

FOUR YEAR UNDER GRADUATE PROGRAMME

(FYUGP)

REVISED SYLLABUS



SUBJECT- SANSKRIT

GAUHATI UNIVERSITY

COURSE DESIGNER

NAME

E-MAIL ID

: **Chairperson, UGCCS, Dept. of Sanskrit, Gauhati University (GU)**

: **Prof. Kameshwar Shukla, Head, Dept. of Sanskrit, G.U.s**

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FYUGP COURSE SYLLABUS (SANSKRIT)

SEMESTER - 1

TYPE	COURSE	CREDIT
MAJOR	MAJOR-1	4
MINOR	MINOR-1	4
SEC	SEC-1 (MAJOR ORIENTED)	3
AEC	AEC-1 (LANGUAGES/ALT. ENGLISH)	4
MDC	MDC-1	3
VAC	VAC-1	2
TOTAL CREDIT		20

SEMESTER -I

MAJOR-1

CLASSICAL SANSKRIT LITERATURE

UNIT NO.	UNIT CONTENT	CREDIT	NO. OF CLASSES	MARKS
I	<ul style="list-style-type: none"> • INTRODUCTION TO CLASSICAL SANSKRIT LITERATURE <ul style="list-style-type: none"> ➢ EPICS ➢ PURĀNAS ➢ PAÑCAMAHĀKĀVYA 	1	15	25
II	<ul style="list-style-type: none"> • RĀMĀYĀNA <ul style="list-style-type: none"> ➢ ŠARATVARĀNAM ➢ VARŚĀVARĀNAM OF THE KIŠKINDHĀKĀNDA 	1	15	25
III	<ul style="list-style-type: none"> • MAHĀBHĀRATA <ul style="list-style-type: none"> ➢ UDYOGA PARVA; CH. 33-36 ➢ SABHĀ PARVA; CH. 66-67 	1	15	25
IV	<ul style="list-style-type: none"> • NĪTISATAKAM <ul style="list-style-type: none"> ➢ VERSES 1-50 	1	15	25

READING LIST:

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. KRISHNAMACHARIAR, HISTORY OF CLASSICAL SANSKRIT LITERATURE, MLBD, DELHI.**
5. **BALDEV UPADHYAY, SANSKRIT SAHITYA KA ITIHAS, SHARDA NIKETAN, VARANASHI.**
6. **BALDEV UPADHYAY, VEDIK SAHITYA AUR SANSKRITI, VARANASHI.**
7. **KANE, P.V. HISTORY OF THE DHARMAŚĀSTRAS VOL. 1.**
8. **SHIVASVARUP SAHAY, BHARATIYA PURALEKHO KA ADHYAYAN (STUDIES IN ANCIENT INDIAN INSCRIPTIONS).**
9. **DANI, AHMAD HASAN :INDIANPALEOGRAPHY, OXFORD, 1963.**
10. **SATYAMURTY, K.: TEXT BOOK OF INDIAN EPIGRAPHY, LOWER PRICE PUBLICATION, DELHI 1992.**
11. **RAMAYANA OF VALMIKI, (ENG. TR.) H.P. SHASTRI, LONDON, 1952-59. (3 VOLS.)**
12. **MAHĀBHĀRATA (7 VOLS), (ENG. TR.) H.P. SHASTRI, LONDON, 1952-59**
13. **M.R. KALE (ED.), NĪTISATAKAM OF BHARTṛHARI, MLBD., DELHI**

GRADUATE ATTRIBUTES:

- **DISCIPLINARY KNOWLEDGE**
- **COMMUNICATION**
- **SENSE OF PRIDE FOR INDIAN CULTURE**
- **TRUE IDEA OF WRITING SKILLS OF ANCIENT INDIAN SANSKRIT POETS THROUGH INDIAN PERSPECTIVE**
- **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:

- 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 HISTORY AND BACKGROUND OF SANSKRIT LANGUAGE AND DEVANAGARI SCRIPT.

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.

TOTAL CREDIT : 04

NO. OF THEORY CLASSES : 60

NO. OF PRACTICAL CLASSES : 00

COURSE DESIGNER : Chairperson, UGCCS, Dept. of Sanskrit, Gauhati University (GU)

NAME : Prof. Kameshwar Shukla, Head, Dept. of Sanskrit, G.U.s

E-MAIL ID : kshukla@gauhati.ac.in

INTRODUCTION TO SANSKRIT

MINOR – 1

UNIT NO.	UNIT CONTENT	CREDIT	NO. OF CLASSES	MARKS
I	INTRODUCTION TO VEDIC LITERATURE <ul style="list-style-type: none"> ➤ INTRODUCTION TO SAMĀHITĀ ➤ BRĀHMAÑA ➤ ĀRAÑYAKA ➤ UPANIŠAD ➤ VEDĀNGA 	1	15	25
II	INTRODUCTION TO CLASSICAL SANSKRIT LITERATURE (DRŚYAKĀVYAM) <ul style="list-style-type: none"> ➤ KĀLIDĀSA ➤ BHAVABHŪTI ➤ BHĀSA 	1	15	25
III	INTRODUCTION TO SĀSTRAS <ul style="list-style-type: none"> ➤ VYĀKARAÑAM ➤ DARŚANAM ➤ ALĀMKĀRAŚĀSTRAM 	1	15	25
IV	ORIGIN AND DEVELOPMENT OF SANSKRIT LANGUAGE AND BRAHMĪ LIPI	1	15	25

READING LIST:

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. KRISHNAMACHARIAR, HISTORY OF CLASSICAL SANSKRIT LITERATURE, MLBD, DELHI.
5. BALDEV UPADHYAY, SANSKRIT SAHITYA KA ITIHAS, SHARDA NIKETAN, VARANASHI.
6. BALDEV UPADHYAY, VEDIK SAHITYA AUR SANSKRITI, VARANASHI.
7. KANE, P.V. HISTORY OF THE DHARMAŚĀSTRAS VOL. 1.

8. SHIVASVARUP SAHAY, BHARATIYA PURALEKHO KA ADHYAYAN (STUDIES IN ANCIENT INDIAN INSCRIPTIONS).
9. DANI, AHMAD HASAN : INDIANPALEOGRAPHY, OXFORD, 1963.
10. SATYAMURTY, K.: TEXT BOOK OF INDIAN EPIGRAPHY, LOWER PRICE PUBLICATION, DELHI 1992.

GRADUATE ATTRIBUTES:

- DISCIPLINARY KNOWLEDGE
- COMMUNICATION
- 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 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.

TOTAL CREDIT : 04

NO. OF THEORY CLASSES : 60

NO. OF PRACTICAL CLASSES : 00

COURSE DESIGNER : Chairperson, UGCCS, Dept. of Sanskrit, Gauhati University (GU)

NAME : Prof. Kameshwar Shukla, Head, Dept. of Sanskrit, G.U

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FUNCTIONAL SANSKRIT

SEC-1

UNIT NO.	UNIT CONTENT	CREDIT	NO. OF CLASSES	MARKS
I	SANSKRIT ALPHABET AND SANSKRIT CONVERSATION ➤ SPECIALITIES OF SANSKRIT ALPHABETS ➤ PRELIMINARY CONVERSATION IN SANSKRIT	I	15	25
II	CREATIVE WRITING (STORY WRITING)	I	15	25
III	PRACTICAL PART ➤ READING (5 STORIES FROM THE PAÑCATANTRAM) ➤ RECITATION (GĪTĀ CH. 1) ➤ MEMORIZATION OF 10 VERSES OF SANSKRIT FROM RĀMĀYĀNA AND THE MAHĀBHĀRATA EACH.	I	15	25

READING LIST:

- RAMA NATH SHARMA, PANINIAN TRADITION OF GRAMAR AND LINGUISTICS, D.K. PRINTWORLD PVT. LTD., 2017.
- ED. MEDHA MICHIIKA, SANSKRIT (DEVANAGARI) ALPHABET STUDY, VOL. I., ARSHA AVINASH FOUNDATION, COIMBATORE, 2015.
- ASHWINI KUMAR, THE SANSKRIT ALPHABET, DEVOTEES OF SRI SRI RAVI SHANKAR 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.

TOTAL CREDIT : 03
NO. OF THEORY CLASSES : 45
NO. OF PRACTICAL CLASSES : 00

COURSE DESIGNER : Chairperson, UGCCS, Dept. of Sanskrit, Gauhati University (GU)
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SANSKRIT AS A MEANS OF COMMUNICATION

AEC-1

UNIT NO.	UNIT CONTENT	CREDIT	NO. OF CLASSES	MARKS
I	SANSKRIT ALPHABETS AND VEDIC SVARAS ➤ THE SPEECH APPARATUS AND PRONOUNCIATION OF SANSKRIT SOUNDS	0.5	5	10
II	THE TECHNIQUE OF PRESENTING NUMERICAL WORDS (1-100); AND THE IDEA OF TIME IN SANSKRIT	0.5	5	10
III	SANSKRIT SPEAKING HABITS THROUGH THE PRACTICE OF ANOUNCEMENT, ANCHORING AND NEWS READING IN SANSKRIT	0.5	5	10
IV	SANSKRIT SPEAKING SKILL ➤ SELF INTRODUCTION THROUGH 10 SENTENCES ➤ TEN SENTENCES ON ANY TOPIC FROM THE SURROUNDING ➤ TEN SENTENCES EACH ABOUT INDIA AND ASSAM	0.5	5	20

TOTAL CREDIT : 02

NO. OF THEORY CLASSES : 20

NO. OF PRACTICAL CLASSES : 00

COURSE DESIGNER : Chairperson, UGCCS, Dept. of Sanskrit, Gauhati University (GU)

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ENVIRONMENTAL AND ETHICAL AWARENESS IN SANSKRIT

MDC-1

UNIT NO.	UNIT CONTENT	CREDIT	NO. OF CLASSES	MARKS
I	ENVIRONMENT CONCEPTS IN VEDIC LITERATURE	I	10	25
II	ENVIRONMENTAL AWARENESS IN CLASSICAL SANSKRIT LITERATURE	I	10	25
III	ETHICAL IMPORTANCE IN RĀMĀYĀNA AND MAHĀBHĀRATA	I	10	25

READING LIST:

- ENVIRONMENTAL GRANDEUR IN SANSKRIT LITERATURE, S.KULSHRESHTHA (ED.), EASTERN BOOKLINKERS, DELHI, 1999
- MEDICINE IN THE VEDA, K.G.ZYSK, MLBD, DELHI, 1985
- ANCIENT GEOGRAPHY OF INDIA, A.CUNNINGHAM, INDOLOGICAL BOOK HOUSE, VARANASI, 19634..
- GEOGRAPHICAL ESSAYS RELATING TO ANCIENT GEOGRAPHY OF INDIA, B.C. LAW, BHARATIYAPUBLISHING HOUSE, VARANASI, 1976
- YAJNAVALKYASMRTI, G.S. RAI, CHAWKHAMBA SANSKRIT PRATISTHAN, DELHI, 2002
- MANUSMRTI, J.L. SHASTRI, MLBD, 1983.

