

**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, Sihhmui on 15th April 2019 was organized by Dept. of Education. Ms. Lalhmangaihzuali, 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.

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**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.

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**BEST PRACTICE 1
UTILIZATION OF ICT AND ONLINE CLASSES**

Title of the Practice: Utilization of ICT and Online Classes

Objectives of the practice: Due to the current global health emergency, the daily routine and learning habits have probably been disrupted enormously. The inability to continue with the conventional mode of teaching after March, 2020, faculties are compelled to continue with online mode of teaching. The Institution and faculties aim at restructuring the system of teaching-learning method. Hence, online classes have been integrated into existing academic structure and process. Time Table was sorted by AEC for the convenience of conducting online classes, and classes were conducted accordingly in these unprecedented times so as to achieve and accomplish certain pre-defined, pre-existing learning goals. The objective is student-centric and in tandem with the college teaching norms:

- Online classes for the overall benefit of the students- i.e., making use of online tools for effective learning and effective time management during the pandemic.
- To Incorporate ICT at the Internal as well as External Activities.
- To engage and monitor students with their studies while staying at home by maintaining connectivity through these online portals.
- Completion of the courses in each paper by providing online lectures and supply of the necessary study materials.
- Since Online education and online learning is at present recognized as core to every higher study and academic continuity, faculty and the institution is focussed to excel in that area.

The Context: The purpose of online classes was to upgrade students learning ability, and these online portals have made it possible for the students to keep in touch with the teachers and provide instant feedback. The Institution is committed to helping the students have positive learning experiences, whether online or in the classrooms.

- ICT has been incorporated successfully in every class by all faculty of the College which is a huge advancement since the pandemic outbreak. Utilization of ICT is incorporated successfully not only for teaching-learning process, but also utilized meaningfully for serving the purpose of internal and external activities like organizing Webinar at the College, State, National and International Level.
- The effectiveness of online learning at the initial stage of the pandemic have been hindered, in some cases, by the lack of basic digital skills among certain students and teachers, making them unprepared to adapt to the new situation so abruptly. But, with time and ICT training for the teachers organized by the Institution, positive result is yielded.

The Practice: Online Teaching was conducted through lecture, audio visuals, power point presentations, and zoom/google classroom was utilized to the maximum. Attendance was regularly maintained by teachers during online classes to monitor students' performance.

- A new innovative step was taken by the Institution by introducing the **Learning Management System (LMS)** to simplify the new mode of teaching during the Pandemic. Study Materials and Video lectures was uploaded in the **LMS** for student to access in their own free time, and seldom utilized for reading and studying during class hours. Test were also conducted by some faculty through the **LMS**.
- During the month of October- December, 2020, more than **300** reading Materials and Videos were uploaded in the **LMS** by Faculty of the College.
- Home Assignments were submitted by the students through online mode. Solved MCQS of previous year's papers was provided by all Departments to the students through WhatsApp messenger in the form of Microsoft word documents and pdfs. Study materials were provided on a regular basis, on

relevant topics, as part of the teaching-learning process through online portals from 18th March, 2020 till date.

- Apart from E Books, E Text Audio, Video clips were sent through Students WhatsApp Group which provides opportunity to listen (available in E Text Audio) to their text books. The video clips and Video Records sent online, pertaining to their syllabus has helped them to have visual memory giving them a deeper insight and understanding of their lessons, not to mention the excitement and interest instilled as compared to the conventional mode of Study.
- Online system was beneficially utilized for conduction Mentoring Programs, Parents-Teachers Meet to address the academic, financial, physical and mental needs of the students, and other issues which may be encountered during the covid crisis.
- ICT was successfully and conveniently incorporated for organizing Webinars and Extension Programs at the College, State, National and International Level Some of the programs may be highlighted:
 - **International Webinar** on ‘The Politics of Space and Belonging’ on 7th -9th August, 2020, organized by Govt. J. Thankima College.
 - **Resource Persons:**
 - Dr. Josephine Kipgen, teaching at University of Wisconsin - Eau Claire spoke on “Feminist Perspectives and Discourses on the Body and Physical Appearance.
 - Prof. Joy LK. Pachuau of JNU gave a lecture on “Space and Belonging in Mizo History”.
 - Prof. KC Baral, former Pro-Vice Chancellor of EFL University, spoke on “Culture and Identity: A Mizo Story”. He also spoke of the trans-cultural nature of Christianity and of the various mutations on Mizo Christianity.
 - **National Webinar** on Cross Cultural Translation on 3rd October, 2020 organized by the Department of English, Govt. J. Thankima.
 - Resource Persons: Prof. GJV Prasad of Jawaharlal Nehru University spoke on “The World in/of Translation”.
 - Prof. Margaret L. Pachuau, Dept. of English, Mizoram University spoke on “Translation: The Mizo Narrative”.
 - Departmental and Institutional meetings were conductively organized online during Lockdown.

Evidence of Success: Though at the initial stage, utilizing ICT as the core component of the teaching- learning process was at the same time challenging, it had caused much tensions among teachers and students. And since both faculty and students were mandated to adapt to the new system, mutual effort was given where teachers not too familiar with ICT were given hands on training at the College, yielding a positive outcome.

