



**Darrang College
(Autonomous),
Tezpur-784001**

Syllabus for FYUGP

**Subject: SANSKRIT
Course Type: MINOR**

Approved by:

Board of Studies meeting held on 24-12-2025

&

Academic Council vide Resolution no. 2, dated- 29-12-2025



DEPARTMENT OF SANSKRIT: DARRANG COLLEGE (AUTONOMOUS)

TEZPUR-784001

**साविद्याविमुक्तये *SA VIDYĀ YĀ VIMUKTAYE* // (THAT IS
KNOWLEDGE WHICH LIBERATES) ESTD. 1945
T.O & P.O. TEZPUR**

MINOR ALL SYLLABUS

FYUGP COURSE

DEPARTMENT OF SANSKRIT DARRANG

COLLEGE (AUTONOMOUS)

SEMESTER: I (MINOR)

INTRUDUCTION TO SANSKRIT LITERATURE(MINOR-1)

AIMS OF FYUGP IN SEMESTER I

COURSE OBJECTIVES:

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

LEARNING OUTCOMES:

AFTER GOING THROUGH THIS UNIT STUDENTS WILL BE ABLE

- **TO APPRECIATE THE VALUE OF KNOWLEDGE REGARDING ANCIENT INDIAN LITERATURE.**
- **TO GAIN KNOWLEDGE ABOUT VARIOUS INDIAN SCRIPTURES WHICH ARE THE ROOT OF INDIAN CIVILIZATION.**

- TO APPRECIATE INDIAN KNOWLEDGE SYSTEM THAT EVOLVED IN THE INITIAL STAGE OF HUMAN CIVILIZATION.
- TO GRASP THE LINGUISTIC SIGNIFICANCE OF SANSKRIT AND ITS SCRIPTS.

TEACHING LEARNING PROCESS:

- INTERACTIVE LECTURES, DISCUSSIONS, AND PRESENTATIONS.
- GROUP WORK AND PEER-LEARNING ACTIVITIES.
- AUDIO-VISUAL AIDS FOR LITERATURE STUDY.

TEACHING LEARNING TOOLS:

- TEXTBOOKS, REFERENCE BOOKS, AUDIO-VISUAL PRESENTATIONS.
- SANSKRIT MANUSCRIPTS, INSCRIPTIONS AND EPIGRAPHIC MATERIALS.

PAPER NAME	INTRODUCTION TO SANSKRIT LITERATURE
PAPER CODE	SAN-MN-01014
TOTAL CREDIT:	4 (THEORY: 4, PRACTICAL: 0)
CONTACT HOURS:	60 (LECTURE: 48, TUTORIAL: 12)
DISTRIBUTION OF MARKS	60 (END SEM/EXTERNAL) + 40 (IN SEM/INTERNAL); TOTAL - 100

COURSE OUTCOME	• TO APPRECIATE THE VALUE OF KNOWLEDGE REGARDING ANCIENT INDIAN LITERATURE. • TO GAIN KNOWLEDGE ABOUT VARIOUS INDIAN SCRIPTURES WHICH ARE THE ROOT OF INDIAN CIVILIZATION. • TO APPRECIATE INDIAN KNOWLEDGE SYSTEM THAT EVOLVED IN THE INITIAL STAGE OF HUMAN CIVILIZATION. • TO GRASP THE LINGUISTIC SIGNIFICANCE OF SANSKRIT
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UNIT NO.	UNIT CONTENT	CREDIT	NO. OF CLASSES	MARKS
I	INTRODUCTION TO VEDIC LITERATURE ➤ INTRODUCTION TO SAṂHITĀ ➤ BRĀHMAṆA ➤ ĀRAṆYAKA ➤ UPANIṢAD ➤ VEDĀṄGA	1	15	25
II	INTRODUCTION TO CLASSICAL SANSKRIT LITERATURE (DṚŚYAKĀVYAM) ➤ KĀLIDĀSA ➤ BHAVABHŪTI ➤ BHĀSA	1	15	25

III	INTRODUCTION TO SĀSTRAS ➤ VYĀKARAṆAM ➤ DARŚANAM ➤ ALAṆKĀRAŚĀSTRAM	1	15	25
IV	ORIGIN AND DEVELOPMENT OF SANSKRIT LANGUAGE AND BRĀHMĪ LIPI	1	15	25

READING LIST:

1. GAURINATH SHASTRI, A CONCISE HISTORY OF SANSKRIT LITERATURE, MLBD, DELHI.
2. MAURICE WINTERNITZ, INDIAN LITERATURE (VOL. I-III), ALSO HINDI TRANSLATION, MLBD, DELHI.
3. A.B. KEITH, HISTORY OF SANSKRIT LITERATURE, ALSO HINDI TRANSLATION, MLBD, DELHI.
4. M. KRISHNAMACHARIAR, HISTORY OF CLASSICAL SANSKRIT LITERATURE, MLBD, DELHI.
5. BALDEV UPADHYAY, SANSKRIT SAHITYA KA ITIHAS, SHARDA NIKETAN, VARANASHI.
6. BALDEV UPADHYAY, VEDIK SAHITYA AUR SANSKRITI, VARANASHI.
7. KANE, P.V. HISTORY OF THE DHARMAŚĀSTRAS VOL. 1.

GRADUATE ATTRIBUTES:

- DISCIPLINARY KNOWLEDGE
- COMMUNICATION
- SENSE OF PRIDE FOR INDIAN CULTURE
- TRUE IDEA OF WRITING SKILLS OF ANCIENT INDIAN SANSKRIT POETS THROUGH INDIAN PERSPECTIVE
- UPGRADED KNOWLEDGE OF ANCIENT INDIAN VALUE SYSTEM
- INCLINATION TO INDIAN KNOWLEDGE SYSTEM
- ATTRACTION TO OUR OWN CULTURE
- SOLUTION FOR MANY PROBLEMS THAT GREW THROUGH WRONG INTERPRETATION OF INDIAN CULTURE AND TRADITION.

SEMESTER II
DRAMATIC LITERATURE IN SANSKRIT (MINOR-2)

AIMS OF FYUGP IN SEMESTER II COURSE

OBJECTIVES:

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

PROGRAMME OUTCOME/LEARNING OUTCOME:

AFTER GOING THROUGH THIS UNIT, STUDENTS WILL BE ABLE -

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

TEACHING LEARNING PROCESS:

- INTERACTIVE LECTURES, DISCUSSIONS, AND PRESENTATIONS.
- GROUP WORK AND PEER-LEARNING ACTIVITIES.
- AUDIO-VISUAL AIDS FOR LITERATURE STUDY.

TEACHING LEARNING TOOLS:

- TEXTBOOKS, REFERENCE BOOKS, AUDIO-VISUAL PRESENTATIONS.
- SANSKRIT MANUSCRIPTS, INSCRIPTIONS AND EPIGRAPHIC MATERIALS.

COURSE STRUCTURE:

PAPER NAME	DRAMATIC LITERATURE IN SANSKRIT
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PAPER CODE	SAN-MN-02014
TOTAL CREDIT:	4 (THEORY: 4, PRACTICAL: 0)
CONTACT HOURS:	60 (LECTURE: 48, TUTORIAL: 12)
DISTRIBUTION OF MARKS	60 (END SEM/EXTERNAL) + 40 (IN SEM/INTERNAL); TOTAL - 100
COURSE OUTCOME	THE STUDENTS WILL BE ABLE - TO UNDERSTAND THE BASIC IDEAS AND CONCEPTS THAT EXISTED BEHIND THE ORIGIN AND DEVELOPMENT OF SANSKRIT DRAMA. TO GRASP PSYCHOLOGICAL BASE OF SANSKRIT DRAMATURGY. TO APPRECIATE INDIAN KNOWLEDGE SYSTEM THAT EVOLVED IN THE SOCIETY REFLECTED THROUGH VARIOUS SANSKRIT WORKS. TO CO-RELATE THE IDEAS AND CONCEPTS OF SANSKRIT DRAMATURGY WITH MANY OF THE WORLD PERFORMANCES. TO UNDERTAKE PRIDE IN DECIPHERING THE RICH TRADITION AND CULTURE OF DRAMA AND THEATRE IN ASSAM.

DRAMATIC LITERATURE IN SANSKRIT (MINOR – 2)

UNIT NO.	UNIT CONTENT	LECTURE (L)	TUTORIAL (T)	PRACTICAL (P)	TOTAL HOURS	MARKS
I	VAPNAVĀSAVADATTA M ➤ ACT – I ➤ ACT – V ➤ ACT – VI	12	3	-	15	15
II	ABHIJÑĀNA- ŚĀKUNTALAM ➤ ACT – I ➤ ACT - IV	12	3	-	15	15
III	NISAMHARA ➤ ACT – I ➤ ACT – II ➤ ACT – III	12	3	-	15	15
IV	ORIGIN AND DEVELOPMENT OF SANSKRIT DRAMA	12	3	-	15	15

READING LIST:

- M. R. KALE: ABHIJÑANASAKUNTALAM, MLBD, DELHI.
- FARLEY, P. RICHMOND (2007), INDIAN THEATRE : TRADITIONS OF PERFORMANCE, VOL. I, ORIGINS OF SANSKRIT THEATRE, PP. 25-32.
- PARAMESHWARADIN PANDEYA, MAHĀKABĪ VIŚĀKHĀDATTA PRANĪTAM MUDRĀRĀKṢASAM, CHAUKHAMBA SURABHARATI PRAKASHAN, VARANASI.
- S.K. DEY, HISTORY OF SANSKRIT POETICS, 1925.
- BALDEV UPADHAY, SANSKRIT SAHITYA KA ITIHAS, VARANASI.

- KAPILDEVA DWIVEDI, SANSKRIT SAHITYA KA SAMIKSHATMAK ITIHAS.

GRADUATE ATTRIBUTES:

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

SEMESTER III

BASICS PRINCIPLES OF INDIAN MEDICINE SYSTEM (AYURVEDA)- MINOR -3

AIMS OF FYUGP IN SEMESTER III COURSE

OBJECTIVES:

- STUDENTS WILL GAIN FOUNDATIONAL KNOWLEDGE OF THE INDIAN MEDICAL SYSTEM AND ITS RELEVANCE IN THE PRESENT CONTEXT.
- STUDENTS WILL UNDERSTAND THE BASIC PRINCIPLES OF ĀYURVEDA, INCLUDING THE PHILOSOPHY OF BALANCE AND HEALTH.
- STUDENTS WILL ACQUIRE INSIGHTS INTO ĀYURVEDIC DIETETICS, NUTRITION, AND METHODS OF TREATMENT.
- STUDENTS WILL BE INTRODUCED TO IMPORTANT MEDICINAL PLANTS AND THEIR SIGNIFICANCE AS PER ĀYURVEDIC TEXTS.

PROGRAMME OUTCOME/LEARNING OUTCOMES:

AFTER GOING THROUGH THIS UNIT, STUDENTS WILL BE ABLE:

- TO GRASP THE FOUNDATIONAL STRUCTURE AND HOLISTIC VISION OF THE INDIAN MEDICAL SYSTEM.
- TO UNDERSTAND THE GUIDING PRINCIPLES OF ĀYURVEDA SUCH AS THE TRIDOṢA THEORY, PANCHAMAHĀBHŪTA AND CONCEPTS OF HEALTH AND DISEASE.
- TO APPRECIATE THE ROLE OF NUTRITION AND DIETARY GUIDELINES IN ĀYURVEDA AS A PREVENTIVE AND CURATIVE APPROACH.
- TO RECOGNIZE KEY MEDICINAL PLANTS AND UNDERSTAND THEIR CLASSIFICATION AND THERAPEUTIC USE ACCORDING TO ĀYURVEDA.
- TO RELATE ANCIENT MEDICAL WISDOM TO MODERN HEALTH AND WELLNESS PRACTICES.

TEACHING LEARNING PROCESS:

- INTERACTIVE LECTURES, DISCUSSIONS, AND PRESENTATIONS.
- GROUP WORK AND PEER-LEARNING ACTIVITIES.
- AUDIO-VISUAL AIDS FOR LITERATURE STUDY.

TEACHING LEARNING TOOLS:

- TEXTBOOKS, REFERENCE BOOKS, AUDIO-VISUAL PRESENTATIONS.
- SANSKRIT MANUSCRIPTS, INSCRIPTIONS AND EPIGRAPHIC MATERIALS.

