CHAPTER- 1

1.1 INTRODUCTION:-

The nation’s economic growth as well as national development is determined by the resources available in that country. The resources may include mineral resource, water resource, land resource, and human resource. Human resource may be termed as human capital which contributes more to the economic growth and National development than physical capital; Quality of human resources depends upon the education and health. Provision of better education has been estimated as return.

Education plays an very important role in moulding the personality of any individual. Indian philosophy believes that education liberates man from all bondages, i.e. – “Savidyayavimuktau”. Education enables an individual to progress from darkness to light and from mortality to immorality. After independence, India has chosen to be a democracy. Inherent in the philosophy of democracy is the right of all children to develop to their optimum. It is consistent with a democratic philosophy that all children are given the opportunity to learn, withought any discrimination of being average, bright, dull or retarded, otherwise limited or different in their capacities to learn. The goal of a welfare state implies that every individual must be helped in every possible way. There is scope for growth and betterment in all civilizations for the individuals to improve and express them in well -defined manner according to the worth of their peculiar persona with specific characteristics which distinguish one person from others and set different areas to develop up to mark in their own world to achieve their destination. In contrast, civilizations that ignored the progress of the individual have declined in the course of time.
Success of democracy relies upon the improving productivity and bringing about desirable changes, and on the unique way of imparting the education. Indian constitution has promised under article 45 to provide free and compulsory education to all children up to 14 years of age. Prior to that, United Nations proclaimed universal declaration of human rights in 1948 and its article 26 said, “Everyone has the right to education. Education shall be free at least at the elementary and fundamental stages, elementary education shall be compulsory”. The national policy on education educated to the universalization of elementary education in India by 2000 A.D. In 1990, world conference on education for all adopted a resolution “WORLD DECLARATION ON EDUCATION FOR ALL”. Through 8th amendment of the Indian constitution, elementary education has been made a fundamental right.

The child as the torch bearer of the human race is required to learn not only during childhood but also all through the adult. The process of learning goes on whether the formal schooling takes place or not, but the speed and range of learning differs from one category of children to another.

The days are gone when education was the right of a few privileged. Now all have the equal right to be educated, as education has become sine quo non of civilization.

The goal of education is to create individual capable of doing new things. Any system of education should contribute to the all-round development which includes, Physical, Social, Moral, and Intellectual. All formal and Non-formal educations aim at the development of the children. In many schools, conventional method of teaching which involves mainly oral explanations is a common method of teaching. In order to create interest, concentration and curiosy some Audio-Visual
aids may be used, which helps to grasp easily and quickly the learning concepts.

Instructional methods must be modified to meet the needs of children and quality of education. New methods may be introduced in classrooms to break the unfortunately of the teaching method and on effort needed to create interest in the learning process of the children. All children’s cannot learn with the same speed. About 20 percentage of the school going children’s are Slow Learners. It is a considerable figure which cannot be ignored. If they are not safe guarded their interest is not protected then they may become unproductive citizens.

The slow learners constitute a significant fraction of our population. The slow learners or Educationally Backward is referred for those children’s who are unable to confront within the work of the normal children’s. He doesn’t respond satisfactorily in ordinary school curriculum and to the usual methods and procedures of the class-room teaching. He is not able to attain the levels of the various subjects which are normal for his age or grades. Based on the rate of learning children’s are classified as slow learners, Gifted, and Average child. Slow learners cannot be equated with mentally retarded they have ability to achieve a moderate degree academically but at a slower rate compared to the average child. According to research investigator slow learning is directly related to intellectual ability. For slow learning apart from heredity, environment also contributes, to the scholastic achievement of the child. Depending on the IQ itself we cannot call a child slow learner or mentally retarded. On the whole we can find differences between slow learners and average.
1.2 MEANING AND DEFINITION OF THE SLOW LEARNER:-

Slow learners are the students who are unable to cope up with the work as expected of their age group. They have intelligence quotients between 70 and 90. Their ability to deal with abstracted and symbolic materials is very limited and their reasoning in practical situation is inferior to that of average students. A slight difference can be seen when compared to the learning ability of normal students. They learn slowly because they lag behind in developmental willingness to comprehend. The concepts that are within easy reach of the majority of their age group. So, they may be categorized as “Slow developers” than slow learners.

Through efforts a great deal of improvement is bound to take place. Not only this, sometimes even their teachers do not accept them as such, when they find that the child is slightly weak in studies. They delegate the cause to some physiological and psychological factors.

However, today everybody feels that slow learners should be identified and realities pertaining to them should be accepted. Not only should this be good, but by appropriate teaching programmes and steps of guidance be evolved to make these slow learners as useful members of the society in the national interest. Research investigator has defined slow learners differently.

According to Schonell“Slow Learning child is one who is compared with other pupils of the same chronological age shows marked educational deficiency”. Educationally, he is not able to attain what he should. In other words, his educational attainment falls below his natural abilities.
Good (1956) mentions “a slow learner is a child who exhibits slight intellectual retardation, requires adaptation of instructions, is slightly below average in learning ability and usually remains irregular in class”.

1.3 CHARACTERSTICS OF SLOW LEARNER:-

Research investigator has shown that slow learners have limited cognitive capacity and poor memory; they lack concentration and have problems in expressing in expressing ideas and properties. Emotional instability is also one of the chief characteristics of slow learners. These characteristics of slow learners. Are invariably found in all-slow learners. A short description of the characteristics is given below:

1. Poor Restraint

Slow learners have poor self-control; some children may be explosive, hyperactive or erratic. They always seem to be in motion. They rarely sit still and often wander aimlessly about the room. Research investigator indicates that these actions may be triggered or aggravated by diet. Much research still needs to be done on how diet affects children. Hyper-active children require a structured environment with few extraneous distractions.

2. Linguistic problem

Slow learners may be unable to read simple directions, equation or mathematical symbols. They may have some problems to communicate the concepts they do understand. Children who have difficulty in learning mathematics often have language difficulties. They may not understand such common mathematical vocabulary as up, down, in two, plus etc.
3. Memory and Application

Studies show that slow retarded children are not capable of learning complex motor and verbal skills. Their retention may be similar to that of younger children of the same mental age. Burt(1946) remarks that all the special mental disabilities that hamper educational progress, the most frequent is a weakness in what many be termed long term memory. Slow learners need to go over material many times before it is fixed in their minds. The efficiency of initial learning is important as well as actual retention and recall; these all are influenced by attitudes, interests and emotional states. But slow learners are unable to retain information in memory storage for a long time and recall the information when it is needed. One of the causes of poor memory in slow learners is weakness in attention.

4. Poor Perception

Schonell(1942) defines “general intelligence as an inborn; all-round mental power, slightly altered in degree by environmental influences, though it realization and direction are determined by experience”. Intelligence is viewed not merely as an unfolding or maturing of his innate potentiality but also as something that grows and develops in the course of the child’s active experience of his environment. This is what the slow learners lack in. Due to limited cognitive capacity, slow learners fails to cope with learning situations and to reasoning. They are usually slower to observe the features of things and to perceive relationships between things in their experience. So they are poor in the process of developing concepts or general ideas, which underline a great deal of school work, especially in language and number. Executive function helps to provide a format for understanding how we retrieve information.
5. **Short Range of Focus**

Slow learners often have short attention span. This may be because problems are too difficult, too long, or uninteresting. Children will work for relatively long periods on interesting problems suited to their levels. Research works of Curtis and Shaver (1980) reveals that attention span of the slow learners is relatively short. Also, they lack concentration. They cannot concentrate at a stretch. They need short and frequent lessons on the instruction of the teacher, which is mostly verbal exposition for more than thirty minutes better perception. Research studies (Sunderaja Rao and Rajaguru, 1995) reveal that when the learning materials are presented through concrete situations, the slow learners attention and concentration do not differ significantly compared to normal students. They are able to concentrate on enjoyable and successful work for a considerable time.

