# Khatra Adibasi Mahavidyalaya

**P.O. : Khatra, Dist. Bankura,  West Bengal, Pin : 722140**

# DEPARTMENT OF SANSKRIT

# PLAN OF ACTIONS AND ACHIEVEMENT

# ACADEMIC YEAR: 2020-21

## Plan of Action and Achieved of Sanskrit Department for the session 2020-2021

| Serial No. | Plan of Action | Details of the Plan | Achieved or not | Reason/ Remarks |
|---|---|---|---|---|
| 1 | Orientation or Induction Programme | a) The orientation program aims to familiarize students with the college environment, including its facilities such as the hostel, labs, library, and gymnasium. It also provides a brief overview of the college website.<br><br>b) The orientation program encourages interaction among students, faculty members, and peers to foster a sense of community within the college.<br><br>c) It includes an overview of the curriculum, emphasizing the Choice Based Credit System (CBCS) pattern, evaluation methods like Cumulative Grade Point Average (CGPA) and Semester Grade Point Average (SGPA), and information on the feedback mechanism for continuous improvement.<br><br>d) The program encompasses various social activities organized through National Service Scheme (NSS) and National Cadet Corps (NCC), along with extracurricular and cultural events to encourage holistic development.<br><br>e) Lastly, the orientation program provides a platform to address any queries or concerns new students may have, ensuring a smooth transition into college life. | No | Outbreak of Covid-19 |
| 2 | Curriculum Module Allocation | a) The department adheres to the curriculum and syllabus outlined by the affiliating university (Bankura University). Each semester's syllabus is organized into modules, ensuring that the prescribed syllabus is covered thoroughly. Topics are taught according to the allocated credits for each.<br><br>b) The division of syllabus into modules and the unitization of syllabus are meticulously planned prior to the start of classes, and they are implemented in a systematic manner.<br><br>c) Additionally, Course Outcomes, Program Outcomes, and Program Specific Outcomes are formulated as part of the academic framework. | Yes (Annexures 1 and 2 stating Syllabus Allocation and CO, PO respectively are attached) | Syllabus Module Allocation for all Semesters is Done at Departmental Meeting held on 11.07.2019 |
| 3 | Maintenance of Students Attendance Register | Attendance is recorded daily in the Student Attendance Registers. | Online classes | Outbreak of Covid-19 |
| 4 | Continuous Assessment of Students | The department conducts continuous assessment through various methods including written class tests and verbal assessments. Internal assessment examinations take the form of assignments and viva-voce interviews. | Yes | Internal Examination of Semesters- I, III & VI started on and from 25/02/2021 -02.03.2021<br><br>Internal Examination of Semesters- II,IV,VI Started on & from 26.06.2021-02/07/2021 |
| 5 | Completion of syllabus | The syllabus for all courses in the undergraduate program is completed within the allocated time frame. | Yes | |

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| 6 | Result Analysis | Result analysis is conducted based on the result sheets provided by the University. After a thorough examination of the results, students are provided with guidance on areas for improvement in preparation for the University examinations. | Yes (Annexure 3 stating result analysis of Semester III and Semester IV are attached) | |
| 7 | Remedial Classes | Remedial classes are organized each semester based on suggestions put forth by students, who identify topics requiring special attention. During these sessions, evaluated answer scripts are sometimes showcased to students, aiding in their self-analysis and fostering a deeper understanding of the subject matter. | No | Outbreak of Covid-19 |
| 8 | Students Support Facilities | a) Spacious airy clean classrooms<br>b) Clean and maintained toilets<br>c) Clean drinking water facilities<br>d) Concessions and free-ship to economically weak students.<br>e) Ragging free campus<br>f) Free wifi facilities<br>g) Career guidance<br>h) Curricular and extra-curricular activities<br>i) NCC training opportunity<br>j) Sports and Gym facilities<br>k) Library and Labs<br>l) Prize Awarded as encouragement to achievers in studies or sports<br>m) Merit-based scholarships | NA | Outbreak of Covid-19 |
| 9 | Library Facilities | a) Central Library is a rich storehouse of primary and secondary resources.<br>b) The central library is automated and students have bar-coded library cards.<br>c) The central library has a spacious reading hall. | NA | Outbreak of Covid-19 |
| 10 | Student Seminar | Student seminars are organized with the objectives of: a) Extending ken of knowledge in the domain of literature. b) Enhancing students' communication skills. b) Boosting their confidence levels. c) Developing their presentation abilities. d) Helping them overcome the fear of public speaking.<br><br>Seminar topics may be based on departmental syllabi or interdisciplinary areas, encouraging participation from students of various departments. | Yes | Student Seminar on Sanskritabhashayah Mahatmyam On 31st July, 2020. |
| 11 | Co-curricular Activities | Students of the department participate in various co-curricular activities such as Quiz contest, Debate etc. | Yes | Sanskrit Week observed digitally from 31 July to 6th August 2020. Students participated on Various programmes like Quiz, Debate etc. |

