

# University of Dhaka

Outcome Based Education (OBE) Curriculum



**Under Graduate Program in Sanskrit**  
*for the*  
**Sessions: 2023-2024 to 2024-2025**

**Outcome Based Education (OBE) Curriculum**  
**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):**

<b>PEOs</b>	<b>Statements</b>
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.
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#### 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	<b>History of Vedic Literature</b>
Course Code	<b>SKT 101</b>
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	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	
<b>Sunday</b>	<b>8.00 am-4.00 pm</b>
<b>Monday</b>	<b>8.00 am-4.00 pm</b>
<b>Tuesday</b>	<b>8.00 am-4.00 pm</b>
<b>Wednesday</b>	<b>8.00 am-4.00 pm</b>
<b>Thursday</b>	<b>8.00 am-4.00 pm</b>

**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:

<b>Primary and Secondary books References</b>	১	যোগীরাজ বসু	:	বেদের পরিচয়
	২	পুরবী পাল	:	বেদ পরিক্রমা
	৩	জাহ্নবীকুমার চক্রবর্তী	:	প্রাচীন ভারতীয় সাহিত্য ও বাঙালীর উত্তরাধিকার (১ম ও ২য় খণ্ড)
	৪	রামেশ্বর শ'	:	সংস্কৃত ও প্রাকৃত সাহিত্যে সমাজচেতনা ও মূল্যায়ন
	৫	বিশ্ববন্ধু ভট্টাচার্য	:	বেদের পরিচয়
	৬	শ্রীমতী শান্তি বন্দ্যোপাধ্যায়	:	বৈদিকযুগের যাগযজ্ঞ
	৭	ড. শ্রীমতি শান্তি বন্দ্যোপাধ্যায়	:	বৈদিক সাহিত্যের রূপরেখা
	৮	ডক্টর গোপেন্দু মুখোপাধ্যায়	:	বৈদিক সাহিত্য ও সংস্কৃতির রূপরেখা
	৯	Winternitz	:	A History of Indian Literature
	১০	Gourinath Shastri	:	A History of Vedic Literature

### 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	Introduction to Vedic literature, root of the word Veda, definition and classification of Veda, period and classification of vedic literature	Discussion, Q & A and Brainstorming	Quiz # 1	1, 2
Week 2	Definition, subject-matter and literary value of Rigveda samhita; definition, subject-matter and importance of Brahmana literature	Discussion and Minute paper	Practice # 1	2, 3, 5
Week 3	Definition, subject-matter and importance of Samveda and Yajurveda samhita; definition, subject-matter and importance	Group discussions Q & A and teacher feedback	Practice # 2 Quiz # 2	2, 3, 5

	of Aranyaka literature			
<b>Week 4</b>	Definition, subject-matter and importance of Atharvaveda; definition, classification and introductory discussion of vedic Upanisads	Presentation, Peer review, Q & A and teacher feedback	Practice # 2	2, 3, 4, 5
<b>Week 5</b>	Society of Vedic age; subject matter of two Vedic Upanisads (Isha and Katha)	Group discussions, Q & A and teacher feedback	Quiz # 3	3, 4
<b>Week 6</b>	Discussion about Vedic gods and goddesses and its religious view; subject-matter of two Vedic Upanisads (Kena and Prashna)	Group discussions and teacher feedback	Practice # 4	4, 5
<b>Week 7</b>	Definition, classification and importance of Vedanga, subject-matter of two Vedic Upanisads (Munduka and Mandukya)	Group discussions, Peer review, and Q & A	Quiz # 4	4, 6
<b>Week 8</b>	Subject-matter of two Vedangas (Shiksha and Kalpa) and two Vedic Upanisads (Kousheetaki and Aitareya)	Idea Lineup Group discussions, and teacher feedback	Video Prsnt.  Practice # 5	4, 6
<b>Week 9</b>	<b>Revisions 1<sup>st</sup> Midterm (dd/mm/yy)</b>	-----	-----	-----
<b>Week 10</b>	Subject-matter of two Vedangas (Vyakarana and Nirukta) and two Vedic Upanisads (Toittireya and Shvetashvatara)	Minute paper, Q & A and teacher feedback	Quiz # 5	4
<b>Week 11</b>	Subject-matter of two Vedangas (Chhanda and Jyotish) and two Vedic Upanisads (Chhandogya and Vrihadaranyaka)	Group discussions, Q& A and teacher feedback	Poster Presentation.	4
<b>Week 12</b>	Definition, classification, importance and subject-matter of Sutra literature; philosophy of Upanisad and influence of Upanisad on Indian social life	Discussion, Q& A and teacher feedback	-----	-----
<b>Week 13</b>	<b>Holiday</b>			
<b>Week 14</b>	Revision class about Vedic literature	Minute paper, Q & A and teacher feedback	-----	-----
<b>Week 15</b>	Oral Assessment on the	-----	-----	-----

	last two classes (final exam will be held on dd/mm/yy)			
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### Assessment and evaluation

Assessment strategy	Mark distribution	Type of assessment	Mapping with CLOs
Final	50%	Summative (conceptual & analytical)	
1 <sup>st</sup> mid	10%	Summative (conceptual & analytical)	
2 <sup>nd</sup> 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	
<b>Total</b>	<b>100%</b>		

### 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: History of Sanskrit Literature**

Course Details	
Course Title	<b>History of Sanskrit Literature</b>
Course Code	<b>SKT 102</b>
Prerequisite	
Course Type	Compulsory
Academic session	July-June
Credit	4
Total Marks	100
Section	
Class Room	Assigned by the department
Class Time	As per university time

Course Teacher's Detail	
Course Teacher	Namita Mandal Asistant Professor Mobile; 01554-236993 & Tanzila Akter Eva Lecturer Mobile: 01717-196758
Designation	
Office Room No.	
Contact	
Email	

Administrative contact details	
Program Coordinator	
Office Room	
Contact	
Email	

Office Hours	
<b>Sunday</b>	<b>8.00 am-4.00 pm</b>
<b>Monday</b>	<b>8.00 am-4.00 pm</b>
<b>Tuesday</b>	<b>8.00 am-4.00 pm</b>
<b>Wednesday</b>	<b>8.00 am-4.00 pm</b>
<b>Thursday</b>	<b>8.00 am-4.00 pm</b>

**Introduction**

The course is comprised of Sanskrit literature, includes Ramayana, Mahabharata, Purana, fictions story literature, drama, prose, poetry etc.

**Course Objectives**

1. to know and learn about Ramayana and Mahabharata;
2. to know the brief history of purana;
3. to know and learn about classical Sanskrit literature;
4. to know about Bhasa, Ashvaghosha, Kalidasa, Sriharsha and their works;
5. to know about fictions and story literature;
6. to know about the ancient Indian civilization;
7. to provide knowledge to the student about Socio-political condition of ancient India.

**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: learn about the human history of ancient India	√	√								
CLO-2: evaluate the impact of Ramayana and Mahabharata on ancient Indian religion, social life, politics and civilization	√	√								
CLO-3: gain knowledge of the Purana and its historical values as well as literary values			√	√						
CLO-4: analyze and compare the literary works of Ashvaghosha, Bhasa Kalidasa				√						
CLO-5: gather knowledge about other classical Sanskrit literature	√									
CLO-6: to apply the knowledge to develop the socio-political situation of the nation.		√	√							



### Teaching-learning contents and materials

<b>Primary and Secondary books References</b>	1	সুরেশচন্দ্র বন্দ্যোপাধ্যায়	:	সংস্কৃত সাহিত্যের ভূমিকা
	2	ফয়েজুল্লাহা বেগম	:	সংস্কৃত সাহিত্যের ইতিহাস
	3	বিমানচন্দ্র ভট্টাচার্য্য	:	সংস্কৃত সাহিত্যের রূপরেখা
	4	ধীরেন্দ্রনাথ বন্দ্যোপাধ্যায়	:	সংস্কৃত সাহিত্যের ইতিহাস
	5	রামেশ্বর শ	:	সংস্কৃত ও প্রাকৃত সাহিত্যে সমাজচেতনা ও মূল্যায়ন
	6	দুলাল ভৌমিক	:	সংস্কৃত নাটকের ইতিহাস
	7	A.A Macdonell	:	A History of Sanskrit Literature
	8	A.B Keith	:	A History of Sanskrit Literature
	9	Krishnamachariar	:	History of Classical Sanskrit Literature
	10	S.N Dasgupta	:	A History of Sanskrit Literature (Classical Period)

### 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

<u>Week</u>	<u>Topics/Content</u>	<u>Teaching-learning strategy</u>	<u>Assessment Strategy</u>	<u>Corresponding CLOs</u>
<b>Week 1</b>	Valmiki, life and the importance of the Rāmāyaṇa; The Origin of poetry, Introduction of Rāmāyaṇa	Discussion, Q & A and Brainstorming	Quiz # 1	1, 2
<b>Week 2</b>	The impact of Rāmāyaṇa on ancient Indian religion, Social life, politics and Civilization	Discussion, Minute paper and Group discussion	Practice # 1	2, 4
<b>Week 3</b>	Mahabharata, The impact of Mahabharata on ancient Indian religion, Social life, politics and Civilization	Discussion, Q & A and teacher feedback	Practice # 2 Quiz # 2	2, 6
<b>Week 4</b>	Purana and its historical values, literary values	Presentation, Peer review, Q & A and teacher feedback	Practice # 3	3
<b>Week 5</b>	Ashvaghosha and his works	Discussion, Q & A and teacher feedback	Quiz # 3	4
<b>Week 6</b>	Bhasa and his Drama	Discussion and Q & A	Practice # 4	4
<b>Week 7</b>	Kalidasa and his kavya	Discussion, Peer review, Q & A and teacher feedback	Quiz # 4	4
<b>Week 8</b>	The Drama of Kalidasa	Idea Lineup Group discussion, and teacher feedback	Video Prsnt. Practice # 5	4
<b>Week 9</b>	<b>Revisions</b> <b>1<sup>st</sup> Midterm (dd/mm/yy)</b>	-----	-----	-----
<b>Week 10</b>	History of historical kavya	Discussion, Q & A and	Quiz # 5	5

		Brainstorming		
<b>Week 11</b>	Discussion about Sanskrit poet and poetry	Discussion and Minute paper	Poster Prsnt.	5
<b>Week 12</b>	Discussion about Sanskrit prose	Group discussion Q& A and teacher feedback	-----	5
<b>Week 13</b>		<b>Holiday</b>		
<b>Week 14</b>	Story literature	Minute paper, Q & A and teacher feedback	-----	5
<b>Week 15</b>	<b>Oral Assessment on the last two classes (final exam will be held on dd/mm/yy)</b>	-----	-----	-----

#### Assessment and evaluation

Assessment strategy	Mark distribution	Type of assessment	Mapping with CLOs
Final	50%	Summative (conceptual & analytical)	
1 <sup>st</sup> mid	10%	Summative (conceptual & analytical)	
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Assignment and Presentation	10% (5+5)	Continuous Assessment	
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45% to < 50%	C	2.25
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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	<b>Introduction to Sanskrit Grammar and Language</b>
Course Code	<b>SKT 103</b>
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: 01716-103355 Dr. Promatha Mistry Associate Professor Mob: 01717-342610
Designation	
Office Room No.	
Contact	
Email	

Administrative contact details	
Program Coordinator	
Office Room	
Contact	
Email	

Office Hours	
<b>Sunday</b>	<b>8.00 am-4.00 pm</b>
<b>Monday</b>	<b>8.00 am-4.00 pm</b>
<b>Tuesday</b>	<b>8.00 am-4.00 pm</b>
<b>Wednesday</b>	<b>8.00 am-4.00 pm</b>
<b>Thursday</b>	<b>8.00 am-4.00 pm</b>

**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:**

<b>Primary and</b>	1	दुर्गाचरण सांख्य-वेदांततीर्थ	:	समग्र व्याकरण कौमुदी
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<b>Secondary books References</b>	2	বাসন্তী কুমার ভট্টাচার্য (সম্পাদিত)	:	সমগ্র ব্যাকরণ কৌমুদী
	3	হরলাল রায় (সম্পাদিত)	:	সমগ্র ব্যাকরণ কৌমুদী
	4	অসীম সরকার	:	সংস্কৃত ভাষা শিক্ষা
	5	অসীম সরকার	:	সংস্কৃত ভাষা রূপান্তর প্রসঙ্গে
	6	ড. অসীম সরকার	:	গিজন্ত ধাতু : রূপ ও রূপান্তর
	7	ড. অসীম সরকার	:	সংস্কৃত ও বাংলা ব্যাকরণে সমাস
	8	অধ্যাপক ড. অসীম সরকার	:	সংস্কৃত ধাতুরূপ বিনির্মাণ : আত্মনেপদ ও পরস্মৈপদ বিধান
	9	ড. প্রমথ মিত্র	:	সংস্কৃত অনুবাদ শিক্ষা
	10	নগেন্দ্রনাথ শাস্ত্রী	:	A Modern Sanskrit Grammar & Composition
	11	Krishnagopal Goswami	:	Navarupe Samskrita Vyakaran Kaumudi
	12	Satyanarayan Chakraborty	:	Paniniya Shabdashastra
	13	Janaki Nath Shastri	:	Helps to the Study of Sanskrit
	14	Velvalkar	:	System of Sanskrit Grammar

### 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>	<u>Topics/Content</u>	<u>Teaching-learning strategy</u>	<u>Assessment Strategy</u>	<u>Corresponding CLOs</u>
<b>Week 1</b>	History and Importance of Sanskrit Grammar	Discussion, Q & A and Brainstorming	Quiz # 1	1
<b>Week 2</b>	Introduction to Devanagari Script; Vowels	Discussion and Minute paper	Practice # 1	2
<b>Week 3</b>	Introduction to Devanagari Script: syllable, Consonants	Group discussions Q & A and teacher feedback	Practice # 2 Quiz # 2	2
<b>Week 4</b>	Introduction to Devanagari Script: Number/Numerical figures	Presentation, Peer review, Q & A and teacher feedback	Practice # 2	2
<b>Week 5</b>	Seats of utterance of devanagari letters/Articulate position of devanagari alphabets	Group discussions, Q& A and teacher feedback	Quiz # 3	2
<b>Week 6</b>	Definition and technical Phraseology with rules: Saṁjñā and Paribhasha	Group discussions and Q & A	Practice # 4	3
<b>Week 7</b>	Declension: Declensional terminations, Declension of words – Nara, Muni, Sadhu	Group discussions, Peer review, Q& A and teacher feedback	Quiz # 4	4
<b>Week 8</b>	Declension: Declension of words – phal, Bari, Madhu, Bhubhṛt, Dhāvat, Guṇin, Rājan, Ātman, Yad, Tad, Kim, Idam, Yusmad, Asmad	Idea Lineup Group discussion, and teacher feedback	Video Prsnt. Practice # 5	4
<b>Week 9</b>	<b>Revisions</b> <b>1<sup>st</sup> Midterm (dd/mm/yy)</b>	-----	-----	4
<b>Week 10</b>	Conjugation: Conjugational terminations, Conjugation of Words – Sprs, Iṣ, Pracch, Mṛ	Minute paper, Q & A and teacher feedback	Quiz # 5	4

	Bhū, Vad, Sev, Dhāv, Ji, Gam, Dṛś, Sthā, Dā, Pā			
<b>Week 11</b>	Conjugation: Conjugation of Words – Nṛt, Jan, Āp, Śru, Kṛ, Grah, Jñā, Bhuj, Ās Yā, Śī, As, han	Group discussion, Q& A and teacher feedback	Poster Prsnt.	5
<b>Week 12</b>	Gender: Feminine, Masculine and Neuter gender	Discussion, Q & A and teacher feedback	-----	6, 7, 8
<b>Week 13</b>		<b>Holiday</b>		
<b>Week 14</b>	Speaking, Writing and Translation in Sanskrit	Minute paper, Q & A and teacher feedback	-----	-----
<b>Week 15</b>	<b>Oral Assessment on the last two classes (final exam will be held on dd/mm/yy)</b>	-----	-----	-----

### Assessment and evaluation

Assessment strategy	Mark distribution	Type of assessment	Mapping with CLOs
Final	50%	Summative (conceptual & analytical)	
1 <sup>st</sup> mid	10%	Summative (conceptual & analytical)	
2 <sup>nd</sup> 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	
<b>Total</b>	<b>100%</b>		

### 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: English Language

Course Details	
Course Title	<b>English Language</b>
Course Code	<b>SKT 104</b>
Prerequisite	None
Course Type	Compulsory
Academic session	July-June
Credit	4
Total Marks	100
Section	
Classroom	Assigned by the department
Class Time	As per university time

Course Teacher's Detail	
Course Teacher	Kazi Fakhera Nawsheen
Designation	Lecturer (Dept of English)
Office Room No.	4023
Contact	01954199093
Email	kfakhera@du.ac.bd

Administrative contact details	
Program Coordinator	
Office Room	
Contact	
Email	

Office Hours	
<b>Sunday</b>	<b>8.00 am-4.00 pm</b>
<b>Monday</b>	<b>8.00 am-4.00 pm</b>
<b>Tuesday</b>	<b>8.00 am-4.00 pm</b>
<b>Wednesday</b>	<b>8.00 am-4.00 pm</b>
<b>Thursday</b>	<b>8.00 am-4.00 pm</b>

### Introduction

As it is an international language and the language used in most academia, proficiency in the English language is an indispensable skill. The Department of Sanskrit would like to foster in its students the ability to spread their knowledge through this language and actualize their potential – hence this course has been made mandatory for all students. Students will learn basic skills in all four English Language skills: Listening, speaking, reading and writing. Special focus will be given to reading comprehension, paragraph and essay writing as well as some practical writing such as Cover Letters and CVs.

### Course Objectives

The objectives of the course are:

1. to develop students' confidence in the four language skills of English
2. to enable students to write coherent and structured academic paragraphs, essays etc
3. to enable students to glean information from texts and analyze them
4. to enable students to use English in practical and academic life
5. to enable students to speak English with fluency and accuracy

**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: Students will be able to read texts using appropriate reading strategies	√		√							
CLO-2: Students will be able to write with accuracy at the sentence, paragraph and essay levels			√				√			√
CLO-3: Students will be able to differentiate between academic and non-academic writing	√				√					
CLO-4: Students will learn speaking skills for confident communication			√		√		√			
CLO-5: Students will learn practical writing skills such as Cover Letters and CVs			√		√					

### Teaching-learning contents and materials

<b>Primary text(all posted on Google)</b>	Soars, J. and Soars, L. (Eds.) (2016). <i>New headway: Intermediate student's book (4th edition)</i> . Oxford: Oxford University Press.
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<b>Classroom)</b>	Cunningham, S. and Moor, P. (Eds.) (2005). <i>New cutting edge intermediate students' book</i> . UK: Pearson.
<b>References (excerpts are available on Google Classroom)</b>	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>	<u>Topics/Content</u>	<u>Teaching-learning strategy</u>	<u>Assessment Strategy</u>	<u>Corresponding CLOs</u>
<b>Week 1</b>	<b>Speaking Skills</b> – Self Introduction, Conversation and Turn Taking	Discussions, Q&A	Individual and peer Quiz # 1	4
<b>Week 2</b>	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	2
<b>Week 3</b>	<b>Writing Skills-</b> Fundamentals of Paragraph Writing	Q &A and teacher feedback Group discussion	Individual and peer Practice # 2	2
<b>Week 4</b>	Types of Paragraphs: Descriptive and Compare & Contrast	Presentation, Peer review, teacher feedback Minute paper	Individual and peer Quiz # 2	2
<b>Week 5</b>	Types of Paragraphs: Cause and Effect	Discussion, Q &A and teacher feedback	Individual Practice # 3	1
<b>Week 6</b>	<b>Reading Skills-</b> Reading Comprehension: Strategies and Question Solving	Discussions, Q &A and Minute paper	Individual and peer Quiz # 3	1
<b>Week 7</b>	Reading Comprehension: Mock Test	Discussion, Peer review, Q &A and Misconception check	Individual and peer Quiz # 4	1
<b>Week 8</b>	Revision of Syllabus so far	Discussion, Q &A and teacher feedback	Individual and peer Practice # 4	1, 2, 4
<b>Week 9</b>	<b>Midterm Exam</b>			
<b>Week 10</b>	Learning Academic Essay Writing Skills	Q &A, teacher feedback and Group discussions	Individual and peer Practice # 5	2
<b>Week 11</b>	Types of Essays: Compare & Contrast and Cause & Effect	Group discussions, Q &A and teacher feedback	Individual and peer Quiz # 5	2

<b>Week 12</b>	Differentiating academic and non-academic language and writing using academic language	Discussion, Q &A and teacher feedback Minute paper	Individual and peer Quiz # 6	3
<b>Week 13</b>		<b>HOLIDAYS</b>		
<b>Week 14</b>	Cover Letter and CV Writing	Discussion, Q &A and teacher feedback Idea Lineup	Individual and peer Practice #6	5
<b>Week 15</b>	<b>Speaking Skills Test (final exam will be held on dd/mm/yy)</b>		Individual	4

### Assessment and evaluation

Assessment strategy	Mark distribution	Type of assessment	Mapping with CLOs
Final	50%	Summative (conceptual & analytical)	CLO 1, 2, 3, 5
1 <sup>st</sup> mid	10%	Summative (conceptual & analytical)	CLO 1, 2
2 <sup>nd</sup> 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
<b>Total</b>	<b>100%</b>		

### 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: History of Modern Sanskrit Literature**

Course Details	
Course Title	<b>History of Modern Sanskrit Literature</b>
Course Code	<b>SKT- 105</b>
Prerequisite	
Course Type	Compulsory
Academic session	<b>July-June</b>
Credit	4
Total Marks	100
Section	
Class Room	Assigned by the department
Class Time	As per university time

Course Teacher's Detail	
Course Teacher	
Designation	
Office Room No.	
Contact	
Email	

Administrative contact details	
Program Coordinator	
Office Room	
Contact	
Email	

Office Hours	
<b>Sunday</b>	<b>8.00 am-4.00 pm</b>
<b>Monday</b>	<b>8.00 am-4.00 pm</b>
<b>Tuesday</b>	<b>8.00 am-4.00 pm</b>
<b>Wednesday</b>	<b>8.00 am-4.00 pm</b>
<b>Thursday</b>	<b>8.00 am-4.00 pm</b>

**Introduction**

This course is comprised of modern Sanskrit literature. The practice of this language was necessary not only for the ancient period, but also it is important for present time also. For this, now a days many writers are practicing Sanskrit language and writing various literary works. It includes modern Sanskrit kavya, epic, drama, story literature etc. Sanskrit is a very rich language. 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 modern sanskrit literature;
2. to know and learn about modern Sanskrit kavya, Epic, Drama, Story literature etc;
3. to know and learn about the society of contemporary time;
4. to compare the ancient Sanskrit literature with the modern Sanskrit literature;
5. to know the importance of Sanskrit literature.

**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 the modern sanskrit literature	√	√								
CLO-2: gather knowledge about the literary value of the modern sanskrit literature			√							
CLO-3: analyze and compare the literary works of the ancient period and the modern period.				√						
CLO-4: evaluate the impact of ancient sanskrit literature on modern sanskrit literature.			√						√	
CLO-5: Compare between the socio-political situations, reflects on the ancient sanskrit literature and modern sanskrit literature.		√		√						
CLO-6: apply the knowledge to develop the socio-political situations of the nation.			√	√			√			

**Teaching-learning contents and materials**

<b>Primary and Secondary books References</b>	1	ড. শিপ্রা রায়	:	আধুনিক সংস্কৃত সাহিত্যের সংক্ষিপ্ত ইতিবৃত্ত
	2	ঋতা চট্টোপাধ্যায়	:	আধুনিক সংস্কৃত সাহিত্য ১৯১০-২০১০ (ছোটগল্প ও নাটক)
	3	বনবিহারী ঘোষাল	:	অর্বাচীন (আধুনিক) সংস্কৃত সাহিত্যের ইতিহাস ১৮০১-২০২০
	4	ঋতা চট্টোপাধ্যায়	:	আধুনিক সংস্কৃত কাব্য : বাঙালী মনীষা শতবর্ষের আলোকে

5	ড. শান্তিগোপাল দাস	:	আধুনিক সংস্কৃত কথাসাহিত্য
5	সুরেশচন্দ্র বন্দ্যোপাধ্যায়	:	সংস্কৃত সাহিত্যের ভূমিকা
6	জাহ্নবীকুমার চক্রবর্তী	:	প্রাচীন ভারতীয় সাহিত্য ও বাঙালীর উত্তরাধিকার (১ম ও ২য় খণ্ড)
7	বিমানচন্দ্র বন্দ্যোপাধ্যায়	:	সংস্কৃত সাহিত্যের ইতিহাস
8	রামেশ্বর শ'	:	সংস্কৃত ও প্রাকৃত সাহিত্যে সমাজচেতনা ও মূল্যায়ন
9	Edited by S.B. Raghunathacharya	:	Modern Sanskrit Literature: Tradition and Innovations
10	Daxa purohit	:	Cirita-kavyas in modern Sanskrit literature
11	Simona Sawhney	:	The modernity of Sanskrit
12	Prashasya mitra Shastri	:	Anabheepsitam: a selection of modern Sanskrit stories
13	AA Macdonell	:	A History of Sanskrit Literature
14	Winternitz	:	A History of Indian Literature

### 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 of modern Sanskrit literature	Discussion, Q & A and Brainstorming	Quiz # 1	1, 2
Week 2	Definition of modernity and Sanskrit literature	Discussions and Minute paper	Practice # 1	
Week 3	Discussion about some Sanskrit poets and their literary works of Nineteenth century	Group discussions Q& A and teacher feedback	Practice # 2 Quiz # 2	
Week 4	Discussion about some Sanskrit woman poets and their literary works of Nineteenth century	Presentation, Peer review, Q& A and teacher feedback	Practice # 2	
Week 5	Discussion about some Bengali poets and their modern Sanskrit literary works.	Group discussions, Q& A and teacher feedback	Quiz # 3	
Week 6	Discussion about modern Sanskrit Historical Dramas.	Group discussions and Q & A	Practice # 4	
Week 7	Discussion about modern Sanskrit Biographical Dramas.	Group discussions, Peer review, Q& A and teacher feedback	Quiz # 4	
Week 8	Discussion about various types of modern Sanskrit Kavyas.	Idea Lineup Group discussions, and teacher feedback	Video Prsnt. Practice # 5	
Week 9	<b>Revisions</b> <b>1<sup>st</sup> Midterm (dd/mm/yy)</b>	-----	-----	
Week 10	Discussion about Modern Sanskrit Epics and story literature	Minute paper, Q& A and teacher feedback	Quiz # 5	

<b>Week 11</b>	Discussion about Sanskrit letters, journals and dialogues.	Group discussions, Q& A and teacher feedback	Poster Prsnt.	
<b>Week 12</b>	Compare between ancient and modern Sanskrit literature.	Discussion, Q& A and teacher feedback	-----	
<b>Week 13</b>		<b>HOLIDAYS</b>		
<b>Week 14</b>	Revision class about modern Sanskrit literature.	Minute paper, Q& A and teacher feedback	-----	-----
<b>Week 15</b>	<b>Oral Assessment on the last two classes (final exam will be held on dd/mm/yy)</b>	-----	-----	-----

#### Assessment and evaluation

Assessment strategy	Mark distribution	Type of assessment	Mapping with CLOs
Final	50%	Summative (conceptual & analytical)	
1 <sup>st</sup> mid	10%	Summative (conceptual & analytical)	
2 <sup>nd</sup> 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	
<b>Total</b>	<b>100%</b>		

#### 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

- 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.
- Students, who are ten minutes late for a class will be marked absent. For each absence, 0.5 marks will be deducted.
- 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.
- 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.
- The Department will show 'zero tolerance' to a student adopting any unfair means (copying in the exam, plagiarizing the assignments, etc.).

**Course Title : Sanskrit Story Literature**

Course Details	
Course Title	<b>Sanskrit Story Literature</b>
Course Code	<b>SKT 106</b>
Prerequisite	
Course Type	Compulsory
Academic session	July-June
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. Kalidas Bhakta Associate Professor Dept. of Sanskrit, DU & Namita Mandal Assistant Professor Dept. of Sanskrit, DU
Designation	
Office Room No.	
Contact	
Email	

Administrative contact details	
Program Coordinator	
Office Room	
Contact	
Email	

Office Hours	
<b>Sunday</b>	<b>8.00 am-4.00 pm</b>
<b>Monday</b>	<b>8.00 am-4.00 pm</b>
<b>Tuesday</b>	<b>8.00 am-4.00 pm</b>
<b>Wednesday</b>	<b>8.00 am-4.00 pm</b>
<b>Thursday</b>	<b>8.00 am-4.00 pm</b>

**Introduction**

The course is comprised of introduction to Sanskrit story literature and its moral lesson. This course has one text book. Its name is *Panchatantram* and its author's name is Vishnusharman. *Panchatantram* has five tantras. These are (i) Mitrabheda (ii) Mitralabha (iii) Kakolukiya (iv) Labdhapranasha and (v) Aparikshitakaraka. *Panchatantram* is one of the important book of moral Study in Sanskrit story literature.

**Course Objectives**

The objectives of this course are:

1. to inform the basic ideas of moral education;
2. to know about the history of Sanskrit story literature;
3. to know about the wisdom of Vishnusharman;
4. to know about the character of Vishnusharman;
5. to know about the purpose of writing *Panchatantram*;
6. to know the reason of broken friendship interfered by others;
7. to know the reason about the perpetual enmity with each other;
8. to know how to make friendship and loss that;
9. to know the result of doing work without understanding;
10. to know the society of that time.

