

Eklavya University
Bachelor of Arts
(Jain and Prakrit studies)

Curriculum
(2020-2021 admitted students)





आचार्य जंत



Bachelor of Arts- Jain and Prakrit Studies

VISION STATEMENT OF EKLAVYA UNIVERSITY

Eklavya University, will transform lives and communities through learning.

MISSION STATEMENT OF EKLAVYA UNIVERSITY

- Nurture achievers in life and careers through a value based, industry relevant and future ready education.
- Emphasize research, interdisciplinary learning, and practical hands on education.
- Equip every student with the required social and technical skills to achieve employment generation.
- Provide a holistic education deeply rooted in the ways of the traditional Gurukul system.
- Bring quality education within the reach of every individual, by committing to the achievement and maintenance of excellence in education, research and innovation.
- Create and disseminate knowledge through research and creative inquiry.
- Serve students by teaching them problem solving, leadership and teamwork skills, lateral thinking, commitment to quality and ethical behaviour.
- Create a diverse community, open to the exchange of ideas, where discovery, creativity, and personal and professional development is encouraged and can flourish.
- Contribute to the social fabric and economic health of the Bundelkhand region, the state and the country at large, by enhancing and facilitating economic empowerment, providing equal opportunities and employment generation.


सुदीप शर्मा


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VISION STATEMENT OF DEPARTMENT

Transforming life through excellence in education and knowledge.

MISSION STATEMENT OF DEPARTMENT

Department of Jain and Prakrit Studies Mission is to develop Code of Conduct That is

Selevant to the haibled word in which we live , a way of life , which
Rejects violenve and self seeking and disharshy, and make socially
responsible persion .



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Bachelor of Art - Jain and Prakrit Studies

PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

1. After completion of under graduation in Jain and Prakrit Studies, students are provided with the opportunity to study in a specific area in Jain and Prakrit Studies.
2. Critical and comparative study in the subject is encouraged.
3. The subject undertaken helps the students to explore himself/herself and be useful to the society at large.
4. To Develop research aptitude and independent thinking.



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Bachelor of Arts - Jain and Prakrit Studies

PROGRAMME OUTCOMES (POs)

1. Achieving scholarship in specific area of Jain Philosophy and Prakrit Language.
2. The subject learning will have personal and social utility.
3. Many employment opportunities for teaching and research.
4. Student will demonstrate the skill needed to participate in conversation that builds knowledge and with collaboration.


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Bachelor of Arts - Jain and Prakrit Studies

PROGRAMME SPECIFIC OUTCOMES (PSOs)

1. Provide adequate knowledge of Prakrit language and Literature.
2. Understanding ancient scriptures written in Prakrit, Sanskrit, Pali & Apabhramsha.
3. Acquire adequate knowledge of ancient Indian culture and society.
4. Gain competencies and professional skills for teaching and conducting Research.

