

FOUR YEAR UNDERGRADUATE PROGRAMME

(FYUGP)

SUBJECT - SANSKRIT

MANGALDAI COLLEGE (AUTONOMOUS)

MAJOR COURSE(SANSKRIT)

Semester	PAPER CODE	Paper Name	Credit
1stSem	SNS-MAJ-1014	INTRODUCTION TO SANSKRIT LITERATURE (01) (Major & Minor)	4
2ndSem	SNS-MAJ-2014	SANSKRIT DRAMA AND DIDACTIC POETRY(02)(Major & Minor)	4
3rdSem	SNS-MAJ-3014	NATIONALISM IN SANSKRIT(03)	4
	SNS-MAJ-3024	BASICS OF SANSKRIT GRAMMAR(04)	4
4thSem	SNS-MAJ-4014	INTRODUCTION TO VEDAS(05)	4
	SNSMAJ-4024	SANSKRIT PROSE & POETRY(06)	4
	SNS-MAJ-4034	INDIAN PHILOSOPHY(07)	4
	SNS-MAJ-4044	SANSKRIT POETICS(08)	4
5thSem	SNS-MAJ-5014	MODERN SANSKRIT POETICS(09)	4
	SNS-MAJ-5024	GRAMMAR AND LINGUSTICS(10)	4
	SNS-MAJ-5034	THEATRE AND DRAMATURGY(11)	4
6thSem	SNS-MAJ-6014	INDIAN EPICGRAPHY PALEOGRAPHY & INSCRIPTION,(12)	4
	SNS-MAJ-6024	SANSKRIT AND WORLD LITERATURE(13)	4
	SNS-MAJ-6034	SANSKRIT KAVYA LITERATURE & PROSODY(14)	4
	SNS-MAJ-6044	DISSERTATION & VIVA-VOCE(15)	4

SKILL ENHANCEMENT COURSE(SANSKRIT)

Semester	PAPER CODE	Paper Name	Credit
1stSem	SNS-SEC-1014	FUNCTIONAL SANSKRIT	3
2ndSem	SNS-SEC-2014	SANSKRIT GRAMMAR AND TRANSLATION	3
3rdSem	SNS-SEC-3014	SANSKRIT AND INDIAN KNOWLEDGE SYSTEM	3

MINOR COURSE(SANSKRIT)

CourseName	Semester	PaperName	Credit
MINOR-1(Course-3)	3rdSem	HISTORY OF INDIAN MEDICINE SYSTEM	4
MINOR-1(Course-4)		INDIAN CULTURE	4
MINOR-1(Course-5)	4thSem	HISTORY OF VEDIC LITERATURE	4
MINOR-1(Course-6)		FUNDAMENTAL OF INDIAN PHILOSOPHY	4
MINOR-1(Course-7)	5thSem	CLASSICAL SANSKRIT LITERATURE	4
MINOR-1(Course-8)		HISTORY OF SANSKRIT SCIENTIFIC LITERATURE	4
MINOR-1(Course- 9)	6thSem	SMRITI LITERATURE AND PROSODY	4
MINOR-1Course- 10)		INTRODUCTION TO INDIAN SCRIPTS	4

FYUGP COURSE SYLLABUS(SANSKRIT)

SEMESTER-I

MAJOR-1

(SNS- MAJ-1014)

&

MINOR(Course-1)

(SNS-MIN-1014)

INTRODUCTION TO SANSKRIT LITERATURE

UNITNO.	UNIT CONTENT	CREDIT	NO. OF CLASSES	MARKS
I	INTRODUCTION TO VEDIC LITERATURE >INTRODUCTION TO SAMHITA >BRAHMANA >ARANYAKA >UPANISAD	1	15	25
II	➤ INTRODUCTION TO SIX VEDANGAS	1	15	25
III	• INTRODUCTION TO CLASSICAL SANSKRIT LITERATURE ➤ EPICS ➤ PURĀṆAS ➤ PAÑCAMAHĀKĀVYA	1	15	25
IV	➤ RĀMĀYAṆA ((BĀLAKĀNDAM,Sarga-1) : Grammar of the text,Translations and Explanations of Verses.	1	15	25

READINGLIST:

1. GAURINATH SHASTRI, A CONCISE HISTORY OF SANSKRIT LITERATURE,MLBD, DELHI.
2. MAURICE WINTERNITZ, INDIAN LITERATURE(VOL.I-III),ALSO HINDI TRANSLATION, MLBD, DELHI.
3. A.B.KEITH,HISTORY OF SANSKRIT LITERATURE,ALSO HINDI TRANSLATION, MLBD, DELHI.
4. M.KRISHNA MACHARIAR, HISTORY OF CLASSICAL SANSKRIT LITERATURE, MLBD, DELHI.
5. BALDEV UPADHYAY, SANSKRIT SAHITYA KA ITIHAS, SHARDANIKETAN,

VARANASHI.

6. **BALDEV UPADHYAY,VEDIK SAHITYA AUR SANSKRITI, VARANASHI.**
7. **KANE,P.V.HISTORY OF THE DHARMAŚĀSTRAS VOL.1.**
8. **SHIVA SVARUPSAHAY,BHARATIYA PURALEKHO KA ADHYAYAN(STUDIESIN ANCIENT INDIAN INSCRIPTIONS).**
9. **DANI, AHMADHASAN : INDIAN PALEOGRAPHY,OXFORD,1963.**
10. **SATYA MURTY,K.:TEXTBOOK OF INDIAN EPIGRAPHY,LOWERPRICE PUBLICATION, DELHI 1992.**
11. **RAMAYANA OF VALMIKI,(ENG.TR.)H.P.SHASTRI, LONDON,1952-59.(3VOLS.)**

GRADUATE ATTRIBUTES:

- **DISCIPLINARY KNOWLEDGE**
- **COMMUNICATION**
- **SENSE OF PRIDE FORINDIAN CULTURE**
- **TRUEIDEA OF WRITING SKILLS OF ANCIENT INDIAN SANSKRIT POETS THROUGH INDIAN PERSPECTIVE**
- **UPGRADED KNOWLEDGE OF ANCIENT INDIAN VALUE SYSTEM**
- **INCLINATION TO INDIAN KNOWLEDGE SYSTEM**
- **BASIC IDEAS AND TECHNICALITIES OF VEDIC LITERATURE.**
- **UPGRADED IDEAS OF THE BRAHMANAS.**

COURSE OBJECTIVES:

- a. **STUDENTS WILL ACQUIRE KNOWLEDGE OF VEDIC AND CLASSICAL SANSKRIT LITERATURE**
- b. **STUDENTS WILL GAIN BASIC KNOWLEDGE OF INDIAN SCRIPTURES THAT REFLECTS THE BASE OF INDIAN SOCIETY AND CULTURE**
- c. **STUDENTS WILL STUDY THE HISTORYAND BACK GROUND OF SANSKRIT LANGUAGE AND DEVANAGARI SCRIPT.**

LEARNING OUTCOMES:

AFTER GOING THROUGH THIS UNIT STUDENTS WILL BE ABLE

- **TOAPPRECIATE THE VALUE OF KNOWLEDGE REGARDING ANCIENT INDIAN LITERATURE.**
- **TO GAIN KNOWLEDGE ABOUT VARIOUS INDIAN SCRIPTURES WHICH ARE THE ROOT OF INDIAN CIVILIZATION.**
- **TO APPRECIATE INDIAN KNOWLEDGE SYSTEMTHAT EVOLVED IN THE INITIAL STAGE OF HUMAN CIVILIZATION.**
- **TO GRASP THE LINGUISTIC SIGNIFICANCE OF SANSKRIT AND ITS SCRIPTS.**

SEMESTER-2

SANSKRIT DRAMA AND DIDACTIC POETRY

MAJOR – 2 (SNS- MAJ-2014)

&

MINOR(Course-2)(SNS- MIN-2014)

UNIT NO.	UNIT CONTENT	CREDIT	NO. OF CLASSES	MARKS
I	CRITICAL SURVEY OF SANSKRIT DRAMA > Sanskrit Drama : Origin and Development,Nature of Nataka > Some important dramatists and dramas : Bhasa, Kalidasa, Sudraka, Visakhadatta, Sriharsa, Bhavabhuti, Bhattanarayana and their works.	I	15	25
II	➤ SVAPNAVASAVADATTAM ACT-1&VI	I	15	25
III	ABHIJNANA-SAKUNTALAM ➤ ACT-1 ➤ ACT-IV	I	15	25
IV	➤ General Introduction to Didactic Poetry in Sanskrit Literature. HITOPADESH(MITRALABH)	I	15	25

READING LIST:

- ❑ M.R.KALE:ABHIJÑANASAKUNTALAM,MLBD,DELHI.
- ❑ FARLEY,P.RICHMOND(2007),INDIAN THEATRE:TRADITIONS OF PERFORMANCE, VOL. I, ORIGINS OF SANSKRIT THEATRE, PP. 25-32.
- ❑ S.K.Dey,History of SanskritPoetics,1925.
- ❑ BaldevUpadhyay,SanskritSahitya ka Itihas,Varanasi.
- ❑ KapildevaDwivedi,Sanskrit Sahitya ka Samikshatmak Itihas.
- ❑ Hitopadesha by Narayana Pandita,Chaukhamba Sanskrit Pratisthan
- ❑ Svapnavasavadattam of Bhasa ,Edited by M.R.Kale.Chaukhamba Sanskrit Pratisthan
- ❑ Hitopadeśa of Nārāyaṇa Paṇḍit, Trans.,Rameshwar Bhatta,ed.,NarayanRam Acharya,Chaukhamba Sanskrit Pratistha, Delhi.

