



QUEEN MARY'S COLLEGE(AUTONOMOUS) Chennai-04.
Affiliated to University of Madras Re-accredited by NAAC with 'A' Grade

DEPARTMENT OF SANSKRIT



B.A.SANSKRIT SYLLABUS

With effect from the Academic year 2023-2024 onwards



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CHOICE BASED CREDIT SYSTEM FOR U.G 2023-2024

The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill based courses.

The UG programme consists of a number of courses. The 'course' is applied to indicate a logical part of the subject matter of the programme and is invariably equivalent to the subject matter of a 'paper' in the conventional sense. The following are the various categories of courses suggested for the UG programmes.

Part I- Language Courses (any one of Tamil, Hindi, Sanskrit, French, Urdu, Telugu)

Part II-English Language courses

The language courses and English Language Courses are 4 each in number and meant to develop the students' communicative skill at the UG level.

Part III includes Core Course (CC) and Elective Course (EC).

i) Core courses are the basic courses compulsorily required for each of the programme of study. These will be related to the subject of programme in which the candidate gets her degree. The number of Core Courses shall be 15 for all UG Programme.

ii) The number of Elective (Discipline Specific/Generic) Courses shall be 8 paper for the UG Programme.

Elective Course: Generally, a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline.

Discipline Specific Elective (DSE) Course: Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective.

Generic Elective (GE) Course: An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

Part IV : It includes -

1. **Skill Enhancement Courses:** In view of enhancing the employability skills of the students, 7 courses are given.
2. Environmental studies course in **III & IV** Semesters
3. Value Education in IV Semester
4. All UG Program Students have to undergo **Summer Training** at the end of the IV semester and Submit a report in the V Semester for which 2 Credits will be offered.
5. Professional competency Course is offered to the students in the **VI** semester to make them acquainted with the various techniques of Competitive exams.

INTRODUCTION TO THE PROGRAMME – BA SANSKRIT

Sanskrit is a unique language that surpasses all other languages in terms of its antiquity vastness of literature contained therein, depth, uniqueness of expressions, facility to convey the subtlest concepts of all aspects associated with human nature including society, spirituality and such other aspects apart from being the most flexible language (within the defined frame work) and several other issues. There are several quotes from the Sanskrit scriptures including the Vedas themselves about the greatness and utility of Sanskrit emanated from the divinity, while speaking about how language itself, in general came into being. Sanskrit has the credit of being one of the oldest existing languages. The origin of the language is attributed to the demigods themselves and is hence known to be the ‘devabhasha.’ In ancient India, knowledge of Sanskrit was a symbol of the spirituality and a source for educational attainment. This language is still in use primarily among the educated people, evolved people and classical scholars. It is also one of the 22 official languages of India.

The great scholar-poet Rajashekhara who lived in the early part of the previous millennium has proclaimed: “संस्कृतं नाम दैवी वाक् आन्वाख्याता महर्षिभिः” which in essence means that ‘the sages have proclaimed Sanskrit to be the language of divine’. Sanskrit is also the language is also the language that is intertwined with Indian Culture as whole. There is no Indian culture without Sanskrit language and Sanskrit language cannot exist without the association of Indian Culture. To put in modern terms, several cultural aspects of India are embedded in most of the keywords that form the language of Sanskrit. It is therefore that one cannot find one that one cannot find one-to-one or exact translations of Sanskrit words in English or other languages. For example, the word ‘Atman’ which is generally translated as the ‘soul’ or the ‘self’ is derived in a minimum of eight possible ways to convey several dimensions of the denoted entity which cannot be understood by listening to the ‘soul’ or ‘self’. This is applicable to most of the words in Sanskrit language. Innumerable examples can be given to prove this aspect. This we see that Sanskrit is a language that is intertwined with Indian

Culture as a whole. Therefore, it has been declared by our ancient seers that ‘भारतस्य प्रतिष्ठे द्वे संस्कृतं संस्कृतिस्तथा।’ which essentially means ‘the two aspects that are the pride of India are its culture and Sanskrit language.’ The great works in Classical Sanskrit like the Mahabharata, Ramayana, Purana-s and other works like Mahakavyas, Natakas and so on were the fallout of this evolution. While it is quite popular that the literature of Vedic Sanskrit is deep and vast like an ocean having its own distinctive nature, Classical Sanskrit too resembles an ocean and when studied deeply can surprise a person conducting the study, with its depth and vastness. Sanskrit literature came into being with the revealing of Vedas to the seers of yore and left a rich legacy of literary knowledge for the times to come. However, the language of the Vedas differs from the language used in poetry and drama. Classical Sanskrit literature is found to be in vogue when it comes to writing poetry and dance dramas of the post-Vedic period. This form of classical literature in Sanskrit is a huge contribution to the field of literary knowledge.



**DEPARTMENT OF SANSKRIT
B.A. SANSKRIT SYLLABUS**

**WITH CO-PO MAPPING WITH EFFECT FROM 2023-24 ONWARDS
CURRICULAM STRUCTURE – PART-I LANGUAGE - SANSKRIT**

| Sem | Course No. | Title of the Course | SUB. CODE | ESE | CIA | Total | CR |
|------------|-------------------|----------------------------|------------------|------------|------------|--------------|-----------|
| I | 1 | SANSKRIT - I | 23USKL01 | 75 | 25 | 100 | 3 |
| I | 2 | SANSKRIT – II | 23USKL02 | 75 | 25 | 100 | 3 |
| II | 3 | SANSKRIT – III | 23USKL03 | 75 | 25 | 100 | 3 |
| II | 4 | SANSKRIT - IV | 23USKL04 | 75 | 25 | 100 | 3 |

CURRICULAM STRUCTURE – CORE

| Sem | Course No. | Title of the Course | SUB. CODE | ESE | CIA | Total | CR |
|-----|------------|-----------------------------------|-----------|-----|-----|-------|----|
| I | CORE 1 | POETRY-I | 23USKC01 | 75 | 25 | 100 | 4 |
| I | CORE 2 | MODERN LITERATURE | 23USKC02 | 75 | 25 | 100 | 4 |
| II | CORE 3 | POETRY-II | 23USKC03 | 75 | 25 | 100 | 4 |
| II | CORE 4 | PROSE | 23USKC04 | 75 | 25 | 100 | 4 |
| III | CORE 5 | POETRY-III | 23USKC05 | 75 | 25 | 100 | 4 |
| III | CORE 6 | TECHNICAL LITERATURE | 23USKC06 | 75 | 25 | 100 | 4 |
| IV | CORE 7 | LYRICS | 23USKC07 | 75 | 25 | 100 | 4 |
| IV | CORE8 | CAMPU | 23USKC08 | 75 | 25 | 100 | 5 |
| V | CORE 9 | GRAMMAR AND LOGIC-I | 23USKC09 | 75 | 25 | 100 | 5 |
| V | CORE 10 | COMPARATIVE PHILOLOGY | 23USKC10 | 75 | 25 | 100 | 5 |
| V | CORE 11 | INTRODUCTION TO INDIAN PHILOSOPHY | 23USKC11 | 75 | 25 | 100 | 5 |
| V | CORE 12 | POETICS | 23USKC12 | 75 | 25 | 100 | 5 |
| VI | CORE 13 | GRAMMAR AND LOGIC-II | 23USKC13 | 75 | 25 | 100 | 5 |
| VI | CORE 14 | EARLY TEXTS | 23USKC14 | 75 | 25 | 100 | 5 |
| VI | CORE 15 | DRAMA | 23USKC15 | 75 | 25 | 100 | 5 |

CURRICULUM STRUCTURE –DISCIPLINE SPECIFIC ELECTIVE

| Sem | Course No. | Title of the Course | SUB. CODE | ESE | CIA | Total | CR |
|-----|------------|-------------------------------------|-----------|-----|-----|-------|----|
| I | DSE1A | ANCIENT INDIAN CULTURE | 23USKE1A | 75 | 25 | 100 | 3 |
| | DSE1B | ELEMENTS OF INDIAN MUSIC - I | 23USKE1B | 75 | 25 | 100 | 3 |
| | DSE1C | EPIC LITERATURE - I | 23USKE1C | 75 | 25 | 100 | 3 |
| II | DSE2A | HISTORY OF SANSKRIT LITERATURE - I | 23USKE2A | 75 | 25 | 100 | 3 |
| | DSE2B | ELEMENTS OF INDIAN MUSIC - II | 23USKE2B | 75 | 25 | 100 | 3 |
| | DSE2C | EPIC LITERATURE - II | 23USKE2C | 75 | 25 | 100 | 3 |
| III | DSE3A | HISTORY OF SANSKRIT LITERATURE - II | 23USKE3A | 75 | 25 | 100 | 3 |
| | DSE3B | BASICS OF INDIAN ARCHITECTURE | 23USKE3B | 75 | 25 | 100 | 3 |
| IV | DSE4A | FUNCTIONAL SANSKRIT | 23USKE4A | 75 | 25 | 100 | 3 |
| | DSE4B | PRINCIPLES OF TEMPLE ARCHITECTURE | 23USKE4B | 75 | 25 | 100 | 3 |
| V | DSE5A | DIDACTIC POETRY | 23USKE5A | 75 | 25 | 100 | 3 |
| | DSE5B | ECONOMICS AND POLITICAL SCIENCE | 23USKE5B | 75 | 25 | 100 | 3 |
| V | DSE6A | SCIENTIFIC LITERATURE | 23USKE6A | 75 | 25 | 100 | 3 |
| | DSE6B | ELEMENTS OF YOGA | 23USKE6B | 75 | 25 | 100 | 3 |
| VI | DSE7A | INTRODUCTION TO MANUSCRIPTOLOGY | 23USKE7A | 75 | 25 | 100 | 3 |
| | DSE7B | INTRODUCTION TO INDIAN EPIGRAPHY | 23USKE7B | 75 | 25 | 100 | 3 |
| VI | DSE8A | LITERARY CRITICISM | 23USKE8A | 75 | 25 | 100 | 3 |
| | DSE8B | MODERN PLAYS | 23USKE8B | 75 | 25 | 100 | 3 |

CURRICULUM STRUCTURE - PART IV SUBJECTS

| Sem | Course No. | Title of the Course | SUB. CODE | ESE | CIA | Total | CR |
|-----|-------------------------------|---|-----------|-----|-----|-------|----|
| I | SEC - 1 | DEVOTIONAL LYRICS | 23USKS01 | 75 | 25 | 100 | 2 |
| I | SEC - FC | COMMUNICATIVE SANSKRIT-I | 23USKF01 | 75 | 25 | 100 | 2 |
| II | SEC - 2 | MODERN TRANSLATION - I | 23USKS02 | 75 | 25 | 100 | 2 |
| II | SEC - 3 | COMMUNICATIVE SANSKRIT-II | 23USKS03 | 75 | 25 | 100 | 2 |
| III | SEC - 4 | MODERN PROSE WRITINGS - I | 23USKS04 | 75 | 25 | 100 | 2 |
| III | SEC - 5 | MODERN TRANSLATION - II | 23USKS05 | 75 | 25 | 100 | 2 |
| IV | SEC - 6 | MODERN PROSE WRITINGS - II | 23USKS06 | 75 | 25 | 100 | 2 |
| IV | VALUE EDU | VALUE EDUCATION | 23UVED | 75 | 25 | 100 | 1 |
| IV | EVS | ENVIRONMENTAL STUDIES | 23UEVS | 75 | 25 | 100 | 2 |
| V | SEC -7 | TEMPLE TOURISM | 23USKS07 | 75 | 25 | 100 | 2 |
| V | SUMMER INTERNSHIP | | 23UINT | 100 | - | 100 | 2 |
| VI | EXTENSION ACTIVITIES | | 23UEXT | | | | 1 |
| VI | PROFESSIONAL COMPETENCY SKILL | GENERAL AWARENESS FOR COMPETITIVE EXAMINATION | 23USKPCS | 75 | 25 | 100 | 2 |

CATEGORYWISE CREDIT DISTRIBUTION

2023 - 2024

| CREDIT DISTRIBUTION FOR UG PROGRAMMES 140 CREDITS | | | |
|--|---------------|--------------------|---------------|
| TYPE OF COURSE | NO.OF COURSES | CREDITS PER COURSE | Total CREDITS |
| PART –III CORE | 15 | 4 & 5 | 68 |
| PART III ELECTIVE (SEMI, II , III, IV, V & VI) | 8 | 3 | 24 |
| PART –I LANGUAGE (SEM I,II,III & IV) | 4 | 3 | 12 |
| PART II – ENGLISH (SEM I,II,III & IV) | 4 | 3 | 12 |
| PART- IV SEC | 7 | 2 | 14 |
| PART- IV FOUNDATION COURSE | 1 | 2 | 2 |
| PART - IV VALUE EDUCATION | 1 | 2 | 2 |
| PART - IV E.V.S. | 1 | 2 | 2 |
| PART –IV PROFESSIONAL COMPETENCY SKILL | 1 | 2 | 2 |
| PART - IV SUMMER INTERNSHIP | 1 | 2 | 2 |
| PART –V EXTENSION ACTIVITY | 1 | 1 | 1 |
| TOTAL | 44 | | 140 |

- Week - 6 working day order
- 15 weeks per Semester

| S.NO. | CORE/ ELECTIVE | HRS/ WEEK* | NO. OF WEEKS* | TOTAL HOURS/ SEMESTER* |
|-------|-------------------|---------------|------------------|---------------------------|
| 1 | Core | 05 | 15 | 75 |
| 2 | Elective | 04 | 15 | 60 |

- Number of Units in the syllabus of courses - 05
- Number of Units in the syllabus of elective courses - 05
- Maximum marks per paper - 100
- **Total marks in PART-III (23 × 100) =2300**

QUESTION PAPER PATTERN

Maximum Marks: 100

Internal Assessment: 25

External Evaluation: 75

Overall Aggregate should be 40%

INTERNAL EVALUATION METHODOLOGY FOR ALL THE PROGRAMS:

- Quiz programme
- Periodical class tests
- Objective type assignments
- Problem solving assignments (INDIVIDUAL/GROUP)
- Seminar based on lecture notes available online/USING POWERPOINT
- Online exercises from open source/resource
- e-quiz
- Group Discussion or debate
- Question session
- Descriptive assignments with creative questions

QUANTIFICATION OF INTERNAL EVALUATION - UG THEORY

- Minimum 2 tests
- Minimum 2 assignments
- Model Examination for 75 marks reduced to 10 marks

| TEST | ASSIGN- MENT | ATTEND- ANCE | MODEL EXAM | TOTAL | CONTINUOUS INTERNAL ASSESSMENT |
|-------------------|-------------------------|-------------------------|-----------------------|--------------|---|
| 10 | 10 | 5 | 75 | 100 | - |
| Reduced To | | | | | |
| 5 | 5 | 5 | 10 | | 25 |

External Evaluation:

| QUESTION PAPER PATTERN FOR CORE & ELECTIVE COURSES (EFFECTIVE FROM THE ACADEMIC YEAR (2023- 2024)) | | | | | |
|---|------|---|------|---|------|
| Part – A 5 x 2 = 10 marks Answer all the questions | | Part – B 5 x 4 = 20marks Answer all the questions | | Part – C 3 x 15 = 45 marks Answer any Three questions | |
| Question | Unit | Question | Unit | Question | Unit |
| 1 | I | 6(a) or 6(b) | I | 11 | I |
| 2 | II | 7(a) or 7(b) | II | 12 | II |
| 3 | III | 8(a) or 8(b) | III | 13 | III |
| 4 | IV | 9(a) or 9(b) | IV | 14 | IV |
| 5 | V | 10(a) or 10(b) | V | 15 | V |

**QUESTION PAPER PATTERN FOR PART IV
(EFFECTIVE FROM THE ACADEMIC YEAR 2023- 2024)**

| <p align="center">Part – A 20 x 2 = 40 marks Answer all the questions</p> | | | | <p align="center">Part – A 7× 5= 35 marks Answer any SEVEN questions</p> | |
|--|--|---------------------------|--|--|--------------|
| Ques tion | MARKS | Ques tio n | MARK S | Question | MARKS |
| 1 | Multiple Choice Questions (2 MARKS) | 11 | Match the following (2 MARKS) | 21 | 5 |
| 2 | | 12 | | 22 | 5 |
| 3 | | 13 | | 23 | 5 |
| 4 | | 14 | | 24 | 5 |
| 5 | | 15 | | 25 | 5 |
| 6 | Fill in the blanks (2 MARKS) | 16 | True or False (2 MARKS) | 26 | 5 |
| 7 | | 17 | | 27 | 5 |
| 8 | | 18 | | 28 | 5 |
| 9 | | 19 | | 29 | 5 |
| 10 | | 20 | | 30 | 5 |

TEACHING METHODOLOGIES ADOPTED
FOR THE UG PROGRAM

1. CHALK BOARD AND LECTURE
2. TEXT BOOK LEARNING
3. DIGITAL LEARNING- ONLINE PPT - LECTURE NOTES
4. VIDEO LECTURE – ONLINE – YOU TUBE – GOOGLE MEET -

CLASSROOM
5. INTERACTIVE SESSIONS
6. STUDENT SEMINAR
7. LECTURE BY SUBJECTS EXPERTS

UG PROGRAM EDUCATIONAL OBJECTIVE (PEO):

In line with the institutional vision and mission, B.A. Sanskrit Programme intendstooffer knowledge and skills to the students facilitating them to

- **PEO1** - Take up higher education, enable them as a skilled communicator in Sanskrit, bring critical thinking, problem solving capabilities, through various learning of the core and elective courses with needed exposure to digital tools and training to communicate their reflections on the various Sanskrit literatures they come across.
- **PEO2** - Explore various traditional learning opportunities to keep on mastering the Sanskrit literature, enquire and try to get into various career opportunities, utilize appropriate resources and tools to be self-learners, demonstrate communicative skills and befit academically competent. Students can develop their interest in exploring various e-resources in Sanskrit and thus work to rejuvenate the language.
- **PEO3** - Enhance leadership and ethical qualities in moulding the students as successful and self-confident women with rational thinking. The students can evolve as an inspiring teacher in imparting spoken language skills to Sanskrit seeking people, teaching chanting and interpreting the devotional and spiritual literatures like Bhagavadgita, Narayaneeyam etc. and demonstrate basic grammar rules and do simple translations

UG PROGRAM SPECIFIC OUTCOME (PSO):

After completing B.A. Sanskrit programme, the student would be able to

1. **PSO 1:** Understand the literary aspects of Sanskrit language and recognize and appreciate the moral and social values in ancient Sanskrit literature.
2. **PSO 2** Develop functional knowledge in Sanskrit. They will be confident at comprehending, speaking, reading and writing skills. Students will be capable of demonstrating the oral communication skills and enable them to participate in a conversation that builds knowledge collaboratively; Listening carefully and respectfully to others' viewpoints; articulating their own ideas and questions clearly; and situating their own ideas while facing real life problems.
3. **PSO 3:** Utilize digital tools and e-resources available as open-source for knowledge addition.
4. **PSO 4:** Create awareness about interdisciplinary perspectives of Sanskrit Language
5. **PSO 5:** Equipping their employability skills to excel in professions like teaching and exposing them to various activities and try to attempt competitive exams.

UG PROGRAM OUTCOMES (PO):

The outcome of the UG program in Sanskrit would be to create an individual with deep and wide knowledge in the course topics with video lectures and animated presentations, develop good communication skills through interactive classroom sessions, group discussions and creative activities, and digitally familiarize through presentations, documentation, emailing and excel usage, motivate to solve problems and analyse results, have a quest for latest topics of current affairs and learning. The program also offers plentiful scope for students to pursue disciplinary cum systematic learning (PO1), enrich and instil good communication skill to convey their ideas (PO2), undergo comprehensive training in analysing problems(PO3), motivated to learn through questions, e-quiz and updated topics (PO4), work in teams (PO5) to take initiatives (PO6), become digitally conversant (PO7), embrace moral values (PO8), be aware of the resources available to equip knowledge and career opportunities (PO9), earnest to be self-learner (PO10) and realize their level of understanding in deciding their future prospects. However, it is up to the student to take one's thought initiative forward to reach one's goal. The skill levels are checked on a scale of 3 and correlated as low (1), moderate (2) and strong (3) for each unit of the course to arrive at the total correlation of skills for the program. Any level of skill below 30 % is not correlated and left as blank.

Graduate Attributes for B.A. Sanskrit Programme:

PO1. Disciplinary knowledge and skills: Ability to demonstrate fundamental knowledge on Sanskrit Grammar, History of Sanskrit Literature, basic knowledge on important and popular Kavyas, Dramas, stotras, Vedic suktas, traditional grammar, Upanishads, poetics and prosody, fables, etc.

PO2. Skilled communicator: Capability to acquire basic knowledge and training the skills through soft skill courses, help students to communicate in Sanskrit and demonstrate the meanings of the slokas of simple Sanskrit texts and interpret the slokas and the Sanskrit texts. They can orate and create awareness on the ethical and cultural knowledge in Sanskrit.

PO3. Critical thinker and problem solver: Competency to employ deep analytical thinking and efficiently solve problems in interpreting Sanskrit texts.

PO4. Sense of inquiry: Confident to ask relevant/appropriate questions relating to the date of authors, authorship of the text and analysis of texts, its poetic merits etc.,

PO5. Team player/worker: Trained to work effectively in diversified teams in both classroom, Sanskrit workshops, and field-based situations like seminars or competitions or placement skill development programmes.

PO6. Skilled project manager: Skilful to identify or gather appropriate resources required for conducting and complete demonstrations and seminars, while observing responsible as well as ethical practices.

PO7. Digitally Efficient: Become digitally fit to present their work through power-point presentation, answer e-quiz, attend online workshop and classes and use of modern e-library search tools like sanskritdocuments.org/, www.sanskritfromhome.in, [epgpathashala](http://epgpathashala.com), etc.,

PO8. Ethical awareness/reasoning: Ability to think and analyse rationally, avoid unethical behaviour such as fabrication, falsification or misrepresentation of data or committing plagiarism, adopting unbiased and truthful actions in all aspects of work. The literary course programme, Value Education and Environmental Science courses ensure awareness of civic and ecological duties of a student as a good citizen and emphasize the significance of human values.

PO9. National and international perspective: The graduates will be able to develop a national as well as international perspective for their **career** in the chosen field of the academic activities, thereby contributing towards the national development.

P10. Lifelong learners: Competent to carry self-paced and self-directed learning aimed at personal development and for improving knowledge/skill development and learning and relearning in all the areas of classical Sanskrit literature. Continuous internal activities in every course strengthen the confidence level in students.

UG COURSE OUTCOMES (CO):

The Sanskrit curriculum has been designed to fit thoroughly into the ideologies of Bloom's taxonomy with strong knowledge level foundation, catering to remembering and understanding of the fundamental and foundational concepts in Sanskrit language and literature. Applying and analysing the studied literary concepts and are focused well in the evaluation pattern of both the continuous internal assessment and end-semester examination. Due weightage to creativity is given in internal assessment and project. The rational correlation of the course outcomes is evident in the evaluation pattern which is the strength of the course. Students would have acquired competence in areas of recent development and can fit themselves in places of scientific temper as they have the skill, computer knowledge and mastered the subject. Knowledge levels imparted in the curriculum are categorized based on Bloom's taxonomy under 6-levels as K1, K2, K3, K4, K5 and K6 and mapped to check their presence or absence and are not scaled.

Upon completion of B.A. Degree course in Sanskrit, the student will be able to

- Recall (K1), understand (K2) and associate (K3) the fundamental concepts Prose, Poetry, Poetics, Prosody, Grammar, Linguistics etc.,
- Reason out (K4) and explain important and popular maxims and literary merits in the Sanskrit texts.
- Logically analyse(K4) the poetic style, poetic merits, character study, grammatical word formations, arrangements of vrittis, employment of alankaras, justification of the titles of the texts, dates of the works and its authorship, work on basic translations etc.,
- Demonstrate (K5) her skills in learning Sanskrit softwares, Sanskrit typing softwares (K6), and solve (K5) the problems with academic discussions with subject experts.
- Acquire employability skills through hands on experience with PPT presentations, discussions and debates.

DEPARTMENT OF SANSKRIT**LIST OF COURSES SEMESTERWISE**

| S.No. | Part | Code | Title of the Courses in the new Syllabus | Inst Hrs | Credits | Exam Hours | Max Marks | | Total |
|------------------------|------|----------|--|----------|---------|------------|-----------|----------|-------|
| | | | | | | | CIA | External | |
| FIRST SEMESTER | | | | | | | | | |
| 1. | I | 23USKL01 | SANSKRIT - I | 6 | 3 | 3 | 25 | 75 | 100 |
| 2. | II | | ENGLISH | 6 | 3 | 3 | 25 | 75 | 100 |
| 3. | III | 23USKC01 | POETRY – I | 5 | 4 | 3 | 25 | 75 | 100 |
| 4. | III | 23USKC02 | MODERN LITERATURE | 5 | 4 | 3 | 25 | 75 | 100 |
| 5. | III | 23USKE1A | ANCIENT INDIAN CULTURE | 4 | 3 | 3 | 25 | 75 | 100 |
| | | 23USKE1B | ELEMENTS OF INDIAN MUSIC-I | 4 | 3 | 3 | 25 | 75 | 100 |
| | | 23USKE1C | EPIC LITERATURE – I | 4 | 3 | 3 | 25 | 75 | 100 |
| 6. | IV | 23USKS01 | DEVOTIONAL LYRICS | 2 | 2 | 3 | 25 | 75 | 100 |
| 7. | IV | 23USKF01 | COMMUNICATIVE SANSKRIT - I | 2 | 2 | 3 | 25 | 75 | 100 |
| SECOND SEMESTER | | | | | | | | | |
| 1. | I | 23USKL02 | SANSKRIT – II | 6 | 3 | 3 | 25 | 75 | 100 |
| 2. | II | | ENGLISH | 6 | 3 | 3 | 25 | 75 | 100 |
| 3. | III | 23USKC03 | POETRY – II | 5 | 4 | 3 | 25 | 75 | 100 |
| 4. | III | 23USKC04 | PROSE | 5 | 4 | 3 | 25 | 75 | 100 |
| 5. | III | 23USKE2A | HISTORY OF SANSKRIT LITERATURE – I | 4 | 3 | 3 | 25 | 75 | 100 |
| | | 23USKE2B | ELEMENTS OF INDIAN MUSIC - II | 4 | 3 | 3 | 25 | 75 | 100 |
| | | 23USKE2C | EPIC LITERATURE – II | 4 | 3 | 3 | 25 | 75 | 100 |
| 6. | IV | 23USKS02 | MODERN TRANSLATION - I | 2 | 2 | 3 | 25 | 75 | 100 |
| 7. | IV | 23USKS03 | COMMUNICATIVE SANSKRIT - II | 2 | 2 | 3 | 25 | 75 | 100 |

| S.No. | Part | Code | Title of the Courses in the new Syllabus | Inst Hrs | Credits | Exam Hours | Max Marks | | Total |
|------------------------|------|----------|--|----------|---------|------------|-----------|----------|-------|
| | | | | | | | CIA | External | |
| THIRD SEMESTER | | | | | | | | | |
| 1. | I | 23USKL03 | SANSKRIT – III | 6 | 3 | 3 | 25 | 75 | 100 |
| 2. | II | | ENGLISH | 6 | 3 | 3 | 25 | 75 | 100 |
| 3. | III | 23USKC05 | POETRY – III | 5 | 4 | 3 | 25 | 75 | 100 |
| 4. | III | 23USKC06 | TECHNICAL LITERATURE | 5 | 4 | 3 | 25 | 75 | 100 |
| 5. | III | 23USKE3A | HISTORY OF SANSKRIT LITERATURE – II | 4 | 3 | 3 | 25 | 75 | 100 |
| | | 23USKE3B | BASICS OF INDIAN ARCHITECTURE | 4 | 3 | 3 | 25 | 75 | 100 |
| 6. | IV | 23USKS04 | MODERN PROSE WRITINGS - I | 2 | 2 | 3 | 25 | 75 | 100 |
| 7. | IV | 23USKS05 | MODERN TRANSLATION - II | 2 | 2 | 3 | 25 | 75 | 100 |
| FOURTH SEMESTER | | | | | | | | | |
| 1. | I | 23USKL04 | SANSKRIT - IV | 6 | 3 | 3 | 25 | 75 | 100 |
| 2. | II | | ENGLISH | 6 | 3 | 3 | 25 | 75 | 100 |
| 3. | III | 23USKC07 | LYRICS | 5 | 4 | 3 | 25 | 75 | 100 |
| 4. | III | 23USKC08 | CAMPU | 5 | 5 | 3 | 25 | 75 | 100 |
| 5. | III | 23USKE4A | FUNCTIONAL SANSKRIT | 3 | 3 | 3 | 25 | 75 | 100 |
| | | 23USKE4B | PRINCIPLES OF TEMPLE ARCHITECTURE | 3 | 3 | 3 | 25 | 75 | 100 |
| 6. | IV | 23USKS06 | MODERN PROSE WRITINGS – II | 2 | 2 | 3 | 25 | 75 | 100 |
| 7. | IV | 23UVED | VALUE EDUCATION | 1 | 1 | 3 | 25 | 75 | 100 |
| 8. | IV | 23UEVS | ENVIRONMENTAL STUDIES | 2 | 2 | 3 | 25 | 75 | 100 |

| S.No. | Part | Code | Title of the Courses in the new Syllabus | Inst Hrs | Credits | Exam Hours | Max Marks | | Total |
|-----------------------|------|----------|--|----------|---------|------------|-----------|-----|-------|
| | | | | | | | CIA | ESE | |
| FIFTH SEMESTER | | | | | | | | | |
| 1. | III | 23USKC09 | GRAMMAR AND LOGIC – I | 5 | 5 | 3 | 25 | 75 | 100 |
| 2. | III | 23USKC10 | COMPARATIVE PHILOLOGY | 5 | 5 | 3 | 25 | 75 | 100 |
| 3. | III | 23USKC11 | INTRODUCTION TO INDIAN PHILOSOPHY | 5 | 5 | 3 | 25 | 75 | 100 |
| 4. | III | 23USKC12 | POETICS | 5 | 5 | 3 | 25 | 75 | 100 |
| 5. | III | 23USKE5A | DIDACTIC POETRY | 4 | 3 | 3 | 25 | 75 | 100 |
| | | 23USKE5B | ECONOMICS AND POLITICAL SCIENCE | 4 | 3 | 3 | 25 | 75 | 100 |
| 6. | III | 23USKE6A | SCIENTIFIC LITERATURE | 4 | 3 | 3 | 25 | 75 | 100 |
| | | 23USKE6B | ELEMENTS OF YOGA | 4 | 3 | 3 | 25 | 75 | 100 |
| 7. | IV | 23USKS07 | TEMPLE TOURISM | 2 | 2 | 3 | 25 | 75 | 100 |
| 8. | IV | 23UINT | SUMMER INTERNSHIP | - | 2 | 3 | | | |
| SIXTH SEMESTER | | | | | | | | | |
| 1. | III | 23USKC13 | GRAMMAR AND LOGIC – II | 6 | 5 | 3 | 25 | 75 | 100 |
| 2. | III | 23USKC14 | EARLY TEXTS | 6 | 5 | 3 | 25 | 75 | 100 |
| 3. | III | 23USKC15 | DRAMA | 6 | 5 | 3 | 25 | 75 | 100 |
| 4. | III | 23USKE7A | INTRODUCTION TO MANUSCRIPTOLOGY | 5 | 3 | 3 | 25 | 75 | 100 |
| | | 23USKE7B | INTRODUCTION TO INDIAN EPIGRAPHY | 5 | | 3 | 25 | 75 | 100 |
| 5. | III | 23USKE8A | LITERARY CRITICISM | 5 | 3 | 3 | 25 | 75 | 100 |
| | | 23USKE8B | MODERN PLAYS | 5 | | 3 | 25 | 75 | 100 |
| 6. | IV | 23UEXT | EXTENSION ACTIVITIES | - | 1 | 3 | 25 | 75 | 100 |
| 7. | IV | 23USKPCS | COMPREHENSION AND CREATIVE WRITING | 2 | 2 | 3 | 25 | 75 | 100 |

| FIRST YEAR – SEMESTER – I | | | | | | | | | | |
|--------------------------------|---|---|---|---|---|---------|-------------|-------|-----|-------|
| COURSE NAME: PART – I LANGUAGE | | | | | | | | | | |
| SANSKRIT - I | | | | | | | | | | |
| COURSE CODE | CATEGORY CORE / ELE / SEC | L | T | P | S | CREDITS | TOTAL HOURS | MARKS | | |
| | | | | | | | | CIA | ESE | TOTAL |
| 23USKL01 | PART I SANSKRIT-I | 6 | - | - | - | 3 | 6 | 25 | 75 | 100 |
| LEARNING OBJECTIVES | | | | | | | | | | |
| LO1 | To help the students learn the alphabets of Sanskrit, Sanskrit grammar and sabdas | | | | | | | | | |
| LO2 | To closely understand the literary works in Sanskrit with Special reference to Panchamahakavyas | | | | | | | | | |
| LO3 | To understand the Raghuvamsa Mahakavya and Kalidasa | | | | | | | | | |
| Course Outline | | | | | | | | | | |
| Unit. No | Content | | | | | | | | | Hours |
| Unit I | * Introduction to Sanskrit Alphabets. (Text - Easy Sanskrit – p. 1-14) * Nouns– (Text - Easy Sanskrit – p. 14-26) * Verbs in क्रियापदकोष्ठकम् – 20 verbs * Declension – अकारान्तःपुलिङ्गः – बालand देव , * आकारान्तःस्त्रीलिङ्गः – बालाandलता* अकारान्तःनपुंसकलिङ्गः – फलand वन * Panchamahakavyas – Works of Kalidasa, Bharavi, Magha, Sriharsha | | | | | | | | | 15 |
| Unit II | * Introduction to three tenses (लट्, लङ्, लृट्) and imperative mood – पठ् धातुConjugations present tense only) – गम्,स्थातिष्ठ्,(पठ् ,नृत् ,कुप् ,कथ् ,गण् ,अस् ,कृ , श्रू* * Raghuvamsa Canto I - Verses 1-35 | | | | | | | | | 15 |
| Unit III | * Avyayas (Indeclinables) – च, अपि, सह, विना, अत्र, तत्र, किम्, अद्य, कदा, यदि–तर्हि, यथा–तथा * उपसर्गाः - प्र, परा, अप, सं, अनु, अव, निस्, निर, दुस्, दुर, वि, आङ्, नि, अधि अपि, अति, सु, उत्, अभि, प्रति, परि, उप Raghuvamsa Canto I-Verses 36-48 | | | | | | | | | 20 |
| Unit IV | * Raghuvamsa Canto I - Verses 49-72 | | | | | | | | | 20 |
| Unit V | * Raghuvamsa Canto I -Verses 73-91 | | | | | | | | | 20 |
| | Total | | | | | | | | | 90 |

| CO | COURSE OUTCOMES | K LEVELS |
|----|---|--|
| 1. | <p>* Panchamahakavyas – Works of Kalidasa, Bharavi, Magha, Sriharsha</p> <p>Introduce Varnamala, nouns, verbs. Understand and analyse declension and Discuss the date of Kalidasa, works of Kalidasa. Knowledge of Identifying the verbal roots and nominal roots. (PO2)(PO3)(PO4) Usage of apt verbs to represent the actions (PO2), Browse & explore Sanskrit alphabets, nouns and verbs and GD in the class. (PO7)(PO9)(PO10)</p> | K1, K2, K3, K4 |
| 2. | <p>Introduce, analyse, format and discuss the conjugations, prose order of Raghuvamsa texts and Discuss the story portrayed in the slokas. Visit {PO1, PO2, }& Revise Sabda and Dhaturupas (PO7)(PO8). Games to decipher the verbs and tense, (PO3)(PO5) – Games to Identify the places of articulation of the verse order (PO3)(PO5)</p> | K1, K2, K3, K4 |
| 3. | <p>Introduce, analyse, format and discuss the Indeclinables, prose order of Raghuvamsa texts and Discuss the story portrayed in the slokas. (PO1)(PO2)(PO3)(PO4) Visit & Revise Avyayas and form the sentences (PO7)(PO8)(PO10). Games to decipher the verbs and tense, (PO3)(PO5) – Games to Identify the places of articulation of the verse order (PO3)(PO5)</p> | K1, K2, K3, K4 K5, K6 |
| 4. | <p>Introduce, analyse, format and discuss the verse and interpret the slokas. Analyse the prose order of Raghuvamsa texts and Discuss the story portrayed in the slokas. (PO1)(PO2)(PO3)(PO4) Visit & Revise Prose order and Interpret the slokas (PO7)(PO8)(PO10). Games to decipher the verbs and tense, (PO3)(PO5) – Games to Identify the places of articulation of the verse order (PO3)(PO5)</p> | K1, K2, K3, K4 K6 |
| 5. | <p>Introduce, analyse, format and discuss the verse and interpret the slokas. Analyse the prose order of Raghuvamsa texts and Discuss the story portrayed in the slokas. (PO1)(PO2)(PO3)(PO4) Visit & Revise Prose order and Interpret the slokas (PO7)(PO8)(PO10). Games to decipher the verbs and tense, (PO3)(PO5) – Games to Identify the places of articulation of the verse order (PO3)(PO5)</p> | K1, K2, K3, K4 K5, K6 |

| TEXT BOOKS | |
|-------------------|---|
| 1. | Kalasala Samskrita Sukhabodhini – I, University of Madras, 2022 |
| 2. | Raghuvamsam Canto I – TK Ramachandra Aiyar, RS Vadhyar 7 Sons Palaghat 2004 |

| REFERENCE BOOKS | |
|------------------------|---|
| 1. | A short history of Sanskrit Literature, TK Ramachandra Aiyar, RS Vadhyar & sons, 2018 |
| 2. | Raghuvamsam, MR Kale, MLBD Publications, 1922 |

| WEB RESOURCES | |
|----------------------|---|
| 1. | https://sanskritdocuments.org/sites/giirvaani/giirvaani/rv/sargas/01_rv.htm |

