

RAMAKRISHNA MISSION VIDYAMANDIRA

BOSE HOUSE CAMPUS

A Cultural & Educational Center

(Rishra, Hooghly)

A Unit of Ramakrishna Mission Saradapitha

Belur Math, Howrah



Brochures for Offline Certificate Course

Communicative English

(Introductory Level)



“The wavy waters in the picture are symbolic of Karma, the lotus of Bhakti, and the rising-sun of Jnana. The encircling serpent is indicative of Yoga and awakened Kundalini Shakti, while the swan in the picture stands for Paramatman. Therefore, the ideal of the picture is that by the union of Karma, Jnana, Bhakti and Yoga, the vision of the Paramatman is obtained.”

Swami Vivekananda

तन्नो हंसः प्रचोदयात् (Tanno hamsah prachodayat), meaning, “May the Paramatman, Supreme Self [symbolized by] the Swan (hamsa), awaken our [higher] understanding.”

Mission Statement

'True to the kindred points of Heaven and Home' - to borrow an evocative line from William Wordsworth's celebrated poem 'To a Skylark' - the ideology of Ramakrishna Mission was formulated by Swami Vivekananda as "Atmano mokshartham jagad hitaya cha" (i.e) 'For one's own salvation and for the welfare of the world'). This telling phrase encapsulates an over-arching spiritual ideal in which individual spiritual aspiration and the spirit of altruism co-mingle. A private spiritual life that turns a blind eye to the suffering

humanity, Swami Vivekananda never tired of pointing out, is necessarily a selfish life led in isolation. Recognising as he did the immanent divinity in every living being, Swamiji bequeathed to humanity the ideology of 'Practical Vedanta'.

The educational domain is an important area where 'Practical Vedanta' finds wonderful application. In fact, the luminous mind of Swamiji probed man to his very depth and came up with the astounding revelation that infinite goodness and infinite perfection are lying buried in every man, waiting to be called out. Just as friction brings out the hidden fire from a flint, right kinds of external suggestions would likewise call forth ethical excellence and elements of creativity already present in their potential forms in man. True education, if anything, helps this manifestation through creating "right kinds of external suggestions". To the extent an academic milieu furnishes such "right kinds of external suggestions", it serves the purpose of education. Based on this educational ethos of Swami Vivekananda, our College, ever since its inception, has been striving to build up an environment that would help manifest in its learners.

Divinity (i.e. such scintillating values as selflessness, moral courage, truthfulness etc.)

Perfection (i.e. academic excellence



RAMAKRISHNA MISSION VIDYAMANDIRA (MAIN CAMPUS)
BELUR MATH, HOWRAH

RAMAKRISHNA MISSION VIDYAMANDIRA

A vision, born of the irresistible character-force of a mighty spiritual genius, ceases to belong to the realm of speculation – instead it becomes a living force working itself out imperceptibly to find its fulfilment sooner or later. What is today the Ramakrishna Mission Vidyamandira, does indeed trace its origin to such a vision of Swami Vivekananda. True to the Prophet’s vision as early as 1898 of a temple of learning combining the elements of the ancient ‘Gurukula’ tradition of India and the scientific temper of the West, the authorities of the Ramakrishna Mission, Belur Math started ‘Vidyamandira’ as an Intermediate Arts College in 1941 under the auspices of Saradapitha, a branch of the Ramakrishna Mission.

For history to be made, there must be years – long, gruelling years. From an Intermediate Arts college in 1941 to a three-year degree college in 1966 through to becoming ‘a college with potential for excellence’ as also being conferred with the autonomy status by UGC in 2010, Vidyamandira’s onward march through the passage of years is a fascinating study of an educational Institute’s bold strides, despite various odds, into the arena of high education. Also, during the academic session 2006-2007, post-graduate teaching was introduced and in the year 2013 the college established ‘Swami Vivekananda Research Centre’ to run PhD programmes. Currently, with as many as fourteen undergraduate Hons. Courses, six post-graduate courses, researches in various disciplines and a plethora of Certificate as well as Add-on courses running apace, Vidyamandira can well be likened to a mini-University which has been leaving, all these years, its quiet yet unmistakable impact on the society by sending out academically skilled individuals with high character efficiency...

