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**VEER NARMAD SOUTH GUJARAT UNIVERSITY**

University Campus, Udhna-Magdalla Road, SURAT - 395 007, Gujarat, India.

**વીર નર્મદ દક્ષિણ ગુજરાત યુનિવર્સિટી**

યુનિવર્સિટી કેમ્પસ, ઉદ્ધના-મગદલ્લા રોડ, સુરત - ૩૯૫ ૦૦૭, ગુજરાત, ભારત.

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ક્રમાંક:એસ./પરિપત્ર/સિલેબસ/૧૨૬૭૬/૨૦૨૨

તા. ૧૮-૦૬-૨૦૨૨

પ્રતિ,  
શ્રી બાલાજી જાધવર  
આસી.કો-ઓર્ડિનેટર,  
IAS/IPS તથા અન્ય સ્પર્ધાત્મક પરીક્ષા તાલીમ કેન્દ્ર,  
સેન્ટર ફોર હિન્દુ સ્ટડીઝ,  
વીર નર્મદ દક્ષિણ ગુજરાત યુનિવર્સિટી,  
સુરત.

વિષય:- M.A. Hindu Studies અભ્યાસક્રમ બાબત.


મહાશય,

સવિનય જણાવવાનું કે, શૈક્ષણિક વર્ષ ૨૦૨૨-૨૩ થી અમલમાં આવનાર M.A.Hindu Studies વિષય માટે નીમેલ સિલેબસ કમિટીની તા.૧૦/૦૬/૨૦૨૨ની સભાનાં ઠરાવ ક્રમાંક: ૧ થી M.A. Hindu Studies સેમેસ્ટર-૧ અને ૨ નો પ્રવર્તમાન માળખા મુજબ તૈયાર કરેલ અભ્યાસક્રમ વિનયન વિદ્યાશાખાનાં અધ્યક્ષશ્રીએ વિનયન વિદ્યાશાખાની મંજૂરીની અપેક્ષાએ વિનયન વિદ્યાશાખાવતી મંજૂર કરી એકેડેમિક કાઉન્સિલને કરેલ ભલામણ એકેડેમિક કાઉન્સિલ તા.૧૭/૦૬/૨૦૨૨ ની સભાનાં ઠરાવ ક્રમાંક:૧૨ થી સ્વીકારી મંજૂર કરેલ છે. જેની આથી જાણ કરવામાં આવે છે. તદ્દનુસાર સંબંધિત શિક્ષકોને જાણ કરી અમલ કરવા સારું.

**એકેડેમિક કાઉન્સિલની તા.૧૭/૦૬/૨૦૨૨ની ઠરાવ ક્રમાંક:૧૨**

:: આથી ઠરાવવામાં આવે છે કે, M.A.Hindu Studies વિષય માટે નીમેલ સિલેબસ કમિટીની તા.૧૦/૦૬/૨૦૨૨ની સભાનાં ઠરાવ ક્રમાંક: ૧ થી શૈક્ષણિક વર્ષ ૨૦૨૨-૨૩ થી અમલમાં આવનાર M.A.Hindu Studies સેમેસ્ટર-૧ અને ૨ નો પ્રવર્તમાન માળખા મુજબ તૈયાર કરેલ અભ્યાસક્રમ વિનયન વિદ્યાશાખાનાં અધ્યક્ષશ્રીએ વિનયન વિદ્યાશાખાની મંજૂરીની અપેક્ષાએ વિનયન વિદ્યાશાખાવતી મંજૂર કરી એકેડેમિક કાઉન્સિલને કરેલ ભલામણ સ્વીકારી મંજૂર કરવામાં આવે છે.

(બિડાણ: ઉપર મુજબ)

  
ઈ.ચા. કુલસચિવ

પ્રતિ,

- ૧) અધ્યક્ષશ્રી, વિનયન વિદ્યાશાખા.
  - ૨) પરીક્ષા નિયામકશ્રી, પરીક્ષા વિભાગ, વીર નર્મદ દ. ગુ. યુનિવર્સિટી, સુરત.
  - ૩) ઈ.ચા.નાયબ કુલસચિવશ્રી, અનુસ્નાતક વિભાગ, વીર નર્મદ દ. ગુ. યુનિવર્સિટી, સુરત.
- .....તરફ જાણ તેમજ અમલ સારું.

**Veer Narmad South Gujarat University, Surat**  
**Sem – I and Sem – II syllabi**

**Syllabi for Academic Years 2022-23**

**Master of Arts in Hindu Studies**

Name of Program	Master of Arts (Hindu Studies)																
Abbreviation	MA																
Duration	2 years																
Eligibility Criteria	Any graduate																
Objective of the program	The core objective of the programme is to expose various aspects of core hindu principles , values multiple hindu philosophies, vast literature to students and enable them to get the authentic knowledge of the subject. This shall help them in building their careers in academics and becoming practicing experts																
Program Outcome	<p>PO1 : To provide the students with high degree of exposure, appropriate at the postgraduate level to literature, grammar, philosophies, ancient history</p> <p>PO2 : To develop an aptitude for research in the students for their further studies and write research degrees of Ph.D. and to carry out various research projects</p> <p>PO3 : To inspire and mentor students to develop varied skills through extra curricular activities</p> <p>PO4 : To make students acquire employable skills in the area of Hindu Studies</p>																
Program Specific Outcomes	<p>PSO1 : The students will be able to critically read and visualize the hindu philosophy</p> <p>PSO2 : The students will be able to learn well in Sanskrit and Hindi to understand the core hindu terms</p> <p>PSO3 : The students will acquire the skills of writing, oratory, vedic mantras pronunciation and interpretation</p>																
Mapping between Pos and PSOs	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">PSO1</th> <th style="text-align: center;">PSO2</th> <th style="text-align: center;">PSO3</th> </tr> </thead> <tbody> <tr> <td>PO1</td> <td style="background-color: black; color: black;">[X]</td> <td style="background-color: black; color: black;">[X]</td> <td style="background-color: black; color: black;">[X]</td> </tr> <tr> <td>PO2</td> <td style="background-color: black; color: black;">[X]</td> <td style="background-color: black; color: black;">[X]</td> <td style="background-color: black; color: black;">[X]</td> </tr> <tr> <td>PO3</td> <td style="background-color: black; color: black;">[X]</td> <td style="background-color: black; color: black;">[X]</td> <td style="background-color: black; color: black;">[X]</td> </tr> </tbody> </table>		PSO1	PSO2	PSO3	PO1	[X]	[X]	[X]	PO2	[X]	[X]	[X]	PO3	[X]	[X]	[X]
	PSO1	PSO2	PSO3														
PO1	[X]	[X]	[X]														
PO2	[X]	[X]	[X]														
PO3	[X]	[X]	[X]														
Medium of Instruction	English, Hindi, Gujarati																

Program Structure		Semester - I						
Course Code	Title	Teaching per Week		Course Credits	University Examination		Internal Marks	External Marks
		Theory	Practical					
	MHS-101- Sanskrit Parichay	4	0	4	2 hrs	50	20	70
	MHS-102 Praman Siddhant	4	0	4	2 hrs	50	20	70
	MHS-103 Vad Prampara, Organization, Development and Sustenance of Knowledge	4	0	4	2 hrs	50	20	70
	MHS-104 A Tatwa Vimarsh	4	0	4	2 hrs	50	20	70
	MHS 104 B Pali Language and Literature	4	0	4	2 hrs	50	20	70
	MHS-105 A Holistic Hindu way of Life - I	4	0	4	2 hrs	50	20	70
	MHS 105 B Prakrit Language and Literature	4	0	4	2 hrs	50	20	70
	Term Paper - I	2	NA	2	2 hrs	70	-	70
	Total	22	0	22				

Program Structure		Semester - 2						
Course Code	Title	Teaching per Week		Course Credits	University Examination		Internal Marks	External Marks
		Theory	Practical					
	MHS-106- Western Method of Understandin g Discourses	4	0	4	2 hrs	50	20	70
	MHS-107 Dharm Evam Karm Vimarsh	4	0	4	2 hrs	50	20	70
	MHS-108 Principles of Vedic Traditions	4	0	4	2 hrs	50	20	70
	MHS-109 A Vedang, Siksha, Nirukt and Vyakaran	4	0	4	2 hrs	50	20	70
	MHS-109 B Principles of Jain Tradition	4	0	4	2 hrs	50	20	70
	MHS-110 A Holistic Hindu way of Life - II	4	0	4	2 hrs	50	20	70
	MHS-110 B Principles of Bauddh Tradition	4	0	4	2 hrs	50	20	70
	Term Paper - II	2	NA	2	2 hrs	70	-	70
	Total	22	0	22				

**Veer Narmad South Gujarat University, Surat**  
**Programme Title: Master of Arts in Hindu Studies**  
**(2022-23)**

<b>Programme Title: Master of Arts Hindu Studies</b>	
Course Code: MHS-01	No. of Credits: 88 Each Semester : 22 ( 5x4 = 20 , 02 credits for term work, library work and seminars)
Department/Discipline: Humanities	Faculty: Arts
Eligibility : Graduation in any discipline	Duration : 4 Semesters, 2 years
Student Quota: 60	
Offered in Academic Year: 2022-23	

Sr.No.	Name	PageNo.
<b>First Semester</b>		
MHS-101	Sanskrit Parichaya	
MHS-102	Pramana Siddhanta	
MHS-103	Vada-Parampara and Organization; Development and Sustenance of Knowledge	
MHS-104 A	Tattva-Vimarsa	
MHS-104 B	Pali Language and Literature	
MHS-105 A	Holistic Hindu way of Life - I	
MHS-105 B	Prakrut Language and Literature	
Term Paper I		
<b>Second Semester</b>		
MHS-106	Western Methods of Understanding Discourses	
MHS-107	Dharma Evam Karma Vimarsa	
MHS-108	Principles of Vedic Traditions/	
MHS- 109 A	Vedang, Siksha Nirukt and Vyakaran	
MHS-109 B	Principles of Jain Tradition	
MHS-110A	Holistic Hindu way of Life - II	
MHS-110 B	Principles of Bauddh Tradition	
Term Paper II		

