

# HINGALGANJ MAHAVIDYALAYA

DEPARTMENT OF SANSKRIT

## Learning Outcome and Academic Plan for B.A Honours in Sanskrit Literature under CBCS

(Based on UGC LOCF)

The undergraduate program in Sanskrit Literature (Honours) aims at the following objects –

- ❖ **Introduction to Contents of Sanskrit:** Offering learning opportunities to orient the students towards the scientific and humanistic study of the Sanskrit language.
- ❖ **Conversational Sanskrit:** Creating a language environment for students to acquire the language skills assessed by their conversation and usage of the language.
- ❖ **Personality Development:** Help shaping cognitive, affective and behavioral abilities of students for building responsible academic professionals and researchers.
- ❖ **Social relevance:** Infusing the notion of Seva (service) in the students to be able to take part in social transformation.
- ❖ **Contextualization of Ancient Wisdom:** knowing the application of ancient Indian wisdom in contemporary problem solving situations.
- ❖ **Best of the Past:** Imparting knowledge of basic living and concepts from ancient literature which is timeless and still applicable to the society.
- ❖ **Life Skills:** Facilitating acquisition of basic skills in major areas of application e.g. leadership, communication, research aptitude, behavioral modification etc.
- ❖ **Inculcation of Ethics and Moral Values:** Developing a strong sense of ethical and moral aptness in general and in the context of learning and its assessment in particular.
- ❖ **Intellectual Capacity Building:** Helping students master the basic analytical & critical thinking and communicative competencies.
- ❖ **Multi-cultural living:** Developing respect for social diversity and increasing social and cultural relevance learning.
- ❖ **Indigenous life style:** Imparting knowledge of Indian calendar, cultural events, food culture, life style etc for practicing a more indigenous lifestyle.
- ❖ **ICT for Sanskrit:** introducing ICT tools for learning and educating Sanskrit to other aspirants.(LOCF UGC)

## BA Sanskrit (Honours) Courses

### Core Courses

#### CC 1: Classical Sanskrit Literature (Poetry) [Paper Code: SANACOR01T]

Section	Topic	Number of Classes Needed	Learning Outcome & Course Outcome
A	Raghuvamśam: Canto-I (Verse: 1-25)	10	<ul style="list-style-type: none"><li>The students will get certain ideas about ancient classical Sanskrit literature on poetry.</li><li>They will be able to earn an idea about classical literary traditions.</li><li>They will be able to know the features of a poetry and make verses.</li><li>They will be able to learn recitation of verse with lyric.</li><li>Students will feel ancient Indian culture, rituals, tradition etc. They will feel romance of poetry.</li><li>It will enhance the student's interest.</li><li>They could gather moral and ethical value.</li><li>Students would be able to know the original source of later developments in ornate poetry.</li></ul>
B	Kumārasambhavam: Canto-V (Verse: 1-30)	18	
C	Kirātārjunīyam - Canto I (1-25 Verses)	22	
D	Nīṭisatakam (1-20 Verses, 1st two Paddhatis)-M. R. Kale Edition.	15	
E	Origin and Development of Mahākāvya and Gitikāvya	10	

#### CC 2: Critical Survey of Sanskrit Literature [Paper Code: SANACOR02T]

Section	Topic	Number of Classes Needed	Learning Outcome & Course Outcome
A	Vedic Literature	20	<ul style="list-style-type: none"><li>The students will be able to observe literary value of each section of Sanskrit literature.</li><li>Students would know the critical reasoning, understanding Sanskrit literature and have capacity analysis of key features and concepts of various commentaries in the discipline.</li></ul>
B	Rāmāyaṇa	10	
C	Mahābhārata	10	
D	Purāṇas	10	
E	General Introduction to Vyākaraṇa, Darśana and Sāhityaśāstra General Introduction to Poetics: Six major Schools of Indian Poetics- Rasa, Alamkāra, Rīti, Dhvani, Vakrokti and Aucitya	25	

**CC 3: Classical Sanskrit Literature (Prose) [Paper Code: SANACOR03T]**

Section	Topic	Number of Classes Needed	Learning Outcome & Course Outcome
A	Śukanāsopadeśa	30	<ul style="list-style-type: none"><li>Students would know the variety of prose-writings in Sanskrit &amp; they will be able to analysis compound formation.</li><li>The students will get Certain ideas about ancient classical Sanskrit literature on prose.</li><li>They will be able to earn an idea about classical literary traditions.</li><li>They will be able to know the features of a prose and they will be able observe prose romance through graceful and Meaningful word according to poetics.</li><li>It will increase their learning motion.</li><li>And they will be able to learn to compose and apply literary words.</li><li>It will enhance the student's interest.</li><li>Students will feel ancient Indian culture, rituals, tradition etc</li></ul>
B	Viśrutacaritam (Uchhvāsa VIII)	23	
C	Origin and development of prose, Important prose romances and fables Origin and development of prose, important prose romances and fables	22	

**CC 4: Self-Management in Gita [Paper Code: SANACOR04T]**

Section	Topic	Number of Classes Needed	Learning Outcome & Course Outcome
A	Gītā: Cognitive and emotive apparatus	23	<ul style="list-style-type: none"><li>Through Gita they will be manage their cognition, emotive apparatus, confusion and conflict of mind.</li><li>Morally and ethically well cultured students contributing to creating a better society</li><li>The students will be able to Cultivating self-realization, realizing the inner peace,</li></ul>
B	Gītā: Controlling the mind	30	
C	Gītā: Self-management through devotion	22	

			<p>thinking out of this material realm of things.</p> <ul style="list-style-type: none"> <li>• The students will be able to Utilise the knowledge to tackle the hurdles in journey of life</li> <li>• The students will be able to develop critical thinking to face challenges in life.</li> <li>• They will improve their behaviour through Gita. The students will be able to learn to recites Gita.</li> </ul>
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**ABILITY ENHANCEMENT COMPULSORY COURSES (AECC)**  
**Sanskrit AECC/MIL: [Paper Code: SANSAEC01M]**

