

UNIVERSITY OF DELHI

CNC-II/093/1/EC-1276/25/01

Dated: 31.07.2025

**NOTIFICATION**

**Sub: Amendment to Ordinance V**

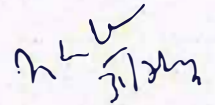
**(ECR 24-11/ dated 12.07.2025)**

Following addition be made to Annexure-II-A to the Ordinance V (2-A) of the Ordinances of the University;

Add the following:

The syllabi of following Departments under the Faculty of Arts based on Postgraduate Curriculum Framework 2024 for Semester-I and Semester-II, are notified herewith for the information of all concerned:

Department	Syllabi
Sanskrit	M.A. Sanskrit - Annexure -1
Punjabi	M.A. Punjabi - Annexure - 2
Linguistics	M.A. Linguistics - Annexure - 3
Indian Languages & Literary Studies	1. M.A. Tamil - Annexure - 4 2.M.A. Comparative Indian Literature (CIL) - Annexure-5 3. M.A. Bengali - Annexure -6
Germanic & Romance Studies	1. M.A. French Studies - Annexure - 7 2. M.A. German Studies - Annexure - 8 3. M.A. Hispanic Studies-Annexure - 9 4. M.A. Italian Studies - Annexure -10 5. GE courses offered by GRS for M.A. - Annexure-11
Urdu	M.A. Urdu - Annexure -12
Hindi	1. M.A. Hindi Semester-II - Annexure - 13 2. M.A. Hindi Patrakarita Semester-I-Annexure -14
Slavonic & Finno Ugric Studies	M.A. Russian - Annexure- 15



REGISTRAR

**MASTER OF ARTS  
(S A N S K R I T)**

**COURSES FOR TWO-YEAR PG (SANSKRIT) PROGRAMME BASED  
ON NEP-2020**

**Semester I and II Only**

**for**

- 1. Structure 1 (Level 6.5): PG Curricular Structure with Only Coursework**
- 2. Structure 2 (Level 6.5): PG Curricular Structure with Coursework + Research**
- 3. Structure 3 (Level 6.5): Research**



**DEPARTMENT OF SANSKRIT  
FACULTY OF ARTS  
UNIVERSITY OF DELHI  
DELHI-110007**

**W.E.F FROM JULY 2025 AS PER PGCF  
BASED ON NEP-2020**

**Dated 05.06.2025**

**Structure 1 (Level 6.5) : PG Curricular Structure with only course work**

Semester	DSC	DSE	2 Credit course	Dissertation/ Academic Project/ Entrepreneurship	Total Credits
Semester- III	DSC- 7  DSC -8  (8 credits)	DSE- 5 DSE – 6 DSE - 7  OR  DSE-3, DSE-4 & GE-3 (12 credits)	Skill-based course/ workshop/ Specialised laboratory/ Internship/ Apprenticeship/ Hands on Learning  (2 credits)	Nil	22
Semester- IV	DSC - 9  DSC -10  (8 credits)	DSE- 7 DSE – 8 DSE - 9  OR  DSE-5, DSE - 6 & GE-4 (12 credits)	Skill-based course/ workshop/ Specialised laboratory/ Internship/ Apprenticeship/ Hands on Learning  (2 credits)	Nil	22

**Structure 2 (Level 6.5): PG Curricular Structure with Course work + Research**

Semester	DSC	DSE	2 Credit course	Dissertation/ Academic Project/ Entrepreneurship	Total Credits
Semester- III	DSC- 7  DSC -8  (8 credits)	DSE- 5 DSE – 6 OR  DSE-3, GE-3* (8 credits)	Nil	See detailed outcomes below  (6 credits)	22

<b>Semester- IV</b>	<b>DSC-9</b> <b>DSC -10</b>  <b>(8 credits)</b>	<b>DSE- 7</b> <b>DSE – 8</b>  <b>OR</b>  <b>DSE-4,</b> <b>GE-4*</b> <b>(8 credits)</b>	Nil	See detailed outcomes below  <b>(6 credits)</b>	<b>22</b>
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\* For those opting for ‘Entrepreneurship’ track, one GE related to Entrepreneurship should be studied in each of the III and IV Semesters. For those who opt for writing Dissertation or Academic Projects, they may opt any GE of their choice or study only the DSEs.

**NOTE:** *The Dissertation/Academic Project/Entrepreneurship chosen should be an original work and **not a repetition of work done in the 4<sup>th</sup> Year of the UG programme**. It may be an extension though of the work done in the 4<sup>th</sup> Year of UG programme.*

## **A. Outcomes expected of Dissertation writing track in the 2<sup>nd</sup> Year of PG Programmes**

### **Semester III**

The following **four** outcomes must be achieved by the end of III Semester:

- i.** Research Problem identification
- ii.** Review of literature
- iii.** Research design formulation
- iv.** Commencement of experimentation, fieldwork, or similar tasks

### **Semester IV**

The following **three** outcomes must be achieved by the end of IV Semester:

- i.** Completion of experimentation/ fieldwork
- ii.** Submission of dissertation
- iii.** Research output in the form of **any one** of the following –
  - Prototype or product development/ patent
  - Any other scholastic work as recommended by the BRS and approved by the Research Council
  - Publication in a reputed Journals such as Scopus indexed journals or other similar quality journals
  - Book or Book Chapter in a publication by a reputed publisher

**B. Expected outcomes of Academic Projects in the 2<sup>nd</sup> Year of PG Programmes** (all academic projects should be application based research and not an exploratory or descriptive research except book translation or projects without research component such as those of Master of Fine Arts)

### Semester III

The following **four** outcomes must be achieved by the end of III Semester:

- i. Research Problem identification
- ii. Review of literature
- iii. Research design formulation
- iv. Commencement of experimentation, fieldwork, or similar tasks

### Semester IV

The following three outcomes must be achieved by the end of IV Semester:

- i. Completion of the experimentation, fieldwork or similar task.
- ii. Submission of project report
- iii. Research output in the form of **any one** of the following –
  - Prototype or product development or patent
  - Any other scholastic work as recommended by the BRS and approved by the Research Council
  - Publication in a reputed Journals such as Scopus indexed journals or other similar quality journals
  - Draft policy formulation and submission to the concerned Ministry
  - Book or Book Chapter in a publication by a reputed publisher
  - Book translation (for Language departments)

### Structure 3 (Level 6.5): Research

Semester	DSC	DSE (related to identified research field)	Research Methods/ Tools/ Writing  (2 courses)	One intensive problem- based research	Total Credits
<b>Semester - III</b>	<b>1 DSC</b>  (course related to the area identified for research)	<b>1 DSE</b>  (course related or allied to the area identified for research  <b>(4 Credits)</b>	(a) <b>Advanced Research Methodology</b> of the core discipline  +	Outcomes are listed below the table  <b>(10 credits)</b>	<b>22</b>

	(4 Credits)		(b) Tools for Research (2x2 = 4 credits)		
Semester IV	-	1 DSE or a DSE of an allied subject related to the area identified for research (4 Credits)	Techniques of research writing (2 credits)	(16 credits)	22

### Learning outcomes of semester III of the PG Course Structure 3 focussed on “Research”

The following **four** outcomes must be achieved by the end of III Semester

- 1) Research Problem identification
- 2) Review of literature
- 3) Research design formulation
- 4) **Phase I** of research (for e.g. Initial phase of research experimentation, completion of pilot project etc.)

### Learning outcomes of Semester IV of the PG Course Structure 3 focussed on “Research”

The following **three** outcomes must be achieved by the end of IV Semester

- 1) **Phase II** of research - Final phase of experimentation/ fieldwork
- 2) Dissertation/ project report submission
- 3) Attain **at least one** of the following outcomes:
  - a. Developed a prototype or product which meets the **Technology Readiness Level 3/4** (TRL-3 or TRL-4) as defined by CSIR
  - b. Publication in Scopus indexed journals #
  - c. Patent
  - d. Any other scholastic work as recommended by the BRS and approved by the Research Council
  - e. Publication of a book by a reputed publisher (National/International) as recommended by the BRS and approved by the Research Council.

# Publication must be in Scopus indexed journals and the authors have to be the student concerned and his/her supervisor(s). Addition of any author [other than the student and supervisor(s)] in the publication has to be with the permission of the Chairperson, Research Council. This permission must be mandatorily taken prior to commencement of Phase-II of the research.

## Detailed Syllabus#

### Courses for Two-Year PG (Sanskrit) Programme based on NEP-2020

#### 1st Year (Semesters 1 & 2) of PG curricular structure for 2-year PG Programmes

##### Syllabus for Semester I & II

- **Structure 1 (Level 6.5):** PG Curricular Structure with only coursework
- **Structure 2 (Level 6.5):** PG Curricular Structure with Coursework + Research
- **Structure 3 (Level 6.5):** Research

1. Structure 1 (Level 6.5): PG Curricular Structure with Only Coursework
2. Structure 2 (Level 6.5): PG Curricular Structure with Coursework + Research
3. Structure 3 (Level 6.5): Research

**Semester I & II Total: 44 Credits**

#### Semester-I

Credit 22

#### 1. Discipline Specific Course (DSC): Total 03

**Credits 12**

DSC-1: Vaidika Vāṇmaya: Rksamhitā, Vaidika Vyākaraṇa & Nirukta

**Credits 04**

DSC-2: Poetics: Sāhityadarpana

**Credits 04**

DSC-3: Sāhitya: Naisadha & Mrcchakatika

**Credits 04**

#### 2. Discipline-Specific Elective (DSE): Any 02 from pool

**Credits 04+04=08**

#### DSE-1 Any 01 from the following DSE-1 pool

**Credits 04**

DSE-1: Introduction to Vaidika Vāṇmaya

**OR**

DSE-1: The Philosophy of Aupanisadic Tradition

**OR**

DSE-1: Introduction to Kaśmīra Śaiva Darśana

**OR**

DSE-1: Mahākāvya

**OR**

DSE-1: Survey of Modern Sanskrit Poetry and Poetics

**OR**

DSE-1: Survey of Sanskrit Poetics

**OR**

DSE-1: Fundamental Principles of Nāṭyaśāstra

**OR**

DSE-1: Sanskrit Grammatical Tradition

**OR**

DSE-1: Fundamentals of Dharmaśāstra

**OR**

DSE-1: Epigraphy and Numismatics

**OR**



## Detailed Syllabus

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- **Structure 2 (Level 6.5):** PG Curricular Structure with Coursework + Research
- **Structure 3 (Level 6.5):** Research

#### 1. Structure 1 (Level 6.5): PG Curricular Structure with Only Coursework

#### 2. Structure 2 (Level 6.5): PG Curricular Structure with Coursework + Research

#### 3. Structure 3 (Level 6.5): Research

**Semester I & II Total: 44 Credits**

#### Semester-I

**Credit 22**

#### 1. Discipline Specific Course (DSC): Total 03

**Credits 12**

DSC-1: Vaidika Vāṇmaya: Ṛksamhitā, Vaidika Vyākaraṇa & Nirukta

**Credits 04**

DSC-2: Poetics: Sāhityadarpana

**Credits 04**

DSC-3: Sāhitya: Naisadha & Mrcchakatika

**Credits 04**

#### 2. Discipline-Specific Elective (DSE): Any 02 from pool

**Credits 04+04=08**

#### DSE-1 Any 01 from the following DSE-1 pool

**Credits 04**

DSE-1: Introduction to Vaidika Vāṇmaya

**OR**

DSE-1: The Philosophy of Aupanisadic Tradition

**OR**

DSE-1: Introduction to Kaśmīra Śaiva Darśana

**OR**

DSE-1: Mahākāvya

**OR**

DSE-1: Survey of Modern Sanskrit Poetry and Poetics

**OR**

DSE-1: Survey of Sanskrit Poetics

**OR**

DSE-1: Fundamental Principles of Nāṭyaśāstra

**OR**

DSE-1: Sanskrit Grammatical Tradition

**OR**

DSE-1: Fundamentals of Dharmaśāstra

**OR**

DSE-1: Epigraphy and Numismatics

**OR**

DSE-1: [Basic Principles of Manuscriptology and Museology](#)  
OR  
DSE-1: [Survey of Itihāsa and Puranic Literature](#)  
OR  
DSE-1: [Introduction to Sanskrit Computational Linguistics](#)  
OR  
DSE-1: [History and Fundamentals of Ayurvedic Tradition](#)  
OR  
DSE-1: [Survey of Indian Astrology](#)  
OR  
DSE-1: [Aadi Shankaracharya and Its Tradition](#)  
OR  
DSE-1: [भारतबोध-भारतवर्ष-नामकरण की परम्परा](#)  
OR  
DSE-1: [Krsiparāśara & Kāśyapīyakrsipaddhati](#)  
OR  
DSE-1: [Introduction to Bhāratīya Knowledge System](#)  
OR  
DSE-1: [Baudhayan Shulbasutra](#)

**DSE-2 Any 01 from the following DSE-2 pool:**

**Credits 04**

DSE-2: [Rgvedaprātiśākhya & Paniniyaśikṣā](#)  
OR  
DSE-2: [Survey of Indian Philosophy](#)  
OR  
DSE-2: [Introduction to Bhakti Vedānta](#)  
OR  
DSE-2: [Khandakāvya](#)  
OR  
DSE-2: [Modern Sanskrit Drama](#)  
OR  
DSE-2: [Kāvya prakāśa-1](#)  
OR  
DSE-2: [Daśarūpakam](#)  
OR  
DSE-2: [Siddhāntakaumudī: Sañjñā and Paribhāṣā Prakaraṇa](#)  
OR  
DSE-2: [Yājñavalkyasmṛti Ācārārādhyāya](#)  
OR  
DSE-2: [Indian Palaeography and Manuscriptology](#)  
OR  
DSE-2: [History of Manuscriptology and Museology](#)  
OR  
DSE-2: [Vālmīki Rāmāyana-1](#)  
OR  
DSE-2: [Text Processing for Sanskrit Corpora](#)  
OR  
DSE-2: [Aṣṭāṅgahrdayam: Sutrasthana-1](#)  
OR

DSE-2: [भारतबोध: ऐतिहासिक स्वरूप एवं पृष्ठभूमि](#)

OR

DSE-2: [Vrksāyurveda: A Sanskrit Horticulture Text](#)

OR

DSE-2: [Laghupārāśarī and Madhyapārāśarī](#)

OR

DSE-2: [Ancient Bhāratīya Manovijñāna](#)

OR

DSE-2: [Aryabhatiyam](#)

**GE-1 Any 01 from the following pool**

**Credits 04**

GE-1: [General Introduction to Vaidika Vāṇmaya](#)

OR

GE-1: [Language Technology for Indian Languages](#)

OR

GE-1: [Dharma in Dharmaśāstric Treatises](#)

OR

GE-1: [Survey of Sanskrit Poetry-1](#)

OR

GE-1: [Basic Elements of Modern Sanskrit Poetics-1](#)

OR

GE-1: [Basic Elements of Sanskrit Poetics-1](#)

OR

GE-1: [Origin and Development of Indian Astrology](#)

OR

GE-1: [Important Characters of the Vālmīki Rāmāyana](#)

OR

GE-1: [Ayurvedic Tradition](#)

OR

GE-1: [Tradition of Aadi Shankaracharya](#)

OR

GE-1: [भारतवर्ष-नामकरण की परम्परा](#)

OR

GE-1: [Introduction to Philosophy](#)

OR

GE-1: [Introduction to Bhāratīya Jñana Paramparā](#)

OR

GE-1: [Sanskrit Theatrical Performance and Contemporary Dramatic Thought](#)

**Skill-Based Courses (SBC): Any 01 from the pool**

**Credits 02**

**SBC-1 (Open to all) anyone from the pool**

**Credits 02**

[SBC-1: Vaidika Svāra Vijnāna](#)

OR

[SBC-1: Skills in Sanskrit Metre](#)

OR

[SBC-1: Devanagari Typing and Transliteration for Sanskrit](#)

OR

**Semester II**

**Credit 22**

**1. Discipline Specific Course (DSC): Total 03**

[DSC-4: Grammar: Laghusiddhāntakaumudī-1](#)

Credits 04

[DSC-5: Darśana: Nyāya & Vedānta](#)

Credits 04

[DSC-6: Sāhitya: Meghadūta & Uttarakāmarita](#)

Credits 04

**Total Credits 12**

**2. Discipline-Specific Elective (DSE): Any 02 from pool**

**Credits 04+04=08**

**DSE-3 Any 01 from the following DSE-3 pool**

**Credits 04**

[DSE-3: Rgveda, Aitareyabrāhmaṇa & Pāraskaragrhyasūtra](#)

OR

[DSE-3: Gauḍapāḍakārikā](#)

OR

[DSE-3: Tantrasāra](#)

OR

[DSE-3: Gadyakāvya](#)

OR

[DSE-3: Abhirājayaśobhūsanam](#)

OR

[DSE-3: Dhvanyāloka](#)

OR

[DSE-3: Sanskrit Nāṭya: Nāṭaka and Nāṭika](#)

OR

[DSE-3: Pāṇinīya śikṣā & Siddhāntakaumudī Sandhi Prakaraṇa](#)

OR

[DSE-3: The Śukranīti](#)

OR

[DSE-3: Edicts of Ashoka Period](#)

OR

[DSE-3: Form of Manuscripts](#)

OR

[DSE-3: Mahābhārata-1](#)

OR

[DSE-3: Basics of Web Development for Sanskrit Tools](#)

OR

[DSE-3: Sanskrit Machine Translation](#)

OR

[DSE-3: Aṣṭāṅghrdayam: Sutrasthana-2](#)

OR

[DSE-3: भारतबोध: बृहत्तर भारत का भौगोलिक स्वरूप](#)

OR

[DSE-3: Jātakālamkāra](#)

OR  
[DSE-3: Ramalanavaratnam](#)  
OR  
[DSE-3: IKS and the World](#)  
OR  
[DSE-3: Manav Shulbasutra](#)

**DSE-4 Any 01 from the following DSE-4 pool**

**Credits 04**

[DSE-4: Yajurveda & Vājasaneyiprātiśākhya](#)  
OR  
[DSE-4: Nyāyasiddhāntamuktāvalī I](#)  
OR  
[DSE-4: Navya Nyāya Language and Methodology](#)  
OR  
[DSE-4: Tattvārthasūtra](#)  
OR  
[DSE-4: Campūkāvya](#)  
OR  
[DSE-4: Modern Sanskrit Prose](#)  
OR  
[DSE-4: Kāvya prakāśa-2](#)  
OR  
[DSE-4: Abhinaya and Dramatic Performance](#)  
OR  
[DSE-4: Siddhāntakaumudī: Tīnānta and Prakriya](#)  
OR  
[DSE-4: Kautilya's Arthaśāstra-1](#)  
OR  
[DSE-4: Inscriptions of Post-Mauryan Period](#)  
OR  
[DSE-4: Collection and Cataloguing of Manuscripts](#)  
OR  
[DSE-4: Purana: Bhāgavata, Viṣṇu and Viṣṇudharmottara](#)  
OR  
[DSE-4: Introduction to Python Programming for Sanskrit-1](#)  
OR  
[DSE-4: Carakasamhitā: Śārīrasthāna & Indriyasthāna](#)  
OR  
[DSE-4: भारतीय सांस्कृतिक विरासत](#)  
OR  
[DSE-4: Vedāṅgajyotiṣa \(Yājñajyotiṣa\)](#)  
OR  
[DSE-4: Hastasamjīvanam](#)  
OR  
[DSE-4: Essentials of Dharma & Indian Religions](#)  
OR  
[DSE-4: Katyayan Sulbasutra](#)

**GE-2 Anyone from the following GE-2 pool****Credits 04**[GE-2: Vedic Exegesis & Thought](#)**OR**[GE-2: Survey of Indian Philosophy](#)**OR**[GE-2: Rājadharmā in Dharmasāstric Texts](#)**OR**[GE-2: Basics of Machine Translation for Indian Languages](#)**OR**[GE-2: Advance Survey of Sanskrit Poetry](#)**OR**[GE-2 Major Elements of Modern Sanskrit Poetics](#)**OR**[GE-2 Basic Elements of Sanskrit Poetics-2](#)**OR**[GE-2: Basic Principles of Indian Astrology](#)**OR**[GE-2: Important characters of the Mahābhārata](#)**OR**[GE-2: बृहत्तर भारत का भौगोलिक स्वरूप](#)**OR**[GE-2: Indian Psychology](#)**OR**[GE-2: Ancient Sanskrit Drama](#)**Skill-Based Courses (SBC): Any 01 from the pool****Credits 02****SBC-2 Anyone from the following SBC-2 pool****Credits 02**[SBC-2: Śulvasūtra and Yajñiyapātra](#)**OR**[SBC-2: Advance Skill Development in Horoscope](#)**OR**[SBC-2: Identification of Alaṅkāras](#)**OR**[SBC-2: Sanskrit Corpora Processing Through Online Workspace](#)**Total Credits 22**

#####

**1. Discipline Specific Course (DSC): Total 03****DSC-1:Vaidika Vāṇmaya : Rksamhitā, Vaidika Vyākaraṇa & Nirukta****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		
Vaidika Vāṇmaya: Rksamhitā, Vaidika Vyākaraṇa & Nirukta	04	3	1	0	Nil	Nil

**Learning Objectives**

The purpose of this course is to give students a broad introduction of Vedic literature beginning from Rgveda to Vedāṅga Nirukta. It comprises some important verses of Rgveda for a deep study to know Vedic deities, and Vedic wisdom especially about creation of universe and improvement of society. Study of some portions of Nirukta helps to understand Vedic etymological science, while Vedic Grammar explains uniqueness of Vedic language.

**Learning outcomes**

After completion of this course, the students:

- will form a basic understanding of some fundamental concepts of Vedas, particularly of the Rgveda.
- will be able to expedite the nature, action and representation of some Vedic deities.
- will be able to explain the meaning of the Vedic verses according to some famous commentaries of ancient and modern commentators.
- will be able to appreciate the role of Nirukta in understanding the essence of Vedic verses through the application of Nirukti or etymology.
- will be able to recite Vedic mantras in their true form with the knowledge of Vedic Svāra and grammar.
- will be able to explain the relevance of the Vedic knowledge in the modern context.
- will be successful in applying this knowledge to exploring other Vedic texts.

**Detailed Syllabus**

**Unit: I****Hours: 11**

**R̥gveda-** 1.115 (Sūrya), 2.12 (Indra), 3.33 (Viśvamitra Nadī), 5.80 (Uṣas), 10.71 (Jñānam)

**Unit: II****Hours: 11**

**R̥gveda-**10.90 (Puruṣa), 10.117 (Dhanānnadānam), 10.125 (Vāk), 10.129 (Nāsadiya)

**Vaidika Sandhi:** Vaidikasandhi, Śabdarūpa & Dhāturūpa, Tumarthakapratyaya, Tvārthakapratyaya, Vaidikasvara & Padapāṭha

**Unit: III****Hours: 11**

**Nirukta Chapter-1:** Caturvidha Pada Vibhājana, Nāmākhyāta, Ṣaḍbhāvavikāra, Śabdanityatva-vicāra, Meaningfulness of Mantras, Nāma, Ākhyāta, Upasarga, Nirukta-prayojana, Nirvacana-siddhānta

**Unit: IV****Hours: 12**

**Nirukta, Chapter:2** (Etymologies only)

**Nirukta, Chapter:7** (Trividha Mantra, Mantrābhiprāya, Anādisatvadvaitamantra, Tisra Devatā, Vaidika, Chanda, Agni, Jātavedas & Vaiśvānara)

**Essential/Recommended Readings/Texts****Essential Readings:**

1. ऋग्वेदसंहिता (सायणभाष्यसंहिता), भाग 1 - 4, राष्ट्रिय संस्कृत संस्थान, नई दिल्ली ।
2. ऋक्सूक्तसंग्रह - (सम्पादक) हरिदत्त शास्त्री, साहित्य भंडार, मेरठ ।
3. वेदसमुल्लास - (सम्पादक) सत्यभूषण योगी एवं वन्दिता मधुहासिनी अरोड़ा, चौखम्बा पब्लिशर्स, वाराणसी, 2002.
4. वेदवल्लरी - (सम्पादक) पुष्पा गुप्ता, ईस्टर्न बुक लिफर्स, दिल्ली, 2004.
5. निरुक्तम् (कश्यपप्रजापतिकृत-निघण्टुभाष्यरूपम्), पं. मुकुन्द झा बख्शी, चौखम्बा संस्कृत प्रतिष्ठान, दिल्ली, 2012.
6. निरुक्त - यास्क (सम्पादक) प्रो. उमाशंकर शर्मा 'ऋषि', चौखम्बा विद्याभवन, वाराणसी, 2001.
7. निरुक्त-पञ्चाध्यायी - (व्याख्याकार) महामहोपाध्याय छज्जूराम शास्त्री, मेहरचन्द लक्ष्मनदास पब्लिकेशन्स, दिल्ली, 1985.
8. निरुक्त - यास्क, टीकाद्वय-सहित (सम्पादक) लक्ष्मणसरूप, भाग I-II, दिल्ली, 1982.
9. निरुक्त के पाँच अध्याय - (सम्पादक एवं अनुवादक) पं. शिवनारायण शास्त्री, इंडोलोजिकल बुक हाऊस, दिल्ली, 1972.
10. ऋग्वेद, सायण-भाष्य-सहित, भाग 1-5 (प्र. सम्पादक), नारायण शर्मा सोनटक्के, वैदिक संशोधन मंडल, पूना, 1933-51.
11. ऋग्वेद संहिता - (सम्पादक) श्रीपाद दामोदर सातवलेकर, वैदिक स्वाध्याय मंडल, पारडी, 1936.
12. ऋग्वेद संहिता - वेंकटमाधव भाष्य सहित, (सम्पादक) लक्ष्मणसरूप, लाहौर, 1939.



13. ऋग्वेद संहिता - स्कन्दस्वामी तथा वेंकटमाधवाचार्य भाष्य सहित, त्रिवेन्द्रम् संस्कृत सीरीज, त्रिवेन्द्रम्, 1942.
14. ऋग्वेद संहिता - (अनुवादक) पं. जयदेव शर्मा, अजमेर, 1935 (सम्पूर्ण).
15. ऋग्वेद संहिता - (सम्पूर्ण) (अनुवादक) पं. दामोदर सातवलेकर, पारडी, 1947-52.
16. ऋग्वेद संहिता - (अनुवादक) जियालाल काम्बोज, विद्यानिधि प्रकाशन, दिल्ली, 2005.

### Additional Readings

1. शशिप्रभा कुमार - वैदिक मीमांसा, जे-पी- पब्लिशिंग हाउस, दिल्ली, 1996
2. वेद पारिजात, एन.सी.ई.आर.टी., नई दिल्ली 2014
3. पाण्डे, उमेशचन्द्र, वैदिक व्याकरण, चौखम्बा विद्याभवन, वाराणसी, 2003
4. रामगोपाल, वैदिक व्याकरण, नेशनल पब्लिशिंग हाउस, दिल्ली
1. Chaubay, Braj Bihari & Shastri, Kantanath - New Vedic Selection, Bhartiya Vidya Prakashan, Varanasi, 1981
2. Keith, A.B. - Religion and Philosophy of the Veda and the Upaniads (Also Hindi Translation – वैदिक धर्म एवं दर्शन by Suryakant), M.L.B.D., Delhi.
3. Macdonell, A.A. - A Vedic Reader for Students, Oxford University Press, Delhi, 1960
4. Macdonell, A.A. - Vedic Mythology (Also Hindi Translation – वैदिक देवशास्त्र by Suryakanta), M.L.B.D., Delhi, 1962
5. Lakshaman Sarup - *Nighantu & The Nirukta* (critically ed. with Eng. Trans.), MLBD, Delhi, 1967.
6. Macdonell, A.A. - *Vedic Reader for Students*, Oxford University Press, Delhi, 1960
7. Macdonell, A.A. - *Vedic Vyakarana*, Bhartiya Publishing House, Delhi, 1975.
8. Oldenberg, Herman - *Religion of the Veda* (translation into English by Shridhar & Shrotri), M.L.B.D., Delhi, 1988.
9. Rajvade, V.K. - *Nirukta of Yaska*, Poona, 1940.
10. Winternitz, Mourice - *History of Indian Literature*, Vol. 1, Pt. 1-2 (Translated into English by V. Srinivasa Sharma), M.L.B.D., Delhi, 1988.

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## DSC-2: Poetics: Sāhityadarpaṇa

### 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		
Poetics Sāhityadarpaṇa	04	3	1	0	Nil	Nil

### Learning Objectives

The course aims to enlighten the students with the definition of poetry. Word, Sense, Rasa, types and subtypes of Dhvani and Guṇībhūṭavyaṅgyakāvya and various genres of poetry.

### Learning outcomes

After completion of this course, the students:

- Will form a basic understanding of various poetic notions such as the aims of poetry, the definition of poetry, Word, Sense, Rasa, types and subtypes of Dhvani and Guṇībhūṭavyaṅgyakāvya and various genres of poetry as defined and refined up to the 13th-14th centuries AD, especially in the premises of Rasa and Dhvani schools of Sanskrit Poetics.
- Will be able to understand and critically explain the prescribed text and terms propounded within.
- Will be supposed to be equipped with sufficient tools for poetic appreciation of the literature of ancient and modern languages based on the parameters accepted by said prominent Poetic Schools.

### Detailed Syllabus

#### Unit:I

**Hours: 11**

साहित्यदर्पण (प्रथम एवं द्वितीय परिच्छेद): काव्यप्रयोजन, काव्यस्वरूप, काव्यलक्षण एवं तत्सम्बन्धी विप्रतिपत्तियों का निरास, गुण-दोषस्वरूप, वाक्य व तद्धेद, पद।

#### Unit:II

**Hours: 11**

साहित्यदर्पण (द्वितीय एवं तृतीय परिच्छेद): शब्दव्यापार, रसनिरूपण।

#### Unit:III

**Hours: 12**

साहित्यदर्पण (तृतीय एवं चतुर्थ परिच्छेद): विभाव (आलम्बन, उद्दीपनपरिभाषामात्र), भाव, अनुभाव, व्यभिचारिभाव, स्थायिभाव, रसाभास, भावाभास, काव्यभेद- ध्वनिकाव्य व गुणीभूतव्यङ्ग्यकाव्य एवं उनके अवान्तर भेद एवं वैशिष्ट्य।

#### Unit:IV

**Hours: 11**

साहित्यदर्पण (षष्ठ परिच्छेद): रूपक एवं उसके दशविध भेद, नान्दी, प्रस्तावना, अर्थोपक्षेपक, अर्थप्रकृतियाँ, कार्यावस्थाएँ, सन्धियाँ, वृत्तियाँ, श्रव्यकाव्य एवं उसके भेद।

## **Essential/Recommended Readings/Texts**

### **Essential Readings:**

1. साहित्यदर्पण - विश्वनाथ. (व्याख्याकार) निरूपणविद्यालंकार, साहित्यभण्डार, मेरठ, 2004.
2. साहित्यदर्पण - विश्वनाथ. (व्याख्याकार) शालिग्रामशास्त्री, मोतीलालबनारसीदास, दिल्ली, 2004.
3. साहित्यदर्पण - विश्वनाथ. (व्याख्याकार) सत्यव्रतसिंह, चौखम्बाविद्याभवन, वाराणसी, 1988.

### **Additional Resources:**

1. चौधुरी, नरेन्द्रनाथ. काव्यतत्त्वसमीक्षा (संस्कृतमें), दिल्ली ।
2. राय, विक्रमादित्य. काव्यसमीक्षा, भारतीयविद्याप्रकाशन, वाराणसी ।
3. De, Sushil Kumar. History of Sanskrit Poetics (also Hindi translation), Oriental Book Centre, Delhi, 2006.
4. Kane, P.V. History of Sanskrit Poetics (also Hindi translation), M.L.B.D., Delhi, 2002.
5. Pandey, Kanti Chandra. Comparative Aesthetics, Vol. 1, (also Hindi translation Chaukhamba Sanskrit Series Office, Varanasi, 1972.

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## DSC-3: Sāhitya: Naiṣadha & Mṛcchakaṭika

### 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		
Sāhitya: Naiṣadha & Mṛcchakaṭika	04	3	1	0	Nil	Nil

### Learning Objectives

The objective of this course is to give the students glimpses of the rich Sanskrit literary tradition through the reading of two very important literary compositions of Mṛcchakaṭika (Drama) and Naiṣadhīyacarita (Mahākāvya).

### Learning outcomes

After completion of this course, the students:

- Will be able to appreciate the aesthetical, social, political, cultural, etc. values expressed in prescribed compositions.
- Will understand the structural patterns of Sanskrit dramatic compositions.
- Will be able to know the finer and minor nuances of the Prakaraṇa form of drama.
- Will be able to peep into the social history of ancient India.
- Will be familiar with the individual styles of the two greatest Sanskrit Writers.

### Detailed Syllabus

#### Unit: I

मृच्छकटिकः प्रथम अङ्क से तृतीय अङ्क तक

Hours: 11

#### Unit: II

मृच्छकटिकः पञ्चम अङ्क, षष्ठ अङ्क तथा दशम अङ्क, अवशिष्ट अङ्कों का परिचय

Hours: 11

#### Unit: III

नैषधीयचरितः प्रथम सर्ग (पद्य सं. 1-35)

Hours: 11

#### Unit: IV

नैषधीयचरित प्रथम सर्ग (पद्य सं. 100-145), अवशिष्ट कथावस्तु का परिचय

Hours: 12

### Essential/Recommended Readings/Texts

#### Essential Readings:

- नैषधीयचरितम् - दीपशिखा, रामनारायणलाल बेनीप्रसाद, इलाहाबाद ।
- नैषधीयचरितम् - मोहनदेव पंत, मोतीलाल बनारसीदास, दिल्ली ।

3. नैषधीयचरितम् - सुरेन्द्रदेव शास्त्री, गोकुलदास संस्कृतग्रन्थमाला, वाराणसी ।
4. नैषधीयचरितम् - सूर्यदेव शास्त्री, चौखम्बा ओरियण्टालिया, वाराणसी, 1975.
5. नैषधीयचरितम् - शेषराज शर्मा रेग्मी, चौखम्बा सुरभारती प्रकाशन, वाराणसी, 1983.
6. मृच्छकटिकम् - (पृथ्वीधरकृत टीकासहित), निर्णय सागर प्रेस, बम्बई ।
7. Mricchakatika, M.R. Kale, M.L.B.D., Delhi.
8. Mricchakatika, V.R. Nerurkar, New Bharatiya Book Corporation, Delhi.

**Additional Resources:**

1. कीथ, ए.बी. संस्कृतनाटक (अनु. उदयभानु सिंह), मोतीलाल बनारसीदास, दिल्ली, 1965.
2. झा, देवनारायण. नैषध-समीक्षा, नाग पब्लिशर्स, दिल्ली, 2001.
3. तिवारी, रमाशंकर. महाकवि शूद्रक, चौखम्बा सुरभारती, वाराणसी ।
4. द्विवेदी, महावीरप्रसाद. नैषधचरितचर्चा, गंगा पुस्तकमाला कार्यालय, लखनऊ, 1954.
5. शालीग्राम शास्त्री. मृच्छकटिक, शास्त्रीय, सामाजिक एवं राजनीतिक अध्ययन, विश्वविद्यालय प्रकाशन, वाराणसी ।
6. द्विवेदी, शिवबालक. नैषधीयचरित का अभिनव समीक्षात्मक एवं व्याख्यात्मक अध्ययन, शिक्षक प्रकाशन, कानपुर, 1981.
7. भरतिया कान्तिकिशोर. संस्कृत नाटककार, सूचना विभाग, उत्तरप्रदेश, 1959.
8. मिश्र, आनन्दस्वरूप. महाकवि श्रीहर्ष तथा उनका नैषधकाव्य, सुलभ प्रकाशन, लखनऊ ।
9. शुक्ल, चण्डिकाप्रसाद. नैषध-परिशीलन, हिन्दुस्तान एकेडमी, इलाहाबाद, 1960.
10. Devasthali, G.V. Introduction to the Study of Mrcchakaṭika, Popular Prakashan, Bombay.
11. Keith, A.B. The Sanskrit Drama, Oxford University Press, 1964.
12. Mainkar, T.G. Studies in Dramatic Criticism, MLBD, Delhi.

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

## **2. Discipline-Specific Elective (DSE): Any 02 from pool Credits 04+04=08**

Any one of the following DSE-1 pools

### **DSE-1: Introduction to Vaidika Vāṇmaya**

#### **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 Vaidika Vāṇmaya	04	3	1	0	Nil	Nil

### **Learning Objectives**

The course provides an outline of the Vedic literature including Saṁhitās, Brāhmaṇas, Āryankas, Upaniṣads and Vedāṅgas. It puts light upon the basic concepts essential to study and understand these texts. The content includes general introduction, categorization, subject description, structure, time-period, nature and relevance of the Vedic texts. The course also puts light upon the relevance, importance and utility of this literature.

### **Learning outcomes**

After completion of this course, the students will:

- have a clarity about the Vedic wisdom and Vedic concepts.
- define core terms essential for studying Vaidika Vāṇmaya.
- enumerate categories and scriptures falling under Vaidika Vāṇmaya.
- introduce with the nature, content, utility and importance of Vedic texts.
- have a comprehensive vision about the basic nature of wide-ranging Vedic texts and history of Vedic literature.

### **Detailed Syllabus**

#### **Unit: I**

**Hours: 11**

Vedic Samhitas: Division, Content, Structure, and Important Components.  
Determining the period of composition of the Vedic literature.

#### **Unit: II**

**Hours: 11**

Brāhmaṇa and Āryanka Literature: Meaning, Objective and Structure.

**Unit: III**

**Hours: 11**

Upaniṣad: Concept, Types and importance.  
Content, utility and relevance of Upaniṣads.  
Introduction to the prominent Upaniṣads.

**Unit: IV**

**Hours: 12**

Vedāṅga: Introduction, Types, Objectives and texts.  
Importance of Vedāṅga for study of Vedic literature.

**Essential/Recommended Readings/Texts**

**Essential Readings:**

1. द्विवेदी पारसनाथ, वैदिक साहित्य का इतिहास, चौखम्बा सुभारती प्रकाशन, नई दिल्ली, 2012
2. उपाध्याय बलदेव, वैदिक साहित्य एवं संस्कृति, शारदा संस्थान, वाराणसी, १९८५
3. उपाध्याय बलदेव, संस्कृत वाङ्मय का बृहद् इतिहास, उत्तर प्रदेश संस्कृत संस्थान, लखनऊ, 2001
4. द्विवेदी डॉ. कपिलदेव, वैदिक साहित्य एवं संस्कृति, विश्वविद्यालय प्रकाशन, वाराणसी, २०००
5. ऋषि उमाशंकर शर्मा, संस्कृत साहित्य का इतिहास, चौखम्बा भारती अकादमी, वाराणसी, 2017

**Additional Resources:**

1. शास्त्री हरिदत्त, ऋक्सूक्तसंग्रह (सम्पादक) साहित्य भंडार, मेरठ, 1778.
2. चानना देवराज, ऋग्भाष्यसंग्रह (सम्पादक) मुंशीलाल मनोहरलाल पब्लिशर्स, दिल्ली, 1983
3. विद्यालंकार शीला, वेदमञ्जरी (सम्पादक) विद्यानिलयम्, दिल्ली, 2001
4. योगी सत्यभूषण एवं अरोड़ा मधुहासिनी, वेदसमुल्लास (सम्पादक) चौखम्बा पब्लिशर्स, वाराणसी. 2002
5. गुप्ता पुष्पा, (सम्पादक) वेदवल्लरी, ईस्टर्न बुक लिंकर्स, दिल्ली, 2004.
6. कुमार शशिप्रभा, वैदिक विमर्श, जे.पी. पब्लिशिंग हाउस, दिल्ली, 1996
7. Rigveda Samhita, Dayananda Sansthan, New Delhi, 2012.
8. Yajurveda Samhita, Dayananda Sansthan, New Delhi, 2012.
9. Saamveda Samhita, Dayananda Sansthan, New Delhi, 2012.
10. Atharvaveda Samhita, Dayananda Sansthan, New Delhi, 2012.
11. Jha Nagendra, Ancient and Modern Methods of Educaiton, Abhishek Prakashan, Kirti Nagar, New Delhi, 2014.
12. Sarup Lakshaman, Nighantu & the Nirukta (critical edition with Eng. Trans.), MLBD, Delhi, 1967.
13. Macdonell, A.A. Vedic Mythology (Also Hindi translation by Suryakanta), M.L.B.D., Delhi, 1962.
14. Vaidika Devaśāstra by Macdonell, A.A. Vedic Reader for Students, Oxford University Press, Delhi, 1960

15. Macdonell, A.A. Vedic Vyakarana, Bhartiya Publishing House, Delhi, 1975.
16. Oldenberg, Herman Religion of the Veda (translation into English by Shridhar & Shrotri), M.L.B.D., Delhi, 1988.

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## **DSE-1: The Philosophy of Aupaniṣadic Tradition**

### **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		
<b>The Philosophy of Aupaniṣadic Tradition</b>	<b>04</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Nil</b>	<b>Nil</b>

### **Learning Objectives**

The objective of this course is to present the Philosophical values of Īśāvāsyopaniṣad and Śvetāśvataropaniṣad. The course especially highlights these scriptures as the knowledge domains of the elements of Vedānta, Sāṅkhya-yoga, Śaiva, Śākta, and Bhakti cult and their development as a system of Indian philosophy

### **Learning outcomes**

After the completion of this course, the students will:

- be able to acquire the knowledge of various philosophical thoughts as reflected in prescribed texts.
- be able to understand and explain the conceptual terms therein.
- be able to compare the thoughts with the primary schools of Indian philosophy.
- be able to understand and explain the prescribed texts.
- be able to apply their knowledge in day-to-day practical life for peace, harmony, and welfare of humanity.

### **Detailed Syllabus**

<b>Unit: I</b>	<b>Hours: 11</b>
Survey of Aupaniṣadic Literature, Numbers, Message, Sṛṣṭividyā, Jīva, Ātmā, Brahma etc. propounded topics.	
<b>Unit: II</b>	<b>Hours: 11</b>
Chāndogya Upaniṣad, Chapter VI Bṛhadaraṇyaka Upaniṣad, Chapter IV, Brahman V	
<b>Unit: III</b>	<b>Hours: 11</b>
Śvetāśvataropaniṣad, Chapter I & II	
<b>Unit: IV</b>	<b>Hours: 12</b>
Śvetāśvataropaniṣad, Chapter III & IV	

## Essential/Recommended Readings/Texts

### Essential Readings:

1. छान्दोग्योपनिषद्. संपादक: हनुमानप्रसाद पोद्दार, गीताप्रेस, गोरखपुर. सम्वत् 2052.
2. बृहदारण्यकोपनिषद्. संपादक: हनुमानप्रसाद पोद्दार, गीताप्रेस, गोरखपुर. सम्वत् 2052.
3. श्वेताश्वतरोपनिषद्. संपादक: हनुमानप्रसाद पोद्दार, गीताप्रेस, गोरखपुर. सम्वत् 2052.
4. श्वेताश्वतरोपनिषद्. व्याख्याकार: डॉ० तुलसीराम शर्मा, ईस्टर्न बुक लिंकर्स, दिल्ली, 1985.
5. Chāndogya Upaniṣad, Translator: Svāmī Gambhirānand , Advaita Ashram, Kolkata, 2024.
6. Chāndogya Upaniṣad, Translator: Raja Rajendra Lal Mitra , Bhartiya Kala Prakashan, Delhi, 2001.
7. Brhadaraṇyaka Upaniṣad, Translator: Svāmī Mādhvānand , Advaita Ashram, Kolkata, 2023.

### Additional Resources:

1. चौबे, ब्रजबिहारी. संस्कृत वाङ्मय का बृहद् इतिहास, प्रथम खंड, उत्तरप्रदेश संस्कृत संस्थान, लखनऊ, 1996.
2. रानाडे, रामचन्द्र दत्तात्रेय. उपनिषद् दर्शन का रचनात्मक सर्वेक्षण. राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर. 2011
3. Sharma, Satva. *History of Vedic Literature*. Vol. 4, Pranava Prakashan, Delhi, 1977.
4. Ranade, Ramachandra Dattatrya. *A Constructive Survey of Upanishadic Philosophy*. Oriental Books Agency, Pune, 1926.
5. Deussen, Paul. *Philosophy of Upanishads*. Education Enterprise, Calcutta, 1972.
6. Dasgupta, S. N. *History of Indian Philosophy*. Motilal Banarsidass, Delhi, 1975.
7. Radhakrishnan, S. *Principal Upanishads*. Centenary Edition, Delhi University Press, Delhi, 1989.
8. Giri, Maheshanand. *An Introduction to Brhadaraṇyaka Upaniṣad*. Mahesh Research Institute, Varanasi. 1986

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## **DSE-1: Introduction to Kaśmira Śaiva Darśana**

### **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 Kaśmira Śaiva Darśana	04	3	1	0	Nil	Nil

### **Learning Objectives**

Kashmir Shaivism is one of the most profound philosophical and spiritual traditions of the Indian knowledge system that emerged in the Kashmir region. This course offers an in-depth study of the philosophy of Kashmir Shaivism, focusing on its metaphysical, epistemological, and cosmological concepts based on primary texts, philosophical debates, and contemporary readings. Students will explore this non-dualistic philosophy that presents a worldview from the tantric perspective.

### **Learning outcomes**

After the completion of this course, the students will:

- Explore the historical development and key figures like Abhinavagupta, Vasugupta, within Kashmir Shaivism.
- Understand the philosophical foundations of Kashmir Shaivism.
- Analyse key texts and doctrines within the Kashmir Shaivism tradition.
- Explore Kashmir Shaivism's contemporary relevance and influence in modern spiritual practices.

### **Detailed Syllabus**

<b>Unit: I</b>	<b>Hours: 11</b>
Origins and historical Developments: From early Śaivism to the rise of Kaśmira Śaivism	
<b>Unit: II</b>	<b>Hours: 11</b>
Key Texts and Philosophers of Kaśmira Śaivism	
<b>Unit: III</b>	<b>Hours: 11</b>
Philosophical Foundations (Key Concepts) - Śiva, Śakti, Vimarśa	
<b>Unit: IV</b>	<b>Hours: 12</b>
Swatantra, Vāk, Yoga, Pratyabhijña, Upāya catuṣṭaya	

### **Essential/Recommended Readings/Texts**

**Essential Readings:**

1. Abhinavagupta, Bodhapanchadashika (English Translation), Ishvara Ashram Trust, 2006
2. Abhinavagupta, Bodhapanchadashika, Kashmir Text Series, Kashmir, 1947
3. Abhinavagupta, Ishvarapratyabhijnnavivritivimarshini, (edi.) Madhusudana Kaul Shastri, Vol. I & II, Kashmir, 1941
4. Abhinavagupta, Shri Shri Paratrishikavivarana with Vivriti (Hindi Translation), Nilakantha Gurtu, Motilal Banarsidass Publisher Private Limited, Delhi, 1985
5. Abhinavagupta, Sritantraloka with Viveka by Jayaratha, Vol. I, II, III, IV, V, VI, VII, VIII Sampurnananda Samskrit Vishvaadidyalaya, Varanasi, 2000.
6. Abhinavagupta, Bhashkari of Ishvarapratyabhijnnavimarshini, Vo. I, II, III Sampurnanda Sanskrit Vishwavidyalaya, Varanasi, 1998
7. Abhinavagupta, Tantrasara, Vo. I,II, Chaukhamba Surabharati Prakashan, Varanasi, 2000
8. Ishvarapratyabhijnakarika of Utpaladeva: Verses on the Recognition of the Lord, Motilal Banarsidass Publisher Private Limited, Delhi, 2004
9. Utpaladeva, Siddhitrayi, K.S.S, Kashmir, 1917.

**Additional Resources:**

1. Baumar, Bettina, Abhinavagupta's Hermeneutics of the Absolute Anuttaraprakriya: An Interpretation of his Paratrishika Vivarana, D.K. Print World LTD., New Delhi, 2011
2. Bhattacharya, N.N., History of the Tantric Religion, A Hiaatorical, Ritualistic @ Philosophical Study, Munshiram Manoharlal Publications, New Delhi, 1982
3. Brajballabha Dwivedi, Tantragamiya Dharma Darshan, Vol. I & II, Shivabharati Sodha Pratishtan, Varanasi, 2001
4. Deshpande, G.T., Abhinavagupta, Sahitya Akademi, New Delhi, 1992
5. Pandey, K.C., Abhinavagupta: An Historical na Philosophical Study, Chaukhamba Amarabharati Prakashan, Varanasi, 2006
6. Rastogi, Nabajivan, Introduction to the Study of Tantraloka: A Study in Structure, Motilal Banarsidass Publishers Perivate Limited, Delhi, 1987
7. Rastogi, Navajivan, Kashmir Shivadvayavada ki Mula Avadharanayen, Munshiram Manoharlal Publication, Delhi, 2002

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

## DSE-1: Mahākāvya

### 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		
Mahākāvya	04	3	1	0	Nil	Nil

### Learning Objectives

The objective of this course is to give the students glimpses of the rich Sanskrit literary tradition through the reading of four very important literary compositions of Aśvaghoṣa, Kālidāsa, Bhāravi and Māgha.

### Learning outcomes

After completion of this course, the students:

- Will be able to appreciate the aesthetical, social, political, cultural, etc. values expressed in prescribed compositions.
- Will understand the structural patterns of ancient Sanskrit Mahākāvyas.
- Will be able to know the social history of ancient India.
- Will be familiar with the individual styles of the four greatest Sanskrit poets.

### Detailed Syllabus

<b>Unit: I</b> Buddhacaritam: Canto 1	<b>Hours: 11</b>
<b>Unit: II</b> Raghuvamśa: Canto 13	<b>Hours: 11</b>
<b>Unit: III</b> Kirātārjunīyam: Canto 2	<b>Hours: 11</b>
<b>Unit: IV</b> Śiśupālavadam: Canto 2	<b>Hours: 12</b>

### Essential/Recommended Readings/Texts

#### Essential Readings:

- बुद्धचरितम् (अश्वघोष) – सूर्यनारायण चौधरी, मुन्शीराम मनोहरलाल, दिल्ली
- कालिदास ग्रन्थावलि सम्पादक रेवा प्रसाद द्विवेदी, काशी हिन्दू विश्वविद्यालय, काशी।

3. किरातार्जुनीयम् (भारवि) – शेषराज शर्मा रेग्मी, चौखम्बा संस्कृत संस्थान, वाराणसी
4. शिशुपालवधम् – हरगोविन्द शास्त्री, चौखम्बा विद्याभवन, वाराणसी

**Additional Resources:**

1. अवस्थी प्रेमा – महाकवि भारविकृत 'किरातार्जुनीयम्' एक समीक्षा, भारतीय प्रकाशन, कानपुर
2. व्यास भोलाशंकर – संस्कृत कवि दर्शन, चौखम्बा विद्याभवन, वाराणसी
3. शर्मा उमा शंकर 'ऋषि' – संस्कृत साहित्य का इतिहास, चौखम्बा भारती अकादमी, वाराणसी
4. डिंडोरिया वेद प्रकाश – औचित्य सिद्धान्त एवं किरातार्जुनीयम्, परिमल प्रकाशन, दिल्ली
5. Gangopadhyay Mrinal Kanti - Bharavi, Sahitya Academy, New Delhi
6. Har Shaktipada - Bharavi and Kiratarjuniyam, Sanskrit Pustak Bhandar, Calcutta

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## DSE-1: Survey of Modern Sanskrit Poetry and Poetics

### 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		
Survey of Modern Sanskrit Poetry and Poetics	04	3	1	0	Nil	Nil

### Learning Objectives

This course gives an introduction to the panorama of modern Sanskrit Poetics and creative modern Sanskrit writings. It also focuses on all the poetic elements in Modern Sanskrit Poetics and Literature.

### Learning outcomes

After the completion of the course students will:

- become aware of the expanse and the depth of modern Sanskrit literature;
- become aware of how the idea of unity in diversity can promote social harmony;
- gain the ability to explain and critically analyze the prescribed texts.
- Will have an understanding of the new approach in the realm of Sanskrit Poetics;
- Will acquire knowledge of the different dimensions of poetry i.e. effects (Prayojana), cause (Hetu), definition (Lakshana) and forms (Kavya-bheda), blemishes (Kavya-dosha), poetics-Excellences (Kavya-Guna) etc. through the reading of the modern Sanskrit Poetics.
- Will be able to compare modern and ancient thoughts of poetics.

### Detailed Syllabus

#### Unit: I

Major Modern Sanskrit Mahākāvya, Rūpaka, Gadyakāvya, New genres and Trends

Hours: 11

#### Unit: II

##### Ādhunika Sanskrit Prominent Sāhityakāra

Ambikadutt Vyas, Haridas Siddhantvagish, Hrishikesh Bhattacharya, Moolshankar Maniklal Yagnik, Yatindra Vimal Chaudhuri, Rama Chaudhuri, Leela Rao Dayal, Vasant Trimbak Shevde, Janakivallabh Shastri, Brahmanand Shukla, Keshavchandra Das, Kalika Prasad Shukla, Bhaskaracharya Tripathi, Shivprasad Bhardwaj, Prabhudatta Swami, Mahalinga Shastri, Shatavadhani R. Ganesh, Shankararajaram.

Hours: 11

#### Unit: III

Hours: 11

Kāvya-prayojana, Kāvya-hetu, Kāvya-lakṣaṇa, Kāvya-bheda, Rasa and Alaṅkāra  
in Modern Sanskrit Poetics mem.

Unit: IV

Hours: 12

**Major Acharyas of Modern Sanskrit Poetics:**

Rajchudamani Dixit, Bhudev Shukla, Chiranjeev Bhattacharya,  
Vishveshwar Pandit, Vidyaram, Ashadhar Bhatt, Achyutarai Sharman  
'Modak', Sri Krishna Kavi, Chhajju Ram Shastri, Baldev  
Vidyabhushan, Brahmanand Sharma, Bhimsen Dixit, M. Narasimha  
Acharya, Shankardev Avtare, Rampratap Vidyalkar, Harshdev  
Madhav.

**Essential/Recommended Readings/Texts**

**Essential Readings:**

1. श्रीवास्तव आनन्द कुमार – आधुनिक संस्कृत काव्यशास्त्र, ईस्टर्न बुक लिंकर्स, दिल्ली
2. उपाध्याय, बलदेव (प्र.स.), पाठक, जगन्नाथ (सं.)- संस्कृत वाङ्मय का बृहद् इतिहास (सप्तम खण्ड), उत्तरप्रदेश संस्कृत संस्थान, लखनऊ, 2000
3. द्विवेदी, रहस्यबिहारी, साहित्यविमर्शः, सम्पूर्णानन्द संस्कृत विश्वविद्यालय, वाराणसी, 2002
4. पाण्डेय, रमाकान्त, आधुनिक संस्कृत काव्यशास्त्रसमीक्षणम्, जगदीश संस्कृत पुस्तकालय, जयपुर, 2009
5. कुमार राजेन्द्र, आधुनिक संस्कृत काव्यशास्त्रीय ग्रन्थों में मौलिकता, भारतीय विद्या प्रकाशन, दिल्ली, 2007
6. यादव राजमङ्गल, संस्कृत काव्यशास्त्र की अर्वाचीन परम्परा, प्रतिभा प्रकाशन, दिल्ली, 2011

**Additional Resources:**

1. त्रिपाठी, राधावल्लभ – संस्कृत साहित्य का अभिनव इतिहास, विश्वविद्यालय प्रकाशन, वाराणसी, 2007
2. मिश्र, राजेन्द्र – विंशति शताब्दी संस्कृत काव्यामृतम्, दिल्ली संस्कृत अकादमी, दिल्ली
3. शास्त्री, कलानाथ - आधुनिक-संस्कृत-साहित्यस्येतिहासः, जयपुर
4. यादव, राजमङ्गल – अर्वाचीन संस्कृत साहित्य, जे. पी. पब्लिसिंग हाउस, दिल्ली, 2015

**Examination Scheme and Mode: Subject to directions from the Examination  
Branch/University of Delhi from time to time**



## DSE-1: Survey of Sanskrit Poetics

### 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		
Survey of Sanskrit Poetics	04	3	1	0	Nil	Nil

### Learning Objectives

The purpose of this course is to familiarize the students with the important theoretical contributions of the famous rhetoricians of Alankāraśāstra.