MAPPING WITH PROGRAMME OUTCOMES:

Strongly correlated – 3

Moderately correlated – 2

Weakly correlated – 1

| CO/PO | PO – 23USKL01 (SANSKRIT I) | | | | | | | | | |
|-------------------------|---|-------------------------------------|---|------------------------------|-----------------------------------|--|---------------------------------|--|--|--------------------------------|
| | 1 Disciplinary Knowledge and skills | 2 Skilled Communicator | 3 Critical thinker and problem solver | 4 Sense of inquiry | 5 Team player/worker | 6 Skilled project manager | 7 Digitally Efficient | 8 Ethical awareness / reasoning | 9 National and international perspective | 10 Lifelong learners |
| CO1 | 3 | 2 | 1 | 1 | | | 2 | 1 | 1 | 1 |
| CO2 | 3 | 2 | 2 | 1 | 2 | | 1 | 2 | 2 | 2 |
| CO3 | 3 | 1 | 2 | 1 | 1 | | 1 | 1 | 1 | 1 |
| CO4 | 3 | 2 | 1 | 1 | | | 1 | 1 | 2 | 2 |
| CO5 | 3 | 1 | 2 | | 1 | | 1 | 1 | 2 | 1 |
| CO-PO- Total | 15 | 8 | 8 | 4 | 4 | 1 | 6 | 6 | 8 | 7 |
| CO-PO-Avg | 3 | 2 | 2 | 1 | 1 | 0 | 1 | 1 | 2 | 1 |

| FIRST YEAR – SEMESTER – I | | | | | | | | | | |
|----------------------------------|----------------------------------|----------|----------|----------|----------|----------------|--------------------|--------------|-----------------|--------------|
| COURSE NAME: POETRY - I | | | | | | | | | | |
| COURSE CODE | CATEGORY CORE / ELE / SEC | L | T | P | S | CREDITS | TOTAL HOURS | MARKS | | |
| | | | | | | | | CIA | EXTERNAL | TOTAL |
| 23USKC01 | CORE 1 | 5 | - | - | - | 4 | 5 | 25 | 75 | 100 |

| LEARNING OBJECTIVES | |
|----------------------------|--|
| LO1 | * Aims to get the students acquainted with the Classical Sanskrit Poetry |
| LO2 | * To understand the description style of the poet |
| LO3 | * To understand the literary merits of the poetry. |

| Course Outline | | |
|-----------------------|---|---------------------|
| UNIT | CONTENTS | NO. OF HOURS |
| I | Definition and features of a Mahakavya. Introduction to Mahakavyas, Kalidasa's works | 15 |
| II | Kumarasambhavam Canto I – slokas 1 to 15 | 15 |
| III | Kumarasambhavam Canto I – slokas 16 to 30 | 15 |
| IV | Kumarasambhavam Canto I – slokas 31 to 45 | 15 |
| V | Kumarasambhavam Canto I – slokas 46 to 60 | 15 |
| | TOTAL | 75 |

| CO | COURSE OUTCOMES | K LEVEL |
|----|---|------------------------|
| 1. | Students will understand the definition and features of the Mahakavya, Analyse the date of Kalidasa and organize the popular kavyas chronologically. {PO1, PO2, PO3, PO4, PO8, PO9, PO10} | K1, K2, K3, K4 |
| 2. | It helps the students read and understand the text independently, Understand the Prose order and word meaning of the given verses. Appraise the beauty of the Himalayas, Identify the alankaras of the given text {PO1, PO2, PO3, PO4, PO8, PO9, PO10} | K1, K2, K3, K4 |
| 3. | It helps the students read and understand the text independently, Understand the Prose order and word meaning of the given verses. Explain the Himavan's marriage and birth of Parvati Identify the alankaras of the given texts. {PO1, PO2, PO3, PO4, PO7, PO8, PO9, PO10} | K1, K2, K3, K4 |
| 4. | Read and understand the prescribed slokas, understand the prose order and word meaning of the given verses. Ability to critically narrate Parvati's childhood and beauty of Parvati. PO1, PO2, PO3, PO4, PO7, PO8, PO9, PO10} | K1, K2, K3, K4, K5 |
| 5. | Read and understand the prescribed slokas, understand the prose order and word meaning of the given verses. Discuss the syle of the poet and relate canto-I with the feature of a Mahakavya {PO1, PO2, PO3, PO4, PO6, PO7, PO8, PO9, PO10} | K1, K2, K3, K4, K5, K6 |

| TEXT BOOKS | |
|------------|---|
| 1. | Kumarasambhavam Canto I, translated and explained by TK Ramachandra Aiyar, RS Vadhyar& Sons, Palakkad, 2019 |
| 2. | A short history of Sanskrit Literature, TK Ramachandra, RS Vadhyar& Sons |

| REFERENCE BOOKS | |
|------------------------|---|
| 1. | Kumarasambhavam of Kalidasa, MR Kale, MLBD New Delhi, 2017 |
| 2. | A History of Classical Sanskrit Literature by M. Krishnamachariar MLBD New Delhi 1906 |
| WEB RESOURCES | |
| 1. | https://sanskritdocuments.org/sites/giirvaani/giirvaani/ks/sarga/01_ks.htm |
| 2. | https://archive.org/details/KumarasambhavaCantosI-vii-SanskritCommentaryEnglishTranslationNotes |

MAPPING WITH PROGRAMME OUTCOMES:

Strongly correlated – 3

Moderately correlated – 2

Weakly correlated – 1

| CO/PO | PO (23USKC01) – Poetry - I | | | | | | | | | |
|------------------------|--|-------------------------------------|--|------------------------------|--------------------------------|--|---------------------------------|--|--|--------------------------------|
| | 1 Disciplinary Knowledge and skills | 2 Skilled Communicator | 3 Critical thinker and problem solver | 4 Sense of inquiry | 5 Team player/worker | 6 Skilled project manager | 7 Digitally Efficient | 8 Ethical awareness / reasoning | 9 National and international perspective | 10 Lifelong learners |
| CO1 | 3 | 3 | 2 | 2 | 1 | 0 | | 1 | 1 | 2 |
| CO2 | 3 | 3 | 2 | 2 | 1 | 0 | | 1 | 1 | 2 |
| CO3 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO4 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO5 | 3 | 3 | 2 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |
| CO-PO Total | 15 | 15 | 10 | 10 | 5 | 1 | 6 | 5 | 5 | 10 |
| CO-PO- Avg | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |

| FIRST YEAR – SEMESTER – I | | | | | | | | | | |
|--------------------------------|---|---|---|---|---|---------|-------------|-------|----------|-------|
| COURSE NAME: MODERN LITERATURE | | | | | | | | | | |
| COURSE CODE | CATEGORY CORE / ELE / SEC | L | T | P | S | CREDITS | TOTAL HOURS | MARKS | | |
| | | | | | | | | CIA | EXTERNAL | TOTAL |
| 23USKC02 | CORE 2 | 5 | - | - | - | 4 | 5 | 25 | 75 | 100 |
| LEARNING OBJECTIVES | | | | | | | | | | |
| LO1 | To introduce Contemporary Indian Philosophers | | | | | | | | | |
| LO2 | To make students familiar with Swami Vivekananda's life through Sanskrit language | | | | | | | | | |
| LO3 | To develop story narrating skill. | | | | | | | | | |

| Course Outline | | |
|----------------|--|-------|
| Unit. No | Content | Hours |
| Unit I | Introduction to contemporary philosophers like Sri Ramakrishna Swami Vivekananda and Sri Ramana Maharishi; Swami Vivekanandasya jeevane sarasa Ghatanaha Stories : 1 – 5 | 15 |
| Unit II | Swami Vivekanandasya jeevane sarasa Ghatanaha Stories : 6 – 10 | 15 |
| Unit III | Kathavallari – Story 1 & 2; 1) सत्यमेवजयते ;2) उत्तमधर्मः | 15 |
| Unit IV | Kathavallari – Story 3&4 - 3) प्रश्नत्रयम्;4) शर्मिष्ठा | 15 |
| Unit V | Kathavallari – Story 5&6 5) अप्रशिख;6) चतुरःशशकः | 15 |
| | Total | 75 |

| CO | COURSE OUTCOMES | K LEVEL |
|----|---|------------------------|
| 1. | Recalling a brief introduction about Sri Ramakrishna, Swami Vivekananda and Bhagavan Ramana Maharishi Sarasaghatanaha of Swami Vivekananda, Ability in Read and understand the story, Identify and Annotate captive lines. {PO1, PO2, PO3, PO4, PO6, PO7, PO8, PO9, PO10} | K1, K2, K3, K4 |
| 2. | Sarasaghatanaha of Swami Vivekananda, Ability in Read and understand the story, Identify and Annotate captive lines. {PO1, PO2, PO3, PO4, PO6, PO7, PO8, PO9, PO10} | K1, K2, K3, K4 |
| 3. | 1) सत्यमेवजयते; 2) उत्तमधर्मः- Ability in Reading and Understanding of the stories word by word. Annotate and ERC of the selected lines.- Sketching the characters {PO1, PO2, PO3, PO4, PO6, PO7, PO8, PO9, PO10} | K1, K2, K3, K4 |
| 4. | 3) प्रश्नत्रयम्; 4) शर्मिष्ठा- Ability in Reading and Understanding of the stories word by word. Annotate and write ERC of the selected lines.- Sketching the characters {PO1, PO2, PO3, PO4, PO6, PO7, PO8, PO9, PO10} | K1, K2, K3, K4 |
| 5. | 5) अप्रशिख; 6) चतुरः शशकः- Ability in Reading and Understanding of the stories word by word. Annotate and ERC of the selected lines. Evaluate the stories studied so far and writing the take away of moral values. {PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10} | K1, K2, K3, K4, K5, K6 |

| TEXT BOOKS | |
|------------|--|
| 1. | Swami Vivekanandasya jeevane sarasa Ghatanaha, Samskrita Bharati, Chennai, 2012 |
| 2. | * Kathavallari, Dr. KV Ramakrishnamachariar, Samskrita bhasha pracharini sabha, Chittoor, 2008 |

REFERENCE BOOKS

| | |
|----|--|
| 1. | Puranic Encyclopaedia : a comprehensive dictionary with special reference to the epic and Puranic literature, Motilal Banarsidass, New Delhi, 1975 |
|----|--|

WEB RESOURCES

| | |
|----|---|
| 1. | https://archive.org/details/puranicencyclopa00maniuoft/page/n5/mode/2up |
| 2. | https://sanskrit.uohyd.ac.in/scl/ |

MAPPING WITH PROGRAMME OUTCOMES:

Strongly correlated – 3

Moderately correlated – 2

Weakly correlated – 1

| CO/PO | PO (23USKC02) – Modern Literature | | | | | | | | | |
|------------------------|---|------------------------------|---|-----------------------|-------------------------|---------------------------------|--------------------------|---------------------------------------|---|-------------------------|
| | 1 Disciplinary Knowledge and skills | 2 Skilled Communicator | 3 Critical thinker and problem solver | 4 Sense of Inquiry | 5 Team player/worker | 6 Skilled project manager | 7 Digitally Efficient | 8 Ethical awareness / reasoning | 9 National and international perspective | 10 Lifelong learners |
| CO1 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO2 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO3 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO4 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO5 | 3 | 3 | 2 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |
| CO-PO Total | 15 | 15 | 10 | 10 | 5 | 1 | 10 | 5 | 5 | 10 |
| CO-PO- Avg | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |

| FIRST YEAR – SEMESTER – I | | | | | | | | | | |
|-------------------------------------|---------------------------|---|---|---|---|---------|-------------|-------|----------|-------|
| COURSE NAME: ANCIENT INDIAN CULTURE | | | | | | | | | | |
| COURSE CODE | CATEGORY CORE / ELE / SEC | L | T | P | S | CREDITS | TOTAL HOURS | MARKS | | |
| | | | | | | | | CIA | EXTERNAL | TOTAL |
| 23USKE1A | ELECTIVE 1A | 4 | - | - | - | 3 | 4 | 25 | 75 | 100 |

| LEARNING OBJECTIVES | |
|---------------------|--|
| LO1 | To understand the symbolism of the Deities |
| LO2 | To give the fundamental knowledge of the 16 samsakaras |
| LO3 | To familiarize the invocatory verses for respective deities. |

| Course Outline | | |
|-----------------|--|-----------|
| Unit. No | Content | Hours |
| Unit I | Symbolism of Hindu Deities –, Ganesha, Siva, Vishnu & Brahma , pp. 8 – 49 Symbolisms of Goddesses – Consorts of the three Gods - Durga, Lakshmi and Saraswati, - (* Text -Symbolisms of Hindu Gods & Rituals) | 12 |
| Unit II | Samskaras - The Four Asramas, Samskaras - Garbhadana, Pumsavana, Seemantonayana, Jatakarma, Namakaranam, Nishkramana, Annaprasanam | 12 |
| Unit III | Samskaras - Chudakarna, Karnavedhana, Upanayana, Vedarambha, Kesanta or Ritushuddhi, Samvartana, Vivaha and Antyeshti | 12 |
| Unit IV | Pooja Vidhanam, Selected Shanti pathaha. | 12 |
| Unit V | Selected Invocatory verses on Deities | 12 |
| | Total | 60 |

| CO | COURSE OUTCOMES | K LEVEL |
|-----------|---|-------------------------------|
| 1. | What is symbolism of God? Know the significances of Iconography of Hindu Deities like Ganesha, Siva, Vishnu & Brahma. Find an Iconographic description – Ganesha and Trimurthis {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3, K4 |
| 2. | Know the Symbolisms and significances of Iconography of Hindu Deities - Durga, Lakshmi and Saraswati. Identifying the Icon of the Hindu deities independently. {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3, K4 |
| 3. | Knowledge on four Asrama, Samskaras – Garbhadanam, Pumsavana, Seemantonayana, Jatakarma, Namakaranam, Nishkramana, Annaprasanam. Understanding the cultural relevance of practicing in household ceremonies. {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3, K4 |
| 4. | Knowing the Samskaras – Chudakarma, Karnavedhana, Upanayana, Vedarambha, Kesanta or Ritushuddhi - * Understanding the performance of ceremonies at home, their cultural relevance of practicing in household ceremonies. Analyzing their relevance and practice in today's scenario. {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3, K4 |
| 5. | Knowledge on Samskaras – Samvartana, Vivaha and Antyeshti - Understanding the cultural relevance of practicing in household ceremonies of practicing in household ceremonies. Analyzing their relevance and practice in today's scenario. Compiling the overall details of all the Hindu samskaras. {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3, K4, K5, K6 |

| TEXT BOOKS | |
|-------------------|--|
| 1. | * Symbolism of Hindu Gods and Rituals, A. Parthasarathy Reference Books |
| 2. | * Purna Vidya – Swamini Pramananda and Sri Dhira Chaitanya, Purnavidya Trust, Chennai 2005 |

| REFERENCE BOOKS | |
|-----------------|--|
| 1. | * Hindu Samskaras, MLBD Publications |
| 2. | * Samskaras and rituals, BharatiyaVidyaBhavan Publications |

| WEB RESOURCES | |
|---------------|---|
| 1. | https://www.templepurohit.com/16-samskaras-hinduism/ |
| 2. | https://www.baps.org/Article/2011/The-Sixteen-Samskaras-Part-1-2269.aspx |

MAPPING WITH PROGRAMME OUTCOMES:

Strongly correlated – 3

Moderately correlated – 2

Weakly correlated – 1

| CO/PO | PO (23USKE1A) (Ancient Indian Culture) | | | | | | | | | |
|------------------------|--|------------------------------|--|-----------------------|----------------------------|---------------------------------|-----------------------------|--|---|----------------------------|
| | 1 Disciplinary Knowledge and skills | 2 Skilled Communicator | 3 Critical thinker and problem solver | 4 Sense of inquiry | 5 Team player/worker | 6 Skilled project manager | 7 Digitally Efficient | 8 Ethical awareness / reasoning | 9 National and international perspective | 10 Lifelong learners |
| CO1 | 3 | 1 | 1 | 1 | 1 | | 1 | 1 | | 1 |
| CO2 | 3 | 1 | 1 | 1 | 1 | | 1 | 1 | | 1 |
| CO3 | 3 | 1 | 1 | 1 | 1 | | 1 | 1 | | 1 |
| CO4 | 3 | 1 | 1 | 1 | 1 | | 1 | 1 | | 1 |
| CO5 | 3 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 |
| CO-PO Total | 15 | 5 | 5 | 5 | 5 | 1 | 5 | 5 | 1 | 5 |
| CO-PO- Avg | 3 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 2 |

| FIRST YEAR – SEMESTER – I | | | | | | | | | | |
|---|---------------------------|---|---|---|---|---------|-------------|-------|----------|-------|
| COURSE NAME: ELEMENTS OF INDIAN MUSIC - I | | | | | | | | | | |
| COURSE CODE | CATEGORY CORE / ELE / SEC | L | T | P | S | CREDITS | TOTAL HOURS | MARKS | | |
| | | | | | | | | CIA | EXTERNAL | TOTAL |
| 23USKE1B | ELECTIVE 1B | 4 | - | - | - | 3 | 4 | 25 | 75 | 100 |

| LEARNING OBJECTIVES | |
|---------------------|---|
| LO1 | To help students know the origin of Musicology |
| LO2 | Provide the students with a unique approach of interpreting texts with special reference to Indian Music. |
| LO3 | Get an in-depth study of theory of Indian Music. |

| Course Outline | | |
|----------------|---|-------|
| Unit. No | Content | Hours |
| Unit I | Introduction to musicology and Fundamentals of South Indian Music | 12 |
| Unit II | Ragas and their classification – Janaka and Janya | 12 |
| Unit III | Janya Ragas and their classification | 12 |
| Unit IV | Jatilakshanas | 12 |
| Unit V | Shrutis in South Indian Music | 12 |
| | TOTAL | 60 |

| CO | COURSE OUTCOMES | K LEVEL |
|----|---|------------|
| 1. | Understand the origin and sources of Indian Music {PO1, PO2, PO3} | K1, K2 |
| 2. | Develop an indepth knowledge of the theoretical aspects of Indian Music. {PO1, PO2, PO3, } | K1, K2 |
| 3. | Gain insight to the basic concepts of Indian Music. {PO1, PO2, PO3, PO4, PO7, PO8, PO9, PO10} | K1, K2 |
| 4. | Understand the role of Sanskrit Language in Indian Music {PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10} | K1, K2 |
| 5. | Gain insight on how each form of music makes their own contribution to the field of Indian music. {PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10} | K1, K2, K3 |

| TEXT BOOKS | |
|------------|--|
| 1. | Essentials of Musicology in South Indian Music (Chapter 1 to 5), Published by the Karnatic Music Book centre, Chennai. |

MAPPING WITH PROGRAMME OUTCOMES:

Strongly correlated – 3 Moderately correlated – 2 Weakly correlated – 1

| CO/PO | PO (23USKE1B) (ELEMENTS OF INDIAN MUSIC – I) | | | | | | | | | |
|------------------------|--|------------------------------|--|-----------------------|----------------------------|---------------------------------|-----------------------------|---|---|----------------------------|
| | 1 Disciplinary Knowledge and skills | 2 Skilled Communicator | 3 Critical thinker and problem solver | 4 Sense of inquiry | 5 Team player/worker | 6 Skilled project manager | 7 Digitally Efficient | 8 Ethical awareness/ reasoning | 9 National and international perspective | 10 Lifelong learners |
| CO1 | 3 | 1 | 1 | | | | | | | |
| CO2 | 3 | 1 | 1 | | | | | | | |
| CO3 | 3 | 1 | 1 | | | | 1 | 1 | | |
| CO4 | 3 | 1 | 1 | 1 | 1 | | 1 | 1 | | 1 |
| CO5 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO-PO Total | 15 | 5 | 5 | 2 | 2 | 1 | 3 | 3 | 1 | 2 |
| CO-PO- Avg | 3 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 |

| FIRST YEAR – SEMESTER – I | | | | | | | | | | |
|----------------------------------|---------------------------|---|---|---|---|---------|-------------|-------|----------|-------|
| COURSE NAME: EPIC LITERATURE - I | | | | | | | | | | |
| COURSE CODE | CATEGORY CORE / ELE / SEC | L | T | P | S | CREDITS | TOTAL HOURS | MARKS | | |
| | | | | | | | | CIA | EXTERNAL | TOTAL |
| 23USKE1C | ELECTIVE 1C | 4 | - | - | - | 3 | 4 | 25 | 75 | 100 |

| LEARNING OBJECTIVES | |
|---------------------|---|
| LO1 | To empower the students to read the slokas of रामोदन्तम् fluently and motivates the students to read Valmiki Ramayana |
| LO2 | Ability to explain Ramodantamslokas and understand various characters in Ramayana. Students will be thorough in Ramayana story. |
| LO3 | To follow the ethical values expressed in the text. |

| Course Outline | | |
|-----------------|---|-----------|
| Unit. No | Content | Hours |
| Unit I | * Subject matter of AdikavyamRamayanam * Sri Ramodanta – Bala kanda Slokas 1 to 20 | 12 |
| Unit II | Sri Ramodanta - Balakanda- slokas 21 to 40 | 12 |
| Unit III | Sri Ramodanta - Ayodhyakandasloka 1 to 20 | 12 |
| Unit IV | Sri Ramodanta - Āranyakanda 1 to 28 | 12 |
| Unit V | Mahabharatha (Chitrakatha) | 12 |
| | TOTAL | 60 |

| Course Outcomes | | |
|------------------------|---|---|
| CO1 | Revision on Kavyas, KhandaKavyas. Highlighting the popular Kavyas and their authors. – Discuss the each Kandas of Ramayana. Discussion on Subject content of Ramayana Reading and Understanding of the slokas of Balakanda verses1-20. Annotation and ERC. Introduction to Ramayana characters in Balakanda. {PO1, PO2, PO3, PO4, PO7, PO8, PO9, PO10} | K1,K2 K3, K4 |
| CO2 | Reading and Understanding of the slokas of Balakanda verses21 -40. Sketching the Ramayana characters in Balakandas as per Ramodantam. Interpretation of the selected slokas. {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2 K3, K4 |
| CO3 | Reading and Understanding of the slokas of Ayodhya Kanda verses 1-20. Sketching the Ramayana characters in Ayodhyakandas as per Ramodantam. Discussing the episodes in Ayodhyakandas. Annotations & ERC {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2 K3, K4 |
| CO4 | Reading and Understanding of the slokas 1-28. Annotation and ERC. Sketching the Ramayana characters in Aranyakandas as per Ramodantam. Discussing the episodes in Aranyakandas. Annotations & ERC {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2 K3, K4 K5 |
| CO5 | Reading and Understanding of the Texts of Mahabharata Chitra Katha. Annotation and ERC. Summarise the subject matter of Mahabharata Chitra Katha, Sketching the Mahabharata characters as per the Chitra Katha. Discussing the episodes in MahabharathaChitrakatha. Interpretation of the selected Sanskrit Texts. {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2 K3, K4 K5, K6 |

| TEXT BOOKS | |
|-------------------|---|
| 1. | * Sri Ramodantam, L. Anantarama Sastri, RS Vadhyar& Sons, Palghat, 2002 |
| 2. | * महाभारतं सचित्रम्, Sri Rama Raghavan (Gokula Comics) SamskritaBharati, Aksharam Bangalore, 2015 |

| REFERENCE BOOKS | |
|-----------------|---|
| 1. | Ramayana – Swami Chidbhananda – Ramakrishna Tapovanam, 2015 |
| 2. | Mahabharata , C.Rajagopalachari , Bharatiya Vidya Bhavan , 2001 |

| WEB RESOURCES | |
|---------------|---|
| 1. | https://sanskritdocuments.org/doc_raama/rAmodantam.html |
| 2. | https://sanskrit.uohyd.ac.in/scl/e-readers/sankshpea_ramayanam/index.html |

Strongly correlated – 3

Moderately correlated – 2

Weakly correlated – 1

| CO/PO | PO (23USKE1C) (Epic Literature - I) | | | | | | | | | |
|------------------------|--|------------------------------|--|-----------------------|----------------------------|---------------------------------|-----------------------------|--|---|----------------------------|
| | 1 Disciplinary Knowledge and skills | 2 Skilled Communicator | 3 Critical thinker and problem solver | 4 Sense of inquiry | 5 Team player/worker | 6 Skilled project manager | 7 Digitally Efficient | 8 Ethical awareness / reasoning | 9 National and international perspective | 10 Lifelong learners |
| CO1 | 3 | 1 | 1 | | 1 | | 1 | 1 | | |
| CO2 | 3 | 2 | 2 | 1 | 1 | | 2 | 1 | | |
| CO3 | 3 | 2 | 2 | 1 | 1 | | 2 | 1 | | |
| CO4 | 3 | 2 | 2 | 1 | 1 | | 2 | 1 | | |
| CO5 | 3 | 2 | 2 | 1 | 1 | | 1 | 1 | 1 | 1 |
| CO-PO Total | 15 | 9 | 9 | 4 | 5 | 0 | 8 | 5 | 1 | 1 |
| CO-PO- Avg | 3 | 2 | 2 | 1 | 1 | 0 | 2 | 1 | 1 | 1 |

| FIRST YEAR – SEMESTER – I | | | | | | | | | | |
|---|---|---|---|---|---|---------|-------------|-------|----------|-------|
| COURSE NAME: SKILL ENHANCEMENT COURSE – 1 | | | | | | | | | | |
| DEVOTIONAL LYRICS | | | | | | | | | | |
| COURSE CODE | CATEGORY CORE / ELE / SEC | L | T | P | S | CREDITS | TOTAL HOURS | MARKS | | |
| | | | | | | | | CIA | EXTERNAL | TOTAL |
| 23USKS01 | SEC - 1 | 2 | - | - | - | 2 | 2 | 25 | 75 | 100 |
| LEARNING OBJECTIVES | | | | | | | | | | |
| LO1 | To get to know about the Devotional literature. | | | | | | | | | |
| LO2 | Ability to chant and recite the slokas. | | | | | | | | | |
| LO3 | Ability to comprehend the meaning of slokas. | | | | | | | | | |

| Course Outline | | |
|----------------|--|-------|
| Unit. No | Content | Hours |
| Unit I | Introduction to Devotional lyrics | 6 |
| Unit II | Bhaja Govindam verses 1 - 15 | 6 |
| Unit III | Bhaja Govindam verses 16 - 30 | 6 |
| Unit IV | Narayaneeyam (Kuchelopakhyanam) verses 1- 10 | 6 |
| Unit V | Naryaneeyam (prahladacaritam) verses 1 - 10 | 6 |
| | TOTAL | 30 |

| CO | COURSE OUTCOMES | K LEVEL |
|----|--|--------------------------|
| 1. | * What is a Kavya? Difference between a Khanda Kavya and Mahakavya. What are Bhakti Kavya. Who is the author of Narayaneeyam? Discussion on Narayanabhattachari's date. His life story and unique skills as a poet. * Who is Dhruva? Who are his parents. Highlighting the Bhakti of Dhruva. Narrating the character sketch of Dhruva and his parents.* Reading and understanding of the slokas. – (PO7)(PO5) - video discussion pertaining Narayaneeyam – GD - (PO2) (PO3) (PO4) (PO5) - Refer Puranic encyclopaedia (PO9)(PO10) | K1, K2 K3, K5 |

| | | |
|----|---|---|
| 2. | Read and understand the verses 1 – 15 of Bhajagovindam. Analyse the prose order and discuss the literal meaning and purport of the verses. GD PO2, PO3, PO4, PO5. Listening to lecture series on Bhajagovindam PO9, PO10 | K1, K2 K3, K4 |
| 3. | Read and understand the verses 16 – 30 of Bhajagovindam. Analyse the prose order and discuss the literal meaning and purport of the verses. . GD PO2, PO3, PO4, PO5. Listening to lecture series on Bhajagovindam PO9, PO10 | K1, K2 K3, K4 |
| 4. | * Narrating the story of Prahlada in Bhagavata Puranam. Who is Prahlada, Hiranyakashipu, Narada. Narrating the Devotion of Prahlada. * Reading and understanding of the slokas word by word. Interpret the given lines of the slokas, Annotation and ERC . - Sketch the character of Prahlada and Hiranyakashipu..(PO7)(PO5)GD - the plot of Bhakta Prahlada in the classical movie and compare it with the Narayaneeyam. (PO2)(PO3)(PO4)(PO5); Refer Puranic encyclopaedia (PO9)(PO10) | K1, K2 K3, K4 K5, K6 |
| 5. | * Who is Kuchela? Description of Friendship of Krishna and Kuchela. * Reading and understanding of the slokas word by word. Interpret the given lines of the slokas, Annotation and ERC. * Discussion the plot of Kuchelopakhyanam and its influence on modern movies (Kuchela). - Video & GD - (PO2)(PO5) - Extempore on Kathakalakshepam - (PO2) | K1, K2 K3, K4 K5, K6 |

TEXT BOOKS

| | |
|----|--|
| 1. | Bhajagovindam, Swami Nikhilananda, Sri Ramakrishna Math Chennai 2006 |
| 2. | Narayaneeyam, Swami Tapasyananda, Sri Ramakrishna Math, Chennai 1976 |

REFERENCE BOOKS

| | |
|----|---|
| 1. | Bhajagovindam, Swami Chinmayananda, Chinmaya Prakashan |
| 2. | A short History of Sanskrit Literature, TK Ramachandra Aiyar, RS Vadhyar & Sons, Palghat 2018 |

| WEB RESOURCES | |
|----------------------|---|
| 1. | https://estudentedavedanta.net/uploads/1/0/9/5/109527077/bhajagovindam_nikhilananda.pdf |
| 2. | https://narayaneeyam-firststep.org/ |

MAPPING WITH PROGRAMME OUTCOMES:

