

**Based on Undergraduate Curriculum Framework 2022**

# **Department of Sanskrit** **UNIVERSITY OF DELHI**

**UNDERGRADUATE PROGRAMMES OF STUDY**

**STRUCTURE, COURSES & SYLLABI OF SEMESTER -I**



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## SEMESTER -I

### DSC 1: Applied Sanskrit

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

| Course title & Code | Credits | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course | Department Offering the Course |
|---------------------|---------|-----------------------------------|----------|---------------------|----------------------|-----------------------------|--------------------------------|
|                     |         | Lecture                           | Tutorial | Practical/ Practice |                      |                             |                                |
| Applied Sanskrit    | 04      | 3                                 | 1        | 0                   | Class XII Pass       | Nil                         | Sanskrit                       |

#### Learning Objectives

- To generate interest in Sanskrit language among the students.
- To impart knowledge of the structure of Sanskrit language.
- To impart general skills of communication and writing in Sanskrit.

#### Learning outcomes

- The students will be able to understand the general structure of Sanskrit language.
- The students will be able to write and communicate in Sanskrit.
- Students will become more interested in Sanskrit language.
- Students will be better equipped to comprehend the Hons. syllabus.

#### SYLLABUS OF DSC-1

##### Unit 1: विभक्ति एवं लट् व लृट् लकार

(15 Hrs)

- विभक्तियाँ व उनके सामान्य अर्थ- छात्र, कवि, शिशु, पितृ, कर्तृ, आत्मन्, भवत्, लता, मति, नदी, वाक्, मनस् ( तृतीया द्विवचन भ्याम् से सप्तमी बहुवचन सु)
- अकारान्त पुल्लिङ्ग व नपुंसक लिंग- प्रथमा व द्वितीया विभक्ति व भ्वादि, तुदादि, दिवादि एवं चुरादि लट् लकार प्रथमपुरुष में वाक्य रचना
- अकारान्त पुल्लिङ्ग व नपुंसकलिंग शब्दों की सारी विभक्तियों में एकवचन के रूप व वाक्य रचना
- प्रतिनिधि धातुओं के आधार पर गण एवं विकरण परिचय – (अदादिगण) अस्, (जुहोत्यादिगण) दा, (स्वादि) श्रु, (क्र्यादि) ज्ञा, ग्रह, (तनादि) कृ धातुओं के प्रथमपुरुष के प्रयोग एवं वाक्य रचना
- सर्वनाम पुल्लिङ्ग शब्द- तत्, एतत्, किम्, यत् के शब्दों के साथ तुमुन्, क्त्वा व ल्यप् से वाक्य रचना
- अस्मद् के प्रथमा एवं द्वितीया के प्रयोग- विविध धातुओं के उत्तम पुरुष के प्रयोग
- युष्मद् के प्रथमा एवं द्वितीया के प्रयोग- विविध धातुओं के मध्यम पुरुष के प्रयोग

- viii. अस्मद् एवं युष्मद् के तृतीयादि विभक्तियों के प्रयोग एवं वाक्य रचना (केवल सह के साथ तृतीया)
- ix. हलन्त पु०, स्त्री० व नपु० लिंगों में सब विभक्तियों के एक वचन शब्दों से वाक्य रचना, लृट् लकार
- x. इकारान्त व उकारान्त पुल्लिङ्ग के प्रथमा व द्वितीया के पदों के साथ वाक्य रचना, अन्य विभक्तियों के एक वचन के प्रयोग एवं वाक्य रचना, पूर्वपठित तृतीयादि विभक्तियों के वाक्य
- xi. आकारान्त, उकारान्त व ईकारान्त स्त्रीलिङ्ग के प्रयोग तथा वाक्य रचना, लृट् लकार के प्रयोग

### Unit 2 – कृदन्त व अन्य लकार

(15 Hrs)

- i. उपर्युक्त सभी पदों के साथ शतृ प्रत्यय के पुल्लिङ्ग व स्त्रीलिङ्ग में प्रयोगाधारित वाक्य रचना
- ii. ऋकारान्त पुल्लिङ्ग व स्त्रीलिङ्ग शब्दों के साथ उपर्युक्त प्रत्ययों के प्रयोग एवं वाक्य रचना
- iii. क्त एवं क्तवतु प्रत्यय- कर्मवाच्य एवं भाववाच्य में वाक्य रचना
- iv. सब गणों की प्रतिनिधि धातुओं के प्रयोग लङ् लकार का पूर्वपठित सब शब्दों के साथ प्रयोग एवं वाक्य रचना
- v. सब गणों की प्रतिनिधि धातुओं के लोट् लकार प्रयोग एवं वाक्य रचना
- vi. सब गणों की प्रतिनिधि धातुओं के विधिलिङ् प्रयोग एवं वाक्य रचना

### Unit 3: सन्धि एवं तिङन्त कर्मवाच्य

(15 Hrs)

