

# CHAPTER I

## CONCEPTUAL FRAMEWORK

### 1.0 INTRODUCTION

Education plays an important role in shaping an individual's career. The level of education helps people to earn recognition and respect in society. Undoubtedly, education is both socially and personally an indispensable part of human life.

Every object that mankind creates is based on the knowledge that he attains through education. The more the society develops, the more life becomes dependent on education. Education helps people be aware of their fundamental rights and is not restricted to studying hard and scoring good results only. It also means to conquer new things towards the betterment of mankind. An educated individual can create a big difference between wrong and right or evil and good. Education is a big social responsibility of every nation.

Given the enormity and importance of the task of educating the country's children, it is necessary that, from time to time, we create occasions to collectively sit back and ask ourselves, "What is it that we are doing in our engagement with this task? Is it time for us to refresh what we provide to our children in the name of education?" If we look at what our system of education has accomplished since Independence, perhaps we have much to be satisfied with (NCF 2005).

Today, our country engages nearly 55 lakh teachers spread over around 10 lakh schools to educate about 2,025 lakh children. While 82 per cent of habitations have a primary school within a radius of one kilometre, there is an upper primary school within 3 kilometres for 75 per cent of habitations. At least 50 per cent of our children who appear at the school-leaving examinations pass out of the secondary school system (NCF 2005).

Despite these trends, 37 per cent people in India lack literacy skills, about 53 per cent children drop out at the elementary stage and over 75 per cent of our rural schools are multigrade. Further, there is a deep disquiet about several aspects of our educational practice:

- (a) The school system is characterised by an inflexibility that makes it resistant to change;
- (b) Learning has become an isolated activity, which does not encourage children to link knowledge with their lives in any organic or vital way;
- (c) Schools promote a regime of thought that discourages creative thinking and insights;
- (d) What is presented and transmitted in the name of learning in schools bypasses vital dimensions of the human capacity to create new knowledge;
- (e) The “future” of the child has taken centre stage to the near exclusion of the child’s “present”, which is detrimental to the well-being of the child as well as the society and the nation (NCF 2005).

In order to realise educational objectives, the curriculum should be conceptualised as a structure that articulates required experiences. For this, it should address some basic questions:

- (a) What educational purposes should the schools seek to achieve?
- (b) What educational experiences can be provided that is likely to achieve these purposes?
- (c) How can these educational experiences be meaningfully organised?
- (d) How do we ensure that these educational purposes are being accomplished? (NCF, 2005) proposed that teachers should create an environment where students are able to connect knowledge to life outside the school, enriching the curriculum so that it goes beyond textbooks. For this to happen, we must design our educational objectives meaningfully and then design evaluation mechanisms to assess the learning outcomes effectively.

### **1.1 ROLE OF ASSESSMENT AND EVALUATION**

A good evaluation and examination system can become an integral part of the learning process and benefit both the learners and the educational system by giving credible feedback.

Education is concerned with preparing citizens for a meaningful and productive life, and evaluation should be a way of providing credible feedback on the extent to which

we have been successful in imparting such an education. The purpose of assessment is necessarily to improve the teaching-learning process and to be able to review the objectives that have been identified for different school stages by gauging the extent to which the capabilities of learners have been developed.

Seen from this perspective, current processes of evaluation, which measure and assess a very limited range of faculties, are highly inadequate and do not provide a complete picture of an individual's abilities or progress towards fulfilling the aims of education (NCF, 2005).

## **1.2 NEED FOR REMEDIAL TEACHING.**

The need for remedial arises because students are different in terms of learning ability, academic standards, teaching, classroom learning and academic performance and each has his own difficulties in learning. The aim of remedial teaching is to provide learning support to pupils who lag behind their counterparts in school performance, for varied reasons. It can be considered as an effective strategy to improve teaching-learning process, by overcoming learning difficulties and misconceptions in various subjects. It involves diagnosis of specific difficulties, providing suitable remedial measures and provides academic support to prevent reoccurring of them in the future.

Some common characteristics among learners who need remedial learning are as follows:

- Poor memory
- Short attention span easily distracted by the other things
- Relatively poor comprehension
- Lack of motivation
- Weak in problem solving
- Failure to grasp information effectively and mix things up easily
- Difficulty in understanding new/abstract concepts
- Failure to transfer knowledge to the related learning areas appropriately
- Additional time needed to complete assignments or tasks

Learning takes place from simple to complex. If for some reason the learner has not learned the basics, it is futile to teach him the advanced topics. Remedial teaching is

not about revising the topic repeatedly; rather, careful analysis of the learner's performance in the examination and diagnosing the areas of difficulty are key aspects in remedial teaching.

By adapting school curricula and teaching strategies, teachers can provide learning activities and practical experiences to students according to their abilities and needs. They can also design individualized educational programs with intensive remedial support to help pupils consolidate their basic knowledge in different subjects, master the learning methods, strengthen their confidence and enhance the effectiveness of learning.

Throughout the teaching process teachers should provide systematic training to develop pupil's generic skills, including interpersonal relationship, communication, problem-solving, self-management, self-learning, independent thinking, creativity and the use of information technology. Such training can lay the foundation for pupil's lifelong learning, help them develop positive attitudes and values, as well as prepare them for future studies and career.

### **1.3 BENEFITS OF REMEDIAL TEACHING**

Children receive additional support as they are given remedial teaching during free proxy classes or even sometimes after school hours. Remedial teaching helps identifying difficult learning areas and bridges the gaps in their learning progress by providing supplementary information throughout the course of study. Single level classes are arranged to better cater to the diverse needs of pupils.

To make remedial teaching effective, the teacher must devise different learning activities with the same teaching objective to develop pupils' varied abilities and skills in problem solving. It is more effective for teachers to adopt a series of relevant and simple teaching activities than assigning one long teaching activity since pupils may acquire the required knowledge and skills through diversified activities.

Remedial teachers should specifically design meaningful learning situations, language environments (especially for English subject), games or activities so as to provide personal learning experiences for pupils and stimulate their interest and initiative in learning. Teachers should give concrete examples before proceeding to abstract concepts by way of simple and easy steps at a pace, in line with the learning abilities of students. Teachers may teach new concepts from different perspectives by various

approaches so that pupils can grasp the ideas through meaningful and repeated illustrations. Teachers should encourage pupils' active participation by more frequent use of teaching aids, games and activities. They can also make use of information technology and all the teaching resources available to help pupils understand the main points. Pupils with learning difficulties are less competent in understanding written language. Therefore, remedial teachers should give pupils short and clear instructions to avoid confusion. They must explain clearly the arrangement of each learning activity. Suffering from frequent frustrations in their work, pupils with learning difficulties may gradually lose their interest in learning. Therefore, teachers should adapt the curriculum to meet the needs of pupils.

With fewer pupils in the RTP, teachers can design interesting activities coupled with reward scheme to stimulate pupils' interest. It is most important to help pupils overcome their learning difficulties so that they may gain a sense of achievement and recover their confidence and interest in learning. Pupils with learning difficulties usually lack self-confidence and are more passive in class. They seldom ask questions or express their views. Remedial teachers should patiently encourage active participation in class. Pleasurable learning experiences may help enhance pupils' interest in learning. Teaching should not only focus on the transmission of knowledge. It is also important to see that pupils are benefited from the entire learning process. Teachers should provide ample opportunities in class for pupils to practice and think what they have learnt, and allow them to solve problems by different means. Teachers should also carefully observe the performances of pupils and give them appropriate assistance, feedback and encouragement so as to help them acquire the learning skills, solve their problems and understand their own capability, thus enhancing self-confidence and improving their learning skills. Pupils may encounter different problems in their studies; therefore, teachers should carefully observe the learning process of individual pupils in class. Whenever necessary, they should provide individualized remedial teaching before and after class, during recess or lunchtime, so that they can remove their learning obstacles as soon as possible.

The strategies of Remedial Teaching adopted maybe as follows -

- The Individualized Educational Program which helps pupils to overcome their learning difficulties and develop their potentials. Teaching can be done in small

groups or for individual. If necessary, remedial teachers, other teachers, student guidance officers/teachers, parents and pupils alike are to participate in designing the program. Remedial teachers hold meetings regularly to evaluate the effectiveness of work and gather opinions for refinement.

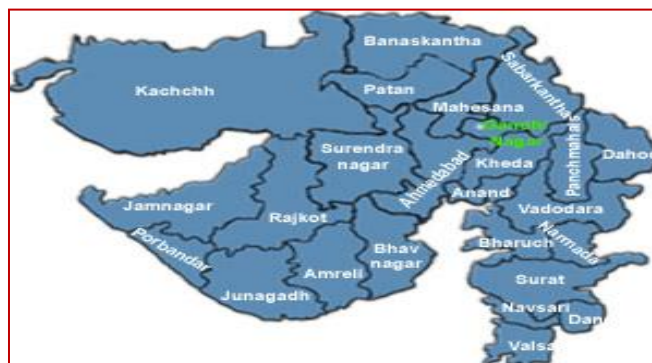
– Peer support program which helps pupils reinforce their knowledge, and develop their communication and cooperation skills as well as good interpersonal relationship. To enhance the effectiveness of the program, remedial teachers must provide training to the pupils concerned beforehand and make regular reviews on its effectiveness. Generally speaking, this program is more suitable for pupils of higher grade.

The reward scheme which has positive effect in enhancing pupils' motivation. It aims at guiding pupils to set their own objectives and plans, and positively reinforcing their good performance. No matter what reward is provided, the most important thing is to help pupils cultivate an interest in learning and gain a sense of satisfaction and achievement during the learning process.

#### 1.4 GUJARAT – THE EDUCATIONAL SCENARIO

Gujarat has been among the pioneers in quality education. Education has played a key role in Gujarat's success in every field in the past decade. The education sector in Gujarat has seen a sea change with the literacy rate increasing from 69.14 % in 2001 to 79.31% in 2011

**The schemes initiated by the education department have truly led to a complete turnaround in the way the importance of education is perceived in the State.**



SOURCE: [http://www.gujarat-tourism.net/Gujarat\\_Information.html](http://www.gujarat-tourism.net/Gujarat_Information.html)

The State of Gujarat was established on 1st May 1960. It is the westernmost State in India, also locally known as ‘Jewel of the West’. Gujarat’s capital is Gandhinagar and its largest city is Ahmedabad. It is home to the Gujarati speaking people of India.

As per the 2011 India Census Report, the total population of the State of Gujarat was 60,383,628; out of which the rural population comprised of 57.4% and the urban population comprised of 42.6%. The State has 33 districts. The Literacy rate of the State according to the 2011 census was 80.18%, reflecting a considerable increase from the rate reported in the 2001 census, i.e. 69.14%.

The schools of Gujarat are affiliated to the Gujarat Secondary and Higher Secondary Education Board (GSHSEB). Many of the private schools in Gujarat are also affiliated to the Central Board of Secondary Education (CBSE) and Council for the Indian School Certificate Examinations (CISCE) as also the IB Board. Gujarat has 13 State Universities and 4 Agricultural Universities.

The Gujarat Council of Educational Research and Training (GCERT), a pivotal institution at the state level, has been established for the enhancement of qualitative education at primary and secondary schools. It was later upgraded as a SCERT in 1988, under the resolution of State Education Department. The upgraded SCERT now named as Gujarat Council of Educational Research and Training (GCERT) is a fully structured State level academic institution and is controlled and guided by a Governing body as well as an Executive Committee. GCERT was shifted from Ahmedabad to Gandhinagar, the State Capital in 1997.

The GCERT works as a prominent institution for implementing the policies, programs and researches in the State. It provides resource support and guidance to all the teacher education institutions and works in collaboration with the NGOs, Subject experts, Educationists and pioneers in bringing about reforms in the remote and underserved areas of the State. It disseminates latest information with regard to modern trends and approaches in primary education, pre-service and in-service education, pedagogical advances in the country, wide use of distance education as a mode of training, organizing community awareness programs and updating of curriculum of primary education in view of new and emerging concerns. Even the State Ministry of Education banks upon its expertise.

The Council is committed to bringing about qualitative improvement in school education development of curriculum syllabi, instructional material and evaluation strategies to explore suitable solutions to educational challenges with the changing time. The GCERT has scaled a unique journey with experimentation from chalk to satellite, scaling an arduous terrain in the field of educational reforms.

### **1.5 THE EDUCATIONAL SCENARIO IN VADODARA**

Vadodara, also known as Baroda, is the third largest city in the Indian State of Gujarat after Ahmedabad and Surat. It is the administrative headquarters of Vadodara district. Located on the banks of the Vishwamitri river, it is also known as the ‘Sanskari Nagari’, i.e. ‘Cultured City’. Vadodara is one of India’s most cosmopolitan cities. It is a great and fitting memorial to its late ruler, Sayaji Rao Gaekwad III (1875-1939 AD).

Modern Baroda owes its beauty, its educational institutions and its masterpieces of architecture to the insight and vision of this great ruler. It was the vision and broadmindedness of the Gaekwads, the subsequent industrialization, the proliferation of academic activities and a strategically important geographical location, that Baroda has become a hub for a wide variety of people from all over India and also from all over the world.

Vadodara is synonymous with education. The patronage of education started with Maharaja Sayajirao and the city has built further on the academic infrastructure established by him. The present educational foundation rests on over 20 public schools and over 100 private schools. Towering benevolently over all is the Maharaja Sayajirao University (M.S.U.), the jewel in the crown of Baroda. It is the largest university in Gujarat, famous for various faculties and departments, including the Fine Arts, Performing Arts, Technology, Management, Psychology, Social Work, Law and Medicine streams.

### **1.6 SCHOOL EDUCATION IN VADODARA CITY**

Vadodara city has been an important cultural and educational part of Gujarat state while also being a pioneer in the field of Primary Education. In Vadodara city there are variations in the management of education. There are schools which are Private Aided, Private Unaided, Municipal School Board, Central School and State Board Schools.



The Vadodara Municipal Corporation schools (VMC) are totally financed by the State Government and are governed by their rules and regulations. The State Government makes provision for all the requirements i.e. physical or financial. These schools are under the Municipal School Board which was formed on the 9th of November, 1953 with the goal of providing Primary education to the children in the age group of 6-14 year, in the city of Vadodara.

As per the information procured from the District Education Office (Jilla Shikshan Adhikari Kacheri), Vadodara (2012-13); there are 271 schools in the city of Vadodara, with English, Gujarati, Hindi, Marathi and Sindhi as medium of instruction; catering to the educational needs of the local population. Out of which around 109 schools are Secondary Education Schools and bifurcating it further, around 65 English Medium Schools are identified to provide education till the secondary classes.

For the smooth administration of these schools, the entire city is broadly classified into 4 zones and 28 wards depending on their localities; with the schools distributed across these wards.

Thus, Education holds a significant position in the design of Vadodara and its educational institutions are looked upon to shoulder the responsibility of educating the ambitious and progressive population.

The conceptual framework thus created attempts to furnish a relevant backdrop for the present Study. It provides the base to establish the need for this study, which is elaborated in the following section.

### **1.7 NEED OF THE STUDY**

We are living in an age which makes heavy demands upon high achievement. But there are students who find it difficult to meet these demands. There are also students whose scholastic performance lags far behind their academic abilities and they fail to make use of their innate capacities, particularly, intelligence. This results into low achievement. High achievement on the other hand, requires the full blossoming of all kinds of abilities which an individual has. The period of studentship is the most crucial time to nurture these abilities to their maximum. Education is the birth right of a child. It not only shapes an individual's life but it also caters in shaping the nation as a whole. In order to inculcate social values, justice and respect for dignity and diversity among the children, it becomes essential to provide them quality education.

But every child is different. It has been researched and stated clearly by the child psychologists that all children have their own pace of learning and self development. They cannot grow beyond this. Further, learners can be divided into three major groups. Fast Learners, Average Learners and Slow Learners. Any institution that imparts education needs to take care of all the three groups. In India, the National Curriculum Framework (2005) has designed the curriculum for the Indian Education System in such a way that it can serve all the three groups of learners. It becomes mandatory for the teacher to fulfill the needs of all the learners. Many a times, it is seen that in the practice of education; the third group of learners, i.e., the slow learners are always overlooked.

With the inception of Balsakhi in the year 1999 in Mumbai, by a NGO named, Pratham a new dimension in the Indian Education System for the Slow learners emerged. With this the concept of REMEDIAL INSTRUCTION PROGRAM came into existence. Today, around 123 schools of Vadodara are successfully running this program. This program helped the slow learners in enhancing their reading and writing skills. Also, this improved their creativity and critical thinking ability. Not only has this but through remedial instruction program, a child's confidence level also increased. With this, these slow learners can achieve their learning standards easily. In-depth research (as) can help this program in enhancing their quality standards as per the needs of each student.

What urged the researcher to undertake this study is the awareness of the situation of our existing educational system which encourages the high academic achievers while neglecting their counterparts the low-achievers who ultimately are the most neglected section in the academic world.

## **CHAPTER II**

### **REVIEW OF RELATED RESEARCH**

#### **2.0 INTRODUCTION**

Any researcher must be acquainted with the research work in his field of research. Therefore, it is the first necessity for the researcher to critically study the related literature.

#### **2.1 IMPORTANCE OF THE REVIEW OF RELATED RESEARCH**

A literature review is an evaluative report of studies found in the literature related to the selected area. The review describes, summarizes, evaluates and analyzes this literature. It gives a theoretical basis for the research and helps to determine the nature and context of the present research.

A literature review goes beyond the search for information and includes the identification and articulation of relationships between past literature and the chosen field of research. While the form of the literature review may vary with different types of studies, the basic purposes remain constant:, that is to -

- Provide a context for the research
- Justify the research
- Ensure the research hasn't been done before (or that it is not just a "replication study")
- Show where the research fits into the existing body of knowledge
- Enable the researcher to learn from previous theory on the subject
- Illustrate how the subject has been studied previously
- Highlight flaws in previous research, if at all
- Outline gaps in previous research and finally, also show how the work is adding to the understanding and knowledge of the field.

The related national and international studies have been organized as follows -

Studies on effectiveness of remedial program

Studies on factors responsible for academic achievement

Studies on the role of ICT in remedial instruction program

Studies on parents' involvement in child's learning

### **2.1.1 STUDIES ON EFFECTIVENESS OF REMEDIAL PROGRAM**

#### **National Studies**

**Sharma (1981)** Conducted the study on the effectiveness of density of program and time in remedial teaching in a segment of English syntax. The objectives of the Study were To diagnose the error patterns in the use of English prepositions, To study the performance of students taking remedial programs of varying densities on the criterion test, To find out the effect of different time-spans of learning on the performance of students on the criterion referenced test, To analyze sex differences in the achievement of students in the use of English prepositions. The study consisted of 300 pre university students having equal number of boys and girls from six out of the eight colleges of Chandigarh. It was an experimental study and a factorial design of  $3 \times 3 \times 2$  was followed, it tested the effect of the independent variables of density, time, and sex on the dependent variables of the performance of students on the criterion test. All the tests used in the study were developed by the investigator, which included a diagnostic test in English prepositions, criterion test, and an extrinsic program text on simple prepositions of English. The statistical techniques of analysis of variance, F-ratios and t-ratios were used. The major findings of the Study were the density levels of the program did not show differentiating effect on the performance of students, The students taking more time in learning the content under study achieved less than the ones taking less time, Girls fared better than boys in learning the use of prepositions, Density and time taken together did not show significant results on pupil's performance, Density did not interact with sex to yield significant results on the pupil performance, The interaction effect of the factors of time and sex had also not accounted for significant performance, Density, time, and sex, when taken together, did not interact to yield significant effects on pupil performance. It could be

said, therefore that each factor was independent of the other two factor, with regard to performance.

**Pillai (2009)** conducted a study on effectiveness of remedial programs in mathematics for the disadvantaged children of primary schools. The objective of the study were: i) To identify the socially , culturally, economically and academically backward children ii) To determine the common nature of the disadvantaged children iii) To determine the reasons and causal factors for the disadvantaged nature of children iv) To find the achievement of disadvantaged children in mathematics on selected topics v)To diagnose the areas of difficulty and weaknesses with regard to selected topics in mathematics of the disadvantaged children vi)To analyze the difficulties and weaknesses of the disadvantaged children in terms of errors committed by them in mathematics and find out the frequency of errors on selected topics vii) To develop remedial programs on selected topics in mathematics for the disadvantaged children viii)To test the effectiveness of remedial program on selected topics in mathematics for the disadvantaged children. A simple random sampling technique was used for the selection of schools. The sample selected for the study was chosen from three districts in Kerala named Thiruvananthapuram, kollam and alappuza. Altogether seven schools from these districts were selected and 726 children were selected as the sample based on the technique of stratified random sampling. Tools for the study were i) Socio-economic scale data sheet ii) Focus group discussion document iii) Achievement test in mathematics iv) Diagnostics test in mathematics v) Remedial materials in mathematics vi) Direct instruction plan. The study revealed that more than 50 percent of children are disadvantaged.

**Chaudhari (2010)** conducted a comparative study of the Effectiveness of the Multiple Intelligences- based Teaching and Non Multiple Intelligences- based Teaching of some units of History for Std .VI. The objective of the study were: i) To prepare M.I. based instructional materials (lessons plans, teaching aids and computer assisted instructional material) on selected units of History. ii) To study the effectiveness of the use of MI.- based teaching(a) In terms of academic achievement. (b) In terms of reactions of students. (c) In terms of observations made during MI-based teaching (d) In terms of retention of the content The research was an experimental research. The population of the study was the students of VI standard studying in SSC board whereas sample comprising of two intact classes of 6the

students from the same school i.e. Sinhgad Springdale School, Narhe, Pune, had been chosen by the researcher. This study was performed amongst 110 elementary school students. 55 students from one division formed the experimental group and 55 students from another division formed the control group of the study. All of the students in the study were about 11 years old. The families of the students in both groups had similar socioeconomic backgrounds. The sample was chosen as per the convenience, need and resources available to the researcher backgrounds. The sample was chosen as per the convenience, need and resources available to the researcher. The present study had revealed that it is possible to achieve higher order cognitive and affective skills using MI based teaching method.