GRADUATE ATTRIBUTES:

- **DISCIPLINARY KNOWLEDGE**
- **BASIC IDEAS AND TECHNICALITIES OF SANSKRIT DRAMATURGY AND THEATRE**
- **IDEAS ABOUT THE VARIETIES OF STAGE AND ITS AUXILIERIES**
- **KNOWLEDGE ABOUT THE PSYCHOLOGICAL UPLIFT THROUGH SANSKRIT DRAMATIC PERFORMANCE**
- **APPRECIATION FOR THE EXPANDED GROWTH OF SANSKRIT LITERATURE**
- **SENSE OF PRIDE FOR INDIAN CULTURE**
- **INCLINATION TO INDIAN KNOWLEDGE SYSTEM**

COURSE OBJECTIVES:

- ❑ **STUDENTS WILL ACQUIRE KNOWLEDGE OF VEDIC AND CLASSICAL SANSKRIT LITERATURE**
- ❑ **STUDENTS WILL GAIN BASIC KNOWLEDGE OF INDIAN SCRIPTURES THAT REFLECTS THE BASE OF INDIAN SOCIETY AND CULTURE**
- ❑ **STUDENTS WILL STUDY THE HISTORY AND BACKGROUND OF SANSKRIT LANGUAGE AND DEVANAGARI SCRIPT.**

LEARNING OUTCOMES:

AFTER GOING THROUGH THIS UNIT STUDENTS WILL BE ABLE

- ❖ **TO UNDERSTAND THE BASIC IDEAS AND CONCEPTS THAT EXISTED BEHIND THE ORIGIN AND DEVELOPMENT OF SANSKRIT DRAMA.**
- ❖ **TO GRASP PSYCHOLOGICAL BASE OF SANSKRIT DRAMATURGY.**
- ❖ **TO APPRECIATE INDIAN KNOWLEDGE SYSTEM THAT EVOLVED IN THE SOCIETY REFLECTED THROUGH VARIOUS SANSKRIT WORKS.**
- ❖ **TO CO-RELATE THE IDEAS AND CONCEPTS OF SANSKRIT DRAMATURGY WITH MANY OF THE WORLD PERFORMANCES.**
- ❖ **TO UNDERTAKE PRIDE IN DECIPHERING THE RICH TRADITION AND CULTURE OF DRAMA AND THEATRE IN ASSAM.**

SEMESTER-III

TYPE	COURSE	CREDIT
MAJOR	MAJOR-3	4
	MAJOR-4	4

NATIONALISM IN SANSKRIT

MAJOR- 3 (SNS- MAJ-3014)

Unit No.	Unit Content	Credit	No. Of Classess	Marks
I	>Indian concept of nation (Rāṣṭra), meaning,etymology,fundamental element of nationalism in the light of Sanskrit literature.	1	15	25
II	>National symbols and their significances.	1	15	25
III	>Concept of Bhāratvarṣa in ancient Sanskrit literature >Important thinkers of Indian polity : Manu,Kautilya,Kamandaka,Sukracarya, Somadeva Suri,Mahatma Gandhi	1	15	25
IV	>Ancient Indian administrative system : (Saptāṅga Theory, Ṣaḍguṇya Theory, MaṇḍalaTheory,FourUpāyas,Divine origin of Kings, śaktisw.r.t., Mahābhārata, Manusmṛiti & Kauṭilya's Arthaśāstra)	1	15	25

READING LIST:

- Altekar,A.S.Stateand Governmentin Ancient India,MotilalBanarsidas,Delhi,2001.
- Belvalkar,S.K.Mahabharata:SantiParvam,1954.
- Ghosal,U.N.A Historyof Indian Political Ideas, Bombay,1959.
- Law,N.S.Aspect of Ancient IndianPolity,Calcutta,1960.
- Prasad,Beni.Theoryof GovernmentinAncientIndia,Allahabad,1968.
- Saleore,B.A.Ancient Indian Political Thought and Institutions,Bombay, 1963.
- Sharma,R.S.Aspects of Political Ideas and Institutions inAncientIndia,MotilalBanarsidas,Delhi, 1996.
- Verma,V.P.Studies in Hindu Political Thought andits MetaphysicalFoundations,Delhi,1954.
- Arthashastra of Kautilya (ed.)Kangale,R.P.Delhi,MotilalBanarasidas1965.
- Visnupurana,(Eng. Tr.)H.H.Wilson,PunthiPustak,reprint,Calcutta,1961.
- Satapathabrahmana(3 Vols),(Eng.trans.ed.) JeetRamBhatt,E.B.L.Delhi, 2009.
- Chatterjee,P.The Nation and its Fragments:Colonial and Postcolonial Histories,

- Manu's Code of Law (ed. & trans.): Olivelle, P. (A Critical Edition and Translation of the Mānava- Dharmaśāstra), OUP, New Delhi, 2006.
- Ramayana of Valmiki. (Eng. Tr.) H.P. Shastri, London, 1952-59. (3 Vols).
- Gandhi, M.K. The Collected Works of Mahatma Gandhi, Ahmedabad, Navajivan, 1958.
- Pradhan, R. Rajto Swaraj, Macmillan, New Delhi, 2008.
- Sharma, J. Hindutva: Exploring the Idea of Hindu Nationalism, Penguin, 2003.
- Shukla, Hiralal, Modern Sanskrit Literature, Delhi, 2002.
- Bhandarkar, D.R. Some Aspects of Ancient Indian Hindu Polity, Banaras Hindu University.
- Singh, G.P. & Singh, S. Premananda. Kingship in Ancient India: Genesis and Growth, Akansha Publishing House, Delhi, 2000.
- Satyagrahagita of Pandita Kshama Rao, 1932
- Rashtriya Ekata Aur Bharatiya Sahitya, (Ed) Jogendra Goswami. Kashi Adhivesham
- Smriti Grantha, 2001
- Rashtriya evam Bharatiya Sahitya- Shashi Tiwari, Vidyanidhi Prakashan, 2007
- Sanskrit Sahitya mein Rashtravad Aur Bharatiya Rajshastra Shashi Tiwari, Vidyanidhi Prakashan, 2013
- Sanskrit Sahitya in Rashtriya Bhavana- Harinarayan Dixit, Easter Book Linkers, 2006
- Patakamnaya of Manoranjan Shastri, Assam Prakashan Parishad
- Raghuvamsa (4th canto) of Kalidasa
- Vishnupurana, Hindi Translation by Munilal Gupta, Gitapress (2.3), Gorakhpur
- Ramayana, Kishkindha Kanda- (Canto 46, 47, Disciplinary Knowledge, true idea of Nation and Nationalism through Indian Perspective, Knowledge of Indian National Symbols and Knowledge of values connected to Ancient Indian Administration.

GRADUATE ATTRIBUTES

- Students will acquire knowledge of Indian Concept of Nation and Nation building.
- Students will gain knowledge about the importance of the Indian National Symbols and their inner Philosophies.
- Students will gain knowledge about the soulful Bhāratvarṣa which on ceremony remained the epitome of culture and ideas of refined and higher strata.

LEARNING OUTCOMES

After going through this unit students will be able to

- To grasp the concept of Nation Building from an epic Perspective.
- To understand the importance of the Indian National Symbols and their Philosophies which are the symbols of Indian thought and Ethics.
- To Appreciate Indian Knowledge system that evolved for a holistic development in the Society
- To grasp the original idea of Bhāratavarṣa, its boundaries and values.
- To gain knowledge in the field of Ancient Administrative System that could bring a very strong Prosperity for a quite long time in our country.

SEMESTER-III

MAJOR -4(SNS- MAJ-3024)

BASICS OF SANSKRIT GRAMMAR

Unit No.	Unit Content	Credit	No. of Classes	Marks
I	Vaiyākaraṇasiddhāntakaumudī: • Saṁjñāprakaraṇa	1	15	25
II	SandhiPrakaraṇa • On the basis of Laghusiddhāntakaumudī	1	15	25
III	Declension and Conjugation: • Śabdarūpa:svarānta, vyañjanānta, Sarvanāma, samkhyā • Dhāturūpa-□□□, □□□□, □□□□□□□□, □□□, □□□ (bhū, gam, nī, dṛś, vṛt, as, ad, kṛ, hu, div, śru, āp, tan, yā, rud, han, vid, cur, sādḥ)	1	15	25
IV	Technical Terms of Sanskrit Grammar 1 • Prakṛti, pratyaya, dhātu, prātipadika, kṛt, taddhita, guṇa, vṛddhi, samprasāraṇa, ādeśa, āgama, niṣṭhā, laghu, guru, savarṇa, nadī, it, ṭi, upadhā, bhāṣitapumṣka, sārva dhātuka, ārdhadhātuka, vibhāsā, abhyasta, kṛtya.	1	15	25

READINGLIST:

- Basu, S.C. Vaiyakarana Sidhhanta Kaumudi (Vols I, II)
- Basu, S.C. Astadhyayi (Vols I, II)
- Chakraborty, Satyanarayan, Paniniya Sabdasastra, Sanskrit Pustak Bhandar, Kolkata
- Kale, M.R. Higher Sanskrit Grammar, MLBD, Delhi. (Hindi Translation also available)
- Vidyasagar, Ishvarachandra, Samagra Vyakarana Kaumudi
- Vyakarana Prabha
- Apte, V.S., The Students' Guide to Sanskrit Composition, Chowkhamba Sanskrit
- Varadraj, Laghusiddhantakaumudi, Gitapress, Gorakhpur
- Dr. Kapildev Dvivedi, Sanskrit Vyakaraneva ML aghusiddhant Kaumudi, Visvavidyalayprakashan, Varanasi.
- Kanshiram Laghusiddhāntakaumudī (Vol. I), MLBD, Delhi, 2009.

GRADUATE ATTRIBUTES:

- Disciplinary Knowledge,

- Basic ideas and Technicalities of Sanskrit Grammar and Linguistics, Upgraded Knowledge of Sanskrit Language, Communicative skill, Knowledge of writing Sanskrit in a correct way. Inclination to Indian Knowledge System, Analytical Base for Scientific approach to any Indian Language.

COURSE OBJECTIVES

- Students will acquire knowledge of Basic Sanskrit Grammar.
- Students will gain knowledge about the scientific base of Sanskrit Grammar.
- Students will gain knowledge about the technique of forming Sanskrit words.
- Students will acquire the confidence of going for Translation Studies.

LEARNING OUTCOMES

After going through this course student will be able

- To grasp the basic concepts of Sanskrit Grammar.
- To understand the Importance of Sanskrit Grammar in any type of Linguistic Study.
- To appreciate Indian Knowledge System that evolved for a Linguistic Treasure House.
- To grasp the basic Techniques of Translation Studies.

SEMESTER-IV

TYPE	COURSE	CREDIT
MAJOR	MAJOR-5	4
	MAJOR-6	4
	MAJOR-7	4
	MAJOR-8	4

MAJOR-5 (SNS-MAJ-4014)

PAPER NAME-INTRODUCTION TO VEDAS

Unit No	Unit Content	Credit	No. of Classes	Marks
I	Saṁhitā ➤ Ṛgveda • Agnisūkta I.1., • Ūṣāsūkta III.61. • Akṣasūkta X.34. • Hiraṇyagarbhasūkta X.121. ➤ Yajurveda • Śivasamkalpasūkta, XXXVI.1-6. ➤ Atharvaveda • Bhūmisūkta, XII.1-20.	1	15	25
II	Brāhmaṇa & Āraṇyaka ➤ Śatapathabrāhmaṇa: • Manumatsyakathā I.8.1-10. ➤ Taittirīyāraṇyaka: • Pañcamahāyajña II.10.	1	15	25
III	Muṇḍakopaniṣad ➤ Muṇḍaka I&II	1	15	25
IV	Vedic Grammar ➤ Upasarga ➤ Vedic Infinitives ➤ Vedic Subjunctives ➤ Declension ➤ Conjugation	1	15	25

READING LIST:

- Atharvaveda (Śaunakīya):(Ed.)Vishva Bandhu, VVRI, Hoshiarpur, 1960.
- Śatapatha Brāhmaṇa, (Ed.)Ganga Prasad Upadhyaya, SLBSRS Vidyapeeth, Delhi.