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| 12 | Students Feedback | Feedback is collected from students regarding individual teachers and is carefully analyzed for future improvement purposes. | Yes | |
| 13 | Research & Publications | Faculty members are consistently involved in publishing papers, contributing to book chapters, and presenting papers in seminars. | Yes (Annexure 4 stating departmental publications in the session 2021-2022 is attached) | |
| 14 | Developing E-Content | Faculty members upload e-notes to the Study Materials Section of the College ERP, providing students with free access to study materials. Additionally, essential e-materials covering important topics are made available on the college website for students' convenience. | Yes | |
| 15 | Perspective Plan | 5 years Perspective Plan is framed after discussion in departmental meeting with suggestions from student's representative and IQAC Coordinator | Yes (Annexure 5 stating the Perspective Plan is attached) | |

# Annexure 1

## Khatra Adibasi Mahavidyalaya
## Department of Sanskrit
## Syllabus Moule 2020-21

**Academic Session**: 2020 July to 2021 June
**Students:**), Sem I , II, III, IV,V,VI Bankura University CBCS
**Activity:** Allocation of Syllabus
**Departmental Notice:** All concerned Faculty members are requested to attend the departmental meeting at 2.00 PM on 22$^{nd}$ July at Room 31 about allocation of the syllabus for smooth running of the Teaching-learning process.

**Resolution:** Proceeding of the Department of Sanskrit Meeting held on 22/07/2019 at 3.00 PM at Room 31

Mr. Haradhan Gorai, Assistant Professor, Department of Sanskrit presided over the meeting. The following members were present

1. Haradhan Gorai
   Assistant Professor
   Head, Dept. of Sanskrit
2. Amiya Kumar Satpati
   Assistant Professor
   Dept. of Sanskrit
3. Trilochan Sing Sardar
   Assistant Professor
   Dept. of Sanskrit
4. Smt. Biva Sinhababu
   SACT-II
   Dept. of Sanskrit
5. Smt. Sanchaita Banerjee
   SACT-II
   Dept. of Sanskrit
6. Smt. Sanchaita Banerjee
   SACT-II
   Dept. of Sanskrit

At the very beginning, Prof. Gorai welcomed all the Faculty members. The proceedings of the earlier meeting were read out and approved.
Approval of Agenda: A motion was made from the floor, seconded and agenda was approved by Voice vote.

Prof. Haradhan Gorai requests all concerned members present to come up with their individual suggestion regarding unitization of syllabus module for the present academic session.

Prof. Sing Sardar informed the house that Sem I , III, V Bankura University CBCS) of 2020-21 session shall start from 04/08/2020.

Therefore, the Faculty Members must discuss and decide the teaching assignments by dividing the syllabus into micro modules as per convenience of faculty member's area of interest. After an extensive and exhaustive discussion, the syllabus module for 2020-21 academic session, Sem I , II, III, IV, V & VI (Bankura University CBCS) was chalked out and drafted. It was resolved that photocopies of syllabus demarcated in the form of teaching module shall be handed over to students in the very inaugural class.

It was further resolved that if any teacher finds that he/she would be unable to take scheduled classes due to his personal engagements or other academic or non-academic assignments, he/she should inform to the authority.

With no more agenda to discuss, meeting ended with vote of thanks to the chair.

With no more agenda to discuss, meeting ended with vote of thanks to the chair.

