

R. P. Gogate College of Arts & Science and
R. V. Jogalekar College of Commerce (Autonomous), Ratnagiri
Board of Studies in Sanskrit
Academic Year 2025-26

Bachelor of Arts (B.A.) Programme
Under Choice Based Credit System (CBCS)
Course Structure

T.Y.B.A. SANSKRIT

(To be implemented from Academic Year 2025-26)

Course Code	Semester V	Credits	Course Code	Semester VI	Credits
	<i>Discipline Specific Courses (DSC)</i>			<i>Discipline Specific Courses (DSC)</i>	
	<i>Major Mandatory</i>			<i>Major Mandatory</i>	
UASAN501	नीतिकाव्यम् । -१	04	UASAN601	नीतिकाव्यम् । -२	04
UASAN502	व्याकरणशास्त्रं तथा लेखनकौशलम् । - १	04	UASAN602	व्याकरणशास्त्रं तथा लेखनकौशलम् । -२	04
UASAN503	प्राचीन-भारतीय-राजनीतिशास्त्रम् ।	04	UASAN603	प्राचीन-भारतविद्या-परिचयः तथा अभिलेख-परिचयः।	04
UASAN504	वैदिकसाहित्यम् ।	04	UASAN604	दर्शनसाहित्यम् ।	02
	<i>Major Electives (Any 1)</i>			<i>Major Electives (Any 1)</i>	
UASAN505	अभिजातसंस्कृतसाहित्यम् – रूपकाणि ।	04	UASAN605	अभिजातसंस्कृतसाहित्यम् - काव्यानि ।	04
UASAN506	भाषाविज्ञानं तथा स्थूलवाचनम् ।		UASAN606	आर्षमहाकाव्यपरिचयः ।	
	<i>Community Engagement Programme (CEP) / Field Project (FP)</i>			<i>On the Job Training (OJT)</i>	
UACEPSAN507	Community Engagement Programme	02	UAOJTSAN 607	On Job Training (OJT)	04
Total Credits		22	Total Credits		22

Syllabus for Bachelor of Arts in Sanskrit for the year 2025-26

TYBA SEM V

UASAN501 नीतिकाव्यम् । -१

Nomenclature of the Course	नीतिकाव्यम् ।-१	
Class	TYBA	
Semester	V	
Course Code	25_UASAN501	
No. of Credits	04	
Nature	Theory	
Type	Major Mandatory	
Course Outcomes:		
A Student will be able to		
CO1 Recite and recall significant Verses from नीतिशतकम्.		
CO2 Understand the concepts from नीतिशतकम्.		
CO3 Understand the connotation of Sanskrit text.		
CO4 Assess the interpretation of verses in the modern age.		
CO5 Critically analyze the meaning of Verses.		
CO6 Appreciate values reflected in Verses.		
CO7 Interpret in own words wisdom gained from नीतिशतकम्.		
Syllabus:		
Unit No.	Unit Title	Sub titles (Learning Points)
1.	नीतिकाव्यम्	1.1 नीतिकाव्य-परिचयः। 1.2 भर्तृहरिः तस्य रचनाश्च ।
2.	नीतिशतकम्	2.1 मूर्खपद्धतिः । 2.2 विद्वत्पद्धतिः। 2.3 मानशौर्यपद्धतिः। 2.4 अर्थपद्धतिः । 2.5 दुर्जनपद्धतिः ।

		2.6 सुजनपद्धतिः। 2.7 परोपकारपद्धतिः। 2.8 धैर्यपद्धतिः। 2.9 दैवपद्धतिः। 2.10 कर्मपद्धतिः।
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Prescribed Text/s (If any): नीतिशतकम् ।

Other Learning Resources recommended:

1. त्रिपाठी श्रीकृष्णमणि, भर्तृहरिशतकत्रयम्, चौखम्बा विद्याभवन, वाराणसी, २००८
2. गोखले-माहुलीकर-वैद्य, अभिजात संस्कृत साहित्याचा इतिहास, मुंबई, २००४
3. करंबेळकर वि. वा., संस्कृत साहित्याचा सोपपत्तिक इतिहास, शारदा प्रकाशन, १९६३
4. उत्पात वसंत भ., संस्कृत साहित्य परिचय, पुणे, २००५
5. डांगे एस.एस., भारतीय साहित्याचा इतिहास, नागपुर, १९७५
6. लाड पुरुषोत्तम मंगेश, नीतिशतक, पॉप्युलर बुक डेपो, मुंबई, १९६०
7. Dasgupta S.N., A History of Sanskrit Literature –2nd edition, Calcutta, 1962.

Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
1.	नीतिकाव्यम्	Lecture method ,Question-answer method, Presentation	15
2.	नीतिशतकम्	Lecture method , Question-answer method, Presentation	45

Evaluation Pattern

A) Continuous Internal Evaluation: Maximum Marks:

Method	Marks
Class Test	20
Assignment	10
Active class participation and attendance	10

B) Semester End Examination: Maximum Marks:

Question No.	Unit	Type of Question	Marks
1	Unit 2 - नीतिशतकम्	सटीपम् अनुवदत । (केवलं २) Translate and annotate(any two out of three)	15
2	Unit 1 & 2 नीतिकाव्यम् , नीतिशतकम्	परिच्छेदं लिखत । (केवलं २) Write Paragraphs (any two out of three)	15
3	Unit 1 & 2 नीतिकाव्यम् , नीतिशतकम्	टिप्पणीं लिखत । (केवलं २) Short notes (any three out of four)	15
4	Unit 1 & 2 नीतिकाव्यम् , नीतिशतकम्	संस्कृतेन उत्तरत । Answer in Sanskrit / युग्मानि योजयत । (Match the Following) / रिक्तस्थानानि पूर्यत । Fill in the blanks / रूपाणि लिखत । Recognize forms	15

UASAN502 व्याकरणशास्त्रं तथा लेखनकौशलम् । -१

Nomenclature of the Course	व्याकरणशास्त्रं तथा लेखनकौशलम् ।-१	
Class	TYBA	
Semester	V	
Course Code	25_UASAN502	
No. of Credits	04	
Nature	Theory	
Type	Major Mandatory	
Course Outcomes:		
<p>A Student will be able to</p> <p>CO1 Recite and Recall selected aphorisms from लघुसिद्धान्तकौमुदी.</p> <p>CO2 Understand the Paninian grammatical system.</p> <p>CO3 Learn to interpret the aphorisms.</p> <p>CO4 Implement aphorisms for प्रक्रिया / रूपसिद्धि</p> <p>CO5 Develop the ability to translate Sanskrit text.</p> <p>CO6 Critically analyze the aphorisms to develop writing skills.</p> <p>CO7 Develop the ability to write creatively.</p>		
Syllabus:		
Unit No.	Unit Title	Subtitles (Learning Points)
1.	व्याकरणशास्त्रम्।	1.1 पाणिनीय-व्याकरण-परम्परा-परिचयः । 1.2 लघुसिद्धान्तकौमुदी – संज्ञाप्रकरणम् । 1.3 लघुसिद्धान्तकौमुदी – अजन्तपुल्लिङ्गप्रकरणम् । (अ. पुं) 1.4 लघुसिद्धान्तकौमुदी – अजन्तनपुंसकलिङ्गप्रकरणम् । (अ. नपुं.)
2.	लेखनकौशलम्।	2.1 अनुवादाभ्यासः । 2.2 निबन्धलेखनम् । 2.3 संवादलेखनम् ।
<p>Prescribed Text/s (If any): Compiled booklet</p> <p>Other Learning Resources recommended:</p> <p>1. पांडेय गोपालदत्त, लघुसिद्धान्तकौमुदी, चौखंबा सुरभारती ग्रन्थमाला, वाराणसी;</p>		

2. मिश्र नारायण, अष्टाध्यायीसूत्रपाठ, चौखंबा प्रकाशन, वाराणसी; २००६
3. शर्मा गोविंद प्रसाद , शास्त्री रघुनाथ, लघुसिद्धान्तकौमुदी , चौखंबा सुरभारती प्रकाशन , वाराणसी. २००९
4. पेंडसे अजय, लघुसिद्धान्तकौमुदी भाग १ संज्ञा आणि संधी प्रकरण, गवळी प्रकाशन, सांगली, २०२०.
5. जोशी प्र. शं., सुगम संस्कृत व्याकरण, नितीन प्रकाशन, पुणे, २०११.
6. भातखंडे श्रीराम, चला संस्कृत शिकूया, मनोरमा प्रकाशन, २०१०
7. साठे म. दा., लघुसिद्धान्तकौमुदी, पुणे, १९६१
8. मुळये रवींद्र, संस्कृत व्याकरणशास्त्र प्रवेश, संगमनेर, २००४
9. Apte V. M. Sanskrit Composition, Varanasi, 1970
10. Abhyankar K.V., A Dictionary of Sanskrit grammar, Baroda ,1986

Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
1.	व्याकरणशास्त्रम्	Chalk and Talk, Lecture method , Question answer method	45
2.	लेखनकौशलम्	Chalk and Talk , Lecture method Group Discussion, Activity	15

Evaluation Pattern

A) Continuous Internal Evaluation: Maximum Marks:

Method	Marks
Class Test	20
Assignment	10
Active class participation and attendance	10

B) Semester End Examination: Maximum Marks:

Question No.	Unit	Type of Question	Marks
1.	Unit 1 व्याकरणशास्त्रम्	सूत्राणि स्पष्टीकुरुत । Explain aphorisms (any three out of four)	15
2.	Unit 1 व्याकरणशास्त्रम्	संज्ञाः स्पष्टीकुरुत । / टिप्पणीं लिखत । Explain the terms / Write short notes (any three out of four)	15
3.	Unit 1 व्याकरणशास्त्रम्	प्रक्रियां लिखत । / योग्यपर्यायं चिनुत ।	15