Course Title: Sanskrit Parichaya	Semester - 1
Course Code: MHS-101	No. of Credits: 04
Learning Hours : 04	
Course Type: Core	

### Course Content

Unit	Topics	Content/ Fundamental Concepts	Unit wise Learner Outcome
1.	<p><b>Sanskrit Parichaya</b></p> <ul style="list-style-type: none"> <li>संस्कृतवर्णमाला परिचय :- <ul style="list-style-type: none"> <li>चतुर्दश माहेश्वरसूत्राणि। <ul style="list-style-type: none"> <li>स्वर, व्यंजनम संयुक्तवर्णाः, अनुस्वारः, अनुनासिकम्, विसर्ग, वर्णविन्यासः, वर्णसंयोगः, उच्चारणस्थानम्, लेखन-प्रक्रिया, शब्दपदयोर्मध्ये अन्तरम्।</li> </ul> </li> <li>शब्दरूपम् (दैनिकप्रयोगद्रष्टया आधारभूता शब्दरूपप्रक्रिया) विभक्तिः, कारकम् (अर्थसहितः समान्यपरिचयः) <ul style="list-style-type: none"> <li>2.1 शब्दरूपम् (संज्ञात्मकम्)- अंतिमवर्णदृष्ट्या, लीगदृष्ट्या, वचनदृष्ट्या च वर्गीकरणम्। शब्दाः (अजन्ता/स्वरान्ताः)</li> <li>2.2 शब्दरूपम् (हलन्तम् / व्यंग जनान्तम्) – शब्दाः (हलन्ता/व्यञ्जानन्ताः)</li> <li>2.3 सर्वनाम - अस्मद्, युष्मद्: तद्, एतद्, यद्, भवत्, किम्, इदम्, अदस्, सर्व (त्रिषु लिङ्गेषु)</li> </ul> </li> <li>धातुरूपम् (क्रियारूपम्) - <ul style="list-style-type: none"> <li>धातुना गणपरिचय, आत्मनेपदम्, परस्मैपदम्।</li> <li>लकारद्वया - लटलकार (वर्तमानकालः), लृटलकार (भविष्यत्कालः), लङलकारः (भूतकालः), लोटलकार (आज्ञार्थकः), विधिलिङलकार (सम्भावनायाम्)।</li> <li>पुरुषद्वया – प्रथमपुरुषः, मध्यमपुरुषः, उत्तमपुरुषः।</li> <li>वचनद्वया - एकवचनम्, द्विवचनम्, बहुवचनम्।</li> <li>घातक - पंचलकारेणु धातुरूपाणि -</li> </ul> </li> <li>परस्मैपदिन् - पठ, लिख, चल, गत, नम्, खाद्, वद्, हस्, गौ, कृ, क्री, ज्ञा, घा, नी, दृश, धृ, पत्, पा (पिब), स्मृ, क्रुध, शक, पुच्छ, इष (इच्छ), दा, जीव, त्यज, धाव्, पथ्, रक्ष, सृ, रुद, भी, नश, स्निह, आप, क्षिप, जय, विश, मिल, ग्रह, चिन्त, पाल, रथ, क्षल।</li> <li>आत्मनेपदिन् - लभ, मुद्, क्षम् वृध्, सह, सेव, ईक्ष, ऊह, कम्प, भाष, यत्, रम्, वन्द, याच, शीड।</li> <li>सतात्मको - अस्, भू।</li> </ul> </li> </ul>	<p>1.1 Sanskrit Varnamala Parichy</p> <p>1.2 Sabdarupam</p> <p>1.3 Dhaturupam</p> <p>1.4 Dhatava</p>	<ul style="list-style-type: none"> <li>To promote students understand the Nature meaning and scope of Sanskrit Varnamala.</li> <li>To develop student's interest to explore Sabdarupam.</li> <li>To acquaint and introduce students to Dhaturupam &amp; Dhatava.</li> </ul>

Unit	Topics	Content/ Fundamental Concepts	Unit wise Learner Outcome
2.	<p>सन्धिः एवं समासः</p> <ul style="list-style-type: none"> <li>• सन्धिः - स्वरसन्धिः- यण, अयादि, गुण, वृद्धि, दीर्घ, पूर्वरूप, पररूप, प्रकृतिभाव।</li> <li>• व्यगजनसन्धिः-परस्वर्ण, अनुनासिक, ष्चुत्वम्, ष्टुत्वम्, जश्त्वम्, चर्वम्, णत्व-दत्वविधिः।</li> <li>• विसर्गसन्धिः - विसर्गलोपः, विसर्गस्थाने ओ, र, स, श, ष।</li> <li>• अनुस्वार, 'रू' लोपः 'त' स्थाने 'ल' अनुनासिकम्।</li> <li>• समासः - केवलः, अव्ययीभावः तत्पुरुषः, कर्मधारयः, द्विगु, बहुवीहि, द्वन्द्वः।</li> </ul>	<p>2.1 Swar Sandhi</p> <p>2.2 Vyanjan Sandhi</p> <p>2.3 Visarg Sandhi</p> <p>2.4 Types of Samas</p>	<p>- To acquaint learners with स्वर संधि (Swar Sandhi)</p> <p>- To acquaint learners with व्यंजन संधि (Vyanjan Sandhi)</p> <p>To acquaint learners with विसर्ग संधि (Visarg Sandhi)</p> <p>- To acquaint learners with Sanskrit Samas.</p>
3.	<ul style="list-style-type: none"> <li>• कारकम् - कर्ता, कर्म, करण, सम्प्रदान, अपादान(सम्बन्ध), अधिकरण, सम्बोधन।</li> <li>• उपपदविभक्तिः- <ul style="list-style-type: none"> <li>◦ अधि, अनु, उप, उभयत, परितः, निकषा, प्रति, धिक्, विना..... योगे द्वितीया।</li> <li>◦ अलम, विना, होनम, सह,सकाम, सार्थम, समम.... योगे तृतीया।</li> <li>◦ नम, रुच्, दा, स्पृहा, अलम(सामधयार्थे )..... चतुर्थी।</li> <li>◦ विना, बहि, परम्, पूर्वम् ..... योगे पञ्चमी।</li> <li>◦ अग्रतः, पुरतः, पृष्ठतः, वामतः, दक्षिणतः, उत्तरतः.....योगे षष्ठी।</li> <li>◦ स्निह, विश्वस..... योगे सप्तमी।</li> </ul> </li> <li>• वाच्यम् - कर्तृवाच्यम्, कर्मवाच्यम्, भाववाच्यम्।</li> <li>• प्रत्ययः-(क) कृत्प्रत्ययः-क्त, क्तवतु कत्या, ल्यम्, तुमुन, शतृ, शानच, ण्यत्, क्तिन्, ल्युट्, तव्यत्, अनीयर, ण्डुल, तृच, घञ। (ख) तद्धितप्रत्यय - षतुप, वतुप,इन्, क (इक), धग,त्व, तल,अण, ष्यञ। (ग) स्त्रीप्रत्यय - डीप, डीष, टाप।</li> </ul> <p>अवयवचम- (स्थानवाधि) - अत्र,तत्र,यत्र, सर्वत्र, अन्यत्र,कुत्र, एकत्र यतः, ततः । (समयवाची)- यदा, तदा, सदा, सर्वदा,कदा, अध, ष्वः,ह्यः,परश्चः,परह्यः,वारम्, आरभ्य, निश्च्येन।</p> <p>(समुच्चयवाचि)- च, अपि, एव। (अवस्थावाची)- आम, किम्, धन्यवाद, आवश्यकम्। (दिशावाचि)- उपरत्, पृष्ठतः वामतः, दक्षिणतः, अभितः, परितः। (पूर्णतावाचि)- पर्याप्तम्, अन्यन्तम्, अलम्, इति। (निषेधवाधि)- मारतु, अलस, न। (सम्भावनावाचि) - किन्तु, प्रायश, अपेक्षया, अतः यत-तत। साद्गुण्यवाची अव्यय- इद-नु वा, चित। अव्यय - क्वातोसुनकसुनः, कृन्मजन्त, तद्धितश्चसर्वदिभक्ति . उपसर्गः - आ, उत्, अनु, वि, प्र, परि, अव, उप, सम, अप।</p>	<p>3.1 Elaborate on कारक the one which follows an action and also denotes the relation between noun and verb.</p> <p>3.2 Detailing about vibhakti and how a given vibhakti can express multiple kārakas, and can also express relationships that aren't kārakas. By using rules picking the right vibhakti for our prātipadika and get one step closer to our completed word.</p> <p>3.3 Elaborate on Vachyam,</p>	<p>- To acquaint the learners with Karkam.</p> <p>- To acquaint learners with Upvibhakti, Vachyam, Pratyayand Anvayam.</p> <p>- To acquaint learners with Upsarga, Vaisahya, Sankhya</p>

Unit	Topics	Content/ Fundamental Concepts	Unit wise Learner Outcome
	. विशेष्य - विशेषणसम्बन्धः । . संख्या - सङ्ख्यावाचि - शब्दरूपाणि एकः दो, त्रय, चत्वार (त्रिषु लिङ्गेषु). संख्या - 5-100	Pratyay , Anvayam, Upsarg, Vaisashya, Sankhya	
4.	Sanskrit terminology and their contrast from Western Concepts  Practicing Reading & Writing Sanskrit Passages  <ul style="list-style-type: none"> <li>संस्कृत शब्दावलियों का पाश्चात्य अवधारणाओं से विरोधाभास (ईश्वर/God, आत्मा/Soul), धर्म/Religion, पति-पत्नी/Husband - Wife इत्यादि)</li> <li>संस्कृत पाठ्यांशों के माध्यम से संस्कृत भाषा के पढ़ने तथा लिखने का अभ्यास।</li> <li>Sanskrit Terminologies and their contrast from western concepts (Ishwara/God: Atma /Soul; Dharma/ Religion; Pati-Patni / Husband-wife etc.)</li> <li>Language training through reading and writing of Sanskrit Passages</li> </ul>	4.1 Critical thinking on the contrast of terminologies 4.2 Reading Sanskrit 4.3 Writing Sanskrit	- To acquaint the learners with contrast of eastern and western concept - To acquaint learners with interpretation of various words like God/Ishwara, Ataman/ soul and many other such words. - To encourage learners for reading and writing Sanskrit.

