

Best Practice: I

Title of the Practice: Combatting the Covid-19 Pandemic

The Objectives of the Practice: The objectives of the programme initiated in the college to fight out the Covid-19 pandemic was to address the needs of students who encountered socio-economic and psychological crisis and found themselves lost in it.

The Context: The immediate context of the measures taken by the institution to combat the pandemic was its outbreak in China and its subsequent spread across the world.

The Practice: With the immediate availability of the vaccines in the public domain, the college took active initiatives to vaccinate all the students. A series of vaccination camps were organized in the college premise in collaboration with the Murshidabad Medical College and Berhampore Municipality. To effectively tackle the virus, Krishnath College authority also opened Oxygen Parlor at MMC campus. The college collaborated with counsellors from various places to cater to the emotive and cognitive needs of the students who were stressed during the pandemic. In addition, the college distributed foods, clothes and other basic necessities to alleviate the sufferings of the poor and downtrodden people of Gandhi Colony.

Evidence of Success: The initiatives taken in response to the pandemic had positive impact on the physical and psychological health of the teachers and the students. Very few covid-cases were reported and those reported were not deadly. It can be assumed, therefore, that the protective measures taken by the college such as vaccination and counselling played a crucial role in ensuring safety and security of the whole college community.

Problems Encountered and Resources Required: One of the common challenges faced in our fight against the pandemic was to reach out to the people spread across the district and outside. It was also difficult for people to come together in the college premise. In term of resources, the college had scarcity of funds since the funding from various sources stopped coming in this challenging time.

Best Practice: II

Title of the Practice: Gender Sensitization Drive.

The Objectives of the Practice: The primary goal of a gender sensitization drive is to foster an environment where all individuals, regardless of their gender, have equal rights, opportunities, and access to resources. This involves challenging traditional gender roles and stereotypes that perpetuate inequality. The drive is also meant to challenge the stereotypes, creating safe spaces and fight discrimination on gender ground.

The Context: The context of a gender sensitization drive refers to the specific circumstances, environment, and reasons that necessitate or motivate the implementation of such an initiative. Participation of women in educational institutions, workplaces and public spheres are some of the important contexts which demand girl students to be informed of the complexities and nuances of gender relations.

The Practice: Krishnath College formed “Chitrangada” to address the difficulties of the girl students and challenges faced by them. Teachers from literature department who study, teach and research “Feminism” take special classes on gender to sensitize and create awareness amongst the students from arts and science departments alike. They deliver lectures on the burning issues that affect women in public places and recommend measures that the girl students have access to and can utilize.

Evidence of Success: The success of a gender sensitization drive can be measured through various indicators that reflect changes in attitudes, behaviors, policies, and overall societal dynamics. The success of the drive can be conjectured from the fact that gender related violence has gradually disappeared in the college premise. The students of both sexes mingle freely and treat each other with compassion and empathy. The huge participation of girl students in sports and various cultural programmes in the college testify to the success of gender sensitization programmes in our college.

Problems Encountered and Resources Required: Deep-seated gender norms and stereotypes often lead to resistance when challenging these norms. Pupils are often found unwilling to question their beliefs or change their behaviors, making it difficult to achieve meaningful shifts in attitudes. Also, Cultural and religious beliefs often influence attitudes towards gender roles and identities. Addressing these beliefs while respecting cultural diversity requires a nuanced approach from the teachers conducting the programmes.