Section	Topic	Number of Classes Needed	Learning Outcome & Course Outcome
	<p><i>Declension :</i>  Nara, Muni, Sādhū, Pitri, Latā, Mati, Madhu,  Marut, Nadī, Dhenu, Badū, Phala, Vāri, Asmad, Yusmad, Tat, Yat  <i>Conjugation :</i>  Pat, Pac, Gam, Kri, Bhū, Ad, As, Han, Hū, Dib,  Tan, Tud, Su, Krī, Sev, Chur  Kāraka vibhakti Rules, ktva, tumun, Shatri, Shanach, nistha, kritya  Comprehension</p>	30	<ul style="list-style-type: none"> <li>• The student will get a general idea about <i>Declension</i>, Conjugation and Case-ending and observe importance of <i>Declension</i>, Conjugation and Case-ending in Sanskrit literature.</li> <li>• Those will enhance student's interest to translate into Sanskrit language and Devnagari script properly.</li> </ul>

**CC 5: Classical Sanskrit Literature (Drama) [Paper Code: SANACOR05T]**

Section	Topic	Number of Classes Needed	Learning Outcome & Course Outcome
A	Svapnavāsavadattam – Bhāsa	25	<ul style="list-style-type: none"><li>Students would be able to acknowledge the literary riches of their all-time great classical Sanskrit drama.</li><li>Students would be able to learn the inner structure of Sanskrit drama by themselves.</li><li>The students will be able to know several aspects of ancient Indian beliefs, customs, rituals, traditions and social practices through drama. <i>They feels the aesthetic theory of Rasa through study of drama.</i></li><li>They fell literary work of ancient dramatist like Bhasa, kalidasa etc.</li><li>The students will be able to develop a range of theatrical skills and to create performance.</li></ul>
B	Abhijñānaśākuntalam	50	

**CC 6: Poetics and literary criticism [Paper Code: SANACOR06T]**

Section	Topic	Number of Classes Needed	Learning Outcome & Course Outcome
A	Introduction to Sanskrit poetics <i>Introduction to poetics:</i>	10	<ul style="list-style-type: none"><li>The students will feel poetic aesthetic. They feel and observe forms of kavya.</li><li>They will be able to compose Abhidhadharmi Lakshnadharmi, and Vyanjanadharmi sentence.</li><li>Students would be able to evaluate any Sanskrit drama with the help of Rasa-theory of Bharat Muni &amp; will be able to pick up any flaws in poetry if present.</li></ul>
B	Forms of Kāvya-Literature <i>Forms of poetry :</i>	15	
C	Śabda-śakti (Power of Word) and rasa-sūtra <i>Power/Function of word and meaning (according to kāvyaprakāśa):</i> Rasa: rasa-sūtra of Bharata and its prominent expositions: utpattivāda, anumitivāda, bhuktivāda and abhivyaktivāda, alaukikatā	20	
D	Alamkāra(figures of speech) – According to Sahityadarpana Chandasa (metres) – According to Chandomanjari	30	

			<ul style="list-style-type: none"> <li>• They will be able to know the features of a poetry.</li> <li>• They will learn to recites verse.</li> <li>• They will be able to ascertain and identify the Metres and Alankara . They able to compose sloka rhetorical sentence.</li> <li>• Students will intellects poetry tradition in Sanskrit literature. They will feel romance of poetry.</li> </ul>
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### CC 7: Indian Social Institutions and Polity [Paper Code: SANACOR07T]

Section	Topic	Number of Classes Needed	Learning Outcome & Course Outcome
A	Indian Social Institutions : Nature and Concepts <i>Indian Social Institutions : Definition and Scope:</i> Sociological Definition of Social Institutions. <i>Social Institutions and Dharmaśāstra Literature:</i>	15	<ul style="list-style-type: none"> <li>• The students would learn about the ancient Indian Educational system and polity, their nature, concepts through the text of Dharmasastra and Arthasastra.</li> <li>• They will observe ancient civil system of India and they will be able to make tally of ancient civil system and modern civil system</li> </ul>
B	Structure of Society and Value of Life Varṇa-System and Caste System : <i>Position of Women in the Society :</i> <i>Social Values of Life :</i>	20	
C	Indian Polity : Origin and Development <i>Initial stage of Indian Polity (from Vedic period to Buddhist period).</i>	25	
D	Cardinal Theories and Thinkers of Indian Polity <i>Cardinal Theories of Indian Polity:</i> <i>Three Types of State Power:</i>	15	

**SKILL ENHANCEMENT COURSES (SEC)**  
**Sanskrit SEC1: Skill Based [Paper Code: SANSSEC01M]**

Section	Topic	Number of Classes Needed	Learning Outcome & Course Outcome
	Translation (From Bengali/English to Sanskrit) Paragraph Writing Letter Writing	30	<ul style="list-style-type: none"> <li>The student will be able to translate into Sanskrit and write paragraph and letters.</li> <li>It will enhance student's creative writing skill.</li> </ul>

**CC 8: Indian Epigraphy, Paleography and Chronography [Paper Code: SANACOR08T]**

Section	Topic	Number of Classes Needed	Learning Outcome & Course Outcome
A	<i>Introduction to Epigraphy and Types of Inscriptions</i> Importance of Indian Inscriptions in the reconstruction of Ancient Indian History and Culture	20	<ul style="list-style-type: none"> <li>The students will gather certain ideas about ancient Indian civilization. They will be able to know several aspects of ancient Indian beliefs, customs, rituals, traditions and social practices through study of Epigraphy. They will observe about literary work in epigraphy. They will inspired to know ancient history.</li> </ul>
B	<i>Antiquity of the Art of Writing</i> Writing Materials, Inscribers and Library Introduction to Ancient Indian Scripts.	20	
C	<i>Study of selected inscriptions</i>	25	
D	General Introduction to Ancient Indian Chronology System of Dating the Inscriptions	10	<ul style="list-style-type: none"> <li>Palaeography can be an essential skill for historians and philologists, as it tackles two main difficulties. First, since the style of a single alphabet in each given language has evolved constantly, so</li> <li>The students will able be to decipher its individual characters as they existed in various eras.</li> <li>Second, scribes often used many abbreviations, usually so as to write more quickly and sometimes to save space, so they will be able to interpret them. Philological knowledge of the language, vocabulary, and grammar generally used at a given time or place can help students identify ancient or more recent forgeries versus authentic documents. It will</li> </ul>

