

University of Mumbai



No. AAMS_UGS/ICC/2023-24/79

CIRCULAR:-

Sub : M.A. (Hindu Studies) Sem – III & IV (CBCS)

Attention of the Principals of the Affiliated Colleges, the Head of the University Department and Directors of the Recognized Institutions in Faculty of Humanities is invited to this office Circular No. AAMS_UGS/ICC/2022-23/90 dated 20th August, 2022 relating to the M.A. (Hindu Studies) Sem – I & II (CBCS).

They are hereby informed that the recommendations made by the Board of Deans at its meeting held on 22nd November, 2023 vide item No. 8.1 (N) have been accepted by the Academic Council at its meeting held on 24th November, 2023 vide item No. 8.1 (N) and that in accordance therewith, syllabus of M.A. (Hindu Studies) Sem – III & IV (CBCS) is introduced and the same has been brought into force with effect from the academic year 2023-24.

(The said circular is available on the University's website www.mu.ac.in).

MUMBAI – 400 032

10th January, 2024

Baliram
(Prof. Baliram Gaikwad)
I/c. REGISTRAR

To

The Principals of the Affiliated Colleges, the Head of the University Department and Directors of the Recognized Institutions in Faculty of Humanities.

A.C/8.1(N) /24/11/2023

Copy forwarded with Compliments for information to:-

- 1) The Chairman, Board of Deans,
- 2) The Dean, Faculty of Humanities,
- 3) The Chairman, Board of Studies,
- 4) The Director, Board of Examinations and Evaluation,
- 5) The Director, Department of Students Development,
- 6) The Director, Department of Information & Communication Technology,
- 7) The Director, Institute of Distance and Open Learning (IDOL Admin), Vidyanagari,
- 8) The Co-ordinator, MKCL.

Copy to :-

1. The Deputy Registrar, Academic Authorities Meetings and Services (AAMS),
2. The Deputy Registrar, College Affiliations & Development Department (CAD),
3. The Deputy Registrar, (Admissions, Enrolment, Eligibility and Migration Department (AEM),
4. The Deputy Registrar, Research Administration & Promotion Cell (RAPC),
5. The Deputy Registrar, Executive Authorities Section (EA),
6. The Deputy Registrar, PRO, Fort, (Publications Section),
7. The Deputy Registrar (Special Cell),
8. The Deputy Registrar, Fort/Vidyanagari Administration Department (FAD) (VAD), Record Section,
10. The Professor-cum- Director, Institute of Distance and Open Learning (IDOL Admin), Vidyanagari,

They are requested to treat this as action taken report on the concerned resolution adopted by the Academic Council referred to in the above circular and that on separate Action Taken Report will be sent in this connection.

1. P.A. to Hon'ble Vice-Chancellor,
2. P.A. to Pro-Vice-Chancellor,
3. P.A. to Registrar,
4. All Deans of all Faculties,
5. P.A. to Finance & Account Officer, (F. & A.O.),
6. P.A. to Director, Board of Examination & Evaluation,
7. P.A. to Director, Innovation, Incubation and Linkages,
8. P.A. to Director, Board of Lifelong Learning and Extension (BLLE),
9. The Director, Dept. Of Information and Communication Technology (DICT) (CCF & UCC), Vidyanagari,
10. The Director of Board of Student Development,
11. The Director, Department of Students Welfare (DSD),
12. All Deputy Registrar, Examination House,
13. The Deputy Registrars, Finance & Accounts Section,
14. The Assistant Registrar, Administrative sub-campus Thane,
15. The Assistant Registrar, School of Engg. & Applied Sciences, Kalyan,
16. The Assistant Registrar, Ratnagiri Sub-centre, Ratnagiri,
17. The Assistant Registrar, Constituent Colleges Unit,
18. BUCTU,
19. The Receptionist,
20. The Telephone Operator,
21. The Secretary MUASA,

for information.

University of Mumbai



Syllabus for M.A. (Hindu Studies)

Semester – (III and IV)

(Choice Based Credit System)

(With effect from the academic year 2023-24)

University of Mumbai



Syllabus for Approval

Sr. No.	Heading	Particulars
1	Title of Course	M.A. (Hindu Studies)
2	Eligibility	1) Graduate of any faculty 2) Admission through Entrance Examination by the Centre for Hindu Studies
3	Standards of Passing	40% Passing
4	No. of years/Semesters:	Sem – III And IV
5	Level:	P.G. / U.G. / Diploma / Certificate
6	Pattern:	Yearly / Semester
7	Status:	New / Revised
8	To be implemented from Academic Year :	2023-2024

Signature:

Dr. Ravikant Sangurde
Chairman of Board of Studies
UNIVERSITY OF MUMBAI

Signature:

Dr. Anilkumar Singh
Dean Faculty of Interdisciplinary Studies

**CHOICE-BASED CREDIT SYSTEM SYLLABUS AND PAPER
PATTERN FOR MA [HINDU STUDIES]
TO BE IMPLEMENTED FROM ACADEMIC YEAR 2023-24**

SEMESTER III AND IV : 2 CORE PAPERS OF 100 MARKS (60+40) EACH AND TWO ELECTIVES [60+40] in Semester III and 1 Core paper of 100 Marks (60+40) and three electives (60+40) and 1 dissertation of 100 Marks at Semester IV

SEMESTER END ASSESSMENT

- EXAMINATION PAPER 60 MARKS (4 CREDITS)
- INTERNAL ASSESMENT 40 MARKS (2 CREDITS)

INTERNAL ASSESSMENT [BASED ON THE SYLLABUS]

1. ASSIGNMENT=10 MARKS
2. CLASS TESTS=10 MARKS
3. PRESENTATION/REPORT WRITING=10 MARKS
4. OVERALL ASSESSMENT [ATTENDANCE+CONDUCT] =10 MARKS

MA (HINDU STUDIES)

Preamble

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. A MA program in Hindu Studies fills this important gap.

What Will the Student Learn?

A student with a MA degree in Hindu Studies shall:

1. 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.
2. Develop a good understanding of analytical methods through which knowledge, is analyzed and processed. These methods fall in two categories:
 - a. Methods as laid out in Hindu darshans: 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 Bhartiya lenses.
 - b. Methods as developed in the West: The principal methods amongst these are biographical, new-historicism, formalism, psychological (both Freudian and Jungian approaches), feminist, Marxist (and Critical theory) and postcolonial theory.
3. Develop a good understanding of the Quintessential Epics, the Ramayana and the Mahabharata. The program will empower the student to have sound knowledge of the epics and its traditions.
4. Develop a very good understanding of Hindu beliefs of karmans and Moksha

5. Shall acquire some expertise through electives in one or more of following areas of knowledge: history, economics, law, society, culture, politics, education, arts, ethics, literature, military, comparative religion, linguistics, and natural sciences. Such an understanding will help the student contextualize her understanding of “Hindu” in the present.

