

Kavikulaguru Kalidas Sanskrit University, Ramtek

Accredited by NAAC with 'B++' Grade

University established by State Government of Maharashtra and UGC Recognized u/s 2f and 12 b



ONE YEAR

M.Phil., Ph.D. Course Work and M.Phil. Syllabus

2019-20

P.G. Department of Education

Ramtek office: Administrative Building, Mauda Road, Ramtek- 441106, Dist. Nagpur

Nagpur Office: 05th floor, NIT Commercial Complex, Near Morbhavan, Sitabuldi, Nagpur-44001

Kavikulaguru Kalidas Sanskrit University, Ramtek

Department of Education

SCHEME OF EXAMINATION FOR M.Phil. & Ph.D. COURSE WORK (2019-20)

Ph.D. Course Work Structure & MPhil. (Ist Semester)

The Pre-Ph.D. course work shall comprise of only one Semester (i.e. six months) in which there shall be four compulsory subjects.

Sr. No.	Course	Theory	Internal Assessment (Assignment & Seminar)	Max Marks	Credit
1	Paper-I Research Methodology	80	20	100	4
2	Paper –II Research Training	80	20	100	4
3	Paper –III ICT & New Trends in Education	80	20	100	4
4	Paper –IV Contemporary issues in Higher Education	80	20	100	4

Grand total= 400 marks Credit 16

Internal Assessment

Credit -1

- 1) Assignment – 10 Marks
- 2) Seminar - 10 Marks
With PPT Presentation

Course- 1, Research Methodology

Marks- 80

Objective – 1) Explain the concept of Research

- 2) Explain various research methods
- 3) Explain data collection and analysis of Data

Module- I) Concept of Research

Marks -20 Credit – 1

- Meaning & concept of Research
- Types of Research – Fundamental
Applied & Action Research
Scientific Research – Inductive, Deductive Reasoning
- Characteristics of Research
- Educational Research – Meaning & Characteristics
- Area of Research

Module –II) Paradigm of Research

Marks – 20

Qualitative, Quantitative & Mixed Research

Credit – 01

- Methods of Qualitative Research
Historical, Ethnographic, Document Analysis
- Methods of Quantitative Research
Descriptive Research – Survey, Co-relational, Casual Comparative, Experimental Research,
- Methods of Mixed Research
Case Study

Module – III) Data Collection Instruments (Tools)

Marks – 20

Classification of Data Collection Tools

Credit – 1

Questionnaire, Interview Schedule, Rating Scale, Sociometrist Technique.

- Standardized tests-meaning, nature and their application in Research

Module – IV) Analysis of Data

Marks – 20

Credit – 1

- Descriptive Analysis – Measures of Central Tendency, Measures of Variability (Standard Deviation & Quartile Deviation) Normal Probability Curve- kurtosis, Skewness & its Characteristics.
- Inferential Analysis – Coefficient of Co-relation, t-value, ANNOVA

Course –II, Research Training

Marks- 80

Objective- 1) Prepares good Research proposal

2) Understand research designs

3) To learn, Report writing ethics in Research.

Module – I) Research Design

Marks – 20

Credit – 01

- Research Design – meaning and components
- Sample & Methods of sampling
- Experimental Design and experimental validity.

Module – II) Research Proposal

Marks – 20

Credit – 01

- Need & Importance of writing Research Proposal
- Steps of Research Proposal
- Evaluation Criteria of Research proposal.
- Review of Related Literature
- Hypothesis

Module – III) Research Report writing

Marks - 20

Credit - 01

- Need, Importance and style of Report writing
- Section of Research Report
Preliminary Main Body, Reference Section
(Bibliography, APA & other Style, Appendices)
- Evaluation Criteria of Research Report

Module – IV) Ethics in Research

Marks - 20

Credit – 01

- Ethics & Plagiarism
- Abstract
- Research Article
- Research Paper
- Qualities of Researcher

Course – III ICT and New Trends in Education

Marks 80

Objective -

- 1) Understand & e sources for Research
- 2) Understand interdisciplinary approaches in Research
- 3) To learn multicultural education

Module – I) Basic of Computer and ICT

Marks - 20

Credit – 01

- Definition of computer Classification and Role of computer in Education
- Components of Computer
Hardware and Software - MS – Word, Excel, power point

Module –II) e- sources for Research

Marks - 20

Credit – 01

- Internet, webpage, links
- Evaluating internet resources – Authority, Accuracy and Objectivity.
- E- communication
- E-research concept, e-books, e-journals, e-reference, e- publication, ISSN, ISBN, Impact factor, INFLIBNET & ERNET
- Use of social Media in Educational Research

Module –III) Interdisciplinary Approach in Research

Marks - 20

Credit – 01

- Interdisciplinary Approach – Meaning importance and Application
- Meaning and differences amongst Discipline, Multidisciplinary, Cross- disciplinary and Interdisciplinary
- Methodological Issues in Interdisciplinary studies
- Interdisciplinary courses, Research and career Areas

Module –IV) Multicultural Education

Marks - 20

Credit – 01

Meaning, Historical Development Dimensions and practice.