- Śuklayajurveda Samhitā, (VājasaneyiMādhyandina), (Ed.) Jagadish Lal Shastri, MLBD, Delhi, 1978.
- Ṛksūktāvalī, H.D. Velankar, Vaidika Sanshodhana Mandala, Pune, 1965.
- Ṛksūktavaijayantī, H.D. Velankar, Bharatiya Vidya Bhavan, Bombay, 1972.
- S. Radhakrishnan (Ed.) The Principal Upanisads, Allen & Unwin; Harper India.

GRADUATE ATTRIBUTES:

- Disciplinary Knowledge.
- Knowledge of the History and Development of Indian Literature.
- Specific Knowledge of Vedic Culture.
- Inclination to Indian Knowledge System.
- Knowledge of values Ethos connected to Ancient Indian Society, Sensitivity Regarding Nature and Surroundings.

COURSE OBJECTIVES:

- Students will acquire knowledge of Vedic Society and Vedic Literature.
- Students will gain knowledge about the importance of the Balanced way of Life and its Inner Philosophies that kept Our Ancestors Happy and Healthy.
- Students will Gain knowledge about the Rites and Rituals Connected to Various Gods of Vedic Pantheon.
- Learners will Find the Connection between the Vedic Ethos and the Indian Tradition and Culture.

LEARNING OUTCOMES:

After going through this course student will be able-

- To grasp the concept of Vedic Gods and Goddesses.
- To understand the Importance of Some of the Basic but Valuable Notions of Community Leaving.
- To appreciate Indian Knowledge System that evolved for a holistic development in the society.
- To grasp the original idea of Sacrifice and Vedic Rites.
- To gain knowledge in the field of Ancient Indian society that evolved with the Notion of Enjoyment through Renunciation.

Semester-IV

MAJOR-6 (SNS-MAJ-4024)

PAPER NAME-SANSKRIT PROSE & POETRY

Unit No	Unit Content	Credit	No of Classes	Marks
I	➤ Origin and Development of Sanskrit Prose and important Prose Romances.	1	15	25
II	Kādambarī ➤ Śukanāśupadeśa	1	15	25
III	Raghuvamśam ➤ Sarga- I	1	15	25
IV	Kirātārjunīyam ➤ Sarga- I	1	15	25

READING LIST:

- Surendradeva, Viśrutacaritam, SahityaBhandar, Meerut
- PrahladKumar, Sukanāśopadeśa, Meharchand Laksmandas, Delhi
- KalpitaBujarbaua, KādambarīSukanāśopadeśa, VaniPrakashMandir, Panbazaar.
- M.R.Kale(Ed.), Raghuvamśam of Kālidāsa, MLBD, Delhi.
- C.R.Devadhar(Ed.), Raghuvamśam of Kālidāsa, MLBD, Delhi.
- GopalRaghunathNandargikar(Ed.), Raghuvamśam of Kālidāsa, MLBD, Delhi.
- M.R.Kale(Ed.) Kirātārjunīyam of Bhāravi, MLBD, Delhi.
- Dr.KalpitaBujarbaruah, Kirātārjunīyam of Bhāravi(Canto I), SamnvayaPrakashan, Guwahati.

GRADUATE ATTRIBUTES:

On successful completion of this course, a student is expected to develop the following attributes:

- Critical Thinking: Ability to analyze classical Sanskrit prose and poetry with sensitivity to linguistic, cultural, and aesthetic aspects.
- Effective Communication: Competency in articulating thoughts clearly through Sanskrit and in comparative discussions using English or vernacular language.

- Ethical Reasoning: Understanding of the moral and philosophical dimensions present in Sanskrit literary texts.
 - Cultural Literacy: Appreciation of the rich literary and cultural heritage of India through Sanskrit texts.
 - Research Skills : Development of foundational skills for textual interpretation, commentary analysis, and independent scholarly inquiry.
- >Life long Learning: Motivation to continue exploration of Sanskrit literature beyond formal education.

COURSE OBJECTIVES

This course aims to:-

- Introduce students to the richness and diversity of Sanskrit literature through a balanced selection of prose and poetry.
- Foster linguistic and literary competence in reading and interpreting classical texts.
- Develop familiarity with major authors, styles, and schools of Sanskrit literary tradition.
- Enable students to appreciate the literary aesthetics and philosophical insights embedded in the texts.
- Encourage interdisciplinary connections between Sanskrit literature, Indian philosophy, and cultural studies.

LEARNING OUTCOMES:

By the end of this course, learners will be able to:

- Comprehend and translate selected Sanskrit prose and poetic texts accurately into English/Hindi.
- Analyze literary features such as rasa, alaṅkāra, meter (chandas), and style in prose and poetry.
- Contextualize prose and poetic works within their historical, philosophical, and cultural backgrounds.
- Differentiate between various genres and styles of Sanskrit prose and poetry.
- Engage in critical discussion and presentation on assigned literary pieces with appropriate scholarly tools.
- Interpret and evaluate literary themes such as dharma, heroism, devotion, nature and love in classical texts

Semester-IV
MAJOR-7 (SNS-MAJ-4034)

PAPER NAME- INDIAN PHILOSOPHY

Unit No.	Unit Name	Credit	Totalno. of CLasses	Marks
I	Aspects of Indian Philosophy • Meaning of Darśana • Salient features of Indian Philosophy • Broad divisions of Indian Philosophy • Salient features of the systems of Indian Philosophy: Āstika and Nāstika	1	15	25
II	Ontology ➤ Based on Tarkasaṅgraha ➤ Concept of padārtha, definition of Dravya. ➤ Samanya, Viśeṣa, Samavaya, Abhava ➤ Definition of first seven dravyas and their examination ; Atman and its qualities, manas. ➤ Qualities (other than the qualities of the atman), Five types of Karma.	1	15	25
III	Sāṅkhyakārikā ➤ Verse 1-20	1	15	25
IV	Introduction to Advaita Vedānta Philosophy and Mīmāṃsā	1	15	25

READING LIST:

- A Primer of Indian Logic, Kuppaswami Shastri, Madras, 1951.
- Tarkasaṅgraha of Annambhaṭṭa (with Dīpikā & Nyāyabodhinī), (Ed. & Tr.) Athalye & Bodas, Mumbai, 1930.
- Tarkasaṅgraha of Annambhaṭṭa (with Dīpikā & Nyāyabodhinī), (Ed. & Tr.) Virupakshananda, Sri Ramkrishna Nath, Madras, 1994.
- Tarkasaṅgraha of Annambhaṭṭa (with Dīpikā commentary with Hindi Translation), (Ed. & Tr.), Pankaj Kumar Mishra, Parimal Publication, Delhi-7, 2013.
- Kumar, Narendra, Tarkasaṅgraha, Hansa Prakashan, Jaipur.
- Chatterjee, S.C. & D.M. Datta - Introduction to Indian Philosophy, Calcutta University, Calcutta, 1968 (Hindi Translation).
- Chatterjee, S.C. - The Nyāya Theory of Knowledge, Calcutta, 1968.
- Hiriyanna, M. - Outline of Indian Philosophy, London, 1956 (also Hindi Translation).
- Bhattacharya, Chandrodaya, The Elements of Indian Logic and Epistemology.
- Maitra, S.K., Fundamental Questions of Indian Meta physics & Logic.

- R.N.Sarma, Epistemology of Prabhakara School of Purvamimamsa, Guwahati, 2005.
- Biswas, M. Samkhya-Yoga Epistemology—A Study, D.K. Printworld, New Delhi.
- Virupaksha Nanda (Ed). Sankhyakarika of Isvarakrishna, Vedanta Press.
- Vasant Kr. Lal, Contemporary Indian Philosophy, MLBD, Delhi.

GRADUATE ATTRIBUTES:

- Disciplinary Knowledge
- Basic Ideas of Indian Philosophical concepts and thought
- Psychological Uplift Through Cognitive appreciation
- Inclination to Indian Knowledge System.

COURSE OBJECTIVES:

- Students will acquire knowledge of various aspects of Indian Philosophy.
- Students will gain knowledge about the Basic difference between Indian Western Philosophy.
- Students will gain knowledge about Indian Ethos Connected with Indian Philosophical Ideas.

LEARNING OUTCOMES:

After going through this unit students will be able-

- To understand the basic ideas and concepts of Indian Philosophy.
- To grasp the psychological base Connected to Indian Philosophical Thoughts and Ideas.
- To appreciate Indian Knowledge System that evolved in the Society Reflected through Various Sanskrit Works.
- To correlate various ideas and concepts of Indian Philosophy with many of the Western Thoughts.

Semester-IV
MAJOR-8 (SNS-MAJ-4044)

PAPER NAME-SANSKRIT POETICS

Unit No	Unit Content	Credit	No. of Credits
I	Introduction to Sanskrit Poetics	1	25
II	Sāhityadarpaṇa ➤ Chapter-I	1	25
III	Forms of Kāvya Literature according to Sāhityadarpaṇa: ➤ Dṛśya- • Nāṭaka&Prakarṇa ➤ Śravyakāvya ➤ Miśrakāvya ➤ Campūkāvya ➤ Mahākāvya ➤ Khaṇḍakāvya ➤ Gadyakāvya • Kathā& Ākhyāyikā	1	25
IV	Figure of Speech according to Sāhityadarpaṇa: • Anuprāsa • Yamaka • Śleṣa • Upama • Rūpaka • Sandeha • Bhrantimān • Apahnuti • Utprekṣā, • Atiśayokti • Tulyayogitā • Dīpaka • Dṛṣṭānta • Nidarśanā • Vibhāvanā	1	25

READING LIST:

- Kane,P.V.,History of Sanskrit Poetics,MLBD,Delhi.
- Brown,Charles Philip(1869).Sanskrit Prosody and Numerical Symbols Explained.London: Trübner& Co.
- Deo,Ashwini.S(2007).The Metrical Organization of Classical Sanskrit Verse,(PDF).Journal of Linguistics 43 (01): 63–114. doi:10.1017/s0022226706004452
- Dasgupta,S.N.,AHistory of Sanskrit Literature:Classical Period,UniversityofCalcutta,1977.
- Keith,Arthur Berriedale, A History of Sanskrit Literature,MLBD,Delhi
- KrishnamachariarM.,Classical Sanskrit Literature,MLBD,Delhi.
- Shastri Gaurinath,AConcise History of Sanskrit Literature,MLBD,Delhi.
- Kane,P.V,Sahityadarpana of Visvanatha,MLBD
- Chandomanjari of Gangadasa,Chaukhamba Surabharati Prakashan,Varanasi

GRADUATE ATTRIBUTES:

- Disciplinary Knowledge
- Basic Ideas andTechnicalities of Sanskrit Classical Literature
- Upgraded Ideas ofVarious Types and Nature of Sanskrit Poetry
- A Clear Idea about the Indian Stylistics
- Inclination to Indian Knowledge System
- Growing Knack for Indian Concept of Prosody and Poetics.

