



BHARATHIDASANUNIVERSITY, TIRUCHIRAPPALLI-620024

**B.A. SANSKRIT (UG)
CHOICE BASED CREDIT SYSTEM- LEARNING OUTCOMES BASED
CURRICULUM FRAME WORK(CBCS - LOCF)
(Applicable to the candidates admitted from the academic year 2026-
2027 onwards)**

Sem.	Part	Name of the Courses	Title of Course	Ins. Hrs	Credits	Exam Hours	Maximum Marks		
							In t.	Ex t.	Total
I	I	Ability Enhancement Course – I (AEC - I)	Tamil/other Languages	6	3	3	30	70	100
	II	Ability Enhancement Course – II (AEC - II)	English Course - I	6	3	3	30	70	100
	III	Core Course-1 (CC-1)	रघुवंशम्- Raghuvamśam	4	4	3	30	70	100
		Core Course-2 (CC-2)	कृष्णचरितम्- Kṛṣṇacaritam	4	4	3	30	70	100
		Allied Course – 1 (MC - 1)	Ancient Indian History till 1206 AD	3	3	3	30	70	100
		Allied Course – 2 (MC - 2)	History of the Vedic period in Sanskrit Literature	3	3	3	30	70	100
	IV	Value Education		2	2	3	30	70	100
		Interdisciplinary Course – 1 (IDC - 1) #	One Course from Outside Department	2	2	3	30	70	100
		Total		30	24				800
II	I	Ability Enhancement Course – III (AEC - III)	Tamil/other Languages	6	3	3	30	70	100
	II	Ability Enhancement Course – IV (AEC - IV)	English Course - II	6	3	3	30	70	100
	III	Core Course-3 (CC-3)	बालरामायणम्- Bālarāmayaṇam	4	4	3	30	70	100
		Core Course- 4(CC-4)	बालभारतम्-Bālabhāratam	4	4	3	30	70	100
		Allied Course – 3 (MC -3)	History of Itihasas and Puranas in Sanskrit Literature	3	3	3	30	70	100
		Allied Course – 4 (MC -4)	History of Court Epics in Sanskrit Literature	3	3	3	30	70	100
		Skill Enhancement Course -1 (SEC-1) ##	Naan Mudhalvan Course	2	2	3	30	70	100

		Interdisciplinary Course – 2 (IDC - 2) #	One Course from Outside Department	2	2	3	30	70	100
		Total		30	24				800

III	I	Ability Enhancement Course – V (AEC - V)	नीति: वैज्ञानिक-साहित्यम् प्रत्ययाः— Nītiḥ, Vaijñānika-sāhityam, Pratyayāḥ	6	3	3	30	70	100
	II	Ability Enhancement Course – VI (AEC - VI)	English Course - III	6	3	3	30	70	100
	III	Core Course-5(CC-5)	कुमारसंभवम्- Kumārasambhavam	4	4	3	30	70	100
		Core Course - 6 (CC-6)	कलिविडम्बनम् - kaliviḍambanam	4	4	3	30	70	100
		Allied Course - 5 (MC - 5)	History of Minor Poetry in Sanskrit Literature	3	3	3	30	70	100
		Allied Course - 6 (MC - 6)	History of Nīti Literature in Sanskrit	3	3	3	30	70	100
	IV	Skill Enhancement Course- 2 (SEC- 2) ##	Naan Mudhalvan Course	2	2	3	30	70	100
		Interdisciplinary Course – 3 (IDC - 3) \$\$	One Course from Outside Department	2	2	3	30	70	100
		Health & Wellness @		--	1	--			100
		Total		30	25				900
IV	I	Ability Enhancement Course – VII (AEC - VII)	नाटकम्, नाटक-इतिहासः, सन्धिः- Nāṭakam, Nāṭaka-itiḥāsaḥ, Sandhiḥ	6	3	3	30	70	100
	II	Ability Enhancement Course – VIII (AEC - VIII)	English Course - IV	6	3	3	30	70	100
	III	Core Course– 7(CC-7)	पञ्चतन्त्रम् –मित्रसंप्राप्तिकम् – Pañcatantram - Mitrasamprāptikam	4	4	3	30	70	100
		Core Course - 8(CC-8)	लघुसिद्धान्तकौमुदी - Laghusiddhānta-kaumudī	4	4	3	30	70	100
		Allied Course – 7 (MC - 7)	History of Historical kavyas in Sanskrit	3	3	3	30	70	100

		Allied Course – 8 (MC - 8)	History of Drama Literature in Sanskrit	3	3	3	30	70	100
	IV	Skill Enhancement Course -3 (SEC- 3)##	Naan Mudhalvan Course	2	2	3	30	70	100
		Interdisciplinary Course – 4 (IDC - 4) \$\$	One Course from Outside Department	2	2	3	30	70	100
		Total			30	24			
Summer Internship / Industrial Activity during the Summer Vacation after II Year									

V	III	CoreCourse - 9(CC-9)	किरातार्जुनीयम्- Kirātārjunīyam	5	4	3	30	70	100
		CoreCourse - 10 (CC-10)	अभिज्ञानशाकुन्तलम् - Abhijñāna- śākuntalam	5	4	3	30	70	100
		CoreCourse – 11 (CC-11)	Lexicography &Manuscriptology	5	4	3	30	70	100
		CoreCourse - 12(CC-12)	काव्यादर्शः- Kāvyaḍarśaḥ	5	4	3	30	70	100
		CoreCourse – 13 (CC-13)	प्रतिमानाटकम् - Pratimānāṭakam	5	4	3	30	70	100
	IV	Skill Enhancement Course - 4 (SEC-4) ##	Any one from the list	2	2	3	30	70	100
		Skill Enhancement Course – 5 (SEC-5) ##	Naan Mudhalvan Course	2	2	3	30	70	100
		Introduction to Disaster Management		2	2	3	30	70	100
		Summer Internship / Industrial Activity@@	(with Viva-Voce)	--	2	--	2 0	80	100

	Total			30	28				900
VI	III	CoreCourse –14 (CC-14)	हितोपदेश:- Hitopadeśaḥ	6	4	3	30	70	100
		Core Course - 15 (CC-15)	तर्कसंग्रह:- Tarkasaṅgrahaḥ	6	4	3	30	70	100
		Core Course - 16 (CC-16)	विदुर-नीति: - Vidura-nīti	6	4	3	30	70	100
		CoreProject Work - 17 (CPW-17) @@	Project (with viva voce)	6	3	4	20	80	100
	IV	Value Added Course	General Studies for Competitive Examinations	2	2	3	30	70	100
		Skill Enhancement Course - 6 (SEC-6) ##	Any one from the list	2	2	3	30	70	100
		Skill Enhancement Course - 7 (SEC-7) ##	Naan Mudhalvan Course	2	2	3	30	70	100
		Environmental Science		2	2	3	30	70	100
		GenderStudies		2	1	3	30	70	100
		ExtensionActivities *		--	1	--	--	--	--
		Total			30	25			
GrandTotal				180	150				5100

SKILL ENHANCEMENT COURSE			
Sl. No.	Title of Courses	Sl. No.	MANDATORY Naan Mudhalvan Course ##
1.	Spoken Sanskrit	1.	2 nd Semester:
2.	Translation Skills		
3.	Sanskrit Letter writing skills	2.	3 rd Semester:
4.	Memory Techniques		
5.	Presentation & Technical Skills	3.	4 th Semester:
6.	Research Skills		
7.	Book Review Skills	4.	5 th Semester:
	--	5.	6 th Semester:

INTERDISCIPLINARYCOURSE (IDC) FOR WHO HAVE OPT TAMIL AS PART - I	
1 st Semester	Indian Knowledge Systems: An Introduction
2 nd Semester	Life Skills through Stories in Sanskrit and Tamil Traditions
3 rd Semester	Health and Wellness inSanskrit and Tamil Traditions
4 th Semester	Nature and Sustainable Living in Sanskrit and Tamil Traditions

INTERDISCIPLINARYCOURSE (IDC) # FOR WHO HAVE NOT OPT TAMIL AS PART – I (for other Department Students Only)		
Those who have studied Tamil up to 10 th +2 but opt for other languages in degree	1 st Semester	Special Tamil - I
	2 nd Semester	Special Tamil - II
Those who have not studied Tamil in school level	1 st Semester	Basic Tamil - I
	2 nd Semester	Basic Tamil – II
Those students who opt for either special Tamil (or) Basic Tamil as IDCs, have to choose 2 more IDCs courses in their 3 rd and 4 th Semester from Outside his / her department.		

INTER DISCIPLINARY COURSE (IDC) \$\$ FOR NCCADETS ONLY	
NCC Course is a Compulsory Course for the NCC Cadets in the 3 rd Semester:	NCC Course is a Compulsory Course for the NCC Cadets in the 4 th Semester:
Introduction to NCC (Existing Syllabus)	1. Special Subject Army (or) 2. Special Subject Navy (or) 3. Special Subject Air force

SUMMARY OF CURRICULUM STRUCTURE OF UG PROGRAMMES-ARTS

Sl. No.	Part	Types of the Courses	No. of Courses	Credits for Each Course	Total Credits	Marks
1.	I	Ability Enhancement Course	4	3	12	400
2.	II	Ability Enhancement Course	4	3	12	400
3.	III	Core Courses	16	4	64	1600
4.		Allied Course (AC)	8	3	24	800
5.		Core Project Work (CPW)	1	3	03	100
6.	IV	Skill Enhancement Courses (SEC)	7	2	14	700
7.		Interdisciplinary Course (IDC)	4	2	08	400
8.		Value Education	1	2	02	100
9.		Health and Wellness	1	1	01	100
10.		Introduction to Disaster Management	1	2	02	100
11.		Summer Internship/ Industrial Activity	1	1	02	100
12.		Value Added Course	1	2	02	100
13.		Environmental Studies	1	2	02	100
14.		Gender Studies	1	1	01	100
15.		Extension Activities (NCC/NSS/SPORTS/ANTHROLOGY/DRUG CELL/YRC& Any Other Activities)	--	1	01	--
	Total		51		150	5100

\$	For those who have studied Tamil upto10 th , +2(Regular Stream)															
+	Syllabus for other Languages should be on par with Tamil at degree level															
#	Those who have studied Tamil up to10 th +2 but opt for other languages in degree level under Part –I should study special Tamil and those who have not studied Tamil in the school level should study Basic Tamil in Part– IV under the Ability Enhancement Course.															
##	Naan Mudhalvan Scheme: As per the Naan Mudhalvan Scheme instructions 5 courses from 2 nd to 6 th semester should be studied under Skill Enhancement Course.															
\$\$	NCC Course is one of the Choices in the Ability Enhancement Course. Only the NCC Cadets are eligible to choose this course. However, NCC Course is a Compulsory Course for the NCC Cadets.															
@	Health and Wellness: Assessments: • Use self-reflective worksheets to assess their understanding • submit the worksheets to internal audit / external audit • Every student’s activity report should be documented and the same have to be assessed by the Physical Director with Mentor. The evaluation should be for 100 marks. No examination is required. Scheme of Evaluation: <table><tr><th>Part</th><th>Description</th><th>Marks</th></tr><tr><td>A</td><td>Report</td><td>40</td></tr><tr><td>B</td><td>Attendance</td><td>20</td></tr><tr><td>C</td><td>Activities (Observation During Practice)</td><td>40</td></tr><tr><td colspan="2">Total</td><td>100</td></tr></table>	Part	Description	Marks	A	Report	40	B	Attendance	20	C	Activities (Observation During Practice)	40	Total		100
Part	Description	Marks														
A	Report	40														
B	Attendance	20														
C	Activities (Observation During Practice)	40														
Total		100														
@@	Summer Internship / Industrial Activity Summer Internship will be carried out during the summer vacation after the second year. Viva Voce will be conducted by the college and Marks shall be sent to the University and the same will be included in the 5th semester Mark Statement. Summer Internship / Industrial Activity & Project Scheme of Evaluation: <table><tr><th>Description</th><th>Marks</th></tr><tr><td>Report</td><td>80</td></tr><tr><td>Viva-Voce</td><td>20</td></tr><tr><td>Total</td><td>100</td></tr></table>	Description	Marks	Report	80	Viva-Voce	20	Total	100							
Description	Marks															
Report	80															
Viva-Voce	20															
Total	100															
*	Extension Activities shall be outside instruction hours.															



BHARATHIDASAN UNIVERSITY, TIRUCHIRAPPALLI-620024
B.A. SANSKRIT (UG)
CHOICEBASEDCREDITSYSTEM- LEARNING OUTCOMES BASED
CURRICULUMFRAMEWORK(CBCS - LOCF)
(Applicable to the candidates admitted from the academic year 2026-2027 onwards)

Programme Outcomes (POs)

On successful completion of the B.A. Sanskrit Programme, the graduates will be able to:

PO1. Communication Skills

Demonstrate effective oral and written communication in Sanskrit and English, and present ideas clearly in academic and professional contexts.

PO2. Disciplinary Knowledge

Acquire comprehensive knowledge of Sanskrit language, literature, grammar, philosophy, culture, history, and Indian Knowledge Systems.

PO3. Critical Thinking

Critically analyse Sanskrit texts, concepts, and traditions using logical reasoning and interpretative skills.

PO4. Analytical Reasoning

Apply analytical and interpretative methods to understand linguistic, literary, philosophical, and cultural texts.

PO5. Scientific Reasoning

Recognize scientific ideas embedded in Sanskrit literature and Indian Knowledge Systems and appreciate their relevance to contemporary knowledge.

PO6. Self-directed Learning

Develop the ability for independent learning through textual study, digital resources, research, and lifelong academic engagement.

PO7. Reflective Thinking

Reflect upon ethical, cultural, philosophical, and social values derived from Sanskrit literature for personal and societal development.

PO8. Problem Solving

Apply traditional knowledge, logical reasoning, and interdisciplinary approaches to solve academic and real-life problems.

PO9. Research-related Skills

Demonstrate basic research competence through manuscript study, lexicography, project work, documentation, academic writing, and presentation.