| Semester-I | | | | | |
|---|---|---|---|---|---|
| **Course Code** | **Course Title** | **Course Topic** | **Teachers** | **Lectures (in hour)** | **Tutorials (in hour)** |
| AHSNS 101C-1 | Classical Sanskrit Literature (Poetry) & Chhanda | किरातार्जुनीयम् (प्रथमसर्गः) | AKS | 20 | 4 |
| | | कुमारसम्भवम् (पञ्चमसर्गः) | HG | 20 | 4 |
| | | छन्दोमञ्जरी (समवृत्तपर्यन्तम्) | SB | 20 | 4 |
| AHSNS 102C-2 | Classical Sanskrit Literature (Prose) | दशकुमारचरितम् (राजवाहनचरितम्), | TP | 30 | 6 |
| | | कादम्बरी (कथामुखम्, शुकनासोपदेशः) | BSB | 30 | 6 |
| AHSNS 103GE-1 | Drama & Grammar | अभिज्ञानशकुन्तलम् | SB | 30 | 6 |
| | | साधारणव्याकरणम् (कारकः, समासः, कृत्, तद्धितः,सन्धिः) | AKS + HG | 30 | 6 |
| APSNS 101C-1A | Sanskrit Drama And Language | अभिज्ञानशकुन्तलम् | SB | 30 | 6 |
| | | साधारणव्याकरणम् (कारकः, समासः, कृत्, तद्धितः,सन्धिः) | TP + BSB | 30 | 6 |
| APSNS 102 C-2A | Sanskrit Drama And Language | अभिज्ञानशकुन्तलम् | SB | 30 | 6 |
| | | साधारणव्याकरणम् (कारकः, समासः, कृत्, तद्धितः,सन्धिः) | TP + BSB | 30 | 6 |
| ACP/SNS 103C-MIL-1 | MIL-1 Sanskrit | साधारणव्याकरणम् - (शब्दरूपम्, धातुरूपम्, कारकविभक्तिः, कृत्प्रत्ययः अनुवादः) | AKS + HG | 40 | 8 |
| SEM - II | | | | | |
| AHSNS 201C-3 | Poetics and Literary Criticism | साहित्यदर्पणे षष्ठः परिच्छेदः | AKS | 20 | 4 |
| | | साहित्यदर्पणे दशमः परिच्छेदः | HG | 20 | 4 |
| | | अलङ्कारशास्त्रस्य संक्षिप्तः परिचयः | HG | 20 | 4 |
| AHSNS 202C-4 | Classical Sanskrit Literature (Drama) | अभिज्ञानशकुन्तलम् 1-3 | SB | 20 | 4 |
| | | अभिज्ञानशकुन्तलम् 4-7 | BSB | 20 | 4 |

| | | स्वप्नवासवदत्तम् | TP | 20 | 4 |
|---|---|---|---|---|---|
| AHSNS 203GE-2 | Sanskrit Poetry and And Metre | रघुवंशम् प्रथम सर्गः | HG | 30 | 6 |
| | | छन्दोमञ्जरी समवृत्तम्) ( | AKS | 30 | 6 |
| APSNS 201C-1B | Sanskrit Poetry and And Metre | रघुवंशम् प्रथम सर्गः | TP | 30 | 6 |
| | | छन्दोमञ्जरी समवृत्तम्) ( | BSB | 30 | 6 |
| APSNS 202 C-2B | Sanskrit Poetry and And Metre | रघुवंशम् प्रथम सर्गः | TP | 30 | 6 |
| | | छन्दोमञ्जरी समवृत्तम्) ( | SB | 30 | 6 |
| ACSHP 204AECC- 2 | MIL SANSKRIT | हितोपदेशः ,प्रस्तावना - मित्रलाभाद् ,आद्यकथाद्वयम् | AKS | 20 | 4 |
| | | नीतिशतकम् | HG | 20 | 4 |

| SEM - IV | | | | | |
|---|---|---|---|---|---|
| AHSNS 301C-5 | Vedic Literature | वैदिकव्याकरणम्- | AKS | 30 | 6 |
| | | वैदिकसूक्तानि - | TP | 30 | 6 |
| AHSNS 302C-6 | Indian Social Institutions and Polity | मन्वर्थमुक्तावलीसहिता मनुसंहिता(सप्तमः अध्यायः) | BSB | 20 | 4 |
| | | याज्ञवल्क्यसंहितायां व्यवहाराध्यायः | HG | 20 | 4 |
| | | अर्थशास्त्रम् - | SB | 20 | 4 |
| AHSNS 303C-7 | History of Vedic Literature & Theory of Self | वैदिकसाहित्येतिहासः- | HG | 30 | 6 |
| | | बृदहारण्यकोपनिषद्- | AKS | 30 | 6 |
| AHSNS 305SEC-1 | Spoken Sanskrit & Computer Application | Bibhaktiprayoga, Lakaraprayoga Visesyavisesanabhabah Bachyaparivartanam | HG | 10 | 2 |
| | | Basic Computer, MS Office Tools, Internet etc. | AKS | 10 | 2 |
| AHSNS 304GE-3 | History of SNSK Lit. & Translation | History of SNSK Lit. | AKS | 30 | 6 |
| | | Translation – Beng. -Sans | HG | 30 | 6 |
| APSNS 301C-1C | History of SNSK Lit. &Translation | History of SNSK Lit. | TP+BSB | 30 | 6 |
| | | Translation – Beng. - Sans | SB | 30 | 6 |
| APSNS 302C-2C | History of SNSK Lit. &Translation | History of SNSK Lit. | TP+BSB | 30 | 6 |
| | | Translation – Beng. - Sans | SB | 30 | 6 |
| APSNS 305SEC-1 | Spoken Sanskrit | Bibhaktiprayoga, Lakaraprayoga | AKS | 10 | 2 |
| | | Visesyavisesanabhabah Bachyaparivartanam | HG | 10 | 2 |

