



विश्वविद्यालय-संस्कृत-विभाग

ल०ना० मिथिला विश्वविद्यालय

कामेश्वरनगर, दरभंगा-846008

पत्रांक: SNK/22/2022

दिनांक 07-03-2021

सेवा में,

निदेशक,

आई०क्यू०ए०सी०,

ल०ना० मिथिला विश्वविद्यालय,

दरभंगा।

विषय : Documents required for NAAC Assessment and Accreditation - regarding.

पत्रांक :- IQAC/2121-44/22, दिनांक 25-02-2022।

महोदय,

उपर्युक्त पत्रांक के अन्तर्गत में निदेशानुसार विभागीय Mentor - mentee से संबंधित वांछित सूचनाएं अधीन कार्यवाही भेजी जा रही है।

अनुलग्नक :- यथोक्त।

विश्वविभाग

[पौ०(डॉ०)जीवानन्द शर्मा]

HEAD
Department of Sanskrit
L. J. Mithila University, Darbhanga



LALIT NARAYAN MITHILA UNIVERSITY

KAMESHWARANAGAR, DARBHANGA

Program outcomes, program specific outcomes and course outcomes of the department of Sanskrit are stated:

PROGRAMME OUTCOMES: The programme has enabled PG level students of Sanskrit to be introduced with Indian age-old heritage, accumulating in the last forty centuries, exercising inexpressible impact on the life and culture of the Indians with the explicit aim of inspiring as well as uplifting qualitatively each and everyone, directly or otherwise concerned with.

COURSE OUTCOMES (MAJOR) : SEMESTER- I, PAPER- CC-I : This paper is designed to introduce the students with vedic concept of god partially.

SEMESTER- I, PAPER- CC-II : It is meant also for helping students in knowing Indian Philosophical systems in common perspective. It also helps learning Indian logic to some extent. It also incorporates the Vedantasara, Yogasutra and Samkhyakarika.

SEMESTER-I, PAPER- CC-III : It is designed also for for making the students familiar to the Bhattojidikshit's simple analysis on Karakprakaranm, Subantaprakaranm, Dhaturup. All forming significant portions of the Shiddhantakaumudi, a commentarial write-up on Panini's Astadhyayi, and included Mahabhashyam by Patanjali. Moreover, fundamental topics of Sanskrit grammar at large are also aimed at to be taught.

SEMESTER-I, PAPER- CC-IV : The outcome of this course is to introduce the students with the keynote essentials of the rhetorical work Kavyaprakasha of Mammtacharya to ensure the better learning outcome in the area of grammar/*Kavyashastra*.

SEMESTER-II, PAPER- CC- V : The course is intended for imparting knowledge as to philological speculation expected to increase the level of students outlook on Sanskrit linguistics.

SEMESTER-II, PAPER- CC- VI : The course is designed to introduce the students with the masterly piece of Sanskrit poem romance, Meghadutam composed by the Great poet Kalidasa. It also incorporates the famous epic Buddhacharitam by Ashwaghosh.

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SEMESTER-II, PAPER- CC- VII : The course aims at helping the students to be introduced to the Rigvedic, the Atharvadic and Brahmanic texts which may be inspire-giving for the students to be in pursuit of knowledge of excellence.

SEMESTER-II, PAPER- CC- VIII : The course is designed to introduce the students with the masterly piece of Sanskrit prose romance, the Kadambari & Harshacharitam composed by Banabhatta.

SEMESTER-II, PAPER- CC-IX : This paper aims at making the students acquainted with the work the famous drama Mricchakatikam , Bikramorbashiyam, Mudrarakshasam & Uttarramcharitam with a view to giving knowledge of ancient Indian dramatic system.

SEMESTER-III, PAPER- CC-X : The course aims at helping the students to be introduced to the Bharata Natyashastra and Dasharupaka texts which may be inspire-giving for the students to be in pursuit of knowledge of excellence.

SEMESTER-III, PAPER- CC-XI : This paper is designed to introduce the students with Dhanyaloka, Kavyaprakasha and Kavyashastra of Arastu texts which may be inspire-giving for the students to be in pursuit of knowledge of excellence.

SEMESTER-III, PAPER- CC- XII : The course is intended for making the students acquainted the two highly adored Mahakavyas namely, the Ramayana and Mahabharata in order that the impact of the grand teaching of these both might sanctify the taught and believe of upcoming learners of Sanskrit.

