

# **Programme Project Report (PPR)**

**for Distance Learning Programme  
under School of Distance Education**

**Master of Arts in Sanskrit  
2018-19**

**School of Distance Education**

**University of Calicut  
Malappuram District  
Kerala 673635**

**UNIVERSITY OF CALICUT**  
**SCHOOL OF DISTANCE EDUCATION**  
**Master of Arts (Sanskrit)**  
**PROGRAMME PROJECT REPORT (PPR)**

**1. UNIVERSITY OF CALICUT**

The School of Distance Education, formerly known as the 'Institute of Correspondence Courses and Continuing Education', University of Calicut, started functioning in the Academic year 1981-82. Now it is one of the major Departments of the university and has also emerged as one of the major distance education providers. SDE is making all its effort to extend its support to reach the unreach and has been keen in providing facilities in distance mode for the benefit of the deprived sections of the society. It caters to the needs of thousands of students from various parts of the country.

**A. Programme's Mission & Objectives**

Sanskrit language is considered as the Mother of all other languages all over the world. This shows the importance of this language and be proud that India is the land of motherland of language. The meaning of the word Sanskrit is 'samskrita : adorned, cultivated and purified. India's new Government focus on Sanskrit has sparked a fresh debate over the role language plays in the lives of the country's religious and linguistic minorities.

If we learn Sanskrit, we can easily understand not only Indian languages such as Hindi, Bengali and Marati, but also German or French. It is the language of India that goes back more than 4,000 years, with written literature almost as long. Great epic tales have been written in this language. So undoubtedly we can say that it is the science of all other languages. Calicut University offers this facility to the undergraduate students who are interested in the study of Sanskrit Language and Literature. The M.A. IN SANSKRIT Program of Calicut University is designed for men and women who, due to financial , social , or other reasons could not attend post graduate degree college, or could not complete the same, and now wish to do so for personal growth or professional reasons. It's Mission and Objective is to help such students acquire the academic qualification and knowledge, in order to achieve the same.

**B. Relevance of the Program with HEI's Mission & Goals**

Catering to a student population of over three lakhs, the University is striving to provide access, expansion and excellence in higher education. The vision of the University is to make distinctive and significant contributions to the cause of higher education in Humanities, Social Science, Law, Commerce, Science & Technology. The University is providing quality teaching and encouragement to research in frontier areas with social relevance that would reflect its mission and goals aptly symbolized by its emblem '**NIRMAYA KARMA SREE**'.

**SCHOOL OF DISTANCE EDUCATION (SDE)**

The University of Calicut, established in 1968, the second University to be set up in Kerala was opened as a part of the affirmative policy of the government in response to the challenges offered by the geo-political nature of Malabar. It aimed to bring higher education within the purview of one and all. At present the University has 30 Post



Graduate departments and 426 affiliated colleges and is the largest residential cum affiliating University in Kerala.

The School of Distance Education, one of the major departments of the University was established in 1981. Now it is a major education provider in Kerala with an annual enrolment of about 50,000 students.

## **Vision**

The School of Distance Education shall endeavour to create novel realms of education embracing creativity and innovations to enhance access to and reach of quality higher education.

The course mainly aims to make the students proficient in various aspects of Sanskrit studies with focus on like literature, literary theory and comparative aesthetics and also familiar with Indian Philosophy, Linguistics, Grammar and manuscripts study in order to make him/her competent to pursue career and research.

- To familiarize the students with various trends in Sanskrit literature and understanding world oldest literary treasure.
- To learn world's most valuable culture to live well cultured by avoiding religious and social inequalities.
- To understand translation as a linguistic, cultural, economic and professional activity.
- To familiarize about the grammatical peculiarities for a better communicative skill.6. To enable the students to engage with conceptual issues relating culture and civilization to identify the resistance of Indian culture- to instill the values and the rich tradition of India into the minds of the students.
- To familiarize the most eminent Sanskrit writers in ancient, modern and post modern periods.
- To impart power to criticize, evaluate and appreciate various literary works, to extend this ability to other cultural and artistic forms. To promote excellence in education for a vibrant and inclusive society through knowledge creation and dissemination

## **Mission**

- To provide distance learning opportunities to the unreached and enable them to pursue quality higher education leading to competence of a high order.
- To Import quality education to meet national and global challenges
- To blend theoretical knowledge with practical skills
- To encourage the faculty to pursue academic excellence through high quality research and publication
- To provide access to all sections of society to pursue higher education
- To promote the use of new technologies in teaching and research
- To inculcate right values among students while encouraging
- To promote leadership qualities among students



- To produce socially sensitive citizens
- To contribute nation building
- To hasten the process of creating a knowledge society

### **C. Nature of Prospective Target Group of Learners**

The Program is targeted at men and women looking to earn a graduation degree, while working.

