



# **RAJA PEARY MOHAN COLLEGE**

## Department of Sanskrit

### B.A Honours in Sanskrit

Programe Specific Outcome, Course Outcome, Programe Outcome

(PSO, CO, PO)

## Program Outcome

Program Outcome represent the knowledge, skills and attitudes of the students should have at the end of Graduate Degree Course. It is a broad statements that describe the career and professional accomplishments in Three years after graduation that the program is preparing graduates to achieve.

### B.A Honors in SANSKRIT

From the Academic Session 2017-2018,CBCS program in Sanskrit was introduced by the Calcutta University, which is our affiliating University at present. The first batch of students under the newly introduced semester system is, therefore, supposed to complete graduation in the year 2021. Our departmental faculty members pondered over the current syllabi and tried to chalk out some general outcomes for B.A. Degree Programs of their own. Such expected Program Outcomes may be listed as follows:

1. **Course Selection:** The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill based courses.
2. **Evaluation Process:** The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system.
3. **Discrimination:** The CBCS aims at diminishing the discrimination between HONOURS and GENERAL courses of study.
4. **Scope :** Under the CBCS, the graduating batch of students, both HONOURS and GENARAL would be eligible for pursuing Postgraduate Courses of studies.
5. **Grading System :** It will also enable for assessing the performance of the candidates. This uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations.
6. **Academic Load:** Under the CBCS, the academic load will distributed among the departmental faculty members. Besides, there will be provision for remedial classes to cover all syllabus. This will definitely add momentum to the teaching, learning and evaluation process.
7. **Research Methodology:** : Every Academic Session under the CBCS will take care to make the students familiar with the existing trends in Research Methodology, and there will be a Scope to get some primary concepts of academic research among the undergraduate students.
8. **Employment:** Students graduating by this programme become able to get a good job.

### PROGRAM SPECIFIC OUTCOME

PSOs are statements that describe what the graduates of a specific Honours and General program should be able to do.It specify the students either they will get about their career what they want or not.

The term 'Sanskrit' is derived from the conjoining of the prefix 'Sam' meaning 'samyak' which indicates 'entirely', and 'krit' that indicates 'done'. Thus, the name indicates perfectly or entirely done in terms of communication, reading, hearing, and the use of vocabulary to transcend and express an emotion. An extraordinarily complex language with a vast is an ancient religious scriptures. Many identify Sanskrit as being a connect to our ancient history and religious scriptures. But contrary to the popular opinion Sanskrit is not a language restricted to the religion. Sanskrit is a language first which by the very meaning

translates to “sculpted to perfection”. It is a language more evolved and richer than any other yet it’s centuries old to be precise sage Panini laid out the grammar rules in 500 BCE yet, it manages to be of use and relevance to us now and the coming future. It is always been so much more than religious texts. There are actually lot more non-religious texts written in every subject we can imagine astronomy, Physiology, metallurgy, botany and so much more.

So we can say that Sanskrit is the pathway which connects the past of ancient India to the present digital India . Indian historical society and culture are unique . This contextually specificity of Indian social realities could be grasped through Sanskrit texts.

The academic program, both Honours and General courses enable the students not only to acquire the professional skills but also enrich by a deep understanding of Past scenario of Indian heritage through various texts in different disciplines of ancient pedagogy, composed in Sanskrit .

Outcome:

PSO 1. A student pursuing this course has advanced knowledge of ancient Indian philosophy, literature and history.

PSO 2. They are able to know the Vedic Literature and classical Sanskrit literature.

PSO 3. It helps students explore how writers use the creative resources of language-in fiction, poetry, nonfiction prose, and drama-to explore the entire range of human experience.

PSO 4. Students are expected to strive, to be imaginative, rhetorically dexterous, and technically proficient and as a result, to gain a deeper insight into life.

PSO 5. With the introduction of new syllabus under CBCS, which promotes a new thematic frame work with vedic and classical Sanskrit literature. Inscriptional literature also help the student to know the ancient society and culture of India.

