

SMDYPSS'S
DR. D. Y. PATIL CENTRE FOR MANAGEMENT & RESEARCH
NEWALE VASTI, CHIKHALI, PUNE

BEST PRACTICE – I

TITLE: EDUCATIONAL OPPORTUNITIES TO ACADEMICALLY WEAK STUDENTS

GOALS:

To assist weak and under privileged students access to higher education.

CONTEXT:

Many colleges being faced with competitions are bound to give precedence to academically brilliant students during college admissions. In the process, the academically weak students are left out and most of them end up in non-reputed colleges or give up further studies. In this process, many promising students are denied the opportunities to fulfil their desired goals and be a pillar of the society. The institution believes that academically weak students do not remain weak throughout. There is a possibility that there are weak areas which needed attention which if tended, can make the students fare much better. As such, weak students do not remain weak throughout nor academically strong students do not remain strong through out. Various factors in the academic history can improve or denigrate the academic performance of the students. Educational institutions play a strong role in mentoring students to improve the weak and on the other hand, nurture and further improve the academically strong students.

THE PRACTICE:

The institution's vision is to provide the weak and the under privileged, particularly women access to higher education in order to equip them with life-skill to face the challenges of the modern world. With this aim, during admission, there is no cut-off mark for admission except honours papers which is mandatory to follow the minimum criteria prescribed by the university. As such, many students with poor academic record, get the opportunity to study in the college to pursue higher studies. In the post admission, one month after the session started, the department assess the quality standards and potentials of the students. Assessment is done through academic performances like class test, participation and response during teaching learning process. Once the students who need extra attention and efforts are identified, intensive tutoring and remedial coaching classes are conducted for them. Non serious students with potentialities are given motivational counselling for academic improvements. Each faculty constantly monitors the performances of the students. Even guardians/parents are made to be involved by arranging Parents Meet , in order to create a

conducive study atmosphere at home and are asked to make efforts to help their wards by cooperating with the institute's efforts.

EVIDENCE OF SUCCESS:

This practice has seen the college churn out post graduates out of academically weak students who hardly qualified or met the criteria for pursuing higher education. The college has equipped them with at least a degree which has opened to them an avenue of employment. The evidence of success of this practice is also revealed by the number of average and below average students securing first and second divisions and shining in corporate world.

PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED:

This practice however is challenging in its applications due to the wide academic disparities among the students. Going by the fact that the college admits a large number of weak students, majority of the students in the classrooms are composed of weak students. In order to keep pace with the weak students, the teacher had to proceed the Course and teaching at a slower pace. However, for the brighter students, the pace of the course and teachings are found to be too slow and monotonous. As such, the teachers have to strike a fine balance while teaching in the classrooms composed of wide academic disparities. Constant monitoring of the students sometimes proves to be too taxing on the teachers. As a result, some teachers suffer from burnout syndromes.

The resources required is dedication, patience and determination on the part of teachers which are provided constantly, driven by the philosophy behind the institution's goals.

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