

Department of Sanskrit
Program and Course Outcomes
CBCS

Semester	Course code	Name of the book with chapter and area	Particulars	Outcomes
Sem -1	CC-1	Section –A Raghubansam Canto -1, Verses - 1 to 25	Written by Kalidasa, time 4 th century A.D.	<ol style="list-style-type: none"> 1. Create clear and compelling communication in writing, speech and other media. 2. Closely analyze text. 3. Improve creative thinking. 4. Improve grammatical skill
		Section – B Kumarsambhaba m, Canto – v, Verses – 1-30	Kalidasa, time -4 th century AD	<ol style="list-style-type: none"> 1. Good reading knowledge. 2. Developing critical thinking. 3. Gain a deeper understanding of Indian culture. 4. Improving vocabulary. 5. Increased interest in Epic.
		Kiratarjuniyam , Canto 1 Verses – 1-25	Bharavi	<ol style="list-style-type: none"> 1. The program would provide the critical reasoning. 2. Understanding Sanskrit literature in global scenario. 3. Improving grammatical skill. 4. Increase the ability to explain.
		Nitisatakam Verses – 1 -20		<ol style="list-style-type: none"> 1. Students get moral education through this text. 2. Develop a strong concept of ancient Indian History, philosophy and literature. 3. Create values in students ; this values include honesty, respect, empathy, responsibility, integrity and more. 4. It helps to negotiate texts independently along with the ideas of truth of life. Able to understand the role of moral values through the text, ‘Nitishatakam’
		Section –E Origin and development of Mahakavya and Gitikavya		<ol style="list-style-type: none"> 1. Students will be able to write Devanagari scripts. 2. Enhance communication skill with Sanskrit language: listening, speaking, reading and writing.
Sem -1	CC-2	Vedic literature Section –A , unit - 1 Samhita- (Rik , Yajus, Sama, Atharva) & Brahamana, Aranyaka,		<ol style="list-style-type: none"> 1. Student would know about Vedic mantras, their application. 2. They will be able to know Vedic grammar. 3. Student would know about ancient Indian history and Social life and culture etc. so that they can analysis past richness of the history.

		Upanishada, Vedanga		
		Sec-B Ramayanam	Written by Valmiki	<ol style="list-style-type: none"> 1. Pupils able to read and understand any Sanskrit text. 2. Acquire knowledge on value of ethics which strengthens inner sense. 3. Educate students about the journey writing methods and different styles of Indian script. 4. Enhance the stronger sense of words of pronunciation, utility of words in various ways, ability of word making. 5. Students can learn morals from the characters of Ramayanam in daily life.
		Sec-C Mahabharata (unit 1 &2)	Written by Vysa	<ol style="list-style-type: none"> 1. Enhance creative thinking and moral values. 2. Students would know about characteristics of Mahakavya. 3. Students will be able to know introduce our culture, heritage and its importance through Mahabharata. 4. It will enhance the concept of war and family culture.
		Sec – D Puranas	Written by Vyasa	<ol style="list-style-type: none"> 1. Students would know about ancient Indian history and social life and culture etc. 2. Enhance moral values and creative thinking. 3. Know about our religion and mythology. 4. Acquire knowledge on value of ethics.
		Sec – E General introduction to Vyakarana, Darshana, sahitya sastra		<ol style="list-style-type: none"> 1. Student would know about Paniniyan and non Paniniyan grammar school. 2. Pupils can be introduce with philosophical hymns of Indian culture. 3. Students can know about history of Indian Rasasastra and Alankarasastra
Sem -2	CC-3	Sec –A Sukanasopadesa	Written by Banabhata	<ol style="list-style-type: none"> 1. Familiarize some notable works from prose kavya. 2. Students would know about that ethical value of the money and property. 3. Students can be conscious regarding introducing with cunning and clever people. 4. Students can learn about self-control in a critical situation.
		Sec – B	Written by Dandin	<ol style="list-style-type: none"> 1. Familiarize some notable works from prose kavya.

