

University of Gour Banga

COURSE CURRICULUM

(Undergraduate Program as per NEP-2020)



Curriculum of Disciplinary Minor

Discipline Name: **SANSKRIT**

Curriculum of Disciplinary Minor Course(SAN-DC-MN-101) for UG Program for Semester-I

Title of the Course:	<i>Fundamentals of Sanskrit Grammar and History of Classical Sanskrit Literature.</i>
Minor Paper Code:	SAN-DC-MN- 101
Semester = I	
Credit = 4	
Objectives of the Course:	i) Understand the basics of Sanskrit grammar and its components: Śabdarūpa, Dhāturūpa and Avyaya. ii) Master the conjugation of verbs in different tenses and moods.

	iii) Understand the foundational principles of Sanskrit translation and comprehension. iv) The course aims to explore the rich tapestry of classical Sanskrit literature, delving into the major genres of Mahākāvya, Drama, Lyric, and Prose Romance. v) Students will study seminal works and key authors such as Kālidāsa, Bhāsa, and Jayadeva, understanding their contributions to the literary canon. vi) Through detailed analysis and contextual understanding, the course seeks to illuminate the artistic, cultural, and philosophical dimensions of these classical texts.
Learning Outcomes of the Course	i) Identify and apply noun/ pronoun/ adjectives and verbs. ii) Use indeclinable words (Avyaya) effectively in sentence construction, iii) Translate and parse basic Sanskrit sentences and passages. iv) Upon completing the course, students will have a comprehensive understanding of the major genres of classical Sanskrit literature, including Mahākāvya, Drama, Lyric, and Prose Romance, and their distinguished authors. v) They will be able to analyze and interpret key literary works, recognizing their thematic and stylistic elements.
<u>Course Content</u>	
Module: -1 General concept of <i>Śabdarūpa, Dhāturūpa and Avyaya</i>	i) Śabdarūpa (Declension): नर, मुनि, साधु, लता, मति, नदी, स्त्री, दातृ, पितृ, मातृ, फल, मधु, गुणिन्, अस्मद्, युस्मद्, तद्, यद्, किम्, , एक, द्वि, त्रि । ii) Dhāturūpa (Conjugation): भू, वस्, गम्, स्था, सेव्, अस्, अद्, शास्, कृ, पठ्, दा (लट्, लोट्, लङ्, विधिलिङ्, लृट्) iii) Avyaya (Indeclineable) : अद्य, यदा, तदा, कदा, सदा, सर्वदा, यत्र, तत्र, कुत्र, ह्य, श्वः, प्रत्यह, सायम्, आम्, न, तु, किन्तु, अपि, कथम्, नूनम्, खलु, हि, मा, झटिति, प्राक्, विना, ऋते, अन्तरा, अन्तरेण ।
Module: -2 Translation and Comprehension	i) Translation (Sanskrit to Vernacular) ii) Comprehension
Module: -3 <i>Mahākāvya & Drama</i>	i) Mahākāvya : <i>Aśvaghoṣa, Kālidāsa, Bhāravi, Māgha, Bhaṭṭi, Śrīharṣa.</i>

	ii) Drama: <i>Bhāsa, Kālidāsa, Śūdraka, Viśākhadatta, Bhaṭṭanārāyaṇa, Bhavabhūti, Rājaśekhara.</i>
Module: -4 Lyric literature & Prose romance	i) Lyric: <i>Kālidāsa, Jayadeva.</i> ii) Prose Romance : <i>Subandhu, Daṇḍin, Bāṇabhaṭṭa.</i>
Suggestive Readings:	i) Pāṇinīyam: A Higher Sanskrit Grammar & Composition, Probodh Chandra Lahiri & Hrishikesh Shastri, Dhaka Students' Library, Kolkata. ii) . Pāṇinīya Sabdaśāstra, Satyanarayan Chakraborty, Sanskrita Pustak Bhandar, Kolkata. iii) Helps to the Study of Sanskrit: Janakinath Sastri, Sanskrit Book Depot, Kolkata. iv) Samagra Vyakarana Kaumudi: (Ed.) Pandit Durgacharan Samkhya Vedantatirtha, Sanskrit Book Depot, Kolkata. v) Saṃskṛtasāhityera Itihāsa, Debkumar Das, Sades, Kolkata. vi) Saṃskṛtasāhityera Itihāsa, Yudhisthir Gope, Sanskrit Book Depot, Kolkata. vii)Saṃskṛtasāhityera Itihāsa, Suparna Basu Mishra, Karuna Prakashani, Kolkata. viii)Saṃskṛtavāṅgmayasya Itihāsaḥ, Dhirendranathaḥ Bandyopadhyayaḥ, Paschimbanga Rajya Pustak Parsad, Kolkata. ix)A History of Sanskrit Literature, Arthur A. Macdonell, University Press of the Pacific, India. x) A History of Sanskrit Literature (Classical Period), Surendranath Dasgupta and Sushil Kumar De, Motilal Banarsidass, New Delhi. xi)A History of Sanskrit Literature, A. Berriedale Keith, Motilal Banarsidass, New Delhi. xii)A History of Ancient Sanskrit Literature, F. Max Müller, Williams and Norgate, London. xiii)A History of Indian Literature: Introduction, Veda, Epics, Purāṇas and Tantras (Vol. 1), Maurice Winternitz, Trans. By V. Srinivasa Sarma, Motilal Banarsidass, New Delhi. xiv)History of Classical Sanskrit Literature, M. Krishnamachariar, Motilal Banarsidass, New Delhi.