6. **Lack of Expression**

Tansley and Guillford (1962) state that schools give considerable thought to the ways of achieving good standards in reading and writing. However, it must not be forgotten that these are only subsidiary skills in language development. Children’s ability to express themselves orally and to comprehend what is said to them more important. This is where the slow learners are lacking. Slow learners have difficulty in finding and combining words, their immaturity and emotional reluctance being one of the chief reasons for their backwardness in expression. They often have recourse to gestures or to action rather than words.

Slow learner is a collective term. While it is possible to list common attributes of slow learners, no individual would be expected to possess all these characteristics. In reality many of these attributes
are interrelated. Hill (1987) has listed characteristics of slow learners by assembling them from a variety of source Brennan (1974), Haigh (1977) Griffin (1978) Jenkin (1979). According to them, slow learners:

- Have low self-esteem and do not expect to be successful and are thus dependent and in need of constant reassurances.
- Have a short attention span and are thus easily distracted and unable to follow extended or complex instructions.
- Lack pride in their personal appearance.
- Have poor social skills.
- Are impulsive and inflexible in their thinking and often jump to conclusions.
- Do not set long term goals for themselves and have difficulty in planning ahead.
- Respond best to the structured and to the familiar since they lack initiative and self-direction.
- Are often hyperactive, uninhibited, attention seeking, disruptive or lethargic and exhibit wide mood swings.
- Experience difficulty in analyzing, synthesizing and retaining information, particularly if it is abstract.
- Are usually poorly motivated with little interest in academic achievement and frequently absent from the school.
- Tend to be disorganized and easily frustrated.
- Are immature and show delayed cognitive developments.

1.4 CAUSES OF SLOW LEARNERS:-

It is difficult to list the general causes of slow learners become of unique individual problem. But it is certain that the roots of slow learning of a child must lie within him or outside in the environment. Moreover it
is also found that usually there are so many factors, which may also be the causes that operate together in a particular cause of slow learners. Below we try to have a look on some possible causes or factors leading to slow learning.

(A) Factors lying within the child:-

1. Physiological or physical Factors as a cause:-

   Physiological and physical condition of the child at every stage affects his educational attainment. Slow learning children’ suffer from some kind of developmental or physical retardation. Either they are born with poor health, inherited lack of vitality and physical deformities or become the victims of the poor environment and thus suffer from physical ailment, chronic diseases and bodily defects. Their bodily defects like defective vision, faulty hearing, speech defects, left handedness etc, make them handicapped and they are necessarily developed as slow learner or educationally backward. On the other hand the physical ailments due to some disease seriously interfere with the attendance in school and study at home. It brings down their health to such an extent that they cannot devote proper time and energy for their studies. Consequently, such children are developed into educationally subnormal and termed as slow learner or educationally backward.

2. Intellectual Factors as a cause:-

   Intellectual inferiority in also found to be the important contributory factor. Some children are born with some defects in their brain system or intellectual sub normality. These intellectual inferior children cannot keep pace with the normal school children and prove themselves to be very slow in learning. In our common observation also, we can find that due to some certain reasons the students whose
intellectual powers like thinking and reasoning, concentration, observation and imagination powers are not properly developed, they are generally drifted towards educational sub normality. Such children’s are not only affected in terms of quick understanding and grasping the meaning or remembering but suffer also from emotional imbalance and social maladjustment which impedes progress in school subjects.

(B) Environmental Factors as a cause :-

Apart from the above factors lying within the child himself, environmental factors, specially home, neighbourhood and school atmosphere exercise a good amount of influence upon the educational attainment of an individual. The researcher describes these environmental factors as.

1. Home influence as a cause:-

Parents- The family relationships and the home atmosphere have a direct relationship with educational attainment of the child. We can summaries this influence in the following words.

(a) The privileged and the haves are able to provide best of the amenities of living and proper facilities for getting education. In poor families, not only the educational facilities but the most essential necessities of life are denied to the children. Due to unhygienic conditions and malnutrition the health of these poor children is adversely affected. It reduces their learning capacity and deprived of the elementary fund of general knowledge and experience. He does not get opportunities for gaining richer experiences and he faces difficulty in grasping the ideas related to these experiences and becomes educationally subnormal. Usually in poor homes, the children are required to perform many
household activities or to help in family occupation, as a result they
devote lesser time to their studies. They also become tired with the
tiresome work and thus they are not able to pay proper attention to
their studies at home as well as in school.

(b) Poverty

In a developing like India, poverty is remarks to the primary
causes of slow learner. Its effects the many children’s in many
ways like health and learning capacity. And family problems and to
expand the dimension of knowledge. However poverty is not a
major cause of the slow learner.

(c) Besides Poverty,

The intellectual deficiency and illiteracy of the parents to
contribute towards the subnormal educational attainment of
children. Such parents neither possess a positive attitude towards
education nor they have sufficient ability to guide and help their
studies.

(d) The family relationships and the behavior of the family members
also contribute much in the direction.

Strained relationships and improper behavior does not only
disturb the sweet harmony of the home but also creates many
emotional and social problems. The homes where there is a divorce
between parents or the child has its step father or mother or where
the parental attitudes are either too hard or too indulgent or
slackness and carelessness or where there are unusual conflicts and
quarrels; the child’s psychological and social needs are not
satisfied. In such environment, the child neither feels secure nor
gets proper love, affection and guidance from his parents hence
they become slow learner.
2. **School Influence as a cause:-**

Improper school atmosphere and the unfavorable conditions also contribute to the problem of backwardness. More often irregular attendance or prolonged absence from school contributes much towards the scholastic sub normality of a child. Besides this there may be the following factors operative in school which affects the educational attainment of children:

(i) The flawed, uninteresting and ineffective teaching.
(ii) Lack of equipment, facilities and provision for revision, experimental and creative work, co-curricular activities and varied experience etc.
(iii) Defective curriculum and examination system.
(iv) Lack of guidance and wrong choices made in the selection of subjects by children.
(v) Poor administration and indiscipline.
(vi) No regular checking of home assignment and lack of proper incentives and stimulation.
(vii) The improper attitude of the teacher and interpersonal relationships among the staff members and students.

3. **Neighbourhood and other social agencies as a cause:-**

The social environment of the child does not confine itself within the boundary walls of his home or the school. The neighbourhood where the child has his home, the companions with whom he plays and gang with whom he associates himself, the members of the society who come into his contact, the press, radio, cinema, clubs, religious and social places that he visits, all contribute to the problem of educational sub normality. It may color, his attitude towards life, work or studies which may also divert his attention.
varied socially undesirable activities instead of school studies and consequently causes scholastic backwardness.

