SARDAR PATEL UNIVERSITY

Vallabh Vidyanagar

NAAC 'A' Grade (10-01-2023 To 09-01-2028)

NEP-2020 aligned Curriculum with effect from Academic Year 2026-27

Masters of Arts (Sanskrit) Semester - I

Course Type	Course Code	Course Title	Teaching-Learning Scheme L-P-T	Total Notional Hours	Course credits
DSC	**P2A01NCSAN01**	**Indian Philosophy:** Shankarabhashya of Shankaracharya (Adhyaya-I, Selected Sutras) & Jain-Bauddha Darshana (of Sarvadarshanasangraha)	4-0-1	**120**	04

- **Course Learning Outcomes (CLOs)**

On completion of this course, students will be able to:

CLO1: Critically examine the emergence, historical development, and major phases of Indian philosophy, demonstrating comprehensive understanding of its evolution.

CLO2: Evaluate the core doctrines of Advaita Vedanta, including concepts such as Jīva–Jagat–Īśvara and Pañca-khyāti, along with the life and works of Adi Shankaracharya.

CLO3: Interpret and critically engage with selected Sutras of the Shankarabhashya (Adhyaya I), demonstrating advanced skills in translation, explanation, and textual analysis.

CLO4: Assess the commentarial tradition of Shankarabhashya, and develop the ability to explain prescribed Sutras with contextual notes and philosophical insight.

CLO5: Critically analyse Jaina Darshanas as presented in Sarvadarshana-sangraha, with reference to their philosophers, texts, and core principles.

CLO6: Critically analyse Bauddha Darshanas as presented in Sarvadarshana-sangraha, with reference to their philosophers, texts, and core principles.

Unit	Course Content	Learning Pedagogies*	CLO(s)
I	**The emergence and development of Indian Philosophy** History of Indian Philosophy Development of Indian Philosophy Vaidic & Non-vaidicDarshanas Principles Jiva-Jagat-Ishvar (of Advaita Vedanta of Shankaracharya), Pancha-Khyati Life, Date & Works of Shankaracharya Commentators of Brahmasutra	• Classroom Lecture (CL) • Seminars (Student-led and Faculty-moderated) • Research-Oriented Learning (Literature Review, Tool Construction, Data Analysis Exercises) • Collaborative Learning (Group Tasks, Peer Discussion, Joint Presentations)	CLO1 CLO2
II	**Shankarabhashya of Shankaracharya (Adhyaya-I, Selected Sutras)** Shankarabhashya (Selected Sutras) 1.1.1 to 5, 1.1.12 to 19, 1.1.22, 23, 1.1.28 to 31, 1.2.24 to 32, 1.3.8, 1.4.8, 10 Translation & Explanation with notes Explanation of sutras, Subject matter	• Classroom Lecture (CL) • Seminars (Student-led and Faculty-moderated) • Problem-Based Learning (PBL) • ICT-Enabled Learning (LMS-based Tasks, Digital Resources, Virtual Webinars)	CLO3 CLO4

Masters of Arts (Sanskrit) Semester - I

III	**Jaina Darshana (of Sarvadarshana-sangraha)** Philosophers-works-Principles	• Classroom Lecture (CL) • Seminars (Student-led and Faculty-moderated) • Reflective Practices (Learning Journals, Reflective Notes, Concept Mapping) • Self-Directed Learning	CLO5
IV	**Bauddha Darshana (of Sarvadarshanasangraha)** Philosophers-works-Principles	• Classroom Lecture (CL) • Seminars (Student-led and Faculty-moderated) • Research-Oriented Learning (Literature Review, Tool Construction, Data Analysis Exercises) • Reflective Practices (Learning Journals, Reflective Notes, Concept Mapping)	CLO6

- **Weightage of Learning Efforts for External Assessment**

Unit	Aligned COs	Total Learning Hours	Approximate weightage(Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse & above (A)	
I	CLO1 CLO2	28	2	1	10	13
II	CLO3 CLO4	32	2	1	10	12
III	CLO5	30	1	1	10	12
IV	CLO6	30	1	1	10	12
		120	**06**	**04**	**40**	**50**

- **Assessment Methodologies**

(A) Internal Assessment

a. Internal Formative assessment

(a) Assignment
(b) Seminar/Presentation
(c) Short analytical quizzes

b. Internal Summative Assessment

(a) Mid-term tests
(b) Viva-voce

(B) External Assessment

Term End Test (50 Marks)

Masters of Arts (Sanskrit) Semester - I

- **Assessment and Evaluation**

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Seminars, Assignments, Quizzes, Class Regularity, Written Exam	50%
2	End-Semester Examination	Written Exam	50%

- **CLOs – PLOs Matrix**

CLO	PLO											
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	2	1	2	-	2	-	2	2	1	2	3	1
CLO2	3	3	3	3	2	1	2	3	2	3	3	2
CLO3	3	3	2	3	2	1	2	2	2	3	3	2
CLO4	3	3	3	2	2	3	3	3	2	3	3	2
CLO5	3	3	2	3	2	3	3	3	2	3	3	3
CLO5	3	3	2	3	2	3	3	3	2	3	3	3

Values to **CLO-PLO** matrix are assigned **by judging the importance of the particular CLO** in relation to the **PLOs**.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

- **Suggested Learning Materials Books:**

Sr. No.	Title	Author(s)	Edition/ Year	Publisher
1	Brahmasutrashankarbhasya	L.V.Joshi	2010	PashvaPublicaton, Ahemdabad
2	BhartiyaDarshan	Radhakrishnan	1966	Rajpal & Sons, Dilhi
3	Shaddarshan	NaginShah	1975	Gujarat Granth Nirman Borad, Ahemdabad
4	BhartiyaDarshan	CVRaval	1990	Gujarat Granth Nirman Borad, Ahemdabad
5	Sarva-darshan-sangrah	UmashankarSharmaRushi	1964	Chaukhambha Vidya Bhavan, Varansi
6	HistoryofIndianPhilosophy	SNDasGupta	1922	Cambridge at the University Press, London
7	Vedant	PaulDussen	1972	Motilal Banarasi Dass, Dilhi