Curriculum of Disciplinary Minor Course(SAN- DC-MN-201) for UG Program for Semester-II

Title of the Course:	History of <i>Vedic Literature and General Grammer</i>
Minor Paper Code:	SAN-DC-MN- 201
Semester = II	
Credit = 4	
Objectives of the Course:	i) Students will have to acquaint the Indian society and culture through the Vedic Literature. ii) Enable students to learn the different types of Sandhi- Svara (vowel), Vyanjana (consonant) and Visarga (final consonant) and their rules. iii) Provide a comprehensive understanding of the phonetic changes that occur when sounds meet in Sanskrit. iv) Improve the ability to break down complex words and sentences in classical texts by recognizing Sandhi. v) Teach the grammatical rules for each of the seven vibhaktis (cases) in Sanskrit and their proper usage. vi) Introduce students to the concept of Karaka, explaining the relationship in a sentence.
Learning Outcomes of the Course	i) Students will be able to understand the culture and society reflected in the Vedic literature. ii) Students will gain knowledge of the four Vedas (Rigveda, Samaveda, Yajurveda and Atharvaveda) and their associated texts, such as the Brahmanas, Aranyakas and Upanishads. iii) Students will grasp how sounds interact and change according to Sandhi rules. iv) By understanding the phonetic rules behind Sandhi, students will enhance their recitation of Sanskrit verses and mantras.

	v) Demonstrate a clear understanding of the six types of karaka and how each karaka relates to a specific case. vi) Form and analyze grammatically correct Sanskrit sentences by applying the correct vibhakti and karaka rules based on sentence structure and meaning.
<u>Course Content</u>	
Module: -1 General concept of Veda	i) Definition of <i>Veda</i>. ii) Time of <i>Veda</i> iii) Classification of <i>Veda</i> iv) Subject Matter of <i>Veda</i>
Module: -2 General concept of <i>Brāhmaṇa</i>, <i>Āraṇyaka</i>, <i>Upaniṣad</i> and Vedāṅga	i) Detailed Discussion of the <i>Brāhmaṇa</i>. ii) Detailed Discussion of the <i>Āraṇyaka</i> iii) Detailed Discussion of the <i>Upaniṣad</i> iv) Detailed Discussion of the Vedāṅga.
Module: -3 General Concept of <i>Sandhi</i> (<i>Laghusiddhāntakaumudī</i>)	i) Fundamentals of <i>Sandhi</i> a) <i>Ac Sandhi</i> b) <i>Hal Sandhi</i> c) <i>Visarga Sandhi</i>
Module: -4 <i>Kāraka & Vibhakti</i> (<i>Siddhāntakaumudī</i>)	i) Definition of <i>Kāraka</i> ii) Definition of <i>Vibhakti</i> iii) Detailed Discussion of <i>Kāraka</i> iv) Detailed Discussion of <i>Vibhakti</i>

Suggestive Readings:

- i) Veder Parichaya, Yogiraj Basu, K L Pharma. Ltd.
- ii) Vaidika Sāhityer Ruparekhā, Smt. Shanti Bandopadhyay, Sanskrit Pustak Bhandar.
- iii) Saṃskṛtasāhityera Itihāsa, Debkumar Das, Sadesh, Kolkata.
- iv) Saṃskṛtasāhityera Itihāsa, Yudhisthir Gope, Sanskrit Book Depot, Kolkata.
- v) Saṃskṛtasāhityera Itihāsa, Suparna Basu Mishra, Karuna Prakashani, Kolkata.
- vi) Saṃskṛtavāṅgmayasya Itihāsaḥ, Dhirendranath Bandyopadhyaya, Paschimbanga Rajya Pustak Parsad, Kolkata
- vii) A History of Sanskrit Literature, Arthur A. Macdonell, University Press of the Pacific, India.
- viii) A History of Indian Literature: Introduction, Veda, Epics, Purāṇas and Tantras (Vol. 1), Maurice Winternitz, Trans. By V. Srinivasa Sarma, Motilal Banarsidass, New Delhi.
- ix) Pāṇinīyam: A Higher Sanskrit Grammar & Composition, Probodh Chandra Lahiri & Hrishikesh Shastri, Dhaka Students' Library, Kolkata.
- x) Pāṇinīya Sabdaśāstra, Satyanarayan Chakraborty, Sanskrita Pustak Bhandar, Kolkata.
- xi) Samagra Vyakarana Kaumudi: (Ed.) Pandit Durgacharan Samkhya Vedantatirtha, Sanskrit Book Depot, Kolkata.
- xii) Helps to the Study of Sanskrit: Janakinath Sastri, Sanskrit Book Depot, Kolkata.
- xiii) . Kāraka Prakaran: Dr. Shashibhushan Mishra, B.N. Publication, Kolkata..
- xiv) Siddhāntakaumudi - Kāraka Prakaran: Dr. Saccidānandā Mukhopadhyaya, Sahitya Niketan, Kolkata -7
- xv) Vyakaraṇa Siddhāntakaumudi Kāraka Ayodhyānath Sānyāla Shastri, Sanskrit Pustak Bhandar, Kolkata.

Curriculum of Disciplinary Minor Course(SAN-DC-MN-301) for UG Program for Semester-III

Title of the Course:	<i>History of Scientific and Technical Literature & Drama</i>
Minor Paper Code:	SAN-DC-MN- 301
	Semester-III
	Credit=4
Objectives of the Course:	i) To impart a general acquaintance of scientific and technical knowledge of ancient India and to create interest in ancient Sanskrit narrative literature. ii) To enable students to appreciate the literary excellence of Kālidāsa's Abhijñānaśākuntalam by exploring its themes, characters, and unique features. iii) To develop the understanding of the students about the Sanskrit Drama. iv) To focus on the detailed study of Bhāsa's Svapnavāsavadatta, enabling students to delve into the content, themes, and characters of these works. v) To enhance students' knowledge and comprehension of Sanskrit metre as employed in classical Sanskrit texts, enabling them to recognize and analyze metrical patterns. vi) To give the fair knowledge through the Sanskrit Metre the students get quality based on the Sanskrit poetry. vii) Through the study of the Chandamanjuri or metres, to foster students' critical engagement, deepen their understanding of intricacies, and cultivate an appreciation for the beauty and complexity of Sanskrit poetry.