PAPER NAME	BASICS PRINCIPLES OF INDIAN MEDICINE SYSTEM (AYURVEDA)
PAPER CODE	SAN-MN-03014
TOTAL CREDIT:	4 (THEORY: 4, PRACTICAL: 0)
CONTACT HOURS:	60 (LECTURE: 48, TUTORIAL: 12)
DISTRIBUTION OF MARKS	60 (END SEM/EXTERNAL) + 40 (IN SEM/INTERNAL); TOTAL - 100
COURSE OUTCOME	• TO GRASP THE FOUNDATIONAL STRUCTURE AND HOLISTIC VISION OF THE INDIAN MEDICAL SYSTEM. • TO UNDERSTAND THE GUIDING PRINCIPLES OF ĀYURVEDA SUCH AS THE TRIDOṢA THEORY, PANCHAMAHA BHŪTA AND CONCEPTS OF HEALTH AND DISEASE. • TO APPRECIATE THE ROLE OF NUTRITION AND DIETARY GUIDELINES IN ĀYURVEDA AS A PREVENTIVE AND CURATIVE APPROACH. • TO RECOGNIZE KEY MEDICINAL PLANTS AND UNDERSTAND THEIR CLASSIFICATION AND THERAPEUTIC USE ACCORDING TO ĀYURVEDA. • TO RELATE ANCIENT MEDICAL WISDOM TO MODERN HEALTH AND WELLNESS PRACTICES.

UNIT NO.	UNIT CONTENT	LECTURE (L)	TUTORIAL (T)	PRACTICAL (P)	TOTAL HOURS	MARKS
I	INTRODUCTION TO INDIAN MEDICINE SYSTEM	12	3	-	15	15
II	BASIC PRINCIPLES OF ĀYURVEDA	12	3	-	15	15
III	DIETETICS, NUTRITION AND TREATMENT IN ĀYURVEDA	12	3	-	15	15
IV	IMPORTANT MEDICINAL PLANTS AND THEIR BASED ON ĀYURVEDA	12	3	-	15	15

READINGLIST:

- A CONCISE HISTORY OF SCIENCE IN INDIA, D.M. BOSE, S.N. SEN AND B. V. SUBBARAIYAPPA (ED.), INDIAN NATIONAL SCIENCE ACADEMY, NEW DELHI, 1971.
- MEDICINE IN THE VEDA, K.G. ZYSK, MLBD, DELHI, 1985
- THE ĀYURVEDA, V.W. KARAMBELKAR, CHOWKHAMBA KRISHNADAS ACADEMY, VARANASI, 2003.

SEMESTER-IV

PAPER NAME- INDIAN PHILOSOPHY-(MINOR-4)

COURSE OBJECTIVES:

- STUDENTS WILL ACQUIRE KNOWLEDGE OF VARIOUS ASPECTS OF INDIAN PHILOSOPHY.
- STUDENTS WILL GAIN KNOWLEDGE ABOUT THE BASIC DIFFERENCE BETWEEN INDIAN WESTERN PHILOSOPHY.
- STUDENTS WILL GAIN KNOWLEDGE ABOUT INDIAN ETHOS CONNECTED WITH INDIAN PHILOSOPHICAL IDEAS.

LEARNING OUTCOMES:

AFTER GOING THROUGH THIS UNIT STUDENTS WILL BE ABLE-

- TO UNDERSTAND THE BASIC IDEAS AND CONCEPTS OF INDIAN PHILOSOPHY.
- TO GRASP THE PSYCHOLOGICAL BASE CONNECTED TO INDIAN PHILOSOPHICAL THOUGHTS AND IDEAS.
- TO APPRECIATE INDIAN KNOWLEDGE SYSTEM THAT EVOLVED IN THE SOCIETY REFLECTED THROUGH VARIOUS SANSKRIT WORKS.
- TO CORRELATE VARIOUS IDEAS AND CONCEPTS OF INDIAN PHILOSOPHY WITH MANY OF THE WESTERN THOUGHTS

TEACHING LEARNING PROCESS:

- INTERACTIVE LECTURES, DISCUSSIONS, AND PRESENTATIONS.
- GROUP WORK AND PEER-LEARNING ACTIVITIES.
- AUDIO-VISUAL AIDS FOR LITERATURE STUDY.

TEACHING LEARNING TOOLS:

- TEXTBOOKS, REFERENCE BOOKS, AUDIO-VISUAL PRESENTATIONS.
- SANSKRIT MANUSCRIPTS, INSCRIPTIONS AND EPIGRAPHIC MATERIALS.

EVALUATION/ASSESSMENT:

IN SEMESTER/INTERNAL (40 MARKS):

- SESSIONAL EXAM: 20 MARKS
- ASSIGNMENTS/PROJECTS: 10 MARKS
- CLASS TEST/FIELD VISIT/SEMINAR: 6 MARKS
- ATTENDANCE: 4 MARKS

END SEMESTER/EXTERNAL: 60 MARKS

- ❑ WRITTEN EXAMINATION AT THE END OF THE SEMESTER
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COURSE STRUCTURE:

PAPER NAME	INDIAN PHILOSOPHY
PAPER CODE	SAN-MN-04014
TOTAL CREDIT:	4 (THEORY: 4, PRACTICAL: 0)
CONTACT HOURS:	60 (LECTURE: 48, TUTORIAL: 12)
DISTRIBUTION OF MARKS	60 (END SEM/EXTERNAL) + 40 (IN SEM/INTERNAL); TOTAL - 100
COURSE OUTCOME	▪ TO UNDERSTAND THE BASIC IDEAS AND CONCEPTS OF INDIAN PHILOSOPHY. ▪ TO GRASP THE PSYCHOLOGICAL BASE CONNECTED TO INDIAN PHILOSOPHICAL THOUGHTS AND IDEAS. ▪ TO APPRECIATE INDIAN KNOWLEDGE SYSTEM THAT EVOLVED IN THE SOCIETY REFLECTED THROUGH VARIOUS SANSKRIT WORKS. ▪ TO CORRELATE VARIOUS IDEAS AND CONCEPTS OF INDIAN PHILOSOPHY WITH MANY OF THE WESTERN THOUGHTS.

UNIT NO.	UNIT NAME	LECTURE (L)	TUTORIAL (T)	PRACTICAL (P)	TOTAL HOURS	MARKS
I	ASPECTS OF INDIAN PHILOSOPHY • MEANING OF DARŚANA • BROAD DIVISIONS OF INDIAN PHILOSOPHY	12	3	-	15	15
II	SALIENT FEATURES OF THE SYSTEM OF INDIAN PHILOSOPHY: ĀSTIKA AND NĀSTIKA	12	3	-	15	15
III	SĀṆKHYAKĀRIKĀ VERSE 1-20	12	3	-	15	15
IV	TARKASAṂGRAHA	12	3	-	15	15

READING LIST:

- A PRIMER OF INDIAN LOGIC, KUPPUSWAMI SHASTRI, MADRAS, 1951.
- TARKASAṂGRAHA OF ANNAMBHAṬṬA (WITH DĪPIKĀ & NYĀYABODHINĪ), (ED. & TR.) ATHALYE & BODAS, MUMBAI, 1930.
- TARKASAṂGRAHA OF ANNAMBHAṬṬA (WITH DĪPIKĀ & NYĀYABODHINĪ), (ED.&TR.) VIRUPAKSHANANDA, SRI RAMKRISHNA NATH, MADRAS, 1994.
- TARKASAṂGRAHA OF ANNAMBHAṬṬA (WITH DĪPIKĀ COMMENTARY WITH HINDI TRANSLATION), (ED. & TR), PANKAJ KUMAR MISHRA, PARIMAL PUBLICATION, DELHI-7. 2013.
- KUMAR, NARENDRA, TARKASAṂGRAHA, HANSAPRAKASHAN, JAIPUR.
- CHATTERJEE, S.C. & D.M. DATTA- INTRODUCTION TO INDIAN PHILOSOPHY, CALCUTTA UNIVERSITY, CALCUTTA, 1968 (HINDI TRANSLATIONA).
- CHATTERJEE, S.C.–THE NYĀYA THEORY OF KNOWLEDGE, CALCUTTA, 1968.

- **HIRIYANNA,M.- OUTLINE OF INDIAN PHILOSOPHY, LONDON, 1956 (ALSO HINDI TRANSLATION).**
- **BHATTACHARYA, CHANDRODAYA ,THE ELEMENTS OF INDIAN LOGIC ANDEPISTEMOLOGY.**
- **MAITRA, S.K., FUNDAMENTAL QUESTIONS OF INDIAN METAPHYSICS & LOGIC.**
- **R. N. SARMA, EPISTEMOLOGY OF PRABHAKARA SCHOOL OF PURVAMIMAMSA, GUWAHATI, 2005.**
- **BISWAS, M. SAMKHYA-YOGA EPISTEMOLOGY–A STUDY, D.K. PRINT WORLD, NEW DELHI.**
- **VIRUPAKSHA NANDA(ED). SANKHYAKARIKA OF ISVARAKRISHNA , VEDANTA PRESS.**
- **VASANT KR. LAL, CONTEMPORARY INDIAN PHILOSOPHY, MLBD, DELHI.**

GRADUATE ATTRIBUTES:

- **DISCIPLINARY KNOWLEDGE**
- **BASIC IDEAS OF INDIAN PHILOSOPHICAL CONCEPTS AND THOUGHT**
- **PSYCHOLOGICAL UPLIFT THROUGH COGNITIVE APPRECIATION**
- **INCLINATION TO INDIAN KNOWLEDGE SYSTEM.**

SEMESTER- V

PAPER NAME- FUNDAMENTAL OF INDIAN PHILOSOPHY(MINOR-5)

AIMS OF FYUGP IN SEMESTER V

COURSE OBJECTIVES :

- STUDENTS WILL ACQUIRE KNOWLEDGE OF VARIOUS ASPECTS OF INDIAN PHILOSOPHY.
- STUDENTS WILL GAIN KNOWLEDGE ABOUT THE BASIC DIFFERENCE BETWEEN INDIAN WESTERN PHILOSOPHY.
- STUDENTS WILL GAIN KNOWLEDGE ABOUT INDIAN ETHOS CONNECTED WITH INDIAN PHILOSOPHICAL IDEAS.

LEARNING OUTCOMES:

AFTER GOING THROUGH THIS UNIT STUDENTS WILL BE ABLE-

- TO UNDERSTAND THE BASIC IDEAS AND CONCEPTS OF INDIAN PHILOSOPHY.
- TO GRASP THE PSYCHOLOGICAL BASE CONNECTED TO INDIAN PHILOSOPHICAL THOUGHTS AND IDEAS.
- TO APPRECIATE INDIAN KNOWLEDGE SYSTEM THAT EVOLVED IN THE SOCIETY REFLECTED THROUGH VARIOUS SANSKRIT WORKS.TO CORRELATE VARIOUS IDEAS AND CONCEPTS OF INDIAN PHILOSOPHY.

TEACHING LEARNING PROCESS:

- INTERACTIVE LECTURES, DISCUSSIONS, AND PRESENTATIONS.
- GROUP WORK AND PEER-LEARNING ACTIVITIES.
- AUDIO-VISUAL AIDS FOR LITERATURE STUDY.

TEACHING LEARNING TOOLS:

- TEXTBOOKS, REFERENCE BOOKS, AUDIO-VISUAL PRESENTATIONS.
- SANSKRIT MANUSCRIPTS, INSCRIPTIONS AND EPIGRAPHIC MATERIALS.

PAPER NAME	FUNDAMENTAL OF INDIAN PHILOSOPHY
PAPER CODE	SAN-MN-05014
TOTAL CREDIT:	4 (THEORY: 4, PRACTICAL: 0)
CONTACT HOURS:	60 (LECTURE: 48, TUTORIAL: 12)
DISTRIBUTION OF MARKS	60 (END SEM/EXTERNAL) + 40 (IN SEM/INTERNAL); TOTAL - 100
COURSE OUTCOME	_ TO UNDERSTAND THE BASIC IDEAS AND CONCEPTS OF INDIAN PHILOSOPHY. _ TO GRASP THE PSYCHOLOGICAL BASE CONNECTED TO INDIAN PHILOSOPHICAL THOUGHTS AND IDEAS. _ TO APPRECIATE INDIAN KNOWLEDGE SYSTEM THAT EVOLVED IN THE SOCIETY REFLECTED THROUGH VARIOUS SANSKRIT WORKS. _ TO CORRELATE VARIOUS IDEAS AND CONCEPTS OF INDIAN PHILOSOPHY.

