

Department of Sanskrit, Pali & Prakrit
Visva-Bharati, Santiniketan
BA Sanskrit
NEP Syllabus

UG NEP

Semester	Name of the Paper	Text / Subject	Objectives and outcome
Sem.-I	MJSA- 01	Classical Literature-I (Epic) <u>Unit-I</u> (Cr.1.5) - Kirātārjunīya -I <u>Unit-II</u> (Cr.1) - Kumārasambhava - V <u>Unit-III</u> (Cr.1.5) - Raghuvamśa -I	Objective: This paper offers an all-inclusive knowledge of the court epics of Classical period of Sanskrit Literature. The Kirātārjunīya explores themes of dharma, self-realization, and the nature of the self, ultimately aiming to provide insights into the human condition and the spiritual journey. The primary objective of Kumārasambhava is to discover the themes of love, desire, divine intervention, and the power of nature. Kalidasa's Raghuvamśa traces the lineage of the Suryavamsha kings, highlight the heroic deeds of Raghu, and reestablish ideals and values for both kings and people. Outcomes: Students acquire knowledge of the dynasty's history, focusing on the prowess and virtue of its rulers, and providing insights into the values that shaped in the ancient period. They also get the introductory idea of countless retellings and adaptations, influencing subsequent works, and perpetuating spiritual and ethical values within Indian culture. The paper also serves as a guide to ethical leadership and emphasizes the importance of values in shaping both rulers and society.
Sem.-I	MJSA- 02	History of Sanskrit Literature <u>Unit-I</u> (Cr. 1.5) - Rāmāyaṇa, Mahābhārata, Pūrāṇas <u>Unit-II</u> (Cr.2) - Kāvya <u>Unit-III</u> (Cr.0.5) - Technical Literature	Objectives: This paper provides the students with the outline of the Sanskrit literature that includes epic, puranic and classical period. The history of technical literature makes students aware of the texts of technical knowledge of ancient India like mathematics, Engineering, medicine, astronomy etc. Outcomes: Students get confidence for academic as well as competitive examinations through this syllabus. They get preliminary impression about the Indian Knowledge System that would build their vision for future researches.

Sem.-II	MJSA- 03	Pāṇinian Grammar-I Laghu Siddhāntakaumudī: <u>Unit-I</u> (Cr. 3) • Saṃjñā to Sandhi, <u>Unit-II</u> (Cr.1) • Strīpratyaya	Objective A good knowledge in Vyākaraṇa enhances communication skills by enabling the accurate and effective use of language. Vyakarana helps in examining the validity of sentences and understanding the rules governing their formation. Pāṇinian grammar based on Siddhānta-kaumudī and Laghu-siddhāntakaumudī is aimed to be taught through several paper in entire UG courses. It would help the students to decode the Sanskrit texts and to achieve a comprehensive idea of the linguistic structure of ancient India. It can be applied in various interdisciplinary fields like computational linguistics and public relations. Outcome Students gain the ability to understand and apply the rules (sūtras) of Vākaraṇa in forming words and interpreting texts. Vyākaraṇa provides a deep understanding of the principles of Sanskrit languages.
Sem.-II	MJSA- 04	Classical Literature -II (Prose) <u>Unit-I</u> (Cr. 1.5) • Kādambarī: Śūdrakabaraṇa, Sukanāśopadeśa <u>Unit-II</u> (Cr.1.5) • Daśakumāracarita - VIII <u>Unit-III</u> (Cr.1) • Śivarājaviṃśatī - I	Objectives: This part of syllabus shall be a tool for students to penetrate into prose literature of classical era. Outcomes: Through the texts mentioned above students get an access to prose literature of Bāṇa, Subandhu and Ambikāduṭṭavyās, and accordingly compare the resemblance of prose form of ancient India with that of modern period.