PO10. Lifelong Learning

Cultivate intellectual curiosity, professional competence, cultural awareness, and commitment to continuous learning and community engagement.



BHARATHIDASAN UNIVERSITY, TIRUCHIRAPPALLI-620024
B.A. SANSKRIT (UG)
CHOICEBASEDCREDITSYSTEM- LEARNING OUTCOMES BASED
CURRICULUMFRAMEWORK(CBCS - LOCF)
(Applicable to the candidates admitted from the academic year 2026-
2027onwards)
Programme Specific Outcomes (PSOs)

After completing the B.A. Sanskrit Programme, the students will be able to:

PSO1. Sanskrit Language Proficiency

Read, write, translate, interpret, and communicate effectively in Sanskrit using appropriate grammatical principles.

PSO2. Literary Appreciation

Critically appreciate major genres of Sanskrit literature including Mahākāvya, Nāṭaka, Nīti, Kāvya, Gadya, Itihāsa, Purāṇa, and Subhāṣita literature.

PSO3. Grammatical Competence

Apply the principles of Sanskrit grammar, morphology, syntax, and semantics for accurate language analysis and composition.

PSO4. Philosophical Understanding

Demonstrate foundational understanding of Indian philosophical systems, especially Nyāya and allied schools, and apply logical reasoning in textual interpretation.

PSO5. Indian Knowledge Systems

Explain the contributions of Sanskrit to Indian Knowledge Systems such as ethics, ecology, governance, science, linguistics, manuscriptology, lexicography, and cultural heritage.

PSO6. Research and Professional Skills

Undertake basic research, manuscript documentation, translation, editing, teaching, digital content creation, and interdisciplinary studies using Sanskrit sources.

PSO7. Ethical and Cultural Leadership

Promote Indian cultural values, social harmony, environmental responsibility, and ethical leadership through the application of Sanskrit knowledge.

First Year	CORE COURSE - 1 (CC - 1)	Semester-I
	रघुवंशम्- Raghuvamśam	
Code:	(Theory)	Credit:4
OBJECTIVES: • To introduce students to the Mahākāvya tradition and the place of <i>Raghuvamśam</i> among the Pañca-Mahākāvyas of Sanskrit literature. • To familiarize students with the life, works, and literary genius of Kālidāsa. • To develop proficiency in reading, understanding, and interpreting classical Sanskrit poetic texts. • To impart an understanding of the literary, cultural, and ethical values reflected in <i>Raghuvamśam</i>. • To develop analytical and aesthetic appreciation of Sanskrit poetry through textual study and literary interpretation.		
UNIT- I: Introduction to Mahakavyas & Kalidasa, Raghuvamsam (I sarga) verses 01-15		
UNIT - II: verses 16-35		
UNIT - III: verses 36-55		
UNIT- IV: verses 56-75		
UNIT- V: verses 76-95		
UNIT- VI: Comparative Study - A Comparative study of kavyas based on Ramayana in Tamil & Other Languages		
REFERENCES: ★ रघुवंशम्(Raghuvamśam), R.S.Vadhyar and Sons, Kalpathy, 1978 ★ https://archive.org/details/RaghuvamsaOfKalidasaSarga141929 ★ https://sanskritdocuments.org/sites/giirvaani/giirvaani/rv/sargas/01_rv.htm ★ https://www.sanskritfromhome.org/course-details/raghuvamsha-sarga1-sanskrit-7220 ★ https://www.exoticindiaart.com/book/details/raghuvamsam-by-mahakavi-kalidasa-canto-1-uaa785/		
COURSE OUTCOMES: Upon successful completion of the course, the students would be able to: CO1: Explain the characteristics of Mahākāvya literature and the contribution of		

Kālidāsa to Sanskrit literary tradition.

CO2: Read, comprehend, and interpret the prescribed verses of *Raghuvamśam* with grammatical and literary understanding.

CO3: Analyze the poetic expression, imagery, and literary excellence found in the prescribed text.

CO4: Evaluate the cultural, ethical, and idealistic values portrayed in *Raghuvamśam*.

CO5: Demonstrate literary appreciation and critical understanding of classical Sanskrit poetry through textual interpretation and discussion.

CO-PO Mapping

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	2	1	1	2	1	1	2
CO2	3	3	2	3	1	2	1	2	2	2
CO3	2	3	3	3	1	2	2	2	2	2
CO4	2	3	2	2	1	2	3	2	1	2
CO5	3	3	3	2	2	2	2	2	2	3

CO-PSO Mapping

COs / PSOs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	2	3	2	1	2	1	2
CO2	3	3	3	2	2	2	1
CO3	2	3	2	2	2	2	2
CO4	2	3	1	2	3	1	3
CO5	3	3	2	2	2	3	2

3 = High, 2 = Moderate, 1 = Low

First Year	CORE COURSE – 2 (CC – 2)	Semester-I
	कृष्णचरितम्-Kṛṣṇacaritam	
Code:	(Theory)	Credit:4
OBJECTIVES: - To introduce students to modern Sanskrit prose literature through the study of <i>Kṛṣṇacaritam</i>. - To familiarize students with the narrative style, structure, and literary features of Sanskrit prose romances. - To develop proficiency in reading, understanding, and narrating Sanskrit prose texts. - To impart an understanding of the cultural, ethical, and devotional values reflected in the life of ŚrīKṛṣṇa. - To develop comparative, analytical, and literary appreciation skills through the study of Sanskrit story literature.		
UNIT- I: Introduction to Prose Romances in Sanskrit, Krishnacaritam, Venkateshwara Shastri – कथावस्तु		
UNIT – II: श्रीकृष्णस्य अवतरणम्		
UNIT-III: शिशोः मारणायकंसस्य दुष्कृत्यानि		
UNIT- IV: रामकृष्णयोः बाल्यम् - १ भागः		
UNIT- V: रामकृष्णयोः बाल्यम् - २ भागः		
UNIT- VI: Comparative Studies: A Comparative study of Kṛṣṇa Stories in Tamil & Other Languages		
REFERENCES: ✦ कृष्णचरितम् by Venkateshwara Shastri, Rastriya Samskrta Vidhyapetam, Tirupathy ✦ https://sanskritdocuments.org/doc_vishhnu/kRRiShNacharitam.html ✦ https://www.scribd.com/book/317281975/Krishna-Charitam ✦ https://www.worldcat.org/title/krishna-charitam-of-shri-samudragupta/oclc/663753109 ✦ https://ci.nii.ac.jp/ncid/BA49942688?l=en		
COURSE OUTCOMES: Upon successful completion of the course, the students would be able to: CO1: Explain the nature and characteristics of Sanskrit prose romances and the contribution of Venkateshwara Śāstrī to Sanskrit literature. CO2: Read, comprehend, and narrate the prescribed portions of <i>Kṛṣṇacaritam</i> with linguistic and literary understanding. CO3: Analyze the narrative techniques, character portrayal, and literary features employed in the text. CO4: Evaluate the cultural, ethical, and devotional values presented through the life and deeds of Śrī Kṛṣṇa. CO5: Demonstrate critical appreciation of Sanskrit prose literature through textual interpretation and comparative literary understanding.		

CO-PO Mapping

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	2	1	1	2	1	1	2
CO2	3	3	2	3	1	2	1	2	2	2
CO3	2	3	3	3	1	2	2	2	2	2
CO4	2	3	2	2	1	2	3	2	1	2
CO5	3	3	3	2	2	2	2	2	2	3

CO-PSO Mapping

COs / PSOs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	2	3	1	1	2	1	2
CO2	3	3	3	2	2	2	1
CO3	2	3	2	2	2	2	2
CO4	2	3	1	2	3	2	3
CO5	2	3	2	2	2	3	2

3 = High, 2 = Moderate, 1 = Low

First Year	Allied Course – 1 (AC - 1)	Semester-I
	ANCIENT INDIAN HISTORY TILL 1206AD	
Code:	(Theory)	Credit:3
OBJECTIVES: • To introduce students to the major phases of Ancient Indian History from the Prehistoric Age to 1206 CE. • To provide an understanding of the political, social, religious, and cultural developments of ancient India. • To familiarize students with the contributions of ancient Indian civilizations, kingdoms, and dynasties to Indian heritage. • To impart knowledge of the achievements of ancient India in literature, philosophy, science, technology, art, architecture, administration, and economy. • To develop historical awareness, analytical thinking, and appreciation of India's cultural legacy through the study of ancient history.		
UNIT- I: Sources of Indian History – Pre-historic age, Indus valley civilization, Vedic age		
UNIT - II: Jainism, Buddhism, Saivism, Cities and Kingdoms, Persian and Greek Invasions, Maurya empire, Kanisha.		
UNIT-III: Gupta age, Harshavardhana, Rajput age		
UNIT- IV: South Indian Kingdoms – Chera, Chola, Pandya, Chalukya etc., Contribution of South India to Indian Culture.		
UNIT- V: Invasion of Arabs and Turks, Establishment of Muslim rule in India		
UNIT- VI: Ancient Indian Knowledge Systems and their Contemporary Relevance - Governance and Administration - Indigenous Scientific Knowledge - Sustainable Living Practices - Cultural Heritage and National Identity - Contributions to World Civilization		
REFERENCES: ✦ Ancient Indian History upto 1206 AD – by A. Swaminathan, Chi-chu Publications ✦ Ancient India – R. C. Majumdar, Motilal Banarsidass, Delhi. ✦ An Advanced History of India – R. C. Majumdar, H. C. Raychaudhuri & Kalikinkar Datta, Macmillan. ✦ History and Culture of the Indian People (Volumes I-V) – Edited by R. C. Majumdar, Bharatiya Vidya Bhavan. ✦ India's Ancient Past – R. S. Sharma, Oxford University Press. ✦ A History of South India – K. A. Nilakanta Sastri, Oxford University Press. ✦ The Wonder That Was India – A. L. Basham, Picador India. ✦ Ancient Indian Social History – Romila Thapar, Orient Blackswan. ✦ Early India: From the Origins to AD 1300 – Romila Thapar, Penguin Books. ✦ Ancient Indian Culture and Civilization – D. D. Kosambi, Vikas Publishing.		
COURSE OUTCOMES: Upon successful completion of the course, the students would be able to:		

CO1: Describe the major sources and phases of Ancient Indian History from the Prehistoric Age to the Vedic Period.

CO2: Explain the emergence and development of major religious traditions, empires, and political institutions in ancient India.

CO3: Analyze the contributions of significant dynasties and kingdoms, including the Mauryas, Guptas, Harṣavardhana, Rajputs, and South Indian rulers.

CO4: Evaluate the achievements of ancient Indian society in the fields of culture, literature, religion, philosophy, science, technology, art, and architecture.

CO5: Assess the relevance of ancient Indian historical experiences and cultural heritage in understanding contemporary Indian society and civilization.

CO-PO Mapping

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	2	2	1	2	1	1	2
CO2	2	3	2	2	2	2	2	2	1	2
CO3	2	3	3	3	2	2	2	2	2	2
CO4	2	3	3	3	3	2	2	2	2	3
CO5	3	3	3	2	3	3	3	3	2	3

CO-PSO Mapping

COs / PSOs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	1	2	1	2	3	1	2
CO2	1	2	1	2	3	2	2
CO3	1	2	1	2	3	2	2
CO4	2	2	1	2	3	2	3
CO5	2	2	1	2	3	3	3

3 = High, 2 = Moderate, 1 = Low

First Year	Allied Course – 2 (MC - 2)	Semester-I
	History of the Vedic period in Sanskrit Literature	
Code:	(Theory)	Credit:3
OBJECTIVES: • To introduce students to the Vedic period and its significance in the history of Indian civilization. • To familiarize students with the four Vedas and their distinctive features. • To provide an understanding of the social, cultural, religious, and intellectual life reflected in Vedic literature. • To impart knowledge of the Vedāṅgas and their role in the preservation and interpretation of the Vedas. • To develop historical awareness and appreciation of the contributions of Vedic literature to Indian Knowledge Systems.		
UNIT- I: vedas - An Introduction, ऋग्वेदः		
UNIT - II: यजुर्वेदः		
UNIT-III: सामवेदः		
UNIT- IV: अथर्वणवेदः		
UNIT- V: वेदाङ्गानि		
UNIT- VI:Vedic Heritage and its Contemporary Relevance Topics: • Vedic values and ethical teachings • Vedic education and Gurukula system • Environmental awareness in Vedic literature • Contributions of the Vedas to Indian Knowledge Systems • Relevance of Vedic traditions in contemporary society		
REFERENCES: ✦ A Short History of Sanskrit Literature (pp. 120-125) by T. K. Ramachandra Iyer, Pub: R.S.Vadhyar& sons, Kalpatti, Palghat, Kerala, 2006 https://www.exoticindiaart.com/book/details/short-history-of-sanskrit-literature-nax070/ ✦ History of Classical Sanskrit Literature - M Krishnamachariarhttps://archive.org/details/HistoryOfClassicalSanskritLiterature-MKrishnamachariar		
COURSE OUTCOMES: Upon successful completion of the course, the students would be able to: CO1: Explain the historical background and significance of the Vedic period in Indian civilization. CO2: Describe the structure, contents, and distinctive features of the four Vedas. CO3: Analyze the social, cultural, religious, and intellectual dimensions		

reflected in Vedic literature.

CO4: Explain the purpose and importance of the Vedāṅgas in the study and preservation of the Vedas.

CO5: Evaluate the contribution of Vedic literature to Indian Knowledge Systems and its continuing relevance in contemporary society.