### Learning outcomes

Upon successful completion of this course, students:

- will have a broad perspective of the field of famous rhetoricians of Alankāraśāstra and their theories.
- will be successful in applying this knowledge for critical analysis.

### Detailed Syllabus

#### Unit: I

Rasa-siddhānta, Alankāra-siddhānta and Rīti-siddhānta

Hours: 11

#### Unit: II

Dhvani-siddhānta, Vakrotti-siddhānta and Aucitya-siddhānta.

Hours: 11

#### Unit: III

Bharatamuni, Agnipurāṇa, Viṣṇudharmottara-purāṇa, Bhāmaha, Daṇḍī, Udbhaṭa, Rudraṭa, Mukulabhaṭṭa, Rājaśekhara, Abhinavagupta, Mahimabhaṭṭa, Bhojarāja.

Hours: 11

#### Unit: IV

Ruyyaka, Sāgaranandī, Hemacandra, Rāmacandra-Guṇacandra, Jayadeva, Śāradātanaya, Siṃhabhūpāla, Bhānudattamiśra, Rūpagosvāmī, Appayadīkṣita, Kavi Karṇapūra, Paṇḍitarāja Jagannātha.

Hours: 12

### Essential/Recommended Readings/Texts

#### Essential Readings:

- उपाध्याय, बलदेव. भारतीयसाहित्यशास्त्र, चौखम्बाप्रकाशन, वाराणसी

2. कृष्णकुमार. अलंकारशास्त्र का इतिहास, साहित्य भण्डार, मेरठ
3. De, S.K. History of Sanskrit Poetics, K.L. Mukhopadhyay, Calcutta.
4. Kane, P.V. History of Sanskrit Poetics, MLBD, Delhi.
5. Raghavan, V. Studies on Some Concepts of Alamkāraśāstra, Adyar Library, Madras.

**Additional Resources:**

1. त्रिपाठी, राधावल्लभ – संस्कृत साहित्य का अभिनव इतिहास, विश्वविद्यालय प्रकाशन, वाराणसी, 2007
2. मिश्र, राजेन्द्र – विंशति शताब्दी संस्कृत काव्यामृतम्, दिल्ली संस्कृत अकादमी, दिल्ली
3. शास्त्री, कलानाथ - आधुनिक-संस्कृत-साहित्यस्येतिहासः, जयपुर

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## DSE-1: Fundamental Principles of Nāṭyaśāstra

### 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		
Fundamental Principles of Nāṭyaśāstra	04	3	1	0	Nil	Nil

### Learning Objectives

It introduces the multi-faceted nature of Indian dramaturgy through an in-depth reading of the Nāṭyaśāstra and familiarize learners with the origin and development of drama and theatre in the Indian tradition. Also, explore the fundamental elements of dramaturgy as articulated in the Nāṭyaśāstra. To understand the enduring significance of the Nāṭyaśāstra and its influence on the tradition of Indian theatre.

### Learning outcomes

Upon successful completion of this course, students:

- Explain the divine origin of Nāṭya, its purpose, and its relationship with the Vedas as outlined in the Nāṭyaśāstra
- Analyze the cultural and societal roles of drama as described in the Nāṭyaśāstra.
- Identify and describe the architectural elements and layout of a traditional theatre as prescribed in the Nāṭyaśāstra
- Develop an in-depth understanding of the foundational aspects of the Nāṭyaśāstra and its influence on various Indian art forms.
- Explore the Rasa concept, delving into the aesthetic experience and the emotions evoked through drama.
- Compare the Nāṭyaśāstra's historical contributions to the study of other dramaturgical literature.

### Detailed Syllabus

#### Unit: I

Hours: 11

#### Origin and Development of Nāṭya

Origin of Drama (Nāṭya Udbhava), Purpose of Drama (Nāṭya Prayojana), Definition of Drama (Nāṭya Paribhāṣā), Scope of Drama (Nāṭya Kṣetra)

#### Unit: II

Hours: 11

#### Types of Theatre (Prekṣāgrha)

Vikṛṣṭa (Elongated), Tryasra (Triangular), Caturasra (Square)  
(Based on the Second Chapter of Nāṭyaśāstra and Abhinavbhāratī)

**Unit: III****Hours: 11****Ekādaśa Nāṭya Saṅgraha**

Components of Drama (Nāṭya Ke Aṅga), Rasa, Bhava, Dharmi etc.  
(Based on -The sixth Chapter of Nāṭyaśāstra and Abinavbhārtati)

**Unit: IV****Hours: 12****Survey of Nāṭyaśāstra**

Pre-Bharat, Bharat, and post-Bharat period.

**Essential/Recommended Readings/Texts****Essential Readings:**

1. भरतमुनि, नाट्यशास्त्र - सम्पा०, बाबूलालशुक्ल, चौखम्बा संस्कृतसंस्थान, वाराणसी, 1985
2. भरतमुनि, नाट्यशास्त्र - सम्पा०, बटुकनाथ शर्मा एवं बलदेव उपाध्याय, काशीसंस्कृतसीरीज, वाराणसी, 2005
3. भरतमुनि, नाट्यशास्त्र. सम्पा०, सुधाकर मालवीय, कृष्णदास अकादमी, वाराणसी, 1997
4. भरत मुनि, नाट्यशास्त्र अभिनवभारती सहित. सम्पादक, आर०एस० नागर, परिमल प्रकाशन, दिल्ली, 2012
5. भरत मुनि, नाट्यशास्त्र अभिनवभारती सहित. सम्पादक, पारसनाथ द्विवेदी, सम्पूर्णानन्द संस्कृत विश्वविद्यालय, वाराणसी, 2001
6. नाट्यशास्त्र, व्या०, ब्रजमोहन चतुर्वेदी, विद्यानिधि प्रकाशन, दिल्ली, 2011
7. Ghosh, Manomohan (Translator). The Nāṭyaśāstra: A Treatise on Hindu Dramaturgy and Histrionics. Calcutta: The Asiatic Society, 2016

**Additional Resources:**

1. नगेन्द्र (सम्पा०). हिन्दी अभिनवभारती. दिल्लीविश्वविद्यालय, दिल्ली, 1960
2. दीक्षित सुरेन्द्रनाथ. भरत और भारतीय नाट्यकला, राजकमल प्रकाशन, दिल्ली, 1970
3. दाधीच, पुरु. एकादशनाट्यसंग्रह एवं प्रयोक्तागण, मध्यप्रदेश हिन्दी ग्रन्थ अकादमी, 1998
4. Bhat, G.K. Studies in Natyashastra. Popular Prakashan, 1986.
5. Vatsyayan, Kapila. Bharata: The Natyashastra. Sahitya Akademi, 1996.
6. De, S.K. History of Sanskrit Poetics. Motilal Banarsidass Publishers, 2000.
7. Rangacharya, Adya (Translator). The Nāṭyaśāstra of Bharata. Munshiram Manoharlal Publishers, 1996.
8. Vatsyayan, Kapila. Classical Indian Dance in Literature and the Arts. Sangeet Natak Akademi, New Delhi, 1992
9. Pollock, Sheldon (Editor). A Rasa Reader: Classical Indian Aesthetics. Columbia University Press, 2016.

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

**DSE-1: [Sanskrit Grammatical Tradition](#)**

## 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		
Sanskrit Grammatical Tradition	04	3	1	0	Nil	Nil

### Learning Objectives

This course aims to help students acquire advanced knowledge of the history of Sanskrit grammar.

### Learning outcomes

After the completion of this course, the students will:

- have to know the history and the structures of different schools of Sanskrit grammar.
- have a thorough idea of the Astadhyayi tradition and Kaumidi tradition of teaching Paninian grammar.
- know the contributions of individual Acharyas in the making of Paninian grammar.
- be familiar with the history of the philosophy of language with Paninian grammar as a focal point.

### Detailed Syllabus

#### Unit: I

Hours: 11

#### History of Sanskrit Grammar

Contribution of pre-Panini, The three grammarians (Panini, Katyayana, Patanjali)  
Survey of post-Panini grammarians: Cāndra, Kātantra, Jainendra, Haima, Bhoja, Supadma, Harināmāmṛta etc.

(पाणिनिपूर्व वैयाकरण आचार्यों का योगदान, मुनित्रय (पाणिनि, कात्यायन, पतञ्जलि) का काल एवं योगदान, पाणिन्युत्तरव्याकरण-सम्प्रदायों का सर्वेक्षण: चान्द्र, कातन्त्र, जैनेन्द्र, हैम, भोज, सुपद्म, हरिनामामृत आदि।)

#### Unit: II

Hours: 11

#### History of Sanskrit Grammar

The Vritti-tradition of the Aṣṭādhyāyī  
The contribution of the **Prakriyā texts** to the Panini grammar  
**The philosophical grammarians of the Panini tradition:** Bhartṛhari, Bhaṭṭojidīkṣita, Kaunḍabhaṭṭa, Nāgeśa, etc.

(अष्टाध्यायी की वृत्ति-परम्परा, पाणिनि-व्याकरण में प्रक्रियाग्रन्थों का योगदान, पाणिनि-परम्परा के दार्शनिक आचार्य: भर्तृहरि, भट्टोजिदीक्षित, कौण्डभट्ट, नागेश आदि।)

**Unit: III****Hours: 11****Pāṇini and his Śabdānuśāsana**

Introduction, the importance of Panini, Panini grammar, Characteristics of Panini grammar, Main subsistence of Panini scriptures, Other texts of Panini: Śikṣā, Jambavatri Vijaya, Dvirupa Kosha  
(परिचय, पाणिनि की महत्ता, पाणिनीय व्याकरण, पाणिनीय व्याकरण की विशेषता, पाणिनीय शास्त्र का मुख्य उपजीव्य, पाणिनि के अन्य व्याकरण ग्रन्थ, पाणिनि के अन्य ग्रन्थ (१) शिक्षा, (२) जाम्बवत्री विजय, (३) द्विरूप कोश)

**Unit: IV****Hours: 12**

Acharya and commentator of Dhātupāṭha, Nyāsakāra Jinendrabuddhi and Pāṇinīyadhātupāṭha, Two types texts of Dhātupāṭha, Other texts related to Dhātupāṭha, Commentators of the Dhātupāṭha: Pāṇini. Sunāga, Bhīmasena, Dhātupārāyaṇakāra, Ajñātakartṛka Dhātuvṛtti, Nandisvāmī, Rājaśrī Dhātuvṛtti-kāra, Nāthīya Dhātuvṛtti, Kṣīrasvāmī, Importance of the Mādhavīyā Dhātuvṛtti (धातुपाठ के प्रवक्ता और व्याख्याता, न्यासकार जिनेन्द्रबुद्धि और पाणिनीयधातुपाठ, धातुपाठ का द्विविध प्रवचन, धातुपाठ से सम्बद्ध अन्य ग्रन्थ, धातुपाठ के व्याख्याता, पाणिनि. सुनाग, भीमसेन, धातुपारायणकार, अज्ञातकर्तृक धातुवृत्ति, नन्दिस्वामी, राजश्री धातुवृत्ति-कार, नाथीय धातुवृत्ति, क्षीरस्वामी, माधवीया धातुवृत्ति का वैशिष्ट्य)

**Essential/Recommended Readings/Texts****Essential Readings:**

1. युधिष्ठिर मीमांसक, संस्कृत व्याकरणशास्त्र का इतिहास, सोनीपत ।
2. रामनाथ त्रिपाठी शास्त्री (संपा.), संस्कृत व्याकरणशास्त्र का इतिहास (संक्षिप्त एवं छात्रोपयोगी संस्करण), चौखम्भा ओरियन्टलिया, दिल्ली ।

**Additional Resources:**

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

## DSE-1: Fundamentals of Dharmaśāstra

### 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 Dharmaśāstra	04	3	1	0	Nil	Nil

### Learning Objectives

The objective of this course is to introduce students to the definition and scope of foundational texts of Dharmaśāstras literature and their historical evolution. It aims to provide a comprehensive understanding of the origin, purpose, and scope of these texts while highlighting their relevance to Indian ethical, legal, and social traditions. Students will explore key texts such as Yājñavalkya Smṛti, and Nāradaśmṛti, Arthashastra, Shukranīti, and so on; gaining insight into the hierarchical structure of Dharma (Śruti, Smṛti, Ācāra, Nyāya). By the end of the course, students will develop critical thinking skills to analyze the historical and cultural significance of Dharmashastras in ancient and modern contexts.

### Learning outcomes

After the completion of this course, the students will:

- Develop familiarity with the foundational Dharmaśāstric texts and their historical development.
- Understand the conceptual framework of Dharma as outlined in primary and secondary sources.
- Analyze the evolution of Dharmashastra literature in the context of social, cultural, and historical changes.
- Gain the ability to critically examine the purpose and structure of key texts like Yājñavalkya Smṛti and so on.

### Detailed Syllabus

#### Unit: I

Hours: 11

#### History of Dharmaśāstras

Origins and Foundations of Dharma

Evolution of Dharmaśāstra texts (Emergence of Smṛti literature from kalpa)

Conceptualization of Dharma (Definitions and classifications)

Doctrines of Dharma (Sāmānya Dharma, Viśeṣa Dharma, Āpaddharma, Svadharma, Achara, vyavhara, prayaschita).

**Unit: II****Hours: 11****Prominent Acharyas**

Ancient to Modern

Overview of Prominent Texts (Arthshastra, Narad, Shukraniti, Aapastamb

Yagyavalkya, paraskar)

Overview of Secondary Sources

Major commentators and their contributions (e.g., Medhatithi, Vijnaneshvara, Apararka).

Nibandhas (digests) (e.g., Mitākṣarā and Dayabhāga)

Importance of commentaries in interpreting and preserving Dharmaśāstra knowledge

**Unit: III****Hours: 11****Fundamental concepts of the Dharmashastras****Social Institutions:** Social Classification, ashrama, sanskaras, purusharthas, vivaha, family,

education, yagyas, Āpaddharma (duties during emergencies)

**Prayaschit:** panch mahaptaka, panch upapataka,**Unit: IV****Hours: 12****Vyavharpadas (18) evam dand Vidhan**

Introduction of 18 (vyavharpadas dharamasthiya (civil) 14 + kantakshodhan criminal 4)

Dand vidhan

**Essential/Recommended Readings/Texts**

1. Kane, P.V. - History of Dharmashastra, Vol. I-V, BORI, Poona.

**Essential Readings:**

1. अर्जुन चौबे कश्यप (अनुवादक), धर्मशास्त्र का इतिहास, उत्तर प्रदेश हिन्दी संस्थान, लखनऊ, उत्तर प्रदेश ।
2. Kane, P.V. - History of Dharmashastra, Vol. I-V, BORI, Poona.

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**



## DSE-1: Epigraphy and Numismatics

### 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		
Epigraphy and Numismatics	04	3	1	0	Nil	Nil

### Learning Objectives

The objective of this course is to introduce students to the study of epigraphy and numismatics as essential tools for understanding history and culture. It aims to provide a foundational knowledge of inscriptions and coins, focusing on their significance in reconstructing historical events, economic systems, and cultural practices. The course will explore methods of deciphering inscriptions and analysing coins, equipping students with the skills to interpret these primary sources and appreciate their role in preserving and studying India's rich heritage.

### Learning outcomes

After the completion of this course, the students will:

- Understand the significance of epigraphy and numismatics in historical and cultural studies.
- Learn the methods of deciphering inscriptions and analysing coins.
- Develop the ability to interpret inscriptions and coins as primary historical sources.
- Gain insights into the economic, political, and cultural aspects reflected in epigraphs and numismatics.
- Appreciate the role of inscriptions and coins in reconstructing and preserving India's heritage.

### Detailed Syllabus

#### Unit: I

Hours: 11

Introduction of Epigraphy  
Origin and Development  
Types of Inscriptions  
Importance of Inscriptions in Understanding History and Culture

#### Unit: II

Hours: 11

System of Dating, Chronology  
Understanding Eras in Inscriptions- Vikram Era, Shaka Era, Gupta Era and Harsha Era  
Indologists and their Contribution  
Centre for Epigraphical Studies

**Unit: III****Hours: 11**

Introduction of Numismatics  
Origin and Antiquity of Coinage in India  
Types of Ancient Coins  
Coins as a Source of History

**Unit: IV****Hours: 12**

Manufacturing Techniques of Ancient Coins  
Coins of major Indian Dynasties  
Authority for Issuing Coins  
Iconography on Coins and its Importance

**Essential/Recommended Readings/Texts****Essential Readings:**

1. Buhler, G, On the origin of the Indian alphabet & numerals.
2. Sanskrit, Prakrit, and the other Indo-Aryan Languages. Oxford University Press, 1998.

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## **DSE-1: Basic Principles of Manuscriptology and Museology**

### **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		
Basic Principles of Manuscriptology and Museology	04	3	1	0	Nil	Nil

### **Learning Objectives**

The objective of this course is to introduce students to the basic principles of manuscriptology and museology, focusing on their scope, significance, and foundational methodologies. It aims to provide a preliminary understanding of the processes involved in the identification, classification, and preservation of manuscripts and museum objects, emphasising their role in cultural heritage studies.

### **Learning outcomes**

After the completion of this course, the students will:

- Understand the basic principles and scope of Manuscriptology and museology.
- Identify and classify manuscripts and museum objects based on foundational methodologies.
- Appreciate the cultural and historical significance of manuscripts and museum collections.
- Comprehend the role of Manuscriptology and museology in preserving cultural heritage.
- Develop a preliminary understanding of the processes involved in studying and interpreting manuscripts and museum objects.

### **Detailed Syllabus**

#### **Unit: I**

**Hours: 11**

##### **Manuscriptology: Foundational Aspects**

Overview and Historical background

Understanding Manuscripts: Definition and Objectives

Contributions of Manuscripts

Definition and aim of Manuscriptology

Relevance and Functions of Manuscriptology

Introduction to the decipherment of manuscripts, characters and features of different scripts

#### **Unit: II**

**Hours: 11**

##### **Major features of Manuscriptology**

Types of Manuscript

Writing Materials of Manuscripts

Manuscripts and Accessories  
Cataloguing  
Text Editing  
Palaeography  
Manuscripts Preservation and Conservation Techniques

**Unit: III**

**Hours: 11**

**Introduction to Museology**

Concept of museum origin: Changing meaning and Definitions  
Objectives of Museums, Scope, and Functions  
History and Philosophy of Museums  
History of Museums in India

**Unit: IV**

**Hours: 12**

**Museology & Museography: Classification, Development and Expansion**

Museology, Museography and other developments (new museology, inclusive  
Museology, heritage study, and digital heritage)  
Types and Classification of Museums, Changing Concepts of Museums  
Professional Ethics & Museology as an Academic Discipline  
Growth and Expansion of Museums in the Colonial Context  
Museum movement in India

**Essential/Recommended Readings/Texts**

**Essential Readings:**

1. Shodhpravidhiavem Pandulipivijhyan, Mishra, Abhiraj. Rajendra, Akshayavatprakaashn.
2. The Fundamentals of Manuscriptology. Visalakshy.P.
3. The Wealth of Sanskrit manuscripts in India and abroad. Pandurangi, K.T.6. A Bibliography of palaeography and Manuscriptology. Sweta Prajapati, Bhartiya Kala Prakashan
4. Bhartiyalipiyo Ki Kahani, mule. Gudaker, RajkamalPrakashan, New Delhi, 2004
5. New lights on Manuscriptology; a collection of articles of prof. K.V. Sharma,
6. International Council of Museums 1990. ICOM (International Council of Museums) Statutes and Code of Professional Ethics ICOM.
7. Agarwal Usha, 2000. Directory of Museums in India. New Delhi: Sundeep Prakashan.

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## DSE-1: Survey of Itihāsa and Puranic 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		
Survey of Itihāsa and Puranic Literature	04	3	1	0	Nil	Nil

### Learning Objectives

This course aims to present the valuable cultural heritage of India as preserved in Itihāsa and Puranic literature. The course shows how the Ramayana, Mahabharat, and Puranas play a pivotal role in shaping the life and culture of Indian people, highlighting the social, economic, geographical, political, philosophical, and educational systems thereof.

### Learning outcomes

After the completion of this course, the students will:

- Be informed of the basic structure, contents and importance of Ramayana, Mahabharat and Puranas.
- know the differences between the Ramayana, Mahabharat, Puranas and Upapuranas.
- have a thorough understanding of the contents & historical importance of the Ramayana, Mahabharat, and Puranic literature.
- gain the knowledge of Geographical and Cultural aspects of the Ramayana, Mahabharat, Puranas and Upapuranas.
- be familiarized with the forms of Ramayana, Mahabharat and Puranas as a source of various arts, religion, literature, culture, sciences etc.

### Detailed Syllabus

#### Unit: I

Hours: 11

वाल्मीकि रामायण: विविध संस्करण, रचनाकाल, विषयवस्तु, आख्यानोपाख्यान, ऐतिहासिक महत्त्व, साहित्यिक महत्त्व, सांस्कृतिक महत्त्व

#### Unit: II

Hours: 11

महाभारत: विविध संस्करण, रचनाकाल, विषयवस्तु, आख्यानोपाख्यान, ऐतिहासिक महत्त्व, साहित्यिक महत्त्व, सांस्कृतिक महत्त्व

#### Unit: III

Hours: 11

पुराण: पुराण-लक्षण, पुराणों का विभाजन, रचनाकाल, विषयवस्तु, आख्यानोपाख्यान, ऐतिहासिक महत्त्व, सांस्कृतिक महत्त्व, पौराणिक सृष्टिविज्ञान

**Unit: IV**

**Hours: 12**

वाल्मीकि रामायण, महाभारत तथा पुराणों की साहित्यिक उपजीव्यता – महाकाव्य, खण्डकाव्य, गद्यकाव्य, रूपक के विशेष सन्दर्भ में

## **Essential/Recommended Readings/Texts**

### **Essential Readings:**

1. Ramayana with Hindi trans., Gita Press, Gorakhpur.
2. Ramayana with four commentaries by Govindaraja & others, Lakshmi Venkateswara Press, Bombay, 1935
3. Ramayana ed. by ChinnaswamiSastrigal and V.H. Subrahmanyam Shastri, Pub. by N. Ramaratham, Madras, 1958
4. Mahabharata, Critical Edition, BORI, Poona.
5. Mahabharata Text, pub. Gita Press, Gorakhpur.
6. Mahabharata with Neelakantha's Commentary, Chirtasala Press, Poona, 1929-33

### **Additional Resources:**

1. उपाध्याय, बलदेव – पुराणविमर्श,
2. चतुर्वेदी, गिरिधरशर्मा. पुराणपरिशीलन, बिहारराष्ट्रभाषापरिषद्, 1970.
3. व्यास, भोलाशंकर ( सम्पा.) संस्कृत वाङ्मय का बृहद् इतिहास, (आर्षखण्ड), उत्तरप्रदेश संस्कृत संस्थान, लखनऊ, 2000
4. चतुर्वेदी, गिरिधरशर्मा , शिवदत्त शर्मा पुराण विद्या, राजस्थान संस्कृत अकादमी, जयपुर
5. पण्डा, गंगाधर संस्कृत वाङ्मय का बृहद् इतिहास (पुराण खण्ड-13), उत्तर प्रदेश संस्कृत संस्थान, लखनऊ
6. Rochero, Ludo, The Puranas (A History of Indian Literature), Vol. IV, Otto Harrassowitz, Wiesbaden, 1986.
7. Hopkins, E.W., The Great Epic of India, Reprinted by PunthiPushtaka, Calcutta, 1969
8. Aiyar, Narayanaswami K., The Puranas in the Light of Modern Sciences, Adyar 1914, 1916.
9. Hazra, R.C., The Puranas: The Upapuranas in the Cultural Heritage of India, Vol. II, pub. by R.K. Mission Institute of Calcutta, 1962.
10. Loha, Bhaskaranan, Pauranika Sahitya aur Sanskriti, Rama Prakashan, Lucknow, 1964.
11. Pusalker, A.D., Studies in the Epic and Puranas, Bharatiya Vidya Bhavan, Bombay, 1963.

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

## **DSE-1: Introduction to Sanskrit Computational Linguistics**

### **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 Sanskrit Computational Linguistics	04	3	0	1	Nil	Nil

### **Learning Objectives**

This course will introduce the basic concepts of Sanskrit computational linguistics and prepare the students for the next level. After covering topics in computational linguistics, the students will be able to learn the tools and techniques of computational linguistics and do further research and development in the field.

### **Learning outcomes**

Students learn about the components of human language, such as phonetics, phonology, morphology, and syntax. They also learn how to analyze the structure of these components. Students learn techniques for machine translation, language teaching, corpora, and speech synthesis. Students learn how to create algorithms to process and analyze linguistic content. Students will also learn the basics of the HTML, CSS and web techniques.

### **Detailed Syllabus**

#### **Unit: I**

**Hours: 11**

Introduction to Sanskrit Computational Linguistics (SCL)  
Natural Language Processing (NLP)  
Artificial Intelligence (AI)  
Potential Areas of Research From the Sanskrit Sastras

#### **Unit: II**

**Hours: 11**

#### **Areas of Sanskrit Computational Linguistics I**

##### **Speech Technology:**

Speech Recognition for Sanskrit texts  
Speaker Recognition  
Speech Synthesis  
Text-to-Speech Systems (TTS)  
Methodologies, Applications, and Challenges in Speech Technology

**Language Processing:**

Syntactic and Semantic Analysis of Sanskrit  
Language Understanding (LU) for Sanskrit texts  
Language Generation (LG) for Sanskrit content creation  
Text Preprocessing Techniques for Sanskrit  
Named Entity Recognition (NER)

**Unit: III****Hours: 11****Areas of Sanskrit Computational Linguistics II****Text Preservation and Search:**

Digital Archiving Techniques for Sanskrit Manuscripts  
Sanskrit Text Mining Methodologies  
Search Algorithms for Sanskrit Texts

**Machine Translation:**

Overview of Sanskrit Machine Translation (MT)  
Source and Target Language Design  
Methodologies and Challenges in MT  
Lexicon and Corpora Development for MT

**Chatbots and Summarization:**

Designing Chatbots for Sanskrit Interactions  
Summarization Techniques for Sanskrit Texts  
Natural Language Understanding (NLU) in Sanskrit Chatbot Development  
Applications in Knowledge Retrieval

**Unit: IV****Hours: 12****Introduction to Algorithm****Introduction to Algorithms:**

Basics of Algorithms and Pseudo-algorithms for Sanskrit NLP  
Case Study: Analysis of Existing Sanskrit NLP Tools

**Project: Development of a Pseudo-algorithm for a Selected Sanskrit NLP Problem****Essential/Recommended Readings/Texts****Essential Readings:**

1. D. Jurafsky and J.H. Martin, Speech and Language Processing, Prentice Hall Edition.
2. S. Bird, E. Klein, and E. Loper, Natural Language Processing with Python, <https://www.nltk.org/book/>
3. Bird, S., Klein, E., & Loper, E. (2009). Natural language processing with Python: analyzing text with the natural language toolkit. "O'Reilly Media, Inc."
4. Chandra Subhash & Jha Girish Nath (2011). Computer Processing of Sanskrit Nominal Inflections: Methods and Implementation. Cambridge Scholars Publishing (CSP), 12 Back Chapman Street, Newcastle upon Tyne.
5. Chandra Subhash (2016). Knowledge Representation for Sanskrit Verb Argument Valence Authentication: An Ontological Approach. Scholars' Press, Heinrich Böcking-Str. 6-8, 66121, Saarbrücken, Germany.
6. Chandra Subhash (March, 2017). मशीनी अनुवाद (Machine Translation) यूजीसी सीबीसीएस स्कीम के तहत बीए (संस्कृत) के एईईसी (AEEC)-3 के पाठ्यक्रम पर आधारित. Vidyanidhi Prakashana, New Delhi.
7. <http://spyce.sourceforge.net/>
8. <http://www.cs.sfu.ca/CourseCentral/354/zaiane/material/notes/contents.html>
9. Jurafsky, D. (2000). Speech and language processing: An introduction to natural language processing. Computational linguistics and speech recognition.



**Examination Scheme and Mode: Subject to directions from the Examination  
Branch/University of Delhi from time to time**

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## **DSE-1: History and Fundamentals of Ayurvedic Tradition**

### **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		
History and Fundamentals of Ayurvedic Tradition	04	3	1	0	Nil	Nil

### **Learning Objectives**

Ayurveda is a traditional Indian medical system considered one of the oldest medical systems. It's based on the idea that all aspects of life impact health, and that balance is achieved through lifestyle practices. The earliest references to Ayurveda are in the Vedas. The Atharva Veda includes teachings on hygiene, anatomy, surgery, physiology, and herbs. The Charaka Samhita and Sushruta Samhita are medical treatises. Ayurveda is based on the idea that health is achieved when the body's doshas (vata, pitta, and kapha) are in harmony. It also considers the gunas, or mental doshas. The objective of this course is to provide the history and Fundamentals of Ayurvedic Tradition.

### **Learning outcomes**

- The students will be able to learn about the Ayurveda and its traditions from the vedic period.
- Also, I learned that Ayurveda is based on the idea that health is achieved when the body's doshas (vata, pitta, and kapha) are in harmony.
- Also able to learn that It also considers the gunas, or mental doshas.
- The objective of this course is to provide the history and Fundamentals of Ayurvedic Tradition.

### **Detailed Syllabus**

#### **Unit: I**

**Hours: 11**

#### **History of Ayurveda**

Definition and Explanation

Origin and lineage of Ayurveda

References of Ayurveda in Veda, Upanishad and Puranas.

Structure, Specialities, Time period of Ayurveda Samhitas and their commentaries (including Special contributions of authors and commentators): Charaka Samhita, Sushruta Samhita, Ashtanga Sangraha Ashtanga Hridaya, Bhela Samhita, Hareeta Samhita, Kashyapa Samhita.

Structure, Contributions and importance of Laghutrayee and Commentaries: Madhava Nidana,

Sharngadhara Samhita, Bhavaprakasha.  
Introduction to Vrikshayurveda, Hasty Ayurveda and Ashwayurveda. (Included in  
Transitional Curriculum)

**Unit: II**

**Hours: 11**

**Basic Principles of Ayurveda**

Concept and Function of Tridosha, Sapta Dhatu (Seven Body Tissues: Rasa, Rakta, Mamsa, Meda, Asthi, Majja, Shukra)

**Unit: III**

**Hours: 12**

**Eight Branches of Ayurveda**

Kaaya Chikitsa (Internal Medicine)  
Baala Chikitsa (Treatment of Children / Pediatrics)  
Graha Chikitsa (Demonology / Psychology)  
Urdhvaanga Chikitsa (Treatment of disease above the clavicle)  
Shalya Chikitsa (Surgery)  
Damstra Chikitsa (Toxicology)  
Jara Chikitsa (Geriatrics, Rejuvenation)  
Vrsha Chikitsa (Aphrodisiac therapy)

**Unit: IV**

**Hours: 11**

Dinacharya & ěruticarya

**Essential/Recommended Readings/Texts**

**Essential Readings:**

1. Athavale, V. B. Basic Principles of Ayurveda. Chaukhamba Sanskrit Pratishthan.
2. Raghava Varier, M. R. Brief History of Ayurveda. Oxford University Press India, New Delhi, 2020.
3. शुक्ल, विद्याधर, और रविदत्त त्रिपाठी. आयुर्वेद का इतिहास एवं परिचय. चौखम्बा संस्कृत प्रतिष्ठान, दिल्ली.
4. शुक्ल, वागीश्वर. आयुर्वेद का इतिहास. चौखम्बा अमरभारती प्रकाशन.
5. Yadav, Deepak P. Ayurveda ka Itihas. Chaukhamba Surbharti Prakashan, Varanasi, 2010.

**Additional Resources:**

**Examination Scheme and Mode: Subject to directions from the Examination  
Branch/University of Delhi from time to time**

## DSE-1: Survey of Indian Astrology

### 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		
Survey of Indian Astrology	04	3	1	0	Nil	Nil

### Learning Objectives

The objective of this course is to give knowledge about history, development of Indian astrology, its various branches and brief introduction of ancient acharyas.

### Learning outcomes

After studying this course students:

1. will be able to know the development of various branches of Indian astrology and its importance in day to day life.
2. Will be able to know the contribution of Indian astrology to the modern science.
3. Will be able to contribute the society, nation and humanity through Indian astrology.
4. Will be familiarize with the individual contribution of Acharyas in the making of the rich tradition of Jyotish-shastra

### Detailed Syllabus

#### Unit: I

Hours: 11

ज्योतिषशास्त्र की परिभाषा, ज्योतिषशास्त्र का उद्भव, क्रमिकविकास, पञ्चस्कन्धात्मक ज्योतिष, ज्योतिषशास्त्र का महत्त्व, उपयोगिता व कालविभाजन (वर्गीकरण)

#### Unit II

Hours: 11

पञ्चांग, प्रश्नशास्त्र, रमलशास्त्र, शकुनशास्त्र, वास्तुशास्त्र, सामुद्रिकशास्त्र, मुहूर्तविचार।

#### Unit III

Hours: 11

प्राचीन आचार्यों के ग्रन्थ एवं उनका परिचय (आर्यभट्ट-प्रथम, आर्यभट्ट द्वितीय, कालकाचार्य, वराहमिहिर, कल्याणवर्मा, ब्रह्मगुप्त, मुंजाल, भट्टोत्पल, भास्कराचार्य, बल्लालसेन, केशवद्वितीय, गणेशदैवज्ञ, दुर्धिराज)

**Unit IV****Hours: 12**

मास, ऋतु, अयन, वर्ष, युग, ग्रहकक्षा, नक्षत्र, ग्रहराशि, ग्रहण, भावविचार, योगविचार, विषुवदिनविचार, सौरमास, करण, सावनदिन, उत्तरगोल, अमावस्या, पूर्णिमा

**Essential/Recommended Readings/Texts**

1. भारतीय ज्योतिषशास्त्र का इतिहास-गोरखप्रसाद, हिन्दी संस्थान, लखनऊ, 1974।
2. भारतीय ज्योतिषशास्त्र का इतिहास-नेमिचंद्रशास्त्री, भारतीयज्ञानपीठ, नई दिल्ली, 1970।
3. भारतीय ज्योतिषशास्त्र का इतिहास- शंकर बालकृष्ण दीक्षित (अनु.), शिवनाथ झारखण्डी, हिन्दी संस्थान, लखनऊ, 1975।
4. History of Indian Astronomy - Sankar Balkrishna Dikshit, Government of India Book Dept, Calcutta, 1981।

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## DSE-1: Aadi Shankaracharya and Its Tradition

### 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		
Aadi Shankaracharya and Its Tradition	04	3	1	0	Nil	Nil

### Learning Objectives

Aadi Shankaracharya was a renowned Indian philosopher and theologian who not only played a crucial role in the development and propagation of Advaita Vedanta but also paved the way to convert the philosophy into practice. On one hand, his teachings and interpretations of ancient texts continue to influence various aspects of Indian philosophy and spirituality, while on the other, he established Shankaramathas to uphold the Sanatana Baharatiya Values and promote the ascetic lifestyle. The Course will enable the learners to understand the life and values propagated by Aadi Shankaracharya and his tradition.

### Learning outcomes

- After this course, the learners will be able to
- Explore the life and values promoted by Aadi Shankaracharya and his tradition of Sahnkaramathas.
- To understand and adopt the all time relevant vision and values promoted by the Shankara tradition
- To evaluate the contributions of Shankaracharyas in preserving and promoting the Sanatana values and lifestyle
- To emerge as an awakened being/to contribute in making Bharata a greater place.

### Detailed Syllabus

#### Unit: I

Hours: 11

आदिशंकराचार्य एवम् उनकी परम्परा

आदिशंकराचार्य: सामान्य परिचय

काल निर्धारण

शंकराचार्य की परम्परा

शांकरमठ: एक अध्ययन

#### Unit: II

Hours: 11

शंकराचार्य-साहित्य: एक सर्वेक्षण

दशनामी सम्प्रदाय  
अन्य सम्प्रदाय – दण्डी सम्प्रदाय, नागा सम्प्रदाय

**Unit: III**

**Hours: 12**

**शंकराचार्य-साहित्य: एक सर्वेक्षण**

भाष्यसाहित्य  
स्तोत्रसाहित्य  
प्रकरण ग्रन्थ  
तन्त्र ग्रन्थ

**Unit: IV**

**Hours: 11**

स्वतन्त्रता-आन्दोलन में शांकरमठों की भूमिका

**Essential/Recommended Readings/Texts**

**Essential Readings:**

1. Pavan K. Varma, 2024, आदिशंकराचार्य, Eka Publisher, Hyderabad
2. Pavan K. Varma, 2022, Adi Shankaracharya: Hinduism's Greatest Thinker: Hinduism's Greatest Thinker, Eka Publisher, Hyderabad
3. स्वामी निश्चलानन्द सरस्वती, श्री शिवावतार भगवत्पाद शंकराचार्य, स्वस्ति प्रकाशन संस्थान, श्री गोवर्धन मठ पुरी ।
4. स्वामी निश्चलानन्द सरस्वती, 2007, सारार्थ दीपिका, स्वस्ति प्रकाशन संस्थान, श्री गोवर्धन मठ पुरी ।

**Additional Resources:**

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

## **DSE-1: भारतबोध-भारतवर्ष-नामकरण की परम्परा**

### **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		
भारतबोध-भारतवर्ष-नामकरण की परम्परा	04	3	1	0	Nil	Nil

### **Learning Objectives**

Bharata, the name itself carries a great significance and legacy of rich values. Understanding its nomenclature from the various sources - Vedic as well as Pauranika, historical as well as literary, will enable the learners to understand the character and nature of the Bharata - the origin of the world's classical schools of philosophies. It will promote respect and pride for Bharatiya culture and history. It will enable the learners to develop new paradigms and perspectives for understanding Bharata.

### **Learning outcomes**

The students will be able to

- Understand the significance of Bharata in contemporary concept of the global village
- Analyze and justify the various aspects of Name Bharata on the basis of the authentic references and sources.
- Apply the knowledge thus gained to imbibe the sense of pride in the learners
- Create an environment of Vishva Bandhutvam

### **Detailed Syllabus**

#### **Unit: I**

**Hours: 11**

भारत: नामकरण - वैदिक स्रोत एवं सन्दर्भ

भारत के नामकरण की अन्वर्थकता, व्युत्पत्ति

भारत के विविध नाम – अजनाभवर्ष, जम्बूद्वीप, इत्यादि

भारत : वैदिक सन्दर्भ

वेदों में सप्तसैन्धव प्रदेश (ऋग्वेद 8.24.27, 1.32.12, 1.34.8, 1.71.7)

#### **Unit: II**

**Hours: 11**

भारतवर्ष - ऐतिहासिक स्रोत एवं सन्दर्भ

रामायण में भारतवर्ष

महाभारत में भारतवर्ष – सुदर्शन द्वीप, जम्बूद्वीप

राजतरंगिणी में भारतवर्ष



## कोशग्रन्थों में भारतवर्ष

### Unit: III

Hours: 12

भारतवर्ष - पौराणिक स्रोत एवं सन्दर्भ

- अग्निपुराण में भारतवर्ष
- मत्स्यपुराण में भारतवर्ष (अध्याय 114. 5-6, 17-58)
- भागवतपुराण में भारतवर्ष (स्कन्द 5, अध्याय 16)
- मार्कण्डेयपुराण में भारतवर्ष (अध्याय 57.5)
- वायुपुराण में भारतवर्ष (अध्याय 34.12, 45.78-80)
- विष्णुपुराण में भारतवर्ष (to be added)
- पौराणिक भुवनकोश में भारतवर्ष

### Unit: IV

Hours: 11

भारतवर्ष - साहित्यिक स्रोत एवं सन्दर्भ

- सूत्रसाहित्य में भारतवर्ष
- कौटलीय अर्थशास्त्र, बृहत्संहिता
- कालिदास, बाणभट्ट और भारवि का भारतवर्ष

## Essential/Recommended Readings/Texts

1. सांमनस्यम सूक्त अथर्ववेद ३.३०
2. पृथ्वी सूक्त १२.१
3. स्वराज्य सूक्त ऋग्वेद ५.६६.६
4. ऋग्वेद ५.६६.६
5. ऋग्वेद संहिता-सायणभाष्य, वैदिक संशोधन मण्डल, पूना, 1972
6. यजुर्वेद वैदिक संशोधन मण्डल, पूना,
7. अथर्ववेद, वैदिक संशोधन मण्डल, पूना,
8. ऋग्वेद संहिता-श्रीपाद दामोदर सातवलेकर भाष्य, स्वाध्याय मण्डल पारडी, 1969
9. ऋग्वेद संहिता-दयानन्द भाष्य, दयानन्द संस्थान, दिल्ली
10. ऐतरेय ब्राह्मणम्-श्रीमद् सायणाचार्य विरचित भाष्य समेतम् (सम्पा.) शास्त्री काशीनाथ,
11. गीताप्रेस गोरखपुर द्वारा प्रकाशित पुराण
12. पुराण विमर्श - बलदेव उपाध्याय; 1978
13. मार्कण्डेय पुराण एक परिशीलन- कांतिभाई एस. प्रजापति;
14. इंद्रविजयः भारतवर्षीयार्योपाख्यानम् (हिन्दीभाषानुवादसहितः)- मधुसूदन ओझा; जोधपुर; 1997
15. Tripathi, Ranjan Kumar. (2019). Bhaugolik Abhidhaan Kosha (Arsh Mahaakaavyo se Sambadha), Vidyanidhi Prakaashan, Delhi, ISBN-978-93-85539-57-2 2
16. संस्कृत वाङ्मय का वृहद् इतिहास- बलदेव उपाध्याय

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**



## DSE-1: Kṛṣiparāśara & Kāśyapīyakṛṣipaddhati

### 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		
Kṛṣiparāśara & Kāśyapīyakṛṣipaddhati	04	3	1	0	Nil	Nil

### Learning Objectives

Kṛṣipārāśara is a compilation of the original text in Sanskrit. The text deals with meteorological aspects and general agriculture. The knowledge and techniques of farming have always been a part and parcel of the Indian civilization. The importance of Indra, the rain god and the large number of prayers addressed to him in the Rig Veda prove beyond doubt that the Vedic Aryans were agriculturists. The objective of this course is to introduce the evolution of the agricultural science through the literary records in Sanskrit.

### Learning outcomes

After completing this course students will able to learn

- The basic concept of ancient agriculture techniques in India.
- Will able to learn the text Kṛṣipārāśara
- Will able to learn the text Kāśyapīyakṛṣipaddhati

### Detailed Syllabus

<b>Unit: I</b> Kṛṣipārāśara, Verse 1-120	<b>Hours: 12</b>
<b>Unit: II</b> Kṛṣipārāśara, Verse 121-243	<b>Hours: 11</b>
<b>Unit: III</b> Kāśyapīyakṛṣipaddhati, Verse 157-205	<b>Hours: 11</b>
<b>Unit: IV</b> Kāśyapīyakṛṣipaddhati, Verse 206-243	<b>Hours: 11</b>

### Essential/Recommended Readings/Texts

1. Dwaraka Prasad Shastri, कृषिपराशर (संस्कृत एवं हिन्दी अनुवाद), Chowkhamba Sanskrit Series Office, Varanasi, 2017.
2. Shrikrishna Jugnu, काश्यपीयकृषिपद्धति, Chowkhamba Sanskrit Series Office, Varanasi, 2017

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## DSE-1: Introduction to Bhāratīya 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		
Introduction to Bhāratīya Knowledge System	04	3	1	0	Nil	Nil

### Learning Objectives

Upon successful completion of this course, students will develop a comprehensive understanding of the classification, organization, and transmission of knowledge in the Introduction to Bhāratīya Jñāna Paramparā or Indian Knowledge System (IKS). They will gain insights into the structure and significance of Vedic literature, Purāṇas, Itihāsas, and Indian philosophical traditions. The course will also familiarize students with key scientific and mathematical contributions from ancient India, fostering a deeper appreciation of traditional wisdom. Additionally, students will acquire analytical and research skills by engaging in case studies and projects, enabling them to contextualize ancient knowledge within contemporary frameworks.

### Learning outcomes

- To understand the classification of knowledge in ancient India, including the fourteen and eighteen Vidyāsthānas, Vedāṅgas, and Śāstras.
- To analyze the Indian philosophical traditions, their unique features, and contributions to various disciplines.
- To explore the structure and significance of Vedic literature and its impact on Indian society and culture.
- To examine ancient Indian contributions in science, mathematics, health, and governance.
- To develop research skills through assignments and projects focusing on knowledge organization and transmission in IKS.

### Detailed Syllabus

#### Unit: I

Hours: 11

#### Introduction, Knowledge Classification, Organisation and Transmission

**IKS:** Nature, Characteristics, Scope and Relevance.

**Knowledge Classification:** Caturdaśa Vidyāsthānas/Aṣṭādaśa Vidyāsthānas: 14/18 branches of learning in ancient India — Purāṇa, Nyāya, Mīmāṃsā, Dharmaśāstra, six Vedāṅgas: (Śikṣā, Vyākaraṇa, Nirukta, Chanda, Jyotiṣa, Kalpa) and four Vedas — Ṛgveda, Yajurveda, Sāmaveda, and Atharvaveda. Upavedas; introductory information on them. Śāstras and some introductory information on them. Indian

Philosophical Systems; Purāṇas, Itihāsa (Rāmāyaṇa, Mahābhārata), Nītiśāstras, Subhāṣitas. 64 Kalās; texts of Science and Mathematics; Traditional Knowledge.

**Project (Group Task):** To make a more inclusive system of classification for IKS.

**Knowledge Organisation:**

Anubandha Catuṣṭaya;  
Uddeśa, Lakṣaṇa, Parīkṣā;  
Maṅgalācaraṇa and Puṣpikā;  
Sutra, Bhāṣya, Vārtika, Prakaraṇa-grantha;  
Six Saṅgatis.

**Case Study:** Apply any one of the above on any one tradition (Pāṇinian Grammar, Nyāya, Advaita Vedānta, etc.)

**Knowledge Transmission:** Indian System of Education (Formal and Informal)

**Assignment (Individual):** Prepare a list of texts or key contributors in any one tradition other than those taught in the case study. (Choose any sub-domain from Literary, Linguistic, Philosophical, Social and Political, Folk or Scientific traditions. For Example: Pāṇinian Grammar, Nyaya, Advaita Vedanta, etc.)

**Unit: II**

**Hours: 11**

**Vedic Corpus**

Introduction to Vedas, The Four Vedas, Four Divisions of Each Vedas

Introduction to Vedāṅgas

Pañca-mahā-yajña

Vedic Life: Distinctive Features

**Assignment:** Write an Assignment on any of the famous vāda in Upaniṣad

**Wisdom Through Ages**

Purāṇa- An Encyclopaedic Work: 18 Purāṇas, their names and five general characteristics of Purāṇas — Sarga, Pratisarga, Vaṁśa, Manvantara, and Vaṁśānucarit; Contents and Issues of Interest in the Purāṇa Definition of Itihāsa and Itihāsa as a Source of Wisdom

Rāmāyaṇa - Key Issues and Messages

Mahābhārata sourcebook of Wisdom

Nītiśāstra

Subhāṣita

**Project:** To collect Subhāṣita which are helpful in different fields or phases of life.

**Unit: III**

**Hours: 11**

**Indian Philosophical Traditions**

Indian Philosophical Systems: Development, Unique Features and Total Numbers of Schools

**Group Discussion:** Discuss the issues and challenges in classifying Indian Philosophy into āstika and nāstika.

Major Schools of Philosophy and Their Theories

Sāṃkhya and Yoga Schools of Philosophy

Nyāya and Vaiśeṣika Schools of Philosophy

Pūrva-mīmāṃsā and Uttara-mīmāṃsā Schools of Philosophy

Kāśmīra Śaiva

Jaina School of Philosophy

Bauddha School of Philosophy

Cārvāka School of Philosophy

**Unit: IV**

**Hours: 12**

**Introduction to Indian Science and Mathematics**

History and Key Concepts of Following Fields

Linguistics

Astronomy

Mathematics

Health, Wellness and Psychology

Rasāyanaśāstra: Science of Chemicals and Pharmaceuticals

Engineering and Technology

Town Planning, Architecture, Iconography and Painting

Agriculture and Animal Husbandry

### Essential/Recommended Readings/Texts

1. Kapoor, K., & Singh, A. K. (Eds.). (2005). Indian Knowledge Systems (Vols. 1-2). D.K. Printworld (P) Ltd.
2. Dharampal. (1983). The Beautiful Tree: Indigenous Indian Education in the Eighteenth Century. Biblia Impex Private Limited.
3. Dharampal. (1971). Indian Science and Technology in the Eighteenth Century: Some Contemporary European Accounts. Impex India.
4. Mahadevan, B., Bhat, V. R., & Nagendra, P. R. N. (2022). Introduction to Indian Knowledge System: Concepts and Applications. PHI Learning Private Ltd.
5. India Foundation. (2022). India's Ancient Scientific Knowledge. Retrieved from <https://indiafoundation.in/articles-and-commentaries/indias-ancient-scientific-knowledge/>
6. Kak, S. C. (2005). Science in Ancient India. Retrieved from <https://www.ece.lsu.edu/kak/a3.pdf>
7. Mishra, Vidyanivas. (2008). हिंदू धर्म: जीवन में सनातन की खोज. वाग्देवी प्रकाशन.
8. Central Board of Secondary Education. (2024-2025). Knowledge Traditions and Practices of India: Syllabus for Classes XI & XII.
9. Danino, M. (2010). The Lost River: On the Trail of the Sarasvati. Penguin Books India. ISBN 9780143068648.
10. Sharma, S. K. (2023). Bhartiya Pragya: Parampara ka Punya Prawah. National Book Trust, India. ISBN 9788123796321.
11. Mishra, Girishavara (editor). (2019). Bharat Ki Pehchan. National Book Trust, India.

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## DSE-1: Baudhayan Shulbasutra

### 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		
Baudhayan Shulbasutra	04	3	1	0	Nil	Nil

### Learning Objectives:

The course aims to introduce contemporary theories and facts about Vedic mathematics and the Bhartiya mathematical tradition, addressing both traditional and modern questions. It seeks to demonstrate how Vedic mathematics and the entire Bhartiya mathematical tradition is a living practice.

### Learning outcomes:

After completion of this course the students:

- Will have a comprehensive understanding of the innovative concepts bridging the gap between Bhartiya Mathematics and Modern Mathematics.
- Will acquire knowledge of the different dimensions of Mathematics i.e. effects, cause, definitions, forms and facts present in Bhartiya Mathematics and Vedic Mathematics. They will explore the historical context, key principles, and methodologies that characterize this unique approach.
- Will become acquainted of new concepts and facts found in Mathematics.
- Will be able to compare modern and ancient thoughts of Mathematics.
- Will achieve the ability to critically analyze and explain the prescribed texts.

### Detailed Syllabus:

#### Unit: I

Hours: 11

#### Baudhayan Shulbasutra

Adhyaya 1, Sutra 1-50 & Sutra 100-113

#### Unit: II

Hours: 11

#### Baudhayan Shulbasutra

Adhyaya 2, Sutra 1-72

#### Unit: III

Hours: 11

#### Baudhayan Shulbasutra



**Baudhayana Shulbasutra**

Adhyaya 4, Sutra 1-50 & Sutra 100-117

**Essential/Recommended Readings/Texts:**

1. कुलकर्णी, रघुनाथ पुरुषोत्तम, 2003, चार शुल्बसूत्र, महर्षि सन्दीपनि राष्ट्रिय वेद विद्या प्रतिष्ठान, उज्जैन ।
2. Sen, S.N. and Bag, A.K., 1983, Sulbsutras, Indian National Science Academy, New Delhi.
3. Arya, Ravi Prakash (Edit.), 2013, Yajurveda Saṁhitā, Parimal Publications, Delhi.
4. मिश्र, कमलाकान्त (सम्पा.), 2003, संस्कृत वाङ्मय में विज्ञान का इतिहास, राष्ट्रीय शैक्षिक अनुसन्धान और प्रशिक्षण परिषद्, नई दिल्ली ।
5. Datta, Bibhutibhushana & Singh Avadesh Narayan, 2004, History of Hindu Mathematics (Vol. 1&2) Bharatiya Kala Prakashan, Delhi.
6. तिवारी, दया शंकर, 2020, संस्कृत वाङ्मय में गणितीय परम्परा, चौखम्भा ऑरियण्टलिया, दिल्ली ।

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## DSE-2: Rgvedaprātisākhya & Paṇiniyaśikṣā

### 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		
Rgvedaprātisākhya & Paṇiniyaśikṣā	04	3	1	0	Nil	Nil

### Learning Objectives

The course provides an opportunity of systematic learning of phonological and accent- related information through teaching rules depicted in Rgvedaprātisākhya. Paṇiniyaśikṣā defines Varṇa, Svāra etc. related to proper pronunciation.

### Learning outcomes

After completion of this course the students:

- will understand the real meaning of Vedic verses after gaining knowledge of its language through the study of Prātisākhya text.
- will learn various aspects of phonological and morphological rules depicted in Rgvedaprātisākhya Prātisākhya of the Rgveda.
- will be able to appreciate the role of Pāṇiniyaśikṣā for understanding Vedic verses, and related issues.
- will try to recite Mantras in their true form with the knowledge of Vedic Svāra.
- will be successful in applying this knowledge for exploring other Vedic texts.

### Detailed Syllabus

#### Unit: I

Rgvedaprātisākhya (Shaunaka), Paṭalam – 1 (Uvaṭa Bhāṣya)

Hours: 11

#### Unit: II

Rgvedaprātisākhya (Shaunaka), Paṭalam – 2 & 3 (Uvaṭa Bhāṣya)

Hours: 11

#### Unit: III

Rgvedaprātisākhya (Shaunaka), Paṭalam – 4 (Uvaṭa Bhāṣya)

Hours: 11

#### Unit: IV

Paṇiniyaśikṣā

Hours: 12

## Essential/Recommended Readings/Texts

### Essential Readings

1. ऋग्वेदप्रातिशाख्यम् (उवटभाष्यसंवलितम्), अनुवादक एवं परिष्कर्ता, डॉ. वीरेन्द्र कुमार वर्मा, चौखम्बा संस्कृत प्रतिष्ठान, दिल्ली, १९९२
2. पाणिनीयशिक्षा, भाष्यकृत्, अवस्थी वच्चुलालो ज्ञानोपाह्वः, सम्पादकः, बालकृष्णः शर्मा, सहसम्पादकः, सन्तोषः पाण्ड्या, प्रकाशकः, श्रीनिवासरथः, उज्जयिनीस्थ-कालिदास-अकादमी-निदेशकः, उज्जयिनी, विक्रमसंवत् - २०५०
3. पाणिनीयशिक्षा, व्याख्याकार, शिवराज आचार्य कौण्डिन्यायन, चौखम्बा विद्याभवन, वाराणसी, २०१२.

### Additional Resources

1. पं भगवद्दत्त – वैदिक वाङ्मय का इतिहास - खण्ड 1-3, परिवर्धक तथा सम्पादक – सत्यश्रवा एम. ए., विजय कुमार गिविन्दराम हासानन्द, दिल्ली, २००८.
2. Chaubay, Braj Bihari & Shastri, Kantanath - New Vedic Selection, Bhartiya Vidya Prakashan, Varanasi, 1981.
3. Macdonell, A.A. - A Vedic Reader for Students, Oxford University Press, Delhi, 1960.