### Recommended learning

#### Resources

1. रचनानुवादकौमुदी, कपिलदेव द्विवेदी, विश्वविद्यालय प्रकाशन, विशालाक्षी भवन, भूगर्भतल, चौक, वाराणसी 221001
2. अनुवादचन्द्रिका, ब्रह्मानन्द त्रिपाठी, चौखम्बा सुरभारती प्रकाशन, चौक, वाराणसी 221001
3. संस्कृत स्वयं शिक्षक, श्रीपाद दामोदर सातवलेकर, राजपाल एन्ड सन्स, कश्मीरी गेट, नई दिल्ली 110006.
4. व्याकरणसौरमम, सम्पादक - कमलाकान्त मिश्र, एन.सी.ई.आर. टी., नई दिल्ली, 2002
5. व्याकरणतीर्थे, सम्पादक - कमलाकान्त मिश्र, एन.सी.ई.आर. टी., नई दिल्ली, 2003
6. संस्कृत बालबोध, भारतीय विद्याभवन, कर्तुरबा गाँधी मार्ग, नई दिल्ली-110001
7. सरल संस्कृत शिक्षक (भाग 1 से 8 तक), भारतीय विद्याभवन, कर्तुरबा गाँधी मार्ग, नई दिल्ली-110001
8. सरलसंस्कृतज्ञानम (भाग 1 एवं 2), भारतीय विद्याभवन, कर्तुरबा गाँधी मार्ग, नई दिल्ली-110001
9. संस्कृत स्वाध्याय, केन्द्रिय संस्कृत विश्वविद्यालय (राष्ट्रीय संस्कृत संस्थान), 56 -57. इन्स्टिट्यूशन एरिया, जनकपुरी, नई दिल्ली, 2001.
10. दार्शनिक सम्प्रत्याक्रोश, सम्पादक-शशिप्रभा कुमार, संतोष कुमार शुक्ल, रामनाथ जा, विशिष्ट संस्कृत अध्ययन केंद्र, जवाहरलाल नेहरू विश्वविद्यालय, प्रकाशक डी०के० प्रिण्टवर्ल्ड, वेदभी एफ-395. सुदर्शन पार्क, नई दिल्ली - 110015.2014
11. वाध्यपदितन सिद्धान्त, प्रो. भगवतशरण शुक्ल, आचार्यनिलयम, वैष्णवनगर कालोनी, प्लाट नं. 619. छिटपुर, वाराणसी-5, 1997.
12. कारकप्रकरण प्रो भगवतशरण शुक्ल, चौखम्बा संस्कृतपुस्तकालय, सी.के. 28 / 15 ज्ञानवापी, चौक, वाराणसी -01, 2019.
13. An Easy Grammar of Sanskrit, S<B> Datar, Pub.- Keshay Bhikaji Dhawale, maharashtra, 2015.
14. Sanskrit for English Speaking People, Ratnakar Narale, Pub. Prabhat Prakashan, New Delhi, 2013.

Course Title: – Pramana Siddhanta		Semester 1	
Course Code:MHS-102		No. of Credits: 04	
Learning Hours : 04			
Course Type: Core			
Offered in Academic Year: 2022-23			

Unit	Topics	Content/Fundamental Concepts	Unit wise Learner Outcome
1.	<p>Praman siddantha</p> <ul style="list-style-type: none"> <li>The origin and development of <i>Pramana-siddhanta</i>.</li> <li>Valid definition</li> <li>Indian model of analysis of text: Knower, Knowable Object, Process of knowing and knowledge.</li> </ul>	<p>1.1 Origin &amp; Development of Praman siddantha</p> <p>1.2 Valid definition</p> <p>1.3 Indian Model of analysis of the text</p>	<ul style="list-style-type: none"> <li>- To acquaint the learners with knower, knowable, object, process of knowing and knowledge.</li> <li>- To give understanding of <i>Pramanas</i> as correct means of accurate knowledge and to truths.</li> <li>- Discussion of three central pramanas which are almost universally accepted.</li> </ul>
2.	<p>Nature, definition, method and limits of different types of Pramanas: Pratyaksa, Anumana, Upamana</p>	<p>2.1 Three central pramanas which are almost universally accepted, which are perception / <i>pratyakṣa</i>, inference / <i>anumāna</i></p> <p>2.2 Word, meaning the Sabda</p> <p>2.3 <i>Upmana</i> postulation, derivation from circumstances (<i>arthāpatti</i>), and non-perception, negative/cognitive proof <i>anupalabdhi</i>.</p>	<ul style="list-style-type: none"> <li>- To acquaint the learner with Sabda and its vastness.</li> <li>- To acquaint the learner with <i>pramana</i> focusing on how correct knowledge can be acquired, how one knows, how one does not know, and to what extent knowledge pertinent about someone or something can be acquired</li> </ul>
3	<p>Types of Pramana</p> <p>Nature, definition, method and limits of different types of pramanas:</p> <p>Sabda: Sabda-Sakti, Sakti-graha, and tatparya-jnana(Intentionality) and contrast with Western analysis.</p> <p>Anupalabdhi and Arthapatti.</p>	<p>3.1 six <i>pramanas</i> as correct means of accurate knowledge and to truths</p> <p>3.2 Theorizing broadly <i>Pratyakṣa</i> (perception), <i>Anumāna</i> (inference), <i>Upamāna</i> (comparison and analogy), <i>Arthāpatti</i> (postulation, derivation from circumstances), <i>Anupalabdhi</i> (non-perception, negative/cognitive proof)</p>	<ul style="list-style-type: none"> <li>- To acquaint the learner with six Pramanas and its implications.</li> <li>- To know relative uniqueness Pramanas</li> <li>- To know the inter relatedness of Pramanas.</li> </ul>

Unit	Topics	Content/Fundamental Concepts	Unit wise Learner Outcome
		3.4 Explaining <i>Śabda</i> , word, testimony of past or present.	
4.	<p>Mapping of different Pramanas in to Natural sciences and Law &amp; applications of Pramana theory.</p> <p>Complimentary of <i>Pramanas</i> &amp; need of <i>Vimarsa</i></p> <p>Application to the contemporary text</p>	<p>4.1 Understanding precisely <i>Pratyaksa</i> as experimental data</p> <p>4.2 <i>Anumana</i> – understanding inference data.</p> <p>4.4 <i>Upamana</i>- understanding Comparison &amp; analogy</p> <p>4.5 <i>Arthpatti</i> – understanding circumstantial evidence</p> <p>4.6 <i>Sabda</i> – understanding Testimony from reliable sources</p> <p>4.7 <i>Anuplabdhi</i> - understanding non perception</p> <p>4.8 Knowing <i>Vimarsa</i></p> <p>4.9 Applying theory to the contemporary text</p>	<p>- To aquiant learner with <i>Pramana</i> by which one obtains accurate and valid knowledge (<i>prama, pramiti</i>) about the world.</p> <p>- To elobrate on the types of <i>Pramanas</i> and acquaint the learner with the theoey and practical implications.</p>

### Recommended Learning

#### Resources

1. S.S Barlingay, Modern Introduction to Indian Logic, national Publishing House, 1965.
2. D.C. Guha, Navya Nyaya System of Logic, Motilal banarsidass,1979
3. Nandita Bandyopadhyay, The Concepts pf Logical Fallacies, Sanskrit Pustak Bhandar, 1977
4. Ratna Dutta Sharma, Philosophical Discourse, Allied Publishers Pvt. Ltd, 2000.
5. Srilekha datta, Validity is Not Enough ' In P. K. Sen (ed.): Logical Identity and Consistency, Alied Publishers Limited, 1988
6. Chattopadhyay, Madhumita, Walking along the Path of Buddhist Epistemology, DK Printworld, 2007.
7. Kanada, Vaisesika Darshanam - with Prashastabhashya (in Bengali) - ed. by Damodarartram, Kolkata, 2010.
8. Keshavamishra, Tarkabhasa - cd by Gangadhar Kar, Part-1, jadavpur University, Kolkata, 2008.
9. Narayana Bhatta, Monameyodata, calcutta Sanskrit College Research Series No. CXXXVIII, Texts No.43,1990.
10. Debabrata Sen, Yhe Concepts of Knowledge, K. P. bagchi, Calcutta, 1984
11. K.N. Jayatilleke, Early Buddhist Theory of Knowledge, Routledge Pub, London,1963
12. swami Satprakasananda, Huston Smith: Methods of Knowledge, Advaita Ashram, London, 1995
13. D. M. Datta: The Six Ways of Knowing, University of Calcutta, Calcutta, 1998 Satischandra Chatterjee: - The Nyaya Theory of Knowledge, Bharatiya kala Prakashan, 2008 Govardhan P. Bhatta. epistemology of the Bhatta Schoo; of Purva Mimamsa, Chaukhambha Sanskrit Series, Varanasi, 1962.
14. P.K. Mukhopadhyay: Nyaya Theory of Linguistic Performance, Jadavpur University and K. P. Bgchi & Co. Kolkata,1992
15. B.K. matilal, Perceptio: An Essay on Clasical Inian Theories of Knowledge, Oxford University Press, USA, 1986
16. Srinivasa Rao: Perceptual Error: The Indian theories, Theories, University Press of Hawai'i, Honolulu, 1998
17. Salikanatha Mishra, Prakaranapancika, Jaipuri Narayan Bhatta, Nyayasiddhi, Pt. A. Subrahinanya Sastri (ed.), Banaras Hindu University, Varanasi, 1961

18. Jyogendra Nath Bagchi, Prachina Nyaya and Mimamsa Darsan Sammata Pramanyavada, Sanskrit Pustaka Bhandar.
19. सच्चिदानन्द मिश्र , न्यायदर्शन में अनुमान , भारतीय विद्या प्रकाशन , वाराणसी, 2005.
20. न्यायदर्शन फणिभूषण तर्कवागीश भारतीय दर्शन अनुसन्धान परिषद, नै दिल्ली , सम्पादक अम्बिकादत्त शर्मा एवं सच्चिदानन्द मिश्र, 2015 .