Strongly correlated – 3

Moderately correlated – 2

Weakly correlated – 1

| CO/PO | PO (23USKS01) (Devotional Lyrics) | | | | | | | | | |
|------------------------|--|----------------------------------|--|------------------------------|--------------------------------|-------------------------------------|---------------------------------|--|--|--------------------------------|
| | 1 Disciplinary Knowledge and skills | 2 Skilled Communicator | 3 Critical thinker and problem solver | 4 Sense of inquiry | 5 Team player/worker | 6 Skilled project manager | 7 Digitally Efficient | 8 Ethical awareness / reasoning | 9 National and international perspective | 10 Lifelong learners |
| CO1 | 3 | 1 | 1 | 1 | 1 | 0 | 2 | 1 | | 1 |
| CO2 | 3 | 2 | 2 | 1 | 1 | 0 | | 1 | 1 | 1 |
| CO3 | 3 | 2 | 2 | 1 | 1 | 0 | 2 | 1 | | 1 |
| CO4 | 3 | 2 | 2 | 1 | 1 | 0 | | 1 | | 1 |
| CO5 | 3 | 2 | 2 | 1 | 1 | 0 | 2 | 1 | | 1 |
| CO-PO Total | 15 | 9 | 9 | 5 | 5 | 0 | 6 | 5 | 1 | 5 |
| CO-PO- Avg | 3 | 2 | 2 | 1 | 1 | 0 | 2 | 1 | 1 | 2 |

| FIRST YEAR – SEMESTER – I | | | | | | | | | | |
|---|--|---|---|---|---|---------|-------------|-------|----------|-------|
| COURSE NAME: SKILL ENHANCEMENT COURSE (FOUNDATION COURSE) | | | | | | | | | | |
| COMMUNICATIVE SANSKRIT - I | | | | | | | | | | |
| COURSE CODE | CATEGORY CORE / ELE / SEC | L | T | P | S | CREDITS | TOTAL HOURS | MARKS | | |
| | | | | | | | | CIA | EXTERNAL | TOTAL |
| 23USKF01 | SEC - FC | 2 | - | - | - | 2 | 2 | 25 | 75 | 100 |
| LEARNING OBJECTIVES | | | | | | | | | | |
| LO1 | To make student converse in simple Sanskrit. | | | | | | | | | |
| LO2 | To frame a dialogue writing. | | | | | | | | | |
| LO3 | To read and understand the text independently. | | | | | | | | | |

| Course Outline | | |
|----------------|---|-------|
| Unit. No | Content | Hours |
| Unit I | Sanskrita Baladarshaha – Lessons 1 to 5 | 6 |
| Unit II | Sanskrita Baladarshaha – Lessons 6 to 10 | 6 |
| Unit III | Sanskrita Baladarshaha – Lessons 11 to 15 | 6 |
| Unit IV | Sanskrita Baladarshaha – Lessons 20 to 25 | 6 |
| Unit V | संस्कृतव्यवहारसाहस्री – Lessons 1 to 10 | 6 |
| | TOTAL | 30 |

| CO | COURSE OUTCOMES | K LEVEL |
|----|---|------------|
| 1. | Development of good vocabularis and understand the syntactical construction of the text. {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3 |

| | | |
|----|---|------------------------|
| 2. | Ability to understand apply the verbs in tenses and verbal affixes to other verbal roots too.{PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3, K4 |
| 3. | Translating skill and conversion of sentences based on tenses. Reading and understanding of the textual concept. Analyse and convert the apt verb roots.{PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3, K4 |
| 4. | Translating skill and conversion of sentences based on tenses. Reading and understanding of the textual concept. Analyse and convert the apt verb roots{PO1, PO2, PO3, PO4, PO5, , PO7, PO8, PO9, PO10} | K1, K2, K3, K4, K5 |
| 5. | Creative writing of conversation for a given situation. {PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10} | K1, K2, K3, K4, K5, K6 |

TEXT BOOKS

| | |
|----|---|
| 1. | Sanskrita Baladarsha, RS Vadhyar & Sons, Palakkad, 2021 |
| 2. | Sanskrita Vyavaharasahasri Sanskrita Bharati Bangalore 2001 |

REFERENCE BOOKS

| | |
|----|--|
| 1. | संस्कृतस्य व्यावहारिकस्वरूपम्, Dr.Narendra ,Sri Aurobindo Ashram. Pondicherry,1994 |
|----|--|

WEB RESOURCES

| | |
|----|---|
| 1. | https://sanskritdocuments.org/doc_z_misc_major_works/daily.pdf |
|----|---|

MAPPING WITH PROGRAMME OUTCOMES:

Strongly correlated – 3

Moderately correlated – 2

Weakly correlated – 1

| CO/PO | PO (23USKF01) (COMMUNICATIVE SANSKRIT - I) | | | | | | | | | |
|------------------------|--|---------------------------|---|-----------------------|-------------------------|---------------------------------|--------------------------|---------------------------------------|---|-------------------------|
| | 1 Disciplinary Knowledge and skills | 2 Skilled Communicator | 3 Critical thinker and problem solver | 4 Sense of inquiry | 5 Team player/worker | 6 Skilled project manager | 7 Digitally Efficient | 8 Ethical awareness / reasoning | 9 National and international perspective | 10 Lifelong learners |
| CO1 | 3 | 1 | 1 | 2 | 2 | | 2 | 1 | 1 | 1 |
| CO2 | 3 | 1 | 1 | 2 | 2 | | 2 | 1 | 1 | 1 |
| CO3 | 3 | 1 | 1 | 2 | 2 | 1 | 2 | 1 | 1 | 1 |
| CO4 | 2 | 2 | 2 | 1 | 1 | | 1 | 1 | | |
| CO5 | 2 | 2 | 2 | 1 | 1 | | 1 | 1 | | |
| CO-PO Total | 10 | 7 | 7 | 8 | 8 | 1 | 8 | 5 | 3 | 3 |
| CO-PO- Avg | 3 | 1 | 1 | 2 | 2 | 0 | 2 | 1 | 1 | 1 |

| FIRST YEAR – SEMESTER – II | | | | | | | | | | |
|------------------------------|---|---|---|---|---|---------|-------------|-------|----------|-------|
| COURSE NAME: Part I Sanskrit | | | | | | | | | | |
| Sanskrit - II | | | | | | | | | | |
| COURSE CODE | CATEGORY CORE / ELE / SEC | L | T | P | S | CREDITS | TOTAL HOURS | MARKS | | |
| | | | | | | | | CIA | EXTERNAL | TOTAL |
| 23USKL02 | Part I Sanskrit-II | 6 | - | - | - | 3 | 6 | 25 | 75 | 100 |
| LEARNING OBJECTIVES | | | | | | | | | | |
| LO1 | To understand the Sanskrit grammar and इकारान्त sabdas | | | | | | | | | |
| LO2 | To closely understand the works of Bana, Dandi, Subandhu, Kalhana etc. | | | | | | | | | |
| LO3 | To understand the story of Balaramayana | | | | | | | | | |
| Course Outline | | | | | | | | | | |
| Unit. No | Content | | | | | | | | | Hours |
| Unit I | Introduction to Prose Literature in Sanskrit - Introduction to the works of Bana (Kadambari and Harshacharitam) * Dandin (Dasakumaracharitam and Avantisundari Katha) and Subandhu (Vasavadatta) Declension – इकारान्त (कवि ,रवि) ,पुल्लिङ्गः(मति) स्त्रीलिङ्गः (वारि) नपुंसकलिङ्गःईकारान्तः – नदीस्त्रीलिङ्गः | | | | | | | | | 20 |
| Unit II | * Origin and development of Mahabharatha, *Introduction to Historical Kavyas in Sanskrit – The works of * Kalhana, Bilhana, Bana and Pravarasena * Grammar: Conjugations – लङ्लकारः Past tense - गम् ,स्था (तिष्ठ) पठ् ,नृत् ,कुप् , कथ् ,गण् ,अस् ,कृ ,श्रू | | | | | | | | | 20 |
| Unit III | Introduction of PS Anantanarayana Sastri - बालरामायणम् – बालकाण्डः | | | | | | | | | 20 |
| Unit IV | बालरामायणम् - अयोध्याकाण्डः | | | | | | | | | 15 |
| Unit V | बालरामायणम् - आरण्यकाण्डः Grammar - तुमुन् – गन्तुम् ,स्थातुम् ,पठितुम् ,नर्तितुम् ,कोपितुम् ,कथयितुम् ,गणयितुम् , भवितुम् ,कर्तुम् ,श्रोतुम् ; क्त्वा , ल्यप् – गत्वा ,स्मृत्वा ,गणयित्वा ,पठित्वा ,कृत्वा; ल्यप् – आगत्य , विस्मृत्य ,विगणय्य ,प्रपठ्य ,अनुकृत्य | | | | | | | | | 15 |
| | | | | | | | | | Total | 90 |

| CO | COURSE OUTCOMES | K LEVEL |
|-----------|---|-------------------|
| 1. | Read, Understand, the Declensions. Analyse and apply the declension for the similar nouns. Ability to present a paper on works in Prose literature. {PO1, PO2, PO3, PO4, PO6, PO7, PO8, PO9, PO10} | K1, K2, K3, K4 |
| 2. | Read, Understand, the texts and apply the declension and apply it for the similar nouns. Ability to present a paper on works in Prose writers and their merits. {PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10} | K1, K2, K3, K4 |
| 3. | Read, Understand, Annotate and ERC of the text. Analyse and Discuss the characters in Balakanda. {PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10} | K1, K2, K3, K4 |
| 4. | Read, Understand, Annotate and ERC of the text. Analyse and Discuss the characters in Ayodhyakanda. {PO1, PO2, PO3, PO4, PO6, PO7, PO8, PO9, PO10} | K1, K2, K3, K4 K5 |
| 5. | Read, Understand, Annotate and ERC of the text. Analyse and Discuss the characters in Aranyakanda. {PO1, PO2, PO3, PO5, PO6, PO7, PO8, PO9, PO10} | K1, K2, K3, K4 K6 |

TEXT BOOKS

| | |
|----|--|
| 1. | Kalasala Samskrita Sukhabodhini – II, University of Madras, 2022 |
| 2. | Balamayanam PS Anantanarayana Sastri with English translation RS Vadhyar & Sons, Palghat, 2013 |

WEB RESOURCES

| | |
|----|---|
| 1. | https://www.sanskritebooks.org/2009/11/history-of-classical-sanskrit-literature-m-krishnamachariar/ |
| 2. | https://www.sanskritebooks.org/2009/12/sanskrit-sanskrit-dictionaries-sabdakalpadruma-vachaspatyam/ |

MAPPING WITH PROGRAMME OUTCOMES:

Strongly correlated – 3

Moderately correlated – 2

Weakly correlated – 1

| CO/PO | PO – 23USKL02 (SANSKRIT II) | | | | | | | | | |
|--------------------|--|------------------------------|--|-----------------------|----------------------------|---------------------------------|--------------------------|---------------------------------------|---|-------------------------|
| | 1 Disciplinary Knowledge and skills | 2 Skilled Communicator | 3 Critical thinker and problem solver | 4 Sense of inquiry | 5 Team player/worker | 6 Skilled project manager | 7 Digitally Efficient | 8 Ethical awareness / reasoning | 9 National and international perspective | 10 Lifelong learners |
| CO1 | 3 | 2 | 1 | 1 | | | 2 | 1 | 1 | 1 |
| CO2 | 3 | 2 | 2 | 1 | 2 | | 3 | 2 | 2 | 2 |
| CO3 | 3 | 1 | 2 | 1 | 1 | | 1 | 1 | 1 | 1 |
| CO4 | 3 | 2 | 1 | 1 | | | 1 | 1 | 2 | 2 |
| CO5 | 3 | 1 | 2 | | 1 | 1 | 1 | 1 | 2 | 1 |
| CO-PO-Total | 15 | 8 | 8 | 4 | 4 | 0 | 8 | 6 | 8 | 7 |
| CO-PO-Avg | 3 | 2 | 2 | 1 | 1 | 0 | 1 | 1 | 2 | 1 |

| FIRST YEAR – SEMESTER – II | | | | | | | | | | |
|-----------------------------------|--|----------|----------|----------|----------|----------------|--------------------|--------------|-----------------|--------------|
| COURSE NAME: POETRY - II | | | | | | | | | | |
| COURSE CODE | CATEGORY CORE / ELE / SEC | L | T | P | S | CREDITS | TOTAL HOURS | MARKS | | |
| | | | | | | | | CIA | EXTERNAL | TOTAL |
| 23USKC03 | CORE 3 | 5 | - | - | - | 4 | 5 | 25 | 75 | 100 |
| LEARNING OBJECTIVES | | | | | | | | | | |
| LO1 | To introduce the Ancient statecraft ethics through Kiratarjuniyam verses. | | | | | | | | | |
| LO2 | To familiarize the language of Bharavi. | | | | | | | | | |
| LO3 | To equip students to understand the prose order and contextual meaning of the verses | | | | | | | | | |

| UNIT | CONTENTS | NO. OF HOURS |
|-------------|---|---------------------|
| I | Introduction to Panca Mahakavyas. Date of Bharavi, Works of Bharavi, Literary Merit of Bharavi. Kiratarjuniyam Canto I slokas from 1 to 15 | 15 |
| II | Kiratarjuniyam Canto I slokas from 16 to 30 | 15 |
| III | Kiratarjuniyam Canto I slokas from 31 to 47 | 15 |
| IV | Kiratarjuniyam Canto II slokas from 1 to 15 | 15 |
| V | Kiratarjuniyam Canto II slokas from 16 to 30 | 15 |
| | TOTAL | 75 |

| CO | COURSE OUTCOMES | K LEVEL |
|-----------|---|----------------|
| 1. | Recall and Remember the features of a Mahakavya, popular Mahakavyas, Date of Bharavi his Works and commentaries. Ability to read and understand the poetry, Analyse and annotate {PO1, PO2, PO3, PO4, PO6, PO7, PO8, PO9, PO10} | K1, K2, K3, K4 |

| | | |
|----|--|---------------------------|
| 2. | It helps the students read and understand the text independently, Understand the Prose order and word meaning of the given verses. {PO1, PO2, PO3, PO4, PO6, PO7, PO8, PO9, PO10} | K1, K2, K3, K4 |
| 3. | It helps the students read and understand the text independently, Understand the Prose order and word meaning of the given verses. {PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10} | K1, K2, K3, K4 |
| 4. | It helps the students read and understand the text independently, Understand the Prose order and word meaning of the given verses. {PO1, PO2, PO3, PO4, PO6, PO7, PO8, PO9, PO10} | K1, K2, K3, K4, K5 |
| 5. | It helps the students read and understand the text independently, Understand the Prose order and word meaning of the given verses. Ability to analyse the literary merits of Bharavi with apt quotes. Analyse and Draft statecraft skills as a take away from prescribed book. {PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10} | K1, K2, K3, K4, K5, K6 |

| | |
|------------------------|---|
| TEXT BOOKS | |
| 1. | Kiratarjuneeyam Canto I by TK Ramachandra Aiyar, RS Vadhyar & Sons, Palghat 2008 |
| 2. | Kiratarjuneeyam Canto II by Satyendranatha Sen, Sanskrit PustakBhandar, Calcutta |
| 3. | A short history of Sanskrit Literature, TK Ramachandra, RS Vadhyar & Sons |
| REFERENCE BOOKS | |
| 1. | A History of Classical Sanskrit Literature by M. Krishnamachariar MLBD New Delhi 1906 |
| 2. | Kiratarjuneeyam, MR Kale, Published by Motilal Banarasidass New Delhi |

WEB RESOURCES

| | |
|----|---|
| 1. | https://dn790008.ca.archive.org/0/items/in.ernet.dli.2015.313668/2015.313668.Kiratarjuniyam-Canto1.pdf |
| 2. | https://dn790002.ca.archive.org/0/items/dli.bengal.10689.17356/10689.17356.pdf |

MAPPING WITH PROGRAMME OUTCOMES:

Strongly correlated – 3

Moderately correlated – 2

Weakly correlated – 1

| CO/PO | PO (23USKC03) – Poetry - II | | | | | | | | | |
|------------------------|---|---------------------------|---|-----------------------|-------------------------|------------------------------|--------------------------|------------------------------------|--|-------------------------|
| | 1 Disciplinary Knowledge and skills | 2 Skilled Communicator | 3 Critical thinker and problem solver | 4 Sense of inquiry | 5 Team player/worker | 6 Skilled project manager | 7 Digitally Efficient | 8 Ethical awareness / reasoning | 9 National and international perspective | 10 Lifelong learners |
| CO1 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO2 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO3 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO4 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO5 | 3 | 3 | 2 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |
| CO-PO Total | 15 | 15 | 10 | 10 | 5 | 1 | 10 | 5 | 5 | 10 |
| CO-PO- Avg | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |

| FIRST YEAR – SEMESTER – II | | | | | | | | | | |
|----------------------------|--|---|---|---|---|---------|-------------|-------|----------|-------|
| COURSE NAME: PROSE | | | | | | | | | | |
| COURSE CODE | CATEGORY CORE / ELE / SEC | L | T | P | S | CREDITS | TOTAL HOURS | MARKS | | |
| | | | | | | | | CIA | EXTERNAL | TOTAL |
| 23USKC04 | CORE 4 | 5 | - | - | - | 4 | 5 | 25 | 75 | 100 |
| LEARNING OBJECTIVES | | | | | | | | | | |
| LO1 | To Provide learners with an appreciation of prose literature in Sanskrit | | | | | | | | | |
| LO2 | To help them explore significant prose texts in Sanskrit literature | | | | | | | | | |
| LO3 | To help learners understand how an author's own ideology shapes. | | | | | | | | | |

| UNIT | CONTENTS | NO. OF HOURS |
|------|---|--------------|
| I | Origin and its development in General, Introduction to popular prose writers of sanskrit literature | 15 |
| II | Chandrapidacharitam pp. 1-10 | 15 |
| III | Chandrapidacharitam pp. 11-20 | 15 |
| IV | Chandrapidacharitam pp. 21-30 | 15 |
| V | Chandrapidacharitam pp. 31-40 | 15 |
| | TOTAL | 75 |

| CO | COURSE OUTCOMES | K LEVEL |
|----|--|----------------|
| 1. | What is prose? What are popular Prose literatures. Introduction to Dandin, Banabhatta and other popular prose authors. Discussion on the authors dates, Study on the works of Dhanapala Vadibhasimha, Vamanabhatabhana Summary of their works. Uniqueness of the authors style. {PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO10} | K1, K2, K3, K4 |

| | | |
|----|--|------------------------|
| 2. | * Reading and Understanding of Chandrapidacaritam pp 1-10. Who is Sudraka? Explanation of the sloka in Arya metre. Story Narration of Vaisampayana the parrot. {PO1, PO2, PO3, PO4, PO6, PO7, PO8, PO10} | K1, K2, K3, K4 |
| 3. | * Reading and Understanding of Chandrapidacaritam pp 11-20. * Annotations and ERCs of selected lines./ Dialogue from the prose (PO2)(PO3)(PO4)Listening to Lecture series of Kadambarisangraha 21-25 – Relating it to the chandrapidacharitam {PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO10} | K1, K2, K3, K4 |
| 4. | * Reading and Understanding of Chandrapidacaritam pp 21-30. * Annotations and ERCs of selected lines. Listening to Lecture series of Kadambarisangraha 26-31 – Relating it to chandrapidacharitam. {PO1, PO2, PO3, PO4, PO6, PO7, PO8, PO10} | K1, K2, K3, K4, K5 |
| 5. | * Reading and Understanding of Chandrapidacaritam pp 31-40. Discussing the overall story development. *Dialogue writing skill & Reading based on the prose. Elaborately describe story of Kadambari {PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10} | K1, K2, K3, K4, K5, K6 |

TEXT BOOKS

| | |
|----|---|
| 1. | Chandrapidacaritam of Pandit V. Anantacharya (Retired Principal Govt. Sanskrit College, Tripunithura, translated and explained by TK Ramachandra Aiyar, RS Vadhyar & Sons, Palakkad, 2016 |
| 2. | A short history of Sanskrit Literature, TK Ramachandra, RS Vadhyar & Sons |

REFERENCE BOOKS

| | |
|----|---|
| 1. | A History of Classical Sanskrit Literature by M. Krishnamachariar MLBD New Delhi 1906 |
|----|---|

WEB RESOURCES

| | |
|----|--|
| 1. | Web Resources - https://sahitya-akademi.gov.in/pdf/Banabhatta.pdf |
|----|--|

MAPPING WITH PROGRAMME OUTCOMES:

Strongly correlated – 3

Moderately correlated – 2

Weakly correlated – 1

| CO/PO | PO (23USKC04) – Prose | | | | | | | | | |
|------------------------|---|---------------------------|---|-----------------------|-------------------------|------------------------------|--------------------------|---------------------------------------|---|-------------------------|
| | 1 Disciplinary Knowledge and skills | 2 Skilled Communicator | 3 Critical thinker and problem solver | 4 Sense of inquiry | 5 Team player/worker | 6 Skilled project manager | 7 Digitally Efficient | 8 Ethical awareness / reasoning | 9 National and international perspective | 10 Lifelong learners |
| CO1 | 3 | 2 | 1 | 1 | 2 | | 1 | 1 | | 1 |
| CO2 | 3 | 2 | 1 | 1 | | | 1 | 1 | | 1 |
| CO3 | 3 | 1 | 1 | 1 | | | 1 | 1 | | 1 |
| CO4 | 3 | 2 | 1 | 1 | | | 1 | 1 | | 1 |
| CO5 | 3 | 1 | 1 | 1 | 2 | | 1 | 1 | 1 | 1 |
| CO-PO Total | 15 | 8 | 5 | 5 | 4 | 0 | 5 | 5 | 1 | 5 |
| CO-PO- Avg | 3 | 3 | 2 | 2 | 1 | 1 | 2 | 1 | 0 | 2 |

| FIRST YEAR – SEMESTER – II | | | | | | | | | | |
|--|--|----------|----------|----------|----------|----------------|--------------------|--------------|-----------------|--------------|
| COURSE NAME: HISTORY OF SANSKRIT LITERATURE - I | | | | | | | | | | |
| COURSE CODE | CATEGORY CORE / ELE / SEC | L | T | P | S | CREDITS | TOTAL HOURS | MARKS | | |
| | | | | | | | | CIA | EXTERNAL | TOTAL |
| 23USKE2A | ELECTIVE 2A | 4 | - | - | - | 3 | 4 | 25 | 75 | 100 |
| LEARNING OBJECTIVES | | | | | | | | | | |
| LO1 | To Enable the students to understand and appreciate the fundamental fields on the Indian Knowledge system. | | | | | | | | | |
| LO2 | To have a basic knowledge of vedic literature. | | | | | | | | | |
| LO3 | To build a familiarity with the subject content in Indian Epics. | | | | | | | | | |

| Course Outline | | |
|-----------------------|--------------------|--------------|
| Unit. No | Content | Hours |
| Unit I | Vedas and Vedangas | 12 |
| Unit II | Upanishads | 12 |
| Unit III | Ramayana | 12 |
| Unit IV | Mahabharata | 12 |
| Unit V | Puranas | 12 |
| | TOTAL | 60 |

| CO | COURSE OUTCOMES | K LEVEL |
|-----------|--|-------------------|
| 1. | Recall, Understand, apply and discuss the knowledge of Vedas and Vedangas {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3 |

| | | |
|----|---|------------------------|
| 2. | Recall, Understand, apply and discuss the knowledge of Upanishads in general {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3 |
| 3. | Recall, Understand, apply and discuss the subject of content of Ramayana, compare its influence on the later literature. {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3, K4 |
| 4. | Recall, Understand, apply and discuss the subject of content of Mahabharata, compare its influence on the later literature. {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3, K4, K5, |
| 5. | Recall, Understand, apply and discuss the subject of content of Puranas, compare its influence on the later literature. {PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10} | K1, K2, K3, K4, K5, K6 |

TEXT BOOKS

| | |
|----|---|
| 1. | A Short History of Sanskrit Literature, RS Vadhyar & Sons, Palakkad, 2023 (Pages 1 – 56) |
| 2. | A Short History of Sanskrit Literature, HR Aggarwal, Munshi Ram Manohar Lal, Delhi 600006 |

REFERENCE BOOKS

| | |
|----|---|
| 1. | Purnavidya – Ramayana Part 3 – Swamini Pramananda Saraswati and Dhira Chaitanya, Sri Gangadhareshwar Trust, Swami Dayananda Ashram Rishikesh |
| 2. | Purnavidya – Mahabharata Part 5 – Swamini Pramananda Saraswati and Dhira Chaitanya, Sri Gangadhareshwar Trust, Swami Dayananda Ashram Rishikesh |

WEB RESOURCES

| | |
|----|---|
| 1. | https://indiaculture.gov.in/world-heritage |
|----|---|

MAPPING WITH PROGRAMME OUTCOMES:

Strongly correlated – 3

Moderately correlated – 2

Weakly correlated – 1

| CO/PO | PO (23USKE2A) – HISTORY OF SANSKRIT LITERATURE - I | | | | | | | | | |
|------------------------|--|---------------------------|---|-----------------------|-------------------------|------------------------------|--------------------------|---------------------------------------|---|-------------------------|
| | 1 Disciplinary Knowledge and skills | 2 Skilled Communicator | 3 Critical thinker and problem solver | 4 Sense of inquiry | 5 Team player/worker | 6 Skilled project manager | 7 Digitally Efficient | 8 Ethical awareness / reasoning | 9 National and international perspective | 10 Lifelong learners |
| CO1 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO2 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO3 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO4 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO5 | 3 | 3 | 2 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |
| CO-PO Total | 15 | 15 | 10 | 10 | 5 | 1 | 10 | 5 | 5 | 10 |
| CO-PO- Avg | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |

| FIRST YEAR – SEMESTER – II | | | | | | | | | | |
|---|----------------------------------|----------|----------|----------|----------|----------------|--------------------|--------------|-----------------|--------------|
| COURSE NAME: ELEMENTS OF INDIAN MUSIC - II | | | | | | | | | | |
| COURSE CODE | CATEGORY CORE / ELE / SEC | L | T | P | S | CREDITS | TOTAL HOURS | MARKS | | |
| | | | | | | | | CIA | EXTERNAL | TOTAL |
| 23USKE2B | ELECTIVE 2B | 4 | - | - | - | 3 | 4 | 25 | 75 | 100 |

| LEARNING OBJECTIVES | |
|----------------------------|--|
| LO1 | To help students look closely into the relation between Sanskrit and Indian Music. |
| LO2 | Introduce learners to the various ways in Sanskrit literature is used in Indian Music. |
| LO3 | Help learners to interpret musical tests in Sanskrit. |

| Course Outline | | |
|-----------------------|---------------------------------|--------------|
| Unit. No | Content | Hours |
| Unit I | Evolution of tonal system | 12 |
| Unit II | Role of Gamakaks | 12 |
| Unit III | Musical Compositions | 12 |
| Unit IV | Talasin Music | 12 |
| Unit V | ManodharmaSangita and its form. | 12 |
| | TOTAL | 60 |

| CO | COURSE OUTCOMES | K LEVEL |
|----|--|------------------------|
| 1. | Gain insight to the various ways in which Sanskrit literature is used in Indian Music {PO1, PO2, PO3, PO4, PO7, PO8, PO10} | K1, K2, K3, K4 |
| 2. | Familiarize with the technical terms and concepts of Indian Music. {PO1, PO2, PO3, PO4, PO7, PO8, PO10} | K1, K2, K3, K4 |
| 3. | Understand the theoretical nuances of Indian Music. {PO1, PO2, PO3, PO4, PO7, PO8, PO9, PO10} | K1, K2, K3, K4 |
| 4. | Gain insight on how each form of music makes their own contribution to the field of Indian music. {PO1, PO2, PO3, PO4, PO7, PO8, PO10} | K1, K2, K3, K4, K5 |
| 5. | Get an understanding of elementary concepts of Manodharmasangita. {PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10} | K1, K2, K3, K4, K5, K6 |

TEXT BOOKS

| | |
|----|---|
| 1. | Essentials of Musicology in South Indian Music, Published by the Karnatic Music Book Centre, Chennai. |
|----|---|

MAPPING WITH PROGRAMME OUTCOMES:

Strongly correlated – 3 Moderately correlated – 2 Weakly correlated – 1

| CO/PO | PO (23USKE2B) (ELEMENTS OF INDIAN MUSIC – II) | | | | | | | | | |
|------------------------|---|------------------------------|---|-----------------------|----------------------------|---------------------------------|--------------------------|---------------------------------------|---|-------------------------|
| | 1 Disciplinary Knowledge and skills | 2 Skilled Communicator | 3 Critical thinker and problem solver | 4 Sense of inquiry | 5 Team player/worker | 6 Skilled project manager | 7 Digitally Efficient | 8 Ethical awareness / reasoning | 9 National and international perspective | 10 Lifelong learners |
| CO1 | 3 | 1 | 1 | 1 | 1 | | 1 | 1 | | 1 |
| CO2 | 3 | 1 | 1 | 1 | 1 | | 1 | 1 | | 1 |
| CO3 | 3 | 1 | 1 | 1 | 1 | | 1 | 1 | | 1 |
| CO4 | 3 | 1 | 1 | 1 | 1 | | 1 | 1 | | 1 |
| CO5 | 3 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 |
| CO-PO Total | 15 | 5 | 5 | 5 | 5 | 1 | 5 | 5 | 1 | 5 |
| CO-PO- Avg | 3 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 |

| FIRST YEAR – SEMESTER – II | | | | | | | | | | |
|-----------------------------------|---|---|---|---|---|---------|-------------|-------|----------|-------|
| COURSE NAME: EPIC LITERATURE - II | | | | | | | | | | |
| COURSE CODE | CATEGORY CORE / ELE / SEC | L | T | P | S | CREDITS | TOTAL HOURS | MARKS | | |
| | | | | | | | | CIA | EXTERNAL | TOTAL |
| 23USKE2C | ELECTIVE 2C | 4 | - | - | - | 3 | 4 | 25 | 75 | 100 |
| LEARNING OBJECTIVES | | | | | | | | | | |
| LO1 | To under the story of Nala | | | | | | | | | |
| LO2 | To get exposed to Mahabharatha Epic | | | | | | | | | |
| LO3 | To have an understanding of prose order | | | | | | | | | |

| Course Outline | | |
|----------------|--|-------|
| Unit. No | Content | Hours |
| Unit I | Nalopakhyanam(from Mahabharata 50 th chapter) verses 1 - 31 | 12 |
| Unit II | Nalopakhyanam(from Mahabharata 51st chapter) verses 1 – 29 | 12 |
| Unit III | Nalopakhyanam(from Mahabharata 52 th chapter) verses 1 – 24 | 12 |
| Unit IV | Nalopakhyanam(from Mahabharata 53rd chapter) verses 1 - 21 | 12 |
| Unit V | Nalopakhyanam(from Mahabharata 54th chapter) verses 1 - 38 | 12 |
| | TOTAL | 60 |

| CO | COURSE OUTCOMES | K LEVEL |
|----|--|---------|
| 1. | Read, Understand, Annotate, Interpret the given text{PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, |
| 2. | Read, Understand, Annotate, Interpret the given text | K1, K2 |

| | | |
|----|--|--------|
| 3. | Read, Understand, Annotate, Interpret the given text{PO1, PO2, PO3, PO4, PO5, , PO7, PO8, PO9, PO10} | K2, K3 |
| 4. | Read, Understand, Annotate, Interpret the given text{PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K4, K5 |
| 5. | Read, Understand, Annotate, Explain the given text{PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K4, K6 |

TEXT BOOKS

| | |
|----|---|
| 1. | Nalopakhyanam TK Ramachandra Aiyar, RS Vadhyar& Sons, Palakkad 2016 |
|----|---|

MAPPING WITH PROGRAMME OUTCOMES:

Strongly correlated – 3

Moderately correlated – 2

Weakly correlated – 1

| CO/PO | PO (23USKE2C) – EPIC LITERATURE - II | | | | | | | | | |
|------------------------|---|---------------------------|---|-----------------------|-------------------------|------------------------------|--------------------------|---------------------------------------|--|-------------------------|
| | 1 Disciplinary Knowledge and skills | 2 Skilled Communicator | 3 Critical thinker and problem solver | 4 Sense of inquiry | 5 Team player/worker | 6 Skilled project manager | 7 Digitally Efficient | 8 Ethical awareness / reasoning | 9 National and international perspective | 10 Lifelong learners |
| CO1 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO2 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO3 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO4 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO5 | 3 | 3 | 2 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |
| CO-PO Total | 15 | 15 | 10 | 10 | 5 | 1 | 10 | 5 | 5 | 10 |
| CO-PO- Avg | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |

| FIRST YEAR – SEMESTER – II | | | | | | | | | | |
|---|--|---|---|---|---|---------|-------------|-------|----------|-----------|
| COURSE NAME: SEC – 2 - MODERN TRANSLATION - I | | | | | | | | | | |
| COURSE CODE | CATEGORY CORE / ELE / SEC | L | T | P | S | CREDITS | TOTAL HOURS | MARKS | | |
| | | | | | | | | CIA | EXTERNAL | TOTAL |
| 23USKS02 | SEC-2 | 2 | - | - | - | 2 | 2 | 25 | 75 | 100 |
| LEARNING OBJECTIVES | | | | | | | | | | |
| LO1 | To have the knowledge of the fundamentals of translation | | | | | | | | | |
| LO2 | Give the students overview of texts from other languages in Sanskrit | | | | | | | | | |
| LO3 | Introduce students about the contribution of Sri SN Sri Ramadesikan | | | | | | | | | |
| Course Outline | | | | | | | | | | |
| Unit. No | Content | | | | | | | | | Hours |
| Unit I | Introduction to the translated works of Sri Ramadesikan. Tirukkural. Tirukkural translated text of Indrajit Bhagavadvandanam | | | | | | | | | 6 |
| Unit II | Tiruppavai - 5 verses | | | | | | | | | 6 |
| Unit III | Kambaramayanam – Mangalacharanam, sarayu nadi patalam and Kosala desha pathalam | | | | | | | | | 6 |
| Unit IV | Bharatiyar Song – vandematharam enbom | | | | | | | | | 6 |
| Unit V | Bharatiyar songs – Odivilaiyadu papa (Niti samuhaha) | | | | | | | | | 6 |
| | TOTAL | | | | | | | | | 30 |

| CO | COURSE OUTCOMES | K LEVEL |
|----|--|----------------|
| 1. | Read, Understand, Analyse the meaning of the verses and discuss the content of the texts{PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3, K4 |
| 2. | Read, Understand, Analyse the meaning of the verses and discuss the content of the texts{PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3, K4 |

| | | |
|----|---|------------------------|
| 3. | Read, Understand, Analyse the meaning of the verses and discuss the content of the texts{PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3, K4 |
| 4. | Read, Understand, Analyse the meaning of the verses and discuss the content of the texts, Explain the translating skill of the author{PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3, K4, K5 |
| 5. | Read, Understand, Analyse the meaning of the verses and discuss the content of the texts. Evaluate the translating skill of the author{PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10} | K1, K2, K3, K4, K5, K6 |

TEXT BOOKS

| | |
|----|--|
| 1. | Naladiyar Sanskrit Translation with Tamil & English Expositions by SN Sri Rama Desikan, 1981 |
|----|--|

