



Department of Sanskrit
University of Delhi
Under Graduate Course for Sanskrit
B.A. (Hons.) Under UGCF-22

GE-1: Basic Sanskrit

Max. Marks: (75+25= 100)

Total Credits: 04

[A] Course Objectives:

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

[B] Course Learning Outcomes:

- Students will acquire the basic and working knowledge of the Sanskrit language.
- Students will be able to communicate in simple Sanskrit.
- Students will develop an interest in Sanskrit.
- Students will be motivated to study further.

[C] Course Contents

Unit: I Grammar and Composition, Part I:

- Nominative forms of 'a' ending masculine and neuter gender nouns with paṭh, khād, likh, bhū, and other similar simple verbs in present, past and future tenses. Accusative forms of nouns in singular number with the usage of more simple verbs.
- 'ā' and 'ī' ending feminine words in nominative and accusative cases with loṭ lakāra (imperative).
- Masculine and Feminine nouns ending in 'i' and masculine nouns ending in 'u' in various cases in singular number.
- Nominative forms of pronouns- asmad, yuṣmad, tat, etat, yat, kim in masculine, feminine and neutral genders.
- Masculine nouns ending in consonants – bhavat, guṇin, ātman and Feminine nouns ending in consonants – vāk.
- Neuter nouns ending in consonants – jagat, manas.

Unit: II Grammar and Composition, Part II

Special Verb forms – in parasmaipada –past, present, future and imperative - kṛ, śrū

Special Verb forms – in parasmaipada –past, present, future and imperative - jñā

Special Verb forms – in parasmaipada –past, present, future and imperative – dā, dhā

Special Verb forms – in ātmanepada – past, present, future and imperative – edh, sev

Unit: III Sandhis and Pratyayas

Ac Sandhis:

yaṅ, guṇa, dirgha, ayadi, vrddhi and pūrvarūpa

Hal sandhis:

scutva, stutva, anunāsikatva, chhatva and jaṣṭva

Visarga sandhis:



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satva and rutva

Unit: IV Pratyayas–

śatṛ, śānac, ktavatu, kta

ktvā, lyap, tumun

Active – passive structures only in laṭ lakāra

[D] References:

Compulsory Readings:

1. Mishra, Dr. Yadunandan, Anuvada Chandrika, Chaukhambha Orientaliya, Delhi, 2021.
2. Apte, Vaman Shivram, Students Guide to Sanskrit Composition, The Standard Publishing Company, Girgaon, Bombay, 1925.
3. Tripathi, Dr. Brahmananda, Rupa Chandrika, Chaukhamba Surbharati Prakashan, Varanasi, 2008.
4. Kridanta Rupa Mala – Srijan Jha – App. available on Google Play Store

[E] Teaching Learning Process:

1. Teachers will introduce the prescribed components of grammar with several examples.
2. Teachers will make students produce and practise with more examples.
3. Teachers will put words in phrases and sentences and repeat them in several variations.
4. Students will construct Sanskrit sentences in the class singly and collectively and exhibit them in spoken as well as written forms.
5. Teachers will provide practice sheets to the students for each section, which they will solve either in class or at home.
6. Teachers will from the very beginning, encourage students to make short and simple Sanskrit sentences and speak in Sanskrit.

[F] Weekly Plan

Week 1	- Unit 1
Week 2	- Unit 1
Week 3	- Unit 1
Week 4	- Unit 1
Week 5	- Unit 2
Week 6	- Unit 2
Week 7	- Unit 2
Week 8	- Unit 2
Week 9	- Unit 3
Week 10	- Unit 3
Week 11	- Unit 3
Week 12	- Unit 3
Week 13	- Unit 4
Week 14	- Unit 4
Week 15	- Unit 4

[G] Assessment Methods:

I. Final Examination

	75
i. Word formation and Forms from Unit 1	20
ii. Word formation and Forms from Unit 2	20



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- | | | |
|------|--------------------------------------|----|
| iii. | Word formation and Forms from Unit 3 | 20 |
| iv. | Word formation and Forms from Unit 3 | 15 |

II. Internal Assessment **25**

(Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)
Total Marks: (I+II) (75+25) = 100

[H] Keywords:

Sanskrit language, grammar, composition etc.



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GE-2: Indian Aesthetics

Max. Marks: (75+25= 100)

Total Credits: 04

[A] Course Objectives:

Aesthetics is a potent and important field of literary criticism. It has acquired the status and recognition of an independent academic discipline today, Aesthetics deals with the historically determined essence of human values, their creation, perception, appreciation and assimilation. It is the science and philosophy of all fine art forms. Indian perception accepts poetry, drama, music, architecture, iconography and painting as independent Art forms. The principal objective of this course is to give the students an overview of the major trends of Indian Aesthetics.

[B] Course Learning Outcomes:

This course will enable students to identify the real essence behind all ideas of Beauty as propounded by Indian rhetoricians. After the completion of the course, the learner will be able to understand the Indian deliberations on aesthetic experience in the form of Rasa and its process. The participant will be able to appreciate the various artistic modes of expressions of Beauty in general and poetry in particular. The course will help the student peep into the historical evolution of the Indian science of aesthetics.

[C] Course Contents:

Unit: I

Aesthetics (Saundaryaśāstra), its nature and components

Beauty (Saundarya): its definition, nature, importance and components: vāya, rūpa, vacana, hāva, Discussion of synonyms of the term Beauty (Saundarya): ramaṇīyatā, lāvaṇya, cārutā, kānti, madhuratā, manohāritā, suṣmā, abhirāmtā

Unit: II

The process of Aesthetic experience (Rasa)

- Constituents of rasa: Bhāva (human feelings and emotions) Vibhāva (causes or determinants), Anubhāva (voluntary gestures), Sāttvika bhāva (Involuntary gestures), Vyabhicāri bhava (transitory states) and Sthāyibhāva(basic mental states), Sahṛdaya/Sāmājika (Connoisseur/Spectator). Anukārya, Anukartā, Sādhāraṇīkaraṇa (Generalization), four mental stages of rasa realization: Vikāsa (cheerfulness), Vistāra(exaltation), Kṣobha (agitation), Vikṣepa (perturbation).
- Number of rasas according to Bharat.



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- Nature of rasa (Aesthetic experience) according to Sāhityadarpaṇa, aesthetic enjoyment – eternal bliss, the ultimate reality (ānandamayatā, alaukikatā)

Unit: III

Aesthetic elements (saundarya - tattva)

- Art as the mode of expression of Saundarya –Architecture, Sculpture and Painting and Music.
- Main aesthetic elements of literary arts (Poetry and Drama): Alankāra, rīti, Dhvani, Vakrokti & Aucitya.

Unit: IV

Prominent thinkers of Indian Aesthetics and Perception of beauty in Abhijñānaśākuntalam

- Bharata, Bhāmaha, Vāmana, Ānandavardhana, Rajśekhara, Abhinavagupta, Mammaṭa, Vishvanātha, Rūpagoswamī and Paṇḍitarāja Jagannātha
- Perception of beauty in Drama from cultural, social and aesthetical point of view in the context of Abhijñānaśākuntalam.

[D] References:

Compulsory Reading:

1. Singh, Satyavrata, Sāhityadarpaṇa of Vishvanatha, Chaukhamba Vidyabhavan, Varanasi, 1957.
2. Kane P.V., *History of Sanskrit Poetics* pp.352-391, Motilal Banarasidas Publishers Private Limited, Delhi, 2002.
3. Pandey, Dr. Kantichandra: *Comparative Aesthetics*, vol.1 Chowkhamba Sanskrit series office Varanasi, 1972.
4. चतुर्वेदी ब्रजमोहन , भारतीय सौन्दर्यदर्शन , मध्यप्रदेश हिन्दी ग्रन्थ अकादमी. पृ. 5-12, 22-34.
5. चतुर्वेदी ब्रजमोहन, भारतीय सौन्दर्यदर्शन, पृ. 42-60
6. पाण्डेय कान्तिचन्द्र, स्वतन्त्र कलाशास्त्र, प्रथम भाग पृ. 593-625
7. चतुर्वेदी ब्रजमोहन, भारतीय सौन्दर्यदर्शन, पृ. 37-42
8. पाण्डेय कान्तिचन्द्र, स्वतन्त्र कलाशास्त्र, प्रथम भाग पृ. 593-625, चौखम्बा प्रकाशन, 1978
9. चतुर्वेदी ब्रजमोहन, भारतीय सौन्दर्यदर्शन, पृ. 61-76

Additional Resources:

1. Gnoli, R.: *The Aesthetic Experience according to Abhinavagupta*, Chowkhamba Sanskrit series office Varanasi, 1956
2. उपाध्याय बलदेव , संस्कृत- आलोचना , हिन्दी समिति, सूचना विभाग , उ. प्र., 1963



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3. कृष्णकुमार, अलंकारशास्त्र का इतिहास , साहित्य भण्डार, मेरठ, 1998
4. Coomarswami A: *Introduction to Indian Art*, Theosophical Society, Adyar, 1956.
5. कृष्णकुमार, अलंकारशास्त्र का इतिहास , साहित्य भण्डार, मेरठ, 1998
6. पाण्डेय, कान्तिचन्द्र, स्वतन्त्र कलाशास्त्र, प्रथम तथा द्वितीय भाग, चौखम्भा संस्कृत सीरीज, वाराणसी 1967, 1978

[E] Teaching Learning Process:

The teaching-learning process for this paper will be theoretical as well as practical wherein all relevant elements will be analyzed. The students will know the salient features of Aesthetic based on Sanskrit literature on the Subject.

[F] Assessment:

I. Final Examination

Total marks - 75

4 long questions

4x 15 = 60 marks

2 notes

2x 7.5 marks= 15

II. Internal Assessment

25

(Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)

Total Marks: (I+II) (75+25) = 100

[G] Keywords:

Aesthetics, Saundaryaśāstra, vāya,rūpa, vacana, hāva, ramaṇīyatā, ,
lāvaṇya, cārutā, kānti, tti, madhuratā, manohāritā, suṣmā, abhirāmtā
Aesthetic experience, Rasa, Sāhityadarpaṇa, ānandamayātā,
alaukikatā, bhāva, vibhāva, anubhāva, sāttvika bhāva, vyabhicāri
bhāva, sthāyibhāva, saḥṛdaya, anukārya, anukartā, sādharmaṇikaraṇa,
Rasa, alaṅkāra, rīti, dhvani,vakrokti & aucitya, Bharata, Bhāmaha,
Vāmana, Ānandavardhana, Rajśekhara, Abhinavagupta,
Mammaṭa,Vishvanātha, Rūpagoswamī and Paṇḍitarāja Jagannātha



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GE-3: Basic Principles of Āyurveda

Max. Marks: (75+25= 100)

Total Credits: 04

[A] Course Objectives:

The primary objective of this course is to offer the students an opportunity of learning about Ancient Indian Medical practices. Students will be familiar with the basic principles of the Science of Ayurveda.

[B] Course Learning Outcomes:

This course will enable the students to get a fair understanding of the Science of Ayurveda (Medical Science). The course will make the learner capable of analyzing the classification and elements of Indian herbs. The course is supposed to create among the students an awareness of ancient medical practices.