Learning Outcomes of the Course	i) Scientific and technical literature can have many outcomes, including: Advancing Scientific Knowledge through the Concept of Scientific & Technical Literature, Concept of Vāstuśāstra, Concept of Jyotiṣaśāstra, Concept of Āyurveda, and Concept of Gaṇitaśāstra. ii) Students will develop a deep appreciation for the beauty of Kālidāsa's style and language, his nuanced treatment of nature, mastery over the use of similes, and the societal and cultural milieu of his era. They will gain a profound understanding of the storyline, themes, and notable episodes like the curse of Durvāśas, the repudiation of Śakuntalā, and the fisherman episode in Abhijñānaśākuntala. iii) Reconciliation: The king and Shakuntala are reconciled after he sees them in the hermitage of Kashyap and they explain themselves to each other. iv) Students will gain a nuanced understanding of the literary styles of the distinguished dramatist Bhāsa, appreciating their unique contributions to Sanskrit dramatic literature. v) Students will comprehend the application and patterns of various types of metres employed in Classical Sanskrit texts, enhancing their analytical skills and paving the way for future studies in Sanskrit poetry. vi) The course will significantly improve students' competency in grasping the broader concepts and themes of Classical Sanskrit literature, fostering a deeper appreciation and understanding of its timeless beauty and significance.
<u>Course Content</u>	
Module: -1 <i>History of Scientific and Technical Literature</i>	i) Concept of Scientific & Technical Literature ii) Concept of <i>Vāstuśāstra</i> iii) Concept of <i>Jyotiṣaśāstra</i> iv) Concept of <i>Āyurveda</i> v) Concept of <i>Gaṇitaśāstra</i>

Module: -2 <i>Chandomanjarī</i> (<i>Samavṛttas</i> only)	i) Brief concept of <i>Chandomañjarī</i> of Gaṅgādāsa. ii) Concept of <i>Jati</i>. iii) Concept of <i>Guna</i>. iv) Write about the <i>Gana</i>. v) Definition of various topics of <i>Chandomanjarī</i>. vi) Explain the Chandas: <i>Indravajrā</i>, <i>Upajāti</i>, <i>Vasanta Tilaka</i>, <i>Mālinī</i>, <i>Mandākrāntā</i>, <i>Śikharinī</i>, , <i>Drutobilambita</i>, <i>Sragdharā</i> , <i>Vaṃshasthbilam</i>.
Module: -3 <i>Abhijñānaśākuntalam</i>	i) Brief concept <i>Abhijñānaśākuntalam</i> ii) Discuss the Bee episode iii) Discuss the Elephant episode iv) Trace the development of love between Dusyanta and Śakuntalā v) Discuss the scene of departure of Śakuntalā from the hermitage of Kanva. vi) Kanva's message to Śakuntalā Dramatic Significance of the Curse of Durvāsā vii) Poetic Style of Kālidāsa viii) Poetic nature of Kālidāsa
Module: -4 <i>Svapnavāsavadattam</i>	Brief concept of <i>Svapnavāsavadattam</i>. ii) Explain the appropriateness of the title of Drama <i>Svapnavāsavadattam</i>. iii) Discussion about the Bhāsa-Problems. iv) Discussion about the Brahmachari episode. v) Write detailed notes about the important characters of this drama. vi) Make an estimate of Bhāsa as a dramatist.

Suggestive Readings:

- i) Saṃskṛta Sāhitya Sahachar, Prof. Janesh Ranjan Bhattacharyya, B.N. Publication.
- ii) Saṃskṛta Sāhitya Manjusha, Prof. Janesh Ranjan Bhattacharyya, B.N. Publication.
- iii) Saṃskṛtasāhityera Itihāsa, Debkumar Das, Sadesha, Kolkata.
- iv) Saṃskṛtasāhityera Itihāsa, Yudhisthir Gope, Sanskrit Book Depot, Kolkata.
- v) Saṃskṛtavāṅgmayasya Itihāsaḥ, Dhirendranathaḥ Bandyopadhyayaḥ, Paschimbanga Rajya Pustak Parsad, Kolkata.
- vi) A History of Sanskrit Literature, Arthur A. Macdonell, University Press of the Pacific, India.
- vii) A History of Sanskrit Literature (Classical Period), Surendranath Dasgupta and Sushil Kumar De, Motilal Banarsidass, New Delhi.
- viii) Abhījñanasākuntalam - Dr. Satyanarayan Chakraborty, Sanskrit Pustak Bhandar, Kolkata.
- ix) Abhījñanasākuntalam - Prof. Janesh Ranjan Bhattacharya, B.N. Publication.
- x) Abhījñanasākuntalam - Dr. Anil Chandra Basu, Sanskrit Book Depot, Kolkata.
- xi) Svapnavāsavadattam, Dr. Anil Chandra Basu, Sanskrit Book Depot, Kolkata.
- xii) Svapnavāsavadattam, Shanti Bondyopadhyay, Sanskrit Pustak Bhandar, Kolkata.
- xiii) Svapnavāsavadattam : Prof. Ydupati Tripathi, B.N. Publication, Kolkata.
- xiv) Chandālankār Disha : Dr. Sumita Basu, B.N. Publication, Kolkata.
- xv) Chandomañjarī of Gaṅgādāsa : (Ed.) Gurunath Vidyanidhi, Sanskrit Pustak Bhandar, Kolkata.
- xvi) Chandomañjarī of Gaṅgādāsa : (Ed.) Tapan Kumar Anjay, Sanskrit Pustak Bhandar, Kolkata.
- xvii) Chandomañjarī of Gaṅgādāsa : (Ed.) Anil Chandra Basu, Sanskrit Book Depot, Kolkata.
- xviii) Chandomañjarī of Gaṅgādāsa : (Ed.) Brahmananda Tripathi, Chowkhambha Prakashani, Varanasi.

