



BHARATHIDASAN UNIVERSITY, TIRUCHIRAPPALLI - 620 024.

M.A. Sanskrit

CHOICE BASED CREDIT SYSTEM - LEARNING OUTCOMES BASED CURRICULUM FRAMEWORK (CBCS - LOCF)

(Applicable to the candidates admitted form the academic year 2026-2027 onwards)

Sem.	Name of the Courses	Title of Course	Ins. Hrs.	Credits	Exam Hrs.	Marks		Total
						Int.	Ext.	
I	Core Course-1 (CC- 1)	नैषधीयचरितम् -Naiṣadhiya-caritam	6	4	3	30	70	100
	Core Course-2 (CC- 2)	तर्कसङ्ग्रह-दीपिका - Tarkasaṅgraha-Dīpikā	6	4	3	30	70	100
	Core Course-3 (CC- 3)	उत्तररामचरितम् – Uttararāmacaritam	6	4	3	30	70	100
	Discipline Centric Elective Course -1 (DCEC- 1)	आयुर्वेदोपदेशः - Āyurvedopadeśaḥ Āyurvedopadeśaḥ (or) अष्टाङ्गहृदयम् - Aṣṭāṅgahrdayam	5	4	3	30	70	100
	Generic Elective Course-1 (GEC-1)	Indian Knowledge Systems: Advanced Perspectives (or) Sanskrit Literature and Indian Culture	5	3	3	30	70	100
	Skill Enhancement Course-1 (SEC-1)	Research skills - I	2	2	3	30	70	100
	Value Added Course -1 (VAC-1) *	सम्भाषण-संस्कृतम् - Sambhāṣaṇa-saṁskṛtam	-	2*	3	30	70	100*
	Total		30	21				600
II	Core Course- 4 (CC- 4)	चाणक्य-नीति-दर्पणः - Cāṇakya-Nīti-Darpaṇaḥ	6	4	3	30	70	100
	Core Course-5 (CC- 5)	सिद्धान्तकौमुदी – Siddhāntakaumudī	6	4	3	30	70	100
	Core Course-6 (CC- 6)	कादम्बरीसङ्ग्रहः - Kādambarī-saṅgrahaḥ	6	4	3	30	70	100
	Discipline Centric Elective Course –2 (DCEC-2)	नीतिशतकम् – Nītiśatakam (or) वैराग्यशतकम् - Vairāgyaśatakam	4	4	3	30	70	100
	Generic Elective Course - 2 (GEC-2)	Ethics and Values in Sanskrit Texts (or) Environmental Consciousness in Sanskrit Literature	4	3	3	30	70	100
	Skill Enhancement course-2 (SEC-2)	Research skills - II	2	2	3	30	70	100
	Non-Major Elective Course-1 (NMEC- 1)	One course from outside Department	2	2	3	30	70	100
	Total		30	23				700
Summer Internship/Industrial Activity during the Summer Vacation after 1 st Year								

III	Core Course-7 (CC- 7)	काव्यप्रकाशः - Kāvya prakāśaḥ	6	4	3	30	70	100
	Core Course-8 (CC- 8)	प्रबोधचन्द्रिका - Prabodha chandrikā	6	4	3	30	70	100
	Core Course -9 (CC- 9)	सांख्यकारिका - Sāṃkhyakārikā	6	4	3	30	70	100
	Discipline Centric Elective Course -3 (DCEC-3)	विवेकचूडामणिः - Viveka cūdāmaṇiḥ (or) षड्दर्शनसमुच्चयः - Ṣaḍdarśana-Samuccayaḥ	5	4	3	30	70	100
	Generic Elective Course-3 (GEC-3)	Indian Aesthetics – Rasa Theory (or) Narrative and Storytelling Traditions	5	3	3	30	70	100
	Non-Major Elective Course-2 (NMEC- 2)	One course from outside department	2	2	3	30	70	100
	Internship/Industrial Activity @		--	2	--	20	80	100
	Total		30	23				700
IV	Core Course-10 (CC- 10)	योगसूत्राणि - Yoga-Sūtrāṇi	6	4	3	30	70	100
	Core Course-11 (CC-11)	चित्रकाव्यम्, छन्दस् - Citṛakāvyaṃ Chandas	6	4	3	30	70	100
	Core Course-12 (CC-12)	मृच्छकटिकम् - Mṛcchakaṭikam	6	4	3	30	70	100
	Discipline Centric Elective Course - 4 (DCEC-4)	भोजचम्पूः - सुन्दरकाण्डम् - Bhoja campūḥ - Sundarakaṇḍam (or) स्वप्नवासवदत्तम् - Svapnavāsavadattam	4	4	3	30	70	100
	Entrepreneurship / Industry Based Course @	Entrepreneurship in Sanskrit and Indian Knowledge Systems	3	3	3	30	70	100
	Project@		5	5	--	20	80	100
	Value Added Course – 2 (VAC-2)*	Sanskrit Translation and Digital Tools	-	2*	3	30	70	100*
	Total		30	24				600
	Grand Total		120	91				2600

LIST OF DISCIPLINE CENTRIC ELECTIVE COURSE

Discipline Centric Elective Course - 1 (DCEC - 1)	
1.	आयुर्वेदोपदेशः - Āyurvedopadeśāḥ
2.	अष्टाङ्गहृदयम् - Aṣṭāṅgahr̥dayam
Discipline Centric Elective Course - 2 (DCEC - 2)	
1.	नीतिशतकम् – Nitiśatakam
2.	वैराग्यशतकम् Vairāgyaśatakam
Discipline Centric Elective Course - 3 (DCEC - 3)	
1.	विवेकचूडामणिः - Vivekacūdāmaṇiḥ
2.	षड्दर्शनसमुच्चयः - Ṣaḍdarśana-Samuccayaḥ
Discipline Centric Elective Course - 4 (DCEC - 4)	
1.	भोजचम्पूः - सुन्दरकाण्डम् - Bhojacampūḥ - Sundarakāṇḍam
2.	स्वप्नवासवदत्तम् - Svapnavāsavadattam

LIST OF NON-MAJOR ELECTIVE COURSES (NMEC)

(for other Department Students only)

NON-MAJOR ELECTIVE COURSE - 1 (NMEC - 1)	
1.	Scientific Literature - I
NON-MAJOR ELECTIVE COURSE - 2 (NMEC - 2)	
2.	Scientific Literature - II

LIST OF GENERIC ELECTIVE COURSE (GEC)

GENERIC ELECTIVE COURSE - 1 (GEC - 1)	
1.	Indian Knowledge Systems: Advanced Perspectives
2.	Sanskrit Literature and Indian Culture
GENERIC ELECTIVE COURSE - 2 (GEC - 2)	
1.	Ethics and Values in Sanskrit Texts
2.	Environmental Consciousness in Sanskrit Literature
GENERIC ELECTIVE COURSE - 3 (GEC - 3)	
1.	Indian Aesthetics – Rasa Theory
2.	Narrative and Storytelling Traditions

SUMMARY OF CURRICULUM STRUCTURE OF PG PROGRAMMES – ARTS

Sl. No.	Types of the Courses	No. of Courses	No. of Credits	Marks
1.	Core Courses	12	48	1200
2.	Discipline Centric Elective Course	4	16	400
3.	Generic Elective Course	3	9	300
4.	Industry / Entrepreneurship @	1	3	100
5.	Summer Internship / Industrial Activity @	1	2	100
6.	Project @	1	5	100
7.	Non-Major Elective Courses	2	4	200
8.	Skill Enhancement Course	2	4	200
	Total	26	91	2600
	Value Added Courses *	2*	4*	200*

	The value-added courses credit will not be included in the total CGPA. These courses are extra-credit courses. Instruction hours for these courses is 30 hours								
@	Summer Internship will be carried out during the summer vacation after the First 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 3rd semester Mark Statement. Summer Internship / Industrial Activity & Project Scheme of Evaluation: <table border="1"> <tr> <th>Description</th><th>Marks</th></tr> <tr> <td>Report</td><td>80</td></tr> <tr> <td>Viva</td><td>20</td></tr> <tr> <td>Total</td><td>100</td></tr> </table>	Description	Marks	Report	80	Viva	20	Total	100
Description	Marks								
Report	80								
Viva	20								
Total	100								



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P.G. ARTS CURRICULUM STRUCTURE

**CHOICE BASED CREDIT SYSTEM - LEARNING OUTCOMES BASED
CURRICULUM FRAMEWORK (CBCS - LOCF)
(Applicable to the candidates admitted from the academic year 2026-2027
onwards)
Sanskrit
Programme Outcomes (POs)**

After successful completion of the M.A. Sanskrit Programme, graduates will be able to:

PO1. Advanced Disciplinary Knowledge

Demonstrate comprehensive knowledge of Sanskrit language, literature, philosophy, grammar, poetics, and Indian Knowledge Systems with depth and scholarly precision.

PO2. Critical and Analytical Thinking

Critically analyse Sanskrit texts, philosophical doctrines, literary traditions, and cultural discourses using traditional and contemporary methodologies.

PO3. Research Competence

Undertake independent research by employing appropriate research methods, textual criticism, manuscript studies, digital resources, and academic writing practices.

PO4. Communication Skills

Communicate scholarly ideas effectively in Sanskrit and English through oral presentations, academic writing, seminars, debates, and publications.

PO5. Ethical and Human Values

Apply ethical principles, professional integrity, environmental responsibility, and human values derived from Indian intellectual traditions in personal and professional life.

PO6. Problem Solving and Application

Apply principles from Sanskrit knowledge systems to address contemporary issues in education, ethics, health, governance, environment, leadership, and society.

PO7. Digital and Information Literacy

Utilize digital technologies, online repositories, computational tools, and information resources for learning, research, documentation, and dissemination of Sanskrit knowledge.

PO8. Interdisciplinary and Global Perspective

Integrate Sanskrit with allied disciplines such as philosophy, linguistics, history, psychology, education, health sciences, performing arts, and emerging interdisciplinary fields.

PO9. Leadership and Professional Competence

Demonstrate leadership, teamwork, entrepreneurship, project management, and professional skills suitable for careers in academia, research, cultural institutions, translation, and public service.

PO10. Lifelong Learning

Develop intellectual curiosity, self-directed learning, reflective thinking, and commitment to continuous professional and personal development.



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**(Applicable to the candidates admitted from the academic year 2026-2027
onwards)**

Sanskrit

Programme Specific Outcomes (PSOs)

After successful completion of the M.A. Sanskrit Programme, graduates will be able to:

PSO1. Mastery of Sanskrit Language and Literature

Demonstrate advanced proficiency in Sanskrit language, literary forms, grammar, poetics, dramaturgy, and major classical texts.

PSO2. Indian Philosophical Systems

Interpret and critically evaluate the major schools of Indian philosophy including Nyāya, Vedānta, Sāṅkhya, Yoga, Mīmāṃsā, Buddhist, and Jain traditions using original Sanskrit sources.

PSO3. Textual Interpretation and Traditional Scholarship

Employ traditional commentarial methods, hermeneutics, philology, and textual criticism for the interpretation of Sanskrit texts.

PSO4. Research and Academic Writing

Conduct quality research in Sanskrit and Indian Knowledge Systems through manuscript study, interdisciplinary inquiry, academic writing, and publication.

PSO5. Application of Indian Knowledge Systems (IKS)

Apply knowledge from Ayurveda, Yoga, ethics, aesthetics, governance, environmental thought, and other IKS domains to contemporary academic and societal contexts.

PSO6. Preservation and Promotion of Sanskrit Heritage

Contribute to the preservation, digitization, translation, teaching, and dissemination of Sanskrit literature and India's cultural heritage at national and international levels.

PSO7. Professional and Employability Skills

Demonstrate competencies required for higher education, teaching, research, translation, publishing, heritage management, civil services, cultural organizations, and entrepreneurship.



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BASED CURRICULUM FRAMEWORK (CBCS - LOCF)
(Applicable to the candidates admitted from the academic year 2026-2027
onwards)**

Sanskrit

Year: I	Core Course - 1 (CC- 1)	Semester: I
	नैषधीयचरितम् - Naiṣadhīyacaritam	
Code:		Credit: 4
Objectives: ❖ Upon completion of the course, the students will be able to: ❖ Understand the characteristics of Sanskrit Mahākāvya through an intensive study of Śrīharṣa's Naiṣadhīyacaritam. ❖ Develop advanced proficiency in classical Sanskrit language, grammar, style, and poetic expression. ❖ Appreciate the literary excellence, philosophical insights, and aesthetic beauty of one of the most sophisticated Sanskrit court epics. ❖ Analyse poetic devices, grammatical constructions, and stylistic peculiarities employed by Śrīharṣa. ❖ Interpret the cultural, ethical, political, and social values reflected in the epic and relate them to Indian intellectual traditions.		
Unit I: Introduction to Mahakavyas, Sri Harsa - द्वितीयः सर्गः - श्लोकाः - 1-10		
Unit II: श्लोकाः - 11-35		
Unit III: श्लोकाः - 36 - 60		
Unit IV: श्लोकाः - 61- 85		
Unit V: श्लोकाः - 86 -110		
Unit VI: • व्याकरणविशेषपरिशीलनम् • गद्य-शैलीपरिशीलनम् • अलङ्कारपरिशीलनम्		
References: ★ नैषधीयचरितम् of Sri Harsa, Nirnayasagar Press, Bombay 1952 ★ https://archive.org/details/NaiṣadhīyaCharitamOfHarsha1919NirnayaSagarPress ★ https://archive.org/details/in.ernet.dli.2015.344937 ★ https://archive.org/details/in.ernet.dli.2015.344822 ★ https://archive.org/details/nalopkhyanamst00moniuf ★ https://www.vyasaonline.com/2018/04/20/nalopakhyana-the-story-of-nala/mahabharata/		

- ★ <https://archive.org/details/in.ernet.dli.2015.186821>
- ★ <http://www.socialresearchfoundation.com/upoadreserchpapers/3/418/2105251145391st%20pushpa%2014028.pdf>

Course Outcomes:

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

CO1. Explain the characteristics of Mahākāvya literature and evaluate the literary contribution of Śrīharṣa.

CO2. Interpret the prescribed verses with grammatical accuracy, contextual understanding, and appropriate literary appreciation.

CO3. Analyse the stylistic features, Alaṅkāras, grammatical peculiarities, and narrative techniques employed in the text.

CO4. Evaluate the philosophical, ethical, political, and cultural dimensions reflected in the Naiṣadhīyacaritam.

CO5. Apply advanced Sanskrit vocabulary, idioms, and literary expressions in academic writing, translation, and scholarly discussion.