8	Lectureson Vedant	VSGhate	1926	Bhandarkar Oriental Research Institute, Pune
9	DarshanManjari	ThangaSwamiShastri	1965	The Adyar Library & Research Center, Madras
10	Bhartiyatatva-jnananiruparekha	IndukalabenZaveri	1932	Gujarat Vidya Sabha, Ahemdabad

- **Online Resources (Open Source)**

Sr. No.	Description of Resource(s)	Weblink
1	Relevant entries in Wikipedia and	https://www.wikipedia.org/
2	Encyclopaedia Britannica	https://www.britannica.com/
3	Relevant books available on	archive.org
4	Relevant articles on Jstor,	https://www.jstor.org/
5	Project Muse	https://muse.jhu.edu/

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NEP-2020 aligned Curriculum with effect from Academic Year 2026-27

Masters of Arts (Sanskrit) Semester - I

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSC	**P2A01NCSAN02**	**Vyakarana:** Siddhantakaumudi of Bhattojidikshita (Acha-Sandhi Prakaranam) & Paspashahnika of Patanjal Mahabhashya	4-0-1	**120**	04

- **Course Learning Outcomes (CLOs)**

On completion of this course, students will be able to:

CLO1: Critically examine the historical development and chronological evolution of Sanskrit grammar, demonstrating comprehensive understanding of its tradition.

CLO2: Analyze the distinctive features of Munitrayam, evaluating their contributions to the grammatical tradition.

CLO3: Evaluate the structure and principles of Siddhanta Kaumudi (Acha-Sandhi) of BhaṭṭojiDīkṣita, with conceptual clarity and depth.

CLO4: Apply and illustrate grammatical sutras through Rūpa-Prakriyā, demonstrating advanced analytical and derivational skills.

CLO5: Assess the contribution of Patañjali with reference to the Paspaśāhnikā, including concepts such as Mūninām prāmāṇyam.

CLO6: Interpret and translate selected portions of Paspaśāhnikā, demonstrating precision, contextual understanding, and grammatical insight.

Unit	Course Content	Learning Pedagogies*	CLO(s)
I	**History & Development of Sanskrit Grammar** Munitrayam, Introduction to Vaiyakarana-siddhanta-kaumudi The development of Prakriya-Granthas Life, Date & Works of Bhattojidikshita	• Classroom Lecture (CL) • ICT-Enabled Learning (LMS-based Tasks, Digital Resources, Virtual Labs/Webinars) • Self-Directed Learning (Guided Readings, Concept Exploration Tasks)	CLO1 CLO2 CLO5
II	**Siddhantakaumudi of Bhattojidikshita (Acha-Sandhi Prakaranam)** Explanation of Sutras & Rupa-prakriya and Examples	• Classroom Lecture (CL) • Seminars (Student-led and Faculty-moderated) • Collaborative Learning (Group Tasks, Peer Discussion, Joint Presentations) • ICT-Enabled Learning (LMS-based Tasks, Digital Resources, Virtual Labs/Webinars) • Self-Directed Learning (Guided Readings, Concept Exploration Tasks) •	CLO3 CLO4

Masters of Arts (Sanskrit) Semester - I

III	**Paspashahnika of Patanjala-Mahabhashya** Life, Date & Works of Pataljali, Contribution of Patanjali in Sanskrit Grammer, Yathottram muninam pramanyam,	• Classroom Lecture (CL) • Collaborative Learning (Group Tasks, Peer Discussion, Joint Presentations) • ICT-Enabled Learning (LMS-based Tasks, Digital Resources, Virtual Labs/Webinars) • Self-Directed Learning (Guided Readings, Concept Exploration Tasks)	CLO5
IV	**Paspashahnika of Patanjala-Mahabhashya** Translation with explanation, Short notes on Subject-matter, General Questions	• Classroom Lecture (CL) • Collaborative Learning (Group Tasks, Peer Discussion, Joint Presentations) • ICT-Enabled Learning (LMS-based Tasks, Digital Resources, Virtual Labs/Webinars) • Self-Directed Learning (Guided Readings, Concept Exploration Tasks)	CLO5 CLO6

- **Weightage of Learning EffortsforExternalAssessment**

Unit	Aligned COs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse& above (A)	
I	CLO1 CLO2 CLO5	26	1	1	10	12
II	CLO3 CLO4	34	2	1	10	13
III	CLO5	30	1	1	10	12
IV	CLO5 CLO6	30	2	1	10	13
		120	**06**	**04**	**40**	**50**

- **Assessment Methodologies**

(C) Internal Assessment

a. Internal Formative assessment

(d) Assignment
(e) Seminar/Presentation
(f) Short analytical quizzes

b. Internal Summative Assessment

(c) Mid-term tests
(d) Viva-voce

(D) External Assessment

Term End Test (50 Marks)

- **Assessment and Evaluation**

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Seminars, Assignments, Quizzes, Class Regularity,	50%
2	End-Semester Examination	Written Exam/Practical Exam Project Evaluation(Report,Presentation, Viva)	50%

- **CLOs – PLOs Matrix**

CLO	PLO											
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	3	3	1	1	3	3	3	2	2	2	3	3
CLO2	3	3	1	1	2	3	3	3	2	3	2	1
CLO3	2	3	3	3	3	3	3	2	2	1	2	2
CLO4	2	3	3	3	3	3	3	2	2	1	2	2
CLO5	3	3	1	1	3	3	3	2	2	2	3	3
CLO6	3	3	1	1	3	3	3	2	2	2	3	3

Values to **CLO-PLO** matrix are assigned **by judging the importance of the particular CLO** in relation to the **PLOs**.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

- **Suggested Learning Materials Books:**

Sr.No.	Title	Author(s)	Edition/Year	Publisher
1	Vyakaran Shastra ka Itihas – (Part 1-3)	Yudhishthir Mimamsak	1684	Yudhishthir Mimamsak, Bahalgadh, Sonipat (Hariyana)
2	Sanskrit Vyakaran	Baburam Saksena	1928	Ramnarayanlal, Allahabad
3	Siddhanta Kaumudi	Gopal Datta Pandey	2007	ChaukhambhaSurbharati Prakashan, Varanasi
4	VyakaraMahabhashya	Charudev Shastri	1968	Shri Motilal Banarsidas, Delhi

- **Online Resources (Open Source)**

Sr. No.	Description of Resource(s)	Weblink
1	Relevant entries in Wikipedia	https://www.wikipedia.org/
2	Encyclopaedia Britannica	https://www.britannica.com/
3	Relevant books available on	archive.org
4	Relevant articles on Jstor	https://www.jstor.org/
5	Project Muse	https://muse.jhu.edu/

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NEP-2020 aligned Curriculum with effect from Academic Year 2026-27

Masters of Arts (Sanskrit) Semester - I

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSC	**P2A01NCSAN03**	**Sahityashastra:** Natyashastra of Bharata (Adyhaya 1, 2 & 6)	4-0-1	**120**	04

- **Course Learning Outcomes (CLOs)**

On completion of this course, students will be able to:

CLO1: Explain the foundational concepts of Natyashastra, including Bharata's pioneering contributions as a scholar, the role of post-Bharata Natyacharyas, and key terminological words with special meanings in Natyashastra and Rasashastra.

