

## FOUR YEAR UNDER GRADUATE PROGRAMME IN SANSKRIT

### Preamble:

The Sanskrit Literature can be recognized as the richest Literature in the field of world Literature. The vast arena of Sanskrit Literature comprises both Vedic and Classical Sanskrit literature. The Vedic Literature, which comprises Vedic texts is not only the aggregate of Vedic mantras, but also a great treasurer of different aspects of knowledge like science, arts, humanities, medicine, environment, mathematics, astronomy, astrology, history, geography etc. which definitely shows its vibrant nature. Likewise, the classical Sanskrit literature is a treasure house of numerous information which comprises epics, court poetry, drama, romance, fairytale, fables, grammars, civil and religious law etc. The entire Sanskrit Literature can be considered as the ancient Indian Knowledge System through which both Bhārat and *Bhāratīyatva* seem to be enriched. So, the Four Year Under Graduate Programme in Sanskrit, under the line of NEP, 2020 is formed to highlight the vibrant genres of Sanskrit Literature with its modern approaches.

The syllabus for UG course in Sanskrit is designed in accordance with NEP, 2020 and as per the directions of Dibrugarh University, Dibrugarh, Assam. The four (04) year UG Programme includes eight (8) semesters. For the students having Honours in Sanskrit, there shall be 22 Core Courses (CC) and 08 Minor Courses, 03 Multidisciplinary Generic Elective Courses from Social Science / Humanities, 03 Skill Enhancement Courses, etc. Moreover, Internship, Project, Dissertation shall also be included according to the convenience of the Course. Every Semester includes 22 credits. A student will be awarded UG Degree after securing the requisite 176 Credits in Semester I-VIII. The 4year UG Course as per the guideline of NEP, 2020 Structure provides multi entry and multi exit opportunities to the students. Students can get Certificate, Diploma, Bachelor and Degree after exiting of 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> year respectively. The 4<sup>th</sup> Year of the programme has the provision of Research ethics and Methodology and research project courses. The students also get opportunity for direct entry in Ph. D courses after completion of their one Year Master Degree courses which will be based on NEP, 2020. The courses mainly focus on Indian Heritage and Culture, Indian Literature, Linguistics, Yoga, Digital Literacy, Ayurveda, Computational Linguistics, Indian Philosophy, Indian Aesthetics, Dramaturgy, Archeology, Architecture, Ancient Indian Polity & Economy etc. Students can opt courses with equal credits from other institutions as well as their own institutions through registration of Academic Bank Credit.

**Introduction:** Sanskrit is considered as one of the oldest existing languages. This language is also known as '*deva-bhasha*' as it is believed that this language was used by the gods and demi gods in their communication. In ancient India, knowledge of Sanskrit was a symbol of the spirituality and a source of education. This language is still in use primarily among the educated people, evolved people and classical scholars. It is also one of the 22 official languages of India. The Vedas, the oldest sacred writings of India, were written in an early form of Sanskrit which is considered as Vedic Sanskrit. Proper pronunciation of the words, in terms of sound

and accent, was given much importance while chanting the hymns of the Vedas. The persons involved in performing the Vedic sacrifices studied and chanted the hymns in a designated manner and were also dedicated to preserving the Vedas through the oral tradition. This aspect made the Vedas very much sanctified. However, the later exegetical (explanation of religious text) and philosophical works, the Brahmanas (derived part of the Vedas that guides the proper performance of rituals) and the Upanishads (known as Vedānta), have preserved considerable relics of the old Vedic language. This vast literature of Vedic exegesis and Vedic philosophy like the Brahmanas, the *Āraṇyakas* and the *Upaniṣads*, form the core texts of the four Vedas. The Vedic mantras conceived by the Vedic text not only have religious value but also are great storehouse of peripheral knowledge. Vedic Mantras bears the content of Scientific knowledge too. Moreover, Vedic texts seem to have a great environmental consciousness. These works were composed through centuries, and indicate the continuous and gradual evolution of the Vedic Sanskrit into its later phase called Classical Sanskrit. The great works in Classical Sanskrit like *Mahābhārata*, *Rāmāyaṇa*, *Purāṇas* and other works like *Mahākāvya*, *Nāṭakas* etc. were the fallout of this evolution. While it is quite popular that the literature of Vedic Sanskrit is deep and vast like an ocean having its own distinctive nature, Classical Sanskrit too resembles an ocean and when studied deeply can surprise a person conducting the study, with its depth and vastness. Sanskrit literature came into being with the revealing of Vedas to the seers of yore and left a rich legacy of literary knowledge for the times to come. However, the language of the Vedas differs from the language used in poetry and drama. Classical Sanskrit literature is found to be in vogue when it comes to writing poetry and dance dramas of the post-Vedic period. The entire Sanskrit literature also bears different aspects of knowledge like astronomy, astrology, environment, biology, physics, chemical science, mathematics, art, architecture, medicine etc. which definitely gives a huge contribution to the field of literary knowledge.

### **Aims of the Undergraduate Programme in Sanskrit :**

The Objectives of the Undergraduate Programme in Sanskrit are:

- To encourage students to learn the earliest literature of the world.
- To inspire students to learn the most ancient language of India.
- To inspire students to gather knowledge from Sanskrit Literature on Indian Culture and Tradition.
- To introduce students about the multidisciplinary dimensions of Sanskrit studies.
- To explore Sanskrit literature in the perspective of scientific and humanistic study.
- To Inculcate the ethical and Moral values by developing a strong sense of ethical and moral appropriateness.
- To create an environment of teaching language to acquire the language skills assessed by their conversation and usage of the language.
- To introduce ICT tools for learning and educating Sanskrit to other aspirants.
- To introduce linguistic importance of Sanskrit language.

### **Graduate Attributes in Sanskrit:**

- 1) **Disciplinary Knowledge:** Disciplinary knowledge basically refers to the specific and in-depth knowledge conceived through a specific subject. The Sanskrit Literature, provides in-depth knowledge on not only in Vedic and Classical literature but also it gives linguistic perfection which may lead to linguistic knowledge in connection with specifically other Indian languages, Indian literature, culture, tradition etc. Sanskrit literature is a great storehouse of different aspects of knowledge which reflects the vibrant literary world of India at it gives a scope to have a basic knowledge about our country.
- 2) **Communication Skill:** Communication skill or power shows the ability to convey or share ideas or feelings in an effective manner. As Sanskrit is the mother of most of the Indian languages, so the knowledge of Sanskrit can be of help in knowing the rules of other Indian languages so that it can remain as a bridge between the base and the knowledge.
- 3) **Moral and Ethical Awareness:** Giving the knowledge of moral and ethical awareness through education should remain a prime concern in a subject. The lessons of morality makes a suitable environment in a society through which a nation can be upgraded to an ideal nation. The Sanskrit literature is a bequeathed with Moral and Ethical Values which can definitely be regarded as a great contribution to the society.
- 4) **Multicultural Competence:** Multicultural competence refers to the ability to understand the people and communicate to people belonging to different cultural value system and believes. An analytical study in the field of Indian literature, the idea of diversity in Indian culture can be comprehended and the knowledge of Sanskrit literature can be used as a source of unification among them.
- 5) **Information/Digital literacy:** Information or digital literacy denotes the ability to communicate in the digital world through reading, writing, posting, uploading data etc. Different e-sources of Sanskrit Literature, Sanskrit Newspapers, Magazines etc. remain digital components for the learners and researchers.
- 6) **Reflective Thinking:** Reflective thinking indicates a form of critical thinking that reflects on experiences and learning. As the Sanskrit literature is a storehouse of various types of knowledge system, so the knowledge of Sanskrit literature can bring various reflections which may be reviewed/revisited in the context of modern knowledge system and the coordination of old and new may come out with new dimensions in the field of overall knowledge.
- 7) **Research Related Skill:** Research skill denotes the ability to search, locate, extract, organize, evaluate, examine and establish a subject in a deep and detailed manner. The Sanskrit Literature gives an extended platform to the research scholars to investigate, make strategies, think critically, design, conduct research and analyze the data to infer correctly while ensuring ethical research.
- 8) **Critical Thinking:** Critical thinking refers to the aptitude to think, question, analyse, interpret, evaluate and give judgement on a subject in a critical manner. The Sanskrit literature has the strength to generate the scope of critical thinking to the researchers and learners.

