

P.R.THAKUR GOVT. COLLEGE

COURSE OUTCOMES (COs)

B.A Sanskrit Honours (CBCS)

Department Of Sanskrit

Core Course I

CO1: The purpose of this paper is to enhance students with the works of the legendary poet, Kālidāsa.

CO2: The purpose of this paper is to enrich students with the works of the eminent poet, Bhāravi.

CO3: Students would be familiar with the literary style and social structure reflected in these famous epics.

CO4: Through a few verses from Bhāravi's Kirātārjunīyaṃ, the course is intended to teach students about morality and principles.

CO5: Through some selected verses from Nītiśatakaṃ of Vartṭhari, the course is meant to teach students about morality and ethics.

Core Course 2

CO1: Through the Saṃhitās of the four Vedas, students will be exposed to various forms of Vedic wisdom.

CO2: Students will be exposed to various forms of Vedic belief systems and spiritual manifestations.

CO3: Students will be exposed to several forms of Vedic social aspirations as well.

CO4: The course intends to expose the students the two most celebrated Indian epics, the Rāmāyana the Mahābhārata, source texts of the subsequent literary works representing the Indian value systems, socio-cultural conditions and philosophical expressions as well.

CO5: Students also learn literary criticism of six major Schools of Indian Poetics – Rasa, Alaṃkāra, Rīti. Dhvani, Vakrokti and Aucitya.

Core Course 3

CO1: The purpose of this paper is to introduce students to the prose-romance masterpiece, Kādambarī by Bānabhatta.

CO2: This paper is to introduce students to the prose-romance masterpiece, Daśakumāracarita by Dandin.

CO3: Students would have extensive knowledge of Classical Sanskrit literature.

CO4: Students would have broad knowledge of Sanskrit technical literature as well.

CO5: Through Sanskrit literature, they will also become acquainted with the origin and evolution of various expressions of ancient Indian culture and civilizations.

Core Course 4

CO1: The students will be exposed to Bhagavad-Gītā's concepts of the divine and demoniac natures.

CO2: Students can be inspired and learn good values by getting to the heart of the Bhagavad-Gītā.

CO3: Even though the Gītā was written a long time ago, it is still a good guide because it is full of wisdom and knowledge.

CO4: Understanding the Bhagavad-Gītā's timeless rules can give us a deep understanding of how and why things work in everyday life.

CO5: Students and regular people alike can gain from reading the Bhagavad-Gītā for a variety of reasons.

Core Course 5

CO1: Students would know about **Abhijñānasākuntala**, three of the best classical Sanskrit plays ever written.

CO2: They will also know how the society and administration were at that time.

CO3: Students would know about **Svapnavāsavadatta**, three of the best classical Sanskrit plays ever written.

CO4: Students will also understand society and government at the period.

CO5: In addition, students would know other classical plays of that time.

Core Course 6

CO1: Students would understand Indian petrology.

CO2: Students would understand the definitions and examples of BiswanathKavirāja'sArthālaṅkāras.

CO3: Students would recognize the definitions and examples of Manmatah'sArthālaṅkāras.

CO4: The course would provide advanced knowledge of the fundamental elements of Kavyaparakāśah by Manmatah.

CO5: They will also be acquainted with how the society and administration were at that time.

Core Course 7

CO1: Students would study about the ancient Indian administration.

CO2: Students would know about traditional laws at that time.

CO3: Students would study about the ancient Indian society, including their nature, way of life.

CO4: Through the Dharmaśāstra and Arthaśāstra texts, they were able to comprehend the ancient Indian legal system.

CO5: Students would also know about the political and religious institutions.

Core Course 8

CO1: From a historical point of view, the Indian students would know how important Indian epigraphy, paleography, dating, and writing were.

CO2: Students will learn in this paper how writing on stone, pillars, cave walls, and other surfaces has changed over time.

CO3: Students could learn about the political, economic, cultural, social, religious, and governmental practices of the Aśokā era by looking at certain inscriptions.

CO4: Students would also know about the political, economic, cultural, social, religious, and governmental practices of the Rudradāman, Samudragupta etc. era by observing at certain inscriptions.

CO5: They would be able to tell the difference between the different Indian calendars from the past.

Core Course 9

CO1: The course intends to survey of modern Sanskrit Literature in Bengal.

CO2: Students will learn about ancient Sanskrit prose writing and drama.

CO3: Students will learn about ancient Sanskrit prose writing drama (GadyaKāvya and Rūpaka), where it came from and how it changed over time.