COURSE OUTCOMES:

- Students will acquire knowledge of Important Arenas of Classical Sanskrit Literature.
- Students will gain knowledge about various Types of Sanskrit Poetry some of which can be revived with New Vigour.
- Students will gain knowledge about Indian Stylistics and thereby will remain confident in the Process of the Scientific Analysis of Various Poetic Ideas and Concept
- Students will acquire knowledge about he Important Technicalities of Sanskrit Prosody that can be Re-established in the Present arena of Indian Literature.

LEARNING OUTCOME:

- After going through this course students will be able-
- To grasp the Literary Merits and Demerits of Sanskrit Writings.
- To understand the Importance of Literary Techniques Applied by the Ancient Indian Writers of Sanskrit.
- To appreciate Indian Knowledge System that evolved in the Society Reflected through Various Sanskrit Works.
- To correlate Various Ideas and Concepts of Sanskrit Poetics with Different fields of modern Knowledge System.

SEMESTER-V

MAJOR-9 (SNS-MAJ-5014)

PAPER NAME : MODERN SANSKRIT POETICS

Unit No	Unit Content	Credit	No. of Classes	Marks
I	➤ Stutiprasastimañjarī by Mukunda Madhav Sarma ▪ Anandaram Borooah ▪ Sankardeva ▪ Madhavdeva ➤ Some Selected poems of Harshdev Madhav: ▪ Snānagr̥he ▪ Mr̥tyuḥ I&II ▪ Khaniḥ	1	15	25
II	Śataparvikā BY Abhiraj Rajendra Mishra	1	15	25
III	Prominent Sanskritists and Major Sanskrit writers of Assam Since 19th century: ▪ Anandaram Borooah ▪ Dhireswaracarya ▪ K.K.Handique ▪ CandrakantaVidyalamkara ▪ BhavadevBhagavati ▪ Manuranjan Sastri	1	15	25
IV	Bhāskaracaritam ▪ Verse1-50	1	15	25

READING LIST:

- Mukunda Madhava Sharma, Stutiprasastimañjarī
- Biswanarayan Shastri, Sanskrit Studies in Assam
- Kanak Candra Sarma, Mahamahopadhyaya Dhireswaracarya, Published By AssamPrakashan Parishad
- DipakKumarSarma, Bhāskaracaritam, Published by Kumar Bhaskar Varma Sanskrit and Ancient Studies University

GRADUATE ATTRIBUTES: Students pursuing this course are expected to develop the following graduate attributes:-

- Critical Thinking : Ability to evaluate modern trends in Sanskrit poetics with analytical depth.
- Scholarly Communication: Proficiency in expressing complex poetic theories and aesthetics in Sanskrit and English.
- Cultural Competence: Appreciation of the evolution of Sanskrit literary theory in the modern context.
- Research Orientation: Capacity to undertake independent study and research in comparative and applied poetics.
- Ethical Insight: Understanding of the relevance of classical aesthetic principles in contemporary literary practices.
- Innovative Thinking: Ability to apply poetic theories to new genres, media, and cross-disciplinary contexts

COURSE OBJECTIVES

The primary objectives of the course are to:-

- Introduce students to the development and trends in modern Sanskrit poetics.
- Familiarize learners with the key thinkers and texts of the 19th–21st centuries.
- Encourage thinking of classical poetic doctrines through modern lenses.
- Promote literary appreciation and analysis of modern Sanskrit poetry and criticism.
- Cultivate skills for research and teaching in Sanskrit literary theory and aesthetics.
- Inspire creative engagement with poetic texts through interpretation, criticism, and translation.

LEARNING OUTCOMES

After the successful completion of this course, students will be able to:-

- Explain the transition from classical to modern Sanskrit poetics.
- Analyze contributions of modern Sanskrit scholars (like V. Raghavan, Krishnamoorthy, Satyavrat Shastri, Abhiraj Rajendra Mishra, Radhavallabh Tripathi, Puspa Dikshit, etc.).
- Evaluate modern interpretations of classical concepts like Rasa, Dhvani, Vakrokti, etc.
- Apply modern poetics to contemporary literary criticism and original compositions.
- Engage with interdisciplinary aspects of poetics (philosophy, linguistics, cultural studies).
- Conduct comparative studies between traditional and modern Sanskrit literary theories.

SEMESTER-V

MAJOR-10 (SNS-MAJ-5024)

PAPER NAME : GRAMMER AND LINGUISTICS

Unit No.	Unit Content	Credit	No. of Classes	Marks
I	SamasaPrakarana ➤ On the basis of Laghusiddhāntakaumudī	1	15	25
II	Vibhaktyarthaprakaraṇa ➤ On the basis of Laghusiddhāntakaumudī	1	15	25
III	Indo-European Language Family	1	15	25
IV	Phonetic Changes • Grimm's Law • Grassman's Law • Verner's Law • Fortunatov's Law • Collitz' Law of Palatalization • Assimilation • Dissimilation • Syncope • Epenthesis • Anaptyxis • Haplology	1	15	25

READING LIST:

- M.R.Kale, Higher Sanskrit Grammar, MLBD, Delhi (Hindi Translation also available).
- Kanshiram, Laghusiddhāntakaumudī (Vol.I), MLBD, Delhi, 2009.
- Basu, S.C., Vaiyakarānasiddhāntakaumudī (Vol.II, II)
- Basu, S.C., Astadhyayī (Vols I, II)
- Vidyasagar, Ishvarachandra, Samagra Vyākaraṇa Kaumudī
- Online Tools for Sanskrit Grammar developed by Computational Linguistics Group, Department of Sanskrit, University of Delhi: <http://sanskrit.du.ac.in>.
- Chakraborty, Satyanarayan, Paniniya Sabdasastra, Sanskrit Pustak Bhandar, Kolkata
- Devasarma Ramanikanta, Laghusiddhāntakaumudī
- Burrow, T., Sanskrit Language (also trans. into Hindi by Bholashankar Vyas), Chaukhamba Vidya

Bhawan, Varanasi, 1991.

- Crystal, David, The Cambridge Encyclopedia of Language, Cambridge, 1997.
- Ghosh, B.K. Linguistic Introduction to Sanskrit, Sanskrit PustakBhandar

GRADUATE ATTRIBUTES

- Disciplinary Knowledge
- Basic Ideas of Science behind Sanskrit Grammar and Language
- Inclination to Indian Knowledge System
- Knowledge of the Development of the Sounds in Sanskrit Language

COURSE OBJECTIVES

- Students will acquire knowledge of various aspects of Sanskrit Language.
- Students will gain knowledge about the Base of Euphonic Combination
- Students will gain knowledge about the Source of Sanskrit Language

LEARNING OUTCOME :

After going through this unit students will be able-

- To understand the basic ideas and concepts of Sanskrit Grammar .
- To grasp the Linguistic Base of Sanskrit.
- To appreciate Indian Knowledge System that evolved in the Society Reflected through Various Sanskrit Works.
- To correlate various ideas and concepts of Sanskrit with many of the Modern Languages.

SEMESTER-V
MAJOR-11(SNS-MAJ-5034)

PAPER NAME-THEATRE AND DRAMATURGY

Unit No.	Unit Content	Credit	No. of Classes	Marks
I	Theatre : Types and Construction ➤ Types of Theatre: • Vikṛṣṭa(oblong) • Caturasra(square) • Tryasra(triangular) • Jeṣṭha(big), • Madhyamā(medium) • Avara (small) • Bhūmiśodhana(TestingtheLand) • Māpa(measurement ofthesite) • Mattavāraṇī(raisingofpillars) • Raṅgapīṭhaand Raṅgaśīrṣa(stage) • Dārukarma(workof Wood) • Nepathyagrha(greenroom) • Prekṣopaveśa(auditorium) • Doorsforentryandexit	1	15	25
II	Drama: ▪ Vastu(Subject matter) ▪ Neta(Hero) ▪ Rasa Definition of Drama and its Various names,dṛśya, śravya, rūpa, rūpaka, abhineya ▪ Abhinaya and its types: āṅgika(gestural), vācika (oral),sāttvika (representation of sattva),āhārya (dresses and make-up),vastu (Subject matter): ādhikārika (principal), prāsaṅgika (subsidiary), Five kinds of arthaprakṛti, kāryāvasthā (stages of the action of actor),and sandhi (segments), arthopakṣepaka (interludes), ▪ Kinds of dialogues: - A.sarvaśrāvya or prakāśa (aloud) - B.śrāvyaorsvagata(spokenaside) - C.niyataśrāvya :janāntika (personal address),apavārta (confidential) D. ākāśabhāṣita(conversation with imaginary person), Netā:Four kinds of heroes,three kinds of heroines,	1	15	25

	sūtradhāra (stage manager),Pāripārśvika(assistant of the Sūtradhāra),vidūṣaka(jester), kañcukī (chamberlain) pratināyaka (villain) ▪ Rasa : definition and constituent, ingredients of rasaniṣpatti, bhāva (emotions), vibhāva (determinant), anubhāva (consequent), sattvikabhāva (involuntary state),sthāyibhāva (permanent states), vyabhicāribhāva (complementary psychological states),svāda (pleasure), Four kinds of mental levels, vikāsa (cheerfulness), vistāra (exaltation),kṣobha (agitation),vikṣepa(perturbation)			
III	➤ Tradition and History of Indian Theatre ➤ Origin and Development of stage in different ages: ▪ Prehistoric ▪ Vedicage, ▪ Epic-puranicage ▪ Court theatre ▪ Templetheatre ▪ Open theatre ▪ Moderntheatre ▪ Folktheatre ▪ Commercialtheatre ▪ National and State level theatre	1	15	25
IV	History of Theatre in Assam ▪ Ankiyānāt ▪ Bhāonā ▪ Ojāpālī ▪ Bhrāmyamāntheatreetc.	1	15	25

READING LIST:

- Ghosh,M.M.-Nāṭyaśāstra of Bharatamuni,pp.18-32.
- Hass,The Daśarūpaka: ATreatise on Hindu Dramaturgy,kārika7,8,11-24,30,36,43,48,57-65.
- Hass,The Daśarūpaka:ATreatise on Hindu Dramaturgy,kārikās2/1-5,8,9,15.
- Hass,The Daśarūpaka: ATreatise on Hindu Dramaturgy,kārikās4/1-8,43,44.
- Farley,P.Richmond,(2007),ed.IndianTheatre:traditions of performance,vol-I,Origins of Sanskrit Theatre, pp. 25-32.
- Ghosh,M.M,Nāṭyaśāstra of Bharatamuni,vol-1,Manisha Granthalaya,Calcutta, 1967.
- Chakravarty Shrutidhara-Architecturein the Natyasastra, Studies in Sanskrit Literature, Culture and Art, Pratibha Prakashan, Delhi, 2011.

