CHAPTER – VI

RAMAKRISHNA MISSION IN THE FIELD OF TEACHER EDUCATION

"You see, no one can teach anybody. The teacher spoils everything by thinking that he is teaching. Within man is all knowledge –even in a boy it is so-and it requires only an awakening, and that much is the work of a teacher."-Swami Vivekananda

INTRODUCTION

Teacher education has developed in this country in three different stages namely: a) Pupil Teacher system b) Teacher Training & c) Teacher Education.

Thee pupil-teacher system came into existence in this country in the nineteenth century. In this system a class was divided into small active groups with there being a monitor in charge of each group. The monitor would himself be a student, the advanced one within the group, who would give lessons to the pupils in his group and also help them in their studies. He had to report to the teacher about the behaviour and progress of the pupils. It was the chief method by which Britain achieved expansion of primary education at a rather low cost in the first four decades of the nineteenth century. The Danish missionaries started teacher training institutions and normal school was set up at Serampore by Carey. Looking to the need of training of teachers,

Educational Societies organized teacher training in Bombay, Madras, and Calcutta. The Native Education Society of Bombay trained a batch of twenty four selected organizers and posted them in different regions to look after primary education. A central school for teacher education was set up in Madras in 1826 on the suggestion of Sir Thomas Munro. In Calcutta, the Calcutta School Society was established in 1819 to train the teachers; some Government institutions were also established for this purpose besides these primate schools. Normal classes were attached to the Elphinston Institution, Poona Sanskrit School, and Surat English School in Bombay Province. The Woods Despatch of 1864, stressed the training of teachers and desired to see the establishment, with as little delay as possible, of training schools and classes for masters in each presidency in India but nothing much was done. The Stanley Despatch of 1859 observed, 'The institutions of training schools for teachers do not seem to have been carried out to the extent contemplated by Court of Directors'. New Grant-in-Aid Rules framed after 1859 provided a salary grant to schools only for those teachers who obtained a certificate of teacher training. Consequently in 1881-82, there were 106 normal

schools with 3886 pupil teachers in the whole of India (which included Pakistan and Burma). These training institutions were established with the intention of preparing primary school teachers. Admission to students was given on the basis of their elementary school record. The curriculum for these students included more about the subject matter to be taught to their pupils, and less about professional education. So far as the training of secondary teacher is concerned, there were only two training colleges in the early times, viz. Lahore Training School (1881), and Government Normal School, Madras (1866). The institutions admitted graduates and under-graduates in the same class. The courses included what the teacher had to teach, and practically nothing about pedagogy.

Teacher training system mostly embraced the period between 1882-1947. The teacher in the early times was not trained, and had no knowledge of pedagogy. After the recommendations of the Indian Education Commission of 1882 and Government of India's Resolution on Educational Policy of 1904, training of teachers became articulate. The Indian Education Commission had suggested that graduates and under-graduates should have distinct types of training with reference to course of training and syllabus. By the end of nineteenth century, there were six training schools for secondary teachers. The Government of India's Resolution of 1904 emphasised the problem of teacher education in its various aspects as:

1. For graduates, the training course should be a one year university course leading to a university degree or diploma. The course should be chiefly directed towards imparting to them knowledge of principles which underlay the art of teaching and some degree of technical skill in practice of art. For others, it should be a two year course embracing the extension, consolidation, and revision of their general studies to make them capable teachers.

2. Training in the theory of teaching should be closely associated with its practice, and for this purpose, a good practising school should be attached to each college.

3. Every possible care should be taken to maintain a connection between the training college and the school, so that student on leaving college and entering upon his career as a teacher may not neglect practice of the method which he has been taught.

These recommendations had an influence on teacher training in the country. As a result of which the following three developments were found:

1. The number of training institution increased.

2. Separate courses for graduate teachers and undergraduate teachers were framed.

3. Practising schools attached to the training institutions were established.

The Government declaration of 1912 strengthened the resolution of 1904 by stating that, eventually under modern system of education no teacher should be allowed to teach without a certificate that was qualified to do so. The Calcutta University Commission of 1919, further strengthened the concept of teacher training. This Commission strongly emphasised the necessity of systematic research work and training the teachers on large scale. It also emphasised the need of creating Department of Education in Indian Universities, and a demonstration school attached to it, for doing experimental work.

