

Part-I
University of Dhaka
Department of Sanskrit

1. Vision Of the program:

The vision of the department is to produce dynamic graduates who will contribute to make a lasting national and global impact.

2. Mission of the Program:

- The Department's mission is to produce highly qualified graduates capable of addressing global challenges through transformative education.
- To foster lifelong learning and a knowledge-based society.
- To establish collaborative research and innovation hubs, creating an educational ecosystem that promotes excellence, transparency, and accountability.
- To Engage with stakeholders and communities is a priority to contribute to a just, fair, and sustainable world while empowering students to be ethically responsible global citizens.
- To instill a deep sense of national heritage and pride, connecting students to historical roots and global inheritance through the practice, preservation, and spread of Sanskrit language and literature.

3. Program Educational Objectives (PEOs):

PEOs	Statements
PEO 1	To create equal opportunities for the students with proper intellectual ability, efficiency and good command in subject-matter through transformative education.
PEO2	To cultivate sufficient knowledge on the socio-political, economical, historical, philosophical and ethical aspects of Indian civilization and fostering lifelong learning and a Knowledge based society.
PEO 3	To apply the knowledge of basic understanding to compare the socio-political and philosophical changes over times and their impact on the contemporary society which will explore the notion of different culture, geography and heritage.
PEO 4	To signify the basic concepts of Sanskrit language and literature by analyzing and evaluating the contemporary language and literature.
PEO 5	To introduce the aesthetic views of nature and importance of maintaining healthy environment in order to ensure sustainability of human civilization engaging with stakeholders and communities.
PEO 6	To prepare the pupils in creating new knowledge and ideas, achieving problem solving, synthesizing and analyzing abilities by creating an educational ecosystem that promotes excellence, transparency and accountability.
PEO 7	To engage students with stakeholders and communities is a priority to contribute to a just, fair and sustainable world while empowering them to be ethically responsible global citizens.
PEO 8	To signify the basic concepts of Sanskrit language and literature by analyzing and evaluating the contemporary language and literature and to disseminate the importance and practicing ancient language and literature all over the world.
PEO 9	To generate skilled and responsible global manpower by attaining SDG targets.

4. Program Learning Outcomes (PLOs):

The Programme Learning Outcomes will allow the students to:

PLOs	Statements
PLO 1	remember, discuss, analyze and evaluate the subject-matter of the Undergraduate Program of Sanskrit Department.
PLO 2	know, understand and analyze the socio-political, cultural, philosophical and historical changes of Indian sub-continent.
PLO 3	apply the knowledge and skills achieved through the program to contribute the well-being of the nation
PLO 4	analyze critically the various aspects of the subject-matter from different angles to connect the knowledge with subsequent societies and cultures.
PLO 5	flourish themselves with excellent attitude, leadership, humanity, morality, naturalist and proper responsibility to serve the society and nation as well.
PLO 6	create new and exceptional ideas reconstructing and analyzing various existing ideas of the subject-matter.
PLO 7	make the learners more efficient by achieving adequate knowledge to contribute to the development of the nation building.
PLO 8	make them compatible by learning modern technology and research methodology which will help them to achieve SDG's Goals (1, 2, 4 and 8).
PLO 9	evaluate the contemporary language and literature by learning Sanskrit Grammar which will make the pupils compatible to meet up global challenges.
PLO 10	decipher, translate and edit manuscripts and study on iconography which will help them to achieve new job opportunities.

Part-II
University of Dhaka
Department of Sanskrit
Undergraduate Program of Arts (Honours)
Outcome Based Education Course Outline

Course Title : History of Vedic Literature

Course Details	
Course Title	History of Vedic Literature
Course Code	SKT 101
Prerequisite	
Course Type	Compulsory
Academic session	
Credit	4
Total Marks	100
Section	
Class Room	Assigned by the department
Class Time	As per university time

Course Teacher's Detail	
Course Teacher	Dr. Chandana Rani Biswas
Designation	Associate Professor Mob: 01913-103064 Sukla Rani Lecturer Mob: 01728-695549
Office Room No.	
Contact	
Email	

Administrative contact details	
Program Coordinator	
Office Room	
Contact	
Email	

Office Hours	
Sunday	8.00 am-4.00 pm
Monday	8.00 am-4.00 pm
Tuesday	8.00 am-4.00 pm
Wednesday	8.00 am-4.00 pm
Thursday	8.00 am-4.00 pm

Introduction

This course is comprised of vedic literature. It includes Samhita, Brahmana, Aranyaka, Upanisad, vedanga, sutra literature etc. The philosophy of upanisad is very much important for a human being. The vedic mantras are related vedic language, literature and social life. So the course has a special importance to the students.

