

RAMAKRISHNA MISSION VIDYAMANDIRA

BOSE HOUSE CAMPUS

A Cultural & Educational Center

(Rishra, Hooghly)

A Unit of Ramakrishna Mission Saradapitha

Belur Math, Howrah



Brochures for Online Certificate Course

Student Counselling



“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
Online Certificate Course**

**Student
Counselling**



PROGRAMME FRAMEWORK

Name of the course	GUIDANCE OF STUDENT COUNSELLING
<p>Aims & Objectives</p>	<p>The aim and objectives of the Students Psychological Counselling course is :</p> <ul style="list-style-type: none"> • to provide students with the necessary knowledge, skills, and competencies to effectively support the psychological well-being and mental health. • to equip students with a deep understanding of psychological principles, counselling techniques, and ethical considerations in order to help them • to develop into competent and empathetic student counsellors • to familiarize students with fundamental concepts in psychology, including theories of human development, cognitive processes, personality, and psychopathology. <p>to Development of Counseling Skills Students will learn a range of counseling skills, such as active listening, empathy, non-judgmental attitude, and effective communication.</p>
<p>Learned scholars & their contribution</p>	<ul style="list-style-type: none"> • Dr. Lisa Damour • Dr. Victor Schwartz • Dr. Sara Goldrick-Rab • Dr. Anthony Rostain • Dr. Mary P. Koss • Dr. Gregory Eells • Dr. Susan David: • Dr. Jerald Kay • Dr. Janice Jackson
<p>Basic tenets and Schools of thought</p>	<ul style="list-style-type: none"> • Holistic Approach: This approach recognizes that students' mental well-being is interconnected with their physical, emotional, social, and cognitive aspects. It emphasizes the importance of addressing all these dimensions for effective intervention. • Preventive Measures: Focusing on preventive measures involves creating a supportive and inclusive school environment that promotes mental health and resilience. This could include implementing anti-bullying programs, stress management workshops, and promoting positive coping skills. • Psych education: Educating students, teachers, and parents about mental health can help reduce stigma, increase awareness, and facilitate early intervention. This involves providing information about common mental health issues, signs of distress, and available resources. • Crisis Intervention Models: Various crisis intervention models exist, such as the "ABC" model (Affect, Behaviour, Cognition), which assesses the individual's emotional state, behaviours, and thought patterns to guide appropriate intervention strategies. • Cognitive-Behavioural Approach: This approach focuses on identifying and addressing negative thought patterns and behaviours that contribute to

	<p>mental distress. It teaches students coping strategies and helps them develop healthier ways of thinking.</p> <ul style="list-style-type: none"> • Person-Centred Approach: This approach emphasizes creating a supportive and empathetic environment where students feel valued and understood. It encourages active listening and allowing students to express their feelings and concerns. • Positive Psychology: Positive psychology aims to enhance well-being by focusing on strengths, resilience, and positive emotions. It encourages interventions that promote optimism, gratitude, and engagement. • Trauma-Informed Care: This approach recognizes that many students may have experienced trauma, and it emphasizes creating a safe and supportive environment that considers the potential impact of trauma on behaviour and mental health. • Collaborative Care: Involving multiple stakeholders, including educators, counsellors, parents, and mental health professionals, promotes a comprehensive approach to addressing students' mental health needs. • Cultural Sensitivity: Acknowledging and respecting cultural differences is crucial in understanding students' experiences and providing appropriate interventions. Cultural competence ensures that interventions are relevant and effective across diverse populations. • Strengths-Based Approach: This approach focuses on identifying and building on students' strengths and resources, promoting a sense of empowerment and self-efficacy. • Mindfulness and Well-being Practices: Introducing mindfulness techniques and well-being practices can help students manage stress, anxiety, and other mental health challenges. These practices promote self-awareness and emotional regulation. • Early Intervention: Identifying signs of mental distress early on allows for timely intervention, preventing the escalation of issues. Schools can implement screening programs to detect potential mental health concerns.
<p>Applied aspects</p>	<p>Addressing students' mental health is a critical concern in educational institutions. Several significant applied aspects in students' mental crisis and intervention include:</p> <ul style="list-style-type: none"> • Mental Health Awareness Campaigns: Educational institutions should organize awareness campaigns to reduce the stigma around mental health issues. These campaigns can include workshops, seminars, and presentations that educate students, teachers, and staff about common mental health concerns, their symptoms, and available resources. • Crisis Helplines and Hotlines: Establishing dedicated helplines or hotlines that students can call during times of crisis can provide immediate support. Trained professionals or volunteers can offer a listening ear, guidance, and referrals to appropriate resources. • Counselling Services: Schools and colleges should have well-trained mental health professionals on-site, such as counsellors or therapists, who can provide one-on-one counselling sessions. These professionals can help

students navigate personal, academic, and emotional challenges.