UNIT NO	UNIT CONTENT	LECTURE (L)	TUTORIAL (T)	PRACTICAL (P)	TOTAL HOURS	MARKS
I	INTRODUCTION	12	3	-	15	15
II	GENERAL INTRODUCTION ON NYAYA- VAISĒSIKA AND SĀM̐KHYA-YOGA PHILOSOPHY	12	3	-	15	15
III	INTRODUCTION TO VEDĀNTA AND MĪMĀMSĀ	12	3	-	15	15
IV	INTRODUCTION TO NASTIKA SCHOOLS	12	3	-	15	15

READING LIST:

- CHATTERJEE, S.C. & D.M. DATTA-INTRODUCTION TO INDIAN PHILOSOPHY, CALCUTTA UNIVERSITY CALCUTTA, 1968 (HINDI TRANSLATION ALSO)
- A PRIMER OF INDIAN LOGIC, KUPPUSWAMI SHASTRI, MADRAS, 1951.
- THE ELEMENTS OF INDIAN LOGIC AND EPISTEMOLOGY, CHONDRODAYA BHATTACHARYA.
- A CRITICAL SURVEY OF INDIAN PHILOSOPHY- CHANDRADHAR SHARMA
- INDIAN PHILOSOPHY – DR. S. RADHAKRISHNAN
- THE NYAYA THEORY OF KNOWLEDGE- SATCHIDANANDA MURTHY
- CLASSICAL SĀM̐KHYA- G. LARSON
- INTRODUCTION TO MĪMĀMSĀ PHILOSOPHY- R. BHATTACHARYA
- VEDĀNTA : A SIMPLE INTRODUCTION- SWAMI DAYANANDA SARASWATI
- THE CĀRVĀKA PHILOSOPHY : A STUDY IN INDIAN MATERIALISM- DEBIPRASAD CHATTOPADHYAYA
- THE CENTRAL PHILOSOPHY OF BUDDHISM- T.R.V. MURTI
- THE ESSENTIALS OF JAINISM- DR. UMASWATI.

GRADUATE ATTRIBUTES :

GRADUATES OF THIS COURSE WILL DEMONSTRATE: -

- **CRITICAL THINKING: ABILITY TO ANALYZE AND EVALUATE PHILOSOPHICAL ARGUMENTS IN INDIAN TRADITIONS WITH LOGICAL COHERENCE AND DEPTH.**
- **CULTURAL SENSITIVITY: AWARENESS OF INDIA'S DIVERSE PHILOSOPHICAL HERITAGE AND ITS RELEVANCE TO CONTEMPORARY THOUGHT.**
- **ETHICAL REASONING: UNDERSTANDING OF ETHICAL FRAMEWORKS AND MORAL PHILOSOPHIES FROM INDIAN SYSTEMS SUCH AS DHARMA, KARMA, AND MOKṢA.**

MINORCOURSE(SANSKRIT)

COURSENAME	SEMESTER	PAPERNAME	CREDIT
MINOR-1 (COURSE-1)	1STSEM	INTRODUCTIONTO SANSKRIT	4
MINOR-1(COURSE-2)	2NDSEM	PRACTICALASPECTSINSANSKRIT	4
MINOR-1(COURSE-3)	3RDSEM	BASICS PRINCIPALS OF INDIAN MEDICINESYSTEM(AYURVEDA)	4
MINOR-1(COURSE-4)		INDIAN CULTURE	4
MINOR-1(COURSE-5)	4THSEM	HISTORY OFVEDICLITERATURE	4
MINOR-1(COURSE-6)		INDIANSOCIAL INSTITUTIONS	4
MINOR-1(COURSE-7)		FUNDAMENTALOFINDIAN PHILOSOPHY	4
MINOR-1(COURSE-8)	5THSEM	CLASSICALSANSKRITLITERATURE	4
MINOR-1(COURSE-9)		HISTORYOFSANSKRITSCIENTIFIC LITERATURE	4
MINOR-1(COURSE-10)	6THSEM	SMRITILITERATUREAND PROSODY	4
MINOR-1COURSE-11)		INTRODUCTIONTOSANSKRITDRAMA	4

SEMESTER I
MINOR- 1 (COURSE-1)

AIMS OF FYUGP IN SEMESTER I

COURSE OBJECTIVES:

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

LEARNING OUTCOMES:

AFTER GOING THROUGH THIS UNIT STUDENTS WILL BE ABLE

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

TEACHING LEARNING PROCESS:

- INTERACTIVE LECTURES, DISCUSSIONS, AND PRESENTATIONS.
- GROUP WORK AND PEER-LEARNING ACTIVITIES.
- AUDIO-VISUAL AIDS FOR LITERATURE STUDY.

TEACHING LEARNING TOOLS:

- TEXTBOOKS, REFERENCE BOOKS, AUDIO-VISUAL PRESENTATIONS.
- SANSKRIT MANUSCRIPTS, INSCRIPTIONS AND EPIGRAPHIC MATERIALS.

PAPER NAME	INTRODUCTION TO SANSKRIT
PAPER CODE	
TOTAL CREDIT:	4 (THEORY: 4, PRACTICAL: 0)
CONTACT HOURS:	60 (LECTURE: 48, TUTORIAL: 12)
DISTRIBUTION OF MARKS	60 (END SEM/EXTERNAL) + 40 (IN SEM/INTERNAL); TOTAL - 100
COURSE OUTCOME	• TO APPRECIATE THE VALUE OF KNOWLEDGE REGARDING ANCIENT INDIAN LITERATURE. • TO GAIN KNOWLEDGE ABOUT VARIOUS INDIAN SCRIPTURES WHICH ARE THE ROOT OF INDIAN CIVILIZATION. • TO APPRECIATE INDIAN KNOWLEDGE SYSTEM THAT EVOLVED IN THE INITIAL STAGE OF HUMAN CIVILIZATION. • TO GRASP THE LINGUISTIC SIGNIFICANCE OF SANSKRIT AND ITS SCRIPTS.

UNIT NO.	UNITCONTENT	LECTURE (L)	TUTORIAL (T)	PRACTICAL (P)	TOTAL HOURS	MARKS
I	INTRODUCTIONTO VEDICLITERATURE ➤ INTRODUCTIONTO SAṂHITĀ ➤ BRĀHMAṆA ➤ ĀRAṆYAKA ➤ UPANIṢAD ➤ VEDĀṄGA	12	3	-	15	15
II	INTRODUCTIONTOCLASSICALSANSKRIT LITERATURE(DRŚYAKĀVYAM) ➤ KĀLIDĀSA ➤ BHAVABHŪTI ➤ BHĀSA	12	3	-	15	15
III	INTRODUCTIONTOSĀSTRAS ➤ VYĀKARAṆAM ➤ DARŚANAM ➤ ALAṆKĀRAŚĀSTRAM	12	3	-	15	15
IV	ORIGINANDDEVELOPMENTOFSANSKRIT LANGUAGE AND BRĀHMĪ LIPI	12	3	-	15	15

READINGLIST:

1. AURINATHSHASTRI, A CONCISE HISTORY OF SANSKRIT LITERATURE, M LBD, MAURICE WINTERNITZ, INDIAN LITERATURE (VOL. I-III), ALSO

HINDI TRANSLATION, MLBD, DELHI.

2. **A.B. KEITH, HISTORY OF SANSKRIT LITERATURE, ALSO HINDI TRANSLATION, MLBD, DELHI.**
3. **M. KRISHNAMACHARIAR, HISTORY OF CLASSICAL SANSKRIT LITERATURE, MLBD, DELHI.**
4. **BALDEV UPADHYAY, SANSKRIT SAHITYA KA ITIHAS, SHARDA NIKETAN, VARANASHI.**
5. **BALDEV UPADHYAY, VEDIK SAHITYA AUR SANSKRITI, VARANASHI.**
6. **KANE, P.V. HISTORY OF THE DHARMAŚĀSTRAS VOL. 1.**
7. **SHIVASVARUP SAHAY, BHARATIYA PURALEKHO KA ADHYAYAN (STUDIES IN ANCIENT INDIAN INSCRIPTIONS).**
8. **DANI, AHMAD HASAN :INDIANPALEOGRAPHY, OXFORD, 1963.**
9. **SATYAMURTY, K.: TEXT BOOK OF INDIAN EPIGRAPHY, LOWER PRICE PUBLICATION, DELHI 1992.**

GRADUATE ATTRIBUTES:

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

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

AIMS OF FYUGP IN SEMESTER II

COURSE OBJECTIVES:

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

LEARNING OUTCOMES:

AFTER GOING THROUGH THIS UNIT STUDENTS WILL BE ABLE

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

TEACHING LEARNING PROCESS:

- INTERACTIVE LECTURES, DISCUSSIONS, AND PRESENTATIONS.
- GROUP WORK AND PEER-LEARNING ACTIVITIES.
- AUDIO-VISUAL AIDS FOR LITERATURE STUDY.

TEACHING LEARNING TOOLS:

- TEXTBOOKS, REFERENCE BOOKS, AUDIO-VISUAL PRESENTATIONS.
- SANSKRIT MANUSCRIPTS, INSCRIPTIONS AND EPIGRAPHIC MATERIALS.

PAPER NAME	PRACTICAL ASPECTS IN SANSKRIT
PAPER CODE	
TOTAL CREDIT:	4 (THEORY: 4, PRACTICAL: 0)
CONTACT HOURS:	60 (LECTURE: 48, TUTORIAL: 12)
DISTRIBUTION OF MARKS	60 (END SEM/EXTERNAL) + 40 (IN SEM/INTERNAL); TOTAL - 100
COURSE OUTCOME	• TO APPRECIATE THE VALUE OF SANSKRIT LANGUAGE. • TO GAIN KNOWLEDGE ABOUT THE ETHICAL EQUATIONS OF HUMAN LIFE WHICH ARE THE ROOT OF PROPER GROWTH AND PROSPERITY IN THE SOCIETY. • TO APPRECIATE INDIAN KNOWLEDGE SYSTEM THAT EVOLVED OR A HOLISTIC DEVELOPMENT IN THE SOCIETY.

UNIT NO.	UNIT CONTENT	LECTURE (L)	TUTORIAL (T)	PRACTICAL (P)	TOTAL HOURS	MARKS
I	SARVANĀMA WORDS AND THEIR USAGE	12	3	-	15	15
II	SUBHĀṢITAS	12	3	-	15	15
III	CONCEPT OF JÑĀNA, DHYĀNA, KARMA & BHAKTI IN GĪTĀ	12	3	-	15	15
IV	SANSKRIT DECLINATION AND CONJUGATION	12	3	-	15	15

READING LIST:

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

GRADUATE ATTRIBUTES:

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

SEMESTER-III
BASICS PRINCIPLES OF INDIAN MEDICINE SYSTEM (ĀYURVEDA)
MINOR-1 (COURSE 3)

AIMS OF FYUGP IN SEMESTER III

COURSE OBJECTIVES

- STUDENTS WILL GAIN FOUNDATIONAL KNOWLEDGE OF THE INDIAN MEDICAL SYSTEM AND ITS RELEVANCE IN THE PRESENT CONTEXT.
- STUDENTS WILL UNDERSTAND THE BASIC PRINCIPLES OF ĀYURVEDA, INCLUDING THE PHILOSOPHY OF BALANCE AND HEALTH.
- STUDENTS WILL ACQUIRE INSIGHTS INTO ĀYURVEDIC DIETETICS, NUTRITION, AND METHODS OF TREATMENT.
- STUDENTS WILL BE INTRODUCED TO IMPORTANT MEDICINAL PLANTS AND THEIR SIGNIFICANCE AS PER ĀYURVEDIC TEXTS.

