



पाणिनी Indian Knowledge System Centre

NAAC टीम के सभी माननीय सदस्यों
का हार्दिक स्वागत करता है



Panini

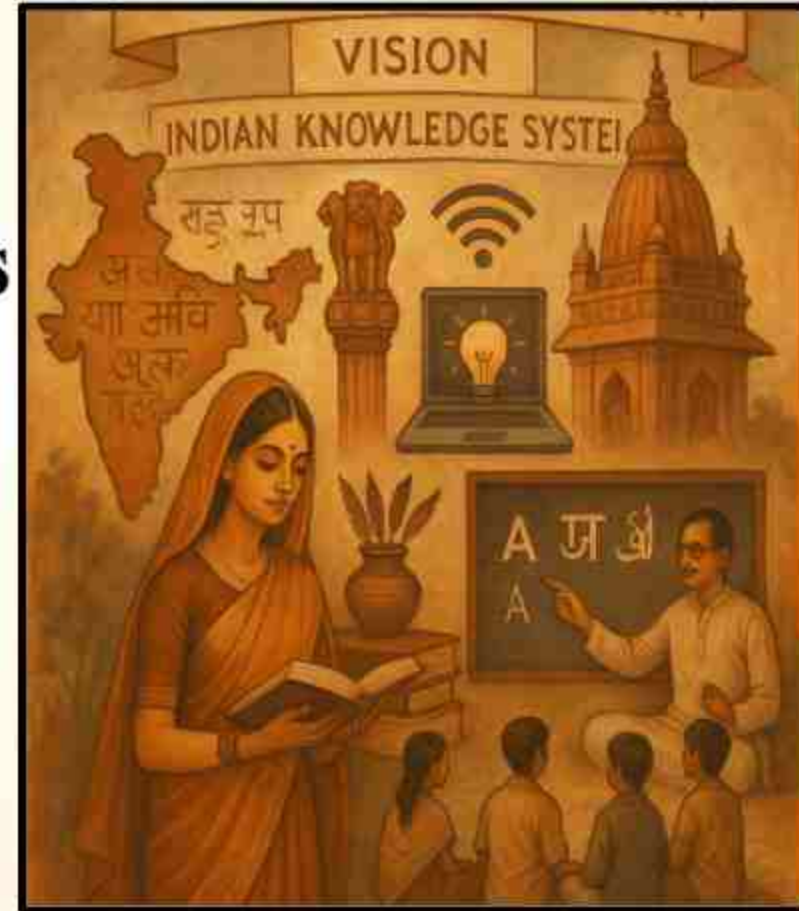
Creator of
Sanskrit
and Known
as Father of
Linguistic!





Vision

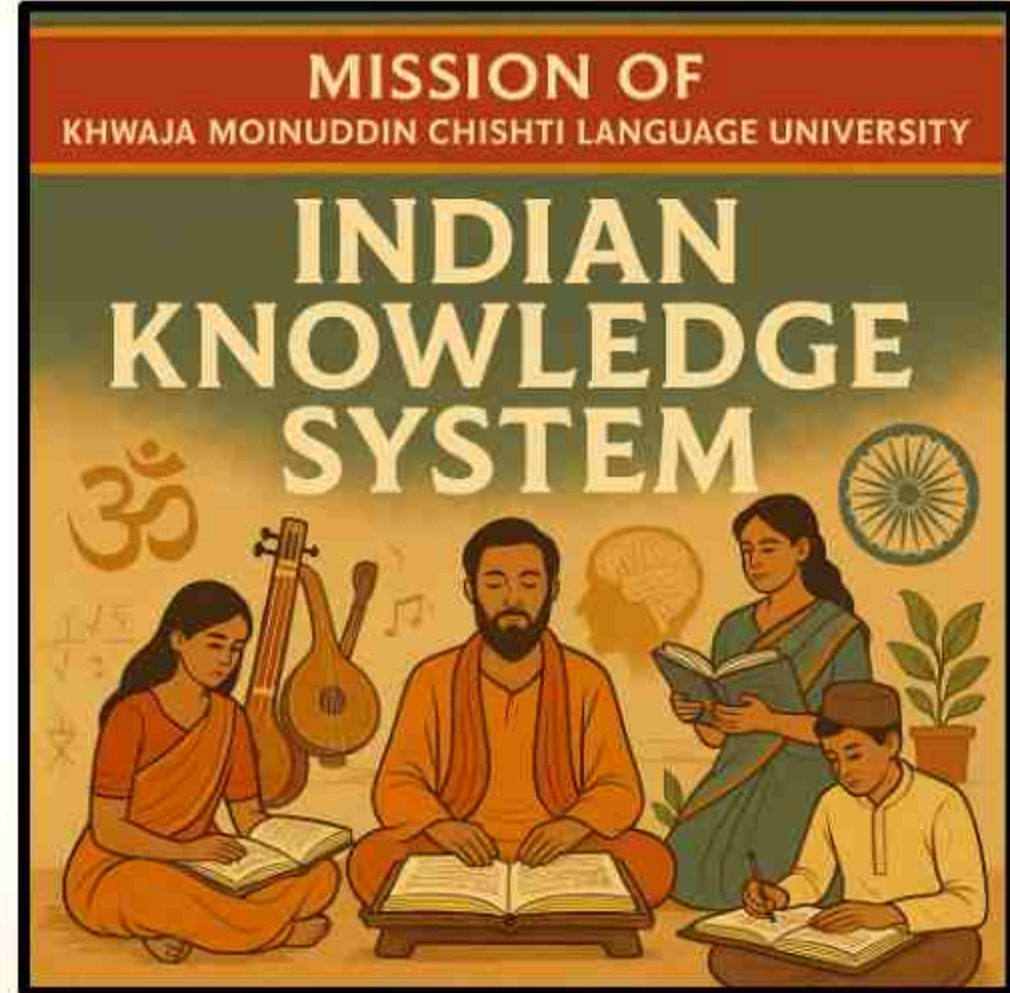
- **Promote Value-Based Education**
- **Integrate Indian Knowledge Systems (IKS) with Modern Disciplines**
- **Foster Multilingual and Multicultural Excellence**
- **Encourage Research for Societal Benefit through IKS**





Mission

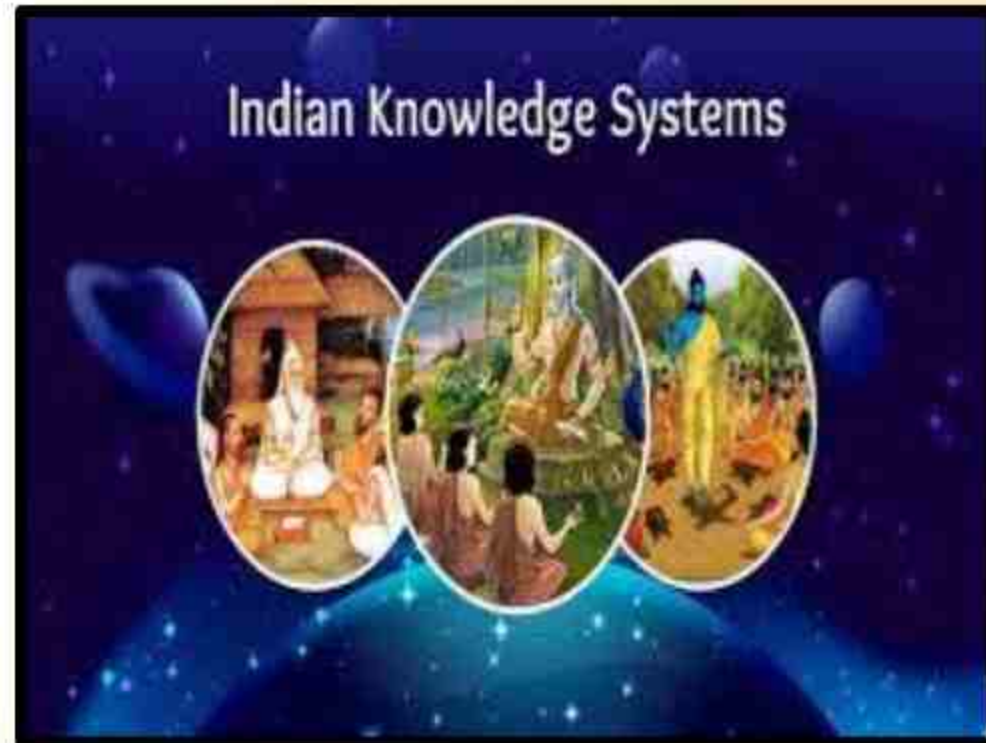
- **To Cultivate Ethically Rooted Educators**
- **To Enhance Faculty Excellence through Capacity Building**
- **To Preserve and Promote Indian Languages and Knowledge Systems**
- **To achieve NEP 2020 Objectives in Language and Liberal Arts Education**
- **To Foster an Inclusive and Culturally Enriched Learning Environment**