### **International studies**

**Selvarajan and Vasanthagumar (2012)** conducted a study named The impact of remedial teaching on improving the competencies of low achievers. The objective of the study were: i) To identify the impact of remedial teaching on improving the competencies of low achieving students in Mannar district of Sri Lanka. ii) To investigate the reasons for the low achievement of students in this zone. iii) To assess the effectiveness of the remedial teaching and to recommend possible actions to be carried out for improvement. The data were collected by interviewing relevant authorities and from the secondary records. The methodology used by them were first Mannar Education Zone identified thousand low achievers in Key Stage two and implements the Remedial Teaching program during 2010. The selection of the primary grade is decided to ensure the effectiveness of the program in primary education which will support the students to gain necessary learning competencies of primary and enter into secondary education without dropping out before or end of this primary cycle. It was decided by the Mannar Education Zone to provide remedial teaching to Key Stage two students since the improvement in their performance of these students will continue to key stage five in which they will sit for the scholarship examination, which will provide individual benefits to the students as well as improve the performance of the Education Zone in the examination. Out of thousand students ninety seven students from schools namely St Xavier College, Thalaimannar, Peer Government Tamil Mixed School, Siththi Vinayagar Vidyalayam, and Murungan Maha Vidyalayam from Mannar Disrict were selected for the study based on the judgmental area sampling method. The assessment marks available in schools will

be collected as secondary data and percentage analysis has been done. Focus group discussion with Zonal Education Team, Principals, selected teachers and students were used to collect primary data regarding the reasons for low achievements. The findings showed that the socio economic condition of the family and physical and psycho social status of the student cause low achievement, the implemented remedial program proved to be effective with recovering ninety four percentages of students in Tamil Language and ninety three percentages of students in Mathematics, continuous capacity development of teachers on concept and skills of remedial teaching and strengthening the Referral mechanism to find solution for the socio economic and psycho social reasons to ensure the sustainability of the recovery are strongly recommended.

**Armana (2011)** conducted a Study on the topic, 'The Impact of a Remedial Program on English Writing Skills of the Seventh Grade Low Achievers at UNRWA Schools in Rafah'. The objective of the study was to examine the impact of a remedial program on English writing skills of the seventh grade low achievers at UNRWA Schools in Rafah. The researcher adopted the experimental approach. The sample of the study consisted of (127) seventh grade low achiever students distributed into four groups. Two experimental groups i.e. a male group consisting of (31) students and a female group consisting of (37) students. The others are two control groups i.e. a male group consisting of (25) students and a female group consisting of (34) students. The researcher used the sample from Rafah Prep Boys "E" school and Rafah Prep Girls "D" school. Both are UNRWA schools in Rafah Governorate where two teachers administered the experiment and were helped and guided by the researcher. The remedial program was used in teaching the experimental group, while the ordinary teaching periods and the textbook was used with the control one in the second term of the scholastic year (2009-2010). A writing test of three scopes with (30) items was designed and validated to be used as a pre and post test. The major findings of the study were: i) There were statistically significant differences in the writing skills scores of the male experimental group and the male control group in the post test. Differences were recorded in favour of the experimental group. This indicates that the suggested program has a valuable effect on the writing skills of the seventh grade low achievement students of the target experimental group. ii )There were statistically significant differences in the writing skills scores of the female experimental group

and the female control group in the post test. Differences were recorded in favour of the experimental group. This indicates that the suggested program has a valuable effect on the writing skills of seventh grade low achievers students of the experimental group. iii) There were significant differences between the average total score in the post test of the (male and female) experimental groups and (male and female) control groups in favor of the experimental groups.

### **2.1.2. STUDIES ON FACTORS RESPONSIBLE FOR ACADEMIC ACHIEVEMENT**

#### **National Studies**

**Kapoor (1992)** studied the factors responsible for high and low achievement at the junior high school level. The major findings were: i) among both boys and girls the high achiever tended to show a higher level of intelligence as compared to the average and the low achievers. ii) A majority of high achievers belonged to higher SEC (socio economic status) iii) the high achievers had better home, health social, emotions and school achievement.

**Parua and Archana (2011)** conducted a study on ‘Study habits of secondary school students in relation to their Scholastic Achievement’. The sample of the study selected through simple random sampling technique. The sample comprised of 100 secondary school students. The finding of the study revealed that there is a significant positive correlation between study habit and scholastic achievement of secondary school students as whole and dimension wise. Further, there is a significant difference between high and low scholastic achievement students on study habits in general.

**Chandra Vathana (2009)** conducted a Study on the topic, ‘The academic achievement of the children of working and non-working mothers’. The sample used for random sampling techniques, a total number of 400 samples out of whom 200 were boys and 200 were girls were selected from nine schools located in rural and urban areas of Udumalpet. The total number of students selected for the study was given a questionnaire consisting of two parts, the first part dealing with personal details and the second part relating to the academic achievement level, their home environment, etc. Their responses were analyzed statistically.

The findings of the study were: i) The children of the non working mothers showed a better performance than the children of the working mothers in the rural area. ii) In



the urban area the children of the working and non working mothers do not differ significantly in their academic achievement. They have performed more or less equally. iii) The children of the non working mothers studying in aided schools do not differ significantly. The same is the case with the children studying in the government schools. iv) The children of the non working mothers studying in matriculation schools performed better than the children of the working mothers. v) There is no significant difference between the female and male children of the working mothers as far as their academic achievements are concerned, where as the female children of the non working mothers show a better performance than the male children and vi) The education qualification of working and non working mothers has got a significant influence on the academic achievement of their children. The children of working and non working mothers with PG/Professional qualification are found to have high scores.

**Mushtaq (2012)** conducted a study on Factors affecting students academic performance. The objectives of the study were to explore the important factors that affect the academic performance of the students. The major findings of the study were i) the student performance would be improve if the administration of the college provided proper learning facilities to the students and also improved the environment of the college. ii) The student performance would improve if the students had good and effective communication skills and have good competence in English. For this the administration should take steps to arrange the class for the English language. The student should perform well if they are properly guided by the parents and also by their teacher. If the student should know well about their abilities and their competences then he performs well.

**Sarwar et al. (2009)** conducted a Study on Study-orientation of high and low academic achievers at secondary level in Pakistan. The objective(s) of the study were to find any significant difference between study-orientation of high and low academic achievers; female and male students; and rural and urban students. A study-orientation (study habits and attitude) questionnaire was developed on the lines of Brown and Holtzman (1967), Ansari (1983), and Ansari & Chowdhri (1990), and keeping in view its relevance and suitability for Pakistani students and their practices in Pakistani educational institutions. The Major findings were: (a) The students who have better score on study-orientation tend to have better academic achievement. This difference

is highly significant on sub categories: study habits, study attitude, delay avoidance, work method, attitude towards teacher and attitude towards education. (b) The difference between boys and girls are non significant at 0.05 levels of confidence on all categories except delay avoidance. (c) The difference between rural and urban students is significant on study-orientation, study habits, delay avoidance, work method and attitude towards education in favour of rural students.

**Ong L C, Chandran V. et. al. (2010)** conducted a Study on the Factors associated with poor academic achievement among urban primary school children in Malaysia. The aim of the study was to identify factors associated with poor academic achievement during the early school years. The tools which were used were: (a) Raven's Advanced Progressive Matrices Test as a general measure of cognitive ability. (b) Audiometry and visual tests, and standardized measurements of weight and height. The major findings: (a) Cognitive ability, gender prematurity and social factors contribute to poor academic achievement during the early school years. (b) The higher proportion of poor achievers among non-participants warrants further attention.

**Kanth (1994)** conducted a Study on the Impact of directive counseling upon study habits writing skills of grades VI and VII students. The focus was i) To measure the effect of directive counseling on study habits. ii) To measure the effect of directive counseling on writing skills. The methodology used was observation and self-constructed counseling. The major findings were: a) Counselling had a positive influence on children in modifying their behaviour in a desirable direction. (b) Counselling seemed to be more effective in the elementary classes where children happened to be curious enough to learn more adequate responses for a teaching-learning situation. (c) On 'readability whereas experimental group changed its percentage statistics significantly, the control group stuck to its pre-counselling position.

### **2.1.3. STUDIES ON ROLE OF ICT IN REMEDIAL INSTRUCTION**

#### **National Studies**

**Ambasna (2009)** Conducted a study on Utilization of ICT in remedial instruction.

The focuses were (i) To develop a diagnostic test on unit light: reflection and refraction of science and technology subject of grade X. (ii) To find out the difficult

content points of 6 light: reflection and refraction unit faced by students after receiving regular classroom instruction through traditional method. (iii) To find out the effectiveness of CAI program as a remediation treatment by comparing the mean achievement scores of pretest and posttest.

The finding on the basis of data analysis and interpretation of the results obtained CAI in remediation task was found to be successful as the students were able to overcome the difficult points in the content.

#### **2.1.4. STUDIES ON PARENTS' INVOLVEMENT IN CHILD'S LEARNING**

##### **International studies**

**McGhee Cynthia (2008)** conducted a descriptive study on Teacher and parental attitudes towards parent involvement at an elementary school in Delaware, in which her focus was to identify and analyze the attitudes and belief of teachers and parent regarding the type of parent involvement practices that currently (then) exist between Delaware elementary school and the home setting school; based on Epstein's six major types of involvement. Her sample was comprised of 26 teachers and 78 parents. She used survey instrument which provided information on current (then) parental involvement in school activities. The findings indicated that teachers and parents value the importance of parent involvement in education. There were similarities between teachers and parent regarding what they reported as important. However, there was statistical significance to responses in the area of communication, student learning collaborating with the community.

**Norman and Ulvette (2005)** conducted a study on Relationship between parental involvement and student mastery of core subjects (English and Mathematics), and student attendance. The sample of the study were ten alternative secondary discipline schools, grades 6-12, located in the southeast region of the state of Texas were selected to participate in this research. The sample included 200 parents of students attending alternative secondary discipline schools, grades 6-12, and 10 principals. The relationship between parental involvement and achievement in English and Mathematics and the relationship between parental involvement and student attendance were examined. Perceptions of parental involvement in alternative secondary discipline schools, grades 6-12, were also assessed. The findings indicated that parental involvement had a positive correlation with student achievement in both

core subjects as suggested in previous studies regarding parental involvement and student academic performance.

## 2.2 IMPLICATION OF THE REVIEWED STUDIES

Some studies **Sharma, J.N.(1981) and Pillai.G.C (2009)** under the heading "Studies on effectiveness of remedial program" found that the remedial programs were time consuming and no significant results were recorded. These studies also found that girls were better than boys in learning the contents. Further, these studies noticed that the disadvantaged children commit more errors and were backward in academic achievements. Whereas, rest of the studies, **Chaudhari, Archana S(2010), Selvarajan.P. and Vasanthagumar.T(2012), and Mazen Ahmad Ramadan Abu Armana(2011)** showed the effectiveness of the remedial instruction programs. These studies were conducted on one or the other subjects and particularly in South of India only. From above studies it becomes evident that students who did not achieve desirable learning outcomes need remediation through a well organized remedial instruction program. Remedial Teaching can be considered as an effective correction technique, a program to improve teaching-learning process. Studies such as **Kapoor (1992), Parua and Archana (2011), Chandra vathana (2009), Mushtaq,Irfan(2012), McGhee Cynthia (2008) and Sarwar M., Bashir M., Khan M.N. & Khan M.S. (2009), Ong L C, Chandran V. et. al. (2010) and Kanth, R.J (1994)** worked on the factors that affected the students learning. Their studies revealed that Counseling had a positive influence on children in modifying their behavior in a desirable direction. There was a significant positive correlation between study habits and scholastic achievement of secondary school students as whole and dimension wise. Further, there was a significant difference between high and low scholastic achievement students on study habits in general. The socio economic condition of the family and physical and psycho social status of the students caused low achievement, and the implemented remedial program proved to be effective.

Another set of studies was based on the role of ICT in Remedial Teaching and on the role of parents' involvement in child's academic achievements. **Ambasna, Anil (2009), McGhee Cynthia (2008) and Norman and Ulvette (2005)** found that parental involvement had a positive correlation with student achievement in both core subjects

as suggested in previous studies regarding parental involvement and student academic performance.

Remedial instruction may be required for different reasons namely working parents and lack of attention at home, socio-economic factors such as family background, parents education, family structure and learning environment. For all these reasons students are unable to keep pace and lag behind in their academics. These students are then unfortunately termed as educationally backward. Remedial teaching can help to restore these students to their normal levels of learning and be very beneficial to such students. The studies revealed that Remedial Instructional Materials were effective in improving academic attainment of students. Such programs help to achieve desired learning outcomes if planned and implemented carefully. Selvarajan and Vasantha G Kumar conducted a study on the impact of remedial teaching on improving the competencies of low learners. He found that the socio economic conditions of the family and physical and psycho social status of the students cause low achievement. Another study was conducted by Pillai G.C (2009) on effectiveness of remedial programs for the disadvantaged children. He found that most of the students who were low achievers are because they are socially, culturally and economically weak. Thus against this backdrop and an understanding of the factors that necessitate remedial teaching, the present study was taken up.

### **2.3 RATIONALE FOR THE PRESENT STUDY**

Students with below average cognitive abilities whom we cannot term as disabled are called slow learners. They struggle to cope with the traditional academic demands of the regular classroom. Actually slow learners are normal students but the problem is that for various reasons, they are unable to perform well under traditionally accepted systems of education.

Slow learners should not be confused with students in need of special education or reluctant learners who are non-cooperative. A student may fail to excel in some classes or in some subjects but it does not imply that he or she is a slow learner. The teachers and guardians may resort to some of the teaching aids available to special education students that may enhance interest of slow learners and help them get involved in the learning process.

Every child is special. As every child is different, there is every possibility of improvement, sooner or later. The source of energy is lying within them but the only thing is to stretch the hand of confidence towards them which will solve their problems.

Assessment plays a very important role in teaching and learning. By means of assessment, teachers can know the learning progress as well as strengths and weaknesses of pupils; they may design different teaching activities accordingly to help pupils learn in an effective manner. Besides, it is also a means to measure the discrepancy between RTP pupils and ordinary pupils so that teachers may decide whether it is desirable for the pupil(s) concerned to withdraw from RTP.

Remedial education (also known as developmental education, basic skills education, compensatory education, preparatory education, and academic upgrading) is education designed to assist students achieve expected competencies in core academic skills such as literacy and numeracy. Remedial education can be designed for any students, with or without special needs; the defining trait is simply that they have reached a point of under preparedness, regardless of why. For example, even people of high intelligence can be underprepared if their education was disrupted. There are some children who feel a gap between their true ability and their performance level and such children are then dubbed “slow learner” and so the focus of the study is to find out the schools who are providing remedial instruction, what are the different strategies followed in the schools and status of improvement in the performance of learners, here, upper primary school students of Vadodara city. The researcher is concerned about the academic achievement of students and through this Study would like to identify the specific details of remedial instruction programs of Vadodara city and to what extent they are effective.

This study will be helpful for school community like students, parents, school faculty and teachers.

Also, since the researcher herself is an educator in a well known school in Vadodara and is familiar with the different educational practices being implemented for students in the city, she was inspired to know more about the remedial instruction programs as she believes this is an excellent program to address the learning needs of heterogeneous classrooms.

## **CHAPTER III**

### **METHODOLOGY**

#### **3.0 INTRODUCTION**

Methodology is one of the most important aspects in any research work. It gives us an idea about how the Study has been conducted. The methodology of any research work needs proper attention and care for its planning and execution. If inappropriate methodology is used or if appropriate methodology is used poorly, the result of the study could be misleading. Thus, it depends on the rigor of the representation of the findings. There are four main features of the research methodology; designing, sampling, data collection, and data analysis. This chapter deals with the design of the study, sample, tools and techniques used and the procedure of data collection.

#### **3.1 STATEMENT OF THE STUDY**

A study of the remedial instruction programs in the schools of Vadodara city

#### **3.2 RESEARCH QUESTIONS**

- 1) How does remedial teaching benefit students?
- 2) What are the different strategies used in remedial teaching in schools?
- 3) What problems do teachers and administrative face while implementing remedial instruction?
- 4) How is remedial teaching being conducted in upper primary schools?

#### **3.3 OBJECTIVES FOR THE STUDY**

To study the views of students and teachers with respect to remedial instruction.

To study the implementation of remedial instruction programs in schools of Vadodara city.

To analyze the difficulties faced by teachers in implementing the remedial instruction program.

#### **3.4 DELIMITATION OF THE STUDY**

The study is delimited to the upper primary learner only.

### **3.5 METHODOLOGY OF THE STUDY**

The Survey method was used to carry out the present Study.

### **3.6 POPULATION OF THE STUDY**

All the English medium schools functioning under the Gujarat Secondary and Higher Secondary Education Board in the State of Gujarat in the academic year 2014-15 constituted the population for the present Study.

### **3.7 SAMPLE OF THE STUDY**

The stratified sampling technique was used to select the samples to address the objectives of the present Study. There are around 109 secondary schools in the city of Vadodara, which function under the Gujarat State Education Board. Out of these, 65 schools were identified as English medium schools, as per the list procured from the DEO, Vadodara. The city of Vadodara is divided into four zones also termed as Shaher Vidhya Sankul (SVS). They are SVS-5, SVS-6, SVS-7 and SVS-8. The investigator identified the number of English medium schools from each zone (SVS), which is listed below.

Number of English medium schools in SVS-5 = 10

Number of English medium schools in SVS-6 = 26

Number of English medium schools in SVS-7 = 16

Number of English medium schools in SVS-8 = 13

Thus, total number of English medium schools in Vadodara city = 65

In order to arrive to the final sample size, the investigator selected 30% of the schools from each of the zones (SVS), which are shown below.

30% of English medium schools from SVS-5 = 3

30% of English medium schools from SVS-6 = 8

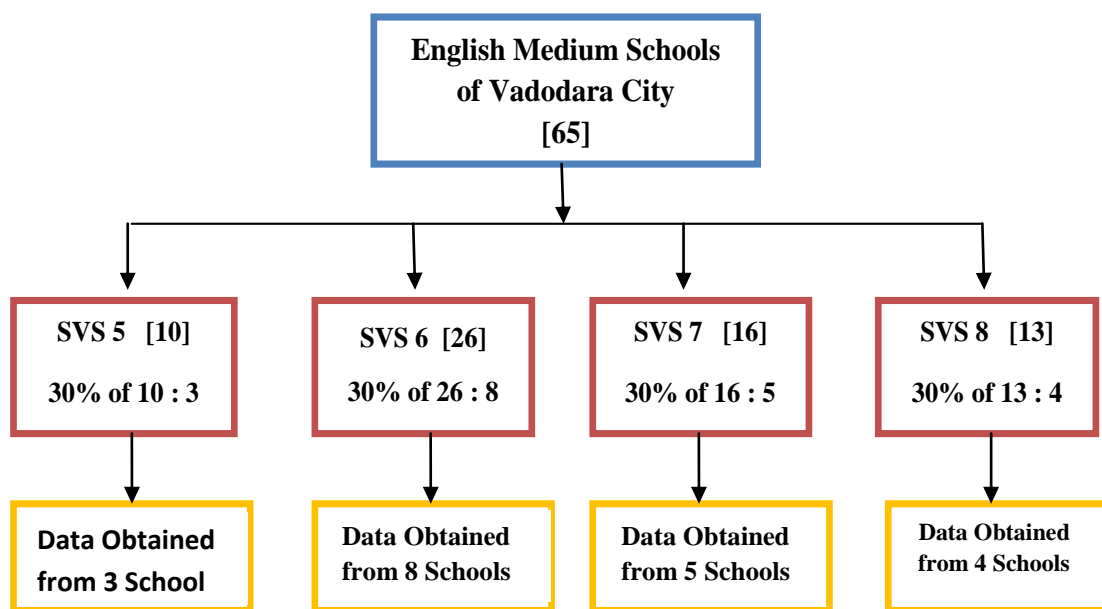
30% of English medium schools from SVS-7 = 5

30% of English medium schools from SVS-8 = 4

Thus, 30% of English medium schools in Vadodara city = 20



The investigator visited all these selected schools for data collection, and ultimately attained data from total 20 schools. . Out of all the teachers involved in remedial instruction program in the upper primary sections of the accessed schools, the researcher took a sample of 137 teachers only. Similarly, out of all the students who were taking remedial classes a sample size of 300 were taken for the present study. The data thus obtained addressed the first three objectives of the Study. The process of sample selection is diagrammatically shown below.



**Figure 1 : Process of Sample Selection**

### 3.8 PREPARATION OF THE TOOL

Tools adopted for the present Study were questionnaire. The questionnaire had close and open ended questions so as to elicit data and also to probe as and when it was thought necessary. The open-ended questions were framed in order to probe deeper into certain aspects. A copy of the questionnaire used in the Study is enclosed in Appendix 3

In the process of preparation of tools, major concentration was paid to the utility of the tool with regard to various objectives of the Study. The tool took final shape after passing through different stages of formulation followed by validation.

### **3.9 VALIDATION OF THE TOOL**

In the second stage of preparation of the tool, the prepared tool was presented to five experts.

Prior permissions were taken from the experts and the tool attached with a confirmation letter specifying the title and the objectives of the Study were presented to them. The Experts were requested to give their opinion and suggestions regarding the language of the tool (its lucidity, simplicity and correctness) and the content validity of the tool (how relevant was the information to the objectives under consideration).

Various comments were received from these Experts, which were related to reducing the number of questions, simplifying the language and adding in a few more aspects to substantiate the Study. Oral as well as written comments were incorporated to modify the tool before proceeding ahead with the data collection procedure

### **3.10 DATA COLLECTION**

This section describes the real field work carried out for data collection. Data was collected in two different stages as shown in the next page.

**Stage 1** The first stage of data collection comprised of personal visits to the selected schools. It included gaining access to the principal, attaining permission for tool administration (copy of permission letter is enclosed in Appendix 1) and handing over the required number of questionnaires to be filled up by the students and teachers teaching in the upper primary sections of the respective schools.

**Stage 2** The second stage was that of the actual data collection. It took several visits to the sample schools to get back the duly filled questionnaires from the teachers.

This sums up the efforts made by the investigator to get authentic data for the Study.

### **3.11 PROCEDURE OF DATA ANALYSIS**

The data obtained from the open-ended questions were analyzed qualitatively employing the technique of content analysis. The responses were read repeatedly, the points emerging were identified and broad categories were developed on the basis of similarity of responses. Those were then quantified as percentages. Also, the number

of respondents who did not give responses was counted. This number was converted into percentage to present the data quantitatively.

Thus in the present chapter, discussion about methodology of the present Study has been presented. The tools prepared and implemented in the field, generated a lot of data needed for the present Study. The analysis and interpretation obtained from this data is presented in the following chapter.

## **CHAPTER IV**

### **ANALYSIS AND INTERPRETATION OF DATA**

#### **4.0 INTRODUCTION**

Any research process involves collection of data. The basic objective is to find out whether the hypothesis framed by the researcher is valid or not. The data collected by the researcher does not yield any result, so analysis has to be undertaken. This chapter deals with a study of remedial instruction programs conducted in the schools of Vadodara city. This section deals with analysis results, so as to draw the inferences of the Study.

#### **4.1 MEANING OF ANALYSIS**

After the stage of data collection, the researcher has to organize and analyze the data so to reach the findings. Organization of the data includes editing, classifying and tabulating the information.

“The analysis of data involves a number of closely related operations which are performed with the purpose of summarizing the collected data and organizing them in such a manner that they will yield answers to the questions posed in the research” (Garg, 2002)

Analysis of data means studying the organized material in order to discover the inherent facts. Statistical treatment makes it possible to grasp the implications of the data and to understand what they imply. Hence, it is necessary to analyze and interpret the raw data to give them a critical and a structured look and comprehend the area under concern comprehensively.

