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Page: 36-38



The term remedial is employed in a broader sense to connote teaching which is developmental in its scope. Though our schools possess pupils who do not have any particular defects or faults which need correction, there are a group of students who urgently need assistance in developing increased competence in reading and the other fundamental processes. In their case, it is not primarily a problem of re-teaching or the remedying of errors, but it is rather teaching them for the first time those basic skills which are solely needed and are apparently lacking. Remedial teaching involves taking a pupil where one is and starting from that point leading one to greater achievement. It is just effective teaching in which the learner and his/her needs occupy the focal point. Remedial teaching is an integral part of all good teaching. It takes the pupil at his own level and by intrinsic methods of motivation leads him to increased standards of competence. It is based upon careful diagnosis of defects and in general to the needs and interest of pupils.

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NEED FOR REMEDIAL TEACHING:-

Teaching involves communication. That is, messages are being sent at one end and received at the other. When the messages are received as they are transmitted, then effective communication is believed to have taken place. Sometimes the message may not get across at all or may reach the other end in a garbled, distorted and unrecognizable version. In such instances a 'gap' develops between 'teaching' and 'learning'. Frequently the learner has not learnt what the teacher intended him to learn. In this case, a message is received, but it is not the one which was sent out. Several problems arise in dealing with this situation. First of all, the teacher has to find out if the message received by the student IS the one sent out. For that, the teacher has to rely on the feedback from the student what he has received. Usually the student finds it hard to express what he has received and this

give the teacher the impression that learning has not taken place at all. So the teacher tries to get the message across through repetition. But if the message received is a wrong one, it has to be 'cancelled' before the correct one can be 'written in' in order not to create problems of interference. This is one of the functions of remediation.

It can be inferred that diagnosis is an important factor in imparting teaching. Teaching will be incomplete without diagnosis and remedial teaching. Individuals differ in abilities. Pupils of different levels of ability are likely to be present in a class of forty or fifty. Slow learners, fast learners and average learners -- all have to be catered to in different ways. The highly talented should be provided with additional work which requires higher intelligence level and whereas the slow learners have to be specially cared for in order to bring them to the level of the average student. It is valid to consider insight-formation, application, consolidation and revision.

Ideally, new learning should not be permitted until wrong learning has been cancelled and corrected. This is, however, impractical since remediation is a slow and laborious process. A thing once learnt is difficult to cancel, whether correct or incorrect. Remediation, hence, has to go on simultaneously with the other teaching functions. The more teaching a learner has had, the more he may be in need of remediation.

The possible causes of failure in learning can be due to interference from concepts previously learnt or over generalization on the basis of previous learning. These errors of learning are caused by the learner taking an active part in the process of learning. They tend to adopt a particular learning strategy. Here; the learner tries to simplify the task of learning or transfers his previous learning to a new situation. The teacher is in no way responsible for these errors. He can probably do nothing to prevent them.

Learners seem to learn through their errors.

The appropriate strategy of remediation can be determined by the types of errors which have to be dealt with. They need classifying into groups and types as all the individual errors cannot be dealt with practically. Remedial teaching is basically cognitive. The aim is to make the learner conscious about the rules; of concept attainment and his own use of it. A teacher cannot consider remediation as a 'follow-up' or an optimal activity.

BASIC PRINCIPLES OF REMEDIAL TEACHING:-

Remedial teaching consists of remedial activities taking place along with the regular teaching outside the regular class teaching and usually conducted by a special teacher. The type of remedial treatment given to the students depends on the character of the diagnosis made. If physical factors are responsible, remedial attention should be provided. The results of diagnosis have significance only if they constitute the basis for corrective teaching and for

remedial procedures, which remove, alleviate or compensate for causal factors in the child and his /her environment. General backwardness in subject is frequently due to inadequate mastery of the basic skills of Reading, Arithmetic, Language, Handwriting and Spelling or Inadequate command of the work, Study skills. etc. Hence corrective work in the basic skills plus improved motivation in the subject may be sufficient to effect improvement.

The following are the general principles of remedial teaching:-

- (i) Individual consideration of the backward pupil with recognition of his mental, physical and educational characteristics.
- (ii) Thorough diagnosis with a pretest .
- (iii) Early success for the pupil in his backward subject or subjects by use of suitable methods and materials.
- (iv) Dissipation of emotional barriers through early success, praise, continuous help, sympathetic consideration of his difficulties and sustained interest.
- (v) The need for a new orientation towards the backward subject through new methods involving play way approaches, activities and appropriately graded materials.
- (vi) Frequent planned remedial lessons.
- (vii) Co-operation with the parents.