OBJECTIVES

- ❖ **To Integrate Indian Knowledge Systems and Cultural Values**
- ❖ **To Empower Faculty as Lifelong Learners and Nation Builders**
- ❖ **To Foster Academic Excellence and Innovation through IKS.**





**UNIVERSITY PROVIDES AN ECO SYSTEMS FOR
IKS TO RESEARCHERS AND STUDENTS
THROUGH**

- **Infrastructure**
- **Curriculum**
- **Various Programmes**
- **Knowledge Reservoir**
- **Incentive**



Infrastructure





Infrastructure





Curriculum (Commerce)

B.Com. NEP: Semester -VI-		
Paper BCCC 6.3 (C): Business Ethics and Corporate Governance		
Duration: 3 Hrs	Marks: 100 (25+75)	Credit: 6
Course outcomes: This course seeks to provide knowledge about the concepts, tools, techniques, and relevance of Business Ethics and Corporate Governance in the present Changing scenario.		
Unit	Topics	No. of Lectures
I	Values - Importance, Sources of Value Systems, Types, Values, Loyalty and Ethical Behavior, Values across Cultures; Business Ethics- Nature, Characteristics and Needs, Ethical Practices in Management Factors influencing business ethics, Arguments for and against business ethics, Types of ethical dilemmas.	17
II	Ethics in HRM- Importance, Managing ethical issues in HRM; Marketing ethics-Importance, Ethical issues in marketing, Ethical behavior in relation to suppliers, competitors, Ethics in Finance and Accounts Meaning, Nature of ethical decision making, Process- Problem identification, clarifying goals, identifying the desired facts, developing options based on objectives, analysis of various options, test the options, make decisions and implementation phase Factors influencing ethical decision making	26
III	Meaning, Features of good corporate governance, Factors influencing corporate governance, corporate governance in India, Amendments to Corporate Governance, CSR- Concept and initiatives in India	16
IV	Ethical issues of Corporate Governance, Factors influencing Corporate Governance, Models of Corporate Governance(Anglo American, Japanese, German& Indian), Theories of Corporate Governance(Agency, Political, Stake holder, Legitimacy, Resource dependency, Stewardship & Social contract theory)	16
Suggested Readings:		
1. Kitson Alan- Ethical Organization, Palgrave		
2. L. T. Hosmer: The Ethics of Management, Universal Book.		
3. D. Murray: Ethics in Organization, Kogan Page.		
4. S. K. Chakraborty: Values and Ethics in Organization, OUP		
Note- Latest edition of the text books should be used.		

B.Com. (Hons.) Semester -VI-		
Paper BCCC 6.3: Auditing		
Duration: 3 Hrs.	Marks: 100 (30+70)	Credit-6
Course Learning outcomes: This course aims at imparting knowledge about the principles and methods of auditing and their application.		
Unit	Topics	No. of Lectures
I	Methodology of Accounting, Auditing and Fraud risk management in Kautsky's Architecture. Audit and Audit Process: Meaning, Nature, Objectives and Various Classes of Auditing, Standard of Auditing, Pronouncements on accepted Auditing practices, Internal Control and the need for its evaluation by the Auditor.	17
II	Audit Procedures: Verification programme-selective verification, Audit in depth, test checking, Auditor's Approach to statistical sampling, Routine checking, vouchers, verification and valuation of assets and liabilities, Auditor's Report on Profit and Loss Account and Balance Sheet.	15
III	Audit of Limited Companies: Qualification and Appointment of Company Auditors, their powers, duties and liabilities as per Company Act 1956, Enquiries under Section 227 (5A), Audit of share capital, share transfer and managerial remuneration, Additional matters in the Auditor's Report (Manufacturing and other companies), Auditor's Report Order 1988.	19
IV	Audit of Public Sector Undertaking and Banks: Special features concerning Audit of departmental undertakings, Statutory Corporations and Government Companies, Procedure of appointment of Auditors, Special features relating to the audit of Banks, Audit of Insurance Companies and audit of non-profit companies. Cost Audit: Importance of cost audit, Provisions regarding cost audit, Cost Audit report, Tax and Social Audit, Internal Audit: Objective and scope of Internal Audit, Responsibilities and Authority of Internal Auditors, Relationship between internal auditor and statutory auditor.	24
Suggested Readings:		
1. Gupta Kamal: Contemporary Auditing, TATA Mc Graw, New Delhi.		
2. Tandon, B.N.: Principles of Auditing, S. Chand & Company, New Delhi.		
3. Pargare Dinkar: Principles and practices of Auditing, Sultan Chand, New Delhi.		
4. Sharma, T.R.: Auditing Principles and Procedures, Sahitya Bhawan, Agra. (Hindi and English)		
5. Yadav, Pankaj, Auditing, Neel Kamal Prakashan, Delhi (Hindi and English)		
Sharma, Sanjay, Auditing: MK Publications, Agra (Hindi and English)		
Note: Latest edition of the text books should be used.		
B.Com. (Hons.)-NEP-2020		



CURRICULUM (URDU)



خواجہ مینو الدین چشتی لہجہ یونیورسٹی، لکھنؤ، اتر پردیش (بھارت)
Khwaja Moinuddin Chishti Language University, Lucknow, U.P. (India)
U.P. NEWS PAPER REGISTRATION UNIVERSITY
 (Recognized Under Section 2(12) of the U.P. Act, 1996 & U.P. Act, 1997)



B.A. Semester-I
Major-I
Course Code: A030101T
Paper Name: Urdu Zuban-O-Adab Aur Qasaid-O-Insha
 پرچہ کا عنوان: اردو زبان و ادب اور قصائد و انشا

Total Marks: 100
(Internal=25+ End Semester=75)
Total Credit: 6

Course Outcomes: **کورس کا حاصل**

- زبان اور ادب پر مبنی معلومات حاصل کرنا
- اردو زبان و ادب کے مختلف مصادر و مواقع کا علم فراہم کرنا اور زبان کی تحقیقی کا پتہ چل سکے
- اردو زبان کی تاریخ و ادب کے مختلف افسانے سے واقف کرنا
- اردو زبان کا مختلف ادبی و تاریخی پس منظر اور ان کے اندر اختلافات سے واقف کرنا
- مختلف ادبیاتوں اور ادبیات کی تاریخ و ادب سے واقف کرنا
- ادبیات کی تاریخی و ادبیاتی پس منظر اور ان کا علم فراہم کرنا
- اردو ادب و ادبیات کی تاریخی و ادبیاتی پس منظر اور ان کا علم فراہم کرنا
- علم و ادب کی تاریخ سے واقف کرنا
- ادبیات کی تاریخ اور ادب کی تاریخ کے طریقے اور اصول و ضوابط سے واقف کرنا

UNIT: حصہ اول	TOPICS: موضوعات	No. of Lectures تعداد لیکچر
	Part-I: حصہ اول	
I	اردو زبان کی تحقیقی پس منظر اور ادب کا مختلف	10
	تاریخی و ادبیاتی پس منظر اور ادب کا مختلف	11
II	اردو زبان کی تاریخ و ادب کے مختلف افسانے سے واقف کرنا	12
	اردو زبان کا مختلف ادبی و تاریخی پس منظر اور ان کے اندر اختلافات سے واقف کرنا	12
	Part-II: حصہ دوم	

- Different types of languages and linguistic Integration with Indian Knowledge System (IKS):
- Urdu, being deeply rooted in Indian soil, offers rich literary and linguistic insight into India's composite culture and syncretic traditions.
- IKS promotes the understanding of India's linguistic diversity, including how languages have shaped civilizations and knowledge traditions.
- It encourages interdisciplinary learning, connecting language with history, culture, and education.