LEARNING OUTCOMES

AFTER GOING THROUGH THIS UNIT, STUDENTS WILL BE ABLE:

- TO GRASP THE FOUNDATIONAL STRUCTURE AND HOLISTIC VISION OF THE INDIAN MEDICAL SYSTEM.
- TO UNDERSTAND THE GUIDING PRINCIPLES OF ĀYURVEDA SUCH AS THE TRIDOṢA THEORY, PANCHAMAHĀBHŪTA AND TO APPRECIATE THE ROLE OF NUTRITION AND DIETARY GUIDELINES IN ĀYURVEDA AS A PREVENTIVE AND CURATIVE APPROACH.
- TO RECOGNIZE KEY MEDICINAL PLANTS AND UNDERSTAND THEIR CLASSIFICATION AND THERAPEUTIC USE ACCORDING TO ĀYURVEDA.
- TO RELATE ANCIENT MEDICAL WISDOM TO MODERN HEALTH AND WELLNESS PRACTICES.

TEACHING LEARNING PROCESS:

- INTERACTIVE LECTURES, DISCUSSIONS, AND PRESENTATIONS.
- GROUP WORK AND PEER-LEARNING ACTIVITIES.
- AUDIO-VISUAL AIDS FOR LITERATURE STUDY.

TEACHING LEARNING TOOLS:

- TEXTBOOKS, REFERENCE BOOKS, AUDIO-VISUAL PRESENTATIONS.
- SANSKRIT MANUSCRIPTS, INSCRIPTIONS AND EPIGRAPHIC MATERIALS.

PAPER NAME	BASICS PRINCIPLES OF INDIAN MEDICINE SYSTEM (ĀYURVEDA)
PAPER CODE	
TOTAL CREDIT:	4 (THEORY: 4, PRACTICAL: 0)
CONTACT HOURS:	60 (LECTURE: 48, TUTORIAL: 12)
DISTRIBUTION OF MARKS	60 (END SEM/EXTERNAL) + 40 (IN SEM/INTERNAL); TOTAL - 100
COURSE OUTCOME	• TO GRASP THE FOUNDATIONAL STRUCTURE AND HOLISTIC VISION OF THE INDIAN MEDICAL SYSTEM. • TO UNDERSTAND THE GUIDING PRINCIPLES OF ĀYURVEDA SUCH AS THE TRIDOṢA THEORY, PANCHAMAHĀBHŪTA AND • TO APPRECIATE THE ROLE OF NUTRITION AND DIETARY GUIDELINES IN ĀYURVEDA AS A PREVENTIVE AND CURATIVE APPROACH. • TO RECOGNIZE KEY MEDICINAL PLANTS AND UNDERSTAND THEIR CLASSIFICATION AND THERAPEUTIC USE ACCORDING TO ĀYURVEDA. • TO RELATE ANCIENT MEDICAL WISDOM TO MODERN HEALTH AND WELLNESS PRACTICES.

UNIT NO.	UNIT CONTENT	LECTURE (L)	TUTORIAL (T)	PRACTICAL (P)	TOTAL HOURS	MARKS
I	INTRODUCTION TO INDIAN MEDICINE SYSTEM	12	3	-	15	15
II	BASIC PRINCIPLES OF ĀYURVEDA	12	3	-	15	15
III	DIETETICS, NUTRITION AND TREATMENT IN ĀYURVEDA	12	3	-	15	15
IV	IMPORTANT MEDICINAL PLANTS AND THEIR BASE ON ĀYURVEDA	12	3	-	15	15

READING LIST:

- A CONCISE HISTORY OF SCIENCE IN INDIA, D.M. BOSE, S.N. SEN AND B.V. SUBBARAIYAPPA (ED.), INDIAN NATIONAL SCIENCE ACADEMY, NEW DELHI, 1971.
- MEDICINE IN THE VEDA, K.G. ZYISK, MLBD, DELHI, 1985
- THE AYURVEDA, V.W. KARAMBELKAR, CHOWKHAMBA KRISHNADAS.ACADEMY, VARANASI, 2003.

SEMESTER- III MINOR-1(COURSE 4)

AIMS OF FYUGP IN SEMESTER III

COURSE OBJECTIVES:

- TO DEVELOP AN UNDERSTANDING OF THE CONCEPT AND DIMENSIONS OF THE INDIAN CULTURE.
- TO EXPLORE THE MULTIPLE VERSIONS OF THE RĀMA LEGEND AS REPRESENTED IN SANSKRIT LITERATURE.
- TO STUDY THE INFLUENCE OF ASSAMESE TRADITIONAL DANCE FORMS LIKE SATTRIYA AND OJAPALI.
- TO EXAMINE THE RELATIONSHIP BETWEEN REGIONAL AGRICULTURAL AND SEASONAL FESTIVALS OF ASSAM SUCH AS BIHU, BHATHELI AND ALI AI

LIGANG.

LEARNING OUTCOME:

AFTER GOING THROUGH THIS UNIT, STUDENTS WILL BE ABLE:

- **TO DEFINE AND CRITICALLY UNDERSTAND THE CONCEPT OF CULTURE AND ITS EXPRESSION THROUGH LITERATURE AND TRADITION.**

PAPER NAME	INDIAN CULTURE
PAPER CODE	
TOTAL CREDIT:	4 (THEORY: 4, PRACTICAL: 0)
CONTACT	60 (LECTURE: 48, TUTORIAL: 12)

- **TO IDENTIFY AND COMPARE DIFFERENT VERSIONS OF THE RĀMA NARRATIVE IN SANSKRIT LITERARY TEXTS.**
- **TO RECOGNIZE THE INFLUENCE OF SANSKRIT IN THE PERFORMING ARTS OF ASSAM AND UNDERSTAND THEIR SYMBOLIC AND THEMATIC CONTENT.**
- **TO ANALYZE THE CULTURAL, SEASONAL AND AGRARIAN SIGNIFICANCE OF MAJOR ASSAMESE FESTIVALS AND THEIR LITERARY REFLECTIONS.**
- **TO APPRECIATE THE INTERWOVEN NATURE OF REGIONAL TRADITIONS AND PERFORMING ARTS.**

TEACHING LEARNING PROCESS:

- **INTERACTIVE LECTURES, DISCUSSIONS, AND PRESENTATIONS.**
- **GROUP WORK AND PEER-LEARNING ACTIVITIES.**
- **AUDIO-VISUAL AIDS FOR LITERATURE STUDY.**

TEACHING LEARNING TOOLS:

- **TEXTBOOKS, REFERENCE BOOKS, AUDIO-VISUAL PRESENTATIONS.**
- **SANSKRIT MANUSCRIPTS, INSCRIPTIONS AND EPIGRAPHIC MATERIALS.**

HOURS:	
DISTRIBUTION OF MARKS	60 (END SEM/EXTERNAL) + 40 (IN SEM/INTERNAL); TOTAL - 100
COURSE OUTCOME	• TO DEFINE AND CRITICALLY UNDERSTAND THE CONCEPT OF CULTURE AND ITS EXPRESSION THROUGH LITERATURE AND TRADITION. • TO IDENTIFY AND COMPARE DIFFERENT VERSIONS OF THE RĀMA NARRATIVE IN SANSKRIT LITERARY TEXTS. • TO RECOGNIZE THE INFLUENCE OF SANSKRIT IN THE PERFORMING ARTS OF ASSAM AND UNDERSTAND THEIR SYMBOLIC AND THEMATIC CONTENT. • TO ANALYZE THE CULTURAL, SEASONAL AND AGRARIAN SIGNIFICANCE OF MAJOR ASSAMESE FESTIVALS AND THEIR LITERARY REFLECTIONS. • TO APPRECIATE THE INTERWOVEN NATURE OF REGIONAL TRADITIONS AND PERFORMING ARTS.

UNITNO.	UNITCONTENT	LECTURE (L)	TUTORIAL (T)	PRACTICAL (P)	TOTAL HOURS	MARKS
I	➤ UNDERSTANDING CULTURE	12	3	-	15	15

II	➤ VERSIONS OF RAMA LEGEND IN SANSKRIT LITERATURE	12	3	-	15	15
III	➤ SANSKRIT THEME S IN SATRIYA AND OJAPALIDANCE FORMS OF ASSAM	12	3	-	15	15
IV	➤ MAJOR AGRICULTURAL AND SEASONAL CULTURE OF ASSAM- BIHU, BHATHELI, ALIAI LIGANG	12	3	-	15	15

READING LIST:

- CULTURAL HERITAGE OF INDIA, VOL VI, P. RAY AND S. N. SEN (ED.), THE RAMAKRISHNA MISSION INSTITUTE OF CULTURE CALCUTTA, 2002
- FACETS OF VEDIC RELIGION AND CULTURE MAITREYI BORA, PRATIBHA PRAKASHAN, DELHI, 2009
- ORIENT THOUGHT AND CULTURE THROUGH THE AGES, MANJULA DEVI, VIDYANIDHI PRAKASHAN DELHI, 2017
- ASSAMESE THEATRE (ENCYCLOPAEDIA OF INDIAN THEATRE -14) BY BISWAJIT SINHA
- A HISTORY OF INDIAN LITERATURE: ASSAMESE LITERATURE BY SATYENDRANATH SARMA
- WESTERN INFLUENCE ON MODERN ASSAMESE THEATRE BY PONAMAHANTA
- HARICHANDRABHATTACHARYA'S "ASOMIYA NATYASAHITYAR JILINGANI"
- SATYAPRASAD BORUAH'S "NATAK ARU ABHINAYA PRASANGA"

- **MAHESWAR NEOG'S "BHAONA"**
- **RAMAYANA OF VALMIKI (ENG. TR.) H.P. SHASTRI, LONDON, 1952-59 (3 VOL)**

SEMESTER IV
MINOR -1(COURSE-5)
HISTORY OF VEDIC LITERATURE

AIMS OF FYUGP IN SEMESTER IV

COURSE OBJECTIVES:

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

LEARNING OUTCOMES:

AFTER GOING THROUGH THIS UNIT STUDENTS WILL BE ABLE

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

TEACHING LEARNING PROCESS:

- INTERACTIVE LECTURES, DISCUSSIONS, AND PRESENTATIONS.
- GROUP WORK AND PEER-LEARNING ACTIVITIES.
- AUDIO-VISUAL AIDS FOR LITERATURE STUDY.

TEACHING LEARNING TOOLS:

- **TEXTBOOKS, REFERENCE BOOKS, AUDIO-VISUAL PRESENTATIONS.**
- **SANSKRIT MANUSCRIPTS, INSCRIPTIONS AND EPIGRAPHIC MATERIALS.**

PAPER NAME	HISTORY OF VEDIC LITERATURE
PAPER CODE	
TOTAL CREDIT:	4 (THEORY: 4, PRACTICAL: 0)
CONTACT HOURS:	60 (LECTURE: 48, TUTORIAL: 12)
DISTRIBUTION OF MARKS	60 (END SEM/EXTERNAL) + 40 (IN SEM/INTERNAL); TOTAL - 100
COURSE OUTCOME	• TO APPRECIATE THE VALUE OF KNOWLEDGE REGARDING ANCIENT INDIAN LITERATURE. • TO GAIN KNOWLEDGE ABOUT VARIOUS INDIAN SCRIPTURES WHICH ARE THE ROOT OF INDIAN CIVILIZATION. • TO APPRECIATE INDIAN KNOWLEDGE SYSTEM THAT EVOLVED IN THE INITIAL STAGE OF HUMAN CIVILIZATION. • TO GRASP THE LINGUISTIC SIGNIFICANCE OF SANSKRIT

UNIT NO	UNIT CONTENT	LECTURE (L)	TUTORIAL (T)	PRACTICAL (P)	TOTAL HOURS	MARKS
I	THEFOURSAMĤITĀA	12	3	-	15	15
II	THEMAJORBRĀHMAᅇAS	12	3	-	15	15
III	THEĀRAᅇYAKASANDTHE PRINCIPALUPANIᅇADS	12	3	-	15	15
IV	THE SIX VEDANGAS	12	3	-	15	15

READINGLIST:

- M.KRISHNAMACHARIAR,
HISTORYOFCLASSICALSANSKRITLITERATURE,MLBD,DELHI.
- GAURINATHSHASTRI,ACONCISEHISTORYOFSANSKRITLITERATURE,MLBD,DELHI
- MAURICEWINTERNITZ, INDIAN LITERATURE(VOL. I-III),
ALSOHINDITRANSLATION,MLBD, DELHI.
- A.B.KEITH,HISTORYOFSANSKRITLITERATURE,ALSOHINDITRANSLATION,MLBD,
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- BALDEVUPADHYAY,SANSKRITSAHITYAKAITIHAS,SHARDANIKETAN,VARANASI.
- ᅇKSŪKTĀVALĪ,H.D.VELANKAR,VAIDIKASANSKODHANAMANDALA,PUNE,1965.
- VAIDIKSANGRAH,KRISHNALAAL,EASTERN BOOK LINKERS, DELHI.
- ᅇKSŪKTAVAIJAYANTĪ,H.D.VELANKAR,BHARATIYAVIDYABHAVAN,BOMBAY,1972.
- ŚATAPATHABRĀHMAᅇA,(ED.)GANGAPRASADUPADHYAYA,SLBSRSVIDYAPEETH,
DELHI.
- ŚUKLAYAJURVEDA-SAMĤITĀ,(VĀJASANEYI-MĀDHYANDINA),(ED.)JAGADISHLALSHASTRI,MLBD,DELHI,1978.
- ATHARVAVEDA(ŚAUNAKĪYA):(ED.)VISHVA BANDHU,VVRI,HOSHIHARPUR,1960.

