2020-21

BEST PRACTICE 1

Title of the Practice: **Teaching Through Digital Platform**

Objectives of the Practice: The main objectives of the practice are to provide quality higher education to the students, to meet the challenges posed by the emergence of Covid 19 pandemic and to empower the students as well as teachers with new technology for garnering fruits for education and knowledge. During this time of health crisis, teaching through digital platform has been appropriate and effective mode of teaching learning process.

The Context: In the time of Covid 19 pandemic situation, teaching through digital platform has been the most potent and fruitful academic practice left before us. The traditional face-t-face class room teaching has been paralyzed and disrupted. The academic institutions have been closed or strictly regulated by SOPs for maintaining social distance, wearing masks and other Covid protocols. Through digital medium, the students could be reached and teaching -learning process could be run from home. This mode of teaching during this crisis ensures safety and security of all the stakeholders of teaching-learning process. It strengthens the teaching-learning process and consolidated the education system to face the challenges posed by the pandemic. It enables the education system to continue despite the emergence of health crisis in the form of Covid 19.

The Practice: The teaching through digital platform is a technology-based mode of teaching. Through technology generated platform, teaching-learning process is carried out in an effective way. There are a lot of software apps generated digital platforms like Zoom, GoogleMeet, Cisco Webex, Whatsapp etc installed in Computer and Smartphones are used in this mode of teaching. The software enables PC and Smartphones for enactment of the process. In this digital mode of teaching-learning, each student gets opportunity for expressing opinions, asking questions on the subjects, clarify doubts and confusions. Through this mode teachers deliver lectures, offer analysis through PPTs, photos, visuals, animations, and sharing various slides of data or information for making the presentations effective and fruitful. In addition, interaction among students and with teachers is also organized. It ensures clarity and confidence among students.

Evidence of Success: Though there were initially obstacles in this process of teaching through digital platform, it has proved to be a benchmark academic practice. The students as well as teachers have shown satisfaction in the practice. The practice becomes more effective and meaningful during lockdown due to Covid 19 pandemic. In such health crisis, this mode of teaching is not only an alternative left out, but the most feasible academic practice.

Problem Encountered and Resources Required: The major problem in digital mode of teaching-learning is the weak internet connectivity. Though all the network companies in India are claiming that they have already installed 4G network connectivity, yet the actual performance of the network companies are very irregular and fluctuating. Due to its inconsistent nature of communication, the digital mode of teaching-learning is sometimes limited in its effect. As online mode of teaching-learning is the safe alternative during this Covid 19 pandemic, so the college authority took initiatives in this regard so that internet connectivity should be strong for effective and fruitful teaching-learning process. Petition placed before the competent authority to ensure strong and resilient network. Another problem is that initially the teachers as well as students were not familiar with the technical know-how for digital mode of teaching. But slowly the teachers coped up with such problems and adapt themselves in this new mode of teaching-learning process.

BEST PRACTICE 2

Title of the Practice: **Interdisciplinary Teaching**

Objectives of the Practice: The interdisciplinary teaching offers a wide range of scope, a powerful learning experience and emphasizes integrative learning, critical thinking and creative problem solving. Through interdisciplinary teaching, students discover the value of integrating the study of various disciplines suitable to their long-standing interests. It transforms students into interdisciplinary thinkers, going beyond their specific subjects, who analytically and creatively embraces new ideas.

The Context: The modern higher education system is open ended and interdisciplinary in nature and approach. Using learning from different subjects and disciplines to explore a theme or an issue enriches the learning process. In this practice, the scope of students' knowledge is not only, enriched but also widened with new dimensions and approaches towards a subject or an issue. Again, interdisciplinary teaching provides knowledge orientation to face competitive and qualifying examinations for securing jobs or pursuing a career. It generates fresh interest among the students by breaking the monotony of subject specific teaching-learning processes.

The Practice: The interdisciplinary teaching is a mode of teaching where an additional routine is prepared, teachers from other departments or subjects are allotted for teaching. It is an additional mode of teaching with intention of widening students' range of knowledge, consolidating critical insights, providing solid foundation for advance critical thinking, enabling them strong perceptions and understanding. Morigaon College has 18 departments offering diverse areas of subjects across three streams of arts, science and commerce. For this practice of teaching, first of all, class management and teachers allotment are necessary. Accordingly, the IQAC makes arrangement and allotment of teachers and intimate to the departments. The interdisciplinary teaching is a lively method of teaching,

the students find themselves quite engaged, forgets the monotony of daily regular classes.

Evidence of Success: The students show remarkable critical understanding and perception exhibited in the interaction in their discipline specific class. As the interdisciplinary teaching breaks the monotony of daily discipline specific class, it gives students freshness and new impetus for study. It widens the students' range of perception expanding student's understanding. The students are found to be more active in taking their courses afresh and with renewed energy to understand the syllabi.

Problem Encountered and Resources Required: Initially, there was problems arising from schedule and time management. As there is fixed departmental routines, so new slots are to be allotted for the interdisciplinary classes. Again, the teachers initially a little bit hesitant to do the interdisciplinary classes. However, later it becomes a remarkable academic practice which not only gives the students a novel experience, but also the teachers can learn a lot from this practice, by interacting the students on different aspects of subjects.