**Mapping of course learning outcomes (CLOs) with program learning outcomes (PLOs): The students will:**

Course Learning Outcomes (CLOs)	Program Learning Outcomes (PLOs)									
	1	2	3	4	5	6	7	8	9	10
CLO-1: gather knowledge about the history of Sanskrit story literature.	√		√							
CLO-2: learn the basic ideas of moral education.	√				√					
CLO-3: know about the wisdom of Vishnusharman.	√									
CLO-4: to know the reason of broken friendship interfered by others;										

CLO-5: understand the characteristics of true friendship.						√				
CLO-6: achieve knowledge about the perpetual enmity.			√							
CLO-7: to know the reason of friendship and breaking.						√				
CLO-8: apply knowledge knowing about the consequences of doing work without understanding.			√							
CLO-9: evaluate the society of that time.		√			√					

### Teaching-learning contents and materials

<b>Primary and Secondary books References</b>	1	প্রসূন বসু সম্পাদিত	:	সংস্কৃত সাহিত্যসম্ভার (খণ্ড ১৫)
	2	দুলাল ভৌমিক	:	বিষ্ণুশর্মা পঞ্চতন্ত্র
	3	বিমানচন্দ্র ভট্টাচার্য্য	:	সংস্কৃত সাহিত্যের রূপরেখা
	4	সুরেশচন্দ্র বন্দ্যোপাধ্যায়	:	সংস্কৃত সাহিত্যের ভূমিকা
	5	ফয়েজুল্লাহা বেগম	:	সংস্কৃত সাহিত্যের ইতিহাস
	6	জাহ্নবীকুমার চক্রবর্তী	:	প্রাচীন ভারতীয় সাহিত্য ও বাঙালীর উত্তরাধিকার (২য় খণ্ড)
	7	রামেশ্বর শ'	:	সংস্কৃত ও প্রাকৃত সাহিত্য- সমাজচেতনা ও মূল্যায়ন
	8	ধীরেন্দ্রনাথ বন্দ্যোপাধ্যায়	:	সংস্কৃত সাহিত্যের ইতিহাস
	9	AA Macdonell	:	History of Sanskrit Literature
	10	Winternitz	:	History of Indian Literature
	11	AB Keith	:	History of Sanskrit Literature
	12	Krishnamachariar	:	History of Classical Sanskrit Literature
	13	S.K De	:	History of Sanskrit Literature

### 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	discussion about <i>Panchatantram</i> and its author	Discussion, Q & A And Brainstorming	Quiz # 1	3
Week 2	Introduction and classification of story literature.	Discussion and Minute paper	Practice # 1	1
Week 3	Mitrabheda	Group discussions Q & A and teacher feedback	Practice # 2 Quiz # 2	4
Week 4	Mitrabheda	Presentation, Peer review, Q & A and teacher feedback	Practice # 2	4
Week 5	Mitrabheda	Group discussions, Q & A and teacher feedback	Quiz # 3	4
Week 6	Mitralabha	Group discussions and Q & A	Practice # 4	5
Week 7	Mitralabha	Discussion, Peer review, Q & A and teacher feedback	Quiz # 4	5
Week 8	Mitralabha	Idea Lineup Group discussions, and	Video Presentation.	5

		teacher feedback	Practice # 5	
<b>Week 9</b>	<b>Revisions 1<sup>st</sup> Midterm (dd/mm/yy)</b>	-----	-----	
<b>Week 10</b>	Kakolukiya	Minute paper, Q & A and teacher feedback	Quiz # 5	6
<b>Week 11</b>	Kakolukiya	Group discussions, Q & A and teacher feedback	Poster Presentation.	6
<b>Week 12</b>	Labdhapranasha	Discussion, Q & A and teacher feedback	-----	7
<b>Week 13</b>		<b>HOLIDAYS</b>		
<b>Week 14</b>	Aparikshitakaraka	Minute paper, Q & A and teacher feedback	-----	-----
<b>Week 15</b>	<b>Oral Assessment on the last two classes (final exam will be held on dd/mm/yy)</b>	-----	-----	-----

#### Assessment and evaluation

Assessment strategy	Mark distribution	Type of assessment	Mapping with CLOs
Final	50%	Summative (conceptual & analytical)	
1 <sup>st</sup> mid	10%	Summative (conceptual & analytical)	
2 <sup>nd</sup> 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	
<b>Total</b>	<b>100%</b>		

#### Grade Scale:

Marks (100%)	Grade	
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: Sanskrit Language**

Course Details	
Course Title	<b>Sanskrit Language</b>
Course Code	<b>SKT 107</b>
Prerequisite	
Course Type	Compulsory
Academic session	July-June
Credit	4
Total Marks	100
Section	
Class Room	Assigned by the department
Class Time	As per university time

Course Teacher's Detail	
Course Teacher	Professor Dr. Chanda Rani Biswas Dept. of Sanskrit, DU Dr. Promatha Mistry Associate Professor Dept. of Sanskrit, DU
Designation	
Office Room No.	
Contact	
Email	

Administrative contact details	
Program Coordinator	
Office Room	
Contact	
Email	

Office Hours	
<b>Sunday</b>	<b>8.00 am-4.00 pm</b>
<b>Monday</b>	<b>8.00 am-4.00 pm</b>
<b>Tuesday</b>	<b>8.00 am-4.00 pm</b>
<b>Wednesday</b>	<b>8.00 am-4.00 pm</b>
<b>Thursday</b>	<b>8.00 am-4.00 pm</b>

**Introduction**

Grammar is necessary for learning Sanskrit language properly. In this course some components of preliminary Sanskrit grammar are included. These are Na-tva & Sha-tva vidhana, Krit suffix [tumun, tvach, kritya (tavya, aniya, nyat, yat, kyap), lyap: shatri and shanach: nishtha: (kta, ktavatu)], Parasmaipada and atamanepada vidhana, Speaking, writing and translation in Sanskrit by using above mentioned topics.

**Course Objectives**

The objectives of the course are:

1. to know the importance of Sanskrit grammar.;
2. to know the usage of na-tva & sha-tva vidhana;
3. to know the usage of krit suffix;
4. to know the parasmaipada and atmane-pada, Vidhana;
5. to know the rules of translation;
6. to be able to translate from Bengali into Sanskrit;
7. to be able to translate from Sanskrit into Bengali or English.

**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: know the importance of Sanskrit Grammar.	√								√	√
CLO-2: get knowledge about na-tva & sha-tva vidhāna and its usages.	√								√	√
CLO-3: know the name, kinds & usage of verbal suffix.	√								√	√
CLO-4: define about derivation of verbal words.	√								√	√
CLO-5: memories the rules of verbal suffixes.	√								√	√
CLO-6: make new words and sentences using verbal suffixes.	√								√	√
CLO-7: analyze parasmaipada and atmanepada vidhana.	√								√	√
CLO-8: translate from Bengali to Sanskrit.	√								√	√
CLO-9: translate from Sanskrit to Bengali or English.	√								√	√

## Teaching-learning contents and materials

<b>Primary and Secondary books References</b>	1	दुर्गाचरण सांख्य-वेदान्ततीर्थ	:	समग्र व्याकरण कौमुदी
	2	वासुदेव कृष्ण उद्गाचार्य (सम्पादित)	:	समग्र व्याकरण कौमुदी
	3	हरलाल राय (सम्पादित)	:	समग्र व्याकरण कौमुदी
	5	प्राक्तकृष्ण उद्गाचार्य (सम्पादित)	:	समग्र व्याकरण कौमुदी
	6	असौम सरकार	:	संस्कृत भाषा शिक्षा
	7	असौम सरकार	:	संस्कृत भाषा रूपान्तर प्रसंगे
	8	ड. असौम सरकार	:	गिज्जुत धातु : रूप ० रूपान्तर
	9	ड. असौम सरकार	:	संस्कृत ० बांग्ला व्याकरणे समास
	10	अध्यापक ड. असौम सरकार	:	संस्कृत धातुरूप विनिर्माण : आत्तनेपद ० परस्मैपद विधान
	11	ड. प्रमथ मिश्री	:	संस्कृत अनुवाद शिक्षा
	12	Krishnagopal Goswami	:	Navarupe Samskrita Vyakaran Kaumudi
	13	Satyanarayan Chakraborty	:	Paniniya Shabdashastra
	14	Janaki Nath Shastri	:	Helps to the Study of Sanskrit
	15	Velvalkar	:	System of Sanskrit Grammar

## 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	Na-tva vidhāna: Change of dental na into cerebral na	Discussion, Q & A And Brainstorming	Quiz # 1	2
Week 2	Sha-tva vidhāna: Change of dental sa into cerebral sha	Discussion and Minute paper	Practice # 1	2
Week 3	Krit suffix: Tumun	Group discussions Q& A and teacher feedback	Practice # 2 Quiz # 2	3, 4, 5,6
Week 4	Krit suffix: Ktvach	Presentation, Peer review, Q& A and teacher feedback	Practice # 2	3, 4, 5, 6
Week 5	Krit Suffix: Kritya-Tavya, Aniya	Discussions, Q& A and teacher feedback	Quiz # 3	3, 4, 5, 6
Week 6	Krit Suffix: Kritya – Nyat, Yat, Kyap	Group discussions and Q & A	Practice # 4	3, 4, 5, 6
Week 7	Krit suffix: Lyap	Group discussions, Peer review, Q & A and teacher feedback	Quiz # 4	3, 4, 5, 6
Week 8	Krit suffix: Shatri and Shanach	Idea Lineup, Q &A, and teacher feedback	Video Presentation. Practice # 5	3, 4, 5, 6
Week 9	<b>Revisions</b> <b>1<sup>st</sup> Midterm (dd/mm/yy)</b>	-----	-----	
Week 10	Krit suffix: Nishtha – Kta, Ktavatu	Minute paper, Q & A and teacher feedback	Quiz # 5	3, 4, 5, 6
Week 11	Parasmaipada Vidhana	Group discussions, Q& A and teacher feedback	Poster Presentation.	7
Week 12	Atmanepada Vidhana	Discussion, Q & A and teacher feedback	-----	7



<b>Week 13</b>		<b>HOLIDAYS</b>		
<b>Week 14</b>	Speaking, Writing and Translation in Sanskrit	Minute paper, Q & A and teacher feedback	-----	-----
<b>Week 15</b>	<b>Oral Assessment on the last two classes (final exam will be held on dd/mm/yy)</b>		-----	-----

#### Assessment and evaluation

Assessment strategy	Mark distribution	Type of assessment	Mapping with CLOs
Final	50%	Summative (conceptual & analytical)	
1 <sup>st</sup> mid	10%	Summative (conceptual & analytical)	
2 <sup>nd</sup> 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	
<b>Total</b>	<b>100%</b>		

#### Grade Scale:

Marks (100%)	Grade	CGPA
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75% to < 80%	A	3.75
70% to < 75%	A-	3.50
65% to < 70%	B+	3.25
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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.
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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: Bangladesh Studies

Course Details	
Course Title	Bangladesh Studies (বাংলাদেশ অধ্যয়ন) BDS 001 (108)
Course Code	108
Prerequisite	Compulsory
Course Type	2024-2025
Academic session	04
Credit	100
Total Marks	Concerned Department
Section	Rooms of Arts Building and other Convenient Places
Class Room	9.00am-5.00pm
Class Time	

Course Teacher's Detail	
Course Instructors	To be assigned by the faculty/Department(s)
Designation	Designation of the assigned teachers
Office Room No.	Dean Office, Faculty of Arts, University of Dhaka
Contact	+880171_____
Email	<a href="mailto:deanarts@du.ac.bd">deanarts@du.ac.bd</a> <a href="mailto:artsfaculty1921@gmail.com">artsfaculty1921@gmail.com</a>

Administrative contact details	
Program Executive/ Officer	Dean, Faculty of Arts University of Dhaka
Office Room	201
Contact	Dean, Faculty of Arts University of Dhaka
Email	<a href="mailto:artsfaculty1921@gmail.com">artsfaculty1921@gmail.com</a>

Office Hours	
<b>Sunday</b>	<b>8.00 am-4.00 pm</b>
<b>Monday</b>	<b>8.00 am-4.00 pm</b>
<b>Tuesday</b>	<b>8.00 am-4.00 pm</b>
<b>Wednesday</b>	<b>8.00 am-4.00 pm</b>
<b>Thursday</b>	<b>8.00 am-4.00 pm</b>

### Introduction

The aim of this course is to provide students with a comprehensive study of Bangladesh since its independence in 1971. It introduces students to the history, politics, economy, society, culture and heritage of Bangladesh. In addition, this course will focus on the geography and demography of Bangladesh, constitutional development, and foreign policies of Bangladesh.

### Course Objectives

The objectives of this course are to:

1. give an overview of the historical development of Bangladesh as a nation state.
2. familiarize the students about the socio-political, economic, religious and cultural features of Bangladesh and their development process.
3. explore the natural features, flora and fauna, minerals, resources of Bangladesh and their influences to the national development.
4. familiarize the pupils with government, governance, policies, plans and various development strategies.
5. encourage students to offer the best service to build the nation and develop students as patriotic citizens of Bangladesh.

**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: Demonstrate a thorough understanding of Bangladesh's rich heritage, geography, demography, socio-economic, religious, cultural and political development and their influences to the nation building.										
CLO-2: Examine the functioning of the constitution of Bangladesh, various socio-political institutions, and different constitutional bodies, by assessing their influence on political governance.										

CLO-3: Design brief solutions for sustainable development and the integration of 4IR to address diverse environmental and educational concerns and resource management to formulate further strategies for the state.																			
CLO-4: Assessing various development procedures and their rationale to the world context by examine economic, communicative and development policies.																			
CLO-5: Critically analyse the factors influencing Bangladesh's socio-economic development, foreign policies, and security concerns.																			
CLO-6: Build critical reading and writing skills by developing the ability to explain and interpret historical and socio-political scholarship.																			

## Teaching-learning Contents and materials

<p><b>Primary texts</b> (all posted on Google Classroom)</p>	<ol style="list-style-type: none"> <li><b>1. Geography and demography of Bangladesh:</b> Geographical features and geopolitical importance of Bangladesh- Influences of geography on the politics, society, economy, religion and culture of Bangladesh. Demographic features – population, ethnic composition, religious communities in Bangladesh.</li> <li><b>2. Emergence of Bangladesh:</b> Historical backgrounds - Partition of Bengal in 1905, Lahore Resolution of 1940, Partition of India and the emergence of Pakistan in 1947. Development of Bengali Nationalism: Language Movement in 1952 and other significant events - Liberation War of 1971 and the emergence of Bangladesh.</li> <li><b>3. Constitution of Bangladesh:</b> The constitution of Bangladesh of 1972 and its characteristics- the amendments of the constitution up to recent times.</li> <li><b>4. Political development in Bangladesh:</b> Political parties in Bangladesh - Development of democracy, democratic movements and the governments of Bangladesh. State organs: legislature, executive and judiciary. Formation, jurisdictions and functions of Central and Local governments, E-Governance.</li> <li><b>5. Education of Bangladesh:</b> Education systems: Primary, Secondary and Tertiary education. National Education Policies - Role of education in human resource development.</li> <li><b>6. Economy of Bangladesh:</b> Economic developments in Bangladesh-Fiscal and monetary policy: Budget, Executive Committee of the National Economic Council (ECNEC), Central and Commercial banks, Insurances, Share markets- Economic Organizations and their roles- Contribution of agriculture, industries and Readymade Garments (RMG) to the Gross Domestic Products (GDP) of Bangladesh- Exports and imports- Economic growth and poverty alleviation in Bangladesh.</li> <li><b>7. Development Strategies and Policies:</b> Short term and Long term Development Strategies: 05 Years development Plan, Millennium Development Goals (MDGs), Sustainable Development Goals (SDGs) – Role of NGOs in socio-economic development – Women empowerment- The Fourth Industrial Revolution (4IR) etc.</li> <li><b>8. Foreign Policy and Security Strategies of Bangladesh:</b> Principles and determinants of Bangladesh’s foreign policy. Foreign policy of Bangladesh since 1972. Traditional and non-traditional Security strategies of Bangladesh.</li> <li><b>9. Resources and Conservation:</b> Types of resources - natural and others. Conservation of natural resources of Bangladesh – flora, fauna, natural resources etc.- Water resource management in Bangladesh- Natural disasters and their management.</li> <li><b>10. Society and Culture of Bangladesh:</b> Features of the society, Social problems and remedies – moral and ethical values, Civil Society- Art and Literature of Bangladesh: Languages of Bangladesh, Noted literary works, Performing Arts (theater, dance and music, paintings), movies, festivals, mass media, sports, heritage sites of Bangladesh etc.</li> </ol> <p>◆ Teacher(s) may instruct students to submit an assignment based on field trip to a historical site or on selected literary works, theater, dance, songs, movies and on any other topics of interest.</p>
<p><b>References</b> (excerpts will be made available on</p>	<p><b>সহায়ক গ্রন্থ :</b></p> <ol style="list-style-type: none"> <li>1. ইসলাম সিরাজুল, (১৯৯২), বাংলাদেশের ইতিহাস ১৭০৪-১৯৭১, ১ম-৩য় খন্ড, বাংলাদেশ এশিয়াটিক সোসাইটি, ঢাকা।</li> <li>2. ড. মো. মাহবুবুর রহমান (১৯৯৯), বাংলাদেশের ইতিহাস: ১৯৪৭-৭১, সময় প্রকাশন, ঢাকা।</li> </ol>

Google Classroom)	<p>3. ড. আবু মোঃ দেলোয়ার হোসেন (২০০৮), <i>বাংলাদেশের ইতিহাস: ১৯০৫-১৯৭১</i>, বিশ্ববিদ্যালয় প্রকাশনী, ঢাকা।</p> <p>4. মো. এমরান জাহান ও মোহাম্মদ ছিদ্দিকুর রহমান খান (২০১৮), <i>বাংলাদেশের ইতিহাস: ১৯৭২-২০১৪</i>, অবসর, ঢাকা।</p> <p>5. এএসএম মাহমুদুল হক (২০১৯), <i>বাংলাদেশের সংবিধান ও প্রাসঙ্গিক আলোচনা (সর্বশেষ সংশোধনীসহ)</i>, সুফি প্রকাশনী, ঢাকা।</p> <p>6. এম. এম. আকাশ (২০০৪), <i>বাংলাদেশের অর্থনীতি: অতীত বর্তমান-ভবিষ্যৎ</i>, প্যাপিরাস, ঢাকা।</p> <p>7. আনিসুজ্জামান (১৯৬৪), <i>মুসলিম মানস ও বাংলা সাহিত্য</i>, বাংলা একাডেমী, ঢাকা।</p> <p>8. মৃদুল কান্তি চক্রবর্তী (১৯৯৯), <i>হাজার বছরের বাঙলা গান</i>, প্যাপিরাস, ঢাকা।</p> <p>9. সুবীর চক্রবর্তী (২০০০), <i>গান হতে গানে</i>, পত্রলেখা, কলকাতা।</p> <p>10. সুকুমার বিশ্বাস (১৯৯৮), <i>বাংলাদেশের নাট্যচর্চা ও নাটকের ধারা</i>, বাংলা একাডেমী, ঢাকা।</p> <p>11. গোলাম মুরশিদ (২০০০), <i>হাজার বছরের বাঙালি সংস্কৃতি</i>, অবসর প্রকাশনী, ঢাকা।</p> <p>12. শরীফ উদ্দিন আহমেদ সম্পাদিত (২০২১), <i>ঢাকা বিশ্ববিদ্যালয় ইতিহাস ও ঐতিহ্য ১ম ও ২য় খণ্ড</i>, ঢাকা বিশ্ববিদ্যালয়, ঢাকা।</p> <p>13. মোতাহার হোসেন চৌধুরী (২০১০), <i>সংস্কৃতি-কথা</i>, নওরোজ কিতাবিস্তান, ঢাকা।</p> <p>14. <a href="#">Haroun Er Rashid</a> (2020), <i>Geography of Bangladesh</i>, Routledge.</p> <p>15. Dr. Shireen Hasan Osmani (2014), <i>Evolution of Bangladesh</i>, A H Development Publishing House, Dhaka.</p> <p>16. Harun-or-Roshid (2015), <i>The Foreshadowing of Bangladesh: Bengal Muslim League and Muslim Politics, 1906-1947</i>, The University Press Limited, Dhaka.</p> <p>17. Archer K Blood (2002), <i>The Cruel Birth of Pakistan: Memoirs of an American Diplomat</i>, The University Press Limited, Dhaka.</p> <p>18. Akbar Ali Khan (1996), <i>Discover of Bangladesh</i>, University press limited (UPL), Dhaka.</p> <p>19. <a href="#">Dilara Choudhury</a> (1997), <i>Constitutional Development in Bangladesh: Stresses and Strains</i>, Oxford University Press.</p> <p>20. Rounaq Jahan (2017), <i>Bangladesh Politics: problems and Issues</i>, (New expanded edition), University Press Limited, Dhaka.</p> <p>21. <a href="#">Raunaq Jahan (2015)</a>, <i>Political Parties in Bangladesh Challenges of Democratization</i>, Prothoma Prokashan, Dhaka.</p> <p>22. Bhuiyan Kabir and Md. Monwar, (1999), <i>Politics of Military Rule and Dilemma of Democratization in Bangladesh</i>, New Delhi.</p> <p>23. A. Alim (1974), <i>An Introduction to Bangladesh Agriculture</i>, Swedesh Printing Press, Dhaka.</p> <p>24. SM Bokhtiar, Syed Samsuzzaman &amp; Jiban Krishna Biswas (2023), <i>100 Years of Agricultural Development in Bangladesh</i>, Bangladesh Agricultural Research Council, Dhaka.</p> <p>25. <a href="#">Anisuzzaman</a>, Shamsuzzaman Khan, <a href="#">Syed Monjurul Islam</a> (2011), <i>Festivals of Bangladesh</i>, <a href="#">Nymphaea Publication</a>, Dhaka</p> <p>26. Azizur Rahman Khan (2015), <i>The Economy of Bangladesh</i>, Springer, The USA.</p> <p>27. <i>The Millennium Development Goals, Bangladesh progress Report</i>, GED planning Commission, BBS, Dhaka.</p> <p>28. <a href="#">Harun Ur Rashid (2005)</a>, <i>Bangladesh Foreign Policy: Realities, Priorities and Challenges</i>, Academic Press and Publishers Library, Dhaka.</p> <p>29. <a href="#">Manzoor Ahmed</a> (2011), <i>Education in Bangladesh</i>, BRAC University Press, Dhaka.</p> <p>30. A. K. Nazmul Karim (1980), <i>The Dynamics of Bangladesh Society</i>, New Delhi.</p> <p>31. A. F. Salahuddin Ahmed and Bazlul Mobin Chowdhury, (edited), (2004), <i>Bangladesh: National Culture and Heritage</i>, Independent University, Dhaka.</p> <p>32. N. K. Singh (2003), <i>Bangladesh: Art and Literary Heritage</i>, Motilal Books, India &amp; UK.</p> <p>33. Nazimuddin Ahmed (1984), <i>Discover the Monuments of Bangladesh</i>, The University Press Limited, Dhaka.</p> <p>N.B.: In addition to the books listed above, course teachers can refer students to other study materials.</p>
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### Mode of teaching

The course is taught by engaging students in discussions through interactions between students and teachers. It follows a student-centered teaching-learning mode which is informed by learners' actual needs. Classroom activities are based on interactive discussions and Q&A sessions. Teaching is complemented with continuous comprehensive assessment which includes both formative and summative techniques based on learners' individual and peer performances. Field trips may be a part of this course for peer learning.

### Alignment of course topics/content with CLOs

Week	Topics/Content	Teaching-learning strategy	Assessment Strategy	Corresponding CLOs
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<b>Week 1</b>	Geography and demography of Bangladesh	Discussion, Q &A and teacher's feedback	Individual and peer	
<b>Week 2</b>	Emergence of Bangladesh	Discussion, Q &A and teacher's feedback	Individual and peer	
<b>Week 3</b>	Emergence of Bangladesh	Discussion, Q &A and teacher's feedback	Individual and peer	
<b>Week 4</b>	Constitution of Bangladesh	Presentation, Peer review, Q &A and teacher's feedback	Individual and peer	
<b>Week 5</b>	Political development in Bangladesh	Discussion, Q &A and teacher's feedback	Individual	
<b>Week 6</b>	Education of Bangladesh	Discussion, Q &A and Minute paper	Individual and peer	
<b>Week 7</b>	Economy of Bangladesh	Discussion, Peer review, Q & A and teacher's feedback	Individual and peer	
<b>Week 8</b>	Economy of Bangladesh	Discussion, Q &A and teacher's feedback	Individual and peer	
<b>Week 9</b>	<b>1<sup>st</sup> Midterm (dd/mm/yy)</b>		<b>Individual</b>	
<b>Week 10</b>	Development Strategies and Policies	Discussion, Q &A and Minute paper	Individual and peer	
<b>Week 11</b>	Foreign Policy and Security Strategies of Bangladesh	Discussion, Q &A and teacher's feedback	Individual and peer	
<b>Week 12</b>	Resources and Conservation	Discussion, Q &A and teacher's feedback	Individual and peer	
<b>Week 13</b>		<b>HOLIDAYS</b>		
<b>Week 14</b>	Society and Culture of Bangladesh	Discussion, Q &A and teacher feedback	Individual and peer	
<b>Week 15</b>	Society and Culture of Bangladesh	Discussion, Peer Review, Q &A and teacher's feedback	Individual and peer	

#### Assessment and evaluation

Assessment strategy	Marks distribution	Type of assessment	Mapping with CLOs
Final	50%	Summative	
1 <sup>st</sup> mid	10%	Summative	
2 <sup>nd</sup> Mid	10%	Summative	
Quiz	10%	Continuous Assessment	
Assignment & Presentation	10%	Continuous Assessment	
Attendance	10%	Continuous Assessment	
<b>Total</b>	<b>100%</b>		

#### Grade Scale:

Marks (100%)	Grade	
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

**Rubrics: Oral assessment= 10%**

	<b>Excellent 10-7</b>	<b>Fair 6-3</b>	<b>Poor 2-0</b>	<b>Marks 10</b>
Content	comprehensive and complete information, and analysis	coverage of some important information	all major and relevant information left out	
organization	clear purpose, supporting points, examples, conclusion	attempts a purpose, weak examples to support conclusion	subject and purpose not clear, insufficient evidence and conclusion	
visual aids	clear, concise, visually appealing	too much information and minimal effort for visual effect	too many slides, complete sentences, no key information, visually unappealing	
delivery style	regular eye contact, body language, appropriate diction, no repetition, fluent	inadequate energy, slow pace, some repetitions and hesitations	very low energy, too slow/fact pace, very poor diction, too many distractions/gestures, frequent repetitions and hesitations	
Q&A	demonstrates all knowledge in professional manner	can answer only rudimentary question	cannot answer the question	
<b>Total</b>				<b>10</b>

**Evaluation Rubrics: Assignment20%**

<b>Criteria</b>	<b>Excellent 20-14</b>	<b>Fair 13-7</b>	<b>Poor 6-0</b>	<b>Marks 20</b>
b. Identification & Analysis of the Issues/Problems	Identifies & understands all of the main issues in the case study. Insightful and thorough analysis of all the issues	Identifies & understands some of the issues in the case study. Superficial analysis of some of the issues in the case	Identifies & understands few of the issues in the case Study. Incomplete analysis of the issue	
Organization of the Paper	Ties together information from all sources. Paper flows from one issue to the next without the need for headings. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	Sometimes ties together information from all sources. Paper does not flow - disjointedness is apparent. Author's writing does not demonstrate an understanding of the relationship among material obtained from all sources.	Does not tie together information. Paper does not flow and appears to be created from disparate issues. Headings are necessary to link concepts. Writing does not demonstrate understanding of any relationships	
c. Spelling and grammar	Excellent use of vocabulary, register, expressions, grammatical structures and idiomatic language. No spelling mistakes.	Sufficient use of vocabulary, register, expressions, grammatical structures and idiomatic language.  Noticeable spelling mistakes.	Inadequate or insufficient use of vocabulary, register, expressions, grammatical structures and idiomatic language. Unacceptable number of spelling mistakes.	

e. d. Originality	The analysis is original	The analysis relies heavily on already-done research although there are glimpses of original ideas	The analysis is completely based on already-done research with no originality	
e. References &/or Appendices	Properly done in-text citations and primary and secondary references	Moderately covered in-text citations and primary and secondary references	Poorly done in-text citations and primary and secondary references	
<b>Total Marks</b>				<b>20</b>

### Rules for the course

- (a) Students need to maintain an attendance record of at least 75% throughout the semester. Students, who will be late in three classes, may be considered absent in 1 class.
- (b) Students will not be allowed to sit for any makeup test except emergency medical grounds. Applications in this connection must be supported by medical certificates.
- (c) 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.
- (d) The Department will show 'zero tolerance' (copying in the exam, plagiarizing the assignments, etc.) for any unfair means adopted by any students.

## Course Title: Sanskrit Poetry

Course Details	
Course Title	<b>Sanskrit Poetry</b>
Course Code	<b>SKT 209</b>
Prerequisite	
Course Type	Compulsory
Academic session	July-June
Credit	4
Total Marks	100
Section	
Class Room	Assigned by the department
Class Time	As per university time

Course Teacher's Detail	
Course Teacher	Professor Dr. Chanda Rani Biswas Dept. of Sanskrit, DU & Titash Kumar Sil Assistant Professor Dept. of Sanskrit, DU
Designation	
Office Room No.	
Contact	
Email	

Administrative contact details	
Program Coordinator	
Office Room	
Contact	
Email	

Office Hours	
<b>Sunday</b>	<b>8.00 am-4.00 pm</b>
<b>Monday</b>	<b>8.00 am-4.00 pm</b>
<b>Tuesday</b>	<b>8.00 am-4.00 pm</b>
<b>Wednesday</b>	<b>8.00 am-4.00 pm</b>
<b>Thursday</b>	<b>8.00 am-4.00 pm</b>

### Introduction

This course consists of two books. These are Kiratarjuniyam (canto-1 and 2), which is written by Bharavi and Meghadutam composed by Kalidasa. From this course, the students will be able to know about Sanskrit mahakavya (epic) and dutakavya and the history and social life of two different times. Also, they will be able to acquainted with the poetic genius of Bharavi and Kalidasa.

