

**B.Sc. THIRD YEAR MATHEMATICS SYLLABUS – PAPER-V**  
**SEMESTER – V (w.e.f. 2022 -2023, Revised in March 2020)**  
**LINEAR ALGEBRA –(Theory and Practical 75+75=150 marks 60 Hrs)**

**Objective:** This is a preliminary course for the basic courses in mathematics like, abstract algebra and linear algebra. The objective is to acquaint students with the properties of natural numbers i.e. Euclidean algorithm, congruence relation, fundamental theorem of arithmetic, etc. The basics of linear algebra i.e. vector spaces, matrices are introduced here.

**Expected Outcomes:** The acquired knowledge will help students to study further courses in mathematics like, group theory, ring theory and field theory and linear algebra. It has applications not only in higher mathematics but also in other science subjects like computer science, statistics, physics, chemistry etc.

***UNIT – I (12 hrs) : Vector Spaces-I :***

Vector Spaces, General properties of vector spaces, n-dimensional Vectors, addition and scalar multiplication of Vectors, internal and external composition, Null space, Vector subspaces, Algebra of subspaces, Linear Sum of two subspaces, linear combination of Vectors, Linear span Linear independence and Linear dependence of Vectors.

***UNIT –II (12 hrs) : Vector Spaces-II :***

Basis of Vector space, Finite dimensional Vector spaces, basis extension, co-ordinates, Dimension of a Vector space, Dimension of a subspace, Quotient space and Dimension of Quotients pace.

***UNIT –III (12 hrs) : Linear Transformations :***

Linear transformations, linear operators, Properties of L.T, sum and product of LTs, Algebra of Linear Operators, Range and null space of linear transformation, Rank and Nullity of linear transformations – Rank – Nullity Theorem.

***UNIT –IV (12 hrs) : Matrices:***

Matrices, Elementary Properties of Matrices, Inverse Matrices, Rank of Matrix, Linear Equations, Characteristic Roots, Characteristic Values & Vectors of square Matrix, Cayley – Hamilton Theorem.

***UNIT –V (12 hrs) : Inner product spaces :***

Inner product spaces, Euclidean and unitary spaces, Norm or length of a Vector, Schwartz inequality, Triangle in Inequality, Parallelogram law, Orthogonality, Orthonormal set, complete orthonormal set, Gram – Schmidt orthogonalisation process. Bessel's inequality and Parseval's Identity.

***Prescribed Text Books :***

1. A Text Book of B.Sc Mathematics by B.V.S.S. Sarma and Published by S. Chand & Company Pvt. Ltd. New Delhi.

***Reference Books :-***

1. Linear Algebra by Kenneth Hoffman and Ray Kunze, Pearson Education (low priced edition), New Delhi.
2. Linear Algebra by Stephen H. Friedberg et al Prentice Hall of India Pvt. Ltd. 4<sup>th</sup> Edition 2007.
3. Linear Algebra by J.N. Sharma and A.R. Vasista of Krishna Prakashan Mandir, Meerut-250002.
4. Matrices by Shanti Narayana (S.Chand Publications).

## **B.Sc. THIRD YEAR MATHEMATICS: PAPER- VI (ELECTIVE )**

### **SEMESTER – V**

#### **NUMERICAL ANALYSIS -I**

**(Theory and Practical 75+75=150 marks/ 60 Hrs)**

**Objective:** Calculation of error and approximation is a necessity in all real life, industrial and scientific computing. The objective of this course is to acquaint students with various numerical methods of finding solution of different type of problems, which arises in different branches of science such as locating roots of equations, finding solution of nonlinear equations, systems of linear equations, differential equations, Interpolation, differentiation, evaluating integration.

**Expected Outcome:** Students can handle physical problems to find an approximated solution. After getting trained a student can opt for advance courses in Numerical analysis in higher mathematics. Use of good mathematical software will help in getting the accuracy one need from the computer and can assess the reliability of the numerical results, and determine the effect of round off error or loss of significance.

#### **UNIT- I: (12 hours)**

**Errors in Numerical computations:** Errors and their Accuracy, Mathematical Preliminaries, Errors and their Analysis, Absolute, Relative and Percentage Errors, A general error formula, Error in a series approximation.

#### **UNIT – II: (12 hours)**

**Solution of Algebraic and Transcendental Equations:** The bisection method, the iteration method, The method of false position, Newton Raphson method, Generalized.

#### **UNIT – III : (12 hours) Interpolation - I**

**Interpolation :** Errors in polynomial interpolation, Finite Differences, Forward differences, Backward differences, Central Differences, Symbolic relations, Detection of errors by use of Differences Tables, Differences of a polynomial,

#### **UNIT – IV : (12 hours) Interpolation - II**

Newton's formulae for interpolation, Central Difference Interpolation Formulae, Gauss's central difference formulae, Stirling's central difference formula, Bessel's Formula, Everett's Formula. Relation between Bessel's and Everett's Formulae.

#### **UNIT – V: (12 hours) Interpolation - III**

Interpolation with unevenly spaced points, Lagrange's formula, Error in Lagrange's formula, Derivation of governing equations, End conditions, Divided differences and their properties, Newton's general interpolation Formula, Inverse interpolation.

#### ***Prescribed Text Books :***

1. Numerical Analysis by Ranganatham S & others S.Chand and company Pvt Ltd., New Delhi.

#### **Reference Book :**

- 1.Scope as in Introductory Methods of Numerical Analysis by S.S.Sastry, Prentice Hall of India Pvt. Ltd., New Delhi.
2. Numerical methods for scientific and engineering computation by M.K.Jain, S.R.K.Iyengar, R.K. Jain.
- 3.Finite Differences and Numerical Analysis by H.C Saxena S. Chand and Company, Pvt. Ltd., New Delhi.

**Programme Name: BSc IIIyear I semester**

**Course No: Paper 5. Data Base Management Systems - I**

**Name of the Text Book:**

**Prescribed Textbook:**

1. Peter Rob, Carlos Coronel, Database Systems Design, Implementation and Management, 7<sup>th</sup> Edition, Thomson

**Reference Books:**

2. Elimasri / Navathe, Fundamentals of Database Systems, Fifth Edition, Pearson Addison Wesley.

3. Raman A Mata – Toledo/Panline K Cushman, Database Management Systems, Schaum's Outlibe series, Tata McGraw Hill

4. C.J.Date, A.Kannan, S.Swamynathan, An Introduction to Database Systems, 8<sup>th</sup> Edition, Pearson Education.

Michel Kifer, Arthur Bernstein, Philip M. Lewis, Prabin K. Pani Graphi, and Database Systems: An application oriented Approach, second edition, Pearson education.

5. Atul Kahate, Introduction to Database Management Systems, Pearson Education.

**General Objective of the Course:** The objective of the course is to present an introduction to database management systems, with an emphasis on how to organize, maintain and retrieve - efficiently, and effectively - information from a DBMS.

**Objective of UNIT I:** Discuss the fundamentals of DBMS

**Objective of UNIT II:** Discuss the concepts of Relational DataBase Model, ER model.

**Objective of UNIT III:** Discuss the database design by normalization.

**Objective of UNIT IV:** how to write SQL queries discussed.

**Objective of UNIT V:** Advance SQL queries are important in database design which discussed in this unit.

### **Detailed syllabus**

#### **UNIT I**

**Database Systems:** Introducing the database and DBMS, Why the database is important

**Historical Roots:** Files and File Systems, Problems with File System Data Management, Database

**Systems - Data Models:** The importance of Data models, Data Model Basic Building Blocks, Business Rules, The evaluation of Data Models, Degree of Data Abstraction.

#### **UNIT II**

**The Relational Database Model:** A logical view of Data, Keys, Integrity Rules, Relational Set Operators, The Data Dictionary and the system catalog, Relationships within the Relational Database, Data Redundancy revisited, Indexes, Codd's relational database rules.

**Entity Relationship Model:** The ER Model, Developing ER Diagram, Database Design Challenges: Conflicting Goals. - Advanced Data Modeling: The Extended Entity Relationship Model, Entity clustering.

**Entity Integrity:** Selecting Primary keys, Design Cases: Learning Flexible Database Design.

#### **UNIT III**

**Normalization of Database Tables:** Database Tables and Normalization, The need for Normalization, The Normalization Process, Improving the design, Surrogate Key Considerations, High Level Normal Forms, Normalization and database design, Denormalization.

**UNIT IV**

**Introduction to SQL:** Data Definition Commands, Data Manipulation Commands, Select queries, Advanced Data Definition Commands, Advanced Select Queries, Virtual Tables, Joining Database Tables.

**UNIT V**

**Advanced SQL:** Relational Set Operators, SQL Join Operators, Sub Queries and correlated queries, SQL Functions, Oracle Sequences, Updatable Views, and Procedural SQL.

**Lab: DBMS Lab (50 Marks)**

**Programme Name: BSc IIIyear II semester**

**Course No: Paper 6. GUI Programming - I**

**Name of the Text Book:**

**Prescribed Textbook :**

1. Julia Case Bradley, Anita C.Millspaugh, Programming in Visual Basic 6.0, Tata McGraw Hill

**Reference Textbook:**

1. Evangelos Petroustos, Mastering Visual Basic, BPB Publications

**General Objective of the Course:** The objective of the course is to introduce GUI Programming with Visual Basic 6.0.

**Objective of UNIT I:** Discuss Windows applications with VB, Visual Basic Environment.

**Objective of UNIT II:** Introduction to controls and working with multiple controls discussed.

**Objective of UNIT III:** Variable, constants studied in this unit.

**Objective of UNIT IV:** Decision making and loop control statements are important in programming which discussed in this unit.

**Objective of UNIT V:** how to create menus, sub procedures and sub function can be understand by reading this unit.

### **Detailed syllabus**

#### **UNIT I**

**Introduction to Visual Basic:** Writing Windows applications with Visual Basic – programming languages – procedural, object oriented, and Event Driven – The Visual Basic environment – Finding and Fixing errors.

#### **UNIT II**

**Controls:** Introducing Controls – Working with Multiple controls – Coding for the controls.

#### **UNIT III**

**Variables, Constants and Calculations:** Data – Variables and constants – calculations – Val function – Arithmetic Operations – Formatting Data – A Calculation Programming - Counting and Accumulating sums.

#### **UNIT IV**

**Decisions and Conditions:** If Statements – conditions – Using If Statements with Option buttons and check boxes – Displaying messages in message boxes – input validation – calling event procedures – Debugging visual basic projects.

#### **UNIT V**

**Menus, Sub Procedures, and Sub Functions:** Menus – Common Dialog Boxes – Writing General Procedures

**LAB: GUI Programming Lab (50 marks)**

**B.Sc. THIRD YEAR MATHEMATICS SYLLABUS – PAPER-VII**  
**SEMESTER – VI**

**VECTOR CALCULUS**

**(Theory and Practical 75+75=150 marks 60 Hrs)**

**Objective:** Vector Calculus is a basic course in almost all branches of science. A full course in undergraduate program will help students in finding real life applications later.. The objective of this course is to introduce a student the basics of Vector Calculus and some of its application

**Expected Outcomes:** The student will use this knowledge wherever he/She goes after undergraduate program. It has applications in computer science, finance mathematics, industrial mathematics, bio mathematics and what not.

**UNIT –I, (12 hrs) VECTOR DIFFERENTIATION :-**

Vector Differentiation, Ordinary derivatives of vectors, Differentiability, Gradient, Divergence, Curl operators, Formulae Involving these operators.

**UNIT – II, (12 hrs) VECTOR INTEGRATION :-**

Line Integral, Surface Integral, Volume integral with examples.

**UNIT – III, (12 hrs) VECTOR INTEGRATION APPLICATIONS :-**

Theorems of Gauss and Stokes, Green's theorem in plane and applications of these theorems.

**UNIT-IV, (12 hrs): RINGS-I**

Definition of Ring and basic properties, Boolean Rings, divisors of zero and cancellation laws Rings, Integral Domains, Division Ring and Fields, The characteristic of a ring - The characteristic of an Integral Domain, The characteristic of a Field.

**UNIT-V, ; (12 hrs):RINGS-II :-** Definition of Homomorphism – Homomorphic Image –

Elementary Properties of Homomorphism –Kernel of a Homomorphism – Fundamental theorem of Homomorphism –Maximal Ideals – Prime Ideals.

**Prescribed Text Books:**

1. A text Book of B.Sc., Mathematics by B.V.S.S.Sarma and others publisher by S. Chand & Company Pvt. Ltd., New Delhi.

**Reference Books :-**

1. Abstract Algebra by J. Fraleigh, Published by Narosa Publishing house. Published by S. Chand & Company Pvt. Ltd. New Delhi.
2. Vector Calculus by Santhi Narayana, Published by S. Chand & Company Pvt. Ltd. New Delhi.
3. Vector Calculus by R. Gupta, Published by Laxmi Publications.

4. Vector Calculus by P.C. Matthews, Published by Springer Verlag publicattions.
5. Rings and Linear Algebra by Pundir & Pundir, Published by Pragathi Prakashan.
6. Vector Calculus by R. Gupta Published by Laxmi Publications.
7. Vector Calculus by P.C. Matthews Published by Springer Vector Publicattions.
8. Rings and Linear Algebra by Pundir & Pundir Published by Pragathi Prakashan.

## **THIRD YEAR B.SC MATHEMATICS: PAPER VIII (ELECTIVE)**

### **SEMESTER – VI**

#### **NUMERICAL ANALYSIS -II**

**(Theory and Practical 75+75=150 marks 60 Hrs)**

**Objective:** Calculation of error and approximation is a necessity in all real life, industrial and scientific computing. The objective of this course is to acquaint students with various numerical methods of finding solution of different type of problems, which arises in different branches of science such as locating roots of equations, finding solution of nonlinear equations, systems of linear equations, differential equations, Interpolation, differentiation, evaluating integration.

**Expected Outcome:** Students can handle physical problems to find an approximated solution. After getting trained a student can opt for advance courses in Numerical analysis in higher mathematics. Use of good mathematical software will help in getting the accuracy one need from the computer and can assess the reliability of the numerical results, and determine the effect of round off error or loss of significance.

**UNIT- I: (12 hours) Curve Fitting:** Square curve fitting procedures, fitting a straight line, nonlinear curve fitting, curve fitting by a sum of exponentials.

**UNIT-II : (12 hours)**

**Numerical Differentiation :** Derivates using Newton's forward differential formula, Newton's backward difference formula, Derivatives using central difference formula, Stirling's interpolation formula, Newton's divided difference formula, Maximum and minimum values of a tabulated function.

**UNIT-III: (12 hours)**

**Numerical Integration;** General quadrature formula on errors, Trapezoidal rule, Simpson's  $1/3$  – rule, Simpson's  $3/8$  – rule, Boole's and Weddle's rules,

**UNIT – IV: (14 hours)**

**Solution of Simultaneous Linear Systems of Equations:**

Solution of linear systems – Direct methods, Matrix inversion method, Gaussian elimination methods, Method of factorization, Solution of Tridiagonal Systems, Iterative methods. Jacobi's method, Gauss-siedal method.

## **UNIT – V (12 Hours)**

**Numerical solution of ordinary differential equations:** Introduction, Solution by Taylor's Series, Picard's method of successive approximations, Euler's method, Modified Euler's method, Runge – Kutta methods, Predictor-corrector method- Milne's method,

### **Prescribed Book**

1. Numerical Analysis by Ranganatham S & others S.Chand and company Pvt Ltd., New Delhi.

**Reference Books:** 1.Scope as in Introductory Methods of Numerical Analysis by S.S.Sastry, Prentice Hall India (Latest Edition).

2.Finite Differences and Numerical Analysis by H.C Saxena S. Chand and Company, Pvt. Ltd., New Delhi.

3.Numerical methods for scientific and engineering computation by M.K.Jain, S.R.K.Iyengar, R.K. Jain. New Delhi Published by S.Chand & Company Pvt. Ltd

**Programme Name: BSc III year II semester**

**Course No: Paper 7. Data Base Management Systems - II**

**Name of the Text Book:**

**Prescribed Textbook:**

1. Peter Rob, Carlos Coronel, Database Systems Design Implementation and Management, 7<sup>th</sup> Edition, Thomson

**Reference Books:**

1. Elimasri/ Navathe, Fundamentals of Database Systems, Fifth Edition, Pearson Addison Wesley.
2. Raman A Mata-Toledo/Panline K Cushman, Database Management Systems, Schaum's Outlibe series, Tata McGraw Hill.
3. C.J.Date, A.Kannan, S.Swamynathan, An Introduction to Database Systems, Eight Edition, Pearson Education.
4. Michel Kifer, Arthur Bernstein, Philip M. Lewis, Prabin K. Pani Graphi, Database Systems: An application oriented Approach, second edition,pearson education.
5. Atul Kahate, Introduction to Database Management Systems, Pearson Education

**General Objective of the Course:** The objective of the course is to present an introduction to System Development Life Cycle, transaction management, a study of data warehouse, data mining techniques.

**Objective of UNIT I:** Discuss the System Development Life Cycle and Database Life Cycle.

**Objective of UNIT II:** Discuss the concepts of transaction management and concurrency control for Database.

**Objective of UNIT III:** Distributed Database Management system and Client Server Vs DDMS discussed.

**Objective of UNIT IV:** how to work with Data Warehouse, data mining and schemas discussed.

**Objective of UNIT V:** Data base Administration function can study from this unit.

### **Detailed syllabus**

#### **UNIT I**

Database Design: The Information System, The Systems Development Life Cycle, The Database Life Cycle, Database Design Strategies, Centralized Vs Decentralized design.

#### **UNIT II**

Transaction Management and Concurrency Control: What is transaction, Concurrency control, Concurrency control with locking Methods, Concurrency control with time stamping methods, concurrency control with optimistic methods, database recovery management

#### **UNIT-III**

Distributed Database Management Systems: The evolution of Distributed Database Management Systems, DDBMS advantages and Disadvantages, Distribution Processing and Distribution Databases, Characteristics of Distributed database management systems, DDBMS Components, Levels of Data and Process distribution, Distributed database Transparency Features, Distributed Transparency, Transaction Transparency, Performance Transparency and Query Optimization, Distributed Database Design, Client Server VS DDBMS.

#### **UNIT IV**

The Data Warehouse: The need for data analysis, Decision support systems, The data warehouse, Online analytical processing, Star schemas, Data mining, SQL extension for OLAP.

**UNIT-V**

Database Administration: Data as a corporate asset, The need for and role of databases in an organization, The evolution of the database administration function, The database environment's Human Component, Database administration Tools, The DBA at work: Using Oracle for Database Administration.

**Lab: Database Management Systems - II (50 marks)**

**Programme Name: BSc IIIyear II semester**

**Course No: Paper 8. GUI Programming - II**

**Name of the Text Book:**

**Prescribed Textbook :**

1. Julia Case Bradley, Anita C.Millsbaugh, Programming in Visual Basic 6.0, Tata McGraw Hill

**Reference Textbook:**

1. Evangelos Petroutsos, Mastering Visual Basic, BPB Publications

**General Objective of the Course:** The objective of the course is to introduce GUI Programming - II with Visual Basic 6.0. with ADOD controls.

**Objective of UNIT I:** Discuss Windows applications with VB for multiple forms

**Objective of UNIT II:** Introduction to loops and function, how to create message boxes discussed.

**Objective of UNIT III:** Arrays implementation, and database connection studied in this unit.

**Objective of UNIT IV:** How to access Database files, lookup table and navigation step by step updating database files discussed in this unit.

**Objective of Unit V:** Advance data handling, grids, validation, selection and SQL explained.

### **Detailed syllabus**

#### **UNIT I**

**Multiple Forms:** Multiple forms–Standard code Modules–Variables and Constants in Multiple form projects–An about box–A splash screen–Using Sub Main for startup.

#### **UNIT II**

**Lists, Loops and Printing:** List Boxes and combo boxes–Do/Loops–For/Next Loops - Using the MsgBox Function–Using String Functions–Sending Information to the Printer.

#### **UNIT III**

**Arrays:** Control arrays–Case structure–Single Dimension arrays–For Each /Next statements –User defined data types–Table Lookup–Using List boxes with arrays–Multi Dimensional arrays.

#### **UNIT IV**

**Accessing Database Files:** Visual Basic and Database Files–Using the data control–Navigating the Database in Code–Using List Boxes and Combo Boxes as Data–Bound Controls–Adding a Lookup Table and Navigation – step - by - step–updating a database file.

#### **UNIT V**

**Advance Data Handling – Grids, Validation, Selection and SQL:** Displaying data in Grids– record sets–working with database fields–Creating a new Dynaset.

**LAB: Project Work (100marks)**

**RASHTRIYA SANSKRIT VIDYAPEETHA: TIRUPATI**  
**P.G. DIPLOMA IN YOGA THERAPY AND STRESS MANAGEMENT**  
**PAPER – V**

**YOGA AND HEALTH MANAGEMENT**

**OBJECTIVES:**

- To understand the importance of health.
  - To know the associated factors to maintain the good health.
  - To improve the knowledge of Yoga treatment on various common disease.
1. Concept of Health – definitions, importance of health, factors influencing health and principles of health promotion related to Yoga and Ayurveda.
  2. Mental Health – concept, definition, characteristics of mentally balanced person and role of Yoga
  3. Yogic management of following Health disorders-I:
    - a. Hypertension
    - b. Heart attack
    - c. Bronchial asthma
    - d. Acidic Peptic Ulcer
    - e. Colitis.
    - f. Thyrotoxicosis
    - g. Diabetes mellitus
  4. Yogic management of following Health disorders-II:
    - a. Anxiety Neurosis
    - b. Migraine
    - c. Epilepsy
    - d. Insomnia
    - e. Menstrual disorders

- f. Skin disorders
- g. Sexual impotency.

### **BOOKS OF SOURCE**

Kuvalyanada Swami	Yogic Therapy, its basic principles & Methods.
Garde, R.K	Principles and Practice of Yoga Therapy, D.B. Taraporevalal Sons & Co. Pvt.Ltd.
Krishna Raman	A Matter of Health, East West Books Pvt. Ltd., Chennai.
Niranjanananda Swami	Prana, Pranayama and Pranavidya, Munger.
Satyananda Saraswathi	Asana, Pranayama, Mudra, Bandha; Bihar Publication trust, Munger.
Satyananada Saraswathi	A systematic courses in the ancient school of Tantra Techniques of Yoga and Kriya-BPT, Munger.
Digambarji Swami	Gheranda Samhita, Kaivalyadhama. Pune.
Burlely, Mikel.	Hatha Yoga, its concept, theory and practice, Motlalbanarsidas, Delhi, 2000.
Muktibhodananda Swami	Hatha Yoga Pradipika, Yoga Pub. Trust, Bihar.
David Coulter H	Anatomy of Hatha Yoga, Motilalbarsidas, Delhi, 2006.
Nagaratna H. & Nagendra HR	Integrated approach to Yoga Therapy for positive Health-Swami Vivekananda Yoga

Prakashan, B'lore.

**RASHTRIYA SANSKRIT VIDYAPEETHA: TIRUPATI**  
**P.G. DIPLOMA IN YOGA THERAPY AND STRESS MANAGEMENT**  
**PRACTICAL - I**

**I. THEORY AND PRACTICE OF ASANAS.**

1. Swasthikasana
2. Vajrasana
3. Padmasana
4. Suptavajrasans I & II.
5. Pavanmuktasana
6. Vaidika suryanamaskara – 9 vinyasa
7. Padagustasana
8. Padahasthasana
9. Uttita Trikonasana
10. Uttita Parsvakonasana
11. Veerabhadrasana – I
12. Parsvottanasana
13. Prasaritapadottanasana
14. Baddapadmasana
15. Yogamudrasana
16. Bharadwajasana
17. Marichasan – 1
18. Marichasana – 3.
19. Janusirshasana.
20. Pascimottanasana
21. purvottanasana
22. Bhujangasana
23. Salabhasana
24. Dhanurasana
25. Upavistakonasana
26. Navasana
27. Ustrasana
28. Dwipadapithasana
29. Sarvangasana
30. Halasana

- g. Endocrine system.
3. Panchakosa theory –means to realize Brahman Kosa – meaning – layered existence of personality
  4. A general survey of prevention, promotive and curative aspects of Asanas, Kriyas, Mudras and Pranayama on diseases – Asthma, Diabetes, Hypertension, Arthritis, Gastritis, Ulcer, Constipation, and Insomnia.
  5. Yoga and mental health – Total integration of personality
  6. Introduction to Indian concepts of Health –
  7. Aims basic principles – Tridosha – nature – properties and functions; Dhatus – Sapta dhatus – functions.
  8. Approaches to health; Dinacharya and Ritucharya; The elements of Sneha, Sveda, Vamana, Virechana and Vastikriya
  9. The concept of manas.

## **REFERENCES BOOKS**

1. Basic principles of Ayurveda – Bhagvan das,
2. Basic principles of Ayurveda – Dr.V.B. Athavale, Athavale publication, Pune.
3. Charakasamhita of charaka, chowkhamba publication, Varanasi.
4. Asanas – kuvalayananda, kaivalyadhara, Lonavala, pune
5. Anatomy and physiology of yogic practices – M.M. Gore, Lonavala, Pune.
6. Pranayama – Kuvalyananda, Kaivalyadhara, Lonavala, Pune.
7. Taittiriya Upanisad, Chowkhamba Vidyabhavan, Varanasi.
8. Asana, Pranayama, Mudra and Bandha Swami Satyananda Saraswati, Bihar School of Yoga, Munger.
9. Mind and its control – Rama Krishna Math publications.

## **PAPER V – BASICS RELEVANT TO YOGIC SCIENCES (SANSKRIT)**

### **OBJECTIVES:**

- To learn to read and write the Devangar script
- To develop basic listening comprehension, via in-class story-telling
- To obtain a working vocabulary of the most essential words and roots

- To formulate and respond to basic class-related questions, with proper pronunciation.

1. Orthography of Devanagari varnamala, Classification of varnas, Purnaksara, Samyuktaksaras, Karkasa and Mrduvyanjanas, writing of varnamala using Roman trasnileration.
2. Sanskrit Words – classification of Sanskrit words – Subantas – Ajanta and Halanta words, gender, vachanas, cases of subanta words. Declaration of the following words in cases- Rama. Hari, Guru, Pitr, Lata, Mati, Dhenu, Phala, Vari, Gau, Marut, Vidvas, Rajan, Manas, Asmad, Yusmad, Tad, Yad, Kim, etc.
3. Kriyapada in Sanskrit – Classification, Lakaras, Purusas, Vachanas. Declaration of the following root words in Lat, Lrt, Lan,- Bhu, Khad, Vad, Dhyai, Pat, Ish, Kshi, Pracch, Dam, Kath, Chint, Ad, As, Jagr, Bha, Dha, Kr, Ash.
4. Avyayas in Sanskrit – different kinds of Avyayas.
5. Elementary knowledge of all kinds of Sandhis with examples in Sankrit.
6. Raghuvamsamahakavya – 1<sup>st</sup> Sarga 1 to 25 slokas – Introduction – Kalidasa – Date – Works Greatness of the Poet & Kavya – Solar Dynasty – poet’s strong decision to approach this kavya – Qualities of Raghuvamsa King’s from birth to death – Manu – Dilipa – Physical Structure of Dilipa – Greatness of Dilipa – the rule of Dilipa taxes – four forces – Attempts – Dilipa’s detachment – the role of opponent qualities in Dilipa – oldage without becoming old – father of his subjects – Rajadharma.
7. Bhagavadgita Chapter XII  
A critical study of Bhakti Yoga – Devotional Service – Perfect devotee – Personal & impersonal Brahman – fixing mind on Personal form of God with faith – characteristics of Atman – attached minds – troublesome to attach the mind to the unmanifested – impersonal features of the supreme – giving up all selfish activities – engaging in devotional services – truth achieving – regulative principles of Bhaktiyoga – Nishkama karma – practice – knowledge – Meditation – Renunciation of the fruits of the action – Peaceful mind – qualities of pure devotee – imperishable path of devotional service- according to Gita – Bhaktiyoga.
8. Message of Upanishads – study of katopansihad – introduction – Upanishad – meaning – different kind of upandishads – importance of katopanishad – story of Vajasravas & Nachiketa – Three boons – sreyas- preyas – Nachiketa fire – concept of pranava – Nature of the soul – Supreme and –yogic concepts in katopanishad.

#### **REFERENCE BOOKS:**

1. Laghusiddhantakaumudi, Chaukhamba Surabharati prakashana, Varanasi.
2. Sabdamanjari, Chaukhamba Surabharati prakashana, Varanasi.
3. Dhatumanjari, Chaukhamba surabharati prakashana, Varanasi.
4. Raghuvamsamhakavya, Chaukhamba Surabharati Prakashana, Varanasi.
5. Bhagavadgita, Geeta press, Gorakhpur.

6. Katopanishad, Chaukhama Surabharati Prakashana, Varanasi.

### PRACTICAL I

Practice of the following Yogic practices

#### ASANAS

1. Swasthikasana
2. Vaidika Suryanamaskara –  
9 vinyasas
3. Padangusthasana
4. Padahasthasana
5. Uttita Trikonasana
6. Uttita Parsvakonasana
7. Virabhadrasana
8. Vrikshasana
9. Paschimotansana
10. Purvotanasana
11. Ardhabaddhapadma  
pascimotansana
12. Triyanmukhaikapada  
pascimotansana
13. Janusirsasana
14. Navasana
15. Suptakonasana
16. Bhujangasana
17. Setubandhasana
18. Salamba Sarvangasana
19. Halasana
20. Karnapidasana
21. Urdhvapadamasana
22. Pindasana
23. Matsyasana
24. Uttanapadasana
25. Padmasana
26. Baddhapadmasana
27. Yogamudra
28. Salabhasana
29. Dhanurasana
30. Dhanurasana parsvasahita
31. Ustrasana
32. Vajrasana and Suptavajrasana
33. Bharadvajasana
34. Sirsasana
35. Savasana

#### KRIYAS

1. Jalaneti
2. Sutraneti
3. Agnisara
4. Trataka

#### MUDRAS

Viparitakarini Mudra

#### BANDHAS

1. Urdhvanabandha
2. Jalandharabandha

#### PRANAYAMAS

1. Ujjayi
2. Recaka, Puraka, Kumbhaka
3. Suryabheda, Candrabhedha, Nadisuddhi.

## PRACTICAL II

Practice of the following Yogic Practices

### ASANAS

- |  |                              |
|--|------------------------------|
| 1. Yaugika Suryanamaskara –<br>17 Vinyasas | 13. Arddhamatsyendrasana     |
| 2. Siddhasana                              | 14. Ekapadasirsasana         |
| 3. Prasarita Padottanasana                 | 15. Dvipadasirsasana         |
| 4. Parsvottanasana                         | 16. Maricasana               |
| 5. Utthitapadangusthasana                  | 17. Bhujapidasana            |
| 6. Arddhabaddha Padmottanasana             | 18. Kurmasana                |
| 7. Pasasana                                | 19. Suptakurmasana           |
| 8. Krauncasana                             | 20. Kukkutasana              |
| 9. Bhekasana                               | 21. Upavistakonsana          |
| 10. Laghuvajrasana                         | 22. Suptapadangusthasana     |
| 11. Kapotasana                             | 23. Suptaparsvasahita        |
| 12. Nakrasana                              | 24. Ubhyapadangusthasana     |
|  | 25. Urdhvamukhapascimotansan |
|  | 2. Sanmukhimudra             |

### KRIYAS

1. Gajakarani
2. Danda Dhauti
3. Vastra Dhauti
4. Nauli (Madhyama)
5. Kapalbhati

### MUDRAS

1. Mahamudra

### BANDHAS

Mulabandha

### PRANAYAMAS

1. Sarnavritti, Visama Vritti
2. Sitali
3. Bhastrika
4. Bhramari

### MEDITATION TECHNIQUES – THROUGH SHAPE, SOUND, ETC.,

#### REFERENCE BOOKS FOR PRACTICAL I & II

1. Yogamala part – I – Ashtanga Yoga Publication, mysore.
2. Hathayogapradipika Chapter I, II & III – Bihar School of Yoga, Munger, Bihar.
3. Gherandasamhita chapter I – Kiavalya Dham publication, Lavevala, Pune.
4. Patanjala Yoga Sutra Vritti with seven commentaries – Chowkhamba, Varanasi.
5. Asanas by Kuvalayananda – kaivalya Dham publication, lovavala, Pune.
6. Pranayama by kuvalayananda – kaivalya Dham publication, Lovavala, pune.
7. Yoga therapeutics – Pub. By kaivalyadhama – kaivalya Dham publications, lovavala, Pune.
8. Light on Yoga – B.K.S. Iyengar, Harper Collins Publishers India, New Delhi.

words in cases- Rama. Hari, Guru, Pitr, Lata, Mati, Dhenu, Phala, Vari, Gau, Marut, Vidvas, Rajan, Manas, Asmad, Yusmad, Tad, Yad, Kim, etc.

11. Kriyapada in Sanskrit – Classification, Lakaras, Purusas, Vachanas. Declaration of the following root words in Lat, Lrt, Lan,- Bhu, Khad, Vad, Dhyai, Pat, Ish, Kshi, Pracch, Dam, Kath, Chint, Ad, As, Jagr, Bha, Dha, Kr, Ash.
12. Avyayas in Sanskrit – different kinds of Avyayas.
13. Elementary knowledge of all kinds of Sandhis with examples in Sankrit.
14. Raghuvamsamahakavya – 1<sup>st</sup> Sarga 1 to 25 slokas – Introduction – Kalidasa – Date – Works Greatness of the Poet & Kavya – Solar Dynasty – poet's strong decision to approach this kavya – Qualities of Raghuvamsa King's from birth to death – Manu – Dilipa – Physical Structure of Dilipa – Greatness of Dilipa – the rule of Dilipa taxes – four forces – Attempts – Dilipa's detachment – the role of opponent qualities in Dilipa – oldage without becoming old – father of his subjects – Rajadharma.
15. Bhagavadgita Chapter XII  
A critical study of Bhakti Yoga – Devotional Service – Perfect devotee – Personal & impersonal Brahman – fixing mind on Personal form of God with faith – characteristics of Atman – attached minds – troublesome to attach the mind to the unmanifested – impersonal features of the supreme – giving up all selfish activities – engaging in devotional services – truth achieving – regulative principles of Bhaktiyoga – Nishkama karma – practice – knowledge – Meditation – Renunciation of the fruits of the action – Peaceful mind – qualities of pure devotee – imperishable path of devotional service- according to Gita – Bhaktiyoga.
16. Message of Upanishads – study of katopansihad – introduction – Upanishad – meaning – different kind of upandishads – importance of katopanishad – story of Vajasravas & Nachiketa – Three boons – sreyas- preyas – Nachiketa fire – concept of pranava – Nature of the soul – Supreme and –yogic concepts in katopanishad.

### REFERENCE BOOKS:

7. Laghusiddhantakaumudi, Chaukhamba Surabharati prakashana, Varanasi.
8. Sabdamanjari, Chaukhamba Surabharati prakashana, Varanasi.
9. Dhatumanjari, Chaukhamba surabharati prakashana, Varanasi.
10. Raghvuvamsamhakavya, Chaukhamba Surabharati Prakashana, Varanasi.
11. Bhagavadgita, Geeta press, Gorakhpur.
12. Katopanishad, Chaukhama Surabharati Prakashana, Varanasi.

