National Sanskrit University, Tirupati
Detp of Archakatva and pourohitya
Syllabus 2020-2021

Sastry 1st Year , 1st Semester, Marks -50

Paper- I

Unit-I   -   पञ्चाङ्गनिर्णयः

Unit-II   -   विवाहान्तपञ्चदसंस्काराणां मुहूर्तनिर्णयः,स्नपनविधिः(शिवकेशवभेदेन),

Unit-III   -   अर्चकनियमाः ।

Practical Marks- 50

1. गणपतिपूजा
2. पुण्याहवाचनम्
3. पञ्चाङ्गपरिचयः

सहायकग्रन्थाः –

मुहूर्तविज्ञानचन्द्रिका- पञ्चाङ्गप्रकरणम्-प्रथमभागः, मुहूर्तविज्ञानचन्द्रिका- मुहूर्तभागः,वैखानसागमः, T.T.D

2nd Semester , Paper- II

Unit-IV   -   नित्यनैमित्तिककाम्यकर्माणि

Unit-V   -   विवाहान्तपञ्चदशसंस्काराणां सामान्यपरिचयः

Unit-VI   -   ब्रह्मचर्याश्रमधर्माः

Practical Marks- 50

1. अग्निमुखम् , पुराणोक्तनवग्रहपूजाविधिः च

सहायकग्रन्थाः –

धर्मसिन्धुः-द्वितीयपरिच्छेदः,आपस्तम्बगृह्यसूत्रम्- उपोद्घातः, मनुस्मृतिः-द्वितीयाध्यायः 169 श्लोकतः

Sastry2nd Year , 3rd Semester, Marks-50

Paper-III

Unit-I   -   गृहार्चन-देवालयार्चनभेदाः

Unit-II   -   उत्सवाः(ब्रह्मोत्सवः,कल्याणोत्सवःवसन्तोत्सवः)

Unit-III   -   संक्रमणनिर्णयः

Unit-IV   -   नवग्रहप्रकरणम्

Practical Marks- 50

1.वास्तुपूजाविधिः, उपरिनिर्दिष्टविषयाः

सहायकग्रन्थाः-

1.वैखानसागमः, **T.T.D2.**धर्मसिन्धुः- प्रथमपरिच्छेदः**3**. नवग्रहविज्ञानसर्वस्वम्

Sastry2nd Year , 4thSemester,Marks-50

Paper-IV

Unit-V   -प्रतिपदादितिथिनिर्णयः

Unit-VI   -द्वादशभावविचारः

Unit-VII   -गृह-देवालयवास्तुपरिचयः

Practical Marks- 50

   1.विष्णुदेवतापूजाविधिः,रुद्रन्यासः

   2. उपरिनिर्दिष्टविषयाः

सहायकग्रन्थाः-

   1.धर्मसिन्धुः – प्रथमपरिच्छेदः, **2.**गोचारदर्पणम्, **3.**वास्तुविद्या

Sastry3rdYear ,5th Semester,Marks-50

Paper- V

Unit-I   - चौलोपनयनानि,

Unit-II   - आशौचनिर्णयः

Unit-III   - गृहारम्भ-गृहप्रवेश-यात्रा-अक्षराभ्यास-कर्णवेध-देवताप्रतिष्ठानां मुहूर्तनिर्णयः

 Practical Marks- 50

   1. उपरिनिर्दिष्टविषयाः

सहायकग्रन्थाः-

1.आपस्तम्बगृह्यसूत्रम्,2. आशौचनिर्णयः , **T.T.D, 3.** मुहूर्तविज्ञानचन्द्रिका

Paper- VI   6th semester   Marks-50

Unit-IV   - समावर्तनम्-पाणिग्रहणम्

Unit-V   - षष्ट्यब्दपूर्तिः

Practical Marks- 50

   1. उपरिनिर्दिष्टविषयाः

सहायकग्रन्थाः-

1. शान्तिकमलाकरः, 2.आपस्तम्बगृह्यसूत्रम्

Sastry 4th Year , 7th Semester, Marks-50

Paper-VII

Unit-VI   -रुद्र-सुदर्शनयागविधयः

Unit-VII   - चण्डीयागविधिः

Unit-VIII   - पाकयज्ञानां सामान्यपरिचयः

Practical Marks-

1. उपरिनिर्दिष्टविषयाः

सहायकग्रन्थाः-

1. शान्तिकमलाकरः, 2.आपस्तम्बगृह्यसूत्रम्

Paper- . VIII, 7th SemesterMarks-50

Unit-IX& X   -चैत्रादिद्वादशमासविशेषपरिचयः,

Unit-XI   -वेद-वेदाङ्गपरिचयः

Unit-XII   -षण्णवतिश्राद्धानि

Practical Marks-

1. उपरिनिर्दिष्टविषयाः

सहायकग्रन्थाः-

1. धर्मसिन्धुः2.व्रतनिर्णयकल्पवल्ली 3.वैदिकसाहित्येतिहासः

Paper- IX, 8th Semester– 50 marks

Unit-XIII- फलदीपिका- **1-3** अध्यायाः

Unit-XIIV- फलदीपिका- **4-5** अध्यायाः

Paper-X,

Unit-XV-धर्मप्रवृत्तिः - मौनविधिप्रभृति वैश्वदेवविधिपर्यन्तम्

Unit-XVI- धर्मप्रवृत्तिः   ब्रह्मयज्ञविधिप्रभृति शयनविधिपर्यन्तम्

Practicals – Marks-50

1. उपरिनिर्दिष्टविषयाः

सहायकग्रन्थाः- १. फलदीपिका २. धर्मप्रविृत्तिः

Sastry 5thyear, 9th Semester- 50 Marks

Paper-XI

Unit-I **धर्मप्रवृत्तिः**- प्रायश्चित्तप्रकरणम्

Paper- XII

Practicals-50 Marks

   1. उपरिनिर्दिष्टविषयाः

सहायकग्रन्थाः-

     १. **फलदीपिका**   २. **धर्मप्रवित्तिः**

10th Semester -50 Marks

Paper-XIII

Paper-XIIII

Practicals-50 Marks

उपरिनिर्दिष्टविषयाः

सहायकग्रन्थाः-

१. आपस्तम्बपञ्चदशानुक्रमणिका २. शान्तिरत्नाकरः

                  Archakatva&Pourohitya

                 आचार्य–Softcore

               Papers- 5 , 10 , 15 & 20

                           Marks-70

 पञ्चाङ्गपरिचयः- मुहूर्तनिर्णयश्च

Unit- II   -नक्षत्रम्, कर्मभेदेन शुभाशुभनक्षत्रनिर्णयः, नक्षत्रहेतुकवर्ज्यकालनिर्णयः, नक्षत्रदेवतानिर्णयः । योग-करणानि, कर्मभेदेन शुभाशुभयोग-करणनिर्णयः।

Unit- III   - मतान्तरैस्सह पञ्चकरहितनिर्णयः, ताराबलं,चन्द्रबलम्

Unit- IV   -नवग्रहाः,अधिदेवता-प्रत्यधिदेवताः,स्वमित्र-शत्रुनामानि,दृष्टि-केन्द्रकोणनिर्णयः,जपसंख्या-धान्यम्-समिधः-पीठम् इत्यादीनि

Unit- V   - एकविंशतिमहादोषाः, शुभमुहूर्तोपयोगि पञ्चाङ्गनिर्णयः

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NATIONAL SANSKRIT UNIVERSITY

TWO-YEAR SHIKSHA SHASTRI (B.Ed.)

PROGRAMME
2020-21 onwards

(Revised as per NCFTE 2009
&
NCTE Regulations 2014)

NATIONAL SANSKRIT UNIVERSITY
DEPARTMENT OF EDUCATION

A Central University established by an Act of Parliament

(Formerly Rashtriya Sanskrit Vidyapeetha, Deemed to be University)

Accredited NAAC (Cycle- 2) at A Grade

TIRUPATI -517 507 (A.P.)

CONTENTS

35	iii	Observation of School Teacher Activities	
36	iv	Observation of Documents of attached School	
37	v	Observing 10 lessons 5 in each method delivered by regular teachers	

SEMESTER -III

38	i	Sanskrit teaching Methodology	
39	ii	Modern teaching Methodology (T/H/E)	

EPC-3 Understanding the Self

40	i	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)	
41	ii	Reflecting , recording and sharing of critical moments in one's life (individual activity and presentations)	
42	iii	Reflections on critical moments in the lives of peers (small group activity)	
43	iv	Exploring one's strengths, weaknesses, opportunities and Challenges (SWOC analysis)	
44	v	Group activities involving community participation	

Working with community /educational activities

45	i	Participation in School based Activities & Their Report Writing	
46	ii	Peer Group Class room Teaching Observation	
47	iii	School Profile & Maintaining the respective records	
48	iv	Case Study	
49	v	Conducting Spoken Sanskrit Classes	

SEMESTER – IV

50	PE 6.	Physical & Health Education, Yoga & Stress Management	
51	PE 7	Contemporary India & Education	
52	PE 8	Gender, School & Society	
53	PE 9	Environmental Education	
54	CPS 6.	Application of ICTin Education	
55	CPS 7.	ShastraShikshanaVidhayaha (Sahitya /Vyakarana)	
56	CPS 8	Optional Course (any one)	
	i	Guidance & Counselling	
57	ii	Peace Education	
58	iii	Human Rights Education	
59	iv	Value Education & Professional Ethics	

EPC-4 Critical understanding of ICT

60	i	Preparing a document using word / PPT	
61	ii	Create a documentary file	
62	iii	Design a project using e portfolio	
63	iv	Develop an e-content and share it using blog/Wikipedia/word press/YouTube	
64	v	Create a data base for student management system	

Educational activities

65	i	Tutorials	
66	ii	Report on Educational Tour / Project Work	
67	iii	Health, Physical Education Yoga	
68	iv	Cultural Activities/Music	
69	V	Mock Interview	

Shiksha shastri (B.Ed.) Programme

1. Introduction

The Curriculum Frameworks for school education published by the National Council of Educational Research and Training (NCERT) in 1975, 1988, 2000 and 2005 have played an important role in the development of school education in the country, especially with regard to its content and transaction in the classrooms. The latest framework in the series, the National Curriculum Framework 2005 (NCF 2005) articulated the need for connecting knowledge to life outside the school, understanding about construction of knowledge, facilitating learner in knowledge construction, creating a fear free atmosphere, addressing diversity and inclusion, equity and quality. In order to bridge the gap between conceptual knowledge and practice, it is essential to understand child as a critical learner as emphasized in the framework.

Keeping pace with the diversity existing in our society, the teacher has to deal with the heterogeneous classroom. The aspiration level of the students has changed considerably under the overarching influence of technological revolution and globalization. In this context, the teacher needs to understand that learners have to be provided with opportunities to share, discover and participate actively in the learning process. Teacher has to understand the process of learning, create conducive environment for learning and be able to provide varied opportunities for the students to observe, experiment, reflect, and question.

In order to respond to the demands of changing school curricula, the National Council for Teacher Education (NCTE) has brought out Teacher Education Curriculum Frameworks from time to time. The latest curriculum framework, NCFTE-2009 tried to address mismatch of theory and practice in teacher education programmes. It has suggested for incorporating the socio-cultural contexts of education, giving more emphasis on the field experience of student teachers in all courses through practicum, visits to innovative centres of pedagogy and learning, classroom based research, and internship of longer duration. The need for developing competencies for lesson design and maintaining reflective journals has also been emphasized.

The Justice Verma Commission (JVC) appointed by the Government of India submitted its report in 2012 recommended for revamping the system of teacher education in the country, such as introducing integrated teacher education programmes of longer duration and upgrading the status of teacher education by making the entire system as part of higher education. The commission recommended the establishment of inter-university centres of teacher education to ensure continuing professional development of teacher educators, re-orientation of teacher education curriculum to enhance the quality of teacher preparation, strengthen the regulatory and monitoring mechanisms and establishment of performance appraisal system for teacher education institutions, teacher educators and school teachers. Thus, the Commission presented a holistic vision of teacher education in the country from the perspective of quality as well as regulation.

To translate the vision of JVC into reality, the National Council for Teacher Education (NCTE) revisited its regulations, norms and standards for various teacher education programmes and notified new Regulations in December, 2014. As per the Regulations, the duration of the B.Ed. programme has been enhanced from one year to two years. However, the National Sanskrit University (erstwhile Rashtriya Sanskrit Vidyapeetha) is running the 2 year Shiksha shastri (B.Ed.) Programme since 2014. In the 2 year Shiksha shastri (B.Ed.)

programme, the curriculum follows broad based curricular areas such as perspectives in education, curriculum and pedagogic studies, enhancing professional capacities and engagement with the field. All these areas focus towards reducing the gap between theory and practice as engagement with the field is extended throughout the four semesters. In addition, each course has ample scope which link to experiences in the school. The course is an attempt to actualize all the pertinent issues raised in the new regulations.

Perspectives in Education (28 credits)	**Curriculum &Pedagogic Studies (26 credits)**
Engagement with the Field (16+4* credits)	**EnhancingProfessional Capacity (10 Credits)**
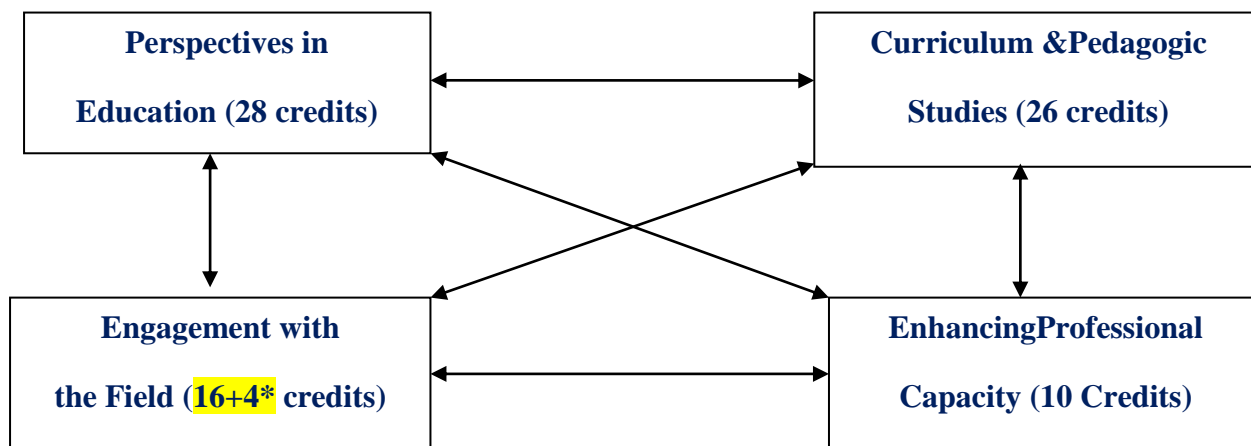
2. Programme Objectives:

The Shiksha Shastri (B.Ed.) programme has been designed with the following objectives

1. Prepare teachers equipped with knowledge and competencies to conduct as professionals to handle the challenges of the present day classroom.
2. Prepare teachers with sound background in perspectives of education along with hands on experience based on field exposure.
3. Develop a rational conceptualization of pedagogical knowledge and to incorporate it into the specific content areas.
4. Develop teachers with a deep and critical awareness of professional ethics and an ability to critically engage in reflective practices.
5. Prepare teachers to understand the educational needs of Special children.

6. Prepare teachers to identify and utilize community resources.

The specific objectives for preparing teachers at the secondary stage are to:

1. enable the prospective teachers to understand the nature, purpose and philosophy of secondary Education.

2. develop among teachers an understanding of the psychology of pupils.

3. enable them to understand the process of socialization.

4. equip them to acquire competencies relevant to level specific curriculum development, its transaction and evaluation.

5. enable them to make pedagogical analysis of the subjects they teach at the secondary level.

6. develop the abilities for guiding the students in areas like Personal, Educational and Vocational.

7. empower the prospective teachers to handle the problems encountered by the students through different counselling techniques.

8. enable them to foster creative thinking among pupils for reconstruction of knowledge.

9. acquaint them with the factors contributing to better classroom practices.

10. enable them to identify and utilize community resources as educational inputs.

11. enable them to identify and develop Teaching resources (TLM).

12. develop communication skills and use of ICT.

3. The Clientele

The Shiksha Shastri (B.Ed.) degree holders will have the opportunity to work as teachers in Elementary, Secondary and Senior Secondary levels of education. In addition, there is a need for teachers to prepare students at different sites such as institutions dealing with alternative schooling and open schooling.

4. Duration & Working Days:

i. Duration

The Shiksha shastri (B.Ed.) programme shall be of a duration of two academic years (with four semesters), which can be completed in a maximum of three years from the date of admission to the programme.

ii. Working Days

a. There shall be at least two hundred working days each year inclusive of the period of examination and exclusive of the period of admission.
b. The institution shall work for a minimum of thirty six hours a week (five or six days) during which physical presence in the institution of all the teachers and student teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.
c. The minimum attendance of student-teachers shall have to be 80% for all course work and practicum, and 90% for school internship.

5. Intake

The Department of Education, National Sanskrit University, Tirupati having two basic units in the Shiksha Shastri (B.Ed.) programme with 100 seats and on and above 10% i.e. 10 seats will be filled up by the Economically Weaker Section (EWS) candidates. There shall not be more than twenty five students per teacher for a school subject for methodology courses and other practical activities of the programme to facilitate participatory teaching and learning.

6. Medium of Instruction and examination

The medium of instruction and examination is Sanskrit except pedagogy of respective modern languages.

7. Eligibility

Candidates seeking admission into Shiksha shastri (B.Ed.) programme must have:

A. Traditional Stream

a. Shastri (Sanskrit)/B.A.(L)/B.A.(OL)/Vidwanmadhyama/Siromani(Integrated course)/B.A. /B.Sc. with Sanskrit as a main subject having 1000 or more marks in three years degree programme.

b. Acharya/Vidwaduttama or any Equivalent Traditional Degree from any University or Recognized examining body.

   1. 10+2+3 Scheme

   2. Sastri

   3. Acharya

   4. Any equivalent traditional Degree from any recognized university (or) recognized examining body

B. Modern Stream

a. B.A. (Sanskrit) - Sanskrit as main subject in all three years degree course/B.A.(Honours) with Sanskrit

b. M.A.(Sanskrit) - From any recognized Indian University

   1. 10+2+3 Scheme

   2. B.A. (with Sanskrit as one of the main subjects in all three year degree course)

   3. M.A. (Sanskrit)

8. Reservation of Seats

Reservation of Seats will be as per norms of government of India inforce. Besides this, an internal quota of 20% will be allowed to the students who have studied in National Sanskrit University (Erstwhile Rashtriya Sanskrit Vidyapeetha), Tirupati.

9. Admission Procedure:

Admissions shall be made on the basis of merit. Merit list for admission into Shiksha shastri (B.Ed.) programme will be made on the basis of:

1. the percentage of Marks obtained in the qualifying examination and in the entrance examination.

OR

2. the percentage of Marks obtained in the entrance examination.

OR

3. any other selection procedure as per the policy of the University.

10. Educational stream-wise reserved seats in Shiksha Shastri (B.Ed.) programme in National Sanskrit University, Tirupati.

1. Out of all the available seats in Shiksha Shastri (B.Ed.) programme, seventy percent (70%) seats will be filled by candidates belonging to traditional stream (Shastri/Acharya/B.A or B.Sc with Sanskrit as a main subject and having 1000 or more marks in three years degree course OR equivalent traditional degrees) and the remaining

thirty percent (30%) by candidates belonging to modern Stream B.A. (With Sanskrit in all three years)/ M.A. (Sanskrit) or equivalent degree.

2. A Candidate passing/appearing Acharya second year/Equivalent traditional programme/ M.A.(Skt.) after Shastri/B.A. (with Sanskrit as main subject in all three years) will be considered in both traditional and modern stream.

3. Twenty (20%) percent of seats shall be reserved for the students passing qualifying examination from the National Sanskrit University, Tirupati.

11. Fees:

1. **Tution Fee**: A student will have to pay fee at the time of admission as per the rules of the National Sanskrit University, Tirupati.

2. **Other expenditures:** Educational Tour and Miscellaneous expenditure related to training activities have to be borne by the student.

Sl. No	Fee details
1	Rs. 5000/- (First Year)
2	Rs. 5000/- (Second Year)

12. Attendance

1. The minimum attendance of student teachers shall have to be 80% for all course work and practicum, and 90% for school internship out of 200 working days each year.(i.e, 80% in Semester I,II& IV and 90% in semester-III)

2. The students who do not have adequate attendance will not be considered for the award of any scholarship or any kind of financial aid by the National Sanskrit University, Tirupati or any other government or quasi government agency.

3. Students who do not have adequate attendance will not be permitted to appear for examination at any cost.

4. Attendance shall be reckoned from the date of commencement of instruction as per the almanac prescribed by the Department of Education, National Sanskrit University, Tirupati.

5. All the internal activities which carry marks are compulsory.

6. No condonation by any authority at any level is permissible.

13. Course Details / Curriculum

As represented in Section -1, **Introduction:** The course comprises of four components i.e. (i) Perspectives in Education (ii) Curriculum and Pedagogic Studies (iii) Engagement with the Field/Practicum and (iv).Enhancing Professional Capacities.
(i) Perspectives in Education

Perspectives in Education includes courses on basics in education, child development and adolescence, learning and teaching, assessment for learning, knowledge and curriculum, schooling and socialization, vision for Indian education, educational planning and management and inclusive education.

(ii) Curriculum and Pedagogic Studies

These courses intend to facilitate student teachers to recognize the nature of knowledge in various subject areas **Pedagogy of Sanskrit, Pedagogy of Telugu\ Hindi\ English, Assessment for learning, Application of ICT in Education, ShastraShikshana Vidhayaha, (Sahitya /Vyakarana), Optional Course (any one) Guidance & Counseling, Education for Peace, Human Rights Education, Value Education & Professional Ethics** and pursue to keep themselves abreast with advancements in their areas of specialization. Each student teacher will take up two subject areas as per their choice. In view of the requirement of hands on experiences, each of the courses is designed as Part I and II — to be spread over in two semesters. Part I will help in developing understanding of competence to render disciplinary knowledge into forms relevant to stage specific objectives and their pedagogic requirements. Part II will provide a comprehensive understanding of the teaching learning situations gained through intensive study of conceptual explanations, observation and analysis of real life classroom situations, simulations as well as hands on experiences.

(iii) Engagement with the Field/Practicum

The Shiksha shastri (B.Ed.) Programme shall provide sustained engagement with the self, the child, the community and the school, at different levels and through establishing close connections between different curricular areas. These curricular areas would serve as an important link between the perspective and curriculum and pedagogic studies and enhancing professional capacities in the form of tasks and assignments and internship.

School Internship would be a part of this broad curricular area and shall be designed to lead to develop a broad repertoire of perspectives, professional capacities, teacher sensibilities and skills. The curriculum of Shiksha shastri (B.Ed.). Shall provide for sustained engagement with learners and the school. Student-teachers shall be equipped to cater to diverse needs of learners in schools. These activities shall be organized for 2 weeks in the first semester, 2 weeks in the second semester and 16 Weeks in the third semester.

Thus, engagement with the field in schools will be for the duration of 20 weeks for a two-year programme. After the completion of each field exposure including internship, the student teachers will consolidate and reflect on their experiences and share the same with their peers and teachers.

(iv) Enhancing Professional Capacities

Running across the four semesters specialized courses on learning to function as teachers, ICT and its application, health and yoga, understanding self, arts in education, library resources and reading and reflecting on texts are offered to enhance the professional capacities of the student teachers. All these courses are internally assessed. These courses act as curricular resources, developing personal and professional self and provide inputs on arts aesthetics and yoga. These courses are focused on developing reflection, issues of identity (both personal and professional), interpersonal relations all in the context of school. The field related experience guides the student teachers to view schools as sites for social change, it develops sensitivity to the fellow citizens though listening and empathizing.

The course structure and semester wise distribution of courses along with time required for their transaction and the total marks, internal assessment marks and external marks and credits assigned to each course are given below.

Detailed Syllabus:

The curriculum of the two-year Shiksha shastri (B. Ed.) will comprise of the following components

Major components	Areas Covered	Description	Credit Allocation	Total Credits
Courses	Perspectives in Education (PE)	PE 1 Philosophical & Sociological Perspectives of Education	04	**28**
		PE 2 Childhood and Growing up	04	
		PE 3 Creating an Inclusive school	02	
		PE 4 Technology of Teaching & Learning	04	
		PE 5 Educational Management	04	
		PE 6 Physical & Health Education, Yoga & Stress Management	04	
		PE 7 Contemporary India & Education	02	
		PE 8 Gender, School & Society	02	
		PE 9 Environmental Education	02	
	Curriculum and Pedagogic study (CPS) Part - I & II	CPS 1. Pedagogy of Sanskrit - I	04	**26**
		CPS 2. Pedagogy of (T/H/E) – I	04	
		CPS 3. Assessment for learning	04	
		CPS 4. Pedagogy of Sanskrit - II	04	
		CPS 5. Pedagogy of (T/H/E) - II	04	
		CPS 6. Application of ICT in Education	02	
		CPS 7. ShastraShikshana Vidhayaha (Sahitya /Vyakarana)	02	
		CPS 8. Optional Course (any one) 1. Guidance & Counselling 2. Education for Peace 3. Human Rights Education 4. Value Education & Professional Ethics	02	
Engagement with the field	Enhancing professional capacities (EPC) and	EPC- 1 Reading & Reflecting on Text (RRT)	01	**05**
		EPC- 2 Drama, Art in Education & Skill Development	01	
		EPC- 3 Understanding the Self	02	
		EPC- 4 Critical understanding of ICT	01	
	Engagement with the field	1. School Exposure – 2 Weeks*	02*	**16+ 4***
		2. School internship program (16 weeks)	16	
		3. Working with Community*	02*	
		1. Lab activities	01	**05**
		2. School attachment & community living	01	
		3. Working with community /Educational activities	02	
		4. Educational activities	01	
		Total	**80 + 4***	**80 + 4***

Non numerical credits

Two year Shiksha shastri (B. Ed.)
Semester wise paper and distribution of marks

Semester-I	Cr	IA	EA	Semester-II	Cr	IA	EA	Semester-III	Cr	IA	EA	Semester-IV	Cr	IA	EA
PE1. Philosophical & Sociological Perspectives of Education	4	25	75	PE 4. Technology of Teaching & Learning	2	10	40	School internship program (16 weeks) 1. Sanskrit teaching Methodology (200 Marks)	8	100	100	PE 6. Physical & Health Education, Yoga & Stress Management	4	25	75
PE 2. Childhood and Growing up	4	25	75	PE 5. Educational Management	4	25	75	2. Modern teaching Methodology (T/H/E) (200 Marks)	8	100	100	PE 7. Contemporary India & Education	4	25	75
PE 3 - Creating an Inclusive School	2	10	40	CPS 3. Assessment for learning	4	25	75	EPC-3 Understanding the Self	2	50		PE 8. Gender, School & Society	2	10	40
CPS1 . Pedagogy of Sanskrit	4	25	75	CPS 4. Pedagogy of Sanskrit	4	25	75	Working with community / Educational activities	2	50		PE 9 - Environmental Education	2	10	40
CPS 2. Pedagogy of (T/H/E)	4	25	75	CPS 5. Pedagogy of (T/H/E)	4	25	75					CPS 6. Application of ICT in Education	2	10	40
EPC-1 Reading & Reflecting on Text (RRT)	1	25		EPC –2 Drama, Art in Education & Skill Development	1	25						CPS 7. Shastra Shikshana Vidhayaha	2	10	40
Lab activities	1	25		School Attachment & Community Living 2 Weeks*	1	25						CPS 8. Optional Course (any one)	2	10	40
School Exposure – 2 Weeks*												EPC-4 Critical understanding of ICT	1	25	
												Educational activities	1	25	
Credits / Marks	20	160	340		20	160	340		20	300	200		20	150	350
Total		500				500				500				500	

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	PE1. Philosophical & Sociological Perspectives of Education	05	100	25	75	04
2	PE 2. Childhood and Growing up	05	100	25	75	04
3	PE 3 - Creating an Inclusive School	02	50	10	40	02
4	CPS 1 . Pedagogy of Sanskrit	05	100	25	75	04
5	CPS 2. Pedagogy of (T/H/E)	05	100	25	75	04
6	EPC-1 Reading & Reflecting on Text (RRT) (25 Marks)	02	25			01
	i. शिक्षानीतिसम्बद्धाभिलेखाः / शौक्षिकपत्रिकाः /वार्तापत्राणां सम्पादकीयानि			05		
	ii. संस्कृतसम्भाषणशिबिरम्			05		
	iii. शब्दनिर्वचनम् (अमरकोषः)			05		
	iv. दीक्षापुस्तकानि/सम्भाषणसंदेशः/चन्दमामा (संस्कृतम्) रचनानुवादकौमुदी / शुद्धिकौमुदी / अनुवादचन्द्रिका इत्येते क्षिप्रपठनग्रन्थाः			05		
	v. पञ्चतन्त्र-हितोपदेशकथाः			05		
7	LAB ACTIVITIES (25 Marks)	02	25			01
	1. Educational Psychology Lab			10		
	2. Educational activities					
	i. Campus Cleaning, Sports & Games			05		
	ii. Music			05		
	iii. First Aid			05		
8	School Exposure – 2 Weeks (15 Marks)					
	Total	26	500	160	340	20

Semester II: (18 Weeks=16 Weeks for Teaching + 2 Weeks School Attachment Programme)

Course	Name of the Course	Hours Per Week	Total Marks	Total Marks		Credits
				IA	EA	
6	PE 4. Technology of Teaching & Learning	02	50	10	40	02
7	PE 5. Educational Management	05	100	25	75	04
8	CPS 3. Assessment for learning	05	100	25	75	04
9	CPS 4. Pedagogy of Sanskrit	05	100	25	75	04
10	CPS 5. Pedagogy of (T/H/E)	05	100	25	75	04
	EPC –2 Drama, Art in Education & Skill Development	02	25			01
	i. सांस्कृतिकगतिविधयः / वीथीनाटकम्			05		
	ii. कला शिल्पं च			05		
	iii. सूक्ष्मशिक्षणम्			05		
	iv. पाठयोजना निर्माणम् (संस्कृतम् 3, T/H/E - 3)			05		
	v. Technology Lab			05		
	School Attachment & Community Living (2 WEEKS)	02	25			01
	i. School observation			04		
	ii. Class Room Observation			04		
	iii. Observation of School Teacher Activities			04		
	iv. Observation of Documents of attached School			04		
	v. Observing 10 lessons 5 in each method delivered by regular teachers			04		
	vi. Community living			05		
		26	500	160	340	20

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	
	Sanskrit Teaching Methodology (200 Marks)				
	1. **Teaching 20 Lessons (20 x 1.5)**	30	30		
	2. **Criticism Lessons 04 (4 x 10)**	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	
	Modern Teaching Methodology (T/H/E) (200 Marks)				
	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	
	EPC-3 Understanding the Self (50 Marks)	**50**			**02**
	1. 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		
	2. Reflecting , recording and sharing of critical moments in one's life (individual activity and presentations)		10		
	3. Reflections on critical moments in the lives of peers (small group activity)		05		
	4. Exploring one's strengths, weaknesses, opportunities and Challenges (SWOC analysis)		10		
	5. Group activities involving community participation		20		
	WORKING WITH COMMUNITY \ EDUCATIONAL ACTIVITIES (50 Marks)	**50**			**02**
	1. Participation in School based Activities & Their Report Writing		10		
	2. Peer Group Class room Teaching Observation		10		
	3. School Profile & Maintaining the respective records		10		
	4. Case Study		10		
	5. Conducting Spoken Sanskrit Classes		10		
	Total	**500**	**300**	**200**	**20**

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Semester IV: (18 Weeks)

Course	Name of the Course	Hours Per Week	Total Marks	Total Marks IA	Total Marks EA	Credits
11	PE 6. Physical & Health Education, Yoga & Stress Management	05	100	25	75	04
12	PE 7. Contemporary India & Education	05	100	25	75	04
13	PE 8 Gender, School & Society	03	50	10	40	02
14	PE 9. Environmental Education	03	50	10	40	02
15	CPS 6. Application of ICT in Education	03	50	10	40	02
16	CPS 7. Shastra Shikshana Vidhayaha (Sahitya /Vyakarana)	03	50	10	40	02
17	CPS 8. **Underline** Optional Course (any one) 1. Guidance & Counselling 2. Peace Education 3. Human Rights Education 4. Value Education & Professional Ethics	03	50	10	40	02
	EPC-4 Critical understanding of ICT (100 Marks)	02	25			01
	i. Preparing a document using word / PPT			05		
	ii. Create a documentary file			05		
	iii. Design a project using e portfolio			05		
	iv. Develop an e-content and share it using blog/Wikipedia/word press/YouTube			05		
	v. Create a data base for student management system			05		
	EDUCATIONAL ACTIVITIES (25 Marks)	02	25			01
	i. Tutorials			05		
	ii. Report on Educational Tour / Project Work			05		
	iii. Health, Physical Education Yoga			05		
	iv. Cultural Activities/Music			05		
	v. Mock Interview			05		
	Total	29	500	150	350	20

Non numerical credit, **One credit = 25 marks, 16 hours theory and 32 hours practicum**
PE=Perspectives in Education, CPS=Curriculum and Pedagogy Studies, EPC=Enhancing Professional Capacity

14. Engagement with the field / practicum

The Shiksha shastri (B.Ed.) programme shall provide for sustained engagement with the Self, the Child, Community and School, at different levels and through establishing close connections between different curricular areas.

This curricular area would serve as an important link between the above two broad curricular areas through its three components:

a. Tasks and Assignments that run through all the courses.

b. School Internship.

c. Course on Enhancing Professional Capacities.

15. School Internship

School internship would be a part of the broad curricular area of `**Engagement with the Field**` and is designed to lead to development of a broad repertoire of perspectives, professional capacities, teacher sensibilities and skills.

The curriculum of Shiksha shastri (B.Ed.) shall provide for sustained engagement with learners and the school (including engaging in continuous and comprehensive assessment for learning), thereby creating a synergy with school in the neighbourhood throughout the year. Student teachers shall be equipped to cater to diverse needs of learners in schools. These activities shall be organized for 4 weeks in the first year of the programme.

Students are to be actively engaged in teaching for 16 weeks in the Second year (Third semester) of the programme. They shall be engaged at two levels, namely, upper primary (classes VI - VII) and secondary (IX – X), or senior secondary, with at least 16 weeks in secondary/ senior secondary classes. They should be provided opportunities to teach in schools with systematic supervisory support and feedback from faculty.

Internship in schools will be for a minimum duration of 20 weeks for a two- year programme (4 weeks in the first year, and 16 weeks in the second year as noted above). This should also include, beside practice teaching, an initial phase of one week for observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and faculty observations of practice lessons.

i. School Internship (500 Marks)   (Semester-III)

Language – I (Sanskrit)	- 200 Marks
Language –II (English/Hindi/Telugu)	- 200 Marks
EPC-Understanding the Self	- 50 Marks
Educational activities	- 50 Marks

ii. Teaching practice preparation

Student teacher will have to study two methodologies.

1. Sanskrit (compulsory) and

2. Any one modern Indian language among Telugu, Hindi, and English.

Before going for practice teaching he/she should write 3 lessons plans in each methodology (one prose, one poetry and one grammar lesson plan) and submit the same to concerned methodology teacher.

iii. Evaluation of teaching Practice

a. Internal Evaluation will be for 200 marks in language-I (Sanskrit) and II (Modern Languages).

b. External Evaluation will also be for 200 marks in language-I (Sanskrit) and II (Modern Languages).

Note: Average of the above two will be taken as final marks for Language- I (Sanskrit) and II (Modern Languages). The external evaluation will be done by concerned methodology teacher, HoD and external subject expert.

iv. Continuous Evaluation of Teaching Lessons and criticism lessons

a. Twenty Teaching Lessons and Four criticism lessons in each language methodology distributed in 16 weeks and will be evaluated by internal teachers only. Each Teaching Lesson will be evaluated for 1.5 mark (20 x1.5=30) and Each Criticism lesson will be evaluated for 10 marks (4x10=40)

b. Preparation of Teaching Learning Material (Minimum TLM 20) (20 x1=20) marks for each language methodology.

c. Conducting of Scholastic Achievement Tests in Sanskrit and Modern language (10 marks each Methodology) each test contain ten marks i.e. 1x10=10 marks.

16. Scheme of Examinations:

Every student appearing for examination shall have to submit his/her application in a prescribed form to the Controller of examinations through the proper channel in such date preceding to the date of examination as may be fixed in the University along with the required fees and documents.

a. A candidate shall have to appear for all the papers of the Semester and have to secure the prescribed eligibility marks 45% i.e. 34 marks in each paper out of 75 marks and 18 marks in each paper 40 Marks. 50% in aggregate to pass the Semester. 50% of marks in all activities concerned with internship and practicum is compulsory.

b. i. Duration of examination for theory paper of 75 marks shall be for 3 hours.

ii. Duration of examination for theory paper of 40 marks shall be for 1 hour 30 minutes.

c. i. Continuous assessment will be for 25 marks as mentioned below for the respective courses in each semester and consolidated marks statement shall be submitted to the Controller of examinations.

Item	Marks
Assessment of Activities	05
Written test	10
Assignments	05
Oral Test	05

Total	**25**
	--------------

ii. Continuous assessment will be for 10 marks as mentioned below for the respective courses in each semester and consolidated marks statement shall be submitted to the Controller of examinations.

Item	Marks
Written test / Assignments	05
Assessment of Activities / Oral Test	05

Total	**10**
	--------------

d. Department may decide to give test /assignment etc. to candidates who are absent for the internal examinations, provided, the Department is convinced   that the absence of the candidate is on valid grounds. However, the Department may allow the candidate to avail this provision within the duration   of the semester concerned.

e. The statement of internal assessment shall be sent to the Controller of Examinations at least a week in advance, prior to the commencement of that particular semester examination.

(f) A candidate may be allowed to complete the B.Ed programme within three years from the date of his/her admission.

17. Conduct of Examination

1. The written examinations in theory papers shall be held ordinarily at the end of each semester.
2. A period of one week for preparation would be allowed to the candidates before the examination.

18. Assessment

For each theory course, at least 25% weightage shall be assigned for continuous assessment and 75% for external examination conducted by the examining body.

The weightage for the continuous and external assessment for theory and practicum courses shall be as prescribed by the Board of studies.

The bases of continuous assessment will be as specified under section **16. Scheme of Examinations.**

One-fourth of the total marks/ credits/weightage shall be assigned to practicum, internship.

