



**Anekant Education Society's**

**Tuljaram Chaturchand College of Arts Science & Commerce,  
Baramati**

**(Autonomous)**

**Three/Four Year Honours/Honours with Research B.A. Degree**

**Program in Sanskrit**

**(Faculty of Humanities)**

**CBCS Syllabus**

**F.Y.B.A. (Sanskrit)**

**For Department of Sanskrit**

**Tuljaram Chaturchand College, Baramati**

**NEP-2.0**

**Choice Based Credit System Syllabus**

**(2024 Pattern)**

**(As Per NEP-2020)**

**To be implemented from Academic Year 2024-2025**

**Title of the Programme: F.Y.B.A. (Sanskrit)****Preamble**

AES's Tuljaram Chaturchand College has decided to change the syllabus of various faculties from June, 2023 by taking into consideration the guidelines and provisions given in the National Education Policy (NEP), 2020. The NEP envisions making education more holistic and effective and to lay emphasis on the integration of general (academic) education, vocational education and experiential learning. The NEP introduces holistic and multidisciplinary education that would help to develop intellectual, scientific, social, physical, emotional, ethical and moral capacities of the students. The NEP 2020 envisages flexible curricular structures and learning based outcomes for the development of the students. The credit structure and the courses framework provided in the NEP are nationally accepted and internationally comparable.

The Board of Studies in Sanskrit of Tuljaram Chaturchand College, Baramati - Pune has prepared the syllabus of FYBA Sanskrit Semester - I under the Choice Based Credit System (CBCS) by following the guidelines of NEP 2020, NCeF, NHEQF, Prof. R.D. Kulkarni's Report, GR of Gov. of Maharashtra dated 20th April, 16th May 2023 and 13th March, 2024 and Circular of SPPU, Pune dated 31st May 2023 and 2nd May, 2024.

The Board of Studies in Sanskrit at Tuljaram Chaturchand College, Baramati - Pune, has developed the curriculum for the F.Y.B.A. which goes beyond traditional academic boundaries. The syllabus is aligned with the NEP 2020 guidelines to ensure that students receive an education that prepares them for the challenges and opportunities of the 21st century. This syllabus has been designed to offer a unique blend of all domains and fields related to Sanskrit. The board took special efforts to design the syllabus considering the local demographic variety of students and their academic demands. We are very happy and proud to implement this syllabus from academic year 2024-25.

## Programme Specific Outcomes (PSOs)

**PSO1. Research-Related Skills:** Develop inter-disciplinary research aptitude and independent thinking.

**PSO2. Social Competence:** Utilise the knowledge to tackle the hurdles in this journey of life.

**PSO3. Disciplinary Knowledge:** Demonstrate a blend of traditional knowledge along with its application in the modern lifestyle.

**PSO4. Personal and Professional Competence:** A well managed idea of 'Self' makes the student efficient to live professional and personal life with peace and harmony.

**PSO5. Critical Thinking:** Demonstrate the ability to understand and address critical issues in physical and cultural environments.

**PSO6. Human Perception and Behaviour:** Learning Texts to understand human perception and behaviour is essential to improve decision making process.

**PSO7. Effective Citizenship:** Exhibit empathetic social concern, an equity-centered approach to national development, and actively engage in civic life through volunteering.

**PSO8. Management Skills:** Understand and apply management principles to their work, functioning effectively as individuals and as members or leaders in diverse, multidisciplinary teams.

**PSO.9 Ethics:** Recognize different value systems, including their own, understand the moral dimensions of their decisions, and take responsibility for their actions.

**PSO10. Environmental Ethics and Sustainability:** Comprehend the societal and environmental impact of their knowledge and exhibit an understanding of the need for sustainable development.

**PSO11. Identification of critical problems and issues:** Detection and identification of the critical problems and spatial issues are essential for sustainable development.