GRADUATEATTRIBUTES:

- **DISCIPLINARY KNOWLEDGE**
- **BASIC IDEAS AND TECHNICALITIES OF VEDIC LITERATURE**
- **UPGRADED IDEAS OF THE BRAHMANAS**
- **ARANYAKAS AND UPANISHADS**
- **INCLINATION TO INDIAN KNOWLEDGE SYSTEM**
- **ANALYTICAL BASE FOR SOME OF THE IMPORTANT UPANISHADIC IDEAS**
- **KNOWLEDGE OF THE ORIGIN OF VARIOUS ACADEMIC FIELDS IN ANCIENT INDIA ON THE BASIS OF THE STUDY ON THE VEDANGAS**

SEMESTER- IV
MINOR- 1 (COURSE 6)

INDIAN SOCIAL INSTITUTIONS

AIMS OF FYUGP IN SEMESTER IV

COURSE OUTCOME:

- TO INTRODUCE STUDENTS TO DHARMAŚĀSTRA AS A SPECIALIZED BRANCH OF SANSKRIT LITERATURE FOCUSED ON LAW, ETHICS AND SOCIAL CONDUCT.
- TO EXPLAIN THE CONCEPT OF DHARMA AND THE FRAMEWORK OF VARṆĀŚRAMA DHARMA AS OUTLINED IN CLASSICAL TEXTS.
- TO EXAMINE THE STATUS AND ROLES OF WOMEN AS DEPICTED IN THE MAHĀBHĀRATA.
- TO EXPLORE SOCIAL VALUES AND SAṂSKĀRAS (RITUALS AND RITES) IN TRADITIONAL INDIAN SOCIETY.

LEARNING OUTCOME:

AFTER COMPLETING THIS UNIT, STUDENTS WILL BE ABLE:

- TO UNDERSTAND THE SCOPE AND IMPORTANCE OF DHARMAŚĀSTRA LITERATURE IN SHAPING INDIAN SOCIETY AND VALUES.
- TO ANALYZE NARRATIVES FROM THE MAHĀBHĀRATA THAT REFLECT THE POSITION AND EXPERIENCES OF WOMEN IN ANCIENT INDIA.
- TO IDENTIFY AND INTERPRET VARIOUS SAṂSKĀRAS AND THEIR ROLE IN SUSTAINING CULTURAL AND ETHICAL VALUES.
- TO APPRECIATE HOW ANCIENT INDIAN TEXTS PROVIDED A STRUCTURED VISION OF ETHICAL, SOCIAL AND PERSONAL LIFE.

TEACHING LEARNING PROCESS:

- INTERACTIVE LECTURES, DISCUSSIONS, AND PRESENTATIONS.
- GROUP WORK AND PEER-LEARNING ACTIVITIES.
- AUDIO-VISUAL AIDS FOR LITERATURE STUDY.

TEACHING LEARNING TOOLS:

- TEXTBOOKS, REFERENCE BOOKS, AUDIO-VISUAL PRESENTATIONS.
- SANSKRIT MANUSCRIPTS, INSCRIPTIONS AND EPIGRAPHIC MATERIALS.

PAPER NAME	INDIAN SOCIAL INSTITUTIONS
PAPER CODE	
TOTAL CREDIT:	4 (THEORY: 4, PRACTICAL: 0)
CONTACT HOURS:	60 (LECTURE: 48, TUTORIAL: 12)
DISTRIBUTION OF MARKS	60 (END SEM/EXTERNAL) + 40 (IN SEM/INTERNAL);
COURSE OUTCOME	TOTAL - 100 • TO UNDERSTAND THE SCOPE AND IMPORTANCE OF DHARMAŚĀSTRA LITERATURE IN SHAPING INDIAN SOCIETY AND VALUES. • TO EXPLAIN KEY CONCEPTS SUCH AS DHARMA AND THE VARṆĀŚRAMA SYSTEM AND HOW THEY RELATE TO DUTIES AND SOCIAL STRUCTURE. • TO ANALYZE NARRATIVES FROM THE MAHĀBHĀRATA THAT REFLECT THE POSITION AND EXPERIENCES OF WOMEN IN ANCIENT INDIA. • TO IDENTIFY AND INTERPRET VARIOUS SAṂSKĀRAS AND THEIR ROLE IN

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	• TO APPRECIATE HOW ANCIENT INDIAN TEXTS PROVIDED A STRUCTURED VISION OF ETHICAL, SOCIAL AND PERSONAL LIFE.
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UNIT NO.	UNIT CONTENT	LECTURE (L)	TUTORIAL (T)	PRACTICAL (P)	TOTAL HOURS	MARKS
I	MAJOR DHARMAŚĀSTRA AS A SPECIAL BRANCH OF STUDY	12	3	-	15	15
II	➤ CONCEPT OF DHARMA, VARṆAŚRAMA DHARMA	12	3	-	15	15
III	➤ STATUS OF WOMEN IN THE MAHĀBHĀRATA	12	3	-	15	15
IV	➤ SOCIAL VALUES AND SAṂSKĀRAS	12	3	-	15	15

READING LIST:

- KANE, P.V. HISTORY OF THE DHARMAŚĀSTRAS VOL. 1.
- MANU'S CODE OF LAW (ED. & TRANS.): OLIVELLE, P. (A CRITICAL EDITION AND T

RANSLATIONOFTHEMĀNAVA- DHARMAŚĀSTRA), OUP, NEW DELHI, 2006.

- **GHARPURE,J.R.-TEACHINGOF DHARMAŚĀSTRA,LUCKNOW UNIVERSITY,1956.**
- **MAHĀBHĀRATAMOFMAHARṢIVEDAVYĀSAPRAṆṭAMCOMMENTARYOFŚR
īMANNīLAKANṬHABYŚRīPAÑCHĀNAN DEVAŚARMAṆAH, 1987**
- **PANDEY,RAJBALI,HINDUSAṀSKĀRAS:SOCIO-
RELIGIOUSSTUDYOFTHEHINDUSACRAMENTS,MOTILAL BANARSIDASS
PUBLISHERS, DELHI, 2013**

SEMESTER IV
FUNDAMENTAL OF INDIAN PHILOSOPHY
MINOR-1 (COURSE 7)

AIMS OF FYUGP IN SEMESTER IV

COURSE OBJECTIVES:

THE PRIMARY OBJECTIVES OF THE COURSE ARE:-

- INTRODUCE STUDENTS TO THE CORE IDEAS, CATEGORIES, AND THINKERS OF INDIAN PHILOSOPHY.
- DEVELOP AN UNDERSTANDING OF THE HISTORICAL AND CULTURAL CONTEXTS OF VARIOUS INDIAN PHILOSOPHICAL SCHOOLS.
- PROVIDE TOOLS FOR CRITICAL ANALYSIS OF TEXTS AND ARGUMENTS WITHIN INDIAN PHILOSOPHICAL TRADITIONS.
- ENCOURAGE INTERDISCIPLINARY ENGAGEMENT, ESPECIALLY WITH ETHICS, LINGUISTICS, LOGIC, PSYCHOLOGY, AND METAPHYSICS.
- INSPIRE STUDENTS TO EXPLORE RELEVANCE AND APPLICATION OF INDIAN PHILOSOPHY IN MODERN ACADEMIC AND REAL-LIFE SETTINGS.

LEARNING OUTCOMES

- EXPLAIN THE FUNDAMENTAL CONCEPTS AND CATEGORIES OF MAJOR INDIAN PHILOSOPHICAL SYSTEMS (ĀSTIKA AND NĀSTIKA SCHOOLS).
- DIFFERENTIATE BETWEEN KEY SCHOOLS LIKE SĀṂKHYA, YOGA, NYĀYA, VAIŚEṢIKA, MĪMĀṂSĀ, VEDĀNTA, BUDDHISM, AND JAINISM.
- ANALYZE CONCEPTS SUCH AS PRAMĀṆA (MEANS OF KNOWLEDGE), ATMAN (SELF), BRAHMAN (ULTIMATE REALITY), KARMA, AND MOKṢA.
- APPLY INDIAN PHILOSOPHICAL INSIGHTS TO CONTEMPORARY ISSUES IN ETHICS, METAPHYSICS, AND EPISTEMOLOGY.

TEACHING LEARNING PROCESS:

- INTERACTIVE LECTURES, DISCUSSIONS, AND PRESENTATIONS.
- GROUP WORK AND PEER-LEARNING ACTIVITIES.

- **AUDIO-VISUAL AIDS FOR LITERATURE STUDY.**

TEACHING LEARNING TOOLS:

- **TEXTBOOKS, REFERENCE BOOKS, AUDIO-VISUAL PRESENTATIONS.**
- **SANSKRIT MANUSCRIPTS, INSCRIPTIONS AND EPIGRAPHIC MATERIALS.**

PAPER NAME	FUNDAMENTAL OF INDIAN PHILOSOPHY
PAPER CODE	
TOTAL CREDIT:	4 (THEORY: 4, PRACTICAL: 0)
CONTACT HOURS:	60 (LECTURE: 48, TUTORIAL: 12)
DISTRIBUTION OF MARKS	60 (END SEM/EXTERNAL) + 40 (IN SEM/INTERNAL); TOTAL - 100
COURSE OUTCOME	• EXPLAIN THE FUNDAMENTAL CONCEPTS AND CATEGORIES OF MAJOR INDIAN PHILOSOPHICAL SYSTEMS (ĀSTIKA AND NĀSTIKA SCHOOLS). • DIFFERENTIATE BETWEEN KEY SCHOOLS LIKE SĀṂKHYA, YOGA, NYĀYA, VAIŚEṢIKA, MĪMĀṂSĀ, VEDĀNTA, BUDDHISM, AND JAINISM. • ANALYZE CONCEPTS SUCH AS PRAMĀṆA (MEANS OF KNOWLEDGE), ATMAN (SELF), BRAHMAN (ULTIMATE REALITY), KARMA, AND MOKṢA • APPLY INDIAN PHILOSOPHICAL INSIGHTS TO CONTEMPORARY ISSUES IN ETHICS, METAPHYSICS, AND EPISTEMOLOGY. • CRITICALLY COMPARE INDIAN PHILOSOPHY WITH WESTERN PHILOSOPHICAL TRADITIONS. DEVELOP LOGICAL REASONING THROUGH INDIAN PHILOSOPHICAL METHODOLOGIES.