- i. अच् सन्धि – दीर्घ, गुण, वृद्धि, यण्, अयादि, पूर्वरूप
- ii. विसर्ग सन्धि
- iii. व्यंजन सन्धि
- iv. आत्मनेपद – पाँच लकार
- v. यक् प्रत्यय – कर्मवाच्य एवं भाववाच्य में विविध लकारों में प्रयोग तव्यत् अनीयर् क्त (कर्मणि प्रयोग)
- vi. इकाई तीन पर आधारित परीक्षा

### Unit 4: समास – विविध समासों की संरचना

(15 Hrs)

- i. विभक्ति तत्पुरुष
- ii. द्वन्द्व
- iii. कर्मधारय – विशेषण – विशेष्य, उपमामूलक, रूपकमूलक
- iv. उपपद तत्पुरुष
- v. बहुव्रीहि
- vi. अव्ययीभाव
- vii. इकाई चार पर आधारित परीक्षा

### Essential/recommended readings

- द्विवेदी, कपिलदेव: प्रारम्भिक रचनानुवादकौमुदी, विश्वविद्यालय प्रकाशन, वाराणसी, उत्तर प्रदेश, संस्करण २०१९
- रूपचन्द्रिका, डॉ० ब्रह्मानन्द त्रिपाठी, चौखम्बा सुरभारती प्रकाशन, वाराणसी

**Suggested readings**

- पाण्डेय, राधामोहनः संस्कृत सहचर, स्टूडेंट्स फ्रेंड्स पटना, बिहार
- नौटियाल, चक्रधरः बृहद् अनुवाद चन्द्रिका, मोतीलाल बनारसीदास, दिल्ली

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

## DSC 2: Classical Sanskrit Poetry

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

| Course title & Code       | Credits | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course | Department Offering the Course |
|---------------------------|---------|-----------------------------------|----------|---------------------|----------------------|-----------------------------|--------------------------------|
|                           |         | Lecture                           | Tutorial | Practical/ Practice |                      |                             |                                |
| Classical Sanskrit Poetry | 04      | 3                                 | 1        | 0                   | Class XII Pass       | Nil                         | Sanskrit                       |

### Learning Objectives

- This course aims at getting the students acquainted with the general outlines of Classical Sanskrit Literature (Poetry) through classical texts.
- The course also seeks to help students to creatively and critically engage with texts.

### Learning outcomes

- This course will help the students develop a fair idea of the works of great Sanskrit poets.
- They will be able to appreciate the styles and thoughts of individual poets focusing on the poetical, artistic, cultural and historical aspects of their works.
- This course will enhance competence in chaste classical Sanskrit and give them skills in translation and interpretation of poetic works.

### SYLLABUS OF DSC-2

**Unit: I** (15 Hrs)

**Nitishatakam Verses 1 to 15**

**Unit: II** (15 Hrs)

**Kumarasambhavam Canto V Verses 1 to 29 (Parvati's Penance)**

**Unit: III** (15 Hrs)

**Kiratarjuniyam, Canto I Verses 1 to 25**

**Unit IV** (15 Hrs)

Origin and Development of Mahākāvya (Sanskrit Epics), General Introduction to Sanskrit Mahākāvya (Sanskrit Epics) with special focus on Aśvaghōṣa, Kālidāsa, Bhāravi, Māgha, Śrīharṣa. Origin and Development of Gītikāvya (lyric poetry), General Introduction to Gītikāvya (lyric poetry) with special focus on Kālidāsa, Jayadeva, Amaruka, Bhartṛhari and Bilhaṇa.

**Essential/recommended readings:**

1. त्रिपाठी, कृष्णमणि, रघुवंशम् (मल्लिनाथकृत सञ्जीवनीटीका), चौखम्बा सुरभारती प्रकाशन, वाराणसी
2. जनार्दन शास्त्री, भारविकृत किरातार्जनीयम्, मोतीलाल बनारसीदास, दिल्ली
3. नेमिचन्द्र शास्त्री, कुमारसम्भवम्, मोतीलाल बनारसीदास, दिल्ली
4. त्रिपाठी, बाबूराम (सम्पा.), भर्तृहरि कृत नीतिशतकम् महालक्ष्मी प्रकाशन, आगरा, १९८६
5. पाण्डेय, ओमप्रकाश (व्या.), मनोरमा हिन्दी-व्याख्या सहित, भर्तृहरि कृत नीतिशतकम्, चौखम्बा अमरभारती प्रकाशन, वाराणसी, १९८२
6. विष्णुदत्त शर्मा शास्त्री (व्या.), भर्तृहरि कृत नीतिशतकम्, विमलचन्द्रिकासंस्कृतटीका व हिन्दी-व्याख्यासहित, ज्ञानप्रकाशन, मेरठ, संवत् २०३४.
7. शर्मा, समीर, मल्लिनाथकृत घंटापथ टीका, भारवि कृत किरातार्जनीयम्, चौखम्बा विद्याभवन, वाराणसी
8. C. R. Devadhar (Ed.), Raghuvamśam of Kālidāsa, MLBD, Delhi.
9. Gopal Raghunatha Nandargikar (Ed.), Raghuvamśam of Kālidāsa, MLBD, Delhi.
10. M.R. Kale (Ed.), Kirātārjunīyam of Bhāravi, MLBD, Delhi.
11. M.R. Kale (Ed.), Kumārasambhavam, MLBD, Delhi.
12. M.R. Kale (Ed.), Nītiśatakam of Bhartṛhari, MLBD., Delhi.
13. M.R. Kale (Ed.), Raghuvamśam of Kālidāsa, MLBD, Delhi.