CO-PO Mapping

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	2	2	1	2	1	1	2
CO2	2	3	2	2	3	2	2	1	1	2
CO3	2	3	3	3	2	2	2	2	2	2
CO4	2	3	2	3	3	2	2	2	2	2
CO5	3	3	3	2	3	3	3	3	2	3

CO-PSO Mapping

COs / PSOs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	2	2	1	2	3	1	2
CO2	2	3	2	2	3	2	2
CO3	2	2	2	2	3	2	2
CO4	2	2	3	2	3	2	2
CO5	2	2	2	2	3	3	3

3 = High, 2 = Moderate, 1 = Low

First Year	Interdisciplinary Course – 1 (IDC-1)	Semester-I
	Indian Knowledge Systems: An Introduction	
Code:	(Theory)	Credit:2
OBJECTIVES: - To introduce the fundamental concepts and scope of Indian Knowledge Systems (IKS). - To familiarize students with the major branches of knowledge preserved in Indian traditions. - To highlight the relevance of Indian Knowledge Systems in culture, society, science, and sustainable development. - To develop appreciation for India's intellectual and cultural heritage. - To encourage learners to apply traditional knowledge for personal and societal well-being.		
UNIT- I: Introduction to Indian Knowledge Systems: Meaning and scope of Indian Knowledge Systems, Evolution of knowledge traditions in India, Oral and written traditions, Sources of Indian Knowledge Systems, Relevance of IKS in the contemporary world		
UNIT - II:Major Branches of Indian Knowledge: Philosophy (Darśana, Language and Grammar, Mathematics and Astronomy,Medicine (Āyurveda& Siddha), Arts and Performing Traditions		
UNIT-III: Indian Knowledge in Everyday Life: Family and social values, Education and Gurukula traditionm Food habits and healthy lifestyle, Festivals and cultural practices, Traditional knowledge in daily life		
UNIT- IV: Indian Knowledge for Society: Ethics and values, Environmental awareness, Traditional healthcare, Scientific temper in Indian traditions, Preservation of cultural heritage		
UNIT- V: Indian Knowledge in the Modern World: Indian Knowledge and education, Yoga and wellness, Sustainable living, Digital preservation of traditional knowledge, Career opportunities in Indian Knowledge Systems		
UNIT- VI:Self-Learning: Prepare a poster on any branch of Indian Knowledge Systems.		
REFERENCES: Primary Sources ✦ Ṛgveda (Selected Hymns) ✦ Atharvaveda (BhūmiSūkta) ✦ Upaniṣads (Selected Mantras) ✦ Bhagavad Gītā ✦ Manusmṛti (Selected Chapters) ✦ Tirukkural Secondary Sources ✦ Kapil Kapoor & Avadhesh Kumar Singh (Eds.). <i>Indian Knowledge Systems</i>. DK		

Printworld.

- ✦ B. Mahadevan, Vinayak Rajat Bhat & Nagendra Pavana R. *Introduction to Indian Knowledge System*. PHI Learning, 2022.
- ✦ B. Mahadevan. *Indian Knowledge Systems*. Cengage Learning.
- ✦ Michel Danino. *Indian Culture and India's Future*.
- ✦ S. R. Balasubrahmanyam. *Cultural Heritage of India*.
- ✦ AICTE. *Indian Knowledge Systems Curriculum Framework*.
- ✦ Ministry of Education. *National Education Policy 2020*.

COURSE OUTCOMES:

Upon successful completion of the course, the students would be able to:

CO1. Explain the concept, scope, and importance of Indian Knowledge Systems.

CO2. Identify the major branches of knowledge and their contributions to civilization.

CO3. Describe the application of traditional knowledge in everyday life and society.

CO4. Appreciate India's intellectual, scientific, and cultural heritage.

CO5. Demonstrate awareness of the relevance of Indian Knowledge Systems for sustainable and responsible living.

CO-PSO Mapping

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	2	2	2	2	1	1	2
CO2	2	3	2	2	3	2	2	2	2	2
CO3	2	3	2	2	3	2	3	2	2	2
CO4	2	3	3	2	3	2	3	2	2	3
CO5	3	3	3	2	3	3	3	3	2	3

CO-PSO Mapping

COs / PSOs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	1	2	1	2	3	2	2
CO2	1	2	1	2	3	2	2
CO3	2	2	1	2	3	2	3
CO4	2	2	1	2	3	2	3
CO5	2	2	1	2	3	3	3

3 = High, 2 = Moderate, 1 = Low

First Year	CORE COURSE – 3 (CC- 3)	Semester-II
	बालरामायणम् - Bālarāmāyaṇam	
Code:	(Theory)	Credit: 4
OBJECTIVES: • To introduce students to the <i>Rāmāyaṇa</i>, one of the great epics of India, through the study of <i>Bālarāmāyaṇam</i>. • To familiarize students with the narrative structure, characters, and literary features of epic literature in Sanskrit. • To develop proficiency in reading, understanding, and interpreting simple Sanskrit poetic texts. • To impart an understanding of the cultural, ethical, and social ideals reflected in the <i>Rāmāyaṇa</i> tradition. • To develop literary appreciation, critical thinking, and comparative understanding through the study of epic literature.		
UNIT- I: Introduction – work & author details –बालकाण्डः		
UNIT - II: First half of अयोध्याकाण्डः		
UNIT-III: Second half of अयोध्याकाण्डः		
UNIT- IV: first half of आरण्यकाण्डः		
UNIT- V: second half of आरण्यकाण्डः		
UNIT- VI: Comparative Studies: A Comparative study of the Ramayana in Tamil & Other Languages		
REFERENCES: ✦ बालरामायणम् of Anantanarayana Shastri, R.S.Vadhyar & Sons, Kalpathy, Palghat, Kerala, 1992 ✦ https://chauhambapustak.com/index.php?route=product/product&product_id=7647 ✦ https://www.exoticindiaart.com/book/details/bala-ramayanam-bala-ayodhya-and-aranya-kandam-mzm930/ ✦ https://www.exoticindiaart.com/book/details/bala-ramayana-of-rajasekhara-nzb300/ ✦ https://www.pdfdrive.com/ramayana-vol-1-bala-ayodhya-kanda-e39590262.html		
COURSE OUTCOMES: Upon successful completion of the course, the students would be able to: CO1: Explain the storyline, major episodes, and principal characters presented in the prescribed portions of <i>Bālarāmāyaṇam</i>. CO2: Read, comprehend, and interpret the prescribed text with linguistic and literary understanding. CO3: Analyze the literary features and narrative techniques employed in the text.		

CO4: Evaluate the ethical, cultural, and social values embodied in the characters and events of the *Rāmāyaṇa*.

CO5: Demonstrate literary appreciation and comparative understanding of the *Rāmāyaṇa* tradition through textual interpretation and discussion.

CO-PO Mapping

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	2	1	1	2	1	1	2
CO2	3	3	2	3	1	2	1	2	2	2
CO3	2	3	3	3	1	2	2	2	2	2
CO4	2	3	2	2	2	2	3	2	1	2
CO5	3	3	3	2	2	2	2	2	2	3

CO-PSO Mapping

COs / PSOs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	2	3	1	1	2	1	2
CO2	3	3	3	2	2	2	1
CO3	2	3	2	2	2	2	2
CO4	2	3	1	2	3	2	3
CO5	3	3	2	2	2	3	2

3 = High, 2 = Moderate, 1 = Low

First Year	CORE COURSE- 4(CC - 4)	Semester-II
	बालभारतम्- Bālabhāratam	
Code:	(Theory)	Credit:4
OBJECTIVES: • To introduce students to the <i>Mahābhārata</i>, one of the two great epics of India, through the study of <i>Bālabhāratam</i>. • To familiarize students with the narrative structure, characters, and literary features of Sanskrit epic literature. • To develop proficiency in reading, understanding, and interpreting simple Sanskrit poetic texts. • To impart an understanding of the ethical, social, and philosophical values reflected in the <i>Mahābhārata</i> tradition. • To develop literary appreciation, critical thinking, and interpretative skills through the study of epic literature.		
UNIT- I:Introduction – work & author details –बालभारतम्- Verses 1-10		
UNIT - II: Verses- 11-25		
UNIT-III: Verses- 26 – 40		
UNIT- IV: Verses- 41 – 55		
UNIT- V: Verses- 56 -70		
UNIT- VI: Comparative studies: A Comparative study of Mahabharata in Tamil & Other Languages		
REFERENCES: ✦ बालभारतम् of Agastya Pandita, Sri Vani Vilas Press, Srirangam, 1939 ✦ https://archive.org/details/in.ernet.dli.2015.383084 ✦ https://www.scribd.com/doc/253370182/Bala-Bharatam-Oct-14 ✦ https://sanskritdocuments.org/sanskrit/puja/		
COURSE OUTCOMES: Upon successful completion of the course, the students would be able to: CO1: Explain the storyline, major episodes, and principal characters presented in the prescribed portions of <i>Bālabhāratam</i>. CO2: Read, comprehend, and interpret the prescribed text with linguistic and literary understanding. CO3: Analyze the literary features, themes, and narrative techniques employed in the text. CO4:Evaluate the ethical, social, and philosophical values embodied in the characters and events of the <i>Mahābhārata</i>. CO5: Demonstrate literary appreciation and critical understanding of the <i>Mahābhārata</i> tradition through textual interpretation and comparative discussion.		

CO-PO Mapping

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	2	1	1	2	1	1	2
CO2	3	3	2	3	1	2	2	2	2	2
CO3	2	3	3	3	1	2	2	2	2	2
CO4	2	3	3	3	2	2	3	3	2	2
CO5	3	3	3	3	2	2	2	2	3	3

CO-PSO Mapping

COs / PSOs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	2	3	1	2	2	1	2
CO2	3	3	3	2	2	2	2
CO3	2	3	2	2	2	2	2
CO4	2	3	1	3	3	2	3
CO5	3	3	2	3	2	3	2

3 = High, 2 = Moderate, 1 = Low

First Year	Allied Course – 3 (MC -3)	Semester-II
	HISTORY OF ITIHASAS AND PURANAS IN SANSKRIT LITERATURE	
Code:	(Theory)	Credit: 3
OBJECTIVES: - To introduce students to the nature, origin, and significance of Itihāsa and Purāṇa literature in the Sanskrit tradition. - To familiarize students with the structure, contents, and cultural importance of the <i>Rāmāyaṇa</i>, <i>Mahābhārata</i>, and major Purāṇas. - To provide an understanding of the historical, religious, ethical, and philosophical ideas reflected in Itihāsa-Purāṇa literature. - To impart knowledge of the contribution of Itihāsas and Purāṇas to Indian culture, society, and knowledge traditions. - To develop analytical and interpretative skills through the study of Sanskrit narrative literature.		
UNIT- I: Introduction to Itihāsa Literature, Meaning and characteristics of Itihāsa, Origin and development of Itihāsa literature, Place of Itihāsas in Sanskrit literature, Historical and cultural significance		
UNIT- II: Rāmāyaṇa - Authorship and structure, Major Kāṇḍas, Principal characters, Ethical and cultural values, Influence on Indian literature and society		
UNIT- III: Mahābhārata - Authorship and structure, Major Parvas, Important themes and characters, Dharma and philosophy in the Mahābhārata, Influence on Indian thought and culture		
UNIT- IV: Purāṇa Literature - Definition and characteristics of Purāṇas, Pañcalakṣaṇa of Purāṇas, Classification of Purāṇas, Eighteen Mahāpurāṇas: An overview		
UNIT- V: Major Purāṇas and their Contributions - Viṣṇu Purāṇa, Bhāgavata Purāṇa, Śiva Purāṇa, Mārkaṇḍeya Purāṇa, Cultural, religious, and social contributions of Purāṇic literature		
UNIT- VI: Itihāsa-Purāṇa Traditions in Regional Languages and Contemporary Relevance: Rāmāyaṇa and Mahābhārata traditions in Tamil and other Indian languages, Purāṇic narratives in regional literature, Influence of Itihāsa-Purāṇa literature on arts, culture, and society, Contemporary relevance of Itihāsa-Purāṇa values		
REFERENCES: ★ A Short History of Sanskrit Literature by T. K. Ramachandra Iyer, R.S. Vadhyar & sons, Kalpathy, Palghat, Kerala, 2006 ★ History of Sanskrit Literature by AB Keith, Motilal Publications Varanasi ★ https://www.gutenberg.org/files/41563/41563-h/41563-h.htm ★ https://vnsgulibrary.org.in/Free_Ebooks/0026%20A%20History%20of%20Sanskrit%20Literature.pdf ★ https://archive.org/details/HistoryOfClassicalSanskritLiterature-MKrishnamachariar		
COURSE OUTCOMES: Upon successful completion of the course, the students would be able to: CO1: Explain the origin, characteristics, and significance of Itihāsa and Purāṇa		

literature in the Sanskrit tradition.

CO2: Describe the structure, contents, and major themes of the *Rāmāyaṇa*, *Mahābhārata*, and important Purāṇas.

CO3: Analyze the historical, ethical, religious, and philosophical ideas reflected in Itihāsa-Purāṇa literature.

CO4: Evaluate the contribution of Itihāsas and Purāṇas to Indian culture, society, and knowledge traditions.

CO5: Demonstrate critical understanding and appreciation of Sanskrit narrative literature through textual and cultural analysis.

