





						<p>□□□□□□□□□□□□</p> <p>□□□□ □□□□</p> <p>□□□□□□ □ □□□□</p> <p>□□□□□□□□□□□□</p> <p>□□□ □□</p> <p>□□□□□□□□□□</p>
3	History of Vedic Literature	Shastri/B.A./ B.Sc.	<p>□□□□□□□</p> <p>□□□□,</p> <p>□□□□□□□□</p> <p>□□□□</p>	History of Vedic Literature	<p>Unit I - □□□□□□□□□□□□□□□□</p> <p>□□□□□□ □□□□□□□□□□</p> <p>□□□□□□□□□□□□□□□□□□□□□□□□</p> <p>Unit II -</p> <p>□□□□□□□□□□□□□□□□□□</p> <p>Unit III - □□□□ □□□□□ □□□□□□</p> <p>□□□□□ □□□□□□□□</p> <p>Unit IV - □□□□□□□□□□□□□□</p> <p>□□□□□□ □□□□□□□□□□</p> <p>Unit V - □□□□□□□□□□□□□□□□</p> <p>□□□□□□□□□□, □□□□□ □□□□□□,</p> <p>□□□□□□□□</p>	<p>□□□□□□□□□□□□</p> <p>□□□□□□□□□□□□□□</p> <p>□□□ □□□□□□□,</p> <p>□□□□□□□□</p> <p>□□□□□□□□□□□□□□</p> <p>□ □□□□□ □□□□□</p> <p>□□□□□□□□□□</p> <p>□□□□□□□□□□</p>
4	History of Vedic Literature	Shastri/B.A./ B.Sc.	<p>□□□□□□□</p> <p>□□□□,</p> <p>□□□□□□□□</p> <p>□□□□</p>	History of Vedic Literature	<p>Unit I - □□□□□□□□□□□, □□□□□□,</p> <p>□□□□□□□□□□□□□□, □□□□□□□□□□□ □□</p> <p>Unit II - □□□□□, □□□□□□□□□□, □□</p> <p>Unit III - □□□□□□□□□□□□□□□□</p> <p>□□□□□□□□, □□□□□□□□</p> <p>□□□□□□□□□□□□□□</p> <p>Unit IV - □□□□□□□□□□□□□□□□□□</p> <p>□□□□□□□□, □□□□□□□□□□□□</p> <p>Unit V - □□□□□□□□□□,</p> <p>□□□□□□□□□□□□□□□□</p>	<p>□□□□□□□□□□</p> <p>□□□□□□□□□□□□</p> <p>□□□□□</p> <p>□□□□□□□□□□□□-</p> <p>□□□□□□□□□□□□□□</p> <p>□□□ □□□□□□□□</p> <p>□□□□□</p> <p>□□□□□□□□□□</p> <p>□□□□□□□□□□□□</p>

## Education

1	Educational Psychology	Siksha Sastri	Childhood and growing up	Educational Psychology	<p><b>UNIT- I: Learner as a Developing Individual</b></p> <ol style="list-style-type: none"><li>1. Concept of Growth, Development and Maturation</li><li>2. Principles of Development</li><li>3. Stages of Growth and Development (Infancy, Childhood, Adolescence)</li><li>4. Dimensions of Growth and Development (Physical, Cognitive, Emotional, Social, Moral, language)</li><li>5. Longitudinal and cross-sectional approaches of understanding development</li></ol> <p><b>UNIT-II: Theories of Development</b></p> <ol style="list-style-type: none"><li>1. Cognitive theory of Development (Piaget"s)</li><li>2. Theory of Moral Development (Kohlberg"s).</li><li>3. Theory of language development (Vygotsky, chomsky)</li></ol> <p><b>UNIT-III. Learning &amp; Motivation</b></p> <ol style="list-style-type: none"><li>1. Concept and principles of learning</li><li>2. Theories of learning, conditioning and cognitive theories<ol style="list-style-type: none"><li>a. Thorndike's Trial and Error learning, Laws of learning</li><li>b. Pavlov's Classical conditioning</li><li>c. Skinner's Operant conditioning</li><li>d. Gestalt Theory &amp; insight learning</li><li>e. Bandura's - Social Learning Theory</li></ol></li><li>3. Motivation - concept &amp; definition, Maslow's Motivation Theory.</li></ol> <p><b>UNIT-IV. Intelligence, Creativity and Exceptional children</b></p> <ol style="list-style-type: none"><li>1. Intelligence - Concept and meaning of intelligence, Theories of intelligence, measurement of intelligence, Creativity – Concept and meaning of creativity.</li></ol>	This course's units and sub units contain detailed description of concepts on different stages of child's growth and development. This course is completely taught in Sanskrit only.
---	------------------------	---------------	--------------------------	------------------------	--	--

2	Educational Philosophy	Siksha Sastri	Philosophical & Sociological Perspectives of Education	Educational Philosophy	<p><b>UNIT-I: Introduction to Philosophy and Education</b></p> <ol style="list-style-type: none"> <li>1. Concept and Scope of Philosophy</li> <li>2. Concept and Scope of Education</li> <li>3. Types and Functions of Education</li> <li>4. Relationship between Philosophy and Education.</li> <li>5. Philosophy and aims of Education</li> </ol> <p><b>UNIT-II: Indian Education: Historical Perspective</b></p> <ol style="list-style-type: none"> <li>1. Education during Ancient Period (Vedic, Buddhist and Jains)</li> <li>2. Education during Medieval Period (Vedic, Buddhist, Jains and Islamic)</li> <li>3. Education during Modern Period (Pre-Independent and Post Independent era)</li> </ol> <p><b>UNIT-III: Eastern and Western Schools of Philosophy</b></p> <ol style="list-style-type: none"> <li>1. Eastern Systems of Philosophy <ul style="list-style-type: none"> <li>i. Sankhya ii. Yoga iii. Nyaya iv. Vedanta</li> </ul> </li> <li>2. Western Schools of Philosophy <ul style="list-style-type: none"> <li>i. Idealism ii. Naturalism iii. Pragmatism iv. Existentialism</li> </ul> </li> <li>3. Educational thinkers and their contribution in developing principles of education. <ul style="list-style-type: none"> <li>A. Indian <ul style="list-style-type: none"> <li>i. Swami Vivekananda, ii, M. K. Gandhi iii. Jiddu Krishna Murthy iv. Rabindranath Tagore v. Dr. B. R Ambedk</li> </ul> </li> <li>B. Western <ul style="list-style-type: none"> <li>i. John Dewey                      ii. Pestalozzi                      iii. Frobel                      iv. Rousseau</li> </ul> </li> </ul> </li> </ol> <p><b>UNIT-IV: Sociology and Education</b></p>	<p>This course's units and sub units elaborately describes ancient philosophy, relationship between education and philosophy, Eastern and western philosophy. This course is completely taught in Sanskrit only.</p>
---	------------------------	---------------	--	------------------------	--	--

					<p>1. Meaning, nature and scope of sociology</p> <p>2. Relationship between sociology and Education</p> <p>3. Agencies of socialization (Family, peer group, school, Media, Religion)</p> <p>4. Role of Teacher in Socialisation.</p> <p>5. Impact of Socialisation on Education</p> <p><b>UNIT-V: Democracy and Education</b></p> <p>1. Concept and Principles of Democracy</p> <p>2. Equality and equity in Education</p> <p>3. Preamble of the Constitution in relation to Education</p> <p>4. Role of Education in strengthening democracy and democratic citizenship.</p> <p>5. Teacher as a democrat</p>	
3	Pedagogy, Technology, ICT	Siksha Sastri	Technology of Teaching & Learning	Pedagogy, Technology, ICT, computer application	<p><b>UNIT - I</b> 1. Introduction to Educational Technology &amp; Communication (i) History (ii) Meaning (iii) Approaches</p> <p>2. Branches of Educational technology: Behavioral Technology, Instructional Technology and Teaching Technology</p> <p>3. Elements, Process, Types, Barriers and factors affecting communication. Teaching - learning Process as communication.</p> <p><b>UNIT - II.</b> Strategies of Teaching &amp; Training</p> <p>1. Stages of Teaching Pre active – Interactive – Post active</p> <p>2. Levels of Teaching Memory - Understanding and Independent levels</p> <p>3. Strategies of Teaching: Meaning, concept and various types Autocratic and Democratic strategies</p> <p>4. Training Technique (i) Micro-teaching</p> <p><b>UNIT - III.</b> Modern trends &amp; Teaching Aids in Educational Technology</p> <p>a) 1. Team Teaching. 2. Language Laboratory 3.</p>	This course's units and sub units talk about teaching learning process with technology and is taught in Sanskrit completely.