- **Peer Support Programs:** Setting up peer support programs where trained student volunteers provide support and lend a listening ear to their peers can create a safe and comfortable environment for sharing concerns. Peer support can help reduce feelings of isolation and promote open conversations about mental health.
- **Screening and Assessment:** Regular mental health screenings can identify students who may be at risk or in need of intervention. Using validated assessment tools, schools can identify early signs of mental health issues and provide timely assistance.
- **Tailored Interventions:** Different students have different needs. Tailored interventions should be developed based on the specific challenges and strengths of each student. This might involve personalized counselling, group therapy, or specific skill-building workshops.
- **Parent and Family Involvement:** Parents and family members play a crucial role in supporting students' mental health. Schools can conduct workshops to educate parents about mental health issues, effective communication, and how they can support their children's well-being.
- **Inclusive Policies and Accommodations:** Institutions should adopt inclusive policies that address the mental health needs of all students, including those with disabilities or unique challenges. Providing appropriate accommodations, such as extended deadlines or exam adjustments, can help alleviate stress for these students.
- **Promotion of Healthy Lifestyle Habits:** Encouraging students to maintain a healthy lifestyle through regular exercise, proper nutrition, adequate sleep, and stress-reduction techniques like mindfulness and meditation can positively impact their mental well-being.
- **Collaboration with External Resources:** Schools should partner with local mental health organizations, clinics, and hospitals to ensure that students have access to a range of professional services beyond what the school can provide.
- **Training for Faculty and Staff:** Teachers, administrators, and staff should receive training in recognizing signs of mental distress and understanding how to respond appropriately. This ensures that students receive consistent and supportive responses throughout the institution.
- **Long-Term Support and Follow-Up:** Mental health intervention is an on going process. Schools should have mechanisms in place for follow-up care to track students' progress and provide on going support to prevent relapses.
- **Emergency Response Plans:** In cases of severe crisis, schools should have well-defined emergency response plans in place to address immediate safety concerns and provide appropriate care until professional help arrives.
- **Online and Digital Resources:** Utilize digital platforms to provide easily accessible resources such as mental health apps, online self-help modules, and informational websites that students can use for self-guided support.

Connect with the

Here are some steps to effectively connect with the latest knowledge in this field:

contemporary knowledge system

- **Stay Updated with Research:** Follow reputable journals, publications, and research platforms focused on mental health, psychology, and education. Regularly read articles, studies, and reports related to students' mental health to stay informed about the latest trends, findings, and interventions.
 - **Attend Workshops and Conferences:** Participate in conferences, workshops, and seminars related to student mental health. These events bring together experts, researchers, and practitioners who share their insights, experiences, and the latest advancements in the field.
 - **Engage with Online Resources:** Utilize online platforms, forums, and communities dedicated to mental health and education. Engage in discussions, ask questions, and share your own experiences to learn from others and stay updated on the latest developments.
 - **Collaborate with Professionals:** Collaborate with mental health professionals, counsellors, therapists, and educators who specialize in student mental health. Regular interactions with these experts can provide you with valuable insights and help you incorporate the latest knowledge into your approach.
 - **Continuous Learning:** Enrolled in courses, webinars, and online learning platforms that offer courses related to student mental health and intervention strategies. These resources often include the latest research-backed information.
 - **Read Books and Literature:** Explore books and literature written by experts in the field. Reading books on psychology, mental health, and education can provide you with a deeper understanding of the challenges students face and the interventions that work.
 - **Utilize Technology and Apps:** Stay updated on mental health apps, online tools, and technology-driven interventions that are being developed to support students' mental well-being. These resources often incorporate the latest research and techniques.
 - **Network and Exchange Ideas:** Build a network of professionals, educators, and researchers who are also interested in student mental health. Exchange ideas, share resources, and discuss best practices to collectively stay informed and up-to-date.
 - **Involve Students and Parents:** Keep an open line of communication with students and their parents or guardians. They can provide insights into the challenges students are facing and how interventions are perceived and experienced on the ground.
- Adapt and Evolve:** The field of mental health is constantly evolving. Be willing to adapt your approaches based on new research and insights. Continuously assess the effectiveness of your interventions and make adjustments as needed.

Future Prospects	<ul style="list-style-type: none"> • Have the knowledge, personal attitudes and skills to provide effective guidance counselling and developmental services to the students diverse in age, gender and socio-economic status. • A strong identity as professional counsellors with a skill to provide academic and vocational guidance to the students. • The skills to primarily deliver developmental and preventative services using individual as well as small & large group interventions to children with different abilities. • The ability to go beyond providing individual services and skills to lead teams of teaching professionals, developing and providing a comprehensive set of services as needed by the student community. • Have an extensive knowledge of various career opportunities connected with different academic and vocational courses and a deeper understanding of their interrelations. They will also have the expertise of assessing and evaluating the individual's condition and provide the most appropriate and necessary guidance that will best fit the individual. • Have the knowledge and skills to use technology resources in professional practice & research and understand the application of ethical practice during assessment. • The skill of taking the case history of an individual related to his/her psychological disorder. Prepares children for career and personal challenger through career and personal development. • It makes them competent for future success. • Equipped them with all the latest career trends. • Improves personal development. • Shapes the child for decision taking and making the process by developing their interpersonal skills. • Educates them about the changing world. • Fosters effective learning. • Gives them a feeling of being heard. <p>Facilitates with better communication skills and enhances their personalities.</p>
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CURRICULUM

