

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

**2019-2020
ACADEMIC SESSION**

**BEST PRACTICE 1
MENTORING PROGRAM**

1. Title of Practice: Mentoring Program

2. Objective of the Practice:

- Mentoring Program is taken up by the Institution through the Mentoring Program Committee (MPC) with an objective:
 - To ensure overall development of student's personality, and Academic performance.
 - To ensure and enable teacher/mentor to address issues and problems faced by the students mentally, personally and academically through the Mentoring Program.
 - To help identify weak and slow learners through the Program, and enable all department teachers to assist the students in improving their performance.
 - To have students reflect on the lessons learned, and problems they encounter so that Mentors may be able to address these issues and tackle them to the best possible means through the mentoring program.

3. The Context:

- The Mentoring program undertaken by all Department as suggested by the Mentoring Program Committee (MPC) helps to identify weak and slow learners, and it enables all department teachers to assist the students in improving their performance, and helps in determining their career aspirations, and Mentors work with students through the mentoring program to achieve them.
- Through monitoring students' academic performance, tests and exams, the weakness and potential of students is brought out and guidance are given accordingly.
- Through the Mentoring Program, weak and slow learners, and students with financial problems, family and personal problems are identified, and each department teachers took initiative in addressing the issue by providing guidance and counselling.
- Remedial classes and reading materials are also disseminated to the students. Other necessary measures are also taken up to address the need of the students which are identified through the Program.

4. The Practice:

- Mentoring is monitored by Mentoring Program Committee and during the academic session, every faculty of each department is allotted a mentee. Issues or problems are discussed, and addressed in the mentoring classes. Mentoring program is set for each Semester with the collaborative effort of the Mentoring Programme Committee (MPC).
- Mentoring is conducted where Issues or problems are discussed, and addressed. Mentoring program is conducted at 3:30-4:30 pm during the reporting year.
- Review of Students progress are monitored in the Mentoring Program. Through the Program students work individually with their mentors and this gives the mentees opportunity to expand upon what is learned in classes, and are able to discuss problems they encountered. The mentor works with each student to set individual goals and to develop skills to meet these goals. The key practice is providing guidance and constructive feedback to the mentees.
- Mentoring feedback form is prepared by MPC which is employed by all Departments to check on the status and conditions of their mentee. Through the feedback form, mentors are able to learn the

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- status of their mentee, and their reflection from the feedback enables the mentees to see what is missing and where the need for improvement lies. Students with financial weakness are identified and measures are taken up by Departments, and free reading materials are also provided to students who does not belong to the creamy layers of society.
- Academic Counselling is given to the learners through the Program. Review of Students progress are monitored in the Program. The Program help to identify weak and slow learners, and it enable the teachers to assist the students in improving their performance. Students with backlog papers are identified and addressed by the mentees.
- Register/Mentoring Dairy is maintained by the Teachers to keep students' record, progress and problems encountered.
- Mentoring Analysis by MPC is undertaken during the academic year, and the performance of Mentoring through the analysis is an indicator of the success rate of the program.
- As per the resolution of General Staff Committee Meeting held on 14th January, 2020 the following Teachers are appointed as Mentor of students shown against their name:

**LISTS OF MENTORS & MENTEE
(January, 2020)**

II SEMESTER B.A & BBA

Sl.no	Name of Mentor	Designation & Department	Mentee
1	Dr. Diana Zorinsangi	Asst. Professor Department of Education	Roll number 1-26
2	Lalbiaknii Hmar	Asso. Professor Department of Pol. Science	Roll number 27-51
3	Lalrinfeli	Asso. Professor Department of Economics	Roll number 52-76
4	Dr. Lalthansangi Ralte	Asst. Professor Department of English	Roll number 77-102
5	R. Lalbiakluangi	Asso. Professor Department of History	Roll number 103-130
6	C. Vanlalruati	Asso. Professor Department of History	Roll number 131-153
7	Lalhmunsiami Khiangte	Asso. Professor Department of English	Roll number 154-178
8	Sainghlingiani Sailo	Asst. Professor Department of Mizo	Roll number 179-204
9	Ruth VL. Rinpuui	Asst. Professor Department of English	Roll number 205-230
10	Zairemtluangi	Asso. Professor Dept. of Education	Roll number 231-257
11	Dr. Josephine Lalrindiki	Asst. Professor Department of Management	Roll number 1-15 BBA

