Prospectus

M.Phil. in Education

2018-20

(For Male only)

RAMAKRISHNA MISSION SIKSHANAMANDIRA
COLLEGE OF TEACHER EDUCATION (CTE)
BELUR MATH, HOWRAH – 711202.
(A NCTE Recognized Autonomous Residential Post-Graduate College under the University of Calcutta)

RAMAKRISHNA MISSION SIKSHANAMANDIRA
(Autonomous)
COLLEGE OF TEACHER EDUCATION
BELUR MATH, HOWRAH – 711202.
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Location:

The Sikshanamandira is situated in the midst of a peaceful and beautiful campus in the proximity of the sacred precincts of Belur Math, Howrah, West Bengal. The site is at a distance of about one furlong to the west of the river Ganga and about two furlongs to the east of the Grand Trunk Road, which is linked to the Howrah Station and the Dunlop Bridge by regular bus service. It is easily accessible by two local rail stations (Belur Math & Belur stations) and by the regular ferry service on the Hooghly River.

Vision:

Sikshanamandira aspire to be a pioneer teacher education institution actualizing Swami Vivekananda's educational vision by making competent and committed teachers and teacher educators and also to be a research institute that continuously responds to changing social needs through the discovery, development and application of knowledge.

Mission:
1. To develop modern teachers equipped with a universal outlook having scientific tools and techniques of teacher education and yet, are rooted in Indian cultural, moral and spiritual values.

2. To facilitate of autonomous researches in the area of teacher education and dissemination of that knowledge;

3. To support discovery and development of knowledge through M.Phil., Ph. D. and other Diploma Programmes and post-doctoral scholars;

4. To study interdisciplinary and multi-disciplinary approaches in academic and research areas;

5. To make partnership with national and international institutions.

Goals and Objectives:
1. To develop curriculums reflecting modern outlook together with Indian

cultural and spiritual values.

2. To develop new academic programmes and revised/modernise current programmes to keep pace with the changing socio-economic-cultural-moral scenario.

3. To promote and conduct educational researches, and experimentation of innovative ideas and practices.

4. To create ICT infrastructure that is supportive of academic and administrative needs.

5. To conduct in-service and pre-service teacher education programmes to upgrade teaching efficiency of prospective teachers.

6. To develop and exhibit learning- teaching materials and ICT materials.

7. To promote computer competency for students, faculty and stuff.

8. To provide consultancy, guidance and counselling services.

9. To increase awareness of student support services, policies and campus events among students.

10. To support & encourage staff for personal academic growth.

11. To promote healthy practices such as community services, extension activities, co-curricular activities, projects for the benefit of the society.

12. To maintain a useful, integrated and user-friendly management information system.

13. To promote communication, cooperation and shared decision making among administrative and academic departments.

14. To ensure and sustain the institutional values and standards to highest level.

Values:
1. Truth – in the pursuit, generation, dissemination, and application of knowledge.
2. Freedom – of thought and expression
3. Respect – for diversity and the dignity of the individual
4. Responsibility – as towards of the environment and citizens of the world.

5. Excellence – in intellectual, personal, and operational endeavours.
6. Integrity – in character and knowledge.
7. Innovation – in thinking and application.

The College: at a glance:

❖ Established in 1958 by Srimat Swami Vimuktanandaji Maharaj (one of the architects for actualizing the educational vision as was envisaged by Swami Vivekananda), as a Residential Teachers' Training College for male students sponsored by the Govt. of West Bengal and affiliated to the University of Calcutta.

❖ Recognized by the National Council for Teacher Education **(as per the NCTE Regulations, 2014 the present intake capacity for the B.Ed. course is 100 for a year)** in the year 2002-03.

❖ Declared as a College of Teacher Education (CTE) by the Ministry of Human Resource Development, Govt. of India in the year 2001.

❖ Accredited by the National Assessment and Accreditation Council (NAAC) in 2007 with 'A' grade.

❖ Upgraded into a post graduate College by the NCTE **(as per the NCTE Regulations, 2014 the present intake capacity for the M.Ed. course is 50 for a year)** in the year 2008.