Qualifications

The MA (Hindu Studies) program shall be two-years long. Any student who has a three- or four-year's bachelor's degree will be eligible for it. Thus, students with bachelor's degrees in sciences, engineering, and medicine are also eligible to pursue this program.

Course Requirements

All students shall be expected to take for a total of 16 courses in a span of 4 semesters. Eight papers shall be core courses which will be compulsory for Semester I and Semester II. Semester III will have two core papers and two baskets each having 2 electives in it. Students should take up one elective from each basket. In Semester IV students should take up one core paper and three electives. The student will have to take up one core paper and three electives, out of which two would be from other disciplines. ***The student will have to submit a dissertation of 4 credits at the end of the fourth semester.***

Each course will have 6 credits with theory of 4 credits i.e. 60 marks and internal examination of 2 credits i.e. 40 marks. For the Masters' Degree program in Hindu studies, students will have to undergo a course work of 100 credits spread over two academic years and four semesters.

Programme Outcomes for MA Degree

PO1. Critical thinking: Understand, analyse and explain the nuances expressed through language and literature. Develop newer ideas on the intellectual, organizational and personal level with different perspectives

PO2. Effective Communication: Speak, read, write and listen clearly in person and through electronic media in English and other languages and make meaning of the world by connecting people, ideas, books, media and technology.

PO3. Social interaction: Elicit views of others, conduct meaningful discussions, mediate disagreements and help reach conclusions in group settings.

PO4. Effective citizenship: Demonstrate empathetic social concern and equity centred national development and the ability to act with an informed awareness of issues and participate in civic life through volunteering.

PO5: Ethics: Recognize different value systems including one's own, understand the moral dimensions of one's decisions and accept responsibility for them

PO6: Environment and sustainability: Understand the issues of environmental contexts and sustainable development

PO7: Self-directed and lifelong learning: Acquire the ability to engage in independent and lifelong learning in the broadest context socio-technological changes.

PO8: Development of emotional quotient: Be empowered to create an emotionally sensitive approach regarding social, cultural, political and environmental issues of the society.

Programme Specific Outcomes for MA Degree in Hindu Studies:

PSO1: Understand and appreciate salient features of Hindu dharma

PSO2: Analyze and critically comment on works adhering to the principles of Hindu dharma

PSO3: Understand, analyze and appreciate works on Hindu dharma in Sanskrit

PSO4: Understand Hindu Philosophy and its relevance in the present scenario

Semester III

Course No. 9

Nomenclature: **PUNARJANMA-BANDHAN-MOKSHA VIMARSH**

Preamble: The theory of karma and rebirth is the hallmark of Hindu belief and ethos. Philosophical works like the Upanishads, Bhagavadgita and Six Darshanas, Epics and Puranas as well as texts on Dharmashastra adhere to this theory. Without knowledge of karma and rebirth the core foundation of Hindu thought is incomplete.

Aim:

- a) To study and understand the theory of karma, bonds and the concepts of punarjanma and moksha
 - b) To imbibe these principles in living ethically
- Objectives:
- a) To be able to interpret and understand Hindu scriptures and texts
 - b) To understand the Hindu belief of different types of karmans and the significance of certain rituals associated with them.

Course Outcomes:

- a) Student can understand and appreciate ethics and morality of Hindu Dharma
- b) Student will get the ability to imbibe the theory of karma-bandhana and moksha in his/her day to day life.
- c) Student will be able to appreciate Upanishads and the Bhagavadgita accordingly

Course Structure:

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-samutpaadya siddhant (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

Assignment of any text/ personality/movie/ based on the theory of karman and rebirth

Paper pattern:

- 1) Answer in detail (any one of the following) /Write short notes (any two of the following) Marks: 15 (Unit 1)
- 2) Answer in detail (any one of the following) /Write short notes (any two of the following) Marks: 15 (Unit 2)
- 3) Answer in detail (any one of the following) /Write short notes (any two of the following) Marks: 15 (Unit 3)
- 4) Answer in detail (any one of the following) /Write short notes (any two of the following) Marks: 15 (Unit 4)

Bibliography:

1. History of Dharmashastras- Vol I –V, Mm. P. V. Kane, BORI
2. History of Indian Philosophy- Vol I-V, S. K. Dey and Dasagupta
3. The Doctrine of Karma: Its origin and development in Brahmanical, Jaina and Buddhist traditions, Yuvraj Krishnan, MLBD
4. The Theory of Karma: Revisited, Vibha Chaturvedi, MLBD

Semester: III

Course No: 10

Nomenclature: Ramayana

Preamble: The Ramayana is the epitome of ideal behavior in every Hindu household. The story of Maryada Purushottama Rama touches the heart and sensitivity of every Hindu, may he or she be in any nook and corner of the world. Every regional language has got its version/s of the Ramayana.

Aim:

- i) To introduce the student to the universal applicability of Ramayana
 - ii) To acquaint the student to the basis of Hindu Ethos
 - iii) To facilitate the student to understand fundamentals values of Hindu dharma
- Objectives:

- i) To enable the student to read and understand some portions of the Ramayana
 - ii) To understand the salient features familial values
 - iii) To introduce the student to various versions of the Ramayana
- Course outcome:

- i) The student will be able to read and understand simple passages from the Ramayana
- ii) The student will be empowered to trace and appreciate the roots of Hindu ethos and values
- iii) The student will understand the relevance of the Ramayana in the contemporary framework

Unit 1

A. How many Ramayanas?

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

Unit 2

- C. Ramayana as one of the two source-*books* (Upjeevya) for much of Indian literature, and arts (folk, classical, and contemporary arts)
- D. Maryada Purushottam Ram
- E. Human relationships, and human-nature relationships in Ramayan

Unit 3

- F. Stree-vimarsha in Ramayan: Sita, Mandodari, Tara, Anusuya, Kaikeyi, Urmila. Swayamprabha
- G. Ram Rajya
- H. The role of rishi in a society

Unit 4

- I. Detailed reading of any one traditional Ramayan

Paper pattern:

Unit I: One Essay type question or Two short notes: Marks 15

Unit 2: One Essay type question or Two short notes: Marks 15

Unit 3: One Essay type question or Two short notes: Marks 15

Unit 4: One Essay type question or Two short notes: Marks 15

Bibliography:

- The Ramayana of Valmiki with commentary 'Tilak',
- Kamba Ramayana, PS Sundaram, Penguin Books
- Krittivasi Ramayana Eastern Book Linkers
- The Society of the Ramayana, Ananda Guruge
- Ramavijaya by Sridhara
- Ramacaritramanas by Goswami Tulasidas
- Studies of Valmiki's Ramayana, GS Altekar, BORI, Pune
- Ramakatha in Narrative, Performance and Pictorial Traditions, Aryan Books International, New Delhi
- Ramayana: A Critical Appraisal, RN Sanyal, D.K. Printworld, New Delhi
- Lectures on Ramayana, VS Srinavasa Shastri, Chennai

Course No. 3

The student has to choose any one from the two electives

Elective I

Nomenclature: Six Systems of Hindu Philosophy

Credits: 4

Marks: 60

Preamble: The Puranas are store house of Hindu Philosophy and Religion. They are custodians of Hindu culture, discussing about rise and decline of godheads, vratas, tirthas, rituals, medicine, aesthetics, art and architecture etc. They throw light on the concepts of creation, sustenance and dissolution of the universe. They enlist dynasties of kings, families of gods and sages too. We see the origin of bhakti tradition in the Puranas with stories, mahatmyas and stotras eulogizing different gods.

Aim: To study and understand the subject matter of the Puranas and understand the vast and all-pervasive nature of the Puranas
Objectives:

- i) To understand the inter-relationship between Vedas and Puranas
 - ii) To analyse the nature and development of Vratas, Mahatmyas and Tirthas
 - iii) To understand Indian Philosophy enshrined in the Puranas
- Course outcome:**
- i) The student gets an overview of Hindu Philosophy through the study of Puranas
 - ii) The student will be enabled to analyze and understand the all- pervasive nature of Hindu dharma

Course structure

Unit I) Origin of six darshanas (1 Credit: 15 Marks)

- a) Nyaya-Vaisheshika: Sources, texts, Propounders, leading scholars, Contemporary relevance
- b) Samkhya-Yoga: Sources, texts, Propounders, leading scholars, Contemporary relevance

- c) Purva-Uttara Mimamsa: Sources, texts, Propounders, leading scholars, Contemporary relevance

Unit II) Concept of the world (1 Credit: 15 Marks)

- a) Nature of objects
- b) Theories regarding creation
- c) Causality of existence
- d) Dissolution

Unit III) Epistemology (1 Credit: 15 Marks)

- a) Nature of Knowledge
- b) Nature of Pramanas

Unit IV) Concept of Moksha (1 Credit: 15 Marks)

- a) Nature of God
- b) Types of Mukti

Assignment of any text based on any of the six darshanas Paper pattern:

1. Answer in detail (any one of the following) /Write short notes (any two of the following) Marks: 15 (Unit 1)
2. Answer in detail (any one of the following) /Write short notes (any two of the following) Marks: 15 (Unit 2)
3. Answer in detail (any one of the following) /Write short notes (any two of the following) Marks: 15 (Unit 3)
4. Answer in detail (any one of the following) /Write short notes (any two of the following) Marks: 15 (Unit 4) Bibliography:

- 1) Studies in Indian Philosophy – Prof. R.D.Ranade
- 2) Outlines of Indian Philosophy – Hiriyanna
- 3) Samkhyadarshana – Dr. Ramnath Jha
- 4) Samkhyakarika – Acharya Jagannath Shastri
- 5) Patanjali's Yogasutras – Rama Prasada, Cosmo Publications, New Delhi, 2008
- 6) Yogadarshana – Harikrishnadas Goyandaka, Geeta Press, Gorakhpur
- 7) Studies in Nyaya – Vaisheshika Metaphysics – S.Bhaduri, BORI, 1947
- 8) The Nyaya –Sutras of Gotama - Ganganath Jha, MLBD, Delhi, 1984
- 9) Vaisheshika Darshana, Dr. Uday Kumthekar, Prasad Prakashan, Pune

- 10) Prashastapadabhashyam, Dhundiraj Shastri, Chowkhamba Sanskrit Sansthan, Varanasi
- 11) Mimamsa Darshan ka Vivechanatmaka Itihas, Dr. Musalgaonkar
- 12) Studies in Applied Purva Mimamsa – S.G.Moghe
- 13) Mimamsa Paribhasha – Swami Madhavanand
- 14) The Philosophy of Vedantasutras, M.M.Publishers
- 15) Brahmasutras (Vol.1 and 2) Thibaut,G.
- 16) Brahmasutra Bhashya (Marathi Translation) – Abhyankar

Elective II:

Nomenclature: Hindu Dharmashastra

Unit I: Origin and Evolution of Dharmashastra (1 Credit: 15 Marks)

Concept of Dharma,

‘Hindu-ism’ vis-à-vis Hindu Dharma

Need for Hindu code in Ancient India

Contemporary relevance of Dharmashastra

Unit II: Texts and other sources discussing Dharmashastra in Ancient and Medieval period (1 Credit: 15 Marks)

Dharmasutras,

Smritis

Nibandhas

Epigraphs/ letters and other documents

Unit III: Dharmashastra and Modern India (1 Credit: 15 Marks)

Hindu dharma and Colonial Rule

Hindu dharma and social reformers

Role of Mahatma Jotiba Phule and Savitribai Phule in Women rights

Unit IV: The view of Dr. Babasaheb Ambedkar on Hindu Dharmashastra (1 Credit: 15 Marks)

Hindu Dharma and Hindu Code Bill

Caste-less and Class-less Hindu Society

Dalit rights as well as movements and the role of Dr. Babasaheb Ambedkar

Assignment of any text based on Dharmashastra Paper pattern:

- 1) Answer in detail (any one of the following) /Write short notes (any two of the following) Marks: 15 (Unit 1)
- 2) Answer in detail (any one of the following) /Write short notes (any two of the following) Marks: 15 (Unit 2)
- 3) Answer in detail (any one of the following) /Write short notes (any two of the following) Marks: 15 (Unit 3)
- 4) Answer in detail (any one of the following) /Write short notes (any two of the following) Marks: 15 (Unit 4) Bibliography:

1. Evolution of Law of Crimes in Ancient India, R. S. Betai, Bharatiya Kala Prakashan, Delhi
2. Dharmashastra and Human Rights, Ujjwala Jha, New Bharatiya Book Corporation, Delhi
3. Governance in Ancient India, Vaidya-Mahulikar-Bapat, Nag Publishers Delhi
4. Manu: An Introductory Analysis, Dr. Brajkishore Swain, Chaukhamba Sanskrit Sansthan, Varanasi
5. Sixteen Minor Smritis, Manmatha Nath Dutt, parimal Publications, Delhi
6. Manusmriti Vol I to VI, J. H. Dave, Bharatiya Vidya Bhavan, Bombay, 1972
7. Dharma, Patrick Olivelle, MLBD, Delhi
8. History of Dharmashastra, P. V. Kane, BORI, Pune
9. Dharmasutra, Patrick Olivelle, MLBD, Delhi
10. Yajnavalkya Smriti – Vyavaharadhyaya
11. Viramitrodaya, Chowkhamba Sanskrit Series, Varanasi
12. Dandanitiprakaranam of Keshav Pandit, Bharat Itihas Samshodhan Mandal, Pune

Basket II

The student has to choose any 1 elective from this basket.

Elective I

Nomenclature: Hindu Polity Credits: 4

Preamble: Kautilya's Arthashastra is the most ancient treatise on Administration, Statecraft, Strategy and Management. Wrongly called the Machiavelli of India, his work the Arthashastra is understudied and underrated. It clears the misconception that Hindus did not know governance and administration. There is a line of thinkers in Ancient India writing on Polity and Statecraft. This impact also existed during the medieval period with works like Rajadharma Kaustubha and Dandaniti Prakarana. Even during the colonial period, there were many political thinkers. There is a wrong notion that Kautilya's Arthashastra and other works on Hindu Polity are irrelevant in the present context.

Aim:

- i. To introduce the students the basic principles of Arthashastra and other allied works
- ii. To generate interest regarding the relevance of these texts in the present millennium

Objectives:

- i. To study the principles of Arthashastra in depth
- ii. To compare the principles of Arthashastra with those Western principles of good governance and administration

Course Outcomes:

- i. Students will be enabled to undertake a deep study of Arthashastra and other allied texts
- ii. Students will understand and appreciate diverse principles of Hindu polity within a strict academic perspective
- iii. Students will be tolerant to diverse and conflicting principles and will learn to co-exist with them

Unit I: Origin and Evolution of Indian Polity (1 Credit: 15 Marks)

- a) Vedic references
- b) References from the Ramayana and the Mahabharata

Unit II: Kautilya Arthashastra: Foreign Policy and Defence (1 Credit: 15 Marks)

- a) Principles of Rajamandala
- b) Principles of Shadgunya
- c) Comparison between strategic thinking of Chatrapati Shivaji Maharaj and Kautilya's Arthashastra

Unit III: Political thinkers during British Rule (1 Credit: 15 Marks)

- a) Lokmanya Tilak
- b) Veer Savarkar
- c) Sardar Vallabhbhai Patel

Unit IV: Relevance of Hindu Polity in India post-independence (1 Credit: 15 Marks)

- a) Disaster Management
- b) Distribution of Portfolios
- c) Foreign Policy
- d) War strategy

Assignment of any text/fiction/media representation

Paper pattern:

- 1) Answer in detail (any one of the following) /Write short notes (any two of the following) Marks: 15 (Unit 1)
- 2) Answer in detail (any one of the following) /Write short notes (any two of the following) Marks: 15 (Unit 2)
- 3) Answer in detail (any one of the following) /Write short notes (any two of the following) Marks: 15 (Unit 3)
- 4) Answer in detail (any one of the following) /Write short notes (any two of the following) Marks: 15 (Unit 4) Bibliography:

1. Kautiliya Arthashastra, T. Ganapati Shastri
2. Kautiliya Arthashastra, R. P. Kangle
3. Kautiliya Arthashastra – Marathi Translation, R. P. Kangle
4. Kautiliya Arthashastra Pradeep, G. G. Tipnis, Varada Prakashan, Pune
5. Evolution of Law of Crimes in Ancient India, R. S. Betai, Bharatiya Kala Prakashan, Delhi
6. Corporate Chanakya, Radhakrishnan Pillai, Jaico Publication
7. Kamandaka Nitsara Vol I & II, Anandashram, Pune
8. Governance in Ancient India, ed. Vaidya, Mahulikar and Bapat, Nag Publications, Delhi
9. State and Adminstration in Ancient India, Altekar AS, MLBD, Delhi

Elective II:

Nomenclature: Bhagavadgita Credits: 4

Preamble: The Bhagavadgita is the apex text read and worshipped by Hindus across the globe. Often translated as the song of God, it serves as a guiding light in toil and turmoil as well as joy and tear. For a scholar to win over the title of Acharya, s/he needs to comment on the Bhagavadgita. The freedom movement was inspired by the teachings of the Bhagavadgita.

Aim:

- i. To introduce the students the basic principles of the Bhagavadgita
- ii. To generate interest regarding Hindu Philosophy and Hindu Ethos

Objectives:

- i. To study the concept of Karma, Karta and Karakatva
- ii. To understand the principles of Bhakti
- iii. To understand various interpretations of the Bhagavadgita Course

Outcomes:

- i. Students will be enabled to undertake and deep study of Hindu principles
- ii. Students will understand and appreciate diversity of interpretations and opinions

- iii. Students will be empowered to face problems and challenges through the teachings of the Bhagavadgita

Course structure

Unit I: Contents of the Bhagavadgita (1 Credit: 15 Marks)

- a) Jnanayoga
- b) Karmayoga
- c) Bhaktiyoga

Unit II: Bhagavadgita and Management (1 Credit: 15 Marks)

- a) Human resource development through the Bhagavadgita
- b) Detached actions and result-oriented policies
- c) SWOC analysis and development of conducive eco-system for individuals
- d) Leadership lessons

Unit III: Bhagavadgita and Psychology (1 Credit: 15 Marks)

- a) Enlightenment and Intelligence
- b) Conflict and Resolution
- c) Positive Psychology and the Bhagavadgita

Unit IV Interpretations of the Bhagavadgita (1 Credit: 15 Marks)

- i) Advaita Vedanta
- ii) Bhaktivedanta
- iii) Dnyaneshvari
- iv) Modern Commentators