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3-11-2023

Course code	Environmental Studies & Disaster Management	L	T	P	C
BAECC20S101	(University Core under Ability Enhancement Course (AECC-1))	2	0	0	2
Pre-requisite	Nil	Syllabus version			
		100 Marks			
Course Objectives:					
<p>To make student aware about the concepts and methods from ecological and physical sciences and their application in environmental problem solving.</p> <p>To make student aware about economic, political, and social analysis as they pertain to the design and evaluation of environmental policies and institutions.</p> <p>Appreciate the ethical, cross-cultural, and historical context of environmental issues and the links between human and natural systems.</p> <p>Understand the transnational character of environmental problems and ways of addressing them, including interactions across local to global scales.</p> <p>Apply systems concepts and methodologies to analyze and understand interactions between social and environmental processes.</p> <p>Reflect critically about their roles and identities as citizens, consumers and environmental actors in a complex, interconnected world.</p> <p>Demonstrate proficiency in quantitative methods, qualitative analysis, critical thinking, and written and oral communication needed to conduct high-level work as interdisciplinary scholars and/or practitioners.</p>					
Course Outcome:					
<p>Understand the natural environment and its relationships with human activities.</p> <p>Characterize and analyze human impacts on the environment.</p> <p>Capacity to integrate knowledge and to analyse, evaluate and manage the different public health aspects of disaster events at a local and global levels.</p>					
Student Learning Outcomes (SLO):					
Capacity to obtain, analyse, and communicate information on risks, relief needs and lessons learned from earlier disasters in order to formulate strategies for mitigation in future scenarios.					
Unit – 1				5 Hrs	
Introduction to Environment: Definition, Components of Environment, Relationship between different components, Man- Environment relationship, Impact of Technology on the environment, Environmental Degradation, Sustainable Development, Environmental Education.					
Unit – 2				7 Hrs	
Ecology & Ecosystems: Introduction: Ecology- Objectives and Classification, Concepts of an ecosystem- structure & function of ecosystem, Components of ecosystem- Producers, Consumers, Decomposers, Energy flow in the ecosystem - Ecological succession, Food chains, food webs and ecological pyramids, Forest ecosystem, Grassland ecosystem, Desert ecosystem, Aquatic ecosystems and its types, Bio- Geo- Chemical Cycles - Hydrological Cycle, Carbon cycle, Oxygen Cycle, Nitrogen Cycle, Sulfur Cycle.					
Unit – 3				7 Hrs	
Environmental Pollution: Composition of air, Structure of atmosphere, Ambient Air Quality Standards, Classification of air pollutants, Sources of common air pollutants like SPM, SO ₂ , NO _x , Natural & Anthropogenic Sources, Effects of common air pollutants, Air Pollution Episodes, Sound and Noise measurements, Sources of Noise Pollution, Ambient noise levels, Effects of noise pollution, Noise pollution control measures, Water Quality Standards, Sources of Water Pollution, Classification of water pollutants, Effects of water pollutants, Eutrophication, Water Pollution Episodes, Global Warming and Green Houses Effect, Acid Rain, Depletion of Ozone Layer.					
Unit – 4				4 Hrs	
Energy Resources: Renewable & Nonrenewable Resources: Renewable Resources, Nonrenewable Resources, Indian Scenario, Conventional Energy Sources & its problems, non-conventional energy sources- Advantages and its Limitations.					
Unit – 5				7 Hrs	
Disaster Management: Natural Disasters and its types, Accidental Disasters, Impact of Disasters on					

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Trade and International Trade, Introduction, Natural disasters , Earthquakes, Hurricanes, Tornadoes, Floods, Drought, Tsunami, Volcanoes, Cyclones and Storms, Forest Fires, Severe Heat Waves, Landslides and Avalanches, Epidemics and Insect Infestations, Technological and Social Disasters Types of Technological Hazards, Social Disasters, Political and Crowd Disasters, War and Terrorism, Components of Disaster Management, Government's Role in Disaster Management through Control of Information, Actors in Disaster Management, Organizing Relief measures at National and Local Level, Psychological Issues, Carrying Out Rehabilitation Work, Government Response in Disaster.

Mode: Flipped Class Room, Case Discussion, Lectures.

Suggested Reading:

- 1 Basics of Environmental Studies by Dr. N. S. Varandani, Books India Publications.
- 2 Disaster Management by Mukesh Dhunna, Vayu Education of India, Delhi Publication.
- 3 Environmental Studies by Benny Joseph, McGraw Hills Education.

Reference Books

- 4 Environmental Studies by R. Rajagopalan, Oxford University Press Publication.
- 5 Environmental Science by Richard T Wright & Bernard J Nebel, Prentice Hall India Publication.
- 6 Environmental Science by Daniel B Botkin & Edward A Keller, Wiley Publications .