GRADUATE ATTRIBUTES:

- DISCIPLINARY KNOWLEDGE
- COMMUNICATION
- SENSE OF PRIDE FOR INDIAN CULTURE
- INCLINATION TO INDIAN KNOWLEDGE SYSTEM

COURSE OBJECTIVES:

- DISCUSS THE ENVIRONMENTAL AWARENESS IN ANCIENT INDIAN TEXTS.
- OUTLINE THE IDEA OF ANCIENT INDIAN MEDICAL SCIENCE
- ILLUSTRATE ANCIENT INDIAN GEOGRAPHY.
- DEVELOP THE KNOWLEDGE OF ANCIENT INDIAN ARCHITECTURE.
- ASSES THE KNOWLEDGE OF ANCIENT INDIAN SCIENCES.

TOTAL CREDIT : 03
NO. OF THEORY CLASSES : 30
NO. OF PRACTICAL CLASSES : 00

COURSE DESIGNER**NAME****E-MAIL ID**

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INDIA THROUGH THE AGES

VAC-1

UNIT NO.	UNIT CONTENT	CREDIT	NO. OF CLASSES	MARKS
I	ORIGIN AND DEVELOPMENT OF ASTROLOGY, ASTRONOMY, MATHEMATICS AND AYURVEDA IN INDIA	0.5	7	15
II	INDIAN CONCEPT OF NATIONALISM AND THE FREEDOM MOVEMENT OF INDIA	0.5	7	10
III	CONTRIBUTION OF INDIAN SCIENTISTS IN THE ACADEMIA	0.5	7	15
IV	POLICIES OF THE 21 ST CENTURY REGARDING WOMEN AND GIRL CHILD UNDERTAKEN BY THE GOVT. OF INDIA	0.5	7	10

READING LIST

- M.KRISHNAMACHARIAR, HISTORY OF CLASSICAL SANSKRIT LITERATURE, MLBD, DELHI.
- GAURINATHSHASTRI, A CONCISE HISTORY OF SANSKRIT LITERATURE, MLBD, DELHI.
- V. SUBRAHMANYA SASTRI, BRIHATSAMHITA, MLBD BANGALORE.
- SRIVASTAVA, AR. A.K. THE HISTORY OF INDIAN ARCHITECTURE, 2022.

GRADUATE ATTRIBUTES

- DISCIPLINARY KNOWLEDGE
- BASIC IDEAS OF INDIAN SCIENTIFIC CONCEPTS AND THOUGHTS
- 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 IDEAS.
- 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.

TOTAL CREDIT : 02

NO. OF THEORY CLASSES : 28

NO. OF PRACTICAL CLASSES : 00

COURSE DESIGNER : Chairperson, UGCCS, Dept. of Sanskrit, Gauhati University (GU)

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SEMESTER-2

TYPE	COURSE	CREDIT
MAJOR	MAJOR-2	4
MINOR	MINOR-2	4
SEC	SEC-2 (MAJOR ORIENTED)	3
AEC	AEC-2 (ENGLISH COMMUNICATION)	4
MDC	MDC-2	3
VAC	VAC-2	2
TOTAL CREDIT		20

DRAMATIC LITERATURE IN SANSKRIT

(MAJOR – 2)

UNIT NO.	UNIT CONTENT	CREDIT	NO. OF CLASSES	MARKS
I	SVAPNAVĀSAVADATTAM ➤ ACT – I ➤ ACT – V ➤ ACT – VI	I	15	25
II	ABHIJÑĀNA-ŚĀKUNTALAM ➤ ACT – I ➤ ACT - IV	I	15	25
III	MUDRĀRĀKṢASAM ➤ ACT – I ➤ ACT – II ➤ ACT – III	I	15	25
IV	ORIGIN AND DEVELOPMENT OF SANSKRIT DRAMA	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.

- **Parameshwaradin Pandeya, Mahākabi Viśākhādatta Pranītam Mudrārākṣasam, Chaukhamba Surabharati Prakashan, Varanasi.**
- **S.k. Dey, History of Sanskrit Poetics, 1925.**
- **Baldev Upadhyay, Sanskrit Sahitya ka Itihas, Varanasi.**
- **Kapildeva Dwivedi, Sanskrit Sahitya ka Samikshatmak Itihas.**

GRADUATE ATTRIBUTES:

- **DISCIPLINARY KNOWLEDGE**
- **BASIC IDEAS AND TECHNICALITIES OF SANSKRIT DRAMATURGY AND THEATRE**
- **IDEAS ABOUT THE VARIETIES OF STAGE AND ITS AUXILIARIES**
- **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 EXITED 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.**

TOTAL CREDIT : 04

NO. OF THEORY CLASSES : 60

NO. OF PRACTICAL CLASSES : 00

COURSE DESIGNER : Chairperson, UGCCS, Dept. of Sanskrit, Gauhati University (GU)

NAME : **Prof. Kameshwar Shukla, Head, Dept. of Sanskrit, G.U.**

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PRACTICAL ASPECTS IN SANSKRIT

MINOR - 2

UNIT NO.	UNIT CONTENT	CREDIT	NO. OF CLASSES	MARKS
I	SARVANĀMA WORDS AND THEIR USAGE	I	15	25
II	SUBHĀŚITAS	I	15	25
III	CONCEPT OF JÑĀNA, DHYĀNA, KARMA & BHAKTI IN GĪTĀ	I	15	25
IV	SANSKRIT DECLINATION AND CONJUCATION (अस्मद्, युष्मद्, इदम्, यत्, तत्, किम् - सर्वेषु लिङ्गेषु, नर, लता, नदी, मुनि, साधु, पितृ, श्रीमत) (अस्, पठ्, ,)	I	15	25

READING LIST:

- GOSWAMI, ASHOK KUMAR, SUBHASITASAMGRAHA, GUWAHATI.
- M.R. KALE (ED.), NITISATAKAM OF BHATRHARI, MLBD, DELHI.
- B.K.CHATURVEDI, CHANAKYANEETI, DIAMOND BOOKS, NEW DELHI.
- SRIMADBHAGAVADGITA – A GUIDE TO DAILY LIVING, ENGLISH TRANSLATION AND NOTES BY PUSHPA ANAND, ARPANA PUBLICATIONS, 2000.
- KALE, M.R. – HIGHER SANSKRIT GRAMMAR, MLBD, DELHI (HINDI TRANSLATION ALSO AVAILABLE)
- KANSHIRAM, LAGHUSIDDHANTAKAUMUDI (VOL. 1), MLBD, NEW DELHI.

GRADUATE ATTRIBUTES:

- DISCIPLINARY KNOWLEDGE
- COMMUNICATION SKILL
- UPGRADED ETHICAL VALUE
- KNOWLEDGE OF ANCIENT INDIAN LIFE STYLE
- BALANCED OUTLOOK TO LIFE
- SELF-CONTROL AND SELF-MANAGEMENT
- INCLINATION TO INDIAN KNOWLEDGE SYSTEM

COURSE OBJECTIVES:

- STUDENTS WILL ACQUIRE KNOWLEDGE OF INDIAN VALUE SYSTEM AND WILL GET EXPERTISE IN SPOKEN SANSKRIT.
- STUDENTS WILL GAIN BASIC KNOWLEDGE OF YOGA AND THE IMPORTANCE OF ITS PHILOSOPHY FOR RUNNING A BALANCED LIFE STYLE.

- STUDENTS WILL ACQUIRE KNOWLEDGE IN THE INDIAN WAY OF SELF-CONTROL AND SELF-MANAGEMENT.

LEARNING OUTCOMES:

AFTER GOING THROUGH THIS UNIT STUDENTS WILL BE ABLE

- TO APPRECIATE THE VALUE OF SANSKRIT LANGUAGE.
- TO GAIN KNOWLEDGE ABOUT THE ETHICAL EQUATIONS OF HUMAN LIFE WHICH ARE THE ROOT OF PROPER GROWTH AND PROSPERITY IN THE SOCIETY.
- TO APPRECIATE INDIAN KNOWLEDGE SYSTEM THAT EVOLVED OR A HOLISTIC DEVELOPMENT IN THE SOCIETY.