SEMESTER-III, PAPER- CC-XIII : It is meant also for helping students in knowing Indian Philosophical systems in common perspective. It also helps learning Indian logic to some extent.

SEMESTER-III, PAPER- CC-XIV : The course is intended for making the students how to make a synopsis, what to know from the manuscript and what is proof reading which may be inspire-giving for the students to be in pursuit of knowledge of excellence.

SEMESTER-IV, PAPER- EC-I : This paper is designed to introduce the students with Shrimadvagbatgita, Shivapurana, Agnipurana and History of Purana Literature in order that the impact of the grand teaching of these both might sanctify the taught and believe of upcoming learners of Sanskrit.

SEMESTER-IV, PAPER- EC-II : This paper is designed to introduce the students with History of Dharmashastra and Manusmriti in order that the impact of the grand teaching of these both might sanctify the taught and believe of upcoming learners of Sanskrit.

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LALIT NARAYAN MITHILA UNIVERSITY

KAMESHWARANAGAR, DARBHANGA

Lesson Plan for the Year 2020-21

Name of the Programme: M.A.

Name of the Course: CC-I (SEMESTER-1)

Course/ Module/ Unit No.	Module /Unit Name	Content	Learning outcomes	Teaching Methods	No of classse s	Teacher's Name	Remarks
वेद(Veda) CC-I Unit-1	ऋग्वेद(R gveda)	वरुण(Varuna)-1.25, इन्द्र(Indra)- 2.12,सूर्य(Surya)- 1.115,विश्वामित्र नदी सम्वाद(Vishwamitra Nadi Sambad)-3.33, अग्नि(Agni)-1.1,हिरण्यगर्भ	The course explains the greatness of the gods,their abode etc.	Analytical, Applied, Explanatory, Extensive etc Methodes are used.	10		Two extra classes needed.
वेद (Veda) CC-I Unit-2	शुक्लयजु वेद(Shuk la yjurveda)	शिवसंकल्पसूक्त(Shiva Samkalpa Sukta)-34.1-6	The course describe the greatness of the god shiva.	Analytical, Applied, Explanatory, Extensive etc Methodes are used.	09		Useful book for this unit is New Vedic Selection :Pt. N.K.S. Telang & B.B. Chaube.
वेद(Veda): CC-I Unit-3	अथर्ववेद (Atharva veda)	सोम(Soma) राष्ट्राभिर्वर्धन(Rastravibard hana)-1.29	The progress of the state has been described.	Analytical, Applied, Explanatory, Extensive etc Methodes are used.	06		Useful book for this unit is Vedic devta by prof. K.P. Singh.
वेद (Veda) :CC-I Unit-4	निरुक्त(N irukta)	प्रथम अध्याय	Yaska is the author of Nirukta.The course description of Synonyms,Solid word and Deities.	Analytical, Applied, Explanatory, Extensive etc Methodes are used.	07		The helpful book is Hindi Nirukta – Dr. Umashank ar Sharma 'Rishi'.
वेद(Veda): CC-I Unit-5	कक्षा परीक्षा (Class Test)	Unit – 1,2,3,4	Usually there are three types pf students in the class room.They are average , good and better.	Objective and Descriptive methods are used	04		Average students can fearlessly perceive reading form the meritoriou s students in the class room.

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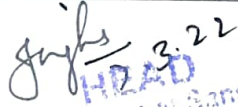
Name of the Course: CC-II (SEMESTER-1)

Course/ Module/ Unit No.	Module/ Unit Name	Content	Learning outcomes	Teaching Methods	No of classes	Teacher's Name	Remarks
दर्शन(Dars hana): CC-II Unit-1	वेदान्तसार (Vedanta sara)	वेदान्तसार (सदानन्दकृत) Vedantasara by Sadananda	The course explains the concept of the meaning of Vedanta,swarup of Brahma, lack of knowledge and its division etc. Also describe the concept of Panchikaran, parinambada, Samadhi etc.	Analytical, Applied, Explanatory, Extensive etc Methodes are used.	09		The helpful book is Vedantasa ra by Pndit Bdrinath Sukla.
दर्शन(Dars hana) : CC-II Unit-2	योगसूत्र (Yogsutra)	योगसूत्र(पतञ्जलि) केवल सूत्र Yogsutra by Patanjali (only sutra)	The course describes the concept Swarup of God, Five types of chittavirti, chittabhumi, and Eight types of Yoganga etc.	Analytical, Applied, Explanatory, Extensive etc Methodes are used.	08		Two extra classes needed.
दर्शन(Dars hana): CC-II Unit-3	सांख्यकारि का (Sankhya karika)	सांख्यकारिका(ई श्वरकृत) Samkhyakarika by Ishwarkrisna.	The course explains the concept of Sadkaryabada, Purushbachana, swarup of Nature, Pratyaysarga and Three types of misery in humanlife.	Analytical, Applied, Explanatory, Extensive etc Methodes are used.	11		Useful book for this unit is Sankhyakar ika – ishwarkrish na.
दर्शन(Dars hana) : CC-II Unit-4	कक्षा परीक्षा (Class Test)	Unit – 1,2,3	Usually there are three types pf students in the class room.They are average , good and better.	Objective and Descriptive methods are used	03		Average students can fearlessly perceive reading form the meritorious students in the class room.