					Programmed learning. b) Various kinds of projected, non - projected aids and their use.	
4	Health Education, yoga education	Siksha Sastri	Physical & health education, yoga & stress management	Health Education, yoga education	<p><b>UNIT -I. Physical education</b></p> <ol style="list-style-type: none"> <li>1. Concept, Aims, Importance, Field, Need of Physical Education in Curriculum.</li> <li>2. Basic Principles &amp; Social Benefits of Physical Education.</li> <li>3. Types of Major Games in School, their importance of General rules.</li> <li>4. Organization and Conduct of the Competitions.</li> </ol> <p><b>UNIT -II. Health Education</b></p> <ol style="list-style-type: none"> <li>1. Meaning, Concept, Definitions, Need</li> <li>2. Health Habits, Importance of Exercises, Free Hand Exercise, Drill &amp; March past, Rhythmic Activities, Communicable Diseases and Food Habits.</li> <li>3. Physical fitness.</li> </ol> <p><b>UNIT -III. Yoga tradition in India</b></p> <ol style="list-style-type: none"> <li>1. History, Meaning, Concept, Definitions, Need</li> <li>2. Astanga Yoga</li> <li>3. Balanced diet.</li> </ol> <p><b>UNIT -IV Types of Yogaasanas.</b></p> <ol style="list-style-type: none"> <li>1. Suryanamaskaras and Types</li> <li>2. <b>Yogaasanas</b> - Ardhakatichakrasna, Trikonasana, Ardchakrasana, vajrasana, Suptavajrasana, Shashakasana, Padmasana, Pavanamuktasana, Sarvangasana, Chakrasana</li> </ol> <p><b>UNIT -V. Stress Management</b></p> <ol style="list-style-type: none"> <li>1. Pranayama - Anuloma viloma, Suryabhedana, Chandrabhedana, Bhramari, Sitali, sitkari ) .</li> <li>2. Kriyas - Vamanadhouti, Jalaneti,</li> <li>3. Techniques for Stress Management.</li> </ol>	This course's units and sub units talk about conceptual outlook on yoga, yogasanas and asanas for stress management and is taught in Sanskrit completely.
5	History of Indian Education	Siksha Sastri	Contemporary india and education	History of Indian Education	<p><b>UNIT - I Contemporary India</b></p> <ol style="list-style-type: none"> <li>1. Educational scenario of India: diversity in terms of educational opportunities- religion, caste, class, gender, language, region and tribes;</li> <li>2. Challenges in achieving universal elementary education</li> <li>3. Demands of diverse social groups towards education;</li> <li>4. Role of education in creating positive attitude</li> </ol>	History of Indian Education

				<p>towards diversity ;</p> <p>5. Population explosion and educational challenge: Population size; composition and distribution in India; consequences of population growth;</p> <p><b>UNIT - II Constitutional Provisions and Education</b></p> <p>1. Constitutional provisions on education that reflect National ideals: Democracy and the values of equality, justice, freedom, concern for others' well- being, secularism, respect for human dignity and rights.</p> <p>2. India as an evolving Nation: Vision, Nature and Salient Features – Democratic and Secular polity, Federal structure: Implications for educational system;</p> <p>3. Aims and purposes of education drawn from constitutional provision;</p> <p>4. Fundamental Rights &amp; Duties of Citizens</p> <p>5. Universalization of Education</p> <p>6. RTE Act 2009 and Child Rights</p> <p>7. Decentralization of Education and Panchayati Raj (specifically though 73rd and 74th amendment)</p> <p>8. Role of Central and State governments in the development of education</p> <p><b>UNIT - III Policy Framework for Development of Education in India</b></p> <p>1. Overview of educational reform in the Pre-independence period- Macaulay' minutes, Wood &amp; Despatch, Hunter Commissions; Sargent Report, Basic education;</p> <p>2. Education in Post Independence Period: Mudaliar Commission(1952) Education Commission (1964-66);NPE 1968;NPE 1986 and its modified version 1992; Knowledge Commission;</p> <p>3. Emerging trends in the interface between</p> <ol style="list-style-type: none"> <li>i. political process and education;</li> <li>ii. economic developments and education; and</li> <li>iii. Socio-cultural changes and education.</li> <li>iv. Idea of Common School System</li> <li>v. National System of Education</li> </ol> <p>4. Language Policy</p> <ol style="list-style-type: none"> <li>a. Learning Without Burden-1993</li> <li>b. Justice Verma Commission-2012</li> </ol>	
--	--	--	--	---	--



					<p><b>UNIT - IV – Initiatives of the Government of India</b></p> <ol style="list-style-type: none"> <li>1. Sarva Shiksha Abhiyan (SSA)</li> <li>2. Rashtriya Madhyamik Shiksha Abhiyan (RMSA)</li> <li>3. Mid-day Meal</li> <li>4. Schemes for girls, SC, ST and Marginalised Group</li> <li>5. ICT In School Education- National Repository of Open Educational Resources (NROER)</li> <li>6. Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT)</li> </ol> <p><b>UNIT - V Contemporary Indian Education: Concerns and Issues</b></p> <ol style="list-style-type: none"> <li>1. Challenges in Implementation of RTE Act 2009</li> <li>2. Right to Education and Universal Access: <ol style="list-style-type: none"> <li>i. Issues of a) Universal enrolment b) Universal retention c) Universal success</li> <li>ii. Issues of quality and equity. (The above to be discussed with specific reference to physical, economic, social and cultural access, particularly to girl child and weaker sections as well as differently-abled children)</li> <li>iii. School safety – <ol style="list-style-type: none"> <li>a. Government of India guidelines for Cyber-safety.</li> <li>b. Disaster Management.</li> </ol> </li> <li>3. Equality of Educational Opportunity: <ol style="list-style-type: none"> <li>i. Meaning of equality and constitutional provisions</li> <li>ii. Prevailing nature and forms of inequality, including dominant and minor groups and related issues</li> <li>4. Inequality in schooling: Public-private schools, rural-urban Schools, single teachers' schools and many other forms of inequalities in school systems and the processes leading to disparities</li> </ol> </li> </ol> </li> </ol>	
6	Gender, school & society	Siksha Sastri	Gender, school & society	Gender, Gender bias, Gender Stereotype, Empowerment, Gender Parity, Equity and Equality, Patriarchy and	<p><b>UNIT - I : Gender issues</b></p> <ol style="list-style-type: none"> <li>1. Gender, Sex, Sexuality, Patriarchy, Masculinity and Feminism.</li> <li>2. Gender related bias, Stereotype, and Empowerment.</li> <li>3. Equity and Equality in relation with Caste, Class, Religion, Disability and Region.</li> <li>4. Sexual Harassment and Abuse</li> </ol> <p><b>UNIT- II : Gender issues In Curriculum</b></p>	This course's units and sub units talk about Gender, Gender bias, Gender Stereotype, Empowerment, Gender Parity, Equity and Equality, Patriarchy and





8	Psychology	Siksha Sastri	Guidance and counselling	Psychology	<p><b>UNIT - I Educational Guidance.</b></p> <ol style="list-style-type: none"> <li>1. Meaning, Definition, Scope and nature of guidance.</li> <li>2. Types of guidance – Personal, Educational, Vocational and career guidance.</li> <li>3. Definition of Educational guidance.</li> <li>4. Need for Educational guidance.</li> <li>5. Impact of guidance on Education.</li> <li>6. Educational guidance at different level.</li> </ol> <p><b>UNIT - II Vocational Guidance</b></p> <ol style="list-style-type: none"> <li>1. Definition of Vocational guidance.</li> <li>2. Aims and purpose of vocational guidance.</li> <li>3. Need of vocational guidance.</li> <li>4. Factors affecting while choosing right occupation</li> <li>5. Maturity, Motivation , Job satisfaction , Success.</li> </ol> <p><b>UNIT - III Definition and Nature of Counselling</b></p> <ol style="list-style-type: none"> <li>1. Meaning, Concept and definition of Counselling.</li> <li>2. Nature and Objectives of counselling.</li> <li>3. Types of counselling.</li> <li>4. Qualities of Counsellor.</li> </ol>	Psychology
9	Human rights	Siksha Sastri	Human rights	Human rights	<b>UNIT - I. Human Rights Education</b>	This course's units and sub units talk

