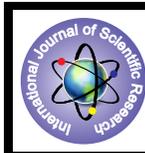


## Remedial Teaching For Slow Learners in Physical Science



### Education

KEYWORDS :

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#### REMEDIAL TEACHING:

Remedial teaching attempts to find a procedure, which causes the child to correct the errors of skill or thought. In normal class room teaching is teach-test-re-teach but in remedial teaching the procedure is test-teach-re-teach. It is essentially an effective teaching in correcting the difficulties or errors in all type of learning process; which is carried out systematically and correctly. It is based on a careful programme of diagnosis. It helps the student from where he is and leads him to optimum performance. The focus is on the learner and his needs. Remedial programme in education are different and difficult remediation should be accompanied by strong motivational programmes. It should be individualized in terms of psychology of learning.

Subjects like physics pose difficulty for students when compared to biology. In biological sciences, students can see and find meaning in what they study. Whereas physics is somewhat intricate and difficult for students without good knowledge of mathematics. Poor performance in physics can be remedied by first teaching the required basic mathematical operations. Sometimes language becomes a barrier for students to understand the vast areas in subjects like geography. When group discussions are held in the classroom, the slow learners are benefited much.

#### Role of remedial teaching

1. To correct errors in knowledge
2. To resolve conflict and substitute right attitude
3. To provide opportunity for slow learners
4. To prevent the future errors in all types of learning process
5. Improve the quality of the students
6. Increases the interest towards the subject.
7. Changes the methodology of teaching

#### Who is slow learner?

In the present system of education, students are identified as slow learners purely on the basis of their poor performance in the examination, which, in most cases deviates from what is taught. Consequently even talented students are sometimes misconstrued as dullards. So, a slow learner is one whose performance is very dismal in the examination. He is neither mentally retarded nor is on the lower rungs of intelligence scale.

#### The students can also be identified by the following characteristics:

##### A. Identification:

- a) Through academic achievement:
  - i) Class interaction: An under-achiever will give incorrect answers often to the questions questioned. He will appear to be confused. He may probably not respond to the questions questioned in the class at all.
  - ii) Home assignment: An under-achiever will not do the homework. If pressurised to complete the work, he may resort to copying, which may be straightforwardly detected.
- i) Unit tests and term tests: He will show poor performance consistently in tests.
- b) Through behavioural aspect:
  - i) Attitude towards academic activities: He will be disinterested in such activities. He will try to refrain himself from such activities.
  - ii) Class escapism: He will try to bunk classes for one reason or

another. He will give excuses for not attendance classes.

#### B. Diagnosis of deficiencies:

- a) Learning of concepts: His concept(s) related to a particular topic or formula is not clear. For model, the difference between  $2 \times 2$  and  $(2x)2$  may not be clear to him.
- b) Computational Skill: He may not be excellent at computations and thereby may give erroneous results often while performing basic arithmetical operations and simplification.
- c) Course of action of solving problem: He is not clear about the course of action of solving problems and so he/she often gets incorrect answers.
- d) Attention of knowledge: He may not be able to apply the learned knowledge in different situations. For model, in word problems, he may fail to translate sentences into equations or spot the variables.

#### C. Causes:

- a) Memory: Individual capacity of memorising facts and figures.
- b) Understanding: Lack of comprehension-he does not stay on what he reads.
- c) Presentation: Finds difficulty in expressing views-vocabulary is not sufficient.
- d) Knowledge Gap: Incomplete coverage units in the previous class-long absence.
- e) Parental background: Socio-economic status; education
- f) Parental attitude: Indifference of parents towards studies; over-expectation.
- g) School Based: Lack of suitable equipment and environment in school-overcrowded class.
- h) Medium of instruction: Language problem.
- i) Physical factors: Poor eyesight; poor audibility; illness and other problems.
- j) Individual factors: Excellent in oral tests but does not prepare notes and does not do home work regularly; not sincere in studies; lacks self confidence; inferiority feeling; emotional instability.
- k) Teacher based: Lack of confidence in teacher; lack of time at teacher's disposal; faulty method of teaching; does not encourage student participation in class; inadequate home assignments and problems for practice; improper way of correction of homework and of guidance to students at appropriate time.