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Name of the Course: CC-III (SEMESTER - 1)

Course/Module/Unit No.	Module/Unit Name	Content	Learning outcomes	Teaching Methods	No. of classes	Teacher's Name	Remarks
व्याकरण (Vyakarana): CC-III Unit-1	सिद्धान्तकौमुदी (Siddhanta koumodi)	कारकप्रकरण (Karakprakarana)	The course explains the concept of symptoms of karaka and six types of karaka etc.	Analytical, Applied, Explanatory, Extensive etc Methods are used.	11		The helpful book is Siddhanta koumodi by Giridhar sharma chaturveda.
व्याकरण (Vyakarana): CC-III Unit-2	सुबन्तप्रकरण (Subantaprakarana)	आदि से सर्व शब्द पर्यन्त (The word Adi to sarba)	In the Subanta variant,, all the word forms of the three sexes have been explained according to the Panini sutras.	Analytical, Applied, Explanatory, Extensive etc Methods are used.	07		One Extra class needed.
व्याकरण (Vyakarana): CC-III Unit-3	धातूप्रकरण (Dhatuprakarana)	भूधातु ससूत्र (Bhudhatu with sutra)	The first dhatu of vvadigan is bhu dhatu. The ten lakar of bhu dhatu discussed here.	Analytical, Applied, Explanatory, Extensive etc Methods are used.	07		The helpful book is Siddhanta koumodi by Giridhar sharma chaturveda.
व्याकरण (Vyakarana): CC-III Unit-4	महाभाष्य (Mahabhashya)	पस्पशाह्निकम् (Paspashahnika)	The main and secondary needs of grammer, words are discussed constantly and impermanently.	Analytical, Applied, Explanatory, Extensive etc Methods are used.	08		Three extra classes needed.
व्याकरण (Vyakarana): CC-III Unit-5	कक्षा परीक्षा (Class Test)	Unit – 1,2,3,4	Usually there are three types pf students in the class room.They are average , good and better.	Objective and Descriptive methods are used	04		Average students can fearlessly perceive reading form the meritorious students in the class room.


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Name of the Course: CC-IV (SEMESTER - 1)

Course/Module/Unit No.	Module/Unit Name	Content	Learning outcomes	Teaching Methods	No. of classes	Teacher's Name	Remarks
काव्यशास्त्र(Kavya Shastra)-1: CC-IV Unit-1	काव्यप्रकाश(Kavya Prakash)	प्रथम-द्वितीय उल्लास(First & Second Ullasa)	Mammatacharya is the author of Kavya Prakasha.The course explains the Poetry Symtoms,Poetry Needs, Poetry Reasons, Poetry Differences, Rasa Swarupa, Rasa Dosa and Kavya Guna.	Analytical, Applied, Explanatory, Extensive etc Methodes are used.	14		The helpful book is Kavyaprakash : vishesh war Shiromani.
काव्यशास्त्र(Kavya Shastra)-1: CC-IV Unit-2	काव्यप्रकाश(Kavya Prakash)	नवम-दशम उल्लास(Nine & Ten Ullasa)	Also describe the concept of different Alankaras.	Analytical, Applied, Explanatory, Extensive etc Methodes are used.	13		The useful book is Kavyaprakash : Prof. Reva Prasad Dwivedi.
काव्यशास्त्र(Kavya Shastra)-1: CC-IV Unit-3	कक्षा परीक्षा (Class Test)	Unit – 1,2	Usually there are three types pf students in the class room.They are average , good and better.	Objective and Descriptive methods are used	04		Average students can fearlessly perceive reading form the meritorious students in the class room.