### PRACTICAL I

Practice of the following Yogic practices

#### ASANAS

- |  |                           |
|--|---------------------------|
| 36. Swasthikasana                          | 39. Padahastasana         |
| 37. Vaidika Suryanamaskara –<br>9 vinyasas | 40. Uttita Trikonasana    |
| 38. Padangusthasana                        | 41. Uttita Parsvakonasana |
|  | 42. Virabhadrasana        |

43. Vrikshasana
44. Paschimotansana
45. Purvotanasana
46. Ardhabaddhapadma  
pascimotansana
47. Triyanmukhaikapada  
pascimotansana
48. Janusirsasana
49. Navasana
50. Suptakonasana
51. Bhujangasana
52. Setubandhasana
53. Salamba Sarvangasana
54. Halasana
55. Karnapidasana

56. Urdhvapadamasana
57. Pindasana
58. Matsyasana
59. Uttanapadasana
60. Padmasana
61. Baddhapadmasana
62. Yogamudra
63. Salabhasana
64. Dhanurasana
65. Dhanurasana parsvasahita
66. Ustrasana
67. Vajrasana and Suptavajrasana
68. Bharadvajasana
69. Sirsasana
70. Savasana

### **KRIYAS**

5. Jalaneti
6. Sutraneti
7. Agnisara
8. Trataka

### **MUDRAS**

Viparitakarini Mudra

### **BANDHAS**

3. Udyanabandha
4. Jalandharabandha

### **PRANAYAMAS**

4. Ujjayi
5. Recaka, Puraka, Kumbhaka
6. Suryabheda, Candrabheda, Nadisuddhi.

## **PRACTICAL II**

Practice of the following Yogic Practices

### **ASANAS**

26. Yaugika Suryanamaskara –  
17 Vinyasas
27. Siddhasana
28. Prasarita Padottanasana
29. Parsvottanasana
30. Utthitapadangusthasana
31. Arddhabaddha Padmottanasana
32. Pasasana

33. Krauncasana
34. Bhekasana
35. Laghuvajrasana
36. Kapotasana
37. Nakrasana
38. Arddhamatsyendrasana
39. Ekapadasirsasana
40. Dvipadasirsasana
41. Maricasana

42. Bhujapidasana
43. Kurmasana
44. Suptakurmasana
45. Kukkutasana
46. Upavistakonsana
47. Suptapadangusthasana
48. Suptaparsvasahita
49. Ubhyapadangusthasana
50. Urdhvamukhapascimotansan

### **KRIYAS**

6. Gajakarani
7. Danda Dhauti
8. Vastra Dhauti
9. Nauli (Madhyama)
10. Kapalbhati

### **MUDRAS**

3. Mahamudra
4. Sanmukhimudra

### **BANDHAS**

Mulabandha

### **PRANAYAMAS**

5. Sarnavritti, Visama Vritti
6. Sitali
7. Bhastrika
8. Bhramari

P.G.Diploma in Pourohitya Syllabus  
(Archakatva Pourohitya)

Paper 1

मुहूर्तविज्ञानम्

१. पञ्चदशकर्माहुर्तानि।
२. वाणिज्यकृषिकर्ममुहूर्तानि।
३. पञ्चदशकर्माणां समग्रपरिचयः।

P.G.Diploma in Pourohitya Syllabus  
(Archakatva Pourohitya)

Paper -2

वास्तुरत्नाकरम्

१. देवालयगृहवास्तु ।
२. वर्ग - काकिणि विचारः।
३. षोडशभूलक्षणानि, भूपरिक्षापद्धतिः
४. चतुर्विदभूवास्तु ।
५. गृहारम्भमुहूर्तानि।
६. गृहप्रवेशमुहूर्तानि।

P.G.Diploma in Pourohitya Syllabus  
(Archakatva Pourohitya)

Paper - 3

शान्तिकमलाकरम्

१. गोमुखप्रसवशान्तिः।
२. गण्डान्ततिथिनक्षत्रजननशान्तिः।
३. रुद्रयागविधिः।
४. चण्डीपारायणविधिः।

## शास्त्रीतृतीयवर्षम्

5<sup>th</sup> semester

Paper-9, विषय:- ऋग्वेदसंहितायाः तृतीयाष्टकस्य प्रथमोऽध्यायः सायणभाष्यम्

### Unit –1 तृतीयमण्डलस्य 7-10 सूक्तं यावत्

Objective –सूक्तचतुष्टये द्वादशादित्याः एकादशरूद्राणाम् अष्टवसूनां च वर्णनं वर्तते।

### Unit –2 तृतीयमण्डलस्य 11-14 सूक्तं यावत्

Objective –अत्र अग्निः तथा इन्द्रः इत्यनयोः स्वरूपं वर्णितमस्ति।

### Unit –3 तृतीयमण्डलस्य 15-19 सूक्तं यावत्

Objective –अत्र यज्ञकर्मणि अग्निः कथं देवानां कृते हविद्रव्याणि वहति तदत्र वर्णयते।

### Unit –4 तृतीयमण्डलस्य 20-24 सूक्तं यावत्

Objective –अत्रापि अग्नेः यज्ञे प्रामुख्यं वर्णितमस्ति।

### Unit –5 तृतीयमण्डलस्य 25-29 सूक्तं यावत्

Objective –अत्र जातवेदशब्देन अग्निः अत्र स्तूयमानः कथं भवति, इति वर्णितमस्ति।

**Objective of the Paper**

**विषयोद्देश्यकथनम्-**

विषयेऽस्मिन् देवतानां स्तुतिरेव प्राधान्येन प्रतिपादिता। तत्र द्वादशादित्य-  
एकादशरूद्र-अष्टवसवादेयः प्रमुखाः भवन्ति। एतासां देवतानां यज्ञे आह्वानमपि बहुभिः  
ऋग्वेदः समाम्नातम्।

Objective – अत्र कृच्छ्रविधिः तत् फलं च प्रतिपादितम्। स्वाध्यायाध्ययनविधिः अपि प्रोक्तः।

Unit – 3 प्रथमप्रपाठके चतुर्थपञ्चमखण्डौ।

Objective – अत्र व्रतसहितमन्त्राणामनुष्ठानेन यागफलप्राप्तिः।

Unit – 4 प्रथमप्रपाठके षष्ठसप्तमखण्डौ।

Objective – अत्र प्रायश्चित्तविधिः, कृच्छ्रविधिश्च समाम्नातः।

Unit – 5 प्रथमप्रपाठके अष्टमखण्डः।

Objective - अत्र प्रायश्चित्तविशेषाः प्रोक्ताः।

### Objective of the Paper

विषयस्योद्देश्यकथनम् —

सामवेदस्य ब्राह्मणेषु प्रधानब्राह्मणत्वेन ब्राह्मणमिदं प्रथते। प्रकरणेऽस्मिन् प्रथमसृष्टिः देवानामुपजीवनम्, साम्नां स्वरूपम्, स्वर्गप्राप्त्युपायाः, कृच्छ्रादि व्रतानि प्रायश्चितादिविषयाः प्राधान्येन समाम्नाताः।

शास्त्री- वेदभाष्यम्

5<sup>th</sup> Semestar

सामवेदः

Paper No- 3

विषयः सामवेदसंहितायां उत्तरार्चिकस्य द्वितीयोऽध्यायः —

Unit – 1 द्वितीयोऽध्यायस्य प्रथमखण्डः ।

Objective अत्र श्रौत्रामणी स्तोमनिष्पन्नमन्त्राः प्रोक्ताः ।

Unit – 2 द्वितीयोऽध्यायस्य द्वितीयखण्डः ।

Objective – अत्र श्रौत्रामणी स्तोमनिष्पन्नमन्त्राः प्रोक्ताः ।

Unit – 3 द्वितीयोऽध्यायस्य तृतीयखण्डः ।

Objective – अत्र श्रौत्रामणी स्तोमनिष्पन्नमन्त्राः प्रोक्ताः ।

Unit – 4 द्वितीयोऽध्यायस्य चतुर्थखण्डः ।

Objective – अत्र श्रौत्रामणी स्तोमनिष्पन्नमन्त्राः प्रोक्ताः ।

Unit – 5 द्वितीयोऽध्यायस्य पञ्चमषष्ठखण्डौ ।

Objective - अत्र श्रौत्रामणी स्तोमनिष्पन्नमन्त्राः प्रोक्ताः ।

### **Objective of the Paper**

**विषयस्योद्देश्यकथनम् —**

प्रकरणेऽस्मिन् श्रौतयागे स्तोमनिष्पन्नमन्त्राः प्रोक्ताः । अत्र श्रौतयागे स्तोमनिष्पन्नमन्त्रैः सोमस्य स्तुतिः विहिता वर्तते । येन श्रौतयागसम्पन्नो भवति ।

शास्त्री- वेदभाष्यम्

5<sup>th</sup> Semestar

सामवेदः

Paper No- 4

विषयः सामविधानब्राह्मणस्य द्वितीयप्रपाठकः ।

विषयेऽस्मिन् आतिथ्येष्टिः वर्णितः तत्रादौ आतिथ्यहविर्मन्त्राः, हविर्धानमण्डपनिर्माणं ,  
सदोमण्डपनिर्माणम्, यूपसंस्कारः, वसाहोमः, वसतिवरिसञ्जक अपां ग्रहणम्।

#### Course.4

**विषयः-माध्यन्दिनीयशतपथब्राह्मणम्- तृतीयकाण्डस्य चतुर्थप्रपाठकात्  
पञ्चमप्रपाठकस्य द्वितीयब्राह्मणं यावत्।**

**Unit –1 तृतीयकाण्डस्य चतुर्थप्रपाठकस्य प्रथमं ब्राह्मणम्।**

Objective – आतिथ्येष्टिविधिः

**Unit –2 तृतीयकाण्डस्य चतुर्थप्रपाठकस्य द्वितीयं ब्राह्मणम्।**

Objective – तनूनज्रविधिः विहितः

**Unit –3 तृतीयकाण्डस्य चतुर्थप्रपाठकस्य तृतीयं ब्राह्मणम्।**

Objective - अवान्तरदीक्षा-प्रायश्चित्तविधिः

**Unit –4 तृतीयकाण्डस्य चतुर्थप्रपाठकस्य चतुर्थपञ्चमे ब्राह्मणे।**

Objective – उपसदेष्टि-महावेदिनिर्माणविधिः

**Unit –5 तृतीयकाण्डस्य पञ्चमप्रपाठकस्य प्रथमद्वितीये ब्राह्मणे।**

Objective – उत्तरवेद्याम् अग्निप्रणयनविधिः।

**Objective of the paper**

**विषयोद्देश्यकथनम्-**

विषयेऽस्मिन् आतिथ्येष्टिः , तनूनज्रविधिः, अवान्तरदीक्षा, प्रायश्चित्तविधिः,  
महावेदिनिर्माणविधिः, उत्तरवेद्यां अग्निप्रणयनविधिश्च वर्णितः।

शास्त्री  
कृष्णयजुर्वेदभाष्यम्  
5<sup>th</sup> Semester

**Course Code – KYB 0502**

**Course Title –** तैत्तिरीयसंहितायां प्रथमकाण्डे चतुर्थप्रश्ने आदितः 23-46 अनुवाकं यावत् –  
सब्राह्मणं विद्यारण्यभाष्यम्।

**Unit – 1** प्रथमकाण्डे चतुर्थप्रश्ने 23-26 अनुवाकं यावत्।

**Objective –** अग्निष्टोमः, सावित्र-वैश्वदेवग्रहौ।

**Unit – 2** प्रथमकाण्डे चतुर्थप्रश्ने 27-31 अनुवाकं यावत्।

**Objective –** अग्निष्टोमः, पत्नीव्रत, हारियोजन-ऐन्द्र-आदित्याग्रहाः।

**Unit – 3** प्रथमकाण्डे चतुर्थप्रश्ने 32-36 अनुवाकं यावत्।

**Objective –** अग्निष्टोमः, शौर्यातिग्रहः।

**Unit – 4** प्रथमकाण्डे चतुर्थप्रश्ने 37-41 अनुवाकं यावत्

**Objective -** अग्निष्टोमः, षोडशीग्रहः।

**Unit – 5** प्रथमकाण्डे चतुर्थप्रश्ने 42-46 अनुवाकं यावत्।

**Objective -** अग्निष्टोमः, षोडशीग्रहाः, दक्षिणा, सविष्टयजुहोमः, अववृथ, सौम्यचरु,  
काम्येष्टियज्वापुरोनुवाक्या।

तृतीयवर्षम्

5<sup>th</sup> Semester

Paper No. 9

**विषयः- अथर्ववेदे (शौनकीय)संहितायां षष्ठकाण्डे प्रथमोऽनुवाकात् पञ्चमोऽनुवाकं  
यावत्।**

**Unit-1 षष्ठकाण्डस्य प्रथमोऽनुवाकः।**

Objective –पुष्टिकामप्रयोगः।

**Unit-2 षष्ठकाण्डस्य द्वितीयोऽनुवाकः।**

Objective –पुंसवनादिसंस्काराः।

**Unit-3 षष्ठकाण्डस्य तृतीयोऽनुवाकः।**

Objective –केशवृद्धिकर्मणि प्रयोगः।

**Unit-4 षष्ठकाण्डस्य चतुर्थोऽनुवाकः।**

Objective – कृषिविज्ञानविषयाः।

**Unit -5 षष्ठकाण्डस्य पञ्चमोऽनुवाकः।**

Objective –पुरुषस्यकोशविनाशविधिः।

**Objective of the paper**

**विषयोद्देश्यकथनम्-**

विषयेऽस्मिन् पुष्टिकामप्रयोगः, पुंसवनादिसंस्काराः, केशवृद्धिकर्मणि प्रयोगः, कृषिविज्ञानविषयाः,  
पुरुषस्यकोशविनाशविधिः इत्यादिविषयाः पाठ्यन्ते। अनेनाध्ययनेन छात्राणां मन्त्रार्थज्ञानं तथा  
वैज्ञानिकतत्त्वज्ञानञ्च भवतीति।

## SEMESTER- V

### Course - I : Paper – 9 - Yoga & Meditation

Unit No.	Unit Title	Objectives
I	Basic principle of Meditation	To understand importance of meditation, types of meditation and role of diet in meditation.
II	Bhavatita Dhyana	To improve the awareness on various types/ technique of meditation and their effect over The body and mind
III	Anapanasati Dhyana	
IV	Preksha Dhyana	
V	Ancient methods of Dhyana	

### Course - II : Paper – 10 – Yoga and Societal Application

Unit No.	Unit Title	Objectives
I	Yoga in school education	understanding importance of yog for school children to improve their concentration, memory etc
II	Yoga for Sports community	To bring the awareness of yoga for sports community and their common problems (To treat)
III	Yoga for Cyber world	To understand health issues in I. T. Professionals and find the solution through yoga.
IV	Yoga for elderly population -1	To improve the knowledge of health issues in old age people and finding out suitable yogic remedies.
V	Yoga for elderly population -2	

### Course - III : Practical paper - V

Unit No.	Unit Title	Objectives
I	Theory and practice of Asanas	To observe and learn internal changes of body so as enable to tech other.
II	Theory and practice of Asanas	
III	Theory and practice of Kriyas	Importance of Purification methods.
IV	Theory and practice of Pranayama and Dhyana	Important of breathing techniques and their preparation to get steady mind in meditation.

## शास्त्रीतृतीयवर्षम्

5<sup>th</sup> semester

Paper-10, विषयः- ऋक्संहितायाः चतुर्थाष्टकस्य प्रथमोऽध्यायः, सायणभाष्यम्

### Unit –1 पञ्चममण्डलस्य 9-12 सूक्तं यावत्

Objective –अत्र अग्नेः स्वरूपं तथा होतृत्वविषयकवर्णनं संलक्ष्यते।

### Unit –2 पञ्चममण्डलस्य 13-16 सूक्तं यावत्

Objective –अत्र अग्नेः यज्ञप्रामुख्यं हविर्निर्वापत्वं विषये समुपलभ्यते।

### Unit –3 पञ्चममण्डलस्य 17-21 सूक्तं यावत्

Objective –अत्र अग्निविषयकं जातवेदत्वं होतृत्वविषयकं यथोचितं वर्णितमस्ति।

### Unit –4 पञ्चममण्डलस्य 22-26 सूक्तं यावत्

Objective –अत्र अग्नेः प्राधान्यं यागप्रामुख्यं च वर्णितमस्ति।

### Unit –5 पञ्चममण्डलस्य 27-32 सूक्तं यावत्

Objective –अत्र अग्निस्वरूपं तथा इन्द्रस्य स्वरूपं विशदवर्णितमस्ति।

**Objective of the Paper**

**विषयोद्देश्यकथनम्-**

विषयेऽस्मिन् याज्ञिकाः बहुविधाभिः ऋग्भिः अनेकाः देवताः स्तुवन्ति। तत्र देवतासु अग्नि-वरुण-इन्द्रादयः प्रमुखाः स्तूयन्ते। अनेनाध्ययनेन एतासां देवतानां स्वरूपज्ञानं तथा यज्ञपरकज्ञानं च सम्भवति।

शास्त्री- वेदभाष्यम्  
5<sup>th</sup> Semestar  
सामवेदः  
Paper No- 10

विषयः **सामविधानब्राह्मणस्य द्वितीयप्रपाठकः।**

Unit – 1 द्वितीयप्रपाठकस्य प्रथमद्वितीयखण्डौ।

Objective अत्र काम्यकर्माणि दीर्घायुकामस्य कर्मविशेषाः प्रोक्ताः।

Unit – 2 द्वितीयप्रपाठकस्य तृतीयचतुर्थखण्डौ।

Objective – अत्र क्षुद्ररोगशान्तिः, सर्पमयत्तान्तिः, शत्रुमयनिवारणोपायश्च प्रतिपादिताः।

Unit – 3 द्वितीयप्रपाठकस्य पञ्चमखण्डः।

Objective – अत्र वशीकरणोपायाः प्रोक्ताः।

Unit – 4 द्वितीयप्रपाठकस्य षष्ठखण्डः।

Objective – अत्र सौभाग्यप्राप्तये, यशप्राप्तये, च कर्तव्यविशेषाः विहिताः।

Unit – 5 द्वितीयप्रपाठकस्य सप्तमाष्टमखण्डौ।

Objective - अत्र ब्रह्मवर्चसप्राप्ति- प्राजापत्यादि कर्तव्यकर्मविशेषाः प्रोच्यन्ते।

**Objective of the Paper**

विषयस्योद्देश्यकथनम् —

प्रकरणेऽस्मिन् काम्यकर्माणि, दीर्घायुकामस्य कर्मविशेषाः, क्षुद्ररोगशान्तिः, शत्रुनिवारणोऽपायः, वशीकरणोपायः, सौभाग्यप्राप्तिः, यशप्राप्तिः, ब्रह्मवर्चसप्राप्तिनिमित्तमुपायाः प्रतिपादिताः।

शास्त्री  
कृष्णयजुर्वेदभाष्यम्  
5<sup>th</sup> Semester

Course Code – KYB 0501

**Course Title – तैत्तिरीयसंहितायां प्रथमकाण्डे चतुर्थप्रश्ने आदितः 22 अनुवाकाः – सब्राह्मणं विद्यारण्यभाष्यम्।**

**Unit – 1** प्रथमकाण्डे चतुर्थप्रश्ने 1-4 अनुवाकं यावत्।

**Objective –** अग्निष्टोमः, सोमाभिषवः, उपांसुग्रहः, अन्तर्यामिग्रह, ऐन्द्रायवग्रहः।

**Unit – 2** प्रथमकाण्डे चतुर्थप्रश्ने 5-8 अनुवाकं यावत्।

**Objective –** अग्निष्टोमः, मैत्रावरुणाश्विनशुक्रादिग्रहाः।

**Unit – 3** प्रथमकाण्डे चतुर्थप्रश्ने 9-12 अनुवाकं यावत्।

**Objective –** अग्निष्टोमः, मञ्चि-आग्रायण-भातृव्यव्रत-उकृथ्यग्रहाः।

**Unit – 4** प्रथमकाण्डे चतुर्थप्रश्ने 13-16 अनुवाकं यावत्

**Objective -** अग्निष्टोमः, ध्रुव-ऋतु-ऐन्द्राग्रन्वैश्वदेवग्रहाः।

**Unit – 5** प्रथमकाण्डे चतुर्थप्रश्ने 17-22 अनुवाकं यावत्।

**Objective -** अग्निष्टोमः, माहेन्द्र-मरुत्पति-आदित्यादिग्रहाः।

5<sup>th</sup> Semester

Paper No. 10

**विषय:- अथर्ववेदे (शौनकीय)संहितायां षष्ठकाण्डे षष्ठानुवाकात् नवमोऽनुवाकं  
यावत्।**

**Unit-1 षष्ठकाण्डस्य षष्ठोऽनुवाकः।**

Objective –विविधव्याधिनिवारणोपायाः।

**Unit- 2 षष्ठकाण्डस्य सप्तमोऽनुवाकः।**

Objective –शान्तिकर्मणिप्रयोगः।

**Unit-3 षष्ठकाण्डस्य अष्टमोऽनुवाकः।**

Objective –सौमनस्यप्राप्त्युपायः ।

**Unit-4 षष्ठकाण्डस्य नवमोऽनुवाकस्य प्रथमसूक्तात् तृतीयसूक्तं यावत्।**

Objective –गण्डमालादिरोगनिवारणम्।

**Unit -5 षष्ठकाण्डस्य नवमोऽनुवाकस्य चतुर्थ-पञ्चमसूक्तद्वयम्।**

Objective –जायापत्योरन्योन्यप्रीतिजननविधिः।

**Objective of the paper**

**विषयोद्देश्यकथनम्-**

विषयोऽस्मिन् विविधव्याधिनिवारणोपायाः, शान्तिकर्मणिप्रयोगः, सौमनस्यप्राप्त्युपायः, गण्डमालादिरोगनिवारणम्, जायापत्योरन्योन्यप्रीतिजननविधिः इत्यादिविषयाः पाठ्यन्ते। अनेनाध्ययनेन च्छात्राणां रोगनिवारणज्ञानं तथा प्रायोगिकज्ञानञ्च भवतीति।

## SEMESTER- V

### Course - I : Paper – 9 - Yoga & Meditation

Unit No.	Unit Title	Objectives
I	Basic principle of Meditation	To understand importance of meditation, types of meditation and role of diet in meditation.
II	Bhavatita Dhyana	To improve the awareness on various types/ technique of meditation and their effect over The body and mind
III	Anapanasati Dhyana	
IV	Preksha Dhyana	
V	Ancient methods of Dhyana	

### Course - II : Paper – 10 – Yoga and Societal Application

Unit No.	Unit Title	Objectives
I	Yoga in school education	understanding importance of yog for school children to improve their concentration, memory etc
II	Yoga for Sports community	To bring the awareness of yoga for sports community and their common problems (To treat)
III	Yoga for Cyber world	To understand health issues in I. T. Professionals and find the solution through yoga.
IV	Yoga for elderly population -1	To improve the knowledge of health issues in old age people and finding out suitable yogic remedies.
V	Yoga for elderly population -2	

### Course - III : Practical paper - V

Unit No.	Unit Title	Objectives
I	Theory and practice of Asanas	To observe and learn internal changes of body so as enable to tech other.
II	Theory and practice of Asanas	
III	Theory and practice of Kriyas	Importance of Purification methods.
IV	Theory and practice of Pranayama and Dhyana	Important of breathing techniques and their preparation to get steady mind in meditation.

## शास्त्रीतृतीयवर्षम्

6<sup>th</sup> semester

Paper-11, विषयः- ऋक्संहितायाः पञ्चमाष्टकस्य प्रथमोऽध्यायः

### Unit –1 षष्ठमण्डलस्य 62-64 सूक्तं यावत्

Objective –सूक्तत्रये आश्विनरात्रे अश्विनीकुमारयोः स्वरूपं महत्त्वं च वर्णितमस्ति।

### Unit –2 षष्ठमण्डलस्य 65-67 सूक्तं यावत्

Objective –अत्र उषसः विषये तथातस्याः महत्त्वं, स्वरूपं च वर्णितम् अस्ति।

### Unit –3 षष्ठमण्डलस्य 68-70 सूक्तं यावत्

Objective –अत्र इन्द्रविष्णोः शौर्यं पराक्रमं च वर्णितमस्ति।

### Unit –4 षष्ठमण्डलस्य 71-73 सूक्तं यावत्

Objective –अस्मिन् सूक्तचतुष्टये सवितृदेवस्य स्वरूपं तथा महत्त्वं वर्णितमस्ति।

### Unit –5 षष्ठमण्डलस्य 74- सप्तममण्डलस्य प्रथमसूक्तं यावत्

Objective –अत्र अश्वस्तुतिः हस्तदनस्य स्तुतिः इति प्रधानतया वर्णितमस्ति।

**Objective of the Paper**

**विषयोद्देश्यकथनम्-**

विषयेऽस्मिन् बहुविधाभिः ऋग्भिः विविधाः देवताः स्तूयन्ते। तत्र अश्विनीकुमारौ-  
उषा-इन्द्र-विष्णु-सवितादयः प्रमुखाः भवन्ति। अस्याध्यायनेन एतासां देवतानां विषये  
परिज्ञानं भवति।

6<sup>th</sup> semester

Course.3

**विषयः- शुक्लयजुर्वेदकाण्वसंहितायां 9-10 अध्यायौ, सायणभाष्यम्**

**Unit –1 काण्वसंहितायाः नवमाध्यायस्य आदितः तृतीयानुवाकं यावत्**

Objective –ग्रहवीक्षणमन्त्राः, दक्षिणहोममन्त्राः, समिष्ट्यमन्त्राः ।

**Unit –2 नवमाध्यायस्य चतुर्थानुवाकात् षष्ठानुवाकं यावत्**

Objective – अवभृथमन्त्राः, प्रायश्चित्तमन्त्राः, अर्हणिसम्बन्धिमन्त्राः ।

**Unit –3 नवमाध्यायस्य सप्तमानुवाकात् दशमाध्यायस्य द्वितीयानुवाकं यावत्**

Objective – सवितृप्रेरणमन्त्राः, रथाहरणादिमन्त्राः।

**Unit –4 दशमाध्यायस्य तृतीयचतुर्थानुवाकौ**

Objective - रथचक्रादिरोहणमन्त्राः, स्त्रुवहुत्यादिमन्त्राः।

**Unit –5 दशमाध्यायस्य पञ्चमषष्ठानुवाकौ**

Objective – अन्नहोममन्त्राः, उज्जितिमन्त्राः।

**Objective of the paper**

**विषयोद्देश्यकथनम्-**

विषयेऽस्मिन् दक्षिणहोमः, अवभृथमन्त्राः वर्तन्ते। रथचक्रादिरोहणमन्त्राः वर्तन्ते।  
अन्नहोममन्त्राः, तथा उज्जितिमन्त्राश्च विद्यन्ते।

शास्त्री  
कृष्णयजुर्वेदभाष्यम्  
6<sup>th</sup> Semester

Course Code – KYB 0601

**Course Title – तैत्तिरीयसंहितायां तृतीयकाण्डे प्रथमद्वितीयप्रपाठकौ।**

- Unit – 1** तृतीयकाण्डे प्रथमप्रपाठके आदितः चतुर्थानुवाकं यावत्।
- Objective –** सोमोपस्थानम्, सोमक्रयणीपदाञ्जनादि, पशूपाकरणादिमन्त्राः।
- Unit – 2** तृतीयकाण्डे प्रथमप्रपाठके पञ्चमतः अष्टमानुवाकं यावत्।
- Objective –** अग्निध्राद्यभिमर्षणादिविषयाः।
- Unit – 3** प्रथमप्रपाठके नवमानुवाकात् द्वितीयप्रपाठकस्य प्रथमानुवाकं यावत्।
- Objective –** सवनाहृत्यादिमन्त्राः, होममन्त्राः, पवमानग्रहत्रयम्।
- Unit – 4** द्वितीयप्रपाठकस्य द्वितीयानुवाकात् षष्ठानुवाकं यावत्।
- Objective -** सवरनिरूपणम्, सोमावेक्षणादि विषयाः।
- Unit – 5** द्वितीयप्रपाठकस्य सप्तमात्-एकादशानुवाकं यावत्।
- Objective -** स्तुतशास्त्रे, प्रस्थितयाज्याख्याहोमादिमन्त्राः।

तृतीयवर्षम्

5<sup>th</sup> Semester

Paper No. 9

**विषयः- अथर्ववेदे (शौनकीय)संहितायां षष्ठकाण्डे प्रथमोऽनुवाकात् पञ्चमोऽनुवाकं  
यावत्**

**Unit-1 षष्ठकाण्डस्य प्रथमोऽनुवाकः।**

Objective –पुष्टिकामप्रयोगः।

**Unit-2 षष्ठकाण्डस्य द्वितीयोऽनुवाकः।**

Objective –पुंसवनादिसंस्काराः।

**Unit-3 षष्ठकाण्डस्य तृतीयोऽनुवाकः।**

Objective –केशवृद्धिकर्मणि प्रयोगः।

**Unit-4 षष्ठकाण्डस्य चतुर्थोऽनुवाकः।**

Objective – कृषिविज्ञानविषयाः।

**Unit -5 षष्ठकाण्डस्य पञ्चमोऽनुवाकः।**

Objective –पुरुषस्यकोशविनाशविधिः।

**Objective of the paper**

**विषयोद्देश्यकथनम्-**

विषयेऽस्मिन् पुष्टिकामप्रयोगः, पुंसवनादिसंस्काराः, केशवृद्धिकर्मणि प्रयोगः, कृषिविज्ञानविषयाः,  
पुरुषस्यकोशविनाशविधिः इत्यादिविषयाः पाठ्यन्ते। अनेनाध्ययनेन छात्राणां मन्त्रार्थज्ञानं तथा  
वैज्ञानिकतत्त्वज्ञानञ्च भवतीति।

## SEMESTER– VI

### **Course I: Paper – 11: Methods of Teaching in Yoga**

<b>Unit No.</b>	<b>Unit Title</b>	<b>Objectives</b>
I	Principles of Teaching Yoga	To enable the students to understand various teaching and learning methods of yoga to become Yoga teacher.
II	Principles of methods of Teaching Yoga	
III	Basics of Yoga class management	To equip the student to handle various age group people in yoga class.
IV	Lesson planning in Yoga	To improve the students knowledge to prepare model lesson plans for different practices.
V	Education tools in Yoga teaching	Bring the awareness in students to utilize various tools and techniques in Yoga teaching project work.

### **Course II: Paper – 12: Project work.**

<b>Unit No.</b>	<b>Unit Title</b>	<b>Objectives</b>
<b>Project work</b>		

### **Course III: Practical Paper - 6**

<b>Unit No.</b>	<b>Unit Title</b>	<b>Objectives</b>
I	Theory and practice of Asanas	To Train students in various advanced Asanas to understanding effects on body .
II	Theory and practice of Asanas	
II	Theory and practice of Kriya and Pranayayam	To understand effect of Purification and Pranayamam on body and mind.
IV	Awarness of Karma Yoga	Through the practice of Karma Yoga it improves service motto and balance his emotions.

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**P.G.Diploma in Pourohitya Syllabus**

**(Archakatva Pourohitya)**

**Paper -4**

**धर्मप्रवृत्तिः**

- १.संक्रमणनिर्णयः तत् दानानि।
- २.जाताशौचाप्रकरणम्
- ३.जातकर्मात्विवाहान्तपर्यन्तं धर्मानि तत् प्रायश्चित्तानि ।

**P.G.Diploma in Pourohitya Syllabus**

**(Archakatva Pourohitya)**

**Paper - 5**

**व्रतनिर्णयकल्पवल्ली**

- १.शुद्धविशुद्धभेदाः।
- २.चैत्रादिद्वादशमासस्थितपर्वाणि।
- ३.द्वादश एकादशतिथिनिर्णयः।
- ४.कृत्तिकादिनक्षत्रेषुकृतकार्यानि।
५. शरन्नवरात्रविधिः।

**COURSE - 1**

**PE1: Philosophical & Sociological Perspectives of Education**

**Internal Assessment : 25**

**Final Examination : 75**

**Course Objectives**

*After completion of the course, the student-teacher will be able to;*

1. *understand the concepts of Education and Philosophy*
2. *understand the Indian Philosophical thought on Education*
3. *understand the Implications of various Indian and western schools of thought on Education*
4. *understand the sociological basis of Education.*
5. *understand the preamble of the constitution in the light of Education*

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**Course Content**

**UNIT-I: Introduction to Philosophy and Education**

1. Concept and Scope of Philosophy
2. Concept and Scope of Education
3. Types and Functions of Education
4. Relationship between Philosophy and Education.
5. Philosophy and aims of Education

**UNIT-II: Indian Education: Historical Perspective**

1. Education during Ancient Period (Vedic, Buddhist and Jains)
2. Education during Medieval Period (Vedic, Buddhist, Jains and Islamic)
3. Education during Modern Period (Pre-Independent and Post Independent era)

**UNIT-III: Eastern and Western Schools of Philosophy**

1. Eastern Systems of Philosophy
  - i. Sankhya
  - ii. Yoga
  - iii. Nyaya
  - iv. Vedanta
2. Western Schools of Philosophy
  - i. Idealism
  - ii. Naturalism
  - iii. Pragmatism
  - iv. Existentialism
3. Educational thinkers and their contribution in developing principles of education.

**A. Indian**

- i. Swami Vivekananda,
- ii. M. K. Gandhi
- iii. Jiddu Krishna Murthy
- iv. Rabindranath Tagore
- v. Dr. B. R Ambedkar

**B. Western**

- i. John Dewey
- ii. Pestalozzi
- iii. Frobel
- iv. Rousseau

**UNIT-IV: Sociology and Education**

1. Meaning, nature and scope of sociology
2. Relationship between sociology and Education
3. Agencies of socialization (Family, peer group, school, Media, Religion)
4. Role of Teacher in Socialisation.
5. Impact of Socialisation on Education

## UNIT-V: Democracy and Education

1. Concept and Principles of Democracy
2. Equality and equity in Education
3. Preamble of the Constitution in relation to Education
4. Role of Education in strengthening democracy and democratic citizenship.
5. Teacher as a democrat

### Activities

1. Critically review a selected book written by Contemporary Educationalist in India.
2. Thoughts and reflections of Western Philosophical schools and its relevance to the present day Indian Education – A Report
3. Identify the different roles played by an ideal teacher in the classroom, school and community and report
4. Visit nearby schools under different managements and describe the functioning of the schools
5. Study the diversities existing in the community and describe the root causes for such diversities.
6. Study the social stratification in a village/ward and prepare a report on it.
7. Education and social mobility – Conduct a survey in a village/ward and prepare a report

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**COURSE - 2**

**PE 2: Childhood and Growing up**

**Internal Assessment : 25**

**Final Examination : 75**

**Course Objectives:**

*After completion of the course the student teachers will be able to;*

- 1. understand the growth and development of learner.*
- 2. appreciate the need and significance of the study of educational psychology in understanding analysing, interpreting and guiding the development of the learner.*
- 3. understand the nature and process of learning and the factors / conditions which facilitate or obstruct the learning process.*
- 4. understand the concept of Intelligence and provide appropriate guidance service to the children with special needs.*
- 5. understand the nature of personality and adjustment and to develop insight into various types of adjustive and maladjustive behaviors.*

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**Course Content**

**UNIT- I: Learner as a Developing Individual**

1. Concept of Growth, Development and Maturation
2. Principles of Development
3. Stages of Growth and Development (Infancy, Childhood, Adolescence)
4. Dimensions of Growth and Development (Physical, Cognitive, Emotional, Social, Moral, language)
5. Longitudinal and cross sectional approaches of understanding development

**UNIT-II: Theories of Development**

1. Cognitive theory of Development (Piaget's)
2. Theory of Moral Development (Kohlberg's).
3. Theory of language development (Vygotsky, chomsky)

**UNIT-III. Learning & Motivation**

1. Concept and principles of learning
2. Theories of learning, conditioning and cognitive theories
  - a. Thorndike's Trial and Error learning, Laws of learning
  - b. Pavlov's Classical conditioning
  - c. Skinner's Operant conditioning
  - d. Gestalt Theory & insight learning
  - e. Bandura's - Social Learning Theory
3. Motivation - concept & definition, Maslow's Motivation Theory.

**UNIT-IV. Intelligence, Creativity and Exceptional children**

1. Intelligence - Concept and meaning of intelligence, Theories of intelligence, measurement of intelligence,  
Creativity – Concept and meaning of creativity.

2. Exceptional children (Physical, Social, Psychological and Emotional)  
Gifted, slow-learners, differently abled, mentally retarded, emotionally deviated, socially maladjusted.

#### UNIT-V. Personality & Mental health

1. Personality :Meaning, Determinants of personality - Hereditary, environment and self, measurement of personality, types of personality.
2. Mental health: Concept and meaning, factors influencing mental health, Adjustment problems and adjustment Mechanisms.

#### Activities

1. Visit a anganwadi centre/ NGO centers for orphans/ street children homes and prepare a detailed report on the care taken by these centers
2. Interact with five adolescents and collect information about their attitudes, interests, aspirations in respect of their educational and occupational choices
3. View any two movies out of the following (The list is only suggestive not prescriptive)
4. Collect five stories that children are told by elders from their nearby community. Discuss them in your class.
5. Observe children during their playtime in your practicing school (or nearby school) for a week; observe their play activities, relationships, communication with their peers. On the basis of that prepare a report about understanding childhood.
6. Prepare a case study of a girl child from a minority community or a dalit household or a tribal community.
7. Observe and interact with ten adolescent children living in different contexts (rural areas, urban slum, dalit household, tribal community, urban area, and working/street people) and compare their characteristics and problems.

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## Course - 06

### Technology of Teaching & Learning

Internal Assessment : 10

Final Examination: 40

#### Course Objectives :

*After completion of this course the student teacher will be able to;*

- 1. understand the scope and importance of educational technology in the contemporary society.*
  - 2. develop right perspective and attitude towards emerging technologies.*
  - 3. equip with his various technological applications available to him/her for improving instructional practices.*
  - 4. develop skills of handling, maintaining and protecting different types of hardware equipment in the institutions of learning.*
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#### Course Content

##### UNIT - I 1. Introduction to Educational Technology & Communication

(i) History (ii) Meaning (iii) Approaches

2. Branches of Educational technology:

Behavioral Technology, Instructional Technology and Teaching Technology

3. Elements, Process, Types, Barriers and factors affecting communication.

Teaching - learning Process as communication.

##### UNIT - II. Strategies of Teaching& Training

1. Stages of Teaching

Pre active – Interactive – Post active

2. Levels of Teaching

Memory - Understanding and Independent levels

3. Strategies of Teaching:

Meaning, concept and various types Autocratic and Democratic strategies

4. Training Technique (i) Micro-teaching

##### UNIT- III. Modern trends & Teaching Aids in Educational Technology

a) 1. Team Teaching. 2. Language Laboratory 3. Programmed learning.

b) Various kinds of projected, non - projected aids and their use.

#### Activities

- 1. Creating digital concept maps, flow charts, timelines for a particular content*
- 2. Creating screen cast video of a lesson*
- 3. Shooting, editing, and sharing of videos segment on any educational topic*
- 4. Creating and editing various graphics*
- 5. Creating account in teacher tube/ slide share and sharing video/presentation. Viewing and commenting on others' contributions*

6. *Enrolling and completing some MOOC courses of interest*
7. *Creating resources for flipped classroom and practicing flipped learning in school*
8. *Evaluating OER resources. Creating and sharing OER materials*
9. *Developing technology integrated unit/lesson plans and trying out in schools*
10. *Hands on experience on subject specific software tools .*

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COURSE - 4

CPS 1: संस्कृतशिक्षणविधयः

Internal Assessment : 25

Final Examination: 75

पाठ्यांशस्यास्य अधिगमनेन छात्राध्यापकाः;

1. संस्कृतभाषायाः स्वरूप-वैशिष्ट्य-प्रयोगान्, पाठ्यचर्यायां संस्कृतस्य स्थानञ्च अवगच्छन्ति ।
2. संस्कृतशिक्षणस्य सिद्धान्तानां सूत्राणाञ्च अवगमने, प्रयोगे च सामर्थ्यं प्राप्नुवन्ति ।
3. संस्कृतभाषायाम् अधिकारसम्पादनाय अपेक्षितकौशलानि तदन्तःसम्बन्धञ्च अवगच्छन्ति ।
4. सफलसंस्कृताध्यापनाय अपेक्षितान् विविधोपागमान् विधीन् प्रविधींश्च अवगच्छन्ति ।
5. संस्कृतभाषाविकासाय विभिन्नपाठ्यसहगामिक्रियाणां भूमिकाम् अवगच्छन्ति ।

Course Content

UNIT-I.1. संस्कृतभाषायाः स्वरूपं महत्त्वञ्च

- क. संस्कृतभाषायाः स्वरूपं, भाषावैज्ञानिकं सांस्कृतिकं साम्प्रतिकं च महत्त्वम्।
- ख. अन्यभारतीयभाषासु संस्कृतभाषायाः प्रभावः।
2. विविधस्तरेषुपाठ्यक्रमे संस्कृतस्य स्थानम् ।  
प्राथमिक-माध्यमिक-उच्चमाध्यमिकस्तरेषु, आधुनिक-पारम्परिकपाठशालासु ।
3. संस्कृतशिक्षणोद्देश्यानि –  
प्राथमिक-माध्यमिक-उच्चमाध्यमिकस्तरेषु, आधुनिक-पारम्परिकपाठशालासु ।

UNIT-II.भाषाशिक्षणसिद्धान्ताः सूत्राणि च ।

सिद्धान्ताः

- 1.स्वाभाविकतासिद्धान्तः
2. अभ्याससिद्धान्तः
3. रुचिसिद्धान्तः
4. सक्रियतासिद्धान्तः
5. मौखिककार्यसिद्धान्तः
6. अनुपातक्रमसिद्धान्तः
7. बहुमुखिसिद्धान्तः
8. स्वतन्त्रतासिद्धान्तः
9. वैयक्तिकभिन्नतासिद्धान्तः

सूत्राणि

1. ज्ञातात् अज्ञातं प्रति,
2. सरलात् कठिनं प्रति,3. स्थूलात् सूक्ष्मं प्रति4. पूर्णात् अंशं प्रति
5. विशेषणात् विशेष्यं प्रति,
6. नियमात् तर्कं प्रति7. विश्लेषणात् संश्लेषणं प्रति, 8. मूर्तात् अमूर्तं प्रति

UNIT-III.भाषाकौशलानि

1. श्रवणम् – महत्त्वं, प्रयोजनानि, प्रकाराः, विविधस्तरेषु श्रवणदोषाः तन्निवारणोपायाः,  
श्रवणसंवर्धनोपायाश्च ।
2. भाषणम् - महत्त्वं, प्रयोजनानि, प्रकाराः, विविधस्तरेषु भाषणदोषाः तन्निवारणोपायाः,  
भाषणसंवर्धनोपायाश्च।
3. उच्चारणम्- महत्त्वं, स्थानप्रयत्नयोः ज्ञानम्, उच्चारणदोषाः, तन्निवारणोपायाश्च।
4. पठनम् -महत्त्वं, प्रयोजनानि, प्रकाराः, विविधस्तरेषु पठनदोषाः तन्निवारणोपायाः, पठनसंवर्धनोपायाश्च ।

5. लेखनम् - महत्त्वं, प्रयोजनानि, प्रकाराः, विविधस्तरेषु लेखनदोषाः तन्निवारणोपायाः,  
लेखनसंवर्धनोपायाश्च।

**UNIT-IV.संस्कृतभाषाशिक्षणे उपागमाः, विधयश्च**

<b>उपागमाः</b>	1.सम्प्रेषणात्मकोपागमः	2. संरचनात्मकोपागमः।	
<b>विधयः</b>	1. पाठशालाविधिः	2. मौखिकविधिः	3. व्याख्याविधिः
	4. आगमन-निगमनविधिः	5. भण्डार्कर्विधिः	6. प्रत्यक्षविधिः
	7. समन्वयविधिः	8. खण्डान्वयविधिः	9. दण्डान्वयविधिः

**UNIT-V.संस्कृतभाषाशिक्षणे पाठ्यसहगामिक्रियाणाम् आवश्यकता, महत्त्वं, प्रयोजनानि च ।**

- |                |               |                 |             |
|----------------|---------------|-----------------|-------------|
| 1. भाषाक्रीडाः | 2. आशुभाषणम्  | 3. अन्त्याक्षरी | 4. कथाकथनम् |
| 5. पात्राभिनयः | 6. रसप्रश्नाः | 7. वादविवादः    | 8. रचना     |

**क्रियाकलापाः**

1. “साम्प्रतिककालेसंस्कृतभाषायाःआवश्यकता” इत्यस्मिन्विषयेसुभाषितानांलौकिकन्यायानांचसङ्ग्रहः।
2. प्रत्येकंशिक्षणसिद्धान्तस्यशिक्षणसूत्रस्यचउदाहरणरूपेणकतिचनकथानांश्लोकानांवासङ्ग्रहः।
3. भाषाप्रयोगशालायाःउपयोगःश्रवण-भाषण-पठन-लेखनकौशलानांप्राप्तिः।
4. विविध-संस्कृतप्रदर्शनीनाम्आयोजनमायथा - गृहवस्तूनाम्, शालासामग्रीणाम्, फलादीनाम्।
5. पाठ्यसहगामिक्रियाः (भाषाक्रीडाः, चर्चा, कवीनांकृतीनांचसङ्ग्रहः, गणशःलघुनाटकानांप्रदर्शनम्, वर्तनीलेखनम्, वार्तानांलेखनक्रमः, दिनपत्रिकासुलेखनक्रमः, निबन्धलेखनम्, पदबन्धानांनिर्माणम्, अभ्यासप्रकाराः.....)