The Hartog Committee of 1929 also made very important recommendations for training teachers systematically and adequately. As a result of these recommendations and declarations some universities started the Department of Education. There was a steady and systematic development of training institutions. Three types of training institutions came into existence: a) For graduate teachers, b) for under-graduate teachers, and c) for primary teachers. From 1906 to 1947, there was a considerable rise in the number of trained teachers. Particularly in the year 1946-47, there was a rise of about 61 per cent (of secondary and primary teachers) in training of teachers.

Since independence, a new conception of teacher training tended to develop. There were several factors responsible for this development. (1) According to the need of free India, there rose a demand for change and improvement in different fields of education, and hence was felt the need to develop the teacher training programme as well. (2) If teacher education was to make its real social contribution in the existing situation, it was required to be guided by the democratic value and procedure. (3) The concept of teacher preparation underwent rapid change.

Secondary Training Schools: The teachers for lower secondary or higher primary classes were generally under-graduates. They were trained in secondary training schools. At the end of training course, they were awarded a diploma of T.D. or Dip. T. Some State Departments of Education were conducting S.T.C., or C.T., or T.T.C. Examinations for teachers and were awarding corresponding diploma or certificate in the support of the teachers' success at the said examination. The curricula for these examinations differed in different universities and States, but the structure was more

or less the same. The curriculum consisted of two parts: (1) theory and (2) practice. The theory part consisted of four papers, viz. Educational Psychology, Principles of Teaching, Methods of Teaching, and School Organization and Hygiene.

Training Colleges: Graduate teachers of this country got their professional education in training colleges. The training colleges provided a one-year training course and the successful teachers were variously awarded the B.Ed., Dip. in Educ., or L.T. degree certificate in different universities. This one-year course was divided into two parts. (1) Theory part, and (2) Practical part. In the first part of theory, they had to study Educational Psychology, Principles of Education, General Method of School Administration and Hygiene, Methods of teaching, History of Education, and Current Problems of Indian Education. Also they had to select one paper as Special Field of Study. In the second part, the teachers had to give a prescribed number of lessons, and had to observe also prescribed number of lessons of their co-students (teacher students). During the course of training all the student teachers worked under the direct guidance of Method Masters. Again, the University arranged off campus programme for their students to give them the idea and experience of teaching in various other schools of the State. At the end of their study, they were examined in theory and practice. The successful candidates were awarded B.Ed. Degree (formerly they were given B.T. Degree).

In - Service Education: The objective of teacher education programme was twofold:
(a) Preparation of teachers and (b) Improvement of teachers in service.

In - service programmes were organised from time to time by the State Departments of Education, and the Teacher Education Centres. Generally they organized (a) Refresher Courses, (b) Short Intensive Courses, (c) Practical training in Workshop, (d) Summer Schools, (e) Week-end Course and (f) Seminars and professional Conferences for teachers in service.

AN OVERVIEW OF RAMAKRISHNA MISSION IN TEACHER EDUCATION

The Teacher Education programmes under the Mission started back in 1950 with the Coimbatore Mission and Sarisha centre; then the Saradapitha and Sargachi centres

started courses in Teacher Education in 1958; Rahara Ashrama started Teacher Education course in 1962, Mysore Ashrama in 1974 and Narendrapur centre in 1987. With the coming up of the National Council of Teacher Education (NCTE) in 1995, gradually all the programmes got themselves recognized under the new teacher education paradigm as per the law of the land.

Table-18 (Teacher Education institutions under the Ramakrishna Mission)

Name of the Course/Programme	**Duration of the Course**	**Name of the Centres**	**State**
D.El. Ed.	2 years	Coimbatore Mission	Tamil Nadu
		Rahara, Sargachi & Sarisha	West Bengal
Physical Education	2 years	Coimbatore Mission	Tamil Nadu
Special Education	2 years	Coimbatore Mission	Tamil Nadu
		Narendrapur	West Bengal
B.Ed.	2 years	Mysore	Karnataka
		Coimbatore Mission	Tamil Nadu
		Saradapitha & Rahara	West Bengal
M.Ed.	2 years	Coimbatore Mission	Tamil Nadu
		Saradapitha	West Bengal
M.Phil.	2 years	Coimbatore Mission	Tamil Nadu
		Saradapitha	West Bengal
Ph.D.	---------	Coimbatore Mission	Tamil Nadu
		Saradapitha, Narendrapur	West Bengal
Distance Education	---------	Coimbatore Mission	Tamil Nadu
Certificate & Diploma	---------	Coimbatore Mission	Tamil Nadu
		Saradapitha	West Bengal

Sargachi Ramakrishna Mission Ashrama: The Sargachi Ramakrishna Mission Ashrama runs a Primary Teacher's Training Institute of an intake capacity of 50 (Fifty) candidates each year, in a separate campus, adjacent to the Ramakrishna Mission Ashrama. The PTTI was started in the year 1958 and now conducts D.El.Ed.