Course Objectives

The objectives of the course are:

1. to know and learn about introduction of vedic literature;
2. to know and learn about definition of veda, period and classification of the vedic literature;
3. to know and learn about Samhita, Brahmana, Aranyaka, Upanisad, Sutra literature and Vedangas;
4. to gather knowledge about the vedic gods and goddesses; Religious view of vedic age
5. to know and learn about the philosophy of upanisad;
6. to know and learn about the society of the vedic age.

Mapping of course learning outcomes (CLOs) with program learning outcomes (PLOs): The students will be able to:

Course Learning Outcomes (CLOs)	Program Learning Outcomes (PLOs)									
	1	2	3	4	5	6	7	8	9	10
CLO-1: acquaint with Indo-European languages	√	√		√					√	
CLO-2: gather knowledge about the literary value of the Vedas.				√	√		√			
CLO-3: gather knowledge about the position of women in the vedic period.		√		√	√					
CLO-4: enrich by the philosophical doctrine of the Upanisads.		√								
CLO-5: gather knowledge about Vedic Gods and Goddesses.	√	√								
CLO-6: understand the necessity of the study of vyakarana as a vedanga.	√								√	
CLO-7: do research on ancient Indian society by learning Vedic literature.						√		√		

Teaching-learning contents and materials

Primary and Secondary books References	<ul style="list-style-type: none"> • যোগীরাজ বসু : বেদের পরিচয় • পূরবী পাল : বেদ পরিক্রমা • জাহ্নবীকুমার চক্রবর্তী : প্রাচীন ভারতীয় সাহিত্য ও বাঙালীর উত্তরাধিকার (১ম ও ২য় খণ্ড) • রামেশ্বর শ' : সংস্কৃত ও প্রাকৃত সাহিত্যে সমাজচেতনা ও মূল্যায়ন • বিশ্ববন্ধু ভট্টাচার্য্য : বেদের পরিচয় • শ্রীমতী শান্তি বন্দ্যোপাধ্যায় : বৈদিকযুগের যাগযজ্ঞ • ড. শ্রীমতি শান্তি বন্দ্যোপাধ্যায় : বৈদিক সাহিত্যের রূপরেখা • ডক্টর গোপেন্দু মুখোপাধ্যায় : বৈদিক সাহিত্য ও সংস্কৃতির রূপরেখা • Winternitz : A History of Indian Literature • Gourinath Shastri : A History of Vedic Literature
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Mode of teaching

The course is taught by engaging students in discussions, and student-teacher interactions. It follows a student-centred teaching mode which is informed by learners' actual needs. Classroom activities are based on interactive discussions and Q&A sessions. Teaching is complemented with a continuous comprehensive assessment which includes both formative and summative techniques based on learners' individual and peer performances.

Alignment of course topics/content with CLOs

Week	Topics/Content	Teaching-learning strategy	Assessment Strategy	Corresponding CLOs
Week 1	Introduction to Vedic literature, root of the word Veda, definition and classification of Veda, period and classification of vedic literature	Branistorming Minute paper Group discussion Debate Thin-Pair-Share Flipped class Misconception check Flipped class	Quiz # 1	CLO1, CLO2 CLO2, CLO3, CLO5 CLO2, CLO3, CLO5
Week 2	Definition, subject-matter and literary value of Rigveda samhita; definition, subject-matter and importance of Brahmana literature		Practice # 1	
Week 3	Definition, subject-matter and importance of Samveda and Yajurveda samhita; definition, subject-matter and importance of Aranyaka literature		Practice # 2	
Week 4	Definition, subject-matter and importance of Atharvaveda; definition, classification and introductory discussion of vedic Upanisads		Quiz # 2	
Week 5	Society of Vedic age; subject matter of two Vedic Upanisads (Isha and Katha)			
Week 6	Discussion about Vedic gods and goddesses and its religious view; subject-matter of two Vedic Upanisads (Kena and Prashna)			
Week 7	Definition, classification and			

