

Best Practice 1 (2018-2019)
GAC INCENTIVE SCHEME

1. Title of the Practice: GAC Incentive Scheme

2. Objective of the Practice: Imbibe the spirit of accountability among students.

Intended Outcome: Promote a healthy-productive competition among students.

3. Context

Students occupy an accountable role and position in educational institutions. They are responsible for converting learning to productive goals and they need to understand that learning requires mental effort -that good learners are strategic and poor learners are not, and that strategy use is the means by which learning occurs. Since strategy which enhances memory and comprehension is a mental event carried out by the students to achieve desired goals, they ought to be effectively and adequately compensated for their labour; an incentive, designed to recognize some specific accomplishment on the part of a student, is given to students based on an individual's performance evaluation. Though incentive schemes are not a panacea for students' productivity problems nor are they universally applicable to all types of learning, understanding that a person who is motivated works hard, sustains a pace of hard work, and has self-directed behaviour toward important goals it is expected that the prospect of the incentive payment motivates students for the desired performance behavior and fields positive results.

4. Practice

GAC has for long inspired strong commitment among the students with incentive schemes, a technique in attracting, motivating and developing them. The Incentive Scheme comprising Certificate of Proficiency/Appreciation and Cash Award, instituted since 2004-2005, is awarded in two ways –Institutional Scholarship and Individual-sponsored Scholarship. The Awards are handed out to students who excel in the MZU Examinations and MZU Sports as well as College Week under the able guidance of Felicitation & Award Cell.

The Institutional Scholarship borne by the Teaching Faculty comprises of:

- i) Merit Scholarship with Certificate of Proficiency and 1000/- (rupees one thousand) awarded to Toppers of each core who secure at least a minimum aggregate marks of 60/80% in the Final End Semester Examination;
- ii) Merit Scholarship with Certificate of Proficiency and 3000/- (rupees three thousand) awarded to MZU Toppers in each Core in the University Final Examination.

Individual-sponsored Scholarship comprises of:

- i) Merit Scholarship with Certificate of Proficiency and ` 5000/- (rupees five thousand) sponsored by the first Principal of GAC, Dr. H. Thansanga, is awarded to MZU Toppers in each Core in the University Final Examination;
- ii) R. Biaksanga, the sixth Principal of GAC, Sports Award with Certificate of Appreciation and ` 1000/- (rupees one thousand) each to the Best Boy and the Best Girl;
- iii) Dr. Lalthansangi Award with Certificate of Appreciation and ` 1000/- (rupees one thousand) each to Champion in Major Games in MZU Sports;
- iv) Zochungnunga Award with Certificate of Appreciation and ` 1000/- (rupees one thousand) each to the Best Essayist, the Best Debator and the Best Poetry Composer in the Annual College Week Competition;
- v) Dr. Lalthansangi Fanai Award with Certificate of Appreciation and ` 1000/- (rupees one thousand) each to Champion Team in Indoor Games in MZU Sports;
- vi) Rebecca Lalmangaihi Award with Certificate of Proficiency and ` 1000/- (rupees one thousand) to the student, irrespective of his/her class, securing the highest marks in Core Hindi;
- vii) Class of the Year & Student of the Year sponsored by Dr. H. Ngurdinglana, an Alumni member;
- viii) Students' Union Leader of the Year sponsored by Lalremliana, Principal of the College.

The selfless conscious participation of faculty and individual donors and the active labour of the students make this a successful practice.

5. Evidence of Success

That the practice imbibes accountability among GAC students is seen in the unbroken number of student-achievers who have become members of teaching faculty in various colleges and other educational institutions, politicians, developing entrepreneurs, scholars and others who serve the society the best way they can. The Incentive Scheme does prompt them to be their best selves and the college culture that fosters collaboration and provides opportunities for students to lead has helped in promoting a healthy-productive competition. This practice not only develops healthy interests in the students but also indirectly improves the quality of the teachers who are rewarded with feelings of well-being seeing their students improve and excel.

6. Problems Encountered and Resources

Financed by faculty members and individual donors and with no evidence of negative student outcomes on account of the practice there is no issue of problem till d

Best Practice 2(2018-2019)

DEPARTMENT MONTHLY REPORT

1. Title of the Practice: Department Monthly Report

2. Objective of the Practice: Inculcate the spirit of accountability among the faculty by assessing the academic performance of individual faculty in a department and the academic performance of the department as a whole.

Intended Outcome: Improving documentation by identifying the strengths and weaknesses of the institution and seek suggestions for improving academic quality and, instill better cooperation and recognition of various departments' activities.

3. Context

Student-centred education and employment of dynamic methods of education requires from teachers new attitudes and new skills. Methods of teaching besides 'traditional methods of teaching: board, marker, lectures' calls for stress on self-study, personal consultation between teachers and pupils, and sessions of seminars and workshops and any other related matters.

Teaching faculty, expected to provide knowledge and know-how, provides students with opportunities for personal growth and oversees the conversion of knowledge gained to productive values in the institute and to the ultimate beneficiary. The quality of teaching faculty as an issue to sustain higher education though committed to their students, to their subjects and to their profession, needs be ever primarily purposeful in improving work performance.

4. Practice

Department Monthly Report, a practice taken up by the institution, assesses the academic performance of both individual faculty and the whole department. This practice develops accountability of the individual members with regards to their academic performance, assesses the strength and weakness of the department in particular and indirectly compares the academic performance of departments and members of faculty which develops a healthy competition among the members of faculty of each department and also among the various departments. It also serves as a documentation of both individual and department work performance, a recap of what had been done during the past month to show the continuity of developments, accomplishments for the month.

The institution developed a format of the Department Monthly Report wherein number of

1. Department meetings
2. Classes taken as per Attendance Registers
3. Faculty using ICT-enabled teaching and learning
4. Classroom and curriculum development activities
5. Value-added programmes
6. Community services/ co-curricular activities by teachers and students
7. Faculty development initiatives
8. Details of Faculty development initiatives and any other relevant information

are recorded.

5. Evidence of Success

After conducting the Department Monthly Report regularly, a significant improvement of the individual faculty with regard to attending seminars, publishing papers, organizing seminars / workshops, maintaining records, more interactions among department faculty members etc. are positively experienced.

6. Problems Encountered and Resources

No problem encountered till date.