[C] Course Contents:

Unit: I

Introduction to Āyurveda

Definition of Āyurveda, Aim of Āyurveda, Subject Matter of Āyurveda, Salient Features of Āyurveda, Concept of Health according to Āyurveda, Unique features of Āyurveda.

History of Āyurveda

Introduction to Major Texts (Suśrut Saṁhitā and Caraka Saṁhitā) and Authors (Suśruta and Caraka) and Aṣṭāṅga Hṛdayam, Aṣṭāṅga Saṅgraha of Vāgbhaṭa.

Unit: II

Basic Principles of Āyurveda

1. **Triguṇas:** Sattva, Rajas and Tamas.
2. **Pañcamahābhūtas:** Ākāśa (Space), Vāyu (Air), Teja or Agni (Fire), Jala (Water) and Pṛthvī (Earth).
3. **Tridoṣas:** Vāta, Pitta and Kapha.
4. **Saptadhātus:** Rasa (fluid), Rakta (blood), Māmsa, Meda (fat), Asthi, Majjā and Śukra.
5. **Trayodasāgni:** Jatharāgni (gastric fire), Saptadhātvāgni and Pācabhātāgni.
6. **Trimalas:** Purīṣā (faeces), Mūtra (urine) and Sveda (sweat).

Unit: III

Aṣṭāṅga Āyurveda:

1. Kāyçikitsā (General Medicine)
2. Kaumārabhṛtya (Pediatrics)
3. śalyatantra (Surgery)
4. Śālākya-Tantra (Ent. and Ophthalmology)
5. Bhūta Vidyā (Psychiatry Medicine).
6. Viṣa Vijñāna (Toxicology).
7. Rasāyana (Rejuvenates).
8. Vajīkaraṇa (Aphrodisiac).

Unit: IV



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Important Medicinal Plants and their bases on Āyurveda

Medicinal Plants in Suśruta Saṁhitā: Tulsī, Haridrā, Sarpagandhā, Ghṛta Kumārī,
Guggulu, Brāhmī, āmalā, Aśwagandhā, Arjun, Haldi, Neema Plant, Jamun, Pudina

[D] References:

1. Acharya, Srinivas, Panchakarma Illustrated, Chaukhamba Sanskrit Pratishthana, Delhi, 2006.
2. V.B. Athavale, Basic Principles of Āyurveda, ChaukhambaSanskrit Pratishthan New Delhi, 2005.
3. Āyurveda Kā Saṅkṣipta Itihāsa, Hindi Sahitya Sammelan, Allahabad.
4. Bhagavan Dash, Vaidya, and Acarya Manfred M. Junius, A Handbook of Āyurveda, Concept Publishing Co., New Delhi, 1987.
5. Bhishagratna, Kaviraj Kunjalal, ed., translator. (2002). Sushruta Samhita Volumes I and II. Varanasi, India: Chowkhamba Sanskrit Series.
6. Charak Samhita E-text: <http://www.charakasamhita.com/>
7. <http://www.speakingtree.in/blog/medicinal-plants-from-ancient-india>
8. http://www.tkd.res.in/tkd/langdefault/ayurveda/Ayu_Principles.asp?GL=#q1
9. K. R. Srikantha Murthy, Illustrated Susruta Samhita, ChaukhambaOrientalia, 2012
10. M.S. Valiathan, An Introduction to Āyurveda Paperback, Universities Press (India) Private Limited, 2013
11. M.S. Valiathan, The Legacy of Suśruta, Universities Press, 2007
12. PriyaVrat Sharma, Essentials of Āyurveda: Sodasangahrdayam, MotilalBanarsidass Publishers, 1999
13. Ravi DattaTripathi, Vāgbhāṭa's Aṣṭāṅg-saṅgraha, ChowkhambaSanskrit Pratishthanam, Delhi., 2011.
14. ShanthaGodagama, The Handbook of Āyurveda, North Atlantic Books, 2004
15. Sharma, Priyavrit V., ed., translator. (1981-1994). Charaka Samhita, Vols. 1 - 4,Chaukhamba Sanskrit Series, Varanasi, India: Varanasi, India: Chowkhamba SanskritSeries.
16. Sharma, Ram Karan and Bhagawan Dash, Vaidya, eds., translators (1992 – 2000). CharakaSamhita Vols. 1 – 6. Varanasi, India.Chaukhamba Sanskrit Series.
17. Srikrishnamurthy, K.R. Srikantha, translator. (1991-1992). Vagbhata, AstangaHridayamVols. 1 and 2. Varanasi, India: Krishnadas Academy.
18. Srikrishnamurthy, K.R. Srikantha, translator. (2001). Sharangadhara Samhita: A treatise on Āyurveda. Varanasi, India: ChaukhambaOrientalia.
19. SusrutaSusruta (Author), Kunja Lal Bhishagratna, An English Translation of the Sushruta Samhita, Based on Original Sanskrit Text. Edited and Published by KavirajKunja Lal Bhishagratna. with a Full ... Notes, Comperative Views, Index, Glossary, Nabu Press, 2012

[E] Teaching Learning Process:

1. Teachers will explain the relevant texts in lecture method.
2. Teachers will make the students visit to and experience themselves the medicinal plants.
3. Teachers will instruct the students to prepare reports on their understanding of the plants.

[F] Weekly Plan

Week 1 - Unit 1



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Week 2	- Unit 1
Week 3	- Unit 1
Week 4	- Unit 1
Week 5	- Unit 2
Week 6	- Unit 2
Week 7	- Unit 2
Week 8	- Unit 2
Week 9	- Unit 3
Week 10	- Unit 3
Week 11	- Unit 3
Week 12	- Unit 3
Week 13	- Unit 4
Week 14	- Unit 4
Week 15	- Unit 4

[G] Assessment Methods:

I. Final Examination

I. Basic Structure of Question Paper & Division of Marks 75

Four long questions from Units I to IV 15x4=60

Three short notes (with options) from Units I to IV 5x3=15

II. Internal Assessment 25

(Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)

Total Marks: (I+II) (75+25) = 100

[H] Keywords:

bhujāṅgaprayāta, sragviṇī, toṭaka, harigītikā, vidyunmālā, anuṣṭup, āryā, mālinī, śikhariṇī, vasantatilakā, mandākrāntā, sragdharā and nyusārdūlvikrīḍita.



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GE-4: Sanskrit Narratology

Max. Marks: (75+25= 100)

Total Credits: 04

[A] Course Objectives:

This course aims at acquainting the students with various aspects of Sanskrit Narratology. These aspects cover origin and development of Sanskrit narratives, its distinctive features, functions, forms and cross-cultural reception.

[B] Course Learning Outcomes:

Students will acquire the basic understanding of Sanskrit Narratives. They will be able to appreciate the essence of Sanskrit Narratology. They will develop an interest in Sanskrit Narratives and will be motivated to study the subject further.

[C] Course Contents:

Unit: I Origin and Development of Sanskrit Narratives

- A. Vedic Origin- Ṛgvedic Saṁvāda Sūktas, Gāthā Nārāśamsī, Upniṣadic ākhyāna
- B. Itihāsa-purāna tradition
- C. Bṛhatkathā and its Sanskrit recensions – Bṛhatkathā ślokaṁgrha, Kathāśartitsāgara, Bṛhatkathāmañjarī
- D. Origin and Development of Sanskrit Fables – Pañcatantra, Hitopadeśa, Vetālapañcaviṁśikā, Siṁhāsanadvātrimśikā, Puruṣaparīkṣā, Śukasaptati

Unit: II Distinctive Features and Functions of Sanskrit Narratology

(i) Distinctive Features of Sanskrit Narratology

1. Interiorization 2. Serialisation 3. Fantasisation 4. Cyclicalisation 5. Allegorisation 6. Anonymisation 7. Elasticisation of Time 8. Spatilisation 9. Stylisation 10. Improvisation

(ii) Institution and Function of Story-telling

1. Ritualistic, spiritualistic, recreational and pedagogical thrust
2. Narrator as a social-class- Kuśīlava, Cāraṇa, Sūta

Unit: III Art-forms as Medium of Sanskrit Narrative

Kathāśatra (Symposium of Story-telling), Drama, Dance-forms, Cave-paintings, Miniature Paintings and Sculpture.

Unit: IV Cultural Reception of Pañcatantra

Adaptation, Re-casting and Re-telling of Pañcatantra across cultures and nations.

[D] References:

1. Sadhale, Nalini, *Katha in Sanskrit Poetics*, Sanskrit Academy, Osmania University, Hyderabad, 1986
2. Paniker, K. Ayyapaa, *Indian Narratology*, IGNCA, Delhi, 2003
3. Dev, Amiya (Ed.), *Narrative, A Seminar*, Sahitya Academy, Delhi, 2017
4. Daya, Krishna, *India's Intellectual Tradition*, Delhi, ICPR, 1987



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5. Mahulikar, Gauri, Effect of Ramayana on Various Cultures and Civilizations, Ramayana Institute.
6. Video of London 2009 ICR Illustrated Lecture on the Westward Migration of Panchatantra from India.
7. V. Raghavan Ed. The Rāmāyana Tradition in Asia,
8. Dr. Edgerton, Franklin (1924), *The Pañcatantra Reconstructed* (Vol.1: Text and Critical Apparatus, Vol.2: Introduction and Translation), New Haven, Connecticut: American Oriental Series. Volumes 2-3 Hertel, Johannes (1908-15), *The Pañcatantra* : a collection of ancient Hindu tales, in the recension called Pañcākhyānaka, and dated 1199 A.D., of the Jaina monk
9. Anand Krishna, *A Reassessment of the Tuti-Nama Illustrations in the Cleveland Museum of Art*, *Artibus Asiae*, Vol. 35, No.3, pp. 241-268 (28 pages). Artibus Asiae Publishers, 1973.
10. Winternitz, M. *Some Problems of Indian Literature* –Munshiram Manoharlal, Delhi, 1978.

[E] Teaching Learning Process:

1. Teachers will introduce the elements of Sanskrit Narratology.
2. Teachers will explain and clarify the fundamental concepts and issues of Narratology in the class.
3. Teachers will suggest the students to visit the blogs, articles and other digital and non – digital sources in the subjects.
4. Teachers will make the students understand the preventive approach of Sanskrit Narratology.

[F] Weekly Plan

Week 1	- Unit 1
Week 2	- Unit 1
Week 3	- Unit 1
Week 4	- Unit 1
Week 5	- Unit 2
Week 6	- Unit 2
Week 7	- Unit 2
Week 8	- Unit 2
Week 9	- Unit 3
Week 10	- Unit 3
Week 11	- Unit 3
Week 12	- Unit 3
Week 13	- Unit 4
Week 14	- Unit 4
Week 15	- Unit 4

[G] Assessment Method:

I. Final Examination

75



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Basic Structure of Question Paper & Division of Marks

- | | | |
|------|---------------------------------------|---------|
| i. | Long Questions (from unit I, III, IV) | 3x15=45 |
| ii. | Short Questions (from unit II) | 2x8=16 |
| iii. | Short Notes (from unit I) | 2x7=14 |

II. Internal Assessment

25

(Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)

Total Marks: (I+II) (75+25) = 100

[H] Key-Words

Sanskrit Narrative, Narratology, Ākhyāna, Kathā, Ākhyāyikā , Gāthā Nārāśamsī , Itihāsa-
purāna, Rāmāyaṇa, Mahābhārata , Pañcatantra, Hitopadeśa, Bṛhatkathā,
Kathāśartitsāgara, Bṛhatkathāmañjarī.