#### **4.2 ANALYSIS AND INTERPRETATION OF DATA OBTAINED FROM THE QUESTIONNAIRE**

The design adopted for the present Study was ‘survey’. A questionnaire was developed by the investigator as a tool to collect data as per the objectives of the study. The data was collected through the open-ended questionnaire which required qualitative analysis. The following paragraphs will reveal the analysis of data, based on the objectives of the study.

### **4.3 OBJECTIVES OF THE STUDY**

Following were the objectives of the present Study:

- 1) To study the views of students and teachers with respect to remedial instruction.
- 2) To study the implementation of remedial instruction in schools of Vadodara city.
- 3) To analyze the difficulties faced by teachers in implementing the remedial instructional program.

#### **4.3.1. ANALYSIS RELATED TO OBJECTIVE 1**

The objective was to study the view of students and teachers with respect to remedial instruction program in upper primary sections of GSHSEB schools in Vadodara city. Under objective 1, the two sections were formed. One was used to collect data from students, while the other was used to collect data from the teachers in remedial instruction program. Thus, the following analysis is divided under section A and section B. (Copy of questionnaire enclosed in appendix 3)

#### **SECTION A**

##### **4.3.1.1 Analysis of the data related to the difficulties faced by the students in their studies**

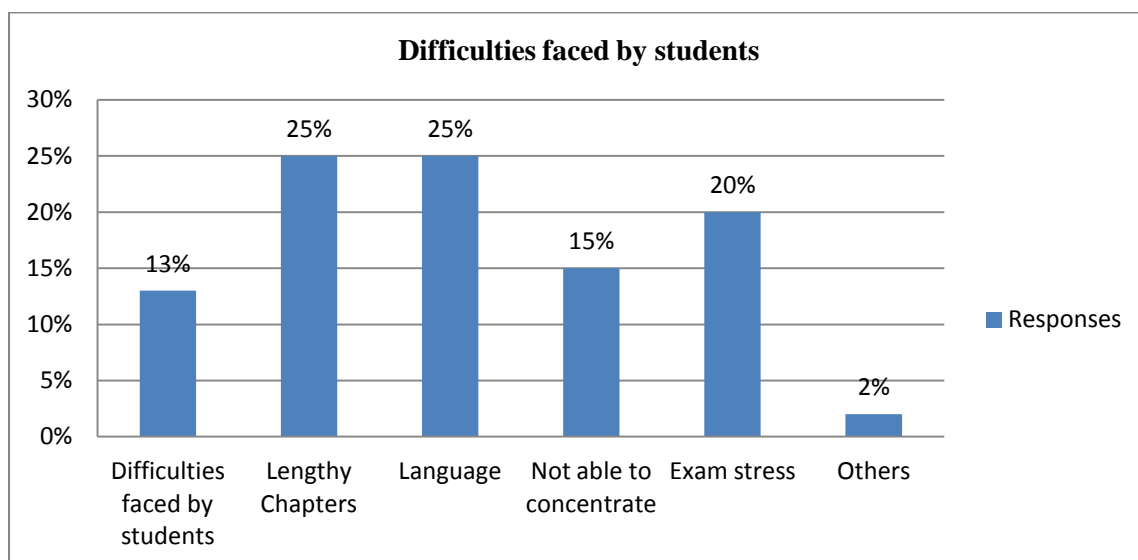
Q1. What difficulty do you face in your studies?

The data procured from the open ended question 1 of section A was analyzed statistically and tabulated as shown in the next page.

**Table 1: Difficulties faced by students in their studies**

<b>Difficulties faced by students</b>	<b>Responses</b>
<b>Lengthy Chapters</b>	<b>13%</b>
<b>No difficulties</b>	<b>25%</b>
<b>Language</b>	<b>25%</b>
<b>Not able to concentrate</b>	<b>15%</b>
<b>Exam stress</b>	<b>20%</b>
<b>Other</b>	<b>2%</b>

The graphical representation of the data is as shown as follows.

**Figure 1: Difficulties faced by students in their studies**

Analysis of the responses of the students regarding the difficulties faced by the students in studies revealed that about 25% of the students were not facing any problem in their studies; 25% of the students were facing problems in language; About 13% of the students revealed that chapters were very lengthy; 15% of the students revealed that they were not able to concentrate in their studies because of the large strength of students in a normal class; about 20% of the students felt that exam stress was one of the difficulties they were facing, other problems were reading, teachers teaching fast, not able to remember and concentrate.

#### 4.3.1.2 Analysis of the data related to the students preference for the remedial instruction program

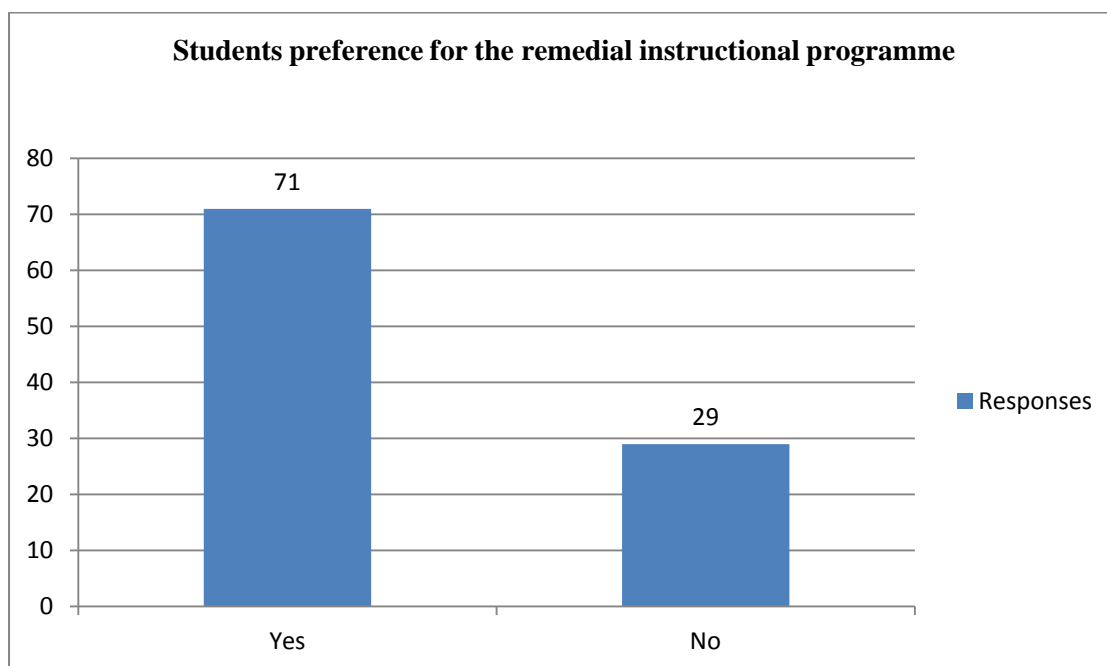
Q2. Do you like to be in a remedial instruction program?

The data procured from the open ended question 2 of section A was analyzed statistically and tabulated as shown below.

**Table 2:**  
**Students preference for the remedial instruction program**

	Responses
Yes	71
No	29

The following are the graphical representation of the data.



**Figure 2: Students preference for the remedial instruction program**

Analysis of the responses of the students regarding whether or not they liked to be in a remedial instruction program revealed that 71% of the students liked to be in a remedial program because of activities such as dramatization, games, debate, storytelling and fieldtrips etc whereas 29% of the students did not prefer to be in a remedial instruction program because they were facing same difficulties which they were facing in their normal classes. It inferred that remedial instruction program was actually bridging the gaps in their learning progress by providing remedial classes as a

result about 75% of the students are happy or they like to be in a remedial instructional.

#### 4.3.1.3 Analysis of the data related to the students perception about environment of remedial instruction program

Q3. How is the environment in remedial instruction program?

The data procured from the close ended question 3 of section A was analyzed statistically and tabulated as shown below.

Table 3: Environment of Remedial Instruction program

Environment in remedial classes	Responses (%)
Friendly	75%
Unfriendly	10%
Strict	15%

The graphical representation of the data is as shown as follows

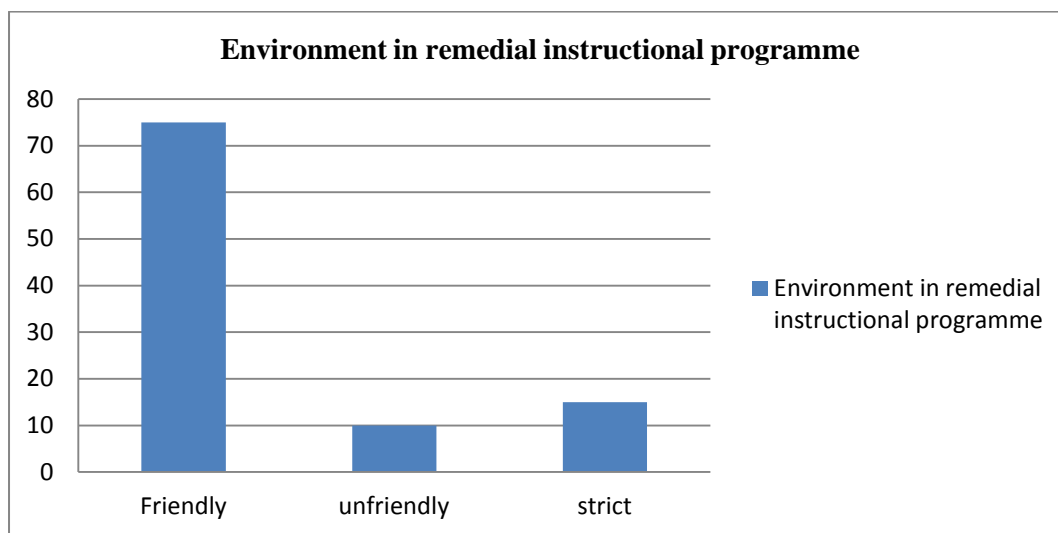


Figure 3: Environment in remedial instruction program

It can be analyzed from the figure 3 that 75% of the students felt that the environment in remedial instruction program was friendly; however 15% of the students felt that the environment in remedial instruction program was strict and about 10% of the students felt that the environment in remedial instruction program was unfriendly.

#### 4.3.1.4 Analysis of the data related to the students' satisfaction with the timings of the remedial classes



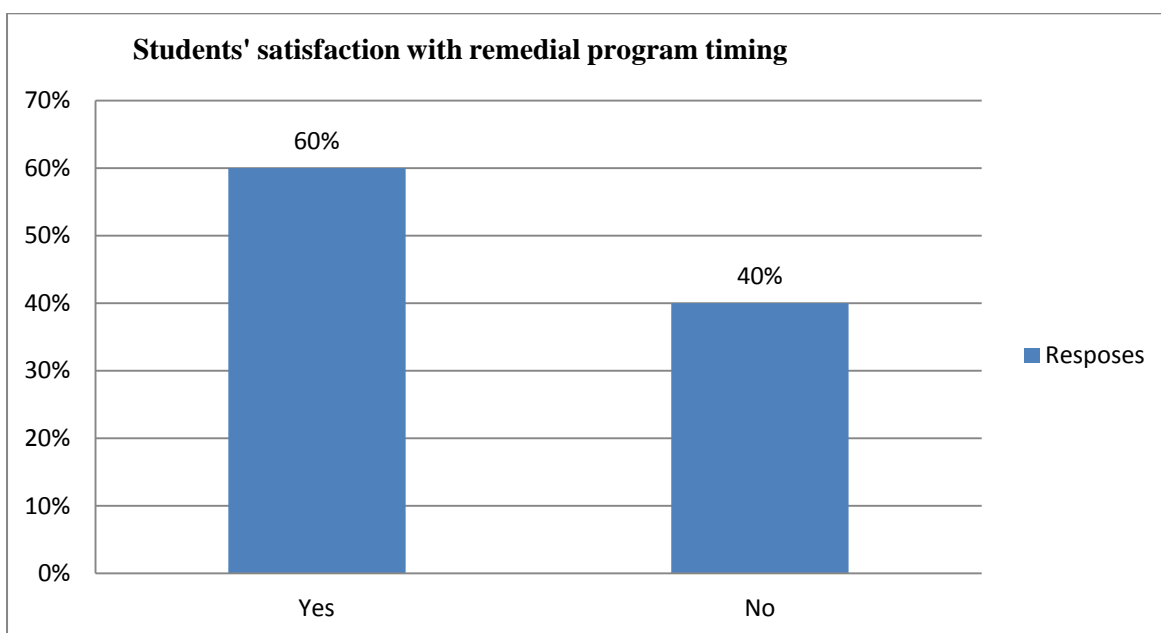
Q4 Are you satisfied with the timings of remedial classes?

The data procured from the close ended question 4 of section A was analyzed statistically and tabulated as follows

**Table 4: Students' satisfaction with remedial program timing**

Satisfaction with the timings	Responses (%)
Yes	60%
No	40%

The graphical representation of the data is as shown as follows



**Figure 4: Responses of students regarding satisfaction with the remedial class timings**

Graph 4 shows that 60% of the students were happy with the timings of remedial classes whereas 40% of the students were not satisfied with the timing of remedial instruction program.

#### **4.3.1.5 Analysis of the data related to the students' feedback on their performance improvement after joining remedial classes**

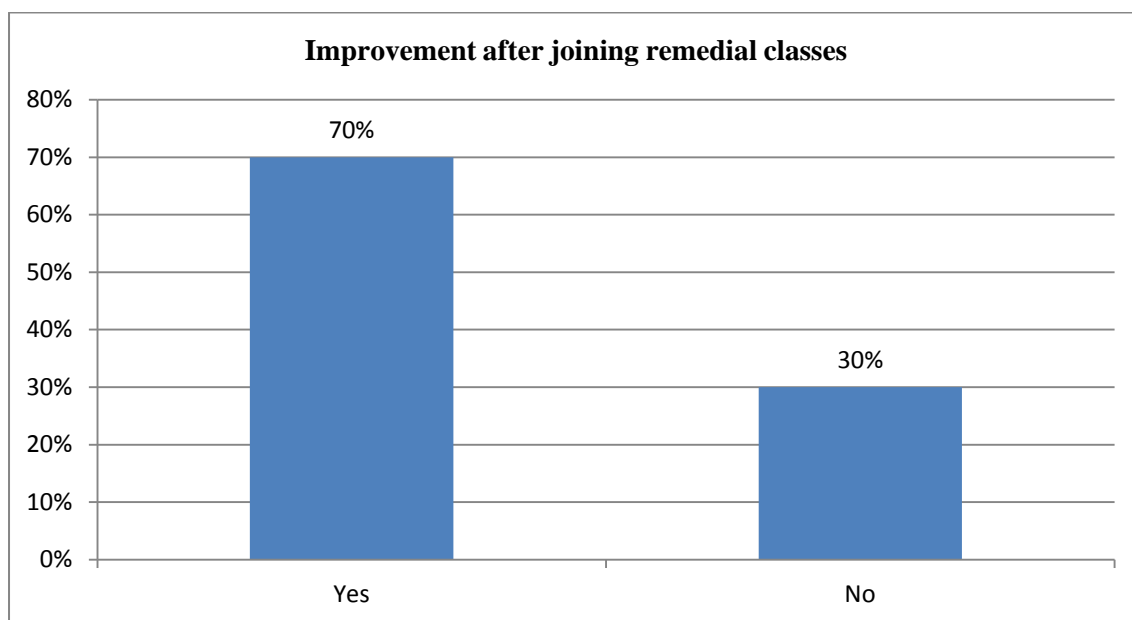
Q5 Are your remedial classes helping you in improving your performance?

The data procured from the open ended question 5 of section A was analyzed statistically and tabulated as shown below.

**Table 5: Responses of students regarding the improvement after joining remedial classes**

<b>Improvement after remedial classes</b>	<b>%</b>
<b>Yes</b>	<b>70</b>
<b>No</b>	<b>30</b>

The graphical representation of the data is as shown as follows

**Figure 5: Responses of students regarding their performance improvement after joining remedial classes**

Analysis of the responses of the students regarding whether or not the remedial classes were helping them in improving their performance revealed that 70% of the students agreed that it was indeed helping them to better their performance as they were scoring good grades in exams, their confidence was improved, and their reading and writing skills were improved and so on. However, nearly 30% of the students felt that the ongoing remedial programs were not too beneficial in improving their performance as they were not able to understand the concepts easily; their queries were not solved by the teacher, were not able to get personal attention of the teacher and were not able to share their problems with anyone.

#### **4.3.1.6 Analysis of the data related to the students' feedback on their experience in both the classes**

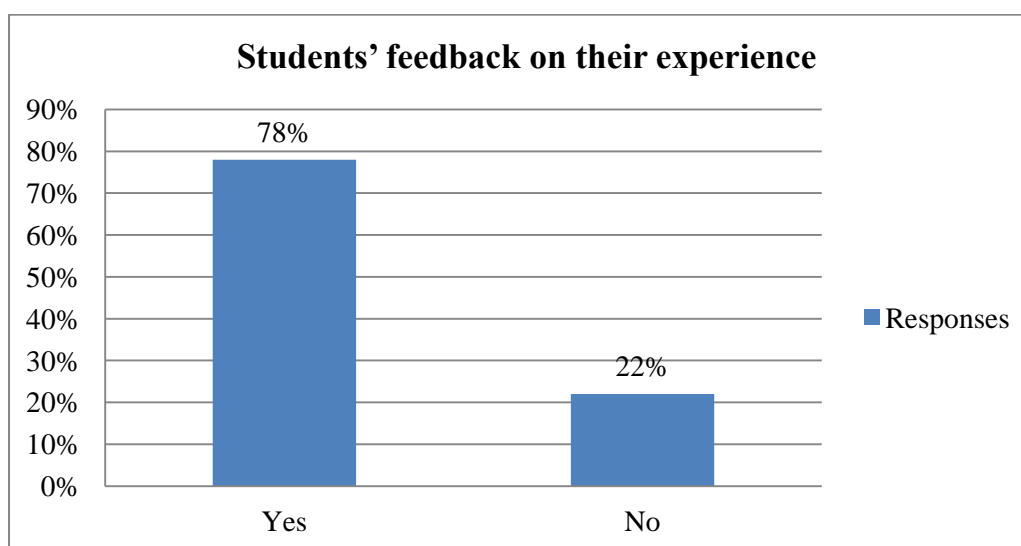
Q6. Do you find any difference between your normal class and remedial classes?

The data procured from the open ended question 6 of section A was analyzed statistically and tabulated as follows

**Table 6: Responses of students regarding the students' feedback on their experience in both the classes**

	Responses (%)
Yes	78%
No	22%

The graphical representation of the data is as shown as follows



**Figure 6: Responses of students regarding the class in which they were comfortable**

When asked the differences between a normal class and remedial class, nearly 78% of the student revealed that there was a significant difference between normal class and remedial class. They were more comfortable in remedial class because their doubts were solved; they received more attention in remedial class whereas around 22% of the students revealed that they did not find any significant difference between a normal class and remedial class. As they were not able to receive neither any personal attention, nor their doubts were solved.

#### **4.3.1.7 Analysis of the data related to the frequency of the remedial classes conducted in a week**

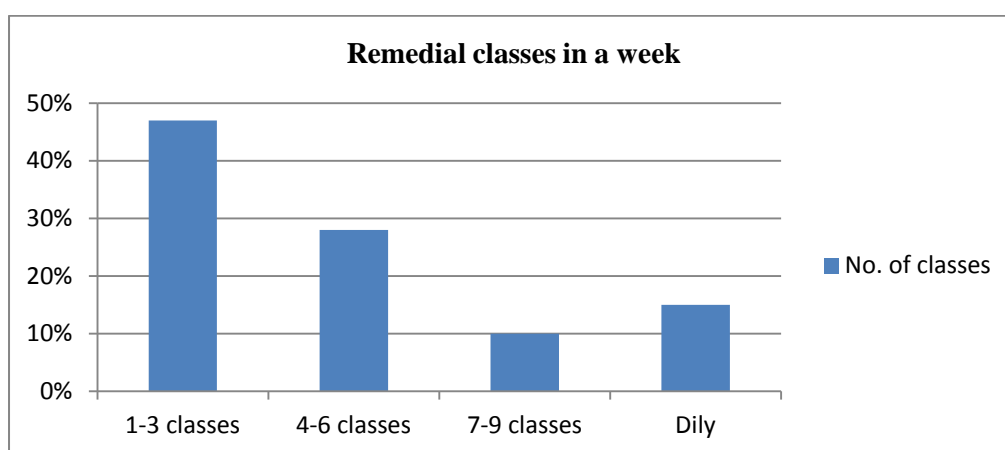
Q7. How many remedial classes are conducted in a week?

The data procured from the open ended question 7 of section A was analyzed statistically and tabulated on the next page.

**Table 7: Responses of students regarding the Number of classes in a week**

Number of classes in a week	Responses (%)
1-2	47%
3-4	28%
5-6	10%
Daily	15%

The graphical representation of the data is as shown as follows



**Figure 7: Responses of students regarding the number of remedial classes conducted in a week**

It could be observed from the above graph that around 47% of the student revealed that 1-3 remedial classes conducted in a week; 28% of the student revealed that 4-6 remedial classes were conducted in a week; 10% of the student revealed that 7-9 remedial classes were conducted in a week where as 15% of the student revealed that remedial classes were conducted daily or regularly.

#### **4.3.1.8 Analysis of the data related to the students' feedback on their learning comfort**

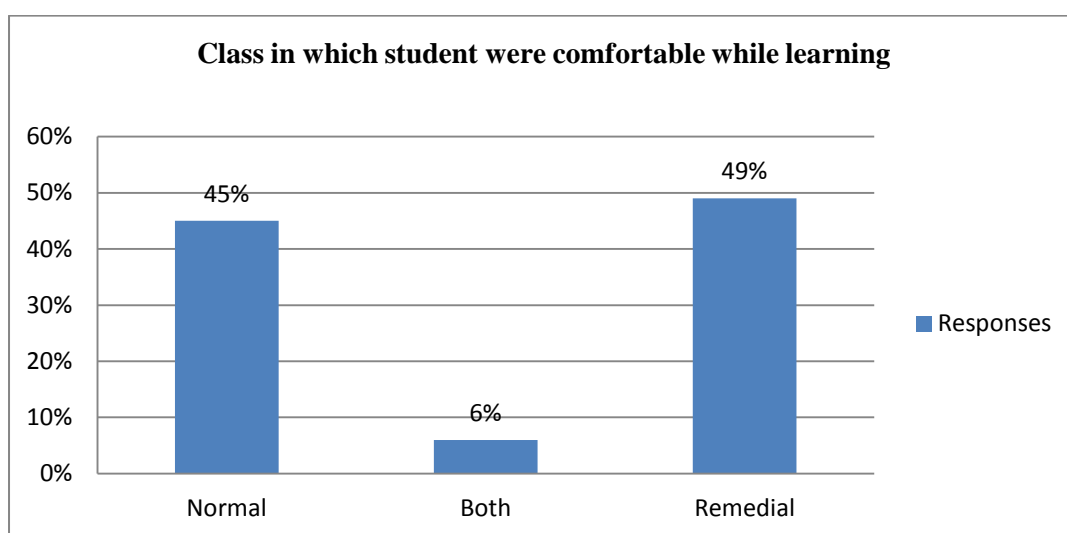
Q8. In which class you feel comfortable while learning?