UNIT NO	UNIT CONTENT	LECTURE (L)	TUTORIAL (T)	PRACTICAL (P)	TOTAL HOURS	MARKS
I	INTRODUCTION	12	3	-	15	15
II	GENERALINTRODUCTIONNONNYA YA-VAIŚESIKA AND SĀM̐KHYA- YOGA PHILOSOPHY	12	3	-	15	15
III	INTRODUCTIONTO VEDĀNTAANDM ĪMĀMSĀ	12	3	-	15	15
IV	INTRODUCTIONTO ONASTIKA SCHOOLS	12	3	-	15	15

READINGLIST:

- CHATTERJEE, S.C.& D.M. DATTA-INTRODUCTION TO INDIAN PHILOSOPHY, UNIVERSITYOF CALCUTTA, 1968 (HINDI TRANSLATION ALSO)
- A PRIMER OF INDIAN LOGIC, KUPPUSWAMISHASTRI, MADRAS, 1951.
- THE ELEMENTS OF INDIAN LOGIC AND EPISTEMOLOGY, CHONDRODAYABHATTACHARYA.
- A CRITICAL SURVEY OF INDIAN PHILOSOPHY-CHANDRADHAR SHARMA
- INDIAN PHILOSOPHY-DR.S. RADHAKRISHNAN
- THE NYAYA THEORY OF KNOWLEDGE-SATCHIDANANDAMURTHY
- CLASSICAL SĀM̐KHYA-G. LARSON
- INTRODUCTION TO MĪMĀMSĀ PHILOSOPHY-R.BHATTACHARYA
- VEDĀNTA: A SIMPLE INTRODUCTION-SWAMIDAYANANDA SARASWATI

- **THE CĀRVĀKA PHILOSOPHY: A STUDY IN INDIAN MATERIALISM-
DEBIPRASAD CHATTOPADHYAYA**
- **THE CENTRAL PHILOSOPHY OF BUDDHISM-T.R.V. MURTI**
- **THE ESSENTIALS OF JAINISM-DR. UMASWATI.**

GRADUATE ATTRIBUTES:

GRADUATES OF THIS COURSE WILL DEMONSTRATE:-

- **CRITICAL THINKING: ABILITY TO ANALYZE AND EVALUATE PHILOSOPHICAL ARGUMENTS IN INDIAN TRADITIONS WITH LOGICAL COHERENCE AND DEPTH.**
- **CULTURAL SENSITIVITY: AWARENESS OF INDIA'S DIVERSE PHILOSOPHICAL HERITAGE AND ITS RELEVANCE TO CONTEMPORARY THOUGHT.**
- **ETHICAL REASONING: UNDERSTANDING OF ETHICAL FRAMEWORKS AND MORAL PHILOSOPHIES FROM INDIAN SYSTEMS SUCH AS DHARMA, KARMA, AND MOKṢA.**
- **SCHOLARLY COMMUNICATION: ABILITY TO ARTICULATE AND PRESENT COMPLEX PHILOSOPHICAL IDEAS EFFECTIVELY IN ORAL AND WRITTEN FORM**
RESEARCH ORIENTATION: COMPETENCE TO ENGAGE IN COMPARATIVE PHILOSOPHICAL STUDIES AND FURTHER RESEARCH IN INDIAN KNOWLEDGE SYSTEMS.
- **SPIRITUAL AND INTELLECTUAL GROWTH: DEVELOPMENT OF INNER REFLECTION AND UNDERSTANDING THROUGH EXPLORATION OF METAPHYSICAL AND EPISTEMOLOGICAL CONCEPTS.**

SEMESTER- V

CLASSICAL SANSKRIT LITERATURE MINOR –1 (COURSE 8)

AIMS OF FYUGP IN SEMESTER V

COURSE OUTCOME:

- STUDENTS WILL STUDY KEY SANSKRIT TEXTS REPRESENTING EPIC, DEVOTIONAL, POETIC AND DIDACTIC GENRES.
- STUDENTS WILL GAIN AN UNDERSTANDING OF THE LITERARY AND PHILOSOPHICAL DEPTH OF THE RĀMĀYAṆA (BĀLAKĀṆḌA) AND ŚRĪMADBHAGAVADGĪTĀ (BHAKTI YOGA).
- STUDENTS WILL EXPLORE THE POETIC EXCELLENCE AND STYLISTIC FEATURES OF KĀLIDĀSA'S RAGHUVAMŚA (CANTO 1).
- STUDENTS WILL ANALYZE MORAL AND POLITICAL VALUES PRESENTED THROUGH STORIES IN THE HITOPADEŚA (MITRALĀBHA).

LEARNING OUTCOME:

AFTER GOING THROUGH THIS UNIT, STUDENTS WILL BE ABLE:

- TO INTERPRET THE NARRATIVE STRUCTURE AND CORE TEACHINGS OF THE BĀLAKĀṆḌA IN THE RĀMĀYAṆA.
- TO UNDERSTAND THE SPIRITUAL PHILOSOPHY AND KEY CONCEPTS OF DEVOTION (BHAKTI) IN THE ŚRĪMADBHAGAVADGĪTĀ.
- TO APPRECIATE THE POETIC FORM, IMAGERY AND LINGUISTIC RICHNESS OF RAGHUVAMŚA CANTO 1.
- TO ANALYZE THE FABLES AND MORAL LESSONS IN THE HITOPADEŚA, APPLYING THEM TO ETHICAL REASONING AND SOCIAL BEHAVIOR.
- TO ENHANCE THEIR READING COMPREHENSION AND INTERPRETIVE SKILLS IN CLASSICAL SANSKRIT LITERATURE.

TEACHING LEARNING PROCESS:

- INTERACTIVE LECTURES, DISCUSSIONS, AND PRESENTATIONS.
- GROUP WORK AND PEER-LEARNING ACTIVITIES.
- AUDIO-VISUAL AIDS FOR LITERATURE STUDY.

TEACHING LEARNING TOOLS:

- TEXTBOOKS, REFERENCE BOOKS, AUDIO-VISUAL PRESENTATIONS.
- SANSKRIT MANUSCRIPTS, INSCRIPTIONS AND EPIGRAPHIC MATERIALS.

PAPER NAME	CLASSICAL SANSKRIT LITERATURE
PAPER CODE	
TOTAL CREDIT:	4 (THEORY: 4, PRACTICAL: 0)
CONTACT HOURS:	60 (LECTURE: 48, TUTORIAL: 12)
DISTRIBUTION OF MARKS	60 (END SEM/EXTERNAL) + 40 (IN SEM/INTERNAL); TOTAL - 100
COURSE OUTCOME	• TO INTERPRET THE NARRATIVE STRUCTURE AND CORE TEACHINGS OF THE BĀLAKĀṆḌA IN THE RĀMĀYAṆA. • TO UNDERSTAND THE SPIRITUAL PHILOSOPHY AND KEY CONCEPTS OF DEVOTION (BHAKTI) IN THE ŚRĪMADBHAGAVADGĪTĀ. • TO APPRECIATE THE POETIC FORM, IMAGERY AND LINGUISTIC RICHNESS OF RAGHUVAMŚA CANTO 1. • TO ANALYZE THE FABLES AND MORAL LESSONS IN THE HITOPADEŚA, APPLYING THEM TO ETHICAL REASONING AND SOCIAL BEHAVIOR. • TO ENHANCE THEIR READING COMPREHENSION AND INTERPRETIVE SKILLS IN CLASSICAL SANSKRIT LITERATURE.

UNIT NO.	UNIT CONTENT	LECTURE	TUTORIAL	PRACTICAL	TOTAL	MARKS
52 Page		(L)	(T)	(P)	HOURS	

I	➤ RĀMĀYANA- BĀLAKĀNḌA (CHAPTER 1)	12	3	-	15	15
II	➤ ŚRĪMADBHAGA VADGĪTĀ- BHAKTI YOGA	12	3	-	15	15
III	➤ RAGHUVAMŚAM -CANTO1	12	3	-	15	15
IV	➤ HITOPADEŚA- MITRALĀVA	12	3	-	15	15

READINGLIST:

- **RAMAYANA OF VALMAKI.(ENG.TR.)H.P.SHASTRI, LONDON,1952-59.(3VOLS).**
- **M.R.KALE(ED.),RAGHUVAMŚAM OF KĀLIDĀSA,MLBD,DELHI**
- **C.R.DEVADHAR(ED.),RAGHUVAMŚAM OF KĀLIDĀSA, MLBD.DELHI**
- **ŚRĪMADBHAGAVADGĪTĀ–
ENGLISH TRANSLATION BY JAYDAYALGYANDKA,TATTAVIVEC
INĠĪTĀPRESS, GORAKHPUR,1997**
- **ŚRĪMADBHAGAVADGĪTĀRAHASYA – THE HINDU PHILOSOPHY OF LIFE,
ETHICS AND KARMAYOGAŚĀSTRA RELIGION,
ORIGINALSANSKRITSTANZASWITHENGLISHTRANSLATION,BALGANGADH
ARTILAK&BALCHANDRASITARAMSUKTHANKAR,
J.S.TILAK& S.S.TILAK,1965.**
- **HITOPADEŚA OF NĀRĀYAṆAPANḌIT,TRANS.,RAMESHWARBHATTA,ED.,N
ARAYANRAMACHARYA,CHAUKHAMBA SANSKRIT PRATISTHA, DELHI.**

SEMESTYER V

HISTORY OF SANSKRIT SCIENTIFIC LITERATURE

MINOR -1(COURSE-9)

AIMS OF FYUGP IN SEMESTER V

COURSE OBJECTIVES:

- STUDENTS WILL ACQUIRE KNOWLEDGE OF VARIOUS ASPECTS OF SANSKRIT
- SCIENTIFIC LITERATURE.
- STUDENTS WILL GAIN KNOWLEDGE ABOUT THE BASE OF INDIA'S COGNITIVE HIERARCHY.
- STUDENTS WILL GAIN KNOWLEDGE ABOUT INDIAN TRADITIONAL AND CULTURAL ATTACHMENT WITH SCIENCE.

LEARNING OUTCOME:

AFTER GOING THROUGH THIS UNIT STUDENTS WILL BE ABLE.....

- TO UNDERSTAND THE BASIC IDEAS AND CONCEPTS OF SANSKRIT SCIENTIFIC LITERATURE.
- TO GRASP THE PSYCHOLOGICAL AND CULTURAL BASE INDIAN SCIENTIFIC THOUGHTS AND TO APPRECIATE INDIAN KNOWLEDGE SYSTEM THAT EVOLVED IN THE SOCIETY REFLECTED THROUGH VARIOUS SANSKRIT WORKS.
- TO CORRELATE VARIOUS IDEAS AND CONCEPTS OF ANCIENT INDIA WITH MANY OF THE MODERN THOUGHTS.

TEACHING LEARNING PROCESS:

- INTERACTIVE LECTURES, DISCUSSIONS, AND PRESENTATIONS.
- GROUP WORK AND PEER-LEARNING ACTIVITIES.
- AUDIO-VISUAL AIDS FOR LITERATURE STUDY.

TEACHING LEARNING TOOLS:

- TEXTBOOKS, REFERENCE BOOKS, AUDIO-VISUAL PRESENTATIONS.
- SANSKRIT MANUSCRIPTS, INSCRIPTIONS AND EPIGRAPHIC MATERIALS.

PAPER NAME	HISTORY OF SANSKRIT SCIENTIFIC LITERATURE
PAPER CODE	
TOTAL CREDIT:	4 (THEORY: 4, PRACTICAL: 0)
CONTACT HOURS:	60 (LECTURE: 48, TUTORIAL: 12)
DISTRIBUTION OF MARKS	60 (END SEM/EXTERNAL) + 40 (IN SEM/INTERNAL); TOTAL - 100
COURSE OUTCOME	• TO UNDERSTAND THE BASIC IDEAS AND CONCEPTS OF SANSKRIT SCIENTIFIC LITERATURE. • TO GRASP THE PSYCHOLOGICAL AND CULTURAL BASE INDIAN SCIENTIFIC THOUGHTS AND TO APPRECIATE INDIAN KNOWLEDGE SYSTEM THAT EVOLVED IN THE SOCIETY REFLECTED THROUGH VARIOUS SANSKRIT WORKS. • TO CORRELATE VARIOUS IDEAS AND CONCEPTS OF ANCIENT INDIA WITH MANY OF THE MODERN THOUGHTS.

