

**FACULTY OF ARTS, COMMUNICATION AND INDIC STUDIES**  
**SRI SRI UNIVERSITY**  
**BIDYADHARPUR, ARILO, CUTTACK -754006**  
**ODISHA, INDIA**



**Learn Lead Serve**

**SYLLABUS FOR M.A. HINDU STUDIES**  
**(LOCF PATTERN)**

**Academic Year 2021-22 and onwards**

**M.A. HINDU STUDIES - PROGRAM STRUCTURE**

**Objectives**

The present program is intended to provide a platform for talented students to undergo higher studies in the subject as well as to train and make them suitable contributors to the holistic development of our society.

**Eligibility**

Any Graduate with a minimum of 45% marks in main and allied subjects.

**Duration of the Program**

The program duration shall normally be of two years spread over four semesters.

**Learning Outcome Curriculum Framework (LOCF)**

The M.A. Hindu Studies program is offered through a UGC recommended LOCF. The salient feature of LOCF is that the degree is awarded on the basis of achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values). Subjects are divided into Hard Core and elective subjects. Hard Core subjects are compulsory. The students have the choice to select from among the list of elective subjects. (For now, these will be compulsory electives offered to students). The students of other departments can also opt for the elective subjects in MA Hindu Studies program.

A student is expected to complete a minimum of 64 credits within four semesters. Students are assessed and awarded CGPA grades based on their performances in the given class.

**Distribution of marks**

The distribution of marks for internal assessment and end semester examinations shall be 40 and 60 respectively. A student is declared to be passed in a given subject when he/she secures a minimum of 50% in the internal assessment and end semester examination combined in that subject.

**Internal Assessment**

The distribution of 40 marks for internal assessment component shall consist of the following:

TWO Internal Examination of 20 marks each.

TOTAL = 40 marks



**SRI SRI UNIVERSITY**

**Cuttack – 754006**

**M.A. HINDU STUDIES (LOCF – Semester Pattern)  
REGULATIONS**

**Aim of the Program:**

The Degree of Masters of Arts in Hindu Studies aims to train the students in the development and applications of Hindu Culture in various aspects of life.

There has always been a need for expertise in “Hindu Studies”. Such need will only grow with time, because of India’s rapid emergence as an economic, military, technological, and cultural power on the global stage, and the consequential heightened interest in Hindus and their civilization. Unfortunately, no Indian university offers such a program. MA program in Hindu Studies fills this important gap.

**Eligibility for Admission:**

Candidates seeking admission to the first year of the M.A. (Hindu Studies) degree shall be required to have passed the Graduation examination of any Indian University recognized by the University Grants Commission with a minimum of 45% marks in the main and allied subjects. They should also have passed the selection process (Entrance Exam + Interview) decided by the competent authority.

**Duration of the Program:**

The program shall be of two years duration spread over four semesters. The maximum duration to complete the program shall not be more than four years.

**Eligibility for admission to Examination:**

A candidate shall be permitted to appear for the examination in a subject of study only if he/she secures not less than 75% attendance in the subject concerned. Under special conditions, on the basis of medical grounds, the attendance must not be less than 65%.

**Passing Minimum:**

As per the ‘Learning Outcome Curriculum Framework’ (LOCF) regulations of Sri Sri University.

**SRI SRI UNIVERSITY, CUTTACK**  
**FACULTY OF ARTS, COMMUNICATION AND INDIC STUDIES**  
**M.A. HINDU STUDIES (LOCF)**

(Effective for students admitted in the academic year 2022-23) PROPOSED

**Program Objectives –**

- To develop a good understanding of foundational **principles** underlying Hindu civilization, society, and culture. These principles provide a basis through which Hindus, despite the endless diversity present amongst them, can relate to each other.
- To develop a good understanding of **analytical methods** through which knowledge, is analyzed and processed. These methods fall in two categories:
  - *Methods as laid out in Hindu darshanas*: Study of these methods is important as it will help the student understand Hindu conceptions of the individual, family, relationships, society, state, environment, and the entire cosmos. Further, such methods will also help her understand other societies, states, and civilizations through *Bharatiya* lenses.
  - *Methods as developed in the West*: The principle methods amongst these are biographical, new-historicism, formalism, psychological (both Freudian and Jungian approaches), feminist, Marxist (and Critical theory) and post-colonial theory.
- To develop a good understanding of **Sanskrit**, as it is in Sanskrit that an overwhelmingly large number of Hindu texts, both spiritual as well as secular, have been written. Thus, working proficiency in Sanskrit is a must for MA (Hindu Studies) program. Proficiency in an additional language is also encouraged.
- To develop a very good understanding of Hindu **practices** (related to the individual, family, society, and the state), and how these practices (past, as well as present) are manifestations of core Hindu foundational principles.
- To provide some expertise through **electives** among multiple areas of knowledge domains provided by Sri Sri University. Such an understanding will help the student contextualize their understanding of “Hindu” in the present and future world.
- To encourage and provide systematic approach to the fields of research in Hindu studies.
- To generate the skills required in current context with respect to employability of students, like Yoga, Functional Sanskrit, Mind Management, Disaster Management etc.
- To make students identify/understand/attain in depth understanding of Hindu Principles, Practices, Traditions, Values, diversity, History, Philosophy, Society, Culture and Civilization.
- It prepares students for doctoral studies and for vocations in teaching, education and counselling, administrative leadership, non-profit management, priesthood, social work, fine arts and mass communication.

**Program Outcome –**

A student with MA degree in Hindu Studies shall:

- Develop a good understanding of foundational ***principles*** underlying Hindu civilization, society, and culture.
- Develop a good understanding of ***analytical methods*** through which knowledge, is analyzed and processed, including the methods laid out in Hindu philosophy as well as in western philosophy.
- Develop a good understanding and working proficiency in **Sanskrit language**, so that he/she can understand and further do an in-depth study of the large number of Hindu texts available in Sanskrit.
- Develop a very good understanding of Hindu ***practices*** (related to the individual, family, society, and the state), and how these practices (past, as well as present) are manifestations of core Hindu foundational principles.
- Acquire some expertise through **electives** in one or more areas of knowledge of their interest and previous knowledge base, and thereby be able to better contextualize their understanding of “Hindu” in the present and future world.
- Co-relate the other religions and cultures with Hindu religion and culture to create innovative ways and means for betterment of mankind.
- Gain professional skill in various fields of Hindu Studies like Contemporary Hindu Studies and Applied Hindu Studies.
- Identify/understand/attain in depth understanding of Hindu Principles, Practices, Traditions, Values, diversity, History, Philosophy, Society, Culture and Civilization.
- Become eligible to go for doctoral studies and for vocations in teaching, education and counselling, administrative leadership, non-profit management, priesthood, social work, fine arts and mass communication.

## Program Requirements

All students shall be expected to take for a total of 16 courses. Each course shall have four credits. Of the sixteen courses, 9 courses shall be Core (i.e., compulsory), and the remaining 7 shall be Electives (i.e., optional).

## GRADUATES ATTRIBUTES IN THE SUBJECT

The Graduate Attributes (GAs) reflect particular qualities and abilities of an individual learner including gaining knowledge, application of obtained knowledge, professional and life skills, acquiring attitudes and human values that are necessary for Fine Arts graduates at the Higher Education Institutions (HEIs).

The graduate attributes include capabilities to strengthen one's professional abilities for widening current knowledge and employability/self-employability skills, undertaking future studies for local and

global application, performing creatively and professionally in a chosen career, and ultimately playing a constructive role as a socially responsible human being.

Graduates Attributes for MA in Hindu Studies include –

**1) Disciplinary Knowledge**

Capability of executing comprehensive knowledge and understanding of one or more discipline that form part of Hindu Studies.

**2) Communication skills**

- i. Ability to communicate long standing unsolved problems in the subject;
- ii. Ability to show the importance of Hindu Studies as a precursor to various human developments since the beginning of the civilization.

**3) Critical Thinking**

- i. Ability to engage in reflective and independent thinking by understanding the concepts in every area of Hindu Studies;
- ii. Ability to examine the results and apply them to various problems appearing in different branches of Hindu Studies.

**4) Problem solving**

- i. Capability to deduce a real-life problem and apply the class room learning into practice to offer a solution for the same;
- ii. Capabilities to analyze and synthesize data and derive inferences for valid conclusion;
- iii. Able to comprehend solution to sustain problems originating in the diverse areas of Hindu Studies such as Human Ethics, Life Beyond Death, Concept of Dharma, Karma, Eternal Knowledge etc.

**5) Research Related Skills**

- i. Ability to search for, locate, extract, organise, evaluate, and use or present information that is relevant to a particular topic;
- ii. Ability to identify the developments in various branches of Hindu Studies.

**6) Self-directed Learning**

Capability to work independently in diverse projects/Dissertation and ensure detailed study of various facets of Hindu Studies.

**7) Moral and Ethical Awareness/Reasoning**

- i. Ability to ascertain unethical behavior, falsification, and manipulation of information;
- ii. Ability to manage self and various social systems.

**8) Lifelong learning**

Capability of self-paced and self-directed learning aimed at personal development and for improving knowledge/skill development and reskilling in all areas of Hindu Studies.

## **MA in Hindu Studies**

### **Program Outline**

The MA (Hindu Studies) will be spread over four-semesters, i.e., two academic years. Given below is a semester-wise listing of these courses.

#### **First Semester**

- A. Languages I: *Sanskrit Parichay* (Compulsory)
- B. Methods I: *Pramana Siddhant* (Compulsory)
- C. Methods II: *Vaad-parampara*, and Organization, Development, And Transmission of Knowledge (Compulsory)
- D. Principles I: *Tattvavimarsha* (Compulsory)

#### **Second Semester**

- A. Methods III: Western Methods for Understanding Discourses (Compulsory)
- B. Principles II: *Dharma-Karma Vimarsha* (Compulsory)
- C. Disciplines I (elective) – Environment in Sanskrit/ Environmental Studies
- D. Language II (elective) – English Communication

#### **Third Semester**

- A. Principles III: *Punarjanma-Bandhan-Moksha Vimarsh* (Compulsory)
- B. Practices I: *Ramayana* (Compulsory)
- C. Principles IV (elective) – Happiness and Fulfillment
- D. Disciplines II (elective) – Basics of Yoga/Historicity of Ramayana

#### **Fourth Semester**

- A. Practices II: *Mahabharata* (Compulsory)
- B. Disciplines III (elective) –Mind Management
- C. Disciplines IV (elective) – Disaster Management/Historicity of Mahabharata
- D. Practices III (elective) –Dissertation

## Semester I

Total Hours per Week 16

Total Credits 16

Total marks 400

Course Code	Subject	Type of Course	Contact hours per week			Credits			Examination scheme			Total
			Theory	Practical	Total	Theory	Practical	Total	Internal Assessment	Theory	Practical	
MHS101	Languages I: <i>Sanskrit Parichaya</i>	C-1	04		04	04		04	40	60		100
MHS102	Methods I: <i>Pramana Siddhant</i>	C-2	04		04	04		04	40	60		100
MHS103	Methods II: <i>Vaad-parampara, and Organization, Development, And Transmission of Knowledge</i>	C-3	04		04	04		04	40	60		100
MHS104	Principles I: <i>Tattvavimarsha</i>	C-4	04		04	04		04	40	60		100
Total					16			16				400