### Course Objectives

The objectives of the course are:

- (a) to gather knowledge about Sanskrit kavya and mahakavya (its formation, characteristics etc);
- (b) to learn difference between kavya and mahakavya
- (c) to know about *Kiratarjuniyam* (its literary value, history and society depicted in it, justification of *Kiratarjuniyam* as an epic) with special reference to Canto 1 & 2;
- (d) to know and learn about dutakavya;
- (e) to know about the poetic genius of Kalidasa and his kavya *Meghadutam*;

**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: gather knowledge about sanskrit-kavya and mahakavya (its formation, characteristics etc.)	√									
CLO-2: analyse about Kiratarjuniam and its historical as well as literary value		√								
CLO-3: know the poetic skill of Bharavi	√									
CLO-4: analyse the Political System of ancient society and its significant			√							
CLO-5: gather knowledge about dutakavya	√									
CLO-6: learn about the poetic genius of Kalidasa and	√									



his Kavya with special reference to Meghadutam										
CLO-7: know the natural beauty of ancient India										
CLO-8: do a comparative study of these two books and writers			√							
CLO-9: compare the then society with the present society		√		√						

### Teaching-learning contents and materials

<b>Primary and Secondary books References</b>	1	प्रसून बसू (सम्पादित)	संस्कृत साहित्यसञ्चार (२यं ७ ३यं खण्ड)
	2	कानाई लाल राय	भारविर किरातार्जुनीयम् (१म सर्ग)
	3	फयेजुन्नेहा बेगम	भारविर किरातार्जुनीयम् (२यं सर्ग)
	5	सारदारञ्जन राय	मेघदूतम्
	6	पार्वतीचरण उट्टाचार्य	मेघदूत परिचय
	7	बुद्धदेव बसू	मेघदूत
	8	अजित कुमार गुहं ७ फयेजुन्नेहा बेगम	मेघदूत
	9	कानाई लाल राय	कालिदासेर मेघदूत
	10	जाहेदा खानम	मेघदूत
	11	H. W. Wilson	The Meghaduta (Cloud-Messenger)

### 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

<u>Week</u>	<u>Topics/Content</u>	<u>Teaching-learning strategy</u>	<u>Assessment Strategy</u>	<u>Corresponding CLOs</u>
<b>Week 1</b>	Discussion the history of Sanskrit literature. Introductory discussion on Bharavi and Kalidasa and their Period	Discussion, Q & A And Brainstorming	Quiz # 1	1
<b>Week 2</b>	Definition and Subject matter of mahakavya (epic) and dutakavya	Discussion and Minute paper	Practice # 1	1, 5
<b>Week 3</b>	Characteristics of spy according to Kiratarjuniyam (canto : 1), from 1 to 10 verses / the route of the cloud after Meghadutam (purvamegha), 1 to 10 verses	Group discussion, Q & A and teacher feedback	Practice # 2 Quiz # 2	2, 3, 7
<b>Week 4</b>	Discussion the administrative system of Duryadhana; (canto - 1) (verses 1 – 15) / discussion between 1 and 20 verses (purvamegha)	Presentation, Peer review, Q & A and teacher feedback	Practice # 2	3, 6
<b>Week 5</b>	Canto - 1 (verses 16 – 22) / purvamegha (verses 21 – 30)	Discussion, Q & A and teacher feedback	Quiz # 3	4, 7
<b>Week 6</b>	Canto -1 (verses 23 – 30) / purvamegha (verses 31 – 40)	Group discussion and Q & A	Practice # 4	4, 6, 8
<b>Week 7</b>	Canto - 1 (verses 31 – 40) / purvamegha (verses 41 – 50)	Group discussion, Peer review, Q & A and teacher feedback	Quiz # 4	3, 8

<b>Week 8</b>	Canto - 1 (verses 41 – 46) / purbamegha (verses 51 – 63)	Idea Lineup, Group discussion, and teacher feedback	Video Presentation.  Practice # 5	2, 3, 6
<b>Week 9</b>	<b>Revisions</b> <b>1<sup>st</sup> Midterm (dd/mm/yy)</b>	-----	-----	
<b>Week 10</b>	Canto – 2 (verses 1 - 15) / uttaramegha (verses 1 - 15)	Discussion, Minute paper, Q & A	Quiz # 5	2, 6
<b>Week 11</b>	Canto – 2 (verses 16 - 30) / uttaramegha (verses 15 - 27)	Group discussion, Q & A and teacher feedback	Poster Presentation.	3, 7
<b>Week 12</b>	Canto - 2 (verses 30 – 45) / uttaramegh (verses 28 – 40)	Group discussion, Q & A and teacher feedback	-----	3, 9
<b>Week 13</b>		<b>HOLIDAYS</b>		
<b>Week 14</b>	Canto - 2 (verses 46 – 59) / uttaramegha (verses 41 – 54)	Minute paper, Q & A and teacher feedback	-----	-----
<b>Week 15</b>	<b>Oral Assessment on the last two classes (final exam will be held on dd/mm/yy)</b>	-----	-----	-----

#### Assessment and evaluation

Assessment strategy	Mark distribution	Type of assessment	Mapping with CLOs
Final	50%	Summative (conceptual & analytical)	
1 <sup>st</sup> mid	10%	Summative (conceptual & analytical)	
2 <sup>nd</sup> 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	
<b>Total</b>	<b>100%</b>		

#### 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: Sanskrit Poetics**

Course Details	
Course Title	<b>Sanskrit Poetics</b>
Course Code	<b>SKT 210</b>
Prerequisite	
Course Type	Compulsory
Academic session	July-June
Credit	4
Total Marks	100
Section	
Class Room	Assigned by the department
Class Time	As per university time

Course Teacher's Detail	
Course Teacher	Professor Dr. Asim Sarkar Dept. of Sanskrit, DU & Dr. Kalidash Bhakta Associate Professor Dept. of Sanskrit, DU
Designation	
Office Room No.	
Contact	
Email	

Administrative contact details	
Program Coordinator	
Office Room	
Contact	
Email	

Office Hours	
<b>Sunday</b>	<b>8.00 am-4.00 pm</b>
<b>Monday</b>	<b>8.00 am-4.00 pm</b>
<b>Tuesday</b>	<b>8.00 am-4.00 pm</b>
<b>Wednesday</b>	<b>8.00 am-4.00 pm</b>
<b>Thursday</b>	<b>8.00 am-4.00 pm</b>

**Introduction**

This is an introductory course on Sanskrit Poetics based on *Sahityadarpana* of Vishvanatha Kaviraja and *Natyashastra* of Bharata. The course is comprised with Kavyaswarupa-nirupanam, Vakyaswarupa nirupanam, Rasadi-nirupanam, Drishya-shravya-kavya-nirupanam, Alamkara-nirupanam, Aesthetics of Sanskrit theatre, elements of theatre, different types of Abhinaya (Aangik, Vachik, Aaharya and Satvika) and short history of Sanskrit theatrical performance.

**Course Objectives**

The general objectives of the course are to know the patterns and rules of kavya, sentence, rasa, rupaka, division of shravya kavya, alamkara, elements and aesthetics of Sanskrit theatre, physical acting and makeup, getup, costume, props etc. The special objectives are:

- to know the definition of kavya;
- to know the threefold meaning of words-- primary, secondary and tertiary (abhidha, lakshana, vyanjana);
- to know the definition and classification of rasa and the nature of poetic emotion;
- to know the definition and classification of nayaka (hero) and nayika (heroine);
- to know the special qualities of literature, definition and classification of kavya;
- to know the alamkara of kavya and the method of using it;
- to know the elements and aesthetics of Sanskrit theatre;
- to know the physical acting and the aharya abhinaya.
- to know and learn about a short history of Sanskrit theatrical performance 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: know the inequities of vakya and kavya in sanskrit poetics	√									
CLO-2: gather knowledge about the definition and classification of rasa			√							
CLO-3: distinguish the rupaka and uparupaka in the light of sanskrit poetics						√				

CLO-4: know the Nayaka (Hero) and the Nayika (Heroine) in Sanskrit Poetics.						√	√			
CLO-5: acknowledge the alamkara of kavya and the method of using it.	√									
CLO-6: know about elements and aesthetics of theatre and be able to adapt it themselves				√						
CLO-7: enriched by practicing different types of abhinaya			√							
CLO-8: understand the necessity of Sanskrit theoretical performances which are recognized worldwide								√		

### Teaching-learning contents and materials

<b>Primary and Secondary books References</b>	1	বিমলাকান্ত মুখোপাধ্যায় (সম্পাদিত)	:	সাহিত্যদর্পণঃ
	2	সত্যনারায়ণ চক্রবর্তী (সম্পাদিত)	:	সাহিত্যদর্পণঃ
	3	বিষ্ণুপদ ভট্টাচার্য	:	কাব্যমীমাংসা
	4	সিন্ধেশ্বর চট্টোপাধ্যায় (সম্পাদিত)	:	নাটকলক্ষণরত্নকোশ
	5	নরেন বিশ্বাস	:	ভারতীয় কাব্যতত্ত্ব
	6	নগেন্দ্র	:	রসসিদ্ধান্ত
	7	রমারঞ্জন মুখোপাধ্যায়	:	রসসমীক্ষা
	8	সীতানাথ আচার্য ও দেবকুমার দাস (সম্পাদিত)	:	দশরূপক
	9	করণসিন্ধু দাস	:	সংস্কৃত নাট্যতত্ত্বের রূপরেখা
	10	নরেন বিশ্বাস	:	অলঙ্কার অব্বেষা
	11	শ্যামাপদ চক্রবর্তী	:	অলঙ্কার চন্দ্রিকা
	12	বর্ণা ভট্টাচার্য	:	অলঙ্কার প্রদীপ
	13	মাধবী রাণী চন্দ ও ময়না তালুকদার	:	সাহিত্যদর্পণে অলংকার
	14	বটুকনাথ শর্মা ও বলদেব উপাধ্যায় (সম্পাদিত)	:	নাট্যশাস্ত্রম্
	15	সুরেশচন্দ্র বন্দ্যোপাধ্যায় (সম্পাদিত)	:	ভরত-নাট্যশাস্ত্র
	16	মনোমোহন ঘোষ (সম্পাদিত)	:	অভিনয়দর্পণম্
	17	আদ্যরঙ্গাচার্য	:	ভারতীয় থিয়েটার
	18	পরিমল চট্টোপাধ্যায়	:	সংস্কৃত নাট্যপ্রয়োগ
	19	মাধবী রাণী চন্দ	:	অগ্নিপূরণ ও সংস্কৃত অলংকারশাস্ত্র
	20	S.K De	:	History of Sanskrit Poetics (vol – 1, 11)
	21	S.K De	:	Some Problems of Sanskrit Poetics
	22	P.V Kane	:	History of Sanskrit Poetics
	23	Ramkrishna Kavi (ed)	:	Natyashastram
	24	EP Horowitz	:	The Indian Theatre: A Brief Survey
	25	P. C Lahiri	:	Concepts of Riti and Guna in Sanskrit Poetics
	26	Farley P Richmond et al	:	The Indian Theatre (Tradition of Performance)

### 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	definition and classification of kavya	Discussion, Q & A and Brainstorming	Quiz # 1	1
Week 2	definition and classification of vakya	Discussion and Minute paper	Practice # 1	1

<b>Week 3</b>	definition and classification of rasa (Sringara, Hasya, Karuna, Bibhatsa, Raudra, Veera, Bhayanaka, Adbuta, Shanta)	Group discussions, Q& A and teacher feedback	Practice # 2 Quiz # 2	2
<b>Week 4</b>	definition and classification of Drisha kavya.	Presentation, Peer review, Q& A and teacher feedback	Practice # 2	3
<b>Week 5</b>	discussion of the rupaka and uparupaka	Group discussions, Q& A and teacher feedback	Quiz # 3	3
<b>Week 6</b>	definition and classification of Nayaka (heroine) and its Characteristics	Group discussion Q & A and Minute paper	Practice # 4	4
<b>Week 7</b>	definition and classification of Nayika (Heroine) and its Characteristics	Group discussions, Peer review and Q& A	Quiz # 4	4
<b>Week 8</b>	definition of Alamkara and the method of using it.	Idea Lineup Group discussions, and teacher feedback	Video Presentation. Practice # 5	
<b>Week 9</b>	<b>Revisions 1<sup>st</sup> and 2<sup>nd</sup> midterm (dd/mm/yy)</b>	-----	-----	
<b>Week 10</b>	introduction of Sanskrit theatre and its elements	Minute paper, Q& A and teacher feedback	Quiz # 5	6
<b>Week 11</b>	aesthetics of Sanskrit theatre	Group discussions, Q& A and teacher feedback	Poster Presentation.	6
<b>Week 12</b>	definition and classification of Abhinaya (Aangik, Vachik, Aaharya and Satvika) and its implementation	Discussion, Q& A and teacher feedback	-----	7
<b>Week 13</b>		<b>HOLIDAYS</b>		
<b>Week 14</b>	aharya abhinaya like makeup, getup, costume, props and its application.	Minute paper, Q& A and teacher feedback	-----	-----
<b>Week 15</b>	<b>Oral Assessment on the last two classes (final exam will be held on dd/mm/yy)</b>	-----	-----	-----

#### Assessment and evaluation

Assessment strategy	Mark distribution	Type of assessment	Mapping with CLOs
Final	50%	Summative (conceptual & analytical)	
1 <sup>st</sup> mid	10%	Summative (conceptual & analytical)	
2 <sup>nd</sup> 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	
<b>Total</b>	<b>100%</b>		

**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: Sanskrit Grammar**

Course Details	
Course Title	<b>Sanskrit Grammar</b>
Course Code	<b>SKT 211</b>
Prerequisite	
Course Type	Compulsory
Academic session	July-June
Credit	4
Total Marks	100
Section	
Class Room	Assigned by the department
Class Time	As per university time

Course Teacher's Detail	
Course Teacher	Professor Dr. Asim Sarkar Dept. of Sanskrit, DU & Professor Dr. Sanchita Guha Dept. of Sanskrit, DU
Designation	
Office Room No.	
Contact	
Email	

Administrative contact details	
Program Coordinator	
Office Room	
Contact	
Email	

Office Hours	
<b>Sunday</b>	<b>8.00 am-4.00 pm</b>
<b>Monday</b>	<b>8.00 am-4.00 pm</b>
<b>Tuesday</b>	<b>8.00 am-4.00 pm</b>
<b>Wednesday</b>	<b>8.00 am-4.00 pm</b>
<b>Thursday</b>	<b>8.00 am-4.00 pm</b>

**Introduction**

This course is comprised of various Sanskrit grammatical contents like case and case endings, voice, Feminine Suffixes, Translation. These topics are very much important to learn the Sanskrit language properly. Through this course the students will be acquainted with the various terms of Sanskrit Grammar.

**Course Objectives**

The general objectives of the course are to inform the basic ideas of various technical terms of Sanskrit Grammar:

- the students will be informed about the history of Sanskrit Grammar;
- the students will have an idea of the case and case-endings of Sanskrit Grammar;
- the students will have an idea of the voice of Sanskrit Grammar;
- the students will have an idea of the feminine suffixes of Sanskrit Grammar;
- the students will have to learn to speak and write Sanskrit language by using these grammatical terms properly.

**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: acquire the knowledge about Sanskrit Grammar	√									
CLO-2: know the technical terms, samjna and paribhasha of Sanskrit Grammar.	√								√	√
CLO-3: get knowledge about case and case-endings of Sanskrit Grammar	√								√	√
CLO-4: apply the rules of case and case-endings of sanskrit grammar	√									
CLO-5: know about voice, rules of voice change and its usage of Sanskrit Grammar									√	√
CLO-6: analyze and apply feminine suffixes and the rules of converting masculine gender into feminine gender by using feminine suffixes	√								√	√
CLO-7: speak, write and translate in Sanskrit by using these grammatical terms properly	√								√	√

## Teaching-learning contents and materials

<b>Primary and Secondary books References</b>	1	শ্রীদেবেন্দ্র কুমার বিদ্যারত্ন	:	পাণিনির অষ্টাধ্যায়ী
	2	সারদারঞ্জন রায়	:	সিদ্ধান্তকৌমুদী
	3	সচ্চিদানন্দ মুখোপাধ্যায়	:	সিদ্ধান্তকৌমুদী (কারক প্রকরণ)
	4	অযোধ্যানাথ সান্যাল শাস্ত্রী	:	সিদ্ধান্তকৌমুদী
	5	শ্রীশচন্দ্র বসু	:	সিদ্ধান্তকৌমুদী
	6	সত্যনারায়ণ চক্রবর্তী	:	পাণিনীয় শব্দশাস্ত্র
	7	দিলীপ কুমার ভট্টাচার্য	:	ভট্টোজিদীক্ষিতের সিদ্ধান্তকৌমুদী (সংজ্ঞা প্রকরণ)
	8	ললিতমোহন সাংখ্য-বেদান্ততীর্থ	:	বৈয়াকরণ সিদ্ধান্তকৌমুদী
	9	অসীম সরকার	:	সংস্কৃত ভাষা শিক্ষা
	10	অসীম সরকার	:	সংস্কৃত ভাষা রূপান্তর প্রসঙ্গে
	11	ড. অসীম সরকার	:	গিজন্ত ধাতু : রূপ ও রূপান্তর
	12	ড. অসীম সরকার	:	সংস্কৃত ও বাংলা ব্যাকরণে সমাস
	13	অধ্যাপক ড. অসীম সরকার	:	সংস্কৃত ধাতুরূপ বিনির্মাণ : আত্মনেপদ ও পরস্মৈপদ বিধান
	14	মালবিকা বিশ্বাস ও ময়না ভালুকদার (সম্পাদিত)	:	দিলীপ কুমার ভট্টাচার্য রচনাসমগ্র

## 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

<u>Week</u>	<u>Topics/Content</u>	<u>Teaching-learning strategy</u>	<u>Assessment Strategy</u>	<u>Corresponding CLOs</u>
<b>Week 1</b>	Grammar	Discussion, Q & A And Brainstorming	Quiz # 1	1
<b>Week 2</b>	Samjna and paribhasha	Discussion and Minute paper	Practice # 1	2
<b>Week 3</b>	Samjna and paribhasha	Discussion, Q & A and teacher feedback	Practice # 2 Quiz # 2	2
<b>Week 4</b>	Samjna and paribhasha	Presentation, Peer review, Q& A and teacher feedback	Practice # 2	2
<b>Week 5</b>	Case and case-endings	Discussion, Q & A and teacher feedback	Quiz # 3	3
<b>Week 6</b>	Kinds of case and case- endings	Group discussions and Q & A	Practice # 4	3
<b>Week 7</b>	Uses of case and case- endings	Discussion, Peer review, Q& A and teacher feedback	Quiz # 4	4
<b>Week 8</b>	Rules of case and case- endings	Idea Lineup Group discussions, and teacher feedback	Video Prsnt. Practice # 5	4
<b>Week 9</b>	<b>Revisions 1<sup>st</sup> Midterm (dd/mm/yy)</b>	-----	-----	
<b>Week 10</b>	Rules of case and case- endings	Minute paper, Q & A and teacher feedback	Quiz # 5	4
<b>Week 11</b>	Voice	Discussion, Q & A and teacher feedback	Poster Presentation	5
<b>Week 12</b>	Rules of voice change	Group discussions, Q & A and teacher feedback	-----	5
<b>Week 13</b>		<b>HOLIDAYS</b>		
<b>Week 14</b>	Rules of converting masculine gender into	Minute paper, Q & A and teacher feedback	-----	-----



	feminine gender by using feminine suffixes			
<b>Week 15</b>	<b>Oral Assessment on the last two classes (final exam will be held on dd/mm/yy)</b>	-----	-----	-----

#### Assessment and evaluation

Assessment strategy	Mark distribution	Type of assessment	Mapping with CLOs
Final	50%	Summative (conceptual & analytical)	
1 <sup>st</sup> mid	10%	Summative (conceptual & analytical)	
2 <sup>nd</sup> 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	
<b>Total</b>	<b>100%</b>		

#### 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: Sociology and Anthropology

Course Details	
Course Title	<b>Sociology and Anthropology</b>
Course Code	<b>SKT 212</b>
Prerequisite	
Course Type	Compulsory
Academic session	July-June
Credit	4
Total Marks	100
Section	
Class Room	Assigned by the department
Class Time	As per university time

Course Teacher's Detail	
Course Teacher	A B M Najmus Sakib
Designation	Assistant Professor
Office Room No.	834
Contact	01733423065
Email	Sakib_criminology@du.ac.bd

Administrative contact details	
Program Coordinator	
Office Room	
Contact	
Email	

Office Hours	
<b>Sunday</b>	<b>8.00 am-4.00 pm</b>
<b>Monday</b>	<b>8.00 am-4.00 pm</b>
<b>Tuesday</b>	<b>8.00 am-4.00 pm</b>
<b>Wednesday</b>	<b>8.00 am-4.00 pm</b>
<b>Thursday</b>	<b>8.00 am-4.00 pm</b>

#### Introduction

This course introduces fundamental concepts used in Sociology and Anthropology. This course offers origin and development of Sociology and Anthropology as separate disciplines. It also includes theoretical and research traditions in the Sociological and Anthropological fields of enquiry.

#### Course Objectives

- The general objective of the course is to understand principles of Sociology and Anthropology:
- the students will be informed about the origin and development of Sociology and Anthropology;
  - the students will have an idea of research traditions in Sociology and Anthropology;
  - the students will learn about the dynamics of culture, society and socialization;
  - the students will be able to discuss about fundamental ideas of family, kinship, descent and marriage.

#### Mapping of Course Learning Outcomes (CLOs) to Program Learning Outcomes (PLOs):

Course Learning Outcomes (CLOs)	Program Learning Outcomes (PLOs)									
	1	2	3	4	5	6	7	8	9	10
CLO-1: Students will be able to understand the world around them and able to develop a basic idea about social life.	√									
CLO-2: Studying sociology equip students with quantitative literacy and statistical reasoning skills.		√		√	√	√				
CLO-3: Student will get profound knowledge on society and culture; especially the societies found in ancient time, differences between cultures etc.		√	√							
CLO-4: It will enhance critical thinking ability of the students. Studying social inequality and social problems often leads to the desire and motivation to change society towards a better one.			√	√	√	√				
CLO-5: Develop social skills (e.g., communication skills, ability to interact with people from different social backgrounds, cultural competence, and empathy). It will assist them to formulate policies for their own lives.	√	√	√	√	√	√				

#### Teaching-learning contents and materials

Primary and Secondary books References	1	হাবিবুর রহমান	:	সমাজবিজ্ঞান পরিচিতি
	2	রঙ্গলাল সেন ও বিশ্বম্ভর কুমার নাথ	:	প্রারম্ভিক সমাজবিজ্ঞান
	3	ইবনে গোলাম সামাদ	:	নৃতত্ত্ব

	4	মাহমুদা ইসলাম	:	নৃতত্ত্বের সহজ পাঠ (অনুবাদ)
	5	নাঈমুল করিম	:	সমাজ বিজ্ঞান সমীক্ষা
	6	Smelson	:	Sociology
	7	Papenoe	:	Sociology
	8	Barrouw	:	Ethnology
	9	Ember	:	Anthropology
	10	Robertson	:	Sociology
	11	Shepard	:	Sociology
	12	Beals & Huijjer	:	An Introduction to Anthropology
	13	Kessing	:	Cultural Anthropology
	14	Schaefer, RT (2005), <i>Sociology</i> , McGraw-Hill, New York. Kottak, CP (2002), <i>Anthropology</i>	:	The Exploration of Human Diversity, McGraw Hill: New York

### 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

Weeks	Topics	Teaching-learning Strategies	Assessment Strategies	Corresponding CLOs
01-02	<b>Introducing Sociology:</b> Meaning, nature, scope, subject matter, and fields of sociology; Origin and development of sociology; Relations of sociology with other disciplines; Importance of sociology from criminology and police science point of view;	Lecture, group discussions,	Class Test/Quiz	1, 3
03-04	<b>Sociological Investigation:</b> Scientific status of sociology; Problems of objectivity and value judgment; Research, theory and data; Concept and variable; Sociological research methods and techniques;	Lecture, power point presentation, Field visits	Student Presentation Quiz/Class test	1, 2
05-06	<b>Primary Concepts:</b> Society, community, group, association, and institution; <b>Culture and Civilization:</b> Meaning, characteristics, elements of culture; Cultural lag; Cultural evolution and diffusion, Acculturation;	Lecture, Group Discussions, visual presentation, video	Writing Assignment Quiz/Class test	1
07-08	<b>Social Structure:</b> Concept, views and elements of social structure; Mode of production; Agrarian social structure; Tribal social structure; <b>Social Stratification:</b> Definition, forms and dimensions of social stratification; Class, status and power inequality; Gender inequality; Race and ethnic inequality; Minority groups; Social mobility;	Lecture, power point presentation video	Class Test Quiz Writing Assignment	5

09-12	<p><b>Social Institutions:</b> Family and marriage; Property; Religion; Work; Science and technology; State; Government; <b>Social Processes:</b> Socialization; Cooperation, Competition, Conflict; Assimilation, Accommodation; Social control; <b>Social Change:</b> Concept, factors, sources and consequences of social change; Evolution, progress and development; Industrial and pre-industrial Societies; Theories of Social Change; Urban ecology; Urbanization and industrialization; Globalization;</p>	Lecture, visual presentation, power point presentation, video	Quiz/Class Test Writing Assignment	3, 6
13	<p><b>Sociology of Literatures:</b> Concepts, Definition and History; <b>Major theoretical perspectives:</b>Functionalism (Durkheim, Nicholas Luhmann), Structuralism (Levi Strauss, Ronald Barthes, Pierre Bourdieu), Post-Structuralism (Foucault, Derrida), Marxist and Critical Theory (Georg Lucas, Adorno, Herbert Marcuse, Habermas); <b>Literary Criticism:</b> Terry Eagleton, Ernst Fisher, Oliver Caldwell;</p>	Lecture Video Presentation	Open Book Exams; Review Writing	1, 4
14	<p><b>Social Problem:</b> Meaning and nature of social problem; Concept and causes of social disorganization; <b>Major social problems in the context of Bangladesh</b> - Population explosion, Crime and delinquency, Poverty; Slum and squatter settlements, Environmental pollution;</p>	Lecture, visual presentation, power point presentation	Quiz/Class test Student presentation	3, 5

#### Assessment and evaluation

Assessment strategy	Mark distribution	Type of assessment	Mapping with CLOs
Final	50%	Summative (conceptual & analytical)	
1 <sup>st</sup> mid	10%	Summative (conceptual & analytical)	
2 <sup>nd</sup> 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	
<b>Total</b>	<b>100%</b>		

**Grade Scale:**

<b>Marks (100%)</b>	<b>Grade</b>	<b>CGPA</b>
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 : Economics

Course Details	
Course Title	<b>Economics</b>
Course Code	<b>SKT 212 (B)</b>
Prerequisite	None
Course Type	Optional
Academic session	July-June
Credit	4
Total Marks	100
Section	
Class Room	Assigned by the department
Class Time	As per university time

Course Teacher's Detail	
Course Teacher	Farzana Laiju
Designation	Professor
Office Room No.	
Contact	01715224894
Email	farzana.laiju@du.ac.bd

Administrative contact details	
Program Coordinator	
Office Room	
Contact	
Email	

Office Hours	
<b>Sunday</b>	<b>8.00 am-4.00 pm</b>
<b>Monday</b>	<b>8.00 am-4.00 pm</b>
<b>Tuesday</b>	<b>8.00 am-4.00 pm</b>
<b>Wednesday</b>	<b>8.00 am-4.00 pm</b>
<b>Thursday</b>	<b>8.00 am-4.00 pm</b>

### Introduction

This course consists of Economics studies. Economics is an important discipline of knowledge. This course provides an introduction to a broad range of economic concepts, theories and analytical techniques. It considers both micro economics- the analysis of choices made by individual decision-making units and macro economics- the analysis of the economy as a whole.

It deals with money, monetary policy, banking, collective economics, fiscal policy, budget etc. Overview of Bangladesh economy and some socio-economic indicators are also included in the course curriculum.

Economics is included in the curriculum as an optional paper to Sociology and Anthropology out of main subject Sanskrit.

### Course Objectives

The objectives of the course are:

1. to develop students' to understand the core economics concepts, tools and models
2. to enable students to apply economic concepts to real world scenarios
3. to enable students to interpret, analyze and depict economic information in diagrams, tables and graphs.
4. to enable students to communicate economic knowledge, ideas and analysis both orally and in writing
5. to enable students to reflect on the nature and implications of assumptions and value judgement in economic analysis and policy.

**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: Students will be able to develop a comprehensive understanding of fundamental economic concepts and principles.			√							
CLO-2: Students will be able to learn to interpret and analyze key micro and macro economic concepts like assets, utility, law of diminishing marginal utility, law of demand and supply, market equilibrium, production, wages, GNP,GDP, international trade, foreign investment and aid, banking system.			√		√		√			√

CLO-3: Students will have a sound knowledge on characteristics of Bangladesh Economy, national income, Population of Bangladesh, Bangladesh agriculture, industry of Bangladesh, foreign trade of Bangladesh, banking system of Bangladesh.					√				
CLO-4: Students will identify and assess different development criteria and challenges faced by Bangladesh as poverty, inequality, human development.			√		√		√		
CLO-5: Students will identify investment opportunity in Bangladesh through FDI, their impact, and the pros and cons of both FDI and foreign aid.			√		√				

### Teaching-learning contents and materials

<b>Primary text(all posted on Google Classroom)</b>	1.Samuelson : Economics 2. Bangladesh Economic Review, 2023,Ministry of Finance, Government of the People’s Republic of Bangladesh
<b>References (excerpts are available on Google Classroom)</b>	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>	<u>Topics/Content</u>	<u>Teaching-learning strategy</u>	<u>Assessment Strategy</u>	<u>Corresponding CLOs</u>
<b>Week 1</b>	<b>Introduction to Economics,</b> Definition and scope of economics	Discussions and Q & A	Individual and peer	1
<b>Week 2</b>	Utility: Marshallian Utility Analysis with its limitations	Q& A, Minute Paper and teacher feedback	Individual and peer	2
<b>Week 3</b>	Consumer’s Analysis: Concepts of Indifference curves and Budget line	Q& A and teacher feedback	Class Test and Quiz	2
<b>Week 4</b>	Demand and Supply Analysis : Market Equilibrium	Presentation, Peer review, Q& A and teacher feedback	Individual and peer	2
<b>Week 5</b>	Production and Cost Analysis and market structures	Discussion, Q& A and teacher feedback	Class Test and Quiz	2
<b>Week 6</b>	Macro concepts: Measuring GDP & GNP, definition of unemployment, inflation	Discussion and Q & A	Individual and peer	2
<b>Week 7</b>	Economic Growth and Economic Development	Discussion, Peer review, Q& A and teacher feedback	Individual and peer	3
<b>Week 8</b>	Revision of Syllabus so far	Group discussions, Q& A and teacher feedback	Individual and peer	1, 2, 3
<b>Week 9</b>	<b>1<sup>st</sup> Midterm (dd/mm/yy)</b> <b>2<sup>nd</sup> Midterm(dd/mm/yy)</b>		Individual	

<b>Week 10</b>	Fiscal Policy and Budget	Discussion, Q& A and teacher feedback	Class Test and Quiz	2
<b>Week 11</b>	Banking and Monetary Policy	Discussion, Q& A and teacher feedback	Individual and peer	2
<b>Week 12</b>	Poverty and inequality	Discussion, Q& A and teacher feedback	Individual and peer	4
<b>Week 13</b>	International Trade Policies	<b>HOLIDAYS</b>		
<b>Week 14</b>	Types of Foreign Aid , FDI	Discussion, Q& A and Minute paper	Individual and peer	5
<b>Week 15</b>	<b>(final exam will be held on dd/mm/yy)</b>		Individual	1,2,3,4,5

#### Assessment and evaluation

Assessment strategy	Mark distribution	Type of assessment	Mapping with CLOs
Final	50%	Summative (conceptual & analytical)	CLO 1, 2, 3, 5
1 <sup>st</sup> mid	10%	Summative (conceptual & analytical)	CLO 1, 2
2 <sup>nd</sup> 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
<b>Total</b>	<b>100%</b>		

#### 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.).



**Fourth Semester**  
**Course Title: Sanskrit Drama**

Course Details	
Course Title	<b>Sanskrit Drama</b>
Course Code	<b>SKT 213</b>
Prerequisite	
Course Type	Compulsory
Academic session	July-June
Credit	4
Total Marks	100
Section	
Class Room	Assigned by the department
Class Time	As per university time

Course Teacher's Detail	
Course Teacher	Professor Dr. Malabika Biswas Dept. of Sanskrit, DU & Namita Mandal Assistant Professor Dept. of Sanskrit, DU
Designation	
Office Room No.	
Contact	
Email	

Administrative contact details	
Program Coordinator	
Office Room	
Contact	
Email	

Office Hours	
<b>Sunday</b>	<b>8.00 am-4.00 pm</b>
<b>Monday</b>	<b>8.00 am-4.00 pm</b>
<b>Tuesday</b>	<b>8.00 am-4.00 pm</b>
<b>Wednesday</b>	<b>8.00 am-4.00 pm</b>
<b>Thursday</b>	<b>8.00 am-4.00 pm</b>

### Introduction

The course is comprised of three classical Sanskrit dramas. These are *Svapnavasavadattam* of Bhasa, *Abhijnanashakuntalam* of Kalidasa and *Uttararamacharitam* of Bhavabhuti. Through this course the students will be acquainted with Sanskrit dramas, the history and social life of three different times and the poetic genius of Bhasa, Kalidasa and Bhavabhuti.

### Course Objectives

The objectives of the course are:

1. to introduce the classical Sanskrit drama to the students;
2. to provide knowledge about Bhasa's dramas with special reference to *Svapnavasavadattam*;
3. to provide knowledge about Kalidasa's dramas with special reference to *Abhijnanashakuntalam*;
4. to make the students understand Bhavabhuti's dramas with special reference to *Uttararamacharitam*;
5. to do a comparative study of these three classical dramatists;
6. to learn the features of Sanskrit drama.