Course of programme of two-year duration. It is a NCTE recognized institute, affiliated to the West Bengal Board of Primary Education and sponsored by the Government of West Bengal. The institute is fully residential in nature for all the trainees and employees. The course conducted for Teacher Training is of two year duration. It has one administrative block, five blocks of hostel and fourteen staff quarters, surrounded by nature's green. The institute has a separate library, a laboratory and an art room for the inmates and also has a large playground inside the Ashrama Campus. Only the male candidates are admitted here on the basis of marks obtained in the H.S. Examination, as per NCTE norms. It always makes effort for implementing 'Man making and character building' ideas of education as pronounced by Swami Vivekananda. The institute has made an excellent tradition of good results over the year. After successful completion of the training course, most of the trained candidates are absorbed in the elementary schools as teachers.

Ramakrishna Mission Brahmananda College of Education, Rahara: Brahmananda Post Graduate Basic Training College is an integral part of the educational complex established in the precincts of the Ramakrishna Mission Boys' Home, Rahara. The college was established on the 17th Feb. 1961, after the holy name of Swami Brahmananda, the first president of Ramakrishna Math and Mission.

Since the session 1999-2000 this college has been renamed as Ramakrishna Mission Brahmananda College of Education (a unit of Ramakrishna Mission Boys' Home, Rahara) after being affiliated to the University of Calcutta introduce B.Ed. course in place of PGBT course. The college is fully residential and recognized by the NCTE.

The college has already made its distinguished mark in the teacher-training program of the State. The college plan comprises a well-equipped library, a play-ground and a three storied hostel building. Laboratory facilities for the study of Physical Science, Life Science, and Geography, Workshop facilities for Work Educational projects, efficient teaching staff , exceptionally good results year after year and good discipline have all combined to earn a reputation for the college. Facilities of computer, Internet, generator, Xerox machine, educational programs through projectors, TV, VCR, DVD, and Epidiascope, Multi-gym are also available.

Ramakrishna Mission Ashrama, Sarisha: Ramakrishna Mission Ashrama, Sarisha runs two primary teachers' training institute for women. The activities of these centres are stated in brief in the following paragraphs:

- **Primary Teachers Training Institute For Women Unit-I:** The Institute, started in 1950, is meant for the training of the Primary & Junior Basic School Teachers with progressive outlook and is recognized as one of the pioneer institutions in the field. It has maintained a record of outstanding efficiency all through. The teaching staff consists of a Principal and three other Lady Lecturers. The number of seats sanctioned for this Unit is limited to 100 with 50% reservation for deputed teachers. The Institute has a excellent Library enriched with 2397 Books and 1 Newspaper.

Craftwork and Preparation of teaching aids that form an important part of the training scheme, are duly emphasized. Community living and creative activities are started. Bratachari and physical instruction as well are essential aspects of the training. Morning prayer is regular features of this institute.

- **Primary Teachers Training Institute For Women Unit-II:** With conversion of the Senior Basic Training College to a Junior Basic Training Institute in 1967, under the revised education policy of the Government, this Unit came into existence in 1965 and since then developed into a useful training institution in the field of Teachers' Education. The number of seats sanctioned for this Unit is limited to 100 with 50% reservation for deputed teachers. In the Primary Teachers' Training Course, emphasis was laid on community living, cultural and creative programme and physical training including Bratachari and folk-dance. Spinning, gardening, drawing and painting are also taught. In the auditorium cultural functions, songs and dance recitals are regularly held.

Ramakrishna Mission Blind Boys'Academy, Narendrapur: The Training Institute of the Teacher for the Visually Handicapped: Teaching the blind students is a specialized job. Scarcity of trained teachers to teach the blind posed a great obstacle to the task of educating the Visually Impaired students in early sixties. The Academy started training such teachers in the year 1965 with a view to overcoming this hurdle. The Social Welfare Department, Government of India helped us with financial support to run this Centre, when the National Institute for the Visually Handicapped was

constituted in 1979 it took the responsibility of running this Centre as a Regional one for eastern and north-eastern States. From 1987 this has been upgraded to a Training Centre for the Secondary Level Teachers of the Visually Handicapped. After the promulgation of R. C. I. Act this Centre has been recognized by the Rehabilitation Council of India. The successful trained candidates were provided with Diploma in Special Education (Visually Impairment). In 2004 this Centre has been affiliated to the University of Calcutta and the successful Candidates are awarded the Degree of B. Ed. Special Education (V.I.).