Course Title: Vada- Parampara & Organization; Development & Sustenance of Knowledge	
Semester 1	
Course Code:MHS-103	No. of Credits: 04
Learning Hours : 04	
Course Type: Core	
Offered in Academic Year: 2022-23	

Unit	Topics	Content/Fundamental Concepts	Unit wise Learner Outcome
1.	Vada Parampara the Method of Sastrartha Katha	1.1 Rules for Vada parampatra 1.2 engagement, decision making, follow up & updating. 1.3 The concept of Adhikarana. 1.4 Katha nature and types of Katha	- To acquaint learners with Vada Parampara - To elobrate on Vada, Jalpa& Vitanda
2.	Organization of Knowledge	1.1 Sutra, Bhasya 1.2 Vritti 1.3 Tika 1.4 Tippani 1.5 Padika vakya evam vakyaikavakyata 1.6 Rules for analyzing knowledge 1.7 Methods for determining the meaning	- - To acquaint learners to concise statement of theoretical concept - To introduce critique of stated and under stated positions - To acquaint learners with knowledge – six fold process
3.	Tantra yukti Samasya or Nirnaya	1.1 Method of theorization Tantra Yukti-s 1.2 Tantra yukti analyzed in the backdrop of scientific method. 1.3 Study of methodic devices are singled out from texts for analysis in terms of truth specific, theory specific and discourse specific issues.	- To intoduce learners to Tantrayukti as the methodology or technique or systemic approach of studying a Tantra (science) to interpret its correct, unambiguous meaning for the precise practical application. -
4.	Tools to preserve sounds and meanings of Vedas	1.1 Vedanga 1.2 Pathpadhhati	- To intoduce learners to auxillary disciplines.

## Recommended Reading

### List :

1. Kautilya-arthasastram: Hindividyakhyopetam by Vacaspati Gairola, caukhamba, Vidh=yabhavana, varanasi,1962
2. Vada in Theory and Practice: Studies in dabates, dialogues and discussions in Indian Intellectual Discourses- Radhavallabh Tripathi, UAS, Shimla and DK Print World, New Delhi, 2016.
3. भाग्यपरम्परा ज्ञानप्रवाहश्य, (भाष्यपरम्परासु ज्ञानप्रवाहसातत्यम - उमाशंकर शर्मा ऋषि) संपादक - गोपबन्धु मिश्र सोमनाथ संस्कृत विश्वविद्यालय, वेरावल , गुजरात, 2022.
4. The structure of the sastra and The Tradition of Exegesis: An Overview of The Indian Exegesis- prof. kamlesh datta Tripathi.
5. स्वादोपनिवद, राधावल्लभ त्रिपाठी , प्रकाशक - भारत अध्ययन केन्द्र , माल्दीय हेरिटेज काम्प्लेक्स , काशी हिन्दू विश्वविद्यालय , वाराणसी, 221005, 2018
6. K. N. chatterjee, Word and its Meaning - A New Perspective, varanasi, 1980
7. P. K. Mazumdar, the Philosophy of Language: An Indian Approach, Calcutta, 1976
8. S.S. Barlingay : A Modern Introduction to Indian Logic, Delhi.
9. S.S. Barlingay : Problem of Formalisation in Samvada sastra, JICPR, 1996.
10. S.S. Barlingay :Standards of Scientific Investigation : Logic: and Methodology of Science in Caraka Samhita,UMS, 19(3),1984.
11. सच्चिदानन्द मिश्रा, अर्थ सामित्य अर्थ निर्धारण का महत्वपूर्ण घटक , दर्शन के आयाम ब्रहामोध - १ न्यू भर्ती बुक कॉर्पोरेशन, 2011

Course Title: <b>TATTVA VIMARSA</b>	
Semester 1	
Course Code:HS-104 A	No. of Credits: 04
Learning Hours : 04	
Course Type: Elective	
Offered in Academic Year: 2022-23	

Unit	Topics	Content/Fundamental Concepts	Unit wise Learner Outcome
1.	<ul style="list-style-type: none"> <li>Bharatiya Jnana Parampara (astadasa-vidya) and its acharya</li> </ul>	<ul style="list-style-type: none"> <li>The nature of padartha/tattva (time &amp; space), panchamahabhuta in all Bharatiya traditions</li> <li>The Concept of Atma and similarities in Atmatattva across traditions</li> </ul>	<p>-The students will learn about the nature of Padartha/Tattva, Panchamahabhuta in Bharatiya Traditions.</p> <p>-The students will come to know about the concepts of Atma and Bharatiya Jnana Parampara.</p>
2.	<ul style="list-style-type: none"> <li>Parallel sovereignty principles (Defining Self)</li> <li>Sakti and Prakriti principles</li> <li>Soundarya-Lehari</li> <li>Similarities of position of feminine principles in Jain, Buddha and Sikh traditions</li> </ul>	<ul style="list-style-type: none"> <li>Self- definition: Atharvasirsa/Vak-Sukta &amp; Krsna (Indro- mayabhiprurupaiyate)</li> <li>Ardha-nariswara from Kashmir-Saiva darsan, Bhadaranyaka Upanisad (1.4.3)</li> </ul>	<p>-The students will learn about the Self, Sakti and Prakriti principles</p> <p>-The students will also learn about the comparison of the feminine principles in Vedic and other traditions</p>

Unit	Topics	Content/Fundamental Concepts	Unit wise Learner Outcome
3.	<ul style="list-style-type: none"> <li>The principle of Oneness in Vaidika traditions as the basis of Swikaryata of opposites</li> <li>Infinite knowledge and emergence of Humility: (NasdiyaSukta, Buddhist-Sikh-Jain Texts)</li> <li>Influence on Vocabulary: Multiple terms for Same entity(e.g. Visnu, Buddha, sun &amp; Love)</li> <li>Linkages between interconnectedness, oneness, interdependence and acceptance</li> <li>Acceptance of reason, not intolerance/violence: (Vaidika/Jain e.g. Jinadutta Suri), Sikh Position</li> </ul>	<ul style="list-style-type: none"> <li>Principle of Interconnectedness in Jain, Buddha, Sikh, Nyaya &amp; Vaisesika Traditions</li> </ul>	<p>-The students will come to know the principles of Oneness in Vedic, Jain, Buddha and Sikh traditions</p> <p>- The students will also get acquainted to Oneness in apparent contradictions.</p>
4.	<ul style="list-style-type: none"> <li>The Tatvika position on varna: Purusa-sukta, Brhadaranyaka Upanisad, Manisapanchaka</li> </ul>	<ul style="list-style-type: none"> <li>The principle of Oneness as the foundation for universal equality and respect</li> <li>How varna, Jati and caste relate to entirely different ideas.</li> </ul>	<p>- The students will get an idea of how Vedic concept of Verna is not differentiate the caste entities but it operates on the principle of Oneness as the foundation of Cosmic Unity.</p>

#### Recommended learning Resources

1. पुरुषसूक्त, ऋग्वेद 10 मण्डल 90 वॉ सकता श्रीपाद दामोदर सांतवलेकर पारडी
2. नासदीयसूक्त , ऋग्वेद 10 मण्डल 129 वॉ सूक्त श्रीपाद दामोदर सांतवलेकर पारडी
3. दाक्सूक्त 10 मण्डल 129 वॉ सूक्त श्रीपाद दामोदर सांतवलेकर पारडी
4. इशादिनवोपनिषद प० हरिहरनाथ भागदत्त (ईश -केन-कठ-प्रश्न-मुण्डक-माण्डूक्य... शांकर भाष्य सहित), चौखम्मा प्रकाशन, 2015.
5. वैदिक सूक्त संग्रह गीता प्रेस संस्करण।
6. पुरुषार्थचतुष्टय, प्रेमवल्लभ त्रिपाठी , खौखम्मा पब्लिशिंग हाउस, नई दिल्ली।
7. भारतीय विद्यासागर (भाग 1 एवं 2) भारतीय विद्या भवन सं.- शशिबाला, ओम विकास, अशोक प्रधान, नई दिल्ली।

8. संस्कृत वाङ्मय में विज्ञान का इतिहास, सं. - कम्लाकान्त मिश्र, एन. सी. ई. आर. डी. नई दिल्ली, 2016.
9. प्राचीन भारतीय आचार्य, सम्पादिका - शशिप्रभा कुमार, रेवा प्रकाशन, नई दिल्ली, 2016 .
10. भारत की संत परम्परा और सामाजिक समरसता, कृष्णगोपाल, मध्यप्रदेश, हिंदी ग्रन्थ अकादमी, भोपाल, 2018 .
11. The Concept of Atman in the Principal Upanishads: in the Perspective of the Samhitas, the Brahmanas, the Aranyakas and Indian Philosophical System, Baldev raj Sharma, Dinesh Publications, Jalandhar-144008, 1972.
12. Facets of Indian Heritage, Ed. Dipti Sharma Tripathi, New Bharatiya Book Corporation, Delhi 2008
13. The Tantras and Their Impact on Indian Life, Ed. Pushpendra Kumar, Vidhyanidhi Prakashan, Delhi, 2004.
14. Relevance of India's Ancient Thinking to Contemporary Strategic Reality, Ed. Arving Gupta & Arpita Mitra, Vivekanand International Foundation & Aryan Book International, New Delhi, 2020.
15. Metrayopanisad, S. Radhakrishnan, The Principal Upanisads, Harper Collins Publishers, Noida, 2016.
16. Taittiriyaopanisad, S. Radhakrishnan, The Principal Upanisads, Harper Collins Publishers, Noida, 2016.
17. Subala Upanisad .S. Radhakrishnan, The Principal Upanisads, Harper Collins Publishers, Noida, 2016.
18. Samkhya Karika, Ed. & Tr. Rama Sankara Bhattacharya, Delhi.
19. Tarkabhasa- Yasovijaya, Ed. Dayananda Bhargava.
20. N. G. Dongre: Vaisesika Ganitiya Paddhati, Varanasi, S.S.V., 1965.
21. Dharmarajadhvarindra, Vedantaparibhasa (visaya paricchedah), ed. by Pt Panchanan Shastri Vacaspati Misra, Sankhyatattvakaumudi, ed. by Narayan Chandra Goswami.
22. Stephen H. Philips, Classical Indian Metaphysics, Delhi : Motilal banarasidass, 1997
23. Jadunath Sinha, Indian realism, landon: Kegan Paul, 1938.
24. P.K. Mukhopadhyaya, Indian Realism, Culcutta : K.P. Bagchi 1984.
25. H.Ui, Vaisesika Philosophy, Varanasi: Chowkhambha Sanskrit Series 22, reprinted in 1962
26. Gangadhar kar, Tarkabhasa Vol- II, Kolkata: mahabodhi books, 2014 Gopinath Bhattacharya, Essays in Analytic Philosophy,
27. K.K. Banerjee, Nyaya tattva Parikrama
28. Betty Heimann, Facets of Indian thought, George Alien & Unwin Ltd, London, 1964.