CO-PO Mapping

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	2	1	1	2	1	1	2
CO2	2	3	2	2	2	2	2	1	1	2
CO3	2	3	3	3	2	2	3	2	2	2
CO4	2	3	3	3	2	2	3	2	2	3
CO5	3	3	3	3	2	3	3	2	3	3

CO-PSO Mapping

COs / PSOs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	1	3	1	2	2	1	2
CO2	2	3	1	2	2	2	2
CO3	2	3	2	3	3	2	3
CO4	2	3	1	2	3	2	3
CO5	2	3	3	2	3	3	3

3 = High, 2 = Moderate, 1 = Low

First Year	Allied Course – 4 (MC - 4)	Semester-II
	History of Court Epics in Sanskrit Literature	
Code:	(Theory)	Credit: 3
OBJECTIVES: • To introduce students to the origin, development, and characteristics of Court Epics (<i>Mahākāvyas</i>) in Sanskrit literature. • To familiarize students with the major Sanskrit Mahākāvyas and their authors. • To provide an understanding of the literary, cultural, historical, and aesthetic significance of Court Epics. • To impart knowledge of the contribution of Court Epics to Sanskrit literary tradition and Indian cultural heritage. • To develop literary appreciation, analytical skills, and historical awareness through the study of Sanskrit Mahākāvyas.		
UNIT- I: Introduction to Court Epics (Mahākāvyas) - Definition and characteristics of Mahākāvyas, Origin and development of Court Epics		
UNIT- II: Introduction to Pañca-Mahākāvyas – Mahākāvyas of Kālidāsa		
UNIT- III: Pañca-Mahākāvyas - Mahākāvyas of Bhāraviḥ Māghaḥ Śrīharṣaḥ		
UNIT- IV: Mahākāvyas of Aśvaghoṣaḥ Vedāntadeśikaḥ Ratnākaraḥ		
UNIT- V: Mahākāvyas of Kumāradāsaḥ Nīlakaṇṭhadīkṣitaḥ Kṣemendraḥ		
UNIT- VI: Contemporary and Comparative Studies: Modern court Epics in Sanskrit, Court Epics in Regional Literatures and Contemporary Relevance		
REFERENCES: ✦ A Short History of Sanskrit Literature by T. K. Ramachandra Iyer, R.S. Vhyar & sons, Kalpathy, Palghat, Kerala, 2006 ✦ History of Sanskrit Literature by AB Keith, Motilal Publications Varanasi ✦ https://www.gutenberg.org/files/41563/41563-h/41563-h.htm ✦ https://vnsgulibrary.org.in/Free_Ebooks/0026%20A%20History%20of%20Sanskrit%20Literature.pdf ✦ https://archive.org/details/HistoryOfClassicalSanskritLiterature-MKrishnamachariar		
COURSE OUTCOMES: Upon successful completion of the course, the students would be able to: CO1: Explain the origin, development, and characteristics of Court Epics (<i>Mahākāvyas</i>) in Sanskrit literature. CO2: Describe the major Sanskrit Mahākāvyas, their authors, and their literary contributions. CO3: Analyze the themes, style, and aesthetic features of important Court Epics. CO4: Evaluate the cultural, historical, and literary significance of Sanskrit Mahākāvyas. CO5: Demonstrate critical appreciation of Court Epics and their influence on Indian literary and cultural traditions.		

CO-PO Mapping

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	2	1	1	2	1	1	2
CO2	2	3	2	2	2	3	2	1	1	2
CO3	2	3	3	3	2	3	2	2	2	2
CO4	2	3	3	3	2	3	3	2	2	3
CO5	3	3	3	3	2	3	3	2	3	3

CO-PSO Mapping

COs / PSO's	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	1	3	1	2	2	1	2
CO2	2	3	1	2	2	2	2
CO3	2	3	2	2	2	2	2
CO4	2	3	1	2	3	2	3
CO5	2	3	2	2	3	3	3

3 = High, 2 = Moderate, 1 = Low

First Year	Interdisciplinary Course – 2 (IDC- 2)	Semester-II
	Life Skills Development through Stories in Sanskrit and Tamil Traditions	
Code:	(Theory)	Credit:2
OBJECTIVES: - To introduce students to life skills through classical stories from Sanskrit and Tamil traditions. - To familiarize students with moral and ethical values reflected in Indian narrative literature. - To develop communication, interpersonal, and decision-making skills through story-based learning. - To cultivate positive attitudes, emotional intelligence, and social responsibility. - To encourage students to apply life skills for personal growth and harmonious living.		
UNIT- I: Storytelling in Indian educational tradition: Story literature in Sanskrit and Tamil, Narrative as a medium of value education, Characteristics of didactic stories, Learning through stories - from: Pañcatantra, Hitopadeśa, Tirukkural, Aathichoodi		
UNIT - II: Personal Excellence in Classical Literature: Life skills related to: Self-awareness, Self-discipline, Honesty, Perseverance, Positive attitude and Emotional control - from: Pañcatantram, Hitopadeśa, Tirukkural, Nālaṭiyār, Ātticūṭi		
UNIT-III: Human Relationships and Social Harmony: Life skills related to: Friendship, Cooperation, Compassion , Gratitude, Respect for elders, Effective communication - from: Hitopadeśa, Pañcatantram,Tirukkural, Iniyavai Nārpatu, Nālaṭiyār		
UNIT- IV: Leadership and Wise Decision-Making: Life skills related to -Leadership, Responsibility, Courage , Problem solving, Ethical decision-making, Conflict resolution - from: Rāmāyaṇam, Mahābhāratam, Pañcatantram, Tirukkural		
UNIT- V: Life Wisdom from Classical Texts: Practical life lessons from classical literature on - Good conduct (Ācāra), Duty and responsibility, Respect for parents, teachers and society, Choosing good company, Self-control and contentment, Living harmoniously with people and nature – from: Subhāṣitas, Vidura Nīti, Chanakya Nīti, Tirukkural, Ātticūṭi, Nalvazhi		
UNIT- VI: Self-Learning: Prepare a presentation, poster, short video, or illustrated report on one life skill based on a story or teaching from any Sanskrit or Tamil classical text.		
REFERENCES: Primary Sources ✦ Pañcatantra ✦ Hitopadeśa ✦ Tirukkural ✦ Nālaṭiyār ✦ Ātticūṭi ✦ IniyavaiNārpatu		

- ✦ Nalvazhi
- ✦ Vidura Niti (Mahābhārata)
- ✦ Chanakya Niti
- ✦ Selected Subhāṣitas

Secondary Sources

- ✦ C. Rajagopalachari – Mahabharata
- ✦ C. Rajagopalachari – Ramayana
- ✦ B. Mahadevan – Indian Knowledge Systems
- ✦ Ministry of Education – NEP 2020
- ✦ AICTE – *Introduction to Indian Knowledge Systems*

COURSE OUTCOMES:

Upon successful completion of the course, the students would be able to:

CO1: Explain the role of storytelling in imparting life skills and values through Sanskrit and Tamil traditions.

CO2: Identify personal, social, and leadership qualities illustrated in classical narratives.

CO3: Apply ethical principles and life skills derived from classical texts to everyday situations.

CO4: Appreciate the enduring relevance of Sanskrit and Tamil wisdom literature for character formation and responsible citizenship.

CO5: Demonstrate value-based decision-making, interpersonal skills, and social responsibility inspired by Indian classical literature.

CO-PSO Mapping

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	2	1	2	2	1	1	2
CO2	2	3	2	2	1	2	2	1	1	2
CO3	2	3	3	3	1	2	3	2	2	3
CO4	2	3	2	2	1	2	3	1	2	2
CO5	3	3	3	3	2	3	3	2	2	3

CO-PSO Mapping

COs / PSOs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	2	3	2	1	2	1	2
CO2	2	3	2	1	2	1	2
CO3	2	2	2	2	3	2	3
CO4	2	3	2	1	2	1	2
CO5	2	3	2	2	3	2	3

3 = High, 2 = Moderate, 1 = Low

Second Year	CORE COURSE – 5 (CC - 5)	Semester-III
	कुमारसंभवम्- Kumārasaṁbhavam	
Code:	(Theory)	Credit: 4
OBJECTIVES: • To introduce students to <i>Kumārasaṁbhavam</i>, one of the most celebrated Mahākāvya of Kālidāsa and a landmark work of Sanskrit literature. • To familiarize students with the characteristics, structure, and literary conventions of Sanskrit Mahākāvya literature. • To develop proficiency in reading, understanding, and interpreting classical Sanskrit poetic texts. • To impart an understanding of the aesthetic, cultural, philosophical, and ethical values reflected in <i>Kumārasaṁbhavam</i>. • To develop literary appreciation, critical thinking, and analytical skills through the study of Kālidāsa's poetic artistry.		
UNIT- I: Introduction – work & author details –कुमारसंभवम् (5 सर्गः)– Verses 1-20		
UNIT - II: Verses - 21-40		
UNIT-III: Verses - 41 – 60		
UNIT- IV: Verses - 61 – 74		
UNIT- V: Verses - 75 – 86		
UNIT- VI: Contemporary and Comparative Studies: Adaptations and translations of <i>Kumārasaṁbhavam</i> in Indian languages		
REFERENCES: ✦ कुमारसंभवम् of Kalidasa, Motilal Banarsidass, Delhi, 1980 ✦ https://www.kamakoti.org/kamakoti/articles/Kumara-Sambhavam/Kumara-Sambhavam5.html ✦ https://ia801600.us.archive.org/0/items/in.ernet.dli.2015.487473/2015.487473.Kalidasas-Kumarasaṁbhavam.pdf ✦ https://www.exoticindiaart.com/book/details/kumara-sambhavam-of-kalidasa-fifth-canto-nak586/ ✦ http://www.collectedworksofsriaurobindo.com/index.php/readbook/18-Skeleton-Notes-on-the-Kumarasaṁbhavam-Canto-V-Vol-05-translations		
COURSE OUTCOMES: CO1: Explain the characteristics of Mahākāvya literature and the contribution of Kālidāsa to Sanskrit literary tradition. CO2: Read, comprehend, interpret, and recite the prescribed verses of <i>Kumārasaṁbhavam</i> with grammatical and literary understanding. CO3: Analyze the poetic techniques, imagery, similes, descriptions, and aesthetic elements employed by Kālidāsa in the prescribed text. CO4: Evaluate the cultural, philosophical, and value-based themes reflected in <i>Kumārasaṁbhavam</i>. CO5: Trace the literary sources and narrative traditions underlying the work and demonstrate critical appreciation of Kālidāsa's poetic excellence.		

CO-PO Mapping

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	2	1	1	2	1	1	2
CO2	3	3	2	3	1	2	2	2	2	2
CO3	2	3	3	3	1	2	2	2	2	2
CO4	2	3	3	3	2	2	3	2	2	3
CO5	3	3	3	3	2	3	2	2	3	3

CO-PSO Mapping

COs / PSOs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	2	3	1	2	2	1	2
CO2	3	3	3	2	2	2	2
CO3	2	3	2	2	2	2	2
CO4	2	3	1	3	3	2	3
CO5	3	3	2	3	2	3	2

3 = High, 2 = Moderate, 1 = Low

Second Year	CORE COURSE – 6 (CC -6)	Semester-III
	कलिविडम्बनम् - Kalividāmbanam	
Code:	(Theory)	Credit: 4
Objectives: • To introduce students to <i>Kalividāmbanam</i>, an important satirical work of Sanskrit literature composed by NīlakaṇṭhaDīkṣita. • To familiarize students with the literary, social, and ethical themes reflected in Sanskrit satirical poetry. • To develop proficiency in reading, understanding, and interpreting classical Sanskrit poetic texts. • To impart an understanding of poetic expression, wit, irony, and satire employed in Sanskrit literature. • To develop critical thinking, literary appreciation, and analytical skills through the study of social criticism in Sanskrit poetry.		
UNIT-I: कलिविडम्बनम्– verses 1 - 10		
UNIT-II: कलिविडम्बनम्– verses 11 - 20		
UNIT-III: कलिविडम्बनम्– verses 21 –30		
UNIT-IV: कलिविडम्बनम्– verses 31 –40		
UNIT-V: कलिविडम्बनम्– verses 41 - 50		
UNIT-VI: Comparative Studies: Satirical Literature in Tamil and Other Indian Languages		
REFERENCES: ✦ <i>Kalividāmbanam</i> of NīlakaṇṭhaDīkṣita, various editions, Chowkhamba Sanskrit Series, Varanasi. ✦ <i>Kalividāmbanam</i> with Sanskrit Commentary, ChaukhambaVidyabhavan, Varanasi. ✦ M. Krishnamachariar, <i>History of Classical Sanskrit Literature</i>, Motilal Banarsidass. ✦ T. K. Ramachandra Iyer, <i>A Short History of Sanskrit Literature</i>, R.S. Vadhyar & Sons. ✦ S. K. De, <i>History of Sanskrit Poetics</i>, Firma KLM, Calcutta.		
COURSE OUTCOMES: Upon successful completion of the course, the students would be able to: CO1: Explain the literary background, authorship, and significance of <i>Kalividāmbanam</i> in Sanskrit literature. CO2: Read, comprehend, interpret, and recite the prescribed verses with grammatical and literary understanding. CO3: Analyze the use of satire, irony, humour, and poetic devices employed by NīlakaṇṭhaDīkṣita. CO4: Evaluate the social, ethical, and cultural issues portrayed in the text and their contemporary relevance. CO5: Demonstrate critical appreciation of Sanskrit satirical literature through textual interpretation and literary analysis.		

