

Bankim Sardar College
A College with Potential for Excellence

Department of Sanskrit

Programme Outcome (PO) - Programme Specific Outcome (PSO) - Course Outcome (CO)

Programme Outcome (PO) – Bachelor’s degree in Sanskrit is awarded upon completion of three full years of the subject study at the undergraduate level. The learning at the end of the course enables the student to have the academic, behavioral and social competencies as given below which is our Programme Outcome (PO) :

Proficiency in Academics:

- Basic communication skills in understanding Sanskrit with LSRW (Listening, Speaking, Reading & Writing) capacities.
- Skill adaptability in specific areas.
- Usage of critical thinking while correlating concepts with personal experiences.
- Usage of Shastric discipline and ancient traditional learning while discriminating others.
- Articulation of ideas, literary writing, innovations and effective presentation skills in Sanskrit as well as in other native Indian languages and English.
- Building confidence to explore and study various Indian sciences.
- Ability to explore ancient Indian sciences with confidence.
- Competency building to convey the society at large about Indic Knowledge and wisdom.
- Confidence in the chosen discipline knowledge along with the methodology – like data analysis, computer literacy.
- Being technically sound to utilize various e-resources, social media network etc. for furthering the purposes of Sanskrit education.

Personal & Behavioral Competence:

- Self-respect and respect for others.
- Self-development, health and hygiene, self-regulation skills.
- Self-confidence in executing and planning and execution of tasks.
- Development of positive attributes such as empathy, compassion, social participation, accountability etc.
- Development of cultural and historical sensibility particularly indigenous traditions, socio-cultural context and diversity.
- Competency in communicating, interacting, listening, speaking and observational skills.
- Appreciate and tolerate various perspectives.
- Art of negotiation, working in group and independently, interacting with stakeholders.
- Developing patriotism with a sense of responsibility
- Accentuating memory power and concentration in a specific area.

Social Competence:

- Ethical, social and ecological responsibility and acknowledging the dignity and presence of others, learning of values and social concerns reflected in social participation
- Objective and unbiased work attitude, avoiding unethical behaviors such as data fabrication and plagiarism, observing code of conduct, respecting

intellectual property rights and being aware of the implications and ethical concerns of research studies.

- Commitment to health and wellbeing at different levels (e.g. individual, organization, community, society).
- Collaboration, cooperation and realizing the power of groups and community.
- Analyzing social problems and understanding social dynamics.
- Gender sensitization including gender respect, respect for one's own gender, dealing with gender confusion and gender identity issues.
- Commitment to keep the environment clean and green.
- Awareness of Patriotism from literature and the ethical awareness towards our country and our duties for it.
- Being an ambassador to the Shastric literature.

Programme Specific Outcome (PSO) –

- **Introduction to Contents of Sanskrit:** Offering learning opportunities to orient the students towards the scientific and humanistic study of the Sanskrit language.
- **Conversational Sanskrit:** Creating a language environment for students to acquire the language skills assessed by their conversation and usage of the language.
- **Personality Development:** Help shaping cognitive, affective and behavioral abilities of students for building responsible academic professionals and researchers.
- **Social relevance:** Infusing the notion of Seva (service) in the students to be able to take part in social transformation.
- **Contextualization of Ancient Wisdom:** knowing the application of ancient Indian wisdom in contemporary problem solving situations.
- **Best of the Past:** Imparting knowledge of basic living and concepts from ancient literature which is timeless and still applicable to the society.
- **Life Skills:** Facilitating acquisition of basic skills in major areas of application e.g. leadership, communication, research aptitude, behavioral modification etc.
- **Inculcation of Ethics and Moral Values:** Developing a strong sense of ethical and moral aptness in general and in the context of learning.
- **Multi-cultural living:** Developing respect for social diversity and increasing social and cultural relevance learning.
- **Indigenous life style:** Imparting knowledge of Indian calendar, cultural events, food culture, life style etc for practicing a more indigenous lifestyle.
- **ICT for Sanskrit:** Introducing ICT tools for learning and educating Sanskrit to other aspirants.