		Write <i>Prakriyas</i> / Objective questions	
4.	Unit 2 लेखनकौशलम्	<ul style="list-style-type: none">● अनुवदत । Translation,● निबन्धं लिखत । Write an Essay● संवादं लिखत । Write a dialogue.	15

UASAN503 प्राचीन-भारतीय-राजनीतिशास्त्रम् ।

Nomenclature of the Course	प्राचीन-भारतीय-राजनीतिशास्त्रम् ।	
Class	TYBA	
Semester	V	
Course Code	25_UASAN503	
No. of Credits	04	
Nature	Theory	
Type	Major Mandatory	
Course Outcomes:		
A Student will be able to		
CO1 Remember the factual information about the prescribed syllabus.		
CO2 Understand ancient Indian political administration.		
CO3 Demonstrate ancient Indian political strategies concerning modern political Indian Strategy.		
CO4 Analyse ancient Indian statecraft through History.		
CO5 Examine the knowledge in the context of the contemporary period.		
CO6 Design role play in present-day situation.		
Syllabus:		
Unit No.	Unit Title	Sub titles (Learning Points)
1.	कौटिलीय-अर्थशास्त्र-परिचयः।	१.१. कर्ता तथा कालः। १.२ कौटिलीय-अर्थशास्त्र-पार्श्वभूमिः। १.३ कौटिलीय-अर्थशास्त्र-विषयाः। १.४ कौटिलीय-अर्थशास्त्र-महत्त्वम् ।
2.	कौटिलीय-अर्थशास्त्रम् । (चिताः अध्यायाः)	२.१ विनयाधिकारिकम् - १.१-१२ २.२ अध्यक्षप्रचारः- २. ४०, ४५ २.३ मण्डलयोनिः- ६.१ २,४ षाड्गुण्यम्- ७.१ (१-१९)
Prescribed Text/s (If any): Compiled booklet		
Other Learning Resources recommended:		

<ol style="list-style-type: none"> 1. कंगले आर . पी. कौटिलीयम् अर्थशास्त्रम् (सटीप मराठी भाषांतरासह), महाराष्ट्र राज्य साहित्य संस्कृती मंडळ, मुंबई , १९८२ 2. हिवरगावकर बी. आर., कौटिलीय अर्थशास्त्र, पुणे, १९९३ 3. टिपणीस गोविंद गोपाळ, कौटिलीय अर्थशास्त्रप्रदीप, वरदा प्रकाशन, पुणे, १९९० 4. मिरासदार मंगला, कौटिलीय अर्थशास्त्र एक अध्ययन, सुपर्णा प्रकाशन, पुणे, २०११ 5. वाचस्पति गैरोला, कौटिलीय अर्थशास्त्रम्, चौखम्बा विद्याभवन, वाराणसी, २०११ 6. Kangle R.P., Kautilya Arthashastra (English Translation), Vol. I-III, 2nd edition, Bombay, 1969 7. Kautilya Arthashastra, T.GanapatiShastri, Govt Press, Trivandrum, 1924
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Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
1.	कौटिलीय-अर्थशास्त्र-परिचय:।	Chalk and Talk , Lecture method ,Power point presentation, Question answer method	20
2.	कौटिलीय-अर्थशास्त्रम्। (चिता: अध्यायाः)	Chalk and Talk , Lecture method ,Power point presentation, Question answer method	40

Evaluation Pattern

A) Continuous Internal Evaluation: Maximum Marks:

Method	Marks
Class Test	20
Assignment	10
Active class participation and attendance	10

B) Semester End Examination: Maximum Marks:

Question No.	Unit	Type of Question	Marks
1	Unit 2 कौटिलीय-अर्थशास्त्रम्।	सटीपम् अनुवदत। (केवलं २) Translate and annotate (any two out of three)	15
2	Unit 1 and 2 कौटिलीय-अर्थशास्त्र-परिचय:। कौटिलीय-अर्थशास्त्रम्।	परिच्छेदं लिखत। (केवलं २) Write Paragraphs (any two out of three)	15

3	Unit 1 and 2 कौटिलीय-अर्थशास्त्र-परिचयः। कौटिलीय-अर्थशास्त्रम् ।	टिप्पणीं लिखत । (केवलं 3) Short notes (any three out of four)	15
4	Unit 1 and 2 कौटिलीय-अर्थशास्त्र-परिचयः। कौटिलीय-अर्थशास्त्रम् ।	<ul style="list-style-type: none"> • संस्कृतेन उत्तरत ।Answer in Sanskrit/ • युग्मानि योजयत । Match the Following / • रिक्तस्थानानि पूर्यत । Fill in the blanks / • रूपाणि लिखत ।Recognize forms 	15

UASAN504 - वैदिकसाहित्यम् ।

Nomenclature of the Course	वैदिकसाहित्यम् ।	
Class	TYBA	
Semester	V	
Course Code	25_UASAN504	
No. of Credits	04	
Nature	Theory	
Type	Major Mandatory	
Course Outcomes:		
A Student will be able to		
CO1 Recall and recite Vedic hymns.		
CO2 Understand Vedic Sanskrit language.		
CO3 Recognize the word forms from prescribed literature.		
CO4 Able to translate Vedic literature.		
CO5 Interpret the substance in a contemporary context.		
CO5 Appreciate different aspects of Vedic Religion and Mythology		
CO6 Appreciate stories, dialogues, or any other form of literature originated from Vedic literature.		
Syllabus:		
Unit No.	Unit Title	Sub titles (Learning Points)
1.	वैदिकसाहित्यम् ।	1.1 वैदिक -साहित्य-परिचयः।
2.	ऋग्वेदसूक्तानि ।	2.1 I.1 – अग्निसूक्तम् । 2.2 III.33 – विश्वामित्र-नदी संवादसूक्तम् । 2.3 VII.103 – मण्डूकसूक्तम् । 2.4 III. 61- उषस्सूक्तम् ।
3.	यजुर्वेदसूक्तानि ।	3.1 34.(1-6) – शिवसंकल्पसूक्तम् ।
4.	अथर्ववेदसूक्तानि ।	4.1 I.29 – राष्ट्राभिवर्धनसूक्तम् । 4.2 XII.1.1-12 –पृथिवीसूक्तम् ।
5.	ब्राह्मणसाहित्यं उपनिषत्साहित्यं च ।	5.1 जैमिनीय ब्राह्मणम् : सरमा-पणि-कथा । 5.2 तैत्तिरीय उपनिषद् । I. 11, III.1 to 6
Prescribed Text/s (If any): Compiled booklet		

Other Learning Resources recommended:

1. सुमंत शिल्पा, ऋग्वेदसूक्तानि, डेक्कन एज्युकेशन सोसायटी, पुणे.
2. मुळये रवीन्द्र, वेददर्शन, संत ज्ञानेश्वर वेदविद्या प्रतिष्ठान, औरंगाबाद.
3. डांगे सिंधू, भारतीय साहित्याचा इतिहास भाग १, मंगल प्रकाशन, नागपूर १९७५
4. चित्राव सिद्धेश्वरशास्त्री, ऋग्वेदाचे मराठी भाषांतर, भारतीय चरित्रकोश मंडळ, पुणे, १९६९
5. सिंह उमेश प्रसाद, नवीनवैदिकसञ्चयनम्, चौखम्बा कृष्णदास अकादमी, वाराणसी, २००५
6. सातवळेकर एस. डि., अर्थशास्त्राचा सुबोध अनुवाद, पारडी
7. चित्राव सिद्धेश्वरशास्त्री, उपनिषदांचे मराठी भाषांतर, खंड १, पुणे
8. चित्राव सिद्धेश्वरशास्त्री, उपनिषदांचे मराठी भाषांतर, खंड २, पुणे
9. मंगळूकर अरविन्द, हातवळणे दिगंबर मोरेश्वर, इंटरमीजिएट संस्कृत वेचे, पुणे, १९५७
10. फडके पुरुषोत्तमशास्त्री, सुबोध उपनिषत्सार, संतकृपा प्रकाशन, पुणे, १९८१
11. जगदीशशास्त्री, उपनिषत्संग्रह, मोतीलाल बनारसीदास, दिल्ली, २०११
12. Velankar H.D., Ruksuktashati, Bombay, 1972
13. Velankar H.D., Ruksuktavaijayanti, Pune, 1965
14. Dange S.A., Divine Hymns and Ancient Thoughts, Vols. I – II, New Delhi, 1995
15. Radhakrishnan S., Principle Upanishadas, London, 1953
16. Swami Gambhirananda, Eight Upanishadas, Calcutta, 1957

Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
1.	वैदिकसाहित्यम् ।	Chalk and Talk, Lecture method, Power point presentation, Question answer method	08
2.	ऋग्वेदसूक्तानि ।	Chalk and Talk, Lecture method, Power point presentation, Question answer method	20
3.	यजुर्वेद सूक्तानि ।	Chalk and Talk, Lecture method, Power point presentation, Question answer method	05
4.	अथर्ववेदसूक्तानि ।	Chalk and Talk, Lecture method, Power point presentation, Question answer method	12
5.	ब्राह्मणसाहित्यं उपनिषत्साहित्यं च ।	Chalk and Talk, Lecture method, Power point presentation, Question answer method	15

Evaluation Pattern

A) Continuous Internal Evaluation: Maximum Marks:

Method	Marks
Class Test	20
Assignment	10
Active class participation and attendance	10

B) Semester End Examination: Maximum Marks:

Question No.	Unit	Type of Question	Marks
1.	Units 1 to 5	सटीपम् अनुवदत । (केवलं २) Translate and annotate (any two out of three)	15
2.	Units 1 to 5	परिच्छेदं लिखत । (केवलं २) Write Paragraphs (any two out of three)	15
3.	Units 1 to 5	टिप्पणीं लिखत । (केवलं २) Short notes (any three out of four)	15
4.	Units 1 to 5	संस्कृतेन उत्तरत । Answer in Sanskrit पदपाठं लिखत । / Write <i>Padapatha</i> / रूपाणि लिखत । Recognize forms युग्मानि योजयत । / Match the following	15