CLO2: Analyze Bharata's authorship, creative talent, and appraisal alongside the contributions of subsequent Natyacharyas in shaping Natyashastra.

CLO3: Apply Rasa theory and core sutras (with important quotes from Bharata Natyashastra) to clarify concepts like Natyashastra, Rasasutra, and major principles, including translations and interpretations of Adhyaya 1, 2, and 6.

CLO4: Evaluate the historical and theoretical significance of Rasa theory, Bharata's sutras, and related texts through structured academic discussion.

CLO5: Interpret and translate original Sanskrit texts from Natyashastra (focusing on Adhyaya 1, 2, and 6), demonstrating accuracy, contextual understanding, and precision in rasa-related concepts.

CLO6: Examine the evolution of Natyashastra traditions and construct well-structured academic writing on rasa theory and natya scholarship.

Unit	Course Content	Learning Pedagogies*	CLO(s)
I	**Introduction of Natyashastra's Tradition** Critical Edition, Bharata: Life, Date & Works, Authorship of Natyashastra, Post-Bharata Natyacharyas, Contribution of Bharata, Commentators of Natyashastra Commentaries of Rasasutra, Concept of Rasa theory**,** Critical Edition Bharata: Life, Date & Works, Authorship of Natyashastra, Post-Bharata Natyacharyas, Contribution of Bharata, Commentators of Natyashastra Commentaries of Rasasutra, Concept of Rasa theory	• Classroom Lecture (CL) • Seminars (Student-led and Faculty-moderated) • Research-Oriented Learning (Literature Review, Tool Construction, Data Analysis Exercises) • Collaborative Learning (Group Tasks, Peer Discussion, Joint Presentations)	CLO1 CLO2

Masters of Arts (Sanskrit) Semester - I

II	**Natyashastra (Adhyaya: 1, 2 & 6)** Translation with explanation	• Classroom Lecture (CL) • Seminars (Student-led and Faculty-moderated) • Collaborative Learning (Group Tasks, Peer Discussion, Joint Presentations) • ICT-Enabled Learning (LMS-based Tasks, Digital Resources, Virtual Webinars)	CLO3 CLO4 CLO5
III	**Natyashastra (Adhyaya: 1)** General Questions, Short notes on the subject matter Terminology	• Classroom Lecture (CL) • Seminars (Student-led and Faculty-moderated) • Reflective Practices (Learning Journals, Reflective Notes, Concept Mapping) • Self-Directed Learning	CLO3 CLO5 CLO6
IV	**Natyashastra (Adhyaya: 2 & 6)** General Questions, Short notes on the subject matter Terminology	• Classroom Lecture (CL) • Seminars (Student-led and Faculty-moderated) • Research-Oriented Learning (Literature Review, Tool Construction, Data Analysis Exercises) • Reflective Practices (Learning Journals, Reflective Notes, Concept Mapping)	CLO3 CLO4 CLO5 CLO6

- **Weightage of Learning EffortsforExternalAssessment**

Unit	**Aligned COs**	**Total Learning Hours**	**Approximate weightage(Marks) to Learning levels (BT)**			**Total Marks**
			Remember (R)	**Understanding (U)**	**Application/ Analyse& above (A)**	
I	CLO1 CLO2	28	2	1	10	13
II	CLO3 CLO4 CLO5	32	2	1	10	13
III	CLO3 CLO5 CLO6	28	1	1	10	12
IV	CLO3 CLO4 CLO5 CLO6	32	1	1	10	12
		120	**06**	**04**	**40**	**50**

- **Assessment Methodologies**

(E) Internal Assessment

a. Internal Formative assessment

(g) Assignment
(h) Seminar/Presentation
(i) Short analytical quizzes

b. Internal Summative Assessment

(e) Mid-term tests
(f) Viva-voce

(F) External Assessment

Term End Test (50 Marks)

- **Assessment and Evaluation**

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Seminars, Assignments, Quizzes, Class Regularity,	50%
2	End-Semester Examination	Written Exam/Practical Exam Project Evaluation (Report, Presentation, Viva)	50%

- **CLOs – PLOs Matrix**

CLO	PLO											
	PLO1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	2	2	3	1	2	3	3	3	3	2	3	3
CLO2	2	3	2	3	3	3	3	2	2	2	3	3
CLO3	3	3	2	3	3	3	2	3	3	2	3	3
CLO4	2	2	3	3	2	3	3	3	2	2	2	2
CLO5	3	3	2	3	3	3	2	3	3	3	2	3
CLO6	3	3	2	3	3	3	2	3	3	3	2	3

Values to **CLO-PLO** matrix are assigned **by judging the importance of the particular CLO** in relation to the **PLOs**.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

Masters of Arts (Sanskrit) Semester - I

- **Suggested Learning Materials Books:**

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	Natyashastra	Tapasvi Nandi	2013	Sarswati Pustak Bhanda, Ahemdabad
2	Nagendranorashvichar	Dr. Nagendra	1964	National Publishing House, New Delhi
3	History of Rupak in Alankarshastra - Vishwanath Bhatta	Vishwanath Bhatta	1996	Chaukhambha Orientalia, Delhi
4	History of Sanskrit Poetics	S K De	1925	Luzac& Co, 46 Great Russell St, London WC1
5	Sanskrit Natakono Parichay	Tapasvi Nandi	1971	University Granth Nirman Board, Gandhinagar
6	Sanskrit Natak (Udbhav Aur Vikas: Siddhant Aur Prayog)	Uday Bhanusinh	1965	Motilal Banarasidas, Patna, Bihar