CURRICULUM (PHARMACY)

D. Pharm 1st year

6	Plant fibres used as surgical dressings: Cotton, silk, wool and regenerated fibres Sutures – Surgical Catgut and Ligatures	5
7	• Basic principles followed in the traditional systems of medicines like Ayurveda, Siddha, Unani and Homeopathy • Method of preparation of Ayurvedic formulations like Aris, Amla, Qila, Tala, Churna, Taba and Bhama	8
8	Role of medicinal and aromatic plants in national economy and their export potential	2
9	Herbs as health food: Brief introduction and therapeutic applications of: Nutraceuticals, Antioxidants, Probiotics, Prebiotics, Dietary Fibres, Omega-3 fatty acids, Spirulina, Carotenoids, Soya and Garlic	4
10	Introduction to herbal therapeutics	4
11	Herbal cosmetics: Sources, chemical constituents, commercial preparations, therapeutic and cosmetic uses of: Aloe vera gel, Almond oil, Lavender oil, Olive oil, Rosemary oil, Sandal Wood oil	4
12	Phytochemical investigation of drugs	2

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B. Pharm 2nd year (4th Semester)

UNIT IV

Pharmacognosy in various systems of medicine
Role of Pharmacognosy in allopathy and traditional systems of medicine namely, Ayurveda, Unani, Siddha, Homeopathy and Chinese systems of medicine.

10 Hours

Introduction to secondary metabolites

Definition, classification, properties and test for identification of Alkaloids, Glycosides, Flavonoids, Tannins, Volatile oil and Resins

UNIT V

Study of biological source, chemical nature and uses of drugs of natural origin containing following drugs

Plant Products

Fibers – Cotton, Jute, Hemp
Hallucinogens, Tetrahydrocannabinol, Natural opiates

80 Hours

Primary metabolites

General introduction, detailed study with respect to chemistry, sources, preparation, evaluation, preservation, storage, therapeutic use and commercial utility in Pharmaceutical Analysis and/or Medicines for the following primary metabolites:
Carbohydrates: Acacia, Agar, Tragacanth, Gum Arabic
Proteins and Enzymes: Gelatin, casein, proteolytic enzymes (Pepsin, trypsin, rennet, amylase, lipase, etc.), insulin, etc.
Lipids: Waxes, fats, fixed oils: Castor oil, Cholesterol, etc., Waxes: Lanolin, etc.
Marine Drugs:

Novel medicinal agents from marine sources

BP 603 T. HERBAL DRUG TECHNOLOGY (Theory)

40 Hours

Scope: This subject gives the student the knowledge of basic understanding of herbal drug industry, the quality of raw material, guidelines for quality of herbal drugs, herbal cosmetics, natural sweeteners, nutraceuticals etc. The subject also emphasizes on Good Manufacturing Practices (GMP), packaging and regulatory issues of herbal drugs.

Objectives: Upon completion of this course the student should be able to:

1. understand raw material as source of herbal drugs from cultivation to herbal drug product
2. know the WHO and ICH guidelines for evaluation of herbal drugs
3. know the herbal cosmetics, natural sweeteners, nutraceuticals
4. appreciate packaging of herbal drugs, GMP.

Course content:

2 Hours/week

UNIT-I

11 Hours

Herbs as raw materials

Definition of herbs, herbal medicine, herbal medicinal product, herbal drug preparation Source of Herbs
Harvesting, identification and authentication of herbal materials Processing of herbal raw material

Biodynamic Agriculture

Good agricultural practices in cultivation of medicinal plants including Organic Farming, Pest and Pests management in medicinal plants, Biopreservatives/Biopreservatives

Indian Systems of Medicine

a) Basic principles followed in Ayurveda, Siddha, Unani and Homeopathy
b) Preparation and standardization of Ayurvedic Formulations like Aris and Aris, Amla, Qila, Tala, Churna, Taba and Bhama

7 Hours

UNIT-II

Nutraceuticals

General aspects, Market, growth, scope and types of products available in the market. Health benefits and role of Nutraceuticals in ailments like Diabetes, CVS, Immune, Cancer, Irritable bowel syndrome and various Gastro intestinal disorders
Study of following herbs as health food: Alfalfa, Chlorella, Ginkgo, Fenugreek, Garlic, Flaxseed, Amla, Ginseng, Ashwagandha, Spirulina

Herbal Drug and Herb-Food Interactions: General introduction to interaction and classification. Study of following drugs and their possible side effects and interactions: Hypocistis, Echinacea, Ginkgo, Ginseng, Garlic, Pepper & Ephedra

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CURRICULUM **(POLITICAL SCIENCE)**



CURRICULUM (EDUCATION)

 **ख़्वाज़ा मौनुद्दीन चिश्ती लैंग्वेज यूनिवर्सिटी, लखनऊ, उ.प्र. (एनए)**
Khwaja Moinuddin Chishti Language University, Lucknow, U.P. (India)
A U.P. UNIVERSITY OF LANGUAGES
Recognized by the Ministry of Education, Government of India

**BA 14, Sem. II,
Course I (Theory) Program/Class Certificate BA
Year: First Semester, Second
Subject: Education Course Code: ED102A
Course Title: Development and Challenges of Indian Education System**

Course Learning Outcomes: On completion of this course, learners will be able to:
C01 Understand the development of Indian Education during different ages.
C02 Analyze the trends of Education during the different educational systems.
C03 Narrate the major contributions of Indian Educational Heritage in the different fields of study.
C04 Discuss the core of Foreign Influence, above Indian culture and educational heritage.
C05 Identify the problems of Indian education at different levels of education.
C06 Assess the root cause of challenges faced by Indian education system.

**Credits: 4 Core Compulsory
Max. Marks: 25+75
TMA 3**

Unit I

Unit II

Unit III
EDUCATION IN COLONIAL PERIOD (Short Landmarks of British Period)
• Character of British and Colonial Educational System
• Macaulay Minute Education Theory
• Wood Dispatch
• Hunter Commission
• Indian University Commission
• Gokhale Bill
• Indian Constitution
• Wadia Report

 **ख़्वाज़ा मौनुद्दीन चिश्ती लैंग्वेज यूनिवर्सिटी, लखनऊ, उ.प्र. (एनए)**
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**BA 2nd, Sem. III, Course I (Theory)
Subject: Education Course Code: ED1001
Subject: Education Course Code: ED1001**

Course Title: Philosophical, Sociological and Political Aspects of Education-I

Course Learning Outcomes: On completion of this course, learners will be able to:
C01 Define Education and Philosophy.
C02 Explain difference between Darwin and Philosophy.
C03 Identify significant features of the Indian and Western philosophies.
C04 Illustrate the relevance of the Indian and Western philosophical for modern educational system and society.
C05 Compare the Indian and Western Philosophical thought.
C06 Define pluralism and diversity in Indian society.
C07 Explain Education with Political and Economic issues.
C08 Distinguish between Fundamental Rights and duties.
C09 Value role of Education for Sustainable Development.
**Credits: 4 Core Compulsory
Max. Marks: 25+75**

Unit I
PLURALISM AND PRIORITARY • Meaning and Concept of Philosophy and Darwin; Difference between Philosophy and Darwin, its relationship with Education • Branches of Philosophy and Education.

Unit II

Unit III
A BRIEF INTRODUCTION TO WESTERN PHILOSOPHY • Meaning • Nativism • Pragmatism.

Unit IV

Unit V
INTRODUCTION TO INDIAN SOCIETY • Pluralism and Diversity in Indian Society • Social Stratification of Indian Society: Caste, Class, Gender.

Unit VI
SCHOOL EDUCATION AND SOCIETY • School in Social Organization • Social Change and Education • Social Mobility and Education.

Unit VII
RELIGIOUS PERSPECTIVES OF EDUCATION • Fundamental Rights and Duties • Christian Principles.

 **ख़्वाज़ा मौनुद्दीन चिश्ती लैंग्वेज यूनिवर्सिटी, लखनऊ, उ.प्र. (एनए)**
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**Department of Education
Course for Bachelor of Education (BEd-2023)**

**BEd, Semester-I
Compulsory Paper-I
Philosophical and Sociological Foundations of Education
Code: B.Ed-301**

Credits: 4 (No. of Lectures: 64) MM: 70 (Ext. + Int.)

Objectives

The Faculty member will be able to:

- Understand the concept of society, education and its interrelationship.
- Understand the Social realities of Indian society.
- Understand the significance of studying Philosophy in understanding educational practice and problems.
- Understand Contemporary Indian society and education.
- Understand the process and purpose of Education.
- Analyze the process and purpose of Education.
- Critically evaluate the philosophical context of Education.
- Reflect upon different philosophical Schools of Thought.
- Understand the value of Indian Orders in practical aspects of Philosophy.
- Follow the steps of nurturing values and increasing human duties.