Ramakrishna Institute of Moral and Spiritual Education (RIMSE), Yadavagiri, Mysore: Ramakrishna Institute of Moral & Spiritual Education (RIMSE), Mysore, and Karnataka is a unit of Ramakrishna Ashrama, Mysore which is a branch of the well known Ramakrishna Math and Ramakrishna Mission, Belur Math, West Bengal. RIMSE is a premier institution for higher education working in the field of Human Values for the last three decades. RIMSE's humble effort in the field of Values Education has won appreciation from both Central and State Governments. The Union Ministry of Human Resource Development has recognized RIMSE as a "Regional Resource Centre for Education in Human Values".

RIMSE offers a B. Ed Degree which is similar to the general B. Ed degree along with the additional inputs in terms of specialization course in content-cum-methodology in Values Education. RIMSE B. Ed course is affiliated to the University of Mysore and is recognized by National Council for Teachers Education (NCTE). This is a residential college and only men students are admitted. Special training in Communicative English, Basics of Computer and Yoga are unique features of this B. Ed program. Since its inception, this college has produced more than 3000 quality teachers trained in Values Education are contributing to the field of education as teachers, administrators and educational consultants in public and private sectors. Teachers graduating from RIMSE have the advantages of near instant placements and premium salaries.

RIMSE is located in a beautiful sprawling campus, rich with greenery and known for its pollution-free and serene environment. RIMSE has adequate classrooms, a universal prayer hall, a library with more than 28,000 books and periodicals, 150

single rooms, and a spacious dining hall with modern kitchen – all ideally suited for conducting a residential B. Ed degree course.

Sri Ramakrishna Mission Vidyalaya College of Education, Coimbatore:

Sri Ramakrishna Mission Vidyalaya College of Education, started in 1950, is a premier institution of higher education located near the city of Coimbatore. It is a unit of Sri Ramakrishna Mission Vidyalaya, Coimbatore, which is spread over an area of 300 acres. This institution was the first Autonomous College of Education in India and is affiliated to Tamil Nadu Teachers Education University, Chennai and accredited with 'A+' Grade by National Assessment and Accreditation Council of India. The courses offered by the college are recognised by the National Council for Teacher Education and the Rehabilitation Council of India. The College also takes part in the Associated Schools Projects of UNESCO. The College aims at man-making and character-building education as advocated by Sri Ramakrishna, Swami Vivekananda, and Mahatma Gandhi. The activities of the Ramakrishna Mission Coimbatore centre are stated very briefly in the following points:

- **Gandhi Teachers' Training Institute (1942):** It offers fully residential two-year Diploma in Teacher Education for students who have passed Plus Two.
- **College of Education (Autonomous) (1950):** This has 150 students. It offers BEd, MEd, MPhil and PhD programmes. It is the first College of Education in India to be awarded the status of autonomy.
- **Maruthi College of Physical Education (1956):** It has a student strength of about 200. It offers CPEd, BPEd, MPEd, MPhil and PhD programmes in Physical Education.
- **The Faculty of Disability Management and Special Education (FDMSE):** It offers Diploma, BEd, MEd, and PhD programmes in Special Education (Visual Impairment, Hearing Impairment, and Mental Retardation), and other diploma programmes in Sign Language Interpretation, Community based Rehabilitation and Computer Applications for the Disabled. Students from all over India have been pursuing these courses.
- **The Faculty of General Adapted Physical Education and Yoga (GAPEY):** It was established in the year 2007. It offers Diploma in Physical Education, BPEd, MPEd and PhD programmes in Physical Education with special focus

on yoga, in addition to General and Adapted Physical Education. Short term diploma and certificate programmes in Special Olympics, Fitness, and Yoga are also organized.

RAMAKRISHNA MISSION SIKSHANAMANDIRA: SELECTING THE CASE AND ITS PROFILE

In addition to the institutions mentioned above a detailed case study was conducted over Ramakrishna Mission Sikshanamandira, Belur Math, Howrah, West Bengal. The Sikshanamandira is situated in the midst of a peaceful and beautiful campus in the proximity of the sacred precincts of Belur Math. The site is at a distance of about one furlong to the west of the Ganges and about two furlongs to the east of the Grand Trunk Road (NH 2), which is links the Howrah Station and the Dunlop Bridge by regular bus services through it. It is easily accessible by two local rail stations (Belur Math & Belur stations) and by the regular ferry service on the Hooghly (Ganga) River.