TOTAL CREDIT : 04
NO. OF THEORY CLASSES : 60
NO. OF PRACTICAL CLASSES : 00

COURSE DESIGNER : Chairperson, UGCCS, Dept. of Sanskrit, Gauhati University (GU)
NAME : Prof. Kameshwar Shukla, Head, Dept. of Sanskrit, G. U.
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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 □ AN INTRODUCTION TO THE ASTADHYAYI, MUGDHABODHA AND RATNAMĀLĀ	I	15	25
II	BASICS OF TRANSLATION AND ITS IMPORTANCE □ TRANSLATION : ITS PURPOSE AND THEORIES □ THE TRADITION OF TRANSLATION OF ASSAM : MADHAV KANDALI, MAHAPURUSA SANKARADEVA AND MADHAVADEVA, RAM SARASVATI, KRISHNA KANTA HANDIQUI	I	15	25
III	PRACTICAL □ FIRST TEN SUTRAS OF THE ASTADHYAYI : MEMORISATION, BASIC LINGUISTIC DIMENSIONS, BASIC GRAMMATICAL □ TECHNIQUES VIZ. SUTRA, VRDDHI, GUNA, PRATYAHARA, ANUVRTTI AND ITS KINDS, 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, RAMA NATH SHARMA, D.K. PRINTWORLD PVT. LTD. 2017.
- ❖ THE ASTADHYAYI OF PANINI, TRANS, SRISA CHANDRA VASU, VOL. I, MOTILAL BANARASIDASS, DELHI.
- ❖ SANSKRIT LANGUAGE, GRAMMAR AND MEANING, KARUNA SINDHU DAS, SANSKRIT PUSTAK BHANDAR.
- ❖ MUGDHAVYAKARANA, ASIATIC SOCIETY OF BENGAL, 1913.
- ❖ RATNAMALA VYAKARANA, ASSAM SANSKRIT BOARD.
- ❖ TRANSLATION STUDIES: THEORIES AND APPLICATIONS (ED.), SUNIL SAWANT, ATLANTIC PUBLISHERS AND DISTRIBUTORS (P) LTD.

❖ A HANDBOOK OF TRANSLATION STUDIES, BIJAY KUMAR DAS, 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.

TOTAL CREDIT : 03
NO. OF THEORY CLASSES : 45
NO. OF PRACTICAL CLASSES : 00

COURSE DESIGNER : Chairperson, UGCCS, Dept. of Sanskrit, Gauhati University (GU)
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ASPECTS OF INDIAN KNOWLEDGE SYSTEM

MDC - 2

UNIT NO.	UNIT CONTENT	CREDIT	NO. OF CLASSES	MARKS
I	ANCIENT GEOGRAPHY IN INDIA	I	15	25
II	BOTANICAL CONCEPTS IN ANCIENT INDIA	I	15	25
III	CONCEPT OF ANCIENT INDIAN ARCHITECTURE (TILL 10 TH CENTURY CE.)	I	15	25

READING LIST:

- ENVIRONMENT GRANDEUR IN SANSKRIT LITERATURE, S. KULASRESTHS (ED.), EASTERN BOOKS LINKERS, DELHI, 1999.
- CULTURAL HERITAGE OF INDIA, VOL. VI, P. RAY AND S.N. SEN (ED.), THE RAMAKRISHNA MISSION INSTITUTE OF CULTURE, CALCUTTA, 2002.
- THE POSITIVE SCIENCES OF THE ANCIENT HINDUS, B.N. SEAL, MLBD, DELHI, 1958.
- MEDICINE IN THE VEDA, K.G.ZYSK, MLBD, DELHI, 1985.
- 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.
- HISTORY OF HINDU MATHEMATICS, B. DATTA AND A.N. SINGH, ASIA PUBLISHING HOUSE, BOMBAY, 1962.
- YAJNAVALKYASMRTI, G.S. RAI, CHAWKHAMBA SANSKRIT PRATISTHAN, DELHI, 2002.
- SANSKRIT SAHITYA: BISWIN SATABDI, R. TRIPATHI, RASTRIYA SANSKRIT SANSTHAN, NEW DELHI, 1999.
- A BIBLIOGRAPHY OF MODERN SANSKRIT WRITINGS: R. TRIPATHI, RASTRIYA SANSKRIT SANSTHAN, NEW DELHI, 2012.

GRADUATE ATTRIBUTES:

- DISCIPLINARY KNOWLEDGE
- KNOWLEDGE OF ANCIENT INDIAN LIFE STYLE
- BALANCED OUTLOOK TO LIFE
- SELF-CONTROL AND SELF-MANAGEMENT
- INCLINATION TO INDIAN KNOWLEDGE SYSTEM

COURSE BASED OUTCOME:

- DEMONSTRATE THE VIEWS OF ANCIENT INDIAN SCIENCES.**
- DEVELOP THE ENVIRONMENTAL AWARENESS.**
- JUSTIFY THE POETIC EXCELLENCES OF MODERN SANSKRIT WRITERS.**
- ESTIMATE THE PHILOSOPHICAL CONCEPTS OF NYAYA-VAISESIKA PHILOSOPHY.**
- ILLUSTRATE THE SIGNIFICANCE OF MODERN SANSKRIT LITERATURE.**

TOTAL CREDIT : 03

NO. OF THEORY CLASSES : 60

NO. OF PRACTICAL CLASSES : 00

COURSE DESIGNER : Chairperson, UGCCS, Dept. of Sanskrit, Gauhati University (GU)

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YOGA FOR WELL BEING

VAC - 2

UNIT NO.	UNIT CONTENT	CREDIT	NO. OF CLASSES	MARKS
I	YOGA – MEANS FOR HOLISTIC LIFESTYLE ❖ FIRST FIVE SUTRAS OF PATANJALI'S YOGASUTRA ❖ ASTANGAYOGA – THE IMPORTANCE OF EIGHT PARTS OF YOGA ❖ YOGA FOR WELLBEING	I	15	25
II	PRACTICAL BENEFIT OF VARIOUS ASANAS ➤ BHUJANGASANA, SIRSHASANA, DHANURASANA, VAKRASANA, VAJRASANA ➤ SURYANAMASKARA (PRACTICAL)	I	15	25

GRADUATE ATTRIBUTES:

- ❖ DISCIPLINARY KNOWLEDGE ABOUT YOGA.
- ❖ INCLINATION TO INDIAN KNOWLEDGE SYSTEM.
- ❖ FIRST HAND IDEA ABOUT INDIAN CONCEPT OF GOOD HEALTH.
- ❖ IMPORTANCE OF HOLISTIC LIFESTYLE.

COURSE OBJECTIVES

- STUDENTS WILL ACQUIRE KNOWLEDGE OF YOGA PHILOSOPHY.
- STUDENTS WILL STUDY THE HISTORY AND BACKGROUND OF INDIAN WAY OF MAINTAINING ASANAS.
- STUDENTS WILL STUDY THE HISTORY AND BACKGROUND OF INDIAN WAY OF MAINTAINING GOOD HEALTH AND HOLISTIC LIFESTYLE.
- STUDENTS WILL ACQUIRE THE HABIT OF PRACTISING SURYANAMASKARA SPECIFICALLY.

LEARNING OUTCOMES:

AFTER GOING THROUGH THIS UNIT STUDENTS WILL BE ABLE –

- TO APPRECIATE THE VALUE OF KNOWLEDGE REGARDING INDIAN WAY OF WELL-BEING.
- TO GAIN KNOWLEDGE ABOUT PATANJALI'S YOGASUTRA WHICH IS A MONUMENTAL WORK ON GOOD HEALTH AND HOLISTIC LIFESTYLE.
- TO APPRECIATE INDIAN KNOWLEDGE SYSTEM THAT OPENS UP THE HIGHEST PATH OF A GOOD AND HEALTHY LIVING.
- TO PRACTISE THE SURYANAMASKARA IN A PROPER WAY AND ACHIEVE ITS GOOD EFFECTS OF THE BODY AND MIND.

TOTAL CREDIT : 02
NO. OF THEORY CLASSES : 30
NO. OF PRACTICAL CLASSES : 00

COURSE DESIGNER : Chairperson, UGCCS, Dept. of Sanskrit, Gauhati University (GU)
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SEMESTER - III

TYPE	COURSE	CREDIT
MAJOR	MAJOR-3	4
	MAJOR-4	4
MINOR	MINOR-3	4
SEC	SEC-3 (Open)	3
MDC	MDC-3	3
VAC	VAC-3	2
TOTAL CREDIT		20

SEMESTER- III

MAJOR 3

NATIONALISM IN SANSKRIT

Unit No.	Unit Content	Credit	No. Of Classess	Marks
I	Indian concept of nation (Rāṣṭra), meaning, etymology, fundamental elements of nationalism in the light of Sanskrit literature	1	15	25
II	National symbols and their significances as Reflected in the Patākāmnāya	1	15	25
III	Concept of Bhāratvarṣa in ancient and modern Sanskrit literature	1	15	25
IV	Ancient Indian administrative system: (Saptāṅga Theory, Śāḍguṇya Theory, Maṇḍala Theory, Four Upāyas, Divine origin of Kings, śaktisw.r.t., Mahābhārata, Manusāṁhitā&Kautilya's Arthaśāstra)	1	15	25

READING LIST:

- Altekar, A.S. State and Government in Ancient India, Motilal Banarsidas, Delhi, 2001.
- Belvalkar, S.K. Mahabharata: Santi Parvam, 1954.
- Ghosal, U.N. A History of Indian Political Ideas, Bombay, 1959.
- Law, N. S. Aspect of Ancient Indian Polity, Calcutta, 1960.
- Prasad, Beni. Theory of Government in Ancient India, Allahabad, 1968.
- Saletore, B.A. Ancient Indian Political Thought and Institutions, Bombay, 1963.
- Sharma, R. S. Aspects of Political Ideas and Institutions in Ancient India, Motilal Banarsidas, Delhi, 1996.
- Verma, V.P. Studies in Hindu Political Thought and its Metaphysical Foundations, Delhi, 1954.
- Arthashastra of Kautilya (ed.) Kangale, R.P. Delhi, Motilal Banarasidas 1965.
- Visnupurana, (Eng. Tr.) H.H. Wilson, Punthi Pustak, reprint, Calcutta, 1961.
- Satapathabrahmana (3 Vols), (Eng. trans. ed.) Jeet Ram Bhatt, 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. Raj to 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 K shama Rao, 1932
- Rashtiya EkataAur Bharatiya Sahitya, (Ed) Jogendra Goswami. Kashi Adhivesham
- Smritigrantha, 2001
- Rashtriyataevam Bharatiya Sahitya-Shashi Tiwari, Vidyanidhi Prakashan, 2007
- Sanskrit Sahitya mein Rashtrevad Aur Bharatiya Rajshastra Shashi Tiwari, Vidyanidhi Prakashan, 2013
- Sanskrit Sahitya mein 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 Bhāratavarṣa which once remained the epitome of culture and ideas of refined and higher strata.