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## **DSE-2: Survey 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		
Survey of Indian Philosophy	04	3	1	0	Nil	Nil

### **Learning Objectives**

The primary objective of this course is to enable students to develop an in-depth, comprehensive, and empathetic understanding of the core theories and concepts proposed by key schools of Indian philosophy. This course aims to foster critical engagement with the ideas and systems of thought that have shaped Indian philosophical traditions.

### **Learning outcomes**

By the end of this course, students will:

1. Acquire a thorough understanding of various philosophical theories proposed by major systems of Indian philosophy.
2. Develop the ability to compare and contrast the ideas and positions taken by different schools, with a focus on Yoga and Advaita Vedānta.
3. Form an understanding of the origin and development of Indian philosophical systems.
4. Gain critical insights into the contributions of individual ācāryas to their respective systems.
5. Be introduced to and appreciate minor differences within and between the philosophical systems.

### **Detailed Syllabus**

#### **Unit: I**

**Hours: 11**

#### **भारतीयदर्शन का आलोचनात्मक सर्वेक्षण - 1**

भारतीय दर्शन के प्रमुख विचारणीय पक्षों का आलोचनात्मक अध्ययन- आत्मा, परमात्मा (ईश्वर), कार्यकारणसिद्धान्त, मोक्ष, कर्म एवं पुनर्जन्म।

#### **Unit: II**

**Hours: 11**

#### **भारतीयदर्शन का आलोचनात्मक सर्वेक्षण - 2**

भारतीय दर्शन के प्रमुख विचारणीय पक्षों का आलोचनात्मक अध्ययन- प्रमाण, प्रामाण्यवाद तथा ख्यातिवाद।

#### **Unit: III**

**Hours: 11**

#### **भारतीयदर्शन का आलोचनात्मक सर्वेक्षण - 3**

प्रमुख भारतीय दार्शनिक मतों (सांख्य, योग, न्याय, वैशेषिक, मीमांसा, वेदान्त, काश्मीर शैव) का ऐतिहासिक सर्वेक्षण।

**भारतीयदर्शन का आलोचनात्मक सर्वेक्षण - 4**

प्रमुख भारतीय दार्शनिक मतों (चार्वाक, बौद्ध, जैन, भक्ति वेदान्त) का ऐतिहासिक सर्वेक्षण।

**Essential/Recommended Readings/Texts**

1. उपाध्याय, बलदेव. *भारतीय दर्शन*. शारदा मंदिर, वाराणसी, 2001.
2. भारतीय, महेश. *भारतीय दर्शन की समस्याएं*. इन्डोविजन प्राइवेट लिमिटेड, गाज़ियाबाद, 1976
3. वेदालंकार, जयदेव. *भारतीय दर्शन की समस्याएं*. प्राच्य विद्याशोध प्रकाशन, हरिद्वार, 1986
4. शर्मा, नन्दकिशोर. *भारतीय दार्शनिक समस्याएं*. राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर, 1976
5. द्विवेदी, पारसनाथ. *भारतीय दर्शन*. आगरा, 1974.
6. शर्मा, चन्द्रधर. *भारतीय दर्शन: आलोचन और अनुशीलन*. मोतीलाल बनारसीदास, दिल्ली, 2004.
7. शर्मा, राममूर्ति. *अद्वैतवेदान्त: इतिहास तथा सिद्धान्त*. ईस्टर्न बुक लिंकर्स, दिल्ली.
8. Dasgupta, S. N. *History of Indian Philosophy*. Vols. I–V, Motilal Banarsidass, Delhi, 1975.
9. Deshpande, G. T. *Abhinavagupta*. Hindi translation by Mithilesh Chaturvedi, Sahitya Akademi, New Delhi.
10. Devaraja, N. K. *Introduction to Śankara's Theory of Knowledge*. Motilal Banarsidass, Delhi, 1972.
11. Hiriyanna, M. *Outline of Indian Philosophy*. London, 1956.
12. Mahadevan, T. M. P. *Philosophy of Advaita*. Bharatiya Kala Prakashan, Delhi, 2006.
13. Pandey, R. C. *Panorama of Indian Philosophy*. English and Hindi version, Motilal Banarsidass, Delhi, 1966.
14. Radhakrishnan, S. *Indian Philosophy*. Vols. I–II, London, 1967.

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## DSE-2: Introduction to Bhakti Vedānta

### 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 Bhakti Vedānta	04	3	1	0	Nil	Nil

### Learning Objectives

The objective of this course is to present the Philosophical values of BhaktiVedanta. The course especially highlights these scriptures as the knowledge domains of the elements of Bhakti Vedānta and their development as a system of Indian philosophy.

### Learning outcomes

After the completion of this the course the students will:

1. be able to acquire the knowledge of various philosophical thoughts as reflected in prescribed texts.
2. be able to understand and explain the conceptual terms therein.
3. be able to compare the thoughts with the main schools of Indian philosophy.
4. be able to apply their knowledge in day to day practical life for peace,harmony and welfare of humanity.

### Detailed Syllabus

#### Unit: I

**Hours: 11**

Viśiṣṭādvaita School of Bhakti Vedānta : Ontology, Epistemology & Axiology

#### Unit: II

**Hours: 11**

Dvaita School of Bhakti Vedānta : Ontology, Epistemology & Axiology

#### Unit: III

**Hours: 11**

Dvaitādvaita School of Bhakti Vedānta : Ontology, Epistemology & Axiology

#### Unit: IV

**Hours: 12**

Śuddhādvaita School of Bhakti Vedānta : Ontology, Epistemology & Axiology

### Essential/Recommended Readings/Texts

1. उपाध्याय, बलदेव. *संस्कृत वाङ्मय का बृहद इतिहास: वेदान्त खण्ड*. उत्तर प्रदेश संस्कृत संस्थान, लखनऊ, 1996
2. सूरि, पद्मनाभ. *मध्वसिद्धान्तसारः (पदार्थसंग्रहः)*. सम्पादक: डी. एन. शान्भाग, द्वैत वेदान्त स्टडीज एंड रिसर्च फाउंडेशन, बंगलौर, 1994
3. Tapasyanand, Svami. *Bhakti School of Vedanta*. Sri Ramakrishna Math, Madras. 1990

### Additional Resources

1. शर्मा, चन्द्रधर. *भारतीय दर्शन: आलोचन और अनुशीलन*. मोतीलाल बनारसीदास, दिल्ली, 2004.
2. गोस्वामी, श्याम मनोहर. *वाल्लभ वेदान्त*. श्रीवल्लभाचार्य ट्रस्ट, कच्छ, 2006.
3. Alwar, M. A. *Fundamentals of Viśiṣṭādvaita*. Samskriti Foundation, Mysore. 2017
4. Dasgupta, S. N. *History of Indian Philosophy*. Vols. I–V, Motilal Banarsidass, Delhi, 1975.
5. Radhakrishnan, S. *Indian Philosophy*. Vols. I–II, George Allen & Unwin, London, 1933.
6. Raghavendrachar, H. N. *The Dvaita Philosophy & Its Place in Vedanta*. The University of Mysore, Mysore, 1941.
7. Sharma, B. N. K. *History of the Dvaita school of Vedanta and its Literature*. Motilal Banarsidass, Delhi, 1981.
8. Rao, P. Nagraja. *The Epistemology of Dvaita Vedanta*. The Adyar Library and Research Center, Madras, 1976.

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## DSE-2: Khaṇḍakāvya

### 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		
Khaṇḍakāvya	04	3	1	0	Nil	Nil

### Learning Objectives

The objective of this course is to give the students glimpses of the rich Sanskrit literary tradition through the reading of four very important literary compositions of Bhartṛhari, Bhallaṭa, Jayadeva and Paṇḍitarāja Jagannātha.

### Learning outcomes

After completion of this course the students:

- will be able to appreciate the aesthetical, social, political, cultural, etc. values expressed in prescribed compositions.
- Will understand the structural patterns of ancient Sanskrit Mahākāvyas.
- Will be able to know the social history of ancient India.
- Will be familiar with the individual styles of the two of the greatest of Sanskrit writers.

### Detailed Syllabus

#### Unit: I

वैराग्यशतक – भर्तृहरि

Hours: 11

#### Unit: II

गीतगोविन्द : जयदेव – प्रथम सर्ग

Hours: 11

#### Unit: III

हंसदूतम् – रूपगोस्वामी

Hours: 11

#### Unit: IV

अन्योक्तिविलास : पण्डितराज जगन्नाथ

Hours: 12

### Essential/Recommended Readings/Texts



## Essential Readings:

1. वैद्य हरिदास (सम्पादक) – वैराग्यशतक (भर्तृहरि), हरिदास एण्ड कम्पनी, कलकत्ता
2. श्यामदास (सम्पादक) – हंसदूतम् (रूपगोस्वामी), ब्रजगौरव प्रकाशन, वृन्दावन
3. गोस्वामी नारायण (सम्पादक) – गीतगोविन्द (जयदेव), गौडीय वेदान्त पब्लिकेशन्स, वाराणसी
4. द्विवेदी त्रिलोकीनाथ (सम्पादक) – भामिनीविलास (पण्डितराज जगन्नाथ), चौखम्बा सुरभारती प्रकाशन, वाराणसी

## Additional Resources:

1. व्यास भोलाशंकर – संस्कृत कवि दर्शन, चौखम्बा विद्याभवन, वाराणसी
2. शर्मा उमा शंकर ‘ऋषि’ – संस्कृत साहित्य का इतिहास, चौखम्बा भारती अकादमी, वाराणसी
3. Chatterji, Suniti Kumar – Jayadeva, Sahitya Akademi, Delhi, 1996

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## **DSE-2: Modern Sanskrit Drama**

### **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		
Modern Sanskrit Drama	04	3	1	0	Nil	Nil

### **Learning Objectives**

The course aims at new trends and new forms of Dramas as well as awareness of the changing social scenario of modern Sanskrit authors which is displayed in their writings.

### **Learning outcomes**

After the Completion of this course students:

- Will be able to know new trends and new forms of Dramas.
- Will become aware of the changing social scenario of modern Sanskrit authors which is displayed in their writings.
- Will be able to grasp the concept and historical development of Indian nationalism.
- will gain the ability to explain and critically analyze the prescribed texts.

### **Detailed Syllabus**

<b>Unit: I</b> अनार्कली : 1-5 अंक	<b>Hours: 11</b>
<b>Unit: II</b> अनार्कली : 6-10 अंक	<b>Hours: 11</b>
<b>Unit: III</b> भारतविजयनाटकम् : 1-4 अंक	<b>Hours: 11</b>
<b>Unit: IV</b> भारतविजयनाटकम् : 5-7 अंक	<b>Hours: 12</b>

### **Essential/Recommended Readings/Texts**

#### **Essential Reading:**

1. अनार्कली –डॉ. वी. राघवन्, संस्कृत रंग, मद्रास, 1972
2. भारतविजयनाटकम् – मथुराप्रसाद दीक्षित, हिन्दी भाषानुवाद – अयोध्यानाथ दीक्षित, मोतीलाल बनारसीदास, दिल्ली, 2008

### **Additional Readings:**

1. उपाध्याय, रामजी - आधुनिक संस्कृत नाटक: नये तथ्य नया इतिहास (खण्ड 1-2) चौखम्बा संस्कृत प्रतिष्ठान, दिल्ली, 1996
2. चतुर्वेदी, सीताराम - भारतीय तथा पाश्चात्य रंगमंच, हिन्दी समिति, सूचना विभाग, लखनऊ, 1964
3. द्विवेदी, मीरा - आधुनिक संस्कृत महिला नाटककार, परिमल पब्लिकेशन्स दिल्ली, 1996
4. शर्मा, वीरबाला - संस्कृत में एकांकी रूपक, मध्यप्रदेश हिन्दी ग्रन्थ अकादमी, भोपाल, 1972
5. उपाध्याय, बलदेव (प्र.स.), पाठक, जगन्नाथ (सं.)- संस्कृत वाङ्मय का बृहद् इतिहास (सप्तम खण्ड), उत्तरप्रदेश संस्कृत संस्थान, लखनऊ, 2000

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## DSE-2: Kāvya prakāśa-1

### 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		
Kāvya prakāśa-1	04	3	1	0	Nil	Nil

### Learning Objectives

Kāvya prakāśa of Mammata is a fundamental text in Sanskrit poetics which has a balanced approach on the conceptual discussion of Kāvya-laksana, Rasa, Dhvani, Dosa, Guna, Riti, and Alankaras. It integrates different poetic-schools for a better understanding of various factors essential for the charming nature of a Kavya. The purpose of this course is to introduce the learners with the different dimensions of poetry i.e. effects (Prayojana), cause (Hetu), definition (Lakshana) and division (Kavya-bheda) through the reading of the texts of Kāvya prakāśa. It also presents the deep theory of suggestive meanings of poetry. The division of poetry based on the suggestive meaning will also be focused in this course.

### Learning outcomes

Upon successful completion of this course students:

- will form a deep understanding of the fundamental terminologies of kavya as presented by Mammata.
- will acquire an in-depth knowledge of the theories of meaning, the importance of suggestive meanings and rasa in poetry.
- will be successful in applying this knowledge for critical analysis in the light of suggestive meanings.
- will gain the ability to explain and critically analyze the prescribed texts.
- will be able to appreciate and enjoy the expressions of poetry.

### Detailed Syllabus

#### Unit: I

प्रथम उल्लास

Hours: 11

#### Unit: II

द्वितीय एवं तृतीय उल्लास

Hours: 11

#### Unit: III

Hours: 11

### Essential/Recommended Readings/Texts

#### Essential Readings:

1. काव्यप्रकाश - मम्मट, (व्या.) आचार्यविश्वेश्वर, ज्ञानमण्डललिमिटेड, वाराणसी
2. काव्यप्रकाश - मम्मट, बालबोधिनीटीका (झलकीकर), पूनासंस्करण
3. काव्यप्रकाश - मम्मट, (व्या.) पारसनाथ द्विवेदी, विनोद पुस्तक मन्दिर, आगरा, 1986.
4. काव्यप्रकाश - मम्मट, (व्या.) श्रीनिवास शास्त्री, साहित्य भण्डार, मेरठ

#### Additional Resources:

1. चतुर्वेदी, बी.एम. - महिमभट्ट, नेशनल पब्लिशिंग हाउस
2. चौधुरी, एन.एन. - काव्यतत्त्वसमीक्षा (संस्कृत में), दिल्ली
3. राय, विक्रमादित्य, काव्यसमीक्षा, भारतीय विद्या प्रकाशन, वाराणसी
4. De, Sushil Kumar, History of Sanskrit Poetics (also Hindi translation), Oriental Book Centre, Delhi, 2006
5. Kane, P.V., History of Sanskrit Poetics (also Hindi translation), M.L.B.D., Delhi, 2002
6. Pandey, Kanti Chandra, Comparative Aesthetics, Vol. 1, (also Hindi translation Chaukhamba Sanskrit Series Office, Varanasi, 1972.

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## DSE-2: Daśarūpakam

### 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		
Daśarūpakam	04	3	1	0	Nil	Nil

### Learning Objectives

The course on Daśarūpaka aims to provide a comprehensive understanding of classical Sanskrit dramaturgy, emphasizing both its theoretical framework and practical applications. Key objectives include:

- To familiarize students with the essential elements of dramaturgical criticism and play production, focusing on Vastu (plot development), Neta (characterization), and Rasa (emotional experience).
- To explore the foundational concepts outlined in Dasharupaka and their application across various dramatic genres like Nāṭaka, Prakaraṇa, and Prahasana, etc, and examine their stylistic and thematic nuances. Students will analyze how these genres differ in terms of their Vastu, Neta, and Rasa, while understanding their unique stylistic and thematic nuances.
- To encourage students to apply the principles of Daśarūpaka in analysing, interpreting, and critiquing classical Sanskrit plays.
- To cultivate scholarly expertise in scriptwriting and research by focusing on the dramaturgical content and impact of Daśarūpaka.

### Learning outcomes

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

- Comprehend the theoretical framework of Daśarūpaka and its significance within the broader context of Sanskrit dramaturgical literature.
- Analyse and interpret Daśarūpaka in both its theoretical and practical dimensions.
- Understand its influence on subsequent Sanskrit drama and performance traditions.
- Critically evaluate its concepts as applied in classical Sanskrit plays.
- Compare various genres of drama in light of the rules outlined in Daśarūpaka.

## Detailed Syllabus

### Unit: I

Hours: 11

#### Vastu (Plot)

Daśarūpaka (1<sup>st</sup> prakāśa) based on Avaloka

### Unit: II

Hours: 11

#### Neta (Actor)

Daśarūpaka (2<sup>nd</sup> prakāśa) based on Avaloka

### Unit: III

Hours: 11

#### Types of Rupaka Bheda (forms of Play)

Daśarūpaka (3<sup>rd</sup> prakāśa) based on Avaloka

### Unit: IV

Hours: 12

#### Rasa (Sentiments)

Daśarūpaka (4<sup>th</sup> prakāśa) based on Avaloka

## Essential/Recommended Readings/Texts

### Primary Sources

1. धनञ्जय. दशरूपकम् (अवलोकसहित), सम्पा० काशीनाथ पाण्डुरंग परब निर्णयसागरमुद्रणालय, मुम्बई, शक 1819
2. धनञ्जय. दशरूपकम् (अवलोकसहित)- (सम्पा-०) .श्रीनिवासशास्त्री, साहित्यभण्डार, मेरठ, 1961
3. धनञ्जय. दशरूपकम् (अवलोकसहित), (सम्पा-०) लोकमणि दाहाल, चौखम्बा अमरभारती, वाराणसी 2008
4. दशरूपकम् साहित्यशास्त्रसमुच्चय भाग 4 (सम्पा-०) रेवाप्रसाद द्विवेदी, सदाशिव कुमार द्विवेदी, प्रकाशक कालिदास संस्थान, वाराणसी, 2019
5. धनञ्जय दशरूपकम् (अवलोक सहित) , अनु० रामजी उपाध्याय, भारतीयविद्यासंस्थान, वाराणसी, 2000
6. Dhananjaya. Dashrupa with avloka , Ed. F.E. Hall , the Asiatic society, calcutta, 1865

### Secondary Sources

1. व्यास, भोलाशंकर. हिन्दी दशरूपक, चौखम्बा विद्याभवन, वाराणसी 2011
2. मिश्र त्रिभुवन दशरूपकानुशीलन, चौखम्बा सुरभारती प्रकाशन, वाराणसी, 2006
3. द्विवेदी, हजारीप्रसाद. नाट्यशास्त्र की भारतीय परंपरा एवं दशरूपक, राजकमल प्रकाशन, दिल्ली 2015
4. गुप्ता, संगीता. दशरूपक की टीकाओं का तुलनात्मक व समीक्षात्मक अध्ययन , क्लासिक पब्लिशिंग हाउस, जयपुर 1993,
5. Dhananjaya; The Dasarupa or Treatise on Ten Forms of Drama – A Treatise on Hindu Dramaturgy. Haas, George C.O. (tr.) Columbia University.1912
6. Varadpande, Manohar Laxman . History of Indian Theatre. Abhinav Publications,1987 .

7. Mishra, Anuru Ranjan. Dasarupaka (critical study).Deccan College Post Graduate And Research Institute  
2015. <https://shodhganga.inflibnet.ac.in/handle/10603/127505>

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## **DSE-2: Siddhāntakaumudī: Sañjñā and Paribhāṣā Prakaraṇa**

### **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		
Siddhāntakaumudī: Sañjñā and Paribhāṣā Prakaraṇa	04	3	1	0	Nil	Nil

### **Learning Objectives**

The Objective of this course is to make the students acquire an advance knowledge of the derivational process of the Sanskrit Verbal root through the readings of the text of Siddhantkaumudi.

### **Learning outcomes**

After the completion of this course the students will:

- be able to interpret the Sūtras of the relevant portions of the text
- be able to understand important application of interpretive rules and concepts such as -the
- concept of Vipraṭiṣ edheparam kārya, general & exception rules (utsargāpavāda vyavasthā), Metarules (Paribhāṣ ā) in the derivational process.
- be able to identify and use the advance forms of the words ending within suffixes in actual language situations.
- be able to explain the derivational process of the Sanskrit verbal paradigms.

### **Detailed Syllabus**

<b>Unit: I</b> Siddhāntakaumudī: Sañjñā Prakaraṇa	<b>Hours: 11</b>
<b>Unit: II</b> Siddhāntakaumudī: Sañjñā Prakaraṇa	<b>Hours: 11</b>
<b>Unit: III</b> Siddhāntakaumudī: Paribhāṣā Prakaraṇa	<b>Hours: 11</b>
<b>Unit: IV</b> Siddhāntakaumudī: Paribhāṣā Prakaraṇa	<b>Hours: 12</b>

### **Essential/Recommended Readings/Texts**

1. वैयाकरणसिद्धान्तकौमुदी (बालमनोरमा-तत्त्वबोधिनी-टीका) गिरिधरशर्माचतुर्वेदएवंपरमेश्वरानन्दशर्मा, तृतीयभाग, दिल्ली।

2. गोविन्दाचार्य, वैयाकरणसिद्धान्तकौमुदी (चतुर्थभागः प्रथमखण्ड, द्वितीयखण्ड), चौखम्बा सुरभारती प्रकाशन, वाराणसी, 2010
3. जिज्ञासु, पं. ब्रह्मदत्त सोनीपत, हरियाणा अष्टाध्यायी (भाष्य) प्रथमावृत्ति, रामलालकपूरट्रस्ट, बहालगढ़,
4. शास्त्री शिवनारायण, वैयाकरण-सिद्धान्तकौमुदी, भ्वादिगण (भवतोषिणी हिन्दीटीका सहित), दिल्ली 1989
5. Sharma, Ramanath - The Astadhyayi of Panini, Vol.1 to Vol. 6, Munshiram Monoharlal Publishers Pvt. Ltd. Delhi. 1987-2003
6. Vasu, S.C. The Astadhyayi of Panini (2 Vols.), Motilal Banarasidass, Delhi-1997
7. E-Learning Tools developed by Computational Sanskrit Group, Department of Sanskrit University of Delhi available at: <https://cl.sanskrit.du.ac.in>

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## DSE-2: Yājñavalkyasmṛti Ācārārādhyāya

### 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		
Yājñavalkyasmṛti Ācārārādhyāya	04	3	1	0	Nil	Nil

### Learning Objectives

The objective of this paper is to develop a comprehensive understanding of the Ācāra Adhyāya, which lays the foundational framework of Dharma through prescribed individual and societal conduct. Learners will explore the normative principles governing personal behavior, varṇa and āśrama-based duties, household responsibilities, ritual observances, and ethical interactions within society. Special focus will be placed on the duties of the householder (gṛhastha), the significance of saṃskāras, and the ritual obligations such as śrāddha, upanayana, and hospitality toward guests and dependents. Through a critical textual analysis, students will evaluate how the Smṛti delineates purity, discipline, and dhārmic life as a means to social order and spiritual progress. The course will also encourage reflective engagement with how these codes of conduct influenced classical Hindu society and their interpretative transformations in medieval and modern contexts.

### Learning outcomes

1. By the end of this module, learners will be able to contextualize and critically assess the Ācāra prescriptions outlined in the Yājñavalkya Smṛti within the broader Dharmasāstric tradition
2. Examining their philosophical foundations, practical applications, and socio-religious implications.
3. Developing a nuanced understanding of classical Indian ethical thought and its enduring influence on the cultural and civilizational fabric of India.

### Detailed Syllabus

<b>Unit: I</b> Yājñavalkyasmṛti Ācārārādhyāya: Verse, 01-89	<b>Hours: 11</b>
<b>Unit: II</b> Yājñavalkyasmṛti Ācārārādhyāya: Verse, 90-181	<b>Hours: 11</b>
<b>Unit: III</b> Yājñavalkyasmṛti Ācārārādhyāya: Verse, 182-270	<b>Hours: 11</b>

**Essential/Recommended Readings/Texts**

1. गंगासागर राय, याज्ञवल्क्यस्मृति मिताक्षरा टीका सहित, चौखम्बा संस्कृत प्रतिष्ठान, दिल्ली।
2. कमलनयनशर्मा, याज्ञवल्क्यस्मृति मिताक्षरा टीका सहित, जगदीश संस्कृत पुस्तकालय, जयपुर।
3. वासुदेव लक्ष्मण शास्त्री. याज्ञवल्क्यस्मृति व्यवहार अध्याय. Panduranga Jawaji Press  
<https://archive.org/details/Yajnavalkya.Smriti.with.the.Commentary.Mitaksara.of.Vidnyaneshv ara/mode/2up?view=theater>
4. Rai Bahadur Srisa Chandra Vidyarthi. *Yājñavalkyasmṛti*. Sudhindra Nath Vasu, Panini Office, Allahabad:  
<https://ia800205.us.archive.org/16/items/yajnavalkyasmrit00yj/yajnavalkyasmrit00yj.pdf>
5. Banerji, Sures Chandra. *A brief history of Dharmaśāstra*. Abhinav Publications, 1999.
6. Kane, Pandurang Vaman. *History of dharmaśāstra*. Vol. 2. Poona: Bhandarkar Oriental Research Institute, 1973.
7. Online Search and Indexing Tools for Dharmashastric Texts, available at:  
<https://cl.sanskrit.du.ac.in>

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

## **DSE 2: Indian Palaeography and Manuscriptology**

### **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 Palaeography and Manuscriptology	04	3	1	0	Nil	Nil

### **Learning Objectives**

The objective of this course is to introduce students to the study of Indian palaeography, focusing on the evolution of scripts used in the Indian subcontinent. It aims to provide a foundational understanding of ancient and medieval scripts, their development, and regional variations. The course will also cover methods for identifying, reading, and analyzing scripts, enabling students to decipher historical inscriptions and manuscripts. By the end of the course, students will appreciate the significance of palaeography in understanding India's linguistic, cultural, and historical heritage.

### **Learning outcomes**

After the completion of this course, the students will:

- Acquire skills to identify and interpret various Indian scripts.
- Learn techniques to decipher inscriptions and manuscripts accurately.
- Develop an understanding of how script variations reflect historical, cultural, and regional influences.
- Apply palaeographical methods to analyze historical texts and artifacts.
- Recognize the contribution of script studies to broader research in Indian history and culture.

### **Detailed Syllabus**

#### **Unit: I**

**Hours: 11**

- Introduction of Paleography
- Origin and Antiquity of Writing
- Writing Materials
- Types of Ancient Scripts

#### **Unit: II**

**Hours: 11**

- Evolution of Indian Scripts (Indus Valley, Bhrahmi etc)
- Writing and Engraving as a Profession
- Libraries and Museums
- Importance of Paleography

**Unit: III****Hours: 11**

- Introduction of Manuscriptology
- Salient features and types of Manuscripts
- Materials used in Manuscripts
- Importance of Manuscriptology

**Unit: IV****Hours: 12**

- Preservation of Manuscripts
- Restoring Old and Damaged Manuscripts
- Cataloguing and Documentation of Manuscripts
- Manuscript Libraries- India and Abroad

**Essential/Recommended Readings/Texts**

1. Buhler, G, On the origin of the Indian alphabet & numerals.
2. Sanskrit, Prakrit, and the other Indo-Aryan Languages. Oxford University Press, 1998.

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## DSE- 2: History of Manuscriptology and Museology

### 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		
History of Manuscriptology and Museology	04	3	1	0	Nil	Nil

### Learning Objectives

The objective of this course is to provide students with a historical understanding of manuscriptology and museology. It aims to explore the evolution, origins, and development of these disciplines, emphasizing key milestones and contributions by scholars and institutions. The course will help students comprehend the historical significance of manuscript studies and museology in the preservation and interpretation of cultural heritage.

### Learning outcomes

After the completion of this course, the students will:

- Understand the historical development and evolution of manuscriptology and museology.
- Identify key milestones and contributions to the fields of manuscript studies and museum practices.
- Appreciate the role of manuscripts and museums in preserving cultural heritage through history.
- Comprehend the impact of scholars and institutions in shaping the study and preservation of cultural artifacts.
- Develop a historical perspective on the methodologies used in manuscriptology and museology.

### Detailed Syllabus

#### Unit: I

**Hours: 11**

#### Introduction to Museology

- Manuscripts: Meaning, Origin and Development
- Types of Manuscript: Palm leaf, Kori Papers and Kadas
- Writing Materials of Manuscripts: Kanta-Patra, Halage-Balapa, Cloth, Lekhani, Ink.

#### Unit: II

**Hours: 11**

#### Cultural Significance of Manuscripts

- Discourse of Manuscript Scribes
- Discourse of Historical Approach
- Discourse of Linguistic Approach

### **Unit: III**

**Hours: 11**

#### **Introduction to Museology**

- Definition of Museum, scope and function (aims and objectives)
- Museology, museography and other developments, eg new museology, inclusive Museology, heritage study, and digital heritage
- Types and classification of museums, changing concepts of museums
- Professional Ethics & Museology as an Academic Discipline.

### **Unit: IV**

**Hours: 12**

#### **History and Philosophy of Museums**

- History and Philosophy of Museums
- Museum movement in India
- Growth and Expansion of Museums in the Colonial Context
- Objectives of Museums

#### **Essential/Recommended Readings/Texts**

1. Buhler, G, On the origin of the Indian alphabet & numerals.
2. Sanskrit, Prakrit, and the other Indo-Aryan Languages. Oxford University Press, 1998.
3. Shodhpravidhiavem Pandulipivijhyan, Mishra, Abhiraj. Rajendra, Akshayavatprakaashn, Allahabad
4. The Fundamentals of Manuscriptology. Visalakshy.P.
5. The Wealth of Sanskrit manuscripts in India and abroad. Pandurangi, K.T.
6. A Bibliography of palaeography and Manuscriptology. Sweta Prajapati, Bhartiya Kala Prakashan
7. Bhartiyalipiyo Ki Kahani, mule. Gudaker, RajkamalPrakashan, New Delhi, 2004
8. New lights on Manuscriptology; a collection of articles of prof. K.V. Sharma,
9. International Council of Museums 1990. ICOM (International Council of Museums) Statutes and Code of Professional Ethics ICOM.
10. Agarwal Usha, 2000. Directory of Museums in India. New Delhi: Sundeep Prakashan.

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time.**



## DSE-2: Vālmīki Rāmāyaṇa-1

### 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		
Vālmīki Rāmāyaṇa-1	04	3	1	0	Nil	Nil

### Learning Objectives

The objective of this course is to present a thorough picture of valuable cultural heritage of India as preserved in the epics of Vālmīki Rāmāyaṇa. The individual characters of the epic, social, economic, geographical, political, philosophical and educational systems as reflected in the epic will be the major highlighting points.

### Learning outcomes

After the completion of this the course students will:

- be able to learn about the behavioral values, ethics, and belief patterns through the individual characters of the epic.
- be able to explain the aesthetic and poetic beauty and style of presentation of the texts of Vālmīki Rāmāyaṇa.
- get the knowledge of the historical value of Vālmīki Rāmāyaṇa.
- learn about the social, economic, geographical, political, philosophical and educational aspects of Vālmīki Rāmāyaṇa.

### Detailed Syllabus

#### Unit: I

Hours: 11

वाल्मीकि रामायण (गीताप्रेस संस्करण) – अयोध्याकाण्ड (22, 23, 67, 75, 100, 108, 109, 117 सर्ग)

#### Unit: II

Hours: 11

वाल्मीकि रामायण (गीताप्रेस संस्करण) – अरण्यकाण्ड (10, 17, 18, 50, 51, 52, 53, 74 सर्ग)

#### Unit: III

Hours: 11

वाल्मीकि रामायण (गीताप्रेस संस्करण) – सुन्दरकाण्ड (20, 21, 27, 40, 51, 52, 65, 66 सर्ग)

#### Unit: IV

Hours: 12

वाल्मीकि रामायण (गीताप्रेस संस्करण) – युद्धकाण्ड (99–109 सर्ग)

## **Essential/Recommended Readings/Texts**

### **Essential Readings:**

1. Ramayana with Hindi trans., Gita Press, Gorakhpur.
2. Ramayana with four commentaries by Govindaraja & others, Lakshmi Venkateswara Press, Bombay, 1935
3. Ramayana ed. by Chinnaśwami Śastry and V.H. Subrahmanyam Śastry, Pub. by N. Ramaratham, Madras, 1958

### **Additional Resources:**

1. Hopkins, E.W., The Great Epic of India, Reprinted by Punthi Pushtaka, Calcutta, 1969
2. Ramayana with four commentaries by Govindaraja & others, Lakshmi Venkateswara Press, Bombay, 1935
3. Ramayana ed. by Chinnaśwami Sastry and V.H. Subrahmanyam Śastry, Pub. by N. Ramaratham, Madras, 1958

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## DSE-2: Text Processing for Sanskrit Corpora

### 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		
Text Processing for Sanskrit Corpora	04	3	0	1	Nil	Nil

### Learning Objectives

The course is designed to equip students with the theoretical knowledge and practical skills needed for processing Sanskrit corpora. It introduces computational techniques and tools for analyzing, processing, and managing large-scale Sanskrit textual data, focusing on linguistic structures and digital applications.

### Learning outcomes

By the end of this course, students will:

- Grasp the basics of natural language processing (NLP) with a focus on Sanskrit.
- Learn techniques for text digitization, tokenization, and corpus creation in Sanskrit.
- Acquire skills in parsing, morphological analysis, and syntactic tagging of Sanskrit texts.
- Explore the challenges of processing Sanskrit texts and approaches to resolve them.
- Gain experience with tools and frameworks used in Sanskrit computational linguistics.

### Detailed Syllabus

#### Unit: I

Hours: 11

#### Introduction to Text Processing and Corpora

Overview of Sanskrit Linguistics and Textual Structures.

Corpus: Its Types

Understanding Digital Texts: Unicode for Devanagari Script.

Introduction to Text Digitization and OCR for Sanskrit Texts.

Introduction to Annotation for Sanskrit Texts: Current Annotation

Schemes, Issues from Sanskrit Perspective

Building and Managing Sanskrit Corpora: Best Practices.

#### Unit: II

Hours: 11

#### Tokenization and Morphological Analysis

Concepts of Tokenization, Lemmatization, and Stemming in Sanskrit.

Challenges in Sanskrit Morphology: Sandhi and Samāsa Processing.

Tools for Morphological Analysis of Sanskrit Texts.

Using Sanskrit Morphological Analyzers and Parsers.

#### Unit: III

Hours: 11

#### Syntactic and Semantic Processing

Syntax of Sanskrit: Understanding Karaka Theory and Paninian Grammar.

Dependency Parsing for Sanskrit Sentences.

Semantic Role Labeling and Word Sense Disambiguation in Sanskrit.

Text Normalization and Named Entity Recognition (NER) in Sanskrit.

**Project-Based Learning**

Case Studies: Tokenizing and Morphologically Analyzing Sanskrit Texts.

Case Studies: Annotating Sanskrit Texts with Syntactic and Semantic Features

Final Project: Annotated Sanskrit Corpus and Text Analysis.

**Essential/Recommended Readings/Texts**

1. D. Jurafsky and J.H. Martin, Speech and Language Processing, Prentice Hall Edition.
2. S. Bird, E. Klein, and E. Loper, Natural Language Processing with Python, <https://www.nltk.org/book/>
3. Bird, S., Klein, E., & Loper, E. (2009). Natural language processing with Python: analyzing text with the natural language toolkit. "O'Reilly Media, Inc."
4. Chandra Subhash & Jha Girish Nath (2011). Computer Processing of Sanskrit Nominal Inflections: Methods and Implementation. Cambridge Scholars Publishing (CSP), 12 Back Chapman Street, Newcastle upon Tyne.
5. Chandra Subhash (2016). Knowledge Representation for Sanskrit Verb Argument Valence Authentication: An Ontological Approach. Scholars' Press, Heinrich Böcking-Str. 6-8, 66121, Saarbrücken, Germany.
6. Chandra, Subhash. Computational Linguistics for Sanskrit: A Practical Interdisciplinary Research. Dimensions of Higher Education. Delhi: New Delhi Publishers, 2015.
7. Girish Nath Jha(Ed.). Sanskrit Computational Linguistics. 4th International Symposium, New Delhi, India, December 10-12, 2010. Berlin: Springer Verlag, 2010.
8. Huet, G., Kulkarni, A., & Scharf, P. (Eds.). (2009). Sanskrit Computational Linguistics: First and Second International Symposia. Springer. Retrieved from <https://link.springer.com/book/10.1007/978-3-540-93885-9>
9. Huet, G., Kulkarni, A., & Scharf, P. (Eds.). (2010). Sanskrit Computational Linguistics: Third International Symposium. Springer. Retrieved from <https://link.springer.com/book/10.1007/978-3-642-00155-0>
10. Huet, G., & Lankri, I. (2018). Preliminary design of a Sanskrit corpus manager. Inria Paris Center. Retrieved from [https://gallium.inria.fr/~huet/PUBLIC/Corpus\\_Manager.pdf](https://gallium.inria.fr/~huet/PUBLIC/Corpus_Manager.pdf)
11. Krishnan, S., Kulkarni, A., & Huet, G. (2020). Validation and normalization of DCS corpus using Sanskrit Heritage tools to build a tagged gold corpus. arXiv preprint arXiv:2005.06545. Retrieved from <https://arxiv.org/abs/2005.06545>
12. Sandhan, J., Agarwal, A., Behera, L., Sandhan, T., & Goyal, P. (2023). SanskritShala: A neural Sanskrit NLP toolkit with web-based interface for pedagogical and annotation purposes. arXiv preprint arXiv:2302.09527. Retrieved from <https://arxiv.org/abs/2302.09527>
13. Krishna, A., Satuluri, P., & Goyal, P. (2017). A dataset for Sanskrit word segmentation. Proceedings of the Joint SIGHUM Workshop on Computational Linguistics for Cultural Heritage, Social Sciences, Humanities and Literature, 105-114. Retrieved from <https://arxiv.org/abs/2005.06545>
14. Sandhan, J., Gupta, A., Terdalkar, H., Sandhan, T., Samanta, S., Behera, L., & Goyal, P. (2022). A novel multi-task learning approach for context-sensitive compound type identification in Sanskrit. arXiv preprint arXiv:2208.10310. Retrieved from <https://arxiv.org/abs/2208.10310>
15. Pappu, A., & Bhat, S. (2008). Vaakkriti: Sanskrit tokenizer. Proceedings of the Third International Joint Conference on Natural Language Processing: Volume-II. Retrieved from <https://aclanthology.org/I08-2075.pdf>
16. Kulkarni, A., & Shukl, A. (2009). Annotating Sanskrit corpus: Adapting IL-POSTS. Proceedings of the 23rd Pacific Asia Conference on Language, Information and Computation, 155-164. Retrieved from [https://catalog.ldc.upenn.edu/docs/LDC2011T04/lte2009\\_sanskrit\\_ilpost.pdf](https://catalog.ldc.upenn.edu/docs/LDC2011T04/lte2009_sanskrit_ilpost.pdf)
17. Kulkarni, A., & Kumar, R. (2013). Design and analysis of a lean interface for Sanskrit corpus annotation. Journal of Language Modelling, 1(2), 213-241. Retrieved from <https://jlm.ipipan.waw.pl/index.php/JLM/article/view/108>

18. Sandhan, J. (2023). Linguistically-informed neural architectures for lexical, syntactic and semantic tasks in Sanskrit. arXiv preprint arXiv:2308.08807. Retrieved from <https://arxiv.org/abs/2308.08807>
19. Goyal, P., Huet, G., Kulkarni, A., & Scharf, P. (2012). Developing digital Sanskrit corpora and tools. In Sanskrit Computational Linguistics: Third International Symposium, Lecture Notes in Computer Science. Springer.
20. Ambuda. (n.d.). A breakthrough Sanskrit library. Retrieved from <https://ambuda.org/>
21. Learn Sanskrit Online. (n.d.). Resources. Retrieved from <https://www.learnsanskrit.org/resources/>
22. Sanskrit Documents Collection. (n.d.). Home Page. Retrieved from <https://sanskritdocuments.org/>
23. The Sanskrit Portal. (n.d.). Online aggregate Sanskrit Dictionary. Retrieved from <https://sanskrit.inria.fr/portal.html>

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## DSE-2: Aṣṭāṅgahrdayam: Sutrasthana-1

### 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		
Aṣṭāṅgahrdayam: Sutrasthana-1	04	3	1	0	Nil	Nil

### Learning Objectives

The aim of Ashtanga Hridayam is to provide a comprehensive understanding of Ayurveda, the ancient Indian system of medicine. It is a primary text in Ayurveda that serves as a guide for health and Ayurvedic philosophy. Ashtanga Hridayam is a Sanskrit text that covers the eight branches of Ayurveda. The name translates to "the essence of eight sections". It is a core text for Ayurvedic students and is used as a source for Ayurvedic philosophy and protocol. It covers Medicine, Surgery, Toxicology, Psycho-therapy, Pediatrics, Rejuvenation, Vilification and the science of special diseases of the head, neck, and face.

### Learning outcomes

After studying this course students will be able to explain all concepts of balrog, diseases of children and their practical treatment which is needed by students, scholars and practitioners alike.

### Detailed Syllabus

#### Unit: I

Hours: 11

##### Sūtrasthāna:

Ayuskāmīya,	Verse-1 to 48
Dinacharyā,	Verse-1 to 48
ṛtucaryā,	Verse-1 to 57
Rogānutpādanīya,	Verse-1 to 36

#### Unit: II

Hours: 11

##### Sūtrasthāna:

Rogānutpādanīya,	Verse-1 to 36
Dravadravyavijñānīya	Verse-1 to 84
Annasvarūpavijñānīya	Verse-1 to 172

#### Unit: III

Hours: 11

##### Sūtrasthāna:

Annarakṣā,	Verse-1 to 77
Mātrāśītiya	Verse-1 to 55
Dravyādivijñānīya	Verse-1 to 28
Rasabhedīya,	Verse-1 to 44

**Unit: IV****Hours: 12****Sūtrasthāna:**

Doṣādivijñānīya,  
Doṣādivijñānīya,  
Doṣabhedīya

Verse-1 to 48  
Verse-1 to 48  
Verse-1 to 78

**Essential/Recommended Readings/Texts**

1. ब्रह्मानन्द त्रिपाठी (2013) , अष्टाङ्गहृदयम् (सूत्रस्थानम्), चौखम्बा संस्कृत प्रतिष्ठान, दिल्ली ।
2. श्वेता जैन, अष्टाङ्गहृदयम् (सूत्रस्थानम्), चौखम्बा ओरियन्टालिया.
3. काशीनाथ शास्त्री, अष्टाङ्गहृदयम् चौखम्बा कृष्णदास अकादमी, वाराणसी.
4. Lochan, Kanjiv, editor. *Astanga Hridaya of Vagbhata. Vol. I-III*. Chaukhambha Publications, 2017.
5. Vidhyanath, R. *Ashtanga Hridaya (Illustrated) Sutra Sthana Including Maulik Siddant-Text*. Chaukhambha Publications.

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## DSE-2: भारतबोध: ऐतिहासिक स्वरूप एवं पृष्ठभूमि

### 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		
भारतबोध: ऐतिहासिक स्वरूप एवं पृष्ठभूमि	04	3	1	0	Nil	Nil

### Learning Objectives

The course aims to teach students various facets of Bharata ranging from its geographical diversity to political boundaries; from Vedic times to Classical Literature. The course also aims to explore the literary and historical evidence, references and sources pertaining to the study of Bharata as a nation.

### Learning outcomes

The learners will be able to

- Comprehend the concept of Nation and its evolution in Sanskrit literature
- Understand Bharata as a Nation
- Visualize *Brihhatara Bharata* and its cultural and historical expanse
- Critically analyse the impact of Bharata in leading the world

### Detailed Syllabus

#### Unit: I

Hours: 11

#### वैदिककालीन भारत

सांमनस्यम सूक्त अथर्ववेद ३.३०  
पृथ्वी सूक्त १२.१  
स्वराज्य सूक्त ऋग्वेद ५.६६.६  
ऋग्वेद ५.६६.६  
यजुर्वेद १०-३,४,५,६

#### Unit: II

Hours: 11

#### आर्षकालीन भारत –रामायण

वन गमन मार्ग  
मिथिला प्रस्थानक



अयोध्या से लंका  
किष्किन्धा काण्ड में वर्णित भारतवर्ष की विविधता एवं भौगोलिक एकता  
रामायण में वर्णित प्रमुख नगर एवं नदियाँ

**Unit: III**

**Hours: 11**

आर्षकालीन भारत – महाभारत

महाभारत में सुदर्शन द्वीप का वर्णन (भीष्मपर्व 6.5.1,14,15,16,17)  
महाभारत में भौगोलिक विस्तार एवं जम्बूद्वीप का वर्णन आदि (भीष्मपर्व 6.6.31,32,37,38)  
महाभारत में पर्वतों का वर्णन (भीष्मपर्व 6.6. 4-12, 37,41,42)  
महाभारतकालीन जनपदों (भीष्मपर्व, अध्याय 9 श्लोक 39 से 69)  
महाभारत में नदियों का वर्णन (भीष्मपर्व, अध्याय 9, श्लोक 14 से 36) (भीष्मपर्व 6.6.43-48)  
दिग्विजय यात्रा (सभापर्व, अध्याय 25-32) (2.25.4,9,10)  
तीर्थ-यात्रा वर्णन (वनपर्व, अध्याय 80-156)

**Unit: IV**

**Hours: 12**

राजतरंगिणी कालीन भारत

कल्हण के भारत का स्वरूप  
प्रमुख राजवंशावली (कश्मीर के विशेष सन्दर्भ में)

**Essential/Recommended Readings/Texts**

1. रामायण, गीता प्रेस, गोरखपुर
2. महाभारत, गीता प्रेस, गोरखपुर
3. त्रिपाठी, रंजन कुमार, भौगोलिक अभिधान कोश, विद्यानिधि प्रकाशन, 2019
4. सिंह, जितेन्द्र प्रताप, रामायणकालीन भारत, शिवालिक प्रकाशन, 2014
5. महाभारतकालीन समाज और शिक्षा लेखक-नत्थूलाल, नमन प्रकाशन नई दिल्ली, पेज- प्रस्तावना
6. संस्कृत वाङ्मय का वृहद् इतिहास- बलदेव उपाध्याय

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## **DSE-2: Vṛkṣāyurveda: A Sanskrit Horticulture Text**

### **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		
<b>Vṛkṣāyurveda: A Sanskrit Horticulture Text</b>	<b>04</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Nil</b>	<b>Nil</b>

### **Learning Objectives**

Vṛkṣāyurveda by Sūrapāla (1000 CE) is the name of an encyclopedic work also dealing with ancient Indian agriculture and shows that the concept of Plant Mutagenesis (druma-vichitrikaranam) was fully understood even in ancient India. Here druma means a tree and vichitrikaraṇa means “to make (it) appear extraordinary”. Hence the term means “to make a tree appear extraordinary”. In other words, the term implies that there would be an alteration in the natural trait of the tree. Certain treatises contain a separate chapter on Plant Mutagenesis (druma-vichitrikaraṇa), such as Sūrapāla’s Vṛkṣāyurveda.

### **Learning outcomes**

Vṛkṣāyurveda by Sūrapāla (1000 CE) is the name of an encyclopedic work also dealing with ancient Indian agriculture and shows that the concept of Plant Mutagenesis (druma-vichitrikaranam) was fully understood even in ancient India. Here druma means a tree and vichitrikaraṇa means “to make (it) appear extraordinary”. Hence the term means “to make a tree appear extraordinary”. In other words, the term implies that there would be an alteration in the natural trait of the tree. Certain treatises contain a separate chapter on Plant Mutagenesis (druma-vichitrikaraṇa), such as Sūrapāla’s Vṛkṣāyurveda.

### **Detailed Syllabus**

#### **Unit: I**

Indian Tradition and Vṛkṣāyurveda

**Hours: 11**

#### **Unit: II**

Vṛkṣāyurveda: Verse-1-110

**Hours: 11**

#### **Unit: III**

Vṛkṣāyurveda: Verse-111-220

**Hours: 12**

#### **Unit: IV**

Vṛkṣāyurveda: Verse-221-325

**Hours: 11**

### **Essential/Recommended Readings/Texts**

1. SK, Ramchandra Rao, Vṛkṣāyurveda

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## DSE-2: Laghupārāśarī and Madhyapārāśarī

### 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		
Laghupārāśarī and Madhyapārāśarī	04	3	1	0	Nil	Nil

### Learning Objectives

The objective of this paper is to give the knowledge of the prediction part of Indian astrology and especially in the context of Parashar theory.

### Learning outcomes

After studying this course students:

1. will be able to know the basic concept and prediction according to Parashar theory.
2. Will be able to understand and critically explain the prescribed text and terms.
3. will be able to know the basic concepts and important Yogs according to Madhyaparashari and Laghuparashari which is based on Parashar theory.

### Detailed Syllabus

#### Unit: I

लघुपाराशरी-संज्ञाध्याय, फलनिर्णयाध्याय

Hours: 11

#### Unit II

लघुपाराशरी-योगफलाध्याय, मारकाध्याय, दशाफलाध्याय

Hours: 11

#### Unit: III

मध्यपाराशरी-प्रथम परिच्छेद

Hours: 11

#### Unit: IV

मध्यपाराशरी-षष्ठ परिच्छेद

Hours: 12

### Essential/Recommended Readings/Texts

1. लघुपाराशरी एवं मध्यपाराशरी (व्या.) पं. केदारदत्त जोशी मोतीलाल बनारसीदास, दिल्ली, 1994।
2. लघुपाराशरी एवं मध्यपाराशरी (व्या.) पं. अच्युतानन्द झा, चौखम्भा संस्कृत पुस्तकालय, दिल्ली, 2022।

3. लघुपाराशरी (व्या.) दीवान राम चंद्रकपूर, मोतीलाल बनारसीदास, दिल्ली, 1996।
4. लघुपाराशरी (व्या.) शुकदेव चतुर्वेदी, लालबहादुरशास्त्री राष्ट्रीय संस्कृत विद्यापीठ, नईदिल्ली, 2004।
5. लघुपाराशरी (व्या.) सुरेशचंद्र मिश्र, रंजन पब्लिकेशन, दिल्ली, 2022।
6. Laghuparasari-(Translation) O.P. Verma, Ranjan Publications, New Delhi, 2001
7. Laghuparashari and Madhyaparashari (Translation) Chandrashekhar Sharma, Saptrishis Publications, Chandigarh, 2016

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## **DSE-2: Ancient Bhāratīya Manovijñāna**

### **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 Bhāratīya Manovijñāna	04	3	1	0	Nil	Nil

### **Learning Objectives**

This course aims to provide students with a comprehensive understanding of Indian psychology by exploring its unique features, schools of thought, and foundational concepts. It introduces the cognitive processes from an Indian perspective, including perception, memory, and imagination. The course delves into emotional and volitional aspects, emphasizing aesthetic and religious emotions. Additionally, it introduces the dimensions that are beyond psychology, such as the tri-guṇa system, consciousness, pañca-koṣa framework, and the four states of existence. Through this course, students will develop a deeper understanding of the body-mind-intellect-consciousness relationship rooted in Indian traditions

### **Learning outcomes**

1. Develop an in-depth understanding of Indian psychology, its schools, and foundational concepts.
2. Analyze Indian perspectives on cognition, perception, and consciousness with reference to classical texts.
3. Understand emotional and volitional processes, including the psychology of aesthetics and religion.
4. Explore philosophical concepts such as tri-guṇa, pañca-koṣa, and states of consciousness.
5. Apply Indian psychological insights to contemporary psychological discourse and personal development.

### **Detailed Syllabus**

#### **Unit: I**

**Hours: 11**

#### **Introduction to Indian Psychology**

Introduction to Psychology

Introduction to Indian Psychology and its Distinct features

Schools, Texts and Author

Fundamental Concepts of Each School

#### **Unit: II**

**Hours: 11**

## **Introduction to Cognition**

Physical Basis of Perception

Origin and Nature of the Sense-organs

The External Organs and the Internal Organ or Organs

Indeterminate Perception and Determinate Perception

The Objects and Conditions of Perception

Perception and Sannikarṣa

Acquired Perception

Recognition

Theories of Perception

Perception of Space and Movement

Perception of Time

Perception of the Universal

Perception of Cognition

Perception of the Self

Indefinite Perceptions

Illusions

Dreams

Abnormal Perception

Super-normal Perception

Divine Perception

Jīva-sākṣipratyakṣa and Īśvara-sākṣi-pratyakṣa

Memory and Imagination

Thought and Language: an Introduction

## **Unit: III**

**Hours: 11**

## **Introduction to Emotion and Will**

Feeling and Emotion

Body and Self

Degrees of Consciousness

The Modes of Consciousness

Pleasure and Pain

Spring and action: Desire, Aversion and Emotions

Emotions

Psychology of the Alāṅkāra

The Nature of Aesthetic Emotion (Rasa)

Sentiments (Sthāyibhava)  
Accessory States: Transitory Emotions (Vyabhicāribhāva)  
Sāttvikabhāva  
Different Kinds of Aesthetic Emotions or Sentiments (Rasa)  
Emotions Derived From Love  
The Psychology of Religion  
Religious Emotions  
Religious Emotions: Kinds of Devotion  
Religious Sentiments (Bhaktirasa)  
Conation  
Attention  
Non-voluntary and Voluntary Actions

#### Unit: IV

Hours: 12

#### Psychology and Beyond: An Introduction

Tri-Guṇa System  
The Body-Mind-Intellect-Consciousness Complex  
Consciousness - The True Nature of an Individual  
Pañca-koṣa - the five sheaths or foundations of all living beings  
The Four States of Existence: Jāgrat, Svapna, Suṣupti, Turīya  
Bhāva Sarga and Pratyaya Sarga of Sāṅkhya

#### Essential/Recommended Readings/Texts

1. Sinha, J. (1996). Indian Psychology (Vols. I-III). Motilal Banarsidass.
2. Vidyabhusana, S. C. (1921). A History of Indian Logic: Ancient, Mediaeval, and Modern Schools. Calcutta University.
3. Keith, A. B. (1921). Indian Logic and Atomism: An Exposition of the Nyaya and Vaisheshika Systems. Oxford University Press.
4. Udayana. (1885 & 1887). Kiraṇāvali. Benares.
5. Dharmakīrti. (1924). Nyāyabindu. Benares.
6. Dharmottara. (1924). Nyāyabindutīkā. Benares.
7. Vātsyāyana. (1919). Nyāyabhāṣya. (Jīvananda's ed.). Calcutta.
8. Jayasimhasūri. (1910). Nyāyatātparyadīpikā. B.I.
9. Śrīdhara. (1895). Nyāyakandalī. V.S.S., Benares.
10. Jayanta. (1895). Nyāyamañjarī. V.S.S., Benares.
11. Gautama. (1919). Nyāya Sūtra. (Jīvananda's ed.). Calcutta.
12. Uddyotakara. (1887-1904). Nyāyavārtika. B.I.
13. Vācaspati Miśra. (1898). Nyāyavārtikatātparyatīkā. V.S.S., Benares.
14. Jha, G. (1911). The Prabhākara school of Pūrva Mīmāṃsā.
15. Praśastapāda. (1895). Praśastapādabhāṣya. V.S.S., Benares.
16. Prabhācandra. (1912). Prameyakamalamārtanda. (Jāvāji's ed.). Bombay.
17. Maṇikyanandi. (1909). Parīkṣāmukhasūtra. B.I.
18. Anantavīrya. (1909). Parīkṣāmukhalaghuvṛtti. B.I.
19. Devasūri. (n.d.). Pramāṇanayatattvāloka.
20. Śālikānātha. (1903-1904). Prakaraṇapañcikā. Ch.S.S.



