

## **7.2 –BEST PRACTICES**

### **1. Title of the Practice:**Enrich Students Digitally

**1.1 Objectives of the Practice:**Due to the unusual circumstances related to the pandemic, classrooms were being remodeled and redefined in many ways to fit the need of the moment. The best recourse, any institution could think of, was to move from traditional learning set up to a digitalized one. Thus, the primary objective of the practice is to help students adapt to the accelerated development of online learning platforms so that learning would not be disrupted.

#### **1.2 The intended outcomes include:**

1. Developing skills that will enable students to engage with varied online learning platforms and thereby maximize their learning process.
2. With new technologies at hand, learning can be more varied, creative and valuable. Thus, it will improve learners' engagement.
3. The acquired technological skill will also help students take part with confidence in their future endeavors.

**1.3 The Context:** Covid-19 led to the closure of educational institution all over the world. The Virus, although a hazard to humanity, evolved higher institutions to invest in online learning. To continue with this pace of teaching-learning, R.G.Baruah College became more interested in looking for best ways to deliver course content online, engage learners and conduct assessments only to realize that online teaching is no more an option, it is a necessity. Thereby, it is also imperative for the students to become accustomed to this changing mode of instruction. In this context, the practice of enriching the students digitally was taken up by the college.

**1.4 The Practice:** The practice of enriching students digitally came into being from May,2020, when different dates were scheduled to orient students about different available online learning platforms and their usages. With the help of IQAC, students were primarily taught about the use of Google Classroom for sharing/downloading different course materials, assessment etc and Google Meet for attending online classes. In case of Google Classroom, they were taught how to access a particular classroom using their email id and class code, how to look for different announcements and also how to download materials and upload their assignments in different formats. They were also taught about the use of Google forms. Students were also made aware about the use of audio and video for classroom interaction in Google meet.

**1.5 Evidence of Success:** The success of the practice is noted in the ways students have become comfortable and confident in using the e-learning platforms. Almost all the students are now capable of uploading their assignments in Google classroom and are also quite accustomed to the online assessment process. For better practice of the use of digital tools, various departments of the college organized lecture programmes and webinars and joining such webinars and online

lecture remained no longer an issue for the students. A high level of success was witnessed in the recently conducted Open Book Exam by Gauhati University, where almost 95% of the students uploaded their answer scripts without any hassle.

**1.6 Problems Encountered and Resources Required:** 1. One of the major problems encountered with regards to this practice is the lack of strong and stable internet connections. Sometimes the simple process of logging in for a class itself becomes troublesome for students and teachers alike.

2. Majority of our students come from low-income families and therefore does not have access to smart phone or internet connection. In some cases, one smart phone is to be shared between two or more siblings. Thus, the schedules do not blend and a constant tussle over phone deprives the students.

## **2. Title of the Practice : Academic Doubt Clearing Day (ADCD)**

**2.1 Objectives of the Practice :** Mainly designed for the benefit of the students, the prime objective of Academic Doubt Clearing Day is to help students perform better academically wherein they can get a first hand solution to any course related doubts. The initiative seeks to remove pre-examination jitters of the students to perform better.

### **2.2 Intended Outcomes of the Practice:**

1. The practice will surely benefit the students to gain maximum knowledge on the concepts in which they are facing problems or have any doubts.
2. With clear concepts, the students will notice marked improvement in their academics.
3. The level of confidence will boost up in each student the reason being that they will be able to solve problems that they otherwise considered to be difficult.
4. ADCD will make learning process interesting for the students.

**2.3 The Context:** Because of the sheer paucity of time and the intensity of syllabus to be completed, a teacher is unable to invest much time in solving students' doubts. However, a classroom situation too does not allow students to get personalized attention to match their speed of comprehension or clear individual doubts. This results in uncertainty and low confidence among the students. Through the practice of Academic Doubt Clearing Day, the institution seeks to increase the problem tackling capability of the students and also build up their confidence to face the exam. Thus, in this context, the practice came into being.

**2.4The Practice:**Academic Doubt Clearing Day, an IQAC initiative, has been in practice for the last two years. Every year, on a decided date, students of undergraduate programme are encouraged to bring any query/doubt they have regarding a course/paper and teachers work with them to eliminate their doubts. The students are also given a choice to send their queries/doubts beforehand using email/whatsapp so that the teacher can provide them with additional materials, if necessary. It was first practiced on 20<sup>th</sup> April, 2019.

Different rooms are allotted for different subjects where students can approach the teacher concerned, individually or in small groups, to discuss their problems. A proper schedule of ADCD is also circulated among the students before a day or two for its smooth functioning. Each department maintains a record of students participating in the programme and also records their valuable feedbacks. The practice is also quite effective in analyzing the modes of instruction and the areas of improvement in classroom delivery.

Owing to the Covid19 surge in 2020, the doubt clearing session was conducted online using platforms like Google Classroom, whatsapp and Google Meet. The students were asked to send their doubts to the teacher by uploading it in Google Classroom or through whatsapp. For the 6interested ones, a Google Meet link was shared by each department for the students to interact with teachers.

**2.5Evidences of Success:**Students approaching their teachers for resolving doubts, no matter how small the quantity maybe, itself counts as a success. It shows how students are interested in learning, in moving towards academic excellence. Moreover, it is to note that students indulging themselves in self-questioning and counter- questioning in regards to their doubts indicate their rigorous engagement in what they are learning and understanding. The valuable feedback of the students, especially specifying their feeling of contentment and knowledge enrichment, alongside their frequent requests to organize more doubt clearing sessions, surely, warrants the success of this practice.

**2.6Problems Encountered and Resources Required:** One major problem faced while undertaking the practice was less participation of students. Many students failed to turn up for the doubt clearing sessions which stands as a clear indication of less motivation among them. The non-availability of required reading materials also posed a problem for both teachers and students.