

Best Practices:

Best Practice No. 1

Title of the Practice: Remedial Teaching Course for English Subject.

Objectives of the Practice:

To provide more comprehensive knowledge about the English Language through several methods so that weak students can interest and motivated to learn.

To design an individualised educational program with intensive remedial support to strengthen the students' basic Knowledge.

To develop the students' potential to remove obstacles in their learning.

To provide systematic training to the students to build their interpersonal skills, communication, self-management and self-learning.

The Context:

Remedial coaching classes are arranged by the Dept. of English for weak students. The restorative coaching program is organised at the undergraduate level to improve subject knowledge, academic skills, and linguistic proficiency. Assessment plays a vital role in teaching and learning. Teachers may design different teaching activities accordingly to help pupils learn effectively. Teaching involves communication. Remedial instruction consists of Remedial actions and regular education outside the traditional class teaching.

The Practice:

Encourage students to write: The teacher motivates the students to write well by studying the basic structure of the English Language.

Student's Psychology: The teacher studies the students' psychology and guides them as per the skills of learning the English Language.

Focus on the improvement: The teacher arranges writing, speaking, and communication sessions and teaches the students learning skills.

Writing Skills: The teacher provides students with writing skills and teaches their natural talents.

Feedback: The teacher collects learning input of the students frequently and understands the improvement in them about the learning speed of the English Language.

Evidence of Success:

Due to the remedial course in the English Language, most students improved their knowledge and skills, as seen in their university examination results.

The Department of English continued this practice every year and motivated the students to participate.

Several students with significant English Language improvement showed their skills at the interview sessions and got good jobs in industries, business houses, and enterprises.

Problems encountered:

The students are not ready to enrol themselves in the remedial teaching program because they are doing a part-time job.

The students with a deficient learning speed requested to increase the duration of the remedial course, which is practically impossible for the English Department because of their other curriculum aspects.

A few students suggest that the remedial teaching be conducted on the regular daily schedules fixed by the college instead of finishing daily teaching schedules.