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अश्विनी उर्फ

Course code	Communication Theory		L	T	P	C
BAECC20Y102	(University Core under Ability Enhancement Course (AECC-2))		4	0	0	4
Pre-requisite	Nil	Syllabus version				
		100 Marks				
Course Objectives:						
<p>To prompt introspection and motivate students towards self-appraisal, goal-setting and problem solving. Familiarize students with negotiation techniques and importance of right attitude for better coordination and team building.</p> <p>Guide students to better drafting in creative and critical compositions.</p> <p>Help students review policies of global importance affecting corporate interactions.</p>						
Course Outcome:						
<p>Students will be able to connect with society through proper communication.</p> <p>Students will learn to prepare for Group Discussions and thus, be able to perform well in discussions, debates and interviews; Students will understand forms of corporate communication and learn about formats and layouts of report writing and other forms of business communication.</p> <p>Students will learn about conflict negotiation and crisis handling.</p> <p>Students will have emulated good communication practices for better leadership and team-building.</p>						
Student Learning Outcomes (SLO):						
<p>Master professional oral communication skills.</p> <p>Master professional writing skills</p> <p>Demonstrate professionally competent analysis of media messages.</p> <p>Discuss competing social and commercial constraints upon creations and production of public media messages</p> <p>Demonstrate mastery of behaviors expected of competent media professionals in public performance of professional duties.</p>						
Unit – 1		15 Hrs				
Introduction: definitions of communication need for communication, types of communication, barriers to communication, some models of communication, communication process.						
Unit – 2		15 Hrs				
Interpersonal communication: phatic stage, personal stage, intimate stage, transactional analysis.						
Unit – 3		15 Hrs				
Group communication: small groups, definitions and differences, group interactions, problem solving and decision making, structure and communication, advantages and disadvantages.						
Unit – 4		15 Hrs				
Social communication: folk arts, agents of change, social protest, transmission of knowledge, ritual function, traditional media.						
Unit – 5		15 Hrs				
Mass communication: mass society, mass media, social functions, journalism, advertising, public relations.						
# Mode: Flipped Class Room, Case Discussion, Lectures.						
Suggested Reading:						
<ul style="list-style-type: none"> • Mass Communication Theory — Denis McQuail. New Delhi: Vistaar Publications, 2018. • Folk Arts and Social Communication — Durgadas Mukhopadhyay. New Delhi: Publications Division. • Group Communication — Peter Hartley. London: Routledge. • Essentials of Mass Communication Theory — Arthur Asa Berger. New Delhi: Sage Publications. • Mass Communication in India — Keval J. Kumar. Chennai: Jaico Publishing, 2000. • A Dictionary of Communication & Media Studies — James Watson & Anne Hill. New Delhi. 						

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Course code	Yoga-1, (University Core)	L	T	P	C
BYOGA20S101		0	0	2	2
Pre-requisite	Nil	Syllabus version			
		100 Marks			
Course Objectives:					
<p>To aware the knowledge of yoga and its nature and development of yoga. To learn the knowledge of schools of yoga like Karma Yoga, Bhakti Yoga, Jnana Yoga, Raja yoga, Hatha yoga and Mantra Yoga. To gain the knowledge of Scientific research on yoga. To learn the information about Chakra theory & kundalini yoga. To attain the knowledge of meditation and its types and relevance of yoga to modern life. To gain the knowledge of Scientific research on Meditation. To learn the information on Yogic concepts in Bhagavad Gita. To learn the information on Yogic view of health and illness, Yoga and physical exercises, Yogic techniques for the prevention and treatment of somatic, psychosomatic and psychological illness</p>					
Course Outcome:					
<p>The student can understand the knowledge of yoga and its nature and development of yoga. The student can understand the knowledge of schools of yoga like Karma Yoga Bhakti Yoga, Jnana Yoga, Raja yoga, Hatha yoga and Mantra Yoga. The student developed the knowledge of Scientific research on yoga. The student understood the information about Chakra theory & kundalini yoga. The student has attained the knowledge of meditation and its types and relevance of yoga to modern life. The student has awarded the knowledge of Scientific research on Meditation. The student is understood the information on Yogic concepts in Bhagavad Gita. The student is able to understand the knowledge of Yogic view of health and illness, Yoga and physical exercises. Yogic techniques for the prevention and treatment of somatic, psychosomatic and psychological illness.</p>					
Student Learning Outcomes (SLO):					
<p>Gain knowledge about importance of Anatomy and Physiology in Physical Education. Acquire knowledge about organs of the body and functions of various tissues. Acquire knowledge about various systems in human body. Gain Knowledge and functions of the Nutrients – Carbohydrates, fiber, fats, Proteins, vitamins, minerals and water –in the human body. To understand the functions of the Digestive system &Excretory system and its functions.</p>					
					30 Hrs
<p>The students are required to learn to practice and also teach the following. They are to maintain a record which consists of the step by step details of the yoga practices along with an account of the possible benefits of the practices. The principles, which should be adopted in practice, are the following:</p> <ol style="list-style-type: none"> 1. Proper gradation in order of flexibility, balance and difficulty in performance. 2. Each asana is to be analyzed into intermediate positions in a natural sequence of movement. 3. For purposes of class training each movement to be associated with a count to reach the final pose. 4. Rhythmic breathing should be observed. When the chest is in the expanding position inspiration should take place. In the contracting position expiration should take place rhythmically with movement. In certain asanas duration of retention is important. 5. Proper relaxation should be allowed in between the batches of asanas. Sukshmvayayamam <p>Kriya Practicals: 1.Neti - Jalaand Sutra 2.Dhauti – Jala3.Kapalabhati4.Trataka</p> <p>BandhaTraya:</p>					