Name of the Paper	Section	Unit No	Topic	Course Outcome
	Section - A Raghuvamśa	UNIT I	Canto I, Verses : 1-10 - Introduction (Author & Text), Appropriateness of Title, Grammatical analysis, meaning, translation, Explanation, Content analysis, Characteristics of Raghu clan	This course aims to get students acquainted with Classical Sanskrit Poetry. It intends to give an understanding of literature, through which students will be able to appreciate the development of Sanskrit Literature. The course also seeks to help students to
		UNIT II	Canto I, Verses : 11-25 - Grammatical Analysis, meaning, translation, Explanation, Role of Dilīpa in the welfare of Subjects	

Core Course -1: Classical Sanskrit Literature (POETRY)	Section – B Kumārasambhava	UNIT I	Canto V, Verses : 1-15 - Introduction (Author & Text), Appropriateness of Title, Background of given contents, Text reading , grammatical Analysis, translation, explanation, Poetic excellence and plot	<p>negotiate texts independently. This course also seeks to help students negotiate texts independently and to have some idea of eternal truth of life.</p> <ol style="list-style-type: none"> 1. To give an overall understanding of Mahakavyas. 2. To enable the students to understand and appreciate Sanskrit Poetry. 3. To create awareness of proper pronunciation and recitation of poems in a charming way.
	Section - C Kirātārjunīya	UNIT II	Canto V, Verses : 16-30 - Grammatical Analysis, translation, Explanation, Penance of Pārvaṭī, Poetic excellence and plot	
		UNIT I	Canto I, Verses : 1-16 - Introduction (Author & Text), Appropriateness of Title, Background of given contents, Grammatical Analysis, translation, Explanation, Poetic Excellence, Thematic Analysis	
		UNIT II	Canto I, Verses : 17-25 - Grammatical Analysis, translation, Explanation, Poetic Excellence, Thematic Analysis	
		Section - D Nītiśataka	UNIT I	
	Section - E Origin and Development of Mahākāvya and Gītikāvya	UNIT II	Verses : 11-20 - Translation, Explanation, Thematic Analysis, Bhartṛhari's Comments on Society	
		UNIT I	Origin Development of different types of Mahākāvya with special reference to Aśvaghoṣa, Kālidāsa, Bhāravi, Māgha, Bhaṭṭi, Śrīharṣa.	
		UNIT II	Origin Development of Sanskrit with Gītikāvya special reference to Kālidāsa, Bihlaṇa, Jayadeva, Amaru, Bhartṛhari and their works	
Core Course -2: Critical Survey of Sanskrit Literature	Section- A Vedic Literature	UNIT I	Samhitā (Rk, Yajus, Sāman, Atharva) Time, Subject matter, Religion & Philosophy, Social life	<p>This course aims to get students acquainted with the journey of Sanskrit literature from Vedic literature to Purāṇa. It also intends to give an outline of different shastric traditions, through which students will be able to know the different genres of Sanskrit Literature and Śāstras. This course aims to get the students acquainted with the glimpses of the basic approach to the study Indian philosophy. It also intends to give an elementary understanding of Indian Philosophy.</p> <ol style="list-style-type: none"> 1. To create basic knowledge about the history of the Indian Philosophy. 2. To familiarize the students with the main propounders of Sad Darsanas. 3. To make the students aware of the main
		UNIT II	Brāhmaṇa, Āraṇyaka, Upaniṣad, Vedāṅga (Brief Introduction)	
	Section-B Rāmāyaṇa	UNIT I	Rāmāyaṇam– Time, Subject matter, Rāmāyaṇam as an Ādikāvya	
		UNIT II	Rāmāyaṇam –Source Text and its Cultural importance	
	Section- C Mahābhārata	UNIT I	Mahābhārata and its Time , Development and Subject matter	
		UNIT II	Mahābhārata: Encyclopaedic nature, as a source, of subsequent literature, Cultural importance	
	Section- D Purāṇas	UNIT I	Purāṇas : Subject matter, Characteristics	
		UNIT II	Purāṇas : Social, Cultural and Historical Importance	

