BHARATHIDASAN UNIVERSITY, TIRUCHIRAPPALLI – 620 024.

M.Phil. SANSKRIT (FT/PT) PROGRAMME

(For the candidates to be admitted from the academic year 2018-19 onwards**)**

ELIGIBILITY : Master's Degree in Sanskrit.

PROGRAMME OBJECTIVES :

1) To make the students develop a comprehensive idea about Sanskrit language, literature and Philosophy.
2) To encourage the students to take up inter-disciplinary studies relating to the field of Sanskrit.
3) To provide adequate knowledge to decode, interpret, understand and preserve the ancient Sanskrit manuscripts.
4) To impart skills in translation, transliteration and such other avenues that facilitate dissemination of knowledge contained in ancient Sanskrit texts for the benefit of the entire humanity in the global context.
5) To enhance skilled human resource in the field of Sanskrit.
6) To keep pace with the development in other related disciplines and look out for applications of Sanskrit in the possible areas.
7) To provide training required for undertaking research in Sanskrit and applied fields.
8) To prepare scholars for undertaking higher responsibilities in preserving, promoting and propagating Sanskrit education and research.

PROGRAMME STRUCTURE

Semester	Course	Title of the Paper	Exam Hours	Credits	Marks		
					IA	UE	Total
I	Course I	Research Methodology and Manuscriptology	3	4	25	75	100
	Course II	An Outline of Technical Sanskrit Literature	3	4	25	75	100
	Course III	Teaching and Learning Skills (Common Paper)	3	4	25	75	100
	Course IV	Paper on Topic of Research (The syllabus will be prepared by the Guide and the examination will be conducted by the COE)	3	4	25	75	100
II	Dissertation & Viva-Voce	Dissertation 150 Marks Viva 50 Marks	---	8	---	---	200
	Total			**24**	**---**	**---**	**600**

PROGRAMME OUTCOMES :

Upon completion of M.Phil Sanskrit, graduates will

1. Exhibit efficiency and proficiency in research skills pertaining to Sanskrit leading to professional success
2. Emerge as a true custodian and protagonist of concepts, skills and truths embedded in Sanskrit literature
3. Exhibit overall understanding of ancient Indian wisdom
4. Assimilate the concepts of literary criticism leading to genuine aesthetic perfection
5. Imbibe good teaching abilities based on the strong foundation of research
6. Develop potential to pursue advanced research
7. Explore into the different layers of language and literature through aesthetic approach
8. Solve problems in value judgments to take right policy decisions in life management

COURSE I
RESEARCH METHODOLOGY AND MANUSCRIPTOLOGY

Course Objectives:

- To highlight the importance and significance of research methodology in Sanskrit
- To explain fundamental aspects of Sanskrit research
- To develop research skills that enrich teaching-learning process and facilitate quality research
- To give a deep insight into manuscripts and the ancient scripts
- To familiarize the researcher with the methods of research in Sanskrit and all the required aspects of a quality thesis
- To inculcate research ethics

Unit I : Nature and scope of Research, qualifications of a Researcher, Methods of Research, Selection of Topics, use of reference Libraries, Catalogues, Internet, Primary & Secondary Sources.

Unit II : Non- Print Sources - Manuscripts - Types of Scripts- Collation-Critical Edition - Colophons- Lower Criticism, Higher Criticism -Copying Errors.

Unit III : Source / Data analysis, Hypothesis, Synthesis Thesis

Unit IV : Ethics of Research - Plagiarism - Copy right Acts, Acknowledging Sources

Unit V : Format of Thesis Dissertation, Foot- notes, End – notes, Quotations, Bibliography, Abbreviation, Appendix, Index, Draft of Final Version.

Recommended Book for Reference :

1. The Methodology of Research in Philosophy by T. P.Ramachandran, University of Madras, 1984
2. Introduction to Indian Textual Criticism, by S. M Katre, Deccan College Research Institute, Pune, 1954
3. Methodology in Indological Research by Dr. Srimannarayana Moorthy, Sri Venkateshvara Oriental Research Institute, Tirupati, 1985
4. The Fundamentals of Manuscript logy by P. Visalakshi , Dravidian Linguistics Association, St. Xavier 's College P. o. Trivandrum – 695 586, 2003
5. Introduction to Manuscriptology by R.S. Sivaganesha Murthy, Sharada Publishing House, Delhi, 2012
6. Elements of Research Methodology in Sanskrit by Dash Keshav Chandra, Chowkhamba Sanskrit Series, Varanasi, 2008
7. A Pocket Guide to Thesis Writing by T .N. Ganapathy, Ravi Publication Chennai, 2004
8. Research in Literature and Language, H.V. Deshpande, Notion Press, Delhi, 2018