**Programme Learning outcome of BA in Sanskrit:**

- Explore the Sanskrit literature and the concept of Indian cultural heritage.
- Illustrate and compare the Vedic and philosophical ideas in present situation.
- Analyze the relevance of Sanskrit in present society.
- Critical Appreciation of different literature in Sanskrit.
- Promote the Indian Knowledge System.
- Build a student with strong moral sense.
- Improve writing and communication skill in Sanskrit.

**Teaching Learning Process:** The Teaching-Learning process of the Under Graduate Course in Sanskrit as per the line of NEP-2020 will be furnished through the following ways-

- Lecture Method
- Tutorial Method
- Practical Method
- PPT Presentation
- Group Discussion
- Assignment
- Seminar Presentation

**Assessment Method:**

- 1. Internal Assessment: (Marks-20)**
  - One Internal Examination- 10 Marks
  - Assignment/Group Discussion/Seminar- 10 Marks
- 2. External Assessment: (Marks- 80) (For 4 & 3 Credits)**
  - End-Semester Examination

**DIBRUGARH UNIVERSITY, RAJABHETA, DIBRUGARH – 786004**  
**FYUGP Structure as per UGC Credit Framework of December, 2022**

**Subject: Sanskrit**

Year	Semester	Course	Title of the Course	Total Credit	
Year 01	1 <sup>st</sup> Semester	C - 1	<b>General Introduction to Sanskrit Literature</b>	4	
		Minor 1	<b>Vedic and Epic Literature</b>	4	
		GEC - 1	<b>Scientific Elements in Sanskrit Literature</b>	3	
		AEC 1	Modern Indian Language	4	
		VAC 1	Understanding India	2	
		VAC 2	Health and Wellness	2	
		SEC 1	<b>Applied Yoga For Holistic Health</b>	3	
					<b>22</b>
	2 <sup>nd</sup> Semester	C - 2	<b>Introduction to Classical Sanskrit Literature</b>	4	
		Minor 2	<b>Dharmaśāstra and Arthaśāstra</b>	4	
		GEC 2	<b>Self Management in Sanskrit Literature</b>	3	
		AEC 2	English Language and Communication Skills	4	
		VAC 3	Environmental Science	2	
		VAC 4	Yoga Education	2	
SEC 2		<b>Functional Sanskrit</b>	3		
				<b>22</b>	
<p style="text-align: center;"><b>The students on exit shall be awarded Undergraduate Certificate (in the Field of Study/Discipline) after securing the requisite 44 Credits in Semester 1 and 2 provided they secure 4 credits in work based vocational courses offered during summer term or internship / Apprenticeship in addition to 6 credits from skill based courses earned during 1<sup>st</sup> and 2<sup>nd</sup> Semester</b></p>					
Year 02	3 <sup>rd</sup> Semester	C - 3	<b>Classical Sanskrit Literature (Selected Text)</b>	4	
		C - 4	<b>Indian Epigraphy, Palaeography and Chronology</b>	4	
		Minor 3	<b>Indian Aesthetics</b>	4	
		GEC – 3	<b>Sanskrit Studies in across the World</b>	3	
		VAC 3	Digital and Technological Solutions / Digital Fluency	2	
		AEC – 3	Communicative English / Mathematical Ability	2	
		SEC – 3	<b>Sanskrit Media</b>	3	
					<b>22</b>
	4 <sup>th</sup> Semester	C - 5		4	
		C - 6		4	
		C - 7		4	
		C - 8		4	
		Minor 4		4	
			Community Engagement (NCC /NSS /Adult Education /Student mentoring / NGO /Govt. Institutions, etc)	2	
				<b>22</b>	
<b>Grand Total (Semester I, II, III and IV)</b>				<b>88</b>	

The students on exit shall be awarded Undergraduate Diploma (in the Field of Study/Discipline) after securing the requisite 88 Credits on completion of Semester IV provided they secure additional 4 credit in skill based vocational courses offered during First Year or Second Year summer term					
Year 03	5 <sup>th</sup> Semester	C – 9		4	
		C – 10		4	
		C – 11		4	
		C – 12		4	
		Minor 5		4	
		Internship		2	
				<b>22</b>	
Year 03	6 <sup>th</sup> Semester	C – 13		4	
		C – 14		4	
		C – 15		4	
		C – 16		4	
		Minor – 6		4	
		Project		2	
<b>Total</b>				<b>22</b>	
<b>Grand Total (Semester I, II, III and IV, V and VI)</b>				<b>132</b>	
The students on exit shall be awarded Bachelor of (in the Field of Study/Discipline) Honours (3 years) after securing the requisite 132 Credits on completion of Semester 6					
Year 04	7 <sup>th</sup> Semester	C – 17		4	
		C – 18		4	
		C – 19		4	
		Minor – 7		4	
		Research Ethics and Methodology		4	
		Research Project – I (Development of Project / Research Proposal and Review of Related literature) / DSE Course in lieu of Research Project		2	
					<b>22</b>
	8 <sup>th</sup> Semester	C – 20		4	
		C – 21		4	
		C – 22		4	
		Minor – 8		4	
Dissertation (Collection of Data, Analysis and Preparation of Report) / 2 DSE Courses of 3 credits each in lieu of Dissertation			6		
				<b>22</b>	
<b>Grand Total (Semester I, II, III and IV, V, VI, VII and VIII)</b>				<b>176</b>	
The students on exit shall be awarded Bachelor of (in the Field of Study/Discipline) (Honours with Research)(4 years) after securing the requisite 176 Credits on completion of Semester 8					

Abbreviations Used:

- C = Major
- GEC = Generic Elective Course / Multi Disciplinary Course
- AEC = Ability Enhancement Course
- SEC = Skill Enhancement Course
- VAC = Value Added Course

**COURSE SYLLABUS**  
**Subject- SANSKRIT**

**B.A. IN SANSKRIT PROGRAMME (NEP-2020)**  
**DETAILED SYLLABUS OF 1<sup>ST</sup> SEMESTER**

**SEMESTER-I**

**Title of the Course : General Introduction to Sanskrit Literature**  
**Course Code : SNSC1**  
**Nature of the Course : Core**  
**Total Credits : 04**  
**Distribution of Marks : 80 (End Sem) + 20 (In-Sem)**

**COURSE OBJECTIVES:**

- To introduce the vast field of Sanskrit Literature.
- To provide basic knowledge of Vedic as well as Classical Sanskrit Literature, Indian philosophical schools and Indian poetics.