WEB RESOURCES

| | |
|----|---|
| 1. | https://archive.org/details/Sanskrit_Works_of_SN_Srirama_Desikan/BharatiyarKavyaSamskritanuvada-SnSriramadesikan1963camScan/page/n61/mode/2up |
|----|---|

MAPPING WITH PROGRAMME OUTCOMES:

Strongly correlated – 3 Moderately correlated – 2 Weakly correlated – 1

| CO/PO | PO (23USKS02 MODERN TRANSLATION - I) | | | | | | | | | |
|------------------------|---|---------------------------|---|-----------------------|-------------------------|---------------------------------|--------------------------|---------------------------------------|---|-------------------------|
| | 1 Disciplinary Knowledge and skills | 2 Skilled Communicator | 3 Critical thinker and problem solver | 4 Sense of inquiry | 5 Team player/worker | 6 Skilled project manager | 7 Digitally Efficient | 8 Ethical awareness / reasoning | 9 National and international perspective | 10 Lifelong learners |
| CO1 | 3 | 1 | 1 | 2 | 2 | | 2 | 1 | 1 | 1 |
| CO2 | 3 | 1 | 1 | 2 | 2 | | 2 | 1 | 1 | 1 |
| CO3 | 3 | 1 | 1 | 2 | 2 | 1 | 2 | 1 | 1 | 1 |
| CO4 | 2 | 2 | 2 | 1 | 1 | | 1 | 1 | | |
| CO5 | 2 | 2 | 2 | 1 | 1 | | 1 | 1 | | |
| CO-PO Total | 13 | 7 | 7 | 8 | 8 | 1 | 8 | 5 | 3 | 3 |
| CO-PO- Avg | 3 | 1 | 1 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |

| FIRST YEAR – SEMESTER – II | | | | | | | | | | |
|--|---|----------|----------|----------|----------|----------------|--------------------|--------------|-----------------|--------------|
| COURSE NAME: SKILL ENHANCEMENT COURSE – 3 | | | | | | | | | | |
| COMMUNICATIVE SANSKRIT - II | | | | | | | | | | |
| COURSE CODE | CATEGORY CORE / ELE / SEC | L | T | P | S | CREDITS | TOTAL HOURS | MARKS | | |
| | | | | | | | | CIA | EXTERNAL | TOTAL |
| 23USKS03 | SEC-3 | 2 | - | - | - | 2 | 2 | 25 | 75 | 100 |
| LEARNING OBJECTIVES | | | | | | | | | | |
| LO1 | To improve the fluency in speaking skill. | | | | | | | | | |
| LO2 | To improve the translation skill of the students. | | | | | | | | | |
| LO3 | To enable the editing skill of the students. | | | | | | | | | |

| Course Outline | | |
|-----------------------|--------------------------------------|--------------|
| Unit. No | Content | Hours |
| Unit I | Bhasha Pravesha I – Lessons 1 to 5 | 6 |
| Unit II | Bhasha Pravesha I – Lessons 6 to 10 | 6 |
| Unit III | Bhasha Pravesha I – Lessons 11 to 15 | 6 |
| Unit IV | Bhasha Pravesha I – Lessons 16 to 20 | 6 |
| Unit V | Bhasha Pravesha I – Lessons 21 to 25 | 6 |
| | TOTAL | 30 |

| CO | COURSE OUTCOMES | K LEVEL |
|-----------|--|----------------|
| 1. | Reading and Understanding the text. Apply the new vocabularies. Relate and utilize the word in forming own sentences in the given text. {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3, K4 |
| 2. | Reading and Understanding the text. Apply the new vocabularies. Relate and utilize the word in forming own sentences in the given | K1, K2, K3, K4 |

| | | |
|----|---|------------------------|
| | text. {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | |
| 3. | Reading and Understanding the text. Apply the new vocabularies. Relate and utilize the word in forming own sentences in the given text. {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3, K4 |
| 4. | Reading and Understanding the text. Apply the new vocabularies. Relate and utilize the word in forming own sentences in the given text. Develop the conversation at the given context. {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3, K4, K5 |
| 5. | Reading and Understanding the text. Apply the new vocabularies. Relate and utilize the word in forming own sentences in the given text. Develop the conversation at the given context. Assess the creative writing skill of the student. {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3, K4, K5, K6 |

TEXT BOOKS

| | |
|-------------------|---|
| TEXT BOOKS | |
| 1. | Bhasha Pravesha Part I Samskrita Bharati New Delhi I 2007 |

REFERENCE BOOKS

| | |
|------------------------|--|
| REFERENCE BOOKS | |
| 1. | Sanskrita Svadhyaya – prathama Deeksha – Vakya vyavahara – Rashtriya Sanskrita Samsthanam, New Delhi, 2002 |

WEB RESOURCES

| | |
|----------------------|--|
| WEB RESOURCES | |
| 1. | https://archive.org/details/bhasha-pravesha-part-i |
| 2. | https://www.sanskritashikshanam.in/bhashapravesha https://www.sanskritashikshanam.in/bhashapravesha_gujarati_part_2 |

MAPPING WITH PROGRAMME OUTCOMES:

Strongly correlated – 3

Moderately correlated – 2

Weakly correlated – 1

| CO/PO | PO (23USKS03) – COMMUNICATIVE SANSKRIT - II | | | | | | | | | |
|------------------------|---|---------------------------|---|-----------------------|-------------------------|------------------------------|--------------------------|------------------------------------|--|-------------------------|
| | 1 Disciplinary Knowledge and skills | 2 Skilled Communicator | 3 Critical thinker and problem solver | 4 Sense of inquiry | 5 Team player/worker | 6 Skilled project manager | 7 Digitally Efficient | 8 Ethical awareness / reasoning | 9 National and international perspective | 10 Lifelong learners |
| CO1 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO2 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO3 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO4 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO5 | 3 | 3 | 2 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |
| CO-PO Total | 15 | 15 | 10 | 10 | 5 | 1 | 10 | 5 | 5 | 10 |
| CO-PO- Avg | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |

| SECOND YEAR – SEMESTER – III | | | | | | | | | | |
|------------------------------|--|---|---|---|---|---------|-------------|-------|----------|-------|
| COURSE NAME: PART I SANSKRIT | | | | | | | | | | |
| SANSKRIT - III | | | | | | | | | | |
| COURSE CODE | CATEGORY CORE / ELE / SEC | L | T | P | S | CREDITS | TOTAL HOURS | MARKS | | |
| | | | | | | | | CIA | EXTERNAL | TOTAL |
| 23USKL03 | Part I Language | 6 | - | - | - | 3 | 6 | 25 | 75 | 100 |
| LEARNING OBJECTIVES | | | | | | | | | | |
| LO1 | To have an introduction to Elements of Drama. | | | | | | | | | |
| LO2 | To understand the literary merits of Bhasa | | | | | | | | | |
| LO3 | To understand the Champu Literature. | | | | | | | | | |
| Course Outline | | | | | | | | | | |
| Unit. No | Content | | | | | | | | | Hours |
| Unit I | Introduction to Dramaturgy – 10 types of Drama, characteristics and features (नान्दी, सूत्रधार, स्थापना, भरतवाक्यम्) of Sanskrit Dramas, 13 Trivandrum plays, Karnabharam Pages 1 to 10 (till 10 slokas) | | | | | | | | | 20 |
| Unit II | Dramas of Kalidasa, Bhavabhuti Harshavardhana Karnabharam Pages 11 - 20 (till 17 slokas) | | | | | | | | | 20 |
| Unit III | Karnabharam Pages 21 - 32 (Upto the end) | | | | | | | | | 15 |
| Unit IV | Introduction to the dramatic works of Visakhadatta, Sudraka, Bhattanarayana and Murari – Introduction to Allegorical Dramas 1. Prabodhacandrodaya and 2. Sankalpasuryodaya | | | | | | | | | 15 |
| Unit V | Introduction to Campu literature, 1. Bhojacampu 2. Visvagnarshacampu and 3. Nalacampu Grammar – लृट् लकारः (Future tense) गमिष्यति, स्थास्यति, पठिष्यति, नर्तिष्यति, कोपिष्यति, कथयिष्यति, गणयिष्यति, भविष्यति, करिष्यति, श्रोष्यति Declensions (Sarvanasabdah) तद् शब्दः, अस्मद् शब्दः, युष्मद् शब्दः | | | | | | | | | 15 |
| | Total | | | | | | | | | 90 |

| CO | COURSE OUTCOMES | K LEVEL |
|-----------|--|---------------------------|
| 1. | Read, Understand, Analyse the given texts. Annotate and ERC {PO1, PO2, PO3, PO4, PO6, PO7, PO8, PO9, PO10} | K1, K2. K3, K4 |
| 2. | Read, Understand, Analyse the given texts. Annotate and ERC {PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10} | K1, K2. K3, K4, K5 |
| 3. | Read, Understand, Analyse the given texts. Annotate and ERC, Discuss the character in Karnabharam. {PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10} | K1, K2. K3, K4, K5, K6 |
| 4. | Know what are the works of other dramatists and understand their literary merits. {PO1, PO2, PO3, PO4, PO6, PO7, PO8, PO9, PO10} | K1, K2. K3, K4 |
| 5. | Know what are the works of in Campu Literature and understand their literary merits. {PO1, PO2, PO3, PO5, PO6, PO7, PO8, PO9, PO10} | K1, K2. K3, K4 |

| TEXT BOOKS | |
|----------------------|---|
| 1. | Kalasala Samskrita Sukhabodhini – III, University of Madras, 2022 |
| 2. | Karnabharam Translated by TK Ramachandra Aiyar, RS Vadhyar & Sons, Palghat, 2001 |
| WEB RESOURCES | |
| 1. | https://sanskrit.nic.in/DigitalBook/K/Karnabharam.pdf |
| 2. | https://www.sanskritebooks.org/2009/11/history-of-classical-sanskrit-literature-m-krishnamachariar/ |

MAPPING WITH PROGRAMME OUTCOMES:

Strongly correlated – 3

Moderately correlated – 2

Weakly correlated – 1

| CO/PO | PO – 23USKL03 (SANSKRIT III) | | | | | | | | | |
|--------------------|--|------------------------------|--|-----------------------|----------------------------|---------------------------------|--------------------------|--|---|-------------------------|
| | 1 Disciplinary Knowledge and skills | 2 Skilled Communicator | 3 Critical thinker and problem solver | 4 Sense of inquiry | 5 Team player/worker | 6 Skilled project manager | 7 Digitally Efficient | 8 Ethical awareness / responsibility | 9 National and international perspective | 10 Lifelong learners |
| CO1 | 3 | 2 | 1 | 1 | | | 2 | 1 | 1 | 1 |
| CO2 | 3 | 2 | 2 | 1 | 2 | | 3 | 2 | 2 | 2 |
| CO3 | 3 | 1 | 2 | 1 | 1 | | 1 | 1 | 1 | 1 |
| CO4 | 3 | 2 | 1 | 1 | | | 1 | 1 | 2 | 2 |
| CO5 | 3 | 1 | 2 | 1 | 1 | | 1 | 1 | 2 | 1 |
| CO-PO-Total | 15 | 8 | 8 | 5 | 4 | 1 | 8 | 6 | 8 | 7 |
| CO-PO-Avg | 3 | 2 | 2 | 1 | 1 | 0 | 1 | 1 | 2 | 1 |

| SECOND YEAR – SEMESTER – III | | | | | | | | | | |
|------------------------------|---|---|---|---|---|---------|-------------|-------|----------|-------|
| COURSE NAME: POETRY - III | | | | | | | | | | |
| COURSE CODE | CATEGORY CORE / ELE / SEC | L | T | P | S | CREDITS | TOTAL HOURS | MARKS | | |
| | | | | | | | | CIA | EXTERNAL | TOTAL |
| 23USKC05 | CORE 5 | 5 | - | - | - | 4 | 5 | 25 | 75 | 100 |
| LEARNING OBJECTIVES | | | | | | | | | | |
| LO1 | To introduce the works and merits of Sri Magha | | | | | | | | | |
| LO2 | To expose the students to artistic construction of the poetry | | | | | | | | | |
| LO3 | To read and understand the texts thoroughly | | | | | | | | | |

| UNIT | CONTENTS | NO. OF HOURS |
|------|---|--------------|
| I | Introduction: Definition of Poetry, About Magha and Panchamahakavyas Sisupalavadham Canto I – Slokas from 1 – 15 | 15 |
| II | Sisupalavadham Canto I – Slokas from 16 – 30 | 15 |
| III | Sisupalavadham Canto I – Slokas from 31 – 45 | 15 |
| IV | Sisupalavadham Canto I – Slokas from 46 – 60 | 15 |
| V | Sisupalavadham Canto I – Slokas from 61 – 74 | 15 |
| | TOTAL | 75 |

| CO | COURSE OUTCOMES | K LEVEL |
|----|--|----------------|
| 1. | Students will understand the definition and features of the Mahakavya, Analyse the date of Magha and organize the popular kavyas chronologically. Appreciate and analyse the basic elements of Poetry {PO1, PO2, PO3, PO4, PO7, PO8, PO9, PO10} | K1, K2, K3, K4 |
| 2. | It helps the students read and understand the text independently, Understand the Prose order and word meaning of the given verses. Gain knowledge of the elements of poetry including narrative structure and character, analysis and comparison between different related texts. {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3, K4 |

| | | |
|----|---|------------------------|
| 3. | It helps the students read and understand the text independently, Understand the Prose order and word meaning of the given verses. Understand the dialogues in poetry. {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3, K4 |
| 4. | Read and understand the prescribed slokas, understand the prose order and word meaning of the given verses. Develop critical thinking and analysis {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3, K4, K5 |
| 5. | Read and understand the prescribed slokas, understand the prose order and word meaning of the given verses. Discuss the style of the poet and relate canto I with the feature of a Mahakavya. {PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10} | K1, K2, K3, K4, K5, K6 |

TEXT BOOKS

| | |
|----|---|
| 1. | Sisupalavadham Canto I by TK Ramachandra Aiyar, RS Vadhyar & Sons, Palghat 2008 |
| 2. | A short history of Sanskrit Literature, TK Ramachandra, RS Vadhyar & Sons |

REFERENCE BOOKS

| | |
|----|--|
| 1. | A History of Classical Sanskrit Literature by M. Krishnamachariar MLBD New Delhi 1906 |
| 2. | Sisupalavadha with the commentary of Mallinatha, Chaukhamba Sanskrit Series office, varanasi – 1983. |

WEB RESOURCES

| | |
|----|---|
| 1. | https://www.wisdomlib.org/hinduism/essay/shishupala-vadha-study/d/doc1150114.html |
| 2. | https://shodhganga.inflibnet.ac.in:8443/jspui/handle/10603/490124?mode=full |

MAPPING WITH PROGRAMME OUTCOMES:

Strongly correlated – 3

Moderately correlated – 2

Weakly correlated – 1

| CO/PO | PO (23USKC05) – Poetry - III | | | | | | | | | |
|------------------------|---|---------------------------|---|-----------------------|-------------------------|------------------------------|--------------------------|---------------------------------------|--|-------------------------|
| | 1 Disciplinary Knowledge and skills | 2 Skilled Communicator | 3 Critical thinker and problem solver | 4 Sense of inquiry | 5 Team player/worker | 6 Skilled project manager | 7 Digitally Efficient | 8 Ethical awareness / reasoning | 9 National and international perspective | 10 Lifelong learners |
| CO1 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO2 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO3 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO4 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO5 | 3 | 3 | 2 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |
| CO-PO Total | 15 | 15 | 10 | 10 | 5 | 1 | 10 | 5 | 5 | 10 |
| CO-PO- Avg | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |

| SECOND YEAR – SEMESTER – III | | | | | | | | | | |
|--|--|----------|----------|----------|----------|----------------|--------------------|--------------|-----------------|--------------|
| COURSE NAME: TECHNICAL LITERATURE | | | | | | | | | | |
| COURSE CODE | CATEGORY CORE / ELE / SEC | L | T | P | S | CREDITS | TOTAL HOURS | MARKS | | |
| | | | | | | | | CIA | EXTERNAL | TOTAL |
| 23USKC06 | CORE 6 | 5 | - | - | - | 4 | 5 | 25 | 75 | 100 |
| LEARNING OBJECTIVES | | | | | | | | | | |
| LO1 | To familiarize students with ancient lexicon. | | | | | | | | | |
| LO2 | To equip students with basic knowledge of Ayurveda. | | | | | | | | | |
| LO3 | To make students be aware of ancient health science. | | | | | | | | | |

| Course Outline | | |
|-----------------------|--|---------------------|
| UNIT | CONTENTS | NO. OF HOURS |
| I | Introduction to Amarasimha and his genius, Introduction to Kosha Literature; Introduction to Ayurveda literatures and Vagbhata A short History Sanskrit Literature pages 177-183 and pages 188 - 190 | 15 |
| II | Mangalacharanam, Prastavana, Paribhasha and Svarga Varga | 15 |
| III | Vyomavarga and Digvarga (upto the end of 215 lines) | 15 |
| IV | Vagbhata's Ashtangahrdaya Chapter I slokas from 1-20 | 15 |
| V | Vagbhata's Ashtangahrdaya Chapter I slokas from 21-48 | 15 |
| | TOTAL | 75 |

| CO | COURSE OUTCOMES | K LEVEL |
|----|---|------------------------|
| 1. | Get introduced to lexical literature and Ayurvedic tradition. Appreciate the contribution of contemporary philosophers and understand the value of Ayurveda. To able to articulate fluently using synonyms and understand the significance of words in Sanskrit. {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3, K4 |
| 2. | Ability to read and understand the texts and comprehend the synonyms of Sanskrit words. To improve vocabulary in Sanskrit language. Analyze and describe the various words and terms used in Sanskrit literature. {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3, K4 |
| 3. | Ability to read and understand the texts and comprehend the synonyms of Sanskrit words. Identify relationships between words and meanings. Analyze and describe the various words and terms used in Sanskrit literature. {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3, K4 |
| 4. | Ability to read, understand, annotate and explain the given verses. Ability to Demonstrate and explain the concept of Ayurvedic tradition. Interpret the slokas. {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3, K4, K5 |
| 5. | Ability to read, understand, annotate and explain the given verses. Ability to Demonstrate and explain the concept of Tridoshas Interpret and discuss the subject matter of the Text. {PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10} | K1, K2, K3, K4, K5, K6 |

TEXT BOOKS

| | |
|----|--|
| 1. | Amarakosha by Amarasimha Published by Saraswati Mahal Library, Thanjavur |
| 2. | Vagbhata's Ashtangahrdaya Published by Central Council for Research in Ayurveda and Siddha, New Delhi - 58 |

REFERENCE BOOKS

| | |
|----|---|
| 1. | Vagbhata's Ashtangahrdayaby Kanji Lochan, Published by Chaukhambha Publications, 2019 |
| 2. | https://sanskritdocuments.org/doc_z_misc_major_works/amarfin1.pdf |

WEB RESOURCES

| | |
|----|---|
| 1. | https://archive.org/details/Ashtanga.Hridaya.of.Vagbhata/page/n3/mode/2up |
| 2. | https://sanskritdocuments.org/doc_amarakosha/doc_amarakosha.php |

Strongly correlated – 3

Moderately correlated – 2

Weakly correlated – 1

| CO/PO | PO (23USKC6) – Technical Literature | | | | | | | | | |
|------------------------|---|---------------------------|---|-----------------------|-------------------------|------------------------------|--------------------------|---------------------------------------|--|-------------------------|
| | 1 Disciplinary Knowledge and skills | 2 Skilled Communicator | 3 Critical thinker and problem solver | 4 Sense of inquiry | 5 Team player/worker | 6 Skilled project manager | 7 Digitally Efficient | 8 Ethical awareness / reasoning | 9 National and international perspective | 10 Lifelong learners |
| CO1 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO2 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO3 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO4 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO5 | 3 | 3 | 2 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |
| CO-PO Total | 15 | 15 | 10 | 10 | 5 | 1 | 10 | 5 | 5 | 10 |
| CO-PO-Avg | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |

| SECOND YEAR – SEMESTER – III | | | | | | | | | | |
|--|---------------------------|---|---|---|---|---------|-------------|-------|----------|-------|
| COURSE NAME: HISTORY OF SANSKRIT LITERATURE - II | | | | | | | | | | |
| COURSE CODE | CATEGORY CORE / ELE / SEC | L | T | P | S | CREDITS | TOTAL HOURS | MARKS | | |
| | | | | | | | | CIA | EXTERNAL | TOTAL |
| 23USKE3A | ELECTIVE 3A | 4 | - | - | - | 3 | 4 | 25 | 75 | 100 |

| LEARNING OBJECTIVES | |
|---------------------|--|
| LO1 | To understand Padyakavyas |
| LO2 | To get familiarized with Gadya and CampuKavyas. |
| LO3 | To have a knowledge about important Sanskrit dramas. |

| UNIT | CONTENTS | NO. OF HOURS |
|------|--|--------------|
| I | Date of Kalidasa; Mahakavyas | 12 |
| II | Khandakavyas | 12 |
| III | Gadya and Campu Kavyas | 12 |
| IV | Sanskrit Drama: Origin & development, Features and varieties | 12 |
| V | Sanskrit Dramatic works | 12 |
| | TOTAL | 60 |

| CO | COURSE OUTCOMES | K LEVEL |
|----|---|------------|
| 1. | Know about the authors and works of Mahakavyas, explain and analyse their literary merits {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3 |
| 2. | Know about the authors and works of Khanda kavyas, explain and analyse their literary merits {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3 |

| | | |
|----|--|------------------------|
| 3. | Know about the authors and works of Gadya and Champu kavyas, explain and analyse their literary merits. Elaborate and discuss the historical kavyas {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3, K4, K5, K6 |
| 4. | Know about basic elements of Dramaturgy. Identify and Analyse the types of Drama {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3 K4 |
| 5. | Know about the authors and dramatic works oexplain and analyse their literary merits. Elaborate and discuss the chronological arrangement of dramatic works{PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10} | K1, K2, K3 K4 K5 K6 |

TEXT BOOKS

| | |
|----|---|
| 1. | A Short History of Sanskrit Literature by TK Ramachandra Aiyar, RS Vadhyar& Sons, Palakkad 2023 |
|----|---|

REFERENCE BOOKS

| | |
|----|---|
| 1. | A History of Classical Sanskrit Literature by M. Krishnamachariar MLBD New Delhi 1906 |
|----|---|

WEB RESOURCES

| | |
|----|---|
| 1. | https://archive.org/details/in.gov.ignca.7000 |
| 2. | https://indiaculture.gov.in/world-heritage |

MAPPING WITH PROGRAMME OUTCOMES:

Strongly correlated – 3

Moderately correlated – 2

Weakly correlated – 1

| CO/PO | PO (23USKE3A) – HISTORY OF SANSKRIT LITERATURE - II | | | | | | | | | |
|------------------------|---|---------------------------|---|-----------------------|-------------------------|------------------------------|--------------------------|---------------------------------------|--|-------------------------|
| | 1 Disciplinary Knowledge and skills | 2 Skilled Communicator | 3 Critical thinker and problem solver | 4 Sense of inquiry | 5 Team player/worker | 6 Skilled project manager | 7 Digitally Efficient | 8 Ethical awareness / reasoning | 9 National and international perspective | 10 Lifelong learners |
| CO1 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO2 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO3 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO4 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO5 | 3 | 3 | 2 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |
| CO-PO Total | 15 | 15 | 10 | 10 | 5 | 1 | 10 | 5 | 5 | 10 |
| CO-PO- Avg | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |

| SECOND YEAR – SEMESTER – III | | | | | | | | | | |
|--|--|---|---|---|---|---------|-------------|-------|----------|-------|
| COURSE NAME: BASICS OF INDIAN ARCHITECTURE | | | | | | | | | | |
| COURSE CODE | CATEGORY CORE / ELE / SEC | L | T | P | S | CREDITS | TOTAL HOURS | MARKS | | |
| | | | | | | | | CIA | EXTERNAL | TOTAL |
| 23USKE3B | ELECTIVE 3B | 4 | - | - | - | 3 | 4 | 25 | 75 | 100 |
| LEARNING OBJECTIVES | | | | | | | | | | |
| LO1 | To help learners to have an idea of Indian architecture. | | | | | | | | | |
| LO2 | To enable them to contextualize the texts related architecture. | | | | | | | | | |
| LO3 | To enable them to develop comparative perspective to study other architecture texts. | | | | | | | | | |

| UNIT | CONTENTS | NO. OF HOURS |
|------|---|--------------|
| I | Introduction to Indian architecture till medieval period. Introduction to Bhoja and his contribution. | 12 |
| II | Chapter I - IV | 12 |
| III | Chapter V – VI | 12 |
| IV | Chapter VII – VIII | 12 |
| V | Chapter IX - X | 12 |
| | TOTAL | 60 |

| CO | COURSE OUTCOMES | K LEVEL |
|----|---|------------|
| 1. | Gain an exposure of the theory of Indian architecture. {PO1, PO2, PO3, PO4, PO7, PO8, PO9, PO10} | K1, K2 |
| 2. | Be able to identify basics of Indian architecture with authenticity. {PO1, PO2, PO3, PO7, PO8, PO9, PO10} | K1, K2 |
| 3. | Be able to understand other works related to architecture. {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3 |

| | | |
|----|---|--------------------|
| 4. | Pay special attention to important Indian sculptures. {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3, K4, K5 |
| 5. | Have an understanding of the contribution of Indian architecture. {PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10} | K1, K2, K3, K4, K6 |

TEXT BOOKS

| | |
|----|--|
| 1. | Samarangana Sutradhara of Bhojadeva (Chapters 1 –X only): An Ancient Treatise on Architecture, Published by Parimal Publications Pvt. Ltd. |
| 2. | A short history of Sanskrit Literature, TK Ramachandra, RS Vadhyar& Sons |

WEB RESOURCES

| | |
|----|---|
| 1. | https://archive.org/details/in.ernet.dli.2015.345259 |
| 2. | https://ia801409.us.archive.org/21/items/in.ernet.dli.2015.325544/2015.325544.Samarangana-sutradhara.pdf |

MAPPING WITH PROGRAMME OUTCOMES:

Strongly correlated – 3 Moderately correlated – 2 Weakly correlated – 1

| CO/PO | PO (23USKE3B) – BASICS OF INDIAN ARCHITECTURE | | | | | | | | | |
|------------------------|---|---------------------------|---|-----------------------|-------------------------|------------------------------|--------------------------|------------------------------------|--|-------------------------|
| | 1 Disciplinary Knowledge and skills | 2 Skilled Communicator | 3 Critical thinker and problem solver | 4 Sense of inquiry | 5 Team player/worker | 6 Skilled project manager | 7 Digitally Efficient | 8 Ethical awareness / reasoning | 9 National and international perspective | 10 Lifelong learners |
| CO1 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO2 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO3 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO4 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO5 | 3 | 3 | 2 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |
| CO-PO Total | 15 | 15 | 10 | 10 | 5 | 1 | 10 | 5 | 5 | 10 |
| CO-PO- Avg | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |

| FIRST YEAR – SEMESTER – I | | | | | | | | | | |
|--|---|----------|----------|----------|----------|----------------|--------------------|--------------|-----------------|--------------|
| COURSE NAME: SKILL ENHANCEMENT COURSE 4 | | | | | | | | | | |
| MODERN PROSE WRITINGS - I | | | | | | | | | | |
| COURSE CODE | CATEGORY CORE / ELE / SEC | L | T | P | S | CREDITS | TOTAL HOURS | MARKS | | |
| | | | | | | | | CIA | EXTERNAL | TOTAL |
| 23USKS04 | SEC-4 | 2 | - | - | - | 2 | 2 | 25 | 75 | 100 |
| LEARNING OBJECTIVES | | | | | | | | | | |
| LO1 | To know the ethics of Panchatantra Katha. | | | | | | | | | |
| LO2 | To develop the story telling skill. | | | | | | | | | |
| LO3 | To develop the drafting skill. | | | | | | | | | |

| Course Outline | | |
|-----------------------|--------------------------------|--------------|
| Unit. No | Content | Hours |
| Unit I | Panchatantra Katha – 1 to 5 | 6 |
| Unit II | Panchatantra Katha – 4 to 10 | 6 |
| Unit III | Balakatha saptatihi – 11 to 15 | 6 |
| Unit IV | Balakatha saptatihi – 16 to 20 | 6 |
| Unit V | Balakatha saptatihi – 21 to 25 | 6 |
| | Total | 30 |

| CO | COURSE OUTCOMES | K LEVEL |
|-----------|--|-----------------|
| 1. | Reading and Understanding the text. Apply the new vocabularies. Relate and utilize the word in forming own sentences in the given text. {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3, K4, |

| | | |
|----|--|------------------------|
| 2. | Reading and Understanding the text. Apply the new vocabularies. Relate and utilize the word in forming own sentences in the given text. {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3, K4, |
| 3. | Reading and Understanding the text. Apply the new vocabularies. Relate and utilize the word in forming own sentences in the given text. {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3, K4, |
| 4. | Reading and Understanding the text. Apply the new vocabularies. Relate and utilize the word in forming own sentences in the given text. Explain the story. {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3, K4, K5 |
| 5. | Reading and Understanding the text. Apply the new vocabularies. Relate and utilize the word in forming own sentences in the given text. Develop the conversation at the given context. Assess the creative writing skill of the student. Evaluate the moral of the story. {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3, K4, K5, K6 |

TEXT BOOKS

| | |
|----|--|
| 1. | Balakathasaptati, Janardane Hegde, Samskrita Bharati Bangalore, 2014 |
| 2. | Panchatantra Katha, Dr. Viswas, Samskrita Bharati Bangalore, 2015 |

REFERENCE BOOKS

| | |
|----|--|
| 1. | Sanskrita Svadhyaya – prathama Deeksha – Vakya vyavahara – Rashtriya Sanskrita Samsthanam, New Delhi, 2002 |
|----|--|

WEB RESOURCES

| | |
|----|--|
| 1. | https://archive.org/details/bhasha-pravesha-part-i |
| 2. | https://www.sanskritashikshanam.in/bhashapravesha https://www.sanskritashikshanam.in/bhashapravesha_gujarati_part_2 |

MAPPING WITH PROGRAMME OUTCOMES:

Strongly correlated – 3

Moderately correlated – 2

Weakly correlated – 1

| CO/PO | PO (23USKS04) – MODERN PROSE WRITINGS - I | | | | | | | | | |
|------------------------|---|---------------------------|---|-----------------------|-------------------------|------------------------------|--------------------------|------------------------------------|--|-------------------------|
| | 1 Disciplinary Knowledge and skills | 2 Skilled Communicator | 3 Critical thinker and problem solver | 4 Sense of inquiry | 5 Team player/worker | 6 Skilled project manager | 7 Digitally Efficient | 8 Ethical awareness / reasoning | 9 National and international perspective | 10 Lifelong learners |
| CO1 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO2 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO3 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO4 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO5 | 3 | 3 | 2 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |
| CO-PO Total | 15 | 15 | 10 | 10 | 5 | 1 | 10 | 5 | 5 | 10 |
| CO-PO- Avg | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |

| FIRST YEAR – SEMESTER – I | | | | | | | | | | |
|--|----------------------------------|----------|----------|----------|----------|----------------|--------------------|--------------|-----------------|--------------|
| COURSE NAME: SKILL ENHANCEMENT COURSE – 5 | | | | | | | | | | |
| MODERN TRANSLATION - II | | | | | | | | | | |
| COURSE CODE | CATEGORY CORE / ELE / SEC | L | T | P | S | CREDITS | TOTAL HOURS | MARKS | | |
| | | | | | | | | CIA | EXTERNAL | TOTAL |
| 23USKS05 | SEC-5 | 2 | - | - | - | 2 | 2 | 25 | 75 | 100 |

| LEARNING OBJECTIVES | |
|----------------------------|--|
| LO1 | To read and understand the text. |
| LO2 | To appreciate the translating skills of the author |
| LO3 | To learn the moral values depicted in the stories. |

| Course Outline | | |
|-----------------------|---|--------------|
| Unit. No | Content | Hours |
| Unit I | रुचिरा: बालकथा: (Stories of Dr. Sudhamurthy) – 1 – 5 | 6 |
| Unit II | रुचिरा: बालकथा: (Stories of Dr. Sudhamurthy) – 6 – 10 | 6 |
| Unit III | हे मनः! समाश्वसितु! 1 – 5 | 6 |
| Unit IV | हे मनः! समाश्वसितु! 6 – 10 | 6 |
| Unit V | कल्कि कथा मञ्जरी – कथा – १. पिता पुत्रश्च, २. केदारस्य माता | 6 |
| | TOTAL | 30 |

| CO | COURSE OUTCOMES | K LEVEL |
|----|--|------------------------|
| 1. | Reading and Understanding the text. Apply the new vocabularies. Relate and utilize the word in forming own sentences in the given text. {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3, K4 |
| 2. | Reading and Understanding the text. Apply the new vocabularies. Relate and utilize the word in forming own sentences in the given text. {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3, K4 |
| 3. | Reading and Understanding the text. Apply the new vocabularies. Relate and utilize the word in forming own sentences in the given text. {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3, K4 |
| 4. | Reading and Understanding the text. Apply the new vocabularies. Relate and utilize the word in forming own sentences in the given text. Develop the story narrating skill. {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3, K4 K5 |
| 5. | Reading and Understanding the text. Apply the new vocabularies. Relate and utilize the word in forming own sentences in the given text. Develop the story narrating skill. Assess the creative writing skill of the student. {PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10} | K1, K2, K3, K4, K5, K6 |

TEXT BOOKS

| | |
|----|--|
| 1. | रुचिराःबालकथाः (stories of Sudhamurthy)by Nagaratna Hegde, Samskrit Bharati Bangalore, 2020 |
| 2. | हेमनः!समाश्वासितु! A translated work of Swami Sukhabodhananda, translated by Dr. Shantala Vishwas, Samskrita Bharati, 1996 |
| 3. | कल्कि-कथा-मञ्जरीby M Jayaraman, Samskrita Bharati, Chennai, 2021 |

REFERENCE BOOKS

| | |
|----|--|
| 1. | Sanskrita Svadhyaya – prathama Deeksha – Vakya vyavahara – Rashtriya Sanskrita Samsthanam, New Delhi, 2002 |
|----|--|