MA Sanskrit programme has wide demand in the distance mode. Many private colleges in the territory of Calicut University provide this programme and so the dependence of students on Calicut University for this programme is very high. This programme attempts democratizing higher education to large segments of the population, providing an innovative system of university level education that is flexible and open in terms of methods, pace of learning, eligibility for enrollment and age of entry. Understanding the needs of the learners we have structured our learning material and induction programmes.

### **D. Appropriateness of Programme to be conducted in ODL mode to acquire specific skills & competence.**

The theoretical nature of the program makes it appropriate for study in the ODL mode.

MA Sanskrit programme will see to ensure the following skills and competences in the learners.

- To make the students human beings in the correct sense of the world.
- To broaden the outlook of the students and instill in them a sense of confidence and responsibility.
- To make them ready to face the present day world of ambiguities and contradictions.
- To make them empathetic and sympathetic towards fellow human beings.
- To make them understand the society better and ready them to fulfill their duties and responsibilities towards the society.
- To train them in the field of translation so that they can use the expertise thus gained to enrich Sanskrit and other languages through translation.
- To channelize their creative writing abilities towards writing in Devanagari script so as to enable them to contribute towards Sanskrit language, literature and Indian Culture.
- To inspire them use their energy and creative ability for the upliftment of the poor and downtrodden among the society.
- To make them able to communicate in Sanskrit fluently so that they can communicate smoothly with other Sanskrit scholars.
- To give them training in correspondence and secretarial practice in Sanskrit so that they can use the knowledge whenever necessary.

### 3.5 Instructional Design:

MA Sanskrit programme programme proposed here has been approved by the statutory bodies of the University. Further, the University is revising the syllabi of this programme once in every three years to ensure that the University provides the best possible learning experiences for the students. Academic staff and experts in Sanskrit language and Literature propose changes in the syllabi at the revision workshop held at the University. Major changes are then submitted to the Board of studies of Sanskrit Language in the University for final approval. As part of curriculum design, the curriculum and syllabus revision workshop considers curriculum analysis, translating the needs of the course, splitting the objectives into specific objectives, grouping them into subjects, deriving the subjects from the classification, unitizing the subject matters within the time limit for syllabus formulation.

#### E. Instructional Design

##### a. Curriculum Design & Credit Structure

The Course & Curriculum Design, and Credit Structure with Credit Hours is as below

##### LIST OF RESTRUCTURED COURSES

This will be a two year course and will have sixteen (Eight Papers in First Year and Eight Papers in Second Year) papers which carry 100 Marks each, besides a General and Sahitya Special

Code No.619 Sanskrit Sahitya

First Year

Course no.	Title of the course	Marks
Paper I	Poetry and poetics I	100
	1.Naishdham (canto1)	
	2.Kavyalankarasutravritti	
Paper II	Prose and Drama	100
	1.Dasakumaracarita	
	2.Venisamhara	
Paper III	Manuscriptology	100
Paper IV	Nyaya and Vyakarana	100
	1.Nyayasiddhantamuktavali	
	2.Mahabhashya	
Paper V	Poetics II	100
	1.Dvanyaloka	
Paper VI	Poetics III	100

1.Kavyaprakasa (chapter V,VIII and  
alankaras from Chapter X)

Paper VII	Poetics IV	100
	1.Vakroktijivita	
	2. Kavyamimamsa	
Paper VIII	Poetics V	100
	1.Dvanyaloka(chapter 3&4)	

Second Year

Course no.	Title of Course	Marks
Paper IX	Nyaya & Vyakarana	100
Paper X	Nirukta & Mimamsa	100
Paper XI	Dramaturgy	100
Paper XII	Poetics VI	100
Paper XIII	Elements of Indian Philosophy	100
Paper XIV	Traditional Sanskrit Theatre of Kerala	100
Paper XV	Comparative Linguistics	100
Paper XVI	Comparative Literary Theories	100
Paper XVII	General Essay	50
	Comprehensive Viva Voce	50

