

**B.A. (Regular) Sanskrit
Core Papers (4)**

SKT-RC-1016 Basic Sanskrit	SKT-RC-2016 Indian Culture and Social Issues
SKT-RC-3016 Basic Principles of Indian Medicine System (Ayurveda)	SKT-RC-4016 Fundamentals of Indian Philosophy

SKT-RC-1016
Basic Sanskrit

Total Credits 6

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

[B] Course Objectives:

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

[C]Unit-Wise Division:

Unit I

Grammar and Composition Part I

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

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

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

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

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

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

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

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

Unit II

Grammar and Composition Part II

Special Verb forms – *in parasmaipada* –past,

present, future and imperative - *kṛ, śrū*

Special Verb forms – *in parasmaipada* –past,

present, future and imperative *jñā* .

Special Verb forms – *in parasmaipada* –past,

present, future and imperative *dā*.

ātmanepada – *sev, labh*

Phonetic changes – *visarga sandhi*

vowel sandhis.

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

Pratyayas – *ktivā, lyap, tumun*.

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

kta, ktavatu

Unit III

Literature

Gita Chapter XII

Recommended Books/Readings:

SKT-RC-2016

Indian Culture and Social Issues

Total Credits 6

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

[B] Course Objectives:

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

[C] Unit-Wise Division:

Unit I

Understanding Culture

.What is culture? Culture and Civilization

What is 'Indian' culture?

Culture in a multi-cultural society

Vedic sabhyata

Sindhu sabhyata

Sanskrit in Indo-Islamic tradition –

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

Ojapāli

Versions of the Rāma legend in Sanskrit literature – Vālmīki's Rāmāyaṇa, Bhāsa's

Pratimā nāṭakam, Bhavabhūti's Uttarāma

caritam, Raghuvamśam of Kalidasa,

Somadeva's Kathāsaritsāgara, Rāmāyaṇa

mañjari of Rājaśekhara etc.

Ritusamhāra in folk music

Sanskrit themes in Satriya dance form of Assam.

Kusangan of undivided Goalpara District.

Major agricultural and seasonal festivals of India and the Indian calendar – Bihu, Holi, Pongal, Makar Samkrāntī, Lohari, Oṇam, Baisakhi, Śrāvaṇī Pūrṇimā

Unit II

Social Issues

Law and change – Dharma as an ever evolving phenomenon

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

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

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

Caste – Voices of challenge Traditional *varṇa* hierarchy

Vajrasūcī by Aśvaghoṣa

Identity of women

Draupadī's question– Mahābhārata, *Sabhā Parva*

– *Dyūta Parva* (sanskritdocuments.org)

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

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

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

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

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

Recommended Books/Readings:

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

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

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

4. Lingat Robert, Classical Hindu Law,

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

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

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

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

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

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

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

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

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

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

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

16. Lingat Robert, Classical Hindu Law,

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

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

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

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

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

22. Prabhu, P.H., Hindu Social Organisation, Popular Prakashan, Mumbai, 1998, pp. 257-283.
23. Rama Krishna Mission, The Cultural Heritage of India, Calcutta
24. Yadav B.N. S., Society and Culture in Northern India, Allahabad, 1973

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

Total Credits 6

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

[B]Course Objectives:

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

[C]Unit-Wise Division

Unit I
**Introduction to Indian Medicine System:
Ayurveda**

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

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

Eight Components of Ayurveda(aṣṭāṅga Ayurveda):

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

Unit II

Basic Principles of Ayurveda

The Trigunas: Sattva,Rajas and Tamas.

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

The Tridosas: Va ta,Pitta and Kapha.

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

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

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

Ayurvedic understanding of lifestyle and concepts of preventive medicine.