In this way environmental factor, to a great extent, control and direct the scholastic progress of a child. His interests, attitudes, habits of work and study, thinking and reasoning process, understanding and observational powers get affected by the kind and nature of environment in which he lives and consequently attains what his environment allows him to.

1.5 IDENTIFICATION OF THE SLOW LEARNER:-

There is every possibility that in a classroom there must be some slow learners. These children consist of a group with mild handicaps. They come to school regularly but they are likely to become dropouts if their needs are not met. From the psychological point of view, it would be conducive that such children be identified earlier. Then necessary steps can be taken to help them in their learning. Survey works reveal that it is somehow easier to identify more severely handicapped children than the mildly handicapped ones. A class teacher is easily able to identify any deviation in classroom behaviour pertaining to learning difficulties of children. He has primary knowledge about the fact which spells out clearly that the slow learners require more time and more help to acquire the skills in comparison with the average children. These children also rely more on concrete learning rather than abstract learning. Researcher uses various tools and techniques to identify slow learners. These are as follows:

1. **Observation Technique:**

Observation of children’ behaviour is made by the researcher which helped in identifying slow learners. This observation is done under simple as well as controllable conditions. While observing
children’s behaviour, a strict watch is kept for their reaction to various situations. A child’s behaviour is not only observed in the classroom, but also on the playground, home and in the group. Observation is done by just watching the child’s behaviour directly and by moving along with the child. It should be kept in mind that for this technique, the observer should have the capacity for analyzing and interpreting the information he gets from his observation. Observation technique is conducive for ascertaining the recreational, occupation and extracurricular interest of children.

2. **Case study method:**

   As we know, by this technique, the history of the child, his family, his early life and home environment are revealed. Through this method, the researcher also tried to study the learning difficulties, adjustment problems and behavioural problems of a child. By finding out the causes of such abnormalities of children, the researcher was able to suggest the best possible remedial measures. Of course, this is a long drawn process but the researcher undergoes a strain in interviewing such children, their relatives and parents at short intervals.

3. **Medical Examination:**

   The researcher before confirmation, the developmental history from early childhood was to be meticulously verified by a qualified medical practitioner, under strict physical and medical examination, the anomalies, disabilities and handicaps are highlighted.

4. **Scholastic Test:**

   Evaluation or deficiencies in school achievement can be measured through scholastic tests. These tests throw light on areas like
arithmetic, reading, spelling, composition, writing, language and comprehension. General and specific problems of children are identified by the researcher through scholastic tests, and causes of anomalies are also evaluated.

5. **Intelligence Test:**

Through the use of any standardized intelligence tests the intellectual level of children can be assessed. Both verbal intelligence tests and non-verbal tests can be used for this purpose. But the researcher preferred individual non-verbal test to the group. There by the researcher will get a true picture of the mental capacities of backward children by giving intelligence tests. A single test is not sufficient to bring out the full picture of the mental capacities of a child. But for the study sake the researcher has conducted RPM test.

1.6 EDUCATIONAL PROGRAMMES FOR SLOW LEARNERS:

After identification of the slow learner, we should make conscious efforts in helping the child to get rid of his backwardness. The remedy of backwardness lies slowly in its nature and extent as well as the causes which produce it. Moreover, there is no single or simple remedy applicable alike to every case of backwardness. Each case is unique and therefore needs individual attention and planned treatment depending upon the kind of his backwardness. However the following points may prove helpful in planning educational programme or suggesting possible remedial steps for the slow learning children:

1. **Regular medical check-up and necessary treatment.**

In case of the backwardness where physical defects and ill health are found a contributing factor, there is a need of essential arrangement for regular medical check-up. School authorities with
the co-operation of the parents and government should take steps for the treatment such children.

2. **Re-adjustment in the home and the school.**

Most of the slow learning children due to so many environmental factors, have temperament and emotional difficulties and suffer from mental conflicts such children should be helped in their readjustment in homes as well as in school. There emotionally starved and mentally perturbed children need proper love, affection and security. They should be properly understood and encouraged. There is need of close contact with parents so that the root causes of emotional and mental disturbances should be discovered. Parents also need education for the proper handling of these students. The social agencies and government should come forward to educating the parents and to giving proper attention to remove the miserable handicaps caused to the children due to poverty and other social maladies.

3. **Provision of special schools or special classes.**

The provision of special education for the slow learning child is also a right remedial step. Under this provision, slow learning children are segregated from other children and kept in small groups either in the special classes or in special schools. Emphasizing the need of such segregation, “If they are kept with normal’s, they will be pushed back and the backward will become more backward with children of their own level. But they will be less conscious of their drawbacks and they will feel more secure in a group of their own type where there will be more encouragement and appreciation and less competition”.
The complete segregation in the form of separate schools is often criticized as it does not provide opportunities of mingling freely with children of superior intelligence and deriving rich experiences in their company. Therefore, a via-media should be adopted. These slow learning children should get opportunity of mixing with the average and gifted children. As far as possible, they should be taught in the same schools but special care and attention may be paid to them.

4. **Provision of special curriculum, methods of teaching and special Teachers.**

The group of the children suffering miserably with acute backwardness rightly deserves special care. The children should have special curriculum, special methods of teaching and also suitable special teachers. Their curriculum should to the mental ability compared to the normal children’s. It should include more practical and concrete aspects so that they may be made competent workers and intelligent citizens rather than scholars. Methods of teaching for such children should be accordingly, modified. They require short and simple methods of instructions based on concrete living experiences with concrete materials. There is a need of using appropriate aids and providing rich direct experiences to such children. Also the backward children should be taught by competent teacher so that there difficulties can be removed.

5. **Special coaching and proper individual attention.**

When the area and nature of the weakness is being spotted out through proper diagnostic tests in various subjects, arrangement for special coaching should be made for backward children individually or collectively as the situation demands. It can be given in terms of more practice, drill, repetition, review or
explanation etc, and by providing eradicated special coaching their deficiencies and gaps can be completed.

6. **Checking Truancy and Non-attendance.**

   Backwardness in some cases may be the result of irregular attendance, truancy or long absence from the schools. The cases for such lapse should be discovered and the desirable steps should be taken to remove them.

7. **Provision of co-curricular activities, rich experiences and diversified courses.**

   In some cases the backwardness is caused due to lack of interest in the school studies or some particular subject. The child sometimes does not find anything challenging or stimulating in the routine class instructions or does not get opportunity of studying the subject or performing activities of his choice. Therefore, adequate provision should be made for the diversified courses and varied rich experiences in the form of the various co-curricular activities and instructional programmes.

8. **Maintenance of proper progress record.**

   Examination and testing programme of the school needs essential modifications. There should be a well planned regular evaluation of the progress of the children in all curricular or co-curricular aspects. The record of his regular evaluation should be maintained properly. For this purpose progress charts and cumulative record card can be kept. It helps in knowing the child’s attainment level and his speed of progress.

9. **Rendering guidance services.**

   Lack of guidance in making proper choices for the selection of courses of instruction and field of work is also considered one of the contributory factors of backwardness. Therefore in every
school, guidance services should be organized properly. State authorities should also pay due attention in making the parents conscious of their children’s ability, interest and aptitudes and accordingly aspiring for the careers of their children.

