



GOVERNMENT GENERAL DEGREE COLLEGE, RANIBANDH

Department of Sanskrit

Vill + P.O. : Rautara \*P.S. : Barikul \*Dist. : Bankura \*Pin Code: 722135\* West Bengal\* India

Ph: 03243267236• E-mail: [-govtgencol.ranibandh@gmail.com](mailto:-govtgencol.ranibandh@gmail.com)• Website: [-ranibandhgovtcollege.org](http://-ranibandhgovtcollege.org)

## Sanskrit Programme Outcome & Course Outcome University of Burdwan (Before CBCS System)

| UG (HONS.)  |   |   |  |
|---|---|---|--|
| Programme   | Objective of Programme /<br>Course Outcome  | Employability of<br>Programme / Course  | Attainment of<br>Programme/<br>Course<br>Outcome   |
| <b>Bachelor of Arts in<br/>Sanskrit (Honours)</b> | <p>This programme aims to get the students familiar with the holistic approach of Sanskrit literature. It intends to develop a practical interest in the field of Sanskrit Studies among the students. The course encompasses Sanskrit texts from different disciplines, such as Veda, Literature, Grammar, Linguistics, Philosophy, Indian Epigraphy, Palaeography etc. to provide students with a scope of gaining an in depth and comprehensive understanding of various facets of Sanskrit language, literature and ancient Indian culture. It also aims at establishing the relevance of ancient Indian ideas and wisdom in today's context.</p> | <p>This programme will enable students to have a comprehensive idea of Sanskrit language and literature as well as establishing their own identity through the continuous involvement with the subject. It will motivate them in continuing higher studies in their respective fields. The course is expected to bring in an all-inclusive development in terms of learning and basic life skills. After the completion of this course students can take up various teaching assignments in schools. Employment in various administrative services can also be opted for.</p> | <p>This programme is a perfect blending of traditional classroom teaching (talk and chalk method), ICT classes, project work, guided reading, and refining of secondary skills (Especially soft skills) to attain the desired outcome.</p> |



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| Courses   | UG Part – I Honours  |  |  |
|---|--|--|--|
| Paper – I <ul style="list-style-type: none"><li>• Bhattikavyam (Canto II)</li><li>• Raghuvamsam (Canto–13th)</li><li>• Kiratarjuniyam (Canto 1<sup>st</sup>)</li><li>• Dasakumaracaritam (Rajavahana caritam)</li></ul> | The course aims to get students acquainted with Classical Sanskrit Poetry. It intended to give an understanding of Literature, through which students will be able to appreciate the evolution of Sanskrit Literature. The students would know about Sanskrit Prose kavya. This course seeks to help students to negotiate texts independently.  |  |  |
| Paper – II<br>Drama :-<br>Abhijnana Sakuntalam<br>Dramaturgy:-<br>Sahityadarpana,<br>Chapter–V  | This course aims to acquainted students with dramatic sense. Dramatist Kalidasa was a poet of Nature. So this topic represent the human aspects and the finer sense of the nature of our beloved students. This course will be develop the idea of the social responsibility, increase the knowledge of socio-economic culture and sense of environment. The students know the definition of Kavya, its classification and importance from Sahityadarpana of Biswanatha. The knowledge of „Metrics“ will be enhance the students suitable reading habits and a concrete sense of the text. |  |  |



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| Courses   | UG Part – II Honours   |  |  |
|---|--|--|--|
| Paper-III <ul style="list-style-type: none"><li>● History of Sanskrit Literature</li><li>● Isopanisad</li><li>● General Grammar and Translation</li></ul> | This course aims to get students acquainted with the journey of classical Sanskrit Literature from Ramayana, Mahabharata, Purana, Drama etc. This course intends to give an outline of different traditions, through which students will be able to know the different genres of Sanskrit Literature. Philosophical Text Isopanisad will be developing the philosophical sense of the students. Sense of Grammar will be developing their systematic knowledge, because the knowledge of grammar is a pillar of language. This course helps to develop their construction skill of the sentences with Devnagri Script. |  |  |
| Paper-IV <ul style="list-style-type: none"><li>● Siddhanta Kaumudi Karaka &amp; Samasa</li><li>● Elements of Linguistics</li></ul>                        | This course acquiring the knowledge of the concept of the specific portions of the grammar according to the perspective of Siddhanta Kaumudi and developing their analytical skill. The course of Linguistics will be increase the knowledge about descriptive, morphological and typological classification of languages.   |  |  |