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1. Jalandharabandha 2. Moolabandha 3. Uddiyana bandha

Pranayama:

Nadisuddhi 2. Suryabhedana 3. Seetali 4. Sitkari Asanas:

Meditative postures:

1. Sukhasana 2. Swastikasana 3. Ardhapadmasana 4. Padmasana 5. Siddhasana 6. Vajrasana

Relaxation postures:

1. Shavasana 2. Makharasana 3. Matsya kridasana

Suryanamaskara: 1. Pranamasana 2. Hasta uttanasana 3. Padahastanasana 4. Aswasanchalanasana

5. Dandasana 6. Ashtangasana 7. Bhujangasana 8.

Parvatasana

Standing postures: 1. TiryakTadasana 2. Trikonasana 3. Parivrita Trikonasana 4. Veerabhadrasana

5. Katichakrasana

Balancing Postures: 1. Tadasana 2. Vrikshasana 3. Natarajasan 4. Ekapadasana

5. Grudasana 6. Pada Angustasana

Sitting postures: 1. Bhadrasana 2. Virasana 3. Ardha-matsyendrasana 4. Ushtrasana

5. Suptavajrasana 6. Shashankasana 7. Simhasana 8. Marjariasana 9. Shashanka Bhujangasana

10. Yogamudrasana 11. Paschimottanasana 12. Poorvotnasana 13. Lolasana

Suggested Reading:

Iyenger, B.K.S.(1976).

Light on yoga. London: Unwin Hyman Ltd. Ramarao, R.(2015).

Abookon Anushtana Yoga Veddanta (Yogachaitanya Pradeepika)(Telugu) Yoga Consciousness trust, VZM. Satyananda Saraswati, Swami (1989).

Asana, pranayama, mudra, bandha. Munger: Bihar School of Yoga. Swami Mukti bodhananda, (ed.) (1985):

Hatha Yoga Pradipika: Light on Hatha Yoga com. Munger Yoga Publication trust.

Swami Kavalayananda (ed.) (1935).

Asanas. Lonavla. K. aivalyadhama. Venkata Reddy, M. ed.(1982).

Hatha Ratnavali. Arthamuru:

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31/12/14

Course code	Prakrit Language and His Introduction, Paper –I, (Core Course – 9A)	L	T	P	C
BJAPR20Y101	प्राकृत भाषा और उसका परिचय, प्रश्न पत्र –1	3	2	0	5
Pre-requisite	Nil	Syllabus version			
		50 Marks			
Course Objectives:					
<ul style="list-style-type: none"> • प्राकृत भाषा के इतिहास की समग्र और व्यापक जानकारी प्रदान करना। • छात्रों में प्राकृत साहित्य के प्रति रुचि जाग्रत करना। • प्राकृत भाषा के अभ्यास की प्रवृत्ति को विकसित करना। • भाषा में कुशलता एवं दक्षता को विकसित करना। 					
Course Outcome:					
<ul style="list-style-type: none"> • प्राकृत भाषा की क्षमताओं एवं विशेषताओं का ज्ञान होना। • प्राकृत भाषा की सूक्ष्मता का पता चलना। • प्राकृत भाषा के इतिहास और परम्परा का ज्ञान होना। • प्राकृत की विभिन्न कोटियों की समझ विकसित होना। 					
Student Learning Outcomes (SLO):					
<ul style="list-style-type: none"> • छात्रों में भाषा कौशल का विकास होना। • छात्रों में भाषा के अनुकूलन की सोच विकसित होना। • भाषा के अभ्यास के लिए नूतन तकनीक, कौशल विधियों एवं प्रयोगों का ज्ञान होना। • भाषा एवं विषयगत समस्याओं का निदान करने की क्षमता का विकास होना। 					
Unit-I					15
भाषा-					
<ul style="list-style-type: none"> • भाषा की उत्पत्ति। • भाषा का विकासक्रम। • भाषा का स्वरूप। • भाषा का क्षेत्र। 					
Unit -2					15
भाषा और बोली-					
<ul style="list-style-type: none"> • बोली का स्वरूप। • बोली का महत्त्व। • बोली में भाषा के तत्त्व। • भाषा और बोली में अन्तर। • प्राकृत भाषा की उत्पत्ति। • प्राकृत भाषा का विकासक्रम। 					

