

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

BEST PRACTICE – II

TITLE OF THE PRACTICE: INCULCATING VALUE THROUGH ROLE MODEL PRACTICE

GOALS:

- i) To inculcate the value of discipline, sense of responsibility, cooperation, mutual understanding, helpfulness and hard work.
- ii) To motivate irregular students to attend classes.
- iii) Building leadership quality in students.

CONTEXT:

The vision of institute is empowering students through education with great emphasis on value education. Thus the core objectives of the institution is preparing and nurturing the students to become a complete person. The college caters to students from all over the state from varying socio-economic background. In fact a large number of the students come from remote part of due to lack of quality educational opportunity in their area. As such most of them are away from home. Majority of these students stay either in a private hostel or in a rented house and a few of them put up in their relative's place. Thus many of the students are free from constant parental monitoring thereby making them vulnerable to value crisis ridden situation. This situation has created negative consequences on the academic performances as well as behavioural traits of the students. Many students are irregular in their class attendance, dismal academic performance and develop negative behaviour traits which disrupt the discipline ambience of the college. To curb this disturbing trend, the college initiated this value based programme as a part of the curricular activity. The purpose of the practice is to encourage students to attend classes regularly, boost the morale and personality of weaker students, correct erring students, create an atmosphere of cooperation and mutual assistance, inculcate in the students the qualities of leadership, assist the students in empathizing with their teachers and overall, prepare the students for the future challenges of the society.

THE PRACTICE:

Every semester, six students from each class are asked to volunteer or selected by the class teacher from amongst students to be the Role Model of the class. Their role is manifold basically to provide example to other students. They have to be a role model in terms of studies, class attendance, discipline, manners, attitude, conducts etc. Primarily, they are to attend classes regularly and tend to their studies diligently. Besides their academic performances, they are to assist the class teacher and the class monitor in maintaining discipline in the class as well in the class campus. If there are any issues involved regarding questions about the academic and administrative matters of the college, they are expected to coordinate between the teachers and the students to resolve such issues. They are expected to handle the matter in a truly matured way as expected of any educated persons. They are also expected to motivate and assist erring students to attend classes and improve their academic performances.

Faculty member is assigned in each class to monitor the role model and record their observation. At the conclusion of the semester, the performances of the RMP students are assessed by the teachers as well as the students. Half of the score is given by the teachers-in-charge, while the other half is through the secret ballot of the students. The RMP students who score the maximum points is declared the and awarded a badge and a citation of good leadership by the college. However, after the completion of the period of role model practice, if the awarded student denigrated from the slandered of the role model, the role model award could be withdrawn as a penalty. This is intended to encourage and promote the students who have been a role model to continue to do so beyond the period.

The advantages of this practice for the students are that, it brings together the varying digress of weak and strong students academically and personality wise. While the weaker students or the back benchers with low morale are compelled to undertake leadership task that boost their morale and personality thereby, in some cases, there academic performances, the strong willed or erring students are compelled to compromise their personality to adjust with their leadership roles thereby conditioning them for a more matured, understanding socially acceptable personalities. While this practice addresses the above two distinct personality groups of students, it also offers the opportunity for the average students to discover their talents and personality and hone in on their strong positive qualities.

This practice has been aiding the students to develop into an all-round mature adults.

EVIDENCE OF SUCCESS:

Ever since this practice has been initiated, there has been a marked change in the academic performances and overall student participation in the college. Students have begun to attend classes more regularly though there are still occasional cases of bunking classes. The students seem to be more emboldened to admit their lapses and weaknesses and approach the teachers more boldly to address their shortcomings academically. Overall, the performance of the student particularly the role models in the internal as well as the board exams have largely improved. A marked improvement is noticed in the behaviour of the role model and many of them have become student leaders.

PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED:

While the practice have become popular among students over the years and helped them in many ways, it is not without any or marginal efforts on the part of the teachers or the RMP students concerned. This is all the more so as constant attention and vigil is demanded over the erring students. The constant monitoring has been all the more been difficult because of the fact that this practice is not a part of the college administrative disciplinary rules but a positive additional effort with the only tool of cajoling and encouraging the students to better themselves. As such there is no fixed rule to follow or be penalized for not abiding by the practice making this practice a taxing effort though rewarding. The teachers as well as the RMP students only have to be patient and understanding towards the erring students and guide all the students towards a higher understanding and acceptance of maturity in an academic and personality sense.

However, despite such hurdles involved, this practice also offers the opportunities among the teachers and students to discuss issues of discipline and maturity in an open informal way which otherwise would not have been possible. It has offered the platform where the disciplinarian teachers and the students can come together to address matters of students' overall wellbeing in an informal friendly atmosphere. And such is its advantages over the problems encountered which are expected to bear fruits in the successful future of the students.

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A handwritten signature in blue ink, appearing to read "Sunil Dhanawade".

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