					<p>1 Concept and Need of Human rights Education</p> <p>2 Indian Constitution and Human Rights</p> <p>3 The Basic Human Rights</p> <p>(i) Right To equality (iii) Right To Protection</p> <p>(ii) Right To Education (iv) Right To security</p> <p>4 Child rights – Protection Of Children from Sexual Offence Act (POCSO Act - 2012)</p> <p><b>UNIT - II. Human Rights Education at various levels</b></p> <p>1 Elementary, Secondary and Higher level.</p> <p>2 Courses on Human Rights - Structure and formats</p> <p>3 Human Rights Education in Teacher Education programs</p> <p>4 Right to Education Act (RTE).</p> <p><b>UNIT - III. Efforts of Human Right Commissions</b></p> <p>1 National Human Rights Commission (NHRC) its origin, function and scope</p> <p>2 State Human Rights Commission (SHRC) its origin, function and scope</p> <p>3 Special rights for women, children and socially deprived.</p> <p>4 Rights and duties - Role of school and teacher in propagating human rights.</p>	<p>about Human rights and equality, national and international efforts in the human rights, role of the school and teacher in proper creation of human rights awareness and it is taught in Sanskrit completely.</p>
10	Philosophy of Education	Siksha Acharya	Philosophy of Education	Philosophy of Education	<p><b>UNIT - I. Educational Philosophy</b></p> <p>1. Meaning and function</p> <p>2. Relationship between Philosophy of Education and Science of Education.</p> <p>3. Relation between Education and Society.</p> <p>4. Indian concept underlying Philosophy of Education</p>	

				<p>5. Modern concept of Philosophy</p> <p>6. Branches of Philosophy –Ontology (Meta-physics), Epistemology and Axiology</p> <p><b>UNIT -II. Some recent philosophical trends</b></p> <p>Their impact on Educational thought and practice:</p> <p>1. Dialectical Materialism 2. Existentialism</p> <p><b>UNIT -III. Understanding Values:</b></p> <p>1. Values: Meaning and their role in individual and social life</p> <p>2. Values and associated terms—ethics, morals, principles, rules, principles, laws, customs and tradition</p> <p>3. Values: Sources and their nature</p> <p>4. Kinds of Values: Personal, Economic, Social, Political and Spiritual</p> <p>5. Theories of values: Subjective and Objective theories</p> <p>6. Instrumental values and ultimate values</p> <p>7. Value conflict and Value crisis</p> <p>8. Role of education in value transformation</p> <p><b>UNIT - IV. Impact of Philosophical thought on Education</b></p> <p>with special reference to</p> <p>1. Aims and ideals of Education</p> <p>2. Curriculum</p> <p>3. School Organization and Administration</p> <p>4. Pupil – Teacher relationship</p> <p>5. Concept of Discipline &amp; Freedom</p> <p><b>UNIT - V. Cultural heritage</b></p> <p>1. Explanation, contributions of different religions (Hinduism, Buddhism, Jainism,</p>	
--	--	--	--	---	--

					<p>Sikhism, Islam and Christianity) for the cause of Education and human upliftment.</p> <p>2. Philosophy of celebration of Indian festivals.</p>	
11	Educational Psychology	Siksha Acharya	Psychology of Development and Learning	Educational Psychology	<p><b>UNIT - I. Psychology as scientific study -</b></p> <ol style="list-style-type: none"> <li>1. Significance of Educational Psychology</li> <li>2. Major Schools of Psychology : Behaviourism, Psycho-Analysis, Humanism, Cognitivism, Constructivism.</li> </ol> <p><b>UNIT - II. Learning - concept, nature and implications.</b></p> <ol style="list-style-type: none"> <li>1. Basic concepts and principles of major learning theories and their educational implications. <ol style="list-style-type: none"> <li>(i) Piaget Learning Theory,</li> <li>(ii) Hull's Drive Reduction theory,</li> <li>(iii) Gagne's Conditions of learning.</li> <li>(iv). Kolb's Experiential Learning</li> </ol> </li> <li>2. Cognition in Learning: <ol style="list-style-type: none"> <li>(i) Cognitive processes: <ol style="list-style-type: none"> <li>a. sensation, perception, attention, memory and forgetting.</li> <li>b. Theories on Memory and Forgetting</li> </ol> </li> <li>(ii) Development of concepts, logical reasoning, critical thinking, and problem solving.</li> </ol> </li> </ol> <p><b>UNIT - III. Intelligence</b></p> <ol style="list-style-type: none"> <li>1. Theories - Gardner's theory of multiple</li> </ol>	

					<p>intelligence;</p> <ol style="list-style-type: none"> <li>i. Goleman's theory of Emotional intelligence</li> </ol> <p>2. Measurement of intelligence.</p> <p><b>UNIT - IV. Personality</b> - Concept; Type theories, Trait theories</p> <p><b>Psycho-dynamic theory</b> Theories of Freud, Adler and Jung</p> <p><b>Trait theories</b> (i) Eysenck theory (ii) Five factor model and its facets</p> <p><b>Humanistic theory</b> (i) Hierarchy of Needs of Abraham Maslow</p> <p><b>UNIT - V. Assessment of personality</b></p> <ol style="list-style-type: none"> <li>1. Subjective, Objective and projective methods.</li> <li>2. Personality in Indian View. <ol style="list-style-type: none"> <li>i. The concept of matured personality <i>Stitapragna</i></li> <li>ii. Value of yoga and meditation in raising the powers of the mind and the level of consciousness. Panchakosha Theory</li> </ol> </li> </ol>	
12	Teacher Education	Siksha Acharya	Teacher Education	Teacher Education	<p><b>UNIT - I Teachers and Teaching Profession</b> -</p> <ol style="list-style-type: none"> <li>1. Teachers in India: The changing profile; changing roles and responsibilities of teachers and its demands on teacher education</li> <li>2. Teacher identity, social status: a critical understanding</li> </ol>	



					<p>3. Concept and nature of teaching</p> <p>4. Teaching as a profession: characteristics of a profession; professional ethics for teachers; teacher autonomy and accountability</p> <p><b>UNIT - II Teacher Education – Historical Perspectives</b></p> <p>1. Teacher education: meaning nature and scope</p> <p>2. History of teacher education in India: trends, developments and forces that shaped teacher education.</p> <p>3. Reports of National Commissions on education with reference to teacher education(National Knowledge Commission)</p> <p>4. Reports of International Commissions on education with reference to teacher education(Learning the treasure within)</p> <p><b>UNIT - III Preparation of School Teachers</b></p> <p>1. Teacher education institutions: RIEs, Colleges of Education, University departments of Education, Elementary Teacher education institutions, ECCE Teacher education institutions: institutions established under Centrally Sponsored Scheme of Teacher Education namely, IASEs, CTEs, DIETs, BRCs and CRCs.</p> <p>2. Models and outcomes of pre-service teacher education : Face to Face Mode: elementary level - 1 year model; 2 years model; 4 year integrated model secondary level -; one year model; two year model; <b>Distance Mode:</b> one year model; 2 years model.</p> <p>3. Teacher education curriculum: overview of</p>	
--	--	--	--	--	---	--

					<p>curriculum frameworks for teacher education (1978, 1988, 1998, 2006 and NCFTE 2009) and vision of NCERT &amp; NCTE towards teacher education.</p> <p>4. Preparation of teacher for senior secondary level, vocational stream and for inclusive settings.</p> <p><b>UNIT-IV Curriculum Organization, Transaction and Evaluation</b></p> <ol style="list-style-type: none"> <li>1. Organization of Teacher Education Curriculum</li> <li>2. Transactional approaches for the foundation courses – expository, participatory, collaborative, peer coaching and inquiry. Scope and possibility of organization and evaluation, Lecture-cum-Discussion, Group Discussion, seminar, Use of Multimedia/ICT and E-resources</li> <li>3. Transactional approaches for the skill and competency development courses – need for awareness – modelling - analysis – practice – feedback cycle. Scope and possibility of organization and evaluation – practicum records and portfolio assessment, (Ways and Means for Transaction: Project Methods, workshops, team teaching, case study,)</li> <li>4. Evaluation Techniques- self-appraisal, peer evaluation, reflective journals, portfolio assessment. Evaluating Classroom Processes (including internship)</li> </ol> <p><b>UNIT - V Continuing Professional Development of Teachers</b></p> <ol style="list-style-type: none"> <li>1. Concept and importance of Professional Development</li> <li>2. Approaches of Professional Development:</li> </ol>	
--	--	--	--	--	--	--