CO-PO Mapping

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

CO- PSO Mapping

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

3 = High, 2 = Moderate, 1 = Low



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P.G. ARTS CURRICULUM STRUCTURE

**CHOICE BASED CREDIT SYSTEM - LEARNING OUTCOMES
BASED CURRICULUM FRAMEWORK (CBCS - LOCF)
(Applicable to the candidates admitted from the academic year 2026-2027
onwards)
Sanskrit**

Year: I	Core Course - 2 (CC - 2)	Semester: I
	तर्कसंग्रह-दीपिका - Tarkasaṅgraha-Dīpikā	
Code:		Credit: 4
Objectives: Upon successful completion of this course, the students will be able to: ❖ Acquire a comprehensive understanding of the fundamental concepts of Nyāya-Vaiśeṣika philosophy through the study of <i>Tarkasaṅgraha-Dīpikā</i>. ❖ Develop logical reasoning, critical thinking, and analytical skills using the methods of Indian logic and epistemology. ❖ Interpret the categories (<i>padārthas</i>), means of valid knowledge (<i>pramāṇas</i>), and metaphysical doctrines presented in the text. ❖ Analyse classical definitions, arguments, and inferential processes employing traditional Nyāya methodology. ❖ Apply the principles of Indian logic to contemporary philosophical inquiry, research, and rational decision-making.		
Unit I: Introduction – work & author details – तर्कसंग्रहदीपिका (प्रत्यक्षपरिच्छेदः) - पदार्थविभागः ... कर्मविभागः		
Unit II: तर्कसंग्रहदीपिका (प्रत्यक्षपरिच्छेदः) - सामान्यविभागः...वायुनिरूपणम्		
Unit III: UNIT- III: तर्कसंग्रहदीपिका (प्रत्यक्षपरिच्छेदः) - सृष्टिसंहारप्रक्रिया ... रसनिरूपणम्		
Unit IV: तर्कसंग्रहदीपिका (प्रत्यक्षपरिच्छेदः) - गन्धनिरूपणम् ... परत्वापरत्वनिरूपणम्		
Unit V: तर्कसंग्रहदीपिका (प्रत्यक्षपरिच्छेदः) - गुरुत्वनिरूपणम्...अनुपलब्धेःप्रमाणान्तरनिरासः		
Unit VI: Contemporary Studies: Contemporary relevance of Indian logic and critical thinking		
References: ✦ Tarkasaṅgraha-dipika, Sri Ramakrishna Math, Mylapore, 2009 ✦ https://archive.org/details/wg062 ✦ https://archive.org/details/TarkaSangrahaDeepikaAcharyaAnandJha ✦ https://archive.org/details/tarkasaṅgrahadipikaenglishtranslationandnotessuktanars.s.202003.139.H ✦ https://archive.org/details/tarka-sangraha-dipika-prakasika-with-balapriya-and-prasarna-ramanuja-tatacharya-n.-s.-revised		

Course Outcomes:

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

CO1. Explain the fundamental concepts of Nyāya–Vaiśeṣika philosophy, including the padārthas, dravyas, guṇas, karmas, and other ontological categories.

CO2. Interpret the epistemological principles of Nyāya, including perception, inference, comparison, testimony, and the discussion on the validity of knowledge.

CO3. Analyse logical definitions, inferential structures, debates, and philosophical arguments using the traditional Nyāya methodology.

CO4. Evaluate the metaphysical and epistemological doctrines of *Tarkasaṅgraha-Dīpikā* and relate them to contemporary logical and philosophical discourse.

CO5. Apply Nyāya principles of reasoning, critical thinking, and evidence-based argumentation in research and interdisciplinary contexts.

CO-PO Mapping

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

CO- PSO Mapping

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

3 = High, 2 = Moderate, 1 = Low



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**CHOICE BASED CREDIT SYSTEM - LEARNING OUTCOMES
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**(Applicable to the candidates admitted from the academic year 2026-2027
onwards)
Sanskrit**

Year: I	Core Course - 3 (CC - 3)	Semester: I
	उत्तररामचरितम् – Uttararāmacaritam	
Code:		Credit: 4
Objectives: Upon successful completion of this course, the students will be able to: ❖ Understand the structure, characteristics, and dramatic conventions of classical Sanskrit drama through the study of Bhavabhūti's Uttararāmacaritam. ❖ Appreciate the poetic excellence, characterization, and aesthetic richness, particularly the delineation of Karuṇa Rasa. ❖ Analyse the ethical, philosophical, psychological, and socio-cultural dimensions reflected in the play. ❖ Develop skills in literary criticism by examining dramatic techniques, dialogue, plot construction, and stylistic features. ❖ Compare Bhavabhūti's adaptation with the Vālmiki Rāmāyaṇa and evaluate the dramatist's creative innovations.		
Unit I: उत्तररामचरितम् - प्रथमोऽङ्कः		
Unit II: उत्तररामचरितम् - द्वितीयोऽङ्कः		
Unit III: उत्तररामचरितम् - तृतीयोऽङ्कः		
Unit IV: उत्तररामचरितम् - चतुर्थोऽङ्कः, पञ्चमोऽङ्कः		
Unit V: उत्तररामचरितम् - षष्ठोऽङ्कः, सप्तमोऽङ्कः		
Unit VI: सूक्तिपर्यालोचनम्, करुणरसोपपादनक्रमः		
References: ✦ उत्तररामचरितम् of भवभूतिः, Ed. Ramakant Tripathi, Chaukahmba Surabharati Prakashan, Varanasi, 2012, ISBN- 978-93-81484-64-7 ✦ M.R. Kale (Ed.). Uttararāmacarita of Bhavabhūti. Motilal Banarsidass. ✦ Chaukhamba Sanskrit Series editions with traditional commentaries. ✦ https://archive.org/details/UttaraRamaCharita/page/n173/mode/2up		

- ★ <https://www.iwcindia.org/transactions/transaction66.pdf>
- ★ <https://www.britannica.com/topic/Uttararamacharita>
- ★ <https://www.prekshaa.in/Bhavabhuti-Rama-Karuna-Shikharini-Valmiki>
- ★ <http://bhagavadgita.org.in/Blogs/5ad05b025369ed119c551fb2>
- ★ <https://www.freepressjournal.in/mind-matters/bhavabhuti-the-great-dramatist>

Course Outcomes:

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

CO1. Explain the structural features, dramatic conventions, and literary characteristics of Sanskrit Nāṭaka with special reference to *Uttararāmacaritam*.

CO2. Interpret the prescribed acts by analysing characterization, dramatic situations, rasa, bhāva, and poetic expression.

CO3. Evaluate Bhavabhūti's portrayal of Rāma, Sītā, Lava, Kuśa, and other characters in the light of literary, ethical, and philosophical ideals.

CO4. Critically compare *Uttararāmacaritam* with the *Vālmiki Rāmāyaṇa* and other Sanskrit dramas, identifying Bhavabhūti's originality and dramatic craftsmanship.

CO5. Apply principles of Sanskrit dramaturgy and literary criticism in analysing classical plays and appreciate their relevance to contemporary human values and performing arts.

CO-PO Mapping

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

CO- PSO Mapping

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

3 = High, 2 = Moderate, 1 = Low



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(Applicable to the candidates admitted from the academic year 2026-2027

onwards)

Sanskrit

Year: I	Discipline Centric Elective Course -1 (DCEC- 1)	Semester: I
Option - 1	आयुर्वेदोपदेशः - <i>Āyurvedopadeśāḥ</i>	
Code:		Credits: 4
Objectives: Upon successful completion of this course, the students will be able to: ❖ Understand the fundamental concepts of Āyurveda through the prescribed text. ❖ Acquire practical knowledge of simple Ayurvedic principles for healthy living. ❖ Appreciate the relevance of traditional Indian healthcare practices in daily life. ❖ Recognize the importance of preventive healthcare and healthy lifestyle practices. ❖ Relate the teachings of <i>Āyurvedopadeśāḥ</i> to classical Ayurvedic literature.		
Unit I: Introduction to Ayurveda		
Unit I: Introduction to Ayurveda, आयुर्वेदोपदेशः – I Dasakam		
Unit II: आयुर्वेदोपदेशः - 1 – 35		
Unit III: आयुर्वेदोपदेशः -36-70		
Unit IV: आयुर्वेदोपदेशः -71-.100		
Unit V: आयुर्वेदोपदेशः -100-122		
Unit VI: Tracing the ideas prescribed to the classical ayurvedic texts		
Course Outcomes: Upon successful completion of this course, the students will be able to: CO1. Explain the basic concepts and objectives of Āyurveda presented in <i>Āyurvedopadeśāḥ</i> . CO2. Describe simple Ayurvedic practices related to diet, hygiene, lifestyle, and preventive healthcare. CO3. Interpret the health instructions contained in the prescribed text and relate them to everyday life.		

CO4. Compare the teachings of *Āyurvedopadeśaḥ* with selected concepts from classical Ayurvedic texts.

CO5. Apply appropriate Ayurvedic principles for promoting health and preventing lifestyle-related disorders.

CO-PO Mapping

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

CO- PSO Mapping

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

3 = High, 2 = Moderate, 1 = Low



BHARATHIDASAN UNIVERSITY, TIRUCHIRAPPALLI - 620 024

P.G. ARTS CURRICULUM STRUCTURE

**CHOICE BASED CREDIT SYSTEM - LEARNING OUTCOMES
BASED CURRICULUM FRAMEWORK (CBCS - LOCF)**

(Applicable to the candidates admitted from the academic year 2026-2027

onwards)

Sanskrit

Year: I	Discipline Centric Elective Course -1 (DCEC- 1)	Semester: I
Option -2	अष्टाङ्गहृदयम् - <i>Aṣṭāṅgahr̥dayam</i>	
Code:		Credits: 4
Objectives: Upon successful completion of this course, the students will be able to: ❖ Understand the fundamental principles, philosophy, and scope of Āyurveda as an integral component of the Indian Knowledge Systems. ❖ Acquire knowledge of the concepts of health promotion, disease prevention, and holistic well-being as expounded in the <i>Aṣṭāṅgahr̥dayam</i>. ❖ Analyse the significance of Dinacaryā, Ṛtucaryā, and Rogānutpādānīya in maintaining physical, mental, and environmental health. ❖ Evaluate the scientific relevance of Ayurvedic lifestyle practices in the context of modern preventive healthcare. ❖ Apply Ayurvedic principles for promoting healthy living, sustainable lifestyles, and community well-being.		
Unit I: Introduction to Ayurveda – branches- authors- works - अष्टाङ्गहृदयम्		
Unit II: अष्टाङ्गहृदयम् - Chapter -1 – आयुष्कामीयम्		
Unit III: अष्टाङ्गहृदयम् - Chapter -2 – दिनचर्या		
Unit IV: अष्टाङ्गहृदयम् - Chapter -3 – ऋतुचर्या		
Unit V: अष्टाङ्गहृदयम् - Chapter - 4 - रोगानुत्पादनीयम्		
Unit VI: Analysis of disease prevention as in रोगानुत्पादनीयम्, fixing routines as in दिनचर्या		

References:

- ✦ वाग्भटः. अष्टाङ्गहृदयम्, Chaukhamba Surbharati Prakashan, Varanasi.
- ✦ Aṣṭāṅgahrdayam with *Sarvāṅgasundarī* Commentary of Aruṇadatta. Chaukhamba Orientalia.
- ✦ Murthy, K.R. Srikantha (Trans.). Aṣṭāṅga Hrdayam of Vāgbhaṭa (3 Vols.). Chaukhamba Krishnadas Academy.
- ✦ <https://archive.org/details/AstangaHrdayam.Eng>
- ✦ <https://archive.org/details/HindiBookAstangaHrdayam>
- ✦ <https://archive.org/details/Ashtanga.Hridaya.of.Vagbhata>
- ✦ <https://esamhita.wordpress.com/ashtanga-hridayam/>

Course Outcomes:

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

CO1. Explain the basic concepts, branches, objectives, and classical foundations of Āyurveda with special reference to *Aṣṭāṅgahrdayam*.

CO2. Interpret the principles of Dinacaryā, R̥tucaryā, and Rogānutpādānīya for maintaining individual and societal health.

CO3. Analyse the relationship between human health, diet, lifestyle, seasonal adaptation, and environmental harmony from an Ayurvedic perspective.

CO4. Evaluate the preventive and promotive healthcare measures prescribed in *Aṣṭāṅgahrdayam* and compare them with contemporary health practices.

CO5. Apply Ayurvedic principles for healthy living, wellness promotion, and sustainable lifestyle management in personal and professional contexts.

CO-PO Mapping

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

CO- PSO Mapping

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

3 = High, 2 = Moderate, 1 = Low



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P.G. ARTS CURRICULUM STRUCTURE

**CHOICE BASED CREDIT SYSTEM - LEARNING OUTCOMES
BASED CURRICULUM FRAMEWORK (CBCS - LOCF)**

(Applicable to the candidates admitted from the academic year 2026-2027

onwards)

Sanskrit

Year: I	Generic Elective Course-1 (GEC-1)	Semester: I
Option -1	Indian Knowledge Systems: Advanced Perspectives	
Code:		Credits: 3

Objectives:

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

- ❖ Understand the philosophical foundations, epistemological principles, and interdisciplinary nature of Indian Knowledge Systems (IKS).
- ❖ Examine major knowledge traditions preserved in Sanskrit and their contributions to science, society, health, governance, and education.
- ❖ Analyse the relevance of Indian Knowledge Systems in addressing contemporary global challenges through sustainable and ethical approaches.
- ❖ Appreciate the contribution of Indian intellectual traditions to world civilization and modern academic disciplines.
- ❖ Apply selected concepts of IKS to promote holistic development, innovation, and responsible citizenship.

Unit I: Philosophical Foundations of Indian Knowledge Systems: Concept, meaning and scope of Indian Knowledge Systems, Knowledge traditions in India, Means of Knowledge (Pramāṇas), Guru-Śiṣya tradition, Oral and textual transmission of knowledge, Knowledge and holistic education

Unit II: Scientific and Technological Traditions: Mathematics (Śulbasūtras), Astronomy and Cosmology (Vedāṅga Jyotiṣa), Ayurveda, Architecture (Vāstuśāstra), Metallurgy and Engineering, Environmental sciences in Sanskrit texts

Unit III: Society, Governance and Economy: Dharma as social order, Arthaśāstra and governance, Leadership principles, Education in ancient India, Village administration, Justice and legal traditions

Unit IV: Health, Well-being and Sustainability: Yoga, Ayurveda, Mental well-being, Ecology in Sanskrit literature, Water conservation, Sustainable living, SDGs and IKS

Unit V: IKS in Contemporary Context: National Education Policy (NEP 2020), Artificial Intelligence and Indian logic, Ethical leadership, Traditional knowledge and innovation, Indigenous technologies, Global relevance of IKS

Unit VI: Case Studies in Indian Knowledge Systems: Ayurveda in preventive healthcare, Yoga for mental health, Indian mathematics, Temple architecture, Traditional agriculture, Contemporary research on IKS

References:

- ✦ Kapil Kapoor & Michel Danino (Eds.). *Indian Knowledge Systems*. Indian Institute of Advanced Study.
- ✦ B. Mahadevan, Vinayak Rajat Bhat & Nagendra Pavan. *Introduction to Indian Knowledge System*. PHI Learning.
- ✦ Balram Gupta (Ed.). *Indian Knowledge Systems: Concepts and Applications*.
- ✦ Radhakrishnan, S. *Indian Philosophy*, Vols. I & II.
- ✦ Dharampal. *The Beautiful Tree*.
- ✦ S. N. Balagangadhara. *The Heathen in His Blindness*.
- ✦ B. B. Chaubey. *Indian Knowledge System*.
- ✦ Michel Danino. *Indian Culture and India's Future*.
- ✦ Stella Kramrisch. *The Hindu Temple*.
- ✦ M. S. Valiathan. *The Legacy of Caraka*.
- ✦ David Pingree. *Jyotiḥśāstra*.
- ✦ P. V. Kane. *History of Dharmaśāstra*.
- ✦ R. Balasubramaniam. *History of Iron Technology in India*.

Course Outcomes:

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

CO1. Explain the philosophical foundations, epistemological principles, and scope of Indian Knowledge Systems.

CO2. Analyse the contributions of Indian Knowledge Systems to science, technology, governance, education, health, and society.

CO3. Evaluate the interdisciplinary relevance of Indian Knowledge Systems in addressing contemporary global challenges.

CO4. Apply selected concepts of Indian Knowledge Systems for sustainable development, ethical leadership, and holistic well-being.

CO5. Appreciate the global significance of Indian intellectual traditions and promote their responsible application in academic and professional contexts.