#### D. Cures and Remedies:

- a) Category wise remedial-not more than 5 to 10 students in each class.
- b) Personal and individual attention by teacher.
- c) No humiliation.
- d) Read-Re-read-Enter-Re-Enter-Reproduce-Drill.
- e) Group studies; group learning.
- f) Micro-notes.
- g) Teaching selected part of syllabus only.

#### REMEDIAL MEASURES

Remedial measures are education involving corrective measures. These are undertaken for removing weakness, deficiencies and difficulties of the learnt in order to obtain desired mastery level or optimum educational growth in terms of the specified learning objectives. Their aim is not confined to remove the learning difficulties and overcoming the deficiencies but to provide such congenial environment, facilities and opportunities to the learners as to develop their potentialities to the maximum.

**How to take remedial measures?**

The following questions should be planned about any remedial education.

1. What is the nature, extent and level of the weakness, deficiency and difficulty of the learner?
2. To which area and aspects of the subject matter, learning experiences and activities does it belong?
3. What is the cause or causes of such weakness or deficiency?

The root cause or causes of the weakness or difficulty, then should be removed or rectified with the following active efforts of the teachers, learners, parents and authorities:

1. Taking adequate steps for meeting with the problem arising out of the poor physical and mental health.
2. Parental education and co-operation.
3. Providing proper educational, vocational and personal guidance to the learners.
4. Modifying, restructuring or introducing favourable changes in the environment available at home, surroundings, school and the society.
5. Providing better education by enriching the man and material resources.
6. Suitable programme selected with remedial teaching may also be undertaken for overcoming the weakness, deficiency and difficulties of the learners.

**Recommended Methods for Remedial Teaching**

1. The teacher should step-down to the level of the student.
2. Avoid introducing two or more concepts in one and same. Only one concept should be developed and that too properly sequenced with easy steps.
3. A new concept should be built based on their previous knowledge to facilitate the students understand the new concept clearly.
4. The specific objectives of the topic to be cleared to the students before hand. So That the students are able to follow the different aspects of the lesson taught.
5. Remedial teaching should be conducted in a democratic setup and learning activities must always be associated with motivation.
6. The learning process should be open ended. Creating and encouraging a special interest and aptitude in the students for further knowledge.
7. This can be achieved by extending their activities through references, writing assignment regularly, reporting and by doing practical activities in the interested
8. **The action plan:** out of two approaches of evaluation in vogue today, i.e. **the process approach** focusing on the performance of the teacher and the **product approach** focusing on the performance of the students with regard to specific objectives—**here to get high score in the examinations in terms of marks and subject mean**, the latter is preferred for sure for obvious reasons. This process is based on the opinion that whatever the teacher might have done in the class room is beside the point unless the objective (of **obtaining a high score in the examinations in terms of marks and subject mean**) is achieved. This then is the primary criteria of evaluation of both the teacher and the taught at all levels.

For the benefit of teachers in general now suggesting an action plot on these lines:

- a) Be an innovative and imaginative teacher with an open mind.
- b) Apply suitable diagnostic test to spot the weakness of each child.
- c) **Re-teaching of the subtopic**—should be resorted to only if the student has completely disastrous to know the subtopic due to one reason or the other.
- d) **Computer Aided Teaching**—should be resorted to if the

student has a vague thought about the subtopic and therefore finds it tiresome to answer questions relating to it.

e) **Drilling of Problems**—Should normally be prescribed to the weak child during examination times. For this the teacher should be able to point an effective examine material containing objective questions, knowledge based problems; the practice/drilling of which will cure the weakness.

To conclude, it may be said that this is indeed a oversize task with immediate rewards a remote possibility; therefore requires zeal, enthusiasm and a sense of commitment on the part of the teacher to undertake this project.

; the institution has to play a pivotal role to achieve the ultimate objective. The difference between supervised examine (**examine under the supervision of a teacher**) and remedial teaching be visibly understood. The supervised examine time table be framed in such a way that a teacher should be assigned at smallest amount two periods a week in Maths, Science, English and Social Studies (**the subjects where most weakness is found**). The teacher on his part should not just while away his/her time but should go these activities as suggested above in letter and spirit and then and only then the ultimate objective can be achieved. **He/She must remember that if a student fails then: the teacher has disastrous; the examination system has disastrous; the evaluation system has disastrous and by and generous the education system as a whole has disastrous.**

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