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GE-5:
Tools and Techniques for Computing Sanskrit Language

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical/ Practice			
Tools and Techniques for Computing Sanskrit Language	04	3	1	0	Class XII Pass	Nil	Sanskrit

Learning Objectives:

This course will introduce the current research and development in Sanskrit computing. Primary emphasis will be on tools and techniques developed under government and private funding and to explore new technologies for Sanskrit.

Learning Outcomes:

The course-level learning outcomes that a student of this course is required to demonstrate are indicated below:

- Learn the basic concept of Sanskrit Phonology, Sanskrit Morphology, Syntax, Semantics, Lexicon and Corpora.
- Learn the origin and Development of Language Computing.
- Basic Introduction of Computing Sanskrit Language.
- Various methodologies used on Language Technology.
- Various tools developed for Sanskrit Language.
- Survey of Language Computing

SYLLABUS OF GE-5

Unit: I

Credit: 01

Major Components of Sanskrit Linguistics:

- Phonology
- Morphology
- Syntax
- Semantics
- Lexicon and Corpora



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Unit: II

Credit: 01

Areas and Applications of the Sanskrit Language Computation

- Text Digitization/Content Creation and Search for Sanskrit
- Speech Technology
- Grammar Tools
- Machine Translation
- Preservation and Delivery of Cultural Heritage of Sanskrit

Unit: III

Credit: 01

Language Computing Methodology

- Rule Base
- Statistical
- Hybrid

Unit: IV

Credit: 01

Survey of Language Computing

- Survey of the Language Computing for Sanskrit
- Survey of the Language Computing for Indo Aryan Languages

[D] References:

Compulsory Readings:

1. Akshar Bharati, Vineet Chaitanya and Rajeeva Sanghal, Natural Language Processing: A Paninian Prospective, Prentice Hall of India, New Delhi, 1995.
2. Chandra Subhash (2021). भाषासंगणन (Language Computing), Upasana Publications, New Delhi, India, ISBN: 978-93-87677-05-0.
3. Girish Nath Jha, Madhav Gopal, Diwakar Mishra, Annotating Sanskrit Corpus: Adapting IL-POSTS, Human Language Technology. Challenges for Computer Science and Linguistics Lecture Notes in Computer Science Volume 6562, 2011, pp 371-379.
4. Tools developed by Computational Linguistics Group, Department of Sanskrit, University of Delhi, Delhi-110007 available at: <http://cl.sanskrit.du.ac.in>
5. Daniel Jurafsky and James H. Martin, Speech and Language Processing, Prentice Hall; 2008
6. Chandra, Subhash and Jha, GN. Computer Processing of Nominal Inflections in Sanskrit: Methods and Implementations, CSP, UK, 2012.
7. Jha, Girish Nath, Morphology of Sanskrit Case Affixes: A Computational Analysis, M.Phil Dissertation, Centre of English and Linguistics, School of Language, Literature and Culture Studies, JNU, 1993.
8. Sanskrit Computational Linguistics symposium 1-2: Springer Verlag LNCS 5402 G Huet, A Kulkarni and P Scharf (eds), Proceedings of the 1st and 2nd International Symposium, 2009.
9. Sanskrit Computational Linguistics symposium 3: Springer Verlag LNCS 5406 A Kulkarni, G Huet (eds), Proceedings of the 3rd International Symposium, Jan 15 - 17, 2009, Hyderabad.
10. Grishman, R., Computational Linguistics: An introduction, Cambridge University Press, 1986.



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11. Chandra, Subhash .मशीनी अनुवाद (Machine Translation) Vidyanidhi Prakashana, New Delhi,

[E] Teaching Learning Process:

Lecture based Teaching Learning on the Basics of Tools and Techniques for Computing Sanskrit Language, Detailed Survey of Language Computing tools and Techniques for Background will be covered in this course. It will be very helpful to students to engage them in laboratory and practice basic tools and techniques of computer.

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.



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GE-6
Machine Translation: Tools and Techniques

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical/ Practice			
Machine Translation: Tools and Techniques	04	3	1	0	Class XII Pass	Nil	Sanskrit

Learning Objectives:

This course will introduce the theory and practice of computer based translations and expose the students to the internal processes and inter module interactions in a typical Machine Translation (MT) system

Learning Outcomes:

The course-level learning outcomes that a student of this course will be able to demonstrate are indicated below:

- Learn the origin and Development of Machine Translation.
- Basic Introduction of Machine Translation.
- Human vs Machine Translation.
- Concepts to ideal various methodologies used on Machine Translation System.
- Using guidelines of the Machine Translation system: Google and Bing.
- Evaluation and Challenges in Machine Translation

SYLLABUS OF GE-6

Unit: I

Credit: 01

Introduction and History of Machine Translation

- History and Survey of Machine Translation Systems.
- List of Major MT System for Indian Languages: Google Translate and Bing by Microsoft.

Unit: II

Credit: 01

Theoretical Concepts of Machine Translation:



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- Human vs Computer translation of languages.
- Basics of Machine Translation
- Tools and Techniques of Machine Translation
- Source and Target Language

Unit: III

Credit: 01

Machine Translation (MT) Approaches

- Rule Base MT
Transfer-based
- Interlingual and Dictionary Based
- Statistical MT
Example Based MT
- Hybrid MT

Unit: IV

Credit: 01

Evaluation of MT

- Evaluation of MT
- Challenges in Machine Translation
- Ambiguity and Acceptability

[D] References:

Compulsory Readings:

1. Chandra, Subhash. मशीनी अनुवाद (Machine Translation) यूजीसी सीबीसीएस स्कीम के तहत बीए (संस्कृत) के एईईसी (AEEC)-3 के पाठ्यक्रम पर आधारित. Vidyanidhi Prakashana, New Delhi, India, ISBN: 9789385539527.
2. Sergei Nirenburg, H. L. Somers, Readings in Machine Translation, MIT Press (MA)
3. Philipp Koehn, Statistical Machine Translation, Cambridge University Press.
4. Sergei Nirenburg, Jaime Carbonell, Masaru Tomita, Editors: Kenneth Goodman, Machine Translation: A Knowledge-Based Approach, Morgan Kaufmann Publishers Inc. San Francisco, CA, USA, 1994
5. Amba Kulkarli, Machine translation activities in India: A survey, In proceedings of workshop on survey on Research and Development of Machine Translation in Asian Countries, Thailand, May 13-14, 2002.

[E] Teaching Learning Process:

A variety of approaches to teaching-learning process, including lectures, seminars, tutorials, workshops, peer teaching and learning, practicum and project-based learning, substantial laboratory-based practical component and experiments in this course, open-ended project work, games, technology-enabled learning, etc. will need to be adopted to achieve this.

Lecture based Teaching Learning on the Basics of Machine Translation, Detailed Survey of MT tools and Techniques for Background will be covered in this course.

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.



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GE-7: Fundamentals of Indian Philosophy

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the Course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Fundamentals of Indian Philosophy	04	3	1	0	Semester II Passed	Working Knowledge of Sanskrit

Learning Objectives

The primary objective of this course is to familiarize the students with the basic issues in Indian Philosophy. The course will give a hand on knowledge of various Fundamental concepts and Theories to enable them to learn the higher concepts and Theories of different Philosophical schools of Indian Philosophy

Learning outcomes

Indian Philosophy teaches critical thinking, close reading, clear writing, and logical analysis. It develops the tools of logic and reason to analyse the ways in which the individual experiences the Universe. It guides the student to understand the language we use to describe the world, and our place within it. Different areas of philosophy are distinguished by the questions they ask. The most important reason to study philosophy is that it is of enormous and enduring interest. Philosophy is important, but it is also enormously enjoyable in which students are provided with the tools and the opportunity to develop and express their own philosophical views.

Detailed Syllabus

Unit I: Fundamentals of Philosophy

10Hrs

Darśana - concept and aims, Classification of Indian Philosophical schools, Fundamental issues in Indian Philosophy- Epistemology: Pramanas

Unit: II Metaphysics:

10Hrs

Satkaryavada, Asatkaryavada, Parinamavada, Vivartavada, Svabhavavada, Consciousness and matter, theories of self
Ethics: Karma & Punarjanma theory, Liberation

Unit: III Schools of Indian Philosophy

10Hrs.

Heterodox Schools - **Cārvāka** - General introduction with emphasis on Challenge to Veda, Rejection of Transcendental Entities, Ethics



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Jainism: General Introduction with emphasis on Anekantavāda, Syadvāda, Saptabhanginyaya.

Buddhism- General introduction with emphasis on Four Noble Truths

Unit : IV Orthodox Schools

15Hrs.

Samkhya- General Introduction with emphasis on Prakṛti, three Gunas & Puruṣa (Based on Samkhyakārikā)

Yoga – Eight-fold path of Yoga

Nyaya Vaisesika - General Introduction Seven Pādāthas (overview only) Mimamsa - Svataḥ Prāmāṇyavāda

Advaita Vedanta - General Introduction with emphasis on Brahman, Māyā, Jīva and Jagat

Essential/recommended readings

1. मिश्र, पंकज कुमार, तर्कसंग्रह तन्वी व्याख्या, परिमल पब्लिकेशन्स, शक्ति नगर, दिल्ली-7, 2013
2. मिश्र, पंकज कुमार, चार्वाक, शिवालिक प्रकाशन, 27/16, शक्ति नगर, दिल्ली-7, 2019
3. शर्मा, चन्द्रधर, भारतीय दर्शन, मोतीलाल बनारसीदास, जवाहर नगर, दिल्ली
4. Bhartiya, Mahesh Bharatiya Darśana Ki Pramukha Samasyaem, Ghaziabad, 1999.
5. Chatterjee, S. C. & D. M. Datta - Introduction to Indian Calcutta University, Calcutta, 1968 (Hindi Translation also).
6. Hirianna, M.- Outline of Indian Philosophy, London, 1956 (also Hindi Translation).
7. Shastri, Kuppaswami, A Primer of Indian Logic, 1951 (only introduction).
8. Bhartiya, Mahesh - Causation in Indian Philosophy, Ghaziabad, 1975.
9. Pandey, Ram Chandra - Panorama of Indian Philosophy (also Hindi version), M.L.B.D., Delhi, 1966.
10. Raja, Kuhnan - Some Fundamental Problems in Indian Philosophy, MLBD, Delhi, 1974.
11. Rishi, Uma Shankar (Ed.), Sarva-Darshana_Samgraha, Chowkhamba Vidyabhawan, Varansi, 1984.