Unit-I

- Education: Meaning, concept and nature.
- Agencies of Education.
- Philosophy: Meaning, nature, philosophy, and its correlation with education.
- Schools of philosophy of education.

Unit-II

- Indian philosophical systems and its contribution to education with reference to:
• Sankhya-Vedantism
• Jai Anandism
• Advaita Vedantism
• Nyaya-Vedantism
• Zakariyatullah Tughris & Giza Imam.

Unit-III

Western school of Philosophy with reference to:

- Plato.
- Aristotle.
- Rousseau & Pestalozzi.
- John Dewey.



CURRICULUM (ENGLISH)

Indian Literature in English (KWCMA-332)

Unit I: Fiction

R.K. Narayan:	<i>The Guide</i>
Arundhati Roy:	<i>The God of Small Things</i>

Unit II: Drama

Ghanshyam Das:	<i>Arjun</i>
Amal Dasgupta:	<i>Arjun</i>

Unit III: Non-Fictional Prose

Mahatma Gandhi:	<i>My Experiments with Truth</i>
Nehru C. Chatterjee:	<i>A Passage to India</i>

Unit IV: Poetry

Walter Scott:	<i>The Rime of the Ancient Mariner</i>
"The Fisherman":	<i>The Fisherman</i>
"The Fisherman":	<i>The Fisherman</i>
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"The Fisherman":	<i>The Fisherman</i>

English Readings in Literary Criticism (KWCMA-333)

Unit I: Critical Approach

Plato:	<i>Republic Book II</i>
Aristotle:	<i>Poetics</i>
Shakespeare:	<i>Hamlet</i>

Unit II: Romanticism, Realism, Naturalism and Modernism

Samuel Johnson:	<i>Dictionary of the English Language</i>
John Ruskin:	<i>Stones of Venice</i>

Unit III: Modern Theory

J.R. Lucas:	<i>History of Criticism</i>
Walter A. Dillman:	<i>The Unwritten History</i>

Unit IV: Contemporary Theory

J.A. Richards:	<i>Practical Criticism</i>
Richard Rorty:	<i>Philosophy and the Mirror of Nature</i>

15/5/10
15/5/10
15/5/10

English Unit V: Gender and Women Studies

Unit V: Gender and Women Studies

1. Gender and Language
2. Gender and Power
3. Sex and Gender
4. Intersectionality

Unit VI: Texts, Representations: The Male-Female Binary

1. Reading with a Gender Lens: Extract from Feminist Poetics
2. Charlotte Perkins Gilman: "The Yellow Wallpaper"

Unit VII: Postcolonial Gender

1. Key Concepts:
 - a) Gender
 - b) Post-structuralism
 - c) Queer Theory
 - d) Man's Movement
 - e) Gay Studies
 - f) Lesbianism
 - g) Transgender
 - h) Identity Politics
 - i) Pornography
 - j) Violence

- a) Gender Studies: Gender Studies (General)
- b) Gender Studies: Gender Studies (General)

Unit VIII: Texts, Representations: Interrogating the Binary

1. James Joyce: "The Dead" (Queer Identity)
2. A. Rich: "On Not Being a Lady" (Queer Identity)
3. Shakespeare: "The Merchant of Venice" (Queer Identity)

IKS IN OUR CURRICULUM **(PHYSICAL EDUCATION)**

Program Goal Certificate	Skill Entry	Examiner's Serial
Certificate Holder's Name: _____		
Course Code: BBAH011 Sports Management and Marketing		
Course Outcomes:		
Classified objectives:		
CO1: Understand knowledge of sports business and sports management in physical education.		
CO2: Understand knowledge to acquire business physical education programs at different level.		
CO3: The students will have deep financial management and budget.		
CO4: Students will able to do sports administration and management of equipment.		
Cell No.	Maintaining Module 18-19	Mrs. Pooja Mishra-26-11
Total no. of instruments to be provided to each part as follows:-		
Sl. No.	TOPIC	No. Of Lectures
I	Introduction	07
	* Meaning, growth and definition of sports management. * Nature and scope of sports management. * Aims and objectives of sports management.	
II	Sports Management	10
	* Meaning and concept of sport. * Planning and management of sports event. * Role of sports event manager. * Steps in event management. * Planning. * Scheduling. * Evaluation.	
III	Budget	-
	* Meaning, Definition, Preparation, Principles of making Budget. * Financial Management Operationalized into Challenges. * Factors of Sports Event Accounting.	
IV	The Budget Cycle and Budget Preparation Process	-
	* Preparation by Departmental Financial Head and activities. * Experimental management. * Financial Monitoring.	
V	Organization	-
	* Meaning & definition of Organization. * Need and Importance of Organization. * Working principles of Organization. * Structure of organization (sports Council and All India)	
VI	Equipment	-
	* History & Evolution. * Principles of Sports Equipment. * Performance of materials in sports management. * Methods of support system. * Role of a sports manager.	
VII	Facilities Equipment	-
	* Purchasing Equipment. * Care and maintenance of Equipment. * Maintenance services and cost accounting.	



Various Programmes



Workshop on “Bhartiya Gyan Parampara” to sensitize students about the relevance of traditional Indian culture and values



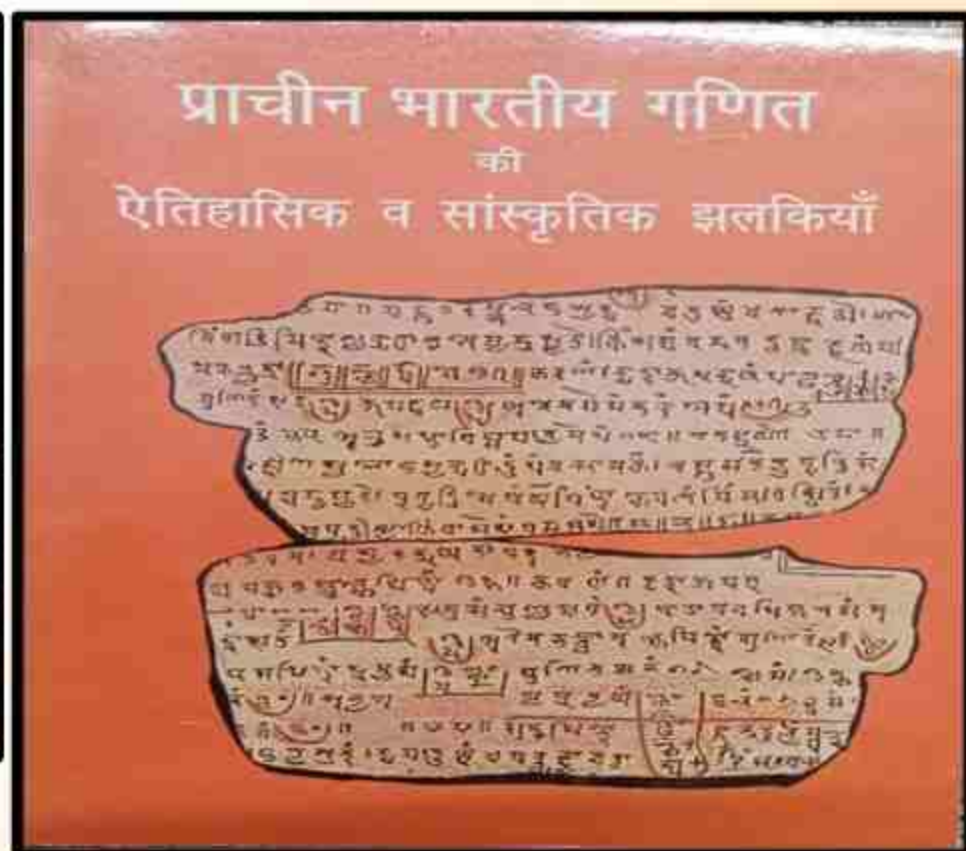
Discussion on translation of traditional Indian Text Books into modern languages may assist students in better understanding of Indian Knowledge System



Various Programmes



“Vedic Mathematics Workshop: Fast, Smart,
Ancient Techniques”