UNIT NO.	UNIT CONTENT	LECTURE (L)	TUTORIAL (T)	PRACTICAL (P)	TOTAL HOURS	MARKS
I	INDIAN MEDICAL SCIENCE : ▪ CARAKA SĀMĤITĀ-DĪRGHA JĪVITAM	12	3	-	15	15
II	INDIAN MATHEMATICS: ▪ LĪLĀVATĪ(1-5)	12	3	-	15	15
III	VṚHATSĀMĤITĀ: ▪ VṚKSĀYURVEDA :PART II, 55TH CHAPTER	12	3	-	15	15
IV	ANCIENT INDIAN ARCHITECTURE	12	3	-	15	15

READING LIST:

- **M.KRISHNAMACHARIAR, HISTORY OF CLASSICAL SANSKRIT LITERATURE, MLBD, DELHI.**
- **GAURINATHSHASTRI, A CONCISE HISTORY OF SANSKRIT LITERATURE, MLBD, DELHI.**
- **MAURICE WINTERNITZ, HISTORY OF INDIAN LITERATURE (VOL. 3-PART-II), ALSO HINDI TRANSLATION. MLBD, DELHI.**

- **V. SUBRAHMANYASASTRI, BRIHATSAMHITA, MLBD BANGALORE**
- **SRIVASTAVA, AR. A.K. THE HISTORY OF INDIAN ARCHITECTURE, 2022**
- **LILAVATI OF BHASKARACARYA, ED. BY PT. SURENDRA SARMA, CHAUKHAMBHA VIDYA BHAWAN.**

GRADUATE ATTRIBUTES:

- **DISCIPLINARY KNOWLEDGE**
- **BASIC IDEAS OF INDIAN SCIENTIFIC CONCEPTS AND THOUGHT**
- **INCLINATION TO INDIAN KNOWLEDGE SYSTEM**

SEMESTER VI
SMRITILITERATUREANDPROSODY
MINOR 1 (COURSE 10)

AIMS OF FYUGP IN SEMESTER VI

COURSE OUTCOME:

- STUDENTS WILL EXPLORE THE PRINCIPLES OF RĀJADHARMA (DUTIES OF A RULER) AS OUTLINED IN THE MANUSMṚTI (CHAPTER 7)
- STUDENTS WILL GAIN AN UNDERSTANDING OF INHERITANCE LAW (DĀYAVIBHĀGA) THROUGH SELECTED SECTIONS OF THE NĀRADSMṚTI.
- STUDENTS WILL STUDY KEY ADMINISTRATIVE AND DISCIPLINARY PRINCIPLES FROM THE VINAYĀDHIKARAṆA OF THE ARTHAŚĀSTRA.
- STUDENTS WILL BE INTRODUCED TO A WIDE RANGE OF SANSKRIT METRES, DEVELOPING AN UNDERSTANDING OF POETIC RHYTHM, STRUCTUREAND COMPOSITION

LEARNING OUTCOME:

- AFTER GOING THROUGH THIS UNIT, STUDENTS WILL BE ABLE:
- TO INTERPRET AND EXPLAIN THE CONCEPT OF RĀJADHARMA AND ITS IMPORTANCE IN ANCIENT INDIAN POLITICAL THOUGHT.
- TO UNDERSTAND THE LEGAL AND ETHICAL FRAMEWORK OF INHERITANCE AS DISCUSSED IN THE NĀRADSMṚTI.
- TO ANALYZE ADMINISTRATIVE RULES AND DISCIPLINARY SYSTEMS FROM KAUTILYA’S ARTHAŚĀSTRA, FOCUSING ON THE VINAYĀDHIKARAṆA SECTION.
- TO IDENTIFY AND SCAN VARIOUS SANSKRIT METRES INCLUDING VEDIC (E.G., GĀYATRĪ, TRIṢṬUP, JAGATĪ) AND CLASSICAL (E.G., MANDĀKRĀNTĀ, ŚIKHARIṆĪ, ŚĀRDŪLAVIKRĪḌITA, UPAJĀTI) FORMS.
- TO APPRECIATE HOW METRE ENHANCES MEANING,

EMOTIONAND BEAUTY IN SANSKRIT POETRY.

TEACHING LEARNING PROCESS:

- **INTERACTIVE LECTURES, DISCUSSIONS, AND PRESENTATIONS.**
- **GROUP WORK AND PEER-LEARNING ACTIVITIES.**
- **AUDIO-VISUAL AIDS FOR LITERATURE STUDY.**

TEACHING LEARNING TOOLS:

- **TEXTBOOKS, REFERENCE BOOKS, AUDIO-VISUAL PRESENTATIONS.**
- **SANSKRIT MANUSCRIPTS, INSCRIPTIONS AND EPIGRAPHIC MATERIALS.**

PAPER NAME		SMRITI LITERATURE AND PROSODY				
UNIT	UNIT CONTENT	LECTURE	TUTORIAL	PRACTICAL	TOTAL	MARKS
PAPER CODE NO.		E	AL (T)	AL (P)	HOURS	
TOTAL CREDIT:		4 (THEORY: 4, PRACTICAL: 0) (L)				
I	➤ MANUSMṚTI: RĀJADHARMA (CH 12 AFTER 7)	12	3	-	15	15
CONTACT HOURS:	60 (LECTURE: 48, TUTORIAL: 12)					
II	➤ NĀRADASMṚTI: DAYA VIBHĀGA	12	40 (IN 3 SEM/INTERNAL)	-	15	15
MARKS III	➤ TOTAL - 100 ARTHŚĀS	12	3	-	15	15
COURSE OUTCOMES:						
IV	➤ SANSKRIT METRES- (GĀYATRĪ, ANUŠTUP, JAGATĪ, BHUJANGAPRAYATA, TOTAKA, DISCIPLINARY SYSTEMS FROM KAUTILYA'S ARTHASĀSĀ, FOCUSING ON THE VINAYĀDHIKARĀṆA SECTION. MANDĀKRĀNTA, UPENDRAVAJRA,	12	3	-	15	15
TO IDENTIFY AND SCAN VARIOUS SANSKRIT METRES INCLUDING VEDIC (E.G., GĀYATRĪ, TRIṢṬUP, ŚĀRḌULAVIKĪRṬA,						
JAGATĪ) AND CLASSICAL (E.G., MANDĀKRĀNTĀ,						

READINGLIST: **ŚIKHARINĪ, ŚĀRDŪLAVIKRĪḌITA, UPAJĀTI) FORMS.**
UPAJATI)

- **TO APPRECIATE HOW METRE ENHANCES
MEANING, EMOTIONAND BEAUTY IN SANSKRIT POETRY.**
- **KANE,P.V.HISTORYOFTHE DHARMAŚĀSTRASVOL. 1.**
- **MANUSMRTI,J.L.SHASTRI, MLBD,1983**

- **ARTHAŚĀSTRA OF KAUTILYA-(ED), KANGALE, R.P. DELHI, MLBD, 1965**
- **CHANDOMANJARI OF GANGADASA, CHAUKHAMBASURABHARATI PRAKASHAN, VARANASI**

SEMESTER- VI
INTRODUCTION TO
SANSKRITDRAMA
MINOR- 1
(COURSE
11)

AIMS OF FYUGP IN SEMESTER VI

COURSE OUTCOME:

- STUDENTS WILL BE INTRODUCED TO THE PLAYWRIGHT OF BHĀSA, HIS LITERARY STYLE AND HISTORICAL SIGNIFICANCE IN SANSKRIT DRAMA.
- STUDENTS WILL GAIN AN UNDERSTANDING OF HARṢAVARDHANA AS A DRAMATIST AND RULER, ALONG WITH AN OVERVIEW OF HIS DRAMATIC CONTRIBUTIONS.
- STUDENTS WILL STUDY AND ANALYZE ACTS 1–5 OF SVAPNAVĀSAVADATTAM, A CLASSIC PLAY ATTRIBUTED TO BHĀSA.
- STUDENTS WILL ENGAGE WITH THE FIRST THREE CHAPTERS OF RATNĀVALĪ BY HARṢA TO EXPLORE STRUCTURE, CHARACTER AND COURTLY AESTHETICS IN SANSKRIT THEATRE.

LEARNING OUTCOME:

AFTER GOING THROUGH THIS UNIT, STUDENTS WILL BE ABLE:

- TO UNDERSTAND THE LITERARY CONTRIBUTIONS AND DRAMATIC TECHNIQUES OF BHĀSA AND HARṢAVARDHANA.
- TO CRITICALLY READ AND INTERPRET SVAPNAVĀSAVADATTAM WITH A FOCUS ON CHARACTER DEVELOPMENT, NARRATIVE STRUCTURE, AND DRAMATIC TENSION.
- TO ANALYZE RATNĀVALĪ IN TERMS OF PLOT, DIALOGUE AND CULTURAL REFERENCES TO ROYAL LIFE AND VALUES.
- TO APPRECIATE THE EVOLUTION OF SANSKRIT DRAMA AS A MEDIUM

EMOTIONAL DEPTH.

- **TO ENHANCE THEIR ABILITY TO READ, TRANSLATE AND INTERPRET SANSKRIT PLAYS WITH ATTENTION TO POETIC LANGUAGE AND STAGECRAFT.**

TEACHING LEARNING PROCESS:

PAPER NAME	INTRODUCTION TO SANSKRIT DRAMA
PAPER CODE	
TOTAL CREDIT:	4 (THEORY: 4, PRACTICAL: 0)
CONTACT HOURS:	60 (LECTURE: 48, TUTORIAL: 12)
DISTRIBUTION OF MARKS	60 (END SEM/EXTERNAL) + 40 (IN SEM/INTERNAL); TOTAL - 100

- **INTERACTIVE LECTURES, DISCUSSIONS, AND PRESENTATIONS.**
- **GROUP WORK AND PEER-LEARNING ACTIVITIES.**
- **AUDIO-VISUAL AIDS FOR LITERATURE STUDY.**

TEACHING LEARNING TOOLS:

- **TEXTBOOKS, REFERENCE BOOKS, AUDIO-VISUAL PRESENTATIONS.**
- **SANSKRIT MANUSCRIPTS, INSCRIPTIONS AND EPIGRAPHIC MATERIALS.**

COURSE OUTCOME	• TO UNDERSTAND THE LITERARY CONTRIBUTIONS AND DRAMATIC TECHNIQUES OF BHĀSA AND HARṢAVARDHANA. • TO CRITICALLY READ AND INTERPRET SVAPNAVĀSAVADATTAM WITH A FOCUS ON CHARACTER DEVELOPMENT, NARRATIVE STRUCTURE, AND DRAMATIC TENSION. • TO ANALYZERATNĀVALĪ IN TERMS OF PLOT, DIALOGUEAND CULTURAL REFERENCES TO ROYAL LIFE AND VALUES. • TO APPRECIATE THE EVOLUTION OF SANSKRIT DRAMA AS A MEDIUM OF LITERARY EXPRESSION, POLITICAL COMMENTARYAND EMOTIONAL DEPTH. • TO ENHANCE THEIR ABILITY TO READ, TRANSLATE AND INTERPRET SANSKRIT PLAYS WITH ATTENTION TO POETIC LANGUAGE AND STAGECRAFT.
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U N I T N O .		UNITCONTENT	LECT URE (L)	TUITO RIAL (T)	PRAC TICAL (P)	TOTA L HOUR S	MAR KS
I	➤	➤ INTRODUCT IONTOBHĀS	12	3	-	15	15

R		AAND HIS WORKS					
II	➤	➤ INTRODU CTION TO HARSHAV ARDHANA ANDHIS WORKS	12	3	-	15	15
III	➤	➤ SVAPNAVĀS AVADATTA M(ACT 1- 5)	12	3	-	15	15
IV	➤	➤ RATNĀVALĪ (1-3 CHAPTER)	12	3	-	15	15

- A
HISTORY OF SANSKRIT LITERATURE, A.B. KEITH, OXFORD
UNIVERSITY PRESS, LONDON, 1920.
- THE SANSKRIT DRAMA, A.B. KEITH, MLBD, DELHI, 1992
- SVAPNAVĀSAVADATTAM ATTRIBUTED TO BHĀSA, C.R. DEVDHAR,
ORIENTAL BOOK AGENCY, POONA, 1946
- THE RATNĀVALĪ OF SRĪ HARṢADEVA, M.R. KALE, GOPAL NARAYAN &
CO., BOMBAY, 1925

SEMESTER-VII

FUNDAMENTALS OF INDIAN PHILOSOPHY

AIMS OF FYUGP IN SEMESTER VII

COURSE OBJECTIVES:

THIS COURSE AIMS TO MAKE THE STUDENTS ACQUAINTED WITH THE BASIC APPROACH TO STUDY INDIAN PHILOSOPHY. IT ALSO INTENDS TO GIVE AN

ELEMENTARY UNDERSTANDING OF INDIAN PHILOSOPHY AND TO ENABLE

STUDENTS TO HANDLE PHILOSOPHICAL TEXTS IN SANSKRIT EASILY.

COURSE OUTCOMES:

FROM THIS COURSE, THE STUDENTS WILL KNOW THE BASIC PRINCIPLES OR

PAPER NAME	FUNDAMENTALS OF INDIAN PHILOSOPHY
PAPER CODE	

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LOSOPHY.