			<p>enhance student interest.</p> <ul style="list-style-type: none"> <li>The students will gather certain idea about ancient dating method.</li> </ul>
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### CC 9: Modern Sanskrit Literature [Paper Code: SANACOR09T]

Section	Topic	Number of Classes Needed	Learning Outcome & Course Outcome
A	Survey of Modern Sanskrit Literature in Bengal	35	<ul style="list-style-type: none"> <li>It is a well-known fact that several celebrated poets right from Sage Valmiki, Vyasa to the greatest of poets Kalidasa adorned the firmament of Classical Sanskrit literature in a unique manner. Over the last few millenniums, till the 21st Century, there have been more than 1000 poets from Bengal who have contributed to the growth and nurturing of Classical Sanskrit literature.</li> <li>Students would be able to understand ten types of literature and his example through Sivarajavijayam, Bharatavivekam and Chipitakacharvanam.</li> </ul>
B	<i>GadyaKāvya and Rūpaka</i> Śivarājaviṇṇayam, Niśwāsa-I Bharatavivekam – Yatindravimal Choudhury Chipitakacharvanam - Sriji Nyayatirtha	40	

### CC 10: Sanskrit and World Literature [Paper Code: SANACOR010T]

Section	Topic	Number of Classes Needed	Learning Outcome & Course Outcome
A	<i>Sanskrit Studies in West:</i> - William Jones, Charles Wilkins, H.Wilson, Max Muller, J.G.Buhler, Mac donell, Weber, W.T.Whitney	30	<ul style="list-style-type: none"> <li>There are many modern Sanskrit scholar in western and eastern countries who have contributed to the growth and nurturing of Sanskrit literature till now. Sanskrit is enriched with great heritage of moral and ethical values along with art, humanities and science. The language is</li> </ul>
B	<i>Sanskrit Studies in East:</i> Swami Vivekananda, Sri Aurobindo, DayānandaSarasvatī, HaridāsaSiddhāntavāgīśa, ŚrījīvaNyāyatīrtha, Kshitish Chandra Chatterji, Roma Chaudhuri, PañcānanaTarkaratna & Ramaranjan Mukherji)	45	



			<p>known as “Deva Bhasha” owing to the richness in content and wisdom stored within it. Our culture is relayed by this language. The language has its roots in physics, chemistry, mathematics, psychology, linguistics and much more. (UGC LOCF)</p> <ul style="list-style-type: none"> <li>• Students would be able to know the special contribution of William Jones, Max Muller, Weber and h. Wilson in the field of world Sanskrit literature</li> <li>• Importance of sanskrit literature like this enhance our interest label and enrich us.</li> <li>• It will increase student’s interest and they will able compose verse, prose, article etc.</li> </ul>
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### SKILL ENHANCEMENT COURSES (SEC)

#### Sanskrit SEC2: Spoken Sanskrit & Computer Awareness [Paper Code: SANSSEC02M]

Section	Topic	Number of Classes Needed	Learning Outcome & Course Outcome
	<b>Spoken Sanskrit &amp; Computer Awareness for Sanskrit</b> ( Basic Computer Awareness, Typing in Unicode for Preservation and Digitalization of Sanskrit Text Web Publishing)	30	<ul style="list-style-type: none"> <li>• The students will be able to speak in Sanskrit properly and they will be able to converse in Sanskrit fluently.</li> <li>• They will use computer for Sanskrit after gathering computer knowledge.</li> <li>• They will able to type Sanskrit text in Unicode and make it digitalizing for web publishing.</li> </ul>

### CC 11: Vedic Literature [Paper Code: SANACOR011T]

Section	Topic	Number of Classes Needed	Learning Outcome & Course Outcome
A	<i>Samhitā and Brāhmaṇa</i>	30	<ul style="list-style-type: none"><li>Students would know about the Vedic mantras, their application, Vedic grammar, socio-cultural life.</li><li>Students would know the eastern and western interpretations of the Veda, Sunahsepopakhyana, and Mundakopanisad.</li></ul>
B	Vedic Grammar	20	
C	Muṇḍakopaniṣad	25	

### CC 12: Sanskrit Grammar [Paper Code: SANACOR012T]

Section	Topic	Number of Classes Needed	Learning Outcome & Course Outcome
A	<i>The Concept of the following Saṃjñās:</i>	10	<ul style="list-style-type: none"><li>Grammar is very important part of this language to make a sentence, to know appropriate meaning of text, build up the concept about Sutra, Upasarga, Guna, Samprasarana.</li><li>Linguistics should also help them to know the source of this language and the relation between other languages.</li></ul>
B	<i>General introduction on Philology:</i>	10	
C	Karakaprakaranam – Vaiyakaranasiddhantakoumudi	25	
D	Samasaprakaranam - Vaiyakaranasiddhantakoumudi	30	