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

Unit III

Dietetics, Nutrition and Treatments in Ayurveda

Ayurvedic understanding of nutrition and metabolism, Classification of ahara according to Ayurveda and Viruddhahara (incompatible diet) & role of diet. Commonly used substances and their therapeutic properties and Pharmacology: Introduction to basic principles of Ayurvedic pharmacology, Art and science of Ayurvedic Pharmacy and Understanding Ayurvedic Herbs and common formulations Pancakarma and Other Ayurvedic Specialty Treatments: Method and classification of treatments in Ayurveda, Pretreatment, Therapeutic vomiting (Vamana), Purgation Therapy, Enema (Basti), Nasal Administration – Nasya, Blood Letting (RaktaMoksha), Introduction and importance of Pancakarma/Detoxification, Science and art of rejuvenation (Rasayana and Vājīkaraṇa). Ayurvedic prenatal and postpartum care for healthy mothers and babies, Saṁskara, care of infants and children

Unit IV

Important Medicinal Plants in Ayurveda

Medicinal Plants in Susruta Samhita : Tulsi , Haridra , Sarpagandha , Ghrta Kumari , Guggulu,

Brahmi , Amala, Aswagandha , Arjun Tree,

Turmeric, Ceylon Hydrolea, Neema Plant, Lady Ferns, Blackberries, Pot, Marigold, Camomile, Peppermint, Fenugreek and Aloe Vera.

Recommended Books/Readings:

1. Acharya, Srinivas, Panchakarma Illustrated, Chaukhamba Sanskrit Pratishtana, Delhi, 2006.
2. V.B. Athavale, Basic Principles of yurveda, Chaukhamba Sanskrit Pratishtan New Delhi, 2005.
3. Āyurveda Kā Saṅkṣipta Itihāsa, Hindi Sahitya Sammelan, Allahabad.
4. Bhagavan Dash, Vaidya, and Acarya Manfred M. Junius, A Handbook of Ayurveda, Concept Publishing Co., New Delhi, 1987.
5. Bhishagratna, Kaviraj Kunjalal, ed., translator. (2002). Sushruta Samhita Volumes I and II. Varanasi, India: Chowkhamba Sanskrit Series.
6. Charak Samhita E-text: <http://www.charakasamhita.com/>
7. <http://www.speakingtree.in/blog/medicinal-plants-from-ancient-india>
8. http://www.tkd.res.in/tkd/langdefault/ayurveda/Ayu_Principles.asp?GL=#q1
9. K. R. Srikantha Murthy, Illustrated Susruta Samhita, Chaukhamba Orientalia, 2012
10. M.S. Valiathan, An Introduction to yurveda Paperback, Universities Press (India) Private Limited, 2013
11. M.S. Valiathan, The Legacy of Suśruta, Universities Press, 2007
12. Priya Vrat Sharma, Essentials of yurveda: Sodasangahṛdayam, Motilal Banarsidass Publishers, 1999
13. Ravi Datta Tripathi, Vāgbhaṭa's Aṣṭāṅg-saṅgraha, Chowkhamba Sanskrit Pratishtanam, Delhi., 2011.
14. Shantha Godagama, The Handbook of yurveda, North Atlantic Books, 2004
15. Sharma, Priyavrit V., ed., translator. (1981-1994). Charaka Samhita, Vols. 1 - 4, Chaukhamba Sanskrit Series, Varanasi, India: Varanasi, India: Chowkhamba Sanskrit Series.

16. Sharma, Ram Karan and Bhagawan Dash, Vaidya, eds., translators (1992 – 2000). CharakaSamhita Vols. 1 – 6. Varanasi, India. Chaukhamba Sanskrit Series.
17. Srikrishnamurthy, K.R. Srikantha, translator. (1991-1992). Vagbhata, AstangaHridayam Vols. 1 and 2. Varanasi, India: Krishnadas Academy.
18. Srikrishnamurthy, K.R. Srikantha, translator. (2001). Sharangadhara Samhita: A treatise on Āyurveda. Varanasi, India: ChaukhambaOrientalia.
19. SusrutaSusruta (Author), Kunja Lal Bhishagratna, An English Translation of the Sushruta Samhita, Based on Original Sanskrit Text. Edited and Published by KavirajKunja Lal Bhishagratna. with a Full ... Notes, Comperative Views, Index, Glossary, Nabu Press, 2012
20. R.N.Sarma, Bhaisajyaratnāvali , Guwahati