UASAN505- अभिजातसंस्कृतसाहित्यम् – रूपकाणि ।

Nomenclature of the Course	अभिजातसंस्कृतसाहित्यम् – रूपकाणि ।	
Class	TYBA	
Semester	V	
Course Code	25_UASAN505	
No. of Credits	04	
Nature	Theory	
Type	Major Electives	
Course Outcomes:		
A Student will be able to		
CO1 Remember features of रूपकs.		
CO2 Understand contribution of dramatists in the field of Sanskrit literature.		
CO3 Interpret Sanskrit text on the basis of Poetics.		
CO4 Critically analyze and appreciate content, characters etc.		
CO5 Examine the knowledge in the context of contemporary period.		
CO6 Comment on the intricacies of Sanskrit literature.		
Syllabus:		
Unit No.	Unit Title	Sub titles (Learning Points)
1.	संस्कृतसाहित्यस्य प्राथमिकपरिचयः	1.1 अभिजात संस्कृत साहित्यस्य परिचयः । 1.2 नाट्यलक्षणानि – दशरूपकम् ।
2.	नाटकानि नाटककाराः च ।	2.1 भासः – भाससमस्या, नाटकचक्रम्, स्वप्नवासवदत्तम् । 2.2 कालिदासः – अभिज्ञानशकुन्तलम् । 2.3 भवभूतिः – उत्तररामचरितम् । 2.4 विशाखदत्तः – मुद्राराक्षसम् । 2.5 प्रभाकरः भातखण्डे – मुक्ता । 2.6 वेलणकरः श्री. भि. –स्वातन्त्र्यलक्ष्मीः ।
Prescribed Text/s (If any): N.A.		
Other Learning Resources recommended:		
1. करंबेळकर वि. वा., संस्कृत साहित्याचा सोपपत्तिक इतिहास, शारदा प्रकाशन, १९६३		

2. भट, गो. के., संस्कृत नाटके आणि नाटककार, श्रीविद्या प्रकाशन, पुणे, १९८०
3. उत्पात वसंत भ., संस्कृत साहित्य परिचय , पुणे , २००५
4. भातखण्डे प्रभाकर, मुक्ता, महाराष्ट्र सेवा संघ ,मुंबई , १९९४
5. वेलणकर श्री. भि., स्वातन्त्र्यलक्ष्मीः, देववाणीमन्दिरम्, मुंबई, १९७९
6. मराठे हंसश्री , ललित संस्कृत साहित्याला महाराष्ट्राचे योगदान , श्रीमंगेश प्रकाशन , नागपूर , २००६
7. डॉंगे एस.एस., भारतीय साहित्याचा इतिहास, नागपुर, १९७५ .
8. गोखले-माहुलीकर-वैद्य, अभिजात संस्कृत साहित्याचा इतिहास, मुंबई, २००४
9. Devdhar, C.R., Bhasanatakacakram, Plays Ascribed to Bhasa, Critically Ed., Oriental Book Agency, Pune, 1962.
10. Winternitz, History of Indian Literature –Reprint, Dehli, 1998.
11. Dasgupta S.N. A History of Sanskrit Literature –2nd edition, Calcutta, 1962.
12. Complete Plays of Bhasa Text with English Translation & Notes, Menon, K.P.A., Nag Publication, 1996

Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
1.	संस्कृतसाहित्यस्य प्राथमिकपरिचयः	Chalk and Talk , Lecture method ,Power point presentation, Question answer method	20
2.	नाटकानि नाटककाराः च	Chalk and Talk, Lecture method, Power point presentation, Question answer method	40

Evaluation Pattern

A) Continuous Internal Evaluation: Maximum Marks:

Method	Marks
Class Test	20
Assignment	10
Active class participation and attendance	10

B) Semester End Examination: Maximum Marks:

Question No.	Unit	Type of Question	Marks
1	संस्कृतसाहित्यस्य प्राथमिकपरिचयः नाटकानि नाटककाराः च	सविस्तरं लिखत । (केवलं १) (Write answer of any one)	15
2	संस्कृतसाहित्यस्य प्राथमिकपरिचयः नाटकानि नाटककाराः च	परिच्छेदं लिखत । (केवलं २) (Write Paragraphs (any two out of three))	15
3	संस्कृतसाहित्यस्य प्राथमिकपरिचयः नाटकानि नाटककाराः च	टिप्पणीं लिखत । (केवलं ३) Write Short Notes (any three out of four)	15
4	संस्कृतसाहित्यस्य प्राथमिकपरिचयः नाटकानि नाटककाराः च	<ul style="list-style-type: none">• संस्कृतेन उत्तरत । Answer in Sanskrit /• युग्मानि योजयत । Match the Following/• रिक्तस्थानानि पूर्यत । Fill in the blanks /• रूपाणि लिखत । Recognize forms	15

UASAN506 भाषाविज्ञानं तथा स्थूलवाचनम् ।

Nomenclature of the Course	भाषाविज्ञानं तथा स्थूलवाचनम् ।	
Class	TYBA	
Semester	V	
Course Code	25_UASAN506	
No. of Credits	04	
Nature	Theory	
Type	Major Electives	
Course Outcomes:		
A Student will be able to		
CO1 Remember the fundamental concepts of languages.		
CO2 Understand the Nature of Linguistics & Development of Languages.		
CO3 Classify Families of Languages.		
CO4 Interpret peculiarities of other languages other than Sanskrit.		
CO5 Analyze and appreciate Modern Sanskrit Languages.		
CO6 Review the process of language enhancement.		
CO7 Express the views about current dialects.		
Syllabus:		
Unit No.	Unit Title	Sub titles (Learning Points)
1.	भाषाविज्ञानम् । (Linguistics)	1.1 भाषाविज्ञानस्वरूपम् । 1.2 भाषा-उपत्तिः तथा भाषा-विकासः । 1.3 भाषाकुलानि । 1.4 भारोपीय-भाषाकुलम् । 1.5 यास्क-कथिताः निर्वचनसिद्धान्ताः । (Principles of Etymology) 1.6 ध्वनिविज्ञानम् । (Phonology) 1.7 रूपविज्ञानम् । (Morphology)

2.	भाषा परिचयः। (Languages)	2.1 वैदिकसंस्कृतं तथा लौकिकसंस्कृतम् । 2.2 पालीभाषा । 2.3 प्राकृतभाषा । 2.4 अपभ्रंशभाषा । 2.5 आधुनिक-भारतीय-भाषाः ।
3.	स्थूलवाचनम्। (Rapid Reading)	भुवमानीता भगवद्भाषा – विश्वासः ।

Prescribed Text/s (If any):

Other Learning Resources recommended:

1. पंडित मनोहर देवकृष्ण, प्राचीन भारतीय भाषाशास्त्र, शुभदा सारस्वत प्रकाशन, पुणे, २०००
2. गर्जेन्द्रगडकर श्री. न. , भाषा व भाषाशास्त्र, व्हीनस प्रकाशन, पुणे, १९९९
3. व्हटकर अशोक, संस्कृत प्राकृत (मराठी) भाषाविज्ञान, खण्ड पहिला, पुणे, २०१२
4. व्हटकर अशोक, संस्कृत प्राकृत (मराठी) भाषाविज्ञान, खण्ड दुसरा, पुणे, २०१२
5. कवठेकर प्रभाकर नारायण, भूलोकविलोकानम्, दिल्ली, २००१
6. श्रीमाल नेमीचंद, भाषा विज्ञान, श्रुति पब्लिकेशन, जयपुर, २००८
7. Woolner A.C., Introduction to Prakrit, Reprint, Delhi, 1996

Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
1.	भाषाविज्ञानम्। (Linguistics)	Chalk and Talk, Lecture method, Power point presentation, Question answer method	20
2.	भाषा परिचयः। (Languages)	Chalk and Talk, Lecture method, Power point presentation, Question answer method	20
3.	स्थूलवाचनम्। (Rapid Reading)	Demonstration, Discussion, Question answer method	20

Evaluation Pattern

A) Continuous Internal Evaluation: Maximum Marks:

Method	Marks
Class Test	20
Assignment	10
Active class participation and attendance	10

B) Semester End Examination: Maximum Marks:

Question No.	Unit	Type of Question	Marks
1	Unit 1,2,3 भाषाविज्ञानम् । भाषा- परिचयः। स्थूलवाचनम् ।	परिच्छेदं लिखत । (केवलं ३) Write Paragraphs (any two out of three)	15
2	Unit 1,2,3 भाषाविज्ञानम् । भाषा- परिचयः। स्थूलवाचनम् ।	परिच्छेदं लिखत। (केवलं ३) Write Paragraphs (any two out of three)	15
3	Unit 1,2,3 भाषाविज्ञानम् । भाषा - परिचयः। स्थूलवाचनम् ।	टिप्पणीं लिखत । (केवलं ३) Short notes (any three out of four)	15
4	Unit 1,2,3 भाषाविज्ञानम् । भाषा- परिचयः। स्थूलवाचनम् ।	<ul style="list-style-type: none">संस्कृतेन उत्तरत ।/Answer in Sanskritयुग्मानि योजयत।/ Match the Followingरिक्तस्थानानि पूर्यत। /Fill in the blanks	15

UACEPSAN507: Community Engagement Programme

Nomenclature of the Course	Community Engagement Programme
Class	TYBA
Semester	V
Course Code	25_UACEPSAN507
No. of Credits	02
Nature	Practical
Type	Community Engagement Programme

Introduction:

Community engagement program (CEP) is included in undergraduate programme to increase community participation, foster collaboration, address community concerns, drive positive change by encouraging collective decision-making, often through building trust, gathering feedback, and empowering residents to actively shape their community's future.