Various Programmes

भारतीय ज्ञान परंपरा पर मुकुल कानिटकर जी का उद्बोधन





Various Programmes



ख्वाजा मुईनुद्दीन चिश्ती भाषा विश्वविद्यालय, लखनऊ
विशिष्ट व्याख्यान

राष्ट्रीय शिक्षा नीति 2020 : क्रियान्वयन एवं चुनौतियां

मुख्य उद्बोधन :
मा. मुकुल कनितकर
राष्ट्रीय संगठन मंत्री
भारतीय शिक्षा मंडल

दिनांक 10 दिसम्बर, 2022, सायं 04:00 बजे

अध्यक्षता :
प्रो. एन.वी. सिंह
कुलपति

डॉ. नलिनी मिश्रा
समन्वयक

डॉ. नीरज शुक्ल
संयोजक





Various Programmes

विश्व का सबसे बड़ा गुलदस्ता है भारतीय भाषाएँ: प्रो मनोज दीक्षित

प्रो. मनोज दीक्षित

लखनऊ। ख्वाजा मुईनुद्दीन चिश्ती भाषा विश्वविद्यालय में आयोजित भाषा समिति के संयोजित कार्यक्रम में प्रो. मनोज दीक्षित ने कहा कि विश्व का सबसे बड़ा गुलदस्ता है भारतीय भाषाएँ। उन्होंने कहा कि भारतीय भाषाओं में अनेकता है और यह हमारे अस्तित्व का आधार है। उन्होंने कहा कि भारतीय भाषाओं में अनेकता है और यह हमारे अस्तित्व का आधार है। उन्होंने कहा कि भारतीय भाषाओं में अनेकता है और यह हमारे अस्तित्व का आधार है।



प्रो. मनोज दीक्षित ने कहा कि विश्व का सबसे बड़ा गुलदस्ता है भारतीय भाषाएँ। उन्होंने कहा कि भारतीय भाषाओं में अनेकता है और यह हमारे अस्तित्व का आधार है। उन्होंने कहा कि भारतीय भाषाओं में अनेकता है और यह हमारे अस्तित्व का आधार है। उन्होंने कहा कि भारतीय भाषाओं में अनेकता है और यह हमारे अस्तित्व का आधार है।

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मातृभाषा में शिक्षा बेहतर करती है विषय की समझ

संवाद न्यूज एजेंसी

लखनऊ। ख्वाजा मुईनुद्दीन चिश्ती भाषा विश्वविद्यालय में केंद्र की भारतीय भाषा समिति के सहयोग से आयोजित कार्यशाला 'इंटरनेट टूल्स के माध्यम से अनुवाद: चुनौतियाँ एवं समाधान' का बृहस्पतिवार को समापन हुआ।

आखिरी दिन के पहले सत्र के वक्ता व तालिमी बेदारी के अध्यक्ष डॉ. वसीम अख्तर ने कहा, शिक्षा इस सदी का सबसे शक्तिशाली हथियार है। इसके बल पर कोई भी विश्व विजेता बन सकता है। द्वितीय सत्र में डॉ. रचना ने कहा कि विद्यार्थी जीवन के साथ कार्यक्षेत्र में भी भाषा का विशेष है। मातृभाषा में शिक्षा लेने से विषय की समझ बेहतर हो जाती है।

भारतीय भाषा समिति के सदस्य चंदन श्रीवास्तव ने बताया कि नई शिक्षा नीति के तहत शिक्षा का दायरा कई भाषाओं तक बढ़ाया जा रहा है। समिति 270 से अधिक भारतीय भाषाओं के उत्थान के लिए काम कर रही है। मुख्य अतिथि व राम मनोहर लोहिया अवध विवि के प्रोफेसर मनोज दीक्षित ने कहा, भारत की

ख्वाजा मुईनुद्दीन चिश्ती भाषा विवि में कार्यशाला का समापन



कार्यशाला को संबोधित करते प्रोफेसर मनोज दीक्षित। -विधि

भाषाएं विश्व का सबसे बड़ा गुलदस्ता हैं। लैटिन भाषाओं की अपेक्षा भारतीय भाषाएं अधिक वैज्ञानिक व प्रामाणिक हैं।

कुलपति प्रो. एनबी सिंह ने बताया कि इस कार्यशाला ने भाषाई अनुवाद को तकनीक से जोड़ा है। कार्यशाला में अलीगढ़ मुस्लिम यूनिवर्सिटी से आए शोधार्थी सरफराज, रहनुमा बानो और हुमैरा ने अनुभव साझा किए। इस दौरान समन्वयक प्रो. मसूद आलम, कुलानुशासक डॉ. नीरज शुक्ल व विद्यार्थी थे।





Various Programmes



IKS Cell Organized Bhartiya Bhasha Utsav in the University to promote knowledge about Indian Languages Cultures and Traditions



Issues such as importance of knowledge related to Indian Knowledge System amongst the youth of the country were discussed during the Workshop



Various Programmes



ख्वाजा मुईनुद्दीन चिश्ती भाषा विश्वविद्यालय, लखनऊ



अध्यक्ष
प्रो. एन.बी. मिश्रा
भा. वि. विश्वविद्यालय



आजादी का
अमृत महोत्सव

भारतीय शिक्षण मंडल

के संयुक्त तत्वाधान में

कार्यशाला

“भारतीय ज्ञान परम्परा”

दिनांक 27 अगस्त 2022, समय - 12:00 बजे, स्थान : अटल सभागार

संयोजक : डॉ. नलिनी मिश्रा
समन्वयक - महिला अध्ययन केंद्र



आजादी का
अमृत महोत्सव



मुख्य अतिथि
प्रो. मनोज दीक्षित
पूर्व मुख्यमंत्री
उत्तर प्रदेश
अध्यक्ष, महिला अध्ययन केंद्र, अमृत महोत्सव



‘भारतीय ज्ञान परंपरा में गुरुकुल का महत्व’

■ एनबीटी, लखनऊ : भाषा विवि में भारतीय शिक्षण मंडल और विवि के संयुक्त तत्वाधान में शनिवार को ‘भारतीय ज्ञान परंपरा’ पर विशेष कार्यशाला का आयोजन किया गया। इस मौके पर मुख्य अतिथि भारतीय शिक्षण मंडल के राष्ट्रीय उपाध्यक्ष प्रो. मनोज दीक्षित ने कहा कि भारतीय ज्ञान परंपरा में गुरुकुल के विशेष महत्व है। शिक्षण मंडल भारतीय ज्ञान परंपरा से संबंधित पाण्डुलिपियों को डिजिटल रूप में संग्रहित करने का कार्य कर रहा है।

भाषा विश्वविद्यालय में भारतीय ज्ञान परम्परा पर कार्यशाला सम्पन्न

लखनऊ : भाषा विश्वविद्यालय में विश्वविद्यालय व भारतीय शिक्षण मंडल के संयुक्त तत्वाधान में ‘भारतीय ज्ञान परम्परा’ पर एक कार्यशाला आयोजित की गयी। कार्यशाला में मुख्य अतिथि के रूप में डॉ. राम मनोहर लोहिया अवध विश्वविद्यालय के पूर्व कुलपति एवं भारतीय शिक्षण मंडल के राष्ट्रीय उपाध्यक्ष प्रो. मनोज दीक्षित ने बोलते हुए भारतीय ज्ञान परम्परा में गुरुकुल के महत्व पर प्रकाश डाला। प्रो. दीक्षित ने अपने उद्घोषण में यह बताया कि भारतीय शिक्षण मंडल प्राचीन भारतीय ज्ञान परम्परा से सम्बंधित पाण्डुलिपियों को डिजिटल रूप में संग्रहित करने का अभूतपूर्व कार्य कर रहा है जिससे भाषा विवि की भारतीय ज्ञान परम्परा से परिचित कराया जा सके। इस कार्यशाला में कुलपति प्रो. एनबीटी सिंह ने प्राचीन संस्कारों तथा भारतीय ज्ञान परम्परा के अनंतसम्बन्धों को उद्घाटित किया और

बताया कि किस प्रकार से पुराने लोग वर्तमान तकनीक से परिचित न होते हुए भी अने चंग से कार्य की सम्पादित करते थे।



इस अवसर पर भारतीय शिक्षण मंडल द्वारा आयोजित की जाने वाली सुभाष स्मरण सत्र पर लेखन प्रतियोगिता के पोस्टर का विमोचन किया गया। कार्यशाला का संवादन विश्वविद्यालय के कुलपति एवं कार्यशाला के आयोजन सचिव डॉ. नीरज शुक्ल के किंचा तथा भन्वार्द प्रस्ताव महिला अध्ययन केंद्र की समन्वयक एवं कार्यशाला की संचालिका डॉ. नलिनी मिश्रा ने किया।



