

• **Course Structure & Syllabus:**

**Semester – I**

**Honours**

**CC-1 (Sanskrit Grammar & Composition)**

Units	Assignments	Teacher
Unit - 1	लघुसिद्धान्तकौमुदी - माहेश्वरसूत्राणि	PD
Unit - 2	लघुसिद्धान्तकौमुदी - संज्ञा	AB
Unit - 3	लघुसिद्धान्तकौमुदी - सन्धि:	PD
Unit - 4	वाच्यपरिवर्तनम्	PD
Unit - 5	अनुवादतः (आङ्गलतः संस्कृते)	AB

**CC – 2 (Classical Sanskrit Literature (Prose & Ethics))**

Units	Assignments	Teacher
Unit - 1	कादम्बरी (शुकनासोपदेश)	AB
Unit - 2	नीतिशतकम् (1-20)	AK, PD

**GE – 1 (Ethical and Moral Issues in Sanskrit Literature)**

Units	Assignments	Teacher
Unit - 1	Issues in the Mahābhārata <ul style="list-style-type: none"> <li>Half-truths and false hoods – Yudhiṣṭhira’s declaration of Aśvatthāma’s death.</li> <li>Choosing the lesser evil – Duṣyanata’s rejection of Śakuntalā in the Abhijñānaśakuntalam, Act V.</li> <li>Critique of war in the Mahābhārata (Strīparva, Chapters 13-15).</li> <li>War – as it should be and as it is – (Kriṣṇa’s stratagems in war).</li> <li>Yearning for revenge – Aśvatthāmā’s revenge on Pāṇḍavas progeny; Duryodhana’s revenge on Draupadi</li> </ul>	PD
Unit - 1	Issues in the Mahābhārata <ul style="list-style-type: none"> <li>Choosing the lesser evil – Duṣyanata’s rejection of Śakuntalā in the Abhijñānaśakuntalam, Act V.</li> <li>War – as it should be and as it is – (Manusmṛti, Chapter VII 199-200, 87-93)</li> </ul>	AB
Unit - 2	Issues in the Rāmāyaṇa <ul style="list-style-type: none"> <li>Conflict of duty – Rāma the king versus Rāma the Husband.</li> <li>Obedience and Loyalty – Lakṣmaṇa’s challenge to Dasharatha and submission to Rāma in Vālmiki’s Rāmāyaṇa.</li> </ul>	PD
Unit - 3	Issues of Personal Conduct <ul style="list-style-type: none"> <li>Self-respect – Nītiśatakam, (Manasauryapaddhati): Verses 21/22 – 30/31.</li> </ul>	AK

DSC – A1 (Sanskrit Drama and Paniniyan Grammar)

Units	Assignments	Teacher
Unit - 1	Abhijñānaśakuntalam (1 <sup>st</sup> to 4 <sup>th</sup> Act)	AB, AK
Unit - 2	Paniniyan Grammar (Laghusiddhāntakaumudī – Pratyāhāra-sutras, Saṃjñā, Sandhi, Kṛt)	PD

**Semester – III**

**Honours**

*C-5 (History of Classical Sanskrit Literature)*

Units	Assignments	Teacher
Unit - 1	Laukikasamśkr̥tasāhityam <ul style="list-style-type: none"><li>• Rāmāyaṇam,</li><li>• Mahābhāratam,</li><li>• Purāṇam,</li><li>• Mahākāvyaṃ</li><li>• Kathāsāhityam,</li><li>• Nāṭyasāhityam</li></ul>	PD
Unit - 2	Laukikasamśkr̥tasāhityam <ul style="list-style-type: none"><li>• Gītikāvyaṃ,</li><li>• Gadyakāvyaṃ,</li><li>• Aitihāsikasāhityam,</li><li>• Campūkāvyaṃ</li></ul>	AB

*C-6 (Indian Social Institution)*

Units	Assignments	Teacher
Unit - 1	Manusamhitā (2 <sup>nd</sup> Chapter with Manvarthamuktāvalī) Slokas: 1-164	AK, PD
Unit - 2	Yājñavalkyasamhitā (Vyavahārādhyāyāḥ)	AB