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| Courses  | UG Part – III Honours  |  |  |
|--|--|--|--|
| Paper-V<br>• Vedic Literature<br>• Sunasepakatha<br>• History of Vedic Literature  | <p>Students are pursuing the course of Vedic Texts endowed her to develop a critical perspective to assess existing research through careful reading, analysis and discussion. This course acquiring the knowledge about holistic sprits, self confidence and secular attitude and logical mind.</p> <p>The students would know about the Brahamana texts and its importance.</p> <p>The students would know vedic grammar and also the difference between classical and vedic grammar.</p> <p>The students can take the knowledge about the classification of veda, socio economic life of the Aryans, women education, teacher and taught relation and philosophical importance.</p> |  |  |
| Paper-VI<br>• Dandin's Kavyadarsa– Chapter I<br>• Vamana's Kavyalamkara 1st and some portion of 3rd Adhikarana<br>• Sahityadarpana– Chapter X, Alamkaras | <p>The students would know the definition and importance of Kavyas from different perspectives. The students will able to know the definition and examples of various Arthalankara , Alankara means ornament and its beauty of the Kavyas.</p>   |  |  |



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|---|---|--|--|
| <p>Paper-VII</p> <ul style="list-style-type: none"><li>• Kadambari :<br/>Sukanasopadesa</li><li>• Manusamhita<br/>(Chapter VII, 1-150<br/>slokas)</li><li>• Arthasastra :-<br/>Amatyotpatti &amp;<br/>Duttapranidhi</li><li>• Silalekha-<br/>Rudradaman</li></ul>   | <p>The students would know about Sanskrit prose Kavya.</p> <p>The students would know about the texts of Dharmasastra and Arthasastra. Students would know Indian education system. Students would know about the historical importance of inscription, this course provides them paleographical knowledge.</p>   |  |  |
| <p>Paper-VIII</p> <ul style="list-style-type: none"><li>• Tarkasamgraha</li><li>• Vedantasara<br/>(Excluding the last<br/>portion beginning<br/>with<br/>Mahavakyartha)</li><li>• Essay in Sanskrit</li><li>• Substance (From<br/>Sanskrit Language<br/>to Sanskrit<br/>Language with<br/>Devnagri Scripts)</li></ul> | <p>The students would know about the history of Indian Philosophy. Evaluate the major theory of Nyaya, Vaisesika and Vedanta. The students could relate the philosophical theory in practical life. The course aims to get the students with the Indian principals of debate and its application. The students could learn to write essay in Sanskrit language and learn how to summarize a passage. The course is to expose students to the rich and profound tradition of creative writing in Sanskrit, also enriched by new genres of writing.</p> |  |  |



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## Sanskrit Programme Outcome & Course Outcome

### University of Burdwan (Before CBCS System)

| UG (GENERAL)                                    |  |   |   |
|---|--|---|---|
| Programme                                       | Objective of Programme / Course Outcome  | Employability of Programme / Course   | Attainment of Programme/ Course Outcome   |
| <b>Bachelor of Arts in Sanskrit (Programme)</b> | <p>This programme aims to get the students familiar with the holistic approach of Sanskrit literature. It intends to develop a practical interest in the field of Sanskrit Studies among the students. The course encompasses Sanskrit texts from different disciplines, such as Veda, Literature, Grammar etc. to provide students with a scope of gaining an in depth and comprehensive understanding of various facets of Sanskrit language, literature and ancient Indian culture. It also aims at establishing the relevance of ancient Indian ideas and wisdom in today's context.</p> | <p>After the completion of this course students can take up various teaching assignments in schools. Employment in various administrative services can also be opted for.</p> | <p>This programme is a perfect of traditional classroom teaching (talk and chalk method), ICT classes, project work, guided reading, and refining of secondary skills (Especially soft skills) to attain the desired outcome. More importance is given to the students' points of view, and the need to develop precise and effective writing skills and deft communicating skills in Sanskrit.</p> |