	Section –E General Introduction to Vyākaraṇa, Darśana, Sāhitya Śāstra	UNIT I	General introduction to Vyākaraṇa, Brief History of Vyākaraṇa-Śāstra	Principles and concepts in the Indian Philosophy.
		UNIT II	General introduction to Darśana. Major School of Indian Philosophy of Cārvāka, Bauddha, Jaina, Sāṃkhya, Yoga, Nyāya-Vaiśeṣika, Pūrva Mīmāṃsā and Uttara Mīmāṃsā	4. To make the students aware of the important works in the Indian Philosophy.
		UNIT III	General introduction to poetics-Six Major School of Indian Poetics- Rasa, Alaṃkāra, Rīti, Dhvani, Vakrokti and Aucitya	
Core Course -03: Classical Sanskrit Literature (PROSE)	Section - A Śukanāsopadeśa	UNIT I	Introduction – Author and text	This course aims to acquaint students with Classical Sanskrit Prose literature. Origin and development of prose, Important prose romances and fables Sanskrit are also included here for students to get acquainted with the beginnings of Sanskrit Prose literature. The course also seeks to help students negotiate texts independently. The course also helps the students to critically assess the prose texts on a comparative basis 1. To give an overall understanding of Prose Literature 2. To enable students to understand the poetic works in Sanskrit. 3. To enable the Students to understand and appreciate Sanskrit Prose Literature. To make students understand and appreciate Sanskrit Prose and fables. 1. To give the students an overall understanding of narrative Literature in Sanskrit. 2. To Familiarize the students with Gadyakavya
		UNIT II	Social and Political Thoughts depicted in Śukanāsopadeśa logical meaning and application of saying like बाणोच्छिष्टं जगत् सर्वम्, वाणी बाणो बभूव, पञ्चाननो बाणः etc.	
	Section - B Rājavāhanacarita	UNIT I	Para 1-8 Introduction- Author, Text, Text Reading (Grammar, Translation and Explanation), poetic excellence, plot.	
		UNIT II	Remaining part- Text reading (Grammar, Translation and Explanation), poetic excellence, plot, Society, Language and style of Daṇḍin, Exposition of saying – दण्डिनः पदलालित्यम्, कविर्दण्डी कविर्दण्डी कविर्दण्डी न संशयः।	
	Section - C Origin and Development of prose, Important prose romances and fables	UNIT I	Origin and Development of prose, important prose romances and fables. Subandhu, Daṇḍī, Bāṇa, Ambikādatta Vyāsa.	
		UNIT II	<i>Pañcatantra, Hitopadeśa Vetālapañcaviṃśatikā, Siṃhāsana dvātriṃśikā, Puruṣaparikṣā, Śukasaptati.</i>	
	Section- A Gītā : Cognition and emotive apparatus Allotted Marks-30	UNIT I	Hierarchy of Indriya, Manas, Buddhi, Ātman III, 42; XV. 7 Role of the Ātman : XV. 7; XV.9 Mind is a product of Prakṛti VII.4 Properties of three Guṇas and their impact on the Mind. XIII, 5-6; XIV. 5-8, II-13, XIV.17	The objective of this course is to study the philosophy of self-management in the Gītā. The course seeks to help students negotiate the text independently without referring to the traditional commentaries so as to enable

Core Course -04 - SELF MANAGEMENT IN THE GĪTĀ	Section-B	UNIT I	Gītā : Controlling the mind Confusion and Conflict Nature of conflict I.1 ; IV.16 ; I.45; II.6 causal factors-ignorance- II.41 ; Indriya II.60, Mind II.67 ; Rajoguṇa-III.36-39, XVI. 21 ; weakness of mind .II.3 ; IV.5	them to experience the richness of the text. 1. To make the students aware of the main teachings of Bhagavad Gita.
		UNIT II	Means of controlling the Mind Meditation difficulties-VI. 34-35 ; Procedure VI. 11-14 Balanced life-III.8, VI.6-7 Diet control-XVII. 8-10 Physical and mental discipline- XVII.14-19 ; VI.36	The course enables students to experience the richness of spirituality and its impact on day to day life.
		UNIT III	Means of conflict resolution Importance of knowledge –II. 52; IV.38; IV. 42 Clarity of Buddhi-XVIII. 30-32 Process of decision making – XVIII.63 Control over senses-II.59, 64 Surrender of Kartṛbhāva- XVIII.13-16 ; V.8-9 Desirelessness-II.48 ; II.55 Putting others before self –III.25	
	Section- C	UNIT I	Gītā : Self-management through devotion Surrender of ego – II. 7; IX.27 ; VIII.7 ; XI. 55 ; II.47 Abandoning frivolous debates- VII.21 ; IV.11 ; IX.26 Acquisition of moral qualities-XII.11 ; XII.13-1	
CC 5 : CLASSICAL SANSKRIT LITERATURE (DRAMA)	Section –A Svapnavāsavadatta m ACT I –VI	UNIT I	Act I-IV: Story, Meaning/Translation, Explanation.	This course aims to acquaint students with two most famous dramas of Sanskrit literature which represent two stages in the growth of Sanskrit drama. Origin and development of Drama are also included here for students to get acquainted with the beginnings of Sanskrit Drama literature. This course aims to acquaint students with Kalidasa’s best drama and Sanskrit metres The course enables students to experience the aesthetic brilliance of Sanskrit drama and dramatic techniques. This course also reflects poetic excellence but also depict contemporary society and highlight human values. To familiarize the students with Sanskrit Dramas, Bhasa and his Plays and classical performing arts.
		UNIT II	Act V-VI: Characterisation, Society, story of regains, Bhāsa’s Style.	
	Section –B Abhijñānaśakuntalam (Act I-IV)	UNIT I	Introduction, Author, Explanation of terms like Nāndī, Prastāvanā, Sūtradhāra, Naṭī, Viṣkambhaka, Vidūṣaka.	
		UNIT II	Text reading, Grammar, Translation, Explanation, Plot, Timing of Action, Personification of Nature, Purpose and design behind Abhijñānaśakuntalam.	
	Section - C Abhijñānaśakuntalam (Act V-VII)	UNIT I	Society, Marriage, Tax system, Poetic excellence, Popular saying about Kālidāsa & Śakuntalam	
		UNIT II	Language of Kālidāsa, Use of Prakrit.	
Section - D Critical Survey of Sanskrit Drama	UNIT I	Sanskrit Drama : Origin and Development, Nature of Sanskrit Drama		