Additional Resources:

1. Hirianna, M. - Outline of Indian Philosophy, London, 1956 (also Hindi Translation).
2. Shastri, Kuppaswami, A Primer of Indian Logic, 1951 (only introduction).
3. Bhartiya, Mahesh - Causation in Indian Philosophy, Ghaziabad, 1975.
4. Radhakrishnan, S. Indian Philosophy, Oxford University Press, Delhi, 1990.
5. Pandey, Ram Chandra Panorama of Indian Philosophy (also Hindi version), M.L.B.D.,
6. Raja, Kuhnan - Some Fundamental Problems in Indian Philosophy, MLBD, Delhi, 1974.
7. Chatterjee, S. C.- The Nyaya Theory of Knowledge, Calcutta, 1968.

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time



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GE-8: Indian Epigraphy & Palaeography

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the Course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Indian Epigraphy & Palaeography	04	3	1	0	Semester II Passed	Working Knowledge of Sanskrit

Learning Objectives

This course provides the students with the knowledge of the Indian Epigraphy and Palaeography and basics of Indian history of ancient period. Learners interested in acquiring historical facts direct from the original source can be benefitted with this course. It is extremely helpful for those who are willing to involve in archaeological studies.

Learning outcomes

After completion of this course, the students will form a solid understanding of the various Inscriptions, antiquity of writing and other issues related to Indian Epigraphy and Palaeography

Detailed Syllabus

Unit: I **10Hrs.**
Welfare state: repair of dam, mati-saciva, karma-saciva in Junagadh Inscription of Rudradāman.

Unit: II **10Hrs.**
1. Eran Pillar Inscription: Status of Samudragupta
2. Meharauli Iron Pillar Inscription of Candragupta: Victory, Recognition of Candragupta

Unit: III **15Hrs.**
1. **Antiquity of writing in India**
a) Observations from foreign scholars
b) Literary evidences
c) Observations made by Indian Epigraphists.

2. **Importance of the study of Inscriptions.**
a) Geographical description
b) Historical evidences
c) Society



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- d) Religion
- e) Literature
- f) Economic Conditions
- g) Administration

1. Writing material:

- a) Rocks b) Pillars c) Metal Plates Brush, Chisel, Stylus, Paint/Colour d) Statues e) Pen

Unit: IV

10Hrs.

1. Origin of the Brahmi Script

- a) Foreign Origin
- b) Indian Origin

2. Development of the script upto 700 A.D.

Essential/recommended readings

1. Buhler, G, On the origin of the Indian alphabet & numerals.
2. Dani, A. H, Indian Paleography
3. Ojha, G. H, Bharatiya Praçina Lipimāla (Hindi)
4. Pandey, R.B, Asoka ke Abhilekha (Hindi), Bharatiya Puralipi (Hindi)
5. Rana, S.S., Bharatiya Abhilekha
6. Sircar, D.C., Indian Epigraphy, Select Inscriptions (Part - I)
7. Upadhyay, V., Praçina Bharatiya Abhilekha (Hindi)
8. Thapar, Romila, Asoka tatha Maurya Samrajya Ka Patana (Hindi)

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

Common Pool of Generic Elective

GE 9: Indian Legal System

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Indian Legal System	04	3	1	0	Semester II Passed	Working Knowledge of Sanskrit

Course Objectives

- To provide an understanding of law in the Indian knowledge system
- To enable students to appreciate the practical and pragmatic aspects of Indian legal thought

Learning Outcomes

- Students will acquire a general understanding of various aspects of law
- They will understand the tensions between forces of change and status quo
- They will appreciate the role of people in the evolution of law
- They will learn how a legal system has to be sensitive to peoples' needs

Detailed Syllabus

Unit 1- Concept of law in the Indian knowledge system

09 hrs

- Vyavahara as Law, difference between dharma and vyavahara
- Survey of vyavahara literature – smritis, commentaries and nibandhas
- Peoples' Practices and the letter of law – Custom as a source of law
- Fundamental Principles of Vyavahara

Unit II- Wealth based Disputes

12 hrs

- Labour and Employment
- Market Operations
- Finance and Banking

Commercial Enterprises
Laws of Inheritance

Unit III- Violence based disputes

12 hrs

Law of Insolent speech
Law of injury and Death
Crimes against women

Unit IV- Procedure and Evidence

12 hrs

Types and hierarchy of courts
Legal procedure- Complaint, prima facie assessment, summons, injunctions,
Reply, Judgement
Laws of Evidence
Legal Interpretation and Growth of law

Suggested Readings

1. Kane P.V. : History of Dharma Shastra, Bhandarkar Oriental Research Institute, Pune
2. Lingat Robert : Classical Hindu Law,
3. Mathur A.D. : Medieval Hindu Law, Oxford University Press, New Delhi
4. Sarkar Kishori Lal : Mimamsa principles of Interpretation, 1924 (Revised by Matkandey Katju)

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time

GE 10: Fundamentals of Buddhist Philosophy

Credit distribution, Eligibility, and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Fundamentals of Buddhist Philosophy	04	3	1	0	Semester II Passed	Working Knowledge of Sanskrit

Learning Objectives

This course provides an introduction to the basic teachings, practices, and history of Buddhism. Students will learn about the key concepts and philosophical ideas in Buddhism, including the Four Noble Truths, the Noble Eightfold Path, and the concept of karma. The course will also cover the history and development of Buddhism in different regions of the world, including South Asia, Southeast Asia, East Asia, and the West.

Learning outcomes

To introduce students to the fundamental teachings and practices of Buddhism

To provide an overview of the historical development of Buddhism in different regions of the world

To develop critical thinking skills by analyzing the philosophical and ethical ideas in Buddhism

To enhance students' ability to articulate their own views on Buddhism

Detailed Syllabus

Unit: I

12 hrs

Introduction to Buddhism

Basic concepts of Buddhism

The development of Theravada Buddhism

Historical context and cultural background

The role of Buddhism in ancient India

Unit: II

09 hrs

Life of Buddha

Buddha and his teachings

The Four Noble Truths and the Noble Eight fold Path Buddhism- General Introduction with emphasis on Four Noble Truths Pratityasamutpadvad.

Unit: III

12 hrs

Buddhist Philosophy

The nature of reality- Shunyavada, Kshanabhangvaad,
Theory of Existence
The concept of karma and rebirth

Unit: IV

12 hrs

Buddhist Ethics

Five Precepts
Practice of meditation
Role of compassion and wisdom in Buddhist ethics
Role of Buddhism in social justice movements and Environmentalism

Recommended Books/Readings:

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

Suggested Reading :

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

GE 11: Introduction to Jain Philosophy

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the Course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Introduction to Jain Philosophy	04	3	1	0	Semester II Passed	Working Knowledge of Sanskrit

Learning Objectives

This course provides an introduction to Jainism, one of the oldest and most influential religious traditions of India. Students will learn about the history, beliefs, practices, and ethical principles of Jainism. The course will also explore Jain contributions to Indian culture, philosophy, and literature. By the end of the course, students will have a basic understanding of Jainism and its significance in Indian society and beyond.

Learning outcomes

- To familiarize students with the history and basic principles of Jainism
- To explore the role of Jainism in Indian society and culture
- To examine the ethical principles and practices of Jainism
- To introduce students to Jain literature and philosophy
- To encourage critical thinking and reflection on Jainism and its relevance to contemporary issues.

Detailed Syllabus

Unit I

Introduction to Jainism

12 hrs

- Historical background of Jainism
- Basic concepts of Jainism: karma, dharma, ahimsa,
- Introduction to Jain scriptures: Agamas and commentaries
- Major Texts and Philosophers of Jain Philosophy

Unit II

Jain Philosophy

12 hrs

- Jaina Ontology- Dravya, Guna, Paryaya, Concept of seven Dravyas, Astikaaya and Anastikaay
- Jain philosophy: the three principles (Anekantavada, Syadvada, and Nayavada)
- Contributions of Jainism to Indian philosophy
- Jain beliefs about the nature of the soul and the universe

Unit III

12 hrs

Jain Ethics

Jain practices: meditation, fasting, rituals, etc.
Principle of ahimsa (non-violence) and its implications
Jain ethics and environment

Unit IV

09 hrs

Jainism and Contemporary Society

Role of Jainism in Indian society and culture
Jainism in the modern world

Essential/recommended readings

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

Additional Resources:

1. Jainism: An Introduction by Jeffery D. Long
2. The Jain Path: Ancient Wisdom for the West by Aidan Rankin

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

GE-12 Ancient Indian Polity

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the Course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Ancient Indian Polity	04	3	1	0	Semester II Passed	Working Knowledge of Sanskrit

Learning Objectives

Fundamental Concepts of Indian Political thought have been discussed in Dharma-sāstra literature as the scientific branches of knowledge in ancient India. The aim of this course is to make the students acquainted with various aspects of Indian Political Thought and institutions of Polity as propounded in the ancient Sanskrit texts such as Vedic Samhitas, Mahābhārata, Purāṇas, Kauṭilya's Arthaśāstra and other works known as Nītiśāstra.

Learning outcomes

This course will enable the students to appreciate the fundamental concepts of Indian political thoughts discussed in ancient Sanskrit texts such as Vedic Samhitas, Mahābhārata, Purāṇas, Arthaśāstra, and other works known as Nītiśāstra. It is supposed to create an awareness of the various aspects of Indian political thoughts and institutions of polity and at the same time make the people politically conscious from time to time.

Detailed Syllabus

Unit I

09 hrs

Basic Features of Ancient Indian Political Thought:

Name, Scope, and Sources of Ancient Indian Political Thought:

Various Names of Indian Polity: 'Dandanīti', Arthshastra, 'Dharmaśāstra', Rajshastra 'Nītiśāstra'.

Sources of Ancient Indian Political Thought: Vedic Literature, Purāṇa, Rāmāyaṇa, Mahābhārata, Dharmaśāstra, Nītiśāstra Kauṭilya's Arthaśāstra and Rajaśāsana (Inscriptions).

Prominent Indian Political Thinkers: Manu, Śukrācārya, Kauṭilya, Kāmandaka, Somadeva Suri.

Unit: II

12 hrs

Ancient Indian Political Thought: Origin and Development:

Indian Political Thought from Vedic Period to Buddhist Period: Election of King by the People' Visas 'in Vedic period: (R̥gveda,10.173;10.174, Atharvaveda, 3.4.2; 6.87.1-2), Parliamentary Institutions: 'Sabhā, 'Samiti' and 'Vidatha'

Rgveda, 10.85.26),

Democratic practices in the Buddhist Period (Diggnikāya, Mahāparinibbāṇa Sūta, Anguttaranikāya, 1.213; 4.252, 256)

Unit: III

12 hrs

Nature, Types and Theories of the State:

Nature of the State in Arthaśāstra (6.1) and Manusmṛti (9.294) with Special Reference to Saptāṅga-Theory (Brief description)

Types of State: Rājya, Svarājya, Bhojya, Vairājya, Mahārājya, Sāmarājya (Aitreya Brāhmaṇa, 8.3.13-14; 8.4.15-16).