21. Rāmānuja. (n.d.). Bhāṣya on Brahma Sūtra.
22. Śāṅkara. (n.d.). Bhāṣya on Brahma Sūtra.
23. Parthasārathi Miśra. (1964). Śāstradīpikā. Benares.
24. Sudarśanācārya. (1964). Śāstradīpikāprakāśa. Benares.
25. Jha, G. (n.d.). The Sadholal lectures on Nyāya. (Indian Thought).
26. Appayya Dīkṣita. (1897). Siddhāntaleśasaṅgraha. (Jīvananda's ed.). Calcutta.
27. Viśvanātha. (1916). Siddhānta-muktāvalī. (Jāvāji's ed.). Bombay.
28. Śivāditya. (1893). Saptapadārthī. V.S.S., Benares.
29. Kapila. (1888). Sāṁkhyaprapaṇasūtra. B.I.
30. Īśvaraḥṣṇa. (n.d.). Sāṁkhyakārikā. (Jīvananda's ed.). Calcutta.
31. Aniruddha. (1888). Sāṁkhyasūtravṛtti. B.I.
32. (1909). Sāṁkhyaprapaṇabhāṣya. Benares.
33. Vācaspati Miśra. (1969). Sāṁkhyatattvakaumudī. (with Vidvattoṣinī). Bombay.
34. Kumārila Bhaṭṭa. (1898-1899). Ślokaṁvārtika. Benares.
35. Jagadīśa. (1921). Tarkāmṛta. (Jīvananda's ed.). Calcutta.
36. Keśava Miśra. (1924). Tarkabhāṣā. (Kulkarni's ed.). Poona.
37. Laugākṣi Bhāskara. (1914). Tarkakaumudī. (Jāvāji's ed.). Bombay.
38. Varadarāja. (1903). Tarkikarakṣā. Benares.
39. Annambhaṭṭa. (1918). Tarkasaṅgraha. (Athalye's ed.). Bombay.
40. Umāsvāmi. (n.d.). Tattvārthādhigamasūtra.
41. Dharmarājādhvarindra. (1968). Vedāntaparibhāṣā. Bombay.
42. Madhavācārya Vidyāraṇya. (1893). Vivaraṇaprameyasaṅgraha. V.S.S., Benares.
43. Vaiśeṣika Sūtra.
44. Śāṅkara Miśra. Upaskāra on Vaiśeṣika Sūtra
45. Jayanārāyaṇa. Vaiśeṣikasūtravivṛti.
46. Vyāsa. Yogabhāṣya.
47. Patañjali. Yoga Sūtra.

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## DSE-:2: Aryabhatiyam

### 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		
Aryabhatiyam	04	3	1	0	Nil	Nil

### Learning Objectives:

The course aims to introduce contemporary theories and facts about Vedic mathematics and the Bhartiya mathematical tradition, addressing both traditional and modern questions. It seeks to demonstrate how Vedic mathematics and the entire Bhartiya mathematical tradition is a living practice.

### Learning outcomes:

After completion of this course the students:

- Will have a comprehensive understanding of the innovative concepts bridging the gap between Bhartiya Mathematics and Modern Mathematics.
- Will acquire knowledge of the different dimensions of Mathematics i.e. effects, cause, definitions, forms and facts present in Bhartiya Mathematics and Vedic Mathematics. They will explore the historical context, key principles, and methodologies that characterize this unique approach.
- Will become acquainted of new concepts and facts found in Mathematics.
- Will be able to compare modern and ancient thoughts of Mathematics.
- Will achieve the ability to critically analyze and explain the prescribed texts.

### Detailed Syllabus:

<b>Unit: I</b>	<b>Hours: 11</b>
Āryabhaṭṭīyam	
Gītikāpāda	
<b>Unit: II</b>	<b>Hours: 11</b>
Āryabhaṭṭīyam	
Gaṇitapāda	
<b>Unit: III</b>	<b>Hours: 11</b>
Āryabhaṭṭīyam	
Kālakriyāpāda	
<b>Unit: IV</b>	<b>Hours: 12</b>
Āryabhaṭṭīyam	
Golāpāda	

### Essential/Recommended Readings/Texts:

1. कुलकर्णी, रघुनाथ पुरुषोत्तम, 2003, चार शुल्बसूत्र, महर्षि सन्दीपनि राष्ट्रीय वेद विद्या प्रतिष्ठान, उज्जैन ।
2. शर्मा, सत्यदेव, 2008, आर्यभट्टीयम्, चौखम्बा सुरभारती प्रकाशन, वाराणसी ।
3. Shukla, K.S., 1976, *Āryabhaṭīya of Āryabhaṭa* with comm. of Bhaskara I, Indian National Science Academy, New Delhi.
4. Sen, S.N. and Bag, A.K., 1983, *Sulbsutras*, Indian National Science Academy, New Delhi.
5. Rao, S. Balachandra, 1998, *Indian Mathematics and Astronomy*, Jnana Deep Publications, Bangalore.
6. Arya, Ravi Prakash (Edit.), 2013, *Yajurveda Saṁhitā*, Parimal Publications, Delhi.
7. मिश्र, कमलाकान्त (सम्पा.), 2003, संस्कृत वाङ्मय में विज्ञान का इतिहास, राष्ट्रीय शैक्षिक अनुसन्धान और प्रशिक्षण परिषद्, नई दिल्ली ।
8. Datta, Bibhutibhushana & Singh Avadesh Narayan, 2004, *History of Hindu Mathematics* (Vol. 1&2) Bharatiya Kala Prakashan, Delhi.
9. तिवारी, दया शंकर, 2020, संस्कृत वाङ्मय में गणितीय परम्परा, चौखम्बा ऑरियण्टलिया, दिल्ली ।

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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**Generic Elective (GE): Any 01 from pool****Credits 04**

Any one of the following GE-1 pools

**GE-1: General Introduction to Vaidika Vāṇmaya****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		
General Introduction to Vaidika Vāṇmaya	04	3	1	0	Nil	Nil

**Learning Objectives:**

The course seeks to introduce the basic knowledge of Vedās and Vedāṅgās. It aims to increase the interest of students in the various concepts of Vaidika Vāṇmaya. The syllabus is designed to explore the wisdom of Vedic knowledge and enable them to understand its relevance in the modern context.

**Learning outcomes:**

After completion of this course the students will:

- have an understanding of the basic concept of Vedās
- acquire knowledge of the Saṁhitā, Brāhmaṇa, Āraṇyaka and Upaniṣad
- be able to explain in detail about Vedāṅgās
- introduce with the nature, content, utility and importance of Vedic texts
- have a comprehensive vision about the basic nature of wide-ranging Vaidika texts and history of Vedic literature

**Detailed Syllabus:****Unit: I****Hours: 11**

Vaidik Samhitās – R̥gveda, Yajurveda, Sāmaveda, Atharvaveda  
Division, Content, Structure and Important components  
Determining the period of composition of the Vedic  
literature.

**Unit: II**

**Hours: 11**

Brāhmaṇa and Āryanka Literature: Meaning, Objective and Structure.

**Unit: III**

**Hours: 11**

Upaniṣad: Concept, Types and importance.  
Content, utility and relevance of Upaniṣads.  
Upaniṣad in Word Literature

**Unit: IV**

**Hours: 12**

Vedāṅga : Introduction, Types, Objectives and texts.

**Essential/Recommended Readings/Texts**

**Essential Readings:**

1. द्विवेदी पारसनाथ, वैदिक साहित्य का इतिहास, चौखम्बा सुभारती प्रकाशन, नई दिल्ली, 2012
2. उपाध्याय बलदेव, वैदिक साहित्य और संस्कृति, शारदा संस्थान, वाराणसी, १९८५
3. उपाध्याय बलदेव, संस्कृत वाङ्मय का बृहद् इतिहास, उत्तर प्रदेश संस्कृत संस्थान, लखनऊ, 2001
4. द्विवेदी डॉ. कपिलदेव, वैदिक साहित्य एवं संस्कृति, विश्वविद्यालय प्रकाशन, वाराणसी, २०००
5. ऋषि उमाशंकर शर्मा, संस्कृत साहित्य का इतिहास, चौखम्बा भारती अकादमी, वाराणसी, 2017
6. Journey of Upanisads to the West, Swami Tathagatananda, Vedanta Society of New York, 2002.

**Additional Resources:**

1. कुमार शशिप्रभा, वैदिक विमर्श, जे.पी. पब्लिशिंग हाउस, दिल्ली, 1996
2. द्विवेदी डॉ. कपिलदेव, वेदों में विज्ञान, विश्वभारती अनुसन्धान परिषद्, भदोही, उत्तर प्रदेश, २०००
3. Rigveda Samhita, Dayananda Sansthan, New Delhi, 2012.
4. Yajurveda Samhita, Dayananda Sansthan, New Delhi, 2012.
5. Saamveda Samhita, Dayananda Sansthan, New Delhi, 2012.
6. Atharvaveda Samhita, Dayananda Sansthan, New Delhi, 2012.
7. Sarup Lakshaman, Nighantu & the Nirukta (critical edition with Eng. Trans.), MLBD, Delhi, 1967.
8. Macdonell, A.A. Vedic Mythology (Also Hindi translation by Suryakanta), M.L.B.D., Delhi, 1962.

9. Vaidika DevaŚāstra by Macdonell, A.A. Vedic Reader for Students, Oxford University Press, Delhi, 1960
10. Macdonell, A.A. Vedic Vyakarana, Bhartiya Publishing House, Delhi, 1975.
11. Oldenberg, Herman Religion of the Veda (translation into English by Shridhar & Shrotri), M.L.B.D., Delhi, 1988.

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## GE-1: Language Technology for Indian Languages

### 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		
Language Technology for Indian Languages	04	3	1	0	Nil	Nil

### Learning Objectives

This course aims to introduce students to the fundamentals of language technology with a focus on Indian languages. It explores concepts of Computational Linguistics (CL), Natural Language Processing (NLP), and Artificial Intelligence (AI), equipping students with an understanding of algorithms and their applications. The course surveys existing tools and applications for Indian languages while offering a comprehensive overview of NLP fields, including machine translation, information retrieval, speech processing, and sentiment analysis. Through projects and case studies, students will develop critical problem-solving skills, conceptualize pseudo-algorithms, and apply their knowledge to practical challenges in language technology.

### Learning outcomes

1. Definition, scope, and significance of language technology for Indian languages.
2. Overview of Computational Linguistics (CL), Natural Language Processing (NLP), and Artificial Intelligence (AI).
3. Challenges of Indian languages: linguistic diversity, script variability, and resource-scarcity issues.
4. Applications of NLP and CL in Indian contexts: translation, education, and technology.

### Detailed Syllabus

#### Unit: I

Hours: 11

#### Introduction to Language Technology, CL, NLP, and AI

- Definition, scope, and significance of language technology for Indian languages.
- Overview of Computational Linguistics (CL), Natural Language Processing (NLP), and Artificial Intelligence (AI).
- Challenges of Indian languages: linguistic diversity, script variability, and resource-scarcity issues.
- Applications of NLP and CL in Indian contexts: translation, education, and technology.

#### Unit: II

Hours: 11

## Introduction to Major Fields of CL and NLP

- Text Processing: Tokenization, Lemmatization, and Morphological Analysis.
- Syntax Analysis: POS tagging, Dependency Parsing, and Syntax Trees.
- Semantic Processing: Named Entity Recognition (NER), Word Sense Disambiguation (WSD), and Knowledge Graphs.
- Machine Translation: Statistical, Neural, and Rule-Based Translation systems.
- Speech Technology: Speech Recognition and Text-to-Speech (TTS) systems for Indian languages.
- Information Retrieval and Text Summarization: Techniques and tools.
- Sentiment Analysis and Opinion Mining: Algorithms and applications.
- Chatbots

Challenges and advancements in these fields concerning Indian languages.

### Unit: III

Hours: 11

#### Survey of Existing Tools and Potential Area of Research for Indian Languages

- Analysis of existing tools: Indic NLP library, Google Translate, Aksharantar, and Speech Recognition tools.
- Study of text processing, OCR tools, and corpus creation for Indian languages.
- Practical examples: Named Entity Recognition (NER), Tokenization, and Part-of-Speech (POS) tagging tools.
- Potential Area of Research for Indian Languages

### Unit: IV

Hours: 12

#### Introduction to Algorithms and Hands-On Projects

- Fundamentals of algorithms: Design, complexity, and relevance to NLP.
- Explanation and working of key algorithms: Hidden Markov Models (HMMs), N-Gram Models, Decision Trees, Neural Networks, and Transformers.
- Project 1: Case study of any existing language tool for Indian languages (e.g., Google Translate, Aksharantar).
- Project 2: Design a pseudo-algorithm for solving an NLP problem for an Indian language (e.g., spell-checking or text summarization).

## Essential/Recommended Readings/Texts

1. <https://tdil-dc.in/index.php?lang=en>
2. <https://www.education.gov.in/shikshakparv/docs/Umamaheshwar-Rao.pdf>
3. <https://lt4all.elra.info/media/papers/P5/79.pdf>
4. SARMAH, PRIYANKOO. "Indian languages and language technology."
5. Hanumanthappa, M., and M. Narayana Swamy. "A detailed study on Indian languages text mining." *International Journal of Computer Science and Mobile Computing* 3.11 (2014): 54-60.
6. Badodekar, Salil. "Translation resources, services and tools for Indian languages." *Computer science and engineering department, Indian Institute of Technology, Mumbai* 400019 (2003).
7. Nair, Latha R., and S. David Peter. "Machine translation systems for Indian languages." *International Journal of Computer Applications* 39.1 (2012): 0975-8887.
8. Kumar, Ritesh, and Bornini Lahiri. "Language Resources and Technologies for Non-Scheduled and Endangered Indian Languages." *arXiv preprint arXiv:2204.02822* (2022).



9. Lata, Swaran, and Somnath Chandra Vijay Kumar. "Development of Linguistic Resources and Tools for Providing Multilingual Solutions in Indian Languages-A Report on National Initiative." *LREC*. 2010.

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## GE-1: Dharma in Dharmaśāstric Treatises

### 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		
Dharma in Dharmaśāstric Treatises	04	3	1	0	Nil	Nil

### Learning Objectives

This elective course will help students understand the concept of Dharma in ancient Indian thought. Analyze the various schools of Dharmaśāstra and their interpretations of Dharma. Examine the role of Dharma in shaping social, legal, and religious norms in ancient India and evaluate the impact of Dharmaśāstric treatises on contemporary Indian society.

### Learning outcomes

1. Students will be able to define Dharma and explain its significance in ancient Indian philosophy.
2. Students will be able to compare and contrast the different schools of Dharmaśāstra and their perspectives on Dharma.
3. Learners will be able to identify and analyze the key principles and concepts of Dharma as outlined in major Dharmaśāstric treatises.
4. Students will be able to critically assess the relevance and impact of Dharmaśāstric ideas in contemporary Indian society.

### Detailed Syllabus

#### Unit: I

Hours: 12

##### Foundations of Dharma

##### Introduction to Dharma

Defining Dharma: Etymology, philosophical underpinnings, and evolving interpretations.

Sources of Dharma: Vedas, Smritis, Puranas, Itihasas, and other sources.

Symbiotic Relationship between Dharma, Artha, Kama, and Moksha

Schools of Dharmaśāstra: dayabhag, jimutvahan, commentaries

#### Unit: II

Hours: 11

##### Dharma and Social Order

Fourfold division of society:

Duties and responsibilities of Brahmins, Kshatriyas, Vaishyas, and Shudras.

Āshrama Dharma: Four stages of life (Ashramas): Brahmacharya, Grihastha, Vanaprastha, and Sanyasa.

Social mobility and its implications.

**Unit: III****Hours: 11****Dharma and Individual Conduct**

- Duties towards oneself (svadharma): self-control, and ethical conduct 10 characteristics of dharna.
- Duties towards others: Parents, teachers, elders, family, and society.
- Rights and obligations of individuals within the social and legal framework.

**Unit: IV****Hours: 11****Women and Dharma**

- Status and role of women in ancient Indian society.
- Legal rights and entitlements of women.
- Changing perceptions of women's roles across different periods.

**Essential/Recommended Readings/Texts**

1. Banerji, Sures Chandra. *A brief history of Dharmaśāstra*. Abhinav Publications, 1999.
2. Kane, Pandurang Vaman. *History of dharmaśāstra*. Vol.1 & 2. Poona: Bhandarkar Oriental Research Institute, 1973.
3. Kangle, R.P. (2010) *Kautilya Arthashastra*, Motilal Banarasidass
4. T. Ganpatishastri (2013) *Arthashastra of Kautilya* English translated by N.P Unni, New Bharatiya Book Corporation
5. Shamashastry, R. (2021) *Kautilya's Arthashastra*, Dev Publishers & Distributors
6. कमलनयनशर्मा, याज्ञवल्क्यस्मृति (व्यवहाराध्याय) मिताक्षरा टीका सहित, जगदीश संस्कृत पुस्तकालय, जयपुर।
7. मिश्र, जगदीशचन्द्र. (2019). शुक्रनीति: भाग 1-2. चौखम्बा संस्कृत संस्थान, वाराणसी.

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## GE-1: Survey of Sanskrit Poetry-1

### 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		
Survey of Sanskrit Poetry-1	04	3	1	0	Nil	Nil

### Learning Objectives

The purpose of this course is to familiarize the students with the important poetic contributions of the famous poets of Sanskrit literature.

### Learning outcomes

Upon successful completion of this course students:

- will have a broad perspective of the field of famous poets of Sanskrit literature and their contributions.
- will be successful in applying this knowledge for critical analysis.

### Detailed Syllabus

#### Unit: I

Hours: 11

अश्वघोष – कालविषयक विभिन्न मत, जीवनवृत्त, रचनाएँ (बुद्धचरित, सौन्दरनन्द, शारिपुत्रप्रकरण, राष्ट्रपालनाटक), साहित्यिक वैशिष्ट्य, रचनाओं में प्रतिबिम्बित दार्शनिक सिद्धान्त।

#### Unit: II

Hours: 11

कालिदास – कालविषयक विभिन्न मत, जीवनवृत्त, रचनाएँ (कुमारसम्भव, रघुवंश, मालविकाग्निमित्र, विक्रमोर्वशीय, अभिज्ञानशाकुन्तल, ऋतुसंहार, मेघदूत), मूलकथा में परिवर्तन तथा उसका औचित्य, साहित्यिक वैशिष्ट्य, उपमा कालिदासस्य।

#### Unit: III

Hours: 12

भारवि – कालविषयक विभिन्न मत, जीवनवृत्त, रचनाएँ, मूलकथा में परिवर्तन तथा उसका औचित्य, साहित्यिक वैशिष्ट्य, अर्थगौरव।

#### Unit: IV

Hours: 11

भट्टि – कालविषयक विभिन्न मत, जीवनवृत्त, रचनाएँ, मूलकथा में परिवर्तन तथा उसका औचित्य, साहित्यिक वैशिष्ट्य, विविध शास्त्रीय पाण्डित्य।

## **Essential/Recommended Readings/Texts**

### **Essential Readings:**

1. व्यास भोलाशंकर – संस्कृत कवि दर्शन, चौखम्बा विद्याभवन, वाराणसी
2. शर्मा उमा शंकर ‘ऋषि’ – संस्कृत साहित्य का इतिहास, चौखम्बा भारती अकादमी, वाराणसी
3. Arthur A. Macdonell – History of Sanskrit Literature, Munshiram Manoharlal, New Delhi.
4. Aggarwal Hans Raj – A short history of Sanskrit Literature, Munshiram Manoharlal, New Delhi.

### **Additional Resources:**

1. भारद्वाज, शिवप्रसाद – कालिदास-दर्पण, विश्वेश्वरानन्द विश्वबन्धु संस्कृत व भारत-भारती अनुशीलन संस्थान, होशियारपुर, 1983
2. अवस्थी प्रेमा – महाकवि भारविकृत ‘किरातार्जुनीयम्’ एक समीक्षा, भारतीय प्रकाशन, कानपुर
3. डिंडोरिया वेद प्रकाश – औचित्य सिद्धान्त एवं किरातार्जुनीयम्, परिमल प्रकाशन, दिल्ली
4. तिवारी, रमाशंकर – नाटककार कालिदास और काव्यकार कालिदास, परिमल पब्लिकेशन्स, दिल्ली 2001
5. Gangopadhyay Mrinal Kanti - Bharavi , Sahitya Academy, New Delhi
6. Har Shaktipada - Bharavi and Kiratarjuniyam, Sanskrit Pustak Bhandar, Calcutta

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

## GE-1: Basic Elements of Modern Sanskrit Poetics-1

### 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		
Basic Elements of Modern Sanskrit Poetics-1	04	3	1	0	Nil	Nil

### Learning Objectives

This course gives basic and necessary information on modern Sanskrit Poetics. It also focuses on all the basic poetic elements in Modern Sanskrit Poetics.

### Learning outcomes

After the completion of the course students will:

- Will have an understanding of the new approach in the realm of Sanskrit Poetics;
- Will acquire knowledge of the different dimensions of poetry i.e. effects (Prayojana), cause (Hetu), definition (Lakshana) and forms (Kavya-bheda), through the reading of the modern Sanskrit Poetics.
- will be able to compare modern thoughts of poetries.
- become aware of the expanse and the depth of modern Sanskrit poetries;
- gain the ability to explain and critically analyze the Sanskrit texts.

### Detailed Syllabus

#### Unit: I

Hours: 11

#### काव्यप्रयोजन

राजचूडामणि दीक्षित, श्रीकृष्ण कवि, विद्याराम, अच्युतराय शर्मन् 'मोडक', छज्जू राम शास्त्री, हरिदास सिद्धान्तवागीश, रेवाप्रसाद द्विवेदी, ब्रह्मानन्द शर्मा, सीताराम चतुर्वेदी, शङ्करदेव अवतरे, रमाशंकर तिवारी, अभिराज राजेन्द्र मिश्र, राधावल्लभ त्रिपाठी, हर्षदेव माधव के अनुसार।

#### Unit: II

Hours: 11

#### काव्यहेतु

राजचूडामणि दीक्षित, विद्याराम, चिरञ्जीव भट्टाचार्य, अच्युतराय शर्मन् 'मोडक', छज्जू राम शास्त्री, रेवाप्रसाद द्विवेदी, ब्रह्मानन्द शर्मा, अभिराज राजेन्द्र मिश्र, राधावल्लभ त्रिपाठी, हर्षदेव माधव के अनुसार।

#### Unit: III

Hours: 11

### काव्यलक्षण

विद्याराम, नरसिंह कवि, श्रीकृष्ण कवि, अच्युतराय शर्मन् 'मोडक', छज्जू राम शास्त्री, हरिदास सिद्धान्तवागीश, रेवाप्रसाद द्विवेदी, ब्रह्मानन्द शर्मा, रामप्रताप विद्यालङ्कार, अभिराज राजेन्द्र मिश्र, राधावल्लभ त्रिपाठी, शङ्करदेव अवतरे, रमाशंकर तिवारी, हर्षदेव माधव के अनुसार।

**Unit: IV**

**Hours: 12**

### काव्यभेद

छन्द की दृष्टि से, भाषा की दृष्टि से, व्यङ्ग्य की दृष्टि से और प्रयोग आदि की दृष्टि से – विद्याराम, नरसिंह कवि, श्रीकृष्ण कवि, अच्युतराय शर्मन् 'मोडक', छज्जू राम शास्त्री, विश्वनाथ देव, रेवाप्रसाद द्विवेदी, ब्रह्मानन्द शर्मा, रमाशंकर तिवारी, अभिराज राजेन्द्र मिश्र, राधावल्लभ त्रिपाठी, हर्षदेव माधव के अनुसार।

### Essential/Recommended Readings/Texts

#### Essential Reading:

1. श्रीवास्तव आनन्द कुमार – आधुनिक संस्कृत काव्यशास्त्र – ईस्टर्न बुक लिंकर्स, दिल्ली
2. उपाध्याय, बलदेव (प्र.स.), पाठक, जगन्नाथ (सं.)- संस्कृत वाङ्मय का बृहद् इतिहास (सप्तम खण्ड), उत्तरप्रदेश संस्कृत संस्थान, लखनऊ, 2000
3. द्विवेदी, रहसबिहारी, साहित्यविमर्शः, सम्पूर्णानन्द संस्कृत विश्वविद्यालय, वाराणसी, 2002
4. पाण्डेय, रमाकान्त, आधुनिक संस्कृत काव्यशास्त्रसमीक्षणम्, जगदीश संस्कृत पुस्तकालय, जयपुर, 2009
5. राजेन्द्र कुमार, आधुनिक संस्कृत काव्यशास्त्रीय ग्रन्थों में मौलिकता, भारतीय विद्या प्रकाशन, दिल्ली, 2007
6. यादव राजमङ्गल, संस्कृत काव्यशास्त्र की अर्वाचीन परम्परा, प्रतिभा प्रकाशन, दिल्ली, 2011

#### Additional Readings:

1. त्रिपाठी, राधावल्लभ – संस्कृत साहित्य का अभिनव इतिहास, विश्वविद्यालय प्रकाशन, वाराणसी, 2007
2. मिश्र, राजेन्द्र – विंशति शताब्दी संस्कृत काव्यामृतम्, दिल्ली संस्कृत अकादमी, दिल्ली
3. शास्त्री, कलानाथ - आधुनिक-संस्कृत-साहित्यस्येतिहासः, जयपुर
4. यादव, राजमङ्गल – अर्वाचीन संस्कृत साहित्य, जे. पी. पब्लिसिंग हाउस, दिल्ली, 2015

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

## GE-1: Basic elements of Sanskrit Poetics-1

### 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		
Basic elements of Sanskrit Poetics-1	04	3	1	0	Nil	Nil

### Learning Objectives

This course gives basic and necessary information of Sanskrit Poetics. It also focuses on all the basic poetic elements in Sanskrit Poetics.

### Learning outcomes

After the completion of the course students will:

- Will acquire knowledge of the different dimensions of poetry i.e. effects (Prayojana), cause (Hetu), definition (Lakshana) and forms (Kavya-bheda), through the reading of the Sanskrit Poetics.
- will be able to learn the thoughts of Sanskrit poetics.
- become aware of the expanse and the depth of Sanskrit poetics;
- gain the ability to explain and critically analyze the Sanskrit texts.

### Detailed Syllabus

#### Unit: I

Hours: 11

#### काव्यप्रयोजन

भरत, अग्निपुराण, भामह, वामन, रुद्रट, आनन्दवर्धन, कुन्तक, भोज, मम्मट, हेमचन्द्र, वाग्भट, रामचन्द्र-गुणचन्द्र, विश्वनाथ, पण्डितराज जगन्नाथ आचार्यों के मत में।

#### Unit: II

Hours: 11

#### काव्यहेतु

भामह, दण्डी, वामन, रुद्रट, आनन्दवर्धन, कुन्तक, महिमभट्ट, भोज, राजशेखर, मम्मट, हेमचन्द्र, वाग्भट, रामचन्द्र-गुणचन्द्र, जयदेव, विश्वनाथ, पण्डितराज जगन्नाथ आचार्यों के मत में।

#### Unit: III

Hours: 11

#### काव्यलक्षण



अग्निपुराण, भामह, दण्डी, वामन, रुद्रट, आनन्दवर्धन, कुन्तक, भोज, मम्मट, हेमचन्द्र, वाग्भट, जयदेव, विद्यानाथ, विद्याधर, विश्वनाथ, पण्डितराज जगन्नाथ आचार्यों के मत में।

**Unit: IV**

**Hours: 12**

**काव्यभेद**

छन्द की दृष्टि से, भाषा की दृष्टि से, व्यङ्ग्य की दृष्टि से और प्रयोग की दृष्टि से – भामह, दण्डी, वामन, आनन्दवर्धन, मम्मट, विद्यानाथ, विश्वनाथ, पण्डितराज जगन्नाथ आचार्यों के मत में।

## **Essential/Recommended Readings/Texts**

### **Essential Reading:**

1. उपाध्याय, बलदेव - भारतीयसाहित्यशास्त्र, चौखम्बाप्रकाशन, वाराणसी
2. कृष्णकुमार - अलंकारशास्त्र का इतिहास, साहित्य भण्डार, मेरठ
3. De, S.K. - History of Sanskrit Poetics, K.L. Mukhopadhyay, Calcutta
4. Kane, P.V. - History of Sanskrit Poetics, MLBD, Delhi
5. Raghavan, V. - Studies on Some Concepts of Alamkāraśāstra, Adyar Library, Madras

### **Additional Readings:**

1. 'हीरा' राजवंश सहाय – अलङ्कारों का ऐतिहासिक विकास, बिहार हिन्दी ग्रन्थ अकादमी, पटना।
2. चौधरी सत्यदेव - काव्यशास्त्र के परिदृश्य, परिमल पब्लिकेशन्स, दिल्ली।
3. नगेन्द्र – रससिद्धान्त, मयूर पेपर बैक्स, नोएडा।
4. Raghavan V. and Nagendra - An Introduction to Indian Poetics, Macmillan and Company Limited, Madras.
5. Raghavan V. - The Number of Rasas, The Adyar Literary and Research Centre, Madras.

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

## GE-1: Origin and Development of Indian Astrology

### 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		
Origin and Development of Indian Astrology	04	3	1	0	Nil	Nil

### Learning Objectives

The objective of this course is to give knowledge about history, development of Indian astrology, the concept behind Indian Astrology and brief introduction of ancient acharyas.

### Learning outcomes

After studying this course students:

1. will be able to know the development of Indian astrology and its importance in day to day life.
2. Will be able to know the contribution of Indian astrology to the modern science.
3. Will be able to contribute the society, nation and humanity through Indian astrology.
4. Will be familiarize with the individual contribution of Acharyas in the making of the rich tradition of Jyotish-shastra

### Detailed Syllabus

#### Unit: I

Hours: 11

ज्योतिषशास्त्र की परिभाषा, ज्योतिषशास्त्र का उद्भव, क्रमिक विकास ।

#### Unit: II

Hours: 11

ज्योतिषशास्त्र का महत्त्व, उपयोगिता व कालविभाजन (वर्गीकरण) ।

#### Unit: III

Hours: 11

प्रमुख प्राचीन आचार्यों के ग्रन्थ एवं उनका परिचय (आर्यभट्ट-प्रथम, आर्यभट्ट द्वितीय, कालकाचार्य, वराहमिहिर) ।

#### Unit: IV

Hours: 12

प्रमुख प्राचीन आचार्यों के ग्रन्थ एवं उनका परिचय (कल्याणवर्मा, ब्रह्मगुप्त, भास्कराचार्य, गणेशदैवज्ञ)

### Essential/Recommended Readings/Texts

1. भारतीय ज्योतिषशास्त्र का इतिहास-गोरखप्रसाद, हिन्दी संस्थान, लखनऊ, 1974 ।

2. भारतीय ज्योतिषशास्त्र का इतिहास-नेमिचंद्रशास्त्री, भारतीयज्ञानपीठ, नई दिल्ली,1970।
3. भारतीय ज्योतिषशास्त्र का इतिहास- शंकर बालकृष्ण दीक्षित (अनु.), शिवनाथ झारखण्डी, हिन्दी संस्थान, लखनऊ,1975 ।
4. History of Indian Astronomy - Sankar Balkrishna Dikshit, Government of India Book Dept, Calcutta,1981

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## GE-1: Important Characters of the Vālmīki Rāmāyaṇa

### 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		
Important Characters of the Vālmīki Rāmāyaṇa	04	3	1	0	Nil	Nil

### Learning Objectives

The objective of this course to present the valuable cultural heritage of India as preserved in Vālmīki Rāmāyaṇa. The course shows how the Vālmīki Rāmāyaṇa play a pivotal role in shaping the life and cultural of Indian people, highlighting the social, economic, geographical, political, philosophical and educational systems thereof.

### Learning outcomes

After the completion of this course the students will:

- gain the qualities of Maryādā Puruṣottama, ideal brother, son, devotee through the characters of the Vālmīki Rāmāyaṇa.
- Be informed of the basic structure, contents and importance of Vālmīki Rāmāyaṇa.
- have thorough understanding contents & historical importance of the Vālmīki Rāmāyaṇa.
- be familiarized with the forms of Ramayana as a source of various arts, religion, literature, culture, sciences etc.

### Detailed Syllabus

#### Unit: I

Hours: 11

#### ऋषिपात्र

वाल्मीकि, वशिष्ठ, विश्वामित्र, ऋष्यशृङ्ग, परशुराम, अगस्त्य, भरद्वाज, नारद, विश्रवा।

#### Unit: II

Hours: 11

#### मुख्यतया वर्णित पुरुषपात्र –

दशरथ, राम, भरत, लक्ष्मण, जनक, बाली, सुग्रीव, हनुमान्, अङ्गद, रावण, इन्द्रजित्, लव, कुश।

#### Unit: III

Hours: 11

#### मुख्यतया वर्णित स्त्रीपात्र –

सीता, कैकेई, कौशल्या, शान्ता, तारा, मन्दोदरी, त्रिजटा, अहिल्या, अनसूया, शूर्पनखा, ताडका।

#### Unit: IV

Hours: 12

अल्पतया वर्णित पात्र –

श्रवणकुमार, शबरी, जटायु, नल, नील, जामवन्त, विभीषण, शत्रुघ्न, सुमन्त्र, कुम्भकर्ण, मारीच, माल्यवान्।

### **Essential/Recommended Readings/Texts**

#### **Essential Readings:**

1. Ramayana with Hindi trans., Gita Press, Gorakhpur.
2. Ramayana with four commentaries by Govindaraja & others, Lakshmi Venkateswara Press, Bombay, 1935
3. Ramayana ed. by ChinnaSwamiSastrigal and V.H. Subrahmanyam Shastri, Pub. by N. Ramaratham, Madras, 1958

#### **Additional Resources:**

1. Some ideal characters of Rāmāyaṇa - Jayadayal Goyandka, Gita Press, Gorakhpur.
2. Hopkins, E.W., The Great Epic of India, Reprinted by Punthi Pushtaka, Calcutta, 1969
3. Ramayana with four commentaries by Govindaraja & others, Lakshmi Venkateswara Press, Bombay, 1935
4. Ramayana ed. by ChinnaSwami Sastrigal and V.H. Subrahmanyam Shastri, Pub. by N. Ramaratham, Madras, 1958.

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## GE-1: Ayurvedic Tradition

### 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		
Ayurvedic Tradition	04	3	1	0	Nil	Nil

### Learning Objectives

Ayurveda is a traditional Indian medical system considered one of the oldest medical systems. It's based on the idea that all aspects of life impact health, and that balance is achieved through lifestyle practices. The earliest references to Ayurveda are in the Vedas. The Atharva Veda includes teachings on hygiene, anatomy, surgery, physiology, and herbs. The Charaka Samhita and Susruta Samhita are medical treatises. Ayurveda is based on the idea that health is achieved when the body's doshas (vata, pitta, and kapha) are in harmony. It also considers the gunas, or mental doshas. The objective of this course is to provide the history and Fundamentals of Ayurvedic Tradition.

### Learning outcomes

- The students will be able to learn about the Ayurveda and its traditions from the vedic period.
- Also able to learn that Ayurveda is based on the idea that health is achieved when the body's doshas (vata, pitta, and kapha) are in harmony.
- Also able to learn that It also considers the gunas, or mental doshas.
- The objective of this course is to provide the history and Fundamentals of Ayurvedic Tradition.

### Detailed Syllabus

#### Unit: I

**Hours: 11**

##### History of *Ayurveda*

Definition and Explanation

Origin and lineage of Ayurveda

References of Ayurveda in Veda, Upanishad and Puranas.

Structure, Specialities, Time period of Ayurveda Samhitas and their commentaries (including Special contributions of authors and commentators): Charaka Samhita, Sushruta Samhita, Ashtanga Sangraha, Ashtanga Hridaya, Bhela Samhita, Hareeta Samhita, Kashyapa Samhita.

Structure, Contributions and importance of Laghutrayee and Commentaries: Madhava Nidana, Sharngadhara Samhita, Bhavaprakasha.

Introduction to Vrikshayurveda, Hasty Ayurveda and Ashwayurveda. (Included in Transitional Curriculum)

#### Unit: II

**Hours: 11**

##### Basic Principles of Ayurveda

Concept and Function of Tridosha, Sapta Dhatu (Seven Body Tissues: Rasa, Rakta, Mamsa, Meda, Asthi, Majja, Shukra)

**Unit: III**

**Hours: 11**

**Eight Branches of Ayurveda**

- Kaaya Chikitsa (Internal Medicine)
- Baala Chikitsa (Treatment of Children / Pediatrics)
- Graha Chikitsa (Demonology / Psychology)
- Urdhvaanga Chikitsa (Treatment of disease above the clavicle)
- Shalya Chikitsa (Surgery)
- Damstra Chikitsa (Toxicology)
- Jara Chikitsa (Geriatrics, Rejuvenation)
- Vrsha Chikitsa (Aphrodisiac therapy)

**Unit: IV**

**Hours: 12**

Dinacharyā & ěrutacaryā,

**Essential/Recommended Readings/Texts**

1. Athavale, V. B. Basic Principles of Ayurveda. Chaukhamba Sanskrit Pratishtan.
2. Raghava Varier, M. R. Brief History of Ayurveda. Oxford University Press India, New Delhi, 2020.
3. शुक्ल, विद्याधर, और रविदत्त त्रिपाठी. आयुर्वेद का इतिहास एवं परिचय. चौखम्बा संस्कृत प्रतिष्ठान, दिल्ली.
4. शुक्ल, वागीश्वर. आयुर्वेद का इतिहास. चौखम्बा अमरभारती प्रकाशन.
5. Yadav, Deepak P. Ayurveda ka Itihas. Chaukhamba Surbharti Prakashan, Varanasi, 2010.

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## GE-1: Tradition of Aadi Shankaracharya

### 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		
Tradition of Aadi Shankaracharya	04	3	1	0	Nil	Nil

### Learning Objectives

Aadi Shankaracharya was a renowned Indian philosopher and theologian who not only played a crucial role in the development and propagation of Advaita Vedanta but also paved the way to convert philosophy into practice. On one hand, his teachings and interpretations of ancient texts continue to influence various aspects of Indian philosophy and spirituality, while on the other, he established Shankaramathas to uphold the Sanatana Baharatiya Values and promote the ascetic lifestyle. The Course will enable the learners to understand the life and values propagated by Aadi Shankaracharya and his tradition.

### Learning outcomes

After this course, the learners will be able to  
Explore the life and values promoted by Aadi Shankaracharya and his tradition of Sahnkaramathas.  
To understand and adopt the all time relevant vision and values promoted by the Shankara tradition  
To evaluate the contributions of Shankaracharyas in preserving and promoting the Sanatana values and lifestyle  
To emerge as an awakened being/to contribute in making Bharata a greater place.

### Detailed Syllabus

#### Unit: I आदिशंकराचार्य एवम् उनकी परम्परा

Hours: 11

आदिशंकराचार्य : सामान्य परिचय

काल निर्धारण

शंकराचार्यों की परम्परा

शांकरमठ: एक अध्ययन

#### Unit: II शांकरसम्प्रदाय

Hours: 11

दशनामी सम्प्रदाय



अन्य सम्प्रदाय – दण्डी सम्प्रदाय, नागा सम्प्रदाय

**Unit: III शंकराचार्य-साहित्य: एक सर्वेक्षण**

**Hours: 11**

भाष्यसाहित्य

स्तोत्रसाहित्य

प्रकरण ग्रन्थ

तन्त्र ग्रन्थ

**Unit: IV स्वतन्त्रता-आन्दोलन में शांकरमठों की भूमिका**

**Hours: 12**

स्वतन्त्रता-आन्दोलन में शांकरमठों की भूमिका

**Essential/Recommended Readings/Texts**

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## GE-1: भारतवर्ष-नामकरण की परम्परा

### 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		
भारतवर्ष-नामकरण की परम्परा	04	3	1	0	Nil	Nil

### Learning Objectives

Bharata, the name itself carries a great significance and legacy of rich values. Understanding its nomenclature from the various sources - Vedic as well as Pauranika, historical as well as literary, will enable the learners to understand the character and nature of the Bharata - the origin of the world's classical schools of philosophies. It will promote respect and pride for Bharatiya culture and history. It will enable the learners to develop new paradigms and perspectives for understanding Bharata.

### Learning outcomes

The students will be able to

- Understand the significance of Bharata in contemporary concept of the global village
- Analyze and justify the various aspects of Name Bharata on the basis of the authentic references and sources.
- Apply the knowledge thus gained to imbibe the sense of pride in the learners
- Create an environment of Vishva Bandhutvam

### Detailed Syllabus

#### Unit: I

Hours: 11

भारत: नामकरण - वैदिक स्रोत एवं सन्दर्भ

भारत के नामकरण की अन्वर्थकता, व्युत्पत्ति

भारत के विविध नाम – अजनाभवर्ष, जम्बूद्वीप, इत्यादि

भारत : वैदिक सन्दर्भ

वेदों में सप्तसैन्धव प्रदेश (ऋग्वेद 8.24.27, 1.32.12, 1.34.8, 1.71.7)

#### Unit: II

Hours: 11

भारतवर्ष - ऐतिहासिक स्रोत एवं सन्दर्भ

रामायण में भारतवर्ष

महाभारत में भारतवर्ष – सुदर्शन द्वीप, जम्बूद्वीप  
राजतरंगिणी में भारतवर्ष  
कोशग्रन्थों में भारतवर्ष

### Unit: III

Hours: 11

भारतवर्ष - पौराणिक स्रोत एवं सन्दर्भ

अग्निपुराण में भारतवर्ष  
मत्स्यपुराण में भारतवर्ष (अध्याय 114. 5-6, 17-58)  
भागवतपुराण में भारतवर्ष (स्कन्द 5, अध्याय 16)  
मार्कण्डेयपुराण में भारतवर्ष (अध्याय 57.5)  
वायुपुराण में भारतवर्ष (अध्याय 34.12, 45.78-80)  
विष्णुपुराण में भारतवर्ष (to be added)  
पौराणिक भुवनकोश में भारतवर्ष

### Unit: IV

Hours: 12

भारतवर्ष - साहित्यिक स्रोत एवं सन्दर्भ

सूत्रसाहित्य में भारतवर्ष  
कौटिलीय अर्थशास्त्र, बृहत्संहिता  
कालिदास, बाणभट्ट और भारवि का भारतवर्ष

### Essential/Recommended Readings/Texts

1. सांमनस्यम सूक्त अथर्ववेद ३.३०
2. पृथ्वी सूक्त १२.१
3. स्वराज्य सूक्त ऋग्वेद ५.६६.६
4. ऋग्वेद ५.६६.६
5. यजुर्वेद १०-३, ४, ५, ६
6. ऋग्वेद संहिता-सायणभाष्य, वैदिक संशोधन मण्डल, पूना, 1972
7. यजुर्वेद वैदिक संशोधन मण्डल, पूना,
8. अथर्ववेद, वैदिक संशोधन मण्डल, पूना,
9. ऋग्वेद संहिता-श्रीपाद दामोदर सातवलेकर भाष्य, स्वाध्याय मण्डल पारडी, 1969
10. ऋग्वेद संहिता-दयानन्द भाष्य, दयानन्द संस्थान, दिल्ली
11. ऐतरेय ब्राह्मणम्-श्रीमद् सायणाचार्य विरचित भाष्य समेतम् (सम्पा.) शास्त्री काशीनाथ,
12. गीताप्रेस गोरखपुर द्वारा प्रकाशित पुराण
13. पुराण विमर्श - बलदेव उपाध्याय; 1978
14. मार्कण्डेय पुराण एक परिशीलन- कांतिभाई एस. प्रजापति;
15. इंद्रविजयः भारतवर्षीयार्योपाख्यानम् (हिन्दीभाषानुवादसहितः)- मधुसूदन ओझा; जोधपुर; 1997
16. Tripathi, Ranjan Kumar. (2019). Bhaugolik Abhidhaan Kosha (Arsh Mahaakaavyo se Sambadha), Vidyanidhi Prakaashan, Delhi, ISBN-978-93-85539-57-2 2

17. संस्कृत वाङ्मय का वृहद् इतिहास- बलदेव उपाध्याय

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## GE-1: Introduction to 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 Philosophy	04	3	1	0	Nil	Nil

### Learning Objectives

The objective of this course is to present the Philosophical concepts and doctrines of Indian and Western philosophy. The course especially highlights these scriptures as the knowledge domains of the elements of Indian and Western philosophy and their development as a system of Indian and Western philosophy.

### Learning outcomes

After the completion of this the course the students will:

1. be able to acquire the knowledge of various philosophical thoughts as reflected in these philosophical systems.
2. be able to understand and explain the conceptual terms therein.
3. be able to compare the thoughts with the schools of Indian and Western philosophy.
4. be able to apply their knowledge in day to day practical life for peace, harmony and welfare of humanity.

### Detailed Syllabus

#### Unit: I

Hours: 11

Indian Philosophy

Basic Features of Indian Philosophy, The Nature of Philosophy, The Meaning & Scope of Indian Philosophy

#### Unit: II

Hours: 11

Schools of Indian Philosophy

Heterodox Systems: Cārvāka, Bauddha & Jaina

Orthodox Systems: Sāṃkhya, Yoga, Nyāya, Vaiśeṣika, Mīmāṃsā, Advaita Vedānta, Bhakti Vedānta

#### Unit: III

Hours: 11

Western Philosophy

Greek Philosophy- Plato, Aristotle

### **Essential/Recommended Readings/Texts**

1. शर्मा, चन्द्रधर. *भारतीय दर्शन: आलोचन और अनुशीलन*. मोतीलाल बनारसीदास, दिल्ली, 2004.
2. शर्मा, चन्द्रधर. *पाश्चात्य दर्शन*. मनोहर प्रकाशन, वाराणसी, 1984
3. नरेन्द्रदेव, आचार्य. *बौद्ध धर्म-दर्शन*. मोतीलाल बनारसीदास, दिल्ली, 2015
4. उपाध्याय, बलदेव. *बौद्ध दर्शन*. शारदा मन्दिर, बनारस, 1946
5. जैन, महेन्द्र कुमार. *जैन दर्शन*. जैन ग्रन्थमाला, वाराणसी, 1966
6. Dasgupta, S. N. *History of Indian Philosophy*. Vols. I–V, Motilal Banarsidass, Delhi, 1975.
7. Radhakrishnan, S. *Indian Philosophy*. Vols. I–II, George Allen & Unwin, London, 1933.
8. Dasgupta, S. N. *History of Indian Philosophy*. Motilal Banarsidass, Delhi, 1975.
9. Sinha, J. (1996). *Indian Psychology* (Vols. I-III). Motilal Banarsidass.
10. Vidyabhusana, S. C. (1921). *A History of Indian Logic: Ancient, Mediaeval, and Modern Schools*. Calcutta University.

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## **GE-1: Introduction to Bhāratīya Jñana Paramparā**

### **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		
<b>Introduction to Bhāratīya Jñana Paramparā</b>	<b>04</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Nil</b>	<b>Nil</b>

### **Learning Objectives**

Upon successful completion of this course, students will develop a comprehensive understanding of the classification, organization, and transmission of knowledge in the Introduction to Bhāratīya Jñana Paramparā or Indian Knowledge System (IKS). They will gain insights into the structure and significance of Vedic literature, Purāṇas, Itihāsas, and Indian philosophical traditions. The course will also familiarize students with key scientific and mathematical contributions from ancient India, fostering a deeper appreciation of traditional wisdom. Additionally, students will acquire analytical and research skills by engaging in case studies and projects, enabling them to contextualize ancient knowledge within contemporary frameworks.

### **Learning outcomes**

- To understand the classification of knowledge in ancient India, including the fourteen and eighteen Vidyāsthānas, Vedāṅgas, and Śāstras.
- To analyze the Indian philosophical traditions, their unique features, and contributions to various disciplines.
- To explore the structure and significance of Vedic literature and its impact on Indian society and culture.
- To examine ancient Indian contributions in science, mathematics, health, and governance.
- To develop research skills through assignments and projects focusing on knowledge organization and transmission in IKS.

## Detailed Syllabus

### Unit: I

Hours: 11

Introduction, Knowledge Classification, Organisation and Transmission

- IKS: Nature, Characteristics, Scope and Relevance.
- Knowledge Classification: Caturdaśa Vidyāsthānas/Aṣṭādaśa Vidyāsthānas: 14/18 branches of learning in ancient India — Purāṇa, Nyāya, Mīmāṃsā, Dharmaśāstra, six Vedāṅgas: (Śikṣā, Vyākaraṇa, Nirukta, Chanda, Jyotiṣa, Kalpa) and four Vedas — Ṛgveda, Yajurveda, Sāmaveda, and Atharvaveda. Upavedas; introductory information on them. Śāstras and some introductory information on them. Indian Philosophical Systems; Purāṇas, Itihāsa (Rāmāyaṇa, Mahābhārata), Nītisāstras, Subhāṣitas. 64 Kalās; texts of Science and Mathematics; Traditional Knowledge.
- Project (Group Task): To make a more inclusive system of classification for IKS.
- Knowledge Organisation:
  - Anubandha Catuṣṭaya;
  - Uddeśa, Lakṣaṇa, Parīkṣā;
  - Maṅgalācaraṇa and Puṣpikā;
  - Sutra, Bhāṣya, Vārtika, Prakaraṇa-grantha;
  - Six Saṅgatis.
  - Case Study: Apply any one of the above on any one tradition (Pāṇinian Grammar, Nyāya, Advaita Vedānta, etc.)
- Knowledge Transmission: Indian System of Education (Formal and Informal)
- Assignment (Individual): Prepare a list of texts or key contributors in any one tradition other than those taught in the case study. (Choose any sub-domain from Literary, Linguistic, Philosophical, Social and Political, Folk or Scientific traditions. For Example: Pāṇinian Grammar, Nyaya, Advaita Vedanta, etc.)

### Unit: II

Hours: 11

Vedic Corpus

- Introduction to Vedas, The Four Vedas, Four Divisions of Each Vedas
- Introduction to Vedāṅgas
- Pañca-mahā-yajña
- Vedic Life: Distinctive Features
- Assignment: Write an Assignment on any of the famous vāda in Upaniṣad

Wisdom Through Ages

- Purāṇa- An Encyclopaedic Work: 18 Purāṇas, their names and five general characteristics of Purāṇas — Sarga, Pratisarga, Vaṃśa, Manvantara, and Vaṃśānucarit; Contents and Issues of Interest in the Purāṇa
- Definition of Itihāsa and Itihāsa as a Source of Wisdom
- Rāmāyaṇa - Key Issues and Messages
- Mahābhārata sourcebook of Wisdom
- Nītisastra
- Subhāṣita
- Project: To collect Subhāṣita which are helpful in different fields or phases of life.

### Unit: III

Hours: 11

Indian Philosophical Traditions

- Indian Philosophical Systems: Development, Unique Features and Total Numbers of Schools
- Group Discussion: Discuss the issues and challenges in classifying Indian Philosophy into āstika and nāstika.
- Major Schools of Philosophy and Their Theories



- Sāṃkhya and Yoga Schools of Philosophy
- Nyāya and Vaiśeṣika Schools of Philosophy
- Pūrva-mīmāṃsā and Uttara-mīmāṃsā Schools of Philosophy
- Kāśmīra Śaiva
- Jaina School of Philosophy
- Bauddha School of Philosophy
- Cārvāka School of Philosophy

#### Unit: IV

Hours: 12

#### Introduction to Indian Science and Mathematics

##### History and Key Concepts of Following Fields

- Linguistics
- Astronomy
- Mathematics
- Health, Wellness and Psychology
- Rasāyanaśāstra: Science of Chemicals and Pharmaceuticals
- Engineering and Technology
- Town Planning, Architecture, Iconography and Painting
- Agriculture and Animal Husbandry
- Arthaśāstra: Economy, Law, Governance and Public Administration

#### Essential/Recommended Readings/Texts

1. Kapoor, K., & Singh, A. K. (Eds.). (2005). Indian Knowledge Systems (Vols. 1-2). D.K. Printworld (P) Ltd.
2. Dharampal. (1983). The Beautiful Tree: Indigenous Indian Education in the Eighteenth Century. Biblia Impex Private Limited.
3. Dharampal. (1971). Indian Science and Technology in the Eighteenth Century: Some Contemporary European Accounts. Impex India.
4. Mahadevan, B., Bhat, V. R., & Nagendra, P. R. N. (2022). Introduction to Indian Knowledge System: Concepts and Applications. PHI Learning Private Ltd.
5. India Foundation. (2022). India's Ancient Scientific Knowledge. Retrieved from <https://indiafoundation.in/articles-and-commentaries/indias-ancient-scientific-knowledge/>
6. Kak, S. C. (2005). Science in Ancient India. Retrieved from <https://www.ece.lsu.edu/kak/a3.pdf>
7. Mishra, Vidyānivas. (2008). हिंदू धर्म: जीवन में सनातन की खोज. वाग्देवी प्रकाशन.
8. Central Board of Secondary Education. (2024-2025). Knowledge Traditions and Practices of India: Syllabus for Classes XI & XII.
9. Danino, M. (2010). The Lost River: On the Trail of the Sarasvati. Penguin Books India. ISBN 9780143068648.
10. Sharma, S. K. (2023). Bhartiya Pragya: Parampara ka Punya Prawah. National Book Trust, India. ISBN 9788123796321.
11. Mishra, Girishavara (editor). (2019). Bharat Ki Pehchan. National Book Trust, India.
12. Sinha, J. (1996). Indian Psychology (Vols. I-III). Motilal Banarsidass.
13. Vidyabhusana, S. C. (1921). A History of Indian Logic: Ancient, Mediaeval, and Modern Schools. Calcutta University.
14. Keith, A. B. (1921). Indian Logic and Atomism: An Exposition of the Nyaya and Vaisheshika Systems. Oxford University Press.
15. Udayana. (1885 & 1887). Kiraṇāvali. Benares.

16. Dharmakīrti. (1924). Nyāyabindu. Benares.
17. Dharmottara. (1924). Nyāyabindutīkā. Benares.
18. Vātsyāyana. (1919). Nyāyabhāṣya. (Jīvānanda's ed.). Calcutta.
19. Jayasimhasūri. (1910). Nyāyatātparyadīpikā. B.I.
20. Śrīdhara. (1895). Nyāyakandalī. V.S.S., Benares.
21. Jayanta. (1895). Nyāyamañjarī. V.S.S., Benares.
22. Gautama. (1919). Nyāya Sūtra. (Jīvānanda's ed.). Calcutta.
23. Uddyotakara. (1887-1904). Nyāyavārtika. B.I.
24. Vācaspati Miśra. (1898). Nyāyavārtikatātparyatīkā. V.S.S., Benares.
25. Jha, G. (1911). The Prabhākara school of Pūrva Mīmāṃsā.
26. Praśastapāda. (1895). Praśastapādabhāṣya. V.S.S., Benares.
27. Prabhācandra. (1912). Prameyakamalamārtanda. (Jāvāji's ed.). Bombay.
28. Maṇikyanandi. (1909). Parīkṣāmukhasūtra. B.I.
29. Anantavīrya. (1909). Parīkṣāmukhalaghuvṛtti. B.I.
30. Devasūri. (n.d.). Pramāṇanayatattvāloka.
31. Śālikānātha. (1903-1904). Prakaraṇapañcikā. Ch.S.S.
32. Rāmānuja. (n.d.). Bhāṣya on Brahma Sūtra.
33. Śaṅkara. (n.d.). Bhāṣya on Brahma Sūtra.
34. Parthasārathi Miśra. (1964). Śāstradīpikā. Benares.
35. Sudarśanācārya. (1964). Śāstradīpikāprakāśa. Benares.
36. Jha, G. (n.d.). The Sadholal lectures on Nyāya. (Indian Thought).
37. Appayya Dīkṣita. (1897). Siddhāntaleśasaṁgraha. (Jīvānanda's ed.). Calcutta.
38. Viśvanātha. (1916). Siddhānta-muktāvalī. (Jāvāji's ed.). Bombay.
39. Śivāditya. (1893). Saptapadārthī. V.S.S., Benares.
40. Kapila. (1888). Sāṁkhyapravacanasūtra. B.I.
41. Īśvarakṛṣṇa. (n.d.). Sāṁkhyakārikā. (Jīvānanda's ed.). Calcutta.
42. Aniruddha. (1888). Sāṁkhyasūtravṛtti. B.I.
43. (1909). Sāṁkhyapravacanabhāṣya. Benares.
44. Vācaspati Miśra. (1969). Sāṁkhyatattvakaumudī. (with Vidvattoṣinī). Bombay.
45. Kumārila Bhaṭṭa. (1898-1899). Ślokaṁvārtika. Benares.
46. Jagadīśa. (1921). Tarkāmṛta. (Jīvānanda's ed.). Calcutta.
47. Keśava Miśra. (1924). Tarkabhāṣā. (Kulkarni's ed.). Poona.
48. Laugākṣi Bhāskara. (1914). Tarkakaumudī. (Jāvāji's ed.). Bombay.
49. Varadarāja. (1903). Tarkikarakṣā. Benares.
50. Annambhaṭṭa. (1918). Tarkasaṁgraha. (Athalye's ed.). Bombay.
51. Umāsvāmi. (n.d.). Tattvārthādhigamasūtra.
52. Dharmarājādhvarindra. (1968). Vedāntaparibhāṣā. Bombay.
53. Madhavācārya Vidyāranya. (1893). Vivaraṇaprameyasamgraha. V.S.S., Benares.
54. Vaiśeṣika Sūtra.
55. Śaṅkara Miśra. Upaskāra on Vaiśeṣika Sūtra
56. Jayanārāyaṇa. Vaiśeṣikasūtravivṛti.
57. Vyāsa. Yogabhāṣya.