WEB RESOURCES

| | |
|----|--|
| 1. | https://archive.org/details/bhasha-pravesha-part-i |
| 2. | https://www.sanskritashikshanam.in/bhashapraivesha https://www.sanskritashikshanam.in/bhashapraivesha_gujarati_part_2 |

MAPPING WITH PROGRAMME OUTCOMES:

Strongly correlated – 3 Moderately correlated – 2 Weakly correlated – 1

| CO/PO | PO (23USKS05) – MODERN TRANSLATION - II | | | | | | | | | |
|------------------------|---|---------------------------|---|-----------------------|-------------------------|------------------------------|--------------------------|------------------------------------|--|-------------------------|
| | 1 Disciplinary Knowledge and skills | 2 Skilled Communicator | 3 Critical thinker and problem solver | 4 Sense of inquiry | 5 Team player/worker | 6 Skilled project manager | 7 Digitally Efficient | 8 Ethical awareness / reasoning | 9 National and international perspective | 10 Lifelong learners |
| CO1 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO2 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO3 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO4 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO5 | 3 | 3 | 2 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |
| CO-PO Total | 15 | 15 | 10 | 10 | 5 | 1 | 10 | 5 | 5 | 10 |
| CO-PO- Avg | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |

| SECOND YEAR – SEMESTER – IV | | | | | | | | | | |
|---|--|---|---|---|---|---------|-------------|-------|----------|-------|
| COURSE NAME: PART – I LANGUAGE SANSKRIT - IV | | | | | | | | | | |
| COURSE CODE | CATEGORY CORE / ELE / SEC | L | T | P | S | CREDITS | TOTAL HOURS | MARKS | | |
| | | | | | | | | CIA | EXTERNAL | TOTAL |
| 23USKL04 | PART – I LANGUAGE SANSKRIT-IV | 6 | - | - | - | 3 | 6 | 25 | 75 | 100 |
| LEARNING OBJECTIVES | | | | | | | | | | |
| LO1 | To introduce the students the Didactic Literature, few Scientific literature and Translated works of Sanskrit from other languages. | | | | | | | | | |
| LO2 | Learn the skill of story narration from Didactic stories. | | | | | | | | | |
| LO3 | Appreciate the value based slokas in sanskrit | | | | | | | | | |
| Course Outline | | | | | | | | | | |
| Unit. No | Content | | | | | | | | | Hours |
| Unit I | Introduction to Didactic Literature (Pancatantram and Hitopadeshaha) शशकसिंहकथा from Panchatantra and शृगालहस्तिकथा from Mitralabhaha of Hitopadesha | | | | | | | | | 15 |
| Unit II | Alankara – Upama, Rupakam, Ullekha, Utpreksha, Vyatireka | | | | | | | | | 15 |
| Unit III | Introduction to Scientific Literature – Introduction to Arthasastram, Mayamatham नीतिद्विषष्टिका – Slokas 1 to 10 Introduction to the life history of श्री आदि शङ्कराचार्यः, श्रीरामानुजाचार्यः, श्रीमध्वाचार्यः | | | | | | | | | 20 |
| Unit IV | Introduction to Modern literature in Sanskrit – तिरुक्कुरल. Sanskrit translation of Tirukkural slokas 1 to 10 ईश्वरवन्दनम्- कलियन् रामानुजजीयर् नालडियार् slokas 1 to 5 translated by Sri SN Sri Ramadesikan. | | | | | | | | | 20 |
| Unit V | Translation from prose section Unit I – stories Grammar: – लोट् लकारः (Imperative mood) - गच्छतु, तिष्ठतु, पठतु, शृणोतु, करोतु | | | | | | | | | 20 |
| | Total | | | | | | | | | 90 |

| CO | COURSE OUTCOMES | K LEVEL |
|-----------|--|-------------------|
| 1. | Read, Understand, Annotate and ERC of the text. Analyse and Discuss the characters in Balakanda. {PO1, PO2, PO3, PO4, PO8, PO9, PO10} | K1, K2, K3, K4 |
| 2. | Read, Understand, Annotate and ERC of the text. Analyse and interpret and justify the alankaras and their examples. {PO1, PO2, PO3, PO4, PO5, PO8, PO9, PO10} | K1, K2, K3, K4, |
| 3. | Read, Understand, Annotate and ERC of the text. Analyse the prose order of the text. {PO1, PO2, PO3, PO4, PO5, PO8, PO9, PO10} | K1, K2, K3, K4 |
| 4. | Read, Understand, Annotate and ERC of the text. Analyse the prose order of the text. {PO1, PO2, PO3, PO4, PO8, PO9, PO10} | K1, K2, K3, K4 K5 |
| 5. | Read, Understand, Annotate and ERC of the text. Analyse the prose order of the text. Analyse the Imperative mood and apply it for other similar dhaturas. {PO1, PO2, PO3, PO5, PO8, PO9, PO10} | K1, K2, K3, K4 K6 |

TEXT BOOKS

| | |
|----|--|
| 1. | Kalasala Samskrita Sukhabodhini – IV, University of Madras, 2022 |
|----|--|

WEB RESOURCES

| | |
|----|---|
| 1. | https://sanskritdocuments.org/doc_z_misc_major_works/tirukkuraL.html |
|----|---|

MAPPING WITH PROGRAMME OUTCOMES:

Strongly correlated – 3

Moderately correlated – 2

Weakly correlated – 1

| CO/PO | PO – 23USKL04 (SANSKRIT IV) | | | | | | | | | |
|--------------------|---|---------------------------|---|-----------------------|-------------------------|---------------------------------|--------------------------|---------------------------------------|---|-------------------------|
| | 1 Disciplinary Knowledge and skills | 2 Skilled Communicator | 3 Critical thinker and problem solver | 4 Sense of inquiry | 5 Team player/worker | 6 Skilled project manager | 7 Digitally Efficient | 8 Ethical awareness / reasoning | 9 National and international perspective | 10 Lifelong learners |
| CO1 | 3 | 2 | 1 | 1 | | | 2 | 1 | 1 | 1 |
| CO2 | 3 | 2 | 2 | 1 | 2 | | 3 | 2 | 2 | 2 |
| CO3 | 3 | 1 | 2 | 1 | 1 | | 1 | 1 | 1 | 1 |
| CO4 | 3 | 2 | 1 | 1 | | | 1 | 1 | 2 | 2 |
| CO5 | 3 | 1 | 2 | | 1 | | 1 | 1 | 2 | 1 |
| CO-PO-Total | 15 | 8 | 8 | 4 | 4 | 0 | 8 | 6 | 8 | 7 |
| CO-PO-Avg | 3 | 2 | 2 | 1 | 1 | 0 | 1 | 1 | 2 | 1 |

| SECOND YEAR – SEMESTER – IV | | | | | | | | | | |
|-----------------------------|---|---|---|---|---|---------|-------------|-------|----------|-------|
| COURSE NAME: LYRICS | | | | | | | | | | |
| COURSE CODE | CATEGORY CORE / ELE / SEC | L | T | P | S | CREDITS | TOTAL HOURS | MARKS | | |
| | | | | | | | | CIA | EXTERNAL | TOTAL |
| 23USKC07 | CORE 7 | 5 | - | - | - | 4 | 5 | 25 | 75 | 100 |
| LEARNING OBJECTIVES | | | | | | | | | | |
| LO1 | To empower the students to read and appreciate Khanda kavyas through poetical composition of Kalidasa. | | | | | | | | | |
| LO2 | Study of Meghadutam helps the students to understand the poetical skill of Kalidasa. His usage of alankaras, Uniqueness of Kalidasa in describing the nature using apt similies etc. | | | | | | | | | |
| LO3 | It helps students to develop communicative skill and behavioural ethics through the conversation of Yaksha to the Cloud. Develop the Skill in delivering the messages in right way to the right person. | | | | | | | | | |

| UNIT | CONTENTS | NO. OF HOURS |
|------|---|--------------|
| I | Glimpses on KhandaKavyas | 15 |
| II | MeghadutamUttaramegha – slokas 1 to 10 | 15 |
| III | MeghadutamUttaramegha – slokas 11 to 20 | 15 |
| IV | MeghadutamUttaramegha – slokas 31 to 40 | 15 |
| V | MeghadutamUttaramegha – slokas 41 to 55 | 15 |
| | TOTAL | 75 |

| CO | COURSE OUTCOMES | K LEVEL |
|----|--|-------------------------------|
| 1. | Revision on Kavya its Kavya varieties, Discussing various Lyric Poetries Erotic, devotional and historical etc. Recalling Who is Kalidasa, Date of Kalidasa, Kalidasa's Works. Introduction to Meghadutam, Discussion on the Nandi, introduction to Purvardha of Meghadutam, summary of Uttarardham. Identification of Alankaras of 10 slokas. Analyze the prose order and writing word to word meaning. Elaborate the role of Nandi {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO10} | K1, K2, K3, K4, K5 |
| 2. | * Reading and understanding of verses of Meghadutam (Uttaramegha) 11-20 - Annotations & ERCs - * Identification of Alankaras. Analyze the prose order and writing word to word meaning. Interpret the verses. {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3, K4, K5 |
| 3. | * Reading and understanding of verses of Meghadutam (Uttaramegha) 20-30 - * Annotations & ERCs - Analyze the prose order and writing word to word meanings. Interpret the verses. {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO10} | K1, K2, K3, K4, K5 |
| 4. | * Reading and understanding of verses of Meghadutam (Uttaramegha) 31-40, Annotations & ERCs - Identification of Alankaras. * Analyze the prose order and writing word to word meanings. Interpret the verses. {PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO10} | K1, K2, K3, K4, K5, K6 |
| 5. | * Reading and understanding of verses of Meghadutam (Uttaramegha) 41-55 - Annotations & ERCs - Identification of Alankaras. Talk on the conversation of Yaksha to the cloud. * Discussing the poetic style of Kalidasa in entire Uttaramegha. Interpret the verses. Discuss the literary merit of the poet. {PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10} | K1, K2, K3, K4, K5, K6 |

| TEXT BOOKS | |
|------------|--|
| 1. | Meghadutam MR Kale, MLBD Publications, 1934 |
| 2. | A short history of Sanskrit Literature, TK Ramachandra, RS Vadhyar& Sons |

| REFERENCE BOOKS | |
|------------------------|---|
| 1. | A History of Classical Sanskrit Literature by M. Krishnamachariar MLBD New Delhi 1906 |
| 2. | Meghadutam, DayashankaraSastri, Chaukhambha Sanskrit Pratishthaan 2012 |

| WEB RESOURCES | |
|----------------------|---|
| 1. | https://ia801609.us.archive.org/19/items/Meghadutam/Meghadutam.pdf |
| 2. | https://archive.org/details/in.ernet.dli.2015.367343/page/n1/mode/2up |

MAPPING WITH PROGRAMME OUTCOMES:

Strongly correlated – 3

Moderately correlated – 2

Weakly correlated – 1

| CO/PO | PO (23USKC07) – Lyrics | | | | | | | | | |
|------------------------|---|---------------------------|--|-----------------------|-------------------------|------------------------------|--------------------------|------------------------------------|--|-------------------------|
| | 1 Disciplinary Knowledge and skills | 2 Skilled Communicator | 3 Critical thinker and problem solver | 4 Sense of inquiry | 5 Team player/worker | 6 Skilled project manager | 7 Digitally Efficient | 8 Ethical awareness / reasoning | 9 National and international perspective | 10 Lifelong learners |
| CO1 | 3 | 2 | 1 | 1 | 1 | | 1 | 1 | | 1 |
| CO2 | 3 | 1 | 1 | 1 | 2 | | 2 | 2 | 1 | 1 |
| CO3 | 3 | 1 | 1 | 1 | 2 | | 1 | 1 | | 1 |
| CO4 | 3 | 2 | 1 | 1 | 2 | 1 | 2 | 2 | | 1 |
| CO5 | 3 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 |
| CO-PO Total | 15 | 8 | 5 | 5 | 8 | 3 | 7 | 7 | 2 | 5 |
| CO-PO- Avg | 3 | 2 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 |

| SECOND YEAR – SEMESTER – IV | | | | | | | | | | |
|-----------------------------|--|---|---|---|---|---------|-------------|-------|----------|-------|
| COURSE NAME: CAMPU | | | | | | | | | | |
| COURSE CODE | CATEGORY CORE / ELE / SEC | L | T | P | S | CREDITS | TOTAL HOURS | MARKS | | |
| | | | | | | | | CIA | EXTERNAL | TOTAL |
| 23USKC08 | CORE 8 | 5 | - | - | - | 5 | 5 | 25 | 75 | 100 |
| LEARNING OBJECTIVES | | | | | | | | | | |
| LO1 | To empower the students to read and appreciate Sanskrit Campu Kavyas | | | | | | | | | |
| LO2 | To introduce the students the story of Nala Damayanti and the virtues of Nala and Damayanti. | | | | | | | | | |
| LO3 | To understand the literary merits of the ChampuKavya. | | | | | | | | | |

| UNIT | CONTENTS | NO. OF HOURS |
|------|--|--------------|
| I | Definition and features of a Campu kavya. Popular Campu Kavyas and merits of Trivikrama Bhatta Nalachampu Ucchvasa I – text from slokas 1 to 10 | 15 |
| II | Nalachampu Ucchvasa I – text from slokas 11 to 25 | 15 |
| III | Nalachampu Ucchvasa I – text from slokas 25 to 40 | 15 |
| IV | Nalachampu Ucchvasa I– text from slokas 41 to 55 | 15 |
| V | Nalachampu Ucchvasa I – text from slokas 56 to 64 | 15 |
| | TOTAL | 75 |

| CO | COURSE OUTCOMES | K LEVEL |
|----|--|------------------|
| 1. | Recall on the definition and features of a Kavya? Definition of Campu Kavya, Explaining the characteristic features of Campu Kavya. Discussing the origin and development of CampuKavyas. Introducing popular Campu Kavyas, Authors, date and Poetic merits of the authors. Comparison Gadya, Padya and Campu Kavyas. {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2 K3, K4 |

| | | |
|----|---|---|
| 2. | Introducing NalaCampu, Tell the Subject matter of NalaCampu, Analyze its source text, Generalcomparing the subject matter with the source text. Introducing the author, relate his date and his contemporaries, Discussing the kavya merits of the Kavi. {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2 K3, K4 K5 |
| 3. | * Reading and understanding of Nalachampu. Annotations&ERCs - * Analyze the prose order and writing word to word. Listening and reflecting on lectures and relating it with the NalaCampu. {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2 K3, K4 K5, |
| 4. | * Reading and understanding of Nalachampu. Annotations&ERCs - * Analyze the prose order and writing word to word. Listening and reflecting on lectures and relating it with the NalaCampu. * Identification of Alankaras {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2 K3, K4 K5 |
| 5. | * Reading and understanding of verses of NalaCampu texts. Annotations &ERCs -* Identification of Alankaras. * Analyze the prose order and writing word to word meanings. * Compilation of overall episodes of Sri Krishna. * Highlighting the Descriptive style of the poet in poetry as well as the Campu. Adapt the role of Nala and Damayanti and summarise the chapter as their own experience. {PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10} | K1, K2 K3, K4 K5, K6 |

TEXT BOOKS

| | |
|----|---|
| 1. | Nala Champu of Trivikrama Bhatta, Chaukhamba Surabharati Prakashan, 2015 |
| 2. | A short history of Sanskrit Literature, TK Ramachandra, RS Vadhyar & Sons |

REFERENCE BOOKS

| | |
|----|---|
| 1. | Nala & The Swan Messenger (A critical Study of the Nalachampu of Trivikramabhata), Meenakumari Devi, PunthiPustak, 2006 |
| 2. | A History of Classical Sanskrit Literature by M. Krishnamachariar MLBD New Delhi 1906 |

| WEB RESOURCES | |
|----------------------|---|
| 1. | https://archive.org/details/gbty_nala-champu-with-vishamapad-prakash-commentary-of-chandapal-by-narayan-shastri-k/page/n19/mode/2up |
| 2. | https://www.youtube.com/watch?v=256C-uh-O6w |

MAPPING WITH PROGRAMME OUTCOMES:

Strongly correlated – 3

Moderately correlated – 2

Weakly correlated – 1

| CO/PO | PO (23USKC08) – CAMPU | | | | | | | | | |
|------------------------|---|---------------------------|---|-----------------------|-------------------------|------------------------------|--------------------------|------------------------------------|--|-------------------------|
| | 1 Disciplinary Knowledge and skills | 2 Skilled Communicator | 3 Critical thinker and problem solver | 4 Sense of inquiry | 5 Team player/worker | 6 Skilled project manager | 7 Digitally Efficient | 8 Ethical awareness / reasoning | 9 National and international perspective | 10 Lifelong learners |
| CO1 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO2 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO3 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO4 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO5 | 3 | 3 | 2 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |
| CO-PO Total | 15 | 15 | 10 | 10 | 5 | 1 | 10 | 5 | 5 | 10 |
| CO-PO- Avg | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |

| SECOND YEAR – SEMESTER – IV | | | | | | | | | | |
|----------------------------------|---|---|---|---|---|---------|-------------|-------|----------|-------|
| COURSE NAME: FUNCTIONAL SANSKRIT | | | | | | | | | | |
| COURSE CODE | CATEGORY CORE / ELE / SEC | L | T | P | S | CREDITS | TOTAL HOURS | MARKS | | |
| | | | | | | | | CIA | EXTERNAL | TOTAL |
| 23USKE4A | ELECTIVE 4A | 3 | - | - | - | 3 | 3 | 25 | 75 | 100 |
| LEARNING OBJECTIVES | | | | | | | | | | |
| LO1 | To empower the Students in Communicative Sanskrit and letter writing skill in Sanskrit. | | | | | | | | | |
| LO2 | This course will empower the students to have good communicative skills in Sanskrit. | | | | | | | | | |
| LO3 | To imbibe the skill of story-telling. | | | | | | | | | |

| UNIT | CONTENTS | NO. OF HOURS |
|------|--|--------------|
| I | Balatoshini – pp 1-20; Abhyasapustakam pp – 1-15 | 9 |
| II | Balatoshini pp 21-38; Abhyasapustakam pp 16-30 | 9 |
| III | Balatoshini pp 39-64; Abhyasapustakam pp 31-45 | 9 |
| IV | बालेभ्यःमहाभारतनीतिकथाः – 1 – नलदमयन्तीकथा (Story no.4) | 9 |
| V | बालेभ्यःमहाभारतनीतिकथाः – 2 – सत्यवान्सावित्रीच (Story no. 12) | 9 |
| | TOTAL | 45 |

| C O | COURSE OUTCOMES | K LEVEL |
|-----|--|----------------------|
| 1. | How to Introduce oneself in Sanskrit. Sanskrit Vocabularies related activities. Changing of numbers and persons, Practice of short conversations. Sanskrit conversations - (PO2) (PO3) (PO4) (PO5). Building up vocabularies (PO9),(PO7). Drawing/collage making/making vocabulary charts(PO5)(PO6)(PO7)(PO8)(PO9)(PO10) | K1 K2 K3 K4 |

| | | |
|----|--|---|
| 2. | <p>Introduction to sentence formation in VII case and II cases. Sanskrit Vocabularies, Short story narration and making the students to narrate the same in simple sentences. Sanskrit conversations - (PO2) (PO3) (PO4) (PO5).</p> <p>Building up vocabularies - Forming sentences in Past and future tense. Practive of short dialogue making(PO9)(PO7).</p> <p>Drawing/collage making/making vocabulary charts(PO5)(PO6)(PO7)(PO8)(PO9)(PO10)</p> | <p>K1</p> <p>K2</p> <p>K3</p> <p>K4</p> <p>K5</p> |
| 3. | <p>Introduction to sentence formation in तसिन् प्रत्ययः in the place V case sentences. Short story narration related to V case and III case. (PO7)(PO8) / Dialogue creation (PO5)Sanskrit conversations - (PO2) (PO3) (PO4) (PO5). Building up vocabularies (PO9), (PO7).</p> <p>* Letter – Writing – Learning How to write letters formally in Sanskrit. (PO2)</p> <p>Drafting the letter independently (PO3)Central Sanskrit University for 120 videoshttps://www.youtube.com/playlist?list=PLNzsbZjYvXf86efy9gd8y9jJQ54ey6Eqa (PO9), Sanskrit variety programmes in team, (PO5)</p> <p>(PO6)Drawing/collage making/making vocabulary charts - (PO5)(PO6)(PO7)(PO8)(PO9)(PO10)</p> | <p>K1</p> <p>K2</p> <p>K3</p> <p>K4</p> <p>K5</p> <p>K6</p> |
| 4. | <p>Introduction to Mahabharata in brief. Reading and understanding of the story नलदमयन्तीकथा। Annotations and ERC of selected lines. Exercise samples in Dialogue writing. Developing the Dialogue writing based on the stories.Discussion of moral take aways in this story. (PO2) (PO3) (PO4) (PO5)/ Quiz on Mahabharata – (PO2)(PO3)(PO4)(PO5)(PO8) Browse the web linksstories on NalaDamayanthi – https://www.youtube.com/watch?v=2oB94vi0wh0 - (PO7)</p> <p>https://www.youtube.com/watch?v=CdHY77yUMxc – (PO10)</p> | <p>K1</p> <p>K2</p> <p>K3</p> <p>K4</p> <p>K5</p> <p>K6</p> |
| 5. | <p>Introduction to सत्यवान् सावित्री च। Reading and understanding of the story Annotations and ERC of selected lines. (PO2) (PO3). Exercise samples in Dialogue writing. Developing the Dialogue writing based on the stories.Discussion of moral take aways in this story. (PO4) (PO5)(PO8) e-Quizon who is who in Mahabharata – (PO7) - Talk on role of Damayanti and Savitri in protecting the Marital Relationship (PO2) - https://www.youtube.com/watch?v=mC-TeALBKPo (PO7)</p> | <p>K1</p> <p>K2</p> <p>K3</p> <p>K4</p> <p>K5</p> <p>K6</p> |

| TEXT BOOKS | |
|-------------------|--|
| 1. | अभ्यासपुस्तकम्, Viswas, SamskritaBharati, Bangalore, 2017 |
| 2. | बालतोषिणी NR Kumar &Guharini, SamskritaBharati, Bangalore, 1993 |
| 3. | बालेभ्यः महाभारतनीतिकथाः Dr.Udayana, SamskritaBharati, New Delhi, 2011 |

| REFERENCE BOOKS | |
|------------------------|---|
| 1. | अभ्यासदर्शिनी , JanardhanaHegde , SamskritaBharathi , |
| 2. | Speak Sanskrit in ten days, Swami PrasannatmanandaSaraswati,CentralChinmaya Mission Trust ,1996 |
| WEB RESOURCES | |
| 1. | * Sanskrit songs - https://youtu.be/Vij97iX2JwY |
| 2. | https://www.youtube.com/watch?v=KnlBwHJPWuA , |

MAPPING WITH PROGRAMME OUTCOMES:

Strongly correlated – 3

Moderately correlated – 2

Weakly correlated – 1

| CO/PO | PO (23USKE4A) (Functional Sanskrit) | | | | | | | | | |
|------------------------|---|---------------------------|---|-----------------------|-------------------------|---------------------------------|--------------------------|---------------------------------------|---|-------------------------|
| | 1 Disciplinary Knowledge and skills | 2 Skilled Communicator | 3 Critical thinker and problem solver | 4 Sense of inquiry | 5 Team player/worker | 6 Skilled project manager | 7 Digitally Efficient | 8 Ethical awareness / reasoning | 9 National and international perspective | 10 Lifelong learners |
| CO1 | 3 | 1 | 1 | 2 | 2 | | 2 | 1 | 1 | 1 |
| CO2 | 3 | 1 | 1 | 2 | 2 | | 2 | 1 | 1 | 1 |
| CO3 | 3 | 1 | 1 | 2 | 2 | 1 | 2 | 1 | 1 | 1 |
| CO4 | 2 | 2 | 2 | 1 | 1 | | 1 | 1 | | |
| CO5 | 2 | 2 | 2 | 1 | 1 | | 1 | 1 | | |
| CO-PO Total | 10 | 7 | 7 | 8 | 8 | 1 | 8 | 5 | 3 | 3 |
| CO-PO- Avg | 2 | 1 | 1 | 1 | 1 | 0 | 2 | 1 | 1 | 1 |

| SECOND YEAR – SEMESTER – IV | | | | | | | | | | |
|--|---|---|---|---|---|---------|-------------|-------|----------|-------|
| COURSE NAME: PRINCIPLES OF TEMPLE ARCHITECTURE | | | | | | | | | | |
| COURSE CODE | CATEGORY CORE / ELE / SEC | L | T | P | S | CREDITS | TOTAL HOURS | MARKS | | |
| | | | | | | | | CIA | EXTERNAL | TOTAL |
| 23USKE4B | ELECTIVE 4B | 3 | - | - | - | 3 | 3 | 25 | 75 | 100 |
| LEARNING OBJECTIVES | | | | | | | | | | |
| LO1 | To enable learners get an overview of Indian Temple Architecture. | | | | | | | | | |
| LO2 | To gain insight into the evolution of Indian architecture. | | | | | | | | | |
| LO3 | Gain exposure to some basic concepts Silpasastra. | | | | | | | | | |

| UNIT | CONTENTS | NO. OF HOURS |
|------|--|--------------|
| I | Introduction to Silpasastra and significance of Manasara. | 9 |
| II | Text book Chapter I – General survey of architecture | 9 |
| III | Text book Chapter II – Silpasastra and survey of other works | 9 |
| IV | Text book Chapter III – Position of Manasara in literature | 9 |
| V | Text book Chapter IV – The Manasara and Vitruvius compared. | 9 |
| | TOTAL | 45 |

| CO | COURSE OUTCOMES | K LEVEL |
|----|--|------------|
| 1. | Be able to explain in the theoretical aspects of architecture. {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2 |
| 2. | Be ready to discuss and define technical terms of architecture. {PO1, PO2, PO3, PO4, PO6, PO7, PO8, PO9, PO10} | K1, K2 |
| 3. | Familiarize and learn about the different type of books available in Silpasastra. {PO1, PO2, PO3, PO4, PO5, , PO7, PO8, PO9, PO10} | K1, K2, K3 |

| | | |
|----|---|--------------------|
| 4. | Gain exposure to the field temple architecture. {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3, K4, K5 |
| 5. | Learn about the use of architecture in temple structure. {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3, K4, K6 |

| TEXT BOOKS | | |
|---------------|---|--|
| 1. | Indian Architecture: According to Manasara – Silpasastra (ManasaraSeries:Vol.II) published by Munshiram Manoharlal Publishers Pvt. Ltd. | |
| 2. | A short history of Sanskrit Literature, TK Ramachandra, RS Vadhyar& Sons | |
| WEB RESOURCES | | |
| 1. | https://archive.org/details/in.ernet.dli.2015.70486 | |
| 2. | https://archive.org/details/in.ernet.dli.2015.345259 | |

MAPPING WITH PROGRAMME OUTCOMES:

Strongly correlated – 3 Moderately correlated – 2 Weakly correlated – 1

| CO/PO | PO (23USKE4B) – PRINCIPLES OF TEMPLE ARCHITECTURE | | | | | | | | | |
|------------------------|---|------------------------------|---|-----------------------|-------------------------|---------------------------------|--------------------------|--------------------------------------|---|-------------------------|
| | 1 Disciplinary Knowledge and skills | 2 Skilled Communicator | 3 Critical thinker and problem solver | 4 Sense of inquiry | 5 Team player/worker | 6 Skilled project manager | 7 Digitally Efficient | 8 Ethical awareness/ reasoning | 9 National and international perspective | 10 Lifelong learners |
| CO1 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO2 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO3 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO4 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO5 | 3 | 3 | 2 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |
| CO-PO Total | 15 | 15 | 10 | 10 | 5 | 1 | 10 | 5 | 5 | 10 |
| CO-PO- Avg | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |

| FIRST YEAR – SEMESTER – I | | | | | | | | | | |
|---------------------------------------|---|---|---|---|---|---------|-------------|-------|----------|-------|
| COURSE NAME: SKILL ENHANCEMENT COURSE | | | | | | | | | | |
| MODERN PROSE WRITINGS - II | | | | | | | | | | |
| COURSE CODE | CATEGORY CORE / ELE / SEC | L | T | P | S | CREDITS | TOTAL HOURS | MARKS | | |
| | | | | | | | | CIA | EXTERNAL | TOTAL |
| 23USKS06 | SEC-6 | 2 | - | - | - | 2 | 2 | 25 | 75 | 100 |
| LEARNING OBJECTIVES | | | | | | | | | | |
| LO1 | To read and understand the story of Vikramorvasiyyam. | | | | | | | | | |
| LO2 | To appreciate the prose writing skill of the student. | | | | | | | | | |
| LO3 | To analyse and sketch the characters in the story. | | | | | | | | | |

| Course Outline | | |
|----------------|--|-----------|
| Unit. No | Content | Hours |
| Unit I | कालिदासीयनाटककथा मञ्जरी - विक्रमोर्वशीयकथा - pp. 25 - 28 | 6 |
| Unit II | कालिदासीयनाटककथा मञ्जरी - विक्रमोर्वशीयकथा - pp. 29 - 32 | 6 |
| Unit III | कालिदासीयनाटककथा मञ्जरी - विक्रमोर्वशीयकथा - pp. 33 - 36 | 6 |
| Unit IV | कालिदासीयनाटककथा मञ्जरी - विक्रमोर्वशीयकथा - pp. 37 - 40 | 6 |
| Unit V | कालिदासीयनाटककथा मञ्जरी - विक्रमोर्वशीयकथा - pp. 41 - 43 | 6 |
| TOTAL | | 30 |

| CO | COURSE OUTCOMES | K LEVEL |
|----|---|----------------|
| 1. | Reading and Understanding the text. Apply the new vocabularies. Relate and utilize the sandhi knowledge in the text. Annotate the texts and Explain with reference to the context. {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3, K4 |

| | | |
|----|---|------------------------|
| 2. | Reading and Understanding the text. Apply the new vocabularies. Relate and utilize the sandhi knowledge in the text. Annotate the texts and Explain with reference to the context. {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3, K4 |
| 3. | Reading and Understanding the text. Apply the new vocabularies. Relate and utilize the sandhi knowledge in the text. Annotate the texts and Explain with reference to the context. {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3, K4 |
| 4. | Reading and Understanding the text. Apply the new vocabularies. Relate and utilize the sandhi knowledge in the text. Annotate the texts and Explain with reference to the context. {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3, K4, K5 |
| 5. | Reading and Understanding the text. Apply the new vocabularies. Relate and utilize the sandhi knowledge in the text. Annotate the texts and Explain with reference to the context. Judge and Justify the title of the story. {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3, K4, K5, K6 |

TEXT BOOKS

| | |
|------------------------|---|
| 1. | Kalidasiya Nataka Katha Manjari by Pandit KLV Sastri, Sri Balamanorama Press, Mylapore, Chennai |
| REFERENCE BOOKS | |
| 1. | The Complete works of Kalidasa, Vol.1 & 2; Sahitya Academy, Delhi, 1997 |
| WEB RESOURCES | |
| 1. | https://www.britannica.com/biography/Kalidasa |

MAPPING WITH PROGRAMME OUTCOMES:

Strongly correlated – 3

Moderately correlated – 2

Weakly correlated – 1

| CO/PO | PO (23USKS06) – MODERN PROSE WRITINGS - II | | | | | | | | | |
|------------------------|--|---------------------------|---|-----------------------|-------------------------|------------------------------|--------------------------|---------------------------------------|--|-------------------------|
| | 1 Disciplinary Knowledge and skills | 2 Skilled Communicator | 3 Critical thinker and problem solver | 4 Sense of inquiry | 5 Team player/worker | 6 Skilled project manager | 7 Digitally Efficient | 8 Ethical awareness / reasoning | 9 National and international perspective | 10 Lifelong learners |
| CO1 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO2 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO3 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO4 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO5 | 3 | 3 | 2 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |
| CO-PO Total | 15 | 15 | 10 | 10 | 5 | 1 | 10 | 5 | 5 | 10 |
| CO-PO- Avg | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |

| SECOND YEAR – SEMESTER – IV | | | | | | | | | | |
|------------------------------|--|---|---|---|---|--------|-------------|-------|--------------|-------|
| COURSE NAME: VALUE EDUCATION | | | | | | | | | | |
| COURSE CODE | CATEGORY CORE / ELE / SEC | L | T | P | S | CREDIT | TOTAL HOURS | MARKS | | |
| | | | | | | | | CIA | EXTERNAL | TOTAL |
| 23UVED | Value Education | 1 | | | | 1 | 1 | 25 | 75 | 100 |
| LEARNING OBJECTIVES | | | | | | | | | | |
| LO1 | To acquire the knowledge of values to be a better individual in the society. | | | | | | | | | |
| LO2 | To impart citizenship values among the students. | | | | | | | | | |
| LO3 | To understand the role of social institutions in inculcating social values | | | | | | | | | |
| UNIT | CONTENTS | | | | | | | | NO. OF HOURS | |
| I | Values: - Meaning, Definition, Nature and scope of Values - Concepts of Values: Personal Values, Social Values, Moral Values, Religious Values, Spiritual Values, Cultural Values | | | | | | | | 3 | |
| II | Value Education: - Meaning of Value Education - Need and Purpose of Value Education: Self Discipline, Companion, forgiveness, Honesty, Self Confidence, Self-Awareness, Sympathy, Empathy, Courage. | | | | | | | | 3 | |
| III | Role of Social Institution in Value Formation: - Family, Schools, Peer group, Mass Media. | | | | | | | | 3 | |
| IV | Constitutional Values: - Meaning of Constitution, Constitutional Values - Types of Constitutional Values | | | | | | | | 3 | |
| V | Fundamental Rights: -Fundamental Rights, List of Fundamental Rights, Classification of Fundamental Rights. | | | | | | | | 3 | |
| | TOTAL | | | | | | | | 15 | |

| CO | COURSE OUTCOMES | K LEVEL |
|------------|---|------------------------|
| CO1 | Recall the meaning of Values Infer the nature of values Identify the scope of values Analyze the various concepts of values Explain the relationship of different types of values Activities: - Presenting one sentence summary on values - Chart presentation on different types of values | K1, K2, K3, K4, K5 |
| CO2 | Recall the meaning of Value Education Infer the significance of Value Education Identify the need of value education List out purposes of value education Activities: - Conducting small games on self discipline and self confidence - Role on Honesty, Sympathy and Empathy. | K1, K2, K3, K4 |
| CO3 | Recall the meaning of Value formation through social institutions Infer the importance of family in value formation Identify the importance of school in value formation Explain the role of peer group in value formation Interpret the importance of Media in value formation Compile the role of social institutions in value formation Activities: - Power point presentation on the role of social institutions in value formation - E Quiz on components of value formation | K1, K2, K3, K4, K5, K6 |

| CO | COURSE OUTCOMES | K LEVEL |
|-----|--|------------|
| CO4 | <p>Recall the meaning of constitutional values.</p> <p>Summarise the importance of types of constitutional values</p> <p>Activities:</p> <ul style="list-style-type: none"> - Writing paper on the importance of constitutional values through website and E-reference. | K1, K2 |
| CO5 | <p>Recall the meaning of fundamental rights</p> <p>Classify the various types of fundamental rights</p> <p>Identify the characteristics of fundamental rights.</p> <p>Activities:</p> <ul style="list-style-type: none"> - Collage presentation on classification of fundamental rights - Peer Review after the collage presentation | K1, K2, K3 |