	importance of Vedanga, subject-matter of two Vedic Upanisads (Munduka and Mandukya)	Peer review		CLO2, CLO3, CLO4, CLO5
Week 8	Subject-matter of two Vedangas (Shiksha and Kalpa) and two Vedic Upanisads (Kousheetaki and Aitareya)	Group discussion	Practice # 4	
Week 9	Revisions 1st Midterm (dd/mm/yy)	Mystery quotes		
Week 10	Subject-matter of two Vedangas (Vyakarana and Nirukta) and two Vedic Upanisads (Toittireya and Shvetashvatara)	Idea Lineup	Quiz # 3	CLO3, CLO4
Week 11	Subject-matter of two Vedangas (Chhanda and Jyotish) and two Vedic Upanisads (Chhandogya and Vrihadaranyaka)	Minute paper		
		Peer review		
		Debate	Practice # 5	CLO4, CLO5
			Quiz # 4	CLO4, CLO6
			Video Prsnt.	CLO4
Week 12	Definition, classification, importance and subject-matter of Sutra literature; philosophy of Upanisad and influence of Upanisad on Indian social life		Practice # 6	CLO4, CLO6
				CLO4
			Quiz # 5	CLO4
			Poster Prsnt.	
Week 13		HOLIDAYS		
Week 14	Revision class about Vedic literature			CLO1, CLO2, CLO3, CLO4, CLO5, CLO6, CLO7
Week 15	Oral Assessment on the last two classes (final exam will be held on dd/mm/yy)			

Assessment and evaluation

Assessment strategy	Mark distribution	Type of assessment	Mapping with CLOs
Final	50%	Summative (conceptual & analytical)	
1 st mid	10%	Summative (conceptual & analytical)	
2 nd Mid	10%	Summative (conceptual & analytical)	
Attendance & Class Performance	10% (5+5)	Continuous Assessment	
Assignment and Presentation	10% (5+5)	Continuous Assessment	
Quiz (objective type questions)	10% (5+5)	Summative	
Total	100%		

Grade Scale:

Marks (100%)	Grade	CGPA
80% and above	A+	4.00
75% to < 80%	A	3.75
70% to < 75%	A-	3.50
65% to < 70%	B+	3.25
60% to < 65%	B	3.00
55% to < 60%	B-	2.75
50% to < 55%	C+	2.50
45% to < 50%	C	2.25
40% to < 45%	D	2.00
Less Than 40%	F	0.00

Rules for the course

1. Students need to maintain an attendance record of at least 75% throughout the semester. Students, who have four unauthorized absences may be asked to withdraw from the course.
2. Students, who are ten minutes late for a class will be marked absent. For each absence, 0.5 marks will be deducted.
3. Students will not be allowed to sit for any makeup except for emergency medical grounds. Applications in this connection must be supported by medical certificates.
4. There will be no makeup quizzes. The best score will be counted for those who will attend all quizzes. Otherwise, it will be an average of total quizzes attended.
5. The Department will show 'zero tolerance' to a student adopting any unfair means (copying in the exam, plagiarizing the assignments, etc.).