## Semester II

**Total Hours per Week 16**

**Total Credits**

**16**

**Total Marks 400**

Paper Code	Subject	Type of Course	Contact hours per week			Credits			Examination scheme			Total
			Theory	Practical	Total	Theory	Practical	Total	Internal Assessment	Theory	Practical	
MHS201	Methods III: Western Methods for Understanding Discourses	C-5	04		04	04		04	40	60		100
MHS202	Principles II: <i>Dharma-Karma Vimarsha</i>	C-6	04		04	04		04	40	60		100
MHS203	E. Disciplines I– Environment in Sanskrit/ Environmental Studies	DSE-1	04		04	04		04	40	60		100
MHS204	F. Language II – English Communication	GE-1	04		04	04		04	40	60		100
<b>Total</b>					<b>16</b>			<b>16</b>				<b>400</b>

### Semester III

Total Hours per Week 16

Total Credits 16

Total Marks 400

Paper Code	Subject	Type of Course	Contact hours per week			Credits			Examination scheme			Total
			Theor y	Practic al	Total	Theory	Practical	Total	Internal Assessment	Theory	Practical	
MHS301	Principles III: <i>Punarjanma-Bandhan-Moksha Vimarsh</i>	C-7	04		04	04		04	40	60		100
MHS302	Practices I: <i>Ramayana</i>	C-8	04		04	04		04	40	60		100
MHS303	Principles IV – Happiness and Fulfillment	GE-2	04		04	04		04	40	60		100
MHS304	Disciplines II – Basics of Yoga OR Historicity of Ramayana	DSE-2	04		04	04		04	40	60		100
Total					16			16				400

## Semester IV

Total Hours per Week 16

Total Credits 16

Total Marks 400

Paper Code	Subject	Type of Course	Contact hours per week			Credits			Examination scheme			Total
			Theory	Practical	Total	Theory	Practical	Total	Internal Assessment	Theory	Practical	
MHS401	Practices II: Mahabharata	C-9	04		04	04		04	40	60		100
MHS402	Disciplines III –Mind Management	DSE-3	04		04	04		04	40	60		100
MHS403	Disciplines IV – Disaster Management OR Historicity of Mahabharata	DSE-4	04		04	04		04	40	60		100
MHS404	Practices III – Dissertation	CE-1	04		04	04		04	40	60		100
Total					16			16				400

# SYLLABUS OF COMPULSORY COURSES FOR MA (HINDU STUDIES)

## First Semester

COURSE NAME – LANGUAGE I: SANSKRIT PARICHAY(Compulsory)

COURSE CODE - MHS 101

### Unit – I

Marks 20

1. **संस्कृतवर्णमालापरिचयः** – चतुर्दश माहेश्वरसूत्राणि ।

स्वरः, व्यञ्जनम्, संयुक्तवर्णाः, अनुस्वारः, अनुनासिकम्, विसर्गः, वर्णविन्यासः, वर्णसंयोगः, उच्चारणस्थानम्, लेखन-प्रक्रिया, शब्दपदयोर्मध्ये अन्तरम् ।

2. **शब्दरूपम्** (दैनिकप्रयोगदृष्ट्या आधारभूता शब्दरूपप्रक्रिया), विभक्तिः, कारकम् (अर्थसहितः सामान्यपरिचयः) –

2.1 शब्दरूपम् (संज्ञात्मकम्) – अन्तिमवर्णदृष्ट्या, लिङ्गदृष्ट्या यचनदृष्ट्या च वर्गीकरणम् ।

शब्दाः (अजन्ता/स्वराजन्ताः)						
	अकारान्तः	इकारान्तः	उकारान्तः	ऋकारान्तः	आकारान्तः	ईकारान्तः
पुंलिङ्गम्	देव, राम	कवि, हरि, पति	गुरु	पितृ, दातृ	–	–
स्त्रीलिङ्गम्	–	मति	धेनु	मातृ	लता	नदी
नपुंसकलिङ्गम्	फल	वारि	वस्तु	–	–	–

2.2 शब्दरूपम् (इलन्तम्/व्यञ्जनान्तम्)–

शब्दाः (इलन्ताः/व्यञ्जनान्ताः)	
पुंलिङ्गम्	मिषज् (मिषक्), महत्, सुहृद्, राजन्, विद्यार्थिन्, पथिन्, गच्छत् भरतु आत्मन्, ब्रह्मन्, विद्वत् ।
स्त्रीलिङ्गम्	खाद्य, सरित्, दिश, परिषद्, आशिष, स्त्री, लक्ष्मी, श्री ।
नपुंसकलिङ्गम्	जगत्, नामन्, कर्मन्, घञुष, मनस्, हविष, ब्रह्मन्, धनुष, पयस्, दधि ।
एतत्सदृशानाम् अन्येषाम् च रूपाणाम् अभ्यासः ।	

2.3 सर्वनाम– अस्मद्, युष्मद्, तद्, एतद्, यद्, नवत्, किम्, इदम्, अदस्, सर्व (त्रिषु लिङ्गेषु) ।

3. **धातुरूपम्** (क्रियारूपम्)–

3.1 धातूनां गुणपरिचयः, आत्मनेपदम्, परस्मैपदम् ।

3.2 लकारदृशा – लटलकारः (वर्तमानकालः), लृटलकारः (भविष्यत्कालः), लङलकारः (भूतकालः)  
लोटलकारः (आज्ञार्थकः), विधिलिङलकारः (सम्भावनायाम्) ।

पुरुषदृशा – प्रथमपुरुषः, मध्यमपुरुषः, उत्तमपुरुषः ।

यचनदृशा – एकवचनम्, द्विवचनम्, बहुवचनम् ।

3.3 धातवः– पंचलकारेषु धातुरूपाणि –

परस्मैपदिनः– पठ्, लिख्, घल्, गम्, नम्, खाद्, वद्, हस्, गै, कृ, क्री, झ्, घ्रा, नी, दृश्, धृ, फल्, षा(पिब), स्मृ, क्लृप्, शक्, पृच्छ्, इष (इच्छ), दा, जीय, त्यज्, धाव्, पच, रक्ष, सू, रुद्, भी, नश्, स्निह्, आप्, क्षिप्, जप्, विश्, मिल्, ग्रह्, चिन्त्, षल्, रघ्, कल् ।  
आत्मनेपदिनः– लम्, मुद्, क्षम्, कृष्, सह्, सेव्, ईक्ष्, ऊह्, कम्प्, भाष्, यत्, रम्, वन्द, याव्, शीङ् ।  
सत्तात्मकौ – अस्, गू ।

### Unit - 2

Marks 20

1. **सन्धिः** – स्वरसन्धिः– यण्, अयादि, गुण, वृद्धि, दीर्घ, पूर्वरूप, पररूप, प्रकृतिभाव ।

व्यञ्जनसन्धिः– परसवर्णः, अनुनासिकः, श्चुत्वम्, ष्टुत्वम्, जस्त्वम्, घर्त्वम्, णत्व-षत्वविधिः ।

विसर्गसन्धिः – विसर्गलोपः, विसर्गस्थाने ओ, ए, स्, श्, ष् ।

अनुस्वारः, 'र्' लोपः, 'त्' स्थाने 'ल्' अनुनासिकम् ।

2. **समासः** – केवलः, अव्ययीभावः, तत्पुरुषः, कर्मधारयः, द्विगुः, बहुव्रीहिः, द्वन्द्वः ।

### Unit – 3

Marks 20

1. **कारकम्** – कर्ता, कर्म, करण, सम्प्रदान, अपादान (सम्बन्ध), अधिकरण, सम्बोधन ।

2. **उपपदविभक्तिः** –

- अधि, अनु, उप, उच्यतः, परितः, निकषा, प्रति, धिक्, विना.....योगे द्वितीया ।
- अलम्, विना, हीनम्, सह, साकम्, सार्धम्, संगम्.....योगे तृतीया ।
- नमः, रुच, दा, स्पृहा, अलम् (सामर्थ्यार्थः).....चतुर्थी ।
- विना, बहिः, परम्, पूर्वम्.....योगे पञ्चमी ।
- अग्रतः, पुरतः, पृष्ठतः, वामतः, दक्षिणतः, उत्तरतः.....योगे षष्ठी ।
- स्निह्, विश्वस्.....योगे सप्तमी ।

3. **वाच्यम्**– कर्तृवाच्यम्, कर्मवाच्यम्, भाववाच्यम् ।

4. **प्रत्ययः**– (क) कृतप्रत्ययः – क्त, क्तवत् क्त्वा, ल्यप्, तुमुन्, शत्, शानच्, ण्यत्, क्तिन्, ल्युद्, तय्यत्, अनीयद्, ण्यल्, लृच्, घञ् ।

(ख) तद्धितप्रत्ययः– मत्तुप्, वत्तुप्, इन्, ठक् (इक्), घञ्, त्व, तल्, अण्, ष्यञ् । ।

(ग) स्त्रीप्रत्ययः– डीप्, डीष्, टाप् ।

5. **अव्ययम्**– (स्थानवाचि)–अत्र, तत्र, यत्र, सर्वत्र, अन्यत्र, कुत्र, एकत्र, यतः, ततः ।

(समयवाचि)– यदा, तदा, सदा, सर्वदा, कदा, अद्य, श्वः, ह्यः, परश्वः, परह्यः, वास्वः, आस्वः, निश्चयेन, ।

(समुच्चयवाचि)– च, अपि, एव ।  
 (अवस्थावाचि)– आम्, किम्, धन्यवादः, आवश्यकम् ।  
 (दिशावाचि)– उपरतः, पृष्ठतः, वामतः, दक्षिणतः, अगितः, परितः ।  
 (पूर्णतावाचि)– पर्याप्तम्, अत्यन्तम्, अलम्, इति ।  
 (निषेधवाचि)– नास्तु, अलम्, न ।  
 (सम्भावनावाचि)– किन्तु, प्रायशः, अपेक्षया, अतः, यत्-तत् ।  
 सादृश्यवाची अव्यय- इव, नु, वा, यित् ।  
 अव्यय- कृत्यातोऽनुकसुनः, कृन्मेजन्तः, तद्धितश्वासर्वविभक्तिः

6. उपसर्गः – आ, उत्, अनु, वि, प्र, परि, अव, उप, सम्, अप ।

7. विशेष-विशेषणसम्बन्धः ।

8. संख्या – सङ्ख्यावाचि- शब्दरूपाणि एकः, द्वौ, त्रयः, चत्वारः (त्रिषु लिङ्गेषु) ।

संख्याः – 5-100

## Unit – 4

Marks 10

- 1- संस्कृत शब्दावलिषो का पाश्चात्य अवधारणाओं से विशेषाभास (ईश्वर / God, आत्मा / Soul, धर्म / Religion, पति-पत्नी / Husband-wife इत्यादि)
- 2- संस्कृत पाठ्यांशों के माध्यम से संस्कृत भाषा के पढ़ने तथा लिखने का अभ्यास ।
- 1- Sanskrit Terminologies and their contrast from western concepts (Īshwara/God; Ātma/Soul; Dharma/Religion; Pati-Patni/Husband-wife etc.).
- 2- Language training through reading and writing of Sanskrit passages.