*C-7 (Sanskrit Grammar)*

Units	Assignments	Teacher
Unit - 1	Laghusiddhāntakaumudī - Subantaprakaraṇam – Rāma, Ramā, Jñānam	AK
Unit - 2	Laghusiddhāntakaumudī - Kṛt- Taddhita-pratyayāḥ	AB, PD

*SEC – 1 (Communicative Sanskrit)*

Units	Assignments	Teacher
Unit - 1	Dialogue Writing in Sanskrit	PD
Unit - 2	Usage of Sanskrit Words in Day-to-day Life (Words related to Educational Institution, Human Body, Occupation, Fruits, Vegetables, Birds and Animals)	PD
Unit - 3	Time Calculation and Knowledge of Numbers (1-100) in Sanskrit	PD
Unit - 4	Letter Writing in Sanskrit	PD

## Programme

### DSC 1C – (History of Classical Sanskrit Literature & Translation)

Units	Assignments	Teacher
Unit - 1	History of Classical Sanskrit Literature <ul style="list-style-type: none"><li>National Epics –The Rāmāyaṇa and the Mahābhārata—as the source-books of Indian culture and Literature, social and moral values, literary values.</li><li>Purāṇas—their meaning, difference from Itihāsa, Characteristics, social and cultural values, historical importance.</li><li>Origin of Sanskrit drama, Dramas of Bhāsa, Kālidāsa, Bhavabhūti, Śrīharṣa and Rājaśekhara.</li><li>Court Epics (Mahākāvya) of Kālidāsa, Bhāravi, Māgha and Kumāradāsa.</li><li>Historical Kāvya.</li><li>Prose Romance.</li><li>Tales and Fables.</li><li>Lyrics.</li></ul>	AB, AK
Unit - 2	Translation (From English/Bengali to Sanskrit) <ul style="list-style-type: none"><li>(Short and simple sentences may be given for translation)</li></ul>	PD

### SEC – 1 – (Basic Sanskrit Learning)

Units	Assignments	Teacher
Unit - 1	Declensions (Nara, Latā, Fala, Asmad, Nadī, Muni, Sādhu, Piṭṛ, Ātman, Mātṛ, Madhu, Yuṣmad, Tad, Guṇin, Idam, Eka to Aṣṭan)	AB
Unit - 2	Conjugations (Bhū, Seb, Kṛ, Gam – Lat, Lot, Lañ, Vidhiliñ, Lṛt)	PD
Unit - 3	Indeclinables	AB
Unit - 4	Kāraka-vibhaktiḥ	PD

## Semester – V

### Honours

#### C-11 (Indian Philosophy)

Units	Assignments	Teacher
Unit - 1	Tarkasaṃgrahaḥ	AB, AK
Unit - 2	History of Indian Philosophy	PD

#### C-12 (Sanskrit Poetics & Literary Criticism)

Units	Assignments	Teacher
Unit - 1	Kāvyaadarśaḥ (Prathamaparicchedaḥ)	AB

Unit - 2	Sāhityadarpaṇaḥ -10 <sup>th</sup> Paricchedaḥ <ul style="list-style-type: none"> <li>(Yamakam, Anuprāsah, Śleṣah, Upamā, Rūpakam, Utprekṣā, Atiśayoktiḥ, Tulyayogitā, Prativastūpamā, Nidarśanā, Dīpakam, Dṛṣṭāntaḥ, Samāsoktiḥ, Aprastutaprasāmsā, Arthāntaranyāsaḥ, Kāvyaḷiṅgam, Vibhāvanā, Viśeṣoktiḥ, Bhrāntimān, Apahnutiḥ, Vyatirekaḥ, Svabhāvoktiḥ)</li> </ul>	AK, PD
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*DSE – 1 (Modern Sanskrit Literature)*

Units	Assignments	Teacher
Unit - 1	Modern Sanskrit Literature in Bengal <ul style="list-style-type: none"> <li>Haridas Siddhanta Vagish</li> <li>Chandrakanta Tarkalamkar</li> <li>Panchanan Tarkaratna</li> <li>Kalipada Tarkacharya</li> <li>Srijib Nyayatirtha</li> <li>Nityananda Smrititirtha</li> <li>Jatindra Bimal Chowdhury</li> <li>Roma Chowdhury</li> <li>Birendra Kumar Bhattacharya</li> <li>Sitanath Acharya</li> </ul>	AB
Unit - 2	Modern Sanskrit Literature in Outer Bengal <ul style="list-style-type: none"> <li>Rewa Prasad Dwivedi</li> <li>Ramkaran Sharma</li> <li>Kshma Rao</li> <li>G. B. Palsule</li> <li>S.B. Vernekar</li> <li>Satyavrat Sastri</li> <li>Radhavallabh Tripathy</li> <li>Abhiraj Rajendra Mishra,</li> <li>Haridutta Sharma</li> </ul>	AK, PD

