



Remedial Coaching

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Table of Contents

1. Importance.....	3
2. Purpose and objectives.....	3
3. Scope of the policy.....	3
4. Rules, guidelines and regulations relevant to this policy	4
5. Key aspects of policy	4
5.1 Reporting mechanism for implementation of the policy:	4
6. Committees for policy implementation	5
7. Impact of the policy on processes.....	6

1. Importance

Education is meant to nurture excellence and instil confidence in all students. Learning happens in three levels- conceptual, application and abstract thinking. Students have different abilities and talents. Some of them are fast learners and creative whereas some of them take more time to understand concepts. In order to enable slow learners who need additional coaching to rise to the level necessary for pursuing higher studies efficiently and to reduce their failure and drop-out rate, Remedial Coaching Committee of the college organizes extra classes beyond the regular timetable under the remedial coaching scheme. Mulund College of Commerce has been contributing for years towards social equality and socio-economic mobility of the under-privileged sections of the society through remedial coaching scheme.

2. Purpose and objectives

1. To identify slow learners in every course and program.
2. To improve the academic skills and linguistic proficiency of the students in various subjects.
3. To raise the level of comprehension of basic subjects to provide a stronger foundation for further academic work.
4. To strengthen skills and attitudes with respect to such courses, where quantitative and qualitative techniques are involved.

3. Scope of the policy

1. To identify drop outs, failures and slow learners and encouraging them to join remedial coaching classes.
2. To identify teachers to conduct remedial coaching.
3. To prepare remedial coaching classes time table.
4. To supervise the conduct of remedial lectures.

5. To prepare the record of teachers' remuneration and submit it to the accounts department.
6. To evaluate the performance of the students and report on the same.
7. To prepare and submit an overall remedial report.
8. To maintain and retain the various records related to remedial coaching.

4. Rules, guidelines and regulations relevant to this policy

In the absence of any new plan of the University Grant Commission for the conduct of remedial coaching; the college has continued with the same guidelines sketched by the UGC, under the 12th plan to frame its objectives and scope for remedial coaching to the extent possible.

5. Key aspects of policy

The committee is expected to seek approval of the college principal in the following areas for the conduct of remedial coaching.

1. To give remedial coaching free of cost to the students who belong to SC, ST, OBC, NT, SBC, minority category and those who are physically challenged.
2. To offer remedial coaching for open category students by charging a nominal fee.
3. To determine the fee for open category students for remedial coaching.
4. To determine the remuneration of teachers engaging remedial lectures.
5. To decide the remuneration of office support staff.
6. To decide the number of lectures to be conducted during a specific term considering the infrastructure constraint of the college.
7. To determine upon any other aid such as textbooks, notebooks, etc. apart from lectures to the students who enrol for remedial coaching.

5.1 Reporting mechanism for implementation of the policy:

1. The coordinator of the programme will supervise the overall work of remedial coaching.
2. A separate register will be maintained to keep the record of remedial lectures taken by teachers.

3. Teachers are required to maintain the attendance record of students.
4. At the end of each academic year, the coordinator will submit, an appraisal report, indicating the performance of students to the Principal.

The appraisal report will indicate the following points:

1. The duration for which the coaching was organized, classes/period and the number of students who actually participated in the programme.
2. The subjects in which they were tutored, names of teachers and their course.
3. The number of students who actually appeared in the examination.
4. The number of successful students in each course
5. Problems faced by the college in the implementation of the scheme.
6. Overall comments of the coordinator.

6. Committees for policy implementation

The constitution of the Remedial Coaching Committee is decided by the Principal on an annual basis.

Composition of the Committee:

- Chairperson
- Teachers as Committee members (three to five)

Frequency of Meetings:

1. The committee shall meet a minimum of twice in one semester to discuss and deliberate on various issues related to remedial coaching.
2. The quorum for the meetings shall be more than half of the total number of members.
3. The agenda, minutes and action taken reports are to be documented with official signatures and maintained electronically in a retrievable format.

Authorities and responsibilities of Committee:

The committee work is equally distributed among members and it includes:

1. To organize remedial lectures.
2. To supervise and ensure smooth conduct of the overall work of remedial coaching.

3. To keep the record of remedial lectures taken by teachers.
4. At the end of each academic year, to submit, an appraisal report, indicating the performance of students to the Principal.
5. To prepare an expense budget for the year in consultation with the Principal and ensure monitoring that the actual expenses are in line with the budget

7. Impact of the policy on processes

The following five processes of the college will factor in different aspects of Remedial Coaching Committee activities.

Processes	Scope of work
Examination (B1)	To identify slow learners, failures and, drop outs.
Student Mutual Aid Fund (E2)	To provide financial support to undertake activities other than conducting lectures for students seeking remedial coaching.
Library (D2)	To offer book bank facility to remedial students. To ensure other study material such as dictionaries or books in vernacular language to help remedial students to enhance their level of comprehension.
Time table preparation and updation (A2)	To identify classrooms for conducting remedial coaching To assist in preparing the time table of remedial lectures.
Counselling (E4)	To counsel remedial students in order to improve their emotional quotient and help them to emotionally overcome their academic challenges