Curriculum of Disciplinary Minor Course(SAN-DC-MN-401) for UG Program for Semester-IV

Title of the Course:	<i>History of Epic, Puraṇic literature and Prose Romance</i>
Minor Paper Code:	SAN-DC-MN- 401
Semester = IV	
Credit = 4	
Objectives of the Course:	i) These two national epics are a must read to know about the life and culture of ancient India. ii) These two epics need to be read to know what path should be followed to create an ideal character. iii) Questions from these two epics are asked in various competitive examinations at central level as well as state level. iv) Having these two epics in the syllabus of most universities in India can benefit students later in their higher education. v) One of the most important parts of ancient Indian knowledge is Gita, so students must know it. vii) Gita is in the syllabus of most universities in India so it can be of great benefit to students in pursuing higher education. viii) The book Gita is a must read for students to gain knowledge on karma and bhakti. ix) Questions from this part of Gita are asked in various central as well as state Competitive examinations. x) To create interest in ancient Sanskrit Prose Literature. xi) Students will get an idea about Social structure, Literary style, Grammatik innovation & Story elements.
Learning Outcomes of the Course	i) Students will clearly understand the comparison between the life and culture of ancient India and the present day. ii) Gaining knowledge in this subject may lead many interested students to focus on research later on. iii) Reading these two ancient epics can help students strive to build better societies and characters. iv) Students can also be introduced to the socio-economic and political issues of ancient India. v) Students can be inspired by the Amrit Vani of Gita.

	vi) Karma Yoga and Jnana Yoga effect of Gita can be used in practical life in many cases. vi) Students who are interested in the subject of Gita can later proceed towards research. vii) Readers get good exposure to the prose Literature of different periods.
<u>Course Content</u>	
Module: -1 History of Epic & Puranic Literature (Rāmāyana, Mahābhārata & Purāṇa)	i) Definition of Epic, General Concept of Arya Mahakavya and Puran ii) Briefly the Story of <i>Rāmāyana</i>, <i>Mahābhārata</i> iii) Influence of <i>Rāmāyana</i> on Indian society, culture and literature iv) Influence of <i>Rāmāyana</i> on Indian society, culture and literature v) Influence of <i>Mahābhārata</i> on Indian society, culture and literature vi) Detail note on <i>Purāṇa</i> literature
Module: -2 <i>Gītā</i> (<i>Karmayoga</i>-1-20 & <i>Bhaktiyoga</i>- 1-20)	i) General Concept of <i>Srimadbhāgvatgītā</i> ii) About desireless actions for attaining Moksha iii) 'प्रकृतिजैः गुणैः' - The impact of this quality on the working life of man iv) A discussion on Jnanyoga spoken by Lord Krishna to Arjuna v) The description of the four varnas mentioned depends on the action vi) Description of karma bonds and means of liberation
Module: -3 <i>Rājavāhanacarita</i>	i) The definition of kāvya, Types of kāvya, Basic knowledge of Śravyakāvya and Gadyakāvya ii) Origin and Development of prose literature iii) Introduction to the poet, period of the poet, Literary works of the Daṇḍin, The literary style of the Daṇḍin, दण्डिनः पदलालित्यम् iv) The place of Daṇḍin as a writer of prose romance v) The story of Rājavāhanacarita vi)Text reading- Rājavāhanacarita (Daṇḍin's Daśakumāracarita)(śrutvā tu bhuvanavṛttāntam..... teṣu prathamam prāha sma kilāpahāravarmā)
Module: -4	i) The definition of kāvya, Types of kāvya, Basic knowledge of Śravyakāvya and Gadyakāvya

<i>Śukanāsopadeśa</i>	ii) Origin and Development of prose literature iii) Introduction to the poet, period of the poet, Literary works of the Bāṇabhaṭṭa, Poetic Style of Bāṇabhaṭṭa , बाणोच्छिष्टं जगत्सर्वम् iv) The place of Bāṇabhaṭṭa as a writer of prose romance v) The story of Śukanāsopadeśa vi)Text reading- Śukanāsopadeśa (Bāṇabhaṭṭa's kādamvarī) (evaṁ samatirāmastu... Svabhavanam ājagāma)
Suggestive Readings:	i) Sanskrit Sahityar Itihas, Dev Kumar Das, Sades ii) Sanskrit Sahityar Itihas, Pradyout Kumar Bandopadhyay, Dhaka students library iii) Sanskrit Sahityar Itihas, Nath Bandopadhyay, Paschim Banga Rajya Pustak Parsad iv) Srimadbhagwatgita, Mayapur Srichaitanya Math v) Srimadbhagwatgita, Swami Ramsukhadas, Gita Press vi)1.Kādambarī (Śukanāsopadeśa), Prof. Amal Kumar Bhattacharyya, Sanskrit Book Depot, Kolkata. vii) Kādambarī (Śukanāsopadeśa), Uday ch. Bandyopadhyay, Sanskrit Book depot, Kolkata. viii) Kādambarī (Śukanāsopadeśa), Anita Bandyopadhyay, Sanskrit Book depot, ix) Kādambarī (Śukanāsopadeśa), Shyamapada Bhattacharya, Sanskrit Book depot, Kolkata. x) Rājibāhancarita, Dr. Satyanarayan Chakroborty, Sanskrita Pustak Bhandar, Kolkata. xi) Rājibāhancarita, Ashoke kr. Bandyopadhyay, Sades, Kolkata.