CO-PO Mapping

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	2	1	1	2	1	1	2
CO2	3	3	2	3	1	2	2	2	2	2
CO3	2	3	3	3	1	2	2	2	2	2
CO4	2	3	3	3	2	2	3	3	2	3
CO5	3	3	3	3	2	3	3	2	3	3

CO-PSO Mapping

COs / PSOs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	2	3	1	2	2	1	2
CO2	3	3	3	2	2	2	2
CO3	2	3	2	2	2	2	2
CO4	2	3	1	3	3	2	3
CO5	3	3	2	2	2	3	3

3 = High, 2 = Moderate, 1 = Low

Second Year	Allied Course – 5 (MC - 5)	Semester-III
	History of Minor Poetry in Sanskrit Literature	
Code:	(Theory)	Credit:3
OBJECTIVES: - To introduce students to the origin, development, and characteristics of Khaṇḍakāvya literature in Sanskrit. - To familiarize students with major Khaṇḍakāvyas and their authors. - To provide an understanding of the literary, aesthetic, devotional, and cultural dimensions of Sanskrit minor poems. - To impart knowledge of the contribution of Khaṇḍakāvyas to Sanskrit literary history. - To develop literary appreciation and analytical skills through the study of representative Khaṇḍakāvya works.		
UNIT- I: Introduction to Khaṇḍakāvya, Definition and characteristics of Khaṇḍakāvya, Difference between Mahākāvya and Khaṇḍakāvya, Historical development of the genre, Major types, themes and styles		
UNIT- II: मेघदूतम् & ऋतुसंहारः of कालिदासः, हंससन्देशः of वेदान्तदेशिकः, पवनदूतम् of धोयी, चौरपञ्चशिका of बिल्हणः ।		
UNIT- III: शतकलयी (शृंगारशतकम्, नीतिशतकम्, वैराग्यशतकम्) of भर्तृहरिः, भामिनीविलासः of जगन्नाथपण्डितः, अमरुशतकम् of अमरुकः		
UNIT- IV: Works of शङ्करः, मूकः, कुलशेखरः, मयूरकविः & वेदान्तदेशिकः ।		
UNIT- V: Works of लीलाशुकः, जयदेवः, नारायणभट्टदिः		
UNIT- VI: Contemporary and Comparative study: Modern Khaṇḍakāvyas in Sanskrit, Khaṇḍakāvyas in Tamil and Other Indian Languages		
References: ★ <i>A Short History of Sanskrit Literature</i> – T. K. Ramachandra Iyer, R.S. Vadhyar & Sons, Kalpathy, Palakkad. ★ <i>History of Classical Sanskrit Literature</i> – M. Krishnamachariar, Motilal Banarsidass, Delhi. ★ <i>A History of Sanskrit Literature</i> – A. B. Keith, Oxford University Press. ★ <i>Meghadūta of Kālidāsa</i> – Edited by M. R. Kale, Motilal Banarsidass. ★ <i>Ṛtusamhāra of Kālidāsa</i> – Various Editions. ★ <i>Haṃsasandeśa of VedāntaDeśika</i> – Various Editions. ★ <i>Saundaryalaharī of ĀdiŚaṅkarācārya</i> – Various Editions. ★ <i>Śivānandalaharī of ĀdiŚaṅkarācārya</i> – Various Editions. ★ https://sanskritdocuments.org ★ https://archive.org ★ https://www.gitasupersite.iitk.ac.in		
COURSE OUTCOMES: Upon successful completion of the course, the students would be able to: CO1: Explain the origin, development, and characteristics of Khaṇḍakāvya literature. CO2: Describe the major Sanskrit Khaṇḍakāvyas and their authors. CO3: Analyze the literary, aesthetic, devotional, and cultural features of representative Khaṇḍakāvyas. CO4: Evaluate the contribution of Khaṇḍakāvyas to Sanskrit literary history and Indian cultural traditions. CO5: Demonstrate critical appreciation of Sanskrit minor poems through literary interpretation and comparative study.		

CO-PO Mapping

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	2	1	1	2	1	1	2
CO2	2	3	2	2	2	2	2	1	1	2
CO3	2	3	3	3	2	2	2	2	2	2
CO4	2	3	3	3	2	2	3	2	2	3
CO5	3	3	3	3	2	3	3	2	3	3

CO-PSO Mapping

COs / PSOs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	1	3	1	2	2	1	2
CO2	2	3	1	2	2	2	2
CO3	2	3	2	2	2	2	2
CO4	2	3	1	2	3	2	3
CO5	2	3	2	2	3	3	3

3 = High, 2 = Moderate, 1 = Low

Second Year	Allied Course – 6 (MC - 6)	Semester-III
	History of Nīti Literature in Sanskrit	
Code:	(Theory)	Credit:3
OBJECTIVES: - To introduce students to the origin, development, and significance of Nīti literature in Sanskrit. - To familiarize students with the major authors and important works of Sanskrit Nīti literature. - To provide an understanding of the ethical, social, political, and practical wisdom embodied in Nīti texts. - To impart knowledge of the contribution of Nīti literature to Indian culture, governance, and value systems. - To develop critical thinking, ethical awareness, and analytical skills through the study of Nīti literature.		
UNIT- I: Introduction to Nīti literature, origin in Vedas and Upaniṣads, the concepts of Ṛta and Dharma		
UNIT- II: Nīti in epics - Rāmāyaṇa and the Mahābhārata		
UNIT- III: Dharmasāstras - Manusmṛti, Yājñavalkyasmṛti, Nārada-smṛti, Parāśarasmṛti		
UNIT- IV: Kauṭilya's Arthaśāstra, Shukra-nīti, kāmandakīya Nīti-Sāraḥ, Cāṇakya-nītiḥ, Vidura-nītiḥ		
UNIT- V: Pañcatantram, Hitopadeśaḥ, Subhāṣita-Sāhityam		
UNIT- VI: Comparative Studies: Nīti Traditions in Tamil and Other Indian Languages		
REFERENCES: ✦ <i>A Short History of Sanskrit Literature</i> – T. K. Ramachandra Iyer, R.S. Vadhyar & Sons, Kalpathy, Palakkad. ✦ <i>History of Classical Sanskrit Literature</i> – M. Krishnamachariar, Motilal Banarsidass, Delhi. ✦ <i>Kauṭilya Arthaśāstra</i> - Edited by R. P. Kangle, University of Bombay. ✦ <i>Kāmandakīya Nīti Sāra</i> Edited editions, Chaukhamba Vidyabhavan, Varanasi. ✦ <i>Chanakya Nīti</i> - Edited editions, Chaukhamba Sanskrit Series, Varanasi. ✦ <i>Pañcatantra</i> - Edited by M. R. Kale, Motilal Banarsidass. ✦ <i>Hitopadeśa</i> of Narayana Pandita, Chaukhamba Sanskrit Pratishthan, Delhi. ✦ <i>Nītiśatakam</i> of Bhartṛhari - Edited editions, Chaukhamba Vidyabhavan, Varanasi.		
COURSE OUTCOMES: Upon successful completion of the course, the students would be able to: CO1: Explain the origin, development, and characteristics of Nīti literature in Sanskrit. CO2: Describe the major Nīti texts, authors, and their contributions to Sanskrit literary tradition. CO3: Analyze the ethical, social, political, and practical teachings found in Nīti		

literature.

CO4: Evaluate the contribution of Nīti literature to Indian culture, governance, and value systems.

CO5: Apply insights from Nīti literature to understand ethical decision-making and responsible citizenship in contemporary society.

CO-PO Mapping

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	2	2	1	2	1	1	2
CO2	2	3	2	2	2	2	2	1	1	2
CO3	2	3	3	3	2	2	3	2	2	2
CO4	2	3	3	3	3	2	3	2	2	3
CO5	3	3	3	3	3	3	3	3	2	3

CO-PSO Mapping

COs / PSOs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	1	3	1	2	3	1	2
CO2	2	3	1	2	3	2	2
CO3	2	3	2	3	3	2	3
CO4	2	3	1	3	3	2	3
CO5	2	3	2	3	3	3	3

3 = High, 2 = Moderate, 1 = Low

Second Year	Interdisciplinary Course – 3 (IDC- 3)	Semester-III
	Health and Wellness in Sanskrit and Tamil Traditions	
Code:	(Theory)	Credit:2
OBJECTIVES: • To introduce the Indian concept of holistic health and wellness. • To familiarize students with traditional knowledge on healthy living found in Sanskrit and Tamil traditions. • To create awareness of healthy lifestyle practices including diet, hygiene, yoga, and mental well-being. • To encourage preventive healthcare through traditional wisdom. • To promote physical, mental, and social well-being for quality life.		
UNIT- I: Concept of Health: Meaning of health and wellness, Holistic health, Physical, mental and spiritual well-being, Health in Indian traditions - Illustrative Sources: Caraka Saṃhitā, Tirukkural		
UNIT - II: Healthy Lifestyle: Daily routine (Dinacaryā), Food and nutrition, Personal hygiene, Seasonal care, Healthy habits -Illustrative Sources: Aṣṭāṅgahr̥daya, Tirukkural		
UNIT-III: Yoga and Mental Wellness: Yoga as a way of life, Āsanās, Prāṇāyāma, Meditation, Stress management - Illustrative Sources: Pātañjalayogasūtra, Bhagavad Gītā		
UNIT- IV: Traditional Health Practices: Siddha medicine, Ayurveda, Herbal remedies, Preventive healthcare, Community health		
UNIT- V: Wellness for Everyday Life: Balanced lifestyle, Positive thinking, Exercise, Healthy relationships, Responsible living		
UNIT- VI: Self-Learning: Prepare a report on one traditional health practice followed in your locality.		
REFERENCES: Primary Sources ✦ Caraka Saṃhitā ✦ SuśrutaSaṃhitā ✦ Aṣṭāṅgahr̥daya ✦ Pātañjala-yogasūtra ✦ Bhagavad Gītā ✦ Tirukkural Secondary Sources ✦ David Frawley – Ayurveda and the Mind ✦ B. Mahadevan – Indian Knowledge Systems ✦ Ministry of AYUSH publications ✦ WHO – Health Promotion Guidelines		
COURSE OUTCOMES: Upon successful completion of the course, the students would be able to: CO1: Explain the holistic concept of health in Indian traditions.		

CO2: Describe healthy lifestyle practices advocated in Sanskrit and Tamil literature.

CO3: Demonstrate awareness of yoga, nutrition, hygiene, and preventive healthcare.

CO4: Appreciate the contributions of Ayurveda and Siddha systems to health and wellness.

CO5: Adopt healthy habits for physical, mental, and social well-being.

CO-PO Mapping

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	2	2	2	3	2	2	1	1	2
CO2	2	2	2	2	3	2	2	2	1	2
CO3	2	2	2	2	3	3	3	2	2	3
CO4	2	3	2	2	3	2	3	2	2	3
CO5	3	3	2	2	3	3	3	3	2	3

CO-PSO Mapping

COs / PSOs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	1	2	1	2	3	2	2
CO2	1	2	1	2	3	2	2
CO3	2	2	1	2	3	3	3
CO4	2	2	1	2	3	2	3
CO5	2	2	1	2	3	3	3

3 = High, 2 = Moderate, 1 = Low

Second Year	CORE COURSE – 7 (CC - 7)	Semester-IV
	पञ्चतन्त्रम् –मित्रसंप्राप्तिकम् – Pañcatantram-Mitrasmprāptikam	
Code:	(Theory)	Credit:4
OBJECTIVES: - To introduce students to the <i>Pañcatantra</i>, one of the most influential works of Sanskrit narrative literature. - To familiarize students with the structure, themes, and storytelling techniques employed in <i>Mitrasmprāptikam</i>. - To develop proficiency in reading, understanding, and interpreting classical Sanskrit prose narratives. - To impart an understanding of ethical values, practical wisdom, friendship, leadership, and social relationships reflected in the text. - To develop critical thinking, literary appreciation, and communication skills through the study of Sanskrit fables and narrative literature.		
UNIT- I: INTRODUCTION – work & author details अथैदमारभ्यते -सुहृदोभवनेश्लो.१०		
UNIT - II:हिरण्यक.....कथमेतत्।		
UNIT-III:अथ....पूज्यते।श्लो.५७		
UNIT- IV:सआह.....श्लो.१०९		
UNIT- V: काककूर्मो.....श्ल.।१९३		
UNIT- VI: Comparative Studies: Pañcatantra Traditions in Tamil and Other Indian Languages		
REFERENCES: ✦ पञ्चतन्त्रम्, of Vishnu Sharman, MotilalBanarsidass. Delhi, 1982 ✦ https://archive.org/details/PanchatantramWithSanskritCommentaryByGpShastri ✦ https://epustakalay.com/book/286905-panchatantra-by-guruprasad-shastri/ ✦ http://www.sanskritebooks.org/tag/panchatantra/ ✦ https://www.exoticindiaart.com/book/details/panchatantra-in-simple-sanskrit-ideal-for-sanskrit-reading-practice-nze964/		
COURSE OUTCOMES: Upon successful completion of the course, the students would be able to: CO1: Explain the significance of friendship, cooperation, and interpersonal relationships as portrayed in <i>Mitrasmprāptikam</i>. CO2: Analyze the strategies, decision-making processes, and problem-solving approaches presented in the narratives. CO3: Interpret the moral, ethical, and practical teachings embedded in the stories. CO4: Evaluate the relevance of the values and life skills presented in the text to contemporary social and personal contexts. CO5: Appreciate the narrative and pedagogical techniques employed in the <i>Pañcatantra</i> for imparting wisdom, ethics, and practical knowledge.		

CO-PO Mapping

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	2	2	2	3	2	1	2
CO2	2	3	3	3	2	2	3	3	2	2
CO3	2	3	3	3	2	2	3	2	2	3
CO4	3	3	3	3	2	3	3	3	2	3
CO5	3	3	3	3	2	3	3	2	3	3

CO-PSO Mapping

COs / PSOs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	2	3	2	2	3	2	3
CO2	2	3	2	2	3	3	3
CO3	2	3	2	2	3	2	3
CO4	3	3	2	3	3	3	3
CO5	3	3	2	2	3	3	3

3 = High, 2 = Moderate, 1 = Low

Second Year	Core Course - 8 (CC-8)	Semester-IV
	लघुसिद्धान्तकौमुदी Laghusiddhānta-kaumudī	
Code:	(Theory)	Credit:4
• To introduce students to the fundamental principles of Pāṇinian grammar through the study of <i>Laghusiddhāntakaumudī</i>. • To familiarize students with important grammatical concepts, technical terms (<i>saṃjñā</i>), and rules employed in Sanskrit language analysis. • To develop proficiency in the derivation and analysis of Sanskrit words and grammatical forms. • To impart knowledge of the application of grammatical rules in reading, interpreting, and composing Sanskrit sentences. • To develop analytical thinking and linguistic competence through the systematic study of Sanskrit grammar.		
UNIT- I:Introduction to Sanskrit grammar– work & author details - संज्ञाप्रकरणम्		
UNIT - II:अक्सन्धि–प्रकरणम्		
UNIT-III:हल्सन्धि–प्रकरणम्		
UNIT- IV:विसर्गसन्धि–प्रकरणम्		
UNIT- V:कारक–प्रकरणम्		
UNIT- VI: Comparative Studies: A Comparative study of Sandhi in Tamil		
REFERENCES: ✦ लघुसिद्धान्तकौमुदी of Varadharaja, Chaukhamba Vidya Bhavan, Varanasi, 2006 ✦ https://archive.org/details/LaghuSiddhantaKaumudiGitaPressGorakhpur ✦ https://archive.org/details/laghu_siddhanta_kaumudi_-_varadarajacharya_gita_press ✦ https://www.onlinesanskritbooks.com/2019/10/laghu-siddhanta-kaumudi-pt-ishwar.html ✦ https://www.onlinesanskritbooks.com/2019/03/laghu-siddhanta-koumudi-pdf.html ✦ https://panotbook.com/laghu-siddhanta-kaumudi/		
COURSE OUTCOMES: Upon successful completion of the course, the students would be able to: CO1: Explain the fundamental concepts, technical terminology, and grammatical principles presented in <i>Laghusiddhāntakaumudī</i>. CO2: Identify and apply relevant grammatical rules in the formation and analysis of Sanskrit words and sentences. CO3: Derive and interpret grammatical forms using the prescribed Pāṇinian procedures. CO4: Analyze Sanskrit expressions and texts with grammatical accuracy and linguistic understanding.		