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| Courses   | UG Part – I General   |  |  |
|---|---|--|--|
| Paper – I <ul style="list-style-type: none"><li>Ramayanam– (Kiskindha Kanda Canto-30)</li><li>Raghuvamsam (Canto–13)</li><li>Kiratarjunyam (Canto–I)</li></ul>                      | The course aims to get students acquainted with Classical Sanskrit Poetry. It intended to give an understanding of Literature, through which students will be able to appreciate the evolution of Sanskrit Literature.  |  |  |
| Courses   | UG Part – II General  |  |  |
| Paper – II <ul style="list-style-type: none"><li>Abhijnana Sakuntalam</li><li>Dasakumara Caritam (Dwijopakriti)</li><li>Metrics–(A general conception of Sanskrit metres)</li></ul> | This course aims to acquainted students with dramatic sense. Dramatist Kalidasa was a poet of Nature. So this topic represent the human aspects and the finer sense of the nature of our beloved students. The knowledge of Metrics will enhance the students suitable reading habits and a concrete sense of the text. |  |  |
| Courses   | UG Part – III General   |  |  |
| Paper – III <ul style="list-style-type: none"><li>History of Sanskrit Literature</li><li>Mundakopanisad</li><li>General Grammar</li></ul>   | This course aims to get students acquainted with the journey of classical Sanskrit Literature from Ramayana, Mahabharata, Purana, Drama etc. Philosophical Text Mundakopanisad will be  |  |  |



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|---|--|--|--|
| <ul style="list-style-type: none"><li>• Translation</li></ul>   | developing the philosophical sense of the students. Sense of Grammar will be developing their systematic knowledge, because the knowledge of grammar is a pillar of language. This course helps to develop their construction skill of the sentences with Devnagri Script. |  |  |
| Paper – IV <ul style="list-style-type: none"><li>• Manusamhita (7th ch.–Upto Vyasana, Sloka No. 1-53)</li><li>• Selected Alamkaras (Sahityadarpana –10th Chapter)</li><li>• Kautiliya Arthasastra Mantradhikara Sasanadhikara</li></ul> | The students would know about the texts of Dharmasastra and Arthasastra. Students would know Indian education system. The students will able to know the definition and examples of various Arthalankara , Alankara means ornament and its beauty of the Kavyas.           |  |  |





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## Sanskrit Programme Outcome & Course Outcome

### Bankura University CBCS System

| UG (HONS.)                                    |   |   |  |
|---|---|---|--|
| Programme                                     | Objective of Programme / Course Outcome   | Employability of Programme / Course   | Attainment of Programme/ Course Outcome  |
| <b>Bachelor of Arts in Sanskrit (Honours)</b> | <p>This programme aims to get the students familiar with the holistic approach of Sanskrit literature. It intends to develop a practical interest in the field of Sanskrit Studies among the students. The course encompasses Sanskrit texts from different disciplines, such as Veda, Literature, Grammar, Linguistics, Philosophy, Indian Epigraphy, Palaeography etc. to provide students with a scope of gaining an in depth and comprehensive understanding of various facets of Sanskrit language, literature and ancient Indian culture. It also aims at establishing the relevance of ancient Indian ideas and wisdom in today's context.</p> | <p>This programme will enable students to have a comprehensive idea of Sanskrit language and literature as well as establishing their own identity through the continuous involvement with the subject. It will motivate them in continuing higher studies in their respective fields. The course is expected to bring in an all-inclusive development in terms of learning and basic life skills. After the completion of this course students can take up various teaching assignments in schools. They will well fit in the capacities of interpreters/translators (for archaeologists, historians, writers etc.) and many more. Employment in various</p> | <p>This programme is a perfect blending of traditional classroom teaching (talk and chalk method), ICT classes, project work, guided reading, and refining of secondary skills (Especially soft skills) to attain the desired outcome. More importance is given to the students' points of view, and the need to develop</p> |