Curriculum of Disciplinary Minor Course(SAN-DC-MN 501) for UG Program for Semester-V

Title of the Course:	<i>History of Dharmaśāstra, Arthaśāstra, & Nītiśāstra</i>
Minor Paper Code:	SAN-DC-MN- 501
Semester = V	
Credit = 4	
Objectives of the Course:	i) Understanding the Concept of Dharma:I express the philosophical, ethical, and religious aspects of <i>dharma</i>. - ii)Analyze the legal traditions in ancient and medieval India. iii) By Manusmriti understanding the Duties of a Student (Brahmacharya) iv) It provides an outline of the four varṇas (social classes) of Hindu tradition. v) It understands moral purity, honesty, truthfulness, non-violence, and righteous conduct vi) The Text advises people to honor elders, scholars, and those who follow Dharma.
Learning Outcomes of the Course	i) Students will understand the ancient Indian legal systems, social ethics, and duties from the texts such as Manusmriti, Yajnavalkya Smriti, and other Smritis. - ii)Students will understand both their literal meanings and their broader philosophical and cultural significance. - iii)The course may provide comparative insights into how ancient Indian legal traditions differ from or align with modern legal systems. iv) Learners may know the ancient Indian legal traditions differ from or align with the mode of legal systems. v) Understand the duties and responsibilities associated with the four ashramas or stages of life in ancient Indian tradition (Brahmacharya - student, Grihastha - householder, Vanaprastha - forest-dweller, and Sannyasa - renunciation).
<u>Course Content</u>	
Module: -1	i) Introduction on <i>Dharmaśāstra</i>

History of Dharmaśāstra	ii) Definition and meaning of <i>Dharma</i> iii) Source of the <i>Dharmaśāstra</i> iv) <i>Dharma</i> as a guiding principle in personal, social, and political life. v) Main objectives and the main tenets of the Dharmaśāstra. vi) When and how did <i>Dharmaśāstra</i> establish vii) Relevance of <i>Dharma</i> in modern ethical and moral frameworks. viii) Major Texts of <i>Dharmaśāstra</i> (<i>Manusmṛti</i>, <i>Nāradaśmṛti</i>, <i>Yajñavalkyasmṛti</i>, <i>Bṛhaspatismṛti</i>, <i>Kātyāyanasmṛti</i>, <i>Hārīśmṛti</i>) ix) Commentators of <i>Dharmaśāstra</i> (Medhātithi, Kullōk Bhatta, Jīmūtabāhana, Śūlapāṇi, Raghunandan.
Module: -2 <i>Manusmṛhitā</i> (2 nd Chapter)	i) Introduction on <i>Manusmṛhitā</i> ii) Discussion an account of the <i>Manusmṛhitā</i> iii) <i>ManuSmṛiti</i> same times written as <i>Manusmṛhitā</i> lesa any one of the title vi) Importance of <i>Manusmṛhitā</i> in ancient Indian Society v) Discuss on the Education and Discipline vi) Discuss on the Rules of Conduct for Brahmacharis vii) Discuss on the Daily Duties and Rituals viii) Discuss on the Sanskaras ix) Discuss on the Self-Control and Discipline
Module: -3 <i>Arthaśāstra</i> (<i>Vinayādhikarana-1-12</i>)	i) Discussion an account of the <i>Arthaśāstra</i> ii) Detailed discussion of various types of <i>Vidyā</i>. iii) Principal duties of four classes and four <i>varnas</i>. iv) Discussion the different views regarding selection of <i>Amāty</i> v) Discussion the role of Messenger vi) Discussion the role of Spy.
Module: -4 <i>Mahābhārata</i> <i>(Udyogaparvan- 33/16-123)</i>	i) Introduction to Vidura Nīti ii) The Concept of Dharma in Vidura Nīti iii) Governance and Leadership according to Vidura iv) The five Worst Enemies of a Man v) Six Qualities of a Good Ruler vi) Moral Compass in Politics.
Suggestive Readings:	i) History of Dharmasahastra (Vol. 1) P.V.kane, BOORI, Poona. - ii Dharmaśāstra-Arthaśāstra and Nitiśāstra, Sumitā Basu Nyātīrtha, Sadeś, Kolkata.. iii) Manusmṛhitā, Gurucaran Das, Sanskrit pustak Bhandar, Kolkata.

	iv) Manusamhitā, Anandasankar Pahari, Sanskrit Book Dipot, Kolkata. v) Manusamhita, Chaitali Dutta, Nabapatra Prokashan, Kolkata vi) Manusamhita, Manabindu Bondhapadhyay, Sanskrit Pustak Vandar, Kolkata. vii) Kautlya Arthasastra, Biswarup Saha, Sadesh, Kolkata viii) Kautilya Arthasastra, Radha Gobinda Basak, Sanskrit Book Depot, Kolkata ix) Kautlya Arthasastra, Dr. Anil Chandra Basu, Sanskrit Book Depot, Kolkata x) Arthasastram, Jadupati Tripathi, B. N. Publication, Kolkata. xi) Mahabharatam, (Udyogaparva), Dr. Anil Chandra Basu, Sanskrit Book Depot, Kolkata.
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Curriculum of Disciplinary Minor Course(SAN-DC-MN-601) for UG Program for Semester-VI

