



CONDUCT REMEDIAL COURSE IN DIFFERENT MODES

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Abstract— Remedial course on English Language is a special learning activity to provide additional learning opportunities for underachieving students to help them meet the minimal academic standards. The goal is to help under achievers to meet the minimum academic standards of the general curriculum. Farm Universities attracts over 40 per cent of students from rural background due to reservation for students from agriculture families. Though they are merit students, they lack proficiency in English language. Hence, remedial course are essential in farm Universities. It can be conducted as a regular class or flipped class mode. In addition, Language Lab can be established to facilitate learning of English Language. The remedial courses were conducted offline and flipped mode. The software in English Language lab consist eight major topics. It includes lecture videos, assignments and activities which are interactive. The pre and post evaluation was conducted for all programmes. The remedial course have created significant impact on the improved knowledge and speaking skills.

A remedial program is designed to enable students to gain the skills necessary to complete college level courses and academic programs successfully. It is based on the recognition that some students come to university with skills not suited for competent participation in the programs on offer.

Remedial Course on English Language

Remedial course on English Language is a special learning activity to provide additional learning opportunities for underachieving students to help them meet the minimal academic standards. To implement the remedial programs, first identify the weak students in studies, then assess the student's abilities and investigate reasons behind their poor academic results. Evaluate the outcome of the student's learning. The goal is to help underachievers meet the minimum academic standards of the general curriculum. The purpose of implementing an English remedial program is to improve student's English ability and enhance their learning interests and self-efficacy.

Content design of the course in the following different modes

1. Physical class
2. Flipped Classes
3. English Language Lab

I. INTRODUCTION

Remedial education is a program that educational institutions implement to enhance low-achieving students academic performance to the expected standards of their academic year.

The following table contains topics which will teach in the Remedial course on English Language.

Sl. No.	Topics
1	Basic Grammar
2	Sentence formation
3	Verb & Infinitives
4	Parts of Speech
5	Gerunds & Articles
6	Tenses
7	Direct & Indirect Speech
8	Voices
9	Communication overview
10	Writing skills
11	Presentation skills
12	Adjectives
13	Phonics



Conducting the course in different modes

1. Physical

In the beginning weak students in studies were identified. Later assessed the student’s abilities and reasons behind their poor academic results. The main objective is to help underachievers by developing command on English language.

Interested students were informed to register for the course and course was conducted in batch with programme of three sessions each with two hours. The purpose of implementing an English remedial program is to improve student’s English ability and enhance their learning interests and self-efficacy.

Sl. No.	Participated						Total
	Female			Male			
	ST	SC	Gen	ST	SC	Gen	
1.	5	9	89	2	15	110	230

Table 1: Participation of students in physical class mode

2. Flipped Classes

Flipped classes in English language have been developed to provide opportunity for large number of students to improve English language speaking and writing skills. A total of 11 video lessons in English language grammar and writing skills

have been prepared including presentation and exercises. So far the flipped class conducted for the students in three batches by accessing video lessons through student’s smart phone and one session to clarify the doubts.

Batch No.	Participated						Total
	Female			Male			
	ST	SC	Gen	ST	SC	Gen	
I	-	-	5	1	1	5	12
II	2	2	17	-	1	34	56
III	-	3	1	2	3	9	18
	2	5	23	3	5	48	86

Table 2: Participation of students in regular flipped class mode

It includes one lesson plan video sent to the students every week followed by interaction session. Posting one lesson plan on every Monday and interaction session held on every Saturday.

3. English Language Laboratory

English language lab equipped with 22 computers having language software. Students can access during their free time

SN	Participated						
	Female			Male			Total
	ST	SC	Gen	ST	SC	Gen	
1	2	2	13	2	4	19	32

Table 3: Participation of students in regular English Language Laboratory

Impact Assessment

Impact assessment is a means of measuring the effectiveness of the course. Impact is seen as the contribution of the intervention to the overall goal. It is intended to explain the relationship between the proficiency in the grammar and composition at pre-test and the change that relationship undergoes after the remedial course that is in post-test.



Regular class

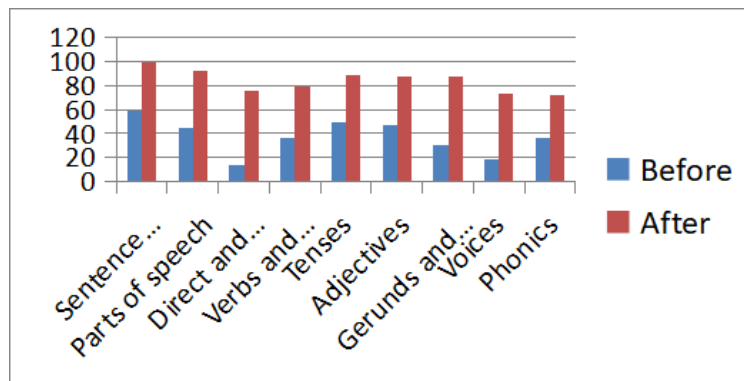


Fig. 1: Improvement in different areas of English language in physical class mode

Pre test Vs. Post test

Comparison of means of the scores in the pretest and posttest show that performance improved in the post test. In Figure

below, the knowledge index after the course (88 %) as compared to knowledge index before the course (42.7%)