CO5: Demonstrate proficiency in the practical application of Sanskrit grammar for language learning, textual interpretation, and composition.

CO-PO Mapping

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	2	3	2	1	2	1	2
CO2	3	3	3	3	3	2	2	3	2	2
CO3	2	3	3	3	3	2	2	3	2	2
CO4	3	3	3	3	2	2	2	3	2	3
CO5	3	3	3	3	2	3	2	3	3	3

CO-PSO Mapping

COs / PSOs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	2	3	2	2	1	1
CO2	3	2	3	2	2	2	1
CO3	3	2	3	2	2	2	1
CO4	3	2	3	2	2	2	2
CO5	3	2	3	2	2	3	2

3 = High, 2 = Moderate, 1 = Low

Second Year	Allied Course – 7 (MC - 7)	Semester-IV
	History of Historical kavyas in Sanskrit	
Code:	(Theory)	Credit:3
OBJECTIVES: - To introduce students to the nature, scope, and development of historical writing in Sanskrit literature. - To familiarize students with major historical kāvyas and their authors. - To provide an understanding of the historical, cultural, political, and literary significance of Sanskrit historical works. - To impart knowledge of the contribution of historical kāvyas to the reconstruction of Indian history. - To develop analytical and interpretative skills through the study of historical narratives in Sanskrit literature.		
UNIT - I: Introduction to Historical kavyas बुद्धचरितम्, सुन्दरानन्दम्, Kāvya inscriptions, सेतुबन्धम्।		
UNIT - II: कौमुदीमहोत्सवम्, मत्तविलासप्रहसनम्, हर्षचरितम्, गौडवहो।		
UNIT - III: नवसाहसार्कचरितम्, विक्रमाङ्कदेवचरितम्, राजतरङ्गिणी, कुमारपालचरितम्।		
UNIT - IV: सोमपालविलासः, पृथ्वीराजविजयम्, मथुराविजयम्, वेमभूपालचरितम्।		
UNIT - V: प्रतापरुद्रयशोभूषणम्, अच्युतरायाभ्युदयम्, रघुनाथाभ्युदयम् – रामभद्राम्बा & यज्ञनारायणः, आङ्गलसाम्राज्यम्।		
UNIT - VI: Contemporary and Comparative Studies: Modern Historical works in Sanskrit, Historical Literature in Tamil and Other Indian Languages		
REFERENCES: ★ <i>Rājatarāṅgiṇī</i> of Kalhaṇa, Edited by M. A. Stein, Motilal Banarsidass, Delhi. ★ <i>Vikramāṅkadevacarita</i> of Bilhaṇa, Edited by G. Bühler, Bombay Sanskrit Series. ★ <i>Harṣacarita</i> of Bāṇabhaṭṭa, Edited by P. V. Kane, Motilal Banarsidass. ★ <i>A Short History of Sanskrit Literature</i> – T. K. Ramachandra Iyer, R.S. Vadhyar & Sons, Kalpathy. ★ <i>History of Classical Sanskrit Literature</i> – M. Krishnamachariar, Motilal Banarsidass. ★ <i>A History of Sanskrit Literature</i> – A. B. Keith, Oxford University Press. ★ https://archive.org ★ https://sanskritdocuments.org ★ https://www.gretir.org/stein.htm (Rājatarāṅgiṇī resources) ★ https://www.wisdomlib.org		
COURSE OUTCOMES: Upon successful completion of the course, the students would be able to: CO1: Explain the nature, characteristics, and development of historical kāvya literature in Sanskrit. CO2: Describe the major historical kāvyas, their authors, and their historical contexts. CO3: Analyze the literary and historical dimensions of selected Sanskrit historical		

works.

CO4: Evaluate the contribution of historical kāvyas to the reconstruction of Indian political, cultural, and social history.

CO5: Demonstrate critical understanding of the relationship between literature and historiography in Sanskrit tradition.

CO-PO Mapping

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	2	1	1	2	1	2	2
CO2	2	3	2	2	2	2	2	1	2	2
CO3	2	3	3	3	2	2	2	2	3	2
CO4	2	3	3	3	2	2	3	2	3	3
CO5	3	3	3	3	2	3	3	2	3	3

CO-PSO Mapping

COs / PSOs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	1	3	1	2	2	2	2
CO2	2	3	1	2	2	2	2
CO3	2	3	2	2	3	3	2
CO4	2	3	1	2	3	3	3
CO5	2	3	2	2	3	32	3

3 = High, 2 = Moderate, 1 = Low

Second Year	Allied Course – 8 (MC - 8)	Semester-IV
--------------------	-----------------------------------	--------------------

	History of Drama in Sanskrit Literature	
Code:	(Theory)	Credit: 3
OBJECTIVES: - To introduce students to the origin, development, and evolution of Sanskrit dramatic literature. - To familiarize students with the fundamental concepts of Sanskrit dramaturgy and theatrical traditions. - To provide an understanding of the major playwrights and their contributions to Sanskrit drama. - To impart knowledge of important Sanskrit plays and their literary, cultural, and historical significance. - To develop literary appreciation, critical thinking, and analytical skills through the study of Sanskrit dramatic literature.		
UNIT- I: Introduction to Sanskrit Drama - Origin and development of Sanskrit drama, Nāṭya as the Fifth Veda, Bharata and the Nāṭyaśāstra, Characteristics of Sanskrit drama, Major types of Rūpakas		
UNIT- II: Bhāsa and the Early Dramatic Tradition - Life and works of Bhāsa, 13 plays of Bhāsa, Contribution of Bhāsa to Sanskrit drama		
UNIT- III: Kālidāsa and Classical Sanskrit Drama - Life and works of Kālidāsa, The three plays of Kālidāsa, Dramatic art and poetic excellence		
UNIT- IV: Major Playwrights of the Classical Period - Śūdraka – <i>Mṛcchakaṭikam</i> , Viśākhadatta – <i>Mudrārākṣasam</i> , Bhavabhūti – <i>Mālatīmādhavam</i> , Uttararāmacaritam, Śrīharṣa – <i>Ratnāvalī</i> , Nāgānandam		
UNIT- V: Later Dramatic Traditions- Bhaṭṭanārāyaṇa – <i>Veṇīsaṃhāra</i> , Murāri – <i>Anargharāghava</i> , Kṛṣṇamiśra – <i>Prabodhacandrodaya</i> , Vedāntadeśika – <i>Saṅkalpasūryodaya</i> , Contribution of Sanskrit drama to Indian theatre		
UNIT- VI: Contemporary and Comparative Studies: Modern Dramas in Sanskrit, Drama in Tamil and Other Indian Languages		
REFERENCES: ✦ <i>Nāṭyaśāstra</i> of Bharata, Edited by Manomohan Ghosh, Chowkhamba Sanskrit Series, Varanasi. ✦ <i>A Short History of Sanskrit Literature</i> – T. K. Ramachandra Iyer, R.S. Vadhyar & Sons, Kalpathy, Palakkad. ✦ <i>History of Classical Sanskrit Literature</i> – M. Krishnamachariar, Motilal Banarsidass, Delhi. ✦ <i>A History of Sanskrit Literature</i> – A. B. Keith, Oxford University Press. ✦ <i>The Sanskrit Drama</i> – A. B. Keith, Oxford University Press. ✦ <i>Svapnavāsavadattam</i> of Bhāsa, Chowkhamba Sanskrit Series. ✦ <i>Abhijñānaśākuntalam</i> of Kālidāsa, Motilal Banarsidass. ✦ <i>Mṛcchakaṭikam</i> of Śūdraka, Chaukhamba Vidyabhavan. ✦ <i>Mudrārākṣasam</i> of Viśākhadatta, Chaukhamba Sanskrit Series. ✦ <i>Uttararāmacaritam</i> of Bhavabhūti, Motilal Banarsidass.		
COURSE OUTCOMES:		

Upon successful completion of this course, the students would be able to:

CO1: Explain the origin, development, and salient features of Sanskrit dramatic literature.

CO2: Describe the major playwrights, plays, and dramatic traditions of Sanskrit literature.

CO3: Analyze the literary, aesthetic, and theatrical features of representative Sanskrit dramas.

CO4: Evaluate the contribution of Sanskrit drama to Indian culture, literature, and performing arts.

CO5: Demonstrate critical appreciation of Sanskrit dramatic literature and its continuing relevance in contemporary theatre and literary studies.

CO-PO Mapping

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	2	1	1	2	1	2	2
CO2	2	3	2	2	2	2	2	1	2	2
CO3	2	3	3	3	2	2	2	2	3	2
CO4	2	3	3	3	2	2	3	2	3	3
CO5	3	3	3	3	2	3	3	2	3	3

CO-PSO Mapping

COs / PSOs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	1	3	1	2	2	2	2
CO2	2	3	1	2	2	2	2
CO3	2	3	2	2	2	3	2
CO4	2	3	1	2	3	3	3
CO5	2	3	2	2	3	3	3

3 = High, 2 = Moderate, 1 = Low

First Year	Interdisciplinary Course – 4 (IDC- 4)	Semester-IV
	Nature and Sustainable Living in Sanskrit and Tamil Traditions	
Code:	(Theory)	Credit:2
OBJECTIVES: - To introduce students to ecological wisdom preserved in Sanskrit and Tamil traditions. - To create awareness of environmental ethics and sustainable living practices. - To familiarize students with traditional approaches to conservation of natural resources. - To encourage environmental responsibility through Indian cultural traditions. - To promote sustainable lifestyles for ecological balance and societal well-being.		
UNIT- I: Nature in Indian Traditions: Concept of Nature, Pañca Mahābhūtas, Human–Nature relationship, Ecological consciousness from Ṛgveda, Atharvaveda& Tirukkural		
UNIT - II: Environmental Awareness in Classical Traditions: Trees and forests, Rivers and water bodies, Animals and biodiversity, Sacred groves, Traditional conservation practices from Atharvaveda (Bhūmi Sūkta), Purāṇas and Sangam Literature		
UNIT-III: – Sustainable Living Practices: Water conservation,Traditional agriculture, Indigenous ecological knowledge, Food and environment, Sustainable lifestyles from Vṛkṣāyurveda, Kṛṣi-Parāśara and Tirukkural		
UNIT- IV: Nature in Sanskrit and Tamil Literature: Nature in Vedic literature, Nature in the Rāmāyaṇa and Mahābhārata, Nature in Tirukkural, Nature in Sangam literature Environmental ethics in classical texts		
UNIT- V: Environmental Values in Classical Traditions: Conservation ethics in the Vedas, Ecological values in Itihāsas and Purāṇas, Environmental teachings in Dharmaśāstra, Nature ethics in Tirukkural and Sangam literature, Lessons for sustainable living from classical Indian traditions		
UNIT- VI: Self-Learning: Conduct a survey of trees, medicinal plants, or traditional environmental practices in the college campus or local community and submit a report.		
REFERENCES: Primary Sources ✦ Ṛgveda (Selected Hymns) ✦ Atharvaveda – BhūmiSūkta ✦ Bhagavad Gītā ✦ Tirukkural		

- ✦ Puranānūru
 - ✦ Vṛkṣāyurveda
- Secondary Sources
- ✦ M. S. Swaminathan – Sustainable Agriculture
 - ✦ B. Mahadevan – Indian Knowledge Systems
 - ✦ Ministry of Environment publications
 - ✦ UNEP – Sustainable Living Resources

COURSE OUTCOMES:

Upon successful completion of the course, the students would be able to:

CO1: Explain ecological concepts found in Sanskrit and Tamil traditions.

CO2: Describe traditional methods of environmental conservation and sustainable living.

CO3: Identify the relationship between nature, culture, and human well-being.

CO4: Appreciate environmental ethics preserved in Indian literary traditions.