LEARNING OUTCOMES

After going through this unit students will be able

- To grasp the concept of Nation Building from an epic Perspective.
- To understand the important 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 of Prosperity for a quite long time in our country.

Total Credit: 4

No. of Theory Class: 60

No of Practical Class: 00

Course Designer: Chairperson, UGCCS, Dept of Sanskrit, Gauhati University

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SEMESTER- III

MAJOR - 4

BASICS OF SANSKRIT GRAMMAR

Unit No.	Unit Content	Credit	No. of Classes	Marks
I	Vaiyākaraṇasiddhāntakaumudī: • Sañjñāprakaraṇa	1	15	25
II	Scientific Background of Sanskrit Grammar: • Pāṇinīyaśikṣā (1-30)	1	15	25
III	Declension and Conjugation: • Śabdarūpa: svarānta, vyāñjanānta, Sarvanāma, samkhyā • Dhāturūpa- लट्, लोट्, विधिलिङ्, लङ्, लृट् (bhū, gam, nī, dr̥s, vṛt, as, ad, kr̥, hu, div, śru, āp, tan, yā, rud, han, vid, cur, sādh)	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, tī, upadhā, bhāṣitapumṣka, sārvadhātuka, ārdhadhātuka, vibhāsā, abhyasta, kṛtya.	1	15	25

READING LIST:

- 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.KapildevDvivedi, Sanskrit VyakaranevamL aghusiddhant Kaumudi, Visvavidyalayprakashan, Varanasi.
- Kanshiram Laghusiddhāntakaumudi (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.

Total Credit: 4

No. of Theory Class: 60

No of Practical Class: 00

Course Designer: Chairperson, UGCCS, Dept of Sanskrit, Gauhati University

Name: Prof.Kameshwar Shukla, HOD, Sanskrit, Gauhati University

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SEMESTER- III

MINOR -3

BASICS PRINCIPLES OF INDIAN MEDICINE SYSTEM (AYURVEDA)

Unit No.	Unit Content	Credit	No. of Classes	Marks
I	Introduction to Indian Medicine System	1	15	25
II	Basics principles of Āyurveda	1	15	25
III	Dietetics, Nutrition and Treatment in Āyurveda	1	15	25
IV	Important Medicinal Plants and Their Base on Āyurveda	1	15	25

READING LIST:

- 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.
- Medicine in the Veda, K.G.Zysk, MLBD, Delhi, 1985
- The Ayurveda, V.W. Karambelkar, Chowkhamba Krishnadas Academy, Varanasi, 2003.

COURSE OBJECTIVES

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

- Students will understand the basic principles of Āyurveda, including the philosophy of balance and health.
- Students will acquire insights into Āyurvedic dietetics, nutrition, and methods of treatment.
- Students will be introduced to important medicinal plants and their significance as per Āyurvedic 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 Āyurveda such as the Tridoṣa theory, Panchamahābhūta and concepts of health and disease.
- To appreciate the role of nutrition and dietary guidelines in Āyurveda as a preventive and curative approach.
- To recognize key medicinal plants and understand their classification and therapeutic use according to Āyurveda.
- To relate ancient medical wisdom to modern health and wellness practices.

Total Credit: 4

No. of Theory Class: 60

No of Practical Class: 00

Course Designer: Chairperson, UGCCS, Dept of Sanskrit, Gauhati University

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SEC - 3
SANSKRIT AND INDIAN KNOWLEDGE SYSTEM

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

READING LIST:

- Arthaśāstra of Kautilya (ed), Kangale, R.P. Delhi, MLBD, 1965
- History of Hindu Mathematics, B. Datta and A.N. Singh, Asia Publishing House, Bombay, 1962
- Vedic Mathematics, B. k. Tripathi Maharaja, MLBD, 1965
- S. N. Sen and A. 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.

Total Credits: 03

No. Of Theory Classes: 45

No. Of Practical Classes: 00

Course Designer: Chairperson, UGCCS, Dept of Sanskrit, Gauhati University

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MDC - 3

SELF MANAGEMENT IN ANCIENT INDIA

Unit No.	Unit Content	Credit	No. Of Classes	Marks
I	Concept of Self Management	I	10	25
II	Self Management in the Rāmāyaṇa	I	10	25
III	Self Management in the Śrīmadbhagavadgītā	I	10	25

READING LIST:

- Karmayogaśāstra Religion, Original Sanskrit Stanzas with English Translation, Bal Gangadhartilak & Balchandra Sitaram Sukthankar, J.S. Tilak & S.S. Tilak, 1965.
- Mahulikar, Dr. Gauri, Effect of Ramayana on Various Cultures and Civilisation, Ramayana Institute.
- Śrimadbhagavadgītā - A Guide to Daily Living, English translation and notes by Pushpa Anand, Arpana Publications, 2000.
- Śrīmadbhagavadgītā – English Translation by Jaydayal Gyandka, TattavivecinīGītā Press, Gorakhpur, 1997
- Śrīmadbhagavadgītārahasya – The Hindu Philosophy of Life, Ethics

COURSE OBJECTIVES

- Students will understand the core principles of Self Management within the Indian philosophical and epic traditions.
- Students will explore how the Rāmāyaṇa illustrates inner strength, restraint, and responsibility through its characters.
- Students will learn how the Śrīmadbhagavadgītā offers timeless tools for emotional control, decision-making and personal discipline.
- Students will develop the ability to apply these teachings to modern life and challenges.

LEARNING OUTCOME

After going through this unit, students will be able:

- To define the concept of self Management and its relevance in Indian thought.
- To analyze the character of Rāma and others in the Rāmāyaṇa as models of personal discipline and ethical living.
- To interpret key verses from the Śrīmadbhagavadgītā that teach control over mind, senses, and actions.

- To apply the values and techniques of Self Management from these texts in real-world scenarios involving stress, responsibility, and leadership.

Total Credits: 03

No. Of Theory Classes: 45

No. Of Practical Classes: 00

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VAC-3

MORAL AND ETHICAL VALUES IN INDIAN THOUGHT SYSTEM

Unit No.	Unit Content	Credit	No. Of Classes	Marks
I	Pañcatantra • Kṣapanaka Kathā	1	15	25
II	Cāṇakya Nīti- • Verse 1-35	1	15	25

READING LIST:

- B.K Chaturvedi, ChanakyaNeeti (Chanakya's Aphorism on morality), Diamond Books, New Delhi.
- The Pañcatantra, Viṣṇuśarma, translated from Sanskrit with an Introduction by Chandra Rajan, Penguin Books, India, 1993.

COURSE OBJECTIVES

Students will gain an understanding of the moral, social, and strategic teachings embedded in the Pañcatantra, focusing on the Kṣapanaka Kathā.

- Students will study selected verses (1–35) from Cāṇakya Nīti to explore principles of leadership, diplomacy, ethics, and statecraft.
- Students will learn to draw connections between ancient Indian ethical texts and real-world behaviour, decision-making, and leadership challenges.
- Students will develop a foundation in classical Indian wisdom literature that shapes personal and professional ethics.

LEARNING OUTCOME

After going through this unit, students will be able:

- To understand and interpret the fables and embedded messages in the Kṣapanaka Kathā from the Pañcatantra.
- To analyze and reflect on Cāṇakya Nīti verses, grasping their relevance in personal life, leadership and governance.
- To appreciate the narrative technique and layered instruction used in Indian didactic literature.

- To apply ethical and strategic insights from these texts to everyday challenges in management, society and personal growth.

Total Credits: 02

No. Of Theory Classes: 30

No. Of Practical Classes: 00

Course Designer: Chairperson, UGCCS, Dept of Sanskrit, Gauhati University

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SEMESTER - IV

TYPE	COURSE	CREDIT
MAJOR	MAJOR-5	4
	MAJOR-6	4
	MAJOR-7	4
	MAJOR-8	4
MINOR	MINOR-4	4
TOTAL CREDIT		20

Semester IV

MAJOR-5

PAPER NAME-INTRODUCTION TO VEDAS

Unit No	Unit Content	Credit	No. of Classes	Marks
I	<p>Samhitā</p> <ul style="list-style-type: none"> ➤ R̄gveda • Agnisūkta I.1., • Ūśasūkta III.61. • Akṣasūkta X.34. • Hiranyagarbhasūkta X.121. ➤ Yajurveda • Śivasamkalpasūkta, XXXVI.1-6. ➤ Atharvaveda • Bhūmisūkta, XII.1-20. 	1	15	25
II	<p>Brāhmaṇa & Āraṇyaka</p> <ul style="list-style-type: none"> ➤ Śatapathabrahmaṇa: • Manumatsyakathā I.8.1-10. ➤ Taittirīyāraṇyaka: • Pañcamahāyajñā II.10. 	1	15	25
III	<p>Muṇḍakopaniṣad</p> <ul style="list-style-type: none"> ➤ Muṇḍaka I&II 	1	15	25
IV	<p>Vedic Grammar</p> <ul style="list-style-type: none"> ➤ Upasarga ➤ Vedic Infinitives 	1	15	25

	<ul style="list-style-type: none"> ➤ Vedic Subjunctives ➤ Declension ➤ Conjugation 			
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READING LIST:

- Atharvaveda (Śaunakīya): (Ed.) Vishva Bandhu, VVRI, Hoshiarpur, 1960.
- ŚatapathaBrāhmaṇa, (Ed.) Ganga Prasad Upadhyaya, SLBSRS Vidyapeeth, Delhi.
- ŚuklayajurvedaSaṁhitā, (Vājasaneyi Mādhyandina), (Ed.) Jagadish Lal Shastri, MLBD, Delhi, 1978.
- Ṛksūktāvalī, H.D. Velankar, Vaidika Sanshodhana Mandala, Pune, 1965.
- Ṛksūktavajjayantī, 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.

Credit=4

No. of Theory Class= 60.