Course Title: <b>PALI LANGUAGE AND LITERATURE</b>	
Semester I	
Course Code:MHS- 104 B	No. of Credits: 04
Learning Hours : 04	
Course Type: Elective	
Offered in Academic Year: 2022-23	

Unit	Topics	Content/Fundamental Concepts	Unit wise Learner Outcome
1.	Pali Grammar	Sandhi, Karaka, Sarnasa, Kala, Dhatugana, Saddarupa	- The students will learn about the basic grammatical concepts of Pali
2.	Theravada Buddhist Conceptual terms	<ul style="list-style-type: none"> <li>Bodhisatto, Buddho, Dukkhan, Dukkha samudayan, Dukkhanirodham.</li> <li>Aniccata, Anatta, Metta, Karuna, Upekkha, Arahatta, Nibbanam, Patikkasamuppadam, Nibbam, Pancakkhandha, Majjhimapaipada, Sila, Samadhi, Panna</li> </ul>	-the students will learn about most commonly accepted name of Bauddh way 's oldest existing schools.
3.	Introduction of Pali Literature & its History	<ul style="list-style-type: none"> <li>study of Tipitaka and Post Pitaka Literature.</li> <li>Classifications of Buddhavacana.</li> <li>Vamsa Literature.</li> </ul>	- The students will get a brief overview of Pali literature and history.
4.	Translation from Pali to English/Hindi		- The students will learn to translate some simple paragraphs from Pali to English/ Gujarati

#### **Recommended Readings-**

1. Tiwary, L.N., & B. Sharma (ed), Kaccayana-vyakatano, Vranasi:1961.
2. Gelger, W., Pali Literature and Language, Eng. Trans. C, Ghosh, reprint, Calcutta:1968.
3. Jagdish, B.J. PaliMahovyakarana, Saranatha:1974.
4. Warder, A.K., Introduction to Pall, London:1974.
5. Warder, A.K., PaliMetre, London:1967.

6. Balavatara (Ed.) Swami Dwarikadasa Shastri, Bauddha Bharati, Varanasi, 1975.
7. KaccayanaVyakarana (Ed.) L.N. Tiwari and Birbal Sarma, (Introduction only) - Tara Publication, Varanasi, 1962.
8. Pali Vyakarana (3<sup>rd</sup> Ed.) by Bhikshu Dharmarakshit, Jnana Mandala Pvt. Ltd, Varanasi, Samvat 2028.
9. Buddhadatta, A.P., The Higher Pali Course, Colombo:1951.
10. Buddhadatta, A.P., The New Pali Course, 2 parts, Colombo:1946.
11. Law, B.C., History of Pali Literature, 2 Volumes, Kegan Paul Trubner & Co. Ltd., London:1970.
12. Winternitz, M., A History of Indian Literature, 2 volumes, New Delhi:1968.
13. Upadhyaya, B.S., Pali Sahitya Kalthihas, Hindi Sahitya Sammelana, Prayaga:2008.
14. Dalwis, James, Introduction to Kachchayan's Grammar of the Pali Language, Colombo: 1863.
15. Muller, E, A Simplified Grammar of Pali Language, Trubner & Co, London: 1884.
16. Kumar, Bimalendra, Gandhavansa (History of Pali Literature), Eastern Book Linkers, Delhi, 1992.
17. Hazra, K. L., Language and Literature (2 vols), New Delhi: D.K. Printworld(p)Ltd, 1998

Course Title: <b>Holistic Hindu way of Life - I</b>	
Semester I	
Course Code: MHS- 105 A	No. of Credits: 04
Learning Hours : 04	
Course Type: Elective	
Offered in Academic Year: 2022-23	

Unit	Topics	Content/fundamental Concepts	Unit Wise SLO
1.	Sacred History of Hindu tradition	1.1 Philosophy of Hindu culture 1.2 History of Hindu civilization 1.3 Nature and definition of Hindi 1.4 Essential features and foundation of Indian culture.	-Students will develop an understanding of hindu culture and civilization -Students will be familiarized with the sacred history of growth and development of Hindu view of life.
2.	Essential features of Hindu tradition	2.1 Growth of tradition 3.5 Comparative overview with other prominent religions of the world 3.6 Importance of life duties in Hindu 3.7 Significance of maintenance of social order in Hindu view of life	- Students will explore various aspects of Hindu way. - Understanding of various aspects of Hindu way will provide an opportunity to students for deeper appreciation of Hindu way - Students will develop critical thinking and understanding of Hindu way as one of the oldest religious

			tradition.
3.	The World of a Hindu	3.1 Fundamentals of Hindu world for Hindu 3.2 Agencies for fostering unity in Hindu tradition 3.3 Hindu 'Dharma' 3.4 Hind way- the path of inner peace	- Students will develop an understanding and appreciation of historical context and development of Hindu key ideas. - Students will explore Hindu 'Dharma' the concept of righteousness. - Students will be introduced to hindu tradition the path of inner peace.
4.	The purusarthas	4.1 Dharma 4.2 Artha 4.3 kama 4.4 Moksha	- Students will develop an understanding about the four purusharthas. - Students will develop critical thinking and practical implication of these four purusharthas in the actual life. - Students will know about the significance of the four purusharthas in Hindu tradition.

- Recommended learning Resources

Basic Reading:

1. Sri Aurobindo, 'Foundations of Indian Culture' chapter-1
2. S.Radhakrishnan and others (ed.) 'The cultural heritage of India' Vol.1- chapter 1-3-6 and Vol.2
3. K.M.Panniker, 'The Essential Features of Indian culture', Chapter .....

4. Sushil Mittal and Gene Thrsby (ed.) 'The Hindu World', Routledge, 2007.
5. Ainslie T.Embree (ed.) William Theodore de Bary (ed.), 'The Hinduism', Vintage: Paperback reprint ed.1972.

#### Refernce Books

1. G.C.Pande, 'Foundations of Indian Culture', Vol. ...., Motilal Banarasidas, 2005.
2. Veluri Annappa Sastry. 'Essence of Hindu Dharma, published by A.Sastry, 2014.
3. S.Radhakrishnan, 'The Hindu View of Life' Harper Collins, 2015.
4. S.K. Ganguly and A.S. Ghose, 'Relevance of Our Cultureal Heritage to Modern India,' Bhartiya Vidya Bhavan, 1983.
5. Inner peace, Amazon-create space independent pub. Platform, 2013.
6. Patle B.R, 'Hindu Dharam', , Amazon Digital Service (Kindle edition), 2014.

Course Title: – PRAKRITA LANGUAGE AND LITERATURE	
Semester I	
Course Code: MHS- 105 B	No. of Credits: 04
Learning Hours : 05	
Course Type: Elective	
Offered in Academic Year: 2022-23	

Unit	Topics	Content/Fundamental Concepts	Unit wise Learner Outcome
1.	Origin, Definition and Development of Prakrita Language.	<ul style="list-style-type: none"> <li>The Contribution of Prakrita Language in the Development of First stage Prakrita, Middle Stage Prakrita, Third stage Prakrita and Modern Language.</li> <li>The Elements of Prakrita in Vedictext.</li> </ul>	- The students will get acquainted to origin and development of Prakrit language.
2.	Prakrita Grammar	<ul style="list-style-type: none"> <li>Karaka, Sandhi, Samasa, Kriya, Tadhatu, Krdant, Rups tattva : sabda</li> <li>Rupa and dhaturupa</li> </ul>	- The students will learn about the basic Prakrit grammar.
3.	Ardha Magadhi Literature	<i>Ardha Magadhi Literature Anga Sahitya, Dwaasa, Upango, Chhed Sutra, Mula Sutra, Prakirnaka Chaulika.</i>	- The students will learn about the Ardha-Magadhi literature
4.		Saura seni, Agama Sahitya, Sauraseni Tika Sahitya, text of Kunda-Kunda	- The students will learn other Prakrit literature particularly found in Jain Tradition.