**Anekant Education Society's**  
**Tuljaram Chaturchand College, Baramati**  
*(Autonomous)*

**Board of Studies (BOS) in Sanskrit**

Sr. No.	Name	Designation
1.	Mr. Anirudha A. Killedar	Chairman
2.	Dr. Mugdha Gadgil	Vice-Chancellor Nominee
3.	Dr. Ambarish Khare	Expert from other University
4.	Dr. Pankaja Waghmare	Expert from other University
5.	Dr. Pratima Rawal	Industry Expert
6.	Dr. Bharati Balte	Invitee
7.	Miss Rupali Wadekar	Invitee
8.	Parth Ware	Student Representative
9.	Sharvari Bachal	Student Representative

### Course and Credit Distribution Structure for BA (Sanskrit) -2024-2025

Level	Semester	Sub. DSC-I Languages	Sub. DSC-II Social Science-I	Sub. DSC-III Social Science-II	OE	SEC	IKS	AEC	VEC	CC	Degree/ Cum.C r.
4.5	I	4 T	2 T + 2 T / P	2 T + 2 T / P	2 T/P (from other faculty)	2 T / P	2 T (Generi c)	2 T (C. Eng.)	2 T	--	22
	II	4 T	2 T + 2 T / P	2 T + 2 T / P	2 T/P (from other faculty)	2 T / P	--	2 T (C. Eng.)	2 T	2 T YOG/ PES/C UL/N SS/NC C	22
<b>Total Credits</b>											<b>44</b>

\* T = Theory      \* P = Practical      \* DSC = Discipline Specific Course

\* OE = Open Elective      \* SEC = Skill Enhancement Course      \* IKS = Indian Knowledge System

\* AEC = Ability Enhancement Course      \* VEC = Value Education Course      \* CC = Cocurricular Courses

**Credit Distribution Structure for Three/Four Year Honours/Honours with Research Degree Programme  
With Multiple Entry and Exit options as per National Education Policy (2024 Pattern as per NEP-2020)**

Level/ Difficulty	Sem	Subject DSC-1				Subject DSC-2	Subject DSC-3	GE/OE	SEC	IKS	AEC	VEC	CC	Total
4.5/100	I	4T				2(T)+2(P)	2(T)+ 2(P)	2(T)	2 (T/P)	2(T) (Generic)	2(T)	2(T)	--	22
	II	4T				2(T)+2(P)	2(T)+2(P)	2(P)	2 (T/P)	--	2(T)	2(T)	2(T)	22
Exit option: Award of UG Certificate in Major with 44 credits and an additional 4 credits core NSQF course/Internship OR Continue with Major and Minor Continue option: Student will select one subject among the (subject 1, subject 2 and subject 3) as major and other as minor and third subject will be dropped.														
Level/ Difficulty	Sem	Credits Related to Major				Minor	--	GE/OE	SEC	IKS	AEC	VEC	CC	Total
		Major Core	Major Elective	VSC	FP/OJT/CEP/RP									
5.0/200	III	4(T)+2(P)	--	2 (T/P)	2(FP)	4T	--	2(T)	--	2(T)	--	2(T)	22	
	IV	4(T)+2(P)	--	2 (T/P)	2(CEP)	4T	--	2(P)	2 (T/P)	--	2(T)	--	2(T)	22
Exit option: Award of UG Diploma in Major and Minor with 88 credits and an additional 4credits core NSQF course/Internship OR Continue with Major and Minor														
5.5/300	V	8(T)+4(P)	2(T)+2(P)	2 (T/P)	2(FP/CEP)	2(T)	--	--	--	--	--	--	22	
	VI	8(T)+4(P)	2(T)+2(P)	2 (T/P)	4 (OJT)	--	--	--	--	--	--	--	22	
Total 3Years		44	8	8	10	18	8	8	6	4	8	4	6	132
Exit option: Award of UG Degree in Major with 132 credits OR Continue with Major and Minor														
6.0/400	VII	6(T)+4(P)	2(T)+2 (T/P)	--	4(RP)	4(RM)(T)	--	--	--	--	--	--	22	
	VIII	6(T)+4(P)	2(T)+2 (T/P)	--	6(RP)	--	--	--	--	--	--	--	22	
Total 4Years		64	16	8	22	22	8	8	6	4	8	4	6	176
Four Year UG Honours with Research Degree in Major and Minor with 176 credits														
6.0/400	VII	10(T)+4(P)	2(T)+2 (T/P)	--	--	4(RM) (T)	--	--	--	--	--	--	22	
	VIII	10(T)+4(P)	2(T)+2 (T/P)	--	4 (OJT)	--	--	--	--	--	--	--	22	
Total 4Years		72	16	8	14	22	8	8	6	4	8	4	6	176
Four Year UG Honours Degree in Major and Minor with 176 credits														
<b>T = Theory P = Practical DSC = Discipline Specific Course OE = Open Elective SEC = Skill Enhancement Course</b> <b>IKS = Indian Knowledge System AEC = Ability Enhancement Course VEC = Value Education Course CC = Co-curricular Course</b> <b>VSC= Vocational Skill Course OJT= On Job Training CEP= Community Engagement Project FP= Field Project RP= Research Project</b>														