TOTAL CREDIT: 4	FULL MARKS: 100
EACH CREDIT: 15 HOURS	COMPREHENSIVE ASSESSMENT: 20
COURSE DURATION: 4 months	PERIODIC ASSESSMENT: 80

	COURSE CONTENT	HOURS
UNIT 1	Cognitive Psychology and information processing	12

Module I	Theories of information processing Concept and Overview of Cognitive Psychology	
Module II	Understanding Multiple Domains of cognitive psychology information processing in learning and memory	
Module III	Cognitive development process Theories of (a) Freud, (b) Erickson . (c) Piaget and (d) Vygotsky	
	Cognitive Psychology and information processing TUTOR MARKED ASSIGNMENT (TMA)	
UNIT 2	Psychopathology & Psycho-diagnostics	12
Module I	Concept of Mental health, Identification and understanding of psychopathology	
Module II	Understanding psychopathology of ADHD, Anxiety Disorder, Autism, Bipolar disorder, Depression, Intellectual Disability, Mood disorder, Obsessive–compulsive disorder, Panic disorder, Post-traumatic stress disorder, Social anxiety disorder ,Substance abuse , Suicidal Ideation and Intent and gifted child	
Module III	Designing and planning of treatment management and support system	
	Psychopathology & Psycho-diagnostics TUTOR MARKED ASSIGNMENT (TMA)	
UNIT 3	Psychological Intervention & Management	12
Module I	Concept of nature, functions, Importance of Counselling, Guidance , Psychotherapy and their advantages and limitation	
Module II	Methods of Directive Counselling ,Non-Directive Counselling and Eclectic Counselling	
Module III	Understanding qualities of Counsellors and Application of Eclectic Counselling and its importance in modern era	
	Psychological Intervention & Management TUTOR MARKED ASSIGNMENT (TMA)	
UNIT 4	Practicum in diagnostics assessment and Practice	12
Module I	Concept of interview techniques & scientific methods of Case History recording and Prescription	
Module II	Understanding and Interpretation of assessment Tools & Application and report writing	
Module III	Uses of Basic Psychometric Test – Depression, Anxiety, Stress	

	Practicum in diagnostics assessment and Practice TUTOR MARKED ASSIGNMENT (TMA)	
UNIT 5	Case Study and Skill Implementation	
Module I	Case study and Group discussion ,Roll-play and Mock practice	
Module II	Case Study: <ul style="list-style-type: none"> • Specific issue like school refusal, bullying, or academic pressure. • Detail the student's background, including age, family dynamics, academic performance, and social interactions. Include relevant contextual factors such as school environment, cultural background, and socioeconomic status.	12
Module III	Skill Implementation: <ul style="list-style-type: none"> • Implement counseling skills tailored to school settings, such as active listening, empathy, and rapport-building. Collaborate with teachers and parents to create a supportive environment and implement interventions consistently across settings.	

SUGGESTED READINGS

- Introduction to PSYCHOLOGY by Clifford T. Morgan, Richard A. King, John R. Weisz , John Schoper
McGraw Hill Education (India) Private Limited, NEW DELHI
- Abnormal Psychology | By Pearson Paperback , Amazon In ,Online
- Ahuja, Niraj (2011). A Short Textbook Psychiatry, Jaypee Brothers Medical Publishers (P)LTD.
- N, Dr. Andal (2010). Counselling and Psychotherapy, Helping and Happiness through Meetings, Shipra Publications.
- Seligman, Linda & Reichenberg, Lourie W. (2014). Theories of Counselling and Psychotherapy Systems, Strategies, and Skills, PHI Learning Private Limited. New Delhi.
- Mallik, Dr. Amarnath. Shaishab O Kaisharer Counselling, Deep Prakashani.
- ফ্রায়েড - সুনীল কুমার সরকার , পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ
- মনের বিকার ও প্রতিকার - স্বীরেন্দ্রনাথ নন্দী ,আনন্দ

মনস্তাত্ত্বিক কাউন্সেলিং-এর অ আ ক খ -পার্থ প্রতিম রায়,সাইকোজেনেসিস পাবলিকেশান

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 H.S. or equivalent level of examination.
- Age: No bar.
- Gender: No bar

OTHER DETAILS

- Duration of the Course: 4 Months
- Total Hours: 60 hours
- Mode of Instruction: Online
- Medium of Instruction: Bengali & English
- Technique of Instruction: Lecture, Audio Visual Presentation, Group Discussion Counselling & Guidance, and Special Seminar.
- 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 / 6289905704



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 হউক, যতদিন জীবিত থাকিব ততদিন ‘রামকৃষ্ণ-বিবেকানন্দের’ একান্ত অনুগত ও অনুরক্ত থাকিব, একথা বলা বাহুল্য।”

- স্মৃতাষচন্দ্র বসু