		UNIT II	Sanskrit Drama : Origin and Development, works of Bhāsa, Kālidāsa, Śudraka, Viśākhadatta, Śriharṣa, Bhavabhūti, Bhaṭṭanārāyaṇa and Dramatists and their Works.	1. To make aware of characteristics of the Sanskrit Dramas 2. To make them aware of the works and dramatic skill of Kalidasa
CC 6 : Poetics and Literary Criticism	Section A Introduction to Sanskrit Poetics	UNIT I	Introduction to Poetics, Origin and Development of Sanskrit Poetics, Various names of Sanskrit Poetics.	The study of sāhityaśāstra (Sanskrit Poetics) embraces all poetic arts and includes concepts like alānkāra, rasa, rīti, vakrokti, dhvani, aucitya etc. The entire domain of Sanskrit poetics has flourished with the topics such as definition of poetry and divisions, functions of word and meaning, theory of rasa and alāmkāra (figures of speech) and chandas (metre), etc. This develops capacity for creative writing and literary appreciation. The course develops capacity for creative writing and literary appreciation using different poetic elements of poetics taught to them. 1. To introduce the basic concepts of literary theories in Sanskrit through general study of certain texts. 2. To familiarise the divisions of Kavya. 3. To familiarise the divisions of Sanskrit Rupaka, and the difference of Natya, Nrithya and Nritta. 4. To give general Knowledge about Nayakas and Nayikas. 5. To introduce the rasa theory with reference to Natya sastra and enable the students to evaluate the poetic excellence of Kavya in the light of rasa theory.
		UNIT II	Definition (Lakṣaṇa), Objectives (Prayojana) and Causes (Hetu) of Poetry. (After Kāvya prakāśa)	
	Section- B Forms of Kāvya- Literature	UNIT I	Forms of Poetry : Dṛṣya, Śravya, Miśra (Campū) (After Kāvya prakāśa)	
		UNIT II	Mahākāvya, Khaṇḍakāvya, Gadyakāvya, : Kathā, Ākhyāyikā, (After Sāhityadarpaṇa)	
	Section - C Śabda-śakti and rasa-sūtra	UNIT I	Power/Function of word and meaning (According to Kāvya prakāśa) abhidhā (expression/ denotative meaning) lakṣaṇa (indication/ indicative meaning) and vyañjanā (suggestion/ suggestive meaning)	
		UNIT II	Rasa : Rasa-sūtra of Bharata and its prominent expositions : utpattivāda, anupattivāda, bhuktivāda and abhivyaktivāda, alaukikattva (transcendental nature of rasa (as discussed in kāvyaprakāśa)	
	Section - D Figures of speech and Meter	UNIT I	Figures of Speech – Anuprāsa, Yamaka, Śleṣa, Upamā, Rūpaka, Sandeha, Bhrāntimān, Apahṇuti, Utprekṣā, Atiśayokti, Tulyayogitā, Dīpaka, Dṛṣṭānta, Nidarśanā, Vyatireka, Samāsokti, Svabhāvokti, Aprastutaprasaṃsā, Arthāntaranyāsa, Kāvya liṅga, Vibhāvanā (According to Sāhityadarpaṇa X)	
		UNIT II	Chandas : Nature and Classification, Anuṣṭupa, Āryā, Indravajrā, Upendravajrā, Drutavilambitam, Upajāti, Vasantatilakam, Mālinī, Mandākrāntā, Śikhariṇī, Śārdūlavikrīditam, Sragdharā (According to Chandomañjarī)	
"Section A Indian Social Institutions: Nature and	UNIT I	Sociological Definition of Social Institutions. Trends of Social Changes, Sources of Indian social Institutions (Vedic Literature Purāṇa, Rāmāyaṇa, Mahābhārata, Dharmaśāstra, Buddhist and Jain Literature, Literary Works, Inscription	Social institutions and Indian Polity have been highlighted in Dharma-śāstra literature The aim of this course is to make the students acquainted with various aspects of social	