The college being run by the Ramakrishna Mission has the advantages of using and sharing all the civic facilities owned by the Organization. Thus it avails services like water supply, sewerage and electrification with provision of high powered soundless generators to ensure uninterrupted electric supply, intercom system, hostel and residential complex.

With a vision to prepare teachers who should integrate national identity with modern scientific and technological outlook in education to excel others in their profession and prove to be worthy citizens of India the college has been pursuing the twin policy of expanding vertically as well as horizontally. Expansion in either direction has, of course, never been attempted at the cost of quality. Additions, innovations and expansions have been made in the relevant infrastructural facilities as well in the domain of Curriculum, Evaluation System and Research in keeping with the norms and standards fixed by the UGC, NCTE and the University of Calcutta to which the institution is affiliated.

The faculty members are assets of the college for providing sound academic inputs blended with organizations of both International and National Seminars, Conferences, Workshops, Symposium and various in-service orientation programmes towards promotion of innovative practices and Research culture within the periphery of the institution and the outer section of academic world as well. This institute upholds an

environment which is fully conducive to all sorts of academic pursuits while offering various faculty development schemes for the teachers to participate in national and international conferences.

The institution follows a fair and transparent process of admission. The intake procedure includes academic background merit based screening and counselling. Reservation Policy is strictly adhered to throughout the process of admission. The stakeholders are notified and informed step by step without any ambiguity through institutional and web-oriented notice and information sharing. The relation between the students and the institution highlights a special admiring genre. The students get exposed enough academically as they are always inspired by the faculty to express and present their academic findings before national and international forums. They are also initiated in the bend of servant leadership paradigm which the institution inherits traditionally from the sway of Swami Vivekananda. The alumni association adds a sense of fullness, feedback as well as forte to the institutional stature up.

Apart from imparting instruction to the students, the institution also pays special attention to inculcate human as well as universal spiritual values, ethics, culture and grooming within its students for a bright and dedicated career. It continuously strives to develop students realize their potential while acquiring professional knowledge. The institution's vivid and enriched practice of researches in all the course-curriculums offers the students to grow within systematic, structured and methodical addressability and approach to any problem to both individual and institutional scenarios when they are put in the real world of education. It embraces Research as for both

CONDUCTING FIELD WORK

The field work was participatory in nature. The researcher is already associated with the Ramakrishna Mission Sikshanamandira. Therefore making thorough interaction is frequent with the authorities and the various functionaries, including beneficiary students, teachers, members of community and non-teaching staff on the variables and aspects of the study.

OBSERVATIONS ON KEY ASPECTS

Academic Climate:

- Intellectual and academic training through class room studies as well as through practical exposure in real time teaching at schools through teaching practice schedules.
- Introduction of Research orientation and related rigorous syllabi.
- Ensuring inspiration for participation in the Seminar, Symposium, Workshops.
- Providing room for presenting papers in the organized Seminar, Symposium, Workshops.
- Publication of standard journals and teaching learning materials for accommodating thoughtful reflections.
- Interactive idea-sharing participation in the in-service training programmes.
- Mapping exactness and accuracy in the respective subjects through entrance test and viva-voce.
- Use of ICT for acquiring of proficiency in teaching-learning procedure.
- Updating syllabi after taking feedback.
- Invitation and arrangement of Scholastic personalities' meet and lectures.
- Incorporation of Grade and Credit system in the Evaluation procedure.
- Remedial and Follow-up coaching system.
- Maintaining of a rich Library with sufficient collection of National and International books and journals and 12X7 hrs. access to the Library.
- Registering in INFLIBNET-ENLIST programme.
- Organizing In-service teacher training and orientation programmes.
- Developing aural-oral communication skill.
- Providing Feedback notebook and audio-visual feedback in the time of the practice teachingperiod.
- Improving competency in the use of various teaching skills.
- Undertaking of diverse types of assignments and projects and ensuring student-teachers' rigorous participation.
- Participation in the various co-curricular activities.
- Preparation, use and presentation of both manual and ICT based teaching aids.
- Research orientation and Research Methodology oriented training schedule.
- Providing friendly environment to the disadvantaged teacher-students.
- Residential campus.
- Building up of necessary modern infrastructure and teaching learning materials.
- Inclusive classroom situation and setting up a specially Inclusive Computerized Learning and practice room.
- Physical support system through Brailed directory.
- Providing Amanuenses and extra time during examination.

