



Remedial Teaching:

Among the best practices of the institution is the remedial teaching of the slow learners or lag behind students. The objective of remedial teaching is to give additional help to students who, for one reason or another, have fallen behind the rest of the class. College classes cover more material at a faster pace than high school classes, which is why some students need them to catch up on basic skills—starting a college class when you don't completely understand the basics may be setting yourself up for failure.

In a bid to help weak students' secure better marks and reduce dropout rate in the college, the college conducts remedial classes. The College issues a circular in this regard and the classes are organized for three months and the duration of each class is usually one hour. Students for remedial classes are selected on the basis of teacher's feedback and internal evaluation. Besides students who voluntarily wish to join such classes are also considered. A maximum of 50 students are allowed in the class. Each department of the college prepares its own calendar of remedial teaching and allots teachers for both theory as well as practical sessions. For remedial teaching existing teachers along with guest faculty are engaged.

Students with learning difficulties have the same psychological needs and characteristics as other children. Some of them, however, may be less able to organize their perceptions or to comprehend abstract ideas and concepts. Some may have poor memory, poor level of motivation, short span of attention in work situations or associated behavioural problems. Above all, owing to encounters of failure they tend to have low expectations of themselves and, having rarely distinguished themselves at school, also have low aspirations. It must also be noted that most of the learning difficulties Students in remedial classes encounter may not be within the student, but are relative to the context where the learning is taking place, such as the family background of the student, the physical and learning environment of the school, and the pupils' peer groups. Once we understand this, we will begin to view our pupils from a

differentperspective and try to accept their learning difficulties as a transient and soluble problem. We will begin to see our pupils as children who can be taught and helped to overcome their learning difficulties.

The college administration stresses upon the remedial teachers to understand thoroughly the strengths and weaknesses of their pupils so that appropriate teaching approaches can be adopted to meet their individual needs. The remedial teaching has helped the students to coup with learning process.