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Name of the Course: CC-V (SEMESTER - 2)

Course/Module/Unit No.	Module/Unit Name	Content	Learning outcomes	Teaching Methods	No. of classes	Teacher's Name	Remarks
भाषाविज्ञान (Bhashabijna n): CC-V Unit-1	भाषाओं का वर्गीकरण एवं भारोपीय भाषा परिवार (Bhasha ka bargikaran & bharopio bhasha paribar)	सामान्य परिचय (Little introduction)	Language classification, language originationdecision s, different language families, special identities of European language families etc are explained.	Analytical, Applied, Explanatory, Extensive etc Methodes are used.	10		The useful book is Bhashabijn an by Bholanath Tiwari.
भाषाविज्ञान (Bhashabijna n): CC-V Unit-2	ध्वनि परिवर्तन (Dhwaniparib artan)	आकलन, प्रसार, संकोच आदि, मध्य स्वर लोप(Anaptyxi s, Prothesis etc)	The direction of sound change, Anaptyxis, Prothesis, Epenthesis, Aphesis, Syncope, Haplology, Metathesis, Analogy & sound pronunciation etc are discussed.	Analytical, Applied, Explanatory, Extensive etc Methodes are used.	07		Two extra classes needed.
भाषाविज्ञान (Bhashabijna n): CC-V Unit-3	ध्वनिशास्त्र का नियम(Dhwani sastra ka niyam)	ग्रिम्स, वर्नर, ग्रा समान (Grims, varner etc)	According to Grims, Warner &Grasman the rules of Pronology have been discussed.	Analytical, Applied, Explanatory, Extensive etc Methodes are used.	08		The useful book is Bhashabijn an by Mangal deb shastri.
भाषाविज्ञान (Bhashabijna n): CC-V Unit-4	अर्थविज्ञान का सिद्धान्त (Arthobijnan ka siddhanta)	सामान्य परिचय (Little introduction)	The course explains the concept of semantics Theory.	Analytical, Applied, Explanatory, Extensive etc Methodes are used.	06		Two extra classes needed.
भाषाविज्ञान (Bhashabijna n): CC-V Unit-5	कक्षा परीक्षा (Class Test)	Unit – 1,2,3,4	Usually there are three types pf students in the class room.They are average , good and better.	Objective and Descriptive methods are used	04		Average students can fearlessly perceive reading form the meritoriou s students in the class room.

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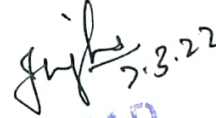
Name of the Course: CC-VI (SEMESTER - 2)

Course/Module/Unit No.	Module/Unit Name	Content	Learning outcomes	Teaching Methods	No. of classes	Teacher's Name	Remarks
पद्मकाव्य (Paddhya kavya) : CC-VI Unit-1	मेघदूत (Meghduta)	उत्तरमेघ (Uttermegha)	The great poet Kalidasa is the author of Meghdutam. The course describes the Alaka's mountain & finally the union of Yaksha &Yakshini.	Analytical, Applied, Explanatory, Extensive etc Methodes are used.	12		The useful book is Meghduta by shesraj sharma regmi.
पद्मकाव्य (Paddhya kavya) : CC-VI Unit-2	बुद्धचरित (Buddhacharita)	सर्ग(Sarga) - 1-2	Ashwaghosh is the author of Buddhacharitam . The course explains the story of Buddha.	Analytical, Applied, Explanatory, Extensive etc Methodes are used.	10		Two extra classes needed.
पद्मकाव्य (Paddhya kavya) : CC-VI Unit-3	कक्षा परीक्षा (Class Test)	Unit – 1,2	Usually there are three types pf students in the class room.They are average , good and better.	Objective and Descriptive methods are used	08		Average students can fearlessly perceive reading form the meritorious students in the class room.