**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: know about the classical Sanskrit drama	√									
CLO-2: know the dramatic definition and the structure of drama						√				
CLO-3: know about Bhasa's dramas with special reference to <i>Svapnavasavadattam</i>	√									
CLO-4: know about Kalidasa's dramas with special reference to <i>Abhijnanashakuntalam</i>	√									
CLO-5: know about Bhavabhuti's dramas with special reference to <i>Uttararamacharitam</i>	√									
CLO-6: do a comparative study of these three classical dramatists			√	√						

CLO-7: Learn and exposed to the social, cultural and other related status of the society as reflected in the drama Svapnavasavadattam, Abhijnanashakuntalam and Uttararamacharitam		√		√						
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### Teaching-learning contents and materials

<b>Primary and Secondary books References</b>	1	রবীন্দ্রনাথ ষোষ্ঠাকুর	:	স্বপ্নবাসবদত্তম্
	2	সারদারঞ্জন রায়	:	স্বপ্নবাসবদত্তম্
	3	রমেন্দ্রমোহন বোস	:	অভিজ্ঞানশকুন্তলম্
	4	সারদারঞ্জন রায়	:	অভিজ্ঞানশকুন্তলম্
	5	বিধুভূষণ গোস্বামী	:	অভিজ্ঞানশকুন্তলম্
	6	সত্যনারায়ণ চক্রবর্তী	:	অভিজ্ঞানশকুন্তলম্
	7	সারদারঞ্জন রায়	:	উত্তররামচরিতম্
	8	নারায়ণচন্দ্র বিশ্বাস	:	কালিদাসের শকুন্তলা
	9	সচ্চিদানন্দ মুখোপাধ্যায়	:	ভারতীয় নাট্যবেদ ও বাংলা নাটক
	10	সাধন কুমার ভট্টাচার্য	:	নাট্যতত্ত্ব মীমাংসা
	11	দুর্গাশংকর মুখোপাধ্যায়	:	নাট্যতত্ত্ব বিচার
	12	রঞ্জিত বন্দ্যোপাধ্যায়	:	অভিজ্ঞানশকুন্তলম্ সহায়িকা
	13	দেবেন্দ্রনাথ বসু	:	শকুন্তলায় নাট্যকলা
	14	কমল কুমার সান্যাল	:	কালিদাসের নবমূল্যায়ন
	15	প্রসূন বসু (সম্পাদিত)	:	সংস্কৃত সাহিত্যসম্ভার (খণ্ড: ১, ২, ৬)
	16	দুলাল ভৌমিক	:	সংস্কৃত নাটকের ইতিহাস
	17	ড. মালবিকা বিশ্বাস ও ড. ময়না তালুকদার (সম্পাদিত)	:	ড. পরেশচন্দ্র মণ্ডল রচনা-সংকলন
	18	Parash Chandra Mandal	:	Kalidasa as a dramatist – a study
	19	A.B Keith	:	Sanskrit Drama
	20	S. K. De	:	Ancient Indian Erotics and Erotic literature
	21	Ramkrishna Kavi (ed)	:	Natyashastram
	22	EP Horowitz	:	The Indian Theatre: A Brief Survey
	23	P. C Lahiri	:	Concepts of Riti and Guna in Sanskrit Poetics
	24	Rachel van M Bauman	:	Sanskrit Drama in Performance
	25	Farley P Richmond et al	:	The Indian Theatr (Tradition of Performance)

### 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	Discussion the history of Sanskrit Literature and the origin, definition, classifications of Sanskrit Drama	Discussion, Q & A and Brainstorming	Quiz # 1	1, 2
Week 2	Discussion on Bhasa, Kalidasa and Bhavabhuti's period, life history and their literary works	Discussion and Minute paper	Practice # 1	3, 4, 5

<b>Week 3</b>	Introduction sources and subject matters of Svapnavasavadattam, Abhijnanashakuntalam, and Uttararamacharitam	Group discussions Q& A and teacher feedback	Practice # 2 Quiz # 2	3, 4, 5
<b>Week 4</b>	Discussion the 1 <sup>st</sup> act of each drama	Presentation, Peer review, Q & A and teacher feedback	Practice # 2	6, 7
<b>Week 5</b>	Discussion the 1 <sup>st</sup> act of each drama	Discussion, Q & A and teacher feedback	Quiz # 3	6, 7
<b>Week 6</b>	Discussion the 2 <sup>nd</sup> act of each drama	Group discussions and Q & A	Practice # 4	6, 7
<b>Week 7</b>	Discussion the 3 <sup>rd</sup> act of each drama	Group discussions, Peer review, Q & A and teacher feedback	Quiz # 4	6, 7
<b>Week 8</b>	Discussion 4 <sup>th</sup> act of each drama	Idea Lineup, Discussion	Video Prsnt. Practice # 5	6, 7
<b>Week 9</b>	<b>Revisions 1<sup>st</sup> Midterm (dd/mm/yy)</b>	-----	-----	
<b>Week 10</b>	Discussion the 5 <sup>th</sup> act of each drama	Minute paper, Q & A and teacher feedback	Quiz # 5	6, 7
<b>Week 11</b>	Discussion the 6 <sup>th</sup> act of each drama	Group discussions, Q& A and teacher feedback	Poster Presentation	6, 7
<b>Week 12</b>	Discussion the 6 <sup>th</sup> act of Svapnavasavadattam and the 7 <sup>th</sup> act of Abhijnanashakuntalam and Uttararamacharitam	Group discussions, Q& A and teacher feedback	-----	6, 7
<b>Week 13</b>		<b>HOLIDAYS</b>		
<b>Week 14</b>	Analyze all the characters of three dramas and five natyasandhi of three dramas and the depiction of then society	Minute paper, Q& A	-----	-----
<b>Week 15</b>	<b>Oral Assessment on the last two classes (final exam will be held on dd/mm/yy)</b>	-----	-----	-----

#### Assessment and evaluation

Assessment strategy	Mark distribution	Type of assessment	Mapping with CLOs
Final	50%	Summative (conceptual & analytical)	
1 <sup>st</sup> mid	10%	Summative (conceptual & analytical)	
2 <sup>nd</sup> 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	
<b>Total</b>	<b>100%</b>		

**Grade Scale:**

<b>Marks (100%)</b>	<b>Grade</b>	<b>CGPA</b>
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: Sanskrit Prose**

Course Details	
Course Title	Sanskrit Prose
Course Code	SKT 214
Prerequisite	
Course Type	Compulsory
Academic session	July-June
Credit	4
Total Marks	100
Section	
Class Room	Assigned by the department
Class Time	As per university time

Course Teacher's Detail	
Course Teacher	Professor Dr. Asim Sarkar Dept. of Sanskrit, DU & Dr. Kalidash Bhakta Associate Professor Dept. of Sanskrit, DU
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**

This course is comprised of two Sanskrit prose literature named *Dashakumaracharitam* of Dandin and *Kadambari* of Banabhatta. *Dashakumaracharitam* is an Akhyayika type of Sanskrit prose. Purvapithika, Prathama Uchchhvasa and Uttarapithika Prathama Uchchhvasa: Kumarotpatti and Rajavahanacharita are included in the curriculum from *Dashakumaracharitam*. On the other hand, from the beginning to Shukanasopadesha is included from *Kadambari*. Through this course the students will be acquainted with the characteristic and style of Sanskrit prose. Students will be also informed about the society depicted in these two books and the beauty of language of Sanskrit prose.

**Course Objectives**

The objectives of the course are:

1. to know about the writing style of Sanskrit prose;
2. to know the history of the dynasty of Magadha and Harshavardhana;
3. to know about the history and places of ancient India;
4. to learn difference between katha kavya and akhyayika kavya;
5. realize the importance of the advice of Shukanasa.

**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: get the idea about Sanskrit Prose.	√									
CLO-2: learn the classifications of Sanskrit Prose	√									
CLO-3: gain knowledge of Dashakumaracharitam and Kadambari	√									
CLO-4: know about Dandin and his works	√									
CLO-5: evaluate the literary skills of Dandin on the basis of Dashakumaracharitam	√	√								
CLO-6: know about Banabhatta and his works	√	√								
CLO-7: determine the literary skills of Banabhatta as a Prose wirtner	√									

CLO-8: learn the history and places of ancient India related to Dashakumaracharitam and Kadambari		√								
CLO-9: know about Indian society depicted in Dashakumaracharitam and Kadambari				√						
CLO-10: realize the importance of the advice of Shukanasa and able to build their character in the light of this advice.					√					

### Teaching-learning contents and materials

<b>Primary and Secondary books References</b>	1	প্রসূন বসু (সম্পাদিত)	:	সংস্কৃত সাহিত্য-সম্ভার (খণ্ড-৭ম ও ৮ম)
	2	প্রবোধেন্দুনাথ ঠাকুর	:	কাদম্বরী
	3	হুম্বীকেশ বসু	:	কাদম্বরী ও গদ্য সাহিত্যে শিল্পবিচার
	4	মঞ্জুলা চৌধুরী (সম্পাদিত)	:	দশকুমারচরিত (রাজবাহনচরিতম্ ও উপহারবর্মাচরিতম্)
	5	P.V Kane	:	Kadambari
	6	AW Ryder	:	The Ten Princes
	7	CM Ridding	:	Kadambari of Banabhatta
	8	S. K. De	:	The Prose Kavyas of Dandin, Subandhu and Bana

### 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	Prose	Discussion, Q & A And Brainstorming	Quiz # 1	1
Week 2	Classification of prose	Discussion and Minute paper	Practice # 1	1,2,3
Week 3	Dandin and his works	Group discussions Q & A and teacher feedback	Practice # 2 Quiz # 2	3,4,5,8
Week 4	Purvapithika, prathama uchchhvasa of Dashakumaracharitam	Presentation, Peer review, Q & A and teacher feedback	Practice # 2	4,5,8,9
Week 5	Purvapithika, prathama uchchhvasa of Dashakumaracharitam	Group discussions, Q & A and teacher feedback	Quiz # 3	4,5,8,9
Week 6	Banabhatta and his works	Discussion and Q & A	Practice # 4	3,6,7,8
Week 7	Kadambari (from the beginning to Shukanasopadesha)	Discussion, Peer review, Q& A and teacher feedback	Quiz # 4	9,10
Week 8	Kadambari (from the beginning to Shukanasopadesha)	Idea Lineup, Group discussions, and teacher feedback	Video Prsnt. Practice # 5	9,10
Week 9	<b>Revisions</b> 1 <sup>st</sup> Midterm (dd/mm/yy)	-----	-----	
Week 10	Uttarapithika prathama uchchhvasa of Dashakumaracharitam	Minute paper, Q& A and teacher feedback	Quiz # 5	4,5,8,9
Week 11	Uttarapithika prathama uchchhvasa of Dashakumaracharitam	Group discussion, Q& A and teacher feedback	Poster Prsnt.	4,5,8,9

<b>Week 12</b>	Kadambari (from the beginning to Shukanasopadesha)	Discussion, Q& A and teacher feedback	-----	9,10
<b>Week 13</b>		<b>HOLIDAYS</b>		
<b>Week 14</b>	Kadambari (from the beginning to Shukanasopadesha)	Minute paper, Q& A and teacher feedback	-----	-----
<b>Week 15</b>	<b>Oral Assessment on the last two classes (final exam will be held on dd/mm/yy)</b>	-----	-----	-----

#### Assessment and evaluation

Assessment strategy	Mark distribution	Type of assessment	Mapping with CLOs
Final	50%	Summative (conceptual & analytical)	
1 <sup>st</sup> mid	10%	Summative (conceptual & analytical)	
2 <sup>nd</sup> 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	
<b>Total</b>	<b>100%</b>		

#### 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: History of Bengali Literature**

Course Details	
Course Title	<b>History of Bengali Literature</b>
Course Code	<b>SKT 215</b>
Prerequisite	
Course Type	Compulsory
Academic session	July-June
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. Chandana Rani Biswas Dept. of Sanskrit, DU & Prof Dr. Sohana Mahboob Dept. of Bangla, DU
Designation	
Office Room No.	
Contact	
Email	

Administrative contact details	
Program Coordinator	
Office Room	
Contact	
Email	

Office Hours	
<b>Sunday</b>	<b>8.00 am-4.00 pm</b>
<b>Monday</b>	<b>8.00 am-4.00 pm</b>
<b>Tuesday</b>	<b>8.00 am-4.00 pm</b>
<b>Wednesday</b>	<b>8.00 am-4.00 pm</b>
<b>Thursday</b>	<b>8.00 am-4.00 pm</b>

**Introduction**

বাংলা সাহিত্যকে সম্যকরূপে অনুধাবনের জন্য এর ধারাবাহিক ইতিহাস জানা অপরিহার্য। সাহিত্যের প্রকরণ বিশ্লেষণ এবং সাহিত্যের বৈশিষ্ট্য মূল্যায়নেও ইতিহাসের জ্ঞানার্জন খুবই গুরুত্বপূর্ণ। এই কোর্স অধ্যয়নের মাধ্যমে শিক্ষার্থীরা সংক্ষেপে বাংলা সাহিত্যের ইতিহাসের যুগবিভাগ সম্পর্কে জানতে পারবে। এ কারণে বাংলা সাহিত্যের ইতিহাসের প্রাচীন যুগ, মধ্য যুগ ও আধুনিক যুগ পর্যন্ত ধারাবাহিক বিকাশের গতিপ্রকৃতি ও বৈচিত্র্য এই কোর্সের অন্তর্ভুক্ত।

**Course Objectives**

- শিক্ষার্থীদের –
- ক. বাংলা সাহিত্যের প্রতি মমত্ববোধ সৃষ্টি করা;
  - খ. বাংলা সাহিত্যের ইতিহাসের ধারাবাহিক উদ্ভব ও ক্রম বিকাশ সম্পর্কে অবহিত করা;
  - গ. বাংলা সাহিত্যের আদি, মধ্য ও আধুনিক যুগের প্রকরণ ও বৈচিত্র্য সম্পর্কে সম্যক ধারণা দেওয়া;
  - ঘ. বাংলা সাহিত্যের চর্যাপদ ও চর্যাপদের কবিদের সম্পর্কে সম্যক ধারণা প্রদান করা;
  - ঙ. বাংলা সাহিত্যের মধ্যযুগের কবিতা শ্রীকৃষ্ণকীর্তন, অনুবাদ সাহিত্য বৈষ্ণব পদাবলী, মঙ্গলকাব্যের কবি ও কবিতা সম্পর্কে ধারণা প্রদান করা;
  - চ. আধুনিকতা সম্পর্কে সম্যক ধারণা জ্ঞাপন করা;
  - ছ. বাংলা গদ্য বিকাশে রাজা রামমোহন রায় ও বিদ্যাসাগরের অবদান সম্পর্কে অবহিত করা;
  - জ. বাংলা সাহিত্যে মাইকেল, বঙ্কিম, রবীন্দ্রনাথ, নজরুল প্রমুখ লেখকের অবদান সম্পর্কে সম্যক জ্ঞান প্রদান করা;

**Mapping of course learning outcomes (CLOs) with program learning outcomes (PLOs):**

Course Learning Outcomes (CLOs)	Program Learning Outcomes (PLOs)									
	1	2	3	4	5	6	7	8	9	10
CLO-1: বাংলা সাহিত্যের প্রতি শিক্ষার্থীদের মমত্ববোধ সৃষ্টি হবে।	√									
CLO-2: বাংলা সাহিত্যের ইতিহাসের উদ্ভব ও ধারাবাহিক বিকাশ সম্পর্কে শিক্ষার্থীরা জানতে পারবে।	√									
CLO-3: বাংলা সাহিত্যের আদি, মধ্য ও আধুনিক যুগের প্রকরণ ও বৈচিত্র্য সম্পর্কে শিক্ষার্থীরা সম্যক ধারণা লাভ করতে পারবে।	√									
CLO-4: শিক্ষার্থীরা সাহিত্যের বর্ণনা ও বিষয়বস্তুর সাথে বাস্তব সমাজের অনুসন্ধান করতে পারবে।				√						
CLO-5: বাংলা সাহিত্যের ইতিহাস পাঠ করে শিক্ষার্থীরা সাহিত্যরস উপলব্ধি করতে পারবে।	√									
CLO-6: সাহিত্য পাঠের মাধ্যমে শিক্ষার্থীরা পরিশীলিত বিনোদনের অভ্যাস গড়ে তুলতে পারবে।				√	√					



## Teaching-learning contents and material

<b>Primary and Secondary books References</b>	1	অসিতকুমার বন্দ্যোপাধ্যায়	:	বাংলা সাহিত্যের ইতিবৃত্ত (১ম-৪র্থ খণ্ড) বাংলা সাহিত্যের সংক্ষিপ্ত ইতিবৃত্ত বাংলা সাহিত্যের সম্পূর্ণ ইতিবৃত্ত
	2	আনিসুজ্জামান (সম্পাদিত)	:	বাংলা সাহিত্যের ইতিহাস (১ম খণ্ড) পুরোনো বাংলা গদ্য মুসলিম মানস ও বাংলা সাহিত্য
	3	আহমদ শরীফ	:	বাঙালী ও বাঙলা সাহিত্য (১ম ও ২য় খণ্ড)
	4	আশুতোষ ভট্টাচার্য	:	বাংলা মঙ্গলকাব্যের ইতিহাস বাংলা নাট্যসাহিত্যের ইতিহাস
	5	গোপাল হালদার	:	বাংলা সাহিত্যের রূপরেখা (১ম খণ্ড ও ২য় খণ্ড)
	6	আহাম্মদ এনামুল হক	:	মুসলিম বাঙ্গলা সাহিত্য
	7	মুহাম্মদ শহীদুল্লাহ	:	বাংলা সাহিত্যের কথা (১ম ও ২য় খণ্ড)
	8	শঙ্কুনাথ মুখোপাধ্যায়	:	মধ্যযুগের বাংলা কাব্যে নারী চরিত্র
	9	শ্রীকুমার বন্দ্যোপাধ্যায়	:	বাংলা সাহিত্যের বিকাশের ধারা
	10	সাদ্দ-উর রহমান	:	সামন্ত্যুগের বাঙালী সংস্কৃতি ও কতিপয় বৈশিষ্ট্য
	11	সুকুমার সেন	:	বাঙ্গলা সাহিত্যের ইতিহাস (১ম-৫ম খণ্ড)
	12	অজিতকুমার ঘোষ	:	বাংলা নাটকের ইতিহাস
	13	অপূর্বকুমার রায়	:	উনিশ শতকের বাংলা গদ্যসাহিত্য : ইংরেজি প্রভাব
	14	আবুল কাসেম ফজলুল হক	:	উনিশ শতকের মধ্যশ্রেণী ও বাংলা সাহিত্য
	15	শ্রী পরেশচন্দ্র ভট্টাচার্য	:	সমগ্র বাংলা সাহিত্যের পরিচয়
	16	তপন কুমার চট্টোপাধ্যায়	:	আধুনিক বাংলা সাহিত্যের ইতিহাস
	17	অলোকরঞ্জন দাশগুপ্ত ও দেবীপ্রসাদ বন্দ্যোপাধ্যায়	:	আধুনিক বাংলা কবিতার ইতিহাস
	18	গোলাম মুরশিদ	:	কালান্তরে বাংলা গদ্য : ঔপনিবেশিক আমলের বাংলা গদ্য
	19	ভূদেব চৌধুরী	:	বাংলা সাহিত্যের ইতিকথা (২য় খণ্ড)
	20	শ্যামলকুমার চট্টোপাধ্যায়	:	বাংলা গদ্যের ক্রমবিকাশ
	21	শ্রীকুমার বন্দ্যোপাধ্যায়	:	বঙ্গসাহিত্যে উপন্যাসের ধারা বাংলা সাহিত্যের বিকাশের ধারা (২য় খণ্ড)
	22	সজনীকান্ত দাস	:	বাংলা গদ্য সাহিত্যের ইতিহাস
	23	শশিভূষণ দাশগুপ্ত	:	বাংলা সাহিত্যের একদিক
	24	হুমায়ুন কবির	:	বাঙলার কাব্য
	25	S.K. De	:	History of Bengali Literature in the Nineteenth Century

## 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	বাংলা সাহিত্যের প্রাচীন যুগ (চর্যাপদ ও চর্যাপদের কবিগণ)	Discussion, Q & A And Brainstorming	Quiz # 1	1,2
Week 2	বাংলা সাহিত্যের মধ্যযুগ (শ্রীকৃষ্ণকীর্তন ও বড়ুচণ্ডীদাস)	Discussion and Minute paper	Practice # 1	1,2
Week 3	বাংলাসাহিত্যের মধ্যযুগ (মঙ্গলকাব্য ও কবিকুল)	Group discussion Q & A and teacher feedback	Practice # 2  Quiz # 2	3,4
Week 4	বাংলাসাহিত্যের মধ্যযুগ (বৈষ্ণবপদাবলী-চণ্ডীদাস, বিদ্যাপতি, জ্ঞানদাস, গোবিন্দদাস।	Presentation, Peer review, Q & A and teacher feedback	Practice # 2	3,4

<b>Week 5</b>	বাংলাসাহিত্যের মধ্যযুগ (অনুবাদ সাহিত্য)	Group discussions, Q& A and teacher feedback	Quiz # 3	3,4
<b>Week 6</b>	বাংলাসাহিত্যের মধ্যযুগ (জীবনীসাহিত্য)	Group discussions and Q & A	Practice # 4	3,4
<b>Week 7</b>	বাংলা সাহিত্যের আধুনিক যুগ (বাংলা গদ্য বিকাশে ফোর্ট উইলিয়াম কলেজ, রামমোহন রায় ও ঈশ্বরচন্দ্র বিদ্যাসাগর)	Discussion, Peer review, Q & A and teacher feedback	Quiz # 4	3,6
<b>Week 8</b>	বাংলাসাহিত্যের আধুনিক যুগ (মাইকেল মধুসূদন দত্ত ও বঙ্কিমচন্দ্র)	Idea Lineup Group discussions, and teacher feedback	Video Prsnt.  Practice # 5	3,6
<b>Week 9</b>	<b>Revisions</b> <b>1<sup>st</sup> Midterm (dd/mm/yy)</b>	-----	-----	
<b>Week 10</b>	বাংলাসাহিত্যের আধুনিক যুগ (বাংলা ছোট গল্পের উদ্ভব ও বিকাশ)	Minute paper, Q & A and teacher feedback	Quiz # 5	3,5
<b>Week 11</b>	বাংলাসাহিত্যের আধুনিক যুগ (কাজী নজরুল ইসলাম ও জসীম উদ্দীন)	Discussion, Q & A and teacher feedback	Poster Prsnt.	3,6
<b>Week 12</b>	বাংলাসাহিত্যের আধুনিক যুগ (কল্লোলযুগের কাব্যপ্রবণতা)	Group discussions, Q & A and teacher feedback	-----	3,5
<b>Week 13</b>	Holidays	<b>HOLIDAYS</b>		
<b>Week 14</b>	বাংলাসাহিত্যের আধুনিক যুগ (তিরিশোত্তর কবিতার ধারা)	Minute paper, Q & A and teacher feedback	-----	-----
<b>Week 15</b>	<b>Oral Assessment on the last two classes (final exam will be held on dd/mm/yy)</b>	-----	-----	-----

#### Assessment and evaluation

Assessment strategy	Mark distribution	Type of assessment	Mapping with CLOs
Final	50%	Summative (conceptual & analytical)	
1 <sup>st</sup> mid	10%	Summative (conceptual & analytical)	
2 <sup>nd</sup> 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	
<b>Total</b>	<b>100%</b>		

#### 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 Code: GED001 (216)**

**Course Title: ICT Fundamentals and Advanced MS Office Skills**

**Credits: 4**

**Course Type: GED**

**Rationale of the Course:** This course provides students with foundational knowledge of computer hardware, software, networks, and the Internet, along with a comprehensive understanding of essential office applications, such as Microsoft Word, Excel, PowerPoint, and web browsing/searching. Through a blend of theoretical knowledge and practical exercises, students will develop proficiency in computer operation, document creation and formatting, spreadsheet management, presentation design, and effective online navigation. The course aims to equip students with practical computer skills required for both their academic pursuits and personal lives.

**Course Format:**

<b>Lecturing (Theory)</b>	<b>2 credit</b>	<b>80 Notional hours</b>
<b>Lab-work (Practical)</b>	<b>2 credits</b>	<b>120 Notional hours</b>

**Course Content:**

<b>Topic</b>	<b>Required session(s)</b>	<b>CLOs</b>
<p><b>1. Computer Fundamentals</b> <i>Computer Hardware and Network</i> <b>Computer Generations</b> <b>Hardware Components of a PC</b> <b>Classification of Computer Memory and Storage Devices</b> <b>Installing peripheral devices (Printers/Bluetooth devices)</b> <b>Topologies of Computer Network</b> <b>Logical, Physical, and Port Addresses</b> <b>Functions of Hub, Switch, Router, Gateway, and Firewall Devices</b> <b>Configuring Wireless Access Points</b></p> <p><i>Software and Security Systems</i> <b>Software Systems</b> <b>Types of Software</b> Application Software, System Software and Operating systems, Device Drivers Utility Software and Firmware <b>Cybersecurity</b> Confidentiality, Integrity and Availability Cyber Attacks – Man in the Middle Attack, Denial-of-Service (DoS) and Distributed Denial-of-Service (DDoS), Email Attacks, Password Attacks, Malware and Fishing Attacks, and Ethical usage of Cyber spaces.</p> <p><i>Artificial Intelligence and Machine Learning</i> <b>Fundamentals of AI and Machine Learning</b> <b>Generative AI tools and Their Usage</b></p>		CLO1

<p>Features of MS Word</p> <p><i>Home Tab</i></p> <p><b>Clipboard Group: Format Painter</b></p> <p><b>Font Group: Strikethrough, Subscript, Superscript, Small Caps, Styles Group: Creating New Styles</b></p> <p><i>Insert Tab</i></p> <p><b>Pages Group: Cover Page, Page Break</b></p> <p><b>Tables Group: Creating tables</b></p> <p><b>Header &amp; Footer Group: Header, Footer, Page Number</b></p> <p><b>Symbols Group: Equation, Symbol</b></p> <p><i>Design Tab</i></p> <p><b>Document Formatting Group</b></p> <p><b>Page Background Group: Watermark, Page Color, Page Borders</b></p> <p><i>Layout Tab</i></p> <p><b>Page Setup Group: Margins, Orientation, Size, Columns, Breaks, Line Numbers</b></p> <p><b>Paragraph Group: Indent, Spacing</b></p> <p><b>Arrange Group: Position, Wrap Text, Bring Forward, Send Backward</b></p> <p><i>Mailings Tab</i></p> <p><b>Create Group: Envelops, Labels</b></p> <p><b>Mail Merge: Select Recipients, Edit Recipient List</b></p> <p>Practice Tasks: Creating a CV, Formatting a business letter, Designing a report with a title page, headings, and footers, Inserting and formatting a table for data presentation, creating a mail merge for personalized letter or invitation, adding a watermark and custom page color to a document, setting up document margins and orientations for printing, etc.</p>		CLO2
<p>Features of MS Excel</p> <p><i>Columns and Rows</i></p> <p>Selecting Columns and Rows, Changing Column Width and Row Height, Auto fitting Columns and Rows, Hide/Unhide Columns and Rows, Inserting and Deleting Columns and Rows, Cell, Address of a cell, Components of a cell – Format, value, formula, use of paste and paste special.</p> <p><i>Functionality Using Ranges</i></p> <p>Using Ranges, Selecting Ranges, Entering Information into a Range, Using AutoFill</p> <p><i>Creating Formulas</i></p> <p>Using Formulas, Formula Functions – Sum, Average, IF, Count, Max, Min, Proper, Upper, Lower, Using AutoSum</p> <p><i>Spreadsheet Charts</i></p> <p>Creating Charts, Different types of charts, Formatting Chart Objects, Changing the Chart Type, Showing and Hiding the Legend, Showing and Hiding the Data Table, Moving between Spreadsheets, Data Analysis Sorting, Filter, Text to Column, Data Validation</p> <p>Practice Tasks: Create a spreadsheet to track your month expenses, Adjust the column widths to ensure all category names are fully visible, Use Insert function to add a new row, Use Formulas to calculate total expense, average spending, and identify spending that exceeds certain limits, Create Charts to visually represent the expenses incurred, etc.</p>		CLO3

<p>Features of PowerPoint</p> <p><i>Presentations</i></p> <p><b>Understanding Electronic Presentations</b></p> <p><b>Applying a Theme</b></p> <p><b>Typing Text into a Slide</b></p> <p><b>Saving a Presentation</b></p> <p><b>Inserting New Slides</b></p> <p><b>Presenting a Slide Show</b></p> <p><b>Printing Handouts</b></p> <p><i>Preparing for Presentations</i></p> <p><b>Using Slide Sorter View</b></p> <p><b>Reusing Slides</b></p> <p><b>Adding Sections</b></p> <p><b>Adding Notes to Your Slides</b></p> <p><b>Slide Numbers</b></p> <p><b>About Hyperlinks</b></p> <p><i>Animations and Transitions</i></p> <p><b>Understanding Animation</b></p> <p><b>Animating Text</b></p> <p><b>Animating Objects</b></p> <p><i>Media and Action Buttons</i></p> <p><b>Understanding Media in PowerPoint</b></p> <p><b>Inserting an Online Video</b></p> <p><b>Inserting an Online Audio Clip</b></p> <p><i>Setting Up the Show</i></p> <p><b>About Self-Running Presentations</b></p> <p><b>Recording a Slide Show</b></p> <p><b>Setting Up a Self-Running Presentation</b></p> <p><b>Rehearsing Timings</b></p> <p><b>Setting Up a Speaker-Led Show</b></p> <p><b>Creating a Custom Show</b></p> <p><b>Understanding Presenter View</b></p> <p><i>Brilliant Presentations</i></p> <p><b>Planning a Presentation</b></p> <p><b>Make It Readable</b></p> <p><b>The Four Pillars of Great Design</b></p> <p><b>Perfect Presentation Layouts</b></p> <p><b>Presenting Polished Presentations</b></p> <p><b>Presentation Methods and Hardware</b></p>		CLO4
<p>Practice Tasks: Create a professional presentation on a chosen topic using at least 5 slides. Apply a theme, add media (video and audio), use animations and transitions, incorporate speaker notes and hyperlinks, and set up the presentation for self-running mode.</p> <p>Internet Searching and Browsing</p>		CLO5

<i>Browsing Tools and Techniques</i> <i>Searching on the internet: Keyword searching, Boolean Operators, Phrase searching, Truncation and Wildcard</i> <i>Using Clouds, Dropbox, Google Drive, Zoom Account Management, and others.</i> <i>Social Networking, e-Commerce, creating a YouTube Profile, LinkedIn, etc.</i>		
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**Course Learning Outcomes (CLOs):** After completing the course, students should be able to:

CLO1	Demonstrate the effective understanding of computer systems, components, network systems, and cloud storage.
CLO2	Use Microsoft Word efficiently to create and format documents, including advanced features such as tables, graphics and mail merge.
CLO3	Develop skills in Microsoft Excel for creating spreadsheets, entering and manipulating data, performing fundamental data analysis, and visualising data.
CLO4	Create visually appealing and engaging presentations using Microsoft PowerPoint, incorporating text, graphics, animations and multimedia elements.
CLO5	Navigate internet search and browsing tools effectively to access online resources and services effectively.