- Introduction of Guidance and Counseling Programme.
- Strict commitment to justice and fair play with the student-teachers.
- Proper understanding of the different ethnic, racial, cultural and socio-economic background of the student-teachers.
- Practicing of sameness through a hostel life.
- Offering diversified elective subjects to the student-teachers.
- Maintaining catholic and at the same time rational outlook to the problems of the life.
- By believing in the universal and objective nature of logic and scientific language.

The College has very liberal policies to enable the pupil teachers to acquire varied learning experiences. Pupil teachers are allowed to attend all types of Workshops, Seminars, Talks and Conferences organized within the campus or in other institutions. To motivate them to participate in these programmes all sort of financial help is extended to them. College allows pupil-teachers to participate in different events and competitions to provide them varied learning experiences.Various projects, practical works and field works are directly related with the curriculum like Projects within the respective subjects of the student-teachers, for Project on a Museum or On Local History for the History Method students; School Study Project, Action Research Project, Inclusive Education Project and Guidance and Counselling Project. The trainees and students are to gather the required information by physical participation for the course related subjects and works. Thus they have ample scope for flexible and varied operational curriculum related learning experiences which the college considers as the complimentary knowledge bank for the formal curriculum transaction. The curriculum for the B. Ed course there are incorporations of Philosophy, Sociology, Psychology of Teaching, Psychology of Learning, Statistics, Management and Administration, History, Action Research, Project Orientation, Laboratory Practical for all method subjects, Extensive ICT Orientation, Computer Literacy and Practical, Making of Learning and Teaching Materials (LTM), the concept of Team Teaching and Peer Teaching etc. Without the help of knowledge in another discipline the student-teachers cannot proceed in reality in case of teaching of his own discipline – this is the message conveyed through the curriculum. The syllabi for the M. Ed. Course is suggested by the NCTE which has been revised by the college is an embodiment of the concept of Interdisciplinary/Multidisciplinary nature of Education and what more is that it argues for the establishment of the fact the Education is a separate Discipline by itself with the tinge of aforesaid favour. The

Research Wing of the college bears the identity in the name because it is 'Swami Vivekananda Multidisciplinary Research Centre for Educational Studies'. It is resolute to host and incorporate Researches from all the allied fields of Education. The syllabi of the coursework for both the M. Phil. and Ph. D. Programmes have provisions of Computation of Data and Statistical Calculation learning for students from all the disciplines.

Catering to Diverse Needs:

The unique virtues of discipline, punctuality, dutifulness, cleanliness, brotherhood, co-operative attitude and the spiritual motivation developed and inculcated by the monks, teaching and non-teaching staff and hostel staff associated with the institution of Ramakrishna Mission are appropriate towards creating an overall environment, conducive to learning and development of the students. Besides, the BoS, AC, IQAC, M.Phil and other committees of the College take appropriate steps to address the challenges of Teacher Education in general. The faculty members of this institution teach the student teachers to follow a democratic spirit through which they try to form a relationship with the students and to impart teaching by knowing their various learning needs. They are specially instructed about the provisions of RTE Act, 2009 so that they can be more acquainted with the classroom needs. The Papers like Psychology of Learning and Instruction, Philosophical and Sociological bases of education, Teaching, Evaluation and Management of School Education (in B.Ed. Programme) orient student teachers about the learning needs of diversified students in schools.

Research, Consultancy and Extension

The College has already created a research ambiance by initiating research in M.Ed. (in the form of dissertation comprising of 250 Marks), action research in B.Ed. (comprising of 50 Marks), school study project (Research based inquiry to know school situation-50 marks) and introducing M.Phil. and Ph.D. programme in Education.

For motivating its teachers to be engaged in researches the autonomous College has established "Swami Vivekananda Multidisciplinary Research Centre for Educational Studies" which is duly approved by the University of Calcutta and which has come into effect upon the fulfilment of the conditions to be laid down by the University,