19. Question Paper Pattern:

i. For 75 Marks Papers   **Duration: 3 hours**

                                                             Qu. x Mrs

Part – A   Objective Type Questions (MCQ)   10 x 1 = 10

Part – B   Very Short Answer Questions   5 x 3 = 15
           (Five Questions to be answered out of Eight)

Part – C   Paragraph type Questions   4 x 5 = 20
           (Four Questions to be answered out of Six)

Part – D Essay Type Questions   2 x 15 = 30
           (Answer Two Questions with internal choice)

                              Total Marks   **75**
                                                    ----

ii. Question Paper Pattern For 40 Marks Papers:

For 40 Marks Papers   **Duration: 1 1/2 hours**

                                                             Qu. x Mrs

Part – A   Objective Type Questions (MCQ)   5 x 1 = 05

Part – B   Very Short Answer Questions   4 x 3 = 12
           (Four Questions to be answered out of Six)

Part – C   Paragraph type Questions   3 x 5 = 15
           (Three Questions to be answered out of Five)

Part – D Essay Type Questions   1 x 8 = 8
           (One Question with internal choice)

                              Total Marks   **40**
                                                    ----

20. Results:

Successful candidates in the Shiksha shastri(B.Ed.) programme shall be classified as under:

1. Distinction   : 75% and above
2. First Division   : 60% - 74.9%
3. Second Division : 55% - 59.9%
4. Passed Division : 50% - 54.9%

SEMESTER – I

सत्रम् – I

Shiskha Shastri (B.Ed) I Year

Semester - 1

Course	Name of the Course/Paper	Hours Per Week	Total Marks	Total Marks		Credits
				IA	EA	
1	PE1. Philosophical & Sociological Perspectives of Education	05	100	25	75	04
2	PE 2. Childhood and Growing up	05	100	25	75	04
3	PE 3 - Creating an Inclusive School	02	50	10	40	02
4	CPS 1 . Pedagogy of Sanskrit	05	100	25	75	04
5	CPS 2. Pedagogy of (T/H/E)	05	100	25	75	04
6	EPC-1 Reading & Reflecting on Text (RRT) (25 Marks)	02	25			01
	vi. शिक्षानीतिसम्बद्धाभिलेखाः / शैक्षिकपत्रिकाः /वार्तापत्राणां सम्पादकीयानि			05		
	vii. संस्कृतसम्भाषणशिबिरम्			05		
	viii. शब्दनिर्वचनम् (अमरकोषः)			05		
	ix. दीक्षापुस्तकानि/सम्भाषणसंदेशः/चन्दमामा (संस्कृतम्) रचनानुवादकौमुदी / शुद्धिकौमुदी / अनुवादचन्द्रिका इत्येते क्षिप्रपठनग्रन्थाः			05		
	x. पञ्चतन्त्र-हितोपदेशकथाः			05		
7	LAB ACTIVITIES (25 Marks)	02	25			01
	3. Educational Psychology Lab			10		
	4. Educational activities					
	iv. Campus Cleaning, Sports & Games			05		
	v. Music			05		
	vi. First Aid			05		
8	School Exposure – 2 Weeks (15 Marks)					
	Total	26	500	160	340	20

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*

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.*

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.*

REFERENCES

1. वेङ्कटराघवाचार्यः - शिक्षामनोविज्ञानम्, राष्ट्रियसंस्कृतविद्यापीठम्, तिरुपतिः।
2. अग्निहोत्रि पि.डि - अर्वाचीनं मनोविज्ञानम्, सम्पूर्णानन्दसंस्कृतविश्वविद्यालयः, वारणसी।
3. Aggarwal, J.C. (1995) : Essential Educational Psychology, Vikas Publishing House Pvt. Ltd., New Delhi.
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9. 7. Mangal, S.K. (2000) : Advanced Educational Psychology, Prentice Hall of India Pvt. Ltd., New Delhi.
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12. Mangal, S.K.(2002). Advanced Educational Psychology, Printice- Hall. Of India , Pvt.Ltd., New Delhi.

13. Dandapani (2002). *Advanced Educational Psychology*, Second Edition. New Delhi: Anmol Publication Pvt. Ltd.
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15. Gauvian, M. and M. Cole (eds). Readings on the development of children. New York: W. H. Freeman
16. Piaget, J. (1926). *Psychology of Intelligence.* New York: Basic Books

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COURSE – 3

PE 3: Creating an Inclusive school

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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 conductive teaching learning environment in inclusive schools,*

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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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. **विविधस्तरेषु पाठ्यक्रमे 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 प्रति   4. पूर्णात् अंशं प्रति

5. विशेषणात् विशेष्यं प्रति,   6. नियमात् तर्कं प्रति   7. 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

उपागमाः	1.सम्प्रेषणात्मकोपागमः	2. संरचनात्मकोपागमः।

विधयः	1. पाठशालाविधिः	2. मौखिकविधिः	3. व्याख्याविधिः
	4. आगमन-निगमनविधिः	5. भण्डार्कर् विधिः	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. ''साम्प्रतिककाले संस्कृतभाषायाः आवश्यकता'' इत्यस्मिन् विषये सुभाषितानां लौकिकन्यायानां च सङ्ग्रहः ।

2. प्रत्येकं शिक्षणसिद्धान्तस्य शिक्षणसूत्रस्य च उदाहरणरूपेण कतिचन कथानां श्लोकानां वा सङ्ग्रहः ।

3. भाषाप्रयोगशालायाः उपयोगः श्रवण-भाषण-पठन-लेखनकौशलानां प्राप्तिः ।

4. विविध-संस्कृतप्रदर्शनीनाम् आयोजनम् । यथा - गृहवस्तूनाम्, शालासामग्रीणाम्, फलादीनाम् ।

5. पाठ्यसहगामिक्रियाः (भाषाक्रीडाः, चर्चा, कवीनां कृतीनां च सङ्ग्रहः, गणशः लघुनाटकानां प्रदर्शनम्, वर्तनीलेखनम्, वार्तानां लेखनक्रमः, दिनपत्रिकासु लेखनक्रमः, निबन्धलेखनम्, पदबन्धानां निर्माणम्, अभ्यासप्रकाराः....)

<div align="center">सन्दर्भग्रन्थाः</div>

संस्कृतभाषायाम् –

1. के. नलचक्रवर्ती : संस्कृताध्यापनम्, वेङ्कटाम्बा पब्लिकेशन, तिरुपतिः ।
2. सिहेच्. एल् एन्. शर्मा,फतेह सिंह : संस्कृतशिक्षणं नवीनप्रविधयश्च, आदित्यप्रकाशनम्, जयपुर ।
3. डा. वि. मुरलीधरशर्मा : संस्कृतशिक्षणसमस्याः, राष्ट्रियसंस्कृतविद्यापीठम्, तिरुपतिः ।
4. सन्तोष मित्तल : संस्कृतशिक्षणम्, नवचेतना प्रकाशन, जयपुर ।
5. के साम्बशिवमूर्ति : संस्कृतशिक्षणम्, दीपशिखा प्रकाशन, जयपुर ।
6. उदयशङ्कर झा : संस्कृतशिक्षणम् (शास्त्रशिक्षणसहितम्), चौखम्बा सुरभारती प्रकाशन, वाराणसी ।
7. विश्वासः : कौशलबोधिनी, संस्कृत भारती, दिल्ली।
8. रामशकल पाण्डेय : संस्कृतशिक्षण, विनोद पुस्तक भण्डार, आगरा ।
9. रघुनाथ सफाया : संस्कृत शिक्षण, हरियाणा ग्रन्थ अकादमी, 1997 ।
10. इन्दिराचरण पाण्डेय : संस्कृत शिक्षण समीक्षण, सम्पूर्णानन्दसंस्कृतविश्वविद्यालय, वाराणसी।

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COURSE – 5 (i)

CPS 2: తెలుగు బోధనా పద్ధతులు

Internal Assessment : 25

Final Examination   : 75

లక్ష్యాలు:

1) భాషా స్వరూపము - స్వభావము – నిబంధనలు మరియు పరామర్శలు గురించి తెలుసుకుంటారు.

2) భాషాభ్యసన – ఆధునిక బోధన పద్ధతులు – విమర్శనాత్మక విశ్లేషణము – ప్రాచీనుల ఆధునికుల అభిప్రాయాలను గూర్చి తెలుసుకుంటారు.

3) భాషా బోధన - అభ్యాసన పై భారతీయ - పాశ్చాత్య దృక్పథాలను తులనాత్మకానుగుణంగా పరిశీలిస్తారు.

4) భాషా పరికల్పన – అభ్యసనం – బోధన మరియు భాషోపాధ్యాయుని యోగ్యత, కర్తవ్యాలు గూర్చి తెలుసుకుంటారు.

5) భాషానైపుణ్యాలు, వాటి అభివృద్ధి చర్యలు మరియు వాటి అంతర్గత సంబంధాలను తెలుసుకొందురు.

Course Content

UNIT- I. భాషా స్వరూపము - స్వభావము – నిబంధనలు మరియు పరామర్శలు

i.   భాష – నిర్వచనాలు – ఉత్పత్తి – ప్రయోజనాలు

ii.   తెలుగుభాష- గ్రాంథిక భాష – వ్యావహారిక భాష – మాండలిక భాష – ప్రామాణిక భాష – ఆధునిక భాష – ప్రత్యయాలు (భావనలు)

iii. మాతృభాష – నిర్వచనాలు – ప్రయోజనాలు

iv.   జాతీయభాష – అంతర్జాతీయభాష – ప్రాంతీయభాష

v.   భాషా సమస్య, త్రిభాషా సూత్రం

vi.   పాఠశాలలో మాతృభాషాస్థానం

vii. భాష మరియు సమాజం - సమాజంలోని వివిధ వర్గాల భాష- లింగ వివక్ష - అస్తిత్వం –సాధికారత మరియు సామాజిక విధులు.

UNIT-II. భాషావిద్య- రాజ్యాంగం అధికరణాలు - నిబధనలు, పరామర్శలు

i.   భారత రాజ్యాంగం - అధికరణాలు 343 - 351, 350 (A)

ii.   ముదలియార్ కమీషన్ (1952), కొఠారి విద్యా కమీషన్ (1964-66)

iii. జాతీయ విద్యావిధానం (1986) కార్యచరణ పథకం (1992)

iv.   జాతీయ విద్యా ప్రణాళిక చట్రం (2005) పరామర్శలు

v.   ఇతర కమిటీలు - కమీషన్ల పరామర్శలు

UNIT-III. భాషా కౌశలాల సంపాదన:

1. శ్రవణము –

i.   వివిధ దశలలో శ్రవణశక్తి అభివృద్ధిచర్యలు

ii.   ప్రయోజనములు

iii. శ్రవణశక్తి లోపాలు – నివారణ చర్యలు

2. భాషణము – వివిధ దశలలో భాషణాభివృద్ధిచర్యలు- ప్రయోజనాలు

వాగింద్రియనిర్మాణం –

    i.   ధ్వన్యుత్పత్తి స్థానాలు

    ii.   వర్ణమాల వర్గీకరణ

    iii.   వాగ్దోషాలు - నివారణోపాయాలు

3. పఠనము –

    i.   పఠన ప్రక్రియ, స్వరూపము`- పఠన భేదములు-పఠన ప్రయోజనములు

    ii. **పఠనము-రకాలు** – ప్రకాశపఠనం-మౌసపఠనం –విస్తారపఠనం-క్షుణ్ణపఠనం-గణపఠనం- వ్యక్తిగత పఠనం.

    iii. పఠన బోధనా పద్ధతులు-పఠన దోషములు-నివారణోపాయములు

    iv.వివిధ దశలలో పఠన కౌశలాభివృద్ధి చర్యలు-ప్రయోజనములు.

4. లేఖనం –

    i.   లేఖనప్రక్రియ, స్వరూపము

    ii.   లేఖనభేదములు

    iii.   లేఖనబోధన పద్ధతులు

    iv.   వివిధ దశలలో లేఖనాభివృద్ధి చర్యలు

    v.   లేఖన దోషములు-నివారణోపాయములు

    vi.   లేఖన ప్రయోజనములు

    5. భాషా కౌశలముల పారస్పరిక సంబంధములు

UNIT- IV. భాషాభ్యసనం – ఆధునిక బోధన పద్ధతులు- విమర్శనాత్మక విశ్లేషణము-ప్రాచీనుల- ఆధునికుల అభిప్రాయాలు.

    1)   భాషా సంపాదన - తాత్త్విక, మనోవైజ్ఞానిక, సామాజిక దృక్పథాలు

    2)   భాష - ఆలోచన - జ్ఞాన నిర్మాణం - అభివ్యక్తి-సృజనాత్మకత

    3)   భాషాభ్యసనం - అనుమానోపపత్తి, నిగమోపపత్తి – ఉపాగమాలు- జ్ఞాన నిర్మాణవాద ఉపాగమాలు

    4)   భాషా బోధన - అభ్యసనాలు భారతీయుల దృక్పథాలు. - పాణిని, పతంజలి, కాత్యాయనుడు,

    5)   భాషా బోధన - అభ్యసనాలు పాశ్చాత్యుల దృక్పథాలు. జాన్ డ్యూయీ బ్రూనర్, పియాజీ, వైగాటస్కీ, చోమ్ స్కీ.

UNIT-V. భాషా పరికల్పన - అభ్యసనం - బోధన మరియు భాషోపాధ్యాయుని యోగ్యత, కర్తవ్యాలు

    1)   ఒక నియమ బద్ధ వ్యవస్థగా భాష-భాషా ప్రవర్తన - భాషాస్పృహా-భాషా వైఖరి-భాషా విషయ వైవిధ్యత.

    2)   భాషేతర పుస్తకాల్లో తెలుగుభాష - పరిభాషా కల్పన

    3)   భాషోపాధ్యాయుని యోగ్యత కర్తవ్యాలు: సాధారణ -విశిష్ట లక్షణాలు - పూర్వ సన్నద్ధత బోధనానంతర సమీక్ష - భాషోపాధ్యాయుల తరగతి గది ప్రవర్తన-తరగతిలో భాషోపయోగం .

బోధనా సంబంధ కృత్యాలు:

1) *పరిసరాల్లోని ఐదు పాఠశాలల సందర్శన తెలుగు బోధన తీరు తెన్నులు .*

2) *తెలుగు బోధనకు పాఠశాలల్లో లభ్యమగు వనరులపై నివేదిక తయారు చేయుట.*

3) *6 నుండి 10 తరగతుల పాఠ్యాంశాలనుండి ఏదైనా ఒక తరగతి వాచకంలోని వ్యాకరణాంశాలని పట్టికగా కూర్చుట.*

4) *పిల్లల సంభాషణల్లోని మాండలిక భాషా రూపాల గుర్తింపు పట్టికను తయారు చేయుట.*

5) *టి.వి./ఎఫ్. ఎమ్. రేడియో ఛానల్స్ లోని తెలుగు వక్తలు మాట్లాడే భాషమీద నివేదికను తయారు చేయుట.*

6) *ఏదైనా ఒక పాఠ్యాంశమునకు జ్ఞాన నిర్మాణవాదానుసరణకు తగిన కృత్యాలు రూపొందించుట.*

పరామర్శ గ్రంథాలు

1. విద్వాన్ దూసి రామమూర్తి శాస్త్రి(1967) : బాలవ్యాకరణము వావిళ్ల రామస్వామి శాస్త్రులు అండ్ సన్స్.

2. వెలుదండ నిత్యానందరావు(1994) :   తెలుగు సాహిత్యంలో పేరడీ, పద్మావతి ఆర్ట్ ప్రింటర్స్.

3. జోసెఫ్. యస్.   : తెలుగు బోధనాపద్ధతులు, సూర్యాపబ్లికేషన్స్, మచిలీపట్నం.

4. తెలుగు అకాడమి   :   తెలుగు బోధనా పద్ధతులు

5. రావి రంగారావు,   :   తెలుగు బోధనాప్రదీపిక.

6. బుద్ధిరాజు జోతిర్మయి (1984), తెలుగు బోధన పద్ధతులు, సర్వేక్షణ- పద్మావతి ఆర్ట్ ప్రింటర్స్, హైదరాబాదు.

7. సాంబమూర్తి. డి. (1988), తెలుగు బోధన పద్ధతులు, నీల్ కమల్ ప్రైవేట్ లిమిటెడ్, హైదరాబాదు.

8. పోరంకి దక్షిణామూర్తి (1998), భాష ఆధునిక దృక్పథం, నీల్ కమల్ ప్రైవేట్ లిమిటెడ్, హైదరాబాదు.

9. బూరుగుల గోపాలకృష్ణమూర్తి (1996) వ్యాకరణదర్శనము (వ్యాకరణ గ్రంథము) నీల్ కమల్ ప్రైవేట్ లిమిటెడ్, హైదరాబాదు.

10. కామేశ్వర్ రావు, (1984) తెలుగు బోధనా పద్ధతులు, చరిష్మా ప్రింటర్స్, హైదరాబాదు.

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Course – 5 (ii)
CPS 2: हिन्दी शिक्षण की विधियाँ

Internal Assessment : 25
Final Examination : 75

उद्देश्य:

1. छात्राध्यापकों के दैनिक व्यवहार में हिन्दी भाषा के महत्त्व तथा विविध स्तरों पर उसके शिक्षण के उद्देश्यों एवं सिद्धान्तों से अवगत कराना।

2. मातृभाषा, द्वितीयभाषा एवं राष्ट्रभाषा, राजभाषा सम्पर्कभाषा, प्रादेशिकभाषा, अन्तर्राष्ट्रीयभाषा, विदेशीभाषा के रूप में हिन्दी – शिक्षण के अन्तर व त्रिभाषा सूत्र से अवगत कराना।

3. हिन्दी शिक्षण में श्रवण, भाषण, उच्चारण, पठन, लेखन एवं वर्तनी शिक्षण की उपादेयता को स्पष्ट करना।

4. हिन्दी शिक्षण में उपागम, विधि एवं प्रविधियों से अवगत कराना।

5. 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।

1. भाषा - अर्थ, महत्त्व, मानक भाषा एवं मातृभाषा।
2. भाषा के विविध रूप - राष्ट्रभाषा, राजभाषा, सम्पर्कभाषा, प्रादेशिकभाषा,
3. सांस्कृतिकभाषा, अन्तर्राष्ट्रीय भाषा एवं विदेशी भाषा।
4. भाषा की प्रकृति एवं विशेषताएँ, भारतीय भाषाओं का हिन्दी के साथ सम्बन्ध।
5. हिन्दी भाषा का उद्गम तथा विकास

    (क) स्वतन्त्रता से पूर्व   (ख) स्वतन्त्रता के बाद   (ग) राष्ट्रीय-अन्तर्राष्ट्रीय स्तर पर।
6. संविधान और शिक्षा समितियों की संस्तुतियों में भाषा।

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

1. त्रिभाषा सूत्र के अनुसार माध्यमिक एवं उच्चमाध्यमिक स्तर के पाठ्यक्रमों में हिन्दी का स्थान।
2. मातृभाषा, द्वितीय भाषा तथा राष्ट्रभाषा के रूप में हिन्दी शिक्षण के उद्देश्य, पाठ्यक्रम।
3. हिन्दीतर प्रान्तों में हिन्दी शिक्षण – उद्देश्य, पाठ्यक्रम एवं विधियां।
4. हिन्दीतर प्रान्तों में हिन्दी शिक्षण समस्याएँ – उच्चारण, भाषण, वाचन, लेखन (लिपि)

सिद्धान्त

1. स्वाभाविकता का सिद्धान्त   2. अभ्यास का सिद्धान्त   3. रुचि का सिद्धान्त
4. सक्रियता का सिद्धान्त   5. मौखिककार्य का सिद्धान्त   6. अनुपातक्रम का सिद्धान्त
7. बहुमुखी का सिद्धान्त   8. स्वतन्त्रता का सिद्धान्त   9. वैयक्तिक भिन्नता का सिद्धान्त आदि

सूत्र

1. ज्ञात से अज्ञात   2. सरल से कठिन   3. स्थूल से सूक्ष्म   4. पूर्ण से अंश
5. विश्लेषण से संश्लेषण   6. मनोवैज्ञानिक से तार्किक आदि

UNIT- III भाषा कौशल का विकास

1. श्रवण – महत्त्व, प्रयोजन, प्रकार, विविध स्तरों में श्रवणदोष – उपचार एवं श्रवण संवर्धन के उपाय।
2. भाषण - महत्त्व, प्रयोजन, प्रकार, विविध स्तरों में भाषणदोष - उपचार एवं भाषण संवर्धन के उपाय।

3.   उच्चारण - महत्त्व, गुण – दोष और निवारण के उपाय ।

4.   पठन - महत्त्व, प्रयोजन, प्रकार, विविध स्तरों में पठनदोष - उपचार एवं पठन संवर्धन के उपाय ।

5.   लेखन - महत्त्व, प्रयोजन, प्रकार, विविध स्तरों में लेखन दोष - उपचार एवं लेखन संवर्धन के उपाय ।

6.   वर्तनी शिक्षण – उद्देश्य, समस्याएँ एवं समाधान ।

UNIT - IV हिन्दी भाषा शिक्षण के उपागम, विधि एवं प्रविधियाँ

उपागम 1.सम्प्रेषणात्मक उपागम   2. संरचनात्मक उपागम ।

विधियाँ 1. मौखिक विधि   3. व्याख्या विधि   4. आगमन विधि   5. निगमन विधि   6. भण्डार्कर विधि

7. प्रत्यक्ष विधि   8. समन्वय विधि   9. अनुकरण विधि

प्रविधियाँ 1. अभिनय   2. वस्तुप्रदर्शन   3. प्रतिमान   4. चित्रप्रदर्शन   5.कोशप्रयोग

6. वाक्यप्रयोग

UNIT - V. हिन्दी भाषा शिक्षण में पाठ्यसहगामि क्रियाओं की आवश्यकता, महत्त्व एवं प्रयोजन ।

1. साहित्यिक प्रतियोगिताएँ - काव्यगोष्ठी, सभा, कविता प्रतियोगिता, विद्यालय पत्रिका, भित्ति पत्रिका, अभिनय (रङ्गमञ्च), वाद-विवाद प्रतियोगिताएँ ।

क्रिया-कलाप

1.   उच्चारणशुद्धता की दृष्टि से एक उपचारात्मक एवं निदानात्मक कार्ययोजना का निर्माण ।

2.   भाषा सम्बन्धि संस्तुतियों का संकलन ।

3.   प्रत्येक शिक्षण सिद्धान्त के आधार पर कथा संग्रह ।

4.   प्रत्येक शिक्षण सूत्र के आधार पर उदाहरणों का संग्रह ।

5.   पाठ्यसहगामिक्रियाओं के अन्तर्गत (काव्यगोष्ठी, सभा, कविता प्रतियोगिता, विद्यालय पत्रिका, भित्ति पत्रिका, अभिनय (रङ्गमञ्च), वाद-विवाद प्रतियोगिताओं का आयोजन ।

6.   हिन्दीतर भाषा, मातृभाषा आदियों में विद्यमान लघुकथाओं का हिन्दीभाषा में अनुवाद ।

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 – 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.

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.*

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2. Blundell John et al (1984) : Functions in English, London OUP.
3. Bond, LG et al (1980) Appleto : Reading Difficulties - Their Diagnosis and Correction, Century Crafts, New York.
4. Valmen. A (1987) Graw : 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.

SEMESTER – II

सत्रम् – II

Shiskha Shastri (B.Ed) I Year
Semester – 2

Course	Name of the Course	Hours Per Week	Total Marks	Total Marks IA	EA	Credits
6	PE 4. Technology of Teaching & Learning	02	50	10	40	02
7	PE 5. Educational Management	05	100	25	75	04
8	CPS 3. Assessment for learning	05	100	25	75	04
9	CPS 4. Pedagogy of Sanskrit	05	100	25	75	04
10	CPS 5. Pedagogy of (T/H/E)	05	100	25	75	04
	EPC –2 Drama, Art in Education & Skill Development	02	25			01
	vi. सांस्कृतिकगतिविधयः / वीथीनाटकम्			05		
	vii. कला शिल्पं च			05		
	viii. सूक्ष्मशिक्षणम्			05		
	ix. पाठयोजना निर्माणम् (संस्कृतम् 3, T/H/E - 3)			05		
	x. Technology Lab			05		
	School Attachment & Community Living (2 WEEKS)	02	25			01
	i. School observation			04		
	ii. Class Room Observation			04		
	iii. Observation of School Teacher Activities			04		
	iv. Observation of Documents of attached School			04		
	v. Observing 10 lessons 5 in each method delivered by regular teachers			04		
	vi. Community living			05		
		26	500	160	340	20

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.*

Course Contest

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 .*

REFERENCES

1. Sampath K, (1998) : Introduction to Educational Technology, Sterling Publishers Pvt. Ltd., New Delhi.

2. Agarwal J P (2013) – Modern Educational Technology – Delhi Black Prints – Douglas, E C, Computer Networks and Internet, Prentice Hall

3. Imison T and Taylor PH (2001) – Managing ICT in Secondary Schools Heinman-Oxford

4. Kumar, K L (2000), Educational Technology, New Delhi, New Age International Pvt. Ltd.

5. Norton P (2000) Introduction to Computers, New Delhi, Tata McGraw Hill Publications

6. Shukla, Satish S (2005), Basics of Information Technology for Teacher Trainees, Ahmedabad, Varishan Prakashan

7. Venkataiah, N (1996), Educational Technology, New Delhi: APH Publishing Corporation

8. शर्मा, सुदेशकुमार:,शैक्षिकप्रविधिशास्त्रम्, दीपमाधवप्रकाशनम्, जयपुरम्, २००६.

9. पाण्डेय:, एस.एल्.,शिक्षणस्यायोजनप्रविधि:, अक्षरप्रकाशनम्, जयपुरम्, २००६.

10. अग्रवाल, अवनीश, शैक्षिकनिबन्धप्रदीप:, साहित्यसदनप्रकाशन, कानपुर।

11. मिश्र:, रमाकान्त:, शैक्षिकप्रविधि:', चौखम्बा सुरभारतीप्रकाशन, वाराणसी, २००६.

12. पात्र:, वृन्दावन:,शिक्षणस्यवैज्ञानिकाधार:, अनन्ताक्षरप्रकाशनम्, पुरी।

13. पात्र:, वृन्दावन:,कक्षासंप्रषेणम्', तीरतरङ्गप्रकाशनम्,भुवनेश्वर।

14. बालाजी, आर,बोधनसमीक्षा', मान्यताप्रकाशन, नईदिल्ली, २०१०.

15. मित्तल, सन्तोषशैक्षिक तकनीकी एवं कक्षा कक्षप्रबन्ध, राजस्थानहिन्दी ग्रन्थ अकादमी, जयपुरसातवाँ संस्करण २०११.

16. कुलश्रेष्ठ, एसआधार मूल के तकनीकी शैक्षिक.पी., विनोदपुस्तक मन्दिर, आगरा, २००९.

17. भूषण, शैलेन्द्र, कुमार, अनिल, शैक्षिक तकनीकी, विनोदपुस्तक मन्दिर, आगरा, १९९७.

18. सक्सेना, एन.आर ., ओबेराय, एस.सी .,शिक्षा तकनीकी के तत्त्व एवं प्रबन्धन, आरडिपो बुक .लाल ., मेरठ, २००५.

19. वाजपेयी, एल.व्ही ., शिक्षा में नवाचार एवं तकनीकी, आलोक प्रकाशन, इलाहाबाद, लखनऊ।

20. Sharma, T.K., Singh, Y.K., Updhyaya, Brijesh, 'Educational Technology Teaching and Learning', A.P.H. Publishing Corporation, New Delhi, 2006.

21. Agarwal, J.C., *'Educational Technology Management'*VinodPustakMandir, Agra, 2003..

22. Agarwal, Rashmi, *'Educational Technology and Conceptual understanding'*, PrabhatPrakashan, New Delhi, 2001.

23. Sharma, R.A., *'Technology of Teaching'*Loyall Book Depot, Meerut, 1986

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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.*

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. Managing Community 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 Management Committee.

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

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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 - 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.*

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.

4. **महेश भार्गव एवं ऋतु अग्रवाल 2015** अधिगम के लिए आंकलन राखी प्रकाशन प्र.लि.आगरा.

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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 ।*

पाठ्यक्रमांशाः

UNIT - I पाठयोजना

1. अर्थः, परिभाषाः, उद्देश्यानि, महत्त्वं, स्वरूपम्, गुणाश्च ।

2. ब्लूम-शिक्षणोद्देश्यानां वर्गीकरणम् ।

3. पाठयोजनाप्रकाराः – गद्यं पद्यं व्याकरणञ्च ।

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 कर्त्तव्यानि च ।

1. भाषाशिक्षकरूपेण संस्कृतेः प्रसारकरूपेण च संस्कृतशिक्षकस्य गुणाः ।

2. संस्कृतशिक्षकस्य सामान्याः विशिष्टाश्च योग्यताः, कर्त्तव्यानि च ।

3. कक्षापूर्वसिद्धता – शिक्षणानन्तरसमीक्षा ।

4. शिक्षकस्य कक्षागतव्यवहाराः भाषाप्रयोगः, व्युत्पन्नता च ।

क्रियाकलापाः

1. *संस्कृतशिक्षणस्य स्थूलसूक्ष्मपाठयोजनानां निर्माणम् ।*

2. *माध्यमिकस्तरीयसंस्कृतपाठ्यपुस्तकानां समीक्षणम् ।*

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. सिंहेच्. एल् एन्. शर्मा, फतेह सिंह : संस्कृतशिक्षणं नवीनप्रविधयश्च ।
3. डा. वि. मुरलीधरशर्मा : संस्कृतशिक्षणसमस्याः ।
4. सन्तोष मित्तल : संस्कृतशिक्षणम् ।
5. के साम्बशिवमूर्ति : संस्कृतशिक्षणम्, दीपशिखा प्रकाशन, जयपुर ।
6. डा. उदयशङ्कर झा : संस्कृतशिक्षणम् (शास्त्रशिक्षणसहितम्), चौखम्बा सुरभारती प्रकाशन, वाराणसी ।
7. विश्वासः : कौशलबोधिनी, संस्कृत भारती, दिल्ली।
8. रामशकल पाण्डेय : संस्कृतशिक्षण ।
9. रघुनाथ सफाया : संस्कृत शिक्षण, हरियाणा ग्रन्थ अकादमी, 1997 ।
10. सीताराम चतुर्वेदी : संस्कृतशिक्षण ।
11. इन्दिराचरण पाण्डेय : संस्कृत शिक्षण समीक्षण, सम्पूर्णानन्दसंस्कृतविश्वविद्यालय, वाराणसी।

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<center>

Course – 10 (1)

CPS 4 : తెలుగు బోధనా పద్ధతులు

</center>

Internal Assessment   : 25
Final Examination   : 75

లక్ష్యాలు:

1) భాషా సాహిత్యాలు బోధనా ప్రక్రియలు గూర్చి తెలుసుకుంటారు.

2) భాషాభ్యసనం – బోధన ప్రణాళికలు, బోధనసామగ్రి నిర్మాణం గురించి తెలుసుకుంటారు.

3) భాషాభ్యసనం – బోధన – ఆధునిక ధోరణులు మరియు తెలుగు భాషా బోధన సామాన్య సిద్ధాంతాల యొక్క ఆవశ్యకతను అవగాహన చేసుకుంటారు.

4) భాషాభ్యసనం – బోధన – మూల్యాంకనం వాటి ప్రయోజనాలను తెలుసుకుంటారు.

పాఠ్యక్రమాంశాలు

UNIT - I. తెలుగుభాషా సామాన్యబోధన సిద్ధాంతములు

1. స్వాభావికతా సిద్ధాంతము,   2. అనుకరణ సిద్ధాంతము,   3. అభిరుచిసిద్ధాంతము,

4. అభ్యాస సిద్ధాంతము,   5. వైయక్తిక భిన్నతా సిద్ధాంతము,

6. చయన విభాజన సిద్ధాంతము,   7. అనుపాత సిద్ధాంతము

UNIT -II . భాషాభ్యసనం, బోధన సామాగ్రి నిర్మాణం.

i. భాషాభ్యసనం- భాషాబోధన: ప్రథమ ద్వితీయభాషలుగా తెలుగు బోధన లక్ష్యాలు - గమ్యాలు- ఆశయాలు - ఉద్దేశాలు- లక్ష్యాలు (బెంజిమన్ బ్లూమ్ విద్యా లక్ష్యాలు-జ్ఞానాత్మక-భావావేశ- మానసిక చలనాత్మక రంగాలు) - కనిష్ట అభ్యసన ప్రమాణాలు సామర్థ్యాలు (కమీషన్లు NCE- SCF ల ఆధారంగా) జ్ఞానం- విషయజ్ఞానం - భాషాజ్ఞానం - సాహిత్య జ్ఞానం-అవగాహన – శ్రవణమూలక అవగాహన - పఠనమూలక అవగాహనం-అభివ్యక్తి-వాగ్రూప అభివ్యక్తి - లిఖితరూప అభివ్యక్తి, స్వీయ అభివ్యక్తి, సృజనాత్మక అభివ్యక్తి.

ii. భాషా సహ పాఠ్య కార్యక్రమాలు - భాషా క్రీడలు - రచనా క్రీడలు - భాషణ క్రీడలు - భాషా సాహిత్య యాత్రలు - సాహిత్య సభలు.

iii. భాషా బోధనాభ్యసన ఉపకరణాలు: భాషా ప్రయోగ శాల - కంప్యూటర్లు, దృశ్యశ్రవ్య, శ్రవ్య దృశ్య - ద్విమితీయ, త్రిమితీయా ఉపకరణాలు,

iv. మాధ్యమాలు: అచ్చు మాధ్యమాలు-దృశ్యమాధ్యమాలు (ప్రింట్ అండ్ విజువల్ మీడియా)

UNIT -III. విద్యా ప్రణాళికలు: విద్యా ప్రణాళికల్లో తెలుగు భాషాస్థానం (మాతృభాషగా, మాధ్యమ భాషగా)

i. పాఠ్యపుస్తకం- నిర్మాణం - లక్షణాలు.

ii. తగరతి బోధన ప్రణాళికలు - వార్షిక పథకం - సమగ్ర పాఠ్యపథకం - దైనిక పాఠ్యపథకం. ఆవశ్యకత - మౌళిక భావనలు - తయారీలో మెళుకువలు.

iii.   గ్రంథాలయాలు : పరామర్శ గ్రంథాలు - నిఘంటువులు - విజ్ఞాన సర్వస్వాలు-మూల గ్రంథాలు-
వినియోగం.

UNIT -IV. భాషా సాహిత్యాలు - బోధనా ప్రక్రియలు-నైపుణ్యాలు :

1)   గద్య బోధన,

2)   పద్యబోధన,

3)   వ్యాకరణ బోధన.

భాషాభ్యసనం - బోధన - ఆధునిక ధోరణులు.

1. కిండర్ గార్టెన్ పద్ధతి,

2. క్రీడా పద్ధతి,

3. మాంటిస్సోరి పద్ధతి,

4. పరియోజనా(ప్రాజెక్ట్) పద్ధతి,

5. డాల్టన్ పద్ధతి

బోధనా నైపుణ్యాలు :

1. సూక్ష్మ బోధన

2. బృంద బోధన

UNIT - V. భాషాభ్యసనం - బోధన - మూల్యాంకనం:

1)   మూల్యాంకనం - సామర్థ్యాధారిత మూల్యాంకనం - నిరంతర సమగ్ర మూల్యాంకనం- రూపణ
మూల్యాంకనం - సంకలన మూల్యాంకనం - లోప నిర్ధారణ మూల్యాంకనం - ప్రాగ్నస్టిక్ మూల్యాంకనం.
మూల్యాంకనానికి ప్రశ్నపత్రాలు - ప్రశ్నల తయారీ- వివిధ ప్రశ్నరూపాలు, ప్రశ్నల లక్షణాలు - మెలకువలు-
పాఠాంతర నికషలు - పరీక్ష - నికష - పరిగణన, భావనలు-అంతర్గత మూల్యాంకనం - బహిర్గత
మూల్యాంకనం, విద్యార్థులు/అభ్యాసకుల స్వీయ మూల్యాంకనం- మూల్యాంకనం

2)   భాషా కౌశల నికషలు - శ్రవణ - పఠన - భాషణ - లేఖన - అభిరుచి -ఆసక్తి - సృజనాత్మక, ప్రశంసా, భాషా
స్పృహ నికషలు - నిర్మాణం - విశ్లేషణ — మెలకువలు.

3)   మాదిరి సమాధాన పత్రాలు-ప్రశ్నపత్రాల సమాధానాలను సరిచూచుట - ఫలితాల నివేదన -గ్రేడింగ్ -
ఫలితాల వ్యాఖ్యానం.

బోధన సంబంధ కృత్యాలు:

1.   ఏవేని మూడు స్థానిక వార్తాపత్రికల్లోని - సంపాదకీయ వ్యాసాలు, వార్తా వ్యాఖ్యలను సమీక్షించి,
ముఖ్యభావనలను, భాషా లక్షణాలను క్రోడీకరించి, వ్యాసరూపంలో నివేదిక తయారు చేయుట.

2.   నచ్చిన ఒక కవి/రచయితల ఒక కవిత/కథను ప్రశంసిస్తూ రాయుట.

3.   బాలల పత్రికలు - భాషాభ్యసనానికి వాటి తోడ్పాటుపై పిల్లల అభిప్రాయ సేకరణ.

4.   స్థానిక భాషా విశేషాలు - జాతీయాలు - సామెతలు - పొడుపు కథలు - సేకరణ.

పరామర్శ గ్రంథాలు

1. విద్వాన్ దూసి రామమూర్తి శాస్త్రి(1967) : బాలవ్యాకరణము వావిళ్ల రామస్వామి శాస్తులు అండ్ సన్స్.

2. వెలుదండ నిత్యానందరావు(1994) :   తెలుగు సాహిత్యంలో పేరడీ, పద్మవతి ఆర్ట ప్రింటర్స్.

3. జోసెఫ్. యస్.   : తెలుగు బోధనాపద్ధతులు, సూర్యాపబ్లికేషన్స్, మచిలీపట్నం.

4. తెలుగు అకాడమి   :   తెలుగు బోధనా పద్ధతులు

5. రావి రంగారావు,   : తెలుగు బోధనాప్రదీపిక.

6. బుద్ధిరాజు జోతిర్మయి (1984), తెలుగు బోధన పద్ధతులు, సర్వేక్షణ- పద్మావతి ఆర్ట్ ప్రింటర్స్, హైదరాబాదు.