- **Online Resources (Open Source)**

Sr. No.	Description of Resource(s)	Weblink
1	Relevant entries in Wikipedia	https://www.wikipedia.org/
2	Relevant books available on	archive.org
3	Relevant articles on Jstor,	https://www.jstor.org/
	Project Muse	https://muse.jhu.edu/
4	and Encyclopaedia Britannica	https://www.britannica.com/

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Masters of Arts (Sanskrit) Semester - I

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSE	**P2A01NESAN01**	**Itihasa-Purana:** Ramayana of Valmiki (Sundarkanda : Sarg 1 to 68)	4-0-1	**120**	04

- **Course Learning Outcomes (CLOs)**

On completion of this course, students will be able to:

CLO1:Understand the structure of Ramakatha through a critical perspective, focusing on its textual form and organization in the Valmiki Ramayana.

CLO2:Analyze the cultural and ethical significance of the Ramayana, with reference to its representation in the critical edition.

CLO3:Evaluate the poetic excellence of Maharshi Valmiki, examining his language, style, and literary techniques in the critically edited text.

CLO4:Interpret and translate Sundarkanda (Sarga 1–68) based on the critical edition, ensuring accuracy of meaning and context.

CLO5:Examine the thematic and structural divisions of Sundarkanda (Sarga 1–34 and 35–68), with attention to variations and key interpretations in the critical edition.

CLO6:Develop academic writing skills by composing essays or short notes on the Sundarkanda, using a critical and analytical approach.

Unit	Course Content	Learning Pedagogies*	CLO(s)
I	**Itihasa** Traditions of Ramakathas Different Ramayanas (parichaya) Ramayana as a Mahakavya Society in Valmiki Ramayana Critical edition of Valmiki Ramayana	• Classroom Lecture (CL) • Seminars (Student-led and Faculty-moderated) • Research-Oriented Learning (Literature Review, Tool Construction, Data Analysis Exercises) • Collaborative Learning (Group Tasks, Peer Discussion, Joint Presentations)	CLO1 CLO2 CLO3
II	**Ramayana of Valmiki (Sundarkand, Sarga- 01 to 34)** Translation with Explanation	• Classroom Lecture (CL) • Research-Oriented Learning (Literature Review, Tool Construction, Data Analysis Exercises) • ICT-Enabled Learning (LMS-based Tasks, Digital Resources, Virtual Labs/Webinars) • Self-Directed Learning (Guided Readings, Concept Exploration Tasks)	CLO4 CLO5
III	**Ramayana of Valmiki (Sundarkand, Sarga- 35 to 68)** Translation with Explanation	• Classroom Lecture (CL) • Research-Oriented Learning (Literature Review, Tool Construction, Data Analysis Exercises)	CLO4 CLO5

		• ICT-Enabled Learning (LMS-based Tasks, Digital Resources, Virtual Labs/Webinars) • Self-Directed Learning (Guided Readings, Concept Exploration Tasks)	
IV	**Ramayana of Valmiki (Sundarkand, Sarga- 01 to 68)** Short Notes and General Questions on Subject matter	• Classroom Lecture (CL) • Research-Oriented Learning (Literature Review, Tool Construction, Data Analysis Exercises) • Collaborative Learning (Group Tasks, Peer Discussion, Joint Presentations) • Reflective Practices (Learning Journals, Reflective Notes, Concept Mapping)	CLO2 CLO3 CLO6

- **Weightage of Learning EffortsforExternalAssessment**

Unit	Aligned COs	Total Learning Hours	Approximate weightage(Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse& above (A)	
I	CLO1 CLO2 CLO3	30	2	1	10	13
II	CLO4 CLO5	31	1	1	10	12
III	CLO4 CLO5	31	1	1	10	12
IV	CLO2 CLO3 CLO6	28	2	1	10	13
		120	**06**	**04**	**40**	**50**

- **Assessment Methodologies**

(G) Internal Assessment

a. Internal Formative assessment

(j) Assignment
(k) Seminar/Presentation
(l) Short analytical quizzes

b. Internal Summative Assessment

(g) Mid-term tests
(h) Viva-voce

(H)External Assessment

Term End Test (50 Marks)

Masters of Arts (Sanskrit) Semester - I

- **Assessment and Evaluation**

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Seminars, Assignments, Quizzes, Class Regularity	50%
2	End-Semester Examination	Written Exam/Practical Exam Project Evaluation (Report, Presentation, Viva)	50%

- **CLOs – PLOs Matrix**

CLO	PLO											
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	3	2	2	2	1	3	3	2	2	2	1
CLO2	3	3	2	2	2	2	2	2	2	2	2	2
CLO3	3	3	2	2	2	3	3	2	2	2	3	2
CLO4	2	2	3	3	3	3	2	3	3	3	2	2
CLO5	2	2	3	3	3	3	2	2	3	3	2	2
CLO6	3	2	3	2	3	3	3	3	3	3	3	3

Values to **CLO-PLO** matrix are assigned **by judging the importance of the particular CLO** in relation to the **PLOs**.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

- **Suggested Learning Materials Books:**

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	Valmiki Ramayana (Critical Edition), Vol.5	Critically edited by G.C. Jhala	1966	Oriental Institute, Baroda
2	Valmiki Ramayana - Sundara Kanda:Govindaraja Commentary	T.R.Krushnacharya	1912	Propritore, Madhav villa book Depot. Kumbakonam
3	Sanskrit Ram Katha	Fathar Kamil Bulke	1982	Hindi Parishad Prakashan, Prayag
4	Valmikiyaramkatha	C.N. Patel	1982	C. N. Patel (Prof. Chunilal N. Patel) was published by the author himself
5	Valmiki Krut Ramayan no Sundarkand	Dr.Vasant Parikh	2009	Pravin Pustak Bhandar, Rajkot

- **Online Resources (Open Source)**

Sr. No.	Description of Resource(s)	Weblink
1	Relevant entries in Wikipedia	https://www.wikipedia.org/
2	Encyclopaedia Britannica	https://www.britannica.com/
3	Relevant books available on	archive.org
4	Relevant articles on Jstor	https://www.jstor.org/
5	Project Muse	https://muse.jhu.edu/
6	Sundarakandam Of Srimad Ramayana	https://archive.org/details/dli.ernet.495684

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Masters of Arts (Sanskrit) Semester - I

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSE	**P2A01NESAN02**	**Itihasa-Purana:** Mahabharata of Vedavyasa (Mokshadharma-Parva, Selected Adhyayas) & Matsya Purana (Selected Adhyayas)	4-0-1	**120**	04

- **Course Learning Outcomes (CLOs)**

On completion of this course, students will be able to:

CLO1:Critically interpret and analyze selected portions of the Mahabharata, demonstrating in-depth understanding of their meaning, context, and thematic structure.