REFERENCE BOOKS

| | |
|----|--|
| 1. | Murugesan R. Value Education, Millennium Publishers and Distributers, Madurai, 2019. |
| 2. | Nelson P. Value Education, Vasan's Publishing House, Madurai. |

WEB RESOURCES

| | |
|----|---|
| 1. | https://www.iberdrola.com/talent/value-education |
| 2. | https://www.collegesearch.in/articles/importance-of-value-education |
| 3. | https://navsarjantrust.org/human-rights-value-education/ |
| 4. | https://www.hurights.or.jp/archives/human_rights_education_in_asian_schools/section2/2001/03/human-rights-education-in-indian-schools-curriculum-development.html |
| 5. | https://www.rajras.in/role-of-family-society-educational-institutions-in-inculcating-values |

4.8 ENVIRONMENTAL STUDIES

(For B.A/B.Sc/B.Com Students)

| SECOND YEAR – SEMESTER – IV | | | | | | | | | | |
|------------------------------------|---|---|---|---|---|---------|-------------|-------|----------|--------------|
| COURSE NAME: ENVIRONMENTAL STUDIES | | | | | | | | | | |
| COURSE CODE | CATEGORY CORE / ELE / SEC | L | T | P | S | CREDITS | TOTAL HOURS | MARKS | | |
| | | | | | | | | CIA | EXTERNAL | TOTAL |
| 23UEVS | EVS | 1 | 1 | - | - | 2 | 2 | 25 | 75 | 100 |
| LEARNING OBJECTIVES | | | | | | | | | | |
| LO1 | To introduce the student to the various aspects of environmental studies. | | | | | | | | | |
| LO2 | To provide knowledge about the scope of biodiversity and its conservation | | | | | | | | | |
| LO3 | Environment studies have become significant for the sustainability of life on earth. Environment studies is a multidisciplinary subject where different aspects are dealt with in a holistic approach. | | | | | | | | | |
| UNIT | CONTENTS | | | | | | | | | NO. OF HOURS |
| I | Introduction: Natural resources and associated problems.a) Forest resources: Use and over-exploitation, deforestation, Timber extraction, mining, dams and their effects on forest and tribal people.b) Water resources : Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems. | | | | | | | | | 6 |
| II | Ecosystems: Concept of an ecosystem. Structure and function of an ecosystem. Producers, consumers and decomposers. Energy flow in the ecosystem. Pond, grassland, Estuary ecosystem. | | | | | | | | | 5 |
| III | Biodiversity and its conservation: Introduction – Definition: genetic, species and ecosystem diversity. Bio geographical classification of India Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values Biodiversity at global, National and local levels. India as a mega-diversity nation, Hot-spots of biodiversity. | | | | | | | | | 6 |
| IV | Environmental Pollution: Definition Cause, effects and control measures of :-a) Air pollution , b) Water pollution c) Soil pollution d) Marine pollution e) Noise pollution f) Thermal pollution g) Nuclear hazards | | | | | | | | | 7 |

| | | |
|---|---|----|
| | Solid waste Management: Causes, effects and control measures of urban and industrial wastes. Role of an individual in prevention of pollution. | |
| V | Human Population and the Environment: Population growth, variation among nations. Population explosion – Family Welfare Program. Environment and human health. Role of Information Technology in Environment and human health. EPA Environment Protection Act. Air (Prevention and Control of Pollution) Act. Water (Prevention and control of Pollution) Act Wildlife Protection Act Forest Conservation Act Public awareness. | 6 |
| | TOTAL | 30 |

| CO | COURSE OUTCOMES | K LEVEL |
|-----|---|----------------|
| CO1 | To describe the importance of our surroundings, to protect and conserve the natural resources. | K1,K2 |
| CO2 | Explain about the functioning of the ecosystem and types. | K1,K2 |
| CO3 | To discuss about biodiversity, its importance and environmental protection strategies. Discuss about the variations among the ecosystems and to bring harmony and equilibrium in the ecosystem. | K1, K3, K3 |
| CO4 | To determine the types of pollution and effects on the environment and human population. Adapt the different methods of air, water, and soil quality monitoring process. | K1, K2, K5, K6 |
| CO5 | Analyse the implications of international legislations and prioritize policies for environmental protection. | K1, K2, K4, K5 |

| TEXT BOOKS | |
|-------------------|--|
| 1. | Sharma, P.D. 1994. Ecology and Environment. Ashish Publications, Wagner, K.D. 1998. Environment Management. W.B. Saunders Co, Philadelphia, USA. |
| 2. | Fundamentals-of-ecology-Odum. Cengage Learning India Private Limited, 2005 |
| 3. | Scott Kleinberg Anne H. Toomey Content type:Original Article Published: 06 June 2023 Pages: 367 – 375 |

| THIRD YEAR – SEMESTER – V | | | | | | | | | | |
|------------------------------------|---|---|---|---|---|---------|-------------|-------|----------|-------|
| COURSE NAME: GRAMMAR AND LOGIC - I | | | | | | | | | | |
| COURSE CODE | CATEGORY CORE / ELE / SEC | L | T | P | S | CREDITS | TOTAL HOURS | MARKS | | |
| | | | | | | | | CIA | EXTERNAL | TOTAL |
| 23USKC09 | CORE 9 | 5 | - | - | - | 5 | 5 | 25 | 75 | 100 |
| LEARNING OBJECTIVES | | | | | | | | | | |
| LO1 | To understand the technical terms in Grammar. | | | | | | | | | |
| LO2 | To demonstrate the word formation with respect to sandhi | | | | | | | | | |
| LO3 | To understand and get exposed to technical terms in Indian Logic. | | | | | | | | | |

| UNIT | CONTENTS | NO. OF HOURS |
|------|--|--------------|
| I | Introduction to Grammatical Tradition Samjnaprakaranam | 15 |
| II | अच् सन्धि: – (from sutras इकोयणचि to प्लुतप्रगृह्या अचि नित्यम्) | 15 |
| III | हल् सन्धि: – only selected sutras – Laghukaumudi - Sl.No. 62, 64, 67, 68, 70, 71, 73, 74, 75, 77 | 15 |
| IV | विसर्ग सन्धि: – only selected sutras – LaghukaumudiSl.No. 103, 104, 105, 106, 107, | 15 |
| V | Tarkasangraha till Pratyaksha Pramana | 15 |
| | TOTAL | 75 |

| CO | COURSE OUTCOMES | K LEVEL |
|----|---|---|
| 1. | Introducing Vyakarana traditions briefly. Recalling the prayers songs on Vyakaranalearning, Expose students to Muni trays of Vyakarana, and commentators. Explain Transformation of Panini's Ashtadhyayi to prakarana works. Explain the purpose of Grammar and purpose of Laghusiddantakaumudi, Remembering and Understanding of Samjna sutras. Application of the sutras in to form pratyaharas. Definition of Pratyahara sutras, | K1, K2 K3, K4 K5 |

| | | |
|----|---|---|
| | इत्, लोपः, पदम्, संयोग, सवर्णम्। Identify and form the Pratyaharas. Explain all the technical terms. Construct a table of Savarna letters. Expand the Pratyaharas. Discuss the varieties of all phonetic sounds based on places of articulation and efforts. {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | |
| 2. | * Remembering and understanding of all the varieties of अच् सन्धि – दीर्घ, गुण, यण, अयादि, पूर्वरूप, पररूप; * Applying the sutras and explaining the formation of sandhis and justifying them * Comment on sutras of each sandhi * Elaborately explain the sutras and the formation of sandhi given in examples. Applying the sutras and explaining the formation of sandhis and justifying them. {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2 K3, K4 K5, K6 |
| 3. | Remembering and understanding of all the varieties of हल् सन्धि – श्चुत्व, ष्टुत्व etc., * Applying the sutras and explaining the formation of sandhis and justifying them * Comment on sutras of each sandhi * Elaborately explain the sutras and the formation of sandhi given in examples. Applying the sutras and explaining the formation of sandhis and justifying them {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2 K3, K4 K5, |
| 4. | Remembering and understanding of all the varieties of विसर्ग सन्धि * Applying the sutras and explaining the formation of sandhis and justifying them * Comment on sutras of each sandhi * Elaborately explain the sutras and the formation of sandhi given in examples. Applying the sutras and explaining the formation of sandhis and justifying them {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2 K3, K4 K5 |
| 5. | Reading and Understanding of the Text Tarkasangraha. (upto Pratyakshapramana) Identifying the technical terms with meaning. Interpretation of Pramanas. – Annotations & ERCs Explanation on Nava Dravyas. {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2 K3, K4 K5, K6 |

| TEXT BOOKS | |
|------------|--|
| 1. | Laghusiddhanakaumudi – Dr. Ghanashyam Dora, ChowkhambaKrishnadas Academy, Varanasi, 2016 |
| 2. | Tarkasangraha, Annambhatta, Swami Virupakshananda, Sri RK Math, Chennai 1980 |

| REFERENCE BOOKS | |
|-----------------|---|
| 1. | Laghusiddhantakaumudi, R RamvilasaChaudhari, MLBD Delhi, 1997 |
| 2. | A Dictionary of Sanskrit Grammar, KK Abhyankar, Oriental Institute, Baroda 1961 |

| WEB RESOURCES | |
|---------------|---|
| 1. | https://archive.org/details/laghu_siddhanta_kaumudi_-_varadarajacharya_gita_press |
| 2. | https://www.sanskritfromhome.org/course-details/laghukaumudi-panchasandhi-7128 |

MAPPING WITH PROGRAMME OUTCOMES:

Strongly correlated – 3

Moderately correlated – 2

Weakly correlated – 1

| CO/PO | PO (23USKC09) – GRAMMAR AND LOGIC - I | | | | | | | | | |
|------------------------|---|---------------------------|---|-----------------------|-------------------------|------------------------------|--------------------------|---------------------------------------|--|-------------------------|
| | 1 Disciplinary Knowledge and skills | 2 Skilled Communicator | 3 Critical thinker and problem solver | 4 Sense of inquiry | 5 Team player/worker | 6 Skilled project manager | 7 Digitally Efficient | 8 Ethical awareness / reasoning | 9 National and international perspective | 10 Lifelong learners |
| CO1 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO2 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO3 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO4 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO5 | 3 | 3 | 2 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |
| CO-PO Total | 15 | 15 | 10 | 10 | 5 | 1 | 10 | 5 | 5 | 10 |
| CO-PO- Avg | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |

| THIRD YEAR – SEMESTER – V | | | | | | | | | | |
|------------------------------------|---|---|---|---|---|----------|-------------|-----------|--------------|------------|
| COURSE NAME: COMPARATIVE PHILOLOGY | | | | | | | | | | |
| COURSE CODE | CATEGORY CORE / ELE / SEC | L | T | P | S | CREDITS | TOTAL HOURS | MARKS | | |
| | | | | | | | | CIA | EXTERNAL | TOTAL |
| 23USKC10 | CORE 10 | 5 | - | - | - | 5 | 5 | 25 | 75 | 100 |
| LEARNING OBJECTIVES | | | | | | | | | | |
| LO1 | To impart a fundamental knowledge on phonetics. | | | | | | | | | |
| LO2 | To make them understand the Morphology, Semantics and Syntacs | | | | | | | | | |
| LO3 | To introduce them to the fundamentals of linguistics | | | | | | | | | |
| UNIT | CONTENTS | | | | | | | | NO. OF HOURS | |
| I | Science of Language - Introduction page 1 to 11 | | | | | | | | 15 | |
| II | Classification of languages page 12-33 | | | | | | | | 15 | |
| III | Linguistics changes page 65-70 | | | | | | | | 15 | |
| IV | Comparative philology page no. 71 to 83 | | | | | | | | 15 | |
| V | Comparative philology page no. 84 to 99 | | | | | | | | 15 | |
| | TOTAL | | | | | | | | 75 | |

| CO | COURSE OUTCOMES | K LEVEL |
|------------|---|-----------------------|
| CO1 | What is Language. Introduction to Origin of languages, various ancient Theories propounded by Westerners. What is philology? What is comparative Philology? Branches of Comparative Philology., Introduction to various theories of comparative philology, Distinguish between Dialects and Cognate Languages. {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1. K2 K3, |

| | | |
|------------|--|--|
| CO2 | How the Classification of languages are done. What is Morphological classification and what are its types. How to identify the isolating, Agglutinating and Inflexional languages. Geneological classification of languages – what are the families of languages. What are the features of Indo European languages. - Distinction between the various families of languages - Phonological changes {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3 K4 |
| CO3 | Brief introduction on What is Phonetics? Knowledge on places of articulation and classification of speech sounds Introduction to Morphology and linguistic change. What are Phonetic Laws. Explaining the law of palatalisation, Fortunatov’s Law, Grimm’s Law, Verner’s Law, Grassman’s Law. - Compilation of Origin of languages, Various Laws. {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3 K4, K5 |
| CO4 | What is Analogy, Classification of Analogy, discussing the cause of phonetic changes and study of various technical terminologies in phonetic changes, Group Activity on understanding phonetic changes {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3 K4, K5 |
| CO5 | What is vowel breaking, assimilation, Dissimilation, Haplology, Studying the various causes of phonetic changes in Indo European family, Aphaeresis, syncope, apocope, Anatyxis, prosthesis, Apenthesis, Metathesis Glides, compensatory change, Historical survival, Representation of Indo – European consonants in Sanskrit and study if various inferences. Compilation of Linguistic changes. {PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10} | K1, K2, K3 K4, K5, K6 |

| TEXT BOOKS | |
|-------------------|---|
| 1. | Comparative Philology, TK Ramachandra Aiyar, RS Vadhyar & Sons, Palghat, 2006 |
| 2. | Comparative Philology, Kamalam S. Unni, Chennai |

REFERENCE BOOKS

| | |
|----|--|
| 1. | An Introduction to Comparative Philology, PandurangDamodarGune, Chaukhamba Sanskrit Pratishthaan, Delhi 2005 |
|----|--|

WEB RESOURCES

| | |
|----|--|
| 1. | https://archive.org/details/ Sanskrit Bhasha Vigyan Shiv Balak Dwivedi |
| 2. | https://sanskritdocuments.org/articles/pANini_aur_bhAShAvigyAn.pdf |

MAPPING WITH PROGRAMME OUTCOMES:

Strongly correlated – 3

Moderately correlated – 2

Weakly correlated – 1

| CO/PO | PO (23USKC10) – COMPARATIVE PHILOLOGY | | | | | | | | | |
|------------------------|---|---------------------------|---|-----------------------|-------------------------|------------------------------|--------------------------|------------------------------------|--|-------------------------|
| | 1 Disciplinary Knowledge and skills | 2 Skilled Communicator | 3 Critical thinker and problem solver | 4 Sense of inquiry | 5 Team player/worker | 6 Skilled project manager | 7 Digitally Efficient | 8 Ethical awareness / reasoning | 9 National and international perspective | 10 Lifelong learners |
| CO1 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO2 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO3 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO4 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO5 | 3 | 3 | 2 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |
| CO-PO Total | 15 | 15 | 10 | 10 | 5 | 1 | 10 | 5 | 5 | 10 |
| CO-PO- Avg | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |

| THIRD YEAR – SEMESTER – V | | | | | | | | | | |
|--|--|---|---|---|---|---------|-------------|-------|----------|-------|
| COURSE NAME: INTRODUCTION TO INDIAN PHILOSOPHY | | | | | | | | | | |
| COURSE CODE | CATEGORY CORE / ELE / SEC | L | T | P | S | CREDITS | TOTAL HOURS | MARKS | | |
| | | | | | | | | CIA | EXTERNAL | TOTAL |
| 23USKC11 | CORE 11 | 5 | - | - | - | 5 | 5 | 25 | 75 | 100 |
| LEARNING OBJECTIVES | | | | | | | | | | |
| LO1 | To impart basic knowledge on methodology of Scientific Study on Ancient texts | | | | | | | | | |
| LO2 | Understanding of Various concepts of Indian Astika Philosophy | | | | | | | | | |
| LO3 | Understanding of methodology of doing logical reasoning and Vedantic Terminologies | | | | | | | | | |

| UNIT | CONTENTS | NO. OF HOURS |
|------|--|--------------|
| I | Brief Introduction to Indian Philosophy – नास्तिक and आस्तिक Darsanas. Sankhya and Yoga | 15 |
| II | Nyaya and Vaisesika | 15 |
| III | Purva Mimamsa and Uttaramimsa | 15 |
| IV | Tattvabodha Swami Tejomayananda Topics 1-8 | 15 |
| V | Tattvabodha Swami Tejomayananda Topics 9-16 | 15 |
| | TOTAL | 75 |

| CO | COURSE OUTCOMES | K LEVEL |
|-----|--|------------|
| CO1 | * Define Darshanas. Introduction to Astika and Nastika Darshanas. Introducing the Darshanas come under Astika and Nastika. General Introduction to all the variety of Darshanas. Explaining Nyaya and Vaisesika Philosophy. The Pramanas followed by them. Distinguishing between shat darshanas in Astika Darshanas. {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3 |

| | | |
|------------|--|-------------------------------|
| CO2 | Explaining Sankhya Darsana and Yoga Darsanas. The pramanas. What are the Prakriti and 24 gunas. Their ideology on God. Explanation on Ashtanga Yoga. Compare and Distinguish between Sankhya and Yoga. {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3, K4 |
| CO3 | Explaining Mimamsa and Vedanta Darsanas. The pramanas. The various schools of Vedanta. Important texts on Mimamsa and Vedanta. {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3, K4, K5 |
| CO4 | Reading and Understanding of the Text Tattvabodha. Identifying the technical terms with meaning. Analyse the concept of fourfold qualification, enquiry into the truth, Three bodies, Three states and Five Sheaths, the Nature of the Self {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3, K4, K5 |
| CO5 | Reading and Understanding of the Text Tattvabodha. Analyse the concept of the Universe and Maya, the evolution of the five elements, the evolution of the three qualities, the relationship of the Individual and the Lord, Enquiry into the statement तत् त्वमसि, feature of Man of Realisation, Result of Self knowledge etc. {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3, K4, K5, K6 |

TEXT BOOKS

| | |
|----|---|
| 1. | Six systems of Indian philosophy Swami Harshananda, RK Mutt Road, Mylapore, Chennai, 2009 |
| 2. | Indian Philosophy, Swami Satya Prasad Ji, 2010, Published by Sadguru Mahant Swami Sri Dharmnandandasji Shree Swaminarayan Mandir - Bhuvaneshwar |

REFERENCE BOOKS

| | |
|----|---|
| 1. | Hindu Philosophy, Theos Bernard, MLBD, Delhi 1947 |
| 2. | A History of Classical Sanskrit Literature by M. Krishnamachariar MLBD New Delhi 1906 |

| | |
|----|--|
| 3. | A Bird's Eye View of Hinduism & Indian Philosophy, TN Ganapathy, Ravi Publications, 2004 |
|----|--|

| WEB RESOURCES | |
|---------------|---|
| 1. | https://ocoy.org/wp-content/uploads/The-Six-Systems-of-Hindu-Philosophy.pdf |
| 2. | https://ia804702.us.archive.org/20/items/sixsystemsofindi005498mbp/sixsystemsofindi005498mbp.pdf |

MAPPING WITH PROGRAMME OUTCOMES:

Strongly correlated – 3 Moderately correlated – 2 Weakly correlated – 1

| CO/PO (SK210) | PO (23USKC11) – Introduction of Indian Philosophy | | | | | | | | | |
|------------------------|---|------------------------------|---|-----------------------|-------------------------|---------------------------------|--------------------------|---------------------------------------|---|-------------------------|
| | 1 Disciplinary Knowledge and skills | 2 Skilled Communicator | 3 Critical thinker and problem solver | 4 Sense of inquiry | 5 Team player/worker | 6 Skilled project manager | 7 Digitally Efficient | 8 Ethical awareness / reasoning | 9 National and international perspective | 10 Lifelong learners |
| CO1 | 3 | 1 | 1 | 1 | 1 | 0 | 2 | 1 | 1 | 1 |
| CO2 | 3 | 1 | 1 | 1 | 1 | 0 | 2 | 1 | 1 | 1 |
| CO3 | 3 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 |
| CO4 | 3 | 2 | 1 | 1 | 1 | 0 | 2 | 1 | | 1 |
| CO5 | 3 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 2 |
| CO-PO Total | 15 | 15 | 10 | 10 | 5 | 1 | 10 | 5 | 5 | 10 |
| CO-PO- Avg | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |

| THIRD YEAR – SEMESTER – VI | | | | | | | | | | |
|----------------------------|---------------------------|---|---|---|---|---------|-------------|-------|----------|-------|
| COURSE NAME: POETICS | | | | | | | | | | |
| COURSE CODE | CATEGORY CORE / ELE / SEC | L | T | P | S | CREDITS | TOTAL HOURS | MARKS | | |
| | | | | | | | | CIA | EXTERNAL | TOTAL |
| 23USKC12 | CORE 12 | 5 | - | - | - | 5 | 5 | 25 | 75 | 100 |

| LEARNING OBJECTIVES | |
|---------------------|---|
| LO1 | To have the fundamental knowledge of Alankara Sastra. |
| LO2 | To have the basic understanding Rasas. |
| LO3 | To understand the characteristic features of a Mahakavya. |

| COURSE OUTLINE | | |
|----------------|---|--------------|
| UNIT | CONTENTS | NO. OF HOURS |
| I | Introduction to Alankara Sastra Natyasastra – Chapter VI - Rasa adhyaya1 to 30 verses | 15 |
| II | Natyasastra –Adhyaya – four rasas - Sringara, Hasya, Karuna, Raudra verses 31-66 | 15 |
| III | Natya Sastra – Rasa Adhyaya – four rasas – Virabhayanakabibhatsaadbhuta, shanta - वीररस to verse 83 | 15 |
| IV | Kavyadarsha – 1 to 20 verses | 15 |
| V | Kavyadarsha – 21 to 40 verses | 15 |
| | TOTAL | 75 |

| CO | COURSE OUTCOMES | K LEVEL |
|----|--|---|
| 1. | <p>What is a sastra. What is alankara. Knowledge on different schools of thoughts in Alankarasastra. Eight main schools of theories of poetry – रसः, अलङ्कारः, गुणः, रीतिः, ध्वनिः, अनुमानम्, वक्रोक्ति and औचित्यम् -</p> <p>Discussion on Origin and Development of Alankarasastram. - Notes on Bharatamuni, Bhamaha, Dandin, Vamana, Udbhata, Rudrana, Anandavardhana, Bhattanayaka, Abhinavagupta, Kuntaka, Bhoja, Kshemendra, Mammatabhatta, Appayyadikshita, Jagannathapandita and many more. {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10}</p> | <p>K1, K2</p> <p>K3, K4</p> |
| 2. | <p>How Rasa is produced? Discussion Whether Rasa comes from bhava or bhava produces rasa. - Annotations and ERC of the slokas and paragraphs. {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10}</p> | <p>K1, K2</p> <p>K3, K4</p> |
| 3. | <p>Knowledge on all Nine rasas, their Anubhavas, Vibhavas in detail. Annotations and ERC of the slokas and paragraphs.</p> <p>Distinguish between Sringara and Hasya., Similarly activities with other 6 rasas.</p> <p>Identify, Justify with Inference and Explain the Rasas used in some of the Sanskrit texts. {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10}</p> | <p>K1, K2</p> <p>K3, K4</p> <p>K5</p> |
| 4. | <p>What is Mangalaslōka. Explanation of Mangalaslōka. Importance of speech, and the purpose of making a systematic methodology of a Kavya.</p> <p>Characteristic features of a Kavya. Difference between Gadya, Padya and Campu and their definitions. {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10}</p> | <p>K1, K2</p> <p>K3, K4</p> <p>K5, K6</p> |
| 5. | <p>Characteristic features of a Kavya. Difference between Gadya, Padya and Campu and their definitions. Preparing Quiz/PPT – PO7, PO5. PO6</p> <p>Listen & Discuss - Epppathashala – PO7, PO8, PO9, PO10</p> <p>https://www.youtube.com/watch?v=kxRI8GleBf8</p> | <p>K1, K2</p> <p>K3, K4</p> <p>K5, K6</p> |

| TEXT BOOKS | |
|------------|--|
| 1. | A Short History of Sanskrit Literature, TK Ramachandra Iyer, RS Vadhyar & Sons Palghat, 2018 |
| 2. | Natya Sastra, NP Unni, NBBC Publishers and Distributors, Delhi, 2019 |
| 3. | * Kavyadarsha, K. Ray Oriental Book Centre, India |

| REFERENCE BOOKS | |
|-----------------|---|
| 1. | Natyastra of Bharatamuni, Manmohan Ghosh, Asiatic society of Bengal, 1959 |

| WEB RESOURCES | |
|---------------|---|
| 1. | https://ia800607.us.archive.org/34/items/NatyaShastra/natya_sastra_translation_volume_1_-_bharat_muni.pdf |
| 2. | https://www.youtube.com/watch?v=ZgpN80y4_Zs |

MAPPING WITH PROGRAMME OUTCOMES:

Strongly correlated – 3

Moderately correlated – 2

Weakly correlated – 1

| CO/PO | PO (23USKC12) – POETICS | | | | | | | | | |
|------------------------|---|---------------------------|---|-----------------------|-------------------------|------------------------------|--------------------------|---------------------------------------|--|-------------------------|
| | 1 Disciplinary Knowledge and skills | 2 Skilled Communicator | 3 Critical thinker and problem solver | 4 Sense of inquiry | 5 Team player/worker | 6 Skilled project manager | 7 Digitally Efficient | 8 Ethical awareness / reasoning | 9 National and international perspective | 10 Lifelong learners |
| CO1 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO2 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO3 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO4 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO5 | 3 | 3 | 2 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |
| CO-PO Total | 15 | 15 | 10 | 10 | 5 | 1 | 10 | 5 | 5 | 10 |
| CO-PO- Avg | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |

| THIRD YEAR – SEMESTER – V | | | | | | | | | | |
|------------------------------|--|---|---|---|---|---------|-------------|-------|----------|-------|
| COURSE NAME: DIDACTIC POETRY | | | | | | | | | | |
| COURSE CODE | CATEGORY CORE / ELE / SEC | L | T | P | S | CREDITS | TOTAL HOURS | MARKS | | |
| | | | | | | | | CIA | EXTERNAL | TOTAL |
| 23USKE5A | ELECTIVE 5A | 4 | - | - | - | 3 | 4 | 25 | 75 | 100 |
| LEARNING OBJECTIVES | | | | | | | | | | |
| LO1 | * Aims to get the students acquainted with the Classical Sanskrit Poetry | | | | | | | | | |
| LO2 | * To understand the description style of the poet | | | | | | | | | |
| LO3 | * To understand the literary merits of the poetry. | | | | | | | | | |

| UNIT | CONTENTS | NO. OF HOURS |
|------|--|--------------|
| I | Neetisatakam- vidvatpaddhati | 12 |
| II | Neetisatakam-paroparapaddhati | 12 |
| III | Neetisatakam-sujanapaddhati | 12 |
| IV | ViduraNeeti10 verses –पण्डितलक्षणम्; ChanakyaNeeti 10 verses | 12 |
| V | Nilakanthadikshita’s Kalividambanam – 20 verses | 12 |
| | TOTAL | 60 |

| CO | COURSE OUTCOMES | K LEVEL |
|----|--|----------------------|
| 1. | Recall the lakshnas of Kavya? Kavyavarieties, Discussing various Lyric Poetries that fall under Erotic, devotional and historical and Didactic poetries like subhasitas - Who is Bhartrihari, Bhartrihari’s date, His works and poetic style.- * Reading and understanding of Neetisatakam – Vidyapaddhatislokas * Annotations & ERCs – Identification of Moral values in the slokas. (PO2)(PO3)(PO4)(PO5)GDs - * Analyze the prose order and writing word to word meanings in English or Tamil (PO2)(PO3)(PO4)(PO5)(PO7) * Oral Recitation (PO1) (PO2) Browsing relevant video lectures | K1 K2 K3 K4 |

| | | |
|----|---|---|
| | (PO7)(PO8)(PO10)* Extempore speech on VidyaMahima. (PO2)(PO3) | |
| 2. | <p>* Reading and understanding of Neetisatakam – Sujanapaddhatislokas * Annotations & ERCs – * Identification of Moral values in the slokas. * Analyze the prose order and writing word to word meanings in English or Tamil (PO2)(PO3)(PO4)(PO5)(PO7)* Recitation and Explaining the slokas - (PO1)(PO2)Browsing relevant video lectures (PO7)(PO8)(PO10)</p> <p>* Evaluate the relevance of sujanapaddhati – Group Discussion (PO5)</p> | <p>K1</p> <p>K2</p> <p>K3</p> <p>K4</p> <p>K5</p> |
| 3. | <p>* Reading and understanding of Neetisatakam –Paropakrapaddhatislokas - * Annotations & ERCs – Identification of Moral values in the slokas. - Analyze the prose order and writing word to word meanings in English or Tamil (PO2)(PO3)(PO4)(PO5)(PO7)</p> <p>* Recitation and Explaining the slokas - (PO1)(PO2)</p> <p>Browsing relevant video lectures (PO7)(PO8)(PO10)</p> <p>* Evaluate the relevance of sujanapaddati – Group Discussion (PO5)</p> <p>Seminar on Neethishatakam (PO6)</p> | <p>K1</p> <p>K2</p> <p>K3</p> <p>K4</p> <p>K5</p> |
| 4. | <p>Read and Understand the Viduraniti slokas. - Summarise the Moral slokas of Viduraniti. (K2) - Narrate a story to match any one moral slokas (PO7)</p> <ul style="list-style-type: none"> • Team Chanting to check memory (PO5) • Annotate and ERC & Prose order formation & Translations of the slokas (PO2)(PO3)(PO4) • Compile the moral sayings in Viduraniti in own words. <p>Watch the video and present a talk on Viduraniti/paper essay (PO5)(PO6) (PO7)(PO8)(PO9)(PO10)</p> | <p>K1</p> <p>K2</p> <p>K3</p> <p>K4</p> <p>K6</p> |
| 5. | <p>* Introduction to Nilakanthadikshita, his works. Special introduction to Kalividambanam and Sabharanjanasatakam.- * Annotations & ERCs – Identification of Moral values in the slokas.</p> <p>* Analyze the prose order and writing word to word meanings in English or Tamil (PO2)(PO3)(PO4)(PO5)(PO7)* Recitation and Explaining the slokas - (PO1)(PO2)Listening and compiling notes on the lecture series –(PO7) (PO5) (PO8)(PO9)(PO10)* Evaluate Sabharanjanasatakam for todays relevance – Group Discussion (PO5)* Comparing the merit of the authors Bhartrihari and Nilakanthavijaya.</p> <p>* Debate on the views of NilakanthaDikshita on Kaliyuga – Is it relevant/Not</p> <p>* Create PPT on Personality Development using these lyric texts (PO5)(PO6) (PO7)(PO8)</p> | <p>K1</p> <p>K2</p> <p>K3</p> <p>K4</p> <p>K5</p> <p>K6</p> |

TEXT BOOKS

| | |
|----|---|
| 1. | The Niti and Vairagya Satakam of Bhartrihari, MR Kale, MLBD, Delhi 2022 |
| 2. | Vidura Neeti Edited by PN Menon, Palghat 1955 |
| 3. | Kalividambanam & Sabhanjanasatakam of Nilakanthadikshita by Dr. S. Srinivasa Sarma and Prof. CR Anantharaman, Sri Sadguna Publications, Kumbhakonam- 1990 |

REFERENCE BOOKS

| | |
|----|--|
| 1. | * A Short History of Sanskrit Literature, TK Ramachandra Iyer, RS Vadhyar & Sons Palghat, 2018 |
| 2. | * History of Classical Sanskrit Literature, M Krishnamachariar, MLBD, Delhi, 1937 |

WEB RESOURCES

| | |
|----|---|
| 1. | https://www.sanskritfromhome.in/course/nitisatakam/ |
| 2. | http://www.sanskritebooks.org/2011/08/complete-collection-of-kavyamala-series-of-books-of-nirnaya-sagar-press/ |
| 3. | https://archive.org/details/vidura-niti-with-english-translation-cp-ramaswamy-aiyar-1955 file:///C:/Users/ADMIN/Downloads/Vidura%20Niti%20Sanskrit%20Text-%20With%20English%20Translation%20-%20K.M.Ganguli.pdf |
| | https://www.indiavine.org/content/files/file/581-chanakya-niti-shastra-with-english-translation-pdf/ |

MAPPING WITH PROGRAMME OUTCOMES:

Strongly correlated – 3

Moderately correlated – 2

Weakly correlated – 1

| CO/PO | PO (23USKE5A)(Didactic Poetry) | | | | | | | | | |
|------------------------|---|---------------------------|---|-----------------------|-------------------------|------------------------------|--------------------------|---------------------------------------|--|-------------------------|
| | 1 Disciplinary Knowledge and skills | 2 Skilled Communicator | 3 Critical thinker and problem solver | 4 Sense of inquiry | 5 Team player/worker | 6 Skilled project manager | 7 Digitally Efficient | 8 Ethical awareness / reasoning | 9 National and international perspective | 10 Lifelong learners |
| CO1 | 3 | 2 | 1 | 1 | 2 | | 2 | 1 | 1 | 1 |
| CO2 | 3 | 2 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 |
| CO3 | 3 | 2 | 1 | 1 | 2 | 2 | 2 | 1 | 1 | 1 |
| CO4 | 3 | 1 | 1 | 1 | 2 | | 2 | 1 | 1 | 1 |
| CO5 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO-PO Total | 15 | 8 | 5 | 5 | 8 | 3 | 8 | 5 | 5 | 5 |
| CO-PO- Avg | 3 | 3 | 2 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |

| THIRD YEAR – SEMESTER – V | | | | | | | | | | |
|--|--|---|---|---|---|---------|-------------|-------|----------|-------|
| COURSE NAME: ECONOMICS AND POLITICAL SCIENCE | | | | | | | | | | |
| COURSE CODE | CATEGORY CORE / ELE / SEC | L | T | P | S | CREDITS | TOTAL HOURS | MARKS | | |
| | | | | | | | | CIA | EXTERNAL | TOTAL |
| 23USKE5B | ELECTIVE 5B | 4 | - | - | - | 3 | 4 | 25 | 75 | 100 |
| LEARNING OBJECTIVES | | | | | | | | | | |
| LO1 | To familiarize learners with economics and political science in ancient India. | | | | | | | | | |
| LO2 | To equip learners with the unique ideas of Kautilya's Arthashastra. | | | | | | | | | |
| LO3 | To intensify students' proficiency and skills in political science. | | | | | | | | | |

| UNIT | CONTENTS | NO. OF HOURS |
|------|--|--------------|
| I | Introduction to economic and political science of ArthaSastra . Introduction to Kautilya. | 12 |
| II | Chapter 1, Adhyayas 1– 5. | 12 |
| III | Chapter 1, Adhyayas 6– 10. | 12 |
| IV | Chapter 1, Adhyayas 11– 15. | 12 |
| V | Chapter 1, Adhyayas 16– 21. | 12 |
| | TOTAL | 60 |

| CO | COURSE OUTCOMES | K LEVEL |
|----|--|---------|
| 1. | Demonstrate familiarity with the history of economics and political science in ancient India. {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2 |
| 2. | Demonstrate an understanding of key concepts political science. {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2 |

| | | |
|----|--|--------|
| 3. | Explained the different methods of <i>rajyaparipalana</i> in accordance with Kautilya. {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K2, K3 |
| 4. | Analyze economic theories in ancient India. {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K4, K5 |
| 5. | Use theoretical concepts to develop your own interpretations in political science. {PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10} | K4, K6 |

TEXT BOOKS

| | |
|----|-----------------------------------|
| 1. | Arthashastra RP Kangle MLBD, 2014 |
|----|-----------------------------------|

WEB RESOURCES

| | |
|----|---|
| 1. | https://ia903208.us.archive.org/16/items/Trivandrum_Sanskrit_Series_TSS/TSS-079_Arthashastra_Of_Kautilya_with_Tika_Part_1-_TG_Sastri_-_1923.pdf |
| 2. | https://ia902608.us.archive.org/27/items/Arthashastra_English_Translation/Arthashastra_of_Cha_nakya_-_English.pdf |

MAPPING WITH PROGRAMME OUTCOMES:

Strongly correlated – 3 Moderately correlated – 2 Weakly correlated – 1

| CO/PO | PO (23USKE5B) – ECONOMICS AND POLITICAL SCIENCE | | | | | | | | | |
|------------------------|---|------------------------------|---|-----------------------|-------------------------|---------------------------------|--------------------------|--------------------------------------|---|-------------------------|
| | 1 Disciplinary Knowledge and skills | 2 Skilled Communicator | 3 Critical thinker and problem solver | 4 Sense of inquiry | 5 Team player/worker | 6 Skilled project manager | 7 Digitally Efficient | 8 Ethical awareness/ reasoning | 9 National and international perspective | 10 Lifelong learners |
| CO1 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO2 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO3 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO4 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO5 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO-PO Total | 15 | 15 | 10 | 10 | 5 | 1 | 10 | 5 | 5 | 10 |
| CO-PO- Avg | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |

| THIRD YEAR – SEMESTER – V | | | | | | | | | | |
|------------------------------------|---------------------------|---|---|---|---|---------|-------------|-------|----------|-------|
| COURSE NAME: SCIENTIFIC LITERATURE | | | | | | | | | | |
| COURSE CODE | CATEGORY CORE / ELE / SEC | L | T | P | S | CREDITS | TOTAL HOURS | MARKS | | |
| | | | | | | | | CIA | EXTERNAL | TOTAL |
| 23USKE6A | ELECTIVE 6A | 4 | - | - | - | 3 | 4 | 25 | 75 | 100 |

| LEARNING OBJECTIVES | |
|---------------------|--|
| LO1 | To impart foundation on Applied Sanskrit Literature. |
| LO2 | Motivation to read and understand the Indian Sastras and Ancient Indian Science. |
| LO3 | Have an exposure towards Science in Sanskrit |

| UNIT | CONTENTS | NO. OF HOURS |
|------|---|--------------|
| I | Scientific Literature - A short History of Sanskrit literature –pages 171- 193 | 12 |
| II | Agriculture –pages 2 - 11 | 12 |
| III | Astronomy & Mathematics – 20 -28 | 12 |
| IV | Ayurveda pages 59-72 | 12 |
| V | <ul style="list-style-type: none"> • Chemistry pages (36-43) • Metallurgy pages (78-87) | 12 |
| | TOTAL | 60 |

| CO | COURSE OUTCOMES | K LEVEL |
|-----|---|----------------------------|
| CO1 | Tell Scientific Literature in Sanskrit. Ganitasastram, Ayurveda, Vyakaranastram, Lexicography etc. Introduction to various popular texts. Identifying the text, authors and field. (PO2)(PO3)(PO4) Group discussion (PO7)(PO5)(PO4)(PO8) * Apply the right field of science and fill in the blanks – Quiz (PO3)(PO4)(PO7) * Assignment – Prepare a ppt or paper presentation on Scientific literature in Sanskrit (PO6) (PO7) (PO9)(PO8)(PO9P)(PO10) | K1,K2 K3, K4 |
| CO2 | Telling about various texts on Agriculture like Pushpāyurveda. Art of Gardening, Upavanavinoda. Explaining ancient methodology of gardening, grafting techniques and the relevant slokas. (PO2)(PO3)(PO4) Technology in Ancient India.-(PO2)(PO3)(PO4) (PO5) (PO9)(PO10) GD on the above article (PO5)(PO3)(PO4) | K1, K2 K3, K4 |
| CO3 | Introduction to Astronomical terms, Numeral systems and ancient Geometry. Introduction to Jyotisha texts and authors. Reading and understanding of Some sample slokas on Jyotisha and ganita. Annotations and ERC on those selected slokas. (PO2)(PO3)(PO4) (PO5) Participation in various workshops on Sanskrit and Science – Finding out the lectures on the same and sharing it in the class – (PO7) (PO8) (PO9) (PO10) | K1, K2 K3, K4 K5 |
| CO4 | Introduction to Ayurvedic texts, Dosas, Definition of Health, Prakriti of Doshas, Causes of diseases according to Ayurveda. Glimpses on Dinacarya and Ritucarya as given in Ashtangasangraha. * Reading and Understanding of some important slokas on Ayurveda, * Annotations and ERC on those selected slokas.(PO2)(PO3)(PO4) (PO5) Participation in various workshops on Ayurveda – Finding out the lectures on the same and sharing it in the class – (PO7) (PO8) (PO9) (PO10) Project - Find out the eresources on Ayurveda and present a write up (PO6)(PO7) | K1, K2 K3, K4 K5, K6 |
| CO5 | * Finding and Understanding few concepts in Chemistry and Metallurgy in ancient sanskrit texts. * Annotations and ERC on those selected slokas.(PO2)(PO3)(PO4)(PO5) Participation in various workshops on Sanskrit as a language of science – Finding out the lectures on the same and sharing it in the class – (PO7) (PO8) (PO9) (PO10) – Compile the details of Sanskrit and science presented in above links. (PO5)(PO7) (PO6) | K1, K2 K3, K4 K5, K6 |

| TEXT BOOKS | |
|------------------------|---|
| 1. | * Science & Technology in Ancient India, VijnanBharati, Mumbai, 2002 |
| 2. | A short history of Sanskrit Literature, TK Ramachandra, RS Vadhyar& Sons |
| REFERENCE BOOKS | |
| 1. | Bharatiya Vigyan Manjusha- MS Sreedharan, Publication Division, Ministry of Information and Broad casting, Government of India, 2005 |
| WEB RESOURCES | |
| | https://archive.org/details/prideofindiaglimpseintindiasscientificheritagesamskritabharathi_326_v |
| | https://www.ayurveda.com/pdf/intro_ayurveda.pdf |

MAPPING WITH PROGRAMME OUTCOMES:

Strongly correlated – 3 Moderately correlated – 2 Weakly correlated – 1

| CO/PO | PO (23USKE6A) – SCIENTIFIC LITERATURE | | | | | | | | | |
|------------------------|--|------------------------------|---|-----------------------|-------------------------|---------------------------------|--------------------------|---------------------------------------|---|-------------------------|
| | 1 Disciplinary Knowledge and skills | 2 Skilled Communicator | 3 Critical thinker and problem solver | 4 Sense of inquiry | 5 Team player/worker | 6 Skilled project manager | 7 Digitally Efficient | 8 Ethical awareness / reasoning | 9 National and international perspective | 10 Lifelong learners |
| CO1 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO2 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO3 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO4 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO5 | 3 | 3 | 2 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |
| CO-PO Total | 15 | 15 | 10 | 10 | 5 | 1 | 10 | 5 | 5 | 10 |
| CO-PO- Avg | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |

| THIRD YEAR – SEMESTER – V | | | | | | | | | | |
|-------------------------------|---|---|---|---|---|---------|-------------|-------|----------|-------|
| COURSE NAME: ELEMENTS OF YOGA | | | | | | | | | | |
| COURSE CODE | CATEGORY CORE / ELE / SEC | L | T | P | S | CREDITS | TOTAL HOURS | MARKS | | |
| | | | | | | | | CIA | EXTERNAL | TOTAL |
| 23USKE6B | ELECTIVE 6B | 4 | - | - | - | 3 | 4 | 25 | 75 | 100 |
| LEARNING OBJECTIVES | | | | | | | | | | |
| LO1 | To help learners understand the philosophy of Yoga. | | | | | | | | | |
| LO2 | To understand other practices of yoga philosophy. | | | | | | | | | |
| LO3 | To provide them with understanding of relationships between other darsanas. | | | | | | | | | |

| UNIT | CONTENTS | NO. OF HOURS |
|------|---|--------------|
| I | Introduction to sad darsanas with special reference to yoga philosophy. Introduction to the author of yogasutras and his merits. | 12 |
| II | Samadhi Pada | 12 |
| III | Sadhana Pada | 12 |
| IV | Vibhuti Pada | 12 |
| V | Kaivalya Pada | 12 |
| | TOTAL | 60 |

| CO | COURSE OUTCOMES | K LEVEL |
|----|--|----------------|
| 1. | Recall, Understand, Analyse, Interpret and Discuss the sutra text {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3, K4 |
| 2. | Recall, Understand, Analyse, Interpret and Discuss the sutra text – samadhipada {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3, K4 |

| | | |
|----|---|------------------------|
| 3. | Recall, Understand, Analyse, Interpret and Discuss the sutra text – sadhana {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3, K4 |
| 4. | Recall, Understand, Analyse, Interpret and Discuss the sutra text – vibhuti {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3, K4, K5 |
| 5. | Recall, Understand, Analyse, Interpret and Discuss the sutra text – Kaivalya {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3, K4, K5, K6 |

TEXT BOOKS

| | |
|----|--|
| 1. | Yoga Sutra of Patanjali (full text). Published by Samskrit Educational Society, Ma ndavelli Chennai. |
| 2. | A short history of Sanskrit Literature, TK Ramachandra, RS Vadhyar & Sons |

WEB RESOURCES

| | |
|----|---|
| 1. | https://archive.org/details/qOkR_yoga-sutra-of-patanjali-with-many-commentaries-and-notes-by-dhundhiraj-shastri-1/page/n3/mode/2up |
| 2. | https://sanskritdocuments.org/sites/athayoga/sutras.html |

MAPPING WITH PROGRAMME OUTCOMES:

Strongly correlated – 3

Moderately correlated – 2

Weakly correlated – 1

| CO/PO | PO (23USKE6B) – ELEMENTS OF YOGA | | | | | | | | | |
|------------------------|---|------------------------------|---|-----------------------|-------------------------|---------------------------------|--------------------------|---------------------------------------|---|-------------------------|
| | 1 Disciplinary Knowledge and skills | 2 Skilled Communicator | 3 Critical thinker and problem solver | 4 Sense of inquiry | 5 Team player/worker | 6 Skilled project manager | 7 Digitally Efficient | 8 Ethical awareness / reasoning | 9 National and international perspective | 10 Lifelong learners |
| CO1 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO2 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO3 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO4 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO5 | 3 | 3 | 2 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |
| CO-PO Total | 15 | 15 | 10 | 10 | 5 | 1 | 10 | 5 | 5 | 10 |
| CO-PO- Avg | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |

| THIRD YEAR – SEMESTER – I | | | | | | | | | | |
|---|--|---|---|---|---|---------|-------------|-------|----------|-------|
| COURSE NAME: SKILL ENHANCEMENT COURSE 7 | | | | | | | | | | |
| TEMPLE TOURISM | | | | | | | | | | |
| COURSE CODE | CATEGORY CORE / ELE / SEC | L | T | P | S | CREDITS | TOTAL HOURS | MARKS | | |
| | | | | | | | | CIA | EXTERNAL | TOTAL |
| 23USKS07 | SEC-7 | 2 | - | - | - | 2 | 2 | 25 | 75 | 100 |
| LEARNING OBJECTIVES | | | | | | | | | | |
| LO1 | To enable them to understand the sthalapuranas of the most important temples | | | | | | | | | |
| LO2 | To get more knowledge of Panca Bhuta Sivasthalas | | | | | | | | | |
| LO3 | To understand the importance of hill temples like Tirupati, Thiruvannamalai, Kancheepuram etc. | | | | | | | | | |

| Course Outline | | |
|----------------|--|-------|
| Unit. No | Content | Hours |
| Unit I | Introduction to Vaishnava and Saiva temples. | 6 |
| Unit II | Sthalapurana of Tirupati and Kancheepuram | 6 |
| Unit III | Panca Bhuta Siva Sthalas - Chidambaram, Tiruvannamalai, Thiruvanaika, Kancheepuram, Kalahasti. | 6 |
| Unit IV | Vaishnava temples Srirangam and Melkot | 6 |
| Unit V | Vaishnava temples Thiruvananthapuram and Chidambaram | 6 |
| TOTAL | | 30 |

| CO | COURSE OUTCOMES | K LEVEL |
|----|---|----------------|
| 1. | Strengthen their knowledge about temple customs. {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3, K4 |
| 2. | Understand concepts of Saivite and Vaishnavine temples {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3, K4 |

| | | |
|----|---|--------------------|
| 3. | Improve their knowledge about the island of Srirangam. {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3, K4 |
| 4. | Develop a comprehensive understanding of Panchubhutasthalas. {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3, K4 |
| 5. | To understand purpose and importance of pilgrimage. {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3, K4, K6 |

| TEXT BOOKS | |
|-------------------|--|
| 1. | Sthalapuranas of Tirupati, Srirangam, Melkothiruvananthapuram and Chidambaram |
| 2. | Sthalapuranas of Panca Bhuta Siva Sthalas - Kancheepuram Chidambaram, Tiruvannamalai, Thiruvanaika and Sri Kalahastri. |

MAPPING WITH PROGRAMME OUTCOMES:

Strongly correlated – 3 Moderately correlated – 2 Weakly correlated – 1

| CO/PO | PO (23USKS07) – TEMPLE TOURISM | | | | | | | | | |
|------------------------|---|------------------------------|---|-----------------------|-------------------------|---------------------------------|--------------------------|---------------------------------------|---|-------------------------|
| | 1 Disciplinary Knowledge and skills | 2 Skilled Communicator | 3 Critical thinker and problem solver | 4 Sense of inquiry | 5 Team player/worker | 6 Skilled project manager | 7 Digitally Efficient | 8 Ethical awareness / reasoning | 9 National and international perspective | 10 Lifelong learners |
| CO1 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO2 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO3 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO4 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO5 | 3 | 3 | 2 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |
| CO-PO Total | 15 | 15 | 10 | 10 | 5 | 1 | 10 | 5 | 5 | 10 |
| CO-PO- Avg | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |

| THIRD YEAR – SEMESTER – VI | | | | | | | | | | |
|-------------------------------------|---|---|---|---|---|---------|-------------|-------|----------|-------|
| COURSE NAME: GRAMMAR AND LOGIC - II | | | | | | | | | | |
| COURSE CODE | CATEGORY CORE / ELE / SEC | L | T | P | S | CREDITS | TOTAL HOURS | MARKS | | |
| | | | | | | | | CIA | EXTERNAL | TOTAL |
| 23USKC13 | CORE 13 | 5 | - | - | - | 5 | 6 | 25 | 75 | 100 |
| LEARNING OBJECTIVES | | | | | | | | | | |
| LO1 | To understand the syntactical construction. | | | | | | | | | |
| LO2 | To understand the compunds in Sanskrit. | | | | | | | | | |
| LO3 | To understand the Pramanas in Indian Logic | | | | | | | | | |

| Course Outline | | |
|----------------|---|--------------|
| UNIT | CONTENTS | NO. OF HOURS |
| I | Vibhaktyarthaprakaranam | 15 |
| II | KevalaSamasa & Avyayibhavasamasa | 20 |
| III | TatpuruSha samasa | 20 |
| IV | Bahuvrihi & Dvandvasamasa | 20 |
| V | Introduction to Anumana according to Indian Logic Tarkasangraha from Anumana to the end of the text. | 15 |
| TOTAL | | 90 |

| CO | COURSE OUTCOMES | K LEVEL |
|----|--|---------------------------------|
| 1. | Remembering and understanding of all the varieties of कारक - vibhakti * Applying the sutras and explaining the formation of sentences and syntax. * Critically think the need of the karaka and the application of karaka in sentence formation * Discuss the significance of each karaka and vibhakti sutras. (PO2)(PO3)(PO4) (PO5) Lecture series of Vyoma Sanskrit Pathashala online course on vibhaktiprakaranam - { https://www.sanskritfromhome.in/ }- (PO7)(PO9)(PO10) * Paper presentation or PPT – Project (PO6) | K1, K2, K3, K4, K5 K6 |

| | | |
|----|---|---|
| 2. | To read and understand the avyayibhavasamasa sutras, comprehend and apply the sutras for word formation, Examine the construction of the word formation {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3, K4 |
| 3. | To read and understand the Tatpurushasamasa sutras, comprehend and apply the sutras for word formation, Examine the construction of the word formation {PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1, K2, K3, K4 |
| 4. | To read and understand the Bahuvrihi and Dvandvasamasa sutras, comprehend and apply the sutras for word formation, Examine the construction of the word formation {PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10} | K1, K2, K3, K4 |
| 5. | <p>Reading and Understanding of the Text Tarkasangraha. (Anumanapramana till the end of Tarkasangrahatext)Identifying the technical terms with meaning - Interpretation of Pramanas. – Annotations &ERCs Explain Elaborately the Concept of Nyaya and VaisesikaDarsanas in Tarkasangraha - Summarise the subject matter of Tarkasangraha. - (PO2)(PO3)(PO4)(PO5)</p> <p>* Bring out the Nine Dravyas and Pramanas in Tarkasangraha in a nut shell – paper Assignment. (PO6)</p> <p>TarkasangrahaVyoma - https://www.sanskritfromhome.in/course/tarkasangraha/ - 27 lectures</p> | <p>K1, K2, K3, K4, K5</p> <p>K6</p> |

TEXT BOOKS

| | |
|----|---|
| 1. | Laghu siddhanta Kaumudi, Ghanshyam Dora, Chowkhamba Krishnas Academy Varanasi, 2021 |
| 2. | Tarkasangraha published by Ramakrishna Mutt, Mylapore |

REFERENCE BOOKS

| | |
|----|---|
| 1. | Laghusiddhantakaumudi, R RamvilasaChaudhari, MLBD Delhi, 1997 |
| 2. | A Dictionary of Sanskrit Grammar, KK Abhyankar, Oriental Institute, Baroda 1961 |

WEB RESOURCES

| | |
|----|---|
| 1. | www.ashtadhyayi.com |
| 2. | https://ia600402.us.archive.org/5/items/Complete Works of Jibananda Vidyasagara/Tarkasangraha English Translation - Jivananda Vidyasagara 1872.pdf |

Strongly correlated – 3

Moderately correlated – 2

Weakly correlated – 1

| CO/PO | PO (23USKC13) – GRAMMAR AND LOGIC - II | | | | | | | | | |
|------------------------|---|------------------------------|---|-----------------------|-------------------------|---------------------------------|--------------------------|--------------------------------------|---|-------------------------|
| | 1 Disciplinary Knowledge and skills | 2 Skilled Communicator | 3 Critical thinker and problem solver | 4 Sense of inquiry | 5 Team player/worker | 6 Skilled project manager | 7 Digitally Efficient | 8 Ethical awareness/ reasoning | 9 National and international perspective | 10 Lifelong learners |
| CO1 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO2 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO3 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO4 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO5 | 3 | 3 | 2 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |
| CO-PO Total | 15 | 15 | 10 | 10 | 5 | 1 | 10 | 5 | 5 | 10 |
| CO-PO- Avg | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |

| THIRD YEAR – SEMESTER – VI | | | | | | | | | | |
|-----------------------------------|----------------------------------|----------|----------|----------|----------|----------------|--------------------|--------------|-----------------|--------------|
| COURSE NAME: EARLY TEXTS | | | | | | | | | | |
| COURSE CODE | CATEGORY CORE / ELE / SEC | L | T | P | S | CREDITS | TOTAL HOURS | MARKS | | |
| | | | | | | | | CIA | EXTERNAL | TOTAL |
| 23USKC14 | CORE 14 | 5 | - | - | - | 5 | 6 | 25 | 75 | 100 |

| LEARNING OBJECTIVES | |
|----------------------------|---|
| LO1 | To have the knowledge of Prasthan trayam and Bhagavadgita |
| LO2 | To have the knowledge of Upanishads. |
| LO3 | To have the knowledge of Vedic Suktas. |

| UNIT | CONTENTS | NO. OF HOURS |
|-------------|---|---------------------|
| I | Introduction to Prasthanatraya – Bhagavadgita, Upanishad and Brahmasutra. Bhagavadgita – 15 th chapter full | 20 |
| II | Kathopanishad - Prathamavalli | 20 |
| III | Kathopanishad – Dvithiyavalli | 15 |
| IV | Kathopanishad - Trithiyavalli Vedic Suktas – Agni suktam, | 20 |
| V | Vedic Suktas – Ushas suktam & Akshasuktam | 15 |
| | TOTAL | 90 |

| CO | COURSE OUTCOMES | K LEVEL |
|----|---|----------------------------|
| 1. | <p>Recall the introduction to Indian philosophy, and Prasthan trayam. Reading and Understanding of Bhagavadgita 15th chapter. Explanation of Shanti mantra and chanting. Annotations & ERCs</p> <p>* Identification of Moral values in the slokas.(PO2)(PO3)(PO4)(PO5)</p> <p>* Analyze the prose order and writing word to word meanings in English or Tamil (PO3) - * Oral Recitation and Explanation. (PO2)</p> <p>https://www.youtube.com/watch?v=aCkTW6SUDIE – Summing up of youtube lecture (PO7)(PO2)(PO3)</p> | K1, K2 |
| 2. | <p>Reading and Understanding of Kata Upanishad Prathama Valli. Explanation of Shanti mantra and chanting. Story telling, Annotations & ERCs</p> <p>* Identification of Moral values in the slokas.(PO2)(PO3)(PO4)(PO5)</p> <p>* Analyze the prose order and writing word to word meanings in English or Tamil (PO3) - * Oral Recitation and Explanation. (PO2)</p> <p>https://www.youtube.com/watch?v=aCkTW6SUDIE – Summing up of youtube lecture (PO7)(PO2)(PO3)</p> | K1, K2 K3, K4 K5 |
| 3. | <p>Reading and Understanding of Kata Upanishad Dvithiya Valli. Annotations & ERCs(PO2)(PO3)(PO4)(PO5)</p> <p>* Identification of Moral values in the slokas.(PO2)(PO3)(PO4)(PO5)</p> <p>* Analyze the prose order and writing word to word meanings in English or Tamil (PO3) - * Oral Recitation and Explanation of 10-18 Mantras of Isha Up. (PO2) - https://www.youtube.com/watch?v=mduhXJuIzVI - Summing up of youtube lecture (PO7)(PO2)(PO3)</p> | K1, K2 K3, K4 K5, K6 |
| 4. | <p>Reading and Understanding of Kata Upanishad Trithiya Valli. Annotations & ERCs(PO2)(PO3)(PO4)(PO5)</p> <p>* Identification of Moral values in the slokas.(PO2)(PO3)(PO4)(PO5)</p> <p>* Analyze the prose order and writing word to word meanings in English or Tamil (PO3) - * Oral Recitation and Explanation of 10-18 Mantras of Isha Up. (PO2) - Explanation of Nature of Atma.</p> <p>https://www.youtube.com/watch?v=or6TeIX4x30 - Summing up of youtube lecture (PO7)(PO2)(PO3)</p> <p>Assignment - * Compile a presentation of e-resources on Upanishads, Isha and Katha – (PO9)(PO10)</p> | K1, K2 K3, K4 K5, K6 |
| 5. | <p>Reading, Understanding and Chanting of Agni suktam. – knowing the grammatical peculiarities</p> <p>* Students Seminar on Agnisuktam (PO2) (PO3)(PO5)</p> <p>* Analysing the metre, prose order, word meaning (PO2) (PO3)(PO4)(PO5)</p> <p>* Recitation test –emphasizing the memorization of Agnisuktam.</p> <ul style="list-style-type: none"> • Drafting an essay on Agni (PO9)https://www.youtube.com/watch?v=iCBHypwajl <p>Chanting practice - (PO5) (PO7) (PO8)</p> <p>Listening and summing up this audio lecture - https://www.youtube.com/watch?v=wkcLMi9a7YM (DR. CL Prabhakar) Read the special article on Agnisuktam - and Reiterate in the seminar presentation. (PO9)(PO10)</p> | K1, K2 K3, K4 |

| TEXT BOOKS | |
|------------|--|
| 1. | Bhagavadgita Gitapress, Gorakhpur |
| 2. | Eight Upanishads Vol-1 with the Commentary of Sankaracharya, translated by Swami Gambhirananda Advaita Ashrama, Kolkata 1957 |
| 3. | The New Vedic Selection, Telang & Chaubey, Bharatiya Vidya Prakashan, Delhi 2021 |

| REFERENCE BOOKS | |
|-----------------|--|
| 1. | Vedic Reader, AA Macdonell, MLBD, Delhi 2015 |
| 2. | Kathopanishad (A Dialogue with Death) commentary by Swami Chinmayananda, Chinmaya Prakashan, Central Chinmaya Mission Trust, Mumbai, June 2006 |

| WEB RESOURCES | |
|---------------|--|
| 1. | https://www.youtube.com/watch?v=aCkTW6SUDIE |
| 2. | https://www.shastras.com/vedic-hymns/agni-suktam/ https://drive.google.com/file/d/0B_niu9hGiD5QZjFhNzkxZGIzZGIzMC00M2YwLWFiZDktMTdmZDYyNmUxOWJj/view |

MAPPING WITH PROGRAMME OUTCOMES:

Strongly correlated – 3

Moderately correlated – 2

Weakly correlated – 1

| CO/PO | PO (23USKC14) – EARLY TEXTS | | | | | | | | | |
|------------------------|---|------------------------------|---|-----------------------|-------------------------|---------------------------------|--------------------------|--------------------------------------|---|-------------------------|
| | 1 Disciplinary Knowledge and skills | 2 Skilled Communicator | 3 Critical thinker and problem solver | 4 Sense of inquiry | 5 Team player/worker | 6 Skilled project manager | 7 Digitally Efficient | 8 Ethical awareness/ reasoning | 9 National and international perspective | 10 Lifelong learners |
| CO1 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO2 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO3 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO4 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO5 | 3 | 3 | 2 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |
| CO-PO Total | 15 | 15 | 10 | 10 | 5 | 1 | 10 | 5 | 5 | 10 |
| CO-PO- Avg | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |

| THIRD YEAR – SEMESTER – VI | | | | | | | | | | |
|----------------------------|--|---|---|---|---|---------|-------------|-------|----------|-------|
| COURSE NAME: DRAMA | | | | | | | | | | |
| COURSE CODE | CATEGORY CORE / ELE / SEC | L | T | P | S | CREDITS | TOTAL HOURS | MARKS | | |
| | | | | | | | | CIA | EXTERNAL | TOTAL |
| 23USKC15 | CORE 15 | 5 | - | - | - | 5 | 6 | 25 | 75 | 100 |
| LEARNING OBJECTIVES | | | | | | | | | | |
| LO1 | * Aims to get the students acquainted with the Classical Sanskrit Poetry | | | | | | | | | |
| LO2 | * To understand the description style of the poet | | | | | | | | | |
| LO3 | * To understand the literary merits of the poetry. | | | | | | | | | |

| UNIT | CONTENTS | NO. OF HOURS |
|------|---|--------------|
| I | Introduction to Dramaturgy Malavikagnimitram - I Act | 15 |
| II | Malavikagnimitram - II Act | 20 |
| III | Malavikagnimitram - III Act | 20 |
| IV | Malavikagnimitram - IV Act | 20 |
| V | Malavikagnimitram - V Act | 15 |
| | TOTAL | 90 |

| | | |
|------------|---|---|
| CO1 | <p>What is a Kavya? Kavyavarieties, DrishyaKavyam is Rupakam (Drama), 10 varieties of Rupakam, Feature of Drama, Discussion on Plots, Actors – Hero, Heroine and comedian and Sentiment. Giving the glimpses on the Types of Drama. In puts for Identifying the types of drama based on its plot hero and sentiment. Quiz activities on types of dramas. (PO2)(PO3)(PO4)</p> <p>*Reading and Understanding of Malavikagnimitram Act I. (PO2)(PO3)</p> <p>* Annotations and ERCs of selected texts. Interpretations on selected texts. (PO2)(PO3)(PO4)</p> <p>Revision on Nandi. Discussion of Nandi in Malavikagnimitram, Interpretation of Nandi, Explanation of role of Sutradhara, Introduction of the Hero Agnimitra, Queen, Heroine Malavika. - Compiling the conversation of the</p> | <p>K1</p> <p>K2</p> <p>K3</p> <p>K4</p> |
|------------|---|---|

| | | |
|------------|---|--|
| | actors in a gist. (PO2)(PO3)(PO4) Browsing and listening to the relevant lectures. - (PO6)(PO7)(PO8)(PO9)(PO10) | |
| CO2 | <p>Reading and Understanding of Malavikagnimitram Act II.</p> <ul style="list-style-type: none"> * Annotations and ERCs of selected texts. Interpretations on selected texts * Making of prose order and word meaning of the slokas. * Identify the characters based on the dialogues * Share the opinion of the characters in the act – all together (PO2)(PO3)(PO4) <p>Listening to the video lectures and recalling the presentation in GD – (PO7)(PO9)(PO10)</p> | <p>K1</p> <p>K2</p> <p>K3</p> <p>K4</p> |
| CO3 | <p>Reading and Understanding of Malavikagnimitram Act III.</p> <ul style="list-style-type: none"> * Annotations and ERCs of selected texts. Interpretations on selected texts * Making of prose order and word meaning of the slokas. * Identify the characters based on the dialogues * Share the opinion of the characters in the act – all together (PO2)(PO3)(PO4) <p>1. Listening to the video lectures and recalling the presentation in GD – (PO6)(PO7)(PO8)(PO9)(PO10)</p> | <p>K1</p> <p>K2</p> <p>K3</p> <p>K4</p> <p>K5</p> |
| CO4 | <p>Reading and Understanding of Malavikagnimitram Act IV.</p> <ul style="list-style-type: none"> * Annotations and ERCs of selected texts. Interpretations on selected texts * Making of prose order and word meaning of the slokas. * Identify the characters based on the dialogues <p>Interpretation and Explanation of alankaras in the slokas</p> <ul style="list-style-type: none"> * Share the opinion of the characters in the act – all together (PO2)(PO3)(PO4) * Quiz making on who is who? (PO6)(PO7) * PPT on characters in Malavikagnimitram – (PO5) (PO7) <p>Act IV – Listening to e-lectures and GD (PO6)(PO7)(PO8)(PO9)(PO10)</p> | <p>K1</p> <p>K2</p> <p>K3</p> <p>K4</p> <p>K5</p> |
| CO5 | <p>Reading and Understanding of Malavikagnimitram Act V.</p> <ul style="list-style-type: none"> * Annotations and ERCs of selected texts. Interpretations on selected texts * Making of prose order and word meaning of the slokas. * Identify the characters based on the dialogues | <p>K1</p> <p>K2</p> <p>K3</p> <p>K4</p> |

| | | |
|--|--|-----------------------------------|
| | <p>* Interpretation and Explanation of alankaras in the slokas</p> <p>* Summarising all the episodes of five acts in a nutshell.</p> <p>* Analyzing and drafting the personality descriptions of the actors.</p> <p>* Share the opinion of the characters in the act – all together (PO2)(PO3)(PO4)</p> <p>Act V – Listening to e-lectures and GD (PO6)(PO7)(PO8)(PO9)(PO10)</p> | <p>K5</p> <p>K6</p> |
|--|--|-----------------------------------|

| TEXT BOOKS | |
|-------------------|--|
| 1. | * A Short History of Sanskrit Literature, TK Ramachandra Iyer, RS Vadhyar & Sons Palghat, 2018 |
| 2. | * Malvikagnimitram CR Devadhar, MLBD Publications, Delhi 2018 |

| REFERENCE BOOKS | |
|------------------------|---|
| 1. | <ul style="list-style-type: none"> • Malvikagnimitram, MR Kale, MLBD Publications Delhi, 1999 |
| 2. | <ul style="list-style-type: none"> • History of Classical Sanskrit Literature, M Krishnamachariar, MLBD, Delhi, 1937 |

| WEB RESOURCES | |
|----------------------|---|
| 1. | <p>Malvikagnimitram lecture series – video lectures 1-28</p> <p>https://www.youtube.com/playlist?list=PLhFBbqHpppEq8uG1xZkVf_ThvAPLIuSQb</p> |
| 2. | <p>Research article - http://www.ijelr.in/4.4.17/86-90%20Dr.%20ANAMIKA%20DEB.pdf</p> |