## सन्दर्भग्रन्थसूची –

1. रघनानुवादकौमुदी, 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 एण्ड सन्स, कश्मीरी गेट, नई दिल्ली 110008
4. व्याकरणतैत्तिरीयम्, सम्पादक- कमलाकान्त मिश्र, एन.सी.ई.आर.टी., नई दिल्ली, 2002 ।
5. व्याकरणवीथि, सम्पादक- कमलाकान्त मिश्र, एन.सी.ई.आर.टी., नई दिल्ली, 2003 ।
6. संस्कृत बालबोध, भारतीय विद्याभवन, कस्तूरबा गाँधी मार्ग, नई दिल्ली-110001 ।
7. सरल संस्कृत शिक्षक (भाग 1 से 8 तक), भारतीय विद्याभवन, कस्तूरबा गाँधी मार्ग, नई दिल्ली-110001 ।
8. सरलसंस्कृतज्ञानम् (भाग 1 एवं 2), भारतीय विद्याभवन, कस्तूरबा गाँधी मार्ग, नई दिल्ली-110001 ।
9. संस्कृत स्वाध्याय, केन्द्रीय संस्कृत विश्वविद्यालय (राष्ट्रीय संस्कृत संस्थान), 58-57, इन्स्टीट्यूशन एरिया, जनकपुरी, नई दिल्ली, 2001 ।
10. दार्शनिक सम्प्रत्ययकोश, सम्पादक- शशिप्रभा कुमार, संतोष कुमार शुक्ल, रामनाथ झा, विशिष्ट संस्कृत अध्ययन केन्द्र, जवाहरलाल नेहरू विश्वविद्यालय, प्रकाशक डी0के0 प्रिंटवर्ल्ड, वेदश्री एफ-395, सुदर्शन पार्क, नई दिल्ली-110015, 2014 ।
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14. Sanskrit for English Speaking People, Ratnakar Narale, Pub.- Prabhat Prakashan, New Delhi, 2013.

## **COURSE NAME –METHODS I: PRAMANA SIDDHANT (Compulsory)**

### **COURSE CODE - MHS 102**

#### **Course Objectives –**

- To acquaint the students with the various Pramanas illustrated in Hindu Scriptures and Philosophical systems.
- To make students map the different pramanas in the context of natural sciences and law.
- To make students identify and interrelate the implication and contribution of these Pramanas in their belief systems and rituals as embedded in Hindu Shastras.
- To encourage the students to apply these Pramanas in their daily practices for acquiring the knowledge and decision-making.

#### **Course Outcomes –**

- The students understand the various Pramanas illustrated in Hindu Scriptures and Philosophical systems.
- The students map the different pramanas in the context of natural sciences and law.
- The students identify and interrelate the implication and contribution of these Pramanas in their belief systems and rituals as embedded in Hindu Shastras.
- The students apply these Pramanas in their daily practices for acquiring the knowledge and decision-making.

#### **Unit 1**

1. The origin and development of *pramana siddhant*
2. What is a valid “definition”?
3. Indian model of analysis of text: Knower, knowable object, process of knowing, and knowledge

#### **Unit 2**

4. Nature, definition, method, and limits of different types of *pramanas*: Pratyaksha, Anumana, Upaman

#### **Unit 3**

5. Nature, definition, method, and limits of different types of *pramanas*:
  - a. Shabda: shabda-shakti, shakti-grahak, and tatparya-gyaan (intentionality) and contrast with Western analysis
  - b. Anuplabdhi and Arthappati

## Unit 4

### 6. Mapping different pramanas into the world of natural sciences and law

Pratyaksha – experimental data

Anumana – inference (if  $a = b$ , and  $b = c$ , the  $c = a$ , commonly used in mathematics, and natural sciences)

Upamana = comparison and analogies (e.g mathematical models/analogies/equations)

Arthaapatti = circumstantial evidence (used heavily in law)

Shabda – testimonies from reliably honest sources

Anupalabdhi – non-perception

### 7. Applications of *pramana* theory

a. In empirical sciences such as Ayurveda, and jurisprudence (Naiyayikaprakriya)

b. In methaphysics

### 8. Complimentarity and pramanas, and the need of vimarsha

### 9. Application to a contemporary text

## BOOKS:

Sanatana Dharma (An Elementary Textbook of Hindu Religion and Ethics) – The Managing Committee, Central Hindu College, Benares, 1916.

*Sarvadarshana-samgraha (English translation) by E.B.Cowell and A.E.Gough, Parimal publications, Delhi, 1986.*

*Sarvadarshana-Samgraha of Madhavacharya, MLBD, New Delhi, 1996.*

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Tarkasangraha of Annambhatta – Ed. & Trans. By K.P.Parab, Pious Book Corp., Varanasi, 1982.

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*Artha-Samgraha of LaugakshiBhaskara, Ed. By VacaspatiUpadhyaya, ChowkhambaOrientalia, Varanasi, 6th edition, 2002.*

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**COURSE NAME – METHODS II: VAAD-PARAMPARA, AND ORGANIZATION, DEVELOPMENT, AND  
SUSTENANCE OF KNOWLEDGE(Compulsory)**  
**COURSE CODE - MHS 103**

**Course Objectives –**

- To cultivate in the students the tendency of analytical approach (Vaad-Parampara) towards attaining the knowledge.
- To make the students fit for Shastrartha (logical presentation of their thoughts and beliefs) based decision-making.
- To acquaint the students with the methodology of Hindu Shastras (Hindu Technical Texts) – language, structure and technical terms.
- To acquaint the students with the Hindu Shastric approach for research (research methodology) and its application in solving research problems in different fields of study, especially for natural sciences, technology and medicine.

**Course Outcomes –**

- The students cultivate the tendency of analytical approach (Vaad-Parampara) towards attaining the knowledge.
- The students become fit for Shastrartha (logical presentation of their thoughts and beliefs) based decision-making.
- The students grasp the methodology of Hindu Shastras (Hindu Technical Texts) – language, structure and technical terms.
- The students develop the thought process based on the Hindu Shastric approach for research (research methodology) and apply this approach in solving research problems in their fields of study.

**Unit 1**

*1. Vaad-Parampara: The method of Shastrartha*

- a. Rules for engagement, decision making, follow-up and updation
- b. The concept of *adhikaran*

*2. Katha (nature and types of katha)*

- a. *Vaad* (nature and purpose)
- b. *Jalpa* (nature and purpose)
- c. *Vitanda*(nature and purpose)



## Unit 2

### 3. Organization of knowledge

- a. *Sutra* (concise statement of a theoretical principle), *bhashya* (description of theory), *vartik* (critique of state and unstated positions)
- b. *Vritti* (short description of theory), *teeka* (detailed description in easier style with lucidations), and *tippani* (explanations related to specific points, terms, phrases, very much like footnotes)

### 4. *Padaik-vakya, evamvakyaikvakya*

### 5. Rules for analysing “*tatparya*” of knowledge – Six-fold process (shad-vidhitatparyanirnayak ling)

### 6. Methods for determining the meaning (shruti, ling, vakya, prakaran, sthaan, samkhya)

## Unit 3

### 7. *Tantra-yukti*: “Research methodology” especially for natural sciences, technology and medicine: discussion of different steps

- a. Application to a contemporary problem

### 8. *Nyayikaprakriya* (*sanshay to nirnay*)

## Unit 4

### 9. Tools to preserve the sounds and meanings of *vedas*

- a. Vedangas
- b. Paath-paddhati

## BOOKS:

Tarkasangraha of Annambhatta. – By Dayanand Bhargav (With Sopajna Tarkadipika), MLBD, New Delhi, 1978

Tarkasangraha of Annambhatta (with Tarkadipika and Nyayabodhini) – (Eng. Translation & Ed. By) Athle and Bodas, BORI, Pune, 1988.

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Yagnavalkya Smriti of Yagnavalkya (With Mitakshara Commentary of Vijnanesvara and English Translation) – By Dutta M, Bharatiya Kala Prakashan, 2011.

*Artha-Samgraha of Laugakshi Bhaskara, Ed. By S.S. Sukthankar, Bharatiya Vidya Prakashan, Delhi.*

*Tantra Yukti – By Vaidya Shri Pu. Hirlekar, Chowkhamba Sanskrit Series Office, Varanasi. ISBN:9878170800536*

## **COURSE NAME - PRINCIPLES I: TATTVA VIMARSH(Compulsory)**

### **COURSE CODE - MHS 104**

#### **Course Objectives –**

- To acquaint the students with Bharatiya Gyaan Parampara and its acharyas.
- To acquaint the students with the Basic Tattvas of Indian Philosophical Systems.
- To encourage the students to relate the Tattvik meaning of the technical terms used in Sanatana Dharma with their religious beliefs and experiences.
- To make the students analyze the important tattvas elaborated in Hindu scriptures and use them in their day-to-day lives.

#### **Course Outcomes –**

- The students know about the Bharatiya Gyaan Parampara and its acharyas.
- The students identify the Basic Tattvas of Indian Philosophical Systems.
- The students relate the Tattvik meaning of the technical terms used in Sanatana Dharma with their religious beliefs and experiences.
- The students analyze the important tattvas depicted in Hindu scriptures and use them in their day-to-day lives.

#### **Unit 1**

1. Bharatiya Gyaan Parampara (ashtaa-dash vidya) and its acharyas
2. The nature of *padaartha* /tattva (time & space), pancha-mahabhoot in all Bharatiya traditions
3. The concept of *aatma* and similarities in *aatmatattva* across traditions

#### **Unit 2**

4. Parallel sovereignty principles (Defining self)
  - a. Self-definitions: Atharva-shirsha/VaakSukta& Krishna (Indro-mayabhiprurupiyate)
  - b. Ardha-naareeshwara from Kashmir-Shaivdarshan, Brihadaranyaka Upanishad (1.4.3)
5. Shakti and Prakriti principles and relationship with stree and devis
6. Soundarya-Lahari
7. Similarities of position of feminine principle in Jain, Bauddha and Sikh traditions

#### **Unit 3**

8. The principle of Oneness in Vaidik traditions as the basis of *sweekaryata* of opposites
  - a. Principle of interconnectedness in Jain, Bauddha, Sikh, Nyaya & Vaisheshik traditions
9. Infinite knowledge and emergence of humility: (NaasdiyaSukta, Buddhist-Sikh-Jain texts)
10. Influence on vocabulary: Multiple terms for same entity (e.g. Vishnu, Buddha, sun & love)
11. Linkages between interconnectedness, oneness, interdependence, and acceptance
12. Acceptance of reason, not intolerance/violence/terrorism: (Vaidik/Jain e.g. Jinadutta Suri), Sikh position)

#### Unit 4

13. The *taatvik* position on *varna*: Purush-sukta and Brihadaranyak Upanishad
  - a. The principle of Oneness as the foundation for universal equality, and respect
  - b. How *varna*, *jaati* and caste relate to entirely different ideas.