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|   |   | administrative services can also be opted for. | precise and effective writing skills and deft communicating skills in Sanskrit. |
| <b>UG (Hons.): Semester I</b>   |   |  |   |
| AHSNS 101C-1<br>Classical Sanskrit Literature (Poetry) & Chhanda<br><ul style="list-style-type: none"><li>• Kiratarjuniyam (Canto-1)</li><li>• Kumarasambhava (Canto - 5) Chhandomanjari</li><li>• (Samavritta)</li></ul> | Acquaint students with the classical Sanskrit poetry, give an understanding of literature for internalising the text independently with the help of proficiency in Sanskrit, promote skills to analyse the lyrical techniques of classical Sanskrit meters facilitating students to soak in the ecstasy of the enriched rhythms of classical Sanskrit literature. |  |   |
| AHSNS 102C-2<br>Classical Sanskrit Literature (Prose)<br><ul style="list-style-type: none"><li>• Dashakumaracharitam Rajabahanacharitam,</li><li>• Kadambari (Kathamukha &amp; Shukanasopadesha)</li></ul>                | Empower with different styles of classical Sanskrit prose literature as presented by Dandin and Banabhatta, help students negotiate the text independently with the help of proficiency in Sanskrit.  |  |   |
| AHSNS 103GE-1<br>Drama & Grammar<br><ul style="list-style-type: none"><li>• Abhijnanashakuntalam</li><li>• General Grammar</li></ul>  | Introduce all-time great Sanskrit drama written by Kalidasa, which not only reflects poetic excellence but also depicts contemporary society and highlight human  |  |   |



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| (karaka, Samasa, Krit, Taddhit, Sandhi)<br><br>* Students having honours<br><br>in disciplines other than Sanskrit would take this as a generic elective course.  | values, help in enhancing the basic knowledge of Sanskrit grammar including rules of Sandhi, karaka, samāsa, krit, and taddhita suffixes and skills of applying them aptly to compose short sentences and paragraphs.  |  |  |
| <b>UG (Hons.): Semester II</b>  |  |  |  |
| AHSNS 201C-3<br>Poetics and Literary Criticism<br><ul style="list-style-type: none"><li>Sahityadarpana 6<sup>th</sup> &amp; 10<sup>th</sup> chapter</li><li>Brief description of Sanskrit Poetics</li></ul> | Give an exposure in the arena of Sanskrit poetics and literary criticism in the light of Sahityadarpana chapter VI dealing with dramaturgy and chapter X explaining Sanskrit figures of speech in detail with examples, provide a bird's eye view of Sanskrit literary criticism through the brief description of other works in Sanskrit poetics. |  |  |
| AHSNS 202C-4<br>Classical Sanskrit Literature (Drama)<br><ul style="list-style-type: none"><li>Abhijnanashakuntalam</li><li>Swapnavasavadattam</li></ul>  | Introduce all-time great Sanskrit dramas written by Kalidasa and Bhasa, which not only reflect poetic excellence but also depict contemporary society and highlight human values.  |  |  |



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| <p>AHSNS 203GE-2<br/>Poetry &amp; Chhanda</p> <ul style="list-style-type: none"><li>• Raghuvamsham (Canto I)</li><li>• Chhandomanjari (Samavritta)</li></ul> <p>* Students having honours in disciplines other than Sanskrit, would take this as a generic elective course.</p> | <p>Acquaint with one of the unparalleled treatise of classical Sanskrit Poetry to have an understanding of literature for internalizing the text independently with the help of proficiency in Sanskrit, empower with complete information and analysis regarding selected classical meters with lyrical techniques.</p>   |  |  |
| <p>ACSHP 204AECC-2 MIL</p> <ul style="list-style-type: none"><li>• Hitopadesha – Prastavana &amp; first to stories of Mitralabha</li><li>• Nitishatakam of Bhartrihari</li></ul>  | <p>Introduce the styles of storytelling in Sanskrit fable literature depicting both animal and human characters, help negotiate the text independently with proficiency in Sanskrit by observing incorporation of maxims, worldly wisdom and advice on political affairs in simple, elegant language in the prescribed text, assist in perceiving the outline of Sanskrit Nīti literature.</p> |  |  |
| <b>UG (Hons.): Semester III</b>   |  |  |  |
| <p>AHSNS 301C-5<br/>Vedic Literature</p> <ul style="list-style-type: none"><li>• Vedic grammar: padapatha, shabdarupa, Dhaturupa, upasarga, pratyaya,</li></ul>   | <p>Assist in gaining knowledge of the Vedas specially Rigveda, one of the oldest literary compositions of the world, and make acquainted with the peculiarities found in vedic</p>   |  |  |