UNIT	Topic	Lecture	Tutorial	Total	Allotted Marks
I	<b>Introduction to Vedic Literature</b>	16	4	20	<b>25</b>
	General Introduction to Vedic Literature i) <i>Samhitā</i> : ( <i>Rk, Yajuh, Sāma, Atharva</i> ) Subject Matter ii) A Brief Introduction to <i>Brāhmaṇa, Āraṇyaka, Upaniṣad</i> and <i>Vedāṅga</i>				
II	<b>Introduction to Classical Literature</b>	15	3	18	<b>20</b>
	i) <i>Rāmāyaṇa</i> : Time, Subject Matter, <i>Rāmāyaṇa</i> as <i>Ādikāvya</i> , <i>Rāmāyaṇa</i> as a Source of Later Sanskrit Literature ii) <i>Mahābhārata</i> : Time, Development and Subject Matter, <i>Mahābhārata</i> -Encyclopedic Nature, As a Source of later Sanskrit Literature, Cultural Importance				

III	iii) <b>Purāṇa:</b> Subject Matter, Characteristics, Social, Cultural and Historical Importance of <i>Purāṇas</i>	5	1	6	15
IV	<b>Darśana and Sāhityasāstra:</b>	13	3	16	20
	i) General Introduction to <i>Āstika</i> and <i>Nāstika</i> Philosophy,  ii) General Introduction to Six Major Schools of Indian Poetics : <i>Rasa</i> , <i>Alaṅkāra</i> , <i>Riti</i> , <i>Dvani</i> , <i>Vakrokti</i> and <i>Aucitya</i>				

#### MODES OF IN-SEMESTER ASSESSMENT

(MARKS-20)

- One Internal Examination- 10 Marks
- Assignment/ Group Discussion/ Seminar-10 Marks

#### LEARNING OUTCOMES:

- Acquaint with the ancient Indian knowledge system
- Estimate the value of ***Rāmāyaṇa*, *Mahābhārata* & *Purāṇas***
- Know the cultural & Literary importance of the two great epics viz, ***Rāmāyaṇa*** and ***Mahābhārata***
- Understand the Social Cultural & Historical Importance of the ***Purāṇas***
- Know the history of different Schools of Indian Philosophy & Indian Poetics

#### SUGGESTED READINGS:

- *Bedar Parichay*, Jogiraj Basu
- *History of Vedic Literature*, A. Macdonald
- বৈদিক সাহিত্যৰ জিলাঙনি, (বৈদিক যুগৰ ভাৰত) শ্ৰী ডিম্বেশ্বৰ শইকীয়া, প্ৰকাশক : গোলাঘাট জিলা সাহিত্য সভা, গোলাঘাট, 2004
- *Sanskrit Sahityar Buranji*, Haramohan Bhagavati
- *History of Vedic Literature*, S.N Sharma, Chowkhamba Sanskrit Series Office, Varanasi.
- *Upama Kalidasaya*, Mukunda Madhav Sharma
- *Sanskrit Sahityar Itivritta*, Dr. Thaneswar Sarma, Chandra Prakash, Guwahati, 2007



### SEMESTER-I

<b>Title of the Course</b>	<b>:</b>	<b>Vedic and Epic Literature</b>
<b>Course Code</b>	<b>:</b>	<b>MINSNS1</b>
<b>Nature of the Course</b>	<b>:</b>	<b>Minor</b>
<b>Total Credits</b>	<b>:</b>	<b>04</b>
<b>Distribution of Marks</b>	<b>:</b>	<b>80 (End Sem) + 20 (In-Sem)</b>

#### COURSE OBJECTIVES:

- The Course aims to provide basic knowledge of Vedic & Sanskrit Epic literature.
- This Course aims to inform the time, Religion & Philosophy and Social Life of Vedic Literature and the Epic Literature
- This Course aims to provide the knowledge about the impact of social life developed through the ages.

UNIT	TOPIC	Lecture	Tutorial	Total	Allotted Marks
I	Time, Religion & Philosophy and Social Life of Vedic Literature	16	4	20	20
II	<i>Rāmāyaṇa</i> - Time, Subject matter, Social life as reflected in the <i>Rāmāyaṇa</i>	11	2	13	20
III	<i>Mahābhārata</i> - Time, Development & Subject matter, Social life as reflected in the <i>Mahābhārata</i>	10	2	12	20
IV	Influence of <i>Rāmāyaṇa</i> and <i>Mahābhārata</i> in Later Sanskrit and Assamese literature	13	2	15	20

#### MODES OF IN-SEMESTER ASSESSMENT

(MARKS-20)

- **One Internal Examination- 10 Marks**
- **Assignment/ Group Discussion/ Seminar -10 Marks**

#### LEARNING OUTCOMES:

- Know about the antiquity of the Vedas and religion & philosophy of the ancient Aryans
- Acquaint with the social conditions prevailed during the age of two great epics.
- Appreciate the high ideals and social values reflected in these literature.

#### SUGGESTED READINGS:

- ❖ *Bedar Parichay*, Jogiraj Basu
- ❖ <http://www.researchgate.net>
- ❖ <https://ijesc.org>
- ❖ <http://ignited.in>
- ❖ <https://www.ssbpt.info>
- ❖ *Mahabharat kalinsamaj*: Society at the time of the Mahabharata. Publisher Lokabharati Publication, Darbari Building, Mahatma Gandhi road, Allahabad-1 (Sold online by Exotic India Art)
- ❖ *Mahabharat kalin samajaur siksha* by Nathulal Gupta, Published by Naman Prakashan, New Delhi-110002 (Sold online by Exotic India Art)
- ❖ বৈদিক সাহিত্যৰ জিলাঙনি, (বৈদিক যুগৰ ভাৰত) শ্ৰী ডিম্বেশ্বৰ শইকীয়া, প্ৰকাশক : গোলাঘাট জিলা সাহিত্য সভা, গোলাঘাট, 2004
- ❖ Thesis (Unpublished) *Political Ideas and institutions in the Ramayana*, Anoop Chand Mahajan , Punjab University, Completed Date 1982, (Link: <https://shodhganga.inflibnet.ac.in/handle/10603/90965>)
- ❖ *The Religion and Philosophy of the Vedas and Upanishads*, A.B. Keith, Harvard University Press, London, 1925

#### SEMESTER-I

<b>Title of the Course</b>	:	<b>Scientific Elements in Sanskrit Literature</b>
<b>Course Code</b>	:	<b>GECSNS1</b>
<b>Nature of the Course</b>	:	<b>Generic Elective Course</b>
<b>Total Credits</b>	:	<b>03</b>
<b>Distribution of Marks</b>	:	<b>80 (End Sem) + 20 (In-Sem)</b>

#### COURSE OBJECTIVES:

- To give an exposure to the students, of the vast treasure of the Sanskrit literature which deals with different branches of science.