MAPPING WITH PROGRAMME OUTCOMES:

Strongly correlated – 3

Moderately correlated – 2

Weakly correlated – 1

| CO/PO | PO (23USKC15) - Drama | | | | | | | | | |
|------------------------|---|---------------------------|---|-----------------------|-------------------------|------------------------------|--------------------------|------------------------------------|--|-------------------------|
| | 1 Disciplinary Knowledge and skills | 2 Skilled Communicator | 3 Critical thinker and problem solver | 4 Sense of inquiry | 5 Team player/worker | 6 Skilled project manager | 7 Digitally Efficient | 8 Ethical awareness / reasoning | 9 National and international perspective | 10 Lifelong learners |
| CO1 | 3 | 2 | 2 | 1 | 2 | | 2 | 1 | 2 | 2 |
| CO2 | 3 | 2 | 2 | 1 | 2 | | 2 | 1 | 2 | 2 |
| CO3 | 3 | 1 | 1 | 1 | 2 | | 2 | 1 | 2 | 2 |
| CO4 | 3 | 1 | 1 | 1 | 2 | | 2 | 1 | 2 | 2 |
| CO5 | 3 | 2 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 2 |
| CO-PO Total | 15 | 8 | 8 | 5 | 10 | 1 | 10 | 5 | 10 | 10 |
| CO-PO- Avg | 3 | 2 | 2 | 1 | 2 | 0 | 2 | 1 | 1 | 2 |

| THIRD YEAR – SEMESTER – VI | | | | | | | | | | |
|--|--|---|---|---|---|---------|-------------|-------|----------|-------|
| COURSE NAME: INTRODUCTION TO MANUSCRIPTOLOGY | | | | | | | | | | |
| COURSE CODE | CATEGORY CORE / ELE / SEC | L | T | P | S | CREDITS | TOTAL HOURS | MARKS | | |
| | | | | | | | | CIA | EXTERNAL | TOTAL |
| 23USKE7A | ELECTIVE 7A | 4 | - | - | - | 3 | 5 | 25 | 75 | 100 |
| LEARNING OBJECTIVES | | | | | | | | | | |
| LO1 | To impart a knowledge about ancient scripts like Grantha | | | | | | | | | |
| LO2 | To impart an efficiency to become a good transcriber | | | | | | | | | |
| LO3 | To impart sufficient knowledge on the Manuscripts, their preservation, cataloguing and a basic knowledge about critical edition. | | | | | | | | | |

| UNIT | CONTENTS | NO. OF HOURS |
|------|---|--------------|
| I | Learning of Sanskrit Alphabets in Grantha script Techniques of Transliteration – Sanskrit; Grantha; roman; and Tamil scripts | 15 |
| II | Writings of Ancient India Writing Materials | 15 |
| III | Collection of Manuscripts Preservation and Cataloguing | 15 |
| IV | Writing in Manuscripts Various readings | 15 |
| V | Critical Recension Critical Editing | 15 |
| | TOTAL | 75 |

| | | |
|-------------------|--|--|
| <p>CO1</p> | <p>* Learning of Sanskrit Alphabets in Grantha script Writing practice of Granthascript - vowels, consonants, conjunct consonants, Writing and demonstrating – Grantha scripts {PO1, PO2} * Dictation of letters, * Transcriptional practice – 2 letter and 3 letter words * Transcription of few proverbs – Sanskrit – Grantha * Transcription of few proverbs – Grantha – Sanskrit Discussion on origin of scripts and introducing some ancient scripts and their writing patterns Self and practice : http://www.virtualvinodh.com/download/Grantha%20Script%20Lessons.pdf http://www.acharya.gen.in/Deivathin-Kural/granth.php Group Discussion on transcription to grantha(PO3){PO5} Introducing the typing of grantha script {PO7} Reading the texts in grantha script – (PO9){PO10}</p> | <p>K1 K2 K3</p> |
| <p>CO2</p> | <p>Introducing the history of system of writings in Ancient India. Giving the awareness on ancient scripts like Brahmi, Various Sanskrit texts written in these scripts, the archaeological survey of their availability etc. {PO1, PO2,} Explaining the Writing Materials and giving demonstrations about various Writing Materials through PPT. {PO1, PO2} Explaining the scripts in the Manuscripts available now. Digital search about the manuscript libraries available in India. Visiting of GOML library in Chennai and showing the Manuscripts. Live discussion with library staff about the preservations of the manuscripts. {PO4, PO8} Writing practice of Sarada and practice of transcription. Introducing Sarada Team, who are currently working an transcribing Sanskrit texts to Sarada scripts. {PO2, PO3, PO4, PO5} Digital typing introduction of typing Sarada script and exposure Vyoama linguistic Lab for self learning of Sarada scripts and Brahmi script learning resources. {PO7, PO8, PO9, PO10}</p> | <p>K1 K2 K3</p> |
| <p>CO3</p> | <p>What are Manuscript repositories, where are they, How far they are accessible now, How they collected the Manuscript and segregate them.{PO1, PO2} What is the need for preservation of Manuscripts, How to keep the details of the available Manuscripts. What are the methodologies followed in preserving. What is catalogue? Explanation on different types cataloguing. How the catalogues are prepared and how to understand their datas. {PO1, PO2} Digital search about the manuscript libraries available in India. Visiting of GOML library in Chennai and showing the Manuscripts. How to handle the Manuscripts. Distinguish between the Descriptive catalogue and NCC etc. GDs and Digital browsing and collecting knowledge on such things in chennnai.{PO3, PO4, PO5, PO7, PO8 }</p> | <p>K1 K2 K3 K4 K5</p> |

| | | |
|------------|---|--|
| | <p>Assignment on preparing some notes on some Manuscript collections {PO9, PO10}</p> <p>Watch the video - https://www.youtube.com/watch?v=ITa3L0xkKzA. Give a talk about it. Watch the video - https://www.youtube.com/watch?v=JlceKyQmcos</p> | |
| C04 | <p>Who is scribe, what are the qualities of a scribe with respect to Manuscript writings. How one should conduct while doing the job of a scribe? {PO1, PO2}</p> <p>Explain the Kinds of texts, How to identify the various readings, Explain the importance of noting all the various readings, Types of errors. Demonstration of types of errors and naming the category of errors, Explaining The importance of identifying the errors.</p> <p>Exposing students to attend the lectures on Manuscriptology, Browse about the practices made by the manuscripts repositories and writing an assignment on each manuscript library in India.</p> <p>Listen to this video - https://www.youtube.com/watch?v=msw8VAP2fwQ, prepare a summary of the inputs and GD. .{PO3, PO4, PO5, PO7, PO8}</p> <p>Introducing the various courses in Manuscriptology {PO9,PO10}</p> | <p>K1 K2 K3 K4 K5 K6</p> |
| C05 | <p>What is critical recension. What is critical editing. Explaining the types of critical editing. Explaining the relevance of critical edition today. Knowing Scope of learning critical edition. Knowing the technical terms – Heuristics, siglum, collation. What are primary sources and secondary sources in manuscriptology. {PO1, PO2}</p> <p>Explaining the process of critical editing. Knowing the Editorial Signs. Assignment on applying the editorial signs in the given script. Knowing the technical terms related to manuscriptology and preparing a glossary about the technical terms.</p> <p>GD on arranging the names in alphabetical order, chronological order etc. Assignment - Arranging the library books .{PO3, PO4, PO5, PO7, PO8}</p> <p>Browsing the information about popular manuscript libraries - https://www.asiaticsocietykolkata.org/museum/manuscripts {PO9, PO10}</p> <p>Project on transcribing in any page Manuscript to current Devanagari. {PO6}</p> | <p>K1 K2 K3 K4 K5 K6</p> |

| TEXT BOOKS | |
|------------------------|---|
| 1. | Introduction to Manuscriptology, RS Shivaganesha Murthy, Sharada Publishing House, Sharada Publishing House, 1996 |
| 2. | Care of Archival Materials, Saraswari Mahal Library, Tanjore |
| REFERENCE BOOKS | |
| 1. | New Lights on Manuscriptology (A collection of Articles of Prof. KV Sarma), SreeSarada Education Society Research Centre, Adyar, Chennai 600020 |
| WEB RESOURCES | |
| 1. | http://www.virtualvinodh.com/download/Grantha%20Script%20Lessons.pdf |
| 2. | https://www.asiaticsocietykolkata.org/museum/manuscripts |

MAPPING WITH PROGRAMME OUTCOMES:

Strongly correlated – 3

Moderately correlated – 2

Weakly correlated – 1

| CO/PO | PO (23USKE7A) (Introduction to Manuscriptology) | | | | | | | | | |
|------------------------|---|---------------------------|---|-----------------------|-------------------------|------------------------------|--------------------------|---------------------------------------|--|-------------------------|
| | 1 Disciplinary Knowledge and skills | 2 Skilled Communicator | 3 Critical thinker and problem solver | 4 Sense of inquiry | 5 Team player/worker | 6 Skilled project manager | 7 Digitally Efficient | 8 Ethical awareness / reasoning | 9 National and international perspective | 10 Lifelong learners |
| CO1 | 3 | 2 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 |
| CO2 | 3 | 2 | 2 | 1 | 1 | | 1 | 1 | 1 | 1 |
| CO3 | 3 | 2 | 2 | 1 | 1 | | 1 | 1 | 1 | 1 |
| CO4 | 3 | 2 | 2 | 1 | 1 | | 1 | 1 | 1 | 1 |
| CO5 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO-PO Total | 15 | 9 | 8 | 5 | 5 | 1 | 5 | 5 | 5 | 5 |
| CO-PO- Avg | 3 | 3 | 2 | 1 | 1 | 0 | 1 | 1 | 1 | 2 |

| THIRD YEAR – SEMESTER – VI | | | | | | | | | | |
|---|--|---|---|---|---|---------|-------------|-------|----------|-------|
| COURSE NAME: INTRODUCTION TO INDIAN EPIGRAPHY | | | | | | | | | | |
| COURSE CODE | CATEGORY CORE / ELE / SEC | L | T | P | S | CREDITS | TOTAL HOURS | MARKS | | |
| | | | | | | | | CIA | EXTERNAL | TOTAL |
| 23USKE7B | ELECTIVE 7B | 5 | - | - | - | 3 | 5 | 25 | 75 | 100 |
| LEARNING OBJECTIVES | | | | | | | | | | |
| LO1 | To impart a general knowledge of Inscriptional materials | | | | | | | | | |
| LO2 | To impart the basic knowledge on reading inscriptions. | | | | | | | | | |
| LO3 | To understand the literary merits of the poetry. | | | | | | | | | |

| UNIT | CONTENTS | NO. OF HOURS |
|------|---|--------------|
| I | <ul style="list-style-type: none"> Learning of Sanskrit Alphabets in Brahmi script Techniques of Transliteration – Sanskrit; Brahmi; roman; and Tamil scripts | 15 |
| II | <ul style="list-style-type: none"> Writing and Scripts in India pp 7 – 71 The Language of Indic Inscription pp 72 – 109 | 15 |
| III | <ul style="list-style-type: none"> Learning of Sanskrit Alphabets in Kharoshtiscript | 15 |
| IV | <ul style="list-style-type: none"> Survey of Inscriptions in the Indo-Aryan Languages pp 110 – 160 Methods of Epigraphic study 161- 180 | 15 |
| V | <ul style="list-style-type: none"> Epigraphy as a source of the study of Indian culture | 15 |
| | TOTAL | 75 |

| CO | COURSE OUTCOMES | K LEVEL |
|-----|---|-----------|
| CO1 | * Learning of Sanskrit Alphabets in Brahmi script | K1 |
| | Writing practice of Brahmi scrip - vowels, consonants, conjunct consonants, | K2 |
| | Writing and demonstrating – Brahmi scripts {PO1, PO2} | K3 |
| | * Dictation of letters, | K4 |
| | * Transcriptional practice – 2 letter and 3 letter words | K4 |
| | * Transcription of few proverbs – Sanskrit – Brahmi | |

| | | |
|------------|--|---|
| | <p>* Transcription of few proverbs – Brahmi – Sanskrit</p> <p>Discussion on origin of scripts and introducing some ancient scripts and their writing patterns</p> <p>Self and practice : https://www.youtube.com/watch?v=LFnrMkh-ebA</p> <p>Group Discussion on transcription to Brahmi (PO3){PO5}</p> <p>Introducing the typing of Brahmi script {PO7}</p> <p>Reading the texts in Brahmi script – (PO9)(PO10)</p> | <p>K5</p> <p>K6</p> |
| CO2 | <p>Introducing the history of system of writings in Ancient India. Giving the awareness on ancient scripts like Brahmi, Various Sanskrit texts written in these scripts, the archaeological survey of their availability etc. {PO1, PO2,}</p> <p>Explaining the Writing Materials and giving demonstrations about various Writing Materials through PPT. {PO1. PO2}</p> <p>Explaining the scripts in the Manuscripts available now. Digital search about the manuscript libraries available in India. Visiting of GOML library in Chennai and showing the Manuscripts. Live discussion with library staff about the preservations of the manuscripts. {PO4, PO8}</p> <p>Writing practice of Sarada and practice of transcription. Introducing Sarada Team, who are currently working an transcribing Sanskrit texts to Sarada scripts. {PO2, PO3, PO4, PO5}</p> <p>Digital typing introduction of typing Sarada script and exposure Vyoama linguistic Lab for self learning of Sarada scripts and Brahmi script learning resources. {PO7, PO8, PO9, PO10}</p> | <p>K1</p> <p>K2</p> <p>K3</p> |
| CO3 | <p>* Learning of Sanskrit Alphabets in Kharoshti script</p> <p>Writing practice of Kharoshtiscript - vowels, consonants, conjunct consonants, Writing and demonstrating – Kharoshti scripts {PO1, PO2}</p> <p>* Dictation of letters, * Transcriptional practice – 2 letter and 3 letter words * Transcription of few proverbs – Sanskrit – Kharoshti</p> <p>* Transcription of few proverbs – Kharoshti – Sanskrit</p> <p>Discussion on origin of scripts and introducing some ancient scripts and their writing patterns</p> <p>Self and practice : https://www.youtube.com/watch?v=kOpupPRq8Ck</p> <p>Group Discussion on transcription to Kharoshti(PO3){PO5}</p> <p>Introducing the typing of Kharoshti script {PO7}</p> <p>Reading the texts in Kharoshti script – (PO9)(PO10)</p> | <p>K1</p> <p>K2</p> <p>K3</p> <p>K4</p> |
| CO4 | <p>Introducing the typological inscriptions such as royal donative inscriptions, copper plate inscriptions, Explanation about the inscriptions in the form of stones and other earthen materials, discuss the inscriptions from the period of Mauryan to Islamic period and explain elaborately the various methods of epigraphic study. (PO1, PO2) - Group discussion/ Interactive session/seminar/PPT presentation (PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10)</p> | <p>K1</p> <p>K2</p> <p>K3</p> <p>K4</p> <p>K5</p> <p>K6</p> |

| | | |
|------------|--|--|
| C05 | Explain elaborately how epigraphy helps in understanding the political and dynastic history, introduce the inscriptions that served as the source for Indian literature, Indian arts, linguistics and geography Group discussion/ Interactive session/seminar/PPT presentation (PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10) | K1 K2 K3 K4 K5 K6 |
|------------|--|--|

| TEXT BOOKS | |
|------------------------|---|
| 1. | Indian Epigraphy – A Guide to the study of Inscriptions in Sanskrit, Prakrit and other Indian languages, Richard Saloman, Oxford University Press, 1998. |
| 2. | Care of Archival Materials, Saraswari Mahal Library, Tanjore |
| REFERENCE BOOKS | |
| 1. | Indian Epigraphy, AV Narasimha Murthy BR Publishing corporation, Delhi, 2015 |
| WEB RESOURCES | |
| 1. | Indian Epigraphy, AV Narasimha Murthy BR Publishing corporation, Delhi, 2015 |
| 2. | https://ia800409.us.archive.org/7/items/IndianEpigraphy/Indian%20Epigraphy.pdf |
| 3. | https://ignca.gov.in/Asi_data/18230.pdf |

MAPPING WITH PROGRAMME OUTCOMES:

Strongly correlated – 3 Moderately correlated – 2 Weakly correlated – 1

| CO/PO | PO (23USKE7B) (Introduction to Indian Epigraphy) | | | | | | | | | |
|------------------------|--|------------------------------|---|-----------------------|----------------------------|---------------------------------|--------------------------|---------------------------------------|---|-------------------------|
| | 1 Disciplinary Knowledge and skills | 2 Skilled Communicator | 3 Critical thinker and problem solver | 4 Sense of inquiry | 5 Team player/worker | 6 Skilled project manager | 7 Digitally Efficient | 8 Ethical awareness / reasoning | 9 National and international perspective | 10 Lifelong learners |
| CO1 | 3 | 2 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 |
| CO2 | 3 | 2 | 2 | 1 | 1 | | 1 | 1 | 1 | 1 |
| CO3 | 3 | 2 | 2 | 1 | 1 | | 1 | 1 | 1 | 1 |
| CO4 | 3 | 2 | 2 | 1 | 1 | | 1 | 1 | 1 | 1 |
| CO5 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO-PO Total | 15 | 9 | 8 | 5 | 5 | 1 | 5 | 5 | 5 | 5 |
| CO-PO- Avg | 3 | 2 | 2 | 1 | 1 | 0 | 1 | 1 | 1 | 2 |

| THIRD YEAR – SEMESTER – VI | | | | | | | | | | |
|---------------------------------|--|---|---|---|---|---------|-------------|-------|----------|-------|
| COURSE NAME: LITERARY CRITICISM | | | | | | | | | | |
| COURSE CODE | CATEGORY CORE / ELE / SEC | L | T | P | S | CREDITS | TOTAL HOURS | MARKS | | |
| | | | | | | | | CIA | EXTERNAL | TOTAL |
| 23USKE8A | ELECTIVE 8 A | 5 | - | - | - | 3 | 5 | 25 | 75 | 100 |
| LEARNING OBJECTIVES | | | | | | | | | | |
| LO1 | <ul style="list-style-type: none"> To impart basic knowledge on Vrittam and Varieties of Vrittam. | | | | | | | | | |
| LO2 | <ul style="list-style-type: none"> A thorough understanding of constructive elements of Sanskrit slokas | | | | | | | | | |
| LO3 | <ul style="list-style-type: none"> Ability to analyze the merits of the peotry | | | | | | | | | |

| UNIT | CONTENTS | NO. OF HOURS |
|------|---|--------------|
| I | * Prosody - A short History of Sanskrit Literature pp.176-177 * Introduction Rules of Chandas | 15 |
| II | 1.Anustup; 2.Indravajra ; 3 Upendravajra;4. Upajati; 5. Shalini, 6. Rathoddhata ; 7. Vamsastha; 8. Totakam ; | 15 |
| III | 9. Vamsasthatilakam; 10. Malini 11. Sikharini; 12.Mandakranta; 13. Shardulavikriditam; 14. Sragdhara; 15. Arya | 15 |
| IV | Alankaras – Chandraloka – अनुप्रास, यमकम्, उपमा, अनन्वयः, रूपकम्, परिणाम, उल्लेख, अपह्नुति, उत्प्रेक्षा, काव्यलिङ्गम्, | 15 |
| V | Alankaras – Chandraloka – 10 Alankaras – रूपकतिशयोक्ति, तुल्ययोगिता, दीपक, दृष्टान्त, निदर्शना, व्यतिरेकः, समासोक्तिः, श्लेषः, अर्थान्तरन्यास, स्वभावोक्तिः | 15 |
| | TOTAL | 75 |

| CO | COURSE OUTCOMES | K LEVEL |
|----|--|----------|
| 1. | Recalling Introduction to Vedangas, ChandasSastram. Works of Pingala, Brhatsamhita, Suvrittatilakam, Chandonushasanam, Vrittaratnakara etc. Listen to the video series of Prof. K Ramasubramaniam, IGNC A – Part – IV - | K1 K2 |

| | | |
|----|---|--|
| | http://vedicheritage.gov.in/vedangas/chanda/ (PO7)(PO8)(PO9)(PO10) GDs on the video presentation - (PO2)(PO3)(PO4)(PO5) | K3 |
| 2. | Reading and Understanding of Definitions and examples on Anustup, Indravajra, Upendravajra, Upajati, Shalini. - Explanation of chandas on above mentioned vrittas. - Analyzing the rules and regulations with selected slokas of popular kavyas.- Concluding the analysis and identifying the right vrittam. Class Demonstration of selected chandas - (PO2)(PO3)(PO4) GD's on video lectures – PO7, PO5. PO8, PO9, PO10 | K1 K2 K3 K4 K5 K6 |
| 3. | Reading and Understanding of Definitions and examples on Rathoddhata, Vamsastha, Totakam, VamsasthatilakamMalini - Explanation of chandas on above mentioned vrittas. - Analyzing the rules and regulations with selected slokas of popular kavyas - Concluding the analysis and identifying the right vrittam. Class Demonstration of selected chandas - (PO2)(PO3)(PO4) GD's on video lectures – PO7, PO5. PO8, PO9, PO10 | K1 K2 K3 K4 K5 |
| 4. | Reading and Understanding of Definitions and examples on Shikharini, Mandakranta, Shardulavikriditam, Sragdhara and Arya. - Explanation of chandas on above mentioned vrittas. - Analyzing the rules and regulations with selected slokas of popular kavyas. - Concluding the analysis and identifying the right vrittam independently. - Class Demonstration of selected chandas - (PO2)(PO3)(PO4) GD's on video lectures – PO7, PO5. PO8, PO9, PO10 PPT /File presentation demonstrating all the vrittas. – PO6 | K1 K2 K3 K4 K5 |
| 5. | What is Mangalasloka. Explanation of Mangalasloka. Importance of speech, and the purpose of making a systematic methodology of a Kavya. Characteristic features of a Kavya. Difference between Gadya, Padya and Campu and their definitions. <ul style="list-style-type: none"> Summing up of Importance of speech and characteristic features of Padya, GadyaKavya and CampuKavya. PO2, PO3, PO4, PO5 Preparing Quiz/PPT – PO7, PO5. PO6 Listen & Discuss - Eppgpathashala – PO7, PO8, PO9, PO10 | K1 K2 K3 K4 K5 K6 |

| TEXT BOOKS | |
|------------|--|
| 1. | Chandovallari – A Handbook of Sanskrit Prosody, Sri Aurobindo Ashram, Pondichery |
| 2. | A short history of Sanskrit Literature, TK Ramachandra, RS Vadhyar& Sons |
| 3. | Candraloka – C Sanakara Rama Sastri Sri Balamanorama Press, Chennai 1954 |

| REFERENCE BOOKS | |
|-----------------|---|
| 1. | Meters in Sanskrit Dictionary –Vaman Shiva ram Apte which follows VrittaRatnakara |
| 2. | A History of Classical Sanskrit Literature by M. Krishnamachariar MLBD New Delhi 1906 |

| WEB RESOURCES | |
|---------------|---|
| 1. | https://archive.org/details/chandovallarisampadanandamishrachandas_202002/page/n47/mode/2up |

MAPPING WITH PROGRAMME OUTCOMES:

Strongly correlated – 3

Moderately correlated – 2

Weakly correlated – 1

| CO/PO | PO (23USKE8A) – LITERARY CRITICISM | | | | | | | | | |
|------------------------|---|------------------------------|---|-----------------------|-------------------------|---------------------------------|--------------------------|--------------------------------------|---|-------------------------|
| | 1 Disciplinary Knowledge and skills | 2 Skilled Communicator | 3 Critical thinker and problem solver | 4 Sense of inquiry | 5 Team player/worker | 6 Skilled project manager | 7 Digitally Efficient | 8 Ethical awareness/ reasoning | 9 National and international perspective | 10 Lifelong learners |
| CO1 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO2 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO3 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO4 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO5 | 3 | 3 | 2 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |
| CO-PO Total | 15 | 15 | 10 | 10 | 5 | 1 | 10 | 5 | 5 | 10 |
| CO-PO- Avg | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |

| THIRD YEAR – SEMESTER – VI | | | | | | | | | | |
|----------------------------|---|---|---|---|---|---------|-------------|-------|----------|-------|
| COURSE NAME: MODERN PLAYS | | | | | | | | | | |
| COURSE CODE | CATEGORY CORE / ELE / SEC | L | T | P | S | CREDITS | TOTAL HOURS | MARKS | | |
| | | | | | | | | CIA | EXTERNAL | TOTAL |
| 23USKE8B | ELECTIVE 8B | 5 | - | - | - | 3 | 5 | 25 | 75 | 100 |
| LEARNING OBJECTIVES | | | | | | | | | | |
| LO1 | * To impart a foundation on Modern Literatures in Sanskrit. | | | | | | | | | |
| LO2 | * Motivation to read and comment on sanskrit short stories and dramas | | | | | | | | | |
| LO3 | * To understand the literary merits of the poetry. | | | | | | | | | |

| UNIT | CONTENTS | NO. OF HOURS |
|------|---------------------|--------------|
| I | शिवभक्तःमार्कण्डेयः | 15 |
| II | कृपणखल्व्वाटचरितम् | 15 |
| III | कविकोपकलापः | 15 |
| IV | साक्षात्कारः | 15 |
| V | शठप्रतिशाठ्यम् | 15 |
| | TOTAL | 75 |

| CO | COURSE OUTCOMES | K LEVEL |
|----|---|----------------------|
| 1. | शिवभक्तःमार्कण्डेयः - Reading and understanding of the text - * Annotations and ERC of selected texts. - * Identifying nouns, verbs and tenses. - * Discuss the Opinion of the characters in the story – Summarising the content of the story briefly.–{PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10} | K1 K2 K3 K4 |
| | Assignment Evaluating preparing ppt /drawing / collage – Markandeya | |

| | | |
|----|--|----------------------------------|
| | (PO7)(PO5) Find the e resource on Story of Markendeya –(PO6) (PO7) (PO8)(PO9)(PO10) | |
| 2. | कृपणखल्वटचरितम् - Reading and understanding of the text - * Annotations and ERC of selected texts. - * Identifying nouns, verbs and tenses. - * Discuss the Opinion of the characters in the story – Summarising the content of the story briefly. Skit Play/Mimicry/JAM /– {PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10} | K1 K2 K3 K4 |
| 3. | कविकोपकलापः - Reading and understanding of the text - * Annotations and ERC of selected texts. - * Identifying nouns, verbs and tenses. - * Discuss the Opinion of the characters in the story – Summarising the content of the story briefly. (PO2,3,4,5,8) Skit Play/Mimicry/JAM – PO2 Extempore on the justification of the title or character of the plays. Browsing of the equivalent word (PO5)(PO7) (PO8)(PO9)(PO10) | K1 K2 K3 K4 K5 |
| 4. | साक्षात्कारः - Reading and understanding of the text - * Annotations and ERC of selected texts. - * Identifying nouns, verbs and tenses. - * Discuss the Opinion of the characters in the story – Summarising the content of the story briefly. (PO2,3,4,5,8) Skit Play/Mimicry/JAM – PO2 How to Summarise and develop the drama into a short story. Browsing of the equivalent word (PO5)(PO7) (PO8)(PO9)(PO10) | K1 K2 K3 K4 K5 K6 |
| 5. | शठप्रतिशाठ्यम् - Reading and understanding of the text - * Annotations and ERC of selected texts. - * Identifying nouns, verbs and tenses. - * Discuss the Opinion of the characters in the story – Summarising the content of the story briefly. (PO2,3,4,5,8) Skit Play/Mimicry/JAM – PO2 Imagine oneself as the character and do a monoacting. Browsing of the equivalent word (PO5)(PO7) (PO8)(PO9)(PO10) | K1 K2 K3 K4 K5 K6 |

| TEXT BOOKS | |
|------------|--|
| 1. | कविकोपकलापः of Dr. Viswas, SamskritaBharati Publication, Bangalore |

| REFERENCE BOOKS | |
|-----------------|---|
| 1. | • मार्जालस्य मुखं दृष्टम् –SamskrithaBharati Publications |
| 2. | A History of Classical Sanskrit Literature by M. Krishnamachariar MLBD New Delhi 1906 |

| WEB RESOURCES | |
|---------------|---|
| 1. | https://kids.baps.org/storytime/markandeya.html |
| 2. | https://www.anantaajournal.com/archives/2020/vol6issue4/PartB/6-4-19-166.pdf |

MAPPING WITH PROGRAMME OUTCOMES:

Strongly correlated – 3 Moderately correlated – 2 Weakly correlated – 1

| CO/PO | PO (23USKE8B) – MODERN PLAY | | | | | | | | | |
|------------------------|---|------------------------------|---|-----------------------|-------------------------|---------------------------------|--------------------------|---------------------------------------|---|-------------------------|
| | 1 Disciplinary Knowledge and skills | 2 Skilled Communicator | 3 Critical thinker and problem solver | 4 Sense of inquiry | 5 Team player/worker | 6 Skilled project manager | 7 Digitally Efficient | 8 Ethical awareness / reasoning | 9 National and international perspective | 10 Lifelong learners |
| CO1 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO2 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO3 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO4 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO5 | 3 | 3 | 2 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |
| CO-PO Total | 15 | 15 | 10 | 10 | 5 | 1 | 10 | 5 | 5 | 10 |
| CO-PO- Avg | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |

THIRD YEAR – SEMESTER - VI

PROFESSIONAL COMPETENCY SKILL

GENERAL AWARENESS FOR COMPETITIVE EXAMINATION

| Subject Code | L | T | P | S | Credits | Inst. Hours | Marks | | |
|-------------------|---|---|---|---|---------|-------------|-------|----------|---------------------|
| | | | | | | | CIA | External | Total |
| 23UPCS | 2 | | | | 2 | 2 | 25 | 75 | 100 |
| Objectives | | | | | | | | | |
| LO1 | To create the opportunity for learning across different disciplines and builds experience for students as they grow into lifelong learners. | | | | | | | | |
| LO2 | To build experiences for students as they grow into lifelong learners. | | | | | | | | |
| LO3 | To know the basic concepts of various discipline | | | | | | | | |
| UNIT | Details | | | | | | | | No. of Hours |
| I | Indian Polity Basics concepts- Three organs of Indian government (Executives, Legislature, Judiciary), Introduction to Indian Constitution – Salient features of constitution, Preamble, Fundamental rights, Fundamental duties, Directive Principles of State policy, Types of Majority, Amendments to the Constitution, Basic structure Doctrine, Division of subjects between the union and the states local Governance, Elections in India and Election Commission, CAG. | | | | | | | | 6 |
| II | Geography Major oceans of the world –Important Canals – Gulfs – Straits and passes – Indian Rivers and its Tributaries – Climatology – Atmosphere, Wind systems, Clouds systems, World climatic classification – Indian climate – Indian Monsoon – Indian’s physical features, Indian Soil types and Distribution – Importance Trade routes and projects, Indian natural vegetation – Indian agriculture- Major crops and its distribution, Indian Industries and its Distribution. | | | | | | | | 6 |
| III | Economy National Income – Inflation – Money and Banking - Agriculture in India – Union Budget – Planning in India – Poverty – Unemployment – Inclusive Development and Development issues – Industrial polices – Financial Markets. | | | | | | | | 6 |

| | | |
|--|--|-----------|
| IV | History Modern India – formation of Indian National Congress – Morley Minto Reforms, Revolutionary activities – World War I and India’s Response – Home Rule league – Montague Chelmsford reforms – Rowlett Act – Non –Cooperation Movement – Simon commission and Nehru Report – Civil Disobedience Movement and Round Table conferences – Quit India Movement and Demand for Pakistan – Cabinet Mission – Formation of Constituents Assembly and partition of India. | 6 |
| V | Environment and Ecology Basic concepts – Ecology, Biodiversity- Food chain and food web – Bio Geo Chemical Cycles – International Bio Diversity organisations- International Conventions – Conferences and Protocol – Indian Environmental laws and Environment Related organisation | 6 |
| | TOTAL | 30 |
| Course Outcomes | | |
| CO1 | Develop board knowledge of the different components in polity | |
| CO2 | Understand the Geographical features across countries and in India | |
| CO3 | Acquire knowledge on the aspects of Indian Economy | |
| CO4 | Understand the significance of India’s Freedom Struggle | |
| CO5 | Gain knowledge on Ecology and Environment | |
| Textbooks | | |
| 1 | Class XI and XII NCERT Geography | |
| 2 | History – Old NCERT’S Class XI and XII | |
| Reference Books | | |
| 1 | M. Laxmi Kant (2019), Indian polity, McGraw- Hill | |
| 2 | Ramesh Singh (2022), Indian Economy, McGraw - Hill | |
| 3 | G.C Leong, Physical and Human Geography, Oxford University Press | |
| 4 | Majid Hussain- India Map Entries in Geography, GK Publications Pvt, Ltd. | |
| NOTE: Latest Edition of Textbooks May be Used | | |
| Web Resources | | |
| 1 | https://www.freebookkeepingaccounting.com/using-excel-in-accounts | |
| 2 | https://courses.corporatefinanceinstitute.com/courses/free-excel-crash-course-for-finance | |
| 3 | https://www.youtube.com/watch?v=Nv_Nnw01FaU | |

MAPPING WITH PROGRAMME OUTCOMES:

Strongly correlated – 3

Moderately correlated – 2

Weakly correlated – 1

| CO/PO | PO (23USKPCS) – GENERAL AWARENESS FOR COMPETITIVE EXAMINATION | | | | | | | | | |
|------------------------|---|------------------------------|---|-----------------------|-------------------------|---------------------------------|--------------------------|---------------------------------------|---|-------------------------|
| | 1 Disciplinary Knowledge and skills | 2 Skilled Communicator | 3 Critical thinker and problem solver | 4 Sense of inquiry | 5 Team player/worker | 6 Skilled project manager | 7 Digitally Efficient | 8 Ethical awareness / reasoning | 9 National and international perspective | 10 Lifelong learners |
| CO1 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO2 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO3 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO4 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |
| CO5 | 3 | 3 | 2 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |
| CO-PO Total | 15 | 15 | 10 | 10 | 5 | 1 | 10 | 5 | 5 | 10 |
| CO-PO- Avg | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 2 |