CLO2:Examine and articulate the defining characteristics of Purana literature, including its structural framework and traditional features.

CLO3:Analyze the distinctive features of Mahapurana within the Indian literary tradition, with reference to epic conventions and narrative elements.

CLO4:Evaluate the cultural, ethical, and philosophical significance of Purana and Mahapurana in shaping Indian thought and values.

CLO5:Critically assess the Mahabharata as an epic, with reference to its narrative structure, characterization, and literary excellence.

CLO6:Demonstrate proficiency in translating and elaborating prescribed texts, ensuring accuracy, clarity, and contextual understanding.

Unit	Course Content	Learning Pedagogies*	CLO(s)
I	**Itihasa:** Critical Edition of Mahabharata Author Mahabharata as a Mahakavya Yanna Bharate tanna Bharate Vyasochchhistam Jagat Sarvam Mahabharatasya kramah (Jaya-Bharata-Mahabharata)	• Classroom Lecture (CL) • Seminars (Student-led and Faculty-moderated) • Research-Oriented Learning (Literature Review, Tool Construction, Data Analysis Exercises) • Collaborative Learning (Group Tasks, Peer Discussion, Joint Presentations)	CLO1 CLO3 CLO5
II	**Mahabharata Mokshadharma-parva** **(Selected Adhyayas- 168 - 180)** Translation with explanation, Short notes, General Questions on Subject matter	• Classroom Lecture (CL) • Research-Oriented Learning (Literature Review, Tool Construction, Data Analysis Exercises) • ICT-Enabled Learning (LMS-based Tasks, Digital Resources, Virtual Labs/Webinars) • Self-Directed Learning (Guided Readings, Concept Exploration Tasks)	CLO1 CLO5 CLO6

Masters of Arts (Sanskrit) Semester - I

III	**Purana:** Introduction of Puranas Puranam panchalakshanam Characteristics of Mahapuranam Matsyapurana as a Mahapuranam	• Classroom Lecture (CL) • Seminars (Student-led and Faculty-moderated) • Research-Oriented Learning (Literature Review, Tool Construction, Data Analysis Exercises) • Collaborative Learning (Group Tasks, Peer Discussion, Joint Presentations)	CLO2 CLO3 CLO4
IV	**Matsya Puranam (Selected Adhyayas- 177 - 186)** Translation with explanation, Short notes General Questions on Subject matter	• Classroom Lecture (CL) • Research-Oriented Learning (Literature Review, Tool Construction, Data Analysis Exercises) • ICT-Enabled Learning (LMS-based Tasks, Digital Resources, Virtual Labs/Webinars) • Self-Directed Learning (Guided Readings, Concept Exploration Tasks)	CLO2 CLO3 CLO6

- **Weightage of Learning Efforts for External Assessment**

Unit	Aligned COs	Total Learning Hours	Approximate weightage(Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse& above (A)	
I	CLO1 CLO3 CLO5	30	2	1	10	13
II	CLO1 CLO5 CLO6	31	1	1	10	12
III	CLO2 CLO3 CLO4	31	2	1	10	13
IV	CLO2 CLO3 CLO6	28	1	1	10	12
		120	**06**	**04**	**40**	**50**

- **Assessment Methodologies**
  - **(I) Internal Assessment**
    - **a. Internal Formative assessment**
      - (m) Assignment
      - (n) Seminar/Presentation
      - (o) Short analytical quizzes
    - **b. Internal Summative Assessment**
      - (i) Mid-term tests
      - (j) Viva-voce

(J) External Assessment

Term End Test (50 Marks)

- **Assessment and Evaluation**

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Seminars, Assignments, Quizzes, Class Regularity,	50%
2	End-Semester Examination	Written Exam/Practical Exam Project Evaluation (Report, Presentation, Viva)	50%

- **CLOs – PLOs Matrix**

CLO	PLO											
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	3	2	2	2	2	3	2	2	2	3	1
CLO2	3	3	2	2	2	2	3	3	2	2	3	3
CLO3	3	3	2	2	2	3	3	2	3	2	3	3
CLO4	3	2	3	3	3	3	2	3	3	3	3	3
CLO5	3	3	3	2	2	3	2	2	3	3	2	3
CLO6	3	2	3	2	3	3	3	3	3	3	3	3

Values to **CLO-PLO** matrix are assigned **by judging the importance of the particular CLO** in relation to the **PLOs**.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

- **Suggested Learning Materials Books:**

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	Puran Vimarsha	Upadhyay Baldev	1978	Chaukhamba Vidya Bhavan, Varansi
2	Ashtadash Puran Parichay	Dr. Shri KrishnaMani Tripathi	1980	Chaukhamba Sarsvati Bhavan, Varansi
3	Mahabharat	C V Vaidya	1905	A.J.Combridge & Co. Bombay
4	Mahābhārata: Mokṣa-Dharma-Parvan (Volume 1)	Nicholas Sutton	2024	Hindu Studies Press
5	Studies in the Epics and Puranas	A.D. Pushalkar	1955	Hindustan Cellulose and Paper; Bombay

6	(Mahabharat) Shantiparva II	Sukthankar, V.S., Belvalkar,	1954	S.K., Bhandarkar Oriental Research Institute, Poona
7	Mahabharat, Shastri	V.M., Sastu Sahitya	1957	Vardhak Karyalay, Bombay
8	Matsya Puranam	Chokshi, K.C.	2000	Saraswati Book Centre, Delhi, 2000
9	The Matsyapuranam text in devanagari translation & note in English	-	1997	Nag Publishers, Delhi, 1997