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| Letlakara & Limlakara.<br>• Selected Vedic hymns from Rigveda (1.1.1, 10.34, 10.121, 2.12) with Sayanabhasya   | Grammar.  |  |  |
| AHSNS 302C-6<br>Indian Social Institutions and Polity<br>• Manusamhita 7th Chapter with Manvarthamuktavali<br>• Yajnavalkyasamhita: vyavaharadhyaya:<br>• Arthashastra (Adhikaranam-1, Prakaranam 1,2,3,4,6,8,9,10,15,16,21) | Promote in understanding fundamental concepts of ancient Indian political, judicial and economic thoughts as well as various aspects of Indian Social Institutions and Polity as depicted in smriti and arthashastra literature.      |  |  |
| AHSNS 303C-7<br>History of Vedic Literature & Theory of Self<br>• History of Vedic Literature<br>• Brihadaranyakopanisad (2nd Adhyaya – 4th Brahmana & 4th Adhyaya – 4 <sup>th</sup> Brahmana)                               | Familiarize with the history of Vedic Literature, assist in having an intrinsic idea of language, philosophical thoughts, theory of self and various spiritual teachings involved in the upanishads, specially yajurvedic upanishads. |  |  |
| AHSNS 304GE-3<br>History of Sanskrit Literature & Translation (Beng. → Sans)<br><br>* Students having honours in disciplines other than Sanskrit, would take this as a generic elective course.                              | Familiarize with the works of Sanskrit literature from a historical perspective, enable in grasping the techniques of writing correct Sanskrit sentences while translating from Bengali.  |  |  |



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| AHSNS 305SEC-1<br>Spoken Sanskrit   | Enable students to speak and communicate in Sanskrit fluently.   |  |  |
| <b>UG (Hons.): Semester IV</b>  |  |  |  |
| AHSNS 401C-8<br>Critical Survey of Classical Sanskrit Literature  | Empower with the knowledge of excellent literary heritage present in classical Sanskrit.   |  |  |
| AHSNS 402C-9<br>History of Indian Philosophy  | Foster inquisitiveness in the historicity of the notable Sanskrit treatises on Indian philosophy, help in providing a comprehensive idea about the historical development of different schools of Indian philosophical tradition that advocates an integrated approach to human personality where material and psychological growth complement each other. |  |  |
| AHSNS 403C-10<br>Linguistics & Language<br>Introduction to Linguistics,<br>Definition of Language,<br>Classification of Language,<br>Articulatory Phonetics,<br>Phonetic Laws, Causes of<br>Semantic Changes. | help in perceiving fundamental issues in Linguistics (the science of language) such as the definition of language, classification of Language, articulatory phonetics, phonetic laws, causes of phonetic and semantic changes etc., assist in analysing different language structures of the world in  |  |  |