7. సాంబమూర్తి. డి. (1988), తెలుగు బోధన పద్ధతులు, నీల్ కమల్ ప్రైవేట్ లిమిటెడ్, హైదరాబాదు.

8. పోరంకి దక్షిణామూర్తి (1998), భాష ఆధునిక దృక్పథం, నీల్ కమల్ ప్రైవేట్ లిమిటెడ్, హైదరాబాదు.

9. బూరుగుల గోపాలకృష్ణమూర్తి (1996) వ్యాకరణదర్శనము (వ్యాకరణ గ్రంథము) నీల్ కమల్ ప్రైవేట్ లిమిటెడ్, హైదరాబాదు.

10. కామేశ్వర్ రావు, (1984) తెలుగు బోధనా పద్ధతులు, చరిష్మా ప్రింటర్స్, హైదరాబాదు.

★★★★★

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 महत्त्व, गद्यपाठ के प्रकार-, उद्देश्य, विधियाँ ।

    b. गद्यशिक्षण की पाठयोजना- ।

    c. कविता की परिभाषा, कविता शिक्षण का महत्त्व, 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 पाठ योजना एवं गृहकार्य - महत्त्व, 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 मे सावधानियाँ ।

g. पाठ योजना की सीमाएँ।

UNIT - III पाठ्य पुस्तक

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 का मूल्यांकन (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, दृश्य साधन, दृश्य-श्रव्य साधन।

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. नूतन प्रवृत्तियाँ – भाषा प्रयोगशाला, तकनीकी, संगणक, संगोष्ठी एवं सूचना प्रौद्योगीकी हिन्दी कक्ष आदि।

f. हिन्दी भाषा विकास में जन संचार साधनों तथा विभिन्न हिन्दी शिक्षण संस्थाओं की भूमिका।

UNIT - V हिन्दी शिक्षण में मूल्यांकन

a. भाषामूल्याङ्कन की सङ्कल्पना शिक्षण में-।

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 जन संचार साधनों की भूमिका ।
4. हिन्दी क्षेत्र में 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.*

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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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.

SEMESTER – III

सत्रम् - III

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

SEMESTER – IV

सत्रम् - IV

Shiskha Shastri (B.Ed) II Year
Semester – 4

Course	Name of the Course	Hours Per Week	Total Marks	Total Marks IA	Total Marks EA	Credits
11	PE 6. Physical & Health Education, Yoga & Stress Management	05	100	25	75	04
12	**PE 7. Contemporary India & Education**	05	100	25	75	04
13	PE 8 Gender, School & Society	03	50	10	40	02
14	PE 9. Environmental Education	03	50	10	40	02
15	CPS 6. Application of ICT in Education	03	50	10	40	02
16	CPS 7. Shastra Shikshana Vidhayaha (Sahitya /Vyakarana)	03	50	10	40	02
17	CPS 8. <u>Optional Course</u> (any one) 5. Guidance & Counselling 6. Peace Education 7. Human Rights Education 8. Value Education & Professional Ethics	03	50	10	40	02
	EPC-4 Critical understanding of ICT (100 Marks)	**02**	**25**			**01**
	vi. Preparing a document using word / PPT			05		
	vii. Create a documentary file			05		
	viii. Design a project using e portfolio			05		
	ix. Develop an e-content and share it using blog/Wikipedia/word press/YouTube			05		
	x. Create a data base for student management system			05		
	EDUCATIONAL ACTIVITIES (25 Marks)	**02**	**25**			**01**
	vi. Tutorials			05		
	vii. Report on Educational Tour / Project Work			05		
	viii. Health, Physical Education Yoga			05		
	ix. Cultural Activities/Music			05		
	x. Mock Interview			05		
	Total	**29**	**500**	**150**	**350**	**20**

SEMESTER -IV

Course - 11
PE 6. PHYSICAL & HEALTH EDUCATION, YOGA & STRESS MANAGEMENT

Internal Assessment : 25

Final Examination : 75

Course Objectives

After completion of this course the student teacher will be able to;
1. *understand the Meaning, Concept, Definitions, Need of Health Education*
2. *understand the Concept, Aims, Importance, Field, Need of Physical Education in Curriculum.*
3. *understand the History of Yoga tradition in India*
4. *understand the Different Yogasanas and their benefits.*
5. *understand the Procedures of Pranayama for Stress Management.*

Course Content

UNIT -I. Physical education

1. Concept, Aims, Importance, Field, Need of Physical Education in Curriculum.
2. Basic Principles & Social Benefits of Physical Education.
3. Types of Major Games in School, their importance of General rules.
4. Organization and Conduct of the Competitions.

UNIT -II. Health Education

1. Meaning, Concept, Definitions, Need
2. Health Habits, Importance of Exercises, Free Hand Exercise, Drill & March past, Rhythmic Activities, Communicable Diseases and Food Habits.
3. Physical fitness.

UNIT -III. Yoga tradition in India

1. History, Meaning, Concept, Definitions, Need
2. Astanga Yoga
3. Balanced diet.

UNIT -IV Types of Yogaasanas.
1. Suryanamaskaras and Types
2. **Yogaasanas** - Ardhakatichakrasna, Trikonasana, Ardhachakrasana, vajrasana, Suptavajrasana, Shashakasana, Padmasana, Pavanamuktasana, Sarvangasana, Chakrasana

UNIT -V. Stress Management
1. Pranayama - Anuloma viloma, Suryabhedana, Chandrabhedana, Bhramari, Sitali, sitkari) .
2. Kriyas - Vamanadhouti, Jalaneti,

3. Techniques for Stress Management.

Activities :
1. *Explore the meanings, images and symbols associate with health practise among people.*
2. *acquires knowledge about communicable diseases and preventive measures.*
3. *Selection and Training of Physical activities and Health activities.*
4. *Games of higher organisation (Major games)*
5. *Games of Lower organisation (Minor games)*
6. *Measurement of various courts of Indoor and Outdoor games.*
7. *stress management Techniques of Maharshi Patanjali .*
8. *Create video on one of the Asanas from the syllabus.*
9. *Create video on one of the Kriyas from the syllabus.*
10. *Project work on Astangayoga.*
11. *Report on International Yoga Day celebration.*
12. *Demonstration of Yoga asanas and Pranayamas*

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REFERENCES

1. Ahluwalia, S.P.   - Environmental Education: Concepts and Contours,
   Bals,   H.S. Education: Issues and Challenges,
                            Ashish Publishing House, New Delhi. (1992).

2. Swami Gitananda Giri.   - Yoga: Step-By-Step, Satya Press, Ananda Ashram,
                            Pondicherry .

3. Abdulnour, A.J.   - Comparative study of physical fitness of secondary
                            school students in Kuwait and American,
                            Dissertation, Abstract international, 48:1700-A. 1988

4. Clarke, H. Harison   - Application of Measurement to Health and Physical
                            Education, Englewood Cliffs: N.J. Prentice Hall
                            International Inc. P. 179, pp.240-241, 1976.

5. Kamalesh, M.L.   - Psychology of physical education and sports,
                            New Delhi: MetroPolitan Book Company, 1983.

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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*

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 though 7^{3rd} and 7^{4th} 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'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; Knowledge Commission;

3. Emerging trends in the interface between

   i. political process and education;

   ii. economic developments and education; and

   iii. Socio-cultural changes and education.

   iv. Idea of Common School System

   v. National System of Education

4. Language Policy

   a. Learning Without Burden-1993

   b. Justice Verma Commission-2012

UNIT - IV – Initiatives of the Government of India

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

UNIT - V Contemporary Indian Education: Concerns and Issues

1. Challenges in Implementation of RTE Act 2009
2. Right to Education and Universal Access:
   i. Issues of a) Universal enrolment
      b) Universal retention
      c) Universal success
   ii. Issues of quality and equity.
      (The above to be discussed with specific reference to physical, economic, social and cultural access, particularly to girl child and weaker sections as well as differently- abled children)

        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 - 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.*

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.

१. *लैङ्गिकपक्षपातस्य रूढिवादस्य परिप्रेक्ष्ये पाठ्यसामग्रीणां च विश्लेषणम्।*

२. *जातिः,स्तरः,धर्मः,मानवजातिविषयः, अक्षमता, क्षेत्रञ्चेत्यादिषु लैङ्गिकनिष्पक्षता –समानतयोः विषये वादविवादस्य आयोजनम्।*

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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।

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5. Menon, Nivedita; Gender and Politics in India, Oxford University Press, New Delhi.

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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 विकासमववुध्येरन् ।*

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   स्वस्थ्यपर्यावरणं मानवसमाजश्च ।

३.४   पर्यावरणसुरक्षायै पाठ्यसहगामिक्रियाः ।

प्रयोगिकपरामर्शाः -

1. *प्रदत्तकार्याणि -*

    a. *पर्यावरणसंरक्षणोपायाः ।*

    b. *पर्यावरणप्रदूषणकारणानि ।*

    c. *प्रदूषणनियन्त्रणम् ।*

2. *समूहचर्चा – जनेषु पर्यावरणशिक्षायाः विषये जागरूकता ।*

3. *मलिनक्षेत्रेषु गत्वा पर्यावरणस्वास्थ्यशिक्षणम् ।*

REFERENCES

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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

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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.*

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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<div align="center">**REFERENCES**</div>

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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 - 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, ह्यूरिष्टिकविधिः, 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

संस्कृतभाषायाम् –

१. मिश्रः लोकमान्यः, साहित्यशिक्षणविधिः, मृगाक्षीप्रकाशनम्, 5/113 विरामखण्डः, गोमतीनगरम्, लखनऊ

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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.*

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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Activities :

1. वृत्तिविकासे सूचनानां स्रोतसंकलनं प्रस्तुतीकरणञ्च।

2. विभिन्नस्तरेषु निर्देशनकार्यक्रमाणाम् अवलोकनं प्रस्तुतीकरणञ्च।

REFERENCES

1. Arthur, J. Jones   - "Principles of Guidance", Tata Mc Graw Hill Publishing Co. Ltd., NewDelhi, (1970).

2. AshaBhatnagar   - "Guidance and Couselling", Fifth survey of Educational research, 1988-92. Volume-L.

3. Barki.B.G., Mukhopadyay,B   - Guidance and Counseling. New Delhi: Sterling publishers Pvt.Ltd(1989).

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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 ।

- वैयक्तिसमाजिकप्रक्रियाणां मध्यस्थतानां च द्वन्द्वावबोधने समर्थाः भवेयुः ।

- भारतीयपरिप्रेक्ष्ये शान्तिशिक्षां जानीयुः ।

पाठ्यक्रमांशः

अन्वितिः - I. शान्तिशिक्षा

1. अर्थः, महत्त्वं प्रासङ्गिकता च ।
2. शान्तिशिक्षायाः आवश्यकता, क्षेत्रम् उद्देश्यानि च ।
3. शान्तिशिक्षायाः संक्षिप्तेतिहासः ।
4. शान्तिशिक्षायाः मुख्यस्रोतांसि ।

अन्वितिः - II. विविधस्तरेषु शान्तिशिक्षा

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

अन्वितिः - III. भारतीयपरिप्रेक्ष्ये शान्तिशिक्षा

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

अन्वितिः - IV. शिक्षा शान्तिनिर्माणप्रकिया च

1. कक्ष्यायां शान्तिसंवर्धनाय प्रोत्साहनाय कौशलानां विकासः ।

2. शान्तिनिर्माणप्रकियायां शिक्षा, शान्तिनिर्माणप्रकियायै शिक्षा।
3. विश्वशान्तिस्थापनायाम् संयुक्तराष्ट्रसंघस्य संयुक्तराष्ट्रशैक्षिकसामाजिकसांस्कृतिकसंघस्य च योगदानम्।
4. शान्तेः विविधदर्शनानां मुख्यबिन्दवः।
5. शान्तिस्थापने - गान्धी, मदरटेरेसा, कैलाशसत्यार्थी, मलालायुशूफ्जै-इत्येतेषां योगदानम्।
   i. राष्ट्रियान्ताराष्ट्रियस्तरेषु शान्तिस्थापनायै प्रयासाः।

प्रायोगिकपरामर्शाः –

१. काभ्यांचित् द्वाभ्यां पत्र-मित्राभ्यां (पेन-फ्रेन्ड्) सह-सामयिकशान्तिविषयकचर्चा।

२. केषाञ्चन पञ्चविश्वशान्तिदूतानां शान्तये नोवेलपुरस्कारविजेताणाञ्च चित्रकदम्बरचना।

३. शान्त्यै पदयात्रायाः आयोजनम्।

REFERENCES

१. तिवारी, नीलाभ; जैन, नितिन (सम्पादक); वैश्विक परिप्रेक्ष्य में शान्ति और मूल्य शिक्षा, राष्ट्रिय संस्कृत संस्थान, भोपाल परिसर, भोपाल।

२. अग्रवाल, जे.सी.; भोला, पी.; शिक्षा दर्शनः एक अध्ययन, शिप्रा पब्लिकेशन्स, दिल्ली।

३. Mishra, Loknath; *Peace Education: Framework for Teachers,* APH Publishing Corporation, New Delhi.

४. Veerabhadrappa, R.P.; *Teaching of Peace & Conflict Resolution,* Lotus 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.*

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   (iii) Right To Protection

   (ii) Right To Education   (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

1.Kashyap, Chandra, Subash — Human Rights and parliament Metropalitan book co. Pvt. Ltd, 1978.

2.Mohanty, Jagannath, — Teaching of Human Rights, Deept Deep Publication.

3.Campbell, T. (eds) — Human Right : Rhetoric to readity 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 - 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.

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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REFERENCES

1. Adhikari, G.S.   - A Study of Values among Professional Trainees.

    Hasnain, H   Perspectives in Psychological Researches, 15 (1), 44-46, 1988.

2. Agarwal, V.   - Value System and Dimensions of University Students of U.P. (Unpulished 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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NATIONAL SANSKRIT UNIVERSITY
(Erstwhile Rashtriya Sanskrit Vidyapeetha,Tirupati)

DEPARTMENT OF PERFORMING ARTS
- BHARATANATYAM

LECTURE SYNOPSIS

CERTIFICATE COURSE IN BHARATNATYAM

PRACTICAL

➤ EXERCISES (Every day)
- WHOLE BODY CONDITIONING
  (From head till toe)
- STRENGTHENING
  (Different varieties of strengthening and endurance exercises including planks, core strengthening for the whole important muscles and joints)
- YOGA AND PRANAYAMA
  (combination of various yoga Asanas along with the breathing exercises which helps for the proper understanding of breathing techniques while perform)

➤ INTRODUCTION TO ADAVUS

- THATTADAVU (8-NOS)

- NĀTTADAVU (8-NOS)

- THĀ THAI THAI THA (3-NOS)

- KUDHITHMETT ADAVU (4-NOS)

- THĀLAM FOR ADAVUS

(As a part of Laya understanding practice Thalam and Adavu together)

THEORY

(Abhinayadarpanam)

➢ INTRODUCTION TO BHARATNATYAM
   (Eulogy of Natya, Introduction about Art)

➢ HISTORY
   (Bhakthi movement in South India, influence of Music and Dance)

➢ INDIAN ARTS
   • CLASSICAL
     (All the artforms in India)
   • FOLK
     (Major folk forms of India)

➢ HERITAGE
   • TEMPLE
     (Temples related with Art in India)
     Sri Chidambaram Temple
     Sri Brihatheeshwara Temple, Tanjore
     Sri Thrivaaroor ThyagarajaTemple
     Sri Sreeranganathar Temple
     And includes the history, art and various aspects with respect to Art.

   • SCULPTURES
     (Relation between Sculpture and Dance)

➢ MUDRAS
   • ASAMYUTHA HASTHAS
     (Hastha Slokas and Viniyogas)
   • SAMUTHA HASTHAS
     (Hastha Slokas and Viniyogas)

➢ INTRODUCTI0N TO LAYA
   (Soolathi Saptha Taalas, Tala Angas, Jaathis)

➢ **ASSIGNMENTS ON VARIOUS TOPICS**
(Topics on individual choice according to the academic subjects, which helps to understand the Art and subjects.
(WITHIN THE SYLLABUS)

M.A.ADARSH

ASSISTANT PROFESSOR

DEPARTMENT OF PERFORMING ARTS

-BHARATHANATYAM

NATIONAL SANSKRIT UNIVERSITY,

TIRUPATI

P. G. Diploma in Comparative Aesthetics on Global Perspective

Paper - I

Bharatiya Kavya Sastram (Indian Poetics & Aesthetics)

Pattern of Marks

1 (out of 2) x 20 marks	=	20 marks
2 (out of 4) x 10 marks	=	20 marks
4 (out of 6) x 5 marks	=	20 marks
15 objectives x 1 mark	=	15 marks
Total	=	**75 marks (for Written Examination)**
		25 marks (for Internal Assessment)
Total	=	**100 marks**

Note : This pattern is applicable to the 1st, 2nd and 3rd papers only.

Paper - I
प्राच्यसाहित्यशास्त्रम्

Unit - I

प्राच्यसाहित्यशास्त्रकाराणां परिचयः

Unit - II

सौन्दर्यशास्त्रदृष्ट्या प्राच्यकाव्यतत्त्वानामध्ययनम्

Unit - III

अ) प्राच्यकाव्यशास्त्रे सम्प्रदायाः
   (रससम्प्रदायः , अलङ्कारसम्प्रदायः, रीतिसम्प्रदायः , ध्वनिसम्प्रदायः, वक्रोक्तिसम्प्रदायः औचित्यसम्प्रदायश्च)

आ) आनन्दवर्धनानन्तरं ध्वनिप्रतिकूलाः साहित्यसिद्धान्ताः
   (वक्रोक्तिः, मुकुलभट्टस्य वादः, अनुमितिवादः, भुक्तिवादः, भाक्तवादः, तात्पर्यशक्तिश्च)

इ) ध्वन्यनुकूलाः साहित्यसिद्धान्ताः । (औचित्यम्, चमत्कारः, आस्वादवादश्च)

Unit - IV

प्राच्यकाव्यशास्त्रस्य समन्वयवादिनः आलङ्कारिकाः
(मम्मटः, विश्वनाथः, जयदेवः, विद्यानाथः, धर्मसूरिः, विद्याधरः, अप्पय्यदीक्षितः, जगन्नाथश्च)

Unit - V

निबन्धनिर्माणम् (Assignment)

REFERENCE BOOKS

1. काव्यप्रकाशः - वामनझलकीकरव्याख्यासमेतः

2. अलङ्कारशास्त्रस्येतिहासः - जगदीशचन्द्रमिश्रः

3. संस्कृतकाव्यशास्त्र का इतिहास - P. V. Kane

4. Sahitya Vimarsa - A. Someswara Sarma

5. नाट्यशास्त्रं - षष्ठः अध्यायः

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Ist SESSION – 12.00 Noon
Chairman- Prof. S. S. Sarma   Co-ordinator- Dr. Radhagovinda Tripathy
Paper presenters
1. Dr. S.V. Ramanmurthy -   Romantic Movement in English Literature
2. Prof. P.Varaprasada Murthy - उपमावैचित्र्यम्
3. Dr. G. Padmanabham -   कादम्बर्यां सौन्दर्यतत्त्वानि
4. Dr. K. Suryanarayana-   Simile in Indian & Western Literature
5. Dr. Somanath Dash -   रागकाव्येषु सौन्दर्यतत्त्वानि

LUNCH BREAK – 1.00 TO 2.00 P.M.

IInd SESSION – 2: 15 P.M. to 3.45 P.M.
Chairman- Prof. Viswanath Rao   Co-ordinator- Dr. R.Deepta
Paper presenters
1. Dr.R.Deepta –   Art as Imitation : A Note on Aristotle's view of mimesis.
2. Dr. V.V. Jaddipal -   Comparative Aesthetics
3. K. Leenachandra -   प्राच्यपाश्चात्यकाव्यतत्त्वानि
4. Dr.Gyanaranjan Panda -   गीतगोविन्दे दशावतारस्तोत्रे भक्तिरसः
5. Dr.Ajaya Kumar Nanda -   श्रीचैतन्यस्य शिक्षाष्टके भावसौन्दर्यम्

TEA BREAK - 3.45 TO 4.00 P.M.

IIIrd SESSION – 4: 00 P.M. TO 5.30 P.M.
Chairman- Pandit Gobind Chandra Mishra   Co-ordinator- Prof. Ch.P.Satyanarayan
Paper presenters
1. Dr. Bharat Bhushan Rath -   भारतीयकाव्यशास्त्रे गुणानामुत्कर्षः
2. Dr. Ch. Nagaraju -   अलङ्कारसिद्धान्तपरम्परायां रामचन्द्रगुणचन्द्रौ
3. Dr. Niranjan Mishra -   यजुर्वेदे सौन्दर्यतत्त्वम्
4. Dr. Dillip Kumar Mishra –   कठोपनिषदि आत्मसौन्दर्यम्
5. Dr. Ruru Kumar Mohapatra -   श्रीमद्भागवते सौन्दर्यतत्त्वम्
6. Dr. V.Surya Prabha -   अभिनवगुप्ताचार्यपादानामभिव्यक्तिवादः
7. Dr. B. Balasiva Kumar -   भरतस्य नाट्यशास्त्रे अलङ्काराः

IInd DAY
IVth SESSION – 09.00 A.M. TO 10.30 A.M.
Chairman – Prof. P.Varaprasada Murthy   Co-ordinator- Prof. C. Lalitharani
Paper presenters
1. Prof. C. Lalitharani -   सूर्यमणिरथकृतसमस्यापूर्तिशतके सौन्दर्यतत्त्वम्
2. Dr. Paramita Panda -   पुराणेषु काव्यसौन्दर्यतत्त्वानि
3. Dr. Swetapadma Satapathy -   The Influence of Aesthetic on Music
4. Dr. J. Balichakravarthy -   रघुवंशे सौन्दर्यतत्त्वानि
5. Dr. Pradeep Kumar Bag -   चम्पूकाव्यानां काव्यसौन्दर्यम्
6. Dr. Prasana Kumar Panda -   वानकीमहाकाव्ये प्रकृतिसौन्दर्यम्
7. T. Parthasarathi -   भारतीयसाहित्यशास्त्रानुसारम् अलङ्कारसौन्दर्यवैशिष्ट्यम्
8. Dr. Tapan Kumar Ghadai -   सांख्यदर्शनानुसारं प्रकृतिसौन्दर्यम्

5. **वामनः**
   कालः - अष्टमशतकम् ।
   कृतिः - काव्यालङ्कारसूत्रम् ।
   वैशिष्ट्यम् - अयं रीत्यात्मवादी आचार्यः । काव्यतत्त्वेषु आत्मपदमनेन प्रप्रथमं सन्निवेशितम्।
   "रीतिरात्मा काव्यस्य" इत्यस्य सिद्धान्तः ।

6. **रुद्रटः**
   कालः - नवमशतकम् ।
   कृतिः - काव्यालङ्कारः ।
   वैशिष्ट्यम् - अयमलङ्कारवादी आचार्यः । अलङ्कारस्य काव्यसौन्दर्याधायकतत्त्वेषु
   प्राधान्यमाविष्कृतम् ।

7. **आनन्दवर्द्धनः**
   कालः - नवमशतकम् ।
   कृतिः - ध्वन्यालोकः ।
   वैशिष्ट्यम् - अयं ध्वनितत्त्वस्य आविष्कर्त्ता । "काव्यस्यात्मा ध्वनिरिति" अस्य मतम् ।
   अविवक्षितवाच्यविवक्षितवाच्यभेदेन ध्वनेः भेदं विधाय वस्तु-अलङ्कार-
   रसादिध्वनीनां महती चर्चा अनेन कृता ।

8. **राजशेखरः**
   कालः - दशमशतकस्य प्रारम्भिकः कालः ।
   कृतिः - काव्यमीमांसा ।
   वैशिष्ट्यम् - काव्यशास्त्रविषये अनेन नवीना दृष्टि प्रदत्ता । साहित्यस्य शास्त्रत्वप्रतिपादकः
   आचार्यः । उक्तं च तेन साहित्यं पञ्चमीविद्येति । समस्तकाव्यतत्त्वानां समग्रं
   विवेचनं कृतम् ।

9. **मुकुलभट्टः**
   कालः - दशमशतकस्य पूर्वार्द्धिकः ।
   कृतिः - अभिधावृत्तिमातृका ।
   वैशिष्ट्यम् - अयं लक्षणावादी आचार्यः । एकैव लक्षणा अभिधोपशान्तेः परं सर्वार्थबोधयित्री
   इति असौ स्वीकरोति ।

10. **कुन्तकः**
    कालः - दशमशतकम् ।
    कृतिः - वक्रोक्तिकाव्यजीवितम् ।
    वैशिष्ट्यम् - अयमेव वक्रोक्तिप्रस्थानस्य प्रस्थापकाचार्यः । "वक्रोक्तिरेव काव्यात्मेति" अस्य
    सिद्धान्तः ।

TEA BREAK - 10.30 A.M. TO 10.45 A.M.

V th SESSION – 10: 45 A.M. TO 12.00 Noon

Chairman – Dr. S.V. Ramanmurthy   **Co-ordinator- Dr. Rani Sadasiva Murthy**

Paper presenters

1. Dr.Rani Sadasiva Murthy – प्राच्यपाश्चात्यकाव्योत्कर्षसमीक्षा
2. Suman Shil - वङ्गीयसंस्कृतकथासाहित्ये काव्यसौन्दर्यम्
3. Ranjan Rath - बलभद्रप्रसादशास्त्रिणां कृतिषु सौन्दर्यतत्त्वानि
4. Sumanta Pramanik - हरिदाससिद्धान्तविरचिते वङ्गीयप्रतापनाटके अलङ्कारतत्त्वम्
5. Prodyut Kumar Das - श्री भुवनेश्वररथशर्मविरचिते श्रीलक्ष्मणापरिणयमहाकाव्ये ध्वनिः
6. M. Ravi Kishore - गीतगोविन्द-कृष्णकर्णामृत-श्रीकृष्णलीलातरङ्गिणीषु भक्तिरससौन्दर्यम्
7. Trupti Mohanta - गीतगोविन्दे आलङ्कारिकसौन्दर्यम्
8. Santosh Majhi - शब्दशास्त्रदृष्ट्या नैषधकाव्ये शब्दसौन्दर्यम्

VI th SESSION – 12: 00 P.M. TO 01.00 P.M

Chairman – Dr. N.V. Devi Prasad   **Co-ordinator- Dr. C. Ranganathan**

Paper presenters

1. Dr.C. Ranganathan - स्तोत्रसाहित्ये भक्तिसौन्दर्यम्
2. Sk. Jamal Basha - विद्यापरिणयनाटके अङ्गीरसविचारः
3. K. Amaranath - बृहत्त्रय्यां मनोरञ्जनतत्त्वानि
4. C. Nagasai Anusha - पुत्रसञ्जीवनमकाव्ये लोकोक्तिसंग्रहाः
5. P.T. Udayateja - मत्स्यपुराणे उपमासौन्दर्यम्
6. D. Udayakumar - मलयलामस्वामिनां कृतिषु काव्यसौन्दर्यम्
7. Dr. Manaswini Sarangi - Aesthetic enhancement of (Vedic) recitation reflected on Siksyasastras
8. T. Pavan Kumar- आगमसाहित्ये उत्सवविशेषाः
9. V. Pavan Kumar- कालिदासस्य सौन्दर्यव्यञ्जना

LUNCH BREAK – 1.00 TO 2.00P.M.

VII th SESSION – 02: 15 P.M. TO 3.45 P.M

Chairman – Prof. G.S.R. Krishna Murthy   **Co-ordinator- Dr. K. Rajgopalan**

Paper presenters

1. Dr. K.Rajagopalan - दशरूपके रसविचारः
2. Sri Chandramani Debta - चन्द्रदूते काव्यसौन्दर्यम्

17. **रुय्यक:**

    कालः - द्वादशशतकम् ।

    कृतिः - अलङ्कारसर्वस्वम् ।

    वैशिष्ट्यम् - अयमलङ्कारवादी आचार्यः । अलङ्काराणां सयुक्तिकं वर्गीकरणम्, विवेचनं च सूक्ष्मेक्षिकया अनेन प्रतिपादिते ।

18. **जयदेवः**

    कालः - त्रयोदशशतकम् ।

    कृतिः - चन्द्रालोकः ।

    वैशिष्ट्यम् - अयं समन्वयवादी आचार्यः । काव्यशास्त्रे प्रविविक्षूणां कृते प्रथमसोपानभूतस्य ग्रन्थस्य अयं रचयिता । काव्ये सर्वेषां तत्त्वानामुपस्थितिमसौ कामयते । काव्ये अलङ्कारस्य अनिवार्योपस्थितिमसौ स्वीकरोति ।

19. **विद्याधरः**

    कालः - त्रयोदशशतकस्य उत्तरार्द्धम् ।

    कृतिः - एकावलिः ।

    वैशिष्ट्यम् - अयं समन्वयवादी आचार्यः । असौ समेषां काव्यतत्त्वानां काव्ये समन्वयमसौ कामयते ।

20. **विद्यानाथः**

    कालः - चतुर्दशशतकस्य उत्तरार्द्धम् ।

    कृतिः - प्रतापरुद्रीययशोभूषणम् ।

    वैशिष्ट्यम् - अयं समन्वयवादी आचार्यः । काव्ये समेषाम् अलङ्कारतत्त्वानाम् उपस्थितिसमर्थकः ।

21. **विश्वनाथः**

    कालः - चतुर्दशशतकस्य उत्तरार्द्धम् ।

    कृतिः - साहित्यदर्पणः ।

    वैशिष्ट्यम् - अयं समन्वयवादी आचार्यः । दृश्यश्रव्यकाव्ययोः समग्रं विवेचनमेकत्रैव ग्रन्थे अनेन कृतम् ।

22. **अप्पय्यदीक्षितः**

    कालः - षोडशशतकस्योत्तरार्द्धम् ।

    कृतिः - चित्रमीमांसा, कुवलयानन्दः ।

    वैशिष्ट्यम् - अयं समन्वयवादी आचार्यः । सर्वाणि काव्यतत्त्वानि असौ स्वग्रन्थे प्रकाशयति ।

Unit - III

अ)   **प्राच्यकाव्यशास्त्रे सम्प्रदायाः -**

1.   रससम्प्रदायः -   "नहि रसादृते कश्चिदर्थः प्रवर्तते"। (भरतमुनिः तदनुयायिनश्च)

2.   अलङ्कारसम्प्रदायः -   "शब्दार्थौ सहितौ काव्यम्", "न कान्तमपि निर्भूषं विभाति वनिताननम्"।
                            (भामहरुद्रटोद्भटादयः)

3.   रीतिसम्प्रदायः -   "रीतिरात्मा काव्यस्य"। (वामनाचार्यः)

4.   ध्वनिसम्प्रदायः -   "काव्यस्यात्मा ध्वनिः"। (आनन्दवर्द्धनः)

5.   वक्रोक्तिसम्प्रदायः -   "वक्रोक्तिः काव्यजीवितम्"। (कुन्तकः)

6.   औचित्यसम्प्रदायः -   "औचित्यं रससिद्धस्य स्थिरं काव्यस्य जीवितम्"। (क्षेमेन्द्रः)

आ)   **आनन्दवर्धनानन्तरं ध्वनिप्रतिकूलाः साहित्यसिद्धान्ताः**
      (वक्रोक्तिः, मुकुलभट्टस्य वादः, अनुमितिवादः, भुक्तिवादः, भाक्तवादः, तात्पर्यशक्तिश्च)

इ)   **ध्वन्यनुकूलाः साहित्यसिद्धान्ताः।** (औचित्यम्, चमत्कारः, आस्वादवादश्च)

Unit - IV

प्राच्यकाव्यशास्त्रस्य समन्वयवादिनः आलङ्कारिकाः -

1.   मम्मटः।   2.   विश्वनाथः।

3.   जयदेवः।   4.   विद्यानाथः।

5.   धर्मसूरिः।   6.   विद्याधरः।

7.   अप्पय्यदीक्षितः।   8.   जगन्नाथः।

Unit - V

निबन्धनिर्माणम् (Assignment)

NATIONAL SANSKRIT UNIVERSITY – TIRUPATI
Department Of Jyotish & Vastu
SYLLABUS OF CERTIFICATE PROGRAM IN VASTU SHASTRA
PROGRAM DURATION - SIX MONTHS
Paper No – 1

Unit – 1   वास्तुशास्त्रपरिचयः

1.वास्तुशास्त्रस्य परिचयः इतिहासश्च

2. वास्तुशास्त्रस्य प्रवर्तकाः, प्रमुखाचार्याः ग्रन्थाश्च

3. वास्तुपुरुषस्य परिचयः

Unit2 – वास्तुशास्त्र –ज्योतिषशास्त्रयोः सम्बन्धः, ज्योतिषशास्त्रस्य सामान्यज्ञानम्

1. वास्तुशास्त्र –ज्योतिषशास्त्रयोः सम्बन्धः

2. ज्योतिषशास्त्रस्य परिचयः..

3. ग्रह-राशि-नक्षत्राणां विवरणम्

Unit – 3 भू-चयनम् एवं भू-परीक्षणम्

1. भू-चयनस्य मुख्यसिद्धान्ताः

2. प्रशस्तभूमेः लक्षणानि

3. भू-परीक्षणस्य विधयः

Unit – 4 दिक्साधनं पिण्डादि-साधनञ्च

1.दिक्साधनम्

2. पिण्ड-आयादि -साधनम्

3.पदविन्यासः

Unit – 5 वास्तुशास्त्रस्य भेदाः

1.आवासीय-वास्तु

2.व्यवासायिक-वास्तु

3.धार्मिक-वास्तु

Paper No – 2

Unit – 1 आवासीयवास्तनः प्रकोष्ठप्रविभागः, पर्यावरणञ्च

1. प्रकोष्ठप्रविभागः

2. गृहसमीपे शुभाशुभवृक्षाः

3. जलाशयविचारः

Unit – 2   गृहारम्भमुहूर्तः द्वारनिर्णयश्च

1. गृहारम्भमुहूर्तः

2. खात-विधिः

3. द्वारनिर्णयः

Unit – 3 गृहप्रवेशमुहूर्तः गृहसंबन्धिशुभाशुभयोगाः

1. गृहप्रवेशमुहूर्तः

2. गृहप्रवेशविधानम्

3. गृहसंबन्धिशुभाशुभयोगाः

Unit – 4 वास्तुशास्त्रस्य प्रायोगिकाध्ययनं

1 .आवासीयवास्तु-नगरवास्तुनोः प्रायोगिकचिन्तनम्

NATIONAL SANSKRIT UNIVERSITY, TIRUPATI
Department Of Jyotisha & Vastu
Online Certificate program in Vastu (six Month)
Model Question Paper

Time: 2-30 Hours   **Total Marks - 75**

I. षट्-प्रश्नाः समाधेयाः ।   **6 x 5 = 30**

 (१) वास्तुपुरुषस्य स्वरूपम्।

(२) काकिणीविचारः।

(३) शिलान्यासविधिः।

(४) अहिबलचक्रम् ।

(५) दिक्परत्वेन गृहविभागः ।

(६) गृहारम्भविधिः।

(७) द्वारनिर्णयविषये लिखत |

II. त्रयः प्रश्नाः समाधेयाः ।   **3 x 10 = 30**

     (1) जलाशयविषये प्रतिपादयत |

     (2) भू-चयनसिन्द्धान्तान् लिखत|

     (3) वास्तुशास्त्रस्य आधुनुकस्वरुपविषये लिखत |

     (4)वास्तुशान्तिः |

III. एकस्य उत्तरं लिखत ।   **1x15=15**

(१) भूपरीक्षणप्रकारं वर्णयत।

(२) दिक्साधनं सविस्तरं लिखत ।

(३) आयादिविचारं सविस्तरं लिखत।

NATIONAL SANSKRIT UNIVERSITY

TWO-YEAR SHIKSHA ACHARYA (M.Ed.)

PROGRAMME

2020-21 onwards

(Revised as per NCFTE 2009

&

NCTE Regulations 2014)

NATIONAL SANSKRIT UNIVERSITY

DEPARTMENT OF EDUCATION

A Central University established by an Act of Parliament

(Formerly Rashtriya Sanskrit Vidyapeetha, Deemed to be University)

Accredited NAAC (Cycle- 2) at A Grade

TIRUPATI -517 507 (A.P.)

CONTENTS

Regulations of   Shiksha Acharya (M.Ed.) Programme

1. Preamble:

The Shiksha Acharya (M.Ed.) Programme is a two-year professional programme in the field of Teacher Education which aims at preparing teacher educators and other education professionals including curriculum developers, educational policy analysts, planners, administrators, supervisors, school principals and researchers.

This programme is designed to provide opportunities for students to deepen their knowledge and understanding of Education as a discipline of study, leading to specialisation in either elementary education (up to class VIII) or secondary education (classes IX-XII). The main thrust is on visualising it as a professional programme to prepare teacher educators with expertise in specific areas. The programme has been intended to provide a longer integrated model which weaves balance between theory and field exposure. In the current developing scenario in education, new perspectives envisaged by NKC (2007), NCFTE (2009), RTE (2009) etc, there is a need to focus adequately to academic pursuits like curriculum and textbook development, research, policy analysis, and educational administration.

The programme is framed with a broadened and in-depth vision of teacher educator. In addition, to cater to heterogeneous clientele, wide ranges of professional and academic inputs are incorporated. The programme would develop a coherent perspective of philosophical - sociological-historical, and psychological foundations of education – its policies, systems, institutions, practices and processes among the prospective teacher educators. The programme caters to develop in teacher educator's skills related to independent study of literature, research, academic writing, professional communication and team work. Skill and judgement guided by theoretical considerations, public function, integrity and independence of professional judgement would make the teacher educator to function as a true professional.

2. Objectives:

The Shiksha Acharya (M.Ed.) programme is designed to:

1. Prepare teacher educators equipped with knowledge and competencies to conduct as professionals and continuing professional development

2. Prepare teacher educators with specialization in stage specific core component

3. Develop teacher educators with deep and critical awareness of professional ethics and ability to critically engage in reflective practices

4. Develop a rational conceptualization of educational research with an ability to carry out quality research in education

3. The Clientele:

The Shiksha Acharya (M.Ed.) degree holders will have the opportunity to work as teacher educators in CTEs, IASEs, DIETs, B.Ed. colleges and University Education Departments. Further, they will be able to function in Boards/Councils of Secondary/Higher Secondary Education, Directorates of Education/Inspectorates, Schools affiliated to CBSE/KendriyaVidyalayaSangathan(KVS)/NavodayaVidyalayaSamiti,(NVS)   SCERTs/

SIEs as curriculum experts, evaluation experts, population education experts, Inspectors/Sub-inspectors of Primary/Secondary schools, education officers, head teachers/principals, statistical officers/Planning Officers etc. who would require professional expertise/knowledge in the relevant areas. In addition, there is a need of teacher educators to prepare teachers at different levels such as institutions dealing with alternative schooling and distance education. The new Shiksha Acharya (M.Ed.) Programme caters to the needs of professional preparation of teacher educators at specific stages of education and simultaneously for job specific preparation of professional manpower to run various departments of education/ institutions.

