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DUMKAL COLLEGE

P.O- Basantapur, P.S- Dumkal, Dist.- Murshidabad, West Bengal, PIN- 742406

(Govt. Aided, Affiliated to the: University of Kalyani Included under section 2(f) & 12 (B) of UGC Act.)

Best Practices (2017-2018)

[I] Title of the Practice: **Build Relationships with Teachers:**

Objective of the practice:

With smaller class sizes in our college, it's easier for the students to build meaningful relationships with the teachers. They can take advantage of this by participating actively in class and visiting them during office hours for discussions and guidance, and also in the leisure period.

Context:

Effective communication and collaboration with teachers are essential aspects of maintaining a successful educational institution. Building strong relationships with teachers not only fosters a positive work environment but also enhances the overall quality of education. Here are some key strategies to build and maintain strong relationships with teachers:

- a) **Transparent Communication:** The college encourages open and transparent communication channels between the students and the teachers. Regular meetings, such as faculty gatherings, workshops, and seminars, provide platforms for sharing ideas, concerns, and achievements. Emphasis is also given on communication with the college authority allowing teachers to express their thoughts and suggestions while ensuring that the administration listens attentively and responds constructively.
- b) **Professional Development Opportunities:** The college supports and invests in the continuous professional development of teachers by allowing them to participate in the different Orientation Programmes, Refresher Courses and other faculty development programmes to enhance their skills and knowledge. It also encourages teachers to organize workshops, training sessions, and conferences and also to participate in such programmes organized by other institutions.

Evidence of Success:

- a) Arindom Biswas, Assistant Professor of Geography participated in a one-week workshop on “Advanced Geoinformatics Training” at Bikash Bhavana, Kolkata, sponsored by the DST, Govt. of West Bengal, on and from 11-09-2017 to 15-09-2017.
- b) The department of Geography organized an educational field survey (for studying both physical and socio-economic features), as part of their curriculum, for 53 Part III Honours students, at Sundarban on and from 12-11-2017 to 18-11-2017
- c) The department of Political Science, in collaboration with the IQAC, organized a one-day seminar on 16-01-2018 on the topic: “Feminist Approach to the Study of Politics” in which the number of participants were about 60.
- d) Arindom Biswas, Assistant Professor of Geography participated in a one-week UGC sponsored workshop on “Cartography and RS-GIS” at University of North Bengal, Darjeeling, on and from 19-01-2018 to 25-01-2018.
- e) Arnav Debanath, Assistant Professor of Political Science participated in the UGC sponsored Refresher Course on “International Relations” (organized by the UGC-HRDC, University of Burdwan) on and from 03-03-2018 to 23-03-2018.

Problems Encountered and Resources Required:

However, various challenges can arise when attempting to foster these connections. Here are some problems encountered and the resources required to address them:

a) **Student disengagement:**

Some students may be disengaged or uninterested in forming relationships with their teachers, which can hinder the establishment of meaningful connections.

Resources: Implementing student engagement strategies, such as interactive classroom activities, group projects,



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and discussions, can encourage students to participate and build rapport with their teachers. Additionally, mentorship programs or peer support groups can help disengaged students feel more connected to the school community.

b) Teacher workload and burnout:

Teachers may have heavy workloads, leaving limited time and energy for building relationships with each student individually.

Resources: Providing teachers with adequate support, such as reducing administrative tasks, increasing planning time, and offering professional development on relationship-building strategies, can help prevent burnout and allow them to focus more on student connections.

c) Personality and communication styles:

Different personality traits and communication styles between students and teachers can lead to misunderstandings and challenges in relating to each other.

Resources: Schools can conduct workshops or training sessions to enhance teachers' emotional intelligence and communication skills. Similarly, students can benefit from workshops that focus on active listening, effective communication, and empathy to help them relate better to their teachers.

d) Lack of shared interests:

Students and teachers may not have many shared interests, making it challenging to find common ground for building relationships.

Resources: Encouraging teachers to learn about students' hobbies and interests can help bridge the gap. Additionally, incorporating students' interests into class discussions or projects can make the learning environment more engaging and relevant.

e) Cultural and social differences:

Cultural or social differences between students and teachers can sometimes lead to miscommunication or misunderstandings.