		Rajvahanacharitam		2. Students can improve their cognitive level of love and responsibilities.
	CC-4	Gita: Sec- A) Cognition and emotive apparatus, B) Controlling the mind confusion and conflict. C) Self management through devotion	Written by Vyasa	1. Through Gita they will be manage their cognition, emotive apparatus, confusion and conflict of mind. 2. Through Gita they will be self management of inner sense and self-development.
Sem -3	CC-5	Sec-A Swapnavasavatam	Written by Bhasa	1. Students will be know that about ancient drama. 2. They will be able to know about the characters of this text. 3. Pupils know about the society, cultural, political aspects and aesthetic values of that time depicted in this text.
		Sec –B Abhijnansakuntalam	Written by Kalidasa	1. Students will be know about the Sanskrit dramaturgy. 2. Through this text students know many things : A) Text reading, B) Grammatical skill development, C) Enhance creativity, D) Able to know society on that time. E) Marriage system, F) Kalidasa highlights the differences between hermitage and the royal court. H) Kalidasa shows us the intoxicating nature of passion and love, and how it might lead to a neglect of once duty/dharma. I) The story emphasizes the consequences of not being honest and transparent in relationships.
Sem -3	CC- 6	Sec –A Introduction to Sanskrit poetics	Unit – 1,2	1. They will be know about the Sanskrit poet and poetics, origin and development of Sanskrit poetics. 2. They will be also know about laksana prayojana and hetu of poetry.
		Sec- B Forms of Kavya literature		1. Familiarize some notable works from kavya literature. 2. Students will be able to know about the difference of kavya and their characteristics. 3. They will be also able to know about the kavya sastra.

		Sec – C Sabda- sakti and rasa-sutra		1. Students will be able to know about the sabda- sakti and rasa-sutra.
Sem -3	CC-7	Sec – A Indian social institutions: nature and concepts [Unit -1 Indian social institutions. Unit - 2 Social institution and Dharma sastra literature]	1. Man usmr iti- 2.12, 10.6 3, 6.92 2. Yajn aval kyas mriti – 1.7,1 .1,1. 3	1. The students would learn about the ancient Indian educational system and polity, their nature concepts through the text of Dharmasastra. 2. The students would know about the ancient Indian literature and literary works.
		Sec –B Structure of society and values of life (Unit 1,2)	i)Rigveda: 10.90.12 ii)Mahabhar ata – Shanti parva-72.3- 8,65.13-22 iii)Bhagavat gita- 4.13,18.41- 44, iv) Mahabharat a- Anusasanap arva- 48.3- 11 v)Apastamb a dharmasutra -2.5-11,10- 11 vi) Boudhayana dharmasutra – 1.8.60,13- 14 vii) Manusmriti – 10,64 viii) Yajnavalkas mriti – 1.96	1. The students would learn about ancient Indian structure of society. 2. The students will take the knowledge about values of life. 3. With the help of these texts students learn discipline and they are able to build their moral character.

	Sec –B Unit -3,4	Unit -3 Position of women in the society : Mahabharat a: Anusasanap arva-46.5-11 Sabhaparva -69.4-13 Brihatsamhi ta of Varahamihira – Striprasams a-74.1-10 Unit -4 Social values of life.	<ol style="list-style-type: none"> 1. Through this texts student would learn about the position of women in ancient India. 2. Students can imagine how women participated in the social religious economic life in ancient India.
	Sec – C Indian Polity: Origin and development	<ol style="list-style-type: none"> 1. Rigveda 2. Atharvaveda 3) Shatapathabrahmana 4. Arthasastra 5. Mahabharat a 6. Manusmriti 7. Nitivyakamrita 8. Relevance of Gandhian thought in modern period 	<ol style="list-style-type: none"> 1. The students would learn about the election process of king in ancient India. 2. They also know about parliamentary institutions. 3. Students can know about the concept of welfare state in Arthasastra. 4. They also know about the constituent elements of Jain polity. 5. They know about the Satyagraha.
Sem -3	Sec- D Cardinal Theories and thinkers of Indian Polity	<ol style="list-style-type: none"> 1. Arthasastra 2. Mahabharat a 	<ol style="list-style-type: none"> 1. Students can know many policies of war and peace. 2. They also know that many theories and state power. 3. Students would know about important thinkers on Indian polity.