4. Duration and Working Days:

i. Duration:

The Shiksha Acharya (M.Ed.) programme shall be of a duration of two academic years (four semesters) including field attachment for a minimum of four weeks and research dissertation.Students shall be permitted to complete the programme requirements of the two year programme within a maximum period of three years from the date of admission to the programme. The summer should be used for field attachment\practicum\other activities.

ii. Working Days:

There shall be at least two hundred working days each year, exclusive of the period of admission and inclusive of classroom transaction, practicum, field study and conduct of examination. The institution shall work for a minimum of thirty six (36) hours in a week (five or six days) during which faculty and students concerned shall be available for interaction, dialogue, consultation and mentoring. The minimum attendance of students shall be 80% for Theory Courses and practicum, and 90% for field attachment (Internship Programme).

5. Intake:

The department of Education, National Sanskrit University, Tirupati having one basic unit in the Shiksha Acharya (M.Ed.) programme with 50 seats and 10% over and above i.e. **Five** seats will be filled in by the students belonging to Economically Weaker Section (EWS).

6. Medium of Instruction and Examination:

The medium of instruction and examination including writing of dissertation is Sanskrit only.

7. Eligibility:

Educational Qualification and Percentage Required:

Students who have passed Shastri/B.A (Sanskrit)/ Equivalent degree or Acharya /M.A Sanskrit/ Equivalent degree and Shiksha Shastri/ B.Ed. with Sanskrit Teaching Methodology with minimum 50% of marks from any recognized University are eligible. For the candidates

belonging to SC/ST/OBC/PwD category, a relaxation of 5% marks will be allowed in the minimum pass percentage.

Atleast 50% of marks in both theory and practicum and 50 % of marks in aggregate are required in Shiksha Shastri./B.Ed.(with Sanskrit Teaching Methodology) for admission into Shiksha Acharya (M.Ed.) programme.

8. Reservation of Seats in Shiksha Acharya programme in National Sanskrit University, Tirupati.

Reservation of Seats will be allotted as per norms of government of India inforce. Besides this, an internal quota of 20% will be allowed to the students who have studied Shiksha shastri (B.Ed.) in National Sanskrit University (Erstwhile Rashtriya Sanskrit Vidyapeetha), Tirupati.

9. Admission Procedure:

Admissions shall be made on the basis of merit. Merit list for admission into Shiksha Acharya programme will be made on the basis of:

1. The percentage of Marks obtained in the qualifying examination and in the entrance examination.

OR

2. The percentage of Marks obtained in the entrance examination.

OR

3. Any other selection procedure as per the policy of the University.

10. Fees:

1. **Tution Fee**: A student will have to pay fee at the time of admission as per the rules of the National Sanskrit University, Tirupati.

Sl. No	Fee details
1	Rs. 6000/- (First Year)
2	Rs. 6000/- (Second Year)

2. **Other expenditures:** Miscellaneous expenditure related to training activities have to be borne by the student.

11. Attendance

1. The minimum attendance of student teachers shall have to be 80% for all course work and practicum, and 90% for school internship out of 200 working days each year.(i.e, 80% in Semester I,II& IV and 90% in semester-III)

2. The students who do not have adequate attendance will not be considered for the award of any scholarship or any kind of financial aid by the National Sanskrit University, Tirupati or any other government or quasi government agency.

3. Students who do not have adequate attendance will not be permitted to appear for examination at any cost.

4. Attendance shall be reckoned from the date of commencement of instruction as per the almanac prescribed by the Department of Education, National Sanskrit University, Tirupati.

5. All the internal activities which carry marks are compulsory.

No condonation by any authority at any level is permissible.

12. Curriculum:

The Shiksha Acharya (M.Ed.) programme is designed to provide opportunities for students to extend as well as deepen their knowledge and understanding of Education, specialize in select areas and also develop research capacities, leading to specialization in either elementary, secondary, senior secondary or Higher Education level. The curriculum of the two-year Shiksha Acharya (M.Ed.) programme shall comprise of the following components.

1. A Common core that includes perspective courses, Toolcourses, Teacher Educationcourses and self developmentcomponent;
2. Specialization branches where students choose to specialise in any one of the school level/areas (such as elementary or secondary and senior secondary);
3. Research leading to dissertation;
4. Field immersion/ attachment/Internship. There shall be core coursesand specialized courses in elementary education or secondary education and dissertation.

I. Theory Courses:
The theory course is divided into core and specialization.
I. The **Core course** shall comprise perspective, tool and teacher education courses.
   A. **Perspective courses** shall be in the areas of ;
      1. Philosophy of Education
      2. Psychology of Learner
      3. Curriculum studies
      4. Sociology of Education
      5. History of Education in India
      6. Sanskrit Education
   B. **Tool Courses** shall comprise of ;
      1. Self Development
      2. Communication and Expository Writing
      3. Academic writing
      4. Educational Research & Fundamental statistics
      5. Advanced Educational Research and Inferential statistics
   C. **Teacher Education courses** (which are also linked with the field internship/immersion/attachment in a teacher education institution) shall also be included in the course.

1. Teacher Education
2. Perspectives, Research & Issues in Teacher Education

II. Core Course Specialization

The Core Course Specialization component/branches shall offer to students a specialization in one of the school stages.

1. Elementary Education - I and II
2. Secondary Education - I and II

The courses within the school stage specializations shall cover selected thematic areas indicated below:

1. Educational Management, Administration and Leadership
2. Curriculum , Pedagogy & Assessment
3. Education Technology and ICT
4. Guidance and Counselling

A field internship/attachment relevant to the area of specialization shall be organized during the programme.

13. Practicum

Organization of workshops, seminars,symposia and sessional activities to enhance professional skills and understanding of the students shall be part of the teaching modality of the various taught courses.

14. Internship and Attachment

Field attachments/internships shall be facilitated with organizations and institutions working in education. These would aim at engaging the students with filed-based situations and work in elementary and other levels of education, and to provide an opportunity for reflection and writing on the same.

Systematically planned field internship/attachment in a teacher education institution and in the specialization area chosen by the student shall be organized during the programme.

Close mentorship by faculty in relevant areas will be provided for the programme in the form of tutorials, guided reading groups, field attachment and guided research dissertation.

i. Internship and dissertation (400 Marks)

Internship in Teacher Education institution - IInd semester - 100 Marks

Dissertation   - IIIrd semester - 100 Marks

Internship in specialization cluster   - IVth semester - 100 Marks

Dissertation   - IVth semester - 100 Marks

15. Programme Implementation

The National Sanskrit University will have to meet the following specific demands of this professional programme of study Shiksha Acharya (M.Ed.):

(i)   Prepare a calendar for all activities, including internship and field attachment. The Calendar of the Shiksha Acharya (M.Ed.) programme shall be synchronised with the academic calendar of the institutions identified for internship and attachment.

(ii)   Submission of a Dissertation which could be based on primary field data or secondary data or a treatise comprising of a long reflective and critical essay on an approved topic shall be compulsory.

(iii)   For the conduct of the dissertation, the ratio of faculty to students for guidance and mentoring shall be decided by the departmental committee.

(iv)   Structured engagement of Shiksha Acharya (M.Ed.) students through the internship with educational sites/fields for not less than four weeks resulting in a reflective report. The suggested sites/fields or as follows:

   a. Professional pre- service teacher education programme.

   b. An organization engaged in the development of innovative curriculum and pedagogic practices.

   c. International/National/State institution involved in curriculum design; Textbook Development; Education policy planning; Formation and Implementation; Educational Administration and Management.

   d. In-Service programme for School Teachers.

(v)   The institutions shall initiate discourse in education by periodically organising seminars, debates, lectures and discussion groups for students and faculty. Students' participation in the weekly research colloquium/seminar shall be ensured.

(vi)   There shall be mechanisms and provisions in the Institution for addressing complaints of students and faculty, and for redressal of grievances.

(vii)   Mechanisms shall be worked out where faculty other than the ones actually dealing with the course shall be involved in the work of the institution.

16. Scheme of Examinations:

A. Examination in Theory Papers:

Every student appearing for examination shall have to submit his/her application in a prescribed form to the Controller of examinations through the proper channel in such date

preceding to the date of examination as may be fixed in the University along with the required fees and documents.

(a) A candidate shall have to appear all the papers of the Semester and have to secure the prescribed eligibility marks 45% i.e. 31.05 rounded to 32 in each paper and 50%   in aggregate to pass the Semester. 50% marks in activities, internships and dissertation is compulsory.

(b) Duration of examination for theory paper of 70 marks shall be for 3 hours.

(c) **Internal assessment** will be for 30 marks, assessed as mention bellow in the respective courses in each semester and consolidated marks statements is to be submitted to the university.

Assessment of Activities	10
Written test – One	10
Assignments – One	05
Seminar presentation -	05
Total	**30**

(d) Department may decide to give test /assignment etc. to candidates who are absent for the internal examinations, provided, the Department is convinced that the absence of   the candidate is on valid grounds.   However, the Department may allow the candidate to avail this provision within the duration of the semesterof the semester concerned.

(e) The statement of internal assessment shall be sent to the Controller of Examinations at least a week in advance, prior to the commencement of that particular semester examination.

(f) A candidate may be allowed to complete the M.Ed programme within three years from the date of his/her admission.

17. Dissertation:

1. Dissertation work shall commence from semester III and shall be completed before the commencement of fourth semester examination of the academic year concerned.

2. The candidate shall have to carry out research study, under the supervision of a faculty in the department as allotted by the Department of Education of the National Sanskrit University.

3. The candidate shall have to complete the dissertation on a research study characterized either by discovery of facts from the area of his/her specialization.

4. The candidate shall have to submit 3 copies (typed on both sides) of the dissertation duly certified by the Supervisor/Guide before the commencement of fourth semester examination (on or before 28th February of the academic yearconcerned).

5. Each dissertation shall have declaration by the candidate that the dissertation embodies result of his/her own work and a certificate from supervisor to the effect that the dissertation is candidates' own work.

6. Submission of a Dissertation based on approved research problem related to the area of specialization. This can be carried out based on primary field data or secondary data or a treatise comprising of a long reflective and critical essay.

The Departmental Research Committee (DRC) will consist of following members.

Chairman	-	Head of the Department
Members	-	a) All Professors
		b) One external subject expert*
Convener	-	Supervisor of the concerned student/s

Students will be allotted to the teaching faculty for carrying the dissertation work.

18. Evaluation of Dissertation

Dissertation will be evaluated by an external adjudicator and concerned internal Research Supervisor,which will be arrived at an average for 75 marks. Nomination of external adjudicators for evaluation of dissertations and conduct of Viva voce will be done by the Vice Chancellor as per the need from the panel of six adjudicators submitted by Head of Department to the controller of the examinations.

19. Viva voce

Each student will be examined by concerned Internal Research supervisor and External adjudicator. Dean, School of Education, Head Department of Education will also be the members of Viva voce Board.

Marks will be awarded by concerned Internal Research supervisor and External adjudicator only, which will be arrived at an average for 25 marks. The same will be forwarded to the Controller of the Examinations through proper channel. Arrangement will be made by the HoD of Education.

20. Conduct of examination
1. The written examinations in theory papers shall be held at the end of each semester.
2. A period of one week for preparation would be allowed to the candidates before the examination.

21. Assessment

For each theory course, at least 30% weightage shall be assigned for continuous internal assessment and 70% for external examination conducted by the examining body.

The weightage for the internal and external assessment for theory and practicum courses shall be as prescribed by the Board of studies.

The bases of internal assessment will be as specified under section **16. Scheme of Examinations.**

One-fourth of the total marks/ credits/weightage shall be assigned to practicum, internship.

22. Question Paper Pattern:

For 70 Marks Papers   **Duration: 3 hours**

Part – A   Short Answer Question   **05 x 01 = 05**
   (Answer all questions)

Part – B   Paragraph Question   **05 x 05 = 25**
   (Answer any 5 questions out of 8)

Part – C   Essay type questions   **05 x 08 = 40**
   (Answer Five questions with internal choice)

                              Total Marks   70
                                        ----

22. Results:

Successful candidates in the Shiksha acharya(M.Ed.) programme shall be classified as under:

1. Distinction   : 75% and above
2. First Division   : 60% - 74.9%
3. Second Division   : 55% - 59.9%
4. Passed Division   : 50% - 54.9%

The curriculum of the two-year M. Ed. will comprise of the following components:

Major components	Areas Covered	Description	Credit Allocation
Common Core (Theory and Practicum included)	Perspective Courses (PC)	1. Philosophy of Education 2. Psychology of Learner 3. Curriculum studies 4. Sociology of Education 5. History of Education in India 6. Sanskrit Education	4 Cr 4 Cr 4 Cr 4 Cr 4 Cr 4 Cr
	ToolCourses (TC)	1. Self Development 2. Communication and Expository Writing 3. Academic writing 4. Educational Research & Fundamental statistics 5. Advanced Educational Research and Inferential statistics	1 Cr 1 Cr 2 Cr 4 Cr 4 Cr
	Teacher Education Courses (TEC)	1. Teacher Education 2. Perspectives, Research & Issues in Teacher Education	4 Cr 4 Cr
Specialisations (Theory and Practicum included)	Core Course Specialization (CCS)	3. Elementary / Secondary Education 4. Elementary / Secondary Education	4 Cr 4 Cr
	Thematic Specialization (TS)- Any one from the Following Themes 5.Educational Management, Administration and Leadership 6.Curriculum , Pedagogy & Assessment 7.Education Technology and ICT 8.Guidance and Counselling	1. TS-Thematic Specialization – Course I 2. TS-Thematic Specialization – Course II 3. TS-Thematic Specialization – Course III	4 Cr 4 Cr 4 Cr
Internship/Field Attachment	Teacher Education Institution + Related to Specialisation	Field internship/attachment in: 1. A Teacher Education Institution, and 2. The area of specialization	8 Credits (4 Credits Each)
Research leading to Dissertation	Related to specialisation / Foundations	Students (in close mentorship of a faculty Member) learn to plan and conduct a research, and write a thesis	8 Credits
			80 Credits

Structure of M.Ed 2020-21

Semester-I	Cr	IA	EA	Semester-II	Cr	IA	EA	Semester-III	Cr	IA	EA	Semester-IV	Cr	IA	EA
PC 1 Philosophy of Education	4	30	70	PC 4 Sociology of Education	4	30	70	PC 6 Sanskrit Education	4	30	70	TS 1	4	30	70
PC 2 Psychology of Learner	4	30	70	PC 5 History of Education in India	4	30	70	TC 5 Advanced Educational Research and Inferential statistics	4	30	70	TS 2	4	30	70
PC 3 Curriculum studies	4	30	70	TC 4 Educational Research & Fundamental statistics	4	30	70	CCS 1 Elementary Education / Secondary Education	4	30	70	TS 3	4	30	70
TEC 1 Teacher Education	4	30	70	TEC 2 Perspectives, Research &Issues in Teacher Education	4	30	70	CCS 2 Elementary Education / Secondary Education	4	100		TS - Internship in Specialization Cluster	4	30	70
TC 1 Self Development	1	20		TE - Internship in Teacher Education institution	4	100		Dissertation	4	100		Evaluation Dissertation	3	---	75
TC 2 Communication and Expository Writing	1	20										Viva Voce	1	---	25
TC 3 Academic writing	2	40													
Lab Activities i. Psychology lab	2*	20													
Credits & Marks	**20+2***	**220**	**280**		**20**	**220**	**280**		**20**	**290**	**210**		**20**	**120**	**380**
Total Marks		**500**				**500**				**500**				**500**	

*Non numerical credits

SEMESTER – I

सत्रम् - I

M.Ed. Syllabus

SEMESTER - I

Course Code	Course Title	Curricular Areas	Total Marks		Credits	Hrs / Week	Hrs / Sem
			IA	FE			
SA01	Philosophy of Education	Perspective Course -1	30	70	4	5	80
SA02	Psychology of Learner	Perspective Course -2	30	70	4	5	80
SA03	Curriculum studies	Perspective Course -3	30	70	4	5	80
SA04	Teacher Education	Teacher Education course – 1	30	70	4	5	80
1	Self Development	Tool Course -1	20	-	1	2	32
2	Communication and Expository Writing	Tool Course -2	20	-	1	1	16
3	Academic writing	Tool Course- 3	40		2	2	32
4	Lab Activity i. Psychology Lab	Practicum	20				
			220	280	20	25	400
	Total		**500**				

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.*

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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TransactionMode:

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.

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 Edcuation.
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 processess:

      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*.*

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   3. Nicholls and Nicholls-1972 model

2. Hilda Taba 1962 model   4. Willes and Bondi-1989 model

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. **AdelaidaBago**   : Curriculum Development: The Philippines Experience.

    Manila: De La State University press, (2001).

2. **TabaHinda**   : Curriculum Development : Theory and practices. New York:

    Harcourt, Brace &Wrols. (1962)

3.   **Wiles,**   : Curriculum Development; A Guide to practice, Allyn&

    Jon. W. EondiJoseph.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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TEC – 1 : TEACHER EDUCATION

Credits: Four   **Internal Assessment : 30**

Contact Hours: Five Hours per Week   **Final Examination : 70**

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. *preparation of teachers with reference to the Agencies involved in it.*
4. *in - service Teacher Education in India-Concept, Structure and Modes*
5. *planning, Organising and Evaluating an In-service Teacher Education.*

Course Content:

UNIT - I   Teachers and Teaching Profession -

1. Teachers in India: The changing profile; changing roles and responsibilities of teachers and its demands on teacher education

2. Teacher identity, social status: a critical understanding

3. Concept and nature of teaching

4. Teaching as a profession: characteristics of a profession; professional ethics for teachers; teacher autonomy and accountability

UNIT - II Teacher Education – Historical Perspectives

1. Teacher education: meaning nature and scope

2. History of teacher education in India: trends, developments and forces that shaped teacher education.

3. Reports of National Commissions on education with reference to teacher education(National Knowledge Commission)

4. Reports of International Commissions on education with reference to teacher education(Learning the treasure within)

UNIT - III Preparation of School Teachers

1. Teacher education institutions: RIEs, Colleges of Education, University departments of Education, Elementary Teacher education institutions, ECCE Teacher education institutions: institutions established under Centrally Sponsored Scheme of Teacher Education namely, IASEs, CTEs, DIETs, BRCs and CRCs.

2. Models and outcomes of pre-service teacher education : Face to Face Mode: elementary level - 1 year model; 2 years model; 4 year integrated model secondary level -; one year model; two year model;

   Distance Mode: one year model; 2 years model.

3. Teacher education curriculum: overview of curriculum frameworks for teacher education (1978, 1988, 1998, 2006 and NCFTE 2009) and vision of NCERT & NCTE towards teacher education.

4. Preparation of teacher for senior secondary level, vocational stream and for inclusive settings.

UNIT-IV Curriculum Organization, Transaction and Evaluation

1. Organization of Teacher Education Curriculum

2. Transactional approaches for the foundation courses – expository, participatory, collaborative, peer coaching and inquiry. Scope and possibility of organization and evaluation, Lecture-cum-Discussion, Group Discussion, seminar, Use of Multimedia/ICT and E-resources

3. Transactional approaches for the skill and competency development courses – need for awareness – modelling - analysis – practice – feedback cycle. Scope and possibility of organization and evaluation – practicum records and portfolio assessment, (Ways and Means for Transaction: Project Methods, workshops, team teaching, case study,)

4. Evaluation Techniques- self-appraisal, peer evaluation, reflective journals, portfolio assessment. Evaluating Classroom Processes (including internship)

UNIT - V Continuing Professional Development of Teachers

1. Concept and importance of Professional Development

2. Approaches of Professional Development: in-service education; self-study; participation in seminars; workshops, panel discussion, Symposium; organization of study groups and study circles.

3. INSET and Extension education: concept and methodology, training need assessment strategies; formulation of programme proposal, development of content for training modules, organization of training; preparation of Self-Learning Material (SLM), monitoring, evaluation and impact assessment.

4. Role of professional organizations in teacher education.

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.   Review of Teacher Education curriculum in India.

  ii.   Writing review of at least one book related to teacher education

  iii. Critical study of teacher education Curriculum frameworks-1978,1988,1998,2006

  iv.   Preparation of Training Plan for INSET giving the rationale, target group, costing of resources and phases of training

  v.   Construction of tools for identification of training needs

  vi.   Preparation of self-learning material for   D.Ed./B.Ed. students on any identified topic

  vii. Study of the Cadre and Recruitment Rules of a State

  viii. Appraisal of norms/standards of teacher education developed by NCTE

  ix.   Appraisal of regulatory and accrediting bodies for teacher education

REFERENCES

1.Arora, K. and   : National Survey of Teacher Education,

Dasgupta, H   Vallabhvidyanagar :Sardar Patel University, 1968.

2. **Gurrap, P.**   : Education and Training of Teachers,

                                    London Longman, 1963.

3. **Hoyle E.,**   : The Role of the Teacher, London Routledge

                                    andKegan Paul (1969).

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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 conductive/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*

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 situationsObjective
   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.

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 theirprofessional 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

This will help in the development of social responsibilities among the learners to enrich humanresources and self-esteem; realistic understanding of any self as depending on the source of the wholeexistence 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 Activities

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.

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.

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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TC - 2: COMMUNICATION AND EXPOSITORY WRITING

Credit: 1   **Marks: 20 (Internal Assessment)**

Teaching hours: 2 block periods in workshop mode

Rationale:

This course is intended to enhance the ability of learners to listen, converse, speak, present, explainand exposit ideas in groups and before an audience. The course aims to create effective professionals by integrating various communication skills and through an exposure to various skills.

Objectives:

1. *To develop listening and viewing skills*
2. *To improve the speaking skills*
3. *To promote the reading skills*
4. *To gain insight and reflect on the concept and process of communication.*
5. *To familiarize with expository writing*

Transaction Mode: This course will be transacted /facilitated through participatory approaches such as- workshop, seminar by students, and group work. Different workshops can be organized where tasks and activities can be organized. Some theoretical aspects can be presented through presentation-cum-discussion mode.

Listening / Viewing Skills Workshop can be organized to provide exposure to listening and viewing skills. These can be conducted   in the language Lab.

Suggested Activities:

Students can listen to -

1. Sounds of relevant languages.
2. Patterns of stress and intonation
3. Self-recording while practicing pronunciation
4. Speeches of famous personalities
5. Keynote addresses in seminars

Students can View-

1. Phonetic symbols
2. Videos on sound production and articulation
3. Poetry recitation videos
4. Videos on conversation
5. Videos on group discussions and can observe body language.
6. Making listening notes
7. Completing worksheets on listening tasks
8. Developing criteria for analysis of listening skills
9. Consulting pronunciation dictionaries
10. Presentations
11. Students can observe Anchors in programmes
12. Observing Webinars
13. Observing unstructured conversation

Speaking Skills

These skills can be practiced in seminar rooms/language lab.

Suggested activities:

Students can practice-

1. Sounds of Sanskrit, Hindi & English
2. Stress and intonation patterns
3. Recitation of poems

Students can-

4. Participate in conversations (Situations to be provided)
5. Engage in group discussion on topics related to education, gender, inclusion, marginalization, culture, current issues at national and international level
6. Analyze of speech styles
7. Analyze of presentations
8. Make presentations
9. Involved in mock Interview
10. Anchoring programmes in the institute

Reading Skills

Students can be familiarized with reading techniques – skimming, scanning, critical reading. They can be encouraged to go to libraries for activities suggested below.

Suggested activities:

Students can read

- Editorials in newspapers on a regular basis
- Articles in newspapers and magazines
- Research papers in journals
- Book reviews, film reviews and art reviews in newspapers and magazines
- E-books, online journals
- Subject related reference books

Students can be involved in-

- Note making tasks on reading and summarizing what is read.
- Discourse analysis (to be integrated with reading, speaking and writing skills

PURPOSE AND PROCESS OF COMMUNICATION

To understand the purpose and process of communication students can be involved in-

- Individual and group assignment on a chosen topic of communication and presenting using any ICT tool
- Brainstorming on pertinent issues in education and analyze the elements/process of communication in the discussion.
- Critical Reflection on communication strategies in any literary work of local/national /international significance and presentation in the seminar.
- Panel discussion on different themes; peer assessment on their communication skills

EXPOSITORY WRITING

The students will be provided exposure to expository writing in the workshop. They will learn expository writing skills and gain experience writing various types of articles: Informational, Opinion, Narration and Argument.

Suggested Tasks

- Write an expository essay that requires the student to investigate an idea, evaluate evidence, expound on the idea, and set forth an argument concerning that idea in a clear and concise manner.
- Write arguments to support claims in an analysis of topics or texts, using valid reasoning and relevant and sufficient evidence
- Write informative/explanatory texts by examining complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write narratives to develop real or imagined experiences or events, well-chosen details, and well-structured event sequences
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to on going feedback, including new arguments or information

Semester Break Tasks-

- Visit to a school/college/UG course and deliver a presentation in a class on any of the topics of relevance and sharing of the communication techniques used in the presentation in a seminar.
- Identification of any one teacher with good communication skills; Case study of communication strategies adopted

Mode of Assessment: Assignments can be given during semester break and they can be submitted for assessment.

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REFERENCES

1. **Anderson, Kenneth and Joan Maclean.** Study Speaking. Cambridge University Press, 2010.

2. **Taylor, Shirley.** Communication for Business. Pearson. Delhi, 2005.

3. **Carter, Sam and Norman Whitby**. Improve your IELTS Reading Skills. Macmillan Delhi, 2009.

4. **Brown, Kristine and Susan Hood.** Academic Encounters. Cambridge University Press, 200

5. **Shuddhikoumudi**

6. **Koushalabodhini**

7. **Prayogavistara**

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TC-3 : ACADEMIC WRITING

Credits- 2
Contact hours per week: 2   **Internal Assessment: 40**
Rationale:

   This course aims to create expertise in writing skills. Since academic writing does not coverProfessional aspects of writing (e.g. CV, noting and drafting, letters etc.) which teacher Educators willrequire for different purposes, so the title of this course is Writing Skills. Academic writing is givenfull weightage in this course.

Objectives:
1. To facilitate learners to understand different types of writing and writing styles
2. To enable the learners to write reports
3. To engage learners with journalistic writing
4. To develop creative writing skills amongst learners
5. To enable learners to handle professional writing

Transaction Mode: Different theoretical aspects of writing skills will be taught through presentation cum discussion mode. Practical exposure will be given to trainees by reviewing different journals and books for gaining skills and competencies in writing research projects/ reports and articles.

Types of Writing and writing styles
Presentations on different types of writing (narrative, descriptive, persuasive, academic, creative, reflective Journal) and writing styles should be made by the teacher. ICT tools can be utilized for this purpose.

Reports
Sample Reports of Seminars, Project Reports , Research reports, Institutional reports, Field visit reports should be shown to students. This should be followed by a discussion.
Suggested Tasks--- writing reports.

Journalistic Writing and Expository Writing
Samples of Book reviews, Film reviews, Editorials, Articles and Film scripts (as per requirement) can be provided to learners. Discussion can be encouraged amongst learners to understand features of journalistic writing.
Suggested Tasks--- writing book reviews, film reviews, editorials, articles, film scripts

Creative Writing
 Learners should be provided exposure to some literary works like poems, stories, travelogue, diary and children's literature. They can discuss on what makes literary works creative and also appreciate aesthetics in literary pieces.
Suggested Tasks- Writing poems, stories, travelogue, diary and writing for children

Professional Writing

Samples of the letters, memos, official minutes, CV, official files for noting and drafting should be shown to learners. Let them discuss and understand the format and content.

Suggested Tasks- writing letters, resume, note, official minutes and memos.

Modes of Assessment: Assessment can be continues and comprehensive, i.e., in each workshop, and tasks suggested can be used for this purpose.

Suggested Readings:

1. Mc Carter, Sam and Norman Whitby. Improve your IELTS Writing Skills, Macmillan. New Delhi, 2009.
2. Gangal, J. K. Developing Writing Skills in English. PHI Learning Private Ltd, New Delhi, 2011.
3. Taylor, Shirley. Communication for Business. Pearson. Delhi, 2005.
4. Brown, Kristine and Susan Hood. Academic Encounters. Cambridge University Press, 2002.
5. Murray, R. (2004) Writing for Academic Journals. Maidenhead: Open University Press.

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SEMESTER – II

सत्रम् - II

M.Ed. Syllabus

<u>SEMESTER - II</u>

Course Code	Name of the Course	Curricular Areas	Total Marks		Total Credits	Hours / Week	Hours / Semester
			IA	FE			
SA05	Sociology of Education	Perspective Course – 4	30	70	4	5	80
SA06	History of Education in India	Perspective Course – 5	30	70	4	5	80
SA07	Educational Research & Fundamental statistics	Tool Course - 4	30	70	4	5	80
SA08	Perspectives, Research & Issues in Teacher Education	Teacher Education course – 2	30	70	4	5	80
1	TE - Internship in Teacher Education institution	TE -Internship	100		4	5	80
			220	280	**20**	**25**	**400**
Total			**500**				

PC – 4 : SOCIOLOGY 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 concept and process of social organization, social stratification and institution.

2. education in the context of Indian society.

3. the relationship between culture, society and education.

4. education with reference to provisions in Indian constitution.

5. issues of equity and gender in Education.

Course Content:

UNIT 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.

UNIT 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

UNIT III Culture and Education

    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.

UNIT IV Education and Indian Constitution

    1.   Knowledge about Indian Constitution, its directive principles.

    2.   Articles of Constitution related to Education and educational Acts.

3. Meaning of Secularism, Social goals.
4. Democracy and Socialistic pattern of society.
5. Human rights and Education.
6. Indian Constitution and Curriculum Frameworks (NCFSE - 2005, NCFTE – 2009 & NCTE Regulations 2014).

UNIT V Issues of equity and gender in Education:
1. Equity issues in Indian social system with special reference to socially disadvantaged groups, gender and habitations.
2. Inclusive Education- Persons with Disabilities(PwD), Mentally retarded.
3. Programmes for empowering the disadvantages and in-equal groups.

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Transaction Mode:

1. Teacher acts as a facilitator and delivers lectures on the concepts

2. The course work will be carried out in the form of seminar. The prescribed readings are given in the references and students are expected to read the reference books before coming to the classroom. Students have to form groups consisting of 4-5 members and discuss their critical understanding pertaining to the readings given for the particular topic in each unit.

3. Group presentations facilitated by the teachers will be one of the core components of the transaction.

Sessional Activities:

Students are expected to take two or more tasks to fulfil the sessional work

1. review the volumes "field studies in sociology of education" published by NCERT (1978)

2. book review pertaining to sociology of education. Apart from highlighting the ideas that book articulates and the way arguments with evidences are provided, students will have to critically review the strengths and weakness of the book. Also, the relevance of the book in understanding day to day phenomena that are happening in the school and teacher education system at large have to brought at the end of the book review.

3. a term paper based on the topics in the syllabus. It has to be very argumentative and analytical in nature.

4. thematic presentations

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 – 4 : HISTORY OF EDUCATION IN INDIA

Credits: Four   **Internal Assessment : 30**

Contact Hours: Five Hours per Week   **Final Examination : 70**

Objectives

Course Objectives:

To enable the students;

1. to understand development of education and influences of socio-political forces during different

*   Periods of time ;*

2. to acquire knowledge of characteristics features of ancient, Medieval and British system of

*   education in India and of their strengths and limitations ;*

3. to understand the contributions of various major committees and commissions on education set up

*   from time to time;*

4. to appreciate the developments in Indian education in the post- independence era.

5. to understand the salient features of National level agencies towards educational Policies and

*   administrative initiatives.*

Course Content:

UNIT - 1. Ancient Period

      i.   Aim & Objectives of education during ancient period

      ii.   Nature,

      iii.   Curriculum,

      iv.   Methods

      v.   Educational Institutions,

      vi.   Evaluation

   2. Medieval Period - Education during buddhist, Islamic period

UNIT - II British Period

1.   Oriental and occidental controversy-1813 and Macauley's Minutes- 1835.

2.   Woods Dispatch- 1854

3.   Hunter Commission- 1882.

4.   Curzon's educational policy. Growth of national consciousness. Intluence of National Education,

5.   Essential features oft Sadler commission Report- 1917

6. wardha Scheme of education-1937

7. Sergernt Report- 1944.

UNIT - III Post-independence Period.

1. Education in Indian Constitution,

2. University Education Commission-1948-49.

3. Secondary Education Commission - 1952-53.

4. Sanskrit Education Commission- 1956-57,

5. Indian Education Commission- 1964-66.

UNIT - IV Education policies in India

1. National Education Policy- 1968.

2. New Policy on Education- 1986

3. Plan ot Action-1992

4. Education during five year plan

UNIT - V. Educational and administrative Agencies in India

Introduction and salient textures of following agencies

1. KendryaVidyalayaSanghatan (KVS)

2. NavodayaVidyalayaSamiti (NVS)

3. NCERT (National Council for Educational Research & Training)

4. University Grants Commission (UGC)

5. National University of Educational Planning and administration (NUEPA)

6. NCTE and NAAC

Transaction Mode:

1. Initiation of the dialogue by the Most Knowledgeable Other (MKO);

2. Library readings;

3. Observational studies and activities;

4. Presentations by students on selected themes- individually and collectively.

5. Documenting the dialogues.

REFERENCES

1. Smt. Indra Sharma &	:	History and problems of Indian Education,
N.R. Sharma		VinodPustakMandir, Agra.
2. Mukherjee, R.K.	:	Ancient Indian Education,
		MotilalBanarsi 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&	:	History of Education in India. During British period
J.P. Naik (1943)		Bombay, Mac Millan and Co., Ltd.
6. Prof. Raman BehariLal&	:	Contemporary India and Education
Dr. Krishna Kant (2016)		R.Lall Book Depot, Meerut

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TC – 4 : EDUCATIONAL RESEARCH & FUNDAMENTAL STATISTICS

Credits: Four   **Internal Assessment : 30**

Contact Hours: Five Hours per Week   **Final Examination : 70**

Course Objectives:

To enable the students;

1. *to understand the meaning of scientific method, scientific inquiry, Paradigm, theory and its implications for educational research.*

2. *to understand the characteristics of philosophical, psychological and sociological bases of research in Education.*

3. *to understand different methods of Research in Education*

4. *to understand the Process of Educational Research.*

5 . *to acquaint themselves with the different Types of Data and appropriate Statistical Analysis,*

Course Content:

Unit I Research in Education: Conceptual Issues

1. i. Concept, nature and scope

   ii. Types of research in Education

      Fundamental, Applied and Action Research and their characteristics.

2.

   i.   Research problem: Basis viz.,

   ii.   conceptual basis,

   iii.   Research base {based on review of research studies} ,

   iv.   Empirical basis based on empirical evidences,

   v.   sources for research problem,

   vi.   Characteristics of research problem.

3. Variables: Constructs and concepts, meaning, nature and types.

4. **Research Proposal: -** Conceptual framework, need and importance, Research questions, objectives, proposition and hypotheses, Sources of data and method,Tools and techniques, Sampling designs, Data analysis plan.

Unit II Methods of Research

1. **Quantitative Research –**
   Historical, Descriptive and Experimental Research**& Designs:**
   a. **Historical Research :** Nature, Characteristics and Scope –

Sources of Data – Historical Criticism (External criticism- authenticity of data and Internal Criticism – accuracy of the Data) – Data analysis, Interpretation and Conclusion – Reporting.

b. **Descriptive research :** Nature, Characteristics and Scope – Sources of Data-Primary and Secondary – Tools of Research and development of Tools – Sample – Data collection -Data analysis – Interpretation of Data and Conclusion.

c. **Experimental Research :** Nature, Characteristics and Scope -

Types of True experimental Designs: Single group pre-test, post-test design; Two-group Experimental-Control group design; Solomon four-group design, Rotational group design; Factorial design,

Types of Quasi-experimental Designs: Non-equivalent Groups Designs, Time Series-Designs

Internal and External validity of the research designs

2. **Qualitative Research**

Qualitative Research: Meaning, Nature, Characteristics, Scope and Relevance

Types of Qualitative Research – Interview, Observation, Phenomenology, Grounded Theory, Ethnography, Case Study and other Qualitative Research Designs.

Unit III Sampling Design

1. Concept of population and sample.
2. Concept of sampling unit, representativeness of a sample, sampling frame.
3. Sampling methods: meaning, nature, conditions and applicability of Probability Sampling (Simple Random Sampling, Stratified Random Sampling, Systematic Sampling, Multi-Stage Sampling, Cluster Sampling)
4. Non-Probability Sampling (quota Sampling, incidental Sampling, Purposive Sampling and judgmental sampling, snowball sampling, etc.)
5. Sampling error non-sampling error.

Unit- IV Methods of collecting Data

1. **Tools and Techniques:**

    Interview, Questionnaire, Checklist, Psychological Tests, Achievement Tests and Diagnostic Tests, Focused Group Discussion, Observation, Field notes, transcriptions, Recording (Audio and Video), Anecdotal records, portfolios, Dialogue, discourse, documents.

2. **Standardization of Tools:**

    Reliability: Meaning, types, and procedure of establishing reliability for various tools listed above.

    Validity: Meaning, types, and procedure of establishing validity for various tools (listed above).

    Items Analysis: Difficulty value of test item; Discriminative Index and Facility Value; finalization of items (standardization of various tools)

Unit- V   Basic Descriptive Statistical Treatment for data analysis

1. Processing data in tabular and graphical representation (Bar diagram, Line diagram, Histogram, Frequency curve, Frequency polygon, Ogive and Box plot).
2. Basic concepts: Measures of Central tendencies and Dispersion.
3. Relative Positions – Percentiles and Percentile Ranks.
4. Correlation, Product Moment Correlation; Rank Correlation,
5. Use of software for analysis of data.

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Transaction Mode:

Lecture-cum-Discussion, Brain Storming, Group Discussion, Presentations, Panel discussion, Seminar presentations, Research exercises.

Sessional Activities:

The students will undertake the following activities:

1. Development of a Research Proposal on an identified research problem.

2. Critical analysis of standardized research tools based on its preparation and validation.

3. Identification of variables of a research study and classification of them based on types and level of measurement.

4. Planning a study based on a research design by keeping the objectives and research questions /hypotheses of a research study.