**Suggested readings:**

1. Mirashi, V.V., Kālidāsa, Popular Publication, Mumbai.
2. Keith, A.B., History of Sanskrit Literature, MLBD, Delhi.
3. Krishnamachariar, History of Classical Sanskrit Literature, MLBD, Delhi.
4. Gaurinath Shastri, A Concise History of Sanskrit Literature, MLBD, Delhi.
5. Winternitz, Maurice: Indian Literature (Vol. I-III), also Hindi Translation, MLBD, Delhi.

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

## DSC 3: Indian Social Institutions and Polity

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

| Course title & Code                   | Credits | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course | Department Offering the Course |
|---------------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|-----------------------------|--------------------------------|
|                                       |         | Lecture                           | Tutorial | Practical/ Practice |                      |                             |                                |
| Indian Social Institutions and Polity | 04      | 3                                 | 1        | 0                   | Class XII Pass       | Nil                         | Sanskrit                       |

### Learning Objectives

- To generate interest in Ancient Sociological and Political Structure of the Society. students.
- To impart knowledge of the ancient Political Thinkers.
- To impart general skills to argue on the related topics.
- To establish the relevance of Ancient Indian Social and Political Institutions.

### Learning outcomes

- Social institutions and Indian Polity have been highlighted in *Dharma and Artha śāstra* literature.
- The aim of this course is to make students acquainted with various aspects of social institutions and Indian polity as propounded in the ancient Sanskrit texts such as *Mahābhārata*, Kauṭilya's *Arthaśāstra* and other works known as *Nītiśāstra*.
- After learning this, students will be able to know the ancient Indian Political system and its universal theory.

## SYLLABUS OF DSC-3

### Unit 1 - Foundations of Indian Society

(15 Hrs)

#### i. Dharma

Sources of Dharma (*Manusmṛti*, 2,12; *Yājñavalkyasmṛti*,1.7)

Fourteen-Dharmasthānas (*Yājñavalkyasmṛti*,1.3)

Dharma as Social and Moral Duty (*Mitākṣarāṭīkā* on *Yājñavalkyasmṛti*,1.1).

(*Manusmṛti*,6.92);

- ii. Dharma as an evolving institution - Directions of and reasons for changes in Dharma Śāstra
- iii. Sociological Significance of Sixteen *Saṃskāras*.
- iv. Balanced Life - Four aims of life '*Puruṣārtha Catuṣṭaya*' - 1. *Dharma*, 2. *Artha*, 3. *Kāma*, 4. *Mokṣa*.

## Unit II - Structure of Society

(15 Hrs)

### i. Varṇa-System and Caste System:

Four-fold division of *Varṇa* System, (*Rgveda*, 10.90.12),

*Mahābhārata*, *Śāntiparva*, 72.3.8

Division of *Varṇa* according to *Guṇa* and *Karma* (*Bhagvadgīta*, 4.13, 18.41-44).

Caste-System and Inter-caste Marriages (*Mahābhārata*, *Anuśāsanaparva*, 48.3-11);

Assimilation of foreign tribes in *Varṇa*-System (*Mahābhārata*, *Śāntiparva*, 65.13-22).

Up-gradation and down-gradation of Caste (*Āpastambadharmasūtra*, 2.5.11.10-11,

*Baudhāyanadharmasūtra*, 1.8.16.13-14, *Manusmṛti*, 10,64, *Yājñavalkyasmṛti*, 1.96)

### ii. Position of Women in the Society:

Brief survey of position of women in different stages of Indian Society;

Position of women in *Mahābhārata* (*Anuśāsanaparva* 46.5-11, *Sabhāparva*, 69.4-13.