| SEM - IV | | | | | |
|---|---|---|---|---|---|
| AHSNS 401C - 8 | Critical Survey of Classical | Vedic Literature, Ramayana, | TP | 20 | 4 |

| | Sanskrit Literature | Mahabharata, Puranas | | | |
|---|---|---|---|---|---|
| | | Mahakavya, Drishyakavya, Gitikavya, Gadyakavya, Oitihasikakavya, Kathasahityam | BSB | 20 | 4 |
| | | Smritshastra, Rajanitishastra, Chanda-Shastra, Abhidhan, Vyakaran, Jyotish, Ayurveda Etc | SB | 20 | 4 |
| AHSNS - 402C-9 | History of Indian Philosophy | नास्तिकदर्शनम् | AKS | 30 | 6 |
| | | आस्तिकदर्शनम् | HG | 30 | 6 |
| AHSNS 403C-10 | Linguistics & Language | Introduction to Linguistics, Definition of Language, Classification of Language | SB | 30 | 6 |
| | | Articulatery Phonetics, Phonetic Laws, Causes of Semantic Changes | BSB | 30 | 6 |
| AHSNS 405SEC-2 | Spoken Sanskrit & Writing Skill | Spoken Sanskrit - समासः . ,अनीयर ,तव्य - प्रत्ययः ,शानच् ,शतृ,क्तवतु ,क्त तुमुन् ,क्त्वा | AKS | 10 | 2 |
| | | Writing Skill पत्रम् - (लिखनदाक्ष्यम्) कार्यालयीयम्) ,(च सामाजिकम् विज्ञप्तिः ,सारांशः , निबन्धः | BSB | 10 | 2 |
| AHSNS 404GE-4 | Dharmasastra & Upanisat | मनुसंहिता मन्वर्थमुक्तावलीसहिता - सप्तमः अध्यायः | BSB | 30 | 6 |
| | | ईशोपनिषत् | HG | 30 | 6 |
| APSNS 401C-1D | Dharmasastra & Upanisat | मनुसंहिता मन्वर्थमुक्तावलीसहिता - सप्तमः अध्यायः | SB | 30 | 6 |
| | | ईशोपनिषत् | HG | 30 | 6 |
| APSNS 402C-2D | Rajadharma & Brahmatattwam | मनुसंहिता मन्वर्थमुक्तावलीसहिता - सप्तमः अध्यायः | TP | 30 | 6 |
| | | ईशोपनिषत् | HG | 30 | 6 |
| APSNS 405SEC-2 | Spoken Sanskrit | मतुप् ,क्त ,शतृ,क्तवतु , ,तुमुन् ,क्त्वा ,शानच् | AKS | 10 | 2 |
| | | अव्ययम् ,तदा ,यदा - ,तत्र ,यत्र ,तर्हि ,यदि ,कदा ,ए ,अपि ,च ,कुत्र | AKS | 10 | 2 |

| | | ,परश्वः,श्वःह्यः , अद्य ,परह्यः, वाच्यपरिवर्तनम् प्रश्नाः - ,रिक्तस्थानपूरणम् ,अशुद्धिसंशोधनम् ,वाक्यरचनम् ,व्युत्पत्तिनिर्णयः ,अनुवादः वाच्यपरिवर्तनम् | | | |
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| | | SEM -V | | | |
| AHSNS 501C-11 | Sanskrit Grammar | कारकप्रकरणम् समासप्रकरणम् )सिद्धान्तकौमुदीतः( | AKS + SB | 60 | 12 |
| AHSNS 502C-12 | Indian Epigraphy, Palaeography and Chronology | **Introduction to Indian Epigraphy, Palaeography and Chronology. Introduction to Ancient Indian Scripts – Learning Brahmi Script. Study of Selected Inscriptions - Aśoka's Giranāra Rock Edict-1 Aśoka's Sāranātha Pillar Edict Girnāra Inscription of Rudradāman Eran Pillar Inscription of Samudragupta Mehrauli Iron Pillar Inscription of Candra Delhi Topra Edict of Bīsaladeva** | **HG + TP** | 60 | 12 |
| AHSNS 503DSE-1 | **Kavya** | **Kavya – Sahityadarpana- 1-3 Chapter** | **TSS + BSB** | 60 | 12 |
| AHSNS 504DSE-2 | **Kavya** | **Kavya – Modern Drama (Daridradurdaivam of Srijiva Nyayatirtha & Bharatavivekam of Yatindravimala Choudhuri)** | **HG** | 60 | 12 |
| APSNS 501DSE-1A | **Kavya & Philosophy** | **Kavya – Kumarasambhavam (5th Sarga)** | **SB** | 30 | 6 |
| | | **Philosophy – Vivekachuramani** | **TSS** | 30 | 6 |
| APSNS 502DSE-2A | **Kavya & Philosophy** | **Kavya – Kumarasambhavam (5th Sarga)** | TP | 30 | 6 |