No. of Practical Class -0

Course Designer: Chairperson, UGCCS, Dept of Sanskrit, Gauhati University

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MAJOR-6
PAPER NAME- SANSKRIT PROSE & POETRY

Unit No	Unit Content	Credit	No of Classes	Marks
I	Daśakumāracaritam ➤ Aṣṭama ucchāsa- Viśruta caritam	1	15	25
II	Kādambarī ➤ Śukanāśupadeśa	1	15	25
III	Raghuvamīśam ➤ Sarga- IV	1	15	25
IV	Kirātārjunīyam ➤ Sarga- I	1	15	25

READING LIST:

- Surendradeva, Viśrutacaritam, Sahitya Bhandar, Meerut
- Prahlad Kumar, Sukanāśupadeśa, Meharchand Laksmandas, Delhi
- Kalpita Bujarbua, Kādambarī Sukanāśupadeśa, Vani Prakash Mandir, Panbazaar.
- M.R. Kale (Ed.), Raghuvamīśam of Kālidāsa, MLBD, Delhi.
- C.R. Devadhar (Ed.), Raghuvamīśam of Kālidāsa, MLBD. Delhi.
- Gopal Raghunath Nandargikar (Ed.), Raghuvamīśam of Kālidāsa, MLBD, Delhi.
- M.R. Kale (Ed.) Kirātārjunīyam of Bhāravi, MLBD, Delhi.
- Dr. Kalpita Bujarbaruah, Kirātārjunīyam of Bhāravi(Canto I) , Samvaya Prakashan, 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.

- Lifelong 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

Total Credit=4.

No. of Theory Class= 60

No. of Practical Class -0

Course Designer : Chairperson, UGCCS, Dept of Sanskrit, Gauhati University

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MAJOR- 7

PAPER NAME- INDIAN PHILOSOPHY

Unit No.	Unit Name	Credit	Total no. of Classes	Mar ks
I	Aspects of Indian Philosophy <ul style="list-style-type: none"> • 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 and Epistemology <ul style="list-style-type: none"> ➢ Based on Tarkasamgraha 	1	15	25
III	Sāṅkhyakārikā <ul style="list-style-type: none"> ➢ Verse 1-20 	1	15	25
IV	Introduction to Advaita Vedānta Philosophy and Mīmāṃsā	1	15	25

READING LIST:

- A Primer of Indian Logic, Kuppuswami Shastri, Madras, 1951.
- Tarkasamgraha of Annambhaṭṭa (with Dīpikā & Nyāyabodhinī) ,(Ed. & Tr.) Athalye & Bodas, Mumbai, 1930.
- Tarkasamgraha of Annambhaṭṭa (with Dīpikā & Nyāyabodhinī), (Ed.&Tr.) Virupakshananda, Sri Ramkrishna Nath, Madras, 1994.
- Tarkasamgraha of Annambhaṭṭa (with Dīpikā commentary with Hindi Translation), (Ed. & Tr), Pankaj Kumar Mishra,Parimal Publication, Delhi-7. 2013.
- Kumar, Narendra, Tarkasamgraha,HansaPrakashan,Jaipur.
- Chatterjee, S.C. & D.M. Datta- Introduction to Indian Philosophy, Calcutta University, Calcutta, 1968 (Hindi Translationa).
- Chatterjee,S.C.-The Nyāya Theory of Knowledge,Calcutta, 1968.
- Hiriyanne,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 Metaphysics & Logic.
- R. N. Sarma, Epistemology of Prabhakara School of Purvamimamsa, Guwahati, 2005.
- Biswas, M. Samkhya-Yoga Epistemology–A Study, D.K. Print world, 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.

Total Credit=4.

No. of Theory Class= 60.

No of. Practical Class -0

Course Designer : Chairperson, UGCCS, Dept of Sanskrit, Gauhati University

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MAJOR-8

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: ➤ Drṣya- • Nātaka & Prakarana ➤ Śravyakāvya ➤ Miśrakāvya ➤ Campūkāvya ➤ Mahākāvya ➤ Khanḍakāvya ➤ Gadyakāvya • Kathā & Ākhyāyikā	1	25
IV	Figure of Speech according to Sāhityadarpaṇa: • Anuprāsa • Yamaka • Śleṣa • Upama • Rūpaka • Sandeha • Bhrantimān • Apahnuti • Utprekṣā, • Atiśayokti • Tulyayogitā • Dīpaka • Drṣṭānta • Nidarśanā • Vyatireka • Samāśokti • Svabhābokti • Aprastutapraśaṁsā • Arthāntaranyāsa • Kāvyalimga	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/s002226706004452
- Dasgupta, S.N., A History of Sanskrit Literature: Classical Period, University of Calcutta, 1977.
- Keith, Arthur Berriedale, A History of Sanskrit Literature, MLBD, Delhi
- Krishnamachariar M., Classical Sanskrit Literature, MLBD, Delhi.
- Shastri Gaurinath, A Concise 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 and Technicalities of Sanskrit Classical Literature
- Upgraded Ideas of Various 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 the 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.

Total Credit:4

No. of Theory Classes:60

No. of Practical Classes: 0

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MINOR-4

PAPER NAME- HISTORY OF VEDIC LITERATURE

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 Āranyakas and The Principal Upaniṣads	1	15	25
IV	The Six Vedangas	1	15	25

READLING 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, VaidikaSanshodhana Mandala, Pune, 1965.
- Vaidik Sangrah, Krishnalaal, Eastern Book Linkers, Delhi.
- Ṛksūktavajjayantī, H.D. Velankar, Bharatiya Vidya Bhavan, Bombay, 1972.
- ŚatapathaBrāhmaṇa , (Ed.) Ganga Prasad Upadhyaya, SLBSRS Vidyapeeth, Delhi.
- Śuklayajurveda-Samhitā, (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

Total Credit:4

No. of Theory Classes:60

No. of Practical Classes: 0

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SEMESTER - V

SEMESTER - 5		
TYPE	COURSE	CREDIT
MAJOR	MAJOR-9	4
	MAJOR-10	4
	MAJOR-11	4
MINOR	MINOR-5	4
INTERNSHIP	INTERNSHIP	4

SEMESTER-V

MAJOR-9

PAPER NAME: MODERN SANSKRIT POETICS

Unit No	Unit Content	Credit	No. of Classes	Marks
I	<ul style="list-style-type: none"> ➤ Stutiprasastimañjarī by Mukunda Madhav Sarma <ul style="list-style-type: none"> ▪ Anandaram Borooah ▪ Sankardeva ▪ Madhavdeva ➤ Some Selected poems of Harshdev Madhav: <ul style="list-style-type: none"> ▪ Snānagrhe ▪ Mṛtyuḥ I &II ▪ Khaniḥ 	1	15	25
II	Sataparvikā BY Abhiraj Rajendra Mishra	1	15	25
III	Prominent Sanskritists and Major Sanskrit writers of Assam Since 19 th century: <ul style="list-style-type: none"> ▪ Anandaram Borooah ▪ Dhireswaracarya ▪ K.K. Handique ▪ Candrakanta Vidyalamkara ▪ Bhavadev Bhagavati ▪ Manuranjan Sastri 	1	15	25
IV	Bhāskaracaritam <ul style="list-style-type: none"> ▪ Verse 1-50 ▪ Verse 104-222 	1	15	25

READING LIST:

- Mukunda Madhava Sharma, *Stutiprasastimañjarī*
- Biswanarayan Shastri, *Sanskrit Studies in Assam*
- Kanak Candra Sarma, *Mahamohopadhyaya Dhireswaracarya*, Published By Assam Prakashan Parishad
- Dipak Kumar Sarma, *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 a rethinking 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.

Total Credit:4

No. of Theory Classes:60

No. of Practical Classes:0

Course Designer : Chairperson, UGCCS, Dept of Sanskrit, Gauhati University

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MAJOR-10**PAPER NAME: GRAMMER AND LINGUISTICS**

Unit No.	Unit Content	Credit	No. of Classes	Marks
I	Sandhi Prakaraṇa ➤ 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 <ul style="list-style-type: none">• Grimm's Law• Grassman's Law• Verner's Law• Fortunatov's Law• Collitz' Law of Palatalization• Assimilation• Dissimilation• Syncope• Epenthesis• Anaptyxis• Haploglossy	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., Vaiyakaranasidhhantakaumudi (Vol I,II)
- Basu, S.C., Astadhyayi (Vols I,II)
- Vidyasagar, Ishvarachandra, Samagra Vyakarana Kaumudi
- 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, Laghusiddhantakaumudi
- 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 Pustak Bhandar

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.

Total Credit:4

No. of Theory Classes:60

No. of Practical Classes:0

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MAJOR-11

PAPER NAME- THEATRE AND DRAMATURGY

Unit No.	Unit Content	Credit	No. of Classes	Marks
I	<p>Theatre: Types and Construction</p> <p>➤ Types of Theatre :</p> <ul style="list-style-type: none"> • Vikṛṣṭa(oblong) • Caturasra (square) • Tryasra (triangular) • Jeṣṭha(big), • Madhyamā(medium) • Avara (small) • Bhūmiśodhana (Testing the Land) • Māpa (measurement of the site) • Mattavāraṇī(raising of pillars) • Raṅgapīṭha and Raṅgaśīrṣa(stage) • Dārukarma(work of Wood • Nepathyagrha(greenroom) • Prekṣopaveśa (auditorium) • Doors for entry and exit 	1	15	25
II	<p>Drama:</p> <ul style="list-style-type: none"> ▪ Vastu (Subject matter) ▪ Neta (Hero) ▪ Rasa ▪ Definition of Drama and its Various names ,dṛṣya,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: <ul style="list-style-type: none"> A.sarvaśrāvyā or prakāśa (aloud) B.aśrāvyā or svagata (spoken aside) C.niyataśrāvyā :janāntika (personal address),apavārita (confidential) D. ākāśabhāṣita (conversation with imaginary person), Netā : Four kinds of heroes, three kinds of heroines, 	1	15	25