			3. Shukranitisa ra	
	Sec – A1	1.Translation 2.Comprehension 3.Paragraph writing 4.Letter writing 5.Essay writing		<ol style="list-style-type: none"> 1. Enhance communication skills – listening, speaking, reading, writing. 2. Improving grammatical skill.
Sem -4	CC-8	Sec- A Epigraphy	Unit - 1,2,3,4	<ol style="list-style-type: none"> 1. The students would know about the historical importance of Indian epigraphy. 2. They also able to know importance of Indian inscriptions in the reconstruction of ancient Indian history and culture. 3. Pupils also know about the contribution of scholars in the field of Epigraphy.
		Sec – B Palaeography	Unit-1,2,3	<ol style="list-style-type: none"> 1. The students would know about the antiquity of the art of writing. 2. They also know about the writing materials, inscribers and library in ancient India. 3. The students able to know the ancient Indian scripts.
		Sec –C Study of selected inscriptions	Unit-1,2,3,4 i) Asoka’s Girnara’s rock edict - 1 Asoka’s Sarnath pillar edict ii) Girnara inscriptions of Rudradama na. iii) Eran pillar inscription of Samudragu pta. Mehrauli iron pillar inscription of Chandra iv) Khalimpur copper plate	<ol style="list-style-type: none"> 1. Through the selected inscriptions student would know about the Asokan Brahmi script, Gupta Brahmi script and Bengal inscription.

			inscription of Chandra.	
		Sec – D Chronology	Unit -1,2,3	1. The students would know about the ancient Indian chronology and chronograms.
Sem -5	CC-9	Sec – A Mahakavya and Charitkavya	Unit -1,2	1. Provide information about the spread and influence of Sanskrit literature and culture through the ages in various parts of the world in medieval and modern times.
		Sec –B Gadya and Rupak	Unit -1,2,3,4	1. To grow the interest of the students on ancient Indian culture, history, life etc. 2. To enhance their interest in Sanskrit literature.
Sem -5	CC – 10	Sec – A Sanskrit studies in west	Unit -1	1. Students are able to know Sanskrit studies across the world and they will discover Sanskrit world literature, language and art. 2. Students will also find the philosophy of the Sanskrit stalwart. 3. Discover the Sanskrit fables in world literature, languages and art.
		Sec –B Sanskrit studies in east	Unit -1	
		Sec - C Sanskrit fables in world literature	Unit -1,2	
		Sec –D Ramayana and Mahabharata in south eastern Asia Sec –E Kalidasa in west Sec – F Sanskrit studies across the world	Unit -1,2	1. Students will gather knowledge in various aspects in Indian Epics, that is philosophy, society, culture, life, history, ethics etc. ; which strengthens their inner sense. 2. Students will know the influence of Indian poet Kalidasa’s works in the western literature. 3. To show more expensive view of Kalidasa in world Sanskrit literature. 4. Imparting the knowledge in Sanskrit studies across the world. 5. Students will study how Sanskrit literature has impacted India’s cultural ties with south east Asian countries.
Sem -5	CC-11	Sec- A Vedic literature	Unit-1,2,3	1. Students will realize the ideas of Vedic seers best on philosophical moral ritual and scientific principles by reading the Vedic literature. 2. Students will familiarize the subject matter and methodology of Vedic hymns. 3. They will enhance their knowledge in our oldest pictures.

		Sec –B Vedic grammar		<ol style="list-style-type: none"> 1. Enhance the stronger sense of pronunciation of Vedic hymns. 2. Ability to know Vedic literature to explain Vedic grammar and languages.
		Sec –C Brahman, Upanishad	Unit -1,2	<ol style="list-style-type: none"> 1. From the study of Brahmana and Upanishads they will know strength of unity, power of mind, ethical values, social responsibilities, cultural concepts, philosophical and psychological ties of life. 2. Ability to know Vedic ritual to gain knowledge about the people and society of that period.
	DSE – 1	Sec –A Tarkabhasa,Sapta padartha	Unit-1,2	<ol style="list-style-type: none"> 1. Able to the actual concept of Nyaya and Vaisesika. 2. Students will also able to differentiate the Nyaya theory with Vaisesika and also the subject matters.
		Sec – B Vivekachuramani		<ol style="list-style-type: none"> 1. Students will acquire basic knowledge of Vedanta philosophy. 2. They will also know the branches of Vedanta system, their founder. 3. They will enhance their philosophical view of Vedanta and they can apply in their practical and spiritual life.
Sem -6	CC-12	Sec – A Sanskrit grammar- Samjna,vartika,bh asya etc.		<ol style="list-style-type: none"> 1. By studying this course students will understand the basic structured image of Panini’s grammar. 2. Language specification and modes are introduced through the study of Paninian grammar. 3. Students can enhance their skills and vocabulary.
		Sec –B Philology		<ol style="list-style-type: none"> 1. Learners enhance they are stronger sense of pronunciation, utility of words in various way. 2. Introduce the general knowledge of Philology. 3. Students can enhance their ability of word making. 4. The practice of rules learnt from the reading texts will further enhance their knowledge of the structural patterns of Sanskrit language.
		Sec –C Karaka prakaranam		<ol style="list-style-type: none"> 1. Reading this text learners will gain knowledge about syntax of Sanskrit language and general concept of Sanskrit grammar.