**Mapping Course Learning Outcomes (CLOs) with the PLOs:**

[Types of correlation: 1) NC (No correlation); 2) Weak; 3) Moderate; 4) Strong

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1						
CLO2						
CLO3						
CLO4						
CLO5						

After completing the course, the students will be able to:

SL No.	Course Learning Outcome	PLOs	Assessment Rubric Utilised
CLO1	Demonstrate the effective understanding of computer systems, components, network systems, and storage devices.		Quiz, Application based tasks, PBL Assignment/Presentation, Midterm
CLO2	Use Microsoft Word efficiently to create and format documents, including advanced features such as tables, graphics and mail merge.		Quiz, Application based tasks, PBL Assignment/Presentation, Midterm
CLO3	Develop skills in Microsoft Excel for creating spreadsheets, entering and manipulating data, performing fundamental data analysis, and visualising data.		Quiz, Application based tasks, PBL Assignment/Presentation, Midterm
CLO4	Create visually appealing and engaging presentations using Microsoft PowerPoint, incorporating text, graphics, animations and multimedia elements.		Quiz, Application based tasks, PBL Assignment/Presentation, Midterm

CLO5	Navigate internet search and browsing tools effectively to access online resources and services effectively.		Quiz, Application based tasks, PBL Assignment/Presentation, Midterm
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**Assessment Pattern:**

CIE-Continuous Internal Evaluation (Attendance: 10 marks + Continuous evaluation: 40 marks)

Bloom's Category	Quiz	Assignment/ Tasks	Reflection	Midterm Exam	Presentation
Remember	√			√	
Understand	√	√	√	√	√
Apply		√	√	√	√
Analyse		√			√
Evaluate					
Create					

SEE-Semester End Evaluation (Final Written Exam 20 marks + Project Report and Presentation – Practical: 30 marks)

Bloom's Category	Final Exam	Project Report			
Remember	√	√			
Understand	√	√			
Apply	√	√			
Analyse	√	√			
Evaluate	√	√			
Create	√	√			

**Learning Resources:**

Text Books

Reference Books (Text Books)

Other Resources (Online Resources or others)

Justice, Matthew. <i>How Computers Really Work: A Hands-On Guide to the Inner Workings of the Machine</i>
Holler, James. <i>The Microsoft Office 365 Bible</i>
Croft, Bruce, Metzler, Donald and Strohan, Trevor. <i>Search Engines: Information Retrieval in Practice</i>
ICT Skills Full Book. Available at: <a href="https://www.coursehero.com/file/51602462/ICT-Skills-Full-Bookpdf/">https://www.coursehero.com/file/51602462/ICT-Skills-Full-Bookpdf/</a>



**Fifth Semester**  
**Course Title : Bengali poem, prosody and Grammar**

Course Details	
Course Title	Bengali poem, prosody and Grammar
Course Code	<b>SKT 317</b>
Prerequisite	
Course Type	Compulsory
Academic session	July-June
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. Chandana Rani Biswas Dept. of Sanskrit, DU & Prof Dr. Sohana Mahboob Dept. of Bangla, DU
Designation	
Office Room No.	
Contact	
Email	

Administrative contact details	
Program Coordinator	
Office Room	
Contact	
Email	

Office Hours	
<b>Sunday</b>	<b>8.00 am-4.00 pm</b>
<b>Monday</b>	<b>8.00 am-4.00 pm</b>
<b>Tuesday</b>	<b>8.00 am-4.00 pm</b>
<b>Wednesday</b>	<b>8.00 am-4.00 pm</b>
<b>Thursday</b>	<b>8.00 am-4.00 pm</b>

### Introduction

সাহিত্যের একটি সৃজনশীল শাখা কবিতা। কবিতা অনুধাবনের জন্য ছন্দ ও অলংকার জ্ঞান থাকা আবশ্যিক। ছন্দ ও অলংকার মূলত কবিতার পঠন-পাঠন, বিশ্লেষণ ও নির্মিতির সঙ্গে যুক্ত। ভাষাকে সম্যকরূপে জানতে হলে অবশ্যই ব্যাকরণ বিষয়ে জ্ঞান থাকা বাঞ্ছনীয়। এদিকে লক্ষ্য রেখেই বাংলা কবিতার সঙ্গে ছন্দ-অলংকার ও ব্যাকরণকে অন্তর্ভুক্ত করা হয়েছে।

### Course Objectives

- শিক্ষার্থীদের –
- বাংলা ভাষা ও সাহিত্যের প্রতি ভালোবাসাবোধ সৃষ্টি করা
  - নির্বাচিত কবিতা ও কবিদের সম্পর্কে অবহিতকরণ
  - কবিতা পাঠের মাধ্যমে রস উপলব্ধি করার অনুভূতি সৃষ্টি করা
  - বাংলা কবিতার ছন্দের গঠন ও শ্রেণিবিভাগ সম্পর্কে সম্যক ধারণা জ্ঞাপন
  - বাংলা ব্যাকরণ সম্পর্কে ধারণা সৃষ্টি করা

**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: বাংলা কবিতা ও ছন্দের প্রতি শিক্ষার্থীদের ভালোবাসা সৃষ্টি হবে	√									
CLO-2: বাংলা কবিতা পাঠ করে শিক্ষার্থীরা সাহিত্য রস উপলব্ধি করতে পারবে	√									
CLO-3: শিক্ষার্থীরা কবিতার নান্দনিকতা ও শৈল্পিক মূল্য মূল্যায়ন করতে পারবে	√									
CLO-4: নির্বাচিত কবিতা ও কবিদের সম্পর্কে শিক্ষার্থীরা জ্ঞান লাভ করতে পারবে	√									
CLO-5: শিক্ষার্থীরা বাংলা ছন্দের গঠন ও শ্রেণিবিভাগ সম্পর্কে জানতে পারবে	√									
CLO-6: শিক্ষার্থীরা বাংলা কবিতায় ব্যবহৃত বিভিন্ন ছন্দকে নির্ণয় করে বিশ্লেষণ করতে পারবে						√				
CLO-7: বাংলা ভাষা ও ব্যাকরণ সম্পর্কে শিক্ষার্থীরা জ্ঞান লাভ করে বাস্তব জীবনে প্রমিত বাংলা ভাষা প্রয়োগ করতে পারবে	√									
CLO-8: শিক্ষার্থীরা পরিশীলিত সংস্কৃতি চর্চার ধারক ও বাহক হবে। অর্থাৎ নিজে চর্চা করে অন্যকে উদ্বুদ্ধ করতে পারবে										

## Teaching-learning contents and materials

<b>Primary and Secondary books References</b>	1	আবু সায়ীদ আইয়ুব	:	আধুনিকতা ও রবীন্দ্রনাথ
	2	নীহাররঞ্জন রায়	:	রবীন্দ্র সাহিত্যের ভূমিকা
	3	কাজী আবদুল ওদুদ	:	নজরুল-প্রতিভা
	4	ক্ষেত্র গুপ্ত	:	মধুসূদনের কবি-আত্মা ও কাব্য শিল্প
	5	গোলাম মুরশিদ	:	আশার ছন্দে ভুলি
	6	সৈয়দ আলী আহসান	:	মধুসূদন : কবিকৃতি ও কাব্যাদর্শন
	7	সুনীতি কুমার চট্টোপাধ্যায়	:	ভাষা প্রকাশ বাঙ্গালা ব্যাকরণ
	8	মুহম্মদ শহীদুল্লাহ	:	বাঙ্গালা ব্যাকরণ
	9	রফিকুল ইসলাম	:	বাংলা ব্যাকরণ সমীক্ষা
	10	শ্রীশচন্দ্র দাশ	:	সাহিত্য সম্দর্শন
	11	প্রবোধ চন্দ্র সেন	:	ছন্দ পরিক্রমা নতুন ছন্দ পরিক্রমা
	12	মোহাম্মদ মনিরুজ্জামান	:	আধুনিক বাংলা কবিতার ছন্দ
	13	মুহম্মদ আবদুল হাই ও আনোয়ার পাশা (সম্পাদিত)	:	বড়ু চণ্ডীদাসের কাব্য
	14	মুহম্মদ শহীদুল্লাহ (সম্পাদিত)	:	চর্যাপদ

## 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	কবিতার সংজ্ঞা ও শ্রেণিবিভাগ, চর্যাপদের আবিষ্কার ও সম্পাদনার ইতিহাস, শব্দরপাদ : উষ্ণা উষ্ণা পাবত.....।	Discussion, Q & A And Brainstorming	Quiz # 1	1, 2, 4
Week 2	বড়ু চণ্ডীদাস : শ্রীকৃষ্ণকীর্তন (কে না বাঁশী বা এ বড়ায়ি) চণ্ডীদাস : সেই কেবা শুনাইল শ্যাম নাম।	Discussion and Minute paper	Practice # 1	1, 2
Week 3	আলাওল : পদ্মাবতীর রূপ বর্ণনা (পদ্মাবতীরূপ ..... মরণ যাচক পর্যন্ত)	Group discussions Q & A and teacher feedback	Practice # 2 Quiz # 2	1, 2, 3
Week 4	বাংলা কবিতার ছন্দ : ধ্বনি, মাত্রা ও অক্ষর, পঙক্তি, স্তবক, ছন্দের শ্রেণিবিভাগ : স্বরবৃত্ত, মাত্রাবৃত্ত ও অক্ষরবৃত্ত	Presentation, Peer review, Q & A and teacher feedback	Practice # 2	1, 5, 6
Week 5	ছন্দ বিশ্লেষণ	Discussion, Q & A and teacher feedback	Quiz # 3	6
Week 6	মাইকেল মধুসূদন দত্ত : মেঘনাদবধ কাব্য (প্রথম সর্গ : সম্মুখ সমরে পড়ি' থেকে 'কাররে বাসনা বাস করিতে আঁধারে, পর্যন্ত)	Discussion, Minute paper, and Q & A	Practice # 4	2, 3
Week 7	রবীন্দ্রনাথ ঠাকুর : স্বপ্ন	Group discussions, Peer review, Q & A and teacher feedback	Quiz # 4	1, 2, 3
Week 8	কাজী নজরুল ইসলাম : বিদ্রোহী (বিদ্রোহী সত্তা, হিন্দু-মুসলিম ঐতিহ্যের সমন্বয়)	Discussion, Idea Lineup and teacher feedback	Video Prsnt. Practice # 5	2, 3, 4, 8
Week 9	<b>Revisions</b> <b>1<sup>st</sup> Midterm (dd/mm/yy)</b>	-----	-----	
Week 10	জীবনানন্দ দাশ : বনলতা সেন সুধীন্দ্র নাথ দত্ত : শাস্তী	Minute paper, Q & A and teacher feedback	Quiz # 5	2, 3, 4

<b>Week 11</b>	শামসুর রাহমান : স্বাধীনতা তুমি (নন্দনতাত্ত্বিক বিশ্লেষণ) ব্যাকরণ : ভাষা ও ভাষার উপাদান পরিচিতি (ধ্বনি, বর্ণ, বাংলা ধ্বনির উচ্চারণ ও উচ্চারণসূত্র, রূপমূল, শব্দ ও বাক্য)	Discussion, Q & A and teacher feedback	Poster Prsnt.	1, 2, 3, 7, 8
<b>Week 12</b>	বাংলা ভাষার শব্দ : উৎস অনুসারে শ্রেণিবিভাগ, গঠন অনুসারে শ্রেণিবিভাগ ও অর্থ অনুসারে শব্দের শ্রেণিবিভাগ, বাংলা ভাষারীতি : কথ্য (আঞ্চলিক ও প্রমিত) এবং লেখ্য (সাধু ও চলিত); বাংলা বানানের নিয়ম	Discussion, Q & A and teacher feedback	-----	7
<b>Week 13</b>		<b>HOLIDAYS</b>		
<b>Week 14</b>	বাংলা বাক্য : গঠনগত ও অর্থগত শ্রেণিবিভাগ, বাগধারা, সমার্থক শব্দ, বিপরীতার্থক শব্দ, একই শব্দের ভিন্নার্থক ব্যবহার, বাক্য বা বাক্যাংশের সংক্ষেপণ, বিশিষ্টার্থক বাক্যাংশের ব্যবহার; পাঠ পুনরালোচনা	Minute paper, Q & A and teacher feedback	-----	-----
<b>Week 15</b>	<b>Oral Assessment on the last two classes (final exam will be held on dd/mm/yy)</b>	-----	-----	-----

### Assessment and evaluation

Assessment strategy	Mark distribution	Type of assessment	Mapping with CLOs
Final	50%	Summative (conceptual & analytical)	
1 <sup>st</sup> mid	10%	Summative (conceptual & analytical)	
2 <sup>nd</sup> 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	
<b>Total</b>	<b>100%</b>		

### 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: Sanskrit Grammar**

Course Details	
Course Title	<b>Sanskrit Grammar</b>
Course Code	<b>SKT 318</b>
Prerequisite	
Course Type	Compulsory
Academic session	July-June
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. Asim Sarkar Dept. of Sanskrit & Dr. Promata Mistry Associate Professor Dept. of Sanskrit
Designation	
Office Room No.	
Contact	
Email	

Administrative contact details	
Program Coordinator	
Office Room	
Contact	
Email	

Office Hours	
<b>Sunday</b>	<b>8.00 am-4.00 pm</b>
<b>Monday</b>	<b>8.00 am-4.00 pm</b>
<b>Tuesday</b>	<b>8.00 am-4.00 pm</b>
<b>Wednesday</b>	<b>8.00 am-4.00 pm</b>
<b>Thursday</b>	<b>8.00 am-4.00 pm</b>

**Introduction**

This course includes Sandhi and Compounds of Sanskrit Grammar. Through this course the students will be developed knowledge about euphonic combination and verbal suffix. Practicing this course, the students will be strengthened in grammatical competence and will be able to solve problems of Sanskrit grammar and Sanskrit language. These topics are very much important to learn Sanskrit language properly. Through this course the students will be acquainted with the respective discipline of Sanskrit Grammar.

**Course Objectives**

The objectives of the course are:

1. to get the idea of Sanskrit Sandhi;
2. to develop knowledge about euphonic combination: combination of vowels and Conjunction, prohibition of sandhi, regular vowel sandhi, combination of consonants;
3. to learn about conjoin and disjoin of sandhi of Sanskrit grammar;
4. to get the idea of Compounds of Sanskrit Grammar;
5. to understand the importance of Sanskrit Grammar;
6. to learn to speak and write Sanskrit by using these grammatical terms properly.

**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: get the idea of Sandhi and Compound of Sanskrit Grammar	√									
CLO-2: know the classifications of Sandhi and Compound of Sanskrit Grammar	√									
CLO-3: learn the rules of Sandhi and Compound of Sanskrit Grammar	√									
CLO-4: understand and explain the importance of Sandhi and Compound for making a word in Sanskrit Grammar									√	

CLO-5: learn about conjoin and disjoin of sandhi of Sanskrit grammar.	√									
CLO-6: know that where Sandhi is compulsory and prohibited in Sanskrit Grammar				√						
CLO-7: learn the necessary technical terms of Sandhi and Compound of Sanskrit Grammar	√								√	
CLO-8: apply the Sandhi and Compound properly in speaking and writing of Sanskrit Language			√						√	
CLO-9: know about the application of Sandhi and Compound in Sanskrit Language and Literature.							√			
CLO-10: make the compound word by using of Samasanta suffixes.									√	√

### Teaching-learning contents and materials

<b>Primary and Secondary books References</b>	1	পাণিনির অষ্টাধ্যায়ী	:	শ্রীদেবেন্দ্র কুমার বিদ্যারত্ন
	2	সারদারঞ্জন রায়	:	সিদ্ধান্তকৌমুদী
	3	সচ্চিদানন্দ মুখোপাধ্যায়	:	সিদ্ধান্তকৌমুদী (সমাস প্রকরণ)
	4	অযোধ্যানাথ সান্যাল শাস্ত্রী	:	সিদ্ধান্তকৌমুদী
	5	শ্রীশচন্দ্র বসু	:	সিদ্ধান্তকৌমুদী
	6	সত্যনারায়ণ চক্রবর্তী	:	পাণিনীয় শব্দশাস্ত্র
	7	দিলীপ কুমার ভট্টাচার্য	:	ভট্টোজিদীক্ষিতের সিদ্ধান্তকৌমুদী (সংজ্ঞা প্রকরণ)
	8	ললিতমোহন সাংখ্য-বেদান্ততীর্থ	:	বৈয়াকরণ সিদ্ধান্তকৌমুদী
	9	ড. অসীম সরকার	:	সংস্কৃত ও বাংলা ব্যাকরণে সমাস
	10	অসীম সরকার	:	সংস্কৃত ভাষা শিক্ষা
	11	মালবিকা বিশ্বাস ও ময়না তালুকদার (সম্পাদিত)	:	দিলীপ কুমার ভট্টাচার্য রচনাসমগ্র

### 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	Definition of sandhi and compound	Discussion, Q & A And Brainstorming	Quiz # 1	1
Week 2	Classification of sandhi and compound.	Discussion and Minute paper	Practice # 1	2
Week 3	Compulsory and prohibition of sandhi	Group discussions, Q & A and teacher feedback	Practice # 2 Quiz # 2	2, 3, 6
Week 4	Formation of compound	Presentation, Peer review, Q & A and teacher feedback	Practice # 2	2, 3, 4, 7, 8, 9, 10
Week 5	Importance of sandhi and compound for making a word	Discussions, Q& A and teacher feedback	Quiz # 3	2, 3, 4, 5, 6, 7, 8, 9, 10
Week 6	Rules of sandhi	Group discussions and Q & A	Practice # 4	2, 3, 4, 5, 6, 9
Week 7	Rules of sandhi	Group discussions, Peer review and teacher feedback	Quiz # 4	2, 3, 4, 5, 6, 9
Week 8	Rules of compound	Discussion, Idea Lineup and teacher feedback	Video Presentation. Practice # 5	2, 3, 4, 7, 8, 9, 10

<b>Week 9</b>	<b>Revisions 1<sup>st</sup> Midterm (dd/mm/yy)</b>	-----	-----	
<b>Week 10</b>	Rules of sandhi	Minute paper, Q & A and teacher feedback	Quiz # 5	2, 3, 4, 5, 6, 9
<b>Week 11</b>	Rules of sandhi	Discussion, Q & A and teacher feedback	Poster Prsnt.	2, 3, 4, 5, 6, 9
<b>Week 12</b>	Rules of compound	Group discussions, Q & A and teacher feedback	-----	2, 3, 4, 7, 8, 9, 10
<b>Week 13</b>		<b>HOLIDAYS</b>		
<b>Week 14</b>	Samasanta	Minute paper, Q & A and teacher feedback	-----	-----
<b>Week 15</b>	<b>Oral Assessment on the last two classes (final exam will be held on dd/mm/yy)</b>	-----	-----	-----

#### Assessment and evaluation

Assessment strategy	Mark distribution	Type of assessment	Mapping with CLOs
Final	50%	Summative (conceptual & analytical)	
1 <sup>st</sup> mid	10%	Summative (conceptual & analytical)	
2 <sup>nd</sup> 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	
<b>Total</b>	<b>100%</b>		

#### 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 : Vedic Samhita & Grammar**

Course Details	
Course Title	<b>Vedic Samhita &amp; Grammar</b>
Course Code	<b>SKT 319</b>
Prerequisite	
Course Type	Compulsory
Academic session	July-June
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. Kalidash Bhakta Associate Professor Dept. of Sanskrit, DU & Titash Kumar Sil Assistant Professor Dept. of Sanskrit, DU
Designation	
Office Room No.	
Contact	
Email	

Administrative contact details	
Program Coordinator	
Office Room	
Contact	
Email	

Office Hours	
<b>Sunday</b>	<b>8.00 am-4.00 pm</b>
<b>Monday</b>	<b>8.00 am-4.00 pm</b>
<b>Tuesday</b>	<b>8.00 am-4.00 pm</b>
<b>Wednesday</b>	<b>8.00 am-4.00 pm</b>
<b>Thursday</b>	<b>8.00 am-4.00 pm</b>

**Introduction**

In Indian literature, the Veda is the oldest literary document. It is also called the oldest in Indo-European family of languages. So, the Veda has a unique value in literature, religion and society of ancient India. To show old literary documents in this course some selected positions from four Vedic Samhitas (Rigveda, Samaveda, Yajurveda and Atharva veda) are included. With these, Vedic grammar is also included.

**Course Objectives**

The objectives of the course are:

1. to know the brief history of Vedic literature and Vedic India;
2. to know the importance of Vedic literature;
3. to know about four Veda-Samhita;
4. to know about Vedic gods and goddesses;
5. to know the knowledge of mantra, sukta, mandal etc;
6. to know about ancient Indian culture and society;
7. to know about different readings of Vedic mantra;
8. to know about Vedic grammar

**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: know the brief history of vedic literature and vedic India;	√									
CLO-2: gain the importance of vedic literature		√								
CLO-3: enrich about four Vedic-Samhita				√						
CLO-4: acquaint about Vedic gods and goddesses	√									
CLO-5: learn the knowledge of mantra, sukta, mandal etc	√									

CLO-6: know about ancient Indian culture and society and its significance		√	√							
CLO-7: know about the Yajna (Sacrifice of Vedic period)		√								
CLO-8: determine about different reading of vedic mantra					√					
CLO-9: realize the importance of vedic grammar									√	
CLO-10: compare between the Vedic Grammar and Sanskrit Grammar									√	

### Teaching-learning contents and materials

<b>Primary and Secondary books References</b>	1	যোগীরাজ বসু	:	বেদের পরিচয়
	2	রমেশচন্দ্র দত্ত (সম্পাদিত)	:	ঋগ্বেদ-সংহিতা
	3	অনির্বাণ	:	বেদ-সংহিতা
	4	পরিতোষ ঠাকুর (সম্পাদিত)	:	সামবেদ-সংহিতা
	5	বিজন বিহারী গোস্বামী (সম্পাদিত)	:	যজুর্বেদ-সংহিতা
	6	বিজন বিহারী গোস্বামী (সম্পাদিত)	:	অথর্ববেদ-সংহিতা
	7	ধীরেন্দ্রনাথ তরফদার	:	বৈদিক ব্যাকরণ
	8	ধীরেন্দ্রনাথ তরফদার	:	বৈদিক সংকলন
	9	গৌরি ধর্মপাল	:	বেদের ভাষা ও ব্যাকরণ
	10	AA Macdonell	:	A Vedic Reader for Students
	11	AA Macdonell	:	A Vedic Grammar for Students
	12	R. C Hazra	:	Commemoration Volume (Puranic and Vedic Studies)

### 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	Discussion on vedic Samhita, definition and Classification of veda, period, and vedic grammar	Discussion, Q & A and Brainstorming	Quiz # 1	1
Week 2	Definition, Subject-matter and literary value of Rigveda, Samveda, Yajurveda and Atharvaveda Samhita and vedic gods and goddesses	Discussion and Minute paper	Practice # 1	3, 4, 5
Week 3	Discussion on Agni and Indra Sukta of Rigveda and difference between vedic and Sanskrit language and grammar	Group discussion Q & A and teacher feedback	Practice # 2 Quiz # 2	7, 8, 9
Week 4	Discussion on Indra and ushas Sukta and Vedic root and word	Presentation, Peer review, and teacher feedback	Practice # 2	6, 9
Week 5	Discussion about Manduka and Yama Sukta and Vedic Upasarga and Syntax	Group discussions, Q & A and teacher feedback	Quiz # 3	5, 6, 9
Week 6	Yama Sukta and Vedic Conjugation	Group discussion and Q & A	Practice # 4	6, 9
Week 7	Aksha and Purusha Sukta, Vedic Suffix and compound	Group discussion, Q & A and teacher feedback	Quiz # 4	6, 8, 9



<b>Week 8</b>	Purusha and Paramatman Sukta, Vedic accent and infinitive	Group discussions, Idea Lineup and teacher feedback	Video Presentation. Practice # 5	5, 7, 9
<b>Week 9</b>	<b>Revisions</b> <b>1<sup>st</sup> Midterm (dd/mm/yy)</b>	-----	-----	
<b>Week 10</b>	Introduction of Samaveda Samhita	Minute paper, and teacher feedback	Quiz # 5	5, 7
<b>Week 11</b>	Discussion on Shukla Yajurveda Samhita	Discussion, Q & A and teacher feedback	Poster Presentation.	4, 7
<b>Week 12</b>	Discussion on Shukla Yajurveda Samhita	Group discussion and teacher feedback	-----	4, 7
<b>Week 13</b>		<b>HOLIDAYS</b>		
<b>Week 14</b>	Discussion on Atharvaveda Samhita	Minute paper, Q & A and teacher feedback	-----	-----
<b>Week 15</b>	<b>Oral Assessment on the last two classes (final exam will be held on dd/mm/yy)</b>	-----	-----	-----

### Assessment and evaluation

Assessment strategy	Mark distribution	Type of assessment	Mapping with CLOs
Final	50%	Summative (conceptual & analytical)	
1 <sup>st</sup> mid	10%	Summative (conceptual & analytical)	
2 <sup>nd</sup> 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	
<b>Total</b>	<b>100%</b>		

### 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 : Linguistics and Sanskrit Philology**

Course Details	
Course Title	Linguistics and Sanskrit Philology
Course Code	<b>SKT 320</b>
Prerequisite	
Course Type	Compulsory
Academic session	July-June
Credit	4
Total Marks	100
Section	
Class Room	Assigned by the department
Class Time	As per university time

Course Teacher's Detail	
Course Teacher	Professor Dr. Sanchita Guha Dept. of Sanskrit, DU & Ratindro Sarkar Assistant Professor Dept. of Sanskrit, DU
Designation	
Office Room No.	
Contact	
Email	

Administrative contact details	
Program Coordinator	
Office Room	
Contact	
Email	

Office Hours	
<b>Sunday</b>	<b>8.00 am-4.00 pm</b>
<b>Monday</b>	<b>8.00 am-4.00 pm</b>
<b>Tuesday</b>	<b>8.00 am-4.00 pm</b>
<b>Wednesday</b>	<b>8.00 am-4.00 pm</b>
<b>Thursday</b>	<b>8.00 am-4.00 pm</b>

**Introduction**

This Course is comprised of introduction to linguistics, components of language, different branches and methods of linguistics, linguistics and relevant theories, necessity and out-line of linguistics study. The content of this course is designed for student to ascertain the knowledge of linguistics and language families of the world with relation to Sanskrit.

**Course Objectives**

Course Learning Objectives:

The objectives of the course are:

- introduce linguistics;
- to know and learn about applied linguistics;
- to know and learn about phonology, morphology, syntax and semantics of Sanskrit language;
- to gather knowledge of Indo- European family of languages and Indo-Aryan Languages (Vedic, Sanskrit, Prakrit and Pali);
- to know and learn about Sanskrit elements usage in Bengali language;
- to know and learn Sanskrit grammar's influence on Bengali grammar.

**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: acquainted with the introductory knowledge of linguistics	√									
CLO-2: gather knowledge about the phonology, morphology, syntax, semantics of Sanskrit language	√		√							
CLO-3: get knowledge about different branches and method of linguistics	√									
CLO-4: enrich themselves by applying the knowledge of applied linguistics			√				√			

CLO-5: distinguish the Shatam and kentum branches of Indo-European languages									√	
CLO-6: gather knowledge about the origion history and periodization of the Bangla Language	√							√		
CLO-7: understand the influence of the Sanskrit language and literature on Bangla language and literature				√					√	
CLO-8: do research comparing various branches of language										

### Teaching-learning contents and materials

<b>Primary and Secondary books References</b>	1	রবীন্দ্রনাথ ঠাকুর	:	শব্দতত্ত্ব
	2	সত্যরঞ্জন বন্দ্যোপাধ্যায়	:	সংস্কৃত ভাষাতত্ত্ব
	3	রফিকুল ইসলাম	:	ভাষাতত্ত্ব
	4	রামেশ্বর শ'	:	সাধারণ ভাষাবিজ্ঞান ও বাংলা ভাষা
	5	আবুল কালাম মনজুর মোরশেদ	:	আধুনিক ভাষাতত্ত্ব
	6	মনিরুজ্জামান	:	ভাষাতত্ত্ব অনুশীলন
	7	মুহাম্মদ আবদুল হাই	:	ধ্বনিবিজ্ঞান ও বাংলা ধ্বনিতত্ত্ব
	8	সুনীতি কুমার চট্টোপাধ্যায়	:	ভাষাপ্রকাশ বাঙ্গালা ব্যাকরণ
	9	হুমায়ূন আজাদ	:	বাক্যতত্ত্ব
	10	মুহাম্মদ শহীদুল্লাহ	:	বাংলা ভাষার ইতিহাস
	11	সুকুমার সেন	:	ভাষার ইতিবৃত্ত
	12	SK Chatterji	:	The Origin and Development of the Bengali Language
	13	John Lyons	:	Introduction to Theoretical Linguistics
	14	KL Pike	:	Phonetics
	15	Charles Ferguson	:	Grammatical categories
	16	UA Nida	:	Morphology
	17	F Palmer	:	Semantics
	18	Lehman	:	Historical Linguistics : An Introduction
	19	Tradgill	:	Sociolinguistics : An Introduction
	20	P Corder	:	Applied Linguistics
	21	RH Robins	:	A Short History of Linguistics
	22	Mathews	:	Morphology: An Introduction to Theory of Word Structure
	23	SR Banerjee	:	Sanskrit Philology

### 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	Definition and characteristics of Linguistics	Discussion, Q & A And Brainstorming	Quiz # 1	1
Week 2	Sections of Linguistics Phonology, Morphology, Syntax and Semantics	Discussion and Minute paper	Practice # 1	2
Week 3	Different branches and methods of linguistics; Development of linguistics	Group discussions Q& A and teacher feedback	Practice # 2 Quiz # 2	4
Week 4	Linguistics and relevant theories: necessity and outline of linguistic study	Presentation, Peer review and Q& A	Practice # 2	

<b>Week 5</b>	Phonology and Sanskrit phonology; language Families of the world	Group discussions, Q& A and teacher feedback	Quiz # 3	2
<b>Week 6</b>	Classification of Sounds, Morphology and Sanskrit Morphology; Indo-European family and Aryan Family of Languages	Discussion and Q & A	Practice # 4	2
<b>Week 7</b>	Syntax and Sanskrit Syntax; Aryan Family of languages	Group discussions, Peer review and teacher feedback	Quiz # 4	2, 5
<b>Week 8</b>	Semantics Semantics and the change of Meaning: Indo-Aryan Language: Periodization and Applied Linguistics	Idea Lineup Group discussions, and teacher feedback	Video Prsnt. Practice # 5	3
<b>Week 9</b>	<b>Revisions</b> <b>1<sup>st</sup> Midterm (dd/mm/yy)</b>	-----	-----	
<b>Week 10</b>	Difference between Vedic and Classical Sanskrit, Sound Change : Middle Indo-Aryan language : Its Stage and Features	Discussion, Minute paper, Q& A and teacher feedback	Quiz # 5	5
<b>Week 11</b>	Middle Indo-Aryan language : prakrit and Pali	Group discussions, Q& A and teacher feedback	Poster Prsnt.	
<b>Week 12</b>	The Origin, History and Periodisation of the Bangla Language, Non-Aryan Languages of India and development of Bangla Vocabulary	Discussion, Q& A and teacher feedback	-----	6
<b>Week 13</b>		<b>HOLIDAYS</b>		
<b>Week 14</b>	Influence of Sanskrit grammar on that of Bangla; Language Contact: Mixed Language and Borrowing language	Minute paper, Q& A and teacher feedback	-----	-----
<b>Week 15</b>	<b>Oral Assessment on the last two classes (final exam will be held on dd/mm/yy)</b>	-----	-----	-----

### Assessment and evaluation

Assessment strategy	Mark distribution	Type of assessment	Mapping with CLOs
Final	50%	Summative (conceptual & analytical)	
1 <sup>st</sup> mid	10%	Summative (conceptual & analytical)	
2 <sup>nd</sup> 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	
<b>Total</b>	<b>100%</b>		

**Grade Scale:**

<b>Marks (100%)</b>	<b>Grade</b>	<b>CGPA</b>
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.).