CO5: Demonstrate responsible environmental behaviour by adopting sustainable lifestyle practices

CO-PO Mapping

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	2	2	2	3	2	2	1	1	2
CO2	2	2	2	2	3	2	2	2	1	2
CO3	2	2	3	3	3	2	3	2	2	3
CO4	2	3	3	2	3	2	3	2	2	3
CO5	3	3	3	3	3	3	3	2	2	3

CO-PSO Mapping

COs / PSOs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	1	2	1	2	3	2	2
CO2	1	2	1	2	3	2	2
CO3	2	2	1	2	3	2	3
CO4	2	2	1	2	3	2	3
CO5	2	2	1	2	3	3	3

3 = High, 2 = Moderate, 1 = Low

Third Year	Core Course - 9 (CC-9)	Semester-V
	किरातार्जुनीयम् - Kirātārjunīyam	
Code:	(Theory)	Credit: 4
OBJECTIVES: - To introduce students to <i>Kirātārjunīyam</i>, one of the Pañca-Mahākāvyas of Sanskrit literature and the masterpiece of Bhāravi. - To familiarize students with the distinctive features of Mahākāvya literature and Bhāravi's poetic style. - To develop proficiency in reading, interpreting, and appreciating classical Sanskrit poetry. - To impart an understanding of the ethical, philosophical, and heroic ideals reflected in the epic narrative. - To develop analytical, critical, and literary skills through the study of Bhāravi's poetic excellence and linguistic craftsmanship.		
UNIT- I: Mahākāvya literature: nature and characteristics, Life and works of Bhāravi, Source of the story in the Mahābhārata, <i>Kirātārjunīyam</i> – Introduction, Canto I – Verses 1–6		
UNIT- II: Kirātārjunīyam – Canto I - Verses 7 -16		
UNIT- III: Kirātārjunīyam – Canto I – Verses 17 - 26		
UNIT- IV: Kirātārjunīyam – Canto I – Verses 27 - 36		
UNIT- V: Kirātārjunīyam – Canto I – Verses 37 - 46		
UNIT- VI: Comparative Studies: Kirātārjuna episode in regional literatures		
REFERENCES: ✦ <i>Kirātārjunīyam</i> of Bhāravi, Edited by M. R. Kale, Motilal Banarsidass, Delhi. ✦ <i>Kirātārjunīyam</i> with Mallinātha Commentary, Chaukhamba Sanskrit Series, Varanasi. ✦ <i>A Short History of Sanskrit Literature</i> – T. K. Ramachandra Iyer, R.S. Vadhyar & Sons, Kalpathy, Palakkad. ✦ <i>History of Classical Sanskrit Literature</i> – M. Krishnamachariar, Motilal Banarsidass, Delhi. ✦ <i>A History of Sanskrit Literature</i> – A. B. Keith, Oxford University Press. ✦ <i>Sanskrit Poetics</i> – S. K. De, Firma KLM, Kolkata.		
COURSE OUTCOMES: Upon successful completion of this course, the students would be able to: CO1: Explain the characteristics of Mahākāvya literature and the contribution of Bhāravi to Sanskrit literary tradition. CO2: Read, comprehend, interpret, and recite the prescribed verses of <i>Kirātārjunīyam</i> with grammatical and literary understanding.		

CO3: Analyze the poetic style, diction, imagery, and rhetorical excellence that distinguish Bhāravi's poetry.

CO4: Evaluate the ethical, philosophical, and heroic ideals portrayed in the text and their relevance to Indian cultural traditions.

CO5: Demonstrate critical appreciation of *Kirātārjunīyam* through literary analysis, textual interpretation, and comparative study.

CO-PO Mapping

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	2	1	1	2	1	1	2
CO2	3	3	2	3	1	2	2	2	2	2
CO3	2	3	3	3	2	2	2	2	2	2
CO4	2	3	3	3	2	2	3	2	2	3
CO5	3	3	3	3	2	3	3	2	3	3

CO-PSO Mapping

COs / PSOs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	2	3	1	2	2	1	2
CO2	3	3	3	2	2	2	2
CO3	2	3	2	2	2	2	2
CO4	2	3	1	3	3	2	3
CO5	3	3	2	3	2	3	2

3 = High, 2 = Moderate, 1 = Low

Third Year	Core Course - 10 (CC- 10)	Semester-V
	अभिज्ञानशाकुन्तलम्- Abhijñāna- śākuntalam	
Code:	(Theory)	Credit: 4
OBJECTIVES: - To introduce students to <i>Abhijñānaśākuntalam</i>, the the most celebrated drama of Kālidāsa and a masterpiece of Sanskrit dramatic literature. - To familiarize students with the principles of Sanskrit dramaturgy and the distinctive features of classical Sanskrit drama. - To develop proficiency in reading, understanding, and interpreting dramatic texts in Sanskrit. - To impart an understanding of the aesthetic, cultural, ethical, and emotional dimensions reflected in the play. - To develop literary appreciation, critical thinking, and analytical skills through the study of characterisation, plot construction, and dramatic technique.		
UNIT- I:Introduction: Sanskrit drama: origin and development, Life and works of Kālidāsa, Sources and significance of <i>Abhijñānaśākuntalam</i> , Plot overview, Deviations		
UNIT- II: <i>Abhijñānaśākuntalam</i> - चतुर्थाङ्कः (Act IV) – First Half		
UNIT- III: <i>Abhijñānaśākuntalam</i> - चतुर्थाङ्कः (Act IV) – second half		
UNIT- IV: <i>Abhijñānaśākuntalam</i> -पञ्चमाङ्कः (Act V)– first half		
UNIT- V: <i>Abhijñānaśākuntalam</i> – पञ्चमाङ्कः (Act V)– Second half		
UNIT- VI: Comparative Studies: Adaptations and translations of <i>Abhijñānaśākuntalam</i>		
REFERENCES: ✦ <i>Abhijñānaśākuntalam</i> of Kālidāsa, Edited by M. R. Kale, Motilal Banarsidass, Delhi. ✦ <i>Abhijñānaśākuntalam</i> with Sanskrit Commentaries, Chaukhamba Sanskrit Series, Varanasi. ✦ <i>Nāṭyaśāstra</i> of Bharata, Edited by Manomohan Ghosh, Chowkhamba Sanskrit Series, Varanasi. ✦ <i>A Short History of Sanskrit Literature</i> – T. K. Ramachandra Iyer, R.S. Vadhyaar & Sons, Kalpathy, Palakkad. ✦ <i>History of Classical Sanskrit Literature</i> – M. Krishnamachariar, Motilal Banarsidass, Delhi. ✦ <i>The Sanskrit Drama</i> – A. B. Keith, Oxford University Press. ✦ <i>Sanskrit Drama: Its Origin and Development</i> – S. K. De. ✦ Sanskrit Documents Archive ✦ Internet Archive Digital Library ✦ GRETIL Sanskrit Text Repository		

COURSE OUTCOMES:

Upon successful completion of this course, the students would be able to:

CO1: Explain the origin, development, and salient features of Sanskrit drama and the contribution of Kālidāsa to dramatic literature.

CO2: Read, comprehend, and interpret the prescribed portions of *Abhijñānaśākuntalam* with grammatical, literary, and dramatic understanding.

CO3: Analyze the plot, characterization, dramatic structure, and aesthetic elements employed in the play.

CO4: Evaluate the cultural, ethical, and emotional themes reflected in *Abhijñānaśākuntalam* and their significance in Indian literary tradition.

CO5: Demonstrate critical appreciation of Sanskrit dramatic literature through textual interpretation, literary analysis, and comparative study.

CO-PO Mapping

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	2	1	1	2	1	1	2
CO2	3	3	2	3	1	2	2	2	2	2
CO3	2	3	3	3	2	2	2	2	2	2
CO4	2	3	3	3	2	2	3	2	2	3
CO5	3	3	3	3	2	3	3	2	3	3

CO-PSO Mapping

COs / PSOs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	2	3	1	2	2	1	2
CO2	3	3	3	2	2	2	2
CO3	2	3	2	2	2	2	2
CO4	2	3	1	3	3	2	3
CO5	3	3	2	2	3	3	3

3 = High, 2 = Moderate, 1 = Low

Third Year	Core Course - 11 (CC- 11)	Semester-V
	Lexicography & Manuscriptology	
Code:	(Theory)	Credit: 4
OBJECTIVES: • To introduce the fundamental concepts, scope, and significance of Sanskrit lexicography and manuscriptology. • To familiarize students with <i>Amarakośa</i> as a foundational Sanskrit lexicon and its role in vocabulary development and textual interpretation. • To impart knowledge of Indian manuscript traditions, scripts, and the principles of manuscript preservation and transmission. • To develop skills in reading, writing, and identifying Grantha script through practical exercises. • To cultivate research aptitude and appreciation for India's manuscript and lexical heritage as valuable sources of knowledge.		
UNIT- I: Introduction to Lexicography and Manuscriptology, अमरकोश:- Verses – 1-10		
UNIT- II: अमरकोश:- Verses – 11- 20, Vowels in Grantha Script		
UNIT- III: अमरकोश:- Verses – 21- 30, Consonants in Grantha Script		
UNIT- IV: अमरकोश:- Verses – 31- 40, Conjunct Consonants in Grantha Script		
UNIT- V: अमरकोश:- Verses – 41- 50 Continuous Writing Exercises in Grantha Script		
UNIT- VI: Comparative Studies: Lexicographical traditions in Sanskrit, Tamil, and other Indian languages		
REFERENCES: ✦ अमरकोश: of Amarasimha, with traditional commentaries, Chaukhamba Sanskrit Series, Varanasi. ✦ Introduction to Manuscriptology – V. Raghavan, University of Madras. ✦ Manuscriptology: An Introduction – S. M. Katre, Deccan College Post-Graduate and Research Institute, Pune. ✦ A Short History of Sanskrit Literature – T. K. Ramachandra Iyer, R.S. Vadhyar & Sons, Kalpathy, Palakkad. ✦ History of Classical Sanskrit Literature – M. Krishnamachariar, Motilal Banarsidass, Delhi. ✦ The Sanskrit-English Dictionary – Monier Monier-Williams, Oxford University Press. ✦ New Catalogus Catalogorum (NCC) – University of Madras. ✦ Manuscriptology and Textual Criticism – Publications of the National Mission for Manuscripts. ✦ Grantha Lipi Praveśikā (Introduction to Grantha Script) – Various editions published by manuscript institutions and traditional Sanskrit colleges.		

✦ Indian Manuscriptology – P. K. Gode, Bhandarkar Oriental Research Institute, Pune.

COURSE OUTCOMES:

Upon successful completion of this course, the students would be able to:

CO1: Explain the basic concepts, scope, and significance of Sanskrit lexicography and manuscriptology.

CO2: Interpret and utilize entries from the prescribed portions of *Amarakośa* for vocabulary enrichment and textual understanding.

CO3: Identify and write Grantha script characters, conjuncts, and simple textual passages with accuracy.

CO4: Describe manuscript traditions, writing materials, scripts, and methods of preservation employed in India.

CO5: Demonstrate awareness of the importance of lexical resources and manuscript heritage for Sanskrit studies, research, and preservation of knowledge systems.

CO-PO Mapping

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	2	2	2	1	1	2	2
CO2	3	3	2	3	2	2	2	2	2	2
CO3	3	3	3	3	2	3	1	2	2	2
CO4	2	3	2	3	2	2	2	2	3	3
CO5	3	3	3	3	2	3	2	2	3	3

CO-PSO Mapping

COs / PSOs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	2	2	2	1	3	2	1
CO2	3	2	3	1	3	2	1
CO3	3	1	3	1	3	3	1
CO4	2	2	2	2	3	3	2
CO5	2	2	2	2	3	3	2

3 = High, 2 = Moderate, 1 = Low

Third Year	Core Course - 12 (CC-12)	Semester-V
-------------------	---------------------------------	-------------------

	काव्यादर्शः- Kāvyaḍarśaḥ	
Code:	(Theory)	Credit: 4
OBJECTIVES: - To introduce students to the fundamental principles of Sanskrit poetics through the study of Daṇḍin's <i>Kāvyaḍarśa</i>. - To familiarize students with the concepts of <i>Kāvya</i>, <i>Akāvya</i>, and the classifications of literary composition. - To impart knowledge of the essential characteristics, merits (<i>guṇas</i>), and defects (<i>doṣas</i>) of literary works. - To develop the ability to analyze and appreciate literary texts using the principles of Sanskrit poetics. - To cultivate critical thinking, aesthetic sensitivity, and interpretative skills in literary studies.		
UNIT- I: Introduction – work & author details –Verses 1-20		
UNIT – II: Verses - 21- 40		
UNIT-III: Verses - 41 - 60		
UNIT- IV: Verses - 61 – 80		
UNIT- V: Verses - 81 - 105		
UNIT- VI: Comparative Studies: Kāvyaḍarśa Traditions in Tamil and Other Indian Languages		
REFERENCES: ★ काव्यादर्शः of Dandin Sri Balamanorama Press, Madras 1959 ★ https://archive.org/details/in.ernet.dli.2015.281711 ★ http://ignca.gov.in/sanskrit/kavyadarsa.pdf ★ https://chaukhambapustak.com/index.php?route=product/product&product_id=1005 ★ https://www.scribd.com/document/348136683/dandin-kavyadarsa-pariccheda-II-pdf		
COURSE OUTCOMES: Upon successful completion of the course, the students would be able to CO1: Explain the fundamental concepts of Sanskrit poetics, including <i>Kāvya</i> , <i>Akāvya</i> , and the classifications of literary composition. CO2: Describe the characteristics and structural features of various forms of Sanskrit prose and poetry discussed in <i>Kāvyaḍarśa</i> . CO3: Identify and interpret the literary merits (<i>guṇas</i>) and defects (<i>doṣas</i>) prescribed by Daṇḍin. CO4: Apply the principles of Sanskrit poetics to analyze and evaluate literary texts. CO5: Demonstrate critical appreciation of literary works through aesthetic, textual, and comparative analysis based on the concepts of <i>Kāvyaḍarśa</i> .		

CO-PO Mapping

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	2	2	1	2	1	1	2
CO2	2	3	2	3	2	2	2	2	2	2
CO3	2	3	3	3	2	2	2	2	2	2
CO4	2	3	3	3	2	2	3	2	2	3
CO5	3	3	3	3	2	3	3	2	3	3

CO-PSO Mapping

COs / PSOs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	2	3	1	3	2	1	2
CO2	2	3	2	2	2	2	2
CO3	2	3	2	3	2	2	2
CO4	2	3	2	3	2	3	2
CO5	3	3	2	3	2	3	3

3 = High, 2 = Moderate, 1 = Low

Third Year	CORE COURSE-13 (CC-13)	Semester-VI
	प्रतिमानाटकम्- Pratimānāṭakam	
Code:	(Theory)	Credit:4
OBJECTIVES: - To introduce students to <i>Pratimānāṭakam</i>, one of the most celebrated Rāmāyaṇa-based dramas of Bhāsa. - To familiarize students with the dramatic structure, characterization, and literary features of Sanskrit drama. - To highlight Bhāsa's originality and dramatic innovations, particularly in adapting the Rāmāyaṇa narrative. - To impart an understanding of the ethical, cultural, and human values reflected in the play. - To develop literary appreciation, interpretative ability, and critical analysis through the study of classical Sanskrit drama.		
UNIT-I: प्रतिमानाटकम्- Acts - 1,2		
UNIT- II: प्रतिमानाटकम्- Act - 3		
UNIT- III: प्रतिमानाटकम्- Acts - 4		
UNIT- IV: प्रतिमानाटकम्- Acts - 5		
UNIT- V: प्रतिमानाटकम्- Acts -6,7		
UNIT- VI: Comparative Studies: Ramayana based plays in Tamil and other languages		
REFERENCES: ✦ प्रतिमानाटकम्- Motilal Banarsidass, Delhi -1930 ✦ https://archive.org/details/in.ernet.dli.2015.442420 ✦ http://www.sanskrit.nic.in/DigitalBook/B/Bhasanatakamprathima.pdf ✦ https://epustakalay.com/book/280346-pratima-natakam-by-mahakavi-bhaas/ ✦ https://www.exoticindiaart.com/book/details/pratima-natakam-of-bhasha-with-valuable-introduction-lucid-english-translation-and-explanatory-notes-in-english-and-sanskrit-with-model-questions-etc-mzn183/ ✦ https://indianculture.gov.in/ebooks/parataimaa-naatakama		
COURSE OUTCOMES: Upon successful completion of the course, the students would be able CO1: Explain the plot, characters, and dramatic structure of <i>Pratimānāṭakam</i>. CO2: Analyze Bhāsa's adaptation of the Rāmāyaṇa narrative and identify the significant deviations and innovations introduced in the play. CO3: Interpret the literary, dramatic, and aesthetic features employed by Bhāsa in the construction of the drama. CO4: Evaluate the ethical ideals, leadership qualities, family values, and cultural		

themes portrayed through the characters of the play.