Course Outcomes :

Upon successful completion of this course, the student should be able to

- Identify and define basic terms and concepts of research methodology
- Know the aspects of research involving manuscripts and critical edition
- Identify and apply different aspects involved in research to produce a quality research product
- Exhibit skills to collate the data collected from printed and non-printed sources
- Possess a proper understanding of critical edition and critical study
- Design research and prepare synopsis and thesis

COURSE II
AN OUTLINE OF TECHNICAL SANSKRIT LITERATURE

Course Objectives :

- To give a comprehensive knowledge about the scriptural, classical and technical literature in Sanskrit
- To impart an in-depth knowledge of the different schools of literary criticism in Sanskrit
- To enable the scholars to master the technical nuances of philosophical deliberations
- To introduce avenues for recent research in technical literature
- To open up vistas of inter-disciplinary research for social welfare
- to equip the scholars to resolve the issues of social challenges on grounds of value oriented findings in Sanskrit literature

Unit I : **History of Vedic Literature –** Vedas, Vedangas & Puranas

Unit II : **History of Classical Literature –I -** itihasa, Gadyam, Padyam,

Unit III : **History of Classical Literature –II -** Campu, Natakam

Unit IV : **History of Poetics -** 8 schools of alankarashastra – alankara, Rasa, Riti, Guna, vakrokti, aucitya, anumana and Dhvani

Unit V : **History of Saddarshanas:** Sankhya, Yoga, Nyaya, Vaishesika, Purvamimamsa and Uttaramimamsa

REFERENCES

1. History of Classical Sanskrit Literature by M. Krishnamachari, Motilal Banarsidass, Delhi, 2015
2. The Sanskrit Drama by A.B. Keith, MLBD, 2015
3. History of Sanskrit Poetics by P. V. Kane, Motilal Banarsidass, Delhi, 2015
4. Some Concepts of Alankara Sastra by Dr. V. Raghavan, Adyar Library Publications, Chennai, 1973
5. Samskrta- sahitya-itihasah, R. S. Vidyapeetha, Tirupati, 2000
6. Essentials of Vedic Literature by K.B. Archak, Motilal Banarsidass, Delhi, 2012
7. Outlines of Indian Philosophy by P. L. Srinivasa Iyengar, Bharatiya Kala Prakashan, 2008
8. Spiritual Heritage of India by Swamy Prabhavananda, RK Mutt, Mylapore, 2008
9. Introduction to Sanskrit Literary Criticism by Dr. C.S. Radhakrishnan, Sanskrit Academy, Osmania University, Hyderabad, 2010

Course Outcomes :

Upon successful completion of this course, the student should be able to

- Have a thorough knowledge of Sanskrit technical literature and its implications
- Identify, understand and address the conceptual differences among the different schools of thought in Sanskrit literature
- Appreciate the sublime beauty of Sanskrit poetical and technical works by applying the principles of literary criticism
- Understand the background in which Sanskrit literature developed and learn to empathize and appreciate the situations
- Compare and contrast the technical aspects evident in the available literature for further application and utility
- Comprehend the technology of knowledge preservation, perpetuation and promotion

COURSE III
TEACHING AND LEARNING SKILLS

Objectives:

- Acquaint different parts of computer system and their functions
- Understand the operations and use of computers and common Accessories
- Develop skills of ICT and apply them in teaching learning context and Research
- Appreciate the role of ICT in teaching, learning and Research
- Acquire the knowledge of communication skill with special reference to its elements, types, development and styles
- Understand the terms communication Technology and Computer mediated teaching and develop multimedia /e- content in their respective subject
- Understand the communication process through the web
- Acquire the knowledge of Instructional Technology and its Applications
- Develop different teaching skills for putting the content across to targeted audience

UNIT I : Computer Application Skills

Information and Communication Technology (ICT): Definition, Meaning, Features, Trends – Integration of ICT in teaching and learning – ICT applications: Using word processors, Spread sheets, Power point slides in the classroom – ICT for Research: On-line journals, e-books, Courseware, Tutorials, Technical reports, Theses and Dissertations-- **ICT for Professional Development**:Concept of professional development; institutional efforts for competency building; individual learning for professional development using professional networks, OERs, technology for action research, etc.

UNIT II : Communications Skills

Communication: Definitions – Elements of Communication: Sender, Message, Channel, Receiver, Feedback and Noise – Types of Communication: Spoken and Written; Non-verbal communication – Intrapersonal, interpersonal, Group and Mass communication – Barriers to communication: Mechanical, Physical, Linguistic & Cultural – Skills of communication: Listening, Speaking, Reading and Writing – Methods of developing fluency in oral and written communication – Style, Diction and Vocabulary – Classroom communication and dynamics.