CO-PO Mapping

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

CO- PSO Mapping

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

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P.G. ARTS CURRICULUM STRUCTURE

**CHOICE BASED CREDIT SYSTEM - LEARNING OUTCOMES
BASED CURRICULUM FRAMEWORK (CBCS - LOCF)**

(Applicable to the candidates admitted from the academic year 2026-2027

onwards)

Sanskrit

Year: I	Generic Elective Course-1 (GEC-1)	Semester: I
Option -2	Sanskrit Literature and Indian Culture	
Code:		Credits: 3

Objectives:

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

- ❖ Understand the richness and diversity of Sanskrit literature and its contribution to Indian civilization.
- ❖ Appreciate the cultural, ethical, philosophical, and scientific heritage preserved in Sanskrit texts.
- ❖ Recognize the influence of Sanskrit literature on Indian art, architecture, music, dance, and social traditions.
- ❖ Examine the relevance of Sanskrit literary works to contemporary life, values, and national integration.
- ❖ Develop an informed appreciation of India's cultural heritage through selected Sanskrit literary masterpieces.

Unit I: Introduction to Sanskrit Literature: Origin and development of Sanskrit literature, Vedic and Classical Sanskrit, Major branches of Sanskrit literature, Contributions of eminent Sanskrit authors, Sanskrit as the language of Indian Knowledge Systems

Unit II: Epics and Purāṇas: Rāmāyaṇa and Mahābhārata, Bhagavad Gītā, Major Purāṇas, Cultural ideals reflected in Itihāsa-Purāṇa, Influence on Indian society

Unit III: Classical Poetry and Drama: Kālidāsa, Bhāsa, Bhavabhūti, Śūdraka, Literary values and aesthetics

Unit IV: Sanskrit and Indian Culture: Dharma and ethical values, Family and social institutions, Festivals and cultural traditions, Education in ancient India, Women in Sanskrit literature

Unit V: Sanskrit and Indian Knowledge Systems: Ayurveda, Yoga, Astronomy and Mathematics, Political thought (Arthaśāstra), Environmental consciousness

Unit VI: Contemporary Relevance: Sanskrit and national integration, Sanskrit in modern education, Sanskrit and technology, Preservation of cultural heritage, Global relevance of Sanskrit

References:

Primary Sources

- ★ Selected passages from the Rāmāyaṇa, Mahābhārata, Bhagavad Gītā, Hitopadeśa,

and Pañcatantra.

- ✦ Kālidāsa. *Abhijñānaśākuntalam* (selected portions).

Reference Books

- ✦ M. Krishnamachariar. *History of Classical Sanskrit Literature*.
- ✦ S. K. De. *History of Sanskrit Literature*.
- ✦ Kapil Kapoor. *Text and Interpretation: Indian Tradition*.
- ✦ S. Radhakrishnan. *Indian Philosophy* (selected chapters).
- ✦ R. N. Dandekar. *Vedic Civilization*.

Online Resources

- Sanskrit Documents (www.sanskritdocuments.org)
- GRETEL Sanskrit Text Repository
- Muktabodha Digital Library
- Digital Library of India
- IGNCA Digital Resources
- Ministry of Culture Digital Library

Course Outcomes:

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

CO1. Describe the major branches of Sanskrit literature and their contribution to Indian civilization and culture.

CO2. Explain the ethical, philosophical, literary, and cultural values reflected in selected Sanskrit texts.

CO3. Analyse the contribution of Sanskrit literature to Indian art, education, science, philosophy, and social institutions.

CO4. Evaluate the continuing relevance of Sanskrit literature and Indian cultural traditions in contemporary society.

CO5. Appreciate India's cultural heritage and promote value-based living through the study of Sanskrit literature.

CO-PO Mapping

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

CO- PSO Mapping

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

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P.G. ARTS CURRICULUM STRUCTURE

**CHOICE BASED CREDIT SYSTEM - LEARNING OUTCOMES
BASED CURRICULUM FRAMEWORK (CBCS - LOCF)**

(Applicable to the candidates admitted from the academic year 2026-2027

onwards)

Sanskrit

Year: I	Skill Enhancement Course-1 (SEC-1)	Semester: I
	Research skills - I	
Code:		Credits: 2
Objectives: Upon successful completion of this course, the students will be able to: ❖ Understand the nature, scope, objectives, and significance of research in Sanskrit and Indian Knowledge Systems. ❖ Develop the ability to identify research problems and formulate research objectives and hypotheses. ❖ Acquire skills in locating, evaluating, and organizing primary, secondary, manuscript, and digital sources for research. ❖ Learn the basic methods of textual criticism, manuscript studies, and traditional commentarial approaches. ❖ Develop foundational skills for conducting independent research through literature survey and research planning.		
Unit I: Introduction to Research: Meaning, objectives and scope, Types of research, Sanskrit research tradition, Research ethics (basic)		
Unit II: Research Methodology: Research problem, Research questions, Hypothesis, Research design		
Unit III: Research Sources: Primary and secondary sources, Manuscripts and printed editions, Catalogues and bibliographies		
Unit IV: Textual Studies: Principles of textual criticism, Manuscript reading, Critical editions, Traditional commentaries, Translation and interpretation		
Unit V: Research Methods: Historical method, Comparative method, Analytical method, Interdisciplinary research		
Unit VI: Practical: Literature survey, Preparation of annotated bibliography, Identification of research topic, Seminar presentation		
Output: Literature Review + Annotated Bibliography		
References: 1. Kothari, C. R., & Garg, G. <i>Research Methodology: Methods and Techniques</i>. 4th ed. New Age International. 2. Creswell, J. W., & Creswell, J. D. <i>Research Design: Qualitative, Quantitative and Mixed Methods Approaches</i>. Sage Publications. 3. Kumar, Ranjit. <i>Research Methodology: A Step-by-Step Guide for Beginners</i>.		

Sage Publications.

4. Raghavan, V. *New Catalogus Catalogorum*. University of Madras.
5. Aufrecht, Theodor. *Catalogus Catalogorum*. Leipzig.
6. National Mission for Manuscripts. *Introduction to Manuscriptology*.
7. Gaurinath Sastri. *A History of Sanskrit Literature* (Research Resources).

Digital Resources

8. Muktabodha Digital Library.
9. GRETIL (Göttingen Register of Electronic Texts in Indian Languages).
10. Shodhganga (INFLIBNET).
11. IGNCA Digital Manuscripts Repository.
12. National Mission for Manuscripts Portal.

Course Outcomes:

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

CO1. Explain the nature, types, methods, and ethical principles of research in Sanskrit and allied disciplines.

CO2. Identify research problems, formulate research objectives and hypotheses, and prepare an appropriate research design.

CO3. Locate, classify, and evaluate primary sources, secondary sources, manuscripts, catalogues, bibliographies, and digital repositories relevant to Sanskrit research.

CO4. Apply the basic principles of textual criticism, manuscript studies, and traditional methods of textual interpretation.

CO5. Conduct a literature survey and prepare an annotated bibliography and preliminary research plan for an independent research project.

CO-PO Mapping

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

CO- PSO Mapping

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

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**CHOICE BASED CREDIT SYSTEM - LEARNING OUTCOMES
BASED CURRICULUM FRAMEWORK (CBCS - LOCF)**

**(Applicable to the candidates admitted from the academic year 2026-2027
onwards)
Sanskrit**

Year: I	Value Added Course - I (VAC)*	Semester: I
	सम्भाषण-संस्कृतम् - Sambhāṣaṇa-saṁskṛtam	
Code:		Credits: 2
Objectives: Upon successful completion of this course, the students will be able to: ❖ Develop the ability to communicate effectively in simple and functional Sanskrit in everyday situations. ❖ Build a rich vocabulary and acquire confidence in using Sanskrit for oral communication. ❖ Apply basic grammatical structures accurately in spoken Sanskrit. ❖ Develop listening, speaking, reading, and interactive communication skills through practical activities. ❖ Appreciate Sanskrit as a vibrant living language suitable for contemporary communication.		
Unit I: पदपरिचयः – वस्तूनि, मृगाः, फलानि, शाखाः, शरीराङ्गानि, अन्यनामानि		
Unit II: पदप्रयोगाः – विलोम, अव्ययः, क्रियापदानि, संख्या, समयः		
Unit III: प्रयोगभेदाः – लिङ्गः, वचनम्, संख्या, लकाराः – लट्, लङ्, लृट्, पुरुषाः – प्रथम, मध्यम, उत्तम		
Unit IV: प्रयोगभेदाः – विभक्तिः – प्रथमा, द्वितीया, तृतीया, चतुर्थी, पञ्चमी, षष्ठी, सप्तमी		
Unit V: प्राकरणिक संभाषणम्, कथाः, भाषणाभ्यासः		
Unit VI: सम्भाषणवर्ग-चालनाभ्यासः		
References: Books ✦ संस्कृतभारती. सम्भाषणसोपानम्. Samskrita Bharati, Bengaluru. ✦ संस्कृतभारती. भवतु संस्कृतम्. ✦ Sadananda Dasa. Learn Sanskrit and Sanskrit Conversation. ✦ NPTEL. Spoken Sanskrit Course. ✦ Rashtriya Sanskrit Sansthan. Spoken Sanskrit Learning Material. Online Resources ✦ NPTEL Spoken Sanskrit Course ✦ Samskrita Bharati Learning Portal ✦ Sanskrit Documents (www.sanskritdocuments.org) ✦ CIIL (Central Institute of Indian Languages) Spoken Sanskrit Resources ✦ YouTube channels of Samskrita Bharati		

- ★ https://www.youtube.com/watch?v=k1kiiX5e9_o
- ★ <https://www.youtube.com/watch?v=-cBbBxPRxjs>
- ★ https://www.youtube.com/watch?v=X_jOCKELg5s
- ★ <https://www.youtube.com/watch?v=0ZHzvHiP6vQ>
- ★ <https://www.youtube.com/watch?v=mmDxp6OV5CM>
- ★ <https://www.youtube.com/watch?v=h-Wng0EVs4M>
- ★ <https://www.youtube.com/watch?v=rV6dqkWzdso>
- ★ <https://www.youtube.com/watch?v=WVJIUeigKPo>
- ★ <https://www.youtube.com/watch?v=8QFylty2wvM>
- ★ https://onlinecourses.nptel.ac.in/noc22_hs60/preview

Course Outcomes:

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

CO1. Communicate effectively in simple Sanskrit using appropriate vocabulary and expressions in day-to-day situations.

CO2. Apply basic grammatical structures accurately in spoken Sanskrit for meaningful communication.

CO3. Demonstrate confidence in listening, speaking, reading aloud, and participating in simple conversations, dialogues, and short speeches.

CO4. Use functional Sanskrit in practical contexts such as introductions, greetings, classroom interactions, storytelling, and public speaking.

CO5. Appreciate Sanskrit as a living language and promote its use in academic, social, and cultural settings.

CO-PO Mapping

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

CO- PSO Mapping

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

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P.G. ARTS CURRICULUM STRUCTURE

**CHOICE BASED CREDIT SYSTEM - LEARNING OUTCOMES
BASED CURRICULUM FRAMEWORK (CBCS - LOCF)
(Applicable to the candidates admitted from the academic year 2026-2027
onwards)
Sanskrit**

Year: I	Core Course- 4 (CC- 4)	Semester: II
	चाणक्य-नीति-दर्पणः - Cāṇakya-Nīti-Darpaṇaḥ	
Code:		Credits: 4
Objectives: Upon successful completion of this course, the students will be able to: ❖ Understand the ethical, political, administrative, and social principles presented in Cāṇakya-Nīti-Darpaṇa. ❖ Analyse the concepts of governance, leadership, diplomacy, and statecraft from the perspective of classical Indian political thought. ❖ Appreciate the ethical values, managerial insights, and decision-making strategies advocated by Cāṇakya. ❖ Critically evaluate the relevance of Cāṇakya's teachings to contemporary administration, management, and public policy. ❖ Apply the principles of Nīti, leadership, and ethical governance in personal, professional, and societal contexts.		
Unit I: चाणक्य-नीति-दर्पणः - प्रथमोऽध्यायः		
Unit II: चाणक्य-नीति-दर्पणः - द्वितीयोऽध्यायः		
Unit III: चाणक्य-नीति-दर्पणः - तृतीयोऽध्यायः		
Unit IV: चाणक्य-नीति-दर्पणः - चतुर्थोऽध्यायः		
Unit V: चाणक्य-नीति-दर्पणः - पञ्चमोऽध्यायः		
Unit VI: Relate the values to the current day situations		

References:

- ✦ चाणक्य-नीति-दर्पणः, Ed. By Naresh Jha, Chaukhamba Surabharathi Prakashan, Varanasi, 2005
- ✦ चाणक्यनीतिः. Chaukhamba Sanskrit Series Office, Varanasi.
- ✦ Kangle, R. P. (Ed. & Trans.). *The Kauṭīliya Arthaśāstra*. Motilal Banarsidass.
- ✦ <https://pdfbooks.hindihearts.in/2022/02/chanakya-niti-darpan-hindi-book-pdf.html>
- ✦ <https://www.pdfdrive.com/chanakya-neeti-e196841625.html>
- ✦ <https://www.jetir.org/view?paper=JETIRH006012>
- ✦ www.saurashtrauniversity.edu/docs/downloads/2020-04-26/managerial-analysis-of-chanakya-niti-20200426202930-95.pdf
- ✦ <https://www.clearias.com/chanakya-neeti/>

Course Outcomes:

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

CO1. Explain the fundamental principles of Nīti, governance, leadership, and ethics presented in *Cāṇakya-Nīti-Darpaṇa*.

CO2. Analyse Cāṇakya's views on administration, diplomacy, political strategy, and social conduct from textual and historical perspectives.

CO3. Evaluate the ethical, managerial, and leadership principles embodied in the text and their relevance to contemporary governance and organizational management.

CO4. Compare the political and ethical thought of Cāṇakya with modern concepts of public administration, management, and leadership.

CO5. Apply the principles of Nīti, decision-making, ethical leadership, and strategic management to contemporary personal, professional, and societal challenges.

CO-PO Mapping

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

CO- PSO Mapping

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

3 = High, 2 = Moderate, 1 = Low



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P.G. ARTS CURRICULUM STRUCTURE

**CHOICE BASED CREDIT SYSTEM - LEARNING OUTCOMES
BASED CURRICULUM FRAMEWORK (CBCS - LOCF)
(Applicable to the candidates admitted from the academic year 2026-2027
onwards)
Sanskrit**

Year: I	Core Course-5 (CC- 5)	Semester: II
	सिद्धान्तकौमुदी – Siddhāntakaumudī	
Code:		Credits: 4
Objectives: Upon successful completion of this course, the students will be able to: ❖ Understand the fundamental principles of Pāṇinian grammar and the organization of the <i>Siddhāntakaumudī</i>. ❖ Acquire comprehensive knowledge of Sanskrit Sandhi rules and their grammatical basis. ❖ Develop proficiency in analysing, forming, and interpreting Sanskrit words using Pāṇinian grammatical principles. ❖ Compare Sanskrit morphophonemic processes with those of Tamil and appreciate their linguistic features. ❖ Apply grammatical rules accurately in textual interpretation, translation, and advanced Sanskrit composition.		
Unit I: Introduction to Sanskrit Grammar – grammatical traditions, Panini		
Unit II: सिद्धान्तकौमुदी – अक्सन्धिः		
Unit III: सिद्धान्तकौमुदी – हलसन्धिः		
Unit IV: सिद्धान्तकौमुदी – विसर्गसन्धिः		
Unit V: सिद्धान्तकौमुदी – स्वादिसन्धिः		
Unit VI: Comparative analysis of Tamil sandhi		
References: ★ Vaiyakarana-siddhanta-kaumudi of Bhattoji Dikshita, Motilal Banarsidass, Delhi, 2004 ★ वरदराजः. लघुसिद्धान्तकौमुदी. Chaukhamba Sanskrit Series Office, Varanasi. ★ सिद्धान्तकौमुदी with the commentary तत्त्वबोधिनी. ★ https://www.aplustopper.com/sandhi-in-sanskrit/		

- ★ https://archive.org/details/laghu_siddhanta_kaumudi_-_varadarajacharya_gita_press
- ★ <https://archive.org/details/MadhyaSiddhantaKaumudi>
- ★ <https://archive.org/details/madhya-siddhanta-kaumudi>
- ★ <https://archive.org/details/VaiyakaranaSiddhantaKaumudiOfBhattojiDikshitaPt.GopalaShastriNene>

Course Outcomes:

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

CO1. Explain the principles of the Pāṇinian grammatical tradition and the structure of the *Siddhāntakaumudī* with special reference to Sandhi.