**सन्दर्भग्रन्थाः**

**संस्कृतभाषायाम् –**

- |                                   |  |
|-----------------------------------|--|
| 1. के. नलचक्रवर्ती                | :संस्कृताध्यापनम्, वेङ्कटाम्बा पब्लिकेशन, तिरुपतिः।                      |
| 2. सिहेच्. एल्एन्. शर्मा,फतेहसिंह | :संस्कृतशिक्षणनवीनप्रविधयश्च, आदित्यप्रकाशनम्, जयपुर।                    |
| 3. डा. वि. मुरलीधरशर्मा           | :संस्कृतशिक्षणसमस्याः, राष्ट्रियसंस्कृतविद्यापीठम्, तिरुपतिः।            |
| 4. सन्तोषमिहल                     | :संस्कृतशिक्षणम्, नवचेतना प्रकाशन, जयपुर।                                |
| 5. केसाम्बशिवमूर्ति               | :संस्कृतशिक्षणम्, दीपशिखाप्रकाशन, जयपुर।                                 |
| 6. उदयशङ्करझा                     | :संस्कृतशिक्षणम् (शास्त्रशिक्षणसहितम्), चौखम्बासुरभारतीप्रकाशन, वाराणसी। |
| 7. विश्वासः                       | :कौशलबोधिनी, संस्कृतभारती, दिल्ली।                                       |
| 8. रामशकलपाण्डेय                  | :संस्कृतशिक्षण, विनोद पुस्तक भण्डार, आगरा।                               |
| 9. रघुनाथसफाया                    | :संस्कृतशिक्षण, हरियाणाग्रन्थअकादमी, 1997।                               |
| 10. इन्दिराचरणपाण्डेय             | :संस्कृतशिक्षणसमीक्षण, सम्पूर्णानन्दसंस्कृतविश्वविद्यालय, वाराणसी।       |

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COURSE – 5 (i)

CPS 2: తౌలుగుబోధనాపద్యధతులు

Internal Assessment : 25

Final Examination: 75

లక్ష్యయాలు;

- 1) భాషాస్వరూపము - స్వభావము - నోబంధనలు మరియు పరామర్శలు గురించి తౌలుసుకుంటారు.
- 2) భాషాభ్యయసన - ఆధునక బోధన పద్యధతులు - వామర్శనాత్మక వాక్యలక్షణము - పరాచనీయ ఆధునకుల అభిప్రాయాలను గూర్చి తౌలుసుకుంటారు.
- 3) భాషాబోధన - అభ్యయసన వైభారతీయ - పాశ్చాత్య దృక్పథాలను తులనాత్మకముగా పరిశీలనీతారు.
- 4) భాషాపరికల్పన - అభ్యయసనం - బోధన మరియు భాషాబోధనాధ్యయనీయ గోయత, కర్తవ్యయాలు గూర్చి తౌలుసుకుంటారు.
- 5) భాషాస్వరూపయాలు, వాటి అభివృద్ధి చరయలు మరియు వాటి అంతర్గత సంబంధాలను తౌలుసుకొందురు.

Course Content

UNIT- I. భాషాస్వరూపము - స్వభావము - నోబంధనలు మరియు పరామర్శలు

- i. భాష - నోర్వచనాలు - ఉత్పత్తి - పరయోజనాలు
- ii. తౌలుగుభాష- గ్రాంథిక భాష - వ్యావహారిక భాష - మాండలిక భాష - పరామాణిక భాష - ఆధునక భాష - పర్యయయాలు (భావనలు)
- iii. మాతృభాష - నోర్వచనాలు - పరయోజనాలు
- iv. జాతీయభాష - అంతర్జాతీయభాష - పరాంతీయభాష
- v. భాషా సమస్య, తర్కభాషా సూత్రం
- vi. పాఠశాలలో మాతృభాషాస్థానం
- vii. భాష మరియు సమాజం - సమాజంలోనో వావిధ వర్గాల భాష- లింగవ్యవకష - అస్తిత్వం - సాధికారతమరియుసామాజిక వావిధులు.

UNIT-II. భాషావద్యయ- రాజ్యయాంగం అధికరణాలు - నోబంధనలు, పరామర్శలు

- i. భారత రాజ్యయాంగం - అధికరణాలు 343 - 351, 350 (A)
- ii. ముదలీయార్ కమీషన్ (1952), కారా వద్యయా కమీషన్ (1964-66)
- iii. జాతీయ వద్యయావధానం (1986) కార్యచరణ పథకం (1992)
- iv. జాతీయ వద్యయా పరణాళిక చట్టం (2005) పరామర్శలు
- v. ఇతర కమీటీలు - కమీషన్ల పరామర్శలు

UNIT-III. భాషా కాలాల సంవాదన:

1. శ్లోరవణము -

- i. వావిధ దశలలో శ్లోరవణశక్తి అభివృద్ధి చరయలు

- ii. పర్వయోజనములు
- iii. శ్రవణశక్తి లోపాలు - నీహరణ చర్యలు

2. భాషణము - వోవోధ దశలలో భాషణాభివృద్ధి చర్యలు- పర్వయోజనాలు  
మాగ్ందోర్యనోరమాణం -

- i. ధ్వన్యంత్రపత్తి సోధనాలు
- ii. వర్ణమాల వర్ణగీకరణ
- iii. మాగ్దోషాలు - నీహరణోపాయాలు

3. పఠనము -

- i. పఠన పర్యవేక్షణ, సవరూపము - పఠన భేదములు-పఠన పర్వయోజనములు
- ii. పఠనము-రకాలు - పరకాశపఠనం-మౌనపఠనం -వోసోతారపఠనం-కష్టణ పఠనం- గణపఠనం- వ్యక్తిగత పఠనం.
- iii. పఠన బోధనా పద్ధతులు-పఠన దోషములు-నీహరణోపాయములు
- iv. వోవోధ దశలలో పఠన కౌశలభివృద్ధి చర్యలు-పర్వయోజనములు.

4. లక్షణం -

- i. లక్షణపర్యవేక్షణ, సవరూపము
- ii. లక్షణభేదములు
- iii. లక్షణబోధన పద్ధతులు
- iv. వోవోధ దశలలో లక్షణభివృద్ధి చర్యలు
- v. లక్షణ దోషములు-నీహరణోపాయములు
- vi. లక్షణ పర్వయోజనములు

5. భాషా కౌశలముల హారసోపరోక సంబంధములు

UNIT- IV. భాషాభ్యయసనం - ఆధునోక బోధన పద్ధతులు- వోమరశనాత్మక

వోశో లోషణము-పరోచోనుల-ఆధునోకులభివృద్ధి రాయాలు.

- 1) భాషా సంపాదన - తాత్పర్యోక, మనోవైజ్ఞానోక, సామాజిక దృక్పథాలు
- 2) భాష - ఆలోచన - జ్ఞాన నోరమాణం - అభివ్యక్తి-స్వజనాత్మకత
- 3) భాషాభ్యయసనం - అనుమానోపపత్తి, నోగమోపపత్తి - ఉపాగమాలు-జ్ఞాన నోరమాణవాద ఉపాగమాలు
- 4) భాషా బోధన - అభ్యయసనాలు భారతీయుల దృక్పథాలు. - పాణినీ, పతంజలీ, కాత్యాయనుడు,
- 5) భాషా బోధన - అభ్యయసనాలు హాశోచాత్యయల దృక్పథాలు. జాన్ డ్యూయీ బ్రూనర్, పోయజీ, వైగోటస్కీ, చోమో స్కీ.

UNIT-V. భాషా పరోకలపన -అభ్యయసనం -బోధన మరయు భాషోపాధ్యాయునో యోగ్యత, కరోతవ్యాలు

- 1) ఒక నీయమ బద్ధ వ్యవస్థగా భాష-భాషా పరవర్తన - భాషాస్పృహ-భాషా వైఖరి-భాషా వ్యవస్థాపన.
- 2) భాషాతర మస్థలలో తొలుగుభాష - పరిభాషా కల్పన
- 3) భాషాపాఠ్యాయునియోగ్యత కర్తవ్యాలు: సాధారణ -వ్యాప్త - లక్షణాలు - మార్వ సన్దధతబోధనాంతర సమీక్ష - భాషాపాఠ్యాయుల తరగతి గది పరవర్తన-తరగతిలో భాషాపయోగం .

**బోధనా సంబంధ కృత్యములు:**

- 1) పరిసరాలలోలోని ఐదు హాశాలల సందర్శనతలుగు బోధన తీరు తననులు.
- 2) తలుగు బోధనకు హాశాలలో లభ్యముగు వనరులపై నవదీక తయారు చేయుట.
- 3) 6 నుండి 10 తరగతుల హాశాలనుండి ఏదైనా ఒక తరగతి హాశాలలోని కారణాలను పట్టికగా కూర్చుట.
- 4) పాఠశాల సంభాషణలోలోని మండలిక భాషా రూపాల గుర్తింపు పట్టికను తయారు చేయుట.
- 5) టి.వి./ఎఫ్. ఎమ్. రేడియో ఛానల్స్ లలోని తలుగు వక్రతులు ముట్లాడే భాషమీద నవదీకను తయారు చేయుట.
- 6) ఏదైనా ఒక హాశాలమునకు జ్ఞాన నీరమాణవాదానుసరణకు తగిన కృత్యములు రూపొందించుట.

**పరమర్శ గ్రంథాలు**

1. వాదనా దూసి రామమూర్తి శాస్త్రి (1967) : బాలవయాకరణమువాపిల్ల రామస్వామి శాస్త్రిలు అండ సన్స్.
2. వాలుదండ నీతియానందరామ (1994) : తలుగు సాహిత్యయలలో పారడీ, పదమవతి ఆర్ట్ ప్రింటర్స్.
3. జ్ఞానస్. యస్. : తలుగు బోధనాపదధతులు, సూర్యపబ్లికేషన్స్, మచిలీపట్నం.
4. తలుగు అకాడమీ : తలుగు బోధనా పదధతులు
5. రావో రంగారామ, : తలుగు బోధనాపరదీపిక.
6. బుద్దోరాజు జ్ఞాతీర్మయి (1984), తలుగు బోధన పదధతులు, సర్వకేషణ- పదమావతి ఆర్ట్ ప్రింటర్స్, హైదరాబాదు.
7. సాంబమూర్తి. డి. (1988), తలుగు బోధన పదధతులు, నీల్ కమల్ ప్రింట్ పబ్లికేషన్స్, హైదరాబాదు.
8. పోరంకి దక్కషణిమూర్తి (1998), భాష ఆధునీక ద్వికపథం, నీల్ కమల్ ప్రింట్ పబ్లికేషన్స్, హైదరాబాదు.
9. బారుగుల గోపాలకృష్ణణమూర్తి (1996) వయాకరణదర్శనము (వయాకరణ గ్రంథము) నీల్ కమల్ ప్రింట్ పబ్లికేషన్స్, హైదరాబాదు.
10. కామేశ్వర్ రామ, (1984) తలుగు బోధనా పదధతులు, చరీషమా ప్రింటర్స్, హైదరాబాదు.

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**బోధనా సంబంధ కృత్యములు:**

- 1) పరిసరాలలోలోని ఐదు హాశాలల సందర్శనతలుగు బోధన తీరు తననులు.
- 2) తలుగు బోధనకు హాశాలలో లభ్యముగు వనరులపై నవదీక తయారు చేయుట.
- 3) 6 నుండి 10 తరగతుల హాశాలనుండి ఏదైనా ఒక తరగతి వాచకంలోనివ్యక్తకరణాలను పట్టికగా కూర్చుట.
- 4) పాఠశాల సంభాషణలోలోని మండలిక భాషా రూపాల గుర్తింపు పట్టికను తయారు చేయుట.
- 5) టి.వి./ఎఫ్. ఎమ్. రేడియో ఛానల్స్ లలోని తలుగు వక్తలు ముట్లాడే భాషమీద నవదీకను తయారు చేయుట.
- 6) ఏదైనా ఒక హాశాలమునకు జ్ఞాన నీరమాణవాదానుసరణకు తగిన కృత్యములు రూపొందించుట.

**పరమర్శ గ్రంథాలు**

1. వాదనా దూసి రామమూర్తి శాస్త్రి (1967) : బాలవ్యాకరణమువాచిఫల రామనామ శాస్త్రిలు అండ్ సన్స్.
2. వాలుదండ నాథాయానందరామ (1994) : తలుగు సాహిత్యయలలో పారడీ, పదమవతి ఆర్ట్ పరింటర్స్.
3. జోసఫ్. యస్. : తలుగు బోధనాపద్ధతులు, సూర్యపబ్లికేషన్స్, మచిలీపట్నం.
4. తలుగు అకాడమీ : తలుగు బోధనా పద్ధతులు
5. రావో రంగారామ, : తలుగు బోధనాపరదీపిక.
6. బుద్దోరాజు జోతిర్మయి (1984), తలుగు బోధన పద్ధతులు, సర్వోకాషణ- పద్మావతి ఆర్ట్ పరింటర్స్, హైదరాబాదు.
7. సాంబమూర్తి. డి. (1988), తలుగు బోధన పద్ధతులు, నీల్ కమల్ పబ్లికేషన్స్ లిమిటెడ్, హైదరాబాదు.
8. పోరంకి దక్షిణామూర్తి (1998), భాష ఆధునీక దృక్పథం, నీల్ కమల్ పబ్లికేషన్స్ లిమిటెడ్, హైదరాబాదు.
9. బారుగుల గోపాలకృష్ణణమూర్తి (1996) వ్యాకరణదర్శనము (వ్యాకరణ గ్రంథము) నీల్ కమల్ పబ్లికేషన్స్ లిమిటెడ్, హైదరాబాదు.
10. కామేశ్వర రామ, (1984) తలుగు బోధనా పద్ధతులు, చరిషా పబ్లికేషన్స్, హైదరాబాదు.

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Course – 5 (ii)

CPS 2: हिन्दी शिक्षण की विधियाँ

Internal Assessment : 25

Final Examination: 75

उद्देश्यः

- छात्राध्यापकों के दैनिक व्यवहार में हिन्दी भाषा के महत्त्व तथा विविध स्तरों पर उसके शिक्षण के उद्देश्यों एवं सिद्धान्तों से अवगत कराना।
- मातृभाषा, द्वितीयभाषा एवं राष्ट्रभाषा, राजभाषा सम्पर्कभाषा, प्रादेशिकभाषा, अन्तर्राष्ट्रीयभाषा, विदेशीभाषा के रूप में हिन्दी – शिक्षण के अन्तर व त्रिभाषा सूत्र से अवगत कराना।
- हिन्दी शिक्षण में श्रवण, भाषण, उच्चारण, पठन, लेखन एवं वर्तनी शिक्षण की उपादेयता को स्पष्ट करना।
- हिन्दी शिक्षण में उपागम, विधि एवं प्रविधियों से अवगत कराना।
- हिन्दी साहित्य में अभिरुचि उत्पन्न करने वाले साधनों की जानकारी प्रदान करना तथा पाठ्यलहगामी क्रियाओं की उपादेयता बतलाना।

Course Content

UNIT- I हिन्दी भाषा का स्वरूप एवं महत्त्व ।

- भाषा - अर्थ, महत्त्व, मानक भाषाएवंमातृभाषा ।
- भाषाके विविध रूप - राष्ट्रभाषा, राजभाषा,सम्पर्कभाषा, प्रादेशिकभाषा,
- सांस्कृतिकभाषा, अन्तर्राष्ट्रीय भाषा एवंविदेशी भाषा।
- भाषा की प्रकृति एवं विशेषताएँ, भारतीय भाषाओं का हिन्दी के साथ सम्बन्ध।
- हिन्दी भाषा का उद्गम तथा विकास  
(क) स्वतन्त्रतासे पूर्व (ख)स्वतन्त्रता के बाद (ग)राष्ट्रीय-अन्तर्राष्ट्रीयस्तर पर ।
- संविधान और शिक्षा समितियों की संस्तुतियों में भाषा ।

UNIT- II हिन्दी भाषा शिक्षण के उद्देश्य, सिद्धान्त एवं सूत्र ।

- त्रिभाषा सूत्र के अनुसार माध्यमिक एवं उच्चमाध्यमिकस्तर के पाठ्यक्रमों में हिन्दी का स्थान ।
- मातृभाषा, द्वितीय भाषा तथा राष्ट्रभाषा के रूप में हिन्दी शिक्षण के उद्देश्य, पाठ्यक्रम ।
- हिन्दीतर प्रान्तों में हिन्दी शिक्षण – उद्देश्य, पाठ्यक्रमएवं विधियाँ ।
- हिन्दीतर प्रान्तों में हिन्दी शिक्षण समस्याएँ – उच्चारण, भाषण, वाचन, लेखन (लिपि)

सिद्धान्त

- स्वाभाविकता का सिद्धान्त
- अभ्यास का सिद्धान्त
- रुचि का सिद्धान्त
- सक्रियता का सिद्धान्त
- मौखिककार्य का सिद्धान्त
- अनुपातक्रम का सिद्धान्त
- बहुमुखी का सिद्धान्त
- स्वतन्त्रता का सिद्धान्त
- वैयक्तिकभिन्नता का सिद्धान्त आदि

सूत्र

- ज्ञात से अज्ञात
- सरल से कठिन
- स्थूल से सूक्ष्म
- पूर्ण से अंश
- विश्लेषण से संश्लेषण
- मनोवैज्ञानिक से तार्किक आदि

UNIT- III भाषा कौशल का विकास

- श्रवण – महत्त्व, प्रयोजन, प्रकार, विविध स्तरों में श्रवणदोष –उपचार एवं श्रवण संवर्धन के उपाय ।
- भाषण - महत्त्व, प्रयोजन, प्रकार, विविध स्तरों मेंभाषणदोष –उपचार एवंभाषणसंवर्धन के उपाय ।
- उच्चारण -महत्त्व, गुण – दोष और निवारणके उपाय।

## Course – 5 (iii)

### CPS 2 PEDAGOGY OF ENGLISH

Internal Assessment : 25

Final Examination: 75

#### Course Objectives:

*After completion of this course the student teacher will be able to;*

- 1. be sensitive to the problems of Teaching/learning English as Second language.*
  - 2. develop an understanding of the nature and objectives of teaching English language.*
  - 3. be able to understand the features of language.*
  - 4. be able to develop among learners, an ability to acquire language skill.*
  - 5. be acquainted with various co-curricular activities for effective teaching of English as a second language.*
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#### Course Content

##### UNIT- I. Place of English in India

1. English in Indian Education
  - a) Pre Independence Period
  - b) Post Independence Period
2. English as a Second Language

##### UNIT- II. Objectives of English Language Teaching

1. a) Primary level    b) Secondary level    c) Higher Secondary level
2. Elements of English Language Teaching.
  - a) Phonology    b) Morphology    c) Syntax    d) Semantics

##### UNIT- III. Language Learning

1. Features of Language
2. Factors affecting Language Learning
  - a) Psychological    b) Sociological    c) Linguistic    d) Cultural

##### UNIT- IV. 1. Language Skills

- a) Listening - Sub skills, types, benefits, barriers, qualities and developing listening comprehension
- b) Speaking - Sub skills, types and tasks for developing speaking skills.
- c) Reading - sub skills, aims, stages in teaching reading, types, methods and strategies to develop skills
- d) Writing - sub skills, Qualities of good writing, factors affecting writing in second language situation and task for developing writing.

##### 2. Phonetics – An Introduction

- a) The sounds of English / Phonetic symbols
  1. Vowels
  2. Diphthongs and
  3. Consonants
  4. Stress

5. Intonation
6. Techniques of using language laboratory

### 3. Supplementary skills

Teaching Reference skills using :

- a) Dictionaries,
- b) Thesaurus and
- c) Encyclopedias.

### 4. Teaching vocabulary

- a) Strategies to develop vocabulary.
- b) Techniques of developing spelling abilities.

## UNIT- V. Co- curricular Activities in English language Teaching.

Elocution, Debate, Drama, Role play, Calligraphy, mono acting, Extempore

speech, Group discussion, etc..

### *Activities*

1. *Discussion on role and importance of Home language and School language.*
2. *Topic for Debate – Globalisation and English.*
3. *Planning of Ten Vocabulary building exercises and Techniques to teach the students in the classroom.*
4. *Review of Two Articles related to teaching and learning of English from educational journals, Magazines or News papers.*
5. *Preparing an action plan for improving any of the following skills: Listening skill, Speaking skill, Reading skill or Creative writing.*

### REFERENCES

1. Els, Theo Van et al (1984) : Applied Linguistics & Learning and Teaching of Foreign Languages, Edward Arnolds.
2. Blundell John et al (1984) : Functions in English, London OUP.
3. Bond, LG et al (1980) : Reading Difficulties - Their Diagnosis and Correction, Appleto Century Crafts, New York.
4. Valmen. A (1987) : Trends in Language Teaching, New York, London Mc. Hill.
5. Valette.R.M. (1985) : Modern Language Testing, New York, Harcourt Brace.
6. Sterne. S S : Fundamental Concepts in Language Teaching, New York, Longman..
7. Kumar, Krishna,(2011) : The Child's Language and the Teacher, a Handbook, New Delhi, National Book trust India.
8. G A Pittman (2004) : Teaching structural English, anmol publications, New Delhi.
9. Kusum Sharma () : Basics of English Teaching, Vinod pustak mandir, Agra.

- iii. School safety –
  - a. Government of India guidelines for Cyber-safety.
  - b. Disaster Management.
3. Equality of Educational Opportunity:
  - i. Meaning of equality and constitutional provisions
  - ii. Prevailing nature and forms of inequality, including dominant and minor groups and related issues
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

### **Practicum**

1. *Case study of different kind of schools*
2. *Marginalization and education of children from slums and distress migration*
3. *Impact of electronic media on children*
4. *Understanding youth culture in the present times and the impact of internet and other Visual mediums.*
5. *Organization of Literacy Programmes (Night School/Classes) for adults and continuing education among Youths (A Pilot Project).*
6. *Conduct of survey of government and private schools to identify various forms of inequality*
7. *Survey of nearby locality to find out the causes of low literacy.*
8. *Study of voluntary agency working in the field of educational and school development of society.*

### **REFERENCES**

1. Smt. Indra Sharma & N.R. Sharma : History and problems of Indian Education, Vinod Pustak Mandir, Agra.
2. Mukherjee, R.K. : Ancient Indian Education, Motilal Banarsi Das Publishers.
3. Mukharjee, S.N. : History of Education in India Acharya Book Deopt - Baroda.
4. Nurullah and Naik : A students History of Education in India
5. Syed Nurullah & J.P. Naik (1943) : History of Education in India. During British period Bombay, Mac Millan and Co., Ltd.
6. Raman Behari Lal & Krishna Kant (2016) : Contemporary India and Education R.Lall Book Depot, Meerut

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Course Structure and Semester Wise Distribution of Courses.

Semester I: (18 Weeks = 16 weeks for teaching + 2 weeks School Exposure)

Course	Name of the Course/Paper	Hours Per Week	Total Marks	Total Marks		Credits
				IA	EA	
1	<b>PE1. Philosophical &amp; Sociological Perspectives of Education</b>	05	100	25	75	04
2	<b>PE 2. Childhood and Growing up</b>	05	100	25	75	04
3	<b>PE 3 - Creating an Inclusive School</b>	02	50	10	40	02
4	<b>CPS1 . Pedagogy of Sanskrit</b>	05	100	25	75	04
5	<b>CPS 2. Pedagogy of (T/H/E)</b>	05	100	25	75	04
6	<b>EPC-1 Reading &amp; Reflecting on Text (RRT) (25 Marks)</b>	02	25			01
	i. शिक्षानीतिसम्बद्धाभिलेखाः/ शैक्षिकपत्रिकाः /वार्तापत्राणांसम्पादकीयानि			05		
	ii. संस्कृतसम्भाषणशिविरम्			05		
	iii. शब्दनिर्वचनम् (अमरकोषः)					
	iv. दीक्षापुस्तकानि/सम्भाषणसंदेशः/चन्द्रमामा (संस्कृतम्) रचनानुवादकौमुदी / शुद्धिकौमुदी / अनुवादचन्द्रिकाइत्येतेक्षिप्रपठनग्रन्थाः			05		
	v. पञ्चतन्त्र-हितोपदेशकथाः			05		
7	<b>LAB ACTIVITIES (25 Marks)</b>	02	25			01
	<b>1. Educational Psychology Lab</b>			10		
	<b>2. Educational activities</b>					
	i. Campus Cleaning, Sports & Games			05		
	ii. Music			05		
	iii. First Aid			05		
8	<b>School Exposure – 2 Weeks (15 Marks)</b>					
	<b>Total</b>	26	500	160	340	20

Course - 8

**CPS 3: ASSESSMENT FOR LEARNING**

Internal Assessment:25

Final Examination: 75

**Course Objectives:**

*After completion of this course the student teacher will be able to;*

- *gain a critical understanding of issues in assessment and evaluation (from multiple perspectives with focus on constructivist paradigm)*
- *become cognizant of key concepts such as formative and summative assessment, evaluation and measurement, test, examination*
- *be exposed to different kinds and forms of assessment that aid student learning*
- *become the user of a wide range of assessment tools, and learn to select and construct these appropriately as per the need; and*
- *evolve realistic, comprehensive and dynamic assessment procedures keeping in view the diverse backgrounds of students.*

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**Course Content**

**UNIT - I: Assessment and Evaluation-An Overview**

1. Purposes and approaches of assessment in behaviourist, cognitivist, and constructivist paradigms.
2. Perspectives on assessment and evaluation for learning in a constructivist paradigm
3. Distinction between Assessment of Learning, Assessment for Learning, and Assessment as Learning.
4. Critical review of current evaluation practices and their assumptions about learning and development.
5. Concept, Meaning and Scope of following terminologies.
  - i. test, assessment, measurement, evaluation and examination
  - ii. formative, summative and diagnostic evaluations.
  - iii. continuous and comprehensive evaluation.
  - iv. Grading and Classification.

**UNIT - II: Context of Assessment**

1. Dimensions and levels of learning
2. Retention/recall of facts and concepts; application of specific skills
3. manipulating tools and symbols; problem-solving; applying learning to diverse situations
4. originality and initiative; collaborative participation; creativity; flexibility
5. Contexts of assessment
  - i. subject-specific
  - ii. learner – centered.

### UNIT - III: Assessment Procedure

1. Assessment tools
  - i. different kinds of tasks: projects, assignments, performances
  - ii. different kinds of tests and their construction
  - iii. observation of learning processes by self, by peers, by teacher
  - iv. self-assessment and peer-assessment
  - v. constructing Portfolios
  - vi. Rubrics Based Assessment
2. Planning and preparation of Teacher made test – Principles and parts of tests.
3. Learning outcomes and assessment of learning outcomes.

### UNIT - IV : Performance Reporting and, Feedback

1. Preparing report, Covering overall academic performance of each student for the purpose of communicating to the parents with remarks.
2. Feedback as an essential component of formative assessment
  - i. use of assessment for feedback.
  - ii. Types of teacher feedback (oral, written, comments); peer feedback
  - iii. Place of marks, grades (absolute and relative) and qualitative descriptions
  - iv. Feedback for strengthening self-esteem, motivation and identity of all the learners.
3. Grading

### UNIT -V: Examination Reforms: Issues and directions

1. Examination reform efforts recommended by:
  - i. Secondary Education Commission(1952-53)
  - ii. Kothari Commission(1964-66)
  - iii. National Policy on Education (1986) and Programme of Action(1992)
  - iv. National Curriculum Framework (NCF) 2005 & 2009 developed for school education (Discussion should cover analysis of recommendations, implementations and the emerging concerns)
  - v. Evaluation reforms in Higher Educational Institutions – UGC (2019)

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#### Activities:

- Survey the assessment practices followed in different schools – Zilla Parishad/ Government, Private and a Residential and prepare a report
- Prepare a report by undertaking question paper analysis of two school subjects (Public Examinations of Previous Years)
- Analysis of a range of assessment tools collected from different schools
- Developing worksheets and other tasks/tools for learning and assessment
- Simulated exercises in marking and giving feedback to fellow teacher - learners (on a written task); critical review of feedback.
- Evaluation of Examination System.

### REFERENCES

1. **A.Jahitha Begum & G. Lokanadha Reddy – 2015** – Rakhi prakashan, Pvt.Ltd.Agra.
2. **Ramakrishna A., Mrunalini T, Sunitha D.& Shankar Paripally – 2017** – Neelkamal Publications Pvt.Ltd, Hyderabad.
3. **Sambasiva Rao. R & Rajamani Juttuika-** Jayam publications, Hyderabad.
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Course - 12

**PE 7: CONTEMPORARY INDIA AND EDUCATION**

Internal Assessment :25

Final Examination : 75

**Course Objectives**

*After completion of this course the student teacher will be able to;*

1. appreciate the unity and strengths of Indian diversities based on region, religion, gender, languages, socio-economic factors like caste, means of livelihood etc.
2. acquire knowledge about the salient features of our Constitution and constitutional measures to protect diversities
3. develop understanding of the issues in contemporary India like industrialization, urbanization, globalization, modernization, economic liberalization and digitalization etc.
4. appraise about the policy initiatives taken in education reform during pre- and post independent India.
5. develop overall understanding of the working and recommendations of various Commissions and Committees constituted for improving education in the country.
6. appreciate Innovations and new measures towards universalization of education including the role of Panchayati Raj Institutions.
7. familiarise with various incentive schemes like mid day meal, support to economically, socially and educationally backward communities.
8. develop understanding of the issues, and challenges faced by Indian contemporary Society

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**Course Content**

**UNIT - I Contemporary India**

1. Educational scenario of India: diversity in terms of educational opportunities- religion, caste, class, gender, language, region and tribes;
2. Challenges in achieving universal elementary education
3. Demands of diverse social groups towards education;
4. Role of education in creating positive attitude towards diversity;
5. Population explosion and educational challenge: Population size; composition and distribution in India; consequences of population growth;

**UNIT - II Constitutional Provisions and Education**

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.
2. India as an evolving Nation: Vision, Nature and Salient Features – Democratic and Secular polity, Federal structure: Implications for educational system;
3. Aims and purposes of education drawn from constitutional provision;
4. Fundamental Rights & Duties of Citizens
5. Universalization of Education
6. RTE Act 2009 and Child Rights
7. Decentralization of Education and Panchayati Raj (specifically through 7<sup>3rd</sup> and 7<sup>4th</sup> amendment)
8. Role of Central and State governments in the development of education

### **UNIT - III Policy Framework for Development of Education in India**

1. Overview of educational reform in the Pre-independence period- Macaulay's minutes, Wood & Despatch, Hunter Commissions; Sargent Report, Basic education;
2. Education in Post Independence Period: Mudaliar Commission(1952) Education Commission (1964-66);NPE 1968;NPE 1986 and its modified version 1992; KnowledgeCommission;
3. Emerging trends in the interfacebetween
  - i. political process andeducation;
  - ii. economic developments and education;and
  - iii. Socio-cultural changes andeducation.
  - iv. Idea of Common SchoolSystem
  - v. National System ofEducation
4. LanguagePolicy
  - a. Learning Without Burden-1993
  - b. Justice VermaCommission-2012

### **UNIT - IV – Initiatives of the Government of India**

1. Sarva Shiksha Abhiyan(SSA)
2. Rashtriya Madhyamik Shiksha Abhiyan(RMSA)
3. Mid-dayMeal
4. Schemes for girls, SC, ST and MarginalisedGroup
5. ICT In School Education- National Repository of Open Educational Resources(NROER)
6. Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching(PMMMNTT)

### **UNIT - V Contemporary Indian Education: Concerns and Issues**

- 1.Challenges in Implementation of RTE Act2009
- 2.Right to Education and UniversalAccess:
  - i. Issues of a) Universal enrolment
    - b) Universal retention
    - c) Universalsuccess
  - ii. Issues of quality andequity.  
(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)

- iii. School safety –
  - a. Government of India guidelines for Cyber-safety.
  - b. Disaster Management.
3. Equality of Educational Opportunity:
  - i. Meaning of equality and constitutional provisions
  - ii. Prevailing nature and forms of inequality, including dominant and minor groups and related issues
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

### **Practicum**

1. *Case study of different kind of schools*
2. *Marginalization and education of children from slums and distress migration*
3. *Impact of electronic media on children*
4. *Understanding youth culture in the present times and the impact of internet and other Visual mediums.*
5. *Organization of Literacy Programmes (Night School/Classes) for adults and continuing education among Youths (A Pilot Project).*
6. *Conduct of survey of government and private schools to identify various forms of inequality*
7. *Survey of nearby locality to find out the causes of low literacy.*
8. *Study of voluntary agency working in the field of educational and school development of society.*

### **REFERENCES**

1. Smt. Indra Sharma & N.R. Sharma : History and problems of Indian Education, Vinod Pustak Mandir, Agra.
2. Mukherjee, R.K. : Ancient Indian Education, Motilal Banarsi Das Publishers.
3. Mukharjee, S.N. : History of Education in India Acharya Book Deopt - Baroda.
4. Nurullah and Naik : A students History of Education in India
5. Syed Nurullah & J.P. Naik (1943) : History of Education in India. During British period Bombay, Mac Millan and Co., Ltd.
6. Raman Behari Lal & Krishna Kant (2016) : Contemporary India and Education R.Lall Book Depot, Meerut

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Course – 7

PE 5 : **EDUCATIONAL MANAGEMENT**

Internal Assessment : 25

Final Examination: 75

**Course Objectives :**

*After completion of this course the student teacher will be able to;*

- 1. understand Concepts, types and approaches of educational planning*
  - 2. develop institutional plan and school development plan*
  - 3. understand recommendations of different five year plans relating to school education*
  - 4. develop understanding about educational decentralization in India and district planning practices*
  - 5. understand concept, nature and approaches of educational management*
  - 6. develop understanding and skills in managing material and human resources of school*
  - 7. understanding the skills of using different managerial and leadership styles for effective management of a school.*
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**Course Contents**

**UNIT - I.Educational Management**

1. Meaning and Scope of Educational Management and Educational Administration
2. Administrative Structure at the National and State level.
3. Roles, Duties and responsibilities of Educational managers –Research, Evaluation Monitoring and Supervision.
4. Motivation and interpersonal relationship.
5. Managing Human and Financial resources.
6. Optimum utilization of available resources for growth and development of the institution.
7. ManagingCommunity and Parental participation.

**UNIT - II.School Management**

1. Meaning and Scope of School Management and School Administration
2. Administrative Structure of Schools at the National and State level.
3. Roles, Duties and responsibilities of Head masters and Teachers.
4. Teacher Motivation and collegiality (interpersonal relationship between Head and Teachers).
5. Managing School and Classroom activities – School calendar and Academic Calendar, Time table etc..
6. Optimum utilization of available learning resources and managing learning community.
7. Working with School ManagementCommittee.

**UNIT - III. Preparation of School plan :**

1. Concept of School planning, preparation and evaluation.
2. Concept of Time-tabling, principles in preparation of Time table.
3. Types of Time table – Classroom Time table, Examination schedule and publication of result schedule

**UNIT - IV.School Discipline:**

1. Concept of Discipline
2. Role of Reward and punishment
3. Students councils.

**UNIT - V. Managing Student support services and school records:**

1. Student support services-
  - a. Organization of educational clubs and association activities.
  - b. Managing school library.
  - c. Managing School Laboratory
  - d. Managing Sports and games
  - e. Managing Guidance and Counseling services.
  - f. Maintaining up keeping of School plant and building.
2. School records - Maintaining Statutory and non-statutory records.

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**प्रायोगिकपरामर्शाः -**

1. कस्यचित् विद्यालयस्य अभिलेखानां सङ्ग्रहणम्।
2. माध्यमिकविद्यालयस्य स्थापनाय आवश्यकनियमाधिनियमानां ज्ञानप्राप्तिः।
3. एकस्याः विद्यालयसमित्याः प्रबन्धकेन सह मेलनम् चर्चा च।
4. आदर्शसमयसारिण्याः निर्माणम्।

**REFERENCES**

1. Bhatnagar (1988) : Educational administration - Loyals.
2. Aggarwal J.C. (1988) : Teacher Role, Status, Service Conditions and Education in India (Doaba House)
3. Coombs P.H. (1985) : World Crisis in Education : The view form Eighties, Oxford University Press, New York.
4. Agarwal J.C. (1992) : Educational Planning in India, Vol. I, Agarwal, S.P. New Delhi, Concept publishing Co.
5. Kochhar, S.K. (2000) : School Administration and organisation - Sterling Publishers Pvt. Ltd., New Delhi.