Kauṭilya's concept of the Welfare State (Arthaśāstra, 1.13); Essential Qualities of King (Arthaśāstra, 6.1.16-18); Duties of King and State 'Rajadharma' (Mahābhārata, Śāntiparva, 120.1-15; Manusmṛti, 7.1-15; Śukranīti, 1.1-15) Constituent Elements of Jain political thought (Somadeva's Nītivākyāmrta, 9.1.18 and, 19.1.10)

Unit IV

12 hrs

Cardinal Theories and Ancient Indian Political Thinkers

Cardinal Theories of Indian Political Science:

'Saptāṅga' Theory of State: Svāmī, Amātya, Janapada, Pura, Kośa, Daṇḍa and Mitra (Arthaśāstra-6.1, Mahābhārata-Śāntiparva-56.5, Śukranīti, 1.61-62).

'Maṇḍala' Theory of Inter-State Relations:

'Sadguṇya' Policy of War and Peace Diplomacy:

'Caturvidha Upāya' for balancing the power of State: Śāma, Dāma, Daṇḍa, Bheda.

Three types of State power 'Śakti': Prabhu Śakti, Mantra Śakti, and Utsāha Śakti.

[A] References:

Compulsory Reading:

1. R.P Kangale (ed.) Arthashastra of Kautilya, Motilal Banarasidas, Delhi, 1965.
2. R.T.H. Griffith (Trans.), Atharvaveda Samhita, 1896-97, rept. (2 Vols) 1968.
3. H.P. Shastri, Mahabharata (7 Vols), London, 1952-59.
4. P. Olivelle (ed. & trans.), Manu's Code of Law: A Critical Edition and Translation of the Manava- Dharamashastra, OUP, New Delhi, 2006.
5. H.P. Shastri (trans.), Ramayana of Valmiki (3 Vols), London, 1952-59.
6. H.H. Wilson (trans.), Rgveda samhitā (6 Vols), Bangalore Printing & Publishing Co., Bangalore, 1946.
7. A.S. Altekar, State and Government in Ancient India, Motilal Banarsidas, Delhi,

2001.

8. S.K. Belvalkar, Mahabharata: Santi Parvam, 1954.
9. D.R. Bhandarkar, Some Aspects of Ancient Indian Hindu Polity, Banaras Hindu University.
10. J.R. Gharpure, Teaching of Dharmashastra, Lucknow University, 1956.
11. U.N. Ghosal, A History of Indian Political Ideas, Bombay, 1959.
12. K.P. Jayaswal, Hindu Polity, Bangalore, 1967.
13. N. S Law, Aspect of Ancient Indian Polity, Calcutta, 1960.
14. S.R. Maheshwari, Local Government in India, Orient Longman, New Delhi,

Additional Resources:

1. Beni Prasad, Theory of Government in Ancient India, Allahabad, 1968.
2. B.A. Saletore, Ancient Indian Political Thought, and Institutions, Bombay, 1963.
3. R. S. Sharma, Aspects of Political Ideas and Institutions in Ancient India, Delhi, 1996.
4. K.N. Sinha, Sovereignty in Ancient Indian Polity, London, 1938.
5. V.P. Verma, Studies in Hindu Political Thought and its Metaphysical Foundations, Delhi, 1954.

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

GE 13: Introduction to Smṛti Literature

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the Course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Introduction to Smṛti Literature	04	3	1	0	Semester II Passed	Working Knowledge of Sanskrit

Learning Objectives

The aim of this course is to make the students acquainted with salient ancient Indian social features and aspects propounded in various Smṛti texts. Smṛti literature is a corpus of ancient Indian society. One can find the root of Indian social, and administrative issues and ancient Indian jurisprudence in Smṛti literature. This course provides an opportunity to study and understand ancient Indian Institutions through the original text of Smṛtis.

Learning outcomes

After the completion of this course, students will be able to connect the theoretical model propounded by the Smṛti texts in the forms of the Varnaashram system, Education, marriage, and the Rights of women. The learners will be able to see Dharma as a dynamic institution. This will free them from the traces of fundamentalism and they should become more open-minded and liberal. Learning and developing a critical approach to the institution of caste and women's issues will make the participants sensitive to discriminating practices. Students will be able to understand the importance of Smṛti literature and they will become unbiased towards the myths regarding various Smṛtis.

Detailed Syllabus

Unit I

09 hrs

Smṛti Literature

Brief Introduction of Smṛti

Concept of Smṛti

Relation between Smṛti and Dharmashastra.

Some Prominent Smṛti and Author- Manu, Yajnyvalkya, Shukracharya, Somdeva, Medhatithi, Vigyaneshwara

Unit II**12 hrs****Social Institutions**

Dharma: Meaning of Dharma, sources of dharma (Manu.2.1, 6, 10, 12) Yaj. 1.7 Ten fold of Dharma & it's versions Manu. 6.91-94

Varna and Ashram System: An organized society, Concept, Composition, purpose and Relevance of Varnashram (Manu. 1.87, 10.4, 1.88, 1.89, 9.326, 1.90, 1.91, Manu.10.65, 9.335, 4.245, 2.103,2.168)

Ashram System: Bringing balance in human life

Ashram dharma (Mitakshra Teeka on Yaj. 1.1), Different Ashramas depicted in Smṛti-Literature. Marriage (Manu. 3.4), Panch-Mahayagya 3.69-76, 82, Importance of Grihastha ashram 3.77-81, 6.82-90, Social Responsibility of Grihastha.

Unit: III**12 hrs****Social Institutions**

Education: Attaining knowledge: Beginning of education; Manu 2, Yaj. 1.10-115, Gurukul; Manu chap 2 and 3 Yaj 1.10-115, rules regarding dressing, eating, rising up, sleeping, behaving etc.

Marriage: Marriage as a social institution for the regulation of the relation between man & woman; forms of marriage; manu 3.27-37, Yaj. 1.58, a woman has right to select a suitable husband for herself; manu 9.90-91, Yaj. 1.89 Qualifications of bride and bridegroom; manu 3.2-11 Yaj- 1.35, 52-55 Narada 12.8-11, Dissolution of marriage; Manu 9.72-74 Yaj. 1.76 Narada 12.16-19

Unit IV**12 hrs****Women and society**

Respect of Women: Manu 3.55-58, 62, 9.26, Yaj- 1.82, Women Safety Manu 9.3, 9.5-7, Yaj. 1.76,85, Women are not responsible for wicket progeny Manu 9.9,33,36,40, No selling of girl child Manu 3.51,53,54, 9.8,100, Yaj. 1.64

Property rights of women: Right of ownership of property; Manu 9.192-195, 9.217 Yaj. 1.76 Narada 4.14, Protection of her property; Manu 8.28-29, 8.350, Right of Inheritance; Manu 9.118, 130, 131 Narada 4.13 Yaj. 2.115 Never take property of a woman: Manu. 3.52, 9.200, Things can't be counted under women's property Manu. 9.92,199

Women's Empowerment; Manu 9.11 , Right of Education; Manu 5.150, Right of testimony; Manu 8.68, Narada 4.155, Responsibility of Women: Yaj. 1.83,87

References:**Compulsory Readings:**

1. नारदस्मृतिः,लेखक- ब्रजकिशोर स्वाई चौखम्बा संस्कृत संस्थान वाराणसी वि- सं- 2065
2. मनुस्मृतिः श्री कुल्लुकभट्ट टीका सहित व्याख्याकार हरगोविन्दशास्त्री चौखम्बा संस्कृत संस्थान

वाराणसी 1992

3. याज्ञवल्क्यस्मृतिः उमेशचन्द्रपाण्डेय
4. स्मृतिचन्द्रिका श्रीयाज्ञिकदेवणभट्टप्रणीत नागप्रकाशन 1988
5. काणे पी-वी- धर्मशास्त्र का इतिहास (हिन्दी अनुवादक-अर्जुन चौबे) हिन्दी समिति प्रभाग लखनऊ

Additional Resources:

1. काणे पी-वी- धर्मशास्त्र का इतिहास (हिन्दी अनुवादक-अर्जुन चौबे) हिन्दी समिति प्रभाग लखनऊ
2. जोशी- लक्ष्मण शास्त्री धर्मकोष प्रजनपथशाला मण्डल बई सतरा वि- सं 1994
3. ठाकुर- लक्ष्मीदत्त प्रमुख स्मृतियों का अध्ययन प्रथम संस्करण 1965 हिन्दी समिति सूचना विभाग लखनऊ
4. स्मृतिसंदर्भ, संशोधित संस्करण 1988 प्रकाशन नाग प्रकाशन
5. भारतीय संस्कृति, डॉ. किरण टण्डन, ईस्टर्न बुक लिंकर्स
6. भारतीय संस्कृति, डॉ. प्रीति प्रभा गोयल, राजस्थानी ग्रंथागार जोधपुर

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

GE-14: Philosophy of Yoga

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the Course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Philosophy of Yoga	04	3	1	0	Semester II Passed	Working Knowledge of Sanskrit

Learning Objectives

This course approaches Patanjali's Aphorisms on Yoga as philosophical psychology. The course aims to make students aware of the importance of balance in life and to make them aware of the theoretical and practical aspects of Balanced Living inherent in Sanskrit texts and apply them to live a better life. Graduates who read this course should be able to see that in order to bring balance in life, a proper understanding of one's life situation is necessary. For this understanding, Shravana, Manana, and Nididhyasana are important tools.

Learning outcomes

Graduates must know the true essence of listening (acquisition of information) manana (reflection) and nididhyasana (unflinching commitment). In this segment, students can learn how to improve concentration. They will be able to identify the causes of indecisiveness and confusion and will learn how emotional stability can lead to clearer thinking. This section should help students to understand the importance of Ashtang yoga and Kriyayoga for the purification mind. Teamwork and social cohesion require interpersonal skills. One needs to know that one's behavior can create conflicts. Students should learn how active engagement with action is most conducive to healthy and successful living. By reading this segment, learners should develop a more balanced approach to life.

Detailed Syllabus

Unit I

12 hrs

Introduction and History of Yoga Philosophy
 Psychology of Yoga
 Method of Self-presentation: Hearing (śravaṇa), Reflection (manana) & meditation (nididhyāsana) - (Bṛhadāranyakopaniṣad, 2.4.5) and Vedantasara

Unit II

12 hrs

Concept of Yoga: (Yogasūtra 1.2)
 Restriction of fluctuations by practice (abhyāsa) and passionlessness (vairāgya): (Yogasūtra)
 Concentration:

Unit III

12 hrs

Eight Folds of Yoga (aṣṭāṅgayoga)

Yoga of action (kriyāyoga)

Four distinct means of mental purity (cittaprasādana) leading to oneness

Unit IV

09 hrs

Pancha Kosha: Theory of Personality (5 Insights of great Indian psychology)

Sri Aurovindo's Integral Yoga.