Various Programmes

Centre for Professional Development in Higher Education (CPDHE)
UGC-MMTTC, University of Delhi
In Collaboration with: IKS and India Knowledge Systems Division of India
On the Short Term Faculty Development Training Scheme on Higher Knowledge Systems (IKS)
Duration: 18th October 2023 - 21st October 2023
Venue: IKS Division of Higher Education

Director: Prof. Neeraj Shukla, IKS Division of Higher Education, Government of India
Co-Director: Prof. Dr. Anil Kumar, IKS Division of Higher Education, Government of India

Programme Schedule

Sr.	Date	Session 1 (09:00 - 12:00)	Session 2 (12:00 - 04:00)	Session 3 (04:00 - 06:00)
1st	18-10-23	Registration Prof. Neeraj Shukla Welcome Address Inauguration Dr. Anil Kumar Dr. Neeraj Shukla Dr. Anil Kumar Dr. Neeraj Shukla	Introduction to IKS Dr. Anil Kumar Dr. Neeraj Shukla Dr. Anil Kumar Dr. Neeraj Shukla	Introduction to IKS Dr. Anil Kumar Dr. Neeraj Shukla Dr. Anil Kumar Dr. Neeraj Shukla
2nd	19-10-23	Introduction to IKS Dr. Anil Kumar Dr. Neeraj Shukla Dr. Anil Kumar Dr. Neeraj Shukla	Introduction to IKS Dr. Anil Kumar Dr. Neeraj Shukla Dr. Anil Kumar Dr. Neeraj Shukla	Introduction to IKS Dr. Anil Kumar Dr. Neeraj Shukla Dr. Anil Kumar Dr. Neeraj Shukla
3rd	20-10-23	Introduction to IKS Dr. Anil Kumar Dr. Neeraj Shukla Dr. Anil Kumar Dr. Neeraj Shukla	Introduction to IKS Dr. Anil Kumar Dr. Neeraj Shukla Dr. Anil Kumar Dr. Neeraj Shukla	Introduction to IKS Dr. Anil Kumar Dr. Neeraj Shukla Dr. Anil Kumar Dr. Neeraj Shukla
4th	21-10-23	Introduction to IKS Dr. Anil Kumar Dr. Neeraj Shukla Dr. Anil Kumar Dr. Neeraj Shukla	Introduction to IKS Dr. Anil Kumar Dr. Neeraj Shukla Dr. Anil Kumar Dr. Neeraj Shukla	Introduction to IKS Dr. Anil Kumar Dr. Neeraj Shukla Dr. Anil Kumar Dr. Neeraj Shukla



Dr. Neeraj Shukla Nodal Officer (IKS) briefly discussing the key points of IKS as a keynote speaker



Various Programmes



The Nodal Officer (IKS) coordinator interacting with students at the IKS Cell of the University



Hon'ble Vice Chancellor presiding over meeting conducted on Indian Knowledge System with Shri Mukul Kanitkar, Prof. Manoj Dixit and others dignitaries



Knowledge Reservoir

BOOKS AND JOURNAL	RESEARCH PAPERS	USEFUL LINKS
200	150	400



Incentive

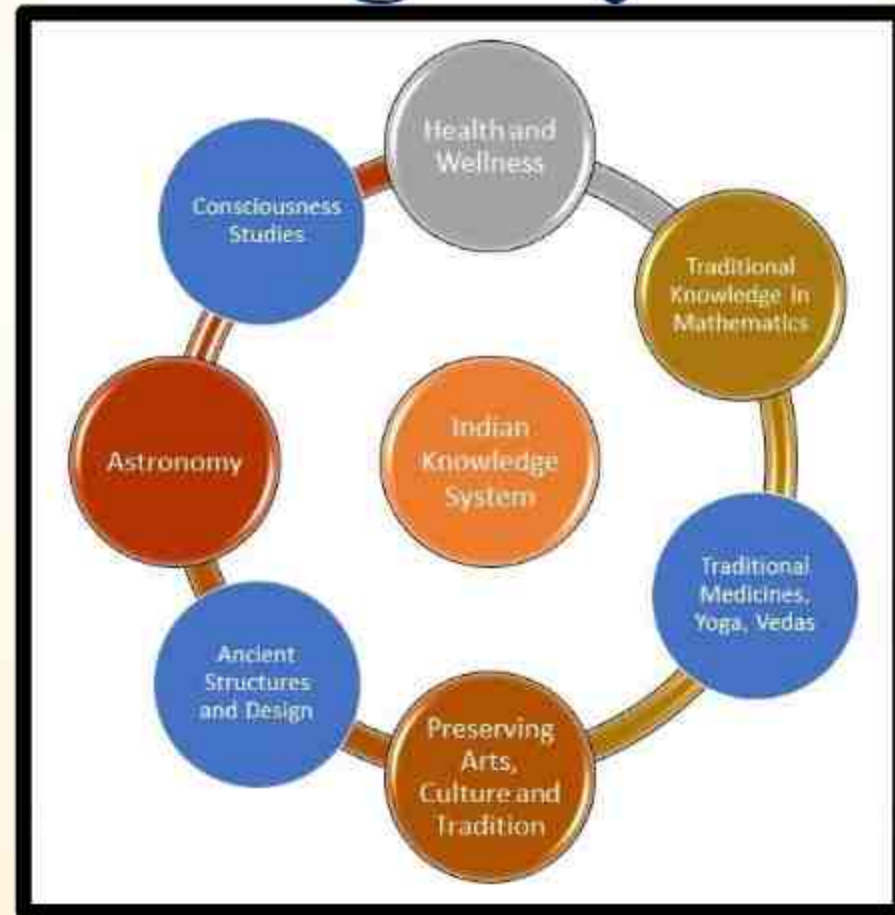
बिन्दु सं०-24.1 प्रो० चन्दना डे, निदेशक शोध के पत्र दिनांक 15-05-2025 द्वारा Indian Knowledge System सम्बन्धी शोध कार्य करने वाले शोध छात्र/छात्राओं को धनराशि रू० 20,000/-प्रतिवर्ष की आर्थिक सहायता सम्बन्धी प्रस्ताव का अनुमोदन।

निर्णय- वित्त समिति द्वारा सम्यक विचारोपरान्त Indian Knowledge System Component पर शोध करने वाले छात्र/छात्राओं को (जो किसी अन्य श्रोत से Funded न हों) धनराशि रू० 20,000/-प्रतिवर्ष की आर्थिक सहायता प्रदान करने का अनुमोदन प्रदान किया गया। इस सम्बन्ध में आवेदक की अर्हता एवं संस्था निर्धारण हेतु निम्नवत् समिति का गठन किया गया:-