**Sixth Semester**  
**Course Title: Bengali Fiction and Essay**

Course Details	
Course Title	<b>Bengali Fiction and Essay</b>
Course Code	<b>SKT 321</b>
Prerequisite	
Course Type	Compulsory
Academic session	July-June
Credit	4
Total Marks	100
Section	
Class Room	Assigned by the department
Class Time	As per university time

Course Teacher's Detail	
Course Teacher	Professor Dr. Chanda Rani Biswas Dept. of Sanskrit, DU Professor Sohana Mahboob Dept. of Bangla, DU
Designation	
Office Room No.	
Contact	
Email	

Administrative contact details	
Program Coordinator	
Office Room	
Contact	
Email	

Office Hours	
<b>Sunday</b>	<b>8.00 am-4.00 pm</b>
<b>Monday</b>	<b>8.00 am-4.00 pm</b>
<b>Tuesday</b>	<b>8.00 am-4.00 pm</b>
<b>Wednesday</b>	<b>8.00 am-4.00 pm</b>
<b>Thursday</b>	<b>8.00 am-4.00 pm</b>

### Introduction

কথাসাহিত্যের ২ টি অংশ – ছোট গল্প ও উপন্যাস। ছোটগল্প ও উপন্যাস সাহিত্যের আধুনিকতম রূপ। জীবন ও শিল্প ভাবনার মননশীল পরিশীলিত প্রকাশ হচ্ছে প্রবন্ধ। বর্তমান কোর্সে চারটি ছোটগল্প, একটি উপন্যাস ও চারটি প্রবন্ধ পাঠ্য বিষয় হিসেবে যুক্ত করা হয়েছে। পাঠ্য বিষয়সমূহ নিম্নরূপে সাজানো হয়েছে:

ক. ছোটগল্প - রবীন্দ্রনাথ ঠাকুর : শান্তি, মানিক বন্দ্যোপাধ্যায় : প্রাগৈতিহাসিক, আবু ইসহাক : জোক ও সৈয়দ মুজতবা আলী : পণ্ডিত মশাই খ. উপন্যাস  
বিভূতিভূষণ বন্দ্যোপাধ্যায় : 'পথের পাঁচালী' এবং গ. প্রবন্ধ - বঙ্কিমচন্দ্র চট্টোপাধ্যায় : শকুন্তলা, মিরন্দা ও দেস্দিমোনা, হরপ্রসাদ শাস্ত্রী : মনুষ্য জীবনের উদ্দেশ্য, রবীন্দ্রনাথ ঠাকুর : কাব্যের উপেক্ষিতা, রোকেয়া সাখাওয়াত হোসেন : অর্ধাঙ্গী এবং মোতাহের হোসেন চৌধুরী : সংস্কৃতি কথা

### Course Objectives

- এই কোর্স অধ্যয়নের মাধ্যমে শিক্ষার্থী –
- নির্বাচিত ছোটগল্পসমূহের বিষয়বস্তু, গঠনশৈলী ও সমসাময়িক সামাজিক-রাজনৈতিক উপকরণ সম্পর্কে জ্ঞাত হবে এবং ছোটগল্পের নানামাত্রিক বিশ্লেষণে সক্ষম হবে।
  - বাংলা উপন্যাসের উদ্ভব, বিকাশ ও বৈশিষ্ট্য সম্পর্কে প্রত্যক্ষ ধারণা অর্জন করতে পারবে।
  - 'পথের পাঁচালী' উপন্যাসে অভিব্যক্ত জীবনের সর্বতোমুখী স্পন্দন সম্পর্কে বিশ্লেষণী দৃষ্টি অর্জনে সক্ষম হবে।
  - উপন্যাসের বিশ্লেষণ কৌশল আয়ত্ত করতে সক্ষম হবে।
  - নির্বাচিত প্রবন্ধ ও প্রবন্ধকারদের সম্পর্কে সম্যক ধারণা লাভ করতে পারবে।

**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: বাংলা কথাসাহিত্য ও প্রবন্ধসাহিত্য পাঠ করে শিক্ষার্থীরা সৃজনশীল ও যুক্তিবাদী সাহিত্য সম্পর্কে সম্যক ধারণা লাভ করবে।	√	√	√							
CLO-2: বাংলা কথাসাহিত্য ও প্রবন্ধসাহিত্য পাঠপূর্বক শিক্ষার্থীরা কথাসাহিত্যে জীবন ও মনস্তত্ত্ব এবং প্রবন্ধসাহিত্যে জীবনের দর্শন ও জ্ঞান সম্পর্কে সম্যক ধারণা লাভ করবে।	√	√		√						
CLO-3: বাংলা কথাসাহিত্যে রূপায়িত আর্থসামাজিক ও রাজনৈতিক প্রভাব এবং প্রবন্ধসাহিত্যে প্রতিফলিত সমাজভাবনা শিক্ষার্থীদের জীবনবোধ ও বাস্তবতাবোধ সম্পর্কে ধারণা দেবে।					√		√			
CLO-4: কথাসাহিত্য এবং প্রবন্ধসাহিত্যে শিক্ষার্থীদের সূক্ষ্ম রসবোধ সৃজনে গুরুত্বপূর্ণ ভূমিকা পালন করবে।		√					√			
CLO-5: কথাসাহিত্য ও প্রবন্ধসাহিত্যে শিক্ষার্থীদের অনুধাবন, পর্যবেক্ষণশক্তি এবং সমালোচনা করার ক্ষমতা বৃদ্ধি করবে এবং প্রকরণ সম্পর্কে সম্যক ধারণা দেবে।	√	√	√							

CLO-6: কথাসাহিত্য ও প্রবন্ধসাহিত্য শিক্ষার্থীদের বিশ্লেষণী ক্ষমতা বৃদ্ধি করবে এবং মানসম্মত গদ্য রচনায় সহায়তা করবে।	√		√						
CLO-7: কথাসাহিত্য ও প্রবন্ধসাহিত্য পাঠে শিক্ষার্থীদের উদ্ভাবনী শক্তির বিকাশ ঘটবে।						√			

### Teaching-learning book references

<b>Primary and Secondary books References</b>	1	রবীন্দ্রনাথ ঠাকুর	:	গল্পগুচ্ছ
	2	মানিক বন্দ্যোপাধ্যায়	:	গল্প সমগ্র
	3	আবু ইসহাক	:	নির্বাচিত গল্প
	4	সৈয়দ মুজতবা আলী	:	ছোটগল্প সংগ্রহ
	5	পথের পাঁচালী	:	বিভূতিভূষণ বন্দ্যোপাধ্যায়
	6	বঙ্কিমচন্দ্র চট্টোপাধ্যায়	:	বঙ্কিম রচনাবলী (২য় খণ্ড)
	7	হরপ্রসাদ শাস্ত্রী	:	নির্বাচিত প্রবন্ধ
	8	রবীন্দ্রনাথ ঠাকুর	:	রবীন্দ্র সমগ্র - খণ্ড ৩
	9	রোকেয়া সাখাওয়াত হোসেন	:	মতিচূর
	10	মোতাহের হোসেন চৌধুরী	:	সংস্কৃতি কথা
	11	অরুণকুমার মুখোপাধ্যায়	:	কালের পুস্তলিকা
	12	আনোয়ার পাশা	:	রবীন্দ্র ছোটগল্প সমীক্ষা
	13	গোপিকানাথ রায় চৌধুরী	:	রবীন্দ্রনাথ : ছোটগল্পের প্রকরণশিল্প
	14	তপোব্রত ঘোষ	:	রবীন্দ্র-ছোটগল্পের শিল্পরূপ
	15	নারায়ণ গঙ্গোপাধ্যায়	:	কথাকোবিদ রবীন্দ্রনাথ : বাংলা গল্পবিচিত্রা
	16	প্রমথনাথ বিশী	:	রবীন্দ্রনাথের ছোটগল্প
	17	বাংলা একাডেমি (প্রকাশক)	:	উত্তরাধিকার, মানিক বন্দ্যোপাধ্যায় জন্মশতবর্ষ সংখ্যা
	18	বিশ্বজিৎ ঘোষ	:	শতবর্ষের বাংলা ছোটগল্প
	19	বীরেন্দ্র দত্ত	:	বাংলা ছোটগল্প : প্রসঙ্গ ও প্রকরণ
	20	বুদ্ধদেব বসু	:	রবীন্দ্রনাথ: কথাসাহিত্য
	21	ভীষ্মদেব চৌধুরী	:	দু-চারিটি অশ্রুজল : রবীন্দ্রগল্পের তিনপাঠ
	22	ভূদেব চৌধুরী	:	বাংলাসাহিত্যে ছোটগল্প ও ছোটগল্পকার
	23	রমারঞ্জন রায়	:	গল্পের ভুবন : প্রেমেন্দ্র মিত্র
	24	শিশিরকুমার দাশ	:	বাংলা ছোটগল্প
	25	সৈয়দ আকরাম হোসেন	:	প্রসঙ্গ বাংলা কথাসাহিত্য
	26	সৈয়দ আজিজুল হক	:	কথাশিল্পী মানিক
	27	মানিক বন্দ্যোপাধ্যায়ের ছোটগল্প	:	সমাজচেতনা ও জীবনের রূপায়ণ
	28	সৈয়দ শামসুল হক	:	মার্জিনে মন্তব্য

### 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	রবীন্দ্রনাথ ঠাকুর : শান্তি, আর্থ-সামাজিক প্রেক্ষাপটে নারীর অবস্থান	Discussion, Q & A and Brainstorming	Quiz # 1	1,3
Week 2	মানিক বন্দ্যোপাধ্যায় : প্রাগৈতিহাসিক, নারী ও পুরুষের মনস্তত্ত্ব ও মনোবিকলন	Discussion and Minute paper	Practice # 1	2
Week 3	আবু ইসহাক : জোক, আর্থ-সামাজিক শোষণের প্রেক্ষাপট	Group discussions Q & A and teacher feedback	Practice # 2 Quiz # 2	3
Week 4	সৈয়দ মুজতবা আলী : পণ্ডিতমশাই, জীবন-বাস্তবতার আলোকে	Presentation, Peer review, Q & A and teacher feedback	Practice # 2	3
Week 5	উপন্যাসের সংজ্ঞার্থ ও শ্রেণিবিভাগ, বাংলা উপন্যাসের উদ্ভব, বিকাশ ও বৈশিষ্ট্য সম্পর্কে আলোচনা	Group discussions, Q & A and teacher feedback	Quiz # 3	1

<b>Week 6</b>	বিভূতিভূষণ বন্দ্যোপাধ্যায় : পথের পাঁচালী (নামকরণ ও পর্ব বিভাগের তাৎপর্য)	Discussions and Q & A	Practice # 4	6
<b>Week 7</b>	পথের পাঁচালীর দ্বিতীয় পর্ব ; আম-আঁটির ভেঁপু বিশ্লেষণ ও চরিত্রের ভূমিকা	Group discussions, Peer review, Q& A and teacher feedback	Quiz # 4	6
<b>Week 8</b>	তৃতীয় পর্ব : অত্রের সংবাদ বিশ্লেষণ ও বিভূতিভূষণের শিল্পবৈশিষ্ট্য	Idea Lineup Group discussions, and teacher feedback	Video Presentation. Practice # 5	6
<b>Week 9</b>	<b>Revisions 1<sup>st</sup> Midterm (dd/mm/yy)</b>	-----	-----	
<b>Week 10</b>	প্রবন্ধের সংজ্ঞার্থ বঙ্কিমচন্দ্র চট্টোপাধ্যায় : শকুন্তলা, মিরন্দা, ও দেস্দিমোনা, তুলনামূলক আলোচনার প্রেক্ষিতে	Minute paper, Q& A and teacher feedback	Quiz # 5	5, 7
<b>Week 11</b>	হরপ্রসাদ শাস্ত্রী : মনুষ্য জীবনের উদ্দেশ্য -মানবজীবনের উদ্দেশ্য বিশ্লেষণ রবীন্দ্রনাথ ঠাকুর : কাব্যের উপেক্ষিতা, কাব্যের চরিত্রদের প্রয়োজনীয়তা বিশ্লেষণ	Group discussions, Q& A and teacher feedback	Poster Prsnt.	6, 7
<b>Week 12</b>	রোকেয়া সাখাওয়াত হোসেন : অর্ধাঙ্গী, রোকেয়ার যুক্তিবাদিতা ও তুলনামূলক আলোচনা	Discussion and Q& A	-----	6, 7
<b>Week 13</b>		<b>HOLIDAYS</b>		
<b>Week 14</b>	মোতাহের হোসেন চৌধুরী : সংস্কৃতি-কথা: বিশ্লেষণ পূর্ব-পাঠের পাঠ-পুনরালোচনা	Minute paper, Q& A and teacher feedback	-----	-----
<b>Week 15</b>	<b>Oral Assessment on the last two classes (final exam will be held on dd/mm/yy)</b>	-----	-----	-----

#### Assessment and evaluation

Assessment strategy	Mark distribution	Type of assessment	Mapping with CLOs
Final	50%	Summative (conceptual & analytical)	
1 <sup>st</sup> mid	10%	Summative (conceptual & analytical)	
2 <sup>nd</sup> 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	
<b>Total</b>	<b>100%</b>		

#### Grade Scale:

Marks (100%)	Grade	
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: Vedic & Sanskrit Prosody**

Course Details	
Course Title	<b>Vedic &amp; Sanskrit Prosody</b>
Course Code	<b>SKT 322</b>
Prerequisite	
Course Type	Compulsory
Academic session	July-June
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. Kalidash Bhakta Associate Professor Dept. of Sanskrit, DU Titash Kumar Sil Assistant Professor Dept. of Sanskrit, DU
Designation	
Office Room No.	
Contact	
Email	

Administrative contact details	
Program Coordinator	
Office Room	
Contact	
Email	

Office Hours	
<b>Sunday</b>	<b>8.00 am-4.00 pm</b>
<b>Monday</b>	<b>8.00 am-4.00 pm</b>
<b>Tuesday</b>	<b>8.00 am-4.00 pm</b>
<b>Wednesday</b>	<b>8.00 am-4.00 pm</b>
<b>Thursday</b>	<b>8.00 am-4.00 pm</b>

**Introduction**

This course is comprised of Vedic & Sanskrit prosody. The contents of this course is designed to strengthen students' ability of knowing Vedic & Sanskrit prosody. The contents of this course are Vedic Prosody (author and history of Vedic prosody, formation of Vedic prosody, types of Vedic prosody, determining the number of pada and syllables of Vedic prosody, Vedic rhythmic terminology, define with example of Vedic prosodies, determining Vedic prosody) and Sanskrit Prosody (author and history of Sanskrit prosody, formation of Sanskrit prosody, types of Sanskrit prosody, Sanskrit rhythmic terminology, determining syllables (laghu-guru) and gana, define prosody with examples, determining Sanskrit Prosody (Samavṛtta, Ardhasamavṛtta, Visamavṛtta and Jati / Matra).

**Course Objectives**

The objectives of the course are:

1. to introduce author and history of Vedic prosody;
2. to know the formation and types of Vedic prosody;
3. to introduce numbers of pada, syllables and Vedic rhythmic terminology;
4. to define and determine Vedic prosody with examples;
5. to introduce the author and history of Sanskrit prosody;
6. to know the formation and types of Sanskrit prosody;
7. to introduce syllables (laghu-guru), gana and Sanskrit rhythmic terminology;
8. to define and determine Sanskrit prosody with examples.

**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 importance of Vedic & Sanskrit prosody.	√									
CLO-2: gather knowledge about author, history of Vedic & Sanskrit prosody.	√									
CLO-3: derive formation of Vedic & Sanskrit prosody.	√									

CLO-4: know the types of Vedic & Sanskrit prosody.										
CLO-5: obtain the knowledge about the numbers of pada, syllables, (laghu-guru), gana and rhythmic terminology of Vedic & Sanskrit prosody.	√									
CLO-6: identify the classification and analyze the Vedic & Sanskrit prosody.			√							
CLO-7: ascertain the Vedic & Sanskrit prosody.	√									
CLO-8: compare, evaluate and apply the Vedic & Sanskrit prosody.			√							

### Teaching-learning contents and materials

<b>Primary and Secondary books References</b>	1	পিঙ্গল	:	ছন্দঃসূত্র
	2	গঙ্গাদাস	:	ছন্দোমঞ্জরী
	3	পরেশচন্দ্র মণ্ডল	:	সংস্কৃত ছন্দের ধারা
	4	নারায়ণচন্দ্র বিশ্বাস ও দিলীপ কুমার ভট্টাচার্য	:	সংস্কৃত ছন্দ-পরিচিতি
	5	ড. প্রমথ মিত্রী	:	বৈদিক ছন্দ-পরিচিতি
	6	গৌরী ধর্মপাল	:	বেদের ভাষা ও ছন্দ

### 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	Vedic Prosody: Author and history	Discussion, Q & A and Brainstorming	Quiz # 1	2
Week 2	Formation and types of Vedic prosody	Discussion and Minute paper	Practice # 1	3, 4
Week 3	Determining the numbers of pada and syllables of Vedic prosody, Vedic rhythmic terminology	Group discussions Q& A and teacher feedback	Practice # 2 Quiz # 2	5
Week 4	Define prosody examples	Presentation, Peer review, and teacher feedback	Practice # 2	6
Week 5	Determining Vedic Prosody (Gayatri, Ushnik, Anushtup)	Group discussions, Q & A and teacher feedback	Quiz # 3	7, 8
Week 6	Determining Vedic Prosody (Vrihati, Pankti, Trishup, Jagati)	Group discussions and Q & A	Practice # 4	7, 8
Week 7	Sanskrit Prosody: Author and history	Discussion, Q & A and teacher feedback	Quiz # 4	2
Week 8	Sanskrit Prosody: Formation Sanskrit prosody, types of Sanskrit prosody	Idea Lineup Group discussions, and teacher feedback	Video Presentation. Practice # 5	3, 4
Week 9	<b>Revisions</b> <b>1<sup>st</sup> Midterm (dd/mm/yy)</b>	-----	-----	
Week 10	Sanskrit rhythim terminology, Determining of Syllables (laghu-guru) and gana	Minute paper and teacher feedback	Quiz # 5	5

<b>Week 11</b>	Define Sanskrit prosody with examples	Group discussions, Q & A and teacher feedback	Poster Presentation.	6
<b>Week 12</b>	Determining Sanskrit prosody (Samavrtta, Ardhasamavrtta)	Group discussions, Q & A and teacher feedback	-----	7, 8
<b>Week 13</b>		<b>HOLIDAYS</b>		
<b>Week 14</b>	Determining Sanskrit Prosody (Visamavrtta, Jati/Matra)	Minute paper and Q & A	-----	-----
<b>Week 15</b>	<b>Oral Assessment on the last two classes (final exam will be held on dd/mm/yy)</b>	-----	-----	-----

### Assessment and evaluation

Assessment strategy	Mark distribution	Type of assessment	Mapping with CLOs
Final	50%	Summative (conceptual & analytical)	
1 <sup>st</sup> mid	10%	Summative (conceptual & analytical)	
2 <sup>nd</sup> 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	
<b>Total</b>	<b>100%</b>		

### Grade Scale:

Marks (100%)	Grade	
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 : Indian Philosophy

Course Details	
Course Title	<b>Indian Philosophy</b>
Course Code	<b>SKT 323</b>
Prerequisite	
Course Type	Compulsory
Academic session	July-June
Credit	4
Total Marks	100
Section	
Class Room	Assigned by the department
Class Time	As per university time

Course Teacher's Detail	
Course Teacher	Professor Dr. Malabika Biswas Dept. of Sanskrit, DU & Namita Mandal Assistant Professor Dept. of Sanskrit
Designation	
Office Room No.	
Contact	
Email	

Administrative contact details	
Program Coordinator	
Office Room	
Contact	
Email	

Office Hours	
<b>Sunday</b>	<b>8.00 am-4.00 pm</b>
<b>Monday</b>	<b>8.00 am-4.00 pm</b>
<b>Tuesday</b>	<b>8.00 am-4.00 pm</b>
<b>Wednesday</b>	<b>8.00 am-4.00 pm</b>
<b>Thursday</b>	<b>8.00 am-4.00 pm</b>

### Introduction

The course is comprised of introduction to Indian philosophy and two text books: *Vedantasarah* and *Tarkasamgrahah*. *Vedantasarah* is written by sadananda Yogindra and *Tarkasamgrahah* is written by Annam Bhatta. In Indian philosophy there are six orthodox schools: Samkhya, Yoga, Nyaya, Vaisheshika, Mimamsa, Vedanta and three unorthodox schools: Bauddha, Jaina and Charvaka. Through this course the students will be acquainted with Indian philosophy.

### Course Objectives

The objectives of the course are:

- (a) to provide knowledge to the students about the introduction of Indian philosophy such as definition, general characteristics, features etc;
- (b) to provide knowledge about six orthodox and three unorthodox schools of Indian philosophy to the students;
- (c) to provide knowledge about Brahman, Atman, Ishvara, Advaitavada etc. to the students;
- (d) to provide knowledge about Vedanta philosophy to the students with the special reference to *Vedantasara*;
- (e) to provide knowledge about Nyaya and Vaisheshika philosophy to the students with special reference to *Tarkasamgrahah*;
- (f) the students will have to learn the subject-matter of Vedanta philosophy;
- (g) the students will have to know the significance of the great-statement 'Aham Brahmasmi' and 'Tattvamasi';
- (h) the students will have to learn the subject-matter of *Tarkasamgrahah*.

**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: to gather knowledge about the introduction of Indian philosophy such as definition, general characteristics, features etc.	√									
CLO-2: to know about six orthodox and three unorthodox schools of Indian philosophy.		√								

CLO-3: to gather knowledge about Brahman, Atman, Ishvara, Advaitavada etc. to the students.						√			
CLO-4: to analyze Vedanta philosophy to the students with the special reference to <i>Vedantasarah</i> .						√	√		
CLO-5: to analyze Nyaya and Vaisheshika philosophy with special reference to <i>Tarkasamgrahah</i> .								√	√

### Teaching-learning contents and materials

<b>Primary and Secondary books References</b>	1	রমা মুখোপাধ্যায়	:	বেদান্ত পরিচয়
	2	প্রবোধচন্দ্র সেনগুপ্ত	:	ভারতীয় দর্শন
	3	নীলদবরণ চক্রবর্তী	:	ভারতীয় দর্শন
	4	নিরঞ্জন স্বরূপ ব্রহ্মচারী	:	তর্কসংগ্রহ
	5	নারায়ণ চন্দ্র গোস্বামী	:	তর্কসংগ্রহঃ
	6	কালীবর বেদান্তবাগীশ	:	বেদান্তসার
	7	বিপদভঞ্জন পাল	:	বেদান্তসারঃ
	8	বিপদভঞ্জন পাল	:	তর্কসংগ্রহসার
	9	অধ্যাপক অর্জুনবিকাশ চৌধুরী	:	ভারতীয় দর্শ
	10	ড. সর্বানী গাঙ্গুলী (সম্পাদিত)	:	অন্নভট্টকৃতঃ তর্কসংগ্রহ
	11	S Radhakrishnan	:	Indian Philosophy
	12	Satischandra Chatterjee	:	An introduction to Indian philosophy

### 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	Introductory discussion, definition, general characteristics, features, classifications of Indian philosophy	Discussion, Q & A And Brainstorming	Quiz # 1	1, 2
Week 2	Orthodox schools: Samkhya and Yoga Philosophy; Introductory discussion about the text, <i>Tarkasamgrahah</i> and it's author	Discussion and Minute paper	Practice # 1	2, 5
Week 3	Orthodox schools: Nyaya and Vaisheshika; Definition and classifications of Padartha, definition and classifications, with examples of Dravya Padartha according to the text <i>Tarkasamgraha</i>	Group discussions Q & A and teacher feedback	Practice # 2 Quiz # 2	2, 5
Week 4	Orthodox schools: Mimamsa and Vedanta; Definition and classification with examples of Guna Padartha according to the text <i>Tarkasamgrahah</i>	Presentation, Peer review, Q & A and teacher feedback	Practice # 2	2, 3, 5
Week 5	Unorthodox school: Bauddha philosophy; Definition and classifications with	Group discussions, Q & A and teacher feedback	Quiz # 3	2, 5

	examples of karana and sannikarsha according to the text <i>Tarkasamgrahah</i>			
<b>Week 6</b>	Unorthodox schools: Jaina and Charvaka; Definition and classifications with examples of Anumana according to the text <i>Tarkasamgrahah</i>	Discussion and Q & A	Practice # 4	2, 5
<b>Week 7</b>	Introductory discussion about the text <i>Vedantasarah</i> and it's author; Definition and classifications of Anubandha in detail according to the text <i>Vedantasarah</i> ; Definition and classifications with examples of Hetvabhasa in detail according to the text <i>Tarakasamgrahah</i>	Group discussions, Peer review, Q & A and teacher feedback	Quiz # 4	3, 4, 5
<b>Week 8</b>	Definition and classifications with examples of Ajnana, Sukshma sharira according to the text <i>Vedantasarah</i> ; Upamana and Shavdhavodha in detail according to the text <i>Tarkasamgrahah</i>	Group discussions, Idea Lineup and teacher feedback	Video Prsnt. Practice # 5	4, 5
<b>Week 9</b>	<b>Revisions</b> <b>1<sup>st</sup> Midterm (dd/mm/yy)</b>	-----	-----	
<b>Week 10</b>	Sthula Sharira and Adhyaropa in detail according to the text <i>Vedantasarah</i> ; Rest of divisions of guna padartha according to the text <i>Tarkasamgrahah</i>	Minute paper, Q & A and teacher feedback	Quiz # 5	4, 5
<b>Week 11</b>	Apavada, Jahat lakshana, Ajahat lakshana and Bhagalakshana in detail; according to the text <i>vedantasarah</i> ; karma, Samanya, Vishesh and Samavaya in detail according to the text <i>Tarkasamgrahah</i>	Discussion, Q & A and teacher feedback	Poster Prsnt.	4, 5
<b>Week 12</b>	The great Statement 'Aham Brahmasmi' and Samadhi in detail according to the text <i>Vedantasarah</i> ; Definition and classification with examples of Abhava padartha according to the text <i>Tarkasmagrahah</i>	Discussion and Q & A	-----	3, 4, 5
<b>Week 13</b>		<b>HOLIDAYS</b>		
<b>Week 14</b>	Jivanmukta Puusha in detail according to the text <i>Vedantasharah</i> Rest of divisions of Abhava padartha according to the text <i>Tarkasamgrahah</i>	Minute paper, Q & A and teacher feedback	-----	-----

<b>Week 15</b>	<b>Oral Assessment on the last two classes (final exam will be held on dd/mm/yy)</b>	-----	-----	-----
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### Assessment and evaluation

Assessment strategy	Mark distribution	Type of assessment	Mapping with CLOs
Final	50%	Summative (conceptual & analytical)	
1 <sup>st</sup> mid	10%	Summative (conceptual & analytical)	
2 <sup>nd</sup> 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	
<b>Total</b>	<b>100%</b>		

### Grade Scale:

Marks (100%)	Grade	
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 : Manuscriptology

Course Details	
Course Title	<b>Manuscriptology</b>
Course Code	<b>SKT 324</b>
Prerequisite	
Course Type	Compulsory
Academic session	July-June
Credit	4
Total Marks	100
Section	
Class Room	Assigned by the department
Class Time	As per university time

Course Teacher's Detail	
Course Teacher	Professor Dr. Sanchita Guha Dept. of Sanskrit, DU & Ratindro Sarkar Assistant Professor Dept. of Sanskrit, DU
Designation	
Office Room No.	
Contact	
Email	

Administrative contact details	
Program Coordinator	
Office Room	
Contact	
Email	

Office Hours	
<b>Sunday</b>	<b>8.00 am-4.00 pm</b>
<b>Monday</b>	<b>8.00 am-4.00 pm</b>
<b>Tuesday</b>	<b>8.00 am-4.00 pm</b>
<b>Wednesday</b>	<b>8.00 am-4.00 pm</b>
<b>Thursday</b>	<b>8.00 am-4.00 pm</b>

### Introduction

This course is comprised of introduction to script and manuscript. Through this course the students will be acquainted with the history of the origin of the Devanagari and Bangla scripts, writing materials, writing method, identifying method, deciphering method and writing style of manuscripts. Students will also be able to decipher Sanskrit and Bangla manuscripts.

### Course Objectives

Manuscript is a very rich asset to us. Through manuscripts we can get to know about the literal, historical, philosophical and social matters of that era. So the objectives of the course are to inform the basic ideas of the scripts and manuscripts:

- (a) the students will have an idea about the history of the origin and development of the Devanagari and Bangla scripts;
- (b) the students will have an idea of identifying Sanskrit manuscript;
- (c) the students will have to learn to decipher Sanskrit and Bangla manuscript;
- (d) the students will be informed about the writing style of Sanskrit manuscript;
- (e) the students will have to learn the method of editing Sanskrit and Bangla manuscripts.

**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: identify the origin of Bengali and Devanagari scripts and understand the nature and significance of causation, continuity and change over time.	√									
CLO-2: apply their skills to decipher, transliterate and edit old manuscripts.										√
CLO-3: interpret evidence from different types of manuscript sources to develop and sustain a historical background of Sanskrit literature.									√	

CLO-4: organize relevant informations regarding social, political, economical, religious etc. of the ancient and medieval period and compare those to present.		√		√		√				
CLO-5: analyze the writing materials which was used to those era to preserve their knowledge and history and the changes of writing materials and preserving systems over time.				√						
CLO-6: evaluate critically the role of historical features, nindividual and groups by collecting various informations from these old manuscripts.		√	√		√					
CLO-7: incorporate the rudimentary ideas to the development and well-being of the country.			√							
CLO-8: know about the literary as well as the socio political-economical background of different eras.									√	

### Teaching-learning contents and materials

<b>Primary and Secondary books References</b>	1	রবীন্দ্রনাথ ষোষ্ঠাকুর	:	সংস্কৃত বর্ণমালার ইতিহাস
	2	কল্পনা ভৌমিক	:	পাণ্ডুলিপি পঠন সহায়িকা
	3	মুহম্মদ আবদুল কাইউম	:	পাণ্ডুলিপি পাঠ ও পাঠ সমালোচনা
	4	কল্পনা ভৌমিক	:	সংস্কৃত ও বাংলা ভাষা-সাহিত্যে সংখ্যাচাক শব্দের ব্যবহার
	5	জয়ন্ত গোস্বামী	:	প্রাচীন পুঁথি গবেষণা: পদ্ধতি ও প্রয়োগ
	6	খন্দকার মুজাম্মিল হক	:	পাণ্ডুলিপি পাঠ ও পাঠ-সম্পাদনা
	7	বিমলেন্দু চক্রবর্তী	:	ভারতের গুহাচিত্র
	8	মুহম্মদ শাহজাহান মিয়া	:	বাংলা পাণ্ডুলিপি পাঠ-সমীক্ষা
	9	D Banerjee	:	The origin of Bengali script
	10	LS Katre	:	Introduction of Indian Textual Criticism
	11	DB Disalkar	:	Selection from Sanskrit Inscription

### 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	Origin and development of script	Discussion, Q & A and Brainstorming	Quiz # 1	1
Week 2	Discussion about Bengali and Devenagari script	Discussion and Minute paper	Practice # 1	1
Week 3	Introduction of the old manuscript	Group discussions, Q & A and teacher feedback	Practice # 2 Quiz # 2	2
Week 4	Review of the Previous classes	Presentation, Q & A and teacher feedback	Practice # 2	1, 2
Week 5	Dicipher method of the old manuscript	Group discussions, Q & A and teacher feedback	Quiz # 3	2
Week 6	Discussion about writing method and writing materials of the old manuscript	Discussion and Q & A	Practice # 4	2
Week 7	Review of the previous classes	Group discussions, Peer review and teacher feedback	Quiz # 4	2

<b>Week 8</b>	Discussion on about the importance of the manuscript	Idea Lineup Group discussions, and teacher feedback	Video Presentation  Practice # 5	3, 4
<b>Week 9</b>	<b>Revisions</b> <b>1<sup>st</sup> Midterm (dd/mm/yy)</b>	-----	-----	
<b>Week 10</b>	Writing style of the manuscript	Minute paper, Q & A and teacher feedback	Quiz # 5	5
<b>Week 11</b>	Editing method of the manuscript	Discussion, Q & A and teacher feedback	Poster Presentation.	6, 7
<b>Week 12</b>	Discussion about critical analyze, prosection, writing manuscript as a profession etc.	Group discussions and Q & A	-----	6
<b>Week 13</b>		<b>HOLIDAYS</b>		
<b>Week 14</b>	Analyze about socio-political-economical views of that era by analyzing the informations getting form these old manuscripts.	Minute paper, Q & A and teacher feedback	-----	-----
<b>Week 15</b>	<b>Oral Assessment on the last two classes (final exam will be held on dd/mm/yy)</b>	-----	-----	-----

#### Assessment and evaluation

Assessment strategy	Mark distribution	Type of assessment	Mapping with CLOs
Final	50%	Summative (conceptual & analytical)	
1 <sup>st</sup> mid	10%	Summative (conceptual & analytical)	
2 <sup>nd</sup> 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	
<b>Total</b>	<b>100%</b>		

#### Grade Scale:

Marks (100%)	Grade	
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.).