UNIT	Topic	Lecture	Tutorial	Total	Allotted Marks
I	<b>Scientific Elements in Vedic Literature:</b> i) Physics in Vedas: ii) Chemical Science in Vedas iii) Mathematical Science in Vedas:	10	2	12	25

	iv) Astronomy in Vedic Literature				
II	Astronomy in Post Vedic Sanskrit Literature: Āryabhatta, Barāhamihira, Bhāskarācāryya	7	2	9	<b>15</b>
III	Medicinal Science in the <i>Atharvaveda</i> and <i>Āyurveda</i> with special reference to <i>Caraka</i> and <i>Śuśruta Samhitā</i>	10	2	12	<b>20</b>
IV	Plant Science in Sanskrit Literature: i) Plant Biology of <i>Yajurveda</i> and <i>Vṛkṣāryuvaeda (Bṛhatsamhitā, Ch.55, Surapāla</i> and Viśvaballabha) ii) Photosynthesis ( <i>Mahābhārata</i> 12/177/16,18), <i>Avitātva</i> in <i>Atharvaveda</i> (5.28.5)	10	2	12	<b>20</b>

#### MODES OF IN-SEMESTER ASSESSMENT

(MARKS-20)

- One Internal Examination- 10 Marks
- Assignment/ Group Discussion/ Seminar -10 Marks

#### LEARNING OUTCOMES:

- Appreciate scientific bent of mind of the scholars in ancient India.
- Get an exposure the analytical thinking of the ancient scholars.
- Explore the findings of those scholars and study their modern relevance.

#### SUGGESTED READINGS:

- *Veda me Vijnān*, Dr Kapildev Dwivedi, Published by Viswa Bharati Anusandhan Parishad, Jnanpur, Bhadohi (Varanasi) (This book is available online)
- *Vedas, The source of ultimate Science*, Dr Shri Ram Verma, Nag Publishers, 11A/U.A. Jawaharnagar, Delhi-7
- *Ancient Hindu Science*, Alok Kumar, Jaico Publishing House, Delhi
- *Plant Biology of Yajurveda*, Raghava S Boddupalli, Indian journal of History of science, 54,2 (2019) 226-237
- *Vedic Mathematics and Science in Vedas* by Dr S Balachandra Rao, Publisher: Navakarnataka Publications Pvt Ltd, 2019

- Thesis (Unpublished) Studies on the *R̥gvedasamhitā* and the *Atharvavedasamhitā* : A Scientific Approach, By Dhritismita Deka, Gauhati University, Completed Date, 2021 (Link :<https://shodhganga.inflibnet.ac.in/handle/10603/389610>)
- *R̥gvedasamhitā* 8.10; 90; 10.129 5 ; 10.129.1-4; 10.129.3; 10.121.9; 10.82.1; 10.72.4-6; 10.82; 10.2.7; 10.91.6; 3.1.3; 3.9.4; 10.121; 1.115 ; 1.164; 10.114 ; 10.90; 10.72; 1.179; 1.35. 1.35.10; 3.29.2; 5.9.3; 36.16.13.29.1; 2.12.3; 1.70.2; 8.39.8; 10.121.7; I.70.2; 2.1.1;
- লীলারত্নী মূল-ভাস্করাচার্য, অনুবাদ ডঃ দিলীপ শর্মা, অসম প্রকাশন পরিষদ
- *Susruta Samhita*, Vol-1, by Prof. K. R. Srikantha Murthy, Chaukhamba Orientalla, Varanasi
- *SUSRUTA SAMHITA*, Narayana Ram Acarya, Chowkhamba Krishnadas Academy, Varanasi
- *Brihatsamhita* of Barahmihira by M. Ramakrishna Bhat, MLBD, Delhi
- *Atharvaveda* with Sayana Commentary
- *Vṛkṣāryuvaeda* of Surapāla
- *Vṛkṣāryuvaeda* of Viśvaballabha

#### SEMESTER-I

<b>Title of the Course</b>	:	<b>Applied Yoga for Holistic Health</b>
<b>Course Code</b>	:	<b>SEC108</b>
<b>Nature of the Course</b>	:	<b>Skill Enhancement Course</b>
<b>Total Credits</b>	:	<b>03</b>
<b>Distribution of Marks</b>	:	<b>80 (End Sem) + 20 (In-Sem)</b>

#### COURSE OBJECTIVES:

- To propagate and promote yoga for positive mental and physical health
- To give an understanding of the prerequisites of *Hatha Yoga*
- To learn methods of performing *āsanas*, *prāṇāyama* and *mudrās*
- To introduce essential elements of yoga-based lifestyle
- To introduce principles of teaching yoga

UNIT	Topic	L	T	P	Total	Allotted Marks
<b>I</b>	Introduction to Patanjali <i>Yoga Darśana</i> with special reference to <i>Aṣṭāṅga Yoga</i> or <i>Aṣṭāṅgika Mārga</i>  Brief introduction of major kinds of Yoga  Concept of mental health and <i>Bahirāṅgasādhana</i> of Patanjali Yoga	8	2	3	13	<b>25</b>
<b>II</b>	Classification of <i>Āsanās</i>  <i>Āsanās</i> according to postures: Standing <i>Āsanās</i> , Sitting <i>Āsanās</i> , Lying <i>Āsanās</i> , Inverted <i>Āsanās</i>	3	5	7	15	<b>25</b>

<b>III</b>	<i>Sūrya Namaskar and Prāṇāyama</i>	1	2	4	7	<b>15</b>
<b>IV</b>	Yoga as Value based Education and it's application in real life with special reference to Gita and Upaniṣad	7	1	2	10	<b>15</b>

### MODES OF IN-SEMESTER ASSESSMENT

(MARKS-20)

- **One Internal Examination- 10 Marks**
- **Assignment/ Group Discussion/ Seminar -10 Marks**

#### LEARNING OUTCOMES:

- Acquire knowledge of fundamental and applied scientific concepts yogic Science.
- Help build up confidence leading to personality development.
- Understand the importance of Yoga way of living in maintaining a sound physical and mental health

#### SUGGESTED READINGS:

- *Patanjali Astangik Yoga* (Hindi), Published by V & S
- *Hathayoga* by Yogi Ramacharaka, Published by Yogi Publication Society,
- [https://sanskritdocumentsorg.translate.google/news/SanskritNewspapersandMagazines.html?\\_tr\\_sl=en&\\_tr\\_tl=hi&\\_tr\\_hl=hi&\\_tr\\_pto=tc](https://sanskritdocumentsorg.translate.google/news/SanskritNewspapersandMagazines.html?_tr_sl=en&_tr_tl=hi&_tr_hl=hi&_tr_pto=tc)
- *Yoga-The Way of Life based on the vision of Oneness*, by Nivedita Raghunath Bhide; Published by Vivekananda Kendra Asomiya Prakashan Vibhag, Guwahati, *EkatmadarsanaruporatadharitaJivanSaili*- Assamese Translation by Dr Manashi Sharma

### B.A. IN SANSKRIT PROGRAMME (NEP-2020) DETAILED SYLLABUS OF 2<sup>nd</sup> SEMESTER

#### SEMESTER-II

**Title of the Course** : **Introduction to Classical Sanskrit Literature**  
**Course Code** : **SNSC2**  
**Nature of the Course** : **Core**  
**Total Credits** : **04**  
**Distribution of Marks** : **80 (End Sem) + 20 (In-Sem)**

#### COURSE OBJECTIVES:

- This course aims to acquaint students with the origin & development of different genre of Classical Sanskrit poetry such as *Gadya, Kathā, Nāṭaka, Padya, Mahākāvya, Gītikāvya, Dharmasūtras, Arthasāstra.*

- It also aims at providing the origin & development of these literary genres.