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|   | comparison with Sanskrit, help in figuring out the concepts of Linguistics for further studies.  |   |  |
| AHSNS 404GE-4<br>Dharmashastra & Upanisad<br><ul style="list-style-type: none"><li>Manusamhita 7th Chapter with Manvarthamuktavali</li><li>Ishopanisad with Shankara's commentary</li></ul><br>*Students having honours in disciplines other than Sanskrit, would take this as a generic elective course. | Generate interest in learning fundamental concepts of ancient Indian polity, make students aware of responsibilities of a king (Rajadharm) in ancient India etc., familiarise with an intrinsic idea of language, philosophical thoughts, theory of self and various spiritual teachings involved in the Upanishads. |   |  |
| AHSNS 405SEC-2<br>Spoken Sanskrit   | enable students to speak and communicate in Sanskrit fluently.   |   |  |
| <b>UG (Hons.): Semester V</b>   |  |   |  |
| AHSNS 501C-11<br>Sanskrit Grammar<br>Siddhantakaumudi (Karka & Samasa)  | instigate interest in entering the world of Paninian grammar through a detailed study of Paninian aphorisms on syntax and compounds, two essential issues of Sanskrit language learning.   |   |  |
| AHSNS 502C-12<br>Indian Epigraphy,<br>Palaeography and Chronology   | Help in revealing the world of Indian epigraphy treated as imperishable and the most authentic source of history,  | Apart from the employability outcomes listed earlier, this course specially opens up career |  |





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| <p>Introduction to Indian Epigraphy, Palaeography and Chronology, introduction to ancient Indian scripts – learning Brahmi script, study of selected inscriptions - Asoka's Giranara Rock Edict 1, Asoka's Saranatha Pillar Edict, Girnara Inscription of Rudradaman, Eran Pillar Inscription of Samudragupta, Mehrauli Iron Pillar Inscription of Chandra, Delhi Topra Edict of Bisaladeva</p> | <p>enable in deciphering scripts using the knowledge of Palaeography, being one of the disciplines of Archaeological studies, help in acquiring reliable data for studying events that happened in history, using the knowledge of Chronology.</p>                  | <p>opportunities as epigraphists in the epigraphy wing of ASI, many State Government Archaeology Departments. The National Museum, New Delhi; Indian Museum, Kolkata; The National Archives of India and many State Departments of Archives need epigraphists for their work. For the post of curators and keepers/ deputy keepers/ gallery assistants, epigraphists are also needed.</p> |  |
| <p>AHSNS 503DSE-1<br/>Kavya<br/>Sahitya Darpana<br/>(Chapter: I-III )</p>   | <p>The students would know about the definition and importance of Kavya from different perspectives. They learn many notable works of criticism combine discussion of texts with broad arguments about the nature of Literature and Principles of assessing it.</p> |   |  |
| <p>AHSNS 504DSE-2 KAVYA<br/>Modern Drama<br/>(Daridra Durdaivam &amp;<br/>Bharata Vivekam)</p>  | <p>This course is aimed to provide information to the students about the spread and influence of Sanskrit modern literature. The purpose of this course is to expose students to the rich and profound traditions of modern creative writing in Sanskrit.</p>       |   |  |





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| UG (Hons.): Semester VI  |  |  |  |
|--|--|--|--|
| AHSNS 601C-13<br>Indian Ontology and<br>Epistemology<br><ul style="list-style-type: none"><li>Tarkasamgraha</li></ul>          | Enable students to grasp foundational exposition of the ancient Indian system of logic and reasoning, the basic principles of the Nyaya system of Indian philosophy; generate interest in studying ontology, logic and epistemology of the Nyaya Vaisesika system using the basic text for beginners for several generations.  |  |  |
| AHSNS 602C-14<br>Sanskrit and World Literature<br>Translation, Criticism &<br>Influence of Sanskrit<br>Literature in the World | Inspire in perceiving the position of Sanskrit language and literature and its influence in the global scenario, generate in students a research interest in comparative literary studies through translation works, criticism etc., try to inculcate an interdisciplinary approach in students' mind by presenting different literary creations of the world having the influence of Sanskrit literature. |  |  |
| AHSNS 603DSE-3<br>B. Kavya<br>Kavyalamkarasutravritti<br>- (Chapters 1-4)  | Generate motivation in understanding the fundamental theories of ancient Indian aesthetics using a popular treatise on Sanskrit poetics.   |  |  |



