



Bachelor of Education (B.Ed. General)  
Semester-I

Course Code	UE01GBED57	Title of the Course	CPS-3 : Pedagogy of Sanskrit
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none"><li>1. The student-teachers differentiate the classical and skill form of Sanskrit language.</li><li>2. The student-teachers describe socio cultural and literary value of Sanskrit language.</li><li>3. The student-teachers evaluate recent text books of Sanskrit at school level.</li><li>4. The student-teachers define salient features of teaching prose and poetry.</li><li>5. The student-teachers incorporate various methods of teaching in their lesson plan.</li></ol>
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Course Content		
Unit	Description	Weightage* (%)
1.	<b>Forms and importance of Sanskrit language</b> A. Forms of Sanskrit Language 1. Classical form of Sanskrit language. 2. Skill form of Sanskrit language. B. Importance of Sanskrit language. 1. Socio-Cultural importance of Sanskrit language. 2. Literary value of Sanskrit language. C. Review of related Text book of Sanskrit. 1. Characteristics of an ideal Textbook. 2. Review of Text book of Secondary and Higher secondary Level. D. Self learning 1. Sanskrit Language and Indian languages. 2. Introduction of poets and their literary works.	36
2.	<b>Sanskrit Language teaching</b> A. Lesson Planning : 1. Aims of Sanskrit language teaching at various school levels	32





	<p>2. Steps of Prose and Poetry lesson planning : Objectives, introduction, teaching aids, classroom activities and evaluation</p> <p>B. Sanskrit grammar teaching</p> <p>1. Steps of Sanskrit grammar teaching : Objectives, introduction, teaching aids, classroom activities and evaluation</p> <p>2. Inductive-Deductive Methods: Concept, merits and demerits.</p> <p>C. Teaching Methods of Prose and Poetry teaching.</p> <p>1. Direct Method: Concept, merits and demerits.</p> <p>2. Eclectic Method: Concept, merits and demerits.</p> <p>D. Self Learning.</p> <p>1. Pathshala paddhati : Concept, merits and demerits.</p> <p>2. Workshop method : Concept, merits and demerits.</p>	
3.	<p><b>Sanskrit Grammar</b></p> <p>A. संस्कृत वर्णपरिचय</p> <p>1. संस्कृत वर्णमाला : स्वर, व्यंजन , संख्यावाचक शब्दो (१ थी १००) , शब्दार्थ</p> <p>2. वर्तमानकाल: परस्मैपद, आत्मनेपद, ह्यस्तनभूतकाल: परस्मैपद, आत्मनेपद (धातुरूप, गणकार्य विशिष्ट: १,४,६,१०)</p> <p>B. संधि</p> <p>1. स्वरसन्धि, व्यंजनसन्धि</p> <p>2. विसर्गसन्धि</p> <p>C. नामरूप, सर्वनाम</p> <p>1. नामरूप</p> <p>- पुल्लिंग : 'अ'कारान्त, 'इ'कारान्त</p> <p>- स्त्रील्लिंग : 'आ'कारान्त, 'ई'कारान्त</p> <p>2. सर्वनाम: अस्मद्, युस्मद्, किम् (पु, स्त्री, नपुं.)</p> <p>D. स्व अध्ययन</p> <p>1. विचार विस्तार, निबंध लेखन</p> <p>निबंध लेखन</p> <ul style="list-style-type: none"><li>● ममदिनचर्या</li><li>● मम प्रवास</li><li>● वलभी विध्यास्थानम्</li><li>● आचार्य: चरक:</li></ul> <p>2. कविकृति परिचय: महाकवि कालिदास , आदिकवि वाल्मीकि , विष्णुशर्मा, भारवि</p>	32





Teaching-Learning Methodology	<ul style="list-style-type: none"><li>- Collaborative</li><li>- Co- operative Learning.</li><li>- Question - Answer</li><li>- Presentation by Students.</li><li>- Panel Discussion</li><li>- Work Shop</li><li>- Project.</li><li>- Blended Learning Designs.</li><li>- Flipped Classroom Strategies.</li></ul>
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Justify the classical and skill form of Sanskrit language.
2.	Illustrate the literary value of Sanskrit language.
3.	Make suggestions for improvement of text book of Sanskrit at school level.
4.	Design and implement the lesson plans of prose, poetry and grammar.
5.	Compose essay based on lesson of text book of Sanskrit.

Suggested References:	
Sr. No.	References
	<ul style="list-style-type: none"><li>- यकधर नाटियाल 'हंस' शास्त्री. बृहद अनुवाद चंद्रिका मोतीलाल बनारसीदास. मुंबई.</li><li>- शास्त्री वासुदेव. द्विआत्मक संस्कृत शिक्षण.राष्ट्रीय संस्कृत संस्थान. नवी दिल्ली.</li><li>- शास्त्री जयेन्द्र , भोगायता चंद्रकांत , अष्ट्यंकर अने अन्य (1987-88) . संस्कृतंजु अध्यापन परिशीलन. बी.एस.शाह प्रकाशन. अमदावाड.</li><li>- आकृवाला सी.के. (1963). संस्कृतंजु अध्यापन. भारत प्रकाशन. अमदावाड.</li><li>- जि.महाबलेश्वरभट्टः, (२०१५). समासः. संस्कृत भारती बेङ्गलुरु.</li><li>- गज्जर सतीशकुमार. धातुमञ्जूषा. संस्कृतभारती. गुजरात.</li></ul>





	<ul style="list-style-type: none"><li>- Apte D. G. (1961). Teaching of Sanskrit. Padma Publication. Bombay.</li><li>- Hyparikar. The Problem of Sanskrit Teaching. Bharat Book Stall. Kolhapur-3960.</li><li>- Kale M.R. Banarasidas Motilal. A Higher Sanskrit grammar. Delhi. Varansi.</li><li>- Apte, D.G. and Dongre, P.K. Teaching of Sanskrit in Secondary School.</li><li>- Bokil, V.P. and Parason, M.R.: A New Approach to Sanskrit. Lokasangrapa Press, Poona.</li><li>- Lado, Robert (1961). "Language Teaching". London: Longman.</li><li>- Sharma, Bela Rani, (2002). "Modern Methods of Teaching Sanskrit". New Delhi 110088.</li></ul>
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On-line resources to be used if available as reference material

On-line Resources

- Sanskrit. <https://en.wikipedia.org/wiki/Sanskrit>
- About Sanskrit. [http://www.sanskrit.nic.in/about\\_sanskrit.php](http://www.sanskrit.nic.in/about_sanskrit.php)
- Sanskrit vyakran. <https://www.mycoaching.in/p/sanskrit.html>

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