UNIT	Topic	Lecture	Tutorial	Total	Allotted Marks
	<b>Origin and Development of Prose Romance and Fables</b>	18	4	22	<b>20</b>
I	<b>Prose (<i>Gadya</i>) and Fables (<i>Kathā</i>)</b> i) Origin and Development of Prose Romance ii) Important Authors and Works of Prose Romance: Subandhu, Daṇḍī, Bāṇa, AmbikāduttaVyāsa i) Origin and Development of Fable Literature Some Important works of Fable Literature: <i>Pañcatantra</i> , <i>Hitopadeśa</i> , <i>Vetālapañcaviṃśatikā</i> , <i>Siṃhāsanaadvātriṃśikā</i> , <i>Puruṣaparikṣā</i> , <i>Śukasaptati</i>				
II	<b>Origin and Development of <i>Mahākāvya</i> and <i>Gītikāvya</i></b>	<b>14</b>	2	16	<b>20</b>
	<b>Poetry (<i>Padya</i>)</b> i) Origin and Development of Court Epic: Aśvaghōṣa, Kālidāsa, Bhāravi, Māgha, Bhatti, Śrīharṣa ii) Origin and Development of Sanskrit Gītikāvyas: Kālidāsa, Bilhana, Jayadeva, Amarūka, Bhatrhari and their works				
	<b>Critical Survey of Sanskrit Drama</b>	10	2	12	<b>20</b>
III	Sanskrit Drama: Origin and Development Introduction to some important Dramatist and their Dramas: Bhāsa, Kālidāsa, Śudraka, Biśākhādatta, Bhavabhuti, Bhattanārāyaṇa and their works				

IV	<b><i>Dharmaśāstra and Arthaśāstra</i></b>	8	2	10	20
	a )Introduction to <i>Smṛti</i> Literature: <b><i>Manusmṛti, Yājñavalkyasmṛti and Nāradasmṛti</i></b>				
	b ) Introduction to Kautilya's <b><i>Arthaśāstra</i></b>				

#### MODES OF IN-SEMESTER ASSESSMENT

(MARKS-20)

- **One Internal Examination- 10 Marks**
- **Assignment/ Group Discussion/ Seminar -10 Marks**

#### LEARNING OUTCOMES:

- Get exposure to the different types of Classical Sanskrit poetry.
- Know about works of the great poets of these compositions
- Acquaint with the content ***Dharmasūtras & Arthaśāstra***
- Estimate the moral/ethical values in Classical Sanskrit literature

#### SUGGESTED READINGS:

- *Sanskrit Sahityar Buranji*, Haramohan Bhagavati
- *Sanskrit Sahityar Itivritta*, By Dr. Thaneswar Sarma, Chandra Prakash, Guwahati, 2007
- *Puruṣa Parīkṣā* (Trans. Assamese) Dr. Thaneswar Sarma, Axom Prakashan Parishad 2005
- *Puruṣa Parīkṣā of Vidyapati with Hindi Tika Chandrakanth Pathak*, Khemraj Shrikrishnadas Academy, Mumbai, 1927
- *Manusamhita*, Translated (Assamese) by Kiran Sharma
- *Nāradsṛti*, Translated with commentary Brajakishore Swine, Published by Chowkhamba Sanskrit Samsthan, Baranasi
- *Yājñavalkyasmṛti* with *Mitākṣarā* commentary - Chowkhamba Sanskrit Series Office, Varanasi, 1967

## SEMESTER-II

<b>Title of the Course</b>	<b>:</b>	<b><i>Dharmaśāstra and Arthaśāstra</i></b>
<b>Course Code</b>	<b>:</b>	<b>MINSNS2</b>
<b>Nature of the Course</b>	<b>:</b>	<b>Minor</b>
<b>Total Credits</b>	<b>:</b>	<b>04</b>
<b>Distribution of Marks</b>	<b>:</b>	<b>80 (End Sem) + 20 (In-Sem)</b>

### COURSE OBJECTIVES:

- To introduce students with the ancient law books of India.
- To give the students a comprehensive idea about and laws and code of conduct prescribed by the ancient social thinkers for the welfare of the society.

UNIT	Topic	Lecture	Tutorial	Total	Allotted Marks
I	i) <b>Brief History of <i>Dharmaśāstras/Smṛtiśāstras</i></b>	10	2	12	<b>15</b>
II	<b><i>Manusmṛti</i></b>  i. Theory of Creation: <b><i>Manusmṛti</i></b> (1. 1-50)  ii. Social relevance of Indian life style with special reference to Sixteen Samskaras, (with special reference to <b><i>Manusmṛti</i></b> )	16	2	18	<b>20</b>
III	i) <i>Vyavahāradhyāya</i> of <i>Yājñyavalkyasmṛti</i>  ii) <i>Dāyabhāga</i> of <i>Nāradaśmṛti</i>	13	3	16	<b>25</b>
IV	i) Disaster management in Kautilya's <b><i>Arthaśāstra</i></b> : (VIII.1.1, IV.3. 1-2, I.20.2, II. 36.4., II.36.5, IV.3.1-8, VIII. 1.3-7,11)  ii) Social Welfare in the <b><i>Arthaśāstra</i></b>	12	2	14	<b>20</b>

### MODES OF IN-SEMESTER ASSESSMENT

(MARKS-20)

- **One Internal Examination- 10 Marks**
- **Assignment/ Group Discussion/ Seminar -10 Marks**

### LEARNING OUTCOMES:



- Know about the role of *Samskāras* in ancient Indian lifestyle.
- Learn to appreciate Kautilyas's extensive knowledge on social issues
- Estimate modern relevance of Kautilya's ideas on management.

#### SUGGESTED READINGS:

- ❖ মনুসংহিতা (অসমীয়া অনুবাদ) ড॰প্রফুল্ল নাৰায়ণ বৰুৱা, কৌস্তভ প্রকাশন, ডিব্ৰুগড়, ২০০৩
- ❖ মনুসংহিতা (অসমীয়া অনুবাদ) কিৰণ শৰ্মা, চন্দ্ৰপ্রকাশ, গুৱাহাটী
- ❖ *Disaster Management envisaged in Kautilya's Arthashastra*, by Dr Manashi Sharma, published in Sutra, Smrti & Sastra, (Select papers of 16<sup>th</sup> World Sanskrit Conference), D.K Publishers & Distributors Pvt. Ltd. 4224/1, Ansari Road, Daryaganj, New Delhi-2
- ❖ *Kautilya's Arthashastra & Social welfare*, Ed. by V.N Jha, published by Sahitya Akademi, Delhi
- ❖ *The idea of welfare State in the Arthashastra & Yajnyavalkyasmrti* by Nabanita Kalita, published in *Pracya*, journal of the Dept of Sanskrit, MDKG College, Dibrugarh, Vol.
- ❖ *A Brief History of Dharmasastra* by S. C. Benarji, Abhinav Publications, Delhi, 1999
- ❖ *Society in Ancient India*, by S. C. Benarji, D.K. Printworld(P) Ltd., New Delhi, 2007
- ❖ *Manu & Yajñavalkya* by K.P. Jayaswal, Cosmo Publications, New Delhi, 2004
- ❖ *The Kautilya's Arthashastra*, Part-1-3, by R.P. Kangle, MLBD, Delhi
- ❖ A History of Vedic Literature by S.N. Sharma, Chowkhamba Sanskrit Series Office, Varanasi, 2000

## SEMESTER-II

<b>Title of the Course</b>	<b>:</b>	<b>Self-Management in Sanskrit Literature</b>
<b>Course Code</b>	<b>:</b>	<b>GECSNS2</b>
<b>Nature of the Course</b>	<b>:</b>	<b>Generic Elective Course</b>
<b>Total Credits</b>	<b>:</b>	<b>03</b>
<b>Distribution of Marks</b>	<b>:</b>	<b>80 (End Sem) + 20 (In-Sem)</b>

### COURSE OBJECTIVES:

- To make the students aware of the importance of the Sanskrit texts in Self-Management.
- To enable the students, analyze the teachings independently without referring to traditional texts.
- To experience the richness of the texts.