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| AHSNS 604DSE-4<br>B. Kavya<br>Bhattikavyam (Canto 1) | Help in getting acquainted with the style of writing in the formal genre of mahakavyas belonging to the post Kalidasa era as reflected in the well known literary work of Bhartrihari dating from the 7th century CE, focus in presenting an excellent blending of two deeply rooted Sanskrit traditions, the Ramayana and Panini's grammar. |  |  |
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## Sanskrit Programme Outcome & Course Outcome

| UG (Programme)                                  |  |  |  |
|---|--|--|--|
| Programme                                       | Objective of Programme / Course Outcome  | Employability of Programme / Course  | Attainment of Programme/ Course Outcome  |
| <b>Bachelor of Arts in Sanskrit (Programme)</b> | <p>This programme aims to get the students familiar with the holistic approach of Sanskrit studies. It intends to develop a practical interest in the field of Sanskrit Studies among the students. The course encompasses Sanskrit texts from different disciplines, such as literature (prose, poetry, fable literature), grammar, upanisad, philosophy, Indian polity etc. to provide students with a scope of gaining an in depth and comprehensive understanding of various facets of Sanskrit language, literature and ancient Indian culture. It also aims at establishing the relevance of ancient Indian ideas and wisdom in today's context.</p> | <p>This programme will enable students to have a comprehensive idea of Sanskrit language and literature as well as establishing their own identity through the continuous involvement with the subject. It will motivate them in continuing higher studies in their respective fields. The course is expected to bring in an all-inclusive development in terms of learning and basic life skills. After the completion of this course students can take up various teaching assignments in schools. Employment in various administrative services can be opted for. Students can also go for jobs that require graduates in any discipline.</p> | <p>This programme is a perfect blending of traditional classroom teaching (talk and chalk method), ICT classes, project work, guided reading, and refining of secondary skills (especially soft skills) to attain the desired outcome. More importance is given to develop precise and effective writing skills and proficiency in verbal Sanskrit communication</p> |



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| UG (Programme): Semester I   |   |  |  |
|--|---|--|--|
| APSNS 101C-1A<br>Sanskrit Drama & Language<br><ul style="list-style-type: none"><li>• Abhijnanashakuntalam</li><li>• General Grammar (karaka, Samasa, Krit, Taddhit, Sandhi)</li></ul> | Introduce the widely known Sanskrit drama written by Kalidasa, which not only reflects poetic excellence but also presents contemporary society and emphasize human values, enhance the basic skills in Sanskrit grammar including rules of Sandhi, karaka, samāsa, krit, and taddhita suffixes and skills of applying them aptly to compose simple short sentences and paragraphs in Sanskrit. |  |  |
| ACP/SNS 103C-MIL-1<br>(Sanskrit) MIL-1<br>Declensions, Conjugations, Karaka-vibhakti Rules, Kṛt suffixes & Comprehension   | Empower students with the basic knowledge of Sanskrit grammar including declensions, conjugations, karaka-vibhakti rules, krit suffixes and skills of applying them aptly to compose simple short sentences and paragraphs in Sanskrit, help in comprehending texts and expressing the idea in their own words.   |  |  |
| UG (Programme): Semester II  |   |  |  |
| APSNS 201C-1B<br>Sanskrit Poetry & Metre<br><ul style="list-style-type: none"><li>• Raghuvamsham (Canto -1)</li><li>• Chhandomanjari (Samavritta)</li></ul>                            | Acquaint students with one of the unparalleled treatise of classical Sanskrit Poetry, give an understanding of literature for internalizing the text independently with the help of proficiency in Sanskrit. Generate motivation in acquiring the complete information and analysing selected classical meters with lyrical techniques.   |  |  |