Title of the Course:	<i>Sanskrit Mahākāvya And Six Poetic Schools</i>
Minor Paper Code:	SAN-DC-MN- 601
Semester = VI	
Credit = 4	
Objectives of the Course:	i) To introduce a general acquaintance of Sanskrit epic literature. ii) To create interest in ancient Sanskrit epic literature. iii) To introduce students to these Sanskrit Epics and their significance in indian culture, literature and philosophy. iv) To understand the socio-political, religious contexts, notions of kingship, war, family and societal norms. v) To create a sense of the soul of Poetry. vi) To identify the Introducer of the School of Poetics and their thoughts. vii) To develop the students' understanding about Alaṃkāra.
Learning Outcomes of the Course	i) Students will gain in- depth knowledge of the structure, themes and literary devices used in Mahakavyas.

	ii) Students will develop an appreciation for the poetic elegance, stylistic richness and cultural relevance of Sanskrit epic poetry. iii) Students can also be introduced to the socio-economic and political issues of ancient India. iv) Students will identify the Alaṃkāra in poetry. v) Alaṃkāra will develop the literary thinking power of the students and boost their writing skills. vi) Students will understand the different elements of Poetry.
<u>Course Content</u>	
Module: -1 <i>Kirātārjunīyam</i> (Canto-I)	i) Source of Kirātārjunīyam. ii) Identifying of the Author iii) Statement of the Farester (Vanecara) to Yudhiṣṭhira. iv) Duryodhana's administrative policy v) Speech or statement of Draupadī to Yudhiṣṭhira vi) Characterization of Draupadī in her speech to Yudhiṣṭhira vii) Description of the miserable plights of the Pāṇḍava brothers during their exile. viii) Literary style of Bhāravi.
Module: -2 <i>Raghuvamśam</i> (Canto-I)	i) Source of Raghuvamśam. ii) Identity of the Author. iii) Qualities of the Kings of Raghuvamśam. iv) Character of the King Dilīpa. v) Description of Dilīpa's journey with his wife to Vasiṣṭha's hermitage. vi) Kālidāsa's treatment of nature. vii) Description of the hermitage of Vasiṣṭha. viii) Dilīpa's prayer to Vasiṣṭha. ix) Vasiṣṭha's instructions to Dilīpa.
Module: -3 Six Poetic Schools	i) Concept of Poetics. ii) School of Poetics: Rasa, Alaṃkāra, Rīti, Dhvani, Vakrokti, Aucitya iii) Introduction of Rasa School iv) Introduction of Alaṃkāra School v) Introduction of Rīti School vi) Introduction of Dhvani school vii) Introduction of Vakrokti School

	viii) Introduction of Aucitya School
Module: -4 Sāhityadarpaṇa , Chapter X [yamaka, anuprāsa, upamā, rūpaka, dr̥ṣṭānta, samāsokti, viśeṣokti, nidarśanā, utprekṣā, atiśayokti, vibhāvanā, prativastūpamā]	i) Concept of Alaṃkāra ii) Parts of Alaṃkāra iii) Define and Illustrate Various Types of Alaṃkāra. iv) Discuss the different main parts of Alaṃkāra if available.
Suggestive Readings:	i) Basu, Dr. Anil Chandra, Kiratarjjuniyam(1st canto), Sanskrit Book Depo, Kolkata. ii) Tripathi, Yadupati, Kiratarjjuniyam(1st canto), B. N.Publication, Kolkata. iii) Bandyopadhyay, Sri Ashok kumar, Kiratarjjuniyam(1st canto), Balaram Prakashani, Kolkata. iv) Bandyopadhyay, Uday Chandra, Raghuvamsam (1st Canto), Sanskrit Book Depot, Kolkata. v) Das, Debkumar, Raghuvamsam (1st Canto), Sadesh (Balaram Prakashani), Kolkata vii) Bhattacharyya, Janesh Ranjan, Raghuvamsam (1st Canto), B. N. Publication, Kolkata. viii) Bhattacharya, Bishnupada: Pracin Bhartiya Alankarshastrer Bhumika. ix) Mukhopadhyay, Gopendu: <i>Saṃskṛtasāhityera Itibṛitya</i> . United Book Agency, Kolkata. x) Paul, Bipad Bhanjan: <i>Alankara Bichinta</i> . Swadesh, Kolkata xi) Das, Debkumar: <i>Saṃskṛtasāhityera Itihāsa</i> . Sadesh, Kolkata xii) Bandopadhyay, Uday Chandra: <i>Kāvyaṃīmāṃsā of Rājaśekhara</i> . xiii) Bandopadhyay, Uday Chandra: <i>Sāhitya Darpan (Chapter-X)</i> xiv) Gope, Yudhisthir: <i>Saṃskṛtasāhityera Itihāsa</i> . Sanskrit Book Depot, Kolkata. xv) Bhattacharyya, Janesh Ranjan: <i>Sāhitya Darpan (Chapter-X)</i> . B. N. Publication, Kolkata

Curriculum of Disciplinary Minor Course(SAN-DC-MN-701) for UG Program for Semester-VII