PSO 6. UG syllabus will help students build skills of analytical and interpretive argument, and become careful and critical readers.

PSO 7. Again, students’ engagement with various strategies of drafting and revising, style of writing and analytical skills, diagnosing and developing scholarly methodologies.

PSO 8. By using of language as a means of creative expression, will make the students effective thinkers and communicators — qualities which are crucial for choosing careers in our information-intensive society.

### **COURSE OUTCOME** **Sanskrit Honors and General**

The subject Sanskrit is a subject of self education through which students can learn to understand and enhance their overall wellbeing along with academic achievements.

**Outcomes:**

□ **Scope for doing Masters:** In spite of being general degree course, the subject provides opportunity for doing Masters in Sanskrit from various universities like IGNOU, RBU etc..

□ **Self Management:** Studying the undergraduate course of Sanskrit, students are familiar with Srimadbhaagavatgita, Ramayana, Mahabharata, Pauranic literature, Vedic God , Vedic society and culture and also ethical, moral conduct oneself in accordance with the accepted norms and society. It can help the students in dealing with challenges like everyday life stress, anxiety and depression and all other materialistic world’s problem.

□ **Applicability:** The course provides a platform for the students to develop their insights, characteristic nature and behavior which can help them becoming future mental health care and professionals.

□ **Awareness :** Students can develop knowledge in understanding and analysing human behaviour both on individual as well as social levels. Such analyses of human mind both on individual and social contexts not only provide knowledge for social growth but also dissemination of mental health awareness to ensure wellbeing of the society in general and individual in particular.

□ **Tradition :** The current syllabus in the UG level will provide students an opportunity to know India's age old literary and cultural tradition through their exposure to Sanskrit texts.

□ **Analysis :** practice of textual analysis of Sanskrit and Vedic Sanskrit texts endowed him/her to develop a critical perspective to assess existing research through careful reading, analysis and discussion.

□ **Perspective :** □ the ability to apply relevant theoretical perspectives in Sanskrit philosophical and literary works to contemporary topics and also to develop a scientific approach towards analysis of modern texts

#### **Course Outline:**

**1. Core Course:** It is a course, which is compulsory for those candidates who are pursuing B.A Honors Course, is termed as a Core course.

**2. Elective Course:** It is a course which can help the students to choose very specific or advanced subject of study . It helps the candidate's to enrich their skill, is called an Elective Course.

**Generic Elective (GE) Course:** An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

**3. Discipline Specific Elective (DSE) Course:** Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective.

**4. AECC :** Ability Enhancement Compulsory Course . It is based upon the Competency Improvement Courses. Environmental Science, English Communication/MIL Communication are compulsory in this course. It is to provide value-based or skill-based instruction.

**5. SEC :** Skill Development Course by which candidates are able to enhance their Knowledge enhancement. They ((i) Environmental Science, (ii) English/MIL Communication) are mandatory for all disciplines.

#### **Course Structure :** **SEMESTER I**

<b>Course</b>	<b>Theory Marks</b>	<b>Internal Assessment Marks</b>	<b>Tutorial Marks</b>	<b>Attendance Marks</b>	<b>Project</b>	<b>Total Marks</b>	<b>Total Credits</b>
<b>CC 1</b>	<b>65</b>	<b>10</b>	<b>15</b>	<b>10</b>	<b>-</b>	<b>100</b>	<b>6</b>
<b>CC 2</b>	<b>65</b>	<b>10</b>	<b>15</b>	<b>10</b>	<b>-</b>	<b>100</b>	<b>6</b>
<b>GE 1</b>	<b>65</b>	<b>10</b>	<b>15</b>	<b>10</b>		<b>100</b>	<b>6</b>
<b>AECC 1</b>	<b>80</b>	<b>10</b>		<b>10</b>		<b>100</b>	<b>2</b>