Praise of women in The *Bṛhatsamhitā* of Varāhamihira

(*Strīprasamsā*, chapter-74.1-10)

## Unit III - State and Kingship

(15 Hrs)

- i. Concept of Welfare State in *Arthasāstra* of Kauṭilya (*Arthasāstra*, 1.13: '*matsyanyāyābhibhutah*' to '*yo' asmāngopāyatīti*')
- ii. Essential Qualities of King (*Arthasāstra*, 6.1.16-18: '*sampādayatyasampannah*' to '*jayatyeva na hīyate*')
- iii. Conduct of the state (Manu Smṛiti 7 Verses 1 to 15)

## Unit IV - State and International Relations

(15 Hrs)

- i. '*Saptāṅga*' Theory of State: 1. *Svāmi*, 2. *Amātya*, 3. *Janapada* 4. *Pura*, 5. *Kośa*, 6. *Daṇḍa* and 7. *Mitra*  
(*Arthasāstra*, 6.1. *Mahābhārata*, *Śāntiparva*, 56.5, *Śukranīti*, 1.61-62).
- ii. '*Maṇḍala*' Theory of Inter-State Relations: 1. *Ari*, 2. *Mitra*, 3. *Ari-mitra*, 4. *Mitra-mitra*, 5. *Ari-mitramitra*;
- iii. *Śāḍgunya* Policy of War and Peace: 1. *Sandhi*, 2. *Vigraha*, 3. *Yāna*, 4. *Āsana*, 5. *Samśraya* 6. *Dvaidhibhāva*.

## Essential/recommended readings

- 1. *Arthasāstra* of Kauṭilya - (Ed.) Kangale, R.P. Delhi, Motilal Banarasidas 1965
- 2. *Mahābhārata* (7 Vols) - (Eng. Tr.) H.P. Shastri, London, 1952-59.
- 3. *Manu's Code of Law* - (Ed. & Trans.): Olivelle, P. (A Critical Edition and Translation of the *Manava-Dharmasāstra*), OUP, New Delhi, 2006.



4. Yājñavalkyaśmṛti with Mitākṣarā commentary - Chowkhamba Sanskrit Series Office, Varanasi, 1967
5. कौटिलीय अर्थशास्त्र – उदयवीर शास्त्री मेहर चन्द लछमन दास, दिल्ली
6. बृहत्संहिता – वराहमिहिर, हिन्दी अनुवाद बलदेव प्रसाद मिश्र, खेमराज श्रीकृष्णदास प्रकाशन, मुंबई
7. महाभारत (भाग १ – ६), हिन्दी अनुवाद सहित, गीता प्रैस गोरखपुर
8. मनुस्मृति- चौखंबा प्रकाशन, दिल्ली

### Suggested readings

1. काणे, पी. वी. धर्मशास्त्र का इतिहास (1-4 भाग), अनु० अर्जुन चौबे काश्यप, (उत्तर प्रदेश हिन्दी संस्थान, लखनऊ, 1966-73
2. जायसवाल सुवीरा, वर्ण तथा जाति व्यवस्था उद्भव तथा विकास, 2004
3. विद्यालङ्कार सत्यकेतु- प्राचीनभारतीय शासन व्यवस्था और राजशास्त्र, सरस्वतीसदन, मैसूर, 1968
4. Altekar, A.S, State and Government in Ancient India, MotilalBanarsidass, Delhi, 2001.
5. Altekar, A.S, The Position of Women in Hindu Civilization, Delhi, 1965.
6. Bhandarkar, D.R., Some Aspects of Ancient Indian Hindu Polity, Banaras Hindu University
7. Ghosal, U.N., A History of Indian Political Ideas, Bombay, 1959.
8. Jayaswal, K.P. Hindu Polity, Bangalore, 1967.
9. Jha, M.N. -Modern Indian Political Thought, Meenakshi Parkashan, Meerut, UP.
10. Law, N. S., Aspect of Ancient Indian Polity, Calcutta, 1960.
11. Lingat Robert, Classical Hindu Law,
12. Mathur A.D. Medieval Hindu Law, Oxford University Press, New Delhi, 2006
13. Mehta, V.R., Foundations of Indian Political Thought, Manohar Publisher, Delhi, 1999.
14. Pandey, G.C. Jaina Political Thought, Jaipur Prakrit Bharti, 1984.
15. Prabhu, P.H. Hindu Social Organisation, Popular Prakashan, Mumbai, 1998
16. Prasad, Beni, Theory of Government in Ancient India, Allahabad, 1968.
17. Saletore, B.A. Ancient Indian Political Thought and Institutions, Bombay, 1963.
18. Sharma, R. S., Aspects of Political Ideas and Institutions in Ancient India, MLBD, Delhi, 1996.

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

## UGCF for Multidisciplinary Courses of Study

### SANSKRIT as MAJAOR

### SEMESTER -I

#### DSC 1: Sanskrit Grammar

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

| Course title & Code | Credits | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course | Department Offering the Course |
|---------------------|---------|-----------------------------------|----------|---------------------|----------------------|-----------------------------|--------------------------------|
|                     |         | Lecture                           | Tutorial | Practical/ Practice |                      |                             |                                |
| Sanskrit Grammar    | 04      | 3                                 | 1        | 0                   | Class XII Pass       | Nil                         | Sanskrit                       |

#### Learning Objectives:

Sanskrit is much known for a long tradition of grammatical and semantic analysis of the language. Panini's grammar has always been highly respected for providing the best model for structural and semantic studies. This course intends to introduce to students the basic structure of Sanskrit language through the Laghusiddhantakaumudi, the premier text of Sanskrit grammar by Varadaraj.