CC7 : Indian Social Institutions and Polity	Concepts "		Memories of foreign Writers)	<p>institutions and Indian polity as propounded in the ancient Sanskrit texts such as Samhitās, Mahābhārata, Purāṇa, Kauṭilya's Arthaśāstra and other works known as Nītiśāstra.</p> <p>1. To introduce the system of administration in ancient India. 2. To make aware of the significance of education for ministers. 3. To instill the aims of human endeavour (the purusarthas) 4. To pointout the difference between Arthasastra and Dharmasastra.</p> <p>Students are acquainted with the role of common people from different social institutions and learn the dos/don'ts mentioned in different ancient scriptures, in a concise but effective mode.</p>
		UNIT II	Dharmaśāstra as a special branch, studies of social Institution, sources of Dharma (Manusmṛti, 2.12, Yājñavalkyasmṛti 1.7) Different kinds of Dharma in the sense of Social Ethics (Manusmṛti 10.63 ; Viṣṇupurāṇa 2.16- 17) ; Six kinds of Dharma in the sense of Duties (Mitākṣarā ṭikā on Yājñavalkyasmṛti 1.1) Tenfold dharma as Ethical qualities (Manusmṛti 6.92), Forteen Dharmaśāstra (Yājñavalkyasmṛti 1.3)	
	"Section B Structure of Society and Values of Life	UNIT I	Varṇa-System and Caste System: Four-fold division of Varṇa System, (R̥gveda, 10.90.12), Mahābhārata, Śāntiparva,72.3-8); Division of Varṇa according to Guṇa and Karma (Bhagvadgītā, 4.13, 18.41-44)	
		UNIT II	Origin of Caste-System from Inter-caste Marriages (Mahābhārata, Anuśāsanaparva, 48.3-11); Emergence of non-Aryan tribes in Varṇa- System (Mahābhārata, Śāntiparva, 65.13-22). Social rules for up- gradation and down- gradation of Caste System (Āpastambadharmasūtra 2.5.11.10-11, Baudhāyanadharmasūtra, 1.8.16.13-14, Manusmṛti, 10,64, Yājñavalkyasmṛti, 1.96)	
		UNIT III	Brief survey of position of women in different stages of Society. Position of women in Mahābhārata (Anuśāsanaparva, 46.5-11, Sabhāparva, 69.4-13. Praise of women in The Br̥hatsamhitā of Varāhamihira (Strīpraśamsā, chapter- 74.1-10)	
	UNIT IV	Social Relevance of Indian life style with special reference to Sixteen Saṃskāras. Four aims of life 'Puruṣārtha Catuṣṭaya'- 1. Dharma, 2. Artha, 3. Kāma, 4. Mokṣa. Four Āśramas- 1. Brahmacharya, 2. Gārhasthya, 3. Vānaprastha, 4. Sannyāsa		