Sem.-III	MJSA- 05	Classical Literature -III (Drama) <u>Unit-I</u> (Cr. 2) - Abhijñānaśakuntala <u>Unit-II</u> (Cr.1) - Svapnavāsavadatta <u>Unit-III</u> (Cr.1) - Muktadhārā (Lecture-based)	Objectives: This paper contains three dramas among which first two represents the genre of dramatical art form (nāṭya-s) of ancient period. These two world famous dramas exhibit the pattern, form, stage-presentation, languages, abhinaya, literary representation, and other technical and aesthetical aspects of ancient dramas, as well as portray the then socio-cultural scenario. The third drama included in the syllabus is a Sanskrit rendition of Rabindranath Tagore's Muktadhara. This text while providing the students with the preliminary idea of Tagore's contemplation reflected in his drama, offers some glimpses of translation studies related to Sanskrit. Outcome: Students obtain profound knowledge of ancient Sanskrit drama, and trace the ancient origin of Indian drama. Simultaneously, they have an introductory idea of Tagore's play and translation studies.
Sem.-III	MJSA- 06	Pāṇinian Grammar-II Laghu Siddhāntakaumudī: <u>Unit-I</u> (Cr. 2) - Tiṅanta - bhū, edh <u>Unit-II</u> (Cr. 1) - Parasmaipada and Ātamanepada <u>Unit-III</u> (Cr.1) - Kṛdanta (selected portion) - Tavya / tavyat, anīyar, yat, nyat, kyap, śatr, śānac, ktvā, kta, ktavatu, tumun, ṇamul, lyap, ghañ, lyuṭ, ṇvul, ṛc .	Objective A good knowledge in Vyākaraṇa enhances communication skills by enabling the accurate and effective use of language. Vyakarana helps in examining the validity of sentences and understanding the rules governing their formation. Pāṇinian grammar based on Siddhānta-kaumudī and Laghu-siddhāntakaumudī is aimed to be taught through several paper in entire UG courses. It would help the students to decode the Sanskrit texts and to achieve a comprehensive idea of the linguistical structure of ancient India. It can be applied in various interdisciplinary fields like computational linguistics and public relations. Outcome

			Students gain the ability to understand and apply the rules (sūtras) of Vākaraṇa in forming words and interpreting texts. Vyākaraṇa provides a deep understanding of the principles of Sanskrit languages.
Sem.-IV	MJSA- 07	Indian Poetics <u>Unit-I</u> (Cr. 1) - Kāvyaṅkāraśūtravṛtti - I, II, III <u>Unit-II</u> (Cr.1) - Kāvyaḍarśa - I <u>Unit-III</u> (Cr. 1) - Sāhityadarpaṇa - I <u>Unit-IV</u> (Cr.1) - Kāvyaṅkāra -I	Objective : This paper gives a comprehensive knowledge of the poetics or the literary theories where purpose, principle, forms, techniques of poetry, use of alankaras, poetic styles etc. are included. An introduction of the style theory (ritisiddhanta) arguing that riti is the soul of Kavya provides a theoretical foundation that influenced later rasa and dhvani theorist. Outcomes: Students attain the knowledge of different theories of poetics and Literary Mechanics. The knowledge builds the faculty to analyse Sanskrit literature that helps the students researches.
Sem.-IV	MJSA- 08	Indian Social Principles <u>Unit-I</u> (Cr. 2) - Manu-saṃhitā - II <u>Unit-II</u> (Cr.1) - Yājñavalkya-saṃhitā: Vyavahāra-adhyāya <u>Unit-III</u> (Cr. 1) - Arthaśāstra: Vinayādhikaraṇa	Objectives: This paper is loaded with the information of the social edifice of ancient India. Manusamhitā decodes the pivotal criteria of dharma, and emphasizes on defining moral code of conduct, values, individual and collective behaviour. Yājñavalkya-saṃhitā presents a concise framework of dharma, covering sources of law, and portrays the explicit process of civil cases. Kauṭilya's Arthaśāstra exhibits the particulars of the state-craft of ancient period of India. regulation of personal behaviour and spiritual growth. Similarly, the first chapter of Yajnavalka Smṛiti presents a concise framework of dharma,