| | | Philosophy – Vivekachuramani | HG | 30 | 6 |
|---|---|---|---|---|---|
| APSNS 503GE-1 | **History of Indian Philosophy** | Astikadarshanam | HG | 30 | 6 |
| | | Nastikadarshanam | TSS | 30 | 6 |
| APSNS 504SEC-3 | **Spoken Sanskrit & Computer Application** | Dinacharya, Paribarikalapa, Samajikalapa | BSB | 20 | 2 |
| | | Basic Computer, MS Office Tools, Internet etc. | AKS | 20 | 2 |
| SEM VI | | | | | |
| AHSNS 601C-13 | Indian Ontology and Epistemology | तर्कसंग्रहः | HG | 30 | 6 |
| AHSNS 602C-14 | Sanskrit and World Literature | Translation, Criticism & Influence of Sanskrit Literature in World | SB | 30 | 6 |
| AHSNS 603DSE-3 | Kavya | काव्यालङ्कारसूत्रवृत्तिः 1- 4 | TSS | 30 | 6 |
| AHSNS 604DSE-4 | Kavya | भट्टिकाव्यम् प्रथमः सर्गः | AKS | 30 | 6 |
| APSNS 601DSE-1B | Kavya & Philosophy | स्वप्नवासवदत्तम् | TP | 20 | 2 |
| | | श्रीमद्भगवद्गीता द्वितीयः, तृतीयः अध्यायः | BSB | 20 | 2 |
| APSNS 602DSE-2B | Kavya & Philosophy | स्वप्नवासवदत्तम् | TP | 20 | 2 |
| | | श्रीमद्भगवद्गीता - द्वितीयः, तृतीयः अध्यायः | BSB | 20 | 2 |
| APSNS 603GE-2 | Comprehension & Writing Skill | Comprehension Writing Skill | TSS + HG | 60 | 12 |
| APSNS 604SEC-4 | Spoken Sanskrit | Spoken Sanskrit | AKS + SB | 20 | 4 |

# 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 |
|---|---|---|---|
| **Bachelor of Arts in Sanskrit (Honours)** | 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. | 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 administrative services can also be opted for. | 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 precise and effective writing skills and deft communicating skills in Sanskrit. |

| Courses | UG (Hons.): Semester I |
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|---|---|---|---|
| AHSNS 101C-1<br>Classical Sanskrit Literature (Poetry) &Chhanda<br><br>• Kiratarjuniyam (Canto-1)<br>• Kumarasambhava (Canto - 5) Chhandomanjari<br>• (Samavritta) | Acquaint students with the classical Sanskrit poetry, give an understanding of literature for internalising the text independently with the help of proficiency in Sanskrit,<br>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>• Dashakumaracharitam: Rajabahanacharitam,<br>• Kadambari (Kathamukha&Shu kanasopadesha) | 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><br>• Abhijnanashakuntalam<br>• General Grammar (karaka, Samasa,Krit, Taddhit, Sandhi)<br><br>* Students having honours in disciplines other than Sanskrit would take this as a generic elective course.<br>. | Introduce all-time great Sanskrit drama written by Kalidasa, which not only reflects poetic excellence but also depicts contemporary society and highlight human 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. | | |

**UG (Hons.): Semester II**

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|---|---|---|---|
| AHSNS 201C-3<br>Poetics and<br>LiteraryCriticism<br>• Sahityadarpana 6<sup>th</sup> &<br>10<sup>th</sup>chapter<br>• Brief description of<br>Sanskrit Poetics | 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><br>• Abhijnanashakuntalam<br>• Swapnavasavadattam | 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. | | |
| AHSNS 203GE-2<br>Poetry &Chhanda<br><br>• Raghuvamsham<br>(Canto I)<br>• Chhandomanjari<br>(Samavritta)<br>* Students having honours in disciplines other than Sanskrit, would take this as a generic elective course. | 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. | | |
| ACSHP 204AECC-2<br>MIL<br>• Hitopadesha –<br>Prastavana& first to<br>stories of Mitralabha<br>• Nitishatakam of<br>Bhartrihari | 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. | | |
| **UG (Hons.): Semester III** | | | |