Essential/recommended readings

1. Indian Philosophy
2. उपनिषद् रहस्य
3. एकादश उपनिषद्,
4. *Yoga Sutras of Patanjali*

Additional Resources:

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

GE-15: Unveiling the Richness of the Indian Knowledge System

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the Course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Unveiling the Richness of the Indian Knowledge System	04	3	1	0	Twelveth Passed	Working Knowledge of Sanskrit

Learning Objectives

This Course aims to shed light on the vast tapestry of the Indian knowledge system, highlighting its historical development, key dimensions, methods of knowledge acquisition, contributions, and its relevance in the modern era. By understanding and appreciating this ancient wisdom, we can foster cross-cultural dialogue, promote interdisciplinary research, and pave the way for a harmonious future that blends the best of traditional wisdom with contemporary knowledge and innovation.

Learning outcomes

The Indian knowledge system is a treasure trove of wisdom that has been nurtured and evolved over several millennia. Rooted in ancient scriptures, philosophical treatises, scientific discoveries, and artistic expressions, this knowledge system encompasses diverse fields such as philosophy, spirituality, mathematics, astronomy, medicine, literature, and more.

After completion of this course, students will be able to explore the intricacies and significance of the Indian knowledge system, its historical development, and its relevance in the modern world.

Detailed Syllabus

Unit: I	10Hrs.
Introduction	
1.1 Background and significance	
1.2 Objective of the paper	
Unit: II	10Hrs.
Historical Development of the Indian Knowledge System	
2.1 Vedic Period: The Foundation of Indian Thought	
2.2 Upanishadic Era: Quest for Ultimate Reality	
2.3 Classical Age: Synthesis of Philosophy, Science, and Arts	
Unit: III	15Hrs.

Key Dimensions of the Indian Knowledge System

- 3.1 Philosophy and Spirituality
- 3.2 Mathematics and Astronomy
- 3.3 Medicine and Ayurveda
- 3.4 Linguistics and Grammar
- 3.5 Arts and Literature

Unit: IV

10Hrs.

Epistemology and Methods of Knowledge Acquisition

- 4.1 Shruti and Smriti: Oral and Textual Traditions
- 4.2 Guru-Shishya Parampara: Teacher-Student Tradition
- 4.3 Yoga and Meditation: Self-Realization and Higher States of Consciousness
- 4.4 Observation and Empirical Analysis

Essential/recommended readings

- 1. The Vedas
- 2. The Yoga Sutras of Patanjali
- 3. The Arthashastra by Chanakya
- 4. The Bhagavad Git
- 5. The Ramayana
- 6. The Mahabharata
- 7. The Science of Yoga by I.K. Taimni
- 8. Indian Architecture: Buddhist and Hindu Periods by Percy Brown
- 9. Indian Music: A Brief Introduction by Guy L. Beck

Reference readings

- 1. "India: A Sacred Geography" by Diana L. Eck -
- 2. "The Lost River: On the Trail of the Sarasvati" by Michel Danino
- 3. "Indian Philosophy: A Very Short Introduction" by Sue Hamilton.
- 4. "The Upanishads" translated by Swami Prabhavananda and Frederick Manchester
- 5. "The Cultural Heritage of India" edited by Kapila Vatsyayan

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

GE-16: Contributions of the Indian Knowledge System

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the Course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Contributions of the Indian Knowledge System	04	3	1	0	Twelfth Passed	Working Knowledge of Sanskrit

Learning Objectives

This Course aims to Gain an understanding of the historical development of the Indian knowledge system, including its foundation in the Vedic period, evolution during the Upanishadic era, synthesis in the classical age.

It will explore the key dimensions of the Indian knowledge system, including philosophy and spirituality, mathematics and astronomy, medicine and Ayurveda, linguistics and grammar, arts and literature, and social sciences and governance.

It will recognize the relevance of the Indian knowledge system in the modern world, including its spiritual and philosophical significance, scientific and technological applications, integration with modern education, and the potential for global exchange and cross-cultural learning.

Learning outcomes

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

- Develop a deeper awareness and appreciation for the rich and diverse knowledge system that has evolved in India over thousands of years. They will gain insights into the historical development, key dimensions, and contributions of the Indian knowledge system, leading to a greater understanding of its cultural and intellectual significance.
- Promote cross-cultural dialogue by showcasing the Indian knowledge system to a wider audience. It highlights the potential for exchanging ideas, perspectives, and insights between different cultures and knowledge systems. This can foster mutual understanding and collaboration, promoting global learning and innovation.
- Recognize the value of integrating traditional wisdom with contemporary knowledge and practices. This can inspire the development of new interdisciplinary approaches and solutions to complex problems.
- Become more aware of the importance of safeguarding traditional knowledge. This may lead to initiatives aimed at preserving and reviving traditional practices and teachings, ensuring their continuity for future generations.
- Gain insights into the need for responsible adaptation, taking into account cultural sensitivity, intellectual property rights, and the preservation of indigenous knowledge systems.

The comprehensive overview of the Indian knowledge system provided in the paper can serve as a foundation for further research and study. It can inspire scholars, researchers, and students to delve deeper into specific areas of interest within the Indian knowledge system and contribute to the ongoing exploration and understanding of this vast body of wisdom.

Detailed Syllabus

Unit: I **15Hrs.**

Contributions of the Indian Knowledge System

- 1.1 Metaphysical and Philosophical Insights
- 1.2 Advancements in Mathematics and Astronomy
- 1.3 Holistic Approach to Medicine and Well-being
- 1.4 Linguistic Analysis and Grammar Structures
- 1.5 Artistic Expressions and Literary Masterpieces

Unit: II **15Hrs.**

Relevance of the Indian Knowledge System Today

- 2.1 Spiritual and Philosophical Relevance
- 2.2 Scientific and Technological Applications
- 2.3 Integrating Traditional Wisdom
- 2.4 Global Exchange and Cross-Cultural Learning

Unit: III **15Hrs.**

Challenges and Future Directions

- 3.1 Preservation and Documentation
- 3.2 Reviving Traditional Knowledge in Contemporary Contexts
- 3.3 Ethical Considerations and Responsible Adaptation
- 3.4 Embracing the Past to Shape a Harmonious Future

Essential/recommended readings

10. "The Vedas"
11. "The Yoga Sutras of Patanjali"
12. "The Arthashastra" by Chanakya
13. "The Bhagavad Gita"
14. "The Ramayana" by Valmiki
15. "The Mahabharata"
16. "The Science of Yoga" by I.K. Taimni
17. "Indian Architecture: Buddhist and Hindu Periods" by Percy Brown
18. "Indian Music: A Brief Introduction" by Guy L. Beck

These reference books and essential readings will serve as valuable resources for unveiling the richness of the Indian knowledge system, covering various aspects of philosophy, literature, spirituality, arts, and sciences. They offer insights into the profound wisdom and multidimensional heritage of India

Reference readings

1. "India: A Sacred Geography" by Diana L. Eck -
2. "The Lost River: On the Trail of the Sarasvati" by Michel Danino
3. "Indian Philosophy: A Very Short Introduction" by Sue Hamilton.
4. "The Upanishads" translated by Swami Prabhavananda and Frederick Manchester
5. "The Cultural Heritage of India" edited by Kapila Vatsyayan

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

GE-17: Ancient Indian Medicinal Science: Unveiling the Secrets of Ayurveda

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the Course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Ancient Indian Medicinal Science: Unveiling the Secrets of Ayurveda	04	3	1	0	Twelfth Passed	Working Knowledge of Sanskrit

Learning Objectives

This course offers a comprehensive study of ancient Indian Medicinal Science, focusing on Ayurveda, the traditional system of medicine. Students will explore the foundational principles, concepts, and practices of Ayurveda as documented in ancient texts, such as Charaka Samhita and Sushruta Samhita. Through a combination of lectures, discussions, and practical sessions, students will gain a deep understanding of Ayurvedic principles, diagnosis techniques, treatment modalities, herbal medicine, dietary guidelines, and lifestyle recommendations. The course will also delve into the historical development, philosophical underpinnings, and contemporary relevance of Ayurveda.

Learning outcomes

By the end of the course, students will be able to:

Understand the historical development and cultural context of ancient Indian medicinal science, with a particular focus on Ayurveda.

Identify and explain the fundamental principles and concepts of Ayurveda, such as the five elements (Pancha Mahabhutas), three doshas (Vata, Pitta, Kapha), and the concept of Prakriti (individual constitution).

Analyze the Ayurvedic approach to health and disease, including the concepts of Samprapti (pathogenesis), Tridosha theory, and the role of Agni (digestive fire) and Ama (toxicity).

Apply diagnostic techniques in Ayurveda, including Nadi Pariksha (pulse diagnosis), Jihva Pariksha (tongue examination), and examination of the body constitution.

Evaluate the role of Ayurveda in promoting holistic well-being, preventive healthcare, and the management of specific diseases.

Analyze the philosophical underpinnings of Ayurveda, including the concepts of Prana (life force), Dharma (ethical living), and the interconnectedness of mind, body, and spirit.

Critically assess the contemporary relevance and challenges faced by Ayurveda, including integration with modern healthcare systems, evidence-based research, and ethical considerations. Engage in scholarly discussions and presentations on various aspects of ancient Indian medicinal shastra and Ayurveda.

Detailed Syllabus

Unit: I **10Hrs.**

Introduction

- 1.1 Historical development and cultural context
- 1.2 Overview of Ayurveda and its branches

Unit: II **10Hrs.**

Ayurvedic Philosophy and Principles

- Five elements (Pancha Mahabhutas)
- Three doshas (Vata, Pitta, Kapha)
- Concept of Prakriti (individual constitution)

Unit: III **15Hrs.**

Ayurvedic Diagnosis Techniques

- Nadi Pariksha (pulse diagnosis)
- Jihva Pariksha (tongue examination)
- Examination of body constitution
- Samprapti (pathogenesis)
- Role of Agni (digestive fire) and Ama (toxicity)

Unit: III **10Hrs.**

Ayurvedic Treatment Modalities

- Diet and nutrition in Ayurveda
- Lifestyle recommendations
- Yoga and meditation practices

Essential/recommended readings

Reference readings

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

GE-18: Basics of Hindu Studies

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the Course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Hindu Studies	04	3	1	0	Twelfth Passed	Working Knowledge of Sanskrit

Learning Objectives

Hindu Studies is an interdisciplinary course that explores the rich traditions, beliefs, practices, and philosophies of Hinduism. This course provides a comprehensive understanding of Hinduism, one of the world's oldest and complex religions. Students will delve into the historical, cultural, philosophical, and social aspects of Hinduism, examining its scriptures, rituals, deities, festivals, and ethical teachings. Through a combination of lectures, readings, discussions, and experiential learning, students will gain a deep appreciation for the diverse facets of Hinduism and its relevance in the modern world.

Learning outcomes

After completion of this course, students will be able to

- Develop a comprehensive understanding of the origins, historical development, and diversity within Hinduism.
- Examine the major philosophical schools and concepts within Hinduism, such as Vedanta, Yoga, and Bhakti.
- Explore the scriptures, including the Vedas, Upanishads, Bhagavad Gita, and Puranas, and their significance in Hinduism.
- Investigate the practices, rituals, and symbolism associated with Hindu worship and daily life.
- Analyze the social, cultural, and ethical dimensions of Hinduism and their impact on individuals and communities.
- Foster critical thinking, research skills, and the ability to engage in respectful dialogue about Hinduism.

