

**INTERNAL QUALITY ASSURANCE CELL (IQAC)
GOVERNMENT J. THANKIMA COLLEGE**

**2018-2019
ACADEMIC SESSION**

INSTITUTIONAL BEST PRACTICE

Best Practice 1:

1. Title of the Practice: Educational/Industrial/Field/Exposure Visit

2. Objectives of the Practice: Educational/Industrial/Field/Exposure Visits were arranged by the College for students with an objective:

- To provide students functional opportunity in different disciplines to help combine theoretical knowledge with practical knowledge, and utilize exposure visit as an educational tool to connect students to classroom concepts.
- To enable students to understand and to gain insight and knowledge of the courses through practical learning and practical working environment.
- To enable and enrich curriculum through exposure visits.
- To challenge the students and motivate them in their learning, and to provide an opportunity to interact with outside, and the special educators at the place of visit.
- To facilitate overall development of students, build leadership skills and confidence.

3. Context: Since theoretical knowledge is not enough for creating a good professional career, and with an aim to go beyond academics, field/exposure visit provides the student with practical perspective on the world of work. The program is initiated every academic session in resonance with the objectives of the visit. Exposure/ field visit sharpen their skills of observation and perception by utilizing all their senses. Students develop a positive attitude for learning, motivating them to develop connections between the theoretical concepts in the class room and what has been experienced. It gives them exposure to real life situations, different and new work practices, and practical experiences as opposed to possibly theoretical knowledge being taught in the classroom. Exposure visit provide an opportunity for students to develop increased perception, a greater vocabulary, and an increased interest in their current and future learning.

Exposure visits organized by Departments of the College are important training methodology as it enables the participants from a different setting to interact with and learn from other environment, allowing them to view practical/real life situations of successful integration of sustainable practices in fields visited.

4. Practice: Exposure Visits are organized yearly by the Departments, and huge improvement in students' academic and extracurricular activities is evident and yield positive outcome among students. Depending on the department, places of visit or exposure varies accordingly. Exposure/field visits undertaken during the reporting year are as follows:

- Joint Exposure/Educational Visit to Shillong and Guwahati by Department of Education and Pol. Science: 26 Core Students of Department of Mizo and Education went for an Exposure/Educational Visit to Shillong and Guwahati guided by Sir Ronald, Assistant Professor, Department of Management on 29th May- 3rd June, 2019. Don Bosco College and Museum, Air Force Museum, Ward's Lake, Umiam Lake, Elephant Falls, Umshiang Living Root Bridge were places visited in Shillong. Accoland Water Park in Guwahati was also visited during the Joint Exposure.
- Joint Exposure Visit to Gangtok, Sikkim by Dept. of Economics, History and Mizo on 15th- 25th June, 2019: 20 Core Students participated in the Exposure Visit guided by Dr.Lalzuiliana,

Associate Professor, Department of Economics. Places visited includes Gangtok Sports Stadium, Buddhist Monastery, Lake by the Chinese Border, Gangtok Waterfall, and Hong Kong Market.

- Personality Development programme at Holiday Palace, Sikkim on 15th April 2019 was organized by Dept. of Education. Ms. Lalhmangaihual, was the resource person, and motivational talk and importance of personality development was lectured in the program. The program was intended to help the students adopt positive thinking and right attitude. 45 students and 2 teachers participated.
- Exposure in Observance of Vigilance Awareness week organised by Vigilance department, Govt of Mizoram on 29th October, 2019 at Vanapa Hall. A number of 30 NSS volunteers and 6 Semester Education Core students participated in the event.
- Exposure Visit to Mizoram State Archive and Central Library, MZU on 21st September, 2018. 60 students from 3rd Semester, History, 3 teachers from Dept. of History and History Club Leaders, GJTC participated.
- Field Visit to Central Library, MZU and Mizoram Secretariat by Dept. of History and History Club leaders on 17th September, 2018. 80 students and 3 teachers from Dept. of History participated in the field visit.

The Exposure Visit help students understand the workforce and improve their prospects and attitude toward life and higher studies. The visit exposes students to new places, new environment and encourages creative and independent thought. They are exposed to a chance of travel and this exposure and first-hand knowledge of the works and sight of different environment and higher level of Institution outside the State gives them awareness on study programs and conquer intellectual challenges and develop a sense of achievement. The Exposure visit also exposes students to other cultures and backgrounds, builds initiative and leadership skills that can be used for life.