			covering sources of law, the classification of scriptures and the roles of different classes. Outcomes: This paper results in well-defined moral and educational framework for students, establishing the foundation of righteous conduct and social responsibility. The students get an overview of the ancient system of law and state-craft leading towards the development of a systematic and practical legal tradition in ancient Indian society.
Sem.-IV	MJSA- 09	Pāṇinian Grammar-III Laghu Siddhāntakaumudī: <u>Unit-I</u> (Cr. 3) • Ajantaprakaraṇa to Halantaprakaraṇa <u>Unit-II</u> (Cr.1) • Taddhita (Selected portion) - tal, tarap, tamap, matup, vatup, iñ, in, ṭhak, vini, thāl, tral, tasil, aṇ, añ, yat, ḍhak	Objective A good knowledge in Vyākaraṇa enhances communication skills by enabling the accurate and effective use of language. Vyakarana helps in examining the validity of sentences and understanding the rules governing their formation. Pāṇinian grammar based on Siddhānta-kaumudī and Laghu-siddhāntakaumudī is aimed to be taught through several paper in entire UG courses. It would help the students to decode the Sanskrit texts and to achieve a comprehensive idea of the linguistical structure of ancient India. It can be applied in various interdisciplinary fields like computational linguistics and public relations. Outcome Students gain the ability to apply the rules (sūtras) of Vākaraṇa in forming words and interpreting texts. Vyākaraṇa provides a deep understanding of the principles of Sanskrit languages.

Sem.-IV	MJSA- 10	Pāṇinian Grammar-IV Laghu Siddhāntakaumudī <u>Unit-I</u> (Cr. 3) - Adādi to curādi <u>Unit-II</u> (Cr.1) - Pratyayānta - nyanta, sannanta, yañanta, yañluk, nāmadhātu, bhāvakarma, karmakartṛ	Objective A good knowledge in Vyākaraṇa enhances communication skills by enabling the accurate and effective use of language. Vyakarana helps in examining the validity of sentences and understanding the rules governing their formation. Pāṇinian grammar based on Siddhānta-kaumudī and Laghu-siddhāntakaumudī is aimed to be taught through several paper in entire UG courses. It would help the students to decode the Sanskrit texts and to achieve a comprehensive idea of the linguistical structure of ancient India. It can be applied in various interdisciplinary fields like computational linguistics and public relations. Outcome Students gain the ability to apply the rules (sūtras) of Vākaraṇa in forming words and interpreting texts. Vyākaraṇa provides a deep understanding of the principles of Sanskrit languages.
Sem.-V	MJSA- 11	Philosophy -I <u>Unit-I</u> (Cr. 2) - Introduction to Indian Philosophy <u>Unit-II</u> (Cr.2) - Arthasaṃgraha	Objective: The first half of the paper provides a bird-eye view of different branches of Indian philosophy. It includes structural evidences, basic characteristics and major doctrines of ancient Indian philosophy. Arthasaṃgraha, being a text of Karmakāṇa, offers the techniques to unveil the Vedic statements and rituals. Outcome: Students achieve an overall idea of the structure of Indian philosophy, and attain a text-based knowledge of Mīmāṃsā.

Sem.-V	MJSA- 12	Philosophy -II <u>Unit-I</u> (Cr. 2) - Sāṅkhyakārikā <u>Unit-II</u> (Cr.2) - Vedāntasāra	Objectives: This paper provides a clear and systematic exposition of the Sāṅkhya and Vedānta philosophy, along with logical explanations, making complex metaphysical ideas more accessible. Outcomes: Students achieve the key to understand the basic ontological structure of the Sāṅkhya and Vedānta philosophy that encourages them to delve into the deep of Indian philosophy in higher courses.
Sem.-V	MJSA- 13	Vedic Knowledge System-I <u>Unit-I</u> (Cr. 3) - Samhitā Texts Ṛgveda: Agni (1.1); Varuṇa (1.25); Sūrya (1.125); Indra (2.12); Uṣas (3.61); Parjanya (5.83); Kitava (10.34); Jñāna (10.71); Puruṣa (10.90); Hiranyagarbha (10.121); Vāk (10.125); Nāsadīya (10.129); Śuklayajurveda: Śivasamkalpa , Chapter-34 (1-6), Prajāpati-Chapter-23 (1-5) <u>Unit-II</u> (Cr.1) - History of Vedic Literature	Objectives: Since Vedas are the perennial sources of Indian Knowledge System, a student of Sanskrit must have an access to those literatures. To present a comprehensive knowledge of the Veda, the syllabus incorporates different genres of Vedic literature, e.g., Samhitā, Brāhmaṇa, Upaniṣads. It also includes the history of Vedic Literature, and several texts representing interpretational trajectories, ritualistic performances and metaphysical thoughts. Outcomes: This part of syllabus makes the students well aware of the contents and concepts of Vedic literature as well as of IKS.
Sem.-VI	MJSA- 14	Bhagavadgītā and Yogasūtra <u>Unit-I</u> (Cr. 2)	Objectives:

		- Bhagavad-gītā: 14 & 17 <u>Unit-II</u> (Cr.2) - Pātañjalayogasūtra	Through text-based lectures this course aim to build the mental and physical strength. The objective of Bhagavad Gita is to provide on living a righteous and purposeful life by understanding one's duty without attachment to outcomes, while Yogasūtra offers an inclusive knowledge of Yoga system of Indian Philosophy. Outcomes: The students achieve an overall impression of transformative spiritual frame work that helps individuals overcome inner conflicts, achieve self-realization and live in harmony with universal principles.
Sem.-VI	MJSA- 15	Pāṇinian Grammar-V <u>Unit-I</u> (Cr. 3) - Siddhāntakaumudī : Kāraka <u>Unit-II</u> (Cr.1) - Mahābhāṣya: Paspasāhnikā	Objective A good knowledge in Vyākaraṇa enhances communication skills by enabling the accurate and effective use of language. Vyakarana helps in examining the validity of sentences and understanding the rules governing their formation. Pāṇinian grammar based on Siddhānta-kaumudī and Laghu-siddhāntakaumudī is aimed to be taught through several paper in entire UG courses. It would help the students to decode the Sanskrit texts and to achieve a comprehensive idea of the linguistical structure of ancient India. It can be applied in various interdisciplinary fields like computational linguistics and public relations. Outcome Students gain the ability to apply the rules (sūtras) of Vākaraṇa in forming words and interpreting texts. Vyākaraṇa provides a deep understanding of the principles of Sanskrit languages.
Sem.-VI	MJSA- 16	Linguistics and Lexicography <u>Unit-I</u> (Cr. 3) Linguistics:	Objective:

		Definition of Language, Dialect Phonetic Laws (Grimm, Grassman, Verner, Collitz, Fortunatov). Phonetic Tendencies General introduction of Indo-European family of Languages Difference between Vedic Sanskrit and Classical Sanskrit <u>Unit-II</u> (Cr.1) Nirukta: Etymologies of āchārya; vīra; hrada; go; samudra; vṛtra; āditya; uṣas; megha; vāk; udak; nadī; aśva; agni; jātavedas; vaiśvānara; nighaṇtu	The course identifies the position of Sanskrit (both Vedic and Classical) in the Indo-European Language Family that helps the students to determine the origin of Sanskrit sound, etymology of the words, and structure of the sentence in the light of philology. Nirukta, the oldest Indian Treatise on etymology, philology and semantics, provides a clear knowledge to analyze Vedic words. Outcome: A good understanding in the basic structure of Indo-European Language Family enables students to develop a comparative view to analyze Sanskrit with other IE languages like Greek, German etc., whereas the Vedic lexicography helps to decode the Vedic literature.
Sem.-VII	MJSA- 17	Prakrit and Jain Studies <u>Unit-I</u> (Cr. 1) - Karpūramañjarī - I, II <u>Unit-II</u> (Cr.1) - Dasaveyālīya-sutta I-III <u>Unit-III</u> (Cr. 2) - Elements of Prakrit Grammar	Objectives: This paper demonstrates the literary beauty and expressive capacity of the Prakrit language in Classical drama. Prakrit simplifies Sanskrit grammar by reducing complex consonant clusters and making pronunciation easier. It uses verb forms and case-endings favoring a more natural spoken Style. Outcomes: Students will gather the fundamental knowledge on Prakrit language, as well as the acquire the core concept of Jainism through Prakrit literature.
Sem.-VII	MJSA- 18	Vedic Knowledge System - II <u>Unit-I</u> (Cr. 2) Ṛgveda-saṃhitā : 1.3, 1.4, 3.33, 10.108 <u>Unit-II</u> (Cr.1)	Objectives: Since Vedas are the perennial sources of Indian Knowledge System, a student of Sanskrit must have an access to those literatures. To present a

