

## PROGRAM OUTCOMES

**Disciplinary knowledge:** capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate programme of study.

**Communicative Skills:** Ability to express thoughts and ideas effectively in writing and orally communicate with others using appropriate media; confidently share one's write analytically, and present Complex information in a clear and concise manner to different groups.

**Critical thinking:** capability to apply analytic thoughts to a body of knowledge; analyse and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices and theories by following scientific approach to knowledge development.

**Creativity:** Think and Express any idea in a novel way or out of the box thinking.

**Problem solving:** capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge; and apply one's learning to real life situations.

**Analytical reasoning:** Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyse and synthesis data from a variety of sources; draw valid conclusions and support them with evidence and examples and addressing opposing viewpoints.

**Research related skills:** A sense of inquiry and capability for asking relevant or appropriate questions, problematizing, synthesising and articulating ability to recognise cause and effect relationships, define problems, formulate hypothesis, test hypothesis, analyse, interpret and draw conclusions from data, establish hypothesis, predict cause and effect relationships, ability to plan, execute and report the results of an experiment or investigation.

**Information or digital literacy:** capability to use ICT in a variety of learning situations, Demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for Analysis of data.

**Moral and ethical awareness or reasoning:** Ability to embrace moral or ethical values in conducting one's life, formulate a position argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Capable of demonstrating the ability to identify ethical issues related to one's work, avoid on ethical behaviour such as fabrication, falsification or miss representation of data or committing Plagiarism, not adhering to intellectual property rights; appreciating environment and sustainability issues; and adopting objective, unbiased and truthful actions in all aspects of work.

## DEPARTMENT OF SANSKRIT

### COURSE OUTCOMES

#### SEMESTER- I (HONS)

##### Classical Sanskrit Literature (Poetry) (SANS-H-CC-T-01)

The purpose of this paper is to enhance students with the works of the legendary poet, Kālidāsa.

The purpose of this paper is to enrich students with the works of the eminent poet, Bhāravi.

Students would be familiar with the literary style and social structure reflected in these famous epics.

Through a few verses from Bhāravi's *Kirātārjunīyam*, the course is intended to teach students about morality and principles.

Through some selected verses from *Nīśatakam* of Bhartṛhari, the course is meant to teach students about morality and ethics.

##### Critical Survey of Sanskrit Literature (SANS-H-CC-T-02)

Through the *saṃhitās* of the four *Vedas*, students will be exposed to various forms of Vedic wisdom.

Students will be exposed to various forms of Vedic relief systems and spiritual manifestations.

Students will be exposed to several forms of Vedic social aspirations as well.

The course intends to expose the students the two most celebrated Indian epics, the Ramayana and Mahabharata, source texts of the subsequent literary works representing the Indian value systems, socio cultural conditions and philosophical expressions as well.

Students also learn literary criticism of six major schools of Indian politics *rasa*, *Alaṃkāra*, *rīti*, *Dhvani*, *Vakrokti* and *Aucitya*.

##### Classical Sanskrit Literature (Poetry) (SANS-H-GE-T-01)

This course will help the students develop a fair idea of the works of great Sanskrit poets.

They will be able to appreciate the styles and thoughts of individual poets focusing on the poetical, artistic, culture and historical aspects of their works.

This course will enhance competence in chaste classical Sanskrit and give them skills in translation and interpretation of poetic works.

## DEPARTMENT OF SANSKRIT

### COURSE OUTCOMES

#### SEMESTER- II (HONS)

##### **Classical Sanskrit Literature (prose) (SANS-H-CC-T-03)**

The purpose of this paper is to introduce students to the prose-romance masterpiece, *Kādambarī* by Bānabhaṭṭa.

This paper is to introduce students to the prose-romance masterpiece, *Daśakumārcarita* by Daṇḍin.

Students would have extensive knowledge of classical Sanskrit literature.

Students would have broad knowledge Sanskrit technical literature as well.

Through Sanskrit literature, they will also become acquainted with the origin and evaluation of various expression of ancient Indian culture and civilisation.

##### **Sanskrit Composition and Communication (SANS-H-CC-T-04)**

This paper helps students learn about the rules of Sanskrit grammar.

In addition, fundamental topics of Sanskrit grammar are intended to be covered in this paper.

Students would be able to translate simple Bengali or English sentences into Sanskrit.

They would also be able to write essays in Sanskrit.

And their language skills would improve over time.

##### **Classical Sanskrit Literature (Prose) (SANS-H-GE-T-02)**

The course will enable students to familiarize themselves with some leading classical prose works and the individual literary styles of their authors.