Code 620 Sanskrit (General) First Year

Course No.	Title of the course	Marks
Skt01	Poetry and Drama	100
Skt02	Dramaturgy	100
Skt03	mahabhashya and Nirukta	



		100
Skt04	Elements of Indian Philosophy	100
Skt05	Dhanyaloka and vyaktiviveka	100
Skt06	Siddhantakaumudi	100
Skt07	Vakroktijivita	100
Skt08	Comparative Linguistics	100

#### Final Year

Course No.	Title	Marks
Skt09	Rasagangadhara	100
Skt10	Kavyaprakasa	100
Skt11	Dvanyaloka(2&4)	100
Skt12	Ancient Indian Science and Technology	100
Skt13	Nyaya and Mimamsa	100
Skt14	Vedanta	100
Skt15	Manuscriptology	100
Skt16	Comparative Literary Theory	100
Skt17	General Essay	50
	Viva voce	50

#### Minimum eligibility and fee structure

##### i) Students under Marks System

BA Sanskrit(Main) Degree with at least 45% marks for Part III or BA/BSc(excluding alternative pattern) Degree with Sanskrit in Part II with at least 45% marks of this University or equivalent degree. OBC/OEC candidates are eligible for relaxation up to 5%. SC/ST candidates need only to get a pass.

##### ii) Students under Grade Scheme

BA Sanskrit(Core) Degree or BA/BSc(excluding alternative pattern)

Degree with Sanskrit as Common Course of this University or equivalent degree with  
OPTION 1

#### 4. Fee Structure for Post Graduate Programmes

Fee structure:

1.	Application Fee	:	200/-
2.	Admission fee	:	250/-
2.	Course fee(Tuition fee)for one year	:	2000/-
3.	Matriculation fee(for those who are enrolling in University of Calicut for the 1st time)	:	100/-
4.	Re-matriculation fee(for those who have migrated from the university of Calicut to other Universities)	:	150/-
5.	Recognition fee(for those who have qualified from board/ Universities of other states)	:	100/-
6.	Postage charges(for those who are not availing the facility of Spot admission)	:	50/-
7.	Spot admission fee(for those who are availing the spot admission facility)	:	50/-

Tuition fee for the 1<sup>st</sup> year also to be remitted at the time of application. Tuition fee for the 2<sup>nd</sup> year is to be remitted after the completion of 1<sup>st</sup> year examination. Students belonging to SC/ST/OEC are eligible for concession from payment of tuition fee, only if they are not employed in Govt/Quasi Govt/Public Sector services. They should submit the duly filled in application form ( available in the SDE website [www.sdeuoc.ac.in](http://www.sdeuoc.ac.in)>DownloadPAApplication Forms) for fee concession with relevant documents at the time of admission. No fee concession for OBC students.

Visually Challenged candidates are also eligible for fee concession on production of Medical

Certificate.

#### 3.8 Cost Estimate of the Programme and the Provisions

Cost Estimate of programmes proposed to be offered from July 2018

Name of Programme	MA SANSKRIT
Expected Enrolment	100
Cost of SLM preparation including DTP charges	1,12,500
Printing & Distribution of SLM	36,050
Contact Classes	1,02,349
Pay & Allowances Of staff At HQ	1,38,102
Miscellaneous Expenses	1,515
Examination & Valuation	90,909