PREPARATION OF REMEDIAL MATERIALS:-

Preparation of remedial materials for a child is a crucial aspect of corrective teaching. Remedial materials prepared should meet the following criteria:

- (i) The difficulty of the remedial material should be geared to the child's readiness and maturity in the subject or skill to be improved. A set of remedial materials should provide a wide range of difficulty, covering several grades.
- (ii) The remedial measures should be designed to correct the pupils' individual difficulties. Through the use of observation, interview and diagnostic testing materials, the teacher would have analyzed the work of the backward children in order to locate the specific retaining needs. An adequate amount of remedial materials must be provided which is designed to correct the specific difficulties identified.

(iii) The remedial materials should be self-directive. Children may differ widely as to the teaching materials needed to correct their difficulties.

(iv) The remedial measures must permit individual rates of progress.

(v) A method should be provided for recording individual progress. When the child has an opportunity to record his / her successes on a progress record, he / she is given an additional incentive to achieve.

IMPLEMENTATION OF THE REMEDIAL TEACHING PROGRAMME:-

Although the selection of the remedial material is highly important, it is only one aspect of the teacher's approach upon learning difficulties and underlying causative factors. The following principles should guide the teacher in planning and carrying out the program:

- I. One of the first steps should be the correction of any physical factors, which affect learning.
- II. The co-operation of the parents should be obtained in correcting such physical factors, alleviating emotional tensions, and providing better study conditions and the like.
- III. If the child has little desire to learn, immediate steps should be taken to try to improve his / her attitude through activities which makes the child enjoy learning.
- IV. Corrective teaching should begin by analyzing with the child the specific strengths and needs, and showing how the teaching materials are designed to correct his / her deficiencies. Making the child aware of his / her problem and providing a method of solving them, based on individual effort, helps to establish a powerful motivating force.
- V. Teaching should begin at or slightly the learner's present level of achievement. Short term goals should be established which the learner considers reasonable and possible to attain. By means of progress charts, praise and social recognition the child's feeling of successful accomplishment should be reinforced.
- VI. Since corrective teaching must usually proceed on the basis of a tentative diagnosis, the teacher must be ready to modify the remedial program if the approach and materials selected seem to be ineffective.
- VII. Corrective procedures must be modified for children of relatively inferior or superior mental ability.
- VIII. The results of corrective teaching should be evaluated. Comparable forms of a standardized test should be administered before and after a period of concentrated teaching. The effectiveness of the program must be evaluated for each child than in terms of class averages.

(ix) A cumulative record should be made of the results of diagnosis, of methods and materials used, and of the results of corrective teaching. Such a record is helpful in the determination of next steps, and of invaluable help to the next teacher when the child is promoted if the children are assigned to a remedial group taught by a special teacher, great care should be taken to integrate the special corrective program with the developmental teaching in the regular classroom.

LIMITATIONS OF REMEDIAL TEACHING:-

In Remedial teaching, the teacher is constantly reminded of a principle, which is frequently overlooked in other teaching situations. To a remedial teacher, learning rather than teaching is the goal. The growth of each individual rather than the change in group averages is the criterion of success. Hence the teacher needs a rich background in child psychology and educational diagnosis in order to successfully tackle the variety of individual problems which the child presents themselves.

A major problem in remedial teaching is the dearth of effective teaching materials. Most of the published materials have been designed for group teaching. Only a small percentage can be adapted for individual teaching. If the material is graded carefully and provided for ample practice on each of the basic steps, the teacher can adapt it for individual use by providing self-directive teaching for pupils. The teacher who understands the objectives to be attained, the analysis of individual difficulties, the types of materials needed, and the techniques essential for correction can adapt some published materials and develop additional supplementary materials which will be appropriate for corrective teaching .

Many teachers who attempt remedial teaching are faced 'with unusually large classes or with a large percentage of children in the class who are educationally backward. A beginning teacher with a large number of pupils in need of remedial teaching has to limit one's work to three or four pupils whose needs are greatest. As the teacher gains experience in this program he/she will be able to extend remedial teaching to all the children who need them.

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