#### Learning outcomes:

After completion of this course

- Students will understand the basic structural nuances of Panini's grammar.
- They will become familiar with fundamental sandhi and compounding patterns.
- They will also understand some most important primary and secondary suffixes of Sanskrit.
- The practice of the application of the rules learnt from the reading of the texts will further enhance their knowledge of the structural patterns of Sanskrit language.

## SYLLABUS OF DSC-1

**Unit I** (15 Hrs)

**Laghusiddhāntakaumudī : Sañjñā Prakaraṇa**

Mahesvar Sutra, Pratyahara, Uchcharana Sthan, Different types of Sound.

**Unit II** (15 Hrs)

**Laghusiddhāntakaumudī: Sandhi Prakaraṇa**

ac sandhi: yaṇ, guṇa, dīrgha, ayādi, vṛddhi and pūrvarūpa.  
hal sandhi: ścutva, ṣṭutva, anunāsikatva, chhatva and jaṣṭva  
visarga sandhi: utva, lopa, satva and rutva

**Unit III** (15 Hrs)

**Laghusiddhāntakaumudī: Vibhaktyartha Prakaraṇa**

Vibhaktyartha Prakaraṇa

**Unit IV** (15 Hrs)

**General introduction to Samasa based on Laghusiddhāntakaumudī.**

### Essential/recommended readings:

1. धरानन्द शास्त्री, लघुसिद्धान्तकौमुदी, मूल एवं हिन्दी व्याख्या, दिल्ली ।
2. भीमसेन शास्त्री, लघुसिद्धान्तकौमुदी भैमी व्याख्या (भाग-1), भैमी प्रकाशन, दिल्ली ।
3. चारुदेव शास्त्री, व्याकरण चन्द्रोदय (भाग-1,2 एवं 3), मोतीलाल बनारसीदास, दिल्ली ।
4. सत्यपाल सिंह, लघुसिद्धान्तकौमुदी: प्रकाशिका नाम्नी हिन्दी व्याख्या सहिता, शिवालिक पब्लिकेशन, दिल्ली, 2014 ।
5. V.S. Apte, The Students' Guide to Sanskrit Composition, Chowkhamba Sanskrit Series, Varanasi (Hindi Translation also available).
6. M.R. Kale, Higher Sanskrit Grammar, MLBD, Delhi (Hindi Translation also available).

### Suggested readings:

1. चक्रधर नौतियाल हंस, बृहद् अनुवाद चन्द्रिका, मोतीलाल बनारसीदास, दिल्ली
2. कपिलदेव द्विवेदी – रचनानुवादकौमुदी, विश्वविद्यालय प्रकाशन, वाराणसी

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

## DSC 2: Sanskrit Poetry

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

| Course title & Code | Credits | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course | Department Offering the Course |
|---------------------|---------|-----------------------------------|----------|---------------------|----------------------|-----------------------------|--------------------------------|
|                     |         | Lecture                           | Tutorial | Practical/ Practice |                      |                             |                                |
| Sanskrit Poetry     | 04      | 3                                 | 1        | 0                   | Class XII Pass       | Nil                         | Sanskrit                       |

### Learning Objectives:

This course aims at getting the students acquainted with the general outlines of Classical Sanskrit Literature (Poetry) through classical texts.

### Learning outcomes :

- This course will help the students develop a fair idea of the works of great Sanskrit poets.
- They will be able to appreciate the styles and thoughts of individual poets focusing on the poetical, artistic, cultural and historical aspects of their works.
- This course will enhance competence in chaste classical Sanskrit and give them skills in translation and interpretation of poetic works.

## SYLLABUS OF DSC- 2

### Unit I

(15 Hrs)

#### Raghuvamśam: Canto-I (Verses 1-25):

Introduction (Author and Text), Meaning/translation, Explanation, Story, Characteristics of Raghu Clan, Characteristics of Dilīpa, Role of Dilīpa for the welfare of the subjects. Appropriateness of title, Background of given contents.

### Unit II

(15 Hrs)

#### Śīsupālavadhā - Canto II, (Verses 26-56):

Introduction (Author and Text), Appropriateness of title, Background of given contents, Grammar, Translation, Explanation, Poetic excellence, thematic analysis. माघे सन्ति त्रयो गुणाः, मेघे माघे गतं वयः, तावद् भा भारवेर्भाति यावन्माघस्य नोदयः ।

**Unit III****(15 Hrs)****Nītiśatakam - (Verses 1-20):**

Translation, explanation, social experiences of Bhartṛhari, Types of Fool.

