

Institutional Distinctiveness –

The distinctiveness of this college is Mentoring of students by teachers. The objective of mentoring is

1. make them feel at home
2. build their self belief “even I can do” and
3. reflect their pent up potential in a *College with Potential for Excellence*

The college is located in the Sunderbans, and inhabitants of the region are constrained to feel alienated from mainstream India and when asked to perform they pause and feel “can I do it?” This College with Potential for Excellence – believes the students too have beautiful minds - the SUNDARMON – सुन्दरमन – সূন্দরমন and the college goes forward relentlessly in search of the Sundarmon (the excellence) in the Sunderbans and make the students feel “even I can do.”

Vidyā Vimuktaye – our core value - enshrines our vision as **Enlightenment** (emancipate and liberate from all darkness and bondages) **Empowerment** (building self belief) **Enrichment** (building qualities to enrich society) and all performances of the institution aim at fulfilling these vision through the constant acts of mentoring of students by the teachers.

Towards **enlightening** the students, the college adheres to a number of “distinctive practice” remaining in touch with the learners through 24x7 mentoring and monitoring and pursuing to make the students feel at home while in campus.

Towards **empowering** the students, the college organizes a college week whose name is Sundarmon. This college week is not the same as what is being called as fest) where **hired artists and celebrities come from outside and perform and earn**. But in Sundarmon, the main objective is to organize **several skill-displaying events and make the students participate and perform and learn**.

The success of Sundarmon depends on a year-long talent search by the mentors amongst the students who have pent up talents but never had the opportunity to bring them out before others. The mentors try to find out the talents in each department by way of organising smaller events throughout the year at the departmental levels. For example, students are allowed to celebrate Teachers’ Day at the Departmental level every year over and above the Teachers’ Day being celebrated by the college. After the talent search is made, the IQAC declares the several events of the Sundarmon programme ranging from dance competition to debate to bio data contest. Principal encourages the teachers to play the role of mentors and guide the students to take part in any/all of the events. The mentors work relentlessly to give training and guidance for two to three months involving rounds of rehearsal The performers are then elevated to perform in the Sundarmon function.

For example, a teacher-mentor has thirty five student-mentees who have shown their interests to perform dance. The mentor declares that a National Integration Dance contest will be held during *Sundarmon* where each group of five mentees will represent a state – Punjab, Assam, Goa, Bengal etc and perform the respective folk dances of these states. This event requires videos of the folk dances of other states, identification with their culture, script building, costumes, anchoring and above all repeated words of confidence building, “you can do it.”

Another example can be drawn in this regard. A teacher acting as a Mentor encourages the students to learn to draw their SWOT. Students learn how to write a bio-data that includes their strengths, weaknesses, threats and opportunities. Then they are required to prepare PowerPoint slides to present their SWOT before the Principal and judges during the *Sundarmon* followed by interview questions about their selves. This entire exercise is conducted to develop a self directional skill and attitude among the students.

Let us cite another example. The teacher mentors of Political Science department take their students to the West Bengal State Assembly and make them aware about the live proceedings of legislative practices. Then teachers as mentors guide the students in the department to perform a mock parliament session where students enact in several roles and successfully create the ambience of legislative assembly in the college campus.

Another example that requires to be mentioned is the one where teacher as mentor encourages the students to think laterally by way of introducing to the idea of lateral thinking (Edward Bono) and preparing question answers on lateral thinking. Then, during the final round a quiz contest on lateral thinking is organised where students contest and perform.

Mentoring has assumed a new dimension during the COVID 19 pandemic and the resultant lockdown. Each teacher as a mentor is attached to 30 to 40 students and he/she as a group admin opens a whatsapp group where the Principal also joins and thus enables each student to remain in constant touch with the HoI. The students are receiving round the clock counselling from the teachers with regard to their regular online classes, project preparation and submission, internal assessment through google evaluation, training for making use of the college portal for university examination etc. Principal issues notifications to all students through the mentors and thus students remain well appraised about their examination schedules mode of examinations etc. Teachers and mentors also keep in touch to do make stress counselling of the students and never allow them to feel that they are alone during this lock down. Mentors have also guided the students to keep them safe from the COVID 19, following the importance of masks, sanitisation social distancing etc. Mentors have also guided the NCC cadets of the college to reach out to the neighbourhood villages and act as volunteers to help them in their distress.

All these acts of mentoring by the teachers are the ***distinctive performance of the institution to realize its vision, priority & thrust*** and realization of its core value ***Vidyā Vimuktaye***.