

JANGIPUR COLLEGE
 (GOVT. SPONSORED), ESTD. 1950
 NAAC ACCREDITED (B⁺⁺)
 JANGIPUR, MURSHIDABAD, WEST BENGAL - 742213

Ref. No. JC/.....

Dated: 31/07/2022

Best Practice 2021-2022

Best Practice-1

TITLE: COVID VACCINATION PROGRAMME IN COLLEGE CAMPUS

Objective of the practice

To forestall the spread of the pandemic and alleviate fears of the raging pandemic a vaccination drive programme was necessary. This was a pre-requisite to deal with a medical emergency that had swept across the world and the programme was directed for the students who are the primary stakeholders of the institution.

The Context

With thousands of people being affected daily, the need of the hour was to stand by students and more so in educational institutions with an array of factors hampering campus life.

The Practice

A vaccination drive for students and staff in Jangipur College premises was undertaken by Jangipur Superspeciality Hospital staff on **14.10.21** bolstered by the initiative of the NSS Unit of the college where approximately 200 students received the first dose of the jab of Covishield vaccine. There were 45 volunteers whose relentless efforts made the drive successful.

Evidence of Success

The participation was humongous and targeted outreach was successful. In times of widespread hospitalization and deaths, impaired immobility and vaccine hesitancy, the participation of students and staff indicated the willingness of all stakeholders to ameliorate the challenges faced by them.

Problems Encountered and Resources Required

More student volunteers to mobilize students would have served the purpose better. An in-house Covid Relief Squad of the college would have been more resourceful to help the volunteers from the NSS Unit.

Best Practice-11

Title: Workshop on “Theatre in Education” Conducted by Prof. Soumitra Basu, Rabindra Bharati University, Kolkata.

Objective:

To distinguish between a play-text and its performative form. Plays are taught in textual forms but there is hardly any scope for the students to get acquainted with theatre as a performing art. The objective of the workshop was to present theatre as a very significant collaborative art form. By learning the ropes of theatre in education it is possible to address the personal and social needs of the students within the wider demands of the curriculum.

The Context:

To translate the plays of the syllabus, without compromising its depth in a minimalistic proscenium form and also explore the possibility of non-proscenium representation through direct participation of students. Involving

JANGIPUR COLLEGE

(GOVT. SPONSORED), ESTD. 1950

NAAC ACCREDITED (B⁺⁺)

JANGIPUR, MURSHIDABAD, WEST BENGAL - 742213

Ref. No. JC/.....

Dated: 31/07/2022

the audience is a very pertinent element of teaching plays. It was very important to take out theatre from a very anointed environment and make it accessible and reachable to students. This enhanced the relevance of theatre in education as it kept audience in mind. And the audience was young and they learnt much on progressive educational ideas through theatre.

The Practice:

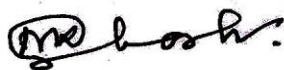
Theatre in Education emerged as a distinct 'hybrid' of theatre and education forms in 1965. The academic text in the workshop opens itself to multiple interpretative levels. On **25.03.2022**, Prof. Soumitra Basu, Rabindra Bharati University, Kolkata delivered a lectured-on theatre in education that was followed by a staged play to understand the application of learning theatre, to create a playful environment, generating spontaneity in students through interaction. This process of interaction through staging plays is a universally accepted method of reaching out to students that dates back to folk plays and folklore that are distinctively ancient and contextual to Indian culture. This workshop was intense and carefully designed to benefit the students.

Evidence of Success:

Social and emotional learning gets enhanced through theatre in education. Staging plays teaches students skills of improvisation and creates a safety net for them outside the classroom teaching. 78 students gave very positive feedback on the workshop out of 100 participants. The overwhelming response from students underlined the efforts to bring about meaning-making within a holistic approach to learning. The workshop thus created an opportunity for students to come to terms with themselves as well as the world. It offered them a methodology to learn within a theatrical context.

Problems Encountered and Resources Required:

Students have hardly any idea about the performance and have no experience about acting. It was very challenging to use the text of proscenium theatre in non-proscenium theatre performance. It was a very uphill task to navigate this precipice. A mindfulness for theatrical performance was necessary. To create a fusion of emotional engagement and critical detachment became a very demanding task.



.....
Dr. Naba Kumar Ghosh
Teacher-in-Charge