Assignment of any text/fiction/media representation of Bhagavadgita

Paper pattern:

- 1) Answer in detail (any one of the following) /Write short notes (any two of the following) Marks: 15 (Unit 1)

- 2) Answer in detail (any one of the following) /Write short notes (any two of the following) Marks: 15 (Unit 2)
- 3) Answer in detail (any one of the following) /Write short notes (any two of the following) Marks: 15 (Unit 3)
- 4) Answer in detail (any one of the following) /Write short notes (any two of the following) Marks: 15 (Unit 4)

Bibliography

1. Bhagavadgita with translation, Gita Press, Gorakhpur
2. Bhagavadgita with the commentary of Shankaracharya
3. Bhagavadgita with the commentary by Srila Prabhupada
4. Perennial Psychology of the Bhagavadgita, Himalayan Institute Press
5. Handbook of Indian Psychology, Cambridge University Press,
6. The Gita and Management, Swami Bodhanand, Srishti Publishers and Distributors
7. Bhagawadgita and Management, Vinod Malhotra, Pentagon Press
8. Leadership lessons from the Bhagavadgita, Ace Simpson, Sage Publications
9. The eternal wisdom of Dnyaneshwari, Vassant Shirvaikar, Zen Publications
10. Gitarahasya, Lokmanya Tilak

Semester IV

COMPULSORY PAPER: MAHABHARATA

Preamble:

The Mahabharata is considered as the storehouse of knowledge, practice, precept, behavior and action. It is rightly said that whatever is described in the Mahabharata is seen in the world and whatever is not in the Mahabharata nowhere exists. It contains philosophy, economics, politics, devotion, geography, history, literature etc. Traditionally, the work is attributed to sage Vyasa. It is the long poem of almost 1,00,000 verses. It is called the fifth Veda (Bharatam panchamo Vedah).

Aim:

1. To understand the significance, relevance and universality of the Mahabharata
2. To understand how dharma and karma form the basis of the Hindu value system

Objectives

1. The student will understand the significance of Hindu values and ideals through the Mahabharat
 2. The student will be able to synthesis and integrate the thoughts expressed in the Mahabharata to lead an ideal way of life.
 3. The student will be able to analyze as to how Hinduism emphasizes and integrates dharma and karma for the value based society
- Course outcome:
1. The student will understand the subtle nuances of the terms 'dharma' and 'adharma'.
 2. The student will understand and appreciate Hindu societal values
 3. The student will understand the universality and relevance of the Mahabharata to face personal and societal challenges and problems,

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 *complete* grantha, i.e. an encyclopedia to teach about subtleties of dharma and samsara
 - a. 10 stories about 10 lakshana of dharma: dhriti (Ganga avataran), kshama (Vasishta and Vishwamitra), dama (Yayati and Puru), asteya (Yudhisthir-Yaksha samvad), shaucha (), indriya nigraha (dharma vyaadha's upadesha on indriya-nighraha), dheer (Savitri), vidya (tale of man-tiger-snakeelephant from Stri Parva), 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 Bhagavad Gita
6. Bhishma's upadesha to Yudhisthir about politics and governance

Unit 4

7. Political boundaries of Bharat-varsha
8. Stree vimarsha in Mahabharat

Question Paper Pattern:

- i. Essay type question (one out of two) or Short notes (three out of four) Marks 15
- ii. Essay type question (one out of two) or Short notes (three out of four) Marks 15
- iii. Essay type question (one out of two) or Short notes (three out of four) Marks 15
- iv. Essay type question (one out of two) or Short notes (three out of four) Marks 15

Bibliography:

1. The Critical edition of the Mahabharata, BORI, Pune
2. The Mahabharata, Gita Press, Gorakhpur,
3. On the meaning of the Mahabharata, VS Sukhtankar, MLBD, Delhi
4. Myths from the Mahabharata, Vol I-III, SA Dange, Aryan Books International, New Delhi
5. The Mahabharata: A Criticism, CV Vaidya, AJ Combridge and Compay, Mumbai
6. Rethinking of the Mahabharata: A Reader's Guide to the Education of the Dharma King, Alf Hiltebeitel, University of Chicago Press
7. The Mahabharata Patriline, Gender, Culture and Royal Hereditary, Simon Brodbeck, Taylor and Francis
8. Leadership Secrets from the Mahabharata, Meera Oberoi, Penguin Books Ltd
9. Bargaining with the Rising India, Lessons from the Mahabharata, Amrita Naralikar & Aruna Naralikar, OUP, Oxford
10. Mahabharata Now: Narration, Aesthetics, Ethics, Arindam Chakrabarti & Sibaji Bandyopadhyay, Taylor and Francis

Basket III:
Elective I:
Nomenclature: Hindu Iconography

Preamble: Hindu Iconography is well known in the world. It is considered as a marvel. There are treatises describing the designing of various visual images as well as symbols and portraits. This developed into various traditions of worship and practices. Hindu art and architecture has iconography as its foundation.

Aim:

- a) To create awareness regarding visual images and symbols
- b) To understand their significance and interpretation

Objectives:

- i) To introduce students to the iconography of the images of the different Hindu traditions.

Course outcome

- i) To learn about the different iconographic traditions in the Indian Subcontinent with concern to the religious ideas and trends.

Course structure:

Unit 1 Introduction to Iconography Credit 1

- a. Significance of iconographic studies, sources, Text and image: Brief review of Ancient Indian Shilpa Texts and their role in development of iconography
- b. Concept and symbolism of icon and image worship
- c. Origin and Antiquity of image worship in India
- d. Iconometry

Unit 2 Hindu Iconography Credit 1

- a. Emergence and development of Iconography of Vishnu: Sadharan murtis, incarnations, other important representations of Vishnu, Regional traits of Vaishnava iconography

- b. Emergence and development of Iconography of Shiva: Anugraha murtis , Samhara murtis ,Vishesha murtis, Regional traits of Shaiva iconography
- c. Brahma, Ganesha, Surya, Karttikeya
- d. Other Important divinities: Ashtadikpalas , Navagrahas

Unit 3 – Goddess

Credit 1

- a) Mother Goddess
- b) Development of Iconography of Goddesses: Saptamatrikas, Durga, Lakshmi, Saraswati, Mahishsuramardini, Chamunda, Bhairavi,
- c) Regional traits of Shakta iconography
- d) Goddesses of Fertility