**Seventh Semester**  
**Course Title : Later Vedic Literature**

Course Details	
Course Title	<b>Later Vedic Literature</b>
Course Code	<b>SKT 425</b>
Prerequisite	
Course Type	Compulsory
Academic session	July-June
Credit	4
Total Marks	100
Section	
Class Room	Assigned by the department
Class Time	As per university time

Course Teacher's Detail	
Course Teacher	Professor Dr. Mayna Talukdar Dept. of Sanskrit, DU & Titash Kumar Sil Assistant Professor Dept. of Sanskrit, DU
Designation	
Office Room No.	
Contact	
Email	

Administrative contact details	
Program Coordinator	
Office Room	
Contact	
Email	

Office Hours	
<b>Sunday</b>	<b>8.00 am-4.00 pm</b>
<b>Monday</b>	<b>8.00 am-4.00 pm</b>
<b>Tuesday</b>	<b>8.00 am-4.00 pm</b>
<b>Wednesday</b>	<b>8.00 am-4.00 pm</b>
<b>Thursday</b>	<b>8.00 am-4.00 pm</b>

**Introduction**

This is a concised course on later Vedic Literature. The course consists of Shatapatha Brahmana, Ishopanishad, Shvetashvatara Upanishad and Aitareya Aranyaka. Ishopanishad and the selected portions of Shatapatha Brahmana, Shvetashvatara Upanishad and Aitareya Aranyaka are included in the curriculum.

**Course Objectives**

The general objective of the course is to enlighten the students about the later Vedic literature in general and the procedure and benefit of sacrifice, realisation of God and self development in particular.

The students will be able–

1. to know the procedure of sacrifice and output of it in the context of Shatapatha Brahmana;
2. to know the fact that everything is under control of God, God and Soul are same, means of removing ignorance in the light of Ishopanishad;
3. to know the relation between God and creation, evolution of human being and absolute. Influence of God in the context of Shvetashvatara Upanishad
4. to know the way of achieving God in the context of Aitareya Aranyaka.

**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: gather knowledge about the Vedic and post Vedic literature	√									
CLO-2: enrich themselves about the Samhita, Brahmana, Aranyaka and Upanishad			√		√					
CLO-3: know about Shatapatha Brahmana and various types of Yajna (sacrifice)						√				
CLO-4: know the spirituality of Upanishad										
CLO-5: analyze the Ishopanishad and the super power of Brahma or Paramatma			√							

CLO-6: to distinguish between Brahma or paramatma and Jiva or Jivatma by gathering knowledge from the Shvetashvatara Upanishad				√						
CLO-7: know about the subject matters and knowledge of sacrifices evolved in Aitareya Aranyaka.						√				

### Teaching-learning contents and materials

<b>Primary and Secondary books References</b>	1	অতুলচন্দ্র সেন ও অন্যান্য (সম্পাদিত)	:	উপনিষদ
	2	সীতানাথ গোস্বামী (সম্পাদিত)	:	ঈশোপনিষদ
	3	কানাই লাল রায় (সম্পাদিত)	:	ঈশোপনিষদ
	4	মহানামব্রত ব্রহ্মচারী	:	উপনিষদ ভাবনা (১ম ও ২য় খণ্ড)
	5	দুলাল ভৌমিক	:	শতপথব্রাহ্মণ
	6	সুকুমারী ভট্টাচার্য	:	ইতিহাসের আলোকে বৈদিক সাহিত্য
	7	অমিয় মুখার্জী	:	ব্রহ্মবিদ্যা উপনিষদ
	8	যোগীরাজ বসু	:	বেদের পরিচয়
	9	শ্রীমতি শান্তি বন্দ্যোপাধ্যায়	:	বৈদিক যুগের যাগযজ্ঞ
	10	Moriz Winternitz	:	A History of Indian Literature (vol. 1)

### 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 of Vedic and Post Vedic literature	Discussion, Q & A and Brainstorming	Quiz # 1	1
Week 2	Introduction to Samhita, Brahmana, Aranyaka and Upanishad	Discussion and Minute paper	Practice # 1	1, 2
Week 3	Discussion on Shatapatha Brahmana and its Characteristics	Group discussions Q& A and teacher feedback	Practice # 2 Quiz # 2	3
Week 4	Discussions on various types of sacrifices (yajna)	Presentation, Peer review and Q& A	Practice # 2	3
Week 5	Introduction of Upanishad and its classification	Group discussions and Q& A	Quiz # 3	4, 5
Week 6	Ishopanishad: discussion and the relation between Brahma or paramatma and Jivatma	Discussion and Q & A	Practice # 4	5, 6
Week 7	Introduction of Shvetashvatara Upanishad	Group discussions, Peer review and Q & A	Quiz # 4	4, 5
Week 8	Discussion on the first chapter of Shvetashvatara Upanishad	Idea Lineup Group discussions, and teacher feedback	Video Presentation. Practice # 5	4, 5
Week 9	<b>Revisions</b> <b>1<sup>st</sup> and 2<sup>nd</sup> midterm</b> <b>(dd/mm/yy)</b>	-----	-----	
Week 10	Discussion on the 2nd chapter of Shvetashvatara Upanishad	Minute paper and Q & A	Quiz # 5	5

<b>Week 11</b>	Discussion on the 6th chapter of Shvetashvatara Upanishad	Group discussions, Q & A and teacher feedback	Poster Presentation.	5
<b>Week 12</b>	Discussion of the Aitareya Aranyaka	Discussion, Q & A and teacher feedback	-----	6
<b>Week 13</b>		<b>HOLIDAYS</b>		
<b>Week 14</b>	Discussion of the Aitareya Aranyaka and its subject-matters	Minute paper, Q & A and teacher feedback	-----	-----
<b>Week 15</b>	<b>Oral Assessment on the last two classes (final exam will be held on dd/mm/yy)</b>	-----	-----	-----

### Assessment and evaluation

Assessment strategy	Mark distribution	Type of assessment	Mapping with CLOs
Final	50%	Summative (conceptual & analytical)	
1 <sup>st</sup> mid	10%	Summative (conceptual & analytical)	
2 <sup>nd</sup> 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	
<b>Total</b>	<b>100%</b>		

### Grade Scale:

Marks (100%)	Grade	
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: Ancient Sanskrit epic**

Course Details	
Course Title	<b>Ancient Sanskrit epic</b>
Course Code	<b>SKT 426</b>
Prerequisite	
Course Type	Compulsory
Academic session	July-June
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. Narayan Chandra Biswas Dept. of Sanskrit, DU & Prof. Dr. Chandana Rani Biswas Dept. of Sanskrit, DU
Designation	
Office Room No.	
Contact	
Email	

Administrative contact details	
Program Coordinator	
Office Room	
Contact	
Email	

Office Hours	
<b>Sunday</b>	<b>8.00 am-4.00 pm</b>
<b>Monday</b>	<b>8.00 am-4.00 pm</b>
<b>Tuesday</b>	<b>8.00 am-4.00 pm</b>
<b>Wednesday</b>	<b>8.00 am-4.00 pm</b>
<b>Thursday</b>	<b>8.00 am-4.00 pm</b>

**Introduction**

Epic is a branch of Sanskrit literature. It is written in poetry form. Epics are written after Vedic literature. Epic is the source of ancient Indian history, society, religion etc. There are two ancient Sanskrit epics. They are Rāmāyana and Mahabharata. These two books called the mirror of ancient Indian civilization. They have both historical and literary value. Adi, Ayodha and Aranya kandas of Rāmāyana and Vana and Virata parvas of Mahābhārata are selected in the syllabus.

**Course Objectives**

The general objectives of the course are:

- to know the definition and classification of Sanskrit epic;
- to learn the history and the period of Rāmāyana and Mahābhārata;
- to know about the human society and civilization of ancient India;
- to know about the characteristics of Rāmāyana and Mahābhārata.

**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: gather knowledge about the Sanskrit epic.	√									
CLO-2: evaluate Rāmāyana and Mahābhārata as epic literature.	√									
CLO-3: evaluate Rāmāyana as a human Kavya.					√					
CLO-4: analyse the impact of Rāmāyana and Mahābhārata on ancient Indian politics and civilization.		√		√						
CLO-5: compare the socio-political situation of Ramayana and Mahabharata.						√				
CLO-6: evaluate the contemporary society on the context of Ramayana and Mahabharata.							√			



## Teaching-learning contents and materials

<b>Primary and Secondary books References</b>	1	पञ्चगानन तर्करत्न (सम्पादित)	:	रामायणम्
	2	ध्यानेशनारायण चक्रवर्ती (सम्पादित)	:	रामायणम्
	3	हरिदास सिद्धान्तवागीश (सम्पादित)	:	महाभारतम्
	4	कालीप्रसन्न सिंह (सम्पादित)	:	महाभारत
	5	सुखमय भट्टाचार्य	:	महाभारतের সমাজ
	6	राजशेखर वसु	:	रामायणेर सारानुवाद
	7	राजशेखर वसु	:	महाभारतের सारानुवाद
	8	नृसिंहप्रसाद भादुड़ी	:	महाभारतের ছয় প্রবীণ
	9	कल्लना डेमिक	:	कवीन्द्र महाभारत
	10	कृतिवास	:	रामायण
	11	काशीराम दास	:	महाभारत
	12	अमरेश्वर ठाकुर	:	बाल्मीकि-रामायणम् (गौड़ीय पाठ सम्मलित)
	13	अमलेश भट्टाचार्य	:	रामायण कथा
	14	दीनेशचन्द्र सेन	:	रामायणी कथा
	15	लक्ष्मीनारायण हाजरा	:	रामायणचर्चा, नतून आङ्गिक ओ दृष्टि
	16	शिखा दत्त	:	चरित्रे रामायण-महाभारत
	17	सुखमय भट्टाचार्य	:	रामायणेर चरितावली
	18	सुधामय दास	:	इतिहासेर आलोकें रामायण
	19	स्वस्तिका दत्त	:	रामायण समीक्षा
	20	मञ्जुला चौधुरी (सम्पादित)	:	महाभारतम् (राजधर्म पर्व)
	21	Suniti Kumar Chatterji	:	The Ramayana – Its Character, Genesis, History, Expansion and Exodus – A Resume

## 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 ancient Sanskrit epic	Discussion, Q & A And Brainstorming	Quiz # 1	1
Week 2	Introduction to Rāmāyana and Mahābhārata	Discussion and Minute paper	Practice # 1	1, 2
Week 3	The gaining of the poetic merit of Valmiki	Group discussions and Q & A	Practice # 2 Quiz # 2	1, 3
Week 4	Adikanda of Rāmāyana	Presentation, Peer review, and Q & A	Practice # 2	3
Week 5	Adikanda of Rāmāyana	Group discussions, Q & A and teacher feedback	Quiz # 3	3
Week 6	Ayodhyakāṇḍa of Rāmāyana	Discussion and Q & A	Practice # 4	2, 4
Week 7	Ayodhyakāṇḍa of Rāmāyana	Group discussions, Minute paper and Q & A	Quiz # 4	2, 4
Week 8	Aranyakāṇḍa of Rāmāyana	Idea Lineup Group discussions, and teacher feedback	Video Prsnt. Practice # 5	3, 4
Week 9	<b>Revisions</b> 1 <sup>st</sup> Midterm (dd/mm/yy)	-----	-----	

<b>Week 10</b>	Aranyakanda of Rāmāyana	Minute paper, Q & A and teacher feedback	Quiz # 5	3, 5
<b>Week 11</b>	Vanaparva of Mahābhārata	Discussion, Q & A and teacher feedback	Poster Prsnt.	5, 6
<b>Week 12</b>	Vanaparva of Mahābhārata	Group discussions, Q & A and teacher feedback	-----	5, 6
<b>Week 13</b>	Holidays	<b>HOLIDAYS</b>		
<b>Week 14</b>	Virataparva of Mahābhārata	Minute paper, Q & A and teacher feedback	-----	-----
<b>Week 15</b>	<b>Oral Assessment on the last two classes (final exam will be held on dd/mm/yy)</b>	-----	-----	-----

### Assessment and evaluation

Assessment strategy	Mark distribution	Type of assessment	Mapping with CLOs
Final	50%	Summative (conceptual & analytical)	
1 <sup>st</sup> mid	10%	Summative (conceptual & analytical)	
2 <sup>nd</sup> 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)	5%	Summative	
Oral Assessment	5%	Summative and Continuous Assessment	
<b>Total</b>	<b>100%</b>		

### Grade Scale:

Marks (100%)	Grade	
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 : Purana and Philosophical Poem

Course Details	
Course Title	Purana and Philosophical Poem
Course Code	<b>SKT 427</b>
Prerequisite	
Course Type	Compulsory
Academic session	July-June
Credit	4
Total Marks	100
Section	
Class Room	Assigned by the department
Class Time	As per university time

Course Teacher's Detail	
Course Teacher	
Designation	
Office Room No.	
Contact	
Email	

Administrative contact details	
Program Coordinator	
Office Room	
Contact	
Email	

Office Hours	
<b>Sunday</b>	<b>8.00 am-4.00 pm</b>
<b>Monday</b>	<b>8.00 am-4.00 pm</b>
<b>Tuesday</b>	<b>8.00 am-4.00 pm</b>
<b>Wednesday</b>	<b>8.00 am-4.00 pm</b>
<b>Thursday</b>	<b>8.00 am-4.00 pm</b>

### Introduction

The course is comprised of two Puranas, *Shrimadbhagavatam* (skandha: 10, chapter: I-III) and *Vishnupuranam* (part: III, chapter: 7-9) and one philosophical poem, *Shrimadbhagavadgita*. Both Puranas are written by Krishna Dwaipayana Vyasadeva. *Shrimadbhagavadgita* (one of the part of the *Mahabharata*) is also written by Krishna Dwaipayana Vyasadeva.

### Course Objectives

The objectives of the course are:

1. to introduce the basic ideas of mythological tale and philosophical knowledge;
2. to know about the Purana and its five characteristics;
3. to learn about Lord Shrikrishna, the story of his advent and the cause of his descend on earth from *Shrimadbhagavatam*;
4. to provide knowledge about the historical importance, the rites of four castes (Brahmana, Kshatriya, Vaishya and Shudra), an account of four ashramas (Vrahmacarya, Garhasthya, Vanprastha and Sannyasa) and essence of soul and nobility of Vishnu evolved in the *Vishnupuranam*;
5. to learn about the acts of descending on earth of Lord Shrikrishna, the methods of Yoga practice, doctrine of self, doctrine of act, doctrine of devotion, doctrine of knowledge, doctrine of emancipation and the super human power of Lord Shrikrishna from *Shrimadbhagavadgita*.

**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: be enriched with the basic ideas of mythological tale and philosophical knowledge	√	√								
CLO-2: know about the Purana and its five characteristics	√									
CLO-3: provide information about Lord Shrikrishna, the story of his advent and the cause of his descend on earth in the light of <i>Shrimadbhagavatam</i>	√				√					
CLO-4: get knowledge about historical, political and social importance of the <i>vishnupuranam</i> .	√	√								
CLO-5: enrich with various doctrines of the <i>Shrimadbhagavadgita</i>	√	√								
CLO-6: learn to recite the verses (slokas) of the <i>Shrimadbhagavadgita</i> properly	√								√	

## Teaching-learning contents and materials

<b>Primary and Secondary books References</b>	1	পঞ্চানন তর্করত্ন (সম্পাদিত)	:	শ্রীমদ্ভাগবতম্
	2	মহানামব্রত ব্রহ্মচারী	:	ভাগবত (১০ম স্কন্ধ, ১ম খণ্ড)
	3	সুধা বসু	:	ভাগবতে শ্রীকৃষ্ণ
	4	আর্যশাস্ত্র প্রকাশিত	:	বিষ্ণুপুরাণম্
	5	অশোক চট্টোপাধ্যায়	:	পুরাণ পরিচয়
	6	স্বামী প্রত্যগাত্মানন্দ সরস্বতী	:	পুরাণ ও বিজ্ঞান
	7	জগদীশচন্দ্র ঘোষ (সম্পাদিত)	:	শ্রীমদ্ভাগবদগীতা
	8	মহানামব্রত ব্রহ্মচারী	:	গীতাধ্যান
	9	এ সি ভক্তিবাদান্ত স্বামী	:	গীতা যথাযথ
	10	পরেশ চন্দ্র মঞ্জল ও মালবিকা বিশ্বাস	:	সমকালীন বিশ্বে গীতা-ভাবনা
	11	শ্রীনিত্যানন্দ চক্রবর্তী	:	শ্রীমদ্ভাগবদগীতা
	12	শ্রীনিত্যানন্দ চক্রবর্তী	:	গীতাপাঠ সহায়িকা
	13	মাধবী রাণী চন্দ	:	অগ্নিপুরাণ ও সংস্কৃত অলংকারশাস্ত্র
	14	বিথীকা বণিক	:	ভারতীয় পুরাণ: স্রষ্টা ও স্বরূপ
	15	R.C Hazra	:	Studies in the Puranic Records on Hindu Rites and Customs
	16	R.C Hazra	:	Studies in the Upapuranas
	17	R. C Hazra	:	Puranetihasa-Samgraha (An anthology of the Epics and Puranas)

## 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	Discussion the definition, characteristics, historical importance of Puranas; Krishna Dwaipayana Vyasadeva's advent period, life history and his literary creations	Discussion, Q & A and Brainstorming	Quiz # 1	1, 2
Week 2	Discussion the identity and characteristics of Vishnupuram and Shrimadbhagavatam	Discussion and Minute paper	Practice # 1	1, 2
Week 3	Discussion the 7 <sup>th</sup> chapter of the 3 <sup>rd</sup> part of the Vishnupuram and the 1 <sup>st</sup> chapter of the 10 <sup>th</sup> skandha of the Shrimadbhagavatam	Group discussions Q & A and teacher feedback	Practice # 2 Quiz # 2	3, 4
Week 4	Discussion the 8 <sup>th</sup> chapter of the 3 <sup>rd</sup> part of the Vishnupuram and the 2 <sup>nd</sup> chapter of the 10 <sup>th</sup> skandha of the Shrimadbhagavatam	Presentation, Peer review, Q & A and teacher feedback	Practice # 2	3, 4

<b>Week 5</b>	Discussion the 9 <sup>th</sup> chapter of the 3 <sup>rd</sup> part of the Vishnupuram and the 3 <sup>rd</sup> chapter of the 10 <sup>th</sup> skandha of the Shrimadbhagavatam	Discussions, Q & A and teacher feedback	Quiz # 3	3, 4
<b>Week 6</b>	Discussion the contents of all chapter of the text of the Vishnupuram and the Shrimadbhagavatam	Group discussions and Q & A	Practice # 4	3, 4
<b>Week 7</b>	Discussion of the origin and identity of the philosophical poem Shrimadbhagavadgita	Discussion, Peer review, Q & A and teacher feedback	Quiz # 4	1
<b>Week 8</b>	Discussion the 1 <sup>st</sup> and 10 <sup>th</sup> chapter of the Shrimadbhagavadgita	Group discussion, and Idea Lineup	Video Prsnt. Practice # 5	5, 6
<b>Week 9</b>	<b>Revisions 1<sup>st</sup> Midterm (dd/mm/yy)</b>	-----	-----	
<b>Week 10</b>	Discussion the 2 <sup>nd</sup> and 11 <sup>th</sup> chapter of the Shrimadbhagavadgita	Minute paper, Q & A and teacher feedback	Quiz # 5	5, 6
<b>Week 11</b>	Discussion the 3 <sup>rd</sup> , 4 <sup>th</sup> , 12 <sup>th</sup> , 13 <sup>th</sup> and 14 <sup>th</sup> chapter of the Shrimadbhagavadgita	Group discussion, Q & A and teacher feedback	Poster Prsnt.	5, 6
<b>Week 12</b>	Discussion the 5 <sup>th</sup> , 6 <sup>th</sup> , 7 <sup>th</sup> , 15 <sup>th</sup> and 16 <sup>th</sup> chapter of the Shrimadbhagavadgita	Discussion, Q & A and teacher feedback	-----	5, 6
<b>Week 13</b>		<b>HOLIDAYS</b>		
<b>Week 14</b>	Discussion the 8 <sup>th</sup> , 9 <sup>th</sup> and 18 <sup>th</sup> chapter of the Shrimadbhagavadgita	Minute paper, Q & A and teacher feedback	-----	-----
<b>Week 15</b>	<b>Oral Assessment on the last two classes (final exam will be held on dd/mm/yy)</b>	-----	-----	-----

#### Assessment and evaluation

Assessment strategy	Mark distribution	Type of assessment	Mapping with CLOs
Final	50%	Summative (conceptual & analytical)	
1 <sup>st</sup> mid	10%	Summative (conceptual & analytical)	
2 <sup>nd</sup> 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	
<b>Total</b>	<b>100%</b>		

**Grade Scale:**

Marks (100%)	Grade	
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 : Research Methodology**

Course Details	
Course Title	<b>Research Methodology</b>
Course Code	<b>SKT 428</b>
Prerequisite	
Course Type	Compulsory
Academic session	July-June
Credit	4
Total Marks	100
Section	
Class Room	Assigned by the department
Class Time	As per university time

Course Teacher's Detail	
Course Teacher	Professor Dr. Mayna Talukdar & Professor Dr. Sanchita Guha
Designation	
Office Room No.	
Contact	
Email	

Administrative contact details	
Program Coordinator	
Office Room	
Contact	
Email	

Office Hours	
<b>Sunday</b>	<b>8.00 am-4.00 pm</b>
<b>Monday</b>	<b>8.00 am-4.00 pm</b>
<b>Tuesday</b>	<b>8.00 am-4.00 pm</b>
<b>Wednesday</b>	<b>8.00 am-4.00 pm</b>
<b>Thursday</b>	<b>8.00 am-4.00 pm</b>

**Introduction**

The Research methodology course is comprised with the reason of doing research, understanding a research assignment, defining a topic and posing research question, developing a research strategy, starting with general and specialized reference works, locating books and periodicals, note taking, writing the research paper, documenting the research paper, citing and listing various sources: primary & secondary, preparing final copy of the research paper, presentation form, title paper and assignment.

**Course Objectives**

The general objectives of the course are developing research strategy, writing the research paper and the presentation techniques. The objectives of this course are:

1. to know and learn about research method;
2. to know and learn about extracting and using information for research;
3. to know and learn about finalizing the research paper;
4. to know and learn about presentation techniques.

**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: know various types of research and research method.	√									
CLO-2: learn about collecting extracting and using various types of resources and information for research.				√						
CLO-3: identify the hypotheses throughout the country as well as the world and manage the problems through research.								√		
CLO-4: achieve the knowledge of preparing research proposal, finalizing the research paper and presentation.						√				
CLO-5: evaluate the contemporary literature as well as socio-political-economical systems through various researches.									√	

CLO-6: communicate with various societies, organizations through all over the world by using case study and field study methods.					√				
CLO-7: incorporate new knowledge and ideas by learning modern technology and methods for nation building.					√		√		

### Teaching-learning contents and materials

<b>Primary and Secondary books References</b>	1	সুরভি বন্দ্যোপাধ্যায়	:	গবেষণা : পদ্ধতি ও প্রকরণ
	2	জগমোহন মুখোপাধ্যায়	:	গবেষণাপত্র অনুসন্ধান ও রচনা
	3	পুরীপ্রিয়া কুড়ু	:	Research Methodology
	4	Roth	:	The Research Paper : Form and Content
	5	R D Altick	:	The Art of Literary Research
	6	R Berry	:	How to write a Research Paper
	7	Fredson Bowers	:	Textual and Literal Criticism
	8	Dominowski	:	Research Methods
	9	SM Katre	:	Indian Textual Criticism
	10	WG Reeder	:	How to write a Thesis
	11	GT Pugh	:	Guide to Research Writing
	12	Robert Ross	:	Research: Introduction

### 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 of research and research method	Discussion, Q & A And Brainstorming	Quiz # 1	1
Week 2	Know about various Research resources	Discussion and Minute paper	Practice # 1	2
Week 3	Know about preparing hypothesis	Group discussions and Q & A	Practice # 2 Quiz # 2	3
Week 4	Review of the previous classes	Presentation, Peer review, Q & A and teacher feedback	Practice # 2	
Week 5	Discuss about various research works going all over the world	Group discussions, Q & A and teacher feedback	Quiz # 3	4
Week 6	Discussion about information gathering, using various resources in country as well as abroad	Group discussions and Q & A	Practice # 4	6
Week 7	Discuss about socio-political-economical views to prepare various research proposal	Group discussions, Peer review, and Q& A	Quiz # 4	5
Week 8	Discuss about various existing problems to incorporate new knowledge	Idea Lineup Group discussions, and teacher feedback	Video Presentation. Practice # 5	7
Week 9	<b>Revisions</b> 1 <sup>st</sup> Midterm (dd/mm/yy)	-----	-----	



<b>Week 10</b>	Discuss about various method of reffrencing	Minute paper, Q & A and teacher feedback	Quiz # 5	4
<b>Week 11</b>	Discuss about the characteristics of a good researcher	Group discussions, Q & A and teacher feedback	Poster Presentation.	6, 7
<b>Week 12</b>	Discuss about the characteristics of a good supervisor	Group discussion, Q& A and teacher feedback	-----	6, 7
<b>Week 13</b>		<b>HOLIDAYS</b>		
<b>Week 14</b>	Discuss about the whole matter of the course	Minute paper, Q& A and teacher feedback	-----	-----
<b>Week 15</b>	<b>Oral Assessment on the last two classes (final exam will be held on dd/mm/yy)</b>		-----	-----

### Assessment and evaluation

Assessment strategy	Mark distribution	Type of assessment	Mapping with CLOs
Final	50%	Summative (conceptual & analytical)	
1 <sup>st</sup> mid	10%	Summative (conceptual & analytical)	
2 <sup>nd</sup> 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	
<b>Total</b>	<b>100%</b>		

### Grade Scale:

Marks (100%)	Grade	
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.).

**Eighth Semester**  
**Course Title : Sanskrit Moral Literature**

Course Details	
Course Title	Sanskrit Moral Literature
Course Code	<b>SKT 429</b>
Prerequisite	
Course Type	Compulsory
Academic session	July-June
Credit	4
Total Marks	100
Section	
Class Room	Assigned by the department
Class Time	As per university time

Course Teacher's Detail	
Course Teacher	
Designation	
Office Room No.	
Contact	
Email	

Administrative contact details	
Program Coordinator	
Office Room	
Contact	
Email	

Office Hours	
<b>Sunday</b>	<b>8.00 am-4.00 pm</b>
<b>Monday</b>	<b>8.00 am-4.00 pm</b>
<b>Tuesday</b>	<b>8.00 am-4.00 pm</b>
<b>Wednesday</b>	<b>8.00 am-4.00 pm</b>
<b>Thursday</b>	<b>8.00 am-4.00 pm</b>

**Introduction**

This course consists of three text books. These are Nitishloka of Chanakya, Nitishataka of Bhartrihari and Hitopadesha of Narayana. From this course the students will be able to know about moral values. Without morality no one can lead his life peacefully. Therefore, gathering knowledge from this course, the students will learn how to live human life ideally.

**Course Objectives**

The objectives of the course are:

1. to inform the basic ideas of moral teaching;
2. to inform the history of Sanskrit moral literature;
3. to know about Chanakya, the great politician of ancient India;
4. to know the wisdom of Chanakya;
5. to know about Bhartrihari and Narayana and their talents;
6. to gather the knowledge of moral lessons;
7. to apply the knowledge of morality gathered from this course;
8. to know about the political and social life reflected in these books.