## F.Y.B.A. Sanskrit

## NEP-2.0

## Course Structure for F.Y.B.A.(2024 Pattern)

Sem	Course Type	Course Code	Course Title	Theory / Practical	Credits
	DSC-I (General)	SAN-101-GEN	संस्कृत प्रवेश (प्राथमिक)	Theory	04
	DSC-II (General)			Theory	04
	DSC-III (General)			Theory	02
	Open Elective (OE)	SAN-102-OE	Self Management and Bhagavadgita	Theory	02
	Skill Enhancement Course (SEC)			Theory	02
	Ability Enhancement Course (AEC)	ENG-104-AEC	-----	Theory	02
	Value Education Course (VEC)			Theory	02
	Generic Indian Knowledge System (GIKS)	GEN-106-IKS	Generic Course of Indian Knowledge Systems	Theory	02
Total Credits					22
	DSC-I (General)	SAN-151-GEN	संस्कृत प्रवेश (प्रगत)	Theory	04
	DSC-II (General)		-----	Theory	04
	DSC-III (General)			Theory	02
	Open Elective (OE)	SAN-152-OE	संस्कृत अंतरंग	Theory	02
	Skill Enhancement Course (SEC)				02
	Ability Enhancement Course (AEC)	ENG-154-AEC	----	Theory	02
	Value Education Course (VEC)	GEO-155-VEC SOC-154-VEC	----	Theory	02
	CC	YOG/PES/CUL/NSS/N CC-156-CC	To be selected from the CC Basket	Theory	02
Total Credits					22
Grand Total Sem I + Sem II					44

## CBCS Syllabus as per NEP 2020 for F.Y.B.A.(2023 Pattern)

<b>Name of the Programme</b>	: B.A. Sanskrit
<b>Programme Code</b>	: UASA
<b>Class</b>	: F.Y.B.A.
<b>Semester</b>	: I
<b>Course Type</b>	: DSC-I GENERAL
<b>Course Code</b>	: SAN-101-GEN
<b>Course Title</b>	: संस्कृत प्रवेश (प्राथमिक)
<b>No. of Credits</b>	: 04
<b>No. of Teaching Hours</b>	: 60

### Course Objectives:

1. To master the principles of varnavigraha and shabdanirmiti, developing a strong foundation in Sanskrit phonetics and word formation.
2. To enhance the ability to listen to and comprehend Sanskrit through audio-visual mediums, fostering a comprehensive understanding of spoken Sanskrit.
3. To cultivate the skill of reading Sanskrit literature, including regular engagement with Sanskrit periodicals, promoting a consistent and scheduled approach to reading.
4. To acquire competence in using Sanskrit for daily communication, enabling students to apply appropriate Sanskrit expressions effectively in routine interactions.
5. To gain a comprehensive understanding of Vedic literature and Vedangas, providing insights into the foundational texts and associated disciplines, enriching the cultural and historical context.
6. To study and appreciate the depth of Sanskrit literature, fostering a nuanced understanding of its artistic, literary, and philosophical dimensions.
7. To demonstrate proficiency in Sanskrit grammar concepts, including both understanding and application, ensuring a solid grasp of grammatical principles essential for effective communication and analysis.