GRADUATE ATTRIBUTES:

- Disciplinary Knowledge
- Basic Ideas and Technicalities of Sanskrit dramaturgy and Theatre
- Ideas about the Varieties of Stage and its Auxileries
- Knowledge about the Psychological Uplift Through Sanskrit Dramatic Performance
- Inclination to Indian Knowledge System
- Appreciation for the Expanded Growth of Sanskrit Literature.

COURSE OBJECTIVES:

- Students will acquire knowledge of various aspects of Sanskrit Dramaturgy.
- Students will gain knowledge about various Types of Stages used in the Dramatic Performance in Ancient India.
- Students will gain knowledge about Indian Ethos Connected with the Concept of Indian Theatre.
- Students will acquire knowledge about the Important Aspects of Various Types of Dramatic Performances of Assam.

LEARNING OUTCOME:

After going through this unit students will be able....

- To understand the basic ideas and concepts that existed behind the origin and development of Sanskrit Drama .
- To grasp the psychological base of Sanskrit Dramaturgy.
- To appreciate Indian Knowledge System that evolved in the Society Reflected through Various Sanskrit Works.
- To correlate various ideas and concepts of Sanskrit dramaturgy with many of the World performances
- To undertake pride in deciphering the rich tradition and culture of Drama and Theatre in Assam

SEMESTER-VI

MAJOR- 12 (SNS-MAJ-6014)

INDIAN EPIGRAPHY, PALAEOGRAPHY & INSCRIPTION

Unit No.	Unit Content	Credit	No.Of Classes	Marks
I	Epigraphy • Introduction to Epigraphy&types of inscriptions • Importance of Indian Inscriptions in the reconstructions of ancient Indian History & Culture • Contribution of Scholars in the field of Epigraphy : Fleet, Cunningham, Princep,Buhler, Ojha,D.C.Sircar.	1	15	25
II	Palaeography • Antiquity of the Art of Writing • Writing Materials, inscribers, library • Introduction toAncient Indian Scripts and Assamese Scripts.	1	15	25
III	Selected InscriptionsI • Ashoka's Girnar rock Edict-1 • Main Eras used in Inscriptions –Vikrama Era,Saka Era and Gupta Era.	1	15	25
IV	Selected InscriptionsII ➤ Kanai Barasi Bowa Silalekh.	1	15	25

READING LIST:

- Indian Epigraphy,D.C.Sircar,MLBD,2017
- Indian Epigraphy(A Guide to the Study of Inscriptions in Sanskrit, Prakrit, and the Other Indo-Aryan Languages), Richard Salomon, Oxford University Press, 1998.
- : Studies in Ancient Indian Inscriptions, SivaSvarupSahay,MLBD.
- Indian Epigraphy,A.V.NARASIMHAMURTHY,B.R.PUBLISHING CORPORATION.
- Inscriptions of AncientAssam, MukundaMadhavaSharma, GauhatiUniversityPress, 2017.

COURSE OUTCOME

- Explain the significance of epigraphy and palaeography in the study of Indian history,culture,and

religion.

- Associate with the Indian Dating System.
- Develop the idea of the Art of Writing in Ancient India.
- Summarize the historical development and geographical distribution of different Indian scripts and writing systems.
- Assess the textual content and epigraphic conventions of selected inscriptions to extract historical and cultural information.

SEMESTER-VI
MAJOR 13 (SNS-MAJ-6024)

SANSKRIT AND WORLD LITERATURE

Unit No.	Unit Content	Credit	No. Of Classes	Marks
I	Survey of Sanskrit Literature in the World >Vedic cultural elements in ancient Eastern and Western societies > Presence of Sanskrit words and ideas in English language Sanskrit Fables in World Literature. >Translation of Pancatantra in Eastern and Western Languages,	1	15	25
II	Upanisads and Gita in World Literature. >Dara Shikoh's Translation of Upanisads and their Influence on Sufism, Latin translation and its influence on Western thought. >Translation of the Gita in European language and religio-philosophical thought of the west. Kalidasa's Literature in World Literature. >English and German translation of Kalidasa's writings and their influence on western literature and theatre.	1	15	25
III	Ramayana and Mahabharata in South East Asian Countries. >Rama Katha in south eastern countries. >Mahabharata stories as depicted in folk culture of SE Asia.	1	15	25
IV	Sanskrit Studies across the World. ➤ Sanskrit Study Centres in Asia. ➤ Sanskrit Study Centres in Europe.	1	15	25

READING LIST: The BhagavadGita and the West: The Esoteric Significance of the Bhagavad Gita and Its Relation to the Epistles of Paul", by Rudolf Steiner, p. 43.
arisebharat.com/2011/10/22/impact-of-bhagvad-gita-on-west/AWAKENING –Google Books Result.

1. Ben-Ami Scharfstein (1998), A Comparative History of World Philosophy: From the Upanishads to Kant, State University of New York Press, ISBN978-0791436844, page 376.
2. BhagavadGita-World Religions
3. Edgerton, Franklin (1924), *The Pañcatantra Reconstructed* (Vol.1: Text and Critical Apparatus, Vol.2 : Introduction and Translation), New Haven, Connecticut: American Oriental Series. Volumes 2-3.
4. Banarji, Suresh Chandra- 'Influence of Sanskrit out side India, A Companion to Sanskrit Literature, MLBD, 1971.
5. Excerpt from Wood's 2008 update of *Kalila and Dimna- Fables of Friendship*

and Betrayal.

6. Falconer, Ion Keith (1885), *KalilahandDimnahorTheFables of Bidpai*, Cambridge University Press, Amsterdam, 1970.
7. Hertel, Johannes (1908-15), *The Pañcatantra : a collection of ancient Hindu tales, in the recension called Pañcākhyanaka*, and dated 1199 A.D., of the Jaina monk, Pūrṇabhadra, critically edited in the original Sanskrit, Harvard Oriental Series Volume 11, 12, 13, 14.
8. *History of Sanskrit Literature*, A Berriedale Keith, Motilal Banarsidas Publishers Pvt. Limited, India, 1993.
9. *History of the Miration of Pañcatantra*.
<http://en.wikipedia.org/wiki/Panchatantra>.
<https://books.google.co.in/books?isbn=8184002483>
10. Ibnal-Muqaffa, Abd'allah, *Calilae Dimna*, Eds. Juan Manuel Cacho Blecua and Mariā Jesus Lacarra, Madrid: Editorial Castalia, 1984.
11. Ibnal-Muqaffa, Abdallah, *Kalilahet Dimnah*, Ed. P. Louis Cheiko. 3ed. Beirut: Imprimerie Catholique, 1947.
12. [Impact of Bhagavad Gita on West | Arise Bharat](#)
13. [Influence of Bhagavad Gita - Wikipedia, the free encyclopedia](#)
14. Jacobs, Joseph (1888), *The earliest English version of the Fables of Bidpai*, London.
15. James A. Hijiya, "The Gita of Robert Oppenheimer" Proceeding of the American Philosophical Society, 144, no. 2 (Retrieved on 27 February 2011).
16. Kāśīnāth Pāṇḍuraṅga Paraba, ed. (1896), *The Pañcatantra of Viṣṇuśarma*,
17. Tukārām Jāvajī, <http://books.google.com/-id=K71WAAAAAYAAJ>, _ Google Books.
18. Katchbull, Rev. Wyndham (1819), *Kalila and Dimna or The Fables of Bidpai*, Oxford, (Translated from Silvestre de Stacy's laborious 1816 collation of different Arabic manuscripts)
19. Mahulikar, Dr. Gauri, *Effect of Ramayana On Various Cultures And Civilisation*, Ramayana Institute.
20. Mark B. Woodhouse (1978), *Consciousness and Brahman-Atman*, The Monist, Vol. 61, No. 1, Conceptions of the Self: East & West (January, 1978), pages 109-124.
21. Neria H. Hebber, *Influence of Upanishads in the West*, Boloji.com. Retrieved on : 2012-03-02.
22. Olivelle, Patrick (2006), *The Five Discourses on Worldly Wisdom*, Clay Sanskrit Library.
23. Pañcatantra, <http://en.wikipedia.org/wiki/Panchatantra>, retrieved on Feb 1, 2008
24. Pandit Guru Prasad Shastri (1935), *Pañcatantra with the commentary Abhinavarajalaxmi*, Benares: Bhargava Pustakalaya.
25. Patrick Olivelle (2014), *The Early Upanishads*, Oxford University Press, ISBN 978-0195124354, page 12-14.
26. *Rajan, Chandra (transl.) (1993), Viṣṇuśarma: The Pañcatantra*, London: Penguin Books, ISBN-9780140455205-(reprint: 1995)(also from the North Western Family text.
27. Rohman, Todd (2009). "The Classical Period". In Watling, Gabrielle, Quay, Sara.
28. S Radhakrishnan, *The Principal Upanishads* George Allen & Co., 1951, pages 22, Reprinted as ISBN 978-8172231248
29. *The Gita of J. Robert Oppenheimer* by JAMES A. HIJIYA, Professor of History, University of Massachusetts Dartmouth (PDF file)
30. *The Pañcatantra*, Viṣṇuśarma, translated from Sanskrit with an Introduction

by

31. Valmiki's Ramayana illustrated with Indian miniatures from the 16th to the 19th Century 2012, Editions Diane de Selliers, ISBN 9782903656168
32. Video of London 2009 ICR Illustrated Lecture on the Westward Migration of Panchatantra from India.
33. Viṣṇuśarma, http://en.wikipedia.org/wiki/Vishnu_Sarma, retrieved on Feb 1, 2008.
34. Wilkinson (1930), *The Lights of Canopus described by JVS Wilkinson*, London: The studio.
35. Winternitz, M. *Some Problems of Indian Literature*—Munshiram Manoharlal, Delhi, 1978. www.comparativereligion.com/Gita.html

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

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

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

COURSE OBJECTIVES :

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

LEARNING OUTCOME:

- > Scholars who pursue this course will learn about the cultural contacts between India on the one hand and Europe, West Asia and South East Asia on the other during different phases of history.
- > They will also see how colonialism distorted India's achievements in knowledge production.
- > They will become aware of Indo European linguistics and cultural affinities, spread of Indian fables, the Upanishads, the Gita and Kalidasa's works in the west.
- > They will be able to appreciate the close relation between Upanishadic thought and Sufism.
- > They will study how Sanskrit literature has impacted India's cultural ties with South East Asian countries.