Unit 4 Miscellaneous iconographic forms

Credit 1

- a. Role and significance of minor deities in ancient religious setting
- b. Pastoral deities
- c. Yakshas, Nagas , Vidyadharas, Gandharvas, Kinnaras
- d. Surasundaris
- e. Mithun Shilpa
- f. Hero stones and Sati stones
- g. Composite animals
- h. Syncretic and Composite Iconic Forms: Origin ,development and significance

Question Paper Pattern:

- i. Essay type question (one out of two) or Short notes (three out of four) Marks 15
- ii. Essay type question (one out of two) or Short notes (three out of four) Marks 15
- iii. Essay type question (one out of two) or Short notes (three out of four) Marks 15
- iv. Essay type question (one out of two) or Short notes (three out of four) Marks 15

Bibliography

- Agrawala, P.K. 1994. Studies in Indian Iconography. Jaipur: Publication Scheme.
- Agrawala, Urmila. 1995. North Indian Temple Sculpture. New Delhi: Munshiram Manoharlal.
- Bakkar, Hans. 1997. The Vakatakas an Essay in Hindu Iconology (Gonda Indological Series).
- Banerjee, J.N. 1974. Development of Hindu Iconography. New Delhi: Munshiram Manoharlal.
- Bhattacharya, D. 1980. Iconology of Composite Images. New Delhi: Munshiram Manoharlal Publications.
- Champaklakshmi, R. 1981. Vaishnava Iconography in the Tamil Country. Delhi: Orient Longman.
- Chawla, J. 1990. The Rigvedic Deities and their Iconic Forms. New Delhi: Munshiram Manoharlal.
- Dandwate P. P. 1995. "A Cultural Study of Brahmarical Sycretistic Icons" Pune : Ph.D. Thesis Submitted to University, Pune
- Deglurkar, G.B. 2004. Portrayal of the Women in the Art and Literature of the Ancient Deccan. Jaipur: Publications Scheme.
- Deglurkar, G.B. 2007. Vishnumurti Namastubhyam. Sri Dwarkadhish Charities, Karnala, Raigad.
- Daheja, Vidya 1986. Yogini Cult and Temples. New Delhi: National Museum.
- Desai, Devangana 1996. The Religious Imagery of Khajuraho. Mumbai: Project for the Indian Cultural Studies Publication.
- Desai, Kalpana 1973. Iconography of Vishnu. New Delhi: Abhinav Publications.
- Gopinath Rao, T.A. 1985. (2nd ed.) Elements of Hindu Iconography. Varanasi: Motilal Banarasidas.
- Gupte, R.S. 1971. Iconography of Hindus, Buddhists and Jainas. Bombay: D.B. Taraporewala Sons and Co.
- Huntington, Susan 1984. The Pala-Sena School of Sculpture. Leiden: E. J. Brill.
- Joshi N.P. 1966. Mathura Sculptures. Mathura: Archaeological Museum.
- Joshi, N.P. 1979. Bhartiya Murtishastra. Nagpur: Maharashtra Grantha Nirmiti Mandal.
- Kamalakar, G.(ed.). 1993. Vishnu in Art, Thought and Literature. Hyderabad: Birla Archaeological and Cultural Research

Elective II:

Nomenclature: Bhakti Literature

Preamble: Bhakti is the soul of Hindu dharma. There are number of compositions dedicated to various deities, which are soulful and heart-touching. The concept of Bhakti has its roots in the Vedas, especially in the suktas praising Varuna, the god of moral order. The Puranic religion and the Bhakti sutras institutionalized Bhakti and give it a sound theoretical structure.

Aim:

1. To get a perspective regarding the uniqueness of Bhakti in Hindu Philosophy and ethos Objectives:

- i) To understand and appreciate principles of dedication and eternal flow of compassion preached through Bhakti
- ii) To create awareness of theoretical perspectives given by leading texts on Bhakti

Course outcomes:

- i) The student will understand the significance of Bhakti and its literature in his study on Hindu dharma
- ii) The student will imbibe the values of love, compassion, dedication, subservience as propagated by the Bhakti tradition

Unit I: Origin and Evolution of Bhakti (I Credit: 15 Marks)

1. History of Bhakti
2. Bhakti and Bhakti movement
3. Bhakti in Vedanta
4. Bhaktiyoga in Bhagavadgita

Unit II: Bhakti and the Bhagavata Purana (I Credit: 15 Marks)

1. The Preamble of the Bhagavata Purana
2. Nine types of Bhakti
3. Study of Ardent devotees of Vishnu

Unit III: Bhakti and Schools of Vedanta (I Credit: 15 Marks)

1. Madhusudana Sarasvati and Advaita tradition of Bhakti
2. Pushti marga
3. Bhaktivedanta
4. Other Vedantic schools

Unit IV: Theorizing Bhakti (I Credit: 15 Marks)

1. Narada Bhakti sutras
2. Shandilya Bhakti sutras

Assignment: Appreciation of two stotras in any Indian Language

- 1) Answer in detail (any one of the following) /Write short notes (any two of the following) Marks: 15 (Unit 1)
- 2) Answer in detail (any one of the following) /Write short notes (any two of the following) Marks: 15 (Unit 2)
- 3) Answer in detail (any one of the following) /Write short notes (any two of the following) Marks: 15 (Unit 3)
- 4) Answer in detail (any one of the following) /Write short notes (any two of the following) Marks: 15 (Unit 4) Bibliography:

1. Bhakti and the Bhakti Movement: A New Perspective : a Study in the History of Ideas, Krishna Sharma, Munshiram Manoharlal Publishers Pvt. Limited, 1987
2. Narada Bhakti Sutra, translation by Swami Sivananda, Yoga Vedanta Forest University, 1957
3. John Stratton Hawley, A Storm of Songs, Harvard University Press
4. Bhakti and embodiment, Barbara A. Holdrege, Taylor and Francis, Routledge
5. John Stratton Hawley, Three Bhakti Voices -Mirabai, Surdas, and Kabir in Their Time and Ours, oxford university press, 2005
6. Bhattacharya N N, Medieval bhakti movement in India, Sri Chaitnaya quincentenaries' commemoration volume

7. The Bhaktirasāmṛtasindhu Of Rūpa Gosvāmin -Translated With Introduction And Notes By David L. Haberman
8. The Embodiment of Bhakti By Karen Pechilis Prentiss, Oxford University Press, 1999
9. Bhakti Poetry in Medieval India: Its Inception, Cultural Encounter and Impact By Neeti M. Sadarangani, Sarup and Sons, New Delhi

Basket IV:

Elective I

Nomenclature: Saint Tradition

Preamble: Hindu dharma has a long tradition of saints from various walks of life. Through the entire fabric of Hindu dharma there are saints who have preached bhakti, servitude, welfare and reforms. They have composed various forms of literature like abhangas, chaupai, doha, pasurams etc. They upheld the principles of love and service unanimously irrespective of their caste, creed and gender.