HISTORY OF THE BOSE HOUSE CAMPUS



This garden house, belonging as it did to Sri Sarat Chandra Bose, the elder brother of Netaji Subhas Chandra Bose, is said to have scripted a fair bit of history by having none other than Netaji himself setting foot in it. After Netaji's great escape in 1941, this historic house, according to police file No 24 of Police Museum, Kolkata, was used as a meeting place with the representatives of the Japanese Consulate to get news from Netaji.

Probably in May, 1941 a link between the Bose family and the Japanese Consulate was created. Subsequently, Sarat Bose met Japanese Consul General Okazaki at this Garden House. On that day of the first meeting, Sisir Bose drove the car of the Consul bringing him to this house. It is learnt that the next Consul Ohta along with his wife also came to this house several times to meet Sarat Bose. In fact, to avoid the surveillance of British intelligence officers, Mrs. Ohta used to come here wearing saree so that it would appear as if she was coming to attend a social gathering. Indeed, numerous meetings of this kind having taken place here, this house unmistakably lies wreathed in a glorious bit of history pertaining to the last leg of the Indian freedom movement.

Later the descendants of the Bose family sold this property and eventually in 2005 Sri Paritosh M Chakrabarti got the ownership of this property. Finally, this historic Bose House Property has been donated by Sri Paritosh M Chakrabarti and Sreemati Chakrabarti to Ramakrishna Mission Saradapitha, Belur Math for the construction and development of a Cultural and Educational Centre to promote the legacy of Swami Vivekananda and Netaji Subhas Chandra Bose. Now the Bose House Campus is the second campus of Ramakrishna Mission Vidyamandira.



BOSE HOUSE CAMPUS : SPECIAL FEATURES

- Swami Vivekananda's dream was to combine the traditional Upanishadic teachings of India with the knowledge of the West. A bunch of online and offline courses have been started from this campus to contribute towards the actualization of this vision..
- Keeping employability in mind, skill development courses like Digital Skills, Data Analysis, Communicative English, Communicative Hindi or Modern Journalism have been made part of our curriculum.
- Courses like Indian Mythology : Srimad Bhagavatam, Indian Philosophy : Vedanta, Buddhist Studies are meant to make one aware of India's ancient traditions, classical culture etc. These courses are very helpful in higher level research too.
- Courses such as 'Students' Mental Crisis & Intervention', 'Personality Development in the light of Ramakrishna-Vivekananda Movement' will help in combating today's dreaded mental disorders like stress, depression, anxiety and will also help developing effective personality to make one fit for career.
- Art Appreciation, Music Appreciation as well as Drawing & Craft and Music Classes will develop aesthetic sense on one hand and creativity on the other. Apart from higher level research, the vocational oriented learning of these courses today will also shape your career.
- Educational and Cultural Workshops, Seminars and Value Oriented Programs organized from this campus from time to time will be helpful for your skill development as well as values development.
- The various awareness programs and relief activities organized at this campus by the NSS department of Ramakrishna Mission Vidyamandira will be especially helpful in your socialization.
- Srimat Swami Suviranandaji Maharaj, General Secretary of Ramakrishna Math & Ramakrishna Mission officially inaugurated this campus on 21st February 2024, on the day of International Mother Language Day. In the inaugural meeting, Revered Maharaj said that the novelty of this campus of Ramakrishna Mission is that this is a co-educational institution. Girls will also study here. Swamiji said that a bird has two wings; and if both are not equally empowered and strong, then the bird cannot fly well. The governing body of Ramakrishna Mission has decided that both boys and girls will come here non-residentially; for the excellence of their lives.





Brochures for
Offline Certificate Course
Communicative
English
(Introductory Level)