5. Preparation of trend report based on the review of research studies in a particular area.

6. Critical analysis of a research report/thesis.

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REFERENCES

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.

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TEC2:

Perspectives, Research and Issues in Teacher Education

Credits: Four   InternalAssessment : 30

Contact Hours: Five Hours per Week   Final Examination : 70

Course Objectives:

To enable the students:

1. to understand the Perspectives of Teacher Education
2. to understand the National and state policies and the structure & management of Teacher education
3. to understand the role of different agencies in quality assurance in Teacher Education
4. to review and comment on the researches done in Teacher Education
5. to understand the Problems and issues in Teacher Education.

Course Content:

UNIT I Perspectives of Teacher Education

1. Teacher Development: concept, factors influencing teacher development – personal and contextual.
2. Teacher Expertise – Berliner's stages of development of a teacher.
3. Approaches to teacher development – self-directed development, co-operative or collegial development, change- oriented and staff development.
4. Different organizations and agencies involved in teacher education- their roles, functions and networking.
5. Preparation of teachers for various disciplines i.e. art, craft, music, and physical education - existing programmes and practices.

UNIT II Structure and Management of Teacher Education

1. Structure of teacher education system in India - its merits and limitations.
2. Review of Recommendations of various committees , regulatory bodies related to teacher education; Kothari Commission, Justice Verma Committee, NPE 1986 ,POA 1992, NCFTE 2009, NCTE Regulation 2014.
3. Universalization of secondary education and its implication for teacher education at secondary level.
4. Planning financing and control of teacher education at elementary/ secondary levels

UNIT III Quality Assurance in Teacher Education

1. Meaning of quality assurance and its indicators in teacher education
    i.   Competency based performance and commitment oriented teacher education

ii.   Teacher appraisal and accountability
2. Role of different agencies in quality assurance of teacher development DIETs, SCERT, CTE, IASE, NCERT, NUEPA, UGC, Assessment of Quality of teacher education programme/ institutes NCTE, NAAC.
3. Total Quality Management in Teacher Education.

UNIT IV Research in Teacher Education

1. Methodological issues of research in teacher education- direct versus indirect inference, generalizability of findings, laboratory versus field research, scope and limitations of classroom observation
2. Assessment of teaching proficiency : criterion tools and techniques (observation, interviews and self- appraisal testing)
3. Trends of research in teacher education – review of recent research studies in teacher education with reference to design, findings and policy implications.
4. Areas of research in teacher education: teaching, teacher characteristics, teacher performance, teacher educators and teacher education institutions.
5. Research on pedagogical approaches in teacher education including classroom processes.
6. Programme evaluation of in the area of teacher education.

UNIT V   Problems and Issues in Teacher Education

1. Challenges in professional development of teachers w.r.t. school education
2. Single subject versus multiple subject teachers – implications for subject combinations in initial teacher preparation.
3. Issues related to enhancing teacher competence, commitment and teacher performance.
4. Maintaining and implementing standards in teacher education – admission policies, staffing pattern, qualification and mode of recruitment and service conditions of teacher educators.
5. Isolation of teacher education institutions
6. Teacher empowerment and motivation: issues and concerns
7. Code of conduct and professional ethics for teachers: debate/discussion
8. Unplanned growth of teacher education institutions
9. Suggestions to improve Teacher Education.

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:

1. Study of Reports of various committees and commissions with reference to professional development of teachers.
2. Select any one current practice in teacher education and trace the background of its formulation as a policy e.g. Internship in teaching.
3. A critical appraisal of researches in areas of teacher education.
4. Critical Review of at least one Training material/package developed by the national/ state/ district level training institute.

REFERENCES

1. **Canon, L. &Monin,L.(1978**).A Guide to Teaching Fanciness. London: Mtehner&co.Ltd.

2. **Coomb, A.W.et al.(1974).:**The Profession Education of Teachers: A Humanistic Approach to Teacher Training, Boston: Allyaon&Becon Inc.

3. **Flanders, N.A.(1970).**AnalysingPurching Behaviors. Massachusetts: Addison Wesley Publishing Co Reading.

4. **Gage,N.L.(1963**). Handbook of Research on Teaching. Chicago: Rand McNally College Publishing Co.

5. **Joyee, B. & Showers, B.(1983**).Power in Staff Development Through Research on Training. Alexandria Virginls: ASCD.

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TE - INTERNSHIP IN TEACHER EDUCATION INSTITUTION

Credits : 4   **Internal Assessment: 100**

RATIONALE

The would be teacher educator needs space and time in the curriculum to realistically understand the roles and functions expected of them by observing and analysing the activities performed by the teacher educators in an institutional context. They also need opportunities to put into action the theoretical understandings about teacher preparation gained through various courses in the curriculum. This course is designed in keeping with the above rationale and with an intention to help students integrate theory and practice of teacher education on the one hand and of school experiences with that of teacher education on the other.

Course Objectives

The course is designed to enable the prospective teacher educators to

1. *be acquainted with the content and organization of pre-service teacher education curriculum, infrastructure and resources needed, and the issues and problems related to teacher preparation.*
2. *Involve in various activities and processes of a teacher education institution, in order to gain an insight in to the multiple roles of a teacher educator and understand the organizational culture.*
3. *acquire competencies and skills required for effective transaction of the curriculum and organization of component activities such as internship and working with the community.*
4. *design in-service teacher professional development program/activities based on the needs of teachers.*
5. *develop professional attitudes, values and interests needed to function as a teacher educator.*

Organization

The internship will be organized in two phases of two weeks in a pre-service teacher education institution and one week in an in-service teacher education setting. Necessaryorientation to the students of this programme and mentor teacher educators from the respective institutions of teacher education will be provided before organizing the internship.

Activities
Task Set 1: Pre-service Teacher Education (2 weeks)

- Under the guidance of a mentor teacher educator, undertake planning and implementation of learning experiences on a unit from the prescribed course in the pre-service teacher education curriculum.
- Plan assessment criteria/tools and evaluate the performance of student teachers on the unit transacted.
- Based on the acquaintance with various activities, infrastructure and resources of the teacher education institution, prepare an institutional profile with reflections on the experiences gained

Task Set 2: In-service Teacher Education (one week)
- Undertake assessment of training need through an interview with practicing teachers
- Observe and analyse an in-service teacher education programme
- Review the TLM developed / the report of an in-service teacher education

Evaluation and Scheme of Assessment

Evaluation of performance during internship in teacher education will be done on the basis of assessment by institute supervisors and mentor teacher educators, and records/reports submitted by the students. The scheme of assessment will be as follows.

Area	Marks
1. Pre-service Teacher Education	
• Planning learning experiences on a unit	10
• implementation of learning experiences on a group of student teachers	25
• evaluation of learning outcomes	10
• Report on institutional profile and reflections	15
	60 marks
2. In-service Teacher Education	
• Need Assessment	10
(a piece of research need for In Service Teacher Education)	
• Analysis of an in-service teacher education programme	20
• Review of TLM/Programme Rep	10
	40 marks

Total 100

- Observation of pedagogic practices of a teacher educator in pre-service teacher education context
- Professional journey of a teacher educator – a case study

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SEMESTER – III

सत्रम् – III

M.Ed. Syllabus

SEMESTER - III

Course Code	Name of the Course	Curricular Areas	Total Marks		Total Credits	Hours / Week	Hours / Semester
			IA	FE			
SA09	Sanskrit education	Perspective Course - 6	30	70	4	5	80
SA10	Advanced Educational Research and Inferential statistics	Tool Course -5	30	70	4	5	80
	Elementary Education / Secondary Education	Core Course Specialization (CCS) (any one)					
SA11	Elementary Education / Secondary Education	(CCS) – 1	30	70	4	5	80
SA12	Elementary Education / Secondary Education	(CCS) – 2	30	70	4	5	80
	Dissertation		100*		4	5	80
					20	25	400
	Total		**500**				

* Dissertation internally under two parts (Part- A & Part -B) – refer Page Number: 76 & 78

PC – 6 : SANSKRIT EDUCATION

Credits: Four   **Internal Assessment : 30**

Contact Hours: Five Hours per Week   **Final Examination : 70**

Course Objectives:

To enable the students:

1. toacquire thorough knowledge aboutSanskrit Education.

2. to understand the problems in the field of Sanskrit Education.

3. to do research on various issues in the field of Sanskrit Education.

4. to acquire knowledge about the contributions of various Government and non

   government Institutions in the field of Sanskrit Education.

5. to acquire knowledge of New Trends in Sanskrit Education.

Course Content:

UNIT - I   A Traditional Sanskrit Education. B. Modern Sanskrit Education.

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

UNIT -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.

UNIT – 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.

UNIT - IV Institutions of Sanskrit Education and their contributions.

1. Sanskrit Pathashalas, Gurukulas.

2. Sanskrit Universities.

3. Sanskrit Academics.

4. Sanskrit Examinations.

5. Sanskrit Research Institutions.

6. Sanskrit Promotion Organizations, NGOs & Govt. Institutions.

UNIT - V   New Trends in Sanskrit Education

1. E-learning Project in Sanskrit Learning, Sanskrit Wikipedia.

2. Computer Assisted Teaching /Learning.

3. Sanskrit Teaching/ Learning through Distance Mode.

4. Self Learning Kits for Sanskrit Language.

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

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REFERENCES

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. RaghunathaSafaya   :   Sanskrit Teaching Methods

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TC – 2 : ADVANCED EDUCATIONAL RESEARCH AND INFERENTIAL STATISTICS

Credits: Four

Contact Hours: Five Hours per Week

Internal Assessment : 30

Final Examination : 70

Course Objectives:

To enable the students:

1. *to understand Data Collection procedures, Data Analysis and use of Computer Software.*
2. *to acquaint competence in collection of Sample, Data collection, Analysis and testing of hypotheses.*
3. *to develop mastery over application of Inferential Statistics and non Parametric methods.*
4. *to understand the processes of qualitative analysis and use of Computer Software.*
5. *to acquaint the skill of reporting Research keeping in mind ethical consideration.*

Course Content:

UNIT - I Data Analysis and Interpretation

1. Nature of data procured: Qualitative and Quantitative.
2. Qualitative data analysis and Quantitative data analysis.
3. Understanding data in terms of scales of measurement, data size, classification and categorization of data, relating data to research questions/ hypotheses.
4. Scope for qualitative and quantitative analysis.
5. Preparing the data for analysis using computer software.

UNIT - II Inferential statistics-Parametric

1. Normal Probability Distribution-Concept, Characteristics and Applications; Standard Scores; Derived scores Concept, use and interpretations of Parametric and Statistics;
2. Concept of sampling Distribution of Statistics;
3. Standard Error as an index of sampling error;
4. Concept of Estimation-Point and Interval; Parametric testing of Hypothesis:
5. Concepts of One-tailed and Two-tailed Test;
6. Type 1 and Type 2 Error;
7. Testing the Significance of the Difference between Means, Variances, Correlations and Proportions.
8. Analysis of Variance and Co-variance: Concept, Principle, Assumptions and Uses.

UNIT -III: Inferential Statistics - Non-Parametric

1. Non-parametric statistics in education;

    Use of non-parametric tests and its rationale for distribution free data; Chi-Square Test; Median Test; Sign Test,

2. Quantitative Data Analysis by using Computer software {SPSS/R etc.,}

UNIT -IV: Analysis of Qualitative Data

1. Methods of Qualitative Analysis:
2. Coding and Categorizing, data reduction, content analysis, logical analysis, critical analysis, credibility and dependability and its preparation.
3. Qualitative Data Analysis by using Computer software {AltaVista, N etc.,}

UNIT -V: Report Writing

1. Report writing:
   Chapterisation and presentation.(Language style headings & sub- headings) Quotations, Tables and figures, Footnotes, Bibliography, Pagination Typing and Font, Format of Report Writing; APA reference style.
2. Ethical considerations in quantitative and qualitative research: Accuracy, credibility, confidentiality, transparency, honesty, originality, protecting, authenticity, plagiarism.

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Transaction Mode:

Lecture-cum-Discussion, Brain Storming, Group Discussion, Presentations, Panel discussion, Seminar presentations, research exercises.

Sessional Activities:

1. Preparation, try out and finalization of a tool.
2. Preparing a research design for a study by considering the objectives and research tools.
3. Critical analysis of two research papers (One for qualitative research and one for quantitative research).
4. A critical assessment of statistical techniques used in a research report/thesis.
5. Preparation of graphic designs of data obtained in a research study.
6. Selection and description of appropriate statistical technique(s) for answering a research question or for testing a given hypothesis.
7. Analysis of data using any one computer based statistical package.

REFERENCES

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.

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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.*

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

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)

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

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 – 2: Elementary Education

Credits: Four   **Internal Assessment : 30**

Contact Hours: Five Hours per Week   **Final Examination : 70**

Objectives

To enable the students;

1. *to study organisational structure of Elementary Education and role of various organisations, institutions and agencies in Elementary Education.*
2. *to Provide opportunity to develop critical understanding about transitions in Elementary Education*
3. *to understand the functioning of various support services at Elementary Level*
4. *to develop critical understanding about issues and challenges in elementary education.*
5. *to understand the significance of* Educational Management Information System*(EMIS) and Research in bringing positive changes in Elementary Education.*

Course Content:

UNIT -I Organisations, Institutions and Agencies of Elementary Education

1. Organisations and Institutions   in   administration and management of elementary education -

    a. national level –Ministry of Human Resource Development (CABE, NEUPA, NCERT & RIEs), Ministry of Social Justice and Empowerment (RCI and National Institutes), Ministry of Woman and Child Development; Ministry of Tribal Affairs; Ministry of Minority Affairs

    b. state level - State department of education, Directorates and Secretariats, SCERTs / SIEs, State Institute of Educational Technology (SIET), State Institute of Educational Management and Training (SIEMAT),

    c. at the district and sub district levels - DIET, BRC, CRC, SMC (School Management Committee), PTA (Parent teacher Association).

2. International Agencies – Important UN Organisations - UNICEF, UNESCO, WHO, IBE

3. NGOs, Civil Society and Advocacy groups –focus areas, importance and functions

UNIT -II Transition at Elementary School

1. Linking Elementary Education with Early Childhood Education and Secondary Education

2. Transition from preschool to elementary school

3. Assessment and intervention for school readiness

4. Transition from elementary school to secondary school: Moving towards Universalization Secondary Education (USE).

5. Development of individualised transition plan and implementation

UNIT -III Support System at Elementary stage of education

1. Integrated Child Development Services (ICDS) and its convergence with Elementary education

2. School guidance services and counselling, school health service.

3. Early identification and intervention for children at risk – need for multidisciplinary team

4. Teacher associations / federations and organisations at National and State levels

5. Family and community- importance of their role in Elementary Education

6. Elementary school teacher who can influence children's lifelong learning and make a difference in the lives of students

UNIT -IV Concerns, Issues and Challenges in Elementary Education

1. Achieving Universalization of Elementary Education (UEE) - Universal access, retention and success

2. Quality concerns in elementary education – classroom processes, learning achievement, teacher and teacher preparation

3. Language formula and its implementation - medium of instruction, multilingual approach at primary level

4. Matching local conditions with reference to cultural practice and language - utilising family and community resources

5. Implementation of Right of Children to Free and Compulsory Education Act 2009

6. Co-ordination among and between different ministries for ensuring effective inclusive elementary education

UNIT -V Research in Elementary Education

1. Role and functions of Educational Management Information System (EMIS) Utilisation of EMIS data for planning, research and feedback for improvement

2. Data base and its significance in quality monitoring –Unified District Information System for Education (UDISE).

3. Current trends of research in Elementary Education – gaps and priority areas

    a. innovativeness in classroom practices

b. teacher competency in the backdrop of latest developments

c. issues related to elementary education

d. implementation of programs, schemes at the elementary level

e. administration, management and leadership

Transaction Mode:

Lecture-cum-discussion, Group discussion, Panel discussion, Seminar, Group Work, Library work, Activities, Projects, Collaborative Presentations

1. School visits and sharing of experiences

2. Seminar presentation by students on selected themes individually and collectively leading to discussion;

3. Library readings on selected theme followed by group discussion;

4. Study of documents and references, Reflective interaction with the peer group

5. Workshops, assignments and group discussion around issues and concepts studies in theory

6. 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. Visit an NGO and report on the innovative practices to bring quality into elementary education / collect success stories on movement by civil society groups working for elementary education

2. Arrange for a meeting with any civil society group supporting elementary education of children

3. Develop a transitional plan for a child from an early childhood education centre / home to elementary school

4. Assess the school readiness of a child / group of children and prepare a report

5. Visit a nearby school and talk to the head teacher, teachers, students and parents collect their perspectives on any one programme or schemes of the government

6. Debate on 'social category specific programmes – is it leading to universalisation of elementary education'

7. Collect one research article in any of the areas mentioned in the unit and discuss its implications for elementary education

8. Identify children out of school in a locality and analyse the reasons for not enrolling in school

9. View films / videos on issues related to elementary education (Lilkee, India untouched, darker side of India, videos on talks of Abdul Kalam, KailashSathyarthi, Malala and many other who speak for education)

REFERENCES

1. **Chopra, R.K.(1993)** Status of Teachers in India, NCERT, New Delhi.

2. **Govt. of India (1953)** Report of Education Commission, New Delhi.

3. **Govt. of India (1966)** Indian Education Commission (1964-66) Report. New Delhi.

4. **Govt. of India (1986/1992)** National Policy of Education, 1992, Modification and their POA's MHRD, Deptt. of Education.

5. **Malhotra, P.L. (1986)** School Education in India : Present status and Future Needs, NCERT, New Delhi.

6. **Pathak, Avijit (2002)**, Social Implications of Schooling, Rainbow Publishers, Delhi

7. **Kumar K (2004)**, What is Worth Teaching? Orient Longman

8. **National Policy of Education,(1992)** Modification and their POAs, MHRD, Dept. of Education

9. **Duggan R C and Pole C J (1996)** Reshaping education in the 1990s:Perspectives on Primary schooling Falmer Press UK

10. Government of India, MHRD, Department of School Education and Literacy (2001, 2007, 2011). Sarva Shiksha Abhiyan: frame work for implementation

11. **Kurrian, J. (1993)** Elementary Education in India, New Delhi: Concept Publication.

12. **MHRD (2001):** Convention on the Right of the child. New Delhi. Mohanty, J. N. (2002): Primary and Elementary Education. Deep & Deep Publications, New Delhi Rao, V.K. (2007): Universatisation of Elementary Education. Indian Publishers, New Delhi.

13. **Sharma, Ram Nath (2002)**: Indian Education at the cross road. Shubhi Publications.

14. **Tilak, J.B. (1992)** Educational Planning at gross roots, New Delhi.

15. **UNESCO (2005):** EFA Global Monitoring Report on Quality of Education Finance.

16. **Jain, V. K. and Agrawal, M. (2011)**. Resources in Primary Schools: A Challenge for India. Indian Educational Review, 48 (1), 84-95.

17. **Jain, V. K. and Sharma, S. K. (2007)**. Universalisation of Elementary Education: Challenges before the country. University News, 45 (11).

18. **Jha, J and D. Jhingran (2002)**. Elementary Education for the Poorest and other Deprived Groups: the Real Challenge of Universalisation, New Delhi: Centre for Policy Research.

19. **Kurrien, J (1983)**. Elementary Education in India. New Delhi: Vikas.

20. **MHRD (2000)**. Sarva Shiksha Abhiyan: A program for Universal Elementary Education A framework for implementation. New Delhi: Author.

21. **MHRD (2001)**. Sarva Shiksha Abhiyan—A Programme for UEE. New Delhi

22. **MHRD (2009):** The Right of Children to Free and Compulsory Education Act 2009. New Delhi.

23. **NCERT (2011).** Programme Evaluation Report Multi Lingual Education Orissa. New Delhi.

24. **NCERT(1996):** Education and National Development: Report of the Education Commission

25. **Holmes, B (1985)** (ed). International handbook of education systems. John Wiley & sons.

26. **Entwistle, N (1990)** (ed). Handbook on educational ideas and practice. Routledge. NY.

27. **Nanda, S. K**., "Indian Education and Its Problems Today", Kalyani Publishers, Ludhiana, (2003).

28. **Rao, V. K**., "Principles of Curriculum", A. P. H. Publishing Corporation, New Delhi, (2005)

29. **Sharma, R. N**., "Education in Emerging Indian Society", Surjeet Publications, (2002)

30. **Bhatnagar, S; Saxena, A & Kumar, S (2005)** "Development of Educational System in India", R. Lall Book Depot, Meerut

31. **Govt. of India (1986/1992) National Policy of Education, 1992**, Modification and their POA's MHRD, Deptt. of Education.

32. **Malhotra, P.L. (1986)** School Education in India : Present status and Future Needs, NCERT, New Delhi.

33. **NCERT (1997)** Code of Professional Ethics for Teachers.

34. **Kumar K (2004)**, What is Worth Teaching? 3rd edition, Orient Longman

35. Development in Practice – Primary Education in India. The World Bank Washington DC (1997). Allied Publishers Ltd. New Delhi

36. **MacBeth, J (1999)**. Schools must speak for themselves. Routledge, UK

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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.*

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)

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 CABE 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)

REFRENCES

1. Report of the Education Commission (1964-66).

2. Report of the Delors Commission, UNESCO, 1996

3. National Policy of Education 1986/1992.

4.   National Curriculum Framework on school education, 2005.

5. **Govt. of India, MHRD (2005)**. Universalization of Secondary Education : Report of the CABE Committee, New Delhi

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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.

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13. **Kumar K (2004)**, What is Worth Teaching? 3rd edition, Orient Longman

14. **SudeshMudhopadyay and Anil Kumar K (2001)** Quality Profiles of secondary schools, NIEPA, New Delhi

15. **Chopra, R.K. (1993)** Status of Teachers in India

16. NCERT, New Delhi Govt. of India (1953) Report of Secondary Education Commission, New Delhi Govt. of India (1996) Indian Education Commission (196466) Report. New Delhi Govt. of India - (1986/1992)

17. National Policy of Education,(1992) Modification and their POA's, MHRD, Dept. of Education

18. **Malhotra, P.L. (1986)** School Education in India: Present Status and Future Needs NCERT, New Delhi

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Core Course Specialisation

CCS – 2 : SECONDARY EDUCATION

Credits: Four   **Internal Assessment : 30**

Contact Hours: Four Hours per Week   **Final Examination : 70**

Objectives

To enable the students;

1. *analyse the role of various organisations, institutions and agencies in Secondary Education*
2. *develop perspective on transition from elementary education to secondary education*
3. *understand the functioning of various student support services at Secondary Level*
4. *provide opportunity to develop critical understanding about significance of vocational education*
5. *develop critical understanding about issues and challenges in secondary education*
6. *understand the significance of Research in bringing positive changes in secondary education.*

Couse Content:

UNIT I Organisations, Institutions and Agencies in Secondary Education

1. Inter Government Organisations - UNICEF, UNESCO, WHO, IBE

2. Organisations and Institutions in administration and management

   –Ministry of Human Resource Development (CABE, CBSE, ICSE, NIEPA, NCERT, NIOS); Ministry of Social Justice and Empowerment (RCI and National Institutes); Ministry of Tribal Affairs; Ministry of Minority Affairs

   - State departments of education, Directorates and Secretariats, State Boards of School Education, SCERT / SIE, State Institute of Educational Technology (SIET), State Institute of Educational Management and Training (SIEMAT)

   - District Education Office, Block Education Office,SMC (School Management Committee), PTA (Parent Teacher Association)

   3. NGOs, Civil Society and Advocacy groups –focus areas, importance and functions

UNIT II Transition into higher education and vocational education

1. Relevance and quality of present Secondary Education for upward mobility

2. Interdisciplinary knowledge to disciplinary knowledge

3. Different streams of vocational education at senior secondary stage; Mapping of vocational training institutes; institutes of National importance for vocational education.

4. Vocationalization of Education versus vocational education

5. Necessity of integrating secondary education programme with vocational education institutes and higher educational institutes

6. Assessment for Higher education-assessing the ability, skill, knowledge, competence for selection of suitable career

UNIT III Support Services at Secondary Level

1. School Guidance and counselling, career guidance, health service, Scouts and Guides, alternative system

2. Early identification of adolescent with risk for substance abuse, HIV/AIDS, media (advantages & disadvantages) - need for multidisciplinary team in the intervention programme.

3. Function of Students' clubs as support mechanism to students' abilities

4. Teacher associations/federations and organisations at National and State levels

5. Secondary school teacher as a guidance and counselling personnel

UNIT IV Concerns, Issues and Challenges in Secondary Education

1. Problems and challenges related to universalization of Secondary Education-access, enrolment, retention, achievement, equality and equity

2. Quality concerns in secondary education – infrastructure, classroom processes, teacher profile and teacher preparation

3. Problems of education for girls, disadvantaged and children with special needs

4. Classroom problems - discipline, under achievement, lack of motivation, delinquency and maladjustment

5. Technology at secondary Education- issues and challenges- ways and means to overcome the barriers.

6. Monitoring and Sustainability of programmes at secondary level-Process and involvement of Stakeholders.

UNIT V Research and New trends in Secondary Education

1. Role and functions of Educational Management Information System (EMIS), Utilisation of EMIS data for planning, research and feedback for improvement

2. Database and its significance in quality monitoring- UDISE+,

3. Comparative analysis of researches in different countries with special reference to secondary education programmes

4. Current trends of research in Secondary Education – gaps and priority areas

   a. innovativeness in classroom practices

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b. teacher competency in the backdrop of latest developments

c. issues related to Secondary education

d. implementation of programs, schemes at the Secondary level

e. administration, management and leadership

Transaction Mode:

1. Lecture-cum-discussion, Group discussion, Panel discussion, Seminar, 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. Visit and report on any of the innovative NGOs / collect success stories on movement by civil society groups working for secondary education

2. Visit a nearby school and talk to the head teacher, teachers, students and parents collect their perspectives on any one programme or schemes of the government for improving secondary education

3. Debate on "introducing sex education at secondary level"

4. Collect data regarding enrolment of CWSN in a district from MIS and develop a research proposal to analyse their difficulties

5. Collect one research article in any of the areas mentioned in the unit and discuss its implications for secondary education

6. Identify children drop out from secondary schools of a cluster and analyse the factors/causes.

7. Collect information about the existing scenario of adolescent education and share the information in a panel discussion on the issues identified and arrive at consensus for possible solutions to the problems of adolescence

8. View films / videos on issues related to secondary education and prepare a review report

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3. National Policy of Education 1986/1992.

4. National Curriculum Framework on school education, 2005.

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20. **Sujatha, K & Ravi G (2011)** Management of secondary education in India: quality, programme and administration. Shipra Publication, New Delhi

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Dissertation Part – A (50 Marks)

SL	Research Dissertational Activity	Mode of Engagement	Time required	End Product	Marks
1	Understanding the Objectives of Research in Education **Lead Questions/Guided Questions** 1 What is/are objectives of research in education? 2 How diverse they are?	Debate and dialogue	2 Hours	Identification and listing of objectives of Research in Education -- Preparation of list of 'objectives'. Either preparation of Table or listing themin sentences (in 500 words)	5
2	Identifying Research Areas **Lead Questions/Guided Questions** What areas of research interests you have? andwhy? • Infrastructure related • Process related • Pedagogy related • Policy related • Socio-cultural aspects of schooling related and etc	Self dialogue; Exploring one's personal interests, academic strengths and background to relate with research area; Seminar presentation	1 Week	i. Listing the area of research of one's own interest and mentioning the reasons. **(Write up)**	5
3	Review of research literature **Lead Questions/Guided Questions.** How the review needs to be done? What is to be observed in RRL? • Statement of the Problem. • Variables of the study • Objectives • Research question/hypotheses • Methods • Findings and their interpretation 1. How the research is conducted in the research literature that you are reviewing? 2. What are the components that need to be seen in RRL? 3. Where do you use the RRL in your research?	Library work; Table work	2 Weeks (Every day two hours, preferably afternoons)	i. identifying one study for each of the 'object' of study listed above; (as many and as diverse as possible) Review report writing and presentation	10

	4. Is Theme based review better? 5. Can the Chronology of research be the better way?				
4	Evolving and Stating Research Problem **Lead Questions/Guided Questions** 1. How do you state your research problem?	Classroom dialogue and seminar presentation	1 Week	i. Statement of the Problem ii. Spelling out effect/relation /interaction between the variables	5
5	Conceptualization of the Problem **Lead Questions/Guided Questions**	Seminar presentation	2 Week	i. Write up on conceptual development (1000 words)	5
6	Framing of Objectives of the Study **Lead Questions/Guided Questions**	Classroom presentation , discussion, refinement	1 Week	i. Finalization of the Objectives **(Write up)**	5
7	Formulation of Research questions/hypotheses	Classroom presentation , discussion, refinement	1 Week	i. Finalization of the Research Questions/Hypotheses (Write up)	5
8	Methods of the Research Study	Classroom seminars, debates	1 Week	i. Identifying appropriate method of study for one's research ii. Identifying appropriate tools and techniques for one's research. **(Write up)**	5
9	Sampling procedure	Classroom presentation	1 Week	i. Identifying Sample, sampling technique along with rationale **(Write up)**	5

Semester III

Dissertation

Part – B (50 Marks)

	III SEMESTER DISSERTATION ACTIVITIES				Marks
1	Preparation of Research Proposal / Synopsis (1500-2000 words) Detailed proposal				25
2	Presentation of Research Proposal /synopsis	Classroom seminar presentation	2 weeks	Written Proposal and its Presentation	5
3	Planning the data collection Procedure	Seminar presentation	1 Week	Write up	5
4	Tool selection/ development/adaptation/ Tryout	Seminar presentation	1 Week	Mention the tools required and their preparation/adaptation process and the rationale	5
5	Chapterization (Tentative) Skeleton of the chapters	Seminar presentation	1 Week	Write up on chapterization along with rationale for the proposed chapterizaiton	5
6	Data Analysis Procedure	Seminar presentation	2 Week	Identifying and Mentioning the procedure in written mode along with rationale for the proposed data analysis procedure	5
7	**Total**				**50**

SEMESTER – IV

सत्रम् - IV

M.Ed. Syllabus
SEMESTER – IV

Course Code	Name of the Course	Curri-cular Areas	Total Marks		Total Credits	Hrs / Week	Hrs / Sem
			IA	FE			
M13	**Thematic Specialization (Any one) out of Four Topics**						
	1. Educational Management, Administration andLeadership						
	TS 1: Educational Administration and Management		30	70	4	5	80
	TS2: Educational Planning		30	70	4	5	80
	TS3: Educational Leadership and Supervision		30	70	4	5	80
	2. Curriculum , Pedagogy & Assessment						
	TS 1: Curriculum Theory, Planning and Development						
	TS2: Learning and Pedagogy of School Subjects						
	TS3: Assessment in Education						
	3. Education Technology and ICT						
	TS 1: Foundations of Educational Technology						
	TS2: E-Content: Design and Development						
	TS 3: E-learning						
	4. Guidance And Counselling						
	TS1: Guidance in school and career guidance						
	TS 2: Counselling process and strategies						
	TS3: Assessment and appraisal in guidance and counselling						
	Internship : Internship in Specialization Cluster		30	70	4	5	80
	Dissertation (4 credits)		100*		4	5	80
	Total		500		20	25	400

* The dissertation will be valued by External as well as Internal (Supervisors) examiners for 50 marks each

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

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 between1950 and onwards

2. Specific trends in Educational Administration;

    (a) Decision making,   (d) Organizational Compliance,

    (b) Organizational climate   (e) Organizational Development,

    (c) Organizational change

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.

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 l 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.*

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

UNIT III Administration and Organization of Planning.

1. Administrative Machinery:

    a. National   d. Block level and
    b. State level   e. Institutional level
    c. District 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.

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.

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5. **Naik, J.P. (1965).** Educational Planning in India, India: Allied Publishers.

6. **Tilak, J.B.G. (1992).** Educational Planning at Grassroot. Ashish Publications. New Delhi.

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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.

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) Leissez 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

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.

REFERENCES

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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*

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

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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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. toPrepare 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. toPrepare unit plans on their subjects.

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   v. Blended Pedagogy

   ii. Critical Pedagogy   vi. Peer teaching

   iii. Cooperative learning   vii. Team teaching

   iv. Collaborative learning

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

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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.

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

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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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Thematic Specialisation -3 : Educational Technology and ICT

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.

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*

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

  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

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

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/

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

12. Developing an electronic assessment portfolio.

13. Developing an electronic teaching portfolio.

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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.*

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   iii.   ASSURE Model

    ii.   System 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

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.

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

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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*

Couse 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

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

2. Evaluation rubrics

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, 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

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Thematic Specialisation-4 : GUIDANCE AND COUNSELLING

TS Course 1: GUIDANCE IN SCHOOL AND CAREER GUIDANCE

Credits: 4	**Internal Assessment : 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.*

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

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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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*

Couse 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.

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.

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TS Course - 3:

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.*

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

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

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TS – Internship in Theme specialisation

Internship in Thematic Specialization

Duration-3-4 weeks Credits- 4

Marks-100 (Internal)

i. Educational Administration and Management

Internship activities at Elementary/Secondary level (any two)

1) Field visit to RMSA office at block/district/state level to collect and review the records of annual work plan and budget

2) Preparation of a an interview schedule for the school heads and in-service elementary and secondary school teachers with regards to management of their continuous professional development

3) A study of organizational climate of the institutions in administration and management of elementary and secondary education

4) Case study of the school Head Master elementary/secondary from administrative point of view.

5) Study the functioning and contribution of SCERT/SIEMAT.

6) Study the resources available in the school and find out the relationship with community also.

7) To study the structural and functional setup of management in school for elementary/secondary education state government.

8) A case study of functioning of rural/urban governance bodies for administration and management of elementary and secondary education in nearby locality

9) Preparing anorganography for management of a elementary /secondary school/project/programme/scheme through scientific approaches like SWOT/ PERT/ CPM/ PPBS/ system approach

10) Performing and recording the practical related to use of ICT tools and techniques like EMIS, LMS, web 2.0, videoconferencing, webinar etc. for school management

11) Preparation of a plan for procurement, utilization and maintenance of resources in elementary and secondary education.

12) A study of organizational climate of the institutions in administration and management of elementary and secondary education

13) Preparation of a an interview schedule for the school heads and in-service secondary and teachers with regards to management of their continuous professional development

14) Field visit to RMSA office at block/district/state level to collect and review the records of annual work plan and budget

Elementary stage

1) Preparation a report on the role and function of Principal of the DIET.

2) Prepare report on the monitoring and supervision infrastructural facilities and academic work of DIET.

3) Study of the various schemes run by central and state government in DIET.

4) Study the functioning and contribution of school management committee participation and learning achievement

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ii. Curriculum, Pedagogy and Assessment

Credits- 4   Duration-3-4 weeks

Marks-100 (Internal)

RATIONALE

The students specializing in curriculum, pedagogy and assessment needs to realistically understand the policies, practices and issues in curriculum development, pedagogic and assessment practices in an institutional context. They also need opportunities to see in action the theoretical understandings about innovations in curriculum development and implementation gained through various courses in this cluster. This course is designed in keeping with the above rationale and with an intention to help students integrate theory and practice.

Course Objectives

The course is designed to enable the prospective teacher educators to

1. *be acquainted with the curriculum development process at elementary/secondary stage in a state*
2. *involve in observing and analyzing various activities and processes of an institution/agency working on textbook preparation conducting examination at the state level.*
3. *acquire competencies and skills required for effective transaction of curriculum and organization of component activities with respect to an innovative practice in pedagogy and assessment*
4. *develop professional skills required for analyzing an assessment tool/practice*

Organization

The internship will be organised by attaching the students to different institutions and agencies engaged with curriculum development and assessment activities. A student would undertake the activities listed below under the guidance and active supervision of a teacher educator/practitioner. Necessary orientation to students will be provided before organizing the internship.

Activities

Attachment to the Curriculum Development Agency such as SCERT/SIE (1 week)

1. Study of curriculum making process at elementary/secondary stage through document analysis and interview with the concerned.

2. Interview textbook writers in any one subject to understand the intricacies and challenges in textbook preparation at elementary/secondary stage

3. Based on the acquaintance with various activities, infrastructure and resources of the curriculum making agency/institution, prepare an institutional profile with reflections on the experiences gained

Attachment to Schools (2 weeks)

Students would be attached to different types of schools such as government-private; statecentral; minority-tribal-others; rural-urban; residential-non-residential for a comparative analysis of the following aspects:

1. Curriculum implementation process through interview with practicing teachers

2. Innovativeness in pedagogic and assessment practices

3. Involve in the process of implementation of a portion of the curriculum as practiced in an innovative scheme/program such as ABL/MLE/Kali-Nali

Evaluation and Scheme of Assessment

Evaluation of performance during internship in curriculum, pedagogy and assessment will be done on the basis of assessment by institute supervisors and mentor teacher educators, and records/reports submitted by the students. The scheme of assessment will be as follows.

Activity. No	Area	Marks
	Attachment to the Curriculum Development Agency such as SCERT/SIE	
1.1	Study of curriculum making process at elementary/secondary stage through document analysis and interview with the concerned.	15
1.2	Interview textbook writers in any one subject to understand the intricacies and challenges in textbook preparation at elementary/secondary stage	15
1.3	Based on the acquaintance with various activities, infrastructure and resources of the curriculum making agency/institution, prepare an institutional profile with reflections on the experiences gained	20
	Attachment to Schools	
2.1	Study of Curriculum implementation process through interview with practicing teachers in four schools	25
	Case Study of an Innovative Programme	
3.1	Report on Innovativeness in pedagogic and assessment practices	10
3.2	Involve in the process of implementation of a part of the curriculum as practiced in an innovative scheme/program such as Activity Based Learning/Multi Lingual Education/Kali-Nali (Joyful Learning)	15
	Total	**100**

iii. Educational Technology and ICT

Credits- 4

Duration-3-4 weeks   **Marks-100 (Internal)**

RATIONALE

The students specializing in educational technology and ICT needs to realistically understand the integration of technology and the related practices in an institutional context. They should understand the problems associated with technology integration and its effectiveness through spending time in developing, implementing and reviewing the implementation in an institutional context. They also need opportunities to see in action the theoretical understandings about innovations in ET and implementation gained through various courses in this cluster. This course is designed in keeping with the above rationale and with an intention to help students integrate theory and practice.

Course Objectives

The course is designed to enable the prospective teacher educators to-

1. *Review and analyse e-learning content and courses through experiential learning*
2. *Observe and analyse the e-content development process in an institutional set up*
3. *Plan, design and develop e-content at school or teacher education level using design principles and FOSS tools*
4. *Provide e-learning using different approaches to school students or teacher trainees and assess its impact and report.*

Organization

The internship will be organised by attaching the students to different schools/teacher education institutions and other agencies engaged with ET activities. A student would undertake the activities listed below under the guidance and active supervision of a teacher educator/practitioner. Necessary orientation to students will be provided before organizing the internship.