After the completion of this course the learner will be exposed to the socio-cultural conditions of the Indian society as reflected in the prescribed texts.

They will acquire skills in advanced Sanskrit communication.

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### COURSE OUTCOMES

#### SEMESTER- III (HONS)

##### Classical Sanskrit Literature (Drama) (SANS-H-CC-T-05)

After completion of this course the students will be aware about the beauty and richness of classical Sanskrit dramatic tradition.

This course will enhance the ability for critical thinking on issues of culture, polity, morality, religion etc. as reflected in the prescribed texts.

The course will make the students aware of the formal structures of Sanskrit drama in the tradition of Bharata's *Nāṭyaśāstra*.

##### Poetics and Literally Criticism (SANS-H-CC-T-06)

This course will make students aware of with the skills to assess the merits or demerits of works on poetry, prose and drama.

They will be able recognize the various genres of poetry, appreciate the objectives of poetry and also analyse the structure of work in terms of essential ingredients of poetry as propounded.

Students will be inspire and encouraged to compose.

##### Indian Social Institutions and Polity (SANS-H-CC-T-07)

After the completion of this course students will be able to connect the theoretical model propounded by the prescribed texts in the forms of *saptāṅga* theory, *śāḍguṇya* theory, *maṇḍala* theories with contemporary governance issues.

The learners will be able to see Dharma as dynamic institutions. This will free them from the traces of fundamentalism and they should become more open minded and liberal.

Leaning and developing a critical approach about the institution of caste and women's issues will make the participants sensitive to discriminating practices.

##### Evolution of Indian Script (SANS-H-SEC-T-01)

After the completion of this course students will learn about the antiquity of Indian writing skills. Students would know about the various kinds of *Brāhmī*, *Kharoṣṭī* and *Devanāgarī* script.

They would be able to know about the causes of variation in the northern and southern *Brāhmī* script.

They could learn the development of eastern Indian scripts, specially the mediaeval Bengali script.

## DEPARTMENT OF SANSKRIT

### COURSE OUTCOMES

#### SEMESTER- IV (HONS)

##### **Indian Epigraphy, Palaeography and Chronology (SANS-H-CC-T-08)**

From a historical point of view the Indian students would know how important Indian epigraphy, palaeography, dating and writing.

Students will learn in this paper how writing on stone pillars cave and other surfaces has changed over time.

Students could learn about the political economic Comma cultural, social religious and government tell practices of the Aśokā Era by looking at certain inscriptions.

Students would also know about the political social, religious and government practices of the Rudradāman, Samudragupta etc era by observing at certain inscriptions.

They would be able to tell the difference between the different Indian calendars from the past.

##### **Modern Sanskrit Literature (SANS-H-CC-T-09)**

This course will enable the students to appreciate the *Mahākāvya* and *Caritakāvya*, *Gadyakāvya*, *Rūpaka*, *Gītikāvya* and other genres and general survey of modern Sanskrit literature.

It will create an awareness of the modern historicity of the modern Sanskrit literature.

##### **Sanskrit and World Literature (SANS-H-CC-T-10)**

Students who pursue this course will learn about the cultural contacts between India on the one hand and Europe, West Asia and South East Asia on the other during different phases of History.

They will also see how colonialism distorted India's achievements in knowledge production.

They will become aware of Indo European linguistic and cultural affinities, spread of Indian fables, the *Upanishadas*, the *Gītā* and kalidasa's works in the west.

They will be able to appreciate the close relation between Upanishadic thought and Sufism.

They will study how Sanskrit literature has impacted India's cultural ties with South East Asian countries.

##### **Basic Elements of Āyurveda (SANS-H-SEC-T-02)**

After the completion of this course students will be known about the history of Indian medicine in the pre-caraka period.

Students could learn about the two school of *Āyurveda*- Dhanvantari and Punarvasu.

Students would also know about the Caraka, Suśruta, Vāgbhaṭṭa, Mādhava, Sārṅghadhara and Bhāvamiśra.

## **DEPARTMENT OF SANSKRIT**

### **COURSE OUTCOMES**

#### **SEMESTER- V (HONS)**

##### **Vedic Literature (SANS-H-CC-T-11)**

By reading these texts, students will have an impression of the depth of Vedic knowledge and will be able to realize that ideas of Vedic seers are based on philosophical, moral, and scientific principles. By understanding them, students will be able to know and achieve some higher attributes from Vedic heritage about our cultural, morals and thoughts. Thus they may develop curiosity to know more about other Vedic texts and concepts as well.