Aim: To introduce the student to saints from all over India and their compositions and/or contribution
Objectives:

1. To create awareness of the Philosophy of saints as reflected through their compositions
2. To understand and appreciate the principles of humanism upheld by the saints

Course outcome

1. The student will be empowered to imbibe the principles of humanism, servitude, equality, compassion as enshrined by the saints of Hindu dharma
2. The student will understand the relevance of the above mentioned values propagated by saints in the present age of toil and turmoil

Course structure

Unit I: Rise of different cults (I Credit : 15 Marks)

Vaishnava, Shaiva, Shakta, Ganapatya, Dattatreya, Saura cults Jainism, Buddhism and Sikhism

Unit II: Introduction to Saint Literature (I Credit : 15 Marks)

Thirupavai, Pasurams, Lilacharitra, Abhangas, Gathas, Shlokas, Ovis

Unit III: Biographies of Saints (I Credit: 15 Marks)

Chakradhara, Dnyaneshwar, Tukaram, Chokhamela, Ramdas, Eknath, Ravidas,

Kabir, Meerabai, Muktabai, Andal, Akkamahadevi, Lalleshwari

Unit IV: Saint tradition in Modern India (1 Credit: 15 Marks)

Ramkrishna Paramahansa, Swami Vivekanand, Chinmayanand, Srila Prabhupada, Ramana Maharshi, Swami Dayanand Sarasvati, Sri Aurobindo Assignment:

Study of any one Saint

- 1) Answer in detail (any one of the following) /Write short notes (any two of the following) Marks: 15 (Unit 1)
- 2) Answer in detail (any one of the following) /Write short notes (any two of the following) Marks: 15 (Unit 2)
- 3) Answer in detail (any one of the following) /Write short notes (any two of the following) Marks: 15 (Unit 3)
- 4) Answer in detail (any one of the following) /Write short notes (any two of the following) Marks: 15 (Unit 4) Bibliography:

1. Saints and sages of India, Singh Pritam, New Book Society of India, Delhi
2. Stories of Indian saints, tr. Of Mahipati's Bhaktavijay, Rare Book Society of India
3. Vaisnavism, Shaivism and other Minor systems, DR Bhandarkar, Munshiram Manoharlal, Delhi
4. Lilacaritra, ed. Purshottam Nagpure
5. Dnyaneshwari, ed. Sonopant Dandekar
6. Poems of Tukaram, JN Frazer and Kashinath Marathe 7. 3 Bhakti Voices, JS Hawley, OUP

Elective II:

Nomenclature: Hindu thinkers and Reformers

Preamble: Hindu dharma has stood the test of time. There were many invasions by foreign rulers and revolt by rise of Buddhism and Jainism. Hindu dharma changed, but there was continuity in change. These changes or reforms helped Hindu dharma thrive and survive during the British rule too.

Aim:

- i) To introduce the student to change and continuity in Hindu dharma and that reforms are not a threat but a strength of Hindu dharma

Objectives

- i) To create awareness of being open to change
- ii) Change is based on the universal principle of liberty, equality and fraternity

Course outcome

- i) The student will have a broader vision about flexibility of thought, belief and action in Hindu dharma
- ii) The student will be able to understand that being open to change does not harm the edifice of Hindu dharma, on the contrary, it is the strength of Hindu dharma.

Unit I: Reforms in Hindu dharma (I Credit: 15 Marks)

- i) Concept of Reforms
- ii) Need for Reforms
- iii) Shankaracarya, Chakradhar, Ekanath, Basaveshwar, Chatrapati Shivaji Maharaj etc

Unit II: Modernism and the influence of British rule on Hindu thinkers (I Credit: 15 Marks)

- i) Interpretation of Vedic literature, Puranas and Smritis in the light of reforms
- ii) Rajarammohan Roy

Unit III: Swami Vivekanand and Veer Savarkar on Reforms and Hinduism (I Credit: 15 Marks)

Unit IV: Leading Hindu reformers: (1 Credit: Marks 15)

Mahatma Phule, Savitribai Phule, Justice MG Ranade, Ishwarchandra Vidyasagar,

Maharshi Dhondo Keshav Karve, Dr. Babasaheb Ambedkar, Gadge Maharaj, Chatrapati Shahu

Assignment: Any 1 reformer other than those studied by you

- 1) Answer in detail (any one of the following) /Write short notes (any two of the following) Marks: 15 (Unit 1)
- 2) Answer in detail (any one of the following) /Write short notes (any two of the following) Marks: 15 (Unit 2)
- 3) Answer in detail (any one of the following) /Write short notes (any two of the following) Marks: 15 (Unit 3)
- 4) Answer in detail (any one of the following) /Write short notes (any two of the following) Marks: 15 (Unit 4) Bibliography:

1. Social and Religious reforms: The Hindus of British India, Amiya Sen, OUP
2. Indian Nationalism and Hindu Social Reforms, Charles Hermann Heimsath, Princeton University Press
3. Essays on Social Reform Movements, Raj Kumar, Discovery Publishing House
4. Social reforms and Analysis of Indian Society, Rajeshwar Prasad,
5. Women and Social reform in Modern India, Sumit Sarkar and Tanika Sarkar, Indiana University Press
6. Status of Women in India, Dayaram Gidumal Sahani, Fort Printing Press, Mumbai
7. Some problems of Social Reform in Hindu Society, Chief Justice of Indore Vaidyanath, Cengage Gale

Basket III

Elective : 1

Nomenclature: Kings and Dynasties

Preamble: Hindu kings were the epitome of benevolence. They believed that kings are the father of their subjects. They were the ardent followers of dharma and virtue and took severe pains to maintain law and order in their kingdom. They believed that the happiness of their subjects is their happiness. They patronized knowledge and art, took interest in trade and commerce and were well versed in strategy and warfare.