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Name of the Course : CC-VII (SEMESTER- 2)

Course/Module/ Unit No	Module/Unit Name	Content	Learning outcomes	Teaching Methods	No. of class es	Teac her's Nam e	Remarks
वैदिक साहित्य का इतिहास, पाश्चत्य समालोचना एवं निबंध(vaidic sahitya ka itihās, pashchtya samalochona and nibanda): CC-VII Unit-1	वैदिक साहित्य (Vedic Literature)	सामान्य परिचय-सायण और दयानन्द (Little Introduction – Sayana & Dayananda)	The course explains the Mantra, Brahmanm, Aranyak and Upanishad.	Analytical, Applied, Explanatory, Extensive etc Methodes are used.	10		The useful book is Vedic literature & Sanskriti : pt. Baldev Upadhaya
वैदिक साहित्य का इतिहास, पाश्चत्य समालोचना एवं निबंध(vaidic sahitya ka itihās, pashchtya samalochona and nibanda): CC-VII Unit-2	वैदिक साहित्य (Vedic Literature)	Joining Western Vedic Scholars – Maxmular, Mac donel, Weber, Bloomfield, Wilson, Griffith, Winternits, Kieth, Rotha	The course explains the period of the Vedas.	Analytical, Applied, Explanatory, Extensive etc Methodes are used.	11		The helpful book is History of Indian Literature VVol. I Part-I M. Vintemits.
वैदिक साहित्य का इतिहास, पाश्चत्य समालोचना एवं निबंध(vaidic sahitya ka itihās, pashchtya samalochona and nibanda): CC-VII Unit-3	Sanskrit Article	On Vedic Matters	The course describes the Sanskrit book on Vedic literature.	Analytical, Applied, Explanatory, Extensive etc Methodes are used.	10		The useful book is history of Sanskrit Literature : A.A. Macdonel.
वैदिक साहित्य का इतिहास, पाश्चत्य समालोचना एवं निबंध(vaidic sahitya ka itihās, pashchtya samalochona and nibanda): CC-VII Unit-4	कक्षा परीक्षा (Class Test)	Unit-1,2,3	Usually there are three types pf students in the class room. They are average , good and better.	Objective and Descriptive methods are used	12		Average students can fearlessly perceive reading form the meritorious students in the class room.


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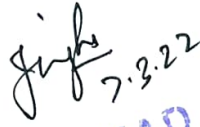
Name of the Course: CC-VIII (SEMESTER - 2)

Course/Module/Unit No	Module/Unit Name	Content	Learning outcomes	Teaching Methods	No. of classes	Teacher's Name	Remarks
गद्यकाव्य (Gadya kavya):CC-VIII Unit- 1	कादम्बरी (Kadambari)	शूद्रक वर्णन से विन्ध्याटवी पर्यन्त(From Shudrak Varnan to bindhyatabi)	The course described the Sudraka's biography and Bindhyatabi mountain.	Analytical, Applied, Explanatory, Extensive etc Methodes are used.	10		The useful book is Kadamba ri : Prof. J.S.L. Tripathi
गद्यकाव्य (Gadya kavya):CC-VIII Unit-2	हर्षचरित (Harshacharita)	प्रथम उच्छ्वास (First Uchchasa)	The course explains the story of Harshabardhana.	Analytical, Applied, Explanatory, Extensive etc Methodes are used.	08		Two extra classes needed.
गद्यकाव्य (Gadya kavya):CC-VIII Unit-3	कक्षा परीक्षा (Class Test)	Unit-1,2	Usually there are three types pf students in the class room.They are average , good and better.	Objective and Descriptive methods are used	08		Average students can fearlessly perceive reading form the meritorious students in the class room.

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Name of the Course: CC-IX (SEMESTER - 2)

Course/Module/Unit No	Module/Unit Name	Content	Learning outcomes	Teaching Methods	No. of classes	Teacher's Name	Remarks
रूपक (Rupaka): CC-IX Unit-1	मृच्छकटिकम् (Mrcchakatikam)	1-5 अंक (सामान्य अध्ययन) Act 1-5 (A little study)	Shudraka is the author of the Mricchakatikam. The course explains the love story of Charudutta and Basantasena.	Analytical, Applied, Explanatory, Extensive etc Methodes are used.	10		The useful book is Mrcchakatik : Prof. J.S.L. Tripathi
रूपक (Rupaka): CC-IX Unit-2	विक्रमोर्वशीय (Vikramorboshiyam), मुद्राराक्षसम् (Mudrarakshasam)	1-3 अंक(Act) 1-2 अंक(Act)	The great poet Kalidasa is the author of theVikramobarsiyama. The course explains the love story of king Pururava and Urbashi.	Analytical, Applied, Explanatory, Extensive etc Methodes are used.	08		Three extra classes needed.
रूपक (Rupaka): CC-IX Unit-3	उत्तररामचरितम् (Uttarramacharitam)	अंक(Act)- 1-3	The course describes the reunion of Ram and Sita and return of Ayodhya.	Analytical, Applied, Explanatory, Extensive etc Methodes are used.	07		Two extra classes needed.
रूपक (Rupaka): CC-IX Unit-4	कक्षा परीक्षा (Class Test)	Unit-1,2,3	Usually there are three types pf students in the class room.They are average , good and better.	Objective and Descriptive methods are used.	06		Average students can fearlessly percieve reading form the meritorious students in the class room.