#### BOOKS:

- Essays on Hinduism (English) - By Karan Singh, Ratnasagar (Pvt. Ltd.), New Delhi, 1987.
- Critical Survey of Indian Philosophy (English) – By Chandradhar Sharma, MotilalBanarasidas, New Delhi, 1979.
- Sanatana Dharma (An Elementary Textbook of Hindu Religion and Ethics) – The Managing Committee, Central Hindu College, Benares, 1916.
- The New Vedic Selection – Part I, II – Ed.by N.K.S.Telanga and B.B.Choubey, BhartiyaVidyaPrakashan, New Delhi, 1973
- RkSuktaShati – By H.D.Velankar, BhartiyaVidyaPrakashan, Mumbai, 1972
- RkSuktaVaijayanti – By H.D. Velankar, VaidikSamsodhan Mandal, Pune, 1965.
- Atharavaveda – shaunakiya, with Sayana Commentary (5 Volumes) - Ed. VishwaBandhu, VVRI, Hoshiyarpur, Panjab,
- Navina- Vaidika- Sancayanam, Vols I& II, Ed. By Dr. Yamuna Pathak & Dr. Umesh Prasad Sing., ChaukhambaKrushnaDasa Academy, Varanasi, 2010.
- Hymns of the Atharvaveda - M.Bloomfield, MotilalBanarasidass, New Delhi.
- Upanishatsangraha (Kathopanishad) - Jagdish Lal Shastri, MLBD, New Delhi.
- Ten Principal Upanisads (With ShankaraBhashya) – MotilalBanarasidass, 1978
- SaundaryaLahari of AdiShankaracharya (With Commentaries and English Translation) – Publ. Ganesh and Co., ISBN-13 : 978-8185988191, 2003. [https://www.amazon.in/Saundarya-Lahari-Sri-Sankaracharya/dp/8185988196#detailBullets\\_feature\\_div](https://www.amazon.in/Saundarya-Lahari-Sri-Sankaracharya/dp/8185988196#detailBullets_feature_div)
- BharatiyaDarshana (Indian Philosophy) – By Jagadish Chandra Mishra, ChowkhambaSurbharatiPrakashan, 2012.
- Sarvadarshana-samgraha (English translation) by E.B.Cowell and A.E.Gough, Parimal publications, Delhi, 1986.*
- Sarvadarshana-Samgraha of Madhavacharya*, MLBD, New Delhi, 1996.
- BharatiyaDarshan*byBaladevaUpadhyay, Chaukhamba Sanskrit Series, 1984.

## **Second Semester**

**COURSE NAME – METHODS III: WESTERN METHODS OF UNDERSTANDING DISCOURSES (Compulsory)**

**COURSE CODE - MHS 201**

### **Course Objectives –**

- To acquaint the students with the famous western methods of understanding discourses.
- To acquaint the students with the influence of Hindu Shastras on western philosophical systems.
- To make the students analyze a contemporary text using Indian methods (as explained in Methods I and II courses, and appropriate Western approaches).

### **Course Outcomes –**

- The students know the famous western methods of understanding discourses.
- The students understand and analyze the influence of Hindu Shastras on western philosophical systems.
- The students analyze a contemporary text using Indian methods (as explained in Methods I and II courses, and appropriate Western approaches).

### **Unit 1**

1. Traditional Western restrictions on limits of free inquiry
2. Traditional methods (Historical, biographical, etc.)
3. Formalism and New Criticism: Importance of form and literariness but not of author

### **Unit 2**

4. Marxism and Critical Theory
  - a. Role of class and economics as analytical devices
  - b. Critical Theory - A theory with a purpose: A review of its history and the intention of advance Leftist thought in Europe
  - c. Gramsci and “hegemony”
5. Structuralism and Post-Structuralism
  - a. Saussure, influence of Sanskrit linguistics, and consequential differences (words have no inherent meanings)
  - b. Emphasis on objectivity, scientific approach
6. Post-structuralism

- a. Derrida and influence of Upanishadic relativism
- b. Deconstruction – loss of reference and endless deferral of meaning, reviewer at liberty to craft meanings

### **Unit 3**

7. New Historicism
  - a. The impossibility of neutral inquiry, and need to make historical value judgements
  - b. No distinction between “great” and “popular” literatures: power play and subversion
  - c. Strong interest in “non-normative” behaviours: peasant revolts, exorcism, cross-dressing, i.e., the “Other”.
8. Ethnic studies, orientalism, post-modernism, post-colonial criticism, and gender studies

### **Unit 4**

9. Psychological analysis (Jungian, and Freudian)
10. Cartesian approaches in areas of cognition and science
11. Going beyond “reductionism”: Role of Indian knowledge system
12. Analysis of a contemporary text using Indian methods (as explained in Methods I and II courses, and appropriate Western approaches)

### **BOOKS:**

1. Colonial Discourse and Post-Colonial Theory: A Reader, Williams, Patrick and Laura Chrisman, Columbia Press, NY
2. History and Historians in the 19<sup>th</sup> Century, GP Gooch, London, 1913.
3. The Historian Craft, Marc Block, NY 1953
4. The Creation of Patriarchy, Lerner Gerda, Oxford University Press, 1986.
5. Gender and Politics of History, Joan Scott, Oxford University Press, 1989.
6. White Mythologies, History and the West, Rubert Young, Routledge, 1990.
7. Studying History, Black Jeremy, and Donald Maxrild, Macmillan, 1997.
8. G-Research Methodology and Historical Investigation, Clark Kitson, 1972, Cambridge University Press.
9. The Age of Revolution, 1789-1848, Eric Hobsbawn
10. Essays in Indian History: towards a Marxist Perception, Irfan Habib
11. Marxist Historiography: A Global Perspective, Editors – Wang and Iggers
12. Marxist History Writing for the 21<sup>st</sup> Century, Edit. Chris Wickham

13. Marxism and the Methodology of History, Gregor McLennan
14. Reflections on the Marxist Theory of History, Paul Blackledge
15. Postmodernism or the Cultural Logic of Late Capitalism; Fredric Johnson
16. Postmodernism: A Very Short Introduction, Christopher Butler
17. Postmodern Theory: Steven Best
18. The Origins of Postmodernity, Perry Anderson
19. 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: Hoeveler and 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 Avanessian
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, Visions of Truth for Justice and Success, Ronnie Lee

# PRINCIPLES II

COURSE NAME - PRINCIPLES II: DHARMA EVAM KARMA VIMARSH (Compulsory)

COURSE CODE - MHS 202

## Course Objectives –

- To acquaint the students with the basic concept of Dharma and Karma in Hindu systems.
- To encourage the students to understand their Swa-bhaava and and Pravritti and analyze it on the basis of Hindu Shastras.
- To inspire the students to apply the principles of Dharma and Karma found in Sanatana Dharma in various situations they face every day.
- To inculcate these incredible principles of life (Manava Dharma, Nishkama Karma, Adhikara, Sanskaar) within the students for their spiritual upliftment.

## Course Outcomes –

- The students understand and gain the basic concept of Dharma and Karma in Hindu systems.
- The students understand their Swa-bhaava and and Pravritti and analyze it on the basis of Hindu Shastras.
- The students apply the principles of Dharma and Karma found in Sanatana Dharma in various situations they face every day.
- The students experience and practice these incredible principles of life (Manava Dharma, Nishkama Karma, Adhikara, Sanskaar) for their spiritual upliftment.

## Unit 1

1. Dharma – survey of definitions (*shrutis, smritis, kalpa*, dharma-shastras, across traditions)
  - a. Relationship with responsibilities, and swa-bhaava
  - b. Pravritti & nivritti moolak dharma for abhyudaya and nishreyas (purusharthas)
2. Dharma as the organizing principle at all levels in Vaidik, Jain, Bauddha, and Sikh traditions
  - a. Personal (ashram dharma) and freedom to choose in varnashrama dharma
  - b. Society, & community: aachar, vyavhaara, prayaschit and related jurisprudence
  - c. The responsibilities of the State and the King: Raj-dharma
  - d. Cosmos and the idea of *rta*

## Unit 2

3. Primacy of dharma over belief and worship practices
  - a. Definitions of who is a true vaishnav (Vaishnavjan to), a true Shaiva, a true Sikh (de Shiva bar moheaiso), a true Bauddha (the eight-fold path)
  - b. Evolving nature of dharma based on a series of realizations: dharma not a frozen entity
4. Explanations of terms of *dharma*, religion, *panth*, *mazhab*, and *sampradaya*

## Unit 3

5. Karma: Survey of definitions
  - a. Karma, vikarma, and akarma (Bhagvadgita)
  - b. Six categories: Kaamya, nitya, nishiddh, naimittik, prayaschit, and upasana
6. Provision of sakaam karma for an individual
7. Nishkama karma: Brahma or Sarvam as the *real* doer
  - a. Humility and doing for the sake of responsibility alone

## Unit 4

8. Choice of intention on karma, but the lack of absolute control (*adhikaar*) on its consequences (karma-phal); The *inescapability* from fruits of karma
9. *Karma* and *sanskaar*: story of Raja Bharat who became a deer from Bhaagvat-Purana

## BOOKS:

Sanatana Dharma (An Elementary Textbook of Hindu Religion and Ethics) – The Managing Committee, Central Hindu College, Benares, 1916.

The Principles of Hindu Ethics – By MaganlalAmritlalBuch, Bharatiya Kala Prakashan, New Delhi, 2003.

Hindu Ethics – By S.K. Maitra, Calcutta University Press, Kolkata, 1925. Link -

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Manusmriti of Manu (English) – By NarharKurundkar (Author) and Dr. Madhur Deshpande (Translator), Deshmukh And Company Publishers Pvt. Ltd, 2018.

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YajnavalkyaSmriti of Yajnavalkya (Kasi Sanskrit Granthamala 178, Hindi Commentary by Umesh Chandra Pandey) – Chowkhamba Sanskrit Sansthan, Varanasi. Link -

<https://archive.org/details/YajnavalkyaSmritiKashiSktGranthamala178HindiTikaUmeshChandraPandeyCchowkhambaSanskritSansthan>



*Sarvadarshana-samgraha (English translation) by E.B.Cowell and A.E.Gough, Parimal publications, Delhi, 1986.*

*Sarvadarshana-Samgraha of Madhavacharya, MLBD, New Delhi, 1996.*

*BharatiyaDarshanbyBaladevaUpadhyay, Chaukhamba Sanskrit Series, 1984.*

*ShrimadBhagawadGita (Tattvavivechani) – By JayadayalGoyandka, Geeta Press, Gorakhpur, 2015.*

## Disciplines I (elective)

**COURSE NAME – Environment in Sanskrit**

**COURSE CODE - MHS 203**

**Course objectives:**

- To acquaint the students with the Science of Plants, Plant Life & Applied Botany (Vrkshayurvedayoga) with special reference to medicinal plants which is an important component of the Global environment.
- To let the students, know the historical account of ancient authorities, ancient Indian Texts of Vrkshayurveda and their chronological development.
- To encourage the students to apply the basic knowledge gained in the domain of Sanskrit literature for the protection of the environment from Global warming.