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|---|---|---|---|
| AHSNS 301C-5<br>Vedic Literature<br>• Vedic grammar: padapatha, shabdarupa, Dhaturupa, upasarga, pratyaya, Letlakara&Limlakara.<br>• Selected Vedic hymns from Rigveda (1.1.1, 10.34, 10.121, 2.12) with Sayanabhasya | 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 Grammar. | | |
| AHSNS 302C-6<br>Indian Social Institutions and Polity<br>• Manusamhita7th ChapterwithManvarth amuktavali<br>• Yajnavalkyasamhita: vyavaharadhyaya:<br>• Arthashstra (Adhikaranam-1, Prakaranam 1,2,3,4,6,8,9,10,15,16,21) | Promote inunderstanding 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 – 4th 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 yajurvedicupanishads. | | |
| 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. | | |
| AHSNS 305SEC-1<br>Spoken Sanskrit | Enable students to speak and communicate in Sanskrit fluently. | | |
| **UG (Hons.): Semester IV** | | | |

| | | | |
|---|---|---|---|
| AHSNS 405SEC-2<br>Spoken Sanskrit | enable students to speak and communicate in Sanskrit fluently. | | |
| 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 acomprehensive 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 Introduction to Linguistics, Definition of Language,<br>Classification of Language, Articulatory Phonetics,<br>Phonetic Laws, Causes of 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 comparison with Sanskrit, help in figuring out the concepts of Linguistics for further studies. | | |
| AHSNS 404GE-4<br>Dharmashastra&Upanisad<br>• Manusamhita 7th Chapter with Manvarthamuktavali<br>• Ishopanisad with Shankara's commentary<br><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 (Rajadharma) in ancient India etc., familiarise with an intrinsic idea of language, philosophical thoughts, theory of self and various spiritual teachings involved in the Upanishads. | | |

| UG (Hons.): Semester V | | | |
|---|---|---|---|
| AHSNS 501C-11<br>Sanskrit Grammar<br>Siddhantakaumudi (Karaka &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, Palaeography and Chronology<br>Introduction to Indian Epigraphy, Palaeography and Chronology, introduction to ancient Indian scripts –<br>learning Brahmi script, study of selected inscriptions -<br>Asoka's Giranara Rock Edict 1, Asoka's Saranatha Pillar Edict, Girnara Inscription of Rudradaman, Eran Pillar Inscription of Samudragupta, Mehrauli Iron Pillar<br>Inscription of Chandra, Delhi Topra Edict of Bisaladeva | Help in revealing the world of Indian epigraphy treated as imperishable and the most authentic source of history,<br>enable in deciphering scripts using the knowledge of Palaeography, being one of the disciplines<br>of Archaeological studies, help in acquiring reliable data for studying events that happened in history, using the knowledge of Chronology. | Apart from the employability outcomes listed earlier, this course specially opens up career opportunities as epigraphists in the epigraphy wing of ASI, many State Government Archaeology Departments. The National Museum, New Delhi; Indian Museum, Kolkata; The NationalArchives 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. | |
| AHSNS 503DSE-1<br>Kavya<br>Sahitya Darpana<br>(Chapter: I-III ) | 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. | | |

# Sanskrit Programme Outcome & Course Outcome

| | | | |
|---|---|---|---|
| AHSNS 504DSE-2<br>KAVYA<br>Modern Drama<br>(Daridra<br>Durdaivam&<br>Bharata Vivekam) | 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. | | |
| **UG (Hons.): Semester VI** | | | |
| AHSNS 601C-13<br>Indian Ontology and<br>Epistemology<br>• Tarkasamgraha | 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 Vaiseshika system using the basic text for beginners for several generations. | | |
| AHSNS 602C-14<br>Sanskrit and World<br>Literature<br><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>Kavyalamkarasutravrit<br>ti- (Chapters 1-4) | Generate motivation in understanding the fundamental theories of ancient Indian aesthetics using a popular treatise on Sanskrit poetics. | | |

| | | | |
|---|---|---|---|
| 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. | | |

# UG (Programme)

| Programme | Objective of Programme / Course Outcome | Employability of Programme / Course | Attainment of Programme/ Course Outcome |
|---|---|---|---|
| **Bachelor of Arts in Sanskrit (Programme)** | 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. | 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.Employmentin various administrative services can be opted for. Students can also go for jobs that require graduates in any discipline. | 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 communicati on |