		- Vājasaneyya-saṃhitā: S:31 Unit-III (Cr.1) - Aitareya-Brahmaṇa: Pañcikā VII, Adhyāya 3: Sunaḥśepākyaṇa	comprehensive knowledge of the Veda, the syllabus incorporates different genres of Vedic literature, e.g., Saṃhitā, Brāhmaṇa, Upaniṣads. It also includes the history of Vedic Literature, and several texts representing interpretational trajectories, ritualistic performances and metaphysical thoughts. Outcomes: This part of syllabus makes the students well aware of the contents and concepts of Vedic literature as well as of IKS.
Sem.-VII	MJSA- 19	Pāṇinian Grammar-VI Unit-I (Cr. 1) - History of Sanskrit Grammar Unit-II (Cr. 2) - Samāsa-Prakaraṇam Unit-III (Cr.1) Samjñā and Paribhāṣā	Objective A good knowledge in Vyākaraṇa enhances communication skills by enabling the accurate and effective use of language. Vyakarana helps in examining the validity of sentences and understanding the rules governing their formation. Pāṇinian grammar based on Siddhānta-kaumudī and Laghu-siddhāntakaumidī is aimed to be taught through several paper in entire UG courses. It would help the students to decode the Sanskrit texts and to achieve a comprehensive idea of the linguistical structure of ancient India. It can be applied in various interdisciplinary fields like computational linguistics and public relations. Outcome Students gain the ability to apply the rules (sūtras) of Vākaraṇa in forming words and interpreting texts. Vyākaraṇa provides a deep understanding of the principles of Sanskrit languages.
Sem.-VII	MJSA- 20	Nyāya Vaiśeṣika Philosophy Unit-I (Cr. 4) Tarkasaṃgraha	Objectives: This paper offers a profound knowledge in Nyāya-vaiśeṣika schools of Indian philosophy and exhibits the epistemological and ontological configuration of Indian thought. Outcome:

			Students will have a comprehensive knowledge in Nyāya-Vaiśeṣika Philosophy, as well as learn the language of Indian logic.
Sem.-VIII	MJSA21	Vedic Literature and Philosophy <u>Unit-I</u> (Cr. 2.5) - Rgvedābhāṣyopakramaṇikā (upto Apauruṣeyatva) <u>Unit-II</u> (Cr.1.5) - Kāṭhaponisad	Objectives: Since Vedas are the perennial sources of Indian Knowledge System, a student of Sanskrit must have an access to those literatures. To present a comprehensive knowledge of the Veda, the syllabus incorporates different genres of Vedic literature, e.g., Saṃhitā, Brāhmaṇa, Upaniṣads. It also includes the history of Vedic Literature, and several texts representing interpretational trajectories, ritualistic performances and metaphysical thoughts. The first Unit of the paper explores the characteristics of the Veda and karmakāṇḍa, while the other Unit represents the jñānakāṇḍa portion of the Veda. Outcomes: This part of syllabus makes the students well aware of the contents and concepts of Vedic literature as well as of IKS.
Sem.-VIII	MJSA22	Pali language and Literature <u>Unit-I</u> (Cr. 2) - Dhammacakkappavattanasutta [Samyuttanikaya, V. Mahavaggaṇḍa] - Munisutta [Suttanipata, Khuddakanikaya] - Katthahrijataka & Gumbiyajataka [Jataka-atthakatha] - Kaludayitheragatha [Theragatha, Khuddakanikaya] - Bhaddavaggiyavatthu [Mahavaggaṇḍa]	Objectives: The course is designed to explore the moral and philosophical teaching of the Buddha, the previous lives of the Buddha, Buddhist thoughts in Asokan period Tripiṭaka-texts, through didactical stories and inscriptions. The last Unit of the paper introduces the fundamental grammatical structures of Pali language, one of the classical languages of India. Outcomes: Students will be able to interpret key verses from the Dhammapada and apply their ethical teaching to daily life. Learners will gain the skill to analyze Jātaka tales that