Course Title : Introduction to Sanskrit Grammar and Language

Course Details	
Course Title	Introduction to Sanskrit Grammar and Language
Course Code	SKT 102
Prerequisite	
Course Type	Compulsory
Academic session	
Credit	4
Total Marks	100
Section	
Class Room	Assigned by the department
Class Time	As per university time

Course Teacher's Detail	
Course Teacher	Prof. Dr. Mayna Talukdar Mob: 01716103355 Dr. Promatha Mistry Associate Professor Mob: 01717342610
Designation	
Office Room No.	
Contact	
Email	

Administrative contact details	
Program Coordinator	
Office Room	
Contact	
Email	

Office Hours	
Sunday	8.00 am-4.00 pm
Monday	8.00 am-4.00 pm
Tuesday	8.00 am-4.00 pm
Wednesday	8.00 am-4.00 pm
Thursday	8.00 am-4.00 pm

Introduction

Grammar is necessary for learning Sanskrit language. Some components of preliminary Sanskrit grammar are included in this course. These are some technical terms of Sanskrit grammar, history and importance of Sanskrit Grammar, Introduction to Devanagari Script. Definition and technical phraseology with rules (Samjya, paribhasha), Declension, conjugation, Gender (feminine, masculine and neuter), Speaking, Writing and Translation in Sanskrit (rules of Sanskrit syntax, translation by using above mentioned topics) etc.

Course Objectives

The objectives of the course are:

1. to know the brief history and importance of Sanskrit grammar;
2. to read and write the Devanagari letters fluently;
3. to know the technical terms of Sanskrit grammar;
4. to know the use of declensions;
5. to know about the use of Conjugations;
6. to know the use of gender properly;
7. to be able to speak and write in Sanskrit language.

Mapping of course learning outcomes (CLOs) with program learning outcomes (PLOs): The students will be able to:

Course Learning Outcomes (CLOs)	Program Learning Outcomes (PLOs)									
	1	2	3	4	5	6	7	8	9	10
CLO-1: describe the history and importance of Sanskrit Grammar.	√								√	√
CLO-2: know about the Devanagari Script.									√	√
CLO-3: know the definition, technical phraseology with rules.	√								√	
CLO-4: learn the use of Sanskrit declension & conjugation.	√								√	√
CLO-5: identify the Sanskrit gender.	√								√	√
CLO-6: know the rules of translation.									√	√
CLO-7: develop the reading and writing skills in Sanskrit.	√								√	√
CLO-8: know about the rules of sentence making in Sanskrit.									√	√

Teaching-learning contents and materials

Primary and Secondary books References	<ul style="list-style-type: none"> • দুৰ্গাচরণ সাংখ্য-বেদান্ততীর্থ : সমগ্র ব্যাকরণ কৌমুদী • বাসন্তী কুমার ভট্টাচার্য (সম্পাদিত) : সমগ্র ব্যাকরণ কৌমুদী • হরলাল রায় (সম্পাদিত) : সমগ্র ব্যাকরণ কৌমুদী • অসীম সরকার : সংস্কৃত ভাষা শিক্ষা • অসীম সরকার : সংস্কৃত ভাষা রূপান্তর প্রসঙ্গে • ড. অসীম সরকার : শিজন্ত ধাতু : রূপ ও রূপান্তর
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	<ul style="list-style-type: none"> • ড. অসীম সরকার : সংস্কৃত ও বাংলা ব্যাকরণে সমাস • অধ্যাপক ড. অসীম সরকার : সংস্কৃত ধাতুরূপ বিনির্মাণ : আত্মনেপদ ও পরস্মৈপদ বিধান • প্রমথ মিস্ত্রী : সংস্কৃত অনুবাদ শিক্ষা • নগেন্দ্রনাথ শাস্ত্রী : A Modern Sanskrit Grammar & Composition • Krishnagopal Goswami : Navarupe Samskrita Vyakaran Kaumudi • Satyanarayan Chakraborty : Paniniya Shabdashastra • Janaki Nath Shastri : Helps to the Study of Sanskrit • Velvalkar : System of Sanskrit Grammar
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Mode of teaching

The course is taught by engaging students in discussions, and student-teacher interactions. It follows a student-centered teaching mode which is informed by learners' actual needs. Classroom activities are based on interactive discussions and Q&A sessions. Teaching is complemented with a continuous comprehensive assessment which includes both formative and summative techniques based on learners' individual and peer performances.