This course requires learners to participate in community -based learning generally under the supervision of faculty. It will involve activities that expose learners to the socio-economic issues in the society.

COURSE OBJECTIVES:

After completing this program, the learners will be able to;

1. Appreciate the culture and life-style of the society
2. Sensitize to the needs and challenges of the community
3. Identify causes for social problems faced by community and explore solutions for the same.

COURSE OUTCOMES:

The Community engagement program should attempt to provide opportunities for learners to;

- CO1- Expose to socio-economic issues in society so that the theoretical learnings can be supplemented by actual life experiences to generate solutions to real-life problems.
- CO2- Gain an understanding of local community life, Indian culture and social realities.
- CO3- Develop a sense of social responsibility and civic engagement.

- CO4- Develop a sense of empathy and bonds of mutuality with local community.
- CO5 -Empower to become active participants in decision-making processes by building leadership skills.
- CO6 - Implement community-driven program that address identified local needs and contribute to positive social change.

GENERAL GUIDELINES FOR CEP:

1. Learners are expected to complete this program in their fourth semester.
2. 2 credits will be allocated for the CEP.
3. Learners are expected to complete 60 hours of participation.
4. CEP must be separate from regular programs such as NSS, NCC and similar activities.

IMPLEMENTATION MECHANISM OF CEP:

1. The implementation mechanism of the CEP course will be decided by concerned department
2. The concerned department will appoint a mentor, who will be a faculty member.
3. Each learner should keep a separate fieldwork diary to record their fieldwork experiences. Planning and preparation for CEP as well as working hours should be recorded in a diary.
4. Each learner must submit their CEP work report to the concerned department.
5. The work diary must be verified and signed by the assigned mentor.
6. Internal Viva - Voce will be conducted by the concerned department.

EVALUATION PATTERN: (20:30)

Evaluate each learner for 50 marks per semester at department level.

Sr. No.	Evaluation Pattern	Distribution of Marks
1	Internal Evaluation : Presentation / Viva-Voce	20
2	External Evaluation: Actual work and work report	30

REPORT STRUCTURE OF CEP:

The students will be required to submit a comprehensive report at the end of the CEP. Report should be of minimum **5- 6 pages** or as per the guidelines of the concerned department. A report has to be brief in content and must include the following aspects:

1. **Title Page:**
Name of the student, programme, institution, month and year.
2. **Certificate of Completion:**
A certificate issued by the mentor appointed from the department confirming the successful completion of the CEP.
3. **Acknowledgments:**
Recognizing individuals or organizations that provided support, guidance during the CEP.
4. **CEP Work Experience:**
Detailed description of work experience in CEP including CEP activity name and location, dates, and work experience. Photographs or visual aids to support work experience.
5. **Conclusion & Summary:**
Reflections on the overall experience and learning during the CEP activity.

Appendix:

- CEP work Dairy must be attached along with the report.
- CEP Events Photographs

Students can choose any one activity to engage in this course

- Cleanliness drive in college campus and community
- Working with NGOs for older people
- Organization of Readers Club
- Language exchange sessions:
- Cultural awareness workshops:
- Community event support
- Social media campaigns:
- Any other activity serving the purpose of CEP.

On separate page

COMMUNITY ENGAGEMENT PROGRAM REPORT

A Report Submitted

To

**R. P. Gogate college of Arts & Science and
R.V. Jogalekar College of Commerce (Autonomous), Ratnagiri**

Under

University of Mumbai

For partial completion of the degree

of

Bachelor of Arts

Under the Faculty of Arts

T. Y. B. A. Semester –V

BY

(Name of the Student)

Under the Supervision

of

(Name of the Supervisor)

Month and Year

On separate page

**R. P. Gogate College of Arts and Science and
R. V. Jogalekar College of Commerce (Autonomous), Ratnagiri**

CERTIFICATE OF COMPLETION

This is to certify that Mr./ Ms. _____ [Student's Roll Number] of T.Y. B.A. (Sem V) class bearing examination seat no. _____ has satisfactorily carried out Community Engagement Program (CEP) under my supervision.

I further certify that the entire work has been done by the learner under my guidance and that no part of it has been submitted previously for any Degree or Diploma of any University. It is her/his own work and facts reported by her/his personal findings and investigations.

His /Her Bonafide work has been completed for the duration from _____ to _____ for 60 hours.

Date:
Place:

Name and Signature of CEP Mentor

**R.E. Society's
R. P. Gogate College of Arts and Science
&
R. V. Jogalekar College of Commerce (Autonomous), Ratnagiri**

Work Diary of CEP

Academic Year:

Semester: V

Faculty:

Name of Learner:

Class:

Roll No:

Name of CEP activity:

Name of community engaged:

Duration of the CEP activity:

Name of CEP Collaborating Organization:

Daily work record - Proposed schedule of Work (Minimum Mandatory- 60 Hours)

Sr. No.	Date of CEP activity	Brief description of daily activity	Place of CEP	Duration (hours)	Sign.of Mentor
Total No. of Hours :					

Name & Sign.of Student

Name & Sign. of CEP Mentor

Sign. of concerned authority (HoD)

TYBA SEMESTER VI
UASAN601- नीतिकाव्यम् । -२

Nomenclature of the Course	नीतिकाव्यम् । -२	
Class	TYBA	
Semester	VI	
Course Code	25_UASAN601	
No. of Credits	04	
Nature	Theory	
Type	Major Mandatory	
Course Outcomes:		
A student will be able to		
CO1 Recite and remember significant Verses from पञ्चतन्त्रम्.		
CO2 Understand the structure of पञ्चतन्त्रम्.		
CO3 Understand the connotation of Sanskrit text.		
CO4 Assess the interpretation of stories in the modern age.		
CO5 Critically analyze the meaning of stories.		
CO6 Appreciate values reflected in पञ्चतन्त्रम्.		
CO7 Interpret in own words wisdom gained from पञ्चतन्त्रम्.		
Syllabus:		
Unit No.	Unit Title	Sub titles (Learning Points)
1.	नीतिकाव्यपरिचयः ।	1.1 उपदेशात्मक -साहित्य -परिचयः। 1.2 विष्णुशर्मा ।
2.	पञ्चतन्त्रम् ।	2.1 काकोलूकीयम् ।
Prescribed Text/s (If any): Compiled booklet		
Other Learning Resources recommended:		
1. बालशास्त्री, पञ्चतन्त्रम्, चौखम्बा सुरभारती प्रकाशन, वाराणसी, २०१३		
2. गोखले-माहुलीकर-वैद्य, अभिजात संस्कृत साहित्याचा इतिहास, मुंबई, २००४		
3. करंबेळकर वि. वा., संस्कृत साहित्याचा सोपपत्तिक इतिहास, शारदा प्रकाशन, १९६३		
4. उत्पात वसंत भ., संस्कृत साहित्य परिचय, पुणे, २००५		
5. डांगे एस.एस., भारतीय साहित्याचा इतिहास, नागपुर, १९७५		
6. Dasgupta S.N. A History of Sanskrit Literature –2nd edition, Calcutta, 1962.		

Teaching Plan:			
Unit No.	Unit Title	Teaching Methods	No. of Lectures
1.	नीतिकाव्यपरिचयः ।	Chalk and Talk , Lecture method , Power point presentation, Question answer method	20
2.	पञ्चतन्त्रम् ।	Chalk and Talk , Lecture method , Power point presentation, Question answer method	40

Evaluation Pattern

A) Continuous Internal Evaluation: Maximum Marks:

Method	Marks
Class Test	20
Assignment	10
Active class participation and attendance	10

B) Semester End Examination: Maximum Marks:

Question No.	Unit	Type of Question	Marks
1	Unit 2 पञ्चतन्त्रम् ।	सटीपम् अनुवदत । (केवलं २) Translate and annotate (any two out of three)	15
2	Unit 1 and 2 नीतिकाव्यपरिचयः । पञ्चतन्त्रम् ।	परिच्छेदं लिखत । (केवलं २) Write Paragraphs (any two out of three)	15
3	Unit 1 and 2 नीतिकाव्यपरिचयः । पञ्चतन्त्रम् ।	टिप्पणीं लिखत । (केवलं ३) Write Short notes (any three out of four)	15
4	Unit 1 and 2 नीतिकाव्यपरिचयः । पञ्चतन्त्रम् ।	<ul style="list-style-type: none"> • संस्कृतेन उत्तरत । Answer in Sanskrit / • युग्मानि योजयत । (Match the Following) / • रिक्तस्थानानि पूरयत । Fill in the blanks / • रूपाणि लिखत । Recognize forms 	15

UASAN602 - व्याकरणशास्त्रं तथा लेखनकौशलम् । -२

Nomenclature of the Course	व्याकरणशास्त्रं तथा लेखनकौशलम् ।-२
Class	TYBA
Semester	VI
Course Code	25_UASAN602
No. of Credits	04
Nature	Theory
Type	Major Mandatory

Course Outcomes:

A Student will be able to

- CO1 Recite and Recall selected aphorisms from लघुसिद्धान्तकौमुदी.
- CO2 Understand the Paninian grammatical system.
- CO3 Learn to interpret the aphorisms.
- CO4 Implement aphorisms for प्रक्रिया / रूपसिद्धि
- CO5 Develop the ability to translate Sanskrit text.
- CO6 Critically analyze the aphorisms to build writing skills.
- CO7 Develop the ability to write creatively.