# Sanskrit Programme Outcome & Course Outcome

| Course | UG (Programme): Semester I | | |
|---|---|---|---|
| APSNS 101C-1A<br>Sanskrit Drama &<br>Language<br>• Abhijnanashakuntalam<br>• General Grammar<br>(karaka, Samasa, Krit,<br>Taddhit, Sandhi) | 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,<br>Conjugations, Karaka-<br>vibhakti Rules, Kṛt<br>suffixes&<br>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. | | |
| **Course** | **UG (Programme): Semester II** | | |
| APSNS 201C-1B<br>Sanskrit Poetry & Metre<br><br>• Raghuvamsham<br>(Canto -1)<br>• Chhandomanjari<br>(Samavritta) | 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. | | |

| ACSHP 204AECC-2 MIL<br>• Hitopadesha – Prastavana& first two stories of Mitralabha<br>• Nitishatakam of Bhartrihari | 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. | | |
|---|---|---|---|
| **Course** | **UG (Programme): Semester III** | | |
| APSNS 301C-1C<br><br>History of Literature<br><br>• History of Sanskrit Literature<br>• Translation (Beng. →Sans) | 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 (Sanskrit)<br>MIL-2<br>• Sandhi, Samasa<br>• Panchatantram - Ksapanakakatha, Sinha-karaka murkhabrahmanakatha Vanara-makara-macchakatha, Gangadattamandukakatha | 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 Spoken Sanskrit | Enable students to speak and communicate in Sanskrit fluently. | | |

| Course | UG (Programme): Semester IV | | |
|---|---|---|---|
| APSNS 401C-1D Rajadharma& Brahmatattwam<br>• Manusamhita 7th Chapter with Manvarthamuktavali<br>• Ishopanisad with Shankara'scommentary | 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 Spoken Sanskrit | Enable students to speak and communicate in Sanskrit fluently. | | |
| **Course** | **UG (Programme): Semester V** | | |
| APSNS 501DSE-1A Kavya & Philosophy<br>• Kumarasambhavam (Canto-5)<br>• Vivekachuramani | 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 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. | | |
| APSNS 504SEC-3 Spoken Sanskrit | enable students to speak and communicate in Sanskrit fluently. | | |
| | | | |

|  | **UG (Programme): Semester VI** |  |  |
|---|---|---|---|
| APSNS 601DSE-1B Kavya & Philosophy<br>• Swapnavasavad attam<br>• Gita (chapters 2 & 3) | 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<br>text with a unique pan-Hindu influence |  |  |
| APSNS 603GE-2 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 Spoken Sanskrit | enable students to speak and communicate in Sanskrit fluently. |  |  |

# Annexure 3
# Result Analysis
# Department of Sanskrit
# Session – 2020-21

| Sem | Course | No of Students Appeared | Course Qualified | Not Qualified | Percentage of Qualified students |
|---|---|---|---|---|---|
| 6th Sem | Hons | 29 | 19 | 10 | 100 |
| VI | Prog | 15 | 15 | 00 | 100 |