❖ On the recommendations of the University Grants Commission, the University of Calcutta conferred the status of an **Autonomous College** in favour of this institution in 2008.

❖ **M.Phil. Programme** in Education was initiated in the year 2012-13.

❖ **Post-graduation Diploma in Guidance and Counselling Course** started in the year2013.

❖ Started **Swami Vivekananda Centre for Multidisciplinary Research in Educational Studies (SVCMRES)** a Research Wing under the University of Calcutta in 2014 which conducts Ph.D. in Educational

Studies (equivalent to Ph.D. in Education).

- ❖ Re-Accredited by the National Assessment and Accreditation Council (NAAC) in 2015 with an **'A' grade**.

- ❖ Extension of Autonomous Status for another six years conferred on 2015.

❖ Started **Post-graduation Diploma in Yoga Education** and **Certificate Course in Communicative English and Writing** on 2016.

❖ Awarded the status of **College with Potential for Excellence (CPE)** by the UGC on 2016.

- • **Eligibility Criteria for Admission in M.Phil. in Education**:
Candidates with at least 55% marks in M.A. in Education / 55% marks in M.Ed. are eligible to apply for admission to the programme.

There shall be relaxation of marks for candidates belonging to SC/ST/OBC-A/ OBC-B/PH (whichever is applicable) categories as per the Rules of the Government of West Bengal and the University of Calcutta following the 100 point Roster drawn from the previous year.

Candidates having NET/SET/SLET *in Education* are exempted from written test but are to appear at the interview.

Program Learning Outcomes (PLOs) of Master of Philosophy Course

After completion of the Master of Philosophy (M.Phil.) Course the scholars will -

1. Have an exposure to the major research works in the field of education and can contribute new knowledge by indulging in research works adopting scientific methods in educational research through Quantitative or Qualitative or Mixed method strategies.
2. Become an enthusiastic researcher, industrious to the quest of knowledge and proficient and good academician in the field of education.
3. Have a clear understanding of research and publications ethics.
4. Be very proficient in analysing the qualitative and quantitative data pertaining to the field of education.

- • **Admission Policy and Process**:

The applicants will have to appear in written admission test comprising of 100 marks (MCQ) and interview. Final selection will be based on the basis of consolidated performance of the appeared candidates (academic score and interview).

1. **Date of submission of Filled in Form: 10.07.2018 – 17.07.2018 (Forms are to be downloaded (www.rkmsm.org) and filled in forms along with other necessary papers are to be submitted to the College Office/ Rs. 500/- to be deposited during submission of forms as the processing fees).**

2. **Date of written test: 21.07.2018 at 12.00 noon.**

3. **Date of publication of the names of the selected candidates called for interview: 24.07.2018**

4. **Date of interview: 28.07.2018 at 11.00 a.m.**

5. **Date of publication of Final list of selected candidates: 30.07.2018**

6. **Date of Admission: 31st July & 1st August, 2018.**

The entrance test shall be followed by an interview. A candidate who has been exempted from appearing at the entrance test shall also be required to appear at the interview. At the time of interview candidates seeking admission to the M.Phil. programme will be expected to discuss their research interest/area. The qualifying marks for entrance test will be 50% to appear at interview. There shall be relaxation of marks for candidates belonging to SC/ST/OBC-A/ OBC-B/PH (whichever is applicable) categories as per the Rules of the University of Calcutta following the 100 point Roster drawn from the previous year.

No traveling allowance is admissible. Candidates must produce at the time of interview their original certificates, mark sheets, certificates of NET/SET/SLET, the school final certificate for the evidence of age, and 'No Objection Certificate' (in case of in-service candidates from the employer) etc. No correspondence regarding interview and admission will be entertained.

Fees Structure:

- **Annual Fees & Charges**

Course Fee (for 1st and 2nd Semester)	Rs.	10,000.00
Library Fee	Rs.	500.00
Annual Session Charges (Deputed Trainees)		
Maintenance (Building 2000.00 + Furniture and equipment 400.00 + Computers 1200.00)	Rs.	3600.00
Establishment (Telephone 500.00 + Elec. & Water 800.00 + Postage 200.00 + Generator 150.00)	Rs.	1650.00
College Examination	Rs.	200.00
College Diary & Identity Cards	Rs.	50.00

Total amount to be paid at the time of admission   =   Rs.   16,000.00
(Rupees Sixteen Thousand Nine Hundred only)

CANDIDATES ARE ASKED TO BRING THIS AMOUNT ON THE DAY OF THEIR ADMISSION.