Alignment of course topics/content with CLOs

Week	Topics/Content	Teaching-learning strategy	Assessment Strategy	Corresponding CLOs
Week 1	History and Importance of Sanskrit Grammar		Quiz # 1	CLO1
Week 2	Introduction to Devanagari Script; Vowels			
Week 3	Introduction to Devanagari Script: syllable, Consonants			CLO2
Week 4	Introduction to Devanagari Script: Number/Numarical figures		Practice # 1	
Week 5	Seats of utterance of devanagari letters/Articulate position of devanagari alphabets	Branistorming		CLO2
Week 6	Definition and technical Phraseology with rules: Saṁjñā and Paribhasha	Minute paper		
Week 7	Declension: Declensional terminations, Declension of words – Nara, Muni, Sadhu	Group discussion	Practice # 2	CLO2
Week 8	Declension: Declension of words – phal, Bari, Madhu, Bhubhṛt, Dhāvat, Guṇin, Rājan, Ātman, Yad, Tad, Kim, Idam, Yusmad, Asmad	Debate Thin-Pair-Share		CLO2
Week 9	Revisions 1st Midterm (dd/mm/yy)	Flipped class	Quiz # 2	
Week 10	Conjugation: Conjugational terminations, Conjugation of Words – Spr̥s, Iṣ, Pracch, Mṛ Bhū, Vad, Sev, Dhāv, Jī, Gam, Dṛś, Sthā, Dā, Pā	Misconception check		CLO3
Week 11	Conjugation: Conjugation of Words – Nṛt, Jan, Āp, Śru, Kr, Grah, Jñā, Bhuj, Ās Yā, Śī, As, han	Flipped class Peer review	Practice # 4	CLO4
Week 12	Gender: Feminine, Masculine and Neuter gender	Group discussion Mystery quotes	Quiz # 3	CLO4

		Idea Lineup		CLO4
		Minute paper	Practice # 5	CLO4
		Peer review		CLO4
		Debate	Quiz # 4	CLO5
			Video Prsnt.	
			Practice # 6	
			Quiz # 5	
			Poster Prsnt.	
Week 13		HOLIDAYS		
Week 14	Speaking, Writing and Translation in Sanskrit			CLO6, CLO7, CLO8
Week 15	Oral Assessment on the last two classes (final exam will be held on dd/mm/yy)			

Assessment and evaluation

Assessment strategy	Mark distribution	Type of assessment	Mapping with CLOs
Final	50%	Summative (conceptual & analytical)	
1 st mid	10%	Summative (conceptual & analytical)	
2 nd Mid	10%	Summative (conceptual & analytical)	
Attendance & Class Performance	10% (5+5)	Continuous Assessment	
Assignment and Presentation	10% (5+5)	Continuous Assessment	
Quiz (objective type questions)	10% (5+5)	Summative	
Total	100%		

Grade Scale:

Marks (100%)	Grade	CGPA
80% and above	A+	4.00
75% to < 80%	A	3.75

70% to < 75%	A-	3.50
65% to < 70%	B+	3.25
60% to < 65%	B	3.00
55% to < 60%	B-	2.75
50% to < 55%	C+	2.50
45% to < 50%	C	2.25
40% to < 45%	D	2.00
Less Than 40%	F	0.00

Rules for the course

1. Students need to maintain an attendance record of at least 75% throughout the semester. Students, who have four unauthorized absences may be asked to withdraw from the course.
2. Students, who are ten minutes late for a class will be marked absent. For each absence, 0.5 marks will be deducted.
3. Students will not be allowed to sit for any makeup except for emergency medical grounds. Applications in this connection must be supported by medical certificates.
4. There will be no makeup quizzes. The best score will be counted for those who will attend all quizzes. Otherwise, it will be an average of total quizzes attended.
5. The Department will show 'zero tolerance' to a student adopting any unfair means (copying in the exam, plagiarizing the assignments, etc.).

Teaching-learning contents and materials

Primary text(all posted on Google Classroom)	Soars, J. and Soars, L. (Eds.) (2016). <i>New headway: Intermediate student's book (4th edition)</i> . Oxford: Oxford University Press. Cunningham, S. and Moor, P. (Eds.) (2005). <i>New cutting edge intermediate students' book</i> . UK: Pearson.
References (excerpts are available on Google Classroom)	All additional materials will be available on Google Classroom or given out as handouts.