CO2. Apply the rules of Ac-sandhi, Hal-sandhi, Visarga-sandhi, and Svādi-sandhi accurately in word formation and analysis.

CO3. Analyse and interpret complex Sanskrit words by performing correct Sandhi-viccheda and Sandhi formation.

CO4. Compare Sanskrit morphophonemic processes with Tamil Sandhi and evaluate their linguistic similarities and differences.

CO5. Employ Pāṇinian grammatical principles for accurate interpretation of Sanskrit texts, translation, and scholarly linguistic analysis.

CO-PO Mapping

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

CO- PSO Mapping

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

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P.G. ARTS CURRICULUM STRUCTURE

**CHOICE BASED CREDIT SYSTEM – LEARNING OUTCOMES BASED
CURRICULUM FRAMEWORK (CBCS - LOCF)**

**(Applicable to the candidates admitted from the academic year 2026-2027
onwards)**

Sanskrit

Year: I	Core Course-6 (CC- 6)	Semester: II
	कादम्बरीसङ्ग्रहः - Kādambarī-saṅgrahaḥ	
Code:		Credit: 4
Objectives: Upon successful completion of this course, the students will be able to: ❖ Understand the literary excellence and stylistic grandeur of Bāṇabhaṭṭa's Kādambarī, one of the finest works of classical Sanskrit prose. ❖ Appreciate the distinctive features of Sanskrit Gadya-kāvya, including its narrative techniques, characterization, and descriptive style. ❖ Analyse the socio-cultural, political, economic, and philosophical aspects reflected in the text. ❖ Develop advanced proficiency in interpreting ornate Sanskrit prose, vocabulary, and rhetorical devices. ❖ Critically evaluate Bāṇa's contribution to Sanskrit literature and the evolution of classical prose.		
Unit I: P.1. आसीदशेषनरपति P. 13. पक्षपुटान्तरमाविशम्।		
Unit II: p.13. अनन्तरं p.26 चरितं जनः।		
Unit III: p. 26. तस्य च राज्ञः p. 39. प्राहिणोत्।		
Unit IV: p.39. स गत्वा p.52. राजप्रकृतिः।		
Unit V: p.52 आलोकयतु ...pp.65 सरो दृष्टवान्।		
Unit VI: Literary analysis of the work		

References:

- ✦ Kadambarisangraha Purvabhaga, R.V. krishnamachariar , Sribalamananorama Press, Madras,1939
- ✦ Kadambari Purvardha of Bana Bhatta, Ed. By Acarya S.S. Regmi, Pub. by Chaukhamba Surabharati Prakashan,2016
- ✦ Chaukhamba Sanskrit Series editions of कादम्बरी.
- ✦ <http://www.sanskritebooks.org/2009/11/history-of-classical-sanskrit-literature-m-krishnamachariar/>
- ✦ <https://www.onlinesanskritbooks.com/2019/01/kadambari-full-pdf-book.html>
- ✦ <https://archive.org/details/in.ernet.dli.2015.121163>
- ✦ <https://www.brojendasenglish.com/kadambari-summary-analysis/>

Course Outcomes:

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

CO1. Explain the characteristics of Gadya-kāvya and evaluate the literary contribution of Bāṇabhaṭṭa through *Kādambarī-Saṅgrahaḥ*.

CO2. Interpret the prescribed prose passages by analysing language, style, narrative techniques, and literary devices.

CO3. Evaluate the social, political, cultural, economic, and philosophical dimensions portrayed in the work.

CO4. Analyse the distinctive features of Bāṇa's prose style, vocabulary, figures of speech and descriptive excellence through literary criticism.

CO5. Apply advanced Sanskrit vocabulary, prose style, and literary appreciation in text interpretation, translation, and scholarly discussion.

CO-PO Mapping

CO/POs	PO1	PO2	PO3	PO4	P2O5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	2	2	2	2	2	3	2	2
CO2	3	3	3	3	2	2	2	2	2	2
CO3	2	3	3	2	3	3	2	3	2	2
CO4	3	3	3	2	2	3	2	3	2	3
CO5	3	3	3	3	2	2	2	3	3	3

CO- PSO Mapping

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

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P.G. ARTS CURRICULUM STRUCTURE

**CHOICE BASED CREDIT SYSTEM - LEARNING OUTCOMES
BASED CURRICULUM FRAMEWORK (CBCS - LOCF)**

**(Applicable to the candidates admitted from the academic year 2026-2027
onwards)
Sanskrit**

Year: I	Discipline Centric Elective Course - 2 (DCEC - 2)	Semester: II
Option - 1	नीतिशतकम् – Nītiśatakam	
Code:		Credits: 4
Upon successful completion of this course, the students will be able to: ❖ Understand the ethical, moral, and philosophical teachings of Bhartrhari's Nītiśatakam. ❖ Appreciate the literary excellence, poetic style, and wisdom embedded in Sanskrit nīti literature. ❖ Analyse the concepts of character, leadership, education, friendship, social responsibility, and righteous conduct presented in the text. ❖ Relate the teachings of the <i>Nītiśatakam</i> to classical Dharma literature and contemporary ethical issues. ❖ Apply the principles of nīti for personality development, leadership, decision-making, and responsible citizenship.		
Unit I: Introduction to Sanskrit Lyrics, Nītiśatakam – verses- 1-20		
Unit II: नीतिशतकम् - verses 21-40		
Unit III: नीतिशतकम् - verses - 41- 60		
Unit IV: नीतिशतकम् - verses- 61- 80		
Unit V: नीतिशतकम् - verses- 81-100		
Unit VI: धर्म- नीतिग्रन्थ-परिशीलनम्		
References: ✦ Nītiśatakam of Bhartrhari, Chowkamba sanskrit Series, Varanasi 2003 ✦ Nītiśatakam of Bhartrhari, Samskrta Bhasa Pracarini Sabha, Chitoor, 2001 ✦ Kale, M. R. (Ed.). Bhartrhari Śatakatrāyam. Motilal Banarsidass ✦ https://archive.org/details/nitishatakamofbhartrharidr.rajeshwarkumarmusalgankar ✦ https://sanskritdocuments.org/doc_z_misc_major_works/niiti.pdf ✦ https://myhindigrammar.com/nitishatakam-sanskrit-book-pdf/		

Course Outcomes:

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

CO1. Explain the ethical principles, moral values, and literary features of *Nitiśatakam*.

CO2. Interpret the prescribed verses with reference to language, poetic devices, and philosophical ideas.

CO3. Analyse the concepts of virtue, education, friendship, leadership, governance, and righteous conduct found in the text.

CO4. Evaluate the relevance of Bhartṛhari's ethical teachings by comparing them with other Dharma and Nīti texts and with contemporary ethical challenges.

CO5. Apply the values of *Nitiśatakam* for personal development, ethical leadership, professional integrity, and responsible social life.

CO-PO Mapping

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

CO- PSO Mapping

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

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**CHOICE BASED CREDIT SYSTEM - LEARNING OUTCOMES
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**(Applicable to the candidates admitted from the academic year 2026-2027
onwards)
Sanskrit**

Year: I	Discipline Centric Elective Course - 2 (DCEC - 2)	Semester: II
Option - 2	वैराग्यशतकम् – Vairāgyaśatakam	
Code:		Credits: 4
Upon successful completion of this course, the students will be able to: ❖ Understand the origin, development, and distinctive features of Sanskrit lyrical poetry. ❖ Study the philosophical, ethical, and spiritual ideas presented in Bhartṛhari's <i>Vairāgyaśatakam</i>. ❖ Appreciate the reflections on desire, wealth, time, impermanence, renunciation, and liberation. ❖ Analyse the poetic language, imagery, rasa, alaṅkāra, metre, and style of the prescribed text. ❖ Compare the concepts of dharma, nīti, and vairāgya with similar teachings in other Sanskrit texts.		
Unit I: Introduction to Sanskrit Lyrics, वैराग्यशतकम् – verses- 1-20		
Unit II: वैराग्यशतकम् - verses 21-40		
Unit III: वैराग्यशतकम् - verses - 41- 60		
Unit IV: वैराग्यशतकम् - verses- 61- 80		
Unit V: वैराग्यशतकम् - verses- 81-100		
Unit VI: धर्म-नीति-वैराग्यग्रन्थ-परिशीलनम् - वैराग्यशतके धर्मविचारः, अनित्यताविचारः, तृष्णा-सन्तोष-विवेक-वैराग्यविचारः		
References: ✦ भर्तृहरिः. वैराग्यशतकम्. चौखम्बा संस्कृत संस्थान, वाराणसी. ✦ भर्तृहरिः. शतकत्रयम्—नीतिशतकम्, शृङ्गारशतकम्, वैराग्यशतकम्. चौखम्बा विद्याभवन, वाराणसी. ✦ भर्तृहरिः. वैराग्यशतकम्, संस्कृत-हिन्दी-व्याख्यासहितम्. गीता प्रेस, गोरखपुर. ✦ Kale, M. R. <i>The Nīti and Vairāgya Śatakas of Bhartṛhari</i>. Motilal Banarsidass, Delhi. ✦ Krishnamachariar, M. <i>History of Classical Sanskrit Literature</i>. Motilal Banarsidass, Delhi. ✦ Dasgupta, S. N., and S. K. De. <i>A History of Sanskrit Literature: Classical Period</i>. University of Calcutta. ✦ Warder, A. K. <i>Indian Kāvya Literature</i>. Motilal Banarsidass, Delhi.		

✦ Raghavan, V. *Sanskrit Literature and Indian Culture*. Bharatiya Vidya Bhavan.

Course Outcomes:

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

CO1. Explain the features of Sanskrit lyrical and Śataka literature and the literary contribution of Bhartṛhari.

CO2. Interpret the ethical, philosophical, and spiritual ideas contained in the prescribed verses of *Vairāgyaśatakam*.

CO3. Analyse the poetic language, imagery, rasa, alaṅkāra, metre, and stylistic features of the text.

CO4. Evaluate Bhartṛhari's treatment of desire, impermanence, contentment, renunciation, and liberation.

CO5. Compare the teachings of *Vairāgyaśatakam* with selected ideas from the *Bhagavadgītā*, Upaniṣads, and other dharma-nīti texts.

CO-PO Mapping

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

CO- PSO Mapping

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

3 = High, 2 = Moderate, 1 = Low



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**CHOICE BASED CREDIT SYSTEM - LEARNING OUTCOMES
BASED CURRICULUM FRAMEWORK (CBCS - LOCF)**

**(Applicable to the candidates admitted from the academic year 2026-2027
onwards)**

Sanskrit

Year: I	Generic Elective Course-2 (GEC-2)	Semester: II
Option -1	Ethics and Values in Sanskrit Texts	
Code:		Credits: 3
Objectives: Upon successful completion of this course, the students will be able to: ❖ Understand the ethical foundations and value systems embedded in Sanskrit literature from the Vedic period to the classical age. ❖ Examine the concepts of Dharma, Satya, Ahimsa, Karuṇā, Seva, and Lokasaṅgraha as reflected in Sanskrit texts. ❖ Analyse personal, social, professional, environmental, and global ethics from an Indian perspective. ❖ Apply ethical principles derived from Sanskrit texts to contemporary life, leadership, governance, and professional practice. ❖ Appreciate the universal relevance of Sanskrit ethical thought in promoting peace, harmony, and sustainable development.		
Unit I: Foundations of Ethics in Sanskrit Literature: Meaning of Dharma, Nīti, Sadācāra, Ṛta and Puruṣārthas, Ethics in the Vedas, Upaniṣadic values, Universal prayers and peace invocations (Śānti Mantras)		
Unit II: Ethical Values in Itihāsa: Dharma in the Rāmāyaṇa, Ethical dilemmas in the Mahābhārata, Bhagavad Gītā and Karma Yoga, Leadership and responsibility		
Unit III: Nīti Literature and Human Values: Character, Friendship, Education, Good governance, Self-discipline from Nītiśataka, Hitopadeśa, Pañcatantra, Subhāṣitas		
Unit IV: Professional and Social Ethics: Ethics in governance, Teacher ethics, Healthcare ethics, Judicial ethics, administrative responsibility from Arthaśāstra, Cāṇakya Nīti, Caraka Saṃhitā, Suśruta Saṃhitā		
Unit V: Environmental and Global Ethics: Human-nature relationship, Ecological consciousness, Compassion towards all beings, Sustainable living, Universal brotherhood		
Unit VI: Ethics for Contemporary Society: Case studies based on Sanskrit wisdom		
References: ✦ P. V. Kane. <i>History of Dharmaśāstra</i>. ✦ S. Radhakrishnan. <i>The Hindu View of Life</i>. ✦ S. Radhakrishnan. <i>Indian Philosophy</i>.		

- ✦ M. Hiriyanna. *The Indian Conception of Values*.
- ✦ Bimal Krishna Matilal. *Moral Dilemmas in the Mahābhārata*.
- ✦ Patrick Olivelle. *Dharma: Studies in Its Semantic, Cultural and Religious History*.
- ✦ R. P. Kangle. *The Kauṭīliya Arthaśāstra*.
- ✦ M. S. Valiathan. *The Legacy of Caraka*.
- ✦ Kapil Kapoor & Michel Danino (Eds.). *Indian Knowledge Systems*.

Course Outcomes:

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

CO1. Explain the ethical concepts and value systems presented in major Sanskrit texts.

CO2. Analyse ethical principles related to personal conduct, social responsibility, leadership, and governance from classical Sanskrit sources.

CO3. Evaluate the relevance of Sanskrit ethical thought in addressing contemporary social, professional, and environmental issues.

CO4. Apply ethical values derived from Sanskrit literature in decision-making, leadership, professional practice, and responsible citizenship.

CO5. Appreciate the universal and interdisciplinary significance of Sanskrit ethical traditions in fostering peace, harmony, sustainability, and human well-being.