**Course outcome:**

- The students know the basic principles of protecting nature and be introduced to the basic source-texts of Vrkshayurveda like Arthashastra, Kashyapa Samhita, Vrkhat Samhita of VarahaMihira, Vishnu Dharmottara Purana, Agni Purana and Surapala's Vrkshayurveda etc.
- The students are encouraged to do Organic cultivation and identify their innovative area of research in the field of Sanskrit & Agriculture.
- The students use the knowledge of science and affordable method of treatment of plant diseases to cure plant diseases prevalent in their neighborhood.
- The students identify the technical terms of biology, agriculture and medical science in Sanskrit and use them in their practical communication forms.

**Number of Classes: 25 (Twenty-Three hrs Theory + Two hrs Practical for 2 units)**

**Number of Credits: 2**

**Unit -1**

Introduction, Meaning and Scope of Vrkshayurveda

Emergence of Vrkshayurveda as a Science,

Ancient authorities and Basic Source-texts of Vrkshayurveda

Introduction of Surapala& his Vrkshayurveda Chapter-- I: Tarumahima (Glorification of trees)

**Unit -2**

Vrkshayurveda Chapter-- VIII: Rogajnanadhyayah (Knowledge of Diseases of Plants)

### **Unit -3**

Field visit to Ancient Parks & Botanical Gardens

Visit to Sacred Groves (around the temple typically based on ancient texts)

Exposure to Ancient Sanskrit Scripts emphasizing the importance of environment.

Sacred Sanskrit chants showcasing environmental significance

### **BOOKS:**

1. Surapala's Vrkshayurveda, Ed. by Dr. Shrikrishna Jugnu, Chawkhamba Sanskrit Series Office, 2010
2. Vrkshayurveda in Ancient India, by Lallanji Gopal, Sundeep Prakashan, New Delhi, 2000
3. Environment and Ancient Sanskrit Literature, Aruna Goel, Y.L. Nene, 2007 (Amazon)
4. Vedic view of the Earth, S.R.N. Murthy, D.K. Print World, New Delhi, 1997, P-12
5. Sacred Groves in India, Kailash C. Malhotra, Yogesh Gokhle, Sudipto Chattarjee, Aryan Books International, 2007.

**OR**

**COURSE NAME - Environmental Studies – Ability Enhancement Compulsory Course (AECC)**

**COURSE CODE - MHS 203**

### **Learning Objective:**

An interdisciplinary approach to complex environmental problems using basic tools of the natural and social sciences including geosystems, biology, chemistry, economics, political science and international processes

An experience-based understanding of the human and natural environment of the world including water and energy needs, air quality, marine and coastal issues

### **Learning Outcome:**

Appreciate the ethical, cross-cultural, and historical context of environmental issues and the links between human and natural systems.

Understand the transnational character of environmental problems and ways of addressing them, including interactions across local to global scales.

Reflect critically about their roles and identities as citizens, consumers and environmental actors in a complex, interconnected world.

Understand key concepts from economic, political, and social analysis as they pertain to the design and evaluation of environmental policies and institutions.

## **MODULE - 1**

### **Unit 1:** Introduction to environmental studies

Multidisciplinary nature of environmental studies; Scope and importance; Concept of sustainability and sustainable development. (2 lectures)

### **Unit 2:** Ecosystems

What is an ecosystem? Structure and function of ecosystem; Energy flow in an ecosystem: food chains, food webs and ecological succession. Case studies of the following ecosystems: Forest ecosystem  
Grassland ecosystem, Desert ecosystem  
Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries) (6 lectures)

## **MODULE - 2**

### **Unit 3:** Natural Resources: Renewable and Non-renewable Resources

Land resources and land use change; Land degradation, soil erosion and desertification.

Deforestation: Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations.

Water: Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (international & inter-state).

Energy resources: Renewable and non-renewable energy sources, use of alternate energy sources, growing energy needs, case studies. (8 lectures)

### **Unit 4:** Biodiversity and Conservation

Levels of biological diversity: genetic, species and ecosystem diversity; Biogeographic zones of India;

Biodiversity patterns and global biodiversity hot spots

India as a mega-biodiversity nation; Endangered and endemic species of India

Threats to biodiversity: Habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions; Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.

Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.

### MODULE - 3

(8 lectures)

#### **Unit 5: Environmental Pollution**

Environmental pollution: types, causes, effects and controls; Air, water, soil and noise pollution

Nuclear hazards and human health risks, Solid waste management: Control measures of urban and industrial waste.

Pollution case studies.

(8 lectures)

**Unit 6: Environmental Policies & Practices, Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture**

Environment Laws: Environment Protection Act; Air (Prevention & Control of Pollution) Act; Water (Prevention and control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act. International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD).

Nature reserves, tribal populations and rights, and human wildlife conflicts in Indian context

### MODULE - 4

**Unit 7: Human Communities and the Environment, Human population growth: Impacts on environment, human health and welfare. Resettlement and rehabilitation of project affected persons; case studies.**

Disaster management: floods, earthquake, cyclones and landslides. Environmental movements: Chipko, Silent valley, Bishnois of Rajasthan. Environmental ethics: Role of Indian and other religions and cultures in environmental conservation. Environmental communication and public awareness, case studies (e.g., CNG vehicles in Delhi).

(6 lectures)

**Unit 8: Field work, visit to an area to document environmental assets: river/ forest/ flora/fauna, etc.**

Visit to a local polluted site---Urban/Rural/Industrial/Agricultural.

Study of common plants, insects, birds and basic principles of identification.

Study of simple ecosystems---pond, river, Delhi Ridge, etc.

(Equal to 5 lectures)

#### **Suggested Readings:**

Carson, R. 2002. Silent Spring. Houghton Mifflin Harcourt.

Gadgil, M., & Guha, R.1993. This Fissured Land: An Ecological History of India. Univ. of California Press.

Gleeson, B. and Low, N. (eds.) 1999. Global Ethics and Environment, London, Routledge.

Gleick, P. H. 1993. Water in Crisis. Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute, Oxford Univ. Press.

Groom, Martha J., Gary K. Meffe, and Carl Ronald Carroll. Principles of Conservation Biology. Sunderland: Sinauer Associates, 2006.

Grumbine, R. Edward, and Pandit, M.K. 2013. Threats from India's Himalaya dams. Science, 339: 36---37.

McCully, P. 1996. Rivers no more: the environmental effects of dams (pp. 29---64). Zed Books.

McNeill, John R. 2000. Something New Under the Sun: An Environmental History of the Twentieth Century.

Odum, E.P., Odum, H.T. & Andrews, J. 1971. Fundamentals of Ecology. Philadelphia: Saunders.

Pepper, I.L., Gerba, C.P. & Brusseau, M.L. 2011. Environmental and Pollution Science. Academic Press.

Rao, M.N. & Datta, A.K. 1987. Waste Water Treatment. Oxford and IBH Publishing Co. Pvt. Ltd.

Raven, P.H., Hassenzahl, D.M. & Berg, L.R. 2012. Environment. 8th edition. John Wiley & Sons.

Rosencranz, A., Divan, S., & Noble, M. L. 2001. Environmental law and policy in India. Tripathi 1992.

Sengupta, R. 2003. Ecology and economics: An approach to sustainable development. OUP.

Singh, J.S., Singh, S.P. and Gupta, S.R. 2014. Ecology, Environmental Science and Conservation. S. Chand Publishing, New Delhi.

Sodhi, N.S., Gibson, L. & Raven, P.H. (eds). 2013. Conservation Biology: Voices from the Tropics. John Wiley & Sons.

Thapar, V. 1998. Land of the Tiger: A Natural History of the Indian Subcontinent.

Warren, C. E. 1971. Biology and Water Pollution Control. WB Saunders.

Wilson, E. O. 2006. The Creation: An appeal to save life on earth. New York: Norton.

World Commission on Environment and Development. 1987. Our Common Future. Oxford University

## **LANGUAGE II (elective)**

**COURSE NAME - ENGLISH COMMUNICATION**

**COURSE CODE - MHS 204**

### **Course Objective:**

Being able to communicate fluently and effectively in English comprises skills that are critical in the contemporary world. This course aims at building student repertoire at a higher-level of listening, speaking, reading, and writing skills with accurate grammar and usage, and enhance their ability to articulate confidently in real world situations with different audiences orally and in writing.

## **Course outcomes**

At the end of the course, the students will be able to:

- (i) develop spoken and written texts independently
- (ii) speak and write accurately and appropriately
- (iii) listen critically, and respond suitably
- (iv) analyse audiences to approach them with understanding
- (v) prepare and render speeches for different occasions
- (vi) develop language strategies and delivery techniques
- (vii) refine public speaking skills
- (viii) compose clear and coherent essays, and business messages
- (ix) critique supporting materials and use them with insight
- (x) write CVs and formal letters to match with the requirements

### **Unit 1: Grammar**

Tenses, Use of Tenses in a variety of contexts, Modals and Modal Auxiliaries, Subject-verb agreement; Adjectives, Articles, Prepositions and Conjunctions; Simple, Complex and Compound Sentences; Common Errors in Grammar (Written and Spoken English),

### **Unit 2: Analytical Listening**

Comprehensive listening: listening to understand main points and other details, Discriminative listening: focus on a specific information; blocking out 'other' information, Critical listening: listening closely to examine and evaluate listening texts

#### **Activities:**

Listening to evaluate short presentations, audio clips,

Listening to respond to interview questions

### **Unit 3: Advanced Speaking**

Social and Professional Conversation in English

Group Discussion

Interview taking and interviewing techniques

Presentation skills

#### **Activities:**

Using functional language: contemporary address forms, usage, biasfree language

Practicing dialogues as appropriate for different contexts

Participating in GDs: initiating, debating, vetting, blocking, discussing cooperatively, concluding;

Mock interviews

Preparing and making presentations: making the final presentation.

#### **Unit 4: Critical Reading**

Close reading and speed reading, critically analyzing reading texts for main, subordinate, and supporting details, Interpreting texts to draw inferences, and to find out hidden meanings,

##### **Activities:**

Reading practices for close and speed reading to identify themes/plots

Summarising and paraphrasing editorial pieces, and texts from social media, online and print materials

#### **Unit 5: Professional Writing**

Paragraph structure; coherence and cohesion

Writing expository and argumentative essays

Techniques of drafting and editing

Writing effective emails, writing different types of correspondence: negative, positive, and neutral (Letter of Invitation/Refusal), Writing CVs, and cover letters

#### **Suggested Reading**

1. Singh, Prakash, and Raman, Meenakshi. Business Communication: (with CD). India, OUP India, 2012.
2. Raman, Meenakshi, and Sharma, Sangeeta. Technical Communication: Principles and Practice. India, Oxford University Press, 2015.
3. Sen, Leena. Communication Skills. India, PHI Learning, 2007.
4. Rentz, Kathryn, et al. Lesikar's Business Communication: Connecting in a Digital World. United States, McGraw-Hill/Irwin, 2011.
5. Ferrari, Bernard T. Power Listening: Mastering the Most Critical Business Skill of All. United States, Penguin Publishing Group, 2012.
6. Williams, Phil. Advanced Writing Skills for Students of English. United Kingdom, English Lessons Brighton., 2018.
7. Das et. al., An Introduction to Professional English and Soft Skills (With cd). India, Cambridge University Press.
8. Naylor, Helen, and Murphy, Raymond. Essential English Grammar - Supplementary Exercises Indian Edition. United States, Cambridge University Press, 2001.
9. *Vistas and Visions*- Ed. Kalyani Samantray, Himansu S. Mohapatra and Jatindra K Nayak. Bookwish publication.