Fundamentals of Indian Philosophy

Total Credits 6

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

[B]Course Objectives:

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

[C]Unit-Wise Division:

Unit I

Fundamentals of Philosophy

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

Unit II

Schools of Indian Philosophy

Heterodox Schools

Cārvāka – General introduction with emphasis on Challenge to Veda, Rejection of Transcendental Entities, Ethics (Based on *Sarvadarshansamgrah*)
Jainism – General introduction with emphasis on Anekāntavāda, Syādvāda, Saptabhaṅginaya, triratna
Buddhism- General introduction with emphasis on Four Noble Truths

Orthodox Schools of Philosophy

Sāṃkhya – General Introduction with emphasis on prakṛti, guṇatraya & puruṣa, Entities (Based on Sāṃkhyakārikā)
Yoga - Eight fold path of Yoga (Based on Yogasūtra Sādhanapāda and *Yogabhāṣya thereon*)
Nyāya –General introduction with emphasis on Vaiśeṣika : Seven Padārthas (Based on *Tarkasamgraha*)

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

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

Unit III Problems in Indian Philosophy

Epistemology : six pramāṇas

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

Ethics : Karma & Punarjanma theory, Liberation

Recommended Books/Readings:

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

Delhi

Regular SEC

SKT-SE -3014 Acting & Script Writing	SKT-SE -4014 Sanskrit Metres & Music
SKT-SE -5014 Niti Literature	SKT-SE -6014 Grammar and Translation

Acting and Script Writing

Total Credit 6

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

[B] Course Objectives:

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

[C] Unit-Wise Division:

Unit I

Acting (Abhinaya)

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

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

Definition of abhinaya and its types:

- Āṅgika* (gestures): *aṅga*, *upāṅga* and *pratyaṅga*
- Vācika*(oral): *svara*, *sthāna*, *varṇa*, *kāku*, *bhāṣā* .
- Sāttvika* (representation of the Involuntary gestures)

d. *Āhārya*: *pusta*, *alaṅkāra*, *aṅgaracanā*, *sañjiva*
(dresses and make-up)

Unit II

Script Writing

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

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

Division of Plot

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

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

Five kinds of *Arthopakṣepaka* (interludes);

Dialogue writing: kinds of *saṁvāda* (dialogue)

Sarvaśrāvya or *Prakāśa* (aloud)

Aśrāvya or *Svagata* (aside)

Niyataśrāvya : *Janāntika* (personal address),

Apavārita (confidential)

Ākāśabhāṣita (conversation with imaginary person).

a. Duration of play

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

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

Recommended Books/Readings:

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

SKT-SE -4014

Sanskrit Metres and Music

Total Credits 4

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

[B] Course Objectives:

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

[C] Unit-Wise Division:

Unit I

Brief Introduction to Chandaḥśāstra

Brief Introduction to Chandaḥśāstra

Unit II

Classification and Elements of Sanskrit Meter

Syllabic verse (akṣaravṛtta):

Syllabo-quantitative verse (varṇavṛtta)

Quantitative verse (mātrāvṛtta)

Syllables: laghu and guru

Gaṇa

Feet

Unit III

Analysis of Selected Vedic Meter and their Lyrical Methods

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

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

Unit IV

Analysis of Selected Classical Meter and their Lyrical Methods

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

*bhujanagaprayata, sragvini , tot aka, harigi tika ,
vidyunma la , anustupa, arya ma lini , sikharini ,
,
vasantatilaka , mandakranta , Sragdhara and,
sardu lavikridita*

Suggested Books/Readings:

- Brown, Charles Philip (1869). Sanskrit Prosody and Numerical Symbols Explained. London: Trübner & Co.
- Deo, Ashwini. S (2007). The Metrical Organization of Classical Sanskrit Verse, (PDF). Journal of Linguistics 43 (01): 63–114. doi:10.1017/s0022226706004452.
- Recordings of recitation: H. V. Nagaraja Rao (ORI, Mysore), Ashwini Deo, Ram Karan Sharma, Arvind Kolhatkar.
- Online Tools for Sanskrit Meter developed by Computational Linguistics Group, Department of Sanskrit, University of Delhi: <http://sanskrit.du.ac.in>