					<p>in-service education; self-study; participation in seminars; workshops, panel discussion, Symposium; organization of study groups and study circles.</p> <p>3. INSET and Extension education: concept and methodology, training need assessment strategies; formulation of programme proposal, development of content for training modules, organization of training; preparation of Self-Learning Material (SLM), monitoring, evaluation and impact assessment.</p> <p>Role of professional organizations in teacher education.</p>	
13	Sociology of Education	Siksha Acharya	Sociology of Education	Sociology of Education	<p><b>UNIT I Sociology of Education,</b></p> <ol style="list-style-type: none"> <li>1. Introduction to sociology</li> <li>2. The functions of Educational Sociology,</li> <li>3. Current trends in sociology of education.</li> <li>4. Organized interest groups-Family, Peer Groups.</li> </ol> <p><b>UNIT II Education in Indian Society</b></p> <ol style="list-style-type: none"> <li>1. Education and Religion</li> <li>2. Education and Economic Order</li> <li>3. Education and Social Change.</li> <li>4. Education and Modernization</li> <li>5. School as a social system</li> </ol> <p><b>UNIT III Culture and Education</b></p> <ol style="list-style-type: none"> <li>1. Meaning and nature of Culture.</li> <li>2. Role of education in cultural context.</li> <li>3. Education and cultural change.</li> <li>4. Sanskrit as a tool for promoting Indian</li> </ol>	

					<p>Culture.</p> <p><b>UNIT IV Education and Indian Constitution</b></p> <ol style="list-style-type: none"> <li>1. Knowledge about Indian Constitution, its directive principles.</li> <li>2. Articles of Constitution related to Education and educational Acts.</li> <li>3. Meaning of Secularism, Social goals.</li> <li>4. Democracy and Socialistic pattern of society.</li> <li>5. Human rights and Education.</li> <li>6. Indian Constitution and Curriculum Frameworks (NCFSE - 2005, NCFTE – 2009 &amp; NCTE Regulations 2014).</li> </ol> <p><b>UNIT V Issues of equity and gender in Education:</b></p> <ol style="list-style-type: none"> <li>1. Equity issues in Indian social system with special reference to socially disadvantaged groups, gender and habitations.</li> <li>2. Inclusive Education- Persons with Disabilities (PwD), Mentally retarded.</li> <li>3. Programmes for empowering the disadvantages and in-equal groups.</li> </ol>	
14	Educational Research	Siksha Acharya	Educational Research & Fundamental statistics	Educational Research	<p><b>Unit I Research in Education: Conceptual Issues</b></p> <ol style="list-style-type: none"> <li>1. <ol style="list-style-type: none"> <li>i. Concept, nature and scope</li> <li>i. Types of research in Education Fundamental, Applied and Action Research and their characteristics.</li> </ol> </li> <li>2. <ol style="list-style-type: none"> <li>i. Research problem: Basis viz.,</li> <li>ii. conceptual basis,</li> <li>iii. Research base {based on review of research studies} ,</li> <li>iv. Empirical basis based on empirical</li> </ol> </li> </ol>	

					<p>evidences,</p> <ul style="list-style-type: none"> <li>v. sources for research problem,</li> <li>vi. Characteristics of research problem.</li> </ul> <p>3. Variables: Constructs and concepts, meaning, nature and types.</p> <p>4. <b>Research Proposal:</b> - Conceptual framework, need and importance, Research questions, objectives, proposition and hypotheses, Sources of data and method, Tools and techniques, Sampling designs, Data analysis plan.</p> <p><b>Unit II Methods of Research</b></p> <p><b>1. Quantitative Research – Historical, Descriptive and Experimental Research &amp; Designs:</b></p> <ul style="list-style-type: none"> <li>a. <b>Historical Research :</b> Nature, Characteristics and Scope – Sources of Data – Historical Criticism (External criticism- authenticity of data and Internal Criticism – accuracy of the Data) – Data analysis, Interpretation and Conclusion – Reporting.</li> <li>b. <b>Descriptive research :</b> Nature, Characteristics and Scope – Sources of Data- Primary and Secondary – Tools of Research and development of Tools – Sample – Data collection -Data analysis – Interpretation of Data and Conclusion.</li> <li>c. <b>Experimental Research :</b> Nature, Characteristics and Scope -</li> </ul> <p><b>Types of True experimental Designs:</b>  Single group pre-test, post-test design;  Two-group Experimental-Control group design;  Solomon four-group design,</p>	
--	--	--	--	--	--	--

				<p>Rotational group design; Factorial design,  <b>Types of Quasi-experimental Designs:</b>  Non-equivalent Groups Designs, Time Series- Designs  Internal and External validity of the research designs</p> <p><b>2. Qualitative Research</b>  Qualitative Research: Meaning, Nature, Characteristics, Scope and Relevance  Types of Qualitative Research – Interview, Observation, Phenomenology, Grounded Theory, Ethnography, Case Study and other Qualitative Research Designs.</p> <p><b>Unit III Sampling Design</b></p> <ol style="list-style-type: none"> <li>1. Concept of population and sample.</li> <li>2. Concept of sampling unit, representativeness of a sample, sampling frame.</li> <li>3. Sampling methods: meaning, nature, conditions and applicability of Probability Sampling (Simple Random Sampling, Stratified Random Sampling, Systematic Sampling, Multi-Stage Sampling, Cluster Sampling)</li> <li>4. Non-Probability Sampling (quota Sampling, incidental Sampling, Purposive Sampling and judgmental sampling, snowball sampling, etc.)</li> <li>5. Sampling error non-sampling error.</li> </ol> <p><b>Unit- IV Methods of collecting Data</b></p> <ol style="list-style-type: none"> <li>1. <b>Tools and Techniques:</b>  Interview, Questionnaire, Checklist, Psychological Tests, Achievement Tests and Diagnostic Tests, Focused Group Discussion, Observation, Field notes, transcriptions, Recording (Audio and Video), Anecdotal records, portfolios,</li> </ol>	
--	--	--	--	---	--

					<p>Dialogue, discourse, documents.</p> <p><b>2. Standardization of Tools:</b></p> <p><b>Reliability:</b> Meaning, types, and procedure of establishing reliability for various tools listed above.</p> <p><b>Validity:</b> Meaning, types, and procedure of establishing validity for various tools (listed above).</p> <p><b>Items Analysis:</b> Difficulty value of test item; Discriminative Index and Facility Value; finalization of items (standardization of various tools)</p> <p><b>Unit- V Basic Descriptive Statistical Treatment for data analysis</b></p> <ol style="list-style-type: none"> <li>1. Processing data in tabular and graphical representation (Bar diagram, Line diagram, Histogram, Frequency curve, Frequency polygon, Ogive and Box plot).</li> <li>2. Basic concepts: Measures of Central tendencies and Dispersion.</li> <li>3. Relative Positions – Percentiles and Percentile Ranks.</li> <li>4. Correlation, Product Moment Correlation; Rank Correlation, Use of software for analysis of data.</li> </ol>	
15	Teacher Education	Siksha Acharya	Perspectives, Research & Issues in Teacher Education	Teacher Education	<p><b>UNIT I Perspectives of Teacher Education</b></p> <ol style="list-style-type: none"> <li>1. Teacher Development: concept, factors influencing teacher development – personal and contextual.</li> <li>2. Teacher Expertise – Berliner’s stages of development of a teacher.</li> <li>3. Approaches to teacher development – self-directed development, co-operative or collegial development, change- oriented and staff development.</li> <li>4. Different organizations and agencies</li> </ol>	

					<p>involved in teacher education- their roles, functions and networking.</p> <p>5. Preparation of teachers for various disciplines i.e. art, craft, music, and physical education - existing programmes and practices.</p> <p><b>UNIT II Structure and Management of Teacher Education</b></p> <p>1. Structure of teacher education system in India - its merits and limitations.</p> <p>2. Review of Recommendations of various committees , regulatory bodies related to teacher education; Kothari Commission, Justice Verma Committee, NPE 1986 ,POA 1992, NCFTE 2009, NCTE Regulation 2014.</p> <p>3. Universalization of secondary education and its implication for teacher education at secondary level.</p> <p>4. Planning financing and control of teacher education at elementary/ secondary levels</p> <p><b>UNIT III Quality Assurance in Teacher Education</b></p> <p>1. Meaning of quality assurance and its indicators in teacher education</p> <p style="padding-left: 20px;">i. Competency based performance and commitment oriented teacher education</p> <p style="padding-left: 20px;">ii. Teacher appraisal and accountability</p> <p>2. Role of different agencies in quality assurance of teacher development DIETs, SCERT, CTE, IASE, NCERT, NUEPA, UGC, Assessment of Quality of teacher education programme/ institutes NCTE, NAAC.</p> <p>3. Total Quality Management in Teacher</p>	
--	--	--	--	--	--	--



