



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

Course Code	UE02GBED57	Title of the Course	CPS-6 : Pedagogy of Sanskrit
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none">1. The student-teachers construct qualitative lesson plan based on reflexion on teaching Sanskrit language.2. The student-teachers derive the qualities and professional competence of an ideal teacher of Sanskrit language.3. The student-teachers design and manage different co curricular activities.4. The student-teachers identify and give remedies for classroom problems of teaching Sanskrit at School level.5. The student-teachers design ICT integrated lesson plan.6. The student-teachers compose essay based on Sanskrit text book of school level.
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Course Content		
Unit:1	Professional Competence of Sanskrit Teacher, Co-curricular Activities	Weightage* (%)
	<p>A. Quality in Sanskrit Language Teaching (in reference to audio-visual aids and ICT and Classroom activities) and Competence of Sanskrit Teacher.</p> <ol style="list-style-type: none">1. Reflection on Teaching: Before-class, During-class and after-class.2. Sanskrit Teacher: desired virtues and Professional Competence. <p>B. Co-curricular activities to develop Sanskrit language.</p> <ol style="list-style-type: none">1. List of Co-curricular activities.2. Planning and Management. <p>C. Place of Sanskrit language at school level and Measures to disseminate and propagate Sanskrit language.</p> <ol style="list-style-type: none">1. Place of Sanskrit language at school level2. Measures to disseminate and propagate Sanskrit language. <p>D. Self -Learning</p> <ol style="list-style-type: none">1. An interview of Sanskrit language teacher2. Organise and execute co curricular activities for development of Sanskrit language	36





Unit:2	Classroom Problems and Remedies for Sanskrit Teaching	
	<p>A. Memorization</p> <ol style="list-style-type: none">1. Concept2. Problems, Remedies <p>B. Oral work</p> <ol style="list-style-type: none">1. Concept2. Problems, Remedies <p>C. Spelling</p> <ol style="list-style-type: none">1. Concept2. Problems, Remedies <p>D. Self-Learning</p> <ol style="list-style-type: none">1. Diagnosis and remedies of classroom students in context of Sanskrit language skills2. Activities for developing reading skills	32
Unit:3	Sanskrit Grammar	
	<p>A. धातुरूप, गणकार्य विशिष्टः १,४,६,१०</p> <ol style="list-style-type: none">1. सामान्य भविष्यकालः परस्मैपद, आत्मनेपद2. आज्ञार्थः परस्मैपद, आत्मनेपद <p>B. कृदंत परिचय, समास</p> <ol style="list-style-type: none">1. कृदंत परिचयहेत्वर्थ कृदंत, संबंधक भुतकृदंत, विधर्थ कृदंत2. समास, द्वन्द्वसमास, बहुव्रीहि, द्विगुसमास, अव्ययीभाव <p>C. उपसर्ग, अव्यय</p> <ol style="list-style-type: none">1. उपसर्गः सूचि, उपयोग2. अव्ययः सूचि, उपयोग <p>D. विचार विस्तार, निबंध लेखन</p> <ol style="list-style-type: none">1. निबंध लेखन<ul style="list-style-type: none">- रमणीया नगरी- संस्कृतभाषायाः वैशिष्ट्यम्- सुदुर्लभा सर्वमनोरमा वाणी- विद्या प्रशंसा2. कवि-कृति परिचय : आदिकवि व्यास, महाकवि शूद्रक, महाकवि भास	32

Teaching-Learning Methodology	<ul style="list-style-type: none">- Collaborative- Co-operative Learning.- Question – Answer- Presentation by Students.
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	<ul style="list-style-type: none">- Panel Discussion- Work Shops- Project.- Blended Learning Designs.- Flipped Classroom Strategies
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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. Execute reflections in their lesson plan and classroom teaching.
2. Implement ICT integrated lesson plan.
3. Organise various classroom activities.
4. Demonstrate and exhibit their qualities and professional competence as a teacher of Sanskrit.
5. Organise and manage various co curricular activities for development of Sanskrit language.
6. Suggest solutions of classroom problems of students in teaching of Sanskrit.

Suggested References:

Sr. No.	References
	<ul style="list-style-type: none">- ચક્રધર નાટિયાલ 'હંસ' શાસ્ત્રી. બૃહદ અનુવાદ ચંદ્રિકા મોતીલાલ બનારસીદાસ. મુંબઈ.- શાસ્ત્રી વાસુદેવ. ક્રિયાત્મક સંસ્કૃત શિક્ષણ. રાષ્ટ્રીય સંસ્કૃત સંસ્થાન. નવી દિલ્હી.- શાસ્ત્રી જયેન્દ્ર , ભોગાયતા ચંદ્રકાંત , અભ્યંકર અને અન્ય (1987-88) . સંસ્કૃતનું અધ્યાપન પરિશીલન. બી.એસ.શાહ પ્રકાશન. અમદાવાદ.- આકૃવાલા સી.કે. (1963). સંસ્કૃતનું અધ્યાપન. ભારત પ્રકાશન. અમદાવાદ.- જિ.મહાબલેશ્વરભટ્ટ.; (૨૦૧૫). સમાસ:. સંસ્કૃત ભારતી બેઝગલુરુ.- ગજ્જર સતીશકુમાર. ધાતુમજ્જૂષા. સંસ્કૃતભારતી. ગુજરાત.





	<ul style="list-style-type: none">- Apte D. G. (1961).Teaching of Sanskrit. Padma Publication. Bombay.- Bokil V.P. and Parasnis N.K. (1967). A new Approach to Teaching of Sanskrit Sangraha.- Hyparikar. The Problem of Sanskrit Teaching. Bharat Book Stall. Kolhapur-3960.- Kale M.R. Banarasidas Motilal. A Higher Sanskrit grammar. Delhi. Varansi.
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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
- Sanskrit vyakran. <https://www.mycoaching.in/p/sanskrit.html>