Activities

1. Review and evaluate E-content and e-courses

    a. Evaluate a standalone RLO, e-content using the specified criteria

    b. Enroll for a MOOC course of interest and of minimum three weeks duration. On completion of the course review and evaluate the course content, design and delivery

c. Complete a free e-learning course. review and evaluate the course content, design and delivery

2. Design and develop e-content for school subject/B. Ed. subject

a. Plan and develop e-content for any one approach like MOOC/e-learning/Flipped learning /Blended Learning

b. This could be done with the assistance of experts in school/CIET/EMRC/e-learning industry/TEI

c. This will involve script writing, video production and editing, audio editing, story board, graphics creation and editing, putting together using authoring tools

d. Get the program reviewed by content and technical experts in the field

3**. Field Implementation**

a. Populate the LMS plat form or MOCC platform with the content created in the previous activity and Provide e-learning/MOOC/Flipped Learning/blended learning in a school/teacher training institute

b. This will involve use of LMS/MOOC platform/Face to face interaction. Could be done in intranet, internet

c. Review and evaluate the effectiveness and prepare a report

Evaluation and Scheme of Assessment

Evaluation of performance during internship in ET will be done on the basis of assessment by institute supervisors and mentor teacher educators, and records/reports submitted by the students. The scheme of assessment will be as follows-

Activity. No	Area	Marks
	Review and evaluate E-content and e-courses	
1	Evaluate a standalone RLO, e-content using the specified criteria	5
	Enrole for a MOOC course of interest and of minimum three weeks duration. On completion of the course review and evaluate the course content, design and delivery	10
	Complete a free e-learning course. review and evaluate the course content, design and delivery	10
	Total	**25**
2	**Design and develop e-content for school subject/B. Ed. Subject**	
	Script and story board	10
	Audio, video, graphics	15
	Final content in authoring with interactivity using authoring tool	10
	Total	**25**
3	**Field Implementation**	
	Developing the course in LMS	10
	Providing LMS based e-learning	15
	Report preparation and presentation	15
		40
	Total	**100**

iv. Internship in Guidance and Counselling

Credits: 4   **Max marks: 100 Total Duration: 3 Weeks**

Internal: 100

RATIONALE

The students specializing in Guidance and Counselling needs to realistically understand the nature and scope of implementation of guidance and counseling services in schools. They also need opportunities to plan and implement guidance and counseling activities in school. This course is designed in keeping with the above rationale and with an intention to help students integrate theory and practice.

Course Objectives

The course is designed to enable the prospective teacher educators to

1. *be acquainted with the guidance and counselling process at elementary/secondary stage in a state*
2. *involve in organising various activities of guidance and counselling in school.*
3. *acquire competencies and skills required for effective implementation of guidance and counselling*
4. *develop professional skills required for a counsellor*

Organization

The internship will be organised by attaching the students to school. A student would undertake the activities listed below under the guidance and active supervision of a teacher educator/practitioner. Necessary orientation to students will be provided before organizing the internship.

Activities

Attachment to an elementary/secondary/senior secondary school for testing and counselling practicum (2 weeks)

1. Identify the need and provide counseling to at least three students.
2. Develop a report card of ability profile of a class based on qualitative and quantitative assessment using testing and non-testing techniques
3. Develop a plan for implementation of guidance in a school

Attachment to School for Career Guidance (One week)

Students would be attached to a school for undertaking following activities:

1. Organize two class talks and two career talks
2. Organize career conference

Evaluation and Scheme of Assessment

Evaluation of performance during internship in guidance and counselling will be done on the basis of assessment by institute supervisors, and records/reports submitted by the students. The scheme of assessment will be as follows.

Activity. No	Area	Marks
	Attachment for testing and counselling practicum	
1.1	Identify the need and provide counselling to at least three students.	15
1.2	Develop a report card of ability profile of a class based on qualitative and quantitative assessment using testing and non-testing techniques	15
1.3	Develop a plan for implementation of guidance in a school	20
	Attachment to School for Career Guidance	
2.1	Organize career conference	15
3.1	Organize two career talks and Career talks	20
3.2	Submission of Report and Record	15
	Total	**100**

Dissertation (4 Credits)

1	Chapterization (Tentative) Skeleton of the chapters	Write up on chapterisation along with rationale for the proposed chapterisaiton	
2	Data Analysis Procedure, Interpretation, Conclusion, Educational Implication, Recommendation and summary.	Identifying and Mentioning the procedure in written mode along with rationale for the proposed activities.	
3	Dissertation Evaluation and Viva-Voce	Internal and External evaluation of dissertation will be arrived at an average of **75 marks** Internal and External evaluation for Viva voce will be arrived at an average of **25 marks**	100

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RASHTRIYA SANKRIT VIDYAPEETHA
(Deemed University – Accredited with 'A' Level by NAAC)
TIRUPATI- 517064 (A.P)

MUSIC SYLLABUS - VOCAL
SASTRI EXAMINATION

SASTRI - SECOND YEAR

THEORY-PAPER-III- MUSICOLOGY-I-SEMESTER-III

Unit - I Jatisvara lakshanam

Unit - II 72 Mela Scheme-scheme of arrangement,chakras,Bhuta sankhya, Katapayadi sutra

Unit - III 175 Talas

Unit - IV Biography of Muttuswami Dikshitar and Narayana Tirtha

Unit - V Characteristics of Kriti and Keertana Lakshanam

PRACTICAL- PAPER-III

Lesson - I Jatisvaram - any one

Lesson - II Annamacharya Keertana – any two

Lesson - III Muttu Swami Dikshitar Kriti –any one

Lesson - IV Tyagaraja Kritis - any two

Lesson - V Tarangam -any one

Reference Books:

1) South Indian Music books 1 to 6 volumes by P.Sambamurthy

2) Sangeetha Sastra Samgrahanam by P.K. Indrani

3) Ganamrutha Bodhini by A.S. Panchapakesa Iyer.

4) Sangita vidya prakasika of Aakondi Srinivasa Rajarao

5) Great Composers- Book 1&2 by P.Sambamurthy

6) Raga lakhanasangrahamu (Pt.1-3) by NookalaCinnaSatyanarayana

SASTRI - SECOND YEAR

THEORY-PAPER-IV-MUSICOLOGY-II-SEMESTER-IV

Unit - I   Svarajati Lakshana

Unit - II   Raga Lakshana – Mayamalavagaula

Unit - III Raga Lakshanas – Bilahari and Hamsadhvani

Unit - IV   Chapu tala varieties

Unit - V   Music and Temples

PRACTICAL- PAPER-IV

Lesson - I Svarajati – 1

Lesson - II Annamacharya Keertana – 2

Lesson - III Tyagaraja Keertana – 1

Lesson - IV Tyagaraja kriti - 1

Lesson - V Muttu Swami Dikshitar Kriti – 1

Reference Books:

1) South Indian Music books 1 to 6 volumes by P.Sambamurthy

2) Ganamrutha Bodhini by A.S. Panchapakesa Iyer.

3) Sangita Vidya Prakasika of Aakondi Srinivasa Rajarao

4) Great Composers- Book 1&2 by P.Sambamurthy

5) Raga lakhanasangrahamu (Pt.1-3) by NookalaCinnaSatyanarayana

NATIONAL SANSKRIT UNIVERSITY

(A Central university)

TIRUPATI – 517 507 (AP)

DEPARTMENT OF YOGA VIJNANA

P.G. DIPLOMA IN YOGA THERAPY AND STRESS MANAGEMENT

II YEARS P.G DIPLOMA PROGRAM

SYLLABUS

INTRODUCTION:

  The aim of yoga is to develop the human consciousness from lower level to higher level. For this purpose various yogic practices are offered at different levels to train the body and mind. This brings about positive changes and harmonious functioning in the body-mind complex. In yoga, there are several techniques to develop various facets of human personality. Today, Yoga is gaining world-wide popularity because of its spiritual values and also for its therapeutic application. Its practices are effectively used in the treatment of several psychosomatic disorders for which there is no effective treatment in modern medicine. With the growing demand for yoga all over the world, it has become essential to train people in the theory and practice of the system.

OBJECTIVES:

- ➢ To develop human resource specialised in Yoga therapy
- ➢ To demonstrate yoga as a positive health science
- ➢ To re-veisit the ancient health science through modern approach.
- ➢ To generate possible employment in the field of yoga
- ➢ To generate awareness in Yoga among common people
- ➢ Understand and appreciate the bio mechanics of the yoga practice.
- ➢ Appreciate the ancient technique of rejuvenation and experiment does some on modern biomedical apparatus
- ➢ To have fundamental understanding of interrelation of different medical approaches to help and ill-health
- ➢ Describe and prepare system and disease appropriate yoga therapy based on scientific lines

PROGRAM OUTCOMES

- ➢ The students would be able to demonstrate yoga in scientific way to improve positive health
- ➢ After completion of the program the student would be able to specialised in Yoga therapy
- ➢ after finishing in course the student would be able to get Employment opportunity

➢ After successful completion of the program student would be able to established yoga therapy centres in the service of common man

➢ The student would be preserve and propagate ancient Indian concept of health

P.G. Diploma in Yoga Therapy and Stress Management includes 12Courses in which 10 Theory courses and2 Practical.

Course- 1:- Foundations of Yoga

Course- 2:- Philosophical Foundations of Yoga

Course- 3:- Human Anatomy and Physiology

Course- 4:- Yoga and Allied Sciences

Course- 5:- Basic Relevant To Sanskrit

Course Practical-I

Course- 6:- Basis and Principles of Yoga Therapy

Course- 7:- Therapeutic Foundations of Hatha Yoga

Course- 8:- Yoga and Health Management

Course- 9:- Yoga and Education

Course-10:- Field Training and Project Work

Course Practical-II

P.G. DIPLOMA IN YOGA THERAPY AND STRESS MANAGEMENT

FIRST YEAR

THEORY COURSE-I   **MARKS: 75+25**

FOUNDATIONS OF YOGA

OBJECTIVES

➢ To impart the ancient knowledge of yoga to students.
➢ Bring the awareness of periodical Development of Yoga from ancient period to modern period.
➢ To understand the place of yoga in other Darshanas.
➢ To know the place of yoga in other tradition.
➢ Cull out the ancient roots of Yoga from the Indian wisdom.
➢ Appreciate the yogic insights in the schools of Indian Philosophy
➢ Understand the influence of Yogic principles from the lives of great yogis
➢ Gain knowledge of different modern approaches of Yoga

UNIT-I   INTRODUCTION TO YOGA

1.1.   Yoga, Origin, meaning and definitions.
1.2.   Aim and objectives of Yoga.
1.3.   Concepts and misconceps of Yoga.

UNIT-II   HISTORICAL DEVELOPMENT OF YOGA

2.1.   Elements of yoga during Pre-Vedic Period, Vedic Period
2.2.   Elements of yoga during Upanishadic Period
2.3.   Development of yoga during Yoga Upanishadic period.

UNIT-III SCHOOLS OF YOGA

3.1.   Schools of yoga- origin and development of different schools of Yoga
3.2.   Philosophy and practices of Jnana Yoga, Karma Yoga.
3.3.   Philosophy and practices of Bhakti Yoga and RajaYoga.

UNIT-IV YOGA AND OTHER INDIAN DARSHANAS

4.1.   Introduction to Indian Philosophical Schools.
4.2.   Brief study of objectives and division in Astikadarsanas.
4.3.   Brief study of the role of yoga in Jainism and Buddhism.

UNIT-V MODERN AND CONTEMPORARY TRENDS IN YOGA

5.1.   Yoga in modern period philosophy and yoga of Ramakrishna paramahamsa, Swami Vivekananda.
5.2.   Contemporary trends of yoga- a brief study on the contribution SrimanTirumalaiKrishnamacharya
5.3.   Role and importance of yoga in Modern age.

SOURCES OF REFERENCE

1.   Dasgupta, S.N   -   Yoga Philosophy in Relation to other Systems of Indian Thought, University of Calcutta, 1924.

2.   Feuerstein, George   -   The Yoga Tradition, It's History, Literature, Philosophy & Practice, Bhavana Books and Prints, 2002.

3.   Karel Warner   -   Yoga and Indian Philosophy, MotilalBanarsidas, Delhi, 1979.

4.   Radhakrishnan, S.   -   The Principal Upanisads, George Allen And Unwin, London, 1953.

5.   Pandit.M.P   -   Introduction to Upanishadas, Theosophical Society of India, Madras, 1976.

6.   Krishna Bhat, K   -   The Power of Yoga, Suyoga Pub, Mangalore.

7.   PhalgendraSinha   -   Yoga, Meaning, Values and Practice.Jaico Publishing House, Mumbai, 2004.

P.G. DIPLOMA IN YOGA THERAPY AND STRESS MANAGEMENT

FIRST YEAR

THEORY COURSE-II   MARKS: 75+25

PHILOSOPHICAL FOUNDATIONS OF YOGA

OBJECTIVES

- ➢ Understand relation between action and its consequences
- ➢ Practically analyse mental perceptions and related causes
- ➢ Appreciate yogic practical approach towards human welfare.
- ➢ Understand the theory of preventive values of yoga from ancient Hatha Yoga texts.
- ➢ Apply HY values practically for the management of stress and diseases.
- ➢ Pick out the underlying curative aspects of purgatory techniques of HY and apply them in daily life.
- ➢ Have insights into the theory and practice of meditation

UNIT-I   SANKHYA SCHOOL OF PHILOSOPHICAL THOUGHT

1.1.   Origin and Development of sankhyadarshana.

1.2.   Problem of human existence, dhukhatraya-threefold miseries and means to overcome.

1.3.   Conceptual understanding of 25 tattvas of evolution.

UNIT-II   PHILOSOPHY OF PATANJALI YOGA SUTRAS

2.1.   Concept of 'Anga-yoga'- importance of 'Ashtaanga Yoga' in eliminating impurities in the body.

2.2.   Kriya Yoga – aims and objectives – Physical and Mental practices in relation to Ashtaangayoga.

2.3.   Concept of Samadhi-meaning, classification of Samadhi, Samprajnata Samadhi and Asamprajnatha Samadhi.

UNIT-III   PHILOSOPHY OF HATHA YOGA –I

3.1.   Hatha Yoga-Concepts, Meaning, Purpose, Relation of Hatha Yoga and RajaYoga.

3.2.   Brief introduction to important Hatha Yoga texts: HathayogaPradipika, GherandaSamhita, Hatha Ratnavali and Siva Samhitha.

3.3.   Hathamathalakshana- environmental and structural requirements of the yoga practical hall and Hathasiddhilakshana according to HathayogaPradipika text.

UNIT-IV   PHILOSOPHY OF HATHA YOGA –II

4.1.   Role and purpose of Asana and Ahara in purifying the body according to HYP, GS.

4.2. Kriya and Pranayama-meaning, Purpose, types, practice method and benefits according to HYP, GS.

4.3. Bandha and Mudra-introduction, meaning, types and importance according to HYP and GS.

UNIT-V   PHILOSOPHY OF BHAGAVAT GITA

5.1. Bhagavat Gita-introduction, concept of self, svadharma, nishkamakarma and sthithaprajna according to chapter II (Sankhya Yoga).

5.2. Triguna- nature and characteristics; personality of perfect (gunaatita) based on B.G. Chap. XIV- (Gunatrayvibhaaga Yoga).

5.3. Mind – Divine (daiva) and Demoniac (asura) qualities – based on B.G.Chap. XVI (Daivaasurasampadvibhaaga Yoga)

SOURCES OF REFERENCE

1. Dasgupta, S.N   -   Yoga Philosophy in Relation to other Systems of Indian Thought, University of Culcutta, 1924.

2. Feurenstein, George   -   The Yoga Tradition, It's History, Literature, Philosophy & Practice, Bhavana Books and Prints, 2002.

3. Karel Warner   -   Yoga and Indian Philosophy, MotilalBanarsidas, Delhi, 1979.

4. Radhakrishnan, S.   -   The Principal Upanisads, George Allen And Unwin, London, 1953.

5. Pandit.M.P   -   Introduction to Upanishadas, Theosophical Society of India, Madras, 1976.

6. Krishna Bhat, K   -   The Power of Yoga, Suyoga Pub, Mangalore.

7. Swami Vivekananda   -   The Raja Yoga, Advaita Ashram, Kolkata.

8. HariharanadaAranya   -   Yogasutra of Pathanjali, University of Culcutta.

9. Iswara Krishna   -   Sankhyakarika

10. PhalgendraSinha   -   Yoga, Meaning, Values and Practice.,Jaico Publishing House, Mumbai, 2004.

11. Sir John Woodroffe   -   The Serpent Power, Ganesh & Co, Mds.

12. Pandit. M.P   -   Kundalini Yoga, Ganesh & Co, Mds.

P.G. DIPLOMA IN YOGA THERAPY AND STRESS MANAGEMENT

FIRST YEAR

THEORY COURSE-III   **MARKS: 75+25**

HUMAN ANATOMY AND PHYSIOLOGY

OBJECTIVES

- ➢ Structural and Functional understanding of various systems of the human body.
- ➢ To know the better understanding of human bodily functions with respect to Hatha Yoga Pradeepika and the effects of the different Practices on different Systems.
- ➢ To have fundamental understanding of location and inter- relation of different parts of the body.
- ➢ To have a brief idea of the various physiological changes following the practice of yoga.
- ➢ To equip the students with an idea of muscles and nerves fibers stretched and compressed toned up during yogic posture.
- ➢ To have an in-depth understanding about physiological benefits of pranayama Neuro Psychological locks in Mudras Neuro Muscular locks in Bandhas.

UNIT-I ANATOMY AND PHYSIOLOGY OF JOINTS AND MUSCLES RELATED TO HATHA YOGA

1.1. Introduction to Human Body and different systems.

1.2. Anatomy and Physiology of Skeletal system related to Hatha Yoga

1.3. Anatomy and Physiology of Muscular system related to Hatha Yoga

UNIT-II ANATOMY AND PHYSIOLOGY OF RESPIRATORY SYSTEM RELATED TO HATHA YOGA.

2.1. Structural study of Respiratory system

2.2. Functional study of Respiratory system

2.3. Respiratory functions related to Hatha Yoga

UNIT-III ANATOMY AND PHYSIOLOGY OF CIRCULATORY SYSTEMS RELATED TO HATHA YOGA.

3.1. Structural and functional study of Cardio-vascular system

3.2. Structural and functional study of Blood

3.3. Cardio-vascular function related to Hatha Yoga

UNIT-IV ANATOMY AND PHYSIOLOGY OF DIGESTIVE SYSTEM RELATED TO HATHA YOGA.

4.1. Structural study of Digestive system

4.2. Functional study of Digestive system

4.3. Digestive functions related to Hatha Yoga

UNIT-V ANATOMY AND PHYSIOLOGY OF NEURO-ENDOCRINAL SYSTEMS RELATED TO H.Y.P

5.1. Classification and basic understanding of Nervous system
5.2. Gross anatomy and physiology of major Endocrine glands
5.3. Neuro-Endocrinal functions related to Hatha Yoga

SOURCES OF REFERENCE

1. Chatterjee C.C - Human Physiology Vol.I& II Medical Allied Agency, Culcutta, 1992.

2. Evelyn. C. Pears - Anatomy and Physiology for Nurses, Faber and Faber Ltd. London, 1968.

3. Gore, M.M - Anatomy And Physiology Of Yogic Practices, Knachan Prakashan, Lonavala.

4. Guyton - A Text Book of Medical Physiology

5. Ross and Wilson - Anatomy and Physiology in Health and Illness, Churchill Livingstone.

P.G. DIPLOMA IN YOGA THERAPY AND STRESS MANAGEMENT

FIRST YEAR

THEORY COURSE-IV   **MARKS: 75+25**

YOGA AND ALLIED SCIENCES

OBJECTIVES

> ➢ To know the important of alternative Therapies such as Naturopathy.
> ➢ To realize nature cures – not the Physician
> ➢ To study and understand the various natures cures practices.
> ➢ To understand the role and importance of Ahara to maintain the good health.
> ➢ To develops the knowledge of Naturopathy and its therapeutic aspects.
> ➢ To understand the construction of body with Ayurvedic principle like Dosha and Dhatu, etc.

UNIT-IINTRODUCTION TO NATUROPATHY

1.1.   Introduction to Naturopathy – definition – history – aims and objectives.
1.2.   Principles of Naturopathy.
1.3.   Concept of Body in Naturopathy – importance of life style.

UNIT-II PRINCIPLES OF NATURE CURE THERAPIES

2.1.   Role, importance and regulation of Diet (aahaara).
2.2.   Nature Cure Therapies – Hydro-therapy, Mud-therapy,
2.3.   Hot & Cold-packs, Massage, Fasting, Sun-bath and Colour-therapy.

UNIT-III INTRODUCTION TO AYURVEDA

3.1.   Historicity: Celestial decadence of Ayurveda (Ayurveda Parampara)
3.2.   Historical aspects Brihatrayee and Laghutrayee
3.3.   Relation of Ayurveda and Yoga.

UNIT-IV BASIC CONCEPTS OF AYURVEDA

4.1.   Physiology and Etiology of Dosha and Dhatu in Ancient Indian Medicine (Ayurveda) related to Yoga.
4.2.   Concepts of trimala and Agni.
4.3.   Concepts of panchamahabhuta and manas

UNIT-V AYURVEDA APPROACH TO HEALTH

5.1.   Preventive Aspects of dinacharya
5.2.   Seasonal Approaches to the health- ritucharya
5.3.   The elements of snehana, Svedana, Vamana, Virechana, and Vasti karma

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SOURCES OF REFERENCE

1. Mehta R. M.   -   Fasting, a unique remedy for hundred ailments, Navneeth Education Ltd,Mumbai.

2. Gala-   Nature Cure for Common Diseases, Navneeth Education Ltd., Mumbai.

3. Joshi K.S.-   Yoga & Nature Cure Therapy, Sterling Pub., Pvt., Ltd. Delhi.

4. Bakru H. K.-   A Complete Handbook on Nature Cure,Jaico Pub, House, Mumbai.

7. Frawley David   -   Yoga and Ayurveda, MotilalBanarsidass, New Delhi.

8. Udupa K.N.   -   Fundamentals of Ayurveda, BHU Press, Varanasi.

9. Udupa K.N. -   Recent Advances in Indian Medicine.

10. Sharma R. K. &Co -   CharakaSamhita (transl).

11. Lele R.D   -   Ayurveda and Modern Medicine, BharatiyaVidyabhavan Pub., Bombay.

P.G. DIPLOMA IN YOGA THERAPY AND STRESS MANAGEMENT

FIRST YEAR

THEORY COURSE-V   **MARKS: 75+25**

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.

UNIT-I   INTRODUCTION OF VARNAMALA AND PADAS

1.1.   Orthography of DevanagariVarnamala, classification of varnas, Purnakshara, Samyuktaksara Karakas and Mrduvyanjanas, writing of Varnamala using Roman transliteration.
1.2.   Classification of Sanskrit words: Subantas and Tingantas.
1.3.   Subantas (Nouns)-Ajantha and Halanta words, Genders, Vachanas, cases of subanta words.

UNIT - II FUNDAMENTALS OF DECLARATIONS AND CONJUGATIONS

2.1.   Declaration of the following words in cases-Rama, Hari, Guru, Pitr, Lata, Mati, Dhenu, Phala, Vari, Gau, Marut, Vidvas, Rajan etc., Asmad, Yushmad, Tad, Yad, Kim etc.
2.2.   Tingantas (Verbs) - Lakaras, Purushas, Vachanas
2.3.   Declaration of the following root words in Lat, Lan, Lrt, Lot and Vidhilin-Bhu, Khad, vad, Dhyai, Path, Sev, Kshi, Pracch, Tus, Dam, Kath, Chint, Ad, As, Jagr, Bha, Dha, Kr, Ash.

UNIT - III FOUNDATION FOR INDECLARRABLES

3.1.   Avyayas – Ca, Api, Va, Na, Vina, SahaTu, Kintu, Eva, Evam, Iti, Ittham, Athra, Iha, Tada, Gatva, Krtva, Labdhwa, Jitva.
3.2.   Upasargas - Pra, Para, Apa Sam, Anu, Ava, Nis, Nir, Dus, Dur, Vi, Aa, Ni, Adhi, Ati, Su, Abhi, Prati, Pari, Upa, Antar, Avir, Tiras.
3.3.   Nipatas – Cha, Va, Api, Kim, Chiat, Ma Chana, Sma. Elementary knowledge of voices Sanskrit - Active, Passive, impersonal.

UNIT – IV INTRODUCTION OF SANDHIS AND SAMASA

4.1. All Sandhis based on vowels- Savamadheerga, Guna, Vriddhi, YanadeshaPurva and Pararupa and Visarga.

4.2. Compound words – Tatpurusha, Karmadharaya, Dvigu, Dvandva, Bhahuvrihi, Avyayibhava.

4.3. By way of exercise understanding, study and practice of 20 sutras from the Patanjali Yoga Sutra and 25 slokas from raghuvamsham, using Roman transliteration.

UNIT – V INTRODUCTION OF KARAKAS AND VIBHAKTI

5.1. Karaka-meaning, definition and its variations.

5.2. Vibhakti types and its use in Sanskrit.

5.3. Practice of karakas and Vibhakti through yogic texts-B.G XII- Katopanshad.

SOURCES OF REFERENCE

1. Laghusiddhantakaumudi - ChaukhambaSurabharatiprakashana, Varanasi.
2. Sabdamanjari - ChaukhambaSurabharatiprakashana, Varanasi.
3. Dhatumanjari - Chaukhambasurabharatiprakashana, Varanasi.
4. Raghvuvamsamhakavya - ChaukhambaSurabharatiPrakashana, Varanasi.
5. Bhagavadgita - Geeta press, Gorakhpur.
6. Katopanishad - ChaukhamaSurabharatiPrakashana, Varanasi.

P.G. DIPLOMA IN YOGA THERAPY AND STRESS MANAGEMENT

FIRST YEAR

THEORY PRACTICAL – I   **MARKS: 100**

UNIT-I   THEORY AND PRACTICE OF ASANAS

1.1. Tadasana, Tiryaktadasana, Ardhakatichakrasana, Padagustasana, Padahasthasana
1.2. Vaidikasuryanamaskara – 9 vinyasa,UttitaTrikonasana, UttitaParsvakonasana,
1.3. Parsvottanasana, Prasaritapadottanasana, Veerabhadrasana – I,

UNIT-IITHEORY AND PRACTICE OF ASANAS

2.1. Swasthikasana, Vajrasana, Suptavajrasana I & II, Ustrasana, Navasana,
2.2. Baddapadmasana, Yogamudrasana, Bharadwajasana, Marichasan – 1&3
2.3. Janusirshasana, Pascimottanasana, purvottanasana, Upavistakonasana

UNIT-IIITHEORY AND PRACTICE OF ASANAS

3.1. Bhujangasana, Salabhasana, Dhanurasana
3.2. Pavanamuktasana variation, Dwipadapithasana
3.3. Sarvangasana, Halasana, Matsyasana.

UNIT-IV THEORY AND PRACTICE OF BANDHA AND MUDRA

4.1. JalandharaBandha, UddiyanaBandha, Viparitakarani Mudra, Shanmukhi Mudra
4.2. Rechaka, puraka and kumbhaka as parts of pranayama, Nadisuddhi pranayama
4.3. Ujjayii, Surya bhedana, Chandra bhedana, Seetali and sheetkari Pranayama

UNIT-V THEORY AND PRACTICE OF KRIYAS

5.1. JaanetiKriya, SutranetiKriya
5.2. Agnisaradhauthikriya
5.3. KapalabhathiKriya

PREPARATION OF RECORD WORK

Each student shall have to prepare a practical record work on the practices leant and submit to the External Examiner at the time of final examination, duly signed by the Practical Instructor and the HOD.

SOURCES OF REFERENCE:

1. Swami Satyananda   -   Suryanamaskara, Bihar School of Yoga, Mungher, Bihar.

2. Iyangar B. K.S   -   Light on Yoga

3. Iyangar B. K.S.   -   Light on Pranayama

4. Swami Kuvalayananda   -   Asanas, Kaivalyadhama Publications, Kaivalyadhama.

5. Swami Kuvalayananda   -   Pranayama, Kaivalyadhama Publications, Kaivalyadhama.

6. Swami satyananda   -   Asana, Pranayama, Mudra and Bandha: Saraswathi, Bihar School of Yoga, Bihar.

7. Swami Niranjanananda   -   Prana, Pranayama and Pranavidya, Bihar, School of Yoga, Bihar.

8. Swami Satyanandasaraswati -   A systematic Course in the Ancient Tantric, Techniques of Yoga and Kriya, Bihar School of Yoga, Bihar.

9. Swami YogeswaranandaSaraswati - First Steps to Higher Yoga. Yoga Niketan Trust.

10. JoisPattabhi- Yoga Mala-I, New York.

11. Swami Kuvalayananda- Yoga Therapy, Kaivalyadhama, Lonavala.

12. Nagendra H. R.   - Pranayama, S VYASA, Bangalore.

13. Swami Geethananda   - Bandha and Mudra, Anandasram, Pondicherry.

14. Bhat Krishna K.   - Power of Yoga, Suyoga Publications, Mangalore.

15. Swami Digambarji   - Hathapradipika, SMYM Samithi, Kaivalyadhama.

16. Swami Digambarji   - GherandaSamhita, SMYM Samithi.

17. Reddy Venkata M.   - Hatharatnavali.

P.G. DIPLOMA IN YOGA THERAPY AND STRESS MANAGEMENT

SECOUND YEAR

THEORY COURSE-VI   **MARKS: 75+25**

BASIS AND PRINCIPLES OF YOGA THERAPY

OBJECTIVES

- ➢ The role of panchmahabhutas, panchkoshas, Types of sharias, in understanding the therapy.
- ➢ To understanding the various components of the body.
- ➢ To know the effects of yogic practices to promote positive health.

UNIT-I YOGIC PERCEPTION OF BODY

  1.1.   The concept of Body (sarira) in Yoga – its role and importance

  1.2.   Constitution – components of Sarira (Sthula, Sukshma and Kaarana)

  1.3.   Gross and Subtle aspects of Body bases on TaittiriyaUpanisads

UNIT-IIPRINCIPLES OF YOGA THERAPY

  2.1.   Concept of Panchamahabhuthas

  2.2.   Concept of Indriyas and Manas

  2.3.   Concept of Prana, Nadi and Chakra

UNIT-IIIFUNDAMENTALS OF YOGA THERAPY

  3.1.   Importance of 'Ashtaanga Yoga' in eliminating impurities in the body.

  3.2.   Elemental purification- Bhutasuddhi

  3.3.   Concept of Agni – its role and importance in Yoga Therapy

UNIT-IV EFFICACY OF YOGA ON BODY SYSTEMS

  4.1.   Effect of Yogic practices on Skeleto-Muscular System

  4.2.   Effect of Yogic practices on Respiratory System

  4.3.   Effect of Yogic practices on Digestive System

UNIT-V ROLEOF YOGA ON BODY SYSTEMS.

  5.1.   Effect of Yogic practices on Circulatory System

  5.2.   Effect of Yogic practices on Nervous System

  5.3.   Effect of Yogic practices on Endocrine System

SOURCES OF REFERENCE

1. Bakhru. H.K - A complete Handbook of Nature Cure, Jaico Publishing House, Delhi.

2. Bakhru. H.K - Naturopathy for Longevity

3. Bakhru. H.K - Healing Through Natural Foods.

4. Devaraj. T.L - Ayurveda, Yoga And Nature Cure, New Dawn Press, Inc, India.

5. Joshi, K.S - Yoga & Nature Cure Therapy, Sterling Publishers Pvt. Ltd., Delhi.

6. Frawley, David - Yoga and Ayurveda – Self Healing and Self Realisation, MotilalaBanarsidas, Delhi.

7. Udupa, K.N. - Fundamentals of Ayurveda, BHU press, Varanasi.

8. Sharma R.K.&Bhagvandas - CharakaSamhita (Trans.), vol. I & II, Chowkamba Pub.

9. Lele, R.D. - Ayurveda and Modern Medicine, BharatiyaVidyabhavan Pub, Bombay.

P.G. DIPLOMA IN YOGA THERAPY AND STRESS MANAGEMENT

SECOUND YEAR

THEORY COURSEV-VII   **MARKS: 75+25**

THERAPEUTIC FOUNDATIONS OF HATHA YOGA

OBJECTIVES

- ➢ The role of Panchmahabhutas, Panchkoshas, Types of Sharias, in understanding the therapy.
- ➢ To understanding the various components of the body.
- ➢ To know the effects of yogic practices to promote positive health.

UNIT-IIMPORTANCEFOOD INYOGA THERAPY

1.1.   The concept, importance, types, rules and regulations of Food (Ahara) in Health and III-Health
1.2.   The Concept of Pathya and Apathya w.r.t, H.Y
1.3.   Role of Ahara in Asanas, Pranayama, Kriya and Dhyana.

UNIT-II CURATIVE ASPECTS OF ASANAS IN YOGA THERAPY

2.1.   The science of Aasana – characteristics – classification based on name, posture and purpose – place and importance in Yoga Therapy.
2.2.   Preventive aspects of Asanas w.r.t H.Y
2.3.   Curative effects and Promotive values of Asanas in Yoga Therapy.

UNIT-III PROMOTIVE ASPECTS OF PRANAYAMA IN YOGA THERAPY

3.1.   The science of Pranayama-classification, purpose, place and importance in Yoga Therapy.
3.2.   Preventive aspects of Pranayama w.r.t H.Y
3.3.   Curative effects and Promotive values of Pranayama in Yoga Therapy.

UNIT-IV PREVENTIVE ASPECTS OF KRIYAS IN YOGA THERAPY

4.1.   The science of Kriya-types, purpose and importance in Yoga Therapy.
4.2.   Preventive aspects of Kriya w.r.t H.Y.P
4.3.   Curative effects and Promotive values of Kriya in Yoga Therapy.

UNIT-V ROLE OF MUDRA AND BANDHA IN YOGA THERAPY

5.1.   The science of Mudra and Bandha-types, purpose and importance in Yoga Therapy.
5.2.   Preventive aspects of Mudra and Bandha w.r.t H.Y
5.3.   Curative effects and Promotive values of Mudra and Bandha in Yoga Therapy.

SOURCES OF REFERENCE

1. Kuvalyanada Swami   -   Yogic Therapy, its basic principles & Methods.

2. Garde, R.K   -   Principles and Practice of Yoga Therapy, D.B. Taraporevalal Sons &Co.Pvt.Ltd.

3. Krishna Raman   -   A Matter of Health, East West Books Pvt. Ltd., Chennai.

4. Niranjanananda Swami   -   Prana, Pranayama and Pranavidya, Munger.

5. SatyanandaSaraswathi   -   Asana, Pranayama, Mudra, Bandha; Bihar Publication trust, Munger.

6. SatyananadaSaraswathi   -   Systematic courses in the ancient school of Tantra Techniques of Yoga and Kriya- BPT, Munger.

7. Digambarji Swami   -   GherandaSamhita, Kaivalyadhama. Pune.

8. BurlelyMikel.   -   Hatha Yoga, its concept, theory and practice, Motlalbanarsidas, Delhi, 2000.

9. Muktibhodananda Swami   -   Hatha Yoga Pradipika, Yoga Pub. Trust, Bihar.

10. David Coulter H   -   Anatomy of Hatha Yoga, Motilalbarsidas, Delhi, 2006.

P.G. DIPLOMA IN YOGA THERAPY AND STRESS MANAGEMENT

SECOUND YEAR

THEORY COURSEV-VIII   **MARKS: 75+25**

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.
➢ Understand the different implications, dimensions of health and applications of health.
➢ Appreciate and explain the need of yoga for individual and community health.
➢ Describe and prepare system and disease based appropriate Yoga Therapy based on scientific lines.
➢ Fabricate different Yoga Therapy modules for different patients having similar diseases basing on their body-type.
➢ Collect statistics, prepare and preserve the data base for future research purpose.

UNIT-I CONCEPT OF HEALTH

1.1. Concept of Health – definitions and importance of health.
1.2. Factors influencing health and health promoting methods.
1.3. Role of yoga in subjective-well-being.

UNIT-IICONCEPT OF MENTAL HEALTH

2.1. Mental Health – concept and importance in Yoga Therapy
2.2. Characteristics of mentally balanced person and role of Yoga
2.3. Role of Yoga in Mental Health

UNIT-III YOGA THERAPY FOR CHRONIC DISEASES

3.1. Yogic management of Hypertension and Cardiovascular diseases
3.2. Yogic management of Bronchial asthma and Gastritis
3.3. Yogic management of Diabetes mellitus and Thyroid disorders

UNIT-IV YOGIC MODULES FOR PSYCHO- SOMATIC DISEASE

4.1. Yogic management of Joint pains- Arthritis and Back pain
4.2. Yogic management of Anxiety, Migraine and Insomnia
4.3. Yogic management of Menstrual disorders and Sexual impotency

UNIT-V NATUROPATHY TREATMENT FOR HEALTH PROBLEMS

5.1. Common cold and Sinusitis
5.2. Obesity and Rheumatism

5.3. Constipation and Psoriasis

SOURCES OF REFERENCE

1. Kuvalyanada Swami   -   Yogic Therapy, its basic principles & Methods.

2. Garde, R.K   -   Principles and Practice of Yoga Therapy, D.B. Taraporevalal Sons & Co. Pvt.Ltd.

3. Krishna Raman   -   A Matter of Health, East West Books Pvt. Ltd., Chennai.

4. Niranjanananda Swami   -   Prana, Pranayama and Pranavidya, Munger.

5. SatyanandaSaraswathi   -   Asana, Pranayama, Mudra, Bandha; Bihar Publication trust, Munger.

6. SatyananadaSaraswathi   -   Systematic courses in the ancient school of Tantra Techniques of Yoga and Kriya- BPT, Munger.

7. Digambarji Swami   -   GherandaSamhita, Kaivalyadhama. Pune.

8. BurlelyMikel.   -   Hatha Yoga, its concept, theory and practice, Motlalbanarsidas, Delhi, 2000.

9. Muktibhodananda Swami -   Hatha Yoga Pradipika, Yoga Pub. Trust, Bihar.

10. David Coulter H   -   Anatomy of Hatha Yoga, Motilalbarsidas, Delhi, 2006.

11. Nagaratna H.&Nagendra HR -   Integrated approach to Yoga Therapy for positive Health-Swami Vivekananda Yoga Prakashan, B'lore.