The data procured from the close ended question 8 of section A was analyzed statistically and tabulated as follows

**Table: 8 Class in which student were comfortable while learning**

<b>Learning comfort</b>	<b>Responses (%)</b>
<b>Normal Class</b>	<b>45%</b>
<b>Both</b>	<b>6%</b>
<b>Remedial class</b>	<b>49%</b>

The graphical representation of the data is as shown as follows

**Figure 8: Class in which student were comfortable while learning**

Analysis of the responses of the students regarding the assessment of in which class they felt comfortable while learning revealed that about 45% of the student felt comfortable in normal classroom; 6% of the student revealed that they were comfortable in both the classes i.e normal and remedial class whereas 49% of the student revealed that they felt comfortable in remedial class.

#### **4.3.1.9 Analysis of the data related to the benefits/advantages to be in a remedial instruction program**

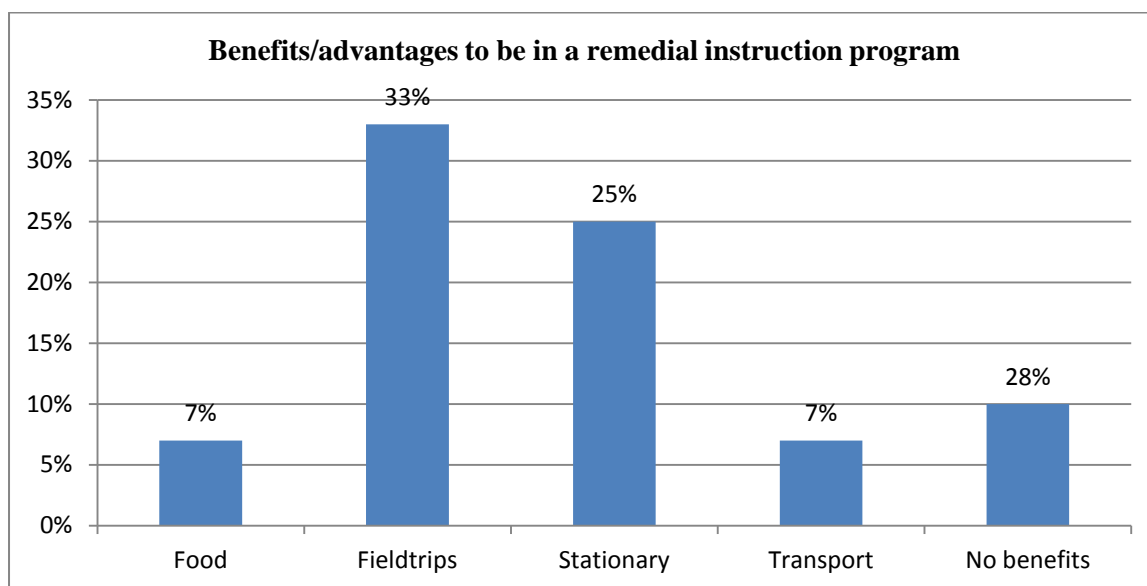
Q9. What are the benefits/advantages you are getting to be in a remedial instruction program? (Food/water/textbook/fieldtrip/etc.)

The data procured from the open ended question 9 of section A was analyzed statistically and tabulated as shown in the next page.

**Table 9: Responses of students regarding the benefits/advantages**

<b>Benefits/Advantages</b>	<b>%</b>
<b>Food</b>	<b>7</b>
<b>Fieldtrips</b>	<b>33</b>
<b>Stationary</b>	<b>25</b>
<b>Transport</b>	<b>7</b>
<b>No benefits</b>	<b>28</b>

The graphical representation of the data is on next page followed by the explanation

**Figure 9: Class in which student were comfortable while learning**

Analysis of the responses of the students regarding the benefits/advantages they were getting in a remedial instruction program revealed that about 7% of the student were getting food in their remedial classes; 33% of the student revealed that they went for fieldtrips; 25% of the student were getting stationary items; 7% of the student felt that were getting reduction in fees and transport facility. Whereas 28% of the students were not getting any benefits/advantages to be in a remedial instruction program.

#### **4.3.1.1 INTERPRETATIONS OF SECTION A, OBJECTIVE 1**

(25%) Quarter of the students were facing problem in language. Now-a-days, to learn English is considered as mandatory course. Therefore, not being able to speak English would adversely affect their academics. Some of them revealed that chapters were very lengthy. Some of them revealed that they were not able to concentrate in their studies because of strength of students in normal class. Some of them stated that exam stress was one of the difficulties they are facing, other problems are Reading, teacher teaches fast, not able to remember and concentrate. Whereas quarter of the students were not facing any problem in their studies.

(71%) of the student liked to be in a remedial program. That can be because of activities such as dramatization, games, debate, storytelling and fieldtrips etc that were conducted in remedial classes whereas quarter (29%) of the student don't like to be in a remedial instruction program because they are facing same difficulties which they are facing in their normal classes. It inferred that remedial instruction program is actually bridging the gaps in their learning progress by providing remedial classes as a result about 75% of the students are happy or they like to be in a remedial instruction program.

(75%) of the student felt that environment in remedial instruction program was friendly whereas about 10% of the students feels that the environment is unfriendly and about 15% of the student feel that environment in remedial instruction program is strict. For an effective learning it is very important for a teacher to provide enabling environment to each student. An enabling environment is one where children feel secure, where there is absence of fear, and which is governed by relationships of equality and equity. Often this does not require any special effort on the part of the teacher, except to practice equality and not discriminate among children. Moreover, the efforts for remediation would be beaten if these students turned away from the RIP due to an unfriendly environment.

(60%) of the students were happy with the timings of remedial classes as the remedial classes were conducted after school hours. Whereas rest of the students were not satisfied with the timings of remedial instruction program as their remedial classes were conducted during the free period or when they have period for extracurricular activities. They don't like to miss their other classes.

(70%) of the students revealed that remedial instruction program is helping them in their performance whereas rest of the students still feels that remedial program needs to be improved. To make remedial instruction program more effective a teacher needs to follow some strategies which will help the slow learners to improve in their studies. Improvement in terms of teacher pupil ratio, availability of educational resources teaching methods etc. This implies that individual learning differences must be attended and the RI sessions must be effective. If not there would be wastage of valuable resources.

(78%) of the student revealed that there is a difference between normal class and remedial class i.e. they are more comfortable in remedial class, their doubts get solved, they get more attention in remedial class where as some of the students revealed that they don't find any difference between a normal class and remedial class.

A majority of the students, seventy five percent, revealed that maximum 2 or 4 remedial classes were conducted in a week which does not going to make much difference in their academic achievement .This can be because of less availability of teachers for remedial classes, common timings for students and lack of managerial, parental and student support. Whereas, some of the students revealed that 5-6 remedial classes were conducted in a week while others revealed that daily remedial classes are conducted in a week. These numbers of frequently conducted classes were said to be good and adequate. From this, one can presume that as the number of remedial classes will increase, the students' academic achievement will also improve. Schools which conduct daily remedial classes have been successful in improving the academic achievements of the slow learners. Also, these schools were able to motivate not only the students but also the parents for sending their wards to the remedial classes.



(45%) of the student were comfortable in normal classroom because they don't like to stay back after school they got tired. Some of the students revealed that they are comfortable in both the classes i.e normal and remedial class whereas almost half of the student revealed that they feel comfortable in remedial class because they got more attention in remedial classes and their doubts got solved.

The responses of the students regarding the assessment of the benefits/advantages they were getting to be in a remedial instruction program revealed that only few schools gave food in remedial classes. Most of the student revealed that they went to fieldtrips. Some of the students were getting stationary. However some of the students were not getting any benefits/advantages to be in a remedial instruction program whereas some of the students were getting reduction in fees and transport facility. Overall, the students viewed the remedial instruction program positively.

#### **4.3.2. ANALYSIS RELATED TO OBJECTIVE 1 B**

The objective was to study the views of teachers with respect to remedial instruction schools of Vadodara city. Under objective 1, there were six questions, out of which except for one rating scale question, rest of them were open and close ended questions. At the end of the analysis, interpretation was written so clear picture for findings can be drawn.

##### **4.3.2.1 Analysis of the data related to the teachers feedback on students seriousness**

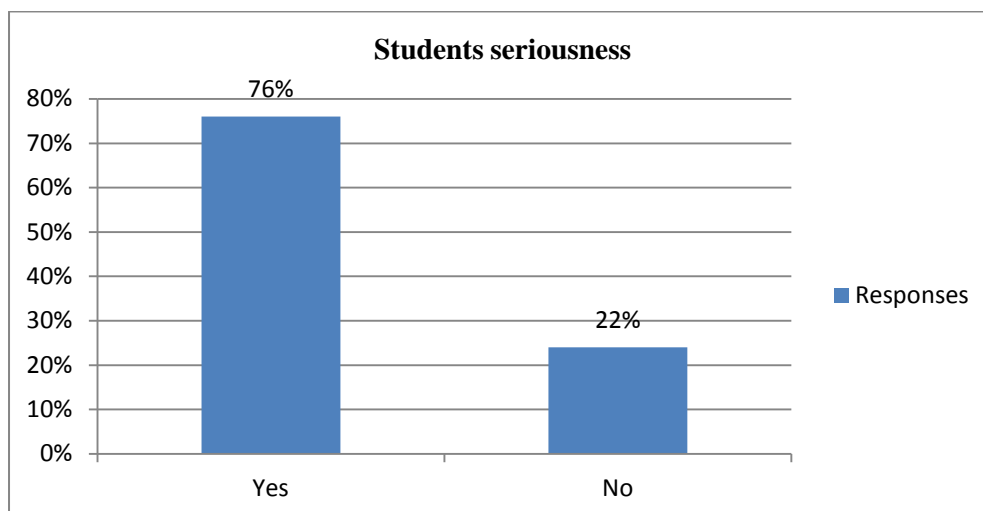
Q1.Do you think students takes remedial classes seriously? Justify?

The data procured from the open ended question 1 of section B was analyzed statistically and tabulated as follows

**Table 10: Responses of teachers regarding the student's seriousness**

<b>Student's seriousness</b>	<b>%</b>
<b>Yes</b>	<b>78%</b>
<b>No</b>	<b>22%</b>

The graphical representation of the data is on next page followed by the explanation



**Figure 10: Teachers feedback on students seriousness**

Analysis of the responses of the teachers regarding the student interest in remedial instruction program revealed that around 78% of the students took remedial classes seriously as they were able to complete the practice work on their own. Also, they observed the difference in their confidence level and their achievements too made a difference. However, 22% of them are not taking remedial classes seriously.

#### **4.3.2.2 Analysis of the data related to the number of remedial classes conducted in a week.**

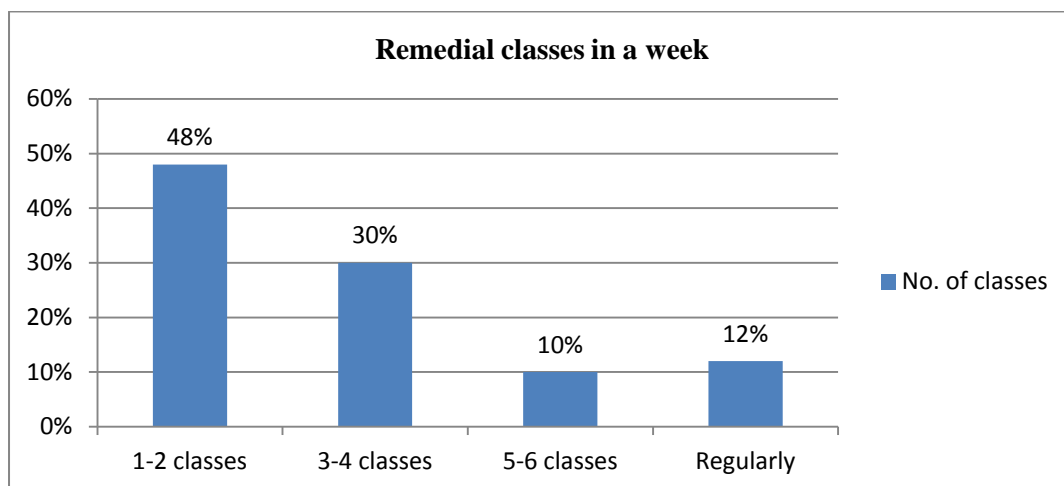
Q.2 How many remedial classes do you take in a week?

The data procured from the open ended question 2 of section B was analyzed statistically and tabulated as follows

**Table: 11 Responses of teachers regarding the number of remedial classes in a week**

Number of classes in a week	%
1-2	48%
3-4	30%
5-6	10%
Regularly	12%

The graphical representation of the data is as shown on the next page



**Figure 11: Responses of teachers regarding the number of remedial classes in a week**

Analysis of the responses of the teachers regarding the number of classes taken by teachers in a week revealed that 48% of the teachers took remedial class twice in a week; 30% of the teachers took 3-4 classes in a week; 10% of the teachers took 5-6 classes in a week whereas 12% of the teachers took remedial classes in regular bases.

#### 4.3.2.3 Analysis of the data related to the group size in each remedial class

Q3. Is the group too big or small for personal attention?

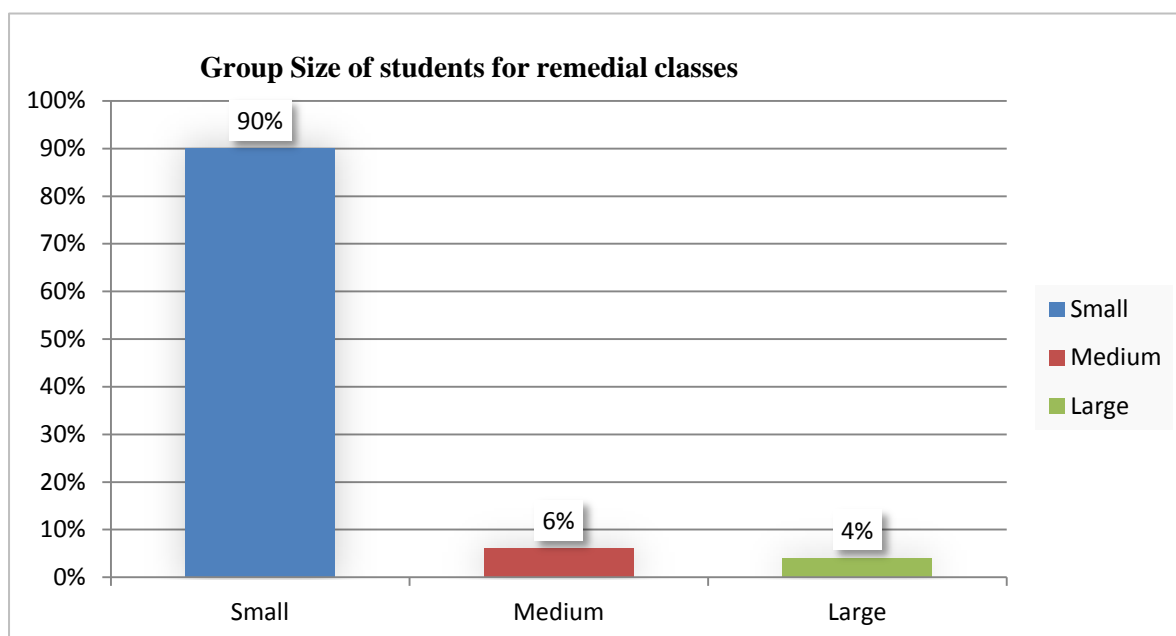
The data procured from the open ended question 3 of section B was analyzed statistically and tabulated as follows

Analysis of the responses of the teachers regarding size of the group revealed that 90% of the teachers were taking remedial sessions in small group; 6% of the teachers said that group is small for personal attention whereas 4% of the teachers said that group is too big for personal attention. The same information is graphically presented in figure 12.

**Table 12: Responses of teachers regarding the size of the group in remedial classes**

Size of group	%
Small	90%
Medium	6%
Large	4%

The graphical representation of the data is as shown as follows.



**Figure 12: Group size of students in each remedial class**

#### 4.3.2.4 Analysis of the data related to reasons for low achievement

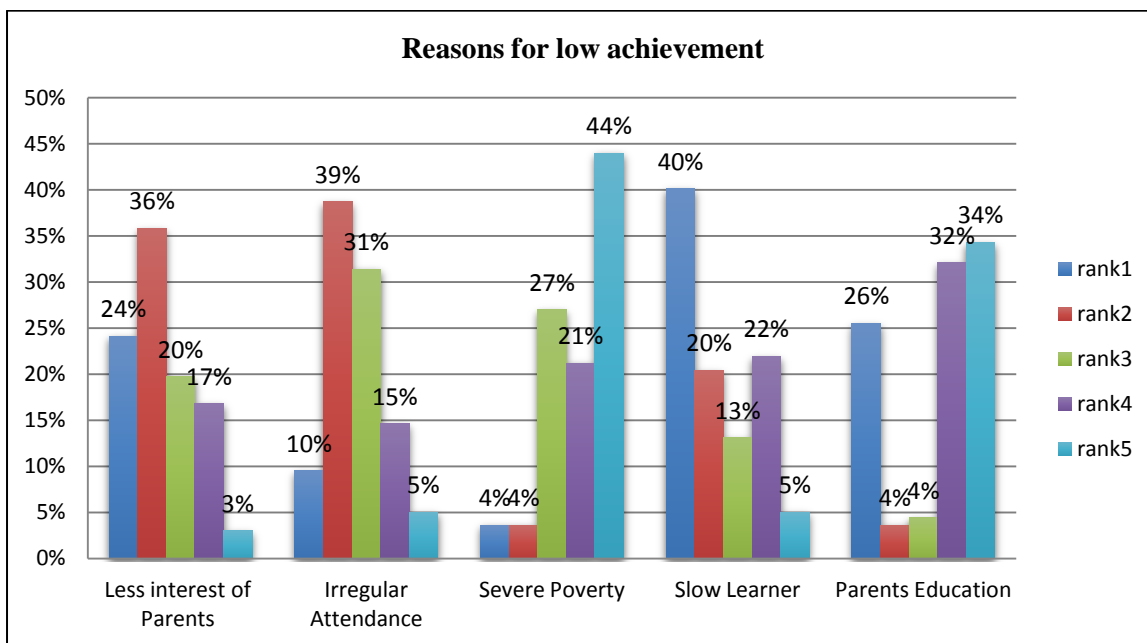
Q4. What are the reasons behind low achievement? (Refer Appendix 3, p. 101)

The data procured from the close ended question 4 of section B was analyzed statistically and tabulated as shown below.

**Table 13: Responses of teachers regarding the reasons behind low achievement**

	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5
Less interest of parents in child's education	24%	36%	20%	17%	3%
Irregular attendance	10%	39%	31%	15%	5%
Severe poverty	4%	4%	27%	21%	44%
Slow learner	40%	20%	13%	22%	5%
Parents' education	26%	4%	4%	32%	34%

The graphical representation of the data is as shown as follows



**Figure 13: Responses of teachers regarding the reasons behind low achievement**

Analysis of the responses of the teachers concerning the reasons behind low achievement revealed that around 24% of the teachers gave priority to ‘less interest of parents.’ While around 10% of the teachers gave priority to ‘Irregular attendance.’ Further, around 4% of the teachers gave priority to ‘Severe poverty’. Whereas, about 40% of the teachers gave priority to ‘slow learners.’ However about 26% of the teachers gave priority to ‘parents education.’ Likewise, other teachers gave priority to health of student and lack of confidence.

#### **4.3.2.5 Analysis of the data related to the effectiveness of remedial instruction program**

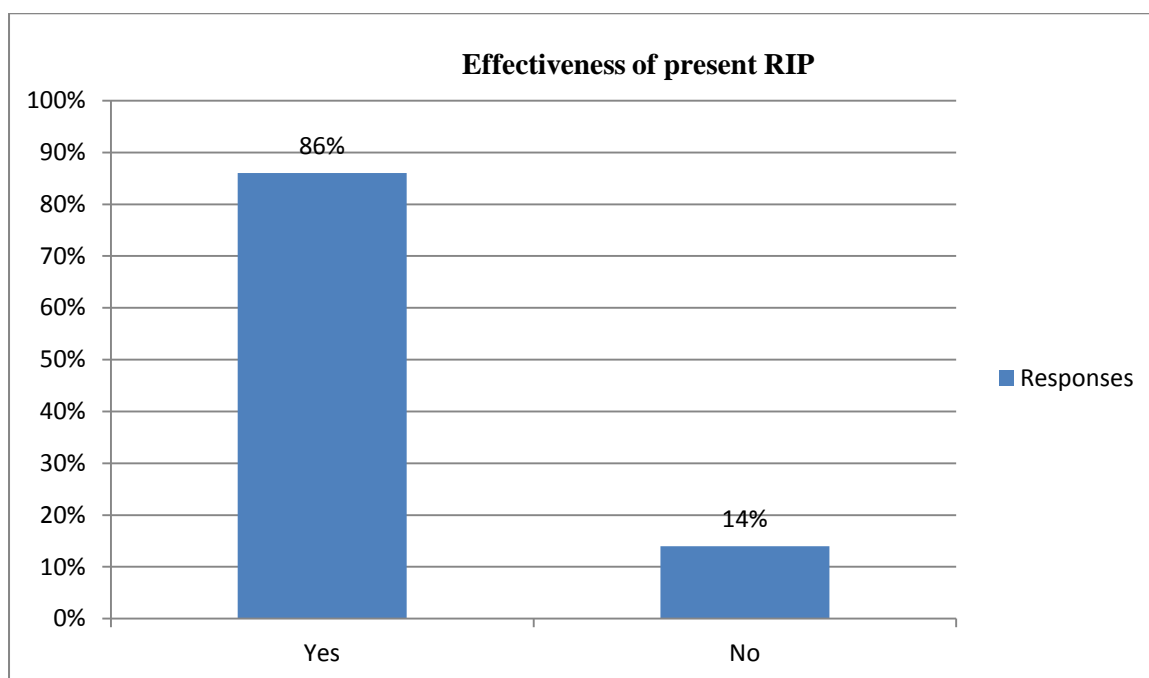
Q5. Do you think that the present remedial instruction program is effective?

The data procured from the open ended question 5 of section B was analyzed statistically and tabulated as shown in the next page.