- **Online Resources (Open Source)**

Sr. No.	Description of Resource(s)	Weblink
1	Relevant entries in Wikipedia	https://www.wikipedia.org/
2	Encyclopaedia Britannica	https://www.britannica.com/
3	Relevant books available on	archive.org
4	Relevant articles on Jstor	https://www.jstor.org/
5	Project Muse	(https://muse.jhu.edu/

SARDAR PATEL UNIVERSITY

Vallabh Vidyanagar

NAAC 'A' Grade (10-01-2023 To 09-01-2028)

NEP-2020 aligned Curriculum with effect from Academic Year 2026-27

Masters of Arts (Sanskrit) Semester - I

Course Type	Course Code	Course Title	Teaching-Learning Scheme L-P-T	Total Notional Hours	Course credits
DSE	**P2A01NESAN03**	**Mahakavya:** Naishadhiyacharitam of Shree Harsh (Sarga-1) & Shishupalavadham of Magha (Sarga-1)	4-0-1	**120**	04

- **Course Learning Outcomes (CLOs)**

On completion of this course, students will be able to:

CLO1:Critically analyze the defining characteristics of Mahākāvya, with reference to the works of Harsha and Māgha.

CLO2: Examine the origin and historical development of Mahākāvya within the broader framework of Sanskrit literature.

CLO3: Evaluate the poetic style of Harsha and Māgha, with focused attention on language, stylistic features, and literary techniques.

CLO4: Identify and illustrate the structural and aesthetic features of Mahākāvya, supported by appropriate textual examples.

CLO5: Interpret and translate selected portions of Naishadhiyacharitam and Shishupalavadham, demonstrating accuracy and contextual understanding.

CLO6: Critically appraise the literary contributions of Harsha and Māgha, and demonstrate the ability to produce well-structured analytical essays.

Unit	Course Content	Learning Pedagogies*	CLO(s)
I	**Mahakavya** : Origin and development, the form of Mahakavya, Characteristics of Mahakavya, Bruhattrayi Mahakavya, Pandit Yugana Mahakavyo, Title of (Mahakavyas) Naishadhiyacharitam Life, Date & Works of Shree Harsh Characteristics of Mahakavya, Title of (Mahakavyas) Shishupalavadham, Life, Date & Works of Mahga, Maghesantitrayogunaha, Poetic style pertaining to the Subject matter (Naishadhiyacharitam & Shishupalavadham)	• Classroom Lecture (CL) • Seminars (Student-led and Faculty-moderated) • Research-Oriented Learning (Literature Review, Tool Construction, Data Analysis Exercises) • Collaborative Learning (Group Tasks, Peer Discussion, Joint Presentations)	CLO1 CLO2 CLO3
II	**Naishadhiyacharitam of Shree Harsh (Sarga-1) & Shishupalavadham of Magha (Sarga-1)** Translation & Reference to the context	• Classroom Lecture (CL) • Research-Oriented Learning (Literature Review, Tool Construction, Data Analysis Exercises) • ICT-Enabled Learning (LMS-based	CLO4 CLO5

		Tasks, Digital Resources, Virtual Labs/Webinars) • Self-Directed Learning (Guided Readings, Concept Exploration Tasks)	
III	**Naishadhiyacharitam of Shree Harsh (Sarga-1)** General Questions, Short notes on the subject matter	• Classroom Lecture (CL) • Seminars (Student-led and Faculty-moderated) • Research-Oriented Learning (Literature Review, Tool Construction, Data Analysis Exercises) • Collaborative Learning (Group Tasks, Peer Discussion, Joint Presentations)	CLO4 CLO5 CLO6
IV	**Shishupalavadham of Magha (Sarga-1)** General Questions, Short notes on the subject matter	• Classroom Lecture (CL) • Research-Oriented Learning (Literature Review, Tool Construction, Data Analysis Exercises) • ICT-Enabled Learning (LMS-based Tasks, Digital Resources, Virtual Labs/Webinars) • Self-Directed Learning (Guided Readings, Concept Exploration Tasks)	CLO4 CLO5 CLO6

- **Weightage of Learning EffortsforExternalAssessment**

Unit	Aligned COs	Total Learning Hours	Approximate weightage(Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse& above (A)	
I	CLO1 CLO2 CLO3	30	2	1	10	13
II	CLO4 CLO5	31	2	1	10	13
III	CLO4 CLO5 CLO6	31	1	1	10	12
IV	CLO4 CLO5 CLO6	28	**1**	1	10	12
		120	**06**	**04**	**40**	**50**

- **Assessment Methodologies**

(K) Internal Assessment

a. Internal Formative assessment

(p) Assignment
(q) Seminar/Presentation

(r) Short analytical quizzes

b. Internal Summative Assessment

(k) Mid-term tests

(l) Viva-voce

(L) External Assessment

Term End Test (50 Marks)

- **Assessment and Evaluation**

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Seminars, Assignments, Quizzes, Class Regularity,	50%
2	End-Semester Examination	Written Exam/Practical Exam Project Evaluation (Report, Presentation, Viva)	50%

(M) CLOs – PLOs Matrix

CLO	PLO											
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	3	2	2	2	2	3	2	2	2	3	1
CLO2	3	3	2	2	2	2	3	3	2	2	3	3
CLO3	3	3	2	2	2	3	3	2	3	2	3	3
CLO4	3	2	3	3	3	3	2	3	3	3	3	3
CLO5	3	3	3	2	2	3	2	2	3	3	2	3
CLO6	3	2	3	2	3	3	3	3	3	3	3	3

Values to **CLO-PLO** matrix are assigned **by judging the importance of the particular CLO** in relation to the **PLOs**.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

- **Suggested Learning Materials Books:**

Sr.No.	Title	Author(s)	Edition/Year	Publisher
1	Naishadhiyacharitam	Acharya Shree Sheparajsharma Regmi	1995	ChaukhambhaSurbharati Prakashan, Varansi
2	Naishadhiyacharitam	Sivadatta	1933	Pandurang Jawaji, Bombay