10. **Controlling negative environmental factors.**

    The social surroundings and gang or peer group influences play a dominant role in coloring one’s interests, attitudes and vision of life. Therefore due care should be taken to remove or at least reduce the influence of these negative environmental factors which are responsible for the backwardness of the children.

11. **Taking help of experienced educational psychologists.**

    Services of some experienced educational psychologist can also prove valuable in planning the education of backward children. He may give valuable guidance to the teachers as well as parents for taking remedial steps in removing the causes of backwardness in their children.

    Above we have tried to think about the possible remedial task by suggesting some of the guide-lines for the teachers. But the problem also complicated and interwoven that it needs multidimensional attack. Not only the teachers or school authorities but parents, educational psychologists, social workers and state authorities should join their hands in discovering and rectifying the causes of backwardness. Then and then only the disease can be uprooted properly and the millions of our future citizens can be given proper opportunities for their self-development and self-realization.
1.7 TEACHING OF SOCIAL SCIENCE IN INDIA

Today, Social Science subject occupies a very respectable and important place in school curriculum, but not a dry, dull and lifeless subject. It is an interesting and a living subject. Social Science is an old subject which is taught with history, civics and geography. Man is a social animal and is endowed with instinct of gregariousness and fulfils by instincts. Man can make unhindered development only in a well-organized society. Society enables man to achieve talents and qualities by virtue of which he can make progress and achieve superiority over other living beings. Along with his effort to setup his superiority over other living beings man also makes efforts to resolve conflict and live in harmony with other social beings. He looks after the interests and needs of his other fellow beings. Social Science supports to resolve social conflicts in society and help man to live in harmony with his other fellow beings.

Social Science is that more or less useful branch of human knowledge, which deals with Social, Intellectual, Economical, Political, and religious aspects pertaining to the citizenship of past, present and future, local, national and international and also human.

Social Sciences are separate from physical sciences. Social sciences follow the methodology of sciences in observation, collection of data, its division and laying down theories etc., but these theories are not every mathematical and rigid. Theories change with change in socio-economic conditions. Social sciences have their own rules. Social Science is thus a science but not all a physical science.
1.7.1 SIGNIFICANCE OF SOCIAL SCIENCE AND ITS PLACE IN CURRICULUM

Any society takes care of its young through the home and the school. It is through its schools, that a society prepares its future citizens. In a developing society like ours this liability of the school in greater, as the school should not only transmit, from one generation to the next, our tradition and culture, but help in the process of modernization.

For discharging this liability, the school depends, among other things, heavily on the teaching of Social Science, the central concern of which is to understand the relationship between man and his society. A study of Social Science helps us to develop abroad, rational, national and secular outlook. The Secondary Education Commission 1952-53 has observed. “The education system must make its contribution to the development of habits, attitudes and qualities of character, which will enable its citizens to bear worthily the responsibilities of democratic citizenships and to counteract all those fissiparous tendencies which hinder the emergence of a broad national and secular outlook”.

SOCIAL SCIENCE AND ITS PLACE

The modern educational theory realizes that social science must find a place in the curriculum, because it teaches us the many rules and regulations of ideal citizenship and it also encourages people to put these rules in to practice. Some of the arguments that are forwarded for inclusion of social science in the curriculum are as mentioned below:

1. One must be familiar with the obligation of a social being, to lead life successfully. The study of social science can impart such a knowledge to our youth.

2. The study of social science is also inevitable to learn the art of becoming an able administrator.
3. Study of Political Science, helps to develop in the child a national and an international outlook. Such an approach is essential in this age of internationalism.

4. Those who are students today will become the citizens of tomorrow and so they should know their rights and duties as good citizens. They can be taught about these by political science.

5. In any democracy political consciousness is of fundamental significance and it is inevitable to have political and social consciousness in young men. It can be achieved by the study of Political Science.

6. Co-operation and Co-existence are inevitable, for the real progress of the society. These virtues and values can be taught by the teaching of political science.

7. Studies of social science also help children to acquire a scientific outlook which is very necessary to our students.

1.7.2 SIGNIFICANCE OF TEACHING OF SOCIAL SCIENCE IN INDIA AND ITS PLACE IN THE NATIONAL EDUCATION SYSTEM.

Social Science as a subject occupies a significant place in Indian national educational system. Through Social Science teaching we can create a broad, national and secular approach in our children. In this regard we quote here from the report of the Secondary Education Commission presided over by Dr. Mudaliar.

Patric Geddes has remarked, “Social Science is the youngest and last branch of science as yet, a little noticed on the vast and ever spreading tree of knowledge which may be recognized as one of the most fruitful of all”.

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The education system must contribute to the development of habits, attitudes and qualities of character which will enable the citizens to bear worthily the responsibilities of democratic citizenship and to counteract all those fissiparous tendencies which hinder the emergence of a broad national and secular outlook”.

Following times explicitly bring about the significance of teaching of Social Science for success of democracy. “In a democracy, if it is anything more than the thoughtless exercise of vote, an individual must form his own independent judgment on all kinds of complicated, social, economic and political issues and to a large extent, decide his own course of action”.

This can be achieved to a great extent by the teaching of Social Science. Teaching of social science is also quite helpful in eradication of a number of social evils prevalent in our country.

1.7.3 HOW TO TEACH SOCIAL SCIENCE SUBJECT THROUGH CBT:

Today Computer is a very powerful agency of propagation of ideas and knowledge. Through it, knowledge can be disseminated very effectively. It also brings about recreation and so the slow learner students do not feel bored while acquiring knowledge through Computer Based Teaching.

Computer Based Software package on historical places are made and they are exhibited in the classrooms as well as in the picture halls. Coins and other historical material can also form the subject-matter of the computer based software package. Computer based teaching is very helpful for slow learners and poor readers. They support to develop the power of imagination and observation. They provide an opportunity for a change in the monotonous atmosphere that generally prevails in the class-
room. They can be used in bigger classes. They make the lesson of social science interesting. CBT make the process of learning interesting and practical. They give an opportunity for a better rapport between the teacher and his pupils. CBT help the teacher to proceed ‘from concrete to abstract’. CBT help the teacher to conduct the teaching efficiently and creditably. They are a good substitute for direct experiences and are a supplement to direct experience.

1.8 TECHNOLOGY IN INDIA:-

Technology of today is accepting systems approach to the problems of education. The emphasis now is on the application of system analysis to organize and manage the task of teaching and learning and think out the alternative strategies and systems for the improvement in education.

Educational technology as we find today has a meaningful present and promising future in our country. It has been contributing a lot for the improvement of the products and processes of education at all the levels and stages-planning, implementation and evaluation. It is serving as the cause of formal as well as informal education and help in the development tasks of the country. In the field of education, a teacher has an inherent desire that his teaching should be as effective as possible and what he teaches should be carefully attended, clearly understood, grasped and fixed in the mind of his students. In other words, a good teaching always aims at the effective communication and appropriate learning outcomes. For realizing both objectives, a teacher has to make use of different types of aids and materials just as charts, maps, models, concrete object, films, tapes, projectors, radio, television and Computer and other similar resources. All such material, instruments and resources help a
teacher in good communication, healthy classroom interaction and effective realization of his teaching objectives.

