



DHRUBA CHAND HALDER COLLEGE

(FORMERLY DAKSHIN BARASAT COLLEGE)

ESTD. - 1965

A NAAC Accredited Degree College Affiliated to University of Calcutta

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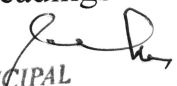
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2 BEST PRACTICES FROM 2017 TO 2021

BEST PRACTICE 1

- Title of the Practice :** “DUARE SHIKSHA” (BRINGING EDUCATION AT THE DOOR STEP)
- Objective of the Practice :** Because of the pandemic and subsequent lock-down, the institution had been declared closed for almost two years. As a result, teaching-learning was affected to the most. Hence, the need for devising means of overcoming the problems, and finding solutions to these, was felt by both the teaching and learning communities.
- The Context :** The foremost challenge in this endeavour was to make the faculties technology-savvy. Once they became confident and well-practised, were they able to deliver effectively. Creating Whats App groups, bringing students under the different umbrellas and acquainting them with the modern techniques of teaching-learning were also some of the issues that needed to be addressed.
- The Practice :** During the period of the lock down, the biggest challenge was, how to use modern technology for the benefit of the students and teachers. The extensive use of ICT s provided students with facilities to continue learning from their home. Full-fledged virtual classes were conducted through platforms like Google Meet and Zoom and Skype. Many departments uploaded relevant study materials on the website and posted recorded readings

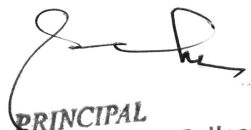

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or study materials in their respective Whats App groups. Faculties of the Science departments conducted on-line practical classes for the first time in the history of the institution. In addition, a series of webinars was organized by the different departments, which were attended by participants from other institutions as well. The range of activities was extended to include on-line sports, cultural activities, and various other programmes. This , of course, couldn't be made 100% problem-free. The students mostly residing in the interior villages, found it difficult to access a steady network. Poor electricity in many of the areas often prevented them from attending on-line classes. Moreover, with an average of 3 to 4 classes everyday (3-4 hours), their mobile data would get exhausted in no time, and re-charging was a great problem. Many of them could not afford to re-charge their mobile data because of financial crisis. Many of the students did not have mobile phones either.

5. **Evidence of Success** :After a month of on-line classes, it was observed that the Honours students were interested and enthusiastic while attending classes. Moreover, the faculties realized that they were being able to deliver meaningful lectures without any disturbances. As a result, the prescribed syllabi could be completed well within time, and students got the opportunity to interact better.

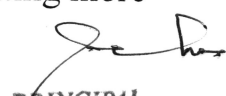
6. **Problems Encountered and Resources Required :**

- a. Interrupted electric power supply in the rural villages of South 24 Parganas.
- b. Lack of mobile re-charging facility.
- c. Quick exhaustion of mobile data.
- d. The inability to buy smart phones.
- e. Poor connectivity.


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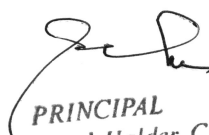
BEST PRACTICE 2

1. **Title of the Practice:** NATURE CONSERVATION AND SUSTAINABLE DEVELOPMENT.
2. **Objective of the Practice:** Mother Nature has been denigrated over the years by humans all over the world. As a result, many of the natural resources are on the verge of exhaustion; many living species are on the way to extinction. It is the responsibility of the humans to try and stop further denigration, for the sake and welfare of our future generations. At DHRUBA CHAND HALDER COLLEGE, many measures have been taken to conserve Mother Nature and devise ways of sustainable development.
3. **The Context:** Being a part of the Sundarban delta, being nearer to the sea, our college is prone to regular storms and cyclones. In the recent past, the campus was hit by super-cyclone AMPHAN and YAAS, resulting in destruction of greenery. Moreover, our students hailing from the Sundarban area, face the problem of depletion of fresh ground water reserve. Huge areas under the Joynagar block in South 24 Parganas, regularly report about the crisis stemming from this cause. It is for this reason that students of this institution have been guided to use the natural resources as economically as possible, and to try and conserve these in their limited capacity.
4. **The Practice:** The students at Dhruba Chand Halder College have been initiated to this process of conserving rain water in their respective localities by digging small ditches or ponds in their house premises or agriculture fields. These can also double up as fish breeding areas, helping them earn their daily bread, by selling of these fish. It can also augment the daily diet of their family members when taken as food items. Many of them have started this activity in their respective homes, learning and enjoying at the same time. In the process, these students regularly replenish the lost nutrients of Mother Nature by planting more


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trees, observing the types and behavior of animals around them and photographing them for display in the college. Students also participate in rallies, poster and essay competitions related to Wildlife Awareness and Nature conservation. Guided by the National Institute of Disaster Management, the student-body at this college have started making resilient embankments to prevent the washing away of embankments witnessed by them. Besides this, the students of this institution help preserve Nature by gathering leaves falling off the trees in the campus and using these to produce composts for the soil. Since much emphasis is laid on the manufacture and use of indigenous products at present, our students have started manufacturing 'gulal' from plants and leaves.

5. **Problems Encountered:** Since the students hail mostly from the nearby villages, they take many of the natural elements as granted. Hence, it is difficult to raise their consciousness about the dangers of over-using these resources. Again, many of them have aspirations that soar high, and apparently, were not interested to use the pond or sell fish to earn their livelihood. Making them realize the truth and the reality around them, was indeed, a challenge to the faculty members. Moreover, many of them did not have access to any water-body which could be used for the purpose. For them, this practice was just a theoretical advice.
6. **Evidence of success:** Initially reluctant, but becoming Nature enthusiasts later, the student community here, developed an understanding of the science of Nature, following the advice of the faculty members. Many of them have put this idea to practice, working to prevent the washing away of embankments, preserving natural water, breeding fish and selling them to earn money. They have also been successfully manufacturing 'gulal' for use on the day of Holi. This saves them from any untoward dermatological infections, giving them immense satisfaction in doing something themselves.


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