		Sec –D Samasa prakaranam		<ol style="list-style-type: none"> 1. Students can develop their knowledge of making sentence. 2. To learn Sanskrit language perfectly it is necessary to read grammar and grammatical literature like Siddhanta kaumudi.
	DSE -2	Sec – A Sahityadarpan	Unit-1,2,3	<ol style="list-style-type: none"> 1. The rhetoric book Sahityadarpan is prescribed here to know the formulation concerning theory of aesthetics pleasure. 2. Students will be able to know about several theoretical aspects of sahyadarpan. 3. Students can learn about dhvani, rasa, bhava etc.
	CC-13	Sec-A Essentials of Indian philosophy	Unit-1,2,3	<ol style="list-style-type: none"> 1. Students will become familiar with Indian philosophy and its two branches (Astika & Nastika) 2. They will also know the basics of Darshan. 3. Students are able to analyze any statement in logical way. 4. Imparting knowledge of basic living and concepts from our ancient philosophical treatises which is time less and still applicable the society.
		Sec – B Ontology	Unit - 1,2,3,4	<ol style="list-style-type: none"> 1. Students will become familiar with primary and one of the most important and influential school of Indian philosophy, i.e, Nyaya –Vaisesika through its basic text the tarkasangraha. 2. They will also be introduced to essential problems in philosophy causation, ontology and Epistemology. 3. This will enable students to engage with other texts in Indian philosophy with some case. 4. Epistemology can analysis of four means of obtaining knowledge (Pramana) perception inference, comparison and word admitted by Annam Bhatta should be known to get and over view of Indian philosophy
		Sec – C Epistemology	Unit- 1,2,3,4,5,6	
	DSE -3	Vyakarana Sec- A,B,C		<ol style="list-style-type: none"> 1. In order to learn Sanskrit language perfectly it is necessary to read grammar and grammatical literature like Siddhanta Kaumudi. 2. The students should know how a Sanskrit term of Tinanta has been formed.

				<ol style="list-style-type: none"> 3. Regarding technical issues should be properly communicated to the students. 4. Students will enhance their pronunciation, effective communication level and application of basic grammar.
Sem -6	CC-14	Sec –A Vibhaktyartha, voice and Krit	Unit -1,2	<ol style="list-style-type: none"> 1. Students will ensure the basics of Sanskrit grammar. 2. They will be able to construct the sentences. 3. Students should know how a Sanskrit term both Tinganta and kridanta have been formed. 4. They will also understand some most important primary and secondary suffixes of Sanskrit. 5. The practice of the application of the rules learnt from the reading of the texts will further enhance their knowledge of the structural paterens of Sanskrit language.
		Sec – B Translation and Communication	Unit – 1,2	<ol style="list-style-type: none"> 1. Grow the stronger sense and effective communication level which enhance their proficiency in Sanskrit. 2. They can able to read and understand any Sanskrit text.
		Sec –C Essay	Unit -1,2	<ol style="list-style-type: none"> 1. Students can write essays on traditional subject like Upanishad, Ramayana, Purana, Mahabharata etc. 2. Students logical thinking process will be grown up. 3. They can participate on an event like debate etc. 4. They can able to understand role of moral values.
	DSE -4	Sec – A Veda	Unit -1,2	<ol style="list-style-type: none"> 1. Students will gathered information of eastern and western interpretations of the Veda. 2. Veda’s are enriched with stories fables etc. 3. By reading the stories they can develop their moral values, social prospect, cultural activity, behavior etc.
		Sec –B	Unit – 1,2	<ol style="list-style-type: none"> 1. Students can get some type of spiritual knowledge from these Upanishad which make them moral in their behavior and life. 2. They will be able to know the nature and characteristics of these Upanishads and their subject matters.

				<ol style="list-style-type: none">3. They will also be able to know the dialogues and stories of these texts.4. They will strengthen their spiritual knowledge, epistemology, morality, society and their developments need the reading of our sastras like Taittiriyopanishad and Mundakapanishad.
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