**Table 14: Responses of teachers regarding the effectiveness of remedial instruction programme**

<b>Effectiveness of present RIP</b>	<b>%</b>
<b>Yes</b>	<b>86</b>
<b>No</b>	<b>14</b>

The graphical representation of the data is as shown as follows



**Figure 14: Responses of teachers regarding the effectiveness of present RIP**

Analysis of the responses of the teachers regarding the assessment of whether the present remedial instruction program is effective revealed that about 86% of the teachers revealed that present remedial instruction program is effective whereas about 14% of the teachers revealed that the present remedial instruction program need to be improved and implemented seriously.

#### **4.3.2.6 Analysis of the data related to the learning level of the students in the remedial classes**

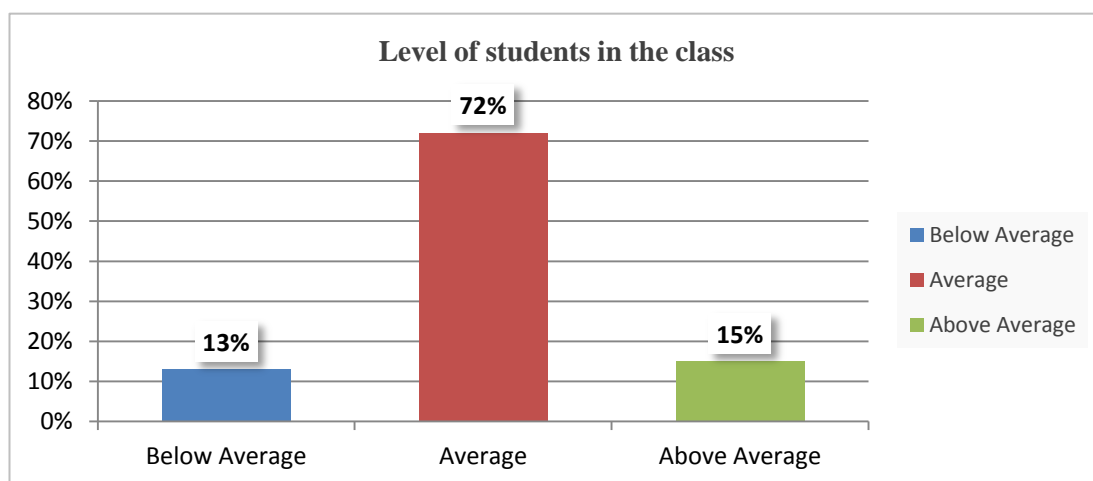
Q6. According to your experience, how would you describe the level of the students in the class?

The data procured from the close ended question 6 of section B was analyzed statistically and tabulated

**Table 15: Responses of teachers regarding the level of the students in the remedial class**

Level of the student	%
Below Average	13%
Average	72%
Above Average	15%

The graphical representation of the data is as shown as follows



**Figure 15: Responses of teachers regarding the level of the students in the remedial class**

Analysis of the responses of the students regarding the assessment of the level of the students in the class revealed that about 13% of the teachers found that students are below average; 72% of the teachers found the level of the students average whereas, 15% of the teachers found the level of the students above average.

#### 4.3.2.1 INTERPRETATIONS OF SECTION B, OBJECTIVE 1

Approximately 78% of the teachers stated that the students took remedial classes seriously. However, rest of the teachers denied the same. The reasons for the students not having any interest(s) were discussed as the students were not familiar with the teachers of remedial classes, and therefore no bonding could be established

between the students and the teachers. Another concerning point was that the students seldom got chance for playing and extracurricular activities. As it was discussed earlier, most of the schools conduct the remedial classes after the school hours which in turn, tire the students completely. As a result no motivation lasts among the students.

More than 50% of the teachers revealed that maximum 2 or 4 remedial classes were conducted in a week for slow learners which does not going to make much difference in their academic achievement .This can be because of less availability of teachers for remedial classes, common timings for students and lack of managerial, parental and student support. Whereas, some of the teachers revealed that 5-6 remedial classes were conducted in a week while others revealed that daily remedial classes are conducted in a week. These numbers of frequently conducted classes were said to be good and adequate for the slow learners. From this one can presume that as the number of remedial classes will increase, the students' academic achievement will also improve. Schools which conduct daily remedial classes have been successful in improving the academic achievements of the slow learners. Also, these schools were able to motivate not only the students but also the parents for sending their wards to the remedial classes.

Almost 90% of the teachers said that they handle small group size and hence they were able to give proper personal attention to each child taking remedial classes. Because of these small groups, they did not feel over burdened and they could solve queries of students individually. Whereas, remaining 10% teachers stated that they were handling medium and large group sizes in remedial classes. This did not help them in anyways. They were facing problems of handling student queries, not able to complete their syllabus in time and were not able to manage things properly.

Nearly 50% of the teachers stated that low achievements of the slow learners even after taking remedial classes were because of the less interest of the parents, severe poverty, parents' education and parents' awareness. Lack of parental awareness about their wards' requirements and probable solution(s) for the same, tends to hamper the students growth. In just a few schools, the remedial classes were offered free of



charge; however, in rest of the schools, some fees was charged from the parents. Being poor, these parents were not able to send their wards for remedial classes, which in turn affects the students' academic achievements. All in all these factors lessen the interest of the parents for remedial classes for their children. Not only this, more than 60% of the teachers revealed that the irregularity of the students and low grasping powers of the students were the main cause of their low achievements. Students health, his hygienic surroundings and parental attention help the students to give full attendance and with their healthy mindset the students would be able to understand the concepts easily.

86% of the teachers said that the present remedial instruction program is effective and there is no need for any change however other stated that the current remedial program needs to be change in order to successfully accomplish the objective. The reasons for the changed can be lack of teachers training for conducting remedial classes, lack of availability of educational resources, guidance and counseling for students as well as for parents.

Nearly 50% of the teachers stated that the level of students in remedial class were above average. On the contrary, other teachers stated that the levels of students were below average and just about a handful of them said that the students were below average. The reasons for below average and average were low attendance, health issues, parental attention, lack of students interest, lack of motivation.

### **4.3.3 ANALYSIS RELATED TO OBJECTIVE 2**

The objective was to study the implementation of remedial instruction in schools of Vadodara city. Under objective 2, there were seven questions, out of which except for one open-ended question, rest of them were close-ended questions. At the end of the analysis, interpretation was written so clear picture for findings can be drawn.

#### **4.3.3.1 Analysis of the data related to the timings of the remedial classes**

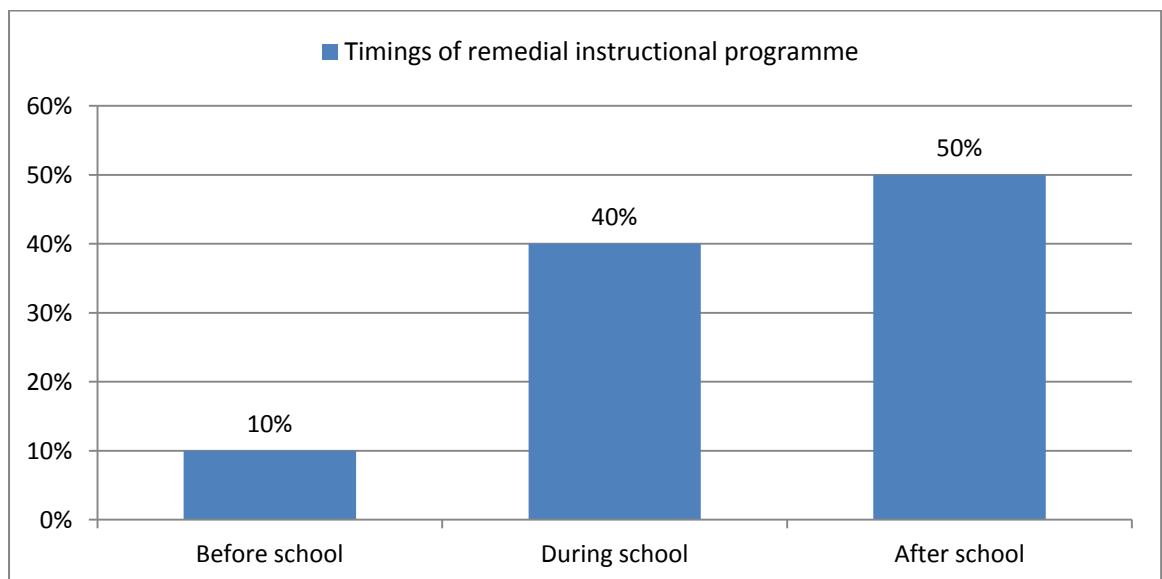
Q1. What is the timing of remedial classes in your school?

The data procured from the close ended question 1 of objective 2 was analyzed statistically and tabulated as follows

**Table 16: Responses of teachers regarding the timing of remedial classes**

Timings of remedial classes	%
<b>Before school</b>	<b>10%</b>
<b>During school</b>	<b>40%</b>
<b>After school</b>	<b>50%</b>

The graphical representation of the tabulated data is shown below.



**Figure 16: Responses of teachers regarding the timing of remedial classes**

Analysis of the responses of the teachers regarding the assessment of the timings of the remedial instruction program - about 10% of the teachers revealed that timings of remedial instruction program were before school; about 40% of the teachers revealed that timings of remedial instruction program were during school hours whereas about 50% of the teachers revealed that the timings of remedial instruction program were after school.

#### 4.3.3.2 Analysis of the data related to the supervision by Principal

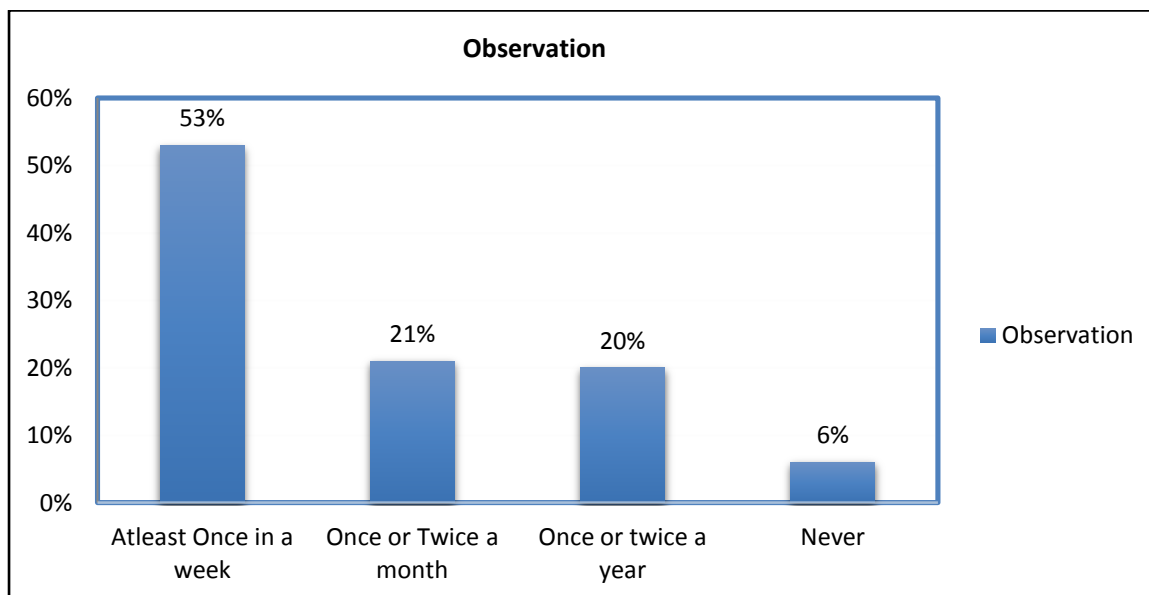
Q2. How often is your class supervised by the principal or any other authority?

The data procured from the close ended question 2 of objective 2 was analyzed statistically and tabulated as follows

**Table 17: Responses of teachers regarding the frequency of Principal's supervision**

Supervision by principal	%
At least once in a week	53%
Once or twice a month	21%
Once or twice a year	20%
Never	6%

The graphical representation of the data is as shown as follows



**Figure 17: Responses of teachers regarding the frequency of Principal's supervision**

Analysis of the responses of the teachers regarding supervision by the principal revealed that 53% of the teachers reported that the classes were supervised by principal once in a week; 21% of the teachers revealed that the classes were supervised by the principal twice a month; 28% of the teachers revealed that the classes are supervised by the principal once or twice a year where as 6% of the teachers revealed that the classes were not supervised by the principal.

#### 4.3.3.3 Analysis of the data related to the usage of lesson plans in remedial classes

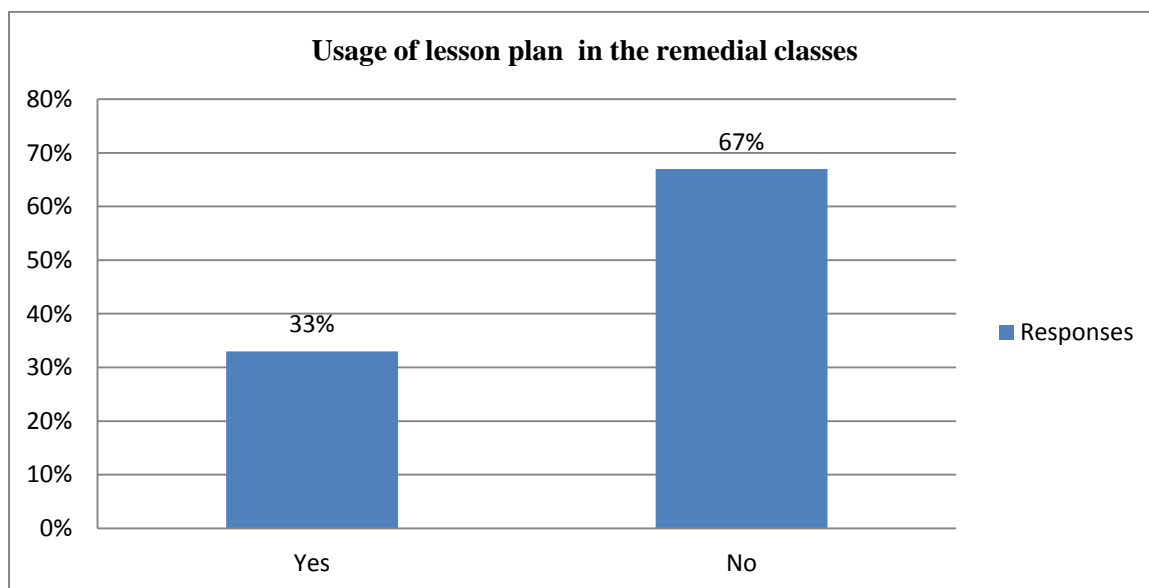
Q3. Do you follow any lesson plan in remedial classes?

The data procured from the close ended question 3 of objective 2 was analyzed statistically and tabulated as follows

**Table 18: Responses of teachers regarding the usage of lesson plan in the remedial classes**

Usage of lesson plan in the remedial classes	%
Yes	33
No	67

The graphical representation of the tabulated data is shown below.



**Figure 18: Responses of teachers regarding the usage of lesson plan in the remedial classes**

Analysis of the responses of the teachers regarding the lesson plan revealed that about 67% of teachers revealed that they did follow lesson plan in remedial instruction program whereas 33% of the teachers did not follow any lesson plan for remedial instruction program.

#### 4.3.3.4 Analysis of the data related to the parents teachers meeting for slow learners

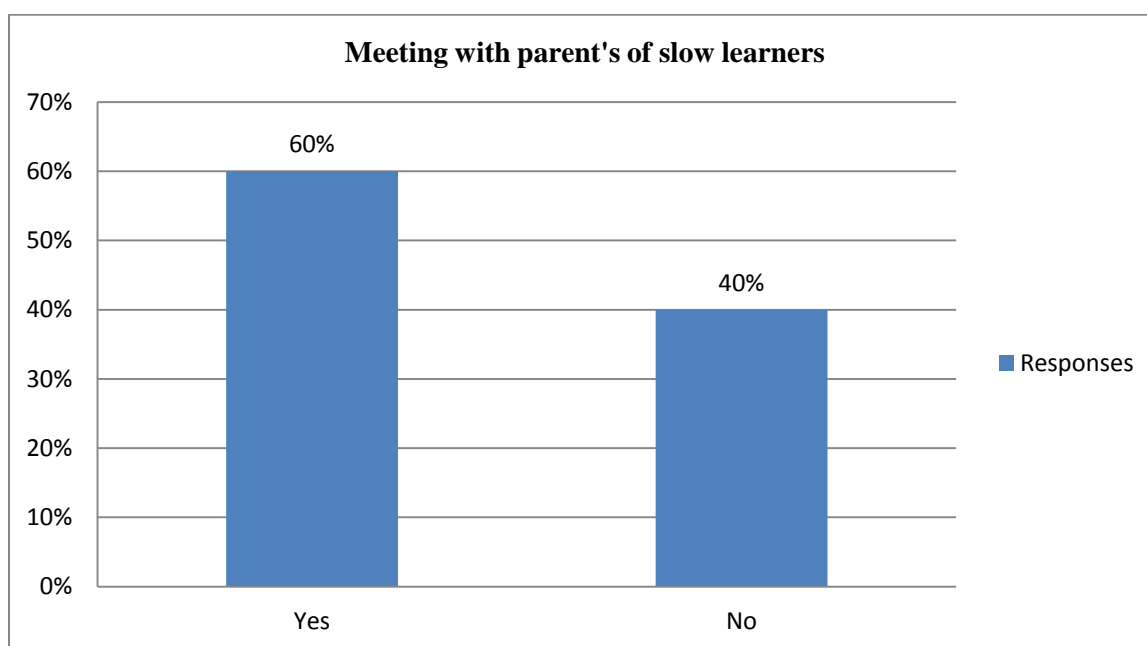
Q4. Does school arrange any liaison/meeting with parent's of slow learner?

The data procured from the close ended question 4 of objective 2 was analyzed statistically and tabulated as follows

**Table 19: Responses of teachers regarding the liaison/meeting with parent's of slow learner**

<b>Liaison/Meeting with parents</b>	<b>%</b>
<b>Yes</b>	<b>60</b>
<b>No</b>	<b>40</b>

The graphical representation of the tabulated data is shown below.



**Figure 19: Responses of teachers regarding the liaison/meeting with parents of slow learner**

Analysis of the responses of the teachers regarding the liaison/meeting with parent's of slow learner revealed that 60% of the teachers said that yes school did arrange liaison/meeting with parent's of slow learner whereas 40% of the teacher said no school did not arrange any liaison with parent's of slow learner.

#### **4.3.3.5 Analysis of the data related to the coordination between the remedial teachers and other teachers and professionals**

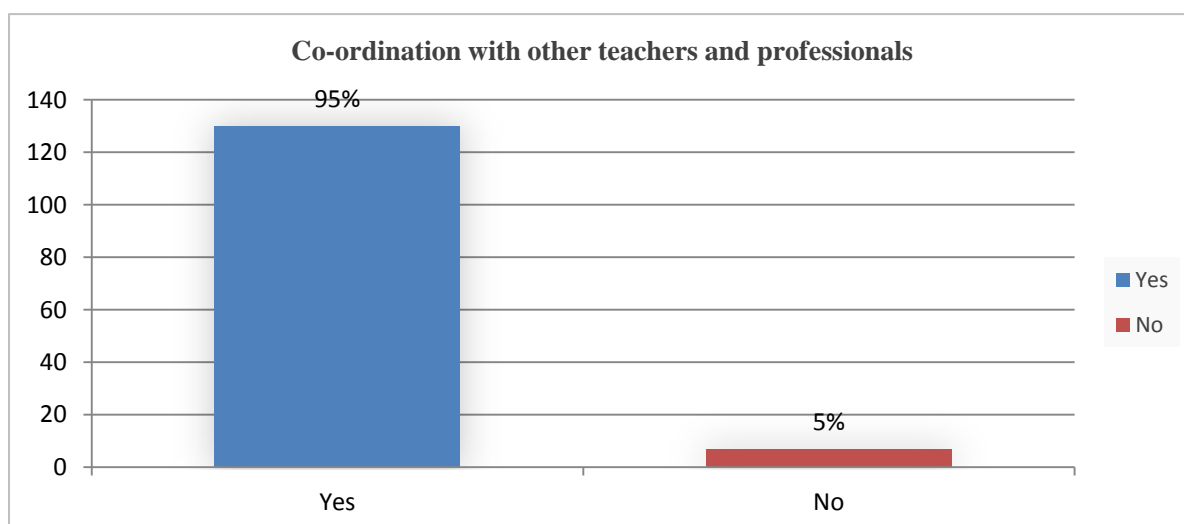
Q5. Do you get co-ordination with other teachers and professionals?

The data procured from the close ended question 5 of objective 2 was analyzed statistically and tabulated as follows

**Table 20: Responses of teachers regarding the co-ordination with other teachers and professionals**

Co-ordination with other teachers and professionals	%
Yes	95%
No	5%

The graphical representation of the data is as shown as follows



**Figure 20: Responses of teachers regarding the co-ordination with other teachers and professionals**

Analysis of the responses of the teachers regarding co-ordination with other teachers and professionals revealed that about 95% of the agreed that they did get co-ordination with other teachers and professionals whereas about 5% of the teachers did not get any co-ordination with other teachers and professionals.

#### **4.3.3.6 Analysis of the data related to the activities for improving learning outcomes**

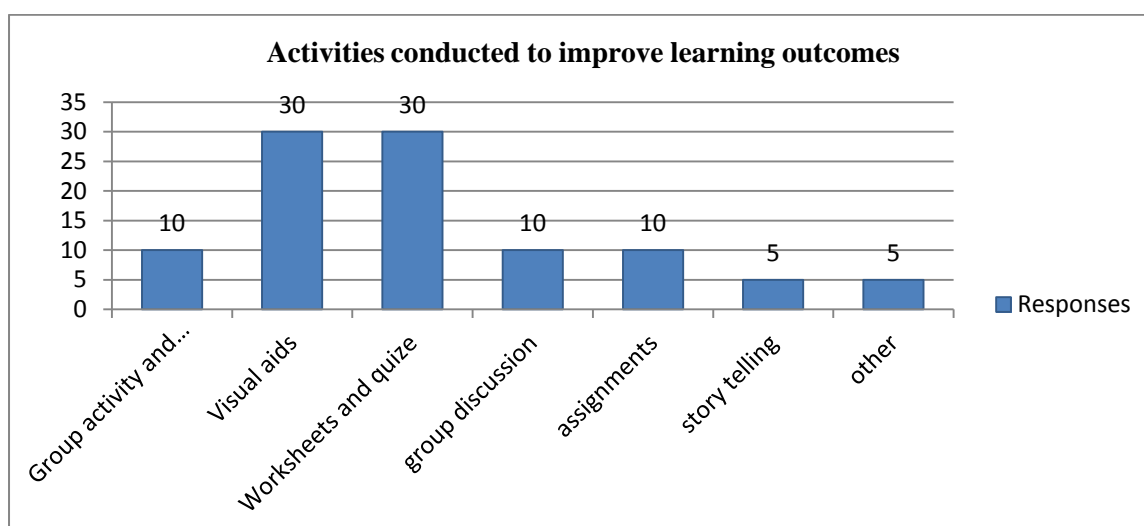
Q6 what kind of activity do you conduct to improve learning outcome?