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Course - 9

CPS 4: संस्कृतशिक्षणविधयः

Internal Assessment : 25

Final Examination: 75

उद्देश्यानि:

1. विविधपाठयोजनानाम् अवगमने, निर्माणे च योग्याः भविष्यन्ति ।
2. माध्यमिकस्तरे संस्कृतपाठ्यपुस्तकानाम् अध्ययने, विश्लेषणे च योग्यतां प्राप्स्यन्ति ।
3. विविधशिक्षणोपकरणानां निर्माणे, प्रयोगे च प्रबुद्धाः भविष्यन्ति ।
4. मूल्याङ्कनोपकरणानां निर्माणे, प्रयोगे च दक्षाः भविष्यन्ति ।
5. संस्कृतभाषाशिक्षके अपेक्षितगुणान् कर्तव्यानि च ज्ञास्यन्ति ।

पाठ्यक्रमांशः

UNIT - I पाठयोजना

1. अर्थः, परिभाषाः, उद्देश्यानि, महत्त्वं, स्वरूपम्, गुणाश्च ।
2. ब्लूम-शिक्षणोद्देश्यानां वर्गीकरणम् ।
3. पाठयोजनाप्रकाराः – गद्यपद्यव्याकरणञ्च ।
4. पाठयोजनानिर्माणे अवधेयांशाः ।
5. पाठयोजनायाः सीमा ।

UNIT - II संस्कृतपाठ्यपुस्तकानि

1. स्वरूपम् उद्देश्यानि आवश्यकता महत्त्वञ्च ।
2. संस्कृतपाठ्यपुस्तकस्य रचनासिद्धान्ताः ।
3. पाठ्यपुस्तकप्रकाराः ।
4. उत्तमसंस्कृतपाठ्यपुस्तकस्य लक्षणानि गुणवत्तासम्पादनोपायाश्च ।

UNIT - III दृश्यश्रव्योपकरणानि –

1. अर्थः, परिभाषा, उद्देश्यानि, प्रकाराः – दृश्यं, श्रव्यं, दृश्य-श्रव्यञ्च ।
2. संस्कृतशिक्षणे मनोवैज्ञानिकपरिप्रेक्ष्ये दृश्य-श्रव्योपकरणानां महत्त्वम् अनुप्रयोगश्च ।
3. दृश्यश्रव्योपकरणानां प्रयोगे अवधेयांशाः ।

UNIT - IV मूल्याङ्कनम्

1. सम्प्रत्ययः, अर्थः, महत्त्वं, प्रक्रिया च ।
2. भाषाशिक्षणस्य मूल्याङ्कनप्रकाराः ।
3. आदर्शप्रश्नपत्रनिर्माणम् ।
4. पारम्परिक मूल्याङ्कनविधयः – शलाका, शास्त्रार्थश्च ।

UNIT - V संस्कृतशिक्षकस्य गुणाः कर्तव्यानि च ।

1. भाषाशिक्षकरूपेण संस्कृतेः प्रसारकरूपेण च संस्कृतशिक्षकस्य गुणाः ।
2. संस्कृतशिक्षकस्य सामान्याः विशिष्टाश्च योग्यताः, कर्तव्यानि च ।
3. कक्षापूर्वसिद्धता – शिक्षणान्तरसमीक्षा ।
4. शिक्षकस्य कक्षागतव्यवहाराः भाषाप्रयोगः, व्युत्पन्नता च ।

**क्रियाकलापाः**

1. संस्कृतशिक्षणस्य स्थूलसूक्ष्मपाठयोजनानां निर्माणम् ।
2. माध्यमिकस्तरीयसंस्कृतपाठ्यपुस्तकानांसमीक्षणम् ।
3. संस्कृतशिक्षणस्य दृश्यश्रव्योपकरणानां निर्माणम् ।
4. संस्कृतशिक्षणाय उपलभ्यमानानां दृश्यश्रव्योपकरणानां समीक्षणम् (विभिन्नसंस्थाभिः, व्यक्तिभिश्च निर्मितानाम्)
5. 'सरलमानकसंस्कृतम्' संस्कृतविकासयोजना (Vision & Roadmap) इत्यादिविषयेषु चर्चा, विमर्शः च।
6. आदर्शशिक्षकाणां जीवनेतिहासस्य सङ्कलनम् ।
7. संस्कृताधिगमस्य मूल्याङ्कनार्थम् आदर्शप्रश्नपत्रनिर्माणम् ।

**सन्दर्भग्रन्थाः**

**संस्कृतभाषायाम् –**

1. के. नलचक्रवर्ती :संस्कृताध्यापनम्
2. सिहेच्. एल्एन्. शर्मा, फतेहसिंहः संस्कृतशिक्षणनवीनप्रविधयश्च।
3. डा. वि. मुरलीधरशर्मा :संस्कृतशिक्षणसमस्याः।
4. सन्तोषमित्तल :संस्कृतशिक्षणम्।
5. केसाम्बशिवमूर्ति :संस्कृतशिक्षणम्, दीपशिखाप्रकाशन, जयपुर।
6. डा. उदयशङ्करझा :संस्कृतशिक्षणम् (शास्त्रशिक्षणसहितम्), चौखम्बासुरभारतीप्रकाशन, वाराणसी।
7. विश्वासः :कौशलबोधिनी, संस्कृतभारती, दिल्ली।
8. रामशकलपाण्डेय :संस्कृतशिक्षणम्।
9. रघुनाथसफाया :संस्कृतशिक्षणम्, हरियाणाग्रन्थअकादमी, 1997 ।
10. सीतारामचतुर्वेदी :संस्कृतशिक्षणम्।
11. इन्दिराचरणपाण्डेय :संस्कृतशिक्षणसमीक्षणम्, सम्पूर्णानन्दसंस्कृतविश्वविद्यालय, वाराणसी।

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Course – 10 (1)

CPS 4 : తౌలుగు బోధనా పద్ధతులు

Internal Assessment : 25

Final Examination: 75

లక్ష్యయాలు:

- 1) భాషాసాహిత్యయాలు బోధనా పద్ధతులు గూర్చి తౌలుసుకుంటారు.
- 2) భాషాభ్యయసనం -బోధన పద్ధతులు, బోధనసామగ్రి నోరమాణం గూర్చి తౌలుసుకుంటారు.
- 3) భాషాభ్యయసనం -బోధన -ఆధునిక పద్ధతులు మరయు తౌలుగు భాషా బోధన సామాన్య సాధనాల యొక్క ఆవశ్యకతను అవగాహన చేసుకుంటారు.
- 4) భాషాభ్యయసనం -బోధన -మూలయంకనం వాటి పద్ధతులను తౌలుసుకుంటారు.

పాఠ్యకర్మాంశాలు

UNIT -I. తౌలుగుభాషా సామాన్యబోధన సాధనాంశములు

1. సామాజికతా సాధనాంశము, 2. అనుకరణ సాధనాంశము, 3. అభిరుచిసాధనాంశము,
4. అభ్యయస సాధనాంశము, 5. వైయక్తిక భిన్నతా సాధనాంశము,
6. చయన వాజన సాధనాంశము, 7. అనుపాత సాధనాంశము

UNIT -II .భాషాభ్యయసనం, బోధన సామగ్రి నోరమాణం.

- i. భాషాభ్యయసనం- భాషాబోధన: పద్ధతులు ద్వితీయభాషలుగా తౌలుగు బోధన లక్షయాలు- గమయాలు-ఆశయాలు - ఉద్దేశాలు- లక్షయాలు (బంజిమన్ బిలామ్ వాదయా లక్షయాలు- జ్ఞానాంతమాక-భావావేశ-మానసిక చలనాంతమక రంగాలు) - కన్షట అభ్యయసన పద్ధతులు సామర్థయాలు (కమిషన్లుNCE- SCF ల ఆధారంగా)జ్ఞానం- వాజయజ్ఞానం - భాషాజ్ఞానం - సాహిత్య జ్ఞానం-అవగాహన -శరవణమూలకఅవగాహనం - పఠనమూలక అవగాహనం- అభివ్యక్తి-వాగ్దాప అభివ్యక్తి - లిఖితరూప అభివ్యక్తి,సాహిత్య అభివ్యక్తి, సృజనాంతమక అభివ్యక్తి.
- ii. భాషా సహ పాఠ్య కార్యకర్మాలు - భాషా కర్మాలు - రచనా కర్మాలు - భాషణ కర్మాలు - భాషాసాహిత్య యాంతరలు - సాహిత్య సభలు.
- iii. భాషా బోధనాభ్యయసన ఉపకరణాలు: భాషా పద్ధతులు - కంప్యూటర్లు, దృశ్యశ్రవణ, శ్రవణదృశ్య - ద్వితీయ, త్రిమితీయ ఉపకరణాలు,

- iv. మాధ్యమములు: అచ్యుతమాధ్యమములు-దృశ్యమాధ్యమములు (పర్వంట్ అండ వోజువల్ మడోయా)

**UNIT -III.వోద్యో పరణాళికలు:** వోద్యో పరణాళికలలో తాలుగు

భాషాస్థానం (మాతృభాషగా, మాధ్యమ భాషగా)

- i. హాథ్యమసత్కం- నోరమాణం - లక్షణాలు.
- ii. తగరత బోధన పరణాళికలు - హాథ్య పథకం - సమగర హాథ్యపథకం - ద్వానోక హాథ్యపథకం.ఆవశ్యకత - మోళిక భావనలు - తయారీలో మోళుకువలు.
- iii. గోరంథాలయాలు : పరామరశ గోరంథాలు - నోఘంటుమలు - వోజ్ ఇన సరవహాలు-మూల గోరంథాలు-వోనోయోగం.

**UNIT -IV.భాషా సాహిత్యయాలు - బోధనా పరకర్యలు-నైపుణయాలు :**

- 1) గద్య బోధన,
- 2) పద్యబోధన,
- 3) వ్యాయకరణ బోధన.

భాషాభ్యయసనం - బోధన - ఆధునోక ధోరణులు.

1. క్షండర్ గారటాన్ పద్యధతి,
2. క్షండ పద్యధతి,
3. మాంటోస్సోరో పద్యధతి,
4. పర్యోజనా(పరాజాకట్) పద్యధతి,
5. డాలటన్ పద్యధతి

బోధనా నైపుణయాలు :

1. సూక్ష్మ బోధన
2. బృంద బోధన

**UNIT - V. భాషాభ్యయసనం - బోధన - మూలయాంకనం:**

- 1) మూలయాంకనం - సామరథ్యయాధారిత మూలయాంకనం- నోరంతర సమగర మూలయాంకనం- రూపణ మూలయాంకనం - సంకనల మూలయాంకనం -లోప నోరథారణ మూలయాంకనం - పరాగన్సత్క మూలయాంకనం. మూలయాంకనానోక పరశనపత్కరాలు- పరశనల తయారీ- వోవోధ పరశనరూపాలు, పరశనల లక్షణాలు - మోలకువలు- హాథాంతర నోకషలు- పరీక్ష - నోకష - పరీగణన, భావనలు-అంతరగత మూలయాంకనం - బహోరగత మూలయాంకనం, వోద్యో ర్థులు/అభ్యయాసకుల సోవోయమూలయాంకనం- మూలయాంకనం

- 2) భాషా కౌశల నాకషలు - శ్లోకవణ - పఠన -భాషణ - లక్షణ - అభిరుచి - ఆసక్తి - సృజనాత్మక, ప్రశంసా,భాషా సృష్టనా నాకషలు - నాకషాణం - వాక్యలక్షణ - మౌఖకువలు.
- 3) మాదరి సమాధాన పత్రాలు-ప్రశ్నపత్రాల సమాధానాలను సరిచూచుట - ఫలితాల నావేదన -గ్రాడేటింగ్ - ఫలితాల వ్యాఖ్యానం.

**బోధన సంబంధ కృత్యాలు:**

1. ఏవేనీ మూడు సాధనాక వారతాపత్రాకలలోనో - సంపాదకీయ వ్యాసాలు, వారతా వ్యాఖ్యానాలను సమీక్షించి, ముఖ్యభావనలను, భాషా లక్షణాలను గ్రాడేటింగ్ చేసి, వ్యాసరూపంలో నావేదక తయారుచేయుట.
2. నచ్చన ఒక కవిత/రచయితల ఒక కవిత/కథను ప్రశంసనీతూ రాయుట.
3. బాలల పత్రాకలు - భాషాభ్యయననాక వాటి తాడవ్వువైష్ణవల అభిప్రాయ సేకరణ.
4. సాధనాక భాషా వాక్యాలు - జాతీయాలు - సామంతలు - వాడుక కథలు - సేకరణ.

పరామర్శ గ్రంథాలు

1. వాదవాన దూసో రామమూర్తి శాస్త్రి(1967) : బాలవాయాకరణమువాపిళ్ల రామస్వామి శాస్త్రిలు అండ్ సన్స్.
2. వౌలుదండ నీత్యనందరామ(1994) :తౌలుగు సాహిత్యంలొ పేరడీ, పద్మవతీ ఆర్ట్ ప్రింటర్స్.
3. జోస్ఫ్. యస్. : తౌలుగు బోధనాపద్ధతులు, నూర్యాపబ్లికేషన్స్, మచిలీపట్నం.
4. తౌలుగు అకాడమీ : తౌలుగు బోధనా పద్ధతులు
5. రావో రంగారామ, : తౌలుగు బోధనాప్రదీపిక.
6. బుద్దోరాజు జోతీర్మయి (1984), తౌలుగు బోధన పద్ధతులు, సర్వేకేశణ-పద్మావతీ ఆర్ట్స్ ప్రింటర్స్, హైదరాబాదు.
7. సాంబమూర్తి. డి. (1988), తౌలుగు బోధన పద్ధతులు, నీల్ కమల్ ప్రింట్స్ లిమిటెడ్, హైదరాబాదు.
8. పోరంకొ దక్షిణామూర్తి (1998), భూష ఆధునక దృక్పథం, నీల్ కమల్ ప్రింట్స్ లిమిటెడ్, హైదరాబాదు.
9. బూరుగుల గోపాలకృష్ణణమూర్తి (1996) వాయాకరణదర్శనము (వాయాకరణ గ్రంథము) నీల్ కమల్ ప్రింట్స్ లిమిటెడ్, హైదరాబాదు.
10. కామేశ్వర రామ, (1984) తౌలుగు బోధనా పద్ధతులు, చరష్మా ప్రింటర్స్, హైదరాబాదు.

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Course – 10 (2)

**CPS 5 :हिन्दी शिक्षण की विधियाँ**

**Internal Assessment : 25**

**Final Examination: 75**

**उद्देश्य**

1. हिन्दी भाषा शिक्षण के विविध शिक्षण विधियों (गद्य, कविता, व्याकरण, नाटक, रतना, निबन्ध, पत्र)से परिचित कराना।
2. छात्राध्यापकों में हिन्दी पाठयोजना की आवश्यकता, महत्व, प्रकार, उसके निर्माण कौशल की योग्यता का विकास करना।
3. गृहकार्य के महत्व, प्रकार एवं संशोधन का ज्ञान प्रदान करना।
4. हिन्दी पाठ्यपुस्तक के निर्माण-सिद्धान्त, आलोचना, मूल्याङ्कन से परिचित कराना।
5. हिन्दी-शिक्षण में दृश्य-श्रव्यसाधनों के महत्व को समझाना उनका प्रयोग करने की योग्यता का विकास करना।
6. हिन्दी-शिक्षक की योग्यताओं एवं कर्तव्यों को जानने हेतु प्रेरित करना।
7. हिन्दी-शिक्षण में मूल्याङ्कन के अर्थ, प्रकार, महत्व, विधियाँ एवं प्रक्रिया का ज्ञान प्रदान करना।

**पाठ्यविवरण**

**UNIT - I हिन्दी शिक्षण में विविध पाठों के उद्देश्य, विधियाँ, प्रविधियाँ एवं पाठयोजना।**

- a. गद्य की परिभाषा एवं महत्व, गद्यपाठ के प्रकार-, उद्देश्य, विधियाँ।
- b. गद्यशिक्षण की पाठयोजना।
- c. कविता की परिभाषा, कविता शिक्षण का महत्व, उद्देश्य तथा विधियाँ।
- d. कविता शिक्षण की पाठयोजना।
- e. व्याकरण का अर्थ तथा परिभाषाएँ, उद्देश्य तथा विधियाँ।
- f. व्याकरण शिक्षण की पाठयोजना।
- g. नाटक शिक्षण का अर्थ, परिभाषाएँ, उद्देश्य तथा शिक्षण की विधियाँ।
- h. नाटक शिक्षण की पाठयोजना।
- i. रचना, निबन्ध एवं पत्र के उद्देश्य, महत्व एवं विधियाँ।
- j. रचना, निबन्ध एवं पत्र के पाठयोजनाएँ।

**UNIT - II पाठयोजना एवं गृहकार्य - महत्व, आवश्यकता, प्रकार एवं संशोधन।**

- a. पाठ योजना का महत्व, आवश्यकता एवं प्रकार।
- b. उत्तम पाठ योजना के गुण एवं संशोधन।
- c. गृहकार्य का महत्व, आवश्यकता एवं प्रकार।
- d. गृहकार्य के संशोधन विधियाँ।
- e. ब्लूम शिक्षणोद्देश्यों का वर्गीकरण।
- f. पाठ योजना निर्माण में सावधानियाँ।
- g. पाठ योजना की सीमाएँ।

**UNIT - III पाठ्यपुस्तक**

- a. पाठ्यपुस्तक की ऐतिहासिक पृष्ठभूमि, पाठ्यपुस्तक का महत्त्व।
- b. हिन्दी के पाठ्य पुस्तकों के बाह्य एवं आन्तरिक गुण।
- c. पाठ्यपुस्तक निर्माण के सिद्धान्त।
- d. हिन्दी की पाठ्यपुस्तकों का आलोचनात्मक अध्ययन, हिन्दी की पाठ्यपुस्तक का मूल्याङ्कन।
- e. पाठ्यपुस्तक कामूल्यांकन (बाह्य एवं आन्तरिक) तथा आलोचना।
- f. विस्तृत अध्ययन - सहायक पुस्तकें, महत्त्व एवं स्वरूप।
- g. हिन्दी शिक्षक -योग्यता एवं दायित्व।

**UNIT - IV हिन्दी शिक्षण में दृश्य-श्रव्य साधन।**

- a. दृश्य- श्रव्य साधन का अर्थ और परिभाषा।  
प्रकार - श्रव्य साधन, दृश्यसाधन, दृश्य-श्रव्यसाधन।
- b. दृश्य-श्रव्य साधनों के उद्देश्य एवं महत्त्व।
- c. हिन्दी शिक्षण में दृश्य-श्रव्य साधन की उपादेयता।
- d. दृश्य-श्रव्य साधन के प्रयोग करते समय सावधानियाँ।
- e. नूतनप्रवृत्तियाँ – भाषाप्रयोगशाला, तकनीकी, संगणक, संगोष्ठी एवं सूचना प्रौद्योगिकी हिन्दी कक्ष आदि।
- f. हिन्दी भाषा विकास में जनसंचार साधनों तथा विभिन्न हिन्दी शिक्षण संस्थाओं की भूमिका।

**UNIT - V हिन्दी शिक्षण में मूल्यांकन**

- a. भाषाशिक्षण में मूल्याङ्कन की सङ्कल्पना-।
- b. हिन्दी शिक्षण में मूल्याङ्कन का अर्थ, प्रकार, महत्त्व।
- c. हिन्दी शिक्षण में मूल्यांकन विधियाँ।
- d. हिन्दी शिक्षण में मूल्यांकन की प्रक्रिया।
- e. प्रश्नपत्र नमूना।

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### क्रिया-कलाप

1. हिन्दी के विभिन्न शिक्षण पाठयोजनाओं का निर्माण।
2. माध्यमिक स्तरीय हिन्दी पाठ्यपुस्तक का विश्लेषण।
3. हिन्दी शिक्षण में जनसंचार साधनों की भूमिका।
4. हिन्दी क्षेत्रमें कार्य कर रहे किसी संस्था या संघटन का संक्षिप्त कार्यप्रणाली का विवरण।
5. हिन्दी इतर क्षेत्र में कार्य कर रहे किसी संस्था या संघटन का संक्षिप्त कार्यप्रणाली का विवरण।
6. 'वैश्वीकरण एवं हिन्दी' विषय पर चर्चा सत्र का आयोजन।

### संदर्भ ग्रन्थ

1. केशवप्रसाद (1975) : हिन्दी भाषा शिक्षण, गणपति राय एवं सन्स, प्रकाशन।
2. शत्रुघ्न प्रसाद सिंह(1964) : हिन्दी शिक्षण, दिल्ली पुस्तक सदन, प्रकाशन।
3. रामशकलपांडे(1977) : हिन्दी शिक्षण, विनोद पुस्तक मंदिर, आगरा।
4. रजनीकान्त शुक्ल (2012) : हिन्दी शिक्षण के विविध आयाम, श्रीपति प्रकाशन, तिरुपति।
5. दिनेश चन्द्र भरद्वाज(1985) : हिन्दी भाषा शिक्षण, विनोद पुस्तक मंदिर, आगरा।
6. क्षत्रिय के.; मातृभाषा शिक्षण, विनोद पुस्तक मन्दिर, आगरा।
7. बघेला, हेतसिंह; हिन्दी शिक्षण, यूनिवर्सिटी पब्लिकेशन्स, जयपुर।
8. पाण्डेय, रामशकल; हिन्दी शिक्षण, विनोद पुस्तक मन्दिर, आगरा।
9. सिंह सावित्री; हिन्दी शिक्षण, विनोद पुस्तक मन्दिर, आगरा।
10. सिंह निरंजन कुमार; माध्यमिक विद्यालयों में हिन्दी शिक्षण,राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।
11. भाई योगेन्द्रजीत; हिन्दी भाषा शिक्षण, विनोद पुस्तक मन्दिर, आगरा।
12. श्रीवास्तव आर.पी.; हिन्दी शिक्षण, नमन प्रकाशन, नई दिल्ली।
13. सफाया रघुनाथ; हिन्दी शिक्षण विधि, हरियाणा हिन्दी ग्रन्थ अकादमी, चण्डीगढ़।
14. तिवारी भोलानाथ; भाषा विज्ञान, चौखम्बा प्रकाशन, वाराणसी।
15. वाजपेयी किशोरीदास; हिन्दी शब्दानुशासन, केन्द्रीय हिन्दी संस्थान, आगरा।

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Course - 10 (3)

**CPS 5. PEDAGOGY OF ENGLISH**

Internal Assessment : 25

Final Examination: 75

**Course Objectives:**

*After completion of this course the student teacher will be able to;*

- 1. acquire knowledge of different approaches, methods and techniques of teaching English as a second language and put them use in real class room situation.*
- 2. prepare the lesson plan of various lessons of English.*
- 3. be able to instill among the learners a love for language and use it efficiently in real life situation.*
- 4. tell the use of various instructional aids in English language teaching.*
- 5. develop skills of evaluation of various lessons in English.*

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**Course content**

**UNIT - I.Planning English Language Teaching:**

1. Lesson Plan : Meaning, Importance, Characteristics
2. Bloom's Taxonomy of Educational Objectives
3. Objectives of teaching : Prose, Poetry and Composition to Secondary School Students.
4. Lesson plans to teach Prose, Poetry and Composition to Secondary School Students.

**UNIT - II.Approaches, Methods and Techniques of English Language Teaching:**

1. **Approaches-**
  - a) Structural
  - b) Communicative
2. **Methods-**
  - a) Direct Method
  - b) Grammar-Translation Method
  - c) Dr. West's Method
3. **Techniques –**
  - a) Story telling
  - b) Dramatization etc.

**UNIT -III. Language Curriculum:**

1. Concept, Meaning and Definition of Curriculum.
2. Distinction between Curriculum and Syllabus.
3. Principles of Curriculum construction.
4. Limitations in the existing School language Curriculum.
5. Qualities of a good Language Text Book.

**UNIT - IV.Professional Development of English Teachers**

1. Subject Teacher forums
2. Learning resources- Identification and preparation
3. Usage of mobile apps and language learning software.

### UNIT - V. Evaluation

1. Concept and process of Evaluation.
2. Types of Evaluation – Diagnostic, Formative and Summative.
3. Typology of Questions : Activities and tasks reflecting - Problem solving, creative, critical thinking and enhancing imagination .
4. Preparing tests for different skills of language - Listening, Speaking, Reading and Writing. Study and reference skills .
5. Preparation of scholastic achievement test(SAT) giving weightages to objectives and learning experiences.

### ACTIVITIES

1. Seminar/ Discussions on any topic from the prescribed text.
2. Analysis of English text book of Secondary level.
3. Identify and list English language related common errors among students.
4. Preparation of innovative teaching aid.
5. Write a report on current practices of assessment and evaluation at Secondary stage.

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### REFERENCES

1. West.M. (1965) : A General Service List of English Words, London, Longman.
2. Sterne. S S : Fundamental Concepts in Language Teaching, New York Longman.
3. Johnson.K. (1983) : Communicative Syllabus Design and Methodology, Oxford, Pergamon Press.
4. Widdowson.HG (1979) : Teaching Language as Communication, London OUP.
5. Lawrence. M (1975) : Writing as a Thinking Process, New York, NCTE.

NATIONAL SANSKRIT UNIVERSITY : TIRUPATI  
DEPARTMENT OF EDUCATION

SHIKSHA SHASTRI (B.Ed) 1st Year Section " A "

SEMESTER – II

TIME TABLE 2021-2022

w.e.f 15.03.2021

Period Days	8.45 - 9.00	I 9:00- 10:00	II 10.00 – 11.00	III 11.15 –12.15	IV 12.15 – 1.15	V 2.30 –3.30	VI 3.30 –4.30	VII 4.35 – 5.45
Monday	Prayer	C-VIII SRS	C-IX ASM(1-27) SRS (28-55)	C-VII AC	Library ASR	EPC- (v) AS	C - X ENG - RCS HIN - AC TEL - AN	EPC i PMR
Tuesday	"	"	"	"	ASR EPC- (ii)	"	"	Music VBS
Wednesday	"	"	"	"	"	ICT Lab JN	"	EPC – iv SRS / ASM
Thursday	"	"	"	"	C-VI AS	"	"	EPC – iv AC,AN,RCS
Friday	"	"	"	"	"	SACL SV	"	EPC - iii Micro teaching
Saturday	"	"	"	"	"	"	"	CGK Sports and Games
<p>C- VI. Technology of Teaching &amp; Learning - Dr. A. Suneetha C- VII. Educational Management - Dr. A Charukesh C- VIII . Assessment for learning - Dr. S. L. Seetarama Sarma C- IX. Pedagogy of Sanskrit - Dr. A. Sachidananda Murthy - Dr. S. L. Sectarama Sarma C- X. Pedagogy of (ii) Language English - Dr. R. Chandrasekhar Hindi - Dr. A Charukesh Telugu - Dr. Adenna Naik Music - Dr. V Balasubramayam ICT Lab - Dr. Jayanta Nuniya Sports &amp; Games - Dr. C Giri Kumar</p>						<p>EPC –2 Drama, Art in Education &amp; Skill Development i. सांस्कृतिकगतिविधयः / वीडियोनाटकम्/ - Dr. P Madhava Rao ii. कला शिल्पं च - Dr. A Shekar Reddy iii. सूक्ष्मशिक्षणम् - 1-11(RKS/AC/JN), 12- 22(PRJ/SV) , 23- 33(NL/ASR) iv. पाठयोजना निर्माणम् (संस्कृतम्, 3, T/H/E - 3) - SRS / ASM, AC,AN,RCS v. Technology Lab - Dr. A. Suneetha School Attachment &amp; Community Living - Ms.S Vaishnavi</p>		

  
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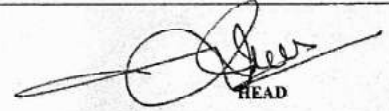
NATIONAL SANSKRIT UNIVERSITY : TIRUPATI

SHIKSHA SHASTRI (B.Ed) 1st Year Section " B"

DEPARTMENT OF EDUCATION  
SEMESTER – II  
TIME TABLE 2021-2022

w.e.f 15.03.2021

Period Days	8.45 - 9.00	I 9:00- 10:00	II 10.00 – 11.00	III 11.15 –12.15	IV 12.15 – 1.15	V 2.30 – 3.30	VI 3.30 – 4.30	VII 4.35 – 5.45	
Monday	Prayer	C- VIII SV	C- IX SRS (28-55) RCS(56-83)	C- VII ASR	EPC – ii AN	ICT Lab PMR	C – X ENG - RCS HIN - JN TEL - AN	Music VBS	
Tuesday	"	"	"	"	Library AN	"	"	EPC- I ASM	
Wednesday	"	"	"	"	EPC – ii AN	EPC –v KBM	"	EPC - iv SRS/RCS	
Thursday	"	"	"	"	C – VI KBM	"	"	EPC - iv IN,AN,RCS	
Friday	"	"	"	"	"	SACL LK	"	EPC - iii Micro teaching	
Saturday	"	"	"	"	"	"	"	CGK Sports & Games	
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NATIONAL SANSKRIT UNIVERSITY : TIRUPATI  
DEPARTMENT OF EDUCATION

SHIKSHA SHASTRI (B.Ed) 1st Year Section " A "

SEMESTER – II

TIME TABLE 2021-2022

w.e.f 15.03.2021

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Tuesday	"	"	"	"	ASR EPC- (ii)	"	"	Music VBS
Wednesday	"	"	"	"	"	ICT Lab JN	"	EPC – iv SRS / ASM
Thursday	"	"	"	"	C-VI AS	"	"	EPC – iv AC,AN,RCS
Friday	"	"	"	"	"	SACL SV	"	EPC - iii Micro teaching
Saturday	"	"	"	"	"	"	"	CGK Sports and Games
<p>C- VI. Technology of Teaching &amp; Learning - Dr. A. Suneetha C- VII. Educational Management - Dr. A Charukesh C- VIII . Assessment for learning - Dr. S. L. Seetarama Sarma C- IX. Pedagogy of Sanskrit - Dr. A. Sachidananda Murthy - Dr. S. L. Sectarama Sarma C- X. Pedagogy of (ii) Language English - Dr. R. Chandrasekhar Hindi - Dr. A Charukesh Telugu - Dr. Adenna Naik Music - Dr. V Balasubramayam ICT Lab - Dr. Jayanta Nuniya Sports &amp; Games - Dr. C Giri Kumar</p>						<p>EPC –2 Drama, Art in Education &amp; Skill Development i. सांस्कृतिकगतिविधयः / वीथीनाटकम्/ - Dr. P Madhava Rao ii. कला शिल्पं च - Dr. A Shekar Reddy iii. सूक्ष्मशिक्षणम् - 1-11(RKS/AC/JN), 12- 22(PRJ/SV) , 23- 33(NL/ASR) iv. पाठयोजना निर्माणम् (संस्कृतम्, 3, T/H/E - 3) - SRS / ASM, AC,AN,RCS v. Technology Lab - Dr. A. Suneetha School Attachment &amp; Community Living - Ms.S Vaishnavi</p>		

  
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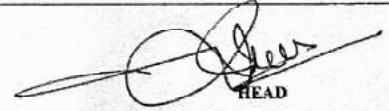
NATIONAL SANSKRIT UNIVERSITY : TIRUPATI

SHIKSHA SHASTRI (B.Ed) 1st Year Section " B"

DEPARTMENT OF EDUCATION  
SEMESTER – II  
TIME TABLE 2021-2022

w.e.f 15.03.2021

Period Days	8.45 - 9.00	I 9:00- 10:00	II 10.00 – 11.00	III 11.15 –12.15	IV 12.15 – 1.15	V 2.30 – 3.30	VI 3.30 – 4.30	VII 4.35 – 5.45	
Monday	Prayer	C- VIII SV	C- IX SRS (28-55) RCS(56-83)	C- VII ASR	EPC – ii AN	ICT Lab PMR	C – X ENG - RCS HIN - JN TEL - AN	Music VBS	
Tuesday	"	"	"	"	Library AN	"	"	EPC. I ASM	
Wednesday	"	"	"	"	EPC – ii AN	EPC –v KBM	"	EPC - iv SRS/RCS	
Thursday	"	"	"	"	C – VI KBM	"	"	EPC - iv JN,AN,RCS	
Friday	"	"	"	"	"	SACL LK	"	EPC - iii Micro teaching	
Saturday	"	"	"	"	"	"	"	CGK Sports & Games	
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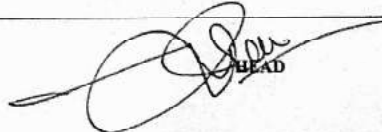
**NATIONAL SANSKRIT UNIVERSITY : TIRUPATI**  
**DEPARTMENT OF EDUCATION**  
**SEMESTER - II**

SHIKSHA SHASTRI (B.Ed) 1st Year Section " C "

TIME TABLE 2021-2022

w.e.f 15.03.2021

Period Days	8.45 - 9.00	I 9:00- 10:00	II 10.00 - 11.00	III 11.15 -12.15	IV 12.15 - 1.15	V 2.30 - 3.30	VI 3.30 - 4.30	VII 4.35 - 5.45	
Monday	Prayer	C- VIII JN	C- IX RCS(56-83) KK (84-110)	C- VII PMR	EPC - ii UNM	EPC -v AM	C - X ENG - RCS HIN - LK TEL - AN	EPC. I AM	
Tuesday	"	"	"	"	"	"	"	Music VBS	
Wednesday	"	"	"	"	Library UNM	SACL ASM	"	EPC -iv RCS/KK /MDS	
Thursday	"	"	C- IX (84-110) MDS	"	C - VI AM	"	"	EPC - iv LK,AN,RCS	
Friday	"	"	"	"	"	ICT Lab AC	"	EPC - iii Micro teaching	
Saturday	"	"	"	"	"	"	"	CGK Sports & Games	
C- VI. Technology of Teaching & Learning				- Mr. Alope Mandal		EPC -2 Drama, Art in Education & Skill Development			
C- VII. Educational Management				- Dr. P Madhava Rao		i. सांस्कृतिकगतिविधयः / वीथीनाटकम् - Mr. Alope Mandal			
C- VIII . Assessment for learning				- Dr. Jayanta Nuniya		ii. कला शिल्पं च - Dr. Umanarasimha Murthy			
C- IX. Pedagogy of Sanskrit				- Prof.K.Kadambini (84-110)		iii. सूक्ष्मविक्षणम् - 67-77(SMR/PMR), 78-88(RCS/UNM), 89-99 (AS/AM/AN), 100- 110(ASM/LK)			
C- X. Pedagogy of (ii) Language				- Dr. M Dattatraya Sharma		iv. पाठयोजना निर्माणम् (संस्कृतम् 3, T/H/E - 3) - RCS/KK /MDS, LK,AN,RCS			
English				- Dr. R. Chandrasekhar		v. Technology Lab - Mr. Alope Mandal			
Hindi				- Dr. Lakshman Kumar		School Attachment & Community Living - Dr. A. Sachidananda Murthy			
Telugu				- Dr. Adenna Naik					
Music - Dr. V Balasubramayam									
ICT Lab - Dr. A Charukesh									
Campus Clean & Green, Sports & Games - Dr. C Giri Kumar									

  
BEAD

## Shiksha Shastri (B.Ed) II Year

### Semester - 3

Semester III: (18 weeks=14 Weeks Internship+ 2 Weeks Working with community

+ 2 Weeks EPC Courses)

Course	Name of the Course	Total Marks	Total Marks		Credits
			IA	EA	
	<b>Sanskrit Teaching Methodology</b> (200 Marks )				
	6. Teaching 20 Lessons (20 x 1.5)	30	30		
	7. Criticism Lessons 04 (4 x 10)	40	40		
	8. Preparation of Teaching Learning Material (Minimum TLM 20)	20	20		08
	9. Conducting of Scholastic Achievement Test in Sanskrit	10	10		
	10. Final Exam	100		100	
	<b>Modern Teaching Methodology (T/H/E) (200 Marks )</b>				
	1. Teaching 20 Lessons (20 x 1.5)	30	30		
	2. Criticism Lessons 04 (4 x 15)	40	40		
	3. Preparation of Teaching Learning Material (Minimum TLM 20)	20	20		08
	4. Conducting of Scholastic Achievement Test in Sanskrit	10	10		
	5. Final Exam	100		100	
	<b>EPC-3 Understanding the Self (50 Marks)</b>	<b>50</b>			<b>02</b>
	6. Exploring the 'known' and 'unknown' self in relation to what one and others know about one self and what others do not know (group activity)		05		
	7. Reflecting , recording and sharing of critical moments in one's life (individual activity and presentations)		10		
	8. Reflections on critical moments in the lives of peers (small group activity)		05		
	9. Exploring one's strengths, weaknesses, opportunities and Challenges (SWOC analysis)		10		
	10. Group activities involving community participation		20		
	<b>WORKING WITH COMMUNITY \ EDUCATIONAL ACTIVITIES(50 Marks)</b>	<b>50</b>			<b>02</b>
	6. Participation in School based Activities & Their Report Writing		10		
	7. Peer Group Class room Teaching Observation		10		
	8. School Profile & Maintaining the respective records		10		
	9. Case Study		10		
	10. Conducting Spoken Sanskrit Classes		10		
	<b>Total</b>	<b>500</b>	<b>300</b>	<b>200</b>	<b>20</b>

Shiksha Shastri (B.Ed) II Year

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Shiksha Shastri (B.Ed) II Year

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	<b>Total</b>	<b>500</b>	<b>300</b>	<b>200</b>	<b>20</b>

- iii. School safety –
  - a. Government of India guidelines for Cyber-safety.
  - b. Disaster Management.
3. Equality of Educational Opportunity:
  - i. Meaning of equality and constitutional provisions
  - ii. Prevailing nature and forms of inequality, including dominant and minor groups and related issues
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

### **Practicum**

1. *Case study of different kind of schools*
2. *Marginalization and education of children from slums and distress migration*
3. *Impact of electronic media on children*
4. *Understanding youth culture in the present times and the impact of internet and other Visual mediums.*
5. *Organization of Literacy Programmes (Night School/Classes) for adults and continuing education among Youths (A Pilot Project).*
6. *Conduct of survey of government and private schools to identify various forms of inequality*
7. *Survey of nearby locality to find out the causes of low literacy.*
8. *Study of voluntary agency working in the field of educational and school development of society.*

### **REFERENCES**

1. Smt. Indra Sharma & N.R. Sharma : History and problems of Indian Education, Vinod Pustak Mandir, Agra.
2. Mukherjee, R.K. : Ancient Indian Education, Motilal Banarsi Das Publishers.
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5. Syed Nurullah & J.P. Naik (1943) : History of Education in India. During British period Bombay, Mac Millan and Co., Ltd.
6. Raman Behari Lal & Krishna Kant (2016) : Contemporary India and Education R.Lall Book Depot, Meerut

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## Shiksha Shastri (B.Ed) II Year

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	<b>EPC-3 Understanding the Self (50 Marks)</b>	<b>50</b>			<b>02</b>
	6. Exploring the 'known' and 'unknown' self in relation to what one and others know about one self and what others do not know (group activity)		05		
	7. Reflecting , recording and sharing of critical moments in one's life (individual activity and presentations)		10		
	8. Reflections on critical moments in the lives of peers (small group activity)		05		
	9. Exploring one's strengths, weaknesses, opportunities and Challenges (SWOC analysis)		10		
	10. Group activities involving community participation		20		
	<b>WORKING WITH COMMUNITY \ EDUCATIONAL ACTIVITIES(50 Marks)</b>	<b>50</b>			<b>02</b>
	6. Participation in School based Activities & Their Report Writing		10		
	7. Peer Group Class room Teaching Observation		10		
	8. School Profile & Maintaining the respective records		10		
	9. Case Study		10		
	10. Conducting Spoken Sanskrit Classes		10		
	<b>Total</b>	<b>500</b>	<b>300</b>	<b>200</b>	<b>20</b>

**Course - 17**

**CPS 8:(iv) VALUE EDUCATION AND PROFESSIONAL ETHICS**

**Internal Assessment : 10**

**Final Examination: 40**

***Course Objectives***

***After completion of this course the student teacher will be able to;***

- 1. understand the Values, Sources of Values*
- 1. understand the Meaning, Objectives of Value Education*
- 2. understand the Fostering Values and Value Conflict*
- 3. understand the Approaches, Techniques and Strategies in Value Education.*

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***Course Content***

**UNIT - I. Meaning, Definition, Concept, Types and Sources of Values.**

1. Meanings, Definitions, Characteristics and Concept of Values.
2. Nature and importance of Values.
3. Sources of Values
4. Classification of Values.
5. Functions of values.

**UNIT - II. Value Education -**

1. Recommendations of Education Commissions and committees on Value Education
2. Place of Value Education in Indian Education System.
3. Role of Parents, Teachers, Society, Religion, Mass Media and Government.

**UNIT - III. Approaches, Techniques and Strategies in Value Education.**

1. Approaches and strategies : Whole School Approach, Pedagogy of values, Value inculcation, Analysis and Clarification.
2. Teaching strategies: Curriculum and Co-Curricular programs.
3. Attitude towards life and relationship between value and life.