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 L.K. Mittal Government College, Lucknow

Name of the Course: CC-X (SEMESTER - 3)

Course/Module/Unit No	Module/Unit Name	Content	Learning outcomes	Teaching Methods	No. of classes	Teacher's Name	Remarks
नाट्यशास्त्र (Natya shatra): CC-X Unit-1	भरतनाट्यशास्त्र (Bharata Natyas hastra)	रससूत्र (Rasasutra)	Rasasutra are discussed in detail in Abhinavbharati.	Analytical, Applied, Explanatory, Extensive etc Methodes are used.	07		Two extra classes needed.
नाट्यशास्त्र (Natya shatra): CC-X Unit-2	नाट्यशास्त्र (Natyas hastra)	अभिनवगुप्त का सिद्धान्त (Abhinav Gupta's decision)	Bhattolollata, Shan kuka & Bhattanayaka have been discussed as the decision of Abhinav Gupta on the opinion of these three.	Analytical, Applied, Explanatory, Extensive etc Methodes are used.	06		Four extra classes needed.
नाट्यशास्त्र (Natya shatra): CC-X Unit-3	दशरूपक (Dasha rupaka)	प्रथम प्रकाश (First Prakasha) 1-22 Karika	Ten types of Rupakas have been explained with five Arthapракriti, Five Abastha etc.	Analytical, Applied, Explanatory, Extensive etc Methodes are used.	09		The useful book is Dasharupka : Pt. Ramshankar Tripathi
नाट्यशास्त्र (Natya shatra): CC-X Unit-4	दशरूपक (Dasha rupaka)	द्वितीय प्रकाश(Second Prakasha)1-27 Karika	Tipes of heroes and heroines have been discussed.	Analytical, Applied, Explanatory, Extensive etc Methodes are used.	07		The helpful book is dasharupaka : Dr. S.S. Malabiya.
नाट्यशास्त्र (Natya shatra): CC-X Unit-5	दशरूपक (Dasha rupaka)	तृतीयप्रकाश(Third Prakasha)1-40 Karika	The eighteen Uparupakas has been discussed.	Analytical, Applied, Explanatory, Extensive etc Methodes are used.	06		The useful book is dasharupaka : prof. Ramji Upadhaya.
नाट्यशास्त्र (Natya shatra): CC-X Unit-6	कक्षा परीक्षा (Class Test)	Unit-1,2,3,4,5	Usually there are three types pf students in the class room.They are average , good and better.	Objective and Descriptive methods are used.	03		Average students can fearlessly perceive reading form the meritorious students in the class room.

Jyoti
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HEAD
Department of Sanskrit
Lakshmi Narayan College, Lucknow


Name of the course :CC-XI (SEMESTER-3)

Course/Module/Unit No	Module/Unit Name	Content	Learning outcomes	Teaching Methods	No. of classes	Teacher's Name	Remarks
काव्यशास्त्र (Kavya shatra)-II: CC-XI Unit-1	ध्वन्यालोक (Dhwanyalok)	प्रथम उद्घोत (First Uddhata)	The Sprite of poetry, poetic traits, poetic differences and lack of poetry have been discussed.	Analytical, Applied, Explanatory, Extensive etc Methodes are used.	10		The useful book is Dhwanyalok Pt. Jagatnath Patak.
काव्यशास्त्र (Kavya shatra)-II:CC-XI Unit-2	काव्यप्रकाश (Kavya prakas)	6-8 उल्लास (Ullas)	The course explains the concept of Rasa.	Analytical, Applied, Explanatory, Extensive etc Methodes are used.	11		Two extra classes needed.
काव्यशास्त्र (Kavya shatra)-II:CC-XI Unit-3	अरस्तू का काव्यशास्त्र (Arustu ka Kavya shatra)	सामान्य परिचय (Little introduction)	Ritorica and Poetics discuss the poetic qualities and features in these two poems.	Analytical, Applied, Explanatory, Extensive etc Methodes are used.	09		The useful book is Arustu ka Kavya shatra Dr. Nagendra.
काव्यशास्त्र (Kavya shatra)-II:CC-XI Unit-4	कक्षा परीक्षा (Class Test)	Unit-1,2,3	Usually there are three types pf students in the class room.They are average , good and better.	Objective and Descriptive methods are used.	03		Average students can fearlessly perceive reading form the meritorious students in the class room.