Mode of teaching

The course is taught by engaging students in discussions, and student-teacher interactions. It follows a student-centered teaching mode which is informed by learners' actual needs. Classroom activities are based on interactive discussions and Q&A sessions. Teaching is complemented with a continuous comprehensive assessment which includes both formative and summative techniques based on learners' individual and peer performances.

Alignment of course topics/content with CLOs

<u>Week</u>	Topics/Content	Teaching-learning strategy	Assessment Strategy	Corresponding CLOs
Week 1	Speaking Skills – Self Introduction, Conversation and Turn Taking	Discussions, Q&A	Individual and peer Quiz # 1	CLO4
Week 2	English in Everyday Contexts, Formal vs. Informal Language, Understanding Accents, Understanding Tone and Implied Meaning	Q&A and teacher feedback Brainstorming	Individual and peer Practice # 1	CLO2
Week 3	Writing Skills- Fundamentals of Paragraph Writing	Q&A and teacher feedback Group discussion	Individual and peer Practice # 2	CLO2
Week 4	Types of Paragraphs: Descriptive and Compare & Contrast	Presentation, Peer review, teacher feedback Minute paper	Individual and peer Quiz # 2	CLO2
Week 5	Types of Paragraphs: Cause and Effect	Discussion, Q&A and teacher feedback Think-Pair-Share	Individual Practice # 3	CLO1
Week 6	Reading Skills- Reading Comprehension: Strategies and Question Solving	Discussions and Q&A Flipped class	Individual and peer Quiz # 3	CLO1
Week 7	Reading Comprehension: Mock Test	Discussion, Peer review, Q&A Misconception check	Individual and peer Quiz # 4	CLO1
Week 8	Revision of Syllabus so far	Discussion, Q&A and teacher feedback Peer review	Individual and peer Practice # 4	CLO1, CLO2, CLO4
Week 9	Midterm Exam			

Week 10	Learning Academic Essay Writing Skills	Discussion, Q&A and teacher feedback Group discussion	Individual and peer Practice # 5	CLO2
Week 11	Types of Essays: Compare & Contrast and Cause & Effect	Discussion, Q&A and teacher feedback Mystery quotes	Individual and peer Quiz # 5	CLO2
Week 12	Differentiating academic and non-academic language and writing using academic language	Discussion, Q&A and teacher feedback Minute paper	Individual and peer Quiz # 6	CLO3
Week 13		HOLIDAYS		
Week 14	Cover Letter and CV Writing	Discussion, Q&A and teacher feedback Idea Lineup	Individual and peer Practice #6	CLO5
Week 15	Speaking Skills Test (final exam will be held on dd/mm/yy)		Individual	CLO4

Assessment and evaluation

Assessment strategy	Mark distribution	Type of assessment	Mapping with CLOs
Final	50%	Summative (conceptual & analytical)	CLO 1, 2, 3, 5
1 st mid	10%	Summative (conceptual & analytical)	CLO 1, 2
2 nd Mid	10%	Summative (conceptual & analytical)	CLO 1, 2, 3, 5
Attendance & Class Performance	10% (5+5)	Continuous Assessment	All
Assignment and Spoken Test	10% (5+5)	Continuous Assessment	CLO 4, 5
Quiz (objective type questions)	10% (5+5)	Summative	CLO 1
Total	100%		

Grade Scale:

Marks (100%)	Grade	CGPA
80% and above	A+	4.00
75% to < 80%	A	3.75
70% to < 75%	A-	3.50
65% to < 70%	B+	3.25
60% to < 65%	B	3.00
55% to < 60%	B-	2.75
50% to < 55%	C+	2.50
45% to < 50%	C	2.25
40% to < 45%	D	2.00
Less Than 40%	F	0.00

Rules for the course

1. Students need to maintain an attendance record of at least 75% throughout the semester. Students, who have four unauthorized absences may be asked to withdraw from the course.
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3. Students will not be allowed to sit for any makeup except for emergency medical grounds. Applications in this connection must be supported by medical certificates.
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