CO5: Demonstrate critical appreciation of *Pratimānāṭakam* as a distinctive work of Sanskrit dramatic literature through textual and comparative analysis.

CO-PO Mapping

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	2	1	1	2	1	1	2
CO2	2	3	3	3	2	2	2	2	2	2
CO3	2	3	3	3	2	2	2	2	2	2
CO4	2	3	3	3	2	2	3	2	2	3
CO5	3	3	3	3	2	3	3	2	3	3

CO-PSO Mapping

COs / PSOs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	2	3	1	2	2	1	2
CO2	2	3	2	2	2	2	2
CO3	2	3	2	2	2	2	2
CO4	2	3	1	3	3	2	3
CO5	3	3	2	2	3	3	3

3 = High, 2 = Moderate, 1 = Low

Third Year	Core Course – 14 (CC-14)	Semester-VI
	हितोपदेशः - Hitopadeśaḥ	
Code:	(Theory)	Credit:4
OBJECTIVES: - To introduce students to the <i>Hitopadeśa</i> as an important work of Sanskrit didactic and fable literature. - To familiarize students with the literary, linguistic, and narrative features of the <i>Mitralābha</i> section. - To impart practical wisdom, ethical values, and interpersonal skills through the study of animal fables and moral narratives. - To develop proficiency in reading, understanding, and interpreting classical Sanskrit prose and verse passages. - To cultivate critical thinking, decision-making abilities, and value-based learning through the analysis of the stories and their teachings.		
UNIT- I: मित्रलाभः - कथा 1.1		
UNIT - II: मित्रलाभः- कथा1.2 -1.3		
UNIT-III: मित्रलाभः - कथा1.4 -1.5		
UNIT- IV: मित्रलाभः - कथा1.6 - 1.7		
UNIT- V: मित्रलाभः - कथा1.8 - 1.9		
UNIT- VI: Comparative Studies: Fable Literature in Tamil and Other Indian Languages		
REFERENCES: ✦ हितोपदेशः of NārāyaṇaPaṇḍita, Edited by P. V. Kane, Motilal Banarsidass, Delhi. ✦ Hitopadeśa with Sanskrit Commentary, Chaukhamba Sanskrit Series, Varanasi. ✦ The Hitopadeśa, Translated by Edwin Arnold, Rupa Publications. ✦ Hitopadeśa of Nārāyaṇa, Edited by Max Müller, Oxford University Press. ✦ Pañcatantra and Hitopadeśa: A Comparative Study, Motilal Banarsidass, Delhi. ✦ A Short History of Sanskrit Literature – T. K. Ramachandra Iyer, R.S. Vadhyar & Sons, Kalpathy, Palakkad. ✦ History of Classical Sanskrit Literature – M. Krishnamachariar, Motilal Banarsidass, Delhi. ✦ A History of Sanskrit Literature – A. B. Keith, Oxford University Press. ✦ Sanskrit Prose Literature – S. K. De. ✦ Internet Archive – Hitopadeśa Editions ✦ ePustakalay – Hitopadeśa ✦ Sanskrit Documents Archive ✦ https://archive.org/details/hitopadesha_hindi/page/n17/mode/2up ✦ https://www.onlinesanskritbooks.com/2020/05/hitopadesh-sanskrit-moolam-pdf_14.html ✦ https://epustakalay.com/book/277726-hitopadesha-by-vishnu-sharma/ ✦ https://sriyogaashram.com/ebook/the_hitopadesha_translated_by_sir_edwin_arnold.pdf ✦ http://www.brettparris.com/wp-content/uploads/Max-M%C3%BCller-1864-First-Book-of-Hitopade%C5%9Ba-1.pdf		
COURSE OUTCOMES: Upon successful completion of the course, the students would be able to: CO1: Explain the narrative structure, characters, and themes of the prescribed stories from <i>Mitralābha</i>.		

CO2: Interpret the moral, ethical, and practical teachings conveyed through the fables of the *Hitopadeśa*.

CO3: Analyze the literary and linguistic features of the text, including its use of prose, verse, and illustrative narratives.

CO4: Apply the values of friendship, cooperation, prudence, and ethical conduct presented in the text to real-life situations.

CO5: Demonstrate critical appreciation of Sanskrit didactic literature through textual interpretation and evaluation of its contemporary relevance.

CO-PO Mapping

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	2	2	2	3	2	1	2
CO2	2	3	3	3	2	2	3	2	2	3
CO3	3	3	3	3	2	2	2	2	2	2
CO4	3	3	3	3	2	3	3	3	2	3
CO5	3	3	3	3	2	3	3	2	3	3

CO-PSO Mapping

COs / PSOs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	2	3	2	2	3	2	3
CO2	2	3	2	3	3	2	3
CO3	3	3	3	2	2	2	2
CO4	3	3	2	3	3	3	3
CO5	3	3	2	2	3	3	3

3 = High, 2 = Moderate, 1 = Low

Third Year	Core Course - 15 (CC-15)	Semester-VI
	तर्कसङ्ग्रहः - Tarkasaṅgrahaḥ	
Code:	(Theory)	Credit:4
OBJECTIVES: - To introduce students to the fundamental concepts of the Nyāya-Vaiśeṣika system of Indian philosophy through the study of <i>Tarkasaṅgraha-dīpikā</i>. - To familiarize students with the categories (<i>padārthas</i>), substances, qualities, actions, and other ontological principles accepted in the Nyāya-Vaiśeṣika tradition. - To impart knowledge of the epistemological concepts and methods of valid cognition discussed in Indian logic. - To develop analytical and logical reasoning skills through the study of classical Sanskrit philosophical texts. - To cultivate the ability to apply principles of Nyāya reasoning in textual interpretation, argumentation, and critical inquiry.		
UNIT- I: Introduction – work & author details –तर्कसङ्ग्रहः - प्रत्यक्षपरिच्छेदः - मङ्गलश्लोकः शब्दः ।		
UNIT- II: तर्कसङ्ग्रहः-प्रत्यक्षपरिच्छेदः - बुद्धिः इन्द्रियं प्रत्यक्षप्रमाणमिति सिद्धम् ।		
UNIT-III: तर्कसङ्ग्रहः - अनुमानपरिच्छेदः- अनुमानलक्षणम् लिङ्गम् त्रिविधम् ।		
UNIT- IV: तर्कसङ्ग्रहः - अनुमानपरिच्छेदः- पक्षलक्षणम् हेत्वाभासाः ।		
UNIT- V: तर्कसङ्ग्रहः - उपमानपरिच्छेदः, उपमानपरिच्छेदः, शब्दपरिच्छेदः, अवशिष्टपरिच्छेदः ।		
UNIT- VI: Contemporary Studies: Contemporary relevance of Indian logic and critical thinking		
REFERENCES: ✦ तर्कसङ्ग्रहः तथा तर्कसङ्ग्रहदीपिका of Annambhaṭṭa, Chaukhamba Sanskrit Series, Varanasi. ✦ Tarkasaṅgraha of Annambhaṭṭa with English Translation, Edited by Ganganatha Jha. ✦ A Primer of Indian Logic – Kuppaswami Sastri. ✦ History of Indian Philosophy, Vol. I – Surendranath Dasgupta, Motilal Banarsidass. ✦ Indian Philosophy, Vol. I – S. Radhakrishnan, Oxford University Press. ✦ Nyāya Theory of Knowledge – Satis Chandra Vidyabhusana. ✦ A Short History of Sanskrit Literature – T. K. Ramachandra Iyer, R.S. Vadhyar & Sons, Kalpathy. ✦ History of Classical Sanskrit Literature – M. Krishnamachariar, Motilal Banarsidass. ✦ https://archive.org/details/Doqk_tarka-sangraha-dipika-prakashika-with-bala-priyakhya-explanation-of-shri-ramanuj/page/n85/mode/1up		

COURSE OUTCOMES:

Upon successful completion of the course, the students would be able

CO1: Explain the fundamental concepts, terminology, and categories (*padārthas*) of the Nyāya-Vaiśeṣika system.

CO2: Describe the ontological framework of *Tarkasaṅgraha-dīpikā*, including dravya, guṇa, karma, sāmānya, viśeṣa, samavāya, and abhāva.

CO3: Interpret and analyze the epistemological concepts and logical arguments presented in the prescribed text.

CO4: Apply principles of Nyāya reasoning and classification to philosophical discussions and textual analysis.

CO5: Demonstrate critical thinking and analytical skills through the evaluation of concepts, categories, and methods of Indian logic.

CO-PO Mapping

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	2	3	2	2	2	2	2
CO2	2	3	3	3	3	2	2	2	2	2
CO3	2	3	3	3	3	2	2	3	3	2
CO4	2	3	3	3	3	2	3	3	3	3
CO5	2	3	3	3	3	3	3	3	3	3

CO-PSO Mapping

COs / PSOs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	2	2	2	3	3	2	2
CO2	2	2	2	3	3	2	2
CO3	2	2	2	3	3	3	2
CO4	2	2	2	3	3	3	2
CO5	2	2	2	3	3	3	3

3 = High, 2 = Moderate, 1 = Low

Third Year	Core Course - 16 (CC-16)	Semester-VI
	विदुर-नीति:- Vidura-Nītiḥ	
Code:		Credit: 4
Objectives: - To introduce students to <i>Vidura-Nīti</i>, one of the most important ethical discourses found in the <i>Mahābhārata</i>. - To familiarize students with the principles of righteous conduct, governance, leadership, and personal ethics presented by Vidura. - To develop the ability to interpret and analyze moral teachings preserved in Sanskrit nīti literature. - To enhance Sanskrit language proficiency through the study, recitation, and interpretation of selected verses. - To cultivate value-based learning, critical reflection, and responsible citizenship through the application of ethical principles in contemporary life.		
Unit- I: Introduction 33 अध्यायः of महाभारतम्।-विदुर-नीतिः - श्लोकाः 1-10		
Unit - II: विदुर-नीतिः- श्लोकाः 11 -20		
Unit-III: विदुर-नीतिः- श्लोकाः 21- 30		
Unit- IV: विदुर-नीतिः- श्लोकाः 31 - 40		
Unit- V: विदुर-नीतिः- श्लोकाः 41-50		
Unit VI: Comparative Studies: Nīti Traditions in Tamil and Other Indian Languages		
References: ✦ विदुरनीतिः (Udyogaparva, Mahābhārata), Gita Press, Gorakhpur. ✦ महाभारतम् of Vyāsa, Critical Edition, Bhandarkar Oriental Research Institute. ✦ Vidura Niti with Sanskrit Text and English Translation, Gita Press, Gorakhpur. ✦ <i>A Short History of Sanskrit Literature</i> – T. K. Ramachandra Iyer. ✦ <i>History of Classical Sanskrit Literature</i> – M. Krishnamachariar. ✦ <i>The Mahabharata: An Inquiry in the Human Condition</i> – Chaturvedi Badrinath. ✦ <i>Indian Ethics</i> – S. Radhakrishnan ✦ http://library.bjp.org/jspui/handle/123456789/70 ✦ http://www.srimatham.com/uploads/5/5/4/9/5549439/vidura_niti.pdf ✦ https://www.pdfdrive.com/vidura-niti-d33418505.html ✦ https://www.pdfdrive.com/vidura-niti-madhwa-purohit-e4351996.html ✦ https://panotbook.com/vidur-neeti/ ✦ https://archive.org/details/HindiBookVidurNeetiCompleteByGitaPress		
Course Outcomes: Upon successful completion of the course, the students would be able CO1: Explain the historical context, themes, and significance of <i>Vidura-Nīti</i> within		

the *Mahābhārata* tradition.

CO2: Interpret the ethical, social, and political teachings contained in the prescribed verses.

CO3: Analyze the principles of leadership, governance, personal conduct, and decision-making presented by Vidura.

CO4: Apply the values and practical wisdom of *Vidura-Nīti* to contemporary personal, social, and professional contexts.

CO5: Demonstrate critical appreciation of Sanskrit nīti literature through textual interpretation, comparative reflection, and value-based evaluation.

CO-PO Mapping

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	2	2	2	3	2	1	2
CO2	2	3	3	3	2	2	3	2	2	3
CO3	2	3	3	3	2	2	3	3	2	3
CO4	3	3	3	3	2	3	3	3	2	3
CO5	3	3	3	3	2	3	3	2	3	3

CO-PSO Mapping

COs / PSOs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	2	2	2	3	3	2	2
CO2	2	2	2	3	3	2	3
CO3	2	2	2	3	3	3	3
CO4	3	2	2	3	3	3	3
CO5	3	3	2	3	3	3	3

3 = High, 2 = Moderate, 1 = Low