## Third Semester

**COURSE NAME - PRINCIPLES III: PUNARJANMA-BANDHAN-MOKSHA VIMARSH (Compulsory)**

**COURSE CODE - MHS 301**

### **Course Objectives –**

- To make the students conscious about the concepts of Punarjanma, Bandhan and Moksha found in Hindu Systems.
- To make the students understand and analyze the inter-relation and applicability of various pathways of attainment of true knowledge given by various Hindu philosophical systems.
- To help the students to identify their pathways to attain the ultimate purpose of their lives as focused by various enlightened masters.

### **Course Outcomes –**

- The students become conscious about the concepts of Punarjanma, Bandhan and Moksha found in Hindu Systems.
- The students understand and analyze the inter-relation and applicability of various pathways of attainment of true knowledge given by various Hindu philosophical systems.
- The students identify their own pathways to attain the ultimate purpose of their lives as focused by various enlightened masters.

### **Unit 1**

1. Concept of jeeva
2. Definitions of bandhan
  - a. Categories: *prakritik, vaikritik, dakshanik*
3. The root-cause of bandhan (Gita 3.37 – 3.41), and the process of bondage: Gita (2.62-66),
  - a. agyaan (Vedanta), mithya-gyaan (Nyaya), mithya-drishti (Bauddha), avivek (Samkhya)

### **Unit 2**

4. The principle of rebirth
  - a. An enabler for practicing of Dharma
  - b. Rising above the fear of destruction
5. Process: Prateetya-samutpaadyasiddhant (Bauddha)



### Unit 3

6. Meaning and definitions of moksha
7. Moksha: Dukh-nivritti
  - a. And supreme (endless and limitless) bliss in Upanishads
  - b. Jeevanmukti and videhmukti (examples)
  - c. Preconditions of moksha for sanyasi and grihastha

### Unit 4

8. Charting a roadmap for moksha
  - a. Different pathways (Yoga): abhyaas, karma, bhakti, gyaan
  - b. Bhakti tradition: Contributions
9. Role of acharya

### BOOKS:

Sanatana Dharma (An Elementary Textbook of Hindu Religion and Ethics) – The Managing Committee, Central Hindu College, Benares, 1916.

ShrimadBhagawadGita (Tattvavivechani) – By JayadayalGoyandka, Geeta Press, Gorakhpur, 2015.

*Samkhya-Karika of IsvaraKrushna, (Hindi Tr.), JagannathaShastri, MotilalBenarsidass, Delhi, 2003*

*Samkhya-Karika of IsvaraKrushna, (English Tr. By Wilson), Delhi, 1978.*

*Sarvadarshana-samgraha (English translation) by E.B.Cowell and A.E.Gough, Parimal publications, Delhi, 1986.*

*Sarvadarshana-Samgraha of Madhavacharya, MLBD, New Delhi, 1996.*

**COURSE NAME – PRACTICS I: RAMAYAN (Compulsory)****COURSE CODE - MHS 302****Course Objectives –**

- To acquaint the students with the history, tradition, versions and global presence of the Hindu epic Ramayana.
- To acquaint the students with the impact of Valmiki Ramayana on Indian literature, arts and culture.
- To make the students observe, analyze and practice the merits of Ramayana in terms of various Human Values like Human Relationships, Ideal Human Behavior, Women empowerment, Social responsibilities etc.
- To acquaint the students with the Sanskrit text of Valmiki Ramayana and its key features.

**Course Outcomes –**

- The students know the history, tradition, versions and global presence of the Hindu epic Ramayana.
- The students observe and understand the impact of Valmiki Ramayana on Indian literature, arts and culture.
- The students observe, analyze and practice the merits of Ramayana in terms of various Human Values like Human Relationships, Ideal Human Behavior, Women empowerment, Social responsibilities etc.
- The students understand the Sanskrit text of Valmiki Ramayana and its key features.

**Unit 1****1. How many Ramayana's?**

- a. Traditional texts where the story has divine origins, and have the same core story as that in Maharshi Valmiki's Ramayana
- b. Reverential texts developed beyond India: Significantly deviate from core story of Valmiki
- c. Texts which deviate substantially from the core story

**2. The popularity and relevance of traditional Ramayana's.****Unit 2**

Ramayana as one of the two source-*books* (Upjeevya) for much of Indian literature, and arts (folk, classical, and contemporary arts)

3. MaryadaPurushottam Ram

4. Human relationships, and human-nature relationships in Ramayan

### Unit 3

5. Stree-vimarsha in Ramayan: Sita, Mandodari, Tara, Anusuya, Kaikeyi, Urmila. Swayamprabha

6. Ram Rajya

7. The role of rishi in a society

### Unit 4

8. Detailed reading and understanding of ValmikiRamayan text (Balkanda, Chapter 1).

### BOOKS:

Srimad Valmiki Ramayana of Valmiki (Critical Edition, with Commentary of Shri Govindaraja) (5 Volumes)

– By T.R. Krishnacharya & T.R. Vyasacharya, Nirnayasagar Press, Bombay.

<https://www.indianculture.gov.in/srimad-valmiki-ramayana-critical-edition-commentary-sri-govindaraja>

VaidicSahityaAurSamskriti (Hindi) - By BaladevUpadhyaya, SharadaNiketana, Varanasi, 2001.

SanskritaSahityetihasah (Sanskrit) – By Acharya Lokamani Dahl, Choukhamba Sanskrit Series, Varanasi, 2005.

# PRINCIPLES IV (elective)

## COURSE NAME - PRINCIPLES IV: HAPPINESS AND FULFILLMENT

### **COURSE CODE - MHS 303**

**Objectives:** The course aims to make the learners aware about their state of being, their purpose of life, design their goals, understand the relationship between happiness, success, and fulfillment.

**Learning Outcomes:** After completion of the course, learners will be able to:

1. Differentiate their state of being from the situations around them and also to use the five elements of life in a better manner;
2. Apply the techniques to enhance their DOSE of Happiness;
3. Use the techniques of enhancing the efficiency of brain, body, etc.;
4. Design their goals and test them using Applied Kinesiology;
5. Analyze their journey towards the fulfillment of their goals in the subtle realm of life vis-a-vis material world.

### **Course Contents:**

#### **Unit 1: Happiness is a State of Being - Discovery of the Self**

Meaning, levels, and DOSE (Dopamine, Oxytocin, Serotonin, Endorphin) of Happiness. Happiness is an independent variable or dependent variable. Relationship of happiness with five elements of life: Earth, Water, Fire, Air, and Space. Purpose of life and five questions e.g., Who am I? Why am I here? Where I want to be? How I want to be there? How I want to be remembered in this world?

#### **Unit 2: Relationship with the Gross World and Happiness**

Happiness in the context of the material world. Relationship between DOSE of Happiness and Sadhana, Seva, and Satsang. Relationship between health and happiness. Relationship between Happiness and material acquisitions e.g., property, car, etc. Happiness & Gross World; Happiness & Physical Wellbeing, how to keep heart healthy, how to activate Left Brain? How to activate Right Brain? High Energy Food (Annmay Kosh), Power of Life Force (Pranmay Kosh); Power of Mind (Manomay Kosh), Intellect (Vigyanmay Kosh).

#### **Unit 3: Relationship with the Subtle World and Happiness**

Happiness in the context of subtle world- Anandmay Kosh, aura, chakras, causal body, etc. Levels of existence: Etheric, Astral, Mental, Spiritual, and higher levels. Impact of Chakras on various parts and organs of the human body. Principle of resonance and alignment. Law of attraction.

#### **Unit 4: SMART Goals and Success**

Specific, Measurable, Attainable, Realistic, Time-bound (SMART) Goals. Spiritually SMART Goals using Applied Kinesiology. Alignment of goals with the energy body of an individual. Achievement of Goals and success.

## **Unit 5: Holistic perspective of life: Fulfillment**

Meaning and process of Fulfillment. Difference between success and fulfillment. Holistic perspective of life and fulfillment. Ultimate purpose of life and fulfillment. Consciousness: Concept, levels, and scale. Journey towards attaining higher levels of consciousness.

### **Suggested Readings:**

1. Emoto, M. (2005). *The Hidden Messages in Water*. New York: Simon and Schuster.
2. Weissman, D. R. (2007). *The Power of Infinite Love and Gratitude*. California: Hay House.
3. Hay, L. (1984). *You can Heal Your Life*. California: Hay House.
4. Pe, D. (2005). *From Success to Fulfilment: Applying the Wisdom of the Himalayan Masters*. Texas: BElife LLC.
5. Hawkins, D. R. (2002). *Power vs. Force*. California: Hay House.
6. Pe, D. (2014). *The Hidden Dangers of Meditation and Yoga*. Texas: BElife LLC.
7. Bryne, R. (2006). *The Secret*. New York: Atria Publishing.
8. World Happiness Report. (2020). Available at <https://happiness-report.s3.amazonaws.com/2020/WHR20.pdf>
9. Gross Happiness Index, Bhutan. Available at <http://www.grossnationalhappiness.com/wp-content/uploads/2012/04/Short-GNH-Index-edited.pdf>

# Disciplines II (elective)

## COURSE NAME - Structure of Yoga

**COURSE CODE - MHS 304**

### **Course Objectives –**

- To acquaint the students with the basic principles, benefits and structure of Yoga.

### **Course Outcome –**

- The students know the basic principles of Yoga and their benefits.
- The students perform simple Yoga practices with efficiency and develop a habit of doing Yoga and meditation on a regular basis.
- The students relate the Yogic principles learnt with the Yoga Philosophical system, Medicine and Healing practices.

**Number of Classes – 50**

### **Unit: 1**

Introduction to Yoga:

Meaning & Definition

Basic Principles of yoga

Purpose of Yoga practice in this modern age

Importance of Yogic lifestyle for Students

### **Unit: 2**

Astanga Yoga

Yama and Niyama

Asana and Pranayama

Pratyahara and Dharana

Dhyana and Samadhi

### **Unit: 3**

Introduction to Yogasana

General principles of the yogasana practice

Difference between Yogaasana& Exercise

Importance of yogasana in the modern age

Backward & Forward Bending Asanas, Standing & Balancing Asanas, Surya Namaskara & Relaxation Asanas.