#### Recommended Readings –

- भाषा विज्ञान – डॉ० भोलानाथ तिवारी, किताब महल प्रा० लिए, इलाहाबाद, 1951 |
- अभिनव प्राकृत व्याकरण – डॉ० नेमिचन्द्र शास्त्री, तारा पब्लिकशन्स, कमच्छा, वाराणसी, 1963 |
- प्राकृत भाषा एवं साहित्य का आलोचनात्मक इतिहास, डॉ० नेमिचन्द्र शास्त्री। तारा पब्लिकशन्स, कमच्छा, वाराणसी, 1966 |
- प्रौढ प्राकृत अपभ्रंश रचना सौरभ भाग-2 – डॉ० कमल चंद्र सौगानी, अपभ्रंश साहित्य अकादमी,
  - जैन विधा संस्थान, जयपुर (राजस्थान ) |
- प्राकृत भाषाओ का व्याकरण – डॉ० रिचर्ड एशील, अनुवादक डॉ० हेमचन्द्र जोशी, बिहार राष्ट्रभाषा परिषद, पटना, 1958 |
- प्राकृत वाक्य रचना बोध – आचार्य महाप्रज्ञ, जैन विश्वभारती, लाडनू राजस्थान 1991 |
- जैन साहित्य का बृहद इतिहास – वेचर दास जोशी, प्रकाश पञ्चनाथ विधाश्रम शोध संस्थान, वाराणसी, 1986 |
- प्राकृत साहित्य का इतिहास – डॉ० जगदीश चंच जैन, चौखम्बा विध्याभव, वाराणसी, 1961 |

9. शौरखेनी प्राकृत भाषा एवं साहित्य का इतिहास – डॉ० इंदु जैन, सम्पूर्णानन्द संस्कृत  
i. विश्वविधालय, वाराणसी |
10. कुंदकुंदभारती – कुंडकुन्दाचार्य, श्रुत भंडार व ग्रंथ प्रकाशन समिति, फलटण, महाराष्ट्र, 1970 |
11. भारतीय संस्कृति में जैन धर्म का योगदान – डॉ० हिरालाल जैन, मध्य प्रदेश शासन साहित्य परिषद, भोपाल, 1962 |
12. जैन साहित्य का इतिहास- प० कैलाश चंद्र शास्त्री, श्री गणेशप्रसाद वर्णी जैन ग्रंथमाला, भदौनी, वाराणसी, 1963 |

**SEMESTER II of M.A. in Hindu Studies**

Course Title: Western Methods of Understanding Discourses	
Semester 2	
Course Code:HS-106	No. of Credits: 04
Learning Hours : 04	
Course Type: Core	
Offered in Academic Year: 2022-23	

Unit	Topics	Content/Fundamental Concepts	Unit wise Learner Outcome
1.	<ul style="list-style-type: none"> <li>Traditional Western restrictions on limits of free inquiry</li> <li>Traditional methods (Historical, Biographical, etc.)</li> <li>Formalism and New Criticism: Importance of form and literariness but not of author</li> </ul>	<ul style="list-style-type: none"> <li>Formalism and New Criticism: Importance of form and literariness but not of author</li> <li>Antonio Gramsci's theory of Hegemony</li> </ul>	<p>- The students will learn about Western criticism like New Criticism and Formalism.</p>
2.	<ul style="list-style-type: none"> <li>Marxism and Critical Theory</li> <li>Structuralism and Post-Structuralism</li> </ul>	<ul style="list-style-type: none"> <li>Role of class and economics as analytical devices</li> <li>Critical Theory-A theory with a purpose A review of its history and the intention of advance leftist thought in Europe.</li> <li>Ferdinand e Saussure, influence of Sanskrit linguistics, and consequential differences (words have no inherent meanings)</li> <li>Emphasis on objectivity, scientific approach</li> <li>Derrida and influence of Upanishadic relativism.</li> <li>Deconstruction - loss of reference and endless deferral of meaning, reviewer at liberty to craft meanings</li> </ul>	<p>- The students will get acquainted to the theories and concepts of Marx, Saussure, Derrida and other major twentieth century theorists and how they had been influenced by Indian theories of different ages.</p>

Unit	Topics	Content/Fundamental Concepts	Unit wise Learner Outcome
3.	<ul style="list-style-type: none"> <li>New Historicism</li> <li>Ethnic studies, orientalism, postmodernism, post-colonial criticism, and gender studies</li> </ul>	<ul style="list-style-type: none"> <li>The impossibility of neutral inquiry, and need to make historical value judgments</li> <li>No distinction between “great” and “popular” literatures power play and subversion</li> <li>Strong interest in “non-normative” behaviors: peasant revolts, exorcism, cross-dressing, i.e. the “Other”</li> </ul>	<ul style="list-style-type: none"> <li>The students will be able to understand about ethnicism, orientalism, post-modern and post-colonial criticism.</li> </ul>
4.	<ul style="list-style-type: none"> <li>Psychological analysis (Jungian and Freudian)</li> <li>Cartesian approaches in areas of cognition and science</li> </ul>	<ul style="list-style-type: none"> <li>Going beyond “reductionism” Role of Indian Knowledge System</li> <li>Analysis of a contemporary text using Indian methods (as explained in Methods I and II courses, and appropriate Western approaches)</li> </ul>	<ul style="list-style-type: none"> <li>The students will learn the different layers of consciousness according to western thinkers and the role of Indian concept of consciousness.</li> <li>The student will also learn here the cognition theory and science.</li> </ul>

### Recommended learning

### Resources

- Colonial Discourse and Postcolonial Theory, A Reader, Williams, Patrick and Laura Chrisman, Columbia Press, NY
- History and Historians in the 19th Century, GP Gooch, London, 1913.
- The Historian Craft, Marc Block, NY 1953
- The Creation of Patriarchy, Lerner Gerda, Oxford University Press, 1986.
- Gender and Politics of History, Joan Scott, Oxford University Press, 1989.
- White Mythologies, History and the West, Rubert Young, Routledge, 1990.
- Studying History, Black Jeremy, and Donald Maxraild, Macmillan, 1997.
- G-Research Methodology and Historical Investigation, Clark Kitson, 1972, Cambridge University Press.
- The Age of Revolution, 1789-1848, Eric Hobsbawn.
- Essays in Indian History: towards a Marxist Perception, Irfan Habib.
- Marxist Historiography: A Global Perspective, Editors-Wang and Iggers.
- Marxist History Writing for the 21st Century, Edit. Chris Wickham.
- Marxism and the Methodology of History, Gregor McLennan.
- Reflections on the Marxist Theory of History, Paul Blackledge.
- Postmodernism or the Cultural Logic of Late Capitalism; Fredric Johnson.
- Postmodernism: A very Short Introduction, Christopher Butler.
- Postmodern Theory: Steven Best.
- The Origins of Postmodernity, Perry Anderson.
- Orientalism, Edward Said.

20. Culture and Imperialism, Edward Said.
21. Orientalism History, Theory and the Arts; John McKenzie.
22. Interrogating Orientalism: Contextual Approaches and Pedagogical Practices, Editors: Hoevelerand Cass.
23. Orientalism and Modernism, Zhaoming Qian.
24. Structuralism and Poststructuralism for Beginners, Donald Parmler.
25. Poststructuralism, Catherine Belsey.
26. Michel Foucault: Beyond Structuralism and Hermeneutics; Dreyfus and Rabinow.
27. Structuralism and Since; From Levi Strauss to Derrida; Editor: John Sturrock.
28. Genealogies and Speculation: Materialism and Subjectivity since Structuralism, Suhail Malik and Armen Avanesian.
29. Architecture and Structuralism: The Ordering of Space, Hertzberger.
30. History of Structuralism, Vol 1: The Rising Sign; 1945-1966, Dosse.
31. Critical Theory to Structuralism; Philosophy, Politics and the Human Sciences, David Ingram.
32. Philosophy: Structuralism for Unity, Vision of Truth for Justice and Success, Ronnie Lee.

Course Title: - <b>DHARMA EVAM KARMA VIMARSA</b>	
Semester 2	
Course Code:HS-107	No. of Credits: 04
Learning Hours : 04	
Course Type: Core	
Offered in Academic Year: 2022-23	

Unit	Topics	Content/Fundamental Concepts	Unit wise Learner Outcome
1.	<ul style="list-style-type: none"> <li>Dharma - survey of definitions (Srutis, Smritis, Kalpa, Dharma-Shastras, across traditions)</li> <li>Dharma as the organizing principle at all levels in Vaidik, Jain, Buddha, and Sikh traditions</li> </ul>	<ul style="list-style-type: none"> <li>Relationship with responsibilities, and swa-bhava.</li> <li>Pravritti &amp; nivrttimulaka dharma for abhyudaya and nisreyas (Purusharthas).</li> <li>Personal (ashrama dharma) and freedom to choose in ashrama dharma.</li> <li>Society &amp; community: achara, vyavahara, Prayaschitta and related jurisprudence.</li> <li>The Responsibilities of the state and the King: Raja-dharma.</li> <li>Cosmos and the idea of Ritam.</li> </ul>	The students will learn about self - development, formation of healthy society and ethics of Nation building.
2.	<p>Preeminence of dharma over belief and worship practices.</p> <p>Explanations of terms of dharma, religion, pantha, mazhaba and sampradaya.</p>	<ul style="list-style-type: none"> <li>Definitions of who is a true vaisnava (Vaishnav jan to), a true Shaiva, a true Sikh (de Shiva bar mohe aiso), a true Bauddha (the eight-fold path).</li> <li>Evolving nature of dharma, based on a series of realizations: dharma not a frozen entity.</li> </ul>	-The student will get acquainted to the nature and idea of Dharma/righteousness.
3.	<ul style="list-style-type: none"> <li>Karma: Survey of definitions</li> <li>Provision of sakama karma for an individual</li> <li>Niskama karma: Brahma or Sarvam as the real doer</li> </ul>	<ul style="list-style-type: none"> <li>Karma, vikarma and akarma (Bhagavad Gita)</li> <li>Six categories: Kamyas, nitya, nishiddha, naimittika, prayaschitta and upasana</li> <li>Humility and doing it for the sake of responsibility alone.</li> </ul>	- The students will learn about the theory of Karma and different aspects of Karma.

Unit	Topics	Content/Fundamental Concepts	Unit wise Learner Outcome
4.	Karma	<ul style="list-style-type: none"> <li>Choice of intention on karma, but the lack of absolute control (adhikara) on its consequences (karma-phala); The inescapability from fruits of karma</li> <li>Karma and samskara story of Raja Bharata who became a deer from Bhagavata Purana</li> </ul>	- The students will learn about the Karma and its consequences/fruits.