3	Sanskrit Sahitya ki Ruprekha	Chandreshekhar Pandey	1945	Sahitya Niketan, Kanpur
4	Sanskrit Kavi-Darshan	Bhola Shankar Vyas	1955	Chaukhambha Vidyabhavan Chok, Banaras
5	Sanskrit Kavyashastra ka Itihas	Shushilkumar De	1988	Bihar Hindi Granth Akadami, Patana
6	Sanskrit Sahitya ka Itihas	Shushilkumar De	1948	Sarda Mandir, Kashi
7	History of Sanskrit Literature	A.B. Keith	1920	Oxford University Press, London
8	Shishupalavadham	Nitin R. Desai	2001	University Granth Nirman Board, Ahemdabad
9	Shishupalavadham (Sarga 1 & 2)	Ed. Bhagvatiprasad D. Pandya & Suresh J. Dave	2009	Pashva Pub., Ahemdabad

- **Online Resources (Open Source)**

Sr. No.	Description of Resource(s)	Weblink
1	Relevant entries in Wikipedia	https://en.wikipedia.org/wiki/Naishadha_Charita
2	Encyclopaedia Britannica	https://www.britannica.com/
3	Relevant books available on	archive.org
4	Relevant articles on Jstor,	https://www.jstor.org/
5	Project Muse	https://muse.jhu.edu/

Masters of Arts (Sanskrit) Semester - I

Course Type	Course Code	Course Title	Teaching-Learning Scheme L-P-T	Total Notional Hours	Course credits
DSE	**P2A01NESAN04**	**Mahakavya:** Rajtarangini of Kalhana (Tarang – 1)	4-0-1	**120**	04

- **Course Learning Outcomes (CLOs)**

On completion of this course, students will be able to:

CLO1: Critically examine the origin and structural characteristics of the Mahākāvya genre, demonstrating conceptual clarity.

CLO2:Differentiate between traditional and historical Mahākāvyas, with analytical understanding of their distinctive features.

CLO3: Analyze the distinction between narrative and historical elements, and critically evaluate approaches to historiography.

CLO4: Assess the administrative systems and political structures of ancient rulers described in the First Taranga, with reference to dynasties such as Gonanda.

CLO5: Examine the social, cultural, and political context of ancient Kashmir, demonstrating contextual and interpretative understanding.

CLO6: Develop foundational research skills to interpret and explicate original Sanskrit verses, ensuring accuracy, contextual awareness, and scholarly precision.

Unit	Course Content	Learning Pedagogies*	CLO(s)
I	**Mahakavya** : Origin and developmentthe form of Historical Mahakvya Characteristics of Mahakavya, Historical Mahakvyo, Title of (Mahakavyas), Life, Date & Works of Kalhan Poetic style pertaining to the Subject matter (Rajatarangini)	• Classroom Lecture (CL) • Seminars (Student-led and Faculty-moderated) • Research-Oriented Learning (Literature Review, Tool Construction, Data Analysis Exercises) • Collaborative Learning (Group Tasks, Peer Discussion, Joint Presentations)	CLO1 CLO2 CLO3
II	**Mahakavya :** Rajtarangini of Kalhana (Tarang – 1) Shlok : 1 to 124 Translation & Reference to the context	• Classroom Lecture (CL) • Research-Oriented Learning (Literature Review, Tool Construction, Data Analysis Exercises) • ICT-Enabled Learning (LMS-based Tasks, Digital Resources, Virtual Labs/Webinars) • Self-Directed Learning (Guided Readings, Concept Exploration Tasks)	CLO4 CLO5 CLO6
III	**Mahakavya:**Rajtarangini of Kalhana (Tarang – 1) Shlok : 125 to 250	• Classroom Lecture (CL) • Seminars (Student-led and Faculty-	CLO4 CLO5

	General Questions, Short notes on the subject matter	moderated) • Research-Oriented Learning (Literature Review, Tool Construction, Data Analysis Exercises) • Collaborative Learning (Group Tasks, Peer Discussion, Joint Presentations)	CLO6
IV	**Mahakavya:**Rajtarangini of Kalhana (Tarang – 1) Shlok : 250 to 373 General Questions, Short notes on the subject matter	• Classroom Lecture (CL) • Research-Oriented Learning (Literature Review, Tool Construction, Data Analysis Exercises) • ICT-Enabled Learning (LMS-based Tasks, Digital Resources, Virtual Labs/Webinars) • Self-Directed Learning (Guided Readings, Concept Exploration Tasks)	CLO4 CLO5 CLO6

- **Weightage of Learning EffortsforExternalAssessment**

Unit	Aligned COs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse& above (A)	
I	CLO1 CLO2 CLO3	30	2	1	10	13
II	CLO4 CLO5 CLO6	31	1	1	10	12
III	CLO4 CLO5 CLO6	31	2	1	10	13
IV	CLO4 CLO5 CLO6	28	1	1	10	12
		120	**06**	**04**	**40**	**50**

- **Assessment Methodologies**

(N) Internal Assessment

a. Internal Formative assessment

(s) Assignment
(t) Seminar/Presentation
(u) Short analytical quizzes

b. Internal Summative Assessment

(m)Mid-term tests

(n) Viva-voce

(O)External Assessment

Term End Test (50 Marks)

- **Assessment and Evaluation**

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Seminars, Assignments, Quizzes, Class Regularity,	50%
2	End-Semester Examination	Written Exam/Practical Exam Project Evaluation (Report, Presentation, Viva)	50%

- **CLOs – PLOs Matrix**

CLO	PLO											
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	3	2	2	2	2	3	2	2	2	3	3
CLO2	3	3	2	2	3	2	3	3	2	2	2	3
CLO3	3	3	2	2	2	3	3	2	3	2	2	3
CLO4	3	2	3	3	3	3	2	3	3	3	3	3
CLO5	3	3	3	2	2	3	2	2	3	3	3	3
CLO6	3	2	3	2	3	3	3	3	3	3	3	3

Values to **CLO-PLO** matrix are assigned **by judging the importance of the particular CLO** in relation to the **PLOs**.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

