

# Best Practice – Bankim Sardar College

## 1. Title of the Practice

*Sundarmon* (Beautiful Minds)

## 2. Objectives of the Practice

The objective is empowerment of students through skill development.

Every student is born with a Beautiful Mind (**Sundar** means Beautiful & **mon** means Minds) which are to be unearthed and cultured. And the teachers in the HEIs by way of becoming mentors of their student mentees can play a catalytic role in this regard. The college organises an event called Sundarmon every year and its objective is to carry out programmes and events beyond the narrow domain of regular teaching-learning evaluation and provide a platform to the students so that they can discover their pent up skills and latent potential for excellence.

## 3. The Context

The region called Sunderbans, undoubtedly is one of the most challenging topologies of the mother earth but is latent with caged potentialities in terms of human resources. Bankim Sardar College since its establishment in 1955 is transmitting smiles in the Sunderbans by way of spreading the lights of higher education amongst the thousands of socially deprived students, to reflect their potential and be inclusive in the national mainstream. During 2016, UGC recognized our potential to serve families in the Sunderbans and conferred upon us the status of **College with Potential for Excellence**. We are thus committed to bringing out excellence from amongst those who during their childhood had very little opportunity to be excellent as three-quarter of our children come from the SC, ST and OBC communities and BPL families living in the disadvantaged locations throughout the islands of Sunderbans by way of organising the Sundarmon every year.

## 4. The Practice

1. Teachers as mentor inspires the student mentees to take part in several contesting events that would help them to develop **visual skills** (photography contest, poster contest, pencil sketch contest etc), **oratory skills** (debate, seminar, mock parliament etc) **performing art** (dance, singing, recitation), **creative art** (science exhibition, art exhibition, creative writing publications), **functional skills** (bio-data contest, letter/email writing contest, interview contest, report writing contest).
2. Mentors makes concerted effort to guide the students to develop skills, build mindset to perform and imbibe the feeling “**even I can.**”
3. During
  - a) 2017-18 altogether 185 participants participated in 14 intra-college events.
  - b) 2018-19 a total of 16 students took part in 12 intra-college events.
  - c) 2019-20 the Sundarmon events were made open to students from twenty two others colleges and altogether 244 participants participated in 13 inter-college events of which 107 were from the college itself
4. During 2019-20, IQAC invited creative writing in form of imaginary dialouge, imaginary interview, autobiography, short stories etc from students. Altogether 51 students from several colleges across all geographical boundaries contributed their writings towards compilation of an anthology of creative writings – Beautiful Minds – with ISBN number.
5. The uniqueness of this practice is that *Sundarmon* is not a cultural programme in itself but in entirety it addresses the requirements related to the Skill Enhancement Courses of the CBCS curriculum and makes the students learn to identify skills that are to be acquired, relative strengths and weaknesses in them and brings improvement in them through performances.
6. Another important aspect of this practice is that *Sundarmon* is a programme that does not have much cost to bear, as teachers as mentors guide and train the students thus not requiring expenditures for training.
7. *Sundarmon* goes a long way in building healthy teacher students relation and makes the students feel “home in campus.”

# Best Practice – Bankim Sardar College

## 5. Evidence of Success

The objective was to encourage the students to participate and perform. During the first two years of the events were Intra College. Thus students who performed to win prizes in the events during the first two years obtained their success from within without any competition from outside, particularly from students from urban areas and the metros. During the third year when the events were made open to students from other colleges, the students from Bankim Sardar College did well to participate, perform and win prizes to reflect their excellence.

- i. Out of the 38 prizes declared in the 14 events students of the college won 14 prizes.
- ii. Out of the 26 writings selected for the book Beautiful Minds 3 writings from the college got selected

This reflects the success of the best practice as the college becomes able to bring out the *Sundarmons* in the *Sundarbans* and make them align and included in the mainstream.

Yet another success of this practice that has become evident is that two other colleges have expressed their willingness to join hands in extending this programme to the city of Kolkata and spread the idea among other colleges so as to make Sundarmon a much more broad based programme.