		- Dhammapada [verses 12, 35, 50, 72, 80, 99, 100, 121, 129, 155, 186, 216, 228, 240, 269, 277, 332, 338, 401]. <u>Unit-II</u> (Cr.0.5) - Asoka Inscription: Rock Edict-1 [Girnar, Shahabazgarhi & Jaugada version] <u>Unit-III</u> (Cr.1.5) - Elements of Pali Grammar	expose moral and spiritual allegories through the Buddha's past life. Students will understand the structure and purpose of monastic discipline. Students also attain the knowledge of the phonological, morphological and syntactical structure of Pali language.
Sem.-VIII	MJSA23	Indian Aesthetics <u>Unit-I</u> (Cr. 2) - Nāṭyaśāstra -I, II <u>Unit-II</u> (Cr. 2) (Lecture Based) - Indian Aesthetics - Theory and Applications - Indian and Western views	Objective: This course offers comparative views of Indian and Westerns Aesthetics. Nāṭyaśāstra, the oldest treaties on dramaturgy, remains the inclusive source of Indian aesthetics where literary expression and technical aspects are discussed vividly. Outcome: Students will be able to understand the resemblance and divergence of Indian and Western thoughts of aesthetics that further help them in their research work.
Sem.-VIII	MJSA24	Introduction to Sanskrit Researches <u>Unit-I</u> (Cr. 3) - Research Methodology <u>Unit-II</u> (Cr.1) - Manuscriptology	Objective: This paper is designed to guide the students for their future research work. The first Unit teaches different aspects of researches related to Sanskrit and IKS. Since, Sanskrit manuscripts are designated as one of the major sources IKS, the second Unit of this paper enables the students for achieving the key of the knowledge-treasure of India. Outcomes: Students will get the preliminary guidance to envision their future plan regarding research project.
A Student who wants to pursue Hons. with research for MJSA RES (8 credits) in place of MJSA23 & MJSA24)			

MJSA RES (Cr. 8) • Research Methodology (Cr.1) • Dissertation (Cr. 4) • Viva-voce (Cr. 1) • Paper presentation (Cr. 2)	Objective: The course is dedicated for the preparation of research project, including research methodology, dissertation, and paper-presentation.

Semester	Name of the Paper	Text / Subject	Objectives and Outcomes
Semester I	SEC 01	Sanskrit Writing Skill (Cr. 3) • Unit -I: Composition Skill (Cr. 1.5) • Unit -II Speaking Skill (Cr. 0.5 Cr.) • Unit - III Chanda (Cr. 1) Āryā, Anuṣṭup, Indravajrā, Upendravajrā, Vasantatilakā, Upajāti, Varṇasastha, Drutavilambita, Śālinī, Mālinī, Śikharinī, Mandākrāntā, Hariṇī, Śārdūlavikrīḍita, Sragdharā	Objectives: This paper enhances Student's ability to understand, analyse, speak, and write Sanskrit language. It also builds the skill of composing Sanskrit poetry. Outcomes: Students achieve confidence in speaking and writing in Sanskrit more fluently and accurately.
Semester II	SEC02	Gnomic and Didactic Syllabus (Cr. 3) • Unit- I: Pañcatantra Kathāmukha Mitrabheda 1-8 (Cr. 1.5) • Unit – II: Nītiśataka -20 1st 2 paddhatis (Cr. 1.5)	Objectives: To teach the ethical knowledge of India, preserved in the Sanskrit fables and tales. Outcomes: Students get acquainted to the moral and Gnomic teachings of ancient India that has relevance to the modern day to day life.
Semester III	SEC03	Epigraphy, Paleography, Chronology (Cr. 3)	Objectives:

		Unit -I: Epigraphy Types of Inscriptions, History of Epigraphical Studies in India, Different Sanskrit and Prakrit Inscriptions of Ancient India. (Cr. I) - Unit -II: Paleography Antiquity of Indian Writings, Writing Materials, Introduction to Ancient Indian Scripts, Brahmi, Ktharosthi (Cr. 1.5) - Unit -III: Chronology (Cr. 0.5) System of dating in ancient India, Main eras – Vikramasamvat, Śaka, Gupta	To make the students aware of the writing history of ancient India that comprises of the study of inscriptions, ancient scripts, writing methods, chronology etc. Outcomes: Students achieve the skill to understand different ancient scripts like Brahmi, Kharosthi etc. It would help them in future to get research-based job in the field of Manuscripts/ museums.
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Semester	Name of the Paper	Text / Subject	Objectives and Outcomes
Semester I/II	MNSA01	Outline of Sanskrit Syllabus (Cr. 4) History of Sanskrit Literature: Vedic and Classical Period	Objectives: This course gives firsthand knowledge on the historical and chronological aspects of Sanskrit Literature. It makes the students well-educated and well acquainted with each branch of Sanskrit Literature. Outcomes: Students get confidence for academic as well as competitive examinations through this syllabus.
Semester III/IV	MNSA02	Language Learning (Cr. 4)	Objectives:

		Basic Sanskrit Grammar	This paper enables the students to have good understanding of Sanskrit language through foundational grammar. Outcomes: Students would achieve a good skill of learning, speaking and writing in Sanskrit.
Semester V/VI	MNSA03	Self-Management (Cr. 4) Bhagavad-Gītā: Chapter 2 (Sāṅkhyayoga), 14 (Guṇatrayavibhāgayoga)	Objectives: The Gītā encourages individuals to recognize their true nature, which is beyond the limitations of the physical body and ego, and connect with their inner potential. It also emphasizes the importance of fulfilling one's duty (dharma) with detachment and cultivating inner peace, leading to a more purposeful and satisfying life. Outcomes: The course makes the students aware of their duty, purpose, and goal in the context of individual and social scenario, as well as prepares them to follow India's inner ethos deeply associated with spiritual perception.
Semester VII/VIII	MNSA04	Introduction to Indian Philosophy (Cr. 4) - NāstikaDarśana: Cārvāka, Jaina, Bauddha - ĀtsikaDarśana: Sāṃkhya, Yoga, Nyāya, Vaiśeṣika, Mīmāṃsā, Vedānta	Objectives: This courses gives a comprehensive understanding of different branches of Indian philosophy, including atheist and theist groups. To explore Jain metaphysics, epistemology and ethics. Outcomes: Students will get an overall idea of Indian philosophy including different theories like Indian materialism, hedonism, skepticism in Indian etc. Students

			will articulate core Jain Philosophical Concepts and Practices. and analyze the significance of asceticism and ethical conduct.
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Semester	Name of the Paper	Text / Subject	Objectives ad Outcome
Semester I/ II/ III	MDSA01	Indian Knowledge System -I (Cr. 3) - Vedic Literature and Society : An overview - Ancient Indian Education system - Ancient Indian Health Science - Ancient Indian Physics - Ancient Indian Chemistry - Ancient Indian Mathematics - Ancient Indian Geometry - Indian Concept of Bio diversity - Indian Concept of Biological Sciences	Objectives: This paper explores and reevaluates Indian Knowledge System (IKS) and fosters intellectual heritage of India. Outcomes: After studying or engaging with IKS lessons, students will be able to understand the core concepts and epistemologies of Indian thought, analyze classical Indian texts critically and contextually, recognize India's multidisciplinary contributions, and apply IKS concepts in modern contexts.

Semester	Name of the Paper	Text / Subject	
I	AECC	MIL (Sanskrit) (Cr. 2) - Śabdarūpa rāma, muni, guru, guṇin, ātman, bhagavat, sarva, tat, etat, kim, yat, asmat, yuṣmat, latā, mati, nadī, vadhū, vāk, jñāna, vāri, madhu, jagat - Dhātūrūpa (laṭ, lañ, loṭ, vidhiliñ etc.) - bhū, sev, paṭh, khād, kr, jñā, śru, dā - Vācyapariavartana - Kṛtpratyaayayogena Vākyanirmāṇa	Objectives: This course enables the students to identify and analyze the basic components of a sentence, such as subject, verb, and object, and understand how they relate to each other. It Improves the writing and speaking skills of the students. Outcomes:

		• Viśeṣya–Viśeṣaṇabhāva • Saṅkhyāparicaya, Avyayaparcayaḥ • Subhāṣita • Saṅgrhītāḥ Laghukathāḥ	Students will achieve the expertise to write and speak Sanskrit language fluently and correctly.
III	AECC	MIL (Sanskrit) (Cr. 2) • Kāraka, Vibhakti • Sandhi-sāmānya-paricaya • Samāsa-sāmānya-paricaya • Taddhita-sāmānya-paricaya • Kṛdanta-sāmānya-paricaya • Patra-lekhana • Prabandha-lekhana • Ṇatva-Ṣatva-vidhāna • Prasiddhāḥ kathā • Caturṇām Paṇḍita-mūrkhānām kathā • Dānavīraḥ Karṇa	Objectives: This course focus on Sanskrit learning of advance level. It enables the students to identify and analyze the basic and complex structure of Sanskrit language. It eventually improves the writing and speaking skills of the students. Outcomes: Students will achieve the expertise to write and speak Sanskrit language fluently and correctly.