1. निदेशक, शोध
2. अधिष्ठाता शैक्षणिक
3. मा० कुलपति द्वारा नामित वरिष्ठ प्रोफेसर।

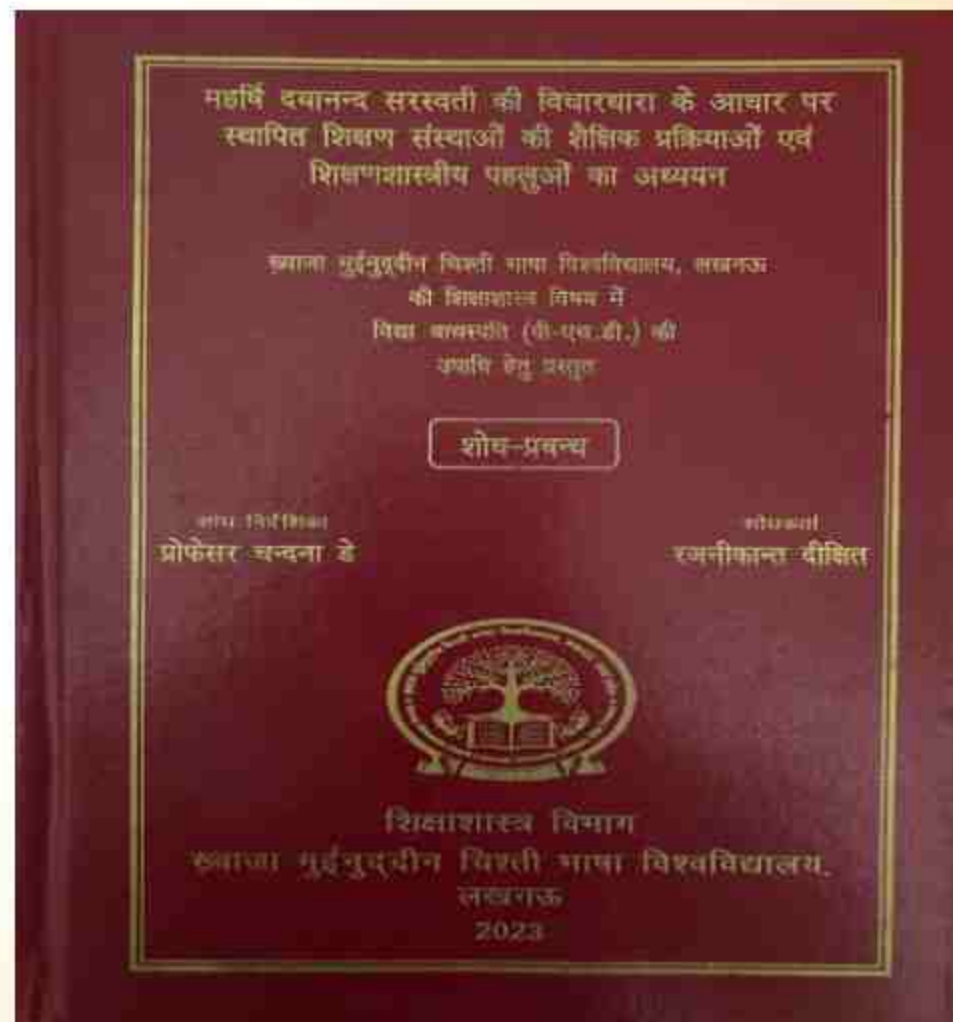
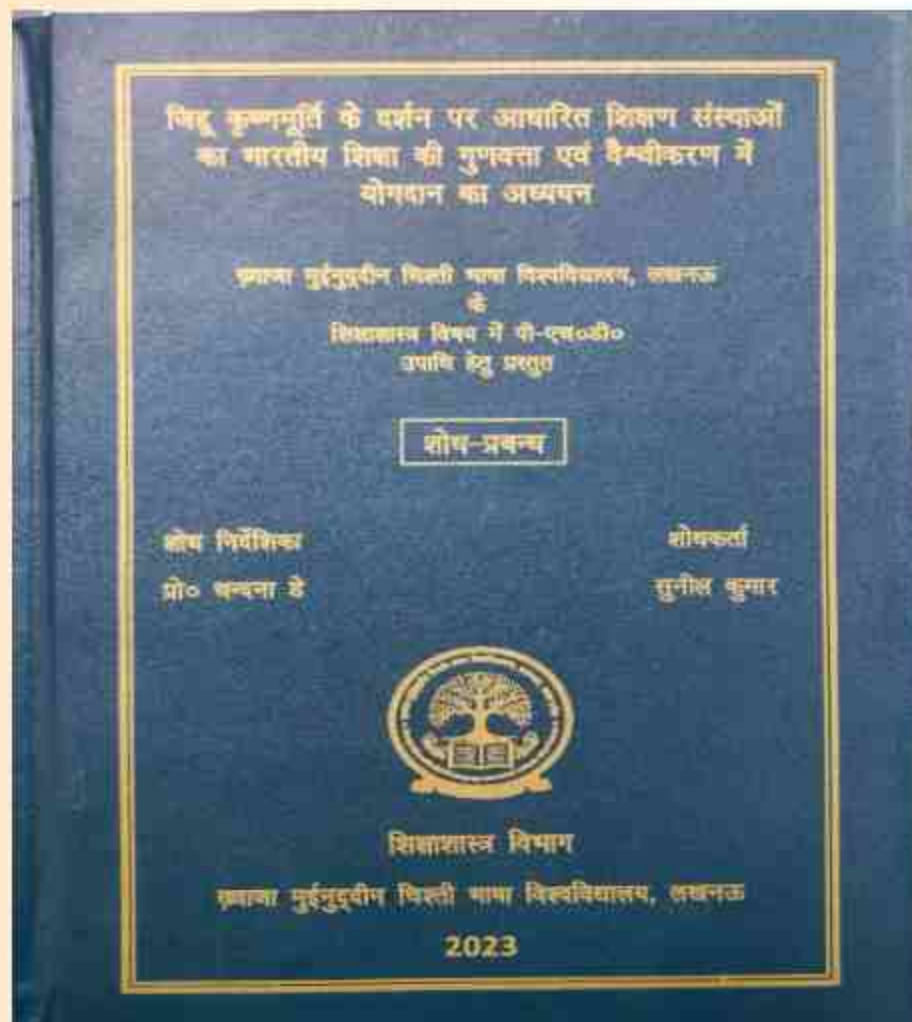


Key Domains of the Indian Knowledge System



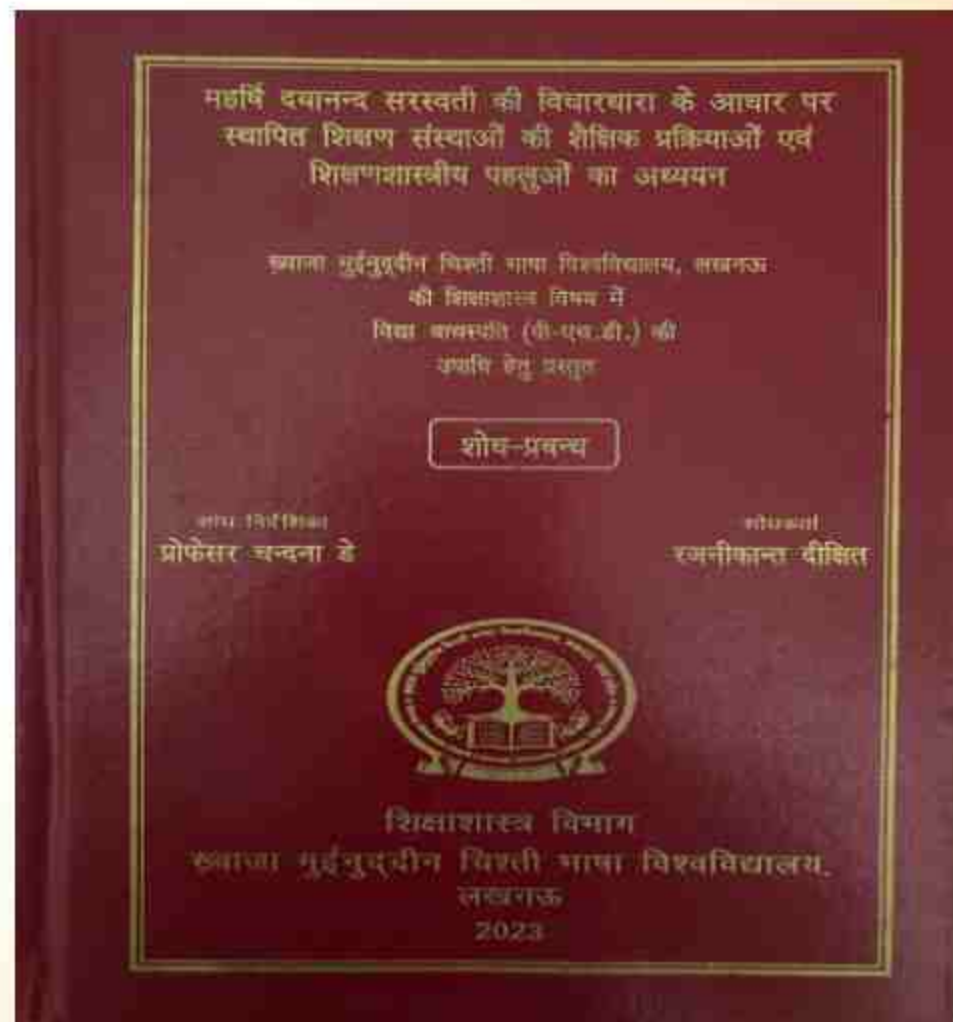
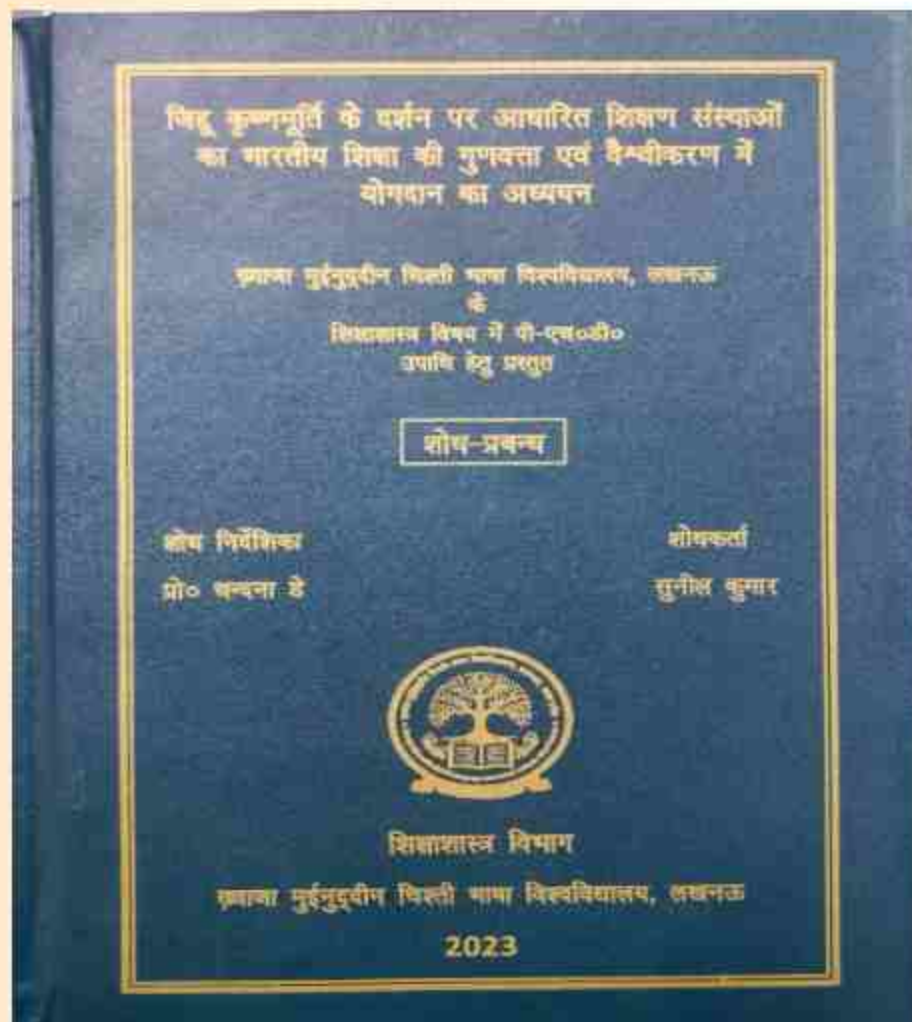