**SEMESTER -2**

<b>Course</b>	<b>Theory Marks</b>	<b>Internal Assessment Marks</b>	<b>Tutorial Marks</b>	<b>Attendance Marks</b>	<b>Project</b>	<b>Total Marks</b>	<b>Total Credits</b>
<b>CC 3</b>	<b>65</b>	<b>10</b>	<b>15</b>	<b>10</b>	<b>-</b>	<b>100</b>	<b>6</b>
<b>CC 4</b>	<b>65</b>	<b>10</b>	<b>15</b>	<b>10</b>	<b>-</b>	<b>100</b>	<b>6</b>
<b>GE 2</b>	<b>65</b>	<b>10</b>	<b>15</b>	<b>10</b>		<b>100</b>	<b>6</b>
<b>AECC 2 ENVS</b>	<b>50</b>	<b>10</b>	<b>-</b>	<b>10</b>	<b>30</b>	<b>100</b>	<b>2</b>

**SEMESTER -3**

<b>Course</b>	<b>Theory Marks</b>	<b>Internal Assessment Marks</b>	<b>Tutorial Marks</b>	<b>Attendance Marks</b>	<b>Project</b>	<b>Total Marks</b>	<b>Total Credits</b>
<b>CC 5</b>	<b>65</b>	<b>10</b>	<b>15</b>	<b>10</b>	<b>-</b>	<b>100</b>	<b>6</b>
<b>CC 6</b>	<b>65</b>	<b>10</b>	<b>15</b>	<b>10</b>	<b>-</b>	<b>100</b>	<b>6</b>
<b>CC 7</b>	<b>65</b>	<b>10</b>	<b>15</b>	<b>10</b>	<b>-</b>	<b>100</b>	<b>6</b>
<b>SEC A-1</b>	<b>80</b>	<b>10</b>	<b>-</b>	<b>10</b>	<b>-</b>	<b>100</b>	<b>2</b>
<b>GE 3</b>	<b>65</b>	<b>10</b>	<b>15</b>	<b>10</b>	<b>-</b>	<b>100</b>	<b>6</b>

**SEMESTER -4**

<b>Course</b>	<b>Theory Marks</b>	<b>Internal Assessment Marks</b>	<b>Tutorial Marks</b>	<b>Attendance Marks</b>	<b>Project</b>	<b>Total Marks</b>	<b>Total Credits</b>
<b>CC 8</b>	<b>65</b>	<b>10</b>	<b>15</b>	<b>10</b>	<b>-</b>	<b>100</b>	<b>6</b>
<b>CC 9</b>	<b>65</b>	<b>10</b>	<b>15</b>	<b>10</b>	<b>-</b>	<b>100</b>	<b>6</b>
<b>CC 10</b>	<b>65</b>	<b>10</b>	<b>15</b>	<b>10</b>	<b>-</b>	<b>100</b>	<b>6</b>
<b>SEC B-2</b>	<b>80</b>	<b>10</b>	<b>-</b>	<b>10</b>	<b>-</b>	<b>100</b>	<b>2</b>
<b>GE 4</b>	<b>65</b>	<b>10</b>	<b>15</b>	<b>10</b>	<b>-</b>	<b>100</b>	<b>6</b>

**SEMESTER -5**

<b>Course</b>	<b>Theory Marks</b>	<b>Internal Assessment Marks</b>	<b>Tutorial Marks</b>	<b>Attendance Marks</b>	<b>Project</b>	<b>Total Marks</b>	<b>Total Credits</b>
<b>CC 11</b>	<b>65</b>	<b>10</b>	<b>15</b>	<b>10</b>	<b>-</b>	<b>100</b>	<b>6</b>

<b>CC 12</b>	<b>65</b>	<b>10</b>	<b>15</b>	<b>10</b>	<b>-</b>	<b>100</b>	<b>6</b>
<b>DSE 1</b>	<b>90</b>	<b>10</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>100</b>	<b>6</b>
<b>DSE 2</b>	<b>90</b>	<b>10</b>	<b>-</b>		<b>-</b>	<b>100</b>	<b>6</b>