Resources: Cultural competency training for teachers and students can promote understanding and respect for diverse perspectives. Creating a culturally inclusive classroom environment can also foster a sense of belonging for all students.

To address these challenges effectively, it is essential for our college to prioritize relationship-building initiatives, allocate resources for teacher training, and promote a culture of empathy, respect, and open communication within the educational community. Additionally, collaboration between teachers, students, parents, and administrators is essential for creating a supportive and nurturing learning environment where meaningful relationships can flourish.

[II] Title of the Practice: AIDS awareness program

1. Objectives of the Practice:

The objectives of the AIDS awareness programme are:

- To increase awareness about HIV/AIDS and its transmission methods.
- Foster a sense of responsibility and commitment towards preventing HIV transmission.
- To promote a non-discriminatory and inclusive environment for individuals living with HIV/AIDS.
- Reduce stigma and misconceptions related to HIV/AIDS.

2. Context:

Understanding the context is essential to tailor the AIDS awareness programme to the specific needs and challenges. The following factors should be considered:

- Prevalence:** The teachers encourage the students to gather data on the prevalence of HIV/AIDS in the local and national context to highlight the relevance and importance of the program.
- Demographics:** The College analyzes the demographics of the locality, including age groups, gender distribution, and cultural diversity, to design culturally sensitive messages and activities.

3. Evidence of Success:

The evidences to establish the success of the said programme are as follows:

- Participation and engagement data:

A sizeable number of students (71), organized by the NSS unit of this college participated in the programme on 01-12-2017



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- b) The students took out a procession around the adjacent villages on that day with banners for disseminating relevant messages on AIDS awareness.

When implementing an AIDS awareness program, the college had to face many challenges. These challenges may require specific resources to address effectively. Here are some common problems encountered and the resources required to tackle them:

1. Lack of Awareness:

Problem:

Some students, faculty, and staff may have limited knowledge about HIV/AIDS, its transmission, prevention, and treatment.

Resources needed:

To develop informative and engaging educational materials, such as brochures, pamphlets, and posters. Organize workshops and seminars with expert speakers to disseminate accurate information about HIV/AIDS.

2. Stigma and Discrimination:

Problem:

Stigma and discrimination against individuals living with HIV/AIDS can create barriers to effective awareness and support.

Resources:

Conduct sensitivity training sessions for students, faculty, and staff to raise awareness about the impact of stigma and promote a more empathetic and inclusive campus culture.

3. Limited Participation:

Problem:

Getting active participation from the students in the awareness programme may be challenging.

Resources:

Create incentives for participation, such as certificates of attendance or recognition. Utilize social media and online platforms to reach a wider audience and encourage engagement.

4. Sensitivity to Cultural Differences:

Problem:

Different cultural norms and beliefs can influence perceptions and attitudes towards HIV/AIDS.

Resources:

Design culturally sensitive awareness materials and activities. Involve representatives from diverse cultural backgrounds in planning and implementing the program to ensure inclusivity.

5. Inadequate Resources:

Problem:

Limited budget and resources can hinder the implementation of a comprehensive AIDS awareness program.

Resources:

Seek partnerships with local health organizations, NGOs, or government agencies that may provide funding or additional support. Utilize existing university resources, such as student organizations and health centres, to collaborate on the program.

6. Resistance to Change:

Problem:

Resistance from certain individuals or groups within the university community may impede the program's implementation.

Resources:

Conduct awareness campaigns about the importance of HIV/AIDS education and its impact on the community's health and well-being. Involve key stakeholders, such as student leaders and faculty, in the program's planning to garner support.



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Despite the success of the awareness campaign, it was very difficult to eliminate the social stigmas attached to the AIDS and perceptions about the dreaded disease. Addressing these problems requires a combination of financial, human, and organizational resources. Collaboration with various stakeholders, including students, faculty, college administration, local health authorities, and community organizations, is essential for the success of the AIDS awareness programme. Additionally, continuous monitoring and evaluation will help fine-tune the programme and ensure its effectiveness in creating a more informed and compassionate campus environment.

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