### Discipline Specific Elective (DSE)

#### DSE1: Veda & Vyakarana [Paper Code: SANADSE01T]

Section	Topic	Number of Classes Needed	Learning Outcome & Course Outcome
i	Śuklayajurveda : Rudrādhyāy	10	<ul style="list-style-type: none"><li>Ability to derive the correct strilinga forms of words.</li><li>Appreciation of arguments presented in the commentaries and shastric method of developing arguments and building siddhanta.</li></ul>
ii	Manumatsyakathā of Śatapatha Brāhmaṇa	5	
iii	Kavirahasyam	20	
iv	Taittiriyaopanisad Shikshabvalli : (Adhyaya-1st, Anuvaka : 1-12),	15	
v	Aitareya Brāhmaṇa - Nabhānediṣṭhopākhyānam (22.9)	15	
vi	Siddhantakoumudi (Stripratyaya)	10	

**DSE3: Kavya [Paper Code: SANADSE03T]**

Section	Topic	Number of Classes Needed	Learning Outcome & Course Outcome
i	Sahityadarpana- 1-3 Chapters	25	<ul style="list-style-type: none"> <li>Sahityadarpana of Vishvanatha is one of the most popular basic texts of Sahityashastra,</li> <li>Detailed introduction to the study of poetics in Sanskrit and traces the views of major alankarikas.</li> </ul>
ii	Śiśupālavadham: Canto-I (Verse: 1-30)	20	
iii	Yugajivanam– Roma Chowdhury	30	

**CC 13: Ontology and Epistemology [Paper Code: SANACOR013T]**

Section	Topic	Number of Classes Needed	Learning Outcome & Course Outcome
A	<i>Essentials of Indian Philosophy</i>	15	<ul style="list-style-type: none"> <li>It introduces students with essentials of Indian philosophy.</li> <li>It also intends to give them an understanding of essential aspects of Indian philosophy.</li> </ul>
B	<i>Ontology (Based on Tarkasaṃgraha)</i>	30	
C	<i>Epistemology (Based on Tarkasaṃgraha)</i>	30	

**CC 14: Sanskrit Composition and Communication [Paper Code: SANACOR014T]**

Section	Topic	Number of Classes Needed	Learning Outcome & Course Outcome
A	Vibhaktyartha, Voice and Kṛt	25	<ul style="list-style-type: none"> <li>Capacity for creative writing and literary appreciation will be developed.</li> <li>The students will be able to determinate exact meaning from Sanskrit text.</li> <li>They will be able to explain Sanskrit text through grammatical references.</li> </ul>
B	<i>Translation and Communication</i> Translation Bengali/English to Sanskrit	25	
C	Essay	25	

			<ul style="list-style-type: none"> <li>Students will be able to learn the skills needed to participate in conversation that builds knowledge collaboratively.</li> </ul>
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### Discipline Specific Elective (DSE)

#### DSE4: Veda & Vyakarana [Paper Code: SANADSE04T]

Section	Topic	Number of Classes Needed	Learning Outcome & Course Outcome
i	Vedic Culture & Vedic studies in West Bengal	15	<ul style="list-style-type: none"> <li>The student come to know the Vedic culture, literature and grammar in West Bengal.</li> <li>More over the student can get some type of spiritual knowledge from Sukta etc which make them moral in their behavior and life.</li> <li>Bhattacharyya is like a lamp to those who perceive the meaning of words and like a hand mirror for a blind man to those without grammar.</li> </ul>
ii	Computational linguistics	15	
iii	VaidikaVyakhyapaddhati (Indian & Western)	10	
iv	Bhattacharyya (2nd Sarga)	35	

#### DSE6: Kavya [Paper Code: SANADSE06T]

Section	Topic	Number of Classes Needed	Learning Outcome & Course Outcome
i	Kavyalankarasutravritti- 1-4 Chapters	40	<ul style="list-style-type: none"> <li>Kavyalankara Sutravritti is a very significant work that comes up with original ideas and concepts. It is regarded as the earliest attempt at evolving a philosophy of literary aesthetics.</li> </ul>
ii	Bhattacharyya (2nd Sarga)	35	

**COURSE STRUCTURE TABLE**  
**B.A. Sanskrit Honours under CBCS**

Semester	Core	DSE	GE	AECC	SEC	Total credit
I	C1 C2		GE1	Environmental Science		20
II	C3 C4		GE2	English/MIL Communication		20
III	C5 C6 C7		GE3		SEC1	26
IV	C8 C9 C10		GE4		SEC2	26
V	C11 C12	DSE1 DSE2				24
VI	C13 C14	DSE3 DSE4				24
Total number of courses	14	4	4	2	2	140

## SYLLEBUS STRUCTURE

		Semester I			Marks		
Course Code	Course Type	Course Title & Topics	Credits	Lec +Tu	IA	ESE	Total
SANACORO1 T	Core Course 1	<b>Classical Sanskrit Literature (Poetry)</b>	6	5 + 1	25 (5+20)	50	75
		<b>Section 'A' (10 Classes)</b> Raghuvamśam: Canto-I (Verse: 1-25)  <b>Section 'B' (18 Classes)</b> Kumārasambhavam: Canto-V (Verse: 1-30)  <b>Section 'C' (22 Classes)</b> Kirātārjunīyam - Canto I (1-25 Verses)  <b>Section 'D' (15 Classes)</b> Nītiśatakam (1-20 Verses, 1st two Paddhatis)-M. R. Kale Edition.  <b>Section 'E' (10 Classes)</b> Origin and Development of Mahākāvya and Gītikāvya					
SANACORO2 T	Core Course 2	<b>Critical Survey of Sanskrit Literature</b>	6	5 + 1	25 (5+20)	50	75