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*Activities*

- १ संस्कृतवाङ्मयात्शैक्षिकमानवमूल्यैःसम्बद्धानाम्अवरतःविंशतेःमूल्यानांसङ्ग्रहणम्।
- २ संस्कृतेमूल्याधारितपद्यलघुकथारूपकेषुमध्येअन्यतमस्यलेखनम्।

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Hasnain, H Perspectives in Psychological Researches, 15 (1), 44-46, 1988.
2. Agarwal, V. - Value System and Dimensions of University Students of U.P. (Unpublished Ph.D. Thesis). Lucknow University, Lucknow, 1959.
3. Agnihotri, - Value Enhancement in Teachers -Need of the Hour.
4. Kalpana. In Quest of Bharateeya Shikshan, XIX (12), 18-22, 2009
5. Satyanarayana, Y.V - Ethics: Theory and Practice

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Course - 15

**CPS 6 : APPLICATION OF ICT IN EDUCATION**

Internal Assessment : 10

Final Examination: 40

**Course Objectives**

*After completion of this course the student teacher will be able to;*

1. *understand the Information and communicational Technology.*
  2. *understand the Computer, system and usage in Education.*
  3. *understand the Internet its concept and application.*
  4. *understand the Computer Based Education and different models of E learning.*
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**Course Content**

**UNIT - I Information and communicational Technology**

1. Meaning, Definitions, Concept, Types (Traditional and Modern), Usage in Education.
2. Subject specific ICT tools for creating and facilitating learning
3. Subject specific online resources and their use.
4. ICT initiatives of Government of India (NMEICT).

**UNIT - II Mobile apps and pedagogy tools for learning**

1. Mobile and desktop applications for language learning.
2. Mobile applications for Sanskrit language learning
3. Youtube/Teachertube

**UNIT - III Computer Based Education**

1. Role of Social Networking sites in Education: Concept, meaning and definition of Social Networking sites and use of Social Networking sites in education
2. E-learning – Concept, Characteristics.
3. Online teaching
  - i. Platforms –Cisco Webex, Google meet, Go to meeting, Teamlink, Zoom etc,
  - ii. Flipped classrooms,Google Class room
  - iii. Various online teaching and learning programmes platforms in various level. (MOOC, ION etc..)
  - iv. Different Models (Support, Blended, Complete),
  - v. Styles (Asynchronous and Synchronous communication styles) Merits and demerits.
4. Electronic assessment portfolio – Concept and types. Online and offline assessment tools – Rubrics, survey tools, puzzle makers, test generators, reflective journal, question bank

**Activities:**

- i. Practicing word processing using Indian language Font
- ii. Using word processor, spread sheet, and presentation software to produce various teaching learning resources and sharing it online.
- iii. Locating internet resources – navigating, searching, selecting, saving and evaluating (use standard internet evaluation criteria)
- iv. Creating digital concept maps, flow charts, timelines for a particular content
- v. Creating screen cast video of a lesson.
- vi. Shooting, editing, and sharing of videos segment on any educational topic
- vii. Creating account in teacher tube/ slideshare and sharing video/presentation. Viewing and commenting on others' contributions
- viii. Enrolling and completing some MOOC courses of interest
- ix. Evaluating OER resources. Creating and sharing OER materials
- x. Taking part in an ICT integrated online project based or problem based learning activity

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1. Breen, R.R., Lindsay, A.J. and Pete, S. - The role of information and communication technologies in university learning environment. Studies in Higher Education, 26(1): 95-115. 2001
2. Deshpande, H.V. - Information technology and higher education: Towards a just perspective. University News, 39 (23): 9-12. 2001
3. Ralston A., Reilly E.E. - Encyclopedia of Computer Science. London: Nature. Hemmendinger, D. (2000)

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Course - 14

**PE 9 : ENVIRONMENTAL EDUCATION**

Internal Assessment : 10

Final Examination: 40

उद्देश्यानि –

अमुं पाठ्यक्रमम् अधीत्य छात्राध्यापकाः –

- पर्यावरणस्य महत्त्वमवगच्छेयुः ।
- पर्यावरणप्रदूषणस्य तन्नियन्त्रणस्य च ज्ञानं प्राप्नुयुः ।
- स्वास्थ्यस्य सुरक्षायाः विषये जानीयुः ।
- पर्यावरणसद्भावत्वेन जीवनार्थं छात्रेषु अभीष्टदृष्टिकोणविकासे शिक्षायाः भूमिकामवगच्छेयुः।
- पर्यावरणसंरक्षणाय उत्तरदायित्वबोधस्य विकासमवबुध्येरन्।

**Course Content**

**अन्वितिः-१ पर्यावरणशिक्षा**

- १.१ पर्यावरणशिक्षा - सम्प्रत्ययः, प्रकृतिः, क्षेत्रञ्च।
- १.२ पर्यावरणशिक्षायाः महत्त्वम्, उद्देश्यानि च ।
- १.३ संस्कृतवाङ्मये पर्यावरणम् ।
- १.४ प्राचीनभारते पर्यावरणसंरक्षणोपायाः ।

**अन्वितिः-२ पर्यावरण-प्रदूषणम्**

- २.१ पर्यावरणप्रदूषणस्य परिचयः।
- २.२ प्रदूषणप्रकाराः - नाभिकीयप्रदूषणम्, अपशिष्टघनवस्तुप्रदूषणम्, वायुप्रदूषणम्, जलप्रदूषणम्, ध्वनिप्रदूषणम्, मृदाप्रदूषणम् च ।
- २.३ प्रदूषणजनिताः रोगाः।
- २.४ प्रदूषणकारणानि, तन्नियन्त्रणोपायाश्च ।

**अन्वितिः-३ स्वस्थपर्यावरणं सुरक्षा च**

- ३.१ सुरक्षायाः, स्वस्थपर्यावरणस्य च सम्प्रत्ययः।
- ३.२ रोगनियन्त्रणात्मकं प्रबन्धनम्।
- ३.३ स्वस्थपर्यावरणं मानवसमाजश्च।
- ३.४ पर्यावरणसुरक्षायै पाठ्यसहगामिक्रियाः ।

**प्रयोगिकपरामर्शाः -**

1. प्रदत्तकार्याणि -
  - a. पर्यावरणसंरक्षणोपायाः ।
  - b. पर्यावरणप्रदूषणकारणानि ।
  - c. प्रदूषणनियन्त्रणम् ।
2. समूहचर्चा – जनेषुपर्यावरणशिक्षायाः विषये जागरूकता ।
3. मलिनक्षेत्रेषु गत्वा पर्यावरणस्वास्थ्यशिक्षणम् ।

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1. मित्तल, सन्तोष एवं अग्रवाल, मीनू; 21 वीं सदी में पर्यावरण एवं पर्यावरणशिक्षा, आर. एल. बुक डिपो, मेरठ, 2010
2. गोपाल, एम.के; पर्यावरणशिक्षा, विनोद पुस्तक मन्दिर, आगरा, 1997.
3. शर्मा, आर. ए; पर्यावरण शिक्षा, आर. एल. बुक डिपो, मेरठ
4. पूजा, भारती; पर्यावरण समस्या एवं समाधान, न्यू भारत पब्लिकेशन्स, सुभाषरोड, रोहतक
5. पाणिग्राही निर्मला; पर्यावरणशिक्षा, ओजस्वी प्रकाशन, पुरी
6. वशिष्ठ, के; पर्यावरणशिक्षा, यूनिवर्सिटी बुक हाउस, जयपुर
7. उपाध्यक्ष, राधावल्लभ; पर्यावरण शिक्षा, विनोद पुस्तक मन्दिर, आगरा, 1998
8. Boldwin, Johnh if Environmental Planning Management, International Book Distributors, Dehradun.

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Course - 16

**CPS 7 : SHASTRA SHIKSHANA VIDHAYAHA**

(SAHITYA /VYAKARANA)

Internal Assessment : 10

Final Examination: 40

**Course Objectives**

**The course will enable the student teachers to understand;**

1. साहित्यशिक्षणस्य स्वरूपं, महत्त्वमुद्देश्यानि।
2. साहित्यशिक्षणस्य प्राचीनार्वाचीनविधीनां परिचयं प्राप्नुवन्ति।
3. औपचारिकानुप्रयुक्तव्याकरणयोः शिक्षणम् कथं कार्यमिति जानन्ति।
4. व्याकरणशिक्षणविधीनां परिचयं प्राप्नुवन्ति।

**Course Content**

**UNIT - I. साहित्यशास्त्रशिक्षणम्**

1. भाषा, विषयवस्तु, कल्पना, सौन्दर्यानुभूतिः।
2. साहित्यशिक्षणम्-स्वरूपं, महत्त्वमुद्देश्यानि।
3. साहित्ये अभिरुच्यानन्दोत्पादनाय गुणरीतिरसच्छन्दोऽलङ्काराणां शिक्षणम्।
4. साहित्यशिक्षणे दृश्यश्रव्योपकरणानां उपयोगः।

**UNIT - II. व्याकरणशास्त्रशिक्षणम्**

1. औपचारिकानुप्रयुक्तव्याकरणयोः शिक्षणम्। तयोः स्वरूपम्, महत्त्वम्, उद्देश्यानि, गुणाः न्यूनताश्च।
2. व्याकरणशिक्षणे उच्चारणाभ्यासानाम् उद्देश्यानि महत्त्वम्, उच्चारणं प्रभावयन्ति कारकाणि, शुद्धोच्चारणशिक्षणविधयश्च।
3. शब्दरूपाणां, धातुरूपाणां कण्ठस्थीकरणस्य महत्त्वं प्रभावश्च।

**UNIT - III. शास्त्रशिक्षणविधयः एवं मूल्याङ्कनप्रक्रिया ।**

1. साहित्यशिक्षणविधयः-टीका, कथाकथनविधिः, स्वाध्यायविधिः, पात्राभिनयः, रूपकाभिकरणम्, क्रीडाविधिः च।
2. व्याकरणशिक्षणविधयः - सूत्रविधिः, भाष्यविधिः, ह्यूरिष्टिक्विधिः, परियोजनाविधिः, ।

**प्रायोगिकपरामर्शाः**

1. समूहचर्चा- साहित्याव्याकरणशास्त्रयोः शिक्षणविधयः ।
2. शास्त्रसंरक्षणरतेषु गुरुकुलेषु कस्याप्येकस्य वृत्तलेखनम्।
3. प्रदत्तकार्याणि -
  - i. शास्त्रेषु अनुबन्धचतुष्टयस्य स्थानम् ।
  - ii. व्याकरणशास्त्रस्य प्रयोगाः ।
  - iii. शास्त्रसंरक्षणे राष्ट्रियसंस्कृतविश्वविद्यालयस्य भूमिका ।

**REFERENCES**

१. मिश्रः लोकमान्यः, साहित्यशिक्षणविधिः, मृगाक्षीप्रकाशनम्, 5/113 विरामखण्डः, गोमतीनगरम्, लखनऊ
२. लता, एन, साहित्यशिक्षणम्, राष्ट्रियसंस्कृतविद्यापीठम्, तिरुपतिः ।
३. रा. देवनाथः, उपाध्याय, भुवनेशः, व्याकरणशिक्षणविधयः, प्रथमसंस्करणम्, भारतीयविद्यासंस्थानम्, वाराणसी
४. शुक्लः, रजनीकान्तः, व्याकरणशिक्षणम्, राष्ट्रियसंस्कृतविद्यापीठम्, तिरुपतिः ।

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Course - 17

**CPS 8: (ii) शान्तिशिक्षा**

Internal Assessment : 10

Final Examination: 40

उद्देश्यानि –

अमुं पाठ्यक्रमम् अधीत्य छात्राध्यापकाः –

- व्यापकरूपेण शान्तिं शान्तिशिक्षाञ्च अवगम्य तदीयम् आन्तरिक-सामाजिकसमरसतया सहसम्बन्धं प्रासङ्गिकताञ्च अवगच्छेयुः ।
- गतिशीलसामाजिकयथार्थत्वेन शान्तिम् अवगच्छेयुः ।
- वैयक्तिसामाजिकप्रक्रियाणां मध्यस्थतानां च द्वन्द्वबोधने समर्थाः भवेयुः ।
- भारतीयपरिप्रेक्ष्येशान्तिशिक्षां जानीयुः ।

**पाठ्यक्रमांशः**

अन्वितिः - I. शान्तिशिक्षा

1. अर्थः, महत्त्वंप्रासङ्गिकता च।
2. शान्तिशिक्षायाः आवश्यकता, क्षेत्रमुद्देश्यानि च।
3. शान्तिशिक्षायाः संक्षिप्तेतिहासः।
4. शान्तिशिक्षायाः मुख्यस्रोतांसि।

अन्वितिः - II. विविधस्तरेषु शान्तिशिक्षा

1. प्राथमिकस्तरस्य कृतेशान्तिशिक्षायाः पाठ्यचर्या ।
2. उच्चविद्यालयस्तरस्य कृतेशान्तिशिक्षायाः पाठ्यचर्या ।
3. शान्तिशिक्षासम्बद्धाः विद्यालयीयसहगामिक्रियाः - गान्धिजयन्ती, पृथ्वीदिवसः, शान्तिदिवसः, चिन्तनदिवसः संयुक्तराष्ट्रसंघदिवसः इत्यादयः ।
4. विश्वशान्तिस्थापनायै विविधधर्माणां योगदानम्।

अन्वितिः - III. भारतीयपरिप्रेक्ष्येशान्तिशिक्षा

1. वेदः, इतिहासः, गीतायोगसूत्रञ्च।
2. तन्यताप्रबन्धनाय प्राचीनप्रविधयः - योगः, विपश्यना, यज्ञः ध्यानञ्च।
3. अनुशासने आत्मप्रबन्धने च आत्मनः कर्तव्यजागरूकतायाः संवर्धनम्।
4. पञ्चशीलसिद्धान्तः।

अन्वितिः - IV. शिक्षाशान्तिनिर्माणप्रक्रिया च

1. कक्ष्यायां शान्तिसंवर्धनाय प्रोत्साहनाय कौशलानां विकासः।
2. शान्तिनिर्माणप्रक्रियायां शिक्षा, शान्तिनिर्माणप्रक्रियायै शिक्षा।

3. विश्वशान्तिस्थापनायाम्संयुक्तराष्ट्रसंघस्यसंयुक्तराष्ट्रशैक्षिकसामाजिकसांस्कृतिकसंघस्यचयोगदानम्।
4. शान्तेःविविधदर्शनानांमुख्यबिन्दवः।
5. शान्तिस्थापने - गान्धी, मदरटेरेसा, कैलाशसत्यार्थी, मलालायुशूफ़जै-इत्येतेषां योगदानम्।
  - i. राष्ट्रियान्तराष्ट्रियस्तरेषुशान्तिस्थापनायै प्रयासाः।

**प्रायोगिकपरामर्शाः –**

१. काभ्यांचित्त्वाभ्यांपत्र-मित्राभ्यां (पेन-फ्रेन्ड्) सह-सामयिकशान्तिविषयकचर्चा।
२. केषाञ्चनपञ्चविश्वशान्तिदूतानांशान्तयेनोवेलपुरस्कारविजेऽप्यणाञ्चचित्रकदम्बरचना।
३. शान्त्यै पदयात्रायाः आयोजनम्।

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१. तिवारी, नीलाभ; जैन, नितिन (सम्पादक); वैश्विक परिप्रेक्ष्य में शान्ति और मूल्य शिक्षा, राष्ट्रीय संस्कृत संस्थान, भोपाल परिसर, भोपाल।
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४. Veerabhadrapa, R.P.; *Teaching of Peace & Conflict Resolution*, Lotus Press, New Delhi.

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2. शास्त्रसंरक्षणरतेषु गुरुकुलेषु कस्याप्येकस्य वृत्तलेखनम्।
3. प्रदत्तकार्याणि -
  - i. शास्त्रेषु अनुबन्धचतुष्टयस्य स्थानम् ।
  - ii. व्याकरणशास्त्रस्य प्रयोगाः ।
  - iii. शास्त्रसंरक्षणे राष्ट्रियसंस्कृतविश्वविद्यालयस्य भूमिका ।

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२. लता, एन, साहित्यशिक्षणम्, राष्ट्रियसंस्कृतविद्यापीठम्, तिरुपतिः ।
३. रा. देवनाथः, उपाध्याय, भुवनेशः, व्याकरणशिक्षणविधयः, प्रथमसंस्करणम्, भारतीयविद्यासंस्थानम्, वाराणसी
४. शुक्लः, रजनीकान्तः, व्याकरणशिक्षणम्, राष्ट्रियसंस्कृतविद्यापीठम्, तिरुपतिः ।

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Course - 17

**CPS 8: (i) GUIDANCE AND COUNSELLING**

Internal Assessment : 10

Final Examination: 40

*Course Objectives*

*After completion of this course the student teacher will be able to;*

- 1. understand the General Introduction of Guidance,*
- 2. understand the meaning, nature and scope of guidance,*
- 3. understand the Students are able to handle simple cases in guidance and counselling.*

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*Course Content*

**UNIT -I Educational Guidance.**

1. Meaning, Definition, Scope and nature of guidance.
2. Types of guidance – Personal, Educational, Vocational and career guidance.
3. Definition of Educational guidance.
4. Need for Educational guidance.
5. Impact of guidance on Education.
6. Educational guidance at different level.

**UNIT -II Vocational Guidance**

1. Definition of Vocational guidance.
2. Aims and purpose of vocational guidance.
3. Need of vocational guidance.
4. Factors affecting while choosing right occupation
5. Maturity, Motivation , Job satisfaction , Success.

**UNIT - III Definition and Nature of Counselling**

1. Meaning, Concept and definition of Counselling.
2. Nature and Objectives of counselling.
3. Types of counselling.
4. Qualities of Counsellor.

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Course - 13

**PE 8 : GENDER, SCHOOL & SOCIETY**

Internal Assessment : 10

Final Examination :40

**Objectives:**

*After completion of this course the student teacher will be able to;*

- 1. develop basic Understanding and Familiarity with key concepts–Gender, Gender bias, Gender Stereotype, Empowerment, Gender Parity, Equity and Equality, Patriarchy and Feminism.*
- 2. learn about Gender Issues in School, Curriculum, and Textual Materials across Teaching Processes and its mutual action with Class, Caste, Religion and Region.*
- 3. understand Historical, Contemporary features of Education in the Gender Context.*

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**Course Content**

**UNIT - I : Gender issues**

1. Gender, Sex, Sexuality, Patriarchy, Masculinity and Feminism.
2. Gender related bias, Stereotype, and Empowerment.
3. Equity and Equality in relation with Caste, Class, Religion, Disability and Region.
4. Sexual Harassment and Abuse

**UNIT- II : Gender issues In Curriculum**

1. Gender, Culture and Institution - Intersection of Class, Caste, Religion and Region
2. Curriculum and Gender Issues.
3. Gender in Text Books and in related Subjects.
4. Teacher as an Agent of Change

**UNIT - III : Gender Jurisprudences (In Indian Contest)**

1. Pre - Natal Diagnostic Technique (PNDT) Act, 1994
2. The draft sexual Law Reforms in India, 2000
3. Domestic Violence Act, 2005
4. Reservation for Women
5. Supreme Court Verdict about transgender.

**प्रायोगिक परामर्शः**

१. लैङ्गिकपक्षपातस्य रूढिवादस्य परिप्रेक्ष्ये पाठ्यसामग्रीणां च विश्लेषणम्।
२. जातिः, स्तरः, धर्मः, मानवजातिविषयः, अक्षमता, क्षेत्रञ्चेत्यादिषु लैङ्गिकनिष्पक्षता –समानतयोः विषये वादविवादस्य आयोजनम्।

#### REFERENCES

1. सलूजा, चाँद किरण; शिक्षा: सामाजिक परिप्रेक्ष्य, हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय, दिल्ली।
2. बिसवाल, तपन; मानवाधिकार जेन्डर एवं पर्यावरण, विवा बुक्स प्राइवेट लिमिटेड, नई दिल्ली।
3. लोढा, महावीरमल; नैतिक शिक्षा: विविध आयाम, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।
4. Bhasin, Kamala; Understanding Gender, Kali for Women Publications, New Delhi.
5. Menon, Nivedita; Gender and Politics in India, Oxford University Press, New Delhi.

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**Course - 17**

**CPS 8: (iii) HUMAN RIGHTS**

**Internal Assessment : 10**

**Final Examination: 40**

**Course Objectives**

*After completion of this course the student teacher will be able to;*

1. *understand the Human rights and equality.*
  2. *understand the national and international efforts in the human rights.*
  3. *understand the Teaching methods of human rights.*
  4. *understand the role of the school and teacher in proper sating human rights awareness.*
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**Course Content**

**UNIT -I. Human Rights Education**

- 1 Concept and Need of Human rights Education
- 2 Indian Constitution and Human Rights
- 3 The Basic Human Rights
  - (i) Right To equality
  - (ii) Right To Education
  - (iii) Right To Protection
  - (iv) Right To security
- 4 Child rights – Protection Of Children from Sexual Offence Act (POCSO Act - 2012)

**UNIT -II. Human Rights Education at various levels**

- 1 Elementary, Secondary and Higher level.
- 2 Courses on Human Rights - Structure and formats
- 3 Human Rights Education in Teacher Education programs
- 4 Right to Education Act (RTE).

**UNIT -III. Efforts of Human Right Commissions**

- 1 National Human Rights Commission (NHRC) its origin, function and scope
- 2 State Human Rights Commission (SHRC) its origin, function and scope
- 3 Special rights for women, children and socially deprived.
- 4 Rights and duties - Role of school and teacher in propagating human rights.

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प्रायोगिकपरामर्शाः –

१. भारते मानवाधिकारशिक्षामधिकृत्य सारपत्रमेकं लेखनीयम्।
२. दैनिकपत्र-पत्रिकाभ्यः समागतानां मानवाधिकाराधारितानां वार्तानां सङ्ग्रहः।

### REFERENCES

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- 2.Mohanty, Jagannath, - Teaching of Human Rights, Deep Deep Publication.
- 3.Campbell, T. (eds) - Human Right : Rhetoric to reality oxford : black well, 1986.
- 4.Cranston, M., - what are Human Rights, Bodely Head, London, 1973.
- 5.Syed, M.H - Human Rights : The new era, kailso book, New Delhi. 2003
- 6.Symonides, dunusz - Human Rights : concept and standards, Rawat publication, New Delhi, 2002.
- 7.Khanna, D.P - Reforming Human Rights, Manas Publication, New Delhi, 2001.

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COURSE – 3

**PE 3: Creating an Inclusive school**

Internal Assessment : 10

Final Examination: 40

*Course Objectives*

*After completion of this course, the student will be able to;*

- ❖ *understand the global and national commitments towards the education of children with diverse needs,*
- ❖ *understand various policies of Inclusive education.*
- ❖ *understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive schools,*

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*Course Content*

**UNIT-I Introduction to Inclusive Education**

1. Meaning, Definition, concept and importance of Inclusive Education.
2. Historical perspectives on education of children with diverse needs.
3. Difference between Special education, Integrated education and Inclusive education.
4. Inclusive approaches to education for the attainment of education for all.

**UNIT- II National initiatives**

1. The Integrated Education of Disabled children (IEDC-1974)
2. The Rehabilitation Council of Indian Act(1992)
3. National Curriculum Framework, 2005 NCERT
4. Persons with Disability Act (revised -2016)
5. Samgra Shiksha (2017).

**UNIT-III – Curriculum adaptations and evaluation for children with diverse needs**

1. Concept meaning and need for curriculum adaptations for children with sensory (Hearing, visual & physically challenged) intellectual (Mentally challenged children, Gifted & Talented children)
2. Developmental disabilities (Autism, Cerebral palsy, learning disabilities), Social and emotional problems,
3. Scholastic backwardness, under achievement, slow- learners, children with special needs and children belonging to other marginal groups.

### **Activities**

1. *During the field visit, observe the teaching learning processes, infrastructure available and assess the nature of inclusive indicator/practices. List the existing challenges and factors that promote inclusive practices. Please give justifications.*
2. *Prepare the need profile of all children in a class. Critically analyze the profile prepared for establishing relation between students' needs and their abilities/disabilities. Identify relationship between students' needs and their socioeconomic and educational status.*
3. *Adapt at least one pedagogical practice studied in the pedagogy course and suggest ways to make it appropriate for addressing the needs of all learners in the class.*
4. *Study the assessment and evaluation practices being followed in a school. Critically reflect on the practices in the context of inclusive education.*
5. *Review the characterization of challenged persons/children in the popular media. If possible draw correlations between popular myths and current beliefs and media representations.*
6. *Visit a nearby special, inclusive and regular school. Make observations in terms of time table, teaching learning activities, infrastructure, child to child interaction and parental support. Compare the practices.*
7. *Carry out interaction with the regular teachers and ascertain the current challenges for promoting inclusive education. Try to collect their opinion on the subject. Talk to at least 25 teachers.*
8. *Is inclusion a new concept? Find evidence of inclusion in Vedic era and trace the journey to modern times. Think. Reflect and Discuss.*

### **REFERENCES**

1. Barton, L - Inclusive Education and Teacher Education: A basis for hope or a discourse of delusion. Professional Lecture. Institute of Education, University of London. 2003
2. Grace, R. - Inclusion and Diversity: Meeting the Needs Of All Students. Gravestock P Routledge, Taylor and Francis Group. 2009.
3. Mitchell, D. - What Really Works in Special and Inclusive Education: Using Evidence-based Teaching Strategies. London and New York Rutledge, Taylor and Francis Group, 2008.

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NATIONAL SANSKRIT UNIVERSITY : TIRUPATI

DEPARTMENT OF EDUCATION

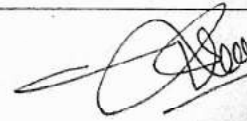
SHIKSHA SHASTRI (B.Ed) IInd Year Section " B"

SEMESTER – IV

TIME TABLE 2021-2022

w.e.f 15.03.2021

Period Days	8.45 - 9.00	I 9:00- 10:00	II 10.00 – 11.00		III 11.15 –12.15	IV 12.15 – 1.15		V 2.30 – 3.30	VI 3.30 – 4.30		VII 4.35 – 5.45	
Monday	Prayer	C- 11 AC	C- 15 LK/SV/PMR & JN/ UNM/ AM	Break	C- 12 AM	EPC-iv AM	LUNCH	C-13 MDS	C-14(s) ASR	Break	EPC – i AC	
Tuesday	"	"	"		"	"		"	"		"	EPC-ii MDS
Wednesday	"	"	"		"	"		ACT – i LK	C-13 AS		C-14(v) MDS	EPC – i AC
Thursday	"	C- 11 LK	"		"	"		EPC- iii AN	"		"	EPC-ii MDS
Friday	"	"	"		"	"		Library AN	C-13 MDS		"	Music VBS
Saturday	"	"	"		"	"		EPC- iii AN	C13 (P&h) CGK		"	Tutorial
11. Value Education & Professional Ethics					- Dr. A Charukesh & - Dr. Lakshman Kumar		<b>EPC – Practicum</b>					
12. Application of ICT					- Mr. Alope Mandal		1. Reflective Seminar/Workshop based on professional ethics of Teachers - Dr. A Charukesh					
13. Environmental, yoga, Health & Physical Education					- Dr. M Dattatraya Sharma - Dr. A. Suneetha & - Dr. C Giri Kumar		2. Various Asans/ Yoga Understanding them Self - Dr. M Dattatraya Sharma					
14. Shastra Shikshanavidhayaha(Sahithya /Vyakarana)					- Dr. A Shekar Reddy & - Dr. M Dattatraya Sharma		3. Field based Community work - Dr. Adenna Naik					
15. Optional –							4. Critical Understanding of ICT based work- Mr. Alope Mandal					
I. Inclusive Education					- Dr. Lakshman Kummar		<b>Activities</b>					
II. Guidance & Counseling					- Ms.S Vaishnavi		i. Department magazine - Dr. Lakshman Kumar					
III. Gender School & Society					- Dr. Jayanta Nuniya, Dr. P Madhava Rao		ii. Tutorial - 35-45(PVR/MDS),46-56(KK/SRS), 57-67(RGT/KBM)					
IV. Education for Peace					- Dr. Umanarasimha Murthy		iii. Reprint on Educational Tour/ Report on Art Gallery/ Museum - Dr. C Giri Kumar					
V. Human Rights Education					- Mr. Alope Mandal							

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NATIONAL SANSKRIT UNIVERSITY : TIRUPATI

DEPARTMENT OF EDUCATION

SHIKSHA SHASTRI (B.Ed) IInd Year " C " Section

SEMESTER – IV

TIME TABLE 2021-2022

w.e.f 15.03.2021

Period Days	8.45 - 9.00	I 9:00- 10:00	II 10.00 – 11.00	Break	III 11.15 –12.15	IV 12.15 – 1.15	LUNCH	V 2.30 – 3.30	VI 3.30 – 4.30	Break	VII 4.35 – 5.45
Monday	Prayer	C- 11 PMR	C- 15 LK/SV/PMR & JN/ UNM / AM		C- 12 MDS	EPC-iii ASM		C-13 UNM	C-14(s) ASM		EPC-ii UNM
Tuesday	"	"	"		"	"		"	"		"
Wednesday	"	"	"		"	ACT i RCS		"	C-14(v) UNM		EPC-I PMR
Thursday	"	"	"		"	EPC- iv MDS		"	"		"
Friday	"	"	"		"	"		C-13 (P&h) CGK	"		Music VBS
Saturday	"	"	"		"	Library ASR		C-13 UNM	"		Tutorial
11. Value Education & Professional Ethics			- Dr. P Madhava Rao			<b>EPC – Practicum</b>			1. Reflective Seminar/Workshop based on professional ethics of Teachers - Dr. P Madhava Rao		
12. Application of ICT			- Dr. M Dattatraya Sharma			2. Various Asans/ Yoga Understanding them Self - Dr. Umanarasimha Murthy			3. Field based Community work - Dr. A. Sachidananda Murthy		
13. Environmental, yoga, Health & Physical Education			- Dr. Umanarasimha Murthy & - Dr. C Giri Kumar			4. Critical Understanding of ICT based work - Dr. M Dattatraya Sharma			<b>Activities</b>		
14. Shastra Shikshanavidhayaha (Sahithya /Vyakarana)			- Dr. A. Sachidananda Murthy & - Dr. Umanarasimha Murthy			i. Department magazine - Dr. R. Chandrasekhar			ii. Tutorial - 68-78(SMR/PMR), 79-89(RCS/UNM), 90-101 (AS/AM/AN), 102- 112(ASM/LK)		
15. Optional –			I. Inclusive Education - Dr. Lakshman Kumar			iii. Reprint on Educational Tour/ Report on Art Gallery/ Museum - Dr. C Giri Kumar					
			II. Guidance & Counseling - Ms.S Vaishnavi								
			III. Gender School & Society - Dr. Jayanta Nuniya, & Dr. P Madhava Rao								
			IV. Education for Peace - Dr. Umanarasimha Murthy								
			V. Human Rights Education - Mr. Aloke Mandal								

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NATIONAL SANSKRIT UNIVERSITY : TIRUPATI

DEPARTMENT OF EDUCATION

SHIKSHA SHASTRI (B.Ed) IInd Year Section "A"

SEMESTER - IV


TIME TABLE 2021-2022

w.e.f 15.03.2021

Period Days	8.45 - 9.00	I 9:00- 10:00	II 10.00 - 11.00	III 11.15 -12.15	IV 12.15 - 1.15	V 2.30 - 3.30	VI 3.30 - 4.30	VII 4.35 - 5.45
Monday	Prayer	C- 11 AS	C- 15 LK/SV/PMR & JN/ UNM / AM	C- 12 KBM	ACT i KBM	C-13 ASR	C - 14(s) NL	EPC -ii ASR
Tuesday	"	"	"	"	EPC -iv KBM	"	"	"
Wednesday	"	"	"	"	"	C-13(P&h) CGK	C-14(v) KBM	EPC - i AS
Thursday	"	"	"	"	Library LK	C-13 ASR	"	"
Friday	"	"	"	"	EPC iii PMR	"	"	Music VBS
Saturday	"	"	"	"	"	"	"	Tutorial

**Break** (between columns II-III and III-IV)      **LUNCH** (between columns IV-V)      **Break** (between columns VI-VII)

<p>11. Value Education &amp; Professional Ethics - Dr. A. Suneetha</p> <p>12. Application of ICT - Dr. Kumar Bagewadimath</p> <p>13. Environmental, yoga, Health &amp; Physical Education - Dr. A Shekar Reddy &amp; Dr. C Giri Kumar</p> <p>14. Shastra Shikshanavidhayaha(Vyakarana/ Sahithya) - Prof N.Latha &amp; Dr. Kumar Bagewadimath</p> <p>15. Optional -</p> <p style="margin-left: 20px;">I. Inclusive Education - Dr. Lakshman Kumar</p> <p style="margin-left: 20px;">II. Guidance &amp; Counseling - Ms.S Vaishnavi</p> <p style="margin-left: 20px;">III. Gender School &amp; Society - Dr. Jayanta Nuniya, Dr. P Madhava Rao</p> <p style="margin-left: 20px;">IV. Education for Peace - Dr. Umanarasimha Murthy</p> <p style="margin-left: 20px;">V. Human Rights Education - Mr. Alope Mandal</p>	<p><b>EPC - Practicum</b></p> <p>1. Reflective Seminar/Workshop based on professional ethics of Teachers - Dr. A. Suneetha</p> <p>2. Various Asans/ Yoga Understanding them Self - Dr. A Shekar Reddy</p> <p>3. Field based Community work - Dr. P Madhava Rao</p> <p>4. Critical Understanding of ICT based work - Dr. Kumar Bagewadimath</p> <p><b>Activities</b></p> <p>1. Department magazine - Dr. Kumar Bagewadimath</p> <p>2. Tutorial - 1-11(RKS/AC/JN), 12- 22(PRI/SV), 23- 34(NL/ASR)</p> <p>3. Report on Educational Tour/ Report on Art Gallery/ Museum - Dr. C Giri Kumar</p>
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NATIONAL SANSKRIT UNIVERSITY : TIRUPATI

DEPARTMENT OF EDUCATION

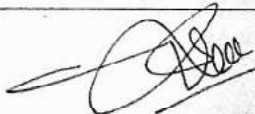
SHIKSHA SHASTRI (B.Ed) IInd Year Section " B"

SEMESTER – IV

TIME TABLE 2021-2022

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Monday	Prayer	C- 11 AC	C- 15 LK/SV/PMR & JN/ UNM/ AM	Break	C- 12 AM	EPC-iv AM	LUNCH	C-13 MDS	C-14(s) ASR	Break	EPC – i AC	
Tuesday	"	"	"		"	"		"	"		"	EPC-ii MDS
Wednesday	"	"	"		"	"		ACT – i LK	C-13 AS		C-14(v) MDS	EPC – i AC
Thursday	"	C- 11 LK	"		"	"		EPC- iii AN	"		"	EPC-ii MDS
Friday	"	"	"		"	"		Library AN	C-13 MDS		"	Music VBS
Saturday	"	"	"		"	"		EPC- iii AN	C13 (P&h) CGK		"	Tutorial
11. Value Education & Professional Ethics					- Dr. A Charukesh & - Dr. Lakshman Kumar	<b>EPC – Practicum</b>					1.Reflective Seminar/Workshop based on professional ethics of Teachers - Dr. A Charukesh	
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IV. Education for Peace				- Dr. Umanarasimha Murthy								
V. Human Rights Education				- Mr. Alope Mandal								

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SHIKSHA SHASTRI (B.Ed) IInd Year " C " Section

SEMESTER – IV

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Period Days	8.45 - 9.00	I 9:00- 10:00	II 10.00 – 11.00	III 11.15 –12.15	IV 12.15 – 1.15	V 2.30 – 3.30	VI 3.30 – 4.30	VII 4.35 – 5.45
Monday	Prayer	C- 11 PMR	C- 15 LK/SV/PMR & JN/ UNM / AM	C- 12 MDS	EPC-iii ASM	C-13 UNM	C-14(s) ASM	EPC –ii UNM
Tuesday	"	"	"	"	"	"	"	"
Wednesday	"	"	"	"	ACT i RCS	"	C-14(v) UNM	EPC-I PMR
Thursday	"	"	"	"	EPC- iv MDS	"	"	"
Friday	"	"	"	"	"	C-13 (P&h) CGK	"	Music VBS
Saturday	"	"	"	"	Library ASR	C-13 UNM	"	Tutorial
11. Value Education & Professional Ethics - Dr. P Madhava Rao 12. Application of ICT - Dr. M Dattatraya Sharma 13. Environmental, yoga, Health & Physical Education - Dr. Umanarasimha Murthy & - Dr. C Giri Kumar 14. Shastra Shikshanavidhayaha(Sahithya /Vyakarana) - Dr. A. Sachidananda Murthy & - Dr. Umanarasimha Murthy 15. Optional – I. Inclusive Education - Dr. Lakshman Kumar II. Guidance & Counseling - Ms.S Vaishnavi III. Gender School & Society - Dr. Jayanta Nuniya, & Dr. P Madhava Rao IV. Education for Peace - Dr. Umanarasimha Murthy V. Human Rights Education - Mr. Aloke Mandal				<b>EPC – Practicum</b> 1. Reflective Seminar/Workshop based on professional ethics of Teachers - Dr. P Madhava Rao 2. Various Asans/ Yoga Understanding them Self - Dr. Umanarasimha Murthy 3. Field based Community work - Dr. A. Sachidananda Murthy 4. Critical Understanding of ICT based work - Dr. M Dattatraya Sharma <b>Activities</b> i. Department magazine - Dr. R. Chandrasekhar ii. Tutorial - 68-78(SMR/PMR), 79-89(RCS/UNM), 90-101 (AS/AM/AN), 102- 112(ASM/LK) iii. Report on Educational Tour/ Report on Art Gallery/ Museum - Dr. C Giri Kumar				

 HEAD

PC – 1: **PHILOSOPHY OF EDUCATION**

**Credits: Four**

**Internal Assessment : 30**

**Contact Hours: Five Hours per Week**

**Final Examination :70**

**Course Objectives:**

**To enable the students to understand;**

1. *the nature and functions of philosophy of Education.*
2. *the logical analysis, interpretation and synthesis of various concepts, proposition and Philosophical assumptions about Educational phenomena.*
3. *critical appraisal of contributions made to Education by prominent Indian educational thinkers.*

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**Course Content:**

**UNIT - I. Educational Philosophy**

1. Meaning and function
2. Relationship between Philosophy of Education and Science of Education.
3. Relation between Education and Society.
4. Indian concept underlying Philosophy of Education
5. Modern concept of Philosophy
6. Branches of Philosophy –Ontology (Meta-physics), Epistemology and Axiology

**UNIT -II. Some recent philosophical trends**

Their impact on Educational thought and practice:

1. Dialectical Materialism
2. Existentialism

**UNIT -III. Understanding Values:**

1. Values: Meaning and their role in individual and social life
2. Values and associated terms—ethics, morals, principles, rules, principles, laws, customs and tradition
3. Values: Sources and their nature
4. Kinds of Values: Personal, Economic, Social, Political and Spiritual

- 
5. Theories of values: Subjective and Objective theories
  6. Instrumental values and ultimate values
  7. Value conflict and Value crisis
  8. Role of education in value transformation

#### **UNIT - IV. Impact of Philosophical thought on Education**

with special reference to

1. Aims and ideals of Education
2. Curriculum
3. School Organization and Administration
4. Pupil – Teacher relationship
5. Concept of Discipline & Freedom

#### **UNIT - V. Cultural heritage**

1. Explanation, contributions of different religions (Hinduism, Buddhism, Jainism, Sikhism, Islam and Christianity) for the cause of Education and human upliftment.
2. Philosophy of celebration of Indian festivals.

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#### **Transaction Mode:**

Expositions, Lectures, Reflective talks, dialogue, discussion

- i. Initiation of the dialogue by the Most Knowledgeable Other (MKO);
- ii. Library readings;
- iii. Observational studies and activities;
- iv. Presentations by students on selected themes- individually and collectively.
- v. Documenting the dialogues.

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### **Sessional Activities:**

- i. Every student is required to analyze aims of education in successive curriculum frameworks –starting from McCauley Minutes -1835, 1975, 1988, 2000 and 2005- to reflect on the change and continuity in the articulation of aims of school education and the ideological reasons for change and continuity.
- ii. Students, in group, required to study the moral frameworks provided by different religions and Constitution of India and debate about their relative relevance to contemporary society;
- iii. A debate may be organized on the value framework of Indian schooling.