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## **GE-1: Sanskrit Theatrical Performance and Contemporary Dramatic Thought**

### **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		
Sanskrit Theatrical Performance and Contemporary Dramatic Thought	04	3	1	0	Nil	Nil

### **Learning Objectives**

- To explore the evolution of Sanskrit theatrical traditions and their relevance in contemporary performance practices.
- To study the contributions of modern Indian directors and scholars in reviving and reinterpreting Sanskrit drama.
- To introduce students to key contemporary dramatic theories and thinkers from the global theatrical landscape.
- To examine various Western classical theatrical traditions in order to develop comparative insights with Sanskrit drama.
- To familiarize students with Indian folk theatre forms and their performative links to Sanskrit dramaturgy.

### **Learning outcomes**

- Students will be able to critically analyze Sanskrit plays in the light of modern and contemporary performance theories.
- Students will demonstrate understanding of the methodologies used by eminent Indian theatre practitioners in staging Sanskrit drama.
- Students will gain insight into how global dramatic thoughts (like those of Stanislavski, Brecht, Grotowski) influence Sanskrit theatrical performances today.

- Students will acquire comparative knowledge of Western classical and Indian theatrical forms and their dramaturgical principles.
- Students will be equipped to undertake scholarly research or creative projects that integrate classical Sanskrit drama with contemporary performance techniques.

## Detailed Syllabus

### Unit: I

Hours: 11

#### Modern Performance Traditions of Sanskrit Drama

Major Thinkers and Directors:

Kavalam Narayana Panikkar, Habib Tanvir, B. V. Karanth, Ratan Thiyam  
Shanta Gandhi, V. Raghavan, Kamalesh Dutt Tripathi, Abhiraj Rajendra Mishra,  
Radhavallabh Tripathi, Badal Sircar, Veena Pani Chawla, Margi Madhu Chakravarthy,  
Piyal Chakravarty

### Unit: II

Hours: 11

#### Contemporary Dramatic Thought

Major Thinkers and Theories:

Konstantin Sergeyevich Stanislavski  
Bertolt Brecht  
Jerzy Grotowski and other contemporary theatre theorists

### Unit: III

Hours: 11

#### Western Theatrical Traditions

Greek Theatrical Tradition  
Roman Theatrical Tradition  
Elizabethan Theatrical Tradition

### Unit: IV

Hours: 12

#### Major Folk Theatre Forms of India

Yakshagana, Jatra, Kutiyattam, Veethi Bhagavatam,  
Ankiya Natya, Rasalila  
Ram lila, Maach, Swang, Nautanki etc.

## Essential/Recommended Readings/Texts

1. नाट्यशास्त्र विश्वकोष प्रथमभाग — राधा वल्लभ त्रिपाठी, प्रतिभा प्रकाशन, नई दिल्ली
2. भारतीय नाट्य की परम्परा एवं विश्वरङ्गमञ्च-राधा वल्लभ त्रिपाठी, प्रतिभा प्रकाशन, नई दिल्ली
3. नाट्यदर्शन संगीता गुन्देचा, संगीत नाटक अकादमी, नई दिल्ली

## Additional Resources:

1. जगदीशचंद्र माथुर : परम्पराशील नाट्य , बिहारराष्ट्र भाषा परिषद्
2. श्याम परमार : लोकधर्मी नाट्यपरम्परा; हिन्दी प्रचारक पुस्तकालय
3. शैलेंद्रकुमार शर्मा : मालवा का लोक नाट्य माच और अन्य विधाएँ, अंकुर मंच, उज्जैन

4. Theatre of grandeur (book on theatre of ratan thiyam), - Udayan Vajpeyi, Ustad Alauddin Khan Sangeet evam kala academy, Bhopal
5. Greek Drama, Harold Bloom Chelsea House Pub, 2004
6. Kenneth Macgowan and William Melnitz, The living stage a history of the world theater
7. Balwant Gargi, Folk Theater of India, University of Washington Press

**Examination Scheme and Mode: Subject to directions from the Examination  
Branch/University of Delhi from time to time**

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### **3. Skill Based Course (SBC): Any 01 from pool Credits 02**

Any one of the following SBC-1 pools

#### **SBC-1: Vaidika Svāra Vijñāna**

#### **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		
Vaidika Svāra Vijñāna	02	1	0	1	Nil	Nil

#### **Learning outcomes**

After completion of this course the students will:

- be able recite the Vedic mantras with proper intonation.
- contribute towards the preservation of recitation tradition through oral transmission of the Vedic texts.
- be able to demonstrate memory enhancement, concentration, and mental clarity through chanting of Vedic Mantras.
- explore the healing and spiritual impact of Vedic sounds.
- understand Linguistic Insights, Sanskrit phonetics and grammar.
- with be able to undertake comparative Study on Vedic phonetics with modern linguistics.

#### **Detailed Syllabus**

##### **Unit: I**

Rgvedīya Svāravidhiḥ  
Yajurvedīya Svāravidhiḥ

**Hours: 15**

##### **Unit: II**

Sāmavedīya Svāravidhiḥ  
Atharvavedīya Svāravidhiḥ

**Hours: 15**

#### **Practical Components:**

Identification of Vaidika Svāras (Rgveda Samhitā and Yajurveda Samhitā)  
Chanting of Vaidika Mantras with proper intonation.  
Performing Pada Pāṭha of Vaidika Mantras.

## Essential/Recommended Readings/Texts

### Essential Readings:

1. कौण्डिन्यायन, शिवराजः, पाणिनीयशिक्षा. चौखम्बा विद्याभवनं, वाराणसी, 2009
2. कौण्डिन्यायन, शिवराजः, नारदीयशिक्षा. चौखम्बा विद्याभवनं, वाराणसी, 2008
3. कौण्डिन्यायन, शिवराजः, याज्ञवल्क्यशिक्षा. चौखम्बा विद्याभवनं, वाराणसी, 2009
4. आचार्यो, गोपालचन्द्रमिश्रः, सम्प्रदायप्रबोधिनी शिक्षा. चौखम्बा विद्याभवनं, वाराणसी, 2009
5. पी. ए. सुन्दरार्यः, भारद्वाजशिक्षा. प्राच्यविद्यासंशोधनमन्दिरम्, पुण्यपत्तनम्, 1987

### Additional Readings :

1. वैदिक व्याकरण, उमेशचन्द्र पाण्डेय, चौखम्बा विद्याभवन, वाराणसी, 2003
2. पाणिनीयशिक्षा, 'आभा' हिन्दी टीका, प्रो. श्री नारायण मिश्र, चौखम्बा विद्याभवन, वाराणसी।
3. सौवरः, स्वामी दयानन्द सरस्वती, वैदिक यन्त्रालय, अजमेर, राजस्थान।
4. वैदिकस्वरमीमांसा, पं. युधिष्ठिर मीमांसक, रामलाल कपूर ट्रस्ट, रेवली, सोनीपता
5. वैदिकस्वरबोध, डॉ. ब्रजबिहारी चौबे, वैदिक साहित्य सदन, होशियारपुर, पंजाब।
6. वैदिक-स्वर-अवधारणा, डॉ. पारसनाथ त्रिपाठी, संदीप प्रकाशन, बस्ती, १९७८
7. स्वरप्रक्रियाप्रकाश, डॉ. वामदेव मिश्र, गीता संस्कृत प्रकाशन, राजमन्दिर, वाराणसी, १९७५

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## SBC-1: Skills in Sanskrit Metre

### 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		
Skills in Sanskrit Metre	02	1	0	1	Nil	Nil

### Learning Objectives

The objective of this course is Identification of Metre, merits and demerits of Metre and its application in texts prescribed in syllabus.

### Learning outcomes

After the completion of this course the students will:

- able to identify the Metres in prescribed texts of syllabus.
- Gain the skill about the merits and demerits of Metres according to second Vinyāsa of Suvṛttatilaka of Kṣemendra, prescribed in syllabus.
- able to Viniyoga of the Metres according to third Vinyāsa of Suvṛttatilaka of Kṣemendra in texts of prescribed in syllabus.

### Detailed Syllabus

#### Unit: I

**Hours: 15**

Identifying the Metres in the texts prescribed in the syllabus and finding the merits in them according to the second Vinyāsa of Suvṛttatilaka

#### Unit: II

**Hours: 15**

Identification of demerits in the texts prescribed in the syllabus as per the second Vinyāsa of Suvṛttatilaka and finding the appropriateness of Viniyoga in them as per the third Vinyāsa of Suvṛttatilaka.

#### Practical Component:

Identification of Metre in Sanskrit Verses  
Calculation Matras in Sanskrit Verses

### Essential/Recommended Readings/Texts

#### Essential Readings:

1. सुवृत्ततिलक (क्षेमेन्द्र) – ब्रजमोहन झा, चौखम्बा संस्कृत सीरीज आफिस, वाराणसी, 1968

2. सुवृत्ततिलक (क्षेमेन्द्र) – वेद प्रकाश डिंडोरिया, चौखम्बा सुरभारती प्रकाशन, वाराणसी, 2022
3. वृत्तरत्नाकर (केदारभट्ट) – बलदेव उपाध्याय, चौखम्बा सुरभारती प्रकाशन, वाराणसी, 2022
4. वृत्तरत्नाकर (केदारभट्ट) – धरानन्द शास्त्री, मोतीलाल बनारसीदास, दिल्ली, 2022
5. Suvrttatilaka of Ksemendra - Dipak Kumar Sharma, New Bharatiya Book Corporation, New Delhi, 2007.

**Additional Resources:**

1. गौड मनोहरलाल – आचार्य क्षेमेन्द्र, भारत प्रकाशन मन्दिर, अलीगढ़
2. क्षेमेन्द्र – प्रो. ब्रजमोहन चतुर्वेदी, साहित्य अकादमी, दिल्ली
3. क्षेमेन्द्र एवं उनका समीक्षा सिद्धान्त – डॉ. शिवशेखर मिश्र, कुमार प्रकाशन, लखनऊ

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## **SBC-1: Devanagari Typing and Transliteration for Sanskrit**

### **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		
Devanagari Typing and Transliteration for Sanskrit	02	1	0	1	Nil	Nil

### **Learning Objectives**

This course aims to provide a comprehensive understanding of Devanagari typing techniques and transliteration tools. Students will learn to efficiently use typing methods such as INSCRIPT and phonetic typing, along with an in-depth exploration of transliteration schemes like IAST. The course fosters hands-on skills in leveraging modern tools for Devanagari script typing and transliteration, empowering students to integrate these skills in academic and professional contexts.

### **Learning outcomes**

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

1. Demonstrate proficiency in INSCRIPT and phonetic typing methods for Devanagari script.
2. Identify and use different transliteration schemes, including IAST.
3. Operate various Devanagari typing and transliteration tools effectively.
4. Analyse and compare features of existing transliteration systems and tools.
5. Apply learned techniques to create and edit Devanagari script documents seamlessly

### **Detailed Syllabus**

#### **Unit: I**

**Hours: 15**

Introduction to Devanagari Typing Tools

- INSCRIPT Typing
- Phonetic Typing (Baraha, Google Input Tools, etc.)

#### **Unit: II**

**Hours: 15**

Devanagari Transliteration Schemes

- Introduction to various Devanagari transliteration Schemes
- IAST in text editors
- Survey of various Devanagari transliteration tools

**Practical Component:**

Sanskrit Text typing  
Sanskrit Digital Data Creation  
IAST Conversation of Devanagari Sanskrit Texts

**Essential/Recommended Readings/Texts**

1. Wikipedia Contributors. "Devanagari Transliteration." Wikipedia. Accessed December 24, 2024. [https://en.wikipedia.org/wiki/Devanagari\\_transliteration](https://en.wikipedia.org/wiki/Devanagari_transliteration)
2. Wikipedia Contributors. "International Alphabet of Sanskrit Transliteration." Wikipedia. Accessed December 24, 2024. [https://en.wikipedia.org/wiki/International\\_Alphabet\\_of\\_Sanskrit\\_Transliteration](https://en.wikipedia.org/wiki/International_Alphabet_of_Sanskrit_Transliteration).
3. Aksharamukha Transliteration Tool. Accessed December 24, 2024. <https://www.aksharamukha.com/converter>.
4. Wikipedia Contributors. "InScript Keyboard." *Wikipedia*. Accessed December 24, 2024. [https://en.wikipedia.org/wiki/InScript\\_keyboard](https://en.wikipedia.org/wiki/InScript_keyboard).

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## SBC-1: Skill Development in Horoscope

### 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		
Skill Development in Horoscope	02	1	0	1	Nil	Nil

### Learning Objectives

The objective of this paper is to teach the students about basic principles for horoscope and develop the ability/skill for making Horoscope.

### Learning outcomes

After studying this course students:

1. Will be able to know the concept behind Panchanga.
2. Will be able to know the concept of Horoscope.
3. Will be able to get Knowledge about how to make a horoscope.

### Detailed Syllabus

#### Unit: I

Hours: 15

कुण्डली विज्ञान- मूलभूत अवधारणाएँ

सौरपरिवार का सामान्य परिचय, काल के भेद, पञ्चाङ्गपरिचय, द्वादशभाव परिचय  
ग्रहों का स्वरूप, ग्रहों की उच्च-नीच एवं मूलत्रिकोण राशियाँ, ग्रहदृष्टिविचार  
ग्रहमैत्री विचार, चर एवं स्थिरकारक ग्रह, राशियों के स्वामी

#### Unit: II

Hours: 15

कुण्डली निर्माण- प्रयोगात्मक विधि (सामान्य परिचय)

समयज्ञान, मानक, स्थानीय सूर्योदय, सूर्यास्त, दिनमान  
इष्टकाल, भयात-भभोग साधन, चालन, स्पष्टग्रहसाधन  
चन्द्र स्पष्टीकरण, अयनांश साधन, लग्नसाधन

### Practical Component:

### **Essential/Recommended Readings/Texts**

1. भारतीयकुण्डलीविज्ञानम् – मीठालालहिम्मताराम ओझा, देवर्षिप्रकाशन, वाराणसी, 2004।
2. भारतीयज्योतिषम् - शिवनाथझारखण्डी, उत्तरप्रदेश हिन्दी संस्थान, लखनऊ, 2010
3. भारतीयज्योतिषम् – नेमिचंद्र शास्त्री, भारतीय ज्ञानपीठप्रकाशन, दिल्ली, 1992
4. History of Indian Astronomy - Sankar Balkrishna Dikshit, Government of India Book Dept, Calcutta, 1981।

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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**1. Discipline Specific Course (DSC):****Total 03****DSC-4: Grammar: Laghusiddhāntakaumudī-1****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		
<b>Grammar: Laghusiddhāntakaumudī-1</b>	<b>04</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Nil</b>	<b>Nil</b>

**Learning Objectives**

This course intends to equip the students with the knowledge of derivational processes of some basic Sanskrit Morphological words, based on the Selected portions from the sections of declension and conjugation Pāṇinīan Sūtras as presented in the premier text of Laghusiddhantkaumudī. One of the important objectives of this course is to make the students acquainted with the techniques of Pāṇinīan grammar that will enable them to pursue the grammar of Pāṇinī on their own.

**Learning outcomes**

After the completion of this course the students will:

- know the structure of Aṣ ṭ ādhyāyī along with the operational techniques of Pāṇini. This will enable them to understand the Sūtras of Pāṇinī without any derivational problem or syntactic gap.
- know the process of deriving the nominal forms under Pāṇini's system. The learning of the derivational processes of the selected representative nominal words from all genders will give the students a thorough idea of Sanskrit declensions.
- equipped with the knowledge of the techniques of conjugation of Sanskrit roots, belonging to various Gaṇ as.
- gain the knowledge of conjugating the prefixed roots of Sanskrit denoting various senses, e.g.- desiderative, causative, and intensive etc.
- know the application of Pāṇini's Metarules which will enable them to understand the techniques of Indian Grammatical system in general.

## Detailed Syllabus

### Unit: I

Hours: 11

#### Understanding the Ashtadhyayi

Structure of Ashtadhyayi, Types of sutras (with examples), Pratyahars

Specific meanings of inflections in the padas used in sutras,

Main definitions useful in sutras

षष्ठी स्थानेयोगा, अलोऽन्त्यस्य, डिच्च, यस्मिन् विधिस्तदा.., येन विधिस्तदन्तस्य,

तस्मिन्निति निर्दिष्ट पूर्वस्य, तस्मादित्युत्तरस्य, अनेकालशित्सर्वस्य, आदेः परस्य, अन्तादिवच्च,

स्थानेऽन्तरतमः, तपरस्तत्कालस्य, अणुदित्सवर्णस्य चाप्रत्ययः

(Role of the above mentioned sutra explanation methods)

### Unit: II

Hours: 11

#### सुबन्त प्रकरण

पुल्लिङ्ग- राम, सर्व, हरि, सखि

स्त्रीलिङ्ग- रमा, सर्वा, मति, तिसृ

नपुंसकलिङ्ग- ज्ञान, वारि

हलन्त-पुल्लिङ्ग- इदम्, राजन्

### Unit: III

Hours: 11

#### तिङन्त प्रकरण

भ्वादिगण- भू एवं एध् अदादिगण- अद् एवं हन् जुहोत्यादिगण- हु एवं दा दिवादिगण- दिव् एवं नृत्

स्वादिगण- सु एवं चि तुदादिगण- तुद् एवं मुच् रुधादिगण- रुध् एवं भुज्

### Unit: IV

Hours: 12

#### तिङन्त प्रकरण

तनादिगण- तन् एवं कृ क्र्यादिगण- क्री एवं ज्ञा चुरादिगण- चुर् एवं कथ

#### प्रक्रिया

ण्यन्त, सन्नन्त, यङन्त, यङ्लुगन्त, नामधातु एवं लकारार्थ

## Essential/Recommended Readings/Texts

### Essential Readings:

1. लघुसिद्धान्तकौमुदी, गीताप्रेस, गोरखपुर।
2. लघुसिद्धान्तकौमुदी, निर्णयसागरप्रेस, मुम्बई।

### Additional Resources:

1. शास्त्री, भीमसेन, लघुसिद्धान्तकौमुदी, भैमी व्याख्या, भाग 1-6, भैमी प्रकाशन, दिल्ली।
2. कुशावाहा, महेशसिंह, लघुसिद्धान्तकौमुदी, भाग 1-2, चौखम्बा-दिल्ली।
3. शर्मा, गोविन्दप्रसाद. 2007. लघुसिद्धान्तकौमुदी, भाग 1-3, चौखम्बा प्रतिष्ठान-दिल्ली।



4. शाखी, धरानन्द. लघुसिद्धान्तकौमुदी, मूल व हिन्दी व्याख्या, मोतीलाल बनारसी दास दिल्ली।
5. सिंह, सत्यपाल. 2014. लघुसिद्धान्तकौमुदी, शिवालिक प्रकाशन-दिल्ली।
6. गौड़, विशनलाल. पाणिनीय अष्टाध्यायी के रचना-सिद्धान्त, लोकालोक प्रकाशन, साहिबाबाद (गा. बाद.)।
7. जिज्ञासु, पं. ब्रह्मदत्त, संस्कृत पठन-पाठन की अनुभूत सरलतम विधि की भूमिका, रामलाल कपूर ट्रस्ट, बहालगढ़, हरियाणा।
8. चन्द्रा, सुभाष, कुमार, भूपेन्द्र, कुमार, विवेक एवं साक्षी. 2017. लघुसिद्धान्तकौमुदी आधारित कम्प्यूटरकृत सुबन्तरूपसिद्धिप्रक्रिया. विद्यानिधि प्रकाशन, नई दिल्ली।
9. Kanshiram. 2010. The Laghusiddhantakaumudi of Varadaraja, volume I, II, Moti Lal Banarasidas, Delhi.
10. Sharma, Prof. Ramanath. Ashtadhyayi of Panini (vol.1)
11. Online tools for Sanskrit Grammar available at <https://cl.sanskrit.du.ac.in>

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## DSC-5: Darśana: Nyāya & Vedānta

### 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		
Darśana: Nyāya & Vedānta	04	3	1	0	Nil	Nil

### Learning Objectives

The primary objective of this course is to introduce students to the foundational theories, concepts, and principles of the philosophies of Nyāya and Advaita Vedānta through an in-depth study of the texts Tarkabhāṣā and Vedāntasāra. This course aims to develop intellectual skills for analyzing diverse theories within Indian philosophical systems and foster critical thinking.

### Learning outcomes

Upon completing this course, students will:

1. Critically analyze and examine the fundamental concepts of Nyāya and Advaita Vedānta philosophies.
2. Understand and explain the prescribed texts and their conceptual terms.
3. Critically evaluate the prescribed theories in the context of Indian philosophical traditions.
4. Gain insight into the scientific approach of Nyāya-Vaiśeṣika and Advaita Vedānta philosophers in analyzing the phenomenal world and its evolutionary processes.
5. Appreciate the contributions of Nyāya-Vaiśeṣika and Advaita Vedānta philosophers to epistemological studies, enabling them to apply these principles in day-to-day life for better judgment and truth discernment.

### Detailed Syllabus

#### Unit: I

Hours: 11

तर्कभाषा (केशवमिश्र)

शास्त्र की त्रिविध प्रवृत्तियाँ, कारण, करण एवं अन्यथासिद्ध, प्रमाणस्वरूप एवं तद्भेद - प्रत्यक्ष ।

#### Unit: II

Hours: 11

तर्कभाषा (केशवमिश्र)

अनुमान, उपमान एवं शब्द, अर्थापत्ति एवं अनुपलब्धि का स्वरूप तथा तद्विषयक विप्रतिपत्तियों का निरास, प्रामाण्यवाद, प्रमेयनिरूपण आत्मा, दुःख एवं अपवर्ग के साथ सभी प्रमेय संशय, प्रयोजन, दृष्टान्त, सिद्धान्त, अवयव, तर्क, निर्णय, वाद, जल्प, वितण्डा एवं हेत्वाभास ।

### Unit: III

Hours: 11

वेदान्तसार (सदानन्द)

अधिकारिनिरूपण, वेदान्त, अनुबन्धचतुष्टयनिरूपण, अध्यारोप, अज्ञान का स्वरूप एवं अज्ञान की शक्तियाँ, प्रपञ्चनिरूपण जाग्रदादि तीनों अवस्थाओं एवं शरीरों में व्याप्त पञ्चकोशोपेत अज्ञान की समष्टि एवं व्यष्टि तथा तदुपहित चैतन्यों का निरूपण, सृष्टिप्रक्रिया एवं पञ्चीकरण।

### Unit: IV

Hours: 12

वेदान्तसार (सदानन्द)

आत्मस्वरूप विषयक विप्रतिपत्तियाँ एवं उनका निराकरण, अपवाद, महावाक्यार्थनिर्णय, वृत्ति के कार्य एवं उसके भेद, श्रवण, मनन, निदिध्यासन एवं समाधि, जीवन्मुक्ति एवं विदेहमुक्ति ।

### Essential/Recommended Readings/Texts

1. केशवमिश्र. *तर्कभाषा*. व्याख्या: आचार्य विश्वेश्वर सिद्धान्तशिरोमणि. चौखम्बा संस्कृत ऑफिस, वाराणसी, 1963.
2. केशवमिश्र. *तर्कभाषा*. व्याख्या: आचार्य बदरीनाथ शुक्ल. मोतीलाल बनारसीदास, वाराणसी, 1968.
3. केशवमिश्र. *तर्कभाषा*. व्याख्या: श्रीनिवास शास्त्री. साहित्य भण्डार, मेरठ, 1972.
4. केशवमिश्र. *तर्कभाषा*. व्याख्या: प्रो. कौशल किशोर श्रीवास्तव. शाश्वत प्रकाशन, प्रयागराज, 2022
5. सदानन्द. *वेदान्तसार*. व्याख्या: सन्त नारायण श्रीवास्तव. पीयूष प्रकाशन, इलाहाबाद, 1968.
6. सदानन्द. *वेदान्तसार*. व्याख्या: आचार्य बदरी नाथ शुक्ल. मोतीलाल बनारसीदास, दिल्ली, 1979.
7. सदानन्द. *वेदान्तसार*. व्याख्या: आचार्य राममूर्ति शर्मा. ईस्टर्न बुक लिंकर्स, दिल्ली, 2001.
8. Miśra, Keśava (ed. and tr.). *Tarkabhāṣā*. Edited and translated by S. R. Iyer, Chaukhamba Orientalia, Delhi, 1979.

### Additional Resources

1. अवस्थी, ब्रह्ममित्र. भारतीय न्यायशास्त्र: एक अध्ययन. इन्दु प्रकाशन, दिल्ली, 1967.
2. शर्मा, चन्द्रधर. भारतीय दर्शन: आलोचन और अनुशीलन, मोतीलाल बनारसीदास, दिल्ली, 2010
3. Deussen, Paul. *Philosophy of Upanishads*. Education Enterprise, Calcutta, 1972.
4. Dasgupta, S. N. *History of Indian Philosophy*. Motilal Banarsidass, Delhi, 1975.
5. Hiriyanna, M. *Outline of Indian Philosophy*. London, 1956. (Also available in Hindi translation).
6. Mahadevan, T. M. P. *Philosophy of Advaita*. Bharatiya Kala Prakashan, Delhi, 2006.
7. Pandey, Ram Chandra. *Panorama of Indian Philosophy*. Motilal Banarsidass, Delhi, 1966. (Also available in Hindi version).
8. Radhakrishnan, S. *Indian Philosophy*. Oxford University Press, Delhi, 1990.

9. Radhakrishnan, S. Principal Upanishads. Centenary edition, Delhi University Press, Delhi, 1989.
10. Ranade, R. S. Constructive Survey of Upanishadic Philosophy. Bharatiya Vidya Bhavan, Bombay, 1968.
11. Sharma, T. R. Studies in the Sectarian Upanishads. Indological Book House, Varanasi, 1972.
12. Shastri, D. N. Critique of Indian Realism. Bharatiya Vidya Prakashan, Delhi, 1972.

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## DSC-6: Sāhitya: Meghadūta & Uttararāmacarita

### 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		
Sāhitya: Meghadūta & Uttararāmacarita	04	3	1	0	Nil	Nil

### Learning Objectives

The general objective of this course is to expose the students to the literary compositions of two of the greatest master poets of Sanskrit through the reading of *Meghadūta* (Poetry) of *Kālidās* and *Uttararāmacarita* (Drama) of *Bhavabhūti*.

### Learning outcomes

After the completion of this course the students:

- Will form an idea of the superb aesthetic expressions that make Sanskrit composition the position of pride in world Literature.
- Will be able to appreciate the expressions of Rasa, Dhvani and other literary elements contributing to the making of an art called poetry.
- Will be able to see the depiction of nature in various human forms and emotions in two of the masterpieces of literary art.
- Will be exposed to the art of employment of Alankaras and Chandas in a poetic creation.

### Detailed Syllabus

Unit: I पूर्वमेघ	Hours: 11
Unit: II उत्तरमेघ	Hours: 11
Unit: III उत्तररामचरित-प्रथम से तृतीय अङ्क तक	Hours: 11
Unit: IV उत्तररामचरित-षष्ठ तथा सप्तम अङ्क	Hours: 12

## Essential/Recommended Readings/Texts

### Essential Readings:

1. मेघदूतम् – विजेन्द्र कुमार शर्मा, साहित्य भण्डार, मेरठ, 1999.
2. मेघदूतम् – बाबूराम त्रिपाठी, महालक्ष्मी प्रकाशन, आगरा,
3. मेघदूतम्, अष्टव्याख्याविभूषितम्-प्रधानसम्पादकः – मिथिलाप्रसाद त्रिपाठी, सम्पादकः – जगदीश शर्मा, कालिदास संस्कृत अकादमी, उज्जयिनी, 2009
4. मेघदूतम् – वेद प्रकाश डिंडोरिया, उपासना प्रकाशन, दिल्ली, 2022
5. मेघदूतम् – रमाशङ्कर त्रिपाठी, जनार्दन शास्त्री पाण्डेय, मोतीलाल बनारसीदास, दिल्ली
6. मेघदूतम् – संसारचन्द्र एवं मोहनदेव पन्त, मोतीलाल बनारसीदास, दिल्ली 2003
7. उत्तररामचरितम् - आनन्दस्वरूप, सं.- जनार्दन शास्त्री पाण्डेय, मोतीलाल बनारसीदास, दिल्ली
8. उत्तररामचरितम् – राम अवध पाण्डेय एवं रविनाथ मिश्र, विश्वविद्यालय प्रकाशन, वाराणसी, 1977
9. उत्तररामचरितम् – रामाधार शर्मा, भारतीय विद्या प्रकाशन, दिल्ली, 2005
10. Meghadoota of Kalidasa, Ed. C.R. Devadhar, MLBD, Delhi.
11. Meghadoota of Kalidasa, Ed. M.R. Kale, MLBD, Delhi
12. Uttararamacaritam, M.R. Kale, M.L.B.D., Delhi, 1962
13. Uttararamacaritam, P.V. Kane, M.L.B.D., Delhi, 1962
14. Uttararamacaritam, Saradaranjan Ray, Calcutta

### Additional resources:

1. अग्रवाल, वासुदेवशरण - मेघदूतः एक अध्ययन, राजकमलप्रकाशन, दिल्ली
2. अमृता भारती - भवभूति, भारतीय ज्ञानपीठ, नईदिल्ली, 2000
3. आचार्य रामकुमार – संस्कृत के सन्देश काव्य, अजमेर
4. कीथ, ए.बी. (अनु.उदयभानुसिंह) – संस्कृत नाटक, मोतीलाल बनारसीदास, दिल्ली, 1965
5. तिवारी, रमाशंकर – नाटककार कालिदास और काव्यकार कालिदास, परिमल पब्लिकेशन्स, दिल्ली 2001
6. द्विवेदी, हजारीप्रसाद - मेघदूतः एक पुरानी कहानी, राजकमल प्रकाशन, दिल्ली
7. भरतिया, कान्तकिशोर – संस्कृत नाटककार, सूचना विभाग, उत्तरप्रदेश, 1959
8. राय, द्विजेन्द्रलाल (अनु.रूपनारायण पाण्डेय) – कालिदास और भवभूति, 1921
9. शर्मा, ब्रजवल्लभ – भवभूति के नाटक, मध्यप्रदेश हिन्दी ग्रन्थ अकादमी, भोपाल, 1973
10. शर्मा, रामाश्रय – भवभूति और उनका उत्तररामचरितम्, परिमल पब्लिकेशन्स, दिल्ली, 1997
11. सिंह, अयोध्याप्रसाद – भवभूति और उसकी नाट्यकला, मोतीलाल बनारसीदास, दिल्ली, 1969
12. सूरदेव, रंजन - मेघदूतः एक अनुचिन्तन, मोतीलाल बनारसीदास, दिल्ली
13. Dixit, S.V., Bhavabhūti: His Life & Literature, CPP, Belgaum, 1958
14. Keith, A.B., The Sanskrit Drama, Oxford University Press, 1964
15. Mainkar, T.G., Studies in Sanskrit Dramatic Criticism, M.L.B.D., Delhi
16. Mirashi, V.V., Bhavabhūti: His Date, Life and Works, M.L.B.D., Delhi

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**



## 2. Discipline-Specific Elective (DSE): Any 02 from pool Credits 08

### DSE-3: Rgveda, Aitareyabrāhmaṇa & Pāraskaragrhyasūtra

#### 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		
Rgveda, Aitareyabrāhmaṇa & Pāraskaragrhyasūtra	04	3	1	0	Nil	Nil

#### Learning Objectives

The course is meant to provide an in-depth study of the Rgvedic hymns depicting several deities. It provides authentic information about ancient Indian Knowledge system. This course also provides the knowledge about Aitareya Brāhmaṇa. Pāraskaragrhyasūtra will provide the knowledge of ceremonies and other rituals.

#### Learning outcomes

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

- describe various forms of Vedic wisdom.
- express the mantras in details on the different commentaries on Rgveda.
- analyze the ancient religious believe system.
- elaborate the concept of Aitareyabrāhmaṇa.
- explain the different ceremonies and rituals.

#### Detailed Syllabus

##### Unit: I

Rgveda 1-25 (Varuṇa) 1-32 (Indra) 5-08 (Agni)  
5-83 (Parjanya) 7-46 (Rudra) 7-79 (Uṣas)

**Hours: 11**

##### Unit: II

Rgveda - 7-35 (Viśve Devāh), 7-95 (Sarasvatī), 7-101 (Parjanya)  
7-103 (Maṇḍūkā) 10.95 (Pururavā-urvaśī)

**Hours: 11**

##### Unit: III

Aitareya Brāhmaṇa - Saptama Pancika, Trtiya Adhyāya (Śunaḥaśeṣa Ākhyāna)

**Hours: 11**



**Essential/Recommended Readings/Texts****Essential Readings -**

1. ऋग्वेदसंहिता (सायणभाष्यसंहिता), भाग 1 - 4, राष्ट्रिय संस्कृत संस्थान, नई दिल्ली।
2. ऋग्वेद, सायण-भाष्य-सहित, भाग 1-5 (प्र. सम्पादक), नारायण शर्मा सोनटक्के, वैदिक संशोधन मंडल, पूना, 1933-51
3. ऋग्वेद संहिता - (सम्पादक) श्रीपाद दामोदर सातवलेकर, वैदिक स्वाध्याय मंडल, पारडी, 1936
4. ऋग्वेद संहिता - वेंकटमाधव भाष्य सहित, (सम्पादक) लक्ष्मणसरूप, लाहौर, 1939
5. ऋग्वेद संहिता - स्कन्दस्वामी तथा वेंकटमाधवाचार्य भाष्य सहित, त्रिवेन्द्रम् संस्कृत सीरीज, त्रिवेन्द्रम्, 1942
6. ऋग्वेद संहिता - (अनुवादक) जियालाल काम्बोज, विद्यानिधि प्रकाशन, दिल्ली, 2005
7. पारस्कर-गृह्यसूत्र, वेदरत्न डा. सत्यव्रत राजेश, श्री घूडमल प्रहलादकुमार आर्य धर्मार्थ न्यास, हिण्डौन सिटी राजस्थान 2008
8. पारस्करगृह्यसूत्रम् - हरिहर 'गदाधर' भाष्यद्वयोपेतम् हिन्दी व्याख्योपेतम्, व्याख्याकार - जगदीशचवरिमश्र, चौखम्बा सुरभारती प्रकाशन।
9. पारस्करगृह्यसूत्रम् - ओमप्रकाश पाण्डेय, चौखम्बा अमरभारती प्रकाशन, वाराणसी।
10. ऐतरेय ब्राह्मण : (हिन्दी व्याख्या) प्रथम एवं द्वितीय भाग, डॉ० सुधाकर मालवीय, तारा बुक एजेन्सी, वाराणसी, १९८३
11. Rgveda (Translated by) Griffith, Chaukhamba Sanskrit Series, Varanasi, 1920
12. Keith. A.B., Rig Veda Brahmanas: The Aitareya And Kausītaki Brahmanas Of The Rig Veda (Eng. Trn.), Harvard Oriental Series, Vol. 25; 1920; 2nd rpt.. Delhi: Motilal Banarsidass, 1981.

**Additional Readings -**

1. शशिप्रभा कुमार - वैदिक मीमांसा, जे-पी- पब्लिशिंग हाउस, दिल्ली, 1996
2. वेद पारिजात, एन.सी.ई.आर.टी., नई दिल्ली 2014
3. Chaubay, Braj Bihari & Shastri, Kantanath - New Vedic Selection, Bhartiya Vidya Prakashan, Varanasi, 1981
4. Keith, A.B. - Religion and Philosophy of the Veda and the Upaniśads (Also Hindi Translation – वैदिक धर्म एवं दर्शन by Suryakant), M.L.B.D., Delhi.
5. Macdonell, A.A. - A Vedic Reader for Students, Oxford University Press, Delhi, 1960
6. Macdonell, A.A. - Vedic Mythology (Also Hindi Translation – वैदिक देवशास्त्र by Suryakanta), M.L.B.D., Delhi, 1962
7. Oldenberg, Herman - Religion of the Veda (Translation by Shridhar & Shrotri), M.L.B.D., Delhi, 1988
8. Renou, Louis - Destiny of the Veda in India, M.L.B.D., Delhi, 1965

9. Winternitz, M. - History of Indian Literature, Vol. I, Part I (English Translation by V. Srinivasa Sharma), M.L.B.D., Delhi, 1988.

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## **DSE-3: Gaudapādakārikā**

### **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		
Gauḍapādakārikā	04	3	1	0	Nil	Nil

### **Learning Objectives**

The primary objective of this course is to provide students with an in-depth understanding of the metaphysical and epistemological theories formulated by the Advaita Vedanta tradition. Through the study of Gauḍapādakārikā, the course aims to develop critical knowledge of the core principles and categories of this philosophical school.

### **Learning outcomes**

Upon completing this course, students will:

1. Develop an understanding of Idealism in the Indian philosophical context.
2. Gain extensive knowledge of Advaita Vedanta doctrines.
3. Acquire fundamental insights into other philosophical positions concerning the categories endorsed by the Advaita Vedanta tradition.
4. Appreciate and differentiate the diverse perspectives and debates within the Advaita Vedanta tradition.

### **Detailed Syllabus**

#### **Unit: I**

Āgama Prakaraṇa (With Māṇḍūkyaopaniṣad)

**Hours: 11**

#### **Unit: II**

Vaitathya Prakaraṇa

**Hours: 11**

#### **Unit: III**

Advaita Prakaraṇa

**Hours: 11**

#### **Unit: IV**

Ālātāśānti Prakaraṇa

**Hours: 12**

## Essential/Recommended Readings/Texts

1. माण्डूक्योपनिषद् (गौडपादकारिका), (व्याख्याकार) हनुमान प्रसाद पोद्दार, गीता प्रेस, गोरखपुर, 2004.
2. माण्डूक्योपनिषद् (गौडपादीयकारिकोपेता), (व्याख्याकार) कौशल किशोर श्रीवास्तव, चौखम्बा सुरभारती प्रकाशन, वाराणसी, 2017
3. माण्डूक्योपनिषद् (गौडपादकारिकासहिता), (व्याख्याकार) स्वामी विद्यानन्द गिरि, कैलाश आश्रम, ऋषिकेश, 2000
4. Gauḍapādakārikā, (Ed. & Translation) R.D. Karmarkar, Bhandarkar Oriental Research Institute Poona, 1953.
5. Gauḍapādakārikā, (Translation) Svāmī Nikhilānand, Sri Ramakrishna Ashrama, Mysore, 1949.

## Additional Resources

1. उपाध्याय, बलदेव - भारतीय दर्शन, शारदा मन्दिर, वाराणसी, 2001
2. शर्मा, चन्द्रधर - भारतीय दर्शन: आलोचन और अनुशीलन, मोतीलाल बनारसीदास, दिल्ली, 2004
3. शर्मा, राममूर्ति - अद्वैत वेदान्त इतिहास तथा सिद्धान्त, इस्टर्न बुक लिमिटेड, दिल्ली,
4. Dasgupta, S.N. - *History of Indian Philosophy*, Vols. I-V, M.L.B.D., Delhi, 1975
5. Devaraja, N.K. - *Introduction to Sañkara's Theory of Knowledge*, M.L.B.D., Delhi, 1972
6. Hiriyanna, M. - *Outlines of Indian Philosophy*, London, 1956
7. Mahadevan, T.M.P. - *Philosophy of Advaita*, Bharatiya Kala Prakashan, Delhi, 2006
8. Pandey, R.C. - *Panorama of Indian Philosophy* (English & Hindi versions), M.L.B.D., Delhi, 1966
9. Radhakrishnan, S. - *Indian Philosophy*, Vol. I-II, London, 1967

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## **DSE-3: Tantrasāra**

### **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		
<b>Tantrasāra</b>	<b>04</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Nil</b>	<b>Nil</b>

### **Learning Objectives**

Kashmir Shaivism is one of the most profound philosophical and spiritual tradition of Indian knowledge system that emerged in the Kashmir region. This course offers an in-depth study of the philosophy of Kashmir Shaivism focusing on its metaphysical, epistemological, cosmological concepts on the basis of the primary texts, philosophical debates and contemporary readings. Students will explore this non-dualistic philosophy that presents a world view from the tantric perspective.

### **Learning outcomes**

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

- Explore the historical development and key figures like Abhinavagupta, Vasugupta, within Kashmir Shaivism.
- Understand the philosophical foundations of Kashmir Shaivism.
- Analyze key texts and doctrines within the Kashmir Shaivism tradition.
- Explore the contemporary relevance and influence of Kashmir Shaivism in modern spiritual practices.

### **Detailed Syllabus**

<b>Unit: I</b> Āhnika I & II	<b>Hours: 11</b>
<b>Unit: II</b> Āhnika III, IV & V	<b>Hours: 11</b>
<b>Unit: III</b> Āhnika VI & VII	<b>Hours: 11</b>
<b>Unit: IV</b> Āhnika VIII & IX	<b>Hours: 12</b>

## Essential/Recommended Readings/Texts

1. Abhinavagupta, Bodhapanchadashika (English Translation), Ishvara Ashram Trust, 2006
2. Abhinavagupta, Bodhapanchadashika, Kashmir Text Series, Kashmir, 1947
3. Abhinavagupta, Ishvarapratyabhijnnavivritivimarshini, (edi.) Madhusudana Kaul Shastri, Vol. I & II, Kashmir, 1941
4. Abhinavagupta, Shri Shri Paratrishikavivarana with Vivriti (Hindi Translation), Nilakantha Gurtu, Motilal Banarsidass Publisher Private Limited, Delhi, 1985
5. Abhinavagupta, Sritantraloka with Viveka by Jayaratha, Vol. I, II, III, IV, V, VI, VII, VIII Sampurnananda Samskrit Vishvaadidyalaya, Varanasi, 2000.
6. Abhinavagupta, Bhashkari of Ishvarapratyabhijnnavimarshini, Vo. I, II, III Sampurnanda Sanskrit Vishwavidyalaya, Varanasi, 1998
7. Abhinavagupta, Tantrasara, Vo. I,II, Chaukhamba Surabharati Prakashan, Varanasi, 2000
8. Ishvarapratyabhijnakarika of Utpaladeva: Verses on the Recognition of the Lord, Motilal Banarsidass Publisher Private Limited, Delhi, 2004
9. Utpaladeva, Siddhitrayi, K.S.S, Kashmir, 1917.

## Additional Resources:

1. Baumar, Bettina, Abhinavagupta's Hermeneutics of the Absolute Anuttaraprakriya: An Interpretation of his Paratrishika Vivarana, D.K. Print World LTD., New Delhi, 2011
2. Bhattacharya, N.N., History of the Tantric Religion, A Historical, Ritualistic @ Philosophical Study, Munshiram Manoharlal Publications, New Delhi, 1982
3. Brajballabha Dwivedi, Tantragamiya Dharma Darshan, Vol. I & II, Shivabharati Sodha Pratishthan, Varanasi, 2001
4. Deshpande, G.T., Abhinavagupta, Sahitya Akademi, New Delhi, 1992
5. Pandey, K.C., Abhinavagupta: An Historical na Philosophical Study, Chaukhamba Amarabharati Prakashan, Varanasi, 2006
6. Rastogi, Nabajivan, Introduction to the Study of Tantraloka: A Study in Structure, Motilal Banarsidass Publishers Private Limited, Delhi, 1987
7. Rastogi, Navajivan, Kashmir Shivadavayavada ki Mula Avadharanayen, Munshiram Manoharlal Publication, Delhi, 2002

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## DSE-3: Gadyakāvya

### 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		
Gadyakāvya	04	3	1	0	Nil	Nil

### Learning Objectives

The general objective of this course is to expose the students to the Daśakumācaritam of Daṇḍī and the Harṣacaritam of Bāṇabhaṭṭa, the two foundational literary works in every sense.

### Learning outcomes

After the completion of this course the students:

- Will find themselves well acquainted with the highest forms of prose writings with its poetic beauty along with social relevance.
- Will form an idea of the superb aesthetic expressions that make Sanskrit composition the position of pride in world literature.
- Will be able to appreciate the expressions of Rasa, Dhvani and other literary elements contributing to the making of art called poetry.
- Will be exposed to the art of employment of Alankaras in a prose form of poetry.

### Detailed Syllabus

#### Unit: I

Hours: 11

दशकुमारचरितम् – पूर्वपीठिका – प्रथम उच्छवास

#### Unit: II

Hours: 11

दशकुमारचरितम् – पूर्वपीठिका – अष्टम उच्छवास (विश्रुतचरित को छोड़कर)

#### Unit: III

Hours: 11

हर्षचरितम् – प्रथम उच्छवास

#### Unit: IV

Hours: 12

हर्षचरितम् – पञ्चम उच्छवास

## Essential/Recommended Readings/Texts

### Essential Readings:

1. झा विश्वनाथ (सम्पादक) – दशकुमारचरितम् (दण्डी), मोतीलाल बनारसीदास, दिल्ली
2. पाण्डेय ओमप्रकाश (सम्पादक) – दशकुमारचरितम् (दण्डी), चौखम्बा ओरियण्टालिया, दिल्ली
3. त्रिपाठी नर्मदेश्वर कुमार (सम्पादक) – दशकुमारचरितम् (दण्डी), भारतीय विद्या संस्थान, वाराणसी
4. शुक्ल चुन्नीलाल (सम्पादक) – हर्षचरितम् (बाणभट्ट), साहित्य भण्डार, मेरठ
5. पाठक जगन्नाथ (सम्पादक) – हर्षचरितम् (बाणभट्ट), चौखम्बा विद्याभवन, वाराणसी
6. पन्त मोहनदेव (सम्पादक) – हर्षचरितम् (बाणभट्ट), मोतीलाल बनारसीदास, दिल्ली

### Additional Resources:

1. त्रिपाठी जय शंकर – दण्डी, साहित्य अकादमी, दिल्ली
2. कुमार सञ्जय – दण्डी : समय और साहित्य, अनुज्ञा बुक्स, दिल्ली
3. पाण्डेय अमरनाथ – बाणभट्ट का साहित्यिक अनुशीलन, भारतीय विद्या प्रकाशन, वाराणसी, 1974
4. कृष्णमूर्ति के. – बाणभट्ट, साहित्य अकादमी, दिल्ली

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## DSE-3: Abhirājayaśobhūṣaṇam

### 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		
Abhirājayaśobhūṣaṇam	04	3	1	0	Nil	Nil

### Learning Objectives

Abhirājayaśobhūṣaṇam of Abhirāja Rajendra Mishra is an important text in modern Sanskrit poetics, which has a balanced approach on the conceptual discussion of Kāvya-laksana, Rasa, Dhvani, Dosa, Guna, Riti, and Alankaras. It integrates different poetic-schools for a better understanding of various factors essential for the charming nature of a Kavya.

### Learning outcomes

Upon successful completion of this course students:

- will form a deep understanding of the fundamental terminologies of modern kavya as presented by Abhirāja Rajendra Mishra.
- will acquire an in-depth knowledge of the theories of meaning, the importance of suggestive meanings and rasa in poetry.
- will be successful in applying this knowledge for critical analysis in the light of suggestive meanings.
- will gain the ability to explain and critically analyze the prescribed texts.
- will be able to appreciate and enjoy the expressions of poetry.

### Detailed Syllabus

#### Unit: I

परिचयोन्मेष तथा शरीरतत्त्वोन्मेष

Hours: 11

#### Unit: II

आत्मतत्त्वोन्मेष

Hours: 11

#### Unit: III

निर्मिततत्त्वोन्मेष

Hours: 11

#### Unit: IV

प्रकीर्णतत्त्वोन्मेष

Hours: 12

## Essential/Recommended Readings/Texts

### Essential Readings:

1. अभिराजयशोभूषणम् – अभिराज राजेन्द्र मिश्र, वैजयन्त प्रकाशन, इलाहाबाद

### Additional Resources:

1. राव सोनिका – अभिराजयशोभूषणम् : एकं समीक्षात्मकम् अध्ययनम्, वनस्थली विद्यापीठ।
2. आधुनिक संस्कृत काव्यशास्त्र – आनन्द कुमार श्रीवास्तव, ईस्टर्न बुक लिंकर्स, दिल्ली
3. द्विवेदी, रहस्यबिहारी, साहित्यविमर्शः, सम्पूर्णानन्द संस्कृत विश्वविद्यालय, वाराणसी, 2002
4. पाण्डेय, रमाकान्त, आधुनिक संस्कृत काव्यशास्त्रसमीक्षणम्, जगदीश संस्कृत पुस्तकालय, जयपुर, 2009
5. कुमार राजेन्द्र, आधुनिक संस्कृत काव्यशास्त्रीय ग्रन्थों में मौलिकता, भारतीय विद्या प्रकाशन, दिल्ली, 2007
6. यादव राजमङ्गल, संस्कृत काव्यशास्त्र की अर्वाचीन परम्परा, प्रतिभा प्रकाशन, दिल्ली, 2011

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## DSE-3: Dhvanyāloka

### 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		
Dhvanyāloka	04	3	1	0	Nil	Nil

### Learning Objectives

The purpose of this course is to familiarize the learners with the theory of Rasa or aesthetic relish. Dhvanyāloka is the locus classicus of Sanskrit poetics. It talks about the idea of Dhvani or suggestion to be the most important gist in the expression of poetry.

### Learning outcomes

After completion of this course the students:

- will have acquired an in-depth knowledge of the theories of Rasa and Dhvani.
- will be able to understand and explain the prescribed text and the terms therein.
- will be successful in applying this knowledge for critical analysis in the light of suggestive meanings in drama and poetry.
- will be able to appreciate and enjoy the expressions of poetry.

### Detailed Syllabus

#### Unit: I

Hours: 11

ध्वन्यालोक (लोचन-सम्मतव्याख्यान) प्रथम उद्योत (1-12 कारिका)

#### Unit: II

Hours: 11

ध्वन्यालोक (लोचन-सम्मतव्याख्यान) प्रथम उद्योत (13 कारिका से प्रथम उद्योत की समाप्तिपर्यन्त)

#### Unit: III

Hours: 11

ध्वन्यालोक (लोचन-सम्मतव्याख्यान) द्वितीय उद्योत (1-15 कारिका)

#### Unit: IV

Hours: 12

ध्वन्यालोक (लोचन-सम्मतव्याख्यान) द्वितीय उद्योत (16 कारिका से द्वितीय उद्योत की समाप्तिपर्यन्त)

### Essential/Recommended Readings/Texts

**Essential Readings:**

1. ध्वन्यालोक (लोचन टीकासहित) - व्याख्या - जगन्नाथपाठक, चौखम्बाप्रकाशन, वाराणसी
2. ध्वन्यालोक - व्याख्या – आचार्य विश्वेश्वर, ज्ञानमण्डललिमिटेड, वाराणसी
3. ध्वन्यालोक - व्याख्या – रामसागर त्रिपाठी, मोतीलाल बनारसीदास, दिल्ली,
4. Dhvanyāloka-locana Ed. & Trans. by K. Krishnamoorthy, Meharchand Lachhamandas, Delhi, 1988

**Additional Resources:**

1. Deshpande, Ganesh Tryambak, Abhinavagupta (also Hindi Trans. by Mithilesh Chaturvedi), Sahitya Akademi, New Delhi
2. Gnoli, Raniero Aesthetic Experience, according to Abhinavagupta, Chowkhamba Sanskrit Series Office, Varanasi, 1968
3. Kulkarni, V.M. More Studies in Sanskrit Sāhitya Śāstra, Saraswati Pustak Bhandar, Ahmedabad, 1993.

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## DSE-3: Sanskrit Nāṭya: Nāṭaka and Nāṭika

### 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		
Sanskrit Nāṭya: Nāṭaka and Nāṭika	04	3	1	0	Nil	Nil

### Learning Objectives

The study of Two Prime natyas Bhattanarayana's *Veṅīsaṃhāra* and Śrīharṣadeva's *Ratnāvalī* focus on understanding classical Sanskrit dramaturgy, including structure, dialogue, and the aesthetic principles outlined in the *Nāṭyaśāstra*. The objectives of this course include exploring themes such as heroism, righteousness, and cultural-political aspects while appreciating the poetic beauty and emotional depth of the plays. The course emphasizes character analysis, ethical dilemmas, and philosophical insights, thereby enhancing proficiency in reading and interpreting Sanskrit texts. It offers a holistic understanding of the plays' literary, cultural, and performative dimensions, bridging classical traditions with contemporary relevance. Comparative studies with other classical works and creative engagement through performances are also encouraged.

### Learning outcomes

By the end of this course, students will:

1. Gain an understanding of the structural, dialogical, and aesthetic principles of Sanskrit drama as outlined in the *Nāṭyaśāstra*.
2. Explore themes such as heroism, righteousness, ethical dilemmas, and socio-political reflections, enriching their cultural and philosophical understanding.
3. Able to read, interpret, and critically analyze Sanskrit texts, with an appreciation for their poetic beauty and emotional depth.
4. Engage in comparative studies with other classical works and participate in creative adaptations through performances, bridging classical traditions with contemporary contexts.
5. An in-depth study of the character's motivations, dilemmas, and moral dimensions will foster critical thinking and an appreciation for nuanced storytelling.