IV SEMESTER B.A & BBA

Sl.no	Name of Mentor	Designation & Department	Mentee
1	Dr. Lalrinkimi Pachuau	Asst. Professor Department of Economics	Roll number 1-22
2	Zodinsangi	Asso. Professor Department of Education	Roll number 23-44

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3	Janet Sangkungi Pachuau	Asst. Professor Department of History	Roll number 45-66
4	Lalthanchami Khiangte	Asst. Professor Department of History	Roll number 67-89
5	Sangrozami	Asso. Professor Department of Mizo	Roll number 90-120
6	Lalrinsangi Ralte	Asso. Professor Department of English	Roll number 121-133
7	Brenda Laldingliani Sailo	Asst. Professor Department of English	Roll number 134-154
8	C. Lalbiakdika	Asst. Professor Department of Management	Roll number 1-10 (BBA)

VI SEMESTER B.A (CORE)

Sl.no	Name of Mentor	Designation & Department	Mentee
1	Lalmuanpuia	Asso. Professor Department of Economics	Economics Core 16 students
2	Prof. C. Lalremruata	Professor Department of Education	Education Core 18 students
3	Vanlalruati	Asso. Professor Department of Education	Education Core 16 students
4	Rebecca Khiangte	Asso. Professor Department of History	History Core 33 students
5	Lalringzuali	Asso. Professor Department of Political	Pol. Science Core 20 students
6	Maria Lalremruati	Asso. Professor Department of English	English Core 12 students
7	F. Sangvuana	Asst. Professor Department of Mizo	Mizo Core 35 students

5. Evidence of Success:

- The Mentoring Program is useful and beneficial for both mentor and mentee. It ensures and enabled teacher/mentor to address issues and problems faced by the students mentally, personally and academically.
- Through the Mentoring Program, Students are more open to share their problems, and this way teachers are more likely to identify the problems faced by the students, and the practice have yielded progressive results in students' performance and personality.
- Apart from the academic, some of the mentees opened up with their personal problems including their home and financial issues which are addressed to the best possible means.
- The Program has yielded positive learning attitudes that support and improve the performance of students, and help students keep their motivation academically and personally.
- The Mentoring Program builds students' attitudes and dispositions toward learning, an important driver of students' educational achievements.
- Since developing strong learning attitude is fundamental if students are to remain focused and motivated in difficult learning environments, and Mentoring Program therefore is one of the key to address the main difficulties that students encounter.

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6. Problems encountered:

- Through the Mentoring Program, students with academic and financial problems are identified. Mentors from the Department who have encountered with such problem faced by the mentees are addressed to the best possible means.
- Students Aid that can be provided by the Institution should be made more resourceful and open through the Mentoring Problem, since it is difficult for certain students to open up about their problems on general basis.

**BEST PRACTICE 2
ORGANIZING INVITED LECTURE**

1. Title of the Practice: Organizing Invited Lectures

2. Objectives of the Practice: Invited Lectures/Engaging experts is of great importance and the objective is to allow the students an opportunity to view their studies from a different point of view, while also gaining practical knowledge, giving students a more pragmatic approach toward their studies. Inviting lectures from experts will help not only students but teachers gain knowledge in a specific field through experiential practices.

3. Context: Invited Lecture can be an important experience for students, and Guest speakers expose students to real-world life experiences from the context of the workplace, and students get to experience the insights and perspective of an expert who is in their field of expertise. It is also interesting and motivating for students have new faces and new environment in the teaching-learning process. Invited Lecture provides several positive benefits to the classroom and serves as a pedagogical tool. Guest speakers can encourage an active learning environment and students are prompted to use critical thinking and provide an additional benefit from hearing how to apply theoretical concepts to which they are being exposed. Invited lectures may also help students improve their learning in a more interactive, topic specific way. It can be very helpful not only for the students, but can also contribute to the teacher's knowledge and practice, and can be used to make classes more approachable and appealing to students.

