



## SYLLABUS

### Rromani Language and Literature

### (Introduction to Sanskrit Language and Literature 2)

Academic year 2028-2029

#### 1. Information about the study program

1.1. University	„Babeș -Bolyai” University
1.2. Faculty	Faculty of Letters
1.3. Department	Department of Asian, Classical and Slavic Languages and Literatures
1.4. Field of study	Language and literature
1.5. Study cycle (BA/MA)	Bachelor's level
1.6. Study programme/Qualification	Rromani language and literature / Bachelor of Arts in Philology
1.7. Enrolment frequency	Full time

#### 2. Information about the subject

2.1. Course title			Rromani Language and Literature (Introduction to Sanskrit Language and Literature 2)				Course code	LLRr6126 (1)	
2.2. Course tutor					Conf. univ. dr. Julieta ROTARU				
2.3. Seminar / practical course (laboratory) tutor					Conf. univ. dr. Julieta ROTARU				
2.4. Year of study	III	2.5. Semester	6	2.6. Type of assessment	C	2.7. Course status		Contents	SS
								Mandatory	Opt

#### 3. Total estimated time (teaching hours per semester)

3.1. Number of hours per week	4	of which: 3.2 course	2	3.3 seminar / practical course (laboratory)	2
3.4. Total number of hours in the curriculum	48	of which: 3.5 course	24	3.6 seminar / practical course (laboratory)	24
<b>Allotted time for individual study (ID) and self-study activities (SA)</b>					<b>hours</b>
Study based on textbook, course manual, recommended bibliography, personal notes (SA)					24
Additional research (in the library, online scientific databases/platforms, or field documentation)					51
Preparation for seminars / laboratory classes/ essays/ projects/ homework/ portfolios and reports					24
Tutoring					-
Assessment (examinations)					2
Other activities:					7
<b>3.7. Total hours for individual study (ID) and self-study activities (SA)</b>					<b>108</b>
<b>3.8. Total hours per semester</b>					<b>156</b>
<b>3.9. Number of credits</b>					<b>6</b>

Date of approval  
Name and signature of Dean



#### 4. Prerequisites (if necessary)

4.1. curriculum	Passing this course is conditional on passing the course <i>Romani Language and Literature (Introduction to Sanskrit Language and Literature 1)</i> and the corresponding seminar from the previous semester.
4.2. skills	Fundamental knowledge of phonetics, morphology, syntax, and lexicology.

#### 5. Conditions (if necessary)

5.1. for delivering lectures	Classroom equipped with a board; photocopies, laptop
5.2. for teaching seminars / practical courses (laboratory classes)	Classroom equipped with a board, laptop, photocopies, and books. Seminar attendance is mandatory at a rate of 75%.

#### 6.1. Competences resulting from the completion of the degree programme (as referred to in the curriculum)<sup>1</sup>

Professional competences	
Competence code	Competence
PC12	Follow translation quality standards
PC20	Develop a translation strategy
PC23	Apply teaching strategies
Transversal competences	
Competence code	Competence
TC1	Apply scientific methods
TC4	Conduct research across disciplines

#### 6.2. Learning outcomes relevant to the degree programme (as referred to in the curriculum)<sup>2</sup>

Learning outcomes targeted by the subject		
Competence code	Knowledge and comprehension	Specific academic skills
PC12	1. The student/graduate describes the fundamental concepts of general linguistics and literary theory and correlates them with elements of the studied language and/or the literature of the studied language	1. The student/graduate applies specific methodological and theoretical models to the study of natural languages and of literature.

<sup>1</sup> The professional and/or transversal skills targeted by the subject for which the course description is prepared will be copied from the curriculum of the degree programme. For each competence, the complete entry, including the competence code, will be copied with the exact designation that appears in the curriculum, without any changes. If no competence is copied from either of the two categories, the row corresponding to that category is deleted from the table.

<sup>2</sup> The learning outcomes relevant for the degree programme and targeted by the subject for which the course description is prepared will be listed. The entries, copied without any changes from the Curriculum (Core Subject/Specialisation Subject/Complementary Subject), are listed under the corresponding competence.



PC20	2. The student/graduate classifies oral or written texts in the studied language and describes their features.	2. The student/graduate corrects texts in their mother tongue or in the studied language, translates various types of texts from one language to another, preserving the meaning and nuances of the original text, without adding/omitting anything, while avoiding expressing personal feelings and opinions.
PC23	3. The student/ graduate is familiar with EU and non-EU, as well as, national and institutional language policies (and related politics of identity), and understands how they impact language learning and teaching in specific contexts; is familiar with various language teaching methods and shifts effectively to practical strategies of teaching/ learning the studied language.	3. The student/ graduate evaluates the advantages and disadvantages, the competing POVs and directions for development of national or institutional language policies.  The student/ graduate evaluates the advantages and disadvantages of various teaching methods and their outcomes in the dynamic between the acquisition of knowledge of language and the development of communicative skills.
TC1	The student/ graduate is familiar with, understands, explains, summarizes, and synthesizes knowledge from language studies, literature studies, cultural studies and translation studies.	The student/ graduate applies such knowledge to provide text/ phenomenon interpretations and/or descriptive/ argumentative or critical analyses. The student/ graduate creates links and transfers knowledge between various disciplines studied in order to develop an integrated cognitive model / global view of the study of language and literature. The student/ graduate follows the research and technological development in the field
TC4	The student/ graduate understands translation theories and makes competent use of translation methodologies and good practices; identifies text types by their specific features and applies the appropriate translation strategy.	The student/ graduate identifies specific problems, shades of meaning, cultural assumptions of the text to be translated, and chooses the suitable translation strategy.