### **SEMESTER-6**

<b>Course</b>	<b>Theor y Marks</b>	<b>Internal Assessmen t Marks</b>	<b>Tutorial Marks</b>	<b>Attendance Marks</b>	<b>Project</b>	<b>Total Marks</b>	<b>Total Credits</b>
<b>CC 13</b>	<b>65</b>	<b>10</b>	<b>15</b>	<b>10</b>	<b>-</b>	<b>100</b>	<b>6</b>
<b>CC 14</b>	<b>65</b>	<b>10</b>	<b>15</b>	<b>10</b>	<b>-</b>	<b>100</b>	<b>6</b>
<b>DSE 3</b>	<b>90</b>	<b>10</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>100</b>	<b>6</b>
<b>DSE 4</b>	<b>90</b>	<b>10</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>100</b>	<b>6</b>

### **Distribution of courses in different semesters for General Course in Sanskrit**

#### **SEMESTER 1**

<b>Course</b>	<b>Theor y Marks</b>	<b>Internal Assessmen t Marks</b>	<b>Tutorial Marks</b>	<b>Attendance Marks</b>	<b>Project</b>	<b>Total Marks</b>	<b>Total Credits</b>
<b>CC A 1</b>	<b>65</b>	<b>10</b>	<b>15</b>	<b>10</b>	<b>-</b>	<b>100</b>	<b>6</b>
<b>CC B 2</b>	<b>65</b>	<b>10</b>	<b>15</b>	<b>10</b>	<b>-</b>	<b>100</b>	<b>6</b>
<b>GE 1</b>	<b>65</b>	<b>10</b>	<b>15</b>	<b>10</b>	<b>-</b>	<b>100</b>	<b>2</b>
<b>AECC 1</b>	<b>80</b>	<b>10</b>		<b>10</b>	<b>-</b>	<b>100</b>	<b>6</b>

#### **SEMESTER 2**

<b>Course</b>	<b>Theor y Marks</b>	<b>Internal Assessmen t Marks</b>	<b>Tutorial Marks</b>	<b>Attendance Marks</b>	<b>Project</b>	<b>Total Marks</b>	<b>Total Credits</b>
<b>CC A 3</b>	<b>65</b>	<b>10</b>	<b>15</b>	<b>10</b>	<b>-</b>	<b>100</b>	<b>6</b>
<b>CC B 3</b>	<b>65</b>	<b>10</b>	<b>15</b>	<b>10</b>	<b>-</b>	<b>100</b>	<b>6</b>
<b>GE 1</b>	<b>65</b>	<b>10</b>	<b>15</b>	<b>10</b>	<b>-</b>	<b>100</b>	<b>2</b>
<b>AECC 2</b>	<b>50</b>	<b>10</b>		<b>10</b>	<b>30</b>	<b>100</b>	<b>6</b>

### SEMESTER 3

Course	Theory Marks	Internal Assessment Marks	Tutorial Marks	Attendance Marks	Project	Total Marks	Total Credits
CC A 1	65	10	15	10	-	100	6
CC B 2	65	10	15	10	-	100	6
LCC A 1	65	10	15	10	-	100	2
SEC A 1	80	10		10	-	100	6

### SEMESTER 4

Course	Theory Marks	Internal Assessment Marks	Tutorial Marks	Attendance Marks	Project	Total Marks	Total Credits
CC A 4	65	10	15	10	-	100	6
CC B 4	65	10	15	10	-	100	6
LCC B 1	65	10	15	10	-	100	6
SEC B 1	80	10		10	-	100	2

### SEMESTER 5

Course	Theory Marks	Internal Assessment Marks	Tutorial Marks	Attendance Marks	Project	Total Marks	Total Credits
DSE 1	65	10	15	10	-	100	6
DSE 2	65	10	15	10	-	100	6
LCC 1(2)	65	10	15	10	-	100	6
SEC A 2	80	10		10	-	100	2