### **REFERENCES**

1. **Ahija** : The Aims and Bases of Education.
2. **Gordon, W.S.** : Principles and Practices of Education.
3. **Raymont, T.** : Principles of Education.
4. **BetrandRussel L** : Educational and Social Order.
5. **Ross** : Groundwork of Educational theory.
6. **Sir Percy Nunn** : Education - Its data first Principles.
7. **Thomson** : Modern Philosophers of Education.
8. **Kilpntric** : Philosophy of Education.
9. **Robert, R., Ruk** : Philosophical Base of Education.
10. **Robert, R., Ruk** : The doctrines of Great Educators.
11. **Curringhan** : The Pivotal Problems of Education.
12. **Brown** : Educational Sociology
13. **Robbins** : Educational Sociology

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PC - 2 : **PSYCHOLOGY OF LEARNER**

**Credits: Four**

**Internal Assessment : 30**

**Contact Hours: Five Hours per Week**

**Final Examination : 70**

**Course Objectives:**

**To enable the students to understand**

1. *the concepts and principles of Educational Psychology as an applied science.*
  2. *the implications of psychological theories for education.*
  3. *the process of development and assessment of various abilities and traits. .*
  4. *the concepts and theories of personality.*
  5. *assessment of personality.*
- 

**Course Content:**

**UNIT - I. Psychology as scientific study -**

1. Significance of Educational Psychology
2. Major Schools of Psychology :  
Behaviourism, Psycho-Analysis, Humanism, Cognitivism, Constructivism.

**UNIT - II. Learning - concept, nature and implications.**

1. Basic concepts and principles of major learning theories and their educational implications.
  - (i) Piaget Learning Theory,
  - (ii) Hull's Drive Reduction theory,
  - (iii) Gagne's Conditions of learning.
  - (iv). Kolb's Experiential Learning
2. Cognition in Learning:
  - (i) Cognitive processes:
    - a. sensation, perception, attention, memory and forgetting.
    - b. Theories on Memory and Forgetting
  - (ii) Development of concepts, logical reasoning, critical thinking, and problem solving.

**UNIT - III. Intelligence**

1. Theories - Gardner's theory of multiple intelligence;
  - i. Goleman's theory of Emotional intelligence
2. Measurement of intelligence.

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## **UNIT - IV. Personality** - Concept; Type theories, Trait theories

### **Psycho-dynamic theory**

Theories of Freud, Adler and Jung

### **Trait theories**

- (i) Eysenck theory      (ii) Five factor model and its facets

### **Humanistic theory**

- (i) Hierarchy of Needs of Abraham Maslow

## **UNIT - V. Assessment of personality**

1. Subjective, Objective and projective methods.
2. Personality in Indian View.
  - i. The concept of matured personality *Stitapragna*
  - ii. Value of yoga and meditation in raising the powers of the mind and the level of consciousness.
  - iii. Panchakosha Theory

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### **Transaction Mode**

- i. Lecture cum discussion
- ii. Individual and group assignment through self-study in the library and presentation in a seminar
- iii. Observation of learning situation in schools and out of the schools,
- iv. preparing reflective diaries / journal
- v. interpretation, analysis and reflection on observation in a group
- vi. interaction and discussion with classroom teachers and peer group
- vii. observation followed by reflective discussion in a group
- viii. Library study
- ix. project work

### **Sessional Activities:**

1. Conducting case study on one student who has difficulties in learning at elementary stage.
2. Reading gardener's theory of multiple intelligences: implications for understanding differences in individual learners
3. Engaging learner in the process of knowledge construction and observe how they use their out of the school experience and local knowledge during construction of knowledge. Prepare report and discuss in group presentation.
4. Identification of group learning and self-learning strategies following constructivist approach and their field-testing.
5. Identification of learning difficulties of the student in any subject area through administration of diagnostic test and development of remedial instruction.
6. identification of strategies for motivating the learner in study of a subject and practicing in school

7. Analysis of a case of adolescent learner with maladjusted /deviant behaviour.
8. Preparation of learners profile based on cognitive and non-cognitive characteristics in order to depict individual differences at elementary or secondary stage.
9. Analysis of learning situations and presentation before a group followed by discussion.
10. Critical analysis of learning situation in schools and out of the schools/preparing reflective diaries, interpretation, analysis, reflection on observation and finally presentation in a group.
11. Assessment of portfolio and reflective journal.
12. Suggest structures of classroom environment in which all students can learn.
13. Design/suggest activities for developing critical consciousness about various social and political issues.
14. Prepare a plan of activities for students of various levels of schooling which can be shared with the parents.
15. Develop strategies on critical perspectives on socio-cultural realities.

### REFERENCES

#### Books in Sanskrit:

1. **Agnihotri, P.D.** (1973) : ArvacheenamManovignanam  
Sampoornanda Sanskrit University, Varanasi.
2. **VenkataRaghavacharya** : Shiksha Manovijnanam (in Sanskrit)  
**V.S.** (1982) KS Vidyapeetham, Tirupati.
3. **PeriSubbarayan,** (1982) : SikshaSamkhyaSastram (in Sanskrit)  
KS Vidyapeetham, Tirupati.

#### Books in English:

4. **Aggarwal, J.C.** (1995) : Essential Educational Psychology,  
Vikas Publishing House Pvt. Ltd., New Delhi.
5. **Bhatia, H.R.** (1977) : Textbook of Educational Psychology.  
The Macmillan Company of India Ltd., New Delhi.
6. **Chauhan, S.S.** (1988) : Advanced Educational Psychology,  
Vikas publication, New Delhi.
7. **Dececco, J.P.** (1977) : The Psychology of Learning and Instruction,  
Prentice Hall of India Pvt. Ltd., New Delhi.
8. **Kale, S.V.** (1983) : Child Psychology and Child Guidance,  
Himalaya Publishing House.Giragoan, Bombay.
9. **Kakkar S.B.,** (1989) : Educational Psychology & Guidance.  
The Indian Publication, Hill Road, AmbalaCantt.
10. **Mangal, S.K.** (2000) : Advanced Educational Psychology,  
Prentice Hall of India Pvt. Ltd., New Delhi.  
Edition, Psychology Services, New York.
12. **Rao S. Narayana** (1990) : Educational Psychology,  
Wiley Eastern Ltd., New Delhi.

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PC – 3 : CURRICULUM STUDIES

**Credits: Four**

**Internal Assessment : 30**

**Contact Hours: Five Hours per Week**

**Final Examination :70**

**Objectives:**

*To enable the students to;*

- 1. define curriculum.*
  - 2. identify the components of curriculum.*
  - 3. describe the various principles of curriculum development.*
- 

**Course Contents:**

**UNIT - I Nature, Principles and Determinants of Curriculum**

1. Meaning and concept of curriculum;
2. Bases of curriculum: Philosophical, Psychological, Sociological, Economic and Political.
3. Characteristics of curriculum: Relevance, flexibility, Equality, Contextuality and Plurality.
4. Curriculum considerations: Educational objectives, Learners characteristic, Teachers' expectations and concerns, Multilingual, Environmental concerns, gender, Inclusiveness, social sensitivity, value concern etc..
5. Curriculum framework: Need and importance; ramification of curriculum framework into curriculum, syllabus, units and textbooks.

**UNIT – II Phases of curriculum development**

1. Need Assessment (Assessment of entry behavior and socio-cultural contexts)
2. Formulation of objectives
3. Selection of learning experiences
4. Selection, Organization, and Evaluation of content

**UNIT –III Approaches and types of Curriculum Development**

1. Subject, Learner and Community centered
2. Core curriculum
3. Approaches to curriculum development: Administrative approach, Grass root approach, Demonstration approach and Systems approach
4. Curriculum Frameworks of School Education and Teacher Education

**UNIT –IV Models of Curriculum Development**

1. Tylers-1949 model
2. Hilda Taba 1962 model
3. Nicholls and Nicholls-1972 model
4. Willes and Bondi-1989 model

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5. Need assessment model

7. Vocational/Training model

6. Futuristic model

### **UNIT - V Selection and Organization of learning experiences**

1. Principles and criteria for developing learning experiences- Cognitive, Validity, Critical perspectives, applicability, Utility, objectivity, scope for inclusiveness, breadth of coverage and depth of understanding.
2. Principles to be considered while selecting learning experiences
3. Designing integrated and interdisciplinary learning experiences.
4. Integration of learning experiences related to work experience, sensitivity to gender parity, peace oriented values, health and needs of children with disabilities, arts & crafts and India's heritage.

### **Transaction Mode**

- i. Lecture cum discussion
- ii. Individual and group assignment through self-study in the library and presentation in a seminar
- iii. preparing reflective diaries / journal
- iv. Library study
- v. project work

### **Sessional Activities:**

- i. Detailed study of National curriculum framework of school Education, India (1975 onwards) followed by seminar presentation.
- ii. Preparation and presentation of papers on Comparative study and analysis of curricular frameworks of other countries- US, UK and Australia ( Eg; Nuffield, BSCS, PSCS, NSES. with respect to their priorities, concerns and goals towards school education)
- iii. Preparation and presentation of paper on Curriculum framework of different states of country.

### **REFERENCES**

1. **Adelaida Bago** : Curriculum Development: The Philippines Experience. Manila: De La State University press, (2001).
2. **Taba Hinda** : Curriculum Development : Theory and practices. New York: Harcourt, Brace & Wrools. (1962)
3. **Wiles,** : Curriculum Development; A Guide to practice, Allyn & **Jon. W. Eondi Joseph. C** Bacon Educational Leadership Series, Florida, 2010.
4. **Tyler, Ralph. W** : Basic Principles of Curriculum & Instruction, The University of Chicago press, California, 2013.

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COURSE 04

**TEACHER EDUCATION**

Internal Assessment : 25  
External Assessment : 75

**Course Objectives:**

**To enable the students to understand:**

1. Structure, Curriculum and Modes of Pre- Service Teacher Education
2. Organisation of Different Components of Teacher Education Curriculum
3. In - service Teacher Education in India-Concept, Structure and Modes
4. Planning, Organising and Evaluating an In-service Teacher Education

**Course Content:**

**Unit I : Structure, Curriculum and Modes of Pre- Service Teacher Education -**

1. A review of the understandings developed on teacher roles and functions.
2. Pre - Service teacher education - concept, Nature, objectives and scope.
3. The structure of teacher education curriculum in NCTE regulations 2014.
4. Components of pre- service teacher education -  
Foundation courses, subject specialization and pedagogy, special fields.  
school based practicum and internship. Their evaluation.
5. Modes of pre- service teacher education  
face -to-face , distance - relative merits and limitations.

**Unit II : Organisation of Different Components of Teacher Education Curriculum -**

1. The student teacher as an adult learner- characteristics.  
The concept of andragogy and its principles.
2. Organisation, transaction and evaluation of different components of teacher education curriculum- existing practices.
3. Transactional approaches for the foundation courses.  
Expository, Participatory, Peer Coaching, and Inquiry.
4. Transactional approaches for the skill and competency development courses.  
Modelling-analysis-practice-feedback cycle.  
Evaluation of practicum records.

**Unit III : Concept and scope of school based practicum and internship.**

The existing practices, their nature, objectives, organisation and duration.

Activities and experiences in pre-internship, internship and post-internship.

**Unit IV : In - service Teacher Education in India-Concept, Structure and Modes -**

1. Concept, need for continuing professional development of a teacher.

Areas of professional development.

Purpose of an in-service teacher education programme.

Orientation, refresher, workshop, seminar and conference- their meaning and objectives.

2. The structure for in-service teacher education.

Sub-district, district, state, regional and national level agencies and institutions.

3. Modes and Models of in-service teacher education.

Modes of in-service teacher education - Face-to-face, distance mode.

School based and course work scope, merits and limitations of each of them.

**Unit V : Planning, Organising and Evaluating an In-service Teacher Education -**

1. Planning in-service teacher education programme.

Preliminary considerations of purpose, duration, resource requirements.

2. Designing an in-service teacher education programme.

Assessment of training needs.

Formulation of training curriculum, preparation of course material.

3. Organising an in-service teacher education programme.

Common problems faced by a teacher, educator.

Arrangement, preparation, facilitating participation and collecting feedback and evaluation.

4. Qualities and characteristics of an effective in-service teacher educator.

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**REFERENCES**

- |                              |  |
|------------------------------|--|
| 1. Arora, K. and Dasgupta, H | : National Survey of Teacher Education, Vallabhvidyanagar : Sardar Patel University, 1968. |
| 2. Gurrup, P.                | : Education and Training of Teachers, London Longman, 1963.                                |
| 3. Hoyle E.,                 | : The Role of the Teacher, London Routledge and Kegan Paul (1969).                         |

**TC- I: SELF-DEVELOPMENT**

**Credit: 1**

**Marks: 20 (Internal Assessment)**

**Teaching hours:** 2 block periods in workshop mode

**Rationale:**

The aim of this tool course is to help students in developing understanding about themselves and developing their selves as a professional, through conscious on-going reflection. The course will address aspects of development of the inner self and the professional identity of a teacher. This shall enable students to develop sensibilities, dispositions, and skills that will later help them in facilitating the personal growth of their own students while they teach. It is important for the students to develop sensitivity toward issues like gender biases, children with special needs (intellectual and physical), disadvantaged groups to make class inclusive. At the same time, they will develop problem-solving skills to deal with these issues.

During the course, regular physical education classes including practice of yoga and meditation will be organised to make students physically and mentally fit. Yoga and meditation enhance abilities of body and mind, and promote sensibilities that help to live in peace and harmony with one's surroundings. Students will appreciate the philosophy of yoga and meditation, and will learn to use in different contexts.

The following methodologies for the transaction of the course could be used in interactive sessions:

- a. Students sharing their experiences in a group based on observation, case studies, field visits, readings, etc.
- b. Reflective discussions on a movie/documentary on relevant issues
- c. Discussion on how to imbibe teacher qualities and nurture his/her self as a teacher
- d. Organization of activities for self-expression (exhibiting strengths and abilities)
- e. Providing feedback on their reflective journals/diaries
- f. Practicing yoga and meditation for physical and mental well- being

**Note:** The course would be transacted through workshop mode by more than one faculty members and/or external experts, wherever required.

**Objectives:**

- i. *To enable the students understand that “development of self” is a resource to exercise their professionalism.*
- ii. *To make them realize that one is responsible as a person and as a teacher for the integrated development of oneself and the learners: physical, cognitive, social, emotional, aesthetic, moral, and spiritual developments.*
- iii. *To help them develop sensitivity towards social-cultural diversities crucial in making teaching-learning environment conducive/congenial to the learner.*
- iv. *To demonstrate sensitivity with respect to gender biases and other social disparities in the classroom, and practice inclusiveness in the classroom. To help them in achieving mental and physical well-being*

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## **COURSE THEMES:**

*Theme 1: Understanding the Self*

*Theme 2: Self-management in stressful/emotional (sad as well happy)/conflicting Situations*

*Theme 3: Developing 'Self' in harmony with nature*

*Theme 4: Developing 'Self' as a professional (Teacher Educator)*

*Theme 5: Self and Social Responsibilities*

*Theme 6: Self and Mental and Physical Well-being*

**Transaction mode:** WORKSHOP, GROUP DISCUSSION, FIELD VISITS

### **Theme 1: Understanding the Self**

#### **Objective**

Objectives of the activities is to help students to develop cognitive skills such as

1. Developing self-awareness about one's abilities and opportunities to develop self independent thinking, critical thinking and creative thinking, decision making, problem solving and goal setting
2. Developing objective view of beliefs, prejudices and stereotypes to liberate from irrational tendencies

#### **Activities**

- i. SWOC analysis – an exercise to identify Strengths, Weaknesses, Opportunity and Challenges.
- ii. Use of Johari's Window to know one's perception about self and others
- iii. "Who am I" Self concept
- iv. Inspirational Readings

### **Theme 2: Self-management in stressful/emotional (sad as well happy)/conflicting situations**

Objective of this activity is to make student recognize the affective resources of self understanding to be understood both as assets such as feelings of love, joy, appreciation, affection, happiness, and threats or limiting factors such as emotions like fear, anger, jealousy etc. in their professionalism.

#### **Activity**

Following exercises may be organised in the workshop for inner observation for self-knowing while in stress or in emotions and to develop skills of self-management

1. Identification of anyone of the above situations (stressful/emotional-sad as well happy/conflicting) by the students
2. Reflect on it
3. Share with the group on how it was managed/resolved This activity will help students learn about various ways of managing/ resolving critical situations in life. The focus may be the school context.

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### **Theme 3: Developing ‘Self’ in harmony with nature**

#### **Objective**

The objective is to acquaint students on

1. Maintaining harmony in existence and co-existence between nature and self;
2. Dependence of Self on the Nature for the very life;
3. Inter-dependence of people for comfortable living;
4. Responsibility of self towards conservation, protection and nurturing plant and animal life.
5. Understanding human roots in the divinity to awaken oneself to Truth, Beauty and Goodness both inside and outside.

#### **Activities**

- i. Observation of nature during nature walk,
- ii. Reading biographies of great people who contributed their might out of self abnegation but not with self-centeredness
- iii. Sharing personal experiences

### **Theme 4: Developing ‘Self ‘as professional (Teacher Educator)**

Self - Critical awareness about one’s abilities and assets in different contexts of professional life and limitations in terms of knowledge, attitudes, skills and values which may be reviewed or developed while teaching different subjects (Science, Social Science, Mathematics, Languages etc.) or while dealing with other curricular components or classroom situations.

#### **Objective**

The objective of this activity is to develop awareness among students in following aspects of their professional endeavours

1. Adequacy of subject matter knowledge, professional skills, and effective communication to the students.
2. One’s attitudes towards students, teaching, teaching material, and interest in teaching subject and one’s aptitude in developing interest in learning among students and in tapping their abilities to realize the values identified in the subject matter.
3. Suitability of one’s role being performed contextually to enrich learners’ capabilities and guiding them for self-actualization while interacting.
4. Involvement in teamwork with colleagues, head of the institution, parents of learners and management for holistic development of the learners.

#### **Activity:**

Self-reflection and documentation. The students will be asked to

- i. interact with an eminent educationist in the neighbourhood
  - ii. read a book of an eminent educationist
  - iii. observe the effective teacher in the classroom
  - iv. Interview an effective teacher On the basis of the above the students will-
- Identify the characteristics, values, attitudes of the teacher and reflect upon self with respect to the same.
  - Priorities the characteristics, values, attitudes of an effective teacher and will try to develop through practice in real life situation to become a professional.
  - Reflect upon self and document the experiences.

### **Theme 5: Self and Social Responsibilities**

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This will help in the development of social responsibilities among the learners to enrich human resources and self-esteem; realistic understanding of any self as depending on the source of the whole existence for spiritual awakening free of any religious identity.

### **Objective**

While conducting the group discussion the students will be able to develop

1. Responsibility of self towards other human beings in the family, society, and people across the globe
2. Critical awareness of the biases based on gender, caste, class, language, religion, nation, region etc.
3. Critical understanding of the basic realities of the man-made divisions due to political, historical and social forces over the time-scale.
4. Understanding of the basic realities of cultural differences across the time-scale and across the globe

**i. Group discussion:** The focus of the discussion will be on the current issues to develop psycho-social skills like interpersonal relationship skills and effective communication skills while dealing with different groups of learners belonging to different social contexts/situation. The students will be informed about the topics of discussion in advance so that they share their views and experiences. The duration of discussion may be 2 hours.

**ii. Field Visit:** Visits to the slums/migrant groups/institution or NGO's working with disadvantaged groups. Before field visit students need to be oriented (½ day) on what they are supposed to do in the field. During the visits, the students will discuss pertinent issues with these groups and prepare report to discuss and share with other students. This will help students to experience their transformations in different contexts. Discussion/presentation in the groups may be kept in the beginning of Semester II.

### **Theme 6: Self, Mental and Physical Well-being**

#### **Objective**

1. Maintaining physical, mental and spiritual health to perform the roles efficiently
  2. Achieving self-realization Activity Regular practice of yoga and meditation during the semesters
  3. Locally available yoga expert can provide yoga and meditation practices.
  4. Students should discuss how yoga practice helped in physical, mental and spiritual health. Evaluation of Self-development: During transaction of this course through workshop mode, student teachers will be asked to develop PORTFOLIO with following documents. Students are required to submit Portfolio in the prescribed format with all evidences.
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1. Documentation of the Critical thinking practices; Creative thinking practices; Decision making practices; and Problem solving practices
  2. Documentation of their reflection on feelings and attitude change on the observations during visits to the slums/migrant groups/institution or NGO's working with disadvantaged groups of children. Team work done by them out of empathy.
  3. Documentation of stressed or emotionally loaded situations where in self-observation helped to build resilience.
  4. Documentation of the realities felt during 'nature walks' and 'nature' observations.
  5. Documentation of the difficulties faced in maintaining 'let come' and 'let go' attitude and the ability to experience the spells of silence and its outcomes.

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6. Identification and documentation of one's assets and limitations as well as one's opportunities and difficulties in the participated context.
  7. Documentation of the ways of dealing with conflicts in inter-personal relations at varied contexts.
  8. Documentation of the effective communication skills with enriched understanding in relation to students, their parents, colleagues, authorities and outsiders.
  9. Documentation of participation where in habitual thoughts, attitudes and actions were dealt to be free of them to give place for right thinking and righteous living.
  10. Documentation of critical understanding of the biographies of the great thinkers and educationists.
  11. Documentation of the rich contributions of the great people.

**Note:** The PORTFOLIO will be assessed by minimum two faculty members to award final marks. Rubrics will be developed with the help of faculty and students. The students and peers may also evaluate Portfolio.

#### **REFERENCES**

1. **Agochiya, Devendra (2010).** Life Competencies for Adolescents-Training Manual for Facilitators, Teachers and Parents, Sage Publications Pvt. Limited, New Delhi
2. **Dalal, A.S. (ed) (2001).**A Greater Psychology – An Introduction to the Psychological Thoughts of Sri Aurobindo.Puducherry, Sri Aurobindo Ashram Pub.
3. **Delors, J. (1996).**Learning the Treasure within –Twenty First Century Education.UNESCO Education Commission Report.
4. **Krishnamurti, J. (1998).**On Self- knowledge. Chennai, Krishnamurti Foundation India.
5. **Krishnamurti, J. (2000).**Education and Significance of Life. Chennai, Krishnamurti Foundation India.
6. **Palmer, J. A. (ed) (2001).** Fifty modern thinkers of education, Routledge Publishers, UK
7. **Schneider, F.W., Gruman, J.A. & Coutts, L.M. (Eds.) (2012).** Applied Social Psychology- Understanding and Addressing Social and Practical Problems, Second Edition, Sage Publications Pvt. Limited, New Delhi
8. **Sherfield, R.M.; Montgomery, R.J.; & Moody, P.G. (Eds.) (2009).** Cornerstone- Developing Soft Skills, Fourth Edition, Pearson Education
9. **Swami Vivekananda (1988).**Selections from the complete works of Swami Vivekananda.Mayavathi, AdvaitaAshrama.
10. **UNICEF (2006).**Life Skills Modules-Adolescence Education Program. UNICEF House, New Delhi.
11. **Venkateshamurthy, C. G. &GovindaRao, A.V. (2005).**Life Skills Education Training Package. R.I.E., Mysore.

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COURSE 05

**SOCIOLOGY OF EDUCATION**

Internal Assessment : 25

External Assessment : 75

*Course Objectives :*

*To enable the students to understand*

1. The concept and process of social organization, social stratification and institution.
2. The relationship between culture, society and education.

*Course Content :*

**I. Sociology of Education,**

1. Introduction to sociology
2. The functions of Educational Sociology,
3. Current trends in sociology of education.
4. Organized interest groups-Family, Peer Groups
5. Castes (with reference to Varnas and Ashramas) and ethnic groups and Education

**II. Education in Indian Society**

1. Education and Religion
2. Education and Economic Order
3. Education and Social Change.
4. Education and Modernization
5. School as a social system

**III. Culture**

1. Meaning and nature of Culture.
2. Role of education in cultural context.
3. Education and cultural change.
4. Sanskrit as a tool for promoting Indian Culture.

**IV. Education and Indian Constitution**

1. Knowledge about Indian Constitution, its directive principles.
2. Various articles mentioned in the constitution that are related to Education.
3. Meaning of Secularism, Social goals.
4. Democracy and Socialistic pattern of society.

5. Human rights and Education.
6. NCFSE - 2005, NCFTE – 2009 & NCTE Regulations 2014.

**V. Issues of equity and gender in Education:**

1. Inequalities in Indian social system with special reference to social disadvantages, gender and habitations, S.C., S.T., Socially backward.
2. Inclusive Education- Persons with Disabilities(PwD), Mentally retarded.
3. Programs for empowering the disadvantages and in-equal groups.

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**Reference Books**

1. **Ahija** : The Aims and Bases of Education.
2. **Gordon, W.S.** : Principles and Practices of Education.
3. **Raymont, T.** : Principles of Education.
4. **Betrand Russel L** : Educational and Social Order.
5. **Ross** : Groundwork of Educational theory.
6. **Sir Percy Nunn** : Education - Its data first Principles.
7. **Thomson** : Modern Philosophers of Education.
8. **Kilpntric** : Philosophy of Education.
9. **Robert, R., Ruk** : Philosophical Base of Education.
10. **Robert, R., Ruk** : The doctrines of Great Educators.
11. **Curringhan** : The Pivotal Problems of Education.
12. **Brown** : Educational Sociology
13. **Robbins** : Educational Sociology

COURSE 06

**CONTEMPORARY INDIAN EDUCATION**

INTERNAL ASSESSMENT: 25

External Assessment: 75

1. The Concept and Importance of UEE, OBB, SSA at Elementary Level.
2. The Problems related to Elementary Education.
3. The Concept and Importance of RMSA and Vocational Education
4. The Concept and Importance of RUSA and Role of UGC
5. Different Types, Programmes of Teacher Education and Role of NCTE
6. The need and Importance of Woman Education & Inclusive Education

**I. Elementary Education:**

1. Need, Aim, universalization of Elementary Education(UEE)
2. Operation Black Board (OBB)
3. Wastage and stagnation, other problems and solutions
4. Sarva Shiksha Abhiyan (SSA)
5. Right to Education(RTE)

**II. Secondary and Vocational Education:**

1. Concept, Importance, Objectives, Problems and Solutions
2. Rashtriya Madhyamika Shiksha Abhiyan (RMSA)
3. Vocationalisation of Secondary Education
4. Vocational Education – Concept, Importance, Objectives, Problems and Solutions.

**III. Higher Education:**

1. Concept, Importance, Objectives, Problems and Solutions
2. Institutional autonomy and Quality in Higher Education
3. Rashtriya Uchhatara Shiksha Abhiyaan (RUSA), and
4. Role and functions of University Grants Commission (UGC)

**IV. Teacher Education:**

1. Types of Teacher Education, Pre-Service and In-Service training
2. Sponsored Programme, Teacher Education and University Programme,
3. Modern Approaches to improve the Competencies in Teacher Education
4. Measures of Improving Teacher Competencies
5. New dimension of quality in Teacher Education
6. Role of NCTE in quality improvement of Teacher Education

**V. (a) Women Education:**

1. Concept, Aim and Importance
2. Durgabhai Deshmukh and Hansa Mehta Commission,
3. Various Problems in Women Education and their solution.

**(b) Education of Schedule Caste and Schedule Tribe:**

1. Concept of SC and ST's Education
2. Objectives, Importance, Problems and Solution.

**(c) Language Problem:**

Three Language Formula - Place of Sanskrit in Indian Education.

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**REFERENCE BOOKS**

1. Smt. Indra Sharma & N.R. Sharma : History and problems of Indian Education, Vinod Pustak Mandir, Agra.
2. Mukherjee, R.K. : Ancient Indian Education, Motilal Banarsi Das Publishers.
3. Mukharjee, S.N. : History of Education in India Acharya Book Deopt - Baroda.
4. Nurullah and Naik : A students History of Education in India
5. Syed Nurullah & J.P. Naik (1943) : History of Education in India. During British period Bombay, Mac Millan and Co., Ltd.
6. Prof. Raman Behari Lal & Dr. Krishna Kant (2016) : Contemporary India and Education R.Lall Book Depot, Meerut

COURSE 07

**EDUCATIONAL RESEARCH & FUNDAMENTAL STATISTICS**

**Internal Assessment : 25**

**External Assessment : 75**

**Course Objectives:**

**To enable the students to understand:**

1. The meaning of scientific method, scientific inquiry, Paradigm, theory and its implications for educational research.
2. The characteristics of philosophical, psychological and sociological researches in Education.
3. The Procedure of Educational Research.
4. The Importance Data Types & Data Analysis of Statistics

**Course Content:**

**I. Educational Research:**

1. Meaning and Scope of Educational Research
2. Classification of Educational Research
  - (a) (i) Fundamental (ii) Applied (iii) Action Research
  - (b) (i) Qualitative (ii) Quantitative

**II. Methods of Educational Research**

1. Historical Method
2. Descriptive Method
  - (i) Survey (ii) Case Study (iii) Casual Comparative Method
3. Experimental Method

**III. Research Problem**

1. Sources for identification of research problem
2. Selection and statement of the problem
3. Definitions of terms
4. Steps in research proposal

**IV. Review of related studies and Testing of Hypotheses**

1. Review of Primary, Secondary and web based studies
2. Summarization of the studies reviewed.
3. Meaning and Concept of Hypotheses
4. Formulation of Hypotheses

5. Characteristics of good hypothesis
6. Types of Hypotheses - Research & Null

#### V. Basic Statistical Measures

1. Importance and Uses of Statistics
2. Data types : Levels of Measurement-Nominal, Ordinal, Interval and Ratio.  
Nature of the Measurement- Continuous and discrete; qualitative and quantitative data.
3. Analysis of Quantitative data:  
Grouping, presentation of data in tabular and graphic forms
4. Measures of Central Tendency  
Mean, Median, Mode and their uses
5. Measures of variation:  
i) Range ii) Quartile Deviation, iii) Average Deviation, iv) Standard Deviation
6. Measures of relationship (Correlation)  
(a) Co-efficient of correlation-its significance  
(b) Spearman's Rank difference method.

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#### Reference Books

1. **Best J.W.** (1963) : Research in Education,  
Prentice Hall of India, New Delhi.
2. **Garrett, H.B.** (1961) : Statistics in Psychology and Education  
Vikas. Feffer and Simons Ltd., Bombay
3. **Moulay, C.J.** (1964) : Science of Educational Research,  
New Delhi Eurasia.
4. **Travers, R.M.W.** : An introduction of Education Research,  
(1969) Mc-Graw Hill, New York.

**COURSE 08**  
**TEACHER EDUCATION**  
**(PERSPECTIVES, RESEARCH AND ISSUES)**

Internal Assessment : 25

External Assessment : 75

*Course Objectives:*

*To enable the students to understand:*

1. Perspectives on Teacher Education
2. National and state policies on teacher education
3. Structure and Management of Teacher Education
4. Research in Teacher Education
5. Problems and issues in Teacher Education

*Course Content:*

**Unit I : Perspectives on Teacher Education -**

1. Teacher Development.  
Concept, Factors influencing teacher development - personal, contextual.
2. Teacher expertise- Berliner's stages of development of a teacher.
3. Approaches to teacher development.  
Self-directed development, cooperative or collegial development.  
Change-oriented staff development.
4. Different organisations and agencies involved in teacher education.  
Their roles, functions and net-working.

**Unit II : National and state policies on teacher education- a review –**

1. A Review of National and state policies on teacher education
2. In- service teacher education under DPEP, SSA and RMSA.
3. Preparation of teachers for art, craft, music physical education and special education. Need, existing programmes and practices.
4. Initiatives of the NGOs. In designing and implementing in-service teacher education programmes.

**Unit III : Structure and Management of Teacher Education -**

1. Structure of teacher education system in India- its merits and limitations.
2. Universalisation of Secondary education.  
Its implications for teacher education at the secondary level.

Preparing teachers for different contexts of school education.

Structural and substantive arrangements in the TE programmes.

3. Vertical mobility of a school teacher-avenues
4. Professional development of teachers and teacher educators-present practices and avenues.
5. Systemic factors influencing the quality of pre and in-service education of secondary school teachers.

**Unit IV: Research in Teacher Education -**

1. Paradigms for research on teaching- Gage, Doyle and Shulman.
2. Research on effectiveness of teacher education programmes.  
Characteristics of an effective teacher education programme.
3. Methodological issues of research in teacher education.  
Direct versus indirect inference, generalisability of findings, and laboratory versus field research, scope and limitations of class room observation.

**Unit V: Problems and issues in Teacher Education –**

1. Challenges in professional development of teachers.  
Relevance to school education, improperly qualified teacher educators.  
Assurance of quality of teacher education programmes.
2. Sufficiency of subject matter knowledge for teaching at the senior secondary level.
3. Single subject versus multiple subject teachers.  
Implications for subject combinations in initial teacher preparation.
4. Issues related to enhancing teacher competence, commitment and teacher performance
5. Partnerships in secondary teacher education.  
TEI with school and community, Government Agencies with University, with NGOs, Between teacher education institutions preparing teachers for different levels of school education.

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**Reference Books**

1. **N.C.E.R.T.** : Teacher Education Curriculum -  
A Framework New Delhi,  
Publication Department, N.C.E.R.T.
2. **Pandy, B.N.** : Second National Survey of Teacher  
Education in India New Delhi, N.C.E.R.T. 1969.
3. **Report of the Education Commission (1964, 66)** : Education and National Development,  
Government of India, Ministry of Education 1966.

M 09

**SANSKRIT EDUCATION**

**Internal Assessment : 25**

**External Assessment : 75**

**Course Objectives :**

**To enable the students to understand**

1. To understand the field thoroughly.
2. To understand the problems of development.
3. To do research on Sanskrit Education.
4. To understand the development, causes of decline & problems related to Sanskrit Education.
5. Self learning Kits for Sanskrit Learning.

**I A Traditional Sanskrit Education. B. Modern Sanskrit Education.**

Concept, Objectives, Curriculum, Method, Evolution, Merits and Demerits.

**II Areas of Research in Sanskrit Education.**

Historical, Descriptive, Experimental and Action.

Problems in Sanskrit Teaching.

Research on Methods of Teaching.

Research on Evaluation of Methods.

Research on Ancient Sanskrit texts.

**III Promotion of Sanskrit Education.**

1. Development of Instructional material for Sanskrit Learning.
2. Spoken Sanskrit Camp & its Methodology.
3. Language Exhibition.
4. Sanskrit Science Exhibition.
5. Organization of Seminar/Conference.

**IV Institution of Sanskrit Education.**

1. Sanskrit Pathashalas, Gurukulas.
2. Sanskrit Universities.
3. Sanskrit Academics.
4. Sanskrit Examinations.
5. Sanskrit Research Institutions.

6. Sanskrit Promotion Organizations and NGO & Govt Institutions.

#### V New Trends in Sanskrit Education

1. E-learning Project in Sanskrit Learning, Sanskrit Wikipedia.
2. Computer Assisted Teaching /Learning.
3. Sanskrit Learning through Distance Mode.
4. Sanskrit through Correspondence.
5. Self Learning Kits for Sanskrit Language.

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#### Reference Books

1. Bokil, V.P. (1956) : A New Approach to Sanskrit.
2. Raja Ram Varma K. (1965) : The teaching of Sanskrit.
3. Apte D.G. & Dongre P.K. : Teaching of Sanskrit in Secondary school
4. Huparikar : The problems of Sanskrit Teaching
5. Raghunatha Safaya : Sanskrit Teaching Methods.

**ADVANCED EDUCATIONAL RESEARCH METHODOLOGY**

Internal Assessment : 25  
External Assessment : 75

**Course Objectives:**

**To enable the students to understand**

1. The techniques of developing a research proposal.
2. The meaning and techniques of sampling.
3. The various types of tools of data collection.

**I. Development and Validation of Research Tools**

1. Observation
2. Interview
3. Schedule
4. Questionnaire
5. Interest inventory
6. Check list
7. Rating scales
8. Attitude scale
9. Tests (Psychological and Cognitive)

**II. Collection of Data**

1. Data from primary and secondary sources
2. **Sampling-**  
Procedures and types of sampling, Random and Non-Random
3. Administration of tool, scoring and tabulating of data

**III. Analysis and interpretation of data**

1. Analysis of qualitative and quantitative data
2. Classification and categorization
3. Interpretation

**IV. STATISTICS**

1. Normal probability curve (NPC)  
its properties and application  
Skewness and Kurtosis
2. Standard error.

3. **Tests of significance -**

t-test, chi-square and F-ratio test.

4. Computer software for Data Analysis.

**V. Research Report Writing and Presentation:**

1. Structure
2. Formation
3. Quotations
4. Bibliography (APA & MLA style)
5. Appendices
6. Computer in preparing report
7. Synopsis and executive Summary of report.

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**Reference Books**

1. **Best J.W.** (1963) : Research in Education,  
Prentice Hall of India, New Delhi.
2. **Garrett, H.B.** (1961) : Statistics in Psychology and Education  
Vikas. Feffer and Simons Ltd., Bombay
3. **Moulay, C.J.** (1964) : Science of Educational Research,  
New Delhi Eurasia.
4. **Travers, R.M.W.** : An introduction of Education Research,  
(1969)Mc-Graw Hill, New York.

**COURSE 11 (Specialization 1)**

**ELEMENTARY EDUCATION**

**Objectives**

1. On completion of this course the students will be able to:
2. understand the context of elementary education
3. understand the concept, objectives, rationale, challenges and extent of success of Universal Elementary Education (UEE)

**Course Content**

**UNIT-I : PERSPECTIVES AND CONTEXT OF ELEMENTARY EDUCATION**

1. Developmental characteristics and norms-physical, cognitive process and abilities;
2. Language development;
3. Socio-emotional development during early and late childhood (only Implications from theories to be referred)
4. Influence of home, school and community related factors on child's development.

**UNIT-II: DEVELOPMENT OF ELEMENTARY EDUCATION**

1. Constitutional provision for education and Directive Principles related to elementary education and their implications.
2. Right to Education as fundamental right ; provision in Right to Education (RTE) Act and related issues, National Council for Protection of Child Rights (NCPCR) role in protecting child rights.
3. Elementary education as highlighted in NPE-1986, POA-1992, National Curriculum Framework (NCF)-2005.

**UNIT-III: Unversalization of Elementary Education (UEE), objectives and challenges**

1. Concept, objectives, meaning and justification of UEE.
2. Access and enrolment of different types of learners-issues and challenges.
3. Enrolment and dropout : meaning and assessment and related issues and dropout
4. Achievement levels of different types of learners-status and issues.