Aim:

- i) To introduce students to the glorious past of rulers and their empires
- ii) To create a sense of pride to inherit the glorious pasts of rulers of Ancient and Medieval India

Objectives:

- i) To understand the relevance good governance, judiciary and strategy
- ii) To have ideals of kings and dynasties from Hindu history and culture

Course outcomes

- i) Students to be better leaders in the society
- ii) Students will imbibe the principles of ethics and morality in the present political scenario

Course structure Unit: I:

- i) Introduction to the solar and lunar dynasties
- ii) Maurya, Gupta and Vakataka Kings through Epigraphs (1 Credit: 15 Marks)

Unit II: Dynasties in South and East India (1 Credit: 15 Marks)

- i) Satavahana,
- ii) Chola, Pandya & Chalukya dynasties
- iii) Pala, Ahom, kings of Kalinga dynasty

Unit: III Dynasties in South East Asia (1 Credit : 15 Marks)

- i) Indonesia, Vietnam
- ii) Laos, Cambodia

Unit IV: Rise of the Maratha rule (1 Credit: 15 Marks)

- i) Chatrapati Shivaji Maharaja, Chatrapati Sambhaji Maharaja, Chatrapati Rajaram Maharaj
- ii) Peshwa rule

Assignment: Any one king other than those studied by you.

- 1) Answer in detail (any one of the following) /Write short notes (any two of the following) Marks: 15 (Unit 1)
- 2) Answer in detail (any one of the following) /Write short notes (any two of the following) Marks: 15 (Unit 2)
- 3) Answer in detail (any one of the following) /Write short notes (any two of the following) Marks: 15 (Unit 3)
- 4) Answer in detail (any one of the following) /Write short notes (any two of the following) Marks: 15 (Unit 4)

Bibliography:

1. Political History of Ancient India: From the Accession of Parikshit to the Extinction of the Gupta Dynasty, HC Roychaudhari, BN Mukherjee, OUP
2. Chandragupta Maurya and his times, RK Mookerjee, MLBD, Delhi
3. Ancient Indian History and Civilization, SN Sen, New Age International, Delhi
4. The rise and fall of imperial Guptas, Ashwini Agarwal, MLBD
5. A political history of Imperial Guptas, Tej Ram Sharma
6. The Vakataka Gupta age, RC Majumdar & AS Altekar,
7. A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century. New Delhi, Pearson Education
8. Some early dynasties of South India, Chattopadhyaya Sudhakar, MLBD, Delhi
9. The Age of the Satavahanas, Ajay Mitra Shastri, Aryan Books International, Delhi
10. History of the Marathas, RS Chaurasia, Delhi, Atlantic

11. History of Medieval India, AK Saini & Hukum Chand, Delhi, Anmol Publications
12. Shivaji and his times, Yadunath Sarkar, Longmans, Green and Co. London
13. Encyclopaedia of South East Asian dynasty, SS Tewari, Delhi, Anmol Publications

Elective : 2

Nomenclature: Reflections of Dharma in Classical Sanskrit Literature

Preamble: Classical Sanskrit Literature is that family of texts wherein different aspects of Hindu dharma, Philosophy, Culture and Aesthetics are ingrained in it. A study of these texts gives one a fair idea of salient features of Hindu dharma existing during ancient times. The teachings and the preaching by these texts are very significant and relevant in the present times. Hence a detailed study of the texts is expected to be understood by students of Hindu dharma.

Aim:

- i) To introduce the richness of Hindu tradition through the study of

Classical Sanskrit Literature Objectives:

- i) To get a clear picture of dharma as a way of life for characters described in Classical Sanskrit Literature
- ii) To imbibe the values and morals reflected through Classical Sanskrit Literature

Course outcome:

- i) To appreciate and understand morals, beliefs and ideals explored through Classical Sanskrit Literature

Course structure

Unit I: Reflections of Dharma in Classical Sanskrit kavya : (1 Credit : 15 Marks)

- i) Study of principles of Hindu dharma through Kumarasambhava and Raghuvamsa of Kalidasa

- ii) Study of principles of Hindu dharma through Kiratarjuniya and Shishupavadha

Unit II: Reflections of Dharma in Classical Sanskrit drama (1 Credit: 15 Marks)

- i) Study of principles of Hindu dharma through Abhijnanashakuntala
- ii) Study of principles of Hindu dharma through Mudrarakshasa and Mrichakatika

Unit III: Reflections of Dharma in Classical Sanskrit Prose (1 Credit: 15 Marks)

- i) Study of principles of Hindu dharma through Harshacharit
- ii) Study of principles of Hindu polity through Panchatantra and Hitopadesh

Unit IV: Dharma and Stotra literature (1 Credit: 15 Marks)

- i) Study of Hindu Philosophy and Theology as reflected in Stotras
- ii) Study of sacred stories as extolled in Stotras

Assignment: Powerpoint presentation on any one poet/writer

- 1) Answer in detail (any one of the following) /Write short notes (any two of the following) Marks: 15 (Unit 1)
- 2) Answer in detail (any one of the following) /Write short notes (any two of the following) Marks: 15 (Unit 2)
- 3) Answer in detail (any one of the following) /Write short notes (any two of the following) Marks: 15 (Unit 3)
- 4) Answer in detail (any one of the following) /Write short notes (any two of the following) Marks: 15 (Unit 4) Bibliography:

1. Kiratarjuniyam of Bharavi, Sanskrit Text with Hindi Translation, Chaukhamba Surabharati Prakashan, Varanasi 5.
2. Shishupalavadha, Marathi Translation by V.K. Noolkar, Prasad Prakashan, Pune
3. Shishupalavadha Mahakavyam – Prathamah Sargah, Janardanashastri Pandey, Motilal Banarasidass Publishers Pvt. Ltd., Delhi 7. 8.
4. The Mrichchhakatika of Shudraka, M.R. Kale, Motilal Banarasidass Publishers Pvt. Ltd., Delhi 10.

5. Mudrarakshasa of Vishakhadatta, M.R. Kale, Motilal Banarasidass Publishers Pvt. Ltd., Delhi
6. The Harshacharita of Banabhatta, P.V. Kane, Motilal Banarasidass Publishers Pvt. Ltd., Delhi
7. Panchatantra by M.R. Kale, Motilal Banarasidass Publishers Pvt. Ltd., Delhi
8. Kumarasambhava by M. R. Kale, Motilal Banarasidass Publishers Pvt.Ltd. Delhi
9. Raghuvamsha by M. R. Kale, Motilal Banarasidass Publishers Pvt. Ltd. Delhi