	Section - C Indian Polity : Origin and Development	UNIT I	Election of King by the people: 'Viśas' in Vedic period (Ṛgveda,10.173; 10.174; Atharvaveda,3.4.2; 6.87.1-2). Parliamentary Institutions:'Sabhā, 'Samiti' and 'Vidatha' in Vedic period (Atharvaveda,7.12.1;12.1.6 ; Ṛgveda ,10.85.26); King-maker 'Rājakartāraḥ' Council in Atharvaveda (3.5.6-7),Council of 'Ratnin' in Śatapathabrāhmaṇa(5.2.5.1); Coronation Ceremony of Samrāt iN Śatapathabrāhmaṇa (51.1.8- 13; 9.4.1.1-5) Republic States in the Buddhist Period (Dīgghanikāya, Mahāparinirbbaṇa Sutta, Aṅguttaranikāya,1.213;4.252,2 56)	
		UNIT II	Concept of Welfare State in Arthaśāstra of Kauṭilya (Arthaśāstra, 1.13 : 'mātsyanyāyābhibhuth' to 'yo' asmān gopāyatīti') Essential Qualities of King (Arthaśāstra,6.1.16-18: 'sampādayaty asampannaḥ' to 'jayaty eva na hīyate'); State Politics 'Rājadharma' (Mahābhārata , Śāntiparva,120.1-15; Manusmṛti, 7.1-15; Śukranīti,1.1-15); Constituent Elements of Jain Polity in Nitivākyāmṛta of Somadeva Suri, (Daṇḍanīti-samuddeśa, 9.1.18 and Jānapada- samuddeśa, 19.1.10). Relevance of Gandhian Thought in Modern Period with special reference to 'Satyāgraha' Philosophy	
	Section - D Cardinal Theories and Thinkers of Indian Polity	UNIT I	'Saptāṅga' Theory of State: 1. Svāmin, 2. Amātya, 3. Janapada 4. Pura, 5. Kośa, 6. Daṇḍa and 7. Mitra (Arthaśāstra, 6.1. Mahābhārata, Śāntiparva, 56.5, Śukranīti, 1.61-62). 'Maṇḍala'Theory of Inter-State Relations: 1.Ari, 2. Mitra, 3. Ari-mitra, 4.Mitra- mitra, 5.Ari- mitramitra; 'Śāḍgunya'Policy of War and Peace : 1. Sandhi, 2. Vighraha, 3. Yāna, 4. Āsana, 5. Saṁśraya 6.Dvaidhibhāva. 'CaturvidhaUpāya' for Balancing the power of State : 1.Sāma 2.Dāna,3.Daṇḍa.4.Bheda; Three Types of State Power 'Śakti': 1.Prabhu –śakti, 2.Mantra-śakti, 3. Utsāha-śakti.	
		UNIT II	Important Thinkers on Indian Polity: Manu, Kauṭilya, Kāmandaka, Śukrācārya, Somadeva Suri, Mahatma Gandhi	
	SECTION A	UNIT I	Introduction to Epigraphy and Types of Inscriptions	This course aims to acquaint the students

CC8 : Indian Epigraphy, Palaeography and Chronology	Epigraphy	UNIT II	Importance of Indian Inscriptions in the reconstruction of Ancient Indian History and Culture	with the epigraphical journey in Sanskrit, the only source which directly reflects the society, politics, geography and economy of the time. The course also seeks to help students to know the different styles of Sanskrit writing. The objective of introducing this course is to educate the students, to know about the ancient methods of writing and recording the history of a particular period. Indian inscriptions are special, because they record the ancient Indian history & culture in Sanskrit language. The course felicitates the knowledge about the society, economy, politics and epigraphical evidences of a particular period and place.
		UNIT III	History of Epigraphical Studies in India	
		UNIT IV	History of Decipherment of Ancient Indian Scripts (Contribution of Scholars in the field of epigraphy): Fleet, Cunningham, Princep, Bühler, Ojha, D.C.Sircar.	
	Section B Palaeography	UNIT I	Antiquity of the Art of Writing	
		UNIT II	Writing Materials, Inscribers and Library	
		UNIT III	Introduction to Ancient Indian Scripts.	
	SECTION C Study of selected inscriptions	UNIT I	Aśoka's Giranāra Rock Edict-1 Aśoka's Sāranātha Pillar Edict	
		UNIT II	Girnāra Inscription of Rudradāmana	
		UNIT III	Eran Pillar Inscription of Samudragupta 04 Credits Mehrauli Iron Pillar Inscription of Candra	
		UNIT IV	Khalimpur Copperplate Inscription of Dharmapāla	
	SECTION D Chronology	UNIT I	General Introduction to Ancient Indian Chronology	
		UNIT II	System of Dating the Inscriptions (Chronograms)	
		UNIT III	Main Eras used in Inscriptions - Vikrama Era, Śaka Era and Gupta Era	
	SECTION A Mahākāvya and Charitakāvya	UNIT I	Survey of Modern Sanskrit Literature in Bengal.	
UNIT II		Pandit Kshama Rao, P. K. Narayana Pillai, S.B. Varmekar, Paramananda Sastri, Rebaprasad Dwivedi, Janaki vallabh Sastri, Ramkaran Sarma, Jagannath Pathak, S. Surender Rajan, Shankar Dev Avatare, Haridas Siddhanta Vagisha, Mulasankar, M. Yajnika, Mahalinga Shastri Leela Rao Dayal, Yatindra Vimal Chowdhury, Virendra Kumar Bhattacharya		
UNIT I		Śivarājāvijayam (Niśvāsa-I) By Ambika Datta Vyasa		