		<p><b>Section ‘A’ (20 Classes)</b> Vedic Literature Saṁhitā (Ṛk, Yajuh, Sāma, Atharva) time, subject–matter, religion &amp; Philosophy, social life Brāhmaṇa, Āraṇyaka, Upaniṣad, Vedāṅga (Brief Introduction)</p> <p><b>Section ‘B’(10 Classes)</b> Rāmāyaṇa Rāmāyaṇa-time, subject–matter, Rāmāyaṇa as an Ādikāvya. Rāmāyaṇa as a Source Text and its Cultural Importance.</p> <p><b>Section ‘C’(10 Classes)</b> Mahābhārata Mahābhārata and its Time, Development, and subject matter Mahābhārata : Encyclopaedic nature, as a Source, Text, Cultural Importance.</p> <p><b>Section ‘D’(10 Classes)</b> Purāṇas Purāṇas : Subject matter, Characteristics Purāṇas : Social, Cultural and Historical Importance</p>					
		<p><b>Section ‘E’(25 Classes)</b> General Introduction to Vyākaraṇa, Darśana and Sāhityaśāstra</p> <p><i>General Introduction to Vyākaraṇa:</i> Brief History of Vyākaraṇaśāstra</p> <p><i>General Introduction to Darśana:</i> Major schools of Indian Philosophy Cārvāka, Bauddha, Jaina, Sāṅkhya-yoga, Nyāya-Vaiśeṣika, Pūrva- mīmāṃsā and Uttara mīmāṃsā.</p> <p><i>General Introduction to Poetics:</i> Six major Schools of Indian Poetics-Rasa, Alamkāra, Rīti, Dhvani,Vakrokti and Aucitya</p>					
	Generic Elective Course 1	Interdisciplinary(Any Discipline other than Sanskrit) (75 classes)	6	5 + 1	25 (5+20)	50	75
ENVSAEC01 T	AECC	ENVS	2	2	5	20	25

		Semester II			Marks		
Course Code	Course Type	Course Title & Topics	Credits	Lec +Tu	IA	ESE	Total
SANACORO3T	Core Course 3	<b>Classical Sanskrit Literature (Prose)</b>	6	5 + 1	25 (5+20)	50	75
		<b>Section 'A'(30 Classes)</b> Śukanāsopadeśa  <b>Section 'B'(23 Classes)</b> Viśrutacaritam (Uchhvāsa VIII)  <b>Section 'C'(22 Classes)</b> Origin and development of prose, Important prose romances and fables Origin and development of prose, important prose romances and fables (i) Subandhu, Daṇḍin, Bāṇa, Ambikādatta Vyāsa. (ii) Pañcatantra, Hitopadeśa, Vetālapañcaviṃśatikā, Simhāsanadvātrimśikā, Puruṣaparīkṣā, Śukasaptati					
SANACORO4T	Core Course 4	<b>Self Management in the Gītā</b>	6	5 + 1	25 (5+20)	50	75
		<b>Section 'A'(23 Classes)</b> Gītā: Cognitive and emotive apparatus III.42; XV. 7, XIII. 5-6; XIV.5-8, 11-13; XIV.17, VII.4 XV.7; XV.9 <b>Section 'B'(30 Classes)</b> Gītā: Controlling the mind I.1; IV.16; I.45; II.6.41.60.67, III.36-39, XVI.21, II.3; IV.5, VI.34-35;					
		, VI.11-14, III.8; VI.16-17, XVII. 8-10, XVII. 14-19, VI., III.25, IV.42, XVIII.30-32, XVIII.63, II.59, 64, XVIII .13-16; V.8-9, II.48; II.55, II. 52 ; IV.38-39  <b>Section 'C'(22 Classes)</b> Gītā: Self management through devotion XII.11; XII.13-19, II.47, VII.21, IV.11, IX.26, II.7 ; IX.27; VIII.7; XI.55					
	Generic Elective Course 2	Interdisciplinary(Any Discipline other than Sanskrit) (75 classes)	6	5 + 1	25 (5+20)	50	75



SANS/AEC01M	AECC/MIL	<p style="text-align: center;">ENGLISH/ Bengali/ <b>Sanskrit</b></p> <p><i>Declension :</i> Nara, Muni, Sādhū, Pitri, Latā, Mati, Madhu, Marut, Nadī, Dhenu, Badū, Phala, Vāri, Asmad, Yusmad, Tat, Yat</p> <p><i>Conjugation :</i> Pat, Pac, Gam, Kri, Bhū, Ad, As, Han, Hū, Dib, Tan, Tud, Su, Krī, Sev, Chur</p> <p>Kāraka vibhakti Rules, ktva, tumun, Shatri, Shanach, nistha, kritya Comprehension</p>	2	2	5	20	25
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		Semester III			Marks		
Course Code	Course Type	Course Title & Topics	Credits	Lec +Tu	IA	ESE	Total
SANACOR05T	Core Course 5	<b>Classical Sanskrit Literature (Drama)</b>	6	5 + 1	25 (5+20)	50	75
		<b>Section 'A'(25 Classes)</b> Svapnavāsavadattam– Bhāsa  <b>Section 'B'(50 Classes)</b> Abhijñānaśākuntalam					
SANACOR06T	Core Course 6	<b>Poetics and literary criticism</b>	6	5 + 1	25 (5+20)	50	75
		<b>Section 'A'(10 Classes)</b> Introduction to Sanskrit poetics <i>Introduction to poetics:</i> Origin and development of Sanskrit poetics, its various names- kriyākālpa, alaṅkāraśāstra sāhityaśāstra, saundaryaśāstra.  Definition (lakṣaṇa), objectives (prayojana) and causes (hetu) of poetry. (according to kāvyaprakāśa)  <b>Section 'B' (15 Classes)</b> Forms of Kāvya- Literature <i>Forms of poetry :</i> dṛśya, śravya, miśra, (campū) Mahākāvya, khaṇḍakāvya, gadya-kāvya: kathā, ākhyāyikā (according to Sāhityadarpaṇa)  <b>Section 'C'(20 Classes)</b> Śabda-śakti (Power of Word) and rasa-sūtra  <i>Power/Function of word and meaning (according to kāvyaprakāśa):</i> abhidhā (expression/ denotative meaning), lakṣaṇā (indication/ indicative meaning) and vyañjanā (suggestion/ suggestive meaning).  <i>Rasa:</i> rasa-sūtra of Bharata and its prominent expositions: utpattivāda, anumitivāda, bhuktivāda and abhivyaktivāda, alaukikatā (transcendental nature) of rasa (as discussed in Kāvyaaprakāśa)  <b>Section 'D'(30 Classes)</b> Alaṅkāra(figures of speech) – According to Sahityadarpanaand Chandasa (metres) – According to Chandomanjari					