CO4: The purpose of this paper is to introduce students to the prose-romance masterpieces Kādambarī and Daśakumāracarita by Bānabhatta and Dandin respectively.

CO5: Through Sanskrit literature, they will also become acquainted with the origin and evolution of various expressions of ancient Indian culture and civilizations.

Core Course 10

CO1: This course is designed to introduce students to the Sanskrit Studies in West.

CO2: This course is designed to introduce students to the Sanskrit studies in East.

CO3: The course intends to survey of modern Sanskrit Literature in Bengal.

Core Course 11

CO1: Through the Saṃhitās of the four Vedas, students will be exposed to various forms of Vedic wisdom, belief systems, spiritual manifestations, and social aspirations.

CO2: Students would be able to comprehend the Vedic message and acquire knowledge of Vedic mantras, their applications.

CO3: Students would be able to know about socio-cultural life at that time.

CO4: They would understand Vedic grammar and the distinction between Vedic and Classical Sanskrit.

CO5: To comprehend the message of the Vedas requires a thorough understanding of etymological science and Vedic grammar.

Core Course 12

CO1: This paper helps students learn about the rules of Sanskrit grammar. This paper teaches students about the grammatical traditions of Sanskrit.

CO2: This course would enable students to learn and acquire advanced knowledge of the derivational process of Sanskrit verbal morphology based on Siddhāntakoumudī, a commentary on Pāṇini's Aṣṭādhyāyī.

CO3: This paper introduces students to the fundamental concept of general linguistics.

CO4: This paper introduces students to develop their proficiency in Sanskrit's phonology, morphology, syntax and semantics.

CO5: With Linguistics knowledge, students would be able to understand the origin and relationships of languages.

Core Course 13

CO1: Students would be familiarized with the Indian Philosophy.

CO2: They would know ĀstikaDarśana’.

CO3: They would know NāstikaDarśana’.

CO4: They would also be able to know all the six theories of Indian Philosophy.

CO5: The purpose of this study is to learn the foundations of Nyāya-Vaiśeṣika theory, the two orthodox schools of Indian philosophy, with regards to Indian logic and metaphysics.

Core Course 14

CO1: This paper helps students learn about the rules of Sanskrit grammar.

CO2: In addition, fundamental topics of Sanskrit grammar are intended to be covered in this paper.

CO3: Students would be able to translate simple Bengali or English sentences into Sanskrit.

CO4: They would also be able to write essays in Sanskrit.

CO5: And their language skills would improve over time.

DSE 1

CO1: Students would be familiarized with the Vedic texts, Saṃhitā.

CO2: Students would be familiarized with the Vedic texts, Brāhmana.

CO3: Students would be familiarized with Vedic texts, Āraṇyaka.

CO4: Students would be familiarized with the sacrosanct Vedic texts, Upaniṣads and exposed to the various forms of Vedic knowledge.

CO5: This course would enable students to learn and acquire advanced knowledge of the derivational process of Sanskrit verbal morphology based on Siddhāntakoumudī, a commentary on Pāṇini’s Aṣṭādhyāyī.

DSE3

CO1: Students of *Sāhityadarpaṇa* would gain an understanding of the fundamental components and characteristics of literary and dramatic criticism if they read the book. **CO2:** The purpose of this paper is to give students a taste of Māgha’s great writing Śīsupālavadhā (Canto-I, Verse: 1-30).

CO3: Students would know how this great epic were written. This paper helps students learn about the rules of Sanskrit grammar.

CO4: Students would also know how they showed the social structure of that time.

CO5: They would know about the administration were at that time as well.

DSE4

CO1: Through Sanskrit literature, they will also become acquainted with the origin and evolution of various expressions of ancient Indian culture and civilizations.

CO2: If Bhattikavya students read the book, they would learn Sanskrit grammar also.

CO3: Students would be familiarized with the Upanishad’s and exposed to the various forms of Vedic knowledge.

CO4: The book teaches Bhattikavya students about literary and theatrical critique. **CO5:** Students of Bhattikāvyaṃ (2nd Sarga) might benefit from reading this book because it explains of literary and grammar analysis.

DSE6

CO1: The book teaches Bhattikavya pupils Sanskrit grammar.

CO2: The book teaches Bhattikavya students about literary and theatrical critique. **CO3:** Students of Bhattikāvyaṃ (2nd Sarga) might benefit from reading this book because it explains of literary and grammar analysis.

CO4: By the study of Kāvyaḷaṃkārsutravritti the students would learn about the basic parts and traits of literary and dramatic criticism.

CO5: Students would get acquainted with the core components of dramatic literature and kavya.

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