Prabhakarrao Mamulkar Mahavidyalaya, Korpana

Best Practice-1 (2018-19)

1. **Title of the Practice:** 'MENTORING' UNDER TEACHER-WARD TUTORIAL SYSTEM

2. **Objectives of the Practice:***What are the objectives/intended outcomes of this "best practice" and what are the underlying principles or concepts of this practice (in about 100 words)?*

   a. **Objectives:** The main aim of this practice is to give additional teaching and counselling help to the below-average learners specially chosen by each teacher. Under this scheme, academic and psychological help will be given to the under-performers to cope with stress and time management. The improved performance of these slow-learners will be a great boon to the parents of this economically challenged area.

   b. **Intended outcomes**: The first intended outcome is that through the academic or tutorial help such adopted students under the above scheme will perform much better in the exams. Secondly, through the academic and psychological counselling the under-performers tide over their psychic blocks and gain much confidence. This will develop their personality. They will be of greater use to the society from where they hail.

3. **The Context:***What were the contextual features or challenging issues that needed to be addressed in designing and implementing this practice (in about 150 words)?*

   Our students coming from Korpana Taluka and its vicinity – a predominantly tribal, hilly, and backward region of Chandrapur district – are intellectually and academically deprived, too. Their forefathers had been the victims of the notorious caste system which had denied them the halcyon benefits of education for thousands of years. Limiting themselves to only a few menial activities, they had no opportunities for learning and studies which could develop their psychic potentialities. This made them intellectually stunted. This was the reason for their poor aptitude for intellectual pursuits. The students are as yet interested in mere physical and manual activities and some dancing or singing. Their undeveloped intellectual powers do not enable them to digest education. So they need both psychological and academic help in this peculiar context.

4. **The Practice:** *Describe the practice and its uniqueness in the context of Indian higher education. What were the constraints /limitations, if any, faced (in about 400 words):*

   a.**The Practice and its Uniqueness:**The practice of mentoring the students was deliberately introduced at the beginning of the academic year taking into account the underdevelopment of the region, the sub-standard schooling they had had, the intellectual apathy of the tribal students, and the sub-human existence they live. In order to address all these serious issues, it was felt that concerted effort on the part of the faculty was a dire necessity through frequent mentoring classes and occasional psychological and academic counselling sessions and regular bits of encouraging advice in the classes. Every teacher was asked to select 15 to 20 slow-learners and give them special tutorial and counselling help throughout the year. Accordingly

every teacher conducted some class tests – both oral and written – and identified the academically challenged students who were far behind the rest of the class. The weakest 15 or 20 twenty were selected and given intensive coaching and guidance.

a. Constraints/Limitations: The current situation, when teachers are highly stressed-up with the numerous demands on them by the NAAC, UGC, the Government, the university, the college, the society, curricular, co-curricular extra-curricular activities, PBAS, CAS - placement tensions, ICT-stresses, organization of various programmes, extension activities and numerous others, teachers practically will find it an additional burden which will tell upon them. They lack time to spare for any additional work. Yet, pressurized by the need of the hour, they opt for it, merely for the benefit of these less-fortunate sections of society that lagged behind the mainstream. Since students lack academic interest, it is difficult to make them attend the extra mentoring classes as and when arranged for them. There are a few drop-outs who thwart the very purpose of the practice.

5. Evidence of Success:*Provide evidence of success such as performance against targets and benchmarks, review results. What do these results indicate? Describe in about 200 words.*

The evidence gleaned by way of feedback from the students reveal that they are happy with the practice and show signs that they eventually improve in academic pursuits and in intellectual levels. They have enhanced levels of *metacognition*now. Besides, the students have a lot of improvement in their confidence levels and emotional management. Many of them have overcome their inferiority complex and emotional disturbances. They are now capable of sustained mental effort and concentration in their studies. They have now become considerably free from mind-wandering problems during their studies. They learned to enjoy the very activity of studies. They have learned to focus their attention and expand their interest in learning several things. There is a marked improvement in their confidence. They come forward for anchoring and other stage activities. All these prove that they are real beneficiaries of the practice. Academic improvement and personality development are taking place though in imperceptible degrees.

6. Problems encountered and Resources Required: *Please identify the problems encountered and resources required to implement the practice (in about 150 words).*

a. **Problems**: It requires extra-ordinary patience and perseverance in making these students understand things which appear simple to the bright. Several repetitions and changed modes of presentation and use of varied teaching techniques and much psychological insight are required to mentor these students academically and psychologically. They appear to be listening to the class but, in fact, their minds will be wandering elsewhere in an inner world of their imagination or fancy. To bring them back to the topic and sustain their interest and focus their attention on to the topic being discussed or taught is a herculean task which requires much ingenuity on the part of the teacher. To activate them intellectually and motivate them emotionally to pursue their studies persistently is really hard. They seem to have very poor memory and dismal perceptual levels. They forget quickly whatever is learnt. The root cause is that they lack interest and attention. Further, they come to the institution with a hang-over of their family problems, economic issues, and personal ailments. So these root causes have to be diagnosed and worked on.

b. **Resources required:** The practice requires a good ICT-enabled classroomequippedwith an LCD Projector, a computer, video-clips, power point slides stored in pen drives, a few specially chosen books as learning materials in addition to

the prescribed text books, and, of course, the conventional chalk and black board.Since the teachers and the institution have all these, they do not pose any challenges to the effective implementation of the practice.Much more than mere externals of the teaching paraphernalia, what is essentially required is the psychological knowledge on the part of the teachers regarding the student's inner world and its mysterious working. Secondly, teachers should have the commitment for this noble cause of uplifting the poor through academic and psychological mentoring.

7. Notes (Optional): *Please add any other information that may be relevant for adopting/implementing the Best Practice in other institutions (in about 150 words).*

Any other information regarding Institutional Values and Best Practices which the institution would like to include: **Nil**