4. Practice:

- Invited Lectures organized for the benefit of students by the Departments during the reporting year is given below:
- **Department of History:** The Department organized two Invited Lectures during 2019-2020. The first Invited Lecture was organized on the theme “Our Heritage, Our Future” on 14th August, 2019 at Bawngkawn Chhim Veng YMA Hall. Prof. Malsawmliana, Dept. of History, Govt. T. Romana College was the resource person. The second Invited Lecture was organized on the theme “Environmental Education: Issues and Challenges” on 24th February, 2020. The resource person was Mr. Vanlalpeka, Ph. D scholar, Department of Environmental Science, Mizoram University.
- **Department of English:** The Department organized a Series of Eight (8) Invited lectures pertaining to Writing and Spoken English Language during September- October, 2019. Resource person, Dr. Lalsangpuui, Assistant Professor, Dept. of English, ICFAI University, Mizoram Campus was the resource person and delivered eight lectures with practice learning and activities:
 - Lecture on Introduction to Phonetics on 20th Sept, 2019
 - Lecture and Activities on English Speaking on 24th Sept, 2019

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- Lecture on “English Language: A Language of the World 30th Sept, 2019
 - Lecture and Group Discussion on Beef Ban in India on 7th Oct, 2019
 - Lecture on “Speaking the English Language” on 11th Oct, 2019
 - Lecture and Activities on Speaking English on 14th Oct, 2019
 - Lecture on “Writing the English Language” on 18th Oct, 2019
 - Activities on Writing English on 21st Oct, 2019
- **Department of Mizo:** The Department organized Invited Lecture on “Theory of Literature” on 22nd-23rd October, 2019 at the College. Mr. H. Laldinmawia, Assistant Professor, Pachhunga University College was the resource person.
- **Department of Political Science:** Organized Invited Lecture on “Role of Women in Mizoram Freedom Movement” on 25th September, 2019. Captain C. Zama, Ex MNA was the resource person, and a total of 150 students participated in the event.
- **Department of Education:** Organized Invited lecture on globalization of Education (Paper XI, Development of Educational Thought) on 1st February, 2019. Mr. Lalrammawia Tochwawng, Assistant Professor, Dept. of Education, MZU was the Resource Person.

5. Evidence of Success:

- Invited lectures organized by the Departments inspire and motivate students to elevate their knowledge. The guest speakers provide specific knowledge, personal-level comprehension, and it motivates students to actively participate in the classroom with a different person.
- It has been as helpful to students and the teachers in understanding topics and subjects taught by subject experts. Guest speakers/experts also impact teachers as well as students, in the most beneficial way possible to improve knowledge and it is academically enriching. It also helps students retain more easily what is taught in class.
- As the objective implies, the invited lectures organized by the Departments assist in gaining practical knowledge, giving students a more pragmatic approach toward their studies, and helped both students and teachers gain knowledge in a specific field through experiential practices.

6. Problems Encountered:

- No major problems encountered. But there may be a bit of a problem with time constraint when Inviting lectures/Resource persons from outside, and is often expensive as compared to the conventional/regular classroom teachings.

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**BEST PRACTICE 3
STUDENTS' SEMINAR/WORKSHOP**

1. Title of the Practice: Student's Seminar/Workshop

2. Objectives of the Practice:

- Students Seminar and workshop is organized by the Departments with an objective to:
- Develop students' learners' speaking and discussion skills.
- Develop students' leadership abilities.
- Develop students' research skills.
- Increase students' vocabulary and knowledge, improve reading and listening comprehension.
- Develop learners' autonomy, & build confidence to use English language for oral communicative purposes.
- It also to develop the emotional stability among the participants of seminar, and to acquire a good manner of putting questions and to answer the questions of others effectively.
- To increase in the level of participation, and knowledge of Emotional Intelligence

3. Context:

- Organizing Students' Seminars/workshops provide a chance to interact effectively with their peers and experts from specific field. Discussing about relevant topics of the particular subject, students tend to learn about the latest information and new skills related to the concerned subject. Students' participation in seminars and workshop organized by the Departments led to more interactive mode of the students by working with teachers through group work, peer feedback and presentation.
- These seminars/workshop advocate and support experiential learning where students are contributors and active participants. Students' perceptions about the value of implementing seminars as a teaching and an assessment method improves their performance and confidence. Conducting seminars for the purpose of education engage students/participants in the discussion of an academic subject for the aim of gaining a better insight into the subject.
- Students' Seminar combines interactive lectures with actual, demonstration of examples from real life, work in groups, discussions. Students are viewed as contributors by bringing their experience, identity, and values into the learning and teaching process during the Seminars It create opportunities for experience in which students interact, form and reflect on their knowledge with the help of teachers working as facilitators and guides, which in turn supports students 'active engagement.