Syllabus:

Unit No.	Unit Title	Sub titles (Learning Points)
1.	व्याकरणशास्त्रम् ।	1.1 लघुसिद्धान्तकौमुदी –विभक्त्यर्थप्रकरणम् 1.2 लघुसिद्धान्तकौमुदी:–अजन्तस्त्रीलिङ्गप्रकरणम् (आ. स्त्री.)
2.	लेखनकौशलम् ।	2.1 अनुवादाभ्यासः । 2.2 विज्ञापनलेखनम् । 2.3 वार्तालेखनम् ।

Prescribed Text/s (If any): Compiled booklet

Other Learning Resources recommended:

- साठे म. दा. आणि आठलेकर श्री. ल. (संपा.) लघुसिद्धान्तकौमुदी, संस्कृतविद्यापरिसंस्था, पुणे, १९९८.
- पेंडसे अजय, लघुसिद्धान्तकौमुदी भाग २ विभक्त्यर्थ-समास प्रकरण, गवळी प्रकाशन, सांगली, २०२१.
- जोशी प्र. शं., सुगम संस्कृत व्याकरण, नितीन प्रकाशन, पुणे, २०११.
- भातखंडे श्रीराम, चला संस्कृत शिकूया, मनोरमा प्रकाशन, २०१०
- पांडेय गोपालदत्त, अष्टाध्यायी, चौखंबा सुरभारती ग्रन्थमाला, वाराणसी.
- मिश्र नारायण, अष्टाध्यायीसूत्रपाठः, चौखंबा प्रकाशन, वाराणसी, २००६

7. शर्मा गोविंद प्रसाद , शास्त्री रघुनाथ , लघुसिद्धांतकौमुदी , चौखंबा सुरभारती प्रकाशन , वाराणसी. २००९
8. Abhyankar K.V. , A Dictionary of Sanskrit grammar, Baroda ,1986
11. मुळये रवींद्र, संस्कृत व्याकरणशास्त्र प्रवेश, संगमनेर, २००४
12. Apte V. M. Sanskrit Composition, Varanasi, 1970
13. Abhyankar K.V. , A Dictionary of Sanskrit grammar, Baroda ,1986

Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
1.	व्याकरणशास्त्रम् ।	Chalk and Talk , Lecture method , Power point presentation, Question answer method	30
2.	लेखनकौशलम् ।	Chalk and Talk , Power point presentation, Question answer method, Discussion method, Demonstration	30

Evaluation Pattern

A) Continuous Internal Evaluation: Maximum Marks:

Method	Marks
Class Test	20
Assignment	10
Active class participation and attendance	10

B) Semester End Examination: Maximum Marks:

Question No.	Unit	Type of Question	Marks
1	Unit 1&2 व्याकरणशास्त्रम् । लेखनकौशलम् ।	सूत्राणि स्पष्टीकुरुत । Explain aphorisms (any three out of four)	15
2	Unit 1&2 व्याकरणशास्त्रम् । लेखनकौशलम् ।	संज्ञाः स्पष्टीकुरुत । / टिप्पणीं लिखत । Explain the terms / Write short notes (any three out of four)	15
3	Unit 1&2 व्याकरणशास्त्रम् । लेखनकौशलम् ।	प्रक्रियां लिखत । / योग्यपर्यायं चिनुत । Write <i>Prakriyas</i> / Objective questions	15
4	Unit 1&2 व्याकरणशास्त्रम् । लेखनकौशलम् ।	<ul style="list-style-type: none"> ● अनुवदत । Translation, ● विज्ञापनं लिखत । Write an advertise ● वार्ता लिखत । Write a news 	15

UASAN603 - प्राचीन-भारतविद्या-परिचयः तथा अभिलेख-परिचयः।

Nomenclature of the Course	प्राचीन-भारतविद्या-परिचयः तथा अभिलेख-परिचयः ।	
Class	TYBA	
Semester	VI	
Course Code	25_UASAN603	
No. of Credits	04	
Nature	Theory	
Type	Major Mandatory	
Course Outcomes:		
A student will be able to		
CO1 Memorize basic concepts of Indology and Epigraphy.		
CO2 Understand facets of Indology and Epigraphy.		
CO3 Apply the knowledge of history to analyze the content of epigraphs.		
CO4 Examine the knowledge of Indology in the context of the contemporary period.		
CO5 Apply the acquired knowledge in appropriate situations.		
Syllabus:		
Unit No.	Unit Title	Sub titles (Learning Points)
1.	प्राचीन-भारतविद्या-परिचयः ।	1.1 भारतविद्यापरिचयः । 1.2 मन्दिरस्थापत्यम् ।
2.	अभिलेख-परिचयः ।	2.1 अभिलेख-स्वरूपम् । 2.2 अभिलेखप्रयोजनानि 2.3 अभिलेखप्रकाराः । 2.4 अभिलेखानां साहित्यिकं ऐतिहासिकं महत्त्वं च । 2.5 रुद्रदाम्नः जुनागढ-शिलालेखः । 2.6 द्वितीयपुलकेशिनः ऐहोळे-शिलालेखः।
Prescribed Text/s (If any): Compiled booklet		
Other Learning Resources recommended:		
1. गोखले शोभना, पुराभिलेखविद्या, कॉन्टिनेन्टल प्रकाशन, पुणे, २००७		
2. झा रामकृष्ण, झा हरिहर, अभिलेखमाला, चौखम्बा प्रकाशन, वाराणसी १९५३		
3. सहाय शिवस्वरूप, भारतीय पुरालेखों का अध्ययन, दिल्ली, २००८		

4. सरकार दिनेशचन्द्र, अनुवादक - गोखले शोभना, भारतीय लेखविद्या , पुणे , २०१०			
Teaching Plan:			
Unit No.	Unit Title	Teaching Methods	No. of Lectures
1.	प्राचीन-भारतविद्या-परिचयः ।	Chalk and Talk , Lecture method , Power point presentation, Question answer method	30
2.	अभिलेख-परिचयः ।	Chalk and Talk , Lecture method , Power point presentation, Question answer method	30

Evaluation Pattern

A) Continuous Internal Evaluation: Maximum Marks:

Method	Marks
Class Test	20
Assignment	10
Active class participation and attendance	10

B) Semester End Examination: Maximum Marks:

Question No.	Unit	Type of Question	Marks
1	Unit 2	सटीपम् अनुवदत । (केवलं २) Translate and annotate (any two out of three)	15
2	All Units	परिच्छेदं लिखत । (केवलं २) Write Paragraphs (any two out of three)	15
3	All Units	टिप्पणीं लिखत । (केवलं ३) Short notes (any three out of four)	15
4	All Units	<ul style="list-style-type: none"> • संस्कृतेन उत्तरत । Answer in Sanskrit • युग्मानि योजयत । Match the Following • रिक्तस्थानानि पूर्यत । Fill in the blanks 	15

UASAN604- दर्शनसाहित्यम् ।

Nomenclature of the Course	दर्शनसाहित्यम् ।
Class	TYBA
Semester	VI
Course Code	25_UASAN604
No. of Credits	02
Nature	Theory
Type	Major Mandatory

Course Outcomes:

A student will be able to

- CO1 Recite and Recall selection from prescribed text.
- CO2 Understand the fundamental concepts and basic principles of Darshanas.
- CO3 Translate the prescribed text.
- CO4 Discuss the different interpretations prescribed text.
- CO5 Comment upon various discourses on Indian Philosophy.
- CO6 Appreciate lectures, treatises, etc. regarding philosophy.

Syllabus:

Unit No.	Unit Title	Sub titles (Learning Points)
1.	दर्शनसाहित्यपरिचयः ।	सर्वदर्शनपरिचयः ।
2.	सदानन्दकृतः वेदान्तसारः । (Selected portion)	1.1 मङ्गलाचरणम् । 1.2 अनुबन्धचतुष्टयम् । 1.3 अज्ञानलक्षणम् अज्ञानशक्तिद्वयं च । 1.4 अध्यारोपअपवादसिद्धान्त ।
3.	अन्नभट्टकृतः तर्कसङ्ग्रहः । (Selected portion)	2.1 उद्देशग्रन्थः पदार्थविचारः च । 2.2 द्रव्यग्रन्थः ।

Prescribed Text/s (If any): Original book or Compiled booklet

Other Learning Resources recommended:

1. चाफेकर नलिनी , वेदांतसार , म. ग. चाफेकर, ठाणे , १९९४
2. शुक्ल बदरीनाथ , वेदांतसार , मोतीलाल बनारसीदास पब्लिशर्स , दिल्ली , २०१२
3. तर्कसंग्रह : तर्कदीपिकाटीकेसह
4. जोग द. वा., तर्कसंग्रह , पुणे , १९९९
5. चाफेकर नलिनी , तर्कसंग्रह , ठाणे , १९९४

6. स्वामी विरूपाक्षानंद, तर्कसंग्रह , मद्रास , १९९४			
7. Dikshit S.H. – Bharatiya Tatvadyana, 8th edition, Kolhapur, 2006			
Teaching Plan:			
Unit No.	Unit Title	Teaching Methods	No. of Lectures
1.	दर्शनसाहित्यपरिचयः ।	Chalk and Talk , Lecture method , Power point presentation, Question answer method	06
2.	सदानन्दकृतः वेदान्तसारः । (Selected portion)	Chalk and Talk , Lecture method , Power point presentation, Question answer method	12
3.	अन्नभट्टकृतः तर्कसङ्ग्रहः । (Selected portion)	Chalk and Talk , Lecture method , Power point presentation, Question answer method	12

Evaluation Pattern

A) Continuous Internal Evaluation: Maximum Marks:

Method	Marks
Class Test	10
Assignment	05
Active class participation and attendance	05

B) Semester End Examination: Maximum Marks:

Question No.	Unit	Type of Question	Marks
1	Unit 2 & 3	सटीपम् अनुवदत । (केवलं २) Translate and annotate (any two out of three)	10
2	All Units	परिच्छेदं लिखत । (केवलं २) Write Paragraphs (any two out of three)	10
3	All Units	<ul style="list-style-type: none"> • संस्कृतेन उत्तरत । Answer in Sanskrit / • युग्मानि योजयत । (Match the Following) / • रिक्तस्थानानि पूर्यत । Fill in the blanks / • रूपाणि लिखत । Recognize forms 	10

UASAN605- अभिजातसंस्कृतसाहित्यम् -काव्यानि ।

Nomenclature of the Course	अभिजातसंस्कृतसाहित्यम् -काव्यानि ।
Class	TYBA
Semester	VI
Course Code	25_UASAN605
No. of Credits	04
Nature	Theory
Type	Major Electives

Course Outcomes:

A Student will be able to

CO1 Remember features of Mahakavyas.