### Recommended learning

#### Resources

1. धर्मशास्त्र का इतिहास, पी.वी.काणे, उत्तर प्रदेश हिन्दी संस्थान, लखनऊ, भाग-५, सन 2019, सप्तम संस्करण |
2. हिन्दूधर्म जीवन में सनातन की खोज, विद्यानिवास मिश्र, राधाकृष्ण प्रकाशन, दिल्ली, 2013 |
3. उपनिषद दर्शन का रचनात्मक सर्वेक्षण, रामचंद्र दत्तात्रेय रानाडे, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर, 1971 |
4. जैन धर्म, ५० कैलाशचंद्र जी सिद्धांत शास्त्री (प्राच्य श्रमण), भारती मुजफ्फरनगर, 1998 |
5. जैन दर्शन ममन और मीमासा, आचार्य महापद्म, जैनविश्वभारती, लाडनू (राजस्थान), आदर्श साहित्य संघ प्रकाशन, चुरू, राजस्थान |
6. भगवद्गीता, शांकरभाष्य (हिन्दी अनुवाद सहित), गीता प्रेस, गोरखपुर, संवत् 2065 |
7. कर्मयोगशास्त्र (Hindu Philosophy of Ethics) बाल गंगाधर तिलक, शक संवत् 2012, 1934 |
8. Sanatana Dharma An Advance Text Book of Hindu Religion and Ethics, Bhagwandas and Annie Besant, The Theosophical Publishing House, Madras, 1940.
9. Dharma, the categorical imperative edited by: Ashok Vohra, Arvind Sharma, Mrinal Miri, D.K. Printworld, New Delhi, 2005.
10. Hastimala: Jain Dharma koMolika Ltihasa, vols. I & II, Acharya, Jaipur, Jaina.
11. Narendradeva: Bauddha Dharma Darshan, Acharya, Patna, Bihar Rashtrabhasha Parishad, 1956.
12. Dharma and ethics: the Indian ideal of human perfection : [revised version of papers presented at the National Seminar on Dharma, Virtue and Morality : the Indian Ideal of Human Perfection, held at Kanpur in 2005] by: D.C. Srivastava, Bijoy H. Boruah, Decent Books, New Delhi, 2010.
13. The Dharmasastra : an Introductory analysis by Brian Kishore Swain; Akshaya Prakashan, Delhi, 2004.
14. Social & Political Implications of Concepts of Justice and Dharma by Chousalkar Ashok S, Mittal Publications, Delhi, 1986.
15. Vada in Theory and Practice by Radhavallabh Tripathi, DK Printworld, New Delhi, 2016.
16. 16.The Hindu vision by Anantanand Rambachan, Motilal Banarsidass, Delhi, 1999.
17. Dharma in early Brahmanic, Buddhist and Jain tradition by Vincent Sekhar, Sri Satguru Publication, Delhi, 2003
18. The development and place of Bhakti in Sankara Vedanta by Adya Prasad Mishra, Munshiram Manoharlal, Delhi, 1967
19. Indian religious thought by Sarvepalli Radhakrishnan, Delhi : Orient, 2006.
20. Hindu View of Life by Sarvepalli Radhakrishnan, New Delhi: HarperCollins, 2012.

Course Title: Principles of Vedic Traditions	
Semester 2	
Course Code:HS-108	No. of Credits: 04
Learning Hours : 04	
Course Type: Core	
Offered in Academic Year: 2022-23	

Unit	Topics	Content/Fundamental Concepts	Unit wise Learner Outcome
1.	Vedic tradition and its fundamental concepts	<ul style="list-style-type: none"> <li>• Veda and its meaning, etymology, synonyms and various traditions.</li> <li>• Veda, Vedatrayi, Trayi, Samamnaya, Nigama, Swadhyaya and their oneness.</li> <li>• Evolution and development of various recensions of Vedic Samhitas.</li> <li>• One-body or Oneness of Veda, Brahmana, Aranyaka and Upanisada.</li> </ul>	- The students will cultivate basic understanding about Veda and its various traditions.
2.	Yajna	<ul style="list-style-type: none"> <li>• Kanya and Niskamya Yajna.</li> <li>• Preliminary Preparations to perform Vedic Rituals.</li> <li>• Agnihotra, Sandhyopasana and Yoga.</li> <li>• Science of Agnisala, Various types of fire-altars and Yagyasalas (Yajna Mandpa)</li> <li>• Concept of Rta, Satya, Diksa, Tapa and Yajna.</li> <li>• Concept of Truth and Falsehood in Veda (Sin-virtue, Rit-Anrta, Heaven-Hell etc.)</li> </ul>	-The students will inculcate an understanding about Yajna, its performance and its types.

Unit	Topics	Content/Fundamental Concepts	Unit wise Learner Outcome
3.	Mimamsa Sastra	<ul style="list-style-type: none"> <li>Brief introduction of Mimamsa Sastra and the procedure of Sabdabodha.</li> </ul>	- The students will learn about the tradition of contemplation which reflects on the meanings of Vedic texts.
4.	Significant traditions of Vedic Interpretations  Universal relevance of the Veda	<ul style="list-style-type: none"> <li>Outcome of Vedic Yajnas.</li> <li>The concept of Deity, Polytheism, Monotheism.</li> <li>Vedic Nirukti.</li> <li>Traditional and Ritualistic.</li> <li>Philosophical.</li> <li>Spiritual</li> <li>Personality Development.</li> <li>Healthy Society.</li> <li>Nation Building.</li> <li>Vedic form of Environment.</li> </ul>	<p>- The students will learn about Nirukta, philosophical and spiritual aspects of Vedic interpretations.</p> <p>- The students will also learn about the relevance of Vedas in contemporary times.</p>

### Recommended learning

#### Resources

1. वैदिक संहिताये-ऋग्वेद, यजुर्वेद, सामवेद, अथर्ववेद |
2. भारतद्वारा श्रुतसूत्र, सी.जी. काशीकर, पूना 1964 |
3. ईश्वर संहिता- भाग 1 (प्रस्तावना), संपादकीय वी चरदाचारी एवं गया चरण त्रिपाठी, इन्दिरा गाँधी राष्ट्रीय कला केन्द्र
4. मीमासा कोश, केबलानन्द सरस्वती, 1952 |
5. ऋक्सूक्त वैजयन्ती, हरिदामोदर दास वेलणकर, पूना 1965 |
6. वैदिक देवताओ का उदभव एवं विकास, गया चरण त्रिपाठी, इन्दिरा गाँधी राष्ट्रीय कला केन्द्र |
7. वैदिक देवता दर्शन, प्रभु दयाल अग्निहोत्री, नई दिल्ली, 1989 |
8. वेदरश्मि, वासुदेव शरण, अग्रवाल, वाराणसी, 1964 |
9. श्रौत कोश (तीन भागों में), सी. जी. काशीकर, पूना, 1964 |
10. धर्मशास्त्र का इतिहास (प्रथम भाग), पी.वी. काणे, पूना |

11. संस्कृत साहित्य का इतिहास भाग प्रथम-द्वितीय, संपादक, ब्रजबिहारी चौवे एवं ओमप्रकाश पाण्डेय,
12. लखनऊ, 1996 |
13. यज्ञतत्व मीमांसा, पट्टाभिराम शास्त्री, वाराणसी |
14. वैदिक यज्ञो का सवित्र कोश, एच.जी. सनाडे, इन्दिरा गाँधी राष्ट्रीय कला केन्द्र 2004 |
15. Change and continuity in Indian Religion, J Gonda, London, 1965.
16. Dual Delties in the religion of the Veda, J Gonda, London, 1974.
17. Brihad Devata or Index to the Gods of the Rigveda, Shaunak,Ed. Rajendra Lal Mitra, 1983.
18. Sacrifice in the Rigveda by Potdar K R, Bharatiya Vidya Bhawan, Bombay, 1953.
19. The Vedic Etymology by Fateh Singh, Kota 1952
20. Vedic Studies Vol. I by A. Venkat Subiah, Mysore, 1932
21. Rgvedic Culture by A.C. Das, Calcutta.
22. Communication with God, G.C. Tripathi, New Delhi, 2009.

Course Title: VEDANGA – SIKSA, NIRUKTA, VYAKARANA	
Semester 2	
Course Code: HS- 109 A	No. of Credits: 04
Learning Hours : 04	
Course Type: Elective	
Offered in Academic Year: 2022-23	

Unit	Topics	Content/Fundamental Concepts	Unit wise Learner Outcome
1.	Siksa	<ul style="list-style-type: none"> <li>• Nature of sanyukta Siksa</li> <li>• Variation of Siksa According to Veda.</li> <li>• Nature of Siks anumata Swarbhakti</li> <li>• Inter Connection between Siksa and Pratisakhya</li> </ul>	-The students will learn about the science of pronunciation of Vedas.
2.	Chhanda- Prosody	<ul style="list-style-type: none"> <li>• It's centrality to the composition of the Vedas</li> <li>• It's development by Vedic schools</li> <li>• The Seven meters, their own rhythm, movements and aesthetics.</li> </ul>	-The students will learn about the poetic meters and verse in Sanskrit.
3.	Nirukta – The science of etymology	<ul style="list-style-type: none"> <li>• The commentary of Nighantu</li> <li>• The collection of Vedic words under certain main ideas</li> <li>• The list of ambiguous and difficult words of Vedas</li> </ul>	- The students will learn about etymology of words and explanation – the reason why the particular word has been used i.e. the meaning of usage
4.	Kalp- The Rituals	<ul style="list-style-type: none"> <li>• Brief introduction and overview about proper application of the Vedic texts</li> <li>• Introduction to Kalpsutras and their basic content i.e. directly connected with Brahmanas and Aranyakas</li> <li>• Types of Kalpsutras</li> </ul>	- The students will learn about how and why rituals (Kalp) are important and chief contents of Brahmanas, which is the first received systematic treatment in the manual called Kalpsutras.

