



## Department of Sanskrit

### Course Outcome

### UNDER CBCS

Name of the Programme	(CORE COURSE-I) – Classical Sanskrit Literature (Poetry)
B.A Sanskrit (Hons) SEM-I	<b>CO1.</b> This course is designed to introduce the students to origin and development of Sanskrit Mahākāvya and Gītikāvya along with some selected pieces from celebrated works of stalwarts like Kālidāsa, Bhāravi and Bhartṛhari.
	<b>CO2.</b> The students would be able to identify the poet’s signatory writing style (like Upamā of Kālidāsa) through their compositions.
	<b>CO3.</b> Apart from critically appreciating the writings, the students could analyze the themes.
	<b>CO4.</b> It would develop their language skill to the extent of justifying any word from grammatical perspective.
	<b>CO5.</b> The students could explore the socio-cultural dimension of these literary texts.

Name of the Programme	(CORE COURSE-II) – Critical Survey of Sanskrit Literature
B.A Sanskrit (Hons) SEM-I	<b>CO1.</b> This course presents the overview of Sanskrit literature from vedic periods to the era of Technical literature.
	<b>CO2.</b> The students would realize that the philosophical knowledge and experiences of social life of vedic period can never be obtained from any other source than the Veda itself. Hence they could recognize the significant role of literary sources in reconstructing past.

	<p><b>CO3.</b> The students could evaluate the major epics like Rāmāyaṇa, Mahābhārata and also the Purāṇas in context of contemporary situation.</p> <p><b>CO4.</b> The students would prioritize the contribution of Technical Literature to the literary works. Since these texts of Vyākaraṇa, Alamkāraśāstra and Darśana provide perspective in terms of linguistic raw-material and various meta-physical concepts for in- depth study of core literature.</p>
<b>Name of the Programme</b>	<b>(CORE COURSE-III)- Classical Sanskrit Literature (Prose)</b>
<b>B.A Sanskrit (Hons)</b> <b>SEM-II</b>	<p><b>CO1.</b> The rich heritage of Sanskrit Prose literature, through the stages of development of Sanskrit prose itself, is presented in this course. Beside the writings of maestros like Daṇḍin and Bāṇabhaṭṭa, the students are being acquainted with the genres of Fables and Folktales in Sanskrit language and literature.</p> <p><b>CO2.</b> The students would be exposed to ancient Indian political thoughts through literary works.</p> <p><b>CO3.</b> The students would be able to analyze the fibers of socio-political dimension of Sanskrit prose literature.</p> <p><b>CO4.</b> On completion, the students could identify the inter-relationship of language, literature and society at large.</p>

<b>Name of the Programme</b>	<b>(CORE COURSE-IV)- Self-Management in the Gītā</b>
<b>B.A Sanskrit (Hons)</b> <b>SEM-II</b>	<p><b>CO1.</b> This course depicts an outline of the emerging field of Indian Psychology through the multi-layered text of Bhagavad Gītā. The students are being orientated to identify the cognition and emotive apparatus, traditionally.</p> <p><b>CO2.</b> The students would be able to get rid of their everyday life confusion and resolve their inner conflicts.</p> <p><b>CO3.</b> They would master self-management by following the methods elaborated in this course.</p>

<b>Name of the Programme</b>	<b>(CORE COURSE-V)- Classical Sanskrit Literature(Drama)</b>
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<b>B.A Sanskrit (Hons)</b> <b>SEM-III</b>	<b>CO1.</b> This course is based on Classical Sanskrit Drama and Dramaturgy. The students would get a glimpse of plays of Śūdraka, Viśākhadatta, Bhavabhūti and Bhaṭṭanārāyaṇa as well as detailed study of Kālidāsa's Abhijñānaśakuntalam and Bhāsa's Svapnavāsavadattam are assigned.
	<b>CO2.</b> The students would learn to analyse the plot structurally, following the methods taken from authentic texts of dramaturgy.
	<b>CO3.</b> They could explain the characterizations and timing of action of the given dramas composed by Bhāsa and Kālidāsa respectively.
	<b>CO4.</b> Beside the core-language of Sanskrit the students would have hands on experience of Prākṛta dialects through these works.
	<b>CO5.</b> The students could draw out some historical information on social institution like Marriage and fiscal policy in ancient India.

<b>Name of the Programme</b>	<b>(CORE COURSE-VI)- Poetics and Literary Criticism</b>
<b>B.A Sanskrit (Hons)</b> <b>SEM-III</b>	<b>CO1.</b> The Students could vividly describe the vista of Sanskrit Poetics from the perspectives of definition, objectives and causes of poetry.
	<b>CO2.</b> They could categorize the different genres of Sanskrit literary works.
	<b>CO3.</b> The function of word and meaning are being presented in this course. Hence, the students would be able to identify and differentiate the experiences of denotative, indicative and suggestive meaning.
	<b>CO4.</b> The students could elucidate the celebrated Rasa-theory of Bharata and its prominent expositions. Also they are able to know the concept of Rasa through the four fold theories of Rasa.
	<b>CO5.</b> They would be proficiently trained in application of Figures of speech and select meters.