Jyoti 7.3.22
HEAD
 Department of Sanskrit
 L.K. Mahila Mahavidyalaya, Lucknow

Name of the Course: CC-XII (SEMESTER - 3)

Course/Module/Unit No	Module/Unit Name	Content	Learning outcomes	Teaching Methods	No. of classes	Teacher's Name	Remarks
संस्कृत साहित्य का इतिहास, पाश्चत्य समालोचना एवं निबंध(Sanskrit sahitya ka itihasa, pashchtya samalochona and nibanda): CC-XII Unit-1	संस्कृत साहित्य का इतिहास (Sanskrit sahitya ka itihasa)	रामायण, महाभारत, नाटक और महाकाव्य (Ramayana, Mahabharata, Drama and Epic.)	The course explains the concept of Ramayana, Mahabharata, Drama and Epic.	Analytical, Applied, Explanatory, Extensive etc Methodes are used.	10		The useful book is Sanskrit sahitya ka itihasa- Pt. Balodeb Upadyay.
संस्कृत साहित्य का इतिहास, पाश्चत्य समालोचना एवं निबंध(Sanskrit sahitya ka itihasa, pashchtya samalochona and nibanda): CC- XII Unit-2	पाश्चत्य समालोचना (pashchtya samalochona)	प्लेटो, अरस्तू, होरेस, लॉगिनस, थॉमस, स्टुअर्ट, आइवर आर्मस्ट्रॉन्ग रिचर्ड्स का सामान्य अध्ययन (Plato, arstu, hores etc little study)	The course explains the littof Aastu, Plato, Hores, Lan ginas, Thom as Stuart Eliat, Richar ds.	Analytical, Applied, Explanatory, Extensive etc Methodes are used.	08		Two extra classes needed.
संस्कृत साहित्य का इतिहास, पाश्चत्य समालोचना एवं निबंध(Sanskrit sahitya ka itihasa, pashchtya samalochona and nibanda): CC- XII Unit-3	संस्कृत निबन्ध (Sanskrit Nibandha)	संस्कृत निबन्ध (Sanskrit Nibandha)	The course includes among the book are Abhijnanas akuntalam by the great poet Kalidasa, Swapnabasa avdattam by Bhasa, Kadambari by Banbhata etc.	Analytical, Applied, Explanatory, Extensive etc Methodes are used.	10		Two extra classes needed.
संस्कृत साहित्य का इतिहास, पाश्चत्य समालोचना एवं निबंध(Sanskrit sahitya ka itihasa, pashchtya samalochona and nibanda): CC- XII Unit-4	कक्षा परीक्षा (Class Test)	Unit-1,2,3	Usually there are three types pf students in the class room.They are average, good and better.	Objective and Descriptive methods are used.	04		Average students can fearlessly perceive reading form the meritorious students in the class room.


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 Lal Bahadur Shastri University, Lucknow

Course/Module /Unit No	Module/Unit Name	Content	Learning outcomes	Teaching Methods	No. of classes	Teacher's Name	Remarks
भारतीय दर्शन का इतिहास और निबन्ध (Bharatiya darshana ka itihās or nibanda): CC-XIII Unit-1	संस्कृत में निबन्ध (Sanskrit Nibandha)	दार्शनिक विषय (Darshanik Bishoi)	The courses includes among the books are Tarkasamgraha by Annangbhatta ,Tarkabhasha by Keshavmishra etc.	Analytical, Applied, Explanatory , Extensive etc Methodes are used.	08		Two extra classes needed.
भारतीय दर्शन का इतिहास और निबन्ध (Bharatiya darshana ka itihās or nibanda): CC-XIII Unit-2	भारतीय दर्शन का इतिहास (Bharatiya darshana ka itihās)	सांख्य, योग, न्याय, वैशेषिक, मीमांसा, वेदान्त, चार्वाक, जैन और बौद्ध (Sankhya yoga etc)	The course explains the little study of Samkhya-Yoga, Naya-Baisheshika, Mimangsha-Vedanta, Charvaka, Jain and Bouddha.	Analytical, Applied, Explanatory , Extensive etc Methodes are used.	10		Two extra classes needed.
भारतीय दर्शन का इतिहास और निबन्ध (Bharatiya darshana ka itihās or nibanda): CC-XIII Unit-3	आधुनिक विचारकों (Adhunik Bicharak)	रामकृष्ण परमहंस, अरबिंदो, विवेकानन्द, सर्वपल्लीराधा कृष्णन इनके दार्शनिक विचारों (Ramkrishna paramhannsa etc)	The course gives a brief overview on the philosophical trials of modern judges such as Ramkrishna Paramhansha, Arvinda, Vivekanana.	Analytical, Applied, Explanatory , Extensive etc Methodes are used.	11		Two extra classes needed.
भारतीय दर्शन का इतिहास और निबन्ध (Bharatiya darshana ka itihās or nibanda): CC-XIII Unit-4	कक्षा परीक्षा (Class Test)	Unit-1,2,3	Usually there are three types pf students in the class room. They are average , good and better.	Objective and Descriptive methods are used.	04		Average students can fearlessly perceive reading form the meritorious students in the class room.