TEACHING LEARNING PROCESS:

- **INTERACTIVE LECTURES, DISCUSSIONS, AND PRESENTATIONS.**
- **GROUP WORK AND PEER-LEARNING ACTIVITIES.**
- **AUDIO-VISUAL AIDS FOR LITERATURE STUDY.**

TEACHING LEARNING TOOLS:

- **TEXTBOOKS, REFERENCE BOOKS, AUDIO-VISUAL PRESENTATIONS.**
- **SANSKRIT MANUSCRIPTS, INSCRIPTIONS AND EPIGRAPHIC MATERIALS.**

TOTAL CREDIT:	4 (THEORY: 4, PRACTICAL: 0)
CONTACT HOURS:	60 (LECTURE: 48, TUTORIAL: 12)
DISTRIBUTION OF MARKS	60 (END SEM/EXTERNAL) + 40 (IN SEM/INTERNAL); TOTAL - 100
COURSE OUTCOME	FROM THIS COURSE, THE STUDENTS WILL KNOW THE BASIC PRINCIPLES OR THEORIES OF THE DIFFERENT SCHOOLS OF INDIAN PHILOSOPHY.

UNIT NO.	UNIT CONTENT	LECTURE (L)	TUTORIAL (T)	PRACTICAL (P)	TOTAL HOURS	MARKS
I	➤ INTRODUCTION TO INDIAN PHILOSOPHY	12	3	-	15	15
II	➤ ORTHODOX SCHOOLS OF INDIAN PHILOSOPHY	12	3	-	15	15
III	➤ HETERODOX SCHOOLS OF INDIAN PHILOSOPHY	12	3	-	15	15
IV	➤ PHILOSOPHICAL CONCEPTS FROM UPANISHAD.	12	3	-	15	15

] SECTION WISE DIVISION:

SECTION-A:

INTRODUCTION TO INDIAN PHILOSOPHY

DARŚANA - CONCEPT AND AIMS, PURPOSE AND CLASSIFICATION OF INDIAN PHILOSOPHICAL SYSTEMS, COMMON CHARACTERISTICS OF INDIAN PHILOSOPHY, HISTORICAL DEVELOPMENT OF INDIAN PHILOSOPHY, SALIENT FEATURES OF SIX ORTHODOX SYSTEM SYSTEMS.

SECTION-B:

ORTHODOX SCHOOLS OF INDIAN PHILOSOPHY

SĀMĀKHYA: GENERAL INTRODUCTION WITH EMPHASIS ON *PRAKṚTI*, *GUṆATRAYA* & *PURUṢA* (BASED ON *SĀMĀKHYAKĀRIKĀ*); YOGA: EIGHT FOLD PATH OF YOGA OR *AṢṬĀṆGA-YOGA* (BASED ON *YOGASŪTRA*); NYĀYA–VAIŚEṢIKA: GENERAL INTRODUCTION WITH EMPHASIS ON SEVEN PADĀRTHAS (BASED ON *TARKASAMĀGRAH*); ADVAITA VEDĀNTA: GENERAL INTRODUCTION WITH EMPHASIS ON BRAHMAN, MĀYĀ, JĪVA AND JAGAT (BASED ON *VEDĀNTASĀRA*); MĪMĀṂSĀ: SVATAḤ PRĀMĀṆYAVĀDA

SECTION-C:

HETERODOX SCHOOLS OF INDIAN PHILOSOPHY

(BASED ON *SARVADARŚANSAMĀGRAH*)

CĀRVĀKA: GENERAL INTRODUCTION WITH EMPHASIS ON CHALLENGE TO VEDA, REJECTION OF TRANSCENDENTAL ENTITIES, ETHICS; JAINISM: GENERAL INTRODUCTION WITH EMPHASIS ON *ANEKĀNTAVĀDA*, *SYĀDVĀDA*, *SAPTABHAṄGINAYA*, *TRIRATNA* ; BUDDHISM: GENERAL INTRODUCTION WITH EMPHASIS ON FOUR NOBLE TRUTHS, *AṢṬĀṄGIKA MĀRGA*

[E] SUGGESTED BOOKS/READINGS:

1. BHARTIYA, MAHESH - *BHĀRATĪYA DARŚANA KĪ PRAMUKHA SAMASYĀEM*, GHAZIABAD, 1999.
2. CHATTERJEE, S. C. & D. M. DATTA - *INTRODUCTION TO INDIAN PHILOSOPHY*, CALCUTTA UNIVERSITY, CALCUTTA, 1968 (HINDI TRANSLATION ALSO).
3. HIRIYANNA, M. - *OUTLINE OF INDIAN PHILOSOPHY*, LONDON, 1956 (ALSO HINDI TRANSLATION).
4. RADHAKRISHNAN, S. - *INDIAN PHILOSOPHY*, OXFORD UNIVERSITY PRESS, DELHI, 1990.
5. RISHI, UMA SHANKAR (ED.), *SARVA-DARSHANA_SAMGRAHA*, CHOWKHAMBA VIDYABHAWAN, VARANSI, 1984.
6. BHATTACARYA, JYOTSNA: *BHARATIYA DARSAN*, NILGIRI MANSION, GUWAHATI, 1999
7. DAS, PARIMAL BHUSAN : *BHARATIYA DARSANAR PARICHAY*, GU PUBLICATION
8. SARMA, R. N. : *SARVADARSANA-SAMGRAHA*, CHANDRA PRAKASH, GUWAHATI, 2006

SEMESTER-VIII (MINOR)

ANCIENT INDIAN MEDICINAL SCIENCE

COURSE OBJECTIVES:

THIS COURSE OFFERS A COMPREHENSIVE STUDY OF ANCIENT INDIAN MEDICINAL SCIENCE, FOCUSING ON ĀYURVEDA, THE TRADITIONAL SYSTEM OF MEDICINE. STUDENTS WILL EXPLORE THE FOUNDATIONAL PRINCIPLES, CONCEPTS, AND PRACTICES OF ĀYURVEDA AS DOCUMENTED IN ANCIENT TEXTS, SUCH AS CARAKA SAMĤITĀ AND SUŚRUTA SAMĤITĀ. THROUGH A COMBINATION OF LECTURES, DISCUSSIONS, AND PRACTICAL SESSIONS, STUDENTS WILL GAIN A DEEP UNDERSTANDING OF AYURVEDIC PRINCIPLES,

DIAGNOSIS TECHNIQUES, TREATMENT MODALITIES, HERBAL MEDICINE,

DIETARY GUIDELINES, AND LIFESTYLE RECOMMENDATIONS. THE COURSE WILL ALSO DELVE INTO THE HISTORICAL DEVELOPMENT, PHILOSOPHICAL UNDERPINNINGS, AND CONTEMPORARY RELEVANCE OF ĀYURVEDA.

COURSE OUTCOMES:

FROM THIS COURSE, STUDENTS WILL BE ABLE TO UNDERSTAND THE HISTORICAL DEVELOPMENT AND CULTURAL CONTEXT OF ANCIENT INDIAN MEDICINAL SCIENCE, WITH A PARTICULAR FOCUS ON ĀYURVEDA. IDENTIFY AND EXPLAIN THE FUNDAMENTAL PRINCIPLES AND CONCEPTS OF ĀYURVEDA.

PAPER NAME	ANCIENT INDIAN MEDICINAL SCIENCE
PAPER CODE	

EVALUATE THE ROLE OF ĀYURVEDA IN PROMOTING HOLISTIC WELL-BEING, PREVENTIVE HEALTHCARE, AND THE MANAGEMENT OF SPECIFIC DISEASES. ANALYZE THE PHILOSOPHICAL UNDERPINNINGS OF ĀYURVEDA, INCLUDING THE CONCEPTS OF PRĀṆA (LIFE FORCE), DHARMA (ETHICAL LIVING), AND THE INTERCONNECTEDNESS OF MIND, BODY AND SPIRIT.

TEACHING LEARNING PROCESS:

- **INTERACTIVE LECTURES, DISCUSSIONS, AND PRESENTATIONS.**
- **GROUP WORK AND PEER-LEARNING ACTIVITIES.**
- **AUDIO-VISUAL AIDS FOR LITERATURE STUDY.**

TEACHING LEARNING TOOLS:

- **TEXTBOOKS, REFERENCE BOOKS, AUDIO-VISUAL PRESENTATIONS.**
- **SANSKRIT MANUSCRIPTS, INSCRIPTIONS AND EPIGRAPHIC MATERIALS.**

TOTAL CREDIT:		4 (THEORY: 4, PRACTICAL: 0)					
CONTACT HOURS:		60 (LECTURE: 48, TUTORIAL: 12)					
	UNIT	UNITCONTENT	LECTUR	TUITORI	PRACTIC	TOTAL	MARKS
	DISTRIBUTION	60 (END SEM/EXTERNAL) + 40 (IN SEM/INTERNAL); TOTAL - 100	E	AL (T)	AL (P)	HOURS	
	OF MARKS		(L)				
I	COURSE	FROM THIS COURSE, STUDENTS WILL BE ABLE TO UNDERSTAND					
	OUTCOME	➤ INTRODUCTION TO THE HISTORICAL DEVELOPMENT AND CULTURAL CONTEXT OF INDIAN MEDICINAL	12	3	-	15	15
II		➤ ANCIENT INDIAN MEDICINAL SCIENCE ON AYURVEDA. IDENTIFY AND EXPLAIN THE FUNDAMENTAL	12	3	-	15	15
III		➤ PRINCIPLES AND CONCEPTS OF ĀYURVEDA. EVALUATE THE ROLE OF PHILOSOPHY AND AYURVEDA IN PROMOTING HOLISTIC WELL-BEING, PREVENTIVE PRINCIPLES	12	3	-	15	15
		➤ AYURVEDIC	12	3	-	15	15
		ANALYZE THE PHILOSOPHICAL UNDERPINNINGS OF ĀYURVEDA, DIAGNOSIS					
		INCLUDING THE CONCEPTS OF PRĀṆA (LIFE FORCE), DHARMA TECHNIQUES					

(ETHICAL LIVING), AND THE INTERCONNECTEDNESS OF MIND, BODY AND SPIRIT.

IV	➤ AYURVEDIC TREATMENT MODALITIES	12	3	-	15	15
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SECTION WISE DIVISION:

SECTION-A:

**INTRODUCTION TO INDIAN MEDICINAL SCIENCE
OVERVIEW OF ĀYURVEDA AND ITS BRANCHES,
HISTORICAL DEVELOPMENT AND CULTURAL CONTEXT**

SECTION-B:

**AYURVEDIC PHILOSOPHY AND PRINCIPLES
FIVE ELEMENTS (PAÑCA MAHĀBHŪTAS)
THREE DOṢAS (VĀTA, PITTA, KAPHA)
CONCEPT OF PRAKṚTI (INDIVIDUAL CONSTITUTION)**

SECTION-C:

**AYURVEDIC DIAGNOSIS TECHNIQUES
NĀḌĪ PARĪKṢĀ (PULSE DIAGNOSIS)
JHIVĀ PARĪKṢĀ (TONGUE EXAMINATION)
EXAMINATION OF BODY CONSTITUTION
SAMPRAPTI (PATHOGENESIS)
ROLE OF AGNI (DIGESTIVE FIRE) AND AMA (TOXICITY)**

SECTION-D:

**AYURVEDIC TREATMENT MODALITIES
DIET AND NUTRITION IN ĀYURVEDA
LIFESTYLE RECOMMENDATIONS
YOGA AND MEDITATION PRACTICES**

ESSENTIAL/RECOMMENDED READINGS:

- 1. AYURVEDA KA SAHITYIK ITIHASH, HINDI SAHIYTA SANMILAN, ALLAHABAD.**
- 2. SINGH R.H., BODY, MIND, SPIRIT – INTEGRATIVE MEDICINE IN AYURVEDA, YOGA AND NATURE CURE
- CHOWKHAMBA SURBHARTI PRATISHTHANAM, VARANASI, I 2009**
- 3. V.B. ATHAVALE, BASIC PRINCIPLES OF ĀYURVEDA, CHAUKHAMBASANSKRIT**

PRATISHTHAN NEW DELHI,

2005.

**4. PRIYA VRAT SHARMA, ESSENTIALS OF ĀYURVEDA: SODASANGAHRDAYAM,
MOTILALBANARSIDASS
PUBLISHERS, 1999**