Annual fees and charges to be paid at the time of admission to the 2nd year of the course.

Course fees (for 3rd and 4th Semester)   Rs. 4400.00

Library fees   500.00

College examination   100.00

Computer   1200.00

Total amount to be paid at the time of re-admission =   Rs. 6200.00

(Rupees six thousand two hundred only)

- **Separate fees is to be paid during submission of Dissertation.**

Charges are not refundable. If anyone withdraws after the session begins, the whole of his admission charges will be forfeited.

Disciplinary Action Regarding Violations of Rules :

- **75% attendance in course work is mandatory.**

- Violation of these rules will be taken serious notice of and will result in disciplinary measures up to, and not excluding, expulsion from the college.

Syllabus of Admission test

1. Philosophical Foundation of Education

Relationship of Education and Philosophy

Western Schools of Philosophy :

Idealism, Realism, Naturalism, Pragmatism, Existentialism, Marxism with special reference to the concepts of knowledge, reality and values their educational implications for aims, contents and methods of education.

Indian Schools of Philosophy (Sankhya, Vedanta, Buddhism, Jainism, Islamic traditions) with special reference to the concept of knowledge, reality and values and their educational implications

Contributions of Vivekananda, Tagore, Gandhi and Aurobindo to educational thinking

National values as enshrined in the Indian Constitution, and their educational implications

Modern concept of Philosophy : Analysis—Logical analysis, Logical empiricism and Positive relativism—(Morris L. Prigge)

2. Sociological Foundations of Education

Relationship of Sociology and Education

Meaning and nature of Educational sociology and Sociology of education

Education—as a social sub-system—specific characteristics

Education and the home

Education and the community with special reference to Indian society

Education and modernization

Education and politics

Education and religion

Education and culture

Education and democracy

Socialization of the child

Meaning and nature of social change

Education as related to social stratification and social mobility

Education as related to social equity and equality of educational opportunities

Constraints on social change in India (caste, ethnicity, class, language, religion, regionalism)

Education of the socially and economically disadvantaged sections of the society with special reference to scheduled castes and scheduled tribes, women and rural population

3. Psychological Foundations of Education

Relationship of Education and Psychology

Process of Growth and Development
- physical, social, emotional and intellectual
- development of concept formation, logical reasoning, problem solving and creative thinking; language development
- individual differences—determinants; role of heredity and environment; implications of individual differences for organising educational programmes

Intelligence—its theories and measurement

Learning and Motivation

Theories of learning—Thorndike is connectionism; Pavlov's classical and Skinner's operant conditioning; Learning by insight; Hull's reinforcement

4. Methodology of Educational Research

Nature and Scope of Educational Research

Meaning and Nature

Need and Purpose

Scientific Inquiry and Theory Development—some emerging trends in research

Fundamental—Applied and Action Research

Formulation of Research Problem

Criteria and sources for identifying the problem

Delineating and Operationalizing variables

Developing assumptions and hypothesis in various types of research

Collection of Data

Concept of population and sample

Various methods of sampling

Characteristics of a good sample

Tools and Techniques

Characteristics of a good research tool

Types of research tools and techniques and their uses

Questionnaire-Interviews-Observations

Tests and scales, projective and sociometric techniques

Major Approaches to Research

Descriptive Research

Ex-post facto Research

Laboratory Experiment

Field Experiment

Field Studies

Historical Research

Analysis of Data

Descriptive and Inferential Statistics. The null hypothesis. test of significance, types of error, one-tailed and two-tailed tests

The t-test

The F-test (one-way and ANOVA)

Non-parametric tests (Chi-square test)

Biserial, point-biserial, tetrachoric and phi-coefficient of correlation

Partial and multiple correlations