	<p>sūtradhāra (stage manager),Pāripārśvika (assistant of the Sūtradhāra), vidūṣaka(jester), kañcukī (chamberlain) pratināyaka (villain)</p> <ul style="list-style-type: none"> ▪ Rasa : definition and constituent, ingredients of rasaniṣpatti, bhāva (emotions), vibhāva (determinant), anubhāva (consequent), sattvikabhāva (involuntary state),sthāyibhāva (permanent states), vyābhicāribhāva (complementary psychological states),svāda (pleasure), Four kinds of mental levels, vikāsa (cheerfulness), vistāra (exaltation),kṣobha (agitation),vikṣepa(perturbation 			
III	<ul style="list-style-type: none"> ➢ Tradition and History of Indian Theatre ➢ Origin and Development of stage in different ages: <ul style="list-style-type: none"> ▪ Prehistoric ▪ Vedic age, ▪ Epic-puranic age ▪ Court theatre ▪ Temple theatre ▪ Open theatre ▪ Modern theatre ▪ Folk theatre ▪ Commercial theatre ▪ National and State level theatre 	1	15	25
IV	<p>History of Theatre in Assam</p> <ul style="list-style-type: none"> ▪ Añkiyā nāṭ ▪ Bhāonā ▪ Ojāpāli ▪ Bhrāmyamān theatre etc. 	1	15	25

READING LIST:

- Ghosh,M.M.-Nāṭyaśāstra of Bharatamuni, pp.18-32.
- Hass, The Daśarūpaka: A Treatise on Hindu Dramaturgy, kārika 7,8,11-24,30,36,43,48,57-65.
- Hass,The Daśarūpaka:A Treatise on Hindu Dramaturgy, kārikās 2/1-5,8,9,15.
- Hass,The Daśarūpaka:A Treatise on Hindu Dramaturgy, kārikās 4/1-8,43,44.
- Farley, P. Richmond, (2007),ed. Indian Theatre: 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- Architecture in 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 Auxiliaries
- 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 Drumaturgy.
- 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 exited 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.

Total Credit=4

No. of Theory Class= 60

No. of Practical Class -0

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SEMESTER- V

MINOR -5

PAPER NAME- FUNDAMENTAL OF INDIAN PHILOSOPHY

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, Kuppuswami 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 Buddhisim- 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 in comparative 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:-ⁱ

- 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.

Total Credit=4.

No. of Theory Class= 60

No of Practical Class -0

Course Designer : Chairperson, UGCCS, Dept of Sanskrit, Gauhati University

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SEMESTER - VI

TYPE	COURSE	CREDIT
MAJOR	MAJOR-12	4
	MAJOR-13	4
	MAJOR-14	4
	MAJOR-15	4
MINOR	MINOR-6	4
TOTAL CREDIT		20

SEMESTER- VI

MAJOR- 12

INTRODUCTION TO INDIAN EPIGRAPHY, PALAEOGRAPHY& SELECTED INSCRIPTION

Unit No.	Unit Content	Credit	No. Of Classes	Marks
I	Epigraphy <ul style="list-style-type: none"> • Introduction to Epigraphy & types of inscriptions • Importance of Indian Inscriptions in the reconstructions of ancient Indian History & Culture • Chronology and System of Dating of Inscriptions 	1	15	25
II	Palaeography <ul style="list-style-type: none"> • Antiquity of the Art of Writing • Writing Materials, inscribers, library • Introduction to Ancient Indian Scripts and Assamese Scripts. 	1	15	25
III	Selected Inscriptions I <ul style="list-style-type: none"> • Ashoka's Girnar rock Edict-1 • Girnar Inscription of Rudradamana. 	1	15	25
IV	Selected Inscriptions II <ul style="list-style-type: none"> • Dhubi Copperplate of Bhaskarvarma 	1	15	25

READING LIST:

- Indian Epigraphy, D.C. Sirkar, 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.
- भारतीय पुरालेख का अध्ययनः: Studies in Ancient Indian Inscriptions, Siva Svarup Sahay, MLBD.
- Indian Epigraphy, A. V. NARASIMHA MURTHY, B.R. PUBLISHING CORPORATION.
- Inscriptions of Ancient Assam, Mukunda Madhava Sharma, Gauhati University Press, 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.

Total Credit: 4

No. of Theory Classes: 60

No of Practical Classes: 0

Course Designer: Chairperson, UGCCS, Dept of Sanskrit, Gauhati University

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MAJOR 13
MODERN SANSKRIT POETRY

Unit No.	Unit Content	Credit	No. Of Classes	Marks
I	• Prakāmakāmarūpam (1-2 Pravāhah)	1	15	25
II	• Adhunika Sanskrit Sahitya Sanchayanam by Puspa Dikshit- (Poems- ब्रुहि कोऽस्मिन् युगे कालिदासायते, नरास्तके)	1	15	25
III	• Selected Poems of Prof. Veda kumari Ghai and Rampratap Sastri (कृषकश्रमिकभिक्षुकाः) , • Radhavallav Tripathi (धीवरगीतम्)	1	15	25
IV	• Selected Poems of Abhiraj ajendraMishra- वन्दे सदा स्वदेशम्, ननु कीदृशम् जातम् पुरम्, नीरवर्षा यथा वहिवर्षा यथा, ल्पसेऽधिकं स्वर्गमुपेत्य किं वा ?,	1	15	25

READING LIST:

- Sanskrit Sahitya Ka Abhinava Itihas, Radhavallav Tripathi, Viswavidyalaya Prakashan
- Shukla Hiralal, Ādhunika Sanskrit Sāhitya, Rachana Prakashan Allahabad, 1971.
- Tripathi Radhavallabh, Sanskrit Sahitya-20 vi Śatabdi, Rashtriya Sanskrit Sansthan, Delhi.
- Tripathi Radhavallav, Sanskrit Sahitya Ka Abhinava Itihas, Viswavidyalaya Prakashan, Varanasi, Latest Edition-2007.
- Pant Girishcandra, Ādhunika Sanskrit Sahitya Sanchayan, Vidyanidhi Prakashan, 2008.

COURSE OBJECTIVES:

- Students will be introduced to the evolution of Sanskrit literature in its modern form through selected poetic works.
- Students will explore various themes such as identity, society and aesthetics in contemporary Sanskrit poetry.

- Students will engage with the styles and voices of renowned modern Sanskrit poets like Pushpa Dikshit, Veda kumara Ghai, Radhavallabh Tripathi, and Abhirajrajendra Mishra.
- Students will develop critical appreciation for how Sanskrit continues to express modern thought, emotion, and cultural critique.

LEARNING OUTCOME:

After going through this unit, students will be able:

- To understand the linguistic and thematic features of modern Sanskrit poetry.
- To interpret and analyze poems that reflects contemporary concerns, such as identity and cultural heritage.
- To appreciate the creative contributions of poets like PushpaDikshit, VedakumariGhai, RadhavallabhTripathi, and Abhirajrajendra Mishra.
- To recognize how traditional language serves as a medium for modern literary expression and social commentary.
- To develop sensitivity toward the aesthetics and message of modern Sanskrit literature.

Total Credit= 4.

No. of Theory Class= 60

No. of Practical Class= 0

Course Designer: Chairperson, UGCCS, Dept of Sanskrit, Gauhati University

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SEMESTER- VI
MAJOR 14
SANSKRIT KAVYA LITERATURE AND PROSODY

Unit No.	Unit Content	Credit	No. Of Classes	Marks
I	Kumārasaṁbhavam- <ul style="list-style-type: none"> ▪ Chapter I (Verses: 1-30) ▪ Chapter V (Verses: 1-30) 	1	15	25
II	Nalacampu <ul style="list-style-type: none"> • 1 Ucchvāsa • 2 Ucchvāsa 	1	15	25
III	<ul style="list-style-type: none"> • Mohamudgara 	1	15	25
IV	Sanskrit Metres: <ul style="list-style-type: none"> • Bhujangaprayāta, toṭaka, anuṣṭupa, ārya, mālinī, śikhariṇī, vasantatilaka, mandākrānta, sragdharā, śārdūlavikrīḍita, upendravajrā, upajāti 	1	15	25

READING LIST:

- Chandomanjari of Gangadasa, Chaukhamba Surabharati Prakashan, Varanasi
- Kumārasaṁbhava Canto I- VII, M.R. Kale, The Standard Publishing Co., Bombay, 1867.
- Nalacampu of Tribikram Bhatta, Bombay, 1867.
- Mohamudgar of Rajendra Nath Sarma.

COURSE OBJECTIVES:

- Students will study selected verses from classical Sanskrit kāvya texts such as Kumārasaṁbhava, Nalacampu, and Mohamudgara 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 their role in 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 Kumārasaṁbhava and Nalacampu with attention to imagery, rasa and poetic devices.
- To understand and analyze the insides of Mohamudgara .
- To identify and scan various classical Sanskrit metres such as bhujāṅgaprāyāta, 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.

Total Credit= 4.

No. of Theory Class= 60

No. of Practical Class= 0

Course Designer: Chairperson, UGCCS, Dept of Sanskrit, Gauhati University

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SEMESTER- VI

MAJOR 15

Type	Credit
DISSERTATION & VIVA VOCE	4

Total Credit= 4.

No. of Theory Class= 60

No. of Practical Class= 0

Course Designer: Chairperson, UGCCS, Dept of Sanskrit, Gauhati University

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MINOR 6

Paper Name- HISTORY OF SANSKRIT SCIENTIFIC LITERATURE

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: PART II, 55th Chapter	1	15	25
IV	Ancient Indian Architecture	1	15	25

READING LIST:

- M.Krishnamachariar, History of Classical Sanskrit Literature, MLBD, Delhi.
- GaurinathShastri, AConcise HistoryofSanskrit Literature, MLBD.Delhi.
- Maurice Winternitz, History of Indian Literature (Vol. 3-Part-II), also Hindi Translation.MLBD,Delhi.
- V. SubrahmanyaSastri, Brihatsamhita, MLBD Bangalore
- Srivastava, Ar. A.K. The History of Indian Architecture, 2022

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.

