

RJS FIRST GRADE COLLEGE

KORAMANGALA, BENGALURU-34.

BEST PRACTICE: 1 - Remedial Classes

Remedial classes are meant for students who are weak in their studies. Students who score less than 40% in their internal exams are chosen for this. Students who have less than 50% attendance also can be included in this.

Objectives:

Most students have a normal IQ and all of them can do well in their studies. This is called the principle of equity. However, many students scoreless in IQ tests probably because the tests are not designed properly. So far, man has not succeeded in designing an IQ test that will measure a student's intelligence properly. It is one thing to measure one's intelligence and another to measure his knowledge. Hence teachers have a tendency to underestimate a student's potential just because he hasn't studied what he was supposed to study. Remedial classes are meant to bring up the level of such students.

Context:

There are several challenges to be faced in this context.

1. Normally students are weak because of their weak foundation.
2. Some students although very intelligent, are very slow when it comes to writing.
3. Yet some others scoreless because of poor application.

A weak foundation can have several reasons. Some students have a poor economic background and might have had a poor schooling. In some cases, the teachers are not trained or experienced enough to build up a proper foundation.

In some cases, due to parental negligence. Some students who studied through the medium of their mother tongue can have a problem in higher studies because of language.

Practice:

The first step for remedial classes is to categorize the students. Normally they fall into 3 categories.

1. Weak foundation
2. Slow learners
3. Poor application

For a layman, all those students may appear the same. A few tests will become necessary to categorize them.

First Test:

A short class was conducted for about ten minutes. The lesson was of the level of their class. An oral test was conducted after that. Students who had a weak foundation failed in that. Both the second category and the third category passed in this test.

Second Test:

A written test for the same lesson was given to the second category and third category together. The slow learners failed in it.

Hence, we had the students in 3 categories. Once the diagnosis was done prescribing the medicine wasn't difficult.

1. In the case of students who had a weak foundation, it was essential to teach them the basics.
2. In the case of slow learners, the teacher had to exhibit a high degree of patience and not lose temper under no circumstances.
3. In the case of students who were not ready to work hard the teacher had to

take them to task. Here, the teacher had to be very firm and accept no excuses. While conducting the classes it was found that in some classes the same teacher could not handle all the categories due to their temperamental traits. In every case extra time, extra human resource and extra incentives become essential.

Evidence of success:

We have given our best within the resources available and the results are there for everyone to see. There are some cases where the internal exams showed 50% results, University exams showed almost 100% results.

Problems Encountered:

It was not smooth soil all the way. We had to face mainly 3 problems:

1. Time Constraint
2. Human Resource
3. Incentives
 - Originally, the idea was to conduct these after college hours. It was psychologically wrong. No student wants to stay back after college hours. Poor attendance demotivates the teachers. However, we succeed in conducting these classes well, after the preparatory exams.
 - In some cases, it was found that the same teacher could not handle all the 3 categories, simultaneously. Human resource management became difficult.
 - Since the students were not charged any extra fee, we could not give any incentive to the teachers.

Recommendations:

1. We need full fledged faculty to train students.
2. Facilities should be provided by university, management and government.

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BEST PRACTICE: 2 - Guruvandhana – 2020

Objective:

To identify the service of the teachers.

Context:

Gurus or the teachers play a vital role in curving the students career. RJS First Grade College is one of the institution that is well known to honour the **Gurus** in recognition of their services. Guruvandana is one such initiative.

Practice:

Guruvandana–2020 was celebrated in a grand manner by RJS First Grade college, Koramangala on the 25th of January,2020. Sri. Kalyan Chakravarthy, the Dean of Narayana PU colleges, Bangalore, was the Chief Guest at the function.

The function was presided over by Sri. S. Jayarama Reddy, the President of Karnataka Reddy Jana Sangha.Sri K.N Krishna Reddy, General Secretary of KRJS, Sri. V. Venkateshiva Reddy,the Vice President of KRJS, Prof. P. Sadashiva Reddy, Joint Secretary of KRJS and Sri. Naghabhushan Reddy, the Principal of RJS First Grade College were also present on the occasion.

Evidence of success:

About 25 Principals of different colleges were honoured at this function. Some of the RJS FG College Alumni achievers were also felicitated on the occasion. Study materials for the even semester students of RJS First Grade college were

released by the dignitaries. In his speech, the Chief Guest spoke about declining values and misuse of the Internet. The programme which started at 11.00 a.m. got concluded by 1.30 p.m. After the programme, the invited gurus were led to a Banquet with Management Members.

Problem encountered:

It was realized that more number of teachers services could be recognised and honoured.

Recommendations:

The institution should reach out large number of teacher's fraternity and must identify their services at various institutions. Also recognizing teachers served and serving in the host institution and honouring them as a part of appreciation.