Hons



Prog
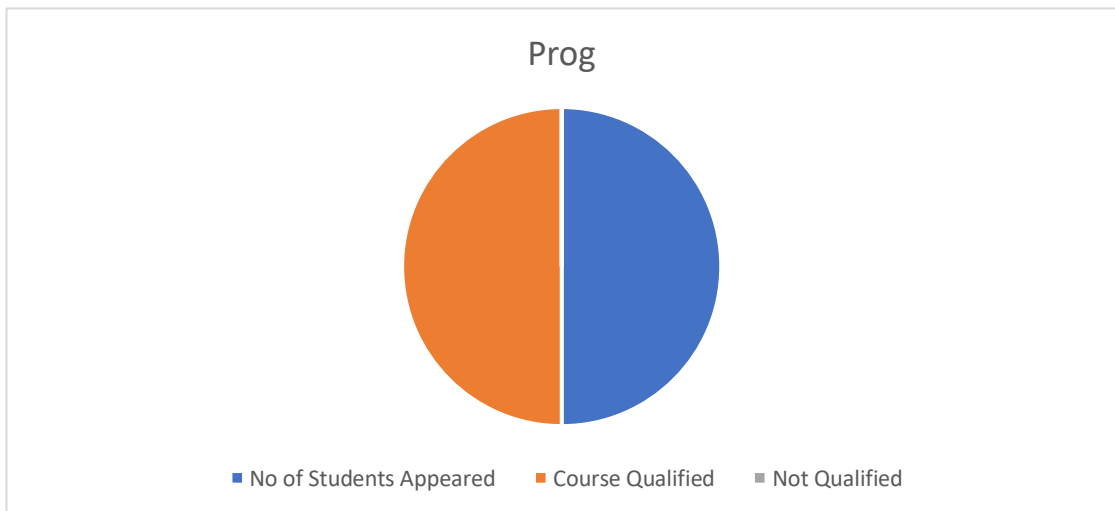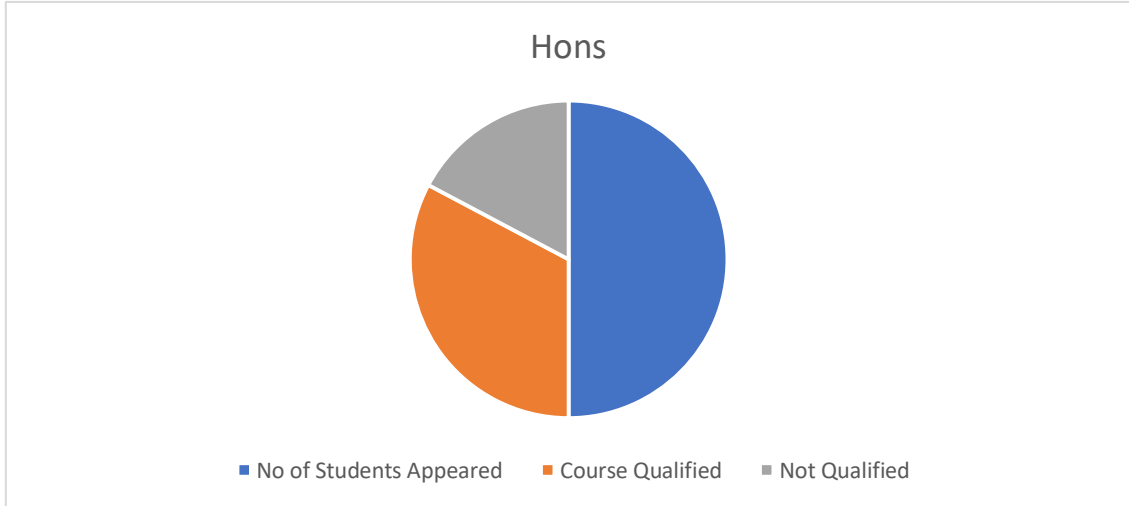
# Annexure 4
# Publications
# Department of Sanskrit
# Session – 2020-21

| Name of the Faculty | Type of Research Activity | Title of the Article/ Book | Name of the Journal / Book/ Seminar | Year of Publication/ Presentation | Type of Journal |
|---|---|---|---|---|---|
| Amiya Kumar Satpati | Article | HarinamamritavyakaranePaniniyavyakaransyaPravabah | Vedanjali | 2021 | International Peer Reviewed Journal |

# Annexure 5

Perspective Plan

1. Launching an Online Free Access Repository comprising Primary Texts, Secondary References, Class Notes, and faculty publications in a non-editable format, serving as a comprehensive resource bank for present and future reference and study.

2. Introducing a Certificate Course in SpokenSanskrit tailored for students from other Honours departments to enhance their language proficiency.

3. Establishing a Language Lab to facilitate soft skills and personality development training, enriching students' communicative abilities.

4. Partnering with the Bengali Department to foster interdisciplinary learning through lectures and projects.

5. Engaging with the Philosophy Department to delve into interdisciplinary lectures and projects related to Philosophy, enriching students' understanding the various schools of Indian Philosophy.

6. Organizing National Seminars and Student Seminars on emerging topics such as Indian Classical Literature, Indian Philosophy and Sanskrit Language and Linguistics in line with the newly introduced CBCS syllabi.

7. Initiating collaborative academic ventures with other institutions, including joint publication of ISBN books or journals, organizing seminars, invited lectures, and developing course modules.

8. Encouraging faculty members to pursue research and publication, participate in seminars, workshops, and faculty development programs to enhance their teaching skills and research acumen.

9. Offering remedial classes for both weaker and advanced students to address their academic gaps and prepare them effectively for examinations alongside regular classes.

10. Emphasizing ICT-enabled teaching methods and utilizing multi-modal facilities to create engaging and impactful teaching-learning experiences.

11. Continuing the tradition of the department's wall magazine "Bhasanidhi" as a platform for students to showcase their creative talents by contributing self-composed poems, short stories, Essays, quotes, and graphics.

12. Encouraging cultural events organized by students to exhibit their extracurricular talents in performing arts.

13. Hosting an annual quiz and exhibition on the History of Sanskrit Literature, inviting students and faculty from Sanskrit departments of neighbouring colleges to participate, fostering camaraderie and intellectual exchange.

14. Ensuring the screening of Sanskrit Movies and Plays and other available texts as film adaptations to encourage students.

15. Providing classes on basic computer skills covering Microsoft Paint, Word, Excel, PowerPoint, Email, PDF creation, and scanning to equip students with essential digital literacy.

16. Implementing a Mentor-Mentee system to offer personalized feedback, counselling, and guidance to students, fostering their holistic development.