

Adarsh Shikshan Mandal, Rajura's  
Prabhakarrao Mamulkar Mahavidyalaya, Korpana



## Best Practice-1 (2019-20)

(Based on the NAAC-Format)

1. Title of the Practice: **Spoken English & Grammar Training Course** (for Students and Teachers)

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 objective of the course is to enable teachers and students to communicate properly in English, especially through the oral and written forms. The prevailing general education in Maharashtra is imparted through Marathi as the instructional medium. So both the students and the teachers are at a great loss and are not adequately trained or equipped either to speak or to write in English well. They have only a smattering of the English language. The English syllabi are not weighty enough to enable the students master the language well. **b. Intended outcomes:** We introduce this course with the intended outcome of enhanced communication skill in English. Both the teachers and students are expected to acquire a working knowledge of English for speaking and writing purposes. Further, their reading and comprehension skills also will develop simultaneously.

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)?*

English has emerged as the most important language in the globalized world. Engineering, technology, science, computer, library, medicine, trade and ICT use English as the main language of their communication. Unless students and teachers have enough knowledge of English, their professional/career chances will be seriously limited. The location of our college in the tribal and hilly Maharashtra-Telungana border far away from the major cities of the state is not conducive to good English communication development. The students and teachers who are the products of the institutions of this backward region are very poor in English. Further the complete Marathi medium background also aggravates the situation. It is in this context that there arises the necessity to help them with a three months' English course. This will supplement their hitherto acquired English knowledge and language skills to address this handicap.

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 College is a mono-faculty college that runs only UG programme in Arts Faculty. So, all the students cannot be given admission to

the Spoken English and Grammar Course. In order to restrict the number of students in the class only the final year B. A. students (of both compulsory English and English Literature) are given admission to the course. They will attend the class along with the interested teachers during the post-college session. Classes will be arranged for one full hour daily. The course is the direct result of the need-analysis done orally with the students and teachers. The Principal of the college who has vast experience in teaching English and taking Spoken English classes over a span of nearly two decades will be engaging the classes free of cost. In the current Indian education context, skill development is highly stressed. This course will address this need and contribute to the development of the four language skills, namely, listening, speaking, reading and writing. This is the distinctiveness of the course.

**b. Constraints/Limitations:** Both the teachers and the students will have their own problems in attending the class. They have to stay back for an additional hour. Teachers who are used to only teaching for a long period will find it difficult to sit in a class and learn after such a long period. They may also have their hesitations in expressing themselves when they sit with students. Similarly students also will be hesitant in front of their teachers. Only through ice-breaking sessions for a few days this problem will be solved. Unruffled learning is hard for tribal learners. Learning a foreign language like English might weary them a bit. Only the persevering ones will complete the course. The slow-learners might drop out in the middle. Agricultural occupation of the learners may hinder them occasionally. Poor schooling which has resulted in poor English knowledge and mediocre linguistic skills might obstruct higher learning.

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 course is still in its infancy to make any predictions about the outcome. But the classes taken earlier by the subject expert of this course elsewhere, have been hailed to be highly successful and beneficial to the learners. Many of the beneficiaries got easily employed. Many learners spoke and wrote good English. From this it can be safely inferred that the same course, to be introduced here soon after the Diwali vacation, also will bear fruit. Students and teachers will be able to speak and write English more or less well. They are hoped to communicate with the NAAC Peer Team in a much better way than otherwise. They will also be able to understand and use English in a better way when in handling the computer, internet or any correspondence or oral interaction. They will be able to understand English books, journals, newspapers, or pamphlets after the completion of the course. They will also be able to face English interviews, foreigners, and alien situations. They will be able to do anchoring, deliver simple speeches, make simple introductions, say vote of thanks, articulate their thoughts etc., in English. In short, their confidence boosts and personality develops through enhanced communication levels.

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

- a. **Problems:** In the classes taken by the resource person in a similar tribal background several problems had cropped up. The same problems are likely to arise in this situation also. First of all, the poor schooling of the aspirants of the course is the main hurdle.

Secondly, the non-intellectual background of the learners may prompt them to run away from a strenuous task as mastering the English language in its spoken and written manifestations. Thirdly, the apathetic attitude of the learners towards English learning may come in the way. Fourthly, temporal and occupational concerns also may affect easy learning. Finally, the peer-group tendencies may also thwart availing the project.

- b. **Resources required:** The course requires a good ICT-enabled classroom with an LCD Projector, a computer, a few Spoken English CDs, video-clips, power point slides prepared in pen drives, a few standard text books on Spoken English, B. B. C & EFLU learning materials, a few good grammar books and, of course, the conventional but highly useful chalk and black board. Since the resource person and the institution have all these, they do not pose any challenges to the effective implementation of the course.
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7. **Notes (Optional):** The course/programme could not be completed due to Covid-19. It had to be stopped in the middle due to the lock-down declaration by the government.