Provisions of the University Act, Statute, Ordinances and regulation in force and to be amended from time to time. A Ph.D/Research Committee has been established with eminent educationists. The College has very recently constructed a 3 storied annex building with individual cubicles for each teacher with computer and internet facility in each cubicle. There are sufficient numbers of Psychological tests in the Psychology Laboratory and books and Indian/Foreign Journal on all aspects of education in general and on research in particular in the Library and the Research Centre Library. The College Library has been connected with INFLIBNET. Institution facilitates faculty to undertake research by providing research funds and the research committee of the College encourages faculty members to undertake various Minor and Major projects to be sponsored by the UGC, ICSSR, ICHR, ICPR and such other sponsoring research centres. The research centre takes initiatives to bring out worth publishing research works by its faculty members. Teaching work load remission and opportunities for attending seminar conferences within West Bengal and outside the state are natural practices of the institution. Memoranda of Understanding have been signed with Vinay Bhawan Viswa-Bharati University), Faculty of Peace Studies, Spirituality and Culture, Durban, South Africa, West Bengal Netaji Subhas Open University and West Bengal Board of Primary Education for ensuring various types of exchanges for ensuring research ambiance. Mentionable numbers of faculty members have been recognized as research guides in M.Phil. and Ph.D. Swami Tattwasarananda, the Principal of the College, extensively visited Countries like France, Germany, Holland, Switzerland, Dubai and South Africa during the last 2 years in connection to the 150th birth anniversary of Swami Vivekananda. During these visits the Principal talked to the authorities of the Faculty of Peace Studies, Spirituality and Culture, Durban, South Africa, which resulted in signing the provisional MoU on 18th March, 2014 and the final MoU on 1st June, 2014 after getting the final endorsement from the lawyer and the Belur Math authorities. Linkage was established between RKMSM and Maison de I'Inde, UNESCO, Paris in 2008 as a result of which:

- One day International Workshop was conducted by Professor Bikas C. Sanyal (Vice-Chairman, UNESCO International Institute for Capacity Building in Africa; Consultant, UNESCO, International Institute for Educational Planning in Paris and Honorary Director Maison de I'Inde in Paris) in Sikshanamandira

on 23rd December, 2008, on "Global Trends in Higher Education and Teachers' Role in Keeping Pace with these Trends".

- Another International Workshop was conducted by Professor Bikas C. Sanyal in Sikshanamandira on 5th October, 2010, on on the same topic.
- One day seminar (where Mr. A. Sing, IFS, Indian Ambassador to Paris, delivered the Keynote address) was organized in Maison de I'Inde, UNESCO, Paris, in 2013 which was attended by Revered Swami Suhitanandaji Maharaj, General Secretary, Ramakrishna Mission and Swami Tattwasarananda, Principal, RKMSM.
- Swami Tattwasarananda was invited by the Vivekananda Human Centre, South Wood-forth, London, to deliver a talk on 'Universal tolerance, harmony and peace'.

Physical Facilities

The Sikshanamandira has physical infrastructure facilities modified suitably according to modern conditions fulfilling all the NCTE norms. The institution is purely a residential college conceived under the Guru Kula model. Apart from the college building, the sprawling campus accommodates a hostel with total accommodation for about 220 students, a multipurpose spacious auditorium (jointly shared with other sister concerns of Belur Math) and two play-ground (the football ground jointly shared with other sister concerns of Belur Math). The campus also accommodates with itself several flower gardens and herbal gardens and a prototype eco-park. The whole campus has the facility of Wi-Fi connection and wirelessly internet can be accessed from all the corners of the campus.

The followings give a glimpse of the various Physical Infrastructural aspects with all sorts of modernizations, very much helpful for the administrative as well as academic mechanisms. The rooms comprise of the general class rooms cum lecture halls for the B. Ed. and M. Ed. Courses of the college. The B. Ed. is divided into three sections and therefore the general classes for the course are held in three separate classrooms. There is also a general class room for the Post graduate Diploma Course on Guidance and Counseling. Under the Research Wing of the institution namely 'Swami Vivekananda Multidisciplinary Research Centre for Educational Studies' there are research programme like Ph. D. which also needs classrooms for the coursework and

the institution meets the demands also. The classrooms of the institution are fully ICT enabled. Wi-Fi connection is available within the classrooms and they have dedicated computer terminals with wired internet available through LAN connections. All the classrooms have high end projectors for the presentation purpose.

Other Facilities:

Working of the college is scheduled from 9.00 A.M. to 8.00 P.M. All the students and staff of the college use each and every resource of Infrastructure optimally. Laboratories, Playgrounds, Sanitation Facilities, Canteen etc. are optimally used during the college hours. All students are encouraged to use library and computer laboratory any time when they are free.

Other features in this regards are as follows:

- Audio Visual aids, prepared by the pupil-teachers of this college, are gifted to the practice teaching and adopted schools.
- The college multipurpose hall is used for holding functions, examinations of the college. Other rooms or halls are used for regular classes, various competitions, special lectures, workshops, seminars, talks, conferences, Guest Lectures, conducting various examinations etc.
- Computer laboratory is used by teachers and students to hold special classes involving use of special electronic equipment.
- The other electronic, digital copier and printing devices are used for various academic and administrative purposes by both the teachers and the students.
- The subject specific Laboratories and resource centers are used by the teachers and students for teaching and learning purposes.