Unit	Topic	Lecture	Tutorial	Total	Allotted Marks
I	A ) Method of Self-presentation in <i>Bṛhadāraṇyakopaniṣad</i> [Hearing ( <i>śravaṇa</i> ), Reflection ( <i>manana</i> ) & meditation ( <i>nididhyāsana</i> ) ]  B ) Self Management in Yoga Philosophy  i) Concept of Yoga ii) Eight aids to Yoga ( <i>aṣṭāṅgayoga</i> )	10	4	14	25
II	ii ) Self Management in <i>Gītā</i>  i) Cognitive and emotive apparatus ii) Controlling the mind	10	2	12	25
III	Self management through devotion	7	2	9	15
IV	iii) Self Management in <i>Pañcatantra</i> and <i>Hitopadeśa</i> :	8	2	10	15

### MODES OF IN-SEMESTER ASSESSMENT

(MARKS-20)

- One Internal Examination- 10 Marks
- Assignment/ Group Discussion/ Seminar -10 Marks

### LEARNING OUTCOMES:

- Learn better self-control to cope with the present fast & stressful life.
- Apply the teachings therein in self-management.

#### SUGGESTED READINGS:

- *Bṛhadāraṇyakopaniṣad*, Gita Press, Gorakhpur
- *The Srimadbhagavadgita*, Assamese Translation & Exposition by Dr Girish Baruah, Divya Prakashan, 8, G.N.B Road, Pan Bazar
- *Panchadasi* by Vidyaratna Swami with Hindi Translation, <https://archive.org/details/Pancadasi.by.Vidyaratna.swami.Hindi/page/n44/mode/1up>
- *Pracya*, the journal of the Dept of Sanskrit, MDK Girls' College, 14<sup>th</sup> volume, [www.pracyajournal.com](http://www.pracyajournal.com)
- *Upanishads & the Cure of Loneliness*, Ashini Mokashi, <https://www.researchgte.net>
- *Yoga-The Way of Life based on the vision of Oneness*, by Nivedita Raghunath Bhide; Published by Vivekananda Kendra Asomiya Prakashan Vibhag, Guwahati, *Ekatmadarsanaruporatadharita Jivan Saini*- Assamese Translation by Dr Manashi Sharma

#### SEMESTER-II

<b>Title of the Course</b>	<b>:</b>	<b>Functional Sanskrit</b>
<b>Course Code</b>	<b>:</b>	<b>SEC208</b>
<b>Nature of the Course</b>	<b>:</b>	<b>Skill Enhancement Course</b>
<b>Total Credits</b>	<b>:</b>	<b>03</b>
<b>Distribution of Marks</b>	<b>:</b>	<b>80 (End Sem) + 20 (In-Sem)</b>

#### COURSE OBJECTIVES:

- Sanskrit is introduced as living language.
- Use Sanskrit in day to day life.
- Increase the number of Sanskrit Speakers.
- Make familiar all Indian to Indian Knowledge System.

UNIT	Topic	Lecture	Tutorial	Practical	Total	Allotted Marks
I	Learn to talk about Colours, Fruits, Numbers, Greetings, Family member relations, foods, vegetables. Understand and recite Ślokas and Songs. Introduce themselves, their likes & dislikes. Make sentences with possessive verbs. Learn to read Sanskrit	2	3	8	13	<b>20</b>
II	Learn to talk about daily activities, use action words	2	3	6	11	<b>20</b>

	(go, come, etc), & understand parts of a day. Learn to talk about months, days of a week, dates, & professions. Make sentences in the simple present tense. Read and write Sanskrit.					
III	Make sentences in past & future tenses. Learn numbers up to 100 (in Words and Numerical form). Make complex sentences using multiple verbs. Talk about the weather. Practice reading & writing Sanskrit.	1	3	7	11	20
IV	Make sentences describing skills, interests, & hobbies. Practice reading, writing & story telling practice in Sanskrit	1	3	6	10	20

#### MODES OF IN-SEMESTER ASSESSMENT

(MARKS-20)

- **One Internal Examination- 10 Mark**
- **Assignment/ Group Discussion/ Seminar -10 Marks**

#### LEARNING OUTCOMES:

- To get detailed and thorough knowledge of Sanskrit language and grammar.
- To understand Sanskrit easier.
- To speak and write Sanskrit with more confidence.
- To make conversations with others in their day to day life.

#### SUGGESTED READINGS:

- *Sanskritam Vadatu*, Samskrit Bharati , New Delhi
- Spoken Sanskrit , S.S. Janaki (Sanskrit Text with English translation), Publisher – The Kuppaswami Sastri Research Institute
- *Sanskrit- Asamiya Abhidhan* , Kiran Sarma, Chandra Prakash, Guwahati
- [https://sanskritdocuments-org.translate.google/news/SanskritNewspapersandMagazines.html?\\_x\\_tr\\_sl=en&\\_x\\_tr\\_tl=hi&\\_x\\_tr\\_hl=hi&\\_x\\_tr\\_pto=tc](https://sanskritdocuments-org.translate.google/news/SanskritNewspapersandMagazines.html?_x_tr_sl=en&_x_tr_tl=hi&_x_tr_hl=hi&_x_tr_pto=tc)

**B.A. IN SANSKRIT PROGRAMME (NEP-2020)  
DETAILED SYLLABUS OF 3<sup>rd</sup> SEMESTER**

**SEMESTER-III**

**Title of the Course : Classical Sanskrit Literature (Selected Text)**  
**Course Code : SNSC3**  
**Nature of the Course : Core**  
**Total Credits : 04**  
**Distribution of Marks : 80 (End Sem) + 20 (In-Sem)**

**COURSE OBJECTIVES:**

- To acquaint the students with Classical Sanskrit poetry.
- To give an exposure to literary works of great Sanskrit poets and their contribution to the development of Sanskrit literature.

UNIT	Course	Lecture	Tutorial	Total	Allotted Marks
I	<i>Raghuvamśam</i> : Canto-1, Verse: 1-50	17	3	20	25
II	<i>Kirātārjunīyam</i> : Canto-1, Verse: 1-25	16	2	18	20
III	<i>Nītīsatakam</i> : 1-30 Verses	12	2	14	20
IV	<i>Gītāgovindam</i> :Canto-I, Verse:1-16	6	2	8	15

**MODES OF IN-SEMESTER ASSESSMENT**

**(MARKS-20)**

- **One Internal Examination- 10 Marks**
- **Assignment/ Group Discussion/ Seminar -10 Marks**

**LEARNING OUTCOMES:**

- Acquaint with the major court epics.
- Learn to appreciate the works of great poets like Kālidāsa, Bhāravi & Jayadeva.
- Develop method of critical analysis of these works.
- Estimate the moral/ ethical values in didactic poetry and apply them for their personality development.