UNIT III : Pedagogy

Instructional Technology: Definition, Objectives and Types – Difference between Teaching and Instruction – Lecture Technique: Steps, Planning of a Lecture, Delivery of a Lecture – Narration in tune with the nature of different disciplines – Lecture with power point presentation - Versatility of Lecture technique – Demonstration: Characteristics, Principles, planning Implementation and Evaluation – Teaching-learning Techniques: Team Teaching, Group discussion, Seminar, Workshop, Symposium and Panel Discussion

UNIT IV : E- Learning, Technology Integration and Academic Resources in India

Concept and types of e-learning (synchronous and asynchronous instructional delivery and means), m-learning (mobile apps); blended learning; flipped learning; E-learning tools (like LMS; software's for word processing, making presentations, online editing, etc.); subject specific tools for e-learning; awareness of e-learning standards- Concept of technology integration in teaching- learning processes; frameworks guiding technology integration (like TPACK; SAMR); Technology Integration Matrix- Academic Resources in India: MOOC, NMEICT; NPTEL; e-pathshala; SWAYAM, SWAYAM Prabha, National academic depository, National Digital Library; e-Sodh Sindhu; virtual labs; eYantra, Talk to a teacher, MOODLE, mobile apps, etc.

UNIT V : Skills of Teaching and Technology based assessment

Teaching skills: Definition, Meaning and Nature- Types of Teaching Skills: Skill of Set Induction, Skill of Stimulus Variation, Skill of Explaining, Skill of Probing Questions, Skill of Black Board Writing and Skill of Closure – Integration of Teaching Skills – Evaluation of Teaching Skills- **Technology for Assessment:** Concept of assessment and paradigm shift in assessment; role of technology in assessment 'for' learning; tools for self & peer assessment (recording devices; e-rubrics, etc.); online assessment (open source software's; e-portfolio; quiz makers; e- rubrics; survey tools); technology for assessment of collaborative learning like blogs, discussion forums; learning analytics

References

1. Bela Rani Sharma (2007), Curriculum Reforms and Teaching Methods, Sarup and sons, New Delhi
2. Brandon Hall , E-learning, A research note by Namahn, found in: www.namahn.com/resources/ .../note-e-learning.pdf, Retrieved on 05/08/2011
3. Don Skinner (2005), Teacher Training, Edinburgh University Press Ltd., Edinburgh
4. Information and Communication Technology in Education: A Curriculum for schools and programmed of Teacher Development, Jonathan Anderson and Tom Van Weart, UNESCO, 2002.
5. Jereb, E., & Šmitek, B. (2006). Applying multimedia instruction in e-learning. Innovations in Education & Teaching International, 43(1), 15-27.
6. Kumar, K.L. (2008) Educational Technology, New Age International Publishers, New Delhi.
7. Learning Management system : https://en.wikipedia.org/wiki/Learning_management_system , Retrieved on 05/01/2016
8. Mangal, S.K (2002) Essential of Teaching – Learning and Information Technology, Tandon Publications, Ludhiana.

9. Michael,D and William (2000), Integrating Technology into Teaching and Learning: Concepts and Applications, Prentice Hall, New york.
10. Pandey,S.K (2005) Teaching communication, Commonwealth Publishers, New Delhi.
11. Ram Babu,A abd Dandapani,S (2006), Microteaching (Vol.1 & 2), Neelkamal Publications, Hyderabad.
12. Singh,V.K and Sudarshan K.N. (1996), Computer Education, Discovery Publishing Company, New York.
13. Sharma,R.A., (2006) Fundamentals of Educational Technology, Surya Publications,Meerut
14. Vanaja,M and Rajasekar,S (2006), Computer Education, Neelkamal Publications, Hyderabad.

Course Outcomes

After completing the course, the students will:

- Develop skills of ICT and apply them in Teaching Learning context and Research.
- Be able to use ICT for their professional development
- Leverage OERs for their teaching and research
- Appreciate the role of ICT in teaching, learning and Research.
- Develop communication skills with special reference to Listening, Speaking, Reading and Writing
- Learn how to use instructional technology effectively in a classroom
- Master the preparation and implementation of teaching techniques
- Develop adequate skills and competencies to organize seminar/conference/workshop/symposium/panel discussion
- Develop skills in e-learning and technology integration
- Have the ability to utilize Academic resources in India for their teaching
- Have the mastery over communication process through the web.
- Develop different teaching skills for putting the content across to targeted audience.
- Have the ability to use technology for assessment in a classroom

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