## **Unit: 4**

Introduction to Pranayama

General Guidelines for the practice of Pranayama

Importance of Pranayama for a student

Yogic Breathing, Nadi Shodhana Pranayama, Bhramari Pranayama, Sheetalī & Sheetkari Pranayama.

### **BOOKS:**

1. **An Introduction to Yoga - Dept. of Yogic Science, Utakal University, BBSR**
2. **The Foundation of Yoga - Dept. of Yogic Science, Utakal University, BBSR**
3. **Asana, Pranayama, Mudra and Bandha - By Swami Satyananda Saraswati**

**OR**

**COURSE NAME – HISTORICITY OF RAMAYANA**

**COURSE CODE - MHS 304**

### **Course Objectives –**

- To acquaint the students with the history, tradition, versions and global presence of the Hindu epic Ramayana as well as the historicity of the events of Ramayana.
- To acquaint the students with the historicity of Ravana from Lankan perspective.
- To acquaint the students with the global footprints of Ramayana and Rama's lineage.
- To highlight the significance of the historicity of Ayodhya as one of the oldest living cities of the world and lineage of people from Ayodhya down the times after Rama and Ramayana.
- To place the historicity of Ramayana in the timeline of world history.

### **Course Outcomes –**

At the end of this course, the students will be able to,

1. explain how, Ramayana, besides being hailed in present times as a literary epic, is also the historical account of events that happened in the course of the growth and development of Indian Civilization.
2. describe the actual, indigenous historical timeline of the Indian Civilization and the place of Rama on it vis-à-vis what has been portrayed from colonial times.
3. connect Indian Astronomy, the technique called Archaeo- Astronomy and software tools used today such as Planetarium Software to date events of Ramayana.
4. showcase the far-flung influence of the glory of this civilization as well as one of its greatest hero, Rama.

5. to discuss the concept of Avatara and the tradition and history of temple worship from the times of Ramayana.

### **Unit 1 – Ramayana as a Work of History and Its Dating (4 sessions)**

- What is a Historical work in Hindu thought?
- Difference between historiography of the Hindus v/s the Western world.
- What makes Ramayana a work of history?
- Where does the lineage of Rama start?
- Inherent ability in the Ramayana text to date the events of Ramayana.
- Indian Astronomy and Archaeo- Astronomy as a technique for dating historical events
- Dating of Rama and the events of Ramayana

### **Unit 2 – Historicity of Ramayana Through the Lens of Geography, Lanka and Archaeology**

- How does local Geography corroborate with the history of the Ramayana events?
- How is Geography inherent in the Ramayana text itself?
- Can we prove the historicity of Ravana, Vibhishana and their clan if Rama is historical?
- Are there archaeological evidences for the historicity of Ramayana?
- Is Rama Setu real? Where is it? How old is it? When and how was it built? Who built it?

### **Unit 3 – Historicity of Ayodhya and Its Lineage**

- Where is Ayodhya? What is the significance of Ayodhya?
- What is the history of Ayodhya? How far back in time can we trace Ayodhya city?
- How do we connect present day Ayodhya temple with the birthplace and residence of Rama?
- Are there people of Rama's lineage and descent from Ayodhya still living? Where are they?
- What is the present status of Ayodhya?

### **Unit 4 – Facets About Rama's Historicity & Divinity**

- If Rama is a Divinity, how is Rama historical?
- If Rama is historical, then how did Rama talk to monkeys? Could Hanuman fly?
- Why is Rama a Maryada Purushottam? What are the 16 qualities of Rama?
- How can we relate Rama to our civilizational history if Ramayana took place millions of years ago?

### **BOOKS:**

1. Historical Rama by D.K. Hari & D.K. Hema Hari, Bharath Gyan



2. Ramayana In Lanka by D.K. Hari & D.K. Hema Hari, Bharath Gyan
3. Ayodhya – War & Peace by D.K. Hari & D.K. Hema Hari, Bharath Gyan
4. Breaking The Myths – Vol1 – About Identity by D.K. Hari & D.K. Hema Hari, Bharath Gyan

**FILMS:**

1. Historical Rama documentary film by Bharath Gyan
2. Many other short films on Ramayana
3. Talks and interviews by D.K. Hari & D.K. Hema Hari on Historicity of Rama

**COURSE CONDUCT:**

1. 1 hour session a week for 16 weeks / 1 semester offered as a separate elective course in Semester 3 to augment course PRACTICES 1: Ramayana which is compulsory in Semester 3
2. Access to Bharath Gyan LMS for Course content – reading material, films and class videos
3. Access to Bharath Gyan LMS for Quiz and Assignments

Zoom Meeting platform by Bharath Gyan

## Fourth Semester

**COURSE NAME – PRACTICS II: MAHABHARAT (Compulsory)**

**COURSE CODE - MHS 401**

### Unit 1

1. The period of Mahabharata: Textual and traditional sources, as well as modern data
  - a. Calendars (samvat) of Yudhisthir, Krishna, and Vikram
2. The core story, and review of other versions (Indians and others)

### Unit 2

3. A *completegrantha*, i.e., an encyclopedia to teach about subtleties of dharma and samsara
  - a. 10 stories about 10 lakshana of dharma: dhriti (Ganga avatara), kshama (Vasishta and Vishwamitra), dama (Yayati and Puru), asteya (Yudhisthir-Yakshasamvad), shaucha (), indriyanigraha (dharma vyaadha'supadesha on indriya-nighraha), dheer (Savitri), vidya (tale of man-tiger-snake-elephant from StriParva), satyam (Harishchandra/Satyakam), akrodha (X)
4. Mahabharata as one of the two source-*books* (Upjeevya) for much of Indian literature, and arts (folk, classical, and contemporary arts)

### Unit 3

5. Vidur-neeti and Bhagvad Gita
6. Bhishma'supadesha to Yudhisthir about politics and governance

### Unit 4

7. Political boundaries of Bharat-varsha
8. Streevimarsha in Mahabharat

### BOOKS:

Mahabharata of Vyasa (With English translation) – Ed.By Dr. Ishvar Chandra Sharma & Dr. O.N. Bimali, Translated by M.N. Dutt, Parimal Publications, Delhi. 2008.

<https://holybooks.com/mahabharata-all-volumes-in-12-pdf-files/>

Vaidic Sahitya Aur Samskriti (Hindi) - By Baladev Upadhyaya, Sharada Niketana, Varanasi, 2001.

Sanskrita Sahityetihasah (Sanskrit) – By Acharya Lokamani Dahl, Choukhamba Sanskrit Series, Varanasi, 2005.

### **Disciplines III (elective)**

#### **COURSE NAME - MIND MANAGEMENT**

#### **COURSE CODE - MHS 402**

#### **Objective:**

- The course aims to build confidence and ability among the learners to cultivate mindfulness in their daily life.

#### **Learning Outcomes:**

After completion of the course, learners will be able to:

1. Observe and identify the modulations of mind;
2. Rate themselves on Emotional Matrix to analyze their strengths and weaknesses; and improve themselves;
3. Practice Time, Mind and Anger Management Techniques in their daily life;
4. Explain the results of Psychometric Testing;
5. Demonstrate the skill of using humor to heal.

#### **COURSE CONTENTS:**

<b>Unit</b>	<b>Unit wise Weightage of Marks (in %)</b>	<b>C&amp;K</b>	<b>A&amp;A</b>
Unit 1: Introduction	15	✓	✓
Unit 2: Mindfulness	20	✓	✓
Unit 3: Intelligences of Effective People	20	✓	✓
Unit 4: Mind Management for Achieving Excellence	20	✓	✓
Unit 5: Self- Assessment	25	✓	✓

## **Unit 1: Introduction to Mind Management**

Importance of knowing the Mind, Understanding Thoughts and Emotions, Modulations of Mind by Maharishi Patanjali, Emotional turmoil (Anger, Jealousy, Lust, Greed, etc.): Causes and Cure, Peace of Mind: Luxury or Necessity; Managing Mind through breath. Mind Management: Efficiency, Creativity, and Excellence at Work.

## **Unit 2: Mindfulness**

Mind and Stress, Components and Benefits of Mindfulness, Mindfulness Vs Meditation; Energy Centers in the body. Tools for reducing Stress: Yoga, Pranayama, Meditation, other Breathing Techniques. Different types of Meditation. Time Management, Anger Management. Mind: Doorway between Consciousness and Creation.

## **Unit 3: Intelligences of Effective People**

Del Pe's 5 Types of Intelligences: Instinctive, Emotional, Concrete Mental, Abstract Mental, Spiritual Intelligence. Concept of Right Brain and Left Brain. Gardner's Model of Multiple Intelligence: Naturalist, Musical, Logical-Mathematical, Existential, Interpersonal, Bodily-Kinesthetic, Linguistic, Intra-personal, Spatial. Techniques of understanding Competencies: Psychometric Testing. Enhancing Intelligence Quotient by activating Chakras.

## **Unit 4: Mind Management for Achieving Excellence**

Enrich your Communication; Align yourself with the environment: Levels of Influence; Building Rapport; Cultivating Trust; Heal through Humor, Learning from Mistakes, Effective Decision Making; How to deal with Criticism; Being comfortable outside your Comfort Zone. Skills to build positive environment at workplace.

## **Unit 5: Self-Assessment**

Practicing self-care, importance of having personal & professional goals: short term goals, medium term goals, long term goals; Goal of life, SMART Goals; Developing resilience and attitude of gratitude. Success in business. Measuring the Intelligence Quotient, Emotional Quotient, Dermatoglyphics Testing, Applied Kinesiology.

## **Practical Exercise:**

The learners are required to:

1. Participate in simulation activity in class to demonstrate the modulations of mind. The learners should present a report discussing the situations from their real life where they encountered such modulations of mind and how they dealt with it.
2. Rate themselves on Emotional matrix highlighting where they wish to reach and decide the time frame of the same. Each learner can identify a buddy to support them on their journey.

After the completion of the exercise, each learner has to prepare the report of their success story.

3. Prepare a schedule of their daily activities and divide them into Four Quadrants. Analyze and present a report on:

- a. Time allocated to things which are not important;
- b. Time allocated in fulfilling the long-term objectives;
- c. The present scenario (dasha) and future direction (disha) to be chosen

4. Take online Psychometric Test available at <https://www.assessmentday.co.uk/psychometric-test.htm> or from any other source. Analyze its outcome and present a report of key learnings from the same.

5. Perform Del Pe practical exercises on daily basis: breathe 10 time focusing on each chakra.

6. Participate in role play exercise in classroom to demonstrate the skill of using humour to heal.

7. Practice and demonstrate different types of yoga, pranayama, and meditation in yoga Lab. Analyze your state of mind before and after the practice and present a report of the same.

8. Practice the technique of Applied Kinesiology to check his/her Intelligence Quotient, Emotional Quotient, and Spiritual Quotient.

9. Practice and Demonstrate meditation technique to activate chakras. Analyze its effect and write a report on the same.

### **Suggested Readings:**

Knight, S. (2009). *NLP at Work: The Essence of Excellence*. Boston: Nicholas Brealey Publishing.