The data procured from the close ended question 6 of objective 2 was analyzed statistically and tabulated as shown in the next page.

**Table 21: Responses of teachers regarding the activities conducted in remedial classes**

Activities conducted in remedial classes	%
Group activity and project	10
Use of Visual aids	30
Worksheets and quiz	30
Group discussion	10
Assignments	10
Story telling	5
Other	5

The graphical representation of the data is as shown as follows

**Figure 21: Responses of teachers regarding the activities conducted in remedial classes**

Analysis of the responses of the teachers regarding the activities conducted to improve learning outcome revealed that around 10% of the teachers gave priority to group activity and project however, 30% of teacher gave more weight age to visual aids. Around 30% teachers said that worksheets and quiz should be emphasized more; around 10% of the teachers emphasized on group discussion; around 10% of the teachers gave importance to assignments whereas around 5% of the teachers said that story telling and other activities were conducted. However Around 5% of the teachers said that other activities such as playing games, dramatization, role play and debate were conducted to improve learning outcomes.

#### 4.3.3.7 Analysis of the data related to the number of students in one remedial classroom

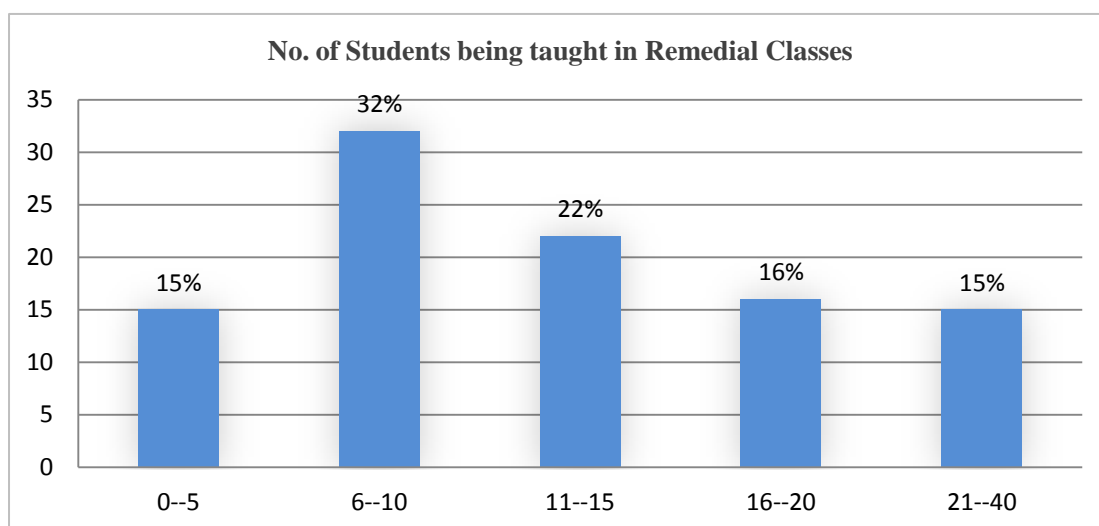
Q7. How many students you teach in one remedial class room?

The data procured from the close ended question 7 of objective 2 analyzed statistically and tabulated as follows

**Table 22: Responses of teachers regarding the number of students in one remedial class room**

Number of students	%
0-5	15
6-10	32
11-15	22
16-20	16
21-40	15

The graphical representation of the data is as shown as follows



**Figure 22: Responses of teachers regarding the number of students in one remedial class room**

Analysis of the responses of the teachers concerning No. of Students being taught in Remedial Classes revealed that about 15% of the teachers said that they teach 0-5 students in remedial class; about 32% of the of the teachers said that they teach 6-10 students in remedial class; about 22% of the teachers said that they teach 11-15



students; about 16% of the teachers said that they teach 16-20 students in remedial class whereas about 15% of the teachers said that they teach 21-40 students.

#### **4.3.3.2 INTERPRETATION OF ANALYSIS RELATED TO OBJECTIVE 2**

A large percentage of the Teachers said that the remedial classes were conducted after the schools hours. This increased the stay back timings for both teachers and students. Students after completion of their school hours may get too tired to take any other learning. So is the case with teachers. Furthermore, around 40% of the teachers said that the remedial classes were conducted during school hours especially when the children have either their extracurricular activities or outdoor or free period (when no teacher is conducting any class). In the above case as well, the normal classes were hampered and the students were to miss their current activities in order to attend their remedial sessions. Also, the Remedial teaching learning process was not able to make much difference in the performance of the slow learners as these classes were conducted in multiple breaks. Whereas, the remedial classes that were conducted before the school hours tend to make much impact on the performance of the slow learners, as they come early in the morning and their minds are fresh to gain new learning. And such learning lasts for longer time as they were conceived by fresh minds.

More than 50% of the teachers revealed that their classes were supervised at least once in a week by the Principal. While, nearly 40% of the teachers stated that their classes were supervised by the Principal once or twice a month. However, just about 6% of the teachers revealed that their classes were never supervised by the Principal. This may result in the mismanagement of the things. Such as, parents' queries, students' disobedience, inadequate supply of educational resources, lack of teachers training and so on. For any program to be successful, Principal's supervision becomes of utmost importance.

33% of the teachers said that they planned their lessons well before conducting any remedial class. They further discussed that better planning of the lessons, helps them in handling the uncertainties tactfully. They know their students and they were also aware of the need of their students nicely. Also, they are well versed with the method of teaching their students. Therefore, they use lesson plans in their remedial classes.

However, around 67% denied the use of lesson plans in the remedial classes. They said that the usage of lesson plans creates difficulty for them as no two students have similar kind of learning problems.

Although around 60% of the teachers said that they do arrange meetings with the parents of the slow learners and that they did discuss their ward(s) problems together and derived to a certain possible solution(s). Nonetheless, other 40% of the teachers denied their meetings with the parents. For this, they further said that whenever they plan for a meeting, either the parents were working and could not come, or they were not interested in such programs. Some parents were found with lack of awareness about the programs whereas; other refused to accept the responsibility of their ward(s) remedial classes. Such parents believe that once the child is admitted to the school, it is schools' responsibility to educate their children and therefore, there arises no need for teacher parent meets.

95% of the teachers agreed that they received full cooperation by the other teachers and other members of the school and society. Yet, 5% of the teachers denied the same. No concrete reasons for this were discussed.

All 100% of the teachers agreed that they use one or the other activities in their remedial classes for the desired learning outcomes of the slow learners. They further revealed that mostly visual aids, worksheets and quizzes are used in their remedial classes; while others stated that group activities, projects, group discussion and assignments were used as a medium for better learning outcomes. Through these group activities the teachers try to inculcate the habit of sharing, caring and also to teach them team spirit. Furthermore, rest of the teachers stated that they used other teaching learning methods such as storytelling, field trips, dramatization and other similar kind of activities.

Nearly 47% of the teachers revealed that for better teacher's attention, 5-10 students per remedial class was considered as best for implementing the Remedial Instruction program for slow learners. Better attention could be given to these students. Their queries and difficulties could be handled easily and effectively. However, more than 50% of the teachers denied the same and stated that they handled more than 10 students per class. On an average, each remedial class consisted of minimum of 10 students to maximum of 40 students, depending upon the availability of the seating

area. For effective and long lasting learning outcomes, it becomes mandatory that each class should have maximum of 10 students.

#### **4.3.4. ANALYSIS RELATED TO OBJECTIVE 3**

The objective was to analyze the difficulties faced by teachers in implementing the remedial instruction program. Most of the questions are open-ended questions, while the rest of them are mix of rating scale and close-ended.

##### **4.3.4.1 Analysis of the data related to the problems faced by teachers in remedial classes**

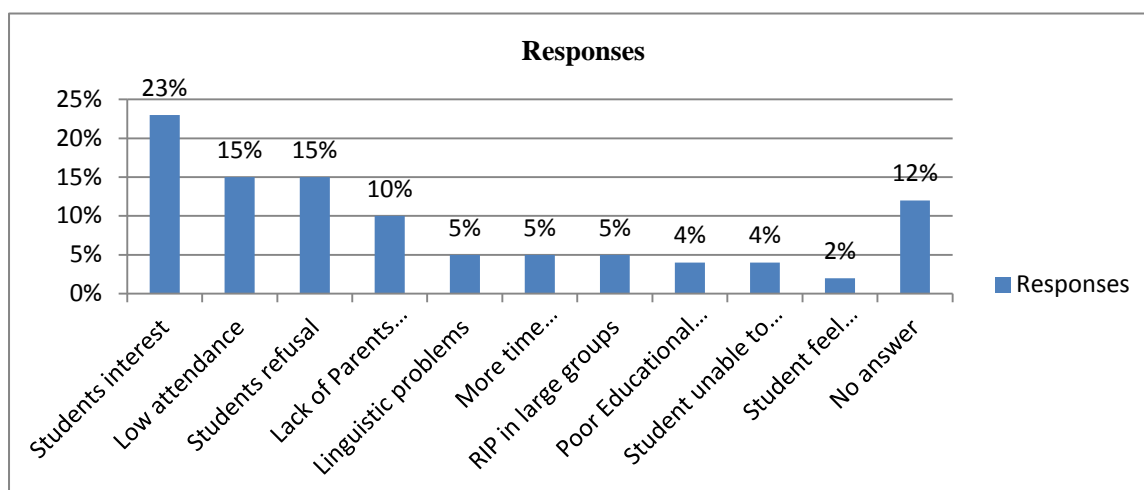
Q1. What problems do you face in remedial program?

The data procured from the open ended question 1 of objective 3 was analyzed statistically and tabulated as shown below.

**Table 23: Responses of teachers regarding the problem faced by teachers in remedial classes**

<b>Problems faced by teachers</b>	<b>%</b>
<b>Lack of students interest</b>	<b>23</b>
<b>Low attendance</b>	<b>15</b>
<b>Students refusal</b>	<b>15</b>
<b>Lack of Parents cooperation</b>	<b>10</b>
<b>Linguistic problem</b>	<b>5</b>
<b>More time consumption</b>	<b>5</b>
<b>RIP in large group</b>	<b>5</b>
<b>Poor educational resources</b>	<b>4</b>
<b>Student not able to read and write</b>	<b>4</b>
<b>Student feel overburdened</b>	<b>2</b>
<b>No answers</b>	<b>12</b>

The graphical representation of the data is on next page follow by the explanation.



**Figure 23: Responses of teachers regarding the problems faced by remedial teachers**

Analysis of the responses of the teachers concerning the problem faced by teachers in Remedial Classes revealed that around 23% of the teacher said that there was lack of seriousness or interest shown by the students; around 15% of the teachers said that low attendance was one of the problems approximately 15% of the teachers stated that students refused to come for the remedial classes; about 10% of the teachers said that parents did not cooperate; about 5% of the teachers stated that students faced linguistic problem; around 5% of the teachers stated that problem solving consumes lot of time; around 5% of the teachers stated that RIP group were large; around 4% of the teachers stated that they were facing problem of educational resources; about 4% of the teachers stated that students were not able to read and write; around 2% of the teachers stated that they were overburdened and 12% of teachers did not answer the question.

#### **4.3.4.2 Analysis of the data related to the problems faced by teachers while teaching low achievers**

Q2. What problem do you face while teaching low achievers?

Analysis of the responses of the teachers concerning the problem faced by teachers while teaching low achievers revealed that around 26% of the teachers stated that lack of students attention was seen in the class; about 17% of the teachers stated that the students were irregular in the classes; approximately 15% of the teachers stated that due to more drilling and repetition they could not complete the lesson within the allotted time; around 11% of the teachers stated that parents did not cooperate; around 6% of the teachers stated that students basic concepts were weak; around 6% of the

teachers stated that they found it challenging to clear student's doubts; about 9% of the teachers stated that the students took time in grasping. They further stated that the student did not complete the given task; however 10% of teachers did not answer the question.

#### 4.3.4.3 Analysis of the data related to the regularity of students in remedial classes

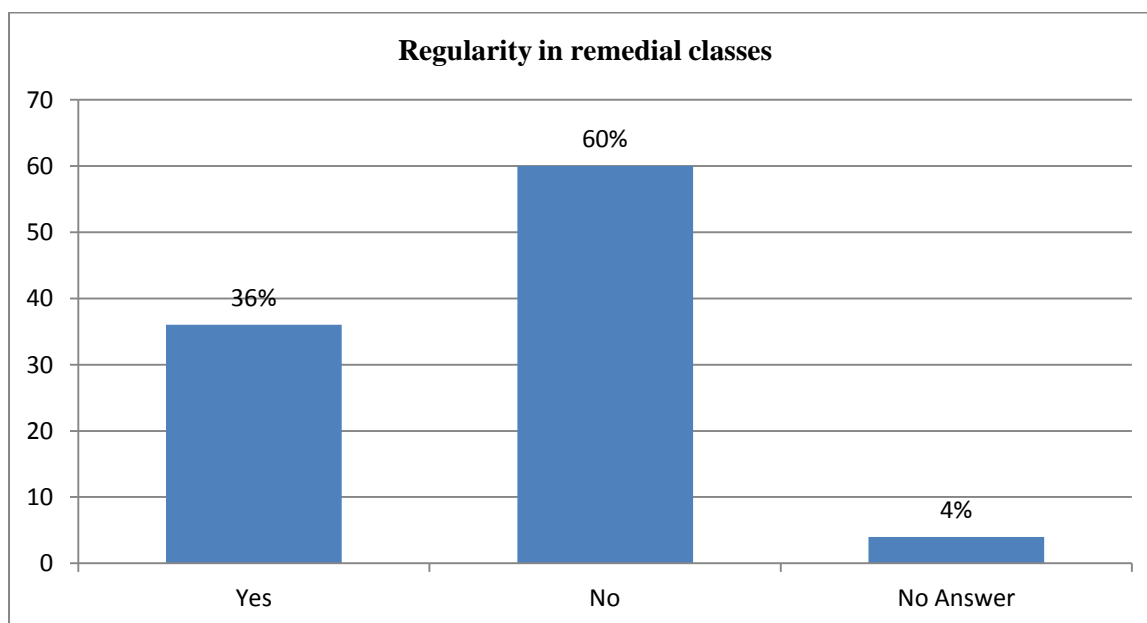
Q3. Are students regular in remedial class attendance?

The data procured from the open ended question 3 of objective 3 was analyzed statistically and tabulated as shown below.

**Table 24: Responses of teachers regarding the regularity of students in remedial classes**

Regularity of students	%
Yes	36
No	60
No Answer	4

The graphical representation of the tabulated data is shown in figure 24, below.



**Figure 24: Responses of teachers regarding the regularity of students in remedial classes**

Analysis of the responses of the teachers concerning the regularity of the students in remedial class revealed that around 60% of the teachers said that students were irregular in remedial classes whereas 36% of the teachers said that students were regular in remedial classes; however 4% of teachers did not answer the question.

#### **4.3.4.4 Analysis of the data related to the Strategies/Activities followed by teachers in remedial classes**

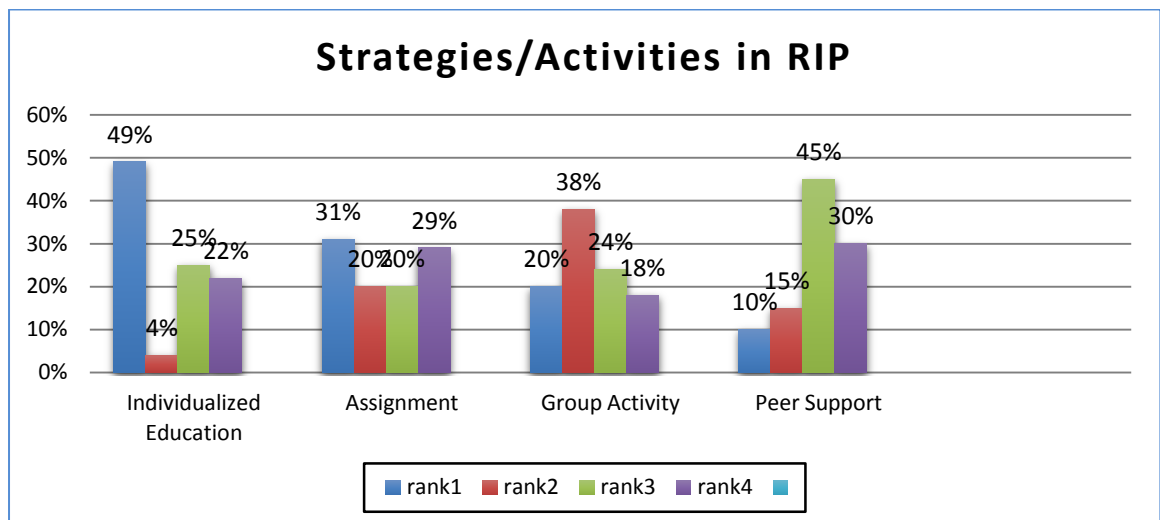
Q4. Which are the strategies/Activities you follow in remedial classes (please rate the following)

The data procured from the open ended question 4 of objective 3 was analyzed statistically and tabulated as shown below.

**Table 25: Ranking by the teachers for the strategies/Activities they followed in the remedial classes**

	Rank 1	Rank 2	Rank 3	Rank 4
Individualized educational program	49%	4%	25%	22%
Peer support program	31%	20%	20%	29%
Assignments	20%	38%	24%	18%
Group activity	10%	15%	45%	30%

The graphical representation of the data is as shown in the next page.



**Figure 25: Ranking by the teachers for the strategies/Activities they followed in the remedial classes**

Analysis of the responses of the teachers concerning the strategies/activities followed by the teachers in the remedial classes revealed that 49% of the teachers gives priority to individualized educational program however, 31% of teacher give more weight age to peer support program. Around 20% teachers say that assignments should be emphasized more whereas 10% teacher emphasized more on group activity

#### **4.3.4.5 Analysis of the data related to the innovative methods for teaching in remedial program**

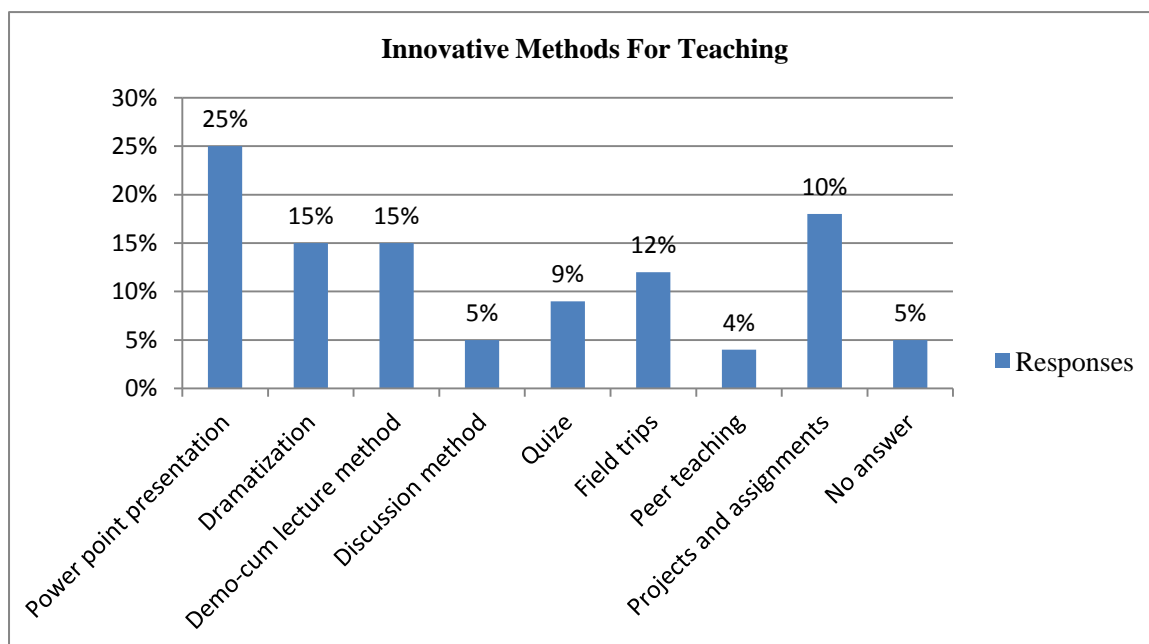
Q5. What innovative methods of teaching can be adopted for making remedial instruction program sessions more productive and interesting?

The data procured from the open ended question 5 of objective 3 was analyzed statistically and tabulated in the next page.

**Table 26: Innovative methods for teaching in remedial program**

Innovative Methods	%
Power point presentation	25
Dramatization	15
Demo-cum lecture method	15
Discussion method	5
Quize	9
Field trips	12
Peer teaching	4
Projects and assignments	10
No answer	5

The graphical representation of the tabulated data is shown in figure 26, below.

**Figure 26: Innovative methods for teaching in remedial program**

In response to what innovative methods could be adopted to make remedial instruction program more productive and interesting the analysis revealed the following

Around 25% of the teacher responses favored the use of PPT;15% of the teacher responses favoured the use of Dramatization;15% of the teacher preferred the use of



demo-cum lecture method;5% of the teacher opted for discussion method;9% of the teachers preferred the use of quiz and gaming;12% of the teachers responses favoured the use of field trips;4% of the teachers opted for the use of peer teaching;10% of the teachers choose the use of projects or assignment ; however 5% of teachers did not answer the question.

#### **4.3.4.6 Analysis of the data related to the availability of educational resources**

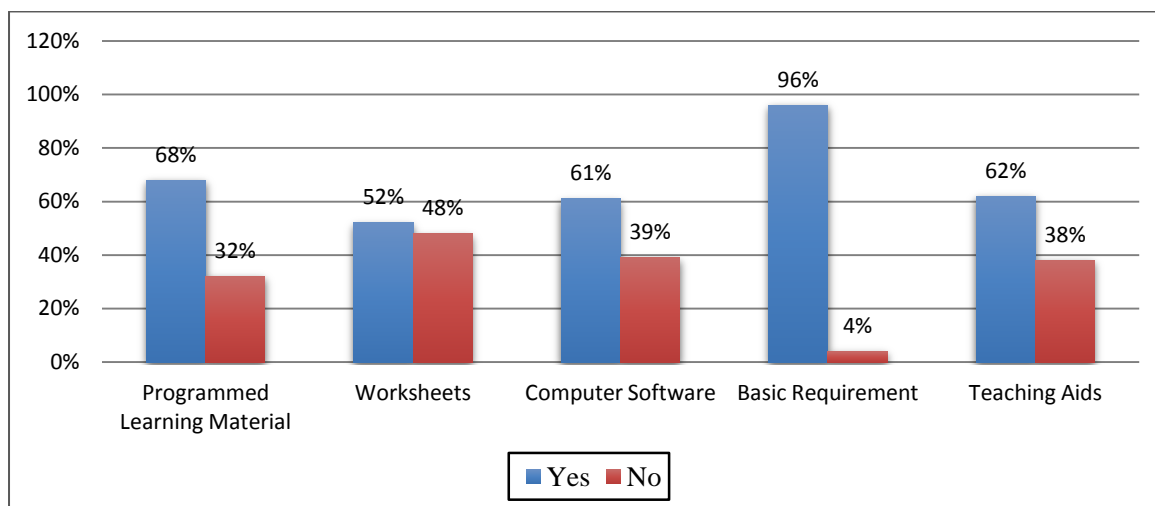
Q6. Are the following resources available to you to deal with slow learners?