Detailed Syllabus

Unit: I

10Hrs.

Introduction to Hinduism

Introduction to key terms and concepts in Hinduism
Historical background and cultural context of Hinduism

Sacred Scriptures of Hinduism

Vedas and their significance in Hinduism
Introduction to the Upanishads and their philosophical teachings,
Examination of the Bhagavad Gita and its role in Hindu thought.

Unit: II

10Hrs.

Hindu Philosophical Systems

Overview of the major philosophical schools in Hinduism
Analysis of key concepts, including Atman, Brahman, Karma and Moksha

Hindu Deities and Mythology

Exploration of the major deities in Hinduism, including Brahma, Vishnu, Shiva, Devi, and their manifestations

Unit: III

15Hrs.

Hindu Rituals and Worship

Study of Hindu rituals and their role in religious and social life
Examination of major Hindu festivals and their significance
Exploration of sacred spaces, temples, and pilgrimage in Hinduism

Ethics and Morality in Hinduism

Analysis of Hindu ethical principles- dharma and karma
Discussion on the concept of moral responsibility and the pursuit of righteousness in Hinduism.

Unit: IV

10Hrs.

Contemporary Issues and Hinduism

Exploration of the challenges and adaptations of Hinduism in the modern world
Analysis of Hindu nationalism, secularism, and religious pluralism
Reflection on the relevance of Hindu teachings and practices in addressing global challenges

Essential/recommended readings

1. The Hindus: An Alternative History" by Wendy Doniger
2. Hinduism: A Very Short Introduction" by Kim Knott
3. Introduction to Hinduism" by Gavin D. Flood
4. The Bhagavad Gita" translated by Eknath Easwaran
5. The Upanishads" translated by Swami Prabhavananda and Frederick Manchester
6. Indian Philosophy: An Introduction to Hindu and Buddhist Thought" by Richard King
7. The Cambridge Companion to Hinduism edited by Gavin D. Flood
8. Hinduism: A Sourcebook edited by Wendy Doniger
9. The Hindu World: An Encyclopedic Survey of Hinduism edited by Sushil Mittal and Gene Thursby
10. Hinduism: Beliefs and Practices by Jeanine Miller

Reference readings

1. The Rig Veda.
2. The Upanishads
3. The Bhagavad Gita
4. Hinduism: A Very Short Introduction by Kim Knott
5. The Hindus: An Alternative History by Wendy Doniger
6. Indian Philosophy: An Introduction to Hindu and Buddhist Thought" by Richard King
7. The Concept of the Goddess" by David Kinsley
8. The Illustrated Encyclopedia of Hinduism" edited by James G. Lochtefeld
9. A Sourcebook in Indian Philosophy" edited by Sarvepalli Radhakrishnan and Charles A. Moore
10. Hindu Gods and Goddesses" by Swami Harshananda

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.



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Generic Elective Courses



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GE 18: Ancient Indian Psychology

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Pre-requisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical/ Practice		
Ancient Indian Psychology	04	3	1	0	Nil	Sanskrit

Learning Objectives

- To enable students to have a general understanding of ancient Indian psychological theories and ideas.
- To impart knowledge of human faculties of cognition and emotions as reflected in Indian thought systems.
- To make students familiar with psychologically significant classical texts and thinkers.
- To make students aware with practical and applied aspect of psychological thoughts.

Learning outcomes

- Students will be able to understand the general feature of ancient Indian psychology.
- Students will be familiar with the prominent texts and thinkers who contributed to ancient Indian psychology.
- Students will be acquainted with psychological aspect of Pātañjala Yoga.
- Students will be able to appreciate ancient Indian psychological thought in bringing up mental health and well-being.

Detailed Syllabus

Unit 1-	Vedic Psychology Shiva Sankalpa Sukta	1 Credit
Unit 2-	Psychological Dimensions in Bhagwadgita Thought Process, Sthitaprajna, Yoga – Karma, Jnana, Bhakti	1 Credit
Unit 3-	Yoga Psychology Mind and its modifications (Citta and Cittavṛtti) Five Types of Cittavṛtti, Pancaklesa Dhyāna as a way to mental health and well-being	1 Credit
Unit 4-	Idea of emotions in Bharata Muni's Nāṭyaśāstra	1 Credit



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Types of bhāvas and their transformation in Rasas

Essential Readings

8. Dvivedi, Kapil Dev. वैदिक मनोविज्ञान, Vishv Bharti Anusandhan Parishad, 2014
9. Jaiswal, Sita Ram. Bharatiya Manovigyan. Arya Book Depot, New Delhi, 1992
10. भारतीय मनोविज्ञान – डॉ० आर० सी० पाठक, दिल्ली, राधा पब्लिकेशंस, 2020
11. राजयोग- स्वामी विवेकानन्द , नागपुर, श्रीरामकृष्ण आश्रम
12. Handbook to Indian Psychology, Rao, Paranjape, Dalal (Eds.), Cambridge University Press, 2008
13. Indian Psychology, (3 vol.) Jadunath Sinha, Delhi, Motilal Banarasi Das, 2017

Recommended Readings

1. भारतीय दर्शन: आलोचन और अनुशीलन, चन्द्रधर शर्मा, मोतीलाल बनारसीदास, वाराणसी, 2013
2. Yoga Psychology, Swami Abhedananda, Kolkata, Vedanta Math
3. Indian Philosophy, Vol. (I –II) S. Radhakrishnan, Delhi, Oxford University Press, 2008
4. Emotions in Indian Thought-systems, Purushottam Bilimoria, Aleksandra Wenta (Eds.) Routledge Publications, 2015.



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GE 19 : Ancient Indian Economy

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Pre-requisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical/ Practice		
Ancient Indian Economy	04	3	1	0	Nil	Sanskrit

Learning Objectives

- To enable students to have a general understanding of ancient Indian economic structures.
- To understand the various Indian economic concepts, practices and theories as reflected in Indian thought systems.
- To make students familiar with prominent ancient Indian economic texts and thinkers.
- To make students understand the taxation policy as practiced in the ancient India.

Learning outcomes

- Students will be able to understand the general theories and practices of economic world.
- Students will be familiar with the prominent texts and thinkers who contributed to ancient Indian economics.
- Students will be acquainted with ancient taxation scheme.

Detailed Syllabus

Unit I: Economy in Indian Perspective **1 Credit**

Concept and Objectives of Economy, History and tradition of Indian Economic Thoughts, Economy during Early and Later Vedic Period – Agriculture, Animal Husbandry, Industry and Business, Sreni formations, Income and Expenditure, Transportation, etc.

Unit II: Introduction to Ancient Indian Economy **1 Credit**

Agriculture, Animal Husbandry, Industry and Business, Sreni formations, Income and Expenditure, Transportation, etc. in Indian Economy during -

- Buddhist Period
- Centralized Economy of Mauryan Period
- Post Mauryan Period
- Gupta and Post Gupta Period

Unit III: Sanskrit Texts on Economics **1 Credit**

Manusmṛti - Chapter 7, Verse No- 123-138, Arthaśāstra (Second Adhikaraṇa) Sannidhātṛnicayakarma and Samāhṛtṣamudayaprasthāpanam

Unit IV: Taxation Policy of State: **1 Credit**



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Reasonable and Equitable Taxation Policy Śāstranīta permitted by Dharmasāstra (Mahābhārata (Śānti parva), 71.10-25, Manusmṛti, 7.127, 144);
Criticism of unlawful taxation policy in Mahābhārata (Śānti parva) (87.19-18-22, 88. 4- 7)
Two Types of Tax Sources in Arthasāstra -1.'Ayasarira' and 2. 'Aya-mukha'
(Altekar, A.S, State and Government in Ancient India, pp. 262-267)

Essential Readings

- R.P Kangle (ed.) Arthasāstra of Kauṭilya, Motilal Banarsidas, Delhi, 1965
- Altekar, A. S., State and government in ancient India, Motilal Banarsidass, Delhi, 2011.
- कैलाशचन्द्र जैन, प्राचीन भारतीय समाजिक और आर्थिक संस्थाएं, मध्यप्रदेश हिन्दी ग्रन्थ अकादमी, भोपाल, 1976
- शशि तिवारी, संस्कृत साहित्य में राष्ट्रवाद एवं भारतीय राजशास्त्र, विद्यानिधि प्रकाशन, दिल्ली, 2013
- सहाय, शिवस्वरूप, प्राचीन भारत का सामाजिक एवं आर्थिक इतिहास, मोतीलाल बनारसीदास, दिल्ली, 2012

Recommended Readings:

1. P. Olivelle (ed. & trans), Manu code of law: A Critical Edition & translation of the Manava- Dharmasāstra, UUP, New Delhi, 2006
2. R. S. Sharma, Aspects of Political Ideas & Institutions in Ancient India, Delhi, 1996
3. Dvivedi, Kapil Dev, Vedic Sahitya evam Sanskriti, Visvavidyalaya Prakasana, Varanasi, 6th Ed., 2015.
4. Sharma, Umasankar Rsi, Sanskrit Sahitya Ka Itihasa, Chaukhamba Bharati Akadami, Varanasi
5. Ancient Indian Economic Thought, Basu Ratana Lal, Rawat Publications



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GE 20: Ancient Indian Architectural system

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Pre-requisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical/ Practice		
Ancient Indian Architectural system	04	3	1	0	Nil	Sanskrit

Learning Objectives

The ancient Sanskrit Literature contains various marvellous concepts of Architectural Science. Aims of This course is to get the students acquainted with the basic principles of Indian Architecture. It also intends to give an elementary understanding of Vastuvidya, and to enable students to learn the town planning and construction of residential houses in Sanskrit texts easily. [C] Unit-Wise Division: Section 'A' Importance of Architecture

Detailed Syllabus

Unit I : An Introduction with Ancient Indian Architectural system

The fundamental truth in mind that Brahma, before creating the world (भोज-समरांगणसूत्रधार, विश्वकर्मणः पुत्रसंवाद 2. 1 to 6)

Basic Five elements of the Universe (पंचमहाभूत), भोज-समरांगणसूत्रधार (महदादिसर्ग 4. 4 to 19 & 28 to 37)

Varnaashrama dharma and the importance of grihastha Ashrama (वास्तुरत्नाकर-भूपरिग्रहप्रकरण 4 to 11)

Unit II : Types of Architecture in Sanskrit Literature

Vastupurush ka Svarupa (Embodiment of the Cosmic man) (Brihatsamhita, vastuvidyadhayaya, verses 2 to 3)

Classification of Vastu (Cosmic man) on the basis of construction: Sarvtobhadra, Nandyavarta, Vardhmana, Swastika, Ruchka, Hiranya & Trishala (Brihatsamhita, vastuvidyadhayaya, verses 31 to 38)

Types of Vastu (Cosmic man) Based on land Topography (Bhumi Plavatva); Pitamahavastu, Supathvastu, Dhirghayuvastu, Punkavastu, Apathvastu, Rogakaravastu, Argalavastu (Brihatvastumala, 47-53)

