

# Bankim Sardar College – A College with Potential for Excellence

In Search of Excellence in Sunderbans

## Vision - Enlightenment

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### *Ten areas of distinctiveness*

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01. Students back to classroom
02. Students Friendly Class Routine
03. Uniform Arrival and Uniform Departure of Teachers
04. Minimizing the cost of commutation to the college
05. Towards building an Academic Ambience
06. Mentoring and Continuous Internal Assessment
07. Academic Calendar - beyond Holiday List
08. Extending the Academic Calendar – College remains open on Sundays
09. ICT enabled Teaching
10. Innovative Teaching

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### *1. Students back to classroom*

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#### **Context**

One of the most unfortunate trend in higher education is that students are less keen to attend classes. Needless to mention excellence cannot be achieved from absentee students and empty classrooms.

#### **Goal**

The college promised to “bring students back to classroom” and shred off the fat of “non-students” one who tends to take admission but do not care to attend classes

#### **Efforts**

Students not having necessary class attendance are strictly restricted from getting stipend benefits and disallowed to appear for the university examinations.

Any class having more than 100 students are divided into smaller sections so that students find a space to seat in the classroom

Entry of outsiders and non students are strictly prohibited thus providing an ambience of teaching-learning which closely resemble “home in campus.”

#### **Evidence of success**

1. Those who used to get admitted in the college only for “earning financial assistance” are no more taking admission in this college for which although enrolment is on the fall, but the college is gradually becoming free from “non-students.”
2. Class attendance which was as less as 5-7 % in 2016 rose to 42% in 2017 and 80% in 2018 and 84% in 2019

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### *2. Students Friendly Class Routine*

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#### **Context**

With more and more students coming to the class regularly, the college faced the problem of accommodating those students in classrooms. Division of classes into smaller sections thus became necessary. But that again led to a situation of dearth of classrooms on one hand and want of teachers on the other.

#### **Goal**

The college thus planned not to allot classes to the students of all the three years (1st year, 2nd year and 3rd year”) at the same point of time but to design the routine in such a manner so that the class timings of all the three years remained mutually exclusive.

#### **Efforts**

To fulfill the above goal, the college prepared “block routine,” so that students of any particular year (e.g. the 1st year) get classes without any gap in between, providing them with the scope to leave the college after their back to back classes are over thereby leaving space for the students of the other year (e.g. 2nd year) to arrive at the college.

#### **Evidence of success**

By having classes in blocks for each year at a time college remained able to optimize the limited class space to accommodate multiple sections.

### ***3. Uniform Arrival and Uniform Departure of Teachers***

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#### **Context**

The practice of block routine (1st year classes in the morning hours or 2nd year classes during noon and 3rd year classes in the late afternoon) led to the situation of back to back classes for the students without any gap. The teachers' routine, however, was left with gaps as one teacher taking classes for all the three years would be required to stay back in the college for the entire college hours.

#### **Goal**

The college planned to make the teachers remain available in the college for the entire college hours.

#### **Effort**

All teachers arrive in the college at same point of time and depart from the college uniformly at the same point of time.

#### **Evidence of success**

Teachers remain available for the students both in the classroom and outside the classroom for the purpose of mentoring, counselling, doubt clearing sessions and remedial classes.

### ***4. Minimizing the cost of commutation to the college***

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#### **Context**

With the introduction of CBCS, the context changed again. The necessity of regular class attendance was felt by the students, not because of the moral persuasion of the college authorities but for the purpose of obtaining high internal assessment marks as more attendance would fetch more marks. The students expressed their mind that since the college is located in a geographically disadvantaged position, daily commuting to the college would become highly expensive which on the average would be as high as Rs 70 per day which would be impossible for them to afford.

#### **Goal**

The college appreciated the difficulty faced by the students because of the disadvantaged location of the college.

#### **Efforts**

Addressing the needs of the students the class routine has been designed in such a manner that each student is required to come to college for three days in a week with double classes every day thereby enabling them to attend 75 hours of classes per course per semester which would fulfill the CBCS requirement. Students would come to college on the remaining three days for the purpose of tutorial classes, add on training (Basic Computers, Spoken English etc) and library work as and when required.

#### **Evidence of success**

This particular initiative is highly popular among the students as their cost of commuting to the college is reduced to half and a very large section of the students is having nearly 100% class attendance.

### ***5. Towards building an Academic Ambience***

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#### **Context**

As students get into college regularly for their studies it becomes imperative to build an academic ambience that is conducive to teaching-learning and learners are provided with an enriched teaching-learning experience.

#### **Goal**

Students feel at home while on campus

#### **Efforts**

The college has followed the following strategy

1. College authority restricts trespassing and disallows entry of outsiders in the campus
2. Bar-coded digital I Card provided to students for their daily attendance tracking
3. CCTV monitoring to ensure prevention of ragging or any other harassment of students
4. Friendly teacher-student relation
5. Principal remains available to the students as and when necessary

#### **Evidence of success**

The students in general and the girl students, in particular, are feeling comfortable with no reported acts of ragging

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## **6. Mentoring and Continuous Internal Assessment**

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### **Context**

With students back to classroom and teachers staying back in college for the entire college hours, the next initiative required 1) regular classes to be conducted by the teachers 2) classes to be delivered according to a plan 3) completing the syllabus in time 4) encouraging the students to appear for end semester examinations without any drop-out.