- The success of incorporating ICT in the teaching learning process is evident in the student’s examination result of 2021 with 100% pass percentage in the 2nd Semester, 100% in 4th Semester and 92.97% in the 6th Semester respectively.
- Students are seen to have benefited from the online classes, and the new mode of learning to a great extend has opened an opportunity of practical utilization of ICT. Students submit their Assignments online; test were conducted more frequently via online. Zoom classes/google classes, evaluation programs are regularly monitored where there is more participation on the side of the students which engaged the students personally and are more involved.
- All unfinished courses amidst classroom teaching suspension (due to Covid-19) were covered through online classes by each concerned teacher of all Departments. The online classes have raised the intensity and diversity of the teaching platform, which have allowed for the improvement of the faculties in their teaching methods; in venturing out the modes and means, further broadening the feedback mechanism of each and every teaching experience instantly by the students for both the benefit of the teacher and the learner.
- Online Class improve user-accessibility and time flexibility to engage learners in the learning process. It enabled students and teachers to handle different learning managements.
- Students have the advantage of visual and audio learning which help improve learning on multiple levels. Online learning has shown to increase retention of information in the students. Providing

video, audio, reading, and interactive content can make a course more engaging. It also improves the accessibility of a course.

- Online classes and utilization of ICT imposed by the pandemic, on a lighter perspective, improves the technical skills of Teachers and students. It helps students develop technical skills and strategies they need to pursue their future educational and professional goals.

Problems Encountered: Though Online Education may have a number of benefits, however, there are also problems and challenges to overcome:

- Though online education may have the potential to be an opportunity for students, providing a great amount of flexibility, there is a drawback that it may to a great extent be difficult to keep students engaged, which plays a huge factor in students' success.
- While network operations have mainly been successful to maintain services and efficiently utilise pre-existing capacity during phases of lockdown, there are still geographical areas that are underserved, especially in rural and remote areas and among low-income groups.
- Some teachers and students might also have struggled to adapt to online teaching so abruptly due to a lack of adequate digital skills at the initial stage. The effectiveness of ICT for learning purposes depends considerably on the digital competencies of teachers and on whether technology is incorporated into pedagogical practice in an effective manner.
- Online examination has produced lack of integrity and lack of morality among students, and at some point, the quality of learning among students seems to have dwindled.
- To fulfil teaching obligations to students, online or remote teaching has created teething problems in terms of getting used to technology, loss of face-to-face contact and in certain disciplines the ability to access essential facilities such as the library, and some students' situations may not currently be conducive to study.

BEST PRACTICE 2

GREEN INITIATIVE BY NSS, ECO CLUB & RBC

Title of the Practice: Green Initiative by NSS, ECO Club, Beautification Committee

Objectives of the Practice: The Objectives of the Green Initiative undertaken by the NSS, Eco club and RBC is to increasing understanding and awareness of environmental concerns, to work to gather sustainable and healthy college environment, to make students understand environment and environmental problems, to enhance environmental-friendly Campus, to involve students in action-based program to environment.

The Context: The NSS, Eco Club and RBC works to promote participation towards the conservation and sustainability of the environment. Green Initiative and Environmental Program is taken up and work to address environmental issues and challenges at the College level, and Programs are implement related to the environment. Programs are also initiated to empower students to participate and take up meaningful environmental activities. The Clubs reach out to influence, engage teachers and students and communities to promote sound environmental behaviour. Initiatives are undertaken to empower teachers, staffs and students to explore environmental concepts and actions beyond the confines of a syllabus or curriculum.

The Practice: The NSS, Eco Club and RBC have conducted varied activities such as Tree Plantation, Planting flowers and plants, campaign on waste management, plantation drive, waste segregation, and value based environmental programs. Green Initiative has been taken up and build attitudes to help acquire a set of values and feelings of concern for the environment, and motivates for active participation in environmental improvement and protection. Quite a number of initiatives and actions in pertinence to the environment has been taken up by the NSS, Eco Club and Beautification Committee:

- Tree Plantation at the College Campus by NSS Unit, GJTC Unit on 12th June, 2020. 50 Trees were planted.
- Plantation of 50 Banana Trees at the College Campus on 17th March, 2021 by NSS Unit, GJTC.
- Plantation of Plants and Bougainvillea by Beautification Committee on 6th July, 2020.
- Weeding and Mass Cleaning of the College Campus initiated by RBC with fund aided by all Teaching Faculty and Non-Teaching Staffs (amounting to Rs.13,200/-) on 23rd -24th February, 2021.
- Participated in the State Level Online Article Writing Competition for College Eco Clubs” in Observance of World Ozone Day 2020 on 16th September, 2020 which was organized by Mizoram ENVIS Hub & MPCB. Two Eco Club members David K. Lalmalsawma (English Core) & Rochungnunga (Economics Core) participated at the event and won 1st & 2nd Prize respectively.
- Eco Club organized “State Level Online Awareness Campaign on Waste Management” on 21st December, 2020 in collaboration with MPBC and Mizoram ENVIS Hub.
- Eco Club introduced a Model of Eco-Friendly Classroom at History Department Classroom during 15th-17th March, 2021. Sixteen (16) Eco Club Members and Two (2) Green Teachers participated.
- Organized National Nature Camp 2020-2021 sponsored by Ministry of Environment, Forest and Climate Change, Govt. of India on 19th 21st March, 2021 at Dampa Tiger Reserve, Teirei, Mamit District, Mizoram. 50 Eco Club members, five teachers and two non-teaching staff participated
- Tree Plantation Programme in observance of Green Mizoram Day, 11th June, 2021 at the College Campus. Principal & Staff, NSS POs, Eco Club Green Leaders participated.

Evidence of Success: Implementation of values-based environmental programs, plantation within the College and community by the NSS, Eco Club, and RBC yields positive outcome for the College Environment, teachers, staffs and students. The Campus has become more environmental-friendly, greener, and all have become more aware of environmental issues and their responsibility. With their initiatives, it has become more “mainstream” among the College community to talk about

conservation, plantation, and sustainability of environment. Students have also become more environmental educated, and are seen to be more litter aware, and using the bins more effectively. The success also lies in the fact that students have become more interested about their resource and about the College and its environment.

Problems Encountered: No Major problems encountered.