*DSE – 2 (Art of Balanced Living)*

Units	Assignments	Teacher
Unit - 1	Self-presentation <ul style="list-style-type: none"> <li>(Hearing: Śravaṇam, Reflection: Mananam, Meditation: Nididhyāsanam: Bṛhadāraṇyakopaniṣad (Maitreyī- Yājñavalkya-saṃvādaḥ 4.4-5)</li> </ul>	PD
Unit - 2	Concentration <ul style="list-style-type: none"> <li>Concept of Yoga: Yogasūtram 1.2</li> <li>Restriction of fluctuations by practice and passion lessness: Yogasūtram, 1.12-16</li> <li>Four distinct means of mental purity leading to oneness: Yogasūtram, 1.33</li> </ul>	PD
Unit - 3	Refinement of Behaviour <ul style="list-style-type: none"> <li>(Methods of Improving Behaviour: Gītā – Karma-yogaḥ – Third Chapter - 5, 8, 10-16, 20 &amp; 21)</li> </ul>	AB, AK

**Programme**

*DSE – A1 (Sanskrit Prose & Indian Philosophy)*

Units	Assignments	Teacher
Unit - 1	Sanskrit Prose – Kādambarī (Śukonāśopadeśaḥ) <ul style="list-style-type: none"> <li>Introduction- Author/Text</li> </ul>	AK
Unit - 2	Indian Philosophy – General Outline of Indian Philosophy <ul style="list-style-type: none"> <li>Introduction, meaning of Darśana, difference between Darśana and Philosophy (in brief)</li> <li>Classification of Indian Philosophical schools,</li> <li>Salient features of Indian Philosophy (in brief)</li> <li>Heterodox Schools of Philosophy</li> <li>Cārvāka – General introduction with emphasis on Challenge to Veda, Rejection of Transcendental Entities, Ethics,</li> <li>Jainism-- General introduction with emphasis on Anekāntavāda, Syādvāda, Saptabhaṅginaya, triratna</li> <li>Buddhism- General introduction with emphasis on Four Noble Truths,</li> </ul>	PD
	<ul style="list-style-type: none"> <li>Orthodox Schools of Philosophy:</li> <li>Sāmkhya--- General Introduction with emphasis on Prakṛti, guṇatraya &amp; Puruṣa Entities,</li> <li>Yoga-- Eight-fold path of Yoga,</li> <li>Nyāya-- Vaiśeṣika—Sapta Padartha</li> <li>Mīmāṃsā--Svataḥ Prāmāṇyavāda</li> <li>Vedānta—Advaita Vedānta – General introduction with emphasis a Brahman, Māyā, Jīva and Jagat</li> <li>Bhakti Schools of Vedānta – General introduction with emphasis on God, Īśvara &amp; nature of bhakti.</li> <li>Metaphysics: realism, idealism, Causation Satkāryavāda. Asatkāryavāda, Pariṇāmavāda, Vivartavāda, svabhāvavāda, consciousness and matter, theories of self.</li> <li>Ethics: Karma &amp;Punarjanma theory, Liberation.</li> </ul>	AB

### SEC – 3 (Indian Theatre)

Units	Assignments	Teacher
Unit - 1	Abhinayaḥ, Arthaprakṛtiḥ, Avasthā, Pañcasandhiḥ, Nāṭyasamlāpāḥ (Sāhityadarpaṇaḥ: 6th)	PD
Unit - 2	Mañcasajjā (Nāṭyaśāstram: 2nd)	AB

### GE – A1 (Ethical and Moral Issues in Sanskrit Literature)

Units	Assignments	Teacher
Unit - 1	Issues in the Rāmāyaṇa <ul style="list-style-type: none"> <li>Conflict of duty – Rāma the king versus Rāma the Husband.</li> <li>Obedience and Loyalty – Lakṣmaṇa’s challenge to Dasharatha and submission to Rāma in Vālmīki’s Rāmāyaṇa.</li> </ul>	PD