**Unit IV****(15 Hrs)****History of Sanskrit Poetry:**

Aśvaghōṣa, Kālidāsa, Bhāravi, Māgha, Śrīharsa, Jayadeva, Bhartṛhari and their works. Origin and Development of Different types of Mahākāvya and Gītikāvya with special reference to the following Poets and their works.

**Essential/recommended readings:**

1. त्रिपाठी, कृष्णमणि, रघुवंशम् (मल्लिनाथकृत सञ्जीवनीटीका), चौखम्बा सुरभारती प्रकाशन, वाराणसी
2. झा, तारिणीश (व्या.), भर्तृहरिकृत नीतिशतकम्, संस्कृत टीका, हिन्दी व अंग्रेजीव्याख्यानुवादसहित, रामनारायणलाल बेनीमाधव, इलाहाबाद, १९७६.
3. त्रिपाठी, बाबूराम (सम्पा.), भर्तृहरिकृत नीतिशतकम् महालक्ष्मी प्रकाशन, आगरा, १९८६
4. विष्णुदत्त शर्मा शास्त्री (व्या.), भर्तृहरिकृत नीतिशतकम्, विमलचन्द्रिकासंस्कृतटीका व हिन्दी-व्याख्यासहित, ज्ञानप्रकाशन, मेरठ, संवत् २०३४.
5. शिशुपालवध – माघ, चौखम्बा विद्याभवन, वाराणसी
6. C.R. Devadhar (Ed.), Raghuvamśam of Kālidāsa, MLBD, Delhi.
7. Gopal Raghunath Nandargikar (Ed.), Raghuvamśam of Kālidāsa, MLBD, Delhi.
8. M.R. Kale (Ed.), Nītiśatakam of Bhartṛhari, MLBD., Delhi.
9. M.R. Kale (Ed.), Raghuvamśam of Kālidāsa, MLBD, Delhi.

**Suggested readings:**

1. Keith, A.B., History of Sanskrit Literature, MLBD, Delhi.
2. Krishnamachariar, History of Classical Sanskrit Literature, MLBD, Delhi.
3. Gaurinath Shastri, A Concise History of Sanskrit Literature, MLBD, Delhi.
4. Winternitz, Maurice: Indian Literature (Vol. I-III), also Hindi Translation, MLBD, Delhi.

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

## UGCF for Multidisciplinary Courses of Study

### SANSKRIT as MINOR

### SEMESTER -I

#### DSC 1: Sanskrit Grammar

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

| Course title & Code | Credits | Credit distribution of the course |          |                     | Eligibility criteria | Pre-requisite of the course | Department Offering the Course |
|---------------------|---------|-----------------------------------|----------|---------------------|----------------------|-----------------------------|--------------------------------|
|                     |         | Lecture                           | Tutorial | Practical/ Practice |                      |                             |                                |
| Sanskrit Grammar    | 04      | 3                                 | 1        | 0                   | Class XII Pass       | Nil                         | Sanskrit                       |

#### Learning Objectives:

Sanskrit is much known for a long tradition of grammatical and semantic analysis of the language. Panini's grammar has always been highly respected for providing the best model for structural and semantic studies. This course intends to introduce to students the basic structure of Sanskrit language through the Laghusiddhantakaumudi, the premier text of Sanskrit grammar by Varadaraj.

#### Learning outcomes:

After completion of this course

- Students will understand the basic structural nuances of Panini's grammar.
- They will become familiar with fundamental sandhi and compounding patterns.
- They will also understand some most important primary and secondary suffixes of Sanskrit.
- The practice of the application of the rules learnt from the reading of the texts will further enhance their knowledge of the structural patterns of Sanskrit language.

## SYLLABUS OF DSC-1

**Unit I** (15 Hrs)

**Laghusiddhāntakaumudī : Sañjñā Prakaraṇa**

Mahesvar Sutra, Pratyahara, Uchcharana Sthan, Different types of Sound.

**Unit II** (15 Hrs)

**Laghusiddhāntakaumudī: Sandhi Prakaraṇa**

ac sandhi: yaṇ, guṇa, dīrgha, ayādi, vṛddhi and pūrvarūpa.  
hal sandhi: ścutva, ṣṭutva, anunāsikatva, chhatva and jaśtva  
visarga sandhi: utva, lopa, satva and rutva