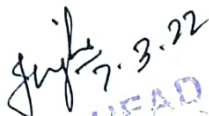
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HEAD
Department of Sanskrit
Laxminagar University, Lucknow

Course/Module/Unit No	Module/Unit Name	Content	Learning outcomes	Teaching Methods	No. of classes	Teacher's Name	Remarks
शोध पद्धति और अनुवाद(Sodha paddhti or anubad):CC-XIV Unit-1	पाण्डुलिपि (Pandulipi)	सामान्य परिचय (Little introduction)	By retrieving the manuscript we can now the ancient history.	Analytical, Applied, Explanatory, Extensive etc Methodes are used.	09		The useful book is samskrita Shodhprabidhi
शोध पद्धति और अनुवाद(Sodha paddhti or anubad):CC-XIV Unit-2	प्रारूप निर्माण (Prarupa nirmana)	सामान्य परिचय (Little introduction)	The meaning of research requirement, methods new knowledge etc. are discussed here.	Analytical, Applied, Explanatory, Extensive etc Methodes are used.	08		The useful book is samskrita Shodhprabidhi
शोध पद्धति और अनुवाद(Sodha paddhti or anubad):CC-XIV Unit-3	Proof reading	Proof reading	If there is any spelling mistake in the artice it is written correctly.	Analytical, Applied, Explanatory, Extensive etc Methodes are used.	07		The useful book is samskrita Shodhprabidhi
शोध पद्धति और अनुवाद(Sodha paddhti or anubad):CC-XIV Unit-4	Translation	Translation	Translation is very important fo knowledge from one language to another language.	Analytical, Applied, Explanatory, Extensive etc Methodes are used.	06		Three extra classes needed.
शोध पद्धति और अनुवाद(Sodha paddhti or anubad):CC-XIV Unit-5	कक्षा परीक्षा (Class Test)	Unit-1,2,3,4	Usually there are three types pf students in the class room.They are average , good and better.	Objective and Descriptive methods are used.	04		Average students can fearlessly perceive reading form the meritorious students in the class room.

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 Department of Sanskrit
 L.A. Balia University, Bhopal

Name of the Course: CC-XV (SEMESTER - 4)

Course/Module/Unit No	Module/Unit Name	Content	Learning outcomes	Teaching Methods	No. of classes	Teacher's Name	Remarks
पुराण (Purana): EC-I Unit-1	पुराण (Purana)	श्रीमद्भागवत्, शिवपुराण, देवीभागवत्, अग्निपुराण (Srimad bhagbad etc little study)	The course explains the different narratives and anecdotes and various stories.	Analytical, Applied, Explanatory, Extensive etc Methodes are used.	12		Three extra classes needed.
पुराण (Purana) :EC-I Unit-2	पुराण साहित्य का इतिहास (Puran sahitya ka itihasa)	सामान्य अध्ययन (Little study)	The course explain the Creation of the Universe etc.	Analytical, Applied, Explanatory, Extensive etc Methodes are used.	10		Three extra classes needed.
पुराण (Purana): EC-I Unit-3	मौखिक(Oral)	Unit-1,2	Usually there are three types pf students in the class room.The y are average, good and better.	Objective and Descriptive methods are used.	04		Average students can fearlessly perceive reading form the meritorious students in the class room.


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