### SEMESTER 6

Course	Theory Marks	Internal Assessment Marks	Tutorial Marks	Attendance Marks	Project	Total Marks	Total Credits
DSE 3	65	10	15	10	-	100	6
DSE 4	65	10	15	10	-	100	6
LCC 2(2)	65	10	15	10	-	100	6
SEC B 2	80	10		10	-	100	2

## SEMESTER COURSE DETAILS FOR HONOURS IN SANSKRIT

### SEMESTER 1

Paper Name	Course Title	Objectives	Outcome
CC 1	<b>Classical Sanskrit Literature(POETRY)</b>	This course aims to get students acquainted with Classical Sanskrit Poetry. It intends to give an understanding of literature .	students will be able to appreciate the development of Sanskrit Literature.
CC 2	<b>Critical Survey of Sanskrit Literature</b>	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.

### SEMESTER 2

Paper Name	Course Title	Objectives	Outcome
CC 3	<b>Classical Sanskrit Literature(PROSE)</b>	To give a Broader Understanding of Prose Literature in Sanskrit.students with Classical Sanskrit Prose literature. The course also seeks to help students negotiate texts independently.	Students are able to know the 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.
CC 4	<b>SELF MANAGEMENT IN THE GĪTĀ</b>	This course gives candidates an understanding of the concepts for making their character quality	Gita gives us the knowledge the value of life..The course seeks to help students negotiate the text independently



		better. The objective of this course is to study the philosophy of self-management in the Gītā.	without referring to the traditional commentaries so as to enable them to experience the richness of the text. It is a cardinal principal of the system to view the contents of Philosophy as falling into the doctrine of purusartha or the way of Self realization.
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### SEMESTER 3

Paper Name	Course Title	Objectives	Outcome
CC 5	CLASSICAL SANSKRIT LITERATURE (DRAMA)	To know the dramatic value by the classical Sanskrit Literature	Students are able to know the value of life in audio-visual dramatic way. This course aims to acquaint students with three most famous dramas of Sanskrit literature which represent three stages in the growth of Sanskrit drama
CC 6	Poetics and Literary Criticism	The study of <i>sāhityaśāstra</i> (Sanskrit Poetics) covers all poetic arts and includes concepts like <i>alankāra</i> , <i>rasa</i> , <i>rīti</i> , <i>vakrokti</i> , <i>dhvani</i> , <i>aucitya</i> etc. The entire Sanskrit poetics has enriched with the topics such as definition of poetry and divisions, functions of word and	This develops capacity for creative writing and literary appreciation.

		meaning, theory of <i>rasa</i> and <i>alamkāra</i> (figures of speech) and <i>chandas</i> (metre), etc.	
CC 7	<b>Indian Social Institutions and Polity</b>	Students are able to know the <i>Dharma-śāstra</i> literature. They enrich with the ancient Sanskrit texts such as <i>Samhitās</i> , <i>Mahābhārata</i> , <i>Purāṇa</i> , Kautilya's <i>Arthaśāstra</i> and other works known as <i>Nītiśāstra</i> .	The aim of this course is to make the students acquainted with various aspects of social institutions and Indian polity

#### SEMESTER 4

Paper Name	Course Title	Objectives	Outcome
CC 8	<b>Indian Epigraphy, Palaeography and Chronology</b>	Students are getting with the scope to know 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.
CC 9	<b>Modern Sanskrit Literature</b>	Students are able to rich & profound by the tradition of modern creative writing in Sanskrit .enriched by new genres of writing .	This course helps the students to enriched by new genres of writing .
CC 10	<b>SANSKRIT WORLD LITERATURE</b>	Candidates are able to know the Survey of Sanskrit Literature in the World.	They know the Upaniṣads and Gītā in World Literature Sanskrit, Fables in World Literature, Rāmāyaṇa and Mahābhārata in South East Asian Countries , Kālidāsa's Literature in World Literature.