CO-PO Mapping

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

CO- PSO Mapping

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

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P.G. ARTS CURRICULUM STRUCTURE

**CHOICE BASED CREDIT SYSTEM - LEARNING OUTCOMES
BASED CURRICULUM FRAMEWORK (CBCS - LOCF)**

(Applicable to the candidates admitted from the academic year 2026-2027

onwards)

Sanskrit

Year: I	Generic Elective Course-2 (GEC-2)	Semester: II
Option -2	Environmental Consciousness in Sanskrit Literature	
Code:		Credits: 3
Objectives: Upon successful completion of this course, the students will be able to: ❖ Understand the concept of environmental consciousness reflected in Sanskrit literature. ❖ Identify ecological ideas relating to the earth, water, air, plants, animals, and natural resources in Vedic and classical texts. ❖ Examine the relationship between human beings, nature, and cosmic order in Indian thought. ❖ Analyse traditional practices concerning conservation, sustainable living, and environmental ethics. ❖ Relate ideas from Sanskrit literature to contemporary environmental challenges and sustainable development.		
Unit I: Environmental Thought in the Vedas and Upaniṣads: Concept of nature in the Vedas, Pṛthivī, Āpas, Agni, Vāyu, and Ākāśa, Pṛthivī Sūkta of the <i>Atharvaveda</i>, Śānti mantras and ecological harmony, Ṛta and the interdependence of life, Environmental ideas in the Upaniṣads		
Unit II: Forests, Rivers, Plants, and Animals: Sacredness of forests and rivers, Vanaspati and Oṣadhi traditions, Tree worship and protection, Cow protection and animal welfare, Human-animal relationships in Sanskrit narratives, Biodiversity in traditional Indian thought		
Unit III: Environmental Consciousness in the Rāmāyaṇa and Mahābhārata: Forest life in the <i>Rāmāyaṇa</i>, Pañcavaṭī, Citrakūṭa, and Daṇḍakāraṇya, Rivers, mountains, plants, and animals in the epics, Environmental consequences of human conduct, Dharma and responsibility towards nature, Selected environmental episodes from the <i>Mahābhārata</i>		
Unit IV: Nature in Sanskrit Kāvya: Nature descriptions in Kālidāsa, Environmental sensitivity in <i>Abhijñānaśākuntalam</i>, Seasons in <i>Ṛtusamhāra</i>, Clouds, rivers, mountains, and landscapes in <i>Meghadūta</i>, Flora and fauna in Sanskrit poetry, Nature as setting, symbol, and living presence		
Unit V: Conservation in Dharmaśāstra, Arthaśāstra, and Āyurveda: Environmental duties in Dharmaśāstra, Protection of forests, water resources, and animals,		

Environmental administration in the *Arthaśāstra*, Agriculture and sustainable use of natural resources, Health, seasons, and environment in Āyurveda, Traditional water management and sanitation

Unit VI: Environmental Ethics and Contemporary Relevance: Environmental ethics in Sanskrit literature, Aparigraha, ahimsā, restraint, and responsible consumption, Sustainable lifestyles, Climate change and ecological responsibility, Traditional knowledge and environmental conservation, Sanskrit literature and the Sustainable Development Goals

References:

- ✦ Kane, P. V. History of Dharmaśāstra. Bhandarkar Oriental Research Institute.
- ✦ Kangle, R. P. The Kauṭīliya Arthaśāstra. Motilal Banarsidass.
- ✦ Valiathan, M. S. The Legacy of Caraka. Universities Press.
- ✦ Kapoor, Kapil, and Michel Danino, editors. Indian Knowledge Systems. D. K. Printworld.
- ✦ Dwivedi, O. P. India's Environmental Policies, Programmes and Stewardship. Macmillan.
- ✦ Prime, Ranchor. Hinduism and Ecology: Seeds of Truth. Motilal Banarsidass.
- ✦ Chapple, Christopher Key, and Mary Evelyn Tucker, editors. Hinduism and Ecology: The Intersection of Earth, Sky, and Water. Harvard University Press.
- ✦ Nelson, Lance E., editor. Purifying the Earthly Body of God: Religion and Ecology in Hindu India. State University of New York Press.
- ✦ Gadgil, Madhav, and Ramachandra Guha. This Fissured Land: An Ecological History of India. Oxford University Press.
- ✦ Rangarajan, Mahesh. India's Wildlife History. Permanent Black.
- ✦ Radhakrishnan, S. The Hindu View of Life. HarperCollins.
- ✦ Hiriyan, M. The Indian Conception of Values. Kavyalaya Publishers.

Course Outcomes:

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

CO1. Explain the principal ecological concepts found in the Vedas, Upaniṣads, and other Sanskrit sources.

CO2. Identify representations of forests, rivers, plants, animals, and natural landscapes in Sanskrit literature.

CO3. Analyse environmental consciousness in the epics, kāvyas, Dharmaśāstras, Arthaśāstra, and Ayurvedic texts.

CO4. Evaluate traditional Indian approaches to conservation, environmental ethics, and sustainable living.

CO5. Apply ecological insights from Sanskrit literature to contemporary environmental issues and sustainable development.

CO-PO Mapping

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

CO- PSO Mapping

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

3 = High, 2 = Moderate, 1 = Low



BHARATHIDASAN UNIVERSITY, TIRUCHIRAPPALLI - 620 024

P.G. ARTS CURRICULUM STRUCTURE

**CHOICE BASED CREDIT SYSTEM - LEARNING OUTCOMES
BASED CURRICULUM FRAMEWORK (CBCS - LOCF)**

**(Applicable to the candidates admitted from the academic year 2026-2027
onwards)
Sanskrit**

Year: I	Skill Enhancement Course-2 (SEC-2)	Semester: II
	Research skills - II	
Code:		Credits: 2
Objectives: Upon successful completion of this course, the students will be able to: ❖ Develop proficiency in preparing research proposals, dissertations, and scholarly research papers. ❖ Acquire practical knowledge of academic writing, documentation styles, and reference management techniques. ❖ Understand publication ethics, plagiarism, copyright, and intellectual property rights in research. ❖ Utilize digital tools, academic databases, and AI-assisted technologies responsibly for research and publication. ❖ Enhance professional competence through seminar presentations, conference participation, and scholarly communication		
Unit I: Research Proposal and Dissertation Planning: Components of a research proposal, Synopsis writing, Chapterisation, Scope and limitations, Time management in research		
Unit II: Academic Writing and Scholarly Communication: Structure of research papers, Writing abstracts and keywords, Book reviews and review articles, Academic language and style, Seminar and conference paper preparation		
Unit III: Documentation and Referencing: Footnotes and endnotes, Bibliography preparation, Citation styles: APA, MLA, Chicago, Preparation of tables, figures, appendices, and indices		
Unit IV: Publication Ethics and Intellectual Property: Academic integrity, Plagiarism and plagiarism detection, Copyright and Intellectual Property Rights (IPR), UGC-CARE journals, Peer-review process and predatory journals		
Unit V: Digital Tools for Research: Google Scholar, Shodhganga, INFLIBNET, Reference management software (Zotero, Mendeley), AI-assisted research: opportunities and ethical use		

Unit VI: Practical Training: Preparation of a research proposal, Preparation of a research article in journal format, Citation using reference management software Plagiarism analysis and report interpretation, Seminar presentation and viva voce

References:

General Research Methodology

- ✦ Kothari, C. R., & Garg, G. *Research Methodology: Methods and Techniques*. 4th ed. New Age International.
- ✦ Creswell, J. W., & Creswell, J. D. *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. Sage.
- ✦ APA. *Publication Manual of the American Psychological Association*. 7th Edition.
- ✦ *MLA Handbook*. 9th Edition.
- ✦ *The Chicago Manual of Style*. 18th Edition.

Publication Ethics

- ✦ University Grants Commission. *Research and Publication Ethics (RPE) Manual*.
- ✦ COPE (Committee on Publication Ethics). *Core Practices*.
- ✦ ICMJE. *Recommendations for Scholarly Publishing*.

Sanskrit Research

- ✦ Raghavan, V. *New Catalogus Catalogorum*.
- ✦ National Mission for Manuscripts. *Guidelines for Manuscriptology and Palaeography*.
- ✦ Muktabodha Digital Library.
- ✦ GRETEL – Göttingen Register of Electronic Texts in Indian Languages.
- ✦ Shodhganga, INFLIBNET Centre.

Course Outcomes:

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

CO1. Prepare a well-structured research proposal with clearly defined objectives, methodology, and expected outcomes.

CO2. Produce research papers, dissertations, abstracts, and review articles following accepted academic standards and documentation styles.

CO3. Apply publication ethics, plagiarism regulations, copyright provisions, and intellectual property rights in academic research.

CO4. Effectively utilize digital research tools, academic databases, reference management software, and AI-assisted technologies for scholarly work.

CO5. Present and disseminate research findings confidently through seminars, conferences, publications, and viva-voce.

CO-PO Mapping

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

CO- PSO Mapping

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

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P.G. ARTS CURRICULUM STRUCTURE

**CHOICE BASED CREDIT SYSTEM - LEARNING OUTCOMES
BASED CURRICULUM FRAMEWORK (CBCS - LOCF)**

**(Applicable to the candidates admitted from the academic year 2026-2027
onwards)
Sanskrit**

Year: I	Non-Major Elective Course-1 (NMEC- 1)	Semester: II
	Scientific Literature - I	
Code:		Credit: 2
Objectives: ❖ To introduce students to the scientific heritage preserved in Sanskrit literature. ❖ To familiarize learners with major branches of traditional Indian sciences. ❖ To understand the contributions of ancient Indian scholars in mathematics, astronomy, medicine, and environmental studies. ❖ To develop awareness of the relevance of traditional scientific knowledge in contemporary society. ❖ To cultivate appreciation for India's intellectual and scientific traditions.		
Unit I: Introduction to Scientific Literature in Sanskrit - Meaning and scope of Vijnāna in Sanskrit literature, Sources of scientific knowledge in Vedas, Vedāṅgas, Purāṇas and Śāstras, Classification of traditional sciences, Major scientific scholars of ancient India		
Unit II: Mathematics in Sanskrit Literature - Sulba Sūtras and geometry, Number system and place value, Contributions of Āryabhaṭa and Bhāskarācārya, Mathematical applications in daily life		
Unit III: Astronomy and Cosmology - Vedāṅga Jyotiṣa, Concepts of time measurement, Solar and lunar movements, Traditional astronomical observations		
Unit IV: Medical Science and Health Traditions -Introduction to Ayurveda, Caraka and Suśruta traditions, Concepts of health and disease, Diet, lifestyle and preventive healthcare		
Unit V: Environmental Knowledge in Sanskrit Texts - Nature in Vedas and Purāṇas, Water conservation and ecological ethics, Trees, forests and biodiversity, Sustainable living practices		
Unit VI: Scientific Heritage and Contemporary Relevance: Case studies, Contributions of Sanskrit scientific literature to modern knowledge, Indian Knowledge Systems and sustainable development, Scientific temper in ancient India		
References: ✦ Kapil Kapoor & Michel Danino (Eds.). <i>Indian Knowledge Systems</i>. Indian Institute of Advanced Study. ✦ B. Mahadevan, Vinayak Rajat Bhat & Nagendra Pavan. <i>Introduction to Indian Knowledge System</i>. PHI Learning. ✦ Vijaya Rani. <i>Vijñāna Sārathi: Science and Technology in Sanskrit Śāstric Traditions</i>. Parimal Publications, 2020.		

- ✦ Debiprasad Chattopadhyaya. *History of Science and Technology in Ancient India*.
- ✦ Dharampal. *Indian Science and Technology in the Eighteenth Century*.
- ✦ R. Balasubramaniam. *History of Iron Technology in India*.
- ✦ Stella Kramrisch. *The Hindu Temple*.
- ✦ M. S. Valiathan. *The Legacy of Caraka*.
- ✦ P. V. Sharma. *History of Medicine in India*.
- ✦ R. C. Gupta. *History of Mathematics in India* (selected technological applications).

Digital Resources

- ✦ AICTE – Indian Knowledge Systems Division
- ✦ Ministry of Education – IKS Division
- ✦ Ministry of AYUSH
- ✦ GRETIL Sanskrit Text Repository
- ✦ Muktabodha Digital Library
- ✦ National Digital Library of India
- ✦ IGNCA Digital Library

Course Outcomes:

After completion of the course, students will be able to:

CO1. Explain the scope, sources, and development of scientific literature in Sanskrit.

CO2. Describe the major contributions of ancient Indian scholars in mathematics, astronomy, medicine, and environmental sciences.

CO3. Analyse the basic scientific concepts presented in Sanskrit texts and their practical applications.

CO4. Evaluate the contemporary relevance of traditional Indian scientific knowledge in health, sustainability, and technology.

CO5. Appreciate India's scientific heritage and promote an informed understanding of Indian Knowledge Systems.

CO-PO Mapping

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

CO- PSO Mapping

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

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P.G. ARTS CURRICULUM STRUCTURE

**CHOICE BASED CREDIT SYSTEM - LEARNING OUTCOMES
BASED CURRICULUM FRAMEWORK (CBCS - LOCF)**

**(Applicable to the candidates admitted from the academic year 2026-2027
onwards)**

Sanskrit

Year: II	Core Course-7 (CC- 7)	Semester: III
	काव्यप्रकाशः - <i>kāvyaprakāśaḥ</i>	
Code:		Credits: 4
Objectives: Upon successful completion of this course, the students will be able to: ❖ Understand the fundamental principles of Sanskrit poetics as expounded by Mammaṭa in the <i>Kāvyaprakāśa</i>. ❖ Analyse the concepts of Kāvya, Śabda, Artha, Dhvani, Guṇa, and Doṣa through classical literary theory. ❖ Develop the ability to critically interpret and evaluate Sanskrit poetry using traditional principles of literary criticism. ❖ Appreciate the contribution of <i>Kāvyaprakāśa</i> to the development of Indian aesthetics and literary theory. ❖ Apply the principles of Sanskrit poetics in the appreciation, interpretation, and criticism of literary works.		
Unit I: Introduction to Sanskrit Poetics – काव्यप्रकाशः - मम्मटः		
Unit II: काव्यप्रकाशः – प्रथमोल्लासः		
Unit III: काव्यप्रकाशः - द्वितीयोल्लासः		
Unit IV: काव्यप्रकाशः - चतुर्थोल्लासः		
Unit V: काव्यप्रकाशः - षष्ठोल्लासः		
Unit VI: काव्यविमर्शप्रकारः		
References: ✦ मम्मटः. काव्यप्रकाशः. Chaukhamba Sanskrit Series Office, Varanasi, 1979. ✦ मम्मटः. काव्यप्रकाशः with the commentary of बालबोधिनी.		

- ✦ Jhalakikar, M. R. (Ed.). *Kāvyaṇṇakāṣa of Mammaṭa*. Nirṇaya Sagar Press.
- ✦ Krishṇamoorthy, K. *Essentials of Indian Aesthetics*.
- ✦ Raghavan, V. *Some Concepts of Alaṅkāra Śāstra*.

Course Outcomes:

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

CO1. Explain the fundamental concepts, terminology, and theoretical framework of Sanskrit poetics presented in *Kāvyaṇṇakāṣa*.

CO2. Analyse the characteristics, classifications, and components of Kāvya, including Śabda, Artha, Guṇa, Doṣa, and Dhvani.

CO3. Evaluate different types of poetry using the principles of suggestion (Dhvani) and other traditional theories of literary criticism.

CO4. Compare Mammaṭa's literary theories with those of other Sanskrit rhetoricians and assess their significance in Indian aesthetics.

CO5. Apply the principles of Sanskrit poetics for the critical appreciation and interpretation of classical literary works.

CO-PO Mapping

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

CO- PSO Mapping

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

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Sanskrit**

Year: II	Core Course-VIII (CC)	Semester: III
	प्रबोधचन्द्रिका - Prabodhacandrikā	
Code:		Credits: 5
Objectives: Upon successful completion of this course, the students will be able to: ❖ Develop advanced proficiency in the practical application of Pāṇinian grammar through the study of Prabodhacandrikā. ❖ Understand the functional use of Vibhaktis, Kāraṅkas, Samāsa, and Sandhis in Sanskrit sentence construction and interpretation. ❖ Analyse the grammatical structure of Sanskrit using traditional grammatical principles and functional approaches. ❖ Apply grammatical concepts accurately in translation, textual interpretation, and Sanskrit composition. ❖ Appreciate the role of Vyākaraṇa as a tool for linguistic precision and textual understanding.		
Unit I: Introduction to व्याकरणविनियोगः – वैजलभूपतिः - प्रबोधचन्द्रिका		
Unit II: विभक्ति चन्द्रिका		
Unit III: कारक-चन्द्रिका		
Unit IV: समास-चन्द्रिका		
Unit V: सन्धि-चन्द्रिका		
Unit VI: विनियोगः विचारः		
References: ★ प्रबोधचन्द्रिका, मोतीलाल जोशी, चौखम्बा अमरभारती प्रकशनम्, वाराणसी, ★ https://sanskritbhasi.blogspot.com/2021/09/blog-post.html ★ பிரபோத சந்திரிகை, Ed. by A. Veeraraghavan, Saraswathi Mahal Library, Tamilnadu, 2002		
Course Outcomes: Upon successful completion of this course, the students would be able to: CO1. Explain the principles governing Vibhakti, Kāraṅka, Samāsa, and Sandhi as presented in <i>Prabodhacandrikā</i>. CO2. Apply grammatical rules accurately in sentence formation, translation, and textual interpretation. CO3. Analyse Sanskrit expressions by identifying appropriate Kāraṅkas,		

Vibhaktis, Samāśas, and Sandhi transformations.