CO2 Understand contribution of Poets in the field of Sanskrit literature.

CO3 Interpret Sanskrit text based on Poetics.

CO4 Critically analyze and appreciate content, characters etc.

CO5 Examine the knowledge in the context of contemporary period.

CO6 Comment on the intricacies of Sanskrit literature.

Syllabus:

Unit No.	Unit Title	Sub titles (Learning Points)
1.	अभिजातसंस्कृतसाहित्यम् - काव्यानि ।	1.1 महाकाव्यलक्षणानि – प्रकाराः । 1.2 कालिदासः – कुमारसम्भवम् 1.3 भारविः – किरातार्जुनीयम् 1.4 श्रीहर्षः- नैषधीयचरितम्
2.	आधुनिकसंस्कृतसाहित्यम् - काव्यानि ।	2.1 सत्यव्रतशास्त्री – रामकीर्तिमहाकाव्यम् 2.2 वर्णेकर श्री. भा. – श्रमगीता 2.3 गङ्गादेवी – मधुराविजयम् 2.4 डॉ. मधुसूदन पेन्ना – प्रज्ञाचाक्षुषम् (गुलाबरावमहाराजचरितम्)

Prescribed Text/s (If any): Compiled booklet

Other Learning Resources recommended:

- करंबेळकर वि. वा., संस्कृत साहित्याचा सोपपत्तिक इतिहास, शारदा प्रकाशन, १९६३
- भट, गो. के., संस्कृत नाटके आणि नाटककार, श्रीविद्या प्रकाशन, पुणे, १९८०
- उत्पात वसंत भ., संस्कृत साहित्य परिचय, पुणे, २००५
- भातखण्डे प्रभाकर, मुक्ता, महाराष्ट्र सेवा संघ, मुंबई, १९९४
- मराठे हंसश्री, ललित संस्कृत साहित्याला महाराष्ट्राचे योगदान, श्रीमंगेश प्रकाशन, नागपूर, २००६
- गोखले-माहुलीकर-वैद्य, अभिजात संस्कृत साहित्याचा इतिहास, मुंबई, २००४
- वाटवे के. ना., संस्कृत काव्याचे पंचप्राण, मनोहर ग्रंथमाला, १९७०

8. मिराशी वा. वि. , कालिदास , महाराष्ट्र राज्य साहित्य संस्कृती मंडळ , १९७५
9. डांगे एस.एस., भारतीय साहित्याचा इतिहास, नागपूर, १९७५
10. Devdhar, C.R., Bhasanatakacakram, Plays Ascribed to Bhasa, Critically Ed., Oriental Book Agency, Pune, 1962
11. Winternitz, History of Indian Literature –Reprint, Dehli, 1998.
12. Dasgupta S.N.A History of Sanskrit Literature –2nd edition, Calcutta, 1962.

Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
1.	अभिजातसंस्कृतसाहित्यम् - काव्यानि ।	Chalk and Talk , Lecture method , Power point presentation, Question answer method	30
2.	आधुनिकसंस्कृतसाहित्यम् - काव्यानि ।	Chalk and Talk , Lecture method , Power point presentation, Question answer method	30

Evaluation Pattern

A) Continuous Internal Evaluation: Maximum Marks:

Method	Marks
Class Test	20
Assignment	10
Active class participation and attendance	10

B) Semester End Examination: Maximum Marks:

Question No.	Unit	Type of Question	Marks
1	Unit 1 and 2	सविस्तरं लिखत । (केवलं १)/ Write answer of any one	15
2	Unit 1 and 2	परिच्छेदं लिखत । (केवलं २) Write Paragraphs (any two out of three)	15
3	Unit 1 and 2	टिप्पणीं लिखत । (केवलं ३) Write Short Notes (any three out of four)	15
4	Unit 1 and 2	<ul style="list-style-type: none"> • संस्कृतेन उत्तरत । Answer in Sanskrit / • युग्मानि योजयत । (Match the Following) / • रिक्तस्थानानि पूरयत । Fill in the blanks / • रूपाणि लिखत । Recognize forms 	15

UASAN606 - आर्षमहाकाव्यपरिचयः ।

Nomenclature of the Course	आर्षमहाकाव्यपरिचयः ।	
Class	TYBA	
Semester	VI	
Course Code	25_UASAN606	
No. of Credits	04	
Nature	Theory	
Type	Major Electives	
Course Outcomes:		
<p>A student will be able to</p> <p>CO1 Recall significant verses from Ramayan and Mahabhartas.</p> <p>CO2 Understand the Structure of Valmiki Ramayan and Mahabharat</p> <p>CO3 Assess the interpretation of Verses with the reference to other classical literature.</p> <p>CO4 To appreciate religious, Philosophical, Cultural undercurrents reflected in the verse of Ramayan and Mahabharata.</p> <p>CO5 Examine the knowledge in the context of Contemporary Period.</p> <p>CO6 Find the resources of literature from Ramayan and Mahabharata.</p>		
Syllabus:		
Unit No.	Unit Title	Sub titles (Learning Points)
1.	रामायणम् ।	1.1 रामायण-परिचयः । 1.2 रामायण -विषयवस्तु । 1.3 रामायण-कालः । 1.4 रामायणकालीनं समाजजीवनम् । 1.5 रामायण-उपजीव्य-साहित्यम् । 1.6 रामायणम् - बालकाण्डम् – प्रथमः सर्गः ।
2.	महाभारतम् ।	2.1 महाभारत-परिचयः । 2.2 महाभारत-विषयवस्तु । 2.3 महाभारत-कालः । 2.4 महाभारतकालीनं समाजजीवनम् । 2.5 महाभारत-उपजीव्य-साहित्यम् । 2.6 महाभारतम् – शान्तिपर्वश्लोकाः ।

Prescribed Text/s (If any): Compiled booklet**Other Learning Resources recommended:**

1. सिंह विजयपाल, संस्कृत साहित्य का इतिहास , वाराणसी , १९९७
2. पेंडसे शंकर केशव , महाभारतातील व्यक्तीदर्शन, मॉडर्न बुक डेपो प्रकाशन , पुणे , १९६४
3. Sanyal R. N, Ramayana: A Critical Appraisal, D. K. Print world, New Delhi
4. V.S. Srinivasashastri, Lectures on Ramayana, Madras Sanskrit Academy, 1986
5. Ghurye G.S., The Legacy of the Ramayana, Popular Prakashana, Bombay, 1979
6. Asian Variations in Ramayana, Iyengar Srinivas, K. R. (Ed.), Sahitya Academy, 1983
7. Yardi M.R., The Ramayana Its Origin and Growth, Bhandarkar Oriental Research Institute, Pune.
8. Valmiki Ramayana, Gita Press Edition (Hindi).
9. The Valmiki Ramayana (Critically Edited), Oriental Institute, Baroda.
10. Mahabharata, Satavalekar , BORI, Pune

Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
1.	रामायणम्	Chalk and Talk, Lecture method, Power point presentation, Question answer method	30
2.	महाभारतम्	Chalk and Talk, Lecture method, Power point presentation, Question answer method	30

Evaluation Pattern**C) Continuous Internal Evaluation: Maximum Marks:**

Method	Marks
Class Test	20
Assignment	10
Active class participation and attendance	10

D) Semester End Examination: Maximum Marks:

Question No.	Unit	Type of Question	Marks
1	Unit 1 and 2	सटीपम् अनुवदत । (केवलं २) Translate and annotate (any two out of three)	15
2	Unit 1 and 2	परिच्छेदं लिखत । (केवलं २) Write Paragraphs (any two out of three)	15
3	Unit 1 and 2	टिप्पणीं लिखत । (केवलं ३) Write Short Notes (any three out of four)	15
4	Unit 1 and 2	<ul style="list-style-type: none">• संस्कृतेन उत्तरत । Answer in Sanskrit /• युग्मानि योजयत । (Match the Following) /• रिक्तस्थानानि पूर्यत । Fill in the blanks /• रूपाणि लिखत । Recognize forms	15

R.E. Society's
R. P. Gogate College of Arts and Science and R. V. Jogalekar
College of Commerce, Ratnagiri (Autonomous)

Name of the Course	On Job Training
Course Code	25_UAOJTSAN607
Class	UG
Semester	VI
No of Credits	4
Nature	Practical
Type	On Job Training
Relevance with Employability/ Entrepreneurship/ Skill development	On the job training provides learner with the opportunity to acquire hands on experience and practical skills required for specific job roles. It bridges the gap between theoretical knowledge and the practical requirements of the job. Learner can gain valuable insights into the industry practice, company culture, this experience makes them confident and competent candidate when applying for the position increasing the employability prospects. OJT is instrumental in skill development as it focuses on practical job specific competencies like technical skills, soft skills. Overall OJT enhances employability, foster entrepreneurship by providing valuable exposure in various field.

Guidelines and Evaluation pattern for On Job Training
(100 Marks)

Introduction:

Inclusion of On Job Training in the course curriculum of the PG and UG programme is one of the ambitious aspects in the programme structure. The main objective of inclusion of On Job Training is to inculcate ability to interpret particular aspect of the study in his/ her own words.