<b>Name of the Programme</b>	<b>(CORE COURSE-VII)- Indian Social Institutions and Polity</b>
<b>B.A Sanskrit (Hons)</b>	<b>CO1.</b> This course introduces Indian Social Institutions and Polity to the students, through various Sanskrit texts and memories of foreign writers.

<b>SEM-III</b>	<b>CO2.</b> Following this guideline the students would identify that Sanskrit, akin any other language, as a social tool to disseminate essential information through ages.
	<b>CO3.</b> The students would be able to specify the tradition of Dharmasāstra as the literary source to study the social institutions of ancient India.
	<b>CO4.</b> They would learn to understand the social values of life and living.
	<b>CO5.</b> The position of women in ancient India is delineated in this course. Therefore, the students could compare the social status of today's women to that of our forbearers.
	<b>CO6.</b> The students could study the origin and development of Indian Polity since the vedic period.
	<b>CO7.</b> They could present a systematic exposition of the cardinal thinkers and theories of Indian polity.

<b>Name of the Programme</b>	<b>(CORE COURSE-VIII)- Indian Epigraphy, Paleography and Chronology</b>
<b>B.A Sanskrit (Hons)</b> <b>SEM-IV</b>	<b>CO1.</b> This course emphasizes the importance of Indian Inscription in the reconstruction of ancient Indian History and culture. The students would be able to study the edited inscriptions included in the syllabus.
	<b>CO2.</b> The students would have an overview of history of Epigraphical Studies in India.
	<b>CO3.</b> They would be familiarized with ancient Indian Scripts. Henceforth, they could take up any modern north-Indian scripts at ease, if required, in their respective professional domain.
	<b>CO4.</b> The students would be informed about the antiquity of the art of writing, writing materials, Inscribers and library in ancient India.
	<b>CO5.</b> Ancient Indian Chronology is also a significant part of this course. The students would have hands- on knowledge of Chronograms, the system of dating the inscriptions.
	<b>CO6.</b> They would be conversant with the dating patterns of Vikrama Era, Śaka Era and Gupta Era.

<b>Name of the Programme</b>	<b>(CORE COURSE-IX)- Modern Sanskrit Literature</b>
<b>B.A Sanskrit (Hons)</b> <b>SEM-IV</b>	<p><b>CO1.</b> The Sanskrit language is presumed as a language of bygone era, in general. Nevertheless, this course is dealt with the Sanskrit literature composed by 18<sup>th</sup> century CE. The students would get the glimpse of development of this Classical language.</p> <p><b>CO2.</b> They would critically analyze the differences of literary approaches of Sanskrit language through given Kāvya and drama texts.</p>

<b>Name of the Programme</b>	<b>(CORE COURSE-X)- Sanskrit World Literature</b>
<b>B.A Sanskrit (Hons)</b> <b>SEM-IV</b>	<p><b>CO1.</b> This course is designed to study Sanskrit language and literature in global perspective. On completion, the student would have a faith estimate of worldwide expansion of Sanskrit literature, even through translations and adaptations.</p> <p><b>CO2.</b> They would learn to relate the Sanskrit works like the great Epics to the folk cultures of South-east Asian Countries.</p> <p><b>CO3.</b> With this brief encounter with glimpse of cultural studies the students could perceive an emerging field of Sanskritic studies as well.</p>

<b>Name of the Programme</b>	<b>(CORE COURSE-XI)- Vedic Literature</b>
<b>B.A Sanskrit (Hons)</b> <b>SEM-V</b>	<p><b>CO1.</b> The students would get a proper knowledge of literature structurally, with a few excerpts from selected texts.</p> <p><b>CO2.</b> They would be exposed to the paradigms of vedic grammar.</p> <p><b>CO3.</b> The students would justify the differences between vedic language and literature and Sanskrit language and literature, from both historical and linguistic perspectives.</p>

<b>Name of the Programme</b>	<b>(CORE COURSE-XII)- Sanskrit Grammar</b>
<b>B.A Sanskrit (Hons)</b>	<b>CO1.</b> The students would learn Sanskrit language through elementary grammar.

<b>SEM-V</b>	<b>CO2.</b> They could deal with the language morphologically as well as at syntactic level.
	<b>CO3.</b> Beside the traditional school of Paninian grammar, the students could identify the linguistic features of Sanskrit through the fundamental concepts of western philosophy of Philology.

<b>Name of the Programme</b>	<b>(CORE COURSE-XIII)- Indian Ontology and Epistemology</b>
<b>B.A Sanskrit (Hons)</b> <b>SEM-VI</b>	<b>CO1.</b> The students would be able to present an overview of the essentials of Indian philosophy.
	<b>CO2.</b> They could rationally justify their choices in various life situations through the traditional paradigms.

<b>Name of the Programme</b>	<b>(CORE COURSE-XIV)- Sanskrit Composition and Communication</b>
<b>B.A Sanskrit (Hons)</b> <b>SEM-VI</b>	<b>CO1.</b> The students would be able to convey their ideas both verbally and in writing, efficiently.
	<b>CO2.</b> Thus they could attain the highest goal of studying any language, representing any co-ordinate of space and time in world history.