Unit III : Selection of Land in Ancient Indian Architectural system

Examination and Selection of Land (Brihatvastumala, 1. 13 to 17)



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Types of Land (Bhumi), Gajprishtha, Kurmaprishtha, Daityaprishtha, Nagprishtha (Brihatvastumala, 1. 82 to 89)

Classification of Bhumi based on Topography (Plavatva); Govithi, Jalvithi, Yamvithi, Gajvithi, Bhutavithi, Nagvithi, vaishvsnari and Dhanvithi (Brihatvastumala, 1. 41 to 46)

Land rectification (Bhumisanshodhana); (Brihatvastumala, 1. 106 to 111)

Unit IV: Construction and Decoration of House in Ancient Indian Architectural system

House commencement (Griharambha), Bhumipooja; (Brihatvastumala, 1. 116 to 117), Prathamavidhana (Brihatsamhita, vastuvidyadhayaya, verses 98 to 100),

Shilpnyasavidhi (Brihatvastumala, 1. 124), Stambhsthapana (Brihatvastumala, 1. 125 to 127),

Grihvibhaga (Brihatvastumala, 1. 150 to 156),

Dhikgyana (Brihatvastumala, 2. 7 to 10),

Dwarniraya (Brihatvastumala, 3. 149, 152-158 & 162 to 166),

Dwarsajja (Brihatvastumala, 3. 159),

Nishiddhalekhakarma (Brihatvastumala, 5.8),

Mangalika vriksharopana (Brihatvastumala, 6. 3 to 5 & 12)

Essential Readings

1. बृहद्वास्तुमाला- पं० रामनिहोरद्विवेदी, चौखम्बा सुरभारती प्रकाशन वाराणसी
2. वास्तुरत्नाकर - श्री विन्ध्येश्वरी प्रसाद द्विवेदी, चौखम्बा संस्कृत सीरीज ऑफिस वाराणसी
3. बृहत्संहिता - आचार्य वराहमिहिर, व्याख्याकार पं० श्री अच्युतानन्द झा, चौखम्बा विद्याभवन वाराणसी
4. समरांगणसूत्रधार- श्री भोजदेव, (in two vol.) Edited with English Translation by Prof. Pushpendra Kumar, New Bharatiya Book Corporation 2004.

Recommended Readings:

1. भारतीय वास्तुशास्त्र और प्रतिमा विज्ञान, श्री शुकदेव चतुर्वेदी, Lucknow, 1967.
2. Brihat Samhita – Varahamihir, (in two vol.) Edited with English Translation by M. Ramakrishana Bhat, Motilal Banarasidass, Delhi, 1995.
3. Shukla, D. N., Vastu Shastra, Hindu Science of Architecture (in two vol.) Shukla Printing Press, Lucknow 1960.



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GE 21: Dharma and Sanskriti

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Pre-requisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical/ Practice		
Dharma and Sanskriti	04	3	1	0	Nil	Sanskrit

Learning Objectives

The aim of the course is to introduce Religion and Culture in Sanskrit Tradition to the students.

Learning outcomes

After completion of the course, the students will

- learn the basics of the Philosophy, religion and cultural traditions of ancient India which depicted in the Sanskrit Literature.
- understand various aspects of the karma and actions and importance of saṃskāra, theory of Purushartha from original Sanskrit texts.
- be able to gain the original and true form of Religion and witness the richness of the various practices in Indian culture.

Detailed Syllabus

Unit I: Nature and Forms of God, Mode of worship, Bhakta as a morally evolved person - Gita Chapter XII.

Unit II: Dharma - Abhyudaya (Material Progress), and Nihsreyas (Spiritual Fulfilment); ten-fold dharma and its versions, definitions of satya, ahimsā, asteya, aparigraha, pañcha mahā yajña; theory of three debts.

Unit III: Man's initiative and God's design; God's līlā and Kṛpā, Daiva versus puruṣakāra, adrṣṭa, three types of karma – saṃchita, kriyamāṇa and prārabdha karma.

Unit IV: Process of acculturation – importance of Saṃskāra, Theory of Puruṣārtha,

Essential Readings:

1. शिवदत्त ज्ञानी, भारतीय संस्कृति, राजकमल प्रकाशन, 2009



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2. शास्त्री, मंगल देव, भारतीय संस्कृत का विकास (वैदिक धारा), भारतीय ज्ञानपीठ प्रकाशन, 1970
3. दिनकर, रामधारी सिंह, संस्कृति के चार अध्याय, लोकभारती प्रकाशन, 2011
4. कुमार, डॉ . शशि प्रभा. भारतीय संस्कृति - विविध आयाम, विद्यानिधि प्रकाशन , नई दिल्ली, 1996

Recommended Readings:

1. Pandey, Rajbali. Hindu sanskar. India, 1957.
2. Pandey, Rajbali. Hindu Dharma-kosh. India, Authar Pradeshan Hindi Sansthan, 1978.
3. Giridhar Sharma Chaturvedi, Vedic Vijnāna Aur Bhāratīya Sanskriti
4. Hindu Dharma: Jivan Men Sanatan Ki Khoj. India, Vagdevi Prakashan, 2008.
5. Ghose, Aurobindo. The Foundations of Indian Culture. India, Sri Aurobindo Ashram, 1975.
6. Hindu Sanskriti Ank (Kalyana) 24th Year Visheshank, Gita Press, Gorakhpur, 2022



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GE 22: Management in Sanskrit

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the Course			Department offering the course
		Lecture	Tutorial	Practical/ Practice	
Management in Sanskrit	04	3	1	0	Sanskrit

Learning Objectives

This course aims at exploring and expounding the foundations of management in the traditional Indian context and to highlight the basics of contemporary management thoughts. This can serve as a bridge course for the Management course students.

Learning Outcomes

After the completion of the course, the students will

- get to know the various levels of managing self and society, will gain in-depth knowledge about the ideals and methods of management,
- understand the concept, levels and ways of managing people and resources
- be inspired to further delve into Indian theories of management and develop necessary theories and practices to suggest ways for smooth management of society and life

Detailed Syllabus

Unit I: Self-Management

1 Credit

Ātma-Prabandhana, Triguṇa, Aṣṭāṅga Mārga, health and hygiene for well-being - Dinacaryā, R̥tucaryā, Pathya-apathya vicāra, Āhara-Vihāra (Āyurveda), etc. (Śāṅḍilyopaniṣad)

Unit II: Team Leadership Skills - Family and Society

1 Credit

- Kula (Family): Sauhārda (Amity) and Sāmmanasya (Concord), Gurukula - Sahabhāva and Environmental awareness
- Samāja (Society): Vyaṣṭi (Individual) and Samaṣṭi (Group)

Unit III: Resources Management

1 Credit

Capital Management (Arthaprabandhana), HR (Janaprabandhana) – Sangāṭhana Sūkta (R̥gveda) & Samjñāna (Atharvaveda) Sūkta, Tattirīyopaniṣad Śikṣāvallī

Unit IV: Ideals of Management

1 Credit

Puruṣārtha Catuṣṭaya, Social responsibility – R̥ṇatraya – Devar̥ṇa, ṛṣir̥ṇa, piṭr̥ṇa, Pañcamahāyajña – Brahmajyāna, Devajyāna, Piṭryajyāna, Bhūtajyāna, Nryajyāna,

Essential Readings



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Panchmukhi, V.R. Managing One Self: Śri Bhagavadgīta Theory and Practice, 2001
Panchmukhi, V.R. Human Well-Being: Concept, Theory and Measurement, Index International; First Edition (1 January 2018)

Recommended Readings:

Kumar, Shashiprabha, Self, Society and Values: Reflections on Indian Philosophical Thought, Vidyanidhi Prakashan, 2009

VIF Workshop: Indian Ethos of Management (Online) <https://www.vifindia.org/speeches-video/2019/09/18/workshop-on-indian-ethos-in-management>



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GE 23: Schools of Sanskrit Poetics

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Pre-requisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical/ Practice		
Schools of Sanskrit Poetics	04	3	1	0	Nil	Sanskrit

Learning Objectives

- To evaluate the rich tradition of ancient Sanskrit poetics.
- To discover the history of ancient Indian Aesthetics.
- To get critical view of the main purpose of six schools of Sanskrit poetics.
- To compare the theories between ancient Sanskrit poetics and western poetics.
- To observe modern theory of poetics in a comparative manner.

Learning outcomes

Students will be able to

- understand Ancient Indian Aesthetics.
- understand the different approach of Sanskrit Poetics.
- analyse the inner relation between the different schools of Sanskrit Poetics.
- compare the Indian theories of poetics and will experience of taste in poetry.
- continue the research on modern Sanskrit poetry and their unique thoughts.

Detailed Syllabus

Unit 1-	Rasa Samapradāya – (Rasa School of Sanskrit poetics)	1 Credit
	Brief introduction of Sanskrit poetics and its six schools. Explanation of Rasa theory, Prominent Pioneer thinkers of Rasa and its followers.	
Unit 2-	Dhvani Samapradāya- (Dhvani School of Sanskrit poetics)	1 Credit
	Explanation of Dhvani and its Pioneer thinker and followers.	
Unit 3-	Alamkāra and Rīti Samapradāya – (Alamkāra and Rīti School of Sanskrit poetics)	1 Credit
	Explanation of Alamkāra and Rīti. Pioneer and Prominent thinkers and followers.	
Unit 4-	Vakrokti And Auchitya Samapradāya -	1 Credit
	Explanation of Vakrokti And Auchitya. Pioneer and Prominent thinkers and followers.	



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Essential Readings

- 1 Dwivedi, R.C, *The Poetic Light*, Motilal Banarsidas, Delhi.
- 2 History of Sanskrit Poetics, (Ed.) S. K. De, Oriental Books Centre, Delhi.
- 3 Kane P.V., *History of Sanskrit Poetics*, Motilal Banarsidass, New Delhi.
- 4 Kane, P.V., *History of Sanskrit Poetics* and its Hindi translation by Indrachandra Shastri, Motilal Banarasidas, Delhi.
5. Dr. Jagadish Mishra, अलंकारशास्त्रस्येतिहासः The History of Alamkar Sastra, Chaukhamba Surbharati Prakashan, Varanasi, 2017.

Recommended Readings

1. ऋषि, उमाशंकर शर्मा, संस्कृत साहित्य का इतिहास, चौखम्बा भारती अकादमी, वाराणसी.
2. A.B. Keith, *History of Sanskrit Literature*, also Hindi translation, MLBD, Delhi. हिन्दी अनुवाद, मंगलदेव शास्त्री, मोतीलाल बनारसीदास, दिल्ली).
4. बलदेव उपाध्याय, संस्कृत—आलोचना, हिन्दी समिति सूचना विभाग, उ. प्र.
5. बलदेव उपाध्याय, संस्कृत साहित्य का इतिहास, शारदा निकेतन, वाराणसी,
6. Pandey, Kanti Chandra, *Comparative Aesthetics*, Vol. 1, (also Hindi translation: स्वतन्त्र कलाशास्त्र) Chaukhamba Sanskrit Series Office, Varanasi