SEMESTER-VI

MAJOR- 14 (SNS-MAJ-6034)

SANSKRIT KAVYA LITERATURE AND PROSODY

Unit No.	Unit Content	Credit	No. Of Classes	Marks
I	Kumārasambhavam- - Chapter I(Verses:1-25) - Chapter V(Verses:1-25)	1	15	25
II	Introduction to Campu Literature. NALACAMPU : Ucchvāsa-1	1	15	25
III	- Gita : Cognitive and emotive apparatus. >Hierarchy of indriya,manas,buddhi and atman III.42; XV.7 >Role of the atman- XV.7;XV.9 >Mind as a product of prakṛti -VII.4 >Properties of three gunas and their impact on the mind-XIII.5-6;XIV.5-8,11-13;XIV.17	1	15	25
IV	Sanskrit Metres: Bhujāṅgaṇḍaprayāta, totaka, anuṣṭupa, ārya, mālinī, śikhariṇī, vasantatilaka, mandākrānta,sragdharā,śārdūlavikrīḍita, upendravajrā,upajāti	1	15	25

READING LIST:

- Chandomanjari of Gangadasa,Chaukhamba Surabharati Prakashan, Varanasi
- Kumārasambhava CantoI- VII,M.R.Kale,The Standard Publishing Co.,Bombay,1867.
- Nalacampu of Tribikram Bhatta,Bombay, 1867.
- Shreemadbhagavadgita by Maharishi Ved Vyasa.

COURSE OBJECTIVES:

- Students will study selected verses from classical Sanskrit kāvya texts such as Kumārasambhava, Nalacampu, and Bhagavadgita to understand their literary and philosophical depth.
- Students will explore the unique stylistic and thematic elements of kāvya literature.
- Students will gain knowledge of classical Sanskrit metres and the irrolein shaping poetic rhythm and structure.
- Students will develop the ability to read, analyze, and aesthetically appreciate complex poetic compositions.

LEARNING OUTCOME : After going through this unit, students will be able:

- To interpret and analyze verses from Kumārasambhava and Nalacampu with attention to imagery, rasa and poetic devices.
- To understand and analyze the insides of bhagavadgita.
- To identify and scan various classical Sanskrit metres such as bhujaṅgaprayāta, anuṣṭupa, mandākrānta, śārdūlavikrīḍita, and others.
- To understand the function and effect of metre in enhancing poetic beauty and emotional resonance.
- To develop a literary and technical command over Sanskrit kāvya reading and interpretation.

SEMESTER-VI

MAJOR -15 (SNS-

MAJ-6044)

Type	Credit	Class
DISSERTATION & VIVA VOCE	4	60

SEMESTER-I
FUNCTIONAL SANSKRIT
(SEC-1)

UNIT NO.	UNIT CONTENT	CREDIT	NO. OF CLASSES	MARKS
I	SANSKRIT ALPHABETS ➤ SPECIALITIES OF SANSKRIT ALPHABETS ➤ MAHESWARASUTRAM	I	15	25
II	GENERAL GRAMMAR ➤ VISESYA, VISESANA, LINGA, SHABDARUPA (संज्ञा, विभक्ति, लिंग, शब्दरूप, लकार, धातु) IN THREE GENDERS, ASMA, YUSMA, TAD, KIM, DHATURUP (अहम्, त्वम्, इहम्, त्वम्, तद्, किम्, धातु, लकार)	I	15	25
III	PRACTICAL PART ➤ READING(5 STORIES FROM THE PAÑCATANTRAM) ➤ RECITATION(GĪTĀ CH.1) ➤ MEMORIZATION OF 10 VERSES OF SANSKRIT FROM RĀMĀYAṆA. ➤ PARICHAYPRADANAM	I	15	25

READING LIST:

- RAMANATH SHARMA, PANINIAN TRADITION OF GRAMAR AND LINGUISTICS, D.K. PRINT WORLD PVT. LTD., 2017.
- ED. MEDHAMICHKA, SANSKRIT (DEVANAGARI) ALPHABET STUDY, VOL. I., ARSHA AVINASH FOUNDATION, COIMBATORE, 2015.
- ASHWINIKUMAR, THE SANSKRIT ALPHABET, DEVOTEES OF SRISRIRAVISHANKAR ASHRAM, 2017.

GRADUATE ATTRIBUTES :

- DISCIPLINARY KNOWLEDGE
- COMMUNICATION
- TRUE IDEA OF WRITING SKILLS OF SANSKRIT
- UPGRADED KNOWLEDGE OF ANCIENT INDIAN VALUE SYSTEM

- INCLINATION TO INDIAN KNOWLEDGE SYSTEM
- ATTRACTION TO OUR OWN CULTURE
- SOLUTION FOR MANY PROBLEMS THAT GREW THROUGH WRONG INTERPRETATION OF INDIAN CULTURE AND TRADITION

COURSE OBJECTIVES:

- ❑ STUDENTS WILL ACQUIRE KNOWLEDGE OF SANSKRIT Saṁbhāṣaṇa
- ❑ STUDENTS WILL GAIN BASIC KNOWLEDGE OF INDIAN SCRIPTS
- ❑ STUDENTS WILL STUDY THE HISTORY AND BACKGROUND OF SANSKRIT LANGUAGE AND DEVANAGARI SCRIPT.
- ❑ STUDENTS WILL GAIN KNOWLEDGE ABOUT SANSKRIT WRITING

SKILLS.

LEARNING OUTCOMES:

AFTER GOING THROUGH THIS UNIT STUDENTS WILL BE ABLE

- TO APPRECIATE THE VALUE OF KNOWLEDGE REGARDING ANCIENT INDIAN LITERATURE.
- TO GAIN KNOWLEDGE ABOUT VARIOUS INDIAN SCRIPTURES WHICH ARE THE ROOT OF INDIAN CIVILIZATION.
- TO APPRECIATE INDIAN KNOWLEDGE SYSTEM THAT EVOLVED IN THE INITIAL STAGE OF HUMAN CIVILIZATION.
- TO GRASP THE LINGUISTIC SIGNIFICANCE OF SANSKRIT AND ITS SCRIPTS.

SEMESTER-II
SANSKRIT GRAMMAR AND TRANSLATION
(SEC – 2)

UNIT NO.	UNIT CONTENT	CREDIT	NO. OF CLASSES	MARKS
I	PARAMETERS OF SANSKRIT GRAMMAR ❑ PHONOLOGY,MORPHOLOGY,SYNTAX AND SEMANTICS ❑ ANINTRODUCTIONTOTHEASTADHYAYI, MUGDHABODHA AND RATNAMĀLĀ	I	15	25
II	WRITING SKILL ❑ CONSTRUCTION OF SENTENCES (PRESENT,PAST AND FUTURE) IN SIMPLE SANSKRIT. ❑ GENERAL GRAMMAR (KARAKA PRAKARANA) ❑ SUFFIXES (KRT AND TADHIT)	I	15	25
III	PRACTICAL ❑ FIRST TEN SUTRAS OF THE ASTADHYAYI: MEMORISATION, BASIC LINGUISTIC DIMENSIONS, BASIC GRAMMATICAL ❑ TECHNIQUES VIZ.SUTRA,VRDDHI,GUNA, PRATYAHARA,ANUVRTTIANDITSKINDS, LOPA AND MATRA ❑ TRANSLATION FROM SANSKRIT TO ENGLISH/ASSAMESE ❑ TRANSLATION FROM ENGLISH/ ASSAMESE TO SANSKRIT	I	15	25

READING LIST:

- ❖ PANINIAN TRADITION OF GRAMMAR AND LINGUISTICS, RAMANATHSHARMA,D.K. PRINTWORLD PVT. LTD. 2017.
- ❖ THE ASTADHYAYI OF PANINI,TRANS, SRI SACHANDRAVASU,VOL.I,MOTILAL BANARASI DASS, DELHI.
- ❖ SANSKRIT LANGUAGE,GRAMMAR AND MEANING, KARUNAS INDHUDAS, SANSKRIT

PUSTAK BHANDAR.

- ❖ **MUGDHAVYAKARANA, ASIATIC SOCIETY OF BENGAL, 1913.**
- ❖ **RATNAMALAVYAKARANA, ASSAM SANSKRIT BOARD.**
- ❖ **TRANSLATION STUDIES: THEORIES AND APPLICATIONS (ED.), SUNIL SAWANT, ATLANTIC PUBLISHERS AND DISTRIBUTORS (P) LTD.**
- ❖ **A HANDBOOK OF TRANSLATION STUDIES, BIJAY KUMARDAS, ATLANTIC PUBLISHERS AND DISTRIBUTORS (P) LTD.**

GRADUATE ATTRIBUTES:

- ❑ **DISCIPLINARY KNOWLEDGE ABOUT SANSKRIT GRAMMAR AND TRANSLATION**
- ❑ **INCLINATION TO INDIAN KNOWLEDGE SYSTEM**
- ❑ **KNOWLEDGE OF LINGUISTICS PARAMETRES**
- ❑ **IMPORTANCE OF PANINIAN GRAMMAR**

COURSE OBJECTIVES:

- **STUDENTS WILL ACQUIRE THE BASIC KNOWLEDGE OF SANSKRIT GRAMMAR.**
- **STUDENTS WILL STUDY THE FOUR PRINCIPAL PARAMETRES OF LINGUISTICS.**
- **STUDENTS WILL GET THE OUTLINES OF THE TRANSLATION TRADITION OF ASSAM.**

LEARNING OUTCOMES:

AFTER GOING THROUGH THIS UNIT STUDENTS WILL BE ABLE–

- **TO GAIN KNOWLEDGE ABOUT THE RELATION BETWEEN GRAMMAR AND LINGUISTICS W.R.T. SANSKRIT GRAMMAR.**
- **TO APPRECIATE INDIAN KNOWLEDGE SYSTEM IN CONNECTION WITH THE DEVELOPMENT OF SANSKRIT GRAMMAR.**
- **TO ACQUIRE THE KNOWLEDGE OF SOME OF THE IMPORTANT TRANSLATION THEORIES.**
- **TO ATTEND TO THE IMPORTANT GRAMMATICAL AND LINGUISTIC CONCEPTS REFLECTED THROUGH FIRST TEN SUTRAS OF PANINI.**

SEMESTER - III
SANSKRIT AND INDIAN KNOWLEDGE SYSTEM
(SEC -3)

Unit No.	Unit Content	Credit	No. Of Classes	Marks
I	Importance of Vedic Mathematics	1	15	25
II	Arthaśāstra and Modern Administration	1	15	25
III	Geometric Concept from Śulvasūtra with Respect to Vedic altars	1	15	25

READINGLIST:

- Arthaśāstra of Kauṭilya(ed),Kangale,R.P.Delhi,MLBD,1965
- History of Hindu Mathematics,B. Datta andA.N.Singh,Asia Publishing House,Bombay, 1962
- Vedic Mathematics,B.k.TripathiMaharaja,MLBD,1965
- S.N.SenandA.K.Bag.The Śulbasūtras of Baudhāyana,Āpastamba,Kātyāyana and Mānava.Indian National Science Academy, New Delhi, India, 1983.

COURSE OBJECTIVES

Students will understand the significance and unique methodologies of Vedic Mathematics.

- Students will explore how ancient Indian administrative ideas, especially from Arthaśāstra,align with or inform modern governance systems.
- Students will gain knowledge of the geometric concepts from Śulvasūtras in the context of Vedic altar construction.
- Students will develop an appreciation for the practical and intellectual contributions of Indian knowledge systems in shaping logical, administrative, and mathematical thinking.

