

NIRMALA ARTS & SCIENCE COLLEGE MULANTHURUTHY

(Affiliated to Mahatma Gandhi University, Kottayam)

REMEDIAL COACHING POLICY

Students having different levels of learning ability and skills are admitted to the college. In many courses some students exhibit the backwardness in learning. Therefore, at the department level the slow learners in respect of each course are identified on the basis their performance as a part of the continuous evaluation process. Moreover, owing to various reasons some students may perform poorly on university-level examinations.

1. **Objective:** The objective of remedial coaching is to improve the academic knowledge, self-confidence, learning skills, and academic performance of students who are slow learners in various courses and who perform poorly on university-level examinations.
2. **Methodology:**
 - Each department provides remedial coaching. Teachers delivering remedial coaching sessions provide intensive and individualised learning support to students.
 - At the college level, a committee consisting of a coordinator and a member from each department is constituted for the successful coordination and implementation of remedial coaching.
 - The department coordinators, who are also members of the college-level committee, lead the remedial coaching programme at the departmental level under the advice and assistance of the committee.
 - The department coordinators seek the cooperation of the parents, if required, to conduct remedial classes outside of the college's normal teaching hours.

- At the department level, the timetable of remedial coaching sessions and the faculty in charge of each session are determined and communicated in advance.
- The bright students (advanced learners) of the same class are urged and encouraged to help their classmates (peer teaching) who are slow learners in some courses or poor performers on university-level examinations.
- Students attending remedial classes are provided with learning materials tailored to their abilities and requirements.

3. Identification of Slow Learners and Advanced Learners

(a). First year Students: The first semester UG and PG students are evaluated after one month of their class room teaching, on the basis of **three parameters** namely qualifying academic programme (weight 40%), activeness in class room learning and in the Orientation Program (weight 20%), and the score in the objective test (weight 40%) on each course (20 questions for 40 marks having a duration of 30 minutes by covering syllabus taught during the first month). The students scoring a total weighted score of 70 % on these parameters are considered as advanced learners while the students scoring less than 40% of total weighted score on these parameters as slow learners.

(b). Second- and Third-year Students:

The second- and third-year students are evaluated and identified as advanced and Slow Learners after one month of teaching for third and fifth semesters on the basis of three parameters namely academic performance in internal and external (university) evaluations of previous semesters (weight 40 %), the score in the objective test (weight 40%) on each course (20 questions for 40 marks having a duration of 30 minutes by covering syllabus taught during the first month) and activeness in class room learning (weight 20%). The students scoring a total weighted score of 70 % on these parameters are considered as advanced learners while the students scoring less than 40% of total weighted score on these parameters as slow learners.