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Unit-3	15
प्राकृत भाषाओं का सामान्य परिचय –	
<ul style="list-style-type: none"> ● मागधी प्राकृत की विशेषताएँ। ● अर्धमागधी प्राकृत की विशेषताएँ। ● शौरसेनी प्राकृत की विशेषताएँ। ● जैन शौरसेनी प्राकृत की विशेषताएँ। ● महाराष्ट्री प्राकृत की विशेषताएँ। ● जैन महाराष्ट्री प्राकृत की विशेषताएँ। ● पैशाची प्राकृत की विशेषताएँ। ● अपभ्रंश प्राकृत की विशेषताएँ। 	
Unit-4	15
प्राकृत के प्रमुख वैयाकरण और उनके ग्रन्थ –	
<ul style="list-style-type: none"> ● चण्ड – प्राकृत लक्षण। ● वररुचि – प्राकृत प्रकाश। ● हेमचन्द्र – सिद्धहेमशब्दानुशासन। ● मार्कण्डेय – प्राकृत सर्वस्व। ● मुनि रत्नचन्द्र – जैन सिद्धांत कौमुदी। ● प्रो. उदयचन्द्र – शौरसेनी प्राकृत व्याकरण। ● आचार्य सुनीलसागर – प्राकृत बोध। 	
Unit-5	15
प्राकृत का लाक्षणिक साहित्य –	
<ul style="list-style-type: none"> ● प्राकृत के अलंकार ग्रन्थ। ● प्राकृत के कोश ग्रन्थ। ● प्राकृत के छन्द ग्रन्थ। ● अलंकार, कोश, छन्द ग्रन्थों के ग्रन्थकार। 	

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# Mode: Flipped Class Room, Case Discussion, Lectures			
Text/Reference Books			
	<ol style="list-style-type: none"> 1. प्राकृत साहित्य का इतिहास— डॉ. जगदीशचंद्र जैन, चौखम्बा विद्याभवन, वाराणसी, 1961 2. प्राकृत साहित्य की रूपरेखा – डॉ. तारा डागा, प्राकृत भारती संस्थान, जयपुर 3. प्राकृत रत्नाकर – डॉ. प्रेमसुमन जैन, प्राकृत विद्यापीठ, श्रवणबेलगोला, कर्नाटक 4. प्राकृत भाषा और साहित्य – प्रो. ऋषभ चन्द्र जैन' फौजदार', निदेशक, प्राकृत जैनशास्त्र और अहिंसा शोध संस्थान वैशाली, (बिहार), 2017 5. प्राकृत भाषा और साहित्य का आलोचनात्मक इतिहास – डॉ. नेमिचन्द्र शास्त्री, तारा बुक, ऐजन्सी, वाराणसी। 6. शौरसेनी प्राकृत व्याकरण – डॉ. उदयचन्द्र जैन, उदयपुर, प्रकाशन : प्राकृत भारती, जयपुर। 7. प्राकृत-बोध – आचार्य सुनील सागर, सम्पादक : डॉ. महेन्द्र जैन मनुज इन्दौर, जैन संस्कृति शोध संस्थान, इन्दौर। 8. प्राकृत भाषाओं का व्याकरण – रिचर्ड पिशेल, हिन्दी अनुवाद – हेमचन्द्र जोशी, प्रकाशक – बिहार राष्ट्रभाषा परिषद, पटना (बिहार)। 9. जैन सिद्धांत कौमुदी – मुनि रत्नचन्द्र, लाहौर। 10. प्राकृत दीपिका – डॉ. सुदर्शन लाल जैन, पार्श्वनाथ विद्यापीठ, वाराणसी। 		