After completing this course students will surely be able to communicate about some important Vedic verses with their meaning and teaching, and thus fundamentals of religious life of India will be revealed to them in its true form.

Students will understand the strength of unity, power of mind, and will realize the importance of earth in their life. From the study of Upanishad they will know about philosophical and psychological insights of our ancestors and can develop this learning further for the benefit of themselves in particular and society in general.

##### **Sanskrit Grammar (SANS-H-CC-T-12)**

This paper helps students learn about the rules of Sanskrit grammar. This paper teaches students about the grammatical traditions of Sanskrit.

This course would enable students to learn and acquire advanced knowledge of the derivational process of Sanskrit verbal morphology based on *Sidhānta-kaumudī*, a commentary on Pāṇini's *Aṣṭādhyāyī*.

This paper introduces students to the fundamental concept of general linguistic.

This paper introduces students to develop their proficiency in Sanskrit phonology, morphology, syntax and semantics.

With linguistics knowledge, students would be able to understand the origin and relationship of languages.

##### **Indian System of Logic and Debate (SANS-H-DSE-T-01)**

Students who read this course will acquire the necessary tools for fundamentals of science of debate.

They will be able to identify the science of inquiry (*ānvīkṣikī*) and its importance, growth of *ānvīkṣikī* into art of debate, the council of debate and its kind, discussant, opponent and judge.

They will be learn about the five components of argument- proposition (*pratijñā*), reason (*hetu*), example (*udāharaṇa*), application (*upanaya*) and conclusion (*nigamana*).

Students will understand about example (*dr̥ṣṭānta*), tenet (*siddhānta*), ascertainment (*nirṇaya*), dilogue (*kathā*) and its kinds, discussion (*vāda*), wrangling (*jalpa*), cavil (*vitandā*) etc.

### **Art of Balanced Living (SANS-H-DSE-T-02)**

Students who read this course will acquire the necessary tools for a balanced life. They will know the true essence of acquisition of information (*Śravaṇa*), reflection (*Manana*), unflinching (*Nidhidhyāsana*).

In this segment students can learn how to improve concentration.

They will be able to identify the causes for indecisiveness and confusion and will learn how emotional stability can lead to clearer thinking.

This section will help students to understand the importance of *Aṣṭāṅga Yoga* and *Kriyā Yoga* for the purification of mind.

Team work and social cohesion require inter personal skills. Here students will know to improve their behaviour through *jñāna*, *dhyāna*, *karma* and *bhakti yoga*.

Students will also understand how active engagement with action is most conducive to healthy and successful living.

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### **COURSE OUTCOMES**

#### **SEMESTER- VI (HONS)**

##### **Ontology and Epistemology (SANS-H-CC-T-13)**

Students will become familiar with primary and one of the most important and influential school of Indian philosophy that is *Nyāya* and *Vaiśeṣika* through its basic text the *Tarkasaṃgraha*.

This will enable them to engage with other texts in Indian philosophy with some ease.

They will also be introduced to essential problems in philosophy- causation, ontology and epistemology.

It also intends to give them an understanding of essential aspects of Indian philosophy.

This course aims at get the students acquainted with the cardinal principle of the *Nyāya- Vaiśeṣika* philosophy through the *Tarkasaṃgraha* and to enable students to handle philosophical texts in Sanskrit.

##### **Self-management in Gītā (SANS-H-CC-T-14)**

The students will be exposed to *Bhagavad-Gītā's* concepts of the divine and demoniac natures.

Students can be inspired and learn good values by getting to the heart of the *Bhagavad-Gītā*.

Even though the *Gītā* was written a long time ago, it is still a good guide because it is full of wisdom and knowledge.

Understanding the *Bhagavad-Gītā*'s timeless rules can give us a deep understanding of how and why things work in everyday life.

Students and regular people alike can gain from reading the *Bhagavad-Gītā* for a variety of reasons.

### **Theatre and Dramaturgy in Sanskrit (SANS-H-DSE-T-03)**

After going through this course students will be able to know about several theoretical aspects of theatrical performance and production.

They will become aware of the many types of theatres, their design and construction and stage setting for various kinds of dramas in ancient India.

Students will also become familiar with the main principle of theatre performance and appreciation.

### **Sanskrit Linguistics (SANS-H-DSE-T-04)**

Students will develop a scientific approach to the study of languages; they will become aware of the linguistic structure of Sanskrit and see its close relation with the Avestan and Prakrits.