1.8.1 COMPUTER IN EDUCATION

One of the greatest contributions of the present day technological developments is the invention and use of computers in almost every activity. The use of these types of innovative techniques in education is a landmark in the history of education. It has grown out of the application of the principles of programmed instruction, the main objective of which is to provide individualized instruction to meet the specific needs of individual learners. This highlights the need for some efficient and flexible device which can store a tremendous amount of organized information and use selected portions out of it to meet the needs of any individual learner. Computer is one such device, which can store a huge amount of information in one or more matters and cater to the needs of individual learners by providing them with the relevant information in accordance with stage of their learning and their need for it. It can process the information in accordance with the needs of the individual learner. It can meet the needs of different individual at different educational levels in regard to the subject matter, the style of instruction and the level of learning, which may range from simple drill to problem solving. Briefly, it may be said that the use of computers in education is now spread over the whole educational spectrum.

Computer is in the sense is which attracts the auditory and visual sense of the learners. They provide valuable means for enjoying an experience at second hand that has been a first hand experience for someone else. Through the wise use of our senses of hearing sight, they prove magnificently helpful in making the learning more meaningful, more interesting and more effective. It is in the sense that we can define
“Computer is a instructional material or device that help a teacher in the effective realization of his teaching objectives by calling upon the auditory and visual sense of his students”.

Computers supports with enriched material to the classroom and libraries for the teachers and students, and provided, opportunity for the learner to use maximum senses to get the information, and it has broken the monotony and provide variety in the teaching learning process. Computer brings the latest that can be used both at school and higher education levels in the following areas:

- Teaching
- Remedial Teaching
- Development of Reasoning & Thinking
- Instructional Material Development
- Evaluation

1.8.2 COMPUTERS IN SCHOOLS

The computer has made its impact on industry, business and defense. Now the impact is visible on schools too. In beginning the computer was functioning for information storage and retrieval. Now it is concerned with learning and training. As a communication and teaching medium, computer provides numerous facilities besides interactivity that were previously unattainable. Some of them are;

- Individual Tuition to a large number of students.
- Rapid and Error-Free calculation, Data Analysis and Assessment.
- Control of external display equipment such as Slide, Videotape and Video disc players.
- Colour, Sound and Animation.
- Electronic Communication and Data Retrieval.
- Ease of access and use with little restrain in availability and
- Use at home as well as at school.
Just as books have served as traditional adjuncts to instruction, computers are fast becoming enhancements to the teaching-learning transaction that are shaping our vision of the future. While computers have potential educational uses, the most challenging is their use as a medium for delivering instructions. It is true that of all the new media and technology, is attracting the attention of the learner and has been in use in many classrooms in the advanced countries. The developing counties have also accepted computers as one of the important technology in the teaching-learning process. The place of computer in education has vastly increased in recent years and attracted the attention of practitioners and researchers.

Computers are better used to organize the subject matter to present or project the same to the students. They design and create suitable projection materials such as key points, cues, visuals and other forms of graphics using different colour combinations and employ different techniques of presentation. Computers are used in evaluation of student’s learning. By virtue of its great capacity to store, computers can mention a question bank in any subject. The questions may be objective type or otherwise. Questions are classified by the time required, probable marks, and discrimination index and facility value. There can be a cluster of question on each topic. It is always possible to add, alter or delete some question. One may specify the objectives for a test; indicate the length of time, topics required and some other overall parameters.

Computers generate and print an appropriate question paper. It can print as many question papers as you like provided there are enough number of question in the bank. The idea is that different students sitting in close proximity in an examination hall can be given different but equivalent question papers. The answer sheets can be stored for objective items such as multiple choice, true or false, matching blocks, and then it
can perform item analysis and give a printout of the discrimination index and facility value of each question. Computers can conduct statistical analysis of the responses and give out printed results in different forms and formats.

1.8.3 COMPUTER BASED TEACHING:-

Teachers teach the subjects with the help of computer. As observed by the Hilgard and Bower(1977)’’Computer Based Teaching or CAI has now taken as so many dimensions that it can no longer be considered as simple derivative of the teaching machine or the kind of programmed learning that Skinner introduced’’. Now the fact stands more clear before us, ‘Use of computer has now almost revolutionized the field of instruction in all its dimensions. It can’t be defined now as a teaching machine device for presenting programmed instructional material and consequently it will not be proper to define computer assisted instruction as the type of instruction which makes use of computers, an advanced form of teaching machine, for presenting the programmed instructional material.

As an interaction between the students, a computer controlled display and a response entry device for the purpose of achieving educational outcomes. Computer is able to display the instructional material to the individual student. The individual student takes benefit of the displayed material and responds to it. These responses are attended by the computer to decide the future course of instruction to be displayed to the learner.

1.8.4 NEED AND ORIGIN:-

Instruction was the first major innovation of the 20th century for catering the need of the individualized self -instruction. In such instruction meaningful educational programmes meant for the different
types of learner were prepared by the programmers. The individuals learners were thus helped to learn by themselves at their own pace through these programmes presented either in the form of text programmed in the teaching machines.

Computer Based Teaching was turn down in favor of Learner controlled instruction on the plea that it was controlled by the programmer like the teacher in the traditional instructional programme. As instruction, if it is to be called individualized self- instruction, must take the individual learner into confidence for any matter of organization and control. The learner must have a say in the learner controlled instruction in place of programmed the learning of his march towards the realization of the objectives. It was the reason that paved the way for the Learner Controlled Instruction in place of programmed instruction. In due course the limitations and draw-backs of the Learner Controlled Instruction also come to surface. In this instructional scheme every learner having his own sequence of learning was supposed to ask his own set of questions, from teacher to follow his own individual learning path. He had to engage himself in other learning activities, theoretical as well as practical by taking his teacher as a tutor or ever available resource person. Theoretically it may sound well but how can it be practically possible for a teacher to respond to varying questions and demands of the different types of learners all needing immediate attention and assistance at a time for carrying out their own learning activities. How much knowledge, skill, ability, concentration energy and stamina the teacher must have for meeting their requirements was the basic problem before the educationists for carrying out instruction on a true individual base. There was a need of such an instruction process helped by the men or machine which could meet the following conditions;
- Learners must be free to get instruction at his/her own will
- The sequencing of learning experiences must be in tune with the experience and ability of the individual learner.
- There must be a variety of programmes or learning sequences available for meeting the requirements of each and every learner.
- The learner irrespective of their number must be able to interact with resource media as and when they need so.
- The resource media, man or machine must be able to provide required assistance and suitable answer to the queries of each and every individual learner.
- Every learner must have a free and friendly access to the resource media on the pattern of tutorial system.

1.8.5 TEACHING LEARNING PROCESS WITH COMPUTER:

Every teacher aims to teach his students in the best possible way by adopting proper way and means for the effective realization of the teaching objectives. Similarly every learners is supposed to organize his task of learning in such a way as to yield to maximum learning is best possible way. In teaching learning process Multi-Media approach calls for the use number of Mass-Media.

1.8.6 EFFECTIVE TEACHING THROUGH COMPUTER FOR SLOW LEARNERS:

Computer is the one of the effective device and it is one of the good teaching learning device. The following are the same of effective teaching learning process.

1. Drill and Practice programmes.
2. Tutorial type computer assisted teaching
3. Educational Games types.
4. Simulation type of teaching.
5. Problem solving type computer.
6. Practical work oriented.
7. Information computer learning process.
8. Learning and managing type.

