

Institutional Best Practice-I

Title of the practice:

Vice Principal's Interactive session with the students during every new academic session

Objectives of the practice:

The prime objective of the interactive session initiated by the newly appointed Vice Principal, Dr. Kamal Ch. Saikia is to bring the students closer to the administrative structure and make them feel free and bold in placing their opinions, grievances or seeking after the required services. Quality education demands a democratic environment and a stress-free space which encourages the learner to speak, claim and raise voice as a part of their social responsibility.

The context:

Motivating and orienting the learners within the curricular frame with existing facilities is always a tough job. Making the aspirants aware of a collaborative learning process with full cooperation from the administrative staff is another challenge. It has been observed through contacts with the students that most of the students belonging to the socially disadvantaged communities do not feel at home while approaching the college authority and people entrusted with administrative duties. But we feel that unless and until this barrier between the students and the stake holders is lifted there shall be no ideal atmosphere for healthy execution of the teaching learning process. Moreover the rural-based learners need orientation regarding the ready-to-use infrastructure, teaching-learning facilities and the curriculum-social responsibility interface.

The Practice:

Vice Principal's interactive session introduced in March 2020 will be a continuous process keeping in view the behavioural vulnerability of the learners. Many new ideas could be gathered during the first practice. Students responded in large numbers while meeting them separately in manageable groups. They seemed to have that preparedness to share learning experiences and the vice principal too had some understanding of their extracurricular proficiency. Based on the feedbacks, some students were selected for the certificate course **Creative and Critical Thinking** conducted under B. K. Barua Study Centre. Necessary instructions were issued to the providers of support services such as the Canteen to improve their services to the students. The practice is expected to meet the objectives for which it was launched. i.e. reducing the gaps and correcting the lacuna for a healthy teaching learning environment.

Institutional Best Practice-II

Title: E-Learning cum Online Classes

Aims: To facilitate the use of e-learning in teaching learning and provide opportunity of Online Classes during the pandemic.

Context: The continuous advancement in the field of ICT and internet has made multiple modes of e-learning possible. The pandemic of Covid-19 rang the bell of practically use the ICT resources in form of E-Learning and Online classes. Dr.B.K.B. College being situated in rural societal set up, the exposure of e-learning and online classes is a boon at the same time challenge for the teaching-learning. The e-learning and ICT has been used in complementary way of teaching and learning. The pandemic has change the paradigm and exposure of Online teaching-learning to adopt and learn in regular basis.

Practice: Each Department of Dr.B.K.B College has conducted classes on online mode via Goggle classroom, Google Meet, Zoom Cloud Meeting and Whatsapp. The classes are conducted regularly via these online modes. The study materials and PPTs' are provided via Whatsapp group and email. The students apart from doing regular classes, has also submit assignments in online mode.

Evidence of Success and problem encounter: Such a practice help the students for continuing the studies in the time of pandemic and also help in creating interactive teaching learning. These practices also enrich the teaching learning process even in post pandemic times.

Though this practice has immense benefitted the teaching-learning community, the inadequacy of digital infrastructures has challenged such practice. Apart from the electricity and internet connectivity, it brought to light lack of inclusive education, scarcity of trained teachers etc.