<b>Unit - 2</b>	<b>Issues in the Mahābhārata</b> <ul style="list-style-type: none"> <li>• Half-truths and false hoods – Yudhiṣṭhira’s declaration of Aśvatthāma’s death.</li> <li>• Choosing the lesser evil – Duṣyanata’s rejection of Śakuntalā in the Abhijñānaśakuntalam, Act V.</li> <li>• Critique of war in the Mahābhārata (Strīparva, Chapters 13-15).</li> <li>• War – as it should be and as it is – (Kriṣṇa’s stratagems in war).</li> <li>• Yearning for revenge – Aśvatthāmā’s revenge on Pāṇḍavas progeny; Duryodhana’s revenge on Draupadi</li> <li>• Choosing the lesser evil – Duṣyanata’s rejection of Śakuntalā in the Abhijñānaśakuntalam, Act V.</li> <li>• War – as it should be and as it is – (Manusmṛti, Chapter VII 199-200, 87-93)</li> </ul>	<b>PD</b>
<b>Unit - 3</b>	<b>Issues of Personal Conduct</b> <ul style="list-style-type: none"> <li>• Nītiśatakam: Verses 1-30.</li> </ul>	<b>AB</b>

## Semester – II

### Honours

#### CC-3 (Classical Sanskrit Literature: Drama & Metre)

Units	Assignments	Teacher
<b>Unit - 1</b>	अभिज्ञानशकुन्तलम् (1-4 अङ्काः)	<b>AB</b>
<b>Unit - 1</b>	अभिज्ञानशकुन्तलम् (5 अङ्क)	<b>AB</b>
<b>Unit - 2</b>	छन्दोमञ्जरी (समवृत्तछन्दांसि)	<b>PD</b>

#### CC – 4 (Classical Sanskrit Literature: Poetry & Dramaturgy)

Units	Assignments	Teacher
<b>Unit - 1</b>	किरातार्जुनीयम्, प्रथमसर्गः	<b>AK</b>
<b>Unit - 2</b>	<b>Introduction, Author, Rūpaka—its varieties, Abhinaya—its varieties, Natyakaushala, पञ्चसन्धि, पञ्चार्थप्रकृति, पञ्चार्थोपक्षेपक, पञ्चावस्था</b>	<b>AB, PD</b>

#### GE – 2 (Nationalistic Thought in Sanskrit Literature)

Units	Assignments	Teacher
<b>Unit - 1</b>	<b>Nationalistic Thought in Vedic Literature:</b> <ul style="list-style-type: none"> <li>• Origin and Development of ‘Rāṣṭra’ in Vedic Literature,</li> <li>• Nationalistic Identity of the Vedic People with ‘Bharatas’ and ‘Bharatajana’ in Ṛgveda (3 .53.12 3; 3.53.24;7.33.6)</li> <li>• Concept of ‘Rāṣṭra’ in ‘Bhūmisūkta’ of Atharvaveda (12.1,1-12)</li> </ul>	<b>PD</b>
<b>Unit - 1</b>	<b>Nationalistic Thought in Vedic Literature:</b> <ul style="list-style-type: none"> <li>• Elements of ‘Rāṣṭra’ in Śukla Yajurveda (22.22);</li> <li>• Nationalistic Significance of ‘Rārabhthoma’ (Coronation Ceremony) in Śatapatha Brāhmaṇa (9.4.1.1-5)</li> </ul>	<b>AK</b>
<b>Unit - 2</b>	<b>Nationalistic Thought in Classical Literature:</b>	<b>AB</b>

	<ul style="list-style-type: none"> <li>Nationalistic Identity of 'Rāṣṭra' in Classical Literature.</li> <li>Geographical and Sociological Identity of 'Bhāratavarsa' in Viṣṇu Purāṇa (2.3)</li> <li>Unity of 'Rāṣṭra' in Vālmīki Rāmāyaṇa (Kiṣkindhyā kāṇḍa, chapters 46,47,48);</li> </ul>	
<b>Unit – 2</b>	<b>Nationalistic Thought in Classical Literature:</b> <ul style="list-style-type: none"> <li><b>Cultural Unity in Kālidāsa's Raghuvamśam (fourth canto),</b></li> <li><b>Demographical Unification of 'Rāṣṭra' in Mahābhārata (Śāntiparva, 65.13-22).</b></li> </ul>	<b>AK</b>