So these are some of effective teaching of computers it is effecting on slow learners as well as it is one of the learning with doing process. It increase the ability or intelligence of the students and getting more and more knowledge it is available in various types for helping the students in their auto-instructional activities. It has so many uses and advantages on its credit side.

**Drill and Practice programme**

This is a type of CAI in which computer is used for practicing or drilling some content which is already learned in some other way. It helps in the development of variety of skills. In this method the slow learners must be accustomed to certain concepts prior to working, drill and practice programme will help to understand the content. This typical drill and practice programme design includes four steps.

1. The computer screen presents the student with questions to respond or problems to solve,
2. The students responds,
3. The computer informs the student whether answer is wright or wrong,
4. If the students is right, he or she is given another problem to solve, but if the student responds with a wrong answer, he or she is corrected by the computer.

The computer gives the responses in a fraction of seconds and but it has the required patience to wait and allow the child to go ahead with his/her own speed and intention of responding and then to move forward. Based on the students’ performance in earlier session the computer select
the difficulty level of the drill and practice. The computer has good memory for recording the correct responses and errors of the slow learners and therefore, proves very effective teacher in providing the students proper material for their drill and practice.

Limitations of effective teaching of computer;
1. Its expensive and uneconomical in terms.
2. Computer as an electronic device, may invite significant hazards to children.
3. Much of the difficulty is felt on account of the unavailability or inability.
4. The slow learners are supposed to type from the key-board using light pens against the T.V screen for putting up their responses.
5. The other major limitation of the computer machines and no machine can ever match the human beings for effective interaction with the human being.

So these are some limitation of computer application.

1.8.7 APPLICATION OF COMPUTER IN TEACHING FOR SLOW LEARNER:-

Today, Computer Assisted Instruction is an effective media for instructional teaching-learning activities. Computer is the teaching machine developed for teaching learning process among the students; it has the wonderful capacity of replacing the teacher in all types of teaching tasks. As well as it is self-learning. This electronic equipment represent the simplest form of a teaching machine. Computer Base Teaching is one of the effective teaching technique of slow learners.

- In the beginning students are provided with all the necessary instructions for operating these machines for their ability.
• In the second step, they are provided with the systematically organized and properly sequenced units or frames of the subject matter, one by one.
• In the third step, they are asked to respond freely after studying the presented subject matter.
• In case he answers correctly, he is given the next frame or subject material otherwise he is advised to re-read and study the already presented material more carefully.

1.9 LEARNING INTEREST

Interest is the central force that drives the whole machinery of teaching-learning process. Our attains are aim to make our students interested in the learning experiences given to them. Learning has always been of primary interest to teachers responsible for having children’s master the academic curriculum of the school. The teachers are more concerned in the child’s all round growth. So learning is part of the larger and much more significant process of adjustment. Learning refers to the acquisition of knowledge and skills. Certain learning experiences are developed in the children, based on their interest, which direct the course of their development. The interest refers to the motivating force which can be the cause of an activity. Here a child is impelled to an activity or it may be the effective experience that has been stimulated the child by the activity itself.

1.9.1 Meaning And Definition Of Learning Interest

According to B.N.Jha-“Interest is that enduring mental system which sustains and continues the activity called attention”.

Learning depends upon the wants and motivation of the individual. Interests are also very much links with wants and motives. Learning
involves cognitive, and affective behavior, which, can persuades an individual’s through motivating force called learning. In learning, attention also plays in very important role. Hence interest and attention are closely related. As per MACDOUGALL views “Interest is latent attention and attains interest in action”. Interest is the mother of attention. So for learning, interest and attention are essential. Interest helps an individual to realize the goals, aims set by the individual. It helps in overcoming unusual plateaus in learning. Interest represents willingness or preparation for a particular behavioral pattern. Individual usually likes the things in which he is interested and the thing that interest also activity sort. Sometimes the attitudes may not be applied by the learner. As the child get mature interest goes on changes, as a result learning and other interest, as well as environmental condition and factors also changes.

As we distinguish students as Gifted, Average, Educationally Backward or Slow learner they also possess personal factors, and environment factors. Which affect their learning interest. The affecting factors will be his physical health, Physical development, mental health, and Mental development, Social development, his age and sex, his emotions, sentiments and complexes, his whishes, ideals, motives, and goals of life and his own pattern of intrinsic. Some of the environmental factors also affect the learning interest of the slow learner, such as Poverty, Cultural, and Social environment in education and training.

1.9.2 How to Create Learning Interest

The teacher has to create interest among the slow learners through activities. All the factors involved in teaching –learning process: namely, the learner, learning material, learning environment, learning methods and teachers have to be controlled in such a way that all of them, may contribute significantly towards the maintenance of proper interest of an
activity. Therefore the task requires multi-Dimensional attack, by following few points through when the Learning interest can be created:

1) Before the learning process begins the teacher has to set proper aims and objectives to keep the children engaged in the leaning activity, by explaining be the need and importance of learning the activity. The aims and objectives of teaching a particular lesson or unit should be clearly defined, and the student should be made to set definite goals and purposes.

2) The teacher should select and organize the content to be taught in a suitable way. Because inappropriate of the content makes children disinterested. The teacher should adopt efficient and effective methods of teaching for the delivery of lesson.

3) The teacher should try to be constructive, acquisition, for making his students interested in a learning activity.

4) The teacher with a desirable personality traits and characteristics, with possible efforts can take his students along with his teaching by making them interested in learning.

1.10 ACADEMIC ACHIEVEMENT

1.10.1 Concept of Academic Achievement

Academic achievement can be understood as one’s learning attainments, accomplishments or proficiencies in performing a given task in education. Achievement is directly related to the growth and development of students in educational situations, where teaching and learning go hand-in-hand. The concept of achievement involves the interaction of three factors, viz., Aptitude for learning, readiness for learning and opportunity for learning. The concept also involves health and physical fitness, motives fulfillment of the given tasks. Achievement
in education implies one’s knowledge, understanding or skills in a specified subject or group of subjects.

1.10.2 Meaning and Definition of Academic Achievement

The term academic achievement is a very broad term, which indicates generally the learning outcome of students. Achievement of these learning outcomes requires a series of planned and organized experiences and hence learning is called a process. In this process of achievement of change in behavior, one cannot say that all students reach the same level of change during the same span of time. The level of achievement reached by the students is called the academic achievement of students.

Definitions of Academic Achievement

According to Webster’s third Micro International Dictionary (1961), achievement means ‘the capacity to achieve the desired results’.

In the Oxford English Dictionary, it has the meaning; “The accomplishment, execution, carrying out, working out of anything ordered or undertaken, the doing of any action or work”. “Something performed or done, an action in emphatic sense, a notable deed, achievement”.

1.10.3 Academic Achievement in Educational Field

Education plays a vital role in building the society. A modern society cannot achieve its goal of economic growth, technological development and cultural advancement without fully harnessing the talents of its citizens. Educationists, are thus, strive to develop the intellectual potential of the students and make efforts to see that these potentialities are fully realized and channelized for the benefit of the individuals in particular and that of the society in general.
Educational opportunities, though open to all, do not seem to engage to any reasonable extent the capabilities of those who seek to avail them. An eternal question baffling of demonstrated ability flop in their academic efforts at school or college examinations? Academic under-achievement, more than academic failure, constitutes a grave problem as it amounts to wastage of human resources that is considered as an irreparable loss to society, which a developing country can ill afford. This stimulated a number of researchers to undertake studies on factors influencing academic achievement.