		<p><i>Figures of speech:</i> anuprāsa, yamaka, śleṣa, upamā, rūpaka, sandeha, bhrāntimān, apahnuti, utprekṣā, atīśayokti, tulyayogitā, dīpaka, dṛṣṭānta, nidarśanā,</p>					
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		<p><i>Metres: anuṣṭup, āryā, indravajrā, upendravajrā, drutavilambita, upajāti, vasantatilakā, mālinī, mandākrāntā, śikhariṇī, śārdūlavikrīḍita, sragdharā</i></p>					
		<b>Indian Social Institutions and Polity</b>	6	5 + 1	25 (5+20)	50	75
		<p><b>Section 'A'(15 Classes)</b>  <b>Indian Social Institutions : Nature and Concepts</b>  <i>Indian Social Institutions : Definition and Scope:</i>            Sociological Definition of Social Institutions.            Trends of Social Changes, Sources of Indian Social Institutions (Vedic Literature, Sūtra Literature, Purāṇas, Rāmāyaṇa , Mahābhārata ,Dharmaśāstras, Buddhist and Jain Literature, Literary Works, Inscriptions, Memoirs of Foreign Writers)    <i>Social Institutions and Dharmaśāstra Literature:</i>              Dharmaśāstra as a special branch of studies of Social Institutions, sources of Dharma (Manusmṛti, 2,12; Yājñavalkyasmṛti,1.7).              Different kinds of Dharma in the sense of Social Ethics Manusmṛti, 10,63; Viṣṇupurāṇa 2.16-17); Six kinds of Dharma in the sense of Duties (Mitākṣarāṭīkā on Yājñavalkyasmṛti,1.1).              Tenfold Dharma as Ethical Qualities (Manusmṛti,6.92); Fourteen-Dharmasthānas (Yājñavalkyasmṛti,1.3)    <b>Section 'B'(20 Classes)</b>  <b>Structure of Society and Value of Life Varṇa-System and Caste System :</b>              Four-fold division of Varṇa System, (Rgveda, 10.90.12), Mahābhārata, Śāntiparva,72.3-8); Division of Varṇa according to Guṇa and Karma (Bhagvadgītā , 4.13, 18.41-44).            Origin of Caste-System from Inter-caste Marriages (Mahābhārata, Anuśāsanaparva, 48.3-11); Emergence of non-Aryan tribes in Varṇa-System (Mahābhārata, Śāntiparva, 65.13-22).            Social rules for up-gradation and down-gradation of Caste System (Āpastambadharmasūtra, 2.5.11.10-11, Baudhāyanadharmasūtra, 1.8.16.13-14, Manusmṛti, 10,64, Yājñavalkyasmṛti, 1.96)    <i>Position of Women in the Society :</i>            Brief survey of position of women in different stages of Society.            Position of women in Mahābhārata (Anuśāsanaparva, 46.511, Sabhāparva, 69.4-13.              Praise of women in The Bṛhatsamhitā of Varāhamihira (Strīprasamsā, chapter-74.1-10)    <i>Social Values of Life :</i>            Social Relevance of Indian life style with special reference to Sixteen Saṁskāras.</p>					
SANACOR07T	Core Course 7						

		Four aims of life 'Puruṣārtha Catuṣṭaya'- Dharma, 2. Artha, 3. Kāma, 4. Mokṣa. Four Āśramas- 1. Brahmacharya, 2. Gṛhastha, Vānaprastha, 4. Saṁnyāsa					
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		<p><b>Section 'C'(25 Classes)</b>  <b>Indian Polity : Origin and Development</b></p> <p><i>Initial stage of Indian Polity (from Vedic period to Buddhist period).</i></p> <p>Election of King by the people: 'Viśas' in Vedic period(Rgveda,10.173;10.174;Atharvaveda,3.4.2; Parliamentary Institutions:'Sabhā','Samiti' and 'Vidatha' in Vedic period (Atharvaveda,7.12.1;12.1.6 ; Rgveda ,10.85.26); King-maker 'Rājakartārah' Council in Atharvaveda(3.5.67),Council of 'Ratnis' in Satapathabrāhmaṇa(5.2.5.1); Satapathabrāhmaṇa (51.1.8-13; 9.4.1.1-5) Republic States in the Buddhist Period (Digghnikāya, Mahāparinibbāṇa Sutta, Aṅguttaranikāya,1.213;4.252,256) Later Stages of Indian Polity (From Kauṭilya to Mahatma Gandhi). Concept of Welfare State in Arthaśāstra of Kauṭilya (Arthaśāstra, 1.13 : 'matsyanyāyābhibhūth' to 'yo' asmāngopāyatīti'); Essential Qualities of King (Arthaśāstra,6.1.16-18: 'sampādayatyasampannah' to 'jayatyeva na hīyate');</p> <p>State Politics 'Rajadharma' Mahābhārata , Śāntiparva,120.1-15; Manusmṛti, 7.1-15; Śukranīti,1.1-15); Constituent Elements of Jain Polity in Nitivākyāmrta of Somadeva Suri, (Daṇḍanīti- samuddeśa, 9.1.18 and Janapada-samuddeśa, 19.1.10). Relevance of GandhianThought in Modern Period with special reference to 'Satyāgraha' Philosophy ('Satyāgrahagītā' of Panditā Kṣamārāva and 'Gandhi Gītā', 5.1-25 of Prof. Indra)</p> <p><b>Section 'D'(15 Classes)</b>  <b>Cardinal Theories and Thinkers of Indian Polity</b> <i>Cardinal Theories of Indian Polity:</i>  <i>'Saptāṅga' Theory of State:</i>  1.Svāmi, 2. Amātya, 3.Janapada 4. Pura, 5. Kośa, 6. Daṇḍa and Mitra(Arthaśāstra, 6.1. Mahābhārata, Śāntiparva, 56.5, Śukranīti, 1.61-62).  <i>'Maṇḍala'Theory of Inter-State Relations:</i>  1.Ari, 2.Mitra, 3. Ari-mitra,4.Mitra- mitra, 5.Ari-mitra-mitra; (According to Manusamhita) <i>'Śāḍgunya'Policy of War and Peace :</i>  1.Sandhi, 2. Vighraha, 3. Yāna, 4. Āsana, Saṁśraya 6.Dvaidhibhāva.(According to Manusamhita) <i>'CaturvidhaUpāya'for Balancing the power</i>  1.Sāma 2.Dāma,3.Daṇḍa.4.Bheda; (According to Manusamhita)  <i>Three Types of State Power: Śakti': śakti,2.Mantra-śakti, 3. Utsāha-śakti.</i>  <i>Important Thinkers on Indian Polity:</i>  Manu, Kautilya, Kāmandaka, Śukrācārya, SomadevaSuri, Mahatma Gandhi.</p>					
	Generic Elective Course 3	Interdisciplinary (Any Discipline other than Sanskrit) (75 classes)	6	5 + 1	25 (5+20)	50	75
SANSSEC01M	SEC1 (Skill Based)	<b>Basic Sanskrit</b>	2	2	5	20	25
		Translation (From Bengali/English to Sanskrit) (20 Classes) Paragraph Writing (5 Classes)					