CO4. Evaluate the functional significance of grammatical structures in understanding classical Sanskrit texts and linguistic usage.

CO5. Employ the principles of Sanskrit functional grammar effectively in composition, interpretation, and scholarly communication

CO-PO Mapping

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

CO- PSO Mapping

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

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P.G. ARTS CURRICULUM STRUCTURE

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Sanskrit**

Year: II	Core Course –IX (CC)	Semester: III
	सांख्यकारिका - Sāṃkhyakārikā	
Code:		Credits: 5
Objectives: Upon successful completion of this course, the students will be able to: ❖ Understand the fundamental principles, metaphysics, epistemology, and soteriology of the Sāṃkhya system as presented in Īśvarakṛṣṇa's <i>Sāṃkhyakārikā</i>. ❖ Analyse the doctrines of Prakṛti, Puruṣa, Satkāryavāda, Trigūṇa, and the twenty-five tattvas through the primary text. ❖ Develop the ability to interpret and critically evaluate classical philosophical arguments using traditional Sanskrit sources. ❖ Compare the philosophical concepts of Sāṃkhya with other Indian philosophical systems, particularly Yoga, Nyāya, Vedānta, and Buddhism. ❖ Apply the philosophical insights of Sāṃkhya to contemporary discussions on consciousness, psychology, self-realization, and human well-being.		
Unit I: Introduction to six systems of philosophy – सांख्यकारिका - ईश्वरकृष्णः		
Unit II: सांख्यकारिका – कारिका - 1 to 10		
Unit III: सांख्यकारिका – कारिका - 11 to 20		
Unit IV: सांख्यकारिका – कारिका – 21 to 30		
Unit V: सांख्यकारिका – कारिका – 31 to 42		
Unit VI: Comparative study of the concepts in the darśana-s literature		
References: ✦ ईश्वरकृष्णः. सांख्यकारिका. Chaukhamba Sanskrit Series Office, Varanasi, 2009. ✦ ईश्वरकृष्णः. सांख्यकारिका. Bhāratīya Kalā Prakāśan, Delhi, 2009. ✦ सांख्यकारिका. with the commentaries of गौडपादभाष्य and		

- ★ Vācaspati Miśra. तत्त्वकौमुदी (selected portions).
- ★ <https://sites.rutgers.edu/edwin-bryant/wp-content/uploads/sites/169/2020/11/Samkhya-Karika-Gaudapada1.pdf>
- ★ <https://estudentdavedanta.net/Samkhya-Karika.pdf>
- ★ <https://archive.org/details/in.ernet.dli.2015.326637/page/n1/mode/2up>

Course Outcomes:

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

- CO1.** Explain the fundamental metaphysical, epistemological, and ontological concepts of the Sāṃkhya system with reference to the *Sāṃkhyakārikā*.
- CO2.** Analyse the doctrines of Satkāryavāda, Prakṛti-Puruṣa, Trigūṇa, and the evolution of the twenty-five tattvas using textual evidence.
- CO3.** Evaluate the philosophical arguments of Sāṃkhya concerning causation, knowledge, bondage, liberation, and the nature of reality.
- CO4.** Compare the concepts of Sāṃkhya with those of other Indian philosophical systems and assess their significance in Indian philosophical thought.
- CO5.** Apply the philosophical principles of Sāṃkhya to contemporary studies in psychology, consciousness, ethics, and holistic well-being.

CO-PO Mapping

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

CO- PSO Mapping

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

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P.G. ARTS CURRICULUM STRUCTURE

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**(Applicable to the candidates admitted from the academic year 2026-2027 onwards)
Sanskrit**

Year: II	Discipline Centric Elective Course - 3 (DCEC - 3)	Semester: III
Option - 1	विवेकचूडामणिः- Vivekacūdāmaṇiḥ	
Code:		Credits: 4
Objectives: Upon successful completion of this course, the students will be able to: ❖ Understand the fundamental principles of Advaita Vedānta through the study of Śrī Śaṅkarācārya's <i>Vivekacūdāmaṇi</i>. ❖ Analyse the concepts of Ātman, Brahman, Viveka, Vairāgya, Mokṣa, and Sādhana-catustaya presented in the text. ❖ Develop the ability to interpret Vedāntic philosophical concepts using traditional Sanskrit sources. ❖ Compare the Advaita doctrine with other Indian philosophical systems through critical analysis. ❖ Apply Vedāntic values for self-development, ethical living, and spiritual growth		
Unit I: Introduction to Advaita Vedānta, विवेकचूडामणिः		
Unit II: विवेकचूडामणिः - 1-15 verses		
Unit III: विवेकचूडामणिः - 15-30 verses		
Unit IV: विवेकचूडामणिः - 31-40 verses		
Unit V: विवेकचूडामणिः - 41-50 verses		
Unit VI: Comparative analysis of the core concepts of different philosophical schools		
References: ★ श्रीशङ्कराचार्यः. विवेकचूडामणिः. Sri Ramakrishna Math, Mylapore, Chennai, 1998. ★ विवेकचूडामणिः with the commentary of Swami Madhavananda. Advaita Ashrama. ★ Swami Turiyananda (Ed.). Vivekacūdāmaṇi. Advaita Ashrama. ★ Brahmananda Bharati Edition. Chaukhamba Sanskrit Series. ★ https://estudentdavedanta.net/VivekaChudamani-of-Sri-Shankaracharya.pdf ★ http://www.vivekananda.net/PDFBooks/Vivekashudamani.pdf ★ https://archive.org/details/vivekachudamania00sankrich		

★ <https://realization.org/down/sankara.vivekachudamani.chaitanya.pdf>

Course Outcomes:

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

- CO1.** Explain the fundamental concepts of Advaita Vedānta and the philosophical framework of *Vivekacūḍāmaṇi*.
CO2. Analyse the doctrines of Ātman, Brahman, Māyā, Viveka, Vairāgya, and Sādhana-catustāya using textual evidence.
CO3. Evaluate the Advaita interpretation of bondage, liberation, self-knowledge, and reality in comparison with other philosophical traditions.
CO4. Interpret and critically discuss selected verses of *Vivekacūḍāmaṇi* using traditional Vedāntic methodology.
CO5. Apply Vedāntic principles of discrimination, detachment, self-discipline, and self-realization for personal growth, ethical leadership, and holistic well-being.

CO-PO Mapping

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

CO- PSO Mapping

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

3 = High, 2 = Moderate, 1 = Low



BHARATHIDASAN UNIVERSITY, TIRUCHIRAPPALLI - 620 024

P.G. ARTS CURRICULUM STRUCTURE

**CHOICE BASED CREDIT SYSTEM - LEARNING OUTCOMES
BASED CURRICULUM FRAMEWORK (CBCS - LOCF)**

**(Applicable to the candidates admitted from the academic year 2026-2027 onwards)
Sanskrit**

Year: II	Discipline Centric Elective Course - 3 (DCEC - 3)	Semester: III
Option - 2	षड्दर्शनसमुच्चयः - Ṣaḍdarśana-Samuccayaḥ	
Code:		Credits: 4
Objectives: Upon successful completion of this course, the students will be able to: ❖ Understand the origin, scope, and major classifications of Indian philosophical systems. ❖ Study the fundamental doctrines of the Buddhist, Nyāya, Sāṅkhya, Jaina, Vaiśeṣika, Mīmāṃsā, and Cārvāka traditions. ❖ Analyse the treatment of epistemology, metaphysics, causation, self, bondage, and liberation in different philosophical systems. ❖ Develop the ability to compare philosophical positions and identify their agreements and differences. ❖ Appreciate the pluralistic and dialogical character of Indian philosophical thought.		
Unit I: Introduction to दर्शनानि ।		
Unit II: बौद्धमतम्		
Unit III: नैयायिकमतम्, सांख्यमतम्		
Unit IV: जैनमतम्, वैशेषिकमतम्		
Unit V: मीमांसामतम्, चार्वाकमतम्		
Unit VI: दर्शनानां तुलनात्मकपरिशीलनम्		
References: ★ हरिभद्रसूरिः. षड्दर्शनसमुच्चयः. संस्कृत-व्याख्यासहितः. चौखम्बा संस्कृत संस्थान, वाराणसी. ★ हरिभद्रसूरिः. षड्दर्शनसमुच्चयः, सम्पादकः महेन्द्रकुमार जैनः. भारतीय ज्ञानपीठ, नवी दिल्ली. ★ गुणरत्नसूरिः. तर्करहस्यदीपिका, षड्दर्शनसमुच्चयव्याख्या. ★ सर्वदर्शनसंग्रहः. माधवाचार्यकृतः. चौखम्बा विद्याभवन, वाराणसी. Secondary References ★ Radhakrishnan, S. <i>Indian Philosophy</i>, Vols. I-II. Oxford University Press. ★ Hiriyanna, M. <i>Outlines of Indian Philosophy</i>. Motilal Banarsidass. ★ Dasgupta, Surendranath. <i>A History of Indian Philosophy</i>, Vols. I-V. Motilal Banarsidass.		

- ✦ Chatterjee, S. C., and D. M. Datta. *An Introduction to Indian Philosophy*. University of Calcutta.
- ✦ Sharma, Chandradhar. *A Critical Survey of Indian Philosophy*. Motilal Banarsidass.
- ✦ Potter, Karl H., ed. *Encyclopedia of Indian Philosophies*. Motilal Banarsidass.
- ✦ Vidyabhusana, Satis Chandra. *A History of Indian Logic*. Motilal Banarsidass.
- ✦ Jaini, Padmanabh S. *The Jaina Path of Purification*. Motilal Banarsidass.
- ✦ Kalupahana, David J. *A History of Buddhist Philosophy*. University of Hawaii Press.
- ✦ Matilal, Bimal Krishna. *Perception: An Essay on Classical Indian Theories of Knowledge*. Oxford University Press.
- ✦ उपाध्यायः, बलदेवः. भारतीयदर्शनम्. शारदा मन्दिर, वाराणसी.

Course Outcomes:

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

CO1. Explain the nature, classification, sources, and major concerns of Indian philosophical systems.

CO2. Describe the central doctrines of the Buddhist, Nyāya, Sāṅkhya, Jaina, Vaiśeṣika, Mīmāṃsā, and Cārvāka traditions.

CO3. Analyse the theories of knowledge, reality, causation, self, karma, bondage, and liberation presented in the prescribed systems.

CO4. Compare the principal philosophical positions and critically evaluate their agreements and differences.

CO5. Appreciate the pluralistic approach of Indian philosophy and apply comparative philosophical methods in advanced study and research.

CO-PO Mapping

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

CO- PSO Mapping

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

3 = High, 2 = Moderate, 1 = Low



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P.G. ARTS CURRICULUM STRUCTURE

**CHOICE BASED CREDIT SYSTEM - LEARNING OUTCOMES
BASED CURRICULUM FRAMEWORK (CBCS - LOCF)**

**(Applicable to the candidates admitted from the academic year 2026-2027 onwards)
Sanskrit**

Year: II	GENERIC ELECTIVE COURSE - 3 (GEC - 3)	Semester: III
Option - 1	Indian Aesthetics – Rasa Theory	
Code:		Credits: 3
Objectives: Upon successful completion of this course, the students will be able to: ❖ Understand the fundamental principles of Indian aesthetics with special reference to the Rasa theory. ❖ Study Bharata's exposition of Rasa and Bhāva in the <i>Nāṭyaśāstra</i>. ❖ Analyse the components of aesthetic experience and their role in literary appreciation. ❖ Compare the major theories of rasa-realisation propounded by classical Sanskrit aestheticians. ❖ Appreciate the relevance of Indian aesthetic principles in literature, drama, dance, music, and other performing arts.		
Unit I: Introduction to Indian Aesthetics, Concept of सौन्दर्यशास्त्रम्, नाट्यशास्त्रम् - भरतमुनिः		
Unit II: - नाट्यशास्त्रम् - रसप्रकरणम्		
Unit III: - नाट्यशास्त्रम् - रसप्रकरणम्		
Unit IV: - नाट्यशास्त्रम् - भावप्रकरणम्		
Unit V: - नाट्यशास्त्रम् - भावप्रकरणम्		
Unit VI: study of the different theories of rasa realisation		
References: Primary Texts ✦ भरतमुनिः. नाट्यशास्त्रम्. Ed. M. Ramakrishna Kavi. Oriental Institute, Baroda. ✦ भरतमुनिः. नाट्यशास्त्रम्, with Abhinavabhāratī of Abhinavagupta. Oriental Institute, Baroda. ✦ विश्वनाथः. साहित्यदर्पणः. Chaukhamba Sanskrit Series Office. ✦ मम्मटः. काव्यप्रकाशः. Chaukhamba Sanskrit Series Office. ✦ आनन्दवर्धनः. ध्वन्यालोकः. Chaukhamba Sanskrit Series Office. Secondary References ✦ Kane, P. V. <i>History of Sanskrit Poetics</i>. Motilal Banarsidass. ✦ De, S. K. <i>History of Sanskrit Poetics</i>. Firma KLM.		

- ✦ Raghavan, V. *The Number of Rasas*. Adyar Library.
- ✦ Krishnamoorthy, K. *Essentials of Indian Aesthetics*. Karnatak University.
- ✦ Masson, J. L., & Patwardhan, M. V. *Aesthetic Rapture*. Deccan College.
- ✦ Gnoli, Raniero. *The Aesthetic Experience According to Abhinavagupta*. Chowkhamba Sanskrit Series.
- ✦ Nagendra. *Indian Aesthetics*. Bharatiya Jnanpith.

Course Outcomes:

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

CO1. Explain the basic concepts of Indian aesthetics and Bharata's contribution to aesthetic theory.

CO2. Describe the concepts of Rasa, Bhāva, Vibhāva, Anubhāva, and Vyabhicāribhāva as expounded in the *Nāṭyaśāstra*.

CO3. Analyse the aesthetic experience created through the interaction of Rasas and Bhāvas in Sanskrit literature.

CO4. Compare the principal theories of rasa-realisation proposed by Bhaṭṭalollaṭa, Śrīsaṅkuka, Bhaṭṭanāyaka, and Abhinavagupta.

