

INSTITUTIONAL BEST PRACTICE – 1

Title of Best Practice:

Remedial Class and Tutorials for Weaker Students

Objective:

- To identify the problems of the students and working it out with the Teacher
- To bridge the gap between the weaker learners and normal learners
- To monitor the weaker students towards better results and excellence

The Context:

Slow or weaker learners have the difficulty in keeping up with the normal classroom teaching as their IQ is low and their understanding is slow compared to the normal learners. Many times during normal classroom teaching in likelihood, they are overlooked by the teacher as they do not have learning disability. Such student, when left unattended separately tend to drop out of college and as a result give up their studies and education altogether. Lamka College fully acknowledges the fact that Learning is a life-long process and that each individual learner should be given the equal opportunity for consistent growth in his or her life. Lamka College objectifies this principle by way of creating and arranging remedial / special classes and tutorials for the weaker students for each subject so that they can also perform well in the exams. Remedial classes and tutorials are an extra-mile endeavours by the teachers apart from their normal teaching classes.

The Practice:

The targeted students are those who could not attend the College regularly and those who could not make up 50% marks in the internal examinations conducted by the College. The remedial classes and tutorials are usually organised after the end of normal classes and one to two weeks before the end-semester or the annual examination conducted by the Manipur University.

Evidence of the practice:

Great improvement is seen in the student's exam result after conducting the remedial classes. The good results of the students in exams and the overall results of the College reflect the success of the practice.

Problems Encountered and Resources Required:

One of the biggest problems faced by Lamka College is the huge insufficiency of Teachers. The College is now barely managing with 17 teachers including Principal in-charge with only 6 normal departments. The College has recently given a petition to the government to increase the subjects and departments in the College. For example, the popular subjects like Sociology, Geography and Commerce stream are yet to be inducted in the College. The College requires more teaching and non-teaching staff to meet the academic requirements of the College in a tribal area like Lamka.

INSTITUTIONAL BEST PRACTICE – 2

Title of Best Practice:

Developing Social responsibility through Community Activities

Objective:

- To create an awareness towards a sense of social responsibility by visiting charity care centre and shelter homes for orphanage children within the community.
- To play the role of ‘being a blessing for others’ especially to those socially and educationally are underprivileged groups of children.
- To make students a responsible citizen of the nation and bring about holistic development of the student.
- To transform the valuable talents and capability of the youth to serve the society

The Context:

Building and developing the passion for social responsibility is one of the vision objective of the college. The College makes the students and staffs aware of the obligation to the society, especially the weaker section. Practical knowledge of life is gained only when the students experience different life situations in the society around them. Education is incomplete just by acquiring knowledge and obtaining degree without sense of social responsibility and benefitting the masses. Instilling social responsibility in a student helps him to realize his potential and turn it to his own benefit and to the benefit of the society he/she lives.

The Practice:

The College has a student welfare committee and the NSS (National Service Schemes), the Youth Red Cross Club who takes the initiative for the activities. First Aid awareness programmes are given to students, who in turn disseminate it to the community they live in. Visits to orphanage homes and other care centres are carried out by the teachers and students so that the passion for social responsibility and self-less service attitude develop among the students towards the community.

Evidence of the practice:

The College team on visiting two NGO shelter homes for Children such as ‘Happiness Home’, a shelter home for Children with HIV-AIDS infected and ‘Only Grace Home’, a shelter home for orphanage children run by the Zomi Mothers Association has great impact on the lives of students. During such visits the College team does charity work by giving food items and learning materials to those children in the shelter homes. Funds for this activity outside the college are donated and collected among the teaching faculty as part of charity donations. The College, by being able to reach out to the unreached section of the society feels itself proud to be ‘a blessing for others’ in the society.

Problems Encountered and Resources Required:

Logistics preparation and limited funds are the challenges that need to be address in future.

INSTITUTIONAL DISTINCTIVENESS

Performance of the institution in one Area of Distinctiveness in its Vision:

Lamka College is located in the Hill District of Churachandpur, the southern-most part of Manipur State. The College is located in a so-called rural and hilly area populated by the Zomi tribal communities. It is one of the only two higher learning Government institution in the District. By the name of the Lamka College suggest 'Crossroad', the local name of Churachandpur Town. The College was established in 1976 with the primary vision to cater to the higher educational needs of the tribal population. The College is a co-educational institution, catering to the needs of the tribal and other economically backward students in this part of the country. The College has its own vision objective reflected in its motto 'LIGHT A LAMP'. Lightening the human mind through learning process and building up and nurturing human capabilities to be able to match the national and global competency by optimum utilization of available resources. The College was taken over by the Government of Manipur in 1979. It was first affiliated to the University of Gauhati and later affiliated to the University of Manipur when the State Government established the University in the year 1981. The College is recognised by University Grants Commission (UGC) under Section 2(f) and 12 (b) of UGC Act, 1956. Majority of the students are from tribal community with low economic condition. The College provides financial help to those economically weaker student by giving them free admission and the students also avails Tribal scholarship from the Government.

Performance of the institution in one Area of Distinctiveness in its priority:

The College is a multi-disciplinary institution providing education in Humanities, Social Sciences (Arts) with Commerce. It runs only 8 Bachelor of Arts departments and Commerce through Honours programme. It is worth mentioning that the College is one of the first to be given B.Com. course among the entire hill districts in Manipur. Every year students mainly from rural areas (girls & boys) of the district takes admission in different courses of the College. The College maintains a sound, liberal and general education aiming at the development of character and better personality of each student through a wide range of curricular and co-curricular programmes. It promotes gender equality and mutual respects in all areas of academic activities. The college provides quality education and opportunities for intellectual and emotional growth through different programmes which are relevant and responsive to the needs of the rural and educationally backward society of this region of the state. The medium of instruction, except for Vernacular subjects (MIL) is English medium. The MIL / vernacular subjects introduced are Manipuri, Mizo, Hmar, Paite and Thadou – Kuki languages.

Performance of the institution in one area distinctive to its thrust:

The College gives prior importance to promoting education for the poor tribal students of

both boys and girls living in rural villages who cannot afford to pay for tuition fees in private institutions in urban cities. The college has a very unique, compact and strong dedicated qualified faculty in different departments. They all have taken their degrees from the premier institutes from different parts of the country. Thus, students from rural and semi-urban background are very much benefited from our faculty members. This is our thrust area which makes us distinctive in performance of the institution.