**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: learn the basic ideas of moral teaching	√									
CLO-2: learn the history of Sanskrit moral literature	√									
CLO-3: learn about Chanakya and his political wisdom					√					
CLO-4: analyze and compare the moral teaching of Bhartrihari; Narayana and Chanakya			√	√						
CLO-5: compare the morality teaching of these books.			√	√						
CLO-6: apply the knowledge to analyze and develop their social and political life							√			

**Teaching-learning contents and materials**

<b>Primary and Secondary books References</b>	1	सतनारायण चक्रवर्ती (सम्पादित)	:	चाणक्यनीतिशास्त्रम्
	2	मानवेन्दु बन्द्यापाध्याय	:	चाणक्य-सुभाषित-श्लोक-संग्रह
	3	चैतली दत्त	:	चाणक्य-संग्रह
	4	मालविका विश्वास ओ मयना तालुकदार	:	चाणक्य सार-संग्रह
	5	सतनारायण चक्रवर्ती (सम्पादित)	:	हितोपदेश
	6	दुलाल कान्ति भौमिक (सम्पादित)	:	भर्तृहरिर् नीतिशतक
	7	अविनाशचन्द्र दास	:	हितोपदेश

### 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

<b>Week</b>	<b>Topics/Content</b>	<b>Teaching-learning strategy</b>	<b>Assessment Strategy</b>	<b>Corresponding CLOs</b>
<b>Week 1</b>	Introductory discussion of Chanakyanitishastra; Introductory discussion of Hitopadesha	Discussion, Q & A and Brainstorming	Quiz # 1	2, 3, 4
<b>Week 2</b>	Chanakyanitishastra (Verses : 1-20) Hitopadesha : Mitralabha (Page : 1-50)	Discussion and Minute paper	Practice # 1	1, 6
<b>Week 3</b>	Chanakyanitishastra (Verses: 21-40) Hitopadesha : Mitralabha (Page : 51-100)	Discussion Q & A and teacher feedback	Practice # 2 Quiz # 2	1, 3, 6
<b>Week 4</b>	Chanakyanitishastra (Verses: 41-60) Hitopadesha : Mitralabha (Page : 101-150)	Presentation, Peer review and Q & A	Practice # 2	1, 4, 6
<b>Week 5</b>	Chanakyanitishastra (Verses: 61-80) Hitopadesha : Mitralabha (Page : 151-175)	Group discussions, Q & A and teacher feedback	Quiz # 3	1, 4, 6
<b>Week 6</b>	Chanakyanitishastra (Verses: 81-108) Hitopadesha : Suhridbheda (Page : 1-45)	Group discussions and Q & A	Practice # 4	1, 4, 6
<b>Week 7</b>	Introductory discussion of Nitishataka; Hitopadesha : Suhridbheda (Page : 46-90)	Discussion, Peer review, Q & A and teacher feedback	Quiz # 4	1, 5, 6
<b>Week 8</b>	Nitishataka (Verses: 1-20); Hitopadesha : Suhridbheda (Page : 91-129)	Idea Lineup and Group discussions,	Video Prsnt. Practice # 5	1, 5, 6
<b>Week 9</b>	<b>Revisions</b> <b>1<sup>st</sup> Midterm (dd/mm/yy)</b>	-----	-----	
<b>Week 10</b>	Nitishataka (Verses: 21-40); Hitopadesha : Bigraha (Page : 1-50)	Minute paper, Q & A and teacher feedback	Quiz # 5	1, 6
<b>Week 11</b>	Nitishataka (Verses: 41-60); Hitopadesha : Bigraha (Page : 51-107)	Discussion, Q & A and teacher feedback	Poster Prsnt.	1, 6
<b>Week 12</b>	Nitishataka (Verses: 61-80); Hitopadesha : Sandhi (Page : 1-46)	Group discussions, and Q & A	-----	1, 6
<b>Week 13</b>		<b>HOLIDAYS</b>		
<b>Week 14</b>	Nitishataka (Verses: 81-100); Hitopadesha : Sandhi (Page : 47-92)	Minute paper and Q & A	-----	-----
<b>Week 15</b>	<b>Oral Assessment on the last two classes (final exam will be held on dd/mm/yy)</b>	-----	-----	-----

## Assessment and evaluation

Assessment strategy	Mark distribution	Type of assessment	Mapping with CLOs
Final	50%	Summative (conceptual & analytical)	
1 <sup>st</sup> mid	10%	Summative (conceptual & analytical)	
2 <sup>nd</sup> 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	
<b>Total</b>	<b>100%</b>		

## Grade Scale:

Marks (100%)	Grade	
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 : Ancient Indian Politics

Course Details	
Course Title	Ancient Indian Politics
Course Code	<b>SKT 430</b>
Prerequisite	
Course Type	Compulsory
Academic session	July-June
Credit	4
Total Marks	100
Section	
Class Room	Assigned by the department
Class Time	As per university time

Course Teacher's Detail	
Course Teacher	Professor Dr. Malabika Biswas & Rathindro Sarkar Assistant Professor
Designation	
Office Room No.	
Contact	
Email	

Administrative contact details	
Program Coordinator	
Office Room	
Contact	
Email	

Office Hours	
<b>Sunday</b>	<b>8.00 am-4.00 pm</b>
<b>Monday</b>	<b>8.00 am-4.00 pm</b>
<b>Tuesday</b>	<b>8.00 am-4.00 pm</b>
<b>Wednesday</b>	<b>8.00 am-4.00 pm</b>
<b>Thursday</b>	<b>8.00 am-4.00 pm</b>

#### Introduction

This course consists of three ancient Indian political books. Books are : *Arthashastra* of kautilya, the *Mahabharata* of Vyasadeva and *Manusamhita* of Manu. But only selected portions from these books are included in the curriculum. This course is very helpful to know the ancient Indian politics. Through this course the students will be acquainted with the history and political life of three different times.

#### Course Objectives

The objectives of the course are:

1. to inform the students about the history of ancient Indian Politics;
2. to provide knowledge to the students about *Arthashastra* with special reference to 6<sup>th</sup> adhikarana (chapter I-II.) and 7<sup>th</sup> adhikarana (chapter-I);
3. to provide knowledge to the students about the *Mahabharata* with special reference to Shantiparvan (chapter 58-64);
4. to provide knowledge to the students about *Manusamhita* with special reference to 7<sup>th</sup> chapter of *Manusamhita* named Rajadharmā;
5. the students will be able to give a comparative study of these three ancient Indian politicians and their works.

**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: know about the history of ancient Indian politics	√									
CLO-2: gather knowledge about the subject matter of <i>Arthashastra</i> with the special reference to 6 <sup>th</sup> adhikarana (chapter 1-2) and 7 <sup>th</sup> adhikarana (chapter-1);		√								
CLO-3: be acquainted with Kautilya, the great politician of ancient India;	√									
CLO-4: know about <i>Mahabharata</i> with special reference to Shantiparvan (chapter 58-64);		√	√							
CLO-5: analyze the Rajadharmā reflected in <i>Manusamhita</i> ;		√								

CLO-6: Compare the three ancient Indian politicians and their works.		√		√						
CLO-7: apply the political knowledge gather from these books for the well being of the country.					√					

### Teaching-learning contents and materials

<b>Primary and Secondary books References</b>	1	हरिदाससिद्धान्तवागीश (सम्पादित)	:	महाभारतम्
	2	कालीप्रसन्न सिंह (सम्पादित)	:	महाभारत
	3	राधागोविन्द बसक (सम्पादित)	:	कौटिलीय अर्थशास्त्र
	4	पद्मगणन तर्कराज (सम्पादित)	:	मनुसंहिता
	5	मुरारिमोहन सेनशास्त्री (सम्पादित)	:	मनुसंहिता
	6	हीरेन्द्रनाथ दत्त	:	मनुर वर्णश्रम धर्म
	7	मानवेन्दु बन्द्योपाध्याय	:	मनुसंहिता
	8	मञ्जुला चौधुरी (सम्पादित)	:	मनुसंहिता, सप्तम अध्याय (राजधर्म)
	9	मञ्जुला चौधुरी (सम्पादित)	:	महाभारतम्, (शान्तिपर्व, राजधर्म)
	10	Manjula Chowdhury	:	An Analytical Development of the Exposition of the Kautilya Usages
	11	Rao, M. V. Krishna	:	Studies in Kautilya

### 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	Discussion about the history of ancient Indian politics; Introductory discussion on Kautilya and his words	Discussion, Q & A and Brainstorming	Quiz # 1	1, 3
Week 2	According to <i>Arthashastra</i> three Prakritis (Swami, Admatya and Janaopada); Introductory discussion on <i>Manusamhita</i> and its author Manu	Discussion and Minute paper	Practice # 1	2, 3
Week 3	According to <i>Arthashastra</i> four Prakritis (Durga, Kosha, Danda and Mirta); <i>Manusamhita</i> : Chapter-7 (1-50 Verses)	Group discussions Q& A and teacher feedback	Practice # 2 Quiz # 2	2, 5
Week 4	According to <i>Arthashastra</i> Shama, Vyayama, Dvaidhikarama and Ten Rajamandal; <i>Manusamhita</i> : chapter - 7 (51-100 Verses)	Presentation, Peer review and Q& A	Practice # 2	2, 5
Week 5	According to <i>Arthashastra</i> twelve Raja Prakritis, Shakti and Siddhi; <i>Manusamhita</i> : Chapter -7 (101-150 Verses)	Group discussions, Q& A and teacher feedback	Quiz # 3	2, 5
Week 6	According to <i>Arthashastra</i> six gunas (Sharaguna) and Kshaya-Sthana-Vridhhi, Revision on <i>Arthashastra</i> ; <i>Manusamhita</i> : Chapter-7 (201-226 Verses)	Group discussions and Q & A	Practice # 4	2, 5

<b>Week 7</b>	Introductory discussion on the <i>Mahabharata</i> and it's author Vyasadeva; Revision on <i>Manusamhita</i>	Group discussions, Peer review, Q& A and teacher feedback	Quiz # 4	4, 5, 7
<b>Week 8</b>	Mahabharata : Shantiparvan : Chapter - 58 (1-100 verses)	Group discussions, and teacher feedback	Video Presentation. Practice # 5	4
<b>Week 9</b>	<b>Revisions</b> <b>1<sup>st</sup> Midterm (dd/mm/yy)</b>	-----	-----	
<b>Week 10</b>	<i>Mahabharata</i> : Shantiparvan : Chapter-58 (101-144 verses) and Chapter-59 (56 verses)	Minute paper, Q& A and teacher feedback	Quiz # 5	4
<b>Week 11</b>	<i>Mahabharata</i> : Shantiparvan : Chapter-60 (21 verses) and Chapter-61 (41 verses)	Group discussions, Q& A and teacher feedback	Poster Prsnt.	4
<b>Week 12</b>	<i>Mahabharata</i> : Shantiparvan : Chapter-62 (30 verses) and Chapter-63 (35 verses)	Group discussions and Q& A	-----	4
<b>Week 13</b>	<b>HOLIDAYS</b>			
<b>Week 14</b>	<i>Mahabharata</i> : Shantiparvan : Chapter-64 (43 verses), Revision on <i>Mahabharata</i> and comparative study of three ancient Indian Politicians and their works	Minute paper, Q& A and teacher feedback	-----	-----
<b>Week 15</b>	<b>Oral Assessment on the last two classes (final exam will be held on dd/mm/yy)</b>	-----	-----	-----

#### Assessment and evaluation

Assessment strategy	Mark distribution	Type of assessment	Mapping with CLOs
Final	50%	Summative (conceptual & analytical)	
1 <sup>st</sup> mid	10%	Summative (conceptual & analytical)	
2 <sup>nd</sup> 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	
<b>Total</b>	<b>100%</b>		

#### Grade Scale:

Marks (100%)	Grade	
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: Sanskrit Composition & Translation

Course Details	
Course Title	Sanskrit Composition & Translation
Course Code	<b>SKT 431</b>
Prerequisite	
Course Type	Compulsory
Academic session	July-June
Credit	4
Total Marks	100
Section	
Class Room	Assigned by the department
Class Time	As per university time

Course Teacher's Detail	
Course Teacher	
Designation	
Office Room No.	
Contact	
Email	

Administrative contact details	
Program Coordinator	
Office Room	
Contact	
Email	

Office Hours	
<b>Sunday</b>	<b>8.00 am-4.00 pm</b>
<b>Monday</b>	<b>8.00 am-4.00 pm</b>
<b>Tuesday</b>	<b>8.00 am-4.00 pm</b>
<b>Wednesday</b>	<b>8.00 am-4.00 pm</b>
<b>Thursday</b>	<b>8.00 am-4.00 pm</b>

### Introduction

This course is comprised of essay, composition and translation. The content of this course is designed to strengthen students' ability in writing essay, amplification, letter writing, paragraph writing in Sanskrit and translation. Extra emphasis is given on developing students' grammatical competence and writing ability. Through this course the students will be acquainted with essay, composition and translation properly.

### Course Objectives

The objectives of the course are:

1. to introduce writing essay to the students;
2. to provide knowledge about letter writing in Sanskrit;
3. to provide knowledge about paragraph writing in Sanskrit;
4. to provide knowledge about translation from Bangla or English into Sanskrit, translation from Sanskrit into Bangla or English, translation from Prakrit into Sanskrit;
5. to make the students to understand the importance of grammatical competence and writing ability in Sanskrit;
6. to gather knowledge about Sanskrit essay and translation.

**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: gather knowledge about writing essay.	√									
CLO-2: know about translation from Bangla or English into Sanskrit, translation from Sanskrit into Bangla or English, translation from Prakrit into Sanskrit;									√	
CLO-3: be skilled in writing amplification, letter and paragraph in Sanskrit.									√	
CLO-4: understand the importance of grammatical competence and writing ability.									√	
CLO-5: gain knowledge about Sanskrit Language.	√									
CLO-6: speak and write in Sanskrit Language properly									√	

### Teaching-learning contents and materials

Primary and Secondary books References	1	যোগীরাজ বসু	:	বেদের পরিচয়
	2	পূরবী পাল	:	বেদ পরিক্রমা
	3	সুরেশচন্দ্র বন্দ্যোপাধ্যায়	:	সংস্কৃত সাহিত্যের ভূমিকা

4	ফয়েজুল্লাহা বেগম	:	সংস্কৃত সাহিত্যের ইতিহাস
5	জাহ্নবী কুমার চক্রবর্তী	:	প্রাচীন ভারতীয় সাহিত্য ও বাঙালীর উত্তরাধিকার (২ খণ্ড)
6	বিমান চন্দ্র ভট্টাচার্য	:	সংস্কৃত সাহিত্যের রূপরেখা
7	ধীরেন্দ্রনাথ বন্দ্যোপাধ্যায়	:	সংস্কৃত সাহিত্যের ইতিহাস
8	রামেশ্বর শ'	:	সংস্কৃত ও প্রাকৃত সাহিত্য-সমাজচেতনা ও মূল্যায়ন
9	বিশ্ববন্ধু ভট্টাচার্য	:	বেদাঙ্গ পরিচয়
10	দুলাল ভৌমিক	:	সংস্কৃত নাটকের ইতিহাস
11	শ্রীমতী শান্তি বন্দ্যোপাধ্যায়	:	বৈদিক যুগের যাগযজ্ঞ
12	চক্রধর আচার্য	:	সংস্কৃত নিবন্ধ মঞ্জুসা
13	কৃষ্ণগোপাল গোস্বামী	:	সংস্কৃত সাহিত্যের ত্রিধারা
14	বিশ্বনাথ মুখোপাধ্যায়	:	বৈদিক ভাবনায় সোম
15	দিলীপ কুমার ভট্টাচার্য (সম্পা)	:	বাংলা ভাষায় সংস্কৃত চর্চা
16	মৈত্রেয়ী দেবী	:	ঋগ্বেদের দেবতা ও মানুষ
17	রামেন্দ্র সুন্দর ত্রিবেদী	:	যজ্ঞকথা
18	পরেশ চন্দ্র মণ্ডল ও মালবিকা বিশ্বাস	:	সমকালীন বিশ্বে গীতা-ভাবনা
19	সত্যরঞ্জন বন্দ্যোপাধ্যায় (সম্পা)	:	সংস্কৃত সাহিত্য সমালোচনা সংগ্রহ (২ খণ্ড)
20	অসীম সরকার	:	সংস্কৃত ভাষা শিক্ষা
21	অসীম সরকার	:	সংস্কৃত ভাষা রূপান্তর প্রসঙ্গে
22	ড. অসীম সরকার	:	গিজন্ত ধাতু : রূপ ও রূপান্তর
23	ড. অসীম সরকার	:	সংস্কৃত ও বাংলা ব্যাকরণে সমাস
24	অধ্যাপক ড. অসীম সরকার	:	সংস্কৃত ধাতুরূপ বিনির্মাণ : আত্মনেপদ ও পরশ্মৈপদ বিধান
25	ড. প্রমথ মিত্তী	:	সংস্কৃত অনুবাদ শিক্ষা
26	A. A Macdonell	:	A History of Sanskrit Literature
27	Winternitz	:	A History of Indian Literature
28	A. B Keith	:	A History of Sanskrit Literature
29	Krisnamachariar	:	A History of Sanskrit Literature
30	Gourinath Shastri	:	A History of Vedic Literature
31	A. K Wardar	:	A History of Indian Kavya Literature

### 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	Essay : (History of Vedic and Sanskrit literature, History of Sanskrit grammar and story literature)	Discussion, Q & A and Brainstorming	Quiz # 1	1
Week 2	Essay : (Epic, Ramayana, Mahabharata etc.)	Discussion and Minute paper	Practice # 1	2,4,5,6
Week 3	Essay : (Sanskrit authors – Kalidasa, Bhasha etc.)	Group discussion, Q& A and teacher feedback	Practice # 2 Quiz # 2	2,4,5,6
Week 4	Essay : (Historical kavya, Prose etc)	Presentation, Peer review and Q& A	Practice # 2	2,4,5,6
Week 5	Translation from Bangla or English into Sanskrit	Group discussions, Q& A and teacher feedback	Quiz # 3	2,4,5,6
Week 6	Translation from Bangla or English into Sanskrit	Group discussions and Q & A	Practice # 4	2,4,5,6
Week 7	Translation from Bangla or English into Sanskrit	Discussion, Peer review, and Q& A	Quiz # 4	2,4,5,6

<b>Week 8</b>	Translation from Bangla or English into Sanskrit	Group discussions and Idea Lineup	Video Presentation. Practice # 5	2,4,5,6
<b>Week 9</b>	<b>Revisions</b> <b>1<sup>st</sup> Midterm (dd/mm/yy)</b>	-----	-----	
<b>Week 10</b>	Translation from Sanskrit into Bangla or English	Minute paper, Q& A and teacher feedback	Quiz # 5	2,4,5,6
<b>Week 11</b>	Translation from Sanskrit into Bangla or English	Group discussions and Q& A	Poster Presentation.	2,4,5,6
<b>Week 12</b>	Amplification and letter	Group discussions, Q& A and teacher feedback	-----	3,4,5,6
<b>Week 13</b>		<b>HOLIDAYS</b>		
<b>Week 14</b>	Paragraph	Minute paper, Q& A and teacher feedback	-----	-----
<b>Week 15</b>	<b>Oral Assessment on the last two classes (final exam will be held on dd/mm/yy)</b>	-----	-----	-----

### Assessment and evaluation

Assessment strategy	Mark distribution	Type of assessment	Mapping with CLOs
Final	50%	Summative (conceptual & analytical)	
1 <sup>st</sup> mid	10%	Summative (conceptual & analytical)	
2 <sup>nd</sup> 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	
<b>Total</b>	<b>100%</b>		

### Grade Scale:

Marks (100%)	Grade	
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: Indian Archeology and Iconography

Course Details	
Course Title	Indian Archeology and Iconography
Course Code	<b>SKT 432</b>
Prerequisite	
Course Type	Compulsory
Academic session	July-June
Credit	4
Total Marks	100
Section	
Class Room	Assigned by the department
Class Time	As per university time

Course Teacher's Detail	
Course Teacher	
Designation	
Office Room No.	
Contact	
Email	

Administrative contact details	
Program Coordinator	
Office Room	
Contact	
Email	

Office Hours	
<b>Sunday</b>	<b>8.00 am-4.00 pm</b>
<b>Monday</b>	<b>8.00 am-4.00 pm</b>
<b>Tuesday</b>	<b>8.00 am-4.00 pm</b>
<b>Wednesday</b>	<b>8.00 am-4.00 pm</b>
<b>Thursday</b>	<b>8.00 am-4.00 pm</b>

### Introduction

Archaeology is a branch of knowledge which deals with ancient history, literature and culture of a nation. Iconography, as a branch of art history, deals with the identification, description, classification and interpretation of symbols, themes and subject-matters in the visual arts. The culture of ancient time reflects in the artifacts found during excavation. In the Indian sub-continent the study of archaeology is very important, because there are no sufficient written documents to write the history of politics, society and culture of ancient period. Through this course the students will be able to realise the importance of the study of archaeology and Iconography.

### Course Objectives

The objectives of the course are:

1. to introduce archaeology to the students;
2. to provide knowledge about artifacts to the students;
3. to introduce iconography to the students;
4. to be able to recognize and differentiate between various artifacts;
5. to know the various sculptures preserved in Bangladesh national Museum as well as different museums in Bangladesh;
6. to gather knowledge about the different archaeological sites of Bangladesh and abroad;

**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 about the archaeological sites of Bangladesh such as Paharpur, Mahasthangarh, Maynamati, Wari-Bateshwar etc	√		√							
CLO-2: learn about general concept of archaeology and Indian archaeology.	√	√								
CLO-3: learn of identifying Sanskrit inscriptions.										√
CLO-4: decipher Sanskrit and Bangla Inscriptions.										√
CLO-5: enrich with themselves about Sena, pala and other dynasty.		√								
CLO-6: analyze about Iconography of Buddhist Sculptures National Museum.						√				
CLO-7: distinguish between the Inscriptions and Iconography.										√

CLO-8: apply the Knowledge for developing Hindu and Buddhist Iconography.							√			
CLO-9: know about the then civilization analyzing various inscriptions		√		√						

### Teaching-learning contents and materials

<b>Primary and Secondary books References</b>	1	দীনেশচন্দ্র সরকার	:	শিলালেখ-তাম্রশাসনাদির প্রসঙ্গ
	2	সিরাজুল ইসলাম (সম্পা)	:	বাংলাপিডিয়া
	3	রাখালদাস বন্দ্যোপাধ্যায়	:	বাঙ্গালার ইতিহাস
	4	নীহাররঞ্জন রায়	:	বাঙ্গালীর ইতিহাস (আদি পর্ব)
	5	রমেশচন্দ্র মজুমদার	:	বাংলাদেশের ইতিহাস (প্রাচীন যুগ)
	6	নির্মলকুমার ঘোষ	:	ভারতশিল্প
	7	ভিক্ষুসুনীথানন্দ	:	বাংলাদেশের বৌদ্ধ ভাস্কর্য
	8	এনামুল হক	:	ভাস্কর্য
	9	মোঃ মোশারফ হোসেন	:	হিন্দু জৈন বৌদ্ধ মূর্তিতাত্ত্বিকবিবরণ
	10	নাজিমউদ্দিন আহম্মদ	:	মহাস্থান, ময়নামতি ও পাহাড়পুর
	11	সাধন সরকার	:	বৌদ্ধ শিক্ষা ও স্থাপত্য
	12	খন্দকার মাহমুদুল হাসান	:	ভারতীয় উপমহাদেশের সভ্যতা ও প্রত্নকীর্তি
	13	মোঃ মোশারফ হোসেন	:	বাংলাদেশের নগর : উদ্ভব ও বিকাশ
	14	আ কা মোহাম্মদ যাকারিয়া	:	বাংলাদেশের প্রত্নসম্পদ
	15	দিলীপ কুমার বড়ুয়া	:	বৌদ্ধ মূর্তিতত্ত্ব
	16	DR Bhandarkar	:	Asoka
	17	Asiatic Society of Bangladesh	:	Archaeological Sites in Bangladesh
	18	N.K Dikshit	:	Paharpur
	19	N.K Dikshit	:	Excavation at Mahasthangarh
	20	A.K.M. ShamsulAlam	:	Sculpture Art of Bangladesh
	21	Benjamin Rowland	:	The Art and Architecture of Bangladesh
	22	Benjamin Rowland	:	The Art and Architecture of India: Buddhist, Hindu, Jain The Art and Architecture of India (The Pelican History of Art)
	23	S.K. Saraswati	:	Early Sculpture of Bengal
	24	Enanul Hoque	:	Bengal Sculptures Sculptures in Dacca Museum
	25	N. K. Bhattasali	:	Iconography of Buddhist and Brahmanical Sculptures in Dacca Museum
	25	Mukhlesur Rahman	:	Sculptures in Varendra Research Museum
	26	Banerjee J. N	:	Development of Hindu Iconography
27	T. A. Gopinath Rao	:	Elements of Hindu Iconography	

### 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 Archaeology, general concept about archaeology & Indian archaeology, Introduction to Iconography, general concept about Iconography	Discussion, Q & A and Brainstorming	Quiz # 1	1, 5

<b>Week 2</b>	Origin & Development of Archaeology, Iconography of Buddhist Sculptures of National Museum	Discussion and Minute paper	Practice # 1	1, 6
<b>Week 3</b>	A brief discussion of Inscriptions; Iconography of Brahmanical Sculptures in National Museum	Group discussions Q& A and teacher feedback	Practice # 2 Quiz # 2	3, 4
<b>Week 4</b>	Archaeological sites in Paharpur, Deopada Inscription of Vijayasena (Decipher & analyze); Sculptures in Varendra Research Museum	Presentation, Peer review, and Q& A	Practice # 2	1, 4
<b>Week 5</b>	Archaeological sites in Bangladesh: Mahasthangarh, Deopada Inscription of Vijayasena (Decipher & analyze),	Group discussions, Q& A and teacher feedback	Quiz # 3	1, 4
<b>Week 6</b>	Deopada Inscription of Vijayasena (decipher & analyze), Elements of Hindu Iconography	Group discussions and Q & A	Practice # 4	4, 8, 9
<b>Week 7</b>	Anulia Copper Plate of Lakshmanasena (decipher & analyze), Development of Hindu Iconography	Group discussions, Peer review, Q& A and teacher feedback	Quiz # 4	4, 5
<b>Week 8</b>	Anulia Copper Plate of Lakshmanasena (decipher & analyze), Development of Hindu Iconography	Idea Lineup and Group discussion	Video Presentation. Practice # 5	4, 8
<b>Week 9</b>	<b>Revisions 1<sup>st</sup> Midterm (dd/mm/yy)</b>	-----	-----	
<b>Week 10</b>	Archaeological sites in Bangladesh: Mahasthangarh, Paharpur, Maynamati & Wari-Bateshwar & other archaeological sites (The students will visit any one of the sites of Bangladesh or abroad.)	Minute paper, Q& A and teacher feedback	Quiz # 5	1
<b>Week 11</b>	Archaeological sites in Bangladesh: Maynamati, Anulia Copper Plate of Lakshmanasena (Decipher & analyze).	Group discussions, Q& A and teacher feedback	Poster Prsnt.	1, 4
<b>Week 12</b>	Anulia Copper Plate of Lakshmanasena and Kedarpur Copper Plate of Shrichandradeva, Wari-Bateshwar	Group discussions and Q& A	-----	4, 5
<b>Week 13</b>		<b>HOLIDAYS</b>		
<b>Week 14</b>	Bhuvaneshwara Inscription of Bhattabhavadeva; Naihati Copper Plate of Vallalaseana.	Minute paper, Q& A and teacher feedback	-----	-----
<b>Week 15</b>	Naihati Copper Plate of Vallalaseana; Khalimpur Copper Plate of Dharmapala	-----	-----	-----
<b>Week 16</b>	<b>Oral Assessment on the last two classes (final exam will be held on dd/mm/yy)</b>	-----	-----	-----

#### Assessment and evaluation

Assessment strategy	Mark distribution	Type of assessment	Mapping with CLOs
Final	50%	Summative (conceptual & analytical)	
1 <sup>st</sup> mid	10%	Summative (conceptual & analytical)	

2 <sup>nd</sup> 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	
<b>Total</b>	<b>100%</b>		

#### Grade Scale:

Marks (100%)	Grade	
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: Historical Kavya (Prose & Poetry) / Thesis**

Course Details	
Course Title	Historical Kavya (Prose & Poetry)
Course Code	<b>SKT 433</b>
Prerequisite	
Course Type	Compulsory
Academic session	July-June
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. Kalidash Bhakta Associate Professor & Namita Mandal Asistant Professor
Designation	
Office Room No.	
Contact	
Email	

Administrative contact details	
Program Coordinator	
Office Room	
Contact	
Email	

Office Hours	
<b>Sunday</b>	<b>8.00 am-4.00 pm</b>
<b>Monday</b>	<b>8.00 am-4.00 pm</b>
<b>Tuesday</b>	<b>8.00 am-4.00 pm</b>
<b>Wednesday</b>	<b>8.00 am-4.00 pm</b>
<b>Thursday</b>	<b>8.00 am-4.00 pm</b>

**Introduction**

This course is comprised with three Sanskrit historical kavyas. These are Banabhatta's *Harshacharitam*, Sandhyakar Nandi's *Ramacharitam* and Kalhana's *Rajatarangini*. Some portions of these books are selected. These kavyas have an important role in writing history of our past days.

**Course Objectives**

The objectives of the course are:

1. to know the concept of historical kavya;
2. to know about Banabhatta and his *Harshacharitam*;
3. to know about Sandhyakar Nandi and his *Ramacharitam*;
4. to know about the Pala dynasty based on *Ramacharitam*;
5. to know about Kalhana and his *Rajatarangini*;
6. to know the history of Kashmir based on *Rajatarangini*;
7. to know about history, culture and society depicted in these three kavyas.

**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 concept and context of Historical Kavya;	√									
CLO-2: introduce Banabhatta as the author of the historical Kavya Harshacharitam	√									
CLO-3: explain Harshacharitam Ucchuasa (1-3)				√						
CLO-4: analyze the characters of the Gadyakavya Harsha charitam						√				
CLO-5: describe the context of Ramacharitam and draw a picture of Sandhyakara Nandi as the auther of Ramacharitam	√									
CLO-6: evaluate the pala dynasty based on Ramacharitam			√							



CLO-7: introduce Kalhana as the author of Rajatarangini	√									
CLO-8: describe the history of Kashmir based on Rajatarangini.				√						
CLO-9: analyze and evaluate the history, culture and society depicted in prescribed three texts.		√								

### Teaching-learning contents and materials

<b>Primary and Secondary books References</b>	1	প্রসূন বসু (সম্পাদিত)	:	সংস্কৃত সাহিত্যসম্ভার, (খণ্ড ১৮, ২০, ২৪)
	2	প্রবোধেন্দুনাথ ঠাকুর	:	হর্ষচরিত
	3	হীরলাল চট্টোপাধ্যায়	:	রাজতরঙ্গিনী
	4	বীরেন্দ্রনাথ বন্দ্যোপাধ্যায়	:	সংস্কৃত সাহিত্যের ইতিহাস
	5	PV Kane	:	The Harshacharita of Banabhatta
	6	Haraprasad Shastri (ed)	:	Ramacharitam
	7	Jyoti Biswas	:	Sandhyakar Nandir Ramacharit: Aitihāsik o Samajik Bishleshan
	8	EB Cowell and FW Thomas	:	The Harsha-Carita

### 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	Definition and classification of historical kavyas	Discussion, Q & A and Brainstorming	Quiz # 1	1,2
Week 2	Discussion of <i>Harshacharitam</i> and its author Banabhatta	Discussion and Minute paper	Practice # 1	2
Week 3	Discussion of <i>Ramacharitam</i> and author Sandhyakar Nandi	Group discussions Q& A and teacher feedback	Practice # 2 Quiz # 2	5
Week 4	Discussion of <i>Rajatarangini</i> and author Kalhana	Presentation, Peer review, Q& A and teacher feedback	Practice # 2	7
Week 5	Background of creation of <i>Harshacharitam</i> , <i>Ramacharitam</i> and <i>Rajatarangini</i>	Group discussions, Q& A and teacher feedback	Quiz # 3	2,4,6,7,8
Week 6	Summary of <i>Harshacharitam</i> , <i>Ramacharitam</i> and <i>Rajatarangini</i>	Group discussions and Q & A	Practice # 4	2,4,6,7,8
Week 7	1 <sup>st</sup> Ucchuasa of <i>Harshacharitam</i>	Group discussions, Peer review, Q& A and teacher feedback	Quiz # 4	2,3,4
Week 8	7 <sup>th</sup> Taranga of <i>Rajatarangini</i> 's verse number 1-500	I Group discussions, and teacher feedback	Video Prsnt. Practice # 5	7,8
Week 9	<b>Revisions</b> 1 <sup>st</sup> Midterm (dd/mm/yy)	-----	-----	
Week 10	2 <sup>th</sup> Ucchuasa of <i>Harshacharitam</i>	Minute paper, Q& A and teacher feedback	Quiz # 5	1,2

<b>Week 11</b>	1 <sup>st</sup> Pariccheda of <i>Ramacharitam</i>	Group discussions and Q& A	Poster Prsnt.	5,6
<b>Week 12</b>	1 <sup>st</sup> Pariccheda of <i>Ramacharitam</i>	Group discussions, Q& A and teacher feedback	-----	5,6
<b>Week 13</b>		<b>HOLIDAYS</b>		
<b>Week 14</b>	7 <sup>th</sup> Taranga of <i>Rajatarangini's verse number 501 to the end</i>	Minute paper, Q& A and teacher feedback	-----	-----
<b>Week 15</b>	<b>Oral Assessment on the last two classes (final exam will be held on dd/mm/yy)</b>	-----	-----	-----

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