Total Credit: 4

No. of Theory Class: 60

No of Practical Class: 00

Course Designer: Chairperson, UGCCS, Dept of Sanskrit, Gauhati University

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MINOR COURSE (SANSKRIT)

Course Name	Semester	Paper Name	Credit
MINOR- 1 (Course-1)	1st Sem	INTRODUCTION TO SANSKRIT	4
MINOR- 1(Course-2)	2nd Sem	PRACTICAL ASPECTS IN SANSKRIT	4
MINOR -1(Course-3)	3rd Sem	BASICS PRINCIPALS OF INDIAN MEDICINE SYSTEM (AYURVEDA)	4
MINOR -1(Course-4)		INDIAN CULTURE	4
MINOR -1(Course-5)	4th Sem	HISTORY OF VEDIC LITERATURE	4
MINOR -1(Course-6)		INDIAN SOCIAL INSTITUTIONS	4
MINOR -1(Course-7)		FUNDAMENTAL OF INDIAN PHILOSOPHY	4
MINOR -1(Course-8)	5th Sem	CLASSICAL SANSKRIT LITERATURE	4
MINOR -1(Course-9)		HISTORY OF SANSKRIT SCIENTIFIC LITERATURE	4
MINOR -1(Course-10)	6th Sem	SMRITI LITERATURE AND PROSODY	4
MINOR -1Course-11)		INTRODUCTION TO SANSKRIT DRAMA	4

SEMESTER- I
INTRODUCTION TO SANSKRIT
MINOR- 1 (Course 1)

UNIT NO.	UNIT CONTENT	CREDIT	NO. OF CLASSES	MARKS
I	INTRODUCTION TO VEDIC LITERATURE <ul style="list-style-type: none"> ➤ INTRODUCTION TO SAMĀHITĀ ➤ BRĀhmaṇA ➤ Āraṇyaka ➤ Upaniṣad ➤ Vedaṅga 	I	15	25
II	INTRODUCTION TO CLASSICAL SANSKRIT LITERATURE (DRŚYAKĀVYAM) <ul style="list-style-type: none"> ➤ KĀlidāsa ➤ Bhavabhūti ➤ Bhāsa 	I	15	25
III	INTRODUCTION TO SĀSTRAS <ul style="list-style-type: none"> ➤ Vyākaraṇam ➤ Darśanam ➤ Alāmkāraśāstram 	I	15	25
IV	ORIGIN AND DEVELOPMENT OF SANSKRIT LANGUAGE AND BRĀhmī LIPI	I	15	25

READING LIST:

11. GAURINATH SHASTRI, A CONCISE HISTORY OF SANSKRIT LITERATURE, MLD, DELHI.

12. MAURICE WINTERNITZ, INDIAN LITERATURE (VOL. I-III), ALSO HINDI TRANSLATION, MLBD, DELHI.
13. A.B. KEITH, HISTORY OF SANSKRIT LITERATURE, ALSO HINDI TRANSLATION, MLBD, DELHI.
14. M. KRISHNAMACHARIAR, HISTORY OF CLASSICAL SANSKRIT LITERATURE, MLBD, DELHI.
15. BALDEV UPADHYAY, SANSKRIT SAHITYA KA ITIHAS, SHARDA NIKETAN, VARANASHI.
16. BALDEV UPADHYAY, VEDIK SAHITYA AUR SANSKRITI, VARANASHI.
17. KANE, P.V. HISTORY OF THE DHARMAŚĀSTRAS VOL. 1.
18. SHIVASVARUP SAHAY, BHARATIYA PURALEKHO KA ADHYAYAN (STUDIES IN ANCIENT INDIAN INSCRIPTIONS).
19. DANI, AHMAD HASAN : INDIANPALEOGRAPHY, OXFORD, 1963.
20. SATYAMURTY, K.: TEXT BOOK OF INDIAN EPIGRAPHY, LOWER PRICE PUBLICATION, DELHI 1992.

GRADUATE ATTRIBUTES:

- DISCIPLINARY KNOWLEDGE
- COMMUNICATION
- 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 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.

TOTAL CREDIT : 04
NO. OF THEORY CLASSES : 60
NO. OF PRACTICAL CLASSES : 00

COURSE DESIGNER : Chairperson, UGCCS, Dept. of Sanskrit, Gauhati University (GU)
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E-MAIL ID : kshukla@gauhati.ac.in

SEMESTER II
PRACTICAL ASPECTS IN SANSKRIT
MINOR-1 (Course 2)

UNIT NO.	UNIT CONTENT	CREDIT	NO. OF CLASSES	MARKS
I	SARVANĀMA WORDS AND THEIR USAGE	I	15	25
II	SUBHĀŚITAS	I	15	25
III	CONCEPT OF JÑĀNA, DHYĀNA, KARMA & BHAKTI IN GĪTĀ	I	15	25
IV	SANSKRIT DECLINATION AND CONJUCATION (अस्मद्, युष्मद्, इदम्, यत्, तत्, किम् - सर्वेषु लिङ्गेषु, नर, लता, नदी, मुनि, साधु, पितृ, श्रीमत) (अस्, पठ्, ,)	I	15	25

READING LIST:

- GOSWAMI, ASHOK KUMAR, SUBHASITASAMGRAHA, GUWAHATI.
- M.R. KALE (ED.), NITISATAKAM OF BHATRHARI, MLBD, DELHI.
- B.K.CHATURVEDI, CHANAKYANEETI, DIAMOND BOOKS, NEW DELHI.
- SRIMADBHAGAVADGITA – A GUIDE TO DAILY LIVING, ENGLISH TRANSLATION AND NOTES BY PUSHPA ANAND, ARPANA PUBLICATIONS, 2000.
- KALE, M.R. – HIGHER SANSKRIT GRAMMAR, MLBD, DELHI (HINDI TRANSLATION ALSO AVAILABLE)
- KANSHIRAM, LAGHUSIDDHANTAKAUMUDI (VOL. 1), MLBD, NEW DELHI.

GRADUATE ATTRIBUTES:

- DISCIPLINARY KNOWLEDGE
- COMMUNICATION SKILL
- UPGRADED ETHICAL VALUE
- KNOWLEDGE OF ANCIENT INDIAN LIFE STYLE
- BALANCED OUTLOOK TO LIFE
- SELF-CONTROL AND SELF-MANAGEMENT
- INCLINATION TO INDIAN KNOWLEDGE SYSTEM

COURSE OBJECTIVES:

- STUDENTS WILL ACQUIRE KNOWLEDGE OF INDIAN VALUE SYSTEM AND WILL GET EXPERTISE IN SPOKEN SANSKRIT.**
- STUDENTS WILL GAIN BASIC KNOWLEDGE OF YOGA AND THE IMPORTANCE OF ITS PHILOSOPHY FOR RUNNING A BALANCED LIFE STYLE.**
- STUDENTS WILL ACQUIRE KNOWLEDGE IN THE INDIAN WAY OF SELF-CONTROL AND SELF-MANAGEMENT.**

LEARNING OUTCOMES:

AFTER GOING THROUGH THIS UNIT STUDENTS WILL BE ABLE

- TO APPRECIATE THE VALUE OF SANSKRIT LANGUAGE.**
- TO GAIN KNOWLEDGE ABOUT THE ETHICAL EQUATIONS OF HUMAN LIFE WHICH ARE THE ROOT OF PROPER GROWTH AND PROSPERITY IN THE SOCIETY.**
- TO APPRECIATE INDIAN KNOWLEDGE SYSTEM THAT EVOLVED OR A HOLISTIC DEVELOPMENT IN THE SOCIETY.**

TOTAL CREDIT : 04

NO. OF THEORY CLASSES : 60

NO. OF PRACTICAL CLASSES : 00

COURSE DESIGNER : Chairperson, UGCCS, Dept. of Sanskrit, Gauhati University (GU)

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SEMESTER- III

BASICS PRINCIPLES OF INDIAN MEDICINE SYSTEM (AYURVEDA)

MINOR -1 (Course 3)

Unit No.	Unit Content	Credit	No. of Classes	Marks
I	Introduction to Indian Medicine System	1	15	25
II	Basics principles of Āyurveda	1	15	25
III	Dietetics, Nutrition and Treatment in Āyurveda	1	15	25
IV	Important Medicinal Plants and Their Base on Āyurveda	1	15	25

READING LIST:

- 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.
- Medicine in the Veda, K.G. Zysk, MLBD, Delhi, 1985
- The Ayurveda, V.W. Karambelkar, Chowkhamba Krishnadas Academy, Varanasi, 2003.

COURSE OBJECTIVES

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

- Students will understand the basic principles of Āyurveda, including the philosophy of balance and health.
- Students will acquire insights into Āyurvedic dietetics, nutrition, and methods of treatment.
- Students will be introduced to important medicinal plants and their significance as per Āyurvedic 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 Āyurveda such as the Tridoṣa theory, Panchamahābhūta and concepts of health and disease.

- To appreciate the role of nutrition and dietary guidelines in Āyurveda as a preventive and curative approach.
- To recognize key medicinal plants and understand their classification and therapeutic use according to Āyurveda.
- To relate ancient medical wisdom to modern health and wellness practices.

Total Credit: 4

No. of Theory Class: 60

No of Practical Class: 00

Course Designer: Chairperson, UGCCS, Dept of Sanskrit, Gauhati University

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SEMESTER- III
INDIAN CULTURE
MINOR -1 (Course 4)

UNIT NO.	UNIT CONTENT	CREDIT	NO. OF CLASSES	MARKS
I	➤ UNDERSTANDING CULTURE	1	15	25
II	➤ VERSIONS OF RAMA LEGEND IN SANSKRIT LITERATURE	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, ALI AI LIGANG	1	15	25

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 নাট্যকোষ (প্রথম খণ্ড) by মিন্টু শহীকীয়া
- অসমৰ নাট্য পৰম্পৰা by Dr. Subrata Jyoti Neog (part 1)
- Harichandra Bhattacharyya's "Asomiya Natya Sahityar Jilingani"

- Satyaprasad boruah's "Natak aru 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 legend as 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, Bhatheli and Ali Ai Ligang.