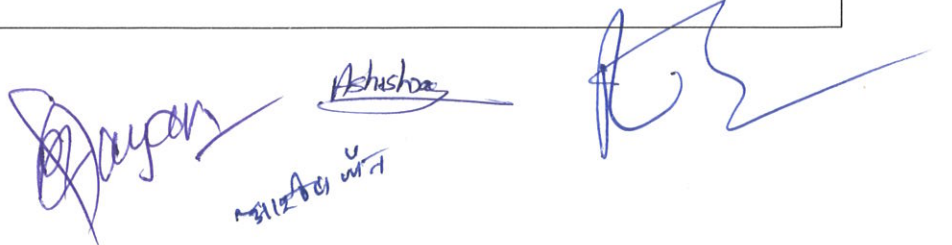
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Course code	Linguistics and Prakrit Grammer, Paper –II, (Core Course – 9B)	L	T	P	C
BJAPR20Y102	भाषाविज्ञान एवं प्राकृत व्याकरण, प्रश्न पत्र –2	3	2	0	5
Pre-requisite	Nil	Syllabus version			
		50 Marks			
Course Objectives:					
<ul style="list-style-type: none"> भाषा विज्ञान की आवश्यक जानकारी प्रदान करना। छात्रों में प्राकृत व्याकरण के प्रति रुचि जाग्रत करना। प्राकृत भाषा के अभ्यास की प्रवृत्ति विकसित करना। भाषा में कुशलता एवं दक्षता विकसित करना। 					
Course Outcome:					
<ul style="list-style-type: none"> प्राकृत भाषा की क्षमताओं एवं विशेषताओं का ज्ञान होना। प्राकृत भाषा दक्षता और उसकी सूक्ष्मता का पता चलना। प्राकृत भाषा की व्याकरण परम्परा का ज्ञान होना। प्राकृत व्याकरण की विभिन्न कोटियों की समझ विकसित होना। 					
Student Learning Outcomes (SLO):					
<ul style="list-style-type: none"> प्राकृत में लेखन कौशल का विकास होना। भाषा के अनुकूलन की सोच विकसित होना। नूतन तकनीक, कौशल विधियों एवं प्रयोगों का विकास होना। भाषागत समस्याओं का निदान करने की क्षमता का विकास होना। 					
Unit-I					15
भाषा विज्ञान –					
<ul style="list-style-type: none"> भाषा विज्ञान का महत्त्व। भाषा विज्ञान के अध्ययन की आवश्यकता। भाषा विज्ञान की परिभाषा। भाषा विज्ञान का क्षेत्र। भाषोत्पत्ति के सिद्धान्त। 					
Unit -2					15
भाषा-विज्ञान का वैशिष्ट्य-					
<ul style="list-style-type: none"> व्याकरण और भाषा-विज्ञान। साहित्य और भाषा-विज्ञान। देश भाषा और भाषा विज्ञान। अर्थपरिवर्तन की दिशाएँ। 					



<ul style="list-style-type: none"> • अर्थपरिवर्तन के कारण। • प्रमुख भारतीय भाषा वैज्ञानिक। 	
Unit-3	15
प्राकृत की प्रमुख प्रवृत्तियाँ –	
<ul style="list-style-type: none"> • स्वर परिवर्तन : आदि, मध्य, अन्त्य स्वरागम। • आदि स्वर लोप, मध्य स्वर लोप। • व्यंजन परिवर्तन : आदि, मध्य, अन्त्य व्यंजनागम। • आदि, मध्य और अन्त्य व्यंजन लोप। • वर्ण विपर्यय और स्वर भक्ति। • 'य' श्रुति और 'व' श्रुति। 	
Unit-4	15
<ul style="list-style-type: none"> • प्राकृत व्याकरण (सिद्धहेमशब्दानुशासन का आठवाँ अध्याय, प्रथम पाद) – हेमचन्द्र (सूत्र 1-100)। 	
Unit-5	15
अनुवाद –	
<ul style="list-style-type: none"> • प्राकृत से हिन्दी। • हिन्दी से प्राकृत। 	

Akshayan

अनुवाद

# Mode: Flipped Class Room, Case Discussion, Lectures			
Text/Reference Books			
	<ol style="list-style-type: none"> 1. प्राकृत भाषा और साहित्य – प्रो. ऋषभ चन्द्र जैन 'फौजदार', निदेशक, प्राकृत जैनशास्त्र और अहिंसा शोध संस्थान वैशाली, (बिहार), 2017 2. प्राकृत भाषा और साहित्य का आलोचनात्मक इतिहास – डॉ. नेमिचन्द्र शास्त्री, तारा बुक ऐजन्सी, वाराणसी। 3. अभिनव प्राकृत व्याकरण – डॉ. नेमिचन्द्र शास्त्री, तारा बुक ऐजन्सी, वाराणसी। 4. शौरसेनी प्राकृत व्याकरण – डॉ. उदयचन्द्र जैन, उदयपुर, प्राकृत भारती, जयपुर। 5. प्राकृत-बोध – आचार्य सुनील सागर, जैन संस्कृति शोध संस्थान, इन्दौर। 6. भाषा विज्ञान – भोला नाथ तिवारी, किताब महल, इलाहाबाद। 7. भाषा विज्ञान एवं भाषा-शास्त्र – डॉ. कपिलदेव द्विवेदी, विश्वविद्यालय प्रकाशन, वाराणसी, 2012 		

Ashish

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आशुषि जैन