OUTCOME





OUTCOME Ph.D





OUTCOME RESEARCH PROJECTS

भारतीय इतिहास अनुसंधान परिषद
INDIAN COUNCIL OF HISTORICAL RESEARCH
एक स्वायत्त संगठन, जिसे भारत सरकार के शिक्षा विभाग द्वारा सहायता दी जाती है।
An Autonomous Organisation Under the Ministry of Education, Govt. of India
35, Panchsheel Road, New Delhi - 110 001
Phone : 011-23381677, 23388033, 23382224
Fax : 011-23385421, 23387629
E-mail : sec@icshr.ac.in, director.ra@icshr.ac.in
director.ju@icshr.ac.in, dir.library@icshr.ac.in
Website : www.icshr.ac.in

Dr. Lakshman Singh
Deputy Director (Research)
Email: dr.lakshman@icshr.ac.in

Dr. Lakshman Singh
Deputy Director (Research)
Email: dr.lakshman@icshr.ac.in

TO WHOM IT MAY CONCERN

This is to certify that Dr. Lakshman Singh has awarded the ICshr's Research Project Grant for a period of two years i.e. from 1st/10/2023 to 31st/9/2025 under File No. 628/2023/ICshr (FIR-001) M.P. The fees mentioned in Research Project Grant are per cent research material cost spent on the research work to ICshr in 2024-2025 for the project entitled "वाल्मीकि रामायण में लोक जीवन की उपयोगिता एवं उपयोगिता".

Yours faithfully,
Dr. Lakshman Singh

(Dr. Lakshman Singh)

Dr. Lakshman Singh
101, B-12, S.M.S. University
Lucknow (U.P.)-226015
Contact No. 9305423419, 9405773477
Email Id: dr.lakshman@icshr.ac.in, dr.lakshman@icshr.ac.in

**वाल्मीकि रामायण में लोक जीवन की
प्रसंगिकता एवं उपयोगिता**
**UTILITY AND RELEVANCE OF
PUBLIC LIFE IN VALMIKI RAMAYAN**



**A RESEARCH PROJECT REPORT
SUBMITTED TO THE
INDIAN COUNCIL OF HISTORICAL RESEARCH
NEW DELHI**

By
Dr. Lakshman Singh
Research Fellow

Assistant Professor, Department of History
Khwaja Moinuddin Chishti Language University
Lucknow, Uttar Pradesh (India)

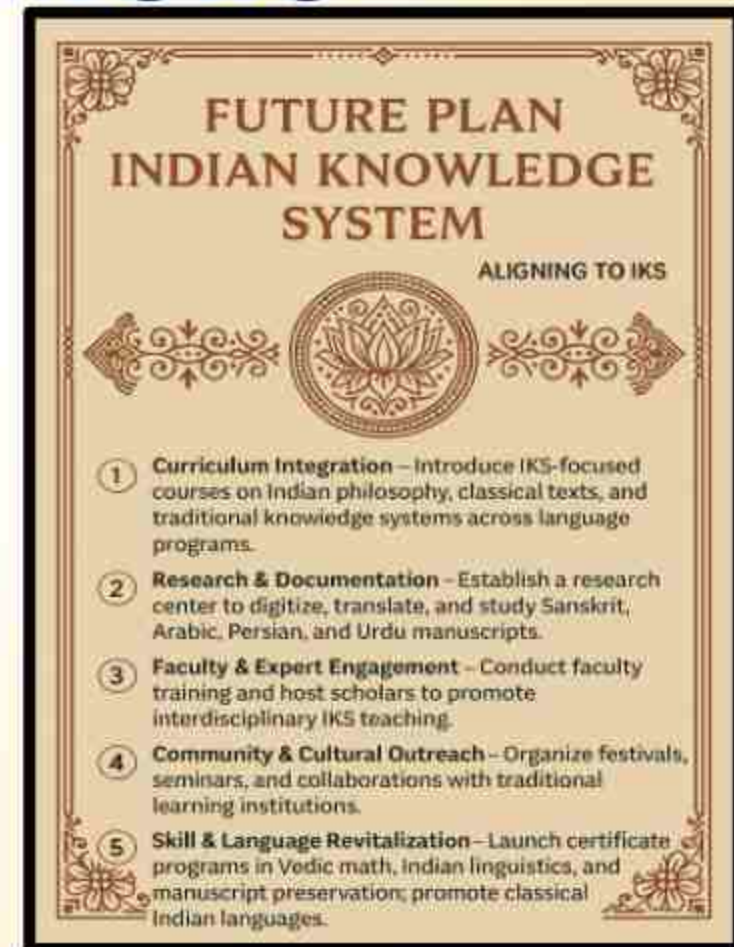
AUGUST - 2024

		District Raebareli			
2	Dr. Zafrun Naqvi, Assistant Professor, उर्दू विभाग	Translation of Ramayana in Urdu	अनावर्ती व्यय मैन पॉवर आकस्मिकता उपभोज्य सामग्री यात्रावर्क फील्ड/ ओवर हेड चार्ज योग	25000.00 . 10000.00 20000.00 20000.00 . 75000.00	25000.00 . 10000.00 20000.00 20000.00 . 75000.00



FUTURE PLAN: INDIAN KNOWLEDGE SYSTEM (IKS) AT KMCLU

- 1. Curriculum Integration** – Introduce IKS-focused courses on Indian philosophy, classical texts, and traditional knowledge systems across language programs.
- 2. Research & Documentation** – Establish a research center to digitize, translate, and study Sanskrit, Arabic, Persian, and Urdu manuscripts.
- 3. Faculty & Expert Engagement** – Conduct faculty training and host scholars to promote interdisciplinary IKS teaching.
- 4. Community & Cultural Outreach** – Organize festivals, seminars, and collaborations with traditional learning institutions.
- 5. Skill & Language Revitalization** – Launch certificate programs in Vedic math, Indian linguistics, and manuscript preservation; promote classical Indian languages.





धन्यवाद
પંનદાર શુકયા
ویںکیںکے
આભાર
Thank You
धन्यवाद धन्यवाद धन्यवाद नम्रं
પ્રશંસાવાદઃ
ધન્યવાદ
ధన్యవాదలు
நமஸ்கரி
ନମ୍ନଃ