### Course Outcomes:

**By the end of the course, students will be able:**

- CO1** Demonstrate proficiency in understanding and applying the Sanskrit varnamala, varnavigraha, and shabdanirmiti



- CO2** Develop the ability to listen to and comprehend Sanskrit through the audio-visual medium
- CO3** Cultivate the skill of reading Sanskrit literature, including regular and scheduled reading of Sanskrit periodicals
- CO4** Acquire competence in using Sanskrit for daily communication, applying appropriate Sanskrit expressions for routine interactions.
- CO5** Gain a comprehensive understanding of Vedic literature and Vedangas, providing insights into the foundational texts and associated disciplines.
- CO6** Study and appreciate the depth of Sanskrit literature
- CO7** Demonstrate proficiency in Sanskrit grammar concepts, including the understanding and application

### Topics and Learning Points

	Teaching Hours
<b>UNIT 1: संस्कृत भाषेचा परिचय -</b>	<b>10</b>
1.1 वर्णमाला, वर्णविग्रह, शब्दनिर्मिती	
1.2 दैनंदिन व्यवहारासाठी उपयुक्त संस्कृत संभाषण	
<b>UNIT 2: गद्य संस्कृत साहित्य परिचय -</b>	<b>15</b>
2.1 वेद व वेदांगांचा परिचय	
2.3 सिंहशशककथा (पंचतंत्रातील मित्रभेद तंत्रातील एक निवडक कथा)	
2.4 गौतमस्य चातुर्यम् ('मालविकाग्निमित्रम्' मधील नाट्यांश)	
<b>UNIT 3: पद्य संस्कृत साहित्य परिचय -</b>	<b>10</b>
2.2 पांडुरंगाष्टकम् (शंकराचार्य विरचित स्तोत्र)	
2.5 सुभाषितसंग्रह (निवडक २५ सुभाषिते)	
<b>UNIT 4: संस्कृत भाषा कौशल्ये -</b>	<b>10</b>
4.1 संस्कृत श्रवणकौशल्य - दृक्श्राव्य माध्यमातून संस्कृत ऐकणे व समजून घेणे	
4.2 संस्कृत वाचनकौशल्य - संस्कृत नियतकालिके, कथापुस्तिका यांच्या माध्यमातून	
<b>UNIT 5: उपयुक्त संस्कृत व्याकरण-</b>	<b>15</b>
3.1 संधि (स्वरसन्धि आणि विसर्गसन्धि)	
3.2 कर्ता-कर्म संकल्पना	
3.3 कारक संकल्पना	
3.4 उपयोजन	

**Reference Books:**

- १) सुरभारती, पुणे विद्यापीठ
- २) शिदोरी सार्थ सुभाषितांची, डॉ. सरोजा भाटे
- ३) सुगम संस्कृत व्याकरण, प्र. शं. जोशी
- ४) वेदसौरभ, पुणे विद्यापीठ
- ५) संस्कृतव्यवहारसाहस्री, संस्कृतभारती
- ६) पंचतंत्रम् (विष्णुशर्मा संकलितम्), संपादक - पं. ज्वाला प्रसाद मिश्रा

**Choice Based Credit System Syllabus (2022 Pattern)**  
**Mapping of Program Outcomes with Course Outcomes**

**Class:** FYBA (Sem I)

**Subject:** Sanskrit

**Course:** संस्कृत प्रवेश (प्राथमिक)

**Course Code:** SAN-101-GEN

**Weightage:** 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Program Outcome (POs)									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO 1								1		
CO 2		3					2		3	
CO 3				1		1				
CO 4		2					2			2
CO 5	3		2		1					1
CO 6			3					2		
CO 7				1		3				

**Justification for Mapping**

**PO1: Critical and Creative Thinking:**

CO5: Understanding Vedic literature and Vedangas fosters critical analysis and creative interpretation of ancient texts, developing the ability to think deeply and innovatively about complex subjects.

