

SHREE AGRASEN MAHILA SNATAKOTTAR MAHAVIDYALAYA
BHARATPUR

First Best Practice:

1. Title:

Imbibing a sense of responsibility in the students by the mentoring system.

2. Goal:

This practice has been initiated with the aim

- ✓ To make the students feel responsible for the task undertaken.
- ✓ To develop a sense of responsibility in them.
- ✓ To inculcate a habit of working in group and develop team spirit.
- ✓ To transform them into problem solving and cooperative individuals.
- ✓ To develop a bond between all the students.

3. The Context

At the initial stage, to introduce the mechanism of mentoring was a challenging task. The management was of the view that this mechanism should be introduced with a feeling of acceptance in the campus; not by imposition. It was really very difficult to prepare the students in the campus for the new and unseen mentoring system. At first the students of undergraduate classes were mentally prepared to accept the immediate senior girls as their mentor. At the same time post graduate students were prepared mentally to accept the under graduate students as their younger sisters. Once the ground was prepared it became very easy to introduce the mechanism.

4. The Practice

The mentoring mechanism became a practice when all the students in the campus were divided into groups. In the first step, 5 postgraduate students were grouped under one teacher to whom they were supposed to report about the 10 undergraduate students who were grouped under them.

Once the groups were declared, and students came to know to whom they were supposed to report, the mechanism was initiated. After a period of strife of about one week, students started accepting the mechanism by heart. Bharatpur being a small urban area, most of the students were known to each other, hence it became easier for us to introduce this mechanism by acceptance of the students.

In this mechanism, problems of 10 undergraduate students were to be solved or these students were to be helped in the campus by one postgraduate student. Such 5 postgraduate students were to report regarding such helpful activity to the teacher concerned. Post graduate students were told to deal with undergraduate students in a friendly manner so that undergraduate students would be able to discuss and share their problems or difficulties in the campus with them.

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This mechanism was unseen even for the faculty members. After introduction of this mechanism, working of the campus became very smooth and actual problems of the students could be addressed by the faculty members. At the same time the day to day problems of new and undergraduate students were resolved.

5. Evidence of Success

On introduction of this mechanism, information regarding some shy and economically weaker students was reported by postgraduate students to their teacher in-charges. The teacher in-charges called such students and came to know the factual position. The facts were brought in the knowledge of the management committee through the Principal. The management committee considered such cases sympathetically and waived off their tuition fee in the form of scholarship.

This mechanism also helped in identifying the students who could not perform well in term examinations and were worried about their career. Such students were called upon by the teachers and were morally boosted and guided by them to attend remedial classes or extra classes. Teachers gave more attention to them in the class room studies.

By this mechanism small day to day working problems got sorted out at students' level. The student in-charges also developed a feeling of responsibility towards their assignment. Success of the mechanism was observed by the lowering of dropout rate.

6. Problems Encountered and Resources Required

After identifying the economically weaker students, financial assistance was provided to them by the management committee. Demoralized students were boosted and guidance was provided by the faculty members on human grounds.

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