## Programme

### DSC – A2 (Sanskrit Poetry and Metre)

Units	Assignments	Teacher
<b>Unit - 1</b>	Raghuvamśam (Canto 1) <ul style="list-style-type: none"> <li>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</li> </ul>	<b>AK</b>
<b>Unit - 2</b>	<b>Chandomañjarī (Samavṛtta)</b> <ul style="list-style-type: none"> <li><b>Brief conception of guru-laghu-nirṇayopāya, gaṇas, yati,</b></li> <li><b>Definition of various Metres, Examples, Scan, Yati.</b></li> <li><b>Metres—indravajrā, upendravajrā, drutavilambita, upajāti, vasantatilakā, totaka, śālinī, rucirā, mālinī, mandākrāntā, śikhariṇī, śārdūlavikrīḍita, sragdharā.</b></li> </ul>	<b>AB, PD</b>

### Semester – IV

## Honours

### C-8 (History of Vedic, Scientific & Technical Literature in Sanskrit)

Units	Assignments	Teacher
<b>Unit - 1</b>	Vedic Literature <ul style="list-style-type: none"> <li>Caturvedāḥ,</li> <li>Brāhmaṇam,</li> <li>Āraṇyakam</li> <li>Upaniṣad,</li> <li>Vedāṅgāni</li> </ul>	<b>AB</b>
<b>Unit - 2</b>	<b>Scientific and Technical Literature</b> <ul style="list-style-type: none"> <li><b>Mathematics,</b></li> <li><b>Chemistry,</b></li> <li><b>Medical Science,</b></li> <li><b>Astronomy,</b></li> <li><b>Vāstuśāstra,</b></li> <li><b>Dance and Music</b></li> </ul>	<b>PD</b>

### C-9 (Ancient Indian Polity & General Survey of Dharma, Artha and Nītiśāstra)

Units	Assignments	Teacher
<b>Unit - 1</b>	Arthaśāstra (Prathamādhikaraṇam – 1-4, 6-8, 13-16)	<b>AK</b>
<b>Unit - 2</b>	General Survey of Dharma	<b>AB</b>

<b>Unit - 2</b>	<b>General Survey of Artha and Nītiśāstra</b>	<b>PD</b>
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**C-10 (Vedic Hymns & Grammar)**

Units	Assignments	Teacher
<b>Unit - 1</b>	Ṛgvedaḥ <ul style="list-style-type: none"> <li>• Agnisūkta – 1/1,</li> <li>• Devīsūkta – 10/125</li> <li>• Hiraṇyagarvasūkta – 10/121</li> <li>• Akṣasūkta – 10/34</li> </ul>	<b>AB</b>
<b>Unit - 1</b>	Ṛgvedaḥ <ul style="list-style-type: none"> <li>• Saṃjñānasūkta – 10/191</li> </ul> Atharvavedaḥ <ul style="list-style-type: none"> <li>• Bhūmisūkta – 12/1/10</li> </ul>	<b>AK</b>
<b>Unit - 2</b>	<b>Vedic Grammar</b> <ul style="list-style-type: none"> <li>• <b>Padapāthaḥ</b></li> <li>• <b>Luṅlakāraḥ</b></li> <li>• <b>Letlakāraḥ</b></li> <li>• <b>Tumarthapratyayaḥ</b></li> <li>• <b>Upasargaḥ</b></li> </ul>	<b>PD</b>

**SEC – 2 (Self-Management in Bhagavadgītā)**

Units	Assignments	Teacher
<b>Unit - 1</b>	Cognitive and Emotive Apparatus <ul style="list-style-type: none"> <li>• Hierarchy of Indriya, Manas, Buddhiḥ and Ātman – Gītā - III.42; XV.7</li> <li>• Role of Ātman – XV.7; XV.9</li> <li>• Properties of three Guṇas and their impact on the mind – XIII.5-6; XIV.5-8, 11-13; XIV.17</li> </ul>	<b>PD</b>
<b>Unit - 2</b>	Controlling the Mind <ul style="list-style-type: none"> <li>• Meditation – difficulties – VI.34-35; Procedure VI.11-14</li> <li>• Balanced Life – III.8; VI.16-17</li> <li>• Process of decision making – XVIII.63</li> <li>• Control over senses – II.59,64</li> </ul>	<b>PD</b>
<b>Unit - 3</b>	<b>Self-Management through Devotion</b> <ul style="list-style-type: none"> <li>• <b>Surrender of Ego – II.7; IX.27; VIII.7; XI.55; II.47</b></li> </ul>	<b>PD</b>

