Assessment:</b></p> <p>MCQ type test as Internal assessment/Project/Assignment/Presentation and periodic test.</p> <p><b>End Semester Examination</b> with long answer and short</p>



	education System in Unit 3.	e-resources.	notes type's questions.
IV	Students will able to learn the basic introduction of the four major dharmas: Shaiva, Vaishnava, Jain, and Buddhism. The main focus will be on the principle, origin, and development of four major dharmas in Unit 4.	A variety of approaches to teaching-learning activities such as: Lecture based classroom teaching, personal discussion on the prescribed topic, tutorials, workshops, IT enable classes using PPT Presentation and e-resources.	<p><b>Internal Assessment:</b></p> <p>MCQ type test as Internal assessment/Project/Assignment/Presentation and periodic test.</p> <p><b>End Semester Examination</b> with long answer and short notes type's questions.</p>

---

**[F] Basic Structure of Question Paper & Division of Marks**

---

- |      |   |                        |
|------|---|------------------------|
| (i)  | Four long-answer questions (one from each Unit) | 12x4 = 48              |
| (ii) | Four short notes (one from each Unit)           | 5.5x4= 22              |
|      |   | <b>Total Marks= 70</b> |

\*\*\*\*\*

**SEMESTER: IV**  
**OPEN ELECTIVE COURSE**  
**Semester: IV, MA (Sanskrit)**  
**OEC-404: Linguistic Speculations in Sanskrit**  
**संस्कृत में भाषाविषयक चिन्तन**

Maximum Marks: 100 (70+30)

Duration: 64 hrs. (04 weeks).  
(4 Theories = 4 credits)

**[A] Course Objectives:**

The objective of this course is to present a bird's eye view of contributions of ancient Indians in the field of the philosophy language before the students from non-Sanskrit background. Besides an overview of the prominent figures in the field and of their linguistic contributions it is also the students envisaged that get to understand some important notions and views of ancient Indian language philosophers.

**[B] Course Learning Outcomes:**

After the completion of this course the students will:

- acquire a historical overview of the prominent Acharyas of the philosophy of language belonging to the different schools of thoughts.
- acquainted with the some very important theories developed in Ancient India, regarding word, meaning, sentence and syntactic relationship etc.
- be able to critically evaluate the thought process of different philosophical schools casting effect on language philosophy.
- simultaneously get acquainted with heterodox and orthodox systems of Indian philosophy and their main a priori opinions.
- 

**[C] Unit wise Division**

**Unit I**

**General Study of the following:**

Prātiśākhya, Śikṣā, Śākalya, Śākaṭāyana, Vyāḍi, Yāska, Pāṇini, Kātyayana, Patañjali, Bhartrhari, Kaiyaṭa, Nāgeśa, Kumārila, Prabhākara, Jagadisha Tarkalankara.

**Unit II**

Vākyapadīya, Kāṇḍa 2, Kārikās 1-2 & 117-152, 8 definitions regarding the sentence, 12 definitions regarding word- meaning, Pratibha theory of meaning.

**Unit III**

Nyāyasiddhāntamuktāvalī-śhabdakhaṇḍa- Process of Sentence meaning, Functions of word- Abhidhā (Primary function of the word), Means to śaktigraha, PadaPadartha, Instrumentals of Sentence meaning

**Unit IV**

Apoḥa Theory of Meaning, Abhihitānvayavāda and Anvitābhidhānavāda, Theory of Sphoṭa and śabdabrahman