The situations and the environments in which the learning is to be made by the learner influence the learning process. A well-equipped healthy class-room environment proves a motivating force. The child likes to read, write or listen to the teacher carefully if he finds favorable environment and appropriate learning situations: the suitability of the building, the seating arrangement other physical facilities and affection of teachers, the mutual cooperation and help of class-mates, the opportunity or participation in the co-curricular activities, etc., will influence and motivate the learning behavior of the child. Therefore, efforts should be made to provide suitable learning situations and environment for effective learning and enhancement of academic achievement.

1.11 INTELLIGENCE

1.11.1 Concept:-

In contrast to animals man is bestowed with certain cognitive abilities, which make him a rational being. He can reason, discriminate, understand, adjust and make himself feasible to the new situation. Definitely he is superior to animals in all aspects of behavior. But human beings themselves are not alike. There have wide individual differences. A teacher can easily discover these differences among his pupils. Some
learn with a good speed while others lingering too long. There are some who handle the tools properly with one demonstration but for others the repeated individual guidance brings no fruitful result.

What is that causes one individual to be more effective in his response to a particular situation than another. No doubt, interest, attitude, desire, knowledge and skills. Count towards this achievement. But still there is something that contributes significantly towards these varying differences. It is called Intelligence.

1.11.2 Meaning and Definition of Intelligence:-

Intelligence is a ability to learn, it is the ability to deal with abstraction, it is the ability to make adjustment or to adapt to new situations, it is called Intelligence.

According to Stern-“Intelligence is a general capacity of an individual consciously to adjust his thinking to new requirement. It is general, mental, adaptability to new problems and conditions of life”.

1.11.3 Nature of Intelligence:

It is not an easy task to depict the nature of intelligence. But modern psychologist, in order to determine the nature of intelligence, have put forward various definitions to understand the meaning, discussing various theories, explaining its structure in terms of the several constituents and factors, and then identifying the know number of other aspects and characteristics related to intelligence and its functioning. The meaning and theories have already been covered which indicate the nature of intelligence. Let us now the other viewpoints regarding the nature of intelligence.

(1) The distribution of intelligence is not equal among all human beings. It is distributed according to the law of normal probability curve or by a definite principle which states that the majority of people are at the
average, a very few individuals possess a high degree or bright and a
very few possess dull.

(2) Wide differences exist among individuals with regard to intelligence.
The assessment of intelligence by various tests has given an idea that
intelligence vary from individual to individual is the same individual.
From age to age and situation to situation.

(3) The growth of intelligence is orderly and cumulative and is not a
specific trait of the individual. It is a composite of many abilities.

(4) Intelligence is an inborn personal quality of an individual. Although it
is transmitted genetically yet environment has tremendous influence
on it. It has now been established that the bright and the dull can be
found in any race, caste or culture group.

(5) The study of intelligence and the sexes have proved that there is no
significant difference between male and female. A teacher indicates
that difference in sex does not contribute towards difference in
intelligence.

(6) The idea that intelligence continues to grow throughout life is not
strictly true. Studies have proved that intellectual development is very
rapid during infancy the pre-school years and then gradually slows
down but the growth of a person’s intelligence reaches is maximum
sometime between the age of 16 and 20 years after which the vertical
growth of intelligence is almost said to be ceases. However,
horizontal growth, i.e., achievement, accumulation of knowledge and
acquisition of skills, etc., may continue throughout an individual’s life.

(7) Intelligence helps man to face and more solve e complicated and
comprehensive problem and situations. The study of the development
of the intelligence has proved that if a child is brought up in a healthy
and proper environment, his I.Q. shall be more than a child brought
up in a different environment, when compared.
1.11.4 Characteristics of Intelligence.

The following are the signs of an intelligent person:

1. An intelligence person is capable of facing difficult circumstances, problems and complicated situations very effectively.

2. Intelligence helps a man in learning new things, solve problems and adjust effectively in the environment.

3. Due to intellect an individual keeps himself neat and clean and able to maintain it throughout his/her life.

4. The study of development of intelligence has proved that both heredity and environment play a vital role for the formation of intelligence.

5. Intelligence is orderly and cumulative but the development ceases at the end of adolescence.

6. An intelligent person is a very clever person and tries to manage the affairs very effectively.

7. An intelligence person known how to behave in a particular situation whereas it is difficult for others.

8. An intelligence person attends to the tasks assigned to him very positively.

9. An intelligent person has sense of discrimination and capacity to proceed in the right direction.

10. An intelligent person possesses the capacity of rational, original, creative and constructive thinking which essential ingredients/components of a civilized person are.
1.11.5 Need of the Intelligence Test:-

1. For the purpose of Classification:

   Intelligence test helps, the teacher to classify the student as bright, dull or average and hence make possible to put them, into a more homogeneous group in order to bring efficiency in teaching-learning process.

2. For the purpose of promotion:

   Intelligence test can prove themselves as one of the useful instruments in promoting the individual only in educational fields, but in all other occupational and social situation one studies to go higher on the ladder.

3. For knowing one’s potentiality:

   Intelligence test help in revealing the potentialities of an individual and in this way make possible the prediction of one’s success in a particular field. The knowledge of such potentiality helps the teacher in the following ways:
   (i) Giving guidance: teacher or guidance personnel can give guidance to the pupils in the selection of various courses of instruction and occupations.
   (ii) Helps in learning process: Teacher can help teaching – learning activities with the help of this knowledge. “Results of intelligence tests”, as researcher observation “Can help a teacher to discover what the child can learn and how quickly can learn, as well as the teaching methods that should be applied and the learning content that should be utilized to guide the learner to use his mental potentiality to its utmost”.
   (iii) To establish a proper level of aspiration: One of the most important ends served by intelligence testing is that of the assisting of
the individual to establish a level of aspiration that is realistic in terms of intellectual potential.”

(iv) For the diagnostic purpose: Exceptional children like Gifted, Slow learner, and the mentally retarded children can be detected with the help of intelligence test. Moreover the intelligence test help in the diagnosis of the root causes of problematic behavior of the child and likewise suggest the possible remedy.

(v) Helps in research work: Intelligence test has been proved very useful in psychological, sociological, and educational research. For example, in deciding the relative role of heredity and environment in the process of growth and development. Research works have made much use of intelligence test.

1.11.6 Measurement of slow learners IQ:-

We are familiar with the intelligence of an individual which is manifested by him on an intelligence test or tests. In this research work the researcher has administered the RPM (Progressive Matrices Test), to test the ability of the slow learner. Then research investigator found the to be minimum of the slow learner 70 – 90.