- **Suggested Learning Materials Books:**

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	Kalhan Krut Rajtarangini	Ragunath Sinh	1969	Hindi PracharakSansthan, Varansi
2	Kalhan Krut Rajtarangini (Pratham Khand)	Dr.Pritiprabha Goyal	2024	Rajashathani Granthagar, Jodhapur
3	Kalhana's Rajatarangini - Vol. I1	M. A. STEIN	1900	Archi Bald Constable and Company, Ltd
4	Rajatarangini	Ranjit Sitaram Pandit	1935	Sahitya Akadami, New Dilhi

5	Rajatarangini	Raghunath Singh	1970	Hindi PracharakSansthan, Varanasi
6	History of Sanskrit Literature	A.B. Keith	1920	Oxford University Press, London
7	Sanskrit Sahitya ka Itihas	Shushilkumar De	1948	Sarda Mandir, Kashi
8	Sanskrit Sahitya ki Ruprekha	Chandreshekhar Pandey	1945	Sahitya Niketan, Kanpur

- **Online Resources (Open Source)**

Sr. No.	Description of Resource(s)	Weblink
1	Relevant entries in Wikipedia	https://en.wikipedia.org/
2	Encyclopaedia Britannica	https://www.britannica.com/
3	Relevant books available on	archive.org
4	Relevant articles on Jstor,	https://www.jstor.org/
5	Project Muse	https://muse.jhu.edu/

Masters of Arts (Sanskrit) Semester - I

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
SKILL	**P2A01NSSAN01**	**Basic Communication Skill in Sanskrit**	1-1-0	**60**	02

- **Course Learning Outcomes (CLOs)**

On completion of this course, students will be able to:

CLO1: Explain the fundamental concepts of Sanskrit phonetics, including places of articulation (varṇa-ucchāraṇa) and basic sound system.

CLO2: Understand basic grammatical elements, including nouns (liṅga, vachana), dhātus, and simple noun and verb forms.

CLO3: Develop correct pronunciation skills through systematic practice, ensuring clarity in spoken Sanskrit.

CLO4: Apply basic Sanskrit communication skills, including greetings, self-introduction, simple sentence formation, everyday vocabulary, present tense usage, and short conversations.

Unit	Course Content	Learning Pedagogies*	CLO(s)
I	• उच्चारणस्थानानि • वर्णपरिचयः (basic understanding of Sanskrit sounds) • शब्दपरिचयः (introduction to nouns – लिंग, वचनbasic idea) • धातुपरिचयः (basic idea of धातुand simple verb forms) • सरलरूपाणि (very basic noun & verb forms) • Practice of correct pronunciation (शुद्धोच्चारणाभ्यासः)	• Classroom Lecture (CL) • Seminars (Student-led and Faculty-moderated) • Research-Oriented Learning (Literature Review, Tool Construction, Data Analysis Exercises) • Collaborative Learning (Group Tasks, Peer Discussion, Joint Presentations)	CLO1 CLO2
II	• Greetings and self-introduction (अभिवादनम्, आत्मपरिचयः) • Basic sentence formation (सरलवाक्यरचना) • Everyday vocabulary (दैनिकशब्दाः) • Simple question–answer patterns (प्रश्नोत्तरम्) • Short conversation practice (लघुसंवादाभ्यास)	• Classroom Lecture (CL) • Seminars (Student-led and Faculty-moderated) • Problem-Based Learning (PBL) • ICT-Enabled Learning (LMS-based Tasks, Digital Resources, Virtual Webinars)	CLO3 CLO4 CLO5

- **Weightage of Learning Efforts for External Assessment**

Unit	Aligned COs	Total Learning Hours	Approximate weightage(Marks) to Learning levels (BT)				Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse & above (A)	Assignment & Viva-Voce	
I	CLO1 CLO2	28	5	5	5	10	25
II	CLO3 CLO4 CLO5	32	5	5	5	10	25
		60	10	10	10	20	50

- **Assessment Methodologies**

(P) Internal Assessment

a. Internal Formative assessment (15 Marks)

(v) Assignment
(w) Presentation
(x) Short analytical quizzes

b. Internal Summative Assessment (10 Marks)

(o) Viva-voce
(p) Term Test

(Q) External Assessment : (25 Marks)

- **Assessment and Evaluation**

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Seminars, Assignments, Quizzes, Class Regularity, Written Exam	25%
2	End-Semester Examination	Written Exam	25%
		Total :	50%

- **CLOs – PLOs Matrix**

CLO	PLO											
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	2	1	3	2	1	2	2	1	1	1	2
CLO2	3	2	2	3	3	2	1	2	2	1	1	2
CLO3	2	1	1	2	3	1	2	3	2	2	2	2
CLO4	2	1	2	2	3	2	1	2	3	1	2	2

Masters of Arts (Sanskrit) Semester - I

Values to **CLO-PLO** matrix are assigned **by judging the importance of the particular CLO** in relation to the **PLOs**.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

- **Suggested Learning Materials Books:**

Sr. No.	Title	Author(s)	Edition/ Year	Publisher
1	बृहद संस्कृत व्याकरण	मोरेश्वर रामचंद्र काले	१९६४	रामनारायणलाल बेनीप्रसाद प्रकाशक, इलहाबाद
2	रूप चन्द्रिका	डॉ.रामानन्द त्रिपाठी	२००५	चौखम्बा सुरभारती प्रकाशन, वाराणसी
3	रचनानुवाद-कौमुदी	डॉ.कपिलदेव द्विवेदी	सन-१९६०	विश्वविद्यालय प्रकाशन, नखास चौक, गोरखपुर
4	संस्कृत व्याकरण प्रवेशिका	डॉ.कपिलदेव द्विवेदी	१९७३	मोतीलाल बनारसीदास, दिल्ही
5	देववाणी प्रवेशिका	श्री पद्मानंद शास्त्री	१९४१	बीकानेर नवापुर ग्रथ कुटीर, बीकानेर
6	संस्कृत व्याकरण	डॉ.मुनीश्वर झा	१९७१	उत्तर प्रदेश हिंदी ग्रन्थ अकादमी, लखनउ

- **Online Resources (Open Source)**

Sr. No.	Description of Resource(s)	Weblink
1	Relevant entries in Wikipedia and	https://www.wikipedia.org/
2	Encyclopaedia Britannica	https://www.britannica.com/
3	Relevant books available on	archive.org
4	Relevant articles on Jstor,	https://www.jstor.org/
5	Project Muse	https://muse.jhu.edu/