**SUGGESTED READINGS:**

- C. R. Devadhar (Ed.), *Raghuvamśam* of Kālidāsa, MLBD. Delhi.
- M. R. Kale (Ed.), *Raghuvamśam* of Kālidāsa, MLBD, Delhi.
- Gopal Raghunath Nandargikar (Ed.), *Raghuvamśam* of Kālidāsa, MLBD, Delhi.
- *Raghurapi Kavyam*, Dr. Malini Goswami
- *Raghuvamsha* (Translated) Keshada Mahanta
- .M. R. Kale (Ed.), *Kirātārjunīyam* of Bhāravi, MLBD, Delhi.
- M.R. Kale (Ed.), *Nītiśatakam* of Bhartṛhari, MLBD, Delhi.
- Keith, A.B.: *History of Sanskrit Literature*, MLBD, Delhi.
- Krishnamachariar: *History of Classical Sanskrit Literature*, MLBD, Delhi.
- Gaurinath Shastri: *A Concise History of Sanskrit Literature*, MLBD, Delhi.
- *Sanskrit SahityarItivritta*, By Dr ThaneswarSarma, Chandra Prakash, Guwahati, 2007
- *Nītiśatakam* of Bhartṛhari, (Assamese) translated by Dr. Aditi Baruah, Sristi publication, Dibrugarh, 2017
- *Gitagovindam* of Jayadeva, Canto-I (Assamese) translated by Dipankar Neog, Orange Publication, Chhattisgarh, 2020
- *Gitagovindam* of Jayadeva, Ed. by Srisrimadbhakti vedanta Narayan Goswami Maharaj, Gaudiya Vedanta Publications, 2003

### SEMESTER-III

<b>Title of the Course</b>	<b>: Indian Epigraphy, Palaeography and Chronology</b>
<b>Course Code</b>	<b>: SNSC4</b>
<b>Nature of the Course</b>	<b>: Core</b>
<b>Total Credits</b>	<b>: 04</b>
<b>Distribution of Marks</b>	<b>: 80 (End Sem) + 20 (In-Sem)</b>

#### COURSE OBJECTIVES:

- To acquaint the students with the journey of epigraphy in Sanskrit
- Help them to get an idea of the political, geographical and economic conditions prevailed during that time.
- To give an exposure to different styles of Sanskrit writings

UNIT	Topic	Lecture	Tutorial	Total	Allotted Marks
I	Epigraphy	14	3	17	25

	<p>i) Introduction to Epigraphy and Types of Inscriptions</p> <p>ii) Importance of Indian Inscriptions in the reconstruction of Ancient Indian History and Culture</p> <p>iii) History of Epigraphical Studies in India</p> <p>iv) History of Decipherment of Ancient Indian Scripts</p> <p>(Contribution of Scholars in the field of epigraphy):</p> <p>Fleet, Cunningham, Prinsep, Buhler, Ojha, D.C.Sircar</p>				
II	<p><b>Paleography</b></p> <p>i) Antiquity of the Art of Writing</p> <p>ii) Writing Materials, Inscribers and Library</p> <p>iii) Introduction to Ancient Indian Scripts</p>	12	2	14	<b>15</b>
III	<p><b>A. Study of selected inscriptions</b></p> <p>i) Aśoka's Giranāra Rock Edict-1</p> <p>ii) Aśoka's Sāranātha Pillar Edict</p> <p>iii) Girnara Inscription of Rudradaman</p> <p>iv) Mehrauli Iron Pillar Inscription of Candragupta</p> <p><b>B. An Introduction to the Inscriptions of Assam</b></p> <p><b>C. Study of selected inscriptions of Assam.</b></p> <p>a) Tezpur Copper plate of Banamalavarman</p>	13	3	16	<b>25</b>

	b) Kānāi Baraśi Bowā, c) Bargaṅgā of Bhutibarma				
IV	<b>Chronology</b> i)General Introduction to Ancient Indian Chronology ii)System of Dating the Inscriptions (Chronograms) iii)Main Eras used in Inscriptions - Vikrama Era, Śaka , Era and Gupta Era, Bhaskarabda	11	2	13	<b>15</b>

#### MODES OF IN-SEMESTER ASSESSMENT

(MARKS-20)

- **One Internal Examination- 10 Marks**
- **Assignment/ Group Discussion/ Seminar -10 Marks**

#### LEARNING OUTCOMES:

- Acquire knowledge of Sanskrit epigraphy.
- Acquire knowledge about the societal condition prevailed during the time of composition of these writings.
- Introduce the art of Paleography
- Acquaint with the style of writing adopted by the Inscription writers.

#### SUGGESTED READINGS:

- Select Inscriptions (Vol.I) - D.C. Sircar, Calcutta, 1965.
- Dani, Ahmad Hasan : *Indian Paleography*, Oxford, 1963.
- Pillai, Swami Kannu & K.S. Ramchandran: *Indian Chronology (Solar, Lunar and Planetary)*, Asian Educational Service, 2003.
- Satyamurty, K., *Text Book of Indian Epigraphy*, Lower Price Publication, Delhi, 1992.
- *Prācyasāsanavalī*, edited by Dr. Maheswar Neog , published by Assam Publications Board
- *Kāmrupa Śāsanavalī*, Edited by Dr. Dimbeswar Sarma, published by Assam Publications Board
- Inscription of Ancient Assam : Dr. Mukunda Madhava Sarma
- Indian Epigraphy, D.C. Sircar, MLBD, Delhi



- Studies of Ancient Indian Inscription (Hindi) Dr Sivaswarup Sahay, MLBD, Delhi
- ভাৰতীয় অভিলেখশাস্ত্ৰ, প্ৰত্নলিপিশাস্ত্ৰ আৰু কালানুক্ৰমণিকা, ড॰মানসী শৰ্মা, বাণীমন্দিৰ প্ৰকাশ, গুৱাহাটী
- *Indian Epigraphy, Paleography and Chronology* (Assamese & English), Mridusmita Bharadwaj, Dr. Bhagyashree Sarma, Rashmi Rekha Devi, Guwahati
- भारतीय अभिलेखशास्त्र, पुरालिपिशास्त्र एवं कालक्रम पद्धति, DR. AMITA SHARMA Chaukhamba.

### SEMESTER-III

<b>Title of the Course</b>	: <b>Indian Aesthetics</b>
<b>Course Code</b>	: <b>MINSNS3</b>
<b>Nature of the Course</b>	: <b>Minor</b>
<b>Total Credits</b>	: <b>04</b>
<b>Distribution of Marks</b>	: <b>80 (End Sem) + 20 (In-Sem)</b>

#### COURSE OBJECTIVES:

- To give the sense of Indian esthetic to the students.
- To acquaint the students with concepts of poetic art in Sanskrit literature
- To help them develop their capacity of creative writing in Sanskrit