PROGRAMME FRAMEWORK

Name of the course	Communicative English
<p>Aims and objectives</p>	<ul style="list-style-type: none"> • To make the students confident of Reading/ Listening/ Speaking/ Writing in English impeccably and with utmost enthusiasm. • To familiarize the students with different styles of communication. • To enlighten the students with the 7 concepts of communication. • To make the students understand the barriers of communication. • To train the students and make them comprehend various aspects of interview skills. • To enlighten the students on how to manage situations of conflict in a calm and composed manner, which is suitable for every stakeholder involved. • To empower the students with the knowledge to access the skill of decision-making with innovation and self-confidence. • To empower the students about the importance of Computer Assisted Language Learning.
<p>Learned scholars and their contribution</p>	<ul style="list-style-type: none"> • B. F Skinner – Behaviourism (Environmentalist Theory) • N. Chomsky – Innateness Hypothesis (LAD) • Schumann – The Acculturation Model • Dell Hymes – Sociolinguistics • N. Prabhu – Task-Based Language Teaching • Michael Halliday – Systematic Functional Linguistics Model • Lev Vygotsky – Sociocultural Theory of Language
<p>Basic tenets and Schools of thought</p>	<ul style="list-style-type: none"> • Behaviourism: Language as a set of mechanical habits which are formed through a process of imitation and repetition • Innateness Hypothesis: The child's brain biologically contains certain innate characteristics which pre-structure it in the direction of language learning • Hymes' Sociolinguistics: The interaction of Grammatical, Psycholinguistics, Sociocultural systems of competence • TBLT: (N. Prabhu) Learners are able to learn more effectively when they are focused on a tangible, non-linguistics task like reading a map than on linguistic task • Systematic Functional Linguistics Model: Language as a semiotic system, not in the sense of a system of signs, but a systemic resource for meaning

	<ul style="list-style-type: none"> • Sociocultural theory of Vygotsky: A child's cognitive development and learning ability can be guided and mediated by their social interactions
Significant applied aspects	<p>In today's globalized world, education and world of work have become increasingly diverse and inclusive. This has led to an increased need for effective communication across different languages and cultures. Language in practice is an applied field that helps us to better understand how languages works in different contexts</p> <ul style="list-style-type: none"> • The market-driven utilitarian functions (global communication, career opportunities, mobility) • The welfare-driven social function (English as a source for Indian languages) • The ideology-driven identity projection function (translating and projecting India so that English becomes a 'window on India')
Connect with the contemporary knowledge system	<p>Developing one's communication skills can help all aspects of its user's life and living, from the professional life to social life and everything in between. Contemporary knowledge system encompasses the fundamental knowledge, Science, Engineering and Technology, Humanities and Social Sciences through a structured classification. NEP 2020 has emphasized the importance of integrating Indian Knowledge System (IKS) and Indian Language System (ILS) in Indian Education. Language in practice, i.e., communicative competence will play a pivotal role in the days to come. Language across curriculum, language across disciplines will be an open access in this respect.</p>
Learning Outcome	<p>At the end of the course, the students will be able to:</p> <ul style="list-style-type: none"> • Develop knowledge, skills and judgement around human communication that facilitate their ability to work collaboratively with others. • Understand the practice different techniques of communication. • Practise and adhere to the 7 c of communication. • Familiarize with different types of communication. • Understand and practise interview Etiquettes.

CURRICULUM

TOTAL CREDIT: 3	FULL MARKS: 100
EACH CREDIT: 09 HOURS	COMPREHENSIVE ASSESSMENT: 20
COURSE DURATION: 4 MONTHS	PERIODIC ASSESSMENT: 80

	COURSE CONTENT	HOURS
UNIT 1	Introduction to communication	9
Module I	<ul style="list-style-type: none"> • Meaning is it exclusively a human trait? • Needs and purposes of communication 	

Module II	<ul style="list-style-type: none"> • Process of communication • Barriers to communication 	
Module III	<ul style="list-style-type: none"> • Measures to overcome the barriers • Follow up activities 	
UNIT 2	Various forms of communication	
Module I	<ul style="list-style-type: none"> • Various forms of communication • Interpersonal and interpersonal communication 	9
Module II	<ul style="list-style-type: none"> • Group Communication • Mass Communication 	
Module III	<ul style="list-style-type: none"> • New media communication • Follow up activities 	
UNIT 3	Verbal / oral communication	9
Module I	<ul style="list-style-type: none"> • The 7 Cs of communication • Verbal communication and its important 	
Module II	<ul style="list-style-type: none"> • Advantages of verbal communication • How to improve verbal communication 	
Module III	<ul style="list-style-type: none"> • Significance of nonverbal communication • Follow up activities 	
UNIT 4	Developing language skills: Listening	9
Module I	<ul style="list-style-type: none"> • Hearing vs listening • Process of listening-active vs passive listening 	
Module II	<ul style="list-style-type: none"> • Common barriers of the listening process • How to overcome those barriers 	
Module III	<ul style="list-style-type: none"> • Quality of a good listener • Follow up activities 	
UNIT 5	Developing language skills: Speaking	9
Module I	<ul style="list-style-type: none"> • Introducing yourself • Describing a person, place, situation and event 	
Module II	<ul style="list-style-type: none"> • Giving instruction • Making in queries at a bank, post office, airport, hospital, reservation complex 	
Module III	<ul style="list-style-type: none"> • Role play and mental mapping • Follow up activities 	