### Detailed Syllabus

#### Unit: I

Veṅīsaṃhāra Nāṭaka, Acts 1-3

Hours: 11

#### Unit: II

Veṅīsaṃhāra Nāṭaka, Acts 4-6

Hours: 11

#### Unit: III

Ratnāvalī, Acts 1 & 2

Hours: 11

## Essential/Recommended Readings/Texts

### Primary Sources

1. हर्षदेव. रत्नावली, रामचन्द्र मिश्र (टी०). चौखम्बा संस्कृत पुस्तकालय, वाराणसी, 1982
2. श्रीहर्ष. रत्नावली नाटिका, परमेश्वरदीन पाण्डेय (व्या०), चौखम्बा सुरभारती प्रकाशन, वाराणसी, 2012
3. हर्षदेव. रत्नावली नाटिका, किरणावली संस्कृत - हिन्दी - व्याख्योपेता, सम्पा० राजेश्वर शास्त्री मुसलगांवकर, चौखम्बा संस्कृत संस्थान, वाराणसी, 2007
4. भट्टनारायण. वेणीसंहारम् (जगद्धरभट्ट की टीका सहित), काशीनाथ पाण्डुरंग परब, निर्णयसागर प्रेस, बम्बई, 1915
5. भट्टनारायण.. वेणीसंहारम्, परांजपे, रामकृष्ण पुरुषोत्तम, आर्यभूषण प्रेस. पुणे.
6. भट्टनारायण. वेणीसंहारनाटकम्, रामदेव झा एवं आदित्यनारायण पाण्डेय, चौखम्बा अमरभारती प्रकाशन, वाराणसी, 1982
7. भट्टनारायण, वेणीसंहारम्, शिवराज शास्त्री(व्या), साहित्य भण्डार मेरठ, 1979
8. भट्टनारायण.वेणीसंहारनाटकम्, व्या०कृष्णकान्त त्रिपाठी, साहित्य भण्डार, मेरठ,.1980.
9. भट्टनारायण. वेणीसंहारनाटकम्, माधवजनादन रटाटे (व्या०), भारतीय विद्या प्रकाशन, मुम्बई, 2007
10. Kale, M. R. *Ratnāvalī of Śrī Harṣadeva: With a Commentary and English Translation*, Motilal Banarsidass, Delhi, 1917.
11. Ryder, A. W. *Ratnāvalī: A Drama by Śrī Harṣa.*, Harvard Oriental Series, Cambridge, 1924.
12. Chandra, Lokesh. *Ratnavali: Sanskrit Drama in Translation*, Indian Council for Cultural Relations, New Delhi, 1963
13. Shastri, Gauri Nath. *Ratnāvalī: Text with Critical Introduction and Notes*, Sanskrit College. Calcutta, 1976.
14. Bajjnath Pandey, *Ratnavali Natika of Harsha*, Motilal Banarsidass Publishers Pvt. Limited, 2002
15. Kale, M.R. *Venisamhara of Bhatta Narayana: The Commentary of Jagaddhara*, Motilal Banarsidass Publishers, 1998.
16. Bhatta, S. R. *Veṇīsaṁhāra of Bhaṭṭanārāyaṇa: Text and Translation.*: Motilal Banarsidass, Delhi 1983
17. Apte, V. S. *Veṇīsaṁhāra of Bhaṭṭanārāyaṇa*. Chitrashala Press, Pune, 1890
18. Sastri, P. N. Patkar. *Venisamhara Translated into English Verse* The Vasanta Press, . Madras, 1947.
19. Deshpande, R.R. *Venisamharam of Sri Narayana Bhatta*, 1953

### Secondary Sources

1. Sharma, Krishna. *The Venisamhara in Historical Perspective*. D.K. Print world, Delhi, 1994

2. Keith, A. B. (1924). The Sanskrit Drama in Its Origin, Development, and Decline. Oxford: Clarendon Press.
3. Pollock, Sheldon. (2009). The Language of the Gods in the World of Men: Sanskrit, Culture, and Power in Premodern India. Berkeley: University of California Press.
- De, S. K. History of Sanskrit Literature, Volume II: Classical Period. University of Calcutta, Calcutta, 1960.
- Kapoor, Subodh. Encyclopaedia of Indian Literature Cosmo Publications, New Delhi, 2002.
4. Varma, R. C. Sanskrit Drama and Harsha, Munshiram Manoharlal, New Delhi, 970.
5. Chaturvedi, B. P. Dramatic Techniques in Sanskrit Theatre: A Study of Ratnavali and Venisamhara. Eastern Book Linkers, Delhi, 1995.
6. M. Krishnamacharya, A history of classical Sanskrit Literature, Vijayanti press, Madras, 1906
7. शुक्ल चुन्नीलाल. श्रीहर्षप्रणीता रत्नावली नाटिका आलोचनात्मक अध्ययन, साहित्यभण्डार, मेरठ

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## DSE-3: Pāṇinīya śikṣā & Siddhāntakaumudī Sandhi Prakaraṇa

### 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		
Pāṇinīya śikṣā & Siddhāntakaumudī Sandhi Prakaraṇa	04	3	1	0	Nil	Nil

### Learning Objectives

The objective of this course is two-fold; (i) Enhancing and advancing the knowledge of primary suffixes and the derivational processes of the words ending with those suffixes through the reading of the text of Siddhāntakaumudī of Bhattoji Dixit and (ii) Enhancing and advancing the knowledge of Sanskrit compound and the derivational processes of the words ending with those suffixes through the reading of the text of Siddhāntakaumudī

### Learning outcomes

After the completion of this course the students will:

- learn the structural patterns and semantic aspects of primary Sanskrit suffixes.
- learn the derivational processes of Sanskrit words ending with primary suffixes.
- learn to identify the general and exceptional patterns of primary suffixes and their interchangeability.

### Detailed Syllabus

**Unit: I** **Hours: 11**

पाणिनीयशिक्षा

**Unit: II** **Hours: 11**

सिद्धान्तकौमुदी सन्धि प्रकरण

अच् सन्धि

**Unit: III** **Hours: 11**

सिद्धान्तकौमुदी सन्धि प्रकरण

हल सन्धि

**Unit: IV** **Hours: 12**

सिद्धान्तकौमुदी सन्धि प्रकरण

विसर्ग सन्धि

### Essential/Recommended Readings/Texts



1. शिवराज आचार्य कौन्डिन्यायन, पाणिनीय शिक्षा
2. गोविन्दाचार्य, वैयाकरणसिद्धान्तकौमुदी, चौखम्बा सुरभारती प्रकाशन, वाराणसी, 2010
3. जिज्ञासु, पं. ब्रह्मदत्त सोनीपत, हरियाणा अष्टाध्यायी (भाष्य) प्रथमावृत्ति, रामलालकपूरट्रस्ट, बहालगढ़,
4. शास्त्री शिवनारायण, वैयाकरण-सिद्धान्तकौमुदी, भ्वादिगण (भवतोषिणी हिन्दीटीका सहित), दिल्ली 1989
5. Sharma, Ramanath - The Astadhyayi of Panini, Vol.1 to Vol. 6, Munshiram Monoharlal Publishers Pvt. Ltd. Delhi. 1987-2003
6. Vasu, S.C. The Astadhyayi of Panini (2 Vols.), Motilal Banarasidass, Delhi-1997
7. E-Learning Tools developed by Computational Sanskrit Group, Department of Sanskrit University of Delhi available at: <https://cl.sanskrit.du.ac.in>

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## DSE-3: The Śukranīti

### 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		
The Śukranīti	04	3	1	0	Nil	Nil

### Learning Objectives

This course section focuses on selected themes from Śukranīti, exploring the management of state resources (kośa nirūpaṇa), societal norms and ethical principles (lokadharma nirūpaṇa), the concept of nationhood (rāṣṭra nirūpaṇa), and military strategy and fortification (sainya nirūpaṇa and durga nirūpaṇa). Students will study the nuanced governance principles, the ethical foundations of statecraft, and the strategies for national security and defense as outlined in Śukranīti. Through these topics, learners will develop an understanding of ancient Indian administrative, social, and military frameworks and their continued relevance to modern governance and policy-making.

### Learning outcomes

1. Analyze the principles of financial management and resource allocation in kośa nirūpaṇa.
2. Understand societal norms, ethical governance, and duties outlined in lokadharma nirūpaṇa.
3. Explore the conceptualization of nationhood and state governance in rāṣṭra nirūpaṇa.
4. Examine military strategies and fortification techniques described in sainya nirūpaṇa and durga nirūpaṇa.
5. Evaluate the applicability of Śukranīti's governance and defense principles in modern administrative and policy frameworks.

### Detailed Syllabus

<b>Unit: I</b> Śukranīti, Adhyāya 2 (Complete)	<b>12 Hours</b>
<b>Unit: II</b> Śukranīti, Adhyāya 4 (Kośa Nirūpaṇa)	<b>11 Hours</b>
<b>Unit: III</b> Śukranīti, Adhyāya 4, (Rāṣṭra Nirūpaṇa)	<b>11 Hours</b>
<b>Unit: IV</b> Śukranīti, Adhyāya 4, (Durga Nirūpaṇa and Sainya Nirūpaṇa)	<b>11 Hours</b>

### Essential/Recommended Readings/Texts

1. मिश्र, जगदीशचन्द्र.(2019). शुक्रनीति: भाग 1-2. चौखम्बा संस्कृत संस्थान, वाराणसी.
2. मिश्रा, ब्रह्मशङ्कर.(1968). शुक्रनीति. चौखम्बा संस्कृत संस्थान, वाराणसी.
3. Banerji, Sures Chandra. *A brief history of Dharmaśāstra*. Abhinav Publications, 1999.
4. Kane, Pandurang Vaman. *History of dharmaśāstra*. Vol. 2. Poona: Bhandarkar Oriental Research Institute, 1973.
5. Olivelle, Patrick, and Donald Richard Davis, eds. *Hindu law: a new history of Dharmaśāstra*. Oxford University Press, 2018.
6. Online Search and Indexing Tools for Dharmashastraic Texts, available at: <https://cl.sanskrit.du.ac.in>

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## DSE-3: Edicts of Ashoka Period

### 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		
Edicts of Ashoka Period	04	3	1	0	Nil	Nil

### Learning Objectives

The objective of this course is to provide students with an in-depth understanding of the inscriptions from the Ashokan period, focusing on their historical, cultural, and linguistic significance. It aims to familiarize students with the edicts of Emperor Ashoka, their content, purpose, and the Brahmi script used during this era. The course will explore the role of these inscriptions in reconstructing the political and administrative history of Bharat and their contribution to the study of ancient Indian society and governance.

### Learning outcomes

After the completion of this course, the students will:

- Understand the historical and cultural significance of inscriptions from the Ashokan period.
- Gain knowledge of Emperor Ashoka's edicts, their content, purpose, and impact.
- Learn to identify and analyze the Brahmi script used during the Mauryan era.
- Develop skills to interpret inscriptions as primary sources for studying Ashokan administration and society.
- Appreciate the role of Ashokan inscriptions in shaping the historical narrative of ancient India.

### Detailed Syllabus

#### Unit: I

Hours: 11

An Introduction of Ashokan Inscriptions  
Historical Study of Mauryan Period  
Ashoka's Dhamma: Bharat's Path to Peace  
Ashoka's Policy and Vision: The Core of Shreshth Bharat

#### Unit: II

Hours: 11

Girnar Rock Edicts (No. I,II,III,IV,VI)

**Unit: III****Hours: 11**

Rupnath Minor Rock Edict  
Kalsi Inscription (No. XIII)  
Kalinga Rock Edict (No. II)  
Barabar Cave Inscriptions

**Unit: IV****Hours: 12**

Delhi Topra Pillar Edicts (No. I, II,III,IV,VII)  
Kaushambi Minor Pillar Edict  
Sarnath Minor Pillar Edict

**Essential/Recommended Readings/Texts**

1. ओझा, गौरीशंकर अशोककालीन धार्मिक अभिलेख, भारतीय कला प्रकाशन, दिल्ली - 2002
2. पाण्डेय, राजबली अशोक के अभिलेख, मुंशीराम मनोहरलाल, दिल्ली, 1992
3. Barua, B.M. Ashoka and His Inscriptions (two parts), Calcutta, 1968
4. Basak, R.G. Ashokan Inscriptions, Progressive Publication, Calcutta, 1959
5. Bhandarkar, D.R. Ashoka (Also in Hindi), Calcutta, 1925
6. Hultzsch, E. Corpus Inscriptionum Indicarum, Vol. I (Inscriptions of A.,oka), Oxford, 1925
7. Indological Book House (Rep.), Delhi, 1969
8. Jaiswal, K.P. Notes on Ashoka's Inscriptions, J.B.O.R.S., 4, 144-47, Patna, 1918 10. Mookerji, R.K. Ashoka, Moti Lal Banarasi Dass, Delhi, 1989
9. Sircar, D.C. Inscriptions of Ashoka, Publication Division, Govt. of India, New Delhi, 1975
10. Smith, V.A. Ashoka (The Buddhist Emperor of India), (reprint) Arihant Publication, Jaipur, 1988

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## **DSE- 3 : Form of Manuscripts**

### **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		
Form of Manuscripts	04	3	1	0	Nil	Nil

### **Learning Objectives**

The objective of this course is to introduce students to the various forms and types of manuscripts, focusing on their materials, structures, and formats. It aims to explore the different physical forms of manuscripts, such as palm leaves, birch bark, and paper, and examine their significance within specific cultural and historical contexts. The course will equip students with the knowledge to classify and analyze manuscripts based on their unique characteristics and production methods.

### **Learning outcomes**

After the completion of this course, the students will:

- Understand the different forms and types of manuscripts used across cultures and time periods.
- Identify and differentiate between various manuscript materials such as palm leaves, birch bark, and paper.
- Comprehend the cultural and historical significance of manuscript forms.
- Develop the ability to classify manuscripts based on their physical characteristics and production methods.
- Gain insights into the role of manuscript forms in the preservation and transmission of knowledge.

### **Detailed Syllabus**

**Unit: I**

**Hours: 11**

#### **Indian knowledge tradition and manuscripts**

- Origin and development of manuscripts.
- Historical Perspective of Manuscripts
- Qualities of manuscripts
- Defects in manuscripts

**Unit: II****Hours: 11****External introduction of manuscripts**

- Size, Margin, Row, Folio
- Numbering painting
- Writing styles of manuscripts
- Manuscriptors' prayers
- Overall appearance of the manuscripts

**Unit: III****Hours: 11****Types of Manuscripts**

- Base dependent type- ताड़पत्र, भूर्जपत्र, पत्थर, स्तम्भ आदि
- Shape Dependent Type- गण्डी, कच्छपी, मुष्टी, संपुटफलक, छेदपाटी आदि
- Writing style dependent type- त्रिपाठ, पंचपाठ, शुण्डाकार, सचित्रलेख पाण्डुलिपि, स्थूलाक्षर पाण्डुलिपि, सूक्ष्माक्षर पाण्डुलिपि, रजताक्षर पाण्डुलिपि, स्वर्णाक्षर पाण्डुलिपि आदि
- Rupadkan dependent type- जोगीरामा गुफा, भीमटेक गुफा

**Unit: IV****Hours: 12****Sanskrit manuscripts**

- Basis and size of the manuscript
- Page numbers of manuscripts
- Shapes of letters in manuscripts
- Manuscripts' handwriting
- Beginning with invocation of manuscripts
- Swastika symbol or coil or circle indicating ambiguity in manuscripts.

**Essential/Recommended Readings/Texts**

1. A Bibliography of palaeography and Manuscriptology. Sweta Prajapati, Bhartiya Kala Prakashan
2. New lights on Manuscriptology; a collection of articles of Prof. K.V. Sharma
3. Pracheen Bharatiya Abhilekh, Dr. Dinesh Chandra, Commission for Scientific and Technical Terminology, Ministry of Human Resource Development, Uttar Pradesh Hindi Institute, Lucknow First Edition 2008
4. Bharatiya Puralipi viddhya, Dinesh Chandra Sarkar, Translator Krishnadutt Vajpayee, Vidyanidhi Prakashan Delhi, Edition-2019
5. Puralipi vigyan, Dr. Satyendra, Rajasthan Hindi Granth Academy, Jaipur, First Edition 1978

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## DSE-3 : Mahābhārata-1

### 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		
Mahābhārata-1	04	3	1	0	Nil	Nil

### Learning Objectives

The objective of this course is to present a thorough picture of the valuable cultural heritage of India as preserved in the Mahābhārata. The individual characters of the epic, social, economic, geographical, political, philosophical and educational systems as reflected in the epic will be the major highlighting points.

### Learning outcomes

After the completion of this the course students will:

- be able to learn about the behavioural values, ethics and belief patterns through the individual characters of the Mahābhārata.
- be able to explain the aesthetic and poetic beauty and style of presentation of the texts of Mahābhārata.
- get the knowledge of the historic value of Mahābhārata
- learn about the social, economic, geographical, political, philosophical and educational aspects of Mahābhārata.

### Detailed Syllabus

#### Unit: I

महाभारत - आदि पर्व (गीताप्रेस संस्करण) – अध्याय 68-74

Hours: 11

#### Unit: II

महाभारत - सभा पर्व (गीताप्रेस संस्करण) – अध्याय 67-73

Hours: 11

#### Unit: III

महाभारत - वन पर्व (गीताप्रेस संस्करण) – अध्याय 293-299

Hours: 11

#### Unit: IV

महाभारत - शान्तिपर्व (गीताप्रेस संस्करण) – अध्याय 272-280

Hours: 12



## **Essential/Recommended Readings/Texts**

### **Essential Readings:**

1. Mahabharata Text, pub. Gita Press, Gorakhpur
2. Mahabharata, Critical Edition, BORI, Poona

### **Additional Resources:**

1. Hopkins, E.W., The Great Epic of India, Reprinted by Punthi Pushtaka, Calcutta, 1969
2. Mahabharata with Neelakantha's Commentary, Chirtasala Press, Poona, 1929-33

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## **DSE-3: Basics of Web Development for Sanskrit Tools**

### **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		
Basics of Web Development for Sanskrit Tools	04	3	0	1	Nil	Nil

### **Learning Objectives**

This course aims to provide Postgraduate students with fundamental knowledge and practical skills in web development, tailored specifically for Sanskrit applications. The course integrates modern web technologies with the requirements of digital Sanskrit content creation and dissemination, focusing on designing, developing, and deploying web solutions for Sanskrit scholars, educators, and enthusiasts.

### **Learning outcomes**

By the end of this course, students will:

1. Understand the basic structure and functionality of web technologies.
2. Develop web pages using HTML, CSS, and JavaScript with a focus on Sanskrit content.
3. Gain proficiency in working with Unicode for Devanagari and other Indic scripts.
4. Learn to integrate Sanskrit text, multimedia, and transliteration tools into websites.
5. Acquire knowledge of web hosting, version control, and basic troubleshooting.

### **Detailed Syllabus**

#### **Unit: I**

**Hours: 11**

#### **Introduction to Web Development**

- Basics of the Internet and Web Technologies.
- Client-Server Architecture: How Websites Work.
- Introduction to HTML5:
  - Creating Basic Web Pages.
  - Tags for Formatting, Lists, Tables, Images, and Links.
- Introduction to CSS3:
  - Types of CSS.
  - Styling Text and Elements.
  - Creating Responsive Designs for Sanskrit Web Pages.

#### **Unit: II**

**Hours: 11**

#### **JavaScript and Interactive Elements**

- Basics of JavaScript:
  - Variables, Functions, and Events.
- Adding Interactivity:
  - Pop-ups, Form Validations, and Dropdowns.
- Embedding Sanskrit Fonts and Unicode Integration.

- Dynamic Features for Sanskrit Websites: Transliteration Tools and Sanskrit Text Rendering.

### Unit: III

Hours: 11

#### Advanced Concepts and Tools

- Introduction to Frameworks: Bootstrap Basics for Designing Sanskrit Websites.
- Introduction to Content Management Systems (CMS)
- Basics of Hosting and Deployment:
  - Setting Up a Website on Free Hosting Platforms.
  - Working with FTP and Version Control.
- Ethical Considerations: Copyright and Open-Source Resources for Sanskrit.

### Unit: IV

Hours: 12

#### Project-Based Learning

- Creating a Basic Sanskrit Website:
  - Developing a Static Website with Sanskrit Texts, Images, and Multimedia.
  - Integration of Sanskrit-based Tools (Transliteration, Referencing, etc.)
- Final Project: A Sanskrit Web Portal with Interactive Features.

### Essential/Recommended Readings/Texts

1. D. Jurafsky and J.H. Martin, Speech and Language Processing, Prentice Hall Edition.
2. S. Bird, E. Klein, and E. Loper, Natural Language Processing with Python, <https://www.nltk.org/book/>
3. Bird, S., Klein, E., & Loper, E. (2009). Natural language processing with Python: analyzing text with the natural language toolkit. "O'Reilly Media, Inc."
4. Chandra Subhash (March, 2017). मशीनी अनुवाद (Machine Translation) यूजीसी सीबीसीएस स्कीम के तहत बीए (संस्कृत) के एईईसी (AEEC)-3 के पाठ्यक्रम पर आधारित. Vidyanidhi Prakashana, New Delhi.
5. Campbell, J. (2017). Web Design: Introductory. Cengage Learning.
6. MDN Web Docs. (2023, February 18). How the web works. Retrieved from [https://developer.mozilla.org/en-US/docs/Learn/Getting\\_started\\_with\\_the\\_web/How\\_the\\_Web\\_works](https://developer.mozilla.org/en-US/docs/Learn/Getting_started_with_the_web/How_the_Web_works)
7. Flanagan, D. (2020). JavaScript: The Definitive Guide (7th ed.). O'Reilly Media.
8. MDN Web Docs. (n.d.). Client-side web APIs. Retrieved from [https://developer.mozilla.org/en-US/docs/Learn/JavaScript/Client-side\\_web\\_APIs](https://developer.mozilla.org/en-US/docs/Learn/JavaScript/Client-side_web_APIs)
9. Northwood, C. (2018). The Full Stack Developer: Your Essential Guide to the Everyday Skills Expected of a Modern Full Stack Web Developer. Apress.
10. W3Schools. (n.d.). Bootstrap Tutorial. Retrieved from <https://www.w3schools.com/bootstrap/>
11. W3Schools. (n.d.). HTML Tutorial. Retrieved from <https://www.w3schools.com/html/>
12. W3Schools. (n.d.). CSS Tutorial. Retrieved from <https://www.w3schools.com/css/>
13. W3Schools. (n.d.). JavaScript Tutorial. Retrieved from <https://www.w3schools.com/js/>
14. W3Schools. (n.d.). Web Development Tutorial. Retrieved from <https://www.w3schools.com/whatis/>
15. Duckett, J. (2011). HTML and CSS: Design and Build Websites. Wiley.
16. MDN Web Docs. (n.d.). Publishing your website. Retrieved from [https://developer.mozilla.org/en-US/docs/Learn/Getting\\_started\\_with\\_the\\_web/Publishing\\_your\\_website](https://developer.mozilla.org/en-US/docs/Learn/Getting_started_with_the_web/Publishing_your_website)
17. MDN Web Docs. (n.d.). Learn web development. Mozilla. Retrieved from <https://developer.mozilla.org/en-US/docs/Learn>

18. Codecademy. (n.d.). Web development courses. Retrieved from <https://www.codecademy.com/catalog/subject/web-development>
19. freeCodeCamp. (n.d.). Learn to code — for free. Retrieved from <https://www.freecodecamp.org/>
20. GeeksforGeeks. (n.d.). Web development tutorials. Retrieved from <https://www.geeksforgeeks.org/web-development/>
21. TutorialsPoint. (n.d.). Web development tutorial. Retrieved from [https://www.tutorialspoint.com/web\\_development\\_tutorials.htm](https://www.tutorialspoint.com/web_development_tutorials.htm)
22. web.dev. (n.d.). Learn web development. Google. Retrieved from <https://web.dev/learn/>

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## DSE-3: Sanskrit Machine Translation

### 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		
Sanskrit Machine Translation	04	3	1	0	Nil	Nil

### Learning Objectives

This course introduces students to the foundational concepts and techniques of machine translation, with a specific focus on Sanskrit. Students will explore the challenges and opportunities of translating Sanskrit to modern languages and vice versa, while gaining hands-on experience in implementing and evaluating machine translation models.

### Learning outcomes

By the end of this course, students will:

1. Understand the principles and methodologies of machine translation.
2. Explore the linguistic complexities and challenges in Sanskrit translation.
3. Learn to preprocess Sanskrit text for machine translation systems.
4. Gain practical experience with rule-based, statistical, and neural machine translation models.
5. Evaluate and improve the accuracy of machine translation outputs for Sanskrit.

### Detailed Syllabus

#### Unit: I

Hours: 11

#### Introduction to Machine Translation

- Overview of Machine Translation (MT): History, Types, and Applications.
- Challenges in Translating Sanskrit: Morphology, Syntax, and Semantics.
- Types of Machine Translation:
  - Rule-Based MT (RBMT).
  - Statistical MT (SMT).
  - Neural MT (NMT).
- Tools and Resources for Sanskrit Text Processing: Unicode, Tokenizers, and Transliteration.

#### Unit: II

Hours: 11

#### Preprocessing Sanskrit for Machine Translation

- Text Normalization and Tokenization for Sanskrit.
- Handling Sandhi and Samāsa Splitting.
- Part-of-Speech Tagging and Morphological Analysis for Sanskrit.
- Preparing Parallel Corpora for Sanskrit and Target Languages.
- Annotating Data for Training MT Models

#### Unit: III

Hours: 11

#### Implementing Machine Translation Models

- Rule-Based Machine Translation: Basics and Implementation for Sanskrit.
- Statistical Machine Translation: Basics and Implementation for Sanskrit.
- Neural Machine Translation: Basics and Implementation for Sanskrit.

**Unit: IV**

**Hours: 12**

**Evaluation and Applications of Sanskrit MT**

- Evaluation Metrics for Sanskrit MT Outputs.
- Error Analysis and Post-Editing Techniques.
- Applications of Sanskrit MT: Digital Libraries, E-Learning, and AI-Assisted Research.
- Final Project

**Essential/Recommended Readings/Texts**

1. D. Jurafsky and J.H. Martin, Speech and Language Processing, Prentice Hall Edition.
2. S. Bird, E. Klein, and E. Loper, Natural Language Processing with Python, <https://www.nltk.org/book/>
3. Bird, S., Klein, E., & Loper, E. (2009). Natural language processing with Python: analyzing text with the natural language toolkit. "O'Reilly Media, Inc."
4. Chandra Subhash & Jha Girish Nath (2011). Computer Processing of Sanskrit Nominal Inflections: Methods and Implementation. Cambridge Scholars Publishing (CSP), 12 Back Chapman Street, Newcastle upon Tyne.
5. Chandra Subhash (2016). Knowledge Representation for Sanskrit Verb Argument Valence Authentication: An Ontological Approach. Scholars' Press, HeinrichBöcking-Str. 6-8, 66121, Saarbrücken, Germany.
6. Chandra Subhash (March, 2017). मशीनी अनुवाद (Machine Translation) यूजीसी सीबीसीएस स्क्रीम के तहत बीए (संस्कृत) के एईईसी (AEEC)-3 के पाठ्यक्रम पर आधारित. Vidyanidhi Prakashana, New Delhi.
7. <http://spyce.sourceforge.net/>
8. <http://www.cs.sfu.ca/CourseCentral/354/zaiane/material/notes/contents.html>
9. Jurafsky, D. (2000). Speech and language processing: An introduction to natural language processing. Computational linguistics, and speech recognition.

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## DSE-3: Aṣṭāṅgahrdayam: Sutrasthana-2

### 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		
Aṣṭāṅgahrdayam: Sutrasthana-2	04	3	1	0	Nil	Nil

### Learning Objectives

The aim of Ashtanga Hridayam is to provide a comprehensive understanding of Ayurveda, the ancient Indian system of medicine. It is a primary text in Ayurveda that serves as a guide for health and Ayurvedic philosophy. Ashtanga Hridayam is a Sanskrit text that covers the eight branches of Ayurveda. The name translates to "the essence of eight sections". It is a core text for Ayurvedic students and is used as a source for Ayurvedic philosophy and protocol. It covers Medicine, Surgery, Toxicology, Psycho-therapy, Pediatrics, Rejuvenation, Vilification and the science of special diseases of the head, neck, and face.

### Learning outcomes

After studying this course students will be able to explain all concepts of balrog, diseases of children and their practical treatment which is needed by students, scholars and practitioners alike.

### Detailed Syllabus

#### Unit: I

Hours: 11

##### Sūtrasthāna:

Doṣopakramaṇīya	Verse-1 to 41
Dvividhopakramaṇīya	Verse-1 to 37
śodhanādigaṇasārnaha,	Verse-1 to 47
Snehavidhi,	Verse-1 to 46

#### Unit: II

Hours: 11

##### Sūtrasthāna:

Svedavidhi	Verse-1 to 29
Vamanavirecanavidhi,	Verse-1 to 60
Bastividhi,	Verse-1 to 87
Nasyavidhi,	Verse-1 to 39

#### Unit: III

Hours: 11

##### Sūtrasthāna:

Dhūmapānavidhi,	Verse-1 to 22
Gaṇḍuṣādividhi,	Verse-1 to 34
Āścotanāñjanavidhi	Verse-1 to 31
Tarpaṇapuṭapākavidhi	Verse-1 to 23

Yantravidhi,  
Śaṣṭraavidhi

Verse-1 to 42  
Verse-1 to 55

**Unit: IV**

**Hours: 12**

**Sūtrasthāna:**

Sirāvyadhavidhi

Verse-1 to 53

śalyāharaṇavidhi

Verse-1 to 47

śaṣṭrakarmavidhi

Verse-1 to 80

kṣārāgnikarmavidhi

Verse-1 to 53

**Essential/Recommended Readings/Texts**

1. ब्रह्मानन्द त्रिपाठी (2013), अष्टाङ्गहृदयम् (सूत्रस्थानम्), चौखम्बा संस्कृत प्रतिष्ठान, दिल्ली ।
2. श्वेता जैन , अष्टाङ्गहृदयम् (सूत्रस्थानम्), चौखम्बा ओरियन्टालिया.
3. काशीनाथ शास्त्री, अष्टाङ्गहृदयम्. चौखम्बा कृष्णदास अकादमी, वाराणसी.
4. Lochan, Kanjiv, editor. *Astanga Hridaya of Vagbhata. Vol. I-III.* Chaukhambha Publications, 2017.
5. Vidhyanath, R. *Ashtanga Hridaya (Illustrated) Sutra Sthana Including Maulik Siddant-Text.* Chaukhambha Publications.

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## DSE-3: भारतबोध: बृहत्तर भारत का भौगोलिक स्वरूप

### 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		
भारतबोध: बृहत्तर भारत का भौगोलिक स्वरूप	04	3	1	0	Nil	Nil

### Learning Objectives

The Course aims to introduce the concepts of Nationalism and Nationality and the and to evolve the feeling of pride in being a Bharatiya among them. The course also highlights the uniqueness of Bharata, its all-encompassing culture and significance of Bharata in the globalised world.

### Learning outcomes

The learners will be able to

- Understand the concept of *Brihattara Bharata* and the geographical significance of Bharata
- Understand the expansion and spread of Bharatiya ethics and values
- Witness the glory of ancient Bharata and its legacy in the form of Modern Bharata.
- Experience the uniqueness of Bharatiya culture and its traditions, ethics and values

### Detailed Syllabus

#### Unit: I

**Hours: 11**

भारत- राष्ट्र एवं राष्ट्रियता  
 राष्ट्र की संकल्पना  
 राष्ट्र एवं राष्ट्रियता  
 ऋग्वेद: पृथिवीसूक्त  
 अथर्ववेद: भूमिसूक्त

#### Unit: II

**Hours: 11**

भौगोलिक स्वरूप- बृहत्तर भारत की अवधारणा (सूत्रसाहित्य)  
 सूत्रसाहित्य में भारत – पाणिनि, पतञ्जलि, तन्त्रालोक आदि

#### Unit: III

**Hours: 11**

राजनैतिक स्वरूप

पाणिनि- पतञ्जलि  
कौटिल्य  
वराहमिहिर  
कल्हण

### **Essential/Recommended Readings/Texts**

1. त्रिपाठी, रंजन कुमार, भौगोलिक अभिधान कोश, विद्यानिधि प्रकाशन, 2019
2. सिंह, जितेन्द्र प्रताप, रामायणकालीन भारत, शिवालिक प्रकाशन, 2014
3. महाभारतकालीन समाज और शिक्षा लेखक-नत्थूलाल, नमन प्रकाशन नई दिल्ली, पेज- प्रस्तावना
4. संस्कृत वाङ्मय का वृहद् इतिहास- बलदेव उपाध्याय
5. पुराणों का भुवनकोश
6. प्राचीन भारत का भूगोल

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## DSE-3: Jātakālamkāra

### 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		
Jātakālamkāra	04	3	1	0	Nil	Nil

### Learning Objectives

The objective of this paper is to give the knowledge of prediction part of Indian astrology or Jataka-Skandha.

### Learning outcomes

After studying this course students:

1. will be able to know the basic concept of Jataka-Skandha
2. Will be able to understand and critically explain the prescribed text and terms.
3. will be able to know the basic concept of Jataka-Skandha and prediction according to Jatakalankar which is based on Shukasutra.

### Detailed Syllabus

#### Unit: I

संज्ञाध्याय, भावाध्याय

Hours: 11

#### Unit: II

योगाध्याय

Hours: 11

#### Unit: III

आयुर्दायाध्याय

Hours: 11

#### Unit: IV

विषकन्यायोगाध्याय, व्यत्ययफलाध्याय

Hours: 12

### Essential/Recommended Readings/Texts

1. जातकालंकार- (व्या.) पं. गणेशदत्त पाठक, चौखम्बा पब्लिकेशन्स, भार्गव भूषण प्रेस, वाराणसी, 1936 ।
2. जातकालंकार (व्या.) सुरेशचंद्र मिश्र, रंजन पब्लिकेशन, दिल्ली, 2004 ।
3. Jatkalkankar(Translation) V. Subrahmanya Sastri, Vijaya lakshmi vilas, Bangalore, 1941
4. Jatkalkankar(Translation) Dr. K. S. Charak, Uma Publications, Delhi, 2019

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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### **DSE-3: Ramalanavaratnam**

#### **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		
Ramalanavaratnam	04	3	1	0	Nil	Nil

#### **Learning Objectives**

The objective of this paper is to give the knowledge of prediction part of Indian astrology or Ramal-Shastra.

#### **Learning outcomes**

After studying this course students:

1. will be able to know the basic concept of Ramal-Shastra
2. Will be able to understand and critically explain the prescribed text and terms.
3. will be able to know the prediction method according to Ramal-School of Astrology.

#### **Detailed Syllabus**

##### **Unit: I**

संज्ञारत्न-श्लोक संख्या 1-21

**Hours: 11**

##### **Unit: II**

अवधिकथन-श्लोक संख्या 1-16

**Hours: 11**

##### **Unit: III**

मुष्टिप्रश्न कथन-श्लोक संख्या 1-22

**Hours: 11**

##### **Unit: IV**

मुष्टिप्रश्न कथन-श्लोक संख्या 23-44

**Hours: 12**

### **Essential/Recommended Readings/Texts**

1. रमलनवरत्न, महीधर शर्मा (टीकाकार), खेमराज श्री कृष्णदास प्रकाशन, मुम्बई, 2000 ।
2. रमलनवरत्नम्, पं. अभय कात्यायन (टीकाकार), चौखम्भा सुरभारती प्रकाशन, वाराणसी, 2015 ।
3. रमलनवरत्न चंद्रिका टीका सहित, पं. बस्तीराम जी, गुजराती छापाखाना, मुम्बई, 1924 ।

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## **DSE-3: IKS and the World**

### **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		
IKS and the World	04	3	1	0	Nil	Nil

### **Learning Objectives**

This course aims to explore the far-reaching influence of the Indian Knowledge System (IKS) across different regions of the world. Students will examine the linguistic, cultural, philosophical, and trade-related impact of Sanskrit and Indian traditions on Central Asia, Europe, Southeast Asia, and beyond. The course will also highlight the influence of Indian philosophy on Greek thinkers, the spread of Sanskrit in ancient and modern times, and its role in shaping legal, artistic, and religious traditions globally. Additionally, it will analyze the contributions of modern Western thinkers influenced by IKS and the role of Indian philosophers in shaping global intellectual discourse.

### **Learning outcomes**

Upon completing this course, students will be able to critically analyze the influence of IKS on global civilizations, recognizing its impact on language, mythology, philosophy, and art. They will gain an understanding of how Indian trade, temple architecture, and religious traditions shaped cultures in Southeast Asia and beyond. Furthermore, students will identify key Western thinkers influenced by Indian thought and articulate the philosophical, literary, and scientific contributions of Indian sages and scholars. They will also develop insights into the spread and significance of yoga, meditation, and Sanskrit traditions in modern global contexts.

### **Detailed Syllabus**

#### **Unit: I**

**Hours: 11**

#### **IKS Influence in the Western World (Central Asia & Europe)**

Influence of saṃskṛta on ancient European Languages and their Mythologies. Influence of Indian Philosophy on Ancient Greece Thinkers: Socrates, Plato, Plotinus, Porphyry, Neo-Platonism etc. Trade with Roman Empire and other ancient civilizations. Cultural Influence in Mesopotamia, Sumeria, Kassites, Persia, Yazidis etc.

**Unit: II****Hours: 12****IKS Influence in the Eastern World (South East Asia)**

Various Kingdoms influenced by Indian Culture: Kingdom of mātarāma, pagana Kingdom (849-1297 CE) (Burma), khamera Kingdom (802-1463 CE), rajahanate ofsebu, ayutthāya Kingdom era (1350-1767), Sri Vijaya Empire (650 – 1377 CE) etc.

Indian Influence on the Geographical Names of South-East Asia.

Influence of Indian Temples and Architecture: BAYON TEMPLE in Angkor (Cambodia), PURA BESAKIH (Bali, Indonesia), PRAMBANAN (Indonesia), BATU CAVES (Selangor, Malaysia), VAT PHOU (Champassak, Laos), SRI VEERAMAKALIAMMAN (Singapore), MARIAMMAN TEMPLE (Vietnam) ETC.

Influence of rāmāyaṇa and mahābhārata on paintings, theater and dance of Southeast Asia. sarasāmukkāya (the law books of Java and Bali).

Influence of Sanskrit and other Indian Languages: Brahmi Script and its impact on languages of Burma, Thai, Laos, Cambodia. Laguna Copperplate (the Philippine Islands), Siddham script in Japan etc.

Influence of Hindu deities: brahma, viṣṇu, śivā, sarasvatī, gaṇēśa, rāma, garu, nāgā etc. Contact Sri Lanka and Africa: Textile, Technology, and

Trade: Buddhism in Sri Lanka, Chola's influence in Sri Lanka, Literature, Jataka Stories, Africa and Indian Textile, Stone Carvers in Africa, Inscriptions from Socotra Island. Cambodia Sanskrit inscriptions

**Unit: III****Hours: 11****IKS influence on modern western thinkers:**

Emerson, Whitman and Thoreau, Christopher Isherwood, Aldous Huxley, Joseph Campbell, Alan Watts, William Somerset Maugham. Nicholas Tesla, David Bohm, William James, Beatles, George Harrison, Turiyasangitananda. Carl Sagan, Fritjof Capra, Larry Brilliant, Ram Dass, Daniel Goleman, Patrick Geddes, Dennis Waite, Leonard Bloomfield, Steve Jobs, Mark Zuckerberg, Arthur Schopenhauer. Erwin Schrödinger, Ferdinand de Saussure, Noam Chomsky etc.

**Unit: IV****Hours: 11**

**Philosophers who left an impact on the West:** Swami Vivekananda, Paramahansa Yogananda, Sri Aurobindo, Maharishi Mahesh Yogi, Acharya Rajneesh, J. Krishnamurti, Swami Sivananda, BKS Iyengar, Sri Krishnamachari.

The impact of yoga on diverse fields: influence on Western art, culture and film from the 18th century, influence on Western literature

**Essential/Recommended Readings/Texts**

1. Jurgen Lutt, Germany, India and the German Image of India - The Romantic and Utilitarian Image of India in Europe,
2. Ganeri Jonardon: Migrating Texts and Traditions: Dara Shukoh and the Transmission of the Upanishads to Islam
3. Neria H. Hebbler, Influence of Upaniṣads in the West, Boloji.com. Retrieved on: 2012-03-02
4. arisebharat.com/2011/10/22/impact-of-bhagvad-gita-on-west/
5. Swami Tathagatananada, Bhagwadgita castes its spell on the West
6. Grigore George: Kalila wa Dimna and its Journey to the World literatures, Romano -Arabica, XIII, 2013, (University of Bucharest, Centre for Arab Studies)
7. Vijay Bedekar: History of Migration of Panchatantra
8. K. Satya Dev Prasad: Impact of Kalidasa on the West (adapted from Light from the Orient)
9. Mahulikar, Gauri: Effect of Ramayana On Various Cultures And Civilisations, Ramayana Institute
10. Dr. V. Raghavan Ed.: The Rāmāyana Tradition in Asia, Sahitya Akademi, New Delhi
11. रामकथा का विदेश यात्रा ignca.gov.in
12. Mahabharat in South East Asia - You tube video by Veenus Jain



13. Sanskrit in the World: Rashtriya Sanskrit Sansthan, New Delhi
14. संस्कृत का वैश्विक परिदृश्य
15. Websites of various universities
16. Swami Tathagatananda, Journey of the Upanishads in the West, Advaita Ashrama, Kolkata
17. Halbfass; India and Europe, Moti Lal Banarasi Dass (free down load available)
18. Swami Tathagatananda, Light from the Orient,
19. Sinha Mishka: Corrigibility, Allegory, Universality: A History of the Gita's Transnational Reception, 1785-1945, Modern Intellectual History, 7, 2(2010) pp 297-317
20. Davis Richard M.: The Bhagawadgita - A Biography. Princeton University Press, 2015
21. Halbfass William - Europe and India, Motilal Banarasi Dass, Delhi, (free download available) Chapters on Schopenhaur and Hegel
22. Edgerton, Franklin: The Panchatantra, translated in 1924 from the Sanskrit by Franklin Edgerton, George Allen and Unwin, London, 1965,)
23. Amitabhbose.net: The Sakuntala Epoch in European Romanticism and Indian Classicalism
24. Swami Tathagatananda: Abhijnana Shakuntalam - A Wonder Coming from a Land of Wonders in Light from the Orient - pp 69-94

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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### **DSE-3: Manav Shulbasutra**

#### **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		
Manav Shulbasutra	04	3	1	0	Nil	Nil

#### **Learning Objectives:**

The course aims to introduce contemporary theories and facts about Vedic mathematics and the Bhartiya mathematical tradition, addressing both traditional and modern questions. It seeks to demonstrate how Vedic mathematics and the entire Bhartiya mathematical tradition is a living practice.

#### **Learning outcomes:**

After completion of this course the students:

- Will have a comprehensive understanding of the innovative concepts bridging the gap between Bhartiya Mathematics and Modern Mathematics.
- Will acquire knowledge of the different dimensions of Mathematics i.e. effects, cause, definitions, forms and facts present in Bhartiya Mathematics and Vedic Mathematics. They will explore the historical context, key principles, and methodologies that characterize this unique approach.
- Will become acquainted of new concepts and facts found in Mathematics.
- Will be able to compare modern and ancient thoughts of Mathematics.

#### **Detailed Syllabus:**

##### **Unit: I**

**Hours: 11**

##### **Manav Shulbasutra**

Adhyaya 1, Sutra 10.1.1 (1-12) & 10.1.2 (1-6) & 10.1.3 (1-9)

##### **Unit: II**

**Hours: 11**

##### **Manav Shulbasutra**

Adhyaya 2, Sutra 10.1.4 (1-8) & 10.2.1 (1-14) & 10.2.2 (1-16)

##### **Unit: III**

**Hours: 11**

##### **Manav Shulbasutra**

Adhyaya 3, Sutra 10.2.3 (1-7) & 10.2.4 (1-6) & 10.2.5 (1-19)

**Unit: IV**

**Hours: 12**

**Manav Shulbasutra**

Adhyaya 4, Sutra 10.3.1 (1-12) & 10.3.2 (1-28) & 10.3.3 (1-6)

**Essential/Recommended Readings/Texts:**

1. कुलकर्णी, रघुनाथ पुरुषोत्तम, 2003, चार शुल्बसूत्र, महर्षि सन्दीपनि राष्ट्रीय वेद विद्या प्रतिष्ठान, उज्जैन ।
2. Sen, S.N. and Bag, A.K., 1983, Sulbsutras, Indian National Science Academy, New Delhi.
3. Arya, Ravi Prakash (Edit.), 2013, Yajurveda Saṁhitā, Parimal Publications, Delhi.
4. मिश्र, कमलाकान्त (सम्पा.), 2003, संस्कृत वाङ्मय में विज्ञान का इतिहास, राष्ट्रीय शैक्षिक अनुसन्धान और प्रशिक्षण परिषद्, नई दिल्ली ।
5. Datta, Bibhutibhushana & Singh Avadesh Narayan, 2004, History of Hindu Mathematics (Vol. 1&2) Bharatiya Kala Prakashan, Delhi.
6. तिवारी, दया शंकर, 2020, संस्कृत वाङ्मय में गणितीय परम्परा, चौखम्भा ऑरियण्टलिया, दिल्ली ।

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

## **DSE-4: Yajurveda & Vājasaneyiprātiśākhya**

### **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		
<b>Yajurveda &amp; Vājasaneyiprātiśākhya</b>	<b>04</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Nil</b>	<b>Nil</b>

### **Learning Objectives**

The course provides a wholistic overview of the Yajurveda Samhitā along with its Vājasaneyī Prātiśākhya. It includes general introduction about the Samhitā, its structure, content and salient features thereof. The course introduces learners with the objectives and features of Vājasaneyī Prātiśākhya along with the study of initial chapters.

### **Learning outcomes**

- After completion of this course, the students will:
- elaborate upon the prominent characteristics of Yajurveda.
- enlist salient features of Yajurveda including the structure, content and utility.
- describe prominent hymns and maxims from the content with their reference and significance.
- establish relevance of Yajurveda Samhitā and Vājasaneyī Prātiśākhya in the contemporary scenario.

### **Detailed Syllabus**

#### **Unit: I**

**Hours: 11**

Yajurveda Samhitā : Prathama Adhyāya

#### **Unit: II**

**Hours: 11**

Yajurveda Samhitā : Dvitiya Adhyāya

#### **Unit: III**

**Hours: 11**

Vājasaneyī Prātiśākhya : Prathama Adhyāya

#### **Unit: IV**

**Hours: 12**

## Essential/Recommended Readings/Texts

### Essential Readings :

1. यजुर्वेदसंहिता (वाजसनेयिसंहिता) - उव्वटमहीधरभाष्यसहित, (सम्पादक) रामशकलमिश्र, चौखम्बाविद्याभवन, वाराणसी, 1913-1914.
2. यजुर्वेदसंहिता (मैत्रयणीसंहिता) - सायणभाष्यसहित, (सम्पादक) श्रीपाददामोदरसातवलेकर, वैदिकस्वाध्यायमण्डल, पारडी, 1942.
3. यजुर्वेदसंहिता महर्षिदयानन्दभाष्यसहित, वॉल्यूमप्-प्प् (सम्पादक) युधिष्ठिरमीमांसक, रामलालकपूरट्रस्ट, सोनीपत, 1961 एवं 1971.
4. यजुर्वेद (वाजसनेयिसंहिता) - (सम्पादक) श्रीपाददामोदरसातवलेकर, मोतीलालबनारसीदास, दिल्ली, 1963.
5. शुक्लयजुर्वेद - (Translation) T. H. Griffith, Varanasi 1927.
6. यजुर्वेद - (अनुवादक) दौलतरामगौड़, चौखम्बाविद्याभवन, वाराणसी, 1965.
7. Yajurveda - With Sayana Bhashya, Vol. I-V, (ed.) Laxmi Venkateswara, Bombay, 1940-41.
8. शुक्लयजुर्वेदीय प्रातिशाख्य अथवा वाजसनेयि प्रातिशाख्य - (अनुवादक) वीरेन्द्रकुमार वर्मा, चौखम्बासंस्कृतप्रतिष्ठान, दिल्ली, 1987.

### Additional Readings :

1. वैदिक दर्शन, कपिलदेव, द्विवेदी, विश्वभारती अनुसन्धान परिषद्, ज्ञानपुर, भदोही, उत्तर प्रदेश, २००६
2. द्विवेदी डॉ. कपिलदेव, वेदों में विज्ञान, विश्वभारती अनुसन्धान परिषद्, भदोही, उत्तर प्रदेश, २०००
3. वैदिक देवों का आध्यात्मिक और वैज्ञानिक स्वरूप, डॉ. कपिलदेव द्विवेदी, विश्वभारती अनुसन्धान परिषद्, ज्ञानपुर, भदोही, उत्तर प्रदेश, २००७

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## DSE-4 : Nyāyasiddhāntamuktāvalī I

### 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		
Nyāyasiddhāntamuktāvalī I	04	3	1	0	Nil	Nil

### Learning Objectives

The primary objective of this course is to provide students with an in-depth understanding of the metaphysical and epistemological theories formulated by the Nyāya-Vaiśeṣika tradition. Through the study of Nyāyasiddhāntamuktāvalī by Viśvanātha Nyāyapañcānana, the course aims to develop critical knowledge of the core principles and categories of this philosophical school.

### Learning outcomes

Upon completing this course, students will:

1. Develop an understanding of Realism in the Indian philosophical context.
2. Gain extensive knowledge of Nyāya-Vaiśeṣika categories.
3. Acquire fundamental insights into other philosophical positions concerning the categories endorsed by the Nyāya-Vaiśeṣika tradition.
4. Appreciate and differentiate the diverse perspectives and debates within the Nyāya-Vaiśeṣika tradition.

### Detailed Syllabus

#### Unit: I

Hours: 11

Nyāyasiddhāntamuktāvalī (Kārikā 1-26)

Maṅgalavāda, Īśvarasiddhi, Dravyatva jāti siddhi, Saptapadārtha-nirūpaṇa

#### Unit: II

Hours: 11

Nyāyasiddhāntamuktāvalī (Kārikā 27-46)

Three types of Kāraṇa, Anyathāsiddhavarṇana, Description of Pṛthivī, Jala, Tejas, Vāyu, Ākāśa, Kāla & Dik

**Unit: III**

**Hours: 11**

Nyāyasiddhāntamuktāvalī (Kārikā 47-50)

Ātmatatva siddhi, Refutation of Cārvāka, Bauddha, Advaita Vedānta & Sāṃkhya philosophies views on Ātmatatva

**Unit: IV**

**Hours: 12**

Nyāyasiddhāntamuktāvalī (Kārikā 51-65)

Chaturvidha Buddhi-nirūpaṇa, ṣaḍvidhapratyakṣa, Alaukikasannikarṣa & its types

**Essential/Recommended Readings/Texts**

1. भट्टाचार्य, विश्वनाथ पञ्चानन. न्यायसिद्धान्तमुक्तावली दिनकरी. व्याख्याकार: राजाराम शुक्ल, भारतीय उच्च अध्ययन संस्थान, शिमला.2015
2. भट्टाचार्य, विश्वनाथ पञ्चानन. कारिकावली (प्रभा-मञ्जूषा-दिनकरी-रामरुद्री इत्यादि टीकाओं सहित). चौखम्बा संस्कृत सिरीज, वाराणसी.1996
3. भट्टाचार्य, विश्वनाथ पञ्चानन. न्यायसिद्धान्तमुक्तावली. व्याख्याकार: कृष्णवल्लभाचार्य, चौखम्बा संस्कृत संस्थान, वाराणसी, 1990.
4. भट्टाचार्य, विश्वनाथ पञ्चानन. न्यायसिद्धान्तमुक्तावली. व्याख्याकार: गजानन शास्त्री मुसलगाँवकर, चौखम्बा सुरभारती प्रकाशन, वाराणसी, 1991.
5. भट्टाचार्य, विश्वनाथ पञ्चानन. न्यायसिद्धान्तमुक्तावली. व्याख्याकार: धर्मेन्द्रनाथ शास्त्री, मोतीलाल बनारसीदास, दिल्ली, 2000.

**Additional Resources**

1. शास्त्री, धर्मेन्द्रनाथ. न्याय वैशेषिक. मोतीलाल बनारसीदास, दिल्ली, 1968.
2. Dasgupta, S. N. *A History of Indian Philosophy*. Motilal Banarsidass, Delhi, 1975. (Also Hindi translation by Kalanath and Sudhir Kumar, Rajasthan Hindi Granth Academy, 1978).
3. Hiriyanna, M. *Outlines of Indian Philosophy*. George Allen & Unwin Ltd., London, 1967.
4. Mishra, Umesh. *History of Indian Philosophy, Vol. 2, Nyāya-Vaiśeṣika*. Tribhukti Prakashan, Allahabad, 1966.
5. Pandey, Ram Chandra. *Panorama of Indian Philosophy*. English and Hindi versions, Motilal Banarsidass, Delhi, 1966.
6. Radhakrishnan, S. *Indian Philosophy, Vols. 1-2*. London, 1962. (Also Hindi translation by Nanda Kishor Gomil, Delhi, 1986).
7. Shastri, D. N. *Critique of Indian Realism*. Bhartiya Vidya Prakashan, Delhi, 1976.

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

## DSE-4: Navya Nyāya Language and Methodology

### 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		
Navya Nyāya Language and Methodology	04	3	1	0	Nil	Nil

### Learning Objectives

The course is designed to introduce students to the Navya Nyāya Language, a specialised and unambiguous language of discourse developed by Indian logicians post-10th century CE for achieving clarity and precision in communication. It aims to equip learners with the skills to engage with Sanskrit texts spanning various knowledge systems of the medieval period. Additionally, the course focuses on familiarizing students with Navya Nyāya's approach to cognitive analysis, thereby enhancing their ability to apply these methodologies to modern linguistic and philosophical challenges.

### Learning outcomes

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

1. Understand the historical evolution and significance of Navya Nyāya.
2. Analyze the technical language and methodology of Navya Nyāya.
3. Apply Navya Nyāya principles to cognitive and linguistic analysis.
4. Access and interpret medieval Sanskrit texts across various disciplines.
5. Relate Navya Nyāya's methodology to contemporary logic and philosophy

### Detailed Syllabus

#### Unit: I

Hours: 11

#### Introduction

1. History of Navya Nyaya
2. Quest for unambiguous language: Navya Nyāya and Wittgenstein's Ideal Language
3. Process of Śābdabodha

#### Unit: II

Hours: 11

#### Dharma, Dharmī and Sambandha



**Unit: III**

**Hours: 11**

**Abhāva**

**Unit: IV**

**Hours: 12**

**Jñāna**

### **Essential/Recommended Readings/Texts**

1. Jha, Ujjawala. *A Primer of Navya Nyāya Language and Methodology: (Navya-Nyāya-Bhāṣā-Pradīpa of Mm. Mahesha Chandra Nyayaratna)*. Asiatic Society, India, 2010.
2. Maheśacandranyāyaratna. *Navyanyāyabhāṣāpradīpa*. Edited by Jagaccandrasūri, Pārśva Publication, 2017.
3. Kaviraj, Gopinath. *The History and Bibliography of Nyāya-Vaiśeṣika Literature*. Sampurnanand Sanskrit Vishvavidyalaya, Varanasi, 1982.
4. Vidyabhusana, Satis Chandra. *A History of Indian Logic: Ancient, Mediaeval and Modern Schools*. Reprint edition, Motilal Banarsidass Publishers, Delhi, 1988. ISBN: 9788120805651.
5. Wittgenstein, Ludwig. *Tractatus Logico-Philosophicus*. Harcourt, Brace, New York, 1922.
6. Matilal, B. K. *Epistemology, Logic and Grammar in Indian Philosophical Analysis*. Paris, 1971.
7. Matilal, B. K. *Navya Nyāya Doctrine of Negation*. Harvard University Press, 1968.
8. Jha, V. N. Edition and English translation of *Vishayatavada of Harirama Tarkalankara*. University of Pune, CASS H, Class C, No. 16, Pune, 1987.
9. Jha, V. N. *Studies in Language, Logic and Epistemology*. Pratibha Prakashan, New Delhi, 1986.
10. Guha, D. C. *Navya-Nyāya System of Logic*. Motilal Banarsidass, New Delhi, 1968.
11. Ingalls, Daniel H. H. *Materials for the Study of Navya-Nyāya Logic*. Motilal Banarsidass, 1988.
12. Varakhedi, Srinivasa. *Knowledge Representation: Navya Nyāya and Conceptual Graphs*. Chinmaya International Foundation Shodha Sansthan, Adi Sankara Nilayam, 2013.

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## DSE-4: Tattvārthasūtra

### 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		
Tattvārthasūtra	04	3	1	0	Nil	Nil

### Learning Objectives

The primary objective of this course is to provide students with an in-depth understanding of the metaphysical and epistemological theories formulated by Jaina philosophy. Through the study of Tattvārthasūtra, the course aims to develop critical knowledge of the core principles and categories of this philosophical school.

### Learning outcomes

Upon completing this course, students will:

1. Develop an understanding of Realism in the Indian philosophical context.
2. Gain extensive knowledge of Jaina categories.
3. Acquire fundamental insights into other philosophical positions concerning the categories endorsed by the Jaina tradition.
4. Appreciate and differentiate the diverse perspectives and debates within the Jaina tradition.