**Unit III** (15 Hrs)

**Laghusiddhāntakaumudī: Vibhaktyartha Prakaraṇa**

Vibhaktyartha Prakaraṇa

**Unit IV** (15 Hrs)

**General introduction to Samasa based on Laghusiddhāntakaumudī.**

### Essential/recommended readings:

1. धरानन्द शास्त्री, लघुसिद्धान्तकौमुदी, मूल एवं हिन्दी व्याख्या, दिल्ली ।
2. भीमसेन शास्त्री, लघुसिद्धान्तकौमुदी भैमी व्याख्या (भाग-1), भैमी प्रकाशन, दिल्ली ।
3. चारुदेव शास्त्री, व्याकरण चन्द्रोदय (भाग-1,2 एवं 3), मोतीलाल बनारसीदास, दिल्ली ।
4. सत्यपाल सिंह, लघुसिद्धान्तकौमुदी: प्रकाशिका नाम्नी हिन्दी व्याख्या सहिता, शिवालिक पब्लिकेशन, दिल्ली, 2014 ।
5. V.S. Apte, The Students' Guide to Sanskrit Composition, Chowkhamba Sanskrit Series, Varanasi (Hindi Translation also available).
6. M.R. Kale, Higher Sanskrit Grammar, MLBD, Delhi (Hindi Translation also available).

### Suggested readings:

1. चक्रधर नौतियाल हंस, बृहद् अनुवाद चन्द्रिका, मोतीलाल बनारसीदास, दिल्ली
2. कपिलदेव द्विवेदी – रचनानुवादकौमुदी, विश्वविद्यालय प्रकाशन, वाराणसी

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

## SANSKRIT (GENERIC ELECTIVE)

### SEMESTER -I

#### GE-1

#### GE-1: Basic Sanskrit

| Course Title   | Nature of the Course | Total Credits | Components |          |           | Eligibility Criteria/<br>Prerequisite | Contents of the course and reference is in |
|----------------|----------------------|---------------|------------|----------|-----------|---------------------------------------|--|
|                |                      |               | Lecture    | Tutorial | Practical |                                       |  |
| Basic Sanskrit | GE-01                | 4             | 3          | 1        | 0         | Class XII Pass                        | Annexure-I                                 |

#### Basic Sanskrit

##### [A] Course Objectives:

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

##### [B] Course Learning Outcomes:

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

##### [C] Course Contents

###### Unit: I Grammar and Composition, Part I:

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

###### Unit: II Grammar and Composition, Part II

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



Special Verb forms – in parasmaipada –past, present, future and imperative - jñā  
Special Verb forms – in parasmaipada –past, present, future and imperative – dā, dhā  
Special Verb forms – in ātmanepada – past, present, future and imperative – edh, sev

**Unit: III Sandhis and Pratyayas**

**Ac Sandhis:**

yaṅ, guṇa, dirgha, ayadi, vrddhi and pūrvarūpa

**Hal sandhis:**

scutva, stutva, anunāsikatva, chhatva and jaṣṭva

**Visarga sandhis:**

satva and rutva

**Unit: IV Pratyayas–**

śatṛ, śānac, ktavatu, kta

ktvā, lyap, tumun

Active – passive structures only in laṭ lakāra

**[D] References:**

**Compulsory Readings:**

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

**[E] Teaching Learning Process:**

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

## GE -2: Indian Aesthetics

| Course Title             | Nature of the Course | Total Credits | Components |          |           | Eligibility Criteria/<br>Prerequisite | Contents of the course and reference is in |
|--------------------------|----------------------|---------------|------------|----------|-----------|---------------------------------------|--|
|                          |                      |               | Lecture    | Tutorial | Practical |                                       |  |
| <b>Indian Aesthetics</b> | <b>GE-02</b>         | 4             | 3          | 1        | 0         | <b>Class XII Pass</b>                 | <b>Annexure-II</b>                         |

### Indian Aesthetics

#### [A] Course Objectives:

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

#### [B] Course Learning Outcomes:

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

#### [C] Course Contents:

##### Unit: I

##### Aesthetics (Saundaryaśāstra), its nature and components

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

##### Unit: II

##### The process of Aesthetic experience (Rasa)

- Constituents of rasa: *Bhāva* (human feelings and emotions) *Vibhāva* (causes or determinants), *Anubhāva* (voluntary gestures), *Sāttvika bhāva* (Involuntary gestures), *Vyabhicāri bhava* (transitory states)

and Sthāyibhāva(basic mental states), Sahrdaya/Sāmājika (Connoisseur/Spectator). Anukārya, Anukartā, Sādhāraṇīkaraṇa (Generalization), four mental stages of rasa realization: Vikāsa (cheerfulness),

Vistāra(exaltation), Kṣobha (agitation), Vikṣepa (perturbation).

