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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.)

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## Best Practices (2018-2019)

**[I] Title of the Practice: Nurturing Partnerships: Strengthening Bonds with Teachers for Academic Excellence.**

**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 of Teachers for benefitting Students:**  
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:**

- 1) Dr. Sandip Kumar Rajak, Assistant Professor of Chemistry attended a Short-Term Training Courses on Nanotechnology & Related IPR Issues for 10 days on and from 01.8.2018 to 10.08.2018 organized by the University of Kalyani.
- 2) Dr. Swati Mollah, Associate Professor of Geography participated in a two-week workshop on “Use of ICT in Teaching Learning Processes” on and from 27.08.2018 to 10.09.2018 organized by the University of Kalyani.
- 3) Amritendu Roy, Assistant Professor of Economics participated in the Training programme on Academic leadership for four days on and from 10.09.2018 to 13.09.2018 organized by Aligarh Muslim University, Murshidabad Campus.
- 4) Manas Kumar Das, Assistant Professor of History, participated in in the Training programme on Academic leadership for four days on and from 10.09.2018 to 13.09.2018 organized by Aligarh Muslim University, Murshidabad Campus.
- 5) Dr. Sandip Kumar Rajak, Assistant Professor of Chemistry and Arindom Biswas, Assistant Professor of Geography participated in a two-day national level seminar on “New Methodology of NAAC Assessment for Quality Enhancement in Higher Education Institute” sponsored by NAAC, Bangalore, organized by Ramkrishna Mission Vivekananda Centenary College, Rahara, on and from 22-01-2019 to 23-01-2019.



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- 6) Amritendu Roy, Assistant Professor of Economics participated in a one-week research methodology workshop on “Hands on training using SPSS” on and from 28.02.2019 to 06.03.2019 organized by Aligarh Muslim University, Murshidabad Campus.

## 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:

#### Problem:

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, 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:

#### Problem:

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:

#### Problem:

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.

### c) Lack of shared interests:

#### Problem:

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:

#### Problem:

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

#### Resources:



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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: Blood Donation Camp

### Objectives:

In order to increase awareness about the importance of voluntary blood donation among students, faculty, and staff, the NSS unit of the college organizes a blood donation camp every year. It encourages active participation in blood donation drives to contribute to the community's health and well-being and also fosters a sense of social responsibility and empathy towards those in need of blood transfusions. It establishes a regular and sustainable blood donation programme within the College campus. It is always needed to collaborate with local healthcare authorities to ensure safe and organized blood donation procedures.

### Context:

Blood donation is a critical aspect of healthcare that saves lives and supports medical treatments. Many hospitals face blood shortages, especially during emergencies and disasters. Organizing a successful blood donation camp requires careful planning, collaboration, and a commitment to community welfare. The context for organizing a blood donation camp includes:

- a) **Local Healthcare Needs:** Assess the needs of nearby hospitals and medical facilities for blood supply to identify the urgency and relevance of the blood donation camp.
- b) **Awareness Levels:** Determine the existing awareness and perception of blood donation among students, faculty, and staff.

### Evidence of Success:

Date of Blood Donation Camp – 19/02/2019, organized by the NSS unit of the college in collaboration with the Blood Bank, Murshidabad Medical College

Number of Donors: 119

Blood Units Collected: 119

### Problems Encountered and Resources Required:

When organizing a blood donation camp, various challenges can arise. These challenges may require specific resources and strategies to overcome effectively. Here are some common problems encountered and the resources required to address them:



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## 1) Low Participation:

Problem:

Encouraging a significant number of students, faculty, and staff to participate in the blood donation camp may be challenging.

Resources:

The college needs to implement a comprehensive promotional campaign using various channels like social media, posters, emails, and announcements to raise awareness about the camp. It also needs to recruit more student volunteers to actively promote the event and engage their peers.

## 2) Fear and Misconceptions:

Problem:

Some potential donors may have fear or misconceptions about blood donation, leading to hesitation in participating.

Resources:

It is felt necessary to conduct pre-camp awareness sessions to address common misconceptions and provide accurate information about the donation process, and assure potential donors of the safety measures in place.

## 3) Medical Eligibility Issues:

Problem:

Some individuals may be ineligible to donate blood due to medical reasons or other restrictions.

Resources:

An institution needs to collaborate with healthcare professionals to screen potential donors before the camp to ensure eligibility and safety, and provide clear guidelines on eligibility criteria to potential donors in advance.

## 4) Logistics and Organization:

Problem:

Organizing a blood donation camp requires careful planning and coordination to ensure smooth operations.

Resources:

The College needs to allocate sufficient human resources to manage registrations, donor care, and post-donation support and establish partnerships with medical professionals.

## 5) Safety Concerns:

Problem:

Ensuring the safety of donors during the camp is crucial.

Resources:

The institution needs to partner with medical professionals or organizations that have experience in conducting safe blood donation drives. It has to provide a comfortable and hygienic environment for donors.

## 6) Community Outreach:

Problem:

Reaching out to the wider community beyond the college campus in this backward area is difficult.

Resources:

Collaboration with local community organizations, businesses, and hospitals to promote the blood donation camp is necessary. The college has to find out means to use community networks and platforms to spread the word about the event.



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Addressing these challenges requires effective planning, collaboration with relevant stakeholders, and sufficient resources in terms of human capital, promotional materials, and medical support. Demonstrating the successful organization of the blood donation camp and its positive impact on the wider community will contribute significantly to society at a large.

*Debasis Bandyopadhyay*

Teacher-in-Charge  
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