		Letter Writing (5 Classes)					
		Semester IV			Marks		
Course Code	Course Type	Course Title & Topics	Credits	Lec +Tu	IA	ESE	Total
SANACOR08T	Core Course 8	<b>Indian Epigraphy, Paleography and Chronology</b>	6	5 + 1	25 (5+20)	50	75
		<b>Section 'A' (20 Classes)</b> Epigraphy <i>Introduction to Epigraphy and Types of Inscriptions</i> Importance of Indian Inscriptions in the reconstruction of Ancient Indian History and Culture  <i>History of Epigraphical Studies in India</i> History of Decipherment of Ancient Indian Scripts (Contribution of Scholars in the field of epigraphy): Fleet, Cunningham, Princep, Buhler, Ojha, D.C.Sircar  <b>Section 'B'(20 Classes)</b> Paleography <i>Antiquity of the Art of Writing</i> Writing Materials, Inscribers and Library Introduction to Ancient Indian Scripts.  <b>Section 'C'(25 Classes)</b> <i>Study of selected inscriptions</i> Aśoka's Giranāra Rock Edict-1 , Aśoka's Sāranātha Pillar Edict Girnāra Inscription of Rudradāman, Eran Pillar Inscription of Samudragupta, Mehrauli Iron Pillar Inscription of Candia, Delhi Topra Edict of Bīsaladeva  <b>Section 'D'(10 Classes)</b> <i>Chronology</i> General Introduction to Ancient Indian Chronology System of Dating the Inscriptions (Chronograms) Main Eras used in Inscriptions - Vikrama Era, Śaka Era and Gupta Era					
SANACOR09T	Core Course 9	<b>Modern Sanskrit Literature</b>	6	5 + 1	25 (5+20)	50	75
		<b>Section 'A'(35 Classes)</b> Survey of Modern Sanskrit Literature in Bengal  <b>Section 'B'(40 Classes)</b> <i>GadyaKāvya and Rūpaka</i>  Śivarājaviṇayaṃ, Nīśwāsa-I Bharatavivēkaṃ – Yatindraśarma Choudhury Chipitakacharvanam - Srijiv Nyayatirtha					

SANACOR10T	Core Course 10	<b>Sanskrit and World Literature</b>	6	5 + 1	25 (5+20)	50	75
		<b>Section 'A' (30 Classes)</b> <i>Sanskrit Studies in West:</i> - William Jones, Charles Wilkins, H.Wilson, Max Muller, J.G.Buhler, Mac donell, Weber, W.T.Whitney  <b>Section 'B' (45 Classes)</b> <i>Sanskrit Studies in East:</i> Swami Vivekananda, Sri Aurobindo, DayānandaSarasvatī, HaridāsaSiddhāntavāgīśa, ŚrījīvaNyāyatīrtha, Kshitish Chandra Chatterji, Roma Chaudhuri, PañcānanaTarkaratna & Ramaranjan Mukherji)					
	Generic Elective Course 4	<b>Interdisciplinary</b>  (Any Discipline other than Sanskrit) (75 classes)	6	5 + 1	25 (5+20)	50	75
SANSSEC02M	SEC2 (Skill Based)	<b>Spoken Sanskrit &amp; Computer Awareness for Sanskrit</b> ( Basic Computer Awareness, Typing in Unicode for Preservation and Digitalization of Sanskrit Text Web Publishing)	2	2	5	20	25