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| ACSHP 204AECC-2 MIL<br><ul style="list-style-type: none"><li>• Hitopadesha – Prastavana &amp; first two stories of Mitralabha</li><li>• Nitishatakam of Bhartrihari</li></ul>   | Introduce the styles of storytelling in Sanskrit fable literature depicting both animal and human characters for making Sanskrit learning an enjoyable activity, help negotiate the text independently with proficiency in Sanskrit by observing incorporation of maxims, worldly wisdom and advice on political affairs in simple, elegant language in the prescribed text, assist in perceiving the outline of Sanskrit Nīti literature. |  |  |
| <b>UG (Programme): Semester III</b>   |  |  |  |
| APSNS 301C-1C<br>History of Literature<br><ul style="list-style-type: none"><li>• History of Sanskrit Literature</li><li>• Translation (Beng. →Sans)</li></ul>  | Familiarize with the knowledge of Sanskrit literature from historical perspective, make enable with the techniques of writing correct Sanskrit sentences while translating it from Bengali.  |  |  |
| ACP 303C-MIL-2<br>Sanskrit - MIL-2<br><ul style="list-style-type: none"><li>• Sandhi, Samasa</li><li>• Panchatantram - Ksapanakakatha, Sinha-karaka murkhabrahmanakatha Vanara-makara-macchakatha, Gangadattamandukakatha</li></ul> | The styles of storytelling in Sanskrit fable literature depicting both animal and human characters. Incorporation of maxims, worldly wisdom and advice on political affairs in simple, elegant language helps students negotiating the text independently with the help of proficiency in Sanskrit.  |  |  |
| APSNS 305SEC-1<br>Spoken Sanskrit   | Enable students to speak and communicate in Sanskrit fluently.   |  |  |



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| UG (Programme): Semester IV  |   |  |  |
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| APSNS 401C-1D<br>Rajadharma &<br>Brahmatattvam<br><ul style="list-style-type: none"><li>Manusamhita 7th Chapter with Manvarthamuktavali</li><li>Ishopanisad with Shankara's commentary</li></ul> | Introduce fundamental concepts of ancient Indian polity, make students aware of responsibilities of a king (Rajadharma) in ancient India etc. Intends to give them an intrinsic idea of language, philosophical thoughts, theory of self and various spiritual teachings involved in the Upanishads.  |  |  |
| APSNS 405SEC-2<br>Spoken Sanskrit  | Enable students to speak and communicate in Sanskrit fluently.  |  |  |
| UG (Programme): Semester V   |   |  |  |
| APSNS 501DSE-1A<br>Kavya & Philosophy<br><ul style="list-style-type: none"><li>Kumarasambhavam (Canto-5)</li><li>Vivekachuramani</li></ul>   | Acquaint students with one of the unparalleled treatise of classical Sanskrit Poetry, give an understanding of literature for internalizing the text independently with the help of proficiency in Sanskrit, initiate a general interest in the Indian philosophical tradition by introducing a notable Sanskrit treatise on Indian philosophy. |  |  |
| APSNS 503GE-1<br>History of Indian Philosophy  | Generate interest for knowing the historicity of the notable Sanskrit treatises on Indian philosophy, provide a comprehensive idea about the historical development of different schools of Indian philosophical tradition.   |  |  |



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|---|--|--|--|
| APSNS 504SEC-3<br>Spoken Sanskrit   | enable students to speak and communicate in Sanskrit fluently.   |  |  |
| <b>UG (Programme): Semester VI</b>  |  |  |  |
| APSNS 601DSE-1B<br>Kavya & Philosophy <ul style="list-style-type: none"><li>• Swapnavasavadatam</li><li>• Gita (chapters 2 &amp; 3)</li></ul> | Instigate curiosity in learning the popular Sanskrit drama written by Bhasa, which not only reflects poetic excellence but also depicts contemporary society and highlight human values, create inquisitiveness regarding the ideas and concepts of the Samkhya and Yoga schools of Hindu Philosophy and teachings of selfless service through the study of the Bhagavad Gita , famous Hindu sacred text with a unique pan-Hindu influence |  |  |
| APSNS 603GE-2<br>Comprehension & Writing Skill  | Enhance proficiency in reading and comprehending the unseen Sanskrit texts and answering the questions based on the passage in their own words, develop skills of writing different compositions using correct Sanskrit sentences.   |  |  |
| APSNS 604SEC-4<br>Spoken Sanskrit   | enable students to speak and communicate in Sanskrit fluently.   |  |  |