SKT-SE -5014

Niti Literature

Total Credits 4

[A]	Prescribed Course:	Marks
	Unit I Pancatantram	30
	Unit II Nitisatakam	25
	Unit III General Introduction to Sanskrit Literature	25

[B] Course Objectives:

This course aims are to get the students acquainted with the outline of Sanskrit Niti literature including the text readings of the Pancatantram and Niti atakam with the General Introduction to Sanskrit Literature.

[C] Unit-Wise Division:

Unit I Pancatantram

(A study of these texts is expected for answering critical questions, translations and explanations)

Text Introduction of the following:

*k sapanakakatha , simha-karaka-murkha- brahmana
katha*

Text Introduction of the following:

murkhapandita-katha , vanara-makarakatha
and gangadatta- mandukakatha

Unit II

Nitisatakam (M.R. Kale Edition)

(A study of these texts is expected for answering critical questions,
translations and explanations)

Introduction to Nitisatakam

Text reading of Nitisatakam from verses: 01-10.

Text reading of Nitisatakam from verses: 11-30

Unit III

General Introduction to Sanskrit Literature

Mahakavya (Kalidasa and Bharavi), Prose
(Banabhatta and Dandin)

Drama (Bhasa, Kalidasa and Bhavabhuti)

[D] Suggested Books/Readings:

- 1.A Collection of Ancient Hindu Tales (ed.) Franklin Edgerton, Johannes Hertel, 1908.
- 2.M.R. Kale, Pan catantram(ed. and trans.), Motilal Banarasidass, Delhi, 1999.
- 3.Chandra Rajan, Pa catantram(trans.) Penguin Classics, Penguin Books.
- 4.Dasgupta, S.N., A History of Sanskrit Literature: Classical Period, University of Calcutta, 1977.
- 5.Keith, Arthur Berriedale, A History of Sanskrit Literature, MLBD, Delhi.
- 6.Krishnamachariar M,Classical Sanskrit Literature,MLBD, Delhi.
7. M.R. Kale (ed) Nitisatakam of Bhartrhari MLBD, Delhi

SKT-SE -6014

Grammar and Translation

Total Credits 4

[A]	Prescribed Course:	Marks
	Unit I Samjna and Sandhi	20
	Unit II Samasa	20
	Unit III Vibhaktyartha Prakarana	20
	Unit IV Composition	20

Course Objectives:

This course aims to get the students to know the basics of Sanskrit Grammar, including rules of Samjna , Sandhi, Sam sa and Vibhaktyarth Prakara abased on Laghusiddhantakaumudī, a primer of Pāṇinian grammar. Besides, the students will be able to translate sentence and write short paras in Sanskrit.

Unit-Wise Division:

Unit I **Samjna and Sandhi**

Sanjna Prakarana , Following Sandhis according to Laghusiddh ntakaumudi - ac- yan , guna, aya di, v rddhi, pu rvaru pa

hal and visarga Sandhis-Scutva, Stutva, anuna sikatva, chhatva, jas tva, satva, utva, lopa,rutva

Unit II

Samasa

Basic concepts of Samasa and types

Unit III

Vibhaktyarth Prakarana

Vibhaktyartha Prakarana (Laghusiddhantakaumudi)

Unit IV

Composition

Short essays on traditional and modern subjects.
Translation from and into Sanskrit.

Suggested Books/Readings:

- 1.V.S. Apte, The Students' Guide to Sanskrit Composition, Chowkhamba Sanskrit Series, Varanasi (Hindi Translation also available).
- 2.M.R. Kale, Higher Sanskrit Grammar, MLBD, Delhi (Hindi Translation also available).
- 3.Kanshiram, Laghusiddhantakaumudī (Vol. I), MLBD, Delhi, 2009.
4. Basu S.C. Vaiyakaranasidhhantakaumudi (Vols I, II)
5. Basu S.C. Astadhyayi (Vols I, II)
6. Vidyasagar , Ishvarachandra, Samagra Vyakarana Kaumudi
7. Sarma R.N. Sanskrit Vyakarana Manjari
8. Online Tools for Sanskrit Grammar developed by Computational Linguistics Group, Department of Sanskrit, University of Delhi:
<http://sanskrit.du.ac.in>.