### Detailed Syllabus

#### Unit: I

Hours: 11

Chapter I - Mokṣamārga, Samyagdarśana, Samyagjñāna, Types of Samyagjñāna, Naya & types of Naya

Chapter II - Pañca bhāva, Jīva lakṣaṇa, Saṃsārī jīvoṃ ke bheda-prabheda, Indriya & Indriyabheda

#### Unit: II

Hours: 11

Chapter V - Ajīva ke bheda, Dharmādharmākāśa lakṣaṇa, Pudgala lakṣaṇa, Kāla lakṣaṇa, Dravya lakṣaṇa, Parimāṇa

Chapter VI - Nature of Āsrava & its types, Types of Yoga & Kāya, Types of Adhikaraṇa, Various reasons of bondage of Āsrava

**Unit: III****Hours: 11**

Chapter VII - Nature of Vrata & its types, Nature of Himsā & Asatyā etc, Eligibility of Vratī & its types

Chapter VIII - Cause of Bondage, Nature of bondage & its types, Pāpa, Punya, Prakṛti

**Unit: IV****Hours: 12**

Chapter Nine - Saṃvara, Saṃvara ke upāya, Parisaha varṇana, Dhyāna & types of dhyāna, Nirjarā

Chapter Ten - Liberation, Cause of Bondage, Movement of jīva after karmakṣaya, siddha jīvoṃ kī vicāraṇa

**Essential/Recommended Readings/Texts**

1. तत्त्वार्थसूत्रम् (सुखबोधोपाख्यवृत्तियुतम्), (सं.) ए. शान्तिराज शास्त्री, गवर्नमेन्ट ओरिएण्टल लाइब्रेरी, मैसूर, 1944
2. तत्त्वार्थसूत्र, (व्या.) फूलचन्द्र सिद्धान्तशास्त्री, गणेश प्रसाद वर्णी जैन ग्रन्थमाला, बनारस, वी. नि. सं. 2476
3. तत्त्वार्थसूत्र, (व्या.) पं. सुखलाल संघवी, पार्श्वनाथ विद्याश्रम शोध संस्थान, वाराणसी, 1976
4. Tattvartha Sutra. (Ed.) Vijay Kumar Jain, Sri Digambar Jain Swadhyay Trust, Saurashtra, 1960

**Additional Resources**

1. शर्मा, चन्द्रधर. भारतीय दर्शन: आलोचन और अनुशीलन. मोतीलाल बनारसीदास, दिल्ली, 2004.
2. जैन, महेन्द्र कुमार. जैन दर्शन. जैन ग्रन्थमाला, वाराणसी, 1966
3. शास्त्री, कैलाशचन्द्र. जैन साहित्य का इतिहास. गणेश प्रसाद वर्णी जैन ग्रन्थमाला, बनारस, बनारस, 1975
4. Dasgupta, S. N. *History of Indian Philosophy*. Vols. I–V, Motilal Banarsidass, Delhi, 1975.
5. Radhakrishnan, S. *Indian Philosophy*. Vols. I–II, George Allen & Unwin, London, 1933.

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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**DSE-4: Campūkāvya**

## 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		
Campūkāvya	04	3	1	0	Nil	Nil

### Learning Objectives

The general objective of this course is to expose the students to the Nalacampū of Trivikramabhaṭṭa, Rāmāyaṇacampū of Bhoja, Bhāratacampū of Anantabhaṭṭa and Viśvaguṇādarśacampū of Veṅkaṭādhvārī the four foundational literary works in every sense.

### Learning outcomes

After the completion of this course the students:

- Will find themselves well acquainted with the highest forms of prose writings with its poetic beauty along with social relevance.
- Will form an idea of the superb aesthetic expressions that make Sanskrit composition occurs the position of pride in world literature.
- Will be able to appreciate the expressions of Rasa, Dhvani and other literary elements contributing to the making of art called poetry.
- Will be exposed to the art of employment of Alankaras in a prose form of poetry.

### Detailed Syllabus

#### Unit: I

Hours: 11

नलचम्पू (त्रिविक्रमभट्ट) – प्रथम उच्छवास

#### Unit: II

Hours: 11

रामायणचम्पू (भोज) – बालकाण्ड

#### Unit: III

Hours: 11

भारतचम्पू (अनन्तभट्ट) – प्रथम स्तवक

#### Unit: IV

Hours: 12

विश्वगुणादर्शचम्पू (वेंकटाध्वरी) – प्रारम्भ से काशीवर्णनपर्यन्त।

## Essential/Recommended Readings/Texts

### Essential Readings:

1. पाण्डेय परमेश्वरदीन - नलचम्पू (त्रिविक्रमभट्ट), चौखम्बा सुरभारती प्रकाशन, वाराणसी
2. झा तारिणीश – नलचम्पू (त्रिविक्रमभट्ट) , रामनारायणलाल विजयकुमार, इलाहाबाद
3. परब काशीनाथ पाण्डुरंग तथा पणशीकर वासुदेव लक्ष्मणशास्त्री – रामायणचम्पू (भोज), निर्णय सागर प्रेस, मुम्बई
4. मिश्र रामचन्द्र – चम्पूरामायणम् (भोज), चौखम्बा विद्याभवन, वाराणसी
5. परब काशीनाथ पाण्डुरंग तथा पणशीकर वासुदेव लक्ष्मणशास्त्री – भारतचम्पू (अनन्तभट्ट) – निर्णय सागर प्रेस, मुम्बई
6. शास्त्री सुरेन्द्रनाथ – विश्वगुणादर्शचम्पू (वेंकटाध्वरी), चौखम्बा विद्याभवन, वाराणसी।
7. योगी बालकृष्ण गणेश – विश्वगुणादर्शचम्पू (वेंकटाध्वरी), निर्णय सागर प्रेस, मुम्बई

### Additional Resources:

1. व्यास भोलाशंकर – संस्कृत कवि दर्शन, चौखम्बा विद्याभवन, वाराणसी
2. शर्मा उमा शंकर 'ऋषि' – संस्कृत साहित्य का इतिहास, चौखम्बा भारती अकादमी, वाराणसी

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## DSE-4: Modern Sanskrit Prose

### 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		
Modern Sanskrit Prose	04	3	1	0	Nil	Nil

### Learning Objectives

The course aims at showcasing the continuity of Sanskrit poetry in its traditional genres of prose. It also highlights historical, nationalistic and religious trends of modern Sanskrit prose after independence.

### Learning outcomes

After completion of this course the students:

- Will acquire the knowledge of leading samples of modern Sanskrit prose.
- Will become aware of Indian value-system and cultural heritage which is useful to social harmony;
- Will become aware of the ideas of Indian personalities like Rani Padmini and to develop a sense of nationalism.
- will gain the ability to explain and critically analyze the prescribed texts.

### Detailed Syllabus

#### Unit: I

Hours: 11

पद्मिनी - प्रथम प्रकाश (1-2 विकास)

#### Unit: II

Hours: 11

पद्मिनी - प्रथम प्रकाश (3-4 विकास)

#### Unit: III

Hours: 11

सीमा (उपन्यास) 1-2 परिच्छेद

#### Unit: IV

Hours: 12

## Essential/Recommended Readings/Texts

### Essential Reading:

1. पद्मिनी - पं. मोहन लाल शर्मा पाण्डेय, पाण्डेय प्रकाशन, खजाने वालों का रास्ता, जयपुर, 1999
2. सीमा (उपन्यास) - डॉ. रामकरणशर्मा, नाग पब्लिशर्स, दिल्ली, 1987

### Additional Readings:

1. त्रिपाठी, राधावल्लभ - संस्कृत साहित्य: बीसवीं शताब्दी, राष्ट्रीय संस्कृत संस्थान, दिल्ली 1999.
2. मुसलगांवकर, केशव राव- आधुनिक संस्कृत काव्य परम्परा, चौखम्बा विद्याभवन, वाराणसी, 2004
3. मिश्र, राजेन्द्र - विंशति शताब्दी संस्कृत काव्यामृतम्, दिल्ली संस्कृत अकादमी, दिल्ली
4. उपाध्याय, बलदेव (प्र.स.), पाठक, जगन्नाथ (सं.)- संस्कृत वाङ्मय का बृहद् इतिहास (सप्तम खण्ड), उत्तरप्रदेश संस्कृत संस्थान, लखनऊ, 2000
5. Jha, V.N - Sanskrit Writings in Independent India, Poona
6. Joshi, K.R.& S. M. Ayachit - *Post Independence Sanskrit Literature*, Nagpur, 1991.
7. Prajapati, Manibhai K., *Post Independence Sanskrit Literature : A critical survey*, Poona, 2005.

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## DSE-4: Kāvyaṣṛakāśa-2

### 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		
Kāvyaṣṛakāśa-2	04	3	1	0	Nil	Nil

### Learning Objectives

Kāvyaṣṛakāśa of Mammata is a fundamental text in Sanskrit poetics which has a balanced approach on the conceptual discussion of Kāvya-lakṣaṇa, Rasa, Dhvani, Dosa Guna, Riti, and Alankaras. It integrates different poetic-schools for a better understanding of various factors essential for the charming nature of a Kāvya.

### Learning outcomes

Upon Successful completion of this course students:

- will form a deep understanding of the fundamental terminologies of kāvya as presented by Mammata.
- will gain the ability to explain and critically analyze the prescribed texts.
- will be able to appreciate and enjoy the expressions of poetry.

### Detailed Syllabus

#### Unit: I

Hours: 11

सप्तम उल्लास - काव्यदोष का सामान्य लक्षण, रसदोष, उसके अपवाद एवं परिहार।

#### Unit: II

Hours: 11

अष्टम उल्लास

#### Unit: III

Hours: 11

नवम उल्लास

#### Unit: IV

Hours: 12



दशम उल्लास - प्रमुख अर्थालङ्कारों के लक्षण एवं उदाहरण - उपमा, अनन्वय, उपमेयोपमा, उत्प्रेक्षा, ससन्देह, रूपक, अपह्नुति, समासोक्ति, निदर्शना, अप्रस्तुतप्रशंसा, अतिशयोक्ति, प्रतिवस्तूपमा, दृष्टान्त, दीपक, तुल्ययोगिता, व्यतिरेक, विभावना, विशेषोक्ति, अर्थान्तरन्यास, काव्यलिङ्ग, पर्यायोक्त, परिसंख्या, एकावली, भ्रान्तिमान्, संसृष्टि एवं संकर।

## Essential/Recommended Readings/Texts

### Essential Readings:

1. काव्यप्रकाश - मम्मट, (व्या.) आचार्य विश्वेश्वर, ज्ञानमण्डल लिमिटेड, वाराणसी
2. काव्यप्रकाश - मम्मट, बालबोधिनी टीका (झलकीकर), पूनासंस्करण
3. काव्यप्रकाश - मम्मट, (व्या.) पारसनाथ द्विवेदी, विनोद पुस्तक मन्दिर, आगरा, 1986.
4. काव्यप्रकाश - मम्मट, (व्या.) श्रीनिवास शास्त्री, साहित्य भण्डार, मेरठ

### Additional Resources:

1. चौधुरी, एन.एन. - काव्यतत्त्वसमीक्षा (संस्कृत में), दिल्ली
2. राय, विक्रमादित्य, काव्यसमीक्षा, भारतीयविद्याप्रकाशन, वाराणसी
3. De, Sushil Kumar, History of Sanskrit Poetics (also Hindi translation), Oriental Book Centre, Delhi, 2006
4. Kane, P.V., *History of Sanskrit Poetics* (also Hindi translation), M.L.B.D., Delhi, 2002
5. Pandey, Kanti Chandra, *Comparative Aesthetics*, Vol. 1, (also Hindi translation Chaukhamba Sanskrit Series Office, Varanasi, 1972

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## DSE-4: Abhinaya and Dramatic Performance

अभिनय एवं नाट्यप्रयोग

### 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		
Abhinaya and Dramatic Performance	04	3	1	0	Nil	Nil

#### Learning Objectives:

1. To provide an in-depth understanding of the four classical modes of acting in Sanskrit drama — Āṅgika (physical), Vācika (verbal), Sāttvika (emotional), and Āhārya (costume and makeup).
2. To familiarize students with the theoretical foundations of acting as outlined in classical treatises such as *Nāṭyaśāstra* and *Abhinayadarpaṇa*, along with their practical applications.
3. To analyze the role of various elements of acting in the creation of rasa (aesthetic experience) and character portrayal.
4. To introduce the concept and components of Pūrvāranga as ritualistic prelude to performance.
5. To understand the role of dance in Sanskrit theatre as per *Nāṭyaśāstra*.
6. To study and practice karaṇas, aṅgahāras, and recakas as foundational movement techniques.
7. To familiarize students with classical choreography rooted in Nāṭyaśāstra principles

#### Learning Outcomes:

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

1. Analyze and interpret the classical principles of Āṅgika, Vācika, Sāttvika, and Āhārya Abhinaya.
2. Demonstrate practical proficiency in using body movements, vocal techniques, emotional expression, and visual elements for portraying characters and communicating rasa effectively.
3. Apply classical acting methods and stagecraft creatively in modern and traditional performance settings.
4. Critically differentiate between lōkadharmī (realistic) and nāṭyadharmī (conventional) theatrical modes.
5. Analyze the use of different musical instruments and singing styles in Sanskrit performances.
6. Describe and explain the elements and purpose of Pūrvāranga karaṇas, recaka techniques and their combinations (aṅgahāras) in classical performances.

## Detailed Syllabus

### Unit 1: Āṅgika and Vācika Abhinaya (Physical and Verbal Acting)

Hours: 11

Study of movements of the head (śira), glances (dṛṣṭi), neck (grīvā), hands (hasta), and feet (pāda) – based on *Nāṭyaśāstra* Chapters 8 and 10, and *Abhinayadarpaṇa*, verses 42–92, 172–175, 259–324.

Verbal acting including dialogue delivery, intonation, articulation – based on *Nāṭyaśāstra* Chapter 17.

### Unit 2: Sāttvika and Āhārya Abhinaya (Emotive and Visual Acting)

Hours: 11

Emotional expression such as tears, trembling, paralysis – based on *Nāṭyaśāstra* Chapter 7, verses 93–118.

Costumes, ornaments, stage decor and visual presentation – based on *Nāṭyaśāstra* Chapter 21.

### Unit 3: Lōkadharmī and Nāṭyadharmī Performances and Music

Hours: 11

Comparative study of realistic (lōkadharmī) and stylized (Nāṭyadharmī) modes of presentation – based on *Nāṭyaśāstra* Chapter 13.

Use of instruments (ātodya) and vocal music (Dhrivā and gāna) in performance. (based on *Nāṭyaśāstra* Chapter 28, 29, 30 and 31)

### Unit 4: Dance, Karaṇa, Aṅgahāra, Recaka, and Pūrvāranga

Hours: 12

Pūrvāranga (preliminary stage rituals), foundational elements of dance – based on *Nāṭyaśāstra* Chapters 4 and 5.

Study and practice of karaṇa (dance units), aṅgahāra (combinations), and recaka (limb movements).

## Essential/Recommended Readings/Texts

### Primary Sources

1. भरतमुनि, नाट्यशास्त्र - सम्पा०, बाबूलालशुक्ल, चौखम्बा संस्कृतसंस्थान, वाराणसी, 1985
2. भरतमुनि, नाट्यशास्त्र - सम्पा०, बटुकनाथ शर्मा एवं बलदेव उपाध्याय, काशीसंस्कृतसीरीज, वाराणसी, 2005
3. भरतमुनि, नाट्यशास्त्र. सम्पा०, सुधाकर मालवीय, कृष्णदास अकादमी, वाराणसी, 1997
4. भरत मुनि, नाट्यशास्त्र अभिनवभारती सहित. सम्पादक, आर०एस० नागर, परिमल प्रकाशन, दिल्ली, 2012
5. भरत मुनि, नाट्यशास्त्र अभिनवभारती सहित. सम्पादक, पारसनाथ द्विवेदी, सम्पूर्णानन्द संस्कृत विश्वविद्यालय, वाराणसी, 2001
6. Ghosh, Manomoha (Translator). The *Nāṭyaśāstra*: A Treatise on Hindu Dramaturgy and Histrionics. Calcutta: The
7. नन्दिकेश्वर. अभिनयदर्पणम्, संपादक: राजराजेश्वर शास्त्री. चौखम्बा संस्कृत सीरीज।
8. नन्दिकेश्वर. अभिनयदर्पणम्, संपादक: पुरु दाधीच, बिन्दु प्रकाशन, इन्दौर, 2017
9. Ghosh, Manmohan. Nandikeshwar's Abhinaya Darpanam, Gautam Chatterjee (Ed)
10. Swami, Anandacoomara. The mirror of gesture motilal banarsidass, 1917
11. गैरोला, वाचस्पति. भारतीय नाट्यपरम्परा और अभिनयदर्पण, चौखम्बा संस्कृत प्रतिष्ठान, दिल्ली, 2006
12. रामचन्द्र, गुणचन्द्र. नाट्यदर्पण. नगेन्द्र सम्पा०, हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय, 1990
13. डॉ. राधावल्लभ त्रिपाठी. संस्कृत नाटक और रंगमंच. राष्ट्रीय संस्कृत संस्थान, नई दिल्ली।
14. डॉ. राधावल्लभ त्रिपाठी. अभिनय और नाट्यशास्त्र. साहित्य अकादमी, नई दिल्ली।
15. डॉ. शिवकुमार शर्मा. संस्कृत नाट्यशास्त्र का इतिहास. प्रभात प्रकाशन, दिल्ली।
16. डॉ. शिवकुमार शर्मा. आहार्य अभिनय: स्वरूप और प्रयोग. चौखम्बा विद्या भवन, वाराणसी।

17. डॉ. रामकुमार वर्मा. भारतीय नाट्य परंपरा. साहित्य भवन, इलाहाबाद।
18. डॉ. नगेन्द्र. भारतीय साहित्य में नाट्य और अभिनय. काव्य भवन प्रकाशन।
19. डॉ. श्याम परमार. भारतीय रंगमंच. भारतीय रंग परिषद, नई दिल्ली।
20. डॉ. प्रभु दयाल अग्रवाल. भरत का नाट्यशास्त्र और उसकी परंपरा. राजकमल प्रकाशन, नई दिल्ली।
21. **Kapila Vatsyayan.** *Classical Indian Dance in Literature and the Arts.* Sangeet Natak Akademi, 1968.
22. **Kapila Vatsyayan.** *Bharata: The Nāṭyaśāstra.* Sahitya Akademi, 1996.2023
23. **Raghavan, Venkatarama .** *The Nāṭyaśāstra and the Indian Dramatic Tradition.* The Adyar Library and Research Centre, 1978.
24. **Keay, F.E.** *Indian Classical Drama.* Oxford University Press, 1930 (Reprints available).
25. **Rangacharya, Adya.** *The Nāṭyaśāstra: English Translation with Critical Notes.* Munshiram Manoharlal Publishers, 1996.
26. **Bose, Mandakranta.** *The Nāṭyaśāstra: A Treatise on Ancient Indian Dramaturgy and Histrionics.* Munshiram Manoharlal Publishers, 2007.
27. **Sundararajan, Vidya Dehejia.** *The Art of Indian Dance: A Study of the Natyashastra.* Abhinav Publications, 1986.
28. **Sharma, Kapila.** *Āhārya Abhinaya in Sanskrit Drama.* Rashtriya Sanskrit Sansthan, 2003.
29. **Gupta, Radhavallabh Tripathi .** *Abhinaya Darpaṇa and its Applications.* Rashtriya Sanskrit Sansthan, 2000.
30. **De, S.K.** *History of Sanskrit Poetics.* University of Calcutta, 1923.

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## DSE-4: Siddhāntakaumudī: Tīñanta and Prakriya

### 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		
Siddhāntakaumudī: Tīñanta and Prakriya	04	3	1	0	Nil	Nil

### Learning Objectives

The Objective of this course is to make the students acquire an advance knowledge of the derivational process of the Sanskrit Verbal root through the readings of the text of Siddhantkaumudi.

### Learning outcomes

After the completion of this course the students will:

- be able to interpret the Sūtras of the relevant portions of the text
- be able to understand important application of interpretive rules and concepts such as -the
- concept of Vipraṭiṣṭi edheparam kārya, general & exception rules (utsargāpavāda vyavasthā), Metarules (Paribhāṣā) in the derivational process.
- be able to identify and use the advance forms of the words ending within suffixes in actual language situations.
- be able to explain the derivational process of the Sanskrit verbal paradigms.

### Detailed Syllabus

#### Unit: I

Hours: 11

##### भ्वादिगणः

भू सत्तायाम्, एध वृद्धौ, अत सातत्यगमने, षिधू शास्त्रे माङ्गल्ये च, णद अव्यक्ते, क्षि क्षये, गुप् रक्षणे, क्रमु पादविक्षेपे, जि जये, द्युत दीप्तौ, वृतु वर्तने, षह् मर्षणे, श्रु श्रवणे, गम्लृ गतौ, दृशिर् प्रेक्षणे, यज देवपूजासंगतिकरणदानेषु, वद व्यक्तायां वाचि ।

##### अदादिगणः

अद भक्षणे, हन हिंसागत्योः, दुह् प्रपूरणे, ब्रुञ् व्यक्तायां वाचि, विद ज्ञाने, अस् भुवि।

#### Unit: II

Hours: 11

जुहोत्यादिगणः हुदानादनयोः, त्रिभीभये, डुभृञ् धारणपोषणयोः, डुदाञ् दाने ।

दिवादिगणः दिवुक्रीडाविजिगीषा.... नृतीगात्रविक्षेपे, जनी प्रादुर्भावे ।

स्वादिगणः षुअभिषवे, स्तृआच्छादने, चिञ् चयने ।

तुदादिगणः तुदव्यथने, भ्रस्ज्पाके, मुच्तृमोक्षणे ।  
रुधादिगणः रुधिर्जावरणे ।  
तनादिगणः तनुविस्तारे, डुकृञ्करणे ।  
क्र्यादिगणः डुक्रीञ्द्रव्यविनिमये, शृहिंसायाम्, ज्ञा अवबोधने, ग्रह उपादाने ।  
चुरादिगणः चुरस्तेये, कथवाक्यप्रबन्धे ।

**Unit: III**

**Hours: 11**

प्रक्रियाः प्यन्त, सन्नन्त, यङन्त, यङ्लुगन्त ।

**Unit: IV**

**Hours: 12**

प्रक्रियाः नामधातु से लकारार्थ तक ।

**Essential/Recommended Readings/Texts**

1. वैयाकरणसिद्धान्तकौमुदी (बालमनोरमा-तत्त्वबोधिनी-टीका) गिरिधरशर्माचतुर्वेदएवंपरमेश्वरानन्दशर्मा, तृतीयभाग, दिल्ली।
2. गोविन्दाचार्य, वैयाकरणसिद्धान्तकौमुदी (चतुर्थभागः प्रथमखण्ड, द्वितीयखण्ड), चौखम्बा सुरभारती प्रकाशन, वाराणसी, 2010
3. जिज्ञासु, पं. ब्रह्मदत्त सोनीपत, हरियाणा अष्टाध्यायी (भाष्य) प्रथमावृत्ति, रामलालकपूरट्रस्ट, बहालगढ़,
4. शास्त्री शिवनारायण, वैयाकरण-सिद्धान्तकौमुदी, भ्वादिगण (भवतोषिणी हिन्दीटीका सहित), दिल्ली 1989
5. Sharma, Ramanath - The Astadhyayi of Panini, Vol.1 to Vol. 6, Munshiram Monoharlal Publishers Pvt. Ltd. Delhi. 1987-2003
6. Vasu, S.C. The Astadhyayi of Panini (2 Vols.), Motilal Banarasidass, Delhi-1997
7. E-Learning Tools developed by Computational Sanskrit Group, Department of Sanskrit University of Delhi available at: <https://cl.sanskrit.du.ac.in>

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## DSE-4: Kautilya's Arthaśāstra-1

### 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		
Kautilya's Arthaśāstra-1	04	3	1	0	Nil	Nil

### Learning Objectives

This course provides an in-depth study of the Arthaśāstra, focusing on its structural divisions and core concepts. Students will explore the foundational principles of governance, statecraft, and economic management, welfare, taxation, strategies for economic management, kingship, administration, and diplomacy. The course emphasizes definitions, key duties, and policies for state welfare. Through critical engagement with these texts, students will develop an understanding of ancient political systems, administrative strategies, and ethical governance, connecting them with contemporary leadership and policy-making frameworks.

### Learning outcomes

1. Understand the structural framework and organization of the Arthaśāstra's (adhikaraṇa, prakaraṇas and adhyaya).
2. Develop a comparative understanding of ancient and modern governance principles and their practical implications.
3. Students will grasp the foundational principles of governance, statecraft, and economic management, welfare, taxation, strategies for economic management, kingship, administration, and diplomacy.

### Detailed Syllabus

**Unit: I** **Hours: 11**  
Arthaśāstra: vinayādhikārika-Adhikaraṇa-1

**Unit: II** **Hours: 11**  
Arthaśāstra: Adhyakṣapracāra-Adhikaraṇa 2

**Unit: III** **Hours: 11**  
Arthaśāstra: Dharmasthīya -Adhikaraṇa 3

**Unit: IV** **Hours: 12**  
Arthaśāstra: Kaṇṭakaśodhana -Adhikaraṇa 4

## Essential/Recommended Readings/Texts

1. कौटिल्य अर्थशास्त्र हिन्दी व्याख्यासहित, वाचस्पति गैरोला, वाराणसी।
2. कौटिल्य अर्थशास्त्र संस्कृत टीका सहित, संपादक-टी. गणपतिशास्त्री, त्रिवेन्द्रम्।
3. Chaudhary, R.K. - Kautilya's Political Ideas and Institutions, Chaukhamba S. Series Varanasi, 1971
4. T. Ganpatishastri (2013) Arthashastra of Kautilya english translated by N.P Unni, New Bharatiya Book Corporation
5. Tiwari, Shyamlesh Kumar, 2024. Kautilya Arthashastram, chaukhamba publishing house, varanasi
6. Banerji, Sures Chandra. *A brief history of Dharmaśāstra*. Abhinav Publications, 1999.
7. Kangle, R.P. (2010) Kautilya Arthashastra, Motilal Banarasidass
8. Shamashastri, R. (2021) Kautilya's Arthashastra, Dev Publishers & Distributors
9. Kane, Pandurang Vaman. *History of dharmaśāstra*. Vol. 2. Poona: Bhandarkar Oriental Research Institute, 1973.
10. Olivelle, Patrick, and Donald Richard Davis, eds. *Hindu law: a new history of Dharmaśāstra*. Oxford University Press, 2018.
11. Online Search and Indexing Tools for Dharmashastric Texts, available at: <https://cl.sanskrit.du.ac.in>

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## **DSE-4: Inscriptions of Post-Mauryan Period**

### **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		
Inscriptions of Post-Mauryan Period	04	3	1	0	Nil	Nil

### **Learning Objectives**

The objective of this course is to provide students with an understanding of inscriptions from the Post-Mauryan period, focusing on their historical, cultural, and regional significance. It aims to familiarize students with the development of epigraphy during this era, highlighting key inscriptions and their role in understanding the political, economic, and social dynamics of the time. The course will also explore the evolution of scripts, languages, and stylistic features in inscriptions, enabling students to analyze the contributions of the Post-Mauryan period to the broader history of ancient India.

### **Learning outcomes**

After the completion of this course, the students will:

- Understand the historical, cultural, and regional significance of Post-Mauryan period inscriptions.
- Learn to analyze key inscriptions from the Post-Mauryan era and their role in understanding ancient Indian history.
- Gain knowledge of the evolution of scripts, languages, and stylistic features in Post-Mauryan inscriptions.
- Develop the skills to interpret inscriptions as valuable sources for studying political, economic, and social dynamics.
- Appreciate the contribution of Post-Mauryan period inscriptions in shaping the broader historical narrative of ancient India.

### **Detailed Syllabus**

#### **Unit: I**

**Hours: 11**

- Historical Study of Post-Mauryan Period and Its Importance
- Arrival of Foreigners in India and Their Adoption into Indian Culture
- Post-Mauryan Coinage: A Key to Understanding Bharat's Growth
- Post-Mauryan Influence: Crafting Bharat's Cultural and Political Landscape

#### **Unit: II**

**Hours: 11**

- Besnagar Garuda Pillar Inscription of Heliodorus
- Ghoshundi Stone Inscription of King Sarvatata

- Ayodhya Inscription of Dhanadeva
- Hathigumpha Cave Inscription of Kharavela

### **Unit: III**

**Hours: 11**

- Mathura Inscription of Sodasha
- Nasik Cave Inscription of Ushavadata
- Nahapana Nasik Cave Inscription of Rishabdutta
- Junagarh Rock Inscription of Rudradaman
- Sanchi Inscription of Shridharvarmma

### **Unit: IV**

**Hours: 12**

- Sarnath Buddhist Inscription of Kanishka-I
- Mathura Inscription of Huvishka
- Badwa Yup Inscription of Maukharis

### **Essential/Recommended Readings/Texts**

1. राणा, एस-एस- भारतीयअभिलेख, भारतीय विद्याप्रकाशन, दिल्ली-वाराणसी, 1978
2. सैनी, रणजीतसिंह-अभिलेखमञ्जूषा, न्यू भारतीय बुक कार्पोरेशन, दिल्ली, 2000
3. राजपुरोहित भगवतीलाल, प्राचीन भारतीय अभिलेख, शिवालिक प्रकाशन, दिल्ली
4. सहाय शिवस्वरूप, भारतीय पुरालेखों का अध्ययन, मोतीलाल बनारसीदास, दिल्ली
5. श्रीवास्तव, के.सी., प्राचीन भारत का इतिहास तथा संस्कृति, यूनाइटेड बुक डिपो, इलाहाबाद

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## **DSE-4: Collection and Cataloguing of Manuscripts**

### **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		
Collection and Cataloguing of Manuscripts	04	3	1	0	Nil	Nil

### **Learning Objectives**

The objective of this course is to introduce students to the principles and practices involved in the collection and cataloguing of manuscripts. It aims to provide students with a foundational understanding of the processes involved in acquiring, preserving, and documenting manuscripts. The course will cover the techniques and standards used in cataloguing manuscripts, including the classification, indexing, and maintaining records, to ensure their accessibility and proper preservation for future research and study.

### **Learning outcomes**

After the completion of this course, the students will:

- Understand the principles and processes involved in the collection and preservation of manuscripts.
- Learn the techniques and standards for cataloguing manuscripts effectively.
- Develop skills in classifying, indexing, and maintaining manuscript records.
- Gain knowledge of the role of proper documentation in ensuring manuscript accessibility and research.
- Appreciate the importance of systematic cataloguing for the long-term preservation of manuscript collections.

### **Detailed Syllabus**

#### **Unit: I**

**Hours: 11**

#### **Collection of Manuscripts**

- Methods of Collection: Personal, Institutional, and Field Surveys, Role of Libraries, Archives, and Monasteries
- Challenges in Collection: Accessibility, Documentation, and Legal Aspects
- Ethics in Collection: Ownership, Authenticity, and Preservation Ethics
- Organizations and Policies: Role of the National Mission for Manuscripts (NMM)

#### **Unit: II**

**Hours: 11**

### Traditional Cataloguing Methods

- Introduction to Cataloguing: Historical Context and Objectives of Traditional Cataloguing
- Components of a Manuscript Catalogue: Title, Author, Script, Material, and Condition
- Regional Cataloguing Systems: Examples from India (Devanagari and Grantha manuscripts)
- Notable Traditional Manuscript Catalogues: Case Studies from Indian Libraries

**Unit: III**

**Hours: 11**

### Modern Cataloguing Techniques

- Digital Cataloguing and Metadata Standards: Dublin Core, MARC21, and XML Standards
- Tools for Modern Cataloguing: Software and Online Repositories
- Digitization Process: Scanning, Metadata Tagging, and Indexing
- Challenges in Modern Cataloguing: Data Integration, Access, and Sustainability

**Unit: IV**

**Hours: 12**

### Preparation of Descriptive Manuscript Catalogues

- Steps in Preparing a Descriptive Catalogue: Selection, Documentation and Organization
- Formats for Descriptive Catalogues: Examples from Major Institutions
- Cataloguing Rare and Illustrated Manuscripts: Special Considerations and Practices
- Integration of Catalogues into Digital Archives: Linking Descriptive Catalogues with Online Databases

### Essential/Recommended Readings/Texts

1. Agrawal, O. P. Preservation of Art Objects and Library Materials. New Delhi: National Book Trust, India, 1993.
2. Agrawal, O.P. and Barkeshli, M. (1997), Conservation of Books, Manuscripts and Paper Documents, INTACH India.
3. Aufrecht, Theodor. Catalogus Catalogorum: An Alphabetical Register of Sanskrit Works and Authors. Leipzig: German Oriental Society, Harrassowitz, 1903. Reprint. Wiesbaden: Franz Steiner, 1962.
4. Bloomfield, B. C. "The Library of the Royal Asiatic Society and Other Private and Society Libraries." In South Asian Studies, pp. 90–3. London: British Library, 1986.
5. Gaur, R.C. (2011), "Preservation and Access to Manuscript Heritage in India", International Journal of Information Research, Vol. 1 No. 1, pp. 1–15.

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

## DSE-4: Purana: Bhāgavata, Viṣṇu and Viṣṇudharmottara

### 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		
Purana: Bhāgavata, Viṣṇu and Viṣṇudharmottara	04	3	1	0	Nil	Nil

### Learning Objectives

The objective of this course is to introduce the students to the devotional and spiritual aspects having secular values. The five chapters of tenth book (Skandha), of The Bhāgavatamahāpurāṇa, famous as Rāsapañcādhāyī, are nectar of this scripture, which dealing with selfless divine devotion and ecstasy for God. The Viṣṇudharmottara Purāṇa talks about the art of dance and drama as means of bhakti to the Lord. The theory of creation of the world in the light of Viṣṇumahāpurāṇa is also a focal point of this course.

### Learning outcomes

After the completion of this course the students will:

- able to appreciate rhetoric beauty of the Rāsapañcādhāyī of Bhāgavatamahāpurāṇa.
- able to understand and explain the devotional and spiritual values of Bhāgavatamahāpurāṇa .
- able to know about the Puranic cosmology and Indian theory of world's creation in the light of Viṣṇumahāpurāṇa and compare with the modern theories.

### Detailed Syllabus

#### Unit: I

भागवतपुराण : 10/29-30

Hours: 11

#### Unit: II

भागवतपुराण : 10/31-33

Hours: 11

#### Unit: III

विष्णुपुराण : 1/1-5

Hours: 11

#### Unit: IV

विष्णुधर्मोत्तरपुराण : 3/30-34

Hours: 12

### Essential/Recommended Readings/Texts

**Essential Readings:**

1. भागवतपुराण, नागप्रकाशन
2. विष्णुपुराण, नागप्रकाशन
3. विष्णुपुराण, सम्पा, टी.सी. उप्रेती, परिमल पब्लिकेशन्स, दिल्ली, 2005
4. विष्णुधर्मोत्तरपुराण, अनु. शिवप्रसाद द्विवेदी, चौखम्बा सुरभारतीप्रकाशन, दिल्ली, 2016
5. Shah, Priyabala. Vishnudharmottara Purana-III, Parimal Publications, 2009
6. The Bhagavata Purana - Mytho-Social Study, Dange, S.S. pub. by Ajanta Publications, Jawaharanagar, Delhi, 1984.
7. Shah, Priyabala. Vishnudharmottara Purana-III, parimal publications, 2009
8. Vishnudharmottara Purana, English Translation, H.H. Wilson, London.

**Additional Resources:**

1. Biswas, Ashutosh, Bhagavata Purana, A Linguistic Study, Dibrugarh, 1963.
1. A Critical Study of the Śrīmad-Bhāgavata, Banaras Hindu University, Varanasi, 1969.
2. Bhāgavata Purāṇa: A Literary Study, S.S. Prasad, by Capital Publishing House, Delhi, 1984.
3. The Philosophy of Srimad-Bhagavata, Vol. I-II Siddheshwar Bhattacharya, Shantiniketan, 1960. Revised ed. Varanasi, 1983.
4. Vishnudharmottara- Citra-sutram with Hindi Translation, Asoka Chatterjee Shastri, Varanasi, 1971.

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## DSE-4: Introduction to Python Programming for Sanskrit-1

### 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 Python Programming for Sanskrit-1	04	3	0	1	Nil	Nil

### Learning Objectives

When students complete Intro to Programming with Python, they will be able to: Build basic programs using fundamental programming constructs like variables, conditional logic, looping, and functions. Work with user input to create fun and interactive programs. Create simple games with images, animations, and audio using our custom beginner-friendly programming library, Wizardlib

### Learning outcomes

Students can learn to construct basic programs using fundamental programming concepts like variables, conditional logic, looping, and functions. Students can learn to create interactive programs for Sanskrit that work with user input, Students can learn to automate tasks using Python for processing of Sanskrit texts and develop the various teaching and learning tools for Sanskrit. Students can learn to work with large datasets easily.

### Detailed Syllabus

#### Unit: I

Hours: 11

#### Introduction of Python

- Introduction to Python
- Why to Learn Python?
- Installation and Python - Environment Setup
- Python - Overview
- Applications of Python
- Features of Python

#### Python Syntax

- Python Identifiers
- Python Reserved Words
- Python Lines and Indentation
- Python Multi-Line Statements
- Quotations in Python
- Comments in Python
- Multiple Statements on a Single Line

#### Unit: II

Hours: 11

#### Python Variables

- Creating Python Variables
- Printing Python Variables

- Deleting Python Variables
- Getting Type of a Variable
- Casting Python Variables
- Case-Sensitivity of Python Variables
- Python Variables - Multiple Assignment
- Python Variables - Naming Convention
- Python Local Variables
- Python Global Variables

### **Python Data Types**

- Numeric Data Types: int, float, complex
- String Data Types
- Sequence Data Types: list, tuple, range
- Binary Data Types: bytes, bytearray, memoryview
- Dictionary Data Type
- Set Data Type: set, frozenset
- Boolean Data Type
- None Type

### **Unit: III**

**Hours: 11**

#### **Python In-built-function**

- Python int() Function
- Python float() Function
- Python str() Function
- Python Conversion of Sequence Types
- Data Type Conversion Functions

### **Python File handling**

### **Unit: IV**

**Hours: 12**

#### **Python - Unicode System**

- What is Unicode System
- Character Encoding
- Python's Unicode Support
- Encoding for Sanskrit and other Indian languages

#### **Python - Literals**

- What are Python Literals
- Different Types of Python Literals
  - Integer Literal
  - Float Literal
  - Complex Literal
  - String Literal
  - List Literal
  - Tuple Literal
  - Dictionary Literal

### **Practical Components**

- Development of a Python-based Program for Sanskrit Texts

### **Essential/Recommended Readings/Texts**



1. <https://www.tutorialspoint.com/python>
2. <https://www.w3schools.com/python/>
3. <https://docs.python.org/3/tutorial/index.html>
4. <https://www.geeksforgeeks.org/python-programming-language-tutorial/>
5. <https://www.javatpoint.com/python-tutorial>
6. S. Bird, E. Klein, and E. Loper, Natural Language Processing with Python, <https://www.nltk.org/book/>
7. Matthes, Eric. *Python crash course: A hands-on, project-based introduction to programming*. no starch press, 2023.
8. Van Rossum, Guido, and Fred L. Drake Jr. *Python tutorial*. Vol. 620. Amsterdam, The Netherlands: Centrum voor Wiskunde en Informatica, 1995.
9. Van Rossum, Guido. *An introduction to Python*. Edited by Fred L. Drake. Bristol: Network Theory Ltd., 2003.
10. Aamer Y. Khan, Python Programming Language with Python Project, Code Academy, 2024

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## DSE-4: Carakasamhitā: Śārīrasthāna & Indriyasthāna

### 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		
Carakasamhitā: Śārīrasthāna & Indriyasthāna	04	3	1	0	Nil	Nil

### Learning Objectives

The Charaka Samhita is an ancient Ayurvedic medical treatise that aims to promote and maintain health, and cure disease. It also provides information on anatomy, physiology, and pharmacology. Ultimately the benefit of studying the Caraka Samhita is to achieve Dhatu Saamya (equilibrium of body components). The concept of Swasthya is explained in every Sthana of Caraka Samhita which explains the significance or existence of concepts of personal health and well-being. The Charaka Samhita explains Ayurveda as the science of life, and the importance of maintaining a positive health.

### Learning outcomes

- Students will be able to learn Charaka Samhita.
- Will promote and maintain health, and cure disease.
- Will be the further researchers in this field.
- Will able to learn basic concept of the Śārīrasthāna- and Indriyasthāna

### Detailed Syllabus

#### Unit: I

Hours: 11

#### Śārīrasthāna-

Katidhāpuruṣīyaśārīra	Verse-1 to 156
Atulyagotrīyaśārīra	Verse-1 to 48
Khuḍḍikāgarbhāvākṛāntīśārīra	Verse-1 to 27

#### Unit: II

Hours: 11

#### Śārīrasthāna-

Mahatīgarbhāvākṛāntīśārīra	Verse-1 to 48
Puruṣavicayaśārīra	Verse-1 to 26
śārīravicayaśārīra	Verse-1 to 34
śārīrasaṅkhyāśārīra	Verse-1 to 20
Jātisūtrīyaśārīra	Verse-1 to 69

#### Unit: III

Hours: 11

#### Indriyasthāna

Varṇasvarīyamindriya	Verse-1 to 26
Puṣpitakamindriya	Verse-1 to 23

Parimarśanīyamindriya  
Indriyānikamindriya  
Pūrvarūpīyamindriya  
Katamāniśarīyamindriya

Verse-1 to 07  
Verse-1 to 27  
Verse-1 to 47  
Verse-1 to 25

**Unit: IV**

**Hours: 12**

**Indriyasthāna**

Pannarūpīyamindriya  
Avākśirasīyamindriya  
Yasyaśyāvanimittīyamindriya  
Sadyomaraṇīyamindriya  
Aṇujyotīyamindriya  
Gomayacūrṇīyamindriya

Verse-1 to 32  
Verse-1 to 27  
Verse-1 to 24  
Verse-1 to 21  
Verse-1 to 29  
Verse-1 to 90

**Essential/Recommended Readings/Texts**

1. विद्याधर शुक्ल और रविदत्त त्रिपाठी, 2015. चरक संहिता. Unknown. भाग- 1&2
2. ब्रह्मानन्द त्रिपाठी, 2024. चरक संहिता. चौखम्बा सुरभारती प्रकाशन. भाग- 1&2
3. Bargale, Sushant Sukumar, editor. Charaka Samhita Vol.-II (Sanskrit Text with English Translation): Nidana, Vimana, Sharira, and Indriya Sthana. Chaukhambha Publications, 2018.
4. Sharma, Priya Vart. Charak Samhita Text with English Translation (In 4 Vols.). Chaukhamba, 2017.
5. Datt, Shri Chakra Pani. *Charaka Samhita (Set of 4 Volumes)*. Chaukhamba, 2016.

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

**DSE-4: भारतीय सांस्कृतिक विरासत**

**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		
भारतीय सांस्कृतिक विरासत	04	3	1	0	Nil	Nil

## Learning Objectives

The aim of the course is to highlight the cultural prosperity and diversity of the Bharatiya Sanskriti which has not only paved the way for almost all the cultures of the world to propel and prosper but also nourishes them with its universal ideas and values. The various traditions, rituals, customs, ethics and practices associated with Bharatiya Sanskriti show the greater wisdom, scientific approach and the rational thinking of our Rishis and Rishikas.

## Learning outcomes

After studying the course, the learners will be able to

- Understand the wisdom and universal principles of humanity underlying the various cultural practices
- Witness the Bharatiya Sanskriti depicted in Nidarsha chitra of Indian Constitution and their impact on Indian traditions
- explore the scientific aspects of various traditions and rituals
- critically analyse the traditional practices and adopt the best of the Bharatiya sanskriti

## Detailed Syllabus

### Unit: I

Hours: 11

#### भारतीय संस्कृति – अर्थ, स्वरूप एवं विस्तार

वैदिक संस्कृति – शाश्वत जीवन मूल्य, उपासना,

श्रद्धा सूक्त (ऋग्वेद 10.151) , सांमनस्यम् सूक्त (अथर्ववेद 3.30)

आर्ष संस्कृति –

पौराणिक संस्कृति – अवतारवाद, नवधा भक्ति, कर्मफल, पुनर्जन्म, व्रत-उपवास, स्नान-दान

भारतीय संविधान एवं उसके निदर्श चित्र

भारतीय संस्कृति का वैश्विक स्वरूप एवं महत्त्व

### Unit: II

Hours: 11

#### भारतीय संस्कृति: विविध आयाम

धर्म, दर्शन एवम् अध्यात्म

विभिन्न सम्प्रदाय – शैव, वैष्णव, शाक्त, नयनार-अयनार, आदि शंकराचार्य के दशनामी सम्प्रदाय

सामाजिक मान्यताएँ – नित्य- नैमित्तिक कर्म, वर्णाश्रम, संस्कार, परिवार – मातृसत्तात्मक, पितृसत्तात्मक

पर्व एवम् उत्सव

### Unit: III

Hours: 12

#### भारतीय कला-विद्या

चौंसठ कलाओं का सामान्य परिचय

संगीत कला, नृत्य कला, शिल्प कला

प्रमुख कलाविद एवं ग्रन्थ – वात्स्यायन, भरतमुनि, वराहमिहिर, शुक्रनीतिसार, ललितविस्तर

चतुर्दश विद्या

### Unit: IV

Hours: 11

#### योग एवम् आयुर्वेद

योग का सामान्य परिचय एवम् अष्टांगयोग  
योगानुकूल जीवनशैली –प्राणायाम, सूर्यनमस्कार आदि  
आयुर्वेद का सामान्य परिचय, प्रासंगिकता  
स्वस्थवृत्त एवं सद्वृत्त

## **Essential/Recommended Readings/Texts**

1. राजबली पाण्डेय, भारतीय संस्कृति

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## DSE-4: Vedāṃgajyotiṣa(Yājuṣ Jyotiṣa)

### 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		
Vedāṃgajyotiṣa (Yājuṣ Jyotiṣa)	04	3	1	0	Nil	Nil

### Learning Objectives

The objective of this paper is to teach the students ancient astronomy, calculation of time and Vedic calendar system.

### Learning outcomes

After studying this course students:

1. will be able to know the ancient Indian astronomical calculation.
2. will be able to know development of calendar system.
3. will be able to know the ancient Indian time units. Will be able to get the knowledge of Srishti-Prakriya.

### Detailed Syllabus

#### Unit: I

Hours: 11

प्रणाम तथा प्रतिज्ञा, ज्योतिषज्ञान की आवश्यकता, ज्योतिषप्रशंसा, वेदाङ्गज्योतिष का प्रतिपाद्य विषय आदियुग का निरूपण, उदगयन-दक्षिणायनकाल का निर्देश, दिवस मान की वृद्धि और रात्रिमान के ह्रास से अयन का निरूपण।

#### Unit: II

Hours: 11

सौर अयन के आरम्भ की तिथियाँ, सौर अयन के आरम्भ में रहनेवाले चान्द्र नक्षत्र, सौर ऋतु के आरम्भ की तिथियाँ और पञ्चपर्वा ऋतु, पक्षद्युहानव्यवस्था और पादपरिभाषादि(पर्वसावनदिनांश-नक्षत्रांशसारणी)

पर्वराशिज्ञान का उपाय, मतभेद से पर्वसम्मित काल, पर्वान्त में सूर्य और चन्द्र से अथवा चन्द्र से भुक्त भांशों के ज्ञान का उपाय (पर्वभांशसारणी) पर्वभांशों की स्थिति में अन्य विशेष, भांशमूलक पर्वनक्षत्रज्ञानोपाय इत्यादि ।

### Unit: III

Hours: 11

जावादिनक्षत्रव्यवस्था, पर्वभादानकला के ज्ञान का उपाय, तिथिनक्षत्र के आदेश की व्यवस्था, तिथिभादानिका कला, तिथिसमाप्ति का काल, विषुवान् तिथि, नाडिकाप्रमाण, इष्टतिथि में सूर्यनक्षत्र के ज्ञान का उपाय, सूर्य का नक्षत्रविशेष में प्रवेश के काल के ज्ञान का उपाय, रविदिवसभोग्य नक्षत्रांशमान इत्यादि, युग के अवयव दिनादि की सङ्ख्या, एक युग में श्रविष्ठादि के उदय की सङ्ख्याएँ, युग में सूर्यनक्षत्र, चान्द्र अयन और पर्वों की सङ्ख्या तथा कलाकाष्ठा, युग में सावनमास की, चान्द्रमास की और नाक्षत्रमास की सङ्ख्या तथा सावनादिमास के दिनों की सङ्ख्या ।

### Unit: IV

Hours: 12

नक्षत्र की देवताएँ, यजमान का यज्ञकर्मार्थ नक्षत्रज नाम नक्षत्रदेवता से रखने का विधि, नक्षत्रविशेषों की उग्र और क्रूर सञ्ज्ञा, वैदिक अधिकमास की व्यवस्था, नाडिका की और मुहूर्त की परिभाषा, दिनगत मुहूर्तसङ्ख्या और कलासङ्ख्या, चन्द्र के और सूर्य के नक्षत्रयोग का काल तथा काष्ठा की परिभाषा, दिनमान के ज्ञान का उपाय, ऋतुशेष के ज्ञान का उपाय, प्रस्तुत ग्रन्थ का कालज्ञानोपायसमुद्देशपरत्व और अन्य कल्पनाधारत्व, वेदाङ्गज्योतिष के प्रतिपाद्य विषयों के और प्रवक्ता के निर्देश से ग्रन्थ का उपसंहार, ग्रन्थार्थज्ञान का फल ।

### Essential/Recommended Readings/Texts

1. लगधज्योतिष (याजुष व आर्चसंस्करण) लगधाचार्य सुधाकरभाष्य, लघुविवरणसंस्कृतटीका, विस्तृत भूमिका सान्त्वयानुवाद व सुयशा टीका सहित-डॉ. पुनीता शर्मा, नागपब्लिशर्स, दिल्ली- 2008
2. वेदाङ्गज्योतिष टीकाकार शिवराज आर्य, (सं.) शिवराज कोण्डिन्यान, चौखम्बाविद्याभवन, वाराणसी, 2021 ।
3. वेदाङ्गज्योतिष - (व्या.) सुरेशचन्द्र मिश्र, रंजन पब्लिकेशन्स, नई दिल्ली, 2016 ।
4. Vedic Chronology and Vedang Jyotisha-Lokamanya Bal Gangadhar Tilak, Messrs Tilak Bros., Gaikwar Wada, Puna City, 1925
5. Vedāṅga Jyotiṣa of Lagadha (Editor) K. V. Sharma, Indian National Science Academy, New Delhi, 1985

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## DSE-4: Hastasamjīvanam

### 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		
Hastasamjīvanam	04	3	1	0	Nil	Nil

### Learning Objectives

The objective of this paper is to teach the students Palmistry which is based on Samudrikshastra. Palmistry, also known as Palm reading, is the practice of fortune-telling by analyzing the lines and shape of a person's palm.

### Learning outcomes

After studying this course students:

1. will be able to know the ancient Indian prediction part through Palm.
2. will be able to know development of Palmistry.
3. Will be able to get the knowledge of various lines, mounts etc. in the Palm.

### Detailed Syllabus

#### Unit: I

Hours: 11

दर्शनाधिकार- श्लोक 1-31

#### Unit: II

Hours: 11

दर्शनाधिकार- श्लोक 32-62

#### Unit: III

Hours: 11

रेखाविमर्शनाधिकार- श्लोक 1-36

#### Unit: IV

Hours: 12

रेखाविमर्शनाधिकार- श्लोक 37-67



**Essential/Recommended Readings/Texts**

1. हस्तसंजीवनम्, सुरकांत झा, चौखम्भा सुरभारती प्रकाशन, वाराणसी, 2017
2. हस्तसंजीवन, (व्या.) डॉ. सुरेशचंद्र मिश्र रंजन पब्लिकेशन, 2019 ।
3. श्रीहस्तसंजीवनम्, मोहन लाल जी , मुनि श्री मोहन लाल जी जैनग्रन्थमाला, इंदौर, 1959

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## DSE-4: Essentials of Dharma & Indian Religions

### 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		
Essentials of Dharma & Indian Religions	03	3	1	0	Nil	Nil

### Learning Objectives

This course aims to provide a comprehensive understanding of Dharma, its characteristics, and its distinction from religion. Students will explore the historical development, fundamental texts, and philosophical doctrines of major Indian religions, including Jainism, Buddhism, Sikhism, and Sanātana Dharma. The course will introduce key religious concepts, sects, and texts, along with the historical evolution and philosophical foundations of each tradition. Additionally, students will gain insights into tribal religions and their role in Indian spiritual heritage, fostering a comparative understanding of religious structures and their socio-cultural significance.

### Learning outcomes

Upon completing this course, students will be able to critically analyze the influence of IKS on global civilizations, recognizing its impact on language, mythology, philosophy, and art. They will gain an understanding of how Indian trade, temple architecture, and religious traditions shaped cultures in Southeast Asia and beyond. Furthermore, students will identify key Western thinkers influenced by Indian thought and articulate the philosophical, literary, and scientific contributions of Indian sages and scholars. They will also develop insights into the spread and significance of yoga, meditation, and Sanskrit traditions in modern global contexts.

### Detailed Syllabus

#### Unit: I

Hours: 11

#### Dharma

Definition and Characteristics of Dharma; Religion and its relevance; Dharma Vs Religion; Structure of Religion; Introduction to Indian Religions and its uniqueness; History and Development of Indian Religions.

#### Unit: II

Hours: 11

#### Jain and Bauddha

**Jain:** History and development of Jainism; The life history of Mahāvīra; Important Sects; Important Texts of Jainism; Important Siddhāntas: Mahāvratas, Anuvratas, Anekāntavāda, Syādvāda, etc.

**Bauddha:** The life history of Buddha; Important Sects; Important Texts of Bauddha; Important Siddhāntas: Four Noble Truths, Eight Noble Paths, Pratītyasamutpāda, Buddha's teaching for monks and Grhastha, etc. Introduction to Dharmapada

**Unit: III**

**Hours: 11**

Sikha and Tribal Religions

**Sikha:** History and development of Sikha; Important Sects; The life history of Guru Nānaka; Important Texts of Sikha; Major teachings and philosophy. Introduction to Guru Grantha Sāhiba.

**Tribal Religions:**

**Unit: IV**

**Hours: 12**

**Sanātana Dharma:** History and development of Sanātana Dharma; Important Texts; Important Sects; Schools of Philosophy.

## Essential/Recommended Readings/Texts

1. Sastry, T. (2022). *The essentials of Hinduism: An introduction to all the sacred texts*. Penguin Random House.
2. Sastry, T. (2024). *The essentials of world religions*. Penguin Random House.
3. Kapoor, K., & Singh, A. K. (Eds.). (2005). *Indian Knowledge Systems (Vols. 1-2)*. D.K. Printworld (P) Ltd.
4. Dharampal. (1983). *The Beautiful Tree: Indigenous Indian Education in the Eighteenth Century*. Biblia Impex Private Limited.
5. Dharampal. (1971). *Indian Science and Technology in the Eighteenth Century: Some Contemporary European Accounts*. Impex India.
6. Mahadevan, B., Bhat, V. R., & Nagendra, P. R. N. (2022). *Introduction to Indian Knowledge System: Concepts and Applications*. PHI Learning Private Ltd.
7. India Foundation. (2022). *India's Ancient Scientific Knowledge*. Retrieved from <https://indiafoundation.in/articles-and-commentaries/indias-ancient-scientific-knowledge/>
8. Kak, S. C. (2005). *Science in Ancient India*. Retrieved from <https://www.ece.lsu.edu/kak/a3.pdf>
9. Mishra, Vidyanivas. (2008). *हिंदू धर्म: जीवन में सनातन की खोज*. वाग्देवी प्रकाशन.
10. Central Board of Secondary Education. (2024-2025). *Knowledge Traditions and Practices of India: Syllabus for Classes XI & XII*.
11. Danino, M. (2010). *The Lost River: On the Trail of the Sarasvati*. Penguin Books India. ISBN 9780143068648.
12. Sharma, S. K. (2023). *Bhartiya Pragya: Parampara ka Punya Prawah*. National Book Trust, India. ISBN 9788123796321.
13. Mishra, Girishavara (editor). (2019). *Bharat Ki Pehchan*. National Book Trust, India.