				<p>Education.</p> <p><b>UNIT IV Research in Teacher Education</b></p> <ol style="list-style-type: none"> <li>1. Methodological issues of research in teacher education- direct versus indirect inference, generalizability of findings, laboratory versus field research, scope and limitations of classroom observation</li> <li>2. Assessment of teaching proficiency : criterion tools and techniques (observation, interviews and self-appraisal testing)</li> <li>3. Trends of research in teacher education – review of recent research studies in teacher education with reference to design, findings and policy implications.</li> <li>4. Areas of research in teacher education: teaching, teacher characteristics, teacher performance, teacher educators and teacher education institutions.</li> <li>5. Research on pedagogical approaches in teacher education including classroom processes.</li> <li>6. Programme evaluation of in the area of teacher education.</li> </ol> <p><b>UNIT V Problems and Issues in Teacher Education</b></p> <ol style="list-style-type: none"> <li>1. Challenges in professional development of teachers w.r.t. school education</li> <li>2. Single subject versus multiple subject teachers – implications for subject combinations in initial teacher preparation.</li> <li>3. Issues related to enhancing teacher competence, commitment and teacher performance.</li> <li>4. Maintaining and implementing standards in teacher education – admission policies,</li> </ol>	
--	--	--	--	--	--

					<p>staffing pattern, qualification and mode of recruitment and service conditions of teacher educators.</p> <ol style="list-style-type: none"> <li>5. Isolation of teacher education institutions</li> <li>6. Teacher empowerment and motivation: issues and concerns</li> <li>7. Code of conduct and professional ethics for teachers: debate/discussion</li> <li>8. Unplanned growth of teacher education institutions</li> </ol> <p>Suggestions to improve Teacher Education.</p>	
16	Administration and Leadership	Siksha Acharya	Educational Management, Administration and Leadership	Administration and Leadership	<p><b>UNIT I Educational Planning</b></p> <ol style="list-style-type: none"> <li>1. Concept and Nature of Educational Planning</li> <li>2. The Need and Importance of Educational Planning</li> <li>3. The Goals of Educational Planning</li> <li>4. Approaches to Educational Planning; <ol style="list-style-type: none"> <li>i. Social Demand Approach,</li> <li>ii. Manpower Approach,</li> <li>iii. Rate of Return Approach</li> </ol> </li> <li>5. Outcome based Planning</li> </ol> <p><b>UNIT II Kinds and problems of Planning</b></p> <ol style="list-style-type: none"> <li>1. <ol style="list-style-type: none"> <li>a. Strategic Planning,</li> <li>b. Short term Planning,</li> <li>c. Management Planning,</li> <li>d. Area planning,</li> <li>e. Institutional Planning,</li> <li>f. Micro and Macro Planning,</li> <li>g. Grass root level Planning, Rolling Plan</li> </ol> </li> <li>2. Problems in Planning - Internal and External</li> </ol> <p><b>UNIT III Administration and Organization of Planning.</b></p> <ol style="list-style-type: none"> <li>1. Administrative Machinery: <ol style="list-style-type: none"> <li>a. National</li> <li>b. State level</li> <li>c. District level</li> </ol> </li> </ol>	

					<p>d. Block level and</p> <p>e. Institutional level</p> <p>2. The Planning Process and Procedure.</p> <p>3. Factors influencing in determination of priorities in Planning.</p> <p>4. Need-based Data for Educational Planning.</p> <p>5. Research Contribution to policy making</p> <p><b>UNIT IV Educational Planning and Financing in India</b></p> <p>1. Educational Planning in India; National Development Council, Planning Commission and State Planning Boards, Five Year Plans in India – Perspective Planning, Factors Influencing Educational Allocations</p> <p>2. Educational Resources ; Public Funds, Local Bodies Funds, Private Funds</p> <p>3. Principles of Educational Funding</p> <p>4. Salient Features of Financing of Indian Education.</p> <p><b>UNIT V Principals and Models of Planning</b></p> <p>1. Principals of modern educational planning.</p> <p>2. Characteristics of educational planning.</p> <p>3. Intra model and Extrapolation Model</p> <p>4. Demographic Projection Model</p> <p>5. School Mapping</p>	
<b>Yoga</b>						
1	Yoga	POST GRADUATE DIPLOMA IN YOGA VIJNANA  I YEAR PROG	HUMAN BIOLOGY	MODERN ANATOMY AND PHYSIOLOGY	<p><b>UNIT-I MODERN ANATOMY AND PHYSIOLOGY OF MUSCULO – SKELETAL SYSTEM RELATED TO YOGA</b></p> <p>1.1. Introduction to Human Body and different systems.</p> <p>1.2. Muscular system, Muscle – classification – properties of each type – distribution- Muscle contraction mechanism (brief).</p> <p>1.3. Skeletal system – Bones – Types,</p>	

		RAM COUR SE-III		<p>Structure &amp; function, Joints-Types, Structure &amp; Function, Ligaments, Tendons, spinal column.</p> <p><b>UNIT-II MODERN ANATOMY AND PHYSIOLOGY OF CIRCULATORY SYSTEMS RELATED TO HATHA YOGA.</b></p> <p>2.1. Structural and functional study of Cardio-vascular system</p> <p>2.2. Structural and functional study of Blood</p> <p>2.3. Immunity system – Types &amp; mechanism</p> <p><b>UNIT-III MODERN ANATOMY AND PHYSIOLOGY OF RESPIRATORY SYSTEM RELATED TO HATHA YOGA.</b></p> <p>3.1. Structural and Functional study of Respiratory system</p> <p>3.2. Structural and Functional study of Digestive system</p> <p>3.3. Nutrients – Macro and Micro-Types, Importance, sources and Physiological role, Importance of balanced diet.</p> <p><b>UNIT-IV MODERN ANATOMY AND PHYSIOLOGY OF DIGESTIVE SYSTEM RELATED TO HATHA YOGA.</b></p>	
--	--	-----------------------	--	---	--

					<p>4.1. Gross Anatomy of neuron and classification of neurons.</p> <p>4.2. Types of Nervous system- Central Nervous system- Brain and Spinal cord</p> <p>4.3. Autonomic nervous system – sympathetic and parasympathetic.</p> <p><b>UNIT-V MODERN ANATOMY AND PHYSIOLOGY OF NEURO-ENDOCRINAL SYSTEMS RELATED TO H.Y. P</b></p> <p>5.1. Gross anatomy and physiology of major Endocrine glands</p> <p>5.2. Anatomy and Physiology of Excretory system</p> <p>Special senses: Structural study of Eye, Ear and Skin.</p>	
2	Yoga	POST GRADUATE DIPLOMA IN YOGA VIJNANA  I YEAR PROGRAM  COURSE-IV	BASIS AND PRINCIPLES OF YOGA THERAPY	YOGA ON HUMAN BIOLOGY	<p><b>UNIT-II</b></p> <p>(Effect of yogic practices on following systems)</p> <p>2.1. Skeletal, muscular and Nervous system</p> <p>2.2. Respiratory system and Circulatory system</p> <p>2.3. Digestive system, excretory system and Endocrine system.</p>	