B.A. (Regular) Sanskrit
Discipline Specific Elective (DSE)
Semester V (Any One)

SKT-RD-5016 Theatre & Dramaturgy	SKT-RD-5026 Fundamentals of Ayurveda
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Semester VI (Any One)

SKT-HD-6016 Environmental Awareness in Sanskrit	SKT-HD-6026 Kamarupa School of Dharmasastras
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SKT-RD-5016

Theatre and Dramaturgy in Sanskrit

Total Credits 6

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

[B]Course Objectives:

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

[C]Unit-Wise Division:

Unit I

Theatre: Types and Construction

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

Unit II

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

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

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

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

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

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

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

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

Unit III

Tradition and History of Indian Theatre

Origin and development of stage in different ages:

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

Recommended Books/Readings:

1. Ghosh , M.M. - *Nāṭyaśāstra of Bharatamuni*, pp. 18-32.

2.Hass , *The Daśarūpa: A Treatise on Hindu Dramaturgy*, kārika 7,8,11- 24,30,36,43,48,57-65.

3. Hass , *The Daśarūpa: A Treatise on Hindu Dramaturgy*, kārikās 2/1-5,8,9,15.

4.Hass , *The Daśarūpa: A Treatise on Hindu Dramaturgy*, kārikās 4/1-8,43,44

5.Farley P.Richmond, (2007),ed. *Indian Theatre: traditions of performance*, vol-I, Origins of Sanskrit Theatre, pp. 25-32.

6.Farley P.Richmond, (ed) *Indian Theatre: traditions of performance* vol-I Delhi, MLBD. 2007, pp. 25-32.

7.Ghosh , M.M, *Nāṭyaśāstra of Bharatamuni*, vol-1, Manisha Granthalaya, Calcutta, 1967.

8.Hass, *The Daśarūpaka : A Treatise on Hindu Dramaturgy*, Columbia University, NewYork , 1912

9. *Chakravarty Shrutidhara- Architecture in the Natyasastra, Studies in Sanskrit Literature,*

Culture and Art, Pratibha Prakashan, Delhi, 2011

SKT-RD-6016

Fundamentals of Ayurveda

Total Credits 6

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

[B] Course Objectives:

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

[C] Unit-Wise Division:

Unit I Introduction of Āyurveda

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

Unit II Carakasa Samhitā – (Sūtra-sthānam)

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

Regimen of Fall Winter (Hemanta), Winter (Śisira) & Spring (Vasanta) seasons.

Regimen of Summer (Grīśma), Rainy (Varsā) and Autumn (Śarada) seasons.

Unit III

Bhaisajyaratnavali

Bhaisajyaratnāvali (Avatāraprakaraṇa) (Ch. I)

Bhaisajyaratnāvali (Miśravargaprakaraṇa) (Ch. III)

[D] Suggested Books/Readings:

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

Environmental Awareness in Sanskrit literature

Total Credits 6

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

[B]Course Objectives:

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

[C]Unit-Wise Division

Unit I

Modern Environmental Perspective and Sanskrit Literature

Science of Environment :Definition, Scope and Modern Crises :
Role of Environment in human civilization; Meaning and definitions of The Environment; Various name for Science of Environment: 'Ecology', '*Paryavarana*', '*Prakriti Vijnana*';
Main components of Environment: living organisms(*Jaiva Jagat*) and non-living materials (*Bhoutika Padarth*).
Elementary factor of Environment Physical elements, Biological elements and Cultural elements
Moden Challenges and Crises of Environment : Global warming, Climate change, Ozone depletion, Explosively increase in Pollution, Decrease in underground water label, River pollution, Deforestation in large scale. Natural calamities such as flood , draft and earthquakes Environmental
Background of Sanskrit Literature : Importance of Sanskrit Literature from the view point of Science of environmenConcept of ' Mother Earth' and worship of Rivers in Vedic literature; Brief survey of