The data procured from the close ended question 6 of objective 3 was analyzed statistically and tabulated as follows

**Table 27: Responses of teachers regarding the availability of resources to deal with slow learner**

<b>Resources</b>	<b>Yes (%)</b>	<b>No(%)</b>
<b>Programd learning material</b>	<b>68</b>	<b>32</b>
<b>Worksheets</b>	<b>52</b>	<b>48</b>
<b>Computer Software</b>	<b>61</b>	<b>39</b>
<b>Basic requirements</b>	<b>96</b>	<b>4</b>
<b>Teaching Aids (chalk, BB, T.books)</b>	<b>62</b>	<b>38</b>

The graphical representation of the data is as shown in the next page.



**Figure 27: Responses of teachers regarding the availability of resources to deal with slow learner**

Analysis of the responses of the teachers concerning the resources available to the teachers in the remedial classes revealed that around 68% of the teachers said that program learning material was available for remedial classes and remaining denied.

Only 52% of the teacher said that the tutorials were available for remedial classes.

61% of the teachers said that relevant computer softwares were available for remedial classes.

96% of the teachers said that the basic requirement (chalk, board, T.B ) were available for remedial classes while the remaining denied.

62% of the teachers said that the teaching aids were available for the remedial classes while the remaining denied.

#### **4.3.4.7 Analysis of the data related to the total hours spent for workshops and seminars attended**

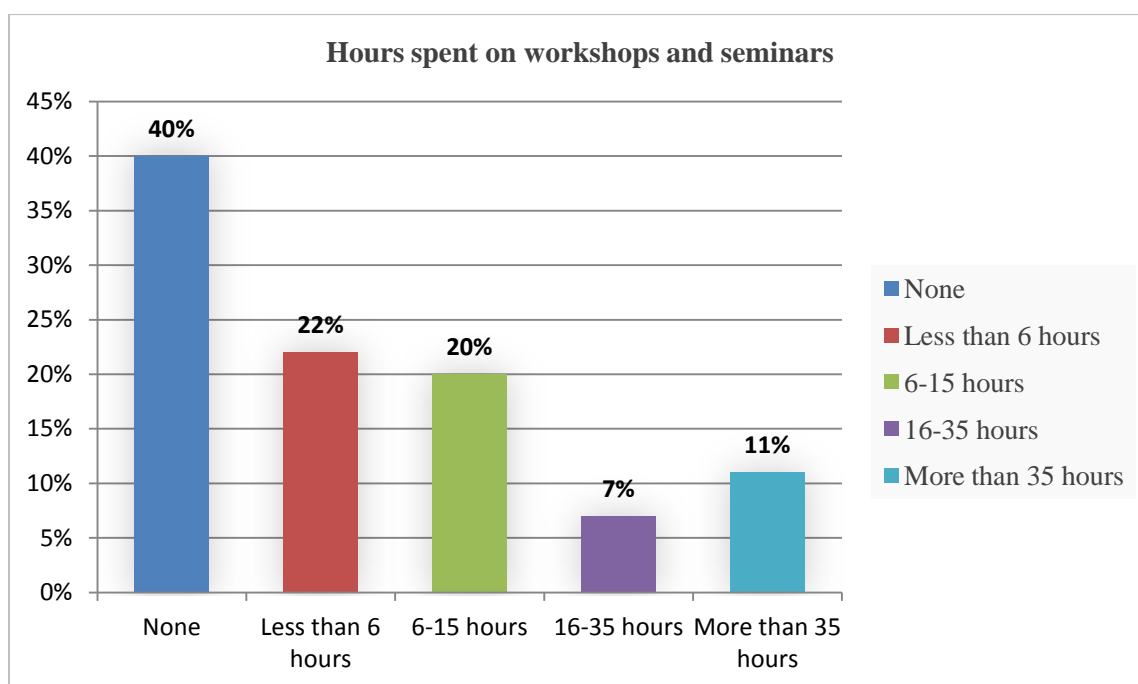
Q7. In the past two years, how many hours in total have you spent in workshops or Seminars that deal with slow learners or remedial teaching.

The data procured from the close ended question 7 of objective 3 was analyzed statistically and tabulated in the next page.

**Table 28: Responses of teachers regarding the total hours spent in workshops or seminars that deal with slow learners or remedial teaching**

Hours	%
None	40
Less than 6 hours	22
6-15 hours	20
16-35 hours	7
More than 35 hours	11

The graphical representation of the data is on next page followed by the explanation



**Figure 28: Responses of teachers regarding the total hours spent in workshops or seminars that deal with slow learners or remedial teaching**

In order to become a truly great teacher, one must go beyond the textbook and attend workshops and ongoing education courses to truly master the practice. About 40% of the teachers said they never went for workshops or seminars; about 22% of the teachers spent less than 6 hours; around 20% of the teachers said that they spent 6-15 hours; about 7% of the teachers said that they spent 16-35 hours in seminars or

workshop however around 11% of the teachers said that they spent more than 35 hours.

#### **4.3.4.8 Analysis of the data related to the suggestions for improving present remedial program**

Q8. Give some suggestions from your experience on how to improve the remedial Instruction program so that students benefit from the same?

Analysis of the responses of the teachers concerning the suggestions from their experiences to improve the remedial instruction program revealed that around 13% of the teachers suggested to improve the methods for RIP; 5% of the teachers suggested a smaller teacher pupil ratio; about 15% of the teachers suggested parental attention was important; about 8% of the teachers suggested frequent parent teacher interaction; about 13% of the teachers suggested that remedial instruction program should be compulsory for all; around 16% of the teachers suggested that there was need to motivate students; about 13% of the teachers said that there was need to give seminars on importance of education; around 11% of the teachers gave suggestion on continuous evaluation; around 8% of the teachers suggested to include rewards to motivate students however around 5% of the teachers suggest that the class should be conducted out of the four walls this would help the students to bond better with the teacher and performe well.

#### **4.3.4.1 INTERPRETATION OF ANALYSIS OF OBJECTIVE 3**

- Most of the teachers stated that only the lack of seriousness among the students for the remedial classes was the problem that they faced in class. No matter how much efforts teachers indulge, with lack of interest in the program the students did not pay any attention. Further, other teachers stated the problems that they were facing were – Irregular attendance, limited time, lack of parental cooperation, poor content knowledge, which becomes a challenge and finally the students' inability to learn. However, a handful of teachers did not give any answer.
- More than 60% of the teachers said that students were not regular in the remedial classes. The reasons discussed were the health issues, lack of parental support, lack of interest and motivation among the students. Whereas, around 36% of the teachers

stated that student were regular in their remedial classes. A few teachers did not wish to disclose the reasons for not giving the concrete answer.

- Responses of the teachers concerning the strategies/activities followed by the teachers in the remedial classes revealed that 46% of the teachers gave priority to individualized educational program however, 38% of teacher give more weight age to peer support program. around 45% teachers said that assignments should be emphasized more whereas 7% teacher emphasized more on group activity
- Around 25% of the teachers stated that the PPT could be used for making RIP sessions more productive and interesting; other 15% of the teachers responses revealed that they use Dramatization;15% of the teachers preferred the use of democum lecture method;5% of the teachers opted for discussion method;9% of the teachers preferred the use of quiz and gaming;12% of the teachers responses favoured the use of field trips;4% of the teachers opted for the use of peer teaching;10% of the teachers choose the use of projects or assignment ; however 5% of teachers did not answer the question.
- More than 50% of the teachers gave weight age to Individualized education as it addressed each child's unique learning issues and included specific educational goals. However, some teachers gave more weight age to assignments for remedial instruction program as they believed that practicing more will help the children in grasping the concept. Further, for some teachers 'peer support program' was of greater value as they believed that peer support helped children in better understanding and they could learn better together. In peer support programmes, students freely discuss their problems and queries (if any) and this becomes fun learning for them. Other teachers emphasized more on group activities as a strategy they were following in the remedial classes.
- A quarter of the teachers suggested that PowerPoint presentations can be adopted as an innovative teaching methodology; whereas a few teachers favored the use of dramatization and peer teaching methodologies. Also, a handful of teachers voted for other innovative methods for teaching, such as- field trips, projects, assignments,

games, quizzes, demo-cum-lecture method, and so on. Any method can be used for slow learners in remedial classes till it involves students' participation, because without it the complete learning would not be possible. Apart from this, a few teachers did not give any answer.

- 96% of the teachers stated that the basic teaching learning educational resources, such as chalk, black board and dusters were available while others denied it. 68% of the teachers revealed that the program learning materials were available for remedial classes; whereas, rest 32% of the teachers denied it. More than 60 % of the teachers revealed that the computer software and other teaching aids were available for the students and teachers in the remedial classes, but other teachers denied it. Further, half of the teachers said that tutorials are available for the remedial classes; however, other half denied it. To make teaching learning effective, some or the other teaching aids become of utmost importance. Not only teaching aids, but also some enhanced educational resources helps the slow learners in a better way and these also help in achieving the desirable learning outcomes.

## CHAPTER V

### FINDINGS AND CONCLUSIONS

#### 5.0 INTRODUCTION

Education plays an important role in shaping an individual's career. The level of education helps people to earn recognition and respect in society. Undoubtedly, education is both socially and personally an indispensable part of human life.

Every object that mankind creates is based on the knowledge that he attains through education. The more the society develops, the more life becomes dependent on education. Education helps people be aware of their fundamental rights and is not restricted to studying hard and scoring good results only. It also means to conquer new things towards the betterment of mankind. An educated individual can create a big difference between wrong and right or evil and good. Education is a big social responsibility of every nation.

Given the enormity and importance of the task of educating the country's children, it is necessary that, from time to time, we create occasions to collectively sit back and ask ourselves, "What is it that we are doing in our engagement with this task? Is it time for us to refresh what we provide to our children in the name of education?" If we look at what our system of education has accomplished since Independence, perhaps we have much to be satisfied with (NCF 2005).

Today, our country engages nearly 55 lakh teachers spread over around 10 lakh schools to educate about 2,025 lakh children. While 82 per cent of habitations have a primary school within a radius of one kilometre, there is an upper primary school within 3 kilometres for 75 per cent of habitations. At least 50 per cent of our children who appear at the school-leaving examinations pass out of the secondary school system (NCF 2005).

Despite these trends, 37 per cent people in India lack literacy skills, about 53 per cent children drop out at the elementary stage, and over 75 per cent of our rural schools are multigrade. Further, there is a deep disquiet about several aspects of our educational practice:

(a) The school system is characterised by an inflexibility that makes it resistant to change;

- (b) Learning has become an isolated activity, which does not encourage children to link knowledge with their lives in any organic or vital way;
- (c) Schools promote a regime of thought that discourages creative thinking and insights;
- (d) What is presented and transmitted in the name of learning in schools bypasses vital dimensions of the human capacity to create new knowledge;
- (e) The “future” of the child has taken centre stage to the near exclusion of the child’s “present”, which is detrimental to the well-being of the child as well as the society and the nation (NCF 2005).

In order to realise educational objectives, the curriculum should be conceptualised as a structure that articulates required experiences. For this, it should address some basic questions:

- (a) What educational purposes should the schools seek to achieve?
- (b) What educational experiences can be provided that is likely to achieve these purposes?
- (c) How can these educational experiences be meaningfully organised?
- (d) How do we ensure that these educational purposes are being accomplished? (NCF, 2005).

NCF (2005) proposed that teachers should create an environment where students are able to connect knowledge to life outside the school, enriching the curriculum so that it goes beyond textbooks. For this to happen, we must design our educational objectives meaningfully and then design evaluation mechanisms to assess the learning outcomes effectively.

### **5.1.0 ROLE OF ASSESSMENT AND EVALUATION**

A good evaluation and examination system can become an integral part of the learning process and benefit both the learners and the educational system by giving credible feedback.

Education is concerned with preparing citizens for a meaningful and productive life, and evaluation should be a way of providing credible feedback on the extent to which we have been successful in imparting such an education. The purpose of assessment is



necessarily to improve the teaching-learning process and materials, and to be able to review the objectives that have been identified for different school stages by gauging the extent to which the capabilities of learners have been developed.

Seen from this perspective, current processes of evaluation, which measure and assess a very limited range of faculties, are highly inadequate and do not provide a complete picture of an individual's abilities or progress towards fulfilling the aims of education (NCF, 2005).

### **5.1.1 NEED FOR REMEDIAL TEACHING.**

The need for remedial arises because students are different in terms of learning ability, academic standards, classroom learning and academic performance and each has his own difficulties in learning. The aim of remedial teaching is to provide learning support to pupils who lag behind their counterparts in school performance for varied reasons. It can be considered as an effective technique, a program to improve teaching-learning process, an instruction for overcoming difficulties and misconceptions in various subjects. It involves diagnosis of specific difficulties, providing suitable remedial measures and provides academic support to prevent reoccurring of them in the future. .

Some common characteristics among learners who need remedial learning are as follows:

- Poor memory
- Short attention span easily distracted by the other things
- Relatively poor comprehension
- Lack of learning motivation
- Lack of self-confidence and relatively low self-expectation
- Weak in problem solving
- Failure to grasp information effectively and mix things up easily
- Difficulty in understanding new/abstract concepts
- Failure to transfer knowledge to the related learning areas appropriately
- Additional time needed to complete assignments or tasks

Learning takes place from simple to complex. If for some reason the learner has not learned the basics, it is futile to teach him the advanced topics. Remedial teaching is not revising the topic repeatedly; rather, careful analysis of the learner's performance in the examination and diagnosing the areas of difficulty are key aspects in remedial teaching.

By adapting school curricula and teaching strategies, teacher can provide learning activities and practical experiences to students according to their abilities and needs. They can also design individualized educational programs with intensive remedial support to help pupils consolidate their basic knowledge in different subjects, master the learning methods, strengthen their confidence and enhance the effectiveness of learning. .

Throughout the teaching process teacher should provide systematic training to develop pupil's generic skills, including interpersonal relationship, communication, problem-solving, self-management, self-learning, independent thinking, creativity and the use of information technology. Such training can lay the foundation for pupil's lifelong learning, help them develop positive attitudes and values, as well as prepare them for future studies and career.

### **5.1.2 BENEFITS OF REMEDIAL TEACHING**

Children receive additional support as they are given remedial teaching during free proxy classes or even sometimes after school hours. Remedial teaching helps identifying difficult learning areas and bridges the gaps in their learning progress by providing supplementary information throughout the course of study. Single level classes are arranged to better cater for the diverse needs of pupils.

To make remedial teaching effective, the teacher must devise different learning activities with the same teaching objective to develop pupils' varied abilities and skills in problem solving. It is more effective for teachers to adopt a series of relevant and simple teaching activities than assigning one long teaching activity since pupils may acquire the required knowledge and skills through diversified activities.

Remedial teachers should specifically design meaningful learning situations, language environments (especially for English subject), games or activities so as to provide personal learning experiences for pupils and stimulate their interest and initiative in learning. Teachers should give concrete examples before proceeding to abstract

concepts by way of simple and easy steps at a pace in line with the learning abilities of students. Teachers may teach new concepts from different perspectives by various approaches so that pupils can grasp the ideas through meaningful and repeated illustrations. Teachers should encourage pupils' active participation by more frequent use of teaching aids, games and activities. They can also make use of information technology and all the teaching resources available to help pupils understand the main points. Pupils with learning difficulties are less competent in understanding written language. Therefore, remedial teachers should give pupils short and clear instructions to avoid confusion. They must explain clearly the arrangement of each learning activity. Suffering from frequent frustrations in their work, pupils with learning difficulties may gradually lose their interest in learning. Therefore, teachers should adapt the curriculum to meet the needs of pupils.

With less pupils in the RTP, teachers can design interesting activities coupled with reward scheme to stimulate pupils' interest. It is most important to help pupils overcome their learning difficulties so that they may gain a sense of achievement and recover their confidence and interest in learning. Pupils with learning difficulties usually lack self-confidence and are more passive in class. They seldom ask questions or express their views. Remedial teachers should patiently encourage active participation in class. Pleasurable learning experiences may help enhance pupils' interest in learning. Teaching should not only focus on the transmission of knowledge. It is also important to see that pupils are benefited from the entire learning process. Teachers should provide ample opportunities in class for pupils to practise and think what they have learnt, and allow them to solve problems by different means. Teachers should also carefully observe the performances of pupils and give them appropriate assistance, feedback and encouragement so as to help them acquire the learning skills, solve their problems and understand their own capability, thus enhancing self-confidence and improving their learning skills. Pupils may encounter different problems in their studies, therefore, teachers should carefully observe the learning process of individual pupils in class. Whenever necessary, they should provide individualized remedial teaching before and after class, during recess or lunchtime, so that they can remove their learning obstacles as soon as possible.

The strategies of Remedial Teaching adopted maybe as follows -

- The Individualized Educational Program which helps pupils to overcome their learning difficulties and develop their potentials. Teaching can be done in small groups or for individual. If necessary, remedial teachers, other teachers, student guidance officers/teachers, parents and pupils alike are to participate in designing the program. Remedial teachers hold meetings regularly to evaluate the effectiveness of work and gather opinions for refinement.
- Peer support program which helps pupils reinforce their knowledge, and develop their communication and cooperation skills as well as good interpersonal relationship. To enhance the effectiveness of the program, remedial teachers must provide training to the pupils concerned beforehand and make regular reviews on its effectiveness. Generally speaking, this program is more suitable for pupils of higher grade.

The reward scheme which has positive effect in enhancing pupils' motivation. It aims at guiding pupils to set their own objectives and plans, and positively reinforcing their good performance. No matter what reward is provided, the most important thing is to help pupils cultivate an interest in learning and gain a sense of satisfaction and achievement during the learning process.

### 5.1.3 GUJARAT – THE EDUCATIONAL SCENARIO

Gujarat has been among the pioneers in quality education. Education has played a key role in Gujarat's success in every field in the past decade. The education sector in Gujarat has seen a sea change with the literacy rate increasing from 69.14 % in 2001 to 79.31% in 2011.

**The schemes initiated by the education department have truly led to a complete turnaround in the way the importance of education is perceived in the State.**



SOURCE: [http://www.gujarat-tourism.net/Gujarat\\_Information.html](http://www.gujarat-tourism.net/Gujarat_Information.html)

The State of Gujarat was established on 1<sup>st</sup> May 1960. It is the westernmost State in India, also locally known as ‘Jewel of the West’. Gujarat’s capital is Gandhinagar and its largest city is Ahmedabad. It is home to the Gujarati speaking people of India.

As per the 2011 India Census Report, the total population of the State of Gujarat was 60,383,628; out of which the rural population comprised of 57.4% and the urban population comprised of 42.6%. The State has 33 districts. The Literacy rate of the State according to the 2011 census was 80.18%, reflecting a considerable increase from the rate reported in the 2001 census, i.e. 69.14%.

The schools of Gujarat are affiliated to the Gujarat Secondary and Higher Secondary Education Board (GSHSEB). Many of the private schools in Gujarat are also affiliated to the Central Board of Secondary Education (CBSE) and Council for the Indian School Certificate Examinations (CISCE) as also the IB Board. Gujarat has 13 State Universities and 4 Agricultural Universities.

The Gujarat Council of Educational Research and Training (GCERT), a pivotal institution at the state level, has been established for the enhancement of qualitative education at primary and secondary schools. It was later upgraded as a SCERT in 1988, under the resolution of State Education Department. The upgraded SCERT, now named as Gujarat Council of Educational Research and Training (GCERT) is a fully structured State level academic institution and is controlled and guided by a Governing body as well as an Executive Committee. GCERT was shifted from Ahmedabad to Gandhinagar, the State Capital in 1997.

The GCERT works as a prominent institution for implementing the policies, programs and researches in the State. It provides resource support and guidance to all the teacher education institutions and works in collaboration with the NGOs, Subject experts, Educationists and pioneers in bringing about reforms in the remote and underserved areas of the State. It disseminates latest information with regard to modern trends and approaches in primary education, pre-service and in-service education, pedagogical advances in the country, wide use of distance education as a mode of training, organizing community awareness programs and updation of curriculum of primary education in view of new and emerging concerns. Even the State Ministry of Education banks upon its expertise.

The Council is committed to bringing about qualitative improvement in school education particularly Elementary Education, development of curriculum syllabi, instructional material and evaluation strategies to explore suitable solutions to educational challenges with the changing time. The GCERT has scaled a unique journey with experimentation from chalk to satellite, scaling an arduous terrain in the field of educational reforms.

#### **5.1.4 THE EDUCATIONAL SCENARIO IN VADODARA**

Vadodara, also known as Baroda, is the third largest city in the Indian State of Gujarat after Ahmedabad and Surat. It is the administrative headquarters of Vadodara district. Located on the banks of the Vishwamitri river, it is also known as the ‘Sanskari Nagari’, i.e. ‘Cultured City’. Vadodara is one of India’s most cosmopolitan cities. It is a great and fitting memorial to its late ruler, Sayaji Rao Gaekwad III (1875-1939 AD).

Modern Baroda owes its beauty, its educational institutions and its masterpieces of architecture to the insight and vision of this great ruler. It was the vision and broadmindedness of the Gaekwads, the subsequent industrialization, the proliferation of academic activities and a strategically important geographical location, that Baroda has become a hub for a wide variety of people from all over India and also from all over the world.

Vadodara is synonymous with education. The patronage of education started with Maharaja Sayajirao and the city has built further on the academic infrastructure established by him. The present educational foundation rests on over 20 public schools and over 100 private schools. Towering benevolently over all is the Maharaja Sayajirao University (M.S.U.), the jewel in the crown of Baroda. It is the largest university in Gujarat, famous for various faculties and departments, including the Fine Arts, Performing Arts, Technology, Management, Psychology, Social Work, Law and Medicine streams.

#### **5.1.5 SCHOOL EDUCATION IN VADODARA CITY**

Vadodara city has been an important cultural and educational part of Gujarat state while also being a pioneer in the field of Primary Education. In Vadodara city there are variations in the management of education. There are schools which are Private Aided, Private Unaided, Municipal School Board, Central School and State Board Schools.

The Vadodara Municipal Corporation schools (VMC) are totally financed by the State Government and are governed by their rules and regulations. The State Government makes provision for all the requirements i.e. physical or financial. These schools are under the Municipal School Board which was formed on the 9<sup>th</sup> of November, 1953 with the goal of providing Primary education to the children in the age group of 6-14 year, in the city of Vadodara.