**PO2: Communication Skills:**

CO4: Mastery in daily communication in Sanskrit enhances both oral and written communication skills, enabling clear and effective expression.

CO2: Listening and comprehension skills are crucial for effective communication, especially in understanding spoken Sanskrit through audio-visual aids.

**PO3: Multicultural Competence:**

CO5: Vedic literature reflects a rich cultural heritage. Understanding these texts fosters appreciation for diverse cultural perspectives and enhances multicultural competence.

CO6: Delving into Sanskrit literature exposes students to various cultural and philosophical ideas, promoting a broader understanding of multiculturalism.

**PO4: Research Skills:**

CO3: Regular and scheduled reading of Sanskrit literature promotes research skills through continuous engagement with textual analysis and critical thinking.

CO7: Mastery of grammar is fundamental for conducting research in Sanskrit, facilitating precise interpretation and analysis of texts.

**PO5: Environmental Awareness:**

CO5: Vedic texts often encompass teachings related to nature and the environment. Understanding these can enhance awareness of ancient environmental perspectives and practices.

**PO6: Problem-solving Abilities:**

CO7: Proficiency in grammar aids in solving linguistic problems and enhances the ability to tackle complex textual interpretations.

CO3: Regular reading practice helps develop problem-solving skills by analyzing and understanding diverse literary challenges.

**PO7: Collaboration and Teamwork:**

CO4: Effective communication in Sanskrit promotes teamwork and collaboration through better interaction and understanding among peers.

CO2: Listening skills are crucial for teamwork, ensuring clear communication and comprehension in collaborative settings.

**PO8: Value Inculcation:**

CO1: Learning the foundational elements of Sanskrit inculcates discipline, patience, and a deep respect for linguistic traditions.

CO6: Sanskrit literature often conveys profound ethical and moral values, fostering value inculcation through literary appreciation.

**PO9: Digital and Technological Skills:**

CO2: Utilizing audio-visual resources for learning Sanskrit involves digital literacy and technological proficiency.

**PO10: Community Engagement and Service:**

CO4: Proficiency in daily communication in Sanskrit enables engagement with communities that value the language, promoting cultural preservation and community service.

CO5: Understanding Vedic literature equips students to share valuable cultural and philosophical knowledge with the community, enhancing cultural engagement and service.

## CBCS Syllabus as per NEP 2020 for S.Y.B.A.(2023 Pattern)

<b>Name of the Programme</b>	: B.A.
<b>Programme Code</b>	: UASA
<b>Class</b>	: F.Y.B.A.
<b>Semester</b>	: I
<b>Course Type</b>	: OE (Theory)
<b>Course Code</b>	: SAN-102-OE
<b>Course Title</b>	: Self Management and Bhagavadgita
<b>No. of Credits</b>	: 02
<b>No. of Teaching Hours</b>	: 30

### Course Objectives:

1. To study the philosophy of Self-Management in Bhagavadgita
2. To introduce the Sanskrit Texts for Interdisciplinary Studies
3. To make students aware of Ancient Indian Psychology
4. To analyze the properties of the three guṇas and their impact on the mind and understand how these qualities influence mental states.
5. To investigate the nature of conflict and explore the causal factors such as ignorance, indriya, mind, rajoguṇa, and weakness of mind.
6. To develop strategies for controlling the mind based on the teachings of the text, fostering an understanding of how to overcome conflicts and address causal factors affecting the mind.
7. To apply the philosophical principles from the Sanskrit text to real-life situations, promoting the practical integration of the learned concepts into the daily lives of students from commerce and arts streams.