UNIT	Topic	Lecture	Tutorial	Total	Allotted Marks
I	(i) Concept of ( <i>Saundarya</i> According to its Definition and its nature Indian Aesthetics  (ii) Aesthetic experience ( <i>Rasa</i> ) and its process  Nature of <i>rasa</i> (Aesthetic experience) according to <i>Sāhityadarpaṇa</i> , aesthetic enjoyment – eternal bliss, the ultimate reality ( <i>ānandamayatā, alaukikatā</i> ).  (iii) Art as the mode of expression of <i>saundarya</i> –in fine arts (Architecture, Sculpture and Painting)  (iv) Main aesthetic elements of literary arts (Poetry and Drama) : <i>rasa, alankāra, rīti, dhvani, vakrokti &amp; aucitya</i> .  (v) Perception of beauty in Drama from cultural, social and aesthetical point of	15	2	17	25

	view in the context of <i>Abhijñānaśākuntalā</i>				
II	<b>Aesthetic experience ( <i>Rasa</i> ) and its process</b>  Realization of <i>rasa</i> (Aesthetic experience) according to <i>Sāhityadarpaṇa</i> ,  Constituents of <i>rasa</i> : <i>bhāva</i> (human feelings and emotions) <i>vibhāva</i> (causes or determinants), <i>anubhāva</i> (voluntary gestures), <i>sāttvikabhāva</i> (Involuntary gestures), <i>vyabhicāribhāva</i> (transitory states) and <i>sthāyibhāva</i> (basic mental states), <i>sahṛdaya/ sāmājika</i> (Connoisseur / Spectator). <i>anukārya, anukartā</i> .	15	2	17	<b>20</b>
III	<i>Sādhāraṇīkaraṇa</i> (Generalization), four mental stages of <i>rasa</i> realization: <i>vikāsa</i> (cheerfulness), <i>vistāra</i> (exaltation), <i>kṣobha</i> (agitation), <i>vikṣepa</i> (perturbation). Number of <i>rasas</i> according to Bharata and their characteristics	11	2	13	<b>15</b>
IV	Prominent thinkers of Indian Aesthetics:  Bharata, Bhāmaha, Vāmana, Daṇḍī, ĀnandavardhanaAbhinavagupta, Kuntaka, Mahimabhaṭṭa, Kṣemendra, Vishvanātha and Jagannātha	11	2	13	<b>20</b>

#### MODES OF IN-SEMESTER ASSESSMENT

(MARKS-20)

- **One Internal Examination- 10 Marks**
- **Assignment/ Group Discussion/ Seminar -10 Marks**

#### LEARNING OUTCOMES:

- Get knowledge about Sanskrit Poetics
- Define and illustrate various views on the nature of Sanskrit kāvyas
- Acquaint with the concept of *Rasa*, Power of Word, *Rīti* and *Alaṅkāra* & Metre
- Develop capacity for creative writing and literary appreciation

#### SUGGESTED READINGS:

- ❖ *Sāhityadarpaṇa* of Vishvanatha, (Based on karikas3/1-28)
- ❖ Kane P.V., *History of Sanskrit Poetics* pp.352-391,
- ❖ Upadhyaya, Baladeva, *Sanskrit Ālocanā* (for six schools)
- ❖ Kane P.V., *History of Sanskrit Poetics*
- ❖ Pandey, Kantichandra: *Comparative Aesthetics*, vol.1 Chowkhamba Sanskrit series office Varanasi, 2008
- ❖ Gnoli, R. *The Aesthetic Experience according to Abhinavagupta*, Chowkhamba Sanskrit series office Varanasi.
- ❖ কালিদাসৰ সাহিত্য, কেশদা মহন্ত
- ❖ উপমা কালিদাসস্য, মুকুন্দ মাধৱ শৰ্মা
- ❖ ধ্বনি আৰু ৰসতত্ত্ব, মুকুন্দ মাধৱ শৰ্মা
- ❖ অভিঞ্জানম্ শকুন্তলম্- এক সমীক্ষা, থানেশ্বৰ শৰ্মা

### SEMESTER-III

<b>Title of the Course</b>	<b>:</b>	<b>Sanskrit Studies in across the World</b>
<b>Course Code</b>	<b>:</b>	<b>GECSNS3</b>
<b>Nature of the Course</b>	<b>:</b>	<b>Generic Elective Course</b>
<b>Total Credits</b>	<b>:</b>	<b>03</b>
<b>Distribution of Marks</b>	<b>:</b>	<b>80 (End Sem) + 20 (In-Sem)</b>

#### COURSE OBJECTIVES:

- To explore the influence of Sanskrit Literature in across the world Literature.
- To provide the information about the expansion of Sanskrit literature and culture through the ages in various parts of the world in medieval & modern times.

UNIT	Topic	Lecture	Tutorial	Total	Allotted Marks
I	Sanskrit Studies in Asia	8	2	10	20
II	Sanskrit Studies in Abroad i) Sanskrit Studies in Europe ii) Sanskrit Studies in America	10	2	12	20
III	A) Sanskrit Studies in Modern India	11	2	13	25

IV	B) Sanskrit Studies in Assam	8	2	10	<b>15</b>

#### MODES OF IN-SEMESTER ASSESSMENT

(MARKS-20)

- **One Internal Examination- 10 Marks**
- **Assignment/ Group Discussion/ Seminar -10 Marks**

#### LEARNING OUTCOMES:

- Know the appreciation of Sanskrit literature across the world.
- Understand the importance of the Sanskrit language in the Western as well as Eastern countries.

#### SUGGESTED READINGS:

- *Sixty Years of Sanskrit Studies* ed. by Radhavallabh Tripathi, D.K. Print World Ltd. 2012
- *Sanskrit in Assam through the Ages*, Biswanarayan Shastri, Rastriya Sanskrit Sansthan, Delhi
- অসমত সংস্কৃত সাধনা, ড.মালিনী গোস্বামী, চন্দ্ৰ প্ৰকাশ, পাণবজাৰ, গুৱাহাটী
- লৌহিত্যতীৰত সংস্কৃত চৰ্চা, সম্পাদনা, ভাৰতী গোস্বামী, কল্পিত বৃজবৰুৱা, চন্দ্ৰপ্ৰকাশ, পাণবজাৰ, গুৱাহাটী

#### SEMESTER-III

**Title of the Course : Sanskrit Media**  
**Course Code : SEC308**  
**Nature of the Course : Skill Enhancement Course**  
**Total Credits : 03**

**Distribution of Marks : 80 (Theory -50, Practical-30) (End Sem) + 20 (In-Sem)**

#### COURSE OBJECTIVES:

- To familiarize students with the journey of Sanskrit magazines and newspapers.
- Encourage the students learn Sanskrit through social media.

UNIT	Topic	L	T	P	Total Credit	Allotted Marks
I	An Introduction to Journey of Various Sanskrit magazines and types of Sanskrit Magazines & News Papers	7	2	0	9	20
II	(i) News translation and News Editing (Television & Radio) (ii) Article Collection, Editing, Reporting and Packaging (Magazines & Newspapers)	3	2	7	12	T-10 P-10
III	Internet, Social Networks, Blogs, Important Sites, Sanskrit Wikipedia (Sanskrit E Resources)	3	2	7	12	T-8 P-12
IV	Skill of Self Presentation, Practice of Voice Modulation, Anchoring (Television & Radio)	3	2	7	12	T-10 P-10

#### MODES OF IN-SEMESTER ASSESSMENT

(MARKS-20)

- One Internal Examination- 10 Marks
- Assignment/ Group Discussion/ Seminar -10 Marks

#### LEARNING OUTCOMES:

- Acquaint with the Sanskrit media, appreciate the Sanskrit media both print and electronic
- Acquire the capability of analyzing the reports and articles published in newspapers and magazines.
- Become aware popularising Sanskrit through social media.

#### SUGGESTED READINGS:

- Newspaper *Sudharma* (Source –Internet and print)
- *Viśwasyavṛtāntam* (News Paper)
- *Sambhasanasandesa* (Monthly Sanskrit Magazine)
- [https://sanskritdocuments-org.translate.google/news/SanskritNewspapersandMagazines.html?\\_x\\_tr\\_sl=en&\\_x\\_tr\\_tl=hi&\\_x\\_tr\\_hl=hi&\\_x\\_tr\\_pto=tc](https://sanskritdocuments-org.translate.google/news/SanskritNewspapersandMagazines.html?_x_tr_sl=en&_x_tr_tl=hi&_x_tr_hl=hi&_x_tr_pto=tc)