**SEMESTER 5**

<b>Paper Name</b>	<b>Course Title</b>	<b>Objectives</b>	<b>Outcome</b>
<b>CC 11</b>	<b>Vedic Literature</b>	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 related.	To know Vedic Culture and Civilization through Vedic Texts. And also Students are able to know Self-realization through Upanisadic Texts.
<b>DSE 1</b>	<b>Darsana</b>	Students enriched with principles of the Nyāya-Vaiśeṣika philosophy through the Tarkasaṃgraha.	Students are able to handle philosophical texts in Sanskrit. It also intends to give them an understanding of essential aspects of Indian Philosophy.
<b>CC 12</b>	<b>Sanskrit Grammar</b>	Candidates are able to know grammar to prepare proper sentences.	Students are able to acquire the knowledge to speak or write in Sanskrit Language.
<b>DSE 2</b>	<b>Kavya</b>	Students are enriched with ancient Indian Poetry Literature.	Students are habituated to know the Sanskrit Poetic Literature.

**SEMESTER 6**

<b>Paper Name</b>	<b>Course Title</b>	<b>Objectives</b>	<b>Outcomes</b>
<b>CC 13</b>	<b>Indian Ontology &amp; Epistemology</b>	Students are able to know the Indian Philosophy .To know the Meaning and purpose of darśana, general classification of philosophical schools in classical Indian philosophy	They are able to know Definitions of first seven dravyas and their examination; Ātman and its qualities, Manas, Qualities (other than the qualities of the Ātman) Five types of Karma. Buddhi(jñāna) – nature of jñāna in Nyāya vaiśeṣika;

			smṛti-anubhava; yathārtha and ayathārtha , Karaṇa and Kāraṇa, definitions and types of pramā, kartākāraṇa- vyāpāra-phala
<b>DSE 3</b>	<b>Vyākaraṇa</b>	To know Siddhāntakaumudī- Strīpratyaya, Siddhāntakaumudī- TīnantaPrakarāṇa, Siddhāntakaumudī-Ajanta Pumliṅga	To Know the root of Sanskrit by Vyakarana.
<b>CC 14</b>	<b>Sanskrit Composition &amp; Communication</b>	This paper aims at teaching composition and other related informations based on Laghusiddhantakaumudi Vibhaktyartha Prakaraa.	To write good Sanskrit.
<b>DSE 4</b>	<b>Veda</b>	To Know the Eastern & Western interpretation of the Veda, Śunaḥsepapākhyāna of AitareyaBrāhmaṇa, TaittiriyaopaniṣadŚikṣāvallī Muṇḍakopaniṣad	Students are know eastern and western literature..They are able to realize Self through Upanisads.

## SEMESTER COURSE DETAILS FOR GENERAL IN SANSKRIT

### SEMESTER 1

Paper name	Objectives	Outcome
CC-A1: Section A Text of Kalidasa	To teach the students about the history and society of Ancient India, which revealed in Kalidasa's writing.	Develop Power of analytical text criticism depth of cultural knowledge and comparative study will develop. They will

<p>CC-A1: Section B Text of Magha</p> <p>CC-A1:Section –C Nitisatakam</p> <p>CC-A1: Section –D History of Sanskrit poetry</p>	<p>To teach students about the importance of Magha in Sanskrit poet. The students are enrich about the history and society of ancient India ,which exposed on Magha’s writing.</p> <p>To teach the social experience of Bhartrihari. To teach the type of fool. Students will know about scholar.</p> <p>To teach the students of Sanskrit poetry in Sanskrit Literature. To teach Students different works in Sanskrit poetry History.</p>	<p>knows the good quality of human beings and knows the periodic life style.</p> <p>Students will be able to write in Maghas style. Students will knows about that periodic society and its history.</p> <p>Students will be able to practice and follow values on their practical life and they will be able to know what to do and what not to do.</p> <p>Students can understand poetic concept and they write down different poetry.</p>
<b>SEMESTER 2</b>		
Paper Name	Objectives	Out Come
<p>CC-A2: Section A&amp;B Prose of Bana and ambika dutta vyasa.</p> <p>CC-A2:Section C Survey of Sanskrit Literature</p>	<p>To introduce our students with the Prose Literature written in Sanskrit Langu</p> <p>To teach the students origin and development prose and their importance in Sanskrit Literature.</p>	<p>Students will be able to trace the literacy style of the prose authors of the SanskritLanguage.</p> <p>To realize the basic concepts of Sanskrit Literature. They will be introduced different different fables in Sanskrit.</p>