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## DSE-4: Katyayan Sulbasutra

### 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		
Katyayan Sulbasutra	04	3	1	0	Nil	Nil

### Learning Objectives:

The course aims to introduce contemporary theories and facts about Vedic mathematics and the Bhartiya mathematical tradition, addressing both traditional and modern questions. It seeks to demonstrate how Vedic mathematics and the entire Bhartiya mathematical tradition is a living practice.

### Learning outcomes:

After completion of this course the students:

- Will have a comprehensive understanding of the innovative concepts bridging the gap between Bhartiya Mathematics and Modern Mathematics.
- Will acquire knowledge of the different dimensions of Mathematics i.e. effects, cause, definitions, forms and facts present in Bhartiya Mathematics and Vedic Mathematics. They will explore the historical context, key principles, and methodologies that characterize this unique approach.
- Will become acquainted of new concepts and facts found in Mathematics.
- Will be able to compare modern and ancient thoughts of Mathematics.
- Will achieve the ability to critically analyze and explain the prescribed texts.

### Detailed Syllabus:

#### Unit: I

**Hours: 11**

#### Katyayan Sulbasutra

Adhyaya 1, Khand 1, Sutra 1-18

Adhyaya 1, Khand 2, Sutra 1-23

Adhyaya 1, Khand 3, Sutra 1-21

#### Unit: II

**Hours: 11**

**Katyayan Sulbasutra**

Adhyaya 2, Khand 4, Sutra 1-17

Adhyaya 2, Khand 5, Sutra 1-27

Adhyaya 2, Khand 6, Sutra 1-25

**Unit: III****Hours: 11****Katyayan Sulbasutra**

Adhyaya 3, Khand 7, Sutra 1-22

Adhyaya 3, Khand 8, Sutra 1-21

Adhyaya 3, Khand 9, Sutra 1-20

**Unit: IV****Hours: 12****Katyayan Sulbasutra**

Adhyaya 4, Khand 10, Sutra 1-25

Adhyaya 4, Khand 11, Sutra 1-19

Adhyaya 4, Khand 12, Sutra 1-17

**Essential/Recommended Readings/Texts:**

1. कुलकर्णी, रघुनाथ पुरुषोत्तम, 2003, चार शुल्बसूत्र, महर्षि सन्दीपनि राष्ट्रिय वेद विद्या प्रतिष्ठान, उज्जैन ।
2. Sen, S.N. and Bag, A.K., 1983, Sulbsutras, Indian National Science Academy, New Delhi.
3. Arya, Ravi Prakash (Edit.), 2013, Yajurveda Samhitā, Parimal Publications, Delhi.
4. मिश्र, कमलाकान्त (सम्पा.), 2003, संस्कृत वाङ्मय में विज्ञान का इतिहास, राष्ट्रीय शैक्षिक अनुसन्धान और प्रशिक्षण परिषद्, नई दिल्ली ।
5. Datta, Bibhutibhushana & Singh Avadesh Narayan, 2004, History of Hindu Mathematics (Vol. 1&2) Bharatiya Kala Prakashan, Delhi.
6. तिवारी, दया शंकर, 2020, संस्कृत वाङ्मय में गणितीय परम्परा, चौखम्भा ऑरियण्टलिया, दिल्ली ।

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## **GE-2 Any 01 from the following pool**

### **GE-2: Vedic Exegesis & Thought**

#### **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		
Vedic Exegesis & Thought	04	3	1	0	Nil	Nil

#### **Learning Objectives**

The course is intended to be an exposition of the Indian and Western traditions of the Vedic interpretation. It introduces thoughts and literary works of some of the well-known ancient and modern Vedic commentators. The course will also expose the students to the Vedic Thoughts.

#### **Learning outcomes**

After completion of this course, the students:

- will have a clarity about the Vedic wisdom and Vedic concepts.
- will know about certain aspects involved in the interpretation of Vedic literature .
- will be able to explain various theories of interpretations according to some important ancient, and modern Indian commentators.
- will be able to understand the role of few selected western scholars in the field of Vedic literature and interpretation.
- will be able to elaborate the Vedic Thoughts.

#### **Detailed Syllabus**

##### **Unit: I**

**Hours: 11**

##### **Vedavyākhyān paramparā**

Ancient Bhāratiya Vedic Commentators: Skandaswāmī, Venkattāmādhava, Uvaṭa, Sāyaṇa, Mahīdhara, Modern Vedic Commentators : Swāmī Dayānanda Saraswatī,

Pt. Madhusūdan Ojhā, Śrīpāda Dāmodar Sātavalekar, Śrīmad Aurobindo,  
Swāmī Karapātrī Mahārāja, R N Dāṇḍekar

**Unit: II**

**Hours: 11**

**Western Vedic Scholars:**

H H Wilson, Rudolf Von Roth, Maxmuller, Ralph T. H. Griffith, Ludwig, Geldner, Alfred Hillebrandt

**Unit: III**

**Hours: 11**

**Vaidika Devatā:** Agni, Indra, Vāyu, Āditya, Usas, Soma  
Vaidik Samāja

**Unit: IV**

**Hours: 12**

Vedoan kī Apauruṣheyatā evam Nityatā  
Ṛta kī Avadhāraṇā

## Essential/Recommended Readings/Texts

### Essential Readings:

1. ऋग्वेदभाष्यभूमिका - सायण, (सम्पादक) वीरेन्द्र कुमार वर्मा, चौखम्बा ओरियण्टालिया, वाराणसी, 1980
2. ऋग्वेदभाष्यभूमिका - सायण, (सम्पादक) श्रीकण्ठ पाण्डे, भारतीय विद्या प्रकाशन, वाराणसी, 1985
3. ऋग्वेदभाष्यभूमिकासंग्रह – बलदेव उपाध्याय, बनारस, 1934
4. उपाध्याय, बलदेव - वैदिक साहित्य और संस्कृति, शारदा संस्थान, वाराणसी।
5. उपाध्याय, बलदेव - संस्कृत वाङ्मय का बृहद् इतिहास - प्रथम भाग (वेद) - उत्तरप्रदेश संस्कृत संस्थान, लखनऊ।
6. उपाध्याय, बलदेव - संस्कृत वाङ्मय का बृहद् इतिहास - द्वितीय भाग (वेदांग) - उत्तरप्रदेश संस्कृत संस्थान, लखनऊ।
7. त्रिपाठी, गयाचरण - वैदिक देवता उद्भव और विकास, राष्ट्रीय संस्कृत संस्थान, नई दिल्ली।
8. द्विवेदी, कपिलदेव- वैदिक साहित्य एवं संस्कृति, विश्वविद्यालय प्रकाशन, वाराणसी, पंचम संस्करण 2010
9. पं भगवद्दत्त- वैदिक वाङ्मय का इतिहास - खण्ड 1-3, परिवर्धक तथा सम्पादक – सत्यश्रवा एम. ए., विजयकुमार गोविन्दराम हासानन्द, दिल्ली, 2008

### Additional Readings:

1. श्री अरविन्द - वेद रहस्य, अनुवादक – आचार्य अभयदेव विद्यालंकार एवं जगन्नाथ वेदालंकार, श्रीअरविंद आश्रम, पुदुच्चेरी, 2009
2. वैदिक दर्शन, कपिलदेव, द्विवेदी, विश्वभारती अनुसन्धान परिषद्, ज्ञानपुर, भदोही, उत्तर प्रदेश, २००६
3. द्विवेदी डॉ. कपिलदेव, वेदों में विज्ञान, विश्वभारती अनुसन्धान परिषद्, भदोही, उत्तर प्रदेश, २०००
4. वैदिक देवों का आध्यात्मिक और वैज्ञानिक स्वरूप, डॉ. कपिलदेव द्विवेदी, विश्वभारती अनुसन्धान परिषद्, ज्ञानपुर, भदोही, उत्तर प्रदेश, २००७
5. सुचित्रा मित्रा, वेदों में नैतिकता की अवधारणा, राका प्रकाशन, प्रयागराज
6. रघुवीरवेदालंकार, वैदिक दर्शन, नागपब्लिशर्स, दिल्ली, 1987
7. डॉ. फतेहसिंह - वैदिक दर्शन, संस्कृत सदन, कोटा, 1999
8. शर्मा, मुंशीराम - वेदार्थ चन्द्रिका, चौखम्बा विद्या भवन, 1967
9. वर्णी, रामप्रकाश – अचार्य सायण और स्वामी दयानन्द सरस्वती की वेदभाष्य भूमिकाएँ, परिमल पब्लिकेशन्स, दिल्ली, 2005
10. शशि तिवारी, वेदव्याख्यापद्धतयः, प्रतिभा प्रकाशन, दिल्ली, 2014

11. Dandekar, R.N. - Vedic Religion & Mythology: A Survey of the Works of Some Western Scholars, Univ. of Poona, Poona, 1965.
12. Valentina Stache Rosen, German Indologists, dialogue Maxmueller Bhavan New Delhi 1981
13. Dandekar, R. N. – Vedic Bibliography, Karnatak Publishing House, Bombay, 1946
14. Macdonell, A.A. - Brhaddevata, M.L.B.D., 1965.

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## GE-2: Survey 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		
Survey of Indian Philosophy	04	3	1	0	Nil	Nil

### Learning Objectives

The primary objective of this course is to enable students to develop an in-depth, comprehensive, and empathetic understanding of the core theories and concepts proposed by key schools of Indian philosophy. This course aims to foster critical engagement with the ideas and systems of thought that have shaped Indian philosophical traditions.

### Learning outcomes

By the end of this course, students will:

1. Acquire a thorough understanding of various philosophical theories proposed by major systems of Indian philosophy.
2. Develop the ability to compare and contrast the ideas and positions taken by different schools, with a focus on Yoga and Advaita Vedānta.
3. Form an understanding of the origin and development of Indian philosophical systems.
4. Gain critical insights into the contributions of individual ācāryas to their respective systems.
5. Be introduced to and appreciate minor differences within and between the philosophical systems.

### Detailed Syllabus

#### Unit: I

Hours: 11

#### भारतीयदर्शन का आलोचनात्मक सर्वेक्षण - 1

भारतीय दर्शन के प्रमुख विचारणीय पक्षों का आलोचनात्मक अध्ययन- आत्मा, परमात्मा (ईश्वर), कार्यकारणसिद्धान्त, मोक्ष, कर्म एवं पुनर्जन्म।

#### Unit: II

Hours: 11

#### भारतीयदर्शन का आलोचनात्मक सर्वेक्षण - 2

भारतीय दर्शन के प्रमुख विचारणीय पक्षों का आलोचनात्मक अध्ययन- प्रमाण, प्रामाण्यवाद तथा ख्यातिवाद।

#### Unit: III

Hours: 11

#### भारतीयदर्शन का आलोचनात्मक सर्वेक्षण - 3

प्रमुख भारतीय दार्शनिक मतों (सांख्य, योग, न्याय, वैशेषिक, मीमांसा, वेदान्त, बौद्ध, जैन) का ऐतिहासिक सर्वेक्षण।

**Unit: IV**

**Hours: 12**

**भारतीयदर्शन का आलोचनात्मक सर्वेक्षण - 4**

भारतीय दर्शन के प्रमुख आचार्य (जैमिनि, बादरायण, कपिल, पतञ्जलि, गौतम, कणाद, शंकर, वाचस्पति मिश्र, धर्मकीर्ति और उमास्वाति) तथा उनके अवदानों का परिचय।

**Essential/Recommended Readings/Texts**

1. उपाध्याय, बलदेव. *भारतीय दर्शन*. शारदा मंदिर, वाराणसी, 2001.
2. भारतीय, महेश. *भारतीय दर्शन की समस्याएं*. इन्डोविजन प्राइवेट लिमिटेड, गाज़ियाबाद, 1976
3. वेदालंकार, जयदेव. *भारतीय दर्शन की समस्याएं*. प्राच्य विद्याशोध प्रकाशन, हरिद्वार, 1986
4. शर्मा, नन्दकिशोर. *भारतीय दार्शनिक समस्याएं*. राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर, 1976
5. द्विवेदी, पारसनाथ. *भारतीय दर्शन*. आगरा, 1974.
6. शर्मा, चन्द्रधर. *भारतीय दर्शन: आलोचन और अनुशीलन*. मोतीलाल बनारसीदास, दिल्ली, 2004.
7. शर्मा, राममूर्ति. *अद्वैतवेदान्त: इतिहास तथा सिद्धान्त*. ईस्टर्न बुक लिंकर्स, दिल्ली.
8. Dasgupta, S. N. *History of Indian Philosophy*. Vols. I–V, Motilal Banarsidass, Delhi, 1975.
9. Deshpande, G. T. *Abhinavagupta*. Hindi translation by Mithilesh Chaturvedi, Sahitya Akademi, New Delhi.
10. Devaraja, N. K. *Introduction to Śankara's Theory of Knowledge*. Motilal Banarsidass, Delhi, 1972.
11. Hiriyanna, M. *Outline of Indian Philosophy*. London, 1956.
12. Mahadevan, T. M. P. *Philosophy of Advaita*. Bharatiya Kala Prakashan, Delhi, 2006.
13. Pandey, R. C. *Panorama of Indian Philosophy*. English and Hindi version, Motilal Banarsidass, Delhi, 1966.
14. Radhakrishnan, S. *Indian Philosophy*. Vols. I–II, London, 1967.

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## GE-2: Rājadharmā in Dharmasāstric Texts

### 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		
Rājadharmā in Dharmasāstric Texts	04	3	1	0	Nil	Nil

### Learning Objectives

The course aims to provide students with a comprehensive understanding of the political dimensions of Dharma as outlined in ancient Dharmasāstric texts. Students will explore the theoretical foundations of Rājadharmā, including the ethical and administrative responsibilities of a ruler, and its practical application in governance, diplomacy, and warfare. The curriculum emphasizes the king's role in ensuring social welfare, justice, and ethical leadership. By engaging with primary sources like Arthasāstra, learners will critically analyze ancient Indian political principles and their relevance to modern governance, fostering a nuanced understanding of leadership and statecraft rooted in Dharmic traditions.

### Learning outcomes

1. Demonstrate a thorough understanding of the principles and scope of Rājadharmā within the framework of ancient Indian polity.
2. Analyze the ethical and administrative responsibilities of rulers as detailed in ancient Indian texts.
3. Critically evaluate the diplomatic strategies, legal systems, and policies of governance in the Dharmic tradition.
4. Draw comparisons between ancient Indian political principles and contemporary governance models.
5. Apply insights from Rājadharmā to address modern challenges in leadership, diplomacy, and ethical governance.

### Detailed Syllabus

#### Unit: I

**Hours: 11**

#### Conceptual Framework of Rājadharmā

The foundational principles of Rājadharmā in key Dharmasāstra texts, namely: Yājñavalkya Smṛti and Arthasāstra.

The ruler's role as the upholder of Dharma and custodian of social order.

Core principles of Rājadharmā: protection of citizens (praja), adherence to justice, and ethical governance.

Qualities and virtues of an ideal king: impartiality, compassion, discipline, and knowledge of Dharma

personal morality (svadharma) and public duty (Rājadharmā).

**Unit: II****Hours: 11****Governance and Administration in Rājadharmā**

Administrative responsibilities of a king

Danda-Nīti: A tool for justice and deterrence.

Comparative Analysis of ancient Indian governance principles with modern administrative framework.

**Unit: III****Hours: 11****Diplomacy, Warfare, and Statecraft**

Explore the political and strategic aspects of Rājadharmā, drawing from texts like the Arthasāstra and Mahābhārata.

ṣaḍguṇya-siddhant (sixfold policy of diplomacy)

saptang rajya

dwadash prakriti

espionage (guptchar pranali)

Discuss the relevance of ancient Indian diplomatic strategies in today's international platform

**Unit: IV****Hours: 12****Welfare and Moral Leadership**

Welfare responsibilities of a king

Ensuring economic prosperity through fair trade and resource management.

Protecting the vulnerable sections of society.

The ruler's role as a moral leader and its impact on society's ethical fabric.

Lokasaṅgraha (welfare of all) as a guiding principle of governance relations.

**Essential/Recommended Readings/Texts**

1. गैरोला, वाचस्पति.(2021). कौटिलीय-अर्थशास्त्रम्. चौखम्बा विद्याभवन, वाराणसी.
2. तिवारी, श्यामलेश कुमार.(2017). कौटिलीय अर्थशास्त्रम्. चौखम्बा सुरभारती प्रकाशन, वाराणसी
3. कौटिल्य अर्थशास्त्र संस्कृत टीका सहित, संपादक-टी. गणपतिशास्त्री, त्रिवेन्द्रम्।
4. मिश्र, जगदीशचन्द्र.(2019). शुक्रनीति: भाग 1-2. चौखम्बा संस्कृत संस्थान, वाराणसी.
5. Chaudhary, R.K. - Kautilya's Political Ideas and Institutions, Chaukhamba S. Series Varanasi, 1971.
6. T. Ganpatishastri (2013) Arthashastra of Kautilya english translated by N.P Unni, New Bharatiya Book Corporation
7. Banerji, Sures Chandra. A brief history of Dharmaśāstra. Abhinav Publications, 1999.
8. Kangle, R.P. (2010) Kautilya Arthashastra, Motilal Banarasidas
9. Shamashastri, R. (2021) Kautilya's Arthashastra, Dev Publishers & Distributors
10. Kane, Pandurang Vaman. History of dharmaśāstra. Vol. 2. Poona: Bhandarkar Oriental Research Institute, 1973.
11. Olivelle, Patrick, and Donald Richard Davis, eds. Hindu law: a new history of Dharmaśāstra. Oxford University Press, 2018.

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## GE-2: Basics of Machine Translation for Indian Languages

### 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		
Basics of Machine Translation for Indian Languages	04	3	1	0	Nil	Nil

### Learning Objectives

This course introduces students to the foundational concepts and techniques of machine translation (MT), focusing on Indian languages. Students will explore linguistic challenges unique to Indian languages and gain hands-on experience in designing, implementing, and evaluating machine translation models. Emphasis will be placed on the complexities of Indian linguistic diversity, including morphology, syntax, and semantics, as well as the integration of advanced MT techniques for various applications in digital libraries, education, and AI-based systems.

### Learning outcomes

By the end of this course, students will:

1. Understand the principles, methodologies, and history of machine translation.
2. Explore the linguistic complexities and challenges in translating Indian languages.
3. Learn to preprocess Indian language texts for MT systems.
4. Gain practical experience with rule-based, statistical, and neural MT models.
5. Evaluate and improve the accuracy of MT outputs for Indian languages, leveraging tools and resources

### Detailed Syllabus

#### Unit: I

Hours: 11

##### Introduction to Machine Translation

- Overview of Machine Translation (MT): History, Types, and Applications.
- Challenges in Translating Indian Languages: Morphology, Syntax, and Semantics.
- Types of Machine Translation:
  - Rule-Based MT (RBMT).
  - Statistical MT (SMT).
  - Neural MT (NMT).
- Linguistic diversity and resource challenges for Indian languages.
- Tools and Resources for Indian Language Text Processing: Unicode, Tokenizers, Transliteration, and Corpora.

#### Unit: II

Hours: 11

##### Preprocessing Indian Languages for Machine Translation

- Text Normalization and Tokenization for Indian Languages.

- Handling Language-Specific Challenges: Sandhi, Samāsa Splitting, and Compound Word Segmentation.
- Part-of-Speech Tagging and Morphological Analysis for Indian Languages.
- Preparing Parallel Corpora for Indian Languages: Sourcing, Aligning, and Annotating.
- Developing Multilingual Data for Training MT Models.

#### Unit: III

Hours: 11

#### Implementing Machine Translation Models

- Rule-Based Machine Translation (RBMT): Basics and Implementation for Indian Languages.
- Statistical Machine Translation (SMT): Basics and Implementation for Indian Languages.
- Neural Machine Translation (NMT): Basics, Transformer Models, and Implementation for Indian Languages.
- Hybrid Approaches to MT: Combining RBMT, SMT, and NMT

#### Unit: IV

Hours: 12

#### Evaluation and Applications of Indian Language MT

- Evaluation Metrics for Indian Language MT Outputs: BLEU, TER, METEOR, and Others.
- Error Analysis and Post-Editing Techniques for Indian Languages.
- Applications of Indian Language MT: Digital Libraries, E-Learning, Government Initiatives (e.g., Indian Language Translation Missions), and AI-Assisted Research.
- Project 1: Evaluate and analyze an existing Indian Language MT system (e.g., Google Translate, Anuvadak).
- Project 2: Design a pseudo-MT system for a specific Indian language pair.

### Essential/Recommended Readings/Texts

1. D. Jurafsky and J.H. Martin, Speech and Language Processing, Prentice Hall Edition.
2. S. Bird, E. Klein, and E. Loper, Natural Language Processing with Python, <https://www.nltk.org/book/>
3. Bird, S., Klein, E., & Loper, E. (2009). Natural language processing with Python: analyzing text with the natural language toolkit. "O'Reilly Media, Inc."
4. Chandra Subhash & Jha Girish Nath (2011). Computer Processing of Sanskrit Nominal Inflections: Methods and Implementation. Cambridge Scholars Publishing (CSP), 12 Back Chapman Street, Newcastle upon Tyne.
5. Chandra Subhash (2016). Knowledge Representation for Sanskrit Verb Argument Valence Authentication: An Ontological Approach. Scholars' Press, Heinrich Böcking-Str. 6-8, 66121, Saarbrücken, Germany.
6. Chandra Subhash (March, 2017). मशीनी अनुवाद (Machine Translation) यूजीसी सीबीसीएस स्क्रीम के तहत बीए (संस्कृत) के एईईसी (AEEC)-3 के पाठ्यक्रम पर आधारित. Vidyanidhi Prakashana, New Delhi.
7. <http://spyce.sourceforge.net/>
8. <http://www.cs.sfu.ca/CourseCentral/354/zaiane/material/notes/contents.html>
9. Jurafsky, D. (2000). Speech and language processing: An introduction to natural language processing. Computational linguistics and speech recognition.

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## GE-2: Advance Survey of Sanskrit Poetry

### 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		
Advance Survey of Sanskrit Poetry	04	3	1	0	Nil	Nil

### Learning Objectives

The purpose of this course is to familiarize the students with the important poetic contributions of the famous poets of Sanskrit literature.

### Learning outcomes

Upon successful completion of this course students:

- will have a broad perspective of the field of famous poets of Sanskrit literature and their contributions.
- will be successful in applying this knowledge for critical analysis.

### Detailed Syllabus

#### Unit: I

Hours: 11

कुमारदास – कालविषयक विभिन्न मत, जीवनवृत्त, रचनाएँ, मूलकथा में परिवर्तन तथा उसका औचित्य, साहित्यिक वैशिष्ट्य ।

#### Unit: II

Hours: 11

माघ – कालविषयक विभिन्न मत, जीवनवृत्त, रचनाएँ, मूलकथा में परिवर्तन तथा उसका औचित्य साहित्यिक वैशिष्ट्य, माघे मेघे गतं वयः, माघे सन्ति त्रयो गुणाः, विविध शास्त्रीय पाण्डित्य ।

#### Unit: III

Hours: 11

क्षेमेन्द्र – कालविषयक विभिन्न मत, जीवनवृत्त, रचनाएँ (पद्यानुवादविषयक काव्य, जीवनवृत्तविषयक काव्य, उपदेशात्मक-काव्य, नीतिविषयक-काव्य, व्यङ्ग्यप्रधान-काव्य), साहित्यिक वैशिष्ट्य ।

#### Unit: IV

Hours: 12

श्रीहर्ष – कालविषयक विभिन्न मत, जीवनवृत्त, रचनाएँ, साहित्यिक वैशिष्ट्य, नैषधे पदलालित्यम्, विविध शास्त्रीय पाण्डित्य ।



## Essential/Recommended Readings/Texts

### Essential Readings:

1. व्यास भोलाशंकर – संस्कृत कवि दर्शन, चौखम्बा विद्याभवन, वाराणसी
2. शर्मा उमा शंकर ‘ऋषि’ – संस्कृत साहित्य का इतिहास, चौखम्बा भारती अकादमी, वाराणसी
3. Arthur A. Macdonell – History of Sanskrit Literature, Munshiram Manoharlal, New Delhi.
4. Aggarwal Hans Raj – A short history of Sanskrit Literature, Munshiram Manoharlal, New Delhi.

### Additional Resources:

1. चतुर्वेदी ब्रजमोहन – क्षेमेन्द्र, साहित्य अकादमी, दिल्ली
2. गौड मनोहरलाल – आचार्य क्षेमेन्द्र, भारत प्रकाशन मन्दिर, अलीगढ़
3. झा, देवनारायण – नैषध-समीक्षा, नाग पब्लिशर्स, दिल्ली, 2001
4. डिंडोरिया वेद प्रकाश – औचित्य सिद्धान्त एवं किरातार्जुनीयम्, परिमल प्रकाशन, दिल्ली
5. द्विवेदी, शिवबालक – नैषधीयचरित का अभिनव समीक्षात्मक एवं व्याख्यात्मक अध्ययन, शिक्षक प्रकाशन, कानपुर, 1981
6. मिश्र, आनन्दस्वरूप. महाकवि श्रीहर्ष तथा उनका नैषधकाव्य, सुलभ प्रकाशन, लखनऊ।
7. शुक्ल, चण्डिकाप्रसाद. नैषध-परिशीलन, हिन्दुस्तान एकेडमी, इलाहाबाद, 1960

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

## GE-2 Major Elements of Modern Sanskrit Poetics

### 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		
Major Elements of Modern Sanskrit Poetics	04	3	1	0	Nil	Nil

### Learning Objectives

This course gives basic and necessary information on modern Sanskrit Poetics. It also focuses on all the basic poetic elements in Modern Sanskrit Poetics.

### Learning outcomes

After the completion of the course students will:

- Will have an understanding of the new approach in the realm of Sanskrit Poetics;
- will be able to compare modern thoughts of poetics.
- become aware of the expanse and the depth of modern Sanskrit poetics;
- gain the ability to explain and critically analyze the Sanskrit texts.

### Detailed Syllabus

#### Unit: I

Hours: 11

#### शब्दशक्ति

अभिधा, लक्षणा, व्यञ्जना, तात्पर्य। शब्दशक्तिविषयक अभिनव मत।

#### Unit: II

Hours: 11

#### रस एवं भावविवेचन

विभाव, अनुभाव, व्यभिचारिभाव, स्थायी भाव, रसानुभूति, रस की व्यञ्जकता अथवा अन्य मत, रसभेद, रस की अलौकिकता एवं लौकिकता, मूलरस, रसाभास, भाव, रस का काव्यात्मत्व।

#### Unit: III

Hours: 11

#### अलङ्कार

अलङ्कार का स्वरूप, संख्या, नवीन अलङ्कारों की उद्भावना तथा अलङ्कारों का काव्यात्मत्व।

#### Unit: IV

Hours: 12

#### गुण, रीति एवं वृत्ति

गुणस्वरूप, गुणभेद, गुणों के व्यञ्जक वर्ण, रीतिस्वरूप, रीतिभेद, वृत्तिस्वरूप तथा वृत्तिभेद।

## Essential/Recommended Readings/Texts

### Essential Reading:

1. श्रीवास्तव आनन्द कुमार – आधुनिक संस्कृत काव्यशास्त्र – ईस्टर्न बुक लिंकर्स, दिल्ली
2. उपाध्याय, बलदेव (प्र.स.), पाठक, जगन्नाथ (सं.)- संस्कृत वाङ्मय का बृहद् इतिहास (सप्तम खण्ड), उत्तरप्रदेश संस्कृत संस्थान, लखनऊ, 2000
3. द्विवेदी, रहस्यबिहारी – साहित्यविमर्शः, सम्पूर्णानन्द संस्कृत विश्वविद्यालय, वाराणसी, 2002
4. पाण्डेय, रमाकान्त – आधुनिक संस्कृत काव्यशास्त्रसमीक्षणम्, जगदीश संस्कृत पुस्तकालय, जयपुर, 2009
5. राजेन्द्र कुमार – आधुनिक संस्कृत काव्यशास्त्रीय ग्रन्थों में मौलिकता, भारतीय विद्या प्रकाशन, दिल्ली, 2007
6. यादव राजमङ्गल – संस्कृत काव्यशास्त्र की अर्वाचीन परम्परा, प्रतिभा प्रकाशन, दिल्ली, 2011

### Additional Readings:

1. त्रिपाठी, राधावल्लभ – संस्कृत साहित्य का अभिनव इतिहास, विश्वविद्यालय प्रकाशन, वाराणसी, 2007
2. मिश्र, राजेन्द्र – विंशति शताब्दी संस्कृत काव्यामृतम्, दिल्ली संस्कृत अकादमी, दिल्ली
3. शास्त्री, कलानाथ - आधुनिक-संस्कृत-साहित्यस्येतिहासः, जयपुर

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## GE-2 Basic Elements of Sanskrit Poetics-2

### 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		
Basic Elements of Sanskrit Poetics-2	04	3	1	0	Nil	Nil

### Learning Objectives

This course gives basic and necessary information on modern Sanskrit Poetics. It also focuses on all the basic poetic elements in Sanskrit Poetics.

### Learning outcomes

After the completion of the course students will:

- Will acquire knowledge of the different dimensions of poetry i.e. power of words, Rasa, Dhvani and Alankaras through the reading of the Sanskrit Poetics.
- will be able to learn the thoughts of Sanskrit poetics.
- become aware of the expanse and the depth of Sanskrit poetics;
- gain the ability to explain and critically analyze the Sanskrit texts.

### Detailed Syllabus

#### Unit: I

Hours: 11

#### शब्दशक्ति

अभिधा, लक्षणा, व्यञ्जना, तात्पर्य।

#### Unit: II

Hours: 11

#### रस

रससूत्र, विभाव, अनुभाव, व्यभिचारिभाव, स्थायी भाव, रसानुभूति, रस की व्यञ्जकता अथवा अन्य मत, रसभेद, रस की अलौकिकता, मूलरस, रसों का परस्पर विरोध तथा परिहार, रसाभास, भाव तथा रस का काव्यात्मत्व।

#### Unit: III

Hours: 11

#### ध्वनि

ध्वनि की मूल प्रेरणा, 'ध्वनि' शब्द का अर्थ, ध्वनि का लक्षण, ध्वनिभेद, ध्वनिविरोधी मत, ध्वनिविरोधी आचार्य, ध्वनिविरोधी मतों की समीक्षा, ध्वनि का काव्यात्मत्व।

#### Unit: IV

Hours: 12

## अलङ्कार

विभिन्न आचार्यों द्वारा प्रस्तुत लक्षण, स्वरूप तथा उनका विकास, अलङ्कारों का वर्गीकरण, अलङ्कारों की संख्या, अलङ्कार का काव्यात्मत्व।

## Essential/Recommended Readings/Texts

### Essential Reading:

1. उपाध्याय, बलदेव - भारतीय साहित्यशास्त्र, चौखम्बा प्रकाशन, वाराणसी
2. कृष्णकुमार - अलङ्कारशास्त्र का इतिहास, साहित्य भण्डार, मेरठ
3. De, S.K. - History of Sanskrit Poetics, K.L. Mukhopadhyay, Calcutta
4. Kane, P.V. - History of Sanskrit Poetics, MLBD, Delhi
5. Raghavan, V. - Studies on Some Concepts of Alaṃkāraśāstra, Adyar Library, Madras

### Additional Readings:

1. 'हीरा' राजवंश सहाय – अलङ्कारों का ऐतिहासिक विकास, बिहार हिन्दी ग्रन्थ अकादमी, पटना।
2. चौधरी सत्यदेव - काव्यशास्त्र के परिदृश्य, परिमल पब्लिकेशन्स, दिल्ली।
3. नगेन्द्र – रससिद्धान्त, मयूर पेपर बैक्स, नोएडा।
4. Raghavan V. and Nagendra - An Introduction to Indian Poetics, Macmillan and Company Limited, Madras.
5. Raghavan V. - The Number of Rasas, The Adyar Literary and Research Centre, Madras

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

## GE-2: Basic Principles of Indian Astrology

### 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		
Basic Principles of Indian Astrology	04	3	1	0	Nil	Nil

### Learning Objectives

The objective of this course is to give knowledge about history, development of Indian astrology, its various branches and brief introduction of ancient acharyas.

### Learning outcomes

After studying this course students:

1. will be able to know the development of various branches of Indian astrology and its importance in day to day life.
2. Will be able to know the contribution of Indian astrology to the modern science.
3. Will be able to contribute the society, nation and humanity through Indian astrology.
4. Will be familiarize with the individual contribution of Acharyas in the making of the rich tradition of Jyotish-shastra

### Detailed Syllabus

#### Unit: I

**Hours: 11**

पञ्चस्कन्धात्मक ज्योतिष (सिद्धान्त, संहिता, होरा, प्रश्न और शकुन)

#### Unit: II

**Hours: 12**

पंचांग (तिथि, वार, नक्षत्र, योग और करण)

#### Unit: III

**Hours: 11**

मास, ऋतु, अयन, वर्ष, ग्रहराशिभावविचार, ग्रहयोगविचार।

#### Unit: IV

**Hours: 11**

विषुवदिनविचार, सौरमास, करण, सावनदिन, उत्तरगोल, अमावस्या, पूर्णिमा।

### Essential/Recommended Readings/Texts

1. भारतीय ज्योतिषशास्त्र का इतिहास-गोरखप्रसाद, हिन्दी संस्थान, लखनऊ, 1974।

2. भारतीय ज्योतिषशास्त्र का इतिहास-नेमिचंद्रशास्त्री, भारतीयज्ञानपीठ, नई दिल्ली,1970।
3. भारतीय ज्योतिषशास्त्र का इतिहास- शंकर बालकृष्ण दीक्षित (अनु.), शिवनाथ झारखण्डी, हिन्दी संस्थान, लखनऊ,1975 ।
4. History of Indian Astronomy - Sankar Balkrishna Dikshit, Government of India Book Dept, Calcutta,1981

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## GE-2: Important Characters of the Mahābhārata

### 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		
Important Characters of the Mahābhārata	04	3	1	0	Nil	Nil

### Learning Objectives

The objective of this course is to present the valuable cultural heritage of India as preserved in Mahābhārata. The course shows how the Mahābhārata play a pivotal role in shaping the life and culture of Indian people, highlighting the social, economic, geographical, political, philosophical and educational systems thereof.

### Learning outcomes

After the completion of this course the students will:

- gain the qualities of embodiment of knowledge, great soul, braveness, devotee through the characters of the Mahābhārata.
- Be informed of the basic structure, contents and importance of Mahābhārata.
- have thorough understanding of the contents & historical importance of the Mahābhārata.
- be familiarized with the forms of Mahābhārata as a source of various arts, religion, literature, culture, sciences etc.

### Detailed Syllabus

#### Unit: I

**Hours: 11**

#### ऋषि एवं नयदर्शी पात्र –

पाराशर, वेदव्यास, सान्दीपनि, किन्दम, दुर्वासा, कृष्ण, विदुर, भीष्म, सञ्जय।

#### Unit: II

**Hours: 11**

#### मुख्यतया वर्णित अन्य पुरुषपात्र –

आचार्य द्रौण, कृपाचार्य, युधिष्ठिर, भीम, अर्जुन, धृतराष्ट्र, दुर्योधन, दुःशासन, शकुनि, कर्ण, अभिमन्यु, परिक्षिता

#### Unit: III

**Hours: 11**

#### मुख्यतया वर्णित स्त्रीपात्र –

सत्यवती, गान्धारी, कुन्ती, द्रौपदी, उत्तरा, हिडिम्बा, विदुला, माद्री, देवकी, रुक्मिणी, सुभद्रा, गङ्गा।



**अल्पतया वर्णित पुरुषपात्र –**

बलराम, द्रुपद, धृष्टद्युम्न, घटोत्कच, विकर्ण, सात्यकि, एकलव्य, अश्वत्थामा, जरासन्ध।

**Essential Readings:**

1. Mahabharata Text, pub. Gita Press, Gorakhpur
2. Mahabharata, Critical Edition, BORI, Poona

**Additional Resources:**

1. Some exemplary characters of the Mahābhārata - Jayadayal Goyandka, Gita Press, Gorakhpur
2. Hopkins, E.W., The Great Epic of India, Reprinted by Punthi Pushtaka, Calcutta, 1969
3. Mahabharata with Neelakantha's Commentary, Chirtasala Press, Poona, 1929-33

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time.**

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## GE-2: बृहत्तर भारत का भौगोलिक स्वरूप

### 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		
बृहत्तर भारत का भौगोलिक स्वरूप	04	3	1	0	Nil	Nil

### Learning Objectives

The Course aims to introduce the concepts of Nationalism and Nationality and the and to evolve the feeling of pride in being a Bharatiya among them. The course also highlights the uniqueness of Bharata, its all-encompassing culture and significance of Bharata in the globalised world.

### Learning outcomes

The learners will be able to

- Understand the concept of *Brihattara Bharata* and the geographical significance of Bharata
- Understand the expansion and spread of Bharatiya ethics and values
- Witness the glory of ancient Bharata and its legacy in the form of Modern Bharata.
- Experience the uniqueness of Bharatiya culture and its traditions, ethics and values

### Detailed Syllabus

#### Unit: I

**Hours: 11**

#### भारत- राष्ट्र एवं राष्ट्रीयता

राष्ट्र की संकल्पना  
राष्ट्र एवं राष्ट्रीयता  
ऋग्वेद: पृथिवीसूक्त  
अथर्ववेद: भूमिसूक्त

#### Unit: II

**Hours: 11**

#### भौगोलिक स्वरूप- बृहत्तर भारत की अवधारणा

#### Unit: III

**Hours: 11**

सूत्रसाहित्य में भारत – पाणिनि, पतञ्जलि, तन्त्रालोक आदि

**Unit: IV****Hours: 12**

राजनैतिक स्वरूप

(अ) पाणिनि- पतंजलि

(ब) कौटिल्य

(सी) वराहमिहिर

(द) कल्हण

**Essential/Recommended Readings/Texts**

1. त्रिपाठी, रंजन कुमार, भौगोलिक अभिधान कोश, विद्यानिधि प्रकाशन, 2019
2. सिंह, जितेन्द्र प्रताप, रामायणकालीन भारत, शिवालिक प्रकाशन, 2014
3. महाभारतकालीन समाज और शिक्षा लेखक-नत्थूलाल, नमन प्रकाशन नई दिल्ली, पेज- प्रस्तावना
4. संस्कृत वाङ्मय का वृहद् इतिहास- बलदेव उपाध्याय
5. पुराणों का भुवनकोश
6. प्राचीन भारत का भूगोल

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

## **GE-2: Indian Psychology**

### **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 Psychology	04	3	1	0	Nil	Nil

**Learning Objectives**

This course aims to provide students with a comprehensive understanding of Indian psychology by exploring its unique features, schools of thought, and foundational concepts. It introduces the cognitive processes from an Indian perspective, including perception, memory, and imagination. The course delves into emotional and volitional aspects, emphasizing aesthetic and religious emotions. Additionally, it introduces the dimensions that are beyond psychology, such as the tri-guṇa system, consciousness, pañca-kōṣa framework, and the four states of existence. Through this course, students will develop a deeper understanding of the body-mind-intellect-consciousness relationship rooted in Indian traditions

## Learning outcomes

1. Develop an in-depth understanding of Indian psychology, its schools, and foundational concepts.
2. Analyze Indian perspectives on cognition, perception, and consciousness with reference to classical texts.
3. Understand emotional and volitional processes, including the psychology of aesthetics and religion.
4. Explore philosophical concepts such as tri-guṇa, pañca-kōṣa, and states of consciousness.
5. Apply Indian psychological insights to contemporary psychological discourse and personal development.

## Detailed Syllabus

### Unit: I

Hours: 11

#### Introduction to Indian Psychology

- Introduction to Psychology
- Introduction to Indian Psychology and its Distinct features
- Schools, Texts and Author
- Fundamental Concepts of Each School

### Unit: II

Hours: 12

#### Introduction to Cognition

- Physical Basis of Perception
  - Origin and Nature of the Sense-organs
  - The External Organs and the Internal Organ or Organs
- Indeterminate Perception and Determinate Perception
- The Objects and Conditions of Perception
- Perception and Sannikarṣa
- Acquired Perception
- Recognition
- Theories of Perception
- Perception of Space and Movement
- Perception of Time
- Perception of the Universal
- Perception of Cognition
- Perception of the Self
- Indefinite Perceptions
- Illusions
- Dreams
- Abnormal Perception
- Super-normal Perception
- Divine Perception
- Jīva-sākṣipratyakṣa and Īśvara-sākṣi-pratyakṣa
- Memory and Imagination
- Thought and Language: an Introduction

### Unit: III

Hours: 11

#### Introduction to Emotion and Will

- Feeling and Emotion

- Body and Self
- Degrees of Consciousness
- The Modes of Consciousness
- Pleasure and Pain
- Spring and action: Desire, Aversion and Emotions
- Emotions
- Psychology of the Alaṅkāra
  - The Nature of Aesthetic Emotion (Rasa)
  - Sentiments (Sthāyibhava)
  - Accessory States: Transitory Emotions (Vyabhicāribhāva)
  - Sāttvikabhāva
  - Different Kinds of Aesthetic Emotions or Sentiments (Rasa)
  - Emotions Derived From Love
- The Psychology of Sex
  - The Evolution of Sex Consciousness
- The Psychology of Religion
  - Religious Emotions
  - Religious Emotions: Kinds of Devotion
  - Religious Sentiments (Bhaktirasa)
- Conation
  - Attention
  - Non-voluntary and Voluntary Actions

**Unit: IV**

**Hours: 11**

**Psychology and Beyond: An Introduction**

- Tri-Guṇa System
- The Body-Mind-Intellect-Consciousness Complex
- Consciousness - The True Nature of an Individual
- Pañca-koṣa - the five sheaths or foundations of all living beings
- The Four States of Existence: Jāgrat, Svapna, Suṣupti, Turīya
- Bhāva Sarga and Pratyaya Sarga of Sāṅkhya

**Essential/Recommended Readings/Texts**

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## GE-2: Ancient Sanskrit Drama

### 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 Sanskrit Drama	04	3	1	0	Nil	Nil

### Learning Objectives

- To introduce students to the unique literary and structural features of Sanskrit drama as codified in Nāṭyaśāstra and reflected in other classical texts
- To trace the historical origin and evolution of Sanskrit drama, exploring its roots in Vedic rituals, Bharata's Nāṭyaśāstra etc, and its development through the centuries.
- To provide an overview of the major works and play writers of Sanskrit drama, giving students a broad yet deep perspective of its literary richness.
- To promote analytical and critical understanding of selected dramatic works by focusing on themes, plot construction, characters, and dramaturgy.
- To enable appreciation of Sanskrit drama's influence on Indian aesthetics, performing arts, and its interdisciplinary connections with religion, philosophy, and society etc.

### Learning outcomes

1. Students will be able to identify and explain the special features of Sanskrit drama such as nāyaka-nāyikā, rasa-dhvani, saṅgīta, and nātyadharmi-lokadharmi.
2. Students will demonstrate understanding of the origin and development of Sanskrit drama with reference to its canonical texts and historical context.
3. Students will gain the ability to critically survey major Sanskrit plays and dramatists, recognizing stylistic and thematic variations across the time periods.
4. Students will engage in the deep textual analysis of at least one dramatist's works (e.g., Bhāsa, Kālidāsa, Bhavabhūti), interpreting their literary and philosophical dimensions.

### Detailed Syllabus

#### Unit: I

Special Features of Sanskrit Drama

Hours: 11

#### Unit: II

Hours: 11

Origin and development of Sanskrit Drama  
**Unit: III**  
**Survey of Sanskrit Drama**

**Hours: 11**

**Unit: IV**

**Hours: 12**

**Detailed study on any one of the following:**

Bhas, Kalidas, vishakhadatta, Bhavabhuti, Dinganag, Bhattanarayna, Rajshekhar , Jayadeva, Shaktibhadra

## **Essential/Recommended Readings/Texts**

1. Bhāsa – Svapnavāsavadattam, Pratimānāṭakam, Ūrubhaṅgam etc(Ed. Ganapati Shastri, Trivandrum Sanskrit Series)
2. Kālidāsa – Abhijñānaśākuntalam, Mālavikāgnimitram, Vikramorvaśīyam
3. Bhavabhūti – Uttararāmacaritam, Mālatīmādhavam, Mahāvīracaritam
4. Viśākhadatta – Mudrārākṣasam
5. Bhaṭṭanārāyaṇa – Veṇīśaṁhāram
6. Rājaśekhara – Bālarāmāyaṇam, Karpūramañjarī
7. Jayadeva – Prasannapadāvalīnāṭakam
8. Shaktibhadra- Acharyachudamani

## **Additional Resources:**

1. कीथ, ए.बी. संस्कृतनाटक (अनु. उदयभानु सिंह), मोतीलाल बनारसीदास, दिल्ली, 1965.
2. भासनाटकचक्रम्, सम्पादक- आचार्य बलदेव उपाध्याय, चौखम्बा विद्याभवन, वाराणसी।
3. कालिदासग्रन्थावली, रेवाप्रसाद द्विवेदी, काशी हिन्दू विश्वविद्यालय, वाराणसी।
4. भार्गव, भारतरत्न. महाकविभास का नाट्यवैशिष्ट्य, सेतुप्रकाशन,
5. संस्कृत साहित्य का समग्र इतिहास, राधावल्लभ त्रिपाठी, न्यू भारतीय बुक कॉरपोरेशन, नई दिल्ली।
6. उपाध्याय राम जी, संस्कृत साहित्य का आलोचनात्मक इतिहास, चौखम्बा विद्याभवन
7. उमाशंकर शर्मा 'ऋषि', संस्कृत साहित्य का इतिहास, चौखम्बा भारती अकादमी
8. बलदेव उपाध्याय प्रधान सम्पादक, संस्कृतवाङ्मय का बृहद् इतिहास चतुर्थ खण्ड , उत्तरप्रदेश संस्कृत संस्थान
9. Keith, A.B. The Sanskrit Drama, Oxford University Press, 1964.
10. Mainkar, T.G. Studies in Dramatic Criticism, MLBD, Delhi.
11. Keith, A.B. – The Sanskrit Drama
12. Winternitz, M. – History of Indian Literature, Vol. III
13. Bhat, G.K. – The Concept of Drama in Sanskrit
14. Krishnamoorthy, K. – Essays in Sanskrit Criticism
15. Bharata – Nāṭyaśāstram (with commentary Abhinavabhāratī by Abhinavagupta)
16. Dhanañjaya – Daśarūpakam
17. Viśvanātha – Sāhityadarpaṇa (esp. chapters on Nāṭaka and Rasa)
18. Abhinavagupta – Abhinavabhāratī (selected portions relevant to drama)

**Examination Scheme and Mode: Subject to directions from the Examination  
Branch/University of Delhi from time to time**

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### 3. Skill Based Course (SBC): Any 1 from pool Credits 02

Anyone for the SBC-2 from the following pool

#### SBC-2: Śulvasūtra and Yajñiyapātra

#### 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		
Śulvasūtra and Yajñiyapātra	02	1	0	1	Nil	Nil

#### Learning Objectives

The study aims to provide an introduction to Śulbasūtras, their role in Vedic geometry, and their significance in altar construction. It focuses on Kātyāyana Śulbasūtra, explaining its mathematical and ritualistic aspects. The course covers Śrauta and Gṛhya Sūtra-based Yajña vessels, detailing their types and functions. It explores the connection between Vedic rituals and precise geometric measurements. Additionally, it helps to understand the traditional craftsmanship and symbolic meanings behind ritual utensils.

#### Learning outcomes

After completion of this course the students will:

- express the origin, purpose, and applications of Vedic rituals depicted in in Śulbasūtras.
- classify Yajña vessels and differentiate between Śrauta and Gṛhya ritual utensils.
- be able to apply the principles of Vedic Geometry for altar construction and measurements.
- explain the Symbolism and Functionality and recognize the spiritual and functional significance of Yajña vessels.

#### Detailed Syllabus

##### Unit: I

##### Śulbasūtra

Introduction, Content and Utility

Hours: 15

##### Unit: II

##### Śrautasūtrīya Yajñapātra:

Introduction and Utility

##### Gṛhyasūtrīya Yajñapātra:

Introduction and Utility

Hours: 15

**Practical Components:**

- Identification of different Yajñiyapatrās.
- Formation of different diagrams of Yajurvedies.
- Report-writing on Shroutyajya performances.

**Essential/Recommended Readings/Texts****Essential Readings:**

1. वैद्य, नारायणः. (1916). आह्निकसूत्रावलिः. वाराणसी: चौखम्बा विद्याभवनम्।
2. मिश्रः, जगदीशचन्द्रः. (2015). वैदिकवाङ्मयस्येतिहासः. नवदेहली: चौखम्बा संस्कृतप्रतिष्ठानम्।

**Additional Readings:**

1. कात्यायनयज्ञपद्धतिविमर्शः, केन्द्रियसंस्कृत-विश्वविद्यालयः, दिल्ली
2. उपाध्याय, बलदेव – संस्कृत वाङ्मय का बृहद् इतिहास – द्वितीय भाग (वेदाङ्ग) – उत्तर प्रदेश संस्कृत संस्थान, लखनऊ।
3. द्विवेदी, कपिलदेव - वैदिक साहित्य एवं संस्कृति, विश्वविद्यालय प्रकाशन, वाराणसी, पंचम संस्करण २०१०.
4. पं भगवद्दत्त – वैदिक वाङ्मय का इतिहास - खण्ड 1-3, परिवर्धक तथा सम्पादक – सत्यश्रवा एम. ए., विजय कुमार गिविन्दराम हासानन्द, दिल्ली, २००८.

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## SBC-2 Advance Skill Development in Horoscope

### 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		
Advance Skill Development in Horoscope	02	1	0	1	Nil	Nil

### Learning Objectives

The objective of this paper is to teach the students about basic principles for horoscope and develop the ability/skill for making Horoscope.

### Learning outcomes

After studying this course students:

- Will be able to know the concept behind Parts of Indian Astrology
- Will be able to know the concept of Horoscope and Prediction.
- Will be able to get Knowledge about how to make a horoscope.

### Detailed Syllabus

#### Unit: I

Hours: 15

कुण्डली विज्ञान- मूलभूत अवधारणाएँ

- (i) पंचस्कंधात्मक ज्योतिष शास्त्र का सामान्य परिचय-सिद्धान्त, संहिता, होरा, प्रश्न एवं शकुन
- (ii) काल-पुरुष के अंग विचार, द्वादश भावों की विशिष्ट संज्ञाएँ एवं इनसे विचारणीय विषय (शुभाशुभ योग)
- (iii) लग्न कुण्डली, चन्द्र कुण्डली, नवमांश कुण्डली, होरा कुण्डली और गोचर कुण्डली का सामान्य परिचय

#### Unit: II

Hours: 15

कुण्डली निर्माण- प्रयोगात्मक विधि (सामान्य परिचय)

- (i) जातक के विविध योग- पंचमहापुरुष योग, गजकेसरी योग, राजयोग
- (ii) शनि साढ़े साती, ढैया विचार एवं आयु विचार
- (iii) दशा साधन परिचय- विंशोत्तरी आदि

### Practical Components:

Kundli Making  
Kundli Prediction

### Essential/Recommended Readings/Texts

1. भारतीयकुण्डलीविज्ञानम् – मीठालालहिम्मतराम ओझा, देवर्षिप्रकाशन, वाराणसी, 2004 ।
2. भारतीयज्योतिषम् - शिवनाथझारखण्डी, उत्तरप्रदेशहिन्दीसंस्थान, लखनऊ, 2010
3. भारतीयज्योतिषम् – नेमिचंद्र शास्त्री, भारतीय ज्ञानपीठप्रकाशन, दिल्ली, 1992

**Additional Resources:**

1. ज्योतिष सर्वस्व- सुरेश चन्द्र मिश्र, रंजन पब्लिकेशन, दिल्ली, 2022
2. भारतीय ज्योतिष का इतिहास-गोरखप्रसाद, उत्तरप्रदेश हिन्दीसंस्थान, लखनऊ, 2010

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## **SBC-2: Identification of Alaṅkāras**

### **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		
Identification of Alaṅkāras	02	1	0	1	Nil	Nil

### **Learning Objectives**

The objective of this course is identification of Alaṅkāras in texts of prescribed in syllabus.

### **Learning outcomes**

After the completion of this course the students will:

- able to identification the Alaṅkāras in prescribed texts of syllabus.
- gain the skill about the merits and demerits of Alaṅkāras, based on words and meaning.

### **Detailed Syllabus**

#### **Unit: I**

**Hours: 15**

Identifying the figures of speech based on words (Śabdālaṅkāras) in the texts prescribed in the syllabus.

#### **Unit: II**

**Hours: 15**

Identifying the figures of speech based on meaning (Arthālaṅkāras) in the texts prescribed in the syllabus.

### **Practical Components:**

Identification of Alaṅkāras in Sanskrit Texts

### **Essential/Recommended Readings/Texts**

#### **Essential Reading:**

1. 'हीरा' राजवंश सहाय – अलङ्कारों का ऐतिहासिक विकास, बिहार हिन्दी ग्रन्थ अकादमी, पटना।
2. मिश्र, शोभाकान्त - अलंकार-धारणा : विकास और विश्लेषण, बिहार हिन्दी ग्रन्थ अकादमी, पटना।
3. मिश्र, जयमन्त – अलंकार प्रकाश, मोतीलाल बनारसीदास, दिल्ली

4. कृष्णकुमार - अलंकारशास्त्र का इतिहास, साहित्य भण्डार, मेरठ

**Additional Readings:**

1. चौधरी सत्यदेव - काव्यशास्त्र के परिदृश्य, परिमल पब्लिकेशन्स, दिल्ली।
2. Raghavan V. and Nagendra - An Introduction to Indian Poetics, Macmillan and Company Limited, Madras.
3. De, S.K. - History of Sanskrit Poetics, K.L. Mukhopadhyay, Calcutta
4. Kane, P.V. - History of Sanskrit Poetics, MLBD, Delhi
5. Raghavan, V. - Studies on Some Concepts of Alaṃkāraśāstra, Adyar Library, Madras

**Examination Scheme and Mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

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## **SBC-2: Sanskrit Corpora Processing Through Online Workspace**

### **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		
Sanskrit Corpora Processing Through Online Workspace	02	1	0	1	Nil	Nil

### **Learning Objectives**

This course provides hands-on training in effectively utilizing Google Workspace for teaching and research purposes for Sanskrit. It covers essential tools for document editing, presentation creation, data analysis, and collaboration. Students will gain the skills needed to leverage these tools for efficient communication, data collection, and real-time collaboration in academic and professional settings.

### **Learning outcomes**

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

1. Use Google Docs and Slides to create and edit professional documents and presentations.
2. Utilize Google Sheets for data analysis and visualisation.
3. Design and distribute surveys using Google Forms.
4. Conduct virtual meetings and collaborate effectively using Google Meet.
5. Integrate Google Workspace tools into teaching and research workflows.

### **Detailed Syllabus**

#### **Unit: I**

**Hours: 15**

##### Editing and Presentation Tools

- Google Docs: Document creation, formatting, collaboration features, and sharing.
- Google Slides: Presentation creation, themes, transitions, and collaboration tools.
- Best practices for document and presentation organization.

#### **Unit: II**

**Hours: 15**

##### Collaboration, Data Collection, and Communication Tools

- Google Sheets: Basics of spreadsheets, formulas, functions, and data visualization.
- Google Forms: Creating surveys, quizzes, and collecting responses.