## Recommended learning

### Resources

1. Chandas and Vedanga - Madhavi S. Narsalay, Tirumala Tirupati Devasthanams, Tirupati, 2019.
2. Origin and Development of Sanskrit Metrics, Arati Mira, The Asiatic Society.
3. Katyayani Sulba Sutra (with English Translation) Ed. S.D. Khadikar, Vaidika Samsodhana Mandala Pooja, 1974.
4. The Science of the Sulba: A Study in early Hindu geometry, Bibhutibhuson Datta, University of Calcutta.
5. Paniniyan Siksha or the Shiksha Vedanga ascribed to panini, Manomohan Ghosh, University of Calcutta, 1938.
6. Vedic Chronology and Vedanga Jyotisha, Bal Gangadhar Tilak, 1913.
7. Shiksha Sangrah of Yagyavalk and Other, Rama Prasad Tripathi, Sampurnanand Sanskrit University, Varanasi.
8. याज्ञवल्क्य शिक्षा, अमरनाथ शास्त्री, इन्दिरा गांधी
9. नारदीय शिक्षा, श्रीपीताम्बरपीठ, संस्कृत परिषद्, दतिया |
10. पाणिनि शिक्षा, शिवराज आचार्य कुण्डीयन्यायन, चौखम्बा विद्याभवन, वाराणसी, 2013 |
11. वेदा ज्योतिष, लगध चोखम्बा |
12. पिंडल छंदसूत्रम्, डॉ. कपिलदेव द्विवेदी श्यामलाल सिंह विश्वविद्यालय प्रकाशन, वाराणसी, 2015|
13. ऋग्वेद, प्रातिशाख्यम्, वीरेन्द्र कुमार शर्मा, चौखम्बा संस्कृत प्रतिष्ठान, दिल्ली |
14. अष्टाध्यायी एक अध्ययन |
15. निरुक्स-यास्क, उमाशंकर शर्मा ऋषि |
16. व्यास शिक्षा |
17. याजुष ज्योतिष |
18. आपस्तम्बशुल्यसूत्रम् डॉ.श्रीनिवासचार्य, मैसोर प्रेस 1931 |

Course Title: <b>PRINCIPLES OF JAIN TRADITION</b>	
Semester 2	
Course Code:HS- 109 B	No. of Credits: 04
Learning Hours : 04	
Course Type: Elective	
Offered in Academic Year: 2022-23	

Unit	Topics	Content/Fundamental Concepts	Unit wise Learner Outcome
1.	History of Jain Tirthankars	<ul style="list-style-type: none"> <li>• Tirthankara tradition</li> <li>• Rishabhadeva</li> <li>• Parsvanatha</li> <li>• Mahavira</li> </ul>	- The students will learn about basic ideas of Jain Tradition and its spiritual history through a succession of Tirthankaras.
2.	Metaphysics of Jain Tradition	<ul style="list-style-type: none"> <li>• Nine tattvas</li> <li>• Sentient being</li> <li>• Insentient being</li> <li>• Right faith</li> </ul>	- The students will learn about Jain thought, its basic constituents of reality i.e. soul, matter, motion etc.
3.	Jain Logic & Epistemology	<ul style="list-style-type: none"> <li>• Right Knowledge</li> <li>• Cognition <ul style="list-style-type: none"> <li>▪ Indirect Knowledge</li> <li>▪ Perceptual Cognition and Verbal knowledge</li> </ul> </li> <li>• Direct Knowledge</li> </ul>	- The students will learn about the knowledge as masked by Karmic particles.
4.	Jain Ethics & Main Principles	<ul style="list-style-type: none"> <li>• Asrava (Influx), Stoppage</li> <li>• Nirjara (Shedding off), Bondage and Emancipation</li> <li>• Anekantavada</li> <li>• Syadvada</li> <li>• (v)Nayavada</li> </ul>	- The students will get acquainted to Jain ethical codes and conducts.

### Recommended learning

1. जैन दर्शन मनन और मीमांसा, आचार्य महाप्रज्ञ, जैन विश्वभारती, लाडनू (राजस्थान, आदर्श साहित्य संघ प्रकाशन, चुरू राजस्थान |
2. जैन दर्शन, डॉ. महेन्द्र कुमार जैन, न्यायचार्य, श्री गणेशवर्णी दिगम्बर जैन संस्थान, नरिया, वाराणसी 221005|
3. जैन धर्म, पं० कैलाशचन्द्र जी सिद्धांतशास्त्री (प्राच्य श्रमण भारती), मुजफ्फरनगर, 1998 |
4. जैन तत्वमीमांसा, फूलचन्द्र सिद्धांतशास्त्री, अशोक प्रकाशन मन्दिर, वाराणसी, 1960 |
5. चार तीर्थकर, पं० सुखलाल संघवी, श्री जैन संस्कृति संशोधन मण्डल, वाराणसी |
6. तत्त्वार्थसूत्र, उमास्वाति, विवेक, पं० सुखलाल संघवी, पार्श्वनाथ विद्यापीठ, वाराणसी 221005 |
7. भगवान महावीर एवं जैन दर्शन, पं० महावीर सरन जैन, लोक भारती प्रकाशन, दरबारी बिल्डिंग, एम. जी. मार्ग, इलाहाबाद |

Course Title: <b>Holistic Hindu way of Life - II</b>	
Semester 2	
Course Code: MHS- 110 A	No. of Credits: 04
Learning Hours : 04	
Course Type: Elective	
Offered in Academic Year: 2022-23	

Unit	Topics	Content/fundamental Concepts	Unit wise SLO
1.	Holistic view of life and Hindu	1.1 Ideas of Holistic in Hinduway of life 1.2 Ideas of life in Hindu Tradition 1.3 Holistic approach and Hindu Tradition. 1.4 Holistic Hindu view of life- lead to harmonious societies - Harmony in society lead towards bulding great Nations -Holistic view & nationalism in Hindu Tradition	- Students will develop an understanding about holistic approach and Hindu Tradition. - Students will develop an understanding how to harmony in society and ultimately harmony in society will lead towards building great Nations.
2.	Holistic view and Jain Ethics	2.1 Holistic approach and Jain darshan 2.2 Jaina ethics and idea of Holistic view of life 2.3 Holistic approach and ethics of Maha vratas 2.4 Holistic approach and ethics of Guna vratas	- Students will develop an understanding of Jain tradition - Students will develop understanding and critical thinking of holistic view of life and Jaina ethics. - Students will develop a view of comparative study of Hindu tradition
3.	Holistic view of life and Bauddh Darshan	3.1 Holi approach Bauddh Its ethical values 3.2 Concept of 'sila' in Bauddh darshan 3.3 Concept of 'siksa' in Bauddh darshan 3.4 Concept of 'samadhi' and 'prajna'	- Students will develop an understanding about towards appreciation of Buddh Darshan - Students will develop an understanding and critical thinking About ethical values in Buddh Darshan - Students will be introduced to different concepts of Bauddh tradition.
4.	Ethical values in Gita, Ramayana and Mahabharata	4.1 View of ideal life in 'Ramayana' 4.2 View of ideal Man and Woman in 'Ramayana' 4.3 The cultural values in "Mahabharata" 3.8 Stitha-Prajna of the Gita	-Students will develop an understanding about ethical values in Ramayana. - Students will be familarized with cultural values in Mahabharata

			<p>and they will also know about the stitha prajna of Gita</p> <p>- By understanding these values, students will develop a code of ethics in their lives, society and Nation at large.</p>
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**- Recommended learning Resources**

**Basic Reading:**

- Sri Aurbindo, The Foundations of Indian Culture (chapter-I only), Aurbindo Ashram India, 1988,
- S.Radhakrishnan and others (ed.). "The Cultural Heritage of India', Vol.1 chapters I,III,X,XII, XIII
- K.M.Panikkar, The Essential Features of Indian Culture', Chapter 1&II, Bhartiya Vidya Bhavan, 1970.

**Refernce Books**

- 3 GC.Pande, 'Foundations of Indian Culture' Vol. I&II, Motilal Banrasidas, 2005.
- 4 S.Radhakrishnan, "The Hindu View of Life", Harper and Collins, 2015.
- 5 K.Ganguly and A.S.Ghose, 'Relevance of Our Cultural Heritage in Modern India', Bhartiya Vidya Bhavan, 1983.
- 6 T.M.Mahadevan, "Outlines of Hinduism", Chetan Pvt Ltd, India, South Asia Books, 1985.
- 7 M.Ramohur, 'Hinduism for All', Neeta Prakashan, New Delhi, India, 2002.
- 8 D.S.Sharma, 'Hinduism Through the Ages', Bhartiya Vidya Bhavan, 1967.

Course Title: <b>PRINCIPLES OF BAUDDH TRADITION</b>	
Semester 2	
Course Code:HS- 110 B	No. of Credits: 04
Learning Hours : 04	
Course Type: Elective	
Offered in Academic Year: 2022-23	

Unit	Topics	Content/Fundamental Concepts	Unit wise Learner Outcome
1.	Fundamental Teachings of the Buddha	<ul style="list-style-type: none"> <li>Four Noble Truths:</li> <li>Eight-fold Path; Middle Path; the Three Characteristics of Existence: Brahma-viharas: Prativityasamutpada</li> </ul>	- The students will learn about the origination or dependent arising as a key doctrine of Bauddh Tradition
2.	Nirvana	<ul style="list-style-type: none"> <li>Momentariness, Sila, Samadhi and Panna,</li> <li>Early Buddhist Conceptions of Karma and Rebirth</li> </ul>	-The students will learn about moral conduct, meditation and wisdom in Bauddh Tradition
3.	Schools of Bauddh Tradition	<ul style="list-style-type: none"> <li>The Sarvastivada; Vaibhasika and Sautrantika; Madhyamika (Sunyavada); Yogacara (Vijnanavada).</li> </ul>	- The students will learn about various institutional and doctrinal divisions of Bauddh way
4.	Introduction to Arhat and Bodhisattva Ideal	<ul style="list-style-type: none"> <li>Theory of Perfection; Trikaya Theory</li> </ul>	- The students will learn about three bodies of Buddha- Dharmkaya, Sambhogkaya and Nirmanakaya in Mahayana.

### Recommended learning

#### Resources

1. . Rahul Walpola, What the Buddha Taught, Reprint, London: 2007.
2. Conze, E, Buddhist Thought in India, Delhi: 1996.
3. Kalupahana, D.JBuddhist Philosophy A Historical Analysis, Hawaii: 1976.
4. Kalupahana, D.J., The Principles of Buddhist Philosophy, Delhi: 1992.
5. Murti, T.R.V., The Central Philosophy of Buddhism, London:1975.
6. Murti, T.R.VStudies in Indian Thought, Delhi:1979.
7. Chatterjee, A.K., The Yogacara Idealism, Delhi:1975.
8. Stecherbatsky, Th., Central Conception of Buddhism, London:1923.
9. Mookerjee, S, Buddhist Philosophy of Universal Flux, Calcutta:1935
10. Singh, Indra Narain, Philosophy of University Flax in Theravada Buddhism, Delhi