		Semester V			Marks		
Course Code	Course Type	Course Title & Topics	Credits	Lec +Tu	IA	ESE	Total
SANACOR11T	Core Course 11	<b>Vedic Literature</b>	6	5 + 1	25 (5+20)	50	75
		<b>Section 'A' (30 Classes)</b> <i>Saṁhitā and Brāhmaṇa</i> Ṛgveda- Agni- 1.1, Uṣas- 3.61, Akṣa 10.34, Hiraṇyagarbha- 10.121 Yajurveda- Śivasamkalpa Sūkta- 34.1-6 Atharvaveda- Sāmmanasyam- 3.30, Bhūmi-12.1-12 Sunahśepākhyāna of Aitereyabrahmana <b>Section 'B' (20 Classes)</b> Vedic Grammar <i>Declensions (śabdarūpa),</i> Subjunctive Mood (leṭ), Gerunds (ktvārthaka, Tumarthaka), Vedic Accent and Padapāṭha <b>Section 'C' (25 Classes)</b> Muṇḍakopaniṣad					
SANACOR12T	Core Course 12	<b>Sanskrit Grammar</b>	6	5 + 1	25 (5+20)	50	75
		<b>Section 'A' (5 Classes)</b> <i>The Concept of the following Saṁjñās:</i> Sūtra, Vārtika, Bhāṣya, Karmaṇyavacanīya, Nipāta, Gati, Upasarga, Guṇa, Vṛddhi, Ṭi, Ghi, Ghu, Nadī, Upadhā and Samprasāraṇa					
		<b>Section 'B' (10 Classes)</b> <i>General introduction on Philology: i)</i> Classification of Languages ii) Production and Classification of Sounds iii) Phonetic Laws iv) Vedic and Classical Sanskrit v) Ablaut vi) Phonetic Tendencies vii) Semantics <b>Section 'C' (30 Classes)</b> Karakaprakaranam – Vaiyakaranasiddhantakoumudi <b>Section 'D' (30 Classes)</b> Samasaprakaranam - Vaiyakaranasiddhantakoumudi					
		<b>Choose Any Two from SANADSE01T, SANADSE02T, SANADSE03T</b>					
SANADSE01T	Discipline Specific	<b>Veda &amp; Vyakarana</b>	6	5 + 1	25 (5+20)	50	75

	<b>Elective 1</b>	i) Śuklayajurveda : Rudrādhyāy ii) Manumatsyakathā of Śatapatha Brāhmaṇa iii) Kavirahasyam iv) Taittiriyaopanisad Shikshabvali : (Adhyaya-1st, Anuvaka : 112), v) Aitareya Brāhmaṇa - Nabhānediṣṭhopākhyānam (22.9) vi) Siddhantakoumudi (Stripratyaya)					
<b>SANADSE02T</b>	<b>Discipline Specific Elective 2</b>	<b>Darshana</b>	6	5 + 1	25 (5+20)	50	75
		i) Saptapadarthi ii) Brihadarnnyakopanishad – Ch – IV.4 & 5 Bramhanas.					
<b>SANADSE03T</b>	<b>Discipline Specific Elective 3</b>	<b>Kavya</b>	6	5 + 1	25 (5+20)	50	75
		i) Sahityadarpana- 1-3 Chapters					
		ii) Śiśupālavadhān: Canto-I (Verse: 1-30) iii) Yugajivanam– Roma Chowdhury					

		Semester VI			Marks		
Course Code	Course Type	Course Title & Topics	Credits	Lec +Tu	IA	ESE	Total
SANACOR13T	Core Course 13	<b>Ontology and Epistemology</b>	6	5 + 1	25 (5+20)	50	75
		<b>Section 'A'(15 Classes)</b> <i>Essentials of Indian Philosophy</i> Meaning and purpose of darśana, general classification of philosophical schools in classical Indian philosophy Realism (yathārthavāda or vastuvāda) and Idealism (pratyayavāda), Monism (ekattvavāda), Dualism (dvaitavavāda) & Pluralism (bahuttvavāda); dharma (property)-dharmi (substratum) Causation (kāryakāraṇavāda) naturalism (svabhāvavāda), doctrine of pre-existence of effect (satkāryavāda),					

		doctrines of real transformation (pariṇāmavāda), doctrines of illusory transformation (vivartavāda), doctrines of non preexistence of effect in cause (asatkāryavāda and ārambhavāda) <b>Section 'B'(30 Classes)</b> <i>Ontology (Based on Tarkasaṃgraha)</i> Concept of padārtha, three dharmas of padārthas, definition of Dravya, Sāmānya, Viśeṣa, Samavāya, Abhāva. Definitions of first seven dravyas and their examination; Ātma and its qualities, manas.  Qualities (other than the qualities of the ātman) Five types of Karma  <b>Section 'C'(30 Classes)</b> <i>Epistemology (Based on Tarkasaṃgraha)</i> Buddhi(jñāna) – nature of jñāna in Nyāya vaiśeṣika; smṛiti-anubhava; yathārtha and ayathārtha Karṇa and kāraṇa, definitions and types of pramā, kartā-kāraṇa-vyāpāra-phala,					
SANACOR14T	Core Course 14	<b>Sanskrit Composition and Communication</b>	6	5 + 1	25 (5+20)	50	75

		<b>Section 'A'(25 Classes)</b> Vibhaktiyartha, Voice and Kṛt  <b>Section 'B'(25 Classes)</b> <i>Translation and Communication</i> Translation Bengali/English to Sanskrit  <b>Section 'C'(25 Classes)</b> Essay					
		<b>Chose Any Two from SANADSE04T, SANADSE05T, SANADSE06T</b>					
		<b>Veda &amp; Vyakarana</b>	6	5 + 1	25 (5+20)	50	75
SANADSE04T	<b>Discipline Specific Elective 4</b>	i)Vedic Culture & Vedic studies in West Bengal ii)Computational linguistics iii)VaidikaVyakhyapaddhati (Indian & Western) iv) Bhattikavyam (2nd Sarga)					
		<b>Darshana</b>	6	5 + 1	25 (5+20)	50	75
SANADSE05T	<b>Discipline Specific Elective 5</b>	i) Bangiyadarshanachinta: Ramakrishna-Vivekananda darshan, GouriyaVaishnabdarshan Shaktadarshan ii) Comparative Studies – Indian & Western logic &Nyaya studies in West Bengal					
		<b>Kavya</b>	6	5 + 1	25 (5+20)	50	75
SANADSE06T	<b>Discipline Specific Elective 6</b>	i) Kavyalankarasutravritti- 1-4 Chapters ii) Bhattikavyam (2nd Sarga)					