Guidelines for On Job Training:

Students will be required to undertake a designated project or tasks in an organization or industry relevant to their field of study. The course aims to provide students with practical exposure and hands-on experience in a professional work environment related to their field of study.

Course Objectives:

By the end of the course, students should be able to:

1. Gain exposure to real-world insights and apply theoretical knowledge to practical situations
2. Enhance skills regarding problem-solving, decision-making, and communication skills.
3. Understand organizational dynamics and work culture.
4. Build industry connections and networking opportunities.

Course Duration:

Minimum **120 hours** of On Job Training with an Organization /Private firm.

- The theme of the OJT should be based on any study area of the Major course.
- Project Report should be of minimum 30 pages.
- Experience Certificate is Mandatory.

Report Structure:

The students will be required to submit a comprehensive report at the end of the On-the-Job Training. A project report has to be brief in content and must include the following aspects:

a) Title Page:

Mentioning the title of the report, name of the student, program, institution, and the period of training.

b) Certificate of Completion:

A certificate issued by the organization or supervisor confirming the successful completion of the training.

c) Declaration:

A statement by the student declaring that the report is their original work and acknowledging any assistance or references used.

d) Acknowledgments:

Recognizing individuals or organizations that provided support, guidance, or resources during the training.

e) Table of Contents:

Providing a clear outline of the report's sections and page numbers.

f) Executive Summary:

A bird's eye view of your entire presentation has to be precisely offered under this category.

g) Introduction on the Company:

A concise representation of company/ organization defining its scope, products/ services and its SWOT analysis.

h) Your Role in the Organization during the On Job Training:

The key aspects handled, the department under which you were deployed and brief Summary report duly acknowledged by the reporting head.

i) Challenges and overcoming of challenges:

The challenges confronted while churning out theoretical knowledge into practical world.

j) Conclusion:

A brief overview of your experience and suggestions to bridge the gap between theory and practice.

k) Appendix:

- 1.1 Appendix I: OJT Undertaking
- 1.2 Appendix II: Draft Resume Template
- 1.3 Appendix III: Organization Outreach Letter
- 1.4 Appendix IV(A/B): A) Relieving Letter of Student (for fulltime OJT) B)Relieving Letter of Student (for parttime OJT)
- 1.5 Appendix V: Relieving Letter of Student from organization
- 1.6 Appendix VI: Student Diary (Log) Recording Format
- 1.7 Appendix VII: Attendance Sheet
- 1.8 Appendix VIII: Supervisor Evaluation of Intern
- 1.9 Appendix IX: Student Feedback of OJT
- 1.10 Appendix X: Performance for Evaluation of OJT by Institute

Broad guidelines for project report:

The project report based on On Job Training shall be prepared as per the broad guidelines given below:

- Font type: Times New Roman / for Marathi kokil (Font size :16)/ mangal (Font size :12)
- Font size: 12-For content, 14-for Title
- Line Space: 1.5-for content and 1-for in table work
- Paper Size: A4
- Margin: in Left-1.5, Up-Down-Right-1
- The Project Report shall be bounded.

Course Outcomes:

1. Apply theoretical knowledge and concepts acquired during the academic program to real-world work scenarios.
2. Develop practical skills and competencies necessary for successful professional engagement.
3. Demonstrate effective problem-solving, decision-making, and critical thinking abilities in a work environment.
4. Adapt to and navigate organizational dynamics and work culture in the chosen industry.
5. Prepare a comprehensive report documenting the training/project experience, findings, and recommendations.

Rubric for Evaluation of 'On the Job Training' Project

Criteria	Marks	Description
Project Report (60 Marks)		
a) Title Page	02	Properly formatted with title, student name, program, institution, and training period.
b) Certificate of Completion	05	Inclusion of a valid certificate from the organization/supervisor.
c) Declaration	01	A clear statement of originality and acknowledgment of assistance.
d) Acknowledgments	02	Proper recognition of support and guidance received.
e) Table of Contents	05	Clear and accurate outline of the report's sections with page numbers.
f) Executive Summary	05	Concise overview of the entire presentation.
g) Introduction on the Company	05	Detailed representation of the company/organization including its scope, products, and services.
h) Role in the Organization	10	Comprehensive description of key aspects handled, department deployment, and summary report acknowledged by the reporting head.
i) Challenges and Overcoming Challenges	05	Insightful analysis of challenges faced and methods used to overcome them.
j) conclusion	05	Brief overview of the experience with suggestions to bridge the gap between theory and practice.
Appendix:		
Appendix I: OJT Undertaking	15	Mandatory inclusion
Appendix II: Draft Resume Template		Mandatory inclusion
Appendix III: Organization Outreach Letter		Mandatory inclusion
Appendix IV: Relieving Letter of Student		Mandatory inclusion
Appendix V: Student Diary (Log) Recording Format		Mandatory inclusion
Appendix VI: Attendance Sheet		Mandatory inclusion
Appendix VII: Supervisor Evaluation of Intern		Mandatory inclusion
Appendix VIII: Student Feedback of OJT		Mandatory inclusion

Appendix IX: Performance for Evaluation of OJT by Institute		Mandatory inclusion
Documentation and Presentation (40 Marks)		
Quality and effectiveness of presentation	10	Assesses the clarity, engagement, and overall impact of the presentation in conveying the report objectives and outcomes.
Depth of knowledge and demonstrated skills	10	Evaluates the understanding and practical application of key concepts, techniques, and skills relevant to the report.
Relevance of learning experience	05	Measures how well the training experience aligns with the trainee's career goals and the industry's practical requirements.
Practical applications	10	Assesses the trainee's ability to effectively apply learned skills and knowledge to real tasks and challenges during the training project.
Understanding of Organizational Dynamics	05	Insight into organizational structure, culture, and dynamics.
Total Marks	100	

Appendices

Appendix I: OJT Undertaking

1. Student Name:	
2. Class	
3. Roll No	
4. UID	
5. ABC ID	
6. Current Address	
7. Residence Address	
8. Email id	
9. Mobile Nos.	
10. Aadhar Number	
11. Mode of OJT	Online /Offline
I confirm that I agree with the terms, conditions, and requirements of the OJT Policy	
Student Signature:	
Date:	
I confirm that the student has attended the OJT orientation and has met all paperwork and process requirements to participate in the OJT program, and has received approval from his/her mentor.	
Sign of Department Faculty Coordinator	
Date:	

Appendix II: Draft Resume Template

Name:

Contact Number and Email ID:

Education:

(HEI / COLLEGE) Name:

Year:

Degree:

Specialization:

SGPA:(PG SEMESTER I)

College Name: <bachelor's degree>

Year:

Degree:

Specialization:

CGPA:

OJT / Work Experience – Yes / No

If YES

Organization:

Year:

Project:

Brief:

Academic Experience:

Other Achievements and Personal Interests

- List other achievements also in reverse chronological order
- Leadership positions held outside of your formal work environment
- Personal interests and accomplishments that will distinguish you from other applicants
- Volunteer service/Social Work

Appendix III: Organization Outreach Letter

< (HEI) /College Name Letter Head>

To,

The (Manager, HR)

.....

Subject: Request for 120 hours_OJT of Students pursuing < >

Dear Sir,

The college (HEI) name established in <year>, < (HEI /college name) >, Maharashtra reflects the vision of leading industrialists and educationalists. Institute is accredited with '<>' grade by NAAC in [Month year]. The HEI /college name has been recognized about it's over all academic excellence and infrastructure.

In view of the above, I request your good self to allow our following (no. of students) students for practical raining in your esteemed organization. Kindly accord your permission and give at least one-week time for students to join training after confirmation.

Sr. No.	Name	Roll no.	Year	Department

The resumes of these students are attached with this letter. If vacancies exist, kindly do plan for Interviews for the students in above branches.

A line of confirmation will be highly appreciated.

Yours sincerely,

Nodal Officer/TPO

< HEI /college name and Date>

Appendix IV: A) Relieving Letter of Student (for fulltime OJT)

< HEI /college name Letter Head>

To,

The General Manager (HR)

.....

Subject: Relieving letter of student

Dear Sir,

Kindly refer your letter/e-mail dated -----on the above cited subject. As permitted by your good self the following students will undergo Industrial OJT in your esteemed organization under your sole guidance and direction.

Sr. No.	Name	Roll no.	Year	Department

This training being an essential part of the curriculum, the following guidelines have been prescribed in the curriculum for the training. You are therefore, requested to please issue following guidelines to the concerned student mentor.

- OJT schedule may be prepared and a copy of the same may be sent to us.
- Each student is required to prepare OJT diary and report.
- Kindly check the OJT diary of the student daily.
- Issue instruction regarding working hours during training and maintenance of the attendance record

You are requested to evaluate the student’s performance on the basis of grading i.e. Excellent, Very Good, Satisfactory and Non-Satisfactory on the below mentioned factors:

- Attendance and general behavior
- Relation with workers and supervisors
- Initiative and efforts in learning
- Knowledge and skills improvement
- Contribution to the organization

The performance report may please be forwarded to the undersigned on completion of training in sealed envelope.

Your efforts in this regard will positively enhance knowledge and practical skills of the students, your cooperation will be highly appreciated, and we shall feel obliged.

The students will abide by the rules and regulation of the organization and will maintain a proper discipline with keen interest during their OJT. The students will report to you on dated _____ along with a copy of this letter.

Yours sincerely,

Nodal Officer/TPO

< HEI /college name and Date>

Appendix IV: B) Relieving Letter of Student (for parttime OJT)

< HEI /college name Letter Head>

To,

The General Manager (HR)

.....

Subject: Relieving letter of student

Dear Sir,

Kindly refer your letter/e-mail dated -----on the above cited subject. As permitted by your good self the following students will undergo Industrial OJT in your esteemed organization under your sole guidance and direction. The students will attend their OJT after completing their daily college work as part of their academic curriculum.