## 7. Subject-specific learning outcomes

Knowledge and comprehension
The student describes fundamental concepts in general linguistics and in literary theory and correlates them with elements of Sanskrit language and/ or Sanskrit literature.
The student/graduate classifies texts (oral or written) in Sanskrit and describes their characteristics.
The student is familiar with national, and institutional language and identity policies in India, and understands their impact on teaching Sanskrit in specific contexts.
Specific academic skills
The student applies methodological and theoretical models specific to the study of Sanskrit and the study of Sanskrit literature.
The student corrects texts in the native language and in Sanskrit, translates different types of texts from one language to another while preserving the meaning and nuances of the original text, without additions/modifications/omissions, avoiding the expression of personal feelings and opinions.

## 8. Contents

8.1 Course and seminars	Teaching methods	Remarks
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1: Review of the material from Semester 1	Lecture, demonstration, exemplification, dialogue, exercises, analysis	
2: More Sandhi rules	Lecture, demonstration, exemplification, dialogue, exercises, analysis	
3: The verb √as (to be), first-person pronouns	Lecture, demonstration, exemplification, dialogue, exercises, analysis	
4: The gerund, second-person pronouns	Lecture, demonstration, exemplification, dialogue, exercises, analysis	
5: Feminine nouns in long -ā (senā- “army”)	Lecture, demonstration, exemplification, dialogue, exercises, analysis	
6: Third-person pronouns (masculine and neuter)	Lecture, demonstration, exemplification, dialogue, exercises, analysis	
7: Third-person pronouns (feminine), vocabulary practice	Lecture, demonstration, exemplification, dialogue, exercises, analysis	
8: Numerals	Lecture, demonstration, exemplification, dialogue, exercises, analysis	
9: Nouns in -i (agni- “fire”)	Lecture, demonstration, exemplification, dialogue, exercises, analysis	
10–12. Selected passages from the Bhanagad Gita (Part 1)	Lecture, demonstration, exemplification, dialogue, exercises, analysis	
13: Review of the material from Semester 2	Lecture, demonstration, exemplification, dialogue, exercises, analysis	
14: Oral presentation		
Bibliografie: <ul style="list-style-type: none"> <li>• Aklujkar, Ashok. Introduction to an enchanting language, British Columbia University</li> <li>• Mayrhofer, Manfred, Sanskrit-Grammatik, Walter de Gruyter, 1978</li> <li>• Monier-Williams, Monier, A Dictionary English and Sanskrit, Motilal Banarsidass, 1989</li> <li>• Stenzler, Adolf, Elementarbuch der Sanskrit-Sprache, Walter de Gruyter, 1995</li> <li>• Whitney, William Dwight, Sanskrit Grammar, Motilal Banarsidass, 2005</li> </ul> Whitney, William Dwight, The Roots, Verb-forms and Primary Derivatives of the Sanskrit Language, Motilal Banarsidass, 2006		

## 9. Assessment (examination)

Type of activity	9.1 Assessment criteria	9.2 Assessment methods	9.3 Weight in the final grade
9.4 Course	Degree of assimilation of the specialized language and terminology <ul style="list-style-type: none"> <li>• Knowledge of the nominal and verbal paradigms taught</li> <li>• Ability to translate and to perform a morphological analysis of the units in a complex sentence</li> <li>• Knowledge and application of the concepts and phenomena discussed in the theoretical course</li> <li>• Degree of assimilation of the specialized language and terminology</li> <li>• Understanding the importance of the discipline studied and its relation to other specialized disciplines</li> </ul>	Written exam Completion of assignments throughout the semester	50% (of the grade)



9.5 Seminar/practical course (laboratory class)	<ul style="list-style-type: none"> <li>Practical application of the theoretical knowledge presented and discussed in the theoretical course</li> <li>Attitudinal aspects: conscientiousness, individual and group study</li> </ul>	Written exam Completion of assignments throughout the semester	50% (of the grade)
9.6 Basic performance standard			
<ul style="list-style-type: none"> <li>Use a Sanskrit dictionary (Monier-Williams).</li> <li>Know the main nominal and verbal paradigms.</li> </ul>			

### 10. SDG labels (Sustainable Development Goals)<sup>3</sup>

		Sustainable Development Generic Label						
								No label applies

Date:  
26.03.2026

Course tutor's name and signature

. Conf. univ. dr. Julieta ROTARU

Seminar tutor's name and signature /  
Practical course tutor's (Laboratory tutor's)  
name and signature,  
Conf. univ. dr. Julieta ROTARU

Date of approval:

....

Head of Department's name and signature,

.....

<sup>3</sup> Select a single label which, according to the [Implementation of SDG labels in the academic process](#), best matches the subject. If the subject addresses sustainable development in a generic manner (i.e. by presenting/introducing the general framework of sustainable development, etc.), then the Sustainable Development generic label may be applied. If none of the labels describe the subject, select the last option: "No label applies."

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TRADITIO ET EXCELLENTIA



Facultatea de Litere  
Str. Horea nr. 31  
400202, Cluj-Napoca  
<https://lett.ubbcluj.ro>

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Name and signature of Dean