**Programme**

**DSC – A4 (Smṛtiśāstra & Upaniṣad)**

Units	Assignments	Teacher
<b>Unit - 1</b>	: Manusmṛhitā (2nd Chapter [1-164 verses]) <ul style="list-style-type: none"> <li>• Manusmṛhitā—Brief introduction of Dharmasūtras, Dharmaśāstras, Nibandhagranthas,</li> <li>• Author of Manusmṛhitā, its subject-matter,</li> <li>• Detailed subject-matter of Chapter II,</li> <li>• Dharmalakṣaṇam, Sam skāras of different castes, Code of conduct of students (Brahmacarī), General code of conduct.</li> <li>• Description of Brahmāvarta, Āryavarta, Brahmr̥sideśa, Madyadeśa, Mlecchadeśa.</li> <li>• Bhojanavidhi, eleven Senses (ekādaśaindriyas), difference between bhoga and tyāga,</li> <li>• Mānyasthān, Svādhyāya,</li> <li>• Types of teachers—Rtvik, Ācārya, Upādhyāya.</li> <li>• Manusmṛhitā—its present-day context.</li> <li>• Total evaluation in brief.</li> </ul>	<b>AB, AK</b>
<b>Unit - 2</b>	<b>Īsopaniṣad</b>	<b>PD</b>



	<ul style="list-style-type: none"> <li>• Meaning of Upaniṣad, subject-matter of Upaniṣad, major Upaniṣads.</li> <li>• Iṣopaniṣad—introduction, its subject-matter, mantra-wise text-study, translation, explanation,</li> <li>• Samucyaya of Jnānamārga and Karmamārga, Vidyā and avidyā, Sambhūti and asumbhūti, idea of Hiranyagarbha, prayer of a dying man—indication of Bhakti.</li> <li>• Conclusion.</li> </ul>	
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### SEC – 2 (Communicative Sanskrit)

Units	Assignments	Teacher
Unit - 1	Comprehension Test in Sanskrit	AB
Unit - 2	Usage of Sanskrit Words in Day-to-day Life (Words related to Educational Institution, Human Body, Occupation, Fruits, Vegetables, Birds and Animals)	AB
Unit - 3	Time Calculation	AB
Unit - 4	Knowledge of Number in Sanskrit (1-100)	AB

## Semester – VI

### Honours

#### C-13 (Paninian Grammar)

Units	Assignments	Teacher
Unit - 1	Siddhāntakaumudī - Kārikam	AK, PD
Unit - 2	Siddhāntakaumudī - Samāsaḥ	AB

#### C-14 (Linguistics)

Units	Assignments	Teacher
Unit - 1	Introduction to Linguistics, Definition of Language, Classification of Language, Family of Indo-European Languages, Influence of Non-Aryan languages on Sanskrit and Prakrit, Phonetic Laws (Grimm's, Collitz's, Verner's, Grassmann's), Phonetic Tendencies (Assimilation, Dissimilation, Metathesis, Prothesis, Epenthesis, Haplology, Anaptyxis, Accent, Ablaut)	AB, AK, PD

#### DSE – 3 (Indian Epigraphy and Paleography)

Units	Assignments	Teacher
Unit - 1	Study of Selected Inscriptions: <ul style="list-style-type: none"> <li>• Junāgaḍa of Rudradāman,</li> <li>• Allahabad Pillar of Samudragupta</li> <li>• Aihole of Pulakesin II</li> <li>• Nālandā of Devapāla</li> </ul>	PD, AK
Unit - 1	Indian Paleography: <ul style="list-style-type: none"> <li>• Importance of the Study of Inscriptions (Geographical Description, Historical Evidences, Society, Religion, Literature, Economic Conditions, Administration),</li> <li>• Types of Inscriptions (Praśasti, Religious, Donations, Grants)</li> <li>• Writing Materials (Rocks, Pillars, Metal Plates, Statues, Pen, Brush, Paint/Colour)</li> </ul>	AB