LEARNING OUTCOME

After going through this unit,students will be able:

- To comprehend the foundational ideas and techniques of Vedic Mathematics and their practical applications.
- To connect the principles of administration from Arthaśāstra with contemporary frameworks in public administration and governance.
- To understand and interpret geometric concepts from Śulvasūtras and their relevance in both ritual architecture and mathematical reasoning.
- ❖ To appreciate the continuity and adaptability of Indian intellectual traditions in modern academic and practical domains.

SEMESTER-III

History of Indian Medicine System

MINOR-1(Course3) (SNS-MIN-3014)

Unit No.	Unit Content	Credit	No. of Classes	Marks
I	➤ Introduction to Ayurveda (Definition and Subject matter of Ayurveda, Concept of Health in Ayurveda, Unique features of Ayurveda, History of Ayurveda.)	1	15	25
II	➤ Basics Principles of Ayurveda. (The Trigunas, The Pancamahabhutas, The Tridosas, The Saptadhatus, The Trayadosagni, The Trimalas.)	1	15	25
III	➤ Dietetics Nutrition and Treatment in Ayurveda. (Ayurvedic understanding of Nutrition and Metabolism, Classification of Ahara according to Ayurveda and Viruddhahara (incompatible diet), Role of Diet. Characteristics features of Vaidya. Ayurvedic Prenatal and Postpartum Care for Healthy Mothers and Babies, Samskara, Care of Infants and Children.)	1	15	25
IV	➤ Important Medicinal Plants and Their Base on Ayurveda. (Medicinal Plants in Susruta-Samhita Tulsi, Haridra, Sarpagandha, Ghrita-Kumari, Guggulu, Brahmi, Amala, Aswagandha and Arjun Tree.)	1	15	25

READING LIST:

1. A Concise History of Science in India, D.M. Bose, S.N. Sen and B.V. Subbaraiyappa (ed.), Indian National Science Academy, New Delhi, 1971.
2. Medicine in the Veda, K.G.Zysk, MLBD, Delhi, 1985
3. The Ayurveda, V.W. Karambelkar, ChowkhambaKrishnadas. Academy, Varanasi, 2003.
4. Acharya, Srinivas, Panchakarma Illustrated, Chaukhamba Sanskrit Pranshtama Delhi, 2006.
5. V.B. Athavale, Basic Principles of yurveda, Chaukhamba Sanskrit Pranshthan New Delhi, 2005.
6. Ayurveda KāSanksiptaInhāsa, Hindi SahityaSammelan, Allahabad
7. Bhagavan Dash, Vaidya, and Acarya Manfred M. Junius, A Handbook of Ayurveda, Concept Publishing Co., New Delhi, 1987.
8. Bhishagratna, KavirajKunjalal, ed., translator (2002) Sushruta Samhita Volumes I and II. Varanasi, India: Chowkhamba Sanskrit Series
9. Charak Samhita E-text: <http://www.charakasamhita.com/>
10. <http://www.speakingtree.in/blog/medicinal-plants-from-ancient-india>

Students will gain foundational knowledge of the Indian Medical System and its relevance in the present context.

- Students will understand the basic principles of Ayurveda, including the Philosophy of balance of life and health.
- Students will acquire insights into Ayurvedic dietetics, nutrition, and methods of treatment.
- Students will be introduced to important medicinal plants and their significance as per Ayurvedic texts.

LEARNING OUTCOMES

After going through this unit, students will be able:

- To grasp the foundational structure and holistic vision of the Indian Medical System.
 - To understand the guiding principles of Ayurveda such as the Tridoṣa theory, Panchamahābhūta and concepts of health and disease.
- To appreciate the role of nutrition and dietary guidelines in Ayurveda as a preventive and curative approach.
 - To recognize key medicinal plants and understand their classification and therapeutic use according to Ayurveda.
 - To relate ancient medical wisdom to modern health and wellness practices.

SEMESTER- III
INDIAN CULTURE
MINOR-1(Course 4)(SNS-MIN-3024)

UNITNO.	UNITCONTENT	CREDIT	NO. OF CLASSES	MARKS
I	UNDERSTANDING CULTURE > What is culture ? >Definition of Indian Culture, >Cultural in a multi-cultural society: Vedic sabhyata, Sindhu sabhyata, >Sanskrit in Indo-Islamic tradition (Proceedings of the Sagar University seminar on 'Islam ka Sanskrit parampara ko yogadana).	1	15	25
II	➤ VERSIONS OF RAMA LEGEND IN SANSKRIT LITERATURE – Valmiki's Ramayana,Bhasa's Pratima natakam, Bhavabhuti's Uttaramacaritam,Raghuva msam of Kalidasa, Somadeva's Kathasaritsagara, Ramayana manjari of Rajasekhara etc. Ritusamhara in folk music.	1	15	25
III	➤ SANSKRIT THEMES IN SATRIYA AND OJAPALI DANCE FORMS OF ASSAM	1	15	25

IV	➤ MAJOR AGRICULTURAL AND SEASONAL CULTURE OF ASSAM- BIHU, BHATHELI, ALIAI LIGANG	1	15	25
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READING LIST:

- Cultural Heritage of India, Vol VI, P. Ray and S. N. Sen (ed.), The Ramakrishna Mission Institute of Culture Calcutta, 2002
- Facets of Vedic Religion and Culture Maitreyi Bora, Pratibha Prakashan, Delhi, 2009
- Orient Thought and Culture through the Ages, Manjula Devi, Vidyanidhi Prakashan Delhi, 2017
- Assamese Theatre (Encyclopaedia of Indian Theatre -14) by Biswajit Sinha
- A History of Indian Literature : Assamese Literature by Satyendra Nath Sarma
- Western Influence on Modern Assamese Theatre by Pona Mahanta
- অসম নাট্য কাষ (প্রথম খণ্ড) by মমন্টু শইীষা
- অসমৰ নাট্য পৰম্পৰা by Dr. Subrate Jyoti Neog (part 1)
- Harichandra Bhattacharyya's "Asomiya Natya Sahityar Jilingani"
- Satyaprasad boruah's "Natakaru Abhinaya Prasanga"
- Maheswar Neog's "Bhaona"
- Ramayana of Valmiki (Eng. Tr.) H. P. Shastri, London, 1952-59 (3 VOL)

COURSE OBJECTIVES:

- To develop an understanding of the concept and dimensions of the Indian culture.
- To explore the multiple versions of the Rāma legends represented in Sanskrit literature.
- To study the influence of Assamese traditional dance forms like Sattriya and Ojapali.
- To examine the relationship between regional agricultural and seasonal festivals of Assam such as Bihu, Bhathehi and Ali Ai Ligang.

LEARNING OUTCOME:

After going through this unit, students will be able:

- To define and critically understand the concept to culture and its expression through literature and tradition.
- To identify and compare different versions of the Rāma narrative in Sanskrit literary texts.
- To recognize the influence of Sanskrit in the performing arts of Assam and understand their symbolic and thematic content.
- To analyze the cultural, seasonal and agrarian significance of major Assamese festivals and their literary reflections.
- To appreciate the interwoven nature of regional traditions and performing arts.

PAPERNAME-HISTORY OF VEDIC LITERATURE

MINOR-1(Course5)(SNS-MIN-4014)

Unit No	Unit Content	Credit	No. of Classes	Marks
I	The Four Saṁhitāa	1	15	25
II	The Major Brāhmaṇas	1	15	25
III	The Āraṇyakas and The Principal Upaniṣads	1	15	25
IV	The Six Vedangas	1	15	25

READING LIST:

- M.Krishnamachariar, History of Classical Sanskrit Literature, MLBD, Delhi.
- Gaurinath Shastri, A Concise History of Sanskrit Literature, MLBD, Delhi
- Maurice Winternitz, Indian Literature (Vol. I-III), also Hindi Translation, MLBD, Delhi.
- A.B.Keith, History of Sanskrit Literature, also Hindi translation, MLBD, Delhi.
- Baldev Upadhyay, Sanskrit Sahitya ka Itihas, Sharda Niketan, Varanasi.
- Ṛksūktāvalī, H.D.Velankar, Vaidika Sanshodhana Mandala, Pune, 1965.
- Vaidik Sangraha, Krishnalaal, Eastern Book Linkers, Delhi.
- Ṛksūktavaijayantī, H.D.Velankar, Bharatiya Vidya Bhavan, Bombay, 1972.
- Śatapatha Brāhmaṇa, (Ed.) Ganga Prasad Upadhyaya, SLBSRS Vidyapeeth, Delhi.
- Śuklayajurveda-Saṁhitā, (Vājasaneyi-Mādhyandina), (Ed.) Jagadish Lal Shastri, MLBD, Delhi, 1978.
- Atharvaveda (Śaunakīya): (Ed.) Vishva Bandhu, VVRI, Hoshiarpur, 1960.

GRADUATE ATTRIBUTES:

- Disciplinary Knowledge
- Basic ideas and Technicalities of Vedic Literature
- Upgraded Ideas of the Brahmanas
- Aranyakas and Upanisads
- Inclination to Indian Knowledge System
- Analytical Base for Some of the Important Upanishadic Ideas
- Knowledge of the origin of various Academic Fields in Ancient India on the basis of the study on the Vedangas

SEMESTER- IV

PAPER NAME- FUNDAMENTAL OF INDIAN PHILOSOPHY

MINOR-1(course6)(SNS-MIN-4034)

Unit No	Unit Content	Credit	No. of Classes	Marks
I	Introduction	1	15	25
II	General Introduction on Nyaya-Vaiśeṣika and Sāṃkhya-Yoga Philosophy	1	15	25
III	Introduction to Vedānta and Mīmāṃsā	1	15	25
IV	Introduction to Nastika Schools	1	15	25

READING LIST:

- Chatterjee, S.C.& D.M. Datta-Introduction to Indian Philosophy, Calcutta University Calcutta, 1968 (Hindi Translation also)
- A Primer of Indian Logic, Kuppaswami Shastri, Madras, 1951.
- The Elements of Indian Logic and Epistemology, Chondrodaya Bhattacharya.
- A Critical Survey of Indian Philosophy-Chandradhar Sharma
- Indian Philosophy-Dr.S. Radhakrishnan
- The Nyaya Theory of Knowledge-Satchidananda Murthy
- Classical Sāṃkhya-G. Larson
- Introduction to Mīmāṃsā Philosophy-R. Bhattacharya
- Vedānta: A Simple Introduction-Swami Dayananda Saraswati
- The Cārvāka Philosophy: A Study in Indian Materialism-Debiprasad Chattopadhyaya
- The Central Philosophy of Buddhism-T.R.V. Murti
- The Essentials of Jainism-Dr. Umaswati.