SUGGESTED READINGS

1. Teaching English as Communication — H. G. Widdowson
2. Communication in the Classroom — K. Johnson & K. Morrow
3. Effective Communication Skills — Marjorie Brody
4. A practical book of communication Skills — Meenu Pandey
5. Mastering the art of Communication — Rao Muralidhar

ASSESSMENT

COMPREHENSIVE ASSESSMENT (20)	PERIODIC ASSESSMENT (80)
<ul style="list-style-type: none"> ● Project Work ● Term Paper ● Essay Writing ● Inter forum Debate ● Extempore ● Quiz 	Theory: 50 <ul style="list-style-type: none"> ● CBT Evaluation ● Online Test ● Objective Test ● Class Assignment ● Home Assignment ● Paper Presentation
	Viva-voce: 20 <ul style="list-style-type: none"> ● Oral Exam ● Group Discussion ● Role Play ● Quiz
	Class Performance: 10

ELIGIBILITY CRITERIA

- Academic Qualification: Qualified V or equivalent level of examination.
- Age: No bar.
- Gender: No bar

PROGRAMME DETAILS

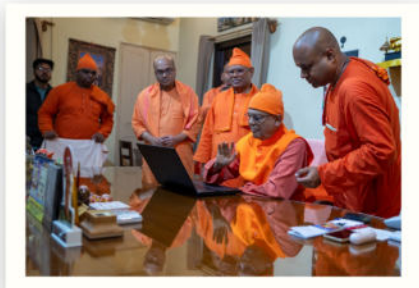
- Duration of the Course: 4 Months
- Total Hours: 45 hours
- Course fees: 3500/-
- Mode of Instruction: Offline
- Medium of Instruction: Bengali & English
- Classes will be held as per the following schedule (*Tentative*):

	Day	Time
Female	Wednesday	5:00pm-6:30pm
	Friday	5:00pm-6:30pm
male	Wednesday	5:00pm-6:30pm

N.B-75% attendance in the classes is mandatory

- At the end of the course, all the participants will be given certificates by Swami Vivekananda Research Centre (SVRC), Ramakrishna Mission Vidyamandira.
- During the conductance of the course the decision of the college authority is final.

BOSE HOUSE CAMPUS : AT A GLANCE





Our Courses

Digital Skill : From Basic to Advanced

Communicative English

Modern Journalism

Drawing & Music Classes

Students Mental Crisis & Intervention

Indian Philosophy : Vedanta

Indian Mythology : Shrimad Bhagavatam

Apprication of Indian Art & Crafts

Apprication of Indian Music

SEE ALL COURSES



Admission Helpline

9330353357 / 9091956873 / 7980736850



For More Information

rkmbvbosehouse.com

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“শ্রীরামকৃষ্ণ ও স্বামী বিবেকানন্দের নিকট আমি যে কত খণী তাহা ভাষায় কি করিয়া প্রকাশ করিব ? তাহাঁদের পুণ্য প্রভাবে আমার জীবনের প্রথম উল্লেখ । ‘নিবেদিতার’ মতো আমিও মনে করি যে, রামকৃষ্ণ ও বিবেকানন্দ একটা অখন্ড ব্যক্তিত্বের দুই রূপ । আজ যদি স্বামীজি জীবিত থাকিতেন, তিনি নিশ্চয়ই আমার গুরু হইতেন - অর্থাৎ তাঁকে নিশ্চয়ই আমি গুরুরূপে বরণ করিতাম । যাহা হঠক, যতদিন জীবিত থাকিব ততদিন ‘রামকৃষ্ণ-বিবেকানন্দের’ একান্ত অনুগত ও অনুরক্ত থাকিব, একথা বলা বাহুল্য।”

- স্মৃতাষচন্দ্র বসু