### **Goal**

The teachers to give more personalized attention to the students

### **Efforts**

Whereas the affiliating university required the colleges to take one internal assessment during the end of the semester, this college conducts the continuous internal assessment during the end of each month and a test is conducted on the portion of the syllabus completed during the month. The marks scored during the month end internal assessment along with class attendance of that month is uploaded in the college portal for parents' acknowledgement about their ward's progress.

### **Evidence of success**

The students are regular in classes and the regular internal assessment is giving the opportunity to find out the slow learners.

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## **7. Academic Calendar - beyond Holiday List**

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### **Context**

The institution is required to ensure effective curriculum delivery through a well planned and documented process

### **Goal**

College builds an Academic Calendar every year. It is not merely a list of holidays and vacations. It includes a documented plan of curriculum delivery throughout the two semesters

### **Efforts**

Teachers and students follow the Academic Calendar

### **Evidence of success**

Meticulousness in curriculum delivery has increased and delivery of lessons have become more systematic

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## **8. Extending the Academic Calendar – College remains open on Sundays**

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### **Context**

A large number of working days get consumed by holidays and vacations, days when university examinations take place, and for convening the parliamentary, assembly and panchayat elections

### **Goal**

The college aims at expanding the Academic Calendar

### **Efforts**

Without any curtailment of the holidays and the vacations, the college has taken positive steps to keep the college open on Sundays for the purpose of running the PG Bengali classes, Add-on Training classes and Seminar Library.

### **Evidence of success**

The college remains open for almost 300 days, out of which almost 210 days are teaching days

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## **9. ICT enabled Teaching**

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### **Context**

Particularly after the introduction of the semester system, time available for teaching learning has become a limiting factor. Teachers are now required to make use of ICT towards e-learning, e-teaching and e-governance beyond the narrow domain of making use of computers and internet for web surfing and taking classes through PPTs.

### **Goal**

The college aims at re-empowering the teachers so as to cope up with the requirements of use of ICT in teaching-learning evaluation.

### **Efforts**

1. With both the teachers and students making use of android connectivity curriculum transactions through whatsapp group has become a daily affair where most teachers leaving in Kolkata and around find it quite possible to get in touch with their students 24 x 7 in the remote villages of the Sunderbans for the purpose of teaching learning.
2. Teachers on leave or students on leave can still remain in connectivity for getting appraised and updated with lessons taught in classes and scanned study notes are exchanged to avoid backlog arising due to absenteeism.
3. The college has a learning management system (the LMS) where each department is free to upload study materials in form of structured notes, PPTs, video lectures, question banks, assignments, term papers etc and the students can make use of such materials by logging in their respective user ID having secret password.

4. Teachers make video lecture and audio lecture upload the same in the You Tube and send the link to the students for teaching learning from at home
5. Teachers across all Departments make use of technologies for taking online classes with large number of students for delivery of lessons with classroom like simulations and scope for interactions.

### **Evidence of success**

Classes remained regular during the locked down situation

## **10. Innovative Teaching**

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### **Context**

For enhanced learning experiences innovation in teaching-learning and students' centric learning methods is required

### **Goal**

The college aims at introducing several teaching methodologies

### **Efforts**

- Department of English
  - makes their students enact Shakespearian Drama and makes them feel in English and speak in English before capacity audience
  - provide English language training to students by way of making use of designated software in the English Language Lab
  - run a film club and organize film shows at regular intervals with more than 50 student-mentees who makes a critical appreciation of the films being screened
- Department of Bengali
  - take their students to Jorasanko – the birthplace of poet Rabindranath Tagore – and make aware of the life and work of the Great Poet
  - take their students to publishing house, media house and make them learn about printing and publishing work are done in real life and encourages them to choose careers in such field
  - encourage the students to participate in Formal Letter Writing Contest and guide the students to learn Functional Bengali. The
- Department of History
  - makes use of videos and PPTs and often takes the students to the Indian Museum for the study of Ancient Indian artifact over and above the class lectures
- Department of Political Science
  - Take their students to the State Assembly every year - when the House is in session - and makes them aware of the legislative procedure and practices.
  - The students also “learn through performance” by way of recreating a session of Youth Parliament in the college in front of an audience comprising of all students from all departments under the mentorship of the teachers in the department
- Departments of Science along with Department of Geography
  - involve all students of the college to do project work about the biodiversity of the college campus
- Department of Economics
  - makes an analysis of the Annual Economic Survey and the Union Budget every year and makes its students aware of the procedures and practices of Government Finance
- Department of Geography
  - makes an innovative way of teaching where the students of 2nd year demonstrate before the 1st year students through their practical classes
- Department of Commerce
  - run the utility course “Basic Tally” to students belonging to all departments
- Department of Philosophy
  - offer a Course on Human Values and Professional Ethics
- Mentors guide the students to
  - take part in Biodata contest and make them learn how to write a Biodata,
  - how to make self-introspection and write their SWOC and present the bio-data
  - how to appear in a mock interview before the Principal and judges from other colleges and universities
- Students who have training in Basic Computers and obtained certificates on successful completion are
  - allowed to continue their practice with computers and internet by way of training the students of the new batches getting enrolled in Basic Computers
  - encouraged to teach little kids of the nearby schools
- Mentors take their student mentees to the Mahanagar Kolkata to
  - make them aware of the several important sites of the City of Calcutta,
  - make them identified with metro life of Kolkata,
  - make them appreciate the diversities along the river Ganges and make their Capital City known to them.

### **Evidence of success**

Students are feeling at home on the campus as the teachers are increasingly becoming mentors to their students