LEARNING OUTCOME:

After going through this unit, students will be able:

- To define and critically understand the concept of 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.

Total Credit: 4

No. of Theory Class: 60

No of Practical Class: 00

Course Designer: Chairperson, UGCCS, Dept of Sanskrit, Gauhati University

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SEMESTER IV

PAPER NAME- HISTORY OF VEDIC LITERATURE

MINOR- 1 (Course 5)

Unit No	Unit Content	Credit	No. of Classes	Marks
I	The Four Samhitāā	1	15	25
II	The Major Brāhmaṇas	1	15	25
III	The Āranyakas and The Principal Upaniṣads	1	15	25
IV	The Six Vedāngas	1	15	25

READLING 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 Sangrah, Krishnalaal, Eastern Book Linkers, Delhi.
- Ṛksūktavajjayantī, H.D. Velankar, Bharatiya Vidya Bhavan, Bombay, 1972.
- Śatapatha Brāhmaṇa , (Ed.) Ganga Prasad Upadhyaya, SLBSRS Vidyapeeth, Delhi.
- Śuklayajurveda-Samhitāā, (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 Vedāngas

Total Credit:4

No. of Theory Classes:60

No. of Practical Classes: 0

Course Designer : Chairperson, UGCCS, Dept of Sanskrit, Gauhati University

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SEMESTER- IV
INDIAN SOCIAL INSTITUTIONS
MINOR- 1 (Course 6)

UNIT NO.	UNIT CONTENT	CREDIT	NO. OF CLASSES	MARKS
I	➤ MAJOR DHARMAŚĀS TRA AS A SPECIAL BRANCH OF STUDY	1	15	25
II	➤ CONCEPT OF DHARMA, VARNAŚRAM A DHARMA	1	15	25
III	➤ STATUS OF WOMEN IN THE MAHĀBHĀRATA	1	15	25
IV	➤ SOCIAL VALUES AND SAṂSKĀRAS	1	15	25

READING LIST:

- Kane, P.V. History of the Dharmaśāstras Vol. 1.
- Manu's Code of Law (ed. & trans.) : Olivelle, P. (A Critical Edition and Translation of the Mānava-Dharmaśāstra), OUP, New Delhi, 2006.
- Gharpure, J.R. - Teaching of Dharmaśāstra, Lucknow University, 1956.
- Mahābhāratam of Maharṣi Vedavyāsa prañītam commentary of Śrīman Nīlakanṭha by Śrī Pañchānan Devaśarmaṇah, 1987
- Pandey, Rajbali, Hindu Saṃskāras: Socio-Religious Study of the Hindu Sacraments, Motilal Banarsidass Publishers, Delhi, 2013

COURSE OUTCOME:

- To introduce students to Dharmaśāstra as a specialized branch of Sanskrit literature focused on law, ethics and social conduct.
- To explain the concept of Dharma and the framework of Varnāśrama Dharma as outlined in classical texts.
- To examine the status and roles of women as depicted in the Mahābhārata.
- To explore social values and Saṃskāras (rituals and rites) in traditional Indian society.

LEARNING OUTCOME:

After completing this unit, students will be able:

- To understand the scope and importance of Dharmaśāstra literature in shaping Indian society and values.
- To explain key concepts such as Dharma and the Varṇāśrama system and how they relate to duties and social structure.
- To analyze narratives from the Mahābhārata that reflect the position and experiences of women in ancient India.
- To identify and interpret various Saṃskāras and their role in sustaining cultural and ethical values.
- To appreciate how ancient Indian texts provided a structured vision of ethical, social and personal life.

Total Credit: 4

No. of Theory Class: 60

No of Practical Class: 00

Course Designer: Chairperson, UGCCS, Dept of Sanskrit, Gauhati University

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SEMESTER- IV

PAPER NAME- FUNDAMENTAL OF INDIAN PHILOSOPHY

MINOR-1 (course 7)

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, Kuppuswami 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 in comparative 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.

Total Credit=4.

No. of Theory Class= 60

No of Practical Class -0

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SEMESTER- V
CLASSICAL SANSKRIT LITERATURE
MINOR –1 (Course 8)

UNIT NO.	UNIT CONTENT	CREDIT	NO. OF CLASSES	MARKS
I	➤ RĀMĀYANA- BĀLAKĀNDA (CHAPTER 1)	1	15	25
II	➤ SRĪMADBHAGAVADGĪTĀ- BHAKTI YOGA	1	15	25
III	➤ RAGHUVĀMSAM- CANTO 1	1	15	25
IV	➤ HITOPADEŚA-MITRALĀVA	1	15	25

READING LIST:

- Ramayana of Valmaki. (Eng. Tr.) H.P. Shastri, London, 1952-59. (3 Vols).
- M.R. Kale (Ed.), Raghuvamśam of Kālidāsa, MLBD, Delhi
- C.R. Devadhar (Ed.), Raghuvamśam of Kālidāsa, MLBD. Delhi
- Śrīmadbhagavadgītā –English Translation by JaydayalGyandka, TattavivecinīGītā Press, Gorakhpur,1997
- Śrīmadbhagavadgītārahasya – The Hindu Philosophy of Life, Ethics andKarmayogaśāstra Religion, Original Sanskrit Stanzas with English Translation,BalGangadhar tilak &BalchandraSitaramSukthankar, J.S. Tilak & S.S.Tilak,1965.
- Hitopadeśa of Nārāyaṇa Paṇḍit, Trans., RameshwarBhatta, ed., Narayan Ram Acharya, Chaukhamba Sanskrit Pratistha, 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.

Total Credit: 4

No. of Theory Class: 60

No of Practical Class: 00

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HISTORY OF SANSKRIT SCIENTIFIC LITERATURE

MINOR-1 (Course 9)

SEMESTER V

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

READING LIST:

- M.Krishnamachariar, History of Classical Sanskrit Literature, MLBD, Delhi.
- GaurinathShastri, AConcise History of Sanskrit Literature, MLBD.Delhi.
- Maurice Winternitz, History of Indian Literature (Vol. 3-Part-II), also Hindi Translation.MLBD,Delhi.
- V. SubrahmanyaSastri, Brihatsamhita, MLBD Bangalore
- Srivastava, Ar. A.K. The History of Indian Architecture, 2022
- Lilavati of Bhaskaaracarya, ed. by Pt. Surendra Sarma, Chaukhamba Vidyabhawan

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.

Total Credit: 4

No. of Theory Class: 60

No of Practical Class: 00

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SMRITI LITERATURE AND PROSODY

MINOR- 1 (Course 10)

SEMESTER- VI

UNIT NO.	UNIT CONTENT	CREDIT	NO. OF CLASSES	MARKS
I	➤ MANUSMRITI: RĀJADHARMA (CHAPTER 7)	1	15	25
II	➤ NĀRADASMṚTI: DĀYAVIBHĀGA	1	15	25
III	➤ ARTHĀSTRA: VINAYĀDHIKARIKAM	1	15	25
IV	➤ SANSKRIT METRES- (GĀYATRĪ, UṢNĪK, ANUṢTUP, BṛHATI, PAṄKTI, TRIṢTUP, JAGATI, BHUJAṄGAPRAYATA, TOṄAKA, ANUṢTUP, ĀRYA, MĀLINĪ, ŚIKHARINĪ, VASANTATILAKA, MANDĀKRĀNTA, SRAGDHARĀ, ŚĀRDŪLAVIKĪDITA, UPENDRAVAJRA, UPAJĀTI)	1	15	25

READING LIST:

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

COURSE OUTCOME:

- Students will explore the principles of Rājadharma (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 Nāradsmṛti.
- Students will study key administrative and disciplinary principles from the Vinayādhikaraṇa 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 Rājadharma and its importance in ancient Indian political thought.
- To understand the legal and ethical framework of inheritance as discussed in the Nāradsmṛti.
- 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.

Total Credit: 4

No. of Theory Class: 60

No of Practical Class: 00

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SEMESTER- VI
INTRODUCTION TO SANSKRIT DRAMA
MINOR- 1 (Course 11)

SEMESTER- VI

UNIT NO.	UNIT CONTENT	CREDIT	NO. OF CLASSES	MARKS
I	➤ INTRODUCTION TO BHĀSA AND HIS WORKS	1	15	25
II	➤ INTRODUCTION TO HARŚHAVARDHANA AND HIS WORKS	1	15	25
III	➤ SVAPNAVĀSAVADATTAM (ACT 1- 5)	1	15	25
IV	➤ RATNĀVALĪ (1-3 CHAPTER)	1	15	25

READING LIST:

- A History of Sanskrit Literature, A.B. Keith, Oxford University Press, London, 1920
- The Sanskrit Drama, A.B. Keith, MLBD, Delhi, 1992
- Svapnavāsavadattam attributed to Bhāsa, C.R. Devdhar, Oriental Book Agency, Poona, 1946
- The Ratnāvalī of Srī Harṣadeva, M.R. Kale, Gopal Narayan & Co., Bombay, 1925

COURSE OUTCOME:

- Students will be introduced to the playwright of Bhāsa, his literary style and historical significance in Sanskrit drama.
- Students will gain an understanding of Harṣavardhana as a dramatist and ruler, along with an overview of his dramatic contributions.
- Students will study and analyze Acts 1–5 of Svapnavāsavadattam, a classic play attributed to Bhāsa.
- Students will engage with the first three chapters of Ratnāvalī by Harṣa to explore structure, character and courtly aesthetics in Sanskrit theatre.

LEARNING OUTCOME:

After going through this unit, students will be able:

- To understand the literary contributions and dramatic techniques of Bhāsa and Harṣavardhana.
- To critically read and interpret Svapnavāsavadattam with a focus on character development, narrative structure, and dramatic tension.
- To analyze Ratnāvalī in terms of plot, dialogue and cultural references to royal life and values.
- To appreciate the evolution of Sanskrit drama as a medium of literary expression, political commentary and emotional depth.
- To enhance their ability to read, translate and interpret Sanskrit plays with attention to poetic language and stagecraft.

Total Credit: 4

No. of Theory Class: 60

No of Practical Class: 00

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