**UNIT- IV STRATEGIES AND PROGRAMMES IN ELEMENTARY EDUCATION**

1. Participation of NGOs in achieving goals of UEE

2. ECCE programme, women empowerment as support services
3. Providing minimum facilities, improving internal efficiency of the system-teacher empowerment and incentive schemes; managing learning in multigrade contexts.
4. District primary education programme-goals and strategies.
5. Sarva Shiksha Abhiyan- goals and specific programme interventions

#### UNIT-V-CURRICULUM AND EVALUATION IN ELEMENTARY EDUCATION

1. Principles of Elementary School Curriculum,
2. Objectives, Planning , Language(s), And also preparation and use of different types of curricular material

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#### Reference Books

1. **Jha, Praveen** : Guaranteeing Elementary Education: A Note on Policy and Provisioning in Contemporary India", in Journal of South Asian Development, 2: 1, pp 75-105, 2007
2. **NIAS** : The Functioning of Select Elementary Schools in Chamarajnagar District, Vidyankura- District Quality Education Project Report, Bangalore, 2007.
3. **Noronha, Anjali,** : Innovating the Elementary School System: Some Experiences of Micro and Macro Change from the Grassroots " in Perspectives in Education, Volume 16 (Special Issue) 2000, ,,

#### Internet Sources:

[www.census.gov.in](http://www.census.gov.in)

[www.census2011.co.in/district.php](http://www.census2011.co.in/district.php)

[www.education.nic.in/Janshala/madhyapradesh.pdf](http://www.education.nic.in/Janshala/madhyapradesh.pdf)

[www.indiastat.com](http://www.indiastat.com)

**M 11 (Specialization 2)**

**SECONDARY EDUCATION**

**Objectives**

On completion of the course the student-teachers will be able to:

1. understand the nature-scope and systems of secondary education.
2. examine the status of development of secondary education in India after Independence

**Content**

**UNIT-I : NATURE, SCOPE, FUNCTION AND SYSTEMS OF SECONDARY EDUCATION**

1. Status of Secondary Education
2. Status of Sanskrit language at Secondary Education
3. process of teaching-learning of adolescent
4. Education for Multiple Intelligence

**UNIT-II: PROBLEMS AND CHALLENGES OF SECONDARY EDUCATION**

1. Problems and challenges related to universalisation of Secondary Education
2. Problems and Strategies of Alternative Schooling at Secondary Stage
3. Problems / challenges / strategies / intervention in relation to access enrolment, dropout, achievement equality of Educational opportunities

**UNIT-III: TEACHER EDUCATION IN INDIA AT SECONDARY LEVEL**

1. Pre-Service and In-service Teacher Education: concept, nature, objectives and scope.
2. Development of teacher education in India at secondary level, recommendations of various commissions and committees concerning teacher education system.
3. Impact of NPE, 1986 and its POA on teacher education system.

**UNIT-IV : CURRICULUM IN SECONDARY EDUCATION**

1. Principles of School Curriculum Development at Secondary Level
2. Programs for quality improvement.
3. Formative and summative evaluation; norm referenced and criterion reference evaluation.

**UNIT-V: ASSESSMENT AND EVALUATION IN SECONDARY EDUCATION**

1. CCE in Teacher Education.
2. Formative and summative evaluation; norm referenced and criterion reference evaluation.
3. Evaluation of school experience/internship programmes.  
Assessment of teaching proficiency: criterion, tools and techniques.

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**Reference Books**

1. **Bharath Sriraman** : The use of fiction as diaclatic tool to examine  
**Harry Adrian** existential problems, Journal of Secondary Gifted Education.
2. **Anand, C.L.** : “Social Structure and Processes in a High School in South India”.  
Indian Educational Review, Vol. II, January.1976.
3. **Sapra, C.L** : The Problems of Youth and Secondary Education Reform in India –  
A Critical Appraisal

**Core Course Specialisation**

**CCS –1:Elementary Education**

**Credits: Four**

**Internal Assessment : 30**

**Contact Hours: Five Hours per Week**

**Final Examination : 70**

**Objectives**

**To enable the students;**

1. to develop philosophical, sociological and psychological perspectives in Elementary Education
2. to understand the status of Elementary Education in India.
3. to critically examine policies related to Elementary Education and discuss its implications in the context of politico-economic conditions.
4. to understand the programmes and implementation strategies of Elementary Education.
5. to acquaint themselves in understanding Elementary education curriculum, Pedagogy and Assessment.
6. to appreciate the vitality of Inclusiveness in Education at Elementary level.

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**Course Content:**

**UNIT -I Elementary Education: Perspective and Development**

1. Perspectives – Sociological , psychological and philosophical
2. Philosophy and practice of elementary education as advocated by eminent philosophers/ educationists / practitioners
3. The historical journey of elementary education from privilege to right
4. Elementary education as a constitutional commitment
5. Normative base of elementary education

**UNIT -II Planning, Policies and Administration of Elementary Education**

1. Constitutional provision; recommendations of Education Commission, National Policies of Education
2. Five year National development plans– shift in focus on elementary education, budget consumption of elementary education
3. Decentralization of authority and financing: role of Panchayati Raj Institutions (PRIs), Urban Local Bodies, SMC, PTA/MTA
4. Role of Central Government for guiding policy, transferring national initiatives and resources to states. Regulation of private school; matching supplydemand aspect of elementary education.
5. Right To Education (RTE) Act2009

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### **UNIT -III: Programmes and Implementation Strategies of Elementary Education**

1. Centrally sponsored schemes – assumptions, implementation strategies and impact (IEDC, SOPT, PMOST, OBB, MLL, DPEP, EGS and AIE, KGBV)
2. State projects –assumptions, implementation strategies and impact (BEP, APEP, UP BEP, LokJumbhish, ABL, Nali Kali, MahilaSamakhya, Shiksha Karmi, AIEP, Learning Enhancement)
3. Samgra Shiksha (SS) –objectives, focus areas, implementation strategies and impact on quality enhancement
4. Mid Day Meal scheme (MDM) – objectives, implementation and impact on quality enhancement.
5. Role of authority and civil society in programme implementation

### **UNIT -IV: Curriculum, Pedagogy and Assessment in Elementary Education**

1. Principles of Curriculum development at Elementary level.
2. National Curriculum Frameworks and Common Core Curriculum.
3. Determinants of curriculum - Relevance. integration, flexibility, contextuality and pluralism at Elementary level.
4. Relevance of Pedagogy at the Elementary level.
5. Continuous and Comprehensive Evaluation (CCE) at Elementary level.
6. School based assessment: Preparation of scheme and guidelines

### **UNIT -V: Inclusive Education at the Elementary stage**

1. Concept, need and importance of Inclusive Education
2. Perspectives on Inclusive Education: human rights, diversity, social justice, equity and equality
3. Shift from segregated education and integrated education to inclusive education
4. Recommendations of Education Commissions and Committees on restructuring policies and practices to respond to diversity in educational situations
5. Challenges of bringing all children in the same school (with special reference to children with disabilities, children from weaker social, cultural and economic backgrounds)

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**Transaction Mode:**

1. Lecture-cum-discussion, Panel discussion, Group Work, Library work, Activities, Projects, Collaborative Presentations
2. School visits and sharing of experiences
3. Seminar presentation by students on selected themes individually and collectively leading to discussion;
4. Library readings on selected theme followed by group discussion;
5. Study of documents and references, Reflective interaction with the peer group
6. Workshops, assignments and group discussion around issues and concepts studies in theory
7. Projects and assignments focusing on observation and interaction with children on specific theme

*\* Sessional activities are only suggestive. The Institutes may design suitable activities based on the units of the course. This may also be given as group work and discussions could be held during tutorial sessions*

**Sessional activities\***

1. Prepare a status report on elementary education in a district with reference to access, enrolment, participation and learning achievement
2. Observe and report on the implementation of any one of programme to improve quality in elementary education
3. Read and discuss on the philosophy and practices of elementary education as advocated by different educationists
4. Prepare a short write-up on “initiatives to bridge gender gap in elementary education” and discuss
5. Conduct a survey on the opinion of elementary school teachers on the policy of ‘inclusive education’
6. Children with disabilities in a inclusive classroom – discuss the pros and cons
7. Visit one or two elementary schools in the neighbourhood to observe midday meal scheme / inclusive environment and prepare a report on its implementation and offer suggestions
8. Read a report on midday meal scheme / study on the Supplemental Nutritional Assistance Programme (SNAP) of our country and on the National School Lunch Program of US /Read any research report or article on mid-day meal scheme
9. Collection, evidence based practices, Case study on the sustainability of the any one of the programme

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## REFERENCES

1. Govt. of India (2005). National Plan of Action for Children, 2005: Department of Women and Child Development, New Delhi
2. Report of the Education Commission (1964-66).
3. Report of the National Commission on Teachers (1983-85).
4. Report of the Delors Commission, UNESCO, 1996
5. National Policy of Education 1986/1992.
6. National Curriculum Framework on school education, 2005
7. **Pathak, Avijit (2002)**, Social Implications of Schooling, Rainbow Publishers, Delhi
8. Development in Practice – Primary Education in India. The World Bank Washington DC (1997). Allied Publishers Ltd. New Delhi
9. **Prakash, V (1997)** (ed) Teacher empowerment and school effectiveness at primary stage. NCERT, New Delhi
10. **NEUPA (2014)** India: Education for All – Towards Quality with Equity. NEUPA, MHRD, New Delhi

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Core Course Specialisation

**CCS – 1 : SECONDARY EDUCATION**

**Credits: Four**

**Internal Assessment : 30**

**Contact Hours: Four Hours per Week**

**External Assessment : 70**

**Objectives**

**To enable the students;**

1. to develop philosophical, sociological and psychological perspectives in Secondary Education
2. to understand planning policies and Administration of Secondary Education in India.
3. to acquaint themselves with programmes and implementation strategies of Secondary Education.
4. to understand the approaches to meet the diverse needs of Secondary School children with special reference to the concept of Inclusive Education.
5. to get to know about curriculum offered, Pedagogy and Evaluation procedures followed in Secondary Education.

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**Course Content:**

**UNIT I: Perspectives and Development of Secondary Education**

1. Nature, scope, function and structure of Secondary Education
2. Philosophical, Sociological and Psychological Perspectives of Secondary Education
3. Secondary Education in India – genesis and growth
4. Rationale of Universalization of Secondary Education in response to the accelerating growth of Human Resource Capital; preparation for knowledge society, Skill development to meet emerging needs, Making of productive and socially responsible citizen, Channelizing vital energy of adolescence

**UNIT II: Planning, Policies and Administration of Secondary Education**

1. Educational Policies after independence; Secondary Education Commission, Indian Education Commission, National Policies on Education, National Knowledge Commission with focused discussion on major recommendations with special reference to Secondary Education, CABE Committee on Universalization of Secondary Education and its recommendations
2. Secondary Education in 5 year Plans
3. Policy perspectives in decentralization of administration and management of secondary education- Local Bodies, School Development and Monitoring Committee (SDMC), Parent – Teacher Association (PTA)

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4. Administrative responsibilities of different levels of Central and State Governments; types of schools, matching supply-demand aspect of secondary education, regulation of private school; Assessment and Accreditation of Secondary schools

### **UNIT III: Programmes and implementation strategies of Secondary Education**

1. Programmes and Strategies of Government of India implemented since independence to improve access, enrolment, retention and quality of Secondary education
2. Samagra Shiksha (SS) for achieving Universalization of Secondary Education – programmes and strategies, its impact on quality enhancement
3. National Vocational Education Qualification Framework (NVEQF)
4. Centrally sponsored schemes and state projects and programmes and its impact on secondary education

### **UNIT IV: Approaches to meet diverse needs of children at Secondary School level with special emphasis on Inclusive Education:**

1. Concept, need and importance of inclusive education at the secondary level
2. Perspectives on Inclusive education: human rights, diversity, social justice, equality and equity
3. Special provisions / schemes supporting inclusiveness at secondary stage
4. Shift from segregated education and integrated education to inclusive education
5. Challenges of bringing all children with diverse needs together at the secondary stage

### **UNIT V: Curriculum, Pedagogy and Evaluation in Secondary Education**

1. Principles of curriculum development at the Secondary Level.
2. National Curriculum Frameworks on School Education (1988, 2000 & 2005)- issues related to Secondary Education.
3. Determinants of curriculum : Relevance, integration, flexibility, contextuality and pluralism at secondary level
4. Innovative pedagogical approaches at secondary level
5. Continuous and Comprehensive Evaluation (CCE) and school based evaluation at Secondary level; Formative and summative evaluation; norm referenced and criterion reference evaluation
6. Alternative assessment at Secondary Education.

### **Transaction Mode:**

1. Lecture-cum-discussion, Panel discussion, Group Work, Library work, Activities, Projects, Collaborative Presentations
2. School visits and sharing of experiences

- 
3. Seminar presentation by students on selected themes individually and collectively leading to discussion;
  4. Library readings on selected theme followed by group discussion;
  5. Study of documents and references, Reflective interaction with the peer group
  6. Workshops, assignments and group discussion around issues and concepts studies in theory
  7. Projects and assignments focusing on observation and interaction with children on specific theme

\* The sessional activities are only suggestive. The Institutes may design suitable activities based on the units of the course. This may also be given as group work and discussions could be held during tutorial sessions.

### **Sessional activities**

1. Prepare a status report on Secondary education in a district with reference to access, enrolment, participation and learning achievement
2. Visits of different types of secondary schools and preparation of school profiles
3. Conduct interview with teachers/students/parents of different schools and prepare a report on problems of secondary education.
4. Observe and report on the implementation of any one of the programmes to improve secondary education
5. Collection, evidence based practices, Case study on the sustainability of the any one of the programmes of improving Secondary Education
6. Analyse RMSA in the backdrop of CAGE committee on USE
7. Analyse secondary education curriculum of different Boards (NCERT, State, ICSE)
8. Group work and presentation on innovative assessment technique
9. Conducting a survey of secondary schools on the chosen area on the causes of under achievement and suggest measures to improve
10. Survey of educational needs of students who are disadvantaged / students with disabilities
11. View films / videos on issues related to secondary education (Stand and deliver, India untouched, darker side of India, videos on talks of Abdul Kalam, and many other who speak for education)

### **REFERENCES**

1. Report of the Education Commission (1964-66).
2. Report of the Delors Commission, UNESCO, 1996
3. National Policy of Education 1986/1992.

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4. National Curriculum Framework on school education, 2005.
  5. **Govt. of India, MHRD (2005)**. Universalization of Secondary Education : Report of the CUBE Committee, New Delhi
  6. **MacBeth, J (1999)**. Schools must speak for themselves. Rout ledge, UK Reference:
  7. **Govt. of India (1953)** Report of Secondary Education Commission, New Delhi.
  8. **Govt. of India (1966)** Indian Education Commission (1964-66) Report. New Delhi.
  9. Govt. of India (1986/1992) National Policy of Education, 1992, Modification and their POA's MHRD, Deptt. of Education.
  10. **Malhotra, P.L. (1986)** School Education in India : Present status and Future Needs, NCERT, New Delhi.
  11. **NCERT (1997)** Code of Professional Ethics for Teachers.
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  13. **Kumar K (2004)**, What is Worth Teaching? 3rd edition, Orient Longman
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  17. National Policy of Education,(1992) Modification and their POA's, MHRD, Dept. of Education
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**Thematic Specialisation-1:**

**EDUCATIONAL MANAGEMENT, ADMINISTRATION AND LEADERSHIP**

**TS Course - 1: Educational Administration and Management**

**Credits: Four**

**Internal Assessment : 30**

**Contact Hours: Five Hours per Week**

**Final Examination : 70**

**Objectives**

**To enable the students;**

1. to develop understanding about developmental process of educational administration and management.
2. to understand the basic concepts and process of educational administration and management.
3. to develop an understanding about the role of different agencies in educational administration and management.
4. to become conversant with the different sub-structures operating within the educational system and their interrelationships.
5. to develop understanding of trends in educational administration in India
6. critically examine the present administrative/managerial practice and the issues related.
7. to acquaint the learner with the challenges and opportunities emerging in the management.
8. to develop competencies to use concept of management in areas of educational system

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**Course Content:**

**UNIT I Meaning, scope and process of educational administration.**

1. Meaning and scope of educational administration.
2. Importance, functions and theories of educational administration.
3. Process of educational administration(Purposing, Planning, Organizing, Operating(direction, coordination and control and Evaluating)
4. Conceptual difference: (a) Educational Organization (b) Educational administration (c) Educational management.
5. Nature and Characteristics of Educational organization
6. Stages of Educational administration – Centralization and Decentralization
7. Meaning, concept and importance of Personnel Administration

**UNIT II Developmental Process of Educational Administration**

1. Development of Modern Concept of Educational Administration from 1900 to Present – day; The Period between 1900-1935, The Period between 1935-1950, The Period between 1950 and onwards

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2. Specific trends in Educational Administration;
    - (a) Decision making,
    - (b) Organizational climate
    - (c) Organizational change
    - (d) Organizational Compliance,
    - (e) Organizational Development,
  3. Educational Administration in India, U.K., U.S.A., and U.S.S.R.

### **UNIT III Educational Management concept and process**

1. Management – concept and Need of Management, Characteristics of good Management.
2. Management at different levels-Elementary, Secondary and Higher Education,
3. Role of the following agencies in effective institutional management,(a)School Management Committee, (b) Teachers unions, (c) Parent- Teacher Association(PTA)
4. Emerging substructures: implications for management: Open School System, Open University system, NavodayaVidyalayas, KVS, KGBV and others.
5. Roles and functions of MHRD, UGC, CABE, NCERT, NIEPA, ICSSR, NCTE, Local Bodies and NGOs etc.

### **UNIT IV Modern Concepts of Educational Management.**

1. Development of modern concept of Educational Management.
2. Management as process, Management as bureaucracy,Delegation of authority and Control.
3. Human relations to Management, Communication, Direction, Coordination and Unity of command.

### **UNIT V Applications of Management concepts in Academic areas.**

1. Curriculum Development and Evaluation
2. Teaching Learning Process.
3. Examination
4. Professional Development of Teachers.
5. Time Management.
6. Teacher motivation and Commitment.
7. Issues and Challenges in Management

### **TRANSACTION MODE**

The course would be transacted through participatory approaches including lecture cum discussion, brain-storming, group discussion, case studies, group and individual field based project and assignments followed by seminar presentation, workshop on field based topics of study, panel discussion, survey, ICT lab work, role play, field visits and narration etc.

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### Sessional work:

The teacher-educators may undertake any one of the following activities:

1. A study of the functioning and contribution towards school development /SMC/PTA/MTA (Any one).
2. Preparing a report on review of research articles related to the contemporary issues in administration and management in education
3. Explore the community resources a school is utilizing for various purposes .
4. On the basis of your experience an interaction in the School/teacher training institution .
5. Critically analyze the plan and implementation in any government school 1 under SSA / RMSA/SDP.

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**EDUCATIONAL MANAGEMENT, ADMINISTRATION AND LEADERSHIP**

**TS Course - 2: EDUCATIONAL PLANNING**

**Credits: Four**

**Internal Assessment : 30**

**Contact Hours: Five Hours per Week**

**Final Examination : 70**

***Objectives***

***To enable the students;***

- 1. to acquaint the teacher-educators with the concepts, nature, principles, procedures and approaches of Educational Planning.*
  - 2. to keep them precisely informed about the educational planning in India.*
  - 3. to develop the skills in planning and using a variety of administrative strategies.*
  - 4. to understand kinds and organization of planning*
  - 5. to understand critical process of macro-planning and micro-planning and management techniques.*
  - 6. to explain the role and contribution of different agencies in educational planning.*
  - 7. to plan for an organization using different principles and models.*
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***Course Content:***

**UNIT I Educational Planning**

1. Concept and Nature of Educational Planning
2. The Need and Importance of Educational Planning
3. The Goals of Educational Planning
4. Approaches to Educational Planning;
  - i. Social Demand Approach,
  - ii. Manpower Approach,
  - iii. Rate of Return Approach
5. Outcome based Planning

**UNIT II Kinds and problems of Planning**

1.
  - a. Strategic Planning,
  - b. Short term Planning,
  - c. Management Planning,
  - d. Area planning,
  - e. Institutional Planning,
  - f. Micro and Macro Planning,
  - g. Grass root level Planning, Rolling Plan
2. Problems in Planning - Internal and External

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### **UNIT III Administration and Organization of Planning.**

1. Administrative Machinery:
  - a. National
  - b. State level
  - c. District level
  - d. Block level and
  - e. Institutional level
2. The Planning Process and Procedure.
3. Factors influencing in determination of priorities in Planning.
4. Need-based Data for Educational Planning.
5. Research Contribution to policy making

### **UNIT IV Educational Planning and Financing in India**

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
2. Educational Resources ; Public Funds, Local Bodies Funds, Private Funds
3. Principles of Educational Funding
4. Salient Features of Financing of Indian Education.

### **UNIT V Principals and Models of Planning**

1. Principals of modern educational planning.
2. Characteristics of educational planning.
3. Intra model and Extrapolation Model
4. Demographic Projection Model
5. School Mapping

### **TRANSACTION MODE**

The course would be transacted through participatory approaches including lecture cum discussion, brain-storming, group discussion, case studies, group and individual field based project and assignments followed by seminar presentation, workshop on field based topics of study, panel discussion, survey, ICT lab work, role play, field visits and narration etc.

### **Sessional work:**

The teacher-educators may undertake any one of the following activities:

1. Prepare an organogram of structure and functions of the institutions in administration and management of elementary and secondary education at state, district, cluster and block levels for two state.
2. Prepare a plan for procurement, utilization and maintenance of resources in education.

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3. Prepare formats for performance appraisal of elementary and secondary schoolteachers and administering them in simulated condition.
  4. Prepare an organ graph for management of a elementary/secondary school/project/programme/scheme through scientific approaches like SWOT/ PERT/ CPM/ PPBS/ system approach.
  5. Design the Blue Print of annual calendar and timetable for school.
  6. Prepare the plan of action to organize co-curricular activities.
  7. Prepare the Budget Plan for an Institute

#### **REFERENCES**

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2. **Fletcher, B.A. (1963).** Planning of Education., Leeds, Institute of Education.
3. **Hanson, A.H. (1966).** The Process of Planning: A Study of India's five-year Plans (1950-1964) London: Oxford University Press
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**EDUCATIONAL MANAGEMENT, ADMINISTRATION AND LEADERSHIP**

TS Course - 3: **EDUCATIONAL LEADERSHIP AND SUPERVISION**

**Credits: Four**

**Internal Assessment : 30**

**Contact Hours: Five Hours per Week**

**Final Examination : 70**

***Objectives***

***To enable the students;***

- 1. to provide the teacher-educators with the critical knowledge of leader's skill, task and the role.*
- 2. to acquaint teacher-educators with the role of the principal in maintaining human relationship.*
- 3. to acquaint the teacher-educators to understand the role of the leader in the professional growth of the personal.*
- 4. to develop in teacher-educators the knowledge, the skill of evaluation and appraisal of educational institutional.*
- 5. to acquaint the teacher-educators with the concept of supervision and its functions.*
- 6. to appreciate the role of the leader in the functioning of an institution.*

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***Course Content:***

**UNIT - I Educational Leadership**

1. Meaning and Nature of Leadership
2. Theories of Leadership
3. Leadership traits: responsible, self disciplined, innovative, imaginative, good at organization, correct in judgment, visionary etc.
4. Measurement of Leadership.
5. Educational administration leadership skills.
  - (a) Decision making
  - (b) Planning
  - (c) Co-ordinating
  - (d) Communicating
  - (e) Evaluating
  - (f) Feed Back.
6. Behaviour pattern of Educational leadership :
  - (a) Aloofness
  - (b) Production emphasis
  - (c) Thrust
  - (d) Consideration
  - (e) Human relationship.
7. Styles of educational leadership. (a) Autocratic (b) Laissez faire (c) democratic

**UNIT II Dimensions of Educational Leadership**

1. **Leaderas-** policy formulator, planner, organiser, decision maker,co-ordinator, maintainer of human relationship with teacher-educators, innovator , guardian, and community mobilizer

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2. Obstacle to Educational leadership: Resources and priorities, Political pressures, Social pressures, Personal antagonism.
  3. Consequences of Conflict and Conflict Management

### **UNIT III Educational Supervision**

1. Meaning, Nature and importance of supervision
2. Supervision as Service Activity, Supervision as a Process, Supervision as Functions, Supervision as Educational Leadership
3. Functions of Supervision
4. Planning of Supervisory Programme
5. Organizing Supervisory Programme
6. Factors Influencing Supervision

### **UNIT IV Appraisal of educational institutions.**

1. Concept, nature, need and scope of appraisal.
2. Objectives and principles of appraisal.
3. Types of appraisal.
4. Criteria for conducting school appraisal :
  - a. Physical facilities
  - b. Staffing and recruitment,
  - c. Educational and other achievements
  - d. Innovations,
  - e. Curricular and other activities etc.

### **UNIT V Implementing the Supervisory Programme and Quality Management**

1. Types of supervisory programmes
2. Techniques and methods of supervision:  
Classroom Observation, Visitation, Demonstration, Feedback and Monitoring.
3. Meaning and importance of Quality
  - a. Quality in Education
  - b. Accreditation Concept- Meaning , Parameters
  - c. Role of selected institutions / organizations like NAAC, NBA, QCI in accreditation

### **TRANSACTION MODE**

1. The course would be transacted through participatory approaches including lecture cum discussion, brain-storming, group discussion, case studies, group and individual field based project and assignments followed by seminar presentation, workshop on field based topics of study, panel discussion, survey, ICT lab work, role play, field visits and narration etc.

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**Sessional work:**

The teacher-educators may undertake any one of the following activities:

1. Preparing a report on review of research articles related to the contemporary issues in leadership in education
2. Study of leadership quality of educational administrator / Head of the institution .
3. Write essay on organisational compliance, group dynamics, conflict management, motivation of the staff and participatory decision making for effective educational leadership at school level
4. Supervision of in service and pre service teacher training program in DIET/RIE/SCERT/CTE/IASE

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**Thematic Specialisation-2:**

**CURRICULUM, PEDAGOGY AND ASSESSMENT**

**TS Course - 1: CURRICULUM THEORY, PLANNING AND DEVELOPMENT**

**Credits: Four**

**Internal Assessment : 30**

**Contact Hours: Five Hours per Week**

**Final Examination : 70**

**Objectives**

**To enable the students;**

1. to Understand the meaning, nature and types of curriculum;
2. to State the characteristics of various approaches to curriculum;
3. to Conceptualize the meaning, nature and types of curriculum theory;
4. to Describe various bases of curriculum;
5. to State the principles behind different models of curriculum planning;
6. to Identify the factors affecting curriculum planning;
7. to Describe the role of different state and national level agencies in curriculum planning and development;
8. to Describe the development process and thrusts of different National Curriculum Frameworks for school education

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**Course Content:**

**UNIT I Concept and Theories of Curriculum**

1. Meaning and nature of curriculum
2. The planned curriculum and the received curriculum.
3. The formal curriculum and the informal curriculum.
4. Approaches of curriculum: Traditionalists, Conceptual-Empiricists, Re-conceptualists, Constructivists
5. Types of curriculum theory
6. Bases of curriculum: philosophical, psychological and sociological

**UNIT II Curriculum as Content, Process and Product**

1. Curriculum as content and education as transmission
2. Curriculum as process and education as development
3. Curriculum as product and education as instrumental
4. Knowledge and selection of curriculum content
5. The political selection of curriculum content

**UNIT III Curriculum Planning**

1. Models of Curriculum Planning: Prescriptive Model, Tylerian model , Hilda Taba model
2. Approaches and process of curriculum planning

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3. Factors affecting curriculum planning; politicization of the school curriculum
  4. Planning and organization of a balanced curriculum

#### **UNIT IV Curriculum Development**

1. Role of National and State level agencies in Curriculum development.
2. School based curriculum development
3. Evolution of National Curriculum Frameworks for school education in India- Historical perspective
4. Elements of Curriculum: aims and learning outcomes; content; teaching and learning methods; assessment mechanisms; learning resources
5. Guiding principles in structuring the curriculum and selecting the curriculum components

#### **UNIT V Curriculum Evaluation**

1. Meaning, purpose and uses of curriculum evaluation
2. Models of curriculum evaluation: Ralph Tyler's Model, CIPP Model, Robert Stake's Model, Screven's Model
3. Guidelines/criteria for evaluation of school curriculum
4. The politicization of curriculum evaluation

#### **TRANSACTION MODE**

The course would be transacted through participatory approaches including lecture cum discussion, brain-storming, group discussion, case studies, group and individual field based project and assignments followed by seminar presentation, workshop on field based topics of study, panel discussion

#### **Sessional Activities:**

1. Each student will prepare a term paper on comparative study of school curriculum of any two/three States/countries.
2. Each student will make a detailed study of the major features of National Curriculum Frameworks of school Education in India (1988 onwards) and present the outcomes in seminars.
3. Students in group of 4 to 5 will prepare outline of a curriculum with reference to its major elements.

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2. **Aggarwal, Deepak (2007):** Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.
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  22. **Steven H. Cahn (1970)**. The Philosophical Foundation of Education, Harper & Row Publishers, New York.
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  24. **Wiles, J.W. & Joseph Bondi (2006)**: Curriculum Development: A Guide to Practice. Pearson Publication.
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CURRICULUM, PEDAGOGY AND ASSESSMENT

TS Course - 2: **LEARNING AND PEDAGOGY OF SCHOOL SUBJECTS**

**Credits: Four**

**Internal Assessment : 30**

**Contact Hours: Five Hours per Week**

**Final Examination : 70**

**Objectives**

**To enable the students;**

1. to Understand the meaning, nature and interrelationships among learning, knowledge and pedagogy;
2. to Describe the meaning, characteristics and use of various pedagogical approaches;
3. to Use the popular models of teaching in designing and transacting lessons ;
4. to Prepare lesson plans on their subjects using ICON design and 5E models.
5. to Prepare lesson plans on their subjects integrating pedagogy, technology and contents
6. to Prepare unit plans on their subjects.

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**Course Content:**

**UNIT I Understanding Learning, Knowledge and Pedagogy**

1. Meaning and nature of learning
2. Learning as construction of knowledge
3. Concept and general principles of pedagogy
4. Pedagogy vs. Andragogy

**UNIT II Pedagogical Strategies/Approaches**

1. Criteria of selecting a pedagogical strategies/approaches
2. Discussion on the following strategies/approaches of organizing learning situation with reference to meaning, evolution, application context, and steps/strategies involved:
  - i. Constructivist Pedagogy
  - ii. Critical Pedagogy
  - iii. Cooperative learning
  - iv. Collaborative learning
  - v. Blended Pedagogy
  - vi. Peer teaching
  - vii. Team teaching

**UNIT III Instructional Designs**

1. Instructional design: meaning, process, and models
2. Blooms taxonomy and instructional objectives
3. Mastery learning: concept, goals, assumptions, and principles
4. Programmed instruction: concept, principles, design and types

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5. Models of teaching: goals, assumptions, syntax, and nurturing effects with reference to the following models of teaching:

- i. Advance organizer model
- ii. Inductive thinking model
- iii. Concept attainment model

#### **UNIT IV: Instructional Planning in School subjects**

1. Preparation of instructional plans following Interpretation Construction (ICON) design and 5E model (Engage, Explore, Explain, Elaborate and Evaluate) on the school subjects.
2. Preparation of Unit plans on the school subjects

#### **UNIT V: Pedagogy, Technology and Content Integration:**

1. Models of Pedagogy, Technology and Content Integration
2. Preparation of instructional plans with integration of pedagogy, technology and content on the school subjects

#### **Sessional work:**

1. The Pupil teachers will be asked to transact two lesson plans already prepared in appropriate classes.
2. Each student will demonstrate a lesson following cooperative learning approach.
3. Organize a learning situation following any one of the following strategies/approaches:
  - i. Constructivist Pedagogy
  - ii. Critical Pedagogy
  - iii. Cooperative learning
  - iv. Collaborative learning
  - v. Blended Pedagogy
  - vi. Peer teaching
  - vii. Team teaching

#### **TRANSACTION MODE**

The course would be transacted through participatory approaches including lecture cum discussion, brain-storming, group discussion, case studies, group and individual field based project and assignments followed by seminar presentation, workshop on field based topics of study, panel discussion

#### **REFERENCES:**

1. **Aggarwal, Deepak (2007):** Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.
2. **Aggarwal, J.C (1990).** Curriculum Reform in India- World overviews, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.
3. **Arora, G.L. (1984):** Reflections on Curriculum. NCERT.

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  5. **Beauchamp, G.A (1981):** Curriculum theory (4th edition.). Itasca, II: Peacock Publishers
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  15. **NCERT (2006)** Constructivist approaches to teaching and learning- Handbook for teachers of secondary stage
  16. **NCERT (2006):** Systematic reforms for Curriculum change. New Delhi.
  17. **NCTE (2009)** National Curriculum Framework for Teacher Education.
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  21. Wheeler: curriculum process
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CURRICULUM, PEDAGOGY AND ASSESSMENT

TS Course - 3: **ASSESSMENT IN EDUCATION**

**Credits: Four**

**Internal Assessment : 30**

**Contact Hours: Five Hours per Week**

**Final Examination : 70**

**Objectives**

**To enable the students;**

1. to differentiate the meaning of test, examination, measurement, assessment and evaluation;
2. to State the importance of assessment in student learning;
3. to differentiate between formative and summative assessment;
4. to use Interpretation Construction (ICON) Design model and 5-E model in teaching learning process;
5. to differentiate between the ideas behind assessment of learning, assessment for learning, and assessment as learning;
6. to select and use appropriate tools and techniques in assessment of student learning;
7. to state the pros and cons of different processes/system of assessment followed in schools, i.e. Annual system, Semester system, Grading, Credit system; and schoolbased assessment;
8. to use locally available materials/ resources in contextualizing teaching learning process.
9. to use various alternative assessment techniques such as Portfolio, Rubrics, Reflective diary, self-evaluation, peer evaluation; and Assess learning of children with Special Needs (CWSN) using alternative techniques.

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**Course Content:**

**UNIT I Concept and Nature of Assessment**

1. Meaning, nature and importance of assessment in learning.
2. Differentiating test, examination, measurement, assessment and evaluation
3. Types of assessment: Preparative, Formative and Summative
4. Continuous and Comprehensive Assessment (CCA): meaning, objectives and nature
5. Role of assessment for different stakeholders- students, teachers, parents

**UNIT II Learning and Assessment**

1. Overview of Learning and Assessment- Definitions of learning and development
2. Models of teaching-learning process: Interpretation Construction (ICON) Design model; 5-E model
3. Assessment of learning, Assessment for learning, and Assessment as learning,
4. Tools and Techniques of Assessment: Qualitative and quantitative

- 
5. Strategies for students to actively monitor and evaluate their own learning: Selfassessment, peer assessment
  6. Assessment of student learning: Annual system, semester system, grading, credit system; external and school-based assessment

### **UNIT - III Learning Resources for Transaction of Contents**

1. Local knowledge and learning: Contextualizing learning with local specific resources
2. Identification of learning resource from immediate environment: Formal and nonformal channels.
3. Exploring alternative learning resources; handling hurdles in utilization of resources.

### **UNIT - IV Development of an Achievement Test**

1. Construction of an Achievement Test: Steps of standardization
2. Characteristics of a good test
3. Norm Referenced and Criterion Referenced Interpretation of test scores
4. Diagnostic test: Construction and use
5. Idea of large scale achievement survey

### **UNIT - V Alternative Assessment**

1. Performance-based assessment: Port-folio, rubrics, reflective diary, self-evaluation, peer evaluation.
2. Assessment of learning of Children with Special Needs (CWSN): Alternative resources for physically challenged/Differently-abled learners; ensuring partnership in classroom and other activities, socio-economic considerations; resources for talented minorities.

### **TRANSACTION MODE**

The course would be transacted through participatory approaches including lecture cum discussion, brain-storming, group discussion, case studies, group and individual field based project and assignments followed by seminar presentation, workshop on field based topics of study, panel discussion

### **Sessional work**

1. Students in group will be asked to prepare rubrics for assessment of science projects, Essay, reports, dramas, paintings etc. Teacher will act as a facilitator.
2. Each student will be assigned to prepare two lesson plans – one following Interpretation Construction (ICON) design model and other following 5E model, in their own discipline.
3. Each student will be asked to prepare e-portfolio of their own activities/performances.
4. Each students will be asked to grade 5 assignments of one of his classmates in a 5 point scale and then to calculate the grade point average.

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TS Course - 1: **FOUNDATIONS OF EDUCATIONAL TECHNOLOGY**

**Credits: Four**

**Internal Assessment : 30**

**Contact Hours: Five Hours per Week**

**Final Examination : 70**

**Objectives:**

**To enable the students to;**

1. *differentiate various terminologies associated with educational technology*
2. *appreciate the emergence and evolution of various educational media*
3. *explain various approaches to educational technology*
4. *describe the integration of technology for pedagogy, assessment, administration and Continuing Professional Development (CPD)*
5. *analyse and apply principles and practices associated with technology enhanced learning*
6. *critically evaluate ICT related policies and plans*
7. *assess various problems and issues related to information and communication technologies and its integration in education*

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**Course contents:**

**UNIT I Historical and Conceptual Basis**

1. Meaning and nature of
  - a. Educational technology
  - b. Instructional technology
  - c. Information and communication technology
2. Emergence of educational technology as a discipline
3. Definitions, scope, functions and objectives of educational technology
4. Approaches to educational technology:
  - i. Communication (audio visual approach) – development of communication theory, communication models, mass communication, convergence of communication and educational technology
  - ii. Cybernetics (system approach) - origin of system concept, characteristics and stages of instructional system, general and instructional system theory
  - iii. Behavioral science (behaviorist approach) – taxonomic and performance approach to objectives, mastery learning, programmed instruction and teaching machines, individualized approach to instruction – Keller plan & IPI, Computer assisted instruction

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- iv. Behavioral science (cognitivist approach) - information processing model, information theory, contributions of Piaget, Ausable, Bruner, cognitive learning strategies, simulation, artificial intelligence.
  - v. Instructional design approach – task analysis, instructional design theories – Gagne, Bruner, constructivist approach, discovery, inquiry

## **UNIT II Evolution of Educational Media**

1. Emergence and evolution of educational radio, Trends in educational radio – FM, community radio, internet radio and podcast
2. Emergence and evolution of educational television –educational TV, instructional TV, CCTV, IPTV, LCD TV, LED TV, 3D and HDTV, UHD
3. Emergence and evolution of Display boards – black board, flannel board, peg board, white board, interactive white board, bendable and foldable display
4. Emergence and evolution of projected aids – hand made slide projector, photographic slide projector, film projector, epidiascope, OHP, multimedia projector, document projector, lead diode/pico projector
5. Emergence and evolution of storage media-text book, magnetic tape, floppy disc, CDROM, DVD, Hard disk, Optical drives, cloud storage
6. Emergence of new information technology- convergence of computing and telecommunications
7. Emergence and evolution of transmission technology - Face to face, co-axial cable distribution, optical fibre, satellite, infrared, Bluetooth, internet, Wi-Fi, 3g, 4g
8. Emergence and evolution of communication Face to face, letter, telegrams, telephones, mobiles phones, e-mail, Instant messaging, chat, online conference
9. Emergence and evolution of audio-visual recording – tape recorder, digital recorder, camera evolution, video camera evolution etc.
10. Emergence and evolution of computer- mainframe computer, desktop/personal computer, laptop, palm top computer, tablet, phablet, wearable computing

## **UNIT III Integration of Technology in Education**

1. Characteristics of digital learners
2. Need and importance of digital Literacy
3. Relationship between technology, culture and learning
4. Technology and pedagogy

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- a. Techno pedagogical content knowledge (TPCK)
  - b. Approaches and strategies to integrating ICT in teaching and learning
  - c. ICT and Universal design for Learning (UDL)-multiple means of providing learning experience, multi means of representing learning, multiple means of engaging learners
5. Technology and assessment
1. Electronic assessment portfolio – concept, types, e-portfolio tools –Mahara
  2. Technology assisted continuous assessment: role of LMS
  3. Online and offline assessment tools – rubrics, survey tools, puzzle makers, test generators, reflective journal, question bank
  4. Learning analytics and feedback

#### **UNIT IV Technology for administration and CPD**

1. ICT for personal management: email, task, events, diary, networking
2. ICT for educational administration: scheduling, record keeping, student information, electronic grade book, connecting with parents and community
3. ICT for professional development: tools and opportunities
4. Action research and design based research in technology integration and its implications for professional development
5. Major Institutions of Educational Technology in India and their role in education: CIET, EMMRC (AVRC, EMRC and MCRC), IGNOU, SIET, Consortium for Educational Communication (CEC)-UGC

#### **UNIT V: Technology Integration: Policies, Promises, Problems and Trends**

1. Promising Trends
  - i. Increased online access and connectivity
  - ii. Mobile access- ubiquitous computing
  - iii. Free and Open Source Software (FOSS)
  - iv. Convergence of Hardware and software
  - v. Technological sophistication and affordability
  - vi. Digital assistive technology
2. Problems
  - i. Equity issues and the digital divide
  - ii. Social, ethical, and security issues

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- iii. Limitations of technology integration: A critical look at the impact of technology integration
  - iv. Technology dependence and learner autonomy
3. Current and Future Trends
- i. Emerging role for augmented and virtual reality in education
  - ii. Learning analytics and education
  - iii. Personalised learning spaces
  - iv. Digital badging and games
  - v. BYOD and digital citizenship
  - vi. 3D printing and its educational application
4. ICT Plans/schemes, policies, curriculum and standards

**Note:**

1. The trainees could be asked to take up various online ICT programmes already available through CIET, UNESCO and other agencies related to the courses content in various units. This will give more time for the teacher educators to provide hands on experiences and discussions.
2. All the three courses could be made available to the learners as e-learning course through LMS like Moodle. This would also give ample opportunity for the trainees to experience e-learning and e-content design.
3. The expectation is that the emphasis will be given to FOSS tools for e-content creation and e-learning. This is expected to ensure access and sustainability. Some of the FOSS tools are mentioned in the syllabus. However new tools are developed more frequently than ever and therefore the educators are expected to explore these tools and integrate that in to the course content.
4. The course content is expected to be covered through practical hands on activities, background reading, and group discussion and the lectures need to be limited to the minimum.