**[F] Suggested Readings**

**Essential Readings:**

3. न्यायसिद्धान्तमुक्तावली (सं.) - विश्वनाथ पंचानन, कलकत्ता।

4. वाक्यपदीय, काण्ड (सं.) के-ए- सुब्रह्मण्य अय्यर, दिल्ली, 1983

**Additional Resources:**

20. अय्यर, के-ए-एस- - भर्तृहरि का वाक्यपदीय, अनुवादक - रामचन्द्र द्विवेदी, राजस्थान हिन्दी अकादमी, जयपुर
21. कपिलदेव शास्त्री – वैयाकरणसिद्धान्तपरमलघुमञ्जूषा कुरुक्षेत्र, 1975
22. त्रिपाठी, रामसुरेश - संस्कृत व्याकरण-दर्शन, दिल्ली, 1972
23. शर्मा, दीप्ति- व्याकरणिक कोटियों का विश्लेषणात्मक अध्ययन, बिहार हिन्दी ग्रन्थ अकादमी, पटना-1975
24. द्विवेदी, कपिल देव – अर्थविज्ञान और व्याकरणदर्शन, हिन्दुस्तान अकादमी, इलाहाबाद, 1951
25. बिजलवान, चक्रधर - भारतीय न्यायशास्त्र, उत्तरप्रदेश हिन्दी संस्थान, लखनऊ
26. मिश्र, शोभाकान्त - शब्दार्थतत्त्व, बिहार हिन्दी ग्रन्थ अकादमी, पटना, 1989
27. मीमांसक, युधिष्ठिर - संस्कृत व्याकरणशास्त्र का इतिहास, रामलाल कपूर ट्रस्ट, सोनीपत, 1984
28. शब्दार्थमीमांसा, (हिन्दी-अनुवादक: मिथिलेश चतुर्वेदी), सम्पूर्णानन्द संस्कृत विश्वविद्यालय, वाराणसी, 1992
29. शुक्ल, बलराम. भारतीय एवं पाश्चात्य वाक्यार्थ सिद्धान्त. प्रतिभा प्रकाशन, दिल्ली. 2013
30. सोमवीर. भारतीय दर्शन में भाषा तत्त्व. परिमल प्रकाशन, दिल्ली 2013
31. Chakravarti, P.C. *Linguistic Speculations of the Hindus*, Calcutta, 1963
32. Iyer, K.A.S. *The VAkyapadīya of Bhartrhari*, Ch. II, Eng. Tr., Delhi, 1977
33. Kunjunni Raja, K. *Indian Theories of Meaning*, Adyar Library, Madras, 1964
34. Pandey, R.C. *Problem of Meaning in Indian Philosophy*, MLBD, Delhi, 1963
35. Sastri, Gaurinath *Philosophy of Word and Meaning*, Sanskrit College, Calcutta
36. Matilal, Bimal Krishna *The Word and the World: India's Contribution to the Study of Language*, Oxford University Press, London. 1990
37. Vattanky, John Nyaya *Philosophy of Language*, Sri Sadguru Publications, Delhi, 1995.
38. Tiwari, D.N., *Central Problem of Bhartrhari's Philosophy*, Indian Council for Philosophical Research, 2008

---

**[E] Teaching Plan**

The teaching will be done as per the above-mentioned sequence of units and corresponding number of classes.

Facilitating the achievement of course learning outcomes are as under-

Unit	course learning outcomes.	Teaching and learning activity	Assessment tasks
------	---------------------------	--------------------------------	------------------

1.	Understanding historical development of language philosophy in India along with the thorough acquaintance with prominent figures of Indian language philosophy of different schools of thoughts	Explaining through extensive lecture regarding India's scholarly tradition, tutorials, workshops, PPT Presentation etc	<b>Internal assessment</b>
			MCQ type questions / Internal Assessment/Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc/
			<b>-End Semester Examination</b>
2.	Appreciating India's most original language philosopher-Bhartrihari's views on word and sentence along with a deep backgrounding of other views.	Explaining through extensive lecture on language philosophy of grammarians, Text reading though is not required, tutorials, workshops, PPT Presentation etc.	<b>Internal assessment</b>
			MCQ type questions / Internal Assessment/(Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc/
			<b>-End Semester Examination</b>
3.	Being well versed in identifying and appreciating Logician's views regarding language, e.g. momentariness of the word and atomism regarding sentence structure.	Explaining through extensive lecture on language philosophy of grammarians, text reading though is not required, tutorials, workshops, PPT Presentation.	<b>Internal assessment</b>
			MCQ type questions / Internal Assessment/(Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc
			<b>-End Semester Examination</b>
4.	Understanding miscellaneous views regarding language philosophy not covered in	Explaining through extensive lecture on language philosophy of grammarians, Text reading though is not required,	<b>Internal assessment</b>
			MCQ type questions / Internal Assessment/(Project/ Discussion/ Assignment/ paper presentation/ Periodic tests etc/
			<b>-End Semester Examination</b>

	previous sections. Especially that of Buddhist, Mimansakas, and grammarians.	tutorials, workshops, PPT Presentation.	4. Long questions based on miscellaneous views. 5. Extensive and short notes on prominent views.
--	--	---	---

**[F] Basic Structure of Question Paper & Division of Marks**

- |       |   |                 |
|-------|---|-----------------|
| (i)   | 3 short notes from first unit                       | $5+5+5 = 15$    |
| (ii)  | 3 Explanatory questions from second and third units | $13+13+13 = 39$ |
| (iii) | 2 Exhaustive notes from fourth unit                 | $8+8 = 16$      |

**Total Marks = 70**

\*\*\*\*\*