### SEMESTER 3

Paper Name	objectives	Out Come
CC A 3		
Sec A & B Sanskrit Drama	Drama is considered to be the best amongst all forms of arts.. The history of Drama in India is very old, the glimpses of which can be traced in the hymns (samvādasūkta) of the Rgveda.	Candidates can habituates with the ancient Indian Dramatic culture.
Sec C Technical Terms from Sanskrit Dramaturgy	The Sanskrit dramaturgy was later developed by the Bharatamuni. The objectives of this curriculum are to identify the beauty of drama .	Dramaturgical technical terms help the candidates to know old age Indian audio visual culture
Sec D History of Sanskrit Drama and an Introduction to Principle of Sanskrit Drama	India also has an old and long-lasting tradition of full-length poetic plays, which are called Sanskrit Dramas because they were written mainly in Sanskrit. In fact, however, they combine both classical Sanskrit with Prakrit or different forms of vernacular languages.	The Sanskrit dramas cover a wide range of subjects and types of play. They include full-length poetic love stories, political plays and palace intrigues, as well as shorter farces and one-act love monologues. The earliest existing plays are attributed to Bhasa. The best known is a kind of political romance called The Vision of Vasavadatta. Other writers include the poet-king Sudraka, to whom three plays are attributed. The most famous of them is The Little Clay Cart, in which a love story and political intrigue intermingle.

**SEMESTER 4**

Paper Name	Objective	Outcome
CC A 4		
Sec A & B & C Sanskrit Grammar : Laghusidhanto Koumodi Samga, Sandhi. Bibhokti Prakaran	This is an elementary course in Sanskrit language designed for students who wish to learn Sanskrit from the very beginning.	Essential Sanskrit grammar will be introduced through the multiple example method with emphasis on students constructing the sentences. Candidates are able to enrich their reading , writing, and spoken skill in Sanskrit.

**SEMESTER 5**

Paper Name	Objectives	Outcome
DSE 1		
Philosophy, Religion and Culture in Sanskrit Tradition Sec A = Dharma Sec B= Samskar & Purusartha Sec C = Saddharma	This course aims to get the students acquainted with the basic approach to study Indian philosophy. It also intends to give an elementary understanding of Indian Philosophy and to enable students to handle philosophical texts in Sanskrit easily.	Candidates are able to know the Indian Philosophical approach in Sanskrit. They are also enrich with the four types of purusharthas of Life.

Paper Name	Objectives	Outcome
DSE 2		
Indian Perspectives in Personality Development	Candidates are able to know the historical perspective through Rigveda , Chandhyogga Upanisads Brihadarnyaka Upanisads	Candidates are able to develop their personality and measures for behavioural development.

**SEMESTER 6**

Paper Name	Objectives	Outcome
DSE 3		
Literary Criticism	To know the characteristic features about Kavya.,requirement for reading kavya.	Candidates are able to know the Sanskrit kavya literature.
Paper Name	Objectives	Outcom e
DSE 4		
Nationalism in Sanskrit Literature	Candidates are able to know about the Concepts and Basic Features of	To know theName of Country, National Symbols and Rise of



	Indian Nationalism	Nationalism. Nationalistic Thought and Modern Sanskrit Literature
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