- Issues and Problem in Multicultural Education
- Remedies for Multicultural Education

Course – IV Contemporary Issues in Higher Education Marks 80

Objective - 1) Understand foundation of Education and Higher Education policies

- 2) Explain Globalization and Higher Education
- 3) Describe quality of Higher Education

Module –I) Foundation of Education

Marks - 20

Credit – 01

Philosophical foundation of Education

Need, Importance and Application

- Sociological foundation of Education
Need, Importance and Application
- Psychological foundation of Education
Need, Importance and Application

Module –II) Higher Education Policies

Marks - 20

Credit – 01

National Policy of Education - 1986

- NCFTE – 2010
- Varma Curriculum Frame work – 2014
- RTE – 2009

Module –III) Globalization and Higher Education

Marks - 20

Credit – 01

- Impact of Globalization on Education
- Need of Peace Education
- International Understanding
- Citizenship Education and Globalization

Module –IV) Quality and Higher Education

Marks - 20

Credit – 01

Challenges in Higher Education.

- Quality Assurance and Quality Audit.
- NAAC and process of assessment and Accreditation.
- Role of NCTE in Teacher Education.

Kavikulaguru Kalidas Sanskrit University, Ramtek
Department of Education
M.Phil. Semester –II
Course –I A Sanskrit Education **Marks 40**

Sr. No	Name of Paper	Theory	Internal Assessment	Max Marks
1	A- Sanskrit Education	40	10	50
	B- Research in Teacher Education	40	10	50
2	Philosophy and Education	80	20	100
3	Dissertation	100 Marks to converted in to grade		

Grand Total -300 Marks

Credit -08

Internal assessment

- 1) Assignment -10 Marks
- 2) Seminar -10 Marks
With PPT Presentation

Course –I A Sanskrit Research **Marks 40**

Objective: - 1) To enable the Student and teacher to correlate Sanskrit subject with other subjects of M. Phil, curriculum.

2) To enable him to know the concept of Research of Sanskrit.

Module – I Manuscriptology (Chapter I, II, III & IV)

Marks - 10

Credit – 1/2

Module – II Manuscriptology (Chapter V, VI, VIII & X)

Marks - 10

Credit – 1/2

Module – III Recent Research Trade (Shastra Tridalam _ Dr. K.R.Joshi)

Marks - 20

Credit – 1

- 1) वैषिषिकमते जगतः स्वरूपम् ।
- 2) वैषिषिकदर्शनदिषा आत्मस्वरूपम् ।
- 3) न्यायवैशेषिकदिषा ईश्वरस्वरूपम् ।
- 4) वैषिषिकमते कर्मस्वरूपं पुण्यपापस्वरूपम् ।
- 5) वैषिषिकमतेषास्त्राध्ययने समस्याः तन्निराकरणोपायाश्च ।
- 6) कतिपय उच्चारणविषेः ।
- 7) शिक्षाशास्त्र विषयकस्य अप्रकाशितस्य संक्षेपसारग्रन्थस्य अध्ययनम् ।
- 8) संस्कृतभाषायां द्विवचनम् ।
- 9) विविधस्तरेषु संस्कृतशिक्षणस्य आधुनिकीकरणम् ।
- 10) शास्त्राणां प्रौढाण्डित्यस्य संरक्षणे उपायाः ।
- 11) नीतिधर्मतत्त्वविमर्शः ।
- 12) नभेवाणीरूपकमेकाडकरूपकं च ।

Course –I B Research in Teacher Education

Marks 40

- Objective –**
- 1) Explain Research in Teacher Education
 - 2) Understand thought process and Research in Education

Module – I Research in Teacher Education

Marks - 20
Credit – 1

- Use of media in Teacher Education
- Role of Regional Level Institution of education, NCERT.
- Studies on Processing Modules of Training – Cascade module, Radio Counselling, Designing Self Learning Packages.
- Transaction Mode-Group Discussion, Self-Study, Seminars, Panel discussion, peer group Discussion.

Module – II – Thought Process and Research in Teacher Education.

Marks - 20
Credit – 1

- Teacher Thought Process
- Decision Making
- Classroom Process and Management
- Researches in Teacher Education.
- Teacher Effectiveness.

Course –II Philosophy and Education

Marks 80

Module – I – Ancient Indian Philosophers

Marks - 20
Credit – 1

1. Yogi Aurobindo Ghosh
2. Swami Vivekanand

Module – II – Modern Indian Philosophers

Marks - 20
Credit – 1

1. Maharshi Dhondo Keshav Karve
2. Savitribai Fule

Module – II – Ancient Western Philosophers

Marks - 20
Credit – 1

1. Plato
2. Rousseau

Module – III – Modern Western Philosophers

Marks - 20
Credit – 1

1. John Dewey
2. Fridrich Frobel

The critical appreciation of educational thought of above philosophers in relation to philosophy, Aims & Objectives of Education, Curriculum, Teaching-Learning Methods, Student-Teacher relationship, Experiments in Education.