CC9 : Modern Sanskrit Literature	SECTION B Gadya and Rūpaka	UNIT II	Atha Kim-Siddheswar Chattopadhyaya.	ancient and modern. Thereby, they learn to adopt & compare the old treasure house of knowledge and the modern writings, contemporary to their world.
		UNIT III	Daridradurdaivam of Shrijiiva Nyayatirtha	
		UNIT IV	Rukmiṇiharaṇam (Canto-I) Haridasa Siddhantavagisha	
CC10 : SANSKRIT WORLD LITERATURE	SECTION A	UNIT I	Sanskrit Studies in West: William Jones, Charles Wilkins, H. Wilson, Max Müller, J.G. Buhler.	This course is aimed to provide information to students about the spread & influence of Sanskrit literature and culture through the ages in various parts of the world in medieval & modern times.
	SECTION B	UNIT I	Sanskrit Studies in East: Swami Vivekananda , Sri Aurobindo, Dayānanda Sarasvatī, Haridāsa Siddhāntavāgiśa, Śrījīva Nyāyatīrtha, Kshitish Chandra Chatterji, Roma Choudhuri, Pañcānana Tarkaratna & Ramaranja Mukherji.	
	SECTION C Sanskrit Fables in World Literature	UNIT I	Translation of Pañcatantra in Eastern and Western Translation of Vetālapañcaviṃśatikā, Simhāsanadvātriṃśikā and Śukasaptati in Eastern	
		UNIT II	Languages and Art.	
	SECTION D Rāmāyaṇa and Mahābhārata in South Eastern Asia	UNIT I	Rāma Kathā in south eastern countries	
		UNIT II	Mahābhārata stories as depicted in folk cultures of SE Asia	
	SECTION E Kālidāsa in the West	UNIT I	English and German translation of Kālidāsa 's writings and their influence on western literature and theatre.	
SECTION F Sanskrit Studies across the World	UNIT I	i. Sanskrit Study Centres in Asia ii. Sanskrit Study Centres in Europe iii. Sanskrit Study Centres in America		
	SECTION - A	UNIT I	Ṛgveda- Agni-1.1, Akṣa sukta-10.34, Hiranyagarva- 10.121, Vāk Sūkta-10.125	This course on Vedic literature aims to introduce various types of vedic texts. Students will also be able to read one Upaniṣad, namely, Muṇḍaka, where primary Vedānta-view is propounded. 1. To familiarize the students with different texts of ancient literature of India .
		UNIT II	Śukla Yajurveda- Rudrādhyāya 16.1-14,	
		UNIT III	Atharvaveda-Sāmmanasyam- 3.30 Bhūmi-12.1-12	
	SECTION - B Vedic Grammar	UNIT I	Declensions (śabdarūpa), Subjunctive Mood (leṭ), Gerunds (ktvārthaka, Tumarthaka), Vedic Accent and Padapāṭha.	