Title of the Course:	<i>Vedic Selection and Indian Philosophy</i>
Minor Paper Code:	SAN-DC-MN- 701
Semester = VII	
Credit = 4	
Objectives of the Course:	i) The study of Vedic <i>sūktas</i> illuminates the literary evolution of ancient Indian texts over millennia and it contains religious and philosophical insights that continue to influence Hindu thought and practice. ii) The text, <i>Īśopaniṣad</i> will provide deep insights into the Vedantic philosophy as expounded by Adi <i>Śaṅkarācārya</i> through his commentary on the <i>Īśopaniṣad</i>. It will also help to explore fundamental concepts such as Brahman (the ultimate reality), <i>Ātman</i> (the self), and the nature of existence. iii) Provide a clear understanding of the essential concepts, principles and schools of thought in Indian philosophy. iv) Offer an overview of the Astika and Nastika philosophical traditions and their major differences. v) Provide a foundational understanding of the Nyaya- Vaishesika system through Tarka Sangraha. vi) Familiarize students with the different means of knowledge (pramanas) and how they are applied in reasoning.
Learning Outcomes of the Course	i) Learners examine the composition, transmission, and preservation of Vedic hymns, rituals, and philosophical treatises and also delve into Vedic hymns, mantras, and brahmanas, exploring concepts such as <i>dharma</i> (righteousness), <i>karma</i> (action), <i>Ātman</i> (self), and <i>Brahman</i> (universal consciousness), gaining a deeper understanding of Hindu spirituality. ii) Students examine his philosophical arguments, logical reasoning, and insights into the deeper meanings of the Upanishadic verses. iii) Explain key Indian philosophical ideas such as karma, moksha, <i>ātmā</i> and brahma. iv) Demonstrate a basic understanding of central texts like the Upanishads, Dhammapada and Jain scriptures and explain their philosophical significance.

	v) Explain the core concepts of Tarka Sangraha, including the means of knowledge, categories of existence and logical principles. vi) Construct valid arguments and identify fallacies in reasoning using the tools provided by Tarka Sangraha.
<u>Course Content</u>	
Module: -1 <i>Ṛgveda- Agni (1.1), Indra (2.12). Puruṣa (10.90), Atharvaveda- kāla</i>	i) Historical context and significance of these sacred texts of the Rig Veda in Vedic literature. ii) The role of Agni in Vedic religion and cosmology and its importance as a divine messenger and sacrificial fire. iii) Overview of Indra's role as a king of the Vedic gods and the deity of thunder, rain, and warfare and its significance in Vedic mythology. iv) Theological implications of the <i>Puruṣa Sūkta</i> (Rig Veda 10.90) regarding the nature of the divine and creation of the universe and also its philosophical and theological depth and its influence in Hindu thought. v) Examination of the Vedic understanding of time in <i>Kāla Sūkta</i> and its influence on human life, rituals and in daily Vedic practices. vi) The role of different deities in the yajna and how the hymn is used in Vedic rituals and sacrifices. vii) Insights into Vedic philosophy and theology as reflected in the different hymns. viii) The textual, grammatical knowledge and its contemporary practices and relevance of the hymns. ix) Exploration of different commentaries and analyses from scholars.
Module: -2 <i>Īśopaniṣad, Pañcamahāyajña</i>	i) Significance of the <i>Īśopaniṣad</i> as one of the primary texts of Vedānta philosophy as well as its profound insights into the nature of reality and the relationship between the self and the universe. ii) The concept of a universal divine presence pervading all things and the relationship between the individual self and the universal consciousness. iii) How the teachings of the <i>Īśopaniṣad</i> guide ethical behavior and spiritual practices. iv) Comparison with other philosophical traditions and their views on the self and the divine. v) Overview of major commentaries on the <i>Īśopaniṣad</i> by scholars like Śaṅkara, Rāmānuja, and others. v) Overview of the Pañcamahāyajña - 1. Devayajña (Sacrifice to the Gods), 2. Pitṛyajña (Sacrifice to the Ancestors), 3. Brahmayajña (Sacrifice to the Brahmins),

	4. Manuṣyayajña (Sacrifice to human beings) and 5. Bhūtagavya (Sacrifice to all beings) and its importance in Vedic rituals and Hindu philosophy. vi) The concept of the <i>Pañcamahāyajña</i> (Five Great Sacrifices) for maintaining cosmic order and for the spiritual well-being of individuals and the community.
Module: -3 <i>General acquaintance of Indian Philosophy</i>	i). Philosophy of Buddha. ii. Philosophy of Jain. iii. Philosophy of Nyaya iv. Philosophy of <i>vaiśeṣika</i>. v. Philosophy of <i>Yoga</i>. vi. Philosophy of <i>Advaitavedanta</i>.
Module: -4 <i>Tarkasaṃgraha</i>	i) Definition and types of <i>padārthas</i>. ii) Definition and types of <i>pramānas</i>. iii) Definition and types of <i>prameya</i>. iv) Definition and types of <i>Anumāna</i>. v) Definition and types of <i>Hetvābhāsa</i>.
Suggestive Readings:	i) Vaidic Path Sankalan, Shanti Bandopadhyay, Sadesh Publishers ii) Vaidic Sankalan, Bhabaniprasad Bhattacharya, Sanskrit Book Depo Publishers. ii) Ishopanisad, Sitanath Goswami, Sanskrit Pustak Bhander. iii) Ishopanisad, Swami Justananda, Udbodhan Karyalaya. iv) Vedic Selection, Kshitish Chandra Chatterjee, Calcutta University. iv) Vaidic Sankalan (Part- 3), Dr. Taraknath Adhikari & Samir Kumar Mondal, Sanskrit Book Depot Publishers. v) Shesharaj Shorma Remi , Chaukhamba Surbharati Prakashan. varanasi vi) Ramagovind shukla, Bharatiya vidya prakashan, New Delhi. vii) Govindacharya, Chaukhamba Surbharati Prakashan. Varanasi. viii) R. D Karmakar, Chaukhamba Sanskrit pratisthan , New Delhi ix) Rajendrannath Ghosh , Kolkata. x) Shree yadupati Tripathi, B. N publication, Kolkata. xi) Samagra Vharotio Darshan, Joti Sen Gupta, Sanskrit Book Depot, Kolkata. xii) Vharotio Darsahn Porichoi, Biswarup Saha, Sadesh, Kolkata. xiii) Tarkasangraha, Narayan Chandra Goswami, Sanskrit Book Dipot, Kolkata. xiv) Tarkasangraha, Anamika Roy Chowdhury, Sanskrit Pustak Vandar, Kolkata. xv) Tarkasangraha o Dipika, Biswarup Saha, Sadesh, Kolkata. xvi) Tarkasangraha, Yudhisthira Gopa, Sanskrit Book Depot, Kolkata.