CO5. Apply the principles of Indian aesthetics in appreciating literature, drama, dance, music, and other performing arts

CO-PO Mapping

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

CO- PSO Mapping

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

3 = High, 2 = Moderate, 1 = Low



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P.G. ARTS CURRICULUM STRUCTURE

**CHOICE BASED CREDIT SYSTEM - LEARNING OUTCOMES
BASED CURRICULUM FRAMEWORK (CBCS - LOCF)**

**(Applicable to the candidates admitted from the academic year 2026-2027 onwards)
Sanskrit**

Year: II	GENERIC ELECTIVE COURSE - 3 (GEC - 3)	Semester: III
Option - 2	Narrative and Storytelling Traditions	
Code:		Credits: 3
Objectives: Upon successful completion of this course, the students will be able to: ❖ Introduce the major narrative and storytelling traditions preserved in Sanskrit and allied Indian literatures. ❖ Examine the structure, purpose, and techniques of classical Indian narratives. ❖ Analyse the ethical, social, political, psychological, and cultural dimensions of stories. ❖ Compare narrative traditions across Sanskrit, Buddhist, Jain, Tamil, and folk sources. ❖ Apply storytelling techniques in education, communication etc.		
Unit I: Foundations of Indian Narrative Traditions: Meaning of kathā, ākhyāna, upākhyāna, itihāsa, purāṇa, and carita, Oral and written storytelling traditions, Storytelling in the Vedas and Upaniṣads, Narrative as a mode of transmitting knowledge, Frame narrative, embedded narrative, and cyclical narrative, Functions of stories: education, entertainment, ethics, memory, and identity		
Unit II: Epic and Purāṇic Narratives: Narrative structures of the <i>Rāmāyaṇa</i> and <i>Mahābhārata</i> , Main narrative and subsidiary narratives, Ethical dilemmas and character formation, Narrative techniques in the Purāṇas, Myth, history, symbol, and cultural memory		
Unit III: Fables and Didactic Narratives: <i>Pañcatantra</i> : structure, frame narrative, and political wisdom, <i>Hitopadeśa</i> : ethics, friendship, and practical intelligence, Jātaka stories, Animal characters and symbolic representation, Story as a medium of Nīti and value education, Global transmission and adaptation of Indian fables		
Unit IV: Classical Kathā Literature: <i>Brhatkathā</i> tradition, <i>Kathāsaritsāgara</i> , <i>Vetālapañcaviṃśati</i> , <i>Śukasaptati</i> , <i>Daśakumāracaritam</i> , <i>Kādambarī</i>		
Unit V: Regional, Buddhist, Jain, and Folk Traditions: Buddhist narrative traditions, Jain narrative literature, Tamil epic and ethical narrative traditions, Selected narratives from <i>Silappatikāram</i> and <i>Maṇimēkalai</i> , Temple narratives and Sthalapurāṇas, Folk tales, legends, ballads, and oral performance, Storytelling traditions such as Harikathā, Kathākālākṣepa, and Kathāprasang		
Unit VI: Storytelling in Contemporary Contexts: Storytelling in education and value formation, Storytelling for leadership and management, Preparation and presentation of		

a short story based on a classical source

References:

- ✦ Krishnamachariar, M. *History of Classical Sanskrit Literature*. Motilal Banarsidass.
- ✦ Kapil Kapoor & Nalini M. Ratnam (Eds.). *Indian Literary Traditions*. D. K. Printworld.
- ✦ A. K. Ramanujan. *Folktales from India: A Selection of Oral Tales from Twenty-Two Languages*. Penguin India.
- ✦ Arshia Sattar. *Tales from the Kathasaritsagara*. Penguin India.
- ✦ C. Rajagopalachari (Rajaji). *Ramayana*. Bharatiya Vidya Bhavan.
- ✦ C. Rajagopalachari (Rajaji). *Mahabharata*. Bharatiya Vidya Bhavan.
- ✦ கா. கைலாசநாத குருக்கள். *வடமொழி இலக்கிய வரலாறு*. காலச்சுவடு பதிப்பகம்.
- ✦ மு. வரதராசன். *தமிழ் இலக்கிய வரலாறு*. சாகித்திய அகாடெமி.
- ✦ தமிழண்ணல். *ஒப்பிலக்கிய அறிமுகம்*. மீனாட்சி புத்தக நிலையம்.
- ✦ அ. ச. ஞானசம்பந்தன். *இலக்கியக் கலை*. பாரி நிலையம்.

Course Outcomes:

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

CO1. Explain the major forms, sources, purposes, and characteristics of Indian narrative traditions.

CO2. Analyse the narrative structures, characters, themes, and storytelling techniques of selected classical texts.

CO3. Evaluate the ethical, social, political, psychological, and cultural meanings communicated through narratives.

CO4. Compare Sanskrit narrative traditions with Buddhist, Jain, Tamil, regional, and folk storytelling traditions.

CO5. Apply classical storytelling principles in education, communication, leadership, counselling, and digital media.

CO-PO Mapping

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

CO- PSO Mapping

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

3 = High, 2 = Moderate, 1 = Low



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P.G. ARTS CURRICULUM STRUCTURE

**CHOICE BASED CREDIT SYSTEM - LEARNING OUTCOMES
BASED**

CURRICULUM FRAMEWORK (CBCS - LOCF)

**(Applicable to the candidates admitted from the academic year 2026 -2027
onwards)
Sanskrit**

Year: II	Non-Major Elective Course-2 (NMEC 2)	Semester: III
	Scientific Literature -II	
Code:		Credits: 2
Objectives: Upon successful completion of this course, the students will be able to: ❖ Understand the specialized branches of scientific knowledge preserved in Sanskrit literature. ❖ Examine the contributions of ancient India in architecture, agriculture, metallurgy, chemistry, botany, and veterinary sciences. ❖ Appreciate the scientific principles underlying traditional Indian technologies and their practical applications. ❖ Evaluate the relevance of indigenous scientific knowledge for sustainable development and contemporary innovations. ❖ Develop an interdisciplinary appreciation of India's scientific heritage through Sanskrit sources.		
Unit I: Architecture and Engineering- Introduction to Vāstuśāstra, Principles of planning and construction, Town planning in ancient India, Scientific aspects of temple architecture		
Unit II: Agricultural Sciences - Kṛṣi-Parāśara and agricultural traditions, Soil classification, Irrigation methods, Organic farming practices		
Unit III: Metallurgy and Material Sciences - Ancient Indian metallurgy, Iron pillar technology, Mining and metal extraction, Traditional materials and their applications		
Unit IV: Chemical and Botanical Sciences in Sanskrit Literature, Rasāyana and ancient chemistry, Medicinal plants and herbal traditions, Classification of plants in Sanskrit texts, Applications of botanical knowledge in healthcare		
Unit V: Animal and Veterinary Sciences - Gajāśāstra and Aśvaśāstra, Animal care and management, Veterinary knowledge in Sanskrit texts, Role of animals in traditional society		
Unit VI: Indian Knowledge Systems		
References: ✦ History of Sanskrit Literature by A. B. Keith, Motilal Banarsidass, ✦ A Short History of Sanskrit Literature by T.K. Ramachandra Aiyar, R.S. Vadhyar & sons, Kalpatti, Palghat, Kerala, 2006		

- ✦ https://www.indianetzone.com/54/sanskrit_scientific_literature.htm
- ✦ https://www.researchgate.net/publication/342563072_Science_and_Sanskrit_Literature_A_Study
- ✦ विज्ञान सारथि: Vijnana-Sarathih (Science and Technology in Sanskrit Sastraic Traditions), Dr Vijaya Rani, Parimal Publications Pvt. Ltd, 2020
- ✦ <https://www.outlookindia.com/website/story/sanskrit-as-a-language-of-science/262393>

Course Outcomes:

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

- CO1.** Explain the scientific principles underlying traditional Indian technologies described in Sanskrit literature.
- CO2.** Describe the contributions of ancient India in architecture, agriculture, metallurgy, chemistry, botany, and veterinary sciences.
- CO3.** Analyse the practical applications of indigenous scientific knowledge in sustainable development and technology.
- CO4.** Evaluate the relevance of traditional scientific knowledge for contemporary research, innovation, and interdisciplinary studies.
- CO5.** Appreciate India's scientific and technological heritage and promote informed understanding of Indian Knowledge Systems.

CO-PO Mapping

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

CO- PSO Mapping

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

3 = High, 2 = Moderate, 1 = Low



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P.G. ARTS CURRICULUM STRUCTURE

**CHOICE BASED CREDIT SYSTEM - LEARNING OUTCOMES
BASED CURRICULUM FRAMEWORK (CBCS - LOCF)**

**(Applicable to the candidates admitted from the academic year 2026-2027 onwards)
Sanskrit**

Year: II	Core Course-10 (CC- 10))	Semester: IV
	योगसूत्राणि - Yoga-Sūtrāṇi	
Code:		Credits: 4
Objectives: Upon successful completion of this course, the students will be able to: ❖ Understand the philosophical foundations of Pātañjala Yoga as one of the six classical systems of Indian philosophy. ❖ Analyse the concepts of Citta, Vṛtti, Kleśa, Aṣṭāṅga Yoga, Samādhi, and Kaivalya through the study of the <i>Yoga Sūtras</i>. ❖ Examine the close relationship between Sāṃkhya and Yoga and appreciate Yoga as both a theoretical and practical discipline. ❖ Develop the ability to interpret the <i>Yoga Sūtras</i> using traditional philosophical methods and commentarial traditions. ❖ Apply the ethical, psychological, and spiritual principles of Yoga for holistic well-being and personal development.		
Unit I: योगसूत्राणि - अध्यायः - 1 - सूत्राणि - 1-40		
Unit II: योगसूत्राणि - अध्यायः - 1 - सूत्राणि - 41-51 & अध्यायः - 2 - सूत्राणि - 1-30		
Unit III: योगसूत्राणि - अध्यायः - 2 - सूत्राणि - 31-55 & अध्यायः - 3 - सूत्राणि - 1-15		
Unit IV: योगसूत्राणि - अध्यायः - 3 - सूत्राणि - 16 - 55		
Unit V: योगसूत्राणि - अध्यायः - 4 - सूत्राणि - 1- 34		
Unit VI: Benefits of yoga, Practice		
References: ✦ पतञ्जलिः. योगसूत्राणि. Sri Ramakrishna Math, Mylapore, Chennai, 2009. ✦ पतञ्जलिः. योगसूत्राणि with व्यासभाष्यम्. Chaukhamba Sanskrit Series Office, Varanasi. ✦ तत्त्ववैशारदी of Vācaspati Miśra. ✦ योगवार्त्तिकम् of Vijñānabhikṣu. ✦ भोजवृत्तिः (राजमार्तण्डः) on the <i>Yoga Sūtra</i>Yogasutram of Patanjali B.R. Publishing Corporation, Delhi 2009 ✦ Light on the Yoga Sutras of Patanjali by B.K.S. Iyengar, Element		

Publisher, 17 October 2005 ★ https://www.swamij.com/yoga-sutras.htm ★ https://www.arlingtoncenter.org/Sanskrit-English.pdf ★ https://sanskritdocuments.org/sanskrit/sutra/
Course Outcomes: Upon successful completion of this course, the students will be able to: CO1. Explain the philosophical principles, terminology, and structure of Pātañjala Yoga as presented in the <i>Yoga Sūtras</i>. CO2. Analyse the concepts of Citta, Vṛtti, Kleśa, Aṣṭāṅga Yoga, Samādhi, and Kaivalya with reference to the prescribed text. CO3. Evaluate the relationship between Sāṃkhya and Yoga and critically examine the epistemological, psychological, and metaphysical foundations of Yoga philosophy. CO4. Interpret selected <i>Yoga Sūtras</i> in the light of traditional commentaries and discuss their relevance to ethics, psychology, and consciousness studies. CO5. Apply the principles of Yoga for self-discipline, emotional well-being, ethical living, and holistic personality development.

CO-PO Mapping

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

CO- PSO Mapping

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

3 = High, 2 = Moderate, 1 = Low



BHARATHIDASAN UNIVERSITY, TIRUCHIRAPPALLI - 620 024

P.G. ARTS CURRICULUM STRUCTURE

**CHOICE BASED CREDIT SYSTEM - LEARNING OUTCOMES
BASED CURRICULUM FRAMEWORK (CBCS - LOCF)**

**(Applicable to the candidates admitted from the academic year 2026-2027 onwards)
Sanskrit**

Year: II	Core Course-11 (CC- 11))	Semester: IV
	चित्रकाव्यम्, छन्दोविज्ञानम्- Citrakāvyaṃ, Chandovijñānam	
Code:		Credits: 4
Objectives: Upon successful completion of this course, the students will be able to: ❖ Understand the distinctive features of Citrakāvya and the principles of Sanskrit prosody (Chandas). ❖ Analyse various forms of Citrabandhas and appreciate the poetic ingenuity of Vedānta Deśika's <i>Pādukāsahasram</i>. ❖ Develop proficiency in identifying, analysing, and composing verses in selected Sanskrit metres. ❖ Appreciate the relationship between poetic beauty, rhythm, metre, and visual artistry in Sanskrit literature. ❖ Apply the principles of Chandas and Citrakāvya in literary appreciation, textual analysis, and creative composition.		
Unit I: पादुकासहस्रम् – चित्रपद्धतिः – श्लोकाः – 913, 921, 923, 924 & श्रुतबोधः – छन्दस् – 1 - 8		
Unit II: पादुकासहस्रम् – चित्रपद्धतिः – श्लोकाः – 925, 926, 927, 928 & श्रुतबोधः – छन्दस् – 9 -16		
Unit III: पादुकासहस्रम् – चित्रपद्धतिः – श्लोकाः – 929, 931, 932, 940 & श्रुतबोधः – छन्दस् – 17 - 24		
Unit IV: पादुकासहस्रम् – चित्रपद्धतिः – श्लोकाः – 941, 942, 943, 944 & श्रुतबोधः – छन्दस् – 25 - 32		
Unit V: पादुकासहस्रम् – चित्रपद्धतिः – श्लोकाः – 945, 947, 948, 949 & श्रुतबोधः – छन्दस् -33 - 40		
Unit VI: छन्दोविनियोगः तथा चित्रकाव्यविमर्शः • Types of Citrabandhas • Principles of metrical analysis • Identification of metres • Relation between Chandas and Rasa • Literary appreciation of Citrakāvya • Creative composition in prescribed metres		
References: ★ पादुकासहस्रम् – चित्रपद्धतिः of श्रीवेदान्तदेशिकः (Selected 20 verses: 913, 921, 923, 924, 925, 926, 927, 928, 929, 931, 932, 940, 941, 942, 943, 944, 945, 947, 948, 949) Sarasakala Nilayam, 8 terku mada vidi, Mylapore, Chennai, 1958		

- ✦ श्रुतबोधः of कालिदासः, Chowkhamba Sanskrit Sansthan, Varanasi, 2002
- ✦ केदारभट्टः. वृत्तरत्नाकरः. Chaukhamba Sanskrit Series Office.
- ✦ गङ्गादासः. छन्दोमञ्जरी. Chaukhamba Vidyabhavan.

Course Outcomes:

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

CO1. Explain the principles, varieties, and literary significance of Citrakāvya and Chandas in Sanskrit literature.

CO2. Identify and analyse the prescribed Citrabandhas and Sanskrit metres using traditional methods of prosodic analysis.

CO3. Evaluate the artistic, linguistic, and aesthetic excellence of Vedānta Deśika's *Pādukāsaahasram* with special reference to the Citrapaddhati.

CO4. Apply the rules of Sanskrit prosody in scanning, interpreting, and composing verses in selected metres.

CO5. Appreciate the contribution of Sanskrit poets and prosodists to the development of Indian literary aesthetics and poetic craftsmanship.

CO-PO Mapping

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

CO- PSO Mapping

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

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BHARATHIDASAN UNIVERSITY, TIRUCHIRAPPALLI - 620 024

P.G. ARTS CURRICULUM STRUCTURE

**CHOICE BASED CREDIT SYSTEM - LEARNING OUTCOMES
BASED CURRICULUM FRAMEWORK (CBCS - LOCF)**

**(Applicable to the candidates admitted from the academic year 2026-2027
onwards)
Sanskrit**

Year: II	Core Course-12 (CC- 12))	Semester: IV
	मृच्छकटिकम् Mṛcchakaṭikam	
Code:		Credits: 4
Objectives: Upon successful completion of this course, the students will be able to: ❖ Understand the distinctive features of Prakaraṇa as a major genre of Sanskrit drama through the study of <i>Mṛcchakaṭikam</i>. ❖ Analyse the dramatic structure, characterization, dialogue, humour, and social realism presented by Śūdraka. ❖ Appreciate the depiction of political, economic, cultural, and ethical life in ancient Indian society. ❖ Examine the literary excellence of the play in terms of rasa, characterization, dramatic techniques, and language. ❖ Develop critical and comparative perspectives on Sanskrit drama and its relevance to contemporary society		
Unit I: Introduction: Sanskrit Drama, Rūpaka and Prakaraṇa, Śūdraka, Date and authorship, Structure of <i>Mṛcchakaṭikam</i> , Act I		
Unit II: Acts II-III		
Unit III: Acts IV-V		
Unit IV: Acts VI-VIII		
Unit V: Acts IX-X		
Unit VI: Critical Appreciation of <i>Mṛcchakaṭikam</i> : Dramatic structure, Characterization, Rasa and Bhāva, Language and style, Prakrit usage, Comparison with other Sanskrit dramas, Modern relevance		
References: ✦ शूद्रकः. मृच्छकटिकम्. Ed. M. R. Kale. Motilal Banarsidass, Delhi. ✦ मृच्छकटिकम्. Chaukhamba Sanskrit Series Office, Varanasi. ✦ मृच्छकटिकम् with English Notes by M. R. Kale. ✦ V. Raghavan. <i>Studies on Sanskrit Drama</i>. ✦ M. Krishnamachariar. <i>History of Classical Sanskrit Literature</i>. ✦ A. K. Warder. <i>Indian Kāvya Literature</i>, Vol. II. ✦ S. K. De. <i>History of Sanskrit Literature</i>.		