GRAND TOTAL OF EXPENSES

4,45,425

Expense Per Student

4454

UNIVERSITY OF CALICUT  
SCHOOL OF DISTANCE EDUCATION

**ACADEMIC PLANNER FOR THE PG PROGRAMMES PROPOSED FOR THE ACADEMIC  
SESSION JULY 2018.**

Sl No	Activity	From	To
1	Admission	1 <sup>st</sup> week of June 2018	Last week of June 2018
2	Distribution of I <sup>st</sup> Semester Study Materials	2 <sup>nd</sup> week of July 2018	2 <sup>nd</sup> week of August 2018
3	I <sup>st</sup> Semester Contact Classes	Last week of July 2018	Last week of October 2018
4	Commencement of I <sup>st</sup> Semester examination	I <sup>st</sup> week of January 2019	Last week of January 2019
5	Publication of results	II <sup>nd</sup> week of May 2019	
6	Distribution of II <sup>nd</sup> Semester Study Materials	II <sup>nd</sup> week of February 2019	II <sup>nd</sup> week of March 2019
7	II <sup>nd</sup> Semester Contact Classes	II <sup>nd</sup> week of February 2019	Last week of May 2019
8	II <sup>nd</sup> Semester Examinations	1 <sup>st</sup> week of July 2019	III <sup>rd</sup> week of July 2019
9	Publication of results	I <sup>st</sup> Week of November 2019	
10	Distribution of III <sup>rd</sup> Semester Study Materials	1 <sup>st</sup> week of August 2019	1 <sup>st</sup> week of September 2019
11	III <sup>rd</sup> Semester Contact Classes	I <sup>st</sup> week of August 2019	Last week of October 2019
12	III <sup>rd</sup> semester Examinations	Last week of November 2019	II <sup>nd</sup> week of December 2019
13	Publication of Results	II <sup>nd</sup> week of April 2020	
14	Distribution of IV <sup>th</sup> semester Study Materials	I <sup>st</sup> week of January 2020	Last week of January 2020
15	IV <sup>th</sup> Semester Contact Classes	I <sup>st</sup> week of January 2020	Last week of May 2020
16	IV <sup>th</sup> Semester Examinations	2 <sup>nd</sup> week of June 2020	Last week of June 2020
17	Publication of Results	Last week of September 2020	

**G. Requirement of the laboratory support and Library Resources**

Regarding Sanskrit language study, laboratory hours is not mandatory. But students can avail the computers from SDE study centre where continuous internet connectivity is available.



## Library Facilities

SDE has its own library facility with a total of about 3852 books, 1165 titles, 144 reference titles. Further, all the students of the School of Distance Education can make use of the reference service of the Calicut University Central Library (C.H. Mohammed Koya Library) in the Campus. Graduates of the Calicut University are eligible to get membership of the Central Library. They can also make use of the Library at the University Study Centre located at P.T. Usha Road, Calicut. Students registered in this Directorate and who desire to avail themselves of library facilities will be permitted to make use of the University Library.

### **I. Quality assurance mechanism and expected programme outcomes:**

Government oversight of higher education institutions (HEIs) is an important function in nearly every country around the world. This is driven by a need to establish that a tertiary degree will have value to the student and to the broader society. Because the government typically is the primary funder of higher education, there is an interest in verifying that education has both fitness for purpose (how well education fulfils its objectives) and fitness of purpose (the relevance of higher education to societal needs). The pursuit of a tertiary degree entails a significant investment of time and or money on the part of the student, often at a pivotal time in that student's life. Pursuing a degree from a low quality or unrecognized institution can result in a wasting of that investment and it is very difficult for the student to redo their educational experience. Yet, because of information asymmetry (i.e., the HEI knows much more about the quality of the educational experience than the student), it is difficult for the student (or others) to be able to effectively evaluate the quality of the HEI. Therefore, the government, as the authorizer of the institution, serves as a guarantor of a minimum level of educational quality and the assurance that the degree would be recognized as a valid credential in that country.

Almost all HEIs in countries are legally required to obtain some sort of authorization from a government entity to operate and award recognized degrees. And, this process of authorization is often separate from, though in some case parallel to, quality assurance efforts (which are described below). Public institutions, by their very nature, receive such authorization directly from the government through a public charter or inclusion in statute. They often remain under some form of control of the government, with governing board members or other leadership appointed by government officials and faculty and staff treated as government employees.

### **Learner Support Centre**

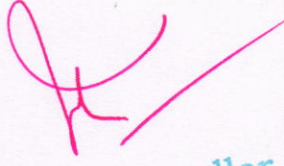
Institutions establish learning centres to extend their reach by providing access to learner support services closer to learners' homes and businesses. The success of these centres often depends on community participation, the hiring and training of quality staff, the provision of technology to help people learn, and the collection and analysis of data that can be used to guide the operation and marketing of the centre. In developing and emerging nations where resources are often scarce, learning centres may also enable the public to access information and communication technologies.

### **Towards the End of the Programme, Students will be Able to:**

- Develop an ability to effectively communicate both orally and verbally in Sanskrit
- Develop self confidence and skills for working independently and in a team.



- Have a foundation on literary theories, movements, History of Sanskrit language and Vedic Studies etc.



Vice-Chancellor



Director  
School of Distance Education  
Calicut University P.O.  
Kerala, Pin- 673 635