3	Yoga	P.G. DIPLOMA IN YOGA THERAPY AND STRESS MANAGEMENT  I YEAR PROGRAM  COURSE-II	HUMAN ANATOMY AND PHYSIOLOGY	INTRODUCTION TO HUMAN BODY SYSTEMS  RESPIRATORY AND CIRCULATORY SYSTEM RELATED TO H.Y  DIGESTIVE AND NEUROENDOCRINAL SYSTEM RELATED TO H.Y	<p><b>UNIT-I INTRODUCTION TO HUMAN BODY SYSTEMS</b></p> <ol style="list-style-type: none"> <li>1.1 Role and importance of body (sarira) in Yoga</li> <li>1.2 Modern Anatomy and Physiology of Joints related to Hatha Yoga.</li> <li>1.3 Modern Anatomy and Physiology of Muscles related to Hatha Yoga.</li> </ol> <p><b>UNIT-II RESPIRATORY AND CIRCULATORY SYSTEM RELATED TO H.Y</b></p> <ol style="list-style-type: none"> <li>2.1. Modern Anatomy and Physiology of Respiratory System related to Hatha Yoga.</li> <li>2.2. Modern Anatomy and Physiology of Circulatory systems related to Hatha Yoga.</li> <li>2.3. Composition and types of blood.</li> </ol> <p><b>UNIT-III DIGESTIVE AND NEUROENDOCRINAL SYSTEM RELATED TO H.Y</b></p> <ol style="list-style-type: none"> <li>3.1. Modern Anatomy and Physiology of Digestive system related to Hatha Yoga.</li> <li>3.2. Modern Anatomy and physiology of Nervous system related to Hatha Yoga.</li> <li>3.3. Modern Anatomy and Physiology of Endocrine system related to Hatha Yoga</li> </ol> <p><b>UNIT-V METHODS OF REPORT STUDY</b></p>	
---	------	---	------------------------------	--	--	--

				METHODS OF REPORT STUDY	<p>5.1. Use and study of Stethoscope, Spigmomonometer,</p> <p>5.2. Study of Pulse, Heart Rate, Respiratory Rate, BMI,</p> <p>Bio-Chemical Investigations- LFT, PFT, RFT, Hormonal Assay (Thyroid only) and x ray.</p>	
4	Yoga	P.G. DIPLOMA IN YOGA THERAPY AND STRESS MANAGEMENT  I YEAR PROGRAM  COURSE-III	<b>PRINCIPLE OF NATUROPATHY</b>	<b>INTRODUCTION TO NATUROPATHY</b>	<p><b>UNIT-I INTRODUCTION TO NATUROPATHY</b></p> <p>1.1. Introduction to Naturopathy</p> <p>1.2. Definition – history – aims and objectives of Naturopathy.</p> <p>1.3. Principles of Naturopathy.</p> <p><b>UNIT-II NATUROPATHY AND LIFE STYLE</b></p> <p>2.1. Concept of Body in Naturopathy</p> <p>2.2. Importance of life style in Naturopathy</p> <p>2.3. Role, importance and regulation of Diet (aahaara) in Naturopathy</p> <p><b>UNIT-III NATURE CURE THERAPIES</b></p> <p>3.1. Principles and practice of Hydrotherapy, Mud-therapy, Hot &amp; Cold-packs,</p> <p>3.2. Principles and practice of Massage, Sun-bath</p> <p>3.3. Principles and practice of Fasting, Color-therapy.</p> <p><b>UNIT-IV RELATION OF NATUROPATHY AND YOGA</b></p> <p>4.1. Relationship of Naturopathy and Yoga in Health and Disease Management.</p>	

					<p>4.2. Naturopathy treatment for the following Health Problems.</p> <p>4.3. Naturopathy treatment for Common cold and Sinusitis</p> <p>4.4. Naturopathy treatment for Asthma</p> <p><b>UNIT-V NATUROPATHY AND TREATMENT</b></p> <p>5.1. Naturopathy treatment for Backache and Rheumatism</p> <p>5.2. Naturopathy treatment for Constipation and Obesity</p> <p>Naturopathy treatment for Sinusitis and Psoriasis</p>	
5	Yoga	P.G. DIPLOMA IN YOGA THERAPY AND STRESS MANAGEMENT I YEAR PROGRAM COURSE-IV	<b>BASIS AND PRINCIPLES OF YOGA THERAPY</b>	<b>CONCEPT OF SARIRA IN YOGA THERAPY</b>	<p><b>UNIT-III EFFECT OF AHARA AND KRIYA AND YOGA THERPY</b></p> <p>3.1. The Role and importance of ahara and kriyas. in Health and III-Health based on HYP &amp; GS</p> <p>3.2. Diet (aahaara) – importance, types and rules and regulations (pathya and apathy) – in Health and III-Health based on HYP &amp; GS.</p> <p>3.3. Purificatory Practices (Shatkriya) – their Therapeutic role in Health and III- Health based on Hatha Yoga.</p>	
6	Yoga	P.G.	<b>YOGA AND</b>	<b>CONCEPT</b>	<b>UNIT-I CONCEPT OF HEALTH</b>	



		<p>DIPLO MA IN YOGA THER APY AND STRES S MANA GEME NT</p> <p>I YEAR PROG RAM</p> <p>COUR SE-V</p>	<p><b>HEALTH MANAGEME NT</b></p>	<p><b>OF HEALTH</b></p>	<p>1.1. Concept of Health – definitions, importance of health, principles of health promotion related to Yoga and Ayurveda.</p> <p>1.2. Mental Health – concept, definition related to yoga ayurveda</p> <p>1.3. characteristics of mentally balanced person and role of Yoga</p> <p><b>UNIT-II YOGIC MANAGEMENT FOR ENDOCRINAL DISORDERS</b></p> <p>2.1. Yogic management of Hypertension</p> <p>2.2. Yogic management of Thyrotoxicosis</p> <p>2.3. Yogic management of Diabetes mellitus</p> <p><b>UNIT-III THERAPUTIC MODULES OF YOGA</b></p> <p>3.1. Yogic management of Bronchial asthma</p> <p>3.2. Yogic management of Heart attack</p> <p>3.3. Yogic management of Acidic Peptic Ulcer and Colitis.</p> <p><b>UNIT-IV YOGA THERAPY FOR NEUROLOGICAL DISORDERS</b></p> <p>4.1. Yogic management of Anxiety Neurosis</p> <p>4.2. Yogic management of Migraine</p> <p>4.3. Yogic management of Epilepsy AND Insomnia</p> <p><b>UNIT-V CURATIVE ASPECTS OF YOGA</b></p> <p>5.1. Yogic management of Menstrual</p>	
--	--	---	--	-----------------------------	--	--





		oga 2 <sup>nd</sup> Year, 4 <sup>th</sup> Semester , Course - 4,	Process (Sanskrit, English, Telugu and Hindi)		Language Related Problems Exercises with Vocabulary, Idioms, Phrases and Maxims <b>Unit II</b> Grammar Related Problems Exercises with Concord and Government <b>Unit III</b> Problems Related to Inter conversion of various Literary Forms. Translating an Original text in Prose into poetry form of object language and such other exercises  <b>Unit IV</b> Ethnic and Cultural Problems in Translating Modern Texts into Sanskrit . <b>Unit V</b> Problems in Translating Sanskrit texts into Modern Languages.	□□□□□□□□□□ □□□□□□□□ □□□□□□□□□□
5	Translation	Sastri/B. A./B.Sc.Y oga 3 <sup>rd</sup> Year, 5 <sup>th</sup> Semester , Course - 5,	Forms of Literary writing - Principles of Translation (Theory)		<b>All Units</b> <b>Unit 1</b> Minor types of Writing in Sanskrit Gadyam (katha, akhyaylka, Parikatha, Sakala Katha, Khanda Katha, laghu katha, upakhyana etc), Padyam (Maha Kavya, Khanda Kavya, Stotra kavya, altihaska Kavya, Stotras, Muktaka, Dvika, Trika, Shatka, Ashtaka, Dasaka, Sandanitaka, Kalapaka, Kosha, Taravall, Birudavall etc), Champu Rupaka (Ten major types and 18 Minor types of rupakas) <b>Unit II</b> Forms of Writing in English Epics,Tragedy, Comedy, Satire, Sagas of Old Norse, Parables, Fables, Ballads, Idylls, Romance, Odes, Apologues, Allegory, Sonnets, Lyrics, Blank verse, Short story, Novel etc.	□□□□□□□□□□□□ □□□□□□□-□□□□□□- □□□□□□□- □□□□□□□□□□□□□□ □□□□□□□□ □□□□□□□□□□□□ □□□□□□□□□□□□





8	<b>Translation</b>	Sastri/B. A./B.Sc.Y oga  3 <sup>rd</sup> Year, 6 <sup>th</sup> Semester , Course - 7,	Textual Translation Practice		<p><b>All Units</b></p> <p><b>Unit I</b> Translation of Mahakavyas and Khandakavyas (Poetry) Meghaduta (Purva megha) From Sanskrit to English/Hindi/Telugu</p> <p><b>Unit II</b> Translation of Classical Prose Sukanasopadesa from Kadambari Kapinjalopadesa from Kadambari From Sanskrit to English/Hindi/Telugu</p> <p><b>Unit III</b> Translation of Selected Acts from Popular Sanskrit Plays</p> <p>Act I of Pratijna Yaugandharayana of Bhasa</p> <p><b>Unit IV and Unit V</b> A Project Work for students</p>	<p>□□□□□□□□□□□□</p> <p>□□□□□□□</p> <p>□□□□□□□□□</p> <p>□□□□□□□□□□□□</p> <p>□□ □□□□ □□□□</p> <p>□□□□□□□□</p>
---	--------------------	---	------------------------------------	--	---	---