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

### Unit: III

#### Aesthetic elements (saundarya - tattva)

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

### Unit: IV

#### Prominent thinkers of Indian Aesthetics and Perception of beauty in Abhijñānaśākuntalam

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

## [D] References:

### Compulsory Reading:

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

**Additional Resources:**

1. Gnoli, R.: *The Aesthetic Experience according to Abhinavagupta*, Chowkhamba Sanskrit series office Varanasi, 1956
2. उपाध्याय बलदेव , संस्कृत- आलोचना , हिन्दी समिति, सूचना विभाग , उ. प्र., 1963
3. कृष्णकुमार, अलंकारशास्त्र का इतिहास , साहित्य भण्डार, मेरठ, 1998
4. Coomarswami A: *Introduction to Indian Art*, Theosophical Society, Adyar, 1956.
5. कृष्णकुमार, अलंकारशास्त्र का इतिहास , साहित्य भण्डार, मेरठ, 1998
6. पाण्डेय, कान्तिचन्द्र, स्वतन्त्र कलाशास्त्र, प्रथम तथा द्वितीय भाग, चौखम्भा संस्कृत सीरीज, वाराणसी 1967, 1978

**[E] Teaching Learning Process:**

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

## GE-3

### GE -3: Basic Principles of Ayurveda

| Course Title                        | Nature of the Course | Total Credits | Components |          |           | Eligibility Criteria/<br>Prerequisite | Contents of the course and reference is in |
|-------------------------------------|----------------------|---------------|------------|----------|-----------|---------------------------------------|--|
|                                     |                      |               | Lecture    | Tutorial | Practical |                                       |  |
| <b>Basic Principles of Ayurveda</b> | <b>GE-03</b>         | 4             | 3          | 1        | 0         | <b>Class XII Pass</b>                 | <b>Annexure-III</b>                        |

### Basic Principles of Āyurveda

#### [A] Course Objectives:

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

#### [B] Course Learning Outcomes:

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

#### [C] Course Contents:

##### Unit: I

##### Introduction to Āyurveda

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

History of Āyurveda

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

##### Unit: II

##### Basic Principles of Āyurveda

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

##### Unit: III

##### Aṣṭāṅga Āyurveda:

1. Kāyçikitsā (General Medicine)

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

#### Unit: IV

#### Important Medicinal Plants and their bases on Āyurveda

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

#### [D] References:

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

#### [E] Teaching Learning Process:

1. Teachers will explain the relevant texts in lecture method.

2. Teachers will make the students visit to and experience themselves the medicinal plants.
3. Teachers will instruct the students to prepare reports on their understanding of the plants.

## GE-4

### GE -4: Sanskrit Narratology

| Course Title                | Nature of the Course | Total Credits | Components |          |           | Eligibility Criteria/<br>Prerequisite | Contents of the course and reference is in |
|-----------------------------|----------------------|---------------|------------|----------|-----------|---------------------------------------|--|
|                             |                      |               | Lecture    | Tutorial | Practical |                                       |  |
| <b>Sanskrit Narratology</b> | <b>GE-04</b>         | 4             | 3          | 1        | 0         | <b>Class XII Pass</b>                 | <b>Annexure-IV</b>                         |

### Sanskrit Narratology

#### [A] Course Objectives:

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

#### [B] Course Learning Outcomes:

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

#### [C] Course Contents:

##### Unit: I Origin and Development of Sanskrit Narratives

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

##### Unit: II Distinctive Features and Functions of Sanskrit Narratology

###### (i) Distinctive Features of Sanskrit Narratology

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

###### (ii) Institution and Function of Story-telling

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

**Unit: III Art-forms as Medium of Sanskrit Narrative**

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

**Unit: IV Cultural Reception of Pañcatantra**

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

**[D] References:**

1. Sadhale, Nalini, *Katha in Sanskrit Poetics*, Sanskrit Academy, Osmania University, Hyderabad, 1986
2. Paniker, K. Ayyapaa, *Indian Narratology*, IGNCA, Delhi, 2003
3. Dev, Amiya (Ed.), *Narrative, A Seminar*, Sahitya Academy, Delhi, 2017
4. Daya, Krishna, *India's Intellectual Tradition*, Delhi, ICPR, 1987
5. Mahulikar, Gauri, *Effect of Ramayana on Various Cultures and Civilizations*, Ramayana Institute.
6. Video of London 2009 ICR Illustrated Lecture on the Westward Migration of Panchatantra from India.
7. V. Raghavan Ed. *The Rāmāyana Tradition in Asia*,
8. Dr. Edgerton, Franklin (1924), *The Pañcatantra Reconstructed* (Vol.1: Text and Critical Apparatus, Vol.2: Introduction and Translation), New Haven, Connecticut: American Oriental Series. Volumes 2-3 Hertel, Johannes (1908-15), *The Pañcatantra* : a collection of ancient Hindu tales, in the recension called Pañcākhyānaka, and dated 1199 A.D., of the Jaina monk
9. Anand Krishna, *A Reassessment of the Tuti-Nama Illustrations in the Cleveland Museum of Art*, *Artibus Asiae*, Vol. 35, No.3, pp. 241-268 (28 pages). Artibus Asiae Publishers, 1973.
10. Winternitz, M. *Some Problems of Indian Literature* –Munshiram Manoharlal, Delhi, 1978.

**[E] Teaching Learning Process:**

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

**Head of the Department**