**Sessional Work**

The transaction of this work requires two third of the time on practicum and one third with presentation. Preferable the class should be in e-lab so that the instant use of required facilities can be facilitated. A few major activities are listed below. The course instructor is expected to add, delete, modify as per the requirements.

1. Seminar presentation on approaches to educational technology.
2. Seminar presentation on Evolution of Educational Media.
3. Evaluating multimedia CD ROMs using standard criteria and study the multimedia evaluation reports available at [www.teem.org.uk/](http://www.teem.org.uk/)

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4. Comparative study of ICT syllabus of school education and teacher education of various organizations.
  5. A study of EDUSAT and teleconferencing.
  6. Downloading, installing and using free and open source educational software.
  7. A study of status of technology integration in teacher education institutions.
  8. Critical review of UNESCO ICT Competency Standards for Teachers - 2008
  9. Survey of innovative practices in ICT integration in education.
  10. Critical evaluation of ICT integration efforts in the country.
  11. Critical study of ICT integration research studies. May use the reports available at [www.publications.becta.org.uk](http://www.publications.becta.org.uk)
  12. Developing an electronic assessment portfolio.
  13. Developing an electronic teaching portfolio.

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2. **Bharhok Deepak. (2000).** Fundamentals of Information Technology. Pentagon Press: New Delhi
3. **Evant, M:** The International Encyclopaedia of Educational Technology.
4. **Gwen Solomon, Lynne Schrum. (2014).** Web 2.0 How-to for Educators, Second Edition. ISTE
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6. **Jane Hunter (2015).**Technology Integration and High Possibility Classrooms: Building from TPACK
7. **Katherine Cennamo, John Ross, Peggy Ertmer. (2013).**Technology Integration for Meaningful Classroom Use: A Standards-Based Approach. Wadsworth: AU
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## SEMESTER - IV

### TS Course - 2: **E-CONTENT: DESIGN AND DEVELOPMENT**

**Credits: Four**

**Internal Assessment : 30**

**Contact Hours: Five Hours per Week**

**Final Examination : 70**

#### **Objectives**

**To enable the students to;**

1. *examines the relationships between learning theories and digital technologies*
2. *explain the principles of instructional design and identify the salient features of different instructional design models*
3. *explain the process involved in designing and developing e-content for digital learning*
4. *systematically design and critically evaluate a digital learning resources on a topic of their choice*
5. *use different online and offline tools for creating e-content*
6. *explore and evaluate various digital resources for enhancing learning*
7. *learn to analyze learning situations and identify associated technology-related design challenges.*
8. *develop skills in the design of educational media, and the integration of design thinking with scholarship in education.*

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#### **Course contents:**

##### **UNIT - I Learning Theories and Instructional/Learning Design**

1. Instructional Design: Meaning and Need
2. Implications of Learning theories for Instructional design
  - i. Behavioral Learning Theories
  - ii. Social Learning Theories
  - iii. Cognitive and constructivist Learning Theories
3. Theory of multiple intelligences and its implications for instructional design
4. Developing a personal learning theory
5. Types of Learning and learning styles

##### **UNIT - II Instructional/Learning Design: Models and Process**

1. Instructional Design Models
  - i. ADDIE Model
  - ii. System model
  - iii. ASSURE Model
  - iv. ARCS Model
2. Instructional Design Models
  - i. Analysis- need, target, task, and topic/content
  - ii. Design- define objectives, sequencing, instructional methods, delivery strategies, evaluation strategies
  - iii. Develop- content, story board, courseware, authoring tools and interactivity, and interface

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- iv. Implement – installation, deliver and distribution, managing learner activities
  - v. Evaluation – purpose, models of evaluation, evaluating reaction, learning, behaviour, result

### **UNIT - III Introduction to Audio and Video Production**

1. Script Writing
2. Hardware and software requirement
3. Multimedia Systems and Software: Audacity – audio editor and recorder, LMMS – to produce music, MuseScore – music score writer, Songbird – music player, VLC Media Player – multimedia player
4. Required Hardware: Voice Recorder, Camera, Camcorder, Scanner, Interactive White Board, Multimedia Projector
5. Integration strategies for Video Production and Editing System
6. Video (openshot/avidmux) tools for creating, editing and sharing
7. Working with Windows Movie Maker

### **UNIT - IV Other E-content Tools**

1. Open source versus proprietary tools
2. Graphic editing
  - i. Timeline (timeline)
  - ii. Picture/photographs (GIMP/MyPaint)
  - iii. Concept map ( free mind, VUE)
3. Animation -2d animation (Pencil, Tupi)
4. Collaborative authoring tools.
5. Authoring tools (eXe Learning, Xerte) – putting together e-content with interactivity
6. E-book tools (sigil, calibre) for creating and editing e-books

### **UNIT - V: E-resources**

1. Reusable Learning Objects (RLO): meaning, characteristics and need, RLO repositories
2. Open Educational Resources (OER): meaning, need and importance, sources of OER, adoption, adaption –openness, relevance, and accessibility
3. Intellectual property right and creative common license, OER policy
4. Open textbooks: meaning and features
5. OER graphics, videos, audio/music, courses, etc. and its sources
6. Evaluating e-resources- criteria.

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## Sessional Work

The transaction of this work requires two third of the time on practicum and one third with presentation. Preferable the class should be in e-lab so that the instant use of required facilities can be facilitated. A few major activities are listed below. The course instructor is expected to add, delete, modify as per the requirements.

1. Seminar presentation on implications of Learning theories for Instructional design.
2. Developing a multimedia e-content on an educational topic based on different models of instructional design.
3. Developing an audio on an educational topic using software.
4. Developing video on an educational topic using software.
5. Developing an animated video on an educational topic using software.
6. Developing a multimedia e-content on an educational topic using any authoring tool.
7. Seminar presentation on usability of OERs.
8. Project on evaluating any e-resource using standard criteria

## REFERENCE

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2. **Mohit K (2003).** Design and implementation of Web-enabled Teaching Tools: IRM Press, UK.
3. **Patricia Smith, Tillman J. Ragan. (1999).**Instructional Design. John Wley and Sons
4. **Robert Maribe Branch. (2009).**Instructional Design: The ADDIE Approach. Springer
5. **SanneDijkstra (Editor), Franz Schott (Editor), Norbert Seel (Editor), Robert D. Tennyson (Editor), Norbert M. Seel (Editor) (1997).** Instructional Design: International Perspectives: Volume I: Theory, Research, and Models: volume II: Solving Instructional Design Problems: 1. Lawrence Abingdon: New Jersey
6. **Semenov, Alexy (2005).** Information and Communication Technologies in Schools. A handbook for Teachers. UNESCO
7. **Viva Lachs (2000).** Making Multimedia in the Classroom-A Teacher's Guide. Routledge Farmer: London.

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TS Course – 3 : **E-LEARNING**

**Credits: Four**

**Internal Assessment : 30**

**Contact Hours: Five Hours per Week**

**Final Examination : 70**

**Objectives**

**To enable the students to;**

1. describe the concept, nature, and components of e-learning
2. explore and use various e-learning tools and technologies
3. use e-learning standards while designing and delivering e-learning
4. explain the elements technology leadership in providing technology supported learning environment
5. analyse a comprehensive range of approaches to e-Learning in detail;
6. evaluate critically the practices associated with e-Learning;
7. relate e-Learning systematically to a range of broader issues in both pedagogy and formal education.
8. collaborate, communicate and have dialogue in digital learning environment
9. evaluate the quality of e-Learning programme

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**Course contents:**

**UNIT - I: Foundations of Online Learning**

1. Historical perspectives on e-learning
2. Why e-learning?
3. Characteristics of digital natives
4. Twenty First Century Skills and e-Learning
5. Approaches to e-learning
6. Components of e-learning
7. E-learning contexts

**UNIT - II: E-learning Tools and Standards**

1. Synchronous and Asynchronous Tools
2. Learner Management System: Meaning, Types, features, proprietary versus open source LMS
3. Use of web 2.0 Tools/communication and collaboration tools in e-learning
4. E-learning Standards
  - i. Metadata: meaning, types and need
  - ii. SCORM: features, procedure and limitations
  - iii. IMS: features, procedure and limitations
  - iv. ARDIANE: features and procedure
  - v. IEEE-LOM
  - vi. Dublin core
  - vii. AICC

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5. Subject specific tools for e-learning: science, Mathematics, language, and social studies

### **UNIT - III: E-Learning Resources and Approaches**

1. Emerging e-learning approaches
  - i. M-learning
    - a) Mobile applications
    - b) Advantages of M-learning
    - c) Ubiquitous technology and mobile learning
  - ii. Blended Learning: concept, requirements, advantages and limitations
  - iii. MOOC: concept, tools, advantages and limitations
  - iv. Flipped Learning: concept, procedure, tools, advantages and limitations
2. Designing courseware for e-learning, blended learning, MOOC, Flipped, M-learning
3. Review of e-learning resources

### **UNIT - IV: Managing e-Learning**

1. Designing technology supported learning environment
2. Managing ICT in learning – leadership for technology integration
  - i. Technology vision and mission
  - ii. Innovation and creativity
  - iii. Sustainable integration and systemic change
  - iv. Creating enabling environment, climate and culture
  - v. Teacher supervision and facilitating professional development
  - vi. Creating 21st century technology infrastructure
  - vii. Managing Legal, social, and ethical issues
  - viii. Overcoming roadblocks and providing digital leadership
  - ix. Strategic partnership
  - x. Leveraging Social media for technology leadership
3. E-learning competencies of a teacher
4. Review of Research in ICT and e-Learning: what research says about ICT integration?

### **UNIT - V: Evaluating e-Learning for Quality Assurance**

1. E-learning Standards
  - i. Objectives and student learning outcomes
  - ii. Instructional activities
  - iii. Assessment
  - iv. Interaction/Communication and feedback
  - v. Instructional materials
  - vi. Layout/interface design

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- vii. Multimedia usage
  2. Evaluation rubrics

viii. Course management

### **Sessional Work**

The transaction of this work requires two third of the time on practicum and one third with presentation. Preferable the class should be in e-lab so that the instant use of required facilities can be facilitated. A few major activities are listed below. The course instructor is expected to add, delete, modify as per the requirements.

1. Seminar presentation on importance of e-Learning.
2. Creating an account in Wikipedia/wiki educator/wikispaces and adding/editing content.
3. Creating an account in teacher tube/slideshare and sharing your video/powerpoint. View and comment on others contributions.
4. Developing an educational blog in [www.blogger.com](http://www.blogger.com), [www.wordpress.com](http://www.wordpress.com)
5. Developing an ICT integrated unit plan.
6. Taking part in an integrated online project based or problem based learning activity.
7. A critical study of some e-learning courses and enrolling and completing some free elearning courses.
8. Developing e-rubrics with the help of rubistar.
9. Developing and implementing an e-learning course

### **REFERENCES**

1. **Andrew A Kling (2010)**. Web 2.0 (Technology 360). Lucent Books: New Delhi.
2. **Athanassios Jimoyiannis (Editor) (2011)**. Research on e-Learning and ICT in Education. Springer: USA
3. **Barbara B. Levin, Lynne Schrum. (2012)**. Leading Technology-Rich Schools (Technology & Education, Connections (Tec). Teachers College press: New York
4. **Bruce M. Whitehead, Devon Jensen, Floyd A. Boschee. (2013)**. Planning for Technology: A Guide for School Administrators, Technology Coordinators, and Curriculum Leaders. Corwin: New Delhi
5. **Laxman Mohanty, Neeharika Vora (2008)**. ICT strategies for schools- a guide for school administrators. Sage publications: New Delhi.
6. **Lynne Schrum, Barbara B. Levin. (2010)**. Leading 21st-Century Schools: Harnessing Technology for Engagement and Achievement. Corwin: New Delhi

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## SEMESTER -IV

### Thematic Specialisation-4 :GUIDANCE AND COUNSELLING

#### TS Course 1: **GUIDANCE IN SCHOOL AND CAREER GUIDANCE**

**Credits: 4**

**InternalAssessment : 30**

**Contact hours per week: Lectures: 4 and Tutorials: 1**

**Final Examination: 70**

#### **Objectives**

*To enable the students to:*

- 1. appreciate the need for guidance and understand its meaning, nature and scope*
- 2. understand the essential services involved in the guidance programme*
- 3. understand the concept and theories of career development and their utility in understanding Career Behaviour of students,*
- 4. understand the resources required and their optimum use in managing a school guidance programme*
- 5. acquire knowledge and skills of collecting, compiling and disseminating career information,*
- 6. become aware of the constitution, role and function of the school guidance committee*
- 7. gain first-hand experience of carrying out the different guidance and counseling activities such as group guidance, and career guidance.*
- 8. knowledge the sources of career information and variety of forms of in which the career information is available from different sources with its merits and limitations and ability to examine and appraise the information for intelligent use.*

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#### **Course content:**

##### **UNIT - I Guidance in the Context of a School**

1. Guidance: need, scope and types; techniques of group guidance
2. Types of guidance services: Orientation, Information, Individual Inventory, Counselling, Placement, Follow-up, and Research & Evaluation
3. Planning and organization of Guidance programmes in schools – Activities and Resources
4. School guidance committee: constitution, roles and functions

##### **UNIT - II Understanding Career Development**

1. Concept of Work: physical, psychological and sociological; work as a way of life; Work and human motives
2. Career development needs of students at different stages of education, Career development process
3. Factors affecting career development

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## **UNIT – III Theories of career development**

**(basic concepts, applicability and limitations of each theory)**

1. Trait Factor Theory
2. Roes theory of personality development and career choice
3. Holland’s career theory of personality types and work environment
4. Super’s life span/life space approach to career development

## **UNIT - IV: Understanding and Dissemination of Career Information**

1. Importance of career information; dimensions of career information: nature of work, working conditions, entry requirements, earning, growth opportunities etc.
2. Primary and secondary sources of information; Filing of career information
3. Dissemination of career information: Group techniques-objectives, advantages and limitations.
4. Group activities: career talks, career conference/exhibition, displays, field trips, film shows etc.
5. Integration of career information into teaching of subject matter.

## **UNIT - V: Career Patterns, Career Adjustment and Career Maturity**

1. Concept of career pattern, career awareness, career exploration and career preparation.
2. Career pattern of men and women and implications for counselling.
3. Economic development and career opportunities.
4. Concept of career adjustment and career maturity
5. Factors affecting career maturity; assessment of career maturity

### **Sessional Work:**

#### **I. Individual Work**

Each student will undertake the following activities:

1. Conduct a survey of the problems that are most prevalent in three schools, which need immediate attention of a guidance counsellor and prepare a brief report.
2. Prepare class talk and career talk on assigned topics.

#### **II. Group Work**

Students in group will undertake the following activities and present in discussion sessions:

1. Develop a school guidance plan with calendar of activities and resources.
2. Plan career information activities for primary, upper primary, secondary and higher secondary school stages.
3. Develop occupational information file suitable for class X and XII students.

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## REFERENCES

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2. **Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999).** Guidance and Counseling, Vol. II: A Practical Approach. New Delhi: Vikas.
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## SEMESTER - IV

### TS Course - 2- **COUNSELLING PROCESS AND STRATEGIES**

**Credits: 4**

**Internal Assessment : 30**

**Contact hours per week: Lectures: 4 and Tutorials: 1**

**Final Examination : 70**

#### **Objectives**

**To enable the students to;**

1. *understand the meaning, nature and scope of counselling,*
2. *appreciate the need for and goals of counselling,*
3. *analyze the relationship between guidance and counselling,*
4. *understand the concept and process of counselling in group situation,*
5. *recognize the different areas of counselling,*
6. *understand the various stages involved in the process of counselling,*
7. *appreciate the importance of counselling relationship,*
8. *become acquainted with the skills and qualities of an effective counsellor.*
9. *become acquainted with the various approaches and techniques of counselling*

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#### **Course contents:**

##### **UNIT - I Understanding Counselling**

1. Meaning and nature of counselling
2. Misconceptions about counselling
3. Scope of counselling
4. Goals of counselling: resolution of problems, modification of behaviour, promotion of mental health
5. Relationship between guidance and counselling: place of counselling in the total guidance programme

##### **UNIT - II: Counselling Process and Counselling Relationship**

1. Issues, concerns and problems of childhood and adolescence stage
2. Identification of cases for counselling
3. Stages of the counselling process
4. Nature and importance of counselling relationship
5. Professional ethics

##### **UNIT - III Counselling: Skills**

1. Basic counselling and communication skills
2. Application of skills for building a positive classroom climate to enhance learning
3. Skills and qualities of an effective counsellor.

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## UNIT – IV Approaches and Techniques

1. Acquaintance with major counselling approaches: person-centred and gestalt
2. Counselling techniques: cognitive, behavioural and systemic

## UNIT - V: Types and Areas of Counselling

1. Group counselling: nature, process and skills
2. Areas of counselling: family counselling, parental counselling, adolescent counselling
3. Counselling of girls, counselling of children belonging to special groups
4. Peer counselling: concept and relevance to the Indian situation.

### Sessional Work:

The students may undertake any one of the following activities:

1. Identification of the cases for counselling
2. Exploring the possibilities for peer counselling and preparing a plan for peer counselling in the school
3. Interacting with the counsellor with regard to the process of counselling, nature of problems of the students/clients and writing a report on this.

### REFERENCES

1. **Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999).** Guidance and Counselling, Vol. II: A Practical Approach. New Delhi: Vikas.
2. **Corey, G. (1986).** Theory and Practice of Counselling and Psychotherapy, 3rd Ed. Belmont: Calif Brooks Cole.
3. **Cormier, L. & Hackney, H. (1987).** The Professional Counsellor. Englewood Cliffs, New Jersey: Prentice Hall.
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5. **Egan, Gerard (1994).** The Skilled Helper. 5th Ed. California: Brookes Cole Publishing Co.
6. **Gazda George R.M.( 1989).** Group Counselling: A Development Approach. London: Allyn and Bacon.
7. **Gladding, Samuel, T. (1996).** Counselling: A Comprehensive Profession. New Delhi: Prentice Hall Inc of India Pvt. Ltd.
8. **Mallon, Brenda (1987).** An Introduction to Counseling Skills for Special Educational Needs- Participants Manual. Manchester: Manchester University Press, UK.
9. **Nugent, Frank A. (1990).** An Introduction to the Profession of Counselling. Columbus: Merrill publishing Co.
10. **Nugent, Frank A. (1990).** An Introduction to the Profession of Counselling. Columbus: Merrill publishing Co.
11. **Rao, S.N. (1981).** Counselling Psychology. New Delhi: Tata McGraw Hill.

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**ASSESSMENT AND APPRAISAL IN GUIDANCE AND COUNSELING**

**Credits: 4**

**Internal Assessment : 30**

**Contact hours per week: Lectures: 4 and Tutorials: 1**

**Final Examination : 70**

**Objectives**

**To enable the students to;**

1. *develop an understanding of the nature, process, underlying assumptions and principles of psychological assessment and appraisal.*
2. *gain insight into different techniques of psychological assessment; their nature, scope and application in guidance and counselling*
3. *develop knowledge and understanding of the major psychological concepts such as Intelligence, Aptitude, Achievement, Personality, Interest and their assessment for providing guidance and counselling*
4. *develop skills for administering, scoring, interpreting and analysing test results.*

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**Course Contents:**

**UNIT - I Understanding Assessment and Appraisal**

1. Assessment and appraisal in Guidance and Counselling: nature, importance, assumptions and principles
2. Issues in psychological testing; distinction between testing and non-testing technique
3. Characteristics of a good psychological test; procedure of construction, administration, scoring and interpretation of psychological tests

**UNIT - II Qualitative Techniques for Assessment**

1. Need and importance of qualitative assessment
2. Tools for qualitative assessment: observation, interview, anecdotal records, case study, autobiography, rating scale, sociometry
3. Procedure of development, administration, scoring and interpretation through qualitative assessment

**UNIT - III Assessing Individual Differences: Intelligence and Aptitude**

1. Concept of Intelligence: changing perspective
2. Assessment of intelligence
3. Concept of Aptitude; importance of assessment of aptitude

**UNIT – IV Assessing Achievement**

1. Teacher-made and Standardized Achievement test,
2. Measurement of scholastic achievement and its significance in various educational and career decisions

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## UNIT - V Assessing Individual Differences: Personality and Interest

1. Concept of personality; methods of personality assessment
2. Importance of assessing interest for educational and vocational guidance

### Sessional Work:

The students may undertake any one of the following activities:

1. Review one each from the following category of tests : Aptitude, Personality and Interest.
2. Administer a test of Intelligence on a group of high school students and prepare a report.
3. Prepare a sociometric test. Administer the test on a group of students. Draw a sociogram and describe in detail the group climate.

### REFERENCES

1. **Anastasi, A. & Urbina, S. (1997).** Psychological Testing, 7th Ed., Upper saddle River. NJ: Prentice Hall.
2. **Bhatnagar, Asha and Gupta Nirmala (Eds.) (1999).** Guidance and Counselling, Vol. I: A Theoretical Perspective, New Delhi: Vikas.
3. **Denzin, N. K. & Lincoln, Y. (2000).** Handbook of Qualitative Research. New Delhi: Sage publications.
4. **Drummond, R. J. (1988).** Appraisal Procedures for Counselors and Helping Professionals. Columbus, OH: Merrill.
5. **Gardner, H. (1999).** Multiple Intelligence: intelligence, understanding and the mind. National Professional Resources: NY.
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7. **Le Compete, M. D.; Millory, W. L. & Preisste, J. (1992).** The Handbook of Qualitative Research in Education. New York: Academic Press.
8. **McLeod, J. & Copley, A. J. (1989).** Fostering academic excellence. Pergamon Press.
9. **Mohan, S. & Sibia, A. (1998).** Handbook of personality measurement in India. New Delhi: NCERT.
10. **Oliver, W. & Randall, W. E. (2005).** Handbook of understanding and measuring intelligence. London: Sage Publication.
11. **Patton, M. Q. (1990).** Qualitative evaluation and research methods. California: Sage Publications.
12. **Saraswat, R. K. & Gaur, J. S. (1994).** Manual for Guidance Counselors. NCERT: New Delhi.

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# **RASIITRIYA SANSKRIT VIDYAPEETHA:TIRUPATI - 517 507**

## **UNIT WISE SYLLABUS WITH OBJECTIVES**

Sammanita Shastri/Shastri Vedabhashyam/ B.A. Honours/

B.Sc.ProgrammeCourse **Part: I First Language English**

Fantasy- (A Collection of Short stories)

Edited by: V. Sasi Kumar, Orient Longman. 2005

Paper/course No.1

Semester	Course	Lessons	Marks	Objectives
1	Unit- I	1 &2	45 Marks	i. To enable the learners to acquire reading skills
	Unit-II	3&4		ii. To comprehend the prose text and to gather and evaluate the messages in them.
	Unit-III	5		
	Unit-IV	GrammarTenses & Modals	15 Marks	i. To give the learners practice in writing dialogues ii. To change the narration according to different points of view
	Unit-V	Writing Skills: Narration& Dialogue Writing	15 Marks	i. To acquire competence in grammatical concepts for better language use

Fantasy- (A Collection of Short stories)

Paper/course No.2

Semester	Course	Lessons	Marks	Objectives
II	Unit- 1	6&7	45 Marks	i To enable the learners to acquire reading skills
	Unit-II	8&9		ii To comprehend the prose text and to gather and evaluate the messages in them.
	Unit-III	10		
	Unit-IV	Grammar- Articles& Prepositions	15 Marks	i. To give the learners practice in writing dialogues ii. To change the narration according to different points of view
	Unit-V	Writing Skills: Narration& Dialogue Writing	15 Marks	i To acquire competence in grammatical concepts for better language use

# RASHTRIYA SANSKRIT VIDYAPEETHA:TIRUPATI - 517 507

## UNIT WISE SYLLABUS WITH OBJECTIVES

Shastry/B.A. Programme Course **Part: I** **First Language English**

2019-20

The Poet's Eye-- (A Collection of Poems)

Edited by: S. Jagadisan, OUP, 2004

Paper/course No.3

Semester	Course	Poems	Marks	Objectives
<b>III</b>	Unit I	1,2,3	45 Marks	i. To make learner appreciate the poems
	Unit-II	4,5,6		ii. To make them enjoy the rhythmic pattern
	Unit III	7&8		
	Unit-IV	Grammar- a. Simple to compound b. Simple to Complex	<u>Complex</u> 15 Marks	i. To prepare them to transform simple sentence into compound & complex sentences
	Unit-V	Writing Skills: c. Expansion d. Dialogue Writing	15 Marks	i. To give them opportunity to imagine various situations based on the hints given. ii. To develop their abilities in cohesion while narrating a story

Three One-Act Plays

Edited by: C. Mahajan, OUP, 2002

Paper/course No.4

Semester	Course	Poems	Marks	Objectives
<b>IV</b>	Unit- I	The Bishop's Candlesticks	45Marks	i. To capacitate the learners to appreciate one-act plays
	Unit-II	The Monkey's Paw		ii. To make them understand the plot construction and equip them to analyse the characters
	Unit-III	The Dear Departed		
	Unit-IV	Grammar- a Active to Passive b Direct Indirect	15 Marks	i. To prepare them to transform Active to Passive Voice ii. To prepare them to transform direct to Indirect speech
	Unit-V	Writing Skills: c. Report Writing d. Dialogue Writing	15 Marks	iii. To give them practice in writing reports on various events, incidents and accidents iv. To develop their abilities in writing conversation about various incidents, accidents and events

# **RASHTRIYA SANSKRIT VIDYAPEETHA:TIRUPATI - 517 507**

## **UNIT WISE SYLLABUS WITH OBJECTIVES**

**SUBJECT: ENGLISH Literature 2<sup>nd</sup> Elective**

**Course 2019-20**

**Pride&Prejudice:JANEAUSTEN**

<b>Semester</b>	<b>Course</b>	<b>Chapters</b>	<b>Objectives</b>
<b>I</b>	<b>Unit - I</b>	<b>1-12</b>	<b>i. To create interest among learners to read literary texts</b>
	<b>Unit - II</b>	<b>13-24</b>	<b>ii. To make them understand a novel and its features written by an English author</b>
	<b>Unit - III</b>	<b>25-36</b>	<b>iii. To analyse the characters-major and minor</b>
	<b>Unit - IV</b>	<b>37-48</b>	<b>iv. To evaluate the plot and its construction</b>
	<b>Unit - V</b>	<b>49-61</b>	<b>v. To know and appreciate the theme associated with the English culture &amp; tradition</b>

**The Guide: R.K.NARAYAN  
Paper/course No.2**

<b>Semester</b>	<b>Course</b>	<b>Chapters</b>	<b>Objectives</b>
<b>II</b>	<b>Unit - I</b>	<b>1-3</b>	<b>i. To create interest among learners to read literary texts</b>
	<b>Unit - I</b>	<b>4&amp;5</b>	<b>ii. To make them understand a novel and its features written by an Indian author</b>
	<b>Unit - III</b>	<b>6&amp;7</b>	<b>iii. To analyse the characters-major and minor</b>
	<b>Unit - IV</b>	<b>8&amp;9</b>	<b>iv. To evaluate the plot and its construction</b>
	<b>Unit - V</b>	<b>10&amp;11</b>	<b>v. To know and appreciate the theme associated with the Indian milieu</b>

**Twelfth Night: WILLIAM SHAKESPEARE  
Paper/course No.3**

<b>Semester</b>	<b>Course</b>	<b>Objectives</b>
<b>III</b>	<b>Act - I</b>	<b>i. To create interest among learners to read literary texts</b>
	<b>Act - I</b>	<b>ii. To make them understand drama and its features written by an English author</b>
	<b>Act - III</b>	<b>iii. To analyse the characters-major and minor</b>
	<b>Act - IV</b>	<b>iv. To know different stages of plot development/evaluate the plot and its construction</b>
	<b>Act - V</b>	<b>v. To know and appreciate various dramatic themes</b>

**Tughluq: GIRISH KARNAD**  
**Paper/course No.4**

<b>Semester</b>	<b>Course</b>	<b>Scenes</b>	<b>Objectives</b>
<b>IV</b>	<b>Act - I</b>	<b>1-3</b>	<b>i. To create interest among learners to read literary texts</b>
	<b>Act - I</b>	<b>4-5</b>	<b>ii. To make them understand drama and its features written by an English author</b>
	<b>Act - III</b>	<b>6-7</b>	<b>iii. To analyse the characters-major and minor</b>
	<b>Act - IV</b>	<b>8 &amp; 9</b>	<b>iv. To know different stages of plot development/evaluate the plot and its construction</b>
	<b>Act - V</b>	<b>10 &amp; 11</b>	<b>v. To know and appreciate various dramatic themes</b>

**SUBJECT: ENGLISH Literature 2n<sup>d</sup> Elective**

**Course 2019-20**

**Twelfth Night: WILLIAM SHAKESPEARE**

**Paper/course No.3**

<b>Semester</b>	<b>Course</b>	<b>Objectives</b>
<b>III</b>	<b>Act - I</b>	<b>i. To create interest among learners to read literary texts</b>
	<b>Act - I</b>	<b>ii. To make them understand drama and its features written by an English author</b>
	<b>Act - III</b>	<b>iii. To analyse the characters - major and minor</b>
	<b>Act - IV</b>	<b>iv. To know different stages of plot development/evaluate the plot and its construction</b>
	<b>Act - V</b>	<b>v. To know and appreciate various dramatic themes</b>

**Tughluq: GIRISH KARNAD**

**Paper/course No.4**

<b>Semester</b>	<b>Course</b>	<b>Scenes</b>	<b>Objectives</b>
<b>IV</b>	<b>Act - I</b>	<b>1-3</b>	<b>i. To create interest among learners to read literary texts</b>
	<b>Act - I</b>	<b>4-5</b>	<b>ii. To make them understand drama and its features written by an English author</b>
	<b>Act - III</b>	<b>6-7</b>	<b>iii. To analyse the characters - major and minor</b>
	<b>Act - IV</b>	<b>8 &amp; 9</b>	<b>iv. To know different stages of plot development/evaluate the plot and its construction</b>
	<b>Act - V</b>	<b>10 &amp; 11</b>	<b>v. To know and appreciate various dramatic themes</b>

**RASHTRIYA SANSKRIT VIDYAPEETHA:TIRUPATI - 517 507****UNIT WISE SYLLABUS WITH OBJECTIVES**

ShastryProgramme

Subject: **Communicative English** 3rd Elective

Paper/Course:1

**Basics of Communication-I**

Semester	Course		Objectives
I	Unit-I	Listening	i. To give the learners an opportunity to listen in the foreign language
	Unit-II	Reading	ii. To give an exposure to the texts in English-the most basic ones
	Unit-III	Grammar	iii. To lead them towards the most common grammatical concept, viz. tenses, & to improve spelling &Pronunciation.
	Unit-IV	Speaking Skills	iv. To involve them in conversations taking situations such as introducing each other making requests, etc.
	Unit-V	Writing Skills	v. To lead them towards writing simple compositions with the outlines provided

Paper/Course:2

**Basics of Communication-II**

Semester	Course		Objectives
II	Unit-I	Listening	i. To take the learners to graded speeches/ audios to improve their listening skills
	Unit-II	Reading	ii. To teach them the concepts of skimming and scanning while reading texts iii. To give them practice in transforming sentences from Active to passive sentences
	Unit-III	Vocabulary	iv. To introduce more vocabulary items other than the ones they have already learnt in the form of prefixes and suffixes
	Unit-IV	Speaking Skills	v. To give them practice in speaking skills with situations such as accepting/rejecting, etc.
	Unit-V	Writing Skills	vi. To enable them to report on accidents and write a recipe for the preparation of various food items

**RASHTRIYA SANSKRIT VIDYAPEETHA:TIRUPATI - 517 507**  
**UNIT WISE SYLLABUS WITH OBJECTIVES**

ShastryProgramme

Subject: **Communicative English** 3rd Elective

Paper/Course:3

Language Skills - I

Semester	Course		Objectives
III	Unit-I	Listening	i. To take the learners to graded speeches/ audios to improve their listening skills
	Unit-II	Reading	ii. To introduce them to the concept of transformation of a direct sentence to the indirect speech
	Unit-III	Vocabulary	iii. To improve their vocabulary power by learning more number of synonyms & antonyms for words
	Unit-IV	Speaking Skills	iv. To lead them towards debatable concepts in conversation such as agreeing/disagreeing,
	Unit-V	Writing Skills	v. To enable them to interpret data given in a non-verbal form vi. To give them practice in writing formal and informal letters & letters in applying for job

Paper/Course:4

Language Skills -II

Semester	Course		Objectives
IV	Unit-I	Reading Intensive	i. To facilitate the learners to read different texts in different ways: to teach them about intensive reading by giving them practice
	Unit-II	Reading Extensive	ii. To give practice in extensive reading; teach them the advantages of this style of reading
	Unit-III	Grammar	iii. To give them practice in editing texts where articles are misused
	Unit-IV	Vocabulary	iv. To enable the learners to improve their vocabulary
	Unit-V	Speaking Skills	v. To give the learners create conversations in various situations such as offering condolences, making complaints & bidding farewell to some one

Internal = 25

Marks 75+25 =100

Unit – I : 1. గంగాశంతనుల కథ - నన్వయ భటటు  
నన్వయ మహాభారతంలోని నీతిని తలాయజేయడం.

Unit – II : 1. మూషిక మార్జాల వృత్తాంతము – తిక్కన  
తిక్కన మహాభారతంలోని ఎలుక, పల్లె కథలలోని నీతిని వ్రోవడం మరియు  
శుక్రనీతిని వ్రోవడం.

Unit – III : 1. హంసీ చక్రవర్తి సంవాదం – పాదన

అల్లసాని పాదన పరబంధ లక్షణాలను, మను చరిత్రను వ్రాయుటకు  
అందరించడం.

Unit – IV : 1. ఎఱుకత - తరిగొండ వాంగమాంబ

శ్రీవేంకటాచల మహత్యం యొక్క గొప్ప పతనాన్ని శ్రీవేంకటేశ్వరుని  
సోదాను వ్రోవడం.

Unit – V : 1. వ్యాకరణ దర్శనము – సంధులు, సమాసములు, సాధురూపాలు, పదదోషాలు.

సంధులు, సమాసాల వ్రోవణ భాషలోని సాధురూపాలను, అసాధురూపాలను  
వ్రాయుటకు తలాయజేయడం.

నీతిని వ్రోవడం - సాహితీలత, రవీంద్ర పబ్లిషింగ్ హౌస్,  
గుంటూరు.

**Part – 1, 2<sup>nd</sup> language – Telugu**

Internal = 25

Marks 75+25 =100

Unit – I : 1. మూకూడోదో తొలొలదొరతనము - గరొమొళొళ సతొయనొరొయణ  
2. మహొపొరసొధొనం - శొరొ శొరొ  
భొరత సొవొతంతొరొయొదొయమ గొపొపతనొనొ, దొశభొకొతొనొ, కొరొమొకులు,  
యొవకుల కరొతొయబొధనను  
వొదొయొరొధులకు తొలొయజొయడం.

Unit – II: 1. ముసొఫొరొలు - గురొరం జొషువొ  
2. మొొధుదొతము - ముటొటపరొతొ నొరొయణొచొరొయొలు  
మొధనమొమకొలను పొరదొరొలడం, ఆంధొరదొశ చరొతొరను వొవరొంచడొ.

Unit – III : 1. గొలొవొన - పొలగుమొమొ పదొమరొజు  
2. ఆకలొ - కొలకలొరొ ఇనొకొ  
మనొషొలొనొ మొనవతొవొనొ, మనొషొ ఆకలొ పొరొధొనొయొనొను  
తొలొయజొయడం.

Unit – IV : 1. నమొముకునొననొల - కొతువొశొవనొధ రొడొడొ  
2. జులొలు - పొటొలపలొలొ రొమొరొమ  
రొయలనొమ కరుమ వొషయొలను, నొజొం ఫొయొడలొ మతతతొతొవపొలనొ  
వొయతొరొకతను వొదొయొరొధులకు  
వొవరొంచడం.

Unit – V : 1. పొరజల మనొషొ - వటొటొకొట ఆళొవొరొ సొవొమొ  
(నవల).

సొవొతంతొరొయొనొకొ మొరొవం గల మన రొషొటొర నొపథొయం తొసుకొవడం,  
చదుమకునొ సమొజొనొనొ ఎలొ  
నడొపొంచొలొ వొదొయొరొధులకు వొవరొంచడం.

నొరొణయొంచొన పొథొయ మసొతకం - సొహొతొలత, రవొందొర పబొలొషొంగొ  
హొసొ, గుంటురు.



Sammanita Sastri / B. A. (Honours) 2<sup>nd</sup> year – 4<sup>th</sup> Semester

Part II 2<sup>nd</sup> elective, conventional programmes

Internal – 25

(75 + 25 =100 Marks)

**TELUGU LITERATURE**

**Unit – 1 .. నాయకరాజుల హాలనలో సాహిత్యం.**

1. యక్షగౌన సాహిత్యం, వచన కావ్యాలు
2. శతకాలు (సుమతీ, వేమన)
3. చోళకూర వేంకట కవి- వజయవోలాసము.

సాహిత్యంలోని వేద పర్యాయాలను వేద్యార్యులకు తొలియజేయడం, చోళకూర చమత్కారానానో అందించడం.

**Unit – 2... ఆధునీక కవితవం.**

1. గురజాడ వేంకట అపహరామ
2. దేవులపల్లి వేంకట కృష్ణటాశాస్త్రి
3. గుర్రం. జాషువా
4. శ్రీ శ్రీ
5. దాశరథి
6. శిఖామణి
7. ఎండ్రోలూరి సుధాకర్.
8. ఓల్ గా
9. కొండవేపూడి నీరమల

**Unit – 3. నవల**

1. కందుకూరి వీరేశలింగంపంతులు
2. ఉన్మనవ లక్ష్మణమనారాయణ
3. వీరవనాధ సత్యనారాయణ
4. కొండవేపూడి గంటి కుటుంబరామ

**Unit – 4... కథానీక**

1. శ్రీహరి సుబ్రహ్మణ్య శాస్త్రి
2. చలం
3. పాటలపల్లి రామారామ
4. కనుపర్యంత వరలక్ష్మణమమ
5. మధురంతకం రాజురాం.

తొలుగు సాహిత్యంలోని సుప్రసిద్ధ కథానీకలను పరముఖ కథకులను వేద్యార్యులకు తొలియజేయడం.