## 8. Problems Encountered and Resources Required

The practice do encounter problem in the areas of **time resources**. With the introduction of the CBCS and the semester system time is becoming the limiting factor – for both the teachers and the students - in actualizing the practice

# Best Practice – Bankim Sardar College

## 1. Title of the Practice

*Bibidher Majhe Dekho Milano Mahan (Identifying Unity in Diversity and be inclusive)*

## 2. Objectives of the Practice

The objective is enrichment of students by way of extending them from the narrow concept of self.

The life process of people differs across person, place, culture, religion etc. Such diversity often causes disharmony. Thus one holistic objective of people is to remain identified with the diverse life process of others and find out the unity in diversity. HEIs can play a pivotal role in imbibing the vision of harmony and unity amongst the students by way of observing and commemorating observable days, identifies citizenship roles by way of establishing neighbourhood relation and most importantly strengthening cultural exchange amongst diverse communities.

## 3. The Context

Students who are living in this part of the mother earth is bit inward-looking and lacks exposure to the diverse life process beyond their narrow geographical boundary of where they live. Students in this college come from pre-dominantly rural background and belonging to SC, OBC and minority communities (about 85%). Teachers on the other hand come from urban areas. It is felt that the college in general and the teachers in particular can therefore play a greater role in making the students much more open minded and free thinkers by way of appraising them with the larger life process of communities beyond the narrow provincial domain in which the students live. Under the context of such diversity the college plans to observe “dibash” (which means days) following a pre-scheduled calendar where each dibash holds different connotation and enables the students to get identified with different value systems.

## 4. The Practice

The IQAC aims to organise

1. Regular counseling of the students by the Principal
2. Cultural visits for the students every year – to places like Santiniketan (the place of Kabi Guru Rabindranath), Belurmath (the place of Ramakrishna Vivekananda) Kolkata (the City of Joy) and also cultural exchange programme where students from Santiniketan come to the college for conducting cultural programmes with college and school students of the Sunderbans.
3. The birth anniversaries of Swami Vivekananda, Subhash Chandra Bose Radhakrishnan, APZ Abdul Kalam every year and the birth centenaries of Mahatma Gandhi and Ishwar Chandra Vidyasagar are observed during their centenaries
4. Communal Harmony day on the day of *Rakhi Bandhan* when the teachers and the staff and the students go out to the local villages and spread the spirit of oneness and harmony. College students and school students in unison participate in rakhi bandhan and conducts cultural programmes. The college also observed the 125<sup>th</sup> year of Chicago address of Swami Vivekananda as *Sampriti Saptaha*.
5. Regular visits to the neighboring villages on the days of Netaji Birthday, Republic Day and the Independence Day. Teachers, staff and the students take part in such march to the villages and such visits helps the students and teachers to get identified with the life process of the villagers and spread a feeling of oneness amongst the villagers.
6. Occasional visit to the local primary schools to encourage the young students to come to the college and learn computers courses from the college students. The objective is to imbibe a dream amongst the young kids about higher learning.
7. Fisherman’s day where the *meen mangal* utsav is celebrated and observed. The objective is to make recognition of the contribution of the fisherman community of this region
8. Free legal aid service camps (in collaboration with the advocates of the law college) to the residents of adjoining villages with the objective of making the villagers feel at home and discuss their legal issues.

## Best Practice – Bankim Sardar College

9. Regular extension services by the NSS and the NCC units of the college often in collaboration with the West Beacon Scout with the objective of making the students learn to think for the society beyond narrow self interest.

### 5. Evidence of Success

The objective was to encourage the students to learn to extend them beyond the narrow domain of their self interest and spread their being to the neighboring villages, get identified with their objective problems and realities.

After three years of effort in this regard most of the students today by and large have started appreciating that they cannot afford to live in the narrow world centering their place of residence and have started identifying with the world beyond.

This is becoming evident as they are showing larger interest to participate in inter college events and writing papers, letters and essays on inter-temporal and inter spatial issues.

### 6. Problems Encountered and Resources Required

The practice do encounter problem in the areas of **time resources**. With the introduction of the CBCS and the semester system time is becoming the limiting factor – for both the teachers and the students - in actualizing the practice. Furthermore there are inhibitions in the minds of