Sr. No.	Name	Roll no.	Year	Department

This training being an essential part of the curriculum, the following guidelines have been prescribed in the curriculum for the training. You are therefore, requested to please issue following guidelines to the concerned student mentor.

- OJT schedule may be prepared and a copy of the same may be sent to us.
- Each student is required to prepare OJT diary and report.
- Kindly check the OJT diary of the student daily.
- Issue instruction regarding working hours during training and maintenance of the attendance record

You are requested to evaluate the student's performance on the basis of grading i.e. Excellent, Very Good, Satisfactory and Non-Satisfactory on the below mentioned factors:

- Attendance and general behavior
- Relation with workers and supervisors
- Initiative and efforts in learning
- Knowledge and skills improvement
- Contribution to the organization

The performance report may please be forwarded to the undersigned on completion of training in sealed envelope.

Your efforts in this regard will positively enhance knowledge and practical skills of the students, your cooperation will be highly appreciated, and we shall feel obliged.

The students will abide by the rules and regulation of the organization and will maintain a proper discipline with keen interest during their OJT. The students will report to you on dated _____ along with a copy of this letter.

Yours sincerely,

Nodal Officer/TPO

< HEI /college name and Date>

Appendix V: Relieving Letter of Student from organization

<Organization Letter Head>

To,
The Principal
[College Name]
[College Address]

Subject: Relieving Letter for Student

Dear Sir,

This is to certify that the following students from your esteemed institution have successfully completed their Industrial OJT in our organization as per the guidelines provided:

Sr. No.	Name	Roll no.	Year	Department

The students were under the supervision and guidance of our mentors and were engaged in various projects/tasks as part of their training. They have followed the rules and regulations of our organization and maintained a proper discipline throughout the OJT period.

Performance Evaluation:

The performance of the students has been evaluated based on the following criteria:

- Attendance and General Behavior
- Relation with Workers and Supervisors
- Initiative and Efforts in Learning
- Knowledge and Skills Improvement
- Contribution to the Organization

We have provided each student with feedback on their performance, which we hope will assist in their continued academic and professional growth. The detailed performance reports are enclosed in sealed envelopes for your reference.

We appreciate the opportunity to collaborate with your institution in providing practical exposure to the students and look forward to future engagements.

Yours sincerely,
[Signature]
[Name]
General Manager (HR)
[Company Name]
[Date]

Appendix VII: Attendance Sheet

<Organization Letter Head>

Name & Address of Organization

Name of the Student	
Roll Number	
Name of Course	
Date of Commencement of Training	
Date of Completion of Training	

Month and Year:

Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

- Attendance Sheet should remain affixed in Daily Training Diary. Do not remove or tear it off.
- Holidays should be marked in Red Ink in attendance column. Absent should be marked as 'A' in Red Ink.

Name and Signature with date of OJT Supervisor _____

Appendix VIII: Supervisor Evaluation of Intern

<Organization Letter Head>

Student Name: _____ Date: _____

Work Supervisor: _____ Title: _____

Organization: _____

OJT Address: _____ Dates

of OJT: From _____ To _____

Please evaluate intern by indicating the frequency with which you observed the following behaviours:

Parameters	Needs Improvement	Satisfactory	Good	Excellent
1. Behaviours				
2. Performs in a dependable manner				
3. Cooperates with co-workers and supervisors				
4. Shows interest in work				
5. Learns quickly				
6. Shows initiative				
7. Produces high quality work				
8. Accepts responsibility				
9. Accepts criticism				
10. Demonstrates organizational skills				
11. Uses technical knowledge and expertise				
12. Shows good judgment				
13. Demonstrates creativity/originality				
14. Analyzes problems effectively				
15. Is self-reliant				
16. Communicates well				
17. Writes effectively				
18. Has a professional attitude				
19. Gives a professional appearance				
20. Is punctual				
21. Uses time effectively				

Overall performance of student intern (circle one):
(Needs improvement / Satisfactory / Good / Excellent)

Additional comments, if any: _____

Signature of Industry supervisor: _____

Manager: _____

Appendix IX: Student Feedback of OJT

(To be filled by Students after OJT completion)

Student Name: _____ Date: _____
 Industrial Supervisor: _____ Title: _____
 Supervisor Email: _____ OJT is: ___ Paid ___ Unpaid ___
 Organization: _____
 OJT Address: _____
 Faculty Coordinator: _____ Department: _____
 Dates of OJT: From _____ To _____

Give a brief description of your OJT work (title and tasks for which you were responsible): Was your OJT experience related to your major area of study?

- Yes, to a large degree
- Yes, to a slight degree
- No, not related at all

Indicate the degree to which you agree or disagree with the following statements.

This experience has:	Strongly Agree	Agree	No opinion	Disagree	Strongly Disagree
1. Given me the opportunity to explore a career field					
2. Allowed me to apply classroom theory to practice					
3. Helped me develop my decision-making and problem-solving skills					
4. Expanded my knowledge about the work world prior to permanent employment					
5. Helped me develop my written and oral communication skills					
6. Provided a chance to use leadership skills (influence others, develop ideas with others, stimulate decision-making and action)					
7. Expanded my sensitivity to the ethical implications of the work involved					
8. Made it possible for me to be more confident in new situations					
9. Given me a chance to improve my interpersonal skills					
10. Helped me learn to handle responsibility and use my time wisely					
11. Helped me discover new aspects of myself that I didn't know existed before					
12. Helped me develop new interests and abilities					

13. Helped me clarify my career goals					
14. Provided me with contacts which may lead to future employment					
15. Allowed me to acquire information and/ or use equipment not available at my Institute					

- In the Institute OJT program, faculty members are expected to be mentors for students. Do you feel that your faculty coordinator served such a function? Why or why not?
- How well were you able to accomplish the initial goals, tasks and new skills that were set down in your learning contract? In what ways were you able to take a new direction or expand beyond your contract? Why were some goals not accomplished adequately?
- In what areas did you most develop and improve?
- What has been the most significant accomplishment or satisfying moment of your OJT?
- What did you dislike about the OJT?
- Considering your overall experience, how would you rate this OJT? (Circle one).
- -Satisfactory/ Good/ Excellent
- Give suggestions as to how your OJT experience could have been improved. (Could you have handled added responsibility? Would you have liked more discussions with your professor concerning your OJT? Was closer supervision needed? Was more of an orientation required?)

<Signature of Student>

<Name, Roll number, Date>

Appendix X: Performa for Evaluation of OJT by Institute

< HEI /college name Letter Head>

1. Name of Student: _____
2. Mob. No.: _____
3. Roll No.: _____
4. Branch/Semester: _____
5. Period of Training: _____
6. Home Address with contact No. _____
7. Address of Training Site: _____
8. Address of Training Providing Agency: _____
9. Name/Designation of Training In- charge: _____
10. Type of Work: _____
11. Date of Evaluation: _____
12. Please rate the following: _____

Sr.no.	Particular	Marks
1	Project Report	60 Marks
2	Documentation and Presentation	40 Marks

Overall Marks: _____.

Additional Remarks: _____.

Signature of Faculty Mentor: _____.

Format

1 st page (Main Page)

Title of the Report

a Project Submitted

To

R. P. Gogate college of Arts & Science and

R.V. Jogalekar College of Commerce, Ratnagiri (Autonomous)

Under

University of Mumbai

For partial completion of the degree

of

Master of Science/ Commerce/ Arts

Under the Faculty of Science/ Commerce/ Arts

By

Name of Student

Under the Guidance

of

Name of the Guiding Teacher

R. P. Gogate college of Arts & Science and

R.V. Jogalekar College of Commerce, Ratnagiri (Autonomous)

Near District Court

Month and Year

On separate page

Index

Chapter No	Title of the Chapter	Page No.
01		
02		
03		
04		
05		

[Company/Institution Logo]

CERTIFICATE OF COMPLETION

This is to certify that [Student's Full Name] [Student's Roll Number], has successfully completed the Academic On-the-Job Training Programme at [Company/Institution Name]

This training covered a period of 120 hours, during which [he/she] actively participated and demonstrated excellent dedication and commitment to learning.

The following work was performed by [him/her]:

- [Brief description of the work performed during the training period]

This training has provided [him/her] with valuable insights and practical experience in [relevant field/industry]. [He/She] has exhibited commendable skills, enthusiasm, and a keen interest in learning.

Certifying Authority:

[Name and

Designation]

[Company/Institution

Name] [Contact

Information] [Date]

[Seal/Signature]

On separate page

Declaration by learner

I the undersigned Miss/Mr. _____
[Name of the learner] here by, declare that work embodied in this project work titled
_____ forms my own contribution to project work carried out under the guidance
of [Name of the guiding teacher]

I, here by further declare that all information of this document has been obtained and presented
in accordance with academic rules and ethical conduct.

Name and Signature of the learner

Certified by
Name and signature of the Guiding Teacher

On separate page

Acknowledgment

(Model structure of the acknowledgement)

To list who all have helped me is difficult because they are so numerous and the depth is so enormous.

I would like to acknowledge the following as being idealistic channels and fresh dimensions in the completion of this project.

I thank the **R. P. Gogate college of Arts & Science and R.V. Jogalekar College of Commerce, Ratnagiri (Autonomous)** for giving me opportunity to do this project.

I would like to thank my Principal, Prof. Dr M.R. Sakhalkar Sir for providing the necessary facilities required for completion of this project.

I take this opportunity to thank our Coordinator (Name of VP or HOD) for his/her moral support and guidance.

I would also like to express my sincere gratitude towards my project guide _____ whose guidance and care made the project successful.

I would like to thank my College Library, for having provided various reference books and magazines related to my project.

Lastly, I would like to thank each and every person who directly or indirectly helped me in the completion of the project especially my Parents and Peers who supported me throughout my project.