GRADUATE ATTRIBUTES:

Graduates of this course will demonstrate:-

- Critical Thinking : Ability to analyze and evaluate philosophical arguments in Indian traditions with logical coherence and depth.
- Cultural Sensitivity : Awareness of India's diverse philosophical heritage and its relevance to contemporary thought.
- Ethical Reasoning : Understanding of ethical frameworks and moral philosophies from Indian systems such as Dharma, Karma, and Mokṣa.
- Scholarly Communication : Ability to articulate and present complex philosophical ideas effectively in oral and written form.

- Research Orientation : Competence to engage incomparative philosophical studies and further research in Indian knowledge systems.
- Spiritual and Intellectual Growth: Development of inner reflection and understanding through exploration of metaphysical and epistemological concepts.

COURSE OBJECTIVES:

The primary objectives of the course are:-

- Introduce students to the core ideas, categories, and thinkers of Indian philosophy.
- Develop an understanding of the historical and cultural contexts of various Indian philosophical schools.
- Provide tools for critical analysis of texts and arguments within Indian philosophical traditions.
- Encourage interdisciplinary engagement, especially with ethics, linguistics, logic, psychology, and metaphysics.
- Inspire students to explore relevance and application of Indian philosophy in modern academic and real-life settings.

LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:-ⁱⁱ

- Explain the fundamental concepts and categories of major Indian philosophical systems (Āstika and Nāstika schools).
- Differentiate between key schools like Sāṃkhya, Yoga, Nyāya, Vaiśeṣika, Mīmāṃsā, Vedānta, Buddhism, and Jainism.
- Analyze concepts such as Pramāṇa (means of knowledge), Atman (self), Brahman (ultimate reality), Karma, and Mokṣa.
- Apply Indian philosophical insights to contemporary issues in ethics, metaphysics, and epistemology.
- Critically compare Indian philosophy with Western philosophical traditions.
- Develop logical reasoning through Indian philosophical methodologies.

SEMESTER- V
CLASSICAL SANSKRIT LITERATURE
MINOR–1(Course7)(SNS-MIN-5014)

UNITNO.	UNITCONTENT	CREDIT	NO. OF CLASSES	MARKS
I	➤ SANKARADEVA CARITA (Maheswar Hazarika) Chapter-5, Manikancanamilanam.	1	15	25
II	➤ SRĪMADBHAGAVADGĪTĀ- BHAKTI YOGA	1	15	25
III	➤ RAGHUVAMŚAM-CANTO1	1	15	25
IV	➤ NITISATAKAM (Verses 1-30)	1	15	25

READING LIST:

- Ramayana of Valmaki.(Eng.Tr.)H.P.Shastri, London,1952-59.(3Vols).
- M.R.Kale(Ed.),Raghuvamśam of Kālidāsa,MLBD,Delhi
- C.R.Devadhar(Ed.),Raghuvamśam of Kālidāsa, MLBD.Delhi
- Śrīmadbhagavadgītā–EnglishTranslation by Jaydayal Gyandka,Tattavivecinī Gītā Press, Gorakhpur,1997
- Śrīmadbhagavadgītārahasya – The Hindu Philosophy of Life, Ethics and Karmayogaśāstra Religion, Original Sanskrit Stanzas with English Translation,BalGangadharilak & Balchandra SitaramSukthankar, J.S.Tilak& S.S.Tilak,1965.
>M.R.Kale(Ed.)Nitisatakam of Bhartihari,MLBD,Delhi

COURSE OUTCOME:

- Students will study key Sanskrit texts representing epic, devotional, poetic and didactic genres.
- Students will gain an understanding of the literary and philosophical depth of the Rāmāyaṇa(Bālakāṇḍa) and Śrīmadbhagavadgītā (Bhakti Yoga).
- Students will explore the poetic excellence and stylistic features of Kālidāsa’s Raghuvamśa(Canto 1).

- Students will analyze moral and political values presented through stories in the Hitopadeśa(Mitralābha).

LEARNING OUTCOME:

After going through this unit, students will be able:

- To interpret the narrative structure and core teachings of the Bālakāṇḍa in the Rāmāyaṇa.
- To understand the spiritual philosophy and key concepts of devotion (bhakti) in the Śrīmadbhagavadgītā.
- To appreciate the poetic form, imagery and linguistic richness of Raghuvamśa Canto 1.
- To analyze the fables and moral lessons in the Hitopadeśa, applying them to ethical reasoning and social behavior.
- To enhance their reading comprehension and interpretive skills in classical Sanskrit literature.

SEMESTER - V

HISTORY OF SANSKRIT SCIENTIFIC LITERATURE

MINOR-1(Course8)(SNS-MIN-5024)

Unit No.	Unit Content	Credit	No. Of Classes	Marks
I	Indian Medical Science: ▪ CarakaSaṁhitā-Dīrghajīvitam	1	15	25
II	Indian Mathematics: ▪ Līlāvatī(1-5)	1	15	25
III	Vṛhatsaṁhitā: ▪ Vṛksāyurveda:PARTII,55th Chapter	1	15	25
IV	Ancient Indian Architecture	1	15	25

READING LIST:

- M.Krishnamachariar, History of Classical Sanskrit Literature, MLBD, Delhi.
- Gaurinath Shastri, A Concise History of Sanskrit Literature, MLBD, Delhi.
- Maurice Winternitz, History of Indian Literature (Vol.3-Part-II), also Hindi Translation. MLBD, Delhi.
- V.Subrahmanya Sastri, Brihatsamhita, MLBD Bangalore
- Srivastava, Ar.A.K. The History of Indian Architecture, 2022
- Lilavati of Bhaskaracarya, ed. by Pt. Surendra Sarma, Chaukhamba Vidya Bhawan

GRADUATE ATTRIBUTES:

- Disciplinary Knowledge
- Basic Ideas of Indian Scientific concepts and thought
- Inclination to Indian Knowledge System

COURSE OBJECTIVES:

- Students will acquire knowledge of various aspects of Sanskrit Scientific Literature.
- Students will gain knowledge about the Base of India's Cognitive hierarchy.
- Students will gain knowledge about Indian Traditional and Cultural Attachment with Science.

LEARNING OUTCOME:

After going through this unit students will be able.....

- To understand the basic ideas and concepts of Sanskrit Scientific Literature.
- To grasp the Psychological and Cultural base Indian Scientific Thoughts and to appreciate Indian Knowledge System that evolved in the Society Reflected through Various Sanskrit Works.
- To correlate various ideas and concepts of Ancient India with many of the Modern Thoughts.

SEMESTER- VI

SMRITI LITERATURE AND PROSODY

MINOR- 1 (Course 9)(SNS-MIN-6014)

UNIT NO.	UNIT CONTENT	CREDIT	NO. OF CLASSES	MARKS
I	➤ MANUSMṚTI:RĀJADHARMA(CHAPTER-7)	1	15	25
II	➤ NĀRADASMṚTI:DĀYAVIBHĀGA	1	15	25
III	➤ ARTHŚĀSTRA: VINAYĀDHĪKARIKAM	1	15	25
IV	➤ SANSKRIT METRES- (GĀYATRĪ, UṢŪK, ANUṢṬUP. BRHATI, PAṀKTI, TRIṢṬUP, JAGATI,BHUJAMGAPRAYATA,TOTAKA, ANUṢṬUP, ĀRYA, MĀLINĪ, ŚIKHARINĪ, VASANTATILAKA, MANDĀKRĀNTA, SRAGDHARĀ, ŚĀRDŪLAVIKĪḌITA, UPENDRAVAJRA, UPAJĀTI)	1	15	25

READING LIST:

- Kane,P.V. History of the Dharmaśāstras Vol. 1.
- Manusmṛti,J.L.Shastri, MLBD,1983
- Arthaśāstra of Kauṭilya-(ed),Kangale,R.P.Delhi,MLBD,1965
- Chandomanjari of Gangadasa,Chaukhamba Surabharati Prakashan,Varanasi

COURSE OUTCOME:

- Students will explore the principles of Rājadharmā(duties of a ruler)as outlined in the Manusmṛti (Chapter 7).
- Students will gain an understanding of inheritance law (Dāyavibhāga) through selected sections of the Nāradsṁṛti.
- Students will study key administrative and disciplinary principles from theVinayādhikarāṇa of the

Arthaśāstra.

- Students will be introduced to a wide range of Sanskrit metres, developing an understanding of poetic rhythm, structure and composition.

LEARNING OUTCOME:

After going through this unit, students will be able:

- To interpret and explain the concept of Rājadharmā and its importance in ancient Indian political thought.
- To understand the legal and ethical framework of inheritance as discussed in the Nārada-smṛiti.
- To analyze administrative rules and disciplinary systems from Kautilya's Arthaśāstra, focusing on the Vinayādhikaraṇa section.
- To identify and scan various Sanskrit metres including Vedic (e.g., Gāyatrī, Triṣṭup, Jagatī) and classical (e.g., Mandākrāntā, Śikharinī, Śārdūlavikrīḍita, Upajāti) forms.
- To appreciate how metre enhances meaning, emotion and beauty in Sanskrit poetry.

SEMESTER- VI

MINOR- 1 (Course 10)(SNS-MIN-6024)

INTRODUCTION TO INDIAN SCRIPTS

Unit No.	Unit Content	Credit	No.Of Classes	Marks
I	Epigraphy • Introduction to Epigraphy & types of inscriptions • Importance of Indian Inscriptions in the reconstructions of ancient Indian History & Culture • Contribution of Scholars in the field of Epigraphy : Fleet, Cunningham, Princep, Buhler, Ojha, D.C.Sircar. MMS	1	15	25
II	Palaeography • Antiquity of the Art of Writing • Writing Materials, inscribers, library • Introduction to Ancient Indian Scripts and Assamese Scripts.	1	15	25
III	Ancient Indian Script • Main Eras used in Inscriptions –Vikrama Era, Saka Era and Gupta Era.	1	15	25
IV	Selected InscriptionsI ➤ Kanai Barasi Bowa Silalekh	1	15	25

READING LIST:

- Indian Epigraphy, D.C.Sircar, MLBD, 2017
- Indian Epigraphy (A Guide to the Study of Inscriptions in Sanskrit, Prakrit, and the Other Indo-Aryan Languages), Richard Salomon, Oxford University Press, 1998.
- □□□□□□□□□□□□□□□□□□□□ : Studies in Ancient Indian Inscriptions, SivaSvarupSahay, MLBD.
- Indian Epigraphy, A.V.NARASIMHAMURTHY, B.R.PUBLISHING CORPORATION.
- Inscriptions of Ancient Assam, MukundaMadhavaSharma, GauhatiUniversityPress, 2017.
- Asomia Lipi- Dr. Kanak Ch. Sahariah

COURSE OUTCOME

- Explain the significance of epigraphy and palaeography in the study of Indian history, culture, and religion.
- Associate with the Indian Dating System.
- Develop the idea of the Art of Writing in Ancient India.
- Summarize the historical development and geographical distribution of different Indian scripts and writing systems.

- Assess the textual content and epigraphic conventions of selected inscriptions to extract historical and cultural information.