CC11 : Vedic Literature	SECTION - C Brāhmaṇa and Upaniṣad	UNIT I	A. Manumatsyakathā of Śatapatha Brāhmaṇa. B. Śunasepa Upākhyāna of Aitareya Brāhmaṇa	2. To familiarize Vedic Hymns. It's subject matter and Methodology.
		UNIT II	Bṛhadaranyaka Upanisad- 4.4 & 4.5	This will enhance the knowledge of the students as Vedas are the most ancient books of the world. The Upanishads will help them to understand and uplift the spirituality.
CC12 : Sanskrit Grammar	SECTION - A		The Concept of the Saṃjñā- Sūtra, Vārtika, Bhāṣya, Karmaṇyavacanīya, Nipāta, Gati, Upasarga, Guṇa, Vṛddhi, Ktin, Ghi, Ghu, Nadī, Upadhā, Samprasāraṇa,	This Course aims to acquaint students with the basics and method of study Paninian grammar, different types of usage of sentences in Sanskrit and to develop translation skill.
	SECTION - B		General Introduction of Philology, i. Classification of Languages, ii. Production and Classification of Sounds iii. Phonetic Laws iv. edic and Classical Sanskrit v. Ablaut vi. Phonetic Tendencies vii. Semantics	This Course also aims to acquaint the students with basics of Paninian Grammar and formation of Sanskrit words and sentence with the help of selected Samaasa and kāraṇa.
	SECTION - C		Kāraṇaprakaraṇam Vaiyākaraṇasiddhāntakaumudī	Knowledge of grammar will help the students to write and speak correct Sanskrit and help them understand the scriptures and texts correctly.
	SECTION - D		Samāsaprakaraṇam Vaiyākaraṇasiddhāntakaum- udī	
CC13 : Indian Ontology & Epistemology	SECTION - A Essentials of Indian Philosophy	UNIT I	Meaning and purpose of darśana, general classification of philosophical schools in classical Indian philosophy	This course aims to get the students acquainted with the cardinal principles of the Nyāya-Vaiśeṣika philosophy through the Tarkasaṃgraha and to enable students to handle philosophical texts in Sanskrit. It also intends to give them an understanding of essential aspects of Indian Philosophy. The course aims to create awareness about the logical theories and its application for engendering the knowledge about the heritage of Indian wisdom.
		UNIT II	Realism (yathārthavāda or vastuvāda) and Idealism (pratyaṇyavāda), Monism (ekatvavāda), Dualism (dvaitavāda) & Pluralism (bahutvavāda) ; dharma (property)-dharmī (substratum)	
		UNIT III	Causation (kāryakāraṇavāda) : naturalism (svabhāvavāda), doctrine of pre-existence of effect (satkāryavāda), doctrine of real Transformation (pariṇāmavāda), doctrine of illusory transformation (vivartavāda), doctrine of nonpreexistence of effect in cause (asatkāryavāda and ārambhavāda)	
	SECTION - B Ontology (Based on Tarkasaṃgrahaḥ)	UNIT I	Concept of padārtha, three dharmas of padārthas, definition of Dravya	1. To familiarize students with Sanskrit Sastra and to introduce the concept of Pramana. 2. To familiarize students with the basic concept of Sanskrit Nyaya Philosophy and its scope in every day to day life.
UNIT II		Sāmānya, Viśeṣa, Samavāya, Abhāva.		

		UNIT III	Definitions of first seven dravyas and their examination; Ātman and its qualities, Manas	3. To enrich the concepts of theories of knowledge in Indian context with a view of developing skills for extensive reading for academic purpose.
		UNIT IV	Qualities (other than the qualities of the Ātman) Five types of Karma.	
	SECTION - C Epistemology (Based on Tarkasaṃgrahaḥ)	UNIT I	Buddhi(jñāna) – nature of jñāna in Nyāya vaiśeṣika; smṛti-anubhava; yathārtha and ayathārtha	
		UNIT II	Karaṇa and Kāraṇa, definitions and types of pramā, kartā-kāraṇa-vyāpāra-phala	
		UNIT III	Pratyakṣa	
		UNIT IV	Anumāna including hetvābhāsa	
		UNIT V	Upamāna and śabda pramāṇa	
		UNIT VI	Types of ayathārtha anubhava	
CC14 : Sanskrit Composition & Communication	SECTION - A Vibhaktiyartha, Voice & Kṛt	UNIT I	(i) Vibhaktiyartha Prakaraṇa of Laghusiddhāntakaumudī (ii) Voice (katṛ, karma and bhāva)	This paper aims at teaching composition and other related informations based on Laghusiddhāntakaumudī Vibhaktiyartha Prakaraṇa. The aim of the course is to learn Sanskrit for effective communication in different spheres of life. 1. To use Sanskrit Language freely without any doubt. 2. To have a deep study of prescribed Vyakarana texts. 3. To make the students proficient in the use of Sanskrit Language. It will help them write flawless Sanskrit and translate into Sanskrit from other languages.
		UNIT II	Selections from Kṛt Prakaraṇa- from Laghusiddhāntakaumudī Major Sūtras for the formation of kṛdanta words (tavyat, tavya, anīyar, yat, nyat, ṇvul, Tṛc, Aṅ, kta, ktavatu, śatṛi, śāṇac, tumun, ktvā, lyap, lyuṭ, ghañ, ktin)	
	SECTION - B Translation and Communication	UNIT I	i. Translation from Bengali/English to Sanskrit on the basis of cases(10marks) ii. Compounds and kṛt suffixes.(10marks) iii. Translation from Sanskrit to Bengali and English(10marks)	
		UNIT II	Communicative Sanskrit: Spoken Sanskrit.	
	SECTION - C ESSAY	UNIT I	Essay (traditional subjects) e.g.Veda, Upaniṣad, Sanskrit Language, Saṃskṛiti,	

			Rāmāyaṇa, Mahābhārata, Purāṇa, Gītā, principal Sanskrit poets.	
		UNIT II	Essay based on issues and topic related to modern subjects like entertainment, sports, national and international affairs and social problems.	