**DSE – 4 (Environmental Awareness in Sanskrit Literature)**

Units	Assignments	Teacher
<b>Unit - 1</b>	Environmental Awareness in Vedic Literature <ul style="list-style-type: none"> <li>Five Basic Elements of Universe covered by environment: Earth, Water, Light, Air and Ether – Aitareya Upaniṣad 3.3</li> <li>Three constituent elements of environment known as ‘Chandāmsi’: Jala, Vāyu and Oṣadhi – Atharvaveda 18.1.17</li> <li>Five elementary source of environment preservation: Parvata, Soma, Vāyu, Parjanya, Agni – Atharvaveda 3.21.10</li> <li>Importance of plants and animals for preservation of global ecosystem – Yajurveda 13.37</li> <li>Eco friendly environmental organism in Upaniṣads – Bṛhadāraṇyaka 3.9.38, Taittirīya 5.101, Īśa 1.1</li> </ul>	<b>AB, AK</b>
<b>Unit - 2</b>	Environment Awareness in Classical Sanskrit Literature <ul style="list-style-type: none"> <li>Planting of trees in Purāṇas as a pious activity – Mātsya 59.159; 153.512, Varāha 172.39</li> <li>Preservation of water resources Vāpi, Kūpa, Taḍāga – Agnipurāṇa 209.2, Vālmīki-Rāmāyaṇa 2.80.10-11,</li> <li>Universal environmental issues in works of Kālidāsa: Eight elements of environment and concept of Aṣṭamūrti Śiva, Preservation of forest, water resources, protection of animals, birds and plants</li> <li>Eco-system of Indian monsoon in Meghadūta</li> <li>Seasonal weather conditions of Indian sub-continent in Ṛtusamhāra</li> <li>Himalayan ecology in Kumārasambhava</li> <li>Oceanography in Raghuvamśa – Canto 13</li> </ul>	<b>PD</b>
<b>Unit - 3</b>	<b>Environmental Awareness in Dharmaśāstra and Arthaśāstra</b> <ul style="list-style-type: none"> <li><b>Plantation of new trees and preservation of old trees as royal duty of king – Arthaśāstra 2.1.20</b></li> <li><b>Punishments for destroying trees and plants – Arthaśāstra 3.19</b></li> <li><b>Plantation of tress for recharging underground water – Vṛhatsamhitā 54.119</b></li> <li><b>Various medical trees to be planted in forest by king – Śukranīti 4.58-62</b></li> </ul>	<b>PD</b>

**Programme**

**DSE – A2 (Fables Literature & Gītā)**

Units	Assignments	Teacher
<b>Unit - 1</b>	Fables Literature – Hitopadeśaḥ (Mitrālābhah) <ul style="list-style-type: none"> <li>Introduction, characteristics of Sanskrit Fable Literature, Causes behind the origin of Sanskrit Fables.</li> <li>Hitopadeśaḥ—its Author numbers of stories Text reading meaning etc.</li> <li>Main characters of the stories, Similarity with human nature.</li> <li>Main advices given in the stories.</li> </ul>	<b>PD</b>
<b>Unit - 2</b>	<b>Gītā (3rd Chapter)</b> <ul style="list-style-type: none"> <li><b>Meaning of karma and yoga</b></li> <li><b>Self-control, rejection of avarice,</b></li> <li><b>Praise of Karma, motivation to niṣkāmakarma—its result etc.</b></li> </ul>	<b>AK, AB</b>

**SEC – 4 (Scientific & Technical Literature in Sanskrit)**

Units	Assignments	Teacher
Unit - 1	Mathematics, Chemistry, Medical Science, Astronomy, Vāstuśāstra, Music and Dance	AB, PD

**GE – A2 (Ancient Indian Polity)**

Units	Assignments	Teacher
Unit - 1	Manusmṛti (Origin of the King 7.1-8, Daṇḍa 7.14-35)	PD
Unit - 2	Arthasāstra (Mantrādhikāra & Dūtapraṇidhi in Vinayādhikārika)	AK
Unit - 3	Mahābhārata (Duties of the King in Śānti Parva 120.1-15)	PD