- ✦ C. R. Devadhar. *Drama in Sanskrit Literature*.
- ✦ Kapila Vatsyayan. *Traditional Indian Theatre: Multiple Streams*.
- ✦ S. Radhakrishnan. *Indian Philosophy* (sections on aesthetics and drama).

Course Outcomes:

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

CO1. Explain the characteristics of Prakaraṇa and the dramatic structure of *Mṛcchakaṭikam*.

CO2. Analyse the plot, characterization, language, and dramatic techniques employed by Śūdraka.

CO3. Evaluate the social, political, economic, and cultural dimensions reflected in the play.

CO4. Compare *Mṛcchakaṭikam* with other Sanskrit dramas and assess its contribution to Indian dramatic literature.

CO5. Apply principles of Sanskrit dramaturgy to appreciate the enduring relevance of *Mṛcchakaṭikam* in literature, theatre, and society.

CO-PO Mapping

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

CO- PSO Mapping

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

3 = High, 2 = Moderate, 1 = Low



BHARATHIDASAN UNIVERSITY, TIRUCHIRAPPALLI - 620 024

P.G. ARTS CURRICULUM STRUCTURE

**CHOICE BASED CREDIT SYSTEM - LEARNING OUTCOMES
BASED CURRICULUM FRAMEWORK (CBCS - LOCF)**

**(Applicable to the candidates admitted from the academic year 2026-2027 onwards)
Sanskrit**

Year: II	Discipline Centric Elective Course - 4 (DCEC - 4)	Semester: IV
Option - 1	भोजचम्पू: - सुन्दरकाण्डम् - Bhojacampūḥ - Sundarakāṇḍam	
Code:		Credit: 4
Objectives: Upon successful completion of this course, the students will be able to: ❖ Understand the distinctive features of the Campū genre as a unique synthesis of prose and poetry in Sanskrit literature. ❖ Appreciate the literary excellence, stylistic richness, and aesthetic beauty of Bhoja's <i>Campūrāmāyaṇa</i>. ❖ Analyse the narrative techniques, characterization, alaṅkāras, rasas, and poetic devices employed in the <i>Sundarakāṇḍa</i>. ❖ Compare Bhoja's literary treatment of the <i>Rāmāyaṇa</i> with Vālmīki's original narrative and other later retellings. ❖ Develop critical appreciation of classical Sanskrit prose and poetry through textual interpretation and literary analysis.		
Unit I: भोजचम्पू: - सुन्दरकाण्डम् - मङ्गलश्लोकः श्लोकः १५		
Unit II: भोजचम्पू: - सुन्दरकाण्डम् - ततस्तस्यां नागपुङ्गवत.... - श्लोकः ३०		
Unit III: भोजचम्पू: - सुन्दरकाण्डम् - ततस्तं जानकी निस्सीमहर्षा - श्लोकः ४५		
Unit IV: भोजचम्पू: - सुन्दरकाण्डम् - श्लोकः ४६ - श्लोकः ६०		
Unit V: भोजचम्पू: - सुन्दरकाण्डम् - श्लोकः ६१- श्लोकः ७५		
Unit VI: • शैलीपरिशीलनम्, अलङ्कारविचारः, रसविचारः, छन्दोविचारः, गद्य-पद्य विमर्शः		
References: ★ Campuramayana of Bhoja, Chaukhamba Krisnadas Academy, Varanasi ★ https://archive.org/details/Champu.Ramayana.in.Sanskrit ★ https://pattaprateek.com/2014/07/16/champu/ ★ चम्पूरामायणम् - Com. By Ramnath Tripathi Shastri, Chaukhambha Amarabharati Prakashan, Varanasi, 1979 ★ https://www.wisdomlib.org/definition/ramayanacampu ★ https://shodhganga.inflibnet.ac.in/handle/10603/152478		
Course Outcomes:		

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

- * Understand the distinctive features of the Campū genre as a unique synthesis of prose and poetry in Sanskrit literature.
- * Appreciate the literary excellence, stylistic richness, and aesthetic beauty of Bhoja's *Campūrāmāyaṇa*.
- * Analyse the narrative techniques, characterization, alaṅkāras, rasas, and poetic devices employed in the *Sundarakāṇḍa*.
- * Compare Bhoja's literary treatment of the *Rāmāyaṇa* with Vālmīki's original narrative and other later retellings.
- * Develop critical appreciation of classical Sanskrit prose and poetry through textual interpretation and literary analysis.

CO-PO Mapping

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

CO- PSO Mapping

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

3 = High, 2 = Moderate, 1 = Low



BHARATHIDASAN UNIVERSITY, TIRUCHIRAPPALLI - 620 024

P.G. ARTS CURRICULUM STRUCTURE

**CHOICE BASED CREDIT SYSTEM - LEARNING OUTCOMES
BASED CURRICULUM FRAMEWORK (CBCS - LOCF)**

**(Applicable to the candidates admitted from the academic year 2026-2027 onwards)
Sanskrit**

Year: II	Discipline Centric Elective Course - 4 (DCEC - 4)	Semester: IV
Option - 2	स्वप्नवासवदत्तम् - Svapnavāsavadattam	
Code:		Credit: 4
Objectives: Upon successful completion of this course, the students will be able to: ❖ Understand the distinctive features of Bhāsa's dramatic art through the study of <i>Svapnavāsavadattam</i>. ❖ Analyse the plot construction, characterization, and dramatic techniques employed in the play. ❖ Appreciate the literary beauty, aesthetic excellence, and emotional appeal of the drama. ❖ Examine the use of rasa, alaṅkāra, language, and style in Bhāsa's works. ❖ Develop comparative and critical perspectives on Sanskrit dramaturgy and its continuing relevance.		
Unit I: स्वप्नवासवदत्तम् - प्रथमोऽङ्कः		
Unit II: स्वप्नवासवदत्तम् - द्वितीयोऽङ्कः		
Unit III: स्वप्नवासवदत्तम् - तृतीयोऽङ्कः		
Unit IV: स्वप्नवासवदत्तम् - चतुर्थोऽङ्कः		
Unit V: स्वप्नवासवदत्तम् - पञ्चमोऽङ्कः, षष्ठोऽङ्कः		
Unit VI: • शैलीपरिशीलनम्, अलङ्कारविचारः, रसविचारः, छन्दोविचारः, गद्य-पद्य विमर्शः		
References: ★ Svapnavasavadattam of Bhasa, Tras. By T.K. Ramachandra Aiyar, R. S. Vadhyar & Sons, Palghat, Kerala ★ भासः. स्वप्नवासवदत्तम्. Chaukhamba Sanskrit Series Office, Varanasi. ★ भासः. स्वप्नवासवदत्तम्, Ed. M. R. Kale. Motilal Banarsidass, Delhi. ★ भासः. स्वप्नवासवदत्तम्, Trans. T. K. Ramachandra Aiyar. R. S. Vadhyar & Sons, Palakkad. ★ भासनाटकमाला (including <i>Svapnavāsavadattam</i>). Chaukhamba Vidyabha ★ http://www.kireetjoshiarchives.com/teachers-training/svapnavasavadattam/svapnav%C4%81savadattam-an-		

[analysis/&page=106](#)

- ✦ <https://www.gradesaver.com/svapnavasavadattam-the-dream-of-vasavadatta/study-guide/summary>
- ✦ <https://dbpedia.org/page/Svapnavasavadattam>
- ✦ <https://www.sanskritfromhome.org/course-details/svapnavasavadatta-tamil-7196>

Course Outcomes:

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

- CO1.** Explain the dramatic features of *Svapnavāsavadattam* and the contribution of Bhāsa to Sanskrit drama.
- CO2.** Analyse the plot, characterization, dramatic techniques, and thematic structure of the prescribed acts.
- CO3.** Evaluate the literary qualities of the play with reference to rasa, alaṅkāra, language, style, and dramatic craftsmanship.
- CO4.** Compare *Svapnavāsavadattam* with other Sanskrit dramas in terms of dramatic construction and aesthetic appeal.
- CO5.** Critically appreciate the enduring literary and cultural significance of Bhāsa's drama and its relevance to modern theatre.

CO-PO Mapping

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

CO- PSO Mapping

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

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BHARATHIDASAN UNIVERSITY, TIRUCHIRAPPALLI - 620 024

P.G. ARTS CURRICULUM STRUCTURE

**CHOICE BASED CREDIT SYSTEM - LEARNING OUTCOMES
BASED CURRICULUM FRAMEWORK (CBCS - LOCF)**

**(Applicable to the candidates admitted from the academic year 2026-2027
onwards)
Sanskrit**

Year: II	Entrepreneurship / Industry Based Course	Semester: IV
	Entrepreneurship in Sanskrit and Indian Knowledge Systems	
Code:		Credit: 3
Objectives: Upon successful completion of this course, the students will be able to: ❖ To introduce career and entrepreneurship opportunities related to Sanskrit. ❖ To develop skills for creating products and services based on Indian Knowledge Systems. ❖ To familiarize students with publishing, translation, digital content creation, and cultural entrepreneurship. ❖ To develop basic entrepreneurial and project management skills. ❖ To encourage self-employment and innovation.		
Unit I: Career Opportunities in Sanskrit: Scope of Sanskrit studies, Career opportunities in education, Research, Translation, Tourism, Media, Indian Knowledge Systems		
Unit II: Publishing and Translation: Book editing, Proofreading, Translation, E-books, Digital publishing, Basic copyright awareness		
Unit III: Digital Skills: Unicode typing, Digital dictionaries, OCR, Presentation tools, AI tools for Sanskrit, Online content creation		
Unit IV: Heritage and Cultural Entrepreneurship: Temple heritage, Museum documentation, Cultural tourism, Event organization, Yoga and Ayurveda awareness, Indian Knowledge Systems outreach		
Unit V: Entrepreneurship Basics: Business ideas, Project planning, Marketing, Funding opportunities, Government schemes, Success stories		
Unit VI: Practical Component: Preparation of a simple business proposal, Designing a digital resource, Translation assignment, Interaction with an entrepreneur, Presentation of a mini-project		
References: ✦ Mahadevan, B., Bhat, Vinayak Rajat & Pavan, Nagendra. <i>Introduction to Indian Knowledge System</i>. PHI Learning Pvt. Ltd., New Delhi. ✦ Kapoor, Kapil & Danino, Michel (Eds.). <i>Indian Knowledge Systems: Knowledge Traditions and Practices of India</i>. Indian Institute of Advanced Study / D.K. Printworld. ✦ National Education Policy (NEP) 2020. Ministry of Education, Government of India.		

- ✦ Startup India. *Startup India Learning Programme*. Department for Promotion of Industry and Internal Trade (DPIIT), Government of India.
- ✦ Ministry of MSME. *Entrepreneurship Development Programmes – Training Manual*. Government of India.
- ✦ Ministry of Skill Development and Entrepreneurship. *Skill India Handbook*. Government of India.
- ✦ Central Sanskrit University. *Indian Knowledge Systems: Learning Resources*. New Delhi.
- ✦ AICTE. *Indian Knowledge Systems (IKS) Course Modules*. AICTE, New Delhi.
- ✦ Rajesh Kochhar. *Indian Knowledge Systems: Concepts and Applications*. (Reference reading)
- ✦ UNESCO. *Culture and Sustainable Development* (selected readings)

Course Outcomes:

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

CO1: Identify career opportunities and entrepreneurial avenues in Sanskrit, Indian Knowledge Systems, publishing, translation, and cultural heritage.

CO2: Demonstrate basic skills in translation, editing, digital publishing, and content creation using Sanskrit resources.

CO3: Apply digital tools and emerging technologies for preparing, preserving, and disseminating Sanskrit and IKS-based knowledge.

CO4: Design simple entrepreneurial projects related to heritage management, cultural tourism, publishing, or digital education based on Sanskrit.

CO5: Prepare a basic business proposal or project plan and exhibit entrepreneurial skills for self-employment and innovation.

CO-PO Mapping

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

CO- PSO Mapping

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

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BHARATHIDASAN UNIVERSITY, TIRUCHIRAPPALLI - 620 024

P.G. ARTS CURRICULUM STRUCTURE

**CHOICE BASED CREDIT SYSTEM - LEARNING OUTCOMES
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**(Applicable to the candidates admitted from the academic year 2026-2027 onwards)
Sanskrit**

Year: II	Value Added Course – 2 (VAC-2)	Semester: IV
	Sanskrit Translation and Digital Tools	
Code:		Credit: 2
Objectives: Upon successful completion of this course, the students will be able to: ❖ Develop basic translation skills between Sanskrit, Tamil, and English. ❖ Familiarise themselves with simple digital tools used for Sanskrit learning and documentation. ❖ Acquire skills in Unicode typing and digital text preparation. ❖ Develop basic editing and proofreading skills. ❖ Enhance employability through practical language and digital competencies.		
Unit I: Basics of Translation • Meaning and importance of translation • Types of translation • Simple translation exercises		
Unit II: Translation Practice • Sanskrit to English • Sanskrit to Tamil • English/Tamil to Sanskrit • Practical exercises		
Unit III: Digital Tools • Unicode typing • Sanskrit fonts • Digital dictionaries • Online Sanskrit resources		
Unit IV: Preparing digital documents: Proofreading, Presentation preparation, Introduction to AI-assisted tools		
Unit V: Practical Applications: Translation of short passages, Preparing a digital document, Presentation of translated work, Mini project		
Unit VI: Practical exercises, Translation project, Digital document preparation		
References: Books ✦ Gopinathan, G. <i>An Introduction to Translation Studies</i>. Atlantic Publishers. ✦ Bassnett, Susan. <i>Translation Studies</i>. Routledge. ✦ Central Sanskrit University. <i>Sanskrit Learning Resources</i>.		

- ✦ Mahadevan, B., Bhat, Vinayak Rajat & Pavan, Nagendra. *Introduction to Indian Knowledge System*. PHI Learning.
- ✦ National Education Policy 2020. Ministry of Education.
- ✦ Unicode Consortium. *Unicode Standard* (selected resources).

Digital Resources

- ✦ Central Sanskrit University e-Resources
- ✦ Sanskrit Documents (sanskritdocuments.org)
- ✦ GRETIL (Göttingen Register of Electronic Texts in Indian Languages)
- ✦ Digital Library of India
- ✦ National Digital Library of India
- ✦ Google Input Tools / Indic Keyboard
- ✦ Digital Sanskrit Dictionaries (Cologne Digital Sanskrit Lexicon)

Course Outcomes:

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

CO1. Demonstrate basic translation skills between Sanskrit, English, and Tamil.

CO2. Use Unicode typing, digital dictionaries, and online resources for Sanskrit language work.

CO3. Prepare and edit simple digital documents in Sanskrit.

CO4. Apply digital tools for translation, presentation, and documentation.

CO5. Produce a simple translation or digital project using the skills acquired.

CO-PO Mapping

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

CO- PSO Mapping

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

3 = High, 2 = Moderate, 1 = Low