P.G. DIPLOMA IN YOGA THERAPY AND STRESS MANAGEMENT

SECOUND YEAR

THEORY COURSEV-IX   MARKS: 75+25

YOGA AND EDUCATION

OBJECTIVES:

➢ To improve the students' knowledge to prepare model lesson plans for different practices.
➢ Bring the awareness in students to utilize various tools and techniques in Yoga teaching project work.
➢ To equip the student to handle various age group people in yoga class.
➢ To enable the students to understand various teaching and learning methods of yoga to become Yoga teacher.

UNIT-I YOGA EDUCATION

1.1. Introduction to Yoga and Education
1.2. Role and importance of Yoga in education
1.3. Yoga and Personality Development

UNIT-II YOGA AND PHYSICAL EDUCATION

2.1. Common objective of Yoga and physical education and types of physical Exercises.
2.2. Contribution of Yoga to the field of physical education.
2.3. Physical Education and Yoga- Comparative study

UNIT-III TEACHING METHODS OF YOGA

3.1. Principles of Teaching-Levels of teaching, qualities of Yoga Teacher
3.2. Teaching methods- Scope and sources of Yoga teaching method
3.3. Techniques of teaching- Individual and group

UNIT-IV YOGA AND CLASSROOM MANAGEMENT

4.1. Yoga Classroom- Essentials features, area, sitting arrangement etc.,
4.2. Different levels of teaching- Beginners, Advanced, School children, Special attention people
4.3. Organisation of Teaching viz-Punctuality, Discipline, Time management, Demonstration, Correction supervision and lesson plan

UNIT-V YOGA AND SOCIAL APPLICATION

5.1. Yoga for old age community
5.2. Yoga for women
5.3. Yoga for Rehabilitation- Physical and mental

SOURCES OF REFERENCE

1. Gharote M. L   . -   Teaching Methods for Yogic Practices.

2. Raj Kumar   -   Principles and Methods of Teaching.

3. Saket Raman Tiwari   -   Teaching of Yoga.

4. Sri Krishna   -   Notes on basic principles and methods of teaching as applied to yogic practices and a ready reckoner of yogic practices.

P.G. DIPLOMA IN YOGA THERAPY AND STRESS MANAGEMENT

SECOUND YEAR

THEORY COURSEV-X   **MARKS: 75+25**

FIELD TRAINING AND PROJECT WORK

OBJECTIVES

After successful completion of SECOUNDYEAR the students shall have to teach and train the selected students/participants of a school/college/Institution for a period of 50 practice hours (@ 2 hours per day. The aim of FIELD TRAINING is to enable the student to gain practical experience and exposure in the technique of group teaching and training. The teaching module shall consist of theory and practice based on Yoga Texts that help the participants gain concentration, memory, recollection, positive attitude and self-help in stress management.

P.G. DIPLOMA IN YOGA THERAPY AND STRESS MANAGEMENT

SECOUND YEAR

THEORY PRACTICL-II   **MARKS: 100**

UNIT-I THEORY AND PRACTICE OF ASANAS

1.1. Suryanamaskara-17 vinyasa,ParivrittaTrikonasana, ParivrittaParsvakonasana
1.2. UttitaPadangushtasana,Garudasana,Ardhabaddapadapadmottanasana
1.3. Parighasana, Pasasana, Kapotasana,Vatayanasana, Krounchasana

UNIT-IITHEORY AND PRACTICE OFASANAS

2.1. Kurmasana, Baddakonasana, Kukkutasana, Garbhapindasana
2.2. Siddhasana, Gomukhasana, Ardamatsyendrasana
2.3. Sputa padangusthasana, Suptaaparsvasahitha, Jattaraparivrittasana, Makarasana

UNIT-IIITHEORY AND PRACTICE OFASANAS

3.1. Setubandhasana, Urdhvadhanurasana, Urdhavapadmasana, Bekasana
3.2. Urdhavmukhapascimottanasana, Mayurasana, Pinchamayurasana
3.3. Ekapadasirshana, Dwipadasirshana, Yoganidrasana, Sirshasana.

UNIT-IV THEORY AND PRACTICE OF KUMBHAKA

4.1. Bhastrika pranayama
4.2. Bhramari pranayama
4.3. Vritti pranayama, Sagarbha pranayama

UNIT-V THEORY AND PRACTICE OF KRIYAS

5.1. Vamanadhauthi, Vastradauthikriya, Gajakaranikriya
5.2. Naulikriya, Tratakakriya
5.3. Meditation based on Sabha and Artha.

PREPARATION OF RECORD WORK

Each student shall have to prepare a practical record work on the practices leant and submit to the External Examiner at the time of final examination, duly signed by the Practical Instructor and the HOD.

SOURCE OF REFERENCE

1. PattabhiJois   -   Yoga Mala-I, North Point Press, New Delhi.

2. Iyangar, BKS   -   Light on Yoga,

3. Iyangar, BKS   -   Light on Pranayama

4. Indra Devi   -   Yoga for you, Jaico Pub, Mumbai.

5. Kuvalayananada Swami -   Asana, Kaivalayadhama, lonavala

6. Kuvalayananada Swami   Pranayama, -do-

7. SatyanandaSaraswathi   Asana, Pranayama, Mudra, Bandha, Bihar School of Yoga, Munger

8. SatyanandaSaraswathi   Systematic Courses in the Ancient School of Tantra Techniques of Yoga and Kriya- BSY, Munger.

9. Swami Digambarji   Hatha Yoga Pradipika, Kaivalyadhama, Lonavala.

10. Swami Digambarji   GherandaSamhitha, Kaivalyadhama, Lonavala.

NATIONAL SANSKRIT UNIVERSITY

(A Central university)

TIRUPATI – 517 507 (AP)

DEPARTMENT OF YOGA VIJNANA

POST GRADUATE DIPLOMA IN YOGA VIJNANA

II YEARS P.G DIPLOMA PROGRAM

SYLLABUS

INTRODUCTION:

The purpose of the post Graduate Diploma in Yoga Vijnana is to impart the knowledge in various techniques of Yoga, based on classical texts, with scientific orientation to graduates in order to enable them to mould their personality and to teach the same to the students in schools and colleges and to the interested public of all age levels. It is aimed to provide them a basic understanding of human anatomy, physiology and bio-chemistry so that they gain a proper perspective on yoga in the light to science; to enable them to gain enough fundamental skills to read and understand basic texts in yoga. It is also aimed to introduce the students to the fundamental principles of Ayurveda, the Indian system of Health Sciences.

OBJECTIVES

➢ To understand yoga its origin and development from ancient to modern period
➢ To know the various branches (streams) of yoga according to Bhagavad Gita
➢ To understand the importance of ethical values Yama and Niyama in Yoga
➢ To understand the Yogi concepts of Hatha yoga
➢ To get functional and structural understanding of the body
➢ To learning to read and write the Devanagari Script
➢ To understand the importance of varieties of Nature Cure methods to maintain good health
➢ To enable the students to understand various teaching and learning methods of yoga
➢ To enable the students to gain practical experience and expose in the technique of group teaching and training

PROGRAM OUTCOMES

➢ After finishing the program the students would be able to know various yogic practices and their practice methods.
➢ Students are able to gain the traditional yogic knowledge through yoga texts.
➢ Holistic living according to perception of Upanishads and Geeta.
➢ after finishing the program the students would be able to gain the knowledge of practice like asana, Pranayama,kriya, mudra and Bandas to attain physical mental and emotional well being

➢ after finishing the program the students would be able to get Employment opportunity

P.G. Diploma in Yoga Vijnana includes 12 Courses in which 10 Theory Courses and 2 Practical.

Course- 1:- Introduction to Yoga

Course- 2:- Classical Yoga-I

Course- 3:- Classical Yoga-II

Course- 4:- Human Biology

Course- 5:- Basics Relevant To Yogic Sciences (Sanskrit)

Course Practical-I

Course- 6:- Relevance of Ayurveda and Naturopathy to Yoga

Course- 7:- Yoga and Bhagavatgeetha

Course- 8:- Basis and Principles of Yoga Therapy

Course- 9:- Yoga Education

Course-10:- Field Training and Project Work

Course Practical-II

POST GRADUATE DIPLOMA IN YOGA VIJNANA

FIRST YEAR

THEORY COURSE-I   **MARKS:75+25**

INTRODUCTION TO YOGA

OBJECTIVES

➢ To understand Yoga its origin and development from ancient to modern period.
➢ To know the various branches (streams) of yoga according to Bhagavatgita.
➢ To understand the relation between yoga and physical exercise.
➢ To understanding the awakening methods of kundalini
➢ To impart the spiritual knowledge which leads to self-realization
➢ To understand the various techniques of meditation

UNIT-IINTRODUCTION TO YOGA

1.1.   Introduction to Yoga- Origin, meaning and definition.
1.2.   Aim and objectives of Yoga.
1.3.   Concepts and misconceptions of Yoga.

UNIT-IIYOGA AND VEDIC PERIOD

2.1.   Various definitions of Yoga from the Vedas, Upanishads, Epics and Puranas
2.2.   Structure of Yoga-fundamentals and various approaches.
2.3.   Elements of yoga during Pre-Vedic Period and Vedic Period

UNIT-IIIYOGA AND OTHER INDIAN DARSHANAS

3.1.   Introduction to Indian Philosophical Schools, objectives and division.
3.2.   Brief study of the role of yoga in Astikadarsanas.
3.3.   Brief study of the role of yoga in Jainism and Buddhism.

UNIT-IIISCHOOLS OF YOGA

4.1.   Schools of yoga- origin and development of different schools of Yoga
4.2.   Philosophy and practices of Jnana Yoga and Karma Yoga.
4.3.   Philosophy and practices of Bhakti yoga and Raja yoga.

UNIT-VPHILOSOPHY OF SANKHYA AND KUNDALINI

5.1.   Origin and development of sankhyadarshana and dhukhatraya-threefold miseries and meanstoovercome.
5.2.   Sankhya of Yoga- 25 tattvas of evolution -according to Sankhyakarika of Iswarakrishna.

5.3. Kundalini yoga – introduction - evolution theory of kundalini yoga – nadis – chakras – places, –chakrabhedana.

SOURCES OF REFERENCE

1. Snakhyakarita of Iswarakrishna - Chowkhamba Publication, written by kunhan Raja.

2. A critical survey of Indian Philosophy – ChandradharaSarma, MotilalBanarasi Das, Delhi.

3. Yoga in relation to others systems of Indian Thought – Das Gupta S.N., MotilalBanarasi Das, Delhi.

4. The tradition of yoga – George Forestein

5. Kundalini Yoga – M.P. Pandit, Theosophical Publishing House, Adyar, Madras.

6. The Serpent Power – Sir John Woodroffe, Ganesh & Co., Madras.

7. SrimadBhagavat Gita – S. Radhakrishnan.

8. SrimadBhagavatGeeta – Geeta Press, Gorakhpur.

POST GRADUATE DIPLOMA IN YOGA VIJNANA

FIRST YEAR

THEORY COURSE-II   **MARKS: 75+25**

CLASSICALYOGA-I

OBJECTIVES

➢ To understand the importance of ethical values (yama and niyamas) in yoga
➢ To understand the yogic life styles regarding the food and behaviour
➢ To impart the knowledge of prana, pranayama and various techniques w.r.t to Hatha yoga
➢ To enable the students to understand the effects of shatkriyas in eliminating Impurities.
➢ To understand the yogic concepts of Hatha yoga and Astanga yoga.
➢ To impart the spiritual knowledge this leads to self-realization.
➢ To understand the techniques of meditation.

UNIT-ICONCEPT OF CHITTA AND SAMADHI –P.Y.S

1.1. Introduction to Yoga Sutra – Nature of Yoga Science, Definition of Yoga, the nature of seer in pure and modified state
1.2. Vrittis – Nature, Classification, Definition, Method of Control of cittavrittis.
1.3. Introduction to Samadhi and its classifications of Samprajnata and Asamprajnata Samadhi

UNIT-IICONCEPT OF ISWARA AND SAMDHI –P.Y.S

2.1. Isvara-meaning, importance and role in keeping the mind calm
2.2. Obstacles of yoga practice and methods to overcome
2.3. Basic understanding of Sabija and Nirbijasamadhi.

UNIT-III INTRODUCTION TO H.Y.P

3.1. Hathayoga – Introduction, Greatness ofHathayoga, HathayogaParampara.
3.2. Importance of Hatha and Relationship of Hathayoga and Rajayoga,
3.3. Place of Hathayoga practice, Destructives and constructive of Yoga, Yama and Niyama according to HathaYogapradipika

UNIT-IV PRACTICAL ASPECTS H.Y.P

4.1. Role and purpose of physical practices (asanas) in purifying the body-number and types of asanas with reference to HYP,
4.2. Ahara-classification, Role and Importance of Ahara, Rules and Regulations of Ahara.

4.3. Import of pranayama (ashtakumbhaka) in HY, meaning, types, practice methods and their role in maintaining homeostasis of body and mind according to HYP.

UNIT-VCONCEPTS OF NADANUSANDANA –H.Y.P

5.1. Shatkriyas – classifications – practicing methods – benefits according to HYP.

5.2. Bandha and Mudra-introduction, meaning, types, importance, place and purpose of their application in the practice of pranayama

5.3. Concept of Laya Yoga-its meaning. Role of Nadanusnadhana in attaining Layayoga stagesand symptoms as described in the HYP Laya Yoga as a means of attaining the heights of Raja Yoga.

SOURCES OF REFERENCES

1. Rajayoga – Swami Vivekananda – Ramakrishna Ashram
2. The science of yoga – Taimini – Theosophical publishing house, Adyar, Madras.
3. Yoga sutra of Patanjali – HariharanadaAranya, University of Culcutta press, Culcutta.
4. Hathayogapradipika of Swathmarama – Kaivalyadhama, Lonavala
5. GherandaSamhita – Theosophical publishing house, Adyar, Madras
6. HathayogaPradeepika – Bihar school of Yoga, Munger, Bihar.

POST GRADUATE DIPLOMA IN YOGA VIJNANA

FIRST YEAR

THEORY COURSE-III   **MARKS:75+25**

CLASSICALYOGA-II

OBJECTIVES

- ➢ To understand the importance of ethical values (yama and niyamas) in yoga
- ➢ To understand the yogic life styles regarding the food and behaviour
- ➢ To impart the knowledge of prana, pranayama and various techniques w.r.t to Hatha yoga
- ➢ To enable the students to understand the effects of shatkriyas in eliminating Impurities.
- ➢ To understand the yogic concepts of Hatha yoga and Astanga yoga.
- ➢ To impart the spiritual knowledge this leads to self-realization.
- ➢ To understand the techniques of meditation.

UNIT-I   CONCEPT OF KRIYA YOGA –P.Y.S

1.1.   Sadhanapada: Kriya yoga-meaning, components and purpose
1.2.   Klesha-meaning, types, cause and means to overcome
1.3.   Drushya and Drashta, Samyoga – Nature & Cause, Hanopaya, Hanaswarupa, Vivekakhyati

UNIT-II   PRINCIPLES OF ASTANGA YOGA –P.Y.S

2.1.   Ashtangayoga-meaning, role and importance in yoga
2.2.   Yama and Niyama, meaning, types and role in mental control
2.3.   Bahirangayoga, meaning, components, types and benefits

UNIT-III   CONCEPT OF SADHANA- ASANA OF G.S

3.1.   Saptangayoga- meaning, introduction, structure and value ofGhatayoga.
3.2.   ShatKarmani- meaning, purpose, classification, practicing methods and benefits.
3.3.   Asana - meaning, role in yoga, classification, practice and benefits.

UNIT-IV   CONCEPT OF MUDRA AND PRANAYAMA

4.1.   Mudras - meaning, role in yoga, classification, practice and benefits.
4.2.   Pratyahara- meaning, role in yoga, classification, practice and benefits.
4.3.   Pranayama- meaning, Classification, practicing methods and benefits

UNIT-V   CONCEPT OF DHYANA AND SAMADHI OF G.S

5.1.   Ahara-classification, Role and Importance of Ahara in modern life style types, practicing, methods and benefits.

5.2.   Dhyana- meaning, Classification, practicing methods and benefits

5.3.   Samadhi- meaning, classification, practicing methods, symptoms and benefits.

SOURCES OF REFERENCES

1. Rajayoga – Swami Vivekananda – Ramakrishna Ashram
2. The science of yoga – Taimini – Theosophical publishing house, Adyar, Madras.
3. Yoga sutra of Patanjali – HariharanadaAranya, University of Culcutta press, Culcutta.
4. Hathayogapradipika of Swathmarama – Kaivalyadhama, Lonavala
5. GherandaSamhita – Theosophical publishing house, Adyar, Madras
6. HathayogaPradeepika – Bihar school of Yoga, Munger, Bihar.

POST GRADUATE DIPLOMA IN YOGA VIJNANA

FIRST YEAR

THEORY COURSE-IV   **MARKS:75+25**

HUMAN BIOLOGY

OBJECTIVES

- To understand about different systems of the Body.
- Functional and structural understanding of system of the Body.
- To understand the various types of food and their bio chemical role
- Basic knowledge of blood and its functions.
- To understand physiology of respiration.
- To know the types of circulation of blood in human body.
- To understand the importance of spine, brain and its functions in human body.

UNIT-I   ANATOMY AND PHYSIOLOGY OF MUSCULO – SKELETAL SYSTEM RELATED TO YOGA

1.1.   Introduction to Human Body and different systems.
1.2.   Muscular system, Muscle – classification – properties of each type – distribution- Muscle contraction mechanism (brief).
1.3.   Skeletal system – Bones – Types, Structure & function, Joints- Types, Structure & Function, Ligaments, Tendons, spinal column.

UNIT-II   ANATOMY AND PHYSIOLOGY OF CIRCULATORY SYSTEMS RELATED TO HATHA YOGA.

2.1.   Structural and functional study of Cardio-vascular system
2.2.   Structural and functional study of Blood
2.3.   Immunity system – Types & mechanism

UNIT-III ANATOMY AND PHYSIOLOGY OF RESPIRATORY SYSTEM RELATED TO HATHA YOGA.

3.1.   Structural and Functional study of Respiratory system
3.2.   Structural and Functional study of Digestive system
3.3.   Nutrients – Macro and Micro-Types, Importance,sources and Physiological role, Importance of balanced diet.

UNIT-IV   ANATOMY AND PHYSIOLOGY OF DIGESTIVE SYSTEM RELATED TO HATHA YOGA.

4.1.   Gross Anatomy of neuron and classification of neurons.
4.2.   Types of Nervous system- Central Nervous system- Brain and Spinal cord
4.3.   Autonomic nervous system – sympathetic and parasympathetic.

UNIT-V ANATOMY AND PHYSIOLOGY OF NEURO-ENDOCRINAL SYSTEMS RELATED TO H.Y.P

    5.1.   Gross anatomy and physiology of major Endocrine glands

    5.2.   Anatomy and Physiology of Excretory system

    5.3.   Special senses: Structural study of Eye, Ear and Skin.

SOURCES OF REFERENCES

1. Anatomy and physiology of yogic practices – M.M. Gore, Lonavala, Pune.
2. Pranayama – Kuvalyananda, Kaivalyadhara, Lonavala, Pune.
3. Asana, Pranayama, Mudra and Bandha Swami SatyanandaSaraswati, Bihar School of Yoga, Munger.

POST GRADUATE DIPLOMA IN YOGA VIJNANA

FIRST YEAR

THEORY COURSE-V   **MARKS:75+25**

BASIC RELEVANT TO SANSKRIT

OBJECTIVES

- ➢ Understand the need of learning Sanskrit language to have insights into origins of yoga.
- ➢ Apply fundamental knowledge of Sanskrit to translate and interpret the text into modern language.
- ➢ Appreciate the implications of linguistic techniques.
- ➢ Teach the language to needy people
- ➢ Transliterate the yogic texts into global language for the benefit of non-Sanskrit yoga students.

UNIT-I   INTRODUCTION OF VARNAMALA AND PADAS

1.1. Orthography of Devanagarivarnamala, Classification of varnas, Purnaksara, Samyuktaksaras, Karkasa and Mrduvyanjanas. Writing of varnamala using Roman transliteration.

1.2. Categorization of Sanskrit words: subantastingatas.

1.3. Subantas – Ajanta and Halanta words, gender, vachanas, cases of subanta words.

UNIT-II   FUNDAMENTALS OF DECLARATIONS AND CONJUGATIONS

2.1. Declaration of the following words in cases- Rama. Hari, Guru, Pitr, Lata, Mati, Phala, Vidvas, Rajan, Manas, Asmad, Yusmad, Tad, Yad, Kim, etc.

2.2. Kriyapada in Sanskrit – Classification, Lakaras, Purusas, Vachanas.

2.3. Declaration of the following root words in Lat, Lrt, Lan, - Bhu, Khad, Vad, Dhyai, Pat, Ish, Kshi, Pracch, Dam, Kath, Chint, Ad, As, Jagr.

UNIT-III FOUNDATION FOR INDECLARRABLES

3.1. Avyayas -Ca, Api, Va, Na, Vina, Saha, Tu, Kintu, Evam, Iti, etc.

3.2. Upasargas – Pra, Para, Apa, Sam, Anu, Ava, Nis, Su, Upa, Etc.

3.3. Elementary knowledge of voices Sanskrit – Active, passive impersonal

UNIT-IV INTRODUCTION OF SANDHIS AND SAMASA

4.1. Elementary knowledge of Sandhis-savarnadheeraga, guna, Vruddhi, yanadesha, purva, pararupa and visarga.

4.2. Basic knowledge of samasas - Compound words of Avyayibhava, tatpurusha, bahuvrihi and dvandva samasa.

4.3. Understanding of exercises-study and practice of 20 sutras from Yoga Sutra, Using Roman transliteration.

UNIT-V   RELEVANTS TO THE SANSKRIT TEXT

5.1.   Raghuvamsamahakavya – Introduction-1[st]Sarga 1 to 25 slokas Qualities of Raghuvamsa kings.

5.2.   Impartence of BhaktiYogam, Qualities of devotee and personal impersonal from Bhagavadgita Chapter XII

5.3.   Message of Upanishads – study of katopansihad – introduction – Upanishad – meaning-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.

SOURCES OF REFERENCES

1.   Laghusiddhantakaumudi - ChaukhambaSurabharatiprakashana, Varanasi.
2.   Sabdamanjari - ChaukhambaSurabharatiprakashana, Varanasi.
3.   Dhatumanjari - Chaukhambasurabharatiprakashana, Varanasi.
4.   Patanjali Yoga sutra

POST GRADUATE DIPLOMA IN YOGA VIJNANA

FIRST YEAR

PRACTICAL COURSE-I	MARKS:100

Practice of the following Yogic practices

UNIT-ITHEORY AND PRACTICE OF ASANA

1.1 Tadasana, tiryaktadasana, Ardhakatichakrasana, Vrikshasana
1.2 VaidikaSuryanamaskara – 9 vinyasas, Padangusthasana, Padahastasana
1.3 UttitaTrikonasana, UttitaParsvakonasana, Virabhadrasana

UNIT-II THEORY AND PRACTICE OF ASANA

2.1. Swasthikasana, Vajrasana, Suptavajrasana I&II, Ustrasana, Navasana
2.2. Padmasana, Baddhapadmasana, Yogamudra, Janusirsasana, Bharadvajasana
2.3. Ardhabaddhapadmapascimotansana, Triyanmukhaikapadapascimotansana, Paschimotansana, Purvotanasana

UNIT-III THEORY AND PRACTICE OF ASANA

3.1. Bhujangasana, Salabhasana, Dhanurasana, Dhanurasanaparsvasahita
3.2. Setubandhasana, Uttanapadasana, SalambaSarvangasana, Halasana,
3.3. Suptakonasana, Karnapidasana, Urdhvapadmamasana, Pindasana, Matsyasana, Savasana

UNIT-IV THEORY AND PRACTICE OFMUDRAS, BANDHA AND PRANAYAMAS

4.1. Udyanabandha, Jalandharabandha. Viparitakarini Mudra
4.2. Recaka, Puraka, Kumbhaka and Nadisuddhi Pranayama.
4.3. Ujjayi, Suryabheda and Candrabheda pranayama.

UNIT-V THEORY AND PRACTICE OFKRIYAS

5.1. Jalaneti, Sutraneti
5.2. Agnisara, Trataka
5.3. Meditation

PREPARATION OF RECORD WORK

Each student shall have to prepare a practical record work on the practices leant and submit to the External Examiner at the time of final examination, duly signed by the Practical Instructor and the HOD.

SOURCES OF REFERENCE FOR PRACTICAL I

1. Yogamala part – I   –   Ashtanga Yoga Publication, mysore.
2. Hathayogapradipika Chapter I, II & III   –   Bihar School of Yoga, Munger, Bihar.
3. Gherandasamhita chapter I   –   KiavalyaDham publication, Lavevala, Pune.
4. Patanjala Yoga Sutra Vrtti with seven commentaries   –   Chowkhamba, Varanasi.
5. Asanas by Kuvalayananda   –   kaivalyaDham publication, lovavala, Pune.
6. Pranayama by kuvalayananda –kaivalyaDham publication, Lovavala, pune.
7. Yoga therapeutics   –   Pub. By kaivalyadhama – kaivalyaDham publications, lovavala, Pune.
8. Light on Yoga   –   B.K.S. Iyangar, Harper Collins Publishers India, New Delhi.
9. Yogasangalu   –   Prof. T.Krishnamacharya – Krishnamacharya Yoga Mandiaram, Madras.
10. Light on Pranayama   –   B.K.S. Iyangar – Barper Collins Publishers India, New

POST GRADUATE DIPLOMA IN YOGA VIJNANA

SECOND YEAR

THEORY COURSE-VI   MARKS:75+25

RELEVANCE OF AYURVEDA AND NATUROPATHY TO YOGA

OBJECTIVES:

➢ To have fundamental understanding of inter-relation of different medicinal approaches to health and ill-health.
➢ To have a brief idea of basic principles of practices of Ayurveda and Naturopathy
➢ To equip the students with an idea of holistic approach in offering health solutions.
➢ To understanding the various components of the body.
➢ To realize nature cures – not the Physician
➢ To study and understand the various natures cures practices.
➢ To understand the role and importance of Ahara to maintain the good health.
➢ To develops the knowledge of Naturopathy and its therapeutic aspects.

UNIT-I   INTRODUCTION TO AYURVEDA

1.4.   Historicity: Celestial decadence of Ayurveda (Ayurveda Parampara)
1.5.   Historical aspects Brihatrayee and Laghutrayee
1.6.   Relation of Ayurveda and Yoga.

UNIT-IIPRINCIPLES OF AYURVEDA

2.1.   Physiology and Etiology of Dosha and Dhatu in Ancient Indian Medicine (Ayurveda) related to Yoga.
2.2.   Concepts of trimala and Agni.
2.3.   Concepts of panchamahabhuta and manas

UNIT-III LIFE STYLE –PANCHAKOSA OF AYURVEDA

3.1.   Aspects of dinacharya
3.2.   Seasonal Approaches to the health- ritucharya
3.3.   The elements of snehana, Svedana, Vamana, Virechana, and Vasti karma

UNIT-IVINTRODUCTION TO NATUROPATHY

4.1.   Introduction to Naturopathy – definition – history – aims and objectives.
4.2.   Principles of Naturopathy.
4.3.   Concept of Body in Naturopathy – importance of life style.

UNIT-VBASIS AND PRINCIPLES OF NATUROPATHY

5.1. Role, importance and regulation of Diet (aahaara).

5.2. Nature Cure Therapies – Hydro-therapy, Mud-therapy, Hot & Cold-packs, Massage, Fasting, Sun-bath and Colour-therapy.

5.3. Relationship of Naturopathy and Yoga in Health and Disease Management.

SOURCES OF REFERENCES

1. Bakhru. H.K - A complete Handbook of Nature Cure, Jaico Publishing House, Delhi.

2. Bakhru. H.K - Naturopathy for Longevity

3. Bakhru. H.K - Healing Through Natural Foods.

4. Devaraj. T.L - Ayurveda, Yoga And Nature Cure, New Dawn Press, Inc, India

5. Sharma R. K. & Co - CharakaSamhita (transl).

6. Joshi, K.S - Yoga & Nature Cure Therapy, Sterling Publishers Pvt. Ltd., Delhi.

7. M.K. Gandhi - My Nature Cure.

POST GRADUATE DIPLOMA IN YOGA VIJNANA

SECOND YEAR

THEORY COURSE-VII   **MARKS:75+25**

YOGA AND BHAGAVATGEETHA

OBJECTIVES

> ➢ To know the various branches (streams) of yoga according to Bhagavatgita.
>
> ➢ To impart the spiritual knowledge which leads to self-realization
> ➢ To understand the various techniques of meditation

UNIT-I   SANKHYA PHILOSOPHY OF BHAGAVAT GITA

1.1.   Nature of soul and body - immorality of soul - Characteristics of soul (atman)
1.2.   Duty for duty's sake –Nishkamakarma – Yoga is art of all works.
1.3.   Sthithaprajna- qualities of enlighten person

UNIT-IIPRINCIPLES OF DHYANA YOGA ACCORDING TO BHAGAVAT GITA

2.1.   Dhyana Yoga- Yogarudha- Qualities of elevated Yogic
2.2.   Environment of Dhyana- Place, Seat, Posture, Condition of mind. Method of Meditation, Do's and Don'ts of Yogi.
2.3.   Nature of mind- controlling, qualities of prefect yogi and fate of yogi.

UNIT-IIIA CRITICAL STUDY OF BHAKTI YOGA IN BHAGAVAT GITA

3.1.   Introduction to Bhakti Yoga- Union through devotion
3.2.   Types of practice- Self surrender
3.3.   Qualities, Nature and Selective features of true devotee

UNIT-IVCONCEPTS OF GUNAS IN BHAGAVAT GITA

4.1.   Guna- Origin- Types- Characteristics
4.2.   Satvva-Rajas-Tamas its nature and influence on mind
4.3.   Qualities of gunateetha

UNIT-VDISCRIMINATION OF DAIVASURA SAMPATHI ACCORDING B.G

5.1.   Introduction-Qualities of divine nature(Divisampathi) and Demonic Nature (Asurisampathi)
5.2.   Result of divine and demonic qualities- Nature, Behaviour, Thinking and birth in next life.
5.3.   The three gates leading to hell- Methods to overcome- Importance of sastraparamana

SOURCES OF REFERENCES

1. SrimadBhagavat Gita – S. Radhakrishnan.
2. SrimadBhagavatGeeta – Geeta Press, Gorakhpur.

POST GRADUATE DIPLOMA IN YOGA VIJNANA

SECOND YEAR

THEORY COURSE-VIII   **MARKS:75+25**

BASIS AND PRINCIPLES OF YOGA THERAPY

OBJECTIVES

- ➢ To know the role of panchmahabhutas, panchkoshas, Types of sharias, in understanding the Yoga therapy.
- ➢ To understand the various components of the body
- ➢ To understand the importance of health.
- ➢ To know the associated factors to maintain the good health.
- ➢ To improve the knowledge of Yoga therapy on various common disease.

UNIT-I   INTRODUCTION YOGA THERAPY

1.1.   The concept of Body (sarira) in Yoga – its role and importance
1.2.   Constitution – components of Sarira (Sthula, Sukshma and Kaarana)
1.3.   Gross and Subtle aspects of Body bases on TaittiriyaUpanisads

UNIT-II   BASIS AND PRINCIPLES OF YOGA THERAPY

2.1.   Concept of Panchamahabhuthas
2.2.   Concept of Indriyas and Manas
2.3.   Concept of Prana, Nadi and Chakra

UNIT-III   EFFECT OF YOGIC PRACTICES ON BODY SYSTEMS

3.1.   Skeletal and muscular and Respiratory system
3.2.   Circulatory system and Nervous system
3.3.   Digestive system and Endocrine system

UNIT-IV YOGA THERAPY FOR NEURON- ENDOCRINAL DISEASE

4.1.   Yogic practices for Diabetes
4.2.   Yogic practices for Hypertension
4.3.   Yogic practices for Anxiety and Insomnia

UNIT-V   CURATIVE ASPECTS OF YOGA

5.1.   Yogic practices for Arthritis
5.2.   Yogic practices for Gastritis, Ulcer, Constipation
5.3.   Yogic practices forastama.

SOURCES OF REFERENCES

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. TaittariyaUpanisad, ChowkhambaVidyabhavan, Varanasi.
8. Asana, Pranayama, Mudra and Bandha Swami SatyanandaSaraswati, Bihar School of Yoga, Munger.
9. Mind and its control – Rama Krishna Math publications.

POST GRADUATE DIPLOMA IN YOGA VIJNANA

SECOND YEAR

THEORY COURSE-IX   **MARKS:75+25**

YOGA EDUCATION

OBJECTIVES

> ➢ To enable the students to understand various teaching and learning methods of yoga to become Yoga teacher
> ➢ To equip the student to handle various age group people in yoga class.
> ➢ To improve the students' knowledge to prepare model lesson plans for different practices.
> ➢ understanding importance of yoga for school children to improve their concentration, memory etc.
> ➢ To improve the knowledge of health issues in old age people and finding out suitable yogic remedies.

UNIT-I   YOGA AND EDUCATION

    1.1.   Introduction to Yoga and Education
    1.2.   Role and importance of Yoga in education
    1.3.   Yoga for Personality Development

UNIT-II   YOGA AND PHYSICAL EDUCATION

    2.1.   Common objective of Yoga and physical Education and types of physical Exercises.
    2.2.   Contribution of Yoga to the field of physical Education.
    2.3.   Physical Education and Yoga-A Comparative study

UNIT-III   TEACHING METHODS OF YOGA

    3.1.   Principles of Teaching-Levels of teaching, qualities of Yoga Teacher
    3.2.   Teaching methods- Scope and sources of Yoga teaching method
    3.3.   Techniques of teaching- Individual and Group

UNIT-IV   YOGA AND CLASSROOM MANAGEMENT

    4.1.   Yoga Classroom- Essentials features, area, sitting arrangement etc.,
    4.2.   Different levels of teaching- Beginners, Advanced, School children, Special attention people
    4.3.   Organisation of Teaching viz-Punctuality, Discipline, Time management, Demonstration, Correction supervision and lesson plan

UNIT-V   YOGA AND SOCIAL APPLICATION

5.1.   Yoga for School children's

5.2.   Yoga for women

5.3.   Yoga for old age community

SOURCES OF REFERENCE:

1. Raman Krishna   -   A Matter of Health.

2. Basavaraddi I V   -   Yoga in School Health.

3. Swathi and Others   -   Yoga for Children-a complete illustrated guide to yoga.

4. Kumar Kaul H   -   Yoga and Healthy Ageing.

5. Jayadev HJ   -   Growing with Age.

6. ArunaGoel   -   Yoga Education Philosophy and Practice.

7. SrimanKrishnamacharyaTirumalai -   Yoga Rahasya, Krishnamacharya Yoga Mandiram, Chennai.

POST GRADUATE DIPLOMA IN YOGA VIJNANA

SECOND YEAR

THEORY COURSE-X   **MARKS:75+25**

FIELD TRAINING AND PROJECT WORK

OBJECTIVES

After successful completion of SECOUND YEAR the students shall have to teach and train the selected students/participants of a school/college/Institution for a period of 50 practice hours (@ 2 hours per day. The aim of FIELD TRAINING is to enable the student to gain practical experience and exposure in the technique of group teaching and training. The teaching module shall consist of theory and practice based on Yoga Texts that help the participants gain concentration, memory, recollection, positive attitude and self-help in stress management.

POST GRADUATE DIPLOMA IN YOGA VIJNANA

SECOND YEAR

PRACTICALCOURSE-II   **MARKS: 100**

Practice of the following Yogic Practices

UNIT-ITHEORY AND PRACTICE OF ASANA

1.1. Suryanamaskara17 Vinyasas, ParivrittaTrikonasana, parivrittaParswakonasana
1.2. PrasaritaPadottanasana, Parsvottanasana and Utthitapadangusthasana
1.3. ArddhabaddhaPadmottanasana, Pasasana and Bhujapidasana

UNIT-II THEORY AND PRACTICE OF ASANA

2.1. Siddhasana, Kraunchasana,Kurmasana, Suptakurmasana and Bhekasana
2.2. Kukkutasana,ArdhabaddapadmapaschimottanasanaUrdhvamukhapascimotansana
2.3. Ardhamatsyendrasana,Maricasana I & III, Laghuvajrasana and Kapotasana

UNIT-III THEORY AND PRACTICE OF ASANA

3.1. Upavistakonsana,Ekapadasirsasana and Dvipadasirsasana,
3.2. Suptapadangusthasana, Suptaparsvasahita and Ubhyapadangusthasana
3.3. Nakrasana, Mayurasana, Sirshasana and Makarasana

UNIT-IVTHEORY AND PRACTICE OF KRIYAS

1. Gajakarani, DandaDhauti, VastraDhauti
2. Naulikriya (Madhyama)Kapalabhati

UNIT-VTHEORY AND PRACTICE OF MUDRAS& BANDHASPRANAYAMAS

1. Mahamudra, Shanmukhimudra and Mulabandha
1. Samavritti and VisamaVritti
2. Sitali, Seetkari, Bhastrika and Bhramari

PREPARATION OF RECORD WORK

Each student shall have to prepare a practical record work on the practices leant and submit to the External Examiner at the time of final examination, duly signed by the Practical Instructor and the HOD.

MEDITATION TECHNIQUES – THROUGH SHAPE, SOUND, ETC.,

REFERENCE BOOKS FOR PRACTICAL 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   –   KiavalyaDham publication, Lavevala, Pune.
4. Patanjala Yoga Sutra Vrtti with seven commentaries   –   Chowkhamba, Varanasi.
5. Asanas by Kuvalayananda   –   kaivalyaDham publication, lovavala, Pune.
6. Pranayama by kuvalayananda –   kaivalyaDham publication, Lovavala, pune.
7. Yoga therapeutics   –   Pub. By kaivalyadhama – kaivalyaDham publications, lovavala, Pune.

8. Light on Yoga   –   B.K.S. Iyangar, Harper Collins Publishers India, New Delhi.
9. Yogasangalu   –   Prof. T.Krishnamacharya – Krishnamacharya Yoga Mandiaram, Madras.
10. Light on Pranayama –   B.K.S. Iyangar – Barper Collins Publishers India, New

RASHTRIYA SANKRIT VIDYAPEETHA
(Deemed University – Accredited with 'A' Level by NAAC)
TIRUPATI- 517064 (A.P)

MUSIC SYLLABUS - VOCAL
SASTRI EXAMINATION

SASTRI - FIRST YEAR

THEORY-PAPER-I: INTRODUCTION TO MUSIC - I-SEMESTER - I

Unit - I Technical Terms :

Sangitam, Sruti, Svara, Sapta Svaras, Svarasthanas, Dvadasa and Shodasa Svarasthanas, Sthayi, Arohana and Avarohana.