Murphy, J. (2015). *The Power of Your Subconscious Mind*. Delhi: Fingerprint! Publishing.

Zohar, D. (2012). *Spiritual Intelligence: The Ultimate Intelligence*. London: Bloomsbury Paperbacks.

***Note: Learners are advised to use latest edition of text books.***

## Disciplines IV (elective)

**COURSE NAME –DISASTER MANAGEMENT**

**COURSE CODE - MHS 403**

Name of the Course: Under Graduate & Post Graduate (All discipline)		
Subject Title: <b>Disaster Management</b>		
Course Code:	Semester:	
Duration: 21 hours	Maximum Marks: 100	
Teaching Scheme: Lecture, Demonstration	Examination Scheme: Written/Viva voce	
Tutorial:	Mid-Course Examination:	
Theory:	Assignment & Quiz:	
Practical:	End Course Examination:	
Credit:		
Note: This subject is to be taught in classes and examination is to be conducted internally.		
<b>Objectives:</b> The course is intended to provide a general concept in the dimensions of disasters caused by nature beyond the human control as well as the disasters and environmental hazards induced by human activities with emphasis on disaster preparedness, response and recovery and handling of various emergencies.		
CONTENTS		
Chapter	Name of the Topic	Hours
I	Introduction on Disaster Different Types of Disaster: Natural, Manmade <b>A)</b> Bomb Threat: Bomb Trends, Types of Bomb Threats, Different Types of Communicating the Threat, Suspicious Items, Possible Bomb Threat Responses, Summary	4
II	<b>B)</b> Earthquake: Earthquakes: intensity and magnitude of earthquakes, geographic distribution of earthquake zones; precursors to the earthquakes, seismic waves, travel-time and location of epicenter, nature of destruction, ground subsidence, protection from earthquake hazards, dos and don'ts during earthquake	2

III	<b>C) Explosion:</b> Principles of explosion-detonation and blast waves-explosion parameters – Explosion Protection, Containment, Flame Arrestors, isolation, suppression, venting, explosion relief of large enclosure explosion venting-inert gases, plant for generation of inert gas-rupture disc in process vessels and lines explosion, suppression system based on carbon dioxide (CO <sub>2</sub> ) and halons-hazards in LPG, ammonia (NH <sub>3</sub> ), sulphur dioxide (SO <sub>3</sub> ), chlorine (CL <sub>2</sub> ) etc. Do's and don'ts during explosion	3
	<b>D) Hazardous Material Spill/Release:</b> Introduction to Hazardous Materials, Hazard Classification System, Hazardous Materials Recognition, Types of Hazardous Spills, Identification of Spills and Releases, Reporting (External and Internal), Absorbent Product Selection, Procedures for Safe Cleanup, Decontamination Disposal of Wastes	3
	<b>E) Campus Shooting:</b> Warning signs of a shooter events, Action to be taken during Shooting events, evacuation and lockdown drill, Campus safety	2
	<b>F) Terrorist Incidence:</b> types of terrorism, causes of terrorism, reasons for terrorism, phases of terrorism, Organizational Models for Terrorism and the Intelligence Process, effects of terrorism, effect of terrorism to the society, humanity and economy. psychological effects of terrorism, Counterterrorism, curbing of terrorism, action to be taken to handle terrorism. Mock drill.	3
	<b>G) Financial Emergency:</b> Introduction, effects of financial emergency, Types of financial emergency: sudden health emergency, unexpected loss of income, death in family, other family emergency, rent in arrears and risk of eviction, natural disaster	4

List of Books		
Author	Title	Publication
Dr. Mrinalini Pandey	Disaster Management	Wiley India Pvt. Ltd.
Tushar Bhattacharya	Disaster Science and Management	McGraw Hill Education (India) Pvt. Ltd.
Jagbir Singh	Disaster Management: Future Challenges and Opportunities	K W Publishers Pvt. Ltd.

J. P. Singhal	The Financial Crisis and the Free-Market Cure	Amazon.
By Joe Nocera & Bethany McLean	The Hidden History of the Financial Crisis	Unique Publications
	Protecting Individual Privacy in the Struggle Against Terrorists	National Academies Press

**OR**

**COURSE NAME – HISTORICITY OF MAHABHARATA**

**COURSE CODE - MHS 403**

**Course Objectives –**

- To acquaint the students with the history, tradition, redactions of the Hindu epic Mahabharata as well as the historicity of the events of Mahabharata.
- To acquaint the students with the historicity of Krishna.
- To acquaint the students with the global footprints of Krishna and the Yadava clan.
- To highlight the significance of the city of Mathura as one of the oldest living cities of the world.
- To educate students on the role played by Dwaraka in the Indian Civilization as well as in shaping world development.

**Course Outcomes –**

At the end of this course, the students will be able to

1. explain how and why, Mahabharata, besides being hailed in present times as a literary epic and at times as mythology, is also the historical account of events that happened in the Indian Civilization and when did it get relegated to a state of Mythological text from a Historical text?
2. describe the actual, indigenous historical timeline of the Indian Civilization with Krishna's place on it vis-à-vis what has been portrayed from colonial times.



3. describe the underwater archaeological city called Dwaraka, how was it built? when was it built? who built it? why was it built? etc.
4. showcase the role of geography and ecology besides politics and human relationships, in shaping the history of a civilization as well as world history.
5. familiarize others with highlights about Indian Astronomy, Jyotisha and the technique of dating events called Archaeo-Astronomy using Planetarium software.
6. elaborate on how, in Hindu thought, divinity and historicity can coexist together and is an outcome of the blend of scientific dictums and spirituality.

### **Unit 1 – Mahabharata as a Work of History and Its Dating (4 sessions)**

- Why is Mahabharata a work of history?
- Who authored Mahabharata? What was his background and contribution to Hindu Civilization?
- How is Mahabharata replete with dates of events?
- How can these events be dated?
- How can these dates be corroborated?
- What is Kaliyuga and its connection with Krishna and Mahabharata?

### **Unit 2 – Historicity of Mahabharata Through the Lens of Literature and Archaeology (4 Sessions)**

- Who were the Bharatas and Kurus?
- Where was their kingdom?
- Where is Kurukshetra?
- Who were the other major clans contemporaneous to the Mahabharata time period and where did they rule from?
- How is Geography inherent in the Mahabharata text itself?
- How do other texts corroborate the historicity of Krishna and Mahabharata?
- When did Mahabharata become Mythology from History?

### **Unit 3 – Historicity of Dwaraka and Its Role in World History (4 Sessions)**

- Where is Dwaraka?
- Why did Krishna build Dwaraka? Why did Krishna build Dwaraka there?
- What was the significance of Dwaraka for the Yadava, India and the world?
- How far back in time can we trace Dwaraka city? How long did it flourish?
- What are the archaeological evidences for Dwaraka today?
- Are there people of Krishna's lineage and descent from Dwaraka still living? Where are they?
- What is the present status of Dwaraka?

### **Unit 4 – Facets of Mahabharata and Krishna (4 Sessions)**

- If Krishna is historical, is Krishna also Divine?
- If Krishna is historical, then what about miracle such as Yamuna parting when Krishna was born?
- Krishna's Ashtabari and Ashtasakhi.
- Who was Radha?
- Kuruskshetra War Theatre, Vyuha, Astra and Shastra
- The special temples of Krishna and the concept of Vighraha/Murti

#### **BOOKS:**

1. Historical Krishna – Dating of Krishna by D.K. Hari & D.K. Hema Hari, Bharath Gyan
2. Historical Krishna – Footprints of Krishna by D.K. Hari & D.K. Hema Hari, Bharath Gyan
3. Historical Krishna – Facets of Krishna by D.K. Hari & D.K. Hema Hari, Bharath Gyan
4. Triple Eclipse – History Repeats Itself by D.K. Hari & D.K. Hema Hari, Bharath Gyan
5. Breaking The Myths – Vol1 – About Identity by D.K. Hari & D.K. Hema Hari, Bharath Gyan

#### **FILMS:**

1. Short films on Krishna and Mahabharata
2. Talks and interviews by D.K. Hari & D.K. Hema Hari on Historicity of Krishna and Mahabharata

#### **COURSE CONDUCT:**

1. 1 hour session a week for 16 weeks / 1 semester offered as a separate elective course in Semester 4 to augment course PRACTICES 2: Mahabharata which is compulsory in Semester 4
2. Access to Bharath Gyan LMS for Course content – reading material, films and class videos
3. Access to Bharath Gyan LMS for Quiz and Assignments

Zoom Meeting platform by Bharath Gyan

## **PRACTICES III (elective)**

**COURSE NAME –PRACTICS III: DISSERTATION**

**COURSE CODE - MHS 404**

### **Course Objectives –**

- To acquaint the students with the basic concept and methodology of writing a dissertation.
- To encourage the students to apply the knowledge gained in the whole program of Hindu Studies in a cohesive and analytical manner for a fruitful purpose.
- To let the students, learn to have research aptitude towards all possibilities in the field of Hindu Studies and encourage innovative approach among students.
- To let the students, learn how research is an ascertainment of truth which is a continuous and truth-seeking activity; a quest for knowledge.

### **Learning Outcomes –**

- The students approach to a research problem and propose possibilities in the field of research in a systematic manner.
- The students identify their innovative area of research in the field of Hindu Studies.
- The students essentially develop an attitude of mind aimed at the application of a certain technique for confronting a problem.
- The students will be well acquainted with the scientific method of formulation of problems, collection of data, classification and systematic analysis of data generalization etc. in their respective field of research related to Hindu Studies.

**Number of Classes – 25**

### **Unit 1**

Each student will be given a separate topic to write a Dissertation of not less than 30 pages and not more than 70 pages.

### **BOOKS:**

Methodology in Indological Research – By M.Sriman Narayana Murti,  
BharatiyaVidyaPrakashana, Delhi, 1991.

Sanskrit Research Methodology (Sanskrit ShodhaPravidhih) – By Prof. PrabhunathDvivedi and  
Dr. Suresh Chandra Choubey, Sharada Sanskrit Sansthan, Varanasi, 2014.

ShodhaPravidhiEvamPaandulipi-Vijnanam (Hindi) – By Prof. Abhiraj Rajendra Mishra and Dr. (Smt.) Rajesh Kumari Mishra, AkshayavatPrakashan, 2017.

Sanskrit-Shodha-Pravidhih – Prof. Satyanarayana Acharya, Tirupati.

MLA Style Sheet – Language Center, Mysore Publication. Weblink -

[https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_formatting\\_and\\_style\\_guide.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html)



Guru Ratikant Mohapatra  
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Prof. Kalyani Samantray  
(Member, BoS)



Dr. Vibha Dhadheech  
(Member, BoS)



Dr. Rakesh Kumar Tripathi  
(Member, BoS)



Dr. Subrat Sarangi  
(Member, BoS)



Mr. Amit Khatua  
(Member, BoS)



Prof. A.K. Krishnaswamy  
(External Expert)



Dr. Mahua Mukherjee  
(External Expert)