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

Unit II

Environment Awareness in Vedic Literature

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

Environment Preservation in Vedic Literature:

Five elementary sources of environment preservation: Parvat (mountain),

Soma (water), Vayu (air), Parjanya (rain) and Agni (fire) (*Atharvaveda*, 3.21.10); Environment Protection from Sun

(*Rgveda*, 1.191.1-16, *Atharvaveda*, 2.32.1-6,

Yajurveda, 4.4.10.6); Congenial atmosphere for the life created by the Union of herbs and plants with sun rays

(*Atharvaveda*, 5.28.5); Vedic concept of Ozone-layer Mahat ulb' (*Rgveda*, 10.51.1; *Atharvaveda*, 4.2.8); Importance of plants

and animals for preservation of global ecosystem; (*Yajurveda*, 13.37); Eco friendly environmental organism in Upanishads

(*Bṛhadaranyaka Upanishad*, 3.9.28, *Taittiriya Upanishad*, 5.101, *Iso-Upanishad*, 1.1)

Unit III

Environment Awareness in Classical Sanskrit Literature

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

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

Environmental Awareness and Water management :
 Various types of water canals 'Kulya' for irrigation : canal originated from river 'Nadimatr mukha kulya', canal originated from nearby mountain 'Parvataparsva vartini kulya', canal originated from pond, 'Hrdasrta kulya', Preservation of water resources 'Vapi -kupa -tadaka' (Agnipuranas,209-2;V.Ramayana,2.80.10-11); Water Harvesting system in Arthasastra (2.1.20-21);Underground Water Hydrology in Brhatsamhita (Dakargaiadhyaya,chapter-54);

Universal Environmental Issues in Literature of Kalidasa :
 Eight elements of Environment and concept of 'Astamurti' Siva (Abhijnasakuntalam1.); Preservation of forest,water resources, natural resources; protection of animals, birds and plant in Kalidasa's works, Environmental awareness in Abhijnasakuntalam Drama, Eco- system of indian monsoon in Meghdoot, Seasonal weather conditions of Indian sub continent in Rtusamhara, Himalayan ecology in Kumarasambhava,
 Oceanography in Raghuvamsa (canto-13).

Recommended Books/Reading:

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

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

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

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

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

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

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

Publishing House, New Delhi,1987

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

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

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

11.Sinha, KR) — *Ecosystem Preservation Through Faith and Tradition in India*. J. Hum. Ecol., Delhi University, New Delhi, 1991

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

13.Pandya,SmtaP. — *Ecological Renditions in the Scriptures of Hinduism – I* (article) *Bulletin of the Ramakrishna Mission Institute of Culture*.

14.Renugadevi, R. —*Environmental Ethics in the Hindu Vedas and Puranas in India*, (article) *African Journal of History and Culture* , Vol. 4(1), January 2012

15.Kumar, B M. — *Forestry in Ancient India: Some Literary Evidences on Productive and Protective Aspects*, (article)*AsianAgri- History*, Vol.12, No.4, 2008.

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

SKT-RD-6026

Kamarupa School of Dharmasastra

Total Credits 6

		Marks
Unit I	Introduction to Dharmasastras in Assam	20
Unit II	Kamarupa School of Dharmasastra	30
Unit III	Tirthakaumudi of Pitambarasiddhantavagisha	30

Unit I

Introduction to Dharmasastras in Assam

Meaning and Scope of Dharma

Dharmasastras in Assam : Historical Perspective

Different School of Dharmasastras

Unit II

Kamarupa School of Dharmasastra

Smriti Writers of Kamrupa & their works

Special features of Kamarupa School of Dharmasastras

Unit III

Tirthakaumudi of Pitambarasiddhantavagisha-
Tirthani, Tirthasamanyaphalani, Tirthavisesaphalani

Suggested Books/ Readings-

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