Unit - II Suladi Sapta Talas

Unit - III Geeta Lakshanam

Unit - IV Biography and contribution of Annamayya

Unit - V Biography and contribution of Purandaradasa

PRACTICAL- PAPER-I

Lesson - I   Sarali Svaras- 10

Lesson - II   Janta Svaras- 3 and Datu Svaras- 1

Lesson - III Sapta Tala Alankaras- 3

Lesson - IV Geetam - 1 (Ganesa, Sarasvati) and Nottu Svaram – Any one

Lesson - V Annamacarya Keertana/ Bhadracala Ramadas keertana/ Tyagaraja divyanama Keertana/ Tyagaraja Utstava Sampradaya Keertana- Anyone.

Reference Books:

1) South Indian Music by P.Sambamurthy

2) Sangita Sastra Sangraham by P.K.Indrani

3) Ganamrutha Bodhini by A.S. Panchapakesa Iyer.

4) SangitaSampradayaPradarshini by SubbaramaDikshitar

5) Great Composers- Book 1&2 by P.Sambamurthy

6) A Dictionary of South Indian Music and Musicians (All volumes) by P Sambamurthy

THEORY- PAPER-II - INTRODUCTION TO MUSIC- II-SEMESTER-II

Unit - I Technical terms – Kalam, Trikala, Dhatu, matu, Vaggeyakara, Laya,Jati, Gati, Kalpita Sangita, Manodharma Sangita,

Unit - II Signs and symbols used in Sangita lipi or Musicography

Unit - III 35 Talas

Unit - IV Biography of Tyagaraja

Unit - V Biography of Bhadrachala Ramadas

PRACTICAL- PAPER-II

Lesson - I Hecchu Sthayi svaras-2

Lesson - II Sapta Tala Alankaras- 4

Lesson - III Pillari Geetam-one

Lesson - IV Nottu Svaram – Any one

Lesson - V Any two keertana-s   of the following composers

Annamacarya Keertana/ Bhadracala Ramadas keertana/ Tyagaraja divyanama Keertana/ Tyagaraja Utstava Sampradaya Keertana

Reference Books:

1) South Indian Music by P.Sambamurthy

2) Sangeetha Sastra Samgrahanam by P.K. Indrani

3) Ganamrutha Bodhini by A.S. Panchapakesa Iyer.

4) Sangeetha Vidya Prakasika by Aakondi Srinivasa RajaRao

5) Nottu Svaram – The European Airs of Muttuswamy Dikshitar by T.P. Chakrapani.

6) SangitaSampradayaPradarshini by SubbaramaDikshitar

7) Great Composers- Book 1&2 by P.Sambamurthy

8) A Dictionary of South Indian Music and Musicians (All volumes) by P Sambamurthy

Rashtriy Sanskrit Vidyapeeth, Tirupati,A.P.

(Deemed to be University)

Six month Certificate Course: Session 2019-2020

Department of Performing Arts
Indian Classical Instrumental Music

Certificate Course in Sitar

Name of the Course   : Certificate Course in Sitar
Duration of the course : 6 Months (November to April)
Time allocation   : 2 hours for Daily
Examination Type   : Annual
Eligibility   : 10th pass from any recognized board
Pattern of course   : In this course have 2 UNIT papers only Practical Exam

Total 200 marks.
UNIT: 1 - 100Marks

(a) Abilty to play basic alankars, techniques, Preliminary right and left hand synchronization and seating position. **75 marks.**

(b) Viva based on the concepts prescribe practical course: About Instrument, About knowledge of phonetics. **25 Marks**

UNIT: 2 - 100 Marks

(a) Abilty to play Madhyalay/Razakhani composition with tans,and Jhala in any prescribe raga. **75marks.**

(b) Viva based on the concepts prescribe practical course : About Ragas,taals **25 Marks**

UNIT: 1 – (100 marks) Practical:

(a)   Basic knowledge: (75 marks)

- 10 General Alankar in Thaat Bilaval.
- Preliminary right and left hand synchronization.
- Ability to play of sitar Techniques and phonetics.

(b)   Viva based on the concepts prescribe practical course : (25 marks)

- About sitar structure,
- Notes system in that Shuddh,komal,tivra and saptak.

UNIT: 2 -   100 marks

(a)   Madhyalaya composition/ Razakhani gat and jhala with least then 5 tanas in following Ragas: (75 marks)

- Raag Yaman
- Raag Bhupali

(b)   Viva based on the concepts prescribe practical course: (25 marks)

- Oral description of prescribe ragas in that aroh, avroh, vadi, samvadi, jati, time, swara etc.
- Oral description of prescribe taal in that theka, matra, divisions, tali, khali.

Dean, Academic Affairs

Rashtriya Sanskrit Vidyapeetha :: Tirupati

(Deemed to be University)

Syllabus for

Certificate in Communicative and Functional Sanskrit

पाठ्यक्रमस्य उद्देश्यानि –

1. छात्राणाम् अभिव्यक्तिकौशलस्य विकासः ।

2. प्रायौगिकव्याकरणस्य परिचयः ।

3. व्यावहारिकसंस्कृतस्य परिचयः ।

Paper – I – Communicative Sanskrit

प्रथमं पत्रम् – सम्भाषणसंस्कृतम्

प्रथमः घटकः – Unit – I

अभ्यासपुस्तकम्   - ग्रन्थारम्भात् किमर्थम् इति पाठं यावत्

द्वितीयः घटकः – Unit – II

अभ्यासपुस्तकम्   - भूतकालरूपाणि इत्यस्मात् पाठात् ग्रन्थान्तं यावत्

तृतीयः घटकः – Unit – III

विभक्तिवल्लरी   - प्रथमाविभक्तिः, द्वितीयाविभक्तिश्च

चतुर्थः घटकः – Unit – IV

विभक्तिवल्लरी   - चतुर्थीविभक्तिः, पञ्चमीविभक्तिः, षष्ठीविभक्तिश्च

पञ्चमः घटकः – Unit – V

विभक्तिवल्लरी   - सप्तमीविभक्तिः, सम्बोधनम्, मिश्राभ्यासश्च

Paper – II – Functional Sanskrit

द्वितीयं पत्रम् – प्रायौगिकं संस्कृतम्

प्रथमः घटकः – Unit - I

शब्दाः

राम – हरि – गुरु – पितृ - धातृ – रमा – नदी – वधू – मातृ – फल – दधि – वस्तु - शब्दाः।

विशेषणविशेष्यभावस्य विस्तृतः पाठः।

द्विवचनस्य प्रयोगः

सुभाषितानि – 1-15

द्वितीयः घटकः – Unit – II

सर्वनामशब्दाः (त्रिषु लिङ्गेषु)

भवत् - तद् – एतद् – यद् – किम् – अस्मद् – युष्मद् - शब्दाः।

णत्वम्।   णिजन्तम्।

सुभाषितानि – 16-30

तृतीयः घटकः – Unit – III

धातवः (लट्-लृट्-लोट्-लङ्-विधिलिङ्लकाराः)

व्यवहारोपयोगिनः (20) विंशतिः धातवः।

मध्यमपुरुषस्य परिचयात्मकः पाठः, सामान्यः अभ्यासश्च।

शतृ – शानच्।   उपसर्गाः   क्त्वा – ल्यप्।

तव्यत् – अनीयर् – यत् / ण्यत्

चतुर्थः घटकः – Unit – IV

कर्तरि-कर्मणि-भावे प्रयोगाः

चित् – चन (सर्वासु विभक्तिषु)

सतिसप्तमी

अच्सन्धयः -

यण् -सवर्णदीर्घ-गुण-वृद्धि-अयवायावसन्धयः।

पञ्चमः घटकः – Unit – V

संख्यावाचकाः संख्येयवाचकाश्च शब्दाः (त्रिषु लिङ्गेषु)

षष्ठीतत्पुरुषसमासः।

द्वन्द्वसमासः।

बहुव्रीहिसमासः।

(एकम् - शतम्।) (प्रथमम् - शततमम्।)

पत्रलेखनम्

सरलसंस्कृतेन भाषान्तरगद्यस्य अनुवादः।

सूचनाः –

1. पाठ्यक्रमस्याङ्गतया छात्राणां भावप्रकटनकौशलसंवर्धनाय कक्ष्यायां विभिन्नान् उत्तमविषायान् अधिकृत्य चर्चाः (Debates) आयोजनीयाः।

2. संस्कृतसाहित्यस्य भावगाम्भीर्यं माधुर्यं च ज्ञापयितुं संस्कृतगीतानि (20) शिक्षणीयानि। तानि च गीतानि प्रथमे अनुबन्धे (अनुबन्धः – 1) संसूचितानि वर्तन्ते।

3. छात्राणां व्यावहारिककौशलसंवर्धनार्थं लोकरीतिं च ज्ञापयितुं सुभाषितानि (30) पाठनीयानि। तानि च सुभाषितानि द्वितीये अनुबन्धे (अनुबन्धः – 2) निर्दिष्टानि वर्तन्ते।

4. कथानां माध्यमेन भाषायाः अभ्यासः कारणीयः। कथाश्च एवंविधाः भवेयुः।

   a. नीतिकथाः

   b. देशभक्तिकथाः

   c. मानवसम्बन्धविषयककथाः

   d. गुरुभक्तिकथाः

   e. उत्तरदायित्वनिर्वहणसम्बद्धकथाः

Reference:

संस्कृतभारत्या प्रकाशितानि अधोनिर्दिष्टानि पुस्तकानि –

1. अभ्यासपुस्तकम्
2. विभक्तिवल्लरी
3. शतृशानजन्तमञ्जरी
4. णत्व-णिजन्तम्
5. कालबोधिनी
6. चित्रपदकोषः
7. सन्धिः
8. समासः
9. सुगन्धः
10. पञ्चतन्त्रकथाः
11. गीतसंस्कृतम्
12. गेयसंस्कृतम्

अनुबन्धः – 1

गीतानां सूची -

1. मनसा सततं स्मरणीयम्
2. मुनिवरविकसित-कविवरविलसित
3. सुरससुबोधा विश्वमनोज्ञा
4. मृदपि च चन्दनमस्मिन् देशे
5. भुवनमण्डले नवयुगमुदयतु
6. कृत्वा नवदृढसङ्कल्पम्
7. संस्कृतस्य सेवनं संस्कृताय जीवनम्
8. वन्दे भारतमातरम्
9. संस्कृतस्य रक्षणाय बद्धपरिकरा वयम्
10. राष्ट्रसेवनकार्यमेतत्
11. संस्कृतचित्ता भारतभक्ता
12. संघटिता वयमिह याम
13. पूर्णविजयसंङ्कल्पोऽस्माकम्
14. जागृहि त्वं भारतीय
15. एत समेता गायत सुहृदो
16. भारतभूषा संस्कृतभाषा
17. पाठ्येम संस्कृतं जगति सर्वमानवान्
18. जीवनस्य लक्ष्यमेव लोकसेवनव्रतम्
19. वन्दे भारतधरणीम्
20. देववाणीं वेदवाणीम्

अनुबन्धः – 2

सुभाषितानि –

यत्र विद्वज्जनो नास्ति श्लाघ्यस्तत्राल्पधीरपि ।

निरस्तपादपे देशे एरण्डोऽपि द्रुमायते ।। 1 ।।

क्षणे तुष्टाः क्षणे रुष्टास्तुष्टा रुष्टाः क्षणे क्षणे ।

अव्यवस्थितचित्तानां प्रसादोऽपि भयङ्करः ।। 2 ।।

अरावप्युचितं कार्यमातिथ्यं गृहमागते ।

छेत्तुः पार्श्वगतां छायां नोपसंहरते द्रुमः ।। 3 ।।

चिन्तनीया हि विपदामादावेव प्रतिक्रिया ।

न कूपखननं युक्तं प्रदीप्ते वह्निना गृहे ।। 4 ।।

उद्यमेन हि सिध्यन्ति कार्याणि न मनोरथैः ।

नहि सुप्तस्य सिंहस्य प्रविशन्ति मुखे मृगाः ।। 5 ।।

उद्योगिनं पुरुषसिंहमुपैति लक्ष्मी-

दैवेन देयमिति कापुरुषा वदन्ति।

दैवं निहत्य कुरु पौरुषमात्मशक्त्या

यत्ने कृते यदि न सिध्यन्ति कोऽत्र दोषः ।। 6 ।।

अयं निजः परो वेति गणना लघुचेतसाम् ।

उदारचरितानां तु वसुधैव कुटुम्बकम् ।। 7 ।।

यात्यधोऽधो व्रजत्युच्चैर्नरः स्वैरेव कर्मभिः ।

कूपस्य खनिता यद्वत् प्राकारस्येव कारकः ।। 8 ।।

परोक्षे कार्यहन्तारं प्रत्यक्षे प्रियवादिनम् ।

वर्जयेत् तादृशं मित्रं विषकुम्भं पयोमुखम् ।। 9 ।।

क्षमाशस्त्रं करे यस्य दुर्जनः किं करिष्यति ।

अतृणे पतितो वह्निः स्वयमेवोपशाम्यति ।। 10 ।।

जिह्वे प्रमाणं जानीहि भोजने भाषणेऽपि च ।

अतिभुक्तिरतीवोक्तिः सद्यःप्राणापहारिणी ।। 11 ।।

न च विद्यासमो बन्धुर्न च व्याधिसमो रिपुः ।

न चापत्यसमः स्नेही न च धर्मो दयापरः ।। 12 ।।

सत्यं ब्रूयात् प्रियं ब्रूयात् न ब्रूयात् सत्यमप्रियम् ।

प्रियं च नानृतं ब्रूयादेष धर्मः सनातनः ।। 13 ।।

काव्यशास्त्रविनोदेन कालो गच्छति धीमताम् ।

व्यसनेन तु मूर्खाणां निद्रया कलहेन वा ।। 14 ।।

यौवनं धनसम्पत्तिः प्रभुत्वमविवेकिता ।

एकैकमप्यनर्थाय किमु यत्र चतुष्टयम् ।। 15 ।।

मातृवत् परदारेषु परद्रव्येषु लोष्ठवत् ।
आत्मवत् सर्वभूतेषु यः पश्यति स पण्डितः ।। 16 ।।

यस्मिन् जीवति जीवन्ति बहवः स तु जीवति ।
काकोऽपि किं न कुरुते चञ्च्वा स्वोदरपूरणम् ।। 17 ।।

श्रुतिर्विभिन्ना स्मृतयश्च भिन्ना नैको मुनिर्यस्य वचः प्रमाणम् ।
धर्मस्य तत्त्वं निहितं गुहायां महाजनो येन गतः स पन्थाः ।। 18 ।।

द्वाविमौ पुरुषौ लोके न भूतौ न भविष्यतः ।
प्रार्थितं यश्च कुरुते यश्च नार्थयते परम् ।। 19 ।।

अधमा धनमिच्छन्ति धनमानौ च मध्यमाः ।
उत्तमा मानमिच्छन्ति मानं हि महातां धनम् ।। 20 ।।

मूर्खोऽपि शोभते तावत् सभायां वस्त्रवेष्टितः ।
तावच्च शोभते मूर्खो यावत् किञ्चिन्न भाषते ।। 21 ।।

वज्रादपि कठोराणि मृदूनि कुसुमादपि ।
लोकोत्तराणां चेतांसि को हि विज्ञातुमर्हसि ।। 22 ।।

अप्रियं पुरुषं चापि परद्रोहं परस्त्रियम् ।
अधर्ममनृतं चैव दूरात् प्राज्ञो विवर्जयेत् ।। 23 ।।

यस्यास्ति वित्तं स नरः कुलीनः स पण्डितः स श्रुतवान् गुणज्ञः ।

स एव वक्ता स च दर्शनीयः सर्वे गुणाः काञ्चनमाश्रयन्ति ।। 24 ।।

क्षणशः कणशश्चैव विद्यामर्थं च साधयेत् ।

क्षणत्यागे कुतो विद्या कणत्यागे कुतो धनम् ।। 25 ।।

यस्य नास्ति विवेकस्तु केवलं यो बहुश्रुतः ।

न स जानाति शास्त्रार्थान् दर्वी पाकरसानिव ।। 26 ।।

यद्यदाचरति श्रेष्ठस्तत्तदेवेतरो जनः ।

स यत् प्रमाणं कुरुते लोकस्तदनुवर्तते ।। 27 ।।

कराविव शरीरस्य नेत्रयोरिव पक्ष्मणी ।

अविचार्य प्रियं कुर्यात् तन्मित्रं मित्रमुच्यते ।। 28 ।।

गुणेषु क्रियतां यत्नः किमाटोपैः प्रयोजनम् ।

विक्रीयन्ते न घण्टाभिर्गावः क्षीरविवर्जिताः ।। 29 ।।

हतोऽपि लभते स्वर्गं जित्वा तु लभते यशः ।

उभे बहुमते लोके नास्ति निष्फलता रणे ।। 30 ।।

CERTIFICATE COURSE
TEMPLE CULTURE

Pattern of Marks

(out of 10 questions) 5×20 = 100 marks

Paper -1

100 marks

AGAMAS and FESTIVALS

(i) Concept of Bhakti – Importance of Temple Worship (Swartha and Parartha)
(ii) Introduction of Vaishnava and Saivagamas
(iii) Nitya Pooja in Temples
  a) Suprabhatam
  b) Archana
  c) Mantrapushpam
  d) Nitya Bali

(iv) Importance of Archavatara
(v) The importance of Pavitrotsavam and Brahmotsavam of Sri Venkateswara Temple at Tirumala
(vi) List of selected Stotras
  a) Sri Venkateswara Suprabhatam, Stotram, Prapatti, & Mangalashasanam
  b) Kanakadhara Stavam
  c) Lakshmi Astottara Satanama Stotram

Paper -2

100marks

ARCHITECTURE, ICONOGRAPHY AND TEMPLE ADMINISTRATION

(i) Important Style of Temple Architecture

  a) Nagara
  b) Dravida
  c) Vesara

(ii) Importance of six parts of the Vimana

  a) Adhisthana
  b) Pada
  c) Prastara
  d) Greeva
  e) Sikhara
  f) Stupi

(iii) Architecture of the Temple of Lord Sri Venkateswara at Tirumala
A) Iconography of Vishnu

    1. Description of image of Lord Venkateswara at Tirumala
    2. Description of image of Ranaganatha at Srirangam

B) Iconography of Siva

    1. Nata Raja
    2. Bhikshatana Moorthy
    3. Kalyana Sundara Moorthy

C) Iconography of Lakshmi –with special reference to Gajalakshmi

D) Iconography of Durga with special reference to Mahisasura Mardini

(iv) Modern Temple Administration with special reference to Tirumala Tirupati Devasthanams. (From the period of Mahantas)

Reference Books

1. Alaya samskruti by Prof. T.V.Raghavacharyulu
                     Prof. V.S.V.Bhattacharyulu
2. Temple Administration by C.Anna Rao,
3. Sri Venkateswara Suprabhatam of Prativadi Bhayankara Annan, TTD, TPT

4. Kanaka Dhara Storam of Sankaracharya
5. Elements of Hindu Iconography by T.A.Gopinath Rao
6. Hand Book of Hindu Iconography by T.S. Srinivasan
7. Lakshmi Astottara Sahasranama Stotram

DIPLOMA COURSE
TEMPLE CULTURE

Pattern of Marks

(out of 10 questions)5×20=100 marks

Paper -1   **100marks**

AGAMAS

(i) Importance of Temple Worship (Swartha and Parartha)

(ii) Agama Literature

    a) Vaishnavagama

        1) Vaikhanasa

        2) Pancharatra

    b) Saivagama

(iii) Paramatma swaroopa as described in Pancharatra and Vaikhanasa Agama.

    a)Para   b) Vyuha   c) Vibhava

    d)Antaryami   e) Archa   f) Vaikuntha swarupam

    g)Lakshmi Swarupam   h) Saguna   i) Nirguna

(iv) Yoga Pada in Agamas

(v) Panchanga Parichayam

(vi) Navavidha Bhakti Margas

(vii) Concept of Temple : Temple construction and procedural details

    a) Bhupriksha   b) Karshana

    c) Balalaya   d)Silalakshana

    e) Snapana   f) Pratishtha

    g) Balipitha   h) Mandap

    i) Prakara

Paper -2   **100marks**

TEMPLE FESTIVALS

(i) Classification of festivals into Nitya, Naimittika and Kamya

(ii) The significance of various Upacharas

(iii) Nitya Pooja in Temple based on Pancharatra, Vaikhanasa and Saivagama

    (with special reference to Tirumala, Kapilateertham and Tiruchanoor)

(iv) Important Festivals

    a) Pavitrotsavam   b) Kalyanotsavam

    c) Vasantotsavam   d) Brahmotsavam

    e) Pushpayagam

(v) Impotant Stotras

       a) The significance of Vishnu Sahasra Nama Stotram

       b) Sri Lakshmi Nrusimha Karavalamba Stotra of Sri Sankaracharya

       c) Gist of Hayagreeva Stotram of Sri Vedanta Desika

paper - 3   100 marks

ARCHITECTURE, ICONNGRAPHY AND TEMPLE ADMINISTRATION

(i) Evolution of Temple Architecture

(ii) Temple Architecture with special reference to the temples of

       a) Lord Venkateswara at Tirumala

       b) Kalahastheeswar at Sri Kalahasthi

       c) Ranganatha Temple at Sri Rangam

(iii) Iconography of Vishnu, Siva, Lakshmi, and Ganapathi

       a) Lord Venkateswara at Tirumala

       b) Ranganatha at Sri Rangam

       c) Jaganathaswami at Puri

       d) Nataraja, Bhikshatana, Kalyana Sundara and Tripura Samhara Moorthees

       e) Different forms of Lakshmi and Ganapathi

(iv)   1) Evalution of temple administration with special reference to Tirumala Tirupati Devasthanams

      2) Various activities of Tirumala Tirupati Devasthanams like -

       a) Hindu Dharma Prachara   b) Propagation of Vedas

       c) Running Educational Institutions   d) Annamacharya

       e) Tarigondavengamamba

Reference Books -

1. Alaya samskruti by Prof. T.V.Raghavacharyulu
                    Prof. V.S.V.Bhattacharyulu

2. Mahotsava Vidhi by S.B.L.Narasimhacharya

3. पाञ्चरात्रे ज्ञानपादसमीक्षणम् by Prof.L.N.Bhatt

4. The Tirumala Temple by N.Ramesh

5. Temple Administration by C.Anna Rao,

6. Art and Archeitecture of India by James Harre

7. Encyclopedia of Temple Architecture by K.R.Srinivasan

8. Jagannath and the regional tradition of Orissa by G.C.Tripathy

9. Agamakosa by S.K.Ramachandra Rao

NATIONAL SANSKRIT UNIVERSITY : TIRUPATI

DEPARTMENT OF TRANSLATION

<u>DIPLOMA IN TRANSLATION</u>

SYLLABUS

The meeting of Board of Studies held on 27-11-2020 in the Chamber of the Dean of Academic Affairs, National Sanskrit University, between 11.00 AM to1.00 PM.

Members Present

1. Prof.Rani Sadasiva Murty, Dean Academic Affairs, NSU-Chairman.
2. Prof.Shankaranarayanan, Dept.of Sahitya, NSU, TPT.
3. Dr.M.G.Nandana Rao, Dept.of Translation, NSU, TPT.
4. Dr.Kanapala Kumar, Dept.of Translation, NSU,TPT.

The members of the Board of Studies have prepared and approved the syllabus of the Translation Studies and Techniques for the Diploma Programme in Translation (One Year Course) of National Sanskrit University, Tirupati on 27-11-2020.

The objectives of the syllabus are:

1. To Train students in acquiring ability to translate from Sanskrit to other language and vice versa.
2. To enable the students to acquire comprehensive knowledge of Translation methods and Techniques.
3. To produce graduates in the field of Translation Studies and Techniques to meet the expectations of the employability wherever it is possible.
4. To pioneer in the field of cultural journalism by meeting the demand of the field through the experts' generation trained in university in area of translating the ancient Sanskrit Vedic and Classical Texts.

The details of the approved syllabus of the said description is as follows:

Name of the Programme   : Diploma in Translation

Duration of Programme   : One year

Time allocation   : 3 hours per day (5:30 pm to 8:30 pm) on all working days.

Examination type   : At the end of Programme.

Eligibility   : Any graduation from any recognized university with good knowledge in Sanskrit/ or Certificate course in Translation.

Preference will be given to those who have Sanskrit as one of the subjects in the qualifying examination.

Course fee : 2000/-

Medium of Programme : Sanskrit/ Telugu/ Hindi/ English

Objective of Programme : The programme aims at enabling the students to translate from Sanskrit to English/Hindi/Telugu vice-versa.

Features of Programme : The programme has been prepared keeping in view the need for developing trained translators to undertake the translation process efficiently in socio-cultural and professional areas at global level in the said languages.

Pattern of Programme : This programme consists of three papers. One covering theory and the other practice. For 100 marks each paper.

Paper 1

अनुवादस्य सैद्धान्तिकविषयाः   100 Marks

Unit 1   20 Marks
1.अनुवादः – अर्थः, परिभाषाः।
2.अनुवादस्य - इतिहासः एवं महत्त्वं च।
3. अनुवादप्रक्रियायाः शास्त्रीयविश्लेषणम्।

Unit 2   20 Marks
1.अनुवाददृष्ट्या संस्कृतभाषायाः विश्लेषणम्।
2.अनुवाददृष्ट्या तेलुगु-हिन्दीभाषयोः विश्लेषणम्।
3.अनुवाददृष्ट्या आङ्ग्लभाषायाः स्वरूपविश्लेषणम्।

Unit 3   20 Marks
1.अनुवादप्रकाराणां विवरणम्।

शाब्दिकानुवादः	अर्थानुवादः
छायानुवादः	सङ्ग्रहानुवादः
स्वेच्छानुवादः	यथामूलानुवादः

Unit 4   20 Marks
1.अनूदितग्रन्थानां विश्लेषणम्।
2.अनुवादे सरलमानकसंस्कृतस्य प्रयोगः।
3.अनुवादे प्रौढमानकसंस्कृतस्य प्रयोगः।

Unit 5   20 Marks

1.प्रसिद्धानां यन्त्राधारित संस्कृतानुवादप्रयासानां परिचयः।

2.यन्त्रानुवादे समस्याः।

3.अनुवादे आन्तर्जालस्य सहयोगः।

Paper 2

अनुवादप्रशिक्षणम्   **100 Marks**

Unit 1   20 Marks

1.कथानामनुवादः।

2.श्लोकानामनुवादः।

3.श्लोकानां गद्यरूपेण परिवर्तनम्।

Unit 2   20 Marks

1.कथायाः रूपकत्वेन परिवर्तनम्।

2.नटनानिर्देशनपूर्वक सम्भाषणलेखनम्।

3. हास्यकणिकानाम् अनुवादः।

Unit 3   20 Marks

1. प्राशासनिकपत्राणाम् अनुवादः।

2.घोषणवाक्यानाम् अनुवादः।

3.सूक्तीनाम् अनुवादः।

Unit 4   20 Marks

1.विज्ञानादिपाठ्यपुस्तकानाम् अनुवादः।

2.पाठ्यसामग्रीणाम् अनुवादः।

3.ग्रन्थानां सारांशलेखनम्।

Unit 5   20 Marks

1.शोधपत्राणाम् अनुवादः।

2.पारिभाषिककोशानाम् परिचयः।

3.पारिभाषिकपदानाम् अनुवादः।

Paper 3

आधुनिकक्षेत्रेषु अनुवादस्य प्रशिक्षणम्   **100 Marks**

Part - A

Unit 1   20 Marks

Print Media:

1.वार्तानाम् अनुवादः। (Translation of News items)

2.ध्वनिमुद्रणानाम् अनुवादः। (Audio-Text Translation)

3.लेखानामनुवादः। (Translation of Articles)

Unit 2   20 Marks

Electronic Media:

1. वार्ताप्रस्तुतिः। (Script writing for news presentation)
2. डाक्युमेन्टरी विषयाणाम् अनुवादः।
3. वाणिज्यादि प्रकटनानाम् अनुवादः।

Unit 3   20 Marks

Social Media:

1.लघुचित्रसम्भाषणानुवादः।

2.गीतानामनुवादः।

3.Twitter, Facebook, Watsap संक्षिप्तसन्देशानाम् अनुवादः।

Part - B

1.Project work of translation from Sanskrit to Telugu/Hindi/English vice-verse.   40 Marks

Reference Books :
1.Fundamental Aspects of Translation, Pratima Dave Shastri.
2.The Art of Translation, R.K.Dhavan
3.Approach of Translation, Peter New Mark.
4.भाषाविज्ञानम्, भोलानाथ तिवारी।
5.अनुवादविज्ञानम्, डा.एम्.जि.नन्दनराव्।
6.हिन्दीभाषा संरचना और व्यवहारिक व्याकरण, प्रो.वेङ्कटरमण राव्।
7.हिन्दीप्रचारसभा किताबें।
8.प्रौढरचनानुवाद कौमुदी, चौखम्बा संस्कृत प्रतिष्ठान, वाराणसी।
9.बृहद्-अनुवादचन्द्रिका, चक्रधर नौटियाल, मोतीलाल बनारसीदास, वाराणसी।
10.తెలుగు వాక్యాలు, శ్రీ చేకూరి రామారావు.
11. భాషాస్వరూపం, శ్రీ బూదరాజు రాధాకృష్ణ.

DEPARTMENT OF NYAYA
NAME OF THE PROGRAMME: Sastri/BA/ BSc

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	II	Course 3	मुक्तावली (पृथिवीनिरूपण-प्रभृति-प्रत्यक्षखण्डान्तो भागः)
		Course 4	मुक्तावली (उपमान-शब्दपरिच्छेदौ)
II	III	Course 5	पञ्चलक्षणी गादाधरी (आदितः चतुर्थलक्षणनिरूपणान्तो भागः)
		Course 6	चतुर्दशलक्षणी (आदितः "एवं दलान्तरेपि" इति दीधितिपर्यन्तो भागः)
	IV	Course 7	पञ्चलक्षणी गादाधरी (चतुर्थलक्षणखण्डनादारभ्य सिंहव्याघ्रलक्षणान्तो भागः)
		Course 8	चतुर्दशलक्षणी ("एवं दलान्तरेपि" इति दीधितिमारभ्य प्रथमलक्षणसमाप्तिपर्यन्तो भागः, व्याधिकरणधर्मावच्छिन्नाभावखण्डनञ्च)
III	V	Course 9	सिद्धान्तलक्षणम् गादाधरी (आदितः "नोपादेयञ्च सर्वथैव" इति दीधितिप्राक्तनो भागः)
		Course 10	पक्षता गादाधरी (आदितः "लिङ्गविशेषेणापि नियन्त्रितं पक्षत्वं" इति दीधितिप्राक्तनो भागः)
	VI	Course 11	सिद्धान्तलक्षणम् गादाधरी ("नोपादेयञ्च सर्वथैव" इति दीधितिप्रभृति "ननु अष्टद्रव्यातिरिक्तद्रव्यत्वे सति" इति दीधितिप्राक्तनो भागः)
		Course 12	पक्षता गादाधरी ("लिङ्गविशेषेणापि नियन्त्रितं पक्षत्वं" इति दीधितिप्रभृति मिश्रपक्षतापर्यन्तो भागः)

NATIONAL SANSKRIT UNIVERSITY : TIRUPATI

DEPARTMENT OF TRANSLATION

<u>DIPLOMA IN TRANSLATION</u>

SYLLABUS

The meeting of Board of Studies held on 27-11-2020 in the Chamber of the Dean of Academic Affairs, National Sanskrit University, between 11.00 AM to1.00 PM.

Members Present

1. Prof.Rani Sadasiva Murty, Dean Academic Affairs, NSU-Chairman.
2. Prof.Shankaranarayanan, Dept.of Sahitya, NSU, TPT.
3. Dr.M.G.Nandana Rao, Dept.of Translation, NSU, TPT.
4. Dr.Kanapala Kumar, Dept.of Translation, NSU,TPT.

The members of the Board of Studies have prepared and approved the syllabus of the Translation Studies and Techniques for the Diploma Programme in Translation (One Year Course) of National Sanskrit University, Tirupati on 27-11-2020.

The objectives of the syllabus are:

1. To Train students in acquiring ability to translate from Sanskrit to other language and vice versa.
2. To enable the students to acquire comprehensive knowledge of Translation methods and Techniques.
3. To produce graduates in the field of Translation Studies and Techniques to meet the expectations of the employability wherever it is possible.
4. To pioneer in the field of cultural journalism by meeting the demand of the field through the experts' generation trained in university in area of translating the ancient Sanskrit Vedic and Classical Texts.

The details of the approved syllabus of the said description is as follows:

Name of the Programme : Diploma in Translation

Duration of Programme : One year

Time allocation : 3 hours per day (5:30 pm to 8:30 pm) on all working days.

Examination type : At the end of Programme.

Eligibility : Any graduation from any recognized university with good knowledge in Sanskrit/ or Certificate course in Translation.

Preference will be given to those who have Sanskrit as one of the subjects in the qualifying examination.

Course fee : 2000/-

Medium of Programme : Sanskrit/ Telugu/ Hindi/ English

Objective of Programme : The programme aims at enabling the students to translate from Sanskrit to English/Hindi/Telugu vice-versa.

Features of Programme : The programme has been prepared keeping in view the need for developing trained translators to undertake the translation process efficiently in socio-cultural and professional areas at global level in the said languages.

Pattern of Programme : This programme consists of three papers. One covering theory and the other practice. For 100 marks each paper.

Paper 1

अनुवादस्य सैद्धान्तिकविषयाः   100 Marks

Unit 1   **20 Marks**

1.अनुवादः – अर्थः, परिभाषाः।

2.अनुवादस्य - इतिहासः एवं महत्त्वं च।

3. अनुवादप्रक्रियायाः शास्त्रीयविश्लेषणम्।

Unit 2   **20 Marks**

1.अनुवाददृष्ट्या संस्कृतभाषायाः विश्लेषणम्।

2.अनुवाददृष्ट्या तेलुगु-हिन्दीभाषयोः विश्लेषणम्।

3.अनुवाददृष्ट्या आङ्ग्लभाषायाः स्वरूपविश्लेषणम्।

Unit 3   **20 Marks**

1.अनुवादप्रकाराणां विवरणम्।

शाब्दिकानुवादः   अर्थानुवादः

छायानुवादः   सङ्ग्रहानुवादः

स्वेच्छानुवादः   यथामूलानुवादः

Unit 4   **20 Marks**

1.अनूदितग्रन्थानां विश्लेषणम्।

2.अनुवादे सरलमानकसंस्कृतस्य प्रयोगः।

3.अनुवादे प्रौढमानकसंस्कृतस्य प्रयोगः।

Unit 5   20 Marks

1.प्रसिद्धानां यन्त्राधारित संस्कृतानुवादप्रयासानां परिचयः।

2.यन्त्रानुवादे समस्याः।

3.अनुवादे आन्तर्जालस्य सहयोगः।

Paper 2

अनुवादप्रशिक्षणम्   **100 Marks**

Unit 1   20 Marks

1.कथानामनुवादः।

2.श्लोकानामनुवादः।

3.श्लोकानां गद्यरूपेण परिवर्तनम्।

Unit 2   20 Marks

1.कथायाः रूपकत्वेन परिवर्तनम्।

2.नटनानिर्देशनपूर्वक सम्भाषणलेखनम्।

3. हास्यकणिकानाम् अनुवादः।

Unit 3   20 Marks

1. प्राशासनिकपत्राणाम् अनुवादः।

2.घोषणवाक्यानाम् अनुवादः।

3.सूक्तीनाम् अनुवादः।

Unit 4   20 Marks

1.विज्ञानादिपाठ्यपुस्तकानाम् अनुवादः।

2.पाठ्यसामग्रीणाम् अनुवादः।

3.ग्रन्थानां सारांशलेखनम्।

Unit 5   20 Marks

1.शोधपत्राणाम् अनुवादः।

2.पारिभाषिककोशानाम् परिचयः।

3.पारिभाषिकपदानाम् अनुवादः।

Paper 3

आधुनिकक्षेत्रेषु अनुवादस्य प्रशिक्षणम्   **100 Marks**

Part - A

Unit 1   20 Marks

Print Media:

1.वार्तानाम् अनुवादः। (Translation of News items)

2.ध्वनिमुद्रणानाम् अनुवादः। (Audio-Text Translation)

3.लेखानामनुवादः। (Translation of Articles)

Unit 2   20 Marks

Electronic Media:

1. वार्ताप्रस्तुतिः। (Script writing for news presentation)
2. डाक्युमेन्टरी विषयाणाम् अनुवादः।
3. वाणिज्यादि प्रकटनानाम् अनुवादः।

Unit 3   20 Marks

Social Media:

1.लघुचित्रसम्भाषणानुवादः।

2.गीतानामनुवादः।

3.Twitter, Facebook, Watsap संक्षिप्तसन्देशानाम् अनुवादः।

Part - B

1.Project work of translation from Sanskrit to Telugu/Hindi/English vice-verse.   40 Marks

Reference Books :
1.Fundamental Aspects of Translation, Pratima Dave Shastri.
2.The Art of Translation, R.K.Dhavan
3.Approach of Translation, Peter New Mark.
4.भाषाविज्ञानम्, भोलानाथ तिवारी।
5.अनुवादविज्ञानम्, डा.एम्.जि.नन्दनराव्।
6.हिन्दीभाषा संरचना और व्यवहारिक व्याकरण, प्रो.वेङ्कटरमण राव्।
7.हिन्दीप्रचारसभा किताबें।
8.प्रौढरचनानुवाद कौमुदी, चौखम्बा संस्कृत प्रतिष्ठान, वाराणसी।
9.बृहद्-अनुवादचन्द्रिका, चक्रधर नौटियाल, मोतीलाल बनारसीदास, वाराणसी।
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	VI	Course 11	सिद्धान्तलक्षणम् गादाधरी ("नोपादेयञ्च सर्वथैव" इति दीधितिप्रभृति "ननु अष्टद्रव्यातिरिक्तद्रव्यत्वे सति" इति दीधितिप्राक्तनो भागः)
		Course 12	पक्षता गादाधरी ("लिङ्गविशेषणापि नियन्त्रितं पक्षत्वं" इति दीधितिप्रभृति मिश्रपक्षतापर्यन्तो भागः)