4. The Practice:

- Students' Seminar and Workshop is part of the teaching-learning process which has been advocated by the Departments every academic year. Apart from the students' seminar/workshop organized, students were also exposed to Symposium/workshops meant for teachers and students. Following are the Students Seminar/Workshop organized during the reporting year:

Department of Economics-

- The Department of Economics organized Students' Seminar on Indian planning, strategy, achievements and failures was organized by the Department on 25th July, 2019
- Students' Seminar on Indian Economy was organized by the Department at the College on 16th-23rd July, 2019.

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Department of Education-

- The Department organized RUSA sponsored ‘Lecture Series on Entrepreneurship’ (entrepreneurship education and skill) on 6th February, 2020 at the College Conference Hall.
- Ms. Lalmangaihzuali, Alumni 2008 batch, a 4th Rank holder in Education, UG Exam under MZU, and Senior Gold Director, Oriflame, Aizawl was invited to demonstrate and talk on Entrepreneurship with an aim to provide students with the knowledge, skills and motivation, and to encourage entrepreneurial success among students in a variety of settings 30 students and 2 teachers participated in the Workshop.

Department of English-

- The Department in Collaboration with the Literature Club of the College organized Workshop cum Creative Writing/Poetry Writing and Arts Competition on 31st October, 2019 at the College Campus. Any interested Student was given an opportunity to share views and opinions on Literature and Writings of different genre on the forenoon of the Competition which serve the purpose of an active and vibrant seminar. Office Bearers of City College Literature Club were also invited, who also shared their views and opinions on Mizo Youth, Literature and Writings.
- Symposium/Seminar on ‘Interpretation of Mizo Culture in Literature’ organized by Mizoram English Literary Society (MIELS) at PUC on 4th September, 2019. 4 Faculty and 11 Core Students participated in the program. Students and faculty were active participants at the Seminar, sharing their views and queries pertaining to the papers presented at the program.

Department of History-

- The Department organized Student’s Seminar 2019 on the theme “**Historiography and Development of History Writing**” at College Conference Hall during 15th – 16th October, 2019. 30 students from V Semester History Core presented seminar paper and 5 teachers are participated as moderator in this programme.
- The Department and Eco Club organized Student’s Competition/Presentation 2020 on the theme “**Environmental Education: issues and challenges**” at College Campus during 4th -16th March, 2020. 100 students from IV Semester FC/Environmental Studies participated in the Group presentation and 2 teachers were participated as Moderator.

5. Evidence of Success:

- Organizing Students’ Seminars during the Academic year helps to increase the level of students’ participation which develop students’-learners’ speaking and discussion skills, leadership abilities, and develop students’ research skills with the inclusion of increasing their vocabulary and subject knowledge.
- Students’ participation in the seminar showcases their talent, and these activities allow the students to express their creative abilities and enabled them to learn about their hidden skills through their participation. They are even able to easily interact with and ask their queries. It is evident that Students’ seminar stimulates their thinking power and develops cooperation with others, and develops great instructional values.
- Students’ perceptions about the value of implementing seminars as a teaching and an assessment method improves their performance and confidence. The practical implication and implementation of seminar enriched their classroom learning and educe responsibility to their learning. It improving students’ skills not only in knowledge, but improved students’ search, presentation, interpretation and communication skills, and thus promoted their self-regulated learning.
- Students’ Seminars is successful in yielding positive effects in enriching their knowledge and skills. The Students’ Seminars was utilized in a variety of ways as a tool for teaching, assessment, evaluation, and support providing an opportunity to explore a topic in depth. Their communication,

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management and presentation skills are improved through presentation, facilitating and attending seminars. Students' feedback was highly responsive and positive, and students showed extraordinary performance in their seminars and discussions.

6. Problems Encountered:

- No major problems encountered. But Seminar cannot be organized on all the content of subject matter. Organizing seminars can also be time consuming and students tend to be hesitant and tensions build up at the initial stage in presenting papers due their inexperience and inconfidence, but wades off once they started participating.