

Best Practices of the Institution

Two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

Title of the Practice: Academic Doubt Clearing Day (ADCD)

Objectives of the Practice: The Academic Doubt Clearing Day (ADCD) is primarily crafted with students' best interests in mind. Its central aim is to enhance students' academic performance by providing them with direct solutions to any queries related to their courses. Thus, the different objectives of the practice are:

- To create a supportive learning space where students feel comfortable asking questions, seeking clarifications, and actively engaging in their studies.
- To help students remove any pre-examination anxieties they may have, ultimately enabling them to excel academically.
- To build students' confidence in their academic abilities by addressing their doubts and concerns.
- To encourage active participation, promoting a proactive approach to learning rather than passive consumption of information.
- To promote critical thinking among students and help in the overall holistic growth of the students.

The context:

Because of the sheer paucity of time and the intensity of the 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.

Practices:

The Academic Doubt Clearing Day, spearheaded by the IQAC, has been successfully implemented for the past four years. Annually, on a designated date, undergraduate students are encouraged to bring forth any queries or uncertainties

they may have regarding their courses or papers. Faculty members collaborate with them to address and resolve these doubts. Additionally, students are provided the option to submit their queries in advance via email or WhatsApp, allowing teachers to furnish them with supplementary materials if needed. This initiative was initially introduced on April 20, 2019.

Various rooms are allocated for different subjects, enabling students to approach the relevant teacher either individually or in small groups to discuss their academic concerns. A well-structured schedule for the Academic Doubt Clearing Day is shared with the students a day or two in advance to ensure its smooth operation. Each department keeps a record of participating students and gathers their valuable feedback.

In response to the surge of Covid-19 in 2020, the doubt-clearing sessions were conducted online, in platforms such as Google Classroom, WhatsApp, and Google Meet. Students were instructed to submit their doubts to teachers by uploading them on Google Classroom or through WhatsApp. For those interested, each department provided a Google Meet link for interactive sessions with teachers. This practice has proven to be effective in evaluating instructional methods and pinpointing areas for improvement in classroom delivery.

Evidence of Success:

The act of students seeking out their teachers to address even minor doubts is a significant measure of success in itself. It reflects their eagerness to learn and their commitment to achieving academic excellence. Additionally, it is to note that students indulging themselves in self-questioning and counterquestioning in regard to their doubts indicate their rigorous engagement in what they are learning and understanding. The feedback provided by students is invaluable, particularly when they express their satisfaction and enhanced understanding of the material. Their consistent requests for more doubt-clearing sessions further underscore the effectiveness and accomplishment of this practice.

Problems Encountered and Resources Required:

One notable challenge encountered is the limited turnout of students or their hesitancy in seeking clarification during the Academic Doubt Clearing Day practice. This lack of attendance strongly suggests a need for increased motivation among the students. The unavailability of essential reading materials emerged as a notable issue, impacting both educators and learners alike. Another significant hurdle is the constraint of time, which can potentially impede the thorough addressing of students' doubts.

2. Title of the Practice: Self Defence Training Camp for Girls' students

Objective of the Practice:

R.G.Baruah College is committed to empowering women in all aspects of their lives, instilling the confidence to navigate the world without hesitation. As part of this commitment, an annual Self Defence training camp is organized every year with objectives to:

- provide hands-on training in self-defence techniques to enhance personal safety and security
- develop a sense of self-assurance and empowerment among female students
- enable them to face challenges with resilience
- educate participants about their rights, boundaries, and ways to ensure their own safety
- encourage a holistic approach to well-being, emphasizing both physical fitness and mental strength
- develop skills in assessing and responding to different situations, promoting a proactive approach to personal safety.
- focus on practical scenarios that women may encounter in their daily lives and how to face them
- to help women take leadership roles and advocate for their own safety and the safety of others

The Context:

In light of the alarming rise in crimes against girls across the nation, the Women Studies Cell (WSC) of the college recognized the pressing need to contribute towards providing a sense of security and protection for these young women in society by organising self-defence training camps. They recognised how self-defence skills is a vital life skill that creates readiness for unforeseen circumstances. How it is a proactive step towards building a society where women are not just aware of their surroundings, but also prepared to face the unexpected.

Practices:

The Self-Defence Camp, an annual venture led by the Women Studies Cell (WSC) of Radha Govinda Baruah College, commenced in 2020 and has since proven to be a highly effective initiative. This seven-day training camp provides participants with comprehensive instruction about the practical and theoretical aspects of self-defence. It has become an essential component of our Women's Day Celebration, attracting female students from diverse

backgrounds. The classes are skilfully conducted by two seasoned experts in Tang Soo Do namely, Debojit Gogoi and Bornali Gogoi.

The inaugural year of the training program witnessed a significant surge in enrolment, with numerous female students eagerly registering. Their keen interest was well justified. Recognizing this enthusiasm, it was unanimously decided to extend and conduct the program annually. The students' demand for this initiative proved to be immensely valuable. During the initial day of the training, participants are introduced to fundamental skills followed by more advanced techniques. The instructors present real-life scenarios and demonstrate how to effectively address them. This hands-on approach helps participants not only understand the theoretical aspects but also gain practical experience in applying self-defence techniques.

Evidence of Success:

The surge in enrolment during the inaugural year and subsequent years is a clear indication of the program's popularity and effectiveness. Positive feedback and testimonials from the participants wherein participants express satisfaction and an improved understanding of self-defence techniques, further solidify the program's effectiveness. In recent times, the coverage of the program in local media indicates the program's impact and success. Of all, the fact that the training camp has been consistently conducted over the years underscores its enduring success and the value it brings to participants.

Problems Encountered and Resources Required:

- Encouraging students to actively participate in the training program can be challenging, as some may be hesitant to engage in physical activities or lack awareness of the importance of self-defence.
- Limited space, funding, access to appropriate training facilities, and availability of qualified instructors can impede the program's success.
- Coordinating the training sessions with students' academic schedules and other extracurricular activities can be difficult, leading to low attendance and participation.
- Without continued practice and reinforcement of skills, participants may forget what they've learned, making the training less effective in the long run.