**Telugu**

1	<b>Telugu</b>	Sastr  Ist year second Langua ge Ist Semest er, Course -1,	□□□□□□□□	<p>□□□□□□</p> <p>-</p> <p>□□□□□□□□□□</p> <p>□□□□,</p> <p>□□□□□□, □□□,</p> <p>□□□□□□,</p> <p>□□□□□□□,</p> <p>□□□□□□□,</p> <p>□□□□□□,</p> <p>□□□□□□,</p> <p>□□□□□□,</p> <p>□□□□□□,</p> <p>□□□□□□□□□□</p> <p>□□</p> <p>□□□□□□</p> <p>□□ -</p> <p>□□□□□□□□,</p> <p>□□□□□□□□□□,</p> <p>□□□□□□□□□□,</p> <p>□□□□□□□□□□□□</p> <p>□□□□□</p>	Unit V	<p>5 □ □□□□□□□ □□</p> <p>□□□□□□□□,</p> <p>□□□□□□□</p> <p>□□□□□□□□,</p> <p>□□□□□□□ □□□□</p> <p>□□□□□□□□□□□□</p> <p>□□□□□□□□□□</p> <p>□□□□□□□□.</p>
---	---------------	---	----------	--	--------	---

2	Telugu	Sastri Ist year second Langua ge IInd Semest er, Course -2	□□□□□□□□	□□□□□□ □□□□□□□□, □□□□, □□□□□□□□, □□□□□□□□ □□, □□□□□□, □□□□□□□□.  □□□□□□  □□□□□□, □□□□□□□□	Unit V	□□□□□□□ □□□, □□□□□□ □□□□□□ □□□□□□□□□□ □□□□□□□□□□□□ □□□□□□□□□□□□ □□□□□□□□□□.
3	Telugu	B.A/B. Sc/B.Sc yoga (Telug u)  second Langua ge Telugu semest er Ist, Course -1	□□□□□□□□	□□□□□□ - □□□□□□□□□□ □□□□, □□□□□□□□, □□□□, □□□□□□□□, □□□□□□□□, □□□□□□□□, □□□□□□□□, □□□□□□□□, □□□□□□□□□□ □□  □□□□□□ □□ - □□□□□□□□□□, □□□□□□□□□□□□, □□□□□□□□□□□□, □□□□□□□□□□□□ □□□□	Unit - 5	5 □ □□□□□□□□□□□□ □□□□□□□□□□□□ □□ □□□□ □□□□□□□□, □□□□□□□□ □□□□□□□□□□□□□□, □□□□□□□□ □□□□□□□□ □□□□□□□□□□□□□□ □□□□□□□□.



4	Telugu	B.A/B.Sc/B.Sc yoga (Telugu)	second Language Telugu semester IV, Course - 4,	<p>1. పాఠ్యపుస్తకం</p> <p>2. పాఠ్యపుస్తకం</p> <p>3. పాఠ్యపుస్తకం</p> <p>4. పాఠ్యపుస్తకం</p> <p>5. పాఠ్యపుస్తకం</p> <p>6. పాఠ్యపుస్తకం</p> <p>7. పాఠ్యపుస్తకం</p> <p>8. పాఠ్యపుస్తకం</p> <p>9. పాఠ్యపుస్తకం</p> <p>10. పాఠ్యపుస్తకం</p>	Unit - 5	5 వ పాఠ్యపుస్తకం
5	Telugu	B.A/B.Sc/B.Sc yoga (Telugu)	Telugu Lit semester V, Course -5,	<p>1. పాఠ్యపుస్తకం</p> <p>2. పాఠ్యపుస్తకం</p> <p>3. పాఠ్యపుస్తకం</p> <p>4. పాఠ్యపుస్తకం</p> <p>5. పాఠ్యపుస్తకం</p> <p>6. పాఠ్యపుస్తకం</p> <p>7. పాఠ్యపుస్తకం</p> <p>8. పాఠ్యపుస్తకం</p> <p>9. పాఠ్యపుస్తకం</p> <p>10. పాఠ్యపుస్తకం</p>	Unit IV, V	4, 5 వ పాఠ్యపుస్తకం



		semest er Course - 7		<p>□□</p> <p>□□□□□□□□□□</p> <p>□□□</p>		<p>□□□□□□□□□□,</p> <p>□□□□□□□□□□□□,</p> <p>□□□□□□□□,</p> <p>□□□□□□□,</p> <p>□□□□□□□□□□□□,</p> <p>□□□□□□□□□□□□□□</p> <p>□□□□□□□□□□</p> <p>□□□□□□□□□□</p> <p>□□□□□□□□□□</p> <p>□□□□□□□□□□</p> <p>□□□□□□□□□□.</p>
8	Telugu	<p>Acharya</p> <p>a</p> <p>(Telugu)</p> <p>Telugu</p> <p>Semester I, II,</p> <p>III, IV</p> <p>Course</p> <p>- 5,</p>	<p>□□□□□□□□□□</p> <p>□□□□□□□□□□</p> <p>□□□□□□□□□□</p>	<p>□□□□□□□□□□,</p> <p>□□□□□□□□,</p> <p>□□□□□□□□,</p> <p>□□□□□□□□□□,</p> <p>□□□□□, □□□□□□□,</p> <p>□□□□□□□□</p>	All Units	<p>□□□□□□□□□□□□</p> <p>□□ □□□□□□□□</p> <p>□□□□□□□□□□</p> <p>□□□□□□</p> <p>□□□□□□□□□□□□□□</p> <p>□□□□□□□□□□□□</p> <p>□□□□□□□□</p> <p>□□□□□□□□□□□□</p> <p>□□ □□□□□□</p> <p>□□□□□□□□□□□□</p> <p>□□□□□□□□□□</p> <p>□□□□□□□□</p> <p>□□□□□□□□</p> <p>□□□□□□□□□□□□</p> <p>□</p> <p>□□□□□□□□□□□□</p> <p>□□</p>



2	Hindi	Sastri/B. A./B.Sc. Yoga  3 <sup>rd</sup> Year, 5 <sup>th</sup> Semeste r, Course - 4	□□□□□□□□□□	1.□□□□□ □□ □□□□□□ 2. □□□□□ □□ □□□□□□□ 3. □□□□□ □□ □□□□□, □□□□□□□ □□□□□□□□ □□ □□□□□□□□□□ , □□□□□ □□□□□□□□ □□ □□□□□ □□□□□ 1. □□□□□ □□□□□□□ 2. □□□□□□□□□□ - □□□□□, □□□□□□□ □□ □□□□□□□□ □□ □□□□□ □□ - □□ □□  □□□□□□ □□ □□□□ - □□□□□□□□□□, □□□□□□□□□□	□□□□ -1 □□□□ -2 □□□□ -3 □□□□ -4	□□□□□□□ □□□ □□□□□ □□□□□ □□□□□□□ □□□□□ □□ □□□□□□□ □□ □□□□□ □□□ □□□□□□□ □□□ □□□□□□□□□□ □□ □□□□□□□ □□□□□ □□ □□□□□□□ □□ □□□□ □□ □□□□□ □□□□□ □□□□ □□, □□ □□ □□ □□□□□ □□□□ □□□□ □□□ □□□
3	Hindi	M.A. 1 <sup>st</sup> Year, Semeste r 1, Course - 4	□□□□□□□ □□□□□□□ - 1	□□□□□□□□ □□□□□□□□ □□ □□□□□□ □□ □□□□□, □□□, □□□□□□□□ □□□□ □□□□□□□□□□ □□□□□□□□ □□ □□□□□□□□□□ □□□□□□□□  □□□□□□□□ □□ □□□□ □□□□□□□□□□ -	□□□□ -3 □□□□ -4 □□□□ -5	□□□□□□□□□□ □□□□□□□□ □□□□□□□□ □□ □□□□□□□□ □□ □□□□□□ □□□□□ □□□□ □□□□□□ □□□□ □□□