- 5. Evidence of Success:** As the main objective of the exposure /field visit is overall developing through practical learning, the exposure to local and outside state develops in students a new perspective and helps in evolving their overall personality. Apart from the educational agenda, the exposure/field visits also provide an opportunity to students to evolve and be on their own which helps make them independent interactions with people and places outside helps improve communication skills and makes them more accommodating.

The Field visit helps in clearing the concepts & results in more effective learning. It also helps in application of ideas, theories & knowledge which ensure competence. Discussing during the visit help the students to find solutions to real life problems and makes them innovative. The visits were enjoyable, with the benefit of retention. The yearly program of exposure visits have yielded positive results among students, and huge improvement in students' academics and extracurricular activities is also evident. Watching or learning from others on the spot through exposure visit explores new possibilities that make the mental ability of the students more receptive to their new ways of thinking, and many of these lessons come from their new experiences through the visits.

- 6. Problems Encountered:** No major problems encountered during the exposure/field visits. But it is imperative that teachers prepare the students for the field trip in order to maintain a level of control during these visits that often, the teacher's biggest problem was losing control of the students upon arrival at the venue, students were often disoriented resulting in excited, explorative, and unrestrained behaviour.

Best Practice 2:

1. Title of the Practice: Remedial Coaching Class

2. Objectives of the Practice: Remedial Coaching Classes are arranged with a view to improve the academic skills and linguistic proficiency of the students in various subjects as well as imparting basic computer skills and knowledge. As a course meant to make up for the deficiency of slow learners especially from the disadvantaged groups, the Institution has provided Remedial Coaching Classes with a view to address the deficiencies of the learners so that they would stand on equal footing with their classmates. Since, the majority of students enrolled in the Institution belonged to ST and SC category and being hailed from a rural background their academic quality does not match the students from the urban areas, therefore, the Institution arranged remedial coaching classes to increase their academic skill and faculty of comprehension.

3. The Context: The performance of the students in examination has been mostly at a mediocre level. A closer study of the fact revealed that the majority of the students belonged to SC and ST category and were being deprived of an educational ambience since they were hailed from a rural background. It was also observed that they have passed their higher secondary school education with lower marks since they were poor in comprehension skill and even lack the basic knowledge to understand their lessons. In this context, there is a dire necessity to identify slow and under average learners and provide motivation, additional information and coaching through remedial class to achieve higher goals.

4. The Practice: Remedial Coaching Class has been arranged by the Remedial Coaching Committee. At the beginning of every academic session the The Remedial Coaching Committee prepares a plan of action for conducting remedial classes. The plan may include identifying slow and under average learners as well as those having lesser skills in computer application. Knowledge of computer application has been given importance since students have to be equipped with at least a basic computer skill and knowledge to learn and complete their assignments. Motivational talks were also arranged for those securing lesser marks in examinations as well as for the repeaters and having backlog papers.

The slow learners were identified after analysing the marks scored in the first internal evaluation and the first home assignment given. Based on this data the Remedial Coaching Committee prepare the list of students to avail remedial coaching classes and issues circulars for the same. Unless otherwise given exemption by the Committee, attending Remedial Classes was compulsory for the selected students.

Remedial Classes were arranged after the daily regular classes and was incorporated in the daily routine. Computer classes were conducted alternately in class wise after the remedial classes from Monday to Friday.

5. Evidence of Success: The practice of arranging remedial coaching class has proved to be beneficial for the students since the marks secured in internal evaluation by those attending the coaching classes have improved. Even though the marks scored by the students in external evaluation may not be high, the number of failures is lesser than perceived. Hence, remedial coaching classes has a direct and desired effect on the students.

Another positive result of remedial coaching is the acquirement of computer skill and knowledge by the students. Since, many students do not possess the advantage of owing a computer or learning computer application in an institute, they are faced with many difficulties while writing assignments and collecting reading materials. With the skills they acquired through remedial coaching classes such problems stated earlier were not only addressed but they can also access the internet through the computer centre for collecting and gaining information, knowledge and learning resources.

6. Problems Encountered and Resources Required: The main issue faced in arranging remedial coaching class was the diminishing attendance. Even though the coaching class was incorporated in the daily class routine with the notice of being compulsory for selected students, the number of attendances however diminishes since the classes were usually conducted after the regular classes which led the students to consider the class as an additional burden.

Students also perceived the coaching classes as a programme that divides students into classes based on their academic capacity. Hence, even with motivational talks arranged to encourage the students, they are not eager nor enthusiastic to attend the program.

In order to overcome the hurdles and attract the students to attend remedial coaching services the institution provides refreshments so that they would be refreshed and active. Hence, strengthening the remedial coaching services with additional financial assistance would significantly contributes to the success and benefits of the leaners.