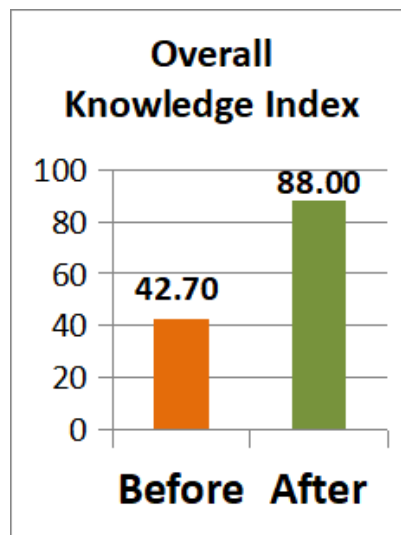
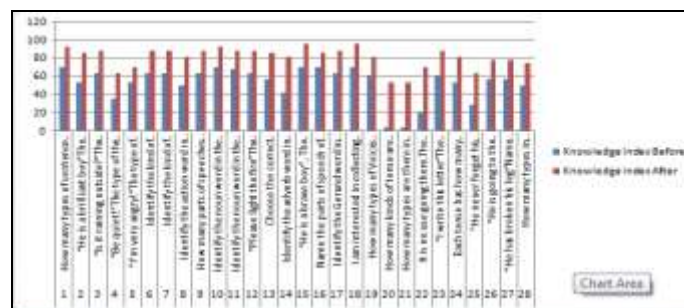


Fig. 2: Overall impact of English language course conducted physical class mode

Note: In the above figure BEFORE means Pre-test and AFTER means post test

Flipped classes



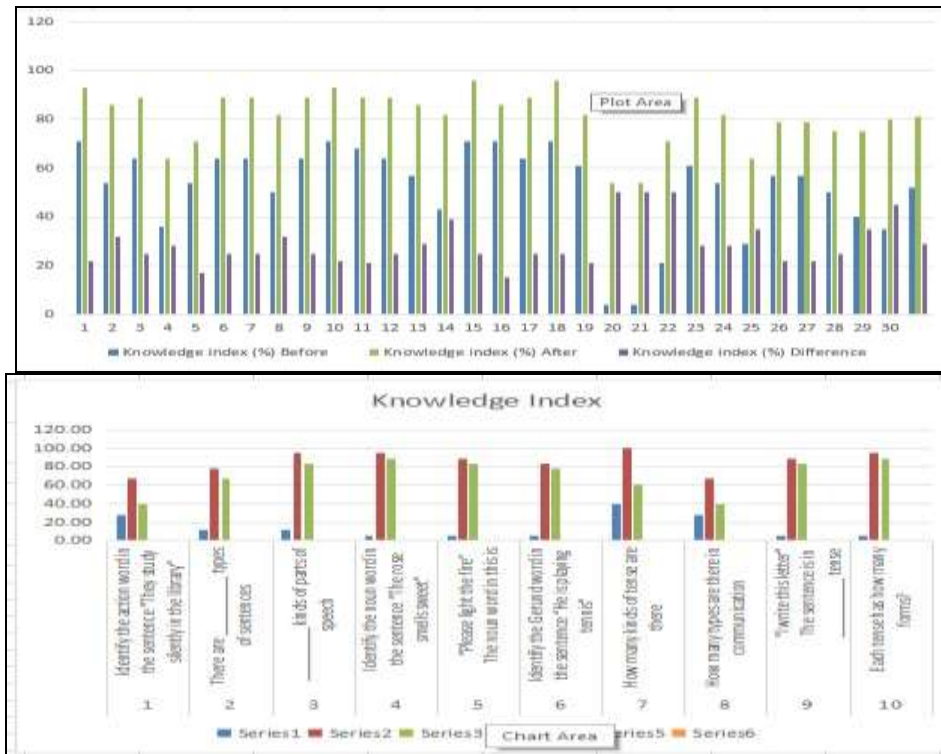


Fig. 3: Improvement in Knowledge Index (%) due to Flipped classes of Remedial course on English Language

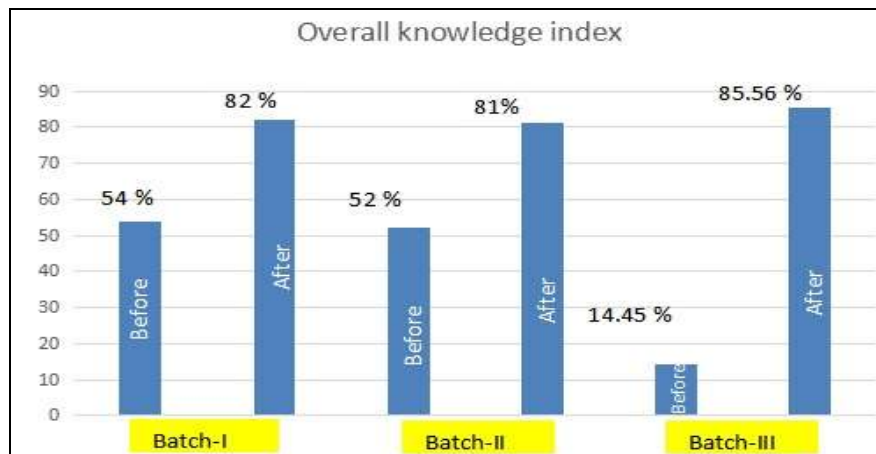


Fig. 4: Overall impact of english language course conducted in flipped class mode

Note: In the above figure BEFORE means Pre-test and AFTER means post test

II. CONCLUSION

Majority of the students taking admission in Farm university are from rural and Agriculture background (40% in Karnataka). Their academic performance and participation in extracurricular activities is affected by proficiency in language. It also matter for career selection. Remedial course in language and establishment of language lab are necessary elements.

III. REFERENCE

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