Library:

The institution has a well-designed Library. The library also has a computerized cataloging system to be availed by the faculty members and the trainees. It holds the following parts:

- The stack room for the books to be kept in order in different categorized racks and shelves.
- The office section which holds the office of the Librarian and other Issue and Return officers and staff as well.

- A reading room with seating arrangements for 100 students at a time and space for placing and issuing books and journals.
- A reference section containing a large collection of extensive reference books including encyclopedias, dictionaries, etc.
- A Periodical section with a provision to keep back volumes.

The college library has fourteen (14) computers, printers and photocopy facility as well for both the use of the administrators and the students. There is a corner for stocking and cataloging of new books. The technical staffs look after them and do the regular maintenance jobs. The ordered books are received by them and catalogued. The staffs are computer adept who looks after the everyday issue and return procedure and keep records in computer against each borrowing. The staff makes and issues the library membership for the students as well.

Innovative Practices:

The purpose of the Sikshanamandira is to train teachers who will harmonise professional competence with high idealism and seek to implement the educational vision of Swami Vivekananda in a practical manner. To implement Swamiji's ideal of man-making and character-building education, the nation needs teachers who are equipped with a modern outlook in the tools and techniques of education and yet, are rooted in Indian cultural, moral and spiritual values. The Sikshanamandira aims at attaining this result by blending the regular teacher training course with practices based on Indian values, also inculcated by Mahatma Gandhi. This the institution does through:

- Encouraging zeal and sensitizing about the solemnity of the teaching as a service and profession.
- Educating about the National Identity.
- Introducing to the ideas and ideals of the great Indian educationalists and thinkers and their visions about the bright future of India.
- Providing understanding about the relationship between the Society and Education.
- Inculcating servant leadership attitude.
- Opening the student-teachers to the Research Works.

- Introducing a Study programme on a school to properly understand its functionaries and relation to the community.
- Incorporating various developmental topics regarding the community and nation in the curriculum through various Community Outreach programmes.
- Truth in the pursuit, generation, dissemination, and application of knowledge.
- Freedom of thought and expression.
- Respect for diversity and the dignity of the individual.
- Responsibility as towards of the environment and citizens of the world.
- Integrity in character and knowledge.
- Innovation in thinking and application.
- The institution being run by the Ramakrishna Mission cannot even think Education without values. The very ideal of the Organization is "for the good of many, for the happiness of many." The students are nurtured in the ideal with the aid of purely Ashrama-routine for the goal of subliming their lives to an ideal teacher's or academician's.
- The College has incorporated the educational philosophy of Swami Vivekananda who was the embodiment of Indian values.

FINDINGS

1. In all the teacher education institutions under the Mission the Monastics members act as Heads or as leaders. Their academic as well as administrative leadership bears the mark of excellence and lofty ideals.
2. The Teacher Education institutions of the Mission have various forms of linkages with their foreign counterparts and are recognized centres for advance studies.
3. Under the lofty ideals of the Ramakrishna Mission the institutions take care of values based teaching learning process and the daily activities of the institutions as well as the students and successfully blends the present day traits of scientific tempers.
4. The Teacher Education institutions meant for B.Ed. and M.Ed. courses run by the Mission are engaged in research programmes (Major, Minor and Degree Awarding) and publishing papers in various national and foreign platforms.
5. Among all the Teacher Education institutions the Sikshanamandira at Saradapitha, Belur Math and the Coimbatore Mission (First in the country and

‘A’ graded) are the Autonomous Colleges and enjoy liberty to prepare the course structures, conduct examinations and publish results which enables them to ensure advancement in every sphere of academic life.

6. The Sikshanamandira is also a successful and two times National Assessment and Accreditation Council accredited ‘A’ graded In-service Teacher Education College and conduct programmes for in-service teachers and publishes various teacher handbook and subject specific proceeding of the orientation programmes.
7. The Sikshanamandira and Coimbatore Mission Teacher Education institutions are Research Centres and conduct regular M.Phil., Ph.D. Programmes as well as are engaged in varieties research activities.
8. There are Special Education Colleges for the Differently-Abled Students and the institutions even provide the much needed teaching learning material free of cost to the students hard to get in the market.
9. Such institutions also act as onsite support system for the teacher-students in their professional teaching field through their strong alumni forums.

The Mission run teacher Education Colleges are of various in nature and fully residential encompasses all the genres of teacher education.