### Course Outcomes:

**By the end of the course, students will be able to:**

- CO1.** Develop the approach towards applicability of Sanskrit Texts
- CO2.** Synthesise the knowledge about various philosophical concepts like ātman, prakṛti etc.
- CO3** Link the connection between Ancient Indian Thoughts on Psychology & its relevance with modern lifestyle
- CO4.** Develop strategies for Mind Control
- CO5.** Analyse the causal factors contributing to conflicts
- CO6.** Recognize the Origin of Mind
- CO7.** Comprehend the hierarchical arrangement of *indriya, manas, buddhi, and ātman*

## Topics and Learning Points

### Teaching Hours

#### UNIT 1: Cognitive and emotive apparatus Unit:

10

- 1.1 Hierarchy of indriya, manas, buddhi and ātman III.42; XV. 7
- 1.2 Role of the ātman –XV.7; XV.9
- 1.3 Mind as a product of prakṛti VII.4
- 1.4 Properties of three guṇas and their impact on the mind – XIII. 5-6; XIV.5-8, 11-13; XIV.17

#### UNIT 2: Controlling the mind:

5

- 2.1 Nature of conflict I.1; IV.16; I.45; II.6
- 2.2 Causal factors – Ignorance – II.41; Indriya – II.60, Mind – II.67; Rajoguṇa – III.36-39; XVI.21; Weakness of mind- II.3; IV.5

#### UNIT 3: Means of controlling the mind:

15

- 3.1 Meditation–difficulties –VI.34-35; procedure VI.11-14
- 3.2 Balanced life- III.8; VI.16-17
- 3.3 Diet control- XVII. 8-10
- 3.4 Physical and mental discipline – XVII. 14-19, VI. 36.
- 3.5 Surrender of ego – II.7 ; IX.27; VIII.7; XI.55 ; II.47

#### Reference Books:

1. श्रीमद्भगवद्गीता, व्याख्याकार — मदनमोहन अग्रवाल, चौखम्बा सस्कृत प्रणतष्ठान, वाराणसी, 1994.
2. Śrimadbhagavadgītārahasya - The Hindu Philosophy of Life, Ethics and or Karmayogaśāstra Religion, Original Sanskrit Stanzas with English Translation, Bal Gangadhar Tilak & Balchandra Sitaram Sukthankar, J.S.Tilak & S.S.Tilak, 1965.

**Choice Based Credit System Syllabus (2022 Pattern)**  
**Mapping of Program Outcomes with Course Outcomes**

**Class:** FYBA (Sem I)

**Subject:** Sanskrit

**Course:** Self Management and Bhagavadgita

**Course Code:** SAN-102-OE

**Weightage:** 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Program Outcome (POs)									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO 1		1							1	
CO 2			2					3		
CO 3		2			2					
CO 4						2				1
CO 5	3									
CO 6							2			
CO 7				3						

**Justification for Mapping**

**PO1: Critical and Creative Thinking:**

CO5: Analysing causal factors of conflicts involves critical thinking to understand and deconstruct complex issues.

**PO2: Communication Skills:**

CO1: Understanding and synthesising philosophical concepts from Sanskrit texts fosters multicultural competence by appreciating diverse cultural philosophies.

CO3: Communicating the relevance of ancient thoughts in a modern context requires clear and effective communication skills.

**PO3: Multicultural Competence:**

CO2: Understanding and synthesising philosophical concepts from Sanskrit texts fosters multicultural competence by appreciating diverse cultural philosophies.

**PO4: Research Skills:**



CO7: Comprehending and researching the hierarchical arrangement involves deep analysis and inquiry, essential research skills.

**PO5: Environmental Awareness:**

CO3: Understanding ancient lifestyle practices, which often include environmental mindfulness, helps develop environmental awareness.

**PO6: Problem-solving Abilities:**

CO4: Developing strategies for mind control involves solving psychological and emotional problems using ancient wisdom.

**PO7: Collaboration and Teamwork:**

CO6: Recognizing and discussing the origin of mind often involves collaborative learning and teamwork to explore different perspectives.

**PO8: Value Inculcation:**

CO2: Understanding philosophical concepts helps inculcate values and ethical principles derived from ancient texts.

**PO9: Digital and Technological Skills:**

CO1: Using digital tools to study and apply Sanskrit texts involves digital literacy and technological skills.

**PO10: Community Engagement and Service:**

CO4: Strategies for mind control can be shared with the community to improve mental health and well-being.