1.12 GENESIS OF THE STUDY:-

The slow learners are labelled as “dull, normal” possessing IQ with range 70 -90. Education of these slow learning children raises a typical issue, where majority of the slow learners do not get right type of lowest rung of the ladder. It keeps the people more vary because they cannot escape the studying on the subjects till there pass their basic education. Because achievement in the academic subject is considered as the yardstick for the higher education and carrier. If slow learners are not identified at an early stage the children have to face a lot of problem.
Both the parents and teachers have to take care of them ignore to prevent in their diverting of mind to other activities. The ignorance or negligence may develop in these children low self-esteem and low self-concept. Sometimes, some children do not succeed academically and become classified slow learners for reasons such as maturational lag, developmental delay, health and sensory impairments, lack of attention poor motivation, lack of language development than in effective teaching miss match of learning teaching styles. This effects their emotional stability and adjustment and achievement. Where is cognitive and non-cognitive teaching. The overall rate speed, and ability of a children directly related to their personal factors, emotional factors, intelligence factors, and poverty. In addition to this the school programmes is equally important, components like effective teaching and learning process, teachers ability, interest and knowledge concern about the individual child and facilities for specialized Computer Based Teaching to influence the learning ability of the slow learning students.

Slow learners constitute a part of the school population. So they cannot be ignored. Children’s are today are future citizen and pillars of the countries, each pillar must be as strong as the other. This envisages a Computer Based Teaching as an instructional strategy for slow learners. Any conventional method of class room instruction is found in adequate for them. This necessitates researcher for developing computer material software so that they can cope with normal students not much research study has been under taken for slow learners so the researcher felt interested in conducting the study on slow learners.
1.13 SIGNIFICANCE OF THE STUDY:-

In this fast developing world, where knowledge exploitation is taking place every sphere. So spoken and written words alone could not convey the relevant to the learner. The traditional teachers depends on verbal exposition. Considerable visualization of objects is essential for formulation of accurate concepts. A teacher using computer based software package can make even difficult concept clear to a below average or slow learning students easily. The use of computer based software package for education purposes is highly significant. It helps to overcome barriers. It fulfills the gap in learning and goes beyond the four walls of the class-room. Difficult processes can be made easier. Multimedia devices are more capable of penetrating deeply in to human character with an excitement than any other single media. When these media packages (CI) are use as an integral part of the teaching learning becomes effective. The idea behind Computer Based Teaching is to use the computer as a tutor present information, to give students practice assess their level of understanding, to provide additional instruction is needed. The computer can be quite effective in present in ideas, showing pictures, diagrams, which helps to reinforce concepts. It has a motivated quality of its own, It accelerates the learning. In this way Computer Based Teaching helps in improving the teaching learning process especially for the slow learners and other students also.

1.14 NEED AND IMPORTANCE OF THE STUDY

Slow learners constitute such a significant percentage of school population that they cannot be ignored. Children of today are the future citizens and they are going to be the pillars of the country. Hence, it is essential to ensure that each pillar is as strong as the other. This envisages a computer based teaching for the slow learners.
Computer based teaching enable the slow learners to develop their skill of learning and to cope with normal students. Slow learners have limited span of attention and poor retention. They lack proper concentration also. So any convention method of classroom instruction is found inadequate for them. This necessitates developing computer based software package so that they can cope with normal students.

It is clear from different studies made in this regard that when the learning materials are presented through concrete situations, the slow learners’, concentration and attention do not differ significantly from that of a normal child. Since computer based teaching ensure concrete presentation of instructional materials, the slow learners can surmount the problem of abstract thinking.

The slow learners evince keen interest in learning where the relationships are clearly demonstration ignites the spark of rational thinking in the minds of the slow learners. A computer based software package serves this purpose.

As the slow learners have poor retention power, they require more practice and revision when compared with normal students. A computer based teaching provides ample opportunity for all these aspects. Computer based teaching take care of the short span of attention of slow learners. Further, the computer based software package takes care of the following vital remedial programmes:

1. Grading of teaching materials taking into consideration the capacity and requirement of children.
2. Short frequent lesson instead of the long lessons.
3. Giving importance to practice, drill, review, repetition and direction.

Since computer based software package are self-contained and self-instructional, the slow learners are bound to learn at their own pace with minimum or no inhibition. The objective stated in the beginning, the
sequence of learning materials presented in the body and the evaluation procedure at the end will take care of repetition, direction, drill and practice.

Moreover, computer based teaching facilitate concrete presentation, clear demonstration and better perceptual grasp. A close study of 9th standard syllabus shows that a resourceful teacher can prepare computer based software package making use of the resources locally available. A little pain taken by the teacher will ensure optimal gain for the slow learners.

Computer based teaching bear the following advantages from the slow learners’ point of view:
1. The learners are involved in the learning process and their commitment to the task is increased.
2. A large part of the software package will create interest among students as it is a novel experiment.
3. The students have the full control over the rate of study. So they can progress at their own pace.
4. The consequences of failures are reduced. Each student can master each computer based software package completely before proceeding to the next.
5. Each student can participate in the decision whether he has learned for subject matter adequately.
6. It may be practical for some software package to be checked out as study at home resulting in saving to time.
7. Each student can develop a sense of responsibility for his own learning.

All these factors emphasis that there is a growing need for computer based software package for mastery level learning and the need is, in fact, greater when the slow learner is involved in the learning process. The
present study is an earnest attempt, in this regard; to develop and to measure the effectiveness of computer based teaching in teaching of slow learners.

1.15 SCOPE OF THE STUDY

The researcher is confined to schools of vijayapur District and children studying in 8th standard. The study is further confined to know the achievement of the Social Science, by implementing Computer Based Teaching Technique.

1.16 STATEMENT OF THE PROBLEM

“A STUDY OF THE EFFECTIVENESS OF COMPUTER BASED TEACHING ON PROMOTING THE ACADEMIC ACHIEVEMENT OF SLOW LEARNER OF HIGHER PRIMARY SCHOOL STUDENTS OF VIJAYAPUR DISTRICT”.

1.17 OBJECTIVES OF THE STUDY

The following objectives were framed to;

1. Know the difference in the academic achievement of male and female students of slow learners.
2. Know the relationship between learning interest and academic achievement of slow learners.
3. Know the relationship between intelligence and academic achievement of slow learners.
4. Development of Computer Based Software package for teaching of higher primary School in the subject of Social Science.
5. Study the effect of Computer Based Teaching on academic achievement of slow learners.

1.18 LIMITATIONS OF THE STUDY

1. The present study is restricted to students of slow learners of the 8th Standard Higher Primary Government School.
2. The problem is being studied specially to the Social Science Subject only.
3. The sample consists of only 80 students of slow learners selected on the basis of teachers’ observation and by administering only Standard Progressive Matrices test which was found to be adequate to identify the slow learners.

4. For all the selected subjects, only one unit each were included for the study.

5. The experiment was conducted for a period of 45 working days @ 45 minutes per day.

6. As for computer based teaching, each student could not be provided with separate computer and they had to use the available, three computers on turn basis.

7. The computer based software package used in the study was also developed by making use of the technical expertise available at the district level.

CONCLUSION

This chapter discussed about different pedagogical techniques and highlighted of social science teaching in school curriculum. The study is intended for secondary school and hence nature of slow learner students at this level was also briefed. The important aspect of the study was to know conventional method of teaching and computer based teaching in teaching and these aspects are discussed at length. Based on the description the need for the study and statement of the problem, objectives of the study were given. Before, concluding the chapter delimitations of the study are also discussed. This will be followed by a chapter on review of related literature from the studies done on use of different technologies.