As per the information procured from the District Education Office (Jilla Shikshan Adhikari Kacheri), Vadodara (2012-13); there are 271 schools in the city of Vadodara, with English, Gujarati, Hindi, Marathi and Sindhi as medium of instruction; catering to the educational needs of the local population. Out of which around 109 schools are Secondary Education Schools and bifurcating it further, around 65 English Medium Schools are identified to provide education till the secondary classes.

For the smooth administration of these schools, the entire city is broadly classified into 4 zones and 28 wards depending on their localities; with the schools distributed across these wards.

Thus, Education holds a significant position in the design of Vadodara and its educational institutions are looked upon to shoulder the responsibility of educating the ambitious and progressive population.

The conceptual framework thus created attempts to furnish a relevant backdrop for the present Study. It provides the base to establish the need for this study, which is elaborated in the following section.

#### **5.1.6 NEED OF THE STUDY**

We are living in an age which makes heavy demands upon high achievement. But there are students who find it difficult to meet these demands. There are also students whose scholastic performance lags far behind their academic abilities and they fail to make use of their innate capacities, particularly, intelligence. This results into low achievement. High achievement on the other hand, requires the full blossoming of all kinds of abilities which an individual has. The period of studentship is the most crucial time to nurture these abilities to their maximum. Education is the birth right of a child. It not only shapes an individual's life but it also caters in shaping the nation as a whole. In order to inculcate social values, justice and respect for dignity and diversity among the children, it becomes essential to provide them quality education.

But every child is different. It has been researched and stated clearly by the child psychologists that all children have their own pace of learning and self development. They cannot grow beyond this. Further, learners can be divided into three major groups, fast learners, average learners and slow learners. Any institution that imparts education needs to take care of all the three groups. In India, the National Curriculum Framework (2005) has designed the curriculum for the Indian Education System in such a way that it can serve all the three groups of learners. It becomes mandatory for the teacher to fulfill the needs of all the learners. Many a times, it is seen that in the practice of education; the third group of learners, i.e., the slow learners are always overlooked.

With the inception of Balsakhi in the year 1999 in Mumbai, by a NGO named, Pratham a new dimension in the Indian Education System for the Slow learners emerged. With this the concept of REMEDIAL INSTRUCTIONAL PROGRAM came into existence. Today, around 123 schools of Vadodara are successfully running this program. This program helped the slow learners in enhancing their reading and writing skills. Also, this improved their creativity and critical thinking ability. Not only this, but through remedial instruction program, a child's confidence level also increases. With this, these slow learners can achieve their learning standards easily. In-depth research (es) can help this program in enhancing their quality standards as per the needs of each student.

What urged the researcher to undertake this study is the awareness of the situation of our existing educational system which encourages the high academic achievers while neglecting their counterparts the low-achievers who ultimately are the most neglected section in the academic world.

### **5.1.7 SUMMARY OF RELATED STUDIES**

Various studies were done in different areas of remedial teaching. It becomes evident that students who do not achieve desirable learning outcomes need remediation through a well organized remedial instruction program. Remedial Teaching can be considered as an effective correction technique, a program to improve teaching-learning process. The studies revealed that Remedial Instructional Materials were effective in improving academic attainment of students. Such programs help to achieve desired learning outcomes if planned and implemented carefully. Selvarajan



and Vasantha Kumar conducted a study on the impact of remedial teaching on improving the competencies of slow learners. He found that the socio economic conditions of the family and physical and psycho social status of the students cause low achievement. 2<sup>nd</sup> study was conducted by Pillai(2009) on effectiveness of remedial programs for the disadvantaged children. He found that most of the students who were low achievers are because they are socially, culturally and economically weak. These studies gave significant insights during the design of the present study.

### **5.1.8 RATIONALE FOR THE PRESENT STUDY**

Students with below average cognitive abilities whom we cannot term as disabled are called slow learners. They struggle to cope with the traditional academic demands of the regular classroom. Actually slow learners are normal students but the problem is that for various reasons, they are unable to perform well under traditionally accepted systems of education.

Slow learners should not be confused with students in need of special education or reluctant learners who are non-cooperative. A student may fail to excel in some classes or in some subjects but it does not imply that he or she is a slow learner. The teachers and guardians may resort to some of the teaching aids available to special education students that may enhance interest of slow learners and help them get involved in the learning process.

Every child is special. As every child is different, there is every possibility of improvement, sooner or later. The source of energy is lying within them but the only thing is to stretch the hand of confidence towards them which will solve their problems.

Assessment plays a very important role in teaching and learning. By means of assessment, teachers can know the learning progress as well as strengths and weaknesses of pupils; they may design different teaching activities accordingly to help pupils learn in an effective manner. Besides, it is also a means to measure the discrepancy between RTP pupils and ordinary pupils so that teachers may decide whether it is desirable for the pupil(s) concerned to withdraw from RTP.

Remedial education (also known as developmental education, basic skills education, compensatory education, preparatory education, and academic upgrading) is education designed to assist students achieve expected competencies in core academic

skills such as literacy and numeracy. Remedial education can be designed for any students, with or without special needs; the defining trait is simply that they have reached a point of under preparedness, regardless of why. For example, even people of high intelligence can be underprepared if their education was disrupted. There are some children who feel a gap between their true ability and their performance level and such children are then dubbed “slow learner” and so the focus of the study is to find out the schools who are providing remedial instruction, what are the different strategies followed in the schools and status of improvement in the performance of learners, here, upper primary school students of Vadodara city. The researcher is concerned about the academic achievement of students and through this Study would like to identify the specific details of remedial instruction programs of Vadodara city and to what extent they are effective.

This study will be helpful for school community like students, parents, school faculty and teachers.

Also, since the researcher herself is an educator in a well known school in Vadodara and is familiar with the different educational practices being implemented for students in the city, she was inspired to know more about the remedial instruction programs as she believes this is an excellent program to address the learning needs of heterogeneous classrooms.

## **5.2 METHODOLOGY**

Methodology is one of the most important aspects in any research work. It gives us an idea about how the Study has been conducted. The methodology of any research work needs proper attention and care for its planning and execution. If inappropriate methodology is used or if appropriate methodology is used poorly, the result of the study could be misleading. Thus, it depends on the rigor of the representation of the findings. There are four main features of the research methodology; designing, sampling, data collection, and data analysis. This chapter deals with the design of the study, sample, tools and techniques used and the procedure of data collection.

### **5.2.1 STATEMENT OF THE STUDY**

**A study of the remedial instruction program in the schools of Vadodara city**

### **5.2.2 RESEARCH QUESTIONS**

- 1) How does remedial teaching benefit students?
- 2) What are the different strategies used in remedial teaching in schools?
- 3) What problems do teachers and administrative face while implementing remedial instruction?
- 4) How is remedial teaching being conducted in upper primary schools?

### **5.2.3. OBJECTIVE FOR THE STUDY**

- 1) To study the views of students and teachers with respect to remedial instruction.
- 2) To study the implementation of remedial instruction in schools of Vadodara city.
- 3) To analyze the difficulties faced by teachers in implementing the remedial instructional program.

### **5.2.4 DELIMITATION OF THE STUDY**

The Study is delimited to the upper primary learners only.

### **5.2.5 METHODOLOGY OF THE STUDY**

The Survey method was used to carry out the present Study.

### **5.2.6 POPULATION OF THE STUDY**

All the English medium schools functioning under the Gujarat Secondary and Higher Secondary Education Board in the State of Gujarat in the academic year 2014-15 constituted the population for the present Study.

### **5.2.7 SAMPLE OF THE STUDY**

The stratified sampling technique was used to select the samples to address the objectives of the Present Study. There are around 109 secondary schools in the city of Vadodara, which functions under the Gujarat State Education Board. Out of these, 65 schools were identified as English medium schools, as per the list procured from the

DEO, Vadodara. The city of Vadodara is divided into four zones also termed as Shaher Vidhya Sankul (SVS). They are SVS-5, SVS-6, SVS-7 and SVS-8. The investigator identified the number of English medium schools from each zone (SVS), which is listed below.

Number of English medium schools in SVS-5 = 10

Number of English medium schools in SVS-6 = 26

Number of English medium schools in SVS-7 = 16

Number of English medium schools in SVS-8 = 13

Thus, total number of English medium schools in Vadodara city = 65

In order to arrive to the final sample size, the investigator selected 30% of the schools from each of the zones (SVS), which are shown below.

30% of English medium schools from SVS-5 = 3

30% of English medium schools from SVS-6 = 8

30% of English medium schools from SVS-7 = 5

30% of English medium schools from SVS-8 = 4

Thus, 30% of English medium schools in Vadodara city = 20

The investigator visited all these selected schools for data collection, and ultimately attained data from total 20 schools. Out of all the teachers involved in remedial instruction program in the upper primary sections of the accessed schools, the researcher took a sample of 137 teachers only. Similarly, out of all the students who were taking remedial classes a sample size of 300 were taken for the present study. The data thus obtained addressed the first three objectives of the Study.

### **5.2.8 PREPARATION OF THE TOOL**

Tools adopted for the Present Study were questionnaire. The questionnaire contains close and open ended questions so as to elicit data and also to probe as and when it was thought necessary. The open-ended questions were framed in order to check the authenticity of the close-ended answers. A copy of the questionnaire used in the Study is enclosed in Appendix

In the process of preparation of tools, major concentration was paid to the utility of the tool with regard to various objectives of the Study. The tool took final shape after passing through different stages of formulation.

### **5.2.9 VALIDATION OF THE TOOL**

In the second stage of preparation of the tool, the prepared tool was presented to five experts.

Prior permissions were taken from the experts and the tools, attached with a confirmation letter specifying the title and the objectives of the Study, were presented to them. The Experts were requested to give their opinions and suggestions regarding the language of the tool (its lucidity, simplicity and correctness) and the content validity of the tool (how relevant was the information to the objectives under consideration).

Various comments were received from these Experts, which were related to reducing the number of questions, simplifying the language and adding in a few more aspects to substantiate the Study. Oral as well as written comments were incorporated to modify the tool before proceeding ahead with the data collection procedure

### **5.3 DATA COLLECTION**

This section describes the real field work carried out for data collection. Data was collected in four different stages as shown in the next page.

**Stage 1:** The first stage of data collection comprised of personal visits to the selected schools. It included gaining access to the principal, attaining permission for tool administration and handing over the required number of questionnaires to be filled up by the students and teachers teaching in the upper primary sections of the respective schools.

**Stage 2:** The second stage was that of the actual data collection. It took several visits to the sample schools to get back the duly filled questionnaires from the teachers. This sums up the efforts made by the investigator to get authentic data for the Study.

### **5.3.1 Procedure of Data Analysis**

The data obtained from the open-ended questions were analyzed qualitatively employing the technique of content analysis. The responses were read repeatedly, the points emerging were identified and broad categories were developed on the basis of similarity of responses. Those were then quantified as percentages. Also, the number of respondents who did not give responses was counted. This number was converted into percentage to present the data quantitatively.

Thus, in the present chapter, discussion about methodology of the present Study has been presented. The tools prepared and implemented in the field, generated a lot of data needed for the present Study.

### **5.3.2 FINDINGS OF THE STUDY**

The major findings of the Study are as follows:

Majority of the students (75%) were facing problems in their studies, especially in language.

Majority of the students, around 70% liked to be in a remedial program.

The environment in remedial classes was found to be friendly in seventy-five percent of the responses.

A majority of the students, (70%) responded that the ongoing remedial programs were beneficial for their performance and seventy eight percent opined that they were quite comfortable with in a remedial class as the groups were smaller and they got individual attention.

Moreover, a majority of the schools (85%) were not conducting remedial programs regularly. Slow learners tend to forget things easily and thus, they required frequent revisions of the learning. This can only happen when remedial classes being conducted daily.

It was revealed that not all students were interested in the remedial classes.

A majority of the students, seventy eight percent, took remedial classes seriously as the groups were small, teachers were able to pay personal attention to all the students, class timings were after the school hours and moreover, the students were getting some kind of benefits as external motivation.

Majority of the teachers, seventy eight percent, were not taking remedial classes on daily basis.

For better and life-long learning it becomes essential that slow learners should be divided in small groups of 5-10 kids in each. The same was revealed by the majority of the teachers, (90%) that they were able to communicate better in small groups. They also stated that with a larger group size, they were not able to solve children's queries and also that they were not able to give them personal attention. And hence, they end up with lots of dissatisfaction among the students as well as their parents.

Majority the teachers inferred that there were many internal and external factors affecting the learning of the slow learners of which the irregularity of the students was the major cause. The irregularity of the students could be due to their health issues, poverty, poor parental interest or lack of their own interest in undertaking remedial classes.

Majority of the schools, (90%) conduct their remedial classes during or after the school hours. During school hours, the remedial classes were conducted in either their free periods or during their extracurricular activities. Most of the time, the students missed their other activities in order to attend their remedial classes which demotivates the students. Whereas, the remedial classes that were conducted after the school hours increased the stay back timings for both teachers and students. Students got too tired to gain any further learning.

More than (50%) of the sample schools were supervised once a week by the Principals of the schools. However, in rest of the schools, the Principals' supervisions were held only once a while. This may be one of the reasons for the failure of the remedial instruction program.

Majority of the teachers, (67%) did not follow the lesson plans in the remedial program, which in a way lead to lack of time management, lack of resource management, lack of classroom management, and lack of personal attention to the students.

Almost all teachers used activity based learning. They conducted activities such as – Usage of Visual Aids, worksheets and quizzes, group activities, project based learning, assignments, group discussions, storytelling, dramatizations, role play and so on.

Mostly, the schools conducting remedial programs were using traditional style of teaching. No new techniques were used. However, nearly twenty percent of the schools were using some innovative style of teaching, such as peer learning, dramatization and field trip.

Almost all the schools were having educational resources such as – program learning material, worksheets, and computer software. Apart from these, all the schools were having essential requirements such as chalk, boards, duster and other teaching aids.

Majority of the teachers (62%) had not taken any kind of workshops and seminars that enhanced their skills for dealing with slow learners.

#### **5.4 DISCUSSION AND CONCLUSION**

From the above key findings, the following discussion takes place on the various drawn points. The first and foremost point of concern that was found during the Study was that the learning problems faced by the students of upper primary section was related to their studies. The students tend to have linguistic problems. English language is becoming a compulsion in schools now-a-days. However, young students face major problems as they are weak in their subjects and they need to be explained in English or the regional language. Another problem which is related to their studies is the length of the syllabus. The students reported that they were not able to cope because of the lengthy syllabus prescribed. Also, they were not able to concentrate on their studies well because of the same reason. Further, it was revealed that the upper primary students were over burdened with their studies. They were found under immense stress of examination and securing good marks. Their respective teachers also reported that the students who were weak in learning and were taking remedial classes were also weak in reading and writing.

Another point was lack of interest among the students of upper primary sections. Although, majority of the students seemed to enjoy their remedial classes; a handful of students denied the fact. In their statements, they clearly stated that they were not at all interested in the remedial classes. The reason they were still attending the remedial instruction program was because in these classes they were getting some perks such as free meal, stationery, books, concession in fees and fieldtrips. In addition to this, the setting of the remedial instruction program is another cause of lack of students' interest. Further, as per the feedback of the students, they were not



comfortable with the timings of the classes. They said that on holidays, they faced problem of transportation and hence, they found it better to stay home and not to attend their remedial classes.

Moreover, the students did not find any significant change in their performance and hence did not take the remedial classes seriously. Due to their health concerns, most of the time they remained absent. Not only this, but the students also stated that classes comprised of those students who were having problem in different subjects and they did not benefit academically in such classes.

Similarly, the teachers also stated their problems. They stated that even they faced linguistic problems with children. It was seen that not all children come from similar backgrounds, and hence one could not say that the children could not understand one language. When a concept was not understood by the students, at times the teacher had to use his/her mother tongue to explain him/her better. In remedial classes, if the teacher approaches to solve the student's query, they face shortage of time. They also said that group was too big for personal attention. Further, they explained the reasons for the difficulty they were facing for the implementation of the remedial instruction program which was mainly because of the following reasons:

- Irregular attendance
- Presence of slow learners
- Less interest of parents in child's education
- Poor socio-economic background
- Parents' education/literacy

The awareness among the parents about their wards and remedial classes were becoming much more acceptable now.

Parents' cooperation with the teachers and the management community was very important. Most of the parents were found not really interested in sending their ward for the remedial classes. They also didn't understand that life was not a race for the children. Every child had his own pace for learning, and this was unduly pressurizing them.

Finally, for the success of the remedial instruction program, it was important that the Principal must supervise the classes regularly. Their supervision was of utmost importance for the children as well as it worked as a support for teachers.

All in all, to sum up the discussion, it can be said that with everyone's cooperation and efforts, even the weak students can perform well. In remedial classes, the students can be divided into small groups in order to give them personal attention. If any query of the students takes longer time, the teacher should be given complete right to solve the same in next class. Greater motivation is required to be given to the students for attending the remedial classes with full interest. Parents' regular counseling and regular meetings with teachers will maximize the efforts of the remedial instruction program.

### **5.5 SUGGESTIONS FOR FUTURE STUDIES**

Remedial instruction program (also known as developmental education, basic skills education, compensatory education, preparatory education, and academic upgrading) is education designed to assist students in order to achieve expected competencies in core academic skills such as literacy and numeracy. Remedial education can be designed for any student, with or without special needs. The current Study was done on the upper primary section of G.S.E.B. English medium schools in Vadodara city, however, here are some suggestions for the future researches that can be done in this field.

An Experimental research can be done to study the performance of the students who are taking the remedial classes.

A phenomenological research can be done to study the factors that affect the students' engagement in learning.

A case study can be done on the various cases to study the effectiveness of the remedial teaching.

A study can be done to know the level of awareness among the students as well as parents.

A study can be done to know the various kinds of educational resources needed for remedial programs.

A study can be done to analyze the success of the remedial instruction program in secondary and in higher education.

A study can be done to know the teachers training requirement for effective remedial program

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**APPENDIX 1**

Dr. Vandana Talegaonkar,  
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TO WHOM SO EVER IT MAY CONCERN

This is to certify that Ms. Deepti Singh is a M.Ed student (Master of Education) of our University. As a part of the curriculum requirement the students are expected to complete their Dissertation on **“A STUDY OF THE REMEDIAL INSTRUCTION PROGRAMS IN THE SCHOOLS OF VADODARA CITY”**

based on the data collected with your support.

I request you to allow her to visit your institution to undertake her data collection/ observation/ implementation and discussion which will support in her dissertation work.

Kindly help the student every way possible.

Thank you,

Yours sincerely

Dr. P. V. Xavier

(Principal)

**APPENDIX 2****LIST OF EXPERTS**

- 1 Dr. P.V Xavier  
Associated professor (Principal)  
School of science and education  
Navrachana University
  
- 2 Dr. Archana Tomar  
Assistant Professor  
School of Science and Education  
Navrachana University
  
- 3 Mr. Rishi Raj Balwaria  
Assistant Professor  
School of Science and Education  
Navrachana University
  
- 4 Ms. B. Valli  
Assistant Professor  
School of Science and Education  
Navrachana University

### APPENDIX 3

#### A study of remedial instruction program in Vadodara city

##### ➤ Objective

1. To study the views of students and teachers with respect to remedial instruction.
2. To study the implementation of remedial instruction in schools of Vadodara city.
3. To analyze the difficulties faced by teachers in implementing the remedial instructional program.

Questionnaire for objective 1 A-To study the views of student with respect to remedial instruction program

Sample : Students

NAME :

CLASS: \_\_\_\_div\_\_\_\_

Q1. What difficulty do you face in your studies?

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Q2. Do you like to be in a remedial instruction program?

- Yes
- No

Q3. How is the environment in remedial instruction program?

- a) Friendly    b) Unfriendly    c) Strict



Q4. Are you satisfied with the timings of remedial classes?

- Yes                    Timing \_\_\_ to \_\_\_
- No

Q5. Are your remedial classes helping you in improving your performance?

- If Yes, how?

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- If No, Why?

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Q6. Do you find any difference between your normal class and remedial  
Classes?

If Yes, how?

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- If No, how?

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Q7. How many remedial classes are conducted in a week?

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Q8. In which class you feel comfortable while learning?

- a) normal class
- b) remedial class
- c) both the classes

Q9. What are the benefits/advantages you are getting to be in a remedial instruction  
program? (food/water/textbook/fieldtrip/etc.)

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Objective 1 B: To study the views of teachers with respect to remedial instruction program

Sample: Teachers

Q1. Do you think students take remedial classes seriously? Justify?

- Yes
- No

Q2. How many remedial classes do you take in a week?

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Q3. Is the group too big or small for personal attention?

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Q4. What are the reasons behind low achievement?

(Please rate the following from 1 to 5)

- a. Less interest of parents in child's education
- b. Irregular attendance
- c. Severe poverty
- d. Slow learner
- e. Parents' Education
- f. Any other \_\_\_\_\_

Q5. Do you think that the present remedial instruction program is effective?

- Yes
- No

Q6. According to your experience, how would you describe the level of the students in the class?

- a) Above average
- b) below average
- c) average

Objective 2: To study the implementation of remedial instruction in schools of Vadodara city.

Sample: Teachers

Q1. What are the timing of remedial classes in your school?

- a) Before school hours
- b) After school hours

Q2. How often is your class supervised by the principal or any other authority?

- a) Atleast once a week
- b) once or twice a month
- c) Once or twice a year
- d) never

Q3. Do you follow any lesson plan in remedial classes?

- a) Yes
- b) No

Q4. Does school arrange any liaison/meeting with parent's of slow learner?

- a) Yes
- b) No

Q5. Do you get co-ordination with other teachers and professionals?

- a) Yes
- b) No

Q6. What kind of activity do you conduct to improve learning outcome?

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Q7. How many students you teach in one remedial class room?

\_\_\_\_\_ Students

Objective 3: To analyze the difficulties faced by the teachers in implementing the remedial instruction program

Sample: Teachers

Q1. What problems do you face in remedial program?

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Q2. What problem do you face while teaching low achievers?

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Q3. Are students regular in remedial class attendance?

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Q4. Which are the strategies/Activities you follow in remedial classes (please rate the following)?

- a. Individualized educational program
- b. Peer support program
- c. Assignments
- d. Group activity

Q5. What innovative methods of teaching can be adopted for making RIP sessions more productive and interesting?

- a)
- b)

c)

d)

Q6. Are the following resources available to you to deal with slow learners-?

	Yes	No
Programd learning material		
Worksheets		
Computer software		
Basic requirement(e.g. – chalk, board, T.B, resource-book)		
Teaching Aids		

Q7. In the past two years, how many hours in total have you spent in workshops or seminars that deal with slow learners or remedial teaching.

- a. None \_\_\_\_\_
- b. Less than 6 hours \_\_\_\_\_
- c. 6-15 hours \_\_\_\_\_
- d. 16-35 hours \_\_\_\_\_
- e. More than 35 hours \_\_\_\_\_

Q8. Give some suggestions from your experience on how to improve the remedial Instruction program so that students benefit from the same?

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