Curriculum of Disciplinary Minor Course(SAN-DC-MN-801) for UG Program for Semester-VIII

Title of the Course:	<i>Sanskrit Texts</i>
Minor Paper Code:	SAN-DC-MN- 801
Semester = VIII	
Credit = 4	
Objectives of the Course:	i) To reflect specific knowledge about the style of commentaries of Vedic Hymns. ii) To upgrade the skills to understand the language of commentary literature. iii) To enhance the abilities of the students to understand the Indian logic system. iv) To develop competency among students to understand the language of the Indian Navya Nyāya system. v) To introduce and facilitate a thorough comprehension of the Paninian Grammar, with a particular emphasis on Siddhāntakaumudī text. vi) To provide basic knowledge and foster the development of skills necessary for analyzing and interpreting classical Sanskrit texts, with a specific focus on syntax and semantics. vii) To equip students with the ability to analyze and apply key concepts from Indian poetics and poetry, as outlined in foundational texts as Kāvyaḍarśa. viii) The Kāvyaḍarśa by Dandin is the earliest surviving systematic treatment of poetics in Sanskrit.
Learning Outcomes of the Course	i) Students will understand the importance of commentaries to decode traditional meaning of the Vedic Hymns. ii) Students will get an idea about sacrificial ritualistic performances iii) It will help the students to become more logical while examining a hypothesis. iv) The students will be introduced to a new style of logical sentence framing v) Students will recognize the importance of Samāsa in Sanskrit Grammar and its process of word formation.

	vi) Students will classify and describe the main divisions of Samāsa, including Avyayībhāva, Tatpuruṣa, Dvandva, Bahubrīhi Samāsa vii) Students will be able to appreciate and enjoy the expressions of poetry through Kāvyaḍarśa. viii) Students will develop a deep understanding of the fundamental terminologies of Kavya as presented by Daṇḍin.
<u>Course Content</u>	
Module: -1 <i>Ṛgvedabhāṣyopakramanikā</i>	i) Justification of commentating <i>Yajurvedic</i> Hymns even before <i>Ṛgveda</i>. ii) Apouruṣeyatva of <i>Veda</i> iii) Etymological definition of <i>Veda</i>. iv) Vedāṅgas.
Module: -2 <i>Tarkabhāṣā</i>	i) Define <i>padārthas</i> ii) Define <i>pratykṣa pramāṇa</i> iii) Define <i>kāraṇas</i>
Module: -3 <i>Samāsa (Siddhāntakaumudī)</i>	i) Definition of <i>Samāsa</i> ii) Classification of <i>Samāsa</i> iii) Detailed discussion of <i>Avyayībhāva Samāsa</i> iv) Detailed discussion of <i>Tatpuruṣa Samāsa</i> v) Detailed discussion of <i>Bahubrīhi Samāsa</i> vi) Detailed discussion of <i>Dvandva Samāsa</i>
Module: -4 <i>Kāvyaḍarśa</i> (1st Chapter)	i) Brief concept of <i>Kāvyaḍarśa</i> Dandin. ii) Benediction and introductory remarks. iii) Purpose and source of poetry. iv) Definitions and types of poetry. v) Characteristics of an epic poem. vi) Variations in prose writings. vii) Poetic diction (marga). vii) Poetic diction (marga). viii) Merits (guna).
Suggestive Readings:	i) Ṛgvedabhāṣyopakramanikā. Shanti Bandyopadhyaya, Sanskrit Pustak Bhandar. ii) Ṛgvedabhāṣyopakramanikā. Gurushankar Mukhopadhyaya. Sanskrit Book Depot. iii) Tarkabhāṣā of Keśava Miśra. S.R. Iyer, Chukhamba Orientalia. iv) Tarkabhāṣā of Keśava Miśra. Gangadhar Kar, Mahabodhi Society, Kolkata. v) Tarkabhāṣā of Keśava Miśra. Satyajit Layek, Sanskrit Book Depot.

	vi) Tarkabhāṣā of Keśava Miśra. Sarbani Ganguly and Bijaya Goswami, Sanskrit Pustak Bhandar. vii) Samāsaprakarana, Dr. Tapan Sankar Bhattacharya , Sanskrit book deport , Kolkata. viii) Samāsaprakarana, Dr. Sachchidananda Mukhopadhyay , Sahitya niketan, Kolkata. ix) Kāvyaḍarśa (Chapter-I) : Dr. Anil Chandra Basu, Sanskrit Book Depot, Kolkata. x) Kāvyaḍarśa of Dandin, Rangacharya Reddy Shastri, BORI, Poona. xi) Kāvyaḍarśa, Chinmayee Chottapadhyay, Paschimbanga Pustak Parshat, Kolkata.
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N.B- Language option in answering for the Minor Courses

- (i) Only an explanation (if any) is to be answered in sanskrit and preferably in Devanāgarī Script
- (ii) Language option for setting questions- English/Sanskrit.