				<p>संस्कृत संस्कृतसंस्कृत - संस्कृत, संस्कृत, संस्कृत</p> <p>संस्कृत संस्कृतसंस्कृत - संस्कृत सं संस्कृत, संस्कृत संस्कृत, संस्कृत संस्कृत</p> <p>संस्कृत संस्कृतसंस्कृत - संस्कृत संस्कृत संस्कृत</p>		
5	Hindi	Acharya Hindi 1 <sup>st</sup> & 2 <sup>nd</sup> Years, All Courses & All Units	<p>संस्कृत संस्कृतसंस्कृत सं संस्कृत</p> <p>1. संस्कृतसंस्कृत संस्कृत संस्कृतसंस्कृत संस्कृत संस्कृत</p> <p>2. संस्कृतसंस्कृत संस्कृत संस्कृतसंस्कृत</p> <p>3. संस्कृतसंस्कृत - संस्कृतसंस्कृत संस्कृतसंस्कृत, संस्कृतसंस्कृत, संस्कृतसंस्कृत संस्कृत</p> <p>4. संस्कृतसंस्कृत - संस्कृतसंस्कृत संस्कृतसंस्कृत, संस्कृतसंस्कृत, संस्कृतसंस्कृत संस्कृत</p> <p>5. संस्कृत संस्कृत संस्कृतसंस्कृत</p> <p>6. संस्कृतसंस्कृत संस्कृत संस्कृतसंस्कृत</p>	संस्कृत - 2	<p>संस्कृतसंस्कृत संस्कृत संस्कृत संस्कृत संस्कृत संस्कृत संस्कृत संस्कृत संस्कृत संस्कृतसंस्कृत संस्कृतसंस्कृत संस्कृत संस्कृत संस्कृत संस्कृत संस्कृतसंस्कृत संस्कृतसंस्कृत संस्कृत संस्कृत संस्कृत संस्कृतसंस्कृत संस्कृत संस्कृत</p>	

				<p>□□□□□□□□,  □□□□□□□□,  □□□□□□□□  □□□  7. □□□□□□□□□□  □□□□□ –  □□□□□□□□  □□□□□□□□,  □□□□□□□□,  □□□□□□□□  □□□</p>		
<b>Computer Science &amp; MA Sabdabodha</b>						
1	Computer Science	Sastri/ BA/ B.SC Yoga	P-5: Natural Language Processing	□□□□□□□□□□ □□□□□□□□ (Paninian grammar)	Unit 3	Introduction to Paninian grammar - Karaka theory - Karaka Vibakti Mapping
2	Computer Science	M.Sc. Comput er Science and Langua ge Technol ogy/ MA Sabdab odha	P-4: Natural Language Processing-I	Paninian grammar	Unit 3	Introduction to Paninian grammar - Karaka theory - Karaka Vibakti Mapping  This is taught in English



3	Computer Science	M.Sc. Computer Science and Language Technology/ MA Sabdabodha	P-5: Sanskrit Linguistics-I	History	Unit 5	<p>Outlines of history of Indo-Aryan-Old Indo-Aryan-Evolution of Classical Sanskrit Differences between the Vedic and the Classical Sanskrit - Middle Indo-Aryan - Modern Indo-Aryan - Dravidian languages.</p> <p>This is taught in English &amp; Sanskrit</p>
4	Computer Science	M.Sc. Computer Science and Language Technology/ MA Sabdabodha	P-10: Sanskrit Linguistics - II	Sanskrit Phonetics	Unit 1	<p>Phonetics : Phonology , Phoneme, Allophone - Phonetic Tendencies in Language - Phonemes in PIE - Sanskrit Alphabet - Physiology of Language - Organs of Speech - Process of articulation of speech</p> <p>This is taught in English &amp; Sanskrit</p>

5	Computer Science	M.Sc. Computer Science and Language Technology/ MA Sabdabodha	P-10: Sanskrit Linguistics - II	Analysis of Sanskrit Alphabet	Unit 2	Analysis of Sanskrit Alphabet - Indian tradition of Phonetics - Processes - Distinction between vowel and consonant - Stops - Fricatives - Semivowels - Vowels - Nasalization of vowels and Semi Vowels - Glide - Acoustic Phonetics - Accent  This is taught in English & Sanskrit
6	Computer Science	M.Sc. Computer Science and Language Technology/ MA Sabdabodha	P-10: Sanskrit Linguistics - II	Sanskrit vowels	Unit 3	Sources of Sanskrit vowels : Simple vowels - Diphthongs - PIE Neutral Vowel - PIE Sonant Nasals - PIE Sonant Liquids  This is taught in English & Sanskrit
7	Computer Science	M.Sc. Computer Science and	P-10: Sanskrit Linguistics - II	Phonetic laws - about Sanskrit and other languages	Unit 4	Phonetic law - PIE Consonants in Different Branches - Gutturals in PIE - Satam and

		Language Technology/ MA Sabdabodha				Centum Groups of Languages  This is taught in English & Sanskrit
8	Computer Science	M.Sc. Computer Science and Language Technology/ MA Sabdabodha	P-10: Sanskrit Linguistics - II	Classification of Sanskrit Alphabets	Unit 5	Basis for Classification of Sources of Sanskrit Consonants - Palatals - Gutturals - Retroflex - Dentals - Labials - Nasals - Semivowels - Liquids - Spirants.  This is taught in English & Sanskrit
9	Computer Science	M.Sc. Computer Science and Language Technology/ MA Sabdabodha	P-15: Sanskrit Linguistics - III	Sanskrit Morphology	Unit 1	Morphology : Morpheme - Allomorph - Morph - Morphology, Suffixes : Nature of the root - Origin of suffixes - Composition theory - Secretion theory  This is taught in English & Sanskrit

10	Computer Science	M.Sc. Computer Science and Language Technology/ MA Sabdabodha	P-15: Sanskrit Linguistics - III	Noun Formative Suffixes for Sanskrit	Unit 2	<p>Noun Formative Suffixes : Comparison of the division of the formative suffixes into primary and secondary with Paninian classification of krt and taddhita - Simple and compound suffixes - Comparative and superlative suffixes</p> <p>This is taught in English &amp; Sanskrit</p>
11	Computer Science	M.Sc. Computer Science and Language Technology/ MA Sabdabodha	P-15: Sanskrit Linguistics - III	Paninian classification	Unit 3	<p>Compounds : Nature of the compound - Paninian classification of compounds - Origin of compounds - Tatpuruṣa - Bahuvrihi - Dvandva - Obscure compounds</p> <p>This is taught in English &amp; Sanskrit</p>

12	Computer Science	M.Sc. Computer Science and Language Technology/ MA Sabdabodha	P-15: Sanskrit Linguistics - III	Sanskrit Verb Morphology	Unit 4	Verb Morphology : Verbal root - Thematic and Athematic roots - Panini's classification of roots -  This is taught in English & Sanskrit
13	Computer Science	M.Sc. Computer Science and Language Technology/ MA Sabdabodha	P-15: Sanskrit Linguistics - III	PIE verb system with reference to Sanskrit	Unit 5	PIE verb system : Person - Number - Voice - Aspect or type of verbal action - Reduplication - Augment - Personal endings - Tenses - Moods  This is taught in English & Sanskrit
<b>History</b>						
1	<b>History</b>	Sastri/B. A/B.Sc. Yoga  1 <sup>st</sup> Year, 1 <sup>st</sup> Semester	Indian History and culture up to 1100 A.D.	Vedic literature	Unit - II	Rigvedic and later Vedic life – society economy – religion.

2	<b>History</b>	Sastri/B. A/B.Sc. Yoga  1 <sup>st</sup> Year, 2 <sup>nd</sup> Semeste r	Indian History and culture up to 1100 A.D.	Vedic literature	Unit - IV	Kalidas's Writing under Literature.
3	<b>History</b>	Sastri/B. A/B.Sc. Yoga  1 <sup>st</sup> Year, 2 <sup>nd</sup> Semeste r	Indian History and culture up to 1100 A.D.	Vedic literature	Unit - V	Sangam Age – Sanskrit poems.

### Political Science


### Maths


--	--	--	--	--	--	--

**English**

--	--	--	--	--	--	--

--	--	--	--	--	--	--

--	--	--	--	--	--	--

**D.T.P**

--	--	--	--	--	--	--

--	--	--	--	--	--	--

**Economics**

--	--	--	--	--	--	--

--	--	--	--	--	--	--

--	--